

2024



---

# AP<sup>®</sup> Chinese Language and Culture

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Interpersonal Speaking—Conversation**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

**Question 3: Conversation**

**6 points**

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in interpersonal speaking	Suggests lack of competence in interpersonal speaking	Suggests emerging competence in interpersonal speaking	Demonstrates competence in interpersonal speaking	Suggests excellence in interpersonal speaking	Demonstrates excellence in interpersonal speaking
TASK COMPLETION	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> <li>Very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</li> <li>Fragmented sentences</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</li> <li>Disconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> <li>Sentences may be loosely connected</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</li> <li>Connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> <li>Smoothly connected sentences</li> </ul>
DELIVERY	<ul style="list-style-type: none"> <li>Very labored pace and intonation, with constant hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate intense listener effort</li> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Labored pace and intonation, with frequent hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate constant listener effort</li> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension</li> <li>Errors in pronunciation (including tones) sometimes necessitate special listener effort</li> <li>Use of register appropriate to situation is inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Generally consistent pace and intonation, with intermittent hesitation and repetition</li> <li>May have several errors in pronunciation (including tones), which do not necessitate special listener effort</li> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Smooth pace and intonation, with occasional hesitation and repetition</li> <li>Occasional errors in pronunciation (including tones)</li> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Natural pace and intonation, with minimal hesitation or repetition</li> <li>Accurate pronunciation (including tones), with minimal errors</li> <li>Consistent use of register appropriate to situation</li> </ul>
LANGUAGE USE	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>

**Score of 0: UNACCEPTABLE performance**—Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt
- “I don’t know,” “I don’t understand,” “Please repeat,” or equivalent in Chinese
- Not in Mandarin Chinese

**NR (No Response): BLANK (no response although recording equipment is functioning) or mere sighs**

---

## Interpersonal Speaking: Conversation 1

**Note:** Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

### Overview

This question assessed speaking ability in interpersonal mode of communication by having students respond to a series of questions in a simulated conversation. The AP Chinese Language and Culture course content related to this question is the Unit on Personal and Public Identities. Students were invited to participate in a conversation by responding to a series of six questions one by one. After hearing each question, students had 20 seconds to respond. To interact appropriately in this process of meaning negotiation in an unrehearsed, spontaneous fashion, it takes a variety of critical thinking skills, such as analyzing, synthesizing, and evaluating information, as well as a clear understanding of the cultural context of the conversation.

The questions for Conversation this year are as follows:

#### Traditional Chinese Characters:

1. 最近這幾天都沒看到你，你在忙些什麼呢？
2. 聽說這裏的學生都喜歡運動，也喜歡上體育課、心理健康課，你覺得多運動或者上這些課有什麼好處？
3. 在中國，我們學校每年都有體育比賽。你們學校都有些什麼體育比賽？
4. 我很喜歡打乒乓球，你喜歡什麼運動？為什麼？
5. 最近學校的功課很多，我都沒有時間運動了。怎麼辦呢？
6. 這樣吧，這個週末我們一起去運動吧。你有什麼建議？

#### Simplified Chinese Characters:

1. 最近这几天都没看到你，你在忙些什么呢？
2. 听说这里的学生都喜欢运动，也喜欢上体育课、心理健康课，你觉得多运动或者上这些课有什么好处？
3. 在中国，我们学校每年都有体育比赛。你们学校都有些什么体育比赛？
4. 我很喜欢打乒乓球，你喜欢什么运动？为什么？
5. 最近学校的功课很多，我都没有时间运动了。怎么办呢？
6. 这样吧，这个周末我们一起去运动吧。你有什么建议？

## Interpersonal Speaking: Conversation 1 (continued)

### Sample: A

Score: 6

#### Transcript of Student Response

我这个星期很忙因为我的学校有很多作业需要做。比如说在中文课我需要 . . ah 做一个写的作业，然后我在英文课我需要读一个书，所以我很忙。

#### Commentary

This response directly addresses the prompt and provides a very thorough, appropriate response: 我这个星期很忙因为我的学校有很多作业要做. The elaboration supports the initial response by giving examples, such as 比如说在中文课...然后在英文课, and providing relevant details like 我需要 . . ah 做一个写的作业...我需要读一个书. Sentences are connected smoothly with appropriate use of conjunctions, including 因为, 比如说, 然后 and 所以. The response is delivered at a natural pace with only minimal hesitation (e.g., 我需要 . . ah 做). Rich and appropriate vocabulary is employed throughout (比如, 需要, 读) with only one minimal error (读一个书). Overall, the response demonstrates excellence in interpersonal speaking.

