Special Class Orientation

2025학년도 임용특강

2025.04.07(월) 17:30~

강사 소개

응시시험	2025학년도 경상남도 공·사립 중등교사 임용시험(일반, 동시지원 시행 법인) [분야] 영어

필기성적

1차 시험성적	90.000
1차취업지원가산점	0.000
기타가산점	0.000
대학성적	0.000
총성적	90.000

과목	점수	취업지원가산점	환산점
교육학	20.00	0.00	20
전공과목	70.00	0.00	70
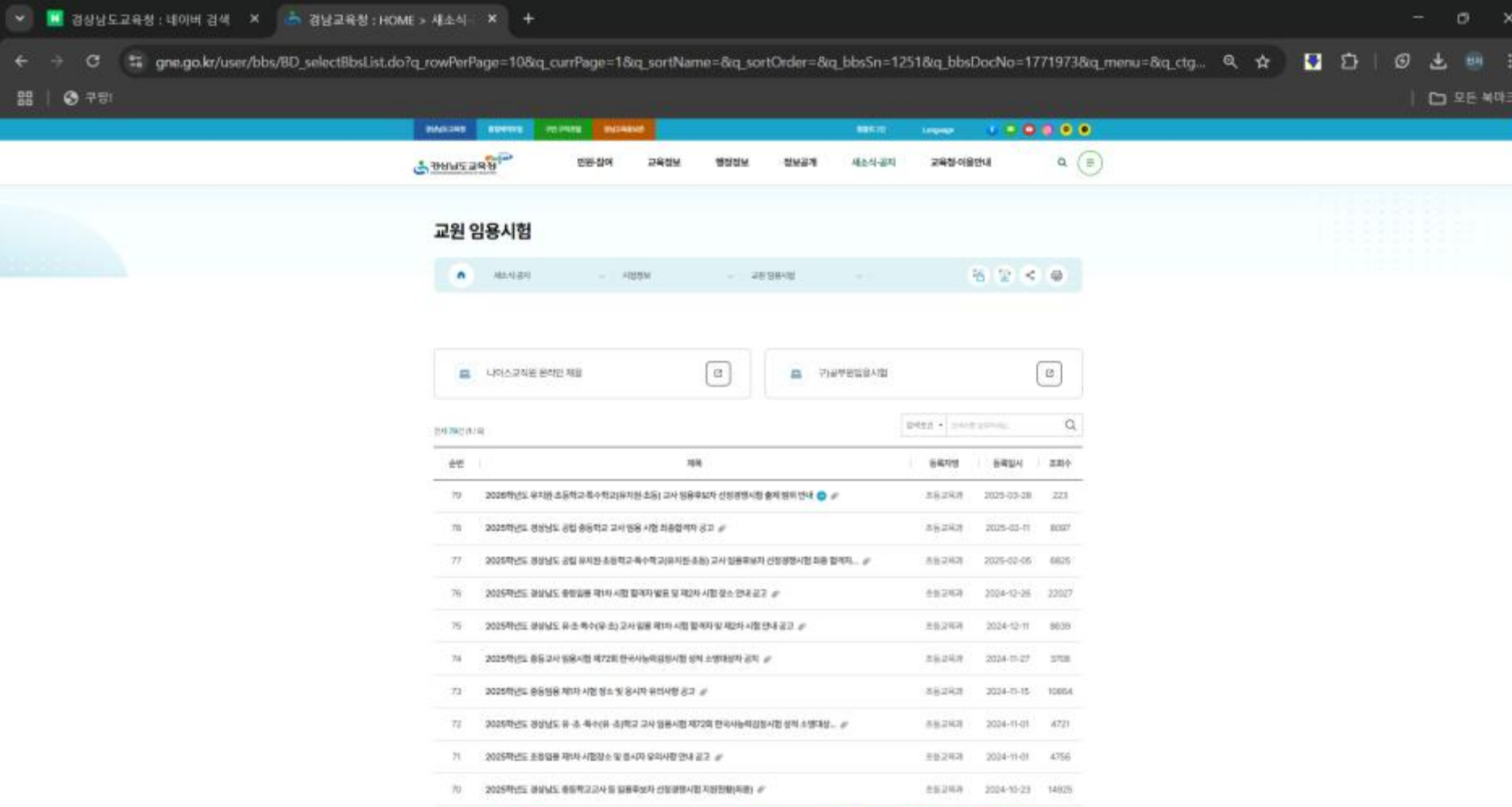
● 중등 영어 2025학년도

지역	구분	사전예고 모집인원	모집인원	지원인원	경쟁률	1차 합격인원	1차 합격선	2차 합격인원	2차 합격선
서울	일반	88	86	569	6.62	133	82	86	171
	장애		7	9	1.29	6	48.67	6	127.17
경기	일반	136	166	931	5.61	249	77.33	166	172.13
	장애		14	1	0.07				
	지역								
인천	일반	22	22	138	6.27	33	77.33	22	171.89
	장애		2	2	1	1		1	
	지역								
세종	일반								
	장애								
대전	일반								
	장애								
대구	일반	4	4	44	11	7	75	4	165.42
	장애								
광주	일반								
	장애								
부산	일반	41	38	318	8.37	60	78.67	38	172.33
	장애		3	1	0.33	1		1	
울산	일반	8	9	76	8.44	15	75	9	167.87
	장애		1		0				
강원	일반	13	13	97	7.46	20	74.67	13	168.91
	장애		2						
충북	일반	18	17	124	7.29	26	74	17	165.64
	장애		2						
충남	일반	44	41	257	6.27	65	75	41	168.42
	장애		5						
	지역		3	24	8	5	73.33	3	170.39
경북	일반	18	22	184	8.36	33	73.67	22	169.47
	장애		2						
경남	일반	25	23	189	8.22	35	76.67	23	172.5
	장애		2						
전북	일반	23	26	168	6.46	40	74.67	26	164.67
	장애		2						

지역별 교육청에서 공고 확인

경상남도 교육청 > 새소식/공지 > 시험정보 > 교원 임용시험

가   제1차 시험

시험 과목 및 유형			문항수	배점	출제 범위(비율) 및 내용
교육학	1교시 (60분)	논술형	1문항	20점	· 교육부 고시 제2020-240호(2020.10.30.)의 [별표2] '교직과목의 세부 이수기준'에 제시된 교직이론 과목 - 교육학개론, 교육철학 및 교육사, 교육과정, 교육평가, 교육방법 및 교육공학, 교육심리, 교육사회, 교육행정 및 교육경영, 생활지도 및 상담 ※ 특수(중등), 비교수 교과도 동일하게 적용
전공	2교시 (90분)	단답형	4문항	8점	· 교육부 고시 제2020-240호(2020.10.30.)의 [별표3] '교사자격종별 및 표시과목별 기본이수과목(또는 분야)'에 제시된 과목 - 교과교육학(25~35%): 표시과목의 교과교육학(론)과 임용시험 시행 공고일 현재 국가(교육부 등)에 의해 고시되어 있는 총론 및 교과 교육과정까지 - 교과내용학(75~65%): 표시과목의 교과교육학(론)을 제외한 과목 ※ 외국어 과목은 해당 외국어로 출제 ※ 특수(중등)도 동일하게 적용 ※ 비교수 교과는 교과내용학에서 100% 출제
		서술형	8문항	32점	
	3교시 (90분)	단답형	2문항	4점	
		서술형	9문항	36점	
	소계		23문항	80점	
합계(배점)			24문항	100점	

