2026학년도 중등학교교사 임용후보자 선정경쟁시험

영 어

수험 번호 : ( ) **성 명 : ( )**

제1차 시험	2교시 전공A	12문항 40점	시험 시간 90분

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

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

Teacher's Journal

I think providing corrective feedback on students' written work is important in that it can facilitate learners' language acquisition and enhance their writing skills. Students usually want me to underline or highlight the errors in their writing and provide corrections underneath. When I do this, however, they just focus on the correct answers and tend not to think about what their errors are and how they can improve their writing. For this reason, I prefer to use techniques that allow me to give not only corrective feedback but also a chance for students to pay attention to their erroneous language use. One technique that I often employ involves my rewriting of students' works by following their ideas closely but improving the language in terms of accuracy and appropriateness.

This technique, which is called _____, is very effective, but it is also time consuming. For this reason, I tweaked the technique a little bit this week as follows. First, I engaged students in a guided writing task with a set of questions and a sample writing so that the content and organization of their writing were similar. Then I chose only one student's writing instead of every student's and revised it. Afterwards, I had students in groups identify the changes by comparing the student's original writing with mine and then discuss the reasons for the changes made. Finally, I asked students to revise their own drafts based on what they learned during the discussion. Overall, it worked quite well in assisting my students to pay attention to their language errors in grammar and vocabulary and then correct them. I will definitely use this technique again.

Fill in the blank with the ONE most appropriate word.

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

Mr. Yang is going to develop a school curriculum for Media English based on the 2022 Revised National Curriculum. The following shows the steps of the curriculum development for Media English.

Step 1: _____

Institutional Factors			
- Class size	☐ large	☐ medium	☐ small
- Classroom facilities	☐ sufficient	☐ adequate	☐ limited
- Digital resources	☐ sufficient	☐ adequate	☐ limited
- Budget	☐ sufficient	☐ adequate	☐ limited
Teacher Factors			
- Teaching style	☐ lecture	☐ project-based	☐ cooperative
- Digital literacy	☐ advanced	☐ intermediate	☐ basic
Learner Factors			
- Learning motivation	☐ high	☐ medium	☐ low
- English proficiency	☐ advanced	☐ intermediate	☐ basic

Step 2: Needs Analysis

[Questionnaire for Students]

1. Which of the following skills would you like to improve in Media English?

No.	Items	Low ⟷ High				
		1	2	3	4	5
1	Lecture note-taking					
2	Giving formal speeches/presentations					
3	Viewing authentic English media contents					

Step 3: Goal Setting

• Students will be able to present information and ideas by using a variety of media.

Fill in the blank with the TWO most appropriate words.

3. Read the excerpt from a play, and follow the directions.

【2 points】

HALIE: The most incredible things, roses! Aren't they incredible, Father?

DEWIS: Yes. Yes they are.

HALIE: They almost cover the stench of sin in this house. Just magnificent! The smell. We'll have to put some at the foot of Ansel's statue. On the day of the unveiling.
[HALIE *finds a silver flask of whiskey in* DEWIS*'s vest pocket. She pulls it out.* DODGE *looks on eagerly.* HALIE *crosses to* DODGE, *opens the flask, and takes a sip*.]

HALIE: [*to* DODGE] Ansel's getting a statue, Dodge. Did you know that? Not a plaque but a real live statue. A full bronze. Tip to toe. A basketball in one hand and a rifle in the other.

BRADLEY: [*his back to* HALIE] He never played basketball!

HALIE: You shut up, Bradley! You shut up about Ansel! Ansel played basketball better than anyone! And you know it! He was an All-American! There's no reason to take the glory away from others.
[HALIE *turns away from* BRADLEY, *crosses back toward* DEWIS *sipping on the flask and smiling*.]

HALIE: [*to* DEWIS] Ansel was a great basketball player. One of the greatest.

DEWIS: I remember Ansel.

HALIE: Of course! You remember. You remember how he could play. [*She turns toward* SHELLY.] Of course, nowadays they play a different brand of basketball. More vicious. Isn't that right, dear?

