1. Languages have been characterized according to the so-called "head-initial/head-final parameter". Describe what is head-initial/head-final parameter. Give specific examples from each of these two languages that illustrate your points. Then, discuss how this parameter will affect the English of learners whose L1 is Chinese. Give examples of likely or plausible learners' English errors and show how these are relevant to the differences between English and Chinese concerning head-initial/head final parameters? 30%

2. Complex speech acts have been shown to be a particular challenge for language learners. The fact that language learners may tend to respond as they would in their native langue and culture has been evidence for late acquisition of native-like production by non-natives. Do you think that speech act strategies can be taught effectively? 20%

3. Certain foreign accents of English are so readily recognized that they have become cultural stereotypes for speakers of American English. One widely stereotyped accent, whose central characteristic is the substitution of /l/ and /r/ sounds for each other, is that of native speakers of Chinese. What factors might contribute to this phenomenon? 25%

4. Here are four instances where a new word is needed. Create a word for each of these definitions using the word formation process suggested. Define each word formation process first and then fill in the blank with your new word. 25%
   a. Use an acronym ... for your uncle's second oldest brother.
      'We visited my _____ at Christmas.'
   b. Use onomatopoeia... for the sound of a coffee percolator at work..
      'I can't concentrate because my perc is _____ing.'
   c. Use a compound ... for the annoying string of cheese stretching from a slice of hot pizza to one's mouth.
      'As the _____ hung precariously from my lips, our eyes met!'
   d. Use conversion ... for wrapping something breakable in bubbles.
      'You'd better _____ that ornament or else it might break.'