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1차 시험	2 교시 (전공)	40 문항 80점	시험시간 120 분
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【1~6】 Listen to the dialogues and answer the questions.

1. Which of the following is correct according to the dialogue?

- ① The last time the woman talked with the man, he was in good condition.
- ② The woman presently has no problems with her health.
- ③ The man does not trust complementary therapy.
- ④ The man thinks complementary therapy is good for headaches.
- ⑤ The man thinks complementary therapy helps heal the patient quickly.

2. Which of the following is NOT correct according to the dialogue?

- ① The man visited Angkor Wat before he went to Phnom Penh.
- ② The man taught Taekwondo to Cambodian kids in Phnom Penh.
- ③ The man was satisfied with his volunteer work in Cambodia.
- ④ The man was disappointed because less kids showed up than expected.
- ⑤ The man didn't know how to respond to the situation at the airport.

3. Which of the following best represents the relationship between the man and the woman?

- ① Mentor—Mentee ② Professor—Student
- ③ Accountant—Customer ④ School Personnel—Student
- ⑤ Professor—School Personnel

4. Which of the following will the woman help sell at the bazaar?

- ① video games ② clothes ③ books
- ④ toys ⑤ food

5. Which of the following would be the man's best response to the woman's last turn?

- ① Okay. I will tell the audience about my school life.
- ② Good point. I will do research on topics more thoroughly next time.
- ③ I see. I will try to use multimedia more appropriately in the future.
- ④ Yes. I will use cutting-edge technology for my next presentation.
- ⑤ Right. I will interact more with the audience next time.

6. Which of the following are the speakers most UNLIKELY to do?

- ① To separate classes according to students' proficiency
- ② To develop their English abilities
- ③ To keep up with new teaching methodology
- ④ To take students' feelings into account
- ⑤ To set up English-only classrooms

【7~8】 Listen to a lecture and a story and answer the questions.

7. Which of the following is the main point of the lecture?

- ① Women have more acute color perception than men.
- ② Female English speakers like to speak in a nicer manner.
- ③ Speakers' attitudes cause differences in language use between men and women.
- ④ Men are likely to use more words related to sports activities than women.
- ⑤ Gender-preferential differentiation is not found in other languages but in English.

8. Which of the following would best represent the boy's new perspective about his dad?

- ① That his dad pretended to be busy
- ② That his dad cared for him very much
- ③ That his dad liked to see movies
- ④ That his dad would remain as busy as always
- ⑤ That he still had negative feelings about his dad

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9. Read the following and answer the question.

For a long time, up to the 16th century, English had been considered inferior to Latin and not equal to expressing abstract and complex thoughts. It took time for English to establish itself as a recognized medium. It needed to establish a regular and uniform orthographical system and to expand its vocabulary to meet the increased demands caused by the demise of Latin and by developments in science and new discoveries throughout the burgeoning Empire. From the 16th century onwards, English flourished. A large number of classical works were translated into English. They became available to the monolingual middle classes and non-academics in general. William Wyclif's campaign against the use of Latin by the church during the Protestant Reformation did much to assist the establishment of English as the accepted form of communication in all fields. Moreover, given the more widespread use of the printing press, it rapidly became obvious that English-language books sold better, so that market forces (a modern term applicable to this period) did much to strengthen the position of English.

Which of the following is correct according to the passage?

- ① English had established a standardized spelling system before the 16th century.
- ② Developments in science and new discoveries caused a revival of Latin.
- ③ The monolingual middle class could get access to classical works before the 16th century.
- ④ William Wyclif criticized the use of English by the church.
- ⑤ The increase in demand for English books contributed to enhancing the status of English.

10. Read the following and answer the question.

Human beings did not suddenly become (1). We have always been desirous of things. We have just not had many of them until quite recently, and, in a few generations, we may return to having fewer and fewer. Still, while they last, we enjoy shopping for things and see both the humor and the truth reflected in the aphoristic "born to shop," "shop 'til you drop," and "when the going gets tough, the tough go shopping." Department store windows, whether on the city street or inside a mall, did not appear by magic. We enjoy looking through them to another world. It is voyeurism for capitalists. The attraction to the inanimate happens all

over the world. Berlin Walls fall because people want things, and they want the culture created by things. China opens its doors not because it wants to (2), but because it wants to (3). Our love of things is the cause of the Industrial Revolution, not the consequence.

Which of the following would best fit in each blank above?

- | | <u>(1)</u> | <u>(2)</u> | <u>(3)</u> |
|---|---------------|---------------|---------------|
| ① | materialistic | get out | get things in |
| ② | materialistic | get things in | get out |
| ③ | democratic | get out | get things in |
| ④ | democratic | get things in | get out |
| ⑤ | altruistic | get things in | get out |

11. Read the following and answer the question.

Acupuncture techniques used in Asia as daily remedies over a long history have now become distant to the general public. A major reason why acupuncture is not widely understood is that it does not demonstrate direct healing effects. An acupuncture needle is just a thin piece of stainless steel without pharmacological properties. Analyzing acupuncture in this way, however, cannot explain its treatment effects. Within an oriental medicine perspective, the acupuncture needle itself does not do the healing—it functions only as a key to activate the healing process of the body. The brain is connected to sensors all over the body, which manage its natural healing processes. When the appropriate signal is received at certain places, the brain initiates healing mechanisms, mostly controlled by hormones. The sensor locations are called response points or acupuncture points. They are gates on our bodies through which energy comes and goes; they also function as energy storage and distribution points. Acupuncture functions as more than just a purely physical input.

Which of the following would be the best title of the passage?