2025학년도 경상남도 중등학교교사, 보건·사서·전문상담·영양·특수(중등)교사 임용후보자 선정경쟁시험 시행계획 공고

초등교육과 | 2024-10-02

2025학년도 중등임용 제1차 시험 장소 및 응시자 유의사항 공고

초등교육과 | 2024-11-15

시험범위

영어학
통사론, 음운론,
학교문법

일영문학
일반영어(비문학)
영미문학

영어교육론
영어교수법
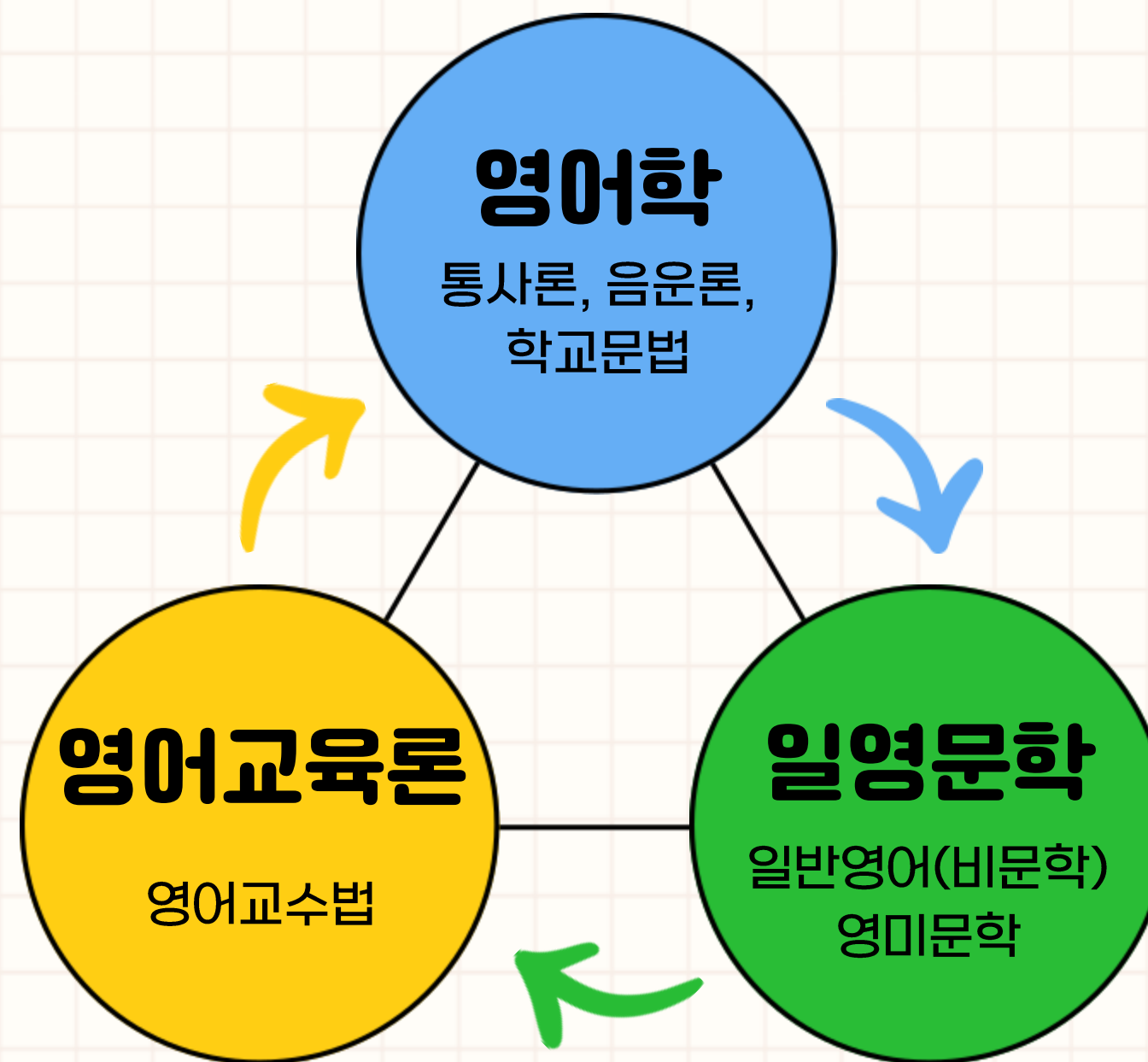
▼ **핵심포인트** ▼

세 과목 모두 버려선 안됨!
남들이 맞추는건 반드시 맞추자

공부 방향

영어학
1. 학교에선 기초 다지기(음운도표 외우기, 기본 용어 친숙해지기)
2. 인강/학원을 통한 기본/심화 이론 학습
3. 스스로 역대 기출 풀고 분석하기 + 원서 다독

영교론
1. 이론은 학교에서 듣는 수업만으로 충분
2. 인강/학원을 통해 영교론에 너무 많은 시간 소비X
3. 스스로 기출 풀고 답안 작성 방법을 구축하는데 집중

일영문학
1. 학교에선 영미문학과 친숙해지는 시간 가지기 + 단어
2. 인강/학원의 도움도 OK
3. 스스로 기출 풀고 답안의 논리를 통해 전략 세우기

