

**Literacy Learner Analysis Project**

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## **I. Brief Background and Reason for Project Focus**

For high school students in Korea, it is highly recommended to have comprehension skills to pass KSAT (Korean Scholastic Aptitude Test). This project is focused on improving English as a Second Language Learner (ESL)'s overall comprehension ability of English texts with various topics that may include sociology, psychology, business, environment and technology in general. The related texts are not in-depth but introduce basic ideas of concerned field, therefore they don't contain jargons or specialized terminology otherwise directly stated in additional footnotes. Usually the texts consist of six to twelve sentences on average and take ESL students about one or two minutes to read and understand what they mean in general. To understand the English text, ESL students should have certain volume of vocabulary and know how to activate his/her background knowledge to make comprehension easier. This project is focused on the ability of finding key words and main ideas of texts to facilitate reading and understanding for ESL students by getting the students note-taking to identify key ideas and summarize information. (Fisher & Frey, 2011, p.353)

## **II. Home and Family**

Min and Tae both are 12<sup>th</sup> grade Korean male students with almost similar academic background. They are English as a Second Language Learner (ESL) and have unstable language ability in terms of balanced linguistic competence. For example, both are relatively good at reading and listening, but fairly poor at speaking and writing. Mostly it is because of the

imbalanced language education in Korea, which focuses mainly on receptive skills (reading and listening), but not on productive skills (speaking and writing). However, it is understandable that students cannot reach the productive phase until they are informed enough to express what they learn.

Min and Tae's reading routine is occasional reading of English newspaper about once or twice a month, and listening to English songs with lyrics alongside. Most of their reading is taking place on a school base through reading textbooks or handouts distributed by teachers. They don't need any supplementary or special education service when it comes to learning disability or any other symptoms related to reading such as dyslexia. Their parents are working most of the time, so they don't have frequent contact with their parents for further reading or discussing the matter about academic performance. Neither did they find time to participate in regular PTA at school very often, though Min's mother did try to meet the teacher once a year. Overall, their parents seem to show great support and encouragement for their son's academic success.

### **III. Emotional Climate**

Current classroom atmosphere is generally open but students are not given an opportunity of interaction most of the time due to one-way teaching practice in a traditional classroom setting. In addition, there are too many students (about 35 to 40 students) in one class for a teacher to communicate on a personal basis. Typical class duration in high school is 50 minutes per period. Min and Tae are engaging students but they prefer individual interaction with teachers rather than

in public. Because they do not have many opportunities to ask individually in class, when they have questions, they seek a chance after classes. They are both motivated learners but the classroom atmosphere may not be satisfactory for them in terms of a variety of opportunities to meet their needs.

#### **IV. Literacy History**

Min and Tae learned how to read and write before they entered kindergarten. Their parents read to them when they were very young and they began reading short story books by themselves when they were about five and six respectively. When they became elementary school students, their parents subscribed home-library service for five years from 2<sup>nd</sup> grade to 6<sup>th</sup> grade. The service is operated by a private company and typically includes delivery of four different books on a weekly basis and a reading instructor visits every week with new books to support children's reading habit. It's a popular service in Korea. Both boys seemed to benefit from the service. The books came in many different genres such as fiction, poetry, story books and history. They discontinued the service when they became middle school students and since then all the reading activity they engaged in has been reading textbooks at school. They have huge pile of books at home but their parents show different inclination. There are a lot of different magazines at Min's home, especially magazines about ceramics due to his parents' hobby of pottery. Tae's parents are religious people who are reading books related to their religion regularly, in this case Buddhism. Min and Tae both have been exposed to substantial amount of reading activity, but currently they aren't reading as actively as they used to.

## V. Tests Given and Summary

Min and Tae were given two types of pretest. One tests their basic vocabulary ability and the other tests how much they understand English texts with various topics. They were given a list of words and had to write the meanings of them to see how many words they could recall with or without contexts. The tests are copied from the vocabulary book that is widely used by Korean high school students and contains essential words equivalent to SAT. The number of words they know can be a good predictor of how well they can read and understand given texts. (Qian, 1999) Both students showed above average level of words but still lacked about 20~30% compared to the top students. The other test was to know how much they understand the general meaning of texts. It consists of 11 questions measuring reading comprehension by guessing the titles, main ideas, and best expressions for the blanks. The tests are drawn from the sample reading questions from previous years' KSAT and I made sure that the participating students had never seen the test items. Min and Tae did both of the tests and the tests were in familiar format with KSAT to get them to be comfortable with the process of this project. I had Min and Tae underline or mark any unknown words or expressions they ran into so that I could glimpse at their obstacles of reading comprehension. The test results showed an unexpected outcome that Min and Tae did better in the pre-reading test than in the post-reading test. The difference between the two tests results were so large that I needed to find out the reason why this is so. The two students said that they tried their best in the first test but in the second test they couldn't, because they were so divided in their minds due to the new year of becoming senior students. That was another factor I

didn't keep in mind. In fact, they were to take an important nation-wide exam just before this project.

### Table of test results

Students	Pre-word test		Pre-reading test		Post-reading test	
		%		%		%
Min	25/40	62.5	9/11	81.8	6/11	54.5
Tae	29/40	72.5	10/11	90.9	5/11	45.4

\*Note: Students who are in top 5% generally get about over 90% mark in each different test.

## VI. Lesson Plan Matrix

### Lesson 1

Lesson Foci/Date	Objectives	Instructional Materials	On-going Assessment
Fluency Comprehension (02/28/2013)	<ul style="list-style-type: none"> <li>The students are able to predict what the text is going to be about by reading the title/the first sentence of the passage.</li> <li><b>CCSS.ELA-Literacy.L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper headlines from New York Times</li> <li>Sample reading questions from previous year's KSAT(Korean Scholastic Aptitude Test)</li> </ul>	Worksheets Interaction with each other (Verbal presentation)

	choices for meaning or style, and to comprehend more fully when reading or listening.		
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## Lesson 2

Lesson Foci/Date	Objectives	Instructional Materials	On-going Assessment
Fluency Comprehension (03/11/2013)	<ul style="list-style-type: none"> <li>The students are able to summarize the main idea of given texts or passages in a few sentences.</li> <li>The students are able to sum up long texts in a few sentences.</li> <li><b>CCSS.ELA-Literacy.RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> </ul>	<ul style="list-style-type: none"> <li>New York Times column (11/26/2011) "Willpower: It's in Your Head"</li> <li>Forbes column (05/10/2012) "Intelligence Is Overrated: What You Really Need to Succeed"</li> </ul>	Worksheets of summing-up

## VII. Reflections

The students in this project are 12<sup>th</sup> grade Korean students, which has a huge meaning in Korea where a college entrance exam is really competitive. They spend about 15 hours at school every day studying continuously. Besides, they were to take nation-wide standard exam just before this project, so it was not easy to get them to engage in this activity to the extent I expected. But thankfully they tried their best to complete the assignment and were willing to learn a new way of reading and comprehending. When the students were given a lengthy text to summarize, they were a little intimidated by it in the first place. I needed to give them edited text with space after each paragraph so that they should only sum up the small portion of the text first. After completing the activity, they could share what they summarized. That was beneficial activity for them, because they were close friends so they felt comfortable each other sharing and checking out comprehension with open mind. Peer-learning was taking place naturally through this process. I did not use peer-learning method explicitly in this project, but they showed strong interest in each other's work.

