

영어학	차미아	강좌명	서술형 중심 문제풀이반
-----	-----	-----	--------------

기출문제 A형 5번	적중 근거 자료
<p>5. Read the passage in <A> and the interaction in , and follow the directions. 【4 points】</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><A></p> <p>Different words and phrases can be used to organize the structure and manage the flow of ongoing conversations. Language elements of this function include different types such as conjunctions, cataphoric words, hedges, and back channel cues. Conjunctions join words, phrases, or clauses together. Cataphoric words refer forward to other words which will be used later in the conversation. Hedges are words or phrases employed not to express the truth of a statement categorically, and back channel cues indicate that one is paying attention to his or her interlocutor's speech. As using these types of language is associated with discourse and strategic competence, the ability to use them in an effective way constitutes part of communicative competence.</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"></p> <p><i>(Two students are doing a task on finding differences between each other's pictures without showing them to each other.)</i></p> <p>S1: Do you see any people in your picture? S2: I have a man. He is tall. S1: Is he the only person? S2: I also have a woman in my picture. S1: There are two in mine, too. What are they doing? S2: They are sitting together. S1: That's one difference. They are standing in mine. S2: What is the woman wearing? S1: She is wearing a jacket. S2: What color is it? S1: It's black. S2: That is the same in my picture. S1: Oh, wait, on her jacket, I found this. There is a letter P on it. S2: I also see a P on her jacket in my picture. S1: What about the man? What is he wearing? S2: He is in a blue coat. It is sort of neat. S1: The man's coat is brown in mine. That's another difference.</p> <p><small>Note: S = student</small></p> </div> <p>Identify TWO types among those mentioned in <A> that are used in . Then, provide evidence for each identified type from .</p>	<p>▶ 적중 자료 [7-8월 영어학 문제 5회 4번]</p> <p>4. Read the passage in <A> and the phrases in , and follow the directions. 【4 points】</p> <p style="text-align: center;"><A></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>There is a general idea that people involved in a conversation will cooperate with each other. In most circumstances, the assumption of cooperation is so pervasive that it can be stated as a cooperative principle of conversation and elaborated in four sub-principles called maxims: maxim of quantity, maxim of quality, maxim of relation and maxim of manner.</p> <p>It is important to recognize these maxims as unstated assumptions we have in conversation. However, there are certain kinds of expressions speakers use to mark that they may be in danger of not fully adhering to the principles. These kinds of expressions are called hedges.</p> </div> <p style="text-align: center;"></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>(1) <i>As far as I know</i>, they're married.</p> <p>(2) <i>I won't bore you with all the details</i>, but it was an exciting trip.</p> <p>(3) <i>This may sound like a dumb question</i>, but whose hand writing is this? (In an office meeting)</p> <p>(4) <i>This maybe a bit confused</i>, but I remember being in a car.</p> <p>(5) He couldn't live without her, <i>I guess</i>.</p> <p><i>(The italicized parts are the expressions of hedges.)</i></p> </div> <p>Identify the maxim of conversation that the speaker is trying to observe in each sentence in by using the expression of hedge.</p>

영어학

차미아

강좌명

모의고사

기출문제
A형 6번

적중 근거 자료

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

<A>

There is a class of words, such as *yet* and *any*, called 'Negative Polarity Items (NPIs).' They are allowed in sentences containing a negative word such as *not*, as illustrated below.

- (1) a. The defense strategy had not been determined yet.
b. *The defense strategy had been determined yet.

However, there is an additional structural condition for an NPI to be licensed by the negation *not*. As shown in (2), the negation has to c-command the NPI.

- (2) *Any defense strategy had not been determined.
(3) A node c-commands its sister nodes and all the daughter nodes of its sister nodes.

In (2), given the definition of c-command in (3), *not* does not c-command *any*. Hence, the sentence is ungrammatical.

Temporal and locational adverbials can be structurally ambiguous in that they can modify either a matrix element or an embedded element. In (4a) below, *yesterday* can modify the embedded *knew the answer*, as illustrated in (4b). Let us refer to this reading as 'embedded reading.' In the embedded reading, it is asked whether Mark knew the answer yesterday. By contrast, *yesterday* can also modify the matrix predicate *wondered*, as shown in (4c). Let us refer to this reading as 'matrix reading.' In the matrix reading, yesterday is when Celin wondered about Mark.

- (4) a. Celin wondered if Mark knew the answer yesterday.
b. [Celin wondered [if Mark knew the answer yesterday]]:
embedded reading
c. [Celin wondered [if Mark knew the answer] yesterday]:
matrix reading

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

- (i) Mary said that Justin did not sing in any room.
(ii) Mary did not say that Justin sang in any room.

