



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

The act of searching for and finding underground supplies of water using nothing more than a rod is commonly known as “dowsing.” Many dowsers in Germany claim that they respond to “earthrays” that emanate from water. These earthrays, say the dowsers, are a subtle form of radiation potentially hazardous to human health. As a result of these claims, the German government in the mid-1980s conducted a 2-year experiment to investigate the possibility that dowsing is a genuine skill.

A group of university physicists in Munich, Germany, were provided a grant of 400,000 marks to conduct the study. Approximately 500 candidate dowsers were recruited to participate in preliminary tests of their skill. To avoid fraudulent claims, the 43 individuals who seemed to be the most successful in the preliminary tests were selected for the final, carefully controlled, experiment.

The researchers set up a 10-meter-long line on the ground floor of a vacant barn, along which a small wagon could be moved. Attached to the wagon was a short length of pipe, perpendicular to the test line, that was connected by hoses to a pump with water. The \_\_\_\_\_ along the line for each trial of the experiment was assigned using a computer-generated random number. On the upper floor of the barn, directly above the experimental line, a 10-meter test line was painted. In each trial, a dowser was admitted to this upper level and required, with his or her rod, stick, or other tool of choice, to ascertain where the pipe with water on the ground floor was located.

Over the 2-year experimental period, the 43 dowsers participated in a total of 843 tests. The experiment was “double blind” in that neither the researcher on the top floor nor the dowser knew the \_\_\_\_\_, even after a guess was made.

For each trial, an examination of the actual pipe’s location (in decimeters from the beginning of the line) and the dowser’s guess were recorded. The German physicists from these data concluded in their final report that although most dowsers did not do particularly well in the experiments, “some few dowsers, in particular tests, showed an extraordinarily high rate of correct guesses, which can scarcely if at all be explained as due to chance ... a real core of dowser-phenomena can be regarded as empirically proven ... .”

Fill in the blank with the TWO most appropriate consecutive words from the passage. (Use the SAME consecutive words for both blanks.) Then, write the two factors used to determine the underlined words, “correct guesses.”

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

< A >

The modal auxiliary *will* can be used to express a neutral prediction of what will happen in the future or have a volitional meaning for describing what one will do, as exemplified in (1).

- (1) a. It will snow tomorrow.  
b. I will go to the U.S. next year for further studies.

However, the simple present tense is used instead of the auxiliary *will* to express future time in adverbial time clauses, as in (2a).

- (2) a. He will help the scientists when he gets to the research center.  
b. \*He will help the scientists when he will get to the research center.

Note: \* indicates the ungrammaticality of the sentence.

< B >

W: You’re going to attend the international conference, aren’t you?

M: Yes, I am.

W: How do you feel about the conference?

M: I am glad I can go to the conference with you. I’ll be excited when the conference will begin.

W: Do you think Helen will come, too?

M: I don’t know if she will come. Have you finished your preparation for the presentation?

W: Not yet. I need to work on it several more hours. It will be nice if it’s finished by tomorrow, but I am not sure if it will be possible.

M: I hope you’ll have it finished by tomorrow.

W: But it seems very difficult. Could you help me?

M: Sure. I’ll be happy to.

W: Thank you very much. With your help I’ll be able to complete it by tomorrow.

M: Don’t worry. I’ll help you until you will finish it.

Note: M= man, W= woman

Identify TWO ungrammatical sentences that contain incorrect usages of the auxiliary *will* in <B>. Then, explain why they are incorrect, based on the description given in <A>.

5. Read Ms. Lee's opinions about the grammar lesson in <A> and the sample lesson plan in <B>, and follow the directions. **【4 points】**

< A >

I think teachers should keep in mind that the ultimate goal of any grammar lesson is to build up communicative ability. In order to achieve this goal, I believe that classroom activities should not focus on practicing structures and patterns in a meaningless way. Instead, they should be designed to involve students in real communication. By doing so, grammar lessons will be able to encourage the students' interest in learning and elicit more active and meaningful interaction with others in the classroom.