Min and Tae are ESL students, so it was not easy for them to speak in English. For they haven't been instructed on speaking aspect in class for very long time, they couldn't express what they wanted to tell without difficulty. Therefore, I had to check out their comprehension through summarizing sheet and presentation in their first language, Korean. While summarizing activity is beneficial to enhance comprehension strategy, the problem is there can be difficulty checking out the results by themselves without an instructor. When using summarization as an instructional or assessing tool, the students need to be instructed what kind of summary they are expected to produce, particularly what information to include and to exclude. (Guoxing, 2013) I



should revise the lesson plan to include those strategies of summarization for better understanding the text. For instance, McGee, Kirby & Croft suggest summary template consisting of three activities; a summary of the main ideas, a statement of the importance of the activity for answering a research question, and new questions that emerge from the activity. (McGee, Kirby & Croft, 2002) Considering my students' linguistic ability, I couldn't apply a little cognitively demanding task. In this short project, I had the students draw the expression or phrases from the text to summarize since they did not use to summarizing long passages especially in the target language, English.

During this project, I've noticed the importance of prior knowledge when predicting through titles. It turns out that predicting from the first sentence/titles may not be easy without proper background knowledge. For instance, when seeing "Intelligence is overrated: What you really need to succeed", the two students needed to tell what intelligence is. (traditional concept of I.Q) Without proper explanation of that, this title cannot be analyzed or understood. I'd like to wrap up this reflection with three points I want to study further; a) the importance of prior knowledge in promote reading comprehension, b) the necessity of formulating summarizing format as an assessment form, c) literacy practices associated with various factors.

### **VIII. Recommendations to Teachers and Parents/Caregivers**

Dear parents and teachers,

Min and Tae are both bright students and willing to learn more to understand English texts. When they were introduced new ways and ideas to try different type of lengthy text, they expressed their interest and hope to learn through this literacy project. They could develop

comprehension skills if they are monitored and supported their progress. They have their own plan but with not enough planning strategy. At first, they were intimidated when they had to summarize the given text in English. But after completing short assignment, they said they felt the summarizing activity was helpful to understand the text more than just reading. If they could be given a various source of text for consistent reading activity, their comprehension skill can be expanded further. I recommend you to provide them with English reading sources at home, for instance, English magazines, newspaper and books of related area to their interests. Nowadays on-line subscription is available via the Smartphone, so they can practice with useful applications that are appealing and convenient. But most of all, I'd like you to remember that these students are ESL so they need substantial amount of vocabulary ability to understand difficult texts. They can learn vocabulary through the list of words and words in the context through reading. The latter is absolutely more effective and long-lasting in memory, but sometimes they need to memorize through the list of words because of necessity of basic words. As we did this project together, the students came to realize that the comprehension skill requires collaborative strategies and ability in addition to the basic knowledge of vocabulary and grammar; background knowledge, strategies, and so on. They began to understand how comprehension takes place little by little. I think it is a good start and they should not stop here but to go further to become confident readers. They can be aided by technology in provision of learning materials, scoring and reviewing the results, but most of all, they need to be encouraged and supported by teachers and parents. I hope this project could help the two wonderful students become more confident readers. Thank you.

Sincerely

Kim

## IX. Appendices of work

### **Lesson # 1**

**Date: Feb. 28, 2013**

**Objective(s) for today's lesson:** The students are able to predict what the text is going to be about by reading the title/the first sentence of the passage.

**Rationale:** To understand passages and texts better, it is important to have the ability to predict by looking at the title or the first sentence of the given texts. Predicting before/while reading is an active reading activity that fosters students' reading comprehension. Thus this lesson focuses on practicing the reading activity.

**Materials & supplies needed:** Reading questions and newspaper headlines

#### **Procedures and approximate time allocated for each event**

- **Introduction to the lesson** (5 minutes)

It is important to read any texts actively in an effort to understand them by predicting what they are going to talk about. The active reading enhances our thinking ability that leads to better understanding of what we read. A lot of readings especially expository ones give us many clues through the first sentence. When we see the headline of the newspaper, we can grasp the meaning of the whole texts roughly.

- **OUTLINE of key events during the lesson** (10 minutes)

To help the students practice predicting and guessing through reading the titles, I present them easy materials first and then give them more challenging one later. The two students can have a pair interaction by exchanging opinions and guesses.

- **Closing summary for the lesson** (5 minutes)

Every time the students encounter any reading materials, they are encouraged to read the beginning part of the passage and try to predict and understand the rest of it. Reading passages can be everyday articles from the

#### **Academic, Social and Linguistic Support during each event**

To predict what students are going to read, they should be encouraged to use their prior knowledge. Therefore, the students are asked to tell anything comes to their mind related to the articles without expecting whether they are right or wrong.

newspaper or school textbooks.	
<b>Assessment</b> Matching headlines and the body text together	<b>Academic, Social, and Linguistic Support during assessment</b>

## **Lesson # 2**

**Date:** Mar. 11, 2013

**Objective(s) for today's lesson:** The students are able to summarize the main idea of given texts or passages in a few sentences. The students are able to sum up long texts in a few sentences.

**Rationale:** It is crucial to be able to get the gist of the texts to understand. To make that happen, students need to know the importance of summarizing and how to summarize. The students are given interesting articles related to their academic performance so that they can engage in the reading and summarizing activity in a meaningful way.

**Materials & supplies needed:** Edited newspaper articles for a summing-up activity

<p><b>Procedures and approximate time allocated for each event</b></p> <ul style="list-style-type: none"> <li>• <b><u>Introduction to the lesson</u></b> (5 minutes) Every sentence has the most important key words and phrases, and if those are connected and arranged then the basic summarizing begins. It is necessary to spot the important words and weed out the less important words to identify the main idea of the passage.</li> <li>• <b><u>OUTLINE of key events during the lesson</u></b> (30 minutes) The whole texts are made up of small units of paragraphs. The students don't need to look at the whole text first, but read each paragraph and summarize by choosing important expressions from it. After doing all the paragraphs, students are instructed to</li> </ul>	<p><b>Academic, Social and Linguistic Support during each event</b></p> <p>The students are allowed to pick out the expression from the text to summarize, in case they don't know where to start.</p>
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<p>try to sum up the whole text.</p> <ul style="list-style-type: none"><li>• <b><u>Closing summary for the lesson</u></b> (5 minutes)</li></ul> <p>No matter how long the text looks, the texts are composed of paragraphs which are then composed of sentences. Therefore, all we have to do to get the main idea is try to understand from the small unit until we are familiar with reading the whole texts.</p>	
<p><b>Assessment</b> Summarization sheet</p>	<p><b>Academic, Social, and Linguistic Support during assessment</b></p>

## Pre - Test

Name: 김민형 Date: 2019/11/28

9/11

1. What is this passage about?

The individual who feels he or she has been attacked verbally and whose ego is bruised is likely to become defensive. Once emotions become involved, an immediate reaction is to strike back, to establish a position. If you become irritated while listening, sit back and continue to listen — and then process your interpretations and check them for accuracy. Too often, we become defensive and strike back, even though the speaker is offering a legitimate viewpoint or a constructive criticism. The old notion of counting to ten before you react in anger can reduce stress by giving you time to think about what is being said. When you have the urge to react defensively, try to keep quiet and continue to listen. Once you hear the speaker out, you will have a better basis for responding.

- ① We should know how to deal with proper relationships with people.
- ② We need to know others' weakness to protect ourselves.
- ③ We should listen to others rather than protesting against their judgment.
- ④ We need to advocate ourselves when others' opinions are wrong about us.
- ⑤ We should learn how to lead valid and productive conversation.

