

1. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 01

- 1) It /// will never be possible / to establish the origins of human music with any certainty; {however}, it /// seems probable / [that music // developed from the prosodic exchanges / between mother and infant / (which // foster the bond between them)].
- 2) From this, / it /// became a form of communication / between adult human beings.
- 3) <As the capacity for speech and conceptual thought // developed>, music /// became less important as a way of conveying information, {but} /// retained its significance / as a way of communicating feelings and cementing bonds / between individuals, / especially in group situations.
- 4) Today, we /// are so accustomed to considering the response of the individual to music / <that we // are liable to forget / [that, for most of its history, / music // has been predominantly a group activity]>.
- 5) Music /// began by serving communal purposes, / (of which religious ritual and warfare // are two examples).
- 6) It /// has continued to be used / as an accompaniment to collective activities; as an adjunct to social ceremonies and public occasions.

prosodic	운율적
foster	촉진하다
conveying	전달하는
retain	유지하다
predominantly	대개
communal	공동의
adjunct	부속물

2. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 02

- 1) <As much as we // want to believe / [that students // learn everything / (we // try to teach)]>, we /// must admit / [that we // aren't perfect as teachers].

- 2) {In fact}, recognizing our fallibility /// is said to be one characteristic / (that // separates great teachers of diverse students / from those teachers / (who // are just adequate)).

- 3) Recognizing / [that you // can make mistakes / as a teacher {and} constantly strive to recover from those failings] /// is significant.

- 4) <If you // use preconcept and postconcept mapping exercises with your students {and} you // discover / [that some of the gaps appearing at the beginning // persisted until the end]>, then you /// have a couple of ways of responding.

- 5) One thought / (that too many teachers // invoke) /// is [that the kids // were lazy {and} // didn't care].

- 6) {But} for teachers / (who // are able to accept their potential fallibility), / the disappointment about the results /// translates into clearly identified areas for improvement.

- 7) <As odd as this // may sound>, <when you // suspect / [that you // have the potential to enhance your teaching]>, assessment results /// can help clear up any confusion / about [where you // might begin to make changes].

fallibility	불완전함
adequate	그만한
assessment	평가
confusion	gh혼란
responding	반응

3. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 03

- 1) Vocabulary knowledge /// extends beyond the local meaning of a sentence or paragraph; it /// provides insight / into [how the text // works more broadly].
- 2) The craft and structure of a text /// is understood / in part / by being mindful of the choices / (the writer // makes in word selection).
- 3) Students /// are challenged to view the text as a whole / in order to understand the perspectives of the writer, / as in a historical document, {or} the concepts / related in a scientific article or technical reading.
- 4) Writers /// establish mood and tone / by the artful selection of words and phrases {and} /// link them to rhetorical purposes, especially in history.
- 5) {For instance}, /// consider the use of the word their in the first sentence of the Declaration of Independence: "We /// hold these truths to be self-evident, / [that all men // are created equal], [that they // are endowed, / by their Creator / with certain inalienable Rights], / [that among these // are Life, Liberty, and the pursuit of Happiness]".
- 6) Their, not the.
- 7) One word subtly /// shifts the meaning / to acknowledge the existence of more than one belief system.
- 8) Seemingly small word choices /// can profoundly affect the analysis and interpretation of a reading.

perspective	관점
rhetorical	수사학적
Declaration	선언서
endowed	부여된
inalienable	빼앗을 수 없는
acknowledge	인정하다
profoundly	대단히

4. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 04

- 1) Ethics itself /// is not primarily concerned with the description of the moral systems of different societies.
- 2) That task, / (which // remains on the level of description), /// is one for anthropology or sociology.
- 3) {In contrast}, ethics /// deals with the justification of moral principles (or with the impossibility of such a justification).
- 4) {Nevertheless}, ethics /// must take note of the variations in moral systems, / <because it // has often been claimed / [that this variety // shows / [that morality // is simply a matter / of [what // is customary]] {and} [that it {thus} // is always relative to particular societies]>.
- 5) According to this view, / no moral principle /// can be valid / except in the societies / (in which it // is held).
- 6) Words such as good and bad just /// mean, / (it is // claimed), "approved in my society" {or} "disapproved in my society," {and} so to search for an objective, or rationally justifiable, ethics /// is to search / for [what // is, in fact, an illusion].

