2015학년도 중등학교교사 임용후보자 선정경쟁시험

영 어

수험 번호 : ( ) 성 명 : ( )

제1차 시험	2교시 전공A	14문항 40점	시험 시간 90분

○ 문제지 전체 면수가 맞는지 확인하시오.
○ 모든 문항에는 배점이 표시되어 있습니다.

※ Write all answers in English and use neat handwriting.

기입형 【1～10】

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

A psychology professor spent several decades studying the "fixed mindset entity theory." She refers to people who view talent as a quality they either possess or lack as having a "fixed mindset." People with a "growth mindset," in contrast, enjoy challenges, strive to learn, and consistently see potential to develop new skills.

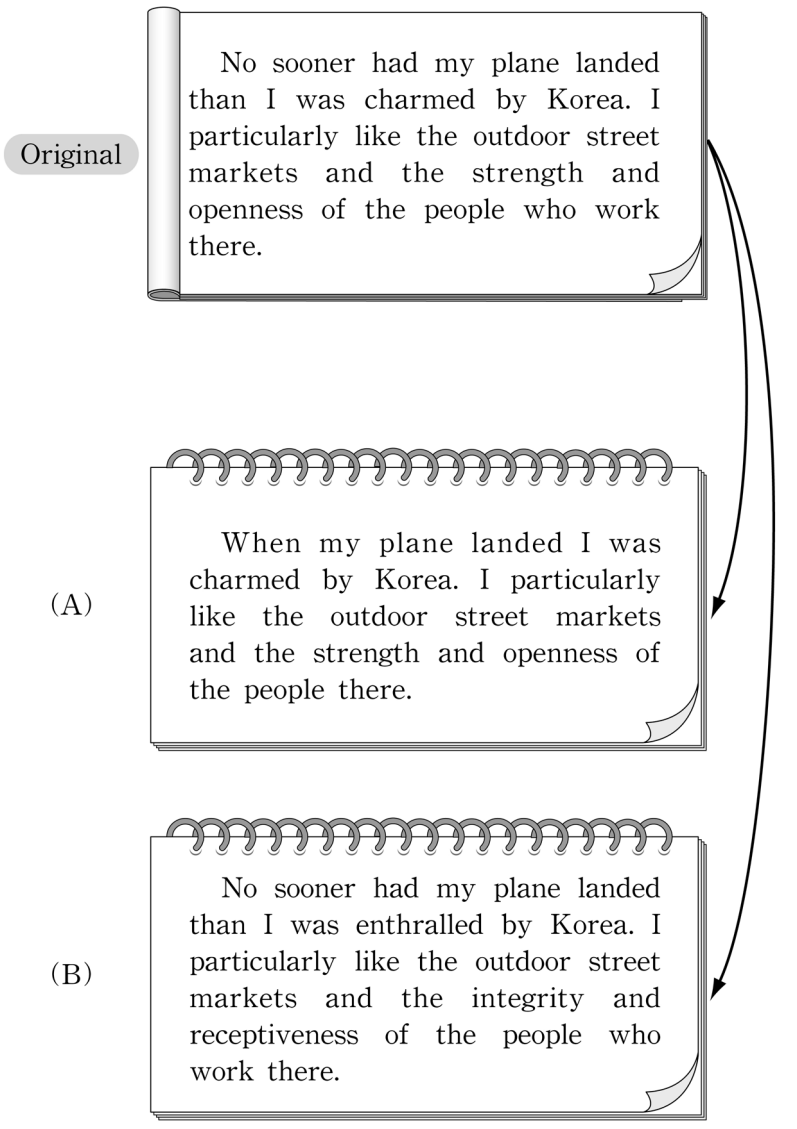
Now Carol Dweck, the psychology professor, is extending her work on mindset beyond individuals. Can an organization, like an individual, have a fixed or a growth mindset? If so, how can managers help organizations embrace a growth mindset? To explore this issue, she conducted surveys and found that often top management must drive the change; for instance, a new CEO might focus on maximizing employees' potential. Dweck points to one emblematic growth mindset CEO who hired according to "runway," not pedigree, preferring big state university graduates and military veterans to Ivy Leaguers, and spent thousands of hours grooming and coaching employees on his executive team.

