



Massachusetts Tests for Educator Licensure[®] (MTEL[®])

Italian (Field 30)

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

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SUBAREA VI: ORAL EXPRESSION

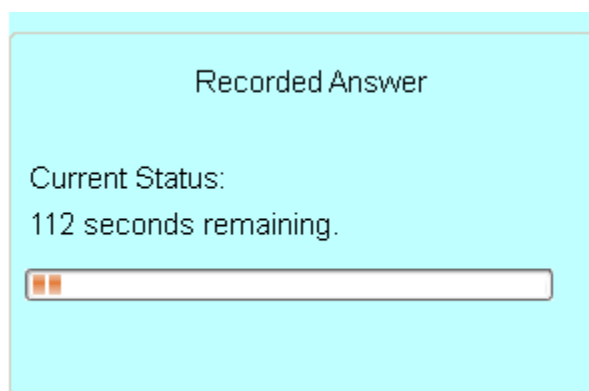
DESCRIPTION OF THE ORAL EXPRESSION OPEN-RESPONSE ITEM

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

DIRECTIONS FOR SECTION ONE: ORAL EXPRESSION

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

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



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

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

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

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

Your response will be evaluated based on the following criteria.

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

COHERENCE: the organization and clarity of the ideas communicated

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

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

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

PRONUNCIATION: the comprehensibility of articulation and the appropriateness of stress

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

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

OPEN-RESPONSE ITEM: ORAL EXPRESSION

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

(PAUSE 1 minute)

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

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

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

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

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

SUBAREA I: LISTENING COMPREHENSION

DESCRIPTION OF THE LISTENING COMPREHENSION OPEN-RESPONSE ITEM


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

DIRECTIONS FOR SECTION TWO: LISTENING COMPREHENSION

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

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to each assignment must be typed in the response box provided for the assignment.**



Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access

these characters, click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "Insert." The character will be inserted where the cursor is positioned in the response box.

Your response will be evaluated based on the following criteria.

LISTENING COMPREHENSION: accuracy and completeness in comprehending spoken language

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

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

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

Be sure you have your headset on before proceeding.

Select the **Next** button to continue.

OPEN-RESPONSE ITEM: LISTENING COMPREHENSION

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

*(PAUSE 30 seconds)

Listen carefully to the following news report. You will hear the news report twice.

(one male or female speaker)

Pagina sportiva – Venerdì 2 novembre 2012

Il conto alla rovescia è cominciato. Fra 182 giorni inizierà il 96° (novantaseiesimo) Giro d'Italia. Dal 4 al 26 maggio 2013, per centinaia di chilometri, da Napoli a Brescia, tra alta montagna e pianura, i partecipanti seguiranno un percorso pieno di sfide ed emozioni forti, attraverso luoghi e paesaggi stupendi. Ventidue squadre, ognuna con nove ciclisti, rappresenteranno il loro paese per oltre venti giorni. Per gli organizzatori e per tutti gli italiani, la gara, chiamata anche "la corsa rosa," viene definita come "la corsa più dura del mondo nel paese più bello del mondo." Pioggia, neve, sole . . . nulla può rallentare la motivazione di questi atleti e uomini coraggiosi. Salite interminabili, tappe lunghissime oppure condizioni meteorologiche pessime non possono scalfire la passione dei partecipanti, nel loro rispetto per il percorso e per l'avversario.

Da oltre cent'anni, il Giro d'Italia è il simbolo che unifica il paese. Si dice che il Giro sia il filo che lega l'Italia sia nei momenti buoni che nei momenti brutti. È l'avvenimento che ha legato culture e popoli, è quello che ha aiutato a superare tante difficoltà e che ha permesso di celebrare tanti successi.

Era il 13 maggio del 1909, alle 2 e 53 di mattina. Centoventisette avventurieri si lanciarono sulla prima tappa di quello che diventerà il primo Giro. Tra Milano e Bologna, ci sono voluti due giorni! Ma ormai il Giro si era messo in marcia, per fermarsi solamente durante le due Guerre Mondiali.