시기별 공부방법

① **후반** 기출 전략 확립

② **중~후반** 기출 분석 / 단어 / 모의고사

③ **초~중반** 기출 분석 / 단어 / 영어학 원서

④ **초반** 기출 분석 / 단어 / 영교영어학 기본 이론
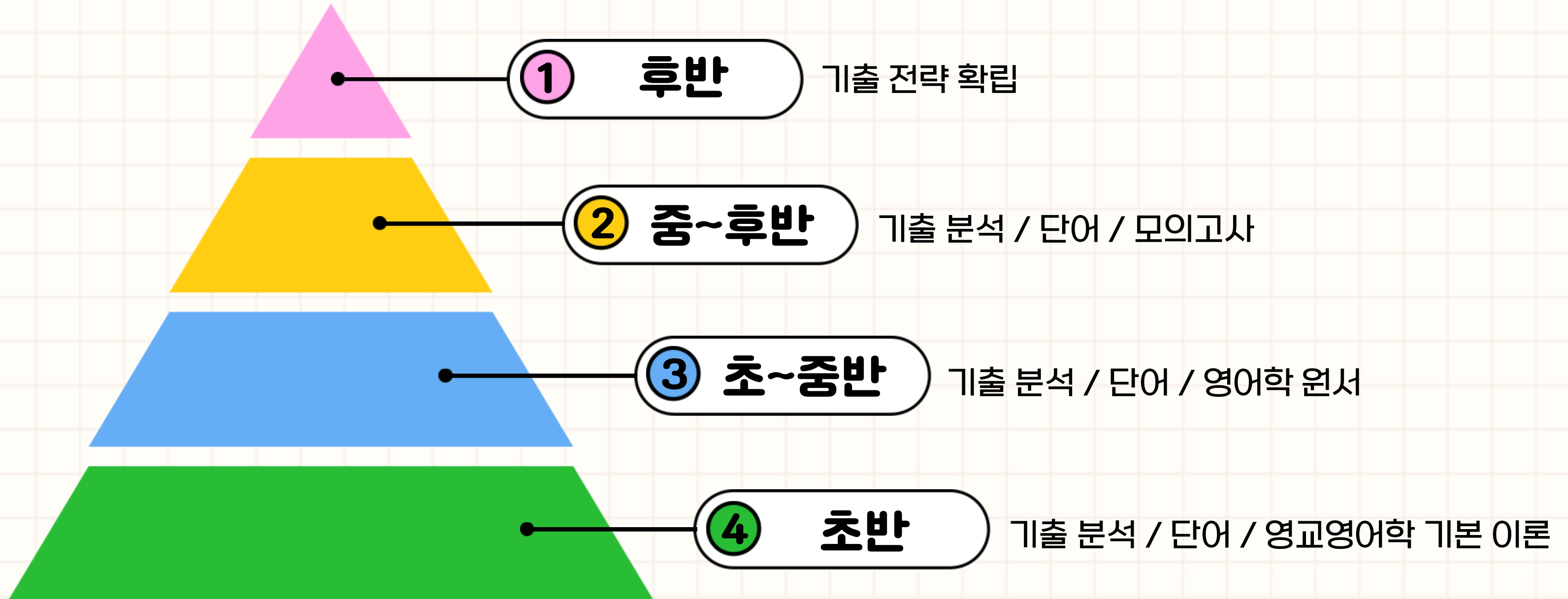
인강 및 교재 추천

영어학
▶ 박문각 – 앤드류채

▶ 임용닷컴 – 최진호

영교론
▶ 박문각 – 박현수

일영문학
▶ 박문각 – 유희태

▶ 윌비스 – 김유석

기출
▶ 루이스 기출분석집

▶ 합격자 공유자료

이것만은 약속해요!

이것만은 하지마라

▶ 인강/학원에 100% 의존하는 공부

▶ 양치기로 승부하기

▶ 기출 소홀히하기

결과

합격 ▶ 불합격

이것만은 꼭 해라

▶ 기출분석을 통한 전략 수립

▶ 자신에게 맞는 공부방법 찾기

▶ 규칙적인 생활하기

결과

불합격 ▶ 합격

24 B11

[답안] (a) marked, (b) unmarked / First, Development #2 does not correspond to the teacher's beliefs. The teacher provides deductive activities, not inductive activities. Second, Consolidation does not correspond to the teacher's beliefs. The teacher asks display questions like "In the sentence 'Julia upset her father,' who was upset, Julia or her father?", not referential questions which are more related to the students' life.

** 합격자 답안에선 deductive activities에 대한 추가적인 근거를 모두 서술해줌. 즉, (규칙을 먼저 설명하고 그 규칙을 예시에 적용)했기 때문에 deductive activities를 했다~는 식으로.

** display questions인 이유도 교사가 물어본 질문의 예시를 적어줌으로써 referential Q이 아닌 display Q을 했음에 대한 근거로 제시해줘야함.
=) 항상 디테일을 챙기자!

[리라] (a) marked, (b) unmarked / First, Development #2 does not correspond to the teacher's beliefs. The teacher provides deductive activities, not inductive activities, by presenting the target of expressing emotional feelings first and making students apply it to examples. Second, Consolidation does not correspond to the teacher's beliefs. The teacher asks display questions like "In the sentence 'Julia upset her father,' who was upset, Julia or her father?", not referential questions.

[합격자 72] marked, unmarked. The stages that do not correspond to the teacher's beliefs are Development #2 and Consolidation. In Development #2, the teacher uses deductive approach as he first presents the target rule of emotional expressions and then provides the examples of emotional expressions. She does not use the inductive activities. // In Consolidation, the teacher asks a display question like 'In the sentence 'Julia confuses her sister,' who is being confused?', not a referential question that is more related to the student's life.

[합격자 71] a. marked b. unmarked / Development #2 does not correspond to the teacher's belief. Instead of using inductive activites and providing learning targets within context, the teacher presents the target rules of expressing feelings first, and makes students do activites without context (=deductive activities). // Consolidation does not correspond to the teacher's belief. Instead of asking referential questions, teachers asks display questions about the target rules.

[바통터치] (a) marked (b) unmarked / First, Development #2 does not correspond to the teacher's beliefs. The teacher uses deductive activities instead of inductive activities by presenting rules of expressing emotional feelings first and making students apply it to example sentences. Second, The teacher asks display questions instead of referential questions by asking 'In the sentence Julia confuses her sister' who is being confused?'.

** 이 문제에서 중요했던 점은 teacher beliefs 'inductive activities' and 'referential questions'와 상반되는 키텀인 'deductive activities' and 'display questions'라는 용어를 답안에 포함시켜야 한다는 점이다! 이런 유형이 이미 기출에서 나왔음. 놓치지 말기!!! (근거 찾는건 어렵지 않았다. 키텀을 답안에 포함시켰냐/안했냐를 보는 문제인듯)

** (a),(b) 'worry'동사는 자동사로 쓰이면 '걱정하다'라는 뜻인데 (a)에선 동사뒤에 목적어가 뒤따라나오니까 '타동사'로 쓰여서 '걱정시키다'라는 의미가 됨.

[키워드]
(Development #2) (inductive activities), deductive activities, presenting the rule first and apply it
(Consolidation) (referential Qs), display Qs, one example question

[합격자 71] Teacher 5 is not correct. In order to increase the internal consistency of the test, Item 3, not Item 1 should be deleted since Item 1 has a value of 0.57 which indicates satisfactory discrimination. Teacher 6 is not correct. The correlation between this test and the ERAT, a test administered at the same time, displays the evidence of concurrent validity, not predictive validity.

