



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

**102 Arabic
(Modern Standard)**

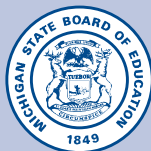


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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions. This section also includes an answer key for the sample multiple-choice questions as well as scoring information and sample responses for each performance assignment section.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Test Questions

The sample test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions and assignments included on the MTTC Arabic (Modern Standard) test. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole.

Multiple-choice questions. An answer key is provided following the multiple-choice questions. Use the answer key to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the sample multiple-choice question corresponds is listed in the answer key. When you are finished with the sample multiple-choice questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

Performance assignments. For each type of performance assignment, the performance characteristics and score scale used in scoring responses to the assignment are provided. A sample of a strong response to the assignment follows the score scale.

Arabic (Modern Standard) (102) Field-Specific Information

The MTTC Arabic (Modern Standard) test consists of six sections, including a listening section that requires listening to recorded excerpts. The six sections of the test are:

- **A Listening Comprehension section** in which you will listen to two recorded excerpts. You will then prepare a written response to the assignments presented in the test booklet.
- **A Reading Comprehension section** in which you will read two passages. You will then prepare a written response to the assignment that follows each passage.
- **A section on Language Structures**, which consists of one exercise with three parts that requires you to demonstrate your command of the structures and usage of the target language.
- **A section on Language Comparisons**, which requires you to compare and contrast a given element of English with that element in the target language in a written response.
- **A Multiple-Choice Questions section**, which consists of approximately 35 multiple-choice questions. Each multiple-choice question has four answer choices and ONE best answer.
- **A Written Performance section**, which includes two assignments. You will provide a written response to each assignment.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Listening Comprehension	15%
Reading Comprehension	15%
Language Structures and Comparisons	15%
Cultural Understanding, Comparisons, and Connections	15%
Language Acquisition, Instruction, and Assessment	20%
Writing	20%

LISTENING COMPREHENSION

Derive information from a variety of authentic oral communications in Modern Standard Arabic representing interpersonal and presentational modes in social and academic situations.

Includes:

- identifying the main idea in a spoken passage (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation)
- identifying significant details in a spoken passage (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation)
- understanding questions or comments encountered in a social situation
- understanding a sequence of steps described in a set of oral directions
- understanding a stated cause or effect of a situation described in an oral communication

Apply skills of inference to a variety of authentic oral communications in Modern Standard Arabic representing interpersonal and presentational modes in social and academic situations.

Includes:

- drawing conclusions based on information presented in an oral communication
- predicting the outcome of a situation described in an oral communication
- inferring the tone or mood of one or more speakers in an oral communication
- discerning a cause-and-effect relationship implied but not explicitly stated in an oral communication
- inferring the social relationships or cultural context in an oral communication
- selecting an appropriate response to a spoken question or comment

READING COMPREHENSION

Derive information from a variety of authentic materials, written in Modern Standard Arabic, representing interpersonal and presentational modes.

Includes:

- identifying the stated main idea of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in Modern Standard Arabic
- identifying significant details of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in Modern Standard Arabic
- identifying a cause-and-effect relationship stated in a passage
- recognizing a sequence of events in a passage

Apply skills of inference to a variety of authentic materials, written in Modern Standard Arabic, representing interpersonal and presentational modes.

Includes:

- drawing conclusions based on a passage
- predicting the outcome of a situation described in a written passage
- inferring an author's tone, mood, or point of view in a passage
- discerning an implied cause-and-effect relationship in a passage
- inferring the social relationships or cultural context in a passage
- inferring the theme, purpose, or intended audience of a passage

LANGUAGE STRUCTURES AND COMPARISONS

Demonstrate knowledge of the grammatical and syntactic structures of Modern Standard Arabic.

Includes:

- determining grammatically correct words or forms of words as appropriate for a given context
- determining grammatically correct phrases or clauses as appropriate for a given context
- recognizing grammatically correct language structures or usage

Understand the similarities and differences between English and Modern Standard Arabic.

Includes:

- comparing and contrasting the sound system of English with that of Modern Standard Arabic
- comparing and contrasting word meaning in English with word meaning in Modern Standard Arabic
- comparing and contrasting word order in English with word order in Modern Standard Arabic
- comparing and contrasting morphological structures and/or processes in English with those of Modern Standard Arabic

CULTURAL UNDERSTANDING, COMPARISONS, AND CONNECTIONS

Understand the products and perspectives of Arabic-speaking cultures.

Includes:

- demonstrating knowledge of products of daily life in Arabic-speaking cultures
- understanding the role and significance of products of daily life in Arabic-speaking cultures
- identifying major literary, artistic, architectural, and technological achievements of Arabic-speaking cultures
- analyzing the ways in which major literary texts (e.g., poems, short stories, novels) and cultural texts (e.g., films, magazines, television programs, songs) in Arabic reflect the perspectives of Arabic-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of Arabic-speaking countries and the products of these countries
- identifying major regional differences in the products and perspectives of Arabic-speaking cultures
- comparing and contrasting the products and perspectives of Arabic-speaking cultures with the products and perspectives of non-Arabic-speaking cultures of the United States

Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Arabic-speaking cultures.

Includes:

- demonstrating knowledge of practices of daily life of Arabic-speaking countries
- understanding the role and significance of practices of daily life in Arabic-speaking countries
- understanding major political, economic, social, and cultural trends, as well as significant individuals, that have shaped Arabic-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of Arabic-speaking countries and the practices of these countries
- identifying major regional differences in the practices and perspectives of Arabic-speaking cultures
- comparing and contrasting the practices and perspectives of Arabic-speaking cultures with the practices and perspectives of non-Arabic-speaking cultures of the United States

LANGUAGE ACQUISITION, INSTRUCTION, AND ASSESSMENT

Understand processes of language acquisition.

