

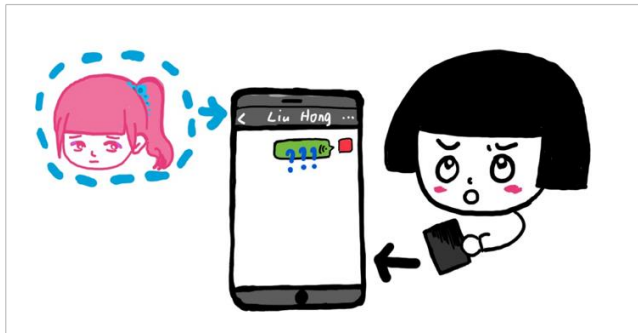
Appendix III: The IC test

Item 1_study_1st pp_P+_negative commenting

你是大学高年级学生，刘红是你的学妹，你知道她最近因为学习压力大，她生病了，有了抑郁症，常常需要吃药。现在到期末了，刘红请你帮她看一下她的期末论文。你看了刘红的论文后发现她写得很不好，很多地方是从别的地方抄来的。刘红说她明天早上要交这篇论文，你决定给刘红发语音短信，和她说一下这件事。

You are a senior college student. Liu Hong is a new student in your department. You are aware that Liu Hong has been under a lot of stress with study and is on treatment for depression. This morning Liu Hong asked you to have a read at one of her final essays and offer her some feedback. You read the essay and noticed it was badly written, with chunks of paragraphs plagiarised from other sources. Liu Hong told you she had to submit this paper tomorrow morning. You decide to send her a voice message to talk about her essay.



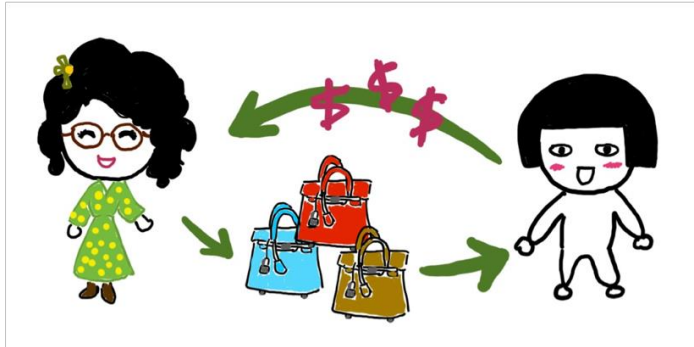


Item 2_life_1st pp_P_ requesting

你有一个朋友叫张星，张星的妈妈李静住在国外，她在国外开了一家淘宝店。李静在国内的时候你见过她几次，她对你很好。你最近在李静的淘宝店里买了三个很贵的包。你收到的时候，觉得包有问题，所以你拿到专卖店里去问，店员说都是假货。按照淘宝的规定，你可以要求李静把钱还给你。你决定给李静发语音短信说一下这件事。

Zhang Xing is your friend. Zhang Xing's mother, Li Jing, lives overseas and runs a Taobao shop (shops that buy stuff overseas and send them to China). You met Li Jing a few times when she was in China and she was very nice to you. Recently you bought three expensive designer bags from her shop. However when you received them you noticed the quality was shoddy. You took the bags to the retail store and were told they were knockoffs. According to Taobao policies you have the right to request a refund in this situation. You decide to send Li Jing a voice message to discuss this issue.





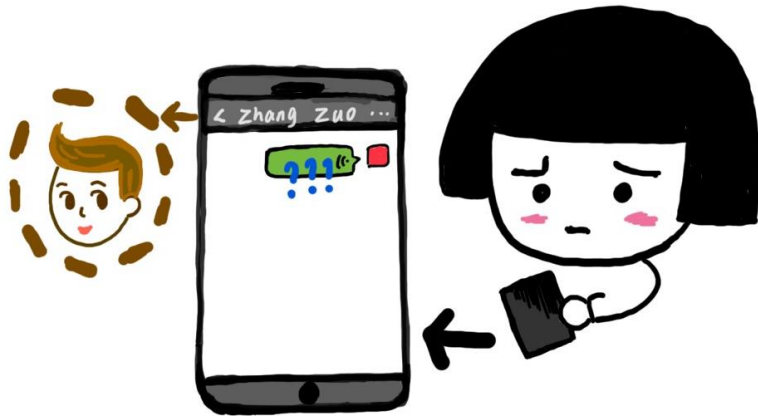
Item 3_work_1st pp_P= cancelling

你在一家公司工作，张左是你的同事，他这个周六上午会给整个公司安排一个和公司工作有关的团队建设活动。公司里面的所有员工和领导都说会参加，你也和张左说你会参加活

动。你最近计划换工作，新公司的经理很喜欢你，可他刚刚告诉你他只有本周六上午有时间面试你。如果你参加面试的话，你就不能参加张左安排的活动。你现在决定给张左发语音短信，说一下周六的情况。

You work for a company and Zhang Zuo is your colleague, who has organised a team-bonding session for the department this Saturday morning. Everyone in the department, including the managers, said they would go, and you told Zhang Zuo that you would go as well. Lately you are looking for a different job and your potential employer is interested in you, but he can only interview you this Saturday morning. If you went to the interview you would miss out on the team-bonding session organised by Zhang Zuo. Now you decide to send Zhang Zuo a voice message telling him your situation for this Saturday.





