

The Praxis® Study Companion

Chinese (Mandarin): World Language

5665



Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis*® test.

Using the *Praxis*® Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/praxis/states.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 53).

What should I expect when taking the test on computer?

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at www.ets.org/praxis/register.

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1. Learn About Your Test

Learn about the specific test you will be taking

Chinese (Mandarin): World Language (5665)

Test at a Glance			
Test Name	Chinese (Mandarin): World Language		
Test Code	5665		
Time	Approximately 3 hours (not including the Listening Practice section)		
Number of Questions	75 selected-response questions and 8 constructed-response tasks		
Format	<p>Listening Practice section (not scored). Listening with Cultural Knowledge; 6 selected-response questions (10 minutes)</p> <p>Section 1. Listening with Cultural Knowledge; 36 selected-response questions (50 minutes)</p> <p>Section 2. Reading with Cultural Knowledge; 39 selected-response questions (50 minutes)</p> <p>Section 3. Writing with 4 constructed-response tasks (60 minutes)</p> <p>Section 4. Speaking with 4 constructed-response tasks (20 minutes)</p>		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	<p>I. Interpretive Listening (excluding Listening Practice): includes embedded linguistic content</p> <p>II. Interpretive Reading: includes embedded linguistic content</p> <p>III. Cultural Knowledge: included as part of Sections 1 (Listening) and 2 (Reading)</p> <p>IV. Writing: Phonetic Transcription, Interpersonal Writing, Presentational Writing, and Integrated Skills</p> <p>V. Speaking: Integrated Skills, Presentational Speaking, Interpersonal Speaking, and Phonetic Read-Aloud</p>	<p>30 selected response</p> <p>30 selected response</p> <p>15 selected response</p> <p>4 constructed response (writing tasks)</p> <p>4 constructed response (speaking tasks)</p>	<p>26%</p> <p>26%</p> <p>12%</p> <p>18%</p> <p>18%</p>

About This Test

This computer-delivered test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching Mandarin Chinese in grades K–12. Because programs in teaching Mandarin Chinese are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level.

The questions in the Listening section are based on audio selections. The questions in the Reading section are based on text selections and visual images. Questions in both the Listening and Reading sections are in selected-response format, and all questions and answer choices are presented in Chinese characters. The questions and answer choices in the Listening section are also displayed in phonetic transcription (Hanyu Pinyin).

The tasks in the Writing and Speaking sections are in constructed-response format. In the Writing section, you will respond by typing in Chinese characters. In the Speaking section, you will respond in spoken Mandarin Chinese. The tasks in the Speaking section are based on text and audio materials. The Writing section uses only text materials. The Writing and Speaking sections also include tasks that assess your skill in writing and reading using the Hanyu Pinyin phonetic transcription system.

Before the test begins, you will be asked to select either simplified characters or traditional characters for displaying Chinese text and for typing your responses in the Writing section. In the Reading section, however, to assess your ability to read both simplified and traditional characters, some text selections and the questions based on them will be displayed in simplified characters only, while others will appear in traditional characters only, regardless of the preference you selected.

The test may contain some questions that do not count toward your score.

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 47.

I. Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons (88%)

A. Demonstrating language proficiency in the target language at the Advanced Low level for Listening and Speaking, and at the Intermediate High level for Reading and Writing (both levels as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning Chinese (Mandarin) teacher:

1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) by using Chinese characters in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to read effectively and understand written texts in traditional and simplified characters
7. Knows how to negotiate meaning in order to sustain an interaction

8. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, by inferring and interpreting the speaker's intent, and by offering a personal interpretation of the message
9. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, by inferring and interpreting the author's intent, and by offering a personal interpretation of the message
10. Understands the gist of normal conversational speech on a variety of topics
11. Knows how to communicate in the presentational mode (writing) by using Chinese characters to write routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
12. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and by incorporating extralinguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding linguistics—linguistic features of the target language

The beginning Chinese (Mandarin) teacher:

1. Understands the elements of phonetics and phonology and can demonstrate accuracy in pronouncing the four tones of Mandarin Chinese and transcribing the sounds of Mandarin Chinese using the Hanyu Pinyin phonetic transcription system
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer the meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language

5. Knows how to exemplify the rules with examples from the target language, such as the verbal system, pronouns, word order, and interrogatives, in terms of both regularities and irregularities
6. Knows how to identify and use pragmatic and sociolinguistic conventions and register (formal and informal forms of address)

C. Comparison of target language with English

The beginning Chinese (Mandarin) teacher:

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

II. Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts (12%)

A. Demonstrating cultural understanding—connections among the perspectives, practices, and products of the target culture

The beginning Chinese (Mandarin) teacher:

1. Knows the three Ps:
 - a. perspectives (such as attitudes, ideas, beliefs, and values)
 - b. practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage)
 - c. products (such as tools, foods, laws, art, literature, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and the use of those texts to interpret and reflect on the perspectives of the target culture

Test Sections

Listening Practice Section – Interpretive Listening with Cultural Knowledge

This section allows you to listen to an audio selection in Mandarin Chinese and to practice answering questions based on that selection in the time allotted. This section is timed separately from the Listening section that follows, and the time you spend practicing will not be counted toward the time allotted to answering the questions in the Listening section. The questions in this section will NOT be scored and will NOT affect your results in any way.

Section 1 - Interpretive Listening with Cultural Knowledge

In this section, you will hear a variety of audio selections, such as radio broadcasts, narratives, and dialogues, in Mandarin Chinese. Each selection will be played twice. After hearing a selection the first time, you will have 60 seconds to preview the questions before the selection plays a second time. You may take notes as you listen, using the scratch paper that is provided to you. Your notes will not be graded.

After listening to a selection the second time, you will see six questions (each with four answer choices) presented one at a time. For each question, choose the answer that is best according to the selection. The last two questions may test your cultural and linguistic knowledge.

The questions and answer choices will be displayed in simplified or traditional characters (according to the preference you selected) and in phonetic transcription (Hanyu Pinyin).

You will have 25 seconds to answer each question. A clock at the top of the screen will show how much time is remaining to answer the question. When the response time ends, you will automatically go on to the next question. You will not be able to return to previous questions.

The entire Listening section lasts approximately 50 minutes.

Section 2 - Interpretive Reading With Cultural Knowledge

In this section you will read a variety of text selections, such as newspaper articles and literary excerpts, in Chinese. You may take notes as you read, using the scratch paper that is provided to you. Your notes will not be graded. Each selection is accompanied by six questions, each with four answer choices. For each question, choose the answer that is best according to the selection. The last two questions may test your cultural and linguistic knowledge.

To assess your ability to read both simplified and traditional characters, some reading selections and the questions based on them will be displayed in simplified characters only, while others will appear in traditional characters only, regardless of the preference you selected.

This section also includes some individual cultural-knowledge questions based on visual images, such as paintings, drawings, and photographs. In these cases the question and answer choices will be displayed in simplified or traditional characters, according to the preference you selected.

You will have 50 minutes to complete the Reading section. A clock at the top of the screen will show how much time is remaining.

Cultural Knowledge

- Cultural knowledge questions are included as part of Section 1 (Listening) and Section 2 (Reading)
- Cultural knowledge questions focus on connections among the perspectives, practices, and products of the target culture

Section 3 - Phonetic Transcription, Interpersonal Writing, Presentational Writing, and Integrated Skills

This section includes four tasks designed to measure different aspects of your ability to write in Chinese. You should respond to each task as completely and appropriately as possible. You may take notes as you work on the tasks, using the scratch paper that is provided to you. Your notes will not be used in evaluating your responses.

For the first task (Phonetic Transcription), you will be writing your response in Latin letters and Arabic numerals, as you would when writing in English. For the remaining tasks, you will be writing your response in Chinese characters. Use the SHIFT key (press and release the SHIFT key without touching any other key on the keyboard) whenever you need to switch from Chinese input to English input or from English input to Chinese input.

Both Chinese text that is displayed for you to read and your written responses to the second, third, and fourth tasks will appear in simplified or traditional characters, according to the preferences you selected.