As this CEO's example shows, one area in which mindset is especially important is hiring. Fixed mindset organizations reflexively look outside their companies, while growth mindset organizations are likely to hire from within their ranks. "Focusing on _____ is not as effective as looking for people who love challenges, who want to grow, and who want to collaborate," Dweck says. Some companies appear to be making such a shift; these companies have recently begun hiring more people who have proven that they are capable independent learners.

Despite the survey results, not all employees will be happier in growth mindset organizations, Dweck acknowledges. In general, though, the early evidence suggests that organizations focused on employees' capacity for growth will experience significant advantages.

2. Read Mr. Han's materials for his level-differentiated classes, and follow the directions.【2 points】

The original text is for 2nd year high school students.



Complete the comments by filling in each blank with ONE word. Write your answers in the correct order.

The original text has been adapted to suit the students' English proficiency levels. (A) shows how input is simplified through ____①____ modification to make the original text easier for the lower level students. (B) shows how input is adapted through ____②____ modification to make the original text more challenging for the upper level students.

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

Mr. Lee's English listening test consisted exclusively of four-option, multiple-choice items. After scoring the test, he calculated the response frequency for each item. Part of the results is presented below.

Item \ Option	Upper Group (N=100)				Lower Group (N=100)			
	A	B	C	D	A	B	C	D
1	50%*	27%	13%	10%	10%*	45%	25%	20%
2	13%	10%	70%*	7%	25%	27%	28%*	20%
3	20%	25%	18%	37%*	21%	26%	16%	37%*
…								
17	4%	0%	61%	35%*	66%	0%	29%	5%*
…								

Note: * indicates the correct response.

Complete the comments on item analysis by filling in each blank with ONE word. Write your answers in the correct order.

Items 1 and 2 seem to be fulfilling their function. Item 3 has the problem of item _____①_____. Therefore, option D of item 3 needs to be revised or item 3 needs to be discarded. Item 17 has a problem with its _____②_____: No one from the upper group and lower group chose option B, and many upper group students incorrectly chose option C.