Il Giro d'Italia era, rimane e rimarrà il filo che lega il paese e che continua a raccontare la sua storia e il suo paesaggio.

Now the news report will be repeated.

(News report is repeated)

(PAUSE 3 seconds)

Now write your response to the assignment.*

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

- describe the event that the speaker is talking about;
- identify the mood of the speaker; and
- analyze the importance in Italy of the event described in the news report.

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

The event described is an annual international bike race that starts in Naples and ends in Brescia. It takes place every May and the course is grueling, traversing various types of terrain (e.g., alta montagna e pianura) and the cyclists keep going, despite unpredictable weather conditions (pioggia, neve, sole ...) for more than 20 days. It is known as the world's most difficult course in the world's most beautiful country. 22 teams from different countries are taking on the challenge for this year's race.

The speaker is excited about the race. Because he is talking about it in November and mentions how many days are left before the race starts on the 4th of May, the mood is also one of anticipation.

Il Giro d'Italia is important in Italy as a symbol of national unity. As the "filo che lega il paese," it has bound the different regions together in good times and in bad. The fact that it has continued since 1909 to the present despite being interrupted by two world wars illustrates the endurance of Italy's unity, which is mirrored in the endurance of the athletes tackling the variations and hardships of the race course.

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

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

Listening Comprehension: The response shows not only accuracy in comprehending the literal content of the news report, but also includes a sufficient number of details to demonstrate that the comprehension is complete. The response demonstrates understanding that the news report is about a bicycle race that is happening in the future, that it has a long history, and that it serves as a symbol of how Italy remains united no matter what challenges the country faces or has faced. The incorporation of details such as how many teams are participating in the race, specific challenges they face, when the report is taking place in relation to when the race is taking place, and that the race was suspended during wartime, as well as the inclusion of occasional references to the text to support assertions made in the response all serve as proof of accurate and complete literal comprehension.

Inference: The response demonstrates the ability to analyze spoken language in order to make logical inferences. The overall positive description of the race, as well as the fact that the news report is framed as a sort of countdown to the event lead to the reasonable identification of the speaker's mood as one of excitement and anticipation. The response also picks up on the parallel descriptions of the challenges faced by the racers and those faced by Italy as a nation to make the nuanced inference that the race is not only a symbol of national unity, but also a metaphor for the challenges that come with keeping a country unified despite hardships.

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

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

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

Select the **Next** button to continue.

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

1. When Italians discuss *il boom*, they are referring to:
 - A. the end of the fascist era, when the king removed Mussolini from power.
 - B. an era of rapid industrialization and economic development following World War II.
 - C. a period of domestic terrorism aimed at radical social change in the 1970s and 1980s.
 - D. the recession in the 1990s that slowed Italy's growth to just one percent.

2. The geographic location of the Italian peninsula in the center of the Mediterranean Sea was a primary factor in which of the following historical developments?
 - A. the region's emergence as the political base of European Christianity
 - B. the establishment of the Holy Roman Empire and its influence over much of western Europe in 962 C.E.
 - C. the formation of an alliance between Italy and Germany during World War II
 - D. the role of Italy's city-states as leaders in European commerce and the arts during the Renaissance

3. *Commedia dell'arte* is a form of popular theater characterized by the use of:
 - A. traditional songs and dances originating from the pastoral tradition.
 - B. puppets and props used to portray supernatural or extraordinary events.
 - C. music and scripted lyrics to provide emotional atmosphere and exposition.
 - D. stock characters and improvisation based on general scenarios.