For the second, third, and fourth tasks, you will be writing your response in Chinese characters using the Microsoft Pinyin Input Method Editor (IME). You should familiarize yourself with this input method and practice using it before taking the test. For information on setting up the IME, click on this link: [Type in Chinese, Japanese, and other character-based languages.](#)

You will have 60 minutes to complete the four tasks, so you will need to pace yourself as you work in order to allot an appropriate amount of time to each task. A clock at the top of the screen will show how much time is remaining. For the tasks where you will be writing your response in Chinese characters, a counter at the top of the typing area will show how many characters you have typed.

Your response to the Phonetic Transcription task will be evaluated on the accuracy of your spelling and tone indicators.

Your written responses to the other tasks will be evaluated on the following criteria

- The extent to which the assigned task is completed
- Overall comprehensibility to a native speaker of Chinese who is not accustomed to the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics
- Cohesiveness (including use of varied sentence structure and transitional expression, where appropriate)
- Appropriateness of register for a given task and/or reader

Phonetic Transcription

You will be asked to transcribe a text written in Chinese characters into Hanyu Pinyin using Latin letters and Arabic numerals (to indicate tones). At the end of each syllable (representing one Chinese character), type a numeral (1–4) to indicate the tone (no numeral for neutral tone) followed by a space (or punctuation) to separate it from the next syllable. Example: Ni3 hao3 ma?

Interpersonal Writing: Response to an E-mail or Letter

You will be asked to read an e-mail or letter and to write an appropriate response in Chinese. You should manage your time to allow for planning, writing, and revising your response. The length of your response should be at least 100 characters.

Presentational Writing: Opinion/Position Essay

You will be asked to write an essay in Chinese on a specific topic. Your essay should include reasons and/or examples to support your opinion. You should manage your time to allow for planning, writing, and revising your response. The length of your response should be at least 200 characters.

Presentational Writing: Integrated Skills

You will be asked to read a passage in Chinese and to complete a writing task based on that passage. You should manage your time to allow for planning, writing, and revising your response. The length of your response should be at least 200 characters.

Section 4 - Integrated Skills, Presentational Speaking, Interpersonal Speaking, and Phonetic Read-Aloud

This section includes four tasks designed to measure different aspects of your ability to speak Mandarin Chinese. Chinese text that is displayed for you to read will appear in simplified or traditional characters, according to the preference you selected.

You will be given specific directions for each task, including how much time you will have to prepare and how much time you will have to record your spoken response. You may make notes as you prepare your response, using the scratch paper that is provided to you. Your notes will not be used in evaluating your responses. For both preparation and response, a clock on the screen will show how much time is remaining.

At the end of the preparation time, a tone will signal you to begin speaking. Although you need not speak for the entire time allotted, you should respond as fully and appropriately as possible. When the response time ends, you will automatically proceed to the next task; you will not be able to return to any previous task. The Speaking section lasts approximately 20 minutes.

Your spoken responses (except for the Phonetic Read-Aloud task) will be evaluated on the following criteria:

- The extent to which the assigned task is completed
- Overall comprehensibility to a native speaker of Mandarin Chinese who is not accustomed to interacting with nonnative speakers
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation
- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)

- Appropriateness of register for a given task and/or listener

If you do not know specific vocabulary, you should try to express yourself as well as you can, using circumlocution if necessary. If you make a mistake and correct it soon afterward, it will not be considered a mistake.

Your response to the Phonetic Read-Aloud task will be evaluated on the accuracy of your pronunciation and the clarity of your reading.

Presentational Speaking: Integrated Skills

You will be asked to speak in Mandarin Chinese on a topic related to the same passage that you previously read for the Integrated Skills Writing task. First, you will read and hear the topic and the requirements for your response. You will have three minutes to review the passage and prepare your response. Then you will have two minutes to record your response.

Presentational Speaking: Express an Opinion or Make an Oral Presentation

You will be asked to express your opinion or make an oral presentation in Mandarin Chinese on a specific topic. First, you will read and hear the topic and the requirements for your response. You will have two minutes to prepare your response. Then you will have two minutes to record your response.

Interpersonal Speaking: Simulated Conversation

You will participate in a simulated conversation in Mandarin Chinese. First, you will read and hear the context of the conversation. Then you will have 30 seconds to read an outline of the conversation: in each pair of lines, the first line will give you an idea of what you will hear, and the second line (marked by a dot •) will give you an idea of what you will be expected to say. You will have five turns to participate in the conversation. Each time it is your turn to speak, you will have 25 seconds to respond.

Phonetic Read-Aloud

To assess your ability to read a phonetic transcription of Mandarin Chinese, you will be asked to read aloud a passage written in Hanyu Pinyin. You will have one minute to prepare by reading through the passage silently. Then you will have two minutes to record your reading.

2. Familiarize Yourself with Test Questions

Become comfortable with the types of questions you'll find on the Praxis tests

The *Praxis* assessments include a variety of question types: constructed response, for which you write a response of your own; selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

For most questions, you respond by clicking an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- **Clicking more than one oval** to select answers from a list of answer choices.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of choices and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answers from a drop-down menu.** You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the Praxis web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

Understanding Selected-Response Questions

Many selected-response questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

QUICK TIP: Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

QUICK TIP: Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found in "Understanding Constructed-Response Questions" on page 13.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Wherever Chinese text can be viewed in traditional characters or in simplified characters (according to the test taker's preference), both versions are shown below. In the actual test, however, only one version is displayed, according to the preference selected at the beginning of the test.

Section 1: Listening with Cultural Knowledge

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

You will listen to several audio selections in Mandarin Chinese. Each selection will be played twice. After hearing a selection for the first time, you will have 60 seconds to preview the questions before the selection plays a second time. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions (each with four answer choices) presented one at a time. For each question, choose the answer that is best according to the selection. The last two questions may test your cultural and linguistic knowledge.

The questions and answer choices will be displayed in simplified or traditional characters (according to the preference you selected at the beginning of the test) and in phonetic transcription (Hanyu Pinyin).

You will have 25 seconds to answer each question. A clock at the top of the screen will show how much time is remaining to answer the question. When the response time ends, you will automatically go on to the next question. You will not be able to return to previous questions.

The entire Listening section lasts approximately 50 minutes.

You may now begin. **[Note: The shaded portions below are a transcript (in traditional- and simplified-character versions) of the audio selection heard by the test taker. In the actual test, the transcript is not seen by the test taker.]**

Listen to the following selection. It will be played two times.

以下六題與記者周揚的採訪錄音《一個“北漂”青年的故事》有關。

以下六题与记者周扬的采访录音《一个“北漂”青年的故事》有关。

一個在農村長大的孩子離開家鄉到北京來闖蕩。他是如何成功的？下面是本台記者周揚採訪“北漂”青年李明的一段錄音，講述他的北漂經歷。

一个在农村长大的孩子离开家乡到北京来闯荡。他是如何成功的？下面是本台记者周扬采访“北漂”青年李明的一段录音，讲述他的北漂经历。

周揚: 李明您好！您當初是怎麼決定離開家鄉來北京的？

周扬: 李明您好！您当初是怎么决定离开家乡来北京的？

李明: 您好！我是九三年離開老家的。那年我參加縣城舉辦的說唱歌手大賽，獲得了二等獎，於是就大著膽子到北京來發展。

李明: 您好！我是九三年离开老家的。那年我参加县城举办的说唱歌手大赛，获得了二等奖，于是就大着胆子到北京来发展。

周揚: 您到北京後，是個什麼情形？

周扬: 您到北京后，是个什么情形？

李明: 剛到北京的時候，我的普通話還說不標準，又沒有經過任何的專業學習和訓練，所以連面試的機會都沒有。

李明: 刚到北京的时候，我的普通话还说不标准，又没有经过任何的专业学习和训练，所以连面试的机会都没有。

周揚: 那您是怎樣養活自己的呢？

周扬: 那您是怎样养活自己的呢？

李明: 我先是在一家歌舞廳唱歌，一天只掙二十元。房費一天就要十元，再加上坐公交通車，一天下來，勉強填飽肚子而已。我最落魄的時候，身上只剩下五毛錢，又不好意思回家，晚上只好睡在公園的亭子裏。這樣的情況持續了很久。

