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1. I'm an expert.

Evidence 1	◆ 평생 영어학만 전공 (학부, 석사, 박사) • 학부 때 열심히 해서 영어학 학점 좋음. → 모두 A^+~A^0 • 학점이 좋으면 기본기 좋은 것 → 누구보다 쉽게 설명 잘함.
Evidence 2	◆ 유학 때 동기들이 수업 끝나고 같이 점심 먹자고 함. • 점심 사겠다고 함 → 숙제 같이 하자고. • 숙제 보여주곤 했어요. • 어느 날 딱 걸림 → 너희 둘 숙제가 거의 똑같다. 　• 누가 누구 것을 베낀 거냐? 　　사실대로 말하지 않으면 둘 다 F 주겠다. ◆ 내가 숙제하면 그것이 모범답안이 됨.

> **"교수님은 어떻게 실제 시험과 거의 똑같은 문제들을 모고에 출제하시나요? 신기해요."**
>
> — 2020학년도 합격생이 스시 가게 앞에서 나에게 말했습니다.

◆ 10년간의 서답형 기출 기입형 해설 (2014년~2023년)

차례

4 21년 **Word-Formation Processes** (unboxing)

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

─── ⟨A⟩ ───

There are many ways to make new words or word forms in English as listed in (1).

(1) Morphological process   Example

a. blending   spoon + fork → spork

b. clipping   celebrity → celeb

c. compounding   ice + cream → icecream

d. conversion   microwave (noun) → microwave (verb)

e. derivation   divine + ity → divinity

f. inflection   want + ed → wanted

g. initialism   automatic teller machine → ATM

Sometimes multiple morphological processes serially apply to a morpheme to create a new word or word form. Take a look at (2).

(2) a. Marie revisited Korea for her concert in December.

b. Ted babysits for his neighbor to make money.

Revisited in (2a) goes through derivation (*re* + *visit*) and inflection (*revisit* + *ed*), and *babysits* in (2b) goes through compounding (*baby* + *sit*) and inflection (*babysit* + *s*).

─── ⟨B⟩ ───

Assuming that *box* is a noun, *unboxing* is created in the order of

① _____ , ② _____, and inflection.

Based on ⟨A⟩, fill in each blank in ⟨B⟩ with an appropriate morphological process from (1). Write your answers in the correct order.

✏️ **예시답안**

① conversion　② derivation

💬 **해설** ─────────

Word-Formation Processes

box가 동사로 conversion (품사전환) 된 다음 un-이라는 derivational prefix가 붙고 마지막으로 inflectional suffix *-ing*가 부착된다. (box라는 명사에 바로 un-이 부착될 수 없다. un-은 형용사나 동사에 붙는다.)

① conversion: box (N) → box (V)

② derivation: box (V) → unbox (V)

③ inflection: unbox (V) → unboxing (participle)

3 23년 *-en* suffix (Constraints on Derivation)　06년에 유사기출

1 Read the passages in 〈A〉 and 〈B〉, and follow the directions.　[2 points]

✦ **올해 예상문제** ──────── 〈A〉 ────────

Distinctive features of speech sounds play a critical role in many morphological processes in English, including suffixation. One of the suffixation processes is verb formation with the suffix *-en*. Consider the following *-en* suffixed words.

(1) sadden　　　whiten　　　soften
　　dampen　　　sicken　　　fasten
　　quieten　　　thicken　　　toughen

One of the phonological characteristics shared in common among the adjective stems in (1) is that they are all monosyllabic, i.e., consisting of one syllable. The verb-forming suffix *-en* seems to attach to a wide range of monosyllabic adjectives, but it sometimes creates ill-formed suffixed words, as illustrated in (2). All adjective stems in (2) are monosyllabic, but they cannot combine with the verb-forming suffix *-en*.

(2) *grayen　　　*meanen　　　*pooren
　　　V　　　　　N　　　　　L
　　*freeen　　　*tallen　　　*slimen
　　　V　　　　　L　　　　　N

To explain why the words in (2) are unattested, we need another phonological property that refers to one of the distinctive features that are used for vowels and consonants in English. The table in (3) provides some of the well-known distinctive features for vowels and consonants that the adjective stems in (1) and (2) end in.

(3)

	vowel	glide	liquid	nasal	obstruent
[consonantal]	−	−	+	+	+
[continuant]	+	+	+	−	+/−
[syllabic]	+	−	+/−	+/−	−
[sonorant]	+	+	+	+	−

distinctive feature**의 +/- 값이 제시문에 주어져도 읽지 말 것 (시간 낭비 심함)**

Note: '*' indicates an unattested word.

―――――――― 〈B〉 ――――――――

What differentiates the words in (1) from those in (2) is that the verb-forming suffix *-en* can attach to <u>monosyllabic</u> adjectives that end in a segment with the feature [_____].

Fill in the blank in 〈B〉 with the ONE distinctive feature from the passage in 〈A〉. The feature value (i.e., '+' or '–') must be specified.

✎ **예시답안**

–sonorant

💬 **해설** ―――――――

06년 전국 *-en* suffix (Constraints on Derivation) 기출문제 내용을 distinctive feature를 묻는 문제로 23학년도에 다시 출제했다.

⭐ 영어 임용고시는 기출문제에서 물었던 개념을 약간 다른 측면에서 묻는 문제로 반복해서 출제한다. '이 문제는 이미 출제되었으니 앞으로 안 나오겠지'라는 잘못된 생각을 경계해야 한다.

영교 **2** 17년 Distribution of Speech Sounds (right, light)
& 영어학

1 Read the passage and fill in each blank <u>with TWO words.</u>
(Use the SAME answer for both blanks.) [2 points]

S: Could you give me some advice on how I can improve my pronunciation?

T: Yes, of course. Are you having trouble pronouncing a particular word?

S: I can't think of any right now, but there are a lot of sounds in English that I can't pronounce.

T: Can you give me an example?

S: The word *right*. *R* is very difficult for me.

T: Oh, that's because the consonant r doesn't exist in the Korean sound system. Then, you should practice pronunciation with a lot of _____. For example, the words *river* and *liver* have only one sound difference in the same position, but it makes a big difference in meaning.

S: Oh, I see. So, I guess *fine* and *pine* would be another example of _____, right?

T: Yes, you're right. If you want to be able to pronounce *right*, you first need to be able to hear the difference between *right* and *light*. There are so many other examples, like *rice* and *lice*, *rode* and *load*, etc.

S: I can't hear the difference between those words, either.

T: I know they are difficult, but with enough practice, you will be able to hear the difference and pronounce them correctly.

Note: T = teacher, S = student

✏️ **예시답안**

minimal pairs

✔️**참고**

영어교육학 문제인 동시에 영어학 문제에 해당한다.
<u>minimal pair로 단수로 쓰면 0점 처리되니 주의할 것.</u>

기입형은 spelling **하나 틀리면 0점 처리
→ 영어전공자의 시험이라서**.

