



*Michigan*

TEST FOR TEACHER CERTIFICATION  
**STUDY GUIDE**

**100 Japanese**



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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

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### 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 Japanese Language and Culture 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 is provided. A sample of a strong response to the assignment follows the score scale.

**Japanese (100) Field-Specific Information**

The MTC Japanese 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 two parts that requires you to demonstrate your command of the structures and usage of Japanese.
- **A section on Language Comparisons**, which requires you to compare and contrast a given element of English with that element in Japanese 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 Expression 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 Japanese 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 Japanese 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 Japanese, 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 Japanese
- identifying significant details of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in Japanese
- 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 Japanese, 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 Japanese.**

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 Japanese.**

Includes:

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

**CULTURAL UNDERSTANDING, COMPARISONS, AND CONNECTIONS****Understand the products and perspectives of Japanese-speaking cultures.**

Includes:

- demonstrating knowledge of products of daily life in Japanese-speaking cultures
- understanding the role and significance of products of daily life in Japanese-speaking cultures
- identifying major literary, artistic, architectural, and technological achievements of Japanese-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 Japanese reflect the perspectives of Japanese-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of Japanese-speaking countries and the products of these countries
- identifying major regional differences in the products and perspectives of Japanese-speaking cultures
- comparing and contrasting the products and perspectives of Japanese-speaking cultures with the products and perspectives of non-Japanese-speaking cultures of the United States

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

Includes:

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

## 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 conversation that takes place at the front desk of a hotel. After you have heard the conversation twice, you will respond in writing to the assignment given below. Your response may be written in either Japanese or English. Before you hear the conversation, you will be given 30 seconds to study the assignment. Begin studying the assignment now.

*\*(PAUSE 30 seconds)\**

Write a response of a few sentences in which you:

- identify the speakers;
- describe the problem under discussion; and
- explain how the problem is resolved.

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

(You will hear)

*\*(one male and one female speaker—guest and hotel receptionist)*

北口 : すみません。今晚 部屋を予約している北口ですが。

フロント : 北口様ですね。少々お持ち下さい。あの一、北口さまは今晚ではなく明日の夜のご予約ですが。

北口 : いや、そんなはずはない。1 1 月 2 3 日に予約を変更したはずですよ。先週メールを送りましたよ。

フロント : 申し訳ございませんが、ご予約の変更はお受けしていないようです。初めにいただいた、2 4 日のご予約しか見当りません。私どもからのご確認のメールをお受け取りになりましたか。

北口 : いいえ。確認しておくべきでしたね。しかたがない。すみません、今晚部屋は空いていますか。

フロント : あいにく今晚はもう部屋がありません。

北口 : 困ったな。

フロント : 申し訳ございません。あの 車で1時間以内のところ  
に何軒かホテルがあります。よろしければ、お電話いたしますが。

北口 : ありがとう。そうしていただけると、ありがたいです。

(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

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

### Score Scale for the Listening Comprehension Assignments

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

### SAMPLE RESPONSE FOR THE LISTENING COMPREHENSION EXERCISE

This conversation takes place between a front desk receptionist at a hotel and a guest named Mr. Kitaguchi who is trying to check in for the night on November 23rd. He is dismayed to learn that the e-mail message he sent requesting to change his reservation from November 24th to November 23rd has not been confirmed by the hotel. Furthermore, the hotel sent Mr. Kitaguchi a confirmation e-mail for the 24th, which he did not see. Unfortunately, the hotel is fully booked for the 23rd. The receptionist apologizes for the mishap and offers to call several hotels within an hour's drive from her hotel to see if they might have a room available for Mr. Kitaguchi.

## SAMPLE TEST DIRECTIONS FOR READING COMPREHENSION

In this section of the test, you will read two passages in Japanese. 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
- **INFERENCE 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 e-mail below. Then prepare a written response to the assignment that follows. Your response may be written in either Japanese or English.

