The Application of Computer-based Assessment for English Learning

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ABSTRACT

This study used constructivist assessment to develop the computer-based English tests with the teaching/learning scaffolding. The researchers designed the computer-based tests with multi-media tools to provide students' learning. The web-based tests enabled learners to start the on-line learning process if they got the wrong answer during the assessment. The basic concept of designing the learning scaffolding in computer-based assessment was to design a series of related learning materials to encourage students moving forward. In other words, the design of the assessment was to allow the students to realize their own learning problems and learn actively. Therefore, assessment and learning were a serious of interactive activities where assessment was involved in the tests and learning was led by the learning scaffolding which was divided into two levels starting from general to more specific. The first level of the learning scaffolding focused on self-learning where researchers provided related learning materials for the students to learn what they would like to learn. The second level of the learning scaffolding focused on guided learning; researchers provided more specific learning methods and directions so that students could choose to answer the questions directly or to select the given learning scaffolding for individual practice. Through computer-based assessment with the learning scaffolding, students could access the computer-based test and then learn step-by-step by using the learning scaffolding feedback and thus increase their efficiency in learning English.

Key words: constructivist assessment, learning scaffolding, computer-based English tests

1. Backgrounds, Motivations and Purpose

1.1 Background

Based on the learner-centered approach, learners should be more active and take on more responsibilities for their own learning. Instructors act as facilitators to set up teaching materials connecting with life experiences that learners are likely to encounter in their real-life situations. Gabrielatos (2002) emphasized that language was not used in a vacuum and where people with specific purposes could use language at any given situation. In fact, using Computer-based design to construct teaching materials becomes a trend to construct learners' knowledge.

Computer-based design is really applied to practices. Donohue and Neugebauer (2004) provided a useful summary of trends in computer-based design and offer examples of model programs and practices. Wilder and Shuttle (2005) pointed out that learning cycle has been used, researched, and refined over the years. Watkins (2005) presented a short list of computer-based designed activities that may be helpful in sparking some creative ideas. Liao (2000) discussed the assessment of learner strategies in the Internet context.

Computer-based design is no substitute for what is done in lectures but is a very useful support tool. The used of computer-based design for the class did support the views in literature on the benefits found in literature about large classes which involved the learning differences among learners.

The goal of the curriculum reform about the content and method of evaluation is moving toward a more in-depth and enriched state which integrates life and learning experiences. The results of evaluation serve as feedbacks for the process of revising teaching and learning materials which is different from the tradition evaluation method. The concept of incorporating formative assessment with computers could be very beneficial for students. Using computer as a medium, different curriculum could be developed according to students' characteristics so that students could learn on their own. This computer-based test in constructivist assessment could be used on an asynchronous and interactive Internet environment.

A web-based language computer-based design environment integrates the use of multimedia and web-based technologies and has become a new method for language learning. Ortega (1997) stated that in general, learning in the web-based environment" makes great contributions to the enhancement of learners' active involvement and positive attitude toward as well as the opportunities for learners to evaluate their learning assessment, to construct their knowledge without the limitation of time and space" (p.82).

Formative assessment and the concept of constructing computer assisted environment are originated from the concept in constructivist assessment.

Constructivist assessment focuses on improving the static nature of traditional evaluation. Constructivism argues that learning is an active process wherein students are actively constructing mental models and theories of the world around them. Thus, the goal of teaching strategy is to guide students to construct a complete and individualized knowledge system.

1.2 Motivation

Computer-based designn seems to be a solution where students can feel closer to the materials and lecture. Furthermore, they have the opportunity to practice outside the laboratory hours. "Computer-based design sites generally offer video and audio features that allow students to interact with teachers in real time" (Cohen, 2001, 352). Warschauer and Healey (1998) stated that from the integrative approach, the Internet can not only integrate image, sound, graphics and text to help students understand the course subjects, but also to integrate the four language skills (reading, writing, speaking, and listening) together in one language learning courseware for constructivist assessment.

Constructivist assessment began to be used in the research field of general abilities in 1980s and it was until 1990s that researchers had started to apply to different fields such as pre-school education, mathematics, reading and writing (Cotterall & Cohen, 2003; Lin, 1996). However, how to construct the constructivist assessment in the field of English teaching in Taiwan has not been explored. Most foreign studies focused on the elementary level students and very few studies were about the college level students due to the complication of such level.

1.3 Purpose

In this study, teachers use the computer muti-media to develop a constructivist assessment system and a web site. Non-linear and diverse teaching materials and learning scaffolding were developed and an asynchronous and an interactive environment were created on the Internet. On-line learning not only could provide an evaluation environment but also form a scaffold learning process to assist students in learning English more effectively.

2. Literature Review

Constructivist assessment is based on Vygotsky's theory of zone of proximal development (ZPD) and believes that evaluators' cognitive ability is depended on individual problem solving skill and its outcome (Lisbeth, 1996). Campione and Brown in 1985 proposed that learning scaffolding teaching method supports the evaluation model and applies the design of pre-test, learning, transfer and post-test. It emphasizes on the analysis and evaluation of learning and transfer. (Jina, 1998；Chen,

1998). The main feature of this kind of evaluation integrated teaching into evaluation. Learning scaffolding teaching is adjusted according to students' different learning abilities thus increase their learning motives. A brief introduction of the theory and the model of constructivist assessment are as followed.

2.1 Constructivist Assessment Theory

Static evaluation is based on intellect and psychological theories. The rise of constructivist assessment is from the reverse of static evaluation. The proposed concept of ZPD by Vygotsky in 1978 also contributes to the development of constructivist assessment. In terms of evaluation, Vygotsky argued that child's result obtained from the psychology test is the child's actual developmental age (Lisbeth, 1996). People tend to focus on child' individual problem solving ability and ignore the child's potential development. This kind of evaluation cannot take the impact of social interaction into consideration thus ignore potential working ability. An excellent evaluation should examine child's social interaction and collaborative problem-solving skill (Chen, 1995). Furthermore, in terms of teaching, Vygotsky believed the concept that teaching should not only focus on the child' actual development level but also the child's potential developmental of level.

