

2023학년도 중등학교교사 임용후보자 선정경쟁시험

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제1차 시험	2 교시 전공 A	12문항 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 conversation and follow the directions. 【2 points】

(Ms. Kim, a new teacher, and Mr. Song, a head teacher, are discussing Ms. Kim's concerns about her student's writing performance.)

- T1: Ms. Kim, did the process-oriented evaluation in your writing class go well this semester?
 T2: I'm still making comments to students, but there is something I'm worried about.
 T1: What is it?
 T2: I'm afraid that one of my students is making more errors now than he was at the beginning of the semester.
 T1: He got worse as the semester went on?
 T2: Yes. He turned in the writing assignment. However, there were so many errors in his writing.
 T1: What kinds of errors?
 T2: Unlike the beginning of the semester, now he has problems with irregular verbs.
 T1: Can you give me an example?
 T2: When the semester began, he wrote words like "drank," "wore," and "heard" without errors. Now I am seeing errors like "drinked," "wearing," and "hearing." He is suddenly treating irregular verbs like regular verbs.
 T1: Hmm. Now that I think about it, he is probably progressing!
 T2: What are you talking about?
 T1: Well, according to U-shaped course of development, he is starting to understand the rules of the past tense.
 T2: Oh, I see.

Note: T1 = Mr. Song, T2 = Ms. Kim

Fill in the blank with the ONE most appropriate word.

In the above conversation, Ms. Kim's student seems to regress, making errors with irregular verbs that he used to use correctly, due to overgeneralization. This phenomenon is commonly called _____, in which the learner seems to have grasped a rule or principle but then moves from a correct form to an incorrect form.

2. Read the passages in <A> and , and follow the directions. 【2 points】

<A>

Distinctive features of speech sounds play a critical role in many morphological processes in English, including suffixation. One of the suffixation processes is verb formation with the suffix *-en*. Consider the following *-en* suffixed words.

- (1) sadden whiten soften
 dampen sicken fasten
 quieten thicken toughen

One of the phonological characteristics shared in common among the adjective stems in (1) is that they are all monosyllabic, i.e., consisting of one syllable. The verb-forming suffix *-en* seems to attach to a wide range of monosyllabic adjectives, but it sometimes creates ill-formed suffixed words, as illustrated in (2). All adjective stems in (2) are monosyllabic, but they cannot combine with the verb-forming suffix *-en*.

- (2) *grayen *meanen *pooren
 *freen *tallen *slimen

To explain why the words in (2) are unattested, we need another phonological property that refers to one of the distinctive features that are used for vowels and consonants in English. The table in (3) provides some of the well-known distinctive features for vowels and consonants that the adjective stems in (1) and (2) end in.

(3)	vowel	glide	liquid	nasal	obstruent
[consonantal]	—	—	+	+	+
[continuant]	+	+	+	—	+/-
[syllabic]	+	—	+/-	+/-	—
[sonorant]	+	+	+	+	—

Note: "*" indicates an unattested word.

What differentiates the words in (1) from those in (2) is that the verb-forming suffix *-en* can attach to monosyllabic adjectives that end in a segment with the feature [_____].

Fill in the blank in with the ONE distinctive feature from the passage in <A>. The feature value (i.e., '+' or '-') must be specified.

3. Read the excerpt from a novel and follow the directions.

【2 points】

“This is *out back*,” Turner said. “They say once in a while they take a black boy here and shackle him up to those. Arms spread out. Then they get a horse whip and tear him up.”

Elwood made two fists, then caught himself. “No white boys?”

“The White House, they got that integrated. This place is separate. They take you out back, they don’t bring you to the hospital. They put you down as escaped and that’s that, boy.”

“What about their family?”

“How many boys you know here got family? Or got family that cares about them? Not everyone is you, Elwood.” Turner got jealous when Elwood’s grandmother visited and brought him snacks, and it slipped out from time to time. Like now. The blinders Elwood wore, walking around. The law was one thing—you can march and wave signs around and change a law if you convinced enough white people. In Tampa, Turner saw the college kids with their nice shirts and ties sit in at the Woolworths. He had to work, but they were out protesting. And it happened—they opened the counter. Turner didn’t have the money to eat there either way. You can change the law but you can’t change people and how they treat each other. Nickel was racist as hell—half the people who worked here probably dressed up like the Klan on weekends—but the way Turner saw it, wickedness went deeper than skin color. It was Spencer. It was Spencer and it was Griff and it was all the parents who let their children wind up here. It was people.