Includes:

- understanding major theories of second-language acquisition and their applicability in developing instructional practices and resources
- recognizing predictable patterns in second-language development, including factors affecting the time required to learn a second language
- understanding the role of individual student characteristics (e.g., motivation, L1 background, learning style), social processes, and linguistic factors (e.g., language transfer, overgeneralization) in second-language acquisition
- understanding ways in which knowledge of language acquisition can be applied to create a successful language-learning environment

Understand principles and practices of instruction in the language classroom.

Includes:

- understanding the characteristics and uses of past and current second-language teaching methodologies
- understanding instructional strategies, materials, and technologies that integrate the teaching of presentational, interpretive, and interpersonal communication in all modalities with the teaching of cultures, comparisons, connections, and communities
- identifying strategies for managing and motivating students in the language classroom
- understanding instructional practices that address the needs of diverse language learners
- identifying strategies for connecting curriculum to students' experiences in school, at home, and in the community
- identifying strategies for promoting students' critical-thinking skills in the context of the language classroom

Understand the integration of standards into language curriculum and instruction.

Includes:

- recognizing and understanding the role of Michigan standards and the national *Standards for Foreign Language Learning* in planning language curriculum
- understanding strategies for integrating the goals of Michigan standards and the national *Standards for Foreign Language Learning* into language instruction
- understanding ways to use and adapt a variety of standards-based materials, resources, and technologies for teaching in the language classroom
- identifying strategies for using benchmarks to evaluate, select, and design instructional resources and assessments

Understand principles and practices of assessment in the language classroom.

Includes:

- understanding the characteristics and uses of a variety of formal and informal age- and level-appropriate assessment strategies that provide meaningful results for the language classroom
- identifying assessment methods, tools, and rubrics to evaluate and promote students' interpretive, presentational, and interpersonal skills in all modalities, as well as students' knowledge of cultures
- understanding ways in which to modify assessments to meet the needs and learning styles of all students
- understanding the role of assessment data for identification, placement, and demonstration of language proficiency and academic achievement
- interpreting the results of assessments
- understanding ways to adjust or determine the direction of instruction based on assessment results
- identifying issues (e.g., cultural, racial, and linguistic bias; political, social, and psychological factors) that may affect assessment design, implementation, or results
- identifying strategies for interpreting and communicating the results of student performance to stakeholders

Understand the role of a teacher as a professional.

Includes:

- recognizing the value of reflective practices for the continued development of linguistic and cultural knowledge
- understanding the teacher's role as a professional in a discipline and as an advocate for the promotion of multilingualism in the school and the community
- recognizing the value of multilingualism to the overall success of all students
- understanding the history, current state, and impact of major works of legislation on teaching in world language programs
- understanding strategies for identifying, analyzing, and reflecting on resources for improving professional knowledge, language proficiency, and cultural understanding
- identifying strategies for serving as an advocate for students and for building partnerships with students' families and communities

WRITING

Write a well-organized, cohesive passage of several paragraphs (approximately 200–250 words) in Modern Standard Arabic on an assigned topic.

Includes:

- using language that is appropriate for a given purpose, occasion, and context
- using language structures that are appropriate for a given time frame
- using a range of vocabulary, expressions, and sentence structures
- demonstrating a command of the written conventions of Modern Standard Arabic

SAMPLE TEST DIRECTIONS FOR LISTENING COMPREHENSION

This section of the test contains two listening comprehension exercises that involve listening to recorded excerpts and then responding in writing to the assignments presented in your test booklet. The exercises will begin with directions that will be read aloud on the recording. They are also printed in your test booklet. Listen carefully to the recording and follow along in your test booklet. The passages will be read twice. Write your responses in the appropriate sections of the answer document. ***Your score will be based solely on the responses you write in these sections of the answer document.***

Your responses will be evaluated on the basis of the following criteria. Please take the next 30 seconds to familiarize yourself with these criteria.

- **LISTENING COMPREHENSION:** accuracy and completeness in comprehending spoken language
- **LISTENING INFERENCE:** demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

Your responses may be written in either English or the target language. Be sure to write about the assigned topics. Please write legibly. 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.

Once the recording has begun, it cannot be stopped, nor can any part of it be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this recording clearly, please raise your hand now.

Turn the page and continue with the test.

SAMPLE LISTENING COMPREHENSION EXERCISE

This is a listening comprehension exercise. You will hear a dialogue. After you have heard the dialogue twice, you will respond in writing to the assignment given below. Your response may be written in either Arabic or English. Before you hear the dialogue, you will be given 30 seconds to study the assignment. Begin studying the assignment now.

(PAUSE 30 seconds)

Write a response several sentences in length in which you:

- identify the topic of this conversation;
- describe the two options the man provides; and
- discern the factor that is most important in the woman's decision.

Listen carefully to the following dialogue. After you have heard it twice, respond in writing to the assignment.