1강

AEP**에 없는 거** < ①
②

03 Distinctive Features

16년 Distinctive Feature after /aʊ/

1 Read the passage and fill in the blank with a distinctive feature [2 points]

In the syllable structure of English words, dependencies between peaks and codas provide evidence for the existence of rhyme as a constituent of syllable. For example, we can see the relationship between /aʊ/ peak and its coda as follows:

(1) town [taʊn]
    house [haʊs]
    rouse [raʊz]
    sprout [spraʊt]
    loud [laʊd]
    mouth [maʊθ]
    couch [kaʊʧ]

(2) *[taʊm]/*[taʊŋ]   σ
    *[haʊf]
    [raʊv]/[raʊg]
    [spraʊp]/[spraʊk]
    [laʊb]/[laʊg]
    *[maʊf]
    *[kaʊg]

The examples in (1) show that the coda following /aʊ/ has to be _____, while those in (2) show that it cannot be [labial] or [dorsal] to form a rhyme.
    p, b, m, f, v   k, g, ŋ

Note: * indicates a non-permissible form.

✎ **예시답안**

[coronal] / [+coronal]

✓**참고**

2016년 문제 특징: **암기에 의존하는 문제도 출제되기 시작!**   **임용문제 — 암기** X, **이해** O
[출전: Applied English Phonology (4th ed.), pp. 154–155 / (3rd ed.), pp. 155-156]

※ [+coronal] is contrasted with [+labial] and [+dorsal].
    < [+labial] (= bilabials + labiodentals): /p, b, m, f, v/
       [+dorsal] (= velars): /k, g, ŋ/

    < [+coronal] = articulated with the tongue blade and/or tip.
       [+dorsal] = articulated with the tongue body.

'16 [aʊ] + coda
↓
[+coronal](O)   couch [kaʊʧ]
[+dorsal] (X)

🔔 출제 포인트　　**Three Features ([Sonorant], [Anterior], [Coronal])**

= Coronals

Coronal sounds are produced with the **front** (tip or blade) of the **tongue** raised from neutral position. This includes articulations from the interdental through the palatal positions. Sounds that are produced without raising the front of the tongue are [–cor].

Table 3. Consonants of English (with three features)

	place / manner	Bilabial	Labio-dental	(Inter-)dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
[+son]	Stop	p b			t d			k g	ʔ
	Fricative		f v	θ ð	s z	š ž			h
	Affricate					č ǰ			
[+son]	Nasal	m			n			ŋ	
	Liquid				l, r				
	Glide						j	w	

[+ant] · · · [+ant]

[+cor]

[–cor] · · · [–cor]

혀 그림

05 **Syllable Structure**

◆ 기입형 정답
onset, rhyme, coda
nucleus (core, peak) → 중복답안이 있어서 출제 X

1 **14년 Clear 'l' vs. Dark 'l' – velarization (rhyme)**

1 Read the passage and fill in the blank with ONE word. [2 points]

In English, the lateral phoneme /l/ has two allophones: 'clear l', [l], and 'dark l', [ɫ], a velarized alveolar lateral. The articulatory difference between the two is that in the former the back of the tongue is lowered while in the latter it is raised toward the velum or retracted toward the uvula (without making contact in either case). Some examples with [l] and [ɫ] are:

(1) limb [lɪm], climb [klaɪm], lock [lɑk] ⎞ onset
(2) miller [mɪlər], yellow [jɛlou], billow [bɪlou] ⎠
(3) mill [mɪɫ], fill [fɪɫ], pile [paɪɫ], milk [mɪɫk] — coda
(4) middle [mɪdɫ̩], bubble [bʌbɫ̩], tunnel [tʌnɫ̩] — nucleus

We can see that [l] and [ɫ] are in complementary distribution. [l] appears in an onset position as in (1) and (2), while [ɫ] appears in a coda position as in (3). The rule involved seems to be that velarization takes place whenever /l/ is in a coda position. However the cases in (4) cannot be explained by this rule because [ɫ] is syllabic and constitutes the nucleus, which is usually occupied by a vowel. By minimally modifying the above rule, we can obtain a more accurate rule: /l/ is velarized if and only if it is part of the _____.

σ

∴ Every syllabic [ ]

✏️ **예시답안**

rhyme (rime)

3 22년 Phonotactics – *[θl] *[tl] *[dl] *[ʃl] *[sɹ]

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

= a double onset

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.

C₁ C₂ V
[l, r]

contrast

[pl]	[bl]	[fl]	[kl]	[gl]
play	*bleed*	*fly*	*click*	*glass*
[pɹ]	[bɹ]	[fɹ]	[kɹ]	[gɹ]
pray	*breed*	*fry*	*crick*	*grass*

No contrast

*[θl]	*[tl]	*[dl]	[sl]	*[ʃl]
-----	-----	-----	*slide*	-----
[θɹ]	[tɹ]	[dɹ]	*[sɹ]	[ʃɹ]
thrive	*try*	*dry*	-----	*shrimp*

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.

θ, t, d, s, ʃ

따라서, 두 유음 /l/ 과 /ɹ/ 의 대조가 어두 위치의 설정 장애음 뒤에서 중화된다.
Note: '*' indicates a non-permissible form.

Fill in the blank with the ONE most appropriate word.

✎ 예시답안

coronal

💬 **해설** ─────────

[θ, t, d, s, ʃ]의 공통점은 coronal이다.

어두에서 coronal obstruents 뒤의 /l/과 /r/의 대조는 중화된다. 제시문에 나온 예들을 보면 [θ, t, d, s, ʃ] 뒤에 liquids는 항상 /l/과 /r/ 둘 중 하나만 가능하다. 그래서 thrive를 [θr-]가 아닌 [θl-]로 잘못 발음해도 청자는 [θr-]로 제대로 알아듣게 된다. [θl-] 소리는 애초에 불가능하니까. 그래서 [θr-]든 [θl-]든 어느 쪽을 발음해도 차이없게 되었다 (/l/과 /r/의 대조가 중화되었다).

하나 더 예를 들면, try를 [tr-]가 아닌 [tl-]로 잘못 발음해도 청자는 [tr-]로 제대로 알아듣게 된다. [tl-] 소리는 애초에 불가능하니까. 그래서 [tr-]든 [tl-]든 어느 쪽을 발음해도 단어의 의미가 차이없게 되었다 (/l/과 /r/의 대조가 중화되었다).

✓ coronal은 대괄호 안에 쓰면 feature 이름이 되고 대괄호 없이 써서 소리이름으로도 쓸 수 있다. 이와 같이, feature 이름, 소리 이름 둘 다 가능한 것들이 꽤 있다.

coronal   **설정음 (소리이름)**
[+coronal]   **설정성** (feature)

✓**참고** ─────────

모고문제(20191109 영어학 9회 기입형 A4)가 적중했다.

Another interesting case is the *-ive* suffix. When added to a monosyllabic root, the stress, expectedly, is on the root (*-ive* cannot bear stress) as in áct–áctive. However, in words with three or more syllables, we may see the stress falling on the syllable before it (e.g. decísive, offénsive), or moving one more to the left (e.g. négative, sédative), or even to one further left (e.g. génerative, méditative).

8 16년 Stress-Shifting Suffixes and Stress-Neutral Suffixes

1 Read the passage and fill in the blanks. Write your answers in the correct order.

[2 points]

English suffixes can be grouped into three different types when they are added to a root: stress-bearing, stress-shifting, and stress-neutral. Stress-bearing suffixes attract the primary stress to themselves as in (1a). Stress-shifting suffixes move the stress to some other syllables as in (1b). Stress-neutral suffixes do not make any difference to the stress of the root as in (1c). Meanwhile, the suffix *-y* is classified into two classes. Noun-forming suffix *-y* in (2) belongs to ___①___ suffixes, while adjective-forming suffix *-y* in (2) belongs to ___②___ suffixes.