The concept in dynamic evaluation corresponds with Vygotsky's idea of ZPD where cognitive ability is determined by social interaction. Ou (1997) stated that teaching not only should take students' past learning results into consideration but also should focus on their learning process and potential.

2.2 Constructivist Assessment Model

Over the past twenty years, many studies on constructivist assessment have been conducted in different countries. Different studies might have different models of constructivist assessment, however, their main goal was to improve on the traditional evaluation method by coming teaching and evaluation in order to assist student's learning process (Wu, Hong & Ciou, 1994).

The most suitable constructivist assessment model is called graduate learning scaffolding assessment where students were given assistance according to their skill. Graduate learning scaffolding assessment was proposed by Campione and Brown's study in 1985 and the concepts of their study were as followed.

(1) Core concept: the main notion was to use Vygotsky's idea of ZPD and integrate that idea in the teaching and learning process.

(2) Purpose of the evaluation: was to assist and teach children to cultivate their individual problem solving skills.

(3) Content of the evaluation: included variation of progressive matrices problem, letter series completion and Raven's-type matrix problems to evaluate examinee's ability.

(4) Evaluation method: used pre-test, learning, transfer and post-test. Pre-test and post test were static evaluation where learning and transfer were dynamic evaluation. Learners were given abstract learning scaffolding at the beginning followed by more concrete learning scaffolding if they were not able to solve the questions. Grades were based on number of learning scaffoldings given to the learners. The more learning scaffoldings received by the students, the lower their abilities were.

(5) Discussion: Pre-test was used to identify students' level prior to any learning process. There were four types of transfers according to the level of difficulty of questions on the evaluation: maintenance, near transfer, far transfer and very far transfer. They were used to evaluate the examinees' rate of transfer. Post-test was used to determine the students' ZPD in order to predict their readiness for learning and the effectiveness of the teaching process.

Graduate learning scaffolding assessment not only focused on measuring students' potentials quantitatively but also concentrated on analyzing the transferring process qualitatively (Jian, 1993). The assessment followed a standard operating procedure so that it was easy to implement and the evaluators' bias was avoided. However, level of difficulty in constructing the system increased when it needed to be applied to more complicated subjects for higher level inferences. Thus, how to look after different aspects of the evaluation process is what people need to concentrate in the future.

3. Test Design of the Constructivist assessment

3.1 Construct of computer-based test in Constructivist assessment

Constructivist assessment could diagnose students' learning level and learning deficiencies. How to design a suitable test and an appropriate learning scaffolding system to redeem freshmen's English ability is the objective of the study. When designing the test and the learning scaffolding system, the following elements were considered.

(1) Before lesson planning, not only the problem solving skills needed to be taught but also students needed to development their own problem solving strategies.

(2) Lesson plan needed to focus on increasing students' learning motivations.

(3) Activities in the lesson plan should be arranged in a way that students' were able to comprehend.

(4) During the learning process, students should have the resources to receive feedbacks.

(5) Feedback has been proven to play an important role in students' learning

process. Teachers needed to provide appropriate interaction opportunities for students to self-examine their own strategies.

3.2 Design of the Constructivist assessment

The study was based on the data gathered in year one (Chuang, Li & Fan, 2006). The data was inputted in the constructivist assessment learning scaffolding system with the purpose of redeeming freshmen's English ability. The study integrated the theory of constructivist assessment to build a database and a website, to develop an on-line English questions bank, to categorized students' concepts and to put student's life and learning experience on the assessment.

Constructivist assessment included ten units and each unit had twenty questions which divided into three categories. The first category was conversational multiple choice, the second category was concept and classification multiple choices and the third category was grammatical error correction multiple choice questions.

The basic concept in constructivist assessment was to design a series of related scaffold to encourage students moving forward. In other words, the design of the assessment was to allow the students to realize their own learning problems and learn actively. Therefore, assessment and learning were a serious of interactive activities where assessment was involved in the tests and learning was led by the learning scaffolding which was divided into two levels starting from general to more specific. The learning scaffolding was divided into two levels starting from general to more specific. The first level of learning scaffolding focused on self-learning where researchers provided related learning materials for the students to learning what they would like to learn. The second level of learning scaffolding focused on guided learning. Researchers provided more specific learning methods and directions so that students could choose to answer the questions directly or to select the given learning scaffolding for individual practice. Also, during the answering process, if the selected answers were incorrect, the system would provide appropriate learning scaffolding for the students. A unit listed below was used as an example to illustrate the design and the concept of the questions.

The unit is called shopping in the department store and it has twenty questions (see Appendix 1). Question one to six are conversational multiple choices. The objective of this unit is to test whether students could choose the most appropriate answers according to everyday life conversation scenarios. Therefore, as for the first learning scaffolding, the researcher provided a similar department store shopping conversation to allow the student to understand the relatedness of the content. Students could get familiar with the sentence structure, and possible meanings of vocabularies. Commonly used phase and sentences are provided so that students could learn practical and concrete languages about supermarket. Question one to six

were demonstrated below.

A. Conversation:

Jolin: I have never seen such a big department store.

Andy: I know. It's great, isn't it? The Women's department takes up the whole third and fourth floor.

Jolin: (1)

Andy: A shirt.

Jolin: (2)

Andy: brown.

Jolin:(3)

Andy: medium.

Jolin: Let's go to the Men's department.

Andy: I find the one I like.

Jolin: Let's see the price. (4)

Andy: Yes, it's thirty percent off.