4. Which of the following responses best explains why Italy's wine industry includes more grape varieties than any other country?
- A. Southern Italy's geography contains a wide range of climate zones and agricultural regions.
 - B. The country had few regulations for the manufacture and classification of wine.
 - C. Italy has adopted wine-making traditions from many trade partners over the centuries.
 - D. The country has been producing wine with distinct local traditions for more than 4,000 years.
5. The Italian regions of Trentino-Alto Adige, Valle d'Aosta, and Friuli-Venezia Giulia enjoy special-statute governmental status granting them considerably higher degrees of home rule than other regions of Italy primarily because these regions:
- A. are islands or externally landlocked and so are physically separated from the contiguous peninsula.
 - B. have historically and linguistically distinct cultural traditions, perspectives, and identities.
 - C. are historical city-states whose rulers never signed the nineteenth-century treaty of unification.
 - D. have stronger economic ties with other nations than within Italy due to geographic and historic factors.
6. The legal code known as the Law of the Twelve Tables that was adopted by the Roman Republic in 451–450 B.C.E. contributed which of the following ideas to the development of perspectives about democracy in the Italian peninsula?
- A. equality among free citizens and the rights of property owners
 - B. representation of all citizens in political decision making through elected officials
 - C. social and political equity for women, including rights to own property
 - D. obligations of all residents of a society to participate in government

ANSWER KEY—CULTURAL PERSPECTIVES, COMPARISONS, AND CONNECTIONS

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

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SUBAREA III: LINGUISTICS AND LANGUAGE STRUCTURES


DIRECTIONS FOR SECTION FOUR: LINGUISTICS AND LANGUAGE STRUCTURES

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

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

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses to each exercise must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access

these characters, click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**Insert.**" The character will be inserted where the cursor is positioned in the response box.

Select the **Next** button to continue.

**MULTIPLE-CHOICE QUESTIONS—
LINGUISTICS AND LANGUAGE STRUCTURES**

1. Comprehensible-input activities in a third-year Italian language class would typically include activities in which students interpret second-language information that is:
 - A. slightly above their current knowledge level.
 - B. at a knowledge level equal to their current second-year understanding.
 - C. slightly below their current knowledge level.
 - D. at a first-year knowledge level that they can easily understand.

2. Stephen Krashen hypothesized that second-language acquisition can be inhibited by:
 - A. proactive interference of the primary language.
 - B. overextension of single words to cover concepts.
 - C. affective filtering during communication.
 - D. limitations imposed by fixed developmental sequences.

3. A child learning English as her first language produces the word *drived* to indicate the past tense of *drive*. The child's use of the word *drived* most likely results from the child's:
 - A. out-of-context imitation of overheard speech.
 - B. misunderstanding of the past tense.
 - C. overgeneralization of a previously learned rule.
 - D. imaginative exploration of language.

4. Which of the following goals and strategies for second-language teaching would be the best way to take advantage of similarities between first- and second-language acquisition?
- A. encouraging the development of an extensive vocabulary through writing and dictionary usage
 - B. developing native-like pronunciation and grammatical accuracy through drills
 - C. encouraging communication of meaning through holistic learning methods
 - D. developing a sophisticated understanding of literature through intensive reading
5. Which of the following best characterizes the comprehension stage of second-language development?
- A. production of partially correct structures when speaking
 - B. inconsistent use of correct grammatical constructions
 - C. speaking in simplified but accurate sentences to express ideas
 - D. interpretation of the language with little or no production
6. In second-language acquisition, intermediate proficiency is characterized by which of the following properties?
- A. dependence on props for communicating
 - B. ability to negotiate meaning in conversation and other daily interactions
 - C. cautious use of vocabulary limited to concrete objects and simple phrases
 - D. reading and speaking skills similar to those of a native speaker
7. A high school Italian teacher is teaching a course that includes students with many different backgrounds, experiences, and learning styles. Which of the following types of assignments would best accommodate the diverse needs of the students?
- A. exercises from the students' textbook
 - B. cooperative and collaborative assignments
 - C. individual Internet and computer work
 - D. presentational projects prepared at home

