

2012학년도 중등교사신규임용후보자선정경쟁시험

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1차 시험	2 교시 (전공)	40 문항 80점	시험시간 120 분
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- 문제지 전체 면 수가 맞는지 확인하십시오.
- 문항의 배점이 1.5점과 2.5점인 문항에는 배점이 표시되어 있습니다. 나머지 문항은 2점입니다.
- 각 문항의 정답을 컴퓨터용 흑색 사인펜을 사용하여 답안지에 표시하십시오.

1번부터 8번 문항까지는 듣고 답하는 문제입니다. 내용은 한 번만 들려줍니다. 4번과 5번 문항은 동일한 대화를 듣고 답하는 문제입니다.

【1~3】 Listen to the dialogs and answer the questions.

1. What was the most likely purpose of the man's email? [1.5점]
 - ① To recommend a good textbook to Serena.
 - ② To advise Serena to take better care of her health.
 - ③ To let Serena know when she has to submit her paper.
 - ④ To suggest changes regarding the structure of Serena's paper.
 - ⑤ To request that Serena revise her paper due to an issue of plagiarism.

2. Which of the following is true according to the dialog?
 - ① The man has prepared a lot for the exam.
 - ② The woman says that the exam is not going to be given as scheduled.
 - ③ The woman thinks that our actions are determined by physical time.
 - ④ Inner time is said to be closely connected to physical time.
 - ⑤ The woman believes that our brain alters how we perceive time.

3. How much did Camden Biotech offer during the negotiations?
 - ① \$518,000.
 - ② \$540,000.
 - ③ \$546,000.
 - ④ \$560,000.
 - ⑤ \$580,000.

【4~5】 Listen to the long dialog and answer questions 4 and 5.

4. Which of the following best describes the main purpose of the dialog?
 - ① To talk about a pilot study in progress.
 - ② To develop ways of collecting interview data.
 - ③ To set the interview format to be used in the man's study.
 - ④ To discuss the social welfare of Korean elderly in the U.S.
 - ⑤ To make plans for a statistical analysis of the interview data.

5. Which of the following is NOT true according to the dialog? [2.5점]
 - ① Face-to-face interviews were conducted.
 - ② Family members were allowed to attend the interviews.
 - ③ Each of the interviews lasted about an hour.
 - ④ The interviews were not used for statistical analysis.
 - ⑤ The use of Korean was allowed in the interviews.

【6~8】 Listen to the talks and answer the questions.

6. What is the main idea of the talk?
 - ① Amphibians are important for cleaning up environmental disasters.
 - ② Amphibians have evolved continuously since the age of the dinosaurs.
 - ③ Amphibians have unique physiological features such as permeable skin.
 - ④ Amphibians may be facing extinction without massive conservation efforts.
 - ⑤ Amphibian population decreases are important early indicators of environmental stress.

7. Which of the following is NOT true according to the talk?
 - ① The portraits depicted in U.S. dollar bills are presidents of the U.S.
 - ② Sacagawea is among the Native American women portrayed on U.S. coins.
 - ③ Sacagawea helped Lewis and Clark succeed on their transcontinental expedition.
 - ④ President Jefferson minted a dollar coin to commemorate Lewis and Clark's expedition.
 - ⑤ A coin was minted acknowledging Native Americans' contribution to U.S. agriculture.

8. Which of the following is NOT mentioned as a method of persuasion in the talk?
 - ① Captivating the audience with a dramatic opening.
 - ② Delivering a powerful message multiple times.
 - ③ Providing supporting facts with references.
 - ④ Relating personal experiences to the audience.
 - ⑤ Stimulating sentiment among the audience.

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9. What would be the best title of the passage? [1.5점]

Although he availed himself of the results of the labours of preceding artists, William Turner nevertheless, from his earliest youth, received his sole inspiration from nature. And yet his art did not lie in the literal transcription of nature. His was not the skill to count the blades of grass, and reproduce, without variation, the exact aspect of the scene before him. Every scene that he has represented is bathed, so to speak, in the mystic poetry of his own imagination. He painted his portrait of the earth not merely as it appeared to him at any one given moment, but with a true comprehension of all its past history, of the earthquakes that had shaken it, the storm-winds that had swept over it, and the loveliness that still clung to it. He has revealed to us this loveliness in all its varying aspects—in its joy and in its sadness, in its brightness and its gloom, in its pensive mood and in its fierce madness, in its love and in its hate, but the portrait, although true in the highest sense, is never directly copied from nature for he painted, like Raphael and all great idealists, from an image or ideal in his own mind. But this ideal was founded on the closest observation and study of the real.

- ① William Turner and His Predecessors
- ② Mood Swings in William Turner's Life
- ③ William Turner: A Painter of Idealized Reality
- ④ William Turner and Nature Depicted in Precision
- ⑤ William Turner's Favorite Theme: Return to Nature

10. Which of the following would best fit in the blank?

Aristotle, so far as I know, was the first man to proclaim explicitly that man is a rational animal. His reason for this view was one which does not now seem very impressive; it was that some people can do sums. He thought that there are three kinds of soul: the vegetable soul, possessed by all living things, both plants and animals, and concerned only with nourishment and growth; the animal soul, concerned with locomotion, and shared by man with the lower animals; and finally the rational soul, or intellect, which is the Divine mind, but in which men participate to a greater or less degree in proportion to their wisdom. It is in virtue of the intellect that man is a rational animal. The intellect is shown in various ways, but most emphatically by mastery of arithmetic. The Greek system of numerals was very bad, so that the multiplication table was quite difficult, and complicated calculations could only be made by very clever people. Nowadays, however, calculating machines do sums better than even the cleverest people, yet no one contends that these useful instruments are immortal, or work by divine inspiration. As arithmetic has grown easier, it has come to be less respected. The consequence is that, though many philosophers continue to tell us what fine fellows we are, _____.

