



「2023학년도 임용시험 대비」

# 전공 영어 모의고사 모범답안 및 채점기준(6)

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## 11. Read the passage and follow the directions

When I visited my grandmother at the undertakers, an hour or so before her funeral, I was struck by how different death is from sleep. A sleeping individual shimmers with fractional movements. The dead seem to rest in paused animation, so still they look smaller than in life. It's almost impossible not to feel as if something very like the soul is no longer present. Yet my grandmother had also died with Alzheimer's. Even in life, something of who she was had begun to abandon her. And I wondered, as her memories vanished, had she become a little less herself, a little less human?

These end-of-life stages prick our imaginations. They confront us with some unsettling ideas. We don't like to face the possibility that irreversible biological processes in our body can snuff out the stunning light of our individual experience. We prefer to deny our body altogether, and push away the dark tendrils of a living world we fear. The trouble for us is that this story—that we aren't really our bodies but some special, separate 'thing'—has made a muddle of reality. Problems flow from the notion that we're split between a superior human half and the inferior, mortal \_ of an animal. In short, we've come to believe that our bodies and their feelings are a lesser kind of existence. But what if we're wrong? What if all parts of us, including our minds, are deeply biological, and our physical experiences are far more meaningful and richer than we've been willing to accept?

As far as we know, early hunter-gatherer animist societies saw spirit everywhere. All life possessed a special, non-physical essence. In European classical thought, many also believed that every living thing had a soul. But souls were graded. Humans were thought to have a superior soul within a hierarchy. By the time of theologians such as the Italian Dominican friar and philosopher Thomas Aquinas, in the 13th century, this soulful view of life had retreated, leaving humans the only creature still in possession of an immortal one. As beings with a unique soul, we were more than mere animals. Our lives were set on a path to salvation. Life was now a great chain of being, with only the angels and God above us.

Fill in the blank with the ONE most appropriate word from the passage.  
Second, describe to what the underlined "this soulful view of life" refers.

하위내용영역	배점	예상정답률
일반영어 A형 서술형	4점	45%
모범 답안	The word is body. Second, the underlined part refers to the view of all life as having a non-physical spirit.	
채점 기준	2점: 빈 칸에 들어갈 단어를 "body"라 정확히 기입하였다. 이외에는 답이 될 수 없다. 2점: 밑줄 친 부분이 가리키는 것이 "the view of all life as having a non-physical spirit"이라 서술하였거나 유사하였다. 또는 "the view that all life has a soul"이나 "the view that every living thing has a soul"이라 서술하였어도 2점을 준다.	
한글 번역	<p>할머니의 장례식 한 시간 전, 관 속에 누워계신 할머니를 직접 보았을 때 나는 죽음과 잠이 얼마나 다른 것인지를 깨닫고 놀랐다. 잠을 자는 이들은 조금씩 계속 움직인다. 그러나 죽은 이들은 마치 화면이 멈춘 것처럼 정지해 있으며, 그래서 살아 있을 때보다 더 작아 보인다. 죽은 이들을 보면서 영혼의 존재를 느끼지 않기로 불가능하다. 물론 할머니는 알츠하이머로 돌아가셨다. 즉, 살아계실 때도 할머니는 자신을 조금씩 잃어가고 있었다. 나는 할머니가 점점 기억을 잃는 것을 보며, 할머니가 그 저 예전의 자신을 잃어가는 것인지, 아니면 인간성 자체를 잃는 것인지를 생각하곤 했다.</p> <p>이런 삶의 마지막 단계는 우리의 상상력을 찢어낸다. 우리는 우리 몸에서 일어나는 단순한 생물학적인 과정이 우리를 되돌릴 수 없는 상태로 만들며 한 사람의 모든 경험을 지워버릴 수 있다는 사실을 좋아하지 않는다. 우리는 신체를 부정하려 하고, 현실의 어두운 굴레를 거부한다. 문제는, 자신을 몸과는 분리된 특별한 존재로 생각하는 이런 생각이 실제로는 현실을 더 엉망으로 만든다는 것이다. 고상한 인간적 정신이 동물의 몸 안에 갇혀 있다는 생각에는 수많은 문제가 있다. 바로 우리로 하여금 자신의 몸과 감각을 존재의 부차적 요인으로 여기게 만들기 때문이다. 하지만 그것은 사실이 아니다. 우리의 마음을 비롯한 모든 것은 매우 굳은 생물학적 기반을 가지고 있으며 우리의 신체적 경험은 우리가 생각하는 것보다 훨씬 더 우리에게 많은 의미를 부여한다.</p> <p>우리가 아는 한, 초기 수렵채집 문명론적(우주 만물에 영혼이 있다는 믿음) 사회는 모든 대상이 영혼을 가지고 있다고 생각했다. 모든 생명체에는 비물리적인 특별한 요소가 있다는 것이다. 유럽의 고전 사유체계에서도 또한 모든 생명체는 영혼을 가진다고 믿었다. 하지만 이들은 영혼에 등급이 있다고 생각했다. 인간은 그 등급 중 가장 위에 있었다. 13세기 이탈리아 도미니코회 수도사였던 토마스 아퀴나스와 같은 신학자들에게서는 이러한 생명체가 영혼을 가지고 있다는 관점은 후퇴했고, 오직 인간만이 불멸의 영혼을 소유한다고 주장했다. 인간은 고유의 영혼을 가지며, 따라서 다른 동물과 다른 존재가 되었다. 인간의 삶은 구원으로 가는 길위에 놓여져 있었다. 인간의 삶은 존재의 대연쇄가 되었고, 오직 신과 천사만이 인간 위에 존재했다.</p>	