李明: 我先是在一家歌舞厅唱歌，一天只挣二十元。房费一天就要十元，再加上坐公交车，一天下来，勉强填饱肚子而已。我最落魄的时候，身上只剩下五毛钱，又不好意思回家，晚上只好睡在公园的亭子里。这样的情况持续了很久。

周揚: 現在您在北京的娛樂圈裏已經小有名氣。請談一下是什麼支撐您，直到取得今日的成功？

李明: 在我很小的時候，父母就離開家鄉去廣州打工掙錢，我是由我祖父撫養長大的。祖父特別支持我追求音樂的夢想，當初也是他鼓勵我參加說唱歌手大賽，後來又建議我到北京尋找機會。可以說他老人家對我的影響最大。後來我在北京碰到了劉亮，我們很快就成了好朋友。我跟著他的樂團在全國到處表演，增加了不少見識。也是因為他的推薦，我才能上中央電視臺〈星光大道〉舉辦的比賽，最終贏得了說唱歌手冠軍。

周揚: 在採訪結束以前，希望您也能對其他的“北漂”說幾句話。

李明: 我的經歷讓我意識到在困難的時候，要堅持自己的夢想；在取得了一些成功後，一定要保持良好心態，不虛榮。另外，還要善於抓住機會，克服困難，解決問題。

周揚: 好，最後，預祝您取得更大的成功！

李明: 謝謝！

周扬: 现在您在北京的娱乐圈里已经小有名气。请谈一下是什么支撑您，直到取得今日的成功？

李明: 在很小的时候，父母就离开家乡去广州打工挣钱，我是由我祖父抚养长大的。祖父特别支持我追求音乐的梦想，当初也是他鼓励我参加说唱歌手大赛，后来又建议我到北京寻找机会。可以说他老人家对我的影响最大。后来我在北京碰到了刘亮，我们很快就成了好朋友。我跟着他的乐团在全国到处表演，增加了不少见识。也是因为他的推荐，我才能上中央电视台〈星光大道〉举办的比赛，最终赢得了说唱歌手冠军。

周扬: 在采访结束以前，希望您也能对其他的“北漂”说几句话。

李明: 我的经历让我意识到在困难的时候，要坚持自己的梦想；在取得了一些成功后，一定要保持良好心态，不虚荣。另外，还要善于抓住机会，克服困难，解决问题。

周扬: 好，最后，预祝您取得更大的成功！

李明: 谢谢！

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

[60 seconds]

Narrator: Now listen again.

[The entire audio selection is repeated.]

Narrator: Now answer the questions for this selection.

[2½ minutes]

Question 1

根據這段採訪錄音，李明的職業是什麼？

- (A) 歌廳經理
- (B) 影視演員
- (C) 說唱歌手
- (D) 樂團團長

根据这段采访录音，李明的职业是什么？

- (A) 歌厅经理
- (B) 影视演员
- (C) 说唱歌手
- (D) 乐团团长

Gēnjù zhè duàn cǎifǎng lùyīn, Lǐ Míng de zhíyè shì shénme?

- (A) Gētīng jīnglǐ
- (B) Yǐngshì yǎnyuán
- (C) Shuōchàng gēshǒu
- (D) Yuètuán tuánzhǎng

Question 2

李明為什麼離開家鄉到北京去？

- (A) 因為他受邀去參加民歌大賽。
- (B) 因為他要找他的好朋友劉亮。
- (C) 因為他要尋求發展的機會。
- (D) 因為他的父母在北京打工。

李明为什么离开家乡到北京去？

- (A) 因为他受邀去参加民歌大赛。
- (B) 因为他要找他的好朋友刘亮。
- (C) 因为他要寻求发展的机会。
- (D) 因为他的父母在北京打工。

Lǐ Míng wèishénme líkāi jiāxiāng dào Běijīng qù?

- (A) Yīnwei tā shòu yāo qù cānjiā míngē dà sài.
- (B) Yīnwei tā yào zhǎo tā de hǎo péngyou Liú Liàng.
- (C) Yīnwei tā yào xúnqiú fāzhǎn de jīhuì.
- (D) Yīnwei tā de fùmǔ zài Běijīng dǎgōng.

Question 3

李明剛到北京找工作的時候，遭遇到哪方面的困難？

- (A) 語言
- (B) 交通
- (C) 交友
- (D) 住房

李明刚到北京找工作的时候，遭遇到哪方面的困难？

- (A) 语言
- (B) 交通
- (C) 交友
- (D) 住房

Lǐ Míng gāng dào Běijīng zhǎo gōngzuò de shíhòu, zāoyù dào nǎ fāngmiàn de kùnnán?

- (A) Yǔyán
- (B) Jiāotōng
- (C) Jiāoyǒu
- (D) Zhùfáng

Question 4

以下哪一項不是錄音中提到的李明取得成功的原因？

- (A) 他的祖父支持他追求夢想。
- (B) 他在全國到處表演，增加了不少見識。
- (C) 他接受過專業的學習和訓練。
- (D) 劉亮推薦他去參加〈星光大道〉舉辦的比賽。

以下哪一项不是录音中提到的李明取得成功的原因？

- (A) 他的祖父支持他追求梦想。
- (B) 他在全国到处表演，增加了不少见识。
- (C) 他接受过专业的学习和训练。
- (D) 刘亮推荐他去参加〈星光大道〉举办的比赛。

Yǐxià nǎ yī xiàng BÙ SHÌ lùyīn zhōng tídao de Lǐ Míng qǔdé chénggōng de yuányīn?

- (A) Tā de zǔfù zhīchí tā zhuīqiú mèngxiǎng.
- (B) Tā zài quán guó dào chù biǎoyǎn, zēngjiāle bùshǎo jiànshí.
- (C) Tā jiēshòuguó zhuānyè de xuéxí hé xùnlìan.
- (D) Liú Liàng tuījiàn tā qù cānjiā "Xīngguāng Dàdào" jǔbàn de bǐsài.

Question 5

根據你對中國文化的了解，普通話是以下面哪一種方言為語音基礎的？

- (A) 上海話
- (B) 北京話
- (C) 四川話
- (D) 廣東話

根据你对中国文化的了解，普通话是以下面哪一种方言为语音基础的？

- (A) 上海话
- (B) 北京话
- (C) 四川话
- (D) 广东话

Gēnjù nǐ duì Zhōngguó wénhuà de liǎojiě, pǔtōnghuà shì yǐ xiàmiàn nǎ yī zhǒng fāngyán wéi yǔyīn jīchǔ de?

- (A) Shànghǎihuà
- (B) Běijīnghuà
- (C) Sìchuānhuà
- (D) Guǎngdōnghuà

Question 6

在“…晚上只好睡在公園的亭子裏”一句中，“只好”是什麼詞？

- (A) 介詞
- (B) 動詞
- (C) 副詞
- (D) 代詞

在“…晚上只好睡在公園的亭子里”一句中，“只好”是什麼詞？

- (A) 介詞
- (B) 動詞
- (C) 副詞
- (D) 代詞

Zài “...wǎnshang zhǐhǎo shuì zài gōngyuán de tíngzi lǐ” yī jù zhōng, “zhǐhǎo” shì shénme cí?

- (A) Jiècí
- (B) Dòngcí
- (C) Fùcí
- (D) Dàicí

Section 2: Reading with Cultural Knowledge

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

You will read several selections in Chinese. You may need to scroll up and down to see a selection in its entirety. Each selection is accompanied by six questions, each with four answer choices. For each question, choose the answer that is best according to the selection. The last two questions may test your cultural and linguistic knowledge.

To assess your ability to read both simplified and traditional characters, some reading selections (and the questions based on them) will be displayed in simplified characters only, while others will appear in traditional characters only, regardless of the preference you selected at the beginning of the test.

This section also includes three individual cultural knowledge questions based on visual images, such as paintings, drawings, and photographs. In these cases, the question and answer choices will be displayed in simplified or traditional characters, according to the preference you selected at the beginning of the test.

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

You can mark a question for later review by clicking **Mark**, which will place a check mark next to the number of that question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

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

You will have 50 minutes to complete the Reading section. A clock at the top of the screen will show how much time is remaining.

You may now begin.