For the sentences in , identify whether each sentence has a matrix reading, embedded reading, or both. Then, explain your answer on the basis of the description in <A>.

▶ 적중 자료

[희소모의고사 전공 A형 5번]

[7-8월 영어학 문제 7회 4번]

[9-10월 실전 모의고사 4회 전공 B형 3번]

5. Read <A> and , and follow the directions. 【4 points】

<A>

A particularly important syntactic relation is c-command, which provides us with a useful way of determining the relative position of two different constituents within the same tree. We can define this relation informally as follows (where X, Y, and Z are three different nodes):

C-command

A constituent X c-commands its sister constituent Y and any constituent Z which is contained within Y.

A class of expressions whose distribution can be given a principled characterization in terms of the relation c-command are called anaphors. These include reflexives and reciprocals. An anaphor must be bound by an antecedent which c-commands it elsewhere in the same phrase or sentence. To see how this works, consider why a structure like (1) below is ungrammatical.

- (1) *Supporters of the president may blame himself.

The answer is that NP node containing *the president* doesn't c-command the NP node *himself*. Although the NP *supporters of the president* c-commands *himself*, it is not a suitable antecedent because it is a plural expression, and *himself* requires a singular antecedent. Thus the anaphor *himself* remains unbound. This is the reason why the above sentence is ungrammatical. Now consider the following sentence containing a reciprocal *each other*.

- (2) The evidence against them may implicate each other.

Polarity expressions are expressions which have an

inherent 'polarity' in the sense that they are restricted to occurring in certain types of sentence. For example, A polarity expression such as *any* (and its compounds like *anyone*, *anything*, *anywhere* etc.) is restricted to occurring in a structure containing an affective (e.g. negative, or conditional) constituent. Consider the following sentences below:

(3) The fact that he hasn't resigned won't change anything.

(4) The fact that he hasn't resigned will change anything.

Note: '*' indicates an ungrammatical sentence.

First, identify whether the sentence (2) in is grammatical or ungrammatical. Second, identify whether each of the sentences (3) and (4) in is grammatical or ungrammatical, and then based on your answers, state the structural condition on the use of polarity expressions in terms of the relation c-command.

기출문제
B형 1번

적중 근거 자료

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

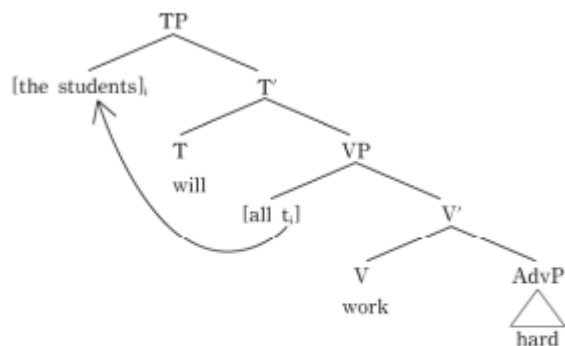
There is an intriguing phenomenon in English in which two semantically related constituents are separated, as shown below.

- (1) a. All the students will work hard.
b. The students will all work hard.

In both (1a) and (1b), the quantifier *all* modifies the subject *the students*. What is interesting is that in sentence (1b), the quantifier positioned after the subject forms a discontinuous constituent with no major change in meaning.

This fact can be straightforwardly accounted for if it is assumed that the entire constituent *all the students* is base-generated in the _____ position of VP. As illustrated in (2a), *all the students* undergoes movement to the surface subject position. By contrast, in (2b), just part of the constituent, *the students*, moves to the subject position, leaving *all* behind in its base position, marked as [*all t_i*].

- (2) a. [_{TP} [_{TP} [_{NP} all the students]_i] will [_{VP} t_i work hard]]
b.



This account is based upon 'VP-internal subject hypothesis,' which states that a subject is base-generated in the _____ position of VP and in turn moves to the _____ position of Tense Phrase (TP).

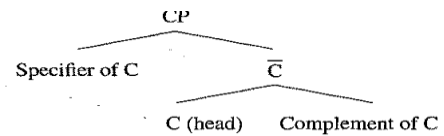
Fill in the three blanks with the ONE most appropriate word.
Use the SAME word for all the blanks.

