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- 146- In the 19th century, Thomas Carlyle called economics “the science,” in part because of Malthus’s theory that population growth would outpace our natural resources, causing widespread famine.
1) dismal 2) flashy
3) marginal 4) benign
- 147- From the battle’s opening volleys to its bloody conclusion, the forces of destruction razed a path through the city, ultimately leaving behind an eerie where there once had been streets and squares teeming with life.
1) ecstasy 2) forte
3) stillness 4) aurora
- 148- When the guilty verdict was announced, the guards promptly the defendant by the shoulders and took him away.
1) dallied 2) pinioned
3) requited 4) bedazzled
- 149- Procedural justice and fairness are crucial to democracy—they healthy party competition and help ensure citizens’ faith in a democratic system.
1) extrapolate 2) undergird
3) skirt 4) enfranchise
- 150- The queen’s attendants insisted that she’d never made a bad decision during her entire reign, but the queen ignored this puffery, recognizing it as the chatter of toadies.
1) fickle 2) derisive
3) analgesic 4) unctuous

PART C: Reading Comprehension

Directions: Read the following two passages and decide which choice (1), (2), (3), or (4) best answers each question. Then mark the correct choice on your answer sheet.

Passage 1:

Anxiety is likely to affect students’ willingness to communicate in the L2 classroom. However, anxiety is not the only factor that influences willingness to communicate (WTC). MacIntyre, Clement, Dornyei, and Noels (1998) presented a schematic model of the WTC construct showing multiple layers of variables (such as communication anxiety, perceived communication competence, and perceived behavioral control) feeding into it. WTC, then, is best seen as a final-order variable that is determined by other individual learner factors and is the immediate antecedent of actual communication behavior. Like anxiety, WTC can also be viewed as a trait (i.e. a general tendency) or as a situational variable, influenced by specific instructional factors. Like anxiety also it can be viewed as a relatively stable factor or as dynamic, varying according to ongoing changes in the instructional environment.

There have been three major studies investigating WTC in classroom contexts. Dornyei and Kormos (2000) found that the WTC of Hungarian secondary school students was influenced by their attitudes to the instructional tasks—in this case oral argumentative tasks. They measured WTC using a questionnaire that asked them to rate their readiness to enter into discourse in different social situations (e.g. ‘Standing at the bus stop with friends). Strong, positive correlations were found between the measure of WTC and both

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the number of words produced and the number of turns taken while performing the communicative tasks but only in the case of learners who expressed positive attitudes to the task. In the case of learners with low-task attitudes near zero correlations were reported. It would seem then that learners' willingness to communicate depends in part on their personality and in part on their intrinsic motivation to perform specific classroom activities. Dornyei and Kormos also noted that WTC was influenced by the learners' disposition towards the whole course as well as their attitudes towards the specific tasks they were asked to perform, with the former neutralizing their negative responses to the latter to some extent.

151- What is the primary purpose of the passage?

- 1) To explore the implications of some research findings
- 2) To suggest that a recent hypothesis should be re-evaluated
- 3) To explicate a phenomenon in terms of some related variables
- 4) To compare and contrast different views towards an educational concept

152- According to the passage, actual communication behavior is immediately preceded by which of the following?

- 1) One's anxiety
- 2) Perceived behavioral control
- 3) One's interlocutor(s)
- 4) Willingness to communicate

153- What is most likely to be the topic of the paragraph following this passage?

- 1) How WTC is affected in contexts other than the classroom context
- 2) Another study probing into WTC in classroom contexts
- 3) An evaluation of the recent findings pertaining to WTC
- 4) Ways to enhance WTC in L2 learners

154- According to the passage, the number of turns taken by the students in Dornyei and Kormos's study (2000) correlated positively with

- 1) almost all the instructional tasks
- 2) the type of different social situations
- 3) attitudes of some of those investigated
- 4) those learners' willingness to unravel their attitudes

155- The phrase "the latter" in paragraph 2 refers to

- 1) some specific tasks
- 2) the learners' negative responses
- 3) their attitudes towards the specific tasks
- 4) the learners' disposition towards the whole course

Passage 2:

The study of moral development has become a lively growth industry within the social sciences. Journals are full of new findings and competing models. Some theories focus on natural biological forces; others stress social influence and experience; still others, the judgment that results from children's intellectual development. Although each theory has a different emphasis, all recognize that no single cause can account for either moral or immoral behavior. Watching violent videos or playing shoot-'em-up computer games may push some children over the edge and leave others unaffected. Conventional wisdom dwells on lone silver bullets, but scientific understanding must be built on an appreciation of the complexity and variety of children's lives.

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Biologically oriented, or “nativist,” theories maintain that human morality springs from emotional dispositions that are hardwired into our species. Hoffman, Colwyn Trevarthen have established that babies can feel empathy as soon as they recognize the existence of others—sometimes in the first week after an early appearance include shame, guilt and indignation. As Harvard child psychologist Jerome S. Kagan has described, young children can be outraged by the violation of social expectations, such as a breach in the rules of a favorite game or rearranged buttons on a piece of familiar clothing.

Nearly everybody, in every culture, inherits these dispositions. Mary D. Ainsworth reported empathy among Ugandan and American infants; Norma Feshbach conducted a similar comparison of newborns in Europe, Asia and North America; Millard C. Madsen studied sharing by preschool children in nine cultures. As far as psychologists know, children everywhere start life with caring feelings toward those close to them and adverse reactions to inhumane or unjust behavior. Differences in how these reactions are triggered and expressed emerge only later, once children have been exposed to the particular value systems of their cultures.

In contrast, the learning theories concentrate on children’s acquisition of behavioral norms and values through observation, imitation and reward. Research in this tradition has concluded that moral behavior is context-bound, varying from situation to situation almost independently of stated beliefs. Landmark studies in the 1920s, still frequently cited, include Hugh Hartshorne and Mark May’s survey of how children reacted when given the chance to cheat. The children’s behavior depended largely on whether they thought they would be caught.

156- Which of the following best describes the organization of the passage?

- 1) A general concept is introduced and two different theories to account for it are presented.
- 2) Two conflicting theories related to a traditional belief are compared point for point and then evaluated.
- 3) A scientific theory is outlined and opinions for and against its validity as well as experiments supporting each side are compared.
- 4) Several assumptions of how a system of values shape human behavior are compared and then contrasted based on the actual practices characterizing the system.

157- The author refers to “Watching violent videos” in paragraph 1 mainly in order to

- 1) emphasize the role of individual factors in human moral behavior
- 2) argue that morality is not unidimensional
- 3) indicate that morality is context-bound
- 4) reject the universality of moral values

158- Which of the following rhetorical devices is NOT used in the passage?

- 1) Appeal to authority
- 2) Comparison and contrast
- 3) Classification
- 4) Process time order

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159- Which of the following best describes the function of paragraph 3 in relation to paragraph 2?

- 1) It further buttresses the point made in paragraph 2.
- 2) It qualifies the position championed in paragraph 2.
- 3) It discusses the implications of the thesis of paragraph 2.
- 4) It evaluates the research discoveries described in paragraph 2.

160- Where in the passage does the sentence below best fit?

"It could be predicted neither from their conduct in previous situations nor from their knowledge of common moral rules, such as the Ten Commandments and the Boy Scout's code."

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|-----------------------|-----------------------|
| 1) End of paragraph 1 | 2) End of paragraph 2 |
| 3) End of paragraph 3 | 4) End of paragraph 4 |

This is the end of section 5.