以下六題與散文《老宅》有關。

老宅

蓋這座老宅的時候，我還不記得。我記憶中有它的時候，便是鄰家男孩溜著我家矮矮的土牆根，挖蟬蛹。這個場景是夏日傍晚，尤其是雨後必然上演的節目。幼年的我，極佩服他的本領，因為我很少挖到。只有在晚上乘涼時，它自己順著我的板凳腿爬上來的時候，我才可能有幸擁有一兩隻。

記得在我十歲的時候，那時我家還沒有蓋廂房，在現在廂房所在的地方，長著五六棵榆樹，高高的，每到春天，都會長滿榆錢。可是樹太高了，年幼的我，總是仰酸了脖子，也夠不到一枝。那時，家裏養著一隻狸花貓，生了一窩小貓，小貓們每天在這幾棵榆樹上練習，“哧溜哧溜”地爬上爬下。我真羨慕它們敏捷的身手。

那時候的母親，應該還好年輕好年輕，雖然我此刻已想不起她年輕時的模樣，但我深信那時的她愛笑，有耐心，也比較疼我。我深深地記得無數個這樣的冬夜——也許夜還不深，但我們農村人都有早睡的習慣——母親熄了燈，屋子裏一片漆黑，我們兩個人躺在寬大的土炕上，都沒有睡著。於是母親便給我講許許多多諸如“水長舌頭路長腰”，“不點兒不點兒渾身淨眼兒”的充滿鄉土氣息的謎語。我那時當然不覺得這謎語土氣和簡單，倒覺得它們深奧又充滿情趣，每次都努力地猜啊想啊，最後還是母親把答案告訴我。然後說該睡覺了，明天再接著講吧。於是，她很快沉沉睡去。而我由於之前猜謎語，大腦還處於亢奮狀態，翻來覆去睡不著。於是便開始在黑暗中搜索可以吸引我視線的東西。窗戶是木頭格子的，橫著八個，縱著四個，這些，早已是每晚的必修課。心裏想著再跟母親聊會兒，可她却睡得深，怕把她吵醒她會惱，於是伸出手，想摸摸她，慰藉一下自己。偏偏那晚她的褥子鋪得離我遠，將將夠不到，所以只好自己面對孤獨和黑夜，面對窗戶上那斑駁的榆樹影子。漸漸地，也不知什麼時候，就睡著了。第二天早上醒來，卻早忘了夜裏的事情。

Question 7

文章中的“我”為什麼佩服鄰家男孩？

- (A) 他擅長抓蟬蛹。
- (B) 他擅長爬樹。
- (C) 他擅長爬牆。
- (D) 他擅長演節目。

Question 8

“我”家的廂房是什麼時候蓋的？

- (A) 我剛出生的時候
- (B) 我不滿十歲
- (C) 我十歲以後
- (D) 我不記得什麼時候

Question 9

根據文章內容，老宅給“我”留下的最深刻的記憶是什麼？

- (A) 看著窗格子練習數數
- (B) 夜晚跟著母親猜謎語
- (C) 看狸花貓練習爬板凳
- (D) 春天裏榆錢落滿庭院

Question 10

根據文章內容，“我”為什麼“翻來覆去睡不著”？

- (A) 日光太晃眼了。
- (B) 大腦還處於亢奮狀態。
- (C) 白天的功課還未完成。
- (D) 土炕很不舒服。

Question 11

根據你對中國文化的了解，以下哪一項是謎語的表達形式？

- (A) 她長得跟牡丹花一樣
- (B) 一點一橫，兩眼一瞪
- (C) 外甥打燈籠
- (D) 清官難斷家務事

Question 12

文章第二段中的詞語“哧溜哧溜”是什麼詞？

- (A) 感嘆詞
- (B) 助動詞
- (C) 象聲詞
- (D) 語氣詞

這道題與下面這幅圖像有關。

这道题与下面这幅图像有关。



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Question 13

中國人張貼這幅畫的寓意是什麼？

- (A) 連生貴子
- (B) 招財進寶
- (C) 鯉魚跳龍門
- (D) 連年有餘

中国人张贴这幅画的寓意是什么？

- (A) 连生贵子
- (B) 招财进宝
- (C) 鲤鱼跳龙门
- (D) 连年有余

Section 3: Writing

Directions: The Writing section includes four tasks that measure different aspects of your ability to write in Chinese. You will be given specific directions for each task.

For Task 1 (Phonetic Transcription), you will be writing your response in Latin letters and Arabic numerals, as you would when writing in English. For Tasks 2–4, you will be writing your response in Chinese characters.

Both Chinese text that is displayed for you to read and your written responses to Tasks 2–4 will appear in simplified or traditional characters, according to the preferences you selected at the beginning of the test.

You will have 60 minutes to complete the four tasks, so you will need to pace yourself as you work in order to allot an appropriate amount of time to each task. A clock at the top of the screen will show how much time is remaining. For Tasks 2–4, a counter at the top of the typing area will show how many characters you have typed.

You can move from one question to the next by clicking **Next**. You can skip a question and go back to it later as long as there is time remaining. If you want to return to previous questions, click **Back**.

You can mark a question for later review by clicking **Mark**, which will place a check mark next to the number of that question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

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

You may now begin.

Task 1: Phonetic Transcription

(Suggested time—10 minutes)

Directions: Transcribe the Chinese text below into Hanyu Pinyin using Latin letters and Arabic numerals (to indicate tones). At the end of each syllable (representing one Chinese character), type a number (1–4) to indicate the tone (no numeral for neutral tone) followed by a space (or punctuation) to separate it from the next syllable. Example: Ni3 hao3 ma?

南轅北轍

戰國時，有一個人從魏國到楚國去。楚在魏的南面，但他卻趕著馬車往北跑。路上有人問他去哪兒，他說去楚國。路人告訴他：“到楚國應該往南方走，你的方向不對。”他說：“我的馬是上等好馬！”路人說：“馬再好，可這不是去楚國的方向啊！”他說：“我帶的銀子多著呢！”路人極力勸阻：“方向錯了，銀子再多也枉然！”那人不耐煩地說：“我的車夫本領高著呢！”說罷，繼續往北，離楚國越來越遠。後來，人們用“南轅北轍”來形容行動和目的地相反。

南辕北辙

战国时，有一个人从魏国到楚国去。楚在魏的南面，但他却赶着马车往北跑。路上有人问他去哪儿，他说去楚国。路人告诉他：“到楚国应该往南方走，你的方向不对。”他说：“我的马是上等好马！”路人说：“马再好，可这不是去楚国的方向啊！”他说：“我带的银子多着呢！”路人极力劝阻：“方向错了，银子再多也枉然！”那人不耐烦地说：“我的车夫本领高着呢！”说罢，继续往北，离楚国越来越远。后来，人们用“南辕北辙”来形容行动和目的地相反。

Task 2: Interpersonal Writing
Response to an E-mail or Letter

(Suggested time—15 minutes)

Directions: You will be asked to read an e-mail or letter and to write an appropriate response in Chinese. You should respond as completely and appropriately as possible. Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 100 characters**. A counter at the top of the typing area will show how many characters you have typed.

假設你自去年六月起，以2200元/月承租北京市東直門內一套二居室公寓。日前，你收到房東李斌的電子郵件，通知你房租將上漲。請回復該郵件，希望調整租金漲幅，改變預付租金的做法，並說明理由。

發件人： 李斌
 郵件主題： 房租

您去年六月簽的一年期租房合約將於下個月底（六月三十日）到期。近來，本地段的房價上漲，一般不帶家具的二居室房租已漲至3000元/月。我租給您的這套二居室尚包括洗衣機、冰箱和雙人床。因此，自七月一日起房租將上調到4500元/月，並請預付半年租金。

李斌

假设你自去年六月起，以2200元/月承租北京市东直门内一套二居室公寓。日前，你收到房东李斌的电子邮件，通知你房租将上涨。请回复该邮件，希望调整租金涨幅，改变预付租金的做法，并说明理由。

发件人： 李斌
 邮件主题： 房租

您去年六月签的一年期租房合约将于下个月底（六月三十日）到期。近来，本地段的房价上涨，一般不帶家具的二居室房租已漲至3000元/月。我租給您的這套二居室尚包括洗衣機、冰箱和雙人床。因此，自七月一日起房租將上調到4500元/月，並請預付半年租金。

李斌

Task 3: Presentational Writing
Opinion/Position Essay

(Suggested time—15 minutes)

Directions: You will be asked to write an essay in Chinese on a specific topic. Make sure that your essay includes reasons and/or examples to support your opinion. Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 200 characters**. A counter at the top of the typing area will show how many characters you have typed.

