

2025학년도 중등학교교사 임용후보자 선정경쟁시험

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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 excerpt from a novel and follow the directions. 【2 points】

Every morning, we drifted from stack to stack, vendor to vendor. There were no road maps to follow—tables full of black market Prell and Colgate were pocketed among vegetable stands one day and jars of medicinal herbs the next. The market was randomly organized, and only the mighty and experienced like my mother could navigate its patternless paths.

But with a sense of neither drama nor calamity, my mother’s ability to navigate and decipher simply became undone in our new life. She preferred the improvisation of haggling to the conventional certainty of discount coupons, the primordial messiness and fishmongers’ stink of the open-air market to the aroma-free order of individually wrapped fillets.

Now, a mere three and a half years or so after her last call to the sky market, the dreadful truth was simply this: we were going through life in reverse, and I was the one who would help my mother through the hard scrutiny of ordinary suburban life. I would have to forgo the luxury of adolescent experiments and temper tantrums, so that I could scoop my mother out of harm’s way and give her sanctuary. Now, when we stepped into the exterior world, I was the one who told my mother what was acceptable or unacceptable behavior.

Lan Cao, *Monkey Bridge*

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

<Commentary>

While shopping, the narrator realizes that her mother—a first-generation immigrant—finds it challenging to navigate through the orderliness and modernity of the new land on her own. The narrator thus accepts the necessity to _____ her role from that which was played in their homeland to an unfamiliar one.

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

A sentence has a meaning which does not change in different contexts. This kind of meaning is called literal meaning (or truth condition). In other words, knowing the meaning of a sentence means knowing what the world would have to look like in order for that sentence to be true. Consider the following example:

(1) #John has killed a mosquito, but the mosquito is not dead.

Since the sentence *John has killed a mosquito* has the result state of a mosquito being dead as part of its literal meaning, the result state cannot be denied.

However, the literal meaning is not the only sort of meaning conveyed when language is used for communication. Non-literal meanings (i.e., extra-truth-conditional meanings) could arise depending on utterance contexts, as illustrated in (2).

(2) [Tom and Mary are eating together at a restaurant, and Tom needs ketchup.]

Tom : Mary, are you using the ketchup?

The sentence in (2) literally asks if Mary is using the ketchup. However, it could also yield a non-literal meaning, *Please pass me the ketchup*, which is an example of implicature.

Similarly, a non-literal meaning can also be conveyed when a conversational maxim is intentionally violated. Consider the conversation between Tom and Mary in (3).

(3) [On his way to class, Tom meets his friend, Mary.]

Tom : Hi, Mary.

Mary: Hi, Tom. You look busy. Where are you going?

Tom : I’m going to my chemistry class.

Mary: How is your chemistry professor? You told me before that she was ill.

Tom : She seems fine now. By the way, did you eat lunch? How about Korean food after my class?

Mary: What happened during your interview yesterday?

Tom : Well, to make a long story short, they didn’t hire me.

Mary: I’m sorry to hear that.

Uttering *What happened during your interview yesterday?*, Mary violates the maxim of relation or quantity, which results in a non-literal meaning. Meanwhile, without the phrase *to make a long story short* in Tom’s last utterance, a conversational _____ would occur.

Note: ‘#’ indicates that the sentence is semantically unacceptable.

Fill in the blank with the ONE most appropriate word from the passage.

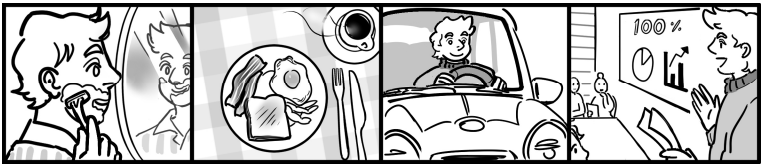
3. Read the passage and follow the directions. 【2 points】

Materials can be adapted by using different techniques such as *adding*, *deleting*, *modifying*, and *reordering*. For example, we can add materials when a language item is not covered sufficiently in the original materials. Materials that are too easy or difficult for learners can be deleted. Modifying can be used to make them more relevant to students' interests and backgrounds and to restructure classroom management. Reordering the sequence of activities is another technique, which includes separating items and regrouping them.

