

2014학년도 중등학교교사임용후보자선정경쟁시험

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수험 번호 : () 성 명 : ()

1차 시험	2 교시 전공A	21문항 50점	시험 시간 90분
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- 문제지 전체 면수가 맞는지 확인하십시오.
- 모든 문항에는 배점이 표시되어 있습니다.

※ Write all answers in English.

기입형 [1~15]

【1~3】 Listen to the dialogs and follow the directions.

1. Complete the statement about the woman by filling in the blank with ONE word. **【2 points】**

The only part of the gym that the woman is dissatisfied with is the _____.

2. Complete the statement about the professor's advice by filling in the blank with FOUR or fewer words. **【2 points】**

The professor says it is important to _____.

3. Complete the statement about the dialog by filling in the blank with TWO words. **【2 points】**

The woman and the man are discussing the _____ of children.

【4~5】 Listen to the talks and follow the directions.

4. Complete the statement based on the talk by filling in the blank with TWO words. **【2 points】**

The audience is composed mostly of people who _____.

5. Complete the main idea of the talk by filling in the blank with TWO words. **【2 points】**

_____ have played an important role in the history of rock.

6. Read the passage and follow the directions. **【2 points】**

We are born, each of us, with such self-centeredness that only the fact of being babies, and therefore cute, saves us. Growing up is largely a matter of growing out of that condition: we soak in impressions, and as we do so we dethrone ourselves—or at least most of us do—from our original position at the center of the universe. It is like taking off in an airplane: the establishment of identity requires recognizing how relatively small we are in the larger scheme of things. Remember how it felt to have your parents unexpectedly produce a younger sibling, or abandon you to the tender mercies of kindergarten? Or what it was like to enter your first public or private school? Or as a teacher, to confront your first classroom filled with sullen, squirmy, slumbering, solipsistic students? Just as you have cleared one hurdle, another is set before you. Each event diminishes your authority at just the moment at which you think you have become an authority.

If that is what maturity means in human relationships—the arrival at identity by way of relative insignificance—then I would define historical consciousness as the projection of that maturity through time. We understand how much has preceded us, and how unimportant we are in relation to it. We learn our place, and we come to realize that it is not a large one. Even a superficial acquaintance with the existence, through millennia of time, of numberless human beings helps to correct the normal adolescent inclination to relate the world to oneself instead of relating oneself to the world. As historian Geoffrey Elton pointed out, “History teaches those adjustments and insights which help the adolescent to become adult, surely a worthy service in the education of youth.”

Complete the main idea by filling in the blank with TWO consecutive words from the passage.

History helps us mature by making us realize the _____ of ourselves in a wider context.

7. Read the passage and follow the directions. 【2 points】

At a high school English writing contest, contestants were given the instructions in the box and completed their compositions.

Listen to a taped radio interview of Barbara Carrel, a famous writer, about her adventure to Africa. While listening, take notes. Then using the notes, write a story about her adventure. You will be given 30 minutes to complete the story.

Each contestant's composition was evaluated by two English teachers using the same rating scale. Below is part of the two teachers' scoring results.

Ratings of Contestants' Compositions

Students	Criteria	Teacher A	Teacher B
Giho	Content	2	5
	Organization	1	4
Lim	Vocabulary	3	4
	Grammar	2	5
Bomi	Content	3	1
	Organization	5	1
Cho	Vocabulary	4	2

* 1 = lowest ↔ 5 = highest

Complete the comments on the situation above by filling in each blank with ONE word. Write your answers in the correct order.

The procedure used in the contest exemplifies ① testing in terms of the number of skills assessed. One potential problem with the scoring process is low ② reliability, which is most likely due to the subjectivity of the raters.

8. Read the interaction between a teacher and a student, and follow the directions. 【2 points】

(The teacher asks her student, Dongho, what he did over the weekend.)

T: Hi, Dongho, how was your weekend?

S: Hello, uh, have, had fun.

T: You had fun, oh, good. Did you go anywhere?

S: Yeah, uh, I go, go, went to uncle, uncle's home.

T: What did you do there? Did you do something interesting?

S: I play, played with childs. Uncle have childs, three childs.

T: Your uncle has three children?

S: Yeah, uh, one boy and two girls. So three childs.

T: Do you like them?

