# 2026학년도 중등학교교사 임용후보자 선정경쟁시험

# 영 어

**수험 번호 : (  )**　　**성 명 : (  )**

| 제1차 시험 | 3교시 전공B | 11문항 40점 | 시험 시간 90분 |
|---|---|---|---|

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

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

English is known to have only eight inflectional suffixes as listed in (1), which implies that other suffixes are all derivational.

(1) Inflectional suffixes in English

| | | | |
|---|---|---|---|
| a. Noun: | Plural *-s* | Possessive *-'s* |
| b. Verb: | Past tense *-ed* | Past participle *-en*/*-ed* |
| | Progressive *-ing* | |
| | 3rd person singular present *-s* | |
| c. Adjective: | Comparative *-er* | Superlative *-est* |

The distinction between inflectional and derivational suffixes can be subtle but three criteria are commonly used to help distinguish between the two. First of all, the inflectional suffixes in (1) do not change the grammatical ____①____ of the stem, while some derivational suffixes can change it as *heart*, a noun, becomes an adjective after *-less* attaches. Secondly, a derivational suffix must combine with the root or the base before an inflectional suffix. This is why *neighbor-hood-s* is attested but *neighbor-s-hood* is not. Lastly, the semantic contribution of an inflectional suffix to the stem is usually transparent and consistent. For example, adding a plural suffix indicates 'more than one'. In the case of derivation, it is not so straightforward. An actor is someone who acts, but a professor is not someone who professes. *Government* can be used to refer either to an institution or to the act of governing, but *treatment* only refers to the act of treating. These examples suggest that the ____②____ of an inflectional suffix is predictable, while that of a derivational suffix may not be predictable.

Fill in each of the blanks ① and ② with the ONE most appropriate word.

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

I've pulled the last of the year's young onions.
The garden is bare now. The ground is cold,
brown and old. What is left of the day flames
in the maples at the corner of my
eye. I turn, a cardinal vanishes.
By the cellar door, I wash the onions,
then drink from the icy metal spigot.

Once, years back, I walked beside my father
among the windfall pears. I can't recall
our words. We may have strolled in silence. But
I still see him bend, that way—left hand braced
on knee, creaky—to lift and hold to my
eye a rotten pear. In it, a hornet
spun crazily, glazed in slow, glistening juice.

It was my father I saw this morning
waving to me from the trees. I almost
called to him, until I came close enough
to see the shovel, leaning where I had
left it, in the flickering, deep green shade.

White rice steaming, almost done. Sweet green peas
fried in onions. Shrimp braised in sesame
oil and garlic. And my own loneliness.
What more could I, a young man, want.

Li-Young Lee, "Eating Alone"

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

**<Commentary>**

While harvesting the last vegetables, the speaker's memory blends into the garden and brings to life a scene from the past when he walked there with his father. The poem transforms a moment of _____ into a form of reflection and remembrance, showing how ordinary things—onions, pears, and a shovel—keep emotional connections alive.

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

At the end of August, Mala's passport and green card were ready. I received a telegram with her flight information; my brother's house in Calcutta had no telephone. Around that time I also received a letter from her, written only a few days after we had parted. There was no salutation; addressing me by name would have assumed an intimacy we had not yet discovered. It contained only a few lines. 'I write in English in preparation for the journey. Here I am very much lonely. Is it very cold there. Is there snow. Yours, Mala.'

I was not touched by her words. We had spent only a handful of days in each other's company. And yet we were bound together; for six weeks she had worn an iron bangle on her wrist, and applied vermilion powder to the part in her hair, to signify to the world that she was a bride. In those six weeks I regarded her arrival as I would the arrival of a coming month, or season—something inevitable, but meaningless at the time. So little did I know her that, while details of her face sometimes rose to my memory, I could not conjure up the whole of it.

