

# 2018학년도 중등학교교사 임용후보자 선정경쟁시험

## 영 어

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성 명 : ( )

제1차 시험	2 교시 전공 A	14문항 40점	시험 시간 90분
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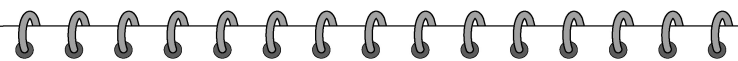
- 문제지 전체 면수가 맞는지 확인하십시오.
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※ Write all answers in English and use neat handwriting.

### 1. Read the passage and follow the directions. 【2 points】

Learning a second language (L2) may be viewed as the gradual transformation of performance from controlled to less controlled. This transformation has been called proceduralization or automatization and entails the conversion of declarative knowledge into procedural knowledge. According to this argument, the learning of skills is assumed to start with the explicit provision of relevant declarative knowledge and, through practice, this knowledge can hopefully convert into ability for use. At the same time, it is important to understand that learning an L2 may proceed in a different way. For example, some have wondered if incidental L2 learning is possible as a consequence of doing something else in the L2. Simply put, the question is about the possibility of learning without intention. The answer is still open, but, at present, it appears that people learn faster, more and better when they deliberately apply themselves to learning.

Read Mr. Lee's teaching log below and fill in the blank with the ONE most appropriate word from the passage above.



Through my teaching experience, I've learned that different students learn in different ways. Considering the current trend in teaching and learning, I believe that students should be provided with more opportunities to be exposed to the \_\_\_\_\_ learning condition. Minsu's case may illustrate that point. At the beginning of the semester, Minsu introduced himself as a book lover. He wanted to read novels in English but was not sure if he could. I suggested that he didn't have to try to comprehend all the details. Indeed, Minsu has benefitted a lot from reading novels. He said he learned many words and expressions even though he did not make attempts to memorize them. I will continue observing his progress as his way of learning is of great interest.

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

From the very beginning of school we make books and reading a constant source of possible failure and public humiliation. When children are little we make them read aloud, before the teacher and other children, so that we can be sure they "know" all the words they are reading. This means that when they don't know a word, they are going to make a mistake, right in front of the whole class. Instantly they are made to realize that they have done something wrong. Perhaps some of the other children will begin to wave their hands and say, "Ooooh! O-o-o-oh!" Perhaps they will just giggle, or nudge each other, or make a face. Perhaps the teacher will say, "Are you sure?" or ask someone else what he thinks. Or perhaps, if the teacher is kind, she will just smile a sweet, sad smile – often one of the most painful punishments a child can suffer in school. In any case, the child who has made the mistake knows he has made it, and feels foolish, stupid, and ashamed, just as any of us would in his shoes.

Before long many children associate books and reading with mistakes, real or feared, and penalties and humiliation. This may not seem sensible, but it is natural. Mark Twain once said that a cat that sat on a hot stove lid would never sit on one again – but it would never sit on a cold one either. As true of \_\_\_\_\_ as of cats. If they, so to speak, sit on a hot book a few times, if books cause them humiliation and pain, they are likely to decide that the safest thing to do is to leave all books alone.

Fill in the blank with the ONE most appropriate word from the passage.

3. Read the dialogue and follow the directions. 【2 points】

T1: There's no doubt that young children beginning school need the basics of reading, writing, and math.

T2: I agree, but the big problem is determining the best way for them to get it. I think the classic mode of a teacher at the chalkboard, and books and homework is outdated.

T1: True. That's why I have been looking at some teaching literature based on the ideas Jonathan Bergman and Aaron Sams came up with.

T2: What do they suggest?

T1: Well, they have reconsidered the role of the traditional classroom and home. So home becomes a classroom, and vice versa in this way of learning. Students view lecture materials, usually in the form of videos, as homework before class.

T2: That's interesting. What's the focus in class?

T1: That's the best part. Class time is reserved for activities such as interactive discussions or collaborative work supervised by the teacher.

T2: I like it. But how does it benefit the students?

T1: They can study the lectures at home at their own pace, or re-watch the videos, if needed, or even skip parts they already understand.

T2: Right. And then, in class the teacher is present when they apply new knowledge. What about traditional homework?