Colson Whitehead, *The Nickel Boys: A Novel*

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

<Commentary>

According to Turner, college students protest in order to alter the _____ so that everyone can have the right to eat at the lunch counter at Woolworths, but that does not matter much to someone like him who cannot afford to eat there anyway. His overall point is that the students’ efforts do not change the way many people think and behave.

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

A test taker is sitting in front of a computer, examining some sample items, and quickly learns how to take computer-based tests. Meanwhile, a computer program begins to ‘guess’ his ability level, and keeps trying to ‘match’ the test with his current language ability. This is how this technique works.

The computer program usually begins by showing an item of moderate difficulty, for example, an item that the test taker has a fifty percent chance of getting right. If he gets this item right, the computer program reestimates his ability level in real time and shows either an item of equal difficulty or a slightly more challenging item. If the test taker gets his first item wrong, however, the computer program will show either an item of equal or slightly lesser difficulty. The test taker keeps taking the test until, for instance, he gets several items wrong in a row. To put it another way, the computer program repeats its matching work until it collects enough information to determine the test taker’s current English ability level.

Fill in the blank with the THREE most appropriate words.

The testing procedure described above enables us to make more individualized and educationally useful tests. It can also provide test takers with a better test-taking experience with fewer items, and with increased precision. This testing procedure is commonly referred to as _____.

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

My mother and I debate:
we could sell
the black walnut tree
to the lumberman,
and pay off the mortgage.
Likely some storm anyway
will churn down its dark boughs,
smashing the house. We talk
slowly, two women trying
in a difficult time to be wise.
Roots in the cellar drains,
I say, and she replies
that the leaves are getting heavier
every year, and the fruit
harder to gather away.
But something brighter than money
moves in our blood—an edge
sharp and quick as a trowel
that wants us to dig and sow.
So we talk, but we don't do
anything. That night I dream
of my fathers out of Bohemia
filling the blue fields
of fresh and generous Ohio
with leaves and vines and orchards.
What my mother and I both know
is that we'd crawl with shame
in the emptiness we'd made
in our own and our fathers' backyard.
So the black walnut tree
swings through another year
of sun and leaping winds,
of leaves and bounding fruit,
and, month after month, the whip-
crack of the mortgage.

Mary Oliver, "The Black Walnut Tree"

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

<Commentary>

The poetic persona and her mother encounter a dilemma while debating whether to sell their walnut tree or not. Selling it will eliminate ever-present dangers and inconveniences in addition to easing their financial burdens. But if they should remove the tree and create a(n) _____, it will feel like a betrayal of their family heritage.

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

<A>

Native speakers' intuitions about possible and impossible words are heavily influenced by the phonological properties of sound sequences, represented by relative differences in sonority, i.e., how resonant one sound is compared to the other.

A group of English native speakers were asked to decide how each of the following nonsense words sounds to them, and to give each word a numerical rating, from '1' to '5', according to how confident the respondents are that those are English-like words. '1' meant that the word is definitely not English-like, and '5' meant that it can definitely be an English word. Their averaged ratings for the words are shown in (1).

(1)	Words	Mean scores
	bod [bad]	4.66
	timp [tɪmp]	4.30
	rog [rɒg]	4.20
	mbotto [mbato]	1.07

It appears that native speakers of English perceive words with simple onset to be more English-like than those with complex onset, and simply reject words that violate the phonotactics in English. However, the presence of onset clusters and legitimate phonotactics do not fully explain how the speakers' intuitions work. Another group of English native speakers were asked to do the same task for a different set of nonsense words, as illustrated in (2).

(2)	Words	Mean scores
	shliz [ʃlɪz]	4.16
	zloog [zlʊg]	3.76
	nfape [nfeɪp]	1.98
	mvupe [mvʊp]	1.76

- | | |
|------------------|-----------------|
| a. kneeb [knɪb] | b. rviss [rvɪs] |
| c. znape [zneɪp] | d. nkob [nkɒb] |

Based on <A>, first, identify the TWO nonsense words in that are likely to result in a low rating (closer to '1'). Then, state the ONE phonological generalization that can explain both why *bod*, *timp*, and *rog* are considered more English-like than *mbotto* in (1) and why *shliz* and *zloog* are considered more English-like than *nfape* and *mvupe* in (2).