SHELLY: I don't know.
[HALIE *crosses to* SHELLY, *sipping on flask. She stops in front of* SHELLY.]

HALIE: Much, much more vicious. They smash into each other. They knock each other's teeth out. There's blood all over the court. Savages.
[HALIE *takes the cup from* SHELLY *and pours whiskey into it*.]

HALIE: They don't train like they used to. Not at all. They allow themselves to run amuck. Drugs and women. Women mostly.
[HALIE *hands the cup of whiskey back to* SHELLY *slowly*. SHELLY *takes it*.]

HALIE: Mostly women. Girls. Sad, pathetic little girls. [*She crosses back to* FATHER DEWIS.] It's just a reflection of the times, don't you think Father? An indication of where we stand?

DEWIS: I suppose so, yes.

Sam Shepard, *Buried Child*

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

<Commentary>

In this excerpt, Halie plans to commemorate Ansel by erecting his statue, though her claims about his achievements do not seem to be verified. Halie's endeavor to glorify her long deceased son is tied to her condemnation of her existing family and cultural diagnosis of the present time. In her opinion, the degeneration of culture is occurring as the likes of heroic Ansel are being replaced by _____.

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

In English, a lot of words include double consonants in their spellings, which do not reflect their actual pronunciation. To elaborate further, double consonants in spellings normally are not articulated for a longer period of time than the corresponding single consonants, as shown in (1).

(1) belly [bɛli], *[bɛl:i]
narrow [næɹoʊ], *[næɹ:oʊ]
penny [pɛni], *[pɛn:i]
comment [kɑmɛnt], *[kɑm:ɛnt]
message [mɛsɪʤ], *[mɛs:ɪʤ]
effort [ɛfəɹt], *[ɛf:əɹt]
cabbage [kæbɪʤ], *[kæb:ɪʤ]
hippo [hɪpoʊ], *[hɪp:oʊ]

In contrast with the words in (1), the words or phrases in (2) are pronounced with long consonants, which are marked with ':'.

(2) milkcrate [mɪlk:ɹeɪt] house sale [haʊs:eɪl]
unknown [ʌn:oʊn] ill-looking [ɪl:ʊkɪŋ]

The data in (1) and (2) indicate that _____ are not allowed in monomorphemic English words, while they can be created when words are compounded or combined with certain affixes.

Note: '*' indicates unattested pronunciation.

Fill in the blank with the ONE most appropriate word.

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5. Read the excerpt from a short story, and follow the directions. **【4 points】**

> Up until last winter we had our own business, a fox farm. My father raised silver foxes and sold their pelts to the people who make them into capes and coats and muffs. Prices fell, my father hung on hoping they would get better next year, and they fell again, and he hung on one more year and one more and finally it was not possible to hang on anymore, we owed everything to the feed company. I have heard my mother explain this, several times, to Mrs. Oliphant, who is the only neighbor she talks to. (Mrs. Oliphant also has come down in the world, being a schoolteacher who married the janitor.) We poured all we had into it, my mother says, and we came out with nothing. Many people could say the same thing, these days, but my mother has no time for the national calamity, only ours. Fate has flung us onto a street of poor people (it does not matter that we were poor before; that was a different sort of poverty), and the only way to take this, as she sees it, is with dignity, with bitterness, with no reconciliation. No bathroom with a claw-footed tub and a flush toilet is going to comfort her, nor water on tap and sidewalks past the house and milk in bottles, not even the two movie theatres and the Venus Restaurant and Woolworths so marvellous it has live birds singing in its fan-cooled corners and fish as tiny as fingernails, as bright as moons, swimming in its green tanks. My mother does not care.
>
> In the afternoons she often walks to Simon's Grocery and takes me with her to help carry things. She wears a good dress, navy blue with little flowers, sheer, worn over a navy-blue slip. Also a summer hat of white straw, pushed down on the side of the head, and white shoes I have just whitened on a newspaper on the back steps. I have my hair freshly done in long damp curls which the dry air will fortunately soon loosen, a stiff large hair ribbon on top of my head. This is entirely different from going out after supper with my father. We have not walked past two houses before <u>I feel we have become objects of universal ridicule</u>. Even the dirty words chalked on the sidewalk are laughing at us. My mother does not seem to notice. She walks serenely like a lady shopping, like a *lady* shopping, past the housewives in loose beltless dresses torn under the arms. With me her creation, wretched curls and flaunting hair bow, scrubbed knees and white socks—all I do not want to be. I loathe even my name when she says it in public, in a voice so high, proud, and ringing, deliberately different from the voice of any other mother on the street.
>
> Alice Munro, "Walker Brothers Cowboy"