Item 4_life_2nd pp_P= _negative news telling

王思是你的邻居，你们年龄差不多。一周前她要去国外，她离开之前请你帮她寄一个包裹，你答应她你那天就会把包裹寄给她的朋友。可是你后来一个星期里工作比较忙，完全忘记了寄包裹这件事。今天王思给你发了一条语音短信，你听后决定给王思发语音短信说一下这件事。

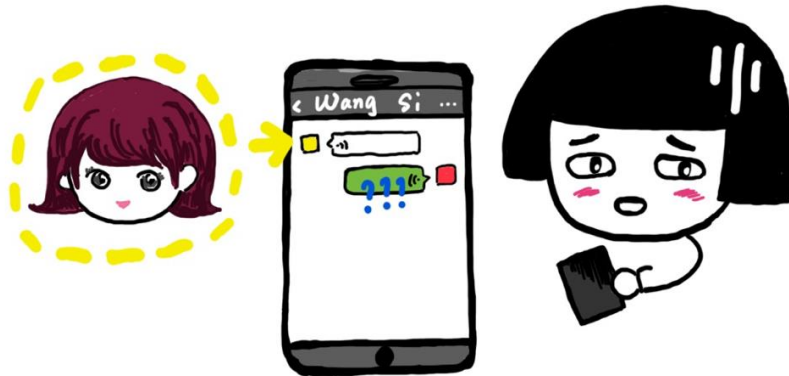
王思语音：“嗨，亲，想问一下那个包裹你寄出去了吗？是这样的，包裹里是我买给一个朋友的生日礼物。我朋友昨天生日，可他说没收到我的礼物。我觉得很奇怪，这都一个礼拜了应该寄到了啊。”

Wang Si is your neighbour. You two are similar in age. One week ago she went to another city for some urgent errands and before she left, she asked you to send a parcel for her. You promised her you would send it on that day. However, you were very busy with work for the following week and completely forgot about the parcel. Just now Wang Si sent you a voice message. After listening to it you decide to reply with a voice message.

Wang Si's message: "Hey, I just wanted to check if you had already sent off my parcel? Actually it is my friend's birthday present in the parcel. My friend had their birthday yesterday and strangely they said they didn't receive my gift. I found it quite weird because the parcel should have arrived after one week."



一个星期 for one week ...



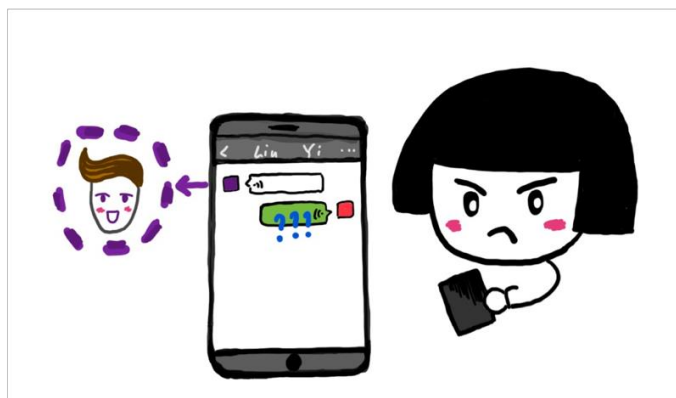
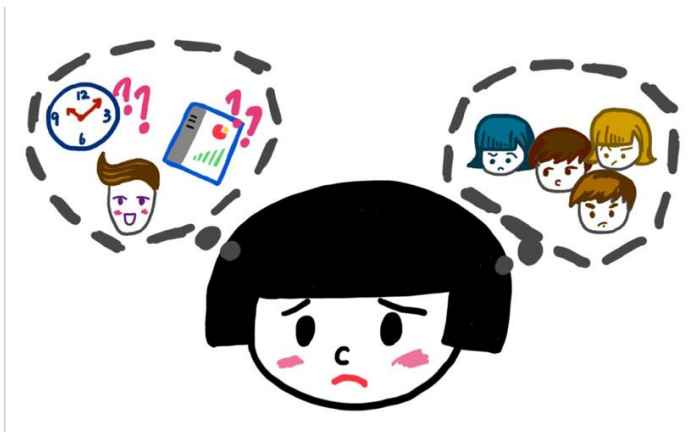
Item 5_work_2nd pp_P+_criticising

你是公司一个活动的负责人，管理一个团队，团队里有你经理的侄子刘一。刘一最近上班一直迟到，你叫他写一篇报告，他也一直没交给你。刘一的工作态度给整个团队带来了很坏的影响，他的行为也让你很难管理这个团队。今天早上刘一没有来上班，中午时他给你发了一条语音短信，你听了以后决定给刘一发语音短信，说一下这件事。

刘一的语音：“组长，我今天起来晚了，就不来上班了，可以吗？你上次说的那个报告，我实在是不会写，你找别人写，好不好？谢谢！”

You are the team leader for a project in a company. One of your team members is Liu Yi, who is the nephew of your manager. Liu Yi has been showing up to work late frequently and is taking forever to hand back a report you asked him to write. His behaviour has caused a negative impact on the team morale and has eroded your authority as the team leader. This morning Liu Yi didn't come to work and sent you a voice message at midday. After listening to it you decide to reply with a voice message.

Liu Yi voice message: "Hi team leader, sorry I got up late today. How about I just take today off? The report you asked me to write is too hard for me. Can you find someone else to write it? Thanks!"



