



Massachusetts Tests for Educator Licensure® (MTEL®)

Portuguese (Field 32)

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

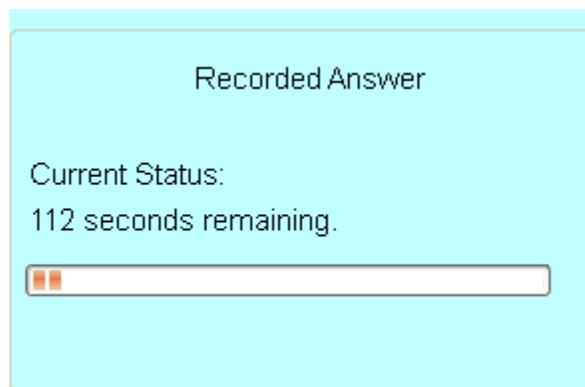
DESCRIPTION OF THE ORAL EXPRESSION OPEN-RESPONSE ITEM

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 a Portuguese-speaking country 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 Portuguese, 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 Portuguese. 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 Portuguese. 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 Portuguese 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 "**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.

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

*(PAUSE 30 seconds)

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

(one male and one female speaker)

male: Olá Catarina! Tudo bem? E como vão as aulas?

female: Oi Marcus! Vou bem em todas as disciplinas. Somente na aula de computação gráfica tenho que fazer a prova final. O que é que tu fazes aqui na universidade tão cedo?

male: Preciso de ajuda para comprar um tablet e lembrei que tu estás a acabar o terceiro ano de Informática, e então, não há ninguém melhor que tu para me ajudar.

female: Posso ajudar sim. Acabo de comprar um. Eu irei a um congresso em Recife e preciso de um computador que possa usar durante a viagem. Eu não quero levar um computador pesado. Preciso do meu tablet só para ler os meus e-mails e entrar em contacto com a minha família.

male: O que é que eu preciso saber para comprar um tablet?

female: Antes de comprar um tablet, é necessário que tu saibas bem como vais usar aquele aparelho eletrónico. Um tablet é um computador portátil, com uma tela *touchscreen*. Podes navegar na internet, ler e responder aos correios eletrónicos, ver vídeos, escutar música, baixar e ler livros.

male: Preciso de um computador para ler os meus e-mails e também os meus livros porque estou a escrever a minha tese. Tenho que ler 20 livros de literatura portuguesa nos próximos dias.

female: Então, a melhor opção para ti é comprar mesmo um tablet. É melhor carregar um tablet do que 20 livros.

male: Muito obrigado, Catarina!

female: De nada. Imagina! Foi um prazer falar contigo.

Now the dialogue will be repeated.

(Dialogue is repeated)

(PAUSE 3 seconds)

Now write your response to the assignment.*

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

- explain why Marcus asks Catarina for help;
- describe the relationship between the speakers; and
- analyze Catarina's point of view concerning tablet computers.

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

Marcus asks Catarina for advice about buying a computer tablet, specifically about what to be aware of before making his purchase. He goes to Catarina for this advice because she is in her third year of studying computer science at the university, so he thinks she will be a knowledgeable resource.

The speakers are on friendly terms. They are both students, although in different fields (computer science and Portuguese literature). It sounds like they haven't seen each other in a while because Marcus asks Catarina how her studies are going and tells her that he is in the process of writing his dissertation.

Catarina thinks that tablets are helpful because they can perform a lot of tasks and are very portable. She bought hers because she is taking a trip and wanted to stay in touch with her family without having to carry a heavy computer around. She lists many things one can do with a tablet: listen to music, read books, use email, surf the Internet, etc. She encourages Marcus to buy a tablet because he needs to read twenty books for his dissertation and "é melhor carregar um tablet do que 20 livros!"

