



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

T1: My students are having trouble with plural nouns. I'm thinking of trying a new task.  
 T2: What's your idea?  
 T1: I'm planning to give a short text where every seventh word is blanked out. Students have to guess the correct word for each blank to make a complete sentence.  
 T2: Well, that might be a bit difficult for beginning level students. I did a similar activity last semester. I gave a text where I blanked out only plural nouns so that students could focus on them.  
 T1: Oh, I see.  
 T2: You can also give students only parts of words in the blanks and ask them to restore each word in the text.  
 T1: Hmm, that seems interesting. Well, then, for my students, I'll try to use only plural nouns in the written text and ask my students to fill in the blanks. Thanks for the suggestion.

Note: T1=teacher 1, T2=teacher 2

Complete the comments by filling in the blank with the ONE most appropriate word.

In the above dialogue, the two teachers are talking about teaching plural nouns through three types of gap-filling tasks which require students to read the texts and fill in the blanks. The gap-filling described by the teachers here is \_\_\_\_\_, which can be readily adapted for pedagogical tasks in classrooms.

3. Read the dialogue and follow the directions. **【2 points】**

T: What are you going to do this weekend?  
 S: I will go to a market with my mom.  
 T: Is there anything you want to buy?  
 S: Eggs. Many eggs.  
 T: Is that all you want?  
 S: No. I will buy many bread and cheese, too.  
 T: (1) Well, you said you will buy... buy...  
 S: Buy bread and cheese. Ah, buy a lot of bread. I will buy a lot of bread and cheese.  
 T: Why will you buy them?  
 S: I like to make sandwiches. I will make many sandwiches.  
 T: Do you have any other plans?  
 S: I have many homework so I will study for many hours.  
 T: (2) Well, what word do we use with homework?  
 S: Many homeworks? No, a lot of? Yes, a lot of homework.

Note: T=teacher, S=student

Fill in the blank with the ONE most appropriate word.

\_\_\_\_\_ refers to a type of the teacher's corrective feedback that directly induces the correct form of an error from the learner. One technique of this is to induce the correct form of an error by prompting the learner to reformulate the error and complete his or her own utterances, which is seen in the teacher's first corrective feedback, (1), in the dialogue. Another technique is to use questions to lead the learner to produce correct forms as shown in the teacher's second corrective feedback, (2), in the dialogue.

4. Read the passage and fill in each blank with the ONE most appropriate word. Write your answers in the correct order.

**【2 points】**

Across morpheme boundaries, obligatory nasal assimilation to bilabials or alveolars applies without restriction, as shown in (1).

(1) compose	composition
symbol	symbolic
sympathy	sympathetic
condemn	condemnation
intone	intonation
indent	indentation

On the other hand, obligatory nasal assimilation to velars applies selectively, as shown in (2). (Note that optional nasal assimilation may apply postlexically to derive 'co[ŋ]cordance,' 'co[ŋ]gressional,' etc.)

(2) Nasal assimilation	No nasal assimilation
co[ŋ]cord	co[n]cordance
co[ŋ]gress	co[n]gressional
co[ŋ]quer	co[n]cur
co[ŋ]gruous	co[n]gruity
sy[ŋ]chrony	sy[n]chronic
i[ŋ]cubate	i[n]clude

The examples in (2) illustrate that obligatory nasal assimilation applies only when preceded by a(n) ① vowel and followed by a(n) ② vowel with a velar involved.

5. Read the passage and fill in the blank with the most appropriate IPA symbol. 【2 points】

Two different definitions are employed for the tense-lax distinction. One is the phonetic definition given in (1).

(1) Phonetic definition

- a. A tense vowel has a higher tongue position than its lax counterpart.
- b. A tense vowel has greater duration than its lax counterpart.
- c. A tense vowel requires a greater muscular effort in production than a lax vowel.

The other is a phonologically defined tense-lax separation in terms of the different kinds of syllables in which the vowels can occur.

(2) Phonological definition

Tense vowels can appear in open syllables with stress while lax vowels cannot.

The distributionally based phonological classification of tense-lax comes into conflict with the phonetically based classification in several respects. First of all, both /oo/ and /ɔ/ are tense in the phonological classification while they are separated as tense and lax, respectively, in the phonetic classification. Second, there is a problem with regard to duration, which the phonetically based criterion focuses on. While it is true that several of the lax vowels are short, \_\_\_\_\_ is not. Indeed, this vowel has equal duration with, or even greater duration than typically long and tense vowels.

6. Read the excerpt from a play and follow the directions.

【2 points】

PARRITT: What do they do for a living?

