

2016학년도 중등학교교사 임용후보자 선정경쟁시험

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수험 번호 : ()

성 명 : ()

제1차 시험	3 교시 전공 B	8문항 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. Examine the survey results in <A> and part of the interview with the teacher who taught Practical English II in , and follow the directions. 【4 points】

<A>

A school administrator conducted a survey with 60 students from two classes of Ms. Lee's Practical English II in order to improve the course in the future.

Evaluation of Practical English II				
Content	Number of respondents per category			
	1	2	3	4
(1) I feel I achieved my learning objectives as a result of taking this course.	4	9	25	22
(2) I feel more confident in my self-expression in English as a result of taking this course.	5	9	24	22
(3) I feel the supplementary material used in this course was helpful.	5	6	25	24
(4) I feel my speaking performance was assessed effectively based on the tests and assignments given.	29	22	8	1

Note: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

A: Your Practical English II was very satisfying for students. What do you think made it so successful?

T: Well, I thought it was necessary to make decisions about what would be taught and how it would be taught before designing a course, so I did a survey and interviews.

A: You mean you chose the teaching materials, contents, and activities based on what your students wanted to learn?

T: That's right. The results also provided me with a lot of information about what my students needed to learn or change, their learning styles, interests, proficiency levels, etc. Based on that information, I decided on the course objectives, contents, and activities.

A: You must have been very busy working on designing the course before it started. What about assessment?

T: Students just took one major test at the end of the semester. I regret that I evaluated only their learning product.

A: You mean just once over the semester?

T: Yes, I thought it was impossible to assess their speaking performance regularly by myself and I gave one major test to the students. So I was actually unable to gather information on the developmental process of their speaking abilities.

...

A: Okay. Thank you for your time.

Note: A = administrator, T = teacher

Describe ONE strong point with evidence of what the teacher did for the success of the Practical English II course. Then describe ONE weak point of what the teacher did in the course, and suggest ONE possible solution from the teacher's standpoint.

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

<A>

In American English, alveolar stops can be pronounced as a flap, which is caused by a single contraction of the muscles so that one articulator is thrown against another. It is often just a very rapid stop gesture. This sound can be written with the symbol [ɾ] so that *fatty* can be transcribed as [fæɾi]. Alveolar stops become a flap when they are located between a stressed vowel and an unstressed vowel as in *water* and *header*. In addition to this rule, there are two other rules that account for the contexts where flapping occurs.

autumn, riddle, monitor, saddle, humanity, daddy, battle, comedy, competing

Identify ALL the words from that cannot be accounted for by the underlined rule in <A>. Then categorize them into TWO groups according to their occurrence contexts and state ONE rule for EACH group which accounts for each data set.

3. Read part of a lesson plan and follow the directions. **【4 points】**

Lesson Procedure

Stage 1

- T shows video clips on environmental campaigns.
- T encourages Ss to brainstorm.
- T asks Ss to discuss their previous experiences in pairs.

<Purposes>

✓ To arouse Ss' interests and motivation

✓ To activate Ss' _____

Stage 2

- T shows new words and structures, and then explains how to use them within a sentence.

New Words

transportation, recycle, mayor,

Grammatical Structures

to leave ~, leaving ~, to protect ~, protecting ~,

- Please circle the right form in the sentences.

1. We require you (to leave/leaving) your cars.

2. . . .

- T has Ss read an article related to environmental problems with the following questions in mind:

• What are the problems?

• What are the causes of the problems?

• How can you solve the problems?

- T asks Ss to write down key words related to the topic.

<Trash Problems in Our City>

Problems

dirty roads, _____, _____

Causes

no trash cans, _____, _____

Solutions

recycling bins, _____, _____

- T instructs Ss to combine the key words into a phrase or a sentence.
- T demonstrates how to connect sentences by using the markers in the box and asks Ss to write their sentences coherently.

Markers: Now, Firstly, Secondly, So, Thus, As a result, Therefore, . . .

Stage 3

- T has Ss write a suggestion letter to their mayor based on what Ss wrote.

Dear Mayor,

- T distributes rubrics for peer-evaluation to Ss.
- T asks Ss to exchange their drafts.