▶ 적중 자료

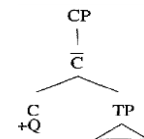
[7-8월 영어학 Homework Assignment 4회 3번]
[9-10월 실전 모의고사 8회 전공 A형 6번]

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

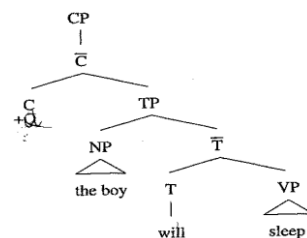
In keeping with the X-bar schema, linguists have proposed that the entire TP is actually a subpart of a phrasal category called a Complementizer Phrase or CP, which, of course, conforms to the X-bar scheme:



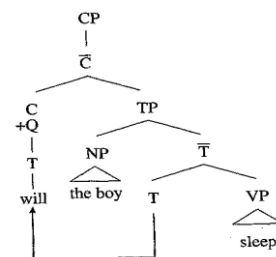
Putting the specifier aside for the moment, we see that TP occurs in this structure:



Thus, the TP is the complement to the complementizer phrase, while the head of the CP contains the abstract element +Q for questions or -Q for declaratives. The advantage of this analysis is that C provides a home for T when Move relocates it. The d-structure for questions is:



and the modal is moved to the front of the phrase.



Based on the description in the passage, draw the d-structure of *What will Max chase?* Then draw the s-structure of *What will Max chase?*, considering the fact that the specifier of CP is the "landing site" for the *wh* word *what*.

기출문제
B형 8번

적중 근거 자료

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

<A>

Sentences containing [*be* + past participle] can fall into two subtypes, based on whether the past participle form is a verb or an adjective, as shown in (1).

- (1) a. The cat was bitten by the mouse.
b. He had always been interested in Korean history.

In (1a), *bitten* is a verb, and in (1b), *interested* is an adjective.

There are two syntactic properties that distinguish adjectives from verbs. First, adjectives can be modified by degree modifiers, whereas verbs cannot, as shown in (2).

- (2) a. I couldn't stand his overly offensive behavior.
b. She was so embarrassed by his demeaning attitude toward her.
c. *He very solved the difficult problem.
d. *The ball was very bounced against the wall several times.

The fact that *offensive* and *embarrassed* in (2a) and (2b) can be modified by degree modifiers whereas *solved* and *bounced* in (2c) and (2d) cannot suggests that the former are adjectives and the latter are verbs. For an adjective to be modified by a degree modifier, it should be gradable. Such modification is not possible with non-gradable adjectives. This is illustrated in (3).

- (3) a. The meeting was rather serious.
b. *The situations were too impossible.

Second, other than *be*, verbs such as *remain* can be followed by adjectives, but not by verbs, as given in (4).

- (4) a. The visitors remained assembled outside the museum for over an hour.
b. *The safe remained broken by the burglars.

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

- (i) They were married at the church.
(ii) They were married until last Christmas.

Identify whether *married* in (i) and (ii) is an adjective or a verb, respectively. Then, for the sentence containing the adjective *married*, provide TWO sentences, each of which has a property described in <A>. Each sentence should have a different property. Put an '*' before the ungrammatical sentence.

▶ 적중 자료

[7-8월 영어학 문제 3회 2번]

[9-10월 실전 모의고사 3회 전공 B형 3번]

[9-10월 실전 모의고사 8회 전공 A형 7번]

2. Read the passage in <A> and the sentences in , and follow the directions. 【4 points】

<A>

The present participle(-*ing*) and the past participle(-*en*) can function both adjectivally and verbally. Consider the following examples:

-en adjective

- The security guard was relieved. (i.e., He stopped worrying)

-en verb

- The security guard was relieved by the night watchman. (i.e., replaced)

(i) Her story was frightening.

(ii) John was frightening her.

First, based on <A>, determine whether each underlined word in is a participial adjective or a verb participle by doing a test using a degree adverb. Second, the sentence, 'The shop is closed at five o'clock' is ambiguous. Write its two possible interpretations.

기출문제

A형 8번

적중 근거 자료

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

<A>

One of the most effective ways of testing a learner's pronunciation is to observe and record repeated errors in a variety of situations. Speech contexts often change the way a given word is pronounced. Careful or emphasized speech is usually employed to show how to pronounce words clearly. In a connected or conversational speech, words are often contracted and the pronunciation of a word can change through the phenomena in (1) and sound rules in (2):

- (1) a. That is nice > That's (Contraction)
b. missed *[d], Ms. *[s] (Spelling pronunciation)

(2)	Careful speech	Connected speech	Sound rules
a. can't <u>y</u> ou	[tj]	[tʃ]	Palatalization
b. beca <u>s</u> e	[ə]	-	Vowel deletion
c. gre <u>a</u> ter	[t]	[r]	Tapping
d. advan <u>t</u> age	[nt]	[n]	Consonant deletion

It is worth mentioning that spelling often influences learners' pronunciation of words. When spelling pronunciation errors are found in learners' pronunciation, they can sometimes be critical. For instance, if the plural form of *sea*, *seas*, is pronounced [sis] rather than [siz], it can be misunderstood as the word *cease* [sis] by listeners.

Note: ** indicates incorrect pronunciation.

