

전공영어 김재균 (7/8 1회)

수험번호 : ()

성명 : ()

제1차 시험	2교시 전공A	12문항 40점	시험시간 90분
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※ Write all answers in English and use neat handwriting.

- 문제지 전체 면수가 맞는지 확인하십시오.
- 모든 문항에는 배점이 표시되어 있습니다.

1. Read the passage and follow the directions. [2 points]

<A>

When adapting existing teaching materials, teachers can employ strategies such as adding, deleting, modifying, and reordering to better align content with learners' needs. These strategies enhance engagement, improve clarity, and ensure a more effective learning experience.

Strategies	Descriptions
Adding	Adding involves supplementing existing materials with extra content, such as examples, exercises, or multimedia, to enhance understanding. This approach helps address gaps in the original material or adapts it to students' specific needs.
Deleting	Deleting means removing unnecessary, repetitive, or overly difficult content from the original materials. This simplifies the lesson and allows more focus on key concepts.
Reordering	Reordering changes the order of activities or topics to create a more logical or engaging flow. This helps align the material with lesson objectives or students' learning progress.
Modifying	Modifying adjusts the language, tasks, or format of the original materials to better suit learners' proficiency levels. It ensures clarity and relevance while maintaining the core content.

A textbook introduces grammar rules first, followed by vocabulary, and then reading practice. However, students engage better when they encounter new words in context. So, the teacher reverses the sequence: starting with a short reading passage containing key vocabulary, then highlighting the grammar patterns naturally within the text, and finally reinforcing the words through targeted exercises. This way, learners grasp meaning more intuitively before analyzing the rules.

Fill in the blank with ONE word from <A>.

The strategy of _____ is used in the example case of .

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

<A>

In English syntax, Case theory requires that overt NPs must be assigned Case. The three primary Cases are Nominative, Accusative, and Oblique.

Nominative Case is assigned to the subject of a finite clause. For example:

(1) She loves books.

“She” is the subject and receives Nominative Case from the finite verb “loves.”

Accusative Case is assigned to the object of a transitive verb. For example:

(2) He met her.

“Her” is the object and receives Accusative Case from the verb “met.”

Oblique Case is appears in prepositional phrases or with certain verbs.

(3) He gave the book to her.

“Her” receives Oblique Case from the preposition “to.”

These Cases ensure NPs are grammatically licensed. Without Case, sentences like “*Her loves books” become ungrammatical, violating Case theory.

(Note) *: unacceptable sentence

- ① The angry folks ran towards him.
- ② Who seemed to him to be the right person?
- ③ Who do you think will win the match?
- ④ It is likely him to be successful in the task.

Fill in the blank with ONE number among ① to ④.

Among the example sentences in , _____ is ill-formed in terms of Case assignment.

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

When it occurs to a man that nature does not regard him as important, and that she feels she would not maim the universe by disposing of him, he at first wishes to throw bricks at the temple, and he hates deeply the fact that there are no bricks and no temples. Any visible expression of nature would surely be pelleted with his jeers.

Then, if there be no tangible thing to hoot he feels, perhaps, the desire to confront a personification and indulge in pleas, bowed to one knee, with hands supplicant, saying: “Yes, but I love myself.”

A high cold star on a winter's night is the word he feels that she says to him. Thereafter he knows the pathos of his situation.

The wind had a voice as it came over the waves, and it was sadder than death. It was the voice of the sea. It was solemn and sorrowful and it rang with melancholy.

All men in the boat had at times looked with level eyes upon the sea. Their knowledge of the grimness of the ocean had been not only from observation, but also from experience. They knew it was an actuality; it was no great illusion. It was no metaphor. It was a cold reality.

Nevertheless, a man ought to have a bathtub larger than the boat which here rode upon the sea. He wishes to throw bricks at the temple, and he imagines himself standing on the shore of a wild, white ocean, shouting denials at the wind. The correspondent thought that he had been doomed to drown. He wondered how long he could endure the hard tug of the oars and the crushing of the sea's indignities. But still he rowed.

Stephen Crane, *The Open Boat*

Fill in the blank with ONE word from the excerpt.

The “_____” symbolizes man's anger toward nature's indifference—a place where he could direct his defiance, but it doesn't exist. It reflects his helplessness against an uncaring universe.

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

Mr. Kim: I've been thinking about our last discussion on student activities. How can we make them more meaningful for real-life communication?

Ms. Lee: I agree. Instead of just role-playing from textbooks, why not have students interview local business owners? They'd use English in genuine situations.

Mr. Kim: That's a great idea! Real interactions force them to think on their feet. Maybe we could also have them write reviews for nearby restaurants or cafes.

Ms. Lee: And they'd care more because real people might read their work. What about pen pals? Connecting with students abroad could make writing purposeful.