*(one male speaker and one female speaker—postal employee and customer)

الموظف: مرحباً يا سيدتي. كيف يمكن أن أساعدك؟
 السيدة: مرحباً. أود أن أرسل هذا الصندوق إلى ولدي الذي يدرس في الولايات المتحدة الأمريكية.
 الموظف: أه. حسناً. لا توجد أية مشكلة. ولكن أود أن أسألك يا سيدتي، هل يحتوي الصندوق على مواد قابلة للكسر؟
 السيدة: لا. فقط مجموعة من المراجع والكتب في اللغة العربية.
 الموظف: فهمت. هذا عظيم. دعيني أزن الصندوق ومحتوياته كي نستطيع أن نحدد ثمن تكلفة الشحن الجوي.
 السيدة: حسناً. ولكن أرجو أن يصل الصندوق قبل نهاية هذا الأسبوع.
 الموظف: في الحقيقة يحتاج هذا الطرد كي يصل إلى جهته لثمانية أيام على الأقل في حال اختيارك لخدمة الشحن الجوي العادي. أما إذا اخترت خدمة الشحن الجوي السريع فإنه سيحتاج إلى أربعة أيام على الأكثر.
 السيدة: وكم الفرق في التكلفة بين الخدمتين؟
 الموظف: يكلف الشحن السريع عبر الجو عشرين دولاراً كحد أدنى وخمسة دولارات إضافية لكل كيلوغرام. أما الشحن العادي عبر الجو فإنه يكلف عشرة دولارات كحد أدنى وثلاثة دولارات إضافية لكل كيلوغرام.
 السيدة: يعني يمكن القول بأن كلفة الشحن السريع عبر الجو هي ضعف تكلفة الشحن العادي تقريباً.
 الموظف: نعم سيدتي، يمكنك قول ذلك. والآن، ماذا قررت يا سيدتي؟
 السيدة: الشحن بالبريد السريع من فضلك، فأنا مضطرة لذلك.
 الموظف: حسناً يا سيدتي. أرجو أن تكتبي عنوان المرسل وعنوان المستقبل على هذا الطابع كي أقوم بلصقه على الصندوق. أما التكلفة فهي سبعون دولاراً.
 السيدة: لحظة من فضلك. تفضل هذه هي العناوين التي طلبت وهذه هي النقود.
 الموظف: شكراً يا سيدتي. هل تريدين أي خدمة أخرى.
 السيدة: لا. شكراً جزيلاً لك.
 الموظف: شكراً سيدتي. رافقتك السلامة.

(PAUSE 3 seconds)

Now it will be repeated.

(passage is repeated)

(PAUSE 3 seconds)

Now write your response to the assignment.*

Performance Characteristics for the Listening Comprehension Assignments

Listening Comprehension	accuracy and completeness in comprehending spoken language
Listening Inference	demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

Score Scale for the Listening Comprehension Assignments

Score Point	Score Point Description
4	<p>The "4" response gives evidence of strong listening comprehension skills.</p> <ul style="list-style-type: none"> The candidate demonstrates thorough comprehension of literal content and understands main ideas and details. The candidate accurately infers implied information and demonstrates awareness of sociocultural references, including the ability to characterize tone.
3	<p>The "3" response gives evidence of satisfactory listening comprehension skills.</p> <ul style="list-style-type: none"> The candidate demonstrates adequate comprehension of literal content, although some details and sequencing may be misunderstood or missed. The candidate adequately infers implied information, although some subtleties such as tone and sociocultural references may be misinterpreted or missed.
2	<p>The "2" response gives evidence of limited listening comprehension skills.</p> <ul style="list-style-type: none"> The candidate demonstrates limited comprehension, discerning some ideas but not understanding main ideas and details. The candidate demonstrates limited ability to infer implied information or discern subtleties such as tone and sociocultural inferences.
1	<p>The "1" response gives evidence of weak listening comprehension skills.</p> <ul style="list-style-type: none"> The candidate fails to demonstrate comprehension of ideas and details, showing understanding only of isolated words and phrases. The candidate fails to infer information or discern subtleties such as tone and sociocultural references.
U	The response is "unscorable" because it is not on the given topic, illegible, not in the appropriate language, or too short to score.
B	There is no response to the assignment.

SAMPLE RESPONSE FOR THE LISTENING COMPREHENSION EXERCISE

This conversation takes place in a post office. The woman wants to ship books to her son who studies in the U.S. but she is concerned about whether her son can receive the books by the end of the week. The post office employee tells her that she can choose one of the two options: send the books by regular U.S. mail which costs only ten dollars plus three dollars for each Kg but it takes at least eight days till her son gets the package, or she can send them by express air mail which is more expensive-costs twenty dollars plus five dollars for each Kg-but it takes only four days. The woman chooses the express air mail because the time factor is very important to her. She wants her son to receive the books before the end of the week.

SAMPLE TEST DIRECTIONS FOR READING COMPREHENSION

In this section of the test, you will read two passages in the target language. You will then prepare a written response to the assignment that follows each passage. Write your responses in the appropriate sections of the answer document.

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

- **LITERAL COMPREHENSION:** accuracy and completeness in comprehending literal content of written language
- **INFERENTIAL COMPREHENSION:** demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Your responses may be written in either English or the target language. Be sure to write about the assigned topics. Please write legibly. 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.

Turn the page and continue with the test.

SAMPLE READING COMPREHENSION ASSIGNMENT

Read the passage below presented in Modern Standard Arabic, then prepare a written response to the assignment that follows. Your response may be written in either Arabic or English.

هو أبو محمد عبد الله بن أحمد ضياء الدين الأندلسي المالقي العشاب المعروف بابن البيطار، إمام النباتيين وعلماء الأعشاب والذي قيل عنه أنه أعظم كاتب عربي ظهر في علم النبات. ولد في مالقا بأسبانيا في أواخر القرن السادس الهجري (575 هـ). وتتلذذ على يد أبو العباس النباتي الذي كان يجمع النباتات من منطقة إشبيلية. رحل إلى بلاد الإغريق وأقصى بلاد الروم باحثاً عن الأعشاب حتى كان الحجة في معرفة أنواع النبات وصفاتها وأسمائها وأماكنها. وعندما وصل إلى مصر، كان على عرشها الملك الكامل الأيوبي فالتحق بخدمته فعينه رئيساً على سائر العشابين. وفي دمشق بدأ ابن البيطار يدرس نباتات سوريا، ومنها انتقل إلى آسيا الصغرى باحثاً عن النباتات في موطنها، دارساً لصفاتها. واشتهر ابن البيطار بأنه الطبيب الحاذق والعشاب البارع الذي يعرف خصائص الأعشاب. ومن أشهر مؤلفاته "الجامع لمفردات الأدوية والأغذية" الذي ترجم إلى اللغة الفرنسية.