[합격자 72] Teacher 5 and Teacher 6 have wrong interpretations. For Teacher 5, he should delete Item 3 which has −0.21 Item−Total Correlation, but not Item 1 which has 0.57 Item−Total Correlation in order to increase the internal consistency of the test. For Teacher 6, the correlation between this test and the ERAT displays the evidence of concurrent validity, not predictive validity.

[답안] First, Teacher 5 is not correct. To increase the internal consistency of the test, item 1 which has high item discrimination should not be deleted since the item which has low item discrimination lessens the internal consistency of the test. Second, Teacher 6 is not correct since the ERAT which was developed and validated is administered at the same time with this test, displaying the evidence of concurrent validity.

- Teacher 5 : internal consistency를 높이기 위해선 item discrimination 이 낮은 문항들을 제거해야한다. (이미 기출된 개념)
- Teacher 6 : (A)에서 보면 newly developed test가 이미 validated and developed ERAT와 동시에 치뤄졌다. –는 건 두 시험간의 concurrent validity를 보여줌. (오늘 본 시험 2년후에 보는 시험간의 상관관계는 predictive validity)
- Teacher 2 : item discrimination이 −0.21 = 상위학생과 하위학생의 결과 가 뒤바뀐것 = (예) 하위학생들이 다 맞고 상위학생들이 다 틀리는 경우 –) 그렇기 때문에 '시험지의 오류'를 의심해볼 수 있다. 1) miskeying(답안을 잘못 입력), 2) construction of item response options(답이 아닌 다른 보기들의 구성의 문제)
- Teacher 3 : performance on item 4(item 4의 정답률)과 전체 평균 정답 률이 0.43으로 일치한다.
- Teacher 4 : test takers' performances ~ consistent = internal consistency가 높다. = 0.86으로 consistent하다.

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

<A>

At a classroom assessment workshop, a teacher trainer taught how to interpret the results of an item analysis along with basic concepts of assessment using the data from an English reading test consisting of 25 multiple choice items. Table 1 shows the results.

Table 1. Results of Analysis

Item	IF	Item-Total Correlation	Alpha	Correlation with ERAT
1	0.48	0.57		
2	0.54	0.61		
3	0.39	−0.21	0.86	0.75
4	0.43	0.51		
5	0.33	0.55		

IF = Item Facility, ERAT = English Reading Achievement Test

The trainer explained the components of Table 1.

- Item difficulty (i.e., item facility) was measured by calculating the proportion of test takers who got the item correct.
- Item discrimination was assessed by item-total correlation which is a measure of correlation between an item and the total test score (a value of 0.3 or above indicating satisfactory discrimination).
- Internal consistency was measured by Cronbach's alpha (a value of 0.8 or above indicating satisfactory internal consistency).
- Evidence about the degree to which test scores agree with those provided by a test of similar construct administered at the same time/was examined by correlation with the scores of the ERAT (developed and validated by a well-known testing agency).

<B>

The trainer asked six teachers to interpret the results. The following are their interpretations.

- Teacher 1: Of the five items, Item 2 shows the highest power of discrimination and Item 5 is the most difficult.
- Teacher 2: Item 3 should be carefully investigated in terms of the probability of miskeying and the construction of item response options.
- Teacher 3: There is a close relationship between the test takers' performance on Item 4 and the total test score.
- Teacher 4: The extent to which test takers' performances on this test are consistent is acceptable.
- Teacher 5: In order to increase the internal consistency of the test, Item 1 and Item 3 should be deleted.
- Teacher 6: The correlation between this test and the ERAT displays the evidence of predictive validity.

Identify the TWO teachers in <B> whose interpretation is NOT correct. Then support your answers with evidence from <A> and <B>.

한국교육과정평가원

텍 ERAT
optional?

[키워드]
(Teacher 5) not delete item 1, item 1의 item-total correlation(item discrimination)이 높기 때문임을 이유로 들기. **
이 과정에서 대부분의 합격자들 답안에 정확한 수치(0.57)를 포함함!
(Teacher 6) (predictive validity가 아니라) concurrent validity를 보 여준다→를 근거로 들기. ** 그런데 concurrent인 이유로 administered at the same time를 답안에 포함시킨 사람들도 꽤 있음.
(근거를 서술할땐 사용할 수 있는 표현이 있으면 항상 지문에서 가져오기!)

[리라] First, Teacher 5 is not correct. To increase the internal consistency of the test, item 1 which has satisfactory item discrimination of 0.57 should not be deleted. Second, Teacher 6 is not correct. The correlation between this test and the ERAT which is administered at the same time displays the evidence of concurrent validity, not predictive validity.

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.

[요구사항] 기입형

(코멘터리) the 'blank' approach within a communicative, interactive framework. > motivation, engage more actively, better learning outcomes.

(대화문)
근거 1) separate lg skills> the four skills are rarely separable from each other.
근거2) links between speaking, listening, and reading. > ss actively engage in those kinds of tasks. = 코멘터리 = the 'blank' approach
근거3) a listening task accompanied by note-taking(writing) or followed by a group discussion(speaking).
=> four skills를 수업에서 통합시키고자 하는 방식 => blank ~integrative~
integrated ✱

실제 세계에서는 four language skills가 rarely separable하다. 그래서 T1은 학생들을 language in the real world(integration of four skills)에 노출시키기 위해 textbook adaptation을 했다.
예) schemata activation을 위해 pre-reading discussion을 만들어서 speaking, listening, reading을 통합시킨 활동을 진행했다.
T2가 아이디어를 내본다.
예2) listening task + note-taking(writing), listening task+group discussion(speaking)도 그런 활동들을(integration of four skills, integrative approach)에 해당되겠군요!

2차 B10

[답안] First, Ms. Kang incorporates 'Cultural Products'. She prepared tangible creations produced by the members of the culture, British and English dwellings, as teaching contents. Second, Ms. Kang does not conform to teaching principle 3. Students were asked to classify the houses into two groups and write their names in the correct column, reinforcing associations between countries and cultures.

[리라] First, Ms. Kang incorporates 'Cultural Products'. She focuses on British and English dwellings, tangible creations produced by the members of the culture. // Second, Ms. Kang does not conform to teaching principle 3 'avoid reinforcing associations between nationalities(countries) and cultures'. Students were asked to classify the houses into two groups 'the British and the American', reinforcing associations between countries and cultures.