- ① we still must depend on our intellect to solve arithmetic
- ② it is no longer on account of our arithmetical skill that they praise us
- ③ only the cleverest people have the rational soul to apply arithmetic
- ④ it is dubious that we are unique in our possession of a rational soul
- ⑤ there is still room to improve our intellect through the mastery of arithmetic

11. Which of the following is LEAST likely to be inferred from the passage?

The new language of the information sciences has transformed many molecular biologists from scientists to engineers, although they are little aware of the metamorphosis. When molecular biologists speak of mutations and genetic diseases as errors in the code, the implicit assumption is that they should never have existed in the first place, that they are 'bugs,' or mistakes that need to be deprogrammed or corrected. The molecular biologist, in turn, becomes the computing engineer, the writer of codes, continually eliminating errors. This is a dubious and dangerous role when we stop to consider that every human being brings with him or her a number of lethal recessive genes. Do we then come to see ourselves as miswired from the get-go, riddled with errors in our code? If that be the case, against what ideal norm of perfection are we to be measured? If every human being is made up of varying degrees of error, then we search in vain for the norm, the ideal. What makes the new language of molecular biology so subtly chilling is that it risks creating a new archetype, a flawless, errorless, perfect being to which to aspire—a new man and woman, like us, but without the warts and wrinkles, vulnerabilities and frailties, that have defined our essence from the very beginning of our existence.

- ① The writer thinks that human genes are riddled with errors that need correcting.
- ② A paradigm used in information sciences has influenced molecular biology.
- ③ Molecular biologists intend to eliminate lethal recessive genes.
- ④ The writer views the molecular biological approach to genetic disease as undermining human beings' perception of themselves.
- ⑤ The writer is worried that human beings might strive to become what is no longer human.

12. Which of the following is the best order to complete the passage?

[A] There are few divisions of the book industry with a worse reputation than business publishing. Hundreds if not thousands of business books come out every year, all with glowing press releases and effervescent puffs. Literary editors tend to consign them straight to the bin.

[B] The best books provide an insight into how business revolutionises the world. Why is the centre of growth shifting from the developed to the developing countries? Why do some companies succeed and others fail? Why are we swapping the white collar for the no-collar workplace? Why do managers say the astonishing things that they say? The answers to these questions lie in the business books that many literary editors so casually toss out.

[C] Understandable but wrong. It is silly to dismiss a whole genre just because so many business books are bad. There are some excellent titles in among the dross: CEO biographies that capture something essential about business, useful prescriptions for restoring companies to health, even self-help books that help make sense of the contradictory pressures of modern corporate life. The average employed person in the West spends more waking time in the office than at home, so it makes no sense to be so dismissive of writers who focus on such an important activity.

[D] This is understandable. An astonishing number are worthless. Celebrity CEOs blow their trumpets, consultants market miracle cures, and self-help gurus promise that you can grow rich by working four hours a week. Wait a few months: the CEOs have been caught with their hands in the till, the miracle cures are poisons, and the self-help gurus bankrupt. What remains is a tangle of jargon-ridden prose.

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

13. What is the main idea of the passage? [2.5점]

According to economist Vilfredo Pareto, there are four kinds of trades that people can make. First, there are win-win trades, in which both parties gain; in this case it is clear that welfare has gone up. Second, there are trades, in which one party gains, but no one loses, and again welfare has unambiguously gone up. Third, there are trades, in which no one gains but someone loses, and in this case welfare has unambiguously gone down. Fourth and finally, there are trades, in which some parties win and some lose, but without the ability to directly measure utility, it is impossible to determine what the net impact is. Pareto argued that since it takes two consenting people to trade and people aren't stupid, they would only engage in trades that were either win-win or at least win-no-lose, both of which raise the total welfare of the participants. These trades later came to be called Pareto superior trades, and Pareto contended that in free markets, people would keep trading until they had exhausted all the Pareto superior trades. At that point trading would stop since any further trades would make someone worse off, and the market would reach an equilibrium point that later economists called Pareto optimal. The Pareto optimal is thus the point at which no further trades can be made without making someone worse off. The Pareto optimal is not necessarily the point at which value is maximized for the entire group, as there might be some trades that would harm some people for the benefit of others, but would nonetheless raise the sum total utility of the group. Without a way to precisely measure utilities and a dictator to force trades that reduce the welfare of some for the benefit of others, the Pareto optimal is the best that one can do in a free society.

- ① Authoritarian government is necessary to achieve utility beyond the Pareto optimal.
 ② With new ways to measure utility it will be possible to increase the net welfare beyond the Pareto optimal.
 ③ In any given society, the Pareto optimal is the point at which society reaches the greatest possible welfare.
 ④ At the Pareto optimal, further trades cannot be made because no parties involved are able to measure utility directly.
 ⑤ In a society where people are permitted to trade in their own interests, the Pareto optimal is the indicator of maximum welfare.

14. Which of the following is LEAST likely to be inferred from the passage?

Analytical, creative, and practical abilities, as measured by our tests, can be viewed as forms of developing expertise. All are useful in various kinds of life tasks. However, conventional tests may unfairly disadvantage those students who do not do well in a fairly narrow range of kinds of expertise. By expanding the range of developing expertise that we measure, we discover that many children not now identified as able have, in fact, developed important kinds of expertise. The abilities that conventional tests measure are important for school and life performance, but they are not the only abilities that are important.