2. What is the main idea of the passage?

Construction costs vary according to how much of the work you do yourself. Many self-builders limit themselves to an organizational role, and leave everything else to the professionals. Others like to roll up their sleeves and get stuck in, learning on the job if necessary. The hands-on approach is undoubtedly satisfying and is all part of the appeal of building your own home. But you have to be realistic about how much you can do. In almost all cases, you are going to need outside help for at least some of the work. During the course of a self-build project many people are surprised by the number of new skills they pick up and how much satisfaction that gives them. Others who have overestimated their skills or underestimated the complexities of the work in question quickly get into hot water.

- ① We should estimate exact cost before building a house.
- ② It'll save us a lot of money, if we learn how to build a house on our own.
- ③ We could learn something and be satisfied with the process of

building a house.

- ④ We need to learn many skills from experts to build a house on our own.
- ⑤ Building a house is an attractive job, but we need to know our ability to do that carefully.

3. What is the best title of the passage?

In a typical school setting, many teachers teach the same subject matter year after year, without any real opportunity from teaching to discover or acquire new knowledge, skills, or abilities. A recurring complaint heard from classroom practitioners is that if they simply do their job, they get tired of it after a while and 'lose the spark'. Indeed, meeting the prescribed requirements and covering the imposed course content in the same specialised sub-area of the curriculum does not leave many teachers much room for including variations and 'intellectual detours' and the classroom procedures can easily get routinised. Naturally, there are exceptions to these generalisations, and successful teachers show a remarkable resourcefulness in making the time spent in the classroom rewarding for the students and for themselves, but for the average instructor teaching can easily become dreary work.

- ① Making a Complaint to Your Child's School
- ② School Routines and expectations for Students
- ③ Changing Attitudes of Students Toward Their Teachers
- ④ Lack of Intellectual Challenge in Typical Teaching Jobs
- ⑤ Teaching Methodology: A Part of Teacher Training Programs

4. Among the underlined expression, which is inappropriate according to the passage?

The Internet is an interruption system, a machine which is fit for dividing attention. That's not only a result of its ability to display many different kinds of media together but a result of the ease with which it can be programmed to send and receive messages. Most e-mail applications, for example, are set up to check automatically for new messages every five or ten minutes. Studies of office workers reveal that they always stop what they're doing to read and respond to incoming e-mails. Since each glance represents a small interruption of thought, a momentary rearrangement of mental resources, the cognitive cost can be high. According to psychological research, frequent interruptions scatter our thoughts, weaken our memory, and make us tense and anxious. The more complex the train of thought we're involved in, the greater the impairment the distractions prevent.

5. What is the best expression for the blank?

One way to change your attitude is to change your \_\_\_\_\_. At a social networking service company, the boss told her team that she was changing the name of their group from Consumer Marketing to Creative Marketing. Despite the fact that it seemed like a small change, it had an instant impact on the group. Immediately, they redefined themselves as a creative hub of the company. Within a few days the team reorganized the space, bringing in new **furniture** and designing a media wall to showcase their creative accomplishments. They started coming up with more innovative ideas and suggested new projects that reflected their newly defined role in the company. It became **abundantly** clear that the team was incredibly creative, but that they hadn't thought that it was their primary role to generate new ideas. The change in their name gave them explicit permission to exercise their imagination.

- ① routine    ② image    ③ **workspace**  
④ vocabulary    ⑤ lifestyle

6. What is the best expression for the blank?

Within each modern liberal state, there are considerable disagreements about every manner of policy issue, every step in foreign affairs, every vision of the nation's future. Yet one feature of modern life is shared by even the bitterest political rivals — a moral and political commitment to the value of \_\_\_\_\_. This commitment is quite striking and relatively new. No longer does political order have the aim of **glorifying** or pleasing the gods, nor of expanding the authority and might of the empire, nor of reinforcing and transmitting ancestral traditions and practices. Rather, liberal states have as their ultimate end the promotion of individualism. For instance, the French Constitution upholds the "attachment to the Rights of Man," while the American Declaration of Independence declares "that all men are created equal, that they are **endowed** by their Creator with certain **unalienable** rights."

- ① education    ② technology    ③ the tradition  
④ the territory    ⑤ **the individual**

7. What is the best expression for the blank?

As individuals, we can choose which activities to take part in. We can explore our environment in any way we choose, and at our own pace. Some will wish to take risks in adventure, to set new challenges and to compete. Others will wish to explore the self, go on an inner journey, exploring thought processes, and

reactions to the world around them. Personal development requires a level of independence that such activity promotes. However, even in exploring wilderness areas, we tend to travel and enjoy activities \_\_\_\_\_. The family group is the first, and natural, group in which we enjoy leisure. The extended family (or other group) may provide some additional leisure and recreation opportunities, in a way which allows free rein.

- ① in off-peak times    ② for the higher cause  
③ in the company of others    ④ for the love of it  
⑤ **in the remotest region**

↳ 가장 멀리 떨어져!

8. What is the best expression for the blank?

Before you begin to network, examine possible roadblocks that could block or delay your success. At each networking stage, anticipate what could **derail** your efforts or prevent you from reaching your goal. List all that could go wrong. For example, before you call a potential target, plan what you would do if he or she refuses to take your call. Should you send a note, e-mail, or sit on his or her doorstep? Should you ask another network contact to call or should you abandon your efforts and place your attention on another target? \_\_\_\_\_ enables you to easily handle many of them when they arise. It also can alert you to problems or **insurmountable** flaws in your plans before you've spent time, effort, and energy or embarrassed yourself. It can also force you to develop more realistic and **feasible** strategies.

- ① Defining ultimate goals  
② **Identifying possible hurdles**  
③ Grasping others' whereabouts  
④ Spotting your own shortcomings  
⑤ Excluding tasks you have to give up

9. What is the best expression for the blank?

Before the political separation between America and England, there was a cultural separation that can be **traced** to American conditions, and the cultural separation was what led to the desire among Americans for political separation. The beliefs Americans had **enculturated** by 1760 made the issue of taxation without representation so **momentous** that they were willing to go to war over it. The king of England and majorities in the House of Lords and the House of Commons never believed Americans would do that, because they saw the issue from the perspective of their English culture. Americans saw it from the perspective of a culture that had formed in America during the preceding eight generations. It was not a series of **administrative** mistakes and political misjudgments in London that brought on the American Revolution. It was \_\_\_\_\_.

- ① anticipated political instability
- ② a series of economic conflicts
- ③ a predictable political separation
- ④ a fundamental cultural difference
- ⑤ an uncompromising generation gap

- ① For example Nonetheless
- ② For example Therefore
- ③ By contrast Therefore
- ④ In addition Likewise
- ⑤ In addition Nonetheless

10. What is the best expression for the blank?

It can be quite discouraging to declare that you are going to do something that \_\_\_\_\_. For instance, Molly heard someone speak about a new weight-loss program that really fired her up. At the end of the meeting, everyone was supposed to say out loud how much weight they would lose during the week. Feeling so inspired, Molly yelled out "Five pounds!" and then **basked** in the applause. Keep in mind that she hadn't lost any weight in the previous six months, but now she declared that in one short week she'd knock off a big **chunk**. Molly starved herself every day, determined to meet her goal, but when it came time to weigh herself, she'd lost "only" three pounds. This is actually a remarkable accomplishment, yet she felt like she'd failed because she didn't meet her declared objective.