= However

(1) a. engine-enginéer, attest-attestátion, statue-statuésque
     b. públic-publícity, cómmerce-commércial, líbrary-librárian
     c. cléver-cléverness, consúlt-consúltant, párent-párenthood

(2) summer-summery, telephone-telephony,
     synonym-synonymy, frump-frumpy, advisor-advisory,
     photograph-photography, velvet-velvety

✏️ **예시답안**

① stress-shifting   ② stress-neutral

✔️**참고**

Noun-forming suffix *-y*: télephone–teléphony, sýnonym–synónymy, phótograph–photógraphy
Adjective-forming suffix *-y*: súmmer–súmmery, frúmp–frúmpy, advísor–advísory, vélvet–vélvety

[출전: Applied English Phonology (4th ed.), pp. 187-190 / (3rd ed.), pp. 188-191]

2**강**

m Stress the penult if heavy.
If not, stress the next left heavy syllable.

9 **18년 Word Stress – Nouns**

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

Noun Stress

   It is well known in English that we get antepenultimate stress in nouns of at least three syllables when the penultimate syllable is light:

   (1) antepenultimate syllable stressed

   cinema, asterisk, America, Canada, animal

When the penultimate syllable ends with a coda, or has a long vowel or a diphthong, stress, however, falls on that heavy penultimate syllable:

   (2) penultimate syllable stressed
      a. *utensil, agenda, synopsis*
      b. *aroma, horizon, arena*

Syllabification In the above examples in (2a), it is clear that a syllable boundary seats itself between word-internal consonantal sequences such as -ns- (in *utensil*), -nd- (in *agenda*), and -ps- (in *synopsis*), since English phonotactic constraint does not permit such consonantal sequences to occur as an onset cluster. However, the word-internal consonantal sequence -st- poses an interesting challenge for syllabification. Unlike the -ns-, -nd-, or -ps-, the -st-sequence could be an onset cluster (as in *student*, *stupid*) or a coda cluster (as in *list*, *mist*).

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

Considering the stress placement in the words given in (3) where -st- occurs, we can claim that the underlined s is in _____ position.

(3) antepenultimate syllable stressed

   amnesty, minister, pedestal   ① 본문에 따르면 penult가 light해야 antepenult에 강세가 가능.
   ② MOP로 syllabification해 보면 st는 onset에 해당됨.

✎ **예시답안**

onset

🗪 **해설** ─────────

heavy/light syllables 개념 설명이 없으므로 그 개념을 평소에 숙지하고 있어야 한다.
word stress placement (단어강세할당)을 위해 heavy/light syllables를 따져야 한다.
amnesty, minister, pedestal → MOP로 syllabification해 보면 st는 onset에 해당됨 (쉽게 풀림).
※ syllable structure의 용어들(onset, rhyme, nucleus, coda)은 기입형 문제로 자주 출제된다.

'15,'18   '14   ↓   ↓
            출제   미기출
            불가

11 17년 Vowel Reduction & [ɪ]

1 Read the passage and fill in the blank with ONE word. [2 points]

While all vowels of English (except [ə]) can occur in stressed syllables, many of these vowels reveal alternations with an [ə] in reduced syllables in morphologically related words, as shown in (1).

= unstressed 〃

(1) **Stressed Syllable**   **Reduced Syllable**

/i/	homogeneous	[hoʊmədʒínɪəs]	homogenize	[həmádʒənaɪz]
/eɪ/	explain	[ɪkspléɪn]	explanation	[ɛksplənéɪʃən]
/ɛ/	perpetuate	[pɹɪpɛtʃʊeɪt]	perpetuity	[pɹɪpətʃuəti]
/ɑ/	demonstrable	[dɪmɑnstɹəbəl]	demonstration	[dɛmənstɹeɪʃən]
/ʌ/	confront	[kənfɹʌnt]	confrontation	[kɑnfɹənteɪʃən]
/ɑɪ/	recite	[ɹɪsɑɪt]	recitation	[ɹɛsəteɪʃən]

However, it is not uncommon to see an [ɪ] in reduced syllables of the words in (2).

(2) a. selfish [sɛlfɪʃ]   b. metric [mɛtɹɪk]

   sandwich [sændwɪtʃ]   running [ɹʌnɪŋ]

   marriage [mæɹɪdʒ]   allegation [ælɪgeɪʃən]

In the examples in (2), [ɪ] occurs before palato-alveolars as in (2a) or before _____ as in (2b). (Your answer must account for all three examples in (2b).)

place   place

✎ **예시답안**

velars

✔**참고**

※ 등위접속사로 연결된 기입형 문제는 병치(병렬) 관계를 이용해서 답하자.

      A and B

      A or B

병치(병렬) 관계: A와 B는 품사 일치 & 수일치.

① velar로 단수로 쓰면 0점 처리되니 주의할 것. 기입형 문제에서 **and/or 앞 뒤의 단어는 수일치**를 시킬 것!

② dorsal이라는 feature를 쓰면 오답처리된다. 기입형 문제에서 **and/or 앞 뒤의 단어는 같은 종류**를 써야 함을 명심한다 (palato-alveolars (place) → velars (place)).

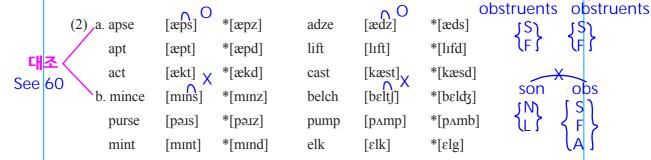[출전: Applied English Phonology (4th ed.), pp. 93-94 / (3rd ed.), pp. 95-96]

manner: stop, fricative, affricate, nasal, liquid, glide

13 **18년 Voicing Assimilation** applies to ⟨ inflected words / underived words (only obstruents are affected)

1 Read the passage and fill in each blank with the ONE most appropriate word, respectively. [2 points]

> The examples in (1) show that word final consonant clusters formed by the addition of an <u>inflectional suffix</u> undergo voicing assimilation.
>
> (1) cats   [kæts]   dogs   [dɔgz]
>   cans   [kænz]   bells   [bɛlz]
>   baked   [beɪkt]   popped   [pɑpt]
>   farmed [fɑɹmd]   sealed   [sild]
>
> The examples in (2) illustrate the voicing agreement patterns in word final consonant clusters of the <u>underived lexical items</u>.
>
> (2) a. apse   [æps] O   *[æpz]   adze   [ædz] O   *[æds]
>   apt   [æpt]   *[æpd]   lift   [lɪft]   *[lɪfd]
>   act   [ækt] X   *[ækd]   cast   [kæst] X   *[kæsd]
>   b. mince [mɪns]   *[mɪnz]   belch [bɛltʃ]   *[bɛldʒ]
>   purse [pəɹs]   *[pəɹz]   pump   [pʌmp]   *[pʌmb]
>   mint   [mɪnt]   *[mɪnd]   elk   [ɛlk]   *[ɛlg]

(blue annotations:) obstruents obstruents {S / F} {S / F} — O
son obs {N / L} {S / F / A} — X

(magenta annotations:) 대조 See 60

> Unlike the lexical items with inflectional suffixes in (1), <u>voicing agreement</u> (selectively) <u>occurs for the underived lexical items in (2)</u>. As can be seen in (2b), there are cases where clusters composed of _____ and _____ <u>do not agree in voicing</u>.
>
> *Note*: * indicates a non-permissible form.