▶ 적중 자료

[9-10월 실전 모의고사 6회 전공 A형 7번]

[9-10월 실전 모의고사 1회 전공 B형 4번]

[9-10월 실전 모의고사 3회 전공 B형 4번]

[9-10월 실전 모의고사 5회 전공 A형 6번]

기출문제

B형 3번

적중 근거 자료

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

Some morphemes in English are pronounced differently depending on their phonetic environments. These variants of the same morpheme are called *allomorphs*. An important question is how we know which allomorph appears for a given word.

Consider the following examples in (1), where the negative morphemes *il-* and *ir-* are added to a base:

- (1) a. *il-*: illegal, illogical, illiterate, illegible
 b. *ir-*: irregular, irrational, irreducible, irrecoverable

Comparing the examples in (1a) with the ones in (1b), a simple distribution is observed for the two allomorphs [ɪl] and [ɪr]. That is, [ɪl] and [ɪr] are selectively combined with their bases conditioned by the initial sound of the base: when the base begins with /l/, the prefix *il-* is chosen, and when the base begins with /r/, the prefix *ir-* is chosen.

There is another case where [ɪl] and [ɪr] alternate between allomorphs. The adjectival suffix has two allomorphs: *-ar* [ɑr] and *-al* [əl], as shown in (2):

- (2) a. *-ar*: singular, popular, solar, velar
 b. *-al*: rural, plural, viral, moral

These suffixes *-ar* [ɑr] and *-al* [əl] are attached to the base depending on the final consonant of the base. (1) and (2) are different in where the morpheme is attached: (1) precedes the base, which is a prefix, and (2) follows the base, which is a suffix. On the other hand, these two morphemes are similar in that the allomorphs for different morphemes show the same alternation between [ɪl] and [ɪr]. It is interesting to find the two apparently different phonemes /l/ and /r/ are involved in the alternation of the allomorphs *il-/ir-* and *-al/-ar*.

The two sounds /l/ and /r/ share many phonetic properties such as voicing, the place of articulation, and the manner of articulation. They only differ in terms of the way air passes through the mouth. This characteristic difference can be made using the distinctive properties known as the distinctive feature [lateral].

Identify TWO phonological processes involved in (1) and (2) in the correct order. Then, using the distinctive feature [lateral] (i.e., [+lateral] or [-lateral]), generalize the distribution of the allomorphs *-al* and *-ar*.

▶ 적중 자료

[9-10월 실전 모의고사 7회 전공 B형 3번]

[9-10월 실전 모의고사 8회 전공 B형 3번]

