

# 2022학년도 중등학교교사 임용후보자 선정경쟁시험 박진이팀 전공영어 모범답안 및 해설

## ■ 기출문제 관련 문의 안내

박진이팀 전공영어	카페	<a href="https://cafe.naver.com/parkjine">https://cafe.naver.com/parkjine</a>
--------------	----	---

※ 박진이팀 카페 > 1차시험 > Q&A

## <전공별 문항 분석>

### ■ 영어학[통사의미화용]

- 전공 A : 7번
- 전공 B : (2번), 5번

### ■ 영어학[음성음운형태]

- 전공 A : (4번), 6번
- 전공 B : 4번

### ■ 영어교육론

- 전공 A : (1번), (2번), 8번, 9번, 10번, 12번
- 전공 B : 6번, 7번, 10번, 11번

### ■ 영미문학

- 전공 A : (3번), 5번
- 전공 B : (1번), 3번

### ■ 일반영어

- 전공 A : 11번
- 전공 B : 8번, 9번

## ■ 영어학[통사의미화용]

## ☑ 전공A-7

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

&lt;A&gt;

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).

- (1) a. We won't reveal [<sub>Complement</sub> the nature of the threat] or [<sub>Complement</sub> where it came from].  
 b. \*I went [<sub>Complement</sub> to the park] and [<sub>Adjunct</sub> for health reason].

The syntactic function of dependents (i.e., complements or adjuncts) influences *one*-replacement of nouns, too. Note, for example, that a noun *prince* can be replaced by *one* 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).

- (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.

It is possible for dependents of nouns to appear in a pre-nominal position, which triggers structural ambiguity. For instance, *Korean* in 'the Korean professor' can be interpreted as either complement or adjunct: the professor teaching the Korean language and the professor from Korea, respectively.

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

&lt;B&gt;

- (i) The man who entered the room was the linguistics and Korean professor.  
 (ii) Mina is not the Japanese professor but the Korean one.

Based on <A>, identify in <B> whether Korean 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>.

## [모범답안]

*Korean* in (i) is interpreted as language, while that in (ii) as nationality.

In (i), ‘linguistics’ and ‘Korean’ are conjoined, and ‘linguist’ is a complement. Coordination is possible when two constituents share the same type of syntactic function. Therefore, *Korean* is a complement and it means language.

In (ii), *the Japanese professor* and *the Korean one* are conjoined. When a noun can be replaced by *one*, the noun can be modified by an adjunct, not by a complement. Therefore *Korean* is an adjunct and it means nationality.

## [채점기준]

[1] (i), (ii)에서 *Korean*이 나타내는 것 각 1점씩.

[2] 설명 각 1점씩.

## [해설]

Complement와 complement, adjunct와 adjunct가 등위접속 될 수 있습니다. (i)에서 ‘the linguistics and Korean professor’는 ‘the professor who teaches linguistics and Korean’을 의미하므로 *linguistics*와 *Korean*은 보충어이고 ‘language’를 나타냅니다. (ii)에서는 ‘the Japanese professor’와 ‘the Korean one’이 등위접속 되어 있으며, *one*은 부가어가 수식할 수 있으므로 *Korean*은 부가어로서 ‘nationality’를 의미합니다.

## [적중내용]

2022 최종찍기 강의 1주차 3. Complements and Adjuncts 2교시 00:00:22-00:02:51

## ☑ 전공B-2

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\_\_\_\_\_.

**[모범답안]**

- ① Verb Phrase ellipsis (VP-ellipsis)
- ② Head Movement

**[채점기준]**

[1] 빈 칸 순서대로 채우기 각 1점씩.

**[해설]**

(3b)에서는 VP-ellipsis가 먼저 일어나고 Head Movement로 *did*가 들어간 반면, (4b)에서는 *was*가 V→T이동을 한 후에 VP-ellipsis가 일어났음을 알 수 있습니다. 만약 (3b)에서 Head Movement가 먼저 일어났다면 (3c)처럼 *finished~*로 되므로 비문법적이 됩니다.

**[적중내용]**

최종찍기 강의 1주차 3교시 00:27:27-00:28:36

2021 7-8월 강의 5주차 3교시 00:21:15-00:22:38

2021 7-8월 강의 6주차 1교시 00:00:28-00:06:34

## ☑ 전공B-5

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

&lt;A&gt;

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 [<sub>TP</sub> Sue hear [<sub>NP</sub> the rumor [<sub>CP</sub> t<sub>WH</sub>’ that [<sub>TP</sub> Bill broke t<sub>WH</sub>]]]]?

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 [<sub>TP</sub> John seem [<sub>TP</sub> to like t<sub>WH</sub>]]?

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.

&lt;B&gt;

- (i) Which actress did you think that John had a strong influence on t<sub>WH</sub>  
 (ii) Which actress did a picture of t<sub>WH</sub> scare the entire population?  
 (iii) Which actress did John believe t<sub>WH</sub> spoiled the whole movie?

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

**[모범답안]**

noun

An ungrammatical sentence is (ii).

It violates Subjacency because the *wh*-phrase in (ii) involves one cycle of *wh*-movement crossing over two bounding nodes, NP, [a picture of  $t_{WH}$ ], and TP, [a picture of  $t_{WH}$  scare the entire population]. (In the other sentences, *wh*-movement crosses over only one bounding node in one cycle.)

**[채점기준]**

- [1] 빈 칸 채우기 1점
- [2] 비문법적인 문장 고르기 1점
- [3] 그 이유 설명 2점

**[해설]**

동사의 complement는 bounding node가 되지 않으므로 (1)에서 *hear*동사의 목적어인 명사구(NP)가 bounding node가 되지 않음을 알 수 있습니다.

(i)에서는 전치사 *on*의 목적어인 *wh*-phrase가 종속절 CP의 specifier자리로 이동했다가 주절 CP의 specifier자리로 이동하므로 subjacency를 만족시킵니다. (ii)에서는 *wh*-phrase가 NP, TP 2개의 bounding node를 지나므로 비문이 됩니다. (iii)에서는 종속절이 *believe*동사의 목적어이므로 종속절은 bounding node가 되지 않고 그 종속절의 주어인 *wh*-phrase가 TP 하나를 가로질러 주절 CP의 specifier자리로 이동하므로 문법적입니다.

**[적중내용]**

2021 7-8월 강의 5주차 2교시 00:38:52-00:39:15

2021 7-8월 강의 5주차 3교시 00:46:15-00:48:57

## ■ 영어학[음성음운형태]

## ☑ 전공A-4

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



## [모범답안]

coronal

## [채점기준]

- [1] coronal만 정답으로 2점
- [2] 정답 외에는 0점

## [해설]

자음의 분류방식, 변별자질, 그리고 영어의 음소배열론, sonority hierarchy에 대한 종합적 이해를 평가하기 위한 문제. 특히 음운규칙의 환경으로 작용하는 분절음들이 공통점을 관찰하고, 변별자질들 중 하나인 coronal feature로 묶어서 natural class로 표현할 수 있음을 아는지 체크하기 위한 문제.

단어를 구성하는 분절음들이 연속적으로 올 때, 가능한 결합에 대한 제약이 phonotactic constraints인데, 영어에서 초성에 자음이 두 개 올 때 sonority hierarchy가 중요한 역할을 한다. 단어 초의 Two consonant cluster,  $C_1C_2V...$  중 음절핵인 모음에 가까울수록 즉,  $C_1$ 보다는  $C_2$ 가 더 sonority가 높은 음이 와서,  $C_1$ 은 주로 obstruents,  $C_2$ 는 liquids (l 또는 r)가 나타난다.

그런데  $C_1$ 에 [p, b, f, k, g]같은 non-coronal sounds가 올 때, 뒤에  $C_2$  자리에 l과 r이 둘 다 나타나기 때문에 l/r 이 같은 자리에서 contrast하여 대조(대립)를 이루는데, 한편,  $C_1$ 이 [θ, t, d, s, ʃ] 같은 **coronal** sounds (**혀 끝이나 혀의 앞부분이 관여하는 소리들**)이면,  $C_2$ 자리에 l이나 r이 둘 다 동시에 나올 수 없고, 어느 하나만 (주로 l) 나타나기 때문에 contrast(대립)가 neutralized(중화)된다고 볼 수 있다.

## [적중내용]

이런 내용은 매해 1-2월 박진이팀 영어학 진미주 <음성학/음운론/형태론> 기본강의 때부터 귀에 못이 박히게 일년내내 영어음들의 원리와 데이터 관찰하는 법, 규칙 기술하는 법을 설명 듣고, 연습합니다. 영어음들에 대한 기본적인 이해와, 음들을 분류하는 방식에 대한 합리적인 원리를 이해하는 것이 음운론의 첫걸음이고, 가장 중요합니다!!!

- [1] 2021년 1-2월 박진이팀 진미주 영어학 영어음운론 기본강의 consonant classification/ distinctive features
- [2] 2021년 3-4월 박진이팀 진미주 영어학 영어음운론 심화강의 6주차 phonotactics/ sonority hierarchy
- [3] 또는 2021년 11월 진미주 음운론 최종찍기강의 자료 pp. 5-11
- [4] English double onsets에 대한 phonotactic constraints 관련 문제 - 2020년 박진이팀 봉투모고 1회 A-3번

## ☑ 전공A-6

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

&lt;A&gt;

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'p<sup>h</sup>ɑɪmənt]  
       maternal [mə't<sup>h</sup>ɜːnəl]  
       academy [ə'k<sup>h</sup>ædəmi]  
       b. personality [p<sup>h</sup>ɜːrsə'næləti]  
       Tennessee [t<sup>h</sup>ɛnə'si]  
       kangaroo [k<sup>h</sup>æŋgə'ru]  
       c. asparagus [ə'spærəgəs]  
       austerity [ə'steəriəti]  
       mosquito [mə'skituː]  
       d. sympathy ['sɪmpəθi]  
       sentimental [sentə'mentəl]  
       alcoholic [ækə'hɒlɪk]

Note: '{ }' indicates foot boundaries.

&lt;B&gt;

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

In <B>, 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.'

## [모범답안]

b. disentangle c. accountability

Version 1: Voiceless stops are aspirated if and only if they are the first segment of a trochaic foot.

Version 2: Aspiration only applies when a voiceless stop is at the left end of a trochaic foot.

Version 3: Voiceless stops become aspirated when they are in foot-initial position of a trochaic foot.

## [채점기준]

[1] 두 단어는 b. disentangle c. accountability 각각 1점x2= 2점

[2] Version 1, 2, 3 중 어느 내용에 해당하면 2점.