Jolin: O.K. Let's buy it.

Andy: (at home) Jolin, you see. There is a small hole.

Jolin: (5)

Andy: No, I'd like a refund.

Jolin: (6)

Andy: Here it is.

Jolin: O.K. Let's go to the department store again.

選項:

1. (A) Do you want to exchange it? (B) What are you looking for?
(C) Do you have a receipt? (D)What size do you want? (E)Is there any discount?

Learning scaffolding 1of questions 1-6：

(Conversation between A and B)

A: Let's go to the department store. There is a big sale this sale.

B: That's a good idea.

A: What would you like to buy, Mary?

B: I'd like to buy a new dress.

A: Me too. What color do you like?

B: I like pink. How about you, Susan?

A: I like purple.

B: What size is suitable?

A: It should be large. And you ?

B: It should be small.

A: Oh. The price goes down. There is a discount for 40% off.
B: I decide to buy this pink dress. It costs twenty dollars.
A: O.K. I also decide to buy this purple dress.
B: (on the phone) Susan, I think this dress is too long for me to wear.
A: Do you want to exchange it or make a refund?
B: I'd like to exchange a shorter one.
A: O.K. Don't forget to bring your receipt.

After learning scaffolding 1, students could choose to answer or they could choose to receive learning scaffolding 2 for further learning. Learning scaffolding 2 provides more detailed explanation so that students could learn every related meanings, phases, and sentences. It emphasizes on individual phases, sentence structure and how they are related to the scenario.

learning scaffolding 2 of questions 1-6:

問人家想要買/ 找什們東西時的問與答

A: What would you like to buy?
What are you looking for?
B: I would like to buy a pair of pants and a tie.
I am looking for a pair of shoes and a jacket.

Question 7 to 13 are concept and classification multiple choices. Students have to choose the answer that shares the same properties with the question. Students could easily choose the correct answer if they know the vocabularies otherwise they could choose learning scaffolding 1. Learning scaffolding 1 shows a picture of a department store which reminds the students that the question is related to the vocabularies of different departments which are hidden in the pictures. If learning scaffolding 1 could not trigger student's thoughts, they could then choose learning scaffolding 2. Learning scaffolding 2 shows more detailed information about the different departments in the department store so that they could figure out the answers more easily. Question 7-13 are listed below.

7. If you want to buy a refrigerator, go to the _____.
(A) Women's department (B) Appliance department (C) Jewelry Counter
(D) Home Entertainment department (E) snack bar
8. If you want to buy a pair of earrings, go to the_____.
(A) Cosmetics Counter (B) Household Appliance department (C) Jewelry Counter (D) Electronics department (E) Customer Service department
9. If you want to buy lotion or lipsticks, go to the _____.
(A)Cosmetics counter (B)Household Appliance department (C) Jewelry Counter (D) Home Entertainment department (E) Home Furnishings department

10.If you want to buy calculators and radios, go to the_____.
(A) Home furnishing department (B) Household Appliance department (C) Jewelry Counter (D) Home Electronics department (E) Customer Service department
11. If you want to buy a mattress or a blanket, go to the _____.
(A) Housewares department (B)Household Appliance department (C) Jewelry Counter (D) Shoe department (E) Home Furnishings department
12. If you want to buy sneakers, go to the _____.
(A) Housewares department (B) Household Appliance department (C) Jewelry Counter (D) Shoe department (E) Customer Service department
13. If you want to return things at department sores, go to the _____.
(A) Housewares department (B) Household Appliance department (C) Jewelry Counter (D) Electronics department (E) Customer Service department
Make the example of question 7 and 10 are as follows:

Learning scaffolding 1 of question 7: Pictures with vocabularies of different departments in the department store are shown.

Learning scaffolding 2 of question 7:
在下列句子中可學到在百貨公司部門內可買到的東西：
大型家電與以及電子類小型家電的部門

Department stores in the United States are very large. They're called department stores because they have many different departments. For example, **you can buy stoves, dishwashers, and refrigerators in the (Household) Appliance department. You can buy the razor, the calculator, and the radio in the Electronics department.**

Question 14 to question 20 are grammatical error correction multiple choices. Every question has one grammatical error and students have to find out the location of it. If students could not figure out the answer, they could choose learning scaffolding 1. The researcher would provide related materials for the students to learn. For those students who still could not figure out the answer from learning scaffolding 1, they could choose Learning scaffolding 2. Learning scaffolding 2 narrows down the learning materials to a more specific learning direction.

C. questions 14-20 (Pick up the error)
14.I have to go to the department for buying new suits this evening with my husband
(A) (B) (C)
because I just *get* a new job.
(D) (E)
15. By the way, I also need shoes *match* my suits, so I am going to go to the Shoe
(A) (B) (C) (D) (E)
department.

16. My husband drove me to the biggest department in Taipei, and it took us one hour
(A) (B) (C) (D)
getting there .
(E)
17. In the department store, I bought a new pair of shoes, but needing socks to go with
(A) (B) (C)
it, returned to the Women's department.
(D) (E)
18. After finishing bought a lot of things, I was exhausted and felt thirsty and wanted
(A) (B) (C) (D)
to take a rest in the food court.
(E)

19. Although I was exhausted, but I was satisfied with this wonderful shopping.
(A) (B) (C) (D) (E)
20. If I had more energy, I believed that I would have spent more time buying more
(A) (B) (C) (D)
things.
(E)

Learning scaffolding 1 of question 14:

從文章中學習文法：

Last week, I got a new job in a big company. This evening, I have to go to the department store to buy new suits and some skirts with my sister. Also, I need to buy a pair of new shoes to match my suit in the Shoe department. I think that if I have enough time, I am going to go to the Cosmetics counter to buy some make-up, such as lipsticks, a box of base cream.