A few days after receiving the letter, as I was walking to work in the morning, I saw an Indian woman on the other side of Massachusetts Avenue, wearing a sari with its free end nearly dragging on the footpath, and pushing a child in a stroller. An American woman with a small black dog on a leash was walking to one side of her. Suddenly the dog began barking. From the other side of the street I watched as the Indian woman, startled, stopped in her path, at which point the dog leapt up and seized the end of the sari between its teeth. The American woman scolded the dog, appeared to apologize, and walked quickly away, leaving the Indian woman to fix her sari in the middle of the footpath, and quiet her crying child. She did not see me standing there, and eventually she continued on her way. Such a mishap, I realized that morning, would soon be my concern. It was my duty to take care of Mala, to welcome her and protect her. I would have to buy her her first pair of snow boots, her first winter coat. I would have to tell her which streets to avoid, which way the traffic came, tell her to wear her sari so that the free end did not drag on the footpath. A five-mile separation from her parents, I recalled with some irritation, had caused her to weep.

Jhumpa Lahiri, "The Third and Final Continent"

Complete the commentary below by filling in the blank with the ONE most appropriate word from the excerpt. Then explain why the narrator recalls as described in the underlined part.

**<Commentary>**

This excerpt encapsulates particular experiences immigrants may have regarding arranged marriages. The narrator spent only a short period of time with his wife before leaving his hometown in India. Despite nuptial ties, the lack of _____ makes him insensitive to his wife's upcoming arrival.

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

<A>

Native speakers of English follow certain principles that allow them to interpret and produce sentences that are appropriate within the context of a larger discourse. One of them is the given-new contract, which states that in each new sentence, given (previously mentioned) information should appear before new information (information that has not been mentioned previously).

(1) Susan: I don't know what to get Tom for his birthday. Any ideas?
Ann: a. Give him a book. You know how much he likes to read.
b. Give a book to him. You know how much he likes to read.

Although both (1a) and (1b) are grammatical, most native speakers will continue the discourse with (1a) because it conforms to the given-new contract.

Another principle is that of end weight, a general tendency in English that can be formulated as follows: put long, "heavy" elements such as complex NPs at the end of a sentence.

(2) a. Bill demonstrated the procedure to Pat.
b. *Bill demonstrated to Pat the procedure.
c. Bill demonstrated to Pat the method for fixing a watch that Jack's father had recently taught him.

Although (2b) and (2c) have the same structure (i.e., the prepositional phrase *to Pat* precedes the direct object of the verb), only (2c) is acceptable because the heavy NP is placed at the end of the sentence.

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

<B>

a. He arrived in Paris as a refugee without any money; luckily for him, France at that time was ruled by an Italian.
b. In one of my classes, three languages are spoken by everyone. I find that fascinating.
c. All the lights and appliances in this house are switched on and off daily by this electrical device.
d. I just learned that a new program was developed by medical staff from the Oslo Sport Trauma Research Center.

Of the examples in <B>, choose the ONE example in which the passive voice is adopted for the given-new contract and the ONE example for the end weight principle. Then explain your answers by showing how the given-new contract or the end weight principle is relevant for the examples you have chosen, based on <A>.



한국교육과정평가원

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

<A>

Ms. Song and Mr. Jung are working at a local high school. Both were asked by their head English teacher to write a proposal for purchasing educational technology products that improve students' speaking skills. Below are their proposals.

| Purchase Proposal | |
|---|---|
| Person in charge | Ms. Song |
| Target course | English I |

**Problem statement:**

Class time is very limited for peer feedback. Students do not have enough opportunities to collaborate to improve their speaking.

**Expected outcomes:**

- Students can not only reflect on their speaking but also comment on each other's speaking skills online.
- Teachers can help students work together by providing an environment where they can interact with each other.

| Purchase Proposal | |
|---|---|
| Person in charge | Mr. Jung |
| Target course | English II |

**Problem statement:**

The current speaking assessment tool only measures accuracy. It does not consider the fluency of students' oral performance.

