○ 문제지 전체 면수가 맞는지 확인하시오.
○ 모든 문항에는 배점이 표시되어 있습니다.

※ **Write all answers in English and use neat handwriting.**

1. Read the conversation and follow the directions. 【2 points】

T1: Ms. Park, I hear that the provincial office of education is going to implement an Internet-based interactive English speaking test next year. What do you think?

T2: I think they're going in the right direction.

T1: But, you know, I'm not sure if we have enough human and material resources at the moment.

T2: Right. In order to develop such a large-scale test, we need to have test writers, raters, and item banks.

T1: Well, how would the office of education prepare for this in the short time available?

T2: The good news is that they're going to roll out pilot testing next month, starting with a small number of voluntary schools.

T1: Oh, I see. But I'm still wondering how they'll secure the resources necessary for full implementation.

T2: It seems they're going to recruit staff and technicians for the test centers while completing several preliminaries.

T1: Good. I guess in the mean time they can train teachers to write test items in order to construct the item banks.

T2: Right. I also heard the office of education has already laid out solid plans for that.

T1: That's good to know. Then we'll be able to measure students' English speaking ability more effectively from next year.

T2: For sure. It's a step forward for all of us working in English education.

Note: T = teacher

Fill in the blank with the ONE most appropriate word.

In the above conversation, the two teachers talk about feasibility in the process of developing a large-scale test. The issues they discuss are related to one of the principles of language assessment or test usefulness, which is technically called _____ .

---

2. Read the conversation and follow the directions. 【2 points】

T1: Hi, Mr. Lee. What are you reading?

T2: Oh, hello. It's a book about the role of input in language acquisition. It's quite fascinating.

T1: What does it say?

T2: Well, it introduces some empirical studies on the effects of _____ in language development.

T1: Oh, I think I heard that term before. Can you remind me?

T2: The term is defined as how prominent or easy a certain input is to hear or read compared to other features around it.

T1: I see. So, it means the ability of a stimulus to stand out from the rest of the input.

T2: Exactly. Some features that are more prominent or easier may be more noticeable and will attract attention from learners.

T1: During classroom interaction, I always try to highlight the keywords or phrases in various ways, and it means that I've been doing things correctly.

T2: Yeah, you're doing great. This book also says teachers need to increase the frequency of exposure because when students encounter certain words and phrases more often, they tend to notice them more effectively.

T1: I understand. I guess it's also because of the functions of salience.

T2: You're right. The more frequently specific vocabulary and grammatical patterns appear, the more likely they facilitate noticing and detection. So, it's not just about teaching a wide range of vocabulary and complex grammar rules but also ensuring students encounter them regularly.

T1: Sounds good to me.

Note: T = teacher

Fill in the blank with the ONE most appropriate word from the conversation.

3. Read the excerpt from a novel and follow the directions. 【2 points】

MY FATHER WAS, I am sure, intended by nature to be a cheerful, kindly man. Until he was thirty-four years old he worked as a farmhand for a man named Thomas Butterworth whose place lay near the town of Bidwell, Ohio. He had then a horse of his own and on Saturday evenings drove into town to spend a few hours in social intercourse with other farmhands. In town he drank several glasses of beer and stood about in Ben Head's saloon—crowded on Saturday evenings with visiting farmhands. Songs were sung and glasses thumped on the bar. At ten o'clock father drove home along a lonely country road, made his horse comfortable for the night and himself went to bed, quite happy in his position in life. He had at that time no notion of trying to rise in the world.

It was in the spring of his thirty-fifth year that father married my mother, then a country schoolteacher, and in the following spring I came wriggling and crying into the world. Something happened to the two people. They became ambitious. The American passion for getting up in the world took possession of them.

It may have been that mother was responsible. Being a schoolteacher she had no doubt read books and magazines. She had, I presume, read of how Garfield, Lincoln, and other Americans rose from poverty to fame and greatness and as I lay beside her—in the days of her lying-in—she may have dreamed that I would someday rule men and cities. At any rate she induced father to give up his place as a farmhand, sell his horse and embark on an independent enterprise of his own. She was a tall silent woman with a long nose and troubled grey eyes. For herself she wanted nothing. For father and myself she was incurably _____ .

                                    Sherwood Anderson, "The Egg"

Fill in the blank with the ONE most appropriate word from the excerpt.

4. Read the passage and follow the directions. 【2 points】

In English, the past-tense morpheme is realized in three different phonetic forms. These are shown in the following words.

