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

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

1. Read a teacher's and a student's journal entries and follow the directions. 【2 points】

Ms. Ahn's Journal

I think I need to change my approach to teaching speaking skills. In my conversation class, I usually have my students listen to dialogues and then practice the main expressions using pattern drills, which I thought would help them speak with both accuracy and fluency. However, when I assessed their speaking performance last week, most students had difficulties speaking fluently. They frequently had long pauses in their speech, but were quite accurate. In order to address this issue, I'm going to add more fluency activities such as discussion, role-plays, and information-gap activities.

Nayun's Journal

Today, I got my final exam results. Compared to the mid-term exam, my score has improved a lot. I'm very proud of myself because I studied a lot for the test. My English teacher usually includes lots of reading comprehension questions on exams, so this time I read all the reading texts in the textbook multiple times and took many practice tests. However, I'm a bit disappointed with the test in a way. I really want to improve my English writing skills, but I just don't have time to practice them. Well... I don't know.... I want to change how I'm studying, but I can't give up on getting good English test scores.

Fill in the blank with the ONE most appropriate word.

The above two journal entries demonstrate _____ effect in that the teacher and the student each write about what they do for their teaching and studying with regard to tests.

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

T1: Hello, Ms. Kim. You seem to be in deep thought. Anything bothering you?

T2: Good morning, Mr. Lee. I'm thinking of how to make my English class more effective.

T1: Yeah, I've been thinking about that, too.

T2: You know, our textbook is organized by separate language skills. But the four skills are rarely separable from each other, I think.

T1: True. Speaking almost always implies a listener, and writing and reading share obvious links.

T2: That's exactly what I mean.

T1: Actually, I've been adapting the textbook since last semester so that my students can be exposed to the language they will encounter in the real world.

T2: Sounds great. How have you been doing it?

T1: For example, I usually have pre-reading discussion time to activate schemata. It helps to make links between speaking, listening, and reading. My students actively engage in those kinds of tasks.

T2: That can be a good way. Or I could create a listening task accompanied by note-taking or followed by a group discussion.

T1: Great idea. I think just a slight change can make a big difference.

T2: Right. I'll try to make some changes and let you know how it goes. Thanks for sharing your experience!

Note: T = teacher

Fill in the blank with the ONE most appropriate word.

In the above conversation, the two teachers are talking about the _____ approach, which is now typical within a communicative, interactive framework. The approach can give students greater motivation and make them engage more actively, which can convert to better learning outcomes.

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

'Indeed, Stevens. I'd told her you were the real thing. A real old English butler. That you'd been in this house for over thirty years, serving a real English lord. But Mrs Wakefield contradicted me on this point. In fact, she contradicted me with great confidence.'

'Is that so, sir?'

'Mrs Wakefield, Stevens, was convinced you never worked here until I hired you. In fact, she seemed to be under the impression she'd had that from your own lips. Made me look pretty much a fool, as you can imagine.'

'It's most regrettable, sir.'

'I mean to say, Stevens, this *is* a genuine grand old English house, isn't it? That's what I paid for. And you're a genuine old-fashioned English butler, not just some waiter pretending to be one. You're the real thing, aren't you? That's what I wanted, isn't that what I have?'

'I venture to say you do, sir.'

'Then can you explain to me what Mrs Wakefield is saying? It's a big mystery to me.'

'It is possible I may well have given the lady a slightly misleading picture concerning my career, sir. I do apologize if this caused embarrassment.'

[…]

'But dammit, Stevens, why did you tell her such a tale?'

I considered the situation for a moment, then said: 'I'm very sorry, sir. But it is to do with the ways of this country.'

'What are you talking about, man?'

'I mean to say, sir, that it is not customary in England for an employee to discuss his past employers.'

'OK, Stevens, so you don't wish to divulge past confidences. But does that extend to you actually denying having worked for anyone other than me?'

'It does seem a little extreme when you put it that way, sir. But it has often been considered desirable for employees to give such an impression. If I may put it this way, sir, it is a little akin to the custom as regards marriages. If a divorced lady were present in the company of her second husband, it is often thought desirable not to allude to the original marriage at all. There is a similar custom as regards our profession, sir.'

