

# 2010학년도 중등교사신규임용후보자선정경쟁시험

## 영 어

2차 시험	2교시	2문항 50점	시험 시간 120분
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### 수험생 유의 사항

1. 문제지(초안 작성 용지 포함)와 답안지의 전체 면 수와 인쇄 상태를 확인하십시오. 답안지는 문항당 2쪽(교시당 4쪽), 초안 작성 용지는 교시당 4쪽입니다. 답안은 문항당 2쪽 이내로만 작성하여야 합니다.
2. 답안지 모든 면의 상단에 컴퓨터용 사인펜을 사용하여 성명과 수험 번호를 기재하고, 수험 번호, 문항 번호, 문항별 답안지 쪽 번호를 해당란에 '●'로 표기하십시오. '●'로 표기한 부분을 수정하고자 할 경우에는 반드시 수정 테이프를 사용해야 합니다.
3. 답안은 지워지거나 번지지 않는 동일한 종류의 흑색 필기구를 사용하여 작성하십시오(연필이나 사인펜 종류는 사용할 수 없음).
4. 답안 좌측 상단에 문항 번호와 답안지 쪽 번호, 과목명을 직접 쓰고 답안을 작성하십시오.

(예시) 국어 과목의 1교시 1번 문항, 2번째 답안지 표기

문항 번호 및 쪽 번호 표기란	
● ② (문항 번호)	① ● (문항 쪽 번호)
↑ ( 1 )번 문항의	↑ ( 2 )번째 답안지
과목명( 국 어 )	

5. 수학, 과학 과목의 답안지는 가운데 선을 그어 좌우의 2단으로 나누어 답안을 작성해도 됩니다.
6. 별도의 지시가 없는 한, 답안지에는 문항 번호 외에 문항 내용을 일체 옮겨 적지 마시오. 단, 하위 문항이 있을 경우, 하위 문항의 번호(1-1, 1-2 등)를 답안지 앞부분에 한 번 더 쓰고 답안을 작성하십시오.
7. 답안은 문항별로 답안지의 새로운 면에 작성하고(단, 하위 문항은 이어서 작성해도 됨.), 해당 문항의 답안 작성이 완료되면 **답안 마지막 문장의 뒤에 반드시 <끝>이라고 쓰시오.**
8. 답안 초안 작성은 문제지의 맨 뒷부분에 있는 초안 작성 용지를 활용하십시오.
9. 답안 수정 시에는 해당 부분에 두 줄(=)을 긋고 수정 내용을 쓰시오.
10. 다음에 해당하는 답안은 채점하지 않습니다.
  - 연필로 작성한 부분
  - 수정 테이프나 수정액을 사용하여 수정한 부분
  - 답안란 이외에 작성한 부분
  - 답안란에 개인 정보를 노출한 답안지 전체
  - 답안란에 개인 정보를 암시하는 표시가 있는 답안지 전체
  - 문항당 답안지 2쪽을 초과하여 작성한 부분
11. 답안지 교체 시 시험 종료 전까지 답안 작성을 완료해야 합니다. 시험 종료 후 답안 작성은 부정 행위로 간주됩니다.
12. 답안을 작성하지 않은 빈 답안지도 성명, 수험 번호, 문항 번호, 문항 쪽 번호를 기재·표기한 후, 순서대로 정리하여 4쪽 모두 제출하십시오.

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※ Write all answers in English.

3. The following is a conversation extract from a communication-oriented middle school English classroom. They are discussing the demographic statistics of Asian countries. Examine the extract and follow the directions below. **【35 points】**

Teacher: What happened to the birth rate in Korea over the last few years?

Student A: It was | fallen by 2.4%.

Student B: | It was dropped.

Teacher: Okay. Then, what about the birth rate in Singapore?

Student A: The rate was also dropped.

Teacher: \_\_\_\_\_

3-1. It has been said that intransitive verbs are grouped into two classes. Verbs like *fall* and *drop* in the above extract differ from verbs like *work* and *swim*. Providing appropriate examples, explain how these two types of verbs differ in terms of the possibility of a resultative reading exemplified by a sentence like *John painted the wall black*, where the resultative phrase *black* denotes the state achieved by the referent of *the wall* as a result of the action denoted by the verb *painted*. Then, explain why Student B's utterance *It was dropped* in the extract is not acceptable even if we assume that it is a passive sentence derived from the transitive verb *drop*. Answer in well-formed paragraphs. **【15 points】**

3-2. Suppose that you are the teacher in the conversation. You have decided to react to the students' errors by providing corrective feedback. First, write example utterances of two different types of feedback that you think are appropriate as your responses to Student A's utterance *The rate was also dropped*. Then, define each feedback type and give theoretical justifications for your choices in relation to this particular context. Answer in well-formed paragraphs. **【20 points】**

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4. Read the following excerpt from an essay and follow the directions. **[15 points]**

My grandmother has bound feet. Cruelly tethered since her birth, they are like bonsai trees, miniature versions of what should have been. She is a relic in China, where foot binding was first banned more than 80 years ago when the country could no longer afford a population that had to be carried. Her slow, delicate hobble betrays her age and the status she held and lost.

My own size 5 feet are huge in comparison. The marks and callouses they bear come from running and jumping, neither of which my grandmother has ever done. The difference between our feet reminds me of the incredible history we hold between us like living bookends..... [*passage deleted*]

I saw my grandmother for the very first time when I was 12. She was almost 80, surprisingly alien and shockingly small. I searched her wrinkled face for something familiar, some physical proof that we belonged to each other. She stared at me the same way. Did she feel cheated, I wondered, by the distance, by the time we had not spent together? I did. With too many lost years to reclaim, we had everything and nothing to say. She politely listened as I struggled with scraps of formal Chinese and smiled as I fell back on “Wo bu dong” (“I don’t understand you”). And yet we communicated something strange and beautiful. I found it easy to love this person I had barely met.

The second time I saw her I was 23, arriving in China on an indulgent post-graduate-school adventure, with a Caucasian boyfriend in tow. My grandmother sat on my hotel bed, shrunken and wise, looking as if she belonged in a museum case. She stroked my asymmetrically cropped hair. I touched her feet, and her face contorted with the memory of her childhood pain. “You are lucky,” she said. We both understand that she was thinking of far more than the bindings that long ago made her cry. I wanted to share even the smallest part of her life’s journey, but I could not conceive of surviving a dynasty and a revolution, just as she could not imagine my life in a country she had never seen. In our mutual isolation of language and experience, we could only gaze in wonder, mystified that we had come to be sitting together.

The narrator of the above passage looks at the vast differences between herself and her grandmother. A big part of the cultural difference that separates her and her grandmother is language together with experience. In addition, the narrator compares herself with her grandmother, specifically in terms of height, age, and physical appearance, through rhetorical devices such as metaphor or simile. Write a paragraph that describes the differences between the narrator and her grandmother, citing all four rhetorical examples. Be sure to include a topic sentence. You must not copy more than ten consecutive words from the passage.

수고하셨습니다