

2023년 임용고사 전공영어 대비 김영문 영어학 오리엔테이션	이메일: kimykook2@naver.com
<p> 김영문 ○ 런던대 영어학박사. ○ 인천대 겸임교수. ○ 전 노량진 행정고시 전공영어 영어학담당 교수 ○ 현 윌비스 전공영어 영어학 교수. </p> <hr/> <p> ○ 특징—테마별 모듈식 강의+ Tutoring (수업후 개인별 tutoring) </p> <p> 2022년 1~4월 시간표. 영어학 개론 김영문 자료 제공 + <u>Introduction to Language(by Fromkin) 의 *각 chapter 별 연습문제 풀이</u> </p> <p> *** 김영문 영어학 개론 수업 순서 </p> <ol style="list-style-type: none"> 1. Constituency Test Movement Substitution. 2. Transformation Preposing Topicalization-Dislocation Passivization Wh-movement Though-movement Negative-movement Postposing Adjunction-Substitution Right-Dislocation Heavy-NP shift Extraposition-Adjunction It ~ that 3. Raising, Tough movement, Control Subject-to-Object Subject-to-Subject Raising, Tough, Control 	

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<p>4. Government and Binding</p> <p>X-Theory (CP, IP, TP-structure. VP-hypothesis, NP-hypothesis, \bar{u}P-shell Hypothesis) Case -Theory Binding -Theory Control(PRO)-Theory Bounding-Theory Theta-Theory Government Cyclic Movement XP movement—X movement</p> <p>5. Types of verbs</p> <p>Try-type Seem-type Tough -type Believe vs Persuade Prepositional Verbs/Phrasal Verbs</p> <p>6. School grammar</p> <p>7. History/Phonology</p> <p>Basic concepts Phonological rules.</p> <p>8. Morphology</p> <p>9. Semantics/Pragmatics etc</p> <p>Sentential Semantics</p> <p>10. Pragmatics</p> <p>Entailment/presupposition/Implicature/Speech Acts, etc.</p>	

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<p> 5~6월. 원서 특강, 교재— <u>Transformational Grammar by Andrew Radford</u> <u>*각 chapter 별 연습문제 풀이</u> + 부교재: Teacher's Grammar(Ron Cowan) -- School Grammar 부교재: Student's Grammar by Quirk and Greenbaum </p> <p> 7~8월. 기출문제 풀이 및 기존 모고 문제 풀이 + Teacher Grammar by Ron Cowan 해설 강의 </p> <p> 9~10월. 영역별 모의고사 문제(8회) 풀이 + <u>Linguistics for Non-linguists의 *각 chapter 별 연습문제 풀이</u> </p> <p> 11월. 최종 실전 모의고사(2~3회)풀이 (+기제작 최종 모의고사 2회 무료 문제풀이) 및 Syntax 엑기스 최종정리. </p>	

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● 영어학 기출분석 (개관)

최근에 전공영어 유형은 2014년부터 서답형으로 바뀐 다음 영어학 기본개념 및 용어를 정확하게 이해한 다음, 지문의 내용을 정확하게 파악하여 출제한 출제자의 의도에 따라서 답안을 작성해야 한다. 특히, 학교에서 배운 이론과 지문이 다르게 출제되는 경우 반드시 주어진 지문에 따라 풀어야한다. 특히 예를 들면, 2018년 통사론 문제 CP와 TP의 개념이 이번 2021년에도 또 나왔다. 이런 문제는 일반적 이론으로 풀려고 해서는 안 된다. 반드시 지문에서 지시한대로 따라야 한다.

(2014-2022년) 영어학 영역별 기출분석

유형	기출년도	통사론/영문법 (29문제)	음성학/음운론 (21문제)	형태론 (2문제)	의미론	화용론 (2문제)
서답형 (80점)	2014	3문제	1문제	1문제		
	2015	3문제	2문제			
	2016	3문제	2문제			1문제
	2017	4문제	2문제			
	2018	4문제	3문제			
	2019	3문제	3문제			
	2020	3문제	3문제			1문제
	2021	3문제	2문제	1문제		
	2022	3문제	3문제			

(1) 2015년부터 영어듣기가 폐지되고 대신에 영어학 배점이 현저하게 늘어났다.
(14점→19점)

➡ 특히 통사론의 이론이 문제가 강화되고 있고, 영어사, 형태론, 의미론, 화용론문제는 전체 합해서 1문제 정도 출제된다. 2022년 올해는 통사론과 음운론 각각 3문제씩 출제되었으며 새로운 유형은 나오지 않고 100% 기존 기출문제의 유형을 그대로 나왔다. 따라서 기출문제의 유형만 잘 파악해도 다 풀 수 있는 것이었다.