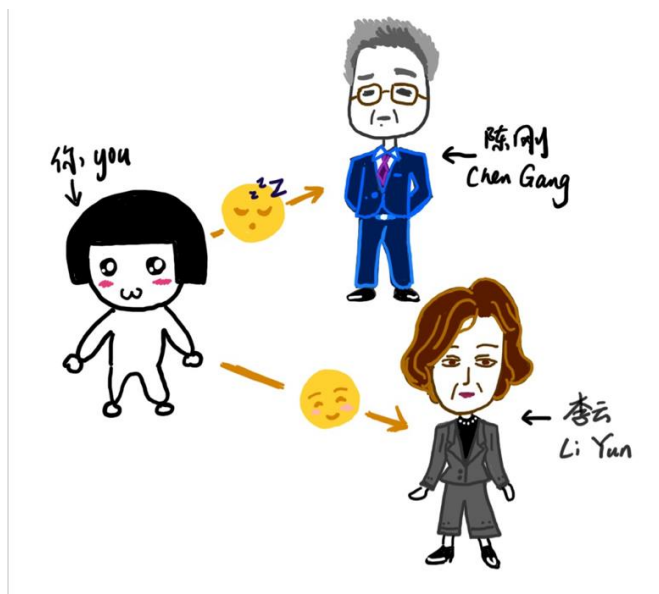
Item 6_study_2nd_pp_P-_refusing

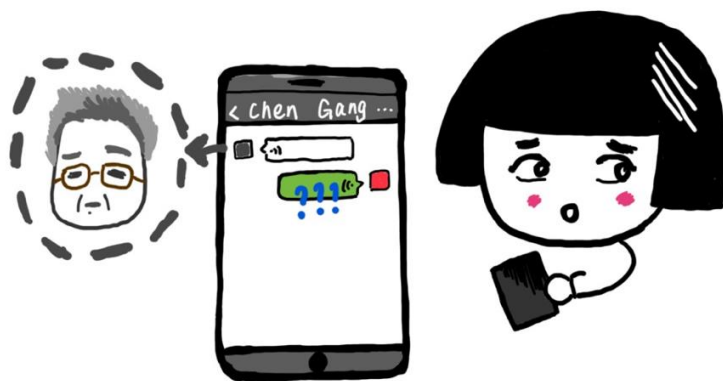
你是大学生，陈刚和李云是你们的老师。两位老师的课你都上过，不过你对李云的课更感兴趣。暑假快到了，你已经和李云说了你想要去她那里实习，李云也答应你了。但是现在你收到陈刚的一条语音短信，你听后决定给陈刚发语音，说一下这件事。

陈刚的语音：“嗨，同学，老师有个事要和你说一下，暑假快到了，你要是没什么安排的话，想不想来我的课题组实习啊？我觉得你能力很强，也很聪明好学。再说有实习经历对你以后学习工作都会有帮助的。你觉得怎么样啊？”

You are a college student. Both Chen Gang and Li Yun are teachers in your school. You have taken classes from both teachers but you are more interested in Li Yun's research areas. The summer break is approaching and you have already applied for internship with Li Yun and Li Yun accepted you. Just now you received a voice message from Chen Gang. After listening to it you decide to send a voice message back in reply.

Chen Gang's message: "Hey, there is something I'd like to discuss with you. Summer break is approaching. If you don't have any other plans, would you be interested in an internship in my team? I think you are very capable, smart and inquisitive. Having internship experience under your belt will also be good for your study and work in the future. What do you think?"

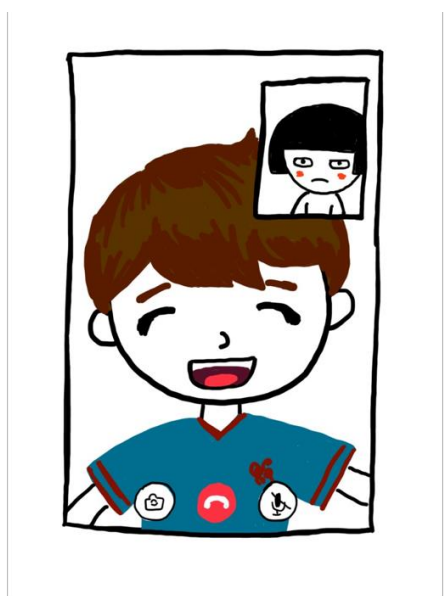




Item 7_life_video_P+_criticising

你最近要去国外出差半年，你把你的房子租给王超的儿子王冰。王超是你最好的朋友，他经常帮助你。你以前去王超家的时候也见过王冰，你对他的印象很好。今天你房子的管理员给你打电话，说你家最近深夜里经常有很大的音乐声，有时候还看到喝醉的年轻人，邻居们都很不高兴。你想和王冰谈一下这件事，因为你还在出差，你决定和他视频交流一下。