[합격자 71] Ms.Kang incorporates 'cultural products'. She teaches about British and American houses which are tangible creations produced by the members of the culture. // Ms. Kang does not conform to 'avoid reinforcing associations between nationalities(countries) and cultures.' Even though British culture is not same with UK and American culture is not same with US, she makes students classify British and American houses into two groups and write their names in the column of 'houses in the UK' and 'houses in the US'.

[합격자 72] The teaching principle Ms. Kang incorporates is Cultural Products. She introduces to students the housing styles of British and America by showing pictures of houses on the screen with their names. // She does not conform to the principle 3) 'Avoid reinforcing associations between nationalities (countries) and cultures'. She makes students classify the houses into two groups by dividing them into houses in the UK and in the US, reinforcing associations between nationalities and cultures.

[바통터치] First, Ms. Kang incorporates 'Cultural Products'. The lesson focuses on a tangible creation, which is British and American housing styles. // Second, She does not conform to Principle 3. She reinforces nationalities by having students classify the houses into two groups: the UK and the US.

** teaching contents로서 cultural products를 선택 -) evidence from (A)
Cultural products에 해당하는게 British and English dwellings -) evidence from (B)
이에 대해 서술할때 쓸 수 있는 표현이 she teaches about~, she introduces to students, the lesson focuses on~ (어떤 내용으로 수업했냐는거니까 이렇게 표현할 수 있는듯)

** NOT conform teaching principle (3) avoid reinforcing associations between nationalities and cultures - classify the houses into two groups : the British and the American.
(실제 시험당시에 이 근거를 찾기 어려웠음)

** evidence from (A)라고 했으니까 출제자들이 의도했던건 cultural products의 'tangible outcomes'가 아니었을까 생각함.

[키워드]
(Teaching contents) cultural products, tangible outcomes((A)), the British and American dwelling((B))
(Teaching principle) 3), avoid reinforcing~((A)), classify the houses into two groups~ ((B))

** 개인적으로 정확히 대응되는 근거를 찾는게 힘들었음. 디렉션에서 요구하는 바에 정확히 집중할 수 있도록 하기!(NOT이나 teaching content/principle인지 확인잘하기!)

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

<A>

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

(1) a. *What did Sue hear the rumor that Bill broke?

b. *What did [$_N$ Sue hear [$_N$ the rumor [$_{CP}$ t$_{WH}$ that [$_{TP}$ Bill broke t$_{WH}$]]]?

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

(2) Which book does [$_N$ John seem [$_{TP}$ to like t$_{WH}$]?

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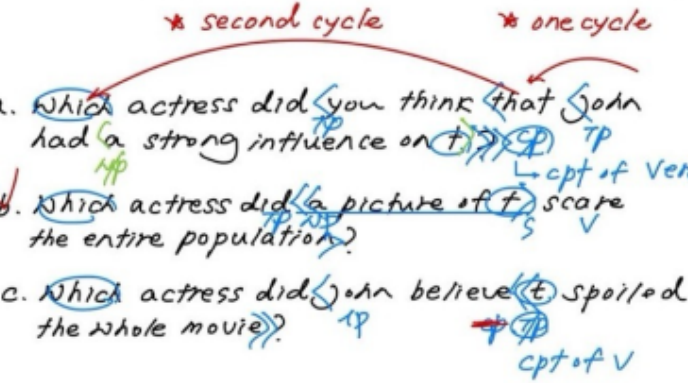
(3) Complements of a verb are not bounding nodes.

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

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

<B>

(i) Which actress did you think that John had a strong influence on t$_{WH}$? → not a bounding node.

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

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

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

[요구사항]
1. part of speech로 빈칸 채우기
2. 비문인 문장 찾기
3. 그 문장이 subjacency를 어떻게 어겼는지 설명하기 by specifying the bounding nodes that the wh-phrase crosses over.

[지문 분석]
Subjacency : movement should cross over only one bounding node(TP, NP, CP)
crossing over more than one bounding node in 'one' cycle of movement would result in ungrammaticality.
** one cycle of movement의 끝/종착점은 **specifer of CP**!(두 번째 문단 통해 추론 가능)
complements of a verb are not bounding nodes.

[답안] Noun / (ii) is an ungrammatical sentence since the wh-phrase 'which actress' crosses over two bounding nodes NP 'a picture of t' and TP 'a picture of t scare the entire population' in one cycle of movement.

a. Which actress did you think that John had a strong influence on t?
b. Which actress did a picture of t scare the entire population?
c. Which actress did John believe t spoiled the whole movie?

---

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

The act of searching for and finding underground supplies of water using nothing more than a rod is commonly known as "dowsing." Many dowsers in Germany claim that they respond to "earthrays" that emanate from water. These earthrays, say the dowsers, are a subtle form of radiation potentially hazardous to human health. As a result of these claims, the German government in the mid-1980s conducted a 2-year experiment to investigate the possibility that dowsing is a genuine skill.

A group of university physicists in Munich, Germany, were provided a grant of 400,000 marks to conduct the study. Approximately 500 candidate dowsers were recruited to participate in preliminary tests of their skill. To avoid fraudulent claims, the 43 individuals who seemed to be the most successful in the preliminary tests were selected for the final, carefully controlled, experiment.

The researchers set up a 10-meter-long line on the ground floor of a vacant barn, along which a small wagon could be moved. Attached to the wagon was a short length of pipe, perpendicular to the test line, that was connected by hoses to a pump with water. The _____ along the line (or each trial of the experiment) was assigned using a computer-generated random number. On the upper floor of the barn, directly above the experimental line, a 10-meter test line was painted. In each trial, a dowser was admitted to this upper level and required, with his or her rod, stick, or other tool of choice, to ascertain where the pipe with water on the ground floor was located.

Over the 2-year experimental period, the 43 dowsers participated in a total of 843 tests. The experiment was "double blind" in that neither the researcher on the top floor nor the dowser knew the _____, even after a guess was made.

For each trial, an examination of the actual pipe's location (in decimeters from the beginning of the line) and the dowser's guess were recorded. The German physicists from these data concluded in their final report that although most dowsers did not do particularly well in the experiments, "some few dowsers, in particular tests, showed an extraordinarily high rate of correct guesses which can scarcely if at all be explained as due to chance ... a real core of dowser-phenomena can be regarded as empirically proven ... ."

Fill in the blank with the TWO most appropriate consecutive words from the passage. (Use the SAME consecutive words for both blanks.) Then, write the two factors used to determine the underlined words, "correct guesses."

