



California Subject Examinations for Teachers®

TEST GUIDE

CANTONESE SUBTEST I

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Cantonese Subtest I

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

General Directions

This test consists of two sections: (1) a multiple-choice question section and (2) a constructed-response assignment section. Each question in the first section is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

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

The second section contains one or more constructed-response assignments. You will be asked to provide a written response to each assignment. Directions for the constructed-response assignment(s) appear immediately before the assignment(s).

You may work on the multiple-choice questions and the constructed-response assignment(s) in any order that you choose. Be sure to allocate your time carefully so you are able to complete the entire test within the testing session. You may go back and review your answers at any time during the testing session.

You may NOT use any type of calculator or reference materials during the testing session.

1. In the genetic classification of languages, languages are classified according to:
 - A. geographical relationships between language populations.
 - B. standard ordering of the basic units of speech (subject, verb, object).
 - C. shared development from an earlier common language.
 - D. overlapping semantic categories of words.
2. Which of the following reduplications is correct?
 - A. 高高興興 [高高兴兴]
 - B. 美美麗麗 [美美丽丽]
 - C. 容容易易 [容容易易]
 - D. 基基本本 [基基本本]

3. A double *le* (了)[了] sentence structure such as 他睡覺睡了兩個鐘頭了 [他睡覺睡了两个钟头了] indicates an action that:
- A. happened in the past.
 - B. is still continuing.
 - C. is going to happen.
 - D. was just completed.
4. When expressing a time, a date, or an address in the Chinese language, the information is generally ordered from:
- A. the most essential information to the least essential information.
 - B. the least essential information to the most essential information.
 - C. larger units to smaller units.
 - D. smaller units to larger units.
5. How many tones are used in modern standard Cantonese?
- A. 3
 - B. 4
 - C. 5
 - D. 6

**CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS:
ASSIGNMENTS 6 & 7**

For **Assignments 6 & 7**, you are to prepare a written response for each exercise in Parts I and II. Directions are provided before each part.

Write your responses to the exercises on the Response Sheets provided to you. Before you continue, please do the following:

1. Label one (1) response sheet "Part I"
2. Label one (1) response sheet "Part II"

Read each exercise carefully before you begin your responses. Think about how you will organize your responses. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses must be scanned using the scanner provided at your workstation.**

Instructions for scanning your Response Sheets are available by clicking the "Scanning Help" button at the top of the screen.

Be sure to write your response to each part on the correct Response Sheet.

Your responses to the exercises will be evaluated on the basis of the following criteria.

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

Assignments 6 & 7: Relevant Subject Matter Requirements

- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Identify, analyze, and correct grammatical and mechanical errors in the target language.

The assignments are intended to assess subject matter knowledge and skills, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly when using the response sheets. You may not use any reference materials during the testing session. Remember to review your work and make any changes you think will improve your responses.

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

6. Rewrite each sentence below, transforming it according to the directions given. Your responses must be written in Chinese. Respond to either the version presented in Traditional characters OR the version presented in Simplified characters. Do NOT respond to both versions. The version in Traditional characters appears below. The version in Simplified characters appears on the next page.

| |
|------------------------|
| TRADITIONAL CHARACTERS |
|------------------------|

- A. Rewrite the sentence below using the passive voice.

昨晚的雷劈斷了我前院的那棵大樹，倒下的樹砸壞了我的屋頂。

- B. Change the sentence below into a choice question form.

他喜歡打籃球，不喜歡打棒球。

- C. Rewrite the sentence below using a comparative form expressing difference of degree.

中國人口有十二億，美國人口只有兩億五千萬。

- D. Combine the two sentences below into a single sentence that retains the original meaning.