Learning scaffolding 2 of question 14:

Just 在此句中有剛剛/剛才之意，其時態需用過去式

Example 1: I just met John about five minutes ago.

Example 2: I just got married last week.

The structure of the test follows the concepts of the learning scaffolding constructivist assessment: question, learning scaffolding and teaching. The assessment divides the units into conversational, concept and classification multiple choice, grammatical error correction multiple choice questions. Students could learn from their mistakes by using this learning scaffolding teaching method.

4. Constructing Computer Based learning assessments

The study used the constructivist assessment of the department store unit as a teaching model. If the learning contents were inseparable, like in conversations, then the characteristics of the questions in the constructivist assessment would be

continuous and intact. However, if the questions were not continuous, like the ones in concept and classification and grammatical error correction multiple choices, then the questions were not be related to each other. Students have to answer the questions one at the time and would not be able to skip to the next question unit the correct answer had been chosen. Learning scaffolding 1 would appear for self-learning if students made the first mistake and Learning scaffolding 2, which included teaching content, would show up after they made the second mistake. The following showed detailed description of the representative questions and their learning scaffoldings.

Using department store as the representative model, Question 1 belonged to the first category which was the conversational multiple choices. Question 7 was the second category and was about food sections. Question 14 was related to grammatical error correction. Figures of these questions were shown below.

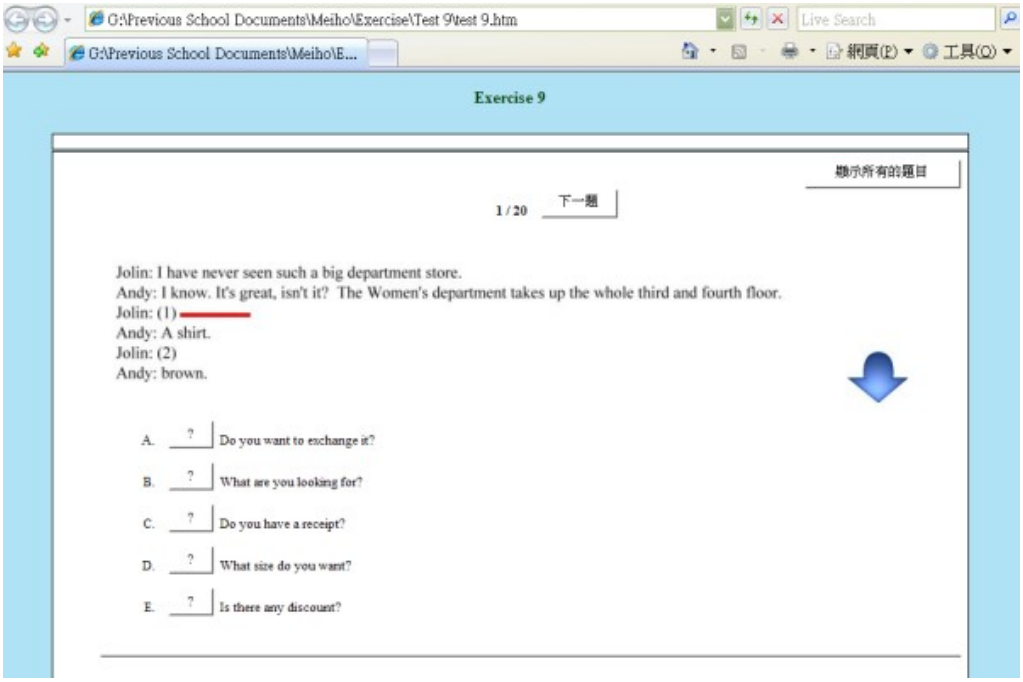

Figure 4-1 :Test#9 Question 1: Before selecting an answer

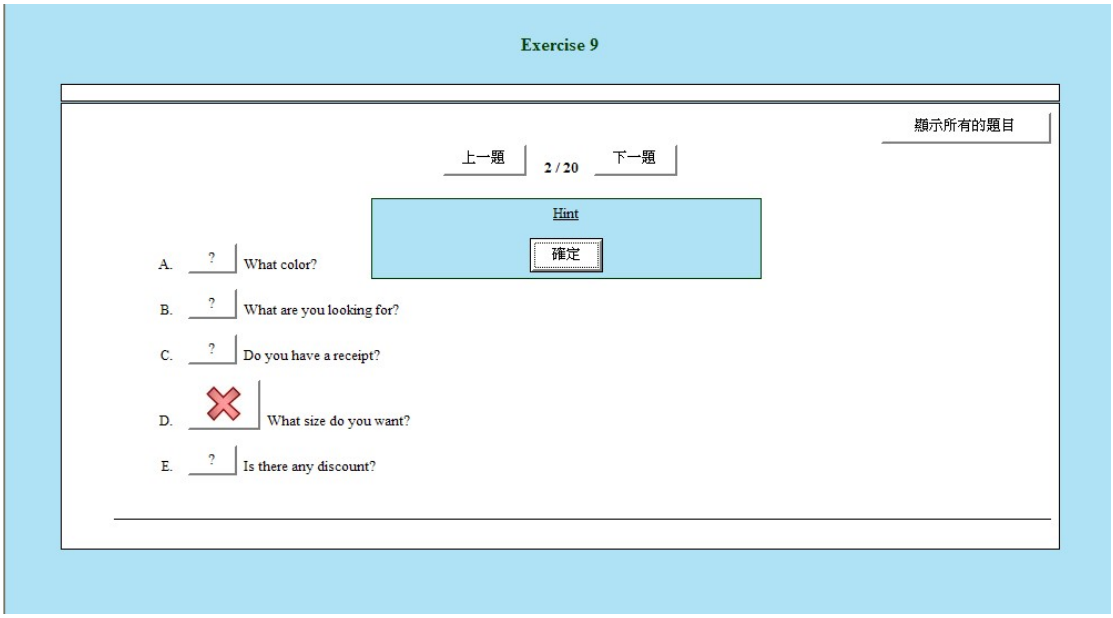

Figure 4-2: Test#9 Question 1: Wrong answer selected. Learning scaffolding 1, 2 were shown below.

