

2017학년도 중등학교교사 임용후보자 선정경쟁시험

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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 dialogue and follow the directions. 【2 points】

Student—teacher Meeting

T: Well, looking back over the last twelve weeks, I can see that you have written many drafts for the three essay writing assignments.

S: Yes, I have. I have a lot of things here.

T: Of all your essays, which one do you think is the best?

S: I think the persuasive essay I wrote is the best.

T: What makes you think so? Maybe you can tell me how you wrote it.

S: Well ... I think the topic I chose was quite engaging. I enjoyed the writing process throughout. And it feels good being able to see the progress I've made.

T: Yes, that's the benefit of this kind of project. I can see some improvement in your use of transitions. Your ideas are nicely connected and organized now.

S: Thanks. What else should I include?

T: Well, did you work on the self-assessment form and the editing checklist?

S: Yes, I did. I completed them and included them with all of my drafts right here.

T: Perfect! I'll be able to finish grading all of your work by the end of next week.

Note: T = teacher, S = student

Complete the following by filling in both blanks with ONE word. (Use the SAME word.)

_____ can include essays, reports, journals, video- or audio-recorded learner language data, students' self-assessment, teachers' written feedback, homework, conference forms, etc. As collections of these items, _____ can be useful for assessing student performance in that they can lead students to have ownership over their process of learning and allow teachers to pay attention to students' progress as well as achievement.

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

M. Ringelmann, a French agricultural engineer, was one of the first researchers to study the relationship between process loss and group productivity. Ringelmann's questions were practical ones: How many oxen should be yoked in one team? Should you plow a field with two horses or three? Can five men turn a mill crank faster than four? Instead of speculating about the answers to these questions, Ringelmann set up teams of varying sizes and measured their collective power.

Ringelmann's most startling discovery was that workers—including horses, oxen, and men—all become less productive in groups. A group of five writers developing funny skits can easily outperform a single person, just as a team pulling a rope is stronger than a single opponent. But even though a group outperforms an individual, the group does not usually work at maximum efficiency. When Ringelmann had individuals and groups pull on a rope attached to a pressure gauge, groups performed below their theoretical capabilities. If person A and person B could each pull 100 units when they worked alone, could they pull 200 units when they pooled their efforts? No, their output reached only 186. A three-person group did not produce 300 units, but only 255. An eight-person group managed only 392, not 800. Groups certainly outperformed individuals—but as more and more people were added, the group became increasingly inefficient. To honor its discoverer, this tendency is now known as the Ringelmann effect.

Ringelmann identified two key sources of process losses when people worked together. First, Ringelmann believed some of the decline in productivity was caused by motivation losses: People may not work so hard when they are in groups. Second, coordination losses, caused by "the lack of simultaneity of their efforts," also interfere with performance. Even on a simple task, such as rope pulling, people tend to pull and pause at different times, resulting in a failure to reach their full productive potential.

Complete the main idea by filling in the blank with the ONE most appropriate word from the passage.

Groups were found to become more _____ as group size increased because the potential output that each member could contribute individually was not realized when they participated in groups.

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

While all vowels of English (except [ə]) can occur in stressed syllables, many of these vowels reveal alternations with an [ə] in reduced syllables in morphologically related words, as shown in (1).

(1) Stressed Syllable	Reduced Syllable
/i/ homogeneous [hoʊmədʒɪniəs]	homogenize [həmədʒənəɪz]
/eɪ/ explain [ɪkspleɪn]	explanation [ɛkspləneɪʃən]
/ɛ/ perpetuate [pəˈpɛtʃʊeɪt]	perpetuity [pəˈpɛtʃʊəti]
/ɑ/ demonstrable [dɪmənstɪəbəl]	demonstration [dɛmənstɪeɪʃən]
/ʌ/ confront [kənˈfrʌnt]	confrontation [kənˈfrænteɪʃən]
/ɑ/ recite [ˈɹɪsaɪt]	recitation [ˈɹesəteɪʃən]

However, it is not uncommon to see an [ɪ] in reduced syllables of the words in (2).

(2) a. selfish [ˈselfɪʃ]	b. metric [ˈmetɪk]
sandwich [ˈsændwɪʃ]	running [ˈɹʌnɪŋ]
marriage [ˈmæɹɪdʒ]	allegation [ˈælɪgeɪʃən]

In the examples in (2), [ɪ] occurs before palato-alveolars as in (2a) or before _____ as in (2b). (Your answer must account for all three examples in (2b).)

