

2015학년도 중등학교교사 임용후보자 선정경쟁시험

영 어

수험 번호 : () 성 명 : ()

제1차 시험	3 교시 전공B	6문항 40점	시험 시간 90분
--------	----------	---------	-----------

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

※ Write all answers in English and use neat handwriting.

서술형 [1 ~ 4]

1. Read the passage in <A> and the table in , and follow the directions. **[5 points]**

<A>

As part of an effort to maximize opportunities for her students to interact with others in English, Ms. Park, a high school English teacher, plans to design her lessons from a blended learning perspective. She is considering having the students interact with each other and her both online and offline. She designs lessons as follows: Online activities are based on a synchronous computer-mediated communication (CMC) interaction, and the transcripts of the online interaction are used a couple of days later for offline discussion.

Realizing that many of her students seem shy, frustrated, and uncomfortable with face-to-face discussion, she would like to use a CMC tool to help students get ready for an offline discussion. By examining their online production with peers and the teacher, she believes that CMC activities will guarantee more equalized opportunities for participation and make students' errors more salient and thus open to feedback and correction.

Evaluation of Three CMC Tools

Tools Criteria	Tool A	Tool B	Tool C
Easy to Use	Y	Y	Y
Saving and Archiving	Y	N	Y
Real-Time Interaction	N	Y	Y
Video Chatting	N	Y	N
Online Dictionary	Y	N	N

Note: Y = Yes, N = No

Based on the information in <A> and , identify the tool you would recommend for Ms. Park, and provide TWO reasons for your recommendation.

2. Read the passage and follow the directions. **[5 points]**

Scientists made a splash last week when they presented a radical new view of DNA, solving a puzzle that has long gnawed at investigators and shedding light on diseases such as cancer, heart disease, and Alzheimer's. Ever since decoding the human genome, scientists have been perplexed by the long strands of our DNA that appear to do nothing. They called the idle double helixes "junk DNA," thinking they were nothing but leftovers from ill-fitting assembly parts, useless bits of this and that, last season's models.

The days of junk status are now officially over. Working for almost 10 years on a collaborative project, 440 scientists from 32 labs across the globe announced that they have finally figured out just what the silent majority of our DNA does: It's middle management.

It seems these large branches of the DNA family tree—formerly called "junk" but now renamed as "dark matter"—run the factory but don't actually make anything. They're the deciders, the guys with administrative approval to greenlight a project or stop it cold—in this case to determine which genes step forward to produce a protein and which ones remain stalled, waiting for that second chance. And with a million supervisors for every 23,000 genes, a ratio of about 50 to 1, it appears middle management is well staffed.

Though perhaps a bit humbling to discover that our DNA is so bureaucratic, the insight is likely to result in substantial medical benefit. Up to now, therapies have focused on influencing the behavior of the gene itself—sometimes successfully but often not. The problem is that genetic mutations, though somewhat understood for many diseases, have proven difficult to fix. The realization that genes are surrounded by an entourage of promoters and suppressors expands the list of possible targets for intervention considerably. In cystic fibrosis, for example, we've discovered the genetic mutation that causes disease, but we've been unable to repair it. Using the new approach, researchers might defuse not the mutant gene itself but one of the bits of DNA responsible for greenlighting the bad gene's expression.

Describe what the underlined words mean in the above context, and explain why DNA's "middle management" could be the key to future cures.

3. Read the passage and follow the directions. **[5 points]**

Words such as *music* [mjuzɪk] and *cube* [kjub] are pronounced in the same way in both American English and British English. However, words such as *tuition*, *endure*, and *annuity* vary, as shown in (1a) and (1b).

(1a) British English
 tuition [tjuɪfən] duration [djʊreɪfən]
 endure [ɪndʒʊə] annuity [ənjuəti]
 perpetuity [pɜ:pətjuəti] voluminous [vəljuːmənəs]

(1b) American English
 tuition [tuɪfən] duration [dʊreɪfən]
 endure [ɪndʊr] annuity [ənjuəti]
 perpetuity [pɜ:pətjuəti] voluminous [vəlʊmənəs]

While in British English we see a /j/ after the underlined consonants /t/, /d/, /n/, and /l/ in the words given in (1a), the expected American English pronunciations are without a /j/ after the same underlined consonants, as shown in (1b). The same difference is observed after the underlined consonants /s/ and /z/ for the words in (2a) and (2b).

(2a) British English
 assume [əsjum] superb [sju:pɜ:b]
 exude [ɪgzjud] résumé [rezjʊmeɪ]

(2b) American English
 assume [əsum] superb [supɜ:b]
 exude [ɪgzud] résumé [rezjʊmeɪ]

However, the words given in (3) show that the underlined alveolars /n/ and /l/ are followed by a /j/ in American English as well as in British English.