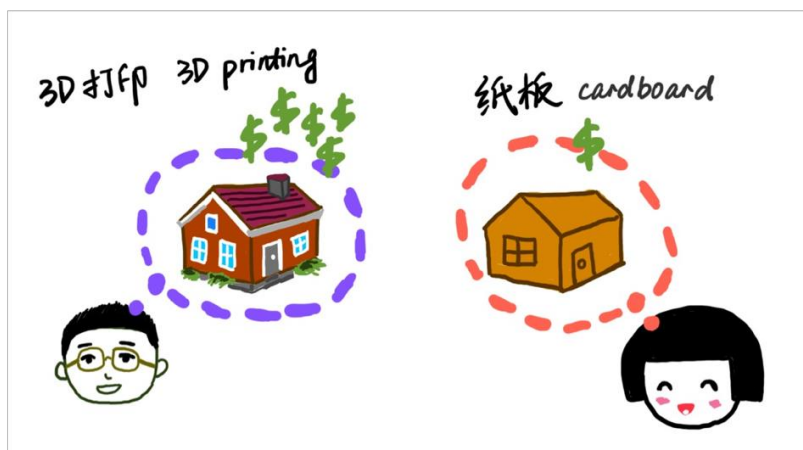
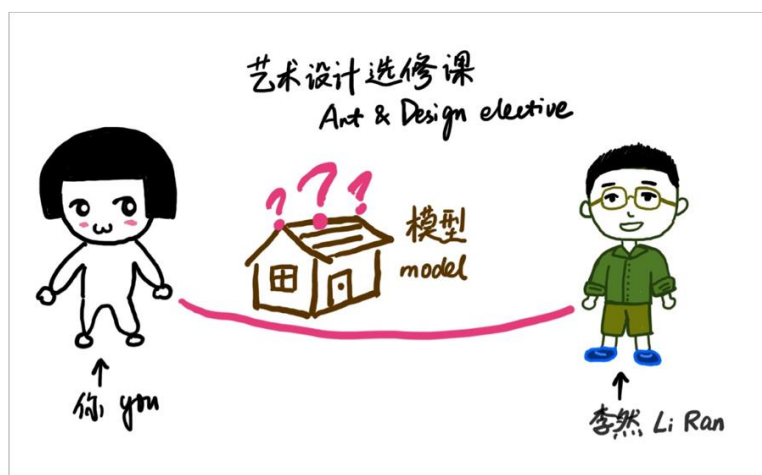
You recently went to a different city for work for six months and sub-let the apartment you rented to Wang Chao's son Wang Bin. Wang Chao is your best friend and has helped you a lot over the years. You also met Wang Bin before when you visited Wang Chao and had a good impression of him. Today the building manager of your apartment called you, telling you that recently there had been a lot of noise and loud music in your apartment late at night. Sometimes the neighbours also saw drunken youths coming in and out of your apartment. You want to discuss this with Wang Bin but since you are still away so you decide to talk to him via video chat.

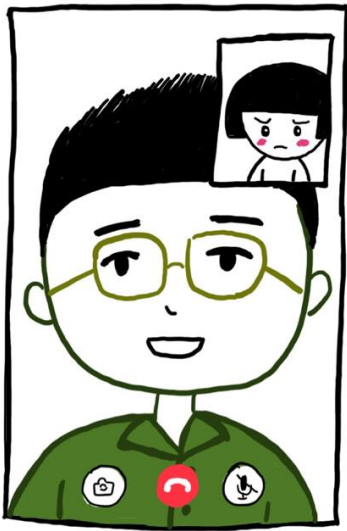


Item 8_study_video_P=disagreeing

你是大学生，李然是你同年级的同学，这学期你们选了一门艺术设计的选修课，这门课的期末作业是做一个房子的模型，老师让你和李然一起完成这个作业。李然想用 3D 打印来做这个模型，这样模型会更好看，当然价格也会更高。你没有告诉李然你家里很穷，你没有钱做 3D 打印，所以你想用便宜的纸板来做模型。你这两天不在学校，李然说有事想和你讨论一下，你答应和李然视频聊天。

You and Li Ran are college students and are in the same year. Both of you take an arts and design elective this semester and its final assignment is to make a house model. You and Li Ran are assigned to work together in a team. Li Ran suggests that you two use 3D printing to make the model since the results will look better, though the cost will also be higher. You haven't told Li Ran that your financial situation is not that good and you are very certain you are unable to shoulder the cost of 3D printing. Therefore, you prefer to use cardboard to build the house because it is cheaper. You are not on campus these days and Li Ran says he wants to have a chat with you. You agree to have a video chat with him.

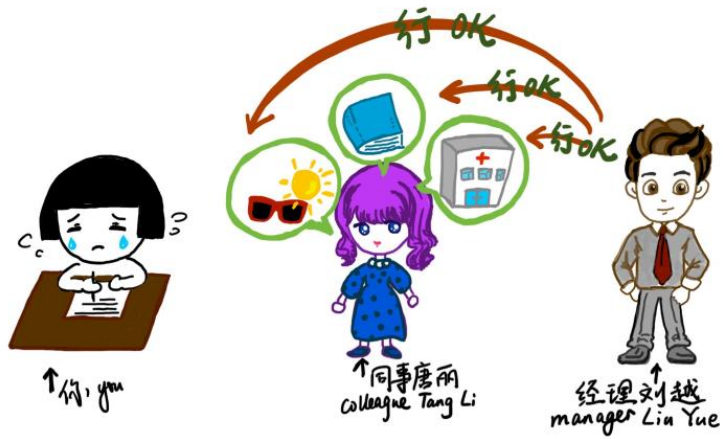




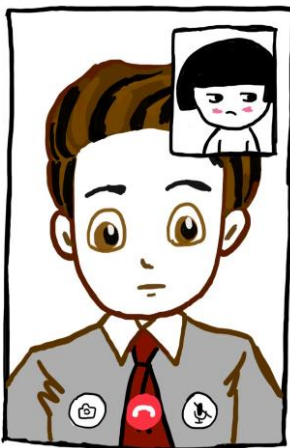
Item 9_work_video_P_complaining

你和唐丽在一家公司工作，年龄差不多，工作的内容也一样。唐丽今年经常因为各种原因请假，比如：旅游、学习、看医生等，而你们的经理刘越也总是同意唐丽请假。有时候因为唐丽请假，你必须加班把她的工作也完成。你上周想请一天假陪恋人去医院看医生，可是刘越没有同意，所以你的恋人一个人去了医院。你觉得刘越在请假这件事上对你不公平，你很不开心。你想要和刘越说一下请假不公平这件事，刘越最近在家工作，不去公司，不过他同意和你视频聊天。