S: Yeah. They're fun. They're good to me.

* T = teacher, S = student

Complete the comments on the interaction by filling in the blank with ONE word.

Language errors may occur as a result of discrepancies between the learner's interlanguage and the target language. One main source of such errors is called _____, one example of which is seen in the student's use of *childs* in the given interaction.

9. Read the lesson procedure and complete the objectives by filling in each blank with TWO words. Write your answers in the correct order. 【2 points】

Students: 2nd year middle school students

Approximate time: 45 minutes

Lesson objectives:

Students will be able:

- to describe a daily routine using correct verb forms and ① from a sample paragraph
- to revise writing through ② on first drafts

Lesson Procedure

1. The teacher asks students what they do when they get home every day.
2. Students take turns asking and answering questions about their daily routine in pairs. Students take notes on each other's answers.
3. The teacher provides a sample paragraph, and students choose the correct expressions.

(As soon as/Since) Taebin finishes school, he goes to taekwondo. When he arrives, he puts on his workout clothes, and (first/then) he practices. (After/Before) he finishes, he rides his bike home. (As soon as/After that), he takes a shower. (After/Next), he eats his dinner. (Before/When) he finishes dinner, he does his homework. (Before/While) he goes to bed, he brushes his teeth.

4. Students use their notes to write a short paragraph about their partner's daily routine.
5. Students exchange writings and underline their partner's mistakes using the checklist.
 - Are the present forms of verbs used correctly?
 - Are the events described in time order?
 - Is time order indicated using the expressions focused upon in the sample paragraph?
 - Is punctuation used correctly?
6. Students rewrite their paragraph based on Step 5.

10. Below are an excerpt from a reading text and part of a student's think-aloud data generated while reading it. Based on the think-aloud data, identify the reading strategy that the student is using. Use ONE word. **【2 points】**

Computers have the potential to accomplish great things. With the right software, they could help make science tangible or teach neglected topics like art and music. They could help students form a concrete idea of society by displaying on screen a version of the city in which they live.

In practice, computers make our worst educational nightmares come true. While we bemoan the decline of literacy, computers discount words in favor of pictures or video. While we fret about the decreasing cogency of public debate, computers dismiss linear argument and promote fast, shallow romps across the information landscape. While we worry about basic skills, we allow into the classroom software that will do a student's arithmetic or correct his spelling.

Well, nightmares? The author thinks computers do harm to education.

Hmm . . . the author is blaming computer software for a decline in basic skills.

11. Read the passage and fill in the blank with ONE word. **【2 points】**

In English, the lateral phoneme /l/ has two allophones: 'clear l', [l], and 'dark l', [ɫ], a velarized alveolar lateral. The articulatory difference between the two is that in the former the back of the tongue is lowered while in the latter it is raised toward the velum or retracted toward the uvula (without making contact in either case). Some examples with [l] and [ɫ] are:

(1) limb [lɪm], climb [klaɪm], lock [lɒk]
 (2) miller [mɪlə], yellow [jələʊ], billow [bɪləʊ]
 (3) mill [mɪɫ], fill [fɪɫ], pile [paɪɫ], milk [mɪɫk]
 (4) middle [mɪdɫ], bubble [bʌbɫ], tunnel [tʌnɫ]

We can see that [l] and [ɫ] are in complementary distribution. [l] appears in an onset position as in (1) and (2), while [ɫ] appears in a coda position as in (3). The rule involved seems to be that velarization takes place whenever /l/ is in a coda position. However, the cases in (4) cannot be explained by this rule because [ɫ] is syllabic and constitutes the nucleus, which is usually occupied by a vowel. By minimally modifying the above rule, we can obtain a more accurate rule: /l/ is velarized if and only if it is part of the _____.

12. Read the passage and follow the directions. **【2 points】**

In post-modification, *to*-infinitives can be interpreted as relative clauses or appositive clauses. When a *to*-infinitive is interpreted as a relative clause, the modified head noun corresponds to the relative pronoun, which is implicit in most cases, in the internal structure of the *to*-infinitive.

(1) a. I will buy books to read.
 b. I will buy books which I will read.