(1) grabb<u>ed</u> [d]   reap<u>ed</u> [t]   raid<u>ed</u> [əd]
    hugg<u>ed</u> [d]   pok<u>ed</u> [t]   gloat<u>ed</u> [əd]

Also, the morpheme used to express indefiniteness has two phonetic forms—*an* [ən] before a word that begins with a vowel sound and *a* [ə] before a word that begins with a consonant sound.

(2) <u>an</u> [ən] orange   <u>a</u> [ə] building
    <u>an</u> [ən] accent   <u>a</u> [ə] car
    <u>an</u> [ən] eel   <u>a</u> [ə] girl

Another case of this variation is found in pairs of words in (3). The final consonant in the first morpheme changes when a suffix is added. As a result, each of these morphemes has at least two different phonetic forms.

(3) <u>permit</u>[t] − <u>permiss</u>[s]ive   <u>include</u>[d] − <u>inclus</u>[s]ive
    <u>electric</u>[k] − <u>electric</u>[s]ity   <u>impress</u>[s] − <u>impress</u>[ʃ]ion

As exemplified in (1) to (3), a morpheme can have variant phonetic forms which are called _____ .

Fill in the blank with the ONE most appropriate word.

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5. Read the poem and follow the directions. 【4 points】

> I imagine this midnight moment's forest:
> Something else is alive
> Beside the clock's loneliness
> And this blank page where my fingers move.
>
> Through the window I see no star:
> Something more near
> Though deeper within darkness
> Is entering the loneliness:
>
> Cold, delicately as the dark snow,
> A fox's nose touches twig, leaf;
> Two eyes serve a movement, that now
> And again now, and now, and now
>
> Sets neat prints into the snow
> Between trees, and warily a lame
> Shadow lags by stump and in hollow
> Of a body that is bold to come
>
> Across clearings, an eye,
> A widening deepening greenness,
> Brilliantly, concentratedly,
> Coming about its own business
>
> Till, with a sudden sharp hot stink of fox
> It enters the dark hole of the head.
> The window is starless still; the clock ticks,
> The page is printed.
>
> Ted Hughes, "The Thought-Fox"

Complete the commentary below by filling in the blank with the ONE most appropriate word from the poem. Then explain the metaphorical meaning of the underlined part in the poem.

<Commentary>

When things or concepts are presented in a poem as if they had human attributes, this is called personification. According to the definition, the word "_____" in the above poem has been personified.

6. Read the passage in <A> and the examples in <B>, and follow the directions. 【4 points】

<A>

When there are two or more feet in a word or phrase, in general, the rightmost foot gets a primary stress. Therefore, many English speakers would feel that 'teen' is stronger than 'four' in 'fourteen.' Another important tendency of English stress is that speech carries a regular alternation between stronger and weaker units. When 'fourteen men' is spoken in conversational style, the primary stress of 'fourteen' is adjusted. Since 'men' gets the primary stress of the whole phrase, 'four' is pronounced more strongly than 'teen' to avoid the clash of two lexical primary stresses.

(1) a. compact   [ˌkʌmˈpækt]
       compact disk   [ˈkʌmˌpækt ˈdɪsk]
    b. thirteenth   [ˌθɜɹˈtinθ]
       thirteenth place [ˈθɜɹˌtinθ ˈpleɪs]
    c. good-looking   [ˌgʊdˈlʊkɪŋ]
       good-looking tutor [ˈgʊdˌlʊkɪŋ ˈtjutəɹ]
    d. academic   [ˌækəˈdɛmɪk]
       academic banter   [ˈækəˌdɛmɪk ˈbæntəɹ]

As exemplified in (1), the secondary and the primary stresses of a word are reversed when it is followed by another word. This is called 'stress-shift' or 'rhythm reversal.'

Although English speakers have a strong tendency to use a regular rhythm in their speech, it is not the case that this stress-shift takes place whenever <u>the two feet containing a lexical primary stress are adjacent</u>. Look at the data in (2).

(2) a. maroon   [məˈɹun]
       maroon sweater   [məˈɹun ˈswɛtəɹ]
    b. away   [əˈweɪ]
       away game   [əˈweɪ ˈgeɪm]
    c. surrounding   [səˈɹaʊndɪŋ]
       surrounding crowd [səˈɹaʊndɪŋ ˈkɹaʊd]
    d. dependent   [dɪˈpɛndənt]
       dependent clause [dɪˈpɛndənt ˈklɔz]

<B>

a. maternal [məˈtɜɹnəl] love
b. economic [ˌɛkəˈnɑmɪk] growth
c. unexplained [ˌʌnɪkˈspleɪnd] symptom
d. approved [əˈpɹuvd] courses

Note: The phonetic forms given in <B> are the pronunciations of the first words when they are produced in isolation.