Consider the original material extracted from a grammar exercise book and its adapted version below. In the adapted version, the original exercise has been adapted by using the ① _____ technique.

Original Material

① **Individual Work** Describe the man's routine in four sentences.



② **Individual Work** Answer the following questions.

- What time do you wake up?
- What do you usually wear to work?
- What do you usually cook for dinner?

Adapted Material

① **Individual Work** Describe the student's routine in four sentences.



② **Pair Work** Work in pairs and ask each other the following questions.

- What time do you wake up?
- What do you usually wear on school days?
- What do you usually eat for dinner?

Fill in the blank ① with the ONE most appropriate word from the passage.

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

< A >

(Two teachers, Mr. Lee and Ms. Kim, recently scored students' speaking assessments. They later discussed the scoring process and Mr. Lee reflected on his scoring experiences in his journals.)

- Mr. Lee : As I was reviewing my ratings, I noticed that they were staying consistent throughout the scoring process.
- Ms. Kim: Good, it's actually hard to keep the same perspective when grading multiple students. But you mean you found actual similarities in your scores for the same students over time?
- Mr. Lee : Yes, exactly. I think I might have benefitted from reviewing my previous scores before re-evaluating anyone's performance to see if I'm staying consistent.
- Ms. Kim: That makes sense. You know, I've noticed that we have some scoring differences between us on certain criteria.
- Mr. Lee : Right. I normally give a score of 10 if students have natural flow even though they may demonstrate some errors in grammar or vocabulary. How about you?
- Ms. Kim: Oh, I've constantly made efforts to adhere to our scoring criteria, and I give a perfect score only when they speak without any errors or hesitation.
- Mr. Lee : All right. Now I can see why we have different scoring results and it makes me think—these different results could send mixed messages to students.
- Ms. Kim: I agree. Let's review our criteria and stick to following our rubric.
- Mr. Lee : Sure. That would be fairer for the students.

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Mr. Lee's Reflective Journal

After today's grading session, I reviewed my scores and luckily noticed consistency in my ratings for the same students across different sessions. However, after talking with Ms. Kim, I realized that we provided different scores for the same students. I'm concerned this could lead to some confusion if they receive different scores based on which teacher assesses them. I think it would be helpful if Ms. Kim and I could go over the rubric together to ensure a more unified scoring approach.

Fill in the blanks with the TWO most appropriate words.

Based on <A> and , Mr. Lee is concerned about the lack of _____ in the scoring process. His concern is not about the consistency of rating by a single rater but about the consistency of rating by different raters.

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

It is eighteen years ago, almost to the day—
A sunny day with the leaves just turning,
The touch-lines new-ruled—since I watched you play
Your first game of football, then, like a satellite
Wrenched from its orbit, go drifting away

Behind a scatter of boys. I can see
You walking away from me towards the school
With the pathos of a half-fledged thing set free
Into a wilderness, the gait of one
Who finds no path where the path should be.

That hesitant figure, eddying away
Like a winged seed loosened from its parent stem,
Has something I never quite grasp to convey
About nature's give-and-take—the small, the scorching
Ordeals which fire one's irresolute clay.

I have had worse partings, but none that so
Gnaws at my mind still. Perhaps it is roughly
Saying what God alone could perfectly show—
How selfhood begins with a walking away,
And love is proved in the letting go.

Cecil Day-Lewis, "Walking Away"

Complete the commentary below by filling in the blank with the ONE most appropriate word from the poem. Then, given that the speaker assumes a parent's voice, explain the metaphorical meanings of 'give' and 'take' in the underlined part, respectively.

<Commentary>

In this poem, the parent feels pathos at the thought that the child will experience various _____ in the process of molding selfhood, as they come of age.

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

< A >

Many inflectional affixes in English are sensitive to phonological properties of base words that they attach to. One example is the comparative affix *-er* that attaches to adjectives as follows:

(1) Base adjectives	Suffixed comparatives
smart	smarter
intelligent	*intelligenter
pretty	prettier
attractive	*attractiver

It appears that the attested base adjectives in (1) are no longer than two syllables. Consider the following words in (2), in which the comparative affix *-er* attaches to disyllabic adjectives.