توفي ابن البيطار بدمشق سنة (646 هـ - 1248 م) بعد أن عاش نحو سبعين عاماً. وقيل أنه مات بعد أن تجرع عقاراً قاتلاً كان يجري تجاربه عليه فمات لساعته.

Write a response of three to four sentences in which you:

- summarize the topic of the passage;
- identify one contribution made by the person described; and
- discern the tone of the author.

Performance Characteristics for the Reading Comprehension Assignments

Literal Comprehension	accuracy and completeness in comprehending literal content of written language
Inferential Comprehension	demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Score Scale for the Reading Comprehension Assignments

Score Point	Score Point Description
4	<p>The "4" response gives evidence of strong reading comprehension skills.</p> <ul style="list-style-type: none"> • The candidate demonstrates thorough comprehension of literal content, including virtually all significant ideas, details, and grammatical relations. • The candidate accurately infers implied information, even if it is subtly or abstractly conveyed.
3	<p>The "3" response gives evidence of satisfactory reading comprehension skills.</p> <ul style="list-style-type: none"> • The candidate demonstrates adequate comprehension of main ideas, but misses some details and grammatical relations. • The candidate adequately infers information, but may misinterpret some subtleties and abstractions.
2	<p>The "2" response gives evidence of limited reading comprehension skills.</p> <ul style="list-style-type: none"> • The candidate demonstrates limited comprehension of main ideas, details, and grammatical relations. • The candidate demonstrates limited ability to make inferences, particularly if information is presented subtly or abstractly.
1	<p>The "1" response gives evidence of weak reading comprehension skills.</p> <ul style="list-style-type: none"> • The candidate fails to comprehend ideas, understanding only isolated words and phrases. • The candidate fails to make any inferences.
U	The response is "unscorable" because it is not on the given topic, illegible, not in the appropriate language, or too short to score.
B	There is no response to the assignment.

SAMPLE RESPONSE FOR THE READING COMPREHENSION ASSIGNMENT

موضوع ألقطعه هو إمام النباتيين وعلماء الأعشاب "إبن البيطار" الذي ولد في مالقا إسبانيا.
من المشاركات التي قام بها هي رحل الى عدة بلاد باحثا عن الأعشاب لمعرفة انواع النبات وصفاتها واسمائها
ومكانها ومن أشهر مؤلفاته "الجامع لمفردات الأدوية والأغذية".
نبذة الكاتب هي نبذة السرد لحياة ابن البيطار ونبذة الفخر به.

SAMPLE TEST DIRECTIONS FOR LANGUAGE STRUCTURES

This section of the test consists of one exercise with three parts (Parts A, B, and C), each of which requires you to demonstrate your command of the structures and usage of the target language. Directions are provided before each part. Write your responses to the exercise in the spaces provided in the answer document. Your responses will be scored on the basis of grammatical correctness.

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

- **Grammar:** Part A (1–16) supplying the grammatically correct term
- **Transformation:** Part B (17–20) making a specified transformation
- **Correction:** Part C (21–24) correcting errors

Turn the page and continue with the test.

SAMPLE LANGUAGE STRUCTURES EXERCISE

Follow the directions for each of the three parts (Parts A, B, and C) below.

Part A (1–16)

Complete the passage by providing for each of the numbered spaces in the passage the Modern Standard Arabic words or word segments that are grammatically correct and appropriate in the context. Write each response to Part A on the Assignment E Response Sheet in the answer document on the line that corresponds to the numbered space in the passage. Responses written in this test booklet will NOT be scored.

وُلد أبو الحسن علي _____ نافع الشهير باسم زرياب _____ ٢٣٨ للهجرة. سميَّ زرياب بهذا _____ تشبيهاً
1 2 3

_____ بالطائر الأسود الغريد لسواد لونه وفصاحته وجمال صوته. نشأ زرياب في بغداد، و _____ بارعاً في
4 5

الموسيقى. وقد عُرف _____ أنه كان يصنع عوده بنفسه، كما و أنه قد جعل أوتار العود خمسة مع العلم _____ كانت
6 7

أربعة أوتار. و لقد كانت لشهرته الكبيرة _____ مجال الموسيقى سبباً في تقريب _____ هارون الرشيد له _____ قدمه
8 9 10

إسحاق الموصلي . درس زرياب الموسيقى _____ يد ابراهيم الموصلي ثمَّ على يد ابنه اسحاق الموصلي. بلغت
11

شهرة زرياب الأندلس فاستدعاه عبد الرحمن بن الحكم الأموي وقربه وجعل له راتباً كبيراً أغناه عن _____ ،
12

وكان لزرياب أثر كبير في رفعة شأن الموسيقيين عامة في الأندلس حيث أنشأ زرياب معهداً للموسيقى في قرطبة

درّس _____ عدداً كبيراً من الموسيقيين. وتعتبر _____ أول مدرسة أُسست لتعليم علم الموسيقى والغناء. كما وقد
13 14

أدخل زرياب على فن الموسيقى في الأندلس تحسينات كثيرة وأهم هذه التحسينات إدخاله لمقامات موسيقية

كثيرة _____ تكن معروفة من _____
15 16

Part B (17–20)

Rewrite each sentence below, transforming it according to the directions. Write your responses to Part B on the Assignment E Response Sheet in the answer document. Before each response, write the corresponding number (17–20) from your test booklet. Responses written in the test booklet will NOT be scored.