영교론	류지원	강좌명	모의고사
-----	-----	-----	------

기출문제 A형 1번	적중 근거 자료																										
<p>1. Read the passage in <A> and the teacher's journal in , and follow the directions. 【2 points】</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><A></p> <p>Vocabulary is a core component of language knowledge and provides much of the basis for how well learners listen, speak, read, and write. Without extensive knowledge of vocabulary or diverse strategies for acquiring new words, learners are often unable to produce as much language as they would like.</p> <p>Knowing a word does not simply mean knowing its surface meaning. Rather, it involves knowing diverse aspects of lexical knowledge in depth including phonological and morphological forms and syntactic and semantic structures. Therefore, activities that integrate lexical knowledge of form, meaning, and use should be included in class.</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"></p> <p>Teacher's Journal</p> <p>Ms. Kang and I read an article on teaching vocabulary and discussed how we can improve the way we teach vocabulary. We realized that we have been heavily focused on expanding the size of our students' vocabulary. As a result, they seem to know a lot of words but do not understand or use them properly in context. So, we came up with the following activities that we believe help our students develop _____ of vocabulary knowledge across form, meaning, and use.</p> <p>Vocabulary activities to be implemented:</p> <ul style="list-style-type: none"> • Trying to pronounce the target words by listening to a recorded text • Analyzing parts of the target words (e.g., prefixes and suffixes) • Guessing the meanings of the target words using contextual cues • Studying concordance examples to see various contexts and collocation patterns • Writing a short story using the target words </div> <p>Fill in the blank in with the ONE most appropriate word from <A>.</p>	<p>▶ 적중 자료</p> <p>[7-8월 영역별 문제풀이 7회]</p> <p>Assignment 1번 & 읽기자료</p> <p>1. Read the passage below, and follow the directions. 【2 points】</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Aim</p> <p>To explore the possibility of basing the selection of content on the interests of the learners.</p> <p>Procedure</p> <p>1. The teacher constructs a content survey form containing a range of topics of interest and relevance to the students, for which the teacher has resources, and which the teacher is prepared to teach. (<i>see</i> the survey form below)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Content Survey Form</p> <p>Indicate which of the following topics you would like to study by placing a circle around the appropriate number. (1='I would not like to study this topic at all'; 5='I would like to study this topic very much.')</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>1. Summer holidays in England</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>2. Wedding invitations</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>3. Bus and timetables</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>4. Describing a house</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>5. Camera-operating instructions</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>6. The Olympic Games</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>7. Recipe-making hamburgers</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>8. Apollo moon landing</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>9. Comparing cars</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>10. Job advertisements</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>11. Motorcycles</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>12. Road accident report</td><td style="text-align: right;">1 2 3 4 5</td></tr> <tr><td>13. The story of tea</td><td style="text-align: right;">1 2 3 4 5</td></tr> </tbody> </table> </div> </div> <p>2. The teacher administers the survey to the students, totals the results and ranks the topics from most to least popular.</p> <p>3. The teacher discusses the results with the students.</p> <p>4. The teacher evaluates the results according to the following questions.</p> <ul style="list-style-type: none"> • What sort of consensus was there among the students? • Were you surprised by any of the results? • In what ways might you use the information you obtained to modify the syllabus you are currently using? <p>Fill in the first blank with the TWO most appropriate words and the second blank with ONE word.</p>	1. Summer holidays in England	1 2 3 4 5	2. Wedding invitations	1 2 3 4 5	3. Bus and timetables	1 2 3 4 5	4. Describing a house	1 2 3 4 5	5. Camera-operating instructions	1 2 3 4 5	6. The Olympic Games	1 2 3 4 5	7. Recipe-making hamburgers	1 2 3 4 5	8. Apollo moon landing	1 2 3 4 5	9. Comparing cars	1 2 3 4 5	10. Job advertisements	1 2 3 4 5	11. Motorcycles	1 2 3 4 5	12. Road accident report	1 2 3 4 5	13. The story of tea	1 2 3 4 5
1. Summer holidays in England	1 2 3 4 5																										
2. Wedding invitations	1 2 3 4 5																										
3. Bus and timetables	1 2 3 4 5																										
4. Describing a house	1 2 3 4 5																										
5. Camera-operating instructions	1 2 3 4 5																										
6. The Olympic Games	1 2 3 4 5																										
7. Recipe-making hamburgers	1 2 3 4 5																										
8. Apollo moon landing	1 2 3 4 5																										
9. Comparing cars	1 2 3 4 5																										
10. Job advertisements	1 2 3 4 5																										
11. Motorcycles	1 2 3 4 5																										
12. Road accident report	1 2 3 4 5																										
13. The story of tea	1 2 3 4 5																										

In the procedure shown above, the teacher tries to negotiate the contents to teach with the students to make sure the curriculum is responsive to the interests of the learners. To be specific, a survey is designed and administered to the students where they have to answer about what topics they would like to study. The survey is also called a/an ① which is a technical term commonly used in second/foreign language education. Such an analysis is known as a good initial step in facilitating learner-centered teaching materials. Considering the type of the contents in the survey, it can be assumed that the course is going to be based on the ②-based syllabus as a part of the content-based syllabus.

[모범답안]

①) needs analysis

②) theme (=topic)

<읽기자료: Needs Analysis>

1. What is needs analysis?

Needs Analysis Procedures used to collect information about learners' needs are known as needs analysis. The term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

It can be said that needs analysis is to learn why the learners study language, what aspects of language they need to study and what degree they need to study, etc. The term needs analysis once used in the context of language instruction has usually referred to the collection and evaluation of information to answer the question: "What aspects of the language do learners need to know?"

In simplest terms, a needs analysis includes all the activities used to collect information about the students' learning needs, wants, wishes, desires, etc. A needs analysis can be very formal, extensive and time consuming, or it can be informal, narrowly focused and quick.

<생략...>

기출문제

B형 2번

2. Read the conversation between two teachers and follow the directions. 【2 points】

(Two teachers are evaluating two textbooks, Textbook A and Textbook B, in order to select the one that their students are going to use next year. This is part of their conversation.)

T1: So, why don't we start with the first criterion? I went with Textbook A.

T2: May I ask you why?

T1: I think that the illustrations and graphics in Textbook A portray people in the target culture more realistically.

T2: Yeah! Textbook A contains very realistic visuals that can provide our students with cultural information more accurately.

T1: Good! Then, what about the second criterion?

T2: Well, I think Textbook B is the better of the two. I couldn't give Textbook A a good score, because it appears to aim at explicit learning with many contrived examples of the language.

T1: Hmm... could you clarify your point a bit more?

T2: Well, I mean the texts and dialogues in Textbook A are oversimplified.

T1: I had the same impression, but don't you think that they may help our students by focusing their attention on the target features?

T2: You may be right, but I think that such texts might deprive them of the opportunities for acquisition provided by rich texts.

T1: Oh, I see. That's a pretty good point.

T2: So, in my opinion, Textbook B can provide more exposure to language as it is actually used in the real world outside the classroom.