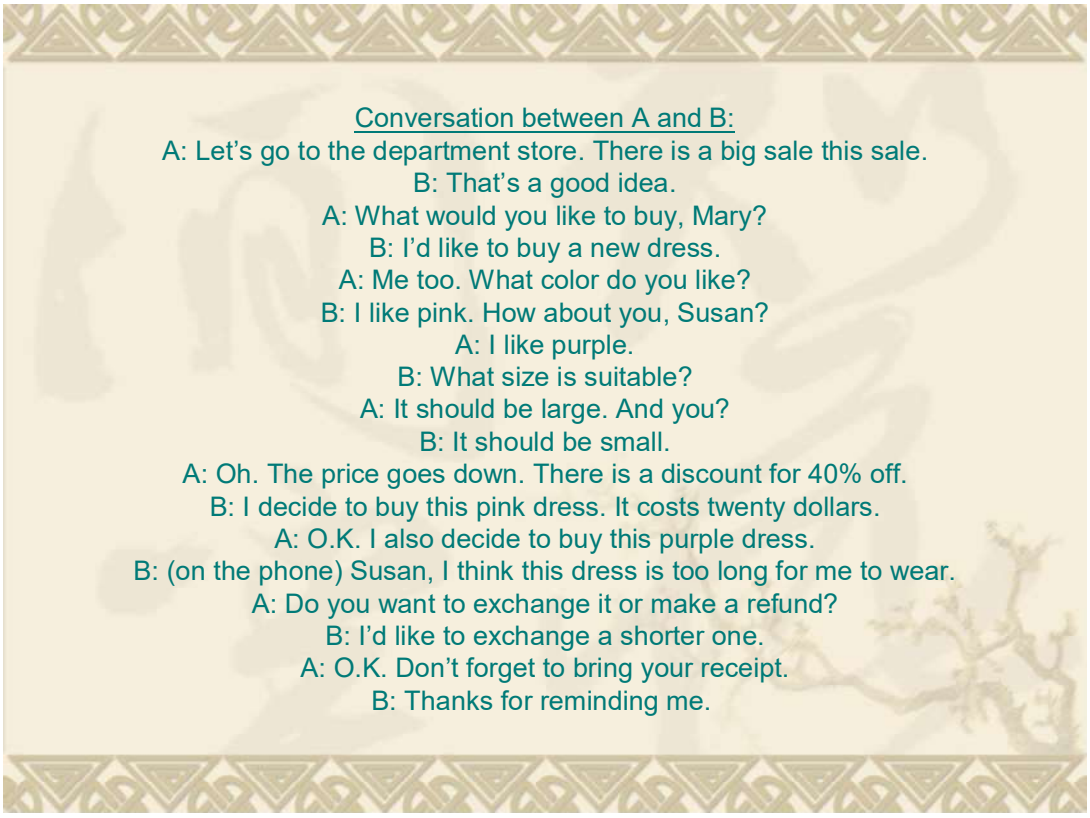

Figure 4-3 : Test#9 Learning scaffolding 1 for Question 1

Figure 4-4: Test#9 Learning scaffolding 2 for Question 1

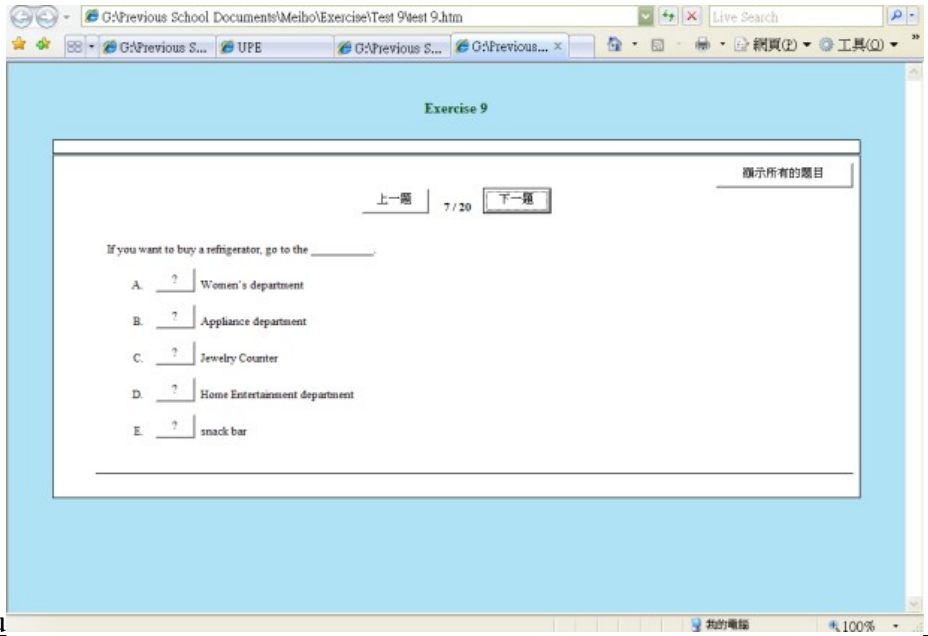

Figure 4-5 :Test#9 Question 7: Before selecting an answer