T1: That can be done in class, too. So, the teacher can gain insights into whatever concepts, if any, their students are struggling with and adjust the class accordingly.

T2: What does the literature say about its effectiveness?

T1: Amazingly, according to one study, 71% of teachers who have tried this approach in their classes noticed improved grades, and 80% reported improved student attitudes, as well.

T2: That's fantastic. Let me read that when you're done. I want to look further into this.

Note: T= teacher

Fill in the blank with the ONE most appropriate word.

The teaching approach discussed by the two teachers is known technically as \_\_\_\_\_ learning in educational settings.

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

It is well known in English that we get antepenultimate stress in nouns of at least three syllables when the penultimate syllable is light:

- (1) antepenultimate syllable stressed  
*cinema, asterisk, America, Canada, animal*

When the penultimate syllable ends with a coda, or has a long vowel or a diphthong, stress, however, falls on that heavy penultimate syllable:

- (2) penultimate syllable stressed  
a. *utensil, agenda, synopsis*  
b. *aroma, horizon, arena*

In the above examples in (2a), it is clear that a syllable boundary seats itself between word-internal consonantal sequences such as -ns- (in *utensil*), -nd- (in *agenda*), and -ps- (in *synopsis*), since English phonotactic constraint does not permit such consonantal sequences to occur as an onset cluster. However, the word-internal consonantal sequence -st- poses an interesting challenge for syllabification. Unlike the -ns-, -nd-, or -ps-, the -st- sequence could be an onset cluster (as in *student, stupid*) or a coda cluster (as in *list, mist*).

Fill in the blank with the ONE most appropriate word from the passage above.

Considering the stress placement in the words given in (3) where -st- occurs, we can claim that the underlined s is in \_\_\_\_\_ position.

- (3) antepenultimate syllable stressed  
*amnesty, minister, pedestal*

5. Read the passage and fill in each blank with the ONE most appropriate word, respectively. 【2 points】

The examples in (1) show that word final consonant clusters formed by the addition of an inflectional suffix undergo voicing assimilation.

(1) cats	[kæts]	dogs	[dɔgz]
cans	[kænz]	bells	[bɛlz]
baked	[beɪkt]	popped	[pɒpt]
farmed	[faɪmd]	sealed	[sild]

The examples in (2) illustrate the voicing agreement patterns in word final consonant clusters of the underived lexical items.

(2) a.	apse	[æps]	*[æpz]	adze	[ædz]	*[æds]
	apt	[æpt]	*[æpd]	lift	[lɪft]	*[lɪfd]
	act	[ækt]	*[ækd]	cast	[kæst]	*[kæsd]
b.	mince	[mɪns]	*[mɪnz]	belch	[bɛlʃ]	*[bɛldʒ]
	purse	[pɜːs]	*[pɜːz]	pump	[pʌmp]	*[pʌmb]
	mint	[mɪnt]	*[mɪnd]	elk	[ɛlk]	*[ɛlg]

Unlike the lexical items with inflectional suffixes in (1), voicing agreement selectively occurs for the underived lexical items in (2). As can be seen in (2b), there are cases where clusters composed of \_\_\_\_\_ and \_\_\_\_\_ do not agree in voicing.

Note: \* indicates a non-permissible form.

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

*A king. He waits. A musician enters.*

King : Ah. Didn't see you come in. You're a ... .  
Composer : Bachweist, your Majesty.  
King : And what can you do for me?  
Composer : I can make you immortal.  
King : Already been taken care of.  
Composer : I can delight you.  
King : Kings don't delight, Bachweist, children delight.  
Composer : I can carry you away on gossamer wings of melody.  
King : Bachweist, you better kneel down. [*Bachweist does.*] I'm not interested in your talent, man, it's peripheral to the real business of governing, or even living for that matter. Oh, it's useful with women, but my position is a stronger attraction than that. Only other musicians could possibly be interested in music in any meaningful way. And critics, of course, as a way of making a reputation. No, Bachweist, what I want from you is the following: a few ceremonial pieces on demand, hummable, naturally. A printable paragraph on my respect for and understanding of art. Some good groveling to make clear my position, and a resolute and articulated belief that you haven't been censored in anyway. Satire might sometime be a problem, Bachweist, but that's beyond the province of serious music, in any case.