You and Tang Li work in the same company. You two are close in age and work in similar areas. Tang Li has been asking for leave all the time for reasons such as travelling, study and visiting doctors. Your manager Liu Yue has always granted Tang Li her leave. Sometimes because Tang Li was away you had to stay back and finish her work. Last week you wanted to take one day off to take your partner to the hospital, but Liu Yue rejected your leave request. Your partner in the end had to go to the hospital by himself/herself. You think Liu Yue is being unfair with leave arrangements and you are very upset about it. You want to discuss with Liu Yue regarding unfairness in leave allocation. Liu Yue is working from home lately but he agrees to have a video chat with you.



现在 and now...



Appendix IV: The IC rating scale

English version

*Disaffiliation control*¹⁷

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| <p>Band 5 Exemplary</p> | <ul style="list-style-type: none"> • Disaffiliation is successfully and skillfully remediated, social solidarity unaffected. Disaffiliative actions are either unstated or approached exceedingly strategically in a way that does not cause affront (DAA). • Turn design conforms clearly with dispreferred formats, drawing on a wide range of lexical devices, morphosyntactic features and evidential markers (LDC). • Excellent control of phonetic and prosodic features in mitigating disaffiliative stances (PDC). |
| <p>Band 4 Good</p> | <ul style="list-style-type: none"> • Disaffiliation is well managed. Strong disaffiliative actions are covertly realized. Weak disaffiliative actions can be explicitly delivered but are admissible in the local context (DAA). • Both lexical and non-lexical devices are recruited to mitigate disaffiliation. Infelicitous choices are very occasional and not interactionally disruptive (LDC). • Phonetic and prosodic features are in tune with turn design in moderating disaffiliation (PDC). |
| <p>Band 3 Average</p> | <ul style="list-style-type: none"> • Disaffiliation is hearable though social solidarity is still intact. There is inconsistency in the speaker's management of disaffiliative activities (DAA). • Some conventionalized verbal resources are involved to soften disaffiliation to an acceptable level (LDC). • The phonetic and prosodic marking of turns has a limited impact on minimizing disaffiliation (PDC). |
| <p>Band 2 Concerning</p> | <ul style="list-style-type: none"> • A disaffiliative stance can be imputed to the speaker and interactional continuity can be disrupted. The use of disaffiliative actions and underuse of strategies can create or escalate tension (DAA). • There is recruitment of disaffiliative linguistic devices while the ones constituting a dispreferred format are inadequately represented (LDC). • The speaker's talk contains disaffiliative segmental and suprasegmental features (PDC). |
| <p>Band 1 Intervention needed</p> | <ul style="list-style-type: none"> • Social solidarity is jeopardized due to the deployment of ostensible disaffiliative actions. The speaker's approach projects a clearly disaffiliative and uncooperative stance (DAA). • The design of turns lacks basic dis-preferenced features. Highly disaffiliative linguistic devices exist (LDC). • Turns are marked by pronounced disaffiliative segmental and suprasegmental features (PDC). |

¹⁷ From well-managed or no display of disaffiliation to bald-on-record display of disaffiliation.

*Affiliation promotion*¹⁸

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| <p>Band 5 Exemplary</p> | <ul style="list-style-type: none"> • The speaker is maximally pro-social through successful launches of substantively affiliative actions (AFA). • An impressive array of lexical, morphosyntactic, phonetic and prosodic elements are skillfully mobilized in designing preferred actions (ATD). • A very high degree of empathetic understanding and sharing of frames is evoked, established, and maintained via the use of substantive forms of empathy display and frame identification (EAF). • The speaker is extremely keen and competent in pursuing, maintaining, and restoring intersubjectivity (ITS). |
| <p>Band 4 Good</p> | <ul style="list-style-type: none"> • Social solidarity is supported through the employment of commonly used affiliative actions (AFA). • The speaker can use (non)lexical devices to display affiliation. Phonetic and prosodic marking are in general in tune with turns (ATD). • There is sufficient recognition, validation and understanding of the interlocutor's emotions and frames (EAF). • Threats to mutual understanding are adequately addressed in the interaction (ITS). |
| <p>Band 3 Average</p> | <ul style="list-style-type: none"> • There is some use of affiliative actions to support the interlocutor's affective stance (AFA). • Turn design displays some conventionalized (non)verbal affiliation promotion (ATD). • Attempts are made to affiliate with the interlocutor's emotions and frames, though not always successful (EAF). • Intersubjectivity is sometimes checked and defended (ITS). |
| <p>Band 2 Concerning</p> | <ul style="list-style-type: none"> • Affiliative actions are underused. The interlocutor can feel somewhat unendorsed or unsupported (AFA). • (Non)verbal affiliative devices can be inadequate or mis-designed (ATD). • Little display of empathetic understanding of the interlocutor's feelings and experiences (EAF). • The speaker's understanding is prioritized while common understanding is largely unaddressed (ITS). |
| <p>Band 1 Intervention needed</p> | <ul style="list-style-type: none"> • Little to no indexation of affiliation. The interlocutor's affective needs are disregarded (AFA). • Preferred (non)lexical affiliative features¹⁹ are rare to non-existent. Little to no prosodic matching or upgrading for affiliative work (ATD). • Noticeable misalignment from and disaffiliation with the interlocutor's emotions or frames (EAF). • The speaker overtly privileges their understanding and is disinterested in achieving intersubjectivity (ITS). |

¹⁸ From overt display of affiliation to no show of affiliation.