### Sample: B

Score: 4

#### Transcript of Student Response

我在忙 [wo2 zai3 mang1] 些 . . 我有一个很大的考试我要做，所以我很忙在学[xie2] 所以我不可以去。Um, 我 . . 要做很多的学习因为我要做很好 [hao4] 在我的考试。

#### Commentary

This response directly addresses the prompt by saying 我很忙在学 and provides an appropriate response: 我 . . 要做很多的学习因为我要做很好 [hao4] 在我的考试. Sentences in the response are loosely connected, for example, 所以我很忙在学 [xie2] 所以我不可以去. Pace and intonation are generally consistent, but the student repeats the idea of 学, 学习, and 考试 throughout the response. There are some errors in pronunciation which do not necessitate special listener effort, including 我在忙 [wo2 zai3 mang1]; 学 [xie2]; and 好 [hao4]. The student uses mostly appropriate vocabulary with errors that do not generally obscure meaning, as in the use of 学 in 我很忙在学 and the use of 学习 in 我 . . 要做很多的学习. The response contains mostly appropriate grammatical structures such as 一个很大的考试, with errors like 我要做很好 [hao4] 在我的考试 that do not generally obscure meaning. The response could have earned a higher score by providing other details about what the student is busy doing. Overall, this response demonstrates competence in interpersonal speaking.

## Interpersonal Speaking: Conversation 1 (continued)

**Sample: C**

**Score: 1**

### Transcript of Student Response

你好 .. uh .. 我 .. 喜欢 .. 学习 .. zoume [周末?] 和 .. 身 .. 多练身体.

### Commentary

This response addresses the prompt marginally in that 多练身体 makes reference to the context of the conversation given at the beginning of the task: “You will have a conversation ... about physical and wellness activities at your school.” However, it does not directly address the question 最近这几天都没看到你，你在忙些什么呢? at all. Sentences in the response are very disjointed: uh .. 我 .. 喜欢 .. 学习, and there are isolated words (zoume [周末?] 和 .. 身 ..). The response is delivered at a very labored pace with constant hesitation. In addition, there are vocabulary or pronunciation errors that significantly obscure meaning: zoume [周末? 中文?] and 多练身体, which seems to mean 锻炼身体. The response could have earned a higher score if the student had mentioned doing, rather than liking, an activity. Overall, this response demonstrates a lack of competence in interpersonal speaking.

## Interpersonal Speaking: Conversation 2

### Sample: A

Score: 6

#### Transcript of Student Response

Uh 我想在[zai3]运动课我们可以有比较多的事情我们可以做[zuo1]，也有很多不一样的运动我们可以做[zuo1]，但是我很喜欢这个课因为我可以 uh 动我的身体，和我的身体就是比较健康。

#### Commentary

This response directly addresses the prompt and provides a very thorough, appropriate response (有比较多的事情我们可以做[zuo1]，也有很多不一样的运动我们可以做[zuo1]). It also includes elaboration (我可以 uh 动我的身体，和我的身体就是比较健康). Sentences are smoothly connected with connectors (也; 但是; 因为). The pace of delivery and intonation is natural, with minimal hesitation and repetition (我们 ... 我们 ... 我们 ...). The pronunciation and tones are accurate with minimal errors (做[zuo1]). The use of vocabulary is rich and appropriate (比较; 事情; 不一样; 身体; 健康) with minimal errors (我想在[zai3] 运动课 should be 我觉得在运动课). It contains a wide range of grammatical structures (complex noun phrases: 比较多的事情, 很多不一样的运动; topic-comment sentences: 有比较多的事情我们可以做[zuo1]，也有很多不一样的运动我们可以做[zuo1]; subordinate clauses: 但是 ..., 因为 ...). This response demonstrates excellence in interpersonal speaking.

### Sample: B

Score: 4

#### Transcript of Student Response

Uh 我觉得 uh 做[zuo3]运[yun3]动是[shi1]有很多好处，因为 uh 运动对[dui3]你的健康 uh 越来越棒，uh 也是 hen1wanr1[好玩?], 因为你可以跟朋友们一起做[zuo3]吧

#### Commentary

This response directly addresses the prompt and provides an appropriate answer (运动对[dui3]你的健康 uh 越来越棒 ... 你可以跟朋友们一起做[zuo3]吧). Sentences in this sample are loosely connected (因为 uh 运动对[dui3]你的健康 uh 越来越棒 should be 因为运动对你的身体好，你的健康会越来越棒; 也是 hen1wanr1[好玩?], 因为你可以跟朋友们一起做[zuo3]吧 should be 因为你可以跟朋友们一起做，所以也很好玩). The speaking pace and intonation are generally consistent with intermittent hesitation and errors in pronunciation that do not necessitate special listener effort (运[yun3]动是[shi1]有很多好处; 运动对[dui3]你的健康; 一起做[zuo3]吧). The sample includes mostly appropriate vocabulary and grammatical structures with errors that do not generally obscure meaning (运动对[dui3]你的健康 uh 越来越棒 should be 运动对你的身体好，你的健康会越来越棒). This response demonstrates competence in interpersonal speaking.