(2) 기입형문제가 줄어들면서 서술형 배점이 늘어나고 영어로 답을 쓰는 능력을 배양해야 한다.

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<p> ● 영어학 학습전략 </p> <p> (1) 통사론/학교문법 </p> <p> 통사론은 변형규칙(Transformational rules)과 GB-Theory 중심으로 가장 기본적인 이론을 완전히 이해하여 문제에 적용하는 능력을 배양해야한다. 2014-2022년 기출문제를 분석해 본 자료를 살펴보면, Chomsky 의 BG 이론인 X-bar theory, Case-theory, binding theory(c-command, smallest domain), θ-theory (θ-role) 같은 이론이 실전 문장에 어떻게 적용이 되는가를 물어보는 경향 더욱더 커지고 있다. 그 외 학교문법이 Teacher's Grammar나 Student's Grammar와 같은 원서를 기반으로 나오고 있다. 따라서 전반기에는 기본 내용을 잘 파악하여 숙지하고 후반기에는 문제에 적용하는 연습을 영어로 표현하는 노력과 함께 꾸준히 해야만 가장 좋은 효과가 나올 것으로 보인다. 올해는 subacency constraint가 새로 추가되었다. 나머지 전통적인 constituency (complement+complement) 와 X-bar theory(proform one+adjunct) 문제와 VP-ellipsis 문제가 출제되었다. </p> <p> (2) 음성학/음운론 </p> <p> 음성학/음운론은 최근에 기본 개념에 바탕해서 음운론 규칙 (삽입규칙같은)을 실지 data에 적용하는 문제가 출제되었다. 전반기에는 음운론 기본 개념을 파악하고 후반기에는 data에 적용하는 연습을 하면 된다. 2022년 올해는 기존 기출문제 유형만으로 syllabic consonant, coronal같은 음소의 자질 문제, aspiration문제 등, 아주 기초적이고 data분석만 잘하면 풀 수 있는 유형들이 나왔다. </p> <p> (3) 형태론/의미론/화용론 </p> <p> 이 파트는 가장 기본적인 개념만을 공부하면 충분할 것으로 여겨진다. 일단 과거 5년동안 몇 문제 출제되지 않아 큰 비중을 둘 수가 없다. 2021년에는 word-formation문제가 출제되었다. 2022년은 출제되지 않았다. </p> <p> (4) 영어로 답쓰기 </p> <p> 영어로 답을 쓸 때 항상 쓰는 표현이 있다. 이런 공통적인 표현을 외우고 technical term 중심으로 암기하면 답 쓰기에 큰 어려움이 없다. </p>	

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[영어학 references]

- 고급영문법해설 (문용)
- An Introduction to Language (Fromkin)
- Linguistics for non-linguists (Parker and Riley)
- A Course in Phonetics (Ladefoged)
- Applied Phonology (Yavas)
- English Syntax and Argumentation (Bas Aarts)
- Transformational Syntax (Andrew Radford)
- Syntax: A generative Approach (Andrew Carnie)
- A Student's Grammar of the English Language (Quirk and Greenbaum)
- The Teacher's Grammar of English (Ron Cowan)
- The Grammar Book (Marianne Celce-Murcia)

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<p>2022년 영어학 기출문제 - 통사론</p> <p>A형 7번 -- adjunct 는 X-bar(one 혹은 do-so밖에 온다)</p> <p>2022학년도 중등학교교사 임용후보자 선정경쟁시험 영어 전공 A</p> <p>7. Read the passage and follow the directions. 【4 points】</p> <p style="text-align: center;">< A ></p> <div style="border: 1px solid black; padding: 10px;"> <p>Coordination is possible when two constituents share the same type of syntactic function. As shown in (1a), a complement can be conjoined by another complement. If it is combined with an adjunct, however, ungrammaticality results as in (1b).</p> <p>(1) a. We won't reveal [Complement the nature of the threat] or [Complement where it came from]. b. *I went [Complement to the park] and [Adjunct for health reason].</p> <p>The syntactic function of dependents (i.e., complements or adjuncts) influences <i>one</i>-replacement of nouns, too. Note, for example, that a noun <i>prince</i> can be replaced by <i>one</i> in (2a), but not in (2b). The difference lies in what syntactic function the PP serves in each example. The noun is modified by an adjunct in (2a), but by a complement in (2b).</p> <p>(2) a. The prince from Denmark and the one from Japan met each other yesterday. b. *The prince of Denmark and the one of Japan met each other yesterday.</p> <p>It is possible for dependents of nouns to appear in a pre-nominal position, which triggers structural ambiguity. For instance, <i>Korean</i> in 'the Korean professor' can be interpreted as either complement or adjunct: the professor teaching the Korean language and the professor from Korea, respectively.</p> <p><i>Note:</i> '*' indicates the ungrammaticality of the sentence.</p> </div> <p style="text-align: center;">< B ></p> <div style="border: 1px solid black; padding: 10px;"> <p>(i) The man who entered the room was the linguistics and Korean professor.</p> <p>(ii) Mina is not the Japanese professor but the Korean one.</p> </div>	