(2) Base adjectives	Suffixed comparatives
happy	happier
tiny	tinier
brainy	brainier
mighty	mightier

While the affix *-er* attaches to various adjectives, the words in (3) indicate that not all disyllabic adjectives can take the affix *-er*.

(3) Base adjectives	Suffixed comparatives
afraid	*afraider
naked	*nakeder
active	*activer
verdant	*verdanter

Note: '*' indicates unattested comparatives.

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a. avid b. fancy c. jealous d. narrow

Based on <A>, choose the TWO adjectives in which the comparative affix *-er* can attach to. Then, based on <A> and , state the phonological conditions for the attested and unattested disyllabic adjectives, respectively.

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

In general, the matrix subject is semantically associated with the matrix verb, which is called an *ordinary* subject. In (1a), *Chris* experienced the feeling of wanting to convince *Max*. In some cases, the matrix subject does not have a direct semantic relationship with the matrix verb, but semantically it belongs solely in the embedded clause. This is called a *raised* subject. The meaning of (1b) is very close to that of *Chris seemingly convinced Max*.

- (1) a. Chris wanted to convince Max.
b. Chris seemed to convince Max.

There are diagnostic tests to distinguish one from the other, which include using meaningless dummy pronouns and voice transparency. First, a dummy pronoun, such as *there* or *it*, cannot appear in the ordinary subject position, as shown in (2a), which suggests that the subject of *want* is an ordinary subject. In contrast, the pronoun can appear in the raised subject position, so the appearance of *there* in (2b) suggests that the subject of *seem* is a raised subject.

- (2) a. *There wants to be plenty of time.
b. There seems to be plenty of time.

The second diagnostic test involves voice transparency between active and passive forms, and only the sentence with a raised subject can denote the same meaning with its passive counterpart. Consider the sentences (3a) and (3b), which are the passive counterparts of (1a) and (1b), respectively.

- (3) a. Max wanted to be convinced by Chris.
b. Max seemed to be convinced by Chris.

Note that (3a) does not share the same truth condition with (1a) as the subject of *want* refers to *Max* in (3a) but *Chris* in (1a). In contrast, (3b) is logically equivalent to (1b). Thus, the test results for voice transparency demonstrate that the subject of *want* is an ordinary subject and that of *seem* is a raised subject. Now, consider the sentences (4a) and (4b).

- (4) a. The fire fighter attempted to save the man.
b. The fire fighter happened to save the man.

The two diagnostic tests can reveal that (4a) contains a(n) ① _____ subject and (4b) contains a(n) ② _____ subject.

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

Fill in the blanks ① and ② each with the ONE most appropriate word from the passage, in the correct order. Then, first, for the raised subject in (4), explain your answer by providing a sentence with a meaningless dummy, using the structural frame, 'to rain'. Second, for the ordinary subject in (4), explain your answer by providing a sentence, using voice transparency.

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

< A >

Understanding second language (L2) learners' interlanguage is an important step for teaching L2 learners. In analyzing interlanguage, it has been found that deviations from characteristics of the target language exist in learners' utterances. For example, deviations in early L2 learners' utterances can be categorized into several types.

<Deviations in Early L2 Learners' Utterances>

Type	Description	Example (The intended meaning is in parentheses.)
Mismatched lexical class	The lexical class does not match.	<i>It's a pink.</i> (It's pink.)
Semantic deviation	Utterances are semantically ill-formed.	<i>What's the spaghetti?</i> (Do you like spaghetti?)
Number of arguments	Utterances contain more or fewer arguments than required.	<i>I wore.</i> (I wore a shirt.)
Word order	Word order is violated.	<i>I this book read.</i> (I read this book.)
...

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(Two students are carrying out a two-way spot-the-difference task in their English class.)

S1: Now, let's get started. In your picture, are there chairs?
S2: Yes.
S1: How many chairs are there?
S2: Two chairs.
S1: There are also two chairs in my picture. Now, please ask me about my picture.
S2: What's the pen?
S1: I'm sorry? Do you mean, "Do you have a pen?"
S2: Yes.
S1: Okay. Then, yes, I do. Do you have a pen?
S2: No, I do not have a pen.
S1: Okay. Then we've found one difference. Next, your turn.
S2: Is there a girl?
S1: Yes, there is. What is she doing?
S2: She is giving Mary.
S1: Um, what is she giving Mary?
S2: Ah, she is giving Mary a book.
S1: Oh, in my picture, she is giving Mary an eraser.
S2: Yeah! Finally, we got them all.