출제의도 :
1. 기입형
[빈칸1] The 'blank(N)' along the line~ > 그 라인을 따라 있는 '무엇'
[빈칸2] the experiment was 'double blind' : neither the researcher on the top floor nor the dowser knew the 'blank(N)', even after a guess was made. > 실험연구원 및 dowser 둘 다 '무엇'을 몰랐다.
2. 'Correct guess'를 결정하는데 사용되는 두 가지 요인

지문 분석 :
1. an experiment was conducted to inverstigate the possibility that 'dowsing' is a genuine skill.
2. 실험 참가자 선정 과정
3. '실험 환경' : 'Line' on the ground floor of a vacant barn, along which a small wagon could be moved, short length of pipe is attached to the wagon, pipe-connected by hoses to a pump with water > the 'blank' along the 'line' > 라인을 따라 지나는 것 : small wagon, pipe, hose 빈칸 후보들
4. '실험의 결과' : the experiment was 'double blind' in that neither the researcher on the top floor nor the dowser knew the 'blank(N), even after a guess was made. =dowser가 나름의 추측을 해보아도, 실험참가자는 물론 위측 연구진들도 '무엇'을 모른다.
5. 매 시도마다, the actual pipe's location and the dowser's guess were recorded. > 결과적으로, 대부분은 잘 찾아내지 못함. 그러나 몇몇은 showed a high rate of 'correct guesses'

빈칸 추론 근거 :
3문단) 라인을 따라 지나가는 '무엇'
4문단) 실험참가자와 실험연구원 둘 다 '무엇'을 모른다 > '무엇' : 실험에서 요구하는 것 = 물호스와 연결된 파이프의 위치 찾기
=> 라인을 따라지나가는 것 + 이 실험에서 알고자/측정하고자 했던 것
=> 빈칸 : **pipe's location**

'Correct guess'를 결정하는데 사용되는 두 가지 요인은 ** correct guesses 가 나오는 부분을 집중해서 읽기
> '물이 흐르는 위치를 정확하게 찾아냈구나!'를 아는데 필요한 두 가지 요소는 (1) 실제 물호스와 연결된 파이프의 위치와 (2) dower's guess가 일치하는지 안하는지를 체크하면 된다.
=> 1) actual pipe's location, 2) the dowser's guess

[답안] pipe's location/ 'actual pipe's location' and 'the dowser's guess' are used to determine the 'correct guesses'.

Words)
Rod : 막대
Emanate : 발하다, 내뿜다
Preliminary : 예비의
Perpendicular : 직각의, 수직적인
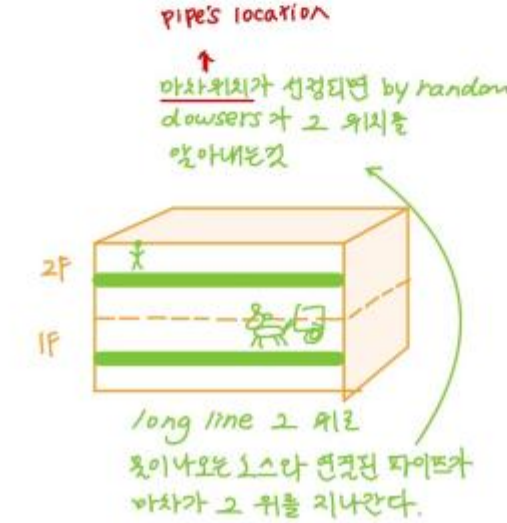
AUX
What did TP(Sue hear[NP the rumor[CP t-WH that TP[Bill broke t-WH]]])?
WH phrase C   cpt of vp   spec C

2nd cycle. cross over 'CP', 'TP'   1st cycle. cross over 'TP'

AUX : T to C movement

```
        CP
       /  \
    (spec)  C'
           /  \
         (C)   TP
          ↑   /  \
'C' 앞자리로  NP   T'
 spec       /    /  \
           T    T   VP
```
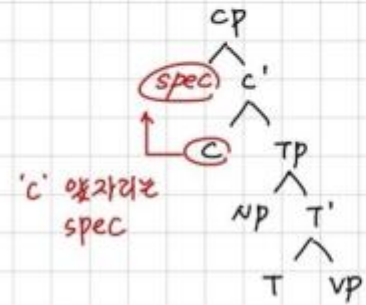
→ cpt of the verb
Which book does TP(John seem[TP to like t-WH])?
              C
       one cycle : cross over 'TP'

                        not bounding node.
CP(Which actress did TP(you think CP(that TP)John had[VP a strong influence on t-WH]))?
                  C
       one cycle : cross over 'TP'

                                      1st cycle : TP 위에 넘음
CP((that(C))
spec of cp 자리는 empty. 비워있고 이 자리로 이동!

CP TP
Which actress did TP(John believe (t-WH spoiled the whole movie))? → two cycles of movement
               C
                TP   one
                1st   ★ believe 동사는 TP를
        that 영역 CP   1st cycle : cross over 'TP'   취하는 동사.

        lower   higher
        cp spec 자리에서 cp spec 자리로 이동, 이때 lower cp는
2nd cycle : cross over 'TP'   believe 동사의 cpt → not bounding node

```
              CP
             /  \
          spec   C'
                /  \
               C    TP  cross
                   /  \  over
                 NP    T'
                t-WH  /  \
                     T    VP
                        spoiled
```
WH phrase
movement
: 1st cycle of
movement
to specifier of
cp.
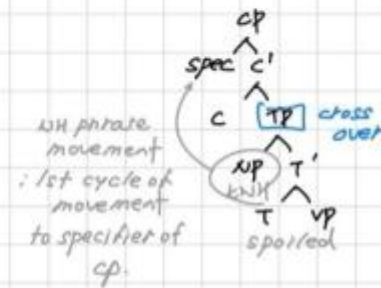
12. Read the passages in <A> and <B>, and follow the directions. 【4 points】

<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

Learn English with our fantastic app
Education
Contains ads · In-app purchases
+ Add to wish list
★★★★★
Premium+

- Helps you practice individual English sounds
- Analyzes your word stress through a voice recognition system
- Tracks your performance over time

Buy now | Start free trial

· App 2

Have fun learning English
Education
Contains ads · In-app purchases
+ Add to wish list
★★★★★
Premium+

- Helps you practice asking questions
- Provides a series of discrete questions to answer
- Offers opportunities to practice various sentence patterns

Buy now | Start free trial

· App 3

Let us guide your English learning
Education
Contains ads · In-app purchases
+ Add to wish list
★★★★★
Premium+

- Helps you use English appropriately
- Offers genuine opportunities to exchange ideas
- Provides options to match you with speaking buddies from all over the world anytime

Buy now | Start free trial

<B>

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>.

【요구사항】
1. Minsu와 Jieun에게 가장 적합한 app을 각각 선택하기
2. evidence from <B>

<Minsu>
Talk with speaking partners whenever he wants and apply what he learns in the English class while speaking in a more natural context, having genuine opportunities to exchange ideas.

<Jieun>
Focus on practicing pronunciation of individual English sounds. Practice pronouncing English words accurately.