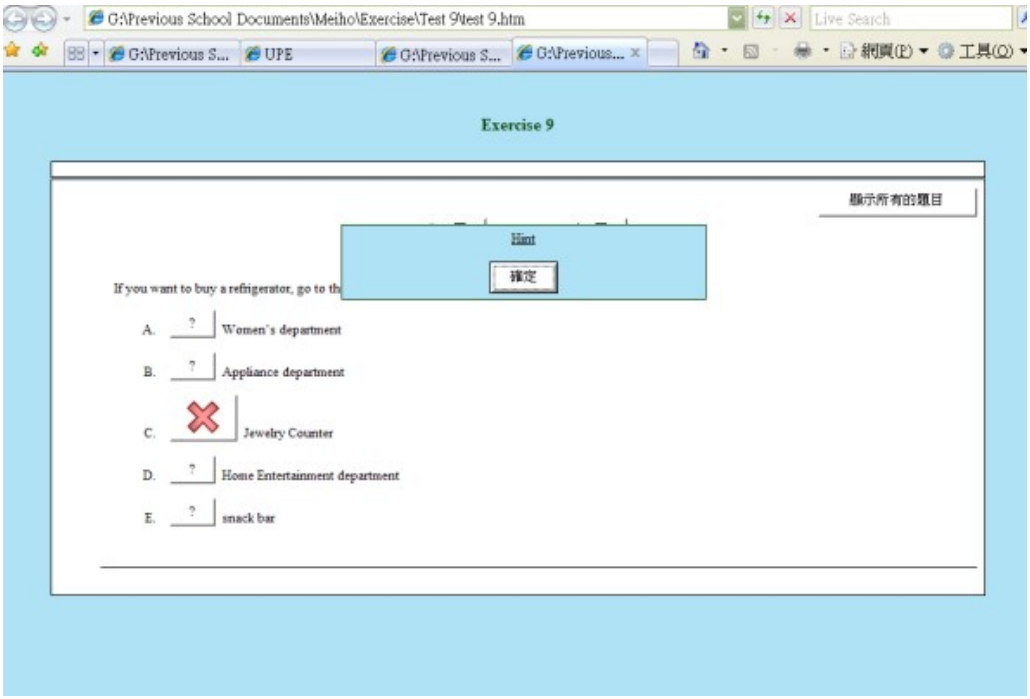

Figure 4-6: Test#9 Question 7: Wrong answer selected.

Test#9 Question 7: Wrong answer selected. Learning scaffolding 1, was shown below:

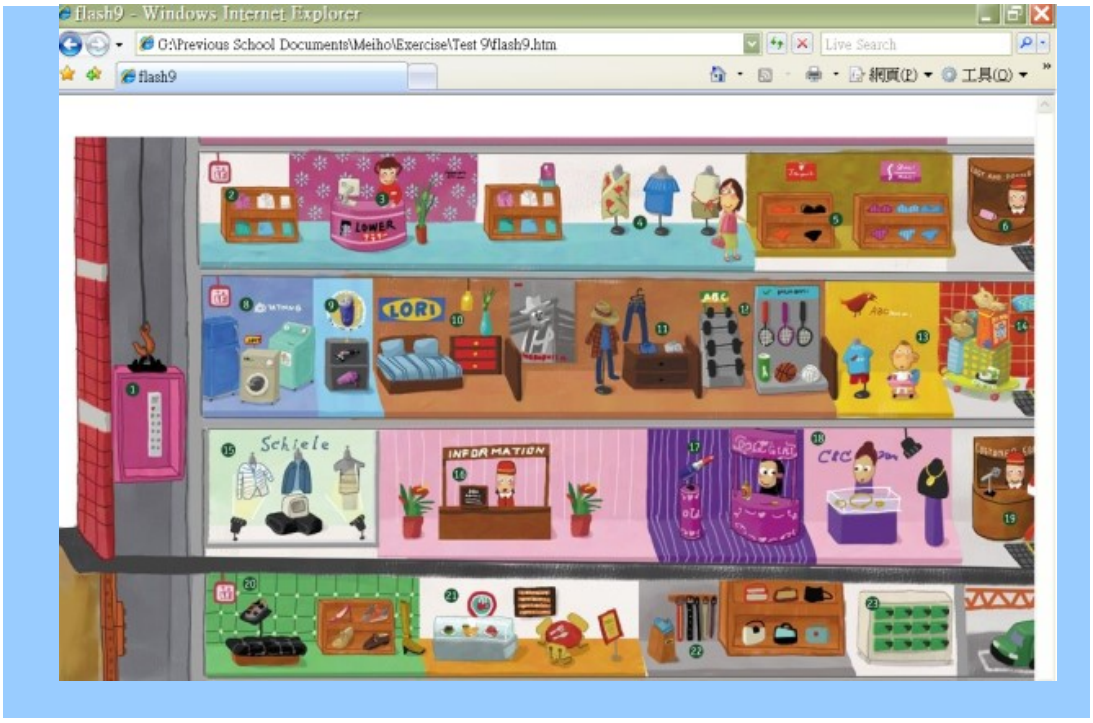

Figure 4-7: Learning scaffolding 1 for Question 7 (different departments)