4. Read the conversation and follow the directions. **【2 points】**

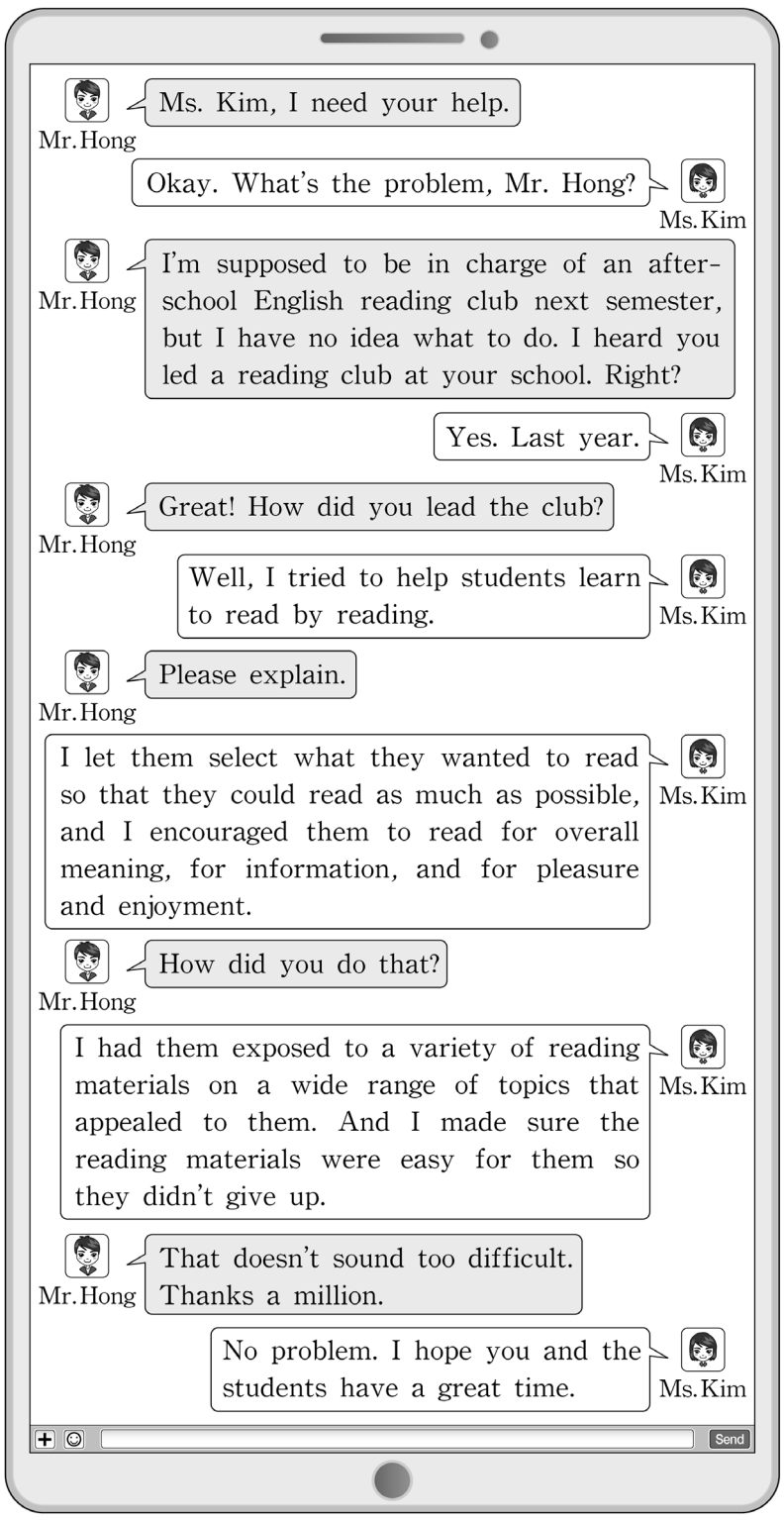
T: The other day we were talking about the Battle of Waterloo. And we've already talked about the two main generals in that war. Does anybody remember who they are?
S1: Napoleon and Wellington.
T: Correct, but don't forget that Wellington is a title which he received for his military successes. Born Arthur Wesley, he became the Duke of Wellington in 1814. He received that title for ending the Peninsular War by storming what city?
S2: Toulouse.
T: That's right. Shortly after, Napoleon abdicated and was imprisoned on Elba. And when did the Battle of Waterloo take place?
S3: 1815.
T: Very good. Napoleon escaped Elba and was attempting to restore his rule. It wasn't until his defeat at Waterloo by Wellington that Napoleon's reign finally came to an end. Now we're going to see . . .

Note: T = teacher, S = student

Complete the comments on the conversation above by filling in the blank with ONE word.

The conversation above is part of a teacher-student talk in the classroom in which a teacher and students mainly give and receive specific information. Among types of speaking functions, the type shown in the conversation refers to situations where the focus is on information rather than on the participants. The conversation above serves a(n) _____ function in that its priority is not the interpersonal function of speaking but information exchange.

5. Read the conversation between two high school English teachers, and identify the type of reading that Ms. Kim recommends to Mr. Hong. Use TWO words. **【2 points】**



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6. Read the poem and follow the directions. **【2 points】**

I look into my glass,
And view my wasting skin,
And say, "Would God it came to pass
My heart had shrunk as thin!"

For then, I, undistrest
By hearts grown cold to me,
Could lonely wait my endless rest
With equanimity.

But Time, to make me grieve,
Part steals, lets part abide;
And shakes this fragile frame at eve
With throbbings of noontide.

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

The speaker's distress will come to _____ when bodily and emotional deterioration go hand in hand.