✏️ **예시답안**

sonorants, obstruents

✔️**참고**

[출전: <u>Morphology (Katamba, 2nd ed., 2006) p. 141</u>]

◆ Applied English Phonology (4th ed.), p. 154
Another example of a similar phenomenon comes from the sequences of two obstruents with respect to voicing. While it is not difficult to find examples such as <u>cubs</u> [kʌbz] and <u>cups</u> [kʌps] where the sequences of bilabial stops and alveolar fricatives agree in voicing, we do not find words such as [kʌpz] and [kʌbs] with disagreement in voicing.

15 19년 Nasal Assimilation of Prefixes (*con-*, *syn-*, *in-*)

1 Read the passage and fill in each blank with the ONE most appropriate word. Write your answers in the correct order.   [2 points]

Across morpheme boundaries, obligatory nasal assimilation to bilabials or alveolars applies without restriction, as shown in (1).

(1) compose   composition
     symbol   symbolic
     sympathy   sympathetic
     condemn   condemnation
     intone   intonation
     indent   indentation

On the other hand, obligatory nasal assimilation to velars applies selectively, as shown in (2). (Note that optional nasal assimilation may apply postlexically to derive 'co[ŋ]cordance,' 'co[ŋ]gressional,' etc.)

카페 4807

(2) Nasal assimilation ◯   No nasal assimilation ✕
     co[ŋ]cord   co[n]cordance
     co[ŋ]gress   co[n]gressional
     co[ŋ]quer   co[n]cur
     co[ŋ]gruous   co[n]gruity
     sy[ŋ]chrony   sy[n]chronic
     i[ŋ]cubate   i[n]clude

The examples in (2) illustrate that obligatory nasal assimilation applies only when preceded by a(n) ____①____ vowel and followed by a(n) ____②____ vowel with a velar involved.

✏️ **예시답안**

stressed, unstressed

✓ ✔**참고**

음운론 규칙발견문제를 기입형으로 출제했다. Nasal assimilation이 일어나는 환경과 일어나지 않는 환경으로서 **분절음(segment) 환경**이 같으므로 **stress 환경**을 따진다.

※ 주의: 빈칸 둘 다 Nasal assimilation 데이터((2)의 왼쪽 칼럼)의 환경을 설명하는 문장이다.

[출전: Chomsky & Halle (1968:419) *The Sound Pattern of English*에 (2)에 나온 co[ŋ]cord와 co[ŋ]gress 언급됨.]

3**강**

'16	'17	'18	'19
AEP Stress-shifting vs Stress-neutral **AEP** Flapping (autumn, riddle, …) **Kearns** Lexical Aspects of Verbs **트포** Complements and Adjuncts in NPs & Wh-movement	Distribution of Sounds → (minimal pairs) **AEP** Vowel Reduction & [ɪ] **AEP** Schwa Deletion **Katamba** TSS **Carnie** Unaccusative v. + there inversion **TG** The Uses of Definite Article	(euphemism) Word Stress — Nouns → (onset) **Katamba** Voicing Ass. **Spencer** Glide Insertion **(1999)** **Carnie** Scope Ambiguity The present tense in adverbial clauses **Carnie** Coordination and T-to-C movement **Carnie** Binding Theory + Passivization + Raising	Nasal Assimilation of Prefixes (con-, syn-, in-) **AEP** Dark 'l' (vocalization of /l/, deletion of /l/ in AAVE) **AEP** Tense-lax Distinction **Carnie** Arbitrary/Non-arbitrary PRO, obligatory/optional control **트포** Extraposition & Preposing **TG** Attributive-Only Adjectives

'20	'21	'22	'23
AEP Two consonant clusters vs. a single sound **트포** Verbal Participles vs. Adjectival Participles **트포**/**Carnie** NPIs and Ambiguity of temporal/locational adverbials **Carnie** VP-internal subject hypothesis **TG** cataphoric words, hedges, and back channel cues	Word-Formation Processes (unboxing) Eurhythmy & Feet **Pre-/l/ Monophthongization** (20191102 영어학 8 회 A6)가 적중 Locative Inversion **Coordination & Focus position in a pseudo-cleft sentence** (20181006 영어학 5 회 A12)가 적중 The sister position of the head	Phonotactics — *[θl] *[tl] *[dl] *[ʃl] *[sɹ] Foot-based rule — Aspiration **AEP** Syllabic Consonants (describing with distinctive features) **트포**/**Carnie** Complements and Adjuncts in NPs - *one*-substitution (Korean professor) **Carnie** VP-ellipsis & Head Movement **트포** Subjacency	-en suffix (Constraints on Derivation) **AEP관련** SSP in the onset -al suffix & foot **트포** No Crossing Branches (NCB) constraint & S-adverbs **씬알규** the parts of speech under distributional criteria clausal and phrasal coordination

∴ 결론 ① AEP는 항상 중요하다!!!

② 트포가 중요하다. 꾸준히 출제 중.

③ Carnie책은 6년 중 5년 출제원전이 되었다. 앞으로도 계속 출제될 수 있다.

④ TG는 4번째로 중요하다. (GB, SG 중요내용 발췌 핸드아웃 제공)

11 Phonological Rules

1 15년 Glottal Stop (Batman, butler, atrocious, …)

1 Read the passage and fill in each blank with ONE word. Write your answers in the correct order. **[2 points]**

[　]

A glottal stop is the sound that occurs when the vocal cords are held tightly together. In many accents of English, a glottal stop is often realized as a(n) ___①___ of /t/ in the words given in (1).

/t/ — phoneme

  (1) Batman   catnap

        /t/ →   /t/

       butler   atlas

        /t/   /t/

While the /t/ in the words in (1) can be produced as a glottal stop, the /t/ in the words in (2) cannot be realized as a glottal stop.

  (2) atrocious   attraction

        /t/   /t/

       atrophic   patrol

        /t/   /t/

The data given in (1) and (2) show that, unlike the /t/ in the words in (1), the /t/ in the words in (2) is in a(n) ___②___ position of a syllable, and thus it cannot be produced as a glottal stop.

Note: In the words in (1) and (2), the underlined spelling of *t* or *tt* represents /t/.

✍️ **예시답안**

① allophone ② onset

🔔 출제 포인트 Glottal Stop Replacement [Glottalization]

The glottal stop replacement can take place when the target /t/ is in a syllable-final position.

A glottal stop is the sound that occurs when the vocal cords are held tightly together. Consider the following.

(1) Batman [bæʔmæn]   atrocious [ətɹoʃəs] (not *[əʔɹoʃəs])
   Hitler [hɪʔlɚ]   attraction [ətɹækʃən] (not *[əʔɹækʃən])
   atlas [æʔləs]
   Atlanta [əʔlæntə]
   he hit me [hihɪʔmi]
   eat well [iʔwɛl]
   hot water [hɑʔwɑɾɚ]

In most speakers of American and British English (AE, BE), glottal stops or the preglottalized /t/ are commonly found as allophones of /t/ in the words in the left column of (1). While the glottal stop can replace the /t/ in these words, it is not allowed in the right column words. The reason for this is that the glottal stop replacement requires the target /t/ to be in a syllable-final position ([bæʔ.mæn], [əʔ.læn.tə]). The words that do not allow the replacement have their /t/ in the onset position ([ə.tɹo.ʃəs], [ə.tɹæk.ʃən]), as /tɹ/ is a permissible onset in English. The glottal stop replacement of syllable-final /t/ is also observable before syllabic nasals (e.g. beaten [biʔn̩], kitten [kɪʔn̩]).