8. Students in an intermediate Italian course are able to perform basic communicative acts such as greeting and responding to greetings, asking and answering simple questions, exchanging information, and expressing likes and dislikes. Which of the following strategies would best support the students' development of the next stage of second-language acquisition?
- A. providing experiences in which students must negotiate meaning in unfamiliar contexts
 - B. reviewing grammatical constructions until students have mastered all beginning material
 - C. grouping students who are at the same level of language proficiency to work together on class activities
 - D. presenting frequent examples of recordings made by native speakers to students
9. In contrast to an adult learner, a child learning the structure of a second language is more likely to:
- A. depend on written representation of the second language.
 - B. apply the deep structure of the second language spontaneously.
 - C. memorize grammar rules of the second language.
 - D. compare the structures of the native and second languages consciously.
10. In which of the following pairs of words do the English and Italian words have different meanings?
- A. morbid / *morbido*
 - B. patient / *paziente*
 - C. honest / *onesto*
 - D. current / *corrente*
11. In English, the indefinite subject can have various forms, such as "one" as in "One needs to be careful with fire" or "people" as in "People should wash their hands often." Which of the following words is usually used in Italian as indefinite subject?
- A. la gente
 - B. noi
 - C. si
 - D. uno

ANSWER KEY—LINGUISTICS AND LANGUAGE STRUCTURES

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

DESCRIPTION OF THE LINGUISTICS AND LANGUAGE STRUCTURES OPEN-RESPONSE ITEMS


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

DIRECTIONS FOR SECTION FOUR: LINGUISTICS AND LANGUAGE STRUCTURES—PASSAGE

This portion of the Linguistics and Language Structures section of the test consists of a passage to be completed by providing the grammatically correct word in the target language for each numbered space. Directions are provided before the passage. Your final responses to the passage must be typed in the response box provided for the passage.

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access

these characters, click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**Insert.**" The character will be inserted where the cursor is positioned in the response box.

Select the **Next** button to continue.

PASSAGE: LINGUISTICS AND LANGUAGE STRUCTURES

12. Complete the passage below by providing for each numbered space a grammatically correct Italian word that is appropriate in the context. If a word is already provided in brackets beside the numbered space, provide the appropriate form of that word for the context.

Type your responses in order from 1 to 12 in the response box presented on-screen. Number each of your responses with the number that corresponds to the numbered space in the passage. Insert two (2) hard returns between each response.

Ieri mattina, come ogni mattina, mentre (1) _____ [stare] preparando la (2) _____ colazione per la mia famiglia (3) _____ [chiedere] a uno (4) _____ miei figli —che ormai ha diciassette anni— se (5) _____ [volere] che gli (6) _____ [preparare] un frullato. Mi (7) _____ [rispondere] che preferiva una spremuta, e quando ho suggerito, senza pensarci bene «Beh, è poi la stessa cosa, no?», si è lanciato in una spiegazione dettagliata (8) _____ differenze (9) _____ l'una e l'altra.


Mi ha detto: «Le spremute sono ottenute (10) _____ [spremere] il liquido dalla frutta, di solito agrumi. I frullati, invece, sono ottenuti frullando tutto il frutto, comprese le parti che (11) _____ [contenere] la cellulosa e sostanze difficili da digerire (pectine-emicellulose). Di conseguenza, i frullati (12) _____ [dovere] essere sorseggiati in modo più lento.»

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

This portion of the Linguistics and Language Structures section of the test consists of six short answer questions. Directions are provided before each question. Your final responses to the exercises must be typed in the response box provided for each exercise.

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses must be typed in the response box provided for each exercise.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access

these characters, click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**I**nsert." The character will be inserted where the cursor is positioned in the response box.

Select the **Next** button to continue.

SHORT-ANSWER QUESTIONS: LINGUISTICS AND LANGUAGE STRUCTURES

13. **Follow the directions provided below and write a response in Italian in the response box presented on-screen.**

Rewrite the sentence below in the passive voice. Make all necessary changes.

La polizia ha arrestato i banditi ieri sera.

14. **Follow the directions provided below and write a response in Italian in the response box presented on-screen.**

Rewrite the sentences below as one sentence using indirect discourse. Make all necessary changes.

La mamma dice a sua figlia: «Ricordati di chiamarmi. E torna a casa prima di mezzanotte!»

15. **Follow the directions provided below and write a response in Italian in the response box presented on-screen.**

Combine the sentences below using the appropriate relative pronoun and retaining the original meaning of the two sentences. Make all necessary changes.