< B >

Subject	High School English	Students	1 <sup>st</sup> -year students
Title	Lesson 9 My Dream	Date	Nov. 24th
Objectives	<ul style="list-style-type: none"> <li>• Students will familiarize themselves with the expression "If I were ... ."</li> <li>• Students will be able to communicate using the expression "If I were ... ."</li> </ul>		
Teaching-Learning Activities			
Introduction	Greeting & Roll-call	<ul style="list-style-type: none"> <li>• T and Ss exchange greetings.</li> <li>• T checks if all the Ss are present.</li> </ul>	
	Review	<ul style="list-style-type: none"> <li>• T reviews materials from the previous lesson.</li> </ul>	
	Stating the Objectives	<ul style="list-style-type: none"> <li>• T introduces the objective of the lesson.</li> </ul>	
Development	Activity 1	<ul style="list-style-type: none"> <li>• T hands out a text that contains several instances of "If I were ... ."</li> <li>• Ss scan the text and highlight all the sentences including "If I were ... ."</li> <li>• Ss check the ones they highlighted with T.</li> <li>• T tells Ss to pay attention to the verb form "were."</li> </ul>	
	Activity 2	<ul style="list-style-type: none"> <li>• T tells Ss that she is going to read a passage on "My Dream."</li> <li>• T explains difficult words in the passage.</li> <li>• T reads the passage at a normal pace.</li> <li>• Ss jot down the key words in the passage as T reads.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Ss reconstruct the passage individually.</li> <li>• T hands out the original text to Ss.</li> </ul>
	Activity 3	<ul style="list-style-type: none"> <li>• T has Ss form groups of three.</li> <li>• T asks Ss to think of a job that they would like to have in the future.</li> <li>• Ss use "If I were ... ." to share their opinions about their future dream jobs.</li> <li>• Assuming that their dreams come true, two Ss take a reporter's role and interview the other S asking how he or she feels about his or her job.</li> <li>• Ss take turns and continue the activity.</li> </ul>
	Activity 4	<ul style="list-style-type: none"> <li>• T hands out a worksheet.</li> <li>• Ss put together sentence fragments to form complete sentences.</li> <li>• T reads out complete sentences and each S checks their own answers.</li> <li>• T writes three more sentences using "If I were ... ." on the board.</li> <li>• T asks Ss to read the sentences.</li> </ul>
Consolidation	Review	<ul style="list-style-type: none"> <li>• T reviews what Ss learned.</li> </ul>
	Closure	<ul style="list-style-type: none"> <li>• T hands out homework and announces the next lesson.</li> <li>• T says goodbye to Ss.</li> </ul>

Note: T=teacher, S=student

Based on <A>, choose the ONE most appropriate activity in the development stage that reflects Ms. Lee's opinions. Then, support your choice with evidence from <B>. Do NOT copy more than FOUR consecutive words from the passage.

6. Read the passages and follow the directions. 【5 points】

<A>

Sentences must satisfy various principles to be grammatically correct. Consider the following sentences.

- (1) a. It seems that Tom admires Mary.  
b. \*Tom seems that he admires Mary.

Sentence (1a) is grammatical but sentence (1b) is ungrammatical since the matrix subject *Tom* has no theta role.

Next, consider sentences containing an anaphor.

- (2) a. Tom thinks that Mary<sub>i</sub> admires herself<sub>i</sub>.  
b. \*Tom<sub>i</sub> thinks that Mary admires himself<sub>i</sub>.  
(3) a. Tom expects Mary<sub>i</sub> to admire herself<sub>i</sub>.  
b. \*Tom<sub>i</sub> expects Mary to admire himself<sub>i</sub>.

Sentences (2a) and (3a) are grammatical since the reflexive pronoun *herself* is in the same clause as, and bound by, the antecedent *Mary*. However, sentences (2b) and (3b) are ungrammatical since the reflexive pronoun *himself* does not occur in the same clause as the antecedent *Tom*, violating the binding condition, which requires a reflexive pronoun to be bound by its antecedent in its binding domain, which is the smallest clause containing the anaphor.

Finally, consider the following sentences.