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 literal comprehension of the dialogue that is both accurate and thorough. It shows a deep understanding of information explicitly stated by the speakers, Marcus's request for information about buying a tablet, the reason he thinks Catarina is the best person to give him advice, and the list of ways tablets can be useful. The response includes a variety of details, such as how long Catarina has been studying computer science, how many books Marcus needs to read and on which topic, and why Catarina has decided to buy her own tablet. The inclusion of these details demonstrates not only the accuracy, but also the thoroughness of the literal comprehension in this response.

Inference: The response exhibits a strong ability to analyze information from the spoken dialogue in order to make reasonable inferences. Based on the fact that Marcus says he is in the middle of writing his dissertation, the response draws the reasonable conclusion that he is a student, like Catarina. Because he states that he has to read books about Portuguese literature, the logical inference is made that this is his area of study. Through analysis of the information exchanged by the two speakers, the conclusion is reached that it has probably been some time since the two have spoken or seen each other. The characterization of Catarina's point of view concerning tablet computers as helpful stems from the many activities one can undertake with them and their lightness in comparison to standard computers or stacks of books.

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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. In which of the following ways did Brazilian nationalism develop under the presidency of Getúlio Vargas (1930–1945)?
 - A. The capital city of Rio de Janeiro was moved to Brasília to create a modern symbol of the nation.
 - B. The goal of broader democratic traditions was strengthened with universal enfranchisement.
 - C. The idea of Brazil as a racial democracy was officially embraced and promoted.
 - D. The Brazilian flag was redesigned to include the popular positivist motto of "Order and Progress."

2. A significant difference in the activities that are likely to attract tourists to Portugal's Upper Douro Valley and to the Algarve is that visitors to the Upper Douro Valley are more likely to:
 - A. visit the largest aquarium in Europe.
 - B. sunbathe on beaches and enjoy water sports.
 - C. explore Roman and Arabic castles.
 - D. tour wineries and take river cruises.

3. Brazilian author Clarice Lispector is primarily associated with which of the following literary movements?
 - A. romanticism
 - B. postmodernism
 - C. naturalism
 - D. existentialism

4. Which line on the chart below best matches a twentieth-century Portuguese writer with a major emphasis of that writer's work?

Line	Writer	Emphasis
1	Maria Velho da Costa	exploring the condition of women in a traditional society
2	Jorge de Sena	recovering archaic forms of rural speech
3	Agustina Bessa-Luís	reconciling Portugal's Catholic monarchist heritage with the modern world
4	Aquilino Ribeiro	establishing a basis for moral certainty in a changing world

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4
5. Which of the following statements best describes an important motivation for the choice of Brasília as Brazil's new capital city?
- A. The city's monuments exemplify the Brazilian tendency to valorize its African culture and the history of slavery.
- B. The architecture is a stunning example of modernism with its lavish colors and decorative ornamentation.
- C. The city's location is ideal for trade and commerce since it was built on the site of a preexisting large port.
- D. The architects and city planners designed the city as a utopian project intended to eradicate social inequalities.
6. In Portugal, the term "bem educado" is used to refer to a young person who:
- A. is streetwise and able to fend for him- or herself.
- B. has a college education.
- C. has good manners and is respectful of adults.
- D. is a high school graduate.

ANSWER KEY—CULTURAL PERSPECTIVES, COMPARISONS, AND CONNECTIONS

Question Number	Correct Response	Test Objective
1.	C	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.	A	Demonstrate understanding of the relationship between the perspectives and products of target-language-speaking cultures.
5.	D	Demonstrate understanding of the relationship between the perspectives and practices of target-language-speaking cultures.
6.	C	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 Portuguese 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. affective filtering during communication.
 - C. overextension of single words to cover concepts.
 - 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 Portuguese 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 Portuguese 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. When translated into Portuguese, the sentence "When you have time, call your mother!" would require which of the following verb forms?
- A. the present indicative form of the verb "to have" (*tem*)
 - B. the future indicative form of the verb "to call" (*ligará*)
 - C. the future subjunctive form of the verb "to have" (*tiver*)
 - D. the present conditional form of the verb "to call" (*ligaria*)
11. A native English speaker who is a student of Portuguese says, "No verão, está calor na Guiné Bissau e as praias ficam lotadas." Which of the following responses describes the error in the speaker's sentence?
- A. The verb *estar* should be replaced by *fazer*.
 - B. The preposition *em* should be used before "Guiné" instead of the contraction *na*.
 - C. The word *praias* should be in the masculine.
 - D. The verb *ficar* should be replaced by *estar*.