- ① you have never tried before
- ② is way beyond what is possible
- ③ is in alignment with other goals
- ④ is very clear and easily understood
- ⑤ will cost you a lot of time and money

11. What are the best expressions for (A) and (B)?

When inputs sell for prices equal to the returns they generate, economists say that the market is efficient. We can view the returns-to-inputs ratio in many different ways. \_\_\_\_\_(A)\_\_\_\_\_, in a competitive labor market, a worker who generates \$10 an hour for the labor he provides to the employer generally earns \$10 an hour. Why? Because, if the employer pays him less (say \$7 an hour), an alternate employer will hire him away, because he knows that input is more valuable than \$7. Paying the worker more than the value he produces would be inefficient as well. An employer who pays the same worker \$15 an hour will not be returning enough on the output produced by the worker to cover the cost of his employment. \_\_\_\_\_(B)\_\_\_\_\_, in a competitive market for inputs, we expect the price of all inputs to be equal to the amount of revenue they generate.

(A)

(B)



## Pre - Test

Name: ① Date: 2/27

10/11

1. What is this passage about?

The individual who feels he or she has been attacked verbally and whose ego is bruised is likely to become defensive. Once emotions become involved, an immediate reaction is to strike back, to establish a position. If you become irritated while listening, sit back and continue to listen — and then process your interpretations and check them for accuracy. Too often, we become defensive and strike back even though the speaker is offering a legitimate viewpoint or a constructive criticism. The old notion of counting to ten before you react in anger can reduce stress, by giving you time to think about what is being said. When you have the urge to react defensively, try to keep quiet and continue to listen. Once you hear the speaker out, you will have a better basis for responding.

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④ vocabulary    ⑤ lifestyle

6. What is the best expression for the blank?

Within each modern liberal state, there are considerable disagreements about every manner of policy issue, every step in foreign affairs, every vision of the nation's future. Yet one feature of modern life is shared by even the bitterest political rivals — a moral and political commitment to the value of \_\_\_\_\_. This commitment is quite striking and relatively new. No longer does political order have the aim of glorifying or pleasing the gods, nor of expanding the authority and might of the empire, nor of reinforcing and transmitting ancestral traditions and practices. Rather, liberal states have as their ultimate end the promotion of individualism. For instance, the French Constitution upholds the "attachment to the Rights of Man," while the American Declaration of Independence declares that all men are created equal, that they are endowed by their Creator with certain unalienable rights.

- ① education    ② technology    ③ the tradition  
④ the territory     the individual

7. What is the best expression for the blank?

As individuals, we can choose which activities to take part in. We can explore our environment in any way we choose, and at our own pace. Some will wish to take risks in adventure, to set new challenges and to compete. Others will wish to explore the self, go on an inner journey, exploring thought processes, and

reactions to the world around them. Personal development requires a level of independence that such activity promotes. However, even in exploring wilderness areas, we tend to travel and enjoy activities \_\_\_\_\_. The family group is the first and natural group in which we enjoy leisure. The extended family (or other group) may provide some additional leisure and recreation opportunities, in a way which allows free rein.

- ① in off-peak times    ② for the higher cause  
③ in the company of others    ④ for the love of it  
 in the remotest region

8. What is the best expression for the blank?

Before you begin to network, examine possible roadblocks that could block or delay your success. At each networking stage, anticipate what could derail your efforts or prevent you from reaching your goal. List all that could go wrong. For example, before you call a potential target, plan what you would do if he or she refuses to take your call. Should you send a note, e-mail, or sit on his or her doorstep? Should you ask another network contact to call or should you abandon your efforts and place your attention on another target? \_\_\_\_\_ enables you to easily handle many of them when they arise. It also can alert you to problems or insurmountable flaws in your plans before you've spent time, effort, and energy or embarrassed yourself. It can also force you to develop more realistic and feasible strategies.

- ① Defining ultimate goals  
 Identifying possible hurdles  
③ Grasping others' whereabouts  
④ Spotting your own shortcomings  
⑤ Excluding tasks you have to give up

9. What is the best expression for the blank?

Before the political separation between America and England, there was a cultural separation that can be traced to American conditions; and the cultural separation was what led to the desire among Americans for political separation. The beliefs Americans had enculturated by 1760 made the issue of taxation without representation so momentous that they were willing to go to war over it. The king of England, and majorities in the House of Lords and the House of Commons, never believed Americans would do that, because they saw the issue from the perspective of their English culture. Americans saw it from the perspective of a culture that had formed in America during the preceding eight generations. It was not a series of administrative mistakes and political misjudgments in London that brought on the American Revolution. It was \_\_\_\_\_.

- ① anticipated political instability
- ② a series of economic conflicts
- ③ a predictable political separation
- ④ a fundamental cultural difference
- ⑤ an uncompromising generation gap

- ① For example Nonetheless
- ② For example Therefore
- ③ By contrast                      Therefore
- ④ In addition                      Likewise
- ⑤ In addition                      Nonetheless

10. What is the best expression for the blank?

It can be quite discouraging to declare that you are going to do something /that \_\_\_\_\_. /For instance, /Molly heard someone speak about a new weight-loss program, /that really fired her up. /At the end of the meeting, /everyone was supposed to /say out loud /how much weight they would lose during the week. /Feeling so inspired, /Molly yelled out "Five pounds!" /and then basked in the applause. /Keep in mind that she hadn't lost any weight in the previous six months, /but now she declared /that in one short week, /she'd knock off a big chunk. /Molly starved herself every day, /determined to meet her goal, /but when it came time to weigh herself, /she'd lost "only" three pounds. /This is actually a remarkable accomplishment, /yet she felt like she'd failed, /because she didn't meet her declared objective. /

- ① you have never tried before
- ② is way beyond what is possible
- ③ is in alignment with other goals
- ④ is very clear and easily understood
- ⑤ will cost you a lot of time and money

11. What are the best expressions for (A) and (B)?

When inputs sell for prices equal to the returns they generate, /economists say /that the market is efficient. /We can view the returns-to-inputs ratio in many different ways. /\_\_\_\_\_(A)\_\_\_\_\_, in a competitive labor market, a worker who generates \$10 an hour for the labor he provides to the employer generally earns \$10 an hour. /Why? Because, if the employer pays him less (say \$7 an hour), an alternate employer will hire him away, because he knows that input is more valuable than \$7. /Paying the worker more than the value he produces would be inefficient as well. /An employer who pays the same worker \$15 an hour will not be returning enough on the output produced by the worker to cover the cost of his employment. /\_\_\_\_\_(B)\_\_\_\_\_, in a competitive market for inputs, we expect the price of all inputs to be equal to the amount of revenue they generate.

(A)

(B)

## Test 2

Name: 김민정

Date: 3/14

6/11

1. What is the passage about?

I was encouraged a few years back to find that 71 percent of teens surveyed indicated they eat at least one meal a day with family. But my encouragement was short-lived when I discovered that fully half of all teens surveyed watched television the last time they had dinner with their parents. In my opinion, the meal table is one of the best places to build emotional connectedness with teenagers. If your family does not fall into the 71 percent who has at least one meal together every day, let me encourage you to work toward this ideal. Announce to the teenagers that you are starting a new tradition at mealtimes: "First, we thank the person who prepared it, then we talk to each other; after that, if we wish, we can revert to TV." This one new tradition may be enough to help you establish and maintain a sense of connectedness with your teenager.

- ① Set the time limit on watching TV for teenagers.
- ② Don't let your children skip meals.
- ③ Encourage and praise your children more than discipline.
- ④ Teach your teenagers how to cook.
- ⑤ Create a special bond with your teenage children through the meal time.

