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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 teacher's journal and follow the directions. 【2 points】

**Teacher's Journal**

Speech acts are a minimum unit of communication, which I believe are an important aspect of the pragmatic knowledge L2 learners need to learn to avoid unsuccessful communication. My students, for instance, have shown quite a few communication failures over time. When I tried to find out what their failures have in common, I realized they did not recognize the fact that an utterance may have some hidden intended effects on the hearer. Indeed, our communication is \_\_\_\_\_ in nature in that when we are saying something, we can mean something else.

I recall a couple of examples in particular. One day, in class, I said to my student, "What a wonderful picture you have drawn! I really like it." The student responded, "Oh, you like it? You can have it." In this case, since I made a compliment, I expected a simple thank-you from the student. Beyond my expectation, he seemed to believe that I wanted to own his picture. In a poetry class, I once said to another student of mine, "Would you like to read the poem?" The student replied, "No, I wouldn't." In the second case, I made a request, but the student seemed to think I was asking her to tell me if she was willing or unwilling to read the poem. In both cases, it is apparent that my students misunderstood the \_\_\_\_\_ acts my utterances performed.

Fill in the blanks with the ONE most appropriate word. Use the SAME word in both blanks.

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

When Mr. Garner agreed to the arrangements with Halle, and when Halle looked like it meant more to him that she go free than anything in the world, she let herself be taken 'cross the river. Of the two hard things—standing on her feet till she dropped or leaving her last and probably only living child—she chose the hard thing that made him happy, and never put to him the question she put to herself: What for? What does a sixty-odd-year-old slavewoman who walks like a three-legged dog need freedom for? And when she stepped foot on free ground she could not believe that Halle knew what she didn't; that Halle, who had never drawn one free breath, knew that there was nothing like it in this world. It scared her.

Something's the matter. What's the matter? What's the matter? She asked herself. She didn't know what she looked like and was not curious. But suddenly she saw her hands and thought with a clarity as simple as it was dazzling, "These hands belong to me. These *my* hands." Next she felt a knocking in her chest and discovered something else new: her own heartbeat. Had it been there all along? This pounding thing? She felt like a fool and began to laugh out loud. Mr. Garner looked over his shoulder at her with wide brown eyes and smiled himself. "What's funny, Jenny?"

Toni Morrison, *Beloved: A Novel*

Complete the commentary below by filling in the blank with the ONE most appropriate word from the excerpt.

<Commentary>

In this excerpt, a woman experiences a transformative change both in her location and social status. Gradually, she comes to realize the difference in her situation. Her \_\_\_\_\_ ultimately awakens in her a sense of freedom and an animated state of being.

3. Read the excerpt from a play and follow the directions. **[4 points]**

LYONS: Aw, Pop, you know I can't find no decent job. Where am I gonna get a job at? You know I can't get no job.

TROY : I told you I know some people down there. I can get you on the rubbish if you want to work. I told you that the last time you came by here asking me for something.

LYONS: Naw, Pop . . . thanks. That ain't for me. I don't wanna be carrying nobody's rubbish. I don't wanna be punching nobody's time clock.

TROY : What's the matter, you too good to carry people's rubbish? Where you think that ten dollars you talking about come from? I'm just supposed to haul people's rubbish and give my money to you cause you too lazy to work. You too lazy to work and wanna know why you ain't got what I got.

ROSE : What hospital Bonnie working at? Mercy?

LYONS: She's down at Passavant working in the laundry.

TROY : I ain't got nothing as it is. I give you that ten dollars and I got to eat beans the rest of the week. Naw . . . you ain't getting no ten dollars here.

LYONS: You ain't got to be eating no beans. I don't know why you wanna say that.

TROY : I ain't got no extra money. Gabe done moved over to Miss Pearl's paying her the rent and things done got tight around here. I can't afford to be giving you every payday.

LYONS: I ain't asked you to give me nothing. I asked you to loan me ten dollars. I know you got ten dollars.

TROY : Yeah, I got it. You know why I got it? Cause I don't throw my money away out there in the streets. You living the fast life . . . wanna be a musician . . . running around in them clubs and things . . . then, you learn to take care of yourself. You ain't gonna find me going and asking nobody for nothing. I done spent too many years without.

LYONS: You and me is two different people, Pop.

TROY : I done learned my mistake and learned to do what's right by it. You still trying to get something for nothing. Life don't owe you nothing. You owe it to yourself. Ask Bono. He'll tell you I'm right.