**Expected outcomes:**

- Students can get feedback on how accurate and fluent they are in speaking.
- Teachers can assess students' speaking skills more precisely based on the visual data of students' performance.

<B>

**Product 1**

This is an online platform where students can repeatedly record and adjust their speech to improve. Students record multiple versions of their speech, listen to them, and write reflections based on several aspects of oral performance. Teachers can review students' logs.

**Product 2**

Students can use this training app in order to improve their speaking. It uses the automatic speech recognition technology to compare learners' pronunciation with native models. It also provides instant feedback on accuracy by highlighting syllable stress and intonation patterns on visual wave forms.

**Product 3**

Using this app, teachers can assess students' oral performance in various aspects of speaking such as the rate of speech and the frequency of pauses as well as accurate language use. It provides in-depth analysis results of each learner's speaking performance in the forms of charts and graphs.

**Product 4**

This is a system that encourages peer scaffolding. Students can upload recordings of their speech and receive feedback from their peers. They can also evaluate their own speaking skills using a set of criteria. It even allows students to interact synchronously, practicing both listening and speaking.

**Product 5**

With this app, teachers can turn students' speaking performance into text and provide concrete feedback through the automatic speech-to-text feedback tool. It detects grammatical, lexical, and discourse-level errors and allows teachers to annotate transcripts directly.

Based on <A>, suggest the ONE most appropriate product in <B> that satisfies Ms. Song's needs and the ONE most appropriate product that satisfies Mr. Jung's. Then explain your answers with evidence from <A> and <B>. Do NOT copy more than FOUR consecutive words from the passages.

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

Mr. Kim, a middle school English teacher, assessed the students' restaurant reviews in the categories of content, organization, and grammar. Here are two students' reviews and the assessment results.

**Student 1's restaurant review**

Recently I visited Bamgart, a Chinese restaurant. There were so many dishes on the menu. I ordered seafood noodle soup. It was spicy. It was very delicious. It took some time to order.

**Teacher's evaluation**

Grade: B

| | Excellent | Good to Fair | Needs Work |
|---|---|---|---|
| Content | √ | | |
| Organization | | √ | |
| Grammar | √ | | |

Comments:

You did a good job on writing the restaurant review. You addressed the topic well by elaborating it with details. Also, your ideas were smoothly connected using appropriate linking words, but you did not include a concluding sentence. There were no major grammatical errors that obscured the meaning. Keep up the good work!

**Student 2's restaurant review**

I recently had a lunch at Pizza Club. I ordered a combination pizza. I liked the taste and the reasonable price, but I have to wait long outside before being seated. Restaurant was very crowded, so I eat the pizza quickly. Overall, it was worth visiting this place.

**Teacher's evaluation**

Grade: B

| | Excellent | Good to Fair | Needs Work |
|---|---|---|---|
| Content | √ | | |
| Organization | √ | | |
| Grammar | | √ | |

Comments:

I enjoyed reading your writing. The message was very clear, and it was good to see the details you included. You made good connections between your ideas using appropriate linking words, so it was easy to follow your writing. Regarding grammar, you had some errors in the use of articles, but everything else was good in terms of accuracy. Nice work!

Identify the ONE category in which Mr. Kim's comments do NOT correspond to student 1's restaurant review, and the ONE category in which Mr. Kim's comments do NOT correspond to student 2's restaurant review. Then explain your answers with evidence.

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

Science is a rich source of powerful explanatory stories. For example, Newton explained how a force causes a mass to accelerate. This gives us a story of how an apple drops from a tree and a planet circles the sun. It allows us to decide how hard the rocket engine needs to push to get it to the moon. Models of causation let us design complex machines, like factories and computers, that have fabulously long chains of causes and effects. They convert inputs into the outputs we want.

