1. Read the questions. Listen to the tape. Select the most appropriate answer. (48%, 4 points per question)

1. What is one common learning style in North American schools?
   
   (A) Learning by doing
   (B) Listening and repeating
   (C) Selfishness
   (D) The social learning method

2. Whose theories are mentioned in this passage?
   
   (A) Noam Chomsky
   (B) John Dewey
   (C) Steven Pinker
   (D) Jerry Fodor

3. What is one reason elementary teachers use different teaching styles?
   
   (A) Learning by doing
   (B) Elementary teachers are well-paid
   (C) Young children must learn science
   (D) Students pass through a number of developmental stages

4. What kind of activities are recommended in ESL textbooks?
   
   (A) The current methodology
   (B) Listening and speaking
   (C) Natural approach
   (D) Games and game-like activities

5. What kinds of teaching resources does Enright suggest?
   
   (A) Books, tapes, and videos
   (B) Total Physical response
   (C) Appeal to a variety of learning styles
   (D) Arts, crafts, games, finger plays, stories, and poems

6. What did the author use to discover whether commercial ESL materials used different learning styles?
   
   (A) Books, tapes, and videos
   (B) Textbooks approved by the State of California
   (C) A difficult experiment
   (D) Arts, crafts, games, finger plays, stories, and poems
7. How are the Addison-Wesley Materials described?
   (A) Diverse and interesting
   (B) Inexpensive and broad
   (C) Holistic and eclectic
   (D) Enthusiastic and simple

8. What is the CALLA approach?
   (A) It uses training in learning strategies with activities that develop language skills and content area skills for upper elementary students.
   (B) It uses computer and media materials for integrating curriculum and student learning.
   (C) It uses a textbook-based approach that is strong on writing.
   (D) It uses a teacher-centered approach that requires extensive teacher training and preparation.

9. The Santilla materials......
   (A) Do not stress listening
   (B) Do not stress textbook learning
   (C) Do not stress the second language
   (D) Do not stress grammar

10. In the Addison-Wesley materials, what story does the teacher read aloud?
    (A) The Gingerbread Man
    (B) Goldilocks and the Three Bears
    (C) Robin Hood
    (D) The Three Little Pigs

11. What do the follow-up materials in Level D of Addison-Wesley suggest?
    (A) A baseball game
    (B) A shopping trip
    (C) A fishing trip
    (D) A camping trip

12. In the Santilla materials, what did lesson 6 discuss?
    (A) Geography and maps, transportation
    (B) Science and industry
    (C) A day at the library
    (D) Ecology and forest growth
II. Reading: In this section you will read several passages. Please choose the best answer to each question.

(52%, 4 points per question)

Traditionally, mental tests have been divided into two types. Achievement tests are designed to measure acquired skills and knowledge, particularly those that have been explicitly taught. The proficiency exams required by some states for high school graduation are achievement tests. Aptitude tests are designed to measure a person's ability to acquire new skills or knowledge. For example, vocational aptitude tests can help you decide whether you would do better as a mechanic or musician. However, all mental tests are in some sense achievement tests because they assume some sort of past learning or experience with certain objects, words, or situations. The difference between achievement and aptitude tests is one of degree and intended use.

1. The author's main purpose in this passage is to
   (A) show the importance of testing
   (B) relate a story about aptitude and achievement tests
   (C) compare and contrast achievement and aptitude tests
   (D) criticize the use of testing to measure a person's ability

2. This passage would most likely appear in
   (A) an art journal
   (B) a novel
   (C) a psychology book
   (D) a medical journal

3. The paragraph preceding this one most likely deals with
   (A) other types of psychological testing
   (B) the relation between education and achievement
   (C) career choices
   (D) the requirements for high school graduation

Min-Min Chen, a third grader, is learning English as a second language. Although she does not receive any instruction in her native language in school, her parents communicate with her only in Mandarin at home, and they have read to her regularly in Mandarin since she was very young. Min-Min learned to read in Mandarin at five. She regularly writes independently in Chinese to her favorite aunt and cousin in Taiwan. Which of the following is the most accurate statement about Min-Min's language development?