Note: S = student

Based on <A>, identify the TWO types of deviations found in the students' utterances in . Then, explain your answers, respectively, with evidence from .

9. Read the passage in <A> and the teacher’s reflection log in , and follow the directions. 【4 points】

<A>

Mr. Jeong, an English teacher, was tasked with evaluating speaking assessment items in his students’ final exam. Reviewing key principles of speaking assessment, he noted the following:

✓ Clarity: Prompts should be straightforward to avoid confusion.

✓ Authenticity: Speaking tasks should mirror real-life communication, enabling students to demonstrate natural language use.

✓ Integrated Skills Assessment: Tasks should assess speaking alongside other skills, such as listening comprehension, to reflect communicative performance.

✓ Practicality: Test items should be feasible and manageable in terms of the time spent in assessment.

Teacher’s Reflection Log

After reviewing the items, I felt that the two items had some good and bad points. Item 1 asked students to describe a memorable experience that they had with a friend, including details such as when it happened, what they did, and why it was memorable. After observing students’ responses, I realized that this item resembled a conversation topic in real-life contexts. However, I regret that I didn’t set time limits for the item and it took too much time to score it, which made the assessment difficult to manage.

For Item 2, after looking at a picture of a busy street, students were asked to describe what they saw. Most of the students did very well on this task because the item clearly described what sort of response was desired. I think this item was effective in assessing pronunciation, one of the criteria for assessing speaking skills. However, next time I want to add some more items such as asking students to listen to a short audio and discuss their opinions. It might be more challenging but I believe I can assess multiple skills in the test.

Based on <A>, identify the speaking assessment principles applied in Item 1 and Item 2 in , respectively. Then, explain how each principle was applied in each item with evidence from .

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

“Telling stories is as basic to human beings as eating,” writes Richard Kearney. “More so, in fact, for while food makes us live, stories are what make our lives worth living.” Or not worth living. When one lives on the edge of the abyss, as we do, the answer to the fundamental question about the worthiness and meaning of existence depends heavily on the story one tells oneself. And since failure lies at the core of who we are, the most important stories we tell about ourselves, as well as those we read about others, are primarily tales of failing. Indeed, from the Greek tragedies to the latest news reports, there has never been a good story without some degree of failure in it. Such are the narratives that fascinate us. Why would we want to read about the inner life of robots? Failure and storytelling are intimate friends, always working in cahoots.

That’s why the observation that our life has been “a complete failure,” has “no meaning,” or “is not worth the pain” is one many of us may make in the course of our existence. Yet few of us choose to end it right then and there in response. This is not because we lack courage (when one wants to die, one finds the courage), but because we feel that the story, failure-filled though it may be, has not run its course. We want to wait and see. And that is telling.

At any given moment, we may find our life to be less fulfilling and our existence without significance, but we know, at some deeper level, that we are not done yet. Our story is just not over, and it’s frustrating—profoundly, viscerally so—to quit a story before the end, whether it’s a book, a film, or your own life. Once we have reached that point, we may decide that there is nothing left to tell, but quitting the story while it is still being told is a violation not just of narrative but of nature. The longed-for meaning may be revealed at the very end, and we will no longer be there to receive the revelation. It is written, after all, that the “pearl” we are supposed to retrieve can only be found at the story’s end.

Can a story save my life, then? Yes, it can. The truth is, only a story can redeem our lives. And not just our lives, but life itself. That’s the reason why there are so many stories in life. Without stories, we would be _____.

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.

11. Read the passage in <A> and the teaching procedure in , and follow the directions. 【4 points】

<A>

Ms. Kim, an English teacher, is selecting lesson objectives to implement into a new lesson. The following are the lesson objectives for reception and production.

Lesson Objectives

Reception

R1. Students can recognize reduced sounds of words.
R2. Students can identify specific details from a text or discourse.
R3. Students can distinguish between literal and implied meanings.

Production

P1. Students can explain the sequence of an event in the right order.
P2. Students can write a simple journal, letter, or email.
P3. Students can argue for and against a topic in a respectful manner.

