

최진호 영어학 ♥적중률이 최고

2026학년도 A4 geminates	20240928 영어학 4회 A4
4. Read the passage, and follow the directions. 【2 points】 In English, a lot of words include double consonants in their spellings, which do not reflect their actual pronunciation. To elaborate further, double consonants in spellings normally are not articulated for a longer period of time than the corresponding single consonants, as shown in (1). (1) belly [bɛli], *[bɛl:i] narrow [næɹoʊ], *[næɹ:ou] penny [pɛni], *[pɛn:i] comment [kəment], *[kəmə:ent] message [mɛsɪdʒ], *[mɛs:ɪdʒ] effort [ɛfəɹt], *[ɛf:əɹt] cabbage [kæbɪdʒ], *[kæb:ɪdʒ] hippo [hɪpou], *[hɪp:ou] In contrast with the words in (1), the words or phrases in (2) are pronounced with long consonants, which are marked with ‘:’. (2) milkcrate [mɪlk:ɹeɪt] house sale [haʊs:el] unknown [ʌn:ou] ill-looking [ɪl:ʊkɪŋ] The data in (1) and (2) indicate that _____ are not allowed in monomorphemic English words, while they can be created when words are compounded or combined with certain affixes. Note: ‘*’ indicates unattested pronunciation. Fill in the blank with the ONE most appropriate word.	4. Read the passage and follow the directions. 【2 points】 There is a notable difference between the affricates on the one hand and the stops and the fricatives on the other with respect to lengthening in _____, <u>sequences of two identical segments</u>. Unlike stops and fricatives, in which one long articulation with no separate release is observed in cases of two adjacent identical segments (e.g. <i>stop Peter</i> [stap:ɪtə], <i>rough features</i> [ɹʌf:ɪʃə-z]), affricates have separate releases. Thus, sequences such as <i>much cheaper</i> [mʌʃ ʃɪpə] and <i>orange juice</i> [ɔrændʒ dʒʊs] cannot be pronounced as *[mʌʃ:ɪpə] and *[ɔrændʒ:us]. The same principle holds when the two affricates are different in voicing (e.g. <i>much jollier</i> [mʌʃ dʒɔliə], <i>large chair</i> [laɹdʒ ʃɛə]). Fill in the blank with the ONE most appropriate word. geminates 중복자음 gemination 자음중복(현상)

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

<A>

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

- (1) a. What_i do you think Peter bought *t_i*?
b. What_i do you think that Peter bought *t_i*?

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

- (2) a. Who_i do you think *t_i* invited Peter?
b. *Who_i do you think that *t_i* invited Peter?

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

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

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

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

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

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

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

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

<A>

There are other kinds of prohibition that do not seem to be expressible in terms of constraints reducible to the subadjacency condition or its kin. We now look at one of them.

With extraction of the subject of an embedded tensed clause, the complementizer *that*, which may optionally be silent, suddenly must become silent:

- (1) a. You think John left early?
b. You think that John left early?
c. Who do you think left early?
d. *Who do you think that left early?

Whereas the *wh*-movement in (1c) is possible, the *wh*-movement in (1d) is not. We can make a generalization on this by specifying what constituent in the embedded clause can be moved and whether there is a complementizer or not.

- (2) a. What did you say happened yesterday?
b. What did you say that happened yesterday?
c. You say this happened yesterday?
d. You say that this happened yesterday?
- (3) a. You want for John to win the race?
b. You want John to win the race?
c. Who do you want for to win the race?
d. Who do you want to win the race?

Note. The asterisks (*) indicating ungrammaticality have been intentionally left out above.

Based on <A>, state ONE condition on *wh*-movement that can account for the (un)grammaticality of the two sentences, (1c) and (1d) in <A>. Then, identify ONE ungrammatical sentence from (2) in . Third, given (3), state whether your condition for (1) can be applied to the sentences with embedded infinitives or not, mentioning the interaction between complementizers and preposing.

4. Read the passage in <A> and the examples in , and follow the directions. [4 points]

<A>

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

- (1) Susan: I don't know what to get Tom for his birthday. Any ideas?

- Ann: a. Give him a book. You know how much he likes to read.
b. Give a book to him. You know how much he likes to read.

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

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

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

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

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

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

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

Restrictions Constraints

4 Conditions on Indirect Object Alternation < V + IO + DO
V + DO + 전 + IO

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Information Structure and Word Order (Three discourse principles)

old + new
(focus)
a sentence

Information Flow Principle (Given-Before-New Principle)	The old, predictable information comes first, and new, unpredictable information last in a sentence. (Susumo Kuno, 1978)
End-Focus Principle	A clause normally has at least one point of focus, which typically falls upon the end of the clause.
End-Weight Principle	Put "heavier" (= longer) elements at the end of the sentence. 무거운 / 긴 요소는 뒤로 보내라

- ✓ ※ Information flow principle and end-focus/weight principle normally agree with each other.