Complete the commentary below by filling in the blank with the ONE most appropriate word from the excerpt. Then explain why the narrator feels so negatively about her and her mother's refined appearances attracting attention as described in the underlined part.

> **<Commentary>**
>
> Following the disastrous outcome of the family business, the narrator's family ended up living in an impoverished town. What the narrator sees as fair enough in her surroundings does not lead to her mother's _____ with their new reality.

6. Read the passage, and follow the directions. **【4 points】**

> Pairs such as *threw-through* and *brewed-brood* used to be distinguished by the presence of /j/ in the former member of each pair and the absence in the latter. In certain environments the /j/ disappeared and accordingly, the pairs mentioned above are homophones in most English accents. The words in (1) underwent the same historical change, /j/-dropping, so they do not have /j/ now.
>
> (1) chute [ʃut], chew [ʧu], juice [ʤus]
> rude [ɹud], crew [kɹu], shrewd [ʃɹud], grew [gɹu]
>
> In Modern British English, the words in (2) are losing /j/ and consequently, there is variation in their pronunciation.
>
> (2) enthusiasm [ɪnθjuziæzəm] ~ [ɪnθuziæzəm],
> thulium [θjuliəm] ~ [θuliəm]
> assume [əsjum] ~ [əsum], sue [sju] ~ [su]
> resume [ɹɪzjum] ~ [ɹɪzum], presume [pɹɪzjum] ~ [pɹɪzum]
> lewd [ljud] ~ [lud], lurid [ljuɹɪd] ~ [luɹɪd]
>
> However, the words in (3) are not involved in the change.
>
> (3) pure [pjʊɹ], *[pʊɹ] few [fju], *[fu]
> view [vju], *[vu] cue [kju], *[ku]
>
> On the basis of the data above, we can generalize that /j/-dropping is completed after the coronal consonants with [①], and it is now optional depending on dialects or speakers after those with [②]. However, there seem to be exceptions to this generalization. The words in (4) used to contain /j/, but they do not now, as the words in (1).
>
> (4) blue [blu], *[blju] flute [flut], *[fljut]
> flew [flu], *[flju] glue [glu], *[gljut]
>
> (5) Distinctive features

	/p, b, m, f, v/	/θ, ð/	/t, d, n, l/	/s, z/	/ʃ, ʒ, ʧ, ʤ/	/ɹ/	/j/	/k, g, ŋ/	/h/
[labial]	+	−	−	−	−	−	−	−	−
[coronal]	−	+	+	+	+	+	+	−	−
[dorsal]	−	−	−	−	−	−	+	+	−
[anterior]	+	+	+	+	−	−	−	−	−
[strident]	−	−	−	+	+	−	−	−	−

> *Note*: '*' indicates unattested pronunciation.

In consultation with the table in (5), fill in each of the blanks ① and ② with the ONE most appropriate distinctive feature. The feature value ('+' or '−') must be specified. Then generalize the patterns in (4).

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

<A>

Ms. Lee, a middle school English teacher, is a member of the English textbook selection committee in her school. During the selection process, the English teachers evaluated ten textbooks and selected one. Before the semester began, they conducted an in-depth analysis of the selected textbook and decided they would need some supplementary materials when using the textbook. Some of the design principles which they considered to create their supplementary materials are listed below.

