

# 2016학년도 중등학교교사 임용후보자 선정경쟁시험

## 영 어

수험 번호 : (                      )

성 명 : (                      )

제1차 시험	2 교시 전공 A	14문항 40점	시험 시간 90분
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- 문제지 전체 면수가 맞는지 확인하십시오.
- 모든 문항에는 배점이 표시되어 있습니다.


※ Write all answers in English and use neat handwriting.

1. Read the lesson procedure and follow the directions.

【2 points】

### Lesson Procedure

1. Ss listen to a recorded conversation about the topic of the lesson.
2. T asks Ss to make associations among key words and to guess the meaning of the words from context. Then T teaches new vocabulary.
3. Ss read passages and find semantic clues to get the main idea.
4. Ss reread the passages and scan for specific information.
5. Ss, in groups, do categorizing activities.
6. Ss discuss the topic and write a short comment on it.
7. T hands out the checklist and has Ss keep a daily log after school for one week.



A Daily Learning Log

Name: **Jihae Park**  
※ Respond to each of the following statements with a checkmark (✓).

	Day 1	Day 2	Day 3	Day 4	Day 5
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
1. I make guesses to understand unfamiliar words.					
2. I first read over passages quickly, and then go back and reread them.					
3. I make summaries of the text that I read in English.					
<hr/>					
19. I ask a friend questions about schoolwork.					
20. I write down my feelings in a language learning diary.					

Note: 1 = Never, 2 = Sometimes, 3 = Always  
  
Note: T = teacher, S = student

Complete the comments by filling in the blanks with the SAME word.

The lesson procedure shows that the students are instructed to practice various kinds of \_\_\_\_\_ during the class. Also, they are encouraged to be aware of their use of \_\_\_\_\_ by keeping a daily learning log.

2. Read the poem and follow the directions. 【2 points】

Some time when the river is ice ask me  
mistakes I have made. Ask me whether  
what I have done is my life. Others  
have come in their slow way into  
my thought, and some have tried to help  
or to hurt—ask me what difference  
their strongest love or hate has made.

I will listen to what you say.  
You and I can turn and look  
at the silent river and wait. We know  
the current is there, hidden; and there  
are comings and goings from miles away  
that hold the stillness exactly before us.  
What the river says, that is what I say.

Complete the commentary by filling in the blank with ONE word from the poem.

### Commentary

Out there will be the world confronting us both; we will both know we are surrounded by mystery, tremendous things that do not reveal themselves to us. That river, that world—and our lives—all share the depth and \_\_\_\_\_ of much more significance than our talk, or intentions. There is a steadiness and somehow a solace in knowing that what is around us so greatly surpasses our human concerns.

3. Read the activity procedure and identify the type of learning activity with ONE word. 【2 points】



Activity Procedure

Step 1

- T places various information on a different job in each of the four corners in the classroom. (Each corner is labelled with a different letter, A, B, C, or D.)
- T assigns individual Ss a letter (A, B, C, or D) in order to create four groups of four Ss, each of which is a base group composed of A to D.

Step 2

- T provides Ss in each base group with handouts. (Each handout has a set of questions about four different jobs.)
- T helps Ss understand that they should be interdependent upon one another not only for their own learning but also for the learning of others throughout the activity.
- T informs Ss which corner to go to based on their letter in order to form four different expert groups.

Step 3

- Ss move to their expert groups and find out information about different jobs through discussions and answer the questions on the handouts.
- T circulates within the groups and makes sure each of the Ss has all the answers.

Step 4

- Ss return to their initial base groups and exchange the information through discussing what they learned in the expert groups.
- All the base groups present their findings to the whole class and decide which job they would like most.

Note: T = teacher, S = student

4. Read the passage and write TWO consecutive words from the passage that show what Steve thinks psychoanalysis does. 【2 points】

HENRIETTA: It's like this, Mabel. You want something. You think you can't have it. You think it's wrong. So you try to think you don't want it. Your mind protects you—avoids pain—by refusing to think the forbidden thing. But it's there just the same. It stays there shut up in your unconscious mind, and it festers.

STEVE: Sort of an ingrowing mental toenail.