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<p>Based on <A>, identify in whether <i>Korean</i> in (i) and (ii) should be interpreted as language, nationality, or both. Write your answers in the correct order. Then, explain your answers on the basis of the description in <A>.</p> <p>[Answr] A형 7번</p> <p>'Korean' in (i) is interpreted as complement because it is conjoined by the complement 'linguistics'. 'Korean' in (ii) is interpreted as 'nationality' because 'one' is modified by an adjunct.</p>	

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2. Read the passage and follow the directions. [2 points]

The tense-affix, such as *-ed* or *-s*, forms an independent head (T) that is separated from a verb in the underlying structure, as shown in (1) and (2). The T-affix needs to attach to a verb in the surface structure via so-called 'Head Movement.' To be specific, T lowers onto lexical verbs, and auxiliary verbs *be/have* raise to T.

- (1) a. Joe finished the cake.
b. [TP Joe T *-ed* [VP finish the cake]]
- (2) a. Joe was listening to music.
b. [TP Joe T *-ed* [VP be listening to music]]

Let us now observe the data in (3) and (4) that involve so-called 'Verb Phrase ellipsis (VP-ellipsis).' VP-ellipsis is assumed to be licensed when the verb phrase in the second conjunct is isomorphic to that of its corresponding antecedent. For example, the VP of the second conjunct in (3a) is identical to the one in the first conjunct, and deletion of the VP is possible in (3b). The same holds of (4b). However, an interesting difference is observed; namely, dummy *do* is required in the second conjunct in (3), but prohibited in (4).

- (3) a. Joe didn't finish the cake, but Mary finished the cake.
b. Joe didn't finish the cake, but Mary did ~~<finish the cake>~~.
c. *Joe didn't finish the cake, but Mary ~~<finished the cake>~~.
- (4) a. Kim wasn't listening to him, but Sue was listening to him.
b. Kim wasn't listening to him, but Sue was ~~<listening to him>~~.
c. *Kim wasn't listening to him, but Sue did ~~<be listening to him>~~.

Note 1: '*' indicates the ungrammaticality of the sentence.

Note 2: Strikethrough inside angled brackets indicates deletion.

Fill in the blanks ① and ② in the correct order with the TWO syntactic operations from the passage.

To derive (3b) and (4b) and prevent the derivation of (3c) and (4c), a certain order of syntactic operations must take place. For (3b), ① must take place prior to ②, but for (4b), ② must take place prior to ①.

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<p>[Answer] B형 2번 (1) VP-ellipsis, (2) Head Movement</p>	

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

< A >

Subjacency is a syntactic constraint that restricts movement to be local; namely, movement should cross over only one bounding node (i.e., TP, NP, or CP). Crossing over more than one bounding node in one cycle of movement would result in ungrammaticality. Let us consider the example in (1a), whose derivation is presented in (1b).

- (1) a. *What did Sue hear the rumor that Bill broke?
 b. *What did [TP Sue hear [NP the rumor [CP t_{WH} that [TP Bill broke t_{WH}]]]]?

The *wh*-phrase in (1) involves two cycles of *wh*-movement. In the first cycle, the *wh*-phrase raises from the complement of *broke* to the specifier of CP in the embedded clause, from which it raises to the matrix specifier position of CP in the second cycle. It is crucial to note that the second cycle crosses over three bounding nodes. This is a violation of Subjacency and ungrammaticality results. Now consider a grammatical sentence in (2), which involves one cycle of *wh*-movement crossing over two TPs, hence apparently violating Subjacency.

