



California  
Subject  
Examinations for  
Teachers®

# TEST GUIDE

## CANTONESE SUBTEST III

### Sample Questions and Responses and Scoring Information

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CS-TG-QR204X-03

## **Sample Test Questions for CSET: Cantonese Subtest III**

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest III of CSET: Cantonese. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses. All text presented in Traditional characters is followed by the same text presented in Simplified characters.

Please note that at the actual test administration, you will hear rather than read the passages for the listening comprehension questions.

**GENERAL DIRECTIONS**

This portion of the test consists of six sections: (1) a listening comprehension section with multiple-choice questions, (2) a reading comprehension section with multiple-choice questions, (3) an oral expression section with a constructed-response assignment, (4) a listening comprehension section with a constructed-response assignment, (5) a reading comprehension section with a constructed-response assignment, and (6) a written expression section with constructed-response assignments. The directions for each section appear before that section.

For sections containing multiple-choice questions, read each question and answer choice carefully and choose the ONE best answer. Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing.

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**DIRECTIONS FOR THE LISTENING COMPREHENSION  
MULTIPLE-CHOICE QUESTIONS**

This section of the test contains multiple-choice questions that involve listening to an audio recording. Listen carefully to the recording. Each excerpt will be followed by one or more multiple-choice questions. Each multiple-choice question has four answer choices. After listening to an excerpt, read each question and answer choice carefully and choose the ONE best answer. Excerpts will vary in length. Unless otherwise indicated, each listening passage will be read twice.

The first recorded excerpt will begin playing automatically once you advance to the next screen. There will be 20 seconds of silence at the beginning of each recording. During these 20 seconds, you should familiarize yourself with the test question(s) presented on the screen.

Once the audio begins, you will not be able to pause, stop, or replay it. Therefore, listen carefully, then answer the question(s) on the screen. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

**You will not be able to go back and review your answers to questions in this section of the test.** Once you move to the next question, you will not be able to go back to previous questions in this section. Therefore, be sure to select your answer carefully before you move to the next question. The next recorded excerpt will not begin playing until you advance to the next question.

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

(The examinee will hear and read on-screen:)

**Listen carefully to the following conversation. You will hear it twice.**

(The examinee will hear:)

**(female):** 你看這盒點心包裝得多漂亮啊！

**(male):** 我就是對漂亮包裝有反感，有的時候外面的包裝比裏面的禮物還貴。

**(female):** 可是，有漂亮的包裝，可以吸引顧客，促銷貨品啊！

**(male):** 那，還不是羊毛出在羊身上，顧客吃虧。

**(female):** 你啊，就是不欣賞美麗的東西，太實際了。

**(male):** 不是我實際，我嫌太麻煩。我舉個例子，就拿這盒點心來講，盒子製作已經夠漂亮啦，打開盒子，裏面再有個格子托盤，托著個別的包裝，每一塊還有一條絲帶扎著，打開後，還有一層塑膠袋的包裝，打開這那層，才能真的吃到東西。你說麻煩不麻煩？

**(female):** 可是我就喜歡那些漂亮裝簧的包裝紙啊、絲帶啊、結子啊！看了這些吃起來都更香甜了。

**(male):** 還有，誰買腰果不是一罐，就是一袋？有一次我買了一包，是一粒一粒包裝的，你說浪費不浪費？我是不是多花錢找麻煩？

**(female):** 好了！好了！你有你的看法，我有我的看法，少廢話，我請你吃你將就將就吧！

**(male):** 多謝！多謝！

**Now answer the two questions that follow.**

(The examinee will read on-screen:)

1. The male speaker would most likely agree that in judging a consumer product, emphasis should be placed on its:

- A. uniqueness.
- B. practical value.
- C. popularity.
- D. aesthetic appeal.

(The examinee will read on-screen:)

2. Based on this conversation, the female speaker would be most likely to make which of the following statements about packaging?

- A. Packaging should never cost more than the product itself.
- B. Businesses too often use attractive packaging to hide poor product quality.
- C. The extra cost of nice product packaging is worth the price.
- D. Overly complicated packaging can be expected to decrease consumer satisfaction with a product.

**DIRECTIONS FOR THE READING COMPREHENSION  
MULTIPLE-CHOICE QUESTIONS**

Each question in this section of the test is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing.

