

The following questionnaires and tests are used to collect various information for this research. There are no right or wrong answers, please answer the following questions as truthfully as possible. We can ensure that your information will only be used for research and that your privacy will not be known by others. All questions are compulsory and must be answered (if applicable).

Your basic information

Name:

Gender:

Birth of date:

Telephone:

## Questionnaire about the AoFE (age of first exposure) to English

The purpose of this short questionnaire is to determine the age at which you learned English for the first time, i.e, the age of first exposure (AoFE) to English. The AoFE is a complex variable that needs various information to determine.

According to previous studies, AoFE to English is defined as the age at which you first learned English in a systematic, intensive, maintained, and serious way. Here, “systematic” mainly refers to the systematic English education received in the school and other qualified after-school training institutions. English teachers should obtain teaching qualifications to ensure teaching quality. “Intensive” means that you achieved a certain amount of exposure to English. We regulate that your English learning time should reach at least three hours a week. “Maintained” means that there is no long-time interruption in your English learning process. For example, if someone learns English at a very early age, but the learning is interrupted for two years. Then he or she can not be regarded as having a very early AoFE to English. Their AoFE should be the age at which they begin and sustain to learn English. Finally, “serious” means that you carefully listen to the class, rather than completely or basically not listening to the class, which ensures a certain degree of engagement in English learning activities. Only if the above requirements are **simultaneously** met, your AOFE to English can be determined.

Based on the above, after fully considering your situation, can you answer the questions:

1. When did you begin to

A. systematically

B. continuously

C. intensively

D. seriously

learn English?

Your response:

2. Before the starting age of English learning that you just mentioned, have you ever been exposed to English? In what way?

Your response:

3. Have you ever interrupted your English learning since you started to learn English for a relatively longer period of time (exceeding half a year)?

Your response:

4. What English activities or programs were you enrolled in when you started to learn English?

Your response:

5. What textbooks were you use when you started to learn English?

Your response:

6. How many classes/hours were you learn English for each week when you started to learn English?

Your response:

7. How about your first English teacher's qualification and teaching quality?

Your response:

8. How about your grades (learning quality) during the time when you started to learn

English?

Your response:

Thank you for your response!

## Questionnaire about the AoTE (amount of total exposure) to English

The purpose of this questionnaire is to better calculate your English learning time from childhood to adulthood. I hope you can read the following questions carefully, recall your memory as much as possible and answer the questions.

This questionnaire is divided into six modules, which run through the whole process of being educated for students on the mainland. These six modules are the preschool stage (kindergarten, etc.), primary school stage, junior high school stage, senior high school stage, undergraduate stage, and postgraduate stage. In each module, the valid time of learning English is counted respectively (from Monday to Friday (school day), weekend (school day) as well as winter and summer vacation). At each stage, you are expected to recall as much as possible the English learning activities that you have done, and then calculate the English learning time per day on average. For example, if you only have two English classes for one week and each class lasts for 45 minutes, then your English learning time per day on average is  $90/7=?$  minutes. If you spend less time learning English within a certain period (such as winter and summer vacation) and it is difficult to calculate the mean of each day, you are encouraged to recall the sum of English learning time in this period. For each stage, according to the general situation of students in most areas of the mainland, examples are given followed by the tables for your reference.

\* After the preliminary investigation, most of the students who participated in this research had a six-year primary school life and a three-year junior high school life. Some students have a five-year primary school life and a four-year junior high school

life. All students have a three-year senior high school life and attend a four-year undergraduate program except for those students who attended the National College Entrance Examination (NCEE) or the National Entrance Examination for Postgraduate (NEEP) twice.

\* Valid learning time refers to the time when you carefully listen to lectures in class, and acquire English knowledge, and the time when you don't listen to lectures basically or completely is not included.

\* If you have the same English learning time in each academic year of the same stage (for example, you have the same English learning time in each academic year of the three-year senior high school), you don't have to fill it out repetitively, just write down the learning time of one academic year and indicate it.

To help your memories about your process of learning English, according to the characteristics of most schools on the mainland, you can pay special attention to the following points to avoid omissions in the process of recalling:

1. About the additional lessons organized by the school

In every stage especially in junior high school and senior high school, did you attend the additional lessons (including voluntary and compulsory additional lessons) for students organized by the school on weekends/winter and summer vacations? Are additional lessons organized every weekend/winter and summer vacation of each academic year? How long do the additional lessons last for each academic year (days \* duration)? After the additional lessons, did you do the homework for these lessons? How long did it take you to finish the homework for each lesson or all these lessons?

\* The additional lessons organized by the school should be differentiated from the training lessons offered by the after-school training institutions such as New Oriental Education & Technology Group, as well as the regular lessons normally taught in the school.

2. About the five summer vacations that you graduated from primary school, junior high school, senior high school, undergraduate program, and postgraduate program.

Have you studied English during these five summer vacations? How long did you learn English during these summer vacations (days \* duration)?

3. About learning English by watching English films and television programs

Have you learned English by watching English films and television programs? Here, “learning English by watching TV programs” means that watching English films and television programs can help you acquire some English knowledge, or have a positive influence on your English learning, rather than just watching Chinese subtitles and plots. How much time did you watch? Can you estimate it generally?

4. About the review for English examinations

You may take the same English examination several times repetitively for getting a pass, such as College English Test Band 4/6 (CET-4/6), the English test in NCEE and NEEP, IELTS and TOEFL test, etc. Please recall how many times you took the same test, and how long did you review each time (days \* time)?

5. About “self-study” and “others”

Self-study refers to those extra-curriculum English learning time, and it includes your efforts for English examinations, such as the final exams, the national entrance

examination, CET-4/6, IELTS, TOEFL, etc. It also includes the activities in which you are engaged to improve your English, such as taking part in English competitions, reading English newspapers and books, watching English films and TV programs, taking part in English corners, listening to VOA and BBC to improve your listening, etc.