<Design principles>

1. Vocabulary exercises contain word-part analysis.
2. Grammar practice is presented through communicative drills.
3. Culture learning activities include various group projects.
4. Sufficient background information is provided in listening activities.
5. Speaking activities include practicing pragmatic skills.

<B>

Ms. Lee developed two supplementary materials to be used with the textbook.

<Material 1>

"Something strange"

Step 1. Look at the following utterances to make requests. Order them from the least polite (1) to the most polite (5).

Would you mind turning the radio down?	
I hate to ask, but you couldn't possibly turn the radio down, could you?	
Turn the radio down!	
Can you turn the radio down?	
Would you turn the radio down, please?	

Step 2. Read the conversation below, and find one utterance that seems inappropriate in the context.

[Mom and Dad are talking about their daughter Olivia.]
Dad: What is that terrible noise?
Mom: It's the radio. That's what Olivia calls music.
Dad: It's so loud. Why can't she turn it down?
Mom: Can you talk to her about the noise?
Dad: Olivia! I was just wondering if you'd mind turning the radio down.
Mom: I don't think she can hear you.

Step 3. Replace the utterance you found in Step 2 with the appropriate one in Step 1. Then act out the conversation with the replaced utterance.

<Material 2>

"What's your plan?"

Step 1. Make groups of four. Write down individually what you want to do next week in your weekly planner.

	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
My Plans							
_____'s Plans							

Step 2. With your group members, take turns asking about their plans as below.

A: What are you going to do next Saturday?
B: I'm going to go camping. How about you, Charlotte?
A: I'm going to watch a movie.
B: It sounds good.

Step 3. Compare your plans with your friends'.
Step 4. Circle the day where you have the same plans as your friends do.
Step 5. The student who has the most circles wins.

Identify the ONE principle in <A> that is applied to Material 1 in <B> and the ONE principle in <A> to Material 2 in <B>. Then explain your answers with evidence from <B>.

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

< A >

Ms. Kim, an English teacher, is developing a final test for her 3rd-grade middle school students. She created test items based on the test specifications below.

<Test specifications>

Item No.	Skill	Test component	Level	Score
1	Listening	To understand the main idea of the discourse	Low	2
2	Reading	To figure out the logical relationship between the sentences	Inter-mediate	2
20	Reading	To infer the writer's intention from the context	Inter-mediate	2
21	Writing	To describe personal experiences in writing	High	10

< B >

<Test items>

1. Listen to the following recording, and choose what the woman enjoyed the most during her trip.

① Traveling by train ② Riding a bicycle
③ Playing board games ④ Going to a concert

[Script]
W: During my summer vacation, I visited my cousin Minho, who lives in Seoul. My older sister and I took a train from Busan, and it was a fun experience to take the train by ourselves. All of us did a lot of interesting activities together for a week. I liked riding a bicycle in Yeouido and visiting a board game cafe. We also went to a K-pop concert. That was my favorite part of this trip!

2. Read the following sentence in the box, and find its most appropriate location in the text.

The coach is the main character helping the team go through their ups and downs.

I was fascinated by this movie that I accidentally watched on TV. (①) The plot of the movie was so amazing that I was stuck to the screen for three hours. (②) The movie is about a rugby team that faces many problems. (③) The movie describes his emotional changes vividly as well. (④) You will enjoy the process of how they grow together as a team.

20. Choose the most appropriate title for the following passage.

Recently many schools decided to install more up-to-date safety and alarm systems. A new type of protection, mobile robots, will soon be implemented. The main job of the robots is to patrol the schools to keep everyone safe. If someone enters a school building at night, the robots activate the alarm and send a message to the police.

① Responsibilities of the police
② Dramatic expansion of the robot industry
③ Replacement of guards and alarm systems
④ Introduction of mobile robots for school safety

21. Answer each question in one complete sentence.

1) What was the most challenging part for you when learning English?

_____

2) What have you tried to overcome it?