'Well, I only wish I'd known about your custom before, Stevens,' my employer said, leaning back in his chair. 'It certainly made me look like a chump.'

Kazuo Ishiguro, *The Remains of the Day*

Complete the commentary below by filling in the blank with the ONE most appropriate word from the excerpt.

<Commentary>

In this excerpt, Stevens uses an analogy in an attempt to justify the false impression he gave to Mrs Wakefield. Similar to the way previous _____ should remain unspoken before a partner, English custom frowns upon domestic servants revealing their past employments in company of others.

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

When two consonants appear word-initially, the sonority of the first consonant is lower than that of the second one except for '/s/ and voiceless obstruent' sequences such as [st] in *stop* and [sf] in *sphere*. Accordingly, the two liquids /l/ and /ɹ/ appear as the second consonant since they have relatively high sonority. However, it is not the case that all the combinations are possible as below.

[pl]	[bl]	[fl]	[kl]	[gl]
play	*bleed*	*fly*	*click*	*glass*
[pɹ]	[bɹ]	[fɹ]	[kɹ]	[gɹ]
pray	*breed*	*fry*	*crick*	*grass*
*[θl]	*[tl]	*[dl]	[sl]	*[ʃl]
-----	-----	-----	*slide*	-----
[θɹ]	[tɹ]	[dɹ]	*[sɹ]	[ʃɹ]
thrive	*try*	*dry*	-----	*shrimp*

As presented above, some consonant clusters including a liquid as the second do not appear in word-initial positions except for a few loanwords. As a result, the contrast between the two liquids /l/ and /ɹ/ is neutralized after _____ obstruents in word-initial positions.

Note: '*' indicates a non-permissible form.

Fill in the blank with the ONE most appropriate word.

한국교육과정평가원

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

When I heard the famous poet pronounce
"One can only write poems in the tongue
in which one first said *Mother*," I was stunned.
Lately arrived in English, I slipped down
into my seat and fought back tears, thinking
of all those notebooks filled with bogus poems
I'd have to burn, thinking maybe there was
a little loophole, maybe just maybe
Mami had sung me lullabies she'd learned
from wives stationed at the embassy,

thinking maybe she'd left the radio on
beside my crib tuned to the BBC
or Voice of America, maybe her friend
from boarding school had sent a talking doll
who spoke in English? Maybe I could be
the one exception to this writing rule?
For months I suffered from bad writer's-block,
which I envisioned, not as a blank page,
but as a literary border guard
turning me back to Spanish on each line.

I gave up writing, watched lots of TV,
and you know how it happens that advice
comes from unlikely quarters? *She* came on,
sassy, olive-skinned, hula-hooping her hips,
a basket of bananas on her head,
her lilting accent so full of feeling
it seemed the way the heart would speak English
if it could speak. I touched the screen and sang
my own heart out with my new muse, *I am*
Chiquita Banana and I'm here to say...

Julia Alvarez, "First Muse"

Complete the commentary below by filling in the blank with the ONE most appropriate word from the poem. Then, explain what the underlined part means.

<**Commentary**>

When she saw "Chiquita Banana" on TV, the speaker had an epiphany that her dream did not need to be hampered by her _____ roots.

---

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

─< A >─

In English, prosodic units such as syllable and foot are referred to in the phonological description. Here we are going to refer to foot, which is trochaic in English as in (1).

(1) a. di{'saster}   sy{'nopsis}   mi{'mosa}
    b. {'opportune}   {'insolent}   {'enmity}
    c. {ˌresur}{'rect}   {ˌphoto}{'graphic}   {ˌeco}{'nomical}

Now take a look at the data in (2). Voiceless stops are aspirated when they are followed by a stressed vowel, whether it is a primary stress as in (2a) or a secondary stress as in (2b). But even before a stressed vowel, they are not aspirated when it is preceded by /s/ as in (2c). Lastly, they are not aspirated when they are followed by an unstressed vowel as in (2d). So the phonological description of the aspiration phenomenon must be complicated without referring to foot.