**Read either the passage below from a letter presented in Traditional characters or the same passage presented below in Simplified characters. Then answer the three questions that follow.**

[TRADITIONAL CHARACTERS]

世上再沒有比西安更古意的城市了。那裏遺跡多，文物多，老街坊多，連寺廟也多呀！在熙熙攘攘的街市上，你常會看到那些穿了黃袍拿着木棍兒的和尚或束了頭髮的道士，就感覺他們是昔日的人，歷史一下子與你拉近了許多。可是，在很窄很窄的小巷裏你往一家飯館裏走，粗糙的木桌邊就坐着個老頭兒寂然地喝酒，吃一碗羊肉泡饃。

你可能輕視他，卻難以想像這個人正是某個大學的教授，或者是飽知天文地理的易學大師。西安這地方，實在是難以理喻，如同進了佛殿，你可以張望，但不容囂張。我到西安的那天，從河西走廊沙漠上刮起的沙塵正彌罩着古城，雖然太陽還懸掛在空中，但卻已失去了顏色，在城樓的沉沉鐘聲裏漸漸殘淡如紙。我們去的是碑林博物館。碑林博物館在海內外聞名，原來竟是一片灰磚灰瓦的老建築，既樸素又蕭然。而圍繞著博物館四周一棵一棵有合抱粗的古松樹間，搭了一排排店鋪，色彩斑斕。這些店鋪清一色都經營着字畫的生意。據說這裏以前的生意非常好，曾經有如蜂如蟻的日本遊客和新加坡遊客。每一天的銷售量都超過了二百幅，但現在卻冷清多了，因為大量的膺品敗壞了聲譽。我們在店鋪巷裏走的時候，巷外的馬路上正停著一輛旅遊車。舉着三角小旗子的旅行社導遊跑進跑出忙着帶遊客到這裏購物。

[SIMPLIFIED CHARACTERS]

世上再没有比西安更古意的城市了。那里遗迹多，文物多，老街坊多，连寺庙也多呀！在熙熙攘攘的街市上，你常会看到那些穿了黄袍拿着木棍儿的和尚或束了头发的道士，就感觉他们是昔日的人，历史一下子与你拉近了许多。可是，在很窄很窄的小巷里你往一家饭馆里走，粗糙的木桌边就坐着个老头儿寂然地喝酒，吃一碗羊肉泡馍。

你可能轻视他，却难以想象这个人正是某个大学的教授，或者是饱知天文地理的易学大师。西安这地方，实在是难以理喻，如同进了佛殿，你可以张望，但不容嚣张。我到西安的那天，从河西走廊沙漠上刮起的沙尘正弥罩着古城，虽然太阳还悬挂在空中，但却已失去了颜色，在城楼的沉沉钟声里渐渐残淡如纸。我们去的是碑林博物馆。碑林博物馆在海内外闻名，原来竟是一片灰砖灰瓦的老建筑，既朴素又萧然。而围绕着博物馆四周一棵一棵有合抱粗的古松树间，搭了一排排店铺，色彩斑斓。这些店铺清一色都经营着字画的生意。据说这里以前的生意非常好，曾经有如蜂如蚁的日本游客和新加坡游客。每一天的销售量都超过了二百幅，但现在却冷清多了，因为大量的膺品败坏了声誉。我们在店铺巷里走的时候，巷外的马路上正停着一辆旅游车。举着三角小旗子的旅行社导游跑进跑出忙着带游客到这里购物。

3. Based on this description, the writer would most likely characterize Xi'an (西安) [西安] as:
- A. desolate and lonely.
  - B. modern and fast-paced.
  - C. crowded and decaying.
  - D. interesting and unique.
4. Why did business decrease in the shops outside the Beilin (碑林) [碑林] Museum?
- A. Tourists became aware that the shops were selling fake scrolls.
  - B. Sand blown in from the desert made the shops inaccessible.
  - C. Tourists found the weather too cold to go out shopping.
  - D. The area around the museum was poorly maintained and shabby.
5. The writer compares Xi'an (西安) [西安] to a temple. This comparison is most likely intended to help the reader understand that the writer:
- A. views Xi'an as a somber and melancholy place.
  - B. feels a sense of deep respect for the city of Xi'an.
  - C. is surprised by the number of monks seen on the streets of Xi'an.
  - D. appreciates the peace and quiet that characterize Xi'an.

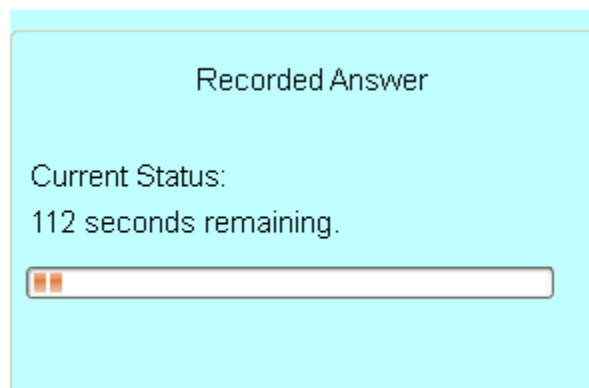


(The examinee will hear and read on-screen:)

### DIRECTIONS FOR THE ORAL EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

For this section of the test, you will record spoken responses to two assignments presented on-screen. You must respond to the assignments in the target language.