It's tempting to believe that our stories of causes and effects are how the world works. Actually, they're just a framework we use to manipulate the world and construct explanations for the convenience of our own understanding. For example, Newton's equation $F = ma$ doesn't really say that force causes acceleration, any more than it says that mass causes force. We tend to think of force as _____, because we often have the choice as to whether to apply it or not. On the other hand, we tend to think of mass as not being under our control. Thus, we personify nature, imagining it almost as if natural forces were deciding to push on masses. It's much harder for us to imagine accelerations deciding to cause mass, so we tell the story a certain way. We credit gravitational force for keeping the planets orbiting the sun and blame it for pulling the apple down from the tree.

This convenient personification of nature helps us use our mental storytelling machinery to explain the natural world. The cause-and-effect paradigm works particularly well when science is used for engineering, to arrange the world for our convenience. In this case, we can often set things up so that the illusion of cause-and-effect is almost a reality. The computer is a perfect example. The key to what makes a computer work is that the inputs affect the outputs but not vice versa. The components used to construct the computer are constructed to create that same one-way relationship. These components, such as logic gates, are specifically designed to convert contingent inputs into predictable outputs. In other words, the logic gates of the computer are constructed to be atomic building blocks of cause and effect.

The notion of cause and effect breaks down when the parts we would like to think of as outputs affect the parts we would prefer to think of as inputs. The paradoxes of quantum mechanics are a perfect example of this, where our mere observation of a particle can "cause" a distant particle to be in a different state. Of course there's no real paradox here, there's just a problem with trying to apply our storytelling framework to a situation where it doesn't match.

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.



한국교육과정평가원

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

< A >

Mixed-ability classes are a major preoccupation for most teachers. One of the ways to deal with this issue is that teachers provide students with a chance to perform to the best of their abilities. In these classes, a variety of instructional tips can be implemented to design activities that fit the students' different language abilities as shown below.

**<Instructional tips>**

1. Offer students varying levels of content.
2. Give students different levels of support in the materials.
3. Provide early finishers with extension activities.
4. Assign different roles according to students' abilities in the activities.
5. Have students apply different cognitive skills to do the activities.

< B >

Ms. Choi applied some instructional tips to her mixed-ability class as follows.

**<Activity 1>**

<For low-level students>

• Fill in the blanks with the most appropriate words in the box below based on the reading passage on pages 33-34.
※ The first letter of each word is given.

1) Why did Minsu decide to join the project?
He wanted to learn about v_____.
2) What items did Minsu prepare for the project?
He prepared an empty b_____, c_____, a few tablespoons of b_____ s_____, a few drops of f_____ c_____, and half a cup of v_____.

magma, plates, volcanoes, vinegar, coloring, baking, soda, bottle, lava, clay, mold, food

<For intermediate-level students>

• Fill in the blanks with the most appropriate words in the box below based on the reading passage on pages 33-34.

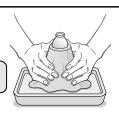
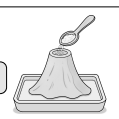
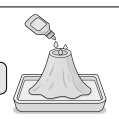
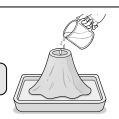
1) Why did Minsu decide to join the project?
He wanted to learn about _____.
2) What items did Minsu prepare for the project?
He prepared an empty _____, _____, a few tablespoons of _____ _____, a few drops of _____ _____, and half a cup of _____.

magma, plates, volcanoes, vinegar, coloring, baking, soda, bottle, lava, clay, mold, food

**<Activity 2>**

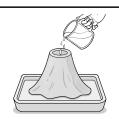
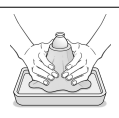
<For low-level students>

• Match the pictures with the most appropriate descriptions.

| | | |
|---|---|---|
| Step 1  | • | Add a few tablespoons of baking soda into the bottle. |
| Step 2  | • | Make a mountain mold using clay around the empty bottle. |
| Step 3  | • | Add half a cup of vinegar into the bottle. |
| Step 4  | • | Add a few drops of food coloring into the bottle. |

<For intermediate-level students>

• Match the pictures with the most appropriate descriptions. Then arrange the pictures in the correct order, and write the numbers in the blanks.