(2) a. apartment [əˈpʰɑɹtmənt]
       maternal [məˈtʰɜɹnəl]
       academy [əˈkʰædəmi]
    b. personality [ˌpʰɜɹsəˈnæləti]
       Tennessee [ˌtʰɛnəˈsi]
       kangaroo [ˌkʰæŋgəˈɹu]
    c. asparagus [əˈspæɹəgəs]
       austerity [ɔˈstɛɹəti]
       mosquito [məˈskitoʊ]
    d. sympathy [ˈsɪmpəθi]
       sentimental [ˌsɛntəˈmɛntəl]
       alcoholic [ˌælkəˈhɔlɪk]

Note: '{ }' indicates foot boundaries.

─< B >─

a. operation   b. disentangle   c. accountability   d. substantial

In <B>, select TWO words where the underlined voiceless stop is realized as an aspirated stop. Then, state a rule which can account for all the aspirated stops in (2). Your answer must include 'foot.'

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

<A>

Coordination is possible when two constituents share the same type of syntactic function. As shown in (1a), a complement can be conjoined by another complement. If it is combined with an adjunct, however, ungrammaticality results as in (1b).

(1) a. We won't reveal [Complement the nature of the threat] or [Complement where it came from].
    b. *I went [Complement to the park] and [Adjunct for health reason].

The syntactic function of dependents (i.e., complements or adjuncts) influences *one*-replacement of nouns, too. Note, for example, that a noun *prince* can be replaced by *one* in (2a), but not in (2b). The difference lies in what syntactic function the PP serves in each example. The noun is modified by an adjunct in (2a), but by a complement in (2b).

(2) a. The prince from Denmark and the one from Japan met each other yesterday.
    b. *The prince of Denmark and the one of Japan met each other yesterday.

It is possible for dependents of nouns to appear in a pre-nominal position, which triggers structural ambiguity. For instance, *Korean* in 'the Korean professor' can be interpreted as either complement or adjunct: the professor teaching the Korean language and the professor from Korea, respectively.

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

<B>

(i) The man who entered the room was the linguistics and Korean professor.
(ii) Mina is not the Japanese professor but the Korean one.

Based on <A>, identify in <B> whether *Korean* in (i) and (ii) should be interpreted as language, nationality, or both. Write your answers in the correct order. Then, explain your answers on the basis of the description in <A>.

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

<A>

Ms. Yoon is an English teacher at a local middle school. According to her school curriculum, students should be able to use a combination of top-down and bottom-up processing when they practice the receptive skills of English, that is, listening and reading. Bottom-up processing is the processing of individual elements of the target language for the decoding of language input, while top-down processing refers to the use of background knowledge in understanding the meaning of a message. Now, she is developing a master plan for one of the units she will teach next semester. To help her students achieve this curriculum goal, she makes efforts to ensure that both bottom-up and top-down processing are practiced during each lesson period.

<B>

Ms. Yoon's Unit 1 Master Plan

1. Lesson: Challenge & Courage
2. Objectives
Students will be able to:
• listen to a dialogue and explain the content
• ask for reasons and make decisions
• read a text and retell the story
3. Study points
• Functions: asking for and giving reasons
• Forms: passive, subject-verb agreement
4. Time allotment: 8 periods, 45 minutes each

Period	Section	Learning Activities
1st	Listen 1	• Listen to a series of phrases for consonant/vowel linking between words • Listen to short sentences to discriminate between rising and falling intonation
2nd	Listen 2	• Listen to a dialogue and find the main idea • Do a sentence dictation activity with the active and passive voice
5th	Read 1	• Read the introductory paragraph and predict what will come next • Distinguish sentences containing subject-verb agreement errors
6th	Read 2	• Recognize whether a sentence is in the active or passive voice • Change base forms of verbs into the past participle by adding '-ed / -en'

Based on <A>, identify TWO periods in <B> in which the teacher focuses on both types of processing. Then, explain your answers with evidence from <B>.