有人認為，為防止氣候持續變化對地球產生更大影響，我們應該停止使用私人汽車，改用公共交通工具。你同意這種觀點嗎？

- 請闡述你的觀點。
- 舉例說明使用私人汽車或乘公交車的利弊。

有人认为，为防止气候持续变化对地球产生更大影响，我们应该停止使用私人汽车，改用公共交通工具。你同意这种观点吗？

- 请阐述你的观点。
- 举例说明使用私人汽车或乘公交车的利弊。

Task 4: Presentational Writing Integrated Skills

(Suggested time—20 minutes)

Directions: You will be asked to read a passage in Chinese and to complete a writing task based on that passage. (The first task in the Speaking section of the test will be based on this same passage.) Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 200 characters**. A counter at the top of the typing area will show how many characters you have typed.

請你用自己的語言總結概括以下短文，並解釋家長為什麼應該提高自身素質。

以下為題為《重視家庭教育，做合格的父母》的評論文章節選。

重視家庭教育，做合格的父母

如何才能做一個合格的家長，這是一門大學問。中國人在傳統上非常重視家庭教育，因為家庭是孩子接受教育的第一場所，父母就是孩子的奠基人。但是不同於學校教育，父母對子女的影響是潛移默化的，所謂有其父，必有其子。父母的行為習慣，待人處事的態度，道德觀念都是孩子模仿的對象。因此，家庭教育的第一步，應該是父母教育，家庭教育的重心，也應該是父母教育，父母是家庭教育成敗的關鍵。如果家庭教育僅限於如何培養兒童，而忽略真正需要提高的是父母的素質，那麼這樣的家庭教育很難取得預期的效果。

合格的家長最需要的是提高自身修養，為孩子做好榜樣，在生活中用平等、善良、公正的價值觀影響孩子，讓他們耳濡目染，從中受到熏陶，獲得教益。父母不妨靜心思索一下：我有沒有盡心盡力地做好自己？我希望孩子做到的事，自己有沒有首先做到？我是否能給孩子的成長帶來正面的、積極的影響？對大多數父母來說，那種不尊重孩子人格、把孩子當作自己附屬品的落伍觀念早已被拋棄，“做孩子的好朋友”成了他們努力追求的目標。但只做好朋友還不夠，合格的父母同時還要扮演好生活教練、學習榜樣、知心朋友、人生導師和堅強後盾等有助於孩子健康成長的角色，既不過分溺愛，也不過分挑剔。

如果父母從一開始就能做到和孩子一起成長，提高自身素質，做孩子的好榜樣，鼓勵他們對未來充滿信心，學會快樂生活，勇於對自己和社會承擔責任，做有素質的公民，那你距離成功的父母也就不遠了。

請你用自己的語言總結概括以下短文，並解釋家長為什麼應該提高自身素質。

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合格的家长最需要的是提高自身修养，为孩子做好榜样，在生活中用平等、善良、公正的价值观影响孩子，让他们耳濡目染，从中受到熏陶，获得教益。父母不妨静心思索一下：我有没有尽心尽力地做好自己？我希望孩子做到的事，自己有没有首先做到？我是否能给孩子的成长带来正面的、积极的影响？对大多数父母来说，那种不尊重孩子人格、把孩子当作自己附属品的落伍观念早已被抛弃，“做孩子的好朋友”成了他们努力追求的目标。但只做好朋友还不够，合格的父母同时还要扮演好生活教练、学习榜样、知心朋友、人生导师和坚强后盾等有助于孩子健康成长的角色，既不过分溺爱，也不过分挑剔。

如果父母从一开始就能做到和孩子一起成长，提高自身素养，做孩子的好榜样，鼓励他们对未来充满信心，学会快乐生活，勇于对自己和社会承担责任，做有素质的公民，那你距离成功的父母也就不远了。

Section 4: Speaking

Directions: The Speaking section includes four tasks that measure different aspects of your ability to speak Mandarin Chinese.

Chinese text that is displayed for you to read will appear in simplified or traditional characters, according to the preference you selected at the beginning of the test.

You will be given specific directions for each task, including how much time you will have to prepare and how much time you will have to record your response. For both preparation and response, a clock on the screen will show how much time is remaining.

At the end of the preparation time, a tone will signal you to begin speaking. Although you need not speak for the entire time allotted, you should respond as fully and appropriately as possible.

When the response time ends, you will automatically go on to the next question. You will not be able to return to previous questions.

The Speaking section lasts approximately 20 minutes.

You may now begin.

Task 1: Presentational Speaking Integrated Skills

Directions: You will be asked to speak in Mandarin Chinese on a topic related to the same passage that you have already read for the Integrated Skills Writing task. First, you will read and hear the topic and the requirements for your response. You will have three minutes to review the passage and prepare your response. Then you will have two minutes to record your response. For both preparation and response, a clock on the screen will show how much time is remaining. A tone will indicate when you should begin speaking. You should respond as fully and appropriately as possible.

假設你的朋友抱怨他的孩子讀書不用功，在家裏從來不做家務，也不關心家人。現在你讀了這篇短文，請你和他談談如何才能幫助他的孩子？

以下為題為《重視家庭教育，做合格的父母》的評論文章節選。

重視家庭教育，做合格的父母

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合格的家長最需要的是提高自身修養，為孩子做好榜樣，在生活中用平等、善良、公正的價值觀影響孩子，讓他們耳濡目染，從中受到熏陶，獲得教益。父母不妨靜心思索一下：我有沒有盡心盡力地做好自己？我希望孩子做到的事，自己有沒有首先做到？我是否能給孩子的成長帶來正面的、積極的影響？對大多數父母來說，那種不尊重孩子人格、把孩子當作自己附屬品的落伍觀念早已被拋棄，“做孩子的好朋友”成了他們努力追求的目標。但只做好朋友還不夠，合格的父母同時還要扮演好生活教練、學習榜樣、知心朋友、人生導師和堅強後盾等有助於孩子健康成長的角色，既不過分溺愛，也不過分挑剔。

如果父母從一開始就能做到和孩子一起成長，提高自身素養，做孩子的好榜樣，鼓勵他們對未來充滿信心，學會快樂生活，勇於對自己和社會承擔責任，做有素質的公民，那你距離成功的父母也就不遠了。

假设你的朋友抱怨他的孩子读书不用功，在家里从来不做家务，也不关心家人。现在你读了这篇短文，请你和他谈谈如何才能帮助他的孩子？

以下为题为《重视家庭教育，做合格的父母》的评论文章节选。

重视家庭教育，做合格的父母

如何才能做一个合格的家长，这是一门大学问。中国人在传统上非常重视家庭教育，因为家庭是孩子接受教育的第一场所，父母就是孩子的奠基人。但是不同于学校教育，父母对子女的影响是潜移默化的，所谓有其父，必有其子。父母的行为习惯，待人处事的态度，道德观念都是孩子模仿的对象。因此，家庭教育的第二步，应该是父母教育，家庭教育的重心，也应该是父母教育，父母是家庭教育成败的关键。如果家庭教育仅限于如何培养儿童，而忽略真正需要提高的是父母的素质，那么这样的家庭教育很难取得预期的效果。

合格的家长最需要的是提高自身修养，为孩子做好榜样，在生活中用平等、善良、公正的价值观影响孩子，让他们耳濡目染，从中受到熏陶，获得教益。父母不妨静心思索一下：我有没有尽心尽力地做好自己？我希望孩子做到的事，自己有没有首先做到？我是否能给孩子的成长带来正面的、积极的影响？对大多数父母来说，那种不尊重孩子人格、把孩子当作自己附属品的落伍观念早已被抛弃，“做孩子的好朋友”成了他们努力追求的目标。但只做好朋友还不够，合格的父母同时还要扮演好生活教练、学习榜样、知心朋友、人生导师和坚强后盾等有助于孩子健康成长的角色，既不过分溺爱，也不过分挑剔。

如果父母从一开始就能做到和孩子一起成长，提高自身素养，做孩子的好榜样，鼓励他们对未来充满信心，学会快乐生活，勇于对自己和社会承担责任，做有素质的公民，那你距离成功的父母也就不远了。

Task 2: Presentational Speaking
Express an Opinion or Make an Oral Presentation

Directions: You will be asked to express your opinion or make an oral presentation in Mandarin Chinese on a specific topic. First, you will read and hear the topic and the requirements for your response. You will have two minutes to prepare your response. Then you will have two minutes to record your response. For both preparation and response, a clock at the bottom of the screen will show how much time is remaining. A tone will indicate when you should begin speaking. You should respond as fully and appropriately as possible.