- (2) Which book does [TP John seem [TP to like t_{WH}]]?

To explain the grammaticality of the example in (2), an additional condition in (3) should be imposed for one of the TPs not to be counted as a bounding node.

- (3) Complements of a verb are not bounding nodes.

Bearing the above description in mind, let us reconsider sentence (1). When *what* undergoes the second cycle of *wh*-movement in (1), it crosses over two bounding nodes. This is because the _____ phrase is no longer a bounding node.

Note: ‘*’ indicates the ungrammaticality of the sentence.

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< B >

- (i) Which actress did you think that John had a strong influence on t_{WH}?

(ii) Which actress did a picture of t_{WH} scare the entire population?

(iii) Which actress did John believe t_{WH} spoiled the whole movie?

Fill in the blank in <A> with a part of speech. Then, based on <A>, identify ONE ungrammatical sentence in , and explain how the sentence violates Subjacency by specifying the bounding nodes that the *wh*-phrase crosses over.

[Answer]

B형 5번

Noun,

(ii) is ungrammatical because the *wh*-phrase in (ii) crosses over the two bounding nodes, NP(a picture of *t_{wh}*) and TP(a picture of scare the entire population).

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[음운론]

A형 4번

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

When two consonants appear word-initially, the sonority of the first consonant is lower than that of the second one except for ‘/s/ and voiceless obstruent’ sequences such as [st] in *stop* and [sf] in *sphere*. Accordingly, the two liquids /l/ and /ɹ/ appear as the second consonant since they have relatively high sonority. However, it is not the case that all the combinations are possible as below.

[pl] <i>play</i>	[bl] <i>bleed</i>	[fl] <i>fly</i>	[kl] <i>click</i>	[gl] <i>glass</i>
[pɹ] <i>pray</i>	[bɹ] <i>breed</i>	[fɹ] <i>fry</i>	[kɹ] <i>crick</i>	[gɹ] <i>grass</i>
*[θl] -----	*[tl] -----	*[dl] -----	[sl] <i>slide</i>	*[ʃ] -----
[θɹ] <i>thrive</i>	[tɹ] <i>try</i>	[dɹ] <i>dry</i>	*[sɹ] -----	[ʃɹ] <i>shrimp</i>

As presented above, some consonant clusters including a liquid as the second do not appear in word-initial positions except for a few loanwords. As a result, the contrast between the two liquids /l/ and /ɹ/ is neutralized after _____ obstruents in word-initial positions.

Note: ‘*’ indicates a non-permissible form.

Fill in the blank with the ONE most appropriate word.

[Answer]

A형 4번 - coronal ([θ, t, d, s, ʃ]의 공통자질-coronal: 음운 자음 자질 분석)

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A형 6번 --aspiration and foot

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

< A >

In English, prosodic units such as syllable and foot are referred to in the phonological description. Here we are going to refer to foot, which is trochaic in English as in (1).

- | | | |
|--------------------|--------------------|------------------|
| (1) a. di{'saster} | sy{'nopsis} | mi{'mosa} |
| b. {'opportune} | {'insolent} | {'enmity} |
| c. {,resur}{,rect} | {,photo}{,graphic} | {,eco}{,nomical} |

Now take a look at the data in (2). Voiceless stops are aspirated when they are followed by a stressed vowel, whether it is a primary stress as in (2a) or a secondary stress as in (2b). But even before a stressed vowel, they are not aspirated when it is preceded by /s/ as in (2c). Lastly, they are not aspirated when they are followed by an unstressed vowel as in (2d). So the phonological description of the aspiration phenomenon must be complicated without referring to foot.

- (2) a. apartment [ə'pʰa:tmənt]
 maternal [mə'tɜ:nl]
 academy [ə'kʰædəmi]
- b. personality [pɜ:rsə'næləti]
 Tennessee [tɜ:nə'si]
 kangaroo [kʰæŋgə'ru]
- c. asparagus [ə'spærəgəs]
 austerity [ɔ'stɛrəti]
 mosquito [mə'skitoʊ]
- d. sympathy ['sɪmpəθi]
 sentimental [sɛntə'mentəl]
 alcoholic [ælkə'hɒlɪk]

Note: '{ }' indicates foot boundaries.

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< B >

a. operation b. disentangle c. accountability d. substantial

In , select TWO words where the underlined voiceless stop is realized as an aspirated stop. Then, state a rule which can account for all the aspirated stops in (2). Your answer must include 'foot.'