(17) Rewrite the sentence below using the past tense.

يرسُمُ الفنانُ لوحةً جميلةً.

(18) Rewrite the sentence below using a dual subject.

عمل الطبيب كل ما بوسعه كي ينقذ حياة المريض.

(19) Rewrite the sentence below using indirect discourse.

اعترف اللص قائلاً: "نعم، لقد سرقت نقوده".

(20) Combine the following two sentences into one sentence beginning with انهار .

واجه المحقق المتهم بكافة الأدلة. انهار المتهم واعترف بجريمته.

Part C (21–24)

Rewrite the sentences that follow, correcting all errors but retaining the original meaning. Write your responses to Part C on the Assignment E Response Sheet in the answer document. Before each response, write the corresponding number (21–24) from your test booklet. Responses written in this test booklet will NOT be scored.

(21) قطفُت بعُض الأزهار مَن الحديقة.

(22) كتبتِ الطالبة الرسالة بخطٍ واضحٍ وجميل.

(23) أقامَ السائحُ بالمدينةِ ثلاثةَ ليالي.

(24) منَ الخضرواتِ الغنيةُ بالبروتينِ الفول و العدس و سائر البقوليات.

Performance Characteristics for the Language Structures Assignment

Grammar	Part A (1–16)—supplying the grammatically correct term
Transformation	Part B (17–20)—making a specified transformation
Correction	Part C (21–24)—correcting errors

Note: Examinees will be scored on the number of grammatical items they handle successfully, out of a total of 24.

Scoring Scale for the Language Structures Assignments

The examinee's response for the item is correct if, and only if, it is described by the following:

Part	Description of Correct Response
Part A (Items 1–16)	Correct—the examinee's response is grammatically correct and appropriate within the context of the presented statement (i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement).
Part B (Items 17–20)	Correct—the examinee's response correctly transforms the sentence or passage 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).
Part C (Items 21–24)	Correct—the examinee's response acceptably corrects the syntactic or linguistic errors found in the passage (i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning).

The examinee's response for the item is not correct if it is described by the following:

Part	Description of Incorrect Response
Parts A, B, C (Items 1–24)	Not correct—the examinee's response does not accurately follow the target language's rules of grammar or the response is incomplete.

Score Point	Score Point Description
4	20 to 24 tasks handled correctly
3	15 to 19 tasks handled correctly
2	10 to 14 tasks handled correctly
1	0 to 9 tasks handled correctly
U	Unscorable—the candidate's response is illegible.
B	Blank—there is no response to the assignment.

ANSWER KEY FOR THE LANGUAGE STRUCTURES EXERCISE

Note: These represent sample correct responses. Other variations may also be correct.

Part A

1. إين
2. عام
3. الاسم
4. له
5. كان
6. عنه
7. أنها
8. في
9. الخليفة
10. ثم / و
11. على
12. العمل
13. فيه
14. هي
15. لم
16. قبل

Part B

17. رَسَمَ الْفَنَّانُ لَوْحَةً جَمِيلَةً
18. عَمِلَ الطَّبِيبَانِ كُلُّ مَا بَوَسَعَهُمَا كَيْ يَنْقِذَا حَيَاةَ الْمَرِيضِ
19. اعْتَرَفَ اللَّصُّ بِسُرْقَةِ النُّقُودِ
20. أَنْهَارَ الْمُتَّهَمِ وَعَاتَرَفَ بِجَرِيمَتِهِ عِنْدَمَا وَاجَهَهُ الْمُحَقِّقُ بِكَافَةِ الْإِدْلَةِ

Part C

21. قَطَفَتْ بَعْضَ الْأَزْهَارِ مِنَ الْحَدِيقَةِ
22. كَتَبَتِ الطَّالِبَةُ الرِّسَالَةَ بِخَطٍّ وَاضِحٍ وَجَمِيلٍ
23. أَقَامَ السَّائِحُ بِالْمَدِينَةِ ثَلَاثَ لَيَالٍ
24. مِنَ الْخَضِرَوَاتِ الْغَنِيَّةِ بِالْبُرُوتَيْنِ الْفُولُ وَالْعَدْسُ وَسَائِرِ الْبَقُولِيَّاتِ

SAMPLE TEST DIRECTIONS FOR LANGUAGE COMPARISONS

This section of the test contains one constructed response assignment that requires you to compare and contrast a given element of English with that element in the target language. You will prepare a written response to the assignment.

Your response will be evaluated on the basis of the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

Your response may be written in either English or the target language. Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Turn the page and continue with the test.

SAMPLE LANGUAGE COMPARISONS ASSIGNMENT

To demonstrate your understanding of the phonology of Modern Standard Arabic and English, write a response of a few sentences in which you compare two aspects of the consonant system of Arabic with two aspects of the consonant system of English.

Your response may be written in either Modern Standard Arabic or English. Be sure to give specific examples from both languages to support your answer.

Language and Culture—Constructed-Response Item Comparing the Target Language and English

Performance Characteristics for Language Comparisons Assignment

Purpose	the extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	accuracy and appropriateness in the application of subject matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Score Scale for Language Comparisons Assignment

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unscorable because it is not on the given topic, illegible, not in the appropriate language, or too short to score.
B	There is no response to the assignment.