¹⁹ Preferred, preferenced and affiliative features are supportive of social solidarity in both 1st pp or 2nd pp positions.

Morality

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| <p>Band 5 Exemplary</p> | <ul style="list-style-type: none"> • The speaker’s manner of interaction is maximally cooperative, fully sustaining the endemic moral order of interaction (EMO). • The interaction clearly indexes universally preferred moral qualities in the speaker (UMO). • The speaker’s moral membership is fully established through the demonstration of moral conduct specific to the standards in their community (CMO). |
| <p>Band 4 Good</p> | <ul style="list-style-type: none"> • The moral order of interaction is well sustained through a focus on cooperation instead of constraint (EMO). • The speaker’s conduct can allow for the ascription of some universally preferred moral qualities in the speaker (UMO). • The speaker’s conduct showcases good understanding of moral standards known to members of the shared community (CMO). |
| <p>Band 3 Average</p> | <ul style="list-style-type: none"> • Interactional order is in general maintained though some conducts are not fully morally accountable or accounted for (EMO). • There is no strong indexation of either universally preferred or dispreferred moral qualities (UMO). • Community-specific moral conduct is lacking, though the speaker’s moral membership is still accepted (CMO). |
| <p>Band 2 Concerning</p> | <ul style="list-style-type: none"> • Interactional order is threatened by noticeable moral breaches (EMO). • Some universally dispreferred moral qualities can be ascribed to speaker (UMO). • The speaker’s conduct is recognizably morally questionable to members in the community (CMO). |
| <p>Band 1 Intervention needed</p> | <ul style="list-style-type: none"> • Moral order is disrupted by a constraining interactional manner and morally unaccountable conducts (EMO). • The speaker deploys universally morally sanctionable actions that challenge their status as a moral being (UMO). • The speaker faces ostracization due to the display of morally unjustifiable conduct in the community (CMO). |

Reasoning

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| <p>Band 5 Exemplary</p> | <ul style="list-style-type: none"> • Extremely efficacious, multi-angled and context-fitting remedies are provided to address interactional troubles at both the action and project levels (IAR). • The speaker provides exceedingly well-reasoned and contextually defensible accounts at both the action and project levels (IAA). • The entire occasion of interaction is exceptionally well organized at both the sequential and sequence levels, providing maximal progressivity and projectability (OSO). |
| <p>Band 4 Good</p> | <ul style="list-style-type: none"> • The speaker proffers quality and applicable remedies to troubles, though slightly more substantiation of the remedies would be ideal (IAR). • The accounts proffered conform with the shared reasoning in a normative social life (IAA). • Interaction is structured in a recognizable manner around a beginning, different units of interaction and a closing (OSO). |
| <p>Band 3 Average</p> | <ul style="list-style-type: none"> • The remedies offered have limited impact on addressing the troubles in the interactional context (IAR). • Accounts are provided but are not the most readily acceptable ones or are in need of development (IAA). • The overall structural organization is in place, though the design of some interactional units can be improved (OSO). |
| <p>Band 2 Concerning</p> | <ul style="list-style-type: none"> • The remedies are simplistic or ineffective. Interactional troubles are largely unaddressed (IAR). • Noticeable limitations exist in the accounts supplied, dis-conforming with the shared reasoning among interactants (IAA). • There are noticeable issues with the organization of sequences and the organization of sequences of sequences (OSO). |
| <p>Band 1 Intervention needed</p> | <ul style="list-style-type: none"> • Either no remedies are provided, or the remedies provided are problematic and context-misfitting (IAR). • Either no accounts are proffered, or the accounts supplied are poorly reasoned or norm-defying (IAA). • The organization of interaction is weak, actions are unrecognizable, and progressivity is stalled (OSO). |

Social role management

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| <p>Band 5 Exemplary</p> | <ul style="list-style-type: none"> • The speaker has outstanding competence in enacting and orienting to social roles that are highly congruent with their and the interlocutors' categories, matching their conduct with their respective category-bound predicates and relative hierarchical positioning (CAP). • There is an excellent application of the standardized relational pairs, membership categorization devices and duplicative organizations to which the speaker and interlocutor belong (BMA). • Highly skilled mediation and prioritization of the speaker's and the interlocutors' roles are demonstrated (SRC). |
| <p>Band 4 Good</p> | <ul style="list-style-type: none"> • The speaker demonstrates the ability to enact and orient to relevant social roles. The matching of category-bound predicates is overall felicitous (CAP). • The speakers can utilize some broader membership apparatuses (BMA) to make their conduct recognizable (BMA). • Role competition is balanced to achieve successful interaction (SRC). |
| <p>Band 3 Average</p> | <ul style="list-style-type: none"> • The expected roles are in general enacted and oriented to. Some predicates can be over-realized or under-realized (CAP). • The application of BMA is limited but no misuse exists (BMA). • The speaker's and the interlocutors' primary roles are oriented to, but other roles are insufficiently addressed (SRC). |
| <p>Band 2 Concerning</p> | <ul style="list-style-type: none"> • Social role management is insufficient. Categories are not well matched with predicates (CAP). • There are incidents of misapplications of BMA, suggesting a lack of knowledge of what context-fitting BMA to draw on (BMA). • Primary roles are not adequately attended to (SRC). |
| <p>Band 1 Intervention needed</p> | <ul style="list-style-type: none"> • Normatively expectable categories are not attended to and there is grave misunderstanding regarding category-bound predicates (CAP). • The speaker neglects context-relevant BMA or seriously mismanaged BMA, disrupting the interaction (BMA). • There is mis-prioritization of roles and role competition is overlooked (SRC). |

