

2019학년도 중등학교교사 임용후보자 선정경쟁시험

영 어

수험 번호 : ( )

성 명 : ( )

제1차 시험	3 교시 전공 B	8문항 40점	시험 시간 90분
--------	-----------	---------	-----------

- 문제지 전체 면수가 맞는지 확인하십시오.
- 모든 문항에는 배점이 표시되어 있습니다.

※ Write all answers in English and use neat handwriting.

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

< A >

The vast majority of adjectives in English can appear in both attributive and predicative positions. Attributive adjectives modify the head noun in an NP and occur before that head noun (e.g., That elephant has a really *big* trunk). In contrast, predicative adjectives appear after a verb, not in an NP, and function as a predicate (e.g., That elephant's trunk is really *big*). However, a number of adjectives function only as attributive. Listed below are four types of attributive-only adjectives.

- (1) Adjectives of Degree—describe the degree of the property expressed by the head noun, e.g., a *complete* ballplayer
- (2) Quantifying Adjectives—indicate the amount, quantity, or frequency of the head noun, e.g., an *occasional* cloud
- (3) Adjectives of Time and Location—place a head noun within a particular time frame or location, e.g., a *previous* version
- (4) Associative Adjectives—do not express literal properties of a head noun but instead describe it in terms of some entity that is associated with it, e.g., a *nuclear* physicist

< B >

It was a hot and humid day when a cool, crisp breeze came over the mountain. The wind brought sweet relief; it was an absolute welcome, piercing the scorching humidity and cooling the sweat dripping down my brow. Nature—in its stunning beauty, with the ebb and flow of its continuous cycles—once again provided in a time of need. I'm so thankful to our urban planners for keeping this park.

Based on the description in <A>, identify TWO attributive-only adjectives in <B>. Then, state what type of adjectives each belongs to.

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

The alveolar lateral approximant /l/ presents appreciable differences among different varieties. In British English, we find the clear 'l,' which is articulated with the tongue tip in contact with the alveolar ridge, in words such as *like, law, leaf, light*, etc. On the other hand, /l/ is realized as the velarized dark 'l,' which has a quality similar to /u/ with raising of the back of the tongue toward the velum, in words such as *fall, file, belt, milk*, etc. In Welsh English, /l/ is always pronounced as the clear 'l.'

In some varieties of American English (AE), however, the clear 'l' may hardly be found; most commonly, the realizations differ in terms of shades of the dark 'l.' Thus, a dark 'l' is found in words given in (1a), a more velarized darker 'l' variety in words in (1b), and the darkest 'l' in words in (1c).

- (1) Realizations of /l/ in some AE varieties
  - a. dark 'l'  
lip, left, lash, leaf
  - b. darker 'l'  
loose, low, lawn, lock
  - c. darkest 'l'  
full, bolt, help, hill

In African American Vernacular English (AAVE), /l/ may vocalize to [o] as in (2a) and may be deleted as in (2b).

- (2) Realizations of /l/ in AAVE
  - a. vocalization of /l/
 

bell	[bɛl]	or	[bɛo]
milk	[mɪlk]	or	[mɪoʊk]
football	[fʊtbɔl]	or	[fʊtbɔʊ]
children	[tʃɪldrən]	or	[tʃɪrɔdrən]
  - b. deletion of /l/
 

help	[hɛp]	or	[hɛp]
elm	[ɛlm]	or	[ɛm]
wolf	[wɒlf]	or	[wɒf]
twelve	[twɛlv]	or	[twɛv]

Based on the data given in (1a)–(1b), state the environment(s) for dark 'l' and darker 'l,' respectively, in some AE varieties. Then, based on the data given in (2a)–(2b), state the environment(s) for the vocalization of /l/ and the deletion of /l/, respectively, in AAVE.

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

(A) When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly. "It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe' Brady's restaurant." "Until five years ago," said the policeman. "It was torn down then." The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

(B) The policeman twirled his club and took a step or two. "I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?" "I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer." "Good night, sir," said the policeman, passing on along his beat, trying doors as he went.

(C) About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man. "Is that you, Bob?" he asked, doubtfully. "Is that you, Jimmy Wells?" cried the man in the door. "Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well!—twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?" "Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches." "Oh, I grew a bit after I was twenty."

(D) At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face. The man from the West stopped suddenly and released his arm. "You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug." "It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before

we go to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells." The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short. "Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job. JIMMY."

Situational irony occurs when expected outcomes do not happen, or when they are the opposite of what is expected. First, identify the section (A, B, C, D) where the irony is revealed. Then, regarding the underlined part, explain what he couldn't do and why he couldn't do it.

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

<A>

(Below is a student's writing and a conversation with his teacher about the writing.)

**Student writing**

Someone first showed the bicycle to the public in the late 18th century. People first thought it was not safe or comfortable. But many creative people improved it. So, many people use the bicycle widely as a form of transportation or for exercise today. Bicycle makers manufacture lighter, faster and stronger bicycles now than before. Because of that, more people ride the bicycle around the world these days than any time in the past. But they used some unique types of cycles in the old days like the four-cycle.