HENRIETTA: Precisely. The forbidden impulse is there full of energy which has simply got to do something. It breaks into your consciousness in disguise, masks itself in dreams, makes all sorts of trouble. In extreme cases it drives you insane.

MABEL [*with a gesture of horror*]: Oh!

HENRIETTA [*reassuring*]: But psychoanalysis has found out how to save us from that. It brings into consciousness the suppressed desire that was making all the trouble. Psychoanalysis is simply the latest scientific method of preventing and curing insanity.

STEVE [*from his table*]: It is also the latest scientific method of separating families.

HENRIETTA [*mildly*]: Families that ought to be separated.

STEVE: The Dwights, for instance. You must have met them, Mabel, when you were here before. Helen was living, apparently, in peace and happiness with good old Joe. Well—she went to this psychoanalyzer—she was “psyched,” and biff!—bang!—home she comes with an unsuppressed desire to leave her husband. [*He starts work, drawing lines on a drawing board with a T-square.*]

MABEL: How terrible! Yes, I remember Helen Dwight. But—but did she have such a desire?

STEVE: First she'd known of it.

MABEL: And she *left* him?

HENRIETTA [*cooly*]: Yes, she did.

MABEL: Wasn't he good to her?

HENRIETTA: Why, yes, good enough.

MABEL: Wasn't he kind to her?

HENRIETTA: Oh, yes—kind to her.

MABEL: And she left her good, kind husband—!

HENRIETTA: Oh, Mabel! “Left her good, kind husband!” How naive—forgive me, dear, but how bourgeois you are! She came to know herself. And she had the courage!

MABEL: I may be very naive and—bourgeois—but I don't see the good of a new science that breaks up homes. [STEVE *applauds*.]

5. Read the passage and fill in the blank with a distinctive feature. 【2 points】

In the syllable structure of English words, dependencies between peaks and codas provide evidence for the existence of rhyme as a constituent of syllable. For example, we can see the relationship between /aʊ/ peak and its coda as follows:

- |                 |                     |
|-----------------|---------------------|
| (1) town [taʊn] | (2) *[taʊm]/*[taʊŋ] |
| house [haʊs]    | *[haʊf]             |
| rouse [raʊz]    | *[raʊv]/*[raʊg]     |
| sprout [spraʊt] | *[spraʊp]/*[spraʊk] |
| loud [laʊd]     | *[laʊb]/*[laʊg]     |
| mouth [maʊθ]    | *[maʊf]             |
| couch [kaʊtʃ]   | *[kaʊg]             |

The examples in (1) show that the coda following /aʊ/ has to be \_\_\_\_\_, while those in (2) show that it cannot be [labial] or [dorsal] to form a rhyme.


Note: \* indicates a non-permissible form.

6. Read the passage and fill in the blanks. Write your answers in the correct order. 【2 points】


English suffixes can be grouped into three different types when they are added to a root: stress-bearing, stress-shifting, and stress-neutral. Stress-bearing suffixes attract the primary stress to themselves as in (1a). Stress-shifting suffixes move the stress to some other syllables as in (1b). Stress-neutral suffixes do not make any difference to the stress of the root as in (1c). Meanwhile, the suffix -y is classified into two classes. Noun-forming suffix -y in (2) belongs to ① \_\_\_\_\_ suffixes, while adjective-forming suffix -y in (2) belongs to ② \_\_\_\_\_ suffixes.

- (1) a. engine-engineer, attest-attestation, statue-statuesque  
b. public-publicity, commerce-commercial, library-librarian  
c. clever-cleverness, consult-consultant, parent-parenthood
- (2) summer-summery, telephone-telephony,  
synonym-synonymy, frump-frumpy, advisor-advisory,  
photograph-photography, velvet-velvety


7. Read the online discussion about Hyun's opinion and fill in the blank with TWO words from the passage. 【2 points】

  
Hyun


As an international language, English has many varieties used and taught around the world. Have you ever thought about English varieties?

  
Sarah


Yes! There are many varieties of English. Americans, Australians, Brits and Canadians have many variations in how they use English. Naturally, this exists between non-native speakers, too. I think we should be aware of this reality. Many English teachers in the world today are non-native speakers of English. We need to consider this issue for teacher training and language instruction.