As pointed out above, in absolute final position, some speakers do not replace the /t/ with a glottal stop entirely, but insert a glottal stop before /t/, as in hit [hɪʔt] ('preglottalization' or 'glottal reinforcement'). The only difference between a glottal stop and a glottally reinforced [ʔt] is that the tip of the tongue makes contact with the alveolar ridge in the latter case but not in the former. It is also worth pointing out that this glottal reinforcement may be applicable to other voiceless stops for many speakers, as shown in tap [tæʔp], sack [sæʔk].

✓참고

[출전: Applied English Phonology (4th ed.), p. 63 / (3rd ed.), p. 64]

+

5 17년 Trisyllabic Laxing (TSL)
Shortening (TSS)

1 Read the passage and fill in the blank with ONE word. [2 points]

Trisyllabic laxing is a rule which changes a tense vowel into a lax vowel. This rule applies when the target vowel is pushed into the ante-penultimate syllable (i.e., the third syllable from the end) due to the attachment of a suffix, as exemplified below.

supreme	—	supremacy
		ε
apply	—	application
aɪ		ə
sane	—	sanity
e		æ
divine	—	divinity
aɪ		ɪ
opaque	—	opacity
e		æ

The tense vowels in words like 'nightingale' and 'ivory' do not undergo trisyllabic laxing although these words contain the minimum of three syllables required by the trisyllabic laxing rule. The explanation is that these forms are exempt from trisyllabic laxing since they do not have any _____.

Trisyllabic laxing**의 조건**
① contain at least three syllables
② the attachment of a suffix

🖊 **예시답안**

suffix(es)

✓**참고**

① affix라고 쓰면 정확하지가 않아서 0점처리된다. affix에는 prefix도 포함되는데 지문에는 suffix만 나와 있다.
② suffix라는 단어가 지문에 나오기 때문에 문제에 from the passage가 있어야 한다. 하지만 from the passage라는 말까지 주면 너무 문제가 쉬워져서 출제자가 뺀 듯하다. 출제자가 암묵적인 룰을 어겨서 응시생들에게 혼란을 줄 수 있는 아쉬운 점이다.

[출전: Morphology (Katamba, 2nd ed., 2006), p. 122]

6 19년 Tense-lax Distinction → 문제점

1 Read the passage and fill in the blank with the most appropriate (IPA symbol.)

[2 points]

Two different definitions are employed for the tense-lax distinction. One is the phonetic definition given in (1).

physical properties of speech

(1) Phonetic definition

    a. A tense vowel has a higher tongue position than its lax counterpart.

    b. A tense vowel has greater duration than its lax counterpart. /ɪ, ɛ, æ, ə, ʌ, ʊ/

    c. A tense vowel requires a greater muscular effort in production than a lax vowel.

The other is a phonologically defined tense-lax separation in terms of the different kinds of syllables in which the vowels can occur.

한 언어의 sound patterns

(2) Phonological definition

    Tense vowels can appear in (open) syllables with (stress) while lax vowels cannot.

coda: /h/ (X)
onset: /ŋ/ (X)

    The (distributionally) based phonological classification of tense-lax comes into conflict with the phonetically based classification in several respects. First of all, both /oʊ/ and /ɔ/ are tense in the phonological classification while they are separated as tense and lax, respectively, in the phonetic classification. Second, there is a problem with regard to duration, which the phonetically based criterion focuses on. While it is true that several of the lax vowels are short, _____ is not. Indeed, this vowel has equal duration with, or even greater duration than typically long and tense vowels.

law
paw

✏️ **예시답안** ◆ Problem 1
phonology: /o/ /ɔ/ : tense
phonetics: /o/ /ɔ/
    tense lax

/æ/

◆ Problem 2
phonology: /æ/ : lax
phonetics: /æ/ : lax → tense**가 맞지 않은가**?

✔️**참고**

애쉬(æ)와 엡실론(ɛ)을 비교해 보면, ash는 jaw가 더 밑으로 내려가야 한다. 턱이 더 밑으로 내려가기 때문에 입이 닫히기까지 시간이 걸린다 (모음의 duration이 길어짐). 즉, ash는 epsilon 보다 혹은 다른 lax vowels보다 시간이 더 오래 걸린다. 그래서 어떤 논문에서는 ash를 tense vowel로 봐야한다는 주장도 한다.

IPA symbol을 적으라고 했으니 /æ/나 [æ]가 정답이다 (슬래시나 브래킷 안 적어도 정답처리되었을 것 같지만 적는 것이 안전하다).

[출전: Applied English Phonology (4th ed.), p. 82 / (3rd ed.), p. 83]

4**강**

7 20년 Two consonant clusters vs. a single sound

1 Read the passage and fill in the blank with the ONE most appropriate word.

Diphthongs such as [aɪ] and [aʊ] are vowels that exhibit a change in quality within a single syllable. This is due to tongue movement from the initial vowel articulation toward another. In English, this combinatory sound is considered one vowel, as it behaves as a single unit. That is, the words *hide* [aɪ] and *loud* [aʊ] are monosyllabic, as are *heed* [i] and *hid* [ɪ]. Diphthong vowels are different from two consecutive monophthongs as in *seeing* [siɪŋ] and *ruin* [ɹuɪn], which are counted as two syllables.

A similar phenomenon is also observed among consonant sequences. *(clusters)* Consider the following examples where two different consonants occur together at the end of a word:

(1) a. ni**nth** [nθ], war**mth** [mθ]   b. lau**ghs** [fs], twel**fth** [fθ]
     c. ma**ps** [ps], wi**dth** [dθ]   d. ma**tch** [tʃ], ba**dge** [dʒ]

When the words in (1) are followed by a word beginning with a vowel, such as *is/are* as in (2), the second member of the consonant sequences in (2a) – (2c) can move to the next syllable:

= resyllabification

(2) a. Leaving on the ni**nth** is fine with me. ([nθ] or [n.θ])
     b. His lau**ghs** are heard from down the hall. ([fs] or [f.s])   O
     c. Ma**ps** are useful when you travel abroad. ([ps] or [p.s])
     d. A ma**tch** is found in the box. ([tʃ] but not [t.ʃ])   — X

In (2a), for example, the second consonant of the underlined part [nθ] forms a new syllable in fast speech. That is, [θ] in *ninth* is a coda of the syllable, but it can move to the next syllable and in turn, it becomes the onset of [θɪz]. However, this ==resyllabification== does not happen in (2d). That is, (2d) is pronounced [mæ.tʃɪz] and not [mæt.ʃɪz]. This is because English treats them differently: the consonant sequences in (2a) – (2c) are two consonant clusters while the one in (2d) is a single sound. This class of sounds is indeed inseparable just like diphthongs, and a member of this class is called a(n)_____.

Note: '.' represents a syllable boundary.