Version 1: Voiceless stops are aspirated if and only if they are the first segment (or consonant) of a (trochaic) foot.Version 2: Aspiration only applies when a voiceless stop is at the left end (or edge) of a (trochaic) foot.Version 3: Voiceless stops become aspirated when they are in foot-initial position of a (trochaic) foot.

## [해설]

이 문제는 2021년 박진이팀 실전모고 2회에서 aspiration규칙을 서술할 때 기존의 syllable-based가 아니라, foot을 도입하여 foot-initial로 환경을 쓰도록 기입형으로 출제해서 적절한 문제이다.

기음화 규칙을 syllable-based approach에서 foot-based approach로 다시 쓰도록 하는 문제.

Foot structure는 반드시 강세와 관련이 있어서, 특히, 영어강세와 관련된 음운규칙을 foot의 개념을 도입하여 간략하게 표현할 수 있는 장점이 있다. 영어는 강세있는 음절이 왼쪽에 나오는 trochaic foot (SW)이 default 인데, trochaic foot의 the left end에 나오는 voiceless stops이 aspiration 규칙을 겪는다고 서술하면, 위의 syllable-based의 복잡한 기음화 규칙 환경들을 깔끔하게 generalization할 수 있다. 강세와 foot과 음운규칙의 관계, 이런 내용들을 이해했는지 물어보는 문제이다. 즉, foot-based approach로 음운규칙을 서술할 수 있는지를 평가하는 문제이다.

(2) a. apartment [ə'pʰaɪmət]	ə('pʰaɪmət)
maternal [mə'tʰɜːnəl]	mə('tʰɜːnəl)
academy [ə'kʰædəmi]	ə('kʰædəmi)
b. personality [pʰɜːɪə'næləti]	(pʰɜːɪə)(næləti)
Tennessee [tʰɛə'si]	(tʰɛnə)(si)
kangaroo [kʰæŋgə'ɪ]	(kʰæŋgə)(rɪ)
c. asparagus [ə'spærəgəs]	ə('spærəgəs)
austerity [ə'steɪəti]	ə('steɪəti)
mosquito [mə'skitu]	mə('skitu)
d. sympathy ['sɪmpəθi]	('sɪmpəθi)
sentimental [sentə'mentəl]	(sentə)(mentəl)
alcoholic [ækə'hɒlɪk]	(ækə)(hɒlɪk)

&lt;B&gt;

a. (ope)(ration) b. (disen)(tangle) c. a(ccounta)(bility) d. (sub)(stantial)

[적중내용]

**[적중문제!!!]** [2021년 실전모고 6회 진미주 영어학[음성음운형태] 전공A-2]

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

One of the reasons for postulating the foot as a phonological constituent is that some phonological generalizations are sensitive to foot structure. **A trochaic foot in English consists of a stressed syllable (whether primary or secondary stressed) and any unstressed syllables which intervene between it and the following stressed syllable.** According to this view, the word *witty* contains a single foot, consisting of a stressed syllable followed by a single unstressed syllable. Similarly, the word *cinema* contains a single foot, which consists of a stressed syllable followed by two unstressed syllables. Monosyllabic words, such as *hit*, contain a foot which consists only of a stressed syllable.

A word may not be exhaustively dividable into feet. For example, word such as *America* contains a foot consisting of the stressed second syllable and the two unstressed syllables which follow it; the first unstressed syllable is a 'stray' unstressed syllable, which is part of the word, but is not integrated into the foot structure formed by the three syllables which follow it: A(merica), W(SWW).

Take the generalization of aspiration, in many dialects of American English. **Aspiration is sensitive to foot structure.** We have already know that there are degrees of aspiration of voiceless stops in English. However, **aspiration is at its strongest when the voiceless stop in question is in \_\_\_\_\_ position, as in *party* and *apparent*, whose foot structures are given in (1):**

- (1) (S W)      W (S W)  
      | |       | | |  
      paɪ ti      ə pæ rənt  
      (party)     a(pparent)

As we have seen in (1), aspiration can be generalized in terms of foot structure although there may be some degree of aspiration on other positions.

Fill in the blank with the ONE most appropriate word.

**[모범답안] foot-initial****[참고]**

2019년 박진이팀 6회 실전모고 A형 기입형- trochaic foot

2019년 박진이팀 8회 실전모고 서술형 Palatalization and foot structure (어려움)

2021년 기출문제 Foot type and schwa deletion

2021년 박진이팀 6회 실전모고 A-2 Aspiration and the foot-initial position of a trochaic foot.

2022년 기출문제 A-6 Aspiration and foot structure

## ☑ 전공B-4

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

&lt;A&gt;

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 [hʌŋ.ɹi]), most syllabic consonants are found word-finally as in (1). Note that some words can be realized in two phonetic forms.

## (1) Syllabic consonants

syllabic [n]	syllabic [m]	syllabic [ŋ]	syllabic [l]
open [oʊp̩n]	~[oʊpm̩]		supple [sʌpl̩]
ribbon [ˌɹɪb̩n]	~[ˌɹɪbm̩]		rebel [ɪɛbl̩]
cotton [kʌt̩n]			bottle [bʌtl̩]
sudden [sʌd̩n]			muddle [mʌdl̩]
broken [brʊk̩n]		~[brʊk̩ŋ]	uncle [ʌŋkl̩]
pagan [peɪŋ̩]		~[peɪŋ̩]	fungus [fʌŋɡl̩]
question [kwɛstʃ̩n]			satchel [sætʃ̩l̩]
soften [sɒf̩n]			muffle [mʌfl̩]
lengthen [lɛŋθ̩n]	anthem [æ̩nθ̩m]		lethal [liθ̩l̩]
lesson [lɛs̩n]	handsome [hæ̩ns̩m]		muscle [mʌsl̩]
ashen [æʃ̩n]			bushel [bʊʃ̩l̩]
column [kʌlə̩m], *[kʌlə̩mn̩]			mammal [mæ̩ml̩]
corn [kɔ̩n], *[kɔ̩nm̩]			channel [tʃæ̩nl̩]
			peril [pɛ̩rl̩]
			sale [se̩l̩], *[se̩lm̩]

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.

&lt;B&gt;

- 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 <B> 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**.

## [모범답안]

a. [-sonorant], b. [+consonantal]

Version 1: The velar syllabic [ŋ] is always homorganic with the preceding consonant since only the homorganic velar stops [k] and [g] can occur before the velar syllabic nasal [ŋ], in which the syllabic nasal assimilates to the place of articulation of the preceding velar stops (or obstruents).

Version 2: The velar syllabic [ŋ] is always homorganic with the preceding consonant since only the velar syllabic nasal [ŋ] is preceded by the homorganic velar stops [k] and/or [g], due to the progressive place assimilation.

## [채점기준]

[1] a. [-sonorant], b. [+consonantal] 각 1점x2= 2점

[2] The (velar) syllabic [ŋ] is always homorganic with the preceding consonant since only the homorganic velar stops [k] and [g] can occur before the velar syllabic nasal [ŋ], in which the syllabic nasal assimilates to the place of articulation of the preceding velar stops (or obstruents). 2점

## [해설]

AEP pp. 68-69

As mentioned earlier, nasals, together with liquids, can be syllabic in English. In words such as sudden, button, open, taken, the second syllables may be represented solely by nasal consonants ([sʌdŋ], [bʌtŋ], [opŋ], [tekŋ]). Although these forms are possible, and indeed are preferable over the ones with an [ə] in the second syllables in running speech, the same is not possible in words such as felon, carom, which are pronounced only as [felən] and [kæ.ɹəm] (not [felŋ] and [kæ.ɹm]). Neither is it possible to have a syllabic nasal in film or charm. Why? The key issue appears to be the manner of articulation of the segment preceding the nasal. For a nasal to be syllabic, it has to be immediately preceded by an obstruent. Since the segments preceding the nasal in film and charm are sonorants, the nasals cannot be syllabic. It should also be stated that when the consonant preceding the nasal is preceded by another consonant, the nasal tends not to be syllabic, as we normally insert an [ə] in that syllable, as exemplified by piston [pɪstən] not [pɪstŋ], Lincoln [lɪŋkən] not [lɪŋkŋ].

One issue that has been subject to some controversy is the homorganicity of the syllabic nasal and the preceding obstruent. The overwhelming majority of examples of syllabic nasals come from homorganic sequences such as bidden [bɪdŋ], golden [gɒldŋ], Latin [lætŋ], kitten [kɪtŋ], etc. Indeed, the motivation for homorganicity is further revealed by examples such as ribbon [ɹɪbən] vs. [ɹɪbm], open [opən] vs. [opm], bacon [bekən] vs. [bekŋ], broken [brɒkən] vs. [brɒkŋ], in which the syllabic nasal assimilates to the place of articulation of the preceding obstruent in colloquial speech. While these examples support the homorganicity view, it should be pointed out that we can also encounter words such as madam [mædm] and modem [modm] with [dm], and chasm [kæzm] and prism [pɹɪzm] with [zm], (and the suffix *-ism*, as in communism, journalism, organism, tourism) which present notable exceptions, because their syllabic nasals are not homorganic with the preceding obstruent, and they are not subject to further assimilation to become \*[mædn], \*[modn], \*[kæzn], \*[pɹɪzn].

## [적중내용]

[1] 2021년 최종찍기자료 pp. 11-12 syllabic consonants

[2] 2021년 박진이팀 진미주 영어학(음성/음운/형태론) 3-4월 심화이론: AEP 원서 요약강의 3주차 강의 p.8

## ■ 영어교육론

### ☑ 전공A-1

1. Read a teacher's and a student's journal entries and follow the directions. 【2 points】

#### Ms. Ahn's Journal

I think I need to change my approach to teaching speaking skills. In my conversation class, I usually have my students listen to dialogues and then practice the main expressions using pattern drills, which I thought would help them speak with both accuracy and fluency. However, when I assessed their speaking performance last week, most students had difficulties speaking fluently. They frequently had long pauses in their speech, but were quite accurate. In order to address this issue, I'm going to add more fluency activities such as discussion, role-plays, and information-gap activities.

#### Nayun's Journal

Today, I got my final exam results. Compared to the mid-term exam, my score has improved a lot. I'm very proud of myself because I studied a lot for the test. My English teacher usually includes lots of reading comprehension questions on exams, so this time I read all the reading texts in the textbook multiple times and took many practice tests. However, I'm a bit disappointed with the test in a way. I really want to improve my English writing skills, but I just don't have time to practice them. Well... I don't know.... I want to change how I'm studying, but I can't give up on getting good English test scores.

Fill in the blank with the ONE most appropriate word.

