

더 완벽해진 2026 적중 결과

올킬 적중



희소 수강생이 직접 증명하는

리얼 시험 후기!

영어 하은성

2026학년도 기출	은성형 적중
<p>A형 4번</p> <p>4. Read the passage, and follow the directions. [2 points]</p> <div style="border: 1px solid black; padding: 5px;"> <p>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).</p> <p>(1) belly [bɛlɪ], *bɛlɪː narrow [naɪəw], *naɪəwː penny [pɛni], *pɛniː constant [kɒnstənt], *kɒnstəntː message [mɛsɪdʒ], *mɛsɪdʒː officer [ɔfɪsə], *ɔfɪsəː cabbage [kæbɪdʒ], *kæbɪdʒː laptop [læpɒt], *læpɒtː</p> <p>In contrast with the words in (1), the words or phrases in (2) are pronounced with long consonants, which are marked with “ː”.</p> <p>(2) milkshake [mɪlkːʃeɪk] leave a note [li:vːəʊt] take a note [teɪkːəʊt] off-looking [ɒfːlʊkɪŋ]</p> <p>The dots in (1) and (2) indicate that _____ are not allowed in monosyllabic English words, while they can be used in polysyllabic words, are compounded or combined with certain affixes.</p> <p><small>Note: * indicates unaccepted representation.</small></p> </div> <p>Fill in the blank with the ONE most appropriate word.</p>	<p>3월 월간 허은성 Day 16, 64번</p> <p>64. Read the passage and follow the directions.</p> <div style="border: 1px solid black; padding: 5px;"> <p>In certain languages, phonological contrasts are not only dependent on segmental features such as place or manner of articulation but also on duration. Specifically, some languages distinguish between short and long segments, where a prolonged articulation of a sound functions as a meaningful contrast. This phenomenon is particularly significant in mora-timed languages, where segment length plays a crucial role in prosody, stress, and word formation.</p> <p>Consider the following pair: [kɒtə] vs. [kɒtəː] [mɒtə] vs. [mɒtəː]</p> <p>In these cases, the second item in each pair exhibits an extended duration in one of its segments, leading to a change in lexical meaning. This length contrast is typically indicated either by doubling the symbol in phonetic transcription (e.g., [kɒtəː]) or by using a diacritic (e.g., [kɒtəː]). The phenomenon described is known as _____, a key concept in phonological theory for understanding how timing affects linguistic structure. The distribution of such sounds is often constrained by phonotactic rules, determining where they can appear in a word—whether intervocalically, word-finally, or across morpheme boundaries.</p> <p>Moreover, languages that employ this distinction may impose restrictions on where these extended segments can occur. Some limit their occurrence to specific environments, such as intervocalic positions, while others allow them in various prosodic domains. Additionally, the presence of these prolonged segments can influence stress placement, syllable weight, and even morphophonemic alternations.</p> </div> <p>Fill in the blank with the ONE most appropriate word.</p>
<p>Geminates들의 음운 현상인 Gemination 문제 설명</p>	



Level 4 통합모의고사 2회 A형 9번

3. Read the passage in (A) and (B), and answer the questions in (C).

(A) The city of Singapore, long called 'Singapore', has been a major trading port since the 13th century. It is a city of modern buildings, but it has many old buildings. The city is a city of modern buildings, but it has many old buildings. The city is a city of modern buildings, but it has many old buildings.

No.	Change the underlined part in the passage in (A) so that it is more appropriate in (C).	Write the number of the underlined part in (A) in the answer line.
1	The city of Singapore, long called 'Singapore', has been a major trading port since the 13th century.	1
2	It is a city of modern buildings, but it has many old buildings.	2
3	The city is a city of modern buildings, but it has many old buildings.	3
4	The city is a city of modern buildings, but it has many old buildings.	4
5	The city is a city of modern buildings, but it has many old buildings.	5
6	The city is a city of modern buildings, but it has many old buildings.	6

(B) The city of Singapore, long called 'Singapore', has been a major trading port since the 13th century. It is a city of modern buildings, but it has many old buildings. The city is a city of modern buildings, but it has many old buildings.