## Interpersonal Speaking: Conversation 2 (continued)

**Sample: C**

**Score: 2**

### Transcript of Student Response

我觉得[woljue1de1]运动很重要.. 因为.. 这个好

### Commentary

This sample directly addresses the prompt and provides an appropriate but incomplete answer (运动很重要.. 因为.. 这个好). The answer is incomplete because it does not address the question (有什么好处? ). The response displays a somewhat labored pace with hesitation. It contains minimal appropriate vocabulary (重要; 好). The response could have earned a higher score had it addressed the prompt (有什么好处? ) with content such as 对身体好, 健康, 更快乐, 到外面去, 跟朋友在一起, etc. This response is incomplete and thus suggests a lack of competence in interpersonal speaking.

## Interpersonal Speaking: Conversation 3

### Sample: A

Score: 5

#### Transcript of Student Response

Uh, 我[wo2]们的学校有很多体育比赛, 例如, uh, 跳舞和足球、篮球、网[wang2]球, um, 和橄榄球, 所以我[wo2]们的..学生有很多, uh, 活动, 他们可以做很多活动。

#### Commentary

This response directly addresses the prompt and offers a thorough, appropriate answer (有很多体育比赛, 例如, uh, 跳舞和足球、篮球、网[wang2]球, um, 和橄榄球). It also includes elaboration (所以我[wo2]们的..学生有很多, uh, 活动, 他们可以做很多活动). Sentences are connected with transitional and cohesive devices (e.g., 例如...和...所以...). The delivery is smooth in pace and intonation with occasional hesitation (e.g., uh, 活动) and tone errors (e.g., 我[wo2]们, 网[wang2]球). The response employs appropriate vocabulary and a variety of grammatical structures (有...; 例如...; 所以...; 可以做...). This response suggests excellence in interpersonal speaking. A richer vocabulary and detailed elaboration would have made this response more thorough and informative.

### Sample: B

Score: 4

#### Transcript of Student Response

在我的学校[xiao3], 我们有很[hen2]多的体育比赛[sai3], 比如说, 踢, 踢足球..的比赛[sai3], 和..打篮..打棒[bang3]球比赛, 和打网球..比赛, 在我的学校。

#### Commentary

This response directly addresses the prompt and provides an appropriate answer (有很[hen2]多的体育比赛[sai3], 比如说...踢足球..的比赛[sai3], 和..打篮..打棒[bang3]球比赛, 和打网球..比赛). While a transitional word (比如说) is used to introduce the sports competitions, the sentences are loosely connected with only one connective word (踢足球..的比赛[sai3], 和..打篮..打棒[bang3]球比赛, 和打网球..比赛). The response maintains a consistent pace with intermittent hesitation and repetition (踢, 踢足球..的比赛[sai3], 和..打篮..) and several tone errors (校[xiao3]; 很[hen2]; 赛[sai3]; 棒[bang3]). However, these errors do not necessitate special listener effort. Vocabulary and grammatical structures are mostly appropriate with several errors [e.g., 打网球..比赛...在我的学校] that do not obscure the meaning. This response demonstrates competence in interpersonal speaking. It could have earned a higher score with more elaboration.

## Interpersonal Speaking: Conversation 3 (continued)

**Sample: C**

**Score: 1**

### Transcript of Student Response

Uh, 我 [wo2] 们学校 [long pause] 喜 [xi2] 欢 [huan4] .. 拿 [long pause], 他 [ta2]们.. uh ..也[ye4]..会踢 [ti3] z-

### Commentary

This response minimally addresses the prompt (我[wo2]们学校... 踢[ti3] z-). The pace of delivery is labored with constant hesitation and frequent pronunciation errors, necessitating intense listener effort. Vocabulary and grammatical structures are insufficient and inappropriate with errors that significantly obscure the meaning (e.g., 我[wo2] 们学校 [long pause] 喜 [xi2] 欢 [huan4] .. 拿[long pause]). This response demonstrates a lack of competence in interpersonal speaking.