- ① The History of Acupuncture
- ② The Flow of Energy in the Body
- ③ Acupuncture and Modern Medicine
- ④ The Proper Use of the Acupuncture Needle
- ⑤ The Healing Process of Acupuncture

12. Choose the best order to complete the story. The first part of the story is given below.

Our next-door neighbor Jane loves animals. She has a pet rat and two hamsters. She knocked on our door in the morning. “Is this your cat?” she asked. She was holding an old, thin, ginger cat with a little green collar. “No,” we replied. “We’ve never seen it before. Why?”

[A] “You know that cat?” Jane said, “The ginger one with the green collar? Well, the vet said it was very old and very sick. So he gave it an injection and put it to sleep. It’s in cat heaven now. Well, what else could he do? We didn’t know whose cat it was.”

[B] “I don’t think it’s very well,” Jane said. “I’m going to take it to the vet.” We agreed with her idea. She cares about animals a lot. But when we saw her again that evening, she was looking sad.

[C] “How are you getting on in your new home?” one of us asked. “Oh, fine,” said Mrs. Johnson, looking happily at her husband and her two young children. “But there’s just one problem. Our cat’s gone missing.”

[D] On Saturday, Jane came for a drink. So did the Johnsons, who moved into a house two doors down the road. We had invited them for a drink last week.

- ① [A]–[C]–[B]–[D]
- ② [B]–[A]–[D]–[C]
- ③ [B]–[D]–[A]–[C]
- ④ [D]–[B]–[A]–[C]
- ⑤ [D]–[C]–[A]–[B]

13. Read the following and answer the question.

From an early age, Silva saw the damage that reckless business interests were doing to Brazil’s ecosystem. As a child, instead of going to school, she worked in the forest tapping rubber from the trees to help support her ten brothers and sisters. She watched as the bulldozers came for her trees, clearing land for roads that would connect the rain forest with the rest of Brazil. It wasn’t just the trees that were devastated—so were the lives of many Brazilians who depended on the rain forest. She organized a group which fought deforestation at the grassroots level. She mobilized the unions of rubber tappers to fight against powerful interest groups. She later moved into the political mainstream, becoming the first rubber tapper in Brazil’s Senate. When populist

President Lula came to power in 2002, Silva was the obvious choice for Environment Minister. The outsider was in. After six acrimonious years as Brazil’s Environment Minister, fighting a losing battle against industrial and political leaders eager to develop the Amazon at any cost, Silva resigned in protest in May. However, _____

Which of the following best completes the last sentence?

- ① Silva remains a lasting symbol of courage for the environment.
- ② Silva was a victim of the short-term vagaries of politics.
- ③ the Amazon’s ecosystem was doomed to failure.
- ④ Silva is done fighting for the environment.
- ⑤ Silva fought against the supporters of the green movement.

14. Read <A> and and answer the question.

<A>

The following sample writing in was done by a student in a classroom writing session after a lecture on the narrative structure of ‘orientation-complication-resolution’. She was provided with the lead sentence on the board: ‘When I walked out of school, a dog limped up to me.’

Title: The Dog

It was crying
so I took it home.
As soon as my mother came home from work.
she gave it a name.
We named it ‘Spot’.
I bandaged its leg.
I had great fun with ‘Spot’.

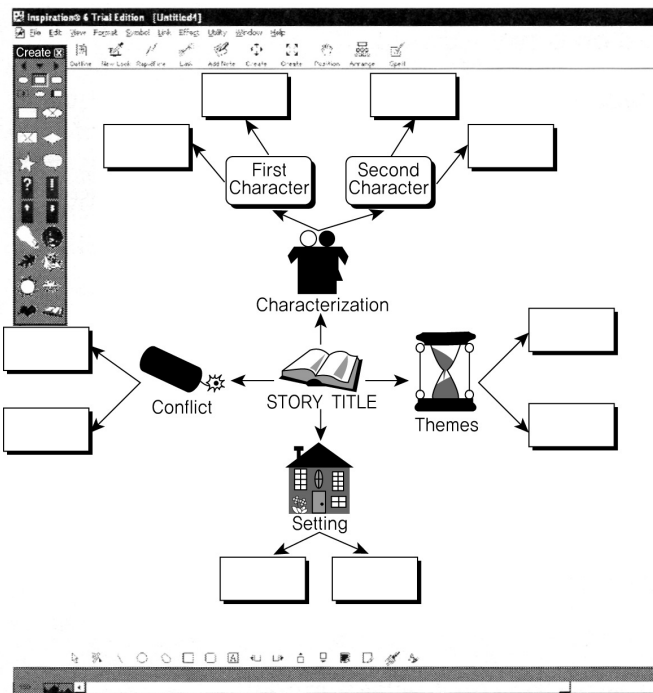
Which of the following is the LEAST appropriate feedback to the writing in ?

- ① To improve the coherence of your writing, I recommend that you explain the reason why you named the dog ‘Spot’.
- ② You need an orientation that is similar to the lead sentence at the beginning.
- ③ You need to change the period to a comma after ‘came home from work’.
- ④ Your resolution ‘I bandaged its leg’ is dislocated (unconnected resolution).
- ⑤ Your last sentence is a complication without leading to a resolution.

15. Read <A> and and follow the directions.

<A>

After reading a story, the students build a mind map of the story in a post-reading group activity. Students discuss the content of the story first and then go on-line to create mind maps using a computer program. This program provides templates to help build thoughts and information using pictures, images, words and multimedia. Here is an example of the template:



How to use this template:

1. Type the title of the story in the symbol labeled 'STORY TITLE'.
2. Type appropriate information about characterization, themes and so forth into the subsymbols.
3. Add symbols to further explain your ideas using the Create tool box.