We have conducted studies in which we have measured informal, procedural knowledge in children and adults. We have found in studies with business managers, college professors, elementary school students, salespeople, college students, and general populations that this important aspect of practical intelligence is generally uncorrelated with academic intelligence as measured by conventional tests. Moreover, the tests predict performance as well as or better than do tests of intelligence quotients. The lack of correlation between the two kinds of ability tests suggests that the best prediction of job performance will result when both academic and practical intelligence tests are used as predictors. Most recently, we have developed a test of common sense for the workplace that predicts self-ratings of common sense but not self-ratings of various kinds of academic abilities.

- ① Procedural knowledge is a form of practical intelligence.
- ② Intelligence quotients can contribute to the prediction of job performance.
- ③ Conventional tests are not enough to measure the potential of young students.
- ④ The kinds of developing expertise assessed in conventional tests are different from those assessed in practical intelligence tests.
- ⑤ Compared to other children, children who have a high level of practical intelligence are less likely to have a high level of academic intelligence.

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

<A>

Teacher A is talking about his beliefs and teaching practices in English classes and his student, Student A, is reflecting on her experience.

Teacher A: I think it's important to expose students to as much English as possible. And it's also important to create situations where they use English. And so I design classroom activities to have students work with understandable English both receptively and productively. I require students to use English in class. I don't allow them to talk to other students in Korean or to look words up in a dictionary. I believe interactive activities maximize student-student talk time. During these activities, I prefer to let students sort out their own problems when they don't understand each other. I rarely interrupt or stop to correct their grammar.

Student A: I really enjoy learning English, but I sometimes feel frustrated in class. I don't always understand what the teacher is saying and sometimes I wish I could get help in Korean, but the teacher is so strict about using English in his class. He doesn't even let us use a dictionary. Because of that, I often feel nervous and anxious. I do like the activities where we talk to other students though. But even then, I get embarrassed especially when he doesn't give us time to prepare. I want to recall some expressions that I know. And he doesn't really help us when we're having problems talking. I don't even know if what I'm saying is correct. I just wish he'd give us more help instead of just letting us work on our own.

- a. The teacher believes that interactions with others are essential in second language learning.
- b. The teacher tries to improve students' fluency by providing scaffolding and feedback on their language use.
- c. The student may filter out comprehensible input because her affective filter is up in Teacher A's classes.
- d. The teacher considers the hypothesis that form-focused instruction can help students improve their L2.
- e. The student wants planning time to activate her language knowledge before doing interactive activities.

Which of the following lists all and only correct statements in about the beliefs and opinions expressed in <A>?

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

16. Read the following and answer the question.

Syllabus A and Syllabus B are the candidates for teaching English to first year middle school students.

Syllabus A

Situations	Structures	Activities
At the park	<i>I am ~ing...</i> <i>He/She is ~ing...</i> <i>They are ~ing...</i>	Repetition drill Dialog memorization Role play

Syllabus B

Topics	Tasks	Strategies
Family	Survey Project Work Information Gap	Metacognitive Cognitive Social/Affective

Which of the following is NOT correct about syllabuses <A> and ?

- ① Syllabus A is a type of product-oriented syllabus.
- ② Syllabus A focuses on predetermined language items.
- ③ Syllabus A uses communicative activities as the organizing principle.
- ④ Syllabus B is designed to promote experiential learning.
- ⑤ Syllabus B focuses on how language is learned rather than what is learned.

17. Read <A> and and answer the question. [2.5점]

<A>

In the middle of a class, the teacher provides feedback when talking to Minho and Sujin.

[1] T: Minho, I hear you went to Jeju last month.
Did you buy anything?
S: Yes. Uh, I have brother.
I bought chocolate for brother.
T: You bought chocolate for your brother.
S: Right. Chocolate for brother.
I bought small pretty doll, too. It's for sister.
T: I'm sure your sister liked it.

[2] T: Sujin, why don't you read page 24?
S: I have no book today. Jinho borrowed book yesterday. He lost book.
T: Pardon? I'm confused. Lost whose book?
S: U-uh, umm, my book. He lost my book.
T: Sorry to hear that.

T: teacher, S: student

- a. Positive evidence is provided through the teacher's feedback in [1].
- b. The teacher attempts to resolve a communication breakdown in [1].
- c. The student is provided with an opportunity for pushed output in [2].
- d. The teacher offers assistance beyond the student's zone of proximal development in [2].
- e. The students make self-repair following the teacher's feedback in [1] and [2].

Which of the following lists all and only correct statements in about the interactions in <A>?

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

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

Materials evaluation is conducted on a candidate textbook by a high school teacher.

Rating Scale:
1 = Totally lacking 2 = Weak 3 = Adequate
4 = Good 5 = Excellent

Evaluation Criteria	1	2	3	4	5
Content and Presentation					
Do the activities exploit language in a communicative or 'real-world' way?		✓			
Do the activities support level-differentiated learning?				✓	
Do the materials provide opportunities for self-study?		✓			
Are communicative functions recycled in subsequent units?		✓			
Is vocabulary selected according to how often it is used in everyday English conversation?	✓				
Are grammar items presented progressively in terms of learnability?				✓	
Teacher's Manual and Supplementary Materials					
Are there suggestions on how to supplement the textbook, or to present lessons in different ways?					✓
Does the manual provide materials for on-going evaluation and ready-made achievement tests?			✓		

Which of the following is NOT correct about the textbook according to the teacher's evaluation?