T1: Yeah! From that point of view, Textbook B will be intrinsically more interesting and motivating to our students.

T2: I agree. Okay, then, I think we are ready to move on to the next evaluation criterion.

Note: T = teacher

Fill in the blank with the ONE most appropriate word.

There are many criteria that can be used in textbook evaluation. The teachers, T1 and T2, are mainly focusing on, first, the criterion of reality of visuals and then, the other criterion of _____. In the dialogue, the latter is specifically related to language use shown in the textbooks.

적중 근거 자료

▶ 적중 자료

[7-8월 영역별 문제풀이 3회 실전문제 7번]

7. Read <A> and , and follow the directions. 【4 points】

<A>

An English teacher, Mr. Lee, developed an in-class test to measure his students' vocabulary knowledge. A part of the test is shown below.

Vocabulary Test

Item 1 Choose the letter of the item which is the nearest in meaning to the word in *italics*:

He was *reluctant* to answer

a) unprepared b) unwilling c) refusing d) slow

Item 2 Choose the letter of the definition which comes closest in meaning to the word *elated*.

a) ready and willing b) tense and excited
c) tending to talk a lot d) in high spirits

Item 3 Draw lines connecting the pairs of opposites.

A B

brave male

female expensive

cheap succeed

fail cowardly

After administering the test, Mr. Lee is having conversation with his colleague, Ms. Choi.

Mr. Lee: How did you like the test?

Ms. Choi: Well, it's easy to administer and score. But I guess the item types are a little problematic.

Mr. Lee: Item types? Why?

Ms. Choi: They were too artificial. Have you ever encountered such items in real-life situations?

Mr. Lee: I see your point.

Ms. Choi: Besides, the majority of items measured students' vocabulary knowledge in a decontextualized manner. So the score in your test wouldn't be an accurate indicator of the student's ability to use vocabulary according to the specific context.

Mr. Lee: That's right. I better choose other types of tasks for the upcoming in-class test. Thank you for your honest advice!

Complete the statement below by filling in the blank with the **ONE** most appropriate word. Then, provide **TWO** reasons to support the statement based on what Ms. Choi says in . Then, provide the specific evidence from <A>.

Among the major principles in language assessment, Mr. Lee's vocabulary test lacks the , according to Ms. Choi.

[모범답안]

authenticity. The type of items do not resemble real-life tasks. For instance, Item 1 asks for choosing a word that has the similar meaning with the given word. Such a task is hardly encountered in authentic situations. Besides, some items are decontextualized. Specifically, the target word 'elated' in Item 2 is presented in isolation from context, not being included in a sentence or a discourse.

[류지원 심화 영어교육론, 3-4월 교재, Chapter 07. Language Assessment]

영교론	류지원	강좌명	모의고사
-----	-----	-----	------

기출문제 A형 3번	적중 근거 자료
<p>3. Read the passage in <A> and the conversation between two teachers in , and follow the directions. 【2 points】</p> <div> <div><A></div> <div> <p>The way you speak is affected in many ways. For example, how much attention you are paying to your speech may be one factor. When you are not paying much attention to the way you are speaking, your speech may be more casual. By contrast, if you are conscious about the way you are speaking, your output will be less casual. The social position of the person with whom you are engaging in conversation may also affect your language output. It is natural to use more formal language when you speak to someone whose social position is above yours. The sociolinguistic concept of solidarity should also be considered. If your interlocutor comes from the same speech community or shares a similar social or cultural identity with you, you will feel connected to him or her, and this will affect the way you deliver your message. In addition, where you are affects the formality of your output. When you are in a formal situation, such as a business meeting, you naturally use more formal language, and the opposite is true as well. Lastly, the channel or medium of language, that is, whether you deliver your message through speech or writing, can be another critical factor that affects your speech. All of these things need to be considered carefully, because they constitute what is called pragmatic competence which relies very heavily on conventional, culturally appropriate, and socially acceptable ways of interacting.</p> </div> <div> <div></div> <div> <p>T1: What are you writing? T2: Oh, this is a recommendation letter for Miri. T1: I see. She is very active in school activities, so you must have a lot to write about her. T2: Yes, she is a good student, but she doesn't know how to adapt her conversational style when making a request. T1: Hmm... what do you mean by that? T2: When Miri approached me, she said, "Hi, teacher, can you write me a recommendation letter?" T1: Haha... I understand what you mean. Some of my students also seem to have trouble making their speech style appropriate to the situation. Miri is just one example. T2: Exactly! Still, I feel it's my responsibility to show them how speech styles differ across various situations. Hey, why don't we offer a special lecture on this topic? T1: Definitely! We can invite a guest speaker who can show the importance of selecting the appropriate conversational style to match the _____ of the situation.</p> <p><i>Note: T = teacher</i></p> </div> </div> </div>	<p>▶ 적중 자료</p> <p>[류지원 영어교육론, 1-2월 교재, Chapter 06. Language, Culture, and Identity]</p> <p>[7-8월 영역별 문제풀이 2회 실전문제 3번]</p> <p>[9-10월 실전 모의고사 6회 전공A 1번]</p>