LYONS: You got your way of dealing with the world . . . I got mine. The only thing that matters to me is the music.

TROY : Yeah, I can see that! It don't matter how you gonna eat . . . where your next dollar is coming from. You telling the truth there.

August Wilson, *Fences*

Complete the commentary below by filling in the blank with the ONE most appropriate word from the excerpt. Then explain what the underlined part means.

<Commentary>

In this passage, the son, LYONS, asks a favor of his father, TROY. Instead of receiving what he wants from his father, LYONS is nagged by him. In answer to his father, LYONS insists that \_\_\_\_\_ is an essential and irreplaceable part of his life.

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

<A>

It is not unusual for a segment to appear repeatedly in a word. However, repeated segments in proximity are sometimes repaired by means of dissimilation, by which a segment becomes less similar to another segment. For example, *-al* suffix appears in the form of *-ar* to avoid the repetition of /l/ in the final syllable, when it attaches to stems ending with /l/ (e.g., *annual*, *mental*, *coronal* vs. *angular*, *similar*, *velar*).

Repeated segments are repaired by means of deletion as well as dissimilation. As is well known, most varieties of American English are rhotic, which means /r/ is retained in coda position as in (1).

- |            |            |
|------------|------------|
| (1) ranger | [ræmɔːr]   |
| curtain    | [kɜːrtɪn]  |
| labor      | [leɪbər]   |
| nursery    | [nɜːrsəri] |

But in some of these varieties of American English, word-medial /r/ has been found to be deleted in the following words.

- |               |           |
|---------------|-----------|
| (2) a. corner | [kɔːnər]  |
| b. farmer     | [fɑːmər]  |
| c. Harvard    | [hɑːvərd] |
| d. cursor     | [kɜːsər]  |

Not only word-medial /r/, but word-final /r/ is also deleted in the varieties. Take a look at the words in (3).

- |               |         |
|---------------|---------|
| (3) a. terror | [tɛrə]  |
| b. mirror     | [mɪrə]  |
| c. bearer     | [bɛərə] |
| d. fairer     | [fɛərə] |

<B>

- |           |             |            |            |
|-----------|-------------|------------|------------|
| a. horror | b. corridor | c. torture | d. proctor |
|-----------|-------------|------------|------------|

In <B>, choose the TWO words in which /r/-deletion can occur as shown in <A>. Then state the phonological conditions under which word-medial /r/ is deleted in the varieties.

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

The scope of negation is the part of the sentence that the negative applies to semantically. Scope is best understood by examining the ambiguity of (1) as shown in (2):

- (1) The editor did not find many mistakes in the paper.  
 (2) a. The editor is not very good, and although there were many mistakes he did not find them.  
 b. The editor searched thoroughly for mistakes, but the paper did not have many mistakes in it.

When we express the variations in meaning using scope, in (2a) we have a situation where *many* has scope over the negative: *many* > *not*. By contrast, in (2b), the negative has wide scope over *many*: *not* > *many*.

The scope interpretation is also found with the negative and an adverb. In (3), the negative and the adverb show different relations pertaining to scope, each of which reflects the linear order at surface structure.

- (3) a. I did not omit my name deliberately.  
 b. I deliberately did not omit my name.

In (3a), the negative has scope over the adverb (*not* > *deliberately*): omitting my name was not something I made a point of doing. In (3b), however, the adverb has scope over the negative (*deliberately* > *not*): I made a point of not omitting my name.

However, the scope interpretation does not always conform to the linear order at surface structure as in (3). Consider in (4) the two modal auxiliaries, expressing deontic necessity, in relation to the negative.

- (4) a. You must not tell anyone about it.  
 b. You need not tell anyone about it.

Based on the passage, state which word has scope over the other for each sentence in (4). Then describe the meaning of each sentence using the structural frame ‘necessary that.’

6. Read the passages in <A> and <B>, and follow the directions. 【4 points】

<A>

At a classroom assessment workshop, a teacher trainer taught how to interpret the results of an item analysis along with basic concepts of assessment using the data from an English reading test consisting of 25 multiple choice items. Table 1 shows the results.

Table 1. Results of Analysis

Item	IF	Item-Total Correlation	Alpha	Correlation with ERAT
1	0.48	0.57	0.86	0.75
2	0.54	0.61		
3	0.39	-0.21		
4	0.43	0.51		
5	0.33	0.55		

IF = Item Facility, ERAT = English Reading Achievement Test

The trainer explained the components of Table 1.