Francesca telefona alla sua amica. Andrà in vacanza con la sua amica quest'estate.

16. **Rewrite the sentence below in Italian, correcting all errors and retaining the original meaning. Type your response in the response box presented on-screen.**

Annamaria è stanchissimo oggi. Stasera dormiva molto bene.

17. **Rewrite the sentence below in Italian, correcting all errors and retaining the original meaning. Type your response in the response box presented on-screen.**

Tu pageresti il conto, ma non hai basta soldi.

18. **Rewrite the sentence below in Italian, correcting all errors and retaining the original meaning. Type your response in the response box presented on-screen.**

Nelle sere d'inverno, mia nonna piace raccontare storie di quando era giovane e abita in Sardegna.

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

12. (Passage)

- (1) stavo
- (2) prima
- (3) ho chiesto
- (4) dei
- (5) voleva
- (6) preparassi
- (7) ha risposto
- (8) sulle
- (9) fra
- (10) spremendo
- (11) contengono
- (12) devono

13. I banditi sono stati arrestati dalla polizia ieri sera.

14. La mamma dice a sua figlia di ricordarsi di chiamarla e di tornare a casa prima di mezzanotte.

15. Francesca telefona all'amica con cui andrà in vacanza quest'estate.

16. Annamaria è stanchissima oggi. Stasera dormirà molto bene.

17. Tu pagheresti il conto, ma non hai abbastanza soldi.

18. Nelle sere d'inverno, a mia nonna piace raccontare storie di quando era giovane e abitava in Sardegna.

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

These are examples of strong responses for the following reasons:

12. (Passage)

- (1) Because the action occurred in the past, the verb "stare" must be in the imperfect tense. "Mentre" indicates that the action must be in the past progressive form, "stavo."
- (2) The meal is being prepared in the morning. "Prima" is an appropriate word choice to express "breakfast."
- (3) The present perfect is used to express a definite, one-time action. In this case, the action interrupted the progressive action of being, "stavo."
- (4) The definite article is required before a possessive adjective unless a family member is being referenced that is singular, unmodified, and not "loro." "Dei" is an articulated preposition, a combination of the preposition "di" and the definite article "i."
- (5) and (6) The verb "volere" introduces a subjunctive situation. "Voleva" is in the indicative mood and imperfect tense in the main clause, while the verb "preparare" in the dependent clause needs to be in the subjunctive imperfect. According to the rule of verb tense agreement, the verb forms must be in the past tense because of the introductory "ieri mattina." "Voleva" is in the third person singular conjugation because it is referring to what the son wants, while "preparassi" is in the first person singular conjugation because it is referring to what the narrator ("I") might prepare.
- (7) The verb "rispondere" is in the present perfect third person singular because it is a definite, one-time action performed by the son.
- (8) "Sulle" is a combination of the word "su," meaning "on" or "about," and "le," which is the plural definite article referring to "differenze."
- (9) Fra means "between."
- (10) "Spremendo" is part of an adverbial construction and appears in present progressive form.
- (11) This is the present tense third person plural verb conjugation of the infinitive "contenere."
- (12) This is the present tense third person plural verb conjugation of the infinitive "dovere."

13. To form a passive construction, the object of the active voice sentence becomes the subject. Passive constructions are always formed with the verb "essere" in the same tense as the original sentence, followed by the past participle of the main verb. When subjects are used with "essere," past participles must agree in number and gender; therefore "arrestati" agrees with "i banditi." The agent of the original sentence is expressed in the passive sentence using "by," expressed here with "dalla polizia," "(arrested) by the police."

14. Since the mother is no longer addressing the daughter directly, infinitive forms are used to replace the original imperative forms. In addition, the reflexive pronouns must change to the third person (from "ti" to "si" and from "mi" to "la").

15. The relative pronoun "cui" replaces "la sua amica." The preposition "con" is paired with the relative pronoun to express "with whom" Francesca is going on vacation.

