

# 2020학년도 중등학교교사 임용후보자 선정경쟁시험

## 영 어

수험 번호 : ( )

성 명 : ( )

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 passage in <A> and the teacher's journal in <B>, and follow the directions. 【2 points】

< A >

Vocabulary is a core component of language knowledge and provides much of the basis for how well learners listen, speak, read, and write. Without extensive knowledge of vocabulary or diverse strategies for acquiring new words, learners are often unable to produce as much language as they would like.

Knowing a word does not simply mean knowing its surface meaning. Rather, it involves knowing diverse aspects of lexical knowledge in depth including phonological and morphological forms and syntactic and semantic structures. Therefore, activities that integrate lexical knowledge of form, meaning, and use should be included in class.

< B >

**Teacher's Journal**

Ms. Kang and I read an article on teaching vocabulary and discussed how we can improve the way we teach vocabulary. We realized that we have been heavily focused on expanding the size of our students' vocabulary. As a result, they seem to know a lot of words but do not understand or use them properly in context. So, we came up with the following activities that we believe help our students develop \_\_\_\_\_ of vocabulary knowledge across form, meaning, and use.

Vocabulary activities to be implemented:

- Trying to pronounce the target words by listening to a recorded text
- Analyzing parts of the target words (e.g., prefixes and suffixes)
- Guessing the meanings of the target words using contextual cues
- Studying concordance examples to see various contexts and collocation patterns
- Writing a short story using the target words

Fill in the blank in <B> with the ONE most appropriate word from <A>.

2. Read the passage in <A> and a teacher's note in <B>, and follow the directions. 【2 points】

< A >

Curriculum design is a series of systematic efforts to develop a curriculum that satisfies the target learners as well as teachers. Researchers suggest that there are five main stages in the process of designing a curriculum.

↓

Goal Specifications

↓

Materials Development

↓

Language Teaching & Learning

↓

Curriculum Evaluation

< B >

**Teacher's Note**

I am planning to develop a new English course for winter session, so I wanted to establish the basis for developing the curriculum. The first step of this process requires me to systematically collect and analyze areas of necessity for my students in order to satisfy their language learning requirements. So, I created a survey which asked students questions about their English deficiencies and the difficulties they face in performing certain language tasks in their current classes. It also asked them about the methods they enjoy learning through as well as the types of English skills that they want to improve. For the second step of this process, I wanted to get more information about the students' preferred learning styles and interests, so I referred to my classroom observation notes to learn about them. I then asked my school's principal to show me the results of their placement tests to gain an understanding of their levels of linguistic proficiency and background experience. Furthermore, I interviewed students both in groups and individually to get more detailed information. In short, I conducted \_\_\_\_\_ by collecting all these data.

Based on the information in <A> and <B>, fill in the blanks in <A> and <B> with the TWO most appropriate words. Use the SAME words in both blanks.

3. Read the passage in <A> and the conversation between two teachers in <B>, and follow the directions. 【2 points】

<A>

The way you speak is affected in many ways. For example, how much attention you are paying to your speech may be one factor. When you are not paying much attention to the way you are speaking, your speech may be more casual. By contrast, if you are conscious about the way you are speaking, your output will be less casual. The social position of the person with whom you are engaging in conversation may also affect your language output. It is natural to use more formal language when you speak to someone whose social position is above yours. The sociolinguistic concept of solidarity should also be considered. If your interlocutor comes from the same speech community or shares a similar social or cultural identity with you, you will feel connected to him or her, and this will affect the way you deliver your message. In addition, where you are affects the formality of your output. When you are in a formal situation, such as a business meeting, you naturally use more formal language, and the opposite is true as well. Lastly, the channel or medium of language, that is, whether you deliver your message through speech or writing, can be another critical factor that affects your speech. All of these things need to be considered carefully, because they constitute what is called pragmatic competence which relies very heavily on conventional, culturally appropriate, and socially acceptable ways of interacting.

<B>

T1: What are you writing?  
T2: Oh, this is a recommendation letter for Miri.  
T1: I see. She is very active in school activities, so you must have a lot to write about her.  
T2: Yes, she is a good student, but she doesn't know how to adapt her conversational style when making a request.  
T1: Hmm... what do you mean by that?  
T2: When Miri approached me, she said, "Hi, teacher, can you write me a recommendation letter?"  
T1: Haha... I understand what you mean. Some of my students also seem to have trouble making their speech style appropriate to the situation. Miri is just one example.  
T2: Exactly! Still, I feel it's my responsibility to show them how speech styles differ across various situations. Hey, why don't we offer a special lecture on this topic?  
T1: Definitely! We can invite a guest speaker who can show the importance of selecting the appropriate conversational style to match the \_\_\_\_\_ of the situation.

Note: T = teacher

Fill in the blank in <B> with the ONE most appropriate word from <A>.

4. Read the passage and fill in the blank with the ONE most appropriate word. 【2 points】

Diphthongs such as [aɪ] and [aʊ] are vowels that exhibit a change in quality within a single syllable. This is due to tongue movement from the initial vowel articulation toward another. In English, this combinatory sound is considered one vowel, as it behaves as a single unit. That is, the words *hide* [aɪ] and *loud* [aʊ] are monosyllabic, as are *heed* [i] and *hid* [ɪ]. Diphthong vowels are different from two consecutive monophthongs as in *seeing* [siɪŋ] and *ruin* [ɹuɪn], which are counted as two syllables.