川口一郎様、

突然メールをする失礼をおゆるし下さい。  
ニューヨーク大学の3年生で国際関係専攻のクリス・リーという者です。  
友人の鈴木まゆみさんから川口様のお名前とメールアドレスをご紹介いただきました。

実は、今年7月から8月の二ヶ月間、インターン（実習）をする所を探しているのですが、貴社でさせていただくわけにはいきませんか。どんな仕事でも一生懸命がんばります。給料はなしで、食費・住居費なども自分もちです。私の日本語はまだですが、高校の時に日本に1年間住んだことがあり、生活には不自由しません。ぜひ働かせていただきたいのですが、いかがでしょうか。川口様にはなるべくご迷惑をおかけしないように致します。

お会いしたこともないのに、無理な願いをして本当に申し訳ありません。もし、インターンの可能性があるようでしたら、早速、履歴書と推薦状を送らせていただきたいと思います。どうぞよろしくお願い致します。

それでは、お返事をお待ちしております。  
取り急ぎ用件のみにて失礼致します。

クリス・リー

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

- summarize the main purpose of the e-mail;
- describe the writer's background; and
- explain the relationship between the writer of the e-mail and the person to whom the e-mail is addressed.

**Performance Characteristics for the Reading Comprehension Assignments**

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

**Score Scale for the Reading Comprehension Assignments**

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

**SAMPLE RESPONSE FOR THE READING COMPREHENSION ASSIGNMENT**

この手紙では、学生のクリス・リーが今年の7月から8月の二ヶ月間、川口一郎さんが働く会社でインターン（実習生）として受け入れてもらえないか、お願いしている。クリスはニューヨーク大学の三年生で、国際関係を専攻している。高校生の時に日本に一年間住んだことがあるので、生活に不自由しない程度の日本語が話せる。二人に面識はなく、クリスの友人である鈴木まゆみさんが、クリスに川口さんの名前とメールアドレスを紹介してくれた。

## SAMPLE TEST DIRECTIONS FOR LANGUAGE STRUCTURES

This section of the test consists of one exercise with two parts (Parts A and B), 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 and sociolinguistic appropriateness.

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

- **Grammar:** Part A (1–14) supplying the correct term
- **Correction:** Part B (15–20) supplying a correct question or reply

Turn the page and continue with the test.

## SAMPLE LANGUAGE STRUCTURES EXERCISE

Follow the directions for each of the two parts (Part A and Part B) below.

Part A (1–14)

Complete the passage by writing the Japanese letters (hiragana) that are grammatically correct and appropriate in the context. Provide a particle for each blank in parentheses and a word for each blank not in parentheses. Write each response to Part A on the Assignment E Response Sheet of 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.

**Two acquaintances at Rika's house**

アンナ : 友達の結婚式( )招待 2 たんですが、どんな服を着て 3 ばいい  
1  
でしょうか？

理香 : 着物( ) 4 パーティドレスとか、いつもより良い服を着て行く 5 が  
普通ですよ。

アンナ :  
そうですか。私は日本に来る時 パーティドレスを持って 6 を忘れてしまいま  
7  
した。着物も持っていない( ) . . . .

理香 : じゃあ、私のドレスを 8 ましょうか。それとも着物の方( ) 9 いいですか。

アンナ : じゃあ、着物( ) 10 お願いします。

理香 : ちょっと、待っていて下さい。今、持って 11 ますから。

アンナ : わあ、すてき 12 着物です( ) 13 。着 14 を教えて下さいませんか。

理香 : ええ、よろこんで。

## Part B (15–20)

Imagine that you are asking someone to lend you a cell phone (携帯電話). Write an appropriate request and response for each of the following situations. Write each response to Part B on the Assignment E Response Sheet of the answer document on the line that corresponds to the numbered space in the section. Responses written in this test booklet will NOT be scored.

## I. Asking a close friend in casual style

(15) Your request: \_\_\_\_\_.

(16) Your friend's response: \_\_\_\_\_.

## II. Asking an acquaintance

(17) Your request: \_\_\_\_\_.

(18) Your acquaintance's response: \_\_\_\_\_.