為鼓勵市民保護環境，變廚餘垃圾為有機肥料，市政府宣佈自下個月起，垃圾車將每週上門收一次垃圾改為每兩週上門收一次垃圾。此舉是否真能鼓勵市民環保呢？

- 請你在社區業主委員會上發表對該決定的看法。
- 舉例說明市政府的新規定對市民的生活可能造成的影響。

为鼓励市民保护环境，变厨余垃圾为有机肥料，市政府宣布自下个月起，垃圾车将每周上门收一次垃圾改为每两周上门收一次垃圾。此举是否真能鼓励市民环保呢？

- 请你在社区业主委员会上发表对该决定的看法。
- 举例说明市政府的新规定对市民的生活可能造成的影响。

Task 3: Interpersonal Speaking Simulated Conversation

Directions: You will participate in a simulated conversation in Mandarin Chinese. First, you will read and hear the context of the conversation. Then you will have 30 seconds to read an outline of the conversation: in each pair of lines, the first line gives you an idea of what you will hear, and the second line (marked by a dot •) gives you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. Each time it is your turn to speak, a tone will indicate when you should begin speaking, and you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible. A clock at the bottom of the screen will show how much time is remaining for your response.

假設你出差到杭州開會，出發前一星期已在網上預訂會場附近的一家酒店，並對房間的安排向酒店提出了一些具體要求。現在你到達酒店的前檯辦理入住手續。

假设你出差到杭州开会，出发前一星期已在网上预订会场附近的一家酒店，并对房间的安排向酒店提出了一些具体要求。现在你到达酒店的前台办理入住手续。

酒店職員：向你致意表示歡迎。問了一個有關預訂的問題。

• **你：**肯定，介紹自己並簡述對房間安排的要求。

酒店職員：查看記錄，解釋不能滿足要求的原因。

• **你：**表示遺憾，要求降低收費。

酒店職員：致歉意並解釋原因。提議以其它方式優待你。

• **你：**表示同意，詢問設施是否可以通宵使用，並解釋原因。

酒店職員：詳細回答。

• **你：**又提了一個有關房間網絡設備和使用的問題，並詳細解釋它對你的重要性。

酒店職員：回答並致謝。將房卡及鑰匙給你。

• **你：**致謝，要求搬送行李，結束對話。

酒店职员：向你致意表示欢迎。问了一个有关预订的问题。

• **你：**肯定，介绍自己并简述对房间安排的要求。

酒店职员：查看记录，解释不能满足要求的原因。

• **你：**表示遗憾，要求降低收费。

酒店职员：致歉意并解释原因。提议以其它方式优待你。

• **你：**表示同意，询问设施是否可以通宵使用，并解释原因。

酒店职员：详细回答。

• **你：**又提了一个有关房间网络设备和使用的問題，并详细解释它对你的重要性。

酒店职员：回答并致谢。将房卡及钥匙给你。

• **你：**致谢，要求搬送行李，结束对话。

The shaded portions below are a transcript (in traditional- and simplified-character versions) of the audio prompts heard by the test taker. In the actual test, the transcript is not seen by the test taker.

Narrator: 假設你出差到杭州開會，出發前一星期已在網上預訂會場附近的一家酒店，並對房間的安排向酒店提出了一些具體要求。現在你到達酒店的前檯辦理入住手續。
[30 seconds]

酒店職員: 您好，歡迎光臨！請問您有預訂嗎？
[Tone]
[25 seconds]

酒店職員: 請您等一下。我找到您的預訂了。但是您要求的房型，它們所在的樓層現在都在裝修，所以只能給您安排別的房间。可以嗎？
[Tone]
[25 seconds]

酒店職員: 很抱歉，給您的價格已是最低的特價了。這樣吧，我送您三張免費自助早餐券，您可以在一樓的咖啡廳用餐。另外還可以免費使用酒店的室內游泳池和健身房。
[Tone]
[25 seconds]

酒店職員: 游泳池在二樓，從早上九點一直開到晚上九點，這期間您可以隨時使用。
[Tone]
[25 seconds]

酒店職員: 酒店所有的客房都提供網絡寬帶服務，也不需要註冊，客人可以免費使用。這是您的房卡和鑰匙。謝謝您的理解，祝您入住愉快。
[Tone]
[25 seconds]

Narrator: 假设你出差到杭州开会，出发前一星期已在网上预订会场附近的一家酒店，并对房间的安排向酒店提出了一些具体要求。现在你到达酒店的前台办理入住手续。
[30 seconds]

酒店职员: 您好，欢迎光临！请问您有预订吗？
[Tone]
[25 seconds]

酒店职员: 请您等一下。我找到您的预订了。但是您要求的房型，它们所在的楼层现在都在装修，所以只能给您安排别的房间。可以吗？
[Tone]
[25 seconds]

酒店职员: 很抱歉，给您的价格已是最低的特价了。这样吧，我送您三张免费自助早餐券，您可以在一楼的咖啡厅用餐。另外还可以免费使用酒店的室内游泳池和健身房。
[Tone]
[25 seconds]

酒店职员: 游泳池在二楼，从早上九点一直开到晚上九点，这期间您可以随时使用。
[Tone]
[25 seconds]

酒店职员: 酒店所有的客房都提供网络宽带服务，也不需要注册，客人可以免费使用。这是您的房卡和钥匙。谢谢您的理解，祝您入住愉快。
[Tone]
[25 seconds]

Task 4: Phonetic Read-Aloud

Directions: To assess your ability to read a phonetic transcription of Mandarin Chinese, you will be asked to read aloud the passage written in Hanyu Pinyin below. You will have one minute to prepare by reading through the passage silently. Then you will have two minutes to record your reading. For both preparation and response, a clock at the bottom of the screen will show how much time is remaining. A tone will indicate when you should begin speaking. You should speak clearly and make your pronunciation as accurate as possible.

Fāxiàn jiǎgǔwén

Qīngcháo Guāngxù niánjiān, jīnshíxuéjiā Wáng Yíróng shì dāngshí zuì gāo xuéfǔ guózǐjiàn de zhǔguǎn guānyuán. Yī cì, tā kànjian yī wèi zhōngyào jiào lónggǔ, juéde qíguài, jiù fān kàn yàozhā, méi xiǎngdào shàngmian jūrán yǒu yī zhǒng kàn sì wénzì de tú'àn. Yúshì bǎ suǒyǒu de lónggǔ dōu mǎile xialai, fāxiàn měi piàn lónggǔ shàng dōu yǒu xiāngsì de tú'àn. Tā quèxìn zhè shì yī zhǒng wénzì. Jīngguò kǎozhèng, quèrèn shì Yīn-Shāng shíqī xiāngdāng chéngshù de wénzì xìtǒng. Shíjiǔ shìjì mò, rénmen zhǎodàole lónggǔ chūtǔ de dìfang, zài Hénán Ānyáng Xiǎotúncūn. Yīnwei zhèxiē lónggǔ zhǔyào shì Yīn-Shāng shídài kè zài guījiǎ shòu gǔ shàng de wénzì, suǒyǐ jiāng tāmen mìngmíng wéi “jiǎgǔwén”. Zài zǒnggòng shíwàn yú piàn yǒu zì jiǎ gǔ zhōng, hányǒu sìqiān duō bùtóng de wénzì túxíng, ér yǐjīng shíbié de yuē yǒu liǎngqiān wǔbǎi duō zì.