SAMPLE RESPONSE FOR THE LANGUAGE COMPARISONS ASSIGNMENT

There are 28 letters in Arabic while there are 26 letters in English. One difference in the consonant systems of Arabic versus English is that Arabic has more sounds in the back of the throat than English does. English has the sounds [g], [k] and a glottal stop that is not a meaningful speech sound—it is not phonemic. Arabic treats the glottal stop like a regular consonant and it is indicated in a word like other consonants. Arabic also has a fricative that is pronounced in the same place as [g] and [k] are in English, but this sound is not in English. These are the sounds in the Arabic words *kaa* and *ghayn*. Arabic also has a fricative sound pronounced further back in the throat—the sound *ayn*. Arabic also has a stop made in the very back of the throat—the sound *qaaf*. These are all sounds that do not exist in English.

Another difference is how consonants function in English and Arabic. In Arabic, words cannot start with consonant clusters like 'st', but words can begin with consonant clusters in English. When a word is borrowed from English into Arabic and the English word begins with a consonant cluster, a vowel is inserted preceding this cluster when pronounced in Arabic:

English: studio Arabic: istuudyuu

The pronunciation of the letter names in Arabic is also different. For example, in English, the letter "b" is pronounced like the word "bee". In Arabic, **ب** is pronounced [ba'ia]. In Arabic, the consonants are pronounced depending on the marks on them while in English there are no extra marks that influence pronunciation.

SAMPLE TEST DIRECTIONS FOR MULTIPLE-CHOICE QUESTIONS

This section of the test consists of multiple-choice questions. Each multiple-choice question has four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the Assignment G Response Sheet in the answer document in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

Sample Question:

1. What is the capital of Michigan?

- A. Grand Rapids
- B. Marquette
- C. Lansing
- D. Detroit

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. (A) (B) ● (D)

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. You may use the margins of the test booklet for scratch paper, but only the answers that you record on your answer sheet will be scored.

Turn the page and continue with the test.

SAMPLE MULTIPLE-CHOICE QUESTIONS

1. Which of the following has long been considered an important source of wealth as well as a major food staple in the Arab world?
 - A. nuts
 - B. sesame
 - C. barley
 - D. livestock
2. The poems of the *Mu'allaqāt* can best be employed to:
 - A. explore the influence of pre-Islamic forms of literary expression on the development of Arab poetry.
 - B. analyze the changes that occurred in Arab poetry during the conquest period of the seventh to the ninth centuries.
 - C. explore the contributions of the poetry of *al-Andalus* to the development of Arab literature.
 - D. analyze the response of Arab poets to cultural changes that occurred during the era of European colonialism.
3. Which of the following has contributed most to the development of a shared identity among Arabs in different countries?
 - A. shared ancestry in the desert tribes of the Arabian Peninsula
 - B. the similar geographic features of many Arab countries
 - C. similarities in cultural practices related to economic activities
 - D. a shared history of cultural and political development
4. Young adults in Arab cultures often live in their parents' home until marriage. Which of the following best explains this cultural aspect?
 - A. the importance attached to preserving social order in Arab cultures
 - B. the duty of children to provide for aging parents in Arab cultures
 - C. the importance attached to family ties, loyalty, and support in Arab cultures
 - D. the prestige enjoyed by parents who have large families in Arab cultures

5. Some Arabic speakers respond to disappointment with the phrase "*Ma'alish*." In doing so, the speaker is:
- A. attempting to avoid causing discomfort or embarrassment for anyone witnessing the setback.
 - B. expressing the cultural belief that many outcomes are determined by the workings of fate.
 - C. demonstrating the importance attached to maintaining personal pride when faced with a setback.
 - D. voicing the cultural perspective that all problems can be remedied if one exerts sufficient effort.
6. Which of the following best describes an affective factor that might have a negative impact on a student's acquisition of a new language?
- A. The society in which the student lives places a low value on the target language and cultures in which it is spoken.
 - B. The sound system of the student's first language is very different from the sound system of the target language.
 - C. The student has difficulty retaining new information, such as target language vocabulary words, in long-term memory.
 - D. The target language class in which the student is enrolled is conducted primarily in the student's first language.
7. A middle school teacher of Arabic learns that four heritage speakers will be enrolled in the upcoming beginning-level Arabic class. In considering instructional approaches for this class, it is most important for the teacher to keep in mind that the heritage speakers:
- A. will be overqualified to be in a beginning-level class and will require supplemental activities from the first day.
 - B. may come from diverse cultural backgrounds and can have varying oral proficiency and literacy skills in Arabic.
 - C. may be teacher's aides who can be called upon to model Arabic pronunciation and usage for non-heritage learners in the class.
 - D. will make the best progress if they work by themselves in a small group rather than work with the class as a whole.

8. When designing instruction that reflects the goals of the American Council on the Teaching of Foreign Languages (ACTFL) *K–12 Standards for Foreign Language Learning*, it is *most* important for a world language teacher to keep in mind that:
- A. students' needs and preferences should guide the choice of which standards should be emphasized in any given class.
 - B. the interpretive mode of the communication standard should take precedence over the interpersonal and presentational modes.
 - C. instruction of the culture, connections, comparisons, communities, and communication standards should be embedded within the study of the language.
 - D. students' mastery of each of the standards should be measured against the progress indicators given for their grade level.
9. An Arabic teacher asks students to assemble a portfolio of their homework, projects, assignments, journal entries, recorded media, and other work that they completed during a particular grading period. The teacher then schedules individual conferences with students to review and discuss their portfolios and to plan future focal points in their language learning. Which of the following best describes the primary benefit of this assessment approach?
- A. It furthers students' critical thinking and develops their autonomy as learners.
 - B. It provides benchmarks for determining the teacher's goals and objectives.
 - C. It gives the teacher appropriate feedback for her own professional growth.
 - D. It yields objective, quantitative data for impartial student evaluation.