他想買一本中國點心食譜。

在這個城的幾個書店都找不到。

SIMPLIFIED CHARACTERS

A. Rewrite the sentence below using the passive voice.

昨晚的雷劈断了我前院的那棵大树，倒下的树砸坏了我的屋顶。

B. Change the sentence below into a choice question form.

他喜欢打篮球，不喜欢打棒球。

C. Rewrite the sentence below using a comparative form expressing difference of degree.

中国人口有十二亿，美国人口只有两亿五千万。

D. Combine the two sentences below into a single sentence that retains the original meaning.

他想买一本中国点心食谱。

在这个城的几个书店都找不到。

7. Rewrite each sentence below, correcting all the errors and retaining the original meaning. Your responses must be written in Chinese. Respond to either the version presented in Traditional characters OR the version presented in Simplified characters. Do NOT respond to both versions.

| |
|------------------------|
| TRADITIONAL CHARACTERS |
|------------------------|

- A. 他們打球已經打三個鐘頭了現在。
- B. 我以為他聽不懂我說的中國話，是實他都聽懂了。
- C. 他向來不喜歡看芭蕾舞，就不喜歡看溜冰，現在還是不喜歡看。
- D. 我們說好了看七點鐘的電影本來，現在都七點半了，他就沒來。

| |
|-----------------------|
| SIMPLIFIED CHARACTERS |
|-----------------------|

- A. 他们打球已经打三个钟头了现在。
- B. 我以为他听不懂我说的中国话，是实他都听懂了。
- C. 他向来不喜欢看芭蕾舞，就不喜欢看溜冰，现在还是不喜欢看。
- D. 我们说好了看七点钟的电影本来，现在都七点半了，他就没来。

**CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS:
ASSIGNMENTS 8 AND 9**

For each constructed-response assignment in this section, you are to prepare a written response of approximately, but not limited to, 75–150 words on the assigned topic. The assignments can be found beginning on the next screen.

Read each assignment carefully before you begin your responses. Think about how you will organize your responses. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses must be either typed into the on-screen response box(es) or written on the response sheet(s) and scanned using the scanner provided at your workstation.**

Instructions for scanning your response sheet(s) are available by clicking the “Scanning Help” button at the top of the screen.

Your responses will be evaluated based on the following criteria.

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

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

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

Assignment 8: Relevant Subject Matter Requirements

- Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse.
- Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- Describe the differences among the varieties of the target language and the factors that account for these differences.

Assignment 9: Relevant Subject Matter Requirements

- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

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

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

Cantonese Subtest I

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

8. Use the information below to complete the exercise that follows.

Ms. Huang (黃) [黃], a worker in China, is planning to talk to her boss, Mr. Lu (陸) [陆], about an assignment she has been given. Mr. Lu has asked Ms. Huang to be prepared to discuss the progress she is making on the work.

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

- identify the sociolinguistic factors (e.g., age, gender, status) that would influence a conversation between Ms. Huang and Mr. Lu; and
- discuss how these factors would likely affect such a conversation.

9. Complete the exercise that follows.

The study of morphology is an important part of the study of language. Using your knowledge of linguistics, write a response, in either Chinese or English, in which you:

- define morphology; and
- explain two central concepts of morphology (e.g., morpheme, affix, inflectional vs. derivational morpheme, free vs. bound morpheme, root, stem, allomorph, back formation).

Annotated Responses to Sample Multiple-Choice Questions for CSET: Cantonese Subtest I

General Linguistics

1. **Correct Response: C.** (SMR Code: 1.1) The genetic classification of languages assumes that certain languages are related because they have evolved from a common ancestral language; for example, French and Spanish are classified as Romance languages because they can be traced back to a form of Latin used in the Roman Empire. Sometimes, though, the shared ancestral language is not as easily identifiable, and then the genetic classification is based on hypothetical reconstructions of the earlier forms of languages.

Linguistics of the Target Language

2. **Correct Response: A.** (SMR Code: 2.1) In the Chinese language, some adjectives can be doubled in order to give the adjective increased emphasis. Among the alternatives given, only A is such an adjective.
3. **Correct Response: B.** (SMR Code: 2.1) The sentence in the question can be translated as "He has been sleeping for two hours." In this and other sentence contexts, the double *le* structure is used to indicate that the action continues to occur.
4. **Correct Response: C.** (SMR Code: 2.1) In the Chinese language, times, dates, and addresses are appropriately ordered from larger to smaller units. For example, one would say or write information about time and date in the following order: year, month, day, A.M. vs. P.M., time. Similarly, one would say or write information in an address in the following order: country, province, county, city or town, street, house number.
5. **Correct Response: D.** (SMR Code: 2.1) Spoken Cantonese employs six tones that combine different pitches and contours.