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.	B	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.	C	Demonstrate understanding of the similarities and differences between the target language and English.
11.	A	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 Portuguese 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.

No mês passado, quando chegamos ao congresso de literatura não (1) _____ [ver] (2) _____ dos nossos professores lá. (3) _____ perguntou (4) _____ tinha organizado o congresso. Nós (5) _____ [dizer] que tinha sido o Departamento de Línguas Estrangeiras. Procuramos para ver se havia uma secção de literatura brasileira. Não havia nenhuma. Resolvemos ir comer em um restaurante ali perto. Quando regressamos à sala, as pessoas já (6) _____ [estar] lá. Eu (7) _____ [ir] ser o próximo a apresentar um trabalho. Eu estava nervoso mas (8) _____ reparou na (9) _____ ansiedade. Quando (10) _____ [terminar], toda a audiência (11) _____ [aplaudir]. Depois de todos (12) _____ [apresentar], fomos para a recepção que aconteceu logo após o congresso.

**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 **N**ext button to continue.

SHORT-ANSWER QUESTIONS: LINGUISTICS AND LANGUAGE STRUCTURES

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

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

"Eu espero que o irmão passe em todas as disciplinas este ano", Ana desejou.

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

Combine the sentences below into one sentence using a relative pronoun and retaining the original meaning of the two sentences. Make all necessary changes.

Não consigo conviver com essas pessoas. As aspirações dessas pessoas são essencialmente materiais.

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

Rewrite the sentence below in one of the negative forms. Make all necessary changes.

Tenho alguns problemas a ler em público.

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

Segundo a pesquisa do ano passado as mais ruins marcas foram as importada.

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

Ela agiu rapidamente, porém acertada.

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

São Luís, que são a capital maranhense, desfruta de inúmeras opção de lazer.

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

12. (Passage)

- (1) vimos
- (2) nenhum
- (3) Alguém
- (4) quem
- (5) dissemos
- (6) estavam
- (7) iria
- (8) ninguém
- (9) minha
- (10) terminei
- (11) aplaudiu
- (12) apresentarem

13. Ana desejou que o irmão passasse em todas as disciplinas este ano.

14. Não consigo conviver com essas pessoas cujas aspirações são essencialmente materiais.

15. Não tenho nenhum problema a ler em público.

16. Segundo a pesquisa do ano passado as piores marcas foram as importadas.

17. Ela agiu rápida porém acertadamente.

18. São Luís, que é a capital maranhense, desfruta de inúmeras opções de lazer.

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) The preterite form of "ver" is needed here to describe an event that was completed in the past. "Ver" is an irregular verb; its stem vowel in the infinitive changes in the simple past tense, making the first person plural conjugation, "vimos."
- (2) The pronoun "nenhum" is paired here with the adverb "não" to complete the negative concord/multiple negation clause expressing that the direct object is negative (none of the professors), as well as the verb (we did not see). Double negatives like this ("we did not see none of the professors") are necessary in Portuguese.
- (3) "Alguém" is a pronoun that represents the subject ("somebody asked").
- (4) "Quem" is a relative pronoun that represents the subject in the relative clause asking who had organized the event.
- (5) The preterite form of "dizer" is needed here in the first person plural conjugation to indicate that the action of replying to the indirect question occurred in the past.
- (6) "Estavam" is the third person plural conjugation of the imperfect form of "estar." The imperfect form indicates that the action had been completed prior to another past action.
- (7) "Iria" is the first person singular conditional form of "ir." It implies that the act of presenting would take place immediately.
- (8) "Ninguém" is a pronoun that represents the subject ("nobody noticed").
- (9) This is a possessive adjective. It is in the feminine form because it needs to agree with the feminine noun "ansiedade."
- (10) This is the first person singular preterite form of "terminar" and indicates that the action occurred in the past.
- (11) This is the third person singular preterite form of "aplaudir" and indicates that the action occurred in the past.
- (12) This is the third person plural future subjunctive form of "apresentar." Even if it is referring to the past time frame, the future subjunctive is used to express a condition that must be fulfilled in the future or before an event can happen. In this case, the conference attendees had to finish presenting before they could go to the reception. The future subjunctive is sometimes preceded by adverbs like "depois de."