Figure 4-8: Learning scaffolding 2 for Question 7

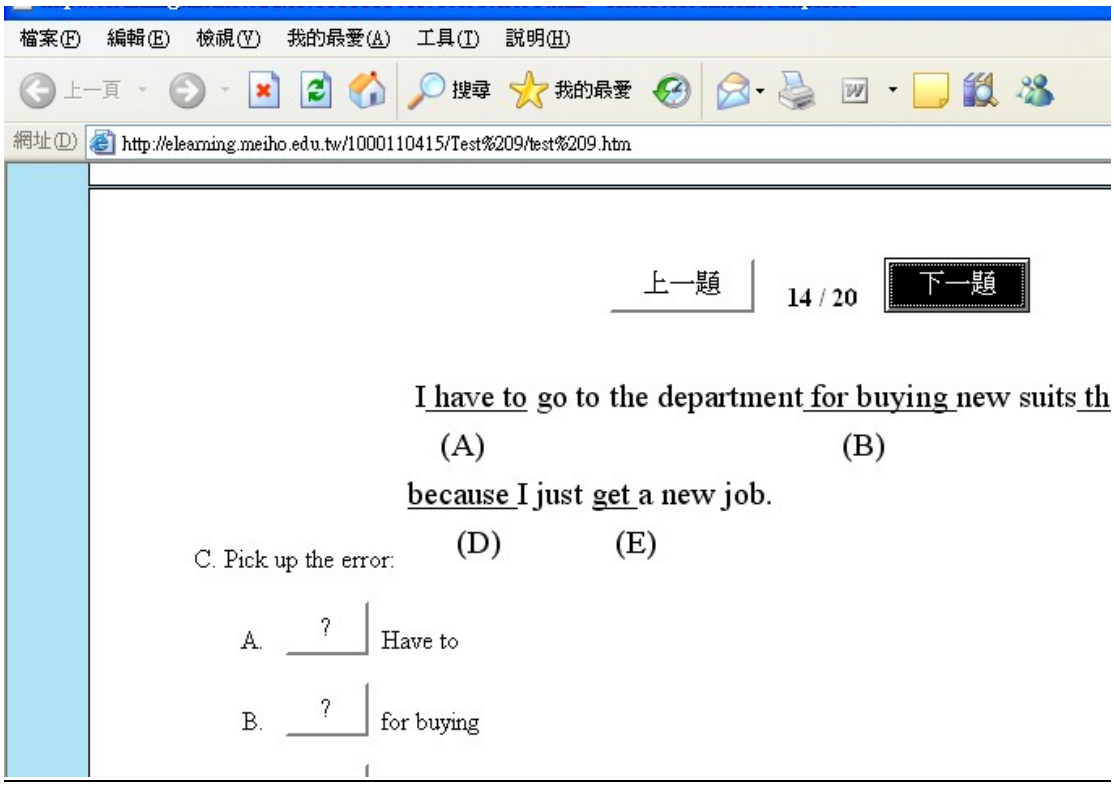

Figure 4-9 :Test#9 Question 14: Before selecting an answer

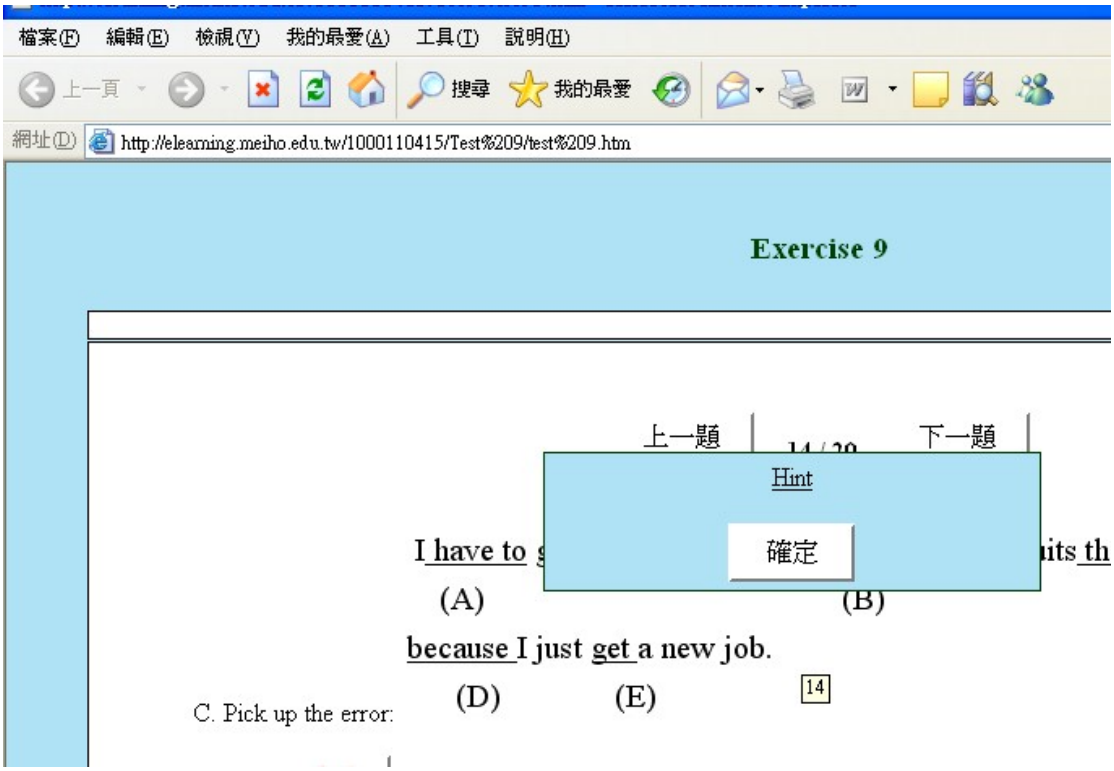

Figure 4-10: Test#9 Question 14: Wrong answer selected.

Figure 4-11: Learning scaffolding 1 and 2 for Question 14

V. Discussion and Conclusion

The study focused on computer based constructivist assessment model which included ten units. The designs of the units were learner centered where students could relate to their personal backgrounds and experiences. Learning scaffoldings

were provided to decrease students' learning anxiety. Students could learn step-by-step by using the learning scaffolding system and thus increase their efficiency in learning English. This model was different from the tradition method of teaching in many ways. Students could learn and evaluate themselves at their own convenience, they could learn according to their own interests and they could also learn by selecting the appropriate units for themselves depending on their own abilities. Students' learning process not only took place in the classroom, it overcame the rigidity of timing and the restriction of the location.