Answers to Sample Questions

Section 1

1. This question asks about the interviewee's profession. Li Ming mentions performing in a song and dance hall, but there is no indication that he managed one, so (A) is incorrect. He appeared on television as a contestant in a talent competition, not as an actor, so (B) is incorrect. He traveled and performed with a music group, but the head of the group was his friend, Liu Liang, so (D) is incorrect. In explaining how he achieved success, Li Ming says that he participated in two competitions as a rap singer, one time coming in second and later winning the top prize, so the correct answer is (C).
2. This question asks why Li Ming left his hometown and traveled to Beijing. He says that after taking second prize in a local competition, he gathered up his courage and followed his grandfather's suggestion that he go to Beijing to seek opportunities to develop his talent, so (C) is the correct answer. There is no mention of his being invited to participate in a folk song competition, so (A) is incorrect. He met and became friends with Liu Liang in Beijing, not before going there, so (B) is incorrect. His parents left home to work in Guangzhou, not Beijing, so (D) is incorrect.
3. This question asks about the type of difficulty that Li Ming encountered when he first arrived in Beijing. He says that when he arrived in Beijing, he could not speak standard Mandarin, which made it difficult for him to get a job interview, so the correct answer is (A), language. He refers to issues concerning transportation (B) and housing (D), but these are not mentioned as problems that he faced upon arriving in Beijing. His only reference to friendship (C) concerns his relationship with Liu Liang, which is presented as advantageous rather than problematic.
4. This question asks which of the answer choices is NOT mentioned in the interview as a reason for Li Ming's success. His grandfather's support for pursuing his dream (A), the knowledge and experience he gained from performing all over the country (B), and Liu Liang's recommendation that enabled him to participate in the televised competition (D) are all mentioned as factors that contributed to his success. Li Ming specifically states that he did not undertake any specialized study or training, so the correct answer is (C).
5. This is a cultural knowledge question, asking which Chinese dialect serves as the basis for Mandarin pronunciation. The correct answer is the dialect of Beijing (B), not the dialect of Shanghai (A), Sichuan (C), or Guangdong (D).

6. This is a linguistic knowledge question, asking about the grammatical function of the word *zhihao* in the sentence ... *wanshang zhihao shui zai gongyuan de tingzi li*. In the quoted excerpt from the interview, *zhihao* modifies the verb *shui* and, therefore, functions as an adverb, not as a preposition (A), a verb (B), or a pronoun (D); so, the correct answer is (C).

Section 2

7. This question asks about a detail in the author's recollection of his childhood: why did he admire the boy who lived next door? The story describes how the author watched the neighbor boy dig up cicada larvae along the base of the low earthen wall between their houses and how he admired the boy's skill because he himself was rarely successful at this activity. So, the correct answer is (A): because the neighbor boy was good at catching cicada larvae.
8. This question asks when the side room was added onto the author's childhood home. The second paragraph of the story recounts a memory from when the author was 10 years old involving a stand of elm trees that stood where the side room was later built. So, the correct answer is (C): after the author reached the age of 10.
9. This question asks about the author's most profound and lasting memory from his childhood home. In the story, the author tells how he would lie awake at night staring at the window, which was divided by a wooden lattice into a pattern of eight squares by four squares; but he does not mention using this pattern to practice counting, so (A) is not the correct answer. The author remembers watching kittens climb up tree trunks, not a wooden stool, so (C) is incorrect. The author mentions the elm trees being full of seeds in the springtime, but does not say that the seeds covered the ground in the courtyard, so (D) is incorrect. The author does describe his indelible memory of winter nights when he tried to guess the answers to riddles posed by his mother, so the correct answer is (B).
10. This question asks why the author tossed and turned at night, unable to fall asleep. The story does not mention his eyes being dazzled by the sunlight (A), or not finishing his homework in the daytime (C), or the heated adobe bed (*tukang*) being uncomfortable (D). The author says that he could not fall asleep because the mental stimulation from guessing riddles kept him awake after his mother had fallen asleep, so the correct answer is (B).

Answers to Sample Questions

11. This is a cultural knowledge question, asking which of the answer choices is in the form of a typical Chinese riddle (*miyu*). (A) is a simile, (C) is the first part of a two-part allegorical saying (*xiehouyu*), and (D) is a proverb. The correct answer (B) provides an example of one typical form of a Chinese riddle, where the clue is composed of two four-character phrases that rhyme.

12. This is a linguistic knowledge question, asking for the linguistic term that accurately describes the expression *chiliu chiliu* as it is used in the second paragraph of the story. It is not an exclamation (A), an auxiliary verb (B), or a mood indicator—*yuqici*—(D). The correct answer is (C) *xiangshengci*, an imitative expression meant to suggest the sound of kittens clawing their way up a tree trunk.

13. This is a cultural knowledge question, asking for the implied meaning of a Chinese paper-cut picture of a child holding a fish (*yu*) and a lotus flower (*lian*). The objects in the picture are used to represent words with the same pronunciation: surplus (*yu*) and successive, or one after another (*lian*). The picture is, in fact, a traditional new year image (*nianhua*) that expresses the wish for ongoing prosperity: “surplus year after year” (*liannian youyu*). Therefore, the correct answer is (D).

PRAXIS WORLD LANGUAGES SCORING GUIDELINES – CHINESE (MANDARIN) WRITING

Task 1: Phonetic Transcription

Score	General Description	Features/Dimensions	
		Task Completion	Writing Skills
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Completes the task very successfully 	<ul style="list-style-type: none"> • Demonstrates a high level of ability to accurately transcribe a text written in Chinese characters into Hanyu Pinyin • Very few spelling errors and/or missing syllables • Very few errors in indication of tones
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Completes the task successfully 	<ul style="list-style-type: none"> • Demonstrates a moderate level of ability to accurately transcribe a text written in Chinese characters into Hanyu Pinyin • Occasional spelling errors and/or missing syllables • Occasional errors in indication of tones
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Completes the task adequately 	<ul style="list-style-type: none"> • Demonstrates a low level of ability to accurately transcribe a text written in Chinese characters into Hanyu Pinyin • Frequent spelling errors and/or missing syllables • Frequent errors in indication of tones
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Attempts but fails to adequately complete the task 	<ul style="list-style-type: none"> • Demonstrates a lack of ability to accurately transcribe a text written in Chinese characters into Hanyu Pinyin • Numerous spelling errors and/or missing syllables • Numerous errors in indication of tones

PRAXIS WORLD LANGUAGES SCORING GUIDELINES – CHINESE (MANDARIN) WRITING

Task 2: Response to E-mail or Letter

Task 3: Opinion/Position Essay

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

PRAXIS WORLD LANGUAGES SCORING GUIDELINES – CHINESE (MANDARIN) WRITING

Task 4: Integrated Skills

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

PRAXIS WORLD LANGUAGES SCORING GUIDELINES – CHINESE (MANDARIN) SPEAKING

Task 1: Integrated Skills

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

PRAXIS WORLD LANGUAGES SCORING GUIDELINES – CHINESE (MANDARIN) SPEAKING

Task 2: Express an Opinion or Make an Oral Presentation

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

PRAXIS WORLD LANGUAGES SCORING GUIDELINES – CHINESE (MANDARIN) SPEAKING

Task 3: Simulated Conversation

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

PRAXIS WORLD LANGUAGES SCORING GUIDELINES – CHINESE (MANDARIN) SPEAKING

Task 4: Phonetic Read-Aloud

Score	General Description	Features/Dimensions	
		Task Completion	Language Use
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Reads aloud the entire passage within the allotted response time 	<ul style="list-style-type: none"> • Demonstrates a high level of ability to accurately read aloud a text written in Hanyu Pinyin • Very few errors in pronunciation (including tones) and/or missing syllables • Pace of delivery is smooth, with little or no hesitation or repetition; phrasing is natural and appropriate to the context
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Reads aloud most of the passage within the allotted response time 	<ul style="list-style-type: none"> • Demonstrates a moderate level of ability to accurately read aloud a text written in Hanyu Pinyin • Occasional errors in pronunciation (including tones) and/or missing syllables • Pace of delivery is generally smooth, with occasional hesitation or repetition; phrasing is natural and appropriate to the context
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Reads aloud about half of the passage within the allotted response time 	<ul style="list-style-type: none"> • Demonstrates a low level of ability to accurately read aloud a text written in Hanyu Pinyin • Frequent errors in pronunciation (including tones) and/or missing syllables • Pace of delivery is inconsistent, with frequent hesitation or repetition; phrasing is often inappropriate to the context
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Reads aloud less than half of the passage within the allotted response time 	<ul style="list-style-type: none"> • Demonstrates a lack of ability to accurately read aloud a text written in Hanyu Pinyin • Numerous errors in pronunciation (including tones), and/or missing syllables • Pace of delivery is labored, with very frequent hesitation or repetition; phrasing is mostly inappropriate to the context

4. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Test preparation materials include sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at www.ets.org/praxis/register/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

Praxis tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found on page 56.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 45 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 45, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 15.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

5. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Test Specifications" information beginning on page 5 to help complete it.