## Interpersonal Speaking: Conversation 4

### Sample: A

Score: 6

#### Transcript of Student Response

我很喜欢游泳，因为 um 对[dui2]你的身体非常好，也很好玩，um 你也[ye2]可以跟朋友游泳，um 一边游泳一边聊天，um 很好玩。

#### Commentary

The response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough, appropriate response that includes elaboration and details: the name of the sport (游泳) and the reasons for doing the sport (对你[dui2]的身体非常好，也很好玩; 你也[ye2]可以跟朋友游泳，一边游泳一边聊天). The sentences are smoothly connected with cohesive devices (因为; 也; 也[ye2]可以). The pace and intonation are natural with minimal hesitation. The pronunciation is accurate with minimal errors (对 [dui2]; 你也[ye2]). The vocabulary used (对[dui2]你的身体非常好; 一边...一边...; 聊天) is rich and appropriate. The response contains a wide range of grammatical structures (因为...; 你也[ye2]可以跟朋友; 也很好玩).

### Sample: B

Score: 3

#### Transcript of Student Response

我也 [ye4] 喜欢打..乒乓球[qi1], um 因为 uh 我喜欢 um [long pause] 打乒乓球.. 从.. 我的朋友[you1] um 大家 um 我的朋友.. 打乒乓球, uh 和我爱篮球。

#### Commentary

The response directly addresses the prompt and provides a basic but appropriate answer (我也[ye4]喜欢打.. 乒乓球[qi1]; 我的朋友.. 打乒乓球). The sentences are disconnected. The pace and intonation are inconsistent with hesitation. Errors in pronunciation sometimes necessitate special listener effort (我也[ye4]喜欢打, 乒乓球[qi1]). The response uses limited appropriate vocabulary (我也[ye4]喜欢打.. 乒乓球[qi1]; 大家; 我的朋友) and grammatical structures with errors that sometimes obscure meaning (从..我的朋友[you1] um 大家). This response suggests competence in interpersonal speaking.

### Sample: C

Score: 1

#### Transcript of Student Response

我..在学.. 不但很好, 因为..da.. [long pause] 很好..不..[long pause] 的[shi]

#### Commentary

This response demonstrates a lack of competence in interpersonal speaking. It addresses the prompt minimally, only addressing the prompt (在学; 因为) without providing the answers for the name of the sport and why they like to play this sport. This response is delivered at a very labored pace with a long silence at the beginning and constant hesitation (我..在学.. 不但很好, 因为..da..). The response does not contain sufficient or appropriate vocabulary (不但, 很好, 因为) and does not demonstrate control of grammatical structures (不[long pause] 的[shi]). There are errors that significantly obscure the meaning (在学; 因为 . . da . . [long pause] 很好).

## Interpersonal Speaking: Conversation 5

### Sample: A

Score: 6

#### Transcript of Student Response

我在学校也有很多的功课，但是因为运动非常重要，我建议你每天计划好你的时间。你可以先[xian2]做一个小时的学校功课，然后做一小时的运动，所以你可以做两个。

#### Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough, appropriate response that includes elaboration and detail. The response first acknowledges that the speaker has a lot of homework as well, then presents the importance of exercising by stating 我在学校也有很多功课.. 运动非常重要, and finally gives suggestions with a clear sequence (我建议你每天计划好你的时间.. 先[xian2]做一个小时的学校功课, 然后做一小时的运动...). Sentences are smoothly connected (但是; 先; 然后; 所以) with a natural pace and intonation and accurate pronunciation with minimal errors (先[xian2]). Use of register is consistent and appropriate to the situation (我建议你). Vocabulary is rich and appropriate (重要; 计划好时间), and the response uses a wide range of grammatical structures (也; 但是; 先, 然后; 所以).

### Sample: B

Score: 4

#### Transcript of Student Response

你可以做运[yun2]动[dong2]在周末。我们，我可以一起你去公[gong2]xi, 公[gong2]园[yuan4]玩，怎么样？

#### Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (... 做运[yun2]动[dong2]在周末; ... 去 ... 公[gong2]园[yuan4]玩, ...). Sentences are loosely connected (做运[yun2]动[dong2]在周末 and 去公[gong2]xi, 公[gong2]园[yuan4]玩 are relevant to the answer, but they are not appropriately connected with a connector). The delivery of the response has a consistent pace with intermittent hesitation and repetition (我们, 我可以...; 公[gong2]xi, 公[gong2]园[yuan4]). Errors in tones, however, do not necessitate special listener effort (运[yun2]动[dong2]; 公[gong2]园[yuan4]). Grammatical structures are mostly appropriate with errors that do not obscure the meaning (我可以一起你去 ...).