## III. Asking your teacher in KEI-GO (polite language)

(19) Your request: \_\_\_\_\_.

(20) Your teacher's response: \_\_\_\_\_.

**Performance Characteristics for the Language Structures Exercise**

<b>Grammar</b>	14 items require supplying the correct term
<b>Correction</b>	6 items require supplying a correct question or reply

**Score Scale for the Language Structures Exercise**

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

SECTION 3	NOTATION	NOTATION DESCRIPTION
<b>Part A: Items 1–14</b>	<b>C</b>	Correct—the candidate's response is 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).
<b>Part B: Items 15–20</b>	<b>C</b>	Correct—the candidate's response is correct and appropriate within the given context (i.e., the response satisfies all of the target language's rules of grammar and is sociolinguistically appropriate for the given context).

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

SECTION 3	NOTATION	NOTATION DESCRIPTION
<b>Items 1–20</b>	<b>NC</b>	Not correct—the candidate's response does not accurately follow the target language's rules or the response is incomplete.

Score Point	Score Point Description
<b>4</b>	<b>16 to 20 tasks handled correctly</b>
<b>3</b>	<b>11 to 15 tasks handled correctly</b>
<b>2</b>	<b>6 to 10 tasks handled correctly</b>
<b>1</b>	<b>0 to 5 tasks handled correctly</b>
<b>U</b>	<b>The candidate's response is unscorable because it is not on the given topic, illegible, not in the appropriate language, or too short to score.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

**ANSWER KEY FOR THE LANGUAGE STRUCTURES EXERCISE**

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

1. に
2. され
3. いけ
4. とか
5. の
6. くるの
7. し
8. かし
9. が
10. を
11. き
12. な
13. ね
14. かた
  
15. けいたいかしてくれる。
16. いいよ。
17. けいたいをかしてくれますか。
18. いいですよ。
19. おそれいりますが、せんせいのけいたいをおかりしてもよろしいですか。
20. いいですよ。

## 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 sound systems of Japanese and English, write a response of a few sentences in which you:

- explain the distinction between the mora and the syllable in Japanese; and
- explain how the existence of the mora in Japanese affects the pronunciation of English loan words when they are adopted into Japanese.

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

**JAPANESE—CONSTRUCTED-RESPONSE ITEM COMPARING JAPANESE AND ENGLISH**

**Performance Characteristics for Language Comparisons Assignment**

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

**Score Scale for Language Comparisons Assignment**

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

## SAMPLE RESPONSE FOR THE LANGUAGE COMPARISON ASSIGNMENT

英語のシラブル（音節）と大きく異なり、日本語のシラブルは同じ長さ、大きさ、ストレスをおく。この単位はモラ（拍）と呼ばれる。モラは母音のみ、もしくは子音と母音の固まりである。英語のシラブルと比較してみると、写真はSha Shin、切手はKi tteで、英語読みでは二音節になる。一方日本語のモラでは、Sha shi n、ki t teで共に三拍となる。このモラを正しく発音するには、手をたたきながら練習すると良い。

日本語には英語を由来としたたくさんの外来語が存在するが、英語が日本語として使われるにあたり、発音体系は変化する。英語で1音節であるSpringは、日本語ではSu pu ri n g（スプリング）で5拍。同じくbikeも英語では一音節、日本語ではba i ku（バイク）は5拍になる。日本語の拍は母音もしくは子音と母音の固まりで構成されているので、上のように日本人は英語のつづりを読みやすいように子音の後に母音を入れて発音する。