(1) End-focus principle ▶ '12 Essay

The notion of dominance helps us understand why certain conditions such as the following are placed on indirect object alternation:

For many, though not all dialects of English, the indirect object cannot be postverbal if the direct object is a pronoun (especially *it*) and the indirect object is a noun.

We sent it to John.
old new

*We sent John it.
new old

On the other hand, when the indirect object is a pronoun and the direct object is a noun (especially an indefinite one), the alternate pattern is likely to be selected.

We sent him a package.
old new

= old info

These observations can be explained by noting that pronouns are, as a rule, less dominant than nouns. Since pronouns usually have an anaphoric referent or a referent in the immediate physical environment, it is unlikely that a speaker would need to direct attention to them — their meaning is already clear from the text or context. This is not

1. Read the passages in <A> and , and follow the directions.
[2 points]

<A>

An important truth relation between sentences is *entailment*. A sentence *p* entails another sentence *q* when the truth of *p* guarantees the truth of *q*, and the falsity of *q* guarantees the falsity of *p*. Consider the following examples:

- (1) a. I saw my mother today.
b. I saw someone today.

If (1a) is true, (1b) is necessarily true. In other words, it is impossible that (1a) is true and (1b) is false: The sentence *I saw my mother today and I didn't see anyone today* is a contradiction. In addition, if (1b) is false, (1a) must be false. These truth relations show that (1a) entails (1b). However, (1b) does not entail (1a) since it is possible that (1b) is true and (1a) is false: The sentence *I saw someone today and I didn't see my mother today* is not a contradiction. This kind of entailment in (1) is called one-way entailment.

There is another type of entailment where two sentences are logically equivalent to each other (i.e., they are *paraphrases*). Consider the following examples:

- (2) a. Jane built this house.
b. This house was built by Jane.

If (2a) is true, (2b) is also true, and if (2b) is false, (2a) is false. Furthermore, if (2b) is true, (2a) is true, and if (2a) is false, (2b) is false. These truth relations mean that the two sentences in (2) always have the same truth-value. In other words, if (2a) describes a situation, so will (2b), and vice versa; while if either incorrectly describes a situation, so will the other. This kind of entailment in (2) is called *mutual entailment*.

- (a) The two sentences, *Jane finished the presentation* and *Jane stopped the presentation*, show a(n) ① _____ entailment relation.
- (b) The two sentences, *The Internet is not connected* and *The Internet is disconnected*, show a(n) ② _____ entailment relation.

Fill in the blanks ① and ② in each with the ONE most appropriate word from <A>, in the correct order.

Other sources for entailment are *syntactic*: for example, active and passive versions of the same sentence will entail one another. Sentence (7) below entails (8), and vice versa:

- (7) The Etruscans built this tomb.
(8) This tomb was built by Etruscans.

동의문들

In fact, the relationship of entailment allows us to define *paraphrase*. Paraphrases, like (7) and (8), are sentences which have the same set of entailments, or, to put it another way, mutually entail each other. The truth table for the synonymy goes as follows.

- (9) Truth table for *mutual entailment*

p	q
T	→ T
F	→ F
T	← T
F	← F

7. Read the passage and follow the directions. [4 points]

In general, the matrix subject is semantically associated with the matrix verb, which is called an *ordinary* subject. In (1a), *Chris* experienced the feeling of wanting to convince *Max*. In some cases, the matrix subject does not have a direct semantic relationship with the matrix verb, but semantically it belongs solely in the embedded clause. This is called a *raised* subject. The meaning of (1b) is very close to that of *Chris seemingly convinced Max*.

- (1) a. Chris wanted to convince Max.
b. Chris seemed to convince Max.

There are **diagnostic tests** to distinguish one from the other, which include using meaningless dummy pronouns and voice transparency. First, a dummy pronoun, such as *there* or *it*, cannot appear in the ordinary subject position, as shown in (2a), which suggests that the subject of *want* is an ordinary subject. In contrast, the pronoun can appear in the **raised subject position**, so the appearance of *there* in (2b) suggests that the subject of *seem* is a raised subject.

- (2) a. *There wants to be plenty of time.
b. There seems to be plenty of time.

The second diagnostic test involves voice transparency between active and passive forms, and only the sentence with a raised subject can denote the same meaning with its passive counterpart. Consider the sentences (3a) and (3b), which are the passive counterparts of (1a) and (1b), respectively.

- (3) a. Max wanted to be convinced by Chris.
b. Max seemed to be convinced by Chris.

Note that (3a) does not share the same truth condition with (1a) as the subject of *want* refers to *Max* in (3a) but *Chris* in (1a). In contrast, (3b) is logically equivalent to (1b). Thus, the test results for voice transparency demonstrate that the subject of *want* is an ordinary subject and that of *seem* is a raised subject. Now, consider the sentences (4a) and (4b).