The meaning of (1a) is equivalent to that of (1b). Since *books* is the antecedent of the object relative pronoun in (1b), it can be interpreted as the object of the verb in the internal structure of the *to*-infinitive in (1a). The modified head noun can also correspond to an implicit relative pronoun with other functions: the subject as in (2a), the object of the preposition as in (2b), and the object of the omitted preposition as in (2c).

When a *to*-infinitive is interpreted as an appositive clause as in (2d), there is no implicit relative pronoun in the *to*-infinitive that corresponds to the head noun.

(2) a. I need someone to help me with my homework.
 b. Let's think about issues to deal with tomorrow.
 c. We did not have money to buy food.
 d. Do you have plans to travel abroad?

Analyze the sentences below and fill in the blanks with words from the passage. Write your answers in the correct order.

- (i) The couples found places to stay before having dinner.
 (ii) I am looking for doctors to consult regarding my mother's health.

The underlined head nouns in (i) and (ii) correspond to _____ ① _____ and _____ ② _____ in the internal structures of the *to*-infinitives, respectively.

13. Read the passage and fill in each blank with ONE word from the passage. Write your answers in the correct order. **【2 points】**

Every predicate is associated with an argument structure, which specifies the number of arguments it requires. The predicate assigns its arguments thematic roles including the following:

- Agent: the instigator of the action
- Theme: the entity affected by the action or state
- Experiencer: the entity experiencing the psychological state
- Instrument: the means by which the action or event is carried out

Thematic roles do not have a one-to-one relationship with grammatical functions such as the subject, the object, and so on. For example, the argument *the ball* is the object in (1a) and the subject in (1b), but it retains the same thematic role, Theme, in both sentences. Other examples can be seen in (2).

- (1) a. David kicked the ball.
 b. The ball was kicked by David.
- (2) a. A brick smashed the window.
 b. They expected the ship to sink.
 c. David opened the door slowly.
 d. Bob cut the tree with a saw.

The subject in (2a) and the object of the preposition in (2d) carry the role of ①, whereas the subject of the subordinate clause in (2b) and the object in (2c) have the role of ②.

14. Read the essay and follow the directions. **【2 points】**

I learned this, at least, by my experiment; that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours. He will put some things behind, will pass an invisible boundary; new, universal, and more liberal laws will begin to establish themselves around and within him; or the old laws be expanded, and interpreted in his favor in a more liberal sense, and he will live with the license of a higher order of beings. In proportion as he simplifies his life, the laws of the universe will appear less complex, and solitude will not be solitude, nor poverty poverty, nor weakness weakness. If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.

Complete the idea that the essayist is conveying by filling in the blank with ONE word from the essay.

To reach ‘castles in the air’ we have to have, and believe in, _____.

15. Read the excerpt from a novel and follow the directions. **【2 points】**

“For some days I haunted the spot where these scenes had taken place; sometimes wishing to see you, sometimes resolved to quit the world and its miseries for ever. At length I wandered towards these mountains, and have ranged through their immense recesses, consumed by a burning passion which you alone can gratify. We may not part until you have promised to comply with my requisition. I am alone, and miserable; man will not associate with me; but one as deformed and horrible as myself would not deny herself to me. My companion must be of the same species, and have the same defects. This being you must create.”

The being finished speaking, and fixed his looks upon me in expectation of a reply. But I was bewildered, perplexed, and unable to arrange my ideas sufficiently to understand the full extent of his proposition. He continued—

“You, my creator, must create a female for me, with whom I can live in the interchange of those sympathies necessary for my being. This you alone can do; and I demand it of you as a right which you must not refuse to concede.”

The latter part of his tale had kindled anew in me the anger that had died away while he narrated his peaceful life among the cottagers, and, as he said this, I could no longer suppress the rage that burned within me.

“I do refuse it,” I replied; “and no torture shall ever extort a consent from me. You may render me the most miserable of men, but you shall never make me base in my own eyes. Shall I create another like yourself, whose joint wickedness might desolate the world? Begone! I have answered you; you may torture me, but I will never consent.”

Below is an analysis of the excerpt above. Fill in the blank with ONE word from the excerpt.