  
Bill

I agree. Although I am a native English teacher, like many of you, we need to recognize the validity of a variety of Englishes, or better known as, \_\_\_\_\_. These include established outer-circle varieties such as Indian English, Singaporean English, and Nigerian English.

  
Min

Perhaps, but what about standardization? Shouldn't we focus on one clearly understood form of the language for consistency and intelligibility?

  
Jun

I don't think that is applicable in all cases, Min. The needs and attitudes of students, teachers, and administrators have an influence on the norm or standard adopted for instruction; it is thus best that local norms be respected whenever possible.

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

*(Sujin, who is in an exchange programme in England, is having a conversation with her teacher, Ms. Connor.)*

Sujin: Hi, how're you doing?  
Ms. Connor: I'm doing well. Are you alright?  
Sujin: Yes. Um . . . I have fun . . . but still intimidated by talking to people in English.  
Ms. Connor: What's the problem?  
Sujin: I have my British friend Kate in my class. Yesterday, she told me, "I like your jacket! Really unusual. Great on you." So I said, "Really? I don't think so." I felt she was rather embarrassed and something was wrong.  
Ms. Connor: Oh, you should just say, "Thank you" in that situation. Remember, cultural norms involving language use differ from country to country. Don't worry, you're on the right track. It's a normal process of learning in a new culture.  
Sujin: Oh, I see. I should have understood her and said, "Thanks." OK, thank you very much.

Complete the comments by filling in ① with TWO words and by filling in ② with ONE word. Write your answers in the correct order.

Sujin experienced misunderstanding as she performed a \_\_\_\_\_ ① \_\_\_\_\_ of compliment response in an interaction with her British friend. Since cultures differ from one another and language is inextricably interwoven with culture, cultural knowledge of language use in context plays a crucial role in cross-cultural communication. This entails the concept of \_\_\_\_\_ ② \_\_\_\_\_ competence, one of the core components of communicative competence, which enables learners to use the L2 in socioculturally appropriate ways.

9. Read the passage and follow the directions. 【4 points】

A little lamp with a white china shade stood upon the table and its light fell over a photograph which was enclosed in a frame of crumpled horn. It was Annie's photograph. Little Chandler looked at it, pausing at the thin tight lips. She wore the pale blue summer blouse which he had brought her home as a present one Saturday. It had cost him ten and elevenpence; but what an agony of nervousness it had cost him! How he had suffered that day, waiting at the shop door until the shop was empty, standing at the counter and trying to appear at his ease while the girl piled ladies' blouses before him, paying at the desk and forgetting to take up the odd penny of his change, being called back by the cashier, and finally, striving to hide his blushes as he left the shop by examining the parcel to see if it was securely tied. When he brought the blouse home Annie kissed him and said it was very pretty and stylish; but when she heard the price she threw the blouse on the table and said it was a regular swindle to charge ten and elevenpence for it. At first she wanted to take it back, but when she tried it on she was delighted with it, especially with the make of the sleeves, and kissed him and said he was very good to think of her.

Hm! . . .

He looked coldly into the eyes of the photograph and they answered coldly. Certainly they were pretty and the face itself was pretty. But he found something mean in it. Why was it so unconscious and ladylike? The composure of the eyes irritated him. They repelled him and defied him: there was no passion in them, no rapture. He thought of what Gallaher had said about rich Jewesses. Those dark Oriental eyes, he thought, how full they are of passion, of voluptuous longing! . . . Why had he married the eyes in the photograph?

He caught himself up at the question and glanced nervously round the room. He found something mean in the pretty furniture which he had bought for his house on the hire system. Annie had chosen it herself and it reminded him of her. It too was prim and pretty. A dull resentment against his life awoke within him. Could he not escape from his little house? Was it too late for him to try to live bravely like Gallaher? Could he go to London? There was the furniture still to be paid for. If he could only write a book and get it published, that might open the way for him.

Explain what the underlined words mean. Then write ONE word from the passage that best describes the emotional state of the main character in his home.