_____

Identify the TWO test items that do NOT assess the intended test components accurately. Then support your answers with evidence from <A> and <B>.

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

< A >

English verbs can be divided into the following four kinds based on their inherent lexical aspect: state, activity, accomplishment, and achievement. State verbs describe states or situations rather than actions, as in (1):

(1) Mary hated ice cream.

Activity verbs are atelic, whereas accomplishment and achievement verbs are telic. The word *telic* basically means "having a natural completion or an end point." Activity verbs, thus, express actions that go on for a potentially indefinite period of time, as in (2):

(2) Sean was running.

Like activity verbs, accomplishment verbs are also durative. An accomplishment verb, however, has a well-defined end point, when the particular action described in the verb phrase is, or is not, completed, as in (3):

(3) Harry wrote a book.

Achievement verbs also have a well-defined end point, but they have no duration as they describe actions that occur instantaneously, as in (4):

(4) John kicked a tire.

< B >

a. She was hitting a sandbag.
b. She was drawing a big house.
c. She swam in the pool for an hour.
d. She bounced the ball for 10 minutes.

Based on <A>, identify the TWO examples in <B> that have the meaning of iteration (repetition), and explain your answers. Make sure to identify the kinds of verbs used in the examples you have chosen.

10. Read the lesson plan, and follow the directions. **【4 points】**

Title	Unit 4. Proverbs Around the World	Students		1st grade	
		Date	Oct. 24	Period	7/10
Lesson Objectives	At the end of the class, Ss will be able 1) to understand the characteristics of food-related proverbs across the world, 2) to figure out the meanings of food-related English proverbs, 3) to discuss the cultural differences between Korean and English food-related proverbs, and 4) to present food-related English proverbs based on their findings.				
Teaching and Learning Activities					
Step 1	• T shows a list of English proverbs related to food on the screen. ① The bread always falls buttered side down. ② Half a loaf is better than no bread. ③ It's no use crying over spilt milk. • T asks Ss if they have heard any of the proverbs. • T asks Ss what the proverbs have in common.				
Step 2	• T provides a reading text that includes the proverbs in the list. • T has Ss read the text and checks their comprehension. • T asks Ss to guess the meanings of the proverbs using the context and write them in <Worksheet 1>. • T explains their meanings and has Ss write them in the worksheet. <Worksheet 1> Proverb / Your Guess / Meaning ① ② ③ • T has Ss discuss how the proverbs are related to the food culture of English speaking countries.				
Step 3	• T has Ss form groups of four and find one new English proverb related to food online. • T has groups make plans to introduce their proverbs in <Worksheet 2>. <Worksheet 2> Proverb: _____ Possible misunderstanding: _____ Meaning: _____ • T has groups create a news card using the information in <Worksheet 2> and share it with the whole class.				

Note: T = teacher, Ss = students

Identify the TWO lesson objectives that the teaching and learning activities can achieve. Then support your answers with evidence.

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

The modern stage no longer uses the spoken soliloquy, although without it the characters are silenced just when they are the most sincere, the least hampered by convention: when they are alone. The public of today will not tolerate the spoken soliloquy, allegedly because it is "unnatural." Now the film has brought us the silent soliloquy, in which a face can speak with the subtlest shades of meaning without appearing unnatural and arousing the distaste of the spectators. In this silent monologue the solitary human soul can find a tongue more candid and uninhibited than in any spoken soliloquy, for it speaks instinctively, subconsciously. The language of the face cannot be suppressed or controlled. However disciplined and practisedly hypocritical a face may be, in the enlarging _____ we see even that it is concealing something, that is looking a lie. For such things have their own specific expressions superimposed on the feigned one. It is much easier to lie in words than with the face and the film has proved it beyond doubt.