Setting	a mountainous area
Characters	a creator and a being
Point of view	first-person narration
Conflict	a serious disagreement about the creation of a female creature which, the narrator imagines, would _____ the future of human beings

서술형 【1~6】

1. Read the passage and follow the directions. 【3 points】

If there is a single most important flaw in the current news style, it is the overwhelming tendency to downplay the big social, economic, or political picture in favor of the human trials, tragedies, and triumphs that sit at the surface of events. For example, instead of focusing on power and process, the media concentrate on the people engaged in political combat over the issues. The reasons for this are numerous, from the journalist's fear that probing analysis will turn off audiences to the relative ease of telling the human-interest side of a story as opposed to explaining deeper causes and effects.

When people are invited to take the news personally, they can find a wide range of private, emotional meanings in it. However, the meanings inspired by personalized news may not add up to the shared critical understandings on which healthy citizen involvement thrives. The focus on personalities encourages a passive spectator attitude among the public. Whether the focus is on sympathetic heroes and victims or hateful scoundrels and culprits, the media preference for personalized human-interest news creates a "can't-see-the-forest-for-the-trees" information bias that makes it difficult to see the big picture that lies beyond the many actors crowding center stage who are caught in the eye of the news camera.

The tendency to personalize the news would be less worrisome if human-interest angles were used to hook audiences into more serious analysis of issues and problems. Almost all great literature and theater, from the Greek dramas to the modern day, use strong characters to promote audience identifications and reactions in order to draw people into thinking about larger moral and social issues. News often stops at the character development stage, however, and leaves the larger lessons and social significance, if there is any, to the imagination of the audience. As a result, the main problem with personalized news is that the focus on personal concerns is seldom linked to more in-depth analysis. What often passes for analysis are opaque news formulas such as "He/She was a reflection of us," a line that was used in the media frenzies that followed the deaths of Britain's Princess Diana and America's John Kennedy, Jr. Even when large portions of the public reject personalized news formulas, the personalization never stops. This systematic tendency to personalize situations is one of the defining biases of news.

Describe the defining characteristic of the current news style, and explain how it differs from the common characteristic of great literature and theater. Do NOT copy more than FIVE consecutive words from the passage.

2. Read the passage in <A> and the conversation in , and follow the directions. 【3 points】

<A>

A typical conversation organized around making requests has a common overarching sequence of interactional moves:

- A greeting exchange
- Preliminary moves toward a forthcoming request
- Making the request
- Short negotiation about the request
- Acceptance/Rejection of the request
- Closing/Thanking

(A low-proficiency English learner asks her roommate, a native speaker of English, to go buy some bread for her.)

Jisu: Hi, Kelly.

Kelly: Hi, Jisu.

Jisu: Buy me bread, OK?

Kelly: Do you want bread?

Jisu: Yeah.

Kelly: So, there's no bread in the fridge?

Jisu: Sorry?

Kelly: You don't have bread?

Jisu: No.

Kelly: So, do you want me to go to the supermarket and get some bread for you?

Jisu: What was that?

Kelly: Do you want me to get bread for you?

Jisu: Yeah.

Kelly: Do you want it right now?

Jisu: Tomorrow morning.

Kelly: OK. I'll get it for you later tonight.

Jisu: OK. Thank you.

* Jisu = low-proficiency learner, Kelly = native speaker of English

Explain how the conversation in deviates from the sequence of interactional moves in <A>. Then identify the strategy that Jisu uses when she does not understand Kelly.

3. Read Mr. Park's comments in <A> and examine the results of a textbook evaluation by a review committee in . Then follow the directions. **[3 points]**

<A>

Mr. Park: The goal of my class is to help students use the language to communicate and perform authentic tasks. So I want to spend most of my class time letting students rehearse tasks they need to perform outside the classroom. I also want my students to have a lot of opportunities to work together so that they can use their linguistic knowledge to convey meaning rather than just practice form.

Evaluation Criteria	Textbook A			Textbook B			Textbook C		
	1	2	3	1	2	3	1	2	3
pattern drill activities		✓		✓					✓
role-play based on real-life situations		✓				✓		✓	
pronunciation tips			✓		✓				✓
regular grammar review			✓		✓		✓		
group projects	✓					✓		✓	

* 1 = poor, 2 = average, 3 = good

Considering the information in <A> and , identify the textbook you would recommend for Mr. Park and provide TWO reasons for recommending it based on its characteristics.

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

<A>

A constituent is a string of one or more words that syntactically and semantically behaves as a unit. The constituency of a string of words can be verified by a number of constituency tests, two of which are *movement* and *substitution*.