LARRY: As little as possible. Once in a while one of them makes a successful touch somewhere, and some of them get a few dollars a month from connections at home who pay it on condition they never come back. For the rest, they live on free lunch and their old friend, Harry Hope, who doesn't give a damn what anyone does or doesn't do, as long as he likes you.

PARRITT: It must be a tough life.

LARRY: It's not. Don't waste your pity. They wouldn't thank you for it. They manage to get drunk, by hook or crook, and keep their pipe dreams, and that's all they ask of life. I've never known more contented men. It isn't often that men attain the true goal of their heart's desire. The same applies to Harry himself and his two cronies at the far table. He's so satisfied with life he's never set foot out of this place since his wife died twenty years ago. He has no need of the outside world at all. This place has a fine trade from the Market people across the street and the waterfront workers, so in spite of Harry's thirst and his generous heart, he comes out even. He never worries in hard times because there's always old friends from the days when he was a jitney Tammany politician, and a friendly brewery to tide him over. Don't ask me what his two pals work at because they don't. Except at being his lifetime guests.

Complete the commentary below by filling in the blank with the TWO most appropriate consecutive words from the passage.

<Commentary>

The different types of characters mentioned in Larry and Parritt's conversation in Harry Hope's bar dwell on \_\_\_\_\_. They sentimentally reminisce about their glory days while loafing around doing nothing. It is self-delusion rather than self-knowledge that sustains them.

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

When I came to my castle, for so I think I call'd it even after this, I fled into it like one pursued; whether I went over by the ladder as first contriv'd, or went in at the hole in the rock, which I call'd a door I cannot remember; nor, nor could I remember the next morning, for never frightened hare fled to cover, or fox to earth, with more terror of mind than I to this retreat.

I slept none that night; the farther I was from the occasion of my fright, the greater my apprehensions were, which is something contrary to the nature of such things and especially to the usual practice of all creatures in fear: But I was so embarrass'd with my own frightful ideas of the thing, that I form'd nothing but dismal imaginations to my self, even tho' I was now a great way off of it. Sometimes I fancy'd it must be the devil; and reason joyn'd in with me upon this supposition: For how should any other thing in human shape come into the place? Where was the vessel that brought them? What marks was there of any other footsteps! And how was it possible a man should come there? But then to think that Satan should take human shape upon him in such a place where there could be no manner of occasion for it, but to leave the print of his foot behind him, and that even for no purpose too, for he could not be sure I should see it; this was an amusement the other way; I consider'd that the devil might have found out abundance of other ways to have terrify'd me than this of the single print of a foot. That as I liv'd quite on the other side of the island, he would never have been so simple to leave a mark in a place where 'twas ten thousand to one whether I should ever see it or not, and in the sand too, which the first surge of the sea upon a high wind would have defac'd entirely: All this seem'd inconsistent with the thing it self, and with all the notions we usually entertain of the subtily of the devil.

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

<Commentary>

In this scene, instead of rejoicing at the possibility of rescue or of a companion, the narrator reacts with fear. His apprehension is intensified because where he expected to find a trail of \_\_\_\_\_, he only found one.

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

Ancient Easterners saw the world as consisting of continuous substances while ancient Westerners tended to see the world as being composed of discrete objects or separate atoms. Remarkably, it is still the same in the modern era.

In a survey of the values of middle managers, Hampden-Turner and Trompenaars examined whether respondents from both Eastern and Western cultures thought of a company as a system to organize tasks or as an organism coordinating people working together. They asked respondents to choose between the following definitions:

- (a) A company is a system designed to perform functions and tasks in an efficient way. People are hired to fulfill these functions with the help of machines and other equipment. They are paid for the tasks they perform.
- (b) A company is a group of people working together. The people have social relations with other people and with the organization. The functioning is dependent on these relations.

About 75 percent of Americans chose the first definition, and more than 50 percent of Canadians, Australians, British, Dutch, and Swedes chose that definition. About a third of a group of Japanese and Singaporeans chose it. Thus for the Westerners, especially the Americans and the other people of primarily northern European culture, a company is an atomistic, modular place where people perform their distinctive functions. For the Easterners, a company is an organism where the social relations are an integral part of what holds things together.

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

Research shows that people from Western cultures tend to see the world in a more atomistic way. This view leads them to see a social institution like a workplace as a system to perform distinctive functions. On the other hand, according to the Easterners' perspective, a company is seen as an interdependent organism. Its function is made possible by \_\_\_\_\_ among its members as well as between the members and the organization. Knowledge of such differences can be helpful for intercultural understanding.