At the conclusion of these directions, the test will automatically advance and the first speaking assignment will be presented on the next screen. You will have two minutes to review the assignment and consider your response. You will be notified when the two minutes is complete. Then watch the screen as the test advances and the first recording box is presented. **You will have two minutes to record your response.** Do NOT begin speaking until the screen advances and you see a Recorded Answer box presented on-screen. A sample of the Recorded Answer box appears below.



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

When the two minutes is completed, the current status on the Recorded Answer box will change to "completed," indicating the conclusion of the first speaking assignment. You will automatically be advanced to the next screen, where the second assignment will be presented. If you finish your response before the end of the two minutes, you may advance to the second assignment by clicking the **Next** button. If you advance to the second assignment with recording time remaining, you will NOT be able to return to the first assignment.

Your responses will be evaluated based on the following criteria.

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

**SUBJECT MATTER KNOWLEDGE:** the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

*Relevant Subject Matter Requirements*

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

You may use the erasable notebooklet provided to make notes; however, **you will be scored only on the recorded responses**. You will have only **ONE** opportunity to record your response to each assignment. Be sure that your microphone is in a downward position near your mouth before you begin speaking.

*(The examinee will hear and read on-screen:)*

6. **Read the assignment below. You will have 2 minutes to review this assignment and consider your response, and then 2 minutes to record your final response. You will be told when the review time is over and the recording is about to begin. Begin reading the assignment and considering your response now.**

*(The examinee read on-screen:)*

Imagine that a friend from a country associated with Chinese has been offered a job in a city near where you live, and asks your opinion on the pros and cons of living and working in your area. Speaking in Cantonese, discuss the advantages and disadvantages of living and working in your area. In your response you may include, but are not limited to, the following topics:

- a brief description of some of the important features of the area in which you live (for example, climate, natural features, distribution of people, mix of population, regional differences within the state, cultural amenities, educational and medical facilities, recreational and entertainment options); and
- an analysis of the advantages and disadvantages of living and working in your area.

*(The examinee will have two minutes to study the assignment above; then two minutes to respond.)*

*(The examinee will hear and read on-screen:)*

7. **Read the assignment below. You will have 2 minutes to review this assignment and consider your response, and then 2 minutes to record your final response. You will be told when the review time is over and the recording is about to begin. Begin reading the assignment and considering your response now.**

*(The examinee read on-screen:)*

Imagine that you are attending a summer institute at a university in a country associated with Chinese. You are asked to speak to a group of students about your previous college experiences. Speaking in Cantonese, describe a college or university you have attended. In your response you may include, but are not limited to, the following topics:

- a description of a college or university you have attended;
- an explanation of why you chose to attend that college or university;
- an analysis of what you liked and disliked about the college or university; and
- a discussion of why you would or would not recommend that school to others.

*(The examinee will have two minutes to study the assignment above; then two minutes to respond.)*

*(The examinee will hear and read on-screen:)*

**DIRECTIONS FOR THE LISTENING COMPREHENSION  
CONSTRUCTED-RESPONSE ASSIGNMENT**

This section of the test consists of a listening comprehension assignment. You will listen to an audio recording of a passage. The listening passage will be read twice. After you have heard the passage twice, you will respond in writing to the assignment presented. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

**Your response may be written in either English or the target language.** You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. If you choose to respond in English, type your response in the response box presented on-screen. If you choose to respond in the target language, your final response must be written on the response sheet provided. Please label your response sheet with the appropriate Assignment number (e.g., “Assignment 8”). Your response sheet must be scanned using the scanner provided at your workstation.

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

Your response to the listening comprehension assignment in this section will be evaluated based on the following criteria.

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

**SUBJECT MATTER KNOWLEDGE:** the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

***Relevant Subject Matter Requirements***

- Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
- Make deductive and inductive inferences based on information contained in oral messages.
- Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

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

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

*(The examinee will read on-screen:)*

8. Write a response, in either Chinese or English, in which you:

- discuss the events leading to Xiao Zhang's (小張) [小张] marriage; and
- describe the attitude communicated by the female speaker regarding the situation.