16. The predicate adjective "stanchissimo" must be changed to the feminine singular in order to make the agreement in number and gender with the subject of the sentence. "Dormiva" is in the imperfect. A verb in the past tense does not make sense considering Annamaria is tired today and the sentence is referring to how she will sleep "stasera." The verb "dormire" must be in the future tense.
17. There is a spelling error in "pagheresti." The "ge" must be corrected to "gh" to preserve the original phonetics of the infinitive "pagare." The adverb "basta" must be changed to the adjective "abbastanza" because it is modifying a noun ("soldi"), not a verb.
18. The preposition "a" must be placed before "mia nonna" in order to make it an indirect object, which is required with the verb "piacere," to indicate to whom the subject is pleasing. The verb "abitare" needs to be in the imperfect because it is referring to a past time and must agree with the imperfect "era."

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SUBAREA II: READING COMPREHENSION

DESCRIPTION OF THE READING COMPREHENSION OPEN-RESPONSE ITEM


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

DIRECTIONS FOR SECTION FIVE: READING COMPREHENSION

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

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access

these characters, click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**I**nsert." The character will be inserted where the cursor is positioned in the response box.

Your response will be evaluated based on the following criteria.

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

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

Select the **Next** button to continue.

OPEN-RESPONSE ITEM: READING COMPREHENSION

This is a reading comprehension exercise. Read the passage below. Then complete the assignment that follows, supporting your ideas with references from the passage. Your response may be written in either Italian or English. Choice of language will not affect your score.

Al sud delle Alpi, nella parte più meridionale della Svizzera, si trova il Canton Ticino, la regione italiana del paese, che deve il suo nome al fiume Ticino. Nomi e posti forse più familiari sono senz'altro quelli delle sue città principali: Lugano, sul lago Ceresio, Bellinzona e i suoi castelli, e Locarno, situata sulle rive del Lago Maggiore.

La città medievale di Locarno, a parte la sua idilliaca situazione geografica, è rinomata in tutto il mondo per un evento annuale che si tiene d'estate: il suo festival del cinema. Ogni anno, ad agosto, la città svizzero-italiana diventa la capitale mondiale del cinema d'autore. Fondato nel 1946, il Festival del film Locarno è uno dei più antichi del mondo insieme a Venezia e Cannes. Da ormai 66 anni, il festival ha saputo conquistarsi un posto di primo piano sulla scena internazionale delle grandi manifestazioni cinematografiche. Locarno ha saputo riconoscere, prima di tutti gli altri, la genialità dei giovani registi provenienti da tutti gli angoli del mondo – talvolta sin dai loro primi cortometraggi. Ne sono un esempio Milos Forman, Alain Tanner, Spike Lee e Marco Bellocchio. La città accoglie un pubblico multiculturale in un'atmosfera rilassata e conviviale che caratterizza il Festival. Il pubblico fa parte integrale dell'anima del Festival, come mostrano le celebri proiezioni in Piazza Grande, che ogni sera accoglie nel suo magico scenario una platea di 8.000 spettatori.

A parte il festival, la regione, situata nel cuore dell'Europa e ai piedi delle Alpi, offre anche ricche opportunità di escursioni per la scoperta del paesaggio. Ad esempio la regione Tenero e la Valle Verzasca, una delle numerose valli del Ticino, offre un'ampia rete di sentieri, circa 300 km di itinerari, che rispondono alle esigenze più diverse: dalle rilassanti passeggiate lungolago, percorsi sportivi o passeggiate a tema, fino alle escursioni di alta montagna, tra pizzi, passi, alpeggi e capanne.

Attraverso gli anni, il cantone e parecchie associazioni locali hanno dedicato tanta energia e risorse per collaborare al mantenimento del patrimonio naturale della regione e delle tradizioni locali. Questo include fra l'altro la protezione e la ristrutturazione delle vecchie case di pietra, i rustici, che servono ora anche come casa secondaria e alloggio per i turisti. La gastronomia è un altro esempio del mantenimento delle tradizioni antiche. Si possono riscoprire gusti e profumi del passato, come la polenta alla capra nera, i formaggi d'alpe e le verdure degli orti, in alcuni ristoranti locali. Più particolarmente alla regione sono le grotte, locali che sono ora diventati dei veri e propri ristoranti, ma che prima erano luoghi in cui si raccoglievano e si conservavano i prodotti agricoli, oppure in cui ci si ritrovava con gli amici senza alcuna pretesa.