기출문제
A형 10번

적중 근거 자료

10. Read the passage in <A> and the lesson plan in , and follow the directions. 【4 points】

<A>

Teachers can employ a variety of techniques when teaching reading that will help enhance students' reading comprehension. For instance, at the preparation stage, the prediction technique can be used: Pictures or photos and titles can be viewed quickly to give the students an idea of the overall content of the text. While reading, if students find some words difficult, the teacher may help them to guess their meanings by looking at the surrounding words. Also, as for the reading content, the teacher can employ the outlining technique, which can help the students see the overall organization of the text by reconstructing the ideas or events. After reading, diverse techniques can be used in order to check the students' level of comprehension: scrambled stories, finding the author's purpose, and examining grammatical structures.

(Below is part of Mr. Kim's lesson plan. He is preparing a handout for his students.)

Objectives		<ul style="list-style-type: none"> • Students will read the text about modern tourists and find the main idea. • Students will identify the topic and the details of the text based on the handout. • Students will write a summary about the text based on information given in the handout.
Teaching-Learning Activities		
Introduction	Greeting & Roll-call	<ul style="list-style-type: none"> • T and Ss exchange greetings. • T checks if all the Ss are present.
Development	Activity 1	<ul style="list-style-type: none"> • T hands out a reading text, "Tourists Today." • T asks Ss to skim through the text. • T asks if Ss understand the gist of the text. • T asks Ss to read the text again. • T distributes the handout about the reading text.

Note: T = teacher, S = student

▶ 적중 자료

[류지원 심화 영어교육론, 3-4월 교재, Chapter 01. Teaching Reading]

[9-10월 실전 모의고사 3회 전공A 10번]

Tourists Today

Many contemporary tourists avoid encountering reality directly but thrive on pseudo-events in their tourism experiences thus affecting tourism entrepreneurs and indigenous populations. For one, many tourists prefer to stay in comfortable accommodations, thereby separating themselves from the local people and environment. For instance, sleeping in a hotel filled with the comforts of home may insulate them from the fact that they are in a foreign land. In addition, much of the tourism industry is bolstered by the use of tourist-focused institutions such as museums and shopping centers. The needs of the contemporary tourists have induced entrepreneurs to build tourist attractions for the sole purpose of entertaining visitors. This detracts from the colorful local culture and presents a false view of the indigenous cultures. The other group affected by modern tourism is the local population. These people find themselves learning languages in a contrived way based on the changing tides of tourist groups solely for marketing purposes. Furthermore, when curious visitors do venture outside their cultural bubbles, they enjoy, albeit intrusively, watching locals doing their daily tasks, thereby making them the subject of the tourist gaze. In sum, while tourism is on the rise, the trend is to maintain a distance from the real environment rather than to see the locations for their own values, and this negatively affects tourism entrepreneurs and local people.

Handout

Topic sentence: Modern tourists' demands _____

A. Effects on tourism entrepreneurs

- Provide comfortable accommodations
- Create tourist-focused entertainment attractions

B. Effects on local populations

- Learn tourists' languages
- Become the objects of the tourist gaze

Based on <A>, identify the technique that the teacher employed in the handout in . Then, complete the topic sentence in the handout. Do NOT copy more than FOUR consecutive words from .