- Item difficulty (i.e., item facility) was measured by calculating the proportion of test takers who got the item correct.
- Item discrimination was assessed by item-total correlation which is a measure of correlation between an item and the total test score (a value of 0.3 or above indicating satisfactory discrimination).
- Internal consistency was measured by Cronbach’s alpha (a value of 0.8 or above indicating satisfactory internal consistency).
- Evidence about the degree to which test scores agree with those provided by a test of similar construct administered at the same time was examined by correlation with the scores of the ERAT developed and validated by a well-known testing agency.

<B>

The trainer asked six teachers to interpret the results. The following are their interpretations.

- Teacher 1: Of the five items, Item 2 shows the highest power of discrimination and Item 5 is the most difficult.
- Teacher 2: Item 3 should be carefully investigated in terms of the probability of miskeying and the construction of item response options.
- Teacher 3: There is a close relationship between the test takers’ performance on Item 4 and the total test score.
- Teacher 4: The extent to which test takers’ performances on this test are consistent is acceptable.
- Teacher 5: In order to increase the internal consistency of the test, Item 1 and Item 3 should be deleted.
- Teacher 6: The correlation between this test and the ERAT displays the evidence of predictive validity.

Identify the TWO teachers in <B> whose interpretation is NOT correct. Then support your answers with evidence from <A> and <B>.

7. Read the passages in <A> and <B>, and follow the directions. **[4 points]**

<A>

Mr. Kim, a middle school English teacher, attended a materials development workshop last week. There he learned that a variety of factors impact a learner's task performance which he could manipulate to adjust the level of task difficulty. One is language of input that learners have to process, such as the range and complexity of vocabulary and grammar. Another factor has to do with the processing demands of a task, which refer to the amount of mental effort required in working out answers. Besides these two factors, the conditions under which a task is performed also play an important role. Below are the notes he took during the workshop.

**Factors Affecting Task Performance**

Factor 1. Language  
 \* Examples  
 - vocabulary  
 (eg., high-frequency vs. low-frequency words)  
 - grammar (eg., simple → compound → complex sentences)  
 easy ←————→ difficult

Factor 2. Processing demands  
 \* Examples  
 - locating information      ↓      less effort = easier  
 - sorting  
 - inferencing                      ↓      more effort = harder

Factor 3. Performance conditions  
 \* Examples  
 - availability of time to respond (less vs. more preparation time)  
 - audience:  
 individuals → pairs → small groups → whole class  
 more pressure = more difficult

<B>

Based on what he learned at the workshop, Mr. Kim adapted one of the tasks from the textbook as shown below.

**The original task**

1. Read the following passage and answer the questions.

Now we're going to see the most famous church in Britain, Westminster Abbey. Westminster Abbey is where the kings and queens have been crowned. We'll have about half an hour to look around the Abbey. We'll all meet again at the west door of the Abbey at four o'clock. If you get lost, then just call me. Remember it's a holy place, so behave yourselves.

- 1) What is the name of the building that the people are going to see?
  - 2) Why are the people advised to behave themselves?
2. Choose a famous building or place in your neighborhood. Introduce it in front of the whole class.

**The adapted task**

1. Read the following passage and answer the questions.

Now we're going to see the most famous church in Britain, Westminster Abbey. In Westminster Abbey, the kings and queens have been crowned. We'll have about half an hour to look around the Abbey. We'll all meet again at the west door of the Abbey at four o'clock. You may get lost. Then just call me. Remember it's a holy place, so behave yourselves.

- 1) What is the name of the building that the people are going to see?
  - 2) Why are the people advised to behave themselves?
2. Choose a famous building or place in your neighborhood. Introduce it to your partner.

Identify the TWO factors in <A> that Mr. Kim addressed to adjust the difficulty of the original task in <B>. Then explain how each factor was addressed in the adapted task, respectively, with evidence from <A> and <B>.

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

A signal is a behavior or structure that alters the actions of other organisms, commonly referred to as *receivers*. Krebs and Dawkins describe animal signaling as an arms race between “manipulators” (signalers) and “mind-readers” (receivers). A signaler has private information about some aspect of its ability or intention and selects a signal to send to a receiver. The receiver responds by selecting an action and the benefit (or cost) depends upon the actions of both individuals. Signals can be acoustic, visual, or chemical, and they portray resource requirements to parents, fighting ability to competitors, or genetic ability to mates.