**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 features of public spaces in Japan best illustrates the cultural significance of Shinto?
  - A. *torii*
  - B. *kakejiku*
  - C. *ema*
  - D. *bonsai*
2. The popularity of Hayao Miyazaki's *Princess Mononoke*, a 1997 anime film, best reflects Japanese:
  - A. reverence for the beauty of the natural world.
  - B. concern about maintaining a unique national identity in a world transformed by globalization.
  - C. recognition of human frailty and the transience of life.
  - D. concern about environmental problems resulting from rapid economic development.
3. Japan's traditional dependence on fish, seafood, and rice as major food sources developed primarily as a result of:
  - A. isolationist policies that limited trade for centuries.
  - B. the country's river system, natural vegetation, and soil characteristics.
  - C. the country's location, topography, and climate.
  - D. cultural and commercial exchanges with China.
4. At the start of a meal in Japan, diners are often handed a small wet towel (*o-shibori*). Which of the following best describes the appropriate use of this towel?
  - A. The towel is spread beside the diner's dish and used to blot the fingertips after eating finger foods.
  - B. Diners open the towel and clean their personal space on the table before the meal is served.
  - C. The towel is used to cleanse the hands of the diner sitting to the left of the person to whom it is handed.
  - D. Diners wipe their hands before the meal and refold the towel to wipe their fingers during the meal.

5. Which of the following best describes a significant consequence of the isolationist policies and practices of the Tokugawa period (1603–1867) of Japanese history?
- A. a decline in the skills and output of Japanese artisans
  - B. the development of a command economy controlled by the state
  - C. an increase in the wealth and power of the samurai
  - D. the development of a politically and culturally unified nation
6. Which of the following best describes one reason why it takes longer for native speakers of English to acquire Japanese than to acquire a western European language such as Spanish or French?
- A. There are few cognate words between Japanese and English.
  - B. Japanese has more vowel sounds than English.
  - C. There are no borrowings from English in Japanese.
  - D. Japanese has more verb tenses than English.
7. A middle school teacher of Japanese learns that four heritage speakers will be enrolled in her upcoming beginning-level Japanese class. In considering instructional approaches for this class, it is most important for the teacher to keep in mind that the heritage speakers:
- A. may be overqualified to be in a beginning-level class and will require supplemental activities from the first day.
  - B. come from diverse cultural backgrounds and can have varying oral proficiency and literacy skills in Japanese.
  - C. may be teacher's aides who can be called upon to model Japanese 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 Japanese 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, and communities 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. A Japanese 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 Japanese 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. pedagogy texts from the school's teaching library

**ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE QUESTIONS**

<b>Item Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>A</b>	Understand the products and perspectives of Japanese-speaking cultures.
2.	<b>D</b>	Understand the products and perspectives of Japanese-speaking cultures.
3.	<b>C</b>	Understand the products and perspectives of Japanese-speaking cultures.
4.	<b>D</b>	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Japanese-speaking cultures.
5.	<b>D</b>	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Japanese-speaking cultures.
6.	<b>A</b>	Understand processes of language acquisition.
7.	<b>B</b>	Understand principles and practices of instruction in the language classroom.
8.	<b>C</b>	Understand the integration of standards into language curriculum and instruction.
9.	<b>A</b>	Understand principles and practices of assessment in the language classroom.
10.	<b>C</b>	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 a Japanese acquaintance who is a teacher in Japan 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 home language. Writing in Japanese, 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 seminar for teachers of Japanese that is being held in Nagoya. As part of your application for the seminar, you need to write a short essay about what you think are the most important benefits people receive from traveling to a country other than their own. Writing in Japanese for an audience of educated adults, discuss your opinions 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**