| | | |
|---|---|---|
| (1)  | • | Add a few tablespoons of baking soda into the bottle. |
| (2)  | • | Make a mountain mold using clay around the empty bottle. |
| (3)  | • | Add half a cup of vinegar into the bottle. |
| (4)  | • | Add a few drops of food coloring into the bottle. |

Correct order: _____ → _____ → _____ → _____

Identify the ONE instructional tip in <A> that Ms. Choi applied to Activity 1 in <B> and the ONE instructional tip in <A> to Activity 2 in <B>. Then explain your answers with evidence from <B>.

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

<A>

Regardless of the presence of a complementizer, *wh*-movement of objects seems to be free in English:

(1) a. What$_i$ do you think Peter bought $t_i$?
b. What$_i$ do you think that Peter bought $t_i$?

*Wh*-movement from subject position, however, is only possible when there is no overt *that* complementizer. This phenomenon is called the *that*-trace effect:

(2) a. Who$_i$ do you think $t_i$ invited Peter?
b. *Who$_i$ do you think that $t_i$ invited Peter?

Relative clauses share with *wh*-questions the property of having an argument or adjunct missing within the clause. The *who wh*-phrase in (3a), for example, is fronted to the beginning of the clause, leaving a gap where we expect the argument to be. In (3b), there is a similar *wh*-phrase at the beginning of the relative clause that is associated with the missing theme argument of *invite*:

(3) a. He [$_{VP}$ asked [$_{CP}$ who$_i$ [$_{TP}$ I saw $t_i$]]].
b. He met [$_{DP}$ the girl [$_{CP}$ who$_i$ [$_{TP}$ I invited $t_i$]]].

Thus, it is only natural that the *that*-trace effect also applies to relative clauses, as can be seen in the following examples:

(4) a. She saw the boy [$_{CP}$ who$_i$ [$_{TP}$ she thought [$_{CP}$ $t_i$ [$_{TP}$ $t_i$ was her boyfriend]]]].
b. *She saw the boy [$_{CP}$ who$_i$ [$_{TP}$ she thought [$_{CP}$ $t_i$ that [$_{TP}$ $t_i$ was her boyfriend]]]].

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

<B>

a. Who do you think that they told me that would come?
b. I only recommend a program I feel will help improve your English.
c. What assurance do I have that this food is actually good for my body?
d. Who did Sam say Tim wanted Pam to try to convince Jim to get me to hire?
e. This is good for a legal system critics said that appeared troubled by arrogance.

Based on <A>, identify the TWO examples that are ungrammatical in <B>. Then explain why they are ungrammatical.

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

From children kicking a ball on a playground to the stars at a basketball court, sport is ubiquitous. Regardless of one's age, gender, or background, it is an important activity that not only improves physical health but also provides a recreational outlet for many people. Despite these advantages, the field of sport is under pressure due to its negative impacts on the environment.

The sport event itself is seen as environmentally challenging. The artificialization of the sport environment has an adverse effect on nature and the landscape in many ways. For instance, the rapid spread of golf courses into the green belts that encircle the major cities of the world increases many concerns. While many people, especially golfers, consider a well-manicured course a thing of beauty, its development has an environmental cost. Part of the natural landscape is destroyed, as the courses are built. In addition, huge amounts of chemical fertilizer are put into the soil to develop and then maintain the courses.

It is not solely sporting pursuits that have an impact on the environment. Major spectator sports and the associated stadia create problems in the adjacent area. Hundreds and thousands of plastic waste from bottles and food containers are generated in the stadium from crowd consumption and the concession stands nearby. Furthermore, noise emission from the arrival and departure of spectators puts a lot of strain in the area. In the case of football and rugby, the excessive cheering from the spectators and the loud music from the amplified speakers make an enormous amount of noise which lowers the environmental quality of the sport facilities in public spaces.