- (4) a. The fire fighter attempted to save the man.
b. The fire fighter happened to save the man.

The two diagnostic tests can reveal that (4a) contains a(n) ① _____ subject and (4b) contains a(n) ② _____ subject.

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

Fill in the blanks ① and ② each with the ONE most appropriate word from the passage, in the correct order. Then, first, for the raised subject in (4), explain your answer by providing a **sentence with a meaningless dummy**, using the structural frame, 'to rain'. Second, for the ordinary subject in (4), explain your answer by providing a sentence, using voice transparency.

8. Read <A> and , and follow the directions. [4 points]

<A>

There are **several tests** to determine whether a predicate is **a raising or control predicate**.

(1) Idioms

The shit is certain to hit the fan. **raising**
*The shit is anxious to hit the fan. **control**

(2) Clausal Subjects

That Bill likes beef-waffles is certain.
*That Bill likes beef-waffles is anxious.

(3) Expletive Subjects / Extraposition

It is certain that Bill likes beef-waffles.
*It is anxious that Bill likes beef-waffles.

From the three tests (1-3), we can conclude that *is certain* is a raising predicate whereas *is anxious* is a control predicate.

Let us test two other predicates, *is bound* and *is able*.

- (4) a. The shit is bound to hit the fan.
b. The shit is able to hit the fan.
c. That Bill likes beef-waffles is bound to be the case.
d. That Bill likes beef-waffles is able.

Note. The asterisks (*) indicating ungrammaticality have been intentionally left out in (4).

Below are the tests for the predicate *is ready*:

- (i) The shit is ready to hit the fan. **about**
(ii) *That Bill likes beef-waffles is ready. **be prepared**
(iii) *It is ready that Bill likes beef-waffles.

The test results seem **contradictory**. There are really **two predicates** *is ready*. One means "is prepared for", and the other means "about to".

역대 적중 사례

(★는 난이도. 🚩은 적중문제)

21년 (20점)	◆형태론(2점) A2 Word-Formation Processes ◆음운론(8점) A6 Eurhythmy & Feet B4 Pre-/l/ Monophthongization 🚩 20191102 모고 8회 ◆통사론(6점) A3 The sister position of the head (2점) B5 Coordination & Focus position in a pseudo-cleft sentence 🚩 20181006 모고 5회 ◆Grammar (4점) A7 Locative Inversion
22년 (20점)	◆음운론(10점) A4 Phonotactics — *[θl] *[tl] *[dl] *[ʃl] *[sɪ] (2점) 🚩 20191109 모고 9회 A6 Foot-based rule —Aspiration ★★ B4 Syllabic Consonants (describing with distinctive features) ◆통사론(10점) A7 Complements and Adjuncts in NPs —one-substitution (Korean professor) B2 VP-ellipsis & Head Movement (2점) ★★★ B5 Subjacency ★★★
23년 (20점)	◆음운론(10점) A2 -en suffix (Constraints on Derivation) (2점) A6 SSP in the onset 🚩 20221022 모고 6회 B4 -al suffix (Constraints on Derivation) & foot ◆통사론(6점) A7 No Crossing Branches (NCB) constraint & S-adverbs 🚩 20221112 모고 9회 B2 the parts of speech under distributional criteria (2점) ◆Grammar (4점) B5 clausal and phrasal coordination
24년 (18점)	◆음운론(10점) A4 variants of a morpheme (2점) A6 Feet — rhythm reversal ★★🚩 20210710 모고 1회/ 20220924 모고 3회/ 20221001 모고 4회 B4 /ɪ/-deletion (due to dissimilation) ◆통사론(4점) A7 Burzio's Generalization 🚩 20231118 모고 10회 ◆Grammar (4점) B5 Scope Ambiguity (Scope of Negation)
25년 (20점)	◆ 의미화용론 (4점) A2 a maxim & conversational implicature B1 Entailment (one-way or mutual) 🚩 심화서 pp. 370~371

	◆ 음운론(8점) A6 comparative affix <i>-er</i> B4 Prosodic condition for the name game ◆ 통사론(8점) A7 Raising vs. Control (Two tests — dummy subjects & voice) 20240914 모고 2회 B5 The theta-criterion ★
26년 (20점)	◆ 형태론(2점) B1 Derivational Suffixes vs. Inflectional Suffixes ◆ 음운론(6점) A4 Double consonants 20240928 영어학 4회 A4 A6 /j/-dropping ★★★ ◆ Grammar (4점) A9 Lexical Aspects of Verbs ★ ◆ 통사론(4점) B9 <i>that</i>-trace effect 20230805 영어학 7, 8월 5회 ◆ 의미화용론 (4점) B4 Information Structure and Word Order 기본서 pp. 143~144