A similar phenomenon is also observed among consonant sequences. Consider the following examples where two different consonants occur together at the end of a word:

(1) a. *ninth* [nə], *warmth* [mɒ]    b. *laughs* [fs], *twelfth* [fə]  
      c. *maps* [ps], *width* [də]        d. *match* [tʃ], *badge* [dʒ]

When the words in (1) are followed by a word beginning with a vowel, such as *is/are* as in (2), the second member of the consonant sequences in (2a)–(2c) can move to the next syllable:

(2) a. Leaving on the *ninth is* fine with me. ([nə] or [n.ə])  
      b. His *laughs are* heard from down the hall. ([fs] or [f.s])  
      c. *Maps are* useful when you travel abroad. ([ps] or [p.s])  
      d. A *match is* found in the box. ([tʃ] but not [t.f])

In (2a), for example, the second consonant of the underlined part [nə] forms a new syllable in fast speech. That is, [ə] in *ninth* is a coda of the syllable, but it can move to the next syllable and in turn, it becomes the onset of [əɪz]. However, this resyllabification does not happen in (2d). That is, (2d) is pronounced [mæt.tʃɪz] and not [mæt.fɪz]. This is because English treats them differently: the consonant sequences in (2a)–(2c) are two consonant clusters while the one in (2d) is a single sound. This class of sounds is indeed inseparable just like diphthongs, and a member of this class is called a(n) \_\_\_\_\_.

Note: ‘.’ represents a syllable boundary.

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

<A>

Different words and phrases can be used to organize the structure and manage the flow of ongoing conversations. Language elements of this function include different types such as conjunctions, cataphoric words, hedges, and back channel cues. Conjunctions join words, phrases, or clauses together. Cataphoric words refer forward to other words which will be used later in the conversation. Hedges are words or phrases employed not to express the truth of a statement categorically, and back channel cues indicate that one is paying attention to his or her interlocutor's speech. As using these types of language is associated with discourse and strategic competence, the ability to use them in an effective way constitutes part of communicative competence.

<B>

*(Two students are doing a task on finding differences between each other's pictures without showing them to each other.)*

S1: Do you see any people in your picture?  
S2: I have a man. He is tall.  
S1: Is he the only person?  
S2: I also have a woman in my picture.  
S1: There are two in mine, too. What are they doing?  
S2: They are sitting together.  
S1: That's one difference. They are standing in mine.  
S2: What is the woman wearing?  
S1: She is wearing a jacket.  
S2: What color is it?  
S1: It's black.  
S2: That is the same in my picture.  
S1: Oh, wait, on her jacket, I found this. There is a letter P on it.  
S2: I also see a P on her jacket in my picture.  
S1: What about the man? What is he wearing?  
S2: He is in a blue coat. It is sort of neat.  
S1: The man's coat is brown in mine. That's another difference.

Note: S = student

Identify TWO types among those mentioned in <A> that are used in <B>. Then, provide evidence for each identified type from <B>.

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

<A>

There is a class of words, such as *yet* and *any*, called 'Negative Polarity Items (NPIs).' They are allowed in sentences containing a negative word such as *not*, as illustrated below.

- (1) a. The defense strategy had not been determined yet.  
b. \*The defense strategy had been determined yet.

However, there is an additional structural condition for an NPI to be licensed by the negation *not*. As shown in (2), the negation has to c-command the NPI.

- (2) \*Any defense strategy had not been determined.  
(3) A node c-commands its sister nodes and all the daughter nodes of its sister nodes.

In (2), given the definition of c-command in (3), *not* does not c-command *any*. Hence, the sentence is ungrammatical.

Temporal and locational adverbials can be structurally ambiguous in that they can modify either a matrix element or an embedded element. In (4a) below, *yesterday* can modify the embedded *knew the answer*, as illustrated in (4b). Let us refer to this reading as 'embedded reading.' In the embedded reading, it is asked whether Mark knew the answer yesterday. By contrast, *yesterday* can also modify the matrix predicate *wondered*, as shown in (4c). Let us refer to this reading as 'matrix reading.' In the matrix reading, *yesterday* is when Celin wondered about Mark.

- (4) a. Celin wondered if Mark knew the answer yesterday.  
b. [Celin wondered [if Mark knew the answer yesterday]]:  
embedded reading  
c. [Celin wondered [if Mark knew the answer] yesterday]:  
matrix reading

Note: '\*' indicates the ungrammaticality of the sentence.

<B>

- (i) Mary said that Justin did not sing in any room.  
(ii) Mary did not say that Justin sang in any room.

For the sentences in <B>, identify whether each sentence has a matrix reading, embedded reading, or both. Then, explain your answer on the basis of the description in <A>.