Mr. Kim: They'd learn cultural nuances too. For speaking practice, we could simulate travel scenarios—like booking a hotel or asking for directions.

Ms. Lee: The more it mirrors real-world tasks, the more engaged they'll be. Even class debates could focus on current global issues—something they'd discuss outside school.

Mr. Kim: Authentic tasks build confidence. Let's brainstorm more real-life projects next week!

Ms. Lee: Definitely. The closer we tie activities to their lives, the more motivated they'll become.

Fill in the blank with ONE most appropriate word.

Mr. Kim and Ms. Lee focus on increasing _____ in student activities through real-world tasks, interviews, and meaningful interactions.

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

<A>

In language assessment, reliability refers to the consistency of test results. There are four key types.

1. Test-retest reliability: Consistency of scores when the same test is given to the same group on different occasions.
2. Inter-rater reliability: Agreement between different scorers evaluating the same performance.
3. Intra-rater reliability: Consistency in scoring when the same rater evaluates responses at different times.
4. Internal consistency: How well items on a test measure the same construct, often checked with statistical measures like Cronbach's alpha.

T1: How's the grading going?

T2: Honestly, a bit frustrating. I went back to look at some of my earlier scores, and I noticed something off.

T1: What do you mean?

T2: I gave one student an 8 for their writing intro last week, but today I scored a similar one from another student a 6. When I reread the first one, I think I might've been too generous.

T1: That happens, especially after reading dozens of them. Our judgment can shift without us noticing.

T2: The thing is, when I checked multiple responses from different students, I felt the parts I was evaluating were aligned. I think the rubric works well.

T1: So the criteria themselves are clear, but maybe your scoring changed depending on when you marked?

T2: That's what it looks like. I need to go back and check for consistency. It's not fair to the students otherwise.

T1: Good call. I've started keeping sample answers next to me as anchors. Helps me stay on track.

T2: That's smart. I'll try that next time.

From the conversation , identify which of the reliability types 1-3 mentioned in <A> was violated, with evidence from . Also, the conversation shows that reliability type 4 was well maintained. Provide the evidence from for this. Do NOT copy more than 4 consecutive words from .

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

The Writer

Richard Wilbur

In her room at the prow of the house
Where light breaks, and the windows are tossed with
linden,
My daughter is writing a story.
I pause in the stairwell, hearing
From her shut door a commotion of typewriter-keys
Like a chain hauled over a gunwale,
Young as she is, the stuff
Of her life is a great cargo, and some of it heavy:
I wish her a lucky passage.

But now it is she who pauses,
As if to reject my thought and its easy figure.
A stillness greatens, in which
The whole house seems to be thinking,
And then she is at it again with a bunched clamor
Of strokes, and again is silent.

I remember the dazed starling
Which was trapped in that very room, two years ago:
How we stole in, lifted a sash
And retreated, not to affright it;
And how for a helpless hour, through the crack of
the door,
We watched the sleek, wild, dark
And iridescent creature
Batter against the brilliance, drop like a glove
To the hard floor, or the desk-top,
And wait then, humped and bloody,
For the wits to try it again;
And how our spirits rose when, suddenly sure,
It lifted off from a chair-back,
Beating a smooth course for the right window
And clearing the sill of the world.

It is always a matter, my darling,
Of life or death, as I had forgotten. I wish
What I wished you before, but harder.

Fill in the blank with one word from the poem.

The daughter's struggle to write mirrors the starling's frantic attempts to escape—both represent efforts toward freedom, creativity, and self-determined direction in life. As the bird finally found its way out into the world through a(n) _____, so too the daughter seeks her own path through the act of writing.

Based on the poem, explain the meaning of The whole house seems to be thinking.

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

<A>

Ms. Kim, an English teacher, is selecting lesson objectives to implement into a new lesson. The following are the lesson objectives for reception and production. (Ss: students)

Lesson Objectives

Reception

R1. Ss can recognize difficult words and infer their meanings.

R2. Ss can identify specific information from the reading material.

R3. Ss can distinguish between literal and implied meanings.

Production

P1. Ss can explain the cause and effect of an event.

P2. Ss can write a simple journal, letter, or email.

P3. Ss can exchange ideas by using a graphic organizer.

Teaching Procedure

Step 1

Ss read a passage in the form of advertisement on a new digital device and complete a worksheet.

Advertisement



Discover the future in your hand.
 It's more than just a device.
 It's a window to everything.
 Experience seamless power and unparalleled clarity.
 Unlock possibilities you never imagined.

Worksheet

The following sentence is excerpted from the advertisement.