-
- a. This activity requires a bottom-up processing of input for reading.
 - b. This activity is based on the assumption that reading involves a passive and linear processing of information.
 - c. This activity uses the organization of hypertext that mirrors different aspects of schema.
 - d. This activity allows users to visualize and organize the story they have read.
 - e. This activity promotes the mastery learning of each sublevel before learning the whole concept.
 - f. This activity helps to show how characters, setting, themes and conflicts are connected in a story.

Choose all the correct statements about <A> from the list in .

- ① a, b, c, d ② b, d, e ③ c, d, f
 ④ c, e ⑤ d, e, f

16. Read <A> and and follow the directions. [2.5점]

<A>

The teacher introduces the lesson content about favorite school subjects by asking students what subjects they studied at school and makes a list on the board. Students are then asked to classify the subjects into group categories. The teacher then tells the class about subjects she liked and hated, and explains why. The teacher then reads the instructions for a speaking activity: "Tell your partner about the school subjects you like best and least and explain your reasons." Before beginning, students are given three minutes to write down what they will say in the speaking activity.

The students begin the speaking activity and talk about their school subjects. In the process of completing the activity, the students occasionally stop to think about and discuss language-related problems, i.e. gaps in their interlanguage knowledge, to resolve their misunderstandings in communication. After finishing the activity, each student prepares a brief oral presentation about their partner's favorite subjects. The teacher selects a few students to present their partner's answers to the whole class.

After presentations, the teacher gives the students a brief written transcript of two native speakers of English doing the same speaking activity they just completed. Individually, the students read the transcript and underline all the phrases that are used by the native speakers to express 'likes' and 'dislikes' of school subjects. The teacher then reviews these with the students. Following this, the teacher has the students find all the examples of comparatives and superlatives in the transcript and figure out how they differ in usage.

-
- a. The teacher uses a consciousness-raising approach to teach linguistic items.
 - b. During the speaking activity, there is a greater focus on accuracy than fluency.
 - c. During the speaking activity, focus on form occurs within a context of focusing on meaning.
 - d. Specified grammar structures are presented before the speaking activity.
 - e. The lesson is an example of a constructivist approach to learning.

Choose all the correct statements about <A> from the list in .

- ① a, b, c, e ② a, c, d ③ a, c, e
 ④ b, c ⑤ d, e

17. Read <A> and and follow the directions. [1.5점]

<A>

In this teaching method, the learners repeat aloud the teacher's utterances of the examples below as they have heard them. They do this without looking at a printed text. The utterances must be brief enough to be retained by the ear. Sound is as important as form and order.

Example:

I borrowed *a book*. I borrowed *books*.
 He plays the piano. She plays the piano.
 I like apples. I *don't like* apples.

a. Dialogues center on communicative functions and are not normally memorized.
 b. The target linguistic system is learned through the practice of language patterns.
 c. Sequencing is determined by the consideration of content or meaning which will maintain interest.
 d. 'Language is viewed as a set of habits,' so errors must be prevented at all costs.
 e. Explicit grammatical explanation is generally kept to a minimum.

Choose all the correct pedagogical principles about the teaching method in <A> from the list in .

① a, d ② b, c ③ b, d
 ④ b, d, e ⑤ c, d, e

18. Read the following and answer the question.

Here is one example of 'item response distribution' about an item on a test. The English teacher wanted to analyze whether the alternatives in this item had been appropriately made.

Interpretations:

- A certain wrong alternative was chosen by a greater number of high group students than low group students.
- A certain wrong alternative is suspected of having problems in the wording because more students chose the wrong alternative than those who chose the correct answer.
- A certain wrong alternative did not work at all as a distracter.

*ⓑ was the answer to the item.

Which of the following reflects all of the interpretations in the passage?

Item No.	5	ⓐ	*ⓑ	ⓒ	ⓓ	ⓒ
①	High group	2	14	5	7	0
	Low group	6	12	2	2	0
②	High group	4	4	15	5	1
	Low group	5	2	9	1	4
③	High group	4	20	2	0	0
	Low group	7	10	5	0	2
④	High group	9	10	0	8	4
	Low group	5	4	0	10	0
⑤	High group	8	3	3	7	1
	Low group	2	7	7	6	6

19. Read the following and answer the question.

This worksheet is designed for you to articulate the meanings in common among different words. You'll be working together with your classmates in order to sort out the relationships between the words.

Example:

• radio computer video television

Group 1: *Radio, video and television* are in common because they use analog signals.

• radio computer video television

Group 2: *Computer, video and television* are in common because they have screens.

Discuss the following words. Put a circle around the odd word out and say why it is the odd word.

• tourist visitor traveler student
 • investigate determine explore inquire
 • smart intelligent stupid talkative
 • utilize uncover reveal disclose

Which of the following best describes the activity above?

① It uses the frequency counts of lexical items from a corpus.
 ② It is designed to develop learners' sensitivity to semantic network.
 ③ It helps to recognize the morphological structure of words and word families.
 ④ It uses mnemonic devices to commit words to long-term memory.
 ⑤ It helps to derive the meanings of words from a discourse context.

20. Read the following and answer the question.

(1)

Jin-soo is a high school student learning English in Korea. For him, studying and learning English does not feel like a burden. He likes to receive and produce English whenever he can. In addition, he feels that learning English is important because it will allow him to converse and be with various international speakers of English.