Chinese version

一：控制冲突

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| 五分： 闪光 | <ul style="list-style-type: none">• 考生能够非常成功地巧妙地化解伤面子的情况，人际关系²⁰完全没有损伤。可能伤面子的话要么没说，要么说得非常婉转，完全不会冒犯到别人。• 考生说话时有技巧地使用了丰富的婉转修饰不确定性的词语和句型结构，非常有效地减缓冲突。• 考生在控制冲突时能非常好地通过语音、语调和语气来减缓伤面子的行为。 |
| 四分： 良好 | <ul style="list-style-type: none">• 考生能较好地控制伤面子的情况。非常伤面子的行为能委婉处理，有些不是太伤面子的行为可能处理得较为直接，但在特定语境下是可以接受的。• 考生能很好地使用实词和虚词来化解冲突。词不达意的情况很少，有的话也不会影响交流。• 考生控制冲突时的语音、语调、语气和说话内容相匹配，能起到舒缓冲突的作用。 |
| 三分： 一般 | <ul style="list-style-type: none">• 考生在控制冲突时有时说话比较直接，有时又比较婉转，不太统一，但总体上能让人接受，不会伤到别人或损害人际关系。• 考生能使用一些模式化的婉转语言来缓解冲突至一个可以接受的范围。• 考生控制冲突时的语音、语调、语气对控制冲突有比较有限的帮助。 |
| 二分： 有缺陷 | <ul style="list-style-type: none">• 考生有的话说得比较直接，会给交流造成阻碍。考生有时交流技巧不足，容易制造和激化矛盾。• 考生婉转的词汇和句型使用得不够，有的语言会伤害到别人的面子。• 考生在控制冲突时，语音语调语气里有时会让对方觉得有点伤人。 |
| 一分： 需努力 | <ul style="list-style-type: none">• 考生使用了伤人的语言，给人际关系造成了损害。• 考生有的语言缺少基本的婉转修饰词语和句型结构，有的话会得罪人。• 考生在应该控制冲突时，语音语调语气里却出现了会冲突冒犯到别人的成分。 |

²⁰ 人际关系，别人不一定特指交流的另一方，可能是其他相关的人员和广义的社会关系。

二：拉近关系

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| 五分： 闪光 | <ul style="list-style-type: none">• 考生能通过一系列的语言和行为来非常成功有效地拉近和对方的情感距离，增进人际关系。• 考生在拉近情感时在词法、句法、语音、语调、语气上都处理得很有技巧。• 考生在拉近关系时展示出很强的共情同理心，能换位思考，充分体谅到别人的情感和处境。• 考生在拉近关系时展现出非常强的沟通、征询、商量和共鸣²¹的意识。 |
| 四分： 良好 | <ul style="list-style-type: none">• 考生能有效使用常用的拉近情感的言行来维护人与人之间的情面。• 考生能使用实词和虚词来拉近情感，拉近情感时语音语调与措辞相匹配。• 考生在拉近关系时能有效地留意、认可、理解对方的情绪和角度。• 考生在拉近关系时展现出良好的沟通能力来和对方取得共鸣。 |
| 三分： 一般 | <ul style="list-style-type: none">• 考生有一些拉近关系的行为，虽然比较有限但还是照顾到了对方的情感需求。• 考生组织语言时能使用一些模式化的实词，虚词和语气特征来拉近和对方的情感距离。• 考生在拉近情感时有去体谅对方的情绪和处境，虽然并非完全到位，但总体尚可。• 考生拉近情感时有时会努力去理解对方，和对方取得共鸣。 |
| 二分： 有缺陷 | <ul style="list-style-type: none">• 考生拉近情感的言行相对而言比较少，对方会觉得考生对他不够上心和支持。• 考生措辞和语气上拉近情感的效果不足，或者有用得不合适的地方。• 在适合拉近情感的时刻，考生没有足够地体谅对方的情绪和角度。• 考生有时优先考虑自己对事物的认识，而不是去通过努力和对方获得共鸣来拉近情感。 |
| 一分： 需努力 | <ul style="list-style-type: none">• 考生几乎没有拉近情感的言行，很大程度上忽视了对方的情感需求。• 考生的语言无论在用词、句型、或者语气语调上几乎没有什么拉近情感的成分。• 考生在应该拉近情感的时刻忽视了对方的情感和视角。• 考生在可以拉近关系的时刻专注于自己对问题的认识，没有有效地和对方取得共鸣。 |