The above two journal entries demonstrate \_\_\_\_\_ effect in that the teacher and the student each write about what they do for their teaching and studying with regard to tests.



## [모범답안]

washback

## [채점기준]

- [1] washback만 정답으로 2점
- [2] 정답 외에는 0점

## [해설]

Assessment의 5가지 원칙 (reliability, validity, practicality, authenticity, washback) 중 하나인 washback effect. 평가의 결과를 통해, 교사나 학생(들)이 가르치는 내용과 방식, 공부하는 내용과 방식을 돌아보면서, 다음 수업이나 평가를 준비한다.

## [적중내용]

- [1] 2021년 중등임용시험대비 지스쿨 박진이팀 **실전모의고사 5회 B-1 기입형 washback effect 적중!!!**  
--- 2021년 7-8월 <영교문제분석 및 이론정리> 6주차 강의에 문제를 예시로 p. 37에 수록.
- [2] 2021년 박진이팀 진미주 영어교육론 심화강의 8주차 Principles of Assessment
- [3] 2021년 중등임용시험대비 지스쿨 박진이팀 8월 공개모고 A-9 서술형 washback

[2021년임용시험대비 박진이팀 실전모의고사 5회 진미주 영어교육론]  
전공B-1

1. Read the dialogue in <A> and the comments in <B>, and follow the directions. 【2 points】

## &lt;A&gt;

Good tests are those that do the job they are designed to do and which convince the people taking and marking them that they work. Good tests also have a positive rather than a negative effect on both students and teachers. A good test is valid. If we say that a certain test is a good measure of a student's reading ability, then we need to be able to show that this is the case. There is another kind of validity, too, in that when students and teachers see the test, they should think it looks like the real thing – that it has face validity. As they sit in front of their test paper or in front of the screen, the students need to have confidence that this test will work. A good test should have marking reliability. Not only should it be fairly easy to mark, but anyone marking it should come up with the same result as someone else. However, since different people can mark differently, different results will be given by different markers. For this reason, a test should be designed to minimize the effect of individual marking styles. When designing tests, one of the things we have to take into account is the practicality of the test. We need to work out how long it will take both to sit the test and also to mark it.

Tests have a marked \_\_\_\_\_. This effect occurs when teachers see the form of the test their students are going to have to take and then, as a result, start teaching for the test. This is completely understandable since teachers want as many of their students as possible to pass the test. Indeed, teachers would be careless if they did not introduce their students to the kinds of test item they are likely to encounter in the exam. But this does not mean that teachers should allow such test preparation to dominate their lessons and deflect from their main teaching aims and procedures. It has a negative effect on teaching if the test fails to mirror our teaching because then we will be tempted to make our teaching fit the test, rather than the other way round.

## &lt;B&gt;

Below are the comments from first-year high school students in reference to the speaking component of their English class taught by a Korean English teacher.

**Suhyun**

Why does our teacher always want us to speak English in class? No matter how often I use English, it won't have any real impact on my grade because speaking in class only accounts for a small percentage of our score. Besides, he only tests how well we memorize dialogs.

**Hyunjae**

I'm worried about my mistakes when I take a test, even the teacher makes us memorize some dialogues in our textbook for the test. Memorizing them will not guarantee any improvement in my speaking ability. I'd like to get some feedback on my mistakes I made but my teacher doesn't correct me at all.

**The teacher**

The \_\_\_\_\_ is directly related to the course objectives and students' motivation to study. Students could not find the reason to practice memorizing dialogues in English as this does not guarantee a good score. To solve this problem, I will assess their communicative competence in English rather than dialogue memorization and provide formative assessment and feedback for their speaking performance.

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

[모범답안] washback effect

## ☑ 전공A-2

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

T1: Hello, Ms. Kim. You seem to be in deep thought. Anything bothering you?

T2: Good morning, Mr. Lee. I'm thinking of how to make my English class more effective.

T1: Yeah, I've been thinking about that, too.

T2: You know, our textbook is organized by separate language skills. But **the four skills are rarely separable from each other,** I think.

T1: True. Speaking almost always implies a listener, and writing and reading share obvious links.

T2: That's exactly what I mean.

T1: Actually, I've been adapting the textbook since last semester so that my students can be exposed to the language they will encounter in the real world.

T2: Sounds great. How have you been doing it?

T1: For example, **I usually have pre-reading discussion time to activate schemata. It helps to make links between speaking, listening, and reading.** My students actively engage in those kinds of tasks.T2: That can be a good way. Or **I could create a listening task accompanied by note-taking or followed by a group discussion.**

T1: Great idea. I think just a slight change can make a big difference.

T2: Right. I'll try to make some changes and let you know how it goes. Thanks for sharing your experience!

*Note:* T = teacher

Fill in the blank with the ONE most appropriate word.

In the above conversation, the two teachers are talking about the \_\_\_\_\_ approach, which is now typical within a communicative, interactive framework. The approach can give students greater motivation and make them engage more actively, which can convert to better learning outcomes.

**[모범답안]**

integrated

**[채점기준]**

[1] integrated만 정답으로 2점

[2] 정답 외에는 0점

**[해설]**

4 skills를 각각 별도로 가르치는 방식도 있지만, 이 각각의 skill들은 연결되어있다고 생각하고 communicative, interactive framework내에서 integrated-skills 방식으로 가르치는 것 추구.

**[참고]**

박진이팀 진미주 영어교육론 6월-7월 강의 중: 애플책: UNIT IV. **Integrated Approaches.**

박진이팀 진미주 영어교육론 3월-4월 강의 중 TBP Part IV. Teaching Language Skills: Integrating the 4 skills.

## ☑ 전공A-8

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

<A>

Ms. Yoon is an English teacher at a local middle school. According to her school curriculum, students should be able to use a combination of top-down and bottom-up processing when they practice the receptive skills of English, that is, listening and reading. Bottom-up processing is the processing of individual elements of the target language for the decoding of language input, while top-down processing refers to the use of background knowledge in understanding the meaning of a message. Now, she is developing a master plan for one of the units she will teach next semester. To help her students achieve this curriculum goal, she makes efforts to ensure that both bottom-up and top-down processing are practiced during each lesson period.

<B>

**Ms. Yoon's Unit 1 Master Plan**

1. Lesson: Challenge & Courage
2. Objectives  
Students will be able to:
  - listen to a dialogue and explain the content
  - ask for reasons and make decisions
  - read a text and retell the story
3. Study points
  - Functions: asking for and giving reasons
  - Forms: passive, subject-verb agreement
4. Time allotment: 8 periods, 45 minutes each

Period	Section	Learning Activities
1st	Listen 1	<ul style="list-style-type: none"> <li>• Listen to a series of phrases for consonant/vowel linking between words</li> <li>• Listen to short sentences to discriminate between rising and falling intonation</li> </ul>
2nd	Listen 2	<ul style="list-style-type: none"> <li>• Listen to a dialogue and find the main idea</li> <li>• Do a sentence dictation activity with the active and passive voice</li> </ul>
-----	-----	-----
5th	Read 1	<ul style="list-style-type: none"> <li>• Read the introductory paragraph and predict what will come next</li> <li>• Distinguish sentences containing subject-verb agreement errors</li> </ul>
6th	Read 2	<ul style="list-style-type: none"> <li>• Recognize whether a sentence is in the active or passive voice</li> <li>• Change base forms of verbs into the past participle by adding '-ed / -en'</li> </ul>

Based on <A>, identify TWO periods in <B> in which the teacher focuses on both types of processing. Then, explain your answers with evidence from <B>.

## [모범답안]

In the 2<sup>nd</sup> and 5<sup>th</sup> periods, the teacher focuses on both types of processing. In the 2<sup>nd</sup> period, Ms.Yoon gets her students to find out the main idea (top-down processing) and to dictate sentences with the active and passive voices (bottom-up processing). In the 5<sup>th</sup> period, she asks them to predict what will come next after reading (top-down) and to distinguish subject-verb agreement errors (bottom-up).

## [채점기준]

- [1] In the 2<sup>nd</sup> period, Ms.Yoon gets her students to find out the main idea (top-down processing) and to dictate sentences with the active and passive voices (bottom-up processing). 2점
- [2] In the 5<sup>th</sup> period, she asks them to predict what will come next after reading (top-down) and to distinguish subject-verb agreement errors (bottom-up). 2점

## [해설]

Receptive skills (listening과 reading)을 연습시킬 때 두가지 방식, top-down processing과 bottom-up processing을 결합한 interactive한 수업활동을 고르고, evidence와 함께 설명하는 문제.

	Receptive skill	Productive skill
Oral (spoken) Medium	listening	speaking
Written Medium	reading	writing

## [적중내용]

- [1] 박진이팀 3-4월 진미주 영어교육론심화이론 3주차 강의 Teaching Listening (TBP)
- Include Both Bottom-Up and Top-Down Listening Techniques Speech-processing theory distinguishes between two types of processing in both listening and reading comprehension. Bottom-up processing proceeds from sounds to words to grammatical relationships to lexical meanings, and so on, to a final "message." Top-down processing is evoked from "a bank of prior knowledge and global expectations" (Morley, 1991a, p. 87) and other background information (schemata) that the listener brings to the text. Bottom-up techniques typically focus on the "bits and pieces" of language, breaking language into component parts and giving them central focus. Top-down techniques are more concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text. It is important for learners to operate from both directions because both can offer keys to determining the meaning of spoken discourse. But in a communicative, interactive context, you don't want to dwell too heavily on the bottom-up techniques, for to do so may hamper the development of a learner's all-important automaticity in processing speech.

## ☑ 전공A-9

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

<A>

While styles are preferred ways of processing information, strategies are conscious mental and behavioural procedures that people engage in with the aim to gain control over their learning process. Although the definitions and boundaries of learning strategies can be varied, there are several categories of strategies that have generally been agreed upon, as shown below.

Strategy	Definition	Examples
Metacognitive	Learners being consciously aware of their thought processes and cognition	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Monitoring</li> <li>• Evaluating</li> </ul>
Cognitive	Learners using their brains to manipulate or transform L2 input in order to retain it	<ul style="list-style-type: none"> <li>• Keyword technique</li> <li>• Repetition</li> <li>• Inferencing</li> <li>• Visualization</li> </ul>
Social	Learners involving others in their L2 learning processes	<ul style="list-style-type: none"> <li>• Having conversations in L2 with other speakers</li> <li>• Practicing L2 with other classmates</li> </ul>
Affective	Learners engaging their own emotions to facilitate L2 learning	<ul style="list-style-type: none"> <li>• Rewarding oneself for studying</li> <li>• Intentionally reducing anxiety</li> </ul>

<B>

Mina : Hi, Junho. Is everything going well?