The English activities listed in the examples may not fully include the English activities you have experienced. If you have engaged in other English activities, such as working as a full-time or part-time English teacher, a translator or interpreter, or writing and reading papers in English (instead of just using translation software), etc., I hope you can try your best to recall, fill in the length of time of each activity, and be careful that English learning time spent on various English activities that you participated in would not be overlapped, or else it will lead to an unauthentic extension of the total English learning time.

### **Pre-school (kindergarten, etc) period**

#### Monday to Friday

Example: regular English lessons in the school once or twice a week (30 minutes per class) and homework (20 minutes per class) + after-school training lessons and homework + self-study + others =? minutes per day on average.

#### Saturday and Sunday

Example: weekend homework for regular English lessons in the school + weekend after-school training lessons and homework + self-study + others =? minutes



per day on average.

### Summer and winter vacations

Example: winter and summer vacation homework for regular English lessons in the school + vacation after-school training lessons and homework + self-study + others =? minutes per day on average/total duration.

	Monday to Friday (school day)	Saturday and Sunday (school day)	Summer and winter vacations
Grade 1			
Grade 2			
Grade 3			
Grade 4 (if any)			

### **Primary school period**

#### Monday to Friday

Example: morning reading (not available in most primary schools in the mainland) + regular English lessons in the school two or three times a week (40 minutes per class) and homework (20 minutes per class) + after-school training lessons and homework + self-study + others =? minutes per day.

#### Saturday and Sunday

Example: weekend homework for regular English lessons in the school +

weekend after-school training lessons and homework + self-study + others =? minutes per day.

Summer and winter vacations

Example: winter and summer vacation homework for regular English lessons in the school + vacation after-school training lessons and homework + self-study + others =? minutes per day/total duration.

	Monday to Friday (school day)	Saturday and Sunday (school day)	Summer and winter vacations
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6 (if any)			

**Junior high school period**

Monday to Friday

Example: morning reading (30 minutes every other day) + regular English

lessons in the school per day (45 minutes per class) and homework (30-40 minutes per class) + after-school training lessons and homework + self-study+others =? minutes per day.

Saturday and Sunday

Example: weekend homework for regular English lessons in the school + weekend additional lessons organized by the school and homework + weekend after-school training lessons and homework + self-study + others =? minutes per day.

Summer and winter vacations

Example: winter and summer vacation homework for regular English lessons in the school + vacation additional lessons organized by the school and homework + vacation after-school training lessons and homework + self-study + others =? minutes per day/total duration.

	Monday to Friday (school day)	Saturday and Sunday (school day)	Summer and winter vacations
Grade 1			
Grade 2			
Grade 3			
Grade 4 (if any)			

## Senior high school period

### Monday to Friday

Example: morning reading (30 minutes every other day) + regular English lessons in the school once or twice per day (45 minutes per class) and homework (60-70 minutes per class) + after-school training lessons and homework + self-study + others =? minutes per day.

### Saturday and Sunday

Example: weekend homework for regular English lessons in the school + weekend additional lessons organized by the school and homework + weekend after-school training lessons and homework + self-study + others=? minutes per day.

### Summer and winter vacations

Example: winter and summer vacation homework for regular English lessons in the school + vacation additional lessons organized by the school and homework + vacation after-school training lessons and homework + self-study + others:? minutes per day/total duration.

	Monday to Friday (school day)	Saturday and Sunday (school day)	Summer and winter vacations
Grade 1			
Grade 2			

Grade 3			
Preparing NCEE for the second time (if any)			

### **Undergraduate period**

#### Monday to Friday

Example: morning reading (not available in most universities on the mainland) + regular English lessons in the school once a week (180 minutes per class) + after-school training lessons and homework + self-study + others =? minutes per day.

#### Saturday and Sunday

Example: weekend homework for regular English lessons in the school + weekend after-school training lessons and homework + self-study + others =? minutes per day.

#### Summer and winter vacations

Example: winter and summer vacation homework for regular English lessons in the school + vacation after-school training lessons and homework + self-study + others =? minutes per day/total duration.

	Monday to Friday (school day)	Saturday and Sunday (school day)	Summer and winter vacations
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Grade 1			
Grade 2			
Grade 3			
Grade 4			
Preparing NEEP for the second time (if any)			

**Postgraduate period (if any)**

Monday to Friday

Example: morning reading (not available in most universities on the mainland) +  
regular English lessons in the school once a week (90 minutes per class) +  
after-school training lessons and homework + self-study + others =? minutes per day.

Saturday and Sunday

Example: weekend homework for regular English lessons in the school +  
weekend after-school training lessons and homework + self-study + others =? minutes  
per day.

Summer and winter vacations

Example: winter and summer vacation homework for regular English lessons in the school + vacation after-school training lessons and homework + self-study + others =? minutes per day/total duration.

	Monday to Friday (school day)	Saturday and Sunday (school day)	Summer and winter vacations
Grade 1			
Grade 2			
Grade 3 (if any)			

Thank you for your response!

## Vocabulary Size Test

Circle the letter a-d with the closest meaning to the key word in the question.