*(The examinee will hear:)*

**(female):** 小張，聽說你最近剛結婚，恭喜你了！

**(male):** 謝謝。真不好意思，因為我太太娘家在台灣，所以到那兒去辦的喜酒，沒辦法請這裡的同事們去。

**(female):** 好的，好的。我原來都不曉得你有女朋友。你和你太太是在國內認識的嗎？

**(male):** 說來還有點不好意思。老實說，我們倆是在網路上結識的。

**(female):** 哎，那可真有趣。說來聽聽。

**(male):** 沒什麼，你也知道，我們這群電腦科技人員，想要結交女朋友，真是難如登天。下班後回家，只能上網找人聊天。我就是在一間聊天室裡遇到海潔的。

**(female):** 那你們聊天聊了幾回才開始通電話呢？

**(male):** 聊了大概一個月吧，我們就開始交換電子郵件。之後有一次海潔和她同事到北京來玩，我們就一起到全聚德烤鴨店去吃飯。那次旅遊之後，我們便開始通電話。

**(female):** 是嗎？那在你太太來北京和你碰面之前，你們交換了照片嗎？

**(male):** 是啊，通過電子郵件交換了照片，她看起來很可愛，加上聊了幾個月，覺得我們性格蠻相配的，所以...北京之旅半年後我們就結婚了。

**(female):** 真有意思。要是我想早點結婚，我得趕快上網才行！

**DIRECTIONS FOR THE READING COMPREHENSION  
CONSTRUCTED-RESPONSE ASSIGNMENT**

For the constructed-response assignment in this section, you are to prepare a written response.

**Your response may be written in either English or the target language.** Read the assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. If you choose to respond in English, type your response in the response box presented on-screen. If you choose to respond in the target language, your final response must be written on the response sheet provided. Please label your response sheet with the appropriate Assignment number (e.g., “Assignment 9”). Your response sheet must be scanned using the scanner provided at your workstation.

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

Your response will be evaluated based on the following criteria.

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

**SUBJECT MATTER KNOWLEDGE:** the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

***Relevant Subject Matter Requirements***

- Demonstrate an understanding of the main ideas and significant details of written texts.
- Make deductive and inductive inferences based on information contained in written texts.
- Apply critical reasoning skills to written texts.

The assignment is intended to assess subject matter knowledge and skills, not writing ability. Your response, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your response should be written for an audience of educators in the field and may be written in either the target language or English.

Your response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

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

9. **Read either the passage below presented in Traditional characters or the same passage presented below in Simplified characters. Then complete the exercise that follows.**

[TRADITIONAL CHARACTERS]

宜蘭酒廠內甲子蘭酒文物館客服人員陳添財說，客製化專案推出以來，備受消費者喜愛，有人純粹是為收藏，在酒瓶上貼自己的獨照；有的是結婚宴客，席上每瓶酒都有新人的結婚照，也有全家到宜蘭酒廠參觀，由客服人員代為拍照，再轉印製在酒瓶標籤留念。

陳添財說，客製化專案更能滿足消費者宣傳、廣告的需求，舉凡訂婚、囍宴、彌月、祝壽、摸彩、年慶、推廣、聯誼、公關、贈品、紀念或是選舉造勢，只要有照片（數位或傳統照片皆可）或卡片，客服中心就可以為消費者提供酒瓶個人化標籤服務，通常一張標籤需十分鐘製程。

[SIMPLIFIED CHARACTERS]

宜蘭酒厂内甲子兰酒文物馆客服人员陈添财说，客制化专案推出以来，备受消费者喜爱，有人纯粹是为收藏，在酒瓶上贴自己的独照；有的是结婚宴客，席上每瓶酒都有新人的结婚照，也有全家到宜蘭酒厂参观，由客服人员代为拍照，再转印制在酒瓶标签留念。

陈添财说，客制化专案更能满足消费者宣传、广告的需求，举凡订婚、囍宴、弥月、祝寿、摸彩、年庆、推广、联谊、公关、赠品、纪念或是选举造势，只要有照片（数位或传统照片皆可）或卡片，客服中心就可以为消费者提供酒瓶个人化标签服务，通常一张标签需十分钟制程。

Write a response, in either Chinese or English, in which you:

- summarize the main idea of the passage;
- identify two situations in which people would be expected to use the service described in the passage; and
- discuss reasons why the business described in the passage seems likely to be a success.



**DIRECTIONS FOR THE WRITTEN EXPRESSION  
CONSTRUCTED-RESPONSE ASSIGNMENTS**

For each constructed-response assignment in this section, you are to prepare a written response **in the target language**.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses must be written on the response sheets provided (one for Assignment 10 and two for Assignment 11).** Please label your response sheets with the appropriate Assignment numbers (e.g., “Assignment 10” and “Assignment 11”). Your response sheets must be scanned using the scanner provided at your workstation.

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

For **Assignment 10**, your response will be evaluated based on the following criteria.

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

**SUBJECT MATTER KNOWLEDGE:** the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

For **Assignment 11**, your response will be evaluated based on the following criteria.

**PURPOSE:** the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

**SUBJECT MATTER KNOWLEDGE:** the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

**SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

**DEPTH AND BREADTH OF UNDERSTANDING:** the degree to which the response demonstrates understanding of the relevant CSET subject matter requirements

***Relevant Subject Matter Requirements***

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses. Your responses should be written for an audience of educators and must be written in the target language.

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

10. **Complete the exercise that follows.**

Writing in Chinese, use the space provided to narrate an incident or event that you experienced as a student in high school or college. In your response you may include, but are not limited to, the following information.