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

Linguistics of the Target Language

Question #6 (Score Point 3 Response)

[TRADITIONAL CHARACTERS]

- A. 昨晚我的屋頂被前院雷劈斷的那棵大樹砸壞了。
- B. 他喜歡打籃球還是打棒球？
- C. 中國比美國多九億五千萬人口。
- D. （在）這個城市的好幾個書店都找不到他想買的中國點心食譜。

[SIMPLIFIED CHARACTERS]

- A. 昨晚我的屋顶被前院雷劈断的那棵大树砸坏了。
- B. 他喜欢打篮球还是打棒球？
- C. 中国比美国多九亿五千万人口。
- D. （在）这个城市的好几个书店都找不到他想买的中国点心食谱。

Question #7 (Score Point 3 Response)

[TRADITIONAL CHARACTERS]

- A. (到) 現在他們打球已經打了三個鐘頭。
- B. 我以為他聽不懂我說的中國話。其實他都能聽得懂。
- C. 他向來不喜歡看芭蕾舞，也不喜歡看溜冰。他現在還是不喜歡看溜冰。
- D. 本來我們說好了看七點鐘的電影。現在都七點半了，他還沒來。

[SIMPLIFIED CHARACTERS]

- A. (到) 现在他们打球已经打了三个钟头。
- B. 我以为他听不懂我说的中国话。其实他都能听得懂。
- C. 他向来不喜欢看芭蕾舞，也不喜欢看溜冰。他现在还是不喜欢看溜冰。
- D. 本来我们说好了看七点钟的电影。现在都七点半了，他还没来。

Question #8 (Score Point 3 Response)

[TRADITIONAL CHARACTERS]

- 1) 首先，年紀輕和地位較低的人在交談中通常使用“您”，以表示對年長的人和社會地位尊貴的人的尊重。黃女士對盧先生應該使用“您”。
- 2) 其次，地位較低的人談話開始時，如果對方有職務，要依照職務稱呼對方，以明確對方的較高社會地位。比如“張局長”“李主任”“王教授”。這是不成文但約定成俗的規矩。
- 3) 年紀輕和地位較低的人在談話中，一般態度十分恭敬謙虛。談話之前，通常首先探試性地問：“您現在有時間嗎？”“我有問題想請教您。”
“您看看我的設想……”。而且用詞十分謹慎，比如用“請教”不用“問”。
- 4) 而相比之下，在工作地或許多社會交際場合，年長的人和社會地位尊貴的人的口氣卻信心十足，口氣堅定，顯示出其尊貴的地位。在傳統的社會，比如中國，即使是女性也要顯示出男性的氣質。
- 5) 在中國，尤其在中國大陸，從五十年代起，由於共產主義意識形態男女平等和社會公平思想的影響，男女在社會地位上的差異變得不明顯。然而，儘管性別的差異逐漸地在消失，社會地位的差異仍然存在著。由於傳統的影響，在公眾生活中，男性比女性得到較高地位的機遇要大的多。

(下面的對話顯示盧先生和黃女士在年齡，社會地位和工作經驗上的差別。

黃女士 (Ms. Huang): 盧主任，您現在有時間嗎？您上個星期五交給我的任務，我有問題想請教您。

盧先生 (Mr. Lu): 什麼問題？快說！還有五分鐘。我三點半有個會議要參加。

黃女士: 您看看我的設想……

盧先生: 不行，我得走了。你先跟你們的組長談一下。明天上午十點，帶上設計圖和樣品，和你們組長一起到我的辦公室來。

黃女士: 那……好吧。)

[SIMPLIFIED CHARACTERS]

- 1) 首先，年纪轻和地位较低的人在交谈中通常使用“您”，以表示对年长的人和社会地位尊贵的人的尊重。黄女士对卢先生应该使用“您”。
- 2) 其次，地位较低的人谈话开始时，如果对方有职务，要依照职务称呼对方，以明确对方的较高社会地位。比如“张局长”“李主任”“王教授”。这是不成文但约定成俗的规矩。
- 3) 年纪轻和地位较低的人在谈话中，一般态度十分恭敬谦虚。谈话之前，通常首先探试性地问：“您现在有时间吗？”“我有问题想请教您。”
“您看看我的设想……”。而且用词十分谨慎，比如用“请教”不用“问”。
- 4) 而相比之下，在工作地或许多社会交际场合，年长的人和社会地位尊贵的人的口气却信心十足，口气坚定，显示出其尊贵的地位。在传统的社会，比如中国，即使是女性也要显示出男性的气质。
- 5) 在中国，尤其在中国大陆，从五十年代起，由于共产主义意识形态男女平等和社会公平思想的影响，男女在社会地位上的差异变得不明显。然而，尽管性别的差异逐渐地在消失，社会地位的差异仍然存在著。由于传统的影响，在公众生活中，男性比女性得到较高地位的机遇要大的多。