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

<A>

One of the most effective ways of testing a learner’s pronunciation is to observe and record repeated errors in a variety of situations. Speech contexts often change the way a given word is pronounced. Careful or emphasized speech is usually employed to show how to pronounce words clearly. In a connected or conversational speech, words are often contracted and the pronunciation of a word can change through the phenomena in (1) and sound rules in (2):

(1) a. That is nice > That’s (Contraction)  
b. missed \*[d], Ms. \*[s] (Spelling pronunciation)

(2)

	Careful speech	Connected speech	Sound rules
a. can’t <u>y</u> ou	[t j]	[tʃ]	Palatalization
b. <u>b</u> ecause	[ə]	-	Vowel deletion
c. <u>g</u> reater	[t]	[r]	Tapping
d. <u>a</u> dvan <u>t</u> age	[nt]	[n]	Consonant deletion

It is worth mentioning that spelling often influences learners’ pronunciation of words. When spelling pronunciation errors are found in learners’ pronunciation, they can sometimes be critical. For instance, if the plural form of *sea*, *seas*, is pronounced [sis] rather than [siz], it can be misunderstood as the word *cease* [sis] by listeners.

Note: ‘\*’ indicates incorrect pronunciation.

<B>

(Two students are talking about what they wrote during a dictation task without looking at each other’s notes.)

S1: Can you tell me what you got for the second sentence? I wrote down, ‘Last [wɪnə] (winner) was colder,’ and it does not make sense to me.

S2: Why? It means what it says. ‘Last [wɪntə] (winter) was colder.’ How (i) did you understand it?

S1: Oh, it is [wɪntə] (winter), the season! I thought it was winner. That is why the sentence did not make sense to me.

S2: [wɪntə] (winter), [wɪnə] (winner), ... yes, when you say it quickly, it does sound the same.

S1: Thanks! Wait, did you hear the last word in the fourth sentence? Can you tell me what it was?

S2: ‘My dog’s skin is irritated by [flɪz] (fleas).’

S1: What is [flɪz] (fleas)? Can you spell it for me?

S2: F-L-E-A-S! Don’t you know what fleas are?

S1: Yeah, but isn’t that pronounced as (ii) [flɪs] (fleas)? It is confusing.

S2: Let’s ask the teacher later why ‘s’ sounds like ‘z’ here.

Note: S = student

Identify ONE phenomenon or sound rule from <A> that changes the pronunciation of (i) in <B> and explain how your answer applies to the given words. Then, identify ONE phenomenon or sound rule that causes S1’s confusion in (ii) and explain how your answer applies to the given word based on the description in <A>.

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

According to W. Ury and R. Fisher's best-selling book, you can walk away from any negotiation. The authors purport that by having a good walk-away option (BATNA: Best Alternative to a Negotiated Agreement), you protect yourself from difficult opponents. They advocate walking away from more powerful opponents so you don't give away the store, or at the very least, make a sale that doesn't "make sense."

In theory, this might make sense, but in the world of selling when you haggle with your customers, it is folly.

Telling a salesperson to walk away from the table and kissing off a sale is a bit cavalier for an expert who's never had to make a living by making a quota. For those of us who have spent a significant portion of our careers in sales, we know we would never just up and walk away from a potential sale, no matter how slim the chances are of actually getting the business. That is one of the characteristics that makes salespeople successful: irrational optimism in the face of certain defeat.

Technically, you might have the ability to abort settling on a big sale, but you still have a quota to make and a job to keep.

With that said, however, salespeople are always better dealers when they've already reached their quota. Why? Because they don't need the business. Still, they may indeed walk away from a potential sale, but they always come back as the situation changes.

As a sales manager, I urged my team to have as many potential prospects as possible. I encouraged them to be working on many potential deals, not just because it would help them make quota, but also because it made them tougher negotiators. They were all much better at holding their ground when they didn't feel desperate to have a customer's business.

Here's an important side note:

At times, I get the opportunity to ask about the skills taught in the *Getting to Yes* seminar with people who attended the workshop in the past. I always ask them, "What is the thing you most remember about the Ury and Fisher tenet?" to which I receive the almost universal response: "The thing I remember most is to make sure you know your BATNA."

Even though most cannot recall what the initials stand for, they believe that knowing which options they have if a settlement can't be reached empowers them a bit. I find it curious that the term most remembered from a course designed specifically to improve negotiation skills is one that describes how to walk away from the table—in other words, by refusing to \_\_\_\_\_.

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.

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

Included in the possible outcomes of culture learning are several not always desirable results, such as alienation from the native culture and marginality. Marginality refers to a situation in which a person, for a variety of reasons (such as race or religion) remains on the outskirts of a social or cultural group. Marginal individuals or groups are isolated, and, in the words of John Lum, their actions "do not reflect well any one culture." Marginality is not necessarily always a(n) \_\_\_\_\_ factor. It plays a part in all cultural change; it is part of the lives of children whose parents remain monocultural while they become bicultural. Richard Rodriguez' poignant book *Hunger for Memory* recounts the pains of cultural transition and the agonies of the loss of cultural identity. In anthropology, the marginal person has often been seen as the one most likely to accept change and to be willing to deal with the foreigner (e.g., the anthropologist) who comes along and asks such seemingly stupid questions.