- when the incident or event took place
- where the incident or event took place
- the circumstances in which the incident or event took place
- the outcome of the incident or event

11. **Complete the exercise that follows.**

Imagine that a friend from a country associated with Chinese is considering enrolling in a postgraduate program at a college or university in the general area where you are currently living and has asked you to provide some information about the area in which you live. Write a letter in Chinese to your friend responding to this request for information. In your letter you must include, but are not limited to, the following topics:

- a brief description of some important features of the area in which you live (for example, climate, natural features, distribution of people, mix of population, regional differences within the state, cultural amenities, educational and medical facilities, recreational and entertainment options); and
- an analysis of the advantages and disadvantages of living and going to school in your area.

## **Annotated Responses to Sample Multiple-Choice Questions for CSET: Cantonese Subtest III**

### **Language and Communication: Listening Comprehension**

1. **Correct Response: B.** (SMR Code: 5.3) Throughout the conversation, the male speaker takes a very practical view of consumer products. He argues that fancy packaging is expensive, wasteful, and sometimes time-consuming to use. One can conclude that for the male speaker, the quality and practical value of a product is far more important than its uniqueness, its popularity, or its aesthetic appeal.
2. **Correct Response: C.** (SMR Code: 5.2) The female speaker believes that attractive product packaging is important and improves one's enjoyment of a product. She says she greatly appreciates things that are beautiful and even insists that the boxed pastry she has tastes better to her because the pastries are beautifully wrapped. Based on her statements during the discussion, one can conclude that she would agree that the extra cost of nice packaging is worth the price.

### **Language and Communication: Reading Comprehension**

3. **Correct Response: D.** (SMR Code: 6.2) In the passage, the writer describes Xi'an as a charming city that is characterized by unusual people, places, and sights and that "closes the gap between you and history." Therefore, of the options given, the writer would most likely characterize Xi'an as "interesting and unique."
4. **Correct Response: A.** (SMR Code: 6.1) According to the writer, the shops lined up in rows outside of the Beilin Museum used to sell a great deal of calligraphy to tourists until it was discovered that the shops were selling fake scrolls.
5. **Correct Response: B.** (SMR Code: 6.2) The writer suggests that the living history found in Xi'an makes one feel a sense of reverence for the place that is similar to the feeling one has when entering a temple. Therefore, in comparing Xi'an to a temple, the writer intends to convey his sense of deep respect for the city.

# Examples of Strong Responses to Sample Constructed-Response Questions for CSET: Cantonese Subtest III

## Language and Communication: Oral Expression

### Question #6

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #6 could include:

- a brief description of some of the important features of the area in which you live (for example, climate, natural features, distribution of people, mix of population, regional differences within the state, cultural amenities, educational and medical facilities, recreational and entertainment options)
- an analysis of the advantages and disadvantages of living and working in your area

**Question #7**

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #7 could include:

- a description of the college or university: its size, whether it is in an urban or a rural setting, the student population, etc.
- an explanation of why you chose to attend that college or university, e.g., the geographical location or the recreational activities in the area
- an analysis of what you liked or disliked about the college or university, e.g., the courses or programs offered, the extracurricular activities available, or the social life in the dormitory
- a discussion of your satisfaction or dissatisfaction with the courses, professors, food, dormitories, education you received, etc.

**Language and Communication: Listening Comprehension****Question #8 (Score Point 3 Response)**

[TRADITIONAL CHARACTERS]

小張和他的太太是在網路上認識的。從這段對話中，我們知道小張是電腦工程師，在網路的聊天室認識了他後來的太太海潔。開始他們交換電子郵件。通過電子郵件他們交換過照片。接著海潔和她的朋友們到北京旅遊，小張和海潔才第一次見面，後來他們就開始通電話。海潔北京旅遊半年之後他們就結婚了。

對話中的A角（女性）開始時只是道喜，可能因為B角（小張）結婚沒有請她，表示出一點不滿。所以小張覺得有必要解釋說婚禮是在臺灣舉行的。但是當A知道小張是從網路上認識他的太太之後，很好奇，想了解更詳細的情況。當小張告訴了他和海潔通過網路認識的過程之後，A角開玩笑地說：“要是想早點結婚，我得趕快上網才行！”雖說是句玩笑話，其中也流露她急於交男朋友的心情。

[SIMPLIFIED CHARACTERS]

小张和他的太太是在网路上认识的。从这段对话中，我们知道小张是电脑工程师，在网路的聊天室认识了他后来的太太海洁。开始他们交换电子邮件。通过电子邮件他们交换过照片。接着海洁和她的朋友们到北京旅游，小张和海洁才第一次见面，后来他们就开始通电话。海洁北京旅游半年之后他们就结婚了。