- ① The teacher's manual provides ideas on materials adaptation.
- ② The textbook caters to teaching multiple proficiency groups.
- ③ The textbook provides little material for self-directed study.
- ④ Language functions are presented insufficiently for spiral learning.
- ⑤ Vocabulary is selected based on information from spoken language corpora.

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

<A>

English teachers are looking for a standardized test. They will use the test results to award scholarships to the top 10%. With this in mind, they are looking over the test manual of a standardized test. The following is an excerpt from the manual:

Reading Section: This section measures the students' ability to understand written English. It is not linked to any particular textbook or specific course of study. The reading section assesses the comprehension of main ideas and factual information, and the ability to infer. This section consists of (1) traditional multiple-choice questions, (2) true/false questions, and (3) questions that require students to click on a word or phrase to answer.

Students will receive a total score for the reading section and a percentile rank.

a. The reading section of the test is a proficiency test.
 b. Expert judgements are not required in the scoring of the items.
 c. The reading section of the test is criterion-referenced.
 d. The reading section of the test includes constructed-response items.
 e. The students will receive summative feedback.

Which of the following lists all and only correct statements in about the test described in <A>?

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

20. Read <A> and and answer the question. [2.5점]

<A>

A high school English teacher's beliefs on how listening should be taught are described as follows:

When I teach listening, I want my students to focus more on trying to infer meaning from contextual clues rather than the recognition of sounds, words, or sentences. I believe that the process of listening is more heavily influenced by world knowledge that a listener brings to a text, called schematic knowledge, as opposed to the language items that are available within the text itself. I advise students to rely on content and formal schemata when unsure about the speaker's message. For more effective listening, I often encourage my students to use strategies such as predicting and inferencing to get the meaning.

The following is the procedure of a lesson that she has tried to design based on her beliefs for listening in <A>.

a. Before listening, the teacher shows students the title 'Kyle's Shopping Trip' of a DVD clip to be viewed, and asks students to discuss in their mother tongue the last time they were out shopping.
 b. The teacher plays the clip once without the sound, and asks students to guess what the purpose of the conversation is, what the relationship between the speakers is and so on.
 c. The teacher illustrates how certain words may be linked in natural speech. Then, the teacher plays the clip with the sound on and asks students to find words that are linked in the speech stream.
 d. The teacher replays the clip and asks students to confirm or reject the prediction that they have made.
 e. The teacher plays the clip again and students listen attentively for some phrasal verbs to identify specific details of the conversation.
 f. The teacher summarizes what happened in the conversation.

Which stages of the procedure in are NOT in accordance with the teacher's beliefs described in <A>?

- ① a, b ② a, d ③ b, c
 ④ c, e ⑤ d, e

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

Sentence (1) seems to have the same structure as sentence (2).

(1) The researchers appeared to start their project.
 (2) The researchers planned to start their project.

A close analysis, however, would show sentence (1) is different from sentence (2) in the source of the thematic role of the subject *the researchers*. The subject acquires its thematic role from the predicate of the complement clause *start* in sentence (1), but from the predicate of the main clause *planned* in sentence (2). Some of the sentences below show the same pattern of assigning a thematic role to the subject as sentence (1).

a. The manager preferred to please his staff.
 b. The man was relieved to see his son safe.
 c. The angry crowd is unlikely to leave the plaza.
 d. The candidate was keen to resign and support his opponent.
 e. The supervisors turned out to be under investigation.
 f. The children were found to have rashes.

Which of the following lists all and only sentences which show the same pattern as sentence (1)?

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

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

<A>

The teacher has been working with first year high school students and decides to test their speaking ability using an oral task. The students who get over 10 out of 16 will pass the conversation course.

Procedure

- 1) The students are divided into five groups and each group writes a script for an English drama.
- 2) Each group hands in a copy of the script and rehearses.
- 3) On the evaluation day, each group takes turns performing in front of the class.
- 4) The teacher observes the performance and scores each student according to the following criteria:

Speaking Evaluation Form						
Class					Name	
Task	Incompletion		Successful completion			
	1	2	3	4	5	
Fluency	Poor participation		Active participation			
	1	2	3	4	5	
Intelligibility	Unintelligible pronunciation		Intelligible pronunciation			
	1	2	3	4	5	
• Total : _____ out of 16 • Grade : PASS <input type="checkbox"/> FAIL <input type="checkbox"/> • Comment : _____ _____ _____						

- 5) The teacher reports the grades as 'PASS' or 'FAIL' and gives comments to each student.

- a. The teacher uses analytical rating scales.
- b. The task calls for the integration of language skills.
- c. The teacher focuses on the correct answer when scoring.
- d. The teacher provides norm-referenced reporting to students.
- e. The task is evaluated through direct observation by the teacher.

Which of the following lists all and only correct statements in about the assessment in <A>?

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

23. Read the following and answer the question.

Teaching Procedure

Step 1: The teacher asks students where they went last summer and what they took on their journey. Then she writes down the following sentences on the board and explains the difference in form and meaning between the two sentences using the terms 'past tense' and 'past participle (pp)'.

I took a light jacket.
 I should have taken a warm jacket.

Step 2: The teacher hands out a story from a magazine that includes the target structure 'should + have + pp'. She asks students to read the story carefully and look for the examples of 'should + have + pp' in the given text.

Kate travelled across the Australian desert. She made no preparations. She didn't take a map, and she didn't take a cell phone. Soon after she set off, she got lost and got trapped in a flash flood. Later, looking back on it, she said, "I should have taken a map. I should have taken a cell phone..."

Step 3: The teacher asks students to think about their own previous journey and complete the worksheet below.