concerned with	~에 관심이 있는
anthropology	인류학
customary	관습적인
justifiable	정당화할 수 있는
description	서술

5. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 05

- 1) The destructiveness of idealized social media presentation /// is twofold.
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-
- 2) <When people // read the glowing status updates of others>, they /// are likely to feel worse about their own flawed lives, / <especially if they // are the type of people / (who // tend to judge their self-worth in comparison to others)>.
-
-
- 3) {In addition}, <when people // put forth a version of themselves / (that // is not genuine)>, they /// can actually feel bad about themselves.
-
-
- 4) In one study, / some college students /// had to pretend to understand made-up words (e,g, besionary) / to complete a test, / <while others // did not>.
-
-
- 5) Afterward, both groups /// were praised for their performance.
-
-
- 6) The praise /// raised the self-esteem of those / (who // did not have to fake understanding of nonwords), {but} /// lowered the self-esteem of the students / (who // pretended to understand them).
-
-
- 7) {In other words}, <when people // portray their life as better / <than it actually // is on social media>>, all of the "likes" / (they // get for their status updates and pictures) /// may actually make them feel worse about themselves.
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-

destructiveness	해로움
genuine	진짜
portray	보여주다
idealized	이상화된
self-esteem	자존감

6. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 06

- 1) A quality of the human brain /// is known as induction, / [how something positive // generates a contrasting negative image in our mind].
- 2) This /// is most obvious in our visual system.
- 3) <When we // see some color — red or black, for instance —> / it /// tends to intensify our perception of the opposite color around us, / in this case, green or white.
- 4) <As we // look at the red object>, we often /// can see a green halo forming around it.
- 5) In general, the mind /// operates by contrasts.
- 6) We /// are able to formulate concepts about something / by becoming aware of its opposite.
- 7) The brain /// is continually dredging up these contrasts.
- 8) [What this // means] /// is [that <whenever we // see {or} // imagine something>, our minds /// cannot help but see {or} imagine the opposite].
- 9) <If we // are forbidden by our culture / to think a particular thought {or} entertain a particular desire>, / that taboo instantly /// brings to mind the very thing / (we // are forbidden).
- 10) Every no /// sparks a corresponding yes.
- 11) We /// cannot control this vacillation in the mind / between contrasts.

induction	유도
contrasting	대조적인
perception	인식
formulate	만들어내다
dredge up	떠올리다
corresponding	상응하는
vacillation	동요

12) This /// predisposes us to think about {and} then desire / exactly / [what we // do not have].

7. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 07

- 1) The bottlenose dolphin /// is second only to humans / in the ratio of brain size to body size, {and} dolphins apparently /// outdo humans in some cooperative games.

bottlenose	주먹코
apparently	분명히
undermine	약화시키다
disperse	흩어지다
trustworthiness	신뢰성

- 2) The discussions of cartels and the prisoner's dilemma /// convey the value and difficulty of cooperation among players / <when there // is an incentive to cheat>.

- 3) Individual cartel members /// undermine cooperative strategies / by selling more / <than they // should>, / hoping / [nobody // will notice].

- 4) Firms / (that // can't cooperate on pricing or environmental strategies) /// end up taking actions with inferior outcomes.

- 5) Dolphins /// face similar dilemmas.

- 6) When eating from a school of fish, / dolphins /// encircle the fish {and} /// take turns eating, / one dolphin at a time.

- 7) There /// is an incentive / for the circling dolphins to cheat / by eating / while on duty.

- 8) {However}, <if a significant number of dolphins // followed that incentive>, the fish /// would disperse {and} the benefits from coordination /// would be lost.

- 9) In reality, the trustworthiness of on-duty dolphins /// prevails / to benefit all of dolphin society.

8. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 08

- 1) <As my colleague Richard Gregory // has argued>, illusions like the missing-square pattern /// reveal / [that the mind // is not lazy].
- 2) Our minds /// are actively trying to make sense of the world / by thinking of the best explanation.
- 3) {For example}, <if someone // took a handful of coffee beans {and} // scattered them across a table in front of you>, you /// would immediately see patterns.
- 4) Some beans /// would instantly cluster together into groups / <as you simply // looked at the array>.
- 5) /// Have you ever watched the clouds on a summer’s day turn into faces and animals?.
- 6) You /// can’t stop yourself / <because your mind // has evolved / to organize and see structure>.
- 7) The ease / (with which we // see faces in particular) /// has led to the idea / [that we // are inclined to see supernatural characters at the drop of a hat].
- 8) Each year / some bagel, muffin, burnt toast, potato chip, or even ultrasound of a fetus / showing the face of some deity /// is paraded as evidence for divine miracles.

explanation	설명
immediately	즉시
inclined to	~하는 경향이 있는
ultrasound	초음파
fetus	태아

9. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 09

- 1) <As the ancient skeptics // taught>, contentment /// is possible / without the need to cling to comforting beliefs.

contentment	만족
cling to	매달리다
admirable	존경스러운
conventional	전통적인
baboon	개코원숭이
discarding	버리는
metaphysical	형이상학적인

- 2) As proof, / we /// have the example of David Hume, / (who // lived an entirely admirable life / without any belief in the supernatural).

- 3) His personal example /// shows / [that nobody // need feel gloomy / <because life // has no ultimate purpose>, {or} <because conventional conceptions of moral responsibility // are built on foundations of sand>].

- 4) {So} what if our fine feelings and intellectual achievements /// are just the stretching and turning of so many springs or wheels, {or} our value systems /// are mirrored by those of chimpanzees and baboons.

- 5) Our feelings /// are no less fine, {and} our values no less precious / <because the stories / (we // have traditionally told ourselves / about [why we // hold them]) // turn out to be fables>.

- 6) In discarding the metaphysical baggage / (with which the human race // bolstered its youthful sense of self-importance), / Hume /// taught us / [that we // throw away nothing but a set of intellectual chains].

10. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 10

- 1) The history of science and human invention /// is full of examples of important advances / resulting from synthesizing previously fragmented ideas.
- 2) One such process /// began in 1820 / (when a Dane, H. C. Oersted, // discovered / [that a wire carrying an electric current // was surrounded by a magnetic field]).
- 3) In 1825 an Englishman, W. Sturgeon, /// wound a live wire around an iron bar {and} /// created an electromagnet.
- 4) In 1859 a German pianist and scientist, H. von Helmholtz, /// discovered / [he // could make piano strings vibrate by singing to them].
- 5) Later a Frenchman, L. Scott, /// attached a thin stick to a membrane.
- 6) <When he // spoke to the membrane>, the other end of the stick /// would trace a record of his voice sounds on a piece of smoked glass.
- 7) In 1874 a Scotsman from Canada, working in Cambridge, Massachusetts, /// put these scattered and diverse elements into one instrument.
- 8) The instrument /// was the telephone {and} the man /// was Alexander Graham Bell.

synthesizing	종합한
fragmented	단편적
electromagnet	전자석
membrane	얇은 막
surrounded	둘러싸인

11. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 11

- 1) There /// have been vigorous arguments / among biologists / about [whether complicated goal-directed behaviour / among higher mammals // is reliable evidence for their consciousness].
- 2) Indeed the admission of consciousness into animal research /// is quite a recent phenomenon.
- 3) Injury-avoidance behaviour /// is often based on reflexes, {and} it /// is not completely obvious / [that the inner sensation of pain // must be attached to it].
- 4) Even in our own case / pain /// is often felt / <only after the limb // has been moved away>.
- 5) Again, many birds /// build sophisticated nests entirely instinctively, {and} /// may or may not be conscious / of [what they // are doing].
- 6) At the other end of the animal kingdom octopuses and squid /// have entirely different brain anatomies from ourselves {and} our common ancestor probably /// had no brains at all.
- 7) {Nevertheless} they /// are capable of learning {and} memorizing facts for months.
- 8) <If they // are to be included in the realm of conscious beings>, this /// indicates / [that consciousness // does not depend upon a particular type of brain anatomy].

vigorous	활발한
consciousness	의식
phenomenon	현상
instinctively	본능적으로
anatomy	해부학

12. 수능특강 영독 > 01. 논리적 관계 파악/추론적 이해 > 12

1) The cultural area /// is (where the sky // is truly the limit / in regard to music).