✏️ **예시답안**

affricate

✓**참고**

   Although affricates are phonetically made up of two sounds /t + ʃ/ and /d + ʒ/, phonologically they behave like one segment and not like consonant clusters. There are several supporting arguments for this assertion. Firstly, English does not allow any onsets with a stop + fricative combination. Secondly, as indicated earlier in section 1.3.4, data from speech errors (spoonerisms) show that affricates, when transported from one position to another, fill the space that is vacated by a single segment, as illustrated by key chain [ki ʧen] becoming [ʧi ken], Ray Jackendoff [ɹe dʒækəndɔf] becoming [dʒe ɹækəndɔf], and ⋯

증거

(Applied English Phonology (4th ed.), p. 67)

Affricates ⋯ are phonetically complex but phonologically simple.

(Applied English Phonology (4th ed.), p. 156)

tʃ : stop + fricative

dʒ:　　　 〃

2 18년 euphemism (Pragmatics)
완곡 어구[표현]

1 Read the dialogue and fill in both blanks with the ONE most appropriate word. (Use the SAME word in both blanks.).   [2 points]

> S: Ms. Lee, can I ask you a question?
>
> T: Sure, go ahead.
>
> S: I went over your feedback on my essay, and I really appreciate it. You pointed out the expression "die" could be revised to "pass away."
>
> T: Yes, I did.
>
> S: I don't understand the difference between the two expressions. As far as I understand, they have the same meaning.
>
> T: Oh, I see. That's actually an example of (a(n))_____.
>
> S: Hmm ... .
>
> T: Let me make it clearer with another example. How do you think someone would feel if they were called "poor"?
>
> S: Well, they may feel bad.
>
> T: Okay, what about "less privileged"?
>
> S: Oh, I understand your point. Two words or expressions may mean the same thing, but we may have different feelings and attitudes about them.
>
> T: That's the point. A(n) _____ is a polite word or expression that you use instead of a more direct one, to avoid shocking or upsetting someone.
>
> S: Interesting!
>
> T: Good.
>
> S: Thank you, Ms. Lee. Your feedback is always helpful.
>
> *Note*: T = teacher, S = student

-ism**으로 끝나면 불가산**N **아닌가**?

↘ 99% **그렇지만 가산**N**들도 있다**.
  ex) a euphemism, a criticism, an aphorism

→ 기입형 문제는 너무 복잡하게 생각하지 말자.

✏️ **예시답안**

euphemism

✔**참고** ⟶ 400

1995학년도 객관식 문제로 euphemism이 정답으로 출제된 적이 있다. 스펠링이 틀리는 안타까운 경우가 많았으니 (그래도 합격함) 기입형으로 나올 만한 용어는 평소에 한 번씩 적어보자.

circumlocution은 euphemism을 포함한 여러가지 경우를 가리킨다. 부정확한 용어로서 정답으로 인정되지 않음.

[출전: An Introduction to Language (Fromkin *et al.*, 10th ed.), p. 322]

3 15년 Binding Theory – Locality Constraint [the smallest (clause)]

1 Read the passage and fill in the blank with ONE word. [2 points]

The sentences in (1) show three types of NPs: the reflexive pronoun, the ordinary pronoun, and the proper noun.

(1) a. John likes himself.
    b. Mary met him.
    c. John came.

The reflexive pronoun should have the antecedent in the sentence from which it picks up its reference as shown in (2), with the coindexed NPs indicating the same referent. This sharply contrasts with the ordinary pronoun and the proper noun in (3).

Binding constraint

(2) a. John$_i$ introduced himself$_i$ to Mary.
    b. *Himself came.

(3) a. John$_i$ introduced him$_j$ to Mary.
    b. John introduced Bill to Mary.

The existence of the antecedent in the sentence, however, is not a sufficient condition to license the reflexive pronoun, as shown in (4).

Locality constraint

(4) a. *John$_i$ thinks that himself$_i$ is intelligent.
    b. John told Mary$_i$ about herself$_i$.

The examples in (2) and (4) show that the reflexive pronoun finds its antecedent in the smallest _____ that contains it. The sentences in (2b) and (4a) are thus ungrammatical in contrast to those in (2a) and (4b).

Note: * indicates that the sentence is ungrammatical.

✏️ **예시답안**

clause

11 X-bar Theory

1 20년 VP-internal subject hypothesis

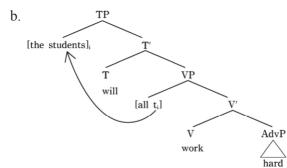**1** Read the passage and follow the directions.   [2 points]

There is an intriguing phenomenon in English in which two semantically related constituents are separated, as shown below.

(1) a. All the students will work hard.
    b. The students will all work hard.

In both (1a) and (1b), the quantifier *all* modifies the subject *the students*. What is interesting is that in sentence (1b), the quantifier positioned after the subject forms a discontinuous constituent with no major change in meaning.

This fact can be straightforwardly accounted for if it is assumed that the entire constituent *all the students* is base-generated in the _____ position of VP. As illustrated [originates] in (2a), *all the students* undergoes movement to the surface subject position. By contrast, in (2b), just part of the constituent, *the students*, moves to the subject position, leaving *all* behind in its base position, marked as [*all* t_i].

(2) a. [$_{TP}$ [all the students]$_i$ will [$_{VP}$ t_i work hard]]

b.

This account is based upon '<mark>VP-internal subject hypothesis</mark>,' which states that a subject is base-generated in the _____ position of VP and in turn moves to the _____ position of Tense Phrase (TP).

Spec ← **기입형에는 오답**
specifier

Fill in the three blanks with the ONE most appropriate word. Use the SAME word for all the blanks.

[+cor] ← **오답**
[+coronal]

✏️ **예시답안**

specifier

✔️**참고**

　　VP-internal subject hypothesis는 Carnie 4판 p. 310에서 배웠던 중요 개념이다.

　　Subjects of unergative/transitive verbs는 the specifier position of VP에서 생성되고 Objects와 Subjects of passive/unaccusative verbs는 the complement position of V⁰에서 생성된다는 이론이다.

[출전: Syntax (Andrew Carnie), 3rd ed., p. 305, p. 319 CPS1 관련 / 4th ed., p. 310, p. 325 CPS1 관련]

5강

2 21년 The sister position of the head

(tree: H, C)

1 Read the passage and follow the directions.   [2 points]
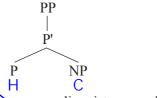
이론 #1]   In the languages of the world, we have two different types of adposition: a preposition type (e.g., English) and a postposition type (e.g., Korean). With the preposition type, we **부치사 → 카페** 4449 find that a preposition head precedes its complement as in (1a). As for the postposition type, a postposition follows its complement as in (1b).
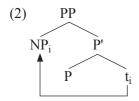
(1) a. Preposition   **전치사**   b. Postposition   **후치사**

PP   PP
| |
P'   P'
P   NP   NP   P
H   C   C   H

이론 #2]   However, some linguists argue that all languages uniformly have the preposition system and the seemingly postposition system is derived from the preposition type by movement as in (2).

(2)   PP
    NP$_i$ P'
        P   t$_i$

We can apply the analysis in (2) to the so-called particle structure.   **→ 이론** #2**의 장점**

(3) They left [$_{PP}$ [$_{NP}$ this part]$_i$ out t$_i$].

In (3), NP *this part* moves from the _____ position of the head *out* to the specifier position.

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

✎ **예시답안**

complement

💬 **해설** ──────────

X-bar Theory의 기본 수형도 이론에 대한 이해만 있으면 맞힐 수 있는 문제.

✓ sister 관계일 때 왼쪽은 Head, 오른쪽은 Complement이다.

Head는 a lexical level (X)이고 non-head constituents (Complement, Adjuncts, Specifier)는 a phrasal level (XP)이다.