Junho: Hey, Mina! Good to see you here. Can I ask you something?

Mina : Sure. What's up?

Junho: I know you are a good English learner and I'd like to get some tips.

Mina : Sure. Will you tell me how you study?

Junho: I try to set schedules for learning. For example, I decide what I should study first and what I can study at a later time.

Mina : That's a good way. Anything else you do?

Junho: While studying, I sometimes stop to check my comprehension.

Mina : Okay. In my case, I usually create pictures in my mind to remember the things I've studied.

Junho: Oh, you do? I've never tried to create mental images when I study.

Mina : Actually, it helps me remember things a lot longer.

Junho: That makes sense. I think I need to try it.

Mina : And, whenever I find some difficult English expressions I'm not familiar with, I talk in English with native speakers to find out exactly what those expressions mean.

Junho: I usually use my online dictionary. But I often find the dictionary explanation is rather difficult for me.

Mina : That happens a lot. I think asking questions to others is one of the best ways to clarify the meaning.

Junho: I quite agree. I'll apply your advice to my English learning immediately. Thanks for your tips!

Identify TWO strategies in <A> that Mina recommended to Junho in <B>. Then, support your answers with evidence from <B>.



## [모범답안]

Mina recommended both cognitive and social strategies to Junho. As for **cognitive strategies**, she suggested **'visualization'** such as **creating mental images to remember what they have studied longer**. As for **social strategies**, she recommended **'having conversations in L2 with other speakers'** to clarify the meaning of **difficult and unfamiliar expressions**.

## [채점기준]

- [1] As for cognitive strategies, she suggested 'visualization' such as creating mental images to remember what they have studied longer. 2점
- [2] As for social strategies, she recommended 'having conversations in L2 with other speakers' to clarify the meanings of difficult and unfamiliar expressions. 2점

## [해설]

PLLT Chapter 5 Learning Variables: Strategies

## [적중내용]

- [1] 박진이팀 진미주 영어교육론 1-2월 기본이론 4주차 강의: categories of strategy
- [2] [2020년 실전모의고사 5회 A-4번] categories of learning strategies

## &lt;A&gt;

Current cognitive theories of learning point to the important role that students' thought processes play in learning. Students need to understand that good learners are strategic and poor learners are not, and that strategy use is the means by which learning occurs. Oxford (1990, in Cohen & Weaver, 1998) differentiates learning strategies into the following categories:

**1. Memory strategies**

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing. These principles are employed when a learner faces challenge of vocabulary learning. Many learners make use of **visual images**, but some find it easy to connect words and phrases with sound, motion or touch.

**2. Cognitive strategies**

The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output.

**3. Compensation strategies**

Learners use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. Here is an example of guessing based on partial knowledge of the target language. When a learner recognizes the words shovel, grass, mower, and lawn in a conversation, it could be understood that it is about gardening.

**4. Metacognitive strategies**

Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. Strategies of this type deal with the planning, monitoring, and evaluation of language learning activities. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning.

#### 5. Affective strategies

Good language learners control their attitudes and emotions about learning and understand that negative feelings retard learning. Teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies.

#### 6. Social strategies

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: Asking Questions, Cooperating with others, and Empathizing with Others.

## ☑ 전공A-10

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

<A>

In most intercultural conflict situations, interactants are expected to defend or save their faces when they are threatened. Here, face refers to a person's sense of favorable self-worth or self-image experienced in communication. The various ways to deal with conflict and face are called facework or facework strategies. There are three general types of **facework strategies used in intercultural conflict**. Below are the three types and the specific behaviors displayed when employing a strategy.

Facework Strategies	Facework Behaviors
A. <b>Dominating</b> : an effort to control the conflict situation	A1. Assault the other verb
	A2. Be firm in one's demands and do not give in
B. <b>Avoiding</b> : an attempt to save the other person's face	<b>B1. Dismiss the conflict that threatens the other's face</b>
	B2. Rely on a third party to manage the c
C. <b>Integrating</b> : an endeavor for closure of the conflict	<b>C1. Offer an apology for the conflict</b>
	C2. Mutually acknowledge each other's good points

<B>

### Scenario 1

Michael and Ken are students from different countries taking the same class at an Australian university. They are partners for an assignment and decide to meet twice a week. However, **Michael is always late for the meetings**. Ken feels frustrated because in his culture, punctuality is highly important and making others wait is regarded inconsiderate. Ken finally tells Michael how he feels. Hearing Ken's complaints, Michael is upset at first. He thinks Ken is fussing over nothing because in Michael's culture, people are more flexible with time. After consideration, he comes to **understand Ken's position and admits his fault**. Then, expressing his regret, he **promises to be on time**.

### Scenario 2

Maria and Sue are students rooming together at a US university. They are from different countries. Maria loves hanging out with her friends and invites them to the room to talk and eat. They almost always leave after midnight. However, Sue is irritated because in her culture, **staying late at someone's place** is not normally acceptable. In contrast, Maria doesn't mind her friends staying late since in her culture, getting along well with other people is a high priority. Sue **considers directly telling** Maria that her friends should not outstay their welcome. **Not**

wanting to create an unpleasant situation, however, she instead decides to go to the library when her roommate's friends visit.

Based on <A>, identify **ONE facework behavior** that Michael and Sue each display **to deal with their intercultural conflicts** in <B>, respectively. Then, explain your answers with evidence from <B>.

## [모범답안]

Michael displays C1 'Offer an apology' and Sue B1 'Dismiss the conflict'. Michael apologizes for the conflict caused by being late and promises to be on time after understanding punctuality is important in Ken's culture. Sue dismisses the conflict by going to the library when her roommate's friends stay late instead of directly telling Maria not to create an unpleasant situation.

## [채점기준]

- [1] Michael displays C1 'Offer an apology': Michael apologizes for the conflict caused by being late and promises to be on time after understanding punctuality is important in Ken's culture.
- [2] Sue displays B1 'Dismiss the conflict': Sue dismisses the conflict by going to the library when her roommate's friends stay late instead of directly telling Maria not to create an unpleasant situation.

## [해설]

PLLT Learning Principles – Learner Variables - Sociocultural-Interactive Domains - Intercultural Competence

## [적중내용]

1-2월 박진이팀 진미주 영어교육론 기본이론 강의 4주차 강의 Chapter 5 Learning Principles

## [참고]

출전 <Managing Intercultural Conflict Effectively> By Stella Ting-Toomey, John G. Oetzel

<Intercultural Communication: A Contextual Approach> By James W. Neuliep p. 375-376

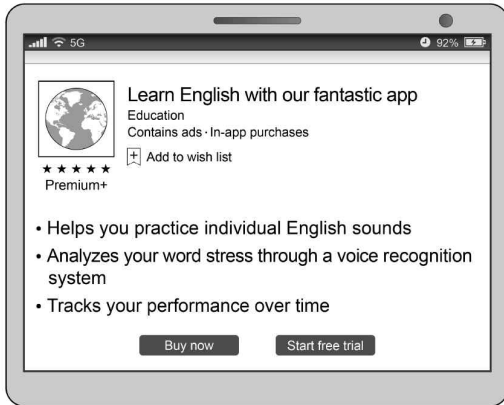
## ☑ 전공A-12

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

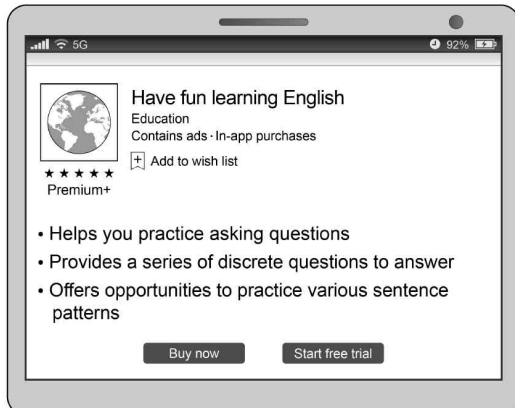
<A>

Digital technology provides students with a new battery of tools with which language can be learned effectively. Below are some apps that students can use for their English learning.

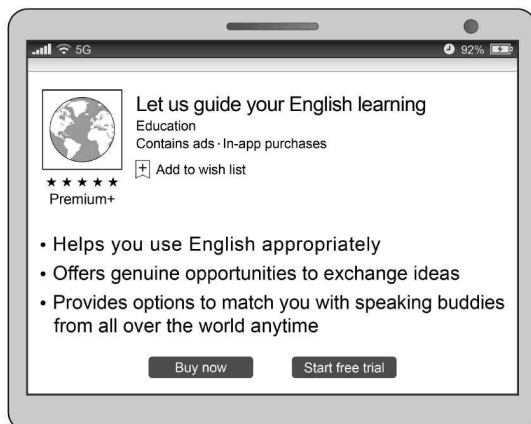
• App 1



• App 2



• App 3



&lt;B&gt;

**Minsu's Case**

Minsu is very active in English classes and always looks for opportunities to speak English with other people. Since he lives in Korea, where English is not usually used outside the classroom, it is difficult to find English conversation partners. He once tried a conversation program where he spoke with native speakers on the phone. However, the program seemed too rigid in that he could only practice at designated times and with predetermined contents. Now, he wants to find an app where he can talk with partners whenever he wants and apply what he learns in the English class while speaking in a more natural context.

**Jieun's Case**

Jieun is afraid of speaking in English. But she was not like that before. She used to be outgoing and willing to communicate with people in English whenever she could. However, sometimes people didn't understand her and kept asking her to repeat the words she had just said. When she consulted her English teacher about the issue, the teacher advised her to focus on practicing pronunciation of words. Now, she is looking for an app which could help her practice pronouncing English words accurately.

Based on <A>, identify the ONE most appropriate English learning app for Minsu and Jieun, respectively. Then, explain your answers with evidence from <B>.

## [모범답안]

App 3 for Minsu and App 1 for Jieun. App 3 can offer Minsu genuine opportunities to talk with partners whenever he wants outside the classroom and to apply what he learns in the English class in a more natural context. App 1 can help Jieun practice pronouncing English words accurately since this app helps practice individual English sounds.

## [채점기준]

- [1] App 3 can offer Minsu genuine opportunities to talk with partners whenever he wants outside the classroom and to apply what he learns in the English class in a more natural context. 2점
- [2] App 1 can help Jieun practice pronouncing English words accurately since this app helps practice individual English sounds. 2점

## [해설]

Technology in Language Learning and Teaching

영어학습을 하는 학생들이 자신들의 필요와 목적에 따라 활용할 수 있는 App을 잘 선택할 수 있는지, 즉, 어떤 앱이 어떤 면에서 각 학생들에게 가장 유용한지를 설명.