Worksheet	
I _____ on my journey.	I should have _____ on my journey.
<i>I took a light jacket on my journey.</i>	<i>I should have taken a warm jacket on my journey.</i>

Step 4: The teacher asks students to write a story using the sentences they have produced in the worksheet above, and to share their writings with the partners.

Which of the following is NOT correct about the teaching procedure above?

- ① Metalinguistic terms are used to help students understand the target structure in Step 1.
- ② Students are encouraged to find the target structure in the text in Step 2.
- ③ Students connect the target structure to their personal experiences in Step 3.
- ④ Students are asked to proceduralize the target structure with a focus on meaning in Step 4.
- ⑤ The procedure promotes rule discovery to improve implicit knowledge of the target structure.

24. Read the following and answer the question.

An English teacher developed the following procedure for teaching pronunciation. (Prominent syllables are marked by large-size capital letters.)

Step 1

a. The teacher writes the following three versions of the sentence *I'm listening* on the board.

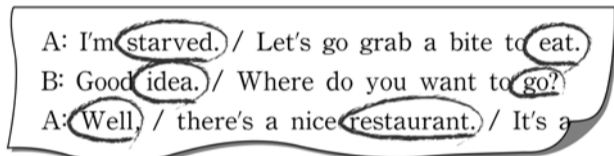
–I'm LIStening. –I'M listening. –I AM listening!

b. Students practice producing all three versions.

Teacher asks:	Student should respond:
What are you doing?	I'm LIStening.
Who's listening?	I'M listening.
Why aren't you listening?	I AM listening!

Step 2

With an explanation on how to chunk, the teacher asks students to listen and circle the prominent words.



Step 3

a. Students write down words for the items that they want to bring for a picnic.

apple, pasta, napkin, pear, pepper, popcorn, pizza, spoon, soup...

b. The teacher asks students to play a game called 'The perfect picnic' with the whole class, using the words that they chose.



Example: Student A says, "We're having a picnic, and I'm bringing pears." Student B says, "We're having a picnic. A is bringing pears, and I'm bringing popcorn." Student C says,...

Which of the following is correct about the teaching procedure above?

- ① Students learn chunking implicitly in Step 2.
- ② The activities focus on minimal pairs of segments.
- ③ The activities encourage students to focus on stress at the word level.
- ④ The activity in Step 3 is constructed to be a mechanical pronunciation drill.
- ⑤ The procedure facilitates students' movement from controlled to automatic processing or production of L2 phonology.

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

<A>

This is a procedure for teaching writing used by a middle school English teacher.

- 1) The teacher shows pictures of pets to students and asks what kinds of pets they like.
- 2) The teacher gives each of the students a short story of a dog and a set of four sequential pictures showing its storyline, telling them that they are going to read and write the story as accurately as possible. The story contains a number of regular past tense verbs.
- 3) Students read the story silently for 3 minutes and return the story to the teacher but keep the pictures.
- 4) After putting some key words from the story on the board, the teacher reads the whole story aloud.
- 5) With the aid of the pictures and key words, students write the story as closely as they can remember.
- 6) The teacher collects students' writings and later corrects them by crossing out incorrect regular past tense forms, providing corresponding correct forms above them.
- 7) In the next class, students receive their writings and look over their errors and the teacher's corrections.

- a. The procedure reflects the process-oriented approach to writing instruction rather than the product-oriented approach.
- b. The procedure is designed in a way to lessen students' cognitive processing load placed on retelling the story in writing.
- c. The teacher's correction is focused on grammatical accuracy of students' writings.
- d. Students choose the topic for their writing taking their interests into consideration.

Which of the following lists all and only correct statements in about the activity in <A>?

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

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

Below is part of an interview of a high school English teacher in charge of a special program for teaching on- and off-line English writing.

I: What do you think is the most important role of a teacher?

T: Well, I think the main job of a teacher is to get students to be able to work on their own. I try to step back and let my students take more responsibility for their learning.

I: But what if students are having difficulties, say, in writing?

T: Well, when they're unsure of something, they can run it through a concordancer so that they can look up authentic examples of language patterns. They can also use some of the examples in their writing.

I: Do students ever complain that you don't interact enough with them?

T: But I do interact with them in other ways. For example, I interact online through discussion forums. Students upload their writings onto the forum on a regular basis, then I look over their writings and comment on the forum. I also give feedback via email.

I: What if students want immediate feedback from you?

T: Normally I use chat rooms. Also, I give feedback during regular class time.

I: Do you ever use technology for assessment?

T: Yes, but it's pretty basic. We're hoping to get some computer testing software that adjusts the questions depending on students' performance on previous test items.

I: Thank you for the interview.

I: interviewer, T: teacher

Which of the following is NOT true according to the interview above?

- ① Students can check the use of language with corpus data.
- ② Computer adaptive writing testing is not available at the school.
- ③ The teacher promotes blended learning to teach English writing.
- ④ Students engage in behavioristic activities to learn language patterns.
- ⑤ Students learn to write through synchronous and asynchronous communication.

27. Read the following and answer the question.

Below is a reading activity in a high school English class.

- 1) The teacher introduces the topic of the lesson by showing the class two photos, one with students wearing school uniforms, and the other with students wearing everyday clothes. After that, the teacher asks students if they like wearing uniforms or not.
- 2) The teacher distributes to each student a school newspaper article on school uniforms and a worksheet.
- 3) The teacher asks students to form pairs, read it, and take notes. One student from each pair finds and writes down the advantages of uniforms from the article and the other student does the same for disadvantages.
- 4) Students can look up unknown words in the dictionary, or ask their partners or the teacher.
- 5) Students tell their partners their findings and the partners fill in the information they do not have on the worksheet.
- 6) The teacher asks students to add their own opinions about the advantages or disadvantages of school uniforms.
- 7) Finally, the teacher asks students to debate their opinions with their partners.