2. What is the main idea of the passage?

Advocates of franchising have long billed it as the safest way of going into business for yourself. The International Franchise Association (IFA), a trade group backed by the large chains, has for years released studies "proving" that franchisees fare better than independent businessmen. In 1998 an IFA survey claimed that 92 percent of all franchisees said they were "successful." The survey was based on a somewhat limited sample: franchisees who were still in business. Franchisees who'd gone bankrupt were never asked if they felt successful. Timothy Bates, a professor of economics, believes that the IFA has vastly overstated the benefits of franchising. A study that Bates conducted found that within four to five years of opening,

38.1 percent of new franchised businesses had failed. The failure rate of new independent businesses during the same period was 6.2 percent lower. "In short," Bates argues, "the franchise route to self-employment is associated with higher business failure rates than independent business ownership."

- ① The main office and its branch should share the information and secret together.
- ② Analyzing the competitiveness of the franchise brand is the key to success.
- ③ The unfair contract between the main office and branch is the cause of bankruptcy of the branches.
- ④ Qualitative expansion of franchise business goes hand in hand with the popularity of small budget business.
- ⑤ It is not always that franchise business is more successful than independent business.

3. What is the best title of the passage?

One little thing you need to do as a new team leader is to start with 100 percent trust in your team members. Unless you have evidence to the contrary, you should trust each of them to get on and do the job, making whatever decisions are necessary. There should be no need for them to come running to you every five minutes asking permission to step out of line or spend ten cents on a customer. In fact, there should be no need for you to give permission for anything other than major expenditure. Ideally, your team members should be empowered to choose their own working hours, their own times for meal breaks, as well as where to work, who to talk to, and generally how to go about their jobs. That is total liberation.

- ① Work Within the Law
- ② All 's Well That Ends Well
- ③ Liberate People with Trust
- ④ Higher Priority on Leadership
- ⑤ Give Credit Where Credit Is Due

9. What is the best expression for the blank?

A good listener is someone who really cares about you and wants to see you happy. She feels your pain but also shares in your joy. Sometimes, however, someone can appear, on the surface, to be a good listener but is actually more concerned with encouraging you to dwell on your problems and the things that bug you. It can be tricky to tell because someone can seem to listen well when she says things like, "Tell me more," or, "That's terrible, doesn't it bug you?" When you look more closely, however, you'll notice that a vast majority of the questions and comments from these people are specially **geared** to keep you caught up and concentrated on the things that are \_\_\_\_\_ you. One way to tell is that you sweat the small stuff more after being around such people.

- ① pleasing    ② frightening    ③ upsetting  
④ impressing    ⑤ boring

10. What is the best expression for the blank?

Business is often viewed as a necessary evil, something required to live, but generally **sully**ing to the soul, an obstacle to a rich moral life, rather than a constitutive part of it. 'Do business if you must but be wary of its **corrupting** effects,' is a common view shared by the public. In some ways this is understandable given **recurring** business scandals and the hazard to the soul that the profit motive can be. Add to this the negative portrayals of business people in television and media, and it is no wonder that business and morality are seen as \_\_\_\_\_. A study on Hollywood showed that since 1970 business people have consistently been portrayed as the villains in movies and television. Yet it is not only the media. Even many of the approaches to business ethics taught in business schools tend to perpetuate this image by viewing business with suspicion and in need of restraint.

- ① harmonious    ② interrelated  
③ parallel    ④ incompatible  
⑤ identical

11. What is the best expression for the blank?

Most discussions of creativity emphasize the importance of innovative, free-ranging thinking. Yet artistic, scientific,

and technological creativity involve considerably more than the capacity to think in a **divergent** or innovative fashion. Research has shown that one of the first essentials for productive creativity in the da Vinci or Einstein sense is \_\_\_\_\_. As a painter, da Vinci was skilled in the craftsmanship of his profession. Einstein was thoroughly **conversant** with the facts of mathematics. Some people recognized as creative have denied the importance of knowledge: for example, Poincare and A. E. Houseman attributed their creative work to inspiration. Nonetheless, their descriptions of their work prior to the moment of inspiration suggest that these moments were merely the **culmination** of a long process of hard work.

- ① exceptional thinking capacity  
② thorough knowledge of the field  
③ an intrinsic motivation for mastery  
④ appropriate personal characteristics  
⑤ support and encouragement from others

12. What is the best expression for the blank?

One researcher looked into the writing habits of young professors just starting out and tracked them to see how they **fared**. These young professors took a variety of approaches. Some would collect information until they were ready and then write a manuscript in a burst of intense energy, over perhaps a week or two, possibly including some long days and very late nights. Others **plodded** along at a steadier pace, trying to write a page or two every day. Others were in between. When the researcher followed up on the group some years later, he found that their paths had diverged sharply. The page-a-day folks had done well and generally gotten tenure. The so-called "binge writers" fared far less well, and many had had their careers cut short. The clear implication was that the best advice for young writers and aspiring professors is: \_\_\_\_\_.

- ① Write every day  
② Find your inspiration  
③ Expand your experience  
④ Improve your word power  
⑤ Read as much as possible

13. What is the best expression for the blank?

In laboratory studies, two individuals who are asked to **synchronize** their finger tapping on a desk synchronize more closely than when asked to synchronize with a **metronome**. This may seem **counterintuitive**, because the metronome is far steadier in its beat and therefore more predictable. But the studies show that humans accommodate to one another's performance. They interact with one another, but not with the metronome, leading to \_\_\_\_\_. The evolutionary root of this behavior may well be in the coordination of movement, in general, because that serves to facilitate social interactions. If we're walking together and communicating partly through vocalizations, partly through gesture, the interaction is greatly improved if our steps are aligned, if we've synchronized our way of walking without this, one person's head is always moving up and down and out of the other's visual frame.

- ① an urge to dance
- ② a great drive to coordinate
- ③ an understanding of their tribal music
- ④ the experience of emotion in music
- ⑤ the cognitive development of listeners

14. What is the best expression for the blank?

In 1822 an English bookseller and freethinker named Richard Carlile designed a vending machine which he hoped would hold off the censors and the police. At the time Carlile and a handful of other booksellers and publishers were struggling to establish freedom for the English press. Carlile and some of his employees had been **jailed** for selling items such as Thomas Paine's *The Age of Reason*. To prevent any more such incidents, Carlile decided to sell books by machine, believing that by doing so \_\_\_\_\_. Describing his device, Carlile wrote: "In the shop is the dial on which is written every publication for sale. The purchaser enters and turns the hand of the dial to the publication he wants, when, on depositing his money, the publication drops down before him." However, the court still held him responsible and convicted one of his employees of selling blasphemous literature through the device.

- ① the bookseller could not be legally identified
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15. What are the best expressions for (A) and (B)?

To help your clients, you need to **integrate** your knowledge, your skills, and the person you are. Knowledge alone is not sufficient, yet without it you cannot become an effective helper. If you focus mainly on acquiring skills but neglect theory and knowledge, these skills will be of little use. \_\_\_\_\_(A)\_\_\_\_\_, your ability to use the skills and knowledge you have is very much a function of your being sensitive to the **interpersonal dimension** of the helping process. You need to know yourself and your client to effectively apply helping skills. Helpers who have a low degree of self-awareness are at best skilled technicians, and it is questionable how much they are able to make a difference in the lives of clients. Helping is more than technique, it is an art, an expression of who the helper is. The helping professions are based on scientific knowledge that practitioners are able to use in creative and personal ways. \_\_\_\_\_(B)\_\_\_\_\_, helping is both an art and science.