(下面的对话显示卢先生和黄女士在年龄，社会地位和工作经验上的差别。

黄女士 (Ms. Huang): 卢主任，您现在有时间吗？您上个星期五交给我的任务，我有问题想请教您。

卢先生 (Mr. Lu): 什么问题？快说！还有五分钟。我三点半有个会议要参加。

黄女士: 您看看我的设想……

卢先生: 不行，我得走了。你先跟你们的组长谈一下。明天上午十点，带上设计图和样品，和你们组长一起到我的办公室来。

黄女士: 那……好吧。)

General Linguistics

Question #9 (Score Point 3 Response)

Morphology is the study of the parts of words and how those parts combine. One central concept of morphology is the difference between a bound and a free morpheme; a bound morpheme cannot stand on its own, but a free morpheme can. Another central concept of morphology is the idea of an affix. An affix is a bound morpheme that gets attached to a word; it can be attached at the beginning or end of a root word. When it is attached to the beginning of the word, it is called a prefix, and when it is attached to the end of a word, it is called a suffix. The word unthinkable contains examples of free and bound morphemes and of affixes. It has a free morpheme (think) and two bound morphemes that are affixes (the prefix un- and the suffix -able).

Scoring Information for CSET: Cantonese Subtest I

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

There are four constructed-response questions in Subtest I of CSET: Cantonese. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10–15 minutes. Responses to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions are scored by qualified California educators. Responses to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below and pages 20 and 21). Each response will be assigned a score based on an approved scoring scale (see pages 20 and 21).

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

Performance Characteristics and Scoring Scales for CSET: Cantonese Subtest I

A. LINGUISTICS OF THE TARGET LANGUAGE (TRANSFORMATION AND ERROR ANALYSIS)

Performance Characteristics. The following performance characteristic will guide the scoring of responses to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions on CSET: Cantonese Subtest I.

| | |
|---------------------------------|---|
| SUBJECT MATTER KNOWLEDGE | The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements. |
|---------------------------------|---|

*Relevant Subject Matter Requirements for Linguistics of the Target Language
(Transformation and Error Analysis)*

- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Identify, analyze, and correct grammatical and mechanical errors in the target language.

Transformation: Tasks 1–4

For the four tasks, a "Correct" response is described by the following:

The candidate's response correctly transforms the sentence as instructed, i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed.

Error Analysis: Tasks 5–12

For the eight tasks, a "Correct" response is described by the following:

The candidate's response acceptably corrects the syntactic or linguistic errors found in the sentence, i.e., the response has located and corrected the errors of language structure found within the sentence and has retained the original meaning.

Scoring Scale. Scores will be assigned to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions on CSET: Cantonese Subtest I as a composite score according to the following scoring scale.

| SCORE POINT | SCORE POINT DESCRIPTION |
|-------------|-------------------------|
| 3 | 10–12 tasks correct |
| 2 | 6–9 tasks correct |
| 1 | 0–5 tasks correct |

B. GENERAL LINGUISTICS AND REMAINING LINGUISTICS OF THE TARGET LANGUAGE

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions on CSET: Cantonese Subtest I.

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

Relevant Subject Matter Requirements for General Linguistics

- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

Relevant Subject Matter Requirements for Linguistics of the Target Language

- Demonstrate an understanding of the phonology of the target language.
- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Describe changes that occur in the target language over time.
- Analyze and contrast linguistic structures of the target language and English.
- Compare and contrast particular words, idioms, and inflections in the target language and English.

Scoring Scale. Scores will be assigned to each response to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions on CSET: Cantonese Subtest I according to the following scoring scale.

| SCORE POINT | SCORE POINT DESCRIPTION |
|-------------|--|
| 3 | <p>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence. |
| 2 | <p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence. |
| 1 | <p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence. |
| U | <p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.</p> |
| B | <p>The "B" (Blank) is assigned to a response that is blank.</p> |