13. Since somebody else is referring to what Ana has already said, all the verb forms in the indirect speech must change into the imperfect tense. Because Ana's desire is a wish (or hope), the verb "espero" (to hope) can be taken out, because in indirect speech it would be redundant ("Ana wished to hope for"). "Passe" must change to the imperfect subjunctive. In addition, the first person pronoun, "eu," must change to the implied third person pronoun ("ela").

14. "Dessas pessoas" and the definite article "as" in the original are eliminated in the new single sentence because they are replaced by the relative pronoun "cujas." The indicative verb "são" should not change to the subjunctive form, although this is a common mistake.
15. The pronoun "nenhum" is paired here with the adverb "não" to complete the negative concord/multiple negation clause expressing that the direct object is negative ("no problems"), as well as the verb ("I do not have").
16. "Mais ruins" ("more bad") does not exist in Portuguese as an adjective. The superlative adjective "piores" is the correct plural form for "worst." "Importada" needs to become plural to agree with the plural noun "marcas."
17. When multiple adverbs in a clause have the suffix "-mente," the suffix must be retained in the final adverb, but may be dropped in the preceding adverbs, and in formal writing, need to be dropped. Eliminating the comma avoids confusion, since "rápida" could also be an adjective for a female.
18. The verb "ser" must be in the singular in order to agree with the singular subject São Luis. "Opção" needs to be made plural in order to agree with the plural adjective "inúmeras."

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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 "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.

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 Portuguese or English. Choice of language will not affect your score.

Ouro Preto nasceu sob o nome de Vila Rica, como resultado da épica aventura da colonização do interior brasileiro, que ocorreu no final do século XVII. Com a Independência, recebe o nome de Ouro Preto e torna-se a capital de Minas Gerais até 1897.

Ouro Preto foi decretada Cidade Monumento Nacional em 1933. Os olhares e o reconhecimento do mundo viriam em 1980, quando a UNESCO a declarou Patrimônio Cultural da Humanidade.

O surgimento e apogeu da arte colonial em Minas Gerais - Barroco Mineiro - é um fenômeno inteiramente ligado à exploração do ouro, acontecido no século XVIII, que veio criar uma cultura dotada de características peculiares e uma singular visão do mundo. A medida que se expandia a atividade mineradora, o Barroco explodia na riqueza de suas formas, na pompa e na ostentação de suas solenidades religiosas e festas públicas, vindo marcar, de maneira definitiva, a sociedade que se constituiu na região.

Um dos maiores artistas da arte barroca foi Antônio Francisco Lisboa, mais conhecido como Aleijadinho. Ele é considerado o mais importante artista plástico do barroco mineiro. A sua obra mistura diversos estilos do barroco. Em suas esculturas estão presentes características do rococó e dos estilos clássico e gótico. Utilizou como material de suas obras de arte, principalmente a pedra-sabão, matéria-prima brasileira. A madeira também foi utilizada pelo artista.