A central tenet of signaling theory is that, at an evolutionary equilibrium, both signalers and receivers must benefit from the exchange of information. If receivers did not benefit from their responses, selection would favor receivers that ignore the signal. This requirement implies that signals must convey \_\_\_\_\_ information. This idea has been the source of controversy surrounding theoretical and empirical studies of animal communication. To understand this controversy, we must define what we mean by dishonest signaling. Searcy and Nowicki provided a formal definition of dishonest signaling. Dishonesty occurs when a receiver registers X from a signaler and responds in a way that not only benefits the signaler but would also benefit the receiver if X means Y, however, Y is false. In other words, dishonest communication occurs when a signal becomes disassociated from the signaler’s ability or need. This definition highlights the benefit of dishonesty to the signaler and begs a fundamental question: Why would any organism signal honestly to their opponents when dishonesty potentially delivers notable rewards? If a weak individual signaled as if it was strong, then this weak individual might convince other weak individuals and some strong individuals to yield resources. Because of this benefit, the dishonest signaler’s genes might spread within the population. Ultimately, the success of dishonest individuals would destroy the entire system of communication. As the rate of dishonest signaling increased, natural selection would begin to favor receivers that ignored signals of strength over those that noticed them. Once receivers ignored the signal, natural selection would no longer favor the structure or behavior required for signaling. As the population approached an evolutionary equilibrium, reliable signaling would disappear altogether.

Fill in the blank with the ONE most appropriate word from the passage. Then, based on the passage, provide an answer to the question in the underlined part. Do NOT copy more than FOUR consecutive words from the passage.

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

When we paint on canvas we create a purely physical representation. When we take a selfie on our cell phone, however, the phone produces a digital representation—that is, a recording of an object using a finite set of symbols. The phone’s camera divides our face into a numerical grid of tiny cells each of which is given a number. It is these numbers that make up the essence of our digital image. This digital representation offers many benefits over a more traditional physical representation.

Digital representations can be stored for long periods of time without erosion of information. After converting our face to a series of numbers, this numerical version can be maintained and transmitted with no further loss of quality. Unlike our parent’s analog photos which have degraded over time, that image of our face will remain the same for a long period.

Rather than being something static, this digital representation can be manipulated. The digital representation can be brightened and sharpened by adding visual effects. On computer programs a smile can be added, a tree in the background erased, and it would even be possible to change the color of our eyes. This is certainly something that never would have been possible for analog photos in the past.

Digital representations are storable and easy to manipulate. While these two essential qualities offer benefits, it also means that we could be victims of digital representations. The digital representations of each of us encoded by algorithms can float around online even when we do not want them to. Therefore, caution should be exercised when we upload digital representations online.

Write a summary following the guidelines below.

<Guidelines>

- Summarize the above passage in one paragraph.
- Provide a topic sentence, two supporting ideas, and a concluding sentence based on the passage.
- Do NOT copy more than FOUR consecutive words from the passage.

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

<A>

This semester, Ms. Kang, a high school English teacher, has been assigned to teach a new elective course called the ‘Culture of English Speaking Countries.’ The goal of the course is to help students develop intercultural competence. She consulted multiple resources including the national curriculum, books, and her colleagues from other schools who have taught similar courses in order to achieve the course goal. Based on her research, she has come up with the teaching plan presented below.

**A Teaching Plan for ‘Culture of English Speaking Countries’**

1. Teaching Contents

Cultural Products
tangible and intangible creations produced or adopted by the members of the culture (e.g., tools, clothing, music, spoken language, etc.)

Cultural Practices
actions and interactions carried out by the members of the culture (e.g., greetings, being punctual, ways of interacting with elders, etc.)

Cultural Perspectives
perceptions, values, beliefs, and attitudes held by the members of the culture (e.g., religious beliefs, attitudes towards authority figures, etc.)

Intercultural Competence

2. Teaching Principles

- 1) Integrate language skills and culture.
- 2) Utilize different types of audiovisual aids.
- 3) Avoid reinforcing associations between nationalities (countries) and cultures.
- 4) Involve students in discovering English culture, instead of transmitting information.
- 5) Assess students’ achievements based on their performances at the end of the lesson.

<B>

Below is one of the lesson sequences that Ms. Kang has developed to implement her teaching plan.