## 12. Read the passages and follow the directions.

〈 A 〉

Pronunciation instruction was absent from the second/foreign language (L2) classroom for a long time due to the conventional beliefs that pronunciation is not important, cannot be taught, and can be "picked up" by learners. These beliefs have been questioned and pronunciation teaching has undergone a shift, so that, nowadays, many teachers put effort into developing pronunciation/speech activities, tasks, materials, methodologies, and techniques. At present, they recognize the importance of segmental phonemes and suprasegmentals in the teaching of intelligible pronunciation. Thus, their aim of teaching is to improve \_\_\_\_\_ by requiring students to work on segmental phonemes (i.e. vowels and consonants of a language), and suprasegmentals (i.e. such sound phenomena as accent and intonation) which may stretch over more than one segment.

### Activity 1

(Focusing on improving students' speaking skills, a high school English teacher prepares the following activity where students practice pronunciation using both their listening and speaking skills.)

- Make Ss listen to a conversation. After listening, provide a list of sentences extracted from the conversation and make them check the intonation

- |                                 |  |
|---------------------------------|--|
| 1) I'll be back in a minute.    | 4) Is John leaving on Thursday or Friday?                  |
| 2) Which of them do you prefer? | 5) We've got a chairperson, speakers, a timer, and guests. |
| 3) When does the meeting start? | ...  |

- Put Ss in groups of four and ask them to share their answers. Then, make Ss discuss when they use falling, rising, fall-rise, or rise-fall intonation.
- Make each group present their ideas and check the answers with the whole class.

### Activity 2

(After conducting a reading lesson, a middle school teacher prepares a game to practice oral intelligibility using words from the reading text.)

#### List of words from a reading text:

luck, look, lock, beat, bet, bad, bed, fur, far, for, fire, lug, leg, lake, lack, leak, hood, had, hoot, hit, hat, hot, pat, pete, pet, leap, lip, loop, line, loan, lane, lean, lamb, lime...

- Show the list of words and ask Ss to choose 20 words and fill in the blanks as they want.

Lug	pet	hoot	leg	lock
	lip		lean	
lime		...		

- While calling out minimal pairs, ask Ss to listen to, cross out the words called and make three horizontal, diagonal, or vertical lines.
- Have Ss raise their hands saying 'Bingo' when they make three lines.

Fill in the blank in <A> with the ONE most appropriate word from the passages in <B>. Then, based on the information in <A>, write the phonological feature that Activity 1 and 2 focus on, respectively, and provide evidence for each.

하위내용영역	배점	예상정답률
영어 교육론 A형 서술형	4점	50%
모범 답안	intelligibility. Activity 1 focuses on suprasegmentals in that students can practice different types of intonation such as falling, rising, fall-rise, or rise-fall. On the other hand, Activity 2 focuses on segmental phonemes in that students discriminate individual sounds (vowels and consonants) of minimal pairs called out by the teacher.	
채점 기준	1. The answer to filling in the blank in <A>: intelligibility. (1 point) 2. The answer to writing the phonological feature that Activity 1 and Activity 2 focus on: (1) Activity 1: <u>suprasegmentals</u> (0.5 point) (2) Activity 2: <u>segmental phonemes</u> (0.5 point) 3. The answer to providing the evidence: (1) Activity 1: students <u>can practice different types of intonation</u> (1 point) such as falling, rising, fall-rise, or rise-fall. (2) Activity 2: students <u>discriminate individual sounds (vowels and consonants)</u> (0.5 point) of <u>minimal pairs</u> . (0.5 point)	