Note: T = teacher, S = student

Fill in the blank in the <Purposes> box in Stage 1 with ONE word. Then identify ONE way the teacher directly prepares students to write a well-organized suggestion letter in Stage 2, and explain it with evidence. Do NOT copy more than FIVE consecutive words from the passage.

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

“The average Yaleman, Class of ’24*, makes \$25,111 a year.” *Time* magazine reported.

Well, good for him!

But, come to think of it, what does this improbably precise and salubrious figure mean? Is it, as it appears to be, evidence that if you send your boy to Yale you won’t have to work in your old age and neither will he? Is this average a mean or is it a median? What kind of sample is it based on? You could lump one Texas oilman with two hundred hungry free-lance writers and report *their* average income as \$25,000-odd a year. The arithmetic is impeccable, the figure is convincingly precise.

In just such ways is the secret language of statistics, so appealing in a fact-minded culture, being used to sensationalize, inflate, confuse, and over-simplify. Statistical terms are necessary in reporting the mass data of social and economic trends, business conditions, “opinion” polls, this year’s census. But without writers who use the words with honesty and understanding and readers who know what they mean, the result can only be semantic nonsense.

In popular writing on scientific research, the abused statistic is almost crowding out the picture of the white-jacketed hero laboring overtime without time-and-a-half in an ill-lit laboratory. Like the “little dash of powder, little pot of paint,” statistics are making many an important fact “look like what she ain’t.”

* graduates of 1924

Write TWO consecutive words corresponding to the underlined words from the passage. Then explain why the average Yaleman’s annual income mentioned in the passage could be misleading.

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5. Read the passage in <A> and examine the teaching procedures in , and follow the directions. 【4 points】

<A>

Language learning can be classified into different types in various ways in terms of how learners process linguistic form to acquire rules that govern its use. One way is to distinguish inductive learning from deductive learning. This distinction is made by taking into account how a rule is learned in relation with its specific instances.

(Below are parts of two teachers' instruction procedures for teaching past tense verb forms in hypothetical conditionals.)

Teacher A's Class

- T explains to Ss that past tense verb forms should be used in sentences with *if* clauses to describe hypothetical situations.
- T asks Ss to complete sentences with appropriate verb forms to show hypothetical situations.

1. I _____(can) fly to you, if I _____(be) a superhero.
2. If he _____(have) a time machine, he _____(will) go back in time.

- T asks Ss to read a short text with sentences describing hypothetical situations.

If I had a spaceship, I would fly to Mars. I would also build my own house there and live forever, if there were both oxygen and water. Unfortunately, I don't have lots of money to buy a spaceship. . . .

- T asks Ss to write a paragraph starting with the given expression.

If I lived on Mars, . . .

Teacher B's Class

- T gives back the written texts about hypothetical situations Ss produced in the previous class and provides their reformulated texts T has produced at the same time. Only incorrect verb forms in Ss' writings are changed in T's reformulation as in the examples below.

<A student's original writing>

If I have last year to live over again, I will exercise more and eat less junk food because I can be healthier. I will spend more time with my friends and have better grades, if I am more active and watch less TV. . . .

<The teacher's reformulated text>

If I had last year to live over again, I would exercise more and eat less junk food because I could be healthier. I would spend more time with my friends and have better grades, if I were more active and watched less TV. . . .

- T asks Ss to compare T's reformulated sample with their writings and to underline all the words in the sample that are different from those in their writings.
- T asks Ss to find what the underlined words have in common and in what way they differ from the ones used in their original writings in terms of language form.
- T asks Ss to work out the rule that applies to all their underlined words based on their findings in the previous step.

Note: T = teacher, S = student

Identify the type of learning applied to each class in based on <A>. Then explain how each class orients students toward its identified type of learning with supporting evidence.

6. Read the passage in <A> and the sentences in , and follow the directions. 【5 points】

<A>

A PP modifier has distinct grammatical functions; it can be either a Complement exemplified by the underlined PP in (1a) or an Adjunct as in (1b).

(1) a. the specialist in phonology
b. the specialist at the stage

Two types of syntactic arguments can be presented for the structural distinction between PP Complements and PP Adjuncts. First, they are strictly ordered when they both occur as postnominal modifiers, as the contrast in (2) shows.

(2) a. The specialist in phonology at the stage
b. *The specialist at the stage in phonology

Another syntactic argument can be formulated in relation to Wh-movement, as shown in (3): NPs within PP Complements can be preposed, while NPs within PP Adjuncts cannot.