- (4) a. It seems that Tom is believed to admire Mary.  
b. \*Tom seems that it is believed to admire Mary.

Sentence (4a) is grammatically correct since no violation of grammatical principles has occurred. However, sentence (4b) is ungrammatical since the movement of the matrix subject has violated a constraint which bans a subject from crossing another subject.

Note: \* indicates the ungrammaticality of the sentence.

<B>

Consider the following sentence.

- (5) Tom<sub>i</sub> appears to Mary to be believed by his friends to brag about himself<sub>i</sub>.

In the above sentence, the reflexive pronoun *himself* is in the lowest embedded clause, whereas its antecedent *Tom* is in the subject position of the matrix clause.

State whether sentence (5) in <B> is syntactically well-formed or ill-formed. Then, explain why, discussing whether the matrix subject can be assigned a theta role, whether it violates any movement constraint, and whether the anaphor can be bound.

7. Read the passage and follow the directions. 【5 points】

As children, many of us were taken to museums. In most cases this was probably with a group of fellow students from our school on a field trip. We were there to learn. The displays were static and the importance of the so-called great works escaped many in attendance. As a result, many adults rarely revisited museums. Museums were only seen as cultural repositories. In the last few decades, however, they have changed their purpose and role in society.

Throughout human history, museums collected the extraordinary as evidence of the past. More recently, they have reevaluated the purpose of their collections and put much more effort into collecting the ordinary and everyday, in recognition of the fact that it is this material which best represents the lives of most people. Such a change in their collections enables museums to show their relevance to people who previously were underrepresented, and thus uninterested in museums.

Museums have started to play a new role in society through their partnerships, as well. It is no longer an option for a museum to remain isolated and aloof. Museums are social constructs and have assumed their place in mainstream contemporary life. They are now networking their value to all sectors of society, not just with traditional allies like the education sector. Political associations and business and community sectors are now included.

In these ways, the institutions that once were just hallowed halls of important objects are now quickly adapting with new attitudes towards what they collect. They also have evolved to interact and work with a variety of members within their communities. Modern museums are reinventing themselves as the center of contemporary culture.

Write a summary following the guidelines below.

<Guidelines>

- Summarize the above passage in one paragraph.
- Provide a topic sentence, two supporting ideas, and a concluding sentence based on the passage.
- Do NOT copy more than FIVE consecutive words from the passage.

8. Read the passage in <A> and the teacher talk in <B>, and follow the directions. 【10 points】

<A>

(Below are notes that Ms. Shin, a new teacher, took of her senior teacher's advice on how to make her class communicatively oriented.)

Senior teacher's suggestions



- Objective: Get class centered on language functions rather than grammatical structures.
- Error targeted: Focus only on global errors impeding communication of meaning.
- Strategy: Encourage the use of communication strategies.
- Feedback: Provide correction implicitly.

<B>

(Below is Ms. Shin's talk at the beginning and closure of her single-activity class.)

Today, you are going to practice how to make requests using the question forms you learned from the last class. To do this, you will be doing an activity in pairs where you need to fill in a book order form by asking your partner for the necessary information. While doing this, you will get a chance to use the question forms to make requests. If you can't come up with the exact words to express the meaning you intend during the activity, you can try using similar words you know or even gestures, instead. Now, I will hand out the copies of the order form. Then, you can begin the activity with the student next to you. You'll work in pairs. OK, here are your copies.

⋮

All right, now it's time to wrap up. I think you all did a great job on the form-filling activity exactly as I told you when the class started. But there is one and only one language element I want to briefly point out today. I noticed some of you missed 's' in some verbs like "He come" while talking. It should be "comes" not "come" though meaning is still clear without 's.' Apart from this, you seem to be fairly familiar with making requests now. Next time, we will focus on how to ask for permission.

Write TWO paragraphs based on <A> and <B>. In the first paragraph, identify TWO suggestions from <A> that Ms. Shin's class conforms to and provide evidence for each identified suggestion from <B>. In the second paragraph, identify TWO suggestions from <A> that Ms. Shin's class does not conform to and explain how with evidence from <B>.

<수고하셨습니다.>