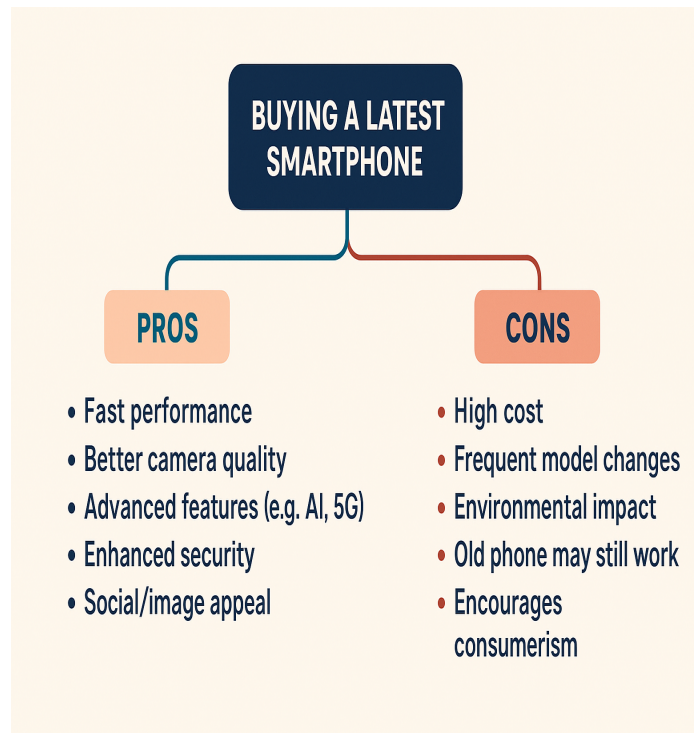
It's a window to everything.

→ _____

Fill in the blank with the intention of the sentence.

Step 2

In groups, students brainstorm the pros and cons of purchasing the digital device by using the following semantic map.



Step 3

Students work together and write out a table containing the advantages and disadvantages of using the digital device.

Identify ONE lesson objective for reception and ONE lesson objective for production from <A> that the teaching procedure in targets. Then, explain your answers, respectively, with evidence from .

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

<A>

Project-based learning (PBL) is an instructional approach that enables students to engage in an inquiry process guided by an overarching goal and interrelated sub-tasks. One possible sequence for putting PBL into practice is outlined below.

Students jointly establish the project's goal and scope. This initial step helps them feel in charge of their own work from the outset. After agreeing on the goal, the group actively discusses and decides what elements to incorporate into the project. While gathering information, students meaningfully practice integrated language skills. Next, they collaborate with their teammates to construct the project. Upon completion, the groups present their work to the class. In evaluating the projects, the teacher assesses students' learning progress, giving attention to both the process and the final product.

Over a six-week period, Ms. Park—a middle school English teacher—integrated PBL into her classroom. She dedicated one class period each week to the project. At the end of every session, she quickly wrote a teacher log to document key events and observations. Selected entries from those logs are presented below.

Week 1:

Students are grouped and discuss ways to reduce waste. Each group sets a specific project goal through collaborative decision-making.

Week 2:

Students search for relevant information online. Their focus is solely on reading and collecting useful facts about waste reduction.

Week 3:

Each group conducts a survey among students to gather opinions and data related to waste-reduction habits and awareness.

Week 4:

One student in each group creates a brochure, while another prepares a presentation explaining the group's project findings and proposals.

Week 5:

Groups present their work in class. Afterward, the completed brochures are distributed outside the school to raise awareness from the local community.

Week 6:

The teacher evaluates each brochure based on content and language. Feedback is shared and discussed to reflect on communication effectiveness.

Identify the TWO weeks in that do NOT follow the procedure provided in <A>. Then, explain how the identified weeks deviate from the procedure in <A>.

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

<A>

In English syntax, ordinary subjects and raised subjects differ in both their syntactic roles and semantic functions. An ordinary subject can appear in Subject Control constructions and performs the action of the main verb. For example:

(1) John promised to leave.

Here, "John" is the subject of the matrix verb "promised" and also the understood subject of the infinitive "to leave". This is termed as Subject Control. Importantly, since the subject plays a semantic role in both clauses, replacing it with an expletive like "there" or "it" is ungrammatical.

(2) *It promised to leave. (*: unacceptable sentence)

Additionally, changing the infinitival clause into a passive disrupts the meaning as in the following.

(3) John wanted to examine Tom.
 ≠ Tom wanted to be examined by John.

A raised subject appears in Raising constructions, where the subject only performs the action of the infinitive, not the main verb. For example:

(4) John seems to leave tomorrow.

John is not the semantic subject of "seems". Instead, it is "raised" from the subject position of the embedded clause. Here, expletives "it" or "there" are acceptable. See the following sentence.

(5) It seems to be raining.

And the passive form of the infinitive often preserves the meaning as in the following.

(6) John appeared to examine Tom
 = Tom appeared to be examined by John.

(a)

1. There appeared to be many guests at the party.
2. There ceased to rain last night.

(Note: "there" is an expletive here.)