Based on <A>, choose the TWO phrases where stress-shift can occur in <B>. Then, besides the given phonological condition for stress-shift underlined in <A>, state an additional phonological condition necessary for stress-shift.

7. Read the passage in <A> and the examples in <B>, and follow the directions. 【4 points】

─────────< A >─────────

Passive predicates are known to have no external arguments (i.e., subject arguments). Therefore, the passive sentences in (1) are interpretable but ungrammatical. This is because every sentence requires an overt subject.

(1) a. * ___ is believed that the team will win.
    b. * ___ is believed the team to win.

In this context, the expletive *it*, as a meaningless placeholder, can make (1a) grammatical as shown in (2a). Despite insertion of *it*, however, (2b) still remains ungrammatical. The only difference between (2a) and (2b) is whether the complement clause is finite or non-finite.

(2) a. It is believed that the team will win.
    b. *It is believed the team to win.

Moreover, the same pattern holds in raising predicates as in (3). Note that raising predicates have no external arguments.

(3) a. It seems that the team will win.
    b. *It seems the team to win.

The unexpected parallelism between passive and raising predicates can be accounted for by the empirically-attested observation, which states that a predicate which has no external argument cannot assign accusative/objective (acc/obj) Case. Accordingly, the ungrammaticality of (2b) and (3b) indicates that the NP *the team* is Case-less because the passive and raising predicates are unable to assign acc/obj Case to it.

This Case-less NP problem can be solved by moving it to the Case-assigned position, such as the subject position of a finite clause or the object position of a transitive verb, without an *it*-insertion:

(4) a. The team is believed to win.
    b. The team seems to win.

Note: '*' indicates the ungrammaticality of the sentence.

─────────< B >─────────

a. The detective was thought to have destroyed the evidence.
b. It was told the students that they should pass the exam.
c. It is likely that the mirror should not have been broken.
d. It appeared to be required the students to read two books.
e. The experiment proved to be successful.

Based on <A>, identify the TWO ungrammatical sentences containing a Case-less NP in <B>. Then explain the common problem with the sentences you chose and its solution without changing the (non-)finiteness of the embedded clauses.

8. Read the passages in <A> and <B>, and follow the directions. 【4 points】

─────────< A >─────────

Research suggests that L2 learners employ various listening strategies to increase comprehension of what they listen to. These strategies can be classified into two types: local or micro-strategies (Type 1) and global or macro-strategies (Type 2). Below are some specific strategies from each type.

Type 1
1) Identifying cognates
2) Using context to infer the meaning of words
3) Determining to skip unknown words or phrases

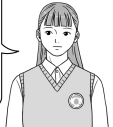**Type 2**
1) Making predictions about the content based on titles or phrasal cues
2) Informing oneself about the context of the input (e.g., speakers, situations)
3) Recognizing the type of a listening text (e.g., news broadcasts, lectures, business presentations, job interviews)

─────────< B >─────────

In an attempt to improve his students' listening comprehension, Mr. Jung, a middle school English teacher, wanted to identify the strategies that his students apply to their listening process. In order to do so, he played a monologue to his students in class and paused the audio after each segment. He asked the students to think aloud while they were listening. Below are two of the audio segments Mr. Jung used and what Minji and Dongho, two of his students, were thinking as the audio was being played.

Audio Segment 1
I think social media is a waste of time. I'm totally addicted, I have to say. But there really isn't much going on.

Hmm, a waste of time? Maybe he's going to say something negative about using social media.

Minji

Audio Segment 2
I just spend hours just, sort of, checking other people's profiles, looking at their pictures. I don't know, it's a bit sneaky.

Sneaky? It's a new word. I don't think I need to know its meaning at the moment.

Dongho

Identify the ONE specific listening strategy from each type in <A> that Minji and Dongho applied to their listening process in <B>, respectively. Then explain your answers with evidence from <A> and <B>.

9. Read the passages in <A> and <B>, and follow the directions.
【4 points】

<A>

Ms. Min, a novice middle school English teacher, conducted a survey on the teaching practices of English teachers. She asked 47 local English teachers to vote for one principle they use most often for designing communicative activities. Her purpose was to find out design principles other teachers favored and then apply them to her own teaching. She analyzed the survey responses, and the results are shown below.