7. Read the passage and fill in each blank with ONE word. Write your answers in the correct order. **【2 points】**

A glottal stop is the sound that occurs when the vocal cords are held tightly together. In many accents of English, a glottal stop is often realized as a(n) _____①_____ of /t/ in the words given in (1).

(1) Batman /t/ catnap /t/
butler /t/ atlas /t/

While the /t/ in the words in (1) can be produced as a glottal stop, the /t/ in the words in (2) cannot be realized as a glottal stop.

(2) atrocious /t/ attraction /t/
atrophic /t/ patrol /t/

The data given in (1) and (2) show that, unlike the /t/ in the words in (1), the /t/ in the words in (2) is in a(n) _____②_____ position of a syllable, and thus it cannot be produced as a glottal stop.

Note: In the words in (1) and (2), the underlined spelling of *t* or *tt* represents /t/.

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

We know nothing of David Swan until we find him, at the age of twenty, on the road to the city of Boston, where he will work at his uncle's grocery store. After journeying on foot from sunrise till nearly noon on a summer's day, his tiredness and the increasing heat force him to rest in the first convenient shade, and wait for a stage-coach. As if planted on purpose, there soon appeared a small growth of maple trees, with a delightful clearing in the middle beside a fresh bubbling spring. He kissed it with his thirsty lips, and then flung himself beside it, pillowing his head upon some shirts. The spring murmured drowsily beside him and a deep sleep fell upon David Swan.

While he lay sound asleep in the shade, other people were wide awake, and passed here and there along the sunny road by his bed. Some looked neither to the right nor to the left, and never knew he was there; some laughed to see how soundly he slept; and several, whose hearts were brimming with scorn, spoke aloud their criticism of David Swan. Soon, a wealthy merchant with no heir considered waking him to share his fortune, but walked away. A beautiful young woman, momentarily touched by his peacefulness, considered loving him, but continued on her way. Two dark and dangerous thieves considered taking his life for his wallet, but decided they did not have time. But disapproval, praise, amusement, scorn, and indifference, were all one, or rather all nothing, and had no influence on the sleeping David Swan.

He slept, but no longer so quietly as at first. Now he stirred as a noise of wheels came rattling louder and louder along the road, until it rushed into the sleepy mist of David's rest—and there was the stage-coach. He rose, with all his ideas about him. He knew not that the possibility of Wealth or Love or Death had recently stood beside him—all, in the brief hour since he lay down to sleep.

Sleeping or waking, we rarely hear the soft footsteps of the strange things that almost happen. Doesn't this argue that there is a superintending Providence that, while viewless and unexpected events throw themselves continually in our path, there should still exist enough regularity in mortal life for us to foresee at least some of the possibilities available to us?

Complete the commentary by filling in the blank with ONE word from the passage.

Commentary

The passage conveys that we are unaware of many events in our lives which could _____ our destiny. The occurrences are frequent but we do not notice them. Thus, we must wonder if it is better to know all of one's possibilities or if this knowledge is too much for an individual to comprehend.

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

[PETER *reacts scoffingly.*]
Jerry: Yes, Peter; friend. That's the only word for it. I was heart-shatteringly et cetera to confront my doggy friend again. I came in the door and advanced, unafraid, to the center of the entrance hall. The beast was there . . . looking at me. And, you know, he looked better for his scrape with the nevermind. I stopped; I looked at him; he looked at me. I think . . . I think we stayed a long time that way . . . still, stone-statue . . . just looking at one another. I looked more into his face than he looked into mine. I mean, I can concentrate longer at looking into a dog's face than a dog can concentrate at looking into mine, or into anybody else's face, for that matter. But during that twenty seconds or two hours that we looked into each other's face, we made contact. Now, here is what I had wanted to happen: I loved the dog now, and I wanted him to love me. I had tried to love, and I had tried to kill, and both had been unsuccessful by themselves. I hoped . . . and I don't really know why I expected the dog to understand anything, much less my motivations . . . I hoped that the dog would understand. [PETER *seems to be hypnotized.*] It's just . . . it's just that . . . [JERRY *is abnormally tense, now.*] . . . it's just that if you can't deal with people, you have to make a start somewhere. WITH ANIMALS! [*Much faster now, and like a conspirator*] Don't you see? A person has to have some way of dealing with SOMETHING. If not with people . . . SOMETHING. . . . A dog. It seemed like a perfectly sensible idea. Man is a dog's best friend, remember. So: the dog and I looked at each other. I longer than the dog. And what I saw then has been the same ever since. Whenever the dog and I see each other we both stop where we are. The dog and I have attained a compromise; more of a bargain, really. We neither love nor hurt because we do not try to reach each other. And, *was* trying to feed the dog an act of love? And, perhaps, was the dog's attempt to bite me not an act of love? If we can so misunderstand, well then, why have we invented the word love in the first place?
[*There is silence.* JERRY *moves to Peter's bench and sits down beside him. This is the first time Jerry has sat down during the play.*]
The Story of Jerry and the Dog: the end.
[PETER *is silent.*]

