



Michigan
TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

101 Chinese (Mandarin)



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

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

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

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

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

Test Objectives

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

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

Sample Test Questions

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

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

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

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

Chinese (Mandarin) (101) Field-Specific Information

The MTTC Chinese (Mandarin) 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 Chinese.
- **A section on Language Comparisons**, which requires you to compare and contrast a given element of English with that element in Chinese 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 Chinese 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 Chinese 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

CHINESE (MANDARIN)

READING COMPREHENSION

Derive information from a variety of authentic materials, written in Chinese, 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 Chinese
- identifying significant details of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in Chinese
- 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 Chinese, 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 Chinese.

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 Chinese.

Includes:

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

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

Includes:

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

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

Includes:

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

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. After you have heard the conversation twice, you will respond in writing to the assignment given below. Your response may be written in either Chinese 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 several sentences in length in which you:

- identify the main topic of the conversation;
- explain why the female speaker has not seen the male speaker recently; and
- describe the most likely relationship between the speakers.

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

**(one male and one female speaker—friends)*

female: 哎，怎么最近好久没有看到你来我们家和小李下棋呢？

male: 哎呀，说来话长。我儿子从美国回来，说我连一点电脑知识也没有，就开始教我怎么上网。

female: 那可真不错呀！ 你学得怎么样啦？

male: 还好，学会了到新闻网站，也会打电子邮件了。小明还教了我在网上下棋呢！可真有意思！

female: 是吗？ 那是跟什么人下棋呢？

male: 什么人都有，都是不认识的人。有些是在南方，我们北方这儿的人也有，还有些是在美国的华侨。我还结交了一两个棋友呢。

female: 那你还真行。我这把年纪，恐怕连打字都不行，那还敢用电脑呢？

male: 哎呀，时代不同了，我们也得跟着潮流走呀。

female: 可真辛苦呀！ 我想以后我们会很少看到你了。

male: 不会的， 等小明下个月回纽约，我就会再来跟你们下棋聊天！

(PAUSE 3 seconds)

Now it will be repeated.

(passage is repeated)

(PAUSE 3 seconds)

Now write your response to the assignment.*

Performance Characteristics for the Listening Comprehension Assignments

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

Score Scale for the Listening Comprehension Assignments

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

SAMPLE RESPONSE FOR THE LISTENING COMPREHENSION EXERCISE

[TRADITIONAL CHARACTERS]

這一男一女是鄰居，以前，男的常來女的家裏和她先生或兒子下棋，可是最近好久沒來了，因為他兒子從美國回來，知道他不會用電腦就教他怎麼上網，打電子郵件，還教會了他在網上下棋呢。他覺得很有意思，因為他可以跟很多不認識的人在網上下棋，這些人有住在南方的，有住在北方的，還有些是美國華僑，他還交了兩個棋友呢。女的很佩服他，但是她擔心以後會很少見到他了。男的說等下個月兒子回紐約後，他會再到女的家跟他們下棋聊天。

[SIMPLIFIED CHARACTERS]

这一男一女是邻居，以前，男的常来女的家里和她先生或儿子下棋，可是最近好久没来了，因为他儿子从美国回来，知道他不会用电脑就教他怎么上网，打电子邮件，还教会了他在网上下棋呢。他觉得很有意思，因为他可以跟很多不认识的人在网上下棋，这些人有住在南方的，有住在北方的，还有些是美国华侨，他还交了两个棋友呢。女的很佩服他，但是她担心以后会很少见到他了。男的说等下个月儿子回纽约后，他会再到女的家跟他们下棋聊天。.

SAMPLE TEST DIRECTIONS FOR READING COMPREHENSION

In this section of the test, you will read two passages in Chinese. 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
- **INFERRENTIAL 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 either the passage below (presented in Traditional characters) or the same passage on the following page (presented in Simplified characters). Then prepare a written response to the assignment that follows. Your response may be written in either Chinese or English. If you choose to respond in Chinese, your response must be written in Standard Modern Chinese characters (Traditional or Simplified).