9. Read the passages and follow the directions. 【4 points】

<A>

Clausal modifiers of NPs which function as the Subject or the Object can move to the end of the sentence, which is called ‘extraposition,’ as shown in (1) and (2), respectively. The extraposed CP can be adjoined to VP or TP.

- (1) a. A man [who has red hair] just came in.  
 b. A man just came in [who has red hair].
- (2) a. John won’t turn a friend [who needs help] away.  
 b. John won’t turn a friend away [who needs help].

Let’s take a closer examination of the extraposition of the CP from the Object position in (2b). As confirmed in (3), VP preposing can be further applied to (2b) and the resulting sentence is grammatical. This suggests that the extraposed CP from the Object position is adjoined to VP, since only phrasal constituents can move.

- (3) John said that he wouldn’t turn a friend away who needs help, and [turn a friend away who needs help] he won’t.

The whole process can be represented as in (4): from the structure in (4a) the clausal modifier CP adjoined to VP in (4b) and the resulting VP constituent moved to the front of the sentence in (4c).

- (4) a. [<sub>TP</sub> John won’t [<sub>VP</sub> turn [<sub>NP</sub> a friend [<sub>CP</sub> who needs help]] away]]  
 b. [<sub>TP</sub> John won’t [<sub>VP</sub> [<sub>VP</sub> turn a friend  $t_i$  away] [<sub>CP</sub> who needs help]<sub>i</sub>]]  
 c. [[<sub>VP</sub> [<sub>VP</sub> turn a friend away][<sub>CP</sub> who needs help]]]<sub>j</sub> [<sub>TP</sub> John won’t  $t_j$ ]]

From the brief observation, it can be proposed that an extraposed CP is adjoined to the first phrasal constituent containing the NP out of which it is extraposed.

<B>

- ( i ) Few people who knew him<sub>i</sub> would work with John<sub>i</sub>.  
 (ii) Few people would work with John<sub>i</sub> who knew him<sub>i</sub>.  
 (iii) Work with John<sub>i</sub> who knew him<sub>i</sub> few people would.

Based on the proposal in <A>, first identify in <B> what syntactic category the extraposed CP in (ii), derived from (i), is adjoined to. Second, state whether the preposing in (iii), derived from (ii), is grammatical or not, and then explain why.

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

Promise me no promises,  
 So will I not promise you;  
 Keep we both our liberties,  
 Never false and never true:  
 Let us hold the die uncast,  
 Free to come as free to go;  
 For I cannot know your past,  
 And of mine what can you know?

You, so warm, may once have been  
 Warmer towards another one;  
 I, so cold, may once have seen  
 Sunlight, once have felt the sun:  
 Who shall show us if it was  
 Thus indeed in time of old?  
 Fades the image from the glass  
 And the fortune is not told.

If you promised, you might grieve  
 For lost liberty again;  
 If I promised, I believe  
I should fret to break the chain:  
 Let us be the friends we were,  
 Nothing more but nothing less;  
 Many thrive on frugal fare  
 Who would perish of excess.

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. Do NOT copy more than TWO consecutive words from the poem.

<Commentary>

In the poem the speaker tells the man, “Promise me no promises.” She is unwilling to be committed to the man, suggesting that they should remain as \_\_\_\_\_.

11. Read the passage in <A> and the teacher's log in <B>, and follow the directions. 【4 points】

<A>

Language transfer refers to the effects of the learner's previous language knowledge or performance on subsequent language learning. Transfer can be categorized into positive and negative transfer. Negative transfer can be further divided into two types – overgeneralization and interference.

<B>

*(Following is a teacher's reflection on a task for her Korean students.)*

**Teacher's log**

I conducted a task that required students in pairs to ask and answer questions in class yesterday. At the beginning of the task, I heard a student asking, "Don't you like bananas?" His partner answered, "No, I eat them everyday. They are good for my health." And another student said, "Yes, I never eat them. But I like mangos," when responding to "Don't you like oranges?" I noticed many other students make such errors later in the course of the task. So I decided to tap into the errors and explained them to students after the task. I gave them further question-and-answer exercises to provide opportunities to practice what I explained before the class was over.

Identify the type of negative transfer in <B> based on <A>. Then, provide TWO examples of the identified type from <B> and explain why they exemplify the identified type in terms of whether transfer occurs intralingually or interlingually.