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

<A>

A sentence sometimes allows for more than one reading when a modifier has more than one option to take. For instance, in (1) the PP *in France* may modify a verb to derive the meaning of “I went to France where a seminar on language took place,” or a noun to derive the meaning of “The seminar was about language in France.”

(1) I went to a seminar on language in France.

In syntax, branches are not allowed to cross in tree structure, which is also known as the No Crossing Branches (NCB) constraint. Observe that sentence (2a) is ruled out, and its ungrammaticality is attributed to a violation of the NCB constraint, as shown in (2b).

(2) a. *The baby might be afraid in the park of new people.
b.

Note: “*” indicates the ungrammaticality of the sentence.

(3) The man is talking to the woman with a tablet on the desk.
a. The man is on the desk, and the woman owns a tablet.
b. The woman is on the desk, and the man owns a tablet.
c. The woman owns a tablet, and the tablet is on the desk.

(4) a. He should not surely break his promise.
b. He should surely not break his promise.
c. He surely should not break his promise.

Note 1: Assume that *surely* is a sentence adverb adjoining to the S node.
Note 2: Assume that *not* merges at SpecVP in tree diagrams.

Based on <A>, first, identify the ONE structurally unavailable reading in (3) in and identify the ONE ungrammatical sentence in (4) in , both of which violate the NCB constraint. Second, explain how the sentence you chose in (4) violates the NCB constraint.

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

<A>

There are always sound reasons for adapting materials in order to make them as accessible and useful to learners as possible. When adapting materials, having clear objectives is a necessary starting point. The objectives a teacher may hope to achieve by adapting classroom materials can be listed as follows:

- To cater to learners’ language proficiency levels: The teacher can modify the difficulty of language features such as grammar and vocabulary in the materials.
- To reinforce learner autonomy: Through materials adaptation, the teacher can give students opportunities to focus on their own learning processes to become more independent learners.
- To enhance higher-level cognitive skills: The teacher can adapt materials in such a way as to require students to hypothesize, predict, or infer.
- To encourage learners to tap into their own lives: Through materials adaptation, the teacher can increase the relevance of the contents or activities in relation to the students’ experiences.

Ms. Lee is teaching first-year high school students, and she is preparing for her English reading class next semester. Based on the results of a needs analysis, she has decided to adapt two chapters of the textbook materials to meet her students’ needs. For Lesson 2, which is about career paths, she will use magazine pictures of various jobs like engineer, baker, and fashion designer, along with some pictures related to jobs in the textbook. She will use these pictures as a springboard to get students in groups to share their dream jobs. She thinks this adaptation will help students think about more varied jobs in the real world. For Lesson 5, there is a reading passage about Simon’s adventure in Kenya in the textbook. However, she worries that there are only simple activities to check students’ understanding of the story. So, she will edit the story, intentionally deleting a few sentences at the end. This will challenge the students to think about the story’s structure and look ahead to possible endings, using the storyline.

Based on <A>, identify the ONE objective that Ms. Lee wants to achieve through adaptation in Lesson 2 and the ONE objective in Lesson 5. Then, explain your answers with evidence from <A> and .

9. Read the worksheet in <A> and the class observation note in , and follow the directions. [4 points]

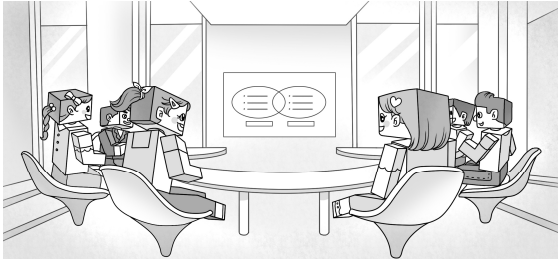
< A >

Worksheet

Family History

Group Name: _____

Student Number & Name: _____



Role	Assignment	Student Assigned
Discussion Leader	Keeping the conversation going if it falters	
Passage Chooser	Choosing three passages that are important to the story to discuss	
Word Master	Showing the meanings of new words	
Grammar Checker	Using syntactic clues to interpret the meanings of sentences	
Story Summarizer	Summing up the story briefly	
Online Manager	Posting the activity outcome to the web or social network service	

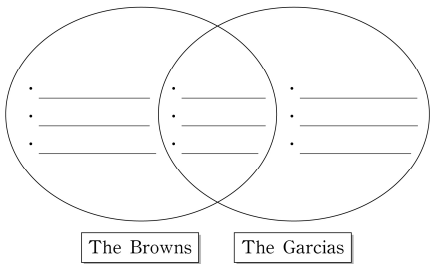
■ Before Reading

Can you guess who will mention the following statements? Match the pictures of the characters in the story with their corresponding statements.