1. SEE: They saw it.

- a. cut
- b. waited for
- c. looked at**
- d. started

2. TIME: They have a lot of time.

- a. money
- b. food
- c. hours**
- d. friends

3. PERIOD: It was a difficult period.

- a. question
- b. time**
- c. thing to do
- d. book

4. FIGURE: Is this the right figure?

- a. answer
- b. place
- c. time
- d. number**

5. POOR: We are poor.

- a. have no money**
- b. feel happy
- c. are very interested
- d. do not like to work hard

6. DRIVE: He drives fast.

- a. swims
- b. learns
- c. throws balls
- d. uses a car**

7. JUMP: She tried to jump.

- a. lie on top of the water
- b. get off the ground suddenly**
- c. stop the car at the edge of the road
- d. move very fast



8. SHOE: Where is your shoe?

- a. the person who looks after you
- b. the thing you keep your money in
- c. the thing you use for writing
- d. the thing you wear on your foot**

9. STANDARD: Her standards are very high.

- a. the bits at the back under her shoes
- b. the marks she gets in school
- c. the money she asks for
- d. the levels she reaches in everything**

10. BASIS: This was used as the basis.

- a. answer
- b. place to take a rest
- c. next step
- d. main part**

Second 1000

1. MAINTAIN: Can they maintain it?

- a. keep it as it is**
- b. make it larger
- c. get a better one than it
- d. get it

2. STONE: He sat on a stone.

- a. hard thing**
- b. kind of chair
- c. soft thing on the floor
- d. part of a tree

3. UPSET: I am upset.

- a. tired
- b. famous
- c. rich
- d. unhappy**

4. DRAWER: The drawer was empty.

- a. sliding box**
- b. place where cars are kept
- c. cupboard to keep things cold
- d. animal house

5. PATIENCE: He has no patience.

- a. will not wait happily**
- b. has no free time
- c. has no faith
- d. does not know what is fair

6. NIL: His mark for that question was  
nil.

a. very bad

**b. nothing**

c. very good

d. in the middle

7. PUB: They went to the pub.

**a. place where people drink and talk**

b. place that looks after money

c. large building with many shops

d. building for swimming

8. CIRCLE: Make a circle.

a. rough picture

b. space with nothing in it

**c. round shape**

d. large hole

9. MICROPONE: Please use the  
microphone.

a. machine for making food hot

**b. machine that makes sounds louder**

c. machine that makes things look

bigger

d. small telephone that can be carried

around

10. PRO: He's a pro.

a. someone who is employed to find out  
important secrets

b. a stupid person

c. someone who writes for a newspaper

**d. someone who is paid for playing  
sport**

Third 1000

1. SOLDIER: He is a soldier.

a. person in a business

b. student

c. person who uses metal

**d. person in the army**

2. RESTORE: It has been restored.

- a. said again
- b. given to a different person
- c. given a lower price
- d. made like new again**

3. JUG: He was holding a jug.

- a. a container for pouring liquids**
- b. an informal discussion
- c. a soft cap
- d. a weapon that explodes

4. SCRUB: He is scrubbing it.

- a. cutting shallow lines into it
- b. repairing it
- c. rubbing it hard to clean it**
- d. drawing simple pictures of it

5. DINOSAUR: The children were pretending to be dinosaurs.

- a. robbers who work at sea
- b. very small creatures with human form but with wings
- c. large creatures with wings that breathe fire
- d. animals that lived a long time ago**

6. STRAP: He broke the strap.

- a. promise
- b. top cover
- c. shallow dish for food
- d. strip of material for holding things together**

7. PAVE: It was paved.

- a. prevented from going through
- b. divided
- c. given gold edges
- d. covered with a hard surface**

8. DASH: They dashed over it.

a. **moved quickly**

b. moved slowly

c. fought

d. looked quickly

9. ROVE: He couldn't stop roving.

a. getting drunk

b. **travelling around**

c. making a musical sound through  
closed lips

d. working hard

10. LONESOME: He felt lonesome.

a. ungrateful

b. very tired

c. **lonely**

d. full of energy

Fourth 1000

1. COMPOUND: They made a new  
compound.

a. agreement

b. **thing made of two or more parts**

c. group of people forming a business

d. guess based on past experience

2. LATTER: I agree with the latter.

a. man from the church

b. reason given

c. **last one**

d. answer

3. CANDID: Please be candid.

a. be careful

b. show sympathy

c. show fairness to both sides

d. **say what you really think**

4. TUMMY: Look at my tummy.

a. cloth to cover the head

b. **stomach**

c. small furry animal

d. thumb

5. QUIZ: We made a quiz.

a. thing to hold arrows

b. serious mistake

**c. set of questions**

d. box for birds to make nests in

6. INPUT: We need more input.

**a. information, power, etc. put into something**

b. workers

c. artificial filling for a hole in wood

d. money

7. CRAB: Do you like crabs?

**a. sea creatures that walk sideways**

b. very thin small cakes

c. tight, hard collars

d. large black insects that sing at night

8. VOCABULARY: You will need

more vocabulary.

**a. words**

b. skill

c. money

d. guns

9. REMEDY: We found a good remedy.

**a. way to fix a problem**

b. place to eat in public

c. way to prepare food

d. rule about numbers

10. ALLEGE: They alleged it.

**a. claimed it without proof**

b. stole the ideas for it from someone

else

c. provided facts to prove it

d. argued against the facts that supported

it

Fifth 1000

1. DEFICIT: The company had a large

deficit.

**a. spent a lot more money than it**

**earned**

b. went down a lot in value

c. had a plan for its spending that used a

lot of money

d. had a lot of money in the bank

2. WEEP: He wept.

a. finished his course

**b. cried**

c. died

d. worried

3. NUN: We saw a nun.

a. long thin creature that lives in the earth

b. terrible accident

**c. woman following a strict religious life**

d. unexplained bright light in the sky

4. HAUNT: The house is haunted.

a. full of ornaments

b. rented

c. empty

**d. full of ghosts**

5. COMPOST: We need some compost.

a. strong support

b. help to feel better

c. hard stuff made of stones and sand stuck together

**d. rotted plant material**

6. CUBE: I need one more cube.

a. sharp thing used for joining things

**b. solid square block**

c. tall cup with no saucer

d. piece of stiff paper folded in half

7. MINIATURE: It is a miniature.

**a. a very small thing of its kind**

b. an instrument to look at small objects

c. a very small living creature

d. a small line to join letters in handwriting

8. PEEL: Shall I peel it?

a. let it sit in water for a long time

**b. take the skin off it**

c. make it white

d. cut it into thin pieces

9. FRACTURE: They found a fracture.

- a. **break**
- b. small piece
- c. short coat
- d. rare jewel

10. BACTERIUM: They didn't find a single bacterium.

- a. **small living thing causing disease**
- b. plant with red or orange flowers
- c. animal that carries water on its back
- d. thing that has been stolen and sold to a shop