## [적중내용]

- [1] 박진이팀 3-4월 진미주 영어교육론 심화이론 3주차 강의: (TBT chapter 12 Technology in Language Learning and Teaching)



## ☑ 전공B-6

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

## &lt;A&gt;

Conversation is co-constructed by two or more people, unfolding dynamically in real time. For conversational discourse to be successful, the participants have to know how to organize the events in it; that is, they need to achieve cohesion. A cohesive relation is one in which the interpretation of one element in the discourse presupposes, and is dependent upon, another. In English, along with the grammatical cohesive devices such as reference, substitution, ellipsis, and conjunction, cohesion in conversation can also be achieved using lexical cohesive devices.

Lexical cohesive devices by which links are made across a conversation include the use of synonyms, antonyms, repetition of the same content words, words exhibiting general-specific relations, and words displaying part-whole relations. The use of lexical cohesion is an indicator of topic consistency, and hence contributes significantly to the sense that speakers are talking to topic, and the talk, therefore, becomes more coherent.

## &lt;B&gt;

*(Two friends are having a conversation in the wallpaper aisle at a hardware store.)*

S1: Isn't it funny that wallpaper is in fashion again?

S2: Yeah, I thought it was gone forever.

S1: Me, too. So, you are redoing your kitchen?

S2: Yup. And I want to use one of these.

S1: Good idea. *(pointing to a roll of wallpaper)* How about that?

S2: You mean the one on the top shelf?

S1: Yeah, do you like it?

S2: Uh-huh. It will go with my dining table.

S1: Have you been to Lesley's new office?

S2: I have, actually. It was huge and everything was so well organized.

S1: Yeah. And she had the same wallpaper.

S2: Oh, that's right. I remember that.

*Note: S = speaker*

Based on <A>, identify TWO lexical cohesive devices used in the conversation in <B>. Then, provide evidence from <B> for each identified lexical cohesive device.

## [모범답안]

Two lexical devices are used in <B>. First, **repetition of the same content words** is used such as 'wallpaper'. Second, **words displaying part-whole relations** is used such as 'kitchen' and 'my dining table'.

## [채점기준]

- [1] First, **repetition of the same content words** is used such as 'wallpaper' 2점  
 [2] Second, **words displaying part-whole relations** is used such as 'kitchen' and 'my dining table'. 2점

## [해설]

text의 cohesion을 위해 grammatical cohesive device와 lexical cohesive device를 활용할 수 있는데, 이 문제는 lexical cohesive devices의 4가지 유형 중 (synonyms, antonyms, repetition of the same content words, words exhibiting general-specific relations, and words displaying part-whole relations) <B> 대화에서 제시된 lexical cohesive device를 찾는 문제. 이런 유형의 문제는 진미주 영어교육론 실전모의고사에서 여러 번 출제해서 연습.

[적중내용] **적중문제!!!**

- [1] [2021년 임용대비 지스쿨 박진이팀 2020년 실전모의고사 2회] A-10 Lexical and grammatical cohesive markers  
 [2] [2021년 임용대비 지스쿨 박진이팀 2020년 4월 공개모의고사 B-10] grammatical cohesion/ lexical cohesion  
 [3] [박진이팀 2022년 임용대비, 2021년 실전모의고사 4회 B-11] cohesion, cohesive devices

중략... Fifth, this relationship can be established through the use of **lexical items**: either **repeating a word or phrase** from an earlier part of the discourse, using a **synonym** (e.g., *youngsters* for *children*), or using a **superordinate term** (e.g., *trees* for *elms*). It may also be achieved through **collocation**, the use of **lexical items that regularly appear in the same context**. For example, *students*, *school*, *teacher*, and *test* are collocative items, as are *restaurant*, *food*, *waiter*, and *eat*.

- [4] [박진이팀 2022년 임용대비, 2021년 실전모의고사 8회 B-9] Semantic relationships between words: antonyms, synonyms, homonyms, hyponyms, polysemes, meronyms

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

**Text**

It appears that human beings are unique in their ability to keep time to music. This ability may result from evolutionary adaptation. In addition, musical timing may be related to the importance of timing in speech sounds. For example, music scientist Dr. Patel notes that the difference between a B and a P in English is a difference in timing produced by the sound.

<A>

The text is made cohesive by a combination of lexical and grammatical devices. The lexical connectors include repetition and the lexical chaining of words that share similar meaning. The grammatical connectors are pronouns and linkers. In other words, grammatical cohesion is realized by pronouns, which refer the reader back to their referents (i.e. concepts previously introduced into the text), as in 'Being under control is knowing the secret of cleaner, clearer, more beautiful skin. And it is not soap.' Here, the pronoun 'it' in the second sentence refers back to 'the secret' in the first. 'It' can also refer forward, and to a general idea, rather than to any specific word or clause, as in: 'Take it from us. Use Kosmos Clean & Clear as a one-step cleanser... and you'll never get in a lather over spots again'. 'Take it from us' also demonstrates how some pronouns do not have referents in the text itself, but outside it. Thus, the referent of 'us' is not retrievable from the text, either before or after, but refers to the sponsors of the text. This is also a kind of cohesive devices, since it binds the text to its larger context. The technical name for language that makes direct connection to the material world is ①\_\_\_\_\_.

Therefore, using an assigned reading or other passage, the teacher could lead students in identifying the different kinds and chains of cohesion such as pronouns, demonstrative pronouns, sentence connectors, or linkers etc. Figure 1 provides a brief example, with the cohesive words and phrases.

Figure 1. Examples of cohesive devices (adapted from Belluck, 2011).

<B>

Following cohesion text analysis, the teacher can give students short passages in which the last sentence needs a cohesive phrase to link it to the preceding sentences. Here is an example:

During the last decade, the use of cell phones while operating a motor vehicle has been a topic of increased concern. In particular, the sending or reading of text messages while driving is regarded as extremely distracting; such activities increase the risk of serious accidents. One experiment showed that texting while driving resulted in greater safety risks than driving drunk. \_\_\_\_\_, many people, especially teenagers, continue to send and check messages while driving.

In this example, students are asked to supply both a logical connector (e.g., a preposition such as ② \_\_\_\_\_ plus a reference phrase (e.g., *the dangers of cell phone use*). For less advanced learners, the instructor could create logical relationships that are easier for students to interpret. For example, a final sentence that expresses a result (*because of ...*) or an addition (*in addition to ...*) might be less difficult for students to complete. Instructors could also provide several choices of logical connectors and classifier nouns for the reference phrase and have the students select the best ones.

Fill in the blanks (① and ②) with the ONE most appropriate word in <A> and <B>. Use a different word in each blank. Then, **identify the lexical cohesive device(s)** in the example text (Figure 1) in <A> and provide evidence for it.

## ☑ 전공B-7

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

<A>

One of the reasons we can communicate successfully, especially in writing, is because we have some understanding of genre, socially recognized ways of using language for particular purposes. Genre represents the norms of different kinds of writing shared among people within a particular community. The emphasis on the social dimension of genre is a major characteristic of genre-based approaches to teaching writing.

A **genre-based writing instruction** involves students in an in-depth analysis of texts in the genre in which they are going to be writing. In particular, students are asked to analyze three **essential features of the genre** using example texts: 1) **the context**, which includes **the situation and audience**, 2) **the content**, which indicates **the information and message** conveyed, and 3) **the construction**, that is, how the texts of the genre are typically constructed in terms of **the layout and language**. When students are done with this task, they are in a position to create their own writing within the genre.

<B>

### Activity 1

*(After conducting a reading lesson about volunteering, a middle school English teacher prepares a poster-making activity for recruiting volunteers. He plans to have his students analyze the features of the poster genre before they make their own posters.)*

- Ask the students to share their volunteering experiences.
- Have the students examine the poster and answer the questions in the worksheet.

### Worksheet



1. Why are some words capitalized?
2. Does the poster use full sentences? If not, why?

**Activity 2**

*(Believing writing reviews is an important skill that her students should be equipped with, a high school English teacher prepares a genre-analyzing kit with which the students figure out the characteristics of the book review genre.)*

- Tell the students they are going to read a book review.
- Have the students use the genre-analyzing kit while reading the book review.

**Book Review****“I Really Want the Cup Cake”**

Written by Philip Kent

Illustrated by Terra Wang

Ages 3—5 | 20 Pages

Publisher: Green Books | ISBN: 978-1-338-95941-2

What to expect: Rhyme, Dessert, Self Control  
(or lack thereof)

Honestly, who of us hasn't wanted to dive in, just a teeny, tiny bit, to that delicious-looking cup cake left on the table? Just a bite couldn't hurt, could it? In this hilarious story about a little boy and his dog, that's exactly what they are trying not to do.

**Reviewers' Genre-Analyzing Kit**

1. Who do you think the review is aimed at?
2. When would people write this kind of text?

Based on <A>, identify ONE essential feature of the target genre that each activity in <B> focuses on, respectively. Then, explain your answers with evidence from <B>.

## [모범답안]

Activity 1 focuses on 'the construction' and Activity 2 focuses on 'the context'. In Activity 1, students need to think about 'the construction' such as the layout and language by considering using capitalized words and full sentences when making a poster. In Activity 2, students focus on 'the context' such as the situation and audience by analyzing for whom and when people write this kind of book review using reviewers' genre-analyzing kit.

## [채점기준]

- [1] In Activity1, students need to think about 'the construction' such as the layout and language by considering using capitalized words and full sentences when making a poster. 2점
- [2] In Activity2, students focus on 'the context' such as the situation and audience by analyzing for whom and when people write this kind of book review using reviewers' genre-analyzing kit. 2점

## [해설]

Teaching Writing - Genre-based Writing Instruction

Genre-based writing을 배울 때 학생들이 장르의 세 가지 중요한 특성, context, content, construction을 배워야하는데, 이 각각의 특성을 어떤 activity를 통해 구체적으로 배우도록 할 수 있는지 이해하고 서술.

## [적중내용]

- [1] 2020년 [박진이팀 봉투모고 2회 A-9] Genre-based Approach
- [2] 2020년 [박진이팀 봉투모고 6회 A-2] Writing Genres and register
- [3] 2020년 박진이팀 실전모고 2회 A-10: written texts and genres
- [4] 2021년 박진이팀 진미주 영어교육론 심화이론 5주차 Genres of Written Language

## ☑ 전공B-10

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

<A>

Mr. Lee and Ms. Min are both middle school English teachers for 1st graders, but their students' English writing proficiency is quite different from each other. The two teachers have developed tests to assess their students' abilities to write using comparatives and superlatives as the target forms.