Write in (C) the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

A형 7번

1. Read the passage in (A) and (B), and answer the questions in (C).

(A) The city of Singapore, long called 'Singapore', has been a major trading port since the 13th century. It is a city of modern buildings, but it has many old buildings. The city is a city of modern buildings, but it has many old buildings.

(B) The city of Singapore, long called 'Singapore', has been a major trading port since the 13th century. It is a city of modern buildings, but it has many old buildings. The city is a city of modern buildings, but it has many old buildings.

(C) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(D) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(E) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(F) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(G) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(H) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(I) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(J) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(K) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(L) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(M) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(N) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(O) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(P) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(Q) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(R) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(S) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(T) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(U) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(V) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(W) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(X) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(Y) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

(Z) Write the name of the city that is most appropriate to the picture in (B). Write the number of the picture in (B) in the answer line.

Design Principles를 활용한 유사문제



Level 4 통합모의고사 7회 8형 5번

5. Read the passage and follow the direction. (4 point)

8형 1번

1. Read the passage, and follow the directions. (2 points)

English is known to have only eight inflectional suffixes as listed in (1), which implies that other suffixes are all derivational.

(1) Inflectional suffixes in English

- a. Noun: Plural -s Progressive -ly
 b. Verb: Past tense -ed Past participle -en/-ed
 Progressive -ing
 3rd person singular present -s
 c. Adjective: Comparative -er Superlative -est

The distinction between inflectional and derivational suffixes can be subtle but three criteria are commonly used to help distinguish between the two. First of all, the inflectional suffixes in (1) do not change the grammatical of the stem, while some derivational suffixes can change it as *lover*, a noun, becomes an adjective after *-less* attaches. Secondly, a derivational suffix must combine with the root or the base before an inflectional suffix. This is why *neighbor-hood-s* is attested but *neighbor-s-hood* is not. Lastly, the semantic contribution of an inflectional suffix to the stem is usually transparent and consistent. For example, adding a plural suffix indicates 'more than one'. In the case of derivation, it is not so straightforward. An *actor* is someone who acts, but a *professor* is not someone who professes. Government can be used to refer either to an institution or to the act of governing, but *treatment* only refers to the act of treating. These examples suggest that the of an inflectional suffix is predictable, while that of a derivational suffix may not be so.

Fill in each of the blanks (1) and (2) with the ONE most appropriate word.

In morphology, a word can often be analyzed as a sequence of morphemes, each carrying meaning or grammatical function. A morpheme is the smallest unit of form-meaning correspondence, and words typically follow systematic patterns of combination rather than being random strings. Recognizing these patterns helps us understand how complex words are formed in English.

Consider the adjective *intentionally*. This word can be segmented into several morphemes:

- *int-* (a prefix meaning 'between').
- *-entia* (a root referring to a people or country).
- *-al* (a derivational suffix forming an adjective).
- *-ly* (a derivational suffix forming an adverb).

The word *intentionally* is built step by step from the root *int-* (a noun). First, the prefix *-al* attaches to *int-*, changing it into the adjective *intentional*. Next, the prefix *-entia-* combines with this adjective to form *intentionalment*, which is still an adjective. Finally, the suffix *-ly* attaches to *intentionalment*, deriving the adverb *intentionally*. Thus, the sequence shows a category shift from noun (*int-*) → adjective (*intentional*, *intentionalment*) → adverb (*intentionally*), with each affix attaching in a specific order governed by morphological rules.

By analyzing words in terms of their morpheme sequence, we see that English word formation reflects both systematic morpheme identity and constraints on their ordering, rather than accidental coinstruction.

Thus, let us look at the word *intentionally*.