[Answer]

A형 6번

b. disentangle c. accountability

Voiceless stops are aspirated when they followed by a stressed vowel which is not preceded by /s/ in a trochaic foot boundary.

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B형 4번

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

< A >

Nucleus positions in syllables are usually taken by vowels. In the cases that syllables have no vowel, consonants stand as the nucleus. It is usual to indicate that a consonant is syllabic by means of a small vertical mark (·) beneath or above the symbol. Even though syllabic consonants are observed word-medially (e.g., Hungary [hʌŋgɹɪ]), most syllabic consonants are found word-finally as in (1). Note that some words can be realized in two phonetic forms.

(1) Syllabic consonants

<u>syllabic [n]</u>	<u>syllabic [m]</u>	<u>syllabic [ŋ]</u>	<u>syllabic [l]</u>
open [oʊpɹ̩]	~[oʊpm̩]		supple [sʌpl̩]
ribbon [ˌrɪb̩n]	~[ˌrɪbm̩]		rebel [ˌrɛb̩l]
cotton [kʌt̩n]			bottle [bʌt̩l]
sudden [sʌd̩n]			muddle [mʌd̩l]
broken [brʊk̩n]		~[brʊk̩ŋ]	uncle [ʌŋk̩l]
pagan [peɪg̩n]		~[peɪg̩ŋ]	fungus [fʌŋg̩s]
question [kwɛst̩ʃn]			satchel [sæt̩ʃl]
soften [sɒf̩n]			muffle [mʌf̩l]
lengthen [lɛŋθ̩n]	anthem [ænθ̩m]		lethal [liθ̩l]
lesson [lɛs̩n]	handsome [hænds̩m]		muscle [mʌs̩l]
ashen [æʃ̩n]			bushel [bʊʃ̩l]
column [kʌləm̩],			mammal [mæm̩l]
*[kʌləmn̩]			channel [tʃæ̩n]
corn [kɔ̩rn],			peril [pɛ̩rl]
*[kɔ̩rn̩]			sale [se̩l], *[se̩rl̩]

The table in (2) provides distinctive features to categorize natural classes depending on the manners of articulation.

(2)

	vowels	glides	liquids	nasals	obstruents
[syllabic]	+	—	—	—	—
[consonantal]	—	—	+	+	+
[approximant]	+	+	+	—	—
[sonorant]	+	+	+	+	—

Note 1: '*' indicates a non-permissible form.

Note 2: '~' indicates phonetic variation.

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< B >

- a. In the word-final position, /n/ is realized as a syllabic nasal when immediately preceded by _____ segments.
- b. In the word-final position, /l/ is realized as a syllabic liquid when immediately preceded by _____ segments.

Based on the data in (1), fill in each blank in with the ONE most appropriate feature in (2), respectively. Write your answers in the correct order. Then, identify the syllabic consonant that is always homorganic with the preceding consonant in the given data, and explain the reason.

[Answer]

B형 4번: [-sonorant], [consonantal]

Syllabic [ŋ] is always homorganic with the preceding consonant because [ŋ] and the preceding consonants [k] and [g] in the given data are all velars.

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김영문 2021년 모의고사 유형 적중 문제

A 형 7번 문제 -- adjunct 는 X-bar(one 혹은 do-so밖에 온다)

2021년 김영문 11월 기제작 문제 1주차 1번 문제

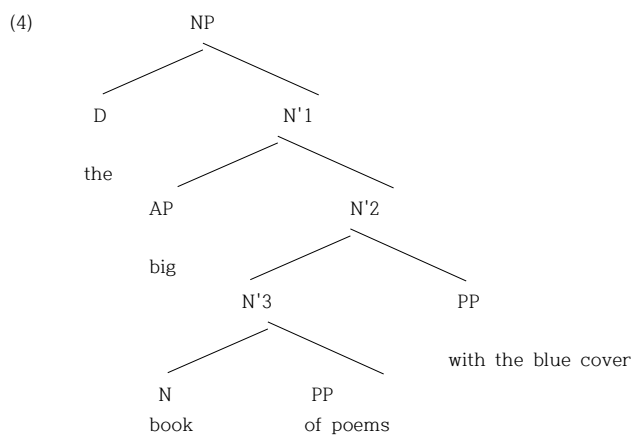
1. Read the passages and follow the directions. [4points]

<A>

In order to account for the data seen above in the introduction, let us revise our NP rules to add the intermediate structure:

- (1) NP (D) N'
- (2) N' (AdjP) N' or N' (PP)
- (3) N' N (PP)

These rules introduce a new character to our cast of nodes. This is the N' node. It plays the role of the intermediate constituent replaced by *one*. The phrase '*the big book of poems with blue cover*' is represented below, showing how these rules (1-3) apply.