■ While Reading

Based on the text about the Brown and the Garcia families, complete the following figure.

Family History



The Browns The Garcias

■ After Reading

What do you think about the characters in the story? Complete the sentences.

1. I feel sorry for _____ because _____.

2. I think _____ is a nice person, but _____.

< B >

Mr. Han's Class Observation Note

2. How did the teacher use teaching aids?	I set up a Reader's Club using a metaverse platform. While doing the reading activity in an online environment, each student took a specific role. I checked students' comprehension of the passage using the worksheet.
3. Did all the students participate actively?	The students looked absorbed in reading the three paragraphs of the text. After the reading activity, they actively participated in the discussion, carrying out their assigned roles. S1 managed the discussion and controlled each student's speaking time. S2 used an online dictionary when one student asked the meaning of a word, 'crane', and shared a picture of a crane with its meaning. S3 selected one linguistically complex sentence and explained its structure to the other students. S4 uploaded the summary that S5 wrote to the cloud and posted it on the class blog. Lastly, S6 selected another three paragraphs that they would read in the next class.
4. Did the students use suitable reading strategies?	During the discussion, students used various reading strategies such as activating schema, allocating attention, previewing, skimming, scanning, and criticizing. My students were pretty good at making guesses based on the pictures. I also noticed that using a graphic organizer helped students comprehend the story. By comparing and contrasting the two families, they extracted information from the text. My students understood the text very well based on the figure.

Note: S = student

Identify the role that S2 performed in the group activity with the TWO most appropriate words from <A>, and identify the tool that Mr. Han used at the 'While Reading' stage in <A> with the TWO most appropriate words from . Then, explain your answers, respectively, with evidence from <A> and . Do NOT copy more than FOUR consecutive words from <A> and .

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

<A>

Second language learners pass through a predictable sequence of development. Since the early 1990's, some research has investigated the acquisition of pragmatic abilities in the L2. 'Requesting' is one of the pragmatic features that has received attention. In a review of studies on the acquisition of requests in English, six stages of development were suggested.

Stage	Characteristics	Example
1	Using body language or gestures	<i>Sir (pointing to the pencil). Teacher (holding the paper).</i>
2	Using verbless expressions	<i>A paper. / More time.</i>
3	Using imperative verbs	<i>Give me. / Give me a paper.</i>
4	Using 'Can I have _____?' as a formulaic expression	<i>Can I have some candy?</i>
5	Using 'can' with a range of verbs, not just with 'have'	<i>Can you pass me the book?</i>
6	Using indirect requests	<i>I want more cookies.</i>

(Students are doing a problem-solving task in groups. S1 plays the role of moderator in the activity.)

S1: We have to find some ways to make the environment more sustainable. Suhee, what's your opinion?
 S2: I'm sorry, but nothing comes to mind now. I need more time to think.
 S1: Okay. Tell us if you're ready. Minho, how about you? Can you share your ideas with us?
 S3: We should use one-time products as less as possible.
 S1: Hold on, Minho. What does 'one-time products' mean? Can I have some examples?
 S3: Well, paper cups, plastic bags...
 S2: Ah, I see. You mean 'disposable products', right?
 S3: Yes.
 S1: Minho, I like your idea.
 S2: I'm ready. Driving electronic cars reduces air pollution.
 S3: Sounds great.

S1: Now I think we have enough opinions for the presentation. Suhee, can you speak for us in the presentation session?
 S2: I'm afraid not. Minho can do better than me.
 S3: Umm. Okay. I'll take the speaker role. I'll do my best.
 S2: Thanks, Minho. I'll write the presentation script for you.
 S1: Wow, thank you.

Note: S = student

Based on <A>, identify the developmental stages where S1 and S2 are, respectively. Then, explain your answers with evidence from .

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

Language consumes a large proportion of time within a day while activating regions across the entire brain. Ellen Bialystok and her team tested the theory that bilingualism can increase cognitive reserve and thus delay the age of onset of Alzheimer's disease symptoms in elderly patients. Their study investigates conversion times from mild cognitive impairment to Alzheimer's disease in monolingual and bilingual patients. Although bilingualism delays the onset of symptoms, Bialystok says, once diagnosed, the decline to full-blown Alzheimer's disease is much faster in bilingual people than in monolingual people because the disease is more severe.