(3) a. What area of linguistics is he a specialist in?
b. *Which place is he a specialist at?

Note: * indicates that the sentence is ungrammatical.

a. He is a contender with a knee injury.
b. He is a contender for the PGA title.

Based on the description in <A>, identify the grammatical function of the underlined PPs in . Then provide two pairs of evidence for your identification, using BOTH sentences in : a pair of NPs and a pair of *wh*-questions, with ungrammaticality marked with an asterisk (*) at the beginning of the evidence.

7. Read the passage and follow the directions. 【5 points】

Korea continues to expand its role in the global community culturally and economically. The effects are far reaching. Domestic businesses find themselves with new challenges and the public is exposed to a large number of new choices. At the same time, the outpouring of Korean made products, especially in the electronic and automotive industries, has been monumental. Along with these, as is the case with most successful adaptations to globalization, Korea has also found itself, at times inadvertently, shipping out culture, as well. From TV dramas, movies, K-pop, and food, Korean culture is simply what is hot right now, globally. The countries surrounding Korea have embraced everything from Korea. The reasons for all this are complex, to be sure, but it is clear it involved a bit of being in the right place at the right time and a lot of deliberate planning. It is not a coincidence that globalization is successful for Korea. Unlike many countries, it has dealt, and continues to deal, with the challenges and capitalizes on them. That being said, Korea's ongoing successful participation in the global sphere necessitates that it continue to carefully manage its role in globalization so that it can maintain the momentum it has created.

Write a summary following the guidelines below.

Guidelines

- Summarize the above passage in ONE paragraph.
- Provide a topic sentence, supporting evidence from the passage, and a conclusion.
- Do NOT copy more than FIVE consecutive words from the passage.

8. Examine the consulting report about Ms. Song’s English class and follow the directions. 【10 points】

Teacher: Ms. Song Consultant: Mr. Cho Date: Dec. 2nd	
Before consultation	<p>In my class, I taught grammatical structures as follows:</p> <div><p>...</p><p>T: She will go swimming. (showing a picture of ‘John riding a bike’) “Ride a bike.”</p><p>S1: John will ride a bike.</p><p>T: Good. (showing a picture of ‘Mary playing the piano’) “Play the piano.”</p><p>S2: Mary will play the piano.</p><p>T: Very good. (showing a picture of ‘Tom visiting a museum’) “Visit a museum.”</p><p>S3: Tom visit a museum.</p><p>T: No, you should say, “Tom will visit a museum.”</p><p>...</p><p>T: (showing a picture of ‘people going to a movie’) What will they do?</p><p>S4: They will go to a movie.</p><p>T: Very good. (turning to S5, showing a picture of ‘students singing a song’) What will they do?</p><p>...</p></div> <p>I expected my students to learn practiced structures, but they still had difficulty in using them in real context.</p>
Mr. Cho’s advice	<p>The following are pieces of Mr. Cho’s advice:</p> <ul style="list-style-type: none">• Utilize an e-portfolio.• Use other types of questions.• Employ various authentic materials.• Provide other types of feedback.• Assign specific roles to students in group work.
After consultation	<p>After the consultation, I made changes in teaching grammar as follows:</p> <div><p>T: Good morning, class. Winter vacation is coming soon. I will go to Jeju Island and travel around. Minji, what will you do this vacation?</p><p>S1: I go to Grandma’s house in Busan.</p><p>T: Minji, I go to Grandma’s house?</p><p>S1: Oh... eh... I will go to Grandma’s house.</p><p>T: Perfect! What about Bora? Do you have any plans?</p><p>S2: Um... I... I take guitar lessons.</p><p>T: I take guitar lessons?</p><p>S2: Uh... I will take guitar lessons.</p><p>T: Good! What a great plan! Why do you want to do that?</p><p>...</p></div>

Note: T = teacher, S = student

Write TWO paragraphs. In the first paragraph, identify the type of teaching technique which Ms. Song used before the consultation and explain the technique with evidence. In the second paragraph, identify TWO changes that Ms. Song made based on Mr. Cho’s advice, and then explain those two changes by comparing the classes before and after consultation with evidence.

<수고하셨습니다.>