Complete the commentary below by filling in the blank with the TWO most appropriate consecutive words from the passage.

The king is not satisfied with the composer's replies as to the possible services that he can offer. What is interesting, though, is the way the king clarifies his dissatisfaction. He has the composer "groveling" not just figuratively but also literally by commanding the composer to \_\_\_\_\_, a command that makes clear his "position."

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

(A teacher and a student are talking after seeing a video-clip of a baseball game.)

T: What was happening in the video?  
S: A ball, uh, a ball.  
T: A ball was thrown.  
S: Thrown?  
T: Yes, thrown. A ball was thrown.  
S: A ball thrown.  
T: And who threw the ball?  
S: Pitcher. Thrown pitcher.  
T: Thrown by the pitcher.  
S: By pitcher.  
T: Yes, by the pitcher. A ball was thrown by the pitcher.  
S: Ball thrown by pitcher.

Note: T= teacher, S= student

Fill in the blank with the FOUR most appropriate words.

From a socio-cultural perspective, effective learning takes place when what a student attempts to learn is within his or her \_\_\_\_\_. This is the distance between what a student can do alone and what he or she can do with scaffolded help from more knowledgeable others like teachers or more capable peers. For learning to be effective, such help should be provided to a student through interaction like the teacher’s utterances offered to aid the student in the above dialogue.

8. Read the dialogue and fill in both blanks with the ONE most appropriate word. (Use the SAME word in both blanks.) 【2 points】

S: Ms. Lee, can I ask you a question?  
T: Sure, go ahead.  
S: I went over your feedback on my essay, and I really appreciate it. You pointed out the expression “die” could be revised to “pass away.”  
T: Yes, I did.  
S: I don’t understand the difference between the two expressions. As far as I understand, they have the same meaning.  
T: Oh, I see. That’s actually an example of a(n) \_\_\_\_\_.  
S: Hmm ... .  
T: Let me make it clearer with another example. How do you think someone would feel if they were called “poor”?  
S: Well, they may feel bad.  
T: Okay, what about “less privileged”?  
S: Oh, I understand your point. Two words or expressions may mean the same thing, but we may have different feelings and attitudes about them.  
T: That’s the point. A(n) \_\_\_\_\_ is a polite word or expression that you use instead of a more direct one, to avoid shocking or upsetting someone.  
S: Interesting!  
T: Good.  
S: Thank you, Ms. Lee. Your feedback is always helpful.

Note: T= teacher, S= student

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

There are expressions that are ambiguous because of scope interaction between a quantifier and another quantifier or between a quantifier and a negative expression. Consider the following sentences.

- (1) a. Every boy likes a girl.  
b. Every student respects a professor.

Sentence (1a) and sentence (1b) are ambiguous because *every boy* and *every student* can have a wide scope over *a girl* and *a professor*, and *a girl* and *a professor* can have a wide scope over *every boy* and *every student*, respectively.

- (2) a. Every student has not done their assignment.  
b. I have not eaten all the cookies.

In (2a) and (2b), *every student* and *all the cookies* can have a wide scope over *not*, and *not* can have a wide scope over *every student* and *all the cookies*.

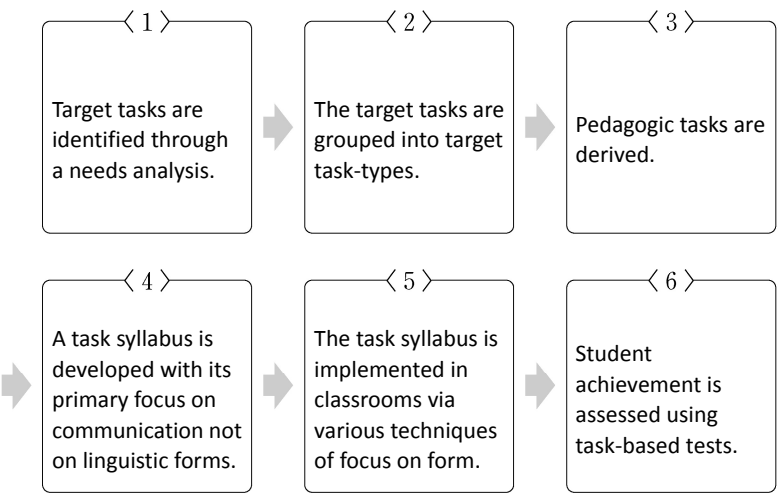
Sentence (3) below is ambiguous. Write TWO possible meanings of the sentence and state how its ambiguity can be explained in terms of scope interaction.