**Teacher-student one-on-one conference**

T: What is this writing about?  
S: It's about the bicycle. Do you ride a bicycle?  
T: Yes, I sometimes do. So your writing is not about people who produce or use the bicycle.  
S: That's right.  
T: OK, the main theme is the bicycle. But none of the sentences has the bicycle as its subject.  
S: I know. But if the bicycle becomes the subject, then I have to use many passives. They are complicated and difficult. So I tried not to use them.  
T: But it would be better to use the bicycle as the subject in most sentences. That way, it will become clear that the main focus of your writing is the bicycle.  
S: Well, okay. I'll try.  
T: You used the word "manufacture." Did you know this word?  
S: No, I didn't. At first, I wanted to use "make" but then the sentence looked a bit awkward because the subject is "makers." It would go like "Bicycle makers make."  
T: I see.  
S: So I looked up a different word in a dictionary that has the same meaning as "make."  
T: That works. What about this word "four-cycle?" What do you mean? Are you trying to describe a bicycle but with four wheels?  
S: Yes, I am. I added "four" to "cycle" just like "bi" is put before "cycle" in bicycle.  
T: Oh, it is called "quadricycle." "Quadri" means four just as "bi" means two.

Note: T=teacher, S=student

<B>

When writing as well as speaking in a second language, learners who have limited command of the second language may have to use a variety of strategies that can compensate for their lack of knowledge of the target language grammar and vocabulary in order to effectively get their intended meaning or message across to a reader or listener. Strategies employed for this purpose include avoidance, code switching, word coinage, appeal to authority, and using prefabricated patterns. As these strategies constitute a significant part of strategic competence, advances in the learners' ability to effectively use them play a considerable role in promoting their communicative competence.

Based upon the student's writing and his dialogue with the teacher in <A>, identify THREE strategies the student used from those mentioned in <B>. Then, provide corresponding evidence for each identified strategy from <A>.

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

Inanimate objects are classified scientifically into three major categories. The goal of all inanimate objects is to resist man and ultimately to defeat him, and the three major classifications are based on the method each object uses to achieve its purpose.

As a general rule, any object capable of breaking down at the moment when it is almost needed will do so. The automobile is typical of the category. With the cunning typical of its breed, the automobile never breaks down while entering a filling station. It waits until it reaches a downtown intersection in the middle of the rush hour. Thus it creates maximum inconvenience, frustration and irritability among its human cargo, thereby reducing its owner's life span.

Many inanimate objects, of course, find it extremely difficult to break down. Keys, for example, are almost totally incapable of breaking down. Therefore, they have had to evolve a different technique for resisting man. They get lost. Science has still not solved the mystery of how they do it, and no man has ever caught one of them in the act of getting lost. The most plausible theory is that they have developed a secret method of locomotion which they are able to conceal the instant a human eye falls upon them.

Scientists have been struck by the fact that things that break down virtually never get lost, while things that get lost hardly ever break down. A furnace, for example, will invariably break down at the depth of the first winter cold wave, but it will never get lost. A woman's purse, which after all does have some inherent capacity for breaking down, hardly ever does. Some persons believe this constitutes evidence that inanimate objects are not entirely hostile to man, and that a negotiated peace is possible.

The third class of objects is the most curious of all. These include such objects as cigarette lighters and flashlights. It is inaccurate, of course, to say that they never work. They work once, usually for the first few hours after being brought home, and then quit. Thereafter, they never work again. In fact, it is widely assumed that they are built for the purpose of not working.

They have truly defeated man by training him never to expect anything of them, and in return they have given man the only peace he receives from inanimate society. He does not expect his cigarette lighter to light or his flashlight to illuminate, and when they don't it does not raise his blood pressure. He cannot attain that \_\_\_\_\_ with furnaces and keys, and cars and women's purses as long as he demands that they work for their keep.

Fill in the blank with the ONE most appropriate word from the passage. Then, state THREE methods that inanimate objects use to resist man.

6. Read the passages and follow the directions. 【5 points】

<A>

Despite their similarity on the surface, sentences in (1) are of different types, as suggested in their paraphrasing in (2). Sentences like (1a) are called 'Control' construction; the ones like (1b) 'Raising/ECM' construction. Unlike the latter, an empty pronominal NP PRO is postulated in control constructions.

- (1) a. John persuaded Sue to obey her parents.  
b. John believed Sue to be obedient to her parents.  
(2) a. John persuaded Sue that she should obey her parents.  
b. John believed that Sue was obedient to her parents.