(3) British English and American English
 continue [kəntɪnju] biannual [baɪænjʊəl]
 voluble [vɒljʊbəl] valuation [væljuəɪfən]

Note: Vowel differences in some words between British English and American English are not represented in the data above.

Based on the data given in (1b), (2b), and (3), state the condition(s) when /j/ cannot follow alveolar consonants and the condition(s) when /j/ can in American English.

4. Read the passage in <A> and the sentences in , and follow the directions. **[5 points]**

<A>

Preverbal adverbs sometimes behave differently in terms of scope. The sentence in (1a) with the adverb *usually* can be paraphrased into (1b) and (1c). One can represent the two paraphrases using the schemata in (2a) and (2b), respectively.

- (1) a. John usually comes late for class.
 b. It is usual that John comes late for class.
 c. It is usually the case that John comes late for class.

- (2) a. It be _____ X _____ that _____ Y _____.
 b. It be _____ X _____ the case that _____ Y _____.

In (2a), X stands for the adjective form of the adverb, and Y for the rest of the original sentence. In (2b), X stands for the adverb, and Y for the rest of the original sentence. In the meantime, sentences with a preverbal adverb such as *carefully* cannot be so paraphrased as illustrated in (3).

- (3) a. John carefully drives his car in winter.
 b. *It is careful that John drives his car in winter.
 c. *It is carefully the case that John drives his car in winter.

Note: * indicates that the sentence is ungrammatical.

- (i) John rarely talks with philosophers.
 (ii) The fish slowly swims.

Based on the discussion of the two types of adverbs in <A>, a *usually* type and a *carefully* type, identify the type of the underlined adverbs in . Then verify their type by writing the paraphrases of (i) and (ii), using the schemata in (2).

논술형 [1 ~ 2]

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

All products may be considered as either disposable or durable. Disposable products are goods made for short-term usage, many even meant to be thrown away after one use. Manufacturing them requires constant development of new designs and the employment of large numbers of workers. This provides ongoing benefits for the growth of the economy. However, this type of production causes a great deal of waste. Some disposable products like plastic bags do not easily decompose and thus have anything but a positive impact on the environment.

Durable products are intended to last for a long time. As such, any given product would be sold less often. However, making products durable requires the support of secondary industries to supply parts and do repairs. This, in turn, establishes long-standing economic advantages. In addition, long-term use of products helps cut emissions of pollutants. As durable products also include less residual waste, landfill expansion is significantly reduced, which makes them a good environmental choice.

How do different types of products affect the economy and the environment? Write a composition following the guidelines below.

Guidelines

- Write TWO paragraphs based on the above passage: one a comparison paragraph regarding the effect on the economy and the other a contrast paragraph on the environment.
- Provide each paragraph with a topic sentence and two supporting pieces of evidence.
- Do NOT copy more than FIVE consecutive words from the passage.

2. Read two middle school students' opinions about an English lesson posted on the online bulletin board and their teacher's teaching log, and follow the directions. 【10 points】

Bulletin Board

Sumi
I loved today's lesson! When the teacher asked questions about the words and expressions related to cooking using the recipe from a cooking magazine, I was able to clearly figure out the meaning of what we were supposed to learn. It was really motivating to use the recipe for learning about the words and expressions used practically for cooking. But I made a few errors, such as telling the difference between "slice" and "chop," that I think I will repeat again despite the teacher's correction. When I make errors, I want him to give me some time to think about why I make them and how I can correct them myself.

Inho
When the teacher asked us to bring a recipe from a cooking magazine yesterday for today's lesson, I wondered why. But when he asked questions about some words and expressions related to cooking using the recipes we brought, I realized why. When asking and answering about them using the cooking material with the teacher and then with my partner, I came to clearly understand the meaning of the words and expressions. Plus, it was very fun and exciting. But I didn't like that he corrected my errors when I misused the word "pan" in "boiling water in the pan"; I prefer getting correction from my friends because it makes me feel more comfortable.

My Teaching Log

What I put emphasis on in today's class
I always want my students to have a clear understanding of what I teach, so today I tried to teach the points using materials used in real life rather than the ones in the textbook. To my surprise, they really loved the way I taught today. They participated in the lesson with a lot of enthusiasm.

The things I have to improve in the next class
While leading the activity, for convenience' sake, I corrected the errors that students made. Considering their opinions, however, I have to use alternate ways to give them a chance to correct their errors individually or in pairs.

In one paragraph, identify ONE feature of the teacher's lesson that the students liked, and explain TWO reasons why they liked it. In another paragraph, address ONE problem with the lesson, and suggest TWO solutions from the teacher's standpoint by supporting them with rationale. Both paragraphs must be based only on the bulletin board and the teaching log above.

<수고하셨습니다.>