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

- explain how the festival described in the passage has differentiated itself from other similar events;
- identify the intended audience of the passage; and
- analyze the author's perspective on the event described and its venue.

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

The annual Locarno Film Festival differentiated itself from other old, prestigious film festivals like Venice and Cannes by being the first to focus on young directors like Milos Forman and Spike Lee. Some of these young directors even had their first short films screened at the Locarno festival.

The passage was written for an audience of people who are interested in traveling to Locarno for the film festival. It is meant to inform people about the festival as well as its setting.

The author sees the film festival as one-of-a-kind. In addition to being old and prestigious, the festival is described as attracting a diverse audience. The public takes part in the event, watching films outside in a friendly, low-key atmosphere. The author also admires the location of the festival: the southern, Italian-speaking part of Switzerland, an "idilliaca situazione geografica," near lakes and at the foot of the Alps. There are outdoor activities for visitors with diverse interests (e.g., hiking trails, themed tours). The author is also impressed that the medieval city has preserved its heritage. Visitors can stay in restored old stone houses and try traditional dishes like polenta alla capra nera in food storage caves (luoghi in cui si conservavano i prodotti agricoli) that have been converted into restaurants.

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

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

Literal Comprehension: The response clearly demonstrates strong literal comprehension of the written passage. It demonstrates accurate understanding of the descriptions of the film festival and the area of Switzerland where it takes place. It also includes significant details, such as what kinds of activities there are for tourists to undertake in Locarno, the fact that Locarno is a particularly old city, what traditional aspects the city has taken steps to maintain, and the fact that the festival was the place where some film directors got their start. Appropriate references to the original text provide further proof of thorough understanding.

Inference: The response analyzes the content and style of the language and determines it to be informational, leading to the appropriate inference that the passage's intended audience is likely to be people who are considering attending the film festival. The very positive language the author uses to describe the region, as well as the many details used to describe interesting aspects of the festival and Locarno, lead to the appropriate inference that the author thinks the event is unique and the venue admirable and impressive.

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SUBAREA V: WRITTEN EXPRESSION

DESCRIPTION OF THE WRITTEN EXPRESSION OPEN-RESPONSE ITEM


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

DIRECTIONS FOR SECTION SIX: WRITTEN EXPRESSION

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

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to the assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access

these characters, click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**Insert.**" The character will be inserted where the cursor is positioned in the response box.

Your response will be evaluated based on the following criteria.

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

COHERENCE: organization and clarity of ideas

CONTENT: development of ideas and relevance of supporting details

GRAMMAR: accuracy of grammatical forms and syntax

VOCABULARY: command of vocabulary and idiomatic expressions

MECHANICS: accuracy of spelling, diacritical marks, and punctuation

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

Select the **Next** button to continue.

OPEN-RESPONSE ITEM: WRITTEN EXPRESSION

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

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

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

Carissimi Elio e Gina,

Come state? Spero tutto bene da voi. Gli ultimi mesi sono stata molto occupata di lavoro. Vi chiedo scusa perché vi penso spesso e sempre con molta nostalgia. Eravate una vera famiglia per me e non posso ringraziarvi abbastanza per il vostro affetto e per la vostra accoglienza.

Siete andati al mare o in montagna per le ferie? Che c'è di nuovo con i vostri figli? Spero che Valentina abbia trovato un fidanzato perché se lo merita perché è una bella e simpatica persona. Vorrei poter tanto partecipare alle nozze! Magari fosse una vera possibilità!

Domenico e Luigi sono sempre gli stessi mascalzoni? Avevano un'energia che non finiva mai! Immagino che si divertono molto a giocare con gli amici. Salutategli da parte mia per piacere. Saranno tutti e tre cresciuti tanto. Mandatemi qualche foto di voi tutti insieme, ok?