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

Trisyllabic laxing is a rule which changes a tense vowel into a lax vowel. This rule applies when the target vowel is pushed into the ante-penultimate syllable (i.e., the third syllable from the end) due to the attachment of a suffix, as exemplified below.

supreme	—	supremacy
apply	—	application
sane	—	sanity
divine	—	divinity
opaque	—	opacity

The tense vowels in words like ‘nightingale’ and ‘ivory’ do not undergo trisyllabic laxing although these words contain the minimum of three syllables required by the trisyllabic laxing rule. The explanation is that these forms are exempt from trisyllabic laxing since they do not have any _____.

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

The flower that smiles today
Tomorrow dies;
All that we wish to stay,
Tempt and then flies.
What is this world's delight?
Lightning that mocks the night,
Brief even as bright.

Virtue, how frail it is!
Friendship how rare!
Love, how it sells poor bliss
For proud despair!
But we, though soon they fall,
Survive their joy and all
Which ours we call.

Whilst skies are blue and bright,
Whilst flowers are gay,
Whilst eyes that change ere night
Make glad the day,
Whilst yet the calm hours creep,
Dream thou—and from thy sleep
Then wake to weep.

Complete the statement by filling in the blank with the ONE most appropriate word from the poem.

One theme in the poem is that all good things in life come to an end, and as a result, we are left with the feeling of _____.

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

The following is part of a lesson procedure that aims to facilitate students' comprehension of a text concerning global warming.

Steps:

1. Before reading the text, T activates Ss' background knowledge concerning global warming and provides other relevant information to help Ss to have a better comprehension of the text.
2. T instructs Ss to read the text quickly in order to grasp the main ideas. In doing so, T tells them not to read every word.
3. T asks Ss to reread it quickly for specific information, such as the type of disasters caused by global warming.
4. T instructs Ss to read the text again at their own pace.
5. T checks Ss' overall comprehension by having them write a brief summary of the text.
6. T then checks Ss' understanding of the details by using a cloze activity.

Note: T = teacher, S = student

Identify the two kinds of expeditious reading that the teacher instructs students to use in steps 2 and 3 with ONE word, respectively. Write them in the order that they appear.

7. Read the passage and fill in each blank with TWO words.
(Use the SAME answer for both blanks.) **【2 points】**

S: Could you give me some advice on how I can improve my pronunciation?
T: Yes, of course. Are you having trouble pronouncing a particular word?
S: I can't think of any right now, but there are a lot of sounds in English that I can't pronounce.
T: Can you give me an example?
S: The word *right*. *R* is very difficult for me.
T: Oh, that's because the consonant *r* doesn't exist in the Korean sound system. Then, you should practice pronunciation with a lot of _____. For example, the words *river* and *liver* have only one sound difference in the same position, but it makes a big difference in meaning.
S: Oh, I see. So, I guess *fine* and *pine* would be another example of _____, right?
T: Yes, you're right. If you want to be able to pronounce *right*, you first need to be able to hear the difference between *right* and *light*. There are so many other examples, like *rice* and *lice*, *rode* and *load*, etc.
S: I can't hear the difference between those words, either.
T: I know they are difficult, but with enough practice, you will be able to hear the difference and pronounce them correctly.

Note: T = teacher, S = student

8. Read the passages and follow the directions. **【2 points】**

<A>

Non-verbal communication is an important aspect of intercultural communication. It includes the following categories, which also apply to cultural norms in public space. First, there is kinesics, which is the use of gestures or body language. A second category is oculusics, which refers to eye contact and eye movement. Eyes can provide signals as to one's mood, such as being interested, bored, empathetic, or annoyed. Third, there is proxemics, which relates to physical distance between interlocutors (and other people in public spaces). A fourth category is kinesthetics (also called haptics), meaning touching or making physical contact with someone. Across cultures, norms relating to these categories can vary significantly, which can lead to misunderstandings or inappropriate behavior in cross-cultural situations.

A group of students in Ms. Lee's school won a regional English contest and they received an all-expense-paid trip to Seattle as a reward. In preparation, Ms. Lee tutored them on how to be polite, which included lessons comparing cultural norms and non-verbal communication in Korea and America. However, the following event occurred.

After arriving in Seattle, they were hungry, so they asked their shuttle bus driver to stop at the nearest fast food restaurant, but it was busy and the line was long. A student, Gyumin, led the group through the line. As the line moved, so did Gyumin, inching ever so closer to the front. He was excited – this was his first time in a restaurant abroad – and he was eager to order his meal. However, Ms. Lee noticed something recurring. Gyumin was closely following a middle-aged American man in line, and as the line moved forward, Ms. Lee saw that the man frequently turned his head to the side and, with a scrunched forehead, gazed down at Gyumin for a moment as if to tell him something. Ms. Lee quietly pulled Gyumin aside and the following exchange occurred:

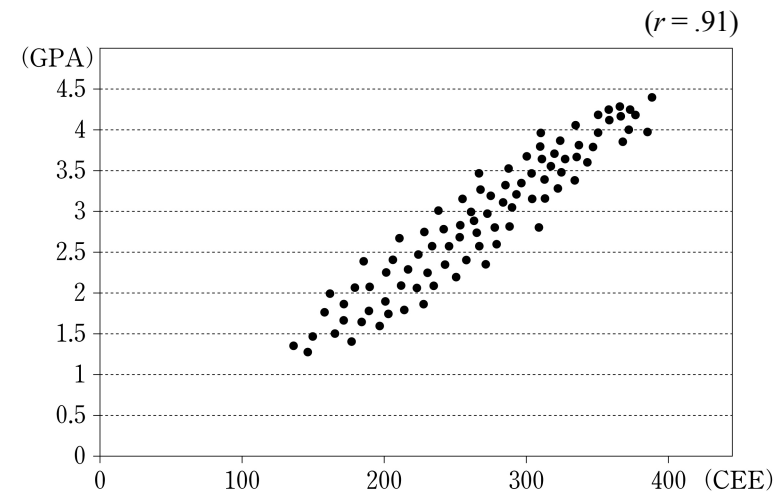
T: Gyumin, do you remember what I taught you about lining up?
S: You mean not to bump into anyone? I didn't!
T: No, no, not that. Rather, do you remember the arm's length rule?
S: Oh, that!
T: It's okay. Just remember it for next time. We want to be polite while we are here.
S: Okay. I got it.

Note: T = teacher, S = student

Given the information in <A>, write the ONE most appropriate category that Gyumin violated in in regards to cultural norms in America.

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

Mr. Lee wants to determine how well the scores from the College Entrance Exam (CEE) predict academic success in college. The scatter plot below includes high school seniors' CEE scores from 2014 and their college Grade Point Averages (GPAs) in the fall of 2016. Their CEE scores are placed on the horizontal axis and their college GPAs on the vertical axis.



Note: r = correlation coefficient

Students	CEE (Fall 2014)	GPA (Fall 2016)
A	389	4.43
B	246	2.58
C	304	3.15
D	322	3.27
E	211	2.10
F	328	3.62
G	314	3.18
H	288	2.83
I	372	4.00
J	368	3.85
⋮	⋮	⋮

Based on the information in the passage, identify the type of validity within the context of criterion-related validation and explain it with evidence.

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

As time went by, Freddie Drummond found himself more frequently crossing the Slot and losing himself in South of Market

Somewhere in his make-up there was a strange twist or quirk. Perhaps it was a recoil from his environment and training, or from the tempered seed of his ancestors, who had been bookmen generation preceding generation; but at any rate, he found enjoyment in being down in the working-class world. In his own world he was “Cold-Storage,” but down below he was “Big” Bill Totts, who could drink and smoke, and slang and fight, and be an all-around favorite. Everybody liked Bill, and more than one working girl made love to him. At first he had been merely a good actor, but as time went on, simulation became second nature. He no longer played a part, and he loved sausages, sausages and bacon, than which, in his own proper sphere, there was nothing more loathsome in the way of food.

From doing the thing for the need’s sake, he came to doing the thing for the thing’s sake. He found himself regretting as the time drew near for him to go back to his lecture-room and his inhibition

Explain what the underlined part means by including one example of “simulation” from the passage. Do NOT copy more than FOUR consecutive words from the passage.

Then, complete the commentary below with TWO consecutive words from the passage.

Freddie, whose job is a college professor, experiences something unusual as he starts to mingle with people outside “his own proper sphere.” Until then, Freddie used to do things for the _____, such as giving a lecture.

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

(Sitting weakly in the wheelchair, Vivian recites a poem and continues with a monologue.)

Vivian:

This is my playes last scene, here heavens appoint
My pilgrimages last mile; and my race
Idly, yet quickly runne, hath this last pace,
My spans last inch, my minutes last point,
And gluttonous death will instantly unjoynt
My body, 'and soule

John Donne. 1609.

I have always particularly liked that poem. In the abstract. Now I find the image of “my minute’s last point” a little too, shall we say, *pointed*.

I don’t mean to complain, but I am becoming very sick. Very, very sick. Ultimately sick, as it were.

In everything I have done, I have been steadfast, resolute—some would say in the extreme. Now, as you can see, I am distinguishing myself in illness.

I have survived eight treatments of Hexamethosphacil and Vinplatin at the *full* dose, ladies and gentlemen. I have broken the record. I have become something of a celebrity. Jason Posner is simply delighted. I think he foresees celebrity status for himself upon the appearance of the medical journal article he will no doubt write about me.

But I flatter myself. The article will not be about *me*. It will be about my ovaries, which, despite his best intentions, are now crawling with cancer.