10. A new Arabic teacher is looking for information about instructional strategies for teaching students with various special needs in the language classroom. The teacher will have a few gifted/talented students and a few students with language or learning disorders in the general classroom population. The teacher could best prepare for these students by consulting which of the following resources?
- A. professional journals about language teaching
 - B. a teacher who is serving as a mentor at the school
 - C. school specialists who work with students with special needs
 - D. professional Web sites about pedagogy

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE QUESTIONS

Item Number	Correct Response	Objective
1.	D	Understand the products and perspectives of Arabic-speaking cultures.
2.	A	Understand the products and perspectives of Arabic-speaking cultures.
3.	D	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Arabic-speaking cultures.
4.	C	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Arabic-speaking cultures.
5.	B	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Arabic-speaking cultures.
6.	A	Understand processes of language acquisition.
7.	B	Understand principles and practices of instruction in the language classroom.
8.	C	Understand the integration of standards into language curriculum and instruction.
9.	A	Understand principles and practices of assessment in the language classroom.
10.	C	Understand the role of a teacher as a professional.

SAMPLE TEST DIRECTIONS FOR WRITTEN PERFORMANCE

This section of the test consists of two written assignments. **The assignments can be found on the following pages.** You should use your time to plan, write, review, and edit your responses to the assignments.

Read the assignments carefully before you begin to write. Think about how you will organize your responses. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your responses. **However, your score will be based solely on the versions of your responses written in the answer document.**

A list of suggestions is provided to help direct your responses for the assignments. It is not necessary that you cover every point on the list, nor are you limited in your responses to those points indicated. You are, however, required to write about the general assignments that you are given, and part of your score will be based on the degree to which you elaborate on the assignments by addressing either the suggested points or points of your choosing.

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

- **DEVELOPMENT:** fullness of development of topic
- **COMMUNICATION:** effectiveness of communication, including sociocultural appropriateness
- **COHERENCE:** coherence and flow of language
- **VOCABULARY:** command of vocabulary and idiomatic expressions
- **SYNTAX AND GRAMMAR:** command of syntax and grammatical structures
- **MECHANICS:** command of spelling, diacritical marks, and punctuation

Your responses must be written in the target language. Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Your written responses should be your original work, written in your own words, and should not be copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

Turn the page and continue with the test.

SAMPLE WRITTEN PERFORMANCE ASSIGNMENT A

Imagine that you have an Arabic-speaking acquaintance who is a teacher in an Arabic-speaking country and who is collecting stories to share with her class. She sends you an e-mail asking you to describe a memorable experience you have had while studying a language other than your primary language. Writing in Modern Standard Arabic, respond to the e-mail. In your response, you may wish to include, but are not limited to, the following:

- a narrative of the experience; and
- a description of what made the experience so memorable.

SAMPLE WRITTEN PERFORMANCE ASSIGNMENT B

Imagine that you would like to attend a summer program for teachers of Arabic that is being held in Damascus. As part of your application for the program, you need to write a short essay about what you think are the most important benefits people may receive from traveling to a country other than their own. Writing in Modern Standard Arabic for an audience of educated adults, state your opinion on this topic. In your response, you may wish to include, but are not limited to, the following:

- a description of the main benefits you think people receive from traveling to a country other than their own; and
- a discussion of how these benefits help people in their everyday lives.

Performance Characteristics for the Written Performance Assignment

Development	fullness of development of topic
Communication	effectiveness of communication, including sociocultural appropriateness
Coherence	coherence and flow of language
Vocabulary	command of vocabulary and idiomatic expressions
Syntax and Grammar	command of syntax and grammatical structures
Mechanics	command of spelling, diacritical marks, and punctuation