²¹ 共鸣不一定要完全一致，而是能理解对方的想法和角度。

三：人品素质²²

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| 五分： 闪光 | <ul style="list-style-type: none">• 考生在交流中很明显地展现出普世的优秀道德品质。• 考生的交流强烈体现出中文文化和语境下值得称赞的美德。• 考生在交流过程中非常真诚地对话，非常有诚意地推动对话进展，体现出对交流方极大的尊重。 |
| 四分： 良好 | <ul style="list-style-type: none">• 考生的言行展现出良好的个人素质。• 考生的表现和中文道德素质观里的一些优良品质相对应。• 整个交谈中考生尊重对方，态度端正，推进交流。 |
| 三分： 一般 | <ul style="list-style-type: none">• 考生在交流中体现了常识性的，符合社会常规的人品素质，没什么特别值得称赞的地方，也没有什么值得质疑的地方。• 考生的言行大体符合中文文化的道德观，没有什么特别的优秀品质，但也不会引人非议。• 考生交流时大体上态度端正，虽然有时主观能动性有些欠缺，但能保证交流可以顺利进行。 |
| 二分： 有缺陷 | <ul style="list-style-type: none">• 考生的某些言行会让大众对考生的为人和品德产生疑问。• 中文语境下考生的某些言行会让别人对考生的个人素质提出一些质疑。• 考生在交流中有出现态度不够端正，不够尊重对方的地方，会影响到交流顺畅进行。 |
| 一分： 需努力 | <ul style="list-style-type: none">• 考生的一些表现会让人负面评价他的素质和人品。• 考生的言行有与中国文化语境中道德观和为人品质相冲突的地方。• 考生交流中有不尊重对方的地方，导致交流无法深入进行。 |

²² 拉近情感更多的是外在表现，道德人品更多是内在个人素质

四：理性思辨

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| 五分： 闪光 | <ul style="list-style-type: none">• 考生不论是在交流过程中还是在交流目的上都能多角度地提供非常有效，符合语境的解决问题的方法。• 不论是在交流过程中还是在交流目的上考生都能为自己的行为和论点提供非常合理而充分的理由。• 考生的交流具有起承转合，不论是在句子还是整体层面都结构妥帖，层层深入，易于理解。 |
| 四分： 良好 | <ul style="list-style-type: none">• 考生能提供有效的可行的解决问题的方法，虽然方法再多展开一些方可论完美。• 考生解释自己行为和观点的理由符合大众常规的理性思维。• 考生的交流有一定的结构，有开头，细节上有展开，有收尾。 |
| 三分： 一般 | <ul style="list-style-type: none">• 考生提供了解决问题的方法，虽然不一定是最优解，但仍然可以解决问题。• 考生为自己行为和观点提供了理由，虽然理由不一定是最容易令人接受的理由，或者理由需要更多补充，但理由总体还是可以接受的。• 考生的交流有大体的结构框架，虽然交流细节上还可以改进。 |
| 二分： 有缺陷 | <ul style="list-style-type: none">• 在遇到交流困难时，考生提供的解决问题的方法有些简单或者效果不能算好。交流障碍没有得到很好的处理。• 考生为自己的行为和观点找的理由存在一定的逻辑漏洞，不太符合大众的理性推断。• 考生的交流在句子和整体层面上存在一些结构性问题。 |
| 一分： 需努力 | <ul style="list-style-type: none">• 考生或是没有提供解决问题的方法，或者是提供的方法不合适。• 考生或是没有为自己的行为和观点提供理由，或者是提供的理由不合常理。• 考生的交流整体结构存在不合理因素，行为目的不明确，交流难以顺畅进行。 |

五：身份意识

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| 五分： 闪光 | <ul style="list-style-type: none">• 考生对考题中自己的身份和对方的身份把握得非常准确，理解双方身份带来的权利、责任和义务。考生的言行与自己的身份和对方的身份相当一致，非常符合两人之间的辈分等级关系。• 考生能非常有效地利用两人之间的社会关系以及和其他人之间的社会群体关系来有效地进行交流。• 考生能非常娴熟地处理和平衡自己和对方的多重身份。 |
| 四分： 良好 | <ul style="list-style-type: none">• 考生能处理自己和对方的身份所带来的约束，考生能做到根据自己和对方的身份来调整自己的言行。• 考生能通过广义社会群体关系来推进交流。• 考生能有效处理身份之间的冲突来取得顺利交流。 |
| 三分： 一般 | <ul style="list-style-type: none">• 考生对考题中自己和别人的身份有一定认知。考虑到双方的身份，考生的言行有时会有些过了或者不足的地方，但总体还算符合身份。• 考生对广义社会群体关系使用有限，但无明显误用的地方。• 考生对自己和对方的主体身份有一定认知，但对其他的身份可能处理得不够到位。 |
| 二分： 有缺陷 | <ul style="list-style-type: none">• 考生在对自己和别人的身份处理上有不足之处，考生的言行与双方的身份、辈分、等级不够协调。• 考生有误用广义社会群体关系的地方，体现出他对大环境下人与人之间的关系缺乏应有的理解。• 考生自己和对方的主体身份有处理得不到位的地方。 |
| 一分： 需努力 | <ul style="list-style-type: none">• 考生对自己和对方最基本的身份和相对应的言行存在误解。• 考生或者忽视了双方所处在的广义社会群体关系，或者是完全误用了广义的关系，阻碍了交流。• 考生错误地优先处理了次要的身份，忽视了平衡身份的重要性。 |