Computer information technology has ushered in a new era where it is inseparable from people's everyday life and work. Computer multi-media materials have been widely used in the English teaching field. Even though English teachers could select their teaching materials from various off-the-shelf packages, the selected teaching material might not be suitable for everyone in the classroom. Furthermore, for those teachers who are teaching lesson planning, the discussion on various theories and the interactions between classmates would not be enough.

The truth is that promoting computer based English teaching and learning is more than just a revision of the traditional method of teaching. It required further breakthrough in order to create a complex but applicable construct which integrate the importance of professional assistance and cooperation. Schofield, Melville, Bennett and Walsh (2001) selected 18 subjects who were E-leaning instructors to examine their knowledge construct in teaching and learning. They discovered that the sources of their learning came from discussion with their colleague, experiences in practical training and other professional growth programs. Lowery (2002) and Ludwig and Taymans (2005) also believed in the importance of sharing professional teaching constructs with colleagues.

In coming to grips with more effective approaches to the identification and development of talents among minority and disadvantaged gifted, educators will better understand how to improve identification of talent potential among all learners, especially disadvantaged and minority children (Passow & Frasier ,1996). Dynamic assessment (DA) is an innovative approach to assessment of human abilities, especially learning potential. By including teaching (mediation) of basic cognitive concepts and meta-cognitive operations as a phase of the assessment process, DA avoids the trap of taking knowledge and developed skill as the primary indicator of ability to accomplish future learning. However, Ala-Mutka (2005) and Schrum, Skeele and Grant(2003) reminds us that many of the present assessment tools are developed for a local use and only for a certain type of assignments. Hence, they are often not available for a wider use and would be difficult to adopt to another university, anyway. Thus, developing interoperable tool approaches would offer new

and concrete co-operation possibilities for teachers in different universities for sharing knowledge of good assignments and educational approaches in automated assessment.

Use of computer technology to pursue effective evaluation and reflection on learning outcomes is very important as well (Schrum & Dehoney, 1998). The culture in the college education system must be changed so that technology could become an important component in the teaching process. Promote the use of computer multi-media in teaching and learning is a trend that would not be stopped

Appendix 1

Test 9: Going shopping in a department store

A. Conversation:

Jolin: I have never seen such a big department store.

Andy: I know. It's great, isn't it? The Women's department takes up the whole third and fourth floor.

Jolin: (1)

Andy: A shirt.

Jolin: (2)

Andy: brown.

Jolin:(3)

Andy: medium.

Jolin: Let's go to the Men's department.

Andy: I find the one I like.

Jolin: Let's see the price. (4)

Andy: Yes, it's thirty percent off.

Jolin: O.K. Let's buy it.

Andy: (at home) Jolin, you see. There is a small hole.

Jolin: (5)

Andy: No, I'd like a refund.

Jolin: (6)

Andy: Here it is.

Jolin: O.K. Let's go to the department store again.

選項:

1. (A) Do you want to exchange it? (B) What are you looking for?
   (C) Do you have a receipt? (D)What size do you want? (E)Is there any discount?
2. (A) What color? (B) What are you looking for?
   (C) Do you have a receipt? (D)What size do you want? (E)Is there any discount?
3. (A) What are you looking for? (B)Do you have a receipt? (C)What size do you want ? (D)Is there any discount?(E)Do you like it?
4. (A) What color? (B) What are you looking for?
   (D) Do you have a receipt? (D)What size do you want?(E)Is there any discount?
5. (A)Do you want to exchange it? (B) What are you looking for?
   (E) Do you have a receipt? (D)What size do you want?(E)Is there any discount?
6. (A) What color? (B) What are you looking for?
   (F) Do you have the receipt? (D)What size do you want?(E)Is there any

discount?

B. Choose the right answer.

7. If you want to buy a refrigerator, go to the _____.

(A) Women's department (B) Appliance department (C) Jewelry Counter

(D) Home Entertainment department (E) snack bar

8. If you want to buy a pair of earrings, go to the_____.

(A) Cosmetics Counter (B) Household Appliance department (C) Jewelry Counter (D) Electronics department (E) Customer Service department

9. If you want to buy lotion or lipsticks, go to the _____.

(A)Cosmetics counter (B)Household Appliance department (C) Jewelry Counter (D) Home Entertainment department (E) Home Furnishings department

10.If you want to buy calculators and radios, go to the_____.

(A) Home furnishing department (B) Household Appliance department (C) Jewelry Counter (D) Home Electronics department (E) Customer Service department

11. If you want to buy a mattress or a blanket, go to the _____.

(A) Housewares department (B)Household Appliance department (C) Jewelry Counter (D) Shoe department (E) Home Furnishings department

12. If you want to buy sneakers , go to the _____.

(A) Housewares department (B) Household Appliance department (C) Jewelry Counter (D) Shoe department (E) Customer Service department

13. If you want to return things at department sores, go to the _____.

(A) Housewares department (B) Household Appliance department (C) Jewelry Counter (D) Electronics department (E) Customer Service department

C. Pick up the error:

14.I have to go to the department for buying new suits this evening with my husband

(A) (B) (C)

because I just *get* a new job.

(D) (E)

15.By the way, I also need shoes match my suits, so I am going to go to the Shoes

(A) (B) (C) (D) (E)

department.

16. My husband drove me to the biggest department in Taipei, and it took us one hour

(A) (B) (C) (D)

getting there .

(E)

17. In the department store, I bought a new pair of shoes, but needing socks to go with
(A) (B) (C)
it, returned to the Women's department.
(D) (E)

18. After finishing bought a lot of things, I was exhausted and felt thirsty and wanted
(A) (B) (C) (D)
to take a rest in the food court.
(E)

19. Although I was exhausted, but I was satisfied with this wonderful shopping.
(A) (B) (C) (D) (E)

20. If I had more energy, I believed that I would have spent more time buying more
(A) (B) (C) (D)
things.
(E)

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