Mi ricordo bene le lezioni di cucina e della pazienza di Gina con i miei sbagli. Mi viene l'acquolina in bocca solo a pensarci. Adesso sono molto brava a preparare i piatti che mangiavamo insieme in casa vostra a Firenze. Che memoria bella quel giorno quando siamo andati a Fiesole tutti insieme per il panorama e un gelato delizioso! Il gelato Americano non mi interessa più... dovrei ritornare in Italia proprio per questa ragione. Sto scherzando ma è un po' la verità.

Cosa posso raccontarvi di me? Io ho conosciuto un uomo che sembra fatto per me! Si chiama Giovanni ed è intelligente, bello e gentile. Insegna storia dell'arte all'università e suona il pianoforte. I suoi genitori sono di Napoli e mi trattano molto bene. Sono contenta di aver trovato un'italiano. L'ironia è che si è fatto vivo qui a Boston! Speriamo di fare un viaggio in Italia l'estate prossima e sicuramente ci vedremo allora. Faremo una gita a Fiesole per un gelato tutti insieme? Io vi faccio sapere i dettagli quando finiamo di stabilire il nostro itinerario. Pensateci bene a che desiderate da Boston perché io vi devo portare qualcosa.

Vi voglio sempre tanto bene ed aspetto le vostre notizie con piacere.

Un abbraccio forte forte,

XXXXXX

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

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

Purpose: The response thoroughly fulfills the purpose of the assignment by connecting with the theoretical host family in letter format. The letter reestablishes contact with questions about the host family ("Che c'è di nuovo?") and by providing updates about the writer's life ("ho conosciuto un uomo . . ."). The use of a fond and informal greeting and closing ("carissimi," first names, "un abbraccio . . .") demonstrates the warm relationship between the writer and the audience.

Coherence: The letter has a clear overarching structure. It starts out with greetings and an introductory paragraph explaining the lapse in correspondence, then it addresses various topics relevant to the theme of the letter before closing with the intimation of further correspondence. Ideas are organized into separate paragraphs, each of which focuses on a single general topic that is elaborated upon before moving to a new topic. Cohesive devices such as transition words ("adesso") and relative pronouns ("i piatti che mangiavamo") clarify relationships among ideas.

Content: The response lays out a variety of topics that are relevant to the assignment. Each main idea is elaborated upon with extensive supporting ideas and details. For example, the letter writer recalls the cooking lessons she received from Gina, which leads to other related supporting ideas and details, such as how delicious the food was and how patient Gina was during the lessons, as well as how the letter writer's own cooking skills have progressed and how her enjoyment of Italian gelato during a trip to Fiesole has ruined American ice cream for her. The ability to elaborate upon ideas showcases strength in many areas of language proficiency (vocabulary, coherence, grammar, mechanics), fulfilling the purpose of the assignment.

Grammar: The response demonstrates mastery of a variety of grammatical structures, including the use of appropriate and correctly formed verb tenses (present: "si chiama Giovanni," imperfect: "eravate una vera famiglia . . .," present perfect: "quando siamo andati," future: "ci vedremo allora") and moods (imperative: "*salutategli* da parte mia," subjunctive: "che *abbia* trovato," "Magari *fosse*"). The position and agreement of adjectives is accurate throughout ("che memoria bella," "gli ultimi mesi") as is the use of pronouns ("cosa posso raccontar*vi*," "*vi* chiedo scusa . . .")

Vocabulary: The response reflects a broad command of the language. Word choices are appropriate. Idiomatic language is used throughout (i.e., it does not sound "translated" from another language), for example: "mascalzoni," "mi viene l'acqualina in bocca," and "che c'è di nuovo." The response demonstrates access to a varied vocabulary, including higher-level, specific words and phrases (e.g., "partecipare alle nozze," "accoglienza," "magari," "conoscere/sapere," "per piacere," "sbagli") that lend precision to the communication.

Mechanics: The response is free from errors in the use of diacritical marks and punctuation/spelling conventions that would interrupt the clarity of the communication.

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