-
- (1) Can you confirm your receipt of my application for membership?
 - (2) Call the reviewers of Bill's new book in a week.
 - (3) The music festival was crowded with young composers of jazz from Asia.
 - (4) Tina bears a striking resemblance to her mother.

Choose all the sentences where the underlined part qualifies as a constituent and identify the syntactic category of each constituent. Then explain how *movement* and/or *substitution* can be applied to verify the constituency of each string of words.

5. Read the passage and follow the directions. **[4 points]**

There are two types of derivational suffix *-al*: the type that attaches to nouns and forms adjectives as in *central*, *coastal*, and *musical*, and the type that attaches to verbs and forms nouns as in *refusal*, *proposal*, and *recital*. The second type, called a deverbal suffix, can derive well-formed nouns only if three requirements are satisfied. One is that the final syllable of the verb it attaches to has stress, and based on this requirement, English lacks nouns like **fidgetal*, **promisal*, and **abandonal*. The data in (1) and (2) exemplify the other two requirements.

Requirement 2:

- (1) betrothal, arrival, acquittal
**rebukal*, **impeachal*, **detachal*

Requirement 3:

- (2) rental, dispersal, rehearsal
**acceptal*, **resistal*, **engraftal*

Some Distinctive Features for Consonants

Distinctive Features	Labials	Dentals/Alveolars	Palato-alveolars	Velars
[anterior]	+	+	-	-
[coronal]	-	+	+	-

Distinctive Features	Nasal stops	Oral stops	Fricatives	Liquids/Glides
[sonorant]	+	-	-	+
[continuant]	-	-	+	+

Describe Requirements 2 and 3 based on the data in (1) and (2), respectively. For each requirement, use ONE or TWO distinctive features from the list above.

6. Read the passage in <A> and examine the teaching procedure in . Then follow the directions. 【3 points】

<A>

Processing instruction, a type of focus-on-form instruction, is based on the assumption that when processing input, L2 learners have difficulty in attending to form and meaning at the same time due to working memory limitations. Not surprisingly, they tend to give priority to meaning and tend not to notice details of form. Processing instruction uses several principles to explain what learners attend to in the input and why. Below are some of these principles.

The Lexical Preference Principle: In (1), both *-es* and *boy* convey the same information, ‘the third person singular’. Yet, learners prefer to focus on the lexical item, *boy*, to arrive at meaning, and often ignore the grammatical item, *-es*, while processing the sentence.

(1) The *boy* studies in the library, not at home.

The First Noun Principle: Learners tend to process the first noun or pronoun they encounter in a sentence as the agent of action. For example, they may misinterpret (2) as “Jack collected the data for the project.”

(2) *Jack* let *Joe* collect the data for the project.

The Event Possibilities Principle: Event possibilities refer to the likelihood of one noun being the agent of action as opposed to another. Since it is more likely in the real world that a dog would bite a man than the other way around, learners would likely misinterpret (3) as “The dog bit the farmer.”

(3) The dog was bitten by the farmer.

In processing instruction, teachers provide students with structured input activities, taking into consideration the principles above. In a structured input activity, students are forced to attend to form in order to comprehend a sentence.

Teaching Procedure

1. **Explicit Explanation**
 Explain how a past tense sentence is constructed in English. Then inform students of why they tend not to notice the past tense marker *-ed* and thus misinterpret past tense sentences.

2. **Structured Input Activity**
 Have students read six sentences and decide whether they describe an activity that was done in the past or usually happens in the present. Then, check the answers together.

Sentences	Present	Past
(1) They watched television at night.	<input type="checkbox"/>	<input type="checkbox"/>
(2) They watch television at night.	<input type="checkbox"/>	<input type="checkbox"/>
(3) I walk to school on Mondays.	<input type="checkbox"/>	<input type="checkbox"/>
(4) I walked to school on Mondays.	<input type="checkbox"/>	<input type="checkbox"/>
(5) We played soccer on weekends.	<input type="checkbox"/>	<input type="checkbox"/>
(6) We play soccer on weekends.	<input type="checkbox"/>	<input type="checkbox"/>

Identify the principle in <A> that the teaching procedure in focuses on. Then explain how the structured input activity in helps students correctly process the target form for meaning.

<수고하셨습니다.>