- (3) Mary refused to visit every city that Tom visited.

10. Read the passages and follow the directions. 【4 points】

<A>

Task-based language teaching (TBLT) holds a central place in current second language acquisition research and also in language pedagogy. Some suggest there are six main steps in designing, implementing, and evaluating a TBLT program.



<B>

Mr. Kim designed and implemented a TBLT program based on the six steps described in <A>.

- Step 1. He did some questionnaire surveys with his students and interviewed fellow teachers to identify what his students would really want to do in everyday life.
- Step 2. He grouped the identified real-world tasks (e.g., purchasing a train ticket, booking a room, renting a car) into more general categories (e.g., planning a trip).
- Step 3. He developed tasks that his students would perform in the classroom. Those tasks were expected to elicit communicative language use in the classroom.
- Step 4. He designed a syllabus with a central aim of presenting different grammatical items one at a time and teaching them separately.
- Step 5. He drew student attention to linguistic forms when needed, while the primary focus of the lessons was still on communication during task performance.
- Step 6. He assessed the student outcomes, focusing on whether and how much they accomplished each given task.

Identify the step in <B> that does not match with its corresponding suggestion in <A>. Then, explain how that identified step deviates from its suggestion in <A>. Do NOT copy more than FOUR consecutive words from the passage.

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

**Rite of Passage**

As the guests arrive at my son's party  
they gather in the living room –  
short men, men in first grade  
with smooth jaws and chins.  
Hands in pockets, they stand around  
jostling, jockeying for place, small fights  
breaking out and calming. One says to another  
*How old are you? Six. I'm seven. So?*  
They eye each other, seeing themselves  
tiny in the other's pupils. They clear their  
throats a lot, a room of small bankers,  
they fold their arms and frown. *I could beat you*  
*up*, a seven says to a six,  
the dark cake, round and heavy as a  
turret, behind them on the table. My son,  
freckles like specks of nutmeg\* on his cheeks,  
chest narrow as the balsa\* keel of a  
model boat, long hands  
cool and thin as the day they guided him  
out of me, speaks up as a host  
for the sake of the group.  
*We could easily kill a two-year-old*,  
he says in his clear voice. The other  
men agree, they clear their throats  
like Generals, they relax and get down to  
playing war, celebrating my son's life.

\*nutmeg: a powdered brown spice

\*balsa: a tropical American tree or the wood from this tree

Considering the title of the poem, explain why the speaker describes the guests as “short men” (line 3), not little boys. Then, complete the commentary below with the TWO most appropriate consecutive words from the poem.

The birthday cake shaped like “a turret” juxtaposes playfulness and violence because a birthday cake evokes enjoyment, whereas the word “turret” reminds us of a military weapon. In a related way, the activity of \_\_\_\_\_ can be interpreted to symbolize the same contradictory elements.

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

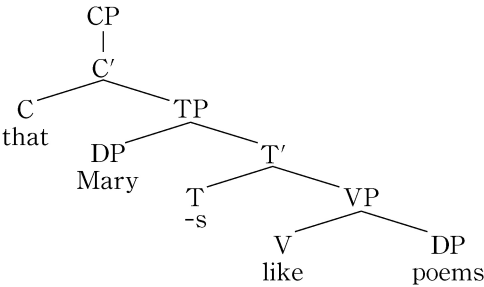
It is well known that coordinate conjunctions can conjoin constituents of the same grammatical category but cannot conjoin constituents of different grammatical categories, as exemplified in (1) and (2).