4. (A) Her language development is weak, due to her poor command of English.
   (B) She is learning English in an additive bilingual context.
   (C) She is learning English in a subtractive bilingual context.
   (D) She is likely to have difficulty learning English, because the critical age for second language acquisition has passed.
Min-Min's younger brother has been enrolled in an ESL kindergarten program. His new teacher wants him to learn English as quickly as possible, and views his first language development as an impediment to English acquisition. Because of this, she does not involve him with other kids from Taiwan and encourages his parents to speak only English with him at home. If these approaches are successful, she believes, he will not need ESL services for more than a year or two.

5. If Min-Min's parents follow the teacher's advice, this will likely lead to:
   (A) immediate CALP in English
   (B) subtractive bilingualism
   (C) additive bilingualism
   (D) none of the above

6. Which of the following statements about CALP is true?
   (A) It is centered in the here-and-now.
   (B) It is dependent upon prior language and cognitive development.
   (C) It is used primarily in intimate and informal styles of language.
   (D) Comprehensible input is not needed to develop CALP.

7. Child: Ain't got no pencil.
   Teacher: I don't have any pencils, you don't have any pencils, they don't have any pencils.
   Child: Don't nobody got no pencil?
   This dialogue illustrates the limitations in the theories of:
   (A) Nativists.
   (B) Behaviorists.
   (C) Wong-Fillmore.
   (D) Hakuta.

8. Many languages require that prepositions precede noun phrases, for example: (a) With which friend does Dorothy live? Many languages prohibit ending a sentence with a preposition, as in: (b) Which friend does Dorothy live with? Although many dialects of English accept a preposition at the end of a sentence, English-speaking children tend to assume this form is acceptable later than (a). What explanation would be offered through Universal Grammar?
   (A) There is a tendency toward cumulative complexity in language development.
   (B) Winston Churchill discouraged it.
   (C) The principle of conservative hypothesis formation was used.
   (D) Children receive less positive reinforcement when they fail to use universally acceptable forms.

9. Universal grammar is:
   (A) dependent upon language models in a child's environment.
   (B) a collection of sentence formation rules approved by the U.N.
   (C) only applicable when children learn two languages simultaneously.
   (D) common to all children.
Chomsky’s studies of language have led him and others working within his linguistic framework to advance the claim that humans are genetically equipped with language-specific knowledge. Chomsky refers to this knowledge as Universal Grammar. We have what Chomsky calls a Language Acquisition Device (LAD), or innate ability to acquire languages quickly and easily. To make an analogy with computers, Chomsky’s claim might be that humans are born with built-in hardware (the LAD) that allows them to run a number of different kinds of software (human languages) if they are programmed properly.

10. The Language Acquisition Device was accepted by:
   (A) nativists    (B) behaviorist.
   (C) Skinner      (D) none of the above.

11. Which of the following is **not** a characteristic of the Language Acquisition Device?
   (A) the ability to engage in constant evaluation of the developing linguistic system
   (B) the ability to distinguish speech sounds from other sounds in the environment
   (C) the development of linguistic events into classes which can later be refined
   (D) the total dependence on environmental cues for the development of language

The direct method lesson often develops around specially constructed pictures depicting life in the country where the target language is spoken. These pictures enable the teacher to avoid the use of translation, which is strictly forbidden in the classroom. Definitions of new vocabulary are given via paraphrases in the target language, or by miming the action or manipulation objects to get the meaning across.

12. In the direct method for teaching second languages:
   (A) the material was first presented in writing in the language to be learned.
   (B) grammar was taught through memorization of rules.
   (C) the general skill and personality of the teacher were critical.
   (D) none of the above.

According to Krashen, comprehensible input is the source of all acquired language. He believes that only input leads to acquisition and so output—speaking or writing—is not important. Students do not have to produce language in order to acquire it.

13. According to Krashen, comprehensible input:
   (A) is one of several ways to promote language learning.
   (B) is more important than practice in the language acquisition process.
   (C) should be at or below the comprehension level for optimal learning to occur.
   (D) is assimilated most effectively when the learner is slightly tense and highly attentive.