**Mr. Lee's Assessment Note**

- I taught my students to write simple sentences using comparatives and superlatives and provided sentence drill activities to practice them in previous lessons. After that, I designed a writing test to assess my students' abilities to make a simple sentence using one of the target forms

**Ms. Min's Assessment Note**

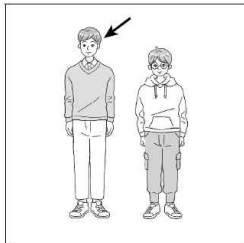
- My students learned how to use comparatives and superlatives in sentences. After they were able to write sentences using the target forms accurately, I offered a story-writing activity in class. Then, I made a test to assess how well the students put sentences together to write a story using the target forms.

<B>

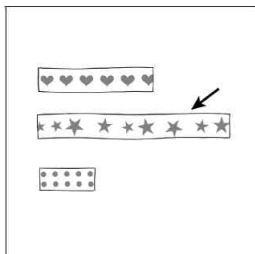
**Test 1**

Directions: Based on the pictures, fill in each blank with an appropriate comparative or superlative.

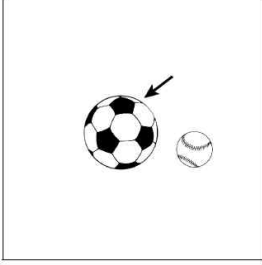
1. tall → \_\_\_\_\_



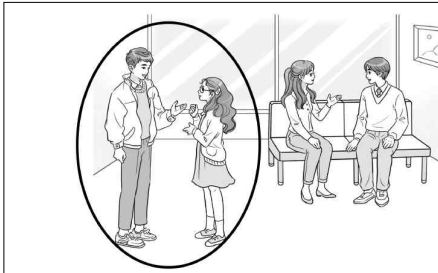
2. long → \_\_\_\_\_



3. big → \_\_\_\_\_

**Test 2**

Directions: Describe the two people circled in the picture by using one of the words listed below.



1. taller
2. younger
3. older

**Test 3**

Directions: Choose the correct answer.

My friends and I loved watching soccer on television, but we couldn't play it. We didn't have a team. Eventually, we made a soccer team and we were happy. Last Wednesday, we had a game, but it rained a lot. Our shoes got wet and heavy. The other team's players ran faster than us. So we took off our shoes.

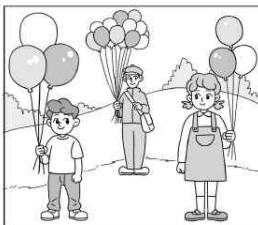


Q. How was the weather last Wednesday?

- a. sunny b. rainy c. cloudy d. snowy

**Test 4**

Directions: Describe the sequenced pictures using comparatives and/or superlatives. You should write more than THREE sentences with appropriate connectors.



Based on <A>, identify ONE test in <B> that each teacher developed, respectively. Then, explain your answers with evidence from <B>.



## [모범답안]

Mr Lee developed Test 2 and Ms Min (developed) Test 4. In Test 2, the teacher can assess his students' ability to make a simple sentence using one of the target forms by asking them to describe the two circled people using one of the comparative forms. In Test 4, the teacher can assess how well her students combine sentences to write a story using the target forms by asking them to describe the sequenced pictures with more than three sentences using the comparatives/superlatives and appropriate connectors.

## [채점기준]

- [1] Mr Lee developed Test 2: the teacher can assess his students' ability to make a simple sentence using one of the target forms by asking them to describe the two circled people using one of the comparative forms. 2점
- [2] Ms Min developed Test 4: the teacher can assess how well her students combine sentences to write a story using the target forms by asking them to describe the sequenced pictures with more than three sentences using the comparatives/superlatives and appropriate connectors. 2점

## [해설]

Language Assessment: Teaching writing and Assessment

학생들의 English writing proficiency에 따라 교사가 특정 target form을 어떻게 수준에 맞게 가르치고, 가르치고자하는 내용에 합당한, 수준에 맞는 평가(test/assessment)를 할 수 있는지를 제시한 문제.

## [적중내용]

박진이팀 진미주 영어교육론 7월-8월 강의 - 문제 분석 및 이론 정리

6주차: Part 5 Teaching Language Skills and Assessments I

7주차: Part 6 Teaching Language Skills and Assessments II

8주차: Part 7 Teaching Language Skills and Assessments III

Four-skills의 각 영역별로 다양한 Assessment 방법 소개.

## ☑ 전공B-11

11. Read the passage in &lt;A&gt; and the example in &lt;B&gt;, and follow the directions. 【4 points】

&lt;A&gt;

Focus on form is one of the approaches to L2 instruction that has been proposed to develop learners' fluency and accuracy. It occurs when learners briefly pay attention to linguistic items within a larger meaning-focused context. Focus on form can be accomplished in various ways. A basic distinction is drawn between '**reactive focus on form**' (where **attention to form arises out of some problem in a participant's production** as in A1 and A2 below) and '**pre-emptive focus on form**' (where the participants make a particular form the topic of the conversation even **though no actual problem has arisen** as in B1 and B2 below).

Options		Description
Reactive	A1. Implicit feedback	The teacher or another student responds to a student's error without directly indicating an error has been made, e.g., by means of a recast or a clarification request.
	A2. Explicit feedback	The teacher or another student responds to a student's error <b>by directly indicating that an error has been made</b> , e.g., by formally <b>correcting the error or by using metalanguage</b> .
Pre-emptive	B1. Student-initiated focus on form	<b>A student asks a question about a linguistic form.</b>
	B2. Teacher-initiated focus on form	The teacher gives advice about a linguistic form he/she thinks might be problematic or asks the students a question about the form.

&lt;B&gt;

## Example 1

*(It is Monday morning and a group of students have just arrived for their English class. The teacher starts the class by asking the students about their weekend.)*

T : So what did you do this weekend?

S1: I ran my first marathon!

T : Wow! Did you finish?

S1: Yes, eventually.... It was actually a half-course marathon, but really challenging.

T : Way to go! (*turning to S2*) How about you?S2: **I had gone to the park...**T : **You need to use the past simple when you say the things you did over the weekend.**

S2: I has b..., I had?

T : Past simple. For example, I saw, I did, or I played ...

S2: Ah! I went to the park with my family last weekend.

T : Great! How was it? Did you and your family enjoy it?

S2: Very much.

### Example 2

*(Students are doing a communicative task with their conversation partner in their English class. The students are asked to set a date when they can do a project together. While students are checking the date, the teacher shuttles back and forth among the groups.)*

S1: Teacher, is it okay to just say **December eighteen**?

T : December eighteen?

S1: Yeah, like December eighteen or January seventeen.

S2: You know, we need to fix **the date** we meet together, and we want to make sure the right way of saying dates.

T : Mmm. It's okay but it sounds a little casual. Usually December **THE eighteenth** or **THE eighteenth** of December.

S1: Aha! December **THE eighteenth**.

T : Yeah, good.

*Note: T = teacher, S = student*

Among the options A1, A2, B1, and B2 in <A>, identify the option of focus on form used in each example in <B>, respectively. Then, support your answers with evidence from <B>.

## [모범답안]

Example 1 focuses on Option A2 and Example 2 (focuses on) Option B1. In Example 1, explicit feedback (A2) is used in response to S2's error, 'had gone' by directly indicating the problem in S2's production using metalanguage such as 'You need to use past simple...' In Example 2, S1 initiates focus-on-form (B1) by raising a question about a form ('the date') such as 'Is it okay to just say December eighteen?' even though no actual problem has arisen.

## [채점기준]

- [1] Example 1 focuses on Option A2: explicit feedback (A2) is used in response to S2's error, 'had gone' by directly indicating the problem in S2's production using metalanguage such as 'You need to use past simple. 2점
- [2] Example 2 focuses on Option B1: S1 initiates focus-on-form (B1) by asking a question about a form ('the date') such as 'Is it okay to just say December eighteen?' even though no actual problem has arisen. 2점

## [해설]

Teaching Language Skills - Teaching Grammar - Approaches to Form-focused Instruction

출전: <Task-Based Language Teaching: Theory and Practice>

By Rod Ellis, Peter Skehan, Shaofeng Li, Natsuko Shintani, Craig Lambert

## [참고]

### 1. Planed focus on form vs Incidental focus on form

Ellis (2005) distinguished between planned and incidental focus on form. Planned focus on form involves targeting pre-selected linguistic items during a meaning-focused activity, either through input (e.g., input flood or input enhancement) or output (e.g., corrective feedback on errors in the use of pre-targeted forms). In contrast, the linguistic items addressed in incidental focus on form arise spontaneously in the course of meaning-focused activities. Although both types of focus on form might be beneficial for learners (Doughty & Williams, 1998b), their impact may vary. Planned focus on form has the advantage of providing intensive coverage of one specific linguistic item, whereas incidental focus on form provides extensive coverage, targeting many different linguistic items (Ellis et al., 2001a). Incidental focus on form can provide a brief time-out from focusing on meaning in order to assist learners in noticing linguistic items in the input that might otherwise go unnoticed in entirely meaning-focused lessons.

### 2. Reactive vs. Preemptive Focus on Form

Much planned focus on form literature has investigated reactive focus on form, which occurs in response to learner errors. Reactive focus on form has also been known as error correction, corrective feedback, or negative evidence/feedback (Long 1996). Lyster and Ranta (1997) investigated different types of reactive focus on form that French immersion teachers provide when learners produce utterances that contain a linguistic error. They distinguished six types of feedback, namely explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition. Ellis et al. (2001b) also identified preemptive focus on form, which occurs when either the teacher or a learner initiates attention to form, generally by raising a question, "even though no actual problem in production has arisen" (p. 414). They argue that preemptive focus on form addresses an actual or perceived gap in the learners' knowledge.

Furthermore, they distinguished between student-initiated focus on form in which students raised questions about linguistic items and teacher-initiated focus on form in which the teacher asked questions or provided unsolicited information about specific linguistic items.

## ■ 영미문학

## ☑ 전공A-3

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

‘Indeed, Stevens. I’d told her you were the real thing. A real old English butler. That you’d been in this house for over thirty years, serving a real English lord. But Mrs Wakefield contradicted me on this point. In fact, she contradicted me with great confidence.’

‘Is that so, sir?’

‘Mrs Wakefield, Stevens, was convinced you never worked here until I hired you. In fact, she seemed to be under the impression she’d had that from your own lips. Made me look pretty much a fool, as you can imagine.’

‘It’s most regrettable, sir.’