- (1) a. fond of a dog and afraid of a tiger  
b. very slowly and very steadily  
c. a princess of Denmark and a prince of the United Kingdom  
d. I think that Mary likes poems and Susan novels.  
e. I think that Mary likes poems and that Susan likes novels.
- (2) a. \*like a dog and afraid of a tiger  
b. \*slowly and the car  
c. \*a princess of Denmark and with long hair  
d. \*I believe Mary to be honest and that Susan is kind.  
e. \*I believe that Mary is honest and Susan to be kind.

AP can conjoin with another AP, AdvP with another AdvP, NP or DP with another NP or DP, TP with another TP, and CP with another CP.

TP, meaning Tense Phrase, is a clause that does not include a complementizer like *Mary likes poems* in (3a). CP, meaning Complementizer Phrase, is a clause that includes a complementizer. The embedded clause of sentence (3a) has the structure in (3b).

- (3) a. I think that Mary likes poems.  
b.



Note: \* indicates the ungrammaticality of the sentence.

State whether sentence (4) and sentence (5) can be conjoined with the coordinate conjunction *but* as in sentence (6). Then, explain why, identifying the grammatical category of sentence (4) and that of sentence (5).

- (4) I am feeling thirsty.  
(5) Should I save my last cola till later?  
(6) I am feeling thirsty but should I save my last cola till later?

13. Read the dialogue and follow the directions. 【4 points】

T: Come here, Sumin. How was your vacation?  
S: Pretty good. Thank you, Ms. Kim. Actually, I'm so happy to be taking English classes from you this year.  
T: Good! You're really welcome in my class. Okay, then, let's talk about the test you had.  
S: You mean the reading test you gave us in the first class? Actually, I was wondering why you gave us a test instead of going directly into the textbook.  
T: Right, your class hasn't had a lesson yet. It was mainly to see how much you are ready for this semester and give you individual attention for any strong and weak points you have.  
S: I see. So, how were the results?  
T: Hmm ... Overall, you did quite well. Especially, you did well on the grammar questions. But it appears you had a bit of trouble with some words in the reading texts.  
S: You're right. Some words are really hard to memorize although I keep trying.  
T: I understand. Well, why don't you try to learn them through a context particularly relevant to you? That will be helpful, I believe.  
S: Thank you for your advice, Ms. Kim.

Note: T= teacher, S= student

Fill in the blank with the ONE most appropriate word. Then, support your answer with evidence from the dialogue.

Tests can be categorized according to the purposes for which they are carried out. In this respect, the test that Ms. Kim and Sumin are talking about is an example of a(n) \_\_\_\_\_ test.

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

For at least 10,000 years, humans have been manipulating their own brains by drinking alcohol. And for at least the last few decades, researchers have wondered whether alcohol had a positive effect on physical health. Study after study seemed to suggest that people who imbibed one alcoholic beverage per day—a 12-ounce beer, a 6-ounce glass of wine, or a 1.5-ounce shot of spirits—had healthier hearts than did people who abstained from drinking altogether. A drink a day, it seemed, kept the cardiologist away.

Yet the methods in these studies may be flawed. When Kaye Fillmore, a researcher at the University of California, San Francisco, and her team analyzed 54 published studies on how moderate drinking affects the heart, they found that most of the drink-a-day studies had not used random assignment. In studies with random assignment, researchers used coin tosses or the like to decide into which condition—the control group or various experimental groups—each study participant should go. By letting chance dictate who goes into which group, researchers are more likely to end up with truly comparable groups.

Instead of randomly assigning participants to drinking and non-drinking groups, though, 47 of the 54 studies compared people who were already having one drink daily to people who were already teetotaling. Why is this design method a problem? In the United States, where most of these studies took place, many people have a drink once in a while. Usually, people who never drink abstain for a reason, such as religious prohibitions or medical concerns.

In fact, Fillmore and her team found that many of the nondrinkers in these studies were abstaining from alcohol for medical reasons, including advanced age or a history of alcoholism. In other words, the nondrinking groups in most of the studies included more unhealthy people *to begin with*, compared to the drinking groups. As a result, these studies didn't show that drinking alcohol led to better health. Instead, they showed that better health often leads to a level of alcohol consumption that is moderate.

First, describe the characteristics of the participants in the two groups in 47 of the 54 studies. Second, explain why those 47 studies were flawed in design.

<수고하셨습니다.>