对话中的A角（女性）开始时只是道喜，可能因为B角（小张）结婚没有请她，表示出一点不满。所以小张觉得有必要解释说婚礼是在台湾举行的。但是当A知道小张是从网路上认识他的太太之后，很好奇，想了解更详细的情况。当小张告诉了他和海洁通过网路认识的过程之后，A角开玩笑地说：“要是想早点结婚，我得赶快上网才行！”虽说是句玩笑话，其中也流露她急于交男朋友的心情。



## Language and Communication: Reading Comprehension

### Question #9 (Score Point 3 Response)

[TRADITIONAL CHARACTERS]

客製化能夠滿足消費者的個人需求，所以備受消費者的青睞。在本篇中，作者列舉了這樣幾個個人需求的例子：爲了個人愛好而收藏；在婚宴酒瓶上印新人的結婚照等等。

因爲宜蘭酒廠客製化專案能夠滿足消費者宣傳造勢的需求，而製作又很簡單快捷，比如訂婚，宴請，祝壽，摸彩，年慶，公關，紀念等等都獲得很大的成功。

[SIMPLIFIED CHARACTERS]

客制化能够满足消费者的个人需求，所以备受消费者的青睐。在本篇中，作者列举了这样几个个人需求的例子：为了个人爱好而收藏；在婚宴酒瓶上印新人的结婚照等等。

因为宜兰酒厂客制化项目能够满足消费者宣传造势的需求，而制作又很简单快捷，比如订婚，宴请，祝寿，摸彩，年庆，公关，纪念等等都获得很大的成功。

**Language and Communication: Written Expression  
(Short [Focused]-Response Question)****Question #10 (Score Point 3 Response)**

[TRADITIONAL CHARACTERS]

我給你講講一年前發生的一件事情。

那時候我在學校學生餐廳打工。有個星期六，我上早班。那天早上，我按時趕到學校。進到停車場的時候，我前面有一輛車開得很慢。好像在尋找什麼。兩邊都斜著停滿了車，停車場里是單行道，路很窄。我就遠遠地跟在後邊。然後，我看見前邊的那輛車開進一個空位。我就慢慢地繼續朝前開。

這時，那輛車突然地往回倒。我躲不及。那輛車的後保險杠撞在我的車。我當時，不知道為什麼非常緊張。我從車上下來，看著車左邊被撞成一個大坑，不知道怎麼辦。那輛車馬上煞住，往前挪了挪。從車上走下來兩個中年婦女。其中一個離開現場，進到餐廳大樓里去。

過了幾分鐘，從樓里出來五六個人，走到我的車前。其中有一個領頭的問發生了什麼事兒。我很緊張，結結巴巴地把事故的經過講了一遍。他突然大聲地叫了起來，“你從後邊撞了前邊的車，當然是你的責任。”我當時馬上就意識到：他們是一伙的。我真是又生氣又緊

*continued on next page*

Question #10 (Score Point 3 Response) *continued*

[TRADITIONAL CHARACTERS]

張，不知還會發生什麼意外的事情，就只好不說話。他們看我不怎麼說話，叫喚了一陣，也就散了。後來聽說這些人是大樓里晚班的清潔工。領頭的那人叫Joe。撞我車的那個女的是早班的清潔工。

當時是交接班的時間，我看見人群中也有來上班的工友。但是誰也沒說話。那個叫Joe的人，胡亂叫喚了一陣，也就散去了。

事後，我心想他們可能還會找麻煩。但保險公司把賠款給了我之後。事情竟這樣不了了之了。發生事故並不奇怪，奇怪的是，那些人一開始想訛詐我，大概是因為不認識我，不知道我是這裡學生餐廳打工的學生。

[SIMPLIFIED CHARACTERS]

我给你讲讲一年前发生的一件事情。

那时候我在学校学生餐厅打工。有个星期六，我上早班。那天早上，我按时赶到学校。进到停车场的时候，我前面有一辆车开得很慢。好像在寻找什么。两边都斜著停满了车，停车场里是单行道，路很窄。我就远远地跟在后边。然后，我看见前边的那辆车开进一个空位。我就慢慢地继续朝前开。

这时，那辆车突然地往回倒。我躲不及。那辆车的后保险杠撞在我的车。我当时，不知道为什么非常紧张。我从车上下来，看着车左边被撞成一个大坑，不知道怎么办。那辆车马上煞住，往前挪了挪。从车上走下来两个中年妇女。其中一个离开现场，进到餐厅大楼里去。

过了几分钟，从楼里出来五六个人，走到我的车前。其中有一个领头的问发生了什么事。我很紧张，结结巴巴地把事故的经过讲了一遍。他突然大声地叫了起来，“你从后边撞了前边的车，当然是你的责任。”我当时马上就意识到：他们是一伙的。我真是又生气又紧张，不知还会发生什么意外的事情，就只好不說話。他們看我不怎麼說話，叫喚了一陣，也就散了。後來聽說這些人是大樓里晚班的清潔工。領頭的那人叫Joe。撞我車的那個女的是早班的清潔工。