Rule (1) generates the NP node of this tree, with its daughters D and N'. The first version of rule (2) generates N'1. The second version of rule (2) generates N'2. Finally, the last rule (3) spells out N'3 as N and its PP sister.

We can now straightforwardly account for the *one*-replacement sentences. *One*-replacement is a process that targets the N' node:

- (5) *One*-replacement: Replace an N' node with *one*.

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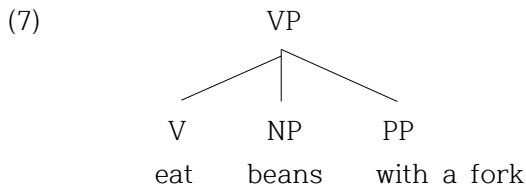
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Without the intermediate N' node, we would have no way of accounting for *one*-replacement or conjunction facts. With N', explaining these sentences is easy, since there is more structure in each phrase.

There is a similar process to *one*-replacement in the syntax of VPs. This is the process of *do-so-* (or *did-so-*) replacement. Consider first the VP in the following sentence, which has both an NP and a PP in it.

(6) I [eat beans with a fork].

The rule we developed for VPs in chapter 3 generates the following flat tree:



In this tree, there is no constituent that groups together the V and NP and excludes the PP. However, *do-so*-replacement targets exactly this unit:

(8) I [eat beans] with a fork but Janet [does (so)] with a spoon.

Let's formalize this rule as:

(9) *Do-so*-replacement: Replace a V' with *do so* (or *do* or *do so too* or *do too*).

For this to work we need the following rules:

(10) VP V'

(11) V' V' (PP) or V' (AdvP)

(12) V' V (NP)

- (i) They say the chairman has resigned from the board, but I don't think he has ~~resigned from the board~~.
- (ii) They say the chairman has resigned from the board, but I don't think he ~~has resigned from the board~~.

Identify the (un)grammaticality of the sentences in , and explain why they are so, referring to the passage <A>.

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A 형 7번 문제 -- adjunct 는 X-bar(one 혹은 do-so밖에 온다) 2021년 김영문 11월 기제작 문제 1주차 1번 문제 1.		
	출제 영역	문항 난이도
기입형4점	통사론	중
예시 답안	(ii) is ambiguous because the first conjunct in (ii) has two V-bars and <i>do-so</i> in the second conjunct can replace either the higher V-bar 'ate spaghetti with a spoon' or the lower V-bar 'ate spaghetti', bringing about the ambiguity.	
채점기준표	(ii)이 ambiguous 하다 란 내용이 있으면 1점 그리고 그 이유가 답지처럼 잘 설명되어 있으면 3점을 준다. 부분 점수 없다.	

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<p> B형 2번 -- VP ellipsis 문제 2021년 김영문 9~10월 영역별 모의고사 2주차 2번 문제 </p> <p>2. Read the following passages and answer the questions. [4points]</p> <p style="text-align: center;"><A></p> <div style="border: 1px solid black; padding: 10px;"> <p> A fifth kind of test we can use for constituent structure relates to a phenomenon involving omission (or deletion) of redundant information in a sentence (e.g information which has been mentioned in the preceding discourse, or which can be inferred from the context). There are two rather different kinds of deletion operation: one involving the omission of heads, the other of maximal projections. We can illustrate the difference in terms of the sentences in (62) below (where the ellipsed material marked by strikethrough is 'silent' and so not pronounced): </p> <p> (62) (a) He can speak French better than she can speak German (b) He can speak French better than she can speak German (c) He can speak French better than she can speak German </p> <p> In (62a), the head verb <i>speak</i> of the VP <i>speak German</i> is omitted, leaving a 'gap' in the middle of the VP where the verb <i>speak</i> would otherwise have been: for obvious reasons, this phenomenon is referred to as gapping. In (62b), both the head T constituent <i>can</i> of the maximal projection TP <i>she can speak German</i> and the head V constituent <i>speak</i> of the VP <i>speak German</i> undergo gapping (resulting in a somewhat cryptic sentence), so this sentence involves multiple gapping. By contrast, in (62c) the whole VP <i>speak German</i> is omitted - a phenomenon termed (VP) ellipsis. Since this VP is the maximal projection of the V <i>speak</i>, (62c) is consistent with the following condition: </p> <p> (63) Ellipsis condition </p> <p> Only maximal projections can undergo ellipsis. </p> </div>	