[TRADITIONAL CHARACTERS]

張勇是中山大學的研究生，在學校的宿舍住了兩個學期了。他有三個同屋，每個人的作息時間都不一樣，他嫌宿舍太吵，睡不好覺。房間也太小，連一個書架都放不下，再說也沒有地方可以做飯，他吃素，很不方便，所以張勇準備下個學期搬到校外去住。他找房子找了一個多月了，可是廣州的房子很難找，不是太貴，就是太遠，他一直沒有找到合適的。

昨天他在早報上看到一個廣告，說學校附近有房屋出租出租，走路到學校只有十五分鐘，很方便。那套房子有一個臥室，一個廚房，一個衛生間，一個客廳，還帶家俱。張勇覺得那套房子可能對他很合適，所以他今天就請房東帶他看了一下房子。

客廳裏有一套沙發、一張飯桌跟四把椅子。臥室裏有兩張單人床、一張書桌和一個書架。房東告訴他這裏比較安靜，交通也很方便。每個月房租包水電是八百元，要多付一個月的房租當押金。

[SIMPLIFIED CHARACTERS]

张勇是中山大学的研究生，在学校的宿舍住了两个学期了。他有三个同屋，每个人作息时间都不一样，他嫌宿舍太吵，睡不好觉。房间也太小，连一个书架都放不下，再说也没有地方可以做饭，他吃素，很不方便，所以张勇准备下个学期搬到校外去住。他找房子找了一个多月了，可是广州的房子很难找，不是太贵，就是太远，他一直没有找到合适的。

昨天他在早报上看到一个广告，说学校附近有房屋出租，走路到学校只有十五分钟，很方便。那套房子有一个卧室，一个厨房，一个卫生间，一个客厅，还带家俱。张勇觉得那套房子可能对他很合适，所以他今天就请房东带他看了一下房子。

客厅里有一套沙发、一张饭桌跟四把椅子。卧室里有两张单人床、一张书桌和一个书架。房东告诉他这里比较安静，交通也很方便。每个月房租包水电是八百元，要多付一个月的房租当押金。

Write a response several sentences in length in which you:

- identify one reason why Zhang Yong wanted to move to an apartment;
- describe one difficulty Zhang Yong encountered in finding an apartment; and
- predict what Zhang Yong will do next.

Performance Characteristics for the Reading Comprehension Assignments

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

Score Scale for the Reading Comprehension Assignments

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

SAMPLE RESPONSE FOR THE READING COMPREHENSION ASSIGNMENT

Zhang Yong is a graduate student. He has lived in the student dormitory for two semesters. He has three roommates but they each have a different schedule. He feels that the dorm is too noisy for him to sleep well. The room is also small and he cannot cook there. Therefore, he has decided to move off campus next semester.

He has been looking for an apartment for over a month but it is very difficult to find anything he wants in Guangzhou. The apartments are either too expensive or too far away from school.

Yesterday he saw an apartment ad in the morning newspaper. Zhang Yong thought the apartment was just what he wanted so he asked the landlord to show him the apartment. Zhang Yong likes the apartment but the rent is a bit expensive. He plans to find a friend to share the apartment with him so that it would be affordable.

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 and syntactic correctness.

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

- **Transformation:** Part A (1–6) requires making a specified transformation
- **Error Correction:** Part B (7–12) requires correcting errors

Turn the page and continue with the test.

SAMPLE LANGUAGE STRUCTURES EXERCISE

Follow the directions for each of the two parts (Parts A and B) below. Respond to either the version presented in Traditional characters OR the version presented in Simplified characters. Do NOT respond to both versions. The version in Traditional characters appears below and on the next page. Turn the next page for the version in Simplified characters.

LANGUAGE STRUCTURES (TRADITIONAL CHARACTERS)

Part A (1–6)

Rewrite each sentence below, transforming it according to the directions.

(1) Rewrite the sentence below, using a *ba* (把) construction.

支票我昨天就给他了。

(2) Combine the sentences below, using 不但 and 反而.

老师不听我的解释。老师罚我站在教室外。

(3) Rewrite the sentence below in the passive voice.

不少中国父母惯坏了他们的独生子女。

(4) Combine the sentences below, using 只好.

今天我沒有時間做飯。我去買外賣。

(5) Rewrite the sentence below in polite form.

(学生): 你什麼時候在辦公室?

(6) Rewrite the sentence below, using 不論 ... 都.

他有钱我嫁给他, 他没钱我也嫁给他。

Part B (7–12)

Rewrite each sentence below, correcting the error in each sentence and retaining the original meaning.