(2)

Hye-ri is a university student who is learning English in Korea. She is taking a course in English literature taught by a Canadian professor. Even though she sometimes does not understand everything that the professor says in the lectures, it does not bother her. During her group study meetings with her classmates, she feels nervous when she speaks in English but tries to speak whenever she can. She wants to do well in English because it is important for her to show her ability to her family and friends.

(3)

Mi-jin is an office worker and she is presently studying English in Australia for a period of six months. She is taking an English class at a language institute there. For Mi-jin, learning English is important because she thinks that it will add to her social status back in Korea. In relation to classroom activities at the institute, she enjoys participating in small group speaking activities, particularly jigsaw tasks. The high level of challenge presented by the tasks makes her feel nervous, but this tension pushes her to do well in them. Concerning the reading activities, she doesn't like reading something in English because she feels that she should always look up unfamiliar words in a dictionary.

Which of the following is NOT correct according to the passage?

- ① Jin-soo is both intrinsically and integratively motivated.
- ② Hye-ri is extrinsically motivated and engages in risk-taking behavior.
- ③ Hye-ri has a high tolerance of ambiguity and experiences debilitating anxiety.
- ④ Mi-jin is extrinsically motivated and has a high willingness to communicate.
- ⑤ Mi-jin experiences facilitative anxiety, and she has a low tolerance of ambiguity when reading.

21. Read <A> and and follow the directions.

<A>

S: My mom holded the baby rabbits and we patted them.
 T: Did you say your mom held the baby rabbits?
 S: Yes.
 T: What did you say she did?
 S: She holded the baby rabbits and we patted them.
 T: Did you say she held them tightly?
 S: Yes, she holded them tightly.

- a. Teachers need to speak more clearly and slowly.
- b. Students need to receive immediate feedback from their teachers.
- c. Students cannot acquire a language form until they are developmentally ready.
- d. Teachers should give more wait time for the students to answer questions.
- e. Students' attention to meaning can block their recognition of form.

Choose all the pedagogical implications in <A> from the list in .

- ① a, b, c, e ② a, b, d ③ b, c, d, e
- ④ c, d ⑤ c, e

22. Read the following and answer the question. [2.5점]

T: Do you like to see movies? What's your favorite movie?
 S: BIG.
 T: BIG! That was a good movie. That was about a little boy inside a big man, wasn't it?
 S: Yeah. Boy get surprise all the time.
 T: He was surprised. Usually little boys don't do the things that men do, right?
 S: No, little boy no drink.
 T: That's right. Little boys don't drink.

Which of the following is correct based on the dialogue?

- ① The teacher gives implicit negative feedback on the student's errors.
- ② The student immediately responds to the teacher's corrective feedback.
- ③ The dialogue consists of a single Initiation-Response-Evaluation (IRE) exchange.
- ④ The student's last turn indicates that she is in the final stage in the acquisition of negation.
- ⑤ The tag question in the teacher's second turn functions as a referential question.

23. Read <A> and and follow the directions.

<A>

Checklist 1 (C1)

Categories	Y/N
Is it attractive?	
Does it have a clear layout?	
Is it about the right length given the period of learning?	

Checklist 2 (C2)

Categories	Weight	Rating				
		4	3	2	1	0
Speech						
Suggests ways of demonstrating and practicing speech items						
Includes speech situations relevant to the learners' background						
Grammar						
Stresses communicative competence in teaching structural items						
Provides adequate models featuring the structures to be taught						

Checklist 3 (C3)

Factors	Comments
Rationale	
Layout / Physical Characteristics	
Publisher(s)	

Checklist 4 (C4)

Categories	Rating		
	3	2	1
Skills			
Are all four skills adequately covered given the course aims and syllabus requirements?			
Are reading passages and activities suitable for integrated skills work?			
Tasks			
Does it include a sufficient number of task-oriented activities?			
Are tasks clearly differentiated to cover students' different proficiency?			

a. C1 is used to investigate the syllabus differences between textbooks.

b. C1, C2 and C3 are systematic and easily quantifiable.

c. In C2, some criteria can be more highly valued than the others.

d. C2 and C4 allow for a more in-depth evaluation than the other checklists.

e. C3 is used for external evaluation by glancing through the textbook.

Choose all the correct statements about the checklists in <A> from the list in .

- ① a, b ② a, b, d ③ b, d, e
- ④ c, d ⑤ c, d, e

24. Read the following and answer the question.

NS: Did you get high marks last semester?
 NNS: High marks?
 NS: Good grades. A's and B's. Did you get an A in English last semester?
 NNS: Oh no in English yes um B.

*NS (Native Speaker); NNS (Non-Native Speaker)

Which of the following is NOT correct based on the dialogue?

- ① The NNS notices an unfamiliar word phrase.
- ② The trouble source is reformulated by the NS.
- ③ The NNS is pushed to produce accurate output through meaning negotiation.
- ④ Interactional structure is modified for the input to be comprehensible.
- ⑤ The NNS sends a signal that indicates a communication difficulty.

25. Read <A> and and follow the directions. [1.5점]

<A>

(1) Students actively monitor their comprehension processes when processing a reading text. In doing so, they verify the strategies that assist them in getting at the meaning of what they are reading. Verbal reports are often used as a method of getting at the mental processes that readers use to understand the language. Students think aloud or hear others think aloud, which can provide insights into the various options for responding to texts.

(2) This is based on the belief that when students read for general understanding, their reading fluency will consequently improve. Students choose reading materials that interest them, and they read for real-world purposes such as obtaining information or finding out what is going on in the world. In addition, reading materials should be well within the linguistic competence of the students in terms of vocabulary and grammar.

a. critical reading b. metacognitive awareness

c. intensive reading d. skimming

e. extensive reading

Match each description in <A> with the most appropriate term in .