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**Question #10 (Score Point 3 Response) *continued***

[SIMPLIFIED CHARACTERS]

当时是交接班的时间，我看见人群中也有来上班的工友。但是谁也没说话。那个叫Joe的人，胡乱叫唤了一阵，也就散去了。

事后，我心想他们可能还会找麻烦。但保险公司把赔款给了我之后。事情竟这样不了了之了。发生事故并不奇怪，奇怪的是，那些人一开始想讹诈我，大概是因为不认识我，不知道我是这里学生餐厅打工的学生。

**Language and Communication: Written Expression  
(Extended-Response Question)**

**Question #11 (Score Point 4 Response)**  
[TRADITIONAL CHARACTERS]

親愛的海倫：

很高興收到你五月十日的來信。祝賀你被西北大學研究生院錄取。

你信中間有關這裡的情況。其實西安的歷史文化名城的地位，有關西安的文字記載非常多。因為我在這個城市工作生活了很多年，我寫寫我所了解的西安。

我以前住過在上海。從上海的朋友得來的印象，好像西安是個遙遠的西北邊陲小城。西北地區經濟很落後，人煙稀少，氣候寒冷乾燥。後來我到了西安來。我預期和發現的很不一樣。

首先，西安並不在遙遠的西北邊陲，在中國的正中央。可能是因為西北部十分遼闊，西安處在西北的東部偏南，所以離真正的西北邊疆還萬全遙遠。你看中國地圖，就理解為什麼在歷史上有十三個朝代定都西安。一千多年在中國沒有任何其它的城市可與其相比。你可以去參觀秦始皇兵馬俑和收藏豐富的碑林石刻。又有很多具有印度佛教建築特色的大小雁塔。西安是中國城牆建築保存最完好的城市。這裡你看得到許許多多的古代歷史遺產。

西安現在有七百多萬人口。因為地處東西連接部，各民族交匯，文化交融，歷史文化的底蘊很深厚。還有一點可以說明西安多彩的文化遺產，那就是豐富的地方小吃。西安的回民食品品种繁多，真好吃。

歷史以外，西安在現代中國的經濟文化中占非常重要的地位。由於它是東部通向西北和中亞地區最大的樞紐，各種文化教育和衛生設施非常齊全。西安的高等學校的數量僅次於北京。多著許有名的大學。錄取你的大學是西安的第一所大學。我相信你會很喜歡那里。

西安地處秦嶺以北，屬北方溫帶內陸氣候。四季分明，乾旱少雨。冬天並不寒冷。夏天炎熱，但是不潮濕。每年會有幾天悶熱天氣，但是持續時間並不長。總的來說，西安的氣候還是很舒服的。

*continued on next page*

**Question #11 (Score Point 4 Response) *continued***

[TRADITIONAL CHARACTERS]

我得告訴你，西安的衛生狀況非常糟糕。因為氣候乾燥而又地處黃土高原的南部邊緣，所以塵土是個嚴重的問題。同時因為歷史原因，這裡當地的居民有許多古老的陋習，比如隨地吐痰和到處丟棄垃圾。據說這些年以來情況有些改變。

明天早上第一節我就上課。下一封信，我再給你詳細地談談西安的名胜古跡。西安的名胜古跡真是數不勝數。

紫萍

**Question #11 (Score Point 4 Response)**

[SIMPLIFIED CHARACTERS]

亲爱的海伦：

很高兴收到你五月十日的来信。祝贺你被西北大学研究生院录取。

你信中间有关这里的情况。其实西安的历史文化名城的地位，有关西安的文字记载非常多。因为我在这个城市工作生活了很多年，我写写我所了解的西安。

我以前住过在上海。从上海的朋友得来的印象，好像西安是个遥远的西北边陲小城。西北地区经济很落后，人烟稀少，气候寒冷干燥。后来我到了西安来。我预期和发现的很不一样。

首先，西安并不在遥远的西北边陲，在中国的正中央。可能是因为西北部十分辽阔，西安处在西北的东部偏南，所以离真正的西北边疆还万全遥远。你看中国地图，就理解为什么在历史上有十三个朝代定都西安。一千多年在中国没有任何其它的城市可与其相比。你可以去参观秦始皇兵马俑和收藏丰富的碑林石刻。又有很多具有印度佛教建筑特色的大小雁塔。西安是中国城墙建筑保存最完好的城市。这里你看得到许许多多的古代历史遗产。

西安现在有七百多万人口。因为地处东西连接部，各民族交汇，文化交融，历史文化的底蕴很深厚。还有一点可以说明西安多彩的文化遗产，那就是丰富的地方小吃。西安的回民食品品种繁多，真好吃。

