

考 試 科 目	專業英文	所 別	教育系 1611	考 試 時 間	2 月 23 日 (日) 第一節
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I. Grammar.(30%)

The following sentences are all ungrammatical. For each one, indicate the reasons why it's ungrammatical (in Chinese), and what went wrong in its derivation. If possible, produce a grammatical sentence that means the same thing (as far as you can tell).

- 1) We don't think it to snow tomorrow.
- 2) Tom told that he will lose his job next year.
- 3) Cathy is believed for Johnson to have been kissed by.
- 4) It is widely believed for it to be a long way to Kaoshiung.
- 5) For his appearance at the party to be likely seems.
- 6) I suppose we have to go now, don't I?
- 7) Hardly I can drive this fancy sport car.
- 8) He told me to come pick up my book, so I went picked it up.
- 9) My brother is easy to win the race.
- 10) Leo will not ever have said such a thing.

II. Reading.(25%)

Please read the following paragraphs and make a brief abstract in Chinese, no less than 200 words.

Since congress passed the Elementary and Secondary Education Act (ESEA) of 1965, the role of the U.S. government in education has expanded, leading to the bipartisan reauthorization of ESEA in 2001 called the No Child Left Behind (NCLB) Act - clearly the most dramatic change in national school legislation since ESEA's inception. NCLB moves the federal government from being primarily a source of funding - now about 9% of every public school dollar - to being a major factor in shaping the substance of K-12 instruction. Proponents argue that the law will boost student achievement, especially among the poor and minority group members for whom ESEA was originally intended, and will bring accountability to states' and districts' use of federal funds. Opponents fear that NCLB's testing mandates and sanctions for school failure will result in student regimentation and parental abandonment of public education.

What no one disputes is that NCLB has completely reshaped federal involvement in American education. To understand the NCLB revolution from these five perspectives, a review of the act's educational and political context is necessary. ESEA was an important part of President Lyndon B. Johnson's "War on Poverty," which sought to compensate for educational deficits in the lives of the nation's poor and minority children. After the National Commission on Excellence in Education released "A Nation at Risk" in 1983, during the Reagan administration, federal efforts under ESEA aimed to improve the level of education for the general populace and the poor.

When standards-based education policies gained favor in the 1990s, voters began to show frustration with a steady stream of low student test scores and the persistent achievement gap between whites and most minority