10. Read the passage in <A> and the sentences in <B>, and follow the directions. 【4 points】

<A>

There are two kinds of events or situations that predicates describe in sentences: One is telic and the other atelic. A telic event is the kind of event that has a natural finishing point and once it is completed, it cannot go on any further as shown in (1). In contrast, an atelic event does not have a natural finishing point and it can go on and on as shown in (2).

(1) a. They built the barn.  
b. They reached the summit.

(2) a. The room was sunny.  
b. The choir sang.

One of the tests for telicity is modification of the event duration by an adverbial led by *in* or *for*. Telic predicates take *in* adverbials; atelic predicates take *for* adverbials, as shown in (3-5) below. In the sentences describing a telic event in (3-4), *in* adverbials have either the event duration interpretation as in (3a) or the event delay interpretation as in (4a). In the latter interpretation, the time which elapses prior to the event is specified by *in* adverbials, and the event occurs at the end of the stated interval. Meanwhile, in the sentences describing an atelic event as in (5), *for* adverbials have the event duration interpretation only.

(3) a. They built the barn in two days.  
b. #They built the barn for two days.

(4) a. They reached the summit in half an hour.  
b. #They reached the summit for half an hour.

(5) a. #The room was sunny in an hour.  
b. The room was sunny for an hour.

It is essential to use simple past tense sentences when we do the above adverbial test; if *in* adverbials occur in future tense sentences, they can modify any type of predicate, including atelic predicates, and produce the event delay interpretation, as shown in (6a). This in turn leads to the following; certain unambiguous sentences with *in* adverbials may become ambiguous in the future tense as in (6b).

(6) a. The room will be sunny in an hour.  
b. They will build the barn in two days.

*Note:* # indicates that the sentence is anomalous.

<B>

(i) a. John walked to the park.  
b. John walked in the park.

(ii) a. John will arrive at the station in five minutes.  
b. John will eat the pizza in five minutes.  
c. John will play football in five minutes.

Based on the description in <A>, identify the type of event, telic or atelic, that each sentence of (i) in <B> describes. Then choose ONE ambiguous sentence in (ii) in <B> and explain why it is ambiguous.

11. Read the passage and follow the directions. 【4 points】

When it comes to climate, what counts is not only what humans do to reduce the buildup of greenhouse gases, but also how the earth responds. Currently half the carbon we release into the atmosphere gets absorbed by land and sea—much of it by plants, which take in carbon dioxide in the process of photosynthesis.

This cycle has the potential to change at any time. At issue is the balance between two natural phenomena. One is beneficial: as carbon-dioxide levels in the air rise, plants grow more quickly, absorbing more carbon in return. Scientists can measure this in the lab, but they don't know how much more fertile the new, carbon-enhanced environment will be for plants. The other is that as temperatures rise, permafrost, which holds an enormous amount of carbon from long-dead plants, tends to dry out, allowing decay and a release of carbon into the atmosphere. If this phenomenon, called "outgassing," were to kick in, it could inundate the atmosphere with carbon dioxide, perhaps doubling or tripling the effect of the past century of human industry.

Nobody knows for sure what might trigger outgassing, but preventing a global temperature increase of more than 2 degrees Celsius is considered essential. To stay below that limit, the consensus is that we should establish a maximum level of carbon in the atmosphere and do whatever is necessary to stay below it. A few years ago, scientists thought that a doubling of carbon concentrations over preindustrial times, to 550 parts per million, was a reasonable line in the sand; in recent years they've revised that figure downward, to 450 ppm. But reaching that would require a drastic 80 percent cut in emissions by midcentury.

Meanwhile, observations, though not conclusive, have been pointing in the wrong direction: temperatures are rising quickly at the poles, the north polar ice cap is in retreat, permafrost is showing troubling signs of change, and ocean currents may be weakening the uptake of carbon. As we feel good about driving hybrids and using fluorescent bulbs, our fate may be riding on an obscure contest between \_\_\_\_\_ and permafrost.

Fill in the blank with ONE word from the passage. Then explain what would happen to the permafrost if global temperature rises by more than 2 degrees Celsius.