12. Read the English test task specifications in <A> and the teacher's reflective journal in <B>, and follow the directions. 【4 points】

<A>

Test Task Specifications	
Category	Description
Purpose	To determine students' current levels and place them into the most appropriate speaking courses
Time allocation	2 minutes (1 minute for preparation and 1 minute for speaking)
Task type	Picture-cued tasks
Scoring method	Analytic a. Criteria: Content, Fluency, Accuracy, Pronunciation b. Each criterion is worth 5 points and the score for this task is added up to 20.
Scoring procedure	a. Two examiners: a primary examiner who conducts the test and a secondary examiner who observes the test b. If there is a difference of more than 2 points in total, the examiners discuss rating disagreements based on the recorded test to arrive at a rating that they agree upon.

<B>

 I understand that some students have potential strengths in learning languages, and in order to check my students' aptitude in English, I conducted a speaking test with picture-cued tasks. For each task, students looked at pictures and prepared for 1 minute and then described them for 1 minute. I found that 1 minute was not enough for my students to prepare their answers, so I felt that I needed to change the time allocation for the task. In addition, although my rating and the other examiner's rating seemed consistent, I realized that my approach, providing a global rating with overall impressions using a single general scale, was not very effective because the scores didn't give much helpful information to students. ... There was one student's test yielding very different scores, so we (primary and secondary examiners) had a discussion about the recorded test and found that I gave the wrong score by mistake. It was good that we recorded the test even though both of us were present during the test.

Identify TWO categories that the teacher did NOT follow in the test task specifications from <A>. Then, support your answers with evidence from <B>.

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

There's no shortage of therapies for autism, some of which work well, some not so well. But there is one simple treatment that hasn't been getting the attention it may deserve: time. According to a new study in the *Journal of Child Psychology and Psychiatry*, some children who receive behavioral interventions to treat autism might be able to age out of their symptoms, outgrowing them like last year's shoes.

The idea of maturing out of psychological ills is not new. All 10 personality disorders, for example—including schizoid, which shares features with schizophrenia—can lessen as people age. Some of this may be attributable to patients' learning to manage their symptoms, but it's also possible that the brain, which is still developing into our late 20s, is improving too. "The fact that these things aren't engraved in granite is terribly exciting," says psychologist Mark Lenzenweger of the State University of New York at Binghamton.

There have been hints that this kind of remission might be possible in autism, but previous studies were plagued with questions about whether the children who had apparently shed their autism were properly diagnosed with the disorder in the first place. In the current analysis, a team led by psychologist Deborah Fein of the University of Connecticut looked at 34 people ages 8 to 21 who had been diagnosed with autism but no longer met the criteria for the disorder. It compared them with 44 patients in the same age group who still had symptoms. Both groups had received similar treatments. After the researchers corrected for other variables, the subjects with the better outcomes seemed simply to have matured out of the condition.

"I view it as a landmark kind of study," says Geraldine Dawson, chief science officer for Autism Speaks. Others disagree. It's possible, they say, that some kids just mask their symptoms, imitating healthy behaviors that they come to appreciate as desirable. Still, it's hard to dismiss Fein's work entirely. The 34 subjects whose symptoms had vanished were able to attend school without one-on-one assistance and needed no further social-skills training. Something had to account for that, and maturation, in this research at least, is the best answer.

Describe what the underlined part refers to. Provide TWO pieces of evidence showing that the group of 34 subjects in Fein's work had recovered from autism. Do NOT copy more than THREE consecutive words from the passage.

14. Read the passage in <A> and part of a lesson procedure in <B>, and follow the directions. 【4 points】

<A>

(Below are suggestions from a conference for teaching L2 writing.)

**To help students to write effectively...**

- (a) Start with pre-writing activities with little emphasis on ungrammaticalities and incorrect spelling.
- (b) Have drafting and revising stages in a recursive way.
- (c) Provide meaning-focused feedback.
- (d) Offer students opportunities to think about their own writing.

<B>

(The following is part of Ms. Song's lesson procedure for teaching how to write an argumentative essay.)

**Steps:**

1. T provides background information about artificial intelligence and Ss watch videos related to the topic.
2. Ss discuss the topic in groups and brainstorm.
3. Ss sketch their ideas and write the first drafts, focusing on content.
4. T reviews Ss' drafts and provides corrective feedback that reformulates ill-formed expressions.
5. Ss revise their drafts once, based on the feedback, and then hand in their final drafts to T.
6. T asks Ss to write reflective journals about their writing.

Note: T=teacher, Ss=students

Identify TWO suggestions from <A> that Ms. Song does NOT implement in <B>. Then, support your answers with evidence from <B>.

<수고하셨습니다.>