Ao visitar Ouro Preto uma das paradas obrigatórias é a visita ao Museu do Aleijadinho que está instalado na sacristia da Matriz de Nossa Senhora da Conceição de Antônio Dias, e reúne obras do escultor. Existem obras de Aleijadinho espalhadas pelos quatro cantos da cidade, como por exemplo os trabalhos em talha das Igrejas de São Francisco de Assis (o retábulo da Igreja) e de Nossa Senhora do Carmo (o retábulo e o projeto arquitetônico da fachada da Igreja).

O artesanato de Ouro Preto é uma característica da arte mineira. O comércio de jóias e pedras preciosas também é uma atividade tradicional em Ouro Preto. Tudo está genuinamente ligado à tradição artística da cidade. Artistas e artesãos trabalham a pedra-sabão, a taquara, a madeira, os metais e as pedras preciosas, fundamentados nas diversas expressões artísticas das obras de Aleijadinho, com as quais convivem diariamente.

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

- describe two important events that determine the history of Ouro Preto;
- identify the intended audience of this passage; and
- analyze the historical trajectory of art and its importance in the city of Ouro Preto.

SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM— READING COMPREHENSION

One important event in the history of Ouro Preto was that it received this name (it was originally Vila Rica) and became capital of Minas Gerais when Brazil gained independence.

Another event was the Barroco Mineiro period in the 18th century. Ouro Preto became a vibrant center for artistic and architectural production, as well as religious ceremonies and public festivals. The most important sculptor of the period, Aleijadinho, created famous works that featured a mixture of Baroque styles (Rococo, Classical, and Gothic) and sculpted beautiful facades for some of the city's cathedrals.

The intended audience of the passage is somebody interested in art history and traveling to artistically important places. The passage tries to convince this audience to visit Ouro Preto by explaining the history that led to its artistic/architectural prominence, discussing the international recognition it has received for its exceptional artistic beauty, and mentioning the treasures in the Aleijadinho museum.

The passage links the history of art in Ouro Preto directly to its gold mining industry and describes it as responsible for the city's unique culture, stating that its emergence and peak period are "inteiramente ligado à exploração do ouro, acontecido no século XVIII, que veio criar uma cultura dotada de características peculiares e uma singular visão do mundo." The jewel and precious stone trade is also connected to the artistic tradition of the city. Like Aleijadinho, today's artists use raw native materials like precious metals, bamboo, and soapstone, "matéria-prima brasileira."

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

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

Literal Comprehension: The response demonstrates thorough comprehension of the passage's literal content by accurately describing two events that helped to determine Ouro Preto's history. The response selects two of several events that are described explicitly in the passage, and manages to weave relevant details from other areas (about the sculptor Aleijadinho) into its discussion. The inclusion of significant details shows that comprehension is not only accurate, but thorough and full. The extent of the literal comprehension is also shown in the citations from the passage and the ability to use understanding of vocabulary and grammar in the tasks of analyzing and inferring.

Inference: The response successfully analyzes aspects of the passage's literal content in order to make the reasonable inference regarding the intended audience of the passage. It offers an explanation as to how it arrives at its conclusion by giving examples of the ways the passage is trying to reach its intended audience. The response also focuses on bits of information sprinkled throughout the passage, as well as its overall discussion of topics, to offer an appropriate analysis of how history and art are intertwined in Ouro Preto.

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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 "**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.

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 a Portuguese-speaking country. 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 Portuguese 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

Meus grandes amigos Elísio e Sofia

Os tempos passaram mas as recordações ficaram marcadas profundamente na minha memória.

Que saudades desses preciosos momentos vividos com vocês na bela cidade paulista. Peço-lhes desculpas pelo intervalo que passou desde a última vez que lhes escrevi. Felizmente não perdi suas informações de contato e, com certeza, continuaremos com a nossa amizade de sempre. Espero que estejam bem de saúde e que continuem com as atividades atléticas que sempre fizeram.