통사론 중요 이론 〈 ambiguity
movement → 매년
🎓 최진호 영어학 기출분석

DS
↓ movement (raising,
SS   wh-movement
    ...)

33

12 Head Movement, DP Movement, Wh-movement

1 22년 VP-ellipsis & Head Movement

T   VP

1 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]]   T → V, affix lowering
                          V
(2) a. Joe was listening to music.
     b. [$_{TP}$ Joe T -ed [$_{VP}$ be listening to music]]   V → T
                          V

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.

카페 5336

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__.
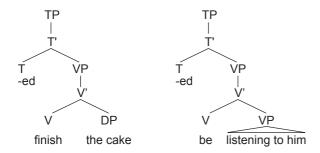
✎ 예시답안

① VP-ellipsis ② Head Movement

💬 해설

제시문 첫 문단에 나오는 아래 문장(Carnie책에 나오는 이론)을 이해하면 쉽게 풀 수 있는 문제다. 그래서 Carnie책을 공부한 학생과 안 한 학생의 점수가 갈리게 된다.

T lowers onto lexical verbs, and auxiliary verbs *be / have* raise to T.
T는 일반동사쪽으로 하강하고 (T → V), 조동사 be / have는 T로 인상된다 (V → T).

이때 V와 T는 head라서 둘 다 Head-to-head movement 혹은 줄여서 Head Movement라고 부른다.

```
        TP                        TP
        |                         |
        T'                        T'
       /  \                      /  \
      T    VP                   T    VP
     -ed    |                  -ed    |
           V'                        V'
          /  \                      /  \
         V    DP                   V    VP
       finish the cake            be  listening to him
```

(3b)의 구조는 [$_{TP}$ Mary T -ed [$_{VP}$ finish the cake]]라서 VP Ellipsis가 먼저 일어나야 T -ed가 남는다. 여기에 *do*-support가 적용되면 did가 된다. (4b)의 구조는 [$_{TP}$ Sue T -ed [$_{VP}$ be listening to music]]이라서 VP Ellipsis가 먼저 적용되면 be동사가 문장에서 사라져서 안 된다. be동사를 Head Movement (V → T)를 먼저 시켜서 VP밖으로 이동시키고 VP Ellipsis가 적용되어야 한다.

✔참고

Affix Lowering (T → V)는 Carnie책 (4판) p. 226에 나오고
Head movement (V → T)는 Carnie책 (4판) p. 300, 305, 346 등에 나온다.

[출전: Syntax (Andrew Carnie), 4th ed., p. 226, 300, 305, 346 관련]
[출전: An Introduction to Syntactic Analysis and Theory (Dominique Sportiche, 2013), p. 204]

2 14년 Thematic Roles (A brick smashed the window.)

1 Read the passage and fill in each blank with ONE word from the passage.
Write your answers in the correct order. [2 points]

Every predicate is associated with an argument structure, which specifies the number of arguments it requires. The predicate assigns its arguments thematic roles including the following:

• Agent: the instigator of the action
• Theme: the entity affected by the action or state
• Experiencer: the entity experiencing the psychological state
• Instrument: the means by which the action or event is carried out

Thematic roles do not have a one-to-one relationship with grammatical functions such as the subject, the object, and so on. For example, the argument *the ball* is the object in (1a) and the subject in (1b), but it retains the same thematic role, Theme, in both sentences. Other examples can be seen in (2).

(1) a. David kicked the ball.
   b. The ball was kicked by David.
(2) a. A brick smashed the window.
   b. They expected the ship to sink.
   c. David opened the door slowly.
   d. Bob cut the tree with a saw.

The subject in (2a) and the object of the preposition in (2d) carry the role of ___①___, whereas the subject of the subordinate clause in (2b) and the object in (2c) have the role of ___②___.

🖊 **예시답안**

① Instrument   ② Theme

Thematic Roles [θ-roles, Thematic Relations, Semantic Roles]

Linguists don't agree exactly how many there are, nor do they agree exactly which roles we should recognize. However, the following thematic roles are widely accepted:

Thematic roles (also known as *theta roles* or *θ-roles***)**

Agent	The '**doer**', or **instigator** of the action denoted by the predicate
Patient	The '**undergoer**' of the action or event denoted by the predicate
Theme	The entity that is **moved** by the action or event denoted by the predicate
Experiencer	The **living entity** that experiences the action or event denoted by the predicate
Goal	The **location** or entity in the direction of which something moves
Benefactive	The entity that **benefits from** the action or event denoted by the predicate
Source	The **location** or entity from which something moves
Instrument	The **medium** by which the action or event denoted by the predicate is carried out
Locative	The **place** where the action or event denoted by the predicate is situated

동작이나 이동의 대상

Exercise

Consider the sentences below and determine which thematic roles the bracketed phrases can be said to carry.

(i) [His mother] sent [David] [a letter].
     Agent Goal Theme
(ii) [David] smelled [the freshly baked bread].
     Agent Patient
(iii) [We] put [the cheese] [in the fridge].
     Agent Theme Goal
(iv) [Frank] threw [himself] [onto the sofa].
     Agent Theme/Patient Goal
(v) [Greg] comes [from Wales].
     Agent Source

3 23년 the parts of speech under distributional criteria

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

─── 〈A〉 ───

Traditionally the parts of speech such as adjective, adverb, noun, preposition, or verb have been defined under semantic criteria. For example, nouns are defined as words that denote people, things, animals, and places. In many cases, the traditional definition works well as *teachers, tables, cats,* and *schools* are all categorized as nouns. However, there are many other cases in which the definition does not work. For instance, *sincerity, love,* and *destruction* are all nouns but they denote a personality trait, an emotional state, and a process, respectively.

As an alternative, <u>syntacticians categorize the parts of speech under distributional criteria</u>. They group words that can fit in the syntactic context and then name the category. In the distributional context in (1), for example, words such as *dog, child, analysis,* or *love* can fill in the blank, but other words like *in, eliminate,* or *sadly* can't; in other words, no part of speech other than a noun can occur in the blank.

(1) His _____ is great.   **같은 자리에 나타나면 같은 품사다.**
분포가 같으면

Bearing the description above in mind, consider the following examples in (2) - (5) that show the distributions of *there* and *fast*.

이 정도 data로 답을 알 수 있다.

(2) a. They repaired the car right there.
  b. *They repaired the car right fast.
  c. They repaired the car right in that building.
(3) a. They <u>repaired the car</u> very fast.   **부사**   **매우 빠른 수리했다 (X)**
  b. *They repaired the car very there.   **매우 빠르게 수리했다 (O)**
  c. They repaired the car fast enough.
  d. *They repaired the car there enough.
(4) a. The people there are very cheerful.
  b. *The people fast are very cheerful.
  c. The people at work are very cheerful.
(5) a. The place he drove his car to is in the center.
  b. *The place he drove his car to is <u>fast</u>. **형·부 동형**   **※ be + 형**
  c. The place he drove his car to is there.

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

〈B〉

Under distributional criteria, we can draw a conclusion that *there* should be counted as a(n) ① _____ functioning as the head of <u>its own phrase</u> and *fast* as a(n) ② _____ functioning as the head of <u>its own phrase</u>.

```
PP      AdvP
|        |
P'      Adv'
|        |
P       Adv
```

Fill in the blanks ① and ② in 〈B〉 each with <u>ONE word from 〈A〉</u>, in the correct order.