Sixth 1000

1. DEVIOUS: Your plans are devious.

- a. **tricky**
- b. well-developed
- c. not well thought out
- d. more expensive than necessary

2. PREMIER: The premier spoke for an hour.

- a. person who works in a law court
- b. university teacher
- c. adventurer

**d. head of the government**

3. BUTLER: They have a butler.

- a. **man servant**
- b. machine for cutting up trees
- c. private teacher
- d. cool dark room under the house

4. ACCESSORY: They gave us some accessories.

- a. papers allowing us to enter a country
- b. official orders
- c. ideas to choose between

**d. extra pieces**

5. THRESHOLD: They raised the threshold.

a. flag

**b. point or line where something changes**

c. roof inside a building

d. cost of borrowing money

6. THESIS: She has completed her thesis.

**a. long written report of study carried out for a university degree**

b. talk given by a judge at the end of a trial

c. first year of employment after becoming a teacher

d. extended course of hospital treatment

7. STRANGLE: He strangled her.

**a. killed her by pressing her throat**

b. gave her all the things she wanted

c. took her away by force

d. admired her greatly

8. CAVALIER: He treated her in a cavalier manner.

**a. without care**

b. politely

c. awkwardly

d. as a brother would

9. MALIGN: His malign influence is still felt.

**a. evil**

b. good

c. very important

d. secret

10. VEER: The car veered.

**a. went suddenly in another direction**

b. moved shakily

c. made a very loud noise

d. slid sideways without the wheels turning



Seventh 1000

1. OLIVE: We bought olives.

**a. oily fruit**

b. scented pink or red flowers

c. men's clothes for swimming

d. tools for digging up weeds

2. QUILT: They made a quilt.

a. statement about who should get their property when they die

b. firm agreement

**c. thick warm cover for a bed**

d. feather pen

3. STEALTH: They did it by stealth.

a. spending a large amount of money

b. hurting someone so much that they agreed to their demands

**c. moving secretly with extreme care and quietness**

d. taking no notice of problems they met

4. SHUDDER: The boy shuddered.

a. spoke with a low voice

b. almost fell

**c. shook**

d. called out loudly

5. BRISTLE: The bristles are too hard.

a. questions

**b. short stiff hairs**

c. folding beds

d. bottoms of the shoes

6. BLOC: They have joined this bloc.

a. musical group

b. band of thieves

c. small group of soldiers who are sent ahead of others

**d. group of countries sharing a purpose**

7. DEMOGRAPHY: This book is about demography.

- a. the study of patterns of land use
- b. the study of the use of pictures to show facts about numbers
- c. the study of the movement of water
- d. the study of population**

8. GIMMICK: That's a good gimmick.

- a. thing for standing on to work high above the ground
- b. small thing with pockets to hold money
- c. attention-getting action or thing**
- d. clever plan or trick

9. AZALEA: This azalea is very pretty.

- a. small tree with many flowers growing in groups**
- b. light material made from natural threads
- c. long piece of material worn by women in India
- d. sea shell shaped like a fan

10. YOGHURT: This yoghurt is disgusting.

- a. grey mud found at the bottom of rivers
- b. unhealthy, open sore
- c. thick, soured milk, often with sugar and flavouring**
- d. large purple fruit with soft flesh

Eighth 1000

1. ERRATIC: He was erratic.

- a. without fault
- b. very bad
- c. very polite
- d. unsteady**

2. PALETTE: He lost his palette.

- a. basket for carrying fish
- b. wish to eat food
- c. young female companion
- d. artist's board for mixing paints**

3. NULL: His influence was null.

a. had good results

b. was unhelpful

**c. had no effect**

d. was long-lasting

4. KINDERGARTEN: This is a good kindergarten.

a. activity that allows you to forget your worries

**b. place of learning for children too young for school**

c. strong, deep bag carried on the back

d. place where you may borrow books

5. ECLIPSE: There was an eclipse.

a. a strong wind

b. a loud noise of something hitting the water

c. the killing of a large number of people

**d. the sun hidden by a planet**

6. MARROW: This is the marrow.

a. symbol that brings good luck to a team

**b. soft centre of a bone**

c. control for guiding a plane

d. increase in salary

7. LOCUST: There were hundreds of locusts.

**a. insects with wings**

b. unpaid helpers

c. people who do not eat meat

d. brightly coloured wild flowers

8. AUTHENTIC: It is authentic.

**a. real**

b. very noisy

c. old

d. like a desert

9. CABARET: We saw the cabaret.

a. painting covering a whole wall

**b. song and dance performance**

c. small crawling insect

d. person who is half fish, half woman

10. MUMBLE: He started to mumble.

- a. think deeply
- b. shake uncontrollably
- c. stay further behind the others
- d. speak in an unclear way**

Ninth 1000

1. HALLMARK: Does it have a hallmark?

- a. stamp to show when to use it by
- b. stamp to show the quality**
- c. mark to show it is approved by the royal family
- d. mark or stain to prevent copying

2. PURITAN: He is a puritan.

- a. person who likes attention
- b. person with strict morals**
- c. person with a moving home
- d. person who hates spending money