Complete the commentary by filling in the blank with TWO consecutive words from the excerpt. Change the word form(s) if necessary.

Commentary

Jerry is desperate to have a meaningful conversation with Peter who lives in ignorance of the world outside his settled life. Jerry starts to _____ with an animal first in order to deal with Peter.

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

The sentences in (1) show three types of NPs: the reflexive pronoun, the ordinary pronoun, and the proper noun.

(1) a. John likes himself.
b. Mary met him.
c. John came.

The reflexive pronoun should have the antecedent in the sentence from which it picks up its reference as shown in (2), with the coindexed NPs indicating the same referent. This sharply contrasts with the ordinary pronoun and the proper noun in (3).

(2) a. $John_i$ introduced $himself_i$ to Mary.
b. *Himself came.

(3) a. $John_i$ introduced him_j to Mary.
b. John introduced Bill to Mary.

The existence of the antecedent in the sentence, however, is not a sufficient condition to license the reflexive pronoun, as shown in (4).

(4) a. *$John_i$ thinks that $himself_i$ is intelligent.
b. John told $Mary_i$ about $herself_i$.

The examples in (2) and (4) show that the reflexive pronoun finds its antecedent in the smallest _____ that contains it. The sentences in (2b) and (4a) are thus ungrammatical in contrast to those in (2a) and (4b).

Note: * indicates that the sentence is ungrammatical.

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서술형 【1 ~ 4】

1. Read the lesson procedure and write the TWO lesson objectives. Do NOT copy more than FIVE consecutive words from the passage.【5 points】

The following is a sample lesson plan of culture-integrated language learning for 2nd year middle school students.

Lesson Procedure

(1) Students watch a video clip that shows an experiment, which is summarized below.

> The experiment shows that American mothers used twice as many object labels as Japanese mothers ("piggie," "doggie") and Japanese mothers engaged in twice as many social routines of teaching politeness norms (empathy and greetings). An American mother's pattern might go like this: "That's a car. See the car? You like it? It's got nice wheels." A Japanese mother might say: "Here! It's a vroom vroom. I give it to you. Now give this to me. Yes! Thank you." American children are learning that the world is mostly a place with objects, Japanese children that the world is mostly about relationships. Relationships usually involve a verb. Verbs are more important in Asian languages than in English. Asians tend to use an expression like "Drink more?" rather than "More tea?" when they perceive there is a need. Americans are noun-oriented, pointing objects out to their children, naming them, and telling them about their attributes. Nouns denote categories.

(2) Students share their own experiences about noun-oriented expressions as opposed to verb-oriented ones, and discuss different ways of thinking for those expressions.

(3) Students do Activity 1 in order to learn a variety of noun-oriented English expressions.

<Activity 1> Fill in the blanks with appropriate words.

Verb-Oriented Expressions	Noun-Oriented Expressions
He works hard.	He is a hard worker.
My head aches.	I _____.
He is very humorous.	He has a good _____.
. . .	. . .

(4) Students discuss why noun-oriented expressions are more frequently used in English than verb-oriented ones.