영교론	류지원	강좌명	영어교육론
-----	-----	-----	-------

기출문제 B형 4번	적중 근거 자료
<p>4. Read the passage in <A> and the interaction in , and follow the directions. 【4 points】</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">< A ></p> <p>When problems in conveying meaning occur in conversational interactions, interlocutors need to interrupt the flow and negotiate meaning in order to overcome communication breakdowns and to understand what the conversation is about. A negotiation routine may have a sequence of four components:</p> <ul style="list-style-type: none"> • A <i>trigger</i> is an utterance that causes communication difficulty. • An <i>indicator</i> alerts the speaker of the trigger that a problem exists. • A <i>response</i> is the component through which the speaker of the trigger attempts to resolve the communication difficulty. • A <i>reaction to response</i> can tell the speaker of the trigger whether or not the problem has been resolved. </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">< B ></p> <p>(The following is a student-student talk occurring in the morning.)</p> <p>S1: You didn't come to the baseball practice yesterday. What happened?</p> <p>S2: Nothing serious. I had to study for an exam.</p> <p>S1: I am sorry you missed the practice. Have you taken the exam yet?</p> <p>S2: Yes. I took it a little while ago.</p> <p>S1: How did you do?</p> <p>S2: Hopefully I did OK. I didn't get any sleep last night.</p> <p>S1: I guess you must be drained.</p> <p>S2: Drained? What do you mean?</p> <p>S1: It's similar to 'tired.'</p> <p>S2: Oh, I see. Yeah, I am very tired.</p> <p>S1: You need to take a break.</p> <p>S2: I sure do, but I think I am going to eat something first.</p> <p><small>Note: S = student</small></p> </div> <p>Identify an utterance from that is a <i>response</i> mentioned in <A>, and explain how the speaker attempts to resolve the communication difficulty with the identified utterance. Then, identify an utterance from that is a <i>reaction to response</i> mentioned in <A>, and explain whether the communication difficulty is resolved with the identified utterance.</p>	<p>▶ 적중 자료</p> <p>[류지원 영어교육론, 1-2월 교재, Chapter 02. Second Language Acquisition Theories]</p> <p>[9-10월 실전 모의고사반 1회 전공B 8번]</p> <p>[9-10월 실전 모의고사반 3회 전공B 6번]</p>

영교론	류지원	강좌명	영어교육론
-----	-----	-----	-------

기출문제 B형 6번	적중 근거 자료
<p>6. Read the passage and follow the directions. 【4 points】</p> <div> <p>A high school teacher wanted to develop a test in order to assess his students' English reading ability. He developed the test based on the following procedures:</p> <ul style="list-style-type: none"> • Step 1: Construct Definition He started by clarifying what his test was intended to measure. He defined the construct of his English test as the ability to infer meanings from a given reading passage. • Step 2: Designing Test Specifications According to the construct definition in Step 1, he specified the test as consisting of a total of 20 multiple-choice items: 1) 10 items asking test-takers to infer meanings and fill in the blank with the most appropriate words or phrases (i.e., Fill-in-the-Blank), and 2) 10 items for finding the best order of scrambled sentences (i.e., Unscrambling). • Step 3: Developing Test Items & Piloting He finished item development. He piloted the test to examine whether the items had satisfactory test qualities. • Step 4: Analyzing Item Facility & Item Discrimination He analyzed item difficulty. To increase internal consistency, he removed the items with a high value of item discrimination. • Step 5: Analyzing Reliability & Validity Reliability was assessed by Cronbach's coefficient alpha. To investigate the concurrent validity of the test, he asked his colleagues to review the test items based on the test specifications. • Step 6: Administering the Test After making the necessary revisions, he administered the test to his students. </div> <p>Based on the passage above, identify TWO steps out of the six that have a problem in the process of test development. Then, support your answers with evidence from the passage. Do NOT copy more than FOUR consecutive words from the passage.</p>	<p>▶ 적중 자료</p> <p>[류지원 심화 영어교육론, 3-4월 교재, Chapter 07. Language Assessment]</p> <p>[7-8월 영역별 문제풀이 3회 실전문제 3번]</p> <p>[9-10월 실전 모의고사 1회 전공B 7번]</p> <p>[9-10월 실전 모의고사 7회 전공B 8번]</p>

기출문제
B형 10번

적중 근거 자료

10. Read the passage in <A> and the part of the individual conference in , and follow the directions. 【4 points】

<A>

The students in Mr. Lee's class did an oral presentation. Mr. Lee gave his students the following rubric in advance and let them know that their performance would be evaluated across four categories: (a) content & preparation, (b) organization, (c) language, and (d) delivery. After the students' presentations were over, Mr. Lee had a conference session with each student to discuss his or her strengths and weaknesses.

PRESENTATION ASSESSMENT FORM

Evaluation Categories	Scale				
	1	2	3	4	5
	poor				excellent
I. Content & Preparation					
1. Interest & Value of topic	1	2	3	4	5
2. Informativeness of content	1	2	3	4	5
3. Preparedness	1	2	3	4	5
II. Organization					
1. Introduction (giving an overview)	1	2	3	4	5
2. Main body (supporting details & examples)	1	2	3	4	5
3. Conclusion (summarizing the presentation)	1	2	3	4	5
III. Language					
1. Accuracy (accurate use of grammar)	1	2	3	4	5
2. Appropriateness	1	2	3	4	5
3. Fluency	1	2	3	4	5
4. Pronunciation	1	2	3	4	5
IV. Delivery					
1. Confidence (not overly dependent on notes)	1	2	3	4	5
2. Gestures & Facial expressions	1	2	3	4	5

▶ 적중 자료

[류지원 영어교육론, 1-2월 교재, Chapter 06. Language, Culture, and Identity]

[9-10월 실전 모의고사 2회 전공A 11번]