Imagine sandbags holding back the floodgates of a river. At some point the river is going to win. The sturdiness of the sandbag barrier is holding back the flood and at the point when they are diagnosed with mild cognitive impairment they already have severe pathology but there has been no evidence of it because they have been able to function thanks to their high cognitive reserve. Even the most resilient people have their limits. When they can no longer resist, the floodgates get completely washed out. As a result, they crash faster.

In the five-year study, researchers followed 158 patients who had been diagnosed with mild cognitive impairment. For the study, they classified bilingual people as having high cognitive reserve and monolingual people as having low cognitive reserve. Patients were matched on age, education, and cognitive level at the time of their diagnosis of mild cognitive impairment. The researchers followed their six-month interval appointments at a hospital memory clinic to see the point at which diagnoses changed from mild cognitive impairment to Alzheimer's disease. The conversion time for bilinguals, 1.8 years after initial diagnosis, was significantly faster than it was for monolinguals, who took 2.6 years to convert to Alzheimer's disease. This difference suggests that bilingual patients had more severe neuropathology at the time they were diagnosed with mild cognitive impairment than the monolinguals, even though they showed the same level of cognitive function.

These results contribute to the growing body of evidence demonstrating that bilinguals are more _____ in dealing with neurodegeneration than monolinguals. They operate at a higher level of cognition because of their cognitive reserves, which means that many of these individuals will withstand the neuropathology longer. This study adds new evidence by showing that the decline is steeper once a clinical threshold has been crossed, presumably because there is more disease already in the brain.

Fill in the blank with the ONE most appropriate word from the passage. Then, explain what the underlined part means. Do NOT copy more than FOUR consecutive words from the passage.

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

<A>

In designing activities for cultural instruction, it is important to consider the purpose of the activity, as well as its usefulness for teaching language and culture in an integrative fashion. The most basic issue in cross-cultural education is increasing the degree to which language and culture are integrated. Several suggestions for dealing with this issue are as follows:

1. Use cultural information when teaching vocabulary. Teach students about the cultural connotations of new words.
2. Present cultural topics in conjunction with closely related grammatical features whenever possible. Use cultural contexts for language-practice activities, including those that focus on particular grammatical forms.
3. Make good use of textbook illustrations or photos. Use probing questions to help students describe the cultural features of the illustrations or photos.
4. In group activities, use communication techniques for cultural instruction, such as discussions and role-plays.
5. Teach culture while involving the integration of the four language skills. Do not limit cultural instruction to lecture or anecdotal formats.

Lesson 4. World-famous Holidays	
Objectives	Students will be able to 1. introduce world-famous holidays using <i>-er than</i> and 2. perform activities related to the holidays to deepen their understanding of diverse cultures.
Step 1	<ul style="list-style-type: none"> • T asks Ss to speak out about anything related to the pictures in the textbook on p. 78. • T asks Ss some questions to elicit their ideas about what cultural features they see in the pictures of world-famous holidays. • Ss tell each other about the cultural differences among the holidays based on the pictures.

Development	Step 2	<ul style="list-style-type: none"> • T tells Ss about the origins of the world-famous holidays in detail. • T explains the cultural characteristics of those holidays. • T shares his experiences related to the holidays, and Ss listen to T's stories.
	Step 3	<ul style="list-style-type: none"> • T has Ss listen to a story about the world-famous holidays, and underline the expressions of comparative forms in the story on p. 79. • T talks with Ss about the meanings and functions of the expressions based on the cultural characteristics of the holidays. • T asks Ss, in pairs, to search the Internet for more information about cultural differences among the holidays and to describe the differences using comparative forms.
	Step 4	<ul style="list-style-type: none"> • T introduces new words in the story on the screen. • T explains the meanings of the words (<i>traditional, adapting, polite</i>, etc.), comparing them with their synonyms and/or antonyms. • Ss note the words and memorize them using mnemonic devices.
	Step 5	<ul style="list-style-type: none"> • T has Ss sit in groups of four, and choose one distinct aspect of the world-famous holidays, such as costume, food, and festivals. • Ss write a culture capsule in groups about the differences. • T gives preparation time, and each group performs a role-play based on the culture capsule in front of their classmates.

Note: T = teacher, Ss = students

Identify the TWO steps from that do NOT correspond to the suggestions in <A>. Then, support your answers, respectively, with evidence from <A> and .

<수고하셨습니다.>