That marginality and mediation are lonely states is also beautifully expressed in an often-quoted passage from the autobiography of Nehru:

I have become a queer mixture of the East and the West, out of place everywhere, at home nowhere. Perhaps my thoughts and approach to life are more akin to what is called Western than Eastern, but India clings to me, as she does to all her children, in innumerable ways; and behind me lie, somewhere in the subconscious, racial memories of a hundred, or whatever the number may be, generations of Brahmans. I cannot get rid of either that past inheritance or my recent acquisitions. They are both part of me, and, though they help me in both the East and the West, they also create in me a negative feeling of spiritual loneliness not only in public activities but in life itself. I am a stranger and alien in the West. I cannot be of it. But in my own country also, sometimes, I have an exile's feeling.

Lum concludes that "marginal people who fall may be rootless or alienated; those who rise may be synthesizers." They may become marginal in all cultures, belonging wholly to none and without cultural identity. On the other hand, they may cross cultural boundaries and leap cultural chasms.

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.

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

< A >

Teachers can employ a variety of techniques when teaching reading that will help enhance students' reading comprehension. For instance, at the preparation stage, the prediction technique can be used: Pictures or photos and titles can be viewed quickly to give the students an idea of the overall content of the text. While reading, if students find some words difficult, the teacher may help them to guess their meanings by looking at the surrounding words. Also, as for the reading content, the teacher can employ the outlining technique, which can help the students see the overall organization of the text by reconstructing the ideas or events. After reading, diverse techniques can be used in order to check the students' level of comprehension: scrambled stories, finding the author's purpose, and examining grammatical structures.

< B >

*(Below is part of Mr. Kim's lesson plan. He is preparing a handout for his students.)*

Objectives		
<ul style="list-style-type: none"><li>• Students will read the text about modern tourists and find the main idea.</li><li>• Students will identify the topic and the details of the text based on the handout.</li><li>• Students will write a summary about the text based on information given in the handout.</li></ul>		
Teaching-Learning Activities		
Introduction	Greeting & Roll-call	<ul style="list-style-type: none"><li>• T and Ss exchange greetings.</li><li>• T checks if all the Ss are present.</li></ul>
Development	Activity 1	<ul style="list-style-type: none"><li>• T hands out a reading text, "Tourists Today."</li><li>• T asks Ss to skim through the text.</li><li>• T asks if Ss understand the gist of the text.</li><li>• T asks Ss to read the text again.</li><li>• T distributes the handout about the reading text.</li></ul>

*Note: T = teacher, S = student*

**Tourists Today**

Many contemporary tourists avoid encountering reality directly but thrive on psuedo-events in their tourism experiences thus affecting tourism entrepreneurs and indigenous populations. For one, many tourists prefer to stay in comfortable accomodations, thereby separating themselves from the local people and environment. For instance, sleeping in a hotel filled with the comforts of home may insulate them from the fact that they are in a foreign land. In addition, much of the tourism industry is bolstered by the use of tourist-focused institutions such as museums and shopping centers. The needs of the contemporary tourists have induced entrepreneurs to build tourist attractions for the sole purpose of entertaining visitors. This detracts from the colorful local culture and presents a false view of the indigenous cultures. The other group affected by modern tourism is the local population. These people find themselves learning languages in a contrived way based on the changing tides of tourist groups solely for marketing purposes. Furthermore, when curious visitors do venture outside their cultural bubbles, they enjoy, albeit intrusively, watching locals doing their daily tasks, thereby making them the subject of the tourist gaze. In sum, while tourism is on the rise, the trend is to maintain a distance from the real environment rather than to see the locations for their own values, and this negatively affects tourism entrepreneurs and local people.

**Handout**

Topic sentence: Modern tourists' demands \_\_\_\_\_

\_\_\_\_\_

A. Effects on tourism entrepreneurs

- Provide comfortable accommodations
- Create tourist-focused entertainment attractions

B. Effects on local populations

- Learn tourists' languages
- Become the objects of the tourist gaze

Based on <A>, identify the technique that the teacher employed in the handout in <B>. Then, complete the topic sentence in the handout. Do NOT copy more than FOUR consecutive words from <B>.

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

You can learn a lot about a society by examining who or what it reveres. You can learn even more by studying what it is afraid of, as a new exhibit at the Morgan Library and Museum in New York proves. “Medieval Monsters” takes the visitor on a jaunt through Europe’s Middle Ages via its beasties. Artefacts such as illuminated manuscripts and tapestries are adorned with unicorns, dragons, antelopes with forked tails, blemmyes—humanoids with no heads, their faces instead on their chests—and more.

Monsters were often dispatched in the service of a specific ideology. Medieval power brokers used incredible creatures as a medium to display their magnificence: saints, clergymen and kings were depicted as slayers to show that they were extraordinary. King Henry VI’s rule over his land was symbolized through heraldry, which featured an antelope with horns thought to be sharp enough to cut down trees. Maps provided another opportunity to wield \_\_\_\_\_. A 16th-century plot of Iceland shows the island ringed by various mythological beasts. Their purpose was to scare off competing traders and keep the waterways clear for colonial powers.