‘I mean to say, Stevens, this is a genuine grand old English house, isn’t it? That’s what I paid for. And you’re a genuine old-fashioned English butler, not just some waiter pretending to be one. You’re the real thing, aren’t you? That’s what I wanted, isn’t that what I have?’

‘I venture to say you do, sir.’

‘Then can you explain to me what Mrs Wakefield is saying? It’s a big mystery to me.’

‘It is possible I may well have given the lady a slightly misleading picture concerning my career, sir. I do apologize if this caused embarrassment.’

[...]

‘But dammit, Stevens, why did you tell her such a tale?’

I considered the situation for a moment, then said: ‘I’m very sorry, sir. But it is to do with the ways of this country.’

‘What are you talking about, man?’

‘I mean to say, sir, that it is not customary in England for an employee to discuss his past employers.’

‘OK, Stevens, so you don’t wish to divulge past confidences. But does that extend to you actually denying having worked for anyone other than me?’

‘It does seem a little extreme when you put it that way, sir. But it has often been considered desirable for employees to give such an impression. If I may put it this way, sir, it is a little akin to the custom as regards marriages. If a divorced lady were present in the company of her second husband, it is often thought desirable not to allude to the original marriage at all. There is a similar custom as regards our profession, sir.’

‘Well, I only wish I’d known about your custom before, Stevens,’ my employer said, leaning back in his chair. ‘It certainly made me look like a chump.’

Kazuo Ishiguro, *The Remains of the Day*

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

## &lt;Commentary&gt;

In this excerpt, Stevens uses an analogy in an attempt to justify the false impression he gave to Mrs Wakefield. Similar to the way previous \_\_\_\_\_ should remain unspoken before a partner, English custom frowns upon domestic servants revealing their past employments in company of others.

**[모범답안]**

marriages

**[채점기준]**

[1] 2점: 정답만 인정됨

**[해설]**

Stevens가 피고용인의 입장에서 과거 섬겼던 주인들에 대해서 언급을 하는 것은 관습에 어긋나는 것이라는 점을 결혼에 비유해서 설명합니다. 예를 들어, 이혼한 여인이 새로 맞이하는 남편이 있는 자리에서 이전의 결혼에 대해서 언급하지 않는 것이 바람직하다고 말하므로, 빈 칸에는 ‘결혼’이 들어가야 합니다. 본문에는 marriage와 marriages가 나와 있는데, commentary에서 previous앞에 a나 the가 없기 때문에 복수인 marriages가 들어가는 것이 맞습니다.

## ☑ 전공A-5

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

When I heard the famous poet pronounce  
 “One can only write poems in the tongue  
 in which one first said Mother,” I was stunned.  
 Lately arrived in English, I slipped down  
 into my seat and fought back tears, thinking  
 of all those notebooks filled with bogus poems  
 I’d have to burn, thinking maybe there was  
 a little loophole, maybe just maybe  
 Mami had sung me lullabies she’d learned  
 from wives stationed at the embassy,

thinking maybe she’d left the radio on  
 beside my crib tuned to the BBC  
 or Voice of America, maybe her friend  
 from boarding school had sent a talking doll  
 who spoke in English? Maybe I could be  
 the one exception to this writing rule?  
 For months I suffered from bad writer’s-block,  
 which I envisioned, not as a blank page,  
 but as a literary border guard  
 turning me back to Spanish on each line.

I gave up writing, watched lots of TV,  
 and you know how it happens that advice  
 comes from unlikely quarters? She came on,  
 sassy, olive-skinned, hula-hooping her hips,  
 a basket of bananas on her head,  
 her lilting accent so full of feeling  
 it seemed the way the heart would speak English  
 if it could speak. I touched the screen and sang  
 my own heart out with my new muse, I am  
 Chiquita Banana and I’ here to say...

Julia Alvarez, “First Muse”

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



## &lt;Commentary&gt;

When she saw “Chiquita Banana” on TV, the speaker had an epiphany that her dream did not need to be hampered by her \_\_\_\_\_ roots.

## [모범답안]

- The word is 'Spanish'.
- The underlined part means that one can only write poems in one's native language.

## [채점기준]

- [1] 4점: 두 문제의 답이 내용과 문법적으로 다 맞은 경우
- [2] 2.1점~3.9점: 기입형 정답이 맞고, 서술형 정답의 내용은 맞지만 문법적 오류가 있는 경우
- [3] 2점: 기입형이나 서술형 문제의 정답이 맞은 경우
- [4] 1점~1.9점: 기입형 정답이 틀리고, 서술형 정답의 내용은 맞지만 문법에 오류가 있는 경우

## [해설]

commentary의 epiphany는 문학작품에서 인물이 특정 사건이나 사실을 갑자기 깨닫는 순간을 의미합니다. 화자는 유명한 시인이 한 말, ‘사람은 모국어로만 시를 쓸 수 있다’는 것을 듣고 자신의 모국어가 스페인어이기 때문에 영어로 시를 쓸 수 없다는 점에 실망을 합니다. 그러나 TV에서 흘러나오는 영어노래가 비록 비영어권의 억양이지만 감정이 풍부하고 자연스러운 것을 알게 되고, 영어로 시를 쓰겠다는 꿈이 자신이 타고난 Spanish roots에 의해 방해 받지 않는다는 것을 깨닫게 됩니다. 따라서 밑줄 친 부분은 유명 시인이 말한 내용이며, 화자는 이 내용에 적용받지 않는 예외적인 시인이 될 수 있지 않을까 질문하는 것입니다.

## ☑ 전공B-1

1. Read the excerpt and follow the directions. 【2 points】

The lock. He had still to replace a lock on one of the doors of the screened porch. The task, like most such, proved more difficult than he had imagined. The old lock, aluminum frozen by corrosion, had been deliberately rendered obsolete by manufacturers. Three hardware stores had nothing that even approximately matched the mortised hole its removal (surprisingly easy) left. Another hole had to be gouged, with bits too small and saw too big, and the old hole fitted with a block of wood—the chisels dull, the saw rusty, his fingers thick with lack of sleep. The sun poured down, beyond the porch, on a world of neglect. The bushes already needed pruning, the windward side of the house was shedding flakes of paint, rain would get in when he was gone, insects, rot, death. His family, all those he would lose, filtered through the edges of his awareness as he struggled with screw holes, splinters, opaque instructions, minutiae of metal.

John Updike, “Separating”

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

## &lt;Commentary&gt;

In this excerpt, the narrator creates a sense of melancholy by focusing on parts of the property that have come to be in a state of \_\_\_\_\_. The broken lock, a focal point of this excerpt, serves as a reminder that his domestic world is in crisis, badly in need of repair.

**[모범답안]**

neglect

**[채점기준]**

[1] 2점: 정답만 인정됨

**[해설]**

Narrator는 부식된 낡은 자물쇠를 교체하기 위해 뜯어내고, 손질이 안 된 관목들, 바람을 맞아 페인트 조각이 떨어지는 등, 집의 일부가 소홀하게 방치된 상태에 있다는 것을 알 수 있습니다. 따라서 빈 칸에 들어갈 단어는 neglect가 가장 적절합니다.

## ☑ 전공B-3

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

*The low hum of a phone connection over thousands of miles. The voices of a Man and a Woman are heard; they are in the middle of a conversation.*

Man: —what are you doing?

Woman: Doing?

Man: While you're talking to me. I hear something. What are you doing?

Woman: What does it sound like?

Man: Click—click—click

Woman (*in a rush, in one breath*): Oh—that click?—it's the window blind in a breeze, a slight breeze, it's me unsnapping my tortoise shell barrette, I clipped and unclipped it, it's my Italian lighter lighting up my last Blonde Gauloise, it's some cheap Christmas trash racketing its way down the street, it's my birthstone ring hitting the floor, it's a bird's beak tapping, it's Morse code, it's an urgent message we can't decipher but need to know, it's the deadbolt on the back-door, it's the heater clacking into action, it's the clock stuck on One, One, One, it's a glitch on the wires, it's the loose jawbone that clicks in my head from where I took a fall on the ice last winter. It's my nailclipper.

Man: I'm really sick of your metaphors.

Woman: You used to like my turns of phrase.

Man: That was before I started re-hab.

Woman: Recovery takes the Poetry out of Things, huh?

Man: At a nickel a minute from a payphone in a drafty corridor, yeah. I'd say so.

(*slight beat*)

Yeah. It's all just words.

Woman: That's all we have right now, isn't it? You're two thousand miles away and we're reduced to Words, Right?

Man: Yeah. I guess so.

Brighde Mullins, Click

Complete the commentary below by filling in the blank with the ONE most appropriate word from the excerpt. Then, explain what the underlined sentence means.

## &lt;Commentary&gt;

The string of metaphors the woman dishes out rapidly to the counterpart on the phone are loosely connected to the comfort and convenience a home provides. The comforts of home reflected in the woman's metaphors can be in contrast to the likely \_\_\_\_\_ atmosphere in which the man finds himself.

**[모범답안]**

- The word is 'drafty'.
- The underlined part means that the man is not in the mood for poetic expressions he liked because he is going through a difficult process of recovery.

**[채점기준]**

- [1] 4점: 두 문제의 답이 내용과 문법적으로 다 맞은 경우
- [2] 2.1점~3.9점: 기입형 정답이 맞고, 서술형 정답의 내용은 맞지만 문법적 오류가 있는 경우
- [3] 2점: 기입형이나 서술형 문제의 정답이 맞은 경우
- [4] 1점~1.9점: 기입형 정답이 틀리고, 서술형 정답의 내용은 맞지만 문법에 오류가 있는 경우

**[해설]**

여자가 쏟아내는 일련의 메타포들은 집이 제공하는 안락함과 편리함과 관련이 있는데, 이런 안락함은 남자가 재활치료를 받고 있는 장소와는 대조가 되는 것임을 알 수 있습니다. 남자가 공중전화를 걸고 있는 복도를 drafty로 묘사하는데, 이것은 ‘외풍이 있는, 바람이 스며들어오는’이라는 의미로 남자가 처한 공간의 상태를 나타냅니다.

서술형 문제의 밑줄 친 부분에서 recovery는 rehab의 의미로, poetry는 메타포와 같은 비유적 혹은 시적 표현으로 볼 수 있습니다. 여자가 click이라는 소리에 대해서 쏟아낸 말장난 같은 메타포를 남자가 rehab이전에는 좋아했지만, 재활치료를 받고 있는 힘든 상황에서는 그런 식의 표현들을 즐길 기분이 아니라는 의미입니다.