Lembro-me dos nossos jogos de futebol, onde a galera torcia emocionalmente pela equipe do Elísio, o nosso grande Barreira, como era conhecido. Você era mesmo um craque do Santos. Como vai a Sofia? Vocês continuam a fazer o seu *cooper* matinal na Avenida 25 de março? Lembro-me daquela avenida multicolor que era sempre alegre, com pessoas dançando samba ao ar livre, rápida porém acertadamente, vendendo frutas típicas, saborosas e fresquinhas, fazendo teatro de rua numa bagunça inconfundível entre crianças, jovens e aquela multidão de gente que não se envelhecia com o tempo.

São tantas lembranças, mas aquela que mais me toca, é a mão cozinheira, acertada da Sofia que nos saciava com as suas deliciosas feijoadas polvilhadas com farofa. Também me lembro com imensas saudades da sua filha, Doutora Nhunha, que me ajudava com os meus deveres universitários da célebre Pontifícia Universidade Católica, onde eu estudava Direito Internacional. O nosso grupo era composto de estudantes de vários cantos do mundo. Era um prazer estudar e divertir-se ao lado das beldades femininas, tanto as do Brasil, como as de outros países. Aos fins de semana passávamos as noites quentes em Santos, cidade cosmopolita que não dorme, com as suas praias lindas, divertindo-nos nos cafés e boates bebendo caipirinha, comendo rodízio e fazendo longos passeios noturnos à beira-mar.

Atualmente estou trabalhando nas Nações Unidas, em Nova York, como embaixador do meu país. Estou fazendo *lobby* para vários projetos de saúde, educação e de luta contra a pobreza. Adoro este trabalho porque é um serviço à causa social. Também pretendo ir ao Brasil em breve. Vocês podem contar comigo no mês de junho para assistir à Copa do Mundo, quando juntos recordaremos os nossos velhos tempos.

Sei que gostariam de visitar a Estátua de Liberdade em Nova York. Isso seria um encanto e uma oportunidade para estarmos juntos novamente. O que vocês fizeram, o apoio e a atenção que me deram durante a minha estadia em São Paulo, não têm preço. Portanto, comprometo-me desde já a comprar-lhes os bilhetes de ida e volta, para que possam voltar comigo aos Estados Unidos. Espero que possam programar-se para isso.

Um grande abraço,

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

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

Purpose: The response thoroughly fulfills the purpose of the assignment by connecting with the theoretical host family in letter format. The letter includes reminiscences about experiences the writer had during his stay with the family as well as the writer's recent and immediate future experiences. The "vocês" form is used throughout, showing that the writer is on familiar terms with his audience. The tone of the letter also is warm and fond, reflective of a close relationship.

Coherence: The letter has a clear overarching structure. The letter begins with warm memories of the writer's longings for his moments lived with the family. He proceeds to inquire about the host family's recent activities and concludes with the appreciation for the support given to him, at the same time announcing his activities and future plans. 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 ("tanto as . . . , como as . . . , "também," "portanto") 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 writer begins to discuss the soccer team on which he and his friend played, then progresses to memories of morning jogs on a particular street, describing in detail what kind of activities would happen there, what the people were like, and how it looked. 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 features varied sentence structures (stand-alone independent clauses, sentences with relative and dependent clauses, sentences with varying elements in the first position). Both simple ("adoro este trabalho porque é um serviço à causa social") and complex grammatical constructions ("com pessoass dançando samba ao ar livre, rápida . . . , "porém acertadamente") are used. An array of tenses (present: "me lembro," simple past: "que me ajudava," future: "para que possam voltar"), voices (passive: "como era conhecido"), and moods (subjunctive: "espero que estejam," imperative: "peço-lhes desculpas") are formed accurately and effectively.

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, "na bela cidade paulista," "a galera torcia emocionalmente," "você era mesmo um craque do Santos." The response demonstrates access to a varied vocabulary, including higher-level and specific words and phrases (e.g., "beira-mar," "beldades," "assistir à," "apoio") that lend precision to the communication.

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

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