Most of the early manuscripts were produced by monks by virtue of their education, and monsters were a medium through which the divine and the unknowable could be visualized. As ships went farther afield in the 15th and 16th centuries, the recurrence of “sea swine” and (1) Leviathan-esque water creatures may reflect an increasing fear of an endless and deadly sea. Demons and the gaping “maw of hell” could illustrate a fear of death, or dying without absolution. Drawings of unicorns, mermaids and sphinxes reveal a sense of wonder about the supernatural.

How do the insights of the exhibition apply to modern monsters, and contemporary Western anxieties? (2) Killer robots point to a fear of indestructible, clever, artificial intelligence-powered computers. Angela Becerra Videgar, a scholar at Stanford, suggests that the fascination with zombies and the undead in media is one of the creative legacies of the Second World War, when the Holocaust and the use of the atomic bomb changed perceptions about humanity’s propensity for mass destruction. Modern art and society are not yet rid of the instincts found in the Morgan’s medieval collection.

Fill in the blank with the ONE most appropriate word from the passage. Then, identify ONE common human emotion that (1) and (2) represent, and explain the reason why the identified emotion is represented by (2). Do NOT copy more than FOUR consecutive words from the passage.

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

We’ve come to assume that just about any bug we’re saddled with—from strep to staph—can be wiped out with a quick round of antibiotics. But in the U.S. alone, roughly 2 million people every year get infections that can’t be treated with antibiotics, and 23,000 of them die as a result. The bacteria to blame are now present in every corner of the planet, according to a landmark report from the World Health Organization (WHO). In some countries, about 50% of people infected with *K. pneumoniae* or *E. coli* bacteria won’t respond to our most powerful antibiotics, say global health experts. That suggests doctors are increasingly running out of (1) the ammunition they rely on to fight these harmful microbes.

Bacteria have been evolving to resist the drugs designed to kill them since the first antibiotic was discovered in 1928. But our overuse of antibiotics in farming, prescription drugs and antibacterial soaps has supercharged (2) the process. The WHO report was a sober warning of a dire future, but globally, progress is slowly being made.

France used to have the highest rate of antibiotic prescription in Europe, but a government mandate helped lower the number of doctor-issued Rx’s by 26% in six years.

In Sweden, regulations to phase out preventive use of antibiotics in agriculture—in which low doses are given to keep animals healthy and plump—cut sales of the drugs for farming by 67% since 1986. The Netherlands and Denmark have also restricted antibiotic use on livestock.

Progress in the U.S. has been slower. The Food and Drug Administration recently tried to encourage farmers to voluntarily reduce antibiotics in farming. The agency is also taking steps to curb use of antibacterials in some consumer goods, requiring manufacturers to prove that antibacterials are better than simple soap and water in keeping germs at bay.

Before antibiotics, something as minor as a cut or a sore throat could be a death sentence. While some \_\_\_\_\_ has recently been made in the right direction, some might say that much more needs to be done.

Fill in the blank with the ONE most appropriate word from the passage. Then, specify what the underlined parts (1) and (2) refer to, respectively. Do NOT copy more than THREE consecutive words from the passage.

<수고하셨습니다.>

## 영 어

성명 : ( )



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

Some morphemes in English are pronounced differently depending on their phonetic environments. These variants of the same morpheme are called *allomorphs*. An important question is how we know which allomorph appears for a given word.

Consider the following examples in (1), where the negative morphemes *il-* and *ir-* are added to a base:

- (1) a. *il-*: illegal, illogical, illiterate, illegible  
b. *ir-*: irregular, irrational, irreducible, irrecoverable

Comparing the examples in (1a) with the ones in (1b), a simple distribution is observed for the two allomorphs [ɪl] and [ɪr]. That is, [ɪl] and [ɪr] are selectively combined with their bases conditioned by the initial sound of the base: when the base begins with /l/, the prefix *il-* is chosen, and when the base begins with /r/, the prefix *ir-* is chosen.

There is another case where [l] and [ɹ] alternate between allomorphs. The adjectival suffix has two allomorphs: *-ar* [əɹ] and *-al* [əl], as shown in (2):

- (2) a. *-ar*: singular, popular, solar, velar  
b. *-al*: rural, plural, viral, moral

These suffixes *-ar* [əɹ] and *-al* [əl] are attached to the base depending on the final consonant of the base. (1) and (2) are different in where the morpheme is attached: (1) precedes the base, which is a prefix, and (2) follows the base, which is a suffix. On the other hand, these two morphemes are similar in that the allomorphs for different morphemes show the same alternation between [l] and [ɹ]. It is interesting to find the two apparently different phonemes /l/ and /ɹ/ are involved in the alternation of the allomorphs *il-/ir-* and *-al/-ar*.

The two sounds /l/ and /ɹ/ share many phonetic properties such as voicing, the place of articulation, and the manner of articulation. They only differ in terms of the way air passes through the mouth. This characteristic difference can be made using the distinctive properties known as the distinctive feature [lateral].

Identify TWO phonological processes involved in (1) and (2) in the correct order. Then, using the distinctive feature [lateral] (i.e., [+lateral] or [-lateral]), generalize the distribution of the allomorphs *-al* and *-ar*.