Based on the passage in (A), analyze the word *intentionally*. Write out the morpheme sequence step by step, and at each stage specify the part of speech that results from the addition of each morpheme.

Inflectional suffixes의 category와 meaning을 활용한 유사 문제

B형 4번

4. Read the passage in (A) and the examples in (B), 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 these 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) Sam: I don't know what to get Tom for his birthday.
Amy: What?

Amy: 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 ungrammatical side of the sentence.

(B)

a. He arrived in Paris on 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 students. I find that fascinating.

c. All electrical appliances in this house are installed on a kind of safety system electrical device.

d. I just learned that a new program was developed by medical staff from the Ohio State Translational Research Center.

Of the four sentences in (B), identify the ONE example in which the end-weight principle and the given-new contract are BOTH violated. Explain your answer by identifying the end-weight principle. Then explain your answer by showing how the given-new contract or the end-weight principle is relevant for the examples you have chosen, based on (A).

7. Read the passage in (A) and the examples in (B), and follow the directions. [4 points]

(A)

In English syntax, the placement of heavy noun phrases—that is, long or complex phrases—often affects how naturally a sentence is processed. According to the end-weight principle, heavy elements tend to appear later in a clause, since speakers and listeners find it easier to process shorter, lighter constituents first. When a heavy phrase occurs too early in a sentence, the structure may sound awkward or cause temporary ambiguity during comprehension.

This principle also interacts with the choice between the derive movement pattern and the prepositional pattern.

- (1) a. Rachel sent Tom a message.
b. Rachel sent a message to Tom.

Both sentences express the same proposition, but they differ in structure and information order. When the indirect object (*Tom*) is already known or given, the derive movement form (1a) is preferred. Conversely, when the direct object (*a message*) is the given information, the prepositional form (1b) becomes more natural. Thus, information structure helps determine which pattern speakers choose.

However, when the direct object is particularly heavy, the end-weight principle can override the given-new tendency.

- (2) a. Rachel sent a long, detailed, three-page explanation of the project's budget and timeline to Tom.
b. Rachel sent Tom a long, detailed, three-page explanation of the project's budget and timeline.

In (2a), the lengthy noun phrase appears mid-sentence, making the structure clumsy. By contrast, (2b) shifts the heavy phrase to the end, aligning with the end-weight principle and producing a smoother rhythm. Therefore, when the direct object is heavy, even sentences following the prepositional pattern may become awkward, prompting speakers to favor the derive movement pattern for clarity and fluency.

Note: ? = grammatically possible but sounds awkward.

(B)

(3) Noah wanted to tell his manager about the company picnic, so he decided to send her an update before the weekend.

(4) Noah sent an email describing the picnic schedule, the list of volunteers, and the catering arrangements to his manager.

(5) Later that day, he also reminded her about confirming the number of attendees.

(6) Noah sent his manager the email confirming the picnic details.

- Based on (A), identify TWO sentences in (B) that are inappropriate. Then, explain why based on the description in (A).

end-weight principle과 given-new contract 활용한 유사문제

수강후기&감사편지

kch**** (김**)

첨삭도 자세히 해주시고 바로바로 피드백 해주시는 게 정말 수강생들에게는 공부할 맛이 나는 것 같아요~감사합니다~

j*** (박**)

[월간 허은성] 일일 문제 구독 서비스를 체험해보니 정말 유익했어요! 1주일에 4번씩 공고쿠 문제를 풀고, 교육 관련 읽을 거리까지 있어 학습이 균형 있게 이루어졌습니다. 임용에 대해 평소 관심이 많았는데, 이렇게 간편하고 신기한 교재로 임용 비슷한 문제를 풀 수 있어서 좋았어요. 다만, 매월 배송비가 추가되는 점은 개선되었으면 좋겠어요. 다음에도 어떤 교재가 나올지 기대됩니다!
#중등임용고시대비_허은성 #중등임용고시대비교재 #희소샘플러스

dals*** (이**)

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