*continued on next page*

**Question #11 (Score Point 4 Response) *continued***

[SIMPLIFIED CHARACTERS]

历史以外，西安在现代中国的经济文化中占非常重要的地位。由于它是东部通向西北和中亚地区最大的枢纽，各种文化教育和卫生设施非常齐全。西安的高等学校的数量仅次于北京。多著许有名的大学。录取你的大学是西安的第一所大学。我相信你会很喜欢那里。

西安地处秦岭以北，属北方温带内陆气候。四季分明，干旱少雨。冬天并不寒冷。夏天炎热，但是不潮湿。每年会有几天闷热天气，但是持续时间并不长。总的来说，西安的气候还是很舒服的。

我得告诉你，西安的卫生状况非常糟糕。因为气候干燥而又地处黄土高原的南部边缘，所以尘土是个严重的问题。同时因为历史原因，这里当地的居民有许多古老的陋习，比如随地吐痰和到处丢弃垃圾。据说这些年以来情况有些改变。

明天早上第一节我就上课。下一封信，我再给你详细地谈谈西安的名胜古迹。西安的名胜古迹真是数不胜数。

紫萍

# Scoring Information for CSET: Cantonese Subtest III

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

Responses to constructed-response questions are scored by qualified California educators using focused holistic scoring.

Because the constructed-response questions on CSET: Cantonese Subtest III are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes (for written responses) or 2 minutes (for oral responses) to complete, and another type requiring an extended response taking approximately 30–45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the constructed-response questions. Scorers will judge the overall effectiveness of your responses while focusing on the appropriate performance characteristics that have been identified as important for this subtest (see below and pages 32 and 34). Each response will be assigned a score based on an approved scoring scale (see pages 32, 33, and 35).

Your performance on the subtest will be evaluated against a standard determined by the Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

## Performance Characteristics and Scoring Scales for CSET: Cantonese Subtest III

### A. SHORT (FOCUSED)-RESPONSE QUESTIONS

**Performance Characteristics.** The following performance characteristics will guide the scoring of responses to the short (focused)-response constructed-response questions on CSET: Cantonese Subtest III.

<b>PURPOSE</b>	The extent to which the response addresses the constructed response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

#### *Relevant Subject Matter Requirements for Listening Comprehension*

- Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
- Make deductive and inductive inferences based on information contained in oral messages.
- Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

#### *Relevant Subject Matter Requirements for Reading Comprehension*

- Demonstrate an understanding of the main ideas and significant details of written texts.
- Make deductive and inductive inferences based on information contained in written texts.
- Apply critical reasoning skills to written texts.



***Relevant Subject Matter Requirements for Written Expression***

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

***Relevant Subject Matter Requirements for Oral Expression***

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

**Scoring Scale.** Scores will be assigned to each response to the short (focused)-response constructed-response questions on CSET: Cantonese Subtest III according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
<b>3</b>	<p><b>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is an accurate application of relevant subject matter knowledge.</li> <li>• There is appropriate and specific relevant supporting evidence.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• There is acceptable relevant supporting evidence.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is only partially or not achieved.</li> <li>• There is limited or no application of relevant subject matter knowledge.</li> <li>• There is little or no relevant supporting evidence.</li> </ul>

*continued on next page*

*For Listening Comprehension and Reading Comprehension:*

<b>U</b>	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.
<b>B</b>	The "B" (Blank) is assigned to a response that is blank.

*For Written Expression:*

<b>U</b>	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language, or does not contain a sufficient amount of original work to score.
<b>B</b>	The "B" (Blank) is assigned to a response that is blank.

*For Oral Expression:*

<b>U</b>	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, inaudible/incomprehensible, not in the target language, or does not contain a sufficient amount of original work to score.
<b>B</b>	The "B" (Blank) is assigned to a response that is blank.

**B. EXTENDED-RESPONSE QUESTION**

**Performance Characteristics.** The following performance characteristics will guide the scoring of responses to the extended-response constructed-response question on CSET: Cantonese Subtest III.

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
<b>DEPTH AND BREADTH OF UNDERSTANDING</b>	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

***Relevant Subject Matter Requirements for Written Expression***

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

**Scoring Scale.** Scores will be assigned to each response to the extended-response constructed-response question on CSET: Cantonese Subtest III according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial and accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects a comprehensive understanding of the assignment.</li> </ul>
3	<p>The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequate understanding of the assignment.</li> </ul>
2	<p>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is limited accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited understanding of the assignment.</li> </ul>
1	<p>The "1" response reflects little or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is weak; there are no or few relevant examples.</li> <li>• The response reflects little or no understanding of the assignment.</li> </ul>
U	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language, or does not contain a sufficient amount of original work to score.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>