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

<A>

When problems in conveying meaning occur in conversational interactions, interlocutors need to interrupt the flow and negotiate meaning in order to overcome communication breakdowns and to understand what the conversation is about. A negotiation routine may have a sequence of four components:

- A *trigger* is an utterance that causes communication difficulty.
- An *indicator* alerts the speaker of the trigger that a problem exists.
- A *response* is the component through which the speaker of the trigger attempts to resolve the communication difficulty.
- A *reaction to response* can tell the speaker of the trigger whether or not the problem has been resolved.

<B>

(The following is a student-student talk occurring in the morning.)

- S1: You didn't come to the baseball practice yesterday. What happened?  
S2: Nothing serious. I had to study for an exam.  
S1: I am sorry you missed the practice. Have you taken the exam yet?  
S2: Yes. I took it a little while ago.  
S1: How did you do?  
S2: Hopefully I did OK. I didn't get any sleep last night.  
S1: I guess you must be drained.  
S2: Drained? What do you mean?  
S1: It's similar to 'tired.'  
S2: Oh, I see. Yeah, I am very tired.  
S1: You need to take a break.  
S2: I sure do, but I think I am going to eat something first.

Note: S = student

Identify an utterance from <B> that is a *response* mentioned in <A>, and explain how the speaker attempts to resolve the communication difficulty with the identified utterance. Then, identify an utterance from <B> that is a *reaction to response* mentioned in <A>, and explain whether the communication difficulty is resolved with the identified utterance.

5. Read the excerpt from a novel and follow the directions. **【4 points】**

My father is a failed documentary filmmaker. I say failed because he made only one film in his life. But for a short time in the late seventies, when I was growing up, he achieved what he would later refer to as moderate fame. The source of his moderate fame was a short documentary film about a group of Shoshone Indians living in southern Nevada. I doubt that anybody remembers the film now, but in the weeks and months that followed its release, my father received critical acclaim at several small film festivals, earned some grant money, and garnered enough [ . . . ] courage to continue making films for another ten years. To my knowledge, he never completed another film after that, but instead spent the next ten years of his life jumping around from one project to the next, shooting for several weeks or months, then eventually abandoning the current film for another that he believed had more \_\_\_\_\_.

My mother and I were living in southern California, where she worked as a lawyer, and every few months my father would call from a different part of the country with news of his latest concept—it was always his best yet—and ask my mother to sell something of his, or cash a bond, or take out another mortgage on the house. And finally, when there was nothing left to sell, he began to simply ask her for loans. Technically my parents were separated by then, but my mother was still very much in love with him, never stopped loving him, and worse, she believed with an almost stubborn myopia in his talent. She wanted my father to succeed, perhaps even more than he did, and to this day I still think this was her greatest flaw.

I can say now, twenty years later, that my father was never destined for the type of fame he once hoped to achieve. He was never meant to be a great filmmaker (few documentarians are), and he was never meant to receive even the lesser distinctions that so many of his contemporaries enjoyed. The small amount of talent he did possess only seemed to serve as a source of frustration for him, a constant reminder of some vague, unrealized potential. But at the time—this was in my early childhood—I believed fully in his potential, and though I missed him dearly, I never once faulted him for being away so often.

Fill in the blank with the ONE most appropriate word from the excerpt. Then, explain the underlined part in terms of the life-goal of the narrator’s father.

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

A high school teacher wanted to develop a test in order to assess his students’ English reading ability. He developed the test based on the following procedures:

- Step 1: Construct Definition  
He started by clarifying what his test was intended to measure. He defined the construct of his English test as the ability to infer meanings from a given reading passage.
- Step 2: Designing Test Specifications  
According to the construct definition in Step 1, he specified the test as consisting of a total of 20 multiple-choice items: 1) 10 items asking test-takers to infer meanings and fill in the blank with the most appropriate words or phrases (i.e., Fill-in-the-Blank), and 2) 10 items for finding the best order of scrambled sentences (i.e., Unscrambling).
- Step 3: Developing Test Items & Piloting  
He finished item development. He piloted the test to examine whether the items had satisfactory test qualities.
- Step 4: Analyzing Item Facility & Item Discrimination  
He analyzed item difficulty. To increase internal consistency, he removed the items with a high value of item discrimination.
- Step 5: Analyzing Reliability & Validity  
Reliability was assessed by Cronbach’s coefficient alpha. To investigate the concurrent validity of the test, he asked his colleagues to review the test items based on the test specifications.
- Step 6: Administering the Test  
After making the necessary revisions, he administered the test to his students.

Based on the passage above, identify TWO steps out of the six that have a problem in the process of test development. Then, support your answers with evidence from the passage. Do NOT copy more than FOUR consecutive words from the passage.

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

In summer’s mellow midnight,  
A cloudless moon shone through  
Our open parlor window  
And rosetrees wet with dew.

I sat in silent musing,  
The soft wind waved my hair:  
It told me Heaven was glorious,  
And sleeping Earth was fair.

I needed not its breathing  
To bring such thoughts to me,  
But still it whispered lowly,  
“How dark the woods will be!