Worksheet: School Uniforms	
Advantages	Disadvantages
-	-
-	-
[Your opinions]	[Your opinions]
-	-
-	-

- 8) After the debate, students individually write a paragraph on whether or not they agree with their school policy on uniforms.

Which of the following is NOT correct about the activity described above?

- ① Authentic materials are used in the activity.
- ② Students are encouraged to use integrated skills.
- ③ Students' previous knowledge is activated in the activity.
- ④ Argumentative discourse structures are explicitly taught in this activity.
- ⑤ Personalized writing is included to consolidate what students have learned.

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

<A>

Two middle school English teachers instruct their classes.

Teacher A: “Today I’m going to show you how to set a table. Before I do, I’ll pass out spoons, forks, plates, and knives.... Now watch what I do and follow along. I’m putting a plate on the table.... Now put a plate on the table. On the table. OK?... Good job! Now I’m putting the fork on the left side of the plate. [Teacher continues with other utensils.] Well done! Now, what I’d like you to do is practice setting a table in pairs. One partner tells the other what to do and that partner follows the commands...”

Teacher B: “Everybody, today we have a mystery to solve. I have six picture clues. You will each be given just one picture. Then find a partner and exchange information in your own words. After that, find another partner and do the same until you have sufficient clues or the allotted time runs out. After gathering information, you will form groups of four and come up with a solution to the mystery. There are many possible solutions. You’ll have 15 minutes. Finally, one member from your group will report your group’s solution back to the class.”

- a. Teacher A models preposition use.
- b. Teacher A speaks and students respond verbally.
- c. The language practiced in both classes is predetermined by the teachers.
- d. Teacher B employs accuracy-based activities.
- e. In Teacher B’s class, students are encouraged to communicate actively to exchange information.

Which of the following lists all and only correct statements in about the classes described in <A>?

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

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

<A>

Below is a sample interaction from an activity used in a middle school English classroom.

S1: I have to do a diet.
 [T indicates an error by facial expression.]
 S1: I have to do a diet.
 T: [Writes ‘diet’ on the board.] What verb do we usually use when we start a diet?
 S2: ‘Go on’.
 T: Yes, that’s right. [Writes ‘go on’ on the board.] How about if you’ve already started a diet?
 S2: ‘Be on’.
 T: Yes, if you are trying to lose weight by eating less food, then you are on a diet. [Pause] What did you eat for breakfast?
 S1: Rice, eggs and vegetables.
 T: Sounds like you ate a balanced diet.
 S1: ‘Balanced’?
 T: Yes. [Writes ‘balanced’ on the board.] If you eat all of the things you need to eat, we say you eat a balanced diet. What adjectives can we use with ‘diet’?
 S2: ‘Healthy’.
 T: And?
 S1: ‘Unhealthy’.
 T: Yes. You can also use ‘poor’. [Writes ‘healthy’ ‘unhealthy’, and ‘poor’ on the board.]

T: teacher, S1: student 1, S2: student 2

- a. The activity emphasizes multi-word units.
- b. Little focus is on paradigmatic relations of words.
- c. The teacher makes students aware of collocations.
- d. Students learn new words by using morphological rules.
- e. The activity develops students’ knowledge of polysemous use of a word.

Which of the following lists all and only correct statements in about the activity in <A>?

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

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

<A>

The adverbials *briefly* and *wisely* in sentences (1a) and (1b) are not integrated into the sentences in which they occur and they are understood as being superordinate to the sentences. Thus, sentences (1a) and (1b) can be paraphrased as (2a) and (2b), respectively.

(1) a. Briefly, there is nothing I can do to help.
 b. Wisely, Mrs Jensen consulted her lawyer.

(2) a. If I put it briefly, there is nothing I can do to help.
 b. It was wise for Mrs Jensen to consult her lawyer.

Adverbials of this kind are called DISJUNCTS. Notice, however, that the way the sentences are paraphrased is not the same. As we can see in (2), the adverbial *briefly* conveys the speaker's comment on the style and form of what is being said, while the adverbial *wisely* conveys the speaker's comment on the actual content of the utterance and on its truth condition. Adverbials of the former type are called STYLE disjuncts and adverbials of the latter are called CONTENT disjuncts.

a. With respect, he doesn't deserve the award.
 b. To my regret, he was hesitant to help her.
 c. Honestly, the movie was a little boring.
 d. Fortunately, his application has arrived in time.
 e. Stupidly, Bill dropped out of college.

Which of the following lists all and only sentences with a style disjunct adverbial in ?

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

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

<A>

When a sound [X] and a sound [Y] occur in the same environment, we say these sounds are in *overlapping distribution*. On the other hand, if a sound [X] never appears in any of the phonetic environments in which a sound [Y] occurs, the two sounds are in *complementary distribution*. When the two sounds in overlapping distribution are not involved in the meaning difference of the word pair, it is termed a *free variation*. If the two sounds in overlapping distribution contribute to the meaning difference of the word pair, the two sounds are in *contrastive distribution*. When phonetic realizations of two sounds are in contrast with each other, the two sounds are *allophones of different phonemes*.

(a) style [stɑɪl̩] - latter [lærə]
 (b) seat [sit̩] - sit [sit̩]
 (c) economy [ɪkhʌnəmi] - economy [ɛkhʌnəmi]
 (d) feel [fiə] - lake [leɪk]
 (e) hit [hit̩] - hint [hint̩]
 (f) ram [ræm] - rang [ræŋ]
 (g) neither [niðə] - neither [nɑɪðə]
 (“~” over the vowel indicates vowel nasalization and “ˀ” marks unreleasing of a stop.)