Collectively, these issues raise concerns in maintaining a sustainable environment in the world of sport. Sport organizations should be more proactive to overcome these difficulties by pursuing policies to reduce the side effects on the environment. This will protect the long term viability and sustainability of sport.

Write a summary following the guidelines below.

**<Guidelines>**

- Summarize the passage above in one paragraph.
- Provide a topic sentence, two supporting ideas, and a concluding sentence based on the passage.
- Do NOT copy more than FOUR consecutive words from the passage.



한국교육과정평가원

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

<A>

Ms. Yoon, a veteran English teacher, has been involved in training novice teachers. At a recent training workshop, the trainees told her that they experienced difficulty designing speaking activities that promote meaningful interpersonal communication and asked for her help. In response, she conducted a training session on interpersonal communication with the following slide.

■ **Interpersonal Communication**
A purposeful back-and-forth exchange where participants are actively invested in understanding and expressing meaning

■ **Characteristics of Interpersonal Communication Activities**
1. There is a clearly defined concrete outcome.
2. There is an information gap between learners.
3. Input materials are authentic to reflect real-life situations and demands.
4. There are opportunities for reflection on appropriate language use in a given context.
5. Language is used as a means of communication, not of practicing specific grammar points.

<B>

Ms. Yoon asked the trainees to modify their classroom activities based on what they learned from the training session and then share them. Below are two trainees' original and modified activities.

**<Mr. Kang's activities>**

Original activity

- Work in pairs.
- Read the dialogue aloud from the textbook on p. 136.
- One student reads the customer's lines, and the other reads the salesperson's.
- Take turns.

| | |
|---|---|
| Customer: | Excuse me, do you have any T-shirts? |
| Salesperson: | Sure! Which one would you like? |
| Customer: | Hmm, I like the blue one. How much is it? |
| Salesperson: | It's $10. |
| Customer: | Oh, that's a great deal. I'll take it. |
| Salesperson: | Good! Anything else? Maybe socks? |
| Customer: | Yes, of course. What's the price? |
| Salesperson: | They're only $2. |
| Customer: | Great. I also need a pair of pajamas. Do you have any? |
| Salesperson: | Yes, we do have them, too. What size do you need? |
| Customer: | Large, please. |

Modified activity

- Work in pairs.
- One student gets Card A, and the other gets Card B.
- Read your card carefully. Do not show it to your partner.
- Act out the situation.

*Card A*

You are traveling to Los Angeles, but your luggage is delayed. The airline has given you a voucher worth $40 to buy what you need for the next two days until your luggage arrives. First, think of the items you need, and then interact with the salesperson to buy them. You may not be able to buy everything you need, so you need to prioritize!

*Card B*

You are the salesperson at a clothing store. Here's a list of items that you have in your store:

- pants: $15
- socks: $2
- T-shirts: $7
- pajamas: $20

You want to be the best salesperson of the month, so you may want to sell as many items as possible.

**<Ms. Shin's activities>**

Original activity

- Work in pairs.
- Take turns, asking each other the questions below.
- Answer in complete sentences, using the correct object pronoun.

※ Follow the example in the box.

A: Do you vacuum the floor every day?
B: Yes, I vacuum <u>it</u> every day. / No, I don't vacuum <u>it</u> every day.

[Questions]
1) Do you wash the dishes every day?
2) Do you do the laundry every day?
3) Do you water the plants every day?
4) Do you take out the trash every day?

Modified activity

- Work in pairs.
- Indicate how much you like or dislike doing the chores below on a scale from 1 to 5.
- Talk with your partner about how much you like or dislike each chore and why.

[Chores]
1) Washing the dishes ( ) 2) Doing the laundry ( )
3) Watering the plants ( ) 4) Taking out the trash ( )

Identify the ONE characteristic in <A> that Mr. Kang incorporated in modifying his activity in <B> and the ONE characteristic in <A> that Ms. Shin incorporated in modifying her activity in <B>. Then explain your answers with evidence from <B>.

**<수고하셨습니다.>**