3. MONOLOGUE: Now he has a monologue.

a. single piece of glass to hold over his eye to help him to see better

**b. long turn at talking without being interrupted**

c. position with all the power

d. picture made by joining letters together in interesting ways

4. WEIR: We looked at the weir.

- a. person who behaves strangely
- b. wet, muddy place with water plants
- c. old metal musical instrument played by blowing
- d. thing built across a river to control the water**

5. WHIM: He had lots of whims.

- a. old gold coins
- b. female horses
- c. strange ideas with no motive**
- d. sore red lumps

6. PERTURB: I was perturbed.

a. made to agree

**b. worried**

c. very puzzled

d. very wet

7. REGENT: They chose a regent.

a. an irresponsible person

b. a person to run a meeting for a time

**c. a ruler acting in place of the king**

d. a person to represent them

8. OCTOPUS: They saw an octopus.

a. a large bird that hunts at night

b. a ship that can go under water

c. a machine that flies by means of turning blades

**d. a sea creature with eight legs**

9. FEN: The story is set in the fens.

**a. low land partly covered by water**

b. a piece of high land with few trees

c. a block of poor-quality houses in a city

d. a time long ago

10. LINTEL: He painted the lintel.

**a. beam over the top of a door or window**

b. small boat used for getting to land from a big boat

c. beautiful tree with spreading branches and green fruit

d. board showing the scene in a theatre

Tenth 1000

1. AWE: They looked at the mountain with awe.

a. worry

b. interest

c. wonder

**d. respect**

2. PEASANTRY: He did a lot for the peasantry.

a. local people

b. place of worship

c. businessmen's club

**d. poor farmers**

3. EGALITARIAN: This organization is egalitarian.

a. does not provide much information about itself to the public

b. dislikes change

c. frequently asks a court of law for a judgement

**d. treats everyone who works for it as if they are equal**

4. MYSTIQUE: He has lost his mystique.

a. his healthy body

**b. the secret way he makes other people think he has special power or skill**

c. the woman who has been his lover while he is married to someone else

d. the hair on his top lip

5. UPBEAT: I'm feeling really upbeat about it.

a. upset

**b. good**

c. hurt

d. confused

6. CRANNY: We found it in the cranny!

a. sale of unwanted objects

**b. narrow opening**

c. space for storing things under the roof of a house

d. large wooden box

7. PIGTAIL: Does she have a pigtail?

**a. a rope of hair made by twisting bits together**

b. a lot of cloth hanging behind a dress

c. a plant with pale pink flowers that hang down in short bunches

d. a lover

8. CROWBAR: He used a crowbar.

- a. heavy iron pole with a curved end**
- b. false name
- c. sharp tool for making holes in leather
- d. light metal walking stick

9. RUCK: He got hurt in the ruck.

- a. hollow between the stomach and the top of the leg
- b. pushing and shoving**
- c. group of players gathered round the ball in some ball games
- d. race across a field of snow

10. LECTERN: He stood at the lectern.

- a. desk to hold a book at a height for reading**
- b. table or block used for church sacrifices
- c. place where you buy drinks
- d. very edge

Eleventh 1000

1. EXCRETE: This was excreted recently.

- a. pushed or sent out**
- b. made clear
- c. discovered by a science experiment
- d. put on a list of illegal things

2. MUSSEL: They bought mussels.

- a. small glass balls for playing a game
- b. shellfish**
- c. large purple fruits
- d. pieces of soft paper to keep the clothes clean when eating

3. YOGA: She has started yoga.

- a. handwork done by knotting thread
- b. a form of exercise for body and mind**
- c. a game where a cork stuck with feathers is hit between two players
- d. a type of dance from eastern countries

4. COUNTERCLAIM: They made a counterclaim.

**a. a demand made by one side in a law case to match the other side's demand**

b. a request for a shop to take back things with faults

c. an agreement between two companies to exchange work

d. a top cover for a bed

5. PUMA: They saw a puma.

a. small house made of mud bricks

b. tree from hot, dry countries

c. very strong wind that sucks up anything in its path

**d. large wild cat**

6. PALLOR: His pallor caused them concern.

a. his unusually high temperature

b. his lack of interest in anything

c. his group of friends

**d. the paleness of his skin**

7. APERITIF: She had an aperitif.

a. a long chair for lying on with just one place to rest an arm

b. a private singing teacher

c. a large hat with tall feathers

**d. a drink taken before a meal**

8. HUTCH: Please clean the hutch.

a. thing with metal bars to keep dirt out of water pipes

b. space in the back of a car for bags

c. metal piece in the middle of a bicycle wheel

**d. cage for small animals**

9. EMIR: We saw the emir.

a. bird with long curved tail feathers

b. woman who cares for other people's children in Eastern countries

**c. Middle Eastern chief with power in his land**

d. house made from blocks of ice



10. HESSIAN: She bought some hessian.

- a. oily pinkish fish
- b. stuff producing a happy state of mind
- c. coarse cloth**
- d. strong-tasting root for flavouring food

Twelfth 1000

1. HAZE: We looked through the haze.

- a. small round window in a ship
- b. unclear air**
- c. strips of wood or plastic to cover a window
- d. list of names

2. SPLEEN: His spleen was damaged.

- a. knee bone
- b. organ found near the stomach**
- c. pipe taking waste water from a house
- d. respect for himself

3. SOLILOQUY: That was an excellent soliloquy!

- a. song for six people
- b. short clever saying with a deep meaning
- c. entertainment using lights and music
- d. speech in the theatre by a character who is alone**

4. REPTILE: She looked at the reptile.

- a. old hand-written book
- b. animal with cold blood and a hard outside**
- c. person who sells things by knocking on doors
- d. picture made by sticking many small pieces of different colours together

5. ALUM: This contains alum.

- a. a poisonous substance from a common plant
- b. a soft material made of artificial threads
- c. a tobacco powder once put in the nose
- d. a chemical compound usually involving aluminium**