Use this worksheet to:

- 1. Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
- 2. Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
- 3. Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
- 4. Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5712)

Test Date: 9/15/15

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
Determining ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/15	7/17/15
Determining ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/15	7/21/15
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/15	7/27/15
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Figurative language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/15	8/8/15
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/15	8/17/15
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/30/15
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/4/15
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/15	9/6/15

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Chinese (Mandarin): World Language test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow. However, since most programs in Chinese offered at both the undergraduate and graduate levels address the majority of these competencies and knowledge, you should be able to show competence in each of the following areas:

- Communicating effectively in spoken Chinese
- Communicating effectively in written Chinese
- Demonstrating familiarity with the cultures of Chinese-speaking societies
- Demonstrating understanding of linguistic and grammatical aspects of the Chinese language
- Demonstrating the ability to comprehend texts written in simplified characters and texts written in traditional characters
- Demonstrating the ability to transcribe Chinese characters into Hanyu Pinyin and to read aloud a passage written in Hanyu Pinyin

You are likely to find that the topics that follow are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

I. Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons (88%)

A. Demonstrating language proficiency in the target language at the Advanced Low level for Listening and Speaking, and at the Intermediate High level for Reading and Writing (both levels as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning Chinese (Mandarin) teacher:

1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) by using Chinese characters in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to read effectively and understand written texts in traditional and simplified characters
7. Knows how to negotiate meaning in order to sustain an interaction
8. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, by inferring and interpreting the speaker's intent, and by offering a personal interpretation of the message
9. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, by inferring and interpreting the author's intent, and by offering a personal interpretation of the message
10. Understands the gist of normal conversational speech on a variety of topics
11. Knows how to communicate in the presentational mode (writing) by using Chinese characters to write routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
12. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and by incorporating extralinguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding linguistics—linguistic features of the target language

The beginning Chinese (Mandarin) teacher:

1. Understands the elements of phonetics and phonology and can demonstrate accuracy in pronouncing the four tones of Mandarin Chinese and transcribing the sounds of Mandarin Chinese using the Hanyu Pinyin phonetic transcription system
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer the meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language

5. Knows how to exemplify the rules with examples from the target language, such as the verbal system, pronouns, word order, and interrogatives, in terms of both regularities and irregularities
6. Knows how to identify and use pragmatic and sociolinguistic conventions and register (formal and informal forms of address)

C. Comparison of target language with English

The beginning Chinese (Mandarin) teacher:

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Discussion areas: Language, Linguistics, and Comparisons

- What strategies can be used to interpret implicit meaning in a listening selection or a reading passage in a given context?
- What criteria determine the use of appropriate register in interpersonal spoken and written communication?
- How can one familiarize oneself with regional linguistic variations often encountered in authentic spoken and written language?
- What strategies can be implemented to master the use of vocabulary, idiomatic expressions, and grammatical structures (verb forms, sentence constructions, pronouns, adverbs, etc.) in the target language?
- If one is accustomed to reading simplified characters, what strategies can be used to comprehend a text written in traditional characters, and vice versa?

II. Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts (12%)

A. Demonstrating cultural understanding—connections among the perspectives, practices, and products of the target culture

The beginning Chinese (Mandarin) teacher:

1. Knows the three Ps:
 - a. perspectives (such as attitudes, ideas, beliefs, and values)
 - b. practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage)
 - c. products (such as tools, foods, laws, art, literature, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and the use of those texts to interpret and reflect on the perspectives of the target culture

Discussion areas: Cultures, Literatures, and Cross-disciplinary Concepts

- What are some specific examples of perspectives, practices, and products that help inform one’s understanding of the target culture?

Cultural Knowledge Topics

The following is a list of possible topics that may be included in the Cultural Knowledge component of the test. This list is in no way comprehensive, but it provides an idea of the type of topics related to the culture of Chinese-speaking societies that may appear in the test.

Lifestyles and Societies

In these questions, your knowledge of the way of life and customs of Chinese-speaking societies will be tested.

- Contemporary lifestyles
- Food
- Social behaviors and customs
- Commonly celebrated traditional and public holidays
- Family relationships
- Education
- Regional variations and their characteristics
- Traditions
- Recreation and vacations
- *Guanxi*
- Health

Sociolinguistic Elements of Chinese

These questions test your knowledge and understanding of appropriate language and expressions. Based on the language in a selection, you may be required to make inferences regarding the social situation or the audience.

- Customary usage of certain words or expressions to indicate register (formal and informal forms of address, such as the use of 您 as opposed to 你, and appropriate kinship terminology)
- Idiomatic expressions and common sayings
- Basic knowledge of regional dialects

Literature and the Arts

For these questions, you should acquaint yourself with the most commonly known works, authors, and artistic trends in Chinese-speaking societies.

- Major trends, periods and movements in Chinese literature
Examples: 論語、唐詩、宋詞、元曲、明清小說、古典文學、現代文學、文學名著和它們的著者、代表人物、成語故事等
- Significant figures, works, and trends in traditional Chinese arts and calligraphy
Examples: 國畫（山水畫、寫意畫、工筆畫）、年畫、書法、敦煌壁畫、唐宋八大家、張宏、王維、齊白石、關山月、張大千等名家
- Chinese architecture
Examples: 長城、宮殿、陵墓、廟宇、園林、民宅
- Traditional Chinese musical instruments, theater, and martial arts
Examples: 琴、棋、京劇、地方戲、武術

History

In these questions, your knowledge of basic historical facts and background of China and Chinese-speaking societies will be tested.

- Traditional or mythic ancestry
- Myths and legends
- Special characteristics of dynasties
- Contributions of Chinese culture to world civilization
- Relations with other countries
- Most important events and principal historic figures of China
- Contemporary world politics and economics as they relate to China and other Chinese-speaking societies

Geography

Sometimes a Cultural Knowledge question may involve locating and identifying regions by their short names and/or representative characteristics (e.g., weather, special cultural events, food and specialties) or identifying major geographical features such as cities, rivers, or mountains in China, Hong Kong, and Taiwan.

Once again, test takers are reminded that these are simply lists of possible areas, topics, events, and figures representing the major categories that may be covered in the Cultural Knowledge component of the test.

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

Are there trick questions on the test?

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*[®] or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

8. Check on Testing Accommodations

See if you qualify for accommodations that may make it easier to take the Praxis test

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/accommodations/plne.

What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.

9. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

10. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/praxis/states for the most up-to-date information.

If I move to another state, will my new state accept my scores?

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same *Praxis* test or other *Praxis* tests in the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

The *Praxis* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at www.ets.org/praxis/states.

What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of the *Praxis* test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and [*ETS Standards for Quality and Fairness*](#).*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

How are the tests updated to ensure the content remains current?

Praxis tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into My *Praxis* Account at www.ets.org/praxis and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

Note: You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

*[*ETS Standards for Quality and Fairness*](#) (2014, Princeton, N.J.) are consistent with the [*Standards for Educational and Psychological Testing*](#), industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your teaching career is worth preparing for, so start today!
Let the *Praxis*® *Study Companion* guide you.

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators
of the *Praxis* tests, visit the ETS Store:

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