<b>Development</b>	fullness of development of topic
<b>Communication</b>	effectiveness of communication, including sociocultural appropriateness
<b>Coherence</b>	coherence and flow of language
<b>Vocabulary</b>	command of vocabulary and idiomatic expressions
<b>Syntax and Grammar</b>	command of syntax and grammatical structures
<b>Mechanics</b>	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><b>The "4" response gives evidence of strong skills of written expression.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The message is effectively communicated in a socioculturally appropriate manner that demonstrates a strong awareness of writing for a variety of specific audiences.</li> <li>• The candidate's ideas are clearly presented and well organized; the flow of language is smooth, transitions are effective, and cohesive devices are controlled.</li> <li>• The vocabulary used reflects a precise, varied, and broad command of the language and use of appropriate idiomatic expressions.</li> <li>• 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.</li> <li>• Spelling, diacritical marks, and punctuation are mastered, although not perfect.</li> </ul>
3	<p><b>The "3" response gives evidence of satisfactory skills of written expression.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The message is generally effective although command of sociocultural aspects of the language may be uneven. Writing shows a satisfactory sense of audience.</li> <li>• 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.</li> <li>• Vocabulary and idiomatic expressions are generally effective.</li> <li>• 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.</li> <li>• The writer may make some errors in spelling, diacritical marks, and punctuation.</li> </ul>
2	<p><b>The "2" response gives evidence of limited skill in written expression.</b></p> <ul style="list-style-type: none"> <li>• The candidate addresses the assigned topic in a limited way through simple summaries, descriptions, and narrations of paragraph length. The candidate provides minimal elaboration.</li> <li>• The message is somewhat effective and may reveal some sociocultural inappropriateness. Writing shows some sense of audience.</li> <li>• 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.</li> <li>• Vocabulary and idiomatic expressions are somewhat effective, but may be simple and repetitive.</li> <li>• 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.</li> <li>• While showing some control of mechanics, the candidate regularly makes errors in spelling, diacritical marks, and punctuation.</li> </ul>
1	<p><b>The "1" response gives evidence of a lack of skill in written expression.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The message fails to communicate effectively and demonstrates little or no sociocultural appropriateness. The writing shows little or no sense of audience.</li> <li>• 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.</li> <li>• Command of vocabulary and idiomatic expressions is inadequate.</li> <li>• 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.</li> <li>• Mistakes in spelling, diacritical marks, and punctuation are so numerous and serious that little communication is possible.</li> </ul>
U	<p><b>The response is "unscorable" because it is not on the given topic, illegible, not in the appropriate language, or too short to score.</b></p>
B	<p><b>There is no response to the assignment.</b></p>

## SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT A

○先生、

メールありがとうございます。思い出に残る私の旅行談と聞かれて、次のことを書くことにしました。

それは、フランスへ初めて外国旅行をした時のことです。私は、とても楽しみにしていたと同時に不安も持っていました。その不安というのは、私のフランス語力とフランスの知識でした。旅行の日が来て、ルーブル美術館の観光ツアーに参加した時、フランス人ガイドの説明がほとんど理解できませんでした。幸い、日本を出発する時から、片時も離さずガイド本を持っていたので、旅行中はそれを読んでいました。パリを観光中、街の人に道をたずねる時も、ガイド本に書いてあるフランス語のフレーズをそのまま読みました。そんなわけで、聞かれた人は何度も私に聞き返してきました。聞き返された私はますます自信をなくしました。一方、私の質問がわかって返事をしてくれたのに、今度は私が聞きとれず困りました。中学や高校で、充分フランス語を勉強したはずなのに、です。

今になって考えると、生きたフランス語を習っていなかったのだと思いました。また、フランス人と話す機会もありませんでした。

私の困った旅行談はお役に立つでしょうか。それでは、この辺で失礼いたします。

**SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT B**

外国を旅するのは貴重なことだ。新しい文化に触れ、新しい物を食し、そして新しい人々に出会う。こうした経験は自分が持つ世界観をも変えてしまう。テレビや本を通して知っていても、実際に自分の目でその国を見るのは訳が違う。一見自分とは異なるように見える外国の人とも、会話を交わせばなんら変りないことに気付く。リアルな体験、出会いは他文化、他者への理解につながる。同時に心に残る。

一方で自国の文化、習慣、言語にも向き合うきっかけにもなる。外の世界を見ることにより、自分が信じてきたもの、学んできたものについて考えさせられる。外国の文化から学ぶだけでなく、逆に自国の文化のすぐれた点を発見することもあるのだ。

こうやって得た経験、知恵は、その後の生活に影響を与える。他文化、他者に対して理解を深め、寛容になる。その人の人生を豊かにするのだ。

このように外国を旅することは人が成長する上でとても大切なことである。特に若いうちは旅に出るべきだ。