2) There /// are countless examples.

3) Music /// is a wonderful avenue / to introduce cultures from around the world.

4) The many recordings / depicting the traditional music of each culture /// are readily available for teachers to add to their collection.

5) Also, musical recordings of the various instruments from countries around the world /// provide children with an auditory and visual representation of culture.

6) It /// is important / to include an equitable balance of multicultural materials in the classroom / to ensure / [that each child’s heritage // is represented {and} all children // are exposed to the heritage of other cultures].

7) Today the holistic classroom method /// draws {and} /// builds upon / [what the child already // knows], / engaging the child — <since one // learns best / <when passion and interaction // are at play>> — {and} also addressing the needs of the whole child.

8) Learning /// begins with the "whole," progresses / through to analysis of the parts, {and} /// finishes full circle with the "whole" picture.

depicting	표현하는
auditory	청각적
equitable	공평한
engaging	끌어들이는
representation	표현

13. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 01

- 1) Your comfort zone /// is like an invisible barrier around you, (inside which <if you // stay>, you // feel comfortable).

- 2) Your comfort zone and your confidence /// are linked together.

- 3) /// Step outside it {and} you /// feel uncomfortable and fearful.

- 4) However, your comfort zone /// is not fixed.

- 5) <If you constantly // stay within your comfort zone> it /// shrinks, <filling you with fear of [what // is outside it]>, {and} then your confidence /// reduces.

- 6) <If you // step outside your comfort zone, {and} // do something (you // are fearful or nervous about doing)>, then your comfort zone /// expands {and} your confidence /// increases.

- 7) /// Try something new / to expand your comfort zone and increase your confidence.

- 8) Trying something new /// reduces your limitations {and} you /// 'll live your life with fewer barriers.

comfort	안락한
confidence	자신감
fearful	두려운
constantly	지속적으로
expand	확장하다
increase	증가하다
limitation	제한

14. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 02

- 1) <Given our unique life-scripted beliefs / about [how things // should be]: our expectations —> differences in preferences, attitudes, and beliefs are inevitable, and not all of them need to be resolved.
- 2) Many, in fact, add the spice to relationships.
- 3) But sometimes you /// cannot just agree to disagree.
- 4) Some issues /// impact each of you {and} perhaps others (your children or coworkers) / in ways (that // require a clear, unambiguous resolution).
- 5) You and your partner /// may need to decide [where you // will live {and} whether to rent or purchase a home].
- 6) A decision /// must be made, {or} you /// may find yourselves living in the backseat of your car.
- 7) Often you /// can't have things both ways, <so a choice // must be made>.
- 8) For example, you /// can't practically visit your mother in Florida {and} your father in Connecticut / on Thanksgiving Day.
- 9) So [coping with conflicts <as we // traverse the ups and downs of daily life>] /// is not just a useful tool; it /// is absolutely necessary for the kinds of successful relationships and outcomes (we most // desire).

expectation	기대
attitude	태도
agree	동의하다
resolution	해결
decision	결정
conflict	갈등
useful	유용한

15. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 03

- 1) The personal computer /// has done more to alter work methods and procedures / than any other innovation / of the past several decades.

- 2) Computers /// have replaced typewriters and other office machines almost completely, {and} they /// have dramatically changed the way (many jobs // are performed).

- 3) Unfortunately, the computers — and tablets and smart phones and other electronic devices — /// have also opened wide a door / to a variety of time-wasting personal uses / including games and nonbusiness e-mail (personal correspondence, jokes, inspirational messages, anecdotes, etc).

- 4) It /// is not unreasonable [to conclude [that much of the efficiency (gained through the use of such devices) // is cancelled out / by their misuse]].