(A) (B)

- |               |                |
|---------------|----------------|
| ① Furthermore | In short       |
| ② Furthermore | In contrast    |
| ③ Therefore   | In contrast    |
| ④ However     | In short       |
| ⑤ However     | In other words |

## Test 2

Name: Jae Date: 3/15 5/11

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(A) (B)

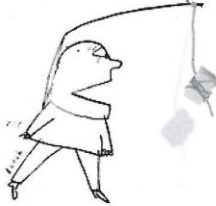
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- ④ However In short
- ⑤ However In other words

# New York Times

Name: Joe Date: 3/11

## Willpower: It's in Your Head

By GREG WALTON and CAROL DWECK  
Published: November 26, 2011



Is willpower an illusion? Is the traditional notion of a deep mental reservoir of strength a fiction?

의지력 강함의 실재인가?

In recent years, the popular answer has been yes. Our abilities, according to this argument, are constrained by the narrow limits of our biology. In her 2008 book, "Health at Every Size," the nutritionist Linda Bacon argues that, because of how the brain's **hypothalamus** works, it is a "myth" that anyone can will himself to lose weight by maintaining a diet. "It's not your fault!" she writes, "Biology is so powerful it can 'make' you break that diet."

The power of biology

This year, in their book "Willpower: Rediscovering the Greatest Human Strength," the social psychologist Roy F. Baumeister and the New York Times science writer John Tierney survey a large body of scientific research to conclude that willpower is limited and depends on a continuous supply of the simple sugar **glucose**. When glucose is depleted, you fall prey to impulse shopping, affairs and cookies. The solution? "Try to get some glucose in you," Mr. Tierney told NPR.

The explanation about willpower according to Tierney.

Such theories have an obvious appeal: attributing failures of willpower to our fixed biological limits justifies our procrastination as well as our growing waistlines. Not only that, we also get to consume more sugar. But are these theories correct?

The obvious appeal about such theories.

We don't think so. In research that we **conducted** with the psychologist Veronika Job, we confirmed that willpower can indeed be quite limited — but only if you believe it is. When people believe that willpower is fixed and limited, their willpower is easily depleted. But when people believe that willpower is self-renewing — that when you work hard, you're energized to work more; that when you've resisted one temptation, you can better resist the next one — then people successfully exert more willpower. It turns out that willpower is in your head.

Willpower is in your head

In one study, we first gave people either an easy, **rote** task (like crossing off every letter in a page of typewritten text) or a more difficult task that involved self-control (like crossing out some e's but not others according to a complex set of rules). Then everyone performed a tricky cognitive task in which they had to exert self-control to avoid making mistakes.

In one study about willpower.

When the initial task was easy and willpower wasn't required, people did well on the tricky cognitive task, making few mistakes. But when the initial task was hard and involved self-control, people who believed that willpower was limited made almost twice as many mistakes on the tricky cognitive task as did the group that performed the initial easy task. This finding replicates many studies by Dr. Baumeister and others that have been interpreted as evidence that willpower is limited and easily depleted. But, strikingly, we found that people who believed that willpower was not limited continued to perform well on the second task, making few mistakes, even after facing the difficult initial task. They were not "depleted" and kept on doing well.

People who believed that willpower is not limited got a good result in one study.

You may contend that these results show only that some people just happen to have more willpower — and know that they do. But on the contrary, we found that anyone can be prompted to think that willpower is not so limited. When we had people read statements that reminded them of the power of willpower like, "Sometimes, working on a strenuous mental task can make you feel energized for further challenging activities," they kept on working and performing well with no sign of depletion. They made half as many mistakes on a difficult cognitive task as people who read

statements about limited willpower. In another study, they scored 15 percent better on I.Q. problems.

Anyone can be prompted to think that willpower is not so limited.

We also studied this phenomenon in the real world. In one study, we followed 153 college students over five weeks. During stressful times, like final-exam week, students who believed that willpower was not limited reported eating less junk food and procrastinating less than students who did not share that belief. They also showed more academic growth, earning better grades than their "pessimistic" counterparts.

The college students who believed that willpower was not limited showed good results.

Furthermore, when we taught college students that willpower was not so limited, they showed similar increases in willpower. They reported procrastinating only once or twice a week instead of the two to three times a week reported by students in a control condition, and they cut down on excess spending, going beyond their budgets less than once a week instead of once or twice a week.

The result of teaching willpower was not limited that.

How does this happen? People who think that willpower is limited are on the lookout for signs of fatigue. When they detect fatigue, they **slack off**. People who get the message that willpower is not so limited may feel tired, but for them this is no sign to give up — it's a sign to dig deeper and find more resources.

The difference between people who think willpower is limited and people who think willpower is not limited.

What about the glucose idea, which seems supported by so much science? Dr. Baumeister and Mr. Tierney describe studies showing that giving people glucose (in the form of a sugar drink) restores their willpower. But in our latest research we found that when people believe in willpower they don't need sugar — they perform well whether they consume sugar or not. Sugar helps people only when they think that willpower is sharply limited. It's not sugar we need; it's a change in mind-set.

There is no need to use sugar.

To be sure, willpower is not completely unlimited. Food and rest are of course necessary for

functioning, and many struggles that people face are quite difficult. The question is how often we need extra sugar boosts. Messages suggesting that willpower is severely limited and that we need constant sugar boosts are bound to further inflate the American waistline and hinder our ability to achieve our goals.

Willpower is not completely unlimited.

At stake in this debate is not just a question about the nature of willpower. It's also a question of what kind of people we want to be. Do we want to be a people who dismiss our weaknesses as unchangeable? When a student struggles in math, should we tell that student, "Don't worry, you're just not a math person"? Do we want him to give up in the name of biology? Or do we want him to work harder in the spirit of what he wants to become?

Willpower is also a question of what kind of people we want to be.

## Summing-up

When we believe that willpower is not limited, we successfully exert more willpower. Therefore willpower is in your head. But willpower is not completely unlimited.

# Forbes

## Intelligence Is Overrated: What You Really Need to Succeed

By Keld Jensen 2012-05-10

Name: Tae Date: 3/4

Albert Einstein's was estimated at 160, Madonna's is 140, and John F. Kennedy's was only 119, but as it turns out, your IQ score pales in comparison with your EQ, MQ, and BQ scores when it comes to predicting your success and professional achievement.

IQ turns out less important than EQ, MQ and

BQ about predicting success and achievement.

IQ tests are used as an indicator of logical reasoning ability and technical intelligence. A high IQ is often a prerequisite for rising to the top ranks of business today. It is necessary, but it is not adequate to predict executive competence and corporate success. By itself, a high IQ does not guarantee that you will stand out and rise above everyone else.

High IQ is not necessarily superior.

Research carried out by the Carnegie Institute of Technology shows that 85 percent of your financial success is due to skills in "human engineering," your personality and ability to communicate, negotiate, and lead. Shockingly, only 15 percent is due to technical knowledge. Additionally, Nobel Prize winning Israeli-American psychologist, Daniel Kahneman, found that people would rather do business with a person they like and trust rather than someone they don't, even if the likeable person is offering a lower quality product or service at a higher price.

The importance of skills in "human engineering."

With this in mind, instead of exclusively focusing on your conventional intelligence **quotient**, you should make an investment in strengthening your EQ (Emotional Intelligence), MQ (Moral Intelligence), and BQ (Body Intelligence). These concepts may be elusive and difficult to measure, but their significance is far greater than IQ./

The importance of strengthening your EQ, MQ, BQ.

### Emotional Intelligence

EQ is the most well known of the three, and in brief it is about: being aware of your own feelings and those of others, regulating these feelings in yourself and others, using emotions that are appropriate to the situation, self-motivation, and building

The explanation about EQ.