(7) 我去面試之前, 爸爸教了我如何讓老闆留下好印象。

(8) 他跟這裡的情況太熟悉了。

(9) 我真的認為你不需要動這么手術, 你都沒病啊!

(10) 這本書難一點兒了, 請給我找一本容易一點兒的。

(11) 爲了老師的嚴格要求, 我們中文學得越來越好。

(12) 是你的错, 你总是上门道歉才是呀!

LANGUAGE STRUCTURES (SIMPLIFIED CHARACTERS)

Part A (1–6)

Rewrite each sentence below, transforming it according to the directions.

(1) Rewrite the sentence below, using a *ba* (把) construction.

支票我昨天就给他了。

(2) Combine the sentences below, using *不但* and *反而*.

老师不听我的解释。老师罚我站在教室外。

(3) Rewrite the sentence below in the passive voice.

不少中国父母惯坏了他们的独生子女。

(4) Combine the sentences below, using *只好*.

今天我没有时间做饭。我去买外卖。

(5) Rewrite the sentence below in polite form.

你什么时候在办公室？

(6) Rewrite the sentence below, using *不论* ... *都*.

他有钱我嫁给他, 他没钱我也嫁给他。

Part B (7–12)

Rewrite each sentence below, correcting the error in each sentence and retaining the original meaning.

(7) 我去面试之前, 爸爸教了我如何让老板留下好印象。

(8) 他跟这里的情况太熟悉。

(9) 我真的认为你不需要动这么手术, 你都没病啊!

(10) 这本书难一点儿了, 请给我找一本容易一点儿的。

(11) 为了老师的严格要求, 我们中文学得越来越好。

(12) 是你的错, 你总是上门道歉才是呀!

Performance Characteristics for the Language Structures Assignment

Transformation	6 items require making a specified transformation
Error Correction	6 items require correcting errors

Score Scale for the Language Structures Assignment

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
Part A: Items 1–6	C	Correct—the candidate's response correctly transforms the sentence(s) as instructed (i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed).
Part B: Items 7–12	C	Correct—the candidate's response acceptably corrects the syntactic or linguistic errors found in the sentence (i.e., the response has located and corrected the errors of language structure found within the sentence and has retained the original meaning).

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

SECTION 3	NOTATION	NOTATION DESCRIPTION
Items 1–12	NC	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
4	10 to 12 tasks handled correctly
3	7 to 9 tasks handled correctly
2	4 to 6 tasks handled correctly
1	0 to 3 tasks handled correctly
U	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	There is no response to the assignment.

ANSWER KEY FOR THE LANGUAGE STRUCTURES EXERCISE

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

[TRADITIONAL CHARACTERS]

- (1) 我昨天就把支票給他了。
- (2) 老師不但不聽我的解釋，反而罰我站在教室外。
- (3) 不少中國獨生子女被他們的父母慣壞了。
- (4) 今天我沒有時間做飯，只好去買外賣。
- (5) 請問你什麼時候在辦公室？
- (6) 不論他有沒有錢我都嫁給他。
- (7) 我去面試之前，爸爸教我如何給老闆留下好印象。
- (8) 他對這裏的情況太熟悉了。
- (9) 我真的認為你不需要什麼動手術，你一點都沒病啊！
- (10) 這本書難了一點兒，請給我找一本容易一點兒的。
- (11) 由于老師的嚴格要求，我們中文學得越來越好。
- (12) 是你的錯，你應該上門道歉才是呀！

[SIMPLIFIED CHARACTERS]

- (1) 我昨天就把支票给他了。
- (2) 老师不但不听我的解释，反而罚我站在教室外。
- (3) 不少中国独生子女被他们的父母惯坏了。
- (4) 今天我没有时间做饭，只好去买外卖。
- (5) 请问你什么时候在办公室？
- (6) 不论他有没有钱我都嫁给他。
- (7) 我去面试之前，爸爸教我如何给老板留下好印象。
- (8) 他对这里的情况太熟悉了。
- (9) 我真的认为你不需要什么动手术，你一点都没病啊！
- (10) 这本书难了一点儿，请给我找一本容易一点儿的。
- (11) 由于老师的严格要求，我们中文学得越来越好。
- (12) 是你的错，你应该上门道歉才是呀！

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 syntax of Chinese and English, write a response of a few sentences in which you describe two ways in which standard word order in Chinese differs from standard word order in English. You may examine different types of utterances (e.g., statements, questions, commands) in your response.