【답안】
First, app 3 is appropriate for Minsu. He can talk with speaking partners whenever he wants and apply what he learns in the English class while speaking in a more natural context. (= having genuine opportunities to exchange ideas). Second, app 1 is appropriate for Jieun. She can focus on practicing pronunciation of English words accurately.

** evidence from <B>란 디렉션이 나올때 <A>에선 근거를 어떻게 가져와야할지를 너무 고민하지 말자. 애초에 <A>에서 하는 말이 <B>에서 하는 말과 일치한다. <B>의 근거로만 쓴 답안이 부족하다고 생각될 경우에만 가져와서 쓰기

【바통터치】
First, He wants to talk with partners whenever he wants and apply what he learns in English class while speaking in a more natural context. Second, App 1 is appropriate for Jieun. She wants to focus on practicing pronunciation of English words accurately to increase her intelligibility.

---

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

For at least 10,000 years, humans have been manipulating their own brains by drinking alcohol. And for at least the last few decades, researchers have wondered whether alcohol had a positive effect on physical health. Study after study seemed to suggest that people who imbibed one alcoholic beverage per day—a 12-ounce beer, a 6-ounce glass of wine, or a 1.5-ounce shot of spirits—had healthier hearts than did people who abstained from drinking altogether. A drink a day, it seemed, kept the cardiologist away.

Yet the methods in these studies may be flawed. When Kaye Fillmore, a researcher at the University of California, San Francisco, and her team analyzed 54 published studies on how moderate drinking affects the heart, they found that most of the drink-a-day studies had not used random assignment. In studies with random assignment, researchers used coin tosses or the like to decide into which condition—the control group or various experimental groups—each study participant should go. By letting chance dictate who goes into which group, researchers are more likely to end up with truly comparable groups.

Instead of randomly assigning participants to drinking and non-drinking groups, though, 47 of the 54 studies compared people who were already having one drink daily to people who were already teetotaling. Why is this design method a problem? In the United States, where most of these studies took place, many people have a drink once in a while. Usually, people who never drink abstain for a reason, such as religious prohibitions or medical concerns.

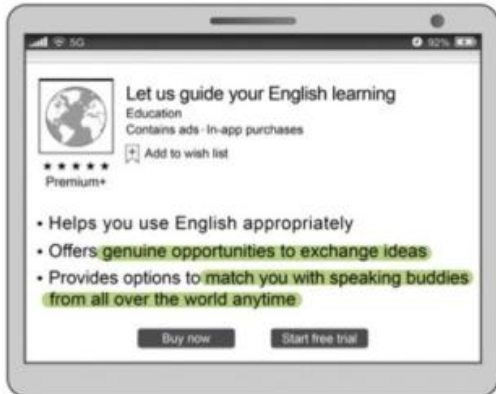In fact, Fillmore and her team found that many of the nondrinkers in these studies were abstaining from alcohol for medical reasons, including advanced age or a history of alcoholism. In other words, the nondrinking groups in most of the studies included more unhealthy people *to begin with*, compared to the drinking groups. As a result, these studies didn't show that drinking alcohol led to better health. Instead, they showed that better health often leads to a level of alcohol consumption that is moderate.

First, describe the characteristics of the participants in the two groups in 47 of the 54 studies. Second, explain why those 47 studies were flawed in design. ★

출제의도 :
1. 알코올이 건강에 좋은가?란 연구들에 참가한 두 부류의 참가자들의 특징을 각각 서술하기
2. 왜 대부분의 연구들이 설계에서부터 잘못된건지 그 이유 서술 > 근본적인 원인! Detailed info로 주저리 설명하지 말고 원인이 되는 '키워드'를 포함해서 부가설명해주는것이 가장 바람직하다.

지문 분석 :
1. whether alcohol had a positive effect on physical health에 대한 연구가 진행된다. : MI
2. 하지만 이 연구들엔 '결함', '문제'가 있다. > 무슨 문제? random assignment를 사용하지 않는다는것 : MI (random assignment> end up truly comparable groups)
3. instead of randomly assigning participants to drinking and non-drinking groups > participants in two groups 1) drinking, 2) non-drinking (술을 평소에 마시는 사람과 이미 술을 마시지 않고있는 사람을 비교)
4. many of the nondrinkers in these studies were abstaining from alcohol for medical reasons=already unhealthy people > 위 실험의 목적(whether drinking alohol led to better health)을 달성하지 못함 : MI

47 of the 54 studies(=대부분의 연구는) compared 1) people who were already having one drink daily to 2) people who were already teetotaling = 알코올이 건강에 미치는 영향에 대해서 알고자 하는건데 대부분의 연구는 '이미 술을 마시고 있는 사람'과 '(추측상) 술을 끊은 사람'을 비교한다.

Cf. 정확하게 비교하려면 랜덤하게 뽑아놓고 일정기간동안 술을 마신/안마신 결과를 비교하면 알코올이 건강에 미치는 영향을 분명하게 측정할 수 있다.
> this design method is a problem. > 이유) the studies didn't use random assignment >> 키워드!

시험에 오류가 생긴 원인 :
Random assignment를 사용하지 않고 already having alcohol과 who already teetotaling for medical reasons을 비교 > more unhealthy people to begin with.

【답안】 First, the drinking groups consist of people already having one drink daily and the nondrinking groups consist of people already teetotaling. Second, those 47 studies were flawed in design since they compared those who were already drinking to those who didn't drink for medical reasons instead of using random assignment. It means the non drinking groups included more unhealthy people to begin with.

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

Rite of Passage 통과의례

As the guests arrive at my son's party
they gather in the living room— 으레 그 나이대 아이들이라면 자연스레
short men, men in first grade 아직 어린아이의 티격을 하고있지만
with smooth jaws and chins.
1) Hands in pockets, they stand around
jostling, jockeying for place, small fights
breaking out and calming. One says to another
3) How old are you? Six. I'm seven. So?
They eye each other, seeing themselves
tiny in the other's pupils. 4) They clear their
throats a lot, a room of small bankers,
they fold their arms and frown. I could beat you
up, a seven says to a six,
the dark cake, round and heavy as a
turret, behind them on the table. My son,
freckles like specks of nutmeg* on his cheeks,
chest narrow as the balsa* keel of a
model boat, long hands
cool and thin as the day they guided him → the day the
out of me, speaks up as a host   speaker's son
for the sake of the group.   was born
We could easily kill a two-year-old,
he says in his clear voice. The other
men agree, they clear their throats
like Generals, they relax and get down to
playing war, celebrating my son's life.

*nutmeg: a powdered brown spice
*balsa: a tropical American tree or the wood from this tree

Considering the title of the poem, explain why the speaker describes the guests as "short men" (line 3), not little boys. Then, complete the commentary below with the TWO most appropriate consecutive words from the poem.