*Top Tip for Improvement:* First, become aware of your inner dialogue. It helps to keep a journal of what thoughts fill your mind during the day. Stress can be a huge killer of emotional intelligence, so you also need to develop healthy coping techniques that can effectively and quickly reduce stress in a volatile situation.

How to improve your EQ.

### Moral Intelligence

MQ directly follows EQ as it deals with your **integrity**, responsibility, sympathy, and forgiveness. The way you treat yourself is the way other people will treat you. Keeping commitments, maintaining your integrity, and being honest are crucial to moral intelligence.

The important thing about MQ

*Top Tip for Improvement:* Make fewer excuses and take responsibility for your actions. Avoid little white lies. Show sympathy and communicate

respect to others. Practice acceptance and show tolerance of other people's shortcomings. Forgiveness is not just about how we relate to others; it's also how you relate to and feel about yourself.

How to develop MQ.

### Body Intelligence

Lastly, there is your BQ, or body intelligence, which reflects what you know about your body, how you feel about it, and take care of it. Your body is constantly telling you things; are you listening to the signals or ignoring them? Are you eating energy-giving or energy-draining foods on a daily basis? Are you getting enough rest? Do you exercise and take care of your body? It may seem like these matters are unrelated to business performance, but your body intelligence absolutely affects your work because it largely determines your feelings, thoughts, self-confidence, state of mind, and energy level.

There is a close connection between BQ and your work.

**Top Tip For Improvement:** At least once a day, listen to the messages your body is sending you about your health. Actively monitor these signals instead of going on **autopilot**. Good nutrition, regular exercise, and adequate rest are all key aspects of having a high BQ. Monitoring your weight, practicing moderation with alcohol, and making sure you have down time can dramatically benefit the functioning of your brain and the way you perform at work.

Tip for improving BQ

### What You Really Need to Succeed

It doesn't matter if you did not receive the best academic training from a top university. A person with less education who has fully developed their EQ, MQ, and BQ can be far more successful than a person with an impressive education who falls

short in these other categories.

You can develop your EQ, MQ and BQ by yourself without impressive education.

Yes, it is certainly good to be an intelligent, rational thinker and have a high IQ; this is an important asset. But you must realize that it is not enough. Your IQ will help you personally, but EQ, MQ, and BQ will benefit everyone around you as well. If you can master the complexities of these unique and often under-rated forms of intelligence, research tells us you will achieve greater success and be regarded as more professionally competent and capable.

If you can develop your EQ, MQ and BQ, you will be easily to success.

### Summing-up

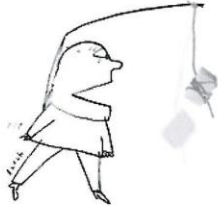
If you have low IQ, you have no need to be appointed. High IQ score does not guarantee that you will success. But EQ, MQ and BQ have to do with achieving success. Therefore, if you improve your EQ, MQ and BQ, you will achieve greater success.

# New York Times

Name: 반형 Date: 2013/3/8

## Willpower: It's in Your Head

By GREG WALTON and CAROL DWECK  
Published: November 26, 2011



Is willpower an illusion? Is the traditional notion of a deep mental reservoir of strength a fiction?

What is willpower?

In recent years, the popular answer has been yes. Our abilities, according to this argument, are **constrained** by the narrow limits of our biology. In her 2008 book, "Health at Every Size," the nutritionist Linda Bacon argues that, because of how the brain's **hypothalamus** works, it is a "myth" that anyone can will himself to lose weight by maintaining a diet. "It's not your fault!" she writes. "Biology is so powerful it can 'make' you break that diet."

Our willpower are constrained by limits of our biology.

This year, in their book "Willpower: Rediscovering the Greatest Human Strength," the social psychologist Roy F. Baumeister and the New York Times science writer John Tierney survey a large body of scientific research to conclude that willpower is limited and depends on a continuous supply of the simple sugar **glucose**. When glucose is depleted, you fall prey to impulse shopping, affairs and cookies. The solution? "Try to get some glucose in you," Mr. Tierney told NPR.

Willpower is limited and depends on a continuous supply of the simple sugar glucose.

Such theories have an obvious appeal: attributing failures of willpower to our fixed biological limits justifies our **procrastination** as well as our growing **waistlines**. Not only that, we also get to consume more sugar. But are these theories correct?

Such theories have an obvious appeal but these theories have a question.

We don't think so. In research that we **conducted** with the psychologist Veronika Job, we confirmed that willpower can indeed be quite limited — but only if you believe it is. When people believe that willpower is fixed and limited, their willpower is easily depleted. But when people believe that willpower is self-renewing — that when you work hard, you're energized to work more; that when you've resisted one temptation, you can better resist the next one — then people successfully exert more willpower. It turns out that willpower is in your head.

If you work hard, you believe willpower. Then you're energized to work more.

In one study, we first gave people either an easy, **rote**-task (like crossing off every letter in a page of typewritten text) or a more difficult task that involved self-control (like crossing out some e's but not others according to a complex set of rules). Then everyone performed a tricky cognitive task in which they had to exert self-control to avoid making mistakes.

In one study about willpower.

When the initial task was easy and willpower wasn't required, people did well on the tricky cognitive task, making few mistakes. But when the initial task was hard and involved self-control, people who believed that willpower was limited made almost twice as many mistakes on the tricky cognitive task as did the group that performed the initial easy task. This finding replicates many studies by Dr. Baumeister and others that have been interpreted as evidence that willpower is limited and easily depleted. But, strikingly, we found that people who believed that willpower was not limited continued to perform well on the second task, making few mistakes, even after facing the difficult initial task. They were not "depleted" and kept on doing well.

People who believed that willpower was not limited continue to perform well on the task, making few mistakes, even after facing the difficult task.

You may contend that these results show only that some people just happen to have more willpower — and know that they do. But on the contrary, we found that anyone can be prompted to think that willpower is not so limited. When we had people read statements that reminded them of the power of willpower like, "Sometimes, working on a strenuous mental task can make you feel energized for further challenging activities," they kept on working and performing well with no sign of depletion. They made half as many mistakes on a difficult cognitive task as people who read

statements about limited willpower. In another study, they scored 15 percent better on I.Q. problems.

~~We have to think that willpower is not~~  
limited.

We also studied this phenomenon in the real world. In one study, we followed 153 college students over five weeks. During stressful times, like final-exam week, students who believed that willpower was not limited reported eating less junk food and **procrastinating** less than students who did not share that belief. They also showed more academic growth, earning better grades that term than their "pessimistic" counterparts.

Effect of students who believe that willpower ~~was~~ is  
not limited.

Furthermore, when we taught college students that willpower was not so limited, they showed similar increases in willpower. They reported procrastinating only once or twice a week instead of the two to three times a week reported by students in a control condition, and they cut down on excess spending, going beyond their budgets less than once a week instead of once or twice a week.

Students who are taught that willpower  
is not limited are less procrastinate.

How does this happen? People who think that willpower is limited are on the lookout for signs of fatigue. When they detect fatigue, they **slack-off**. People who get the message that willpower is not so limited may feel tired, but for them this is no sign to give up — it's a sign to dig deeper and find more resources.

people who think that willpower is not limited don't  
give up.

What about the glucose idea, which seems supported by so much science? Dr. Baumeister and Mr. Tierney describe studies showing that giving people glucose (in the form of a sugar drink) restores their willpower. But in our latest research we found that when people believe in willpower they don't need sugar — they perform well whether they consume sugar or not. Sugar helps people only when they think that willpower is sharply limited. It's not sugar we need; it's a change in mind-set.

~~We don't need sugar but we have to change~~  
in mind-set.