12. Read the passage in <A> and the conversation in <B>, and follow the directions. 【4 points】

<A>

**Mr. Jeon's Thoughts**

There are various types of teacher corrective feedback on learners' grammatical errors, including clarification request, elicitation, metalinguistic feedback and recast. I believe that corrective feedback may not have an immediate impact but it should meet certain requirements in order to facilitate language learning. I think corrective feedback should not explicitly indicate that an error has occurred so that it does not embarrass the learner inadvertently and disrupt the flow of ongoing communication. I also find it important that corrective feedback should contain a targetlike alternative to the learner's ill-formed output. Such an alternative form enables the learner to make a comparison of his or her problematic form and its correct form, which constitutes a cognitive process facilitative of language learning.

<B>

S: I am very worried.  
T: Really? What are you worried about, Minjae?  
S: Math exam for tomorrow. I don't studied yesterday.  
T: You didn't study yesterday?  
S: No, I didn't studied.  
T: Please tell me why. What happened?  
S: I did volunteering all day long. So I don't had time to study.  
T: Well, Minjae, "don't had" is not the right past tense form.  
S: Uh, I didn't had time, time to study.

Note: T = teacher, S = student

Identify the teacher's TWO corrective feedback utterances in <B> and select their respective type from those mentioned in <A>. Then explain how only ONE of the utterances meets what Mr. Jeon believes is required for effective corrective feedback in <A>.

13. Examine part of a test evaluation checklist by a head teacher and a student’s reflective journal about the test, and follow the directions. 【4 points】

Mr. Kim, a head teacher of high school English, wanted to evaluate the achievement test of English reading in order to find to what extent the five major principles of language assessment (practicality, reliability, validity, authenticity, and washback) were applied to the test.

TEST EVALUATION CHECKLIST

Test-takers: 2nd year high school students

Content	Scale		
	1	2	3
Subjectivity does not enter into the scoring process.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Classroom conditions for the test are equal for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Test measures exactly what it is supposed to measure.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Items focus on previously practiced in-class reading skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topics and situations are interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tasks replicate, or closely approximate, real-world tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Note: 1 = poor, 2 = average, 3 = good

Post-Exam Reflection

*I studied really hard for the test because I wanted to move to a higher level class. But I got 76 and I was so disappointed. Since there were no errors in scoring, my score was dependable, I think. The topics were very relevant to my real life. But what was the problem? Did I use the wrong study skills? Actually I was very surprised when I first saw the test. Lots of tasks were very unfamiliar and I believe I've never done those kinds of tasks in class. Furthermore, after the test I actually expected the teacher to go over the test and give advice on what I should focus on in the future. It never happened. No feedback or comments from the teacher were given. I was not sure which items I got wrong. I will have the same type of test next semester and I'm not sure how I can improve my reading skills and get a better grade.*

Identify TWO well-applied principles and TWO poorly-applied principles among the five principles of language assessment stated above based on all the data. Then support each of your choices with details from the post-exam reflection ONLY.

14. Read the passage and follow the directions. 【4 points】

A paragraph in the papers of last week recorded the unusual action of a gentleman called Smith (or some such name) who had refused for reasons of conscience to be made a justice of the peace. Smith’s case was that the commission was offered to him as a reward for political services, and that this was a method of selecting magistrates of which he did not approve. So he showed his contempt for the system by refusing an honour which most people covet, and earned by this such notoriety as the papers can give. “Portrait of a gentleman who has refused something!” He takes his place in (1) the gallery of the odd.

The subject for essay has frequently been given, “If a million pounds were left to you, how could you do most good with it?” Some say they would endow hospitals, some that they would establish almshouses; there may even be some who would go as far as to build half a Dreadnought. But there would be a more decisive way of doing good than any of these. You might refuse the million pounds. That would be a shock to the systems of the comfortable—a blow struck at the great Money God which would make it totter; a thrust in defence of pride and freedom such as had not been seen before. That would be a moral tonic more needed than all the draughts of your newly endowed hospitals. (2) Will it ever be administered? Well, perhaps when the Declined-with-Thanks club has grown a little stronger.

Write TWO consecutive words from the passage that correspond to the meaning of the underlined words in (1). Then explain the implication of the underlined words in (2).

<수고하셨습니다.>