Score Scale for the Written Performance Assignment

The four points of the score scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response gives evidence of strong skills of written expression.</p> <ul style="list-style-type: none"> • The candidate fully addresses the assigned topic, through narratives, descriptions, and arguments. The candidate develops the topic by extensive elaboration of specific points written in a series of paragraphs. • The message is effectively communicated in a socioculturally appropriate manner that demonstrates a strong awareness of writing for a variety of specific audiences. • The candidate's ideas are clearly presented and well organized; the flow of language is smooth, transitions are effective, and cohesive devices are controlled. • The vocabulary used reflects a precise, varied, and broad command of the language and use of appropriate idiomatic expressions. • There is control of grammar with only minor syntax errors that do not interrupt communication. The candidate exhibits command of verb forms and all time frames, and uses a variety of well-constructed sentences, demonstrating command of subordination. • Spelling, diacritical marks, and punctuation are mastered, although not perfect.
3	<p>The "3" response gives evidence of satisfactory skills of written expression.</p> <ul style="list-style-type: none"> • The candidate adequately addresses the assigned topic, through simple summaries and factual narratives and descriptions. The candidate develops the topic by some elaboration of specific points in texts of paragraph length and structure. • The message is generally effective although command of sociocultural aspects of the language may be uneven. Writing shows a satisfactory sense of audience. • The candidate generally communicates clearly; awkwardness in organization or flow of language does not impede communication. The candidate is generally able to combine and link sentences and to incorporate some cohesive devices. • Vocabulary and idiomatic expressions are generally effective. • There is sustained control of simple linguistic constructions and grammar but uneven command of more complex constructions, including subordination; the candidate exhibits satisfactory control of verb forms and can narrate and describe in different time frames. • The writer may make some errors in spelling, diacritical marks, and punctuation.
2	<p>The "2" response gives evidence of limited skill in written expression.</p> <ul style="list-style-type: none"> • The candidate addresses the assigned topic in a limited way through simple summaries, descriptions, and narrations of paragraph length. The candidate provides minimal elaboration. • The message is somewhat effective and may reveal some sociocultural inappropriateness. Writing shows some sense of audience. • The candidate's ideas may be unclear; the flow of language may be intermittently uneven. The candidate has some ability to connect sentences into paragraphs and uses a limited number of repetitive cohesive devices. • Vocabulary and idiomatic expressions are somewhat effective, but may be simple and repetitive. • Grammatical presentation is flawed, even though information may be advanced; the candidate exhibits some control over simple and complex linguistic constructions, including subordination. There is evidence of lack of control of verb forms; the candidate uses different time frames, but inaccurately and inconsistently. • While showing some control of mechanics, the candidate regularly makes errors in spelling, diacritical marks, and punctuation.
1	<p>The "1" response gives evidence of a lack of skill in written expression.</p> <ul style="list-style-type: none"> • The candidate ineffectively addresses the assigned topic, using only statements, questions, short messages, and notes. The candidate provides virtually no elaboration or text of paragraph length and structure. • The message fails to communicate effectively and demonstrates little or no sociocultural appropriateness. The writing shows little or no sense of audience. • The candidate's ideas are confused and lack organization; flow of language is consistently uneven; the candidate is largely unable to combine and link sentences or to incorporate cohesive devices. • Command of vocabulary and idiomatic expressions is inadequate. • Errors in grammar, syntax, and verb formation are numerous and impede communication. The candidate shows little control of simple linguistic structures, no control of more complex structures, and is unable to narrate or describe in basic time frames. • Mistakes in spelling, diacritical marks, and punctuation are so numerous and serious that little communication is possible.
U	<p>The response is "unscorable" because it is not on the given topic, illegible, not in the appropriate language, or too short to score.</p>
B	<p>There is no response to the assignment.</p>

SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT A

يسعدني أن أشارككم هذه القصة التي حدثت معي أثناء تعلمي للغة الإنجليزية إن تعلم لغة جديدة ليس بالامر السهل وخاصة عندما تضطر لتعلمها في سن ليس مبكرة.

لقد قدمت إلى هذا البلد وأنا لا بتقن لغته جيداً ولكنني كنت أعتقد أنني أستطيع أن أتدبر الأمر بسهولة فأنا أعرف بعض الكلمات وبعض القواعد في هذه اللغة ولكن صدمتني كانت كبيرة عندما تفاجأت بأن قراءة الكتب وحدها لا تكفي. يجب أن أتعلم القراءة والكتابة وكذلك المحادثة وهي الأمر الذي تطلب مني جهداً عظيماً.

و أطرف ما حصل معي أنه وبعد أن قمت بالتسجيل بأحد الجامعات لتعلم اللغة وجدت نفسي في فصل المحادثة وشعرت بأنني لن أستطيع المتابعة فأنا لا أستطيع التحدث بطلاقة وأجد صعوبة في إيجاد الكلمة المناسبة فحاولت الإنسحاب من الجامعة وقد فقدت الأمل بأن أتعلم هذه اللغة الجديدة. ولكن بعض صديقاتي نصحنني بالمتابعة وعدم اليأس وأرشدنني لبعض الخطوات التي قد تساعدني في التعلم مثل الإستماع إلى الراديو والتلفاز وكذلك المحادثات القصيرة مع من أصادفهم وهذا ما فعلت وقد نجحت محاولتي وأكملت صفوف تعلم المحادثة بنجاح.

ومما يجعل هذه الحادثة مهمة لي لأنها علمتني أن لا أستسلم ويجب أن أحاول مرة وأخرى وشتى الوسائل ولا يوجد عمر معين للتعلم فقد يجب أن نحاول بجد وتفاؤل.

لا أزال أذكركم كم حاولت مرة تلو الأخرى أن أردد الكلمات وأتدرب على كيفية اللفظ الصحيح قبل أن أجري أي حوار أو محادثة ولكن في النهاية تيقنت أن الموضوع يتعلق بالتدريب والمحاولة تلو الأخرى. ولو أنني إستسلمت منذ بداية الطريق لما استطعت متابعة دراستي في الجامعة والحصول على شهادتي التي أفخر بها الآن.

SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT B

أهمية السفر

أعتقد أن السفر إلى بلاد أخرى غير البلد الذي تعيش فيه له منافع كثيرة. فأنا أعتقد أن المحظوظين فقط هم الذين تتاح لهم فرصة السفر إلى بلاد أخرى. ففي السفر متعة كثيرة، أولها التعرف على عادات وتقاليد جديدة لا نعرفها، ربما نستفيد من أحدها لاحقاً. فلكل بلد عادات وتقاليد مختلفة عنا بالإضافة إلى التعرف إلى تاريخ ومعالم هذا البلد. ومهما قرأنا عن أي بلد من البلاد في إحدى الكتب، لن نوازي معرفتنا لهذا البلد عن قريب. وأيضاً السفر يتيح لنا التعرف عن أشهر الأكلات في هذا البلد، ونوع العملة التي يستخدمونها. بالإضافة إلى زيارة أهم المعالم السياحية والتاريخية. وأيضاً نستطيع التعرف على اللغة التي سيستخدمونها خاصة إن كانت لغة غير لغتنا. وأنا أعتقد أن في كل معرفة منفعة لنا، سواء كانت على الصعيد الشخصي أو الصعيد العام.