(5) Students engage in the following activity to reinforce their awareness of the cultural difference between the West and the East.

> Q: If you have a bad cold, which of the following wouldn't you say?
> A: ① I've got a stuffy nose.
> ② I have a runny nose.
> ③ My nose is sick.

2. Read the passage in <A> and the conversation in <B>, and follow the directions.【5 points】

<A>

In negotiation of meaning, "uptake" refers to an interlocutor's immediate response to his or her partner's signal of noncomprehension. In uptake, the interlocutor often uses a variety of communication strategies such as message abandonment, topic change, circumlocution, word coinage, foreignizing, and code switching.

<B>

The following is part of a teacher-student interaction that contains negotiation of meaning.

T: Hi, Sangjee. How was your weekend?
S: Hello. Well, I had a busy weekend.
T: Did you go anywhere?
S: No, I stayed home all weekend.
T: Why were you busy, then?
S: I had to fly ten chickens.
T: Uh, what? What did you do?
S: Uh, you know, put chickens in oil, very hot oil, kind of bake them.
T: Oh, you FRIED them!
S: Yeah, I fried them with my mother.
T: Why did you have to fry that many chickens?
S: We had a big party on Sunday. My grandfather's birthday. Many people came.
T: Oh, so that's why you fried so many. The party must have been a lot of fun.

Note: T = teacher, S = student

Identify where the uptake takes place by writing the specific utterance from <B>, and select the strategy used in the uptake from those in <A>. Then explain how the utterance in the uptake shows the selected strategy.

3. Read the excerpt and follow the directions. 【5 points】

(A) There is a time in the life of every boy when he for the first time takes a backward view of life. Perhaps that is the moment when he crosses the line into manhood. George is walking through the street of his town. He is thinking of the future and of the figure he will cut in the world. Ambitions and regrets awake within him. Suddenly something happens; he stops under a tree and waits as for a voice calling his name. Ghosts of old things creep into his consciousness; the voices outside of himself whisper a message concerning the limitations of life. From being quite sure of himself and his future he becomes not at all sure.

(B) If he be an imaginative boy a door is torn open and for the first time he looks out upon the world, seeing, as though they marched in procession before him, the countless figures of men who before his time have come out of nothingness into the world, lived their lives and again disappeared into nothingness. The sadness of sophistication has come to the boy. With a little gasp he sees himself as merely a leaf blown by the wind through the streets of his village. He knows that in spite of all the stout talk of his fellows he must live and die in uncertainty, a thing blown by the winds, a thing destined like corn to wilt in the sun. He shivers and looks eagerly about. The eighteen years he has lived seem but a moment, a breathing space in the long march of humanity. Already he hears death calling. With all his heart he wants to come close to some other human, touch someone with his hands, be touched by the hand of another. If he prefers that the other be a woman, that is because he believes that a woman will be gentle, that she will understand. He wants, most of all, understanding.

A rite of passage is a transition associated with a crisis or a change of status for an individual. With this in mind, explain the figurative meaning of the underlined words in section (B). Support your explanation with TWO examples from section (A). Do NOT copy more than FIVE consecutive words from the excerpt.

4. Read the passage in <A> and the sentence in <B>, and follow the directions. 【5 points】

<A>

Linguistic expressions are often ambiguous, and homonymy is one source of ambiguity. Homonyms are words that have different meanings but are pronounced the same, and may or may not be spelled the same. Another source of ambiguity is structure. Sometimes, homonymy creates even more ambiguity in combination with different structures.

(1) John admires intelligent professors and students.
(2) They are pitchers from America.
(3) Mary observed the man at the bank.

The ambiguity in (1) is created by different structures. The source of the ambiguity in (2) is homonymy, whereas (3) is ambiguous due to different structures and homonymy.

<B>

Mary saw John's nose ring.

Identify the source(s) of the ambiguity of the sentence in <B>. Then explain why the sentence is ambiguous and write the two readings of the sentence.

<수고하셨습니다.>

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