- | | | | | | |
|---|-----|-----|---|-----|-----|
| | (1) | (2) | | (1) | (2) |
| ① | a | d | ② | a | e |
| ③ | b | c | ④ | b | e |
| ⑤ | d | c | | | |

26. Read the following and answer the question.

Teaching Procedure:

- (1) The teacher sets up guidelines on how to write essays.
- (2) The teacher explains to the students how to use multimedia during the writing process.
- (3) The teacher collects the first drafts of the students' essays via e-mail.
- (4) The teacher opens up an online blog for the class to post the first drafts of their essays.
- (5) Each student reads one of his/her peers' essays and posts three well-thought-out feedback statements on the blog.
- (6) The teacher asks the students to read the feedback received from their peers and to revise their first drafts. When they have questions about the feedback, they should e-mail them to their feedback providers.
- (7) The teacher gives his/her own feedback to each student via e-mail.
- (8) The teacher asks the students to post their revised essays on the blog.

Which of the following is NOT correct according to the passage?

- ① This procedure enhances students' participation in giving feedback on their peers' essays.
- ② Students can give and receive feedback through asynchronous communication.
- ③ This procedure is based on a process-oriented approach to writing.
- ④ Students compose messages in unplanned ways through real-time communication.
- ⑤ This procedure includes both one-to-one and one-to-many communication.

27. Read <A> and and follow the directions.

<A>

The pronouns *one* and *it* are used to refer to nominal expressions. However, they are not only semantically but also syntactically different. Thus, students may misuse them unless they understand their usage. This means that teachers need to have a good knowledge of the principles governing pronominal usage in order to teach their students how to use the pronouns correctly. In relation to their syntactic characteristics, *one* can replace an N' (not an N), while *it* can replace an NP.

A: I bought a book in this bookstore yesterday.
 B: What kind of book did you get?
 A: It's a book of poems with a pink cover by Wordsworth.
 B: Is it interesting?
 A: Yes, very interesting. Why don't you buy a poetry book too?
 B: Yes, I'd like to. But I'd like to buy a modern
 ㉠ one by a different author.
 A: Which ㉡ one?
 B: I'd like to get a book of poetry by T. S. Eliot.
 A: How about that ㉢ one over there?
 B: Do you mean the ㉣ one of poetry with a yellow cover? The book on the top shelf?
 A: Yes, ㉤ one with a green-colored spine just next to the poetry book by Frost.

Choose all the INCORRECT uses of one in based on <A>.

- ① ㉠, ㉡ ② ㉠, ㉢ ③ ㉡, ㉢
 ④ ㉢, ㉣ ⑤ ㉣, ㉤

28. Read <A> and and follow the directions.

<A>

Listen to the two dialogues on the audio-tape and compare the differences between them.

Ω **Dialogue (1)**

W: I'm home.
 M: Got the medicine for Sarah?
 W: Here it is. And give her an extra calcium tablet.
 M: Must we?
 W: 'Fraid so.

Ω **Dialogue (2)**

W: Excuse me, I have a prescription for my daughter's knee problem.
 M: OK. It would also help if you gave her an extra calcium tablet everyday.
 W: Do you think it is really necessary?
 M: Yes, I am afraid that is.

- a. Students will develop formality-awareness.
- b. Students will become aware of cross-cultural differences.
- c. Students will become familiar with the use of gestures in communication.
- d. Students will distinguish the differences in register between the two dialogues.
- e. Students will understand the interpersonal relationships of the speakers in each dialogue.

Choose all the correct teaching objectives about <A> from the list in .

- ① a, b, d ② a, d, e ③ b, c, d
 ④ b, c, e ⑤ c, d, e

29. Read the following and answer the question.

Compare the two sets of sentences in (1) and (2).

- (1) a. John was said to have solved all of the questions.
 b. John was told to solve all of the questions.
 (2) a. The earthquake was said to have hit the city.
 b. *The earthquake was told to hit the city.
 (The sentence with an asterisk ‘*’ is unacceptable.)

The two sentences in (1) contain an NP-movement; an NP moves from the position after the main verb to the subject position. The subject can be interpreted as identical with that of *to*-infinitive. We may assume that the verbs *say* and *tell* take the same type of complement. This assumption, however, cannot be tenable because of the contrast shown in (2). The contrast indicates that the subject in (2a) is not selected by the verb *say*, while that in (2b) must be selected by the verb *tell*.

Here are some more examples whose structure is identical either with (1a)-type construction or with (1b)-type construction as discussed above.

- a. The gladiators were supposed to survive brutal fights.
 b. The passengers were reminded to fasten their seat belts.
 c. The Amish people are reported to live and dress very simply.
 d. The company’s workers were found to have organized a union.
 e. The flood victims were advised to prepare food in hygienic conditions.
 f. The listeners were invited to see the world in a different perspective.

Which of the following correctly classifies the above examples a ~ f?

- | | (1a)–type | (1b)–type |
|---|-----------|-----------|
| ① | a, b, c | d, e, f |
| ② | a, c, d | b, e, f |
| ③ | b, d, e | a, c, f |
| ④ | b, d, f | a, c, e |
| ⑤ | c, e, f | a, b, d |

30. Read the following and answer the question. [1.5점]

Lesson Procedure:

- (1) The teacher shows the students postcards from many different countries and introduces the activity by talking about the postcards that people send to their friends when they are on vacation.
- (2) The teacher asks the students about the postcards they have sent home since arriving in the US: Who they have sent these to, what kinds of messages they have written on them, and what cultural aspects they have noticed on the postcards.
- (3) The teacher has students form pairs. The teacher gives a prepared postcard to one student in each pair. Student A, who receives a postcard, describes it to Student B, who cannot see the postcard. Student B then attempts to discover the identity of the country on the postcard.
- (4) Once all the students have completed the task, they share their postcards and try to identify the culture-related aspects depicted on the postcards with the rest of the class.
- (5) The teacher focuses on some aspects related to American culture and organizes these on the blackboard. The students discuss and compare them with their own cultures.
- (6) As a follow-up assignment, the students are asked to bring in postcards from their countries. They are asked to write a brief paragraph about their own cultures.