“The thick leaves in my murmur  
Are rustling like a dream,  
And all their myriad voices  
Instinct\* with spirit seem.”

I said, “Go, gentle singer,  
Thy wooing voice is kind,  
But do not think its music  
Has power to reach my mind.

“Play with the scented flower,  
The young tree’s supple bough,  
And leave my human feelings  
In their own course to flow.”

The wanderer would not leave me;  
Its kiss grew warmer still –  
“O come,” it sighed so sweetly,  
“I’ll win thee ’gainst thy will.

“Have we not been from childhood friends?  
Have I not loved thee long?  
As long as thou hast loved the night  
Whose silence wakes my song.

“And when thy heart is laid at rest  
Beneath the church-yard stone  
I shall have time enough to mourn  
And thou to be alone.”

\* Infused

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

**<Commentary>**

Personification gives the attributes of a human being to an animal, an object, or a concept. In the poem, the “wind” is personified as a(n) “\_\_\_\_\_” and a(n) “\_\_\_\_\_.” This use of personification offers clues to understanding the speaker’s relationship with nature.

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

<A>

Sentences containing [*be* + past participle] can fall into two subtypes, based on whether the past participle form is a verb or an adjective, as shown in (1).

(1) a. The cat was bitten by the mouse.  
b. He had always been interested in Korean history.

In (1a), *bitten* is a verb, and in (1b), *interested* is an adjective.

There are two syntactic properties that distinguish adjectives from verbs. First, adjectives can be modified by degree modifiers, whereas verbs cannot, as shown in (2).

(2) a. I couldn't stand his overly offensive behavior.  
b. She was so embarrassed by his demeaning attitude toward her.  
c. \*He very solved the difficult problem.  
d. \*The ball was very bounced against the wall several times.

The fact that *offensive* and *embarrassed* in (2a) and (2b) can be modified by degree modifiers whereas *solved* and *bounced* in (2c) and (2d) cannot suggests that the former are adjectives and the latter are verbs. For an adjective to be modified by a degree modifier, it should be gradable. Such modification is not possible with non-gradable adjectives. This is illustrated in (3).

(3) a. The meeting was rather serious.  
b. \*The situations were too impossible.

Second, other than *be*, verbs such as *remain* can be followed by adjectives, but not by verbs, as given in (4).

(4) a. The visitors remained assembled outside the museum for over an hour.  
b. \*The safe remained broken by the burglars.

Note: '\*' indicates the ungrammaticality of the sentence.

<B>

(i) They were married at the church.  
(ii) They were married until last Christmas.

Identify whether *married* in (i) and (ii) is an adjective or a verb, respectively. Then, for the sentence containing the adjective *married*, provide TWO sentences, each of which has a property described in <A>. Each sentence should have a different property. Put an '\*' before the ungrammatical sentence.

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

What could be better than studying physics under Albert Einstein? A lot, it turns out. While geniuses have done much to help society progress and flourish, perhaps they don't belong in front of the classroom. While logic dictates that the best teachers would be the most capable and accomplished people, there are two other qualities that are more vital than intelligence.

The first quality of effective teachers is that they had to put forth a lot of effort into their studies. While this may seem counterintuitive, it is probably more helpful to be guided by a person who had to work daily to master difficult concepts than by someone for whom learning was a breeze. Students often gravitate toward prodigies like Einstein because their expertise seems so effortless, but that's a mistake. It makes more sense to study under people who had to struggle to become experts because they've gone through the process of building their knowledge one concept at a time.

The next quality is a little more obvious but is often overlooked: being able to explain content clearly. A teacher who has a long list of publications probably isn't going to remember how to methodically explain the basics. In the first university course he taught, Einstein wasn't able to attract much interest in the esoteric subject of thermodynamics: Just three students signed up, and they were all friends of his. The next semester he had to cancel the class after only one student enrolled. This example shows how someone who has inborn genius may not be able to relate to students' ignorance to help them understand abstract concepts.

It's often said that those who can't do teach, yet the reality is that the best doers are often the worst teachers. So, teachers' most important qualities are having had the experience of building their knowledge and having the ability to make content easy to grasp. Being a great physicist doesn't make one a great physics teacher. Rather than taking an introduction to physics class with Einstein, it would be more valuable to learn from his protégé who spent years figuring out how to explain what it would be like to chase a beam of light.

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.

10. Read the passage in <A> and the part of the individual conference in <B>, and follow the directions. 【4 points】

<A>

The students in Mr. Lee’s class did an oral presentation. Mr. Lee gave his students the following rubric in advance and let them know that their performance would be evaluated across four categories: (a) content & preparation, (b) organization, (c) language, and (d) delivery. After the students’ presentations were over, Mr. Lee had a conference session with each student to discuss his or her strengths and weaknesses.