6. REFECTORY: We met in the refectory.

- a. room for eating**
- b. office where legal papers can be signed
- c. room for several people to sleep in
- d. room with glass walls for growing plants

7. CAFFEINE: This contains a lot of caffeine.

- a. a substance that makes you sleepy
- b. threads from very tough leaves
- c. ideas that are not correct
- d. a substance that makes you excited**

8. IMPALE: He nearly got impaled.

- a. charged with a serious offence
- b. put in prison
- c. stuck through with a sharp instrument**
- d. involved in a dispute

9. COVEN: She is the leader of a coven.

- a. a small singing group
- b. a business that is owned by the workers
- c. a secret society**
- d. a group of church women who follow a strict religious life

10. TRILL: He practised the trill.

- a. ornament in a piece of music**
- b. type of stringed instrument
- c. way of throwing a ball
- d. dance step of turning round very fast on the toes

Thirteenth 1000

1. UBIQUITOUS: Many weeds are ubiquitous.

**a. are difficult to get rid of**

b. have long, strong roots

c. are found in most countries

d. die away in the winter

2. TALON: Just look at those talons!

a. high points of mountains

**b. sharp hooks on the feet of a hunting**

**bird**

c. heavy metal coats to protect against weapons

d. people who make fools of themselves without realizing it

3. ROUBLE: He had a lot of roubles.

a. very precious red stones

b. distant members of his family

**c. Russian money**

d. moral or other difficulties in the mind

4. JOVIAL: He was very jovial.

a. low on the social scale

b. likely to criticize others

**c. full of fun**

d. friendly

5. COMMUNIQUE: I saw their communiqué.

a. critical report about an organization

b. garden owned by many members of a community

c. printed material used for advertising

**d. official announcement**

6. PLANKTON: We saw a lot of plankton.

a. poisonous weeds that spread very quickly

**b. very small plants or animals found in water**

c. trees producing hard wood

d. grey clay that often causes land to slip

7. SKYLARK: We watched a skylark.

a. show with aeroplanes flying in patterns

b. man-made object going round the earth

c. person who does funny tricks

**d. small bird that flies high as it sings**

8. BEAGLE: He owns two beagles.

a. fast cars with roofs that fold down

b. large guns that can shoot many people quickly

**c. small dogs with long ears**

d. houses built at holiday places

9. ATOLL: The atoll was beautiful.

**a. low island made of coral round a sea-water lake**

b. work of art created by weaving pictures from fine thread

c. small crown with many precious jewels worn in the evening by women

d. place where a river flows through a narrow place full of large rocks

10. DIDACTIC: The story is very didactic.

**a. tries hard to teach something**

b. is very difficult to believe

c. deals with exciting actions

d. is written in a way which makes the reader unsure of the meaning

Fourteenth 1000

1. CANONICAL: These are canonical examples.

a. examples which break the usual rules

**b. examples taken from a religious book**

c. regular and widely accepted examples

d. examples discovered very recently

2. ATOP: He was atop the hill.

a. at the bottom of

**b. at the top of**

c. on this side of

d. on the far side of

3. MARSUPIAL: It is a marsupial.

- a. an animal with hard feet
- b. a plant that grows for several years
- c. a plant with flowers that turn to face the sun
- d. an animal with a pocket for babies**

4. AUGUR: It augured well.

- a. promised good things for the future**
- b. agreed well with what was expected
- c. had a colour that looked good with something else
- d. rang with a clear, beautiful sound

5. BAWDY: It was very bawdy.

- a. unpredictable
- b. enjoyable
- c. rushed
- d. rude**

6. GAUCHE: He was gauche.

- a. talkative
- b. flexible
- c. awkward**
- d. determined

7. THESAURUS: She used a thesaurus.

- a. a kind of dictionary**
- b. a chemical compound
- c. a special way of speaking
- d. an injection just under the skin

8. ERYTHROCYTE: It is an erythrocyte.

- a. a medicine to reduce pain
- b. a red part of the blood**
- c. a reddish white metal
- d. a member of the whale family

9. CORDILLERA: They were stopped by the cordillera.

- a. a special law
- b. an armed ship
- c. a line of mountains**
- d. the eldest son of the king

10. LIMPID: He looked into her limpid

eyes.

Thank you for your response!

**a. clear**

b. tearful

The correct answers are marked by the

c. deep brown

bold font.

d. beautiful

## Questionnaire on Pragmatic & Grammatical Abilities and Awareness

### Instructions

In this questionnaire, you are going to read Anna and Peter talking to classmates and teachers. Their English will sometimes be correct but sometimes there will be a problem. Your job is to decide how well Anna and Peter use English in different conversations. There will be an exclamation mark (!) before the part we want you to evaluate. At the end of each conversation, decide whether you think there is a mistake or not and mark your answer.

Let's look at an example:

John: Good morning, Anna.

!Anna: Good night, John.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

If there was a **problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

Anna's answer is obviously not good, so put an X in the slot marked *No*. After this, you decide how big the mistake is. Put an X somewhere on the line between 0

and 5. A small mistake marks the second or third slot; A serious mistake marks the last slot.

### Scenarios

1. The teacher asks Peter to help with the plans for the class trip.

T: OK, so we'll go by bus. Who lives near the bus station? Peter, could you check the bus times for us on the way home tonight?

P: No, I can't tonight. Sorry.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

If there was a problem, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

2. Peter and George are classmates. George invites Peter to his house, but Peter cannot come.

G: Peter, would you like to come over to my house tonight?

P: I'm sorry, I just can't. I'm very tired. I couldn't sleep on last night.

Was the last part appropriate/correct?



Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

3. Peter goes to the snack bar to get something to eat before class.

F: May I help you?

!P: Would you be so kind as to give me a sandwich and a yogurt please?

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

4. George is going to the library. Peter asks him to return a library book.

G: Well, I'll see you later. I've got to go to the library to return my books.