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

Chinese (Mandarin)—Constructed-Response Item Comparing Chinese and English

Performance Characteristics for the Language Comparisons Assignment

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

Score Scale for the Language Comparisons Assignment

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

SAMPLE RESPONSE FOR THE LANGUAGE COMPARISONS ASSIGNMENT

1. A location or a time expression can go at the beginning or end of a sentence in English, but always goes before the verb in Chinese. It usually follows the subject, unless special emphasis or contrast is desired.
 - 小高在图书馆做功课。
Xiao Gao does his homework in the library.
 - 我们今天吃中国饭。
We have Chinese food today
2. In Chinese, a declarative statement is turned into a question by adding 吗 (ma) at the end of the sentence. The basic syntax of a question is the same as that of a statement, whereas in English it usually is not.
 - 他是中国人。
He is Chinese.
 - 他是中国人吗?
Is he Chinese?

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 C 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 best describes a major focus of the "scar literature" (傷痕 / 伤痕) that emerged in China after the Cultural Revolution?
 - A. to justify any harm caused by the policies of the Cultural Revolution
 - B. to assess the strengths and limitations of the Cultural Revolution
 - C. to maintain the spirit of the Cultural Revolution
 - D. to examine the traumas caused by the Cultural Revolution
2. Which of the following best describes why, in the 1990s, the Chinese government decided to construct a large dam in the Three Gorges area of the Yangtze River?
 - A. to create a reservoir for the irrigation of rice fields
 - B. to eliminate siltation that periodically causes the river to change course
 - C. to control flooding and facilitate inland trade
 - D. to expand agricultural lands in downstream areas
3. Which of the following best describes a major difference between the cuisine of northern China and the cuisine of southern China?
 - A. Meals in the north generally conclude with a highly sweetened dessert; meals in the south rarely include dessert.
 - B. Food in the north is generally prepared in bite-size pieces; food in the south is usually prepared in serving-size portions.
 - C. Food in the north is frequently deep-fried; food in the south is more likely to be lightly sautéed.
 - D. Meals in the north usually include wheat noodles; meals in the south are more likely to include rice.

4. The English words *brother* and *sister* do not exist in an equivalent form in the Mandarin language. Instead, siblings are referred to with words that convey their age-order, such as *gege* for elder brother and *meimei* for younger sister. This linguistic difference most clearly reflects the influence of which of the following belief systems on the development of Chinese cultural perspectives?

- A. Legalism
- B. Confucianism
- C. Daoism
- D. Buddhism

5. Political reforms in China since the late 1970s have been most influenced by which of the following?

- A. changes in the country's relationship with the former Soviet Union
- B. popular demands for greater governmental accountability
- C. pressure from the world community to abandon the Communist system
- D. a strong commitment to economic development and expansion

6. Which of the following best describes an affective factor that might have a negative impact on a student's acquisition of a new language?

- A. The society in which the student lives places a low value on the target language and cultures in which it is spoken.
- B. The sound system of the student's first language is very different from the sound system of the target language.
- C. The student has difficulty retaining new information, such as target language vocabulary words, in long-term memory.
- D. The target language class in which the student is enrolled is conducted primarily in the student's first language.

7. A middle school teacher of Chinese learns that four heritage learners will be enrolled in a beginning Chinese class. In considering instructional approaches for this class, it is most important for the teacher to keep in mind that the heritage learners:
 - A. are overqualified to be in a beginning class and will require additional activities from the first day.
 - B. come from diverse cultural backgrounds and can have varying oral proficiency and literacy skills in Chinese.
 - C. are teacher's aides that can be called upon to model Chinese pronunciation and usage for non-heritage learners in the class.
 - D. will make the best progress if they work by themselves in a minigroup rather than work with the class as a whole.
8. When designing instruction that reflects the goals of the national *K–12 Standards for Foreign Language Learning*, it is most important for a Chinese 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 communication.
 - D. students' mastery of each of the standards should be measured against the progress indicators given for their grade level.