✏️ **예시답안**

① preposition ② adverb

💬 **해설**

distributional criteria (분포 기준)으로 품사를 정의하는 방법은 트포 Chapter 2 (pp. 60~64)에 나온다. 트포를 꼼꼼히 공부한 사람(라인 바이 라인으로 여러 회독한 사람)은 맞힐 수 있는 문제다.

<u>씬알규가 출제원전으로 사용된 것은 이 문제가 최초다 (아래 출전 참고).</u> 씬알규에서 there과 now는 distributional criteria로 판단하면 adverbs가 아니라 prepositions이라는 것을 여러 예문을 들어 논증한다. <u>즉, there과 now는 일반 PP의 구조인 P+NP에서 보충어 NP를 가지지 않고 그 자체로 P이면서 PP다.</u> 이 문제를 이해하는 데 도움이 되는 일부 문장들을 발췌하면 다음과 같다.

We already know that **very** and **enough** typically modify adjectives or adverbs, while words like **straight** and **right** are typical prepositional modifiers. These facts suggest that **expertly** and **slowly** do not have the same word class status as **there** and **now**. In fact, **there** and **now** seem to behave as prepositions heading PPs. (5th ed., p. 190.)

All these facts suggest that **there** and **now** are not adverbs, but prepositions, more specifically, intransitive prepositions heading PPs. (5th ed., p. 192.)

✅ **참고**

[출전: English Syntax and Argumentation (Bas Aarts, 5th ed.) pp. 189~192]
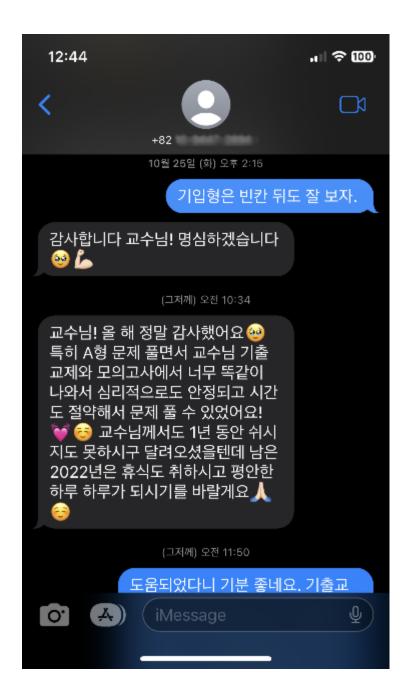
→ 출전은 씬알규지만 트포 p. 60 읽었으면 맞힐 수 있는 문제다.

최진호 영어학 강의 2024 Yearly Overview

월	영어학 강의 (수) 9:30-1:00	원서 특강 (수) 2:00-5:00
1~2	◆ **영어학 기본이론** 교재: 최진호 영어학 Intermediate	
3~4	◆ **영어학 심화이론** 교재: 최진호 영어학 Advanced	◆ **Applied English Phonology (4th ed.)**
5~6	◆ **영어학 기출분석** 교재: 최진호 영어학 기출분석 (30 년간 문제) | Week	Lesson | |---|---| | Wk 1 | Part 1. Morphology | | Wk 2 | Part 2. Phonetics & Phonology | | Wk 3 | Part 2. Phonetics & Phonology | | Wk 4 | Part 3. Semantics & Pragmatics | | Wk 5 | Part 4. Grammar | | Wk 6 | Part 4. Grammar | | Wk 7 | Part 5. Syntax | | Wk 8 | Part 5. Syntax |	◆ **Syntax by Carnie (4 판)** ※ **트포와 카니는 격년 강의** **2024: 카니** **2025: 트포** ※ **TG: 2021 년 인강**
7~8	◆ **전공영어 모의고사 (토요일)** 교재: 모의고사 시험지와 해설지 ★ 7 월부터 빠른 모고 강의 시작 ★ 위 표처럼 영역을 제한해서 모고를 출제함 **<Writing Seminar> (화요일)**	
9~11	◆ **전공영어 Final 모의고사 (토요일)** 교재: 모의고사 시험지와 해설지 **<Writing Seminar> (화요일)**	**시험 1주 전 Top secret 찍기자료 무료 제공 (카페)**

https://www.imyonggosi.com/mart.asp?code=005015 ➔ 인강 수강신청 페이지.

♣ 수강생 감사 문자

12:44

+82

10월 25일 (화) 오후 2:15

기입형은 빈칸 뒤도 잘 보자.

감사합니다 교수님! 명심하겠습니다
🥹💪

(그저께) 오전 10:34

교수님! 올 해 정말 감사했어요🥹
특히 A형 문제 풀면서 교수님 기출
교재와 모의고사에서 너무 똑같이
나와서 심리적으로도 안정되고 시간
도 절약해서 문제 풀 수 있었어요!
💓☺️ 교수님께서도 1년 동안 쉬시
지도 못하시구 달려오셨을텐데 남은
2022년은 휴식도 취하시고 평안한
하루 하루가 되시기를 바랄게요🙏🏻
☺️

(그저께) 오전 11:50

도움되었다니 기분 좋네요. 기출교

iMessage

최진호 영어학 카페 수강생 Feedback

그동안 뒤죽박죽 어정쩡하게 알고있던 지식이
줄세우기가 되는 느낌이었어요.

교수님 감사드려요.
저는 이번에 재수인데 영어학이 가장 자신 없었는데요
교수님의 단과강의 1년을 듣고 보니 어느순간 영어학이 쉬워지고
자신감이 많이 붙었어요ㅎㅎ

유익하고 내공 있는 수업에 항상 감사드립니다.

강의 진짜 유익합니다. 설명도 간결하고, 특히 내용마다
몇회 기출이라 말씀해주셔서 귀에 더 잘 들어옵니다.

줌마 삼수생 입니당^^ㅋ
작년에 다른 팀 강의를 듣고 영어학은 정말이지 책도 펴기 싫더라구요.
근데 샘을 만나고 제가 복습이란걸 하게 되었어요

다른 강사분 강의듣고 공부했었는데 그때 확실하지 않거나 애매했던
파트들을 선생님께서 명확하게 정리해주시니까 진짜 갈증이 해소되는
기분으로 공부하고 있어요!

교수님 감사합니다!
꼼꼼하게 잘 설명해주셔서 정말 감사합니다ㅠㅠ
너무너무 어려운 영어학이었는데 길이 보이는 듯한 느낌입니다.

선생님 강의 너무 잘듣고 있습니다 :)
강의가 너무 좋고 책도 너무 좋아요♥

안녕하세요! 영어학 수업 너무 즐겁게 잘 듣고 있습니다!
영어학이 항상 아킬레스건이었거든요!!
그런데 이번에 교수님 수업 들으면서 정말 머리가 맑아지는 기분이었어요!
머리속에 흩어져 있던 지식들이 한데 모이는 기분이예요!
통사론이 이렇게 화살처럼 머리에 박히다니!

감사합니다!! 강의 최고예요!!
교수님의 왕팬이 되었구요.

좋은 강의 감사드립니다~
교수님 강의(인강)들으면서 너무 만족스럽고 통쾌함도 느낍니다.

선생님, 내공 있는 수업 계속 부탁합니다.
인강으로 듣게 되었는데, 수업 정말 잘 가르치시네요 !!
내공과 깊은 지식이 느껴집니다.