To be sure, willpower is not completely unlimited. Food and rest are of course necessary for

functioning, and many struggles that people face are quite difficult. The question is how often we need extra sugar boosts. Messages suggesting that willpower is severely limited and that we need constant sugar boosts are bound to further inflate the American waistline and hinder our ability to achieve our goals.

If you want to achieve ~~our~~ your goals, you think  
<sup>should</sup>  
that willpower is not limited.

At **stake** in this debate is not just a question about the nature of willpower. It's also a question of what kind of people we want to be. Do we want to be a people who dismiss our weaknesses as unchangeable? When a student struggles in math, should we tell that student, "Don't worry, you're just not a math person"? Do we want him to give up in the name of biology? Or do we want him to work harder in the spirit of what he wants to become?

This debate is ~~also~~ also a question of  
what kind of people we want to be.

## Summing-up

What is willpower? Our willpower are limited and depend

on a continuous supply of the simple sugar glucose.

However, these theories have a question. If you work hard, you believe willpower. Then you're energized to work more.

In one study researcher research about willpower.

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willpower is not limited. We don't need sugar but we have to change in mind-set.

의지력은 무엇인가?

우리의 의지력은 제한되어 있고 끝없는 포도당 공급에 의존한다.

하지만 이러한 이론들은 의문을 가진다.

만약 당신이 힘든 일을 한다면 의지력을 믿어라.

그러면 오히려 더 힘이 넘칠 것이다.

한 연구에서 연구원들은 의지력에 대한 연구를 하였다.

의지력이 제한되어 있지 않다고 믿는 사람들은 힘든 일에 직면했을 때 좌절할수록 거의 하지 않으면서 일을 계속해서 잘 수행하였다.

우리의 의지력이 제한되어 있다고 생각해서는 안된다.

우리는 당신이 필요한 것이거나 마음가짐을 바꾸어야 한다.

# Forbes

## Intelligence Is Overrated: What You Really Need to Succeed

By Keld Jensen 2012-05-10

Name:        Date: 2-13/3/18

Albert Einstein's was estimated at 160, Madonna's is 140, and John F. Kennedy's was only 119, but as it turns out, your IQ score **pales** in comparison with your EQ, MQ, and BQ scores when it comes to predicting your success and professional achievement.

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IQ tests are used as an indicator of logical reasoning ability and technical intelligence. A high IQ is often a **prerequisite** for rising to the top ranks of business today. It is necessary, but it is not adequate to predict **executive** competence and corporate success. By itself, a high IQ does not guarantee that you will stand out and rise above everyone else.

A high IQ does not guarantee your executive competence  
and corporate success.

Research carried out by the Carnegie Institute of Technology shows that 85 percent of your financial success is due to skills in "human engineering," your personality and ability to communicate, **negotiate**, and lead. Shockingly, only 15 percent is due to technical knowledge. Additionally, Nobel Prize winning Israeli-American psychologist, Daniel Kahneman, found that people would rather do business with a person they like and trust rather than someone they don't, even if the likeable person is offering a lower quality product or service at a higher price.

Your financial success is due to skills in "human engineering"  
and people would do business with a person they like and trust.

With this in mind, instead of exclusively focusing on your **conventional** intelligence **quotient**, you should make an investment in strengthening your EQ (Emotional Intelligence), MQ (Moral Intelligence), and BQ (Body Intelligence). These concepts may be elusive and difficult to measure, but their significance is far greater than IQ.

You should strengthen your EQ, MQ and BQ

### Emotional Intelligence

EQ is the most well known of the three, and in brief it is about: being aware of your own feelings and those of others, regulating these feelings in yourself and others, using emotions that are appropriate to the situation, self-motivation, and building

Being aware of your own feelings and those of others.

*Top Tip for Improvement:* First, become aware of your inner dialogue. It helps to keep a journal of what thoughts fill your mind during the day. Stress can be a huge killer of emotional intelligence, so you also need to develop healthy coping techniques that can effectively and quickly reduce stress in a volatile situation.

You need to develop healthy coping techniques.

### Moral Intelligence

MQ directly follows EQ as it deals with your **integrity**, responsibility, sympathy, and forgiveness. The way you treat yourself is the way other people will treat you. Keeping commitments, maintaining your integrity, and being honest are crucial to moral intelligence.

Being honest are crucial to moral intelligence.

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respect to others. Practice acceptance and show tolerance of other people's **shortcomings**. Forgiveness is not just about how we relate to others; it's also how you relate to and feel about yourself.

Take responsibility for your action.

### Body Intelligence

Lastly, there is your BQ, or body intelligence, which reflects what you know about your body, how you feel about it, and take care of it. Your body is constantly telling you things; are you listening to the signals or ignoring them? Are you eating energy-giving or energy-draining foods on a daily basis? Are you getting enough rest? Do you exercise and take care of your body? It may seem like these matters are unrelated to business performance, but your body intelligence absolutely affects your work because it largely determines your feelings, thoughts, self-confidence, state of mind, and energy level.

Your body intelligence absolutely affects your work.

**Top Tip For Improvement:** At least once a day, listen to the messages your body is sending you about your health. Actively monitor these signals instead of going on autopilot. Good nutrition, regular exercise, and adequate rest are all key aspects of having a high BQ. Monitoring your weight, practicing moderation with alcohol, and making sure you have down time can dramatically benefit the functioning of your brain and the way you perform at work.

Healthy body is all key aspects of having a high BQ

### What You Really Need To Succeed

It doesn't matter if you did not receive the best academic training from a top university. A person with less education who has fully developed their EQ, MQ, and BQ can be far more successful than a person with an **impressive** education who falls

short in these other categories.

It doesn't matter if you did not receive the best education.

Yes, it is certainly good to be an intelligent, rational thinker and have a high IQ; this is an important asset. But you must realize that it is not enough. Your IQ will help you personally, but EQ, MQ, and BQ will benefit everyone around you as well. If you can master the complexities of these unique and often under-rated forms of intelligence, research tells us you will achieve greater success and be regarded as more professionally competent and capable.

EQ, MQ and BQ will great benefit ~~you~~ everyone.

### Summing-up

Your IQ score pats when it comes to predicting your success and professional achievement. Your financial success is not due to technical knowledge but due to skills in "human engineering". And people would do business with a person they like and trust. You should strengthen your EQ, MQ and BQ. If you want to enhance your EQ, you should be aware of your own feelings and those of others. And you need to develop healthy coping techniques. If you want to enhance your MQ, you should take responsibility for your action.

BQ is absolutely affects your work. For example, healthy body is all key aspects of having a high BQ. EQ, MQ and BQ will great benefit everyone.

당신의 IQ 점수는 당신의 성과와 직업 성취를 예측하는데 있어서 무관하다.

~~높은 IQ는 당신의 성공과 직업 성공을 보장하지 않는다.~~

당신의 경제적 성공은 기술적 지식 때문이 아니라 "인간공학"이란 능력 때문이고 사람들은 자신이 좋아하고 믿는 사람들과 일하는 것을 좋아한다.

당신은 EQ, MQ 그리고 BQ를 강화해야 한다.

EQ를 높이기 위해서는

당신의 감정과 다른 사람의 감정을 잘 알아야 한다. 그리고

당신은 감정적 대처 능력을 발전시킬 필요가 있다.

MQ를 높이기 위해서는

당신은 책임감 있게 행동해야 한다.

BQ는 당신이하는 일에 절대적으 영향을 끼친다.

결 여는 들어 온 건강한 몸은 높은 BQ를 가지게 한다.

EQ, MQ 그리고 BQ는 모두에게 큰 이익을 줄 것이다.

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