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

<A>

While styles are preferred ways of processing information, strategies are conscious mental and behavioural procedures that people engage in with the aim to gain control over their learning process. Although the definitions and boundaries of learning strategies can be varied, there are several categories of strategies that have generally been agreed upon, as shown below.

Strategy	Definition	Examples
Metacognitive	Learners being consciously aware of their thought processes and cognition	• Planning • Monitoring • Evaluating
Cognitive	Learners using their brains to manipulate or transform L2 input in order to retain it	• Keyword technique • Repetition • Inferencing • Visualization
Social	Learners involving others in their L2 learning processes	• Having conversations in L2 with other speakers • Practicing L2 with other classmates
Affective	Learners engaging their own emotions to facilitate L2 learning	• Rewarding oneself for studying • Intentionally reducing anxiety

<B>

Mina : Hi, Junho. Is everything going well?

Junho: Hey, Mina! Good to see you here. Can I ask you something?

Mina : Sure. What's up?

Junho: I know you are a good English learner and I'd like to get some tips.

Mina : Sure. Will you tell me how you study?

Junho: I try to set schedules for learning. For example, I decide what I should study first and what I can study at a later time.

Mina : That's a good way. Anything else you do?

Junho: While studying, I sometimes stop to check my comprehension.

Mina : Okay. In my case, I usually create pictures in my mind to remember the things I've studied.

Junho: Oh, you do? I've never tried to create mental images when I study.

Mina : Actually, it helps me remember things a lot longer.

Junho: That makes sense. I think I need to try it.

Mina : And, whenever I find some difficult English expressions I'm not familiar with, I talk in English with native speakers to find out exactly what those expressions mean.

Junho: I usually use my online dictionary. But I often find the dictionary explanation is rather difficult for me.

Mina : That happens a lot. I think asking questions to others is one of the best ways to clarify the meaning.

Junho: I quite agree. I'll apply your advice to my English learning immediately. Thanks for your tips!

Identify TWO strategies in <A> that Mina recommended to Junho in <B>. Then, support your answers with evidence from <B>.

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

<A>

In most intercultural conflict situations, interactants are expected to defend or save their faces when they are threatened. Here, face refers to a person's sense of favorable self-worth or self-image experienced in communication. The various ways to deal with conflict and face are called facework or facework strategies. There are three general types of facework strategies used in intercultural conflict. Below are the three types and the specific behaviors displayed when employing a strategy.

Facework Strategies	Facework Behaviors
A. Dominating: an effort to control the conflict situation	A1. Assault the other verbally
	A2. Be firm in one's demands and do not give in
B. Avoiding: an attempt to save the other person's face	B1. Dismiss the conflict that threatens the other's face
	B2. Rely on a third party to manage the conflict
C. Integrating: an endeavor for closure of the conflict	C1. Offer an apology for the conflict
	C2. Mutually acknowledge each other's good points

<B>

Scenario 1

Michael and Ken are students from different countries taking the same class at an Australian university. They are partners for an assignment and decide to meet twice a week. However, Michael is always late for the meetings. Ken feels frustrated because in his culture, punctuality is highly important and making others wait is regarded inconsiderate. Ken finally tells Michael how he feels. Hearing Ken's complaints, Michael is upset at first. He thinks Ken is fussing over nothing because in Michael's culture, people are more flexible with time. After consideration, he comes to understand Ken's position and admits his fault. Then, expressing his regret, he promises to be on time.

Scenario 2

Maria and Sue are students rooming together at a US university. They are from different countries. Maria loves hanging out with her friends and invites them to the room to talk and eat. They almost always leave after midnight. However, Sue is irritated because in her culture, staying late at someone's place is not normally acceptable. In contrast, Maria doesn't mind her friends staying late since in her culture, getting along well with other people is a high priority. Sue considers directly telling Maria that her friends should not outstay their welcome. Not wanting to create an unpleasant situation, however, she instead decides to go to the library when her roommate's friends visit.

Based on <A>, identify ONE facework behavior that Michael and Sue each display to deal with their intercultural conflicts in <B>, respectively. Then, explain your answers with evidence from <B>.