**Lesson Sequence**

1. Preparation: Assemble a selection of pictures illustrating a variety of British and American dwellings.
2. In Class:
  - 1) Write the word ‘Houses’ on the board, and ask students about the common housing styles in their local community.
  - 2) Show pictures of houses on the screen with their names one by one (e.g., ranch houses, cottages, brownstones, semi-detached houses, terraced houses, bungalows, duplexes, townhouses, etc.) and read the names with students.
  - 3) Play a video of two people talking in English about typical British and American housing styles and then check students’ comprehension.
  - 4) Hand out a worksheet with the pictures and the names of houses. Have students classify the houses into two groups and write their names in the correct column. Check the answers together.

Houses in the UK	Houses in the US
e.g., semi-detached houses	e.g., ranch houses

- 5) Divide students into groups of three. Have each group choose one house type and research online the types of materials used in the house, its layout, the characteristics of the rooms, walls, gardens, etc.
- 6) Have each group give a short presentation in English about the house type they researched. Assess them using a scoring rubric.

Based on <A>, identify the ONE teaching content that Ms. Kang incorporates and the ONE teaching principle that she does NOT conform to in her lesson sequence in <B>. Then explain your answers with evidence from <A> and <B>.

11. Read the teacher's beliefs in <A> and the part of the lesson plan in <B>, and follow the directions. 【4 points】

<A>

I believe that lesson goals should be framed from the students' perspective, focusing on what they can achieve through the lesson. Furthermore, I usually ask my students to vocalize these goals together. I also place importance on teachers trying to motivate their students. So, I seek out some interesting video clips online that can keep my students engaged. Crucially, I prefer inductive activities and try to provide learning targets within context. Lastly, I believe it's essential to conclude the lesson by summarizing the main points, and especially at the final stage, I like to ask referential questions that are more related to the students' life.

<B>

Stages	Teaching & Learning Activities
Introduction	<ul style="list-style-type: none"> <li>• T and Ss exchange greetings.</li> <li>• T presents today's lesson objective on screen and reads it together with Ss: "We will be able to describe the meanings of words that express feelings."</li> </ul>
Development #1	<ul style="list-style-type: none"> <li>• T plays a video clip that shows different cartoon characters with a variety of emotional expressions.</li> <li>• T checks Ss' understanding of the video clip.</li> <li>• T provides reading passages that include the following words.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>like, excite, love, bore, dislike, bother, worry, fear, annoy, confuse, believe, suggest, demonstrate, infer</i> </div> <ul style="list-style-type: none"> <li>• T asks Ss to underline the words that they do not know and infer the meanings from the context.</li> <li>• T asks Ss to circle the words related to feelings or emotions.</li> <li>• T asks Ss to look up the meanings of the unknown verbs in the dictionary.</li> </ul>

Development #2	<ul style="list-style-type: none"> <li>• T presents the target rules: "In English, it is more typical, more frequent, so unmarked, for the person who experiences emotional feelings to appear in the subject position of the sentence."</li> <li>• T tells Ss about the meanings of the two sentences: <i>Sue likes the dogs.</i> vs. <i>The dogs please Sue.</i></li> <li>• T distributes the following handout.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>In the following sentences, the arrows indicate who experiences the feelings described by the verbs 'bothers' and 'loves.'</p> <p>(1) <u>Julia</u> loves her sister. ↖ (unmarked, more typical)</p> <p>(2) Julia bothers <u>her</u> sister. ↗ (marked, less typical)</p> <p>Sentence (1) is more typical, so unmarked, because the subject, <i>Julia</i>, experiences the feeling of love. Sentence (2) is marked because the object, <i>her sister</i>, experiences the feeling of being bothered.</p> <p>Now, let's work on the following sentences and determine whether they are unmarked or marked:</p> <p>a. Julia worried her sister. (a)</p> <p>b. Julia feared her sister. (b)</p> </div>
Consolidation	<ul style="list-style-type: none"> <li>• Using the PPT slides, T recaps the main points of the lesson.</li> <li>• T asks questions: "In the sentence 'Julia confuses her sister,' who is being confused?" "If we say 'Julia upset her father,' who was upset, Julia or her father?"</li> <li>• T bids farewell to Ss.</li> </ul>

Note: T = teacher, Ss = students

Fill in the blanks (a) and (b) with "unmarked" or "marked." Then choose the TWO stages in <B> that do NOT correspond to the teacher's beliefs in <A>, and explain your answers with evidence from <A> and <B>.

<수고하셨습니다.>