Which of the following is NOT correct about the lesson?

- ① The main teaching objective is to introduce and reinforce the skill of writing.
- ② During the lesson, learners are invited to share personal experiences.
- ③ The participants in this lesson are international learners who arrived in the US.
- ④ The primary skills dealt with in this lesson are speaking, cultural awareness and writing.
- ⑤ This lesson involves an information-gap activity and a follow-up writing assignment.

31. Read <A> and and follow the directions.

<A>

Consider the following data in (1) and (2), which show certain restrictions on the sound combinations of English monosyllabic words:

(1) tip, lick, live, mess, limp, lint, sink, mend, mind, pie, wife, bike, sign, sea, leap, wreath, league

(2) *[tɪ], *[lɪ], *[mɛ], *[lɪmk], *[mɛnb], *[maɪŋg], *[mɛmb], *[mɛŋg], *[maɪmb], *[maɪŋg]

The data in (1) are all legitimate English words, whereas those in (2) are not, as indicated by an asterisk '*’.

a. A lax vowel (i.e. a short vowel) must be followed by at least one consonant.

b. When a consonant follows a tense vowel (i.e. a long vowel or diphthong), it must be a stop consonant.

c. When a sequence of a nasal and a stop follows a vowel, the two consonants are homorganic (i.e. having the same place of articulation).

d. When a sequence of a nasal and a voiced stop follows a vowel, the two sounds must be alveolar consonants.

e. When a sequence of a nasal and a stop follows a vowel, the two consonants all agree in voicing.

Choose all the correct statements about the data in <A> from the list in .

- ① a, b, d ② a, c, d ③ a, c, e
 ④ b, c, d ⑤ b, c, e

32. Read <A> and and follow the directions. [2.5점]

<A>

A phrase consists of a head and non-head elements. Some non-head elements complete the meaning of the head. These elements are referred to as a complement. It is a general term to denote any element whose presence is required by the head. Although the presence of a complement is normally obligatory, that of an N can be omitted. There are also elements in a phrase which describe the head rather than complete it. These elements are modifiers (or adjuncts). They can be omitted without affecting grammaticality.

An example of error in popular views Ⓐ about the mind appears in the idea of a faculty of observation. One often hears it said that we should train the observation Ⓑ of our students; and it is imagined that by training them to observe certain things we are training them to observe anything and everything. Observation, however, relies on interest and knowledge. We have no reason to suppose that a botanist, trained in the observation Ⓒ of flowers, will be more observant than us Ⓓ of the faces of the people he meets. People are more likely to have their attention diverted Ⓔ by the objects of their special interests. So training in the careful observation of the varied endings Ⓕ of Latin words, or of the changes in chemical substances in experiments, will have no effect on the observation of pictures or the movements of the stars.

Based on <A>, choose all the complement PPs from the underlined parts in .

- ① a, b, c ② a, c, d ③ b, c, d
 ④ b, e, f ⑤ d, e, f

33. Read the following and choose the UNACCEPTABLE expression.

Once upon a time there lived a man who wished to have a parrot but couldn't afford to buy one because he was too poor. One day he prayed to God, Ⓐ "If you will help me get a parrot, I'll really appreciate it and I'll tell other people what you did for me." The next day there suddenly appeared three lovely parrots in his house. He couldn't see Ⓑ where they came from. His wife said to him, "God seems to have answered your prayer even though you have done nothing good for Him. Why don't we keep them?" He was so thankful and happy that he took good care of them. Ⓒ The parrots, he thought, were like his children and they were priceless assets to him. When his neighbors asked him how he came to get them, he said, "You know, I did so much good work for God that He gave me a prize." Ⓓ The minute he said that, he felt a pang in his heart. Ⓔ The next day he found there suddenly disappeared a parrot. He said to himself, "Oh, I shouldn't have told a lie." Then he made a resolution not to tell a lie again.

- ① a ② b ③ c
 ④ d ⑤ e

34. Read <A> and and follow the directions. [2.5점]

—<A>—

The following rules describe some characteristic features of Standard American English.

(1)

The lateral /l/ can be syllabic (i.e. standing as the nucleus of a syllable) following a sequence of a stressed vowel and an alveolar stop (an oral or a nasal stop).

(2)

A word-final /t/, /d/ or /n/ may assimilate in place of articulation to a following word-initial bilabial or velar stop, resulting in two identical consonants in some cases. But some features such as voicing and nasality of the consonant remain constant. When place assimilation results in two identical consonants, it is called total assimilation.

——

Each sentence below may or may not contain a word/phrase to which rule (1) or (2) in <A> is applied.

a. Can you pass me the one in the middle?
 b. He lost his pet cat yesterday.
 c. You excel as a painter.
 d. I like the blue soap dish.
 e. I will cross the channel by boat.
 f. Teachers extol the virtue of honesty.
 g. You're a very good boy.
 h. I heard that ten cooks went home.

Choose the correct match between each rule in <A> and the corresponding examples in . For (2) in <A>, find ONLY the examples in which total assimilation occurs.