9. A high school Chinese teacher asks students to assemble a portfolio of their homework, projects, assignments, journal entries, audio- and videotapes, and other work that they completed during a particular grading period. The teacher then schedules individual conferences with students to 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 allows students to reflect on their progress 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 Chinese 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 special populations

D. pedagogy texts from the school's teaching library

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE QUESTIONS

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

SAMPLE TEST DIRECTIONS FOR WRITTEN PERFORMANCE

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

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

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

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

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

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

Turn the page and continue with the test.

SAMPLE WRITTEN PERFORMANCE ASSIGNMENT A

Imagine that you have a Chinese acquaintance who is a teacher in China and who is collecting stories to share with her class. She sends you an e-mail asking you to describe a memorable experience you had while studying a language other than your home language. Writing in Chinese, 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.

Your response must be written in Chinese characters (Traditional or Simplified).

SAMPLE WRITTEN PERFORMANCE ASSIGNMENT B

Imagine that you would like to attend a seminar for teachers of Chinese that is being held in Tientsin. 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 Chinese 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.

Your response must be written in Chinese characters (Traditional or Simplified).

Performance Characteristics for the Written Performance Assignment

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

Score Scale for the Written Performance Assignment

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

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

SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT A

[SIMPLIFIED CHARACTERS]

学习英文的难忘经历

我从初中开始学习英文，
连头带尾地算起来，已经二十多年了。在这漫长的学习期间，有过很多难忘的事，其中最具有戏剧性的一件事，现在想起来觉得很有意思，写在这里和大家分享一。

有一回，快到圣诞节了，我出差在外地，晚上在旅馆里没事，就想给我的一个美国朋友写封信，寄些我和家人的照片。我写好信后，把它封在信封里。第二天好不容易找到一个邮局寄走了我对朋友的思念。一周以后，我回到我的办公室，有同事告诉我有一封外国来信，我一看，我寄到美国的信正静静地躺在我的办公桌上！原来我把信封的写法弄混了，写到美国的信，用的是中国式的信封写法。所以我的落款就成了投递的对象，等于我自己给自己写了一封信！气煞我也！我立即跑到附近的邮局，用一个大信封套住寄回来的信，宁可超重也要让我的在美国的朋友知道这封信的故事！

此可谓买个教训是也！这是一件难堪的事，也是一件只有在搞笑电影里才可以看到的事，算是终身难忘了！如果用自己的母语写信怎么会有这样的故事呢？我也常常拿这个故事对我的美国学生现身说法，告诉他们写中国信与写美国信的差别。

[TRADITIONAL CHARACTERS]

學習英文的難忘經歷

我從初中開始學習英文，
連頭帶尾地算起來，已經二十多年了。在這漫長的學習期間，有過很多難忘的事，其中最具有戲劇性的一件事，現在想起來覺得很有意思，寫在這裏和大家分享一。

有一回，快到聖誕節了，我出差在外地，晚上在旅館裏沒事，就想給我的一個美國朋友寫封信，寄些我和家人的照片。我寫好信後，把它封在信封裏。第二天好不容易找到一個郵局寄走了我對朋友的思念。一周以後，我回到我的辦公室，有同事告訴我有一封外國來信，我一看，我寄到美國的信正靜靜地躺在我的辦公桌上！原來我把信封的寫法弄混了，寫到美國的信，用的是中國式的信封寫法。所以我的落款就成了投遞的對象，等於我自己給自己寫了一封信！氣煞我也！我立即跑到附近的郵局，用一個大信封套住寄回來的信，寧可超重也要讓我的在美國的朋友知道這封信的故事！

此可謂買個教訓是也！這是一件難堪的事，也是一件只有在搞笑電影裏才可以看到的事，算是終身難忘了！如果用自己的母語寫信怎麼會有這樣的故事呢？我也常常拿這個故事對我的美國學生現身說法，告訴他們寫中國信與寫美國信的差別。

SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT B

[SIMPLIFIED CHARACTERS]

去外国旅行的好处有很多，比如能够使人增长见识，开阔眼界等等，但是在我看来，最有意义的或者说最有趣的大概是感受文化的差异。我在美国访学的一年中感受到很多这样的文化震撼。比如和朋友一起出行，基本是AA制。如果跑长途，租车、加油、住宿、吃饭、参观费各自轮流来，虽然没有算得那么清，但都是这个模式。对这种文化开始觉得不习惯，不符合中国人的交友方式，但是长久下来，觉得人际交往变得比较简单，用不着像在国内这么累。老是要考虑怎么还人情，还什么样的人情。