Which of the following is a correct statement about <A> and ?

- ① The underlined pairs of sounds in each word pair (b) and (e) are in overlapping distribution.
 ② The underlined pairs of sounds in each word pair (c), (f), and (g) are in complementary distribution.
 ③ The underlined pairs of sounds in each word pair (a), (d), and (g) are in free variation.
 ④ The underlined pairs of sounds in each word pair (c), (e), and (f) are in contrastive distribution.
 ⑤ The underlined pairs of sounds in each word pair (b) and (f) are allophones of different phonemes.

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

<A>

Noun phrases are maximally comprised of four parts: determiner, pre-modifier, head, and post-modifier. The head noun is obligatory, but the other parts can be optional or multiple. In example (1), the head *student* combines with the determiner *a* and the pre-modifier *serious* on its left side. On its right side, it combines with the post-modifiers *of music* and *from Monaco*.

(1) a serious student of music from Monaco

There are many rules and constraints English learners should know to produce well-formed noun phrases. Some of them are concerned with the category of the modifier, the relative order of modifiers, the type of determiner, and the contribution of the modifier to narrowing down the set of what the head refers to.

a. We found the boy's notebooks under the table.
 b. The ladies didn't like the detergent glass container.
 c. John gave me a book you might be interested in.
 d. He wouldn't admit his wife's high standing in the office.
 e. Josh Groban who had achieved fame and fortune didn't need anything.

Which of the following lists all and only sentences with a well-formed underlined NP in ?

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

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

<A>

When neighboring sounds mutually affect each other to merge into a third sound, the process is called coalescent assimilation, which can be found in palatalization in English. This coalescent assimilation or palatalization occurs when ‘a morpheme-final or word-final alveolar obstruent’ is followed by ‘the palatal glide’ in English, merging the two sounds into ‘a palatalized fricative or affricate’. For example, within a word as in *architecture*, the underlying /t/ in the morpheme final position of *architect-* and the initial /j/ in the suffix *-ure* affect each other to merge into the palatalized affricate [tʃ]. This process can also be found across words as in the phrase *kiss you* in fast, casual speech of North American English.

- a. You don't accept your failure easily, do you?
- b. You seem to be under the delusion that he follows you.
- c. The old class divisions had begun to melt down.
- d. We should cut down on our spending next year.
- e. He checked his yacht before his departure for Australia.
- f. After six years, her gracious demeanor became known to everybody.

Which of the following lists all and only sentences that contain the expressions which can undergo the coalescent assimilation described in <A> both within a word and across words?

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

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

<A>

If I utter the clause *Tom has arrived* with the intention of thereby committing myself to the truth of the proposition “Tom has arrived,” I have uttered it with illocutionary force of a statement. If I say *Sit down* with the intention of telling you to sit down, my utterance has the illocutionary force of a directive.

A natural utterance of (1) would be both a statement and a promise, though the promise is of course more important, more salient than the statement.

- (1) I promise to return the key tomorrow.

The promise force is called primary, and the statement second. Making the statement can be regarded as simply the means of making the promise. I make a promise by stating that I do, and the statement is true simply by virtue of my uttering the clause with the intention of making a promise.

Illocutionary force is very often conveyed indirectly rather than directly. Consider (2).

- (2) Do you know what time it is?

A likely context for this (not the only possible one of course) is where I don't know the time, want to know the time, and believe you may well be able to tell me. In this context it would indirectly convey “What time is it?” This is why it would be thoroughly uncooperative in such a context for you to respond merely with *Yes*. *Yes* would answer the question that is actually asked, but not the one that I in fact want to have answered.

- a. I declare the meeting open. (uttered to people present in the meeting)
- b. I'll declare the meeting open soon. (uttered to people chatting before the meeting begins)
- c. Can you turn the light on? (uttered to someone who is close to the light)
- d. Get well soon. (uttered to someone who is in the hospital)

Which of the following lists all and only utterances in that most probably have primary, indirect illocutionary force?

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

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

<A>

Erica had a split background, half Mexican and half Chinese. When the acceptance letter from Denver, a prestigious university, arrived, it created problems at both of her extended families. Her Mexican relatives were wary of the changes that had already come over her personality. They had little experience with the world of elite higher education. They suspected, probably correctly, that if Erica went off to Denver, she would never really be one of them again.

They had a sense of cultural boundaries. Within their own world, they had their heritage and culture, which was deep, enriching, and profound. Outside the boundaries, they felt, there was no heritage. The culture was thin and spiritually inert. Why would anybody want to live on that sparse ground?

Erica's Chinese relatives also feared she was about to drift away into some loose amoral world. They wanted her to succeed, but through the family, near the family, and among the family.

They began pressuring her to go to college closer to home, to schools that were less prestigious than Denver. Erica tried to explain the difference. She tried to explain how useful it was to go to a competitive school. They didn't seem to get it. They didn't seem to understand the thrill she felt at the prospect of moving away and striking out on her own. Erica began to realize that though she looked like them and loved them, she perceived the topography of reality in slightly different ways.

Culture Note

People in progress-prone cultures assume that they can shape their own destiny. People in progress-resistant cultures are more fatalistic. People in progress-prone cultures assume that wealth is the product of human creativity and is expandable. People in progress-resistant cultures have a zero sum assumption that what exists will always be. People in progress-prone cultures are more competitive and more optimistic. People in progress-resistant cultures see their family as a fortress in a hostile world, rather than as a gateway to the wider society.