!P: Oh, if you are going to the library, can you please return my book too?

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

5. Peter is talking to his teacher. The conversation is almost finished.

T: Well, I think that's all I can help you with at the moment.

!P: That's great. Thank you so much for all the informations.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

6. Anna is talking to her teacher in his office when she knocks over some books.

!A: (knocks over some books) Oh no! I'm really sorry! Let me help you pick them up.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

7. It is Anna's day to give her talk in class, but she is not ready.

T: Thank you Steven, that was very interesting. Anna, it's your turn to give your talk.

!A: I can't do it today but I will do it next week.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

8. Anna goes to the snack bar to get something to eat before class.

F: May I help you?

A: A cup of coffee please.

F: Would you like some cream in it?

!A: Yes, I would like.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

9. Anna has borrowed a book from a classmate, Maria. Maria needs it back, but Anna has forgotten to return it.

M: Anna, do you have the book I gave you last week?

!A: Oh, I'm really sorry but I was in a rush this morning and I didn't brought it today.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

10. Anna needs directions to the library. She asks another student.

A: Hi.

S: Hi.

!A: Tell me how to get to the library.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

11. Peter is going to George's house. He is quite late.

P: Hi George.

G: Hi Peter. I've been waiting for over half an hour for you. Weren't we supposed to meet at 4?

!P: I couldn't come earlier. And anyway, we don't have to hurry anywhere.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ 5

12. Peter and George meet before class. They want to do something before class starts.

G: Hey, we've got 15 minutes before the next class. What shall we do?

P: Let's go to the snack bar.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ 5

13. Peter goes to see his teacher at his office. When he arrives, his teacher is busy.

P: (knocks on the door)

T: Yes, come in.

P: Hello, Mr. Gordon. Are you busy?

T: Erm...I'm afraid so. Could you come back later?

P: OK, I'll be here tomorrow morning at 8.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ 5

14. Peter asks his teacher for a book.

P: Mr. Gordon?

G: Yes?

!P: Could I possibly borrow this book for the weekend if you not need it?

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ 5

15. Peter's teacher wants to talk to Peter about the class party. Peter makes arrangements to come back.

T: Peter, we need to talk about the class party soon.

!P: Yeah, if tomorrow is good for you, I could come any time you say.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

16. Anna goes to ask her teacher to fill in a questionnaire. She knocks on the office door.

A: (knocks on the door)

T: Yes, come in.

!A: Hello. My name is Anna Kovacs. If you don't mind, I would like you to fill this in for me.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

17. Maria invites Anna to her house but Anna cannot come.

M: Anna, would you like to come over this afternoon?

!A: I'm sorry, I'd really like to come but I have a difficult history test tomorrow.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

18. Anna needs directions to the library. She asks another student.

!A: Excuse me, could you tell me where is the library.

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5

19. Anna has borrowed a book from her teacher. Her teacher needs it back, but Anna has forgotten to return it.

T: Anna, have you brought back the book I gave you yesterday?

!A: Oh, I'm very sorry, I completely forgot. Can I giving it to you tomorrow?

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_: \_\_\_\_\_ 5



20. Anna meets her classmate, Maria, after school. They want to go somewhere.

A: Maria, are you doing anything this afternoon?

M: No, I've already prepared for tomorrow's classes.

A: Then I say we go to the cinema. OK?

Was the last part appropriate/correct?

Yes \_\_\_\_\_ No \_\_\_\_\_

**If there was a problem**, how bad do you think it was?

0 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ 5

Thank you for your response!

Answer: besides conversations 4, 6, 15, and 17, at the end of other conversations,  
there are all pragmatic or grammatical problems.

## Self-rating of your English proficiency

Please rate your listening/speaking/reading/writing ability in English by marking the appropriate number out of the scale below (6 = excellent; 0 = very poor.).

How would you rate your listening ability in English?

Very Poor Excellent

0 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ 6

How would you rate your speaking ability in English?

Very Poor Excellent

0 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ 6

How would you rate your reading ability in English?

Very Poor Excellent

0 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ 6

How would you rate your writing ability in English?

Very Poor Excellent

0 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ 6

Thank you for your response!

## **Questionnaire about Socio-economic Status information**

1. Please choose your education level:

A. Graduate school (Doctor)

B. Graduate school (Master)

C. College (Bachelor)

D. High school

E. Middle school

F. Elementary school

2. Please choose your father's education level:

A. Graduate school (Doctor)

B. Graduate school (Master)

C. College (Bachelor)

D. High school

E. Middle school

F. Elementary school

3. Please choose your mother's education level:

A. Graduate school (Doctor)

B. Graduate school (Master)

C. College (Bachelor)

D. High school

E. Middle school

F. Elementary school

4. Please estimate the proportion of relatives who obtained at least a bachelor's degree in your family:

- A. 10% and below
- B. 10%-30%
- C. 30%-60%
- D. 60%-80%
- E. 80%-100%

5. Which of the following areas did you grow up in?

- A. Urban area
- B. County area
- C. Town area
- D. Rural area

6. Please specify the city to which your living/birthplace belonged:

\_\_\_\_\_ (city) \_\_\_\_\_ (province).