No.	Design Principles	Vote Counts
1	Utilize consensus-building activities in which students work together to come to an agreement on given topics.	3
2	Make activities personalized where students talk about their own thoughts, opinions, feelings, and experiences.	16
3	Allow students to choose from a list of topics to talk about so that activities are communicative and manageable.	8
4	Use tasks that require students to produce concrete and tangible outcomes, such as an itinerary or map, as a result of communication.	13
5	Employ fun and playful activities, such as games, that have a competitive element.	7
	Total Counts	47

<B>

After the survey, Ms. Min developed communicative activities by applying some of the principles.

[Activity 1]
Work in groups. Think about your life at the age of ten. Answer the questions below. Then talk to your group members and find out if you have any similar experiences.

- ☐ Do you remember your teacher? What was s/he like?
- ☐ Were there any places you particularly liked or disliked? Why?
- ☐ Who were your friends? What were they like?
- ☐ What did you use to do before/after school or during the breaks?
- ☐ What was your favorite game?

[Activity 2]
Work in pairs. Each student receives a different card. Ask questions to each other in turn about the things on your card.

Card A	Card B
Ask your partner questions about Australia: - about big cities and their locations - about native people	Ask your partner questions about Australia: - about its flag - about wildlife
Here are the answers to your partner's questions: - Flag: - Wildlife: kangaroos, koalas, emus, a lot of animals not found elsewhere	Here are the answers to your partner's questions: - Big cities and their locations: - Native people: Aboriginals, arrived 65,000 years ago, many tribes, have lived in harmony with the land

[Activity 3]
Work in pairs. Each student receives either Worksheet A or Worksheet B. Talk with your partner to complete Daniel's class schedule using the example dialogue below.

Example – S1: Which class does Daniel have on Mondays at 9:00?
S2: He has English.

Worksheet A
Daniel's Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:50		Korean			
10:00-10:50	Math		Physics	Biology	English
11:00-11:50		English			Spanish
11:50-13:00			Break		
13:00-13:50	Sports		Music	Sports	

Worksheet B
Daniel's Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:50	English		Spanish	Korean	Arts
10:00-10:50		Physics			
11:00-11:50	Biology		History	Math	
11:50-13:00			Break		
13:00-13:50		Music			History

Based on <A>, for each of the two most popular design principles, identify the ONE activity in <B> that the principle has been applied to, respectively. Then explain your answers with evidence from <A> and <B>.

10. Read the passage and follow the directions. 【4 points】

While tourism research has begun to flourish, the studies dealing with tourism and expressive culture are relatively sparse. It is noted that the anthropology of tourism and semiotics overemphasize the role of image consumers at the expense of the process of image creation that is a by-product of the tourist industry. In other words, while host societies have been studied, it is not frequently in terms of their own expressive culture but more often in terms of their _____ to tourist pressures. In her work with tourist art, Jules-Rosette found that the longer an artisan was in the business of producing "tourist art," the more he developed an aesthetic that satisfied his own cultural identity. In the complex interplay of market, audience, and performers, the artisans eventually appropriated an externally imposed notion of authenticity.

The tourist, according to Dean MacCannell, is continually in search of authentic experience. In response the tourist industry caters to this craving by using evermore ingenious ways to let the tourist gaze at life as it is really lived in the host society. Yet no matter how far into the everyday domain a tourist is allowed to peek, the authenticity remains staged by the very fact that the tourist is looking at it. But if authenticity in the realm of culture is difficult for the tourist to find, what kind of experience is possible? In Interlaken, in the Bernese Oberland, it is the grandiose physical environment of the Alps. The landscape—unlike culture—cannot be staged, and most tourists prefer not to think about the numerous human intrusions—the carefully tended fields, the rebuilt streams, the many ski lifts and cog railways—for it is only with the aid of some of these that they can get close enough to experience the grandeur. The natural beauty is too large to spoil the impression of an authentic experience, and there would probably be no tourists in Interlaken if it were not for the village's unique geographic location between lakes and peaks.

Fill in the blank with the ONE most appropriate word from the passage. Then explain why the Alps can be attractive to tourists who want to experience authenticity. Do NOT copy more than FOUR consecutive words from the passage.

11. Read the conversation in <A> and the draft of the syllabus in <B>, and follow the directions. 【4 points】

―――――――< A >―――――――

T1: Mr. Choi, can we talk about a syllabus for the Business English course next semester? We need to develop one as soon as possible.

T2: Sure. What type of syllabus do you have in mind?

T1: Well, I think a multi-layered syllabus would be most appropriate.

T2: I agree. I'd like to cover various aspects of Business English, such as topics, functions, skills, activities, grammar, and vocabulary.

T1: Sounds good to me. First of all, I believe all the topics should be business-related. But what about the functions? Do you have anything in mind?

T2: I think we should teach functions that are often used in business situations.

