I. **Multiple Choice: Choose the best answer (15%)**

1. Which of the following is NOT the reason why we use games in language classes?

   (A) Creating an easy and fun atmosphere.

   (B) Stimulating students' creativity and learning motivation.

   (C) Creating experience with language and ideas to prolong learners' memories.

   (D) Stressing on non-verbal communications.

2. Which of the following is a correct statement about "holistic scoring"?

   (A) Holistic scoring is specifically used to generate some inferential standards for students' oral proficiency.

   (B) It is important to have students produce a writing piece within a short period of time, so teachers can get the genuine products reflecting students' language proficiency.

   (C) Ideally, teachers should have more than one group of students write about the same topic, so teachers can have more objective scale for holistic scoring.

   (D) Holistic scoring is employed to answer parents' concerns about their children's aptitudes.

3. What environmental factors would directly affect children's emergent literacy?

   (A) The more family members read in the family, the better model they provide to the children.

   (B) Children who are read at home tend to do better at school.

   (C) Parental involvement in students' school activities.

   (D) All of the above.

4. Multiple modes of assessment helps you

   (A) gain a complete picture of a student's progress.

   (B) determine adjustments in your teaching approach.

   (C) justify a student's weaknesses by referencing different assessment results.

   (D) all of the above.

5. What should you do, as a teacher, if some grammatical errors persist among intermediate and advanced students?

   (A) Design a lesson to review all the grammar rules.

   (B) Have students engage in self-correction/self-edit on their own writing pieces.

   (C) Have students do repetitive oral drills.

   (D) Hopefully the errors will eventually go away as time goes by, so we do nothing.

II. **Terminology: Define the following terms (30%)**

   1. Schemata Theory

   2. Washback Effect

3. Automaticity
4. CALP vs. BICS
5. Contextualized learning
6. Hyponymy
7. Deixis
8. Euphemism
9. Analytic language
10. Lateralization

III. Short Questions (55%)

1. Since two decades ago, computer assisted language learning has gradually gained its popularity, analyze the local and/or global phenomenon from socio-cultural and technological perspectives. (5%)

2. Discuss the differences between native English-speaking and nonnative English-speaking teachers, and then explain their respective advantages and disadvantages in the educational context of Taiwan. Support your ideas with theoretical and practical base. (5%)

3. Several critical changes have been or will be made to our English subject assessment in major entrance examinations in Taiwan. Please specify the changes (at least two) and analytically explain the test evolution. (5%)

4. Do you think it's a reasonable expectation to ask all English teachers to use all English to teach English subject in school? Why or why not? Please critically evaluate this issue from the following four perspectives: a school principle, the Minister of Education, a parent, and a Taiwanese English teacher. (5%)

5. Provide an English example for each of the following word formation processes: compounding, clipping, back-formation, blend, and acronym. Explain your answer. (5%)

6. Draw a tree diagram to show the internal structure of the word *forewarned*. Then list all the morphemes and indicate whether they are free or bound, root or affix. For each affix also indicate whether it is derivational or inflectional. (6%)

7. (a) Identify all the words in the following that end with a voiceless fricative: (6%)
   dogs, laugh, fish, books, loves, both, tough
   (b) Identify all the words in the following that end with a vowel sound:
   fly, stop, flow, though, name, through, rise, bomb

8. Write out in ordinary spelling the English words represented by the following transcription. (6%)
   (a) [zu]　　　(b) [ðiz]　　　(c) [spat]　　　(d) [mɛʒər]

9. Provide an example of structural ambiguity and an example of lexical ambiguity. Explain your answer. (6%)

10. Are the underlined parts in the following examples phrasal constituents? If yes, what are their syntactic categories? Apply constituency tests to support your answer. (6%)

    The *old lady* ate the cake.

    Jane gave a book to *Jill*.