诚实地活着，也是一种值得思考和学习的文化震撼。学会说NO，这是中国人在美国必须过的一关。我们太习惯说YES，而不习惯也不喜欢说NO，这样的结果常常是使自己变得不诚实。明明不喜欢，明明做不到，我们常常勉强自己说YES，让自己做违心的事。

学会夸赞别人也学会接受夸赞，这也是美国文化中值得学习的地方。中国人比较含蓄，常常采取一切都在不言中的方法为人处世，我们不习惯夸奖别人，尤其不习惯夸奖家人，对别人夸赞自己的美言也总是回答“哪里哪里”，好象别人说的是假话。实际上，我们心里美滋滋的。

这些文化差异让我反思自己的往常习惯，觉得自己的做法应该改进。我不再对所有的事都说YES，如果我觉得我做不到，或者我很不喜欢，我一定会说NO，我不再刻意地去说YES的做法解放了我自己，让我更真实地活着。可以真心地面对朋友和自己。我也开始有意识地夸赞我的学生，让他们从我这里得到鼓励和自信，更好地沟通师生之间，学生才会有更大的学习积极性。对家人也是一样，多表扬多鼓励也是一个润滑家庭关系的好办法。对别人对自己的夸赞，也用一种常态的心去待之，只要是善意的表扬都大大方方地接受，过誉之辞只要不是虚伪也都当做是对自己的勉励。至于AA制，在现在的中国，在大多数人的观念中，还不容易施行，我耐心地等待着时机，并且慢慢开始在极少数朋友中实行。

这样实践着，就觉得人生有了一点进步，洋为中用，活学活用，至少大方向应该是不错的吧。

[TRADITIONAL CHARACTERS]

去外國旅行的好處有很多，比如能够使人增長見識，開闊眼界等等，但是在我看來，最有意義的或者說最有趣的大概是感受文化的差异。我在美國訪學的一年中感受到很多這樣的文化震撼。比如和朋友一起出行，基本是AA制。如果跑長途，租車、加油、住宿、吃飯、參觀費各自輪流來，雖然沒有算得那麼清，但都是這個模式。對這種文化開始覺得不習慣，不符合中國人的交友方式，但是長久下來，覺得人際交往變得比較簡單，用不著像在國內這麼累。老是要考慮怎麼還人情，還什麼樣的人情。

誠實地活著，也是一種值得思考和學習的文化震撼。學會說NO，這是中國人在美國必須過的一關。我們太習慣說YES，而不習慣也不喜歡說NO，這樣的結果常常是使自己變得不誠實。明明不喜歡，明明做不到，我們常常勉強自己說YES，讓自己做違心的事。

學會誇贊別人也學會接受誇贊，這也是美國文化中值得學習的地方。中國人比較含蓄，常常採取一切都在不言中的方法為人處世，我們不習慣誇獎別人，尤其不習慣誇獎家人，對別人誇贊自己的美言也總是回答“哪里哪里”，好象別人說的是假話。實際上，我們心裏美滋滋的。

這些文化差异讓我反思自己的往常習慣，覺得自己的做法應該改進。我不再對所有的事都說YES，如果我覺得我做不到，或者我很不喜歡，我一定會說NO，我不再刻意地去說YES的做法解放了我自己，讓我更真實地活著。可以真心地面對朋友和自己。我也開始有意識地誇贊我的學生，讓他們從我這裏得到鼓勵和自信，更好地溝通師生之間，學生才會有更大的學習積極性。對家人也是一樣，多表揚多鼓勵也是一個潤滑家庭關係的好辦法。對別人對自己的誇贊，也用一種常態的心去待之，只要是善意的表揚都大大方方地接受，過譽之辭只要不是虛偽也都當做是對自己的勉勵。至于AA制，在現在的中國，在大多數人的觀念中，還不容易施行，我耐心地等待著時機，並且慢慢開始在極少數朋友中實行。

這樣實踐著，就覺得人生有了一點進步，洋為中用，活學活用，至少大方向應該是不錯的吧。