T1: Yes. By doing so, we'll prepare the students to perform well when they get a job.

T2: We also have to make sure that both receptive and productive skills are included.

T1: Definitely. We should provide activities where students can practice both skills.

T2: Okay. How about grammar? I think our students are not good at making connections between ideas, so we need to incorporate connective devices in the syllabus as well.

T1: Good. We also need to make sure there is a vocabulary component, right?

T2: Of course. You know, English courses in our school tend to focus on single words but not multi-word units like collocations, idioms, and fixed expressions.

T1: You're right. If we teach those multi-word units during the course, students will be able to speak more fluently.

T2: Great! Based on what we've discussed so far, I'll write a draft. Can you check it later?

T1: Sure. I look forward to seeing it completed.

Note: T = teacher

―――――――< B >―――――――

This is the draft of the syllabus T2 wrote.

Components	Unit 1	Unit 2	Unit 3
Topics	• Business Relations	• Business Negotiation	• Business Meetings
Functions	• Greeting and introducing in work places • Receiving buyers	• Making business contracts • Dealing with orders	• Planning business meetings • Attending business meetings
Skills	• Listening to business dialogues	• Reading business contracts	• Reading tables • Listening to meeting schedules
Activities	• Interviewing • Role-plays	• Information gap • Simulations	• Opinion gap • Group decision making
Grammar	• Relative pronouns to be used to describe people, places, companies • Coordinating conjunctions: *and, so, or, but*	• Modal auxiliaries to be used to express opinions on buying and selling products • Subordinating conjunctions: *after, when, since, unless*	• Wh-questions to be used at business meetings • Conjunctive adverbs: *additionally, consequently, however, likewise*
Vocabulary	• employer • employee • executive • manager • administrator	• sales • purchase • proposal • supplier • customer	• appointment • postpone • schedule • portfolio • presentation

Based on <A>, choose the TWO components in <B> that do NOT correspond to the teachers' ideas about their syllabus. Then explain your answers with evidence from <A> and <B>.

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12. Read the passages in <A> and <B>, and follow the directions.
【 4 points】

<A>

Below are the posts made by two English teachers on an online teacher community where teachers can share their ideas and provide each other with help regarding the use of digital technology.

Teacher 1's Post

| Home | Forum × | Resources | Q & A | + | — □ × |

← → C www.○○○.com

Posted by eng98

Any suggestion?

I'm teaching middle school students. My students are not interested in writing. I think it's because I'm the only one who reads their work. It seems they do not have a sense of an audience. If someone other than me reads their writing, I think they'll be more conscious of the quality of their work and put more effort into it. Also, if various multimodal resources are available, my students will be able to express their ideas more creatively. Can you recommend a technological tool that would be appropriate for my students?

💬 Comment   ↗ Share

Teacher 2's Post

| Home | Forum × | Resources | Q & A | + | — □ × |

← → C www.○○○.com

Posted by busy79

Need help!

I'm looking for a tool to help my students. They love to improve their interpersonal skills. But, as you know, it's extremely hard to provide enough opportunities for them to communicate with others. Even if I'm trying to incorporate as many speaking activities as possible in my lessons, it's still not enough. I think they need more opportunities to interact with others in English outside of the classroom. If the tool could help shy students feel less anxious without worrying about their self-image, it would be even better.

💬 Comment   ↗ Share

<B>

Tool 1

This is a cloud-based quiz platform. Teachers can create quizzes to help learners to practice what they have learned. Various question formats are available including true or false, matching, multiple choice, etc. It generates a report of student performance after the quizzes are completed.

Tool 2

When teachers use this virtual reality simulation app, they can invite their students into the virtual space they have created. Students can communicate with others in English in simulated real-life situations taking place in airports, markets, and cinemas. Here students can create an avatar and converse with each other.

Tool 3

Students can use this voice recognition software in order to bridge the gap between oral and written language. They can read a text on screen and then record their voice. The tool also lets students know what errors they have made by highlighting them on the screen.

Tool 4

This is an online platform where students are encouraged to write and post their written work. The platform allows them to incorporate photos and graphics or embed videos into their work. Other students can then reply to the posts. The original writer can reply back as well.

Tool 5

Using this app, teachers can create a mind map for teaching English vocabulary. It shows groupings or relationships between words visually. Moreover, there is a link to an online dictionary. QR codes can also be created to share the mind map with students.

Based on <A>, for each teacher, respectively, suggest the ONE most appropriate tool in <B> that satisfies their needs. Then explain your answers with evidence from <B>. Do NOT copy more than FOUR consecutive words from the passages.

<수고하셨습니다.>