The birthday cake shaped like "a turret" juxtaposes playfulness and violence because a birthday cake evokes enjoyment, whereas the word "turret" reminds us of a military weapon. In a related way, the activity of _____ can be interpreted to symbolize the same contradictory elements.

출제의도 및 사고과정 :
1. 기입형 > '빈칸'은 상반된 두 가지 의미를 담고있다.
2. 아이들을 'short men'으로 표현한 이유

코멘터리 속 정보 :
birthday cake shaped like 'a turret'> 1) playfulness, enjoyment, 2) violence, military weapon => contradictory=> 빈칸도 이와 같은 논리!

빈칸 추론 근거 :
in a related way= 앞서 언급된 turret 모양의 케이크가 상반된 이미지를 가진 두 요소를 상기시키는 것과 같은 방식의 '어떤 것'이 '빈칸'
즉, 어린아이와 같은 측면+전쟁 요소 두 가지로 해석될 수 있는 '무엇'='빈칸'
=> 빈칸 : playing war(war + celebrating son's birthday)

지문 분석 :
아직 어린아이의 모습을 한 게스트들이 모임
1-4) 어른의 행동 특성을 보임. 어른의 행동을 따라함
이후 본격적으로 생일파티를 시작

Cf. **Rite of passage** 통과의례 : an official ceremony or informal activity that marks an important stage or occasion in a person's life, especially becoming an adult.
>> The speaker describes the guests as "short men" to represent that they undergo a rite of passage, significant experience to become adults.
@네! 저도 남자 아이들이 어른으로 성장하면서 겪게 되는 그 상황을 비유한 시로 해석했어요😊 아마도 adults로 답을 유도하기 위해서 힌트로 시 제목을 넣어준것 같아요!!
@저도 rite of passage를 선생님이 말씀하신 것처럼 아이들이 어른으로 성장하는 과정이라고 봤어요. 그리고 이미 이 내용은 2015년 B형 3번에 언급되어 있으니 참고하셔도 좋을 것 같아요:)

아이들을 short men이라고 언급한 이유 :
어린아이의 모습을 하고있지만, 어른의 행동을 하고있기 때문에.
>> 'because the guests behave like adults' + 근거로써 시에 나온 그대로 아이들의 행동을 나타내는 표현을 옮겨쓰기보단 이 아이들의 행동이 결국 '권력 다툼'의 과정이기 때문에..

[리라이팅] The speaker describes the guests as 'short men', because their behaviors show the characteristics of masculine adults such as fighting for their status.

[강사답안]
~ because they are showing some of the fundamental qualities and flaws of adult men in terms of competing for status and showing violent character.
~ to represent that they undergo a rite of passage, significant experience to become adults. To be specific, the children show violence to prove their masculinity like adults as a way of celebrating their lives.
The speaker believes that they are proud of themselves and trying to intimidate one another (physically and psychologically) to prove their masculinity and individuality.

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

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

(1) a. Joe finished the cake.
    b. [TP Joe T -ed [VP finish the cake]]

(2) a. Joe was listening to music.
    b. [TP Joe T -ed [VP be listening to music]]

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

(3) a. Joe didn't finish the cake, but Mary finished the cake.
    b. Joe didn't finish the cake, but Mary did <finish the cake>.
    c. *Joe didn't finish the cake, but Mary <finished the cake>.

(4) a. Kim wasn't listening to him, but Sue was listening to him.
    b. Kim wasn't listening to him, but Sue was <listening to him>.
    c. *Kim wasn't listening to him, but Sue did <be listening to him>.

Note 1: '*' indicates the ungrammaticality of the sentence.
Note 2: Strikethrough inside angled brackets indicates deletion.

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

To derive (3b) and (4b) and prevent the derivation of (3c) and (4c), a certain order of syntactic operations must take place. For (3b), ____①____ must take place prior to ____②____, but for (4b), ____②____ must take place prior to ____①____.

[요구사항] 기입형
1. (1), (2) 빈칸에 적절한 syntactic operation 채우기

[지문 분석]
Tense-affix(-ed, -s)가 T에 위치
• Head movement : T lowers onto lexical verbs, auxiliary verbs be/have raise to T. ((1)은 T가 lowering, (2)는 aux verb 'be'가 raising)
• VP-ellipsis : when the verb phrase in the second conjunction is isomorphic to that of its corresponding antecedent. ((3), (4) 둘 다 VP ellipsis가 적용된 경우인데, 차이는 (3)은 dummy do가 필요하고 (4) 는 dummy do가 올 수 없는 경우)

** (1), (2) 문장과 (3), (4) 문장이 같았네.

1) 'finish the cake'가 먼저 생략되고, VP ellipsis,
2) did가 등장.

VP 'finish the cake'가 유지되고 -ed가 lower onto the lexical verb dummy 'do'.

be 'raises to the head T'.
head movement → be → was → vp ellipsis

Head movement, be → was
VP ellipsis, vp → 생략

(3b) VP 'finish the cake'의 모습을 유지해야 그대로 ellipsis가 일어나는데, T(-ed)가 내려와버리면 finished로 바뀌니까 VP ellipsis가 먼저 일어나야한다.
(4b) 원래 VP는 'be listening to him'이었을 것. 여기서 listening to him만 ellipsis되기 때문에 be는 어딘가로 빠져줘야함. 그러니까 the auxiliary verb 'be' raises to T. (** be가 VP 안에 있음을 인지해야함)

Goodnotes — 문서 / 즐겨찾기 / 검색 / 공유됨 / 마켓

임용 1차 — 강사 모고
날짜 이름 유형

신규…
최팀 모고 — 2024.10.10. 오후 7:18
조셉신 9/10 모고 — 2024.9.25. 오후 3:40
김유석 24 9/10 모고 — 2024.9.10. 오후 12:04
유팀 24 모고 — 2024.9.9. 오후 8:04
김유석 24 7/8월 모고 — 2024.7.12. 오후 5:41
김유석 23 7/8월 모고 — 2024.7.12. 오후 5:40
김유석 23 9/10월 모고 — 2024.7.12. 오후 5:40

임용 1차 — MD VOCA
날짜 이름 유형

신규…
(6회독) 누적복습 — 2024.11.22. 오전 9:27
(5회독) 누적복습 — 2024.10.16. 오후 7:57
(4회독) 누적복습 — 2024.9.29. 오후 9:37
(3회독) 누적복습 — 2024.9.1. 오후 11:14
MD 중요빈출어휘 — 2024.3.5. 오전 10:41
MD 접두어 필수어휘 — 2024.3.5. 오전 10:39
엠디 누적복습 — 2024.3.5. 오전 10:34

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