- | | (1) | (2) |
|---|------|------|
| ① | a, c | d, h |
| ② | a, e | b, d |
| ③ | a, e | b, g |
| ④ | c, f | d, h |
| ⑤ | e, f | b, g |

35. Read the following and answer the question. [1.5점]

It has been argued that there are three kinds of speech acts: locutionary act, illocutionary act, and perlocutionary act. A(n) _____ (1) _____ act is performed to convey the speaker's intent in uttering a sentence (e.g. to praise, to criticize, to warn, to threaten, etc.). In the dialogue below, the speaker can express his/her intention in the given situation without manifesting it literally.

W: Isn't it too cold in here?
 M: (Near a stove) I'll turn on the stove.
 W: Thank you.
 M: A pleasure of mine.

Information that is conveyed implicitly in a conversation is referred to as conversational implicature. This can be accounted for in terms of a conversational principle called the Co-operative Principle. In relation to this principle, there are maxims assumed to ensure the facilitation of conversational interactions between hearer and speaker: the maxim of quantity, the maxim of quality, the maxim of relation, and the maxim of manner. In the above dialogue the woman didn't make a request explicitly, but the man understood her words as a request and turned on the stove. How this was possible can be accounted for in terms of the maxim of _____ (2) _____.

Which of the following best fits in the blanks above?

- | | (1) | (2) |
|---|----------------|----------|
| ① | illocutionary | quantity |
| ② | illocutionary | relation |
| ③ | locutionary | manner |
| ④ | perlocutionary | quality |
| ⑤ | perlocutionary | manner |

36. Read <A> and and answer the question. [1.5점]

<A>

Natasha: Excuse me, but the elevator is out of order.
 Sharon: Really? Whom should we talk to?
 Natasha: Talk to?
 Sharon: To report it.
 Natasha: I have no idea.
 Sharon: Oh, I'm sorry; I thought you lived here too.
 Natasha: _____

Culture Note

Sharon, who is American, can't imagine that someone who lives in a high-rise apartment doesn't know to whom a broken elevator should be reported. But you would only know that, of course, if you were in the habit of reporting such things, which her Russian neighbor Natasha clearly is not. In her world, elevators break down from time to time, and in due course they are fixed. Meanwhile, one walks.

By and large, Americans are doers. Their first impulse, when confronted with a problem or obstacle of some sort, is to act—either to take charge themselves or to light a fire under someone else. They respond in this way because they believe that doing something can make a difference. They are an activist culture. Natasha lives in a different universe; she believes that the individual is limited in what he or she can do, that many obstacles are truly insurmountable, and there is, therefore, no point in doing something when elevators break down. When such a person confronts a broken elevator, her first impulse may very well be to just wait and see what happens next. The goal is to endure.

Considering the culture note in , which of the following would best fit in the blank in <A>?

- ① But I do.
- ② Let's call the management.
- ③ Sorry, it's my fault.
- ④ We have to report this.
- ⑤ That's OK. I'll report it tomorrow.

37. Read the poem and its commentary and answer the question. [2.5점]

My mistress' eyes are nothing like the sun;
 Coral is far more red than her lips' red;
 If snow be white, why then her breasts are dun;
 If hairs be wires, black wires grow on her head.
 I have seen roses damasked, red and white,
 But no such roses see I in her cheeks;
 And in some perfumes is there more delight
 Than in the breath that from my mistress reeks.
 I love to hear her speak, yet well I know
 That music hath a far more pleasing sound;
 I grant I never saw a goddess go,—
 My mistress, when she walks, treads on the ground.
 And yet, by heaven, I think my love as rare
 As any she belied with false compare.

Commentary

Tone reflects the writer's attitude toward a topic. It is the emotional message behind the writer's words. Tone is chiefly controlled by the words the writer chooses, words that color ideas, evoke desired emotions, and imply judgments. The speaker in this poem draws a contrast between the qualities often praised in exaggerated love poetry and the actuality of his mistress' physical attributes. After constructing a series of 'false comparisons' that this poem implies that other poets have used, the tone clearly shifts with line 13—signaled by the simple phrase 'And yet'.

Which of the following would best describe the change of tone in the poem?

- | | <u>Lines 1-12</u> | → | <u>Lines 13-14</u> |
|---|-------------------|---|--------------------|
| ① | realistic | → | proud |
| ② | nostalgic | → | realistic |
| ③ | sarcastic | → | ironic |
| ④ | ironic | → | nostalgic |
| ⑤ | proud | → | sarcastic |

38. Read each story and follow the directions.

<A>

(1) A young mouse said to his mother, "I saw a cat and a cock today. The cat was very nice. She was soft and gentle and kind, and had beautiful eyes. The cock was horrible. It was a monster! It had long strong legs with big claws and it had a big beak and suddenly it made a horrible noise! I was frightened!" The mother mouse said, "It's because the cat wants to eat you but the cock doesn't!"

(2) Two boys, Frank and Joe, are walking along a road. They are friends. They talk and they laugh. They see a big boy. He is fishing. Frank says, "Hey Joe! Shout, 'You are stupid! You catch old boots, you can't catch fish!'" "No, I don't want to," says Joe. "Go on, Joe! Go on!" says Frank. So Joe shouts, "Hey! You catch old boots! You can't catch fish in a million years!" The big boy stands up. "What?" Frank says, "Let's go!" He begins to run. Joe runs but he falls. He hurts his leg. "Frank, help!" Frank shouts, "No way!" And he runs away. The big boy comes. He says, "Are you OK?" "It's my leg!" says Joe. "Here, hold my arm," says the big boy. "My name's Mark." They walk to the river, to Mark's chair. "Sit down here. Hold the rod!" The next day, Frank and Joe meet at school. "Hi!" "Hi!" "Are you OK?" "Yes." "What are you doing tonight?" "Fishing." "Fishing? Who with?" "Mark." "Mark? Who's he?" "Oh, he's a friend."