## Interpersonal Speaking: Conversation 5 (continued)

**Sample: C**

**Score: 1**

### Transcript of Student Response

Em .. [laugh] .. uh em uh you know, uh 乒乓球 .. 运动员 .. Yeah I'm not sure about this question, so .. [laugh]

### Commentary

This response demonstrates a lack of competence in interpersonal speaking. It addresses the prompt marginally, only mentioning one kind of sport (乒乓球) and using two isolated words (乒乓球; 运动员). The delivery has a very labored pace with constant hesitation that necessitates intense listener effort. The isolated words and reliance on English to fill up the time suggest insufficient vocabulary and little control of grammatical structures, which significantly obscure the meaning.

## Interpersonal Speaking: Conversation 6

### Sample: A

Score: 5

#### Transcript of Student Response

Uh . . 我觉得很好玩, um 我们可以做, uh 足球还有乒乓球, 我的家人有一个乒乓球的, uh 我的弟弟 [dīdī5] 也很喜欢做乒乓球, 他做 [zuō3] 很 [hēn2] 多的乒乓球, 你想要 . . 跟我去[cu2] . . 吗?

#### Commentary

The response directly addresses the prompt and provides a thorough, appropriate answer (我们可以做, uh 足球和乒乓球), including elaboration and details (我的家人有一个乒乓球的; 我的弟弟 [dīdī5] 也很喜欢做乒乓球). The sentences are connected. The response is delivered with a smooth pace and intonation, despite occasional hesitation (Uh . . 我觉得; um 我们可以做, uh 足球). It contains appropriate vocabulary and various grammatical structures (觉得; 可以; 足球也; 还有; 想要) with sporadic errors (做[zuō3] 很 [hēn2]; 去 [cu2]; 做乒乓球; 做 [zuō3] 很 [hēn2] 多的乒乓球). This response demonstrates excellence in interpersonal speaking.

### Sample: B

Score: 3

#### Transcript of Student Response

我[wo1]的建[jian3]议是 . . uh 我也想去 . . uh 我觉得 . . uh 我们去是 hēn1 [很?] 好因为我们跟你一起可以跑步 . . 和做我们的身体。

#### Commentary

This response directly addresses the prompt and provides a basic but appropriate response (我们跟你一起可以跑步). The sentences are disconnected. The response is delivered with an inconsistent pace and intonation (建[jian3]议是 . . uh 我也想去 . . uh 我觉得 . . uh 我们去是很 1[好]) with frequent hesitation and repetition (是 . . uh; 去 . . uh 我觉得; 跑步 . . 和做). The student uses limited vocabulary with errors in pronunciation that sometimes necessitate special listener effort (建[jian3]议; 因为; 跑步; 身体; 很[hēn1]好). The student also uses simple grammatical structures (我 [wo1] 的建[jian3] 议是; 我也想去 . . uh 我觉得) with frequent errors that sometimes obscure meaning (uh 我们 hēn1 [很?] 好; 和做我们的身体). However, this response suggests competence in interpersonal speaking.

## Interpersonal Speaking: Conversation 6 (continued)

### Sample: C

#### Score: 1

#### Transcript of Student Response

我 [wo1] 喜欢 [xi4huan4] 夏 [xia2] 天 [tian2], .. 因为 [wei2] .. 我会 [hui2] .. 去 [qu2] .. hui2 [会? 回? ]  
gong2 [公? ] .. 和 [he1] 去 [qu2] 跑步 [pao1bu2]

#### Commentary

The response addresses the prompt marginally and minimally (我会 [hui2] .. 去 [qu2] .. ; 和 [he1]去 [qu2] 跑步 [pao1bu2]). It contains very disjointed sentences and/or isolated words (因为[wei2]; 我会 [hui2]; 去 [qu2] 跑步 [pao1bu2]). Its pace and intonation are very labored with constant hesitation and repetition. The response contains insufficient, inappropriate vocabulary and grammatical structures (喜欢 [xi4huan4]; 因为 [wei2]; 跑步 [pao1bu2]) with frequent errors that significantly obscure meaning (夏 [xia2] 天 [tian2]; hui2 [会? 回? ] gong2 [公? ]; 和 [he1] 去 [qu2] 跑步 [pao1bu2]). This response could have earned a higher score had it included a specific physical exercise or sport activity and its explanation. This response demonstrates a lack of competence in interpersonal speaking.