In fact, there are two kinds of PRO. One is called 'arbitrary PRO,' whose meaning is basically "someone" as shown in (3a). Arbitrary PRO is like a referring expression or a pronoun in that it can get its meaning from outside the sentence. The other is 'non-arbitrary PRO,' which can be further distinguished into two varieties: 'obligatory control' and 'optional control.' The optional control is exemplified in (3b). PRO here can either refer back to *John* or it can have an arbitrary PRO<sub>arb</sub> reading. The obligatory control is exemplified in (3c) and (3d): PRO in (3c) obligatorily refers back to the main clause Subject, hence called 'subject control,' while PRO in (3d) obligatorily refers back to the main clause Object, hence called 'object control.'

- (3) a. [PRO<sub>arb</sub> to go to college] is not essential for success in life.  
b. John<sub>i</sub> knows that it is essential [PRO<sub>i/j</sub> to be well-behaved].  
c. John<sub>i</sub> tried [PRO<sub>i/\*j</sub> to behave].  
d. John persuaded Sue<sub>i</sub> [PRO<sub>i</sub> to obey her parents].

Note: \* indicates the ungrammaticality of the sentence.

<B>

- (i) a. [PRO to improve himself], John should consider therapy.  
b. John is easy [PRO to talk to].  
(ii) a. John motivated Sue to study harder.  
b. John reported Sue to be obnoxious.  
c. John threatened Sue<sub>i</sub> to leave her<sub>i</sub>.

Based on the description in <A>, first, identify whether PRO in (ia) and (ib) is arbitrary or non-arbitrary, and for non-arbitrary PRO, whether it is obligatory control or optional control. Second, in (ii), identify control constructions only, and then state whether they are subject control or object control.

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

Melatonin—a hormone naturally produced by the pineal gland—is released when darkness falls, signaling to the body that it is time to rest. While it is well known for its sleep-inducing properties, now, as a result of growing research, scientists know that the substance not only induces sleep but also keeps the brain in order.

One way it does so is as an antidepressant. Seasonal affective disorder is a form of depression common during winter months, thought to be the effect of a mismatch between one’s normal sleep cycle and the shifting light-dark cycle. For some people this rhythm mismatch depresses mood. However, this disorder can be readily treated with melatonin. Research has shown that low doses of melatonin along with bright light therapy can realign the sleep-wake cycle and alleviate symptoms of seasonal affective disorder.

Another way it keeps the brain in order is by slowing the cognitive impairment associated with age-related diseases such as Alzheimer’s. Amyloid beta and tau proteins are toxic and they build up in patients with this disease, leading to cognitive decline. Melatonin helps to offset the toxic effects of these proteins, but people with Alzheimer’s disease produce one fifth the amount of melatonin as healthy young adults. Therefore, melatonin supplements can improve cognitive function in these patients by countering the toxic influence of these two harmful proteins.

These promising newly found effects of this hormone have attracted much attention and have stimulated further research to make humans healthier and happier. What is clear is that melatonin is no longer just an alternative to counting sheep.

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 FIVE consecutive words from the passage.

8. Read the passage in <A> and the two teachers’ reflections in <B>, and follow the directions. 【10 points】

**<A>**

Mr. Kim and Ms. Jo, English teachers, attended a workshop for language teachers where they both gained a lot of useful information to promote student learning. Below is part of the information from the workshop.

*Teachers need to...*

- (1) keep in mind that their course goals and/or procedures can be modified.
- (2) offer students a variety of learning strategies to develop learner autonomy.
- (3) involve students in self-/peer-evaluation instead of evaluating them alone.
- (4) assess students frequently throughout the semester.

**<B>**

*(Below are the two teachers’ reflections after the workshop.)*

**Mr. Kim’s reflection**

To develop English writing abilities, my students engaged in writing activities. I simply assumed that paragraph writing would be enough for my students. However, I realized that I should change the initial course goal after assessing my students’ first classroom writings. Their writing abilities were well above my expectations so I changed the goal set earlier and included essays. Since I believe that one-shot assessment at the end of the course is not effective for enhancing student learning, I carried out assessment periodically over the whole course period. I also believe assessment should be objective and that students’ self-assessments are rather subjective in some ways. So, I did all the periodic assessments by myself, not asking students to evaluate their own work.

**Ms. Jo’s reflection**

In my class, students were expected to develop debating skills in English. I organized my lesson in this way: brief mini-lectures, short video presentations to provide content for debating practice, followed by small group debating practice. I taught a range of learning strategies so that my students could become independent language learners utilizing those strategies whenever needed. For improving students’ oral skills, I thought that arranging assessments multiple times, not just once, would be better. So I carried out assessments every two weeks during my instructional period. Based on the results of the assessments, I noticed that

strictly following the lesson procedure was rather challenging to my students. However, I kept the same procedure over the course period since I believe maintaining consistency is crucial in order not to confuse students.

Write TWO paragraphs based on <A> and <B>. In the first paragraph, identify TWO elements from <A> that Mr. Kim employed in his course and ONE element that he did not employ, and provide evidence from <B> for each identified one. In the second paragraph, identify TWO elements from <A> that Ms. Jo employed in her course and ONE element that she did not employ, and provide evidence from <B> for each identified one.

<수고하셨습니다.>