(3) There was a prince; his name was John. His uncle, King Henry, gave him a fine hunting dog. The dog's name was Gellert. When he left the castle he could smell a deer one kilometer away. He could run faster than a deer. He was so strong that he could knock a deer over. One day Prince John went hunting with his friends. He called all his dogs. But Gellert wouldn't go. Gellert stood in the doorway of the castle and wagged his tail and put his head on one side, but he would not leave the castle. So John and his friends went hunting with the other dogs. John and his friends caught nothing. When they came back to the castle they were angry. As they came to the castle Gellert bounded out towards them, wagging his tail. As he came closer John saw there was blood on Gellert's face and sides. "How could that be?" John thought. "Gellert sometimes plays with my child. Gellert is half wolf, half wild. Perhaps he has killed my child!" and John ran into the castle. He ran to the child's room. All the furniture was turned over. There was blood everywhere. John couldn't see his child. He took his sword and drove it into the side of Gellert. With the last gasp for life of Gellert, John heard the cry of his child from beneath the overturned cot. John ran to the cot, turned it over, and there was the child, perfectly safe, perfectly well. But behind the cot was a dead wolf. John was very sad. He dug a hole for Gellert outside the castle. He put Gellert in the hole and covered him with a great pile of stones.

- a. Good deeds are rewarded.
- b. Do not make a hasty judgment.
- c. Do not judge a book by its cover.
- d. A nice face may hide a nasty mind.
- e. A friend in need is a friend indeed.
- f. Inner beauty will overshadow physical appearance.

Match each story in <A> with the most appropriate moral in .

	(1)	(2)	(3)
①	a	b	d
②	b	c	d
③	b	e	f
④	d	e	b
⑤	d	e	f

39. Read the following and answer the question.

Up to the age of five I enjoyed the privileges of myopia, seeing the world in a glorious haze like an impressionist painting. My contemporaries appeared obscure and attractive, grown-ups loomed in vague magnificence. I went daily to school and kept my eyes politely on the blackboard where I could see only chalky confusion. After a year of this my mother noticed that my education was at a standstill and sent me to the oculist: The world sprang at me in hideous reality, full of people with open pores, blackheads and impetigo. A deep-focus moustache appeared on an art mistress whom I had considered beautiful. Flinching from this unusual clarity I went to school and sat in my usual place at the morning assembly, unrecognizable in a nose-pinching pair of wire-framed specs. The headmaster, whose awareness of his pupils was always somewhat vague, thought that this bespectacled intruder was a new boy. As I was too shy to disillusion him, I was put back in the bottom class to restart my unpromising academic career. I suppose I had become a new person, one who looked on life and actually saw it; but when faced with anything I am really reluctant to see, like an animal killed and plastered across the road, I still have the defence of taking off my glasses and returning the world to the safe blur of childhood.

Which of the following images would most likely be related to the underlined part?

- ① open pores
- ② wire-framed specs
- ③ a deep-focus moustache
- ④ an impressionist painting
- ⑤ an animal killed

40. Read the extract from a play and answer the question.

Blanche: What's in your mind? I see something in your eyes!

Mitch: [getting up] It's dark in here.

Blanche: I like it dark. The dark is comforting to me.

Mitch: I don't think I've ever seen you in the light. [Blanche laughs breathlessly.] That's a fact!

Blanche: Is it?

Mitch: I've never seen you in the afternoon.

Blanche: Whose fault is that?

Mitch: You never want to go out in the afternoon.

Blanche: Why, Mitch, you're at the plant in the afternoon!

Mitch: Not Sunday afternoon. I've asked you to go out with me sometimes on Sundays but you always make an excuse. You never want to go out till after six and then it's always some place that's not lighted much.

Blanche: There is some obscure meaning in this but I fail to catch it.

Mitch: What it means is I've never had a real good look at you, Blanche. Let's turn the light on here.

Blanche: [fearfully] Light? Which light? What for?

Mitch: This one with the paper thing on it. [He tears the paper lantern off the light bulb. She utters a frightened gasp.]

Blanche: What did you do that for?

Mitch: So I can take a look at you good and plain!

Blanche: Of course you don't really mean to be insulting!

Mitch: No, just realistic.

Blanche: I don't want realism. I want magic! [Mitch laughs.] Yes, yes, magic! I try to give that to people. I misrepresent things to them. I don't tell the truth, I tell what ought to be the truth. And if that is sinful, then let me be damned for it!—Don't turn the light on! [Mitch crosses to the switch. He turns the light on and stares at her. She cries out and covers her face. He turns the light off again.]

Mitch: [slowly and bitterly] I don't mind you being older than what I thought. But all the rest of it — Christ! That pitch about your ideals being so old-fashioned and all the malarkey that you've dished out all summer. Oh, I knew you weren't sixteen any more. But I was a fool enough to believe you were straight.

Which of the following is NOT correct according to the extract?

① Character Relationship	Mitch and Blanche are lovers.
② Setting	Inside a house
③ Conflict	Mitch wants to see her face, while Blanche wants to cover it.
④ Symbols	Mitch prefers light and reality, while Blanche is preoccupied with darkness and illusion.
⑤ Resolution	Mitch was disappointed with her old age more than with her dishonesty.

- 수 고 하 셴 습 니 다 -

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