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예시 답안 및 채점 기준표	<p style="text-align: center;"></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>(i) They say the chairman has resigned from the board, but I don't think he has resigned from the board.</p> <p>(ii) *They say the chairman has resigned from the board, but I don't think he has resigned from the board.</p> </div> <p>Identify the (un)grammaticality of the sentences in , and explain why they are so, referring to the passage <A>.</p> <p>[Answer]</p> <p>(a) In (i) the second occurrence of the string <i>resigned from the board</i> (marked by strikethrough) undergoes VP-ellipsis. The ellipted phrase is a VP, which is consistent with the claim that only maximal projections can undergo ellipsis.</p> <p>(b) By contrast, in (ii) we cannot ellipse the string <i>has resigned from the board</i>, because the string <i>has resigned from the board</i> is a T' but not a maximal projection TP, which disobeys the Ellipsis condition in (63) in <A>.</p> <p>(a)의 설명이 맞으면 2점을 준다. (b)의 설명이 맞으면 2점을 준다.</p>	

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B형 5번 -- Subjacency 문제

2021년 김영문 9~10월 영역별 모의고사 3주차 5번문제

5. Read the following passages and answer the questions. [4points]

<A>

There are many other kinds of islands. One of the most important is called a *wh*-island. According to the *wh*-island constraint, a *wh*-phrase cannot cross the CP when the specifier of CP is filled with another *wh*-phrase. First, observe that it is possible to move a *wh*-phrase to the specifier of an embedded CP, when the C is [+WH]:

(41) I wonder [CP what_i C[-Q, +WH] [TP John bought t_i with the \$20 bill]].

It is also possible to move *wh*-phrase to the specifier of the main CP:

(42) [CP How_k do [TP you think [John bought the sweater t_k]]]?

However, look at what happens when you try to do both (move one *wh*-phrase to the embedded specifier, and the other to the main CP specifier):

(43) *[CP How_k do [TP you wonder [CP what_i [TP John bought t_i t_k]]]]?

This sentence is wildly ungrammatical - even though we have only done two otherwise legitimate transformations. Now, this isn't a constraint. Note that when the Specifier of CP is empty, a *wh*-phrase can move into the specifier of CP, but when it is filled, the *wh*-phrase cannot cross the CP.

(i) Who did you wonder what kissed ?

(ii) Who do you think John could make buy what?

Identify and explain which sentence is grammatical and which one is ungrammatical in , referring to the passage <A>.

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서술형 4점	통사론	중
예시 답안	<div style="text-align: center;"></div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> (i) Who did you wonder what kissed ? (ii) Who do you think John could make buy what? </div> <p>Identify and explain which sentence is grammatical and which one is ungrammatical in , referring to the passage <A>.</p> <p>[Answer]</p> <p>(a) (i) is ungrammatical because <i>what</i> is present in the specifier of the embedded CP and <i>Who</i> cannot cross the CP, leading to a violation of the <i>wh</i>-island.</p> <p>(b) (ii) is grammatical because the specifier position of the embedded CP is empty and <i>Who</i> can move into the Specifier of the main without violation of a <i>wh</i>-island.</p>	
	채점 기준 (a) 설명이 맞으면 2점을 준다. (b) 설명이 맞으면 2점을 준다.	
	points	