Which of the following is NOT a correct statement based on <A> and ?

- ① Erica's Mexican relatives were cognizant of her personality transformation.
- ② Erica's Mexican relatives encouraged Erica to go beyond their cultural boundary.

- ③ Erica was ready to accept a progress-prone culture.
- ④ Erica's Chinese relatives highly valued their family as a fortress in a hostile world.
- ⑤ Erica's Mexican relatives can be classified as belonging to a progress-resistant culture group.

36. Read the following and answer the question.

In English, a sequence of pitch levels can indicate the intonation pattern of an intonational phrase. In the following data, the numbers in parentheses at the end of each intonational phrase correspond to the pitch level as follows: 1 indicates a low pitch, 2 a normal pitch, and 3 a high pitch. Thus, the 2-3-1 pattern is what is known as rising-falling intonation, and 2-3 represents rising intonation. This kind of pitch change takes place around the tonic syllable depending on factors such as the pattern of a sentence and the intention of the speaker. Importantly, sentences that are ambiguous in writing may be unambiguous when spoken with different intonation patterns as in the following examples:

- (a) A: Do you know him?
B: Do I KNOW him? (2-3-2) He's my BROther. (2-3-1)
- (b) A: Let's go back to the classroom.
B: It's time for class to START? (2-3)
- (c) A: Let's go somewhere this summer!
B: Where do you want to GO? (2-3-1)
Do you want to go to LONdon, (2-3) or PARis? (2-3)
- (d) A: We might need to go that way to escape from this hazard.
B: Are you CERTain? (2-3-2)
- (e) A: What time is it now?
B: What TIME is it now? (2-3)

(CAPITAL letters indicate tonic syllables. Intonation is marked only for B's utterances.)

Given that each dialog is produced in a common and neutral context in North American English, which of the following is the most plausible?

- ① In dialog (a), B is asking A to repeat what A said.
- ② In dialog (b), B states that the class will resume very soon.
- ③ In dialog (c), B wants A to choose between London and Paris to visit.
- ④ In dialog (d), B does not think that A is certain at all.
- ⑤ In dialog (e), B is asking A the correct time.

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

<A>

Every morning I lay on the floor in the front parlor watching her door. The blind was pulled down within an inch of the sash so that I could not be seen. In the classroom her image came between me and the page I strove to read, and yet her name was like a summons to all my foolish blood.

On Saturday evenings when my aunt went marketing I had to go to carry some of the parcels. We walked through the flaring streets, jostled by drunken men and bargaining women, the shrill litanies of shopboys, and the nasal chanting of street singers. These noises converged in a single sensation of life for me: I imagined that I bore my chalice safely through the throng of foes. Her name sprang to my lips at moments in strange prayers and praises which I myself did not understand. My eyes were often full of tears and at times a flood from my heart seemed to pour itself out into my bosom. I did not know whether I would ever speak to her or not or, if I spoke to her, how I could tell her of my confused adoration. But my body was like a harp and her words were like fingers running upon the wires.

One evening I went into the back drawing-room. It was a dark rainy evening and there was no sound in the house. Through one of the broken panes I heard the rain impinge upon the earth, the fine incessant needles of water playing in the sodden beds. Some distant lighted window gleamed below me. I was thankful that I could see so little. All my senses seemed to desire to veil themselves and, feeling that I was about to slip from them, I pressed the palms of my hands together until they trembled, murmuring: *O love! O love!* many times.

narration	interior monologue	a soliloquy or a confession of "I"'s love for "her"
protagonist	the narrator	a shy schoolboy
figurative expression	(1)	"I"'s love for "her"

Which of the following is the most appropriate for (1) in ?

- ① the front parlor
- ② the flaring streets
- ③ the shrill litanies of shopboys
- ④ my chalice
- ⑤ the broken panes

38. Which of the following is a proper understanding of the passage? [1.5점]

A colonial mansion, a hereditary estate, I would say a haunted house, and reach the height of romantic felicity—but that would be asking too much of fate!

Still I will proudly declare that there is something queer about it.

Else, why should it be let so cheaply? And why have stood so long untenanted?

There were greenhouses, too, but they are all broken now.

There was some legal trouble, I believe, something about the heirs and coheirs; anyhow, the place has been empty for years.

That spoils my ghostliness, I am afraid, but I don't care—there is something strange about the house—I can feel it.

I even said so to John one moonlight evening, but he said what I felt was a draught, and shut the window.

I get unreasonably angry with John sometimes. I'm sure I never used to be so sensitive. I think it is due to this nervous condition.

But John says if I feel so, I shall neglect proper self-control; so I take pains to control myself—before him, at least, and that makes me very tired.

I don't like our room a bit. I wanted one downstairs that opened onto the piazza and had roses all over the window, and such pretty old-fashioned chintz hangings! But John would not hear of it.

He said there was only one window and not room for two beds, and no near room for him if he took another.

He is very careful and loving, and hardly lets me stir without special direction.

I have a schedule prescription for each hour in the day; he takes all care from me, and so I feel basely ungrateful not to value it.

He said we came here solely on my account, that I was to have perfect rest and all the air I could get. "Your exercise depends on your strength, my dear," said he, "and your food somewhat on your appetite; but air you can absorb all the time." So we took the nursery at the top of the house.

- ① The narrator doesn't appreciate the care that John gives her.
- ② The narrator doesn't like the house because it feels haunted.
- ③ John thought that there was something strange about the house.
- ④ The narrator decided where she would stay in the mansion of her own will.
- ⑤ The narrator willingly follows John's directions to recover from her nervous breakdown.