Step	Teaching Procedure									
Step 1	<p>In groups, students brainstorm the pros and cons of using AI in education and create a mind map.</p> <div><div><div>convenient</div><div>immediate feedback</div><div>no constraints</div><div>place</div><div>time</div></div><div>Pros</div><div>AI</div><div>Cons</div><div><div>distracting</div><div>cheating</div><div>less human interaction</div></div></div>									
Step 2	<p>Students listen to an audio clip on AI and digital tools in class and complete a worksheet.</p> <div><p>▶ Listen to the conversation carefully and follow the directions below.</p><p>A. Mark the sentences True or False.</p><p>1. Sora says that the use of AI should be prohibited in the classroom. [True/False]</p><p>2. Inho asks an AI chatbot to do his assignment. [True/False]</p><p>3. Minji compares the outputs on a topic from three different AI chatbots. [True/False]</p><p>B. Match the person with his or her concern.</p><table><tbody><tr><td>Inho</td><td>·</td><td>Excessive screen time</td></tr><tr><td>Minji</td><td>·</td><td>False information</td></tr><tr><td>Sora</td><td>·</td><td>Theft of personal data</td></tr></tbody></table></div>	Inho	·	Excessive screen time	Minji	·	False information	Sora	·	Theft of personal data
Inho	·	Excessive screen time								
Minji	·	False information								
Sora	·	Theft of personal data								

Step 3	Students work together and write rules for the use of digital tools in class.
	<div><p>Class Rules for the Use of Digital Tools</p><p>1. <i>e.g., Never download software to a school device without permission.</i></p><p>2. _____</p><p>3. _____</p><p>◆ Useful expressions for polite agreement or disagreement</p><p>- I agree. That's a good idea. That's right.</p><p>- I don't think/believe so. I don't agree/disagree (with you).</p><p>- What do you think? Would you agree with me? Don't you agree?</p></div>

Identify ONE lesson objective for reception and ONE lesson objective for production from <A> that the teaching procedure in targets. Then, explain your answers, respectively, with evidence from .

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

<A>

Metacognitive awareness of reading strategies is considered a conscious procedure utilized by readers to enhance text comprehension and encourage active reading.

Understanding its importance, Ms. Yu, a high school English teacher, used the Metacognitive Awareness of Reading Strategy Questionnaire to measure students' awareness on three categories of reading strategies. These include Global Reading Strategies (GLOB), Support Reading Strategies (SUP), and Problem-Solving Strategies (PROB). She also interviewed her students after the survey.

The Metacognitive Awareness of Reading Strategy Questionnaire

Category	Item	1	2	3	4	5
GLOB	G1. I have a purpose in mind when I read.					
	G2. I think about what I know to help me understand what I read.					
	G3. While reading, I decide what to read and what to ignore.					
	G4. I take an overall view of the text to see what it is about before reading it.					
				
SUP	S1. I paraphrase what I read to better understand it.					
	S2. I take notes while reading to help me understand what I read.					
	S3. While reading, I translate from English into my native language.					
	S4. I use reference materials (e.g., a dictionary) to help me understand what I read.					
				
PROB	P1. When the text is unclear, I re-read it to increase my understanding.					
	P2. I try to guess the meaning of unknown words or phrases.					
	P3. I adjust my reading speed according to what I am reading.					
	P4. I try to visualize information to help understand what I read.					
				

Note: 1 = never, 2 = occasionally, 3 = sometimes, 4 = usually, 5 = always

Based on the survey results, Ms. Yu conducted interviews with the students who reported low ratings in the survey. Parts of the interview excerpts are below. One of the interview questions was “Do you feel challenged while reading?” After the interview, Ms. Yu identified reading strategies that students need to promote their active reading skills.

Interview Excerpts

S1: “I thought reading was just about understanding the words. When I don’t understand something, I tend to skip over it. I think if I try to draw a picture in my mind when I’m not sure, I’ll understand texts much better.”

S2: “I usually analyze texts sentence-by-sentence until I fully understand them. After checking my low ratings on the questionnaire, I found that reading selectively may help me become a more efficient reader.”

Note: S = student

Identify the TWO items of reading strategies in <A> that Ms. Yu may apply to her reading instruction in relation to . Then, explain your answers, respectively, with evidence from .

<수고하셨습니다.>