What we have come to think of as *me* is, in fact, just the specimen jar, just the dust jacket, just the white piece of paper that bears the little black marks.

Based on the passage, explain what makes Vivian feel personal about John Donne’s poem cited in her monologue. Then, based on the passage, identify Jason Posner’s occupation.

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

<A>

Not all intransitive verbs are of the same kind. Compare the two sentences in (1) and (2).

- (1) An angel jumped on the hill.
(2) An angel appeared on the hill.

Although both of the above sentences are intransitive, they are not of the same kind. They have different syntactic and semantic properties. In (1), the subject originates in the specifier position external to the V-bar constituent, receiving an Agent role. Verbs like *jump* are known as unergative verbs. However, in (2), the superficial subject originates in the complement position within the immediate V-bar projection of the verb, receiving a Theme role. Then it moves to subject position. Verbs like *appear* are known as unaccusative verbs.

The two types of intransitive verbs can be distinguished by means of tests such as the following. Unaccusative verbs like *appear* allow a word order called *there* inversion, where the underlying complement remains in its original position after the verb. On the other hand, since the subject of unergative verbs like *jump* does not originate in the complement position of the verbs, it isn’t allowed to appear in that position after the verbs with *there* inversion, as shown below.

- (3) *There jumped an angel on the hill.
(4) There appeared an angel on the hill.

Note: * indicates that the sentence is ungrammatical.

- (i) Several people ate in the Korean restaurant.
(ii) Several customers shopped in the new shopping center.
(iii) Several students remained in the school library.
(iv) Several soldiers saluted in the military ceremony.
(v) Several complications arose in the medical experiment.

Identify the TWO sentences containing an unaccusative verb in , and explain the reason by using the test described in <A>.

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

It was once assumed that reading comprehension could be understood as a kind of serial processing—that is, reading comprehension entails processing discrete units of words and sentences sequentially. This was one of the main assumptions behind the phonics approach.

However, F. Smith explained that the serial processing operations underlying the phonics approach are contradicted by the fact that it is often impossible to make decisions about the sound of upcoming letters and words until the context (e.g., such as a word context or a sentence context) surrounding the item has been understood. When decoding an isolated word starting with ‘ho-’, for example, it would be impossible to assign a(n) _____ value to ‘o’ until one knew whether the whole word was ‘house’, ‘horse’, ‘hot’, or ‘hoot’. In the same way, when decoding the word ‘read’ at the sentence level, it is impossible to assign a(n) _____ value to the vowel sequence ‘ea’ until it is known whether the sentence containing the word ‘read’ refers to the past or the present.

Fill in both blanks with the ONE most appropriate word from the passage. (Use the SAME word.) Then write the main idea of the passage. Do NOT copy more than FOUR consecutive words from the passage.

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

The early 20th century was not a great time for grocery shoppers. Sure, industrialization meant that more food products were available than ever before, and at lower prices, too. But in the days before the FDA, who knew what those products were really made of? A bottle of ketchup might contain dyed pumpkin, ground ginger might be mixed with bits of tarred rope, and cans labeled “potted chicken” might include no chicken at all.

All those things happened, and worse. Once the public became aware of the extent of the problem, the Pure Food and Drug Act of 1906 was passed. The legislation laid out standards for food safety: You could no longer mix poisonous, dirty, or rotten ingredients into a product. It also stopped outright mislabelling: You could not call something a particular food if it was not that food.

This was going to hurt the bottom line for manufacturers of cheap imitation food, so they came up with a way around the new rules. What if you technically did not say a product was something it was not? What if you are calling a product that is mostly cornstarch *Puddine*, expecting that people will think it is real pudding?

That strategy worked for a while. A “distinctive name” proviso was inserted into the law that allowed clever names. In addition to Puddine (mostly cornstarch), consumers could buy Grape Smack (imitation grape juice) and Bred Spred (a nearly fruit-free sugar-pectin mixture in a jam jar). If buyers thought they were getting pudding, grape juice, and strawberry jam—well, it was not the companies’ fault. They did not *say* their products were those other things.

The courts agreed. In the marvelously titled cases *United States v. 150 Cases of Fruit Puddine*, *United States v. 24 7/8 Gallons of Smack*, and *United States v. 15 Cases of Bred Spred*, the distinctive name proviso let the imitators off the hook. But the rules got stricter with the 1938 Food, Drug, and Cosmetic Act, which mandated that products could still bear fanciful names, but if they looked a lot like something they were not, they had to be explicitly labeled a(n) _____.

Fill in the blank with the ONE most appropriate word from the passage. Then explain why manufacturers started to use so-called ‘distinctive names’.

<수고하셨습니다.>