## ■ 일반영어

## ☑ 전공A-11

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

Many species of octopus and squid are known to exhibit a particularly effective behavior that enables them to escape from predators. In the region of their intestines the animals have a special sac-like organ. In the wall of this sac there is a gland which secretes a brown or black liquid rich in the pigment melanin, this is ink. When threatened the animal has the ability to compress the ink sac and squirt a jet of the liquid from its anus. It is thought that the cloud of ink hanging in the water forms a dummy squid termed a pseudomorph, which attracts and holds the attention of the predator allowing the animal to dart away to safety. The \_\_\_\_\_ is made all the more effective because long thin species produce long thin pseudomorphs and more round species produce rounder clouds of ink.

Squid and octopus are molluscs, taxonomic relatives of the garden slug and snail. Can you imagine a slug squirting out ink to leave a pseudomorph hanging in the air to decoy a bird predator while the slug made its escape? Of course you can't, for the simple reason that this behavioral strategy can only work when the animal is surrounded by a medium that will support the ink cloud for a sufficient period to allow the escape. In water this works, but in the less dense medium of air it would not.

Some species of octopus and squid are inhabitants of the ocean depths. Here light penetration from the surface is minimal or zero and the seawater is a constant inky black. Obviously the ink-dummy strategy would be no more effective here than it would be in air. The pseudomorph would hang in the water column, but it is unlikely that such deception would be successful against the inky-black backdrop. In this situation species such as the deep-water squid *Heteroteuthis* secrete a luminescent ink, creating a brief flash of light which is thought to confuse a potential predator just long enough for an escape to be affected.

Fill in the blank with the ONE most appropriate word from the passage. Then, using evidence from the passage, explain why the ink-dummy tactic would not likely succeed in the air and the deep sea, respectively. Do NOT copy more than FOUR consecutive words from the passage.

## [모범답안]

-deception

-The ink-dummy strategy would not work in the air because the species need to be in an environment, which will keep the ink long enough for them to escape from predators. The same is true for the deep ocean, which is too dark an environment for the black ink escape mechanism to be efficient.

## [채점기준]

- [1] 4점: 두 문제의 답이 내용과 문법적으로 모두 맞은 경우
- [2] 3.9점~2.1점: 두 개의 정답에서 내용과 문법의 오류에 따라 차등 적용
- [3] 2점: 한 문제만 맞은 경우

## [해설]

가장 논란이 될 수 있는 기입형은 deception정답인데 그 이유가 2가지가 있습니다.

the \_\_\_\_\_ is made all the more effective because ~

첫 단락에서 설명하는 먹물을 쏘아 포식자가 오인 하도록 하고 피하는 행동을 지칭해서 deception(교란)이라고 하는 것 같은데 사실 이 내용을 꾸며주는 것은 바로 **because** 부사절입니다. all the more effective는 비교급. 즉, 앞의 내용 보다 훨씬 더욱 효과적인 이유는 그 동물들과 비슷한 가상의 모습(pseudomorph)를 만들어 내기 때문입니다. 그것이 바로 교란할 수 있는 것이라고 일단 정의하기에 the deception을 쓴 것입니다. 여기서 strategy는 앞의 내용과 이 모든 것을 지칭하기도 해서 어색하고 단순히 escape라고 하면 escape+ tactic, +strategy, +mechanism등의 명사와 같이 사용하지 않으면 애매합니다.

또 한가지 힌트는 collocation입니다. is made( 5형식 make-사역동사)+ 목적보어의미로 볼 수 있기에 strategy나 escape도 collocation 맞다고 할 수 있다라는 의견이 있는데요. 그러면 수동태의 주체인 행위자가 좀 더 명확해야 합니다. 왜냐하면 make 목 +목.보는 “목적어를 목.보하게 하다”라는 “사역”의미가 강하기 때문입니다. 그래서 어색할 수 있고 단순히 “그 교란이 (앞의 것 보다)훨씬 효과적으로 만들어진다”라고 하면 make the deception이 가능하지만 strategy는 have, draw up, map out, plan, devise등의 동사와 어울리고 escape는 명사로 쓰면 have와 어울립니다.

원전] *Essential Animal Behavior*, Graham Scott

## [적중내용]

항상 강의와 첨삭 속에서 정확한 어휘 및 표현의 사용과 collocation을 강조 했습니다.

그리고 시험에서 시간이 촉박하면 지문의 표현이 눈에 들어오기에 그대로 쓰는 경우가 많아서 4-5단어 연속 쓰는 경우가 종종 있으니 늘 active vocabulary를 사용하도록 암기하고 숙지하고 본인이 빨리 끄집어내서 사용 할 수 있도록 하고 반드시 paraphrase하라고 많이 강조 했습니다.



## ☑ 전공B-8

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

Fashion criticism should be rigorous, clearly stated, and historically informed. It should neither oversimplify (as current fashion criticism often does) nor be unnecessarily obscure (as current art criticism often is). It should look for vitality and boldness, and distinguish the original from the derivative. It should track a designer's development—or point out standstill or regression—and attempt to figure out what led the designer to make these specific aesthetic choices, elaborate on the techniques and materials that have been used—and finally pass judgment. As already mentioned, a proper judgment is something more than *mere* opinion—it is a *reasoned* or *justified* opinion which aims for broader validity. Criticism can never be completely objective. It must necessarily to a great extent be subjective, saying as much about the critic as about the object under scrutiny. Which is why writing criticism necessarily means exposing yourself. Writing criticism is about struggling to come to terms with what you do not yet know exactly how to deal with, to pass judgment, to expose yourself, knowing that you expose yourself, putting your prestige and your very identity at risk. As Pierre Bourdieu formulated it: “Taste classifies, and it classifies the classifier.” This is a truth that holds for all of us, but it is especially acute in the case of the critic, whose judgment is at the greatest public scrutiny. Writing real criticism is about putting yourself on the line every single time.

What about disagreements between critics? They *should* be welcomed. It is never a good sign when too many people are in agreement about too much. It almost always means that we are thinking too little. There should be disagreements between critics. Two critics can certainly disagree about the relative merits of two designers, such as for instance Alexandre Herchcovitch and Phoebe Philo. However, one should also note that there will usually be a high degree of convergence between critics in their judgments. One might prefer Herchcovitch and the other Philo, and even find a certain collection plain tasteless, but it would be highly surprising if one of them argued that Herchcovitch or Philo is a designer with virtually no aesthetic merit. Would a serious critic pass such a judgment? There will be disagreements, but disagreements are possible only against a much larger background of \_\_\_\_\_.

Fill in the blank with the ONE most appropriate word from the passage. Then, explain what the underlined part means in the context of criticism. Do NOT copy more than FOUR consecutive words from the passage.

## [모범답안]

-agreement

- 1) It means that critics are (unintentionally) subject to public scrutiny by exposing themselves to the criticism.
- 2) It means that critics create public judgement but they also open themselves up to criticism themselves from others.

## [채점기준]

- [1] 4점: 두 문제의 답이 내용과 문법적으로 모두 맞은 경우
- [2] 3.9점~2.1점: 두 개의 정답에서 내용과 문법의 오류에 따라 차등 적용
- [3] 2점: 한 문제만 맞은 경우

## [해설]

기입형은 내용상 판단에 있어 비평가들의 convergence(의견의 일치되는 점)가 물망에 있었지만 안되는 이유는 against ~background of \_\_\_\_\_에 어울리지 않기 때문입니다. 동의(agreement)를 바탕으로, 배경으로라는 의미로 적합합니다.

cf.) against the backdrop of~

서술형은 프랑스 사회철학자인 Pierre의 말을 인용 했는데 사회적 계층에서의 취향(taste)이 여기맥락에서는 패션비평가의 주관적으로 자기노출을 시키는 취향을 나타내고 그런 판단과 비평이 오히려 대중들의 비판의 대상이 될 수 있다는 의미입니다.

[원전] *Philosophical Perspectives on Fashion*, Giovanni Matteucci, Stefano Mario, 2016

## ☑ 전공B-9

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

What did a presidential administration mean when they proposed “revenue enhancement” through “user fees”? Translated, “revenue enhancement” through “user fees” is taxes paid by citizens. This is an example of doublespeak. Doublespeak is carefully designed and constructed language used to make things seem different from what they are, and it comes in several forms.

One form of doublespeak is inflated language. Inflated language is designed to make the ordinary seem extraordinary. Cheap material used to make a purse could be described as “genuine imitation leather” or a glass stone in a piece of jewelry as a “real counterfeit diamond.” These types of descriptions can also be used to describe situations. A guide telling a group of French tourists that their visit to the Eiffel Tower is a “once in a lifetime opportunity” is almost certainly using doublespeak, especially as the attraction is not far from home. This type of language gives a perception of importance to situations and things that would not normally be considered important.

Another form of doublespeak is jargon. Jargon as doublespeak occurs when professional language is used with people not “in-the-know.” The use of jargon can be an efficient way of communicating within a specialized group. But when used with those not in-the-know, the intention may be to give an air of profundity, authority, and prestige. If a computer technician tells a novice computer user with an internet connection problem to “power-cycle” their router rather than saying “you need to unplug the router and plug it back in,” the technician might be using doublespeak.

Doublespeak is language used to make the bad seem good and the basic profound. As shown in the examples above, it is present in many aspects of our lives. Keeping awareness of the definition and forms of doublespeak can help us discriminate between what someone wants us to believe and the reality.

Write a summary following the guidelines below.

## &lt;Guidelines&gt;

- Summarize the above passage in one paragraph.
- Based on the passage, provide a topic sentence, two supporting details, and a concluding sentence.
- Do NOT copy more than FIVE consecutive words from the passage.

**[모범답안]**

The main function of doublespeak is to make things different from what really they are. One example of double speak is inflated language. It is described how a certain situation can be phrased in a way to make it seem more profound than it is. Another type of double speak is jargon, which is used in specific situations with certain professionals who know the terms. But it causes those not in the circle to get confused. Therefore, we should be aware of distinguishing between the form of doublespeak and its original meaning and intention.

**[채점기준]**

- [1] 4점: 가이드라인에 맞게 내용과 문법에 오류가 없는 경우
- [2] 3.9점~0.5점: 내용과 문법적 오류, 논리적 전개 방식에 따라서 점수 차등 적용

**[해설]**

summary에서는 글의 핵심적인 주제를 topic sentence로 작성하고 글을 전개해야 합니다. 2개의 supporting은 inflated language와 jargon을 제시하되 예를 직접적으로 언급 할 수도 있지만 내용이 길어지기에 설명만 하고 결론으로 마지막 단락의 doublespeak을 이해하고 구별할 줄 알아야 한다고 서술하면 됩니다.