(b)

1. The manager tried to praise the crew.
 The crew tried to be praised by the manager.
2. The explorer happened to discover the fossil.
 The fossil happened to be discovered by the explorer.

In (a) identify ONE ill-formed sentence, with explanation. Then in (b) identify which pair of sentences is NOT semantically identical, with explanation.

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

<A>

In English semantics, entailment describes a fundamental relationship between two propositions, X and Y, where the truth of one guarantees the truth of the other.

Specifically, "X entails Y" means that if X is true, Y must also be true. Conversely, if Y is false, then X must also be false.

When "X entails Y" and "Y entails X" both hold, it's called mutual entailment. This often occurs when X and Y are synonymous, meaning they have the same meaning. A classic example is:

(1)

X: I was present at the meeting.
 Y: I was not absent from the meeting.

In (1), if X is true, Y is necessarily true, and if Y is false, X is necessarily false. (X entails Y). Also, if Y is true, X is necessarily true, and if X is false, Y is necessarily false. (Y entails X). The expressions "present" and "not absent" are really synonymous.

Conversely, one-way entailment exists when only one direction of entailment holds. This is common in relationships between a subordinate and a superordinate concept. For instance:

(2)

X: I bought a rose.
 Y: I bought a flower.

If you bought a rose, you necessarily bought a flower; if you don't buy a flower, then you don't buy a rose. So, X entails Y. However, buying a flower does not necessarily mean you bought a rose (you could have bought a tulip, for example). Therefore, "Y entails X" does not hold.

X: I didn't buy a grammar book.
 Y: I didn't buy a book.

Identify the entailment type that is found in : mutual or one-way. Support your answer with specific explanation.

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

From ancient sailors to modern meteorologists, few sights inspire as much awe—and curiosity—as a swirling typhoon on satellite imagery. Understanding why its center stays serene while its outskirts rage reveals the fascinating physics of weather.

The “eye of a typhoon” refers to the calm, clear center of a tropical cyclone. Although a typhoon is a powerful and destructive storm system, the eye itself is surprisingly peaceful. This happens because of the unique structure and dynamics of the storm.

A typhoon is composed of spiral bands of strong winds and heavy rain that rotate around a central core. The most intense winds and storms are found in the eyewall—the ring of thunderstorms that surrounds the eye. In contrast, the eye is a circular region, typically 30 to 60 kilometers wide, where the weather is calm and skies are often clear.

This calmness occurs because the air within the eye is descending. In the surrounding eyewall, warm moist air rises rapidly and condenses, releasing energy and fueling the storm. However, at the center, some of that air begins to sink due to the lack of upward force. This downward motion suppresses cloud formation and leads to lower wind speeds.

Moreover, the centrifugal force caused by the storm’s rotation pushes air outward from the center, which also contributes to the low pressure and subsiding air in the eye. As a result, while the surroundings may be violent and chaotic, the eye remains a temporary oasis of calm in the heart of the storm.

Fill in the blank with one word from the passage.

The _____ contains the typhoon’s strongest winds and heaviest rainfall, with rapidly rising air fueling intense thunderstorms.

Based on the passage, explain the meaning of the underlined a temporary oasis of calm. Do NOT copy more than 4 consecutive words from the passage.

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

The ubiquitous presence of smart devices has fundamentally altered how we access and process information. Gone are the days of poring over encyclopedias or meticulously memorizing facts. With a few taps, a world of knowledge is instantly at our fingertips, offering unparalleled convenience. This immediate access facilitates rapid problem-solving, enhances learning opportunities through diverse resources, and streamlines daily tasks, making our lives undeniably easier and more efficient.

However, this growing dependency comes with a significant drawback: the potential for intellectual atrophy. When answers are perpetually externalized, our internal cognitive muscles, such as critical thinking, memory retention, and analytical reasoning, may weaken from disuse. Why commit a concept to memory when Google can retrieve it instantly? Why deeply analyze an argument when a summary is readily available? This reliance can foster a superficial engagement with information, prioritizing quick retrieval over profound understanding. We risk becoming mere information consumers rather than active knowledge producers.

Furthermore, the constant availability of external information can diminish our ability to concentrate and think independently. The “information overload” can lead to shorter attention spans and a decreased capacity for sustained, deep thought. While smart devices offer immense benefits, we must be mindful of their potential to erode our inherent intellectual capabilities. Striking a balance between leveraging technology and nurturing our cognitive faculties is crucial to ensure that convenience does not come at the cost of genuine intellectual growth.

Fill in the blank with ONE word from the passage.

Over-reliance on smart devices may lead to cognitive _____, weakening memory and critical thinking skills.

Based on the passage, explain the meaning of the underlined part leveraging technology. Do NOT copy more than 4 consecutive words from the passage.

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