

# 2012학년도 중등교사신규임용후보자선정경쟁시험

## 영 어

|       |     |         |            |
|-------|-----|---------|------------|
| 2차 시험 | 1교시 | 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 확인하시오. **답안지는 문항당 2쪽(교시당 4쪽), 초안 작성 용지는 교시당 4쪽입니다. 답안은 문항당 2쪽 이내로만 작성하시오.**
2. 답안지 모든 면의 상단에 **컴퓨터용 사인펜을 사용**하여 성명과 수험 번호를 기재하고, 수험 번호, 문항별 답안지 쪽 번호를 해당란에 '●'로 표기하시오. '●'로 표기한 부분을 수정하고자 할 경우에는 반드시 수정 테이프를 사용하시오.

|    | 1번 문항, 1번째 답안지 표기 |          | 1번 문항, 2번째 답안지 표기 |          |
|----|-------------------|----------|-------------------|----------|
| 예시 | 문항 1<br>전용 답안지    | 쪽 번호 표기란 | 문항 1<br>전용 답안지    | 쪽 번호 표기란 |
|    |                   | ● ②      |                   | ① ●      |

3. 답안은 **지워지거나 번지지 않는 동일한 종류의 검정색 펜**을 사용하여 작성하시오(연필이나 사인펜 종류는 사용할 수 없음.).
4. 수학, 과학 과목 등 필요한 경우 답안지 가운데 선을 그어 좌우의 2단으로 나누어 답안을 작성해도 됩니다.
5. 답안지에는 문항 내용을 일절 옮겨 적지 마시오. 단, 하위 문항이 있을 경우, 하위 문항의 번호(1-1, 1-2)를 답안지 앞부분에 쓰고 답안을 작성하시오.
6. 각 문항 답안 작성 후 **마지막 문장 뒤에는 반드시 '끝' 자를 쓰시오**(하위 문항이 있는 경우 각 하위 문항에도 '끝' 자를 쓰시오.).
7. 답안 초안 작성은 문제지의 맨 뒷부분에 있는 초안 작성 용지를 활용하시오.
8. 답안 수정 시 삭제하고자 하는 부분에 두 줄(=)을 그으시오.
9. **다음에 해당하는 답안은 채점하지 않으니 유의하시오.**
  - 문항당 답안지 2쪽을 초과하여 작성한 부분
  - 답안란 이외에(뒷면 등) 작성한 부분
  - 지워지거나 번지는 등 식별이 불가능한 부분
  - 수정 테이프나 수정액을 사용하여 수정한 부분
  - 개인 정보를 노출한 답안지 전체
  - 개인 정보를 암시하는 표시가 있는 답안지 전체
10. 시험 종료 전까지 답안 작성을 완료해야 합니다. 시험 종료 후 답안 작성은 부정 행위로 간주됩니다.
11. **답안을 작성하지 않은 빈 답안지도 성명, 수험 번호, 문항별 답안지 쪽 번호를 기재·표기한 후, 4쪽 모두 제출하시오.**

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※ Write all answers in English.

1. Read the dialogue and follow the directions. 【30 points】

Tom: There will be a big tennis match taking place, won't there?  
Mary: Yes, there is going to be a semi-final for the Continental Grand Prize.  
Tom: Who do you think is going to win?  
Mary: Susan is likely to win, I guess.  
John: What makes you think so?  
Mary: The fact is, Susan has practiced very hard and with great passion. She is really strong, so she will be tough to defeat.  
John: I know it is tough that other players defeat her. But they have to beat her to make it into the final.  
Tom: Do you really believe Susan to be so strong?  
Mary: Yes, I am her fan. I want her to win and somehow I feel like it's going to happen.  
Tom: Do you know where the final will be?  
Mary: Yes. In the Central Stadium is a tennis court. That's where the match will be taking place next Friday afternoon. Let me show you on this map. You see, the stadium is behind City Hall. Here is the tennis court.  
Tom: Oh, I see.

First, locate one ungrammatical expression in the above dialogue and discuss why it is ungrammatical, suggesting how it has to be corrected. Second, explain why (1a) and (2a) would not sound natural in place of the underlined sentences above, whereas (1b) and (2b) do sound natural. Third, note that (4a) is grammatical but (4b) is ungrammatical while (3a) and (3b) are both grammatical. Focusing on *here* and *there*, discuss why (4b) is ungrammatical, comparing it with (4a) in terms of their syntactic, semantic, and phonological features.

- (1) a. It is likely that Susan will win, I guess.  
b. Susan is likely to win, I guess.
- (2) a. A tennis court is in the Central Stadium.  
b. In the Central Stadium is a tennis court.
- (3) a. There will be a big tennis match on Friday afternoon.  
b. Here will be a big tennis match on Friday afternoon.
- (4) a. There will be a big tennis match on Friday afternoon, won't there?  
b. \*Here will be a big tennis match on Friday afternoon, won't here?

(\* indicates the ungrammaticality of the sentence.)

2. Read the poems and follow the directions. 【20 points】

1. To a Daughter Leaving Home

When I taught you  
at eight to ride  
a bicycle, loping along  
beside you  
as you wobbled away  
on two round wheels,  
my own mouth rounding  
in surprise when you pulled  
ahead down the curved  
path of the park,  
① I kept waiting  
for the thud  
of your crash as I  
sprinted to catch up,  
while you grew  
smaller, ② more breakable  
with distance,  
pumping, pumping  
for your life, ③ screaming  
with laughter,  
④ the hair flapping  
behind you like a  
handkerchief waving  
goodbye.

\* lope: to jog swiftly

2. The Red Hat

It started before Christmas. Now our son  
officially walks to school alone.  
Semi-alone, it's accurate to say:  
I or his father track him on the way.  
He walks up on the east side of West End,  
we on the west side. Glances can extend  
(and do) across the street; not eye contact.  
Already ties are feeling and not fact.  
Straus Park is where these parallel paths part;  
he goes alone from there. The watcher's heart  
stretches, elastic in its love and fear,  
toward him as we see him disappear,  
striding briskly. Where two weeks ago,  
holding a hand, he'd dawdle, dreamy, slow,  
he now is hustled forward by the pull  
of something far more powerful than school.

The mornings we turn back to are no more  
than forty minutes longer than before,  
but they feel vastly different—flimsy, strange,  
wavering in the eddies of this change,  
empty, unanchored, perilously light  
since the red hat vanished from our sight.

\* dawdle: to spend time idly

\* flimsy: feeble

\* eddies: swirling waters

The above two poems, one dealing with a story about a young girl's learning to ride a bicycle, the other about a young boy's learning to walk to school, are interpreted to share a common thematic idea. First, focusing on what is going on between the "I" and the young daughter, write about the thematic idea of the first poem in less than two lines. Second, explain the metaphorical meanings of the four underlined parts of the first poem in one paragraph. Third, in another paragraph, explain both literally and metaphorically what has been happening to the son between now and two weeks ago in the second poem.

수고하셨습니다