In the film the mute soliloquy of the face speaks even when the hero is not alone, and herein lies a new great opportunity for depicting man. The poetic significance of the soliloquy is that it is a manifestation of mental, not physical, loneliness. Nevertheless, on the stage a character can speak a monologue only when there is no one else there, even though a character might feel a thousand times more lonely if alone among a large crowd. The monologue of loneliness may raise its voice within him a hundred times even while he is audibly talking to someone. Hence the most deep-felt human soliloquies could not find such expression, for the close-up can lift a character out of the heart of the greatest crowd and show how solitary it is in reality and what it feels in this crowded solitude.

The film, especially the sound film, can separate the words of a character talking to others from the mute play of features by means of which, in the middle of such a conversation, we are made to overhear a mute soliloquy and realize the difference between this soliloquy and the audible conversation. What a flesh-and-blood actor can show on the real stage is at most that his words are insincere and it is a mere convention that the partner in such a conversation is blinded to what every spectator can see. But in the isolated close-up of the film we can see to the bottom of a soul by means of such tiny movements of facial muscles which even the most observant partner would never perceive.

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

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

< A >

A few weeks into the new semester, Mr. Park noticed that his first-year middle school students are quite good at perceiving and producing individual English sounds but not suprasegmental features of connected speech which are considered more likely to affect communication. In particular, they pay little attention to sentence stress, rhythm, intonation, and voice qualities and how they are used to convey meaning, emotion, and attitude in communication.

Reflecting on his teaching in the previous semester, he realized that he had placed almost no emphasis on the above mentioned suprasegmental aspects in his class. To address the issue, Mr. Park developed several activities which he believes can help his students raise their awareness of these aspects and understand the effect they could have on communication.

< B >

Below are some of the activities that Mr. Park developed.

<Activity 1>

- Listen to the following sentences, and underline the word that is emphasized in each sentence.
- Explain the meaning of each sentence in the blank.

※ The first one is done for you.

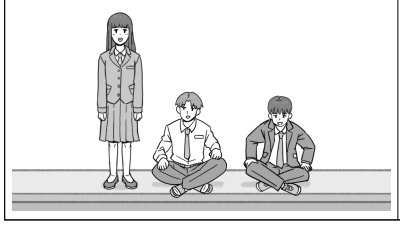
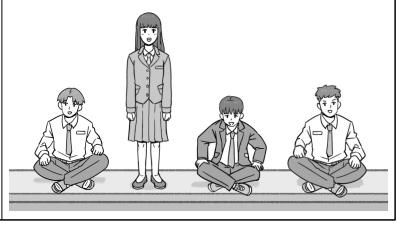
1) Michael wanted to buy the red shirt. (not the red jumper)
2) Michael wanted to buy the red shirt. (not)
3) Michael wanted to buy the red shirt. (not)
4) Michael wanted to buy the red shirt. (not)
5) Michael wanted to buy the red shirt. (not)

<Activity 2>

- Work in groups.
- Think of five words that you have learned from the reading, and write them below.

_____

- Discuss how many syllables each word has and which syllable is emphasized when pronounced.
- Make "word statues" by standing or sitting as in the examples.

Example A	Example B
If the word is *exercise*, one student stands up and two sit as in the picture: 	If the word is *photographer*, stand and sit like the students in the picture: 

<Activity 3>

- Work in pairs.
- Say the following sentences aloud, and think about what happens to the sound in the underlined parts.
- Share your thoughts with your partner.

1) I'll have some of those apples, please.
2) I saw a fantastic movie last night.
3) Your computer was a good buy.
4) An old man lives next door.

<Activity 4>

- Listen to the short dialogues. In each dialogue, you will hear someone respond to what they are told with the word *really*.
- Guess whether the second speaker is interested, surprised, or bored.

The audio track (The second speaker's attitude is given in parentheses.)

Dialogue 1
A: I've just passed my driving test.
B: Really? (surprised)

Dialogue 2
A: I've just seen a fantastic film.
B: Really? (bored)

Dialogue 3
A: I've just read a very interesting article in the paper.
B: Really? (interested)

Identify the TWO most appropriate activities in <B> that help Mr. Park address the issue in <A>. Then explain your answers with evidence from <A> and <B>.

<수고하셨습니다.>