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

Many species of octopus and squid are known to exhibit a particularly effective behavior that enables them to escape from predators. In the region of their intestines the animals have a special sac-like organ. In the wall of this sac there is a gland which secretes a brown or black liquid rich in the pigment melanin, this is ink. When threatened the animal has the ability to compress the ink sac and squirt a jet of the liquid from its anus. It is thought that the cloud of ink hanging in the water forms a dummy squid termed a pseudomorph, which attracts and holds the attention of the predator allowing the animal to dart away to safety. The _____ is made all the more effective because long thin species produce long thin pseudomorphs and more round species produce rounder clouds of ink.

Squid and octopus are molluscs, taxonomic relatives of the garden slug and snail. Can you imagine a slug squirting out ink to leave a pseudomorph hanging in the air to decoy a bird predator while the slug made its escape? Of course you can't, for the simple reason that this behavioral strategy can only work when the animal is surrounded by a medium that will support the ink cloud for a sufficient period to allow the escape. In water this works, but in the less dense medium of air it would not.

Some species of octopus and squid are inhabitants of the ocean depths. Here light penetration from the surface is minimal or zero and the seawater is a constant inky black. Obviously the ink-dummy strategy would be no more effective here than it would be in air. The pseudomorph would hang in the water column, but it is unlikely that such deception would be successful against the inky-black backdrop. In this situation species such as the deep-water squid *Heteroteuthis* secrete a luminescent ink, creating a brief flash of light which is thought to confuse a potential predator just long enough for an escape to be affected.
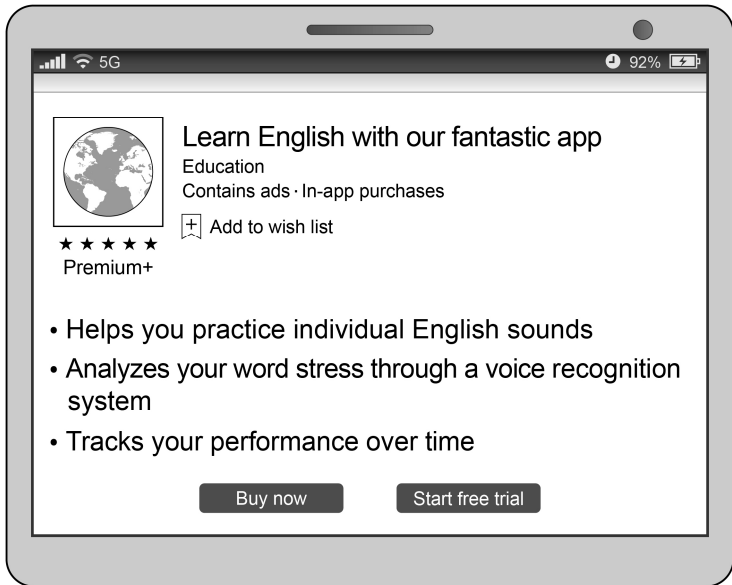

Fill in the blank with the ONE most appropriate word from the passage. Then, using evidence from the passage, explain why the ink-dummy tactic would not likely succeed in the air and the deep sea, respectively. Do NOT copy more than FOUR consecutive words from the passage.

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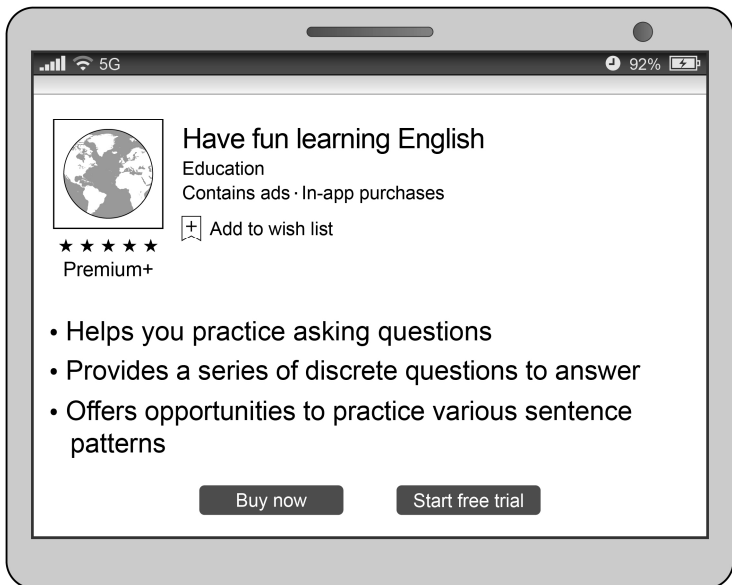
<A>