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<p> **2021년 김영문 11월 기제작 문제 2주차 3번 문제 --subjacency 문제 - 주어에서는 extraction 못한다. Huang </p> <p>3. Read the passages and follow the directions. [4points]</p> <p style="text-align: center;"><A></p> <div style="border: 1px solid black; padding: 10px;"> <p>Huang (1982) characterised Constraint on Extraction Domains/CED in the following terms:</p> <p>(1) Constraint on Extraction Domains/CED</p> <p style="padding-left: 20px;">Only complements allow material to be extracted out of them, not specifiers or adjuncts.</p> <p>We can illustrate Huang's CED constraint in terms of the following contrasts:</p> <p>(2) (a) He was taking [pictures of who]? (b) Who was he taking [pictures of who]?</p> <p>(3) (a) [Part of what] has broken? (b) *What has [part of what] broken?</p> <p>(4) (a) He was angry [when she broke what]? (b) *What was he angry [when she broke what]?</p> <p>(2a, 3a, 4a) are echo questions in which the <i>wh</i>-pronoun <i>who/what</i> remains in situ, while (2b, 3b, 4b) are their <i>wh</i>-movement counterparts. In (2b), <i>who</i> is extracted out of a bracketed nominal expression which is the complement of the verb <i>taking</i>, and yields a grammatical outcome because there is no violation of CED (extraction out of complement expressions being permitted by CED). By contrast, in (3b) <i>what</i> is extracted out of a bracketed expression which is the subject (and hence specifier) of the auxiliary <i>has</i>, and since CED blocks extraction out of specifiers, the resulting sentence is ungrammatical. Likewise in (4b) <i>what</i> is extracted out of a bracketed adjunct clause, and since CED blocks extraction out of adjuncts, the sentence is ungrammatical.</p> </div> <p style="text-align: center;"></p> <div style="border: 1px solid black; padding: 10px;"> <p>(5) <i>How many survivors</i> does there remain some hope of finding ?</p> </div>	

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<C>

- (6) (a) There have **arisen** several complications.
(b) Several complications have **arisen**.
(7) (a) There could have **occurred** a diplomatic incident.
(b) A diplomatic incident could have **occurred**.
(8) (a) There does still **remain** some hope of finding survivors.
(b) Some hope of finding survivors does still **remain**.

I shall argue here that the arguments in (6) - (8) originate as the (㉠) of the bold-printed verbs in both types of structure: they remain in situ as the (㉡) of the verb in the expletive (a) structures, but raise to become the (㉢) of the T-auxiliary *have/could/does* in the non-expletive (b) structures.

First, identify (un)grammaticality of the sentence in and explain why, referring to Constraint on Extraction Domains/CED in the passage <A>. Second, fill in the blanks in <C> with the appropriate words from the passage <A>. Regard the singular or plural forms.

3.

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예시 답안	<p>(i) The <i>wh</i>-phrase in <i>how many survivors</i> has been extracted (via <i>wh</i>-movement) out of the expression <i>some hope of finding how many survivors</i>. Given that CED tells us that only complements allow material to be extracted out of them, it follows that the <i>wh</i>-phrase expression in must be the complement of the verb <i>remain</i> because (i) in is grammatical.</p> <p>(ii) (a) in <C> is filled with <i>complement(s)</i> and (b) in <C> is filled with <i>subject</i>.</p>	
채점 기준	<p>(i) 설명이 맞으면 3점 (ii) 기입형 답 2개가 다 맞으면 1점을 준다. 부분 점수 없다.</p>	

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B형 4번 -- Syllabic consonant (n, m, ŋ)

***2021년 김영문 11월 기제작 문제 2주차 4번 문제 -- nasal liquid
homorganic 문제 obstruent, sonorant

4. Read the passage and fill in the blanks with appropriate words. [4points]

The liquids, /l, r/, differ from the glides in one important respect: they can be syllabic in English. The conducive environment for the syllabicity of the liquids is similar, but not identical, to that of the nasals we examined earlier. Nasals required an (㉠) as the preceding segment to become syllabic as in *button* or *bottle*, while liquids can accept any consonant for this condition. For example, in words such as *channel* [tʃænl], *kennel* [kɛnl], the final syllable has the syllabic liquid after a sonorant consonant. Also worth mentioning is the lack of the requirement of homorganicity between the syllabic liquids and the preceding consonant. Unlike nasals, which overwhelmingly require homorganicity with the preceding obstruent, syllabic liquids have the freedom to occur after consonants with different places of articulation, as exemplified by *apple* [æpl], *removal* [rəmuvl], *pickle* [pɪkl], *eagle* [igl].

We should also add, in parallel to what was said in relation to nasals, that whenever the consonant that precedes the (㉡) is preceded by another consonant, we normally insert an [ə] between the liquid and the consonant preceding it, and thus, the liquid does not become (㉢). Examples such as *pistol* [pɪstəl] not [pɪstl], *tingle* [tɪŋəl] not [tɪŋgl], and *candle* [kændəl] not [kændl] illustrate this clearly.

4.

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예시 답안	㉠ obstruent ㉡ lateral ㉢ syllabic	
채점 기준	㉠, ㉡를 맞추면 각각 1점을 준다. ㉢를 맞추면 2점을 준다.	