- 5) The personal computer /// may well be the most useful and versatile tool ever / to come into common organizational use, {but} <by many (who // spend hours at keyboard and screen the computer)> /// is treated more as a toy / than a tool.

personal	개인적인
several	몇몇의
unfortunately	불행히
conclude	포함하다
device	장치
versatile	다용도의
tool	도구

16. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 04

- 1) <In the circumstances of entertainment and aesthetic engagement>, overt manifestations of the perception-action cycle /// are often blocked {or} transformed.
- 2) Watching films and television, looking at paintings or sculptures in a gallery, {and} listening to music in a concert hall deliberately /// place perceivers in a relationship / with the objects of perception (that // prevents them from acting upon {or} exploring those objects / in an unhindered fashion).
- 3) Many of the reactions (that people // have / to these special circumstances (reaching out to touch a sculpture; / foot — and finger — tapping / in response to music) /// are a residue of the more usual relationship / between perception and action, <as // are the specific conventions (that // regulate these reactions ("Please do not touch" signs at exhibitions, / socially enforced silence and immobility at concerts, / applause at regulated moments).
- 4) The interruption or suspension / of the perception-action cycle (that // characterizes some forms of aesthetic engagement) /// is, <of course>, culturally specific; it /// is at its most extreme / in some of the "high" art forms of the West {and} in circumstances (in which formal ceremony and aesthetics // interact).

circumstance	상황
sculpture	조각
relationship	관계
special	특별한
specific	구체적인
aesthetic	미적인
ceremony	예식

17. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 05

- 1) People (from more individualistic cultural contexts) /// tend to be motivated / to maintain self-focused agency or control <as these // serve as the basis of one’s self-worth>.
- 2) <With this form of agency // comes the belief [that individual successes // depend primarily on one’s own abilities and actions, {and} thus, whether by influencing the environment {or} trying to accept one’s circumstances>>>, the use of control ultimately /// centers on the individual.
- 3) The independent self /// may be more driven / to cope / by appealing to a sense of agency or control.
- 4) However, people (from more interdependent cultural contexts) /// tend to be less focused on issues of individual success and agency {and} more motivated / towards group goals and harmony.
- 5) Research /// has shown [that East Asians // prefer to receive, / {but} not seek, / more social support / rather than seek personal control / in certain cases].
- 6) Therefore, people (who // hold a more interdependent self-construal) /// may prefer to cope in a way (that // promotes harmony in relationships).

individualistic	개인주의적인
belief	믿음
circumstance	상황
cultural	문화적인
prefer	선호하다
social	사회적인
promote	증진하다

18. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 06

- 1) Severe depression /// is not something (people // can pull themselves out of <any more than they // can pull themselves / out of congestive heart failure, kidney disease, or gallstones>).
- 2) <When patients with congestive heart failure // develop difficulty breathing>, they /// are usually grateful for treatment (that // relieves their distress).
- 3) They rarely /// believe [they // can handle such illnesses themselves <because they // have no sense of being in control / over the workings of their heart>].
- 4) We also /// do not sense our brains at work, {but} we /// feel in control of our minds.
- 5) This sense of being in control of our minds /// allows / those with depression / to believe [they // can pull themselves / out of the severe depression].
- 6) <In my experience>, <once older adults // understand [that depression // is a disease of the brain, {and} not something (they // have control over)]>, they /// become more open to considering treatment.
- 7) It /// 's not [that they // can't handle their problems any longer]; / rather, their brain /// has let them down.
- 8) I often /// say to my patients, "It // 's not you; it // 's your brain".

depression	우울증
patient	환자
treatment	치료
allow	허락하다
experience	경험
handle	다루다
relieve	완화하다

19. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 07

1) <In the process of selling your property>, you /// may hear the phrase "real property" and "personal property".

2) Real property /// is fixed {and} attached; personal property /// is usually mobile {and} unattached.

3) [Where this // is likely to come up] /// is in regard to items / within your property.

4) Most refrigerators (that // can roll out, // be unplugged, {and} // taken with you), /// are considered personal property.

5) If a refrigerator is somehow permanently attached to the home (such as a built-in model), it /// is real property {and} /// stays.

6) <When selling a property>, it /// is assumed [that you // are selling all real property].

7) [Ripping things like banisters, fireplaces, etc, off their moorings {and} taking them with you] /// is {not only} boorish behavior, it /// would most likely be a violation of your sales contract.