Digital technology provides students with a new battery of tools with which language can be learned effectively. Below are some apps that students can use for their English learning.
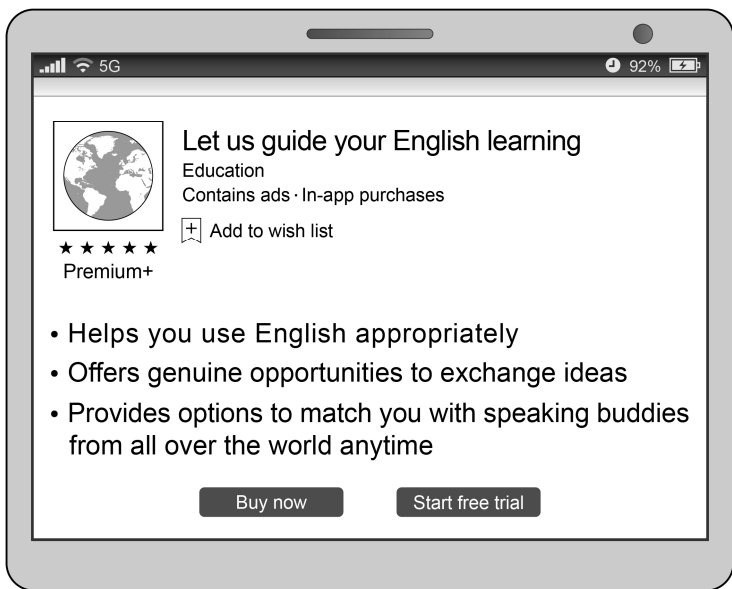
· **App 1**

Learn English with our fantastic app
Education
Contains ads · In-app purchases
Add to wish list
★ ★ ★ ★ ★
Premium+

- Helps you practice individual English sounds
- Analyzes your word stress through a voice recognition system
- Tracks your performance over time

Buy now   Start free trial

· **App 2**

Have fun learning English
Education
Contains ads · In-app purchases
Add to wish list
★ ★ ★ ★ ★
Premium+

- Helps you practice asking questions
- Provides a series of discrete questions to answer
- Offers opportunities to practice various sentence patterns

Buy now   Start free trial

· **App 3**

Let us guide your English learning
Education
Contains ads · In-app purchases
Add to wish list
★ ★ ★ ★ ★
Premium+

- Helps you use English appropriately
- Offers genuine opportunities to exchange ideas
- Provides options to match you with speaking buddies from all over the world anytime

Buy now   Start free trial

<B>

Minsu's Case

Minsu is very active in English classes and always looks for opportunities to speak English with other people. Since he lives in Korea, where English is not usually used outside the classroom, it is difficult to find English conversation partners. He once tried a conversation program where he spoke with native speakers on the phone. However, the program seemed too rigid in that he could only practice at designated times and with predetermined contents. Now, he wants to find an app where he can talk with partners whenever he wants and apply what he learns in the English class while speaking in a more natural context.

Jieun's Case

Jieun is afraid of speaking in English. But she was not like that before. She used to be outgoing and willing to communicate with people in English whenever she could. However, sometimes people didn't understand her and kept asking her to repeat the words she had just said. When she consulted her English teacher about the issue, the teacher advised her to focus on practicing pronunciation of words. Now, she is looking for an app which could help her practice pronouncing English words accurately.

Based on <A>, identify the ONE most appropriate English learning app for Minsu and Jieun, respectively. Then, explain your answers with evidence from <B>.

<수고하셨습니다.>