**PRESENTATION ASSESSMENT FORM**

Evaluation Categories	Scale
	← 1 2 3 4 5 → poor excellent
<b>I . Content &amp; Preparation</b>	
1. Interest & Value of topic	1 2 3 4 5
2. Informativeness of content	1 2 3 4 5
3. Preparedness	1 2 3 4 5
<b>II . Organization</b>	
1. Introduction (giving an overview)	1 2 3 4 5
2. Main body (supporting details & examples)	1 2 3 4 5
3. Conclusion (summarizing the presentation)	1 2 3 4 5
<b>III . Language</b>	
1. Accuracy (accurate use of grammar)	1 2 3 4 5
2. Appropriateness	1 2 3 4 5
3. Fluency	1 2 3 4 5
4. Pronunciation	1 2 3 4 5
<b>IV . Delivery</b>	
1. Confidence (not overly dependent on notes)	1 2 3 4 5
2. Gestures & Facial expressions	1 2 3 4 5

<B>

(The following is part of the individual conference that Mr. Lee had with one of his students, Yuna.)

Mr. Lee: Your presentation was pretty good.

Yuna : Thank you, Mr. Lee.

Mr. Lee: Yeah, you were really prepared. And so you got a perfect score on that area.

Yuna : I tried my best to make my PPT slides as informative as possible.

Mr. Lee: I know! They were really impressive. And your topic was really good.

Yuna : Thank you! How was my pronunciation?

Mr. Lee: Overall, I think your language was easy for the other students to follow. But you may want to try to use your language more appropriately. For example, some expressions you used like *you guys* and *you know*, may not be appropriate in this kind of presentation.

Yuna : I see. Thank you for your feedback.

Mr. Lee: I also noticed that you referred to your cue cards too frequently without looking at the audience.

Yuna : I did?

Mr. Lee: Yes, you did. Your presentation would have been much better if you had shown more confidence in your presentation task.

Yuna : I agree.

Mr. Lee: Other than that, everything looked fine.

Identify TWO of the four evaluation categories that Mr. Lee thinks reflect Yuna’s weak points. Then, provide evidence for each identified category from <B>.

11. Read the excerpt from a play and follow the directions.  
【4 points】

*The sappers\* have already mapped most of the area. YOLLAND's official task, which OWEN is now doing, is to take [. . .]—every hill, stream, rock, even every patch of ground which possessed its own distinctive Irish name—and Anglicize it, either by changing it into its approximate English sound or by translating it into English words. [. . .] OWEN's official function as translator is to pronounce each name in Irish and then provide the English translation.*

OWEN: Now. Where have we got to? Yes—the point where that stream enters the sea—that tiny little beach there. George!

YOLLAND: Yes. I'm listening. What do you call it? Say the Irish name again?

OWEN: Bun na hAbhann.

YOLLAND: Again.

OWEN: Bun na hAbhann.

YOLLAND: Bun na hAbhann.

OWEN: That's terrible, George.

YOLLAND: I know. I'm sorry. Say it again.

OWEN: Bun na hAbhann.

YOLLAND: Bun na hAbhann.

OWEN: That's better. Bun is the Irish word for bottom. And Abha means river. So it's literally the mouth of the river.

YOLLAND: Let's leave it alone. There's no English equivalent for a sound like that.

OWEN: What is it called in the church registry?

*[Only now does YOLLAND open his eyes.]*

YOLLAND: Let's see . . . Banowen.

OWEN: That's wrong. *[Consults text.]* The list of freeholders calls it Owenmore—that's completely wrong: [. . .] And in the grand jury lists it's called—God!—Binhone!—wherever they got that. I suppose we could Anglicize it to Bunowen; but somehow that's neither fish nor flesh.

*[YOLLAND closes his eyes again.]*

YOLLAND: I give up.

OWEN: *[At map.]* Back to first principles. What are we trying to do?

YOLLAND: Good question.

OWEN: We are trying to denominate and at the same time describe that tiny area of soggy, rocky, sandy ground where that little stream enters the sea, an area known locally as Bun na hAbhann . . . Burnfoot! What about Burnfoot!

YOLLAND: *[Indifferently.]* Good, Roland. Burnfoot's good.

OWEN: George, my name isn't . . .

YOLLAND: B-u-r-n-f-o-o-t?

OWEN: I suppose so. What do you think?

YOLLAND: Yes.

OWEN: Are you happy with that?

YOLLAND: Yes.

OWEN: Burnfoot it is then. *[He makes the entry into the Name-Book.]* [. . .]

YOLLAND: You're becoming very skilled at this.

OWEN: We're not moving fast enough.

YOLLAND: *[Opens eyes again.]* Lancey lectured me again last night.

OWEN: When does he finish here?

YOLLAND: The sappers are pulling out at the end of the week. The trouble is, the maps they've completed can't be printed without these names. So London screams at Lancey and Lancey screams at me. But I wasn't intimidated. [. . .] 'I'm sorry, sir,' I said, 'But certain tasks demand their own tempo. You cannot rename a whole country overnight.' Your Irish air has made me bold.

\* Soldiers whose job involves digging, building, and map-making

Complete the commentary below by filling in the blank with the ONE most appropriate word from the excerpt. Then, regarding the underlined part, explain what Owen thinks of the word “Bunowen.”

**<Commentary>**

Yolland has been commissioned to remap Ireland with Anglicized place-names. For some reason, however, he shows little concern about finishing the mission on time. He even ignores his superior officer Lancey's order to increase his \_\_\_\_\_.

**<수고하셨습니다.>**