7. Please estimate your household annual income:

- A. 0 - 49, 999 RMB
- B. 50, 000 - 99, 999 RMB
- C. 100,000 - 149, 999 RMB
- D. 150, 000 - 199, 999 RMB
- E. 200, 000 - 249, 999 RMB
- F. 250, 000 - 299, 999 RMB
- G. 300, 000 - 349, 999 RMB

## **Test on working memory capacity**

This experiment aims to measure your working memory capacity. First, a red “+” fixation appears on the computer screen, prompting you to start the experiment and focus on the computer screen. Then an English sentence will be presented. Please read this sentence immediately after it appears. After reading the sentence, please judge whether the meaning of this sentence is correct or wrong, and remember the last English word of this sentence. If the sentence is semantically correct, please press the left key on the keyboard; if the sentence is semantically incorrect, please press the right key. Please judge the semantic correctness of this sentence and remember the last word as soon as possible on the premise of understanding the sentence. For each sentence, you only have three seconds to read and judge. After reading a group of sentences and making the judgments one by one, the “? ? ?” will display on the screen. At this time, you should write down the English words at the end of each sentence that you just read as many as possible in the order. After the recall, you should press the space bar to enter the next group of sentences. There are three groups of sentences under each testing span. Span refers to the number of sentences contained in each group, which ranges from 2 to 6. Before the start of the next span, the program will tell you how many sentences each group includes under this span (i.e., how many words that appeared at the end of each sentence need to be remembered).

Note: For those sentences with errors, the errors can only be semantic. That is, the meaning of sentences does not conform to normal logic. No sentence has any grammatical errors. No personification rhetoric is considered in sentences. All the

words in the sentences belong to high-frequency words, and there are no uncommon words. Before the formal program begins, there is a short practice for participants to be fully familiar with the procedures. The results of the experiment are only for scientific research. Thank you for your support and cooperation!

### **Practice**

She was cold, so I put some wood on the fire. (T)

The clothes cried and woke up in the evening. (F)

Actually, I really like my cute little sister. (T)

The tiger is in love with the umbrella. (F)

The pencil breaks John with its sky. (F)

It is important for us to trust each other. (T)

### **Formal**

I haven't seen her for a very long time. (T)

She took her pigs in her lying mouth. (F)

The sofa turns on the floor under the sea. (F)

She is so kind that we believe her. (T)

You can buy the fruit in the store. (T)

The phone went to the office with the paper. (F)

If you need any help, please tell me. (T)

I want to get up to brush my nose. (F)

Christmas is coming and I hope to relax. (T)

I like to eat the shoes on the tree. (F)

My parents have taken care of me for 20 years. (T)

He arrived at the meeting an hour late. (T)

He has eaten a bridge called The Secret. (F)

If you want to buy a house, you have to be rich. (T)

The newspaper hit the man and ran away. (F)

When I was fighting, I saw a walking tea. (F)

Mary is an English teacher at the college. (T)

He never found it easy to forgive and forget. (T)

We change the tickets because tickets are young. (F)

I think I have to tell you everything. (T)

I really don't think that is a good idea. (T)

Jack wanted to eat cars and the air. (F)

My grandma is a horse and takes the rainbow. (F)

Finally, the rain stopped and the clouds cleared. (T)

The cup can hold a lot of computers. (F)

The sun is black and the moon is orange. (F)

Rabbits like to eat grass very much. (T)

My little brother is very good at cooking. (T)

The chocolate is afraid of the mad light. (F)

I can't tell the difference between red and green. (T)

The window feels hungry and looks for food. (F)

When you are ill, you should see a doctor. (T)

The finger was moved to tears by the skirt. (F)

Please pay attention to what you are doing. (T)

We plan on getting married in the future. (T)

The weather is delicious and goes to bag. (F)

I hated him but I didn't fear him. (T)

I wash the T-shirt on the red coffee. (F)

She said she was not tired at all. (T)

Lawyers should cook, and doctors should kill people. (F)



“ Please help me open the door,” he said. (T)

A monkey has three eyes and likes to study. (F)

There was no reason why she didn't come. (T)

I am not feeling good and need to rest. (T)

Mary tried to tell her desk the right way. (F)

The bed ran away when I got closer. (F)

I want to do something to change the world. (T)

I miss China and I wish to go back. (T)

People are drinking the stars on the table. (F)

She looks beautiful but she is not smart. (T)

Please write down your full name and address. (T)

I tried to lay eggs when I am touching. (F)

The chair dreams of being a good dancer. (F)

Amy never told stories—she believes in the truth. (T)

I like holidays because I don't need to work. (T)

At least 32 people died in the bus accident. (T)

His mountain reached the top of the heart. (F)

The game isn't over, so we can't say who wins. (T)

She believed that marriage was the key to happiness. (T)

He suddenly put the sandwich into the DVD. (F)

The experiment is over, thank you for your participation!

The correct answers for the judgment questions are attached at the end of each sentence in brackets.

## Personality Type Test

1. I usually like

- a) working alone.
- b) working with others.

2. I am a person who

- a) is not very approachable.
- b) is very approachable.

3. What makes me the happiest is

- a) not being with others.
- b) being with others.

4. At the party,

- a) I only talk with acquaintances.
- b) I would like to talk with strangers.

5. In dealing with others, I usually

- a) can't get others' latest news in time.
- b) be able to keep abreast of others' recent situations.

6. When doing things,

- a) I usually do things better if I try to figure them out by myself.
- b) I usually do things better if I discuss them with others.

7. When I am with others, I will be

- a) unwilling to tell others about my recent situation.
- b) cheerful, frank, and willing to take risks.

8. When making friends, I usually

- a) wait for others to take the initiative.
- b) take the initiative.

9. I'd rather

- a) stay at home alone.
- b) attend a party with little interest.

10. When I socialize with others, I always

- a) talk as few words as possible.
- b) am in a high mood, and it seems that there are many topics to talk about.

11. When I'm with a group of people, I usually

- a) wait for others to talk to me.
- b) actively talk to others.

12. When I am alone, I feel

- a) quiet.
- b) lonely.

13. In class, I like

- a) carrying out an activity alone.
- b) joining group activities.

14. When debating or arguing with others, I like

- a) not to talk, and I hope the problem can be solved automatically.
- b) to speak it out, and I hope the problem can be solved then and there.

15. When I want to express some complicated thoughts, I usually

- a) feel it very difficult.
- b) feel it relatively easy.

Thank you for your response!