8) <Even if it // is possible [to remove them]>, the buyer /// is assuming all real property to be his.

9) Granted, anything /// is negotiable, {but} <if I // was a buyer {and} I // allowed you to do such a thing at all (which I most likely // wouldn't), I /// would demand significant financial consideration / off the previously negotiated sales price, <so much so that you // would most likely say, "// Forget it">.

10) <As the buyer>, I /// don't need you trashing the property <as you // leave>.

property	재산
refrigerator	냉장고
consider	고려하다
violation	침해
allow	허락하다
significant	상당한
leave	떠나다

20. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 08

- 1) Much prosocial behavior /// is stimulated by others, <such as [when someone // acts more properly <because other people // are watching>]>.
- 2) Dogs /// will stay off the furniture {and} out of the trash <when their owners // are present>, {but} they /// casually break those rules <when alone>.
- 3) Humans /// may have more of a conscience, {but} they also still /// respond to the presence {or} absence of others.
- 4) Public circumstances generally /// promote prosocial behavior.
- 5) Participants (in a study / by Kay L. Satow) /// sat alone in a room {and} /// followed tape-recorded instructions.
- 6) Half /// believed [that they // were being observed / via a one-way mirror (public condition)], <whereas others // believed [that no one // was watching (private condition)]>.
- 7) <At the end of the study>, the tape-recorded instructions /// invited the participant to make a donation <by leaving some change / in the jar on the table>.
- 8) The results /// showed [that donations // were seven times higher / in the public condition / than in the private condition].
- 9) <Apparently>, one important reason for generous helping /// is [to make (or sustain) a good impression / on the people (who // are watching)].

prosocial	친사회적인
absence	부재
respond	반응하다
participant	참가자
whereas	반면에
result	결과
important	중요한

21. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 09

- 1) /// Say [you // 're driving down the interstate at sixty-five miles an hour / with three friends from out of town, {and} you suddenly // say to them, "Hey, there // 's that amazing Pink House!"].

- 2) What /// happens?.

- 3) Probably there /// 's a lot of sudden head swiveling, {and} someone's elbow /// ends up in someone else's ribs, {and} maybe one of your friends /// gets a glimpse, {but} probably nobody really /// gets a chance to see it (and somebody // might not believe you <if she // didn't see it for herself>!).

- 4) What <if you // had said instead, "Hey, <coming up on the right here in about two miles>, there // 's an amazing huge neon Pink House: // watch for it"?.

- 5) They /// 'd be ready, they /// 'd know [where to look {and} what to look for], {and} they /// 'd see [what you // wanted them to see].

- 6) Writers /// need to advise their readers / in a similar way.

- 7) That advice /// doesn't always need to be in a thesis statement {or} a topic sentence, {but} it /// does need to happen regularly <so that readers // don't miss something crucial>.

suddenly	갑자기
probably	아마도
see	보다
advise	충고하다
thesis	이론
happen	일어나다
crucial	중요한

22. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 10

- 1) <So far as diet // is concerned>, I /// belong to no school; I /// have learned something from each one, {and} [what I // have learned / from a trial of them all] /// is to be shy / of extreme statements {and} of hard and fast rules.

- 2) <To my vegetarian friends (who // argue [that it // is morally wrong / to take sentient life])>, I /// answer [that they // cannot go for a walk in the country / without committing that offense, <for they // walk on innumerable bugs and worms>.

- 3) We /// cannot live without asserting our right / to subject the lower forms of life to our purposes; we /// kill innumerable germs <when we // swallow a glass of grape juice, {or} for that matter a glass of plain water.>

- 4) I /// shall be much surprised <if the advance of science // does not some day prove to us [that there // are basic forms of consciousness / in all vegetable life>;

- 5) so we // shall justify the argument of Mr. Dooley, (who // said, <in reviewing "The Jungle,"> [that he // could not see [how it // was any less a crime [to cut off a young tomato in its prime {or} to murder a whole cradleful of baby peas in the pod]!]).

belong	속하다
statement	진술
morally	도덕적으로
purpose	목적
justify	정당화하다
argument	논쟁
murder	죽이다

23. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 11

- 1) Indeed, one (of the most problematic aspects of global warming / from the point of view of social policy) /// stems from the fact [that the phenomenon // has so far manifested itself very unevenly around the world].
- 2) Some places /// have had little warming in the past century, {and} some /// have even experienced cooling.
- 3) "<For extensive regions of the Earth>, the warming of the past 80 years // has deviated strongly from the global average," /// notes climate expert Ken Hare.
- 4) "This fact // raises major difficulties for political action: <in many countries>, future temperatures // will differ strongly from the global norm {and} global warming // will seem like a fiction / to local politicians".
- 5) He /// points out, <for example>, [that the lack of a strong warming trend in the United States // accounted in part / for the reluctance of the US government / to support the 1992 international convention on climate change].
- 6) "<If you // 're considering political action>, you // have to remember [that you // 're asking / a considerable number of people in the world / to take on faith [that this // is a truly global effect]]," / he /// said.

problematic	문제가 되는
policy	정책
past	과거
global	세계적인
temperature	기온
lack	부족
climate	기후

24. 수능특강 영독 > 02. 논리적 관계 파악/추론적 이해 > 12

- 1) <In the fifth century B,C,E>, the Greek philosopher Protagoras /// pronounced, "Man // is the measure of all things".
- 2) In other words, we /// feel entitled to ask the world, "What good // are you?".
- 3) We /// assume [that we // are the world’s standard, that all things // should be compared to us].
- 4) Such an assumption /// makes us overlook a lot.
- 5) Abilities (said to "make us human")—empathy, communication, grief, toolmaking, and so on — all /// exist to varying degrees / among other minds sharing the world with us.
- 6) Animals with backbones (fishes, amphibians, reptiles, birds, and mammals) all /// share the same basic skeleton, organs, nervous systems, hormones, and behaviors.
- 7) <Just as different models of automobiles each // have an engine, drive train, four wheels, doors, and seats>, we /// differ mainly / in terms of our outside contours and a few internal tweaks.
- 8) But <like naive car buyers>, most people /// see only animals’ varied exteriors.

philosopher	철학자
assume	가정하다
communication	의사소통
basic	기본적인
different	다른
internal	내부의
exterior	겉모습

25. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 01

inescapable	피할 수 없는
chaos	혼란, 혼돈
adolescence	청소년기, 사춘기
secure	안전한
base	근거지
discharge	배출하다
garbage	쓰레기, 가치가 없는 것
stick with	~와 함께 있다, ~의 곁에 머물다
evident	명백한
merry-go-round	어지럽게 돌아감, 회전목마
refrain	자주 반복되는 말
accurate	적확한, 정확한
nastiness	심술궂음, 악의
persistent	지속하는
dump	버리다
reflection	반영, 설명

26. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 02

- 1) < If I // say to you , Don't think of a white bear' ,> you /// will find it difficult not/ to think of a white bear.

suppression	억제, 억압
interplay	상호작용
cognitive	인지의
intentional	의도적인
consciously	의식적으로
locate	찾아내다
simultaneously	동시에
encounter	마주치다
inconsistent	일치하지 않는
prompt	자극하다
ensure	반드시 ~하게 하다
replace	대체하다
appropriate	적절한
load	부하, 부담
fatigue	피로
accessible	접근하기 쉬운

27. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 03

- 1) A trait /// can be said to be adaptive < if it // is maintained in a population by selection. >

- 2) We /// can put the matter more precisely by saying [that another trait // is nonadaptive, or "abnormal," < if it // reduces the fitness of individuals (that // consistently manifest it under environmental circumstances (that // are usual for the species.))>]

- 3) In other words, deviant responses in abnormal environments /// may not be nonadaptive — they /// may simply reflect flexibility in a response (that // is quite adaptive in the environments ordinarily encountered by the species.)

- 4) A trait /// can be switched from an adaptive to a nonadaptive status / by a simple change in the environment.

- 5) For example, the sickle-cell trait of human beings, determined by the heterozygous state of a single gene, /// is adaptive under living conditions in Africa, (where it // confers some degree of resistance to falciparum malaria.)

- 6) In Americans of African descent, it /// is nonadaptive, < for the simple reason [that its bearers // are no longer confronted by malaria.] >

trait	(유전) 형질, 특성
adaptive	적응성의, 환경 순응을 돕는
maintain	유지하다, 보존하다
population	개체군
abnormal	비정상적인
fitness	적응도
manifest	드러내 보이다
deviant	일탈적인, 정상에서 벗어난
flexibility	유연성
encounter	접하다, 마주하다
status	상태, 지위
confer	부여하다
resistance	저항력
descent	(~의) 가계(家系), 혈통
bearer	소지자
confront	직면하게 만들다

28. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 04

- 1) The philosopher Nelson Goodman /// argued [that we // should replace the question "What is art?" with the question "When is art?".]
- 2) The same objec /// t can function as a work of art or not, < depending on [how the object // is viewed.] >
- 3) < When an object // functions as art> , it /// exhibits certain "symptoms" of the aesthetic.
- 4) For example, an object functioning as art/// is relatively replete (full), < meaning [that more of its physical properties // are part of its meaning {and} should be attended to / than < when that same object // is not functioning as a work of art.>] >
- 5) Goodman /// asks us to consider a zigzag line.
- 6) < Told [that the line // is a stock market graph]> , all (we // attend to) /// are the peaks and dips.
- 7) We /// could get the same information from a set of numbers.
- 8) But < if this same line // is part of a drawing (say, the outline of a mountain)> , all of the line’s physical properties /// are suddenly important {and} part of [what the artist // wants us to attend to] — its color, texture, edges, thickness, among other things.
- 9) And we /// cannot translate this experience into a set of numbers.

philosopher	철학자
replace	대체하다, 바꾸다
exhibit	드러내다, 보이다
symptom	징후, 증상
aesthetic	미학(적 특질), 미적 특질; 미적인
replete	풍부한, 가득 찬
property	특성, 속성
stock market	주식시장
peak	최고점
dip	하락
outline	윤곽
texture	질감
edge	가장자리
thickness	굵기

29. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 05

- 1) Because of the perceptual frames (users of computer software and websites // have) , they /// often click buttons or links / without looking carefully at them.

- 2) Their perception of the display /// is based more on [what their frame for the situation // leads them to expect] / than on [what // is actually on the screen.]

- 3) This /// sometimes confounds software designers, (who // expect users to see [what // is on the screen]) — {but} that /// isn't [how human vision // works.]

- 4) For example, < if the positions of the "Next" and "Back" buttons on the last page of a multistep dialog box // switched> , many people /// would not immediately notice the switch.

- 5) Their visual system /// would have been lulled into inattention / by the consistent placement of the buttons on the prior several pages.

- 6) Even after unintentionally going backward a few times, they /// might continue to perceive the buttons in their standard locations.

- 7) This //// is [why consistent placement of controls // is a common user-interface guideline] , / to ensure [that reality // matches the user's frame for the situation.]

perceptual	지각의
frame	틀
switch	바꿔다; 변경, 전환
immediately	즉시
inattention	부주의
consistent	일관된, 한결같은
placement	배치
unintentionally	무심코, 본의 아니게
standard	통상의, 표준의
guideline	지침
ensure	반드시 ~하게[이게] 하다, 보장하다

30. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 06

- 1) In 1979, Christopher Connolly /// cofounded a psychology consultancy in the United Kingdom / to help high achievers perform at their best.
- 2) Over the years, Connolly /// became curious about [why some professionals// floundered outside a narrow expertise, < while others // were remarkably adept at expanding their careers>] — moving from playing in a world-class orchestra, for example, to running one.
- 3) Thirty years < after he // started> , Connolly /// returned to school to do a PhD investigating that very question.
- 4) Connolly’s primary finding /// was [that early in their careers, those (// who later made successful transitions) // had broader training {and} kept multiple "career streams" open < even as they // pursued a primary specialty.>]
- 5) [They // "traveled on an eight lane highway," he /// wrote, / rather than down a single-lane one-way street.]
- 6) They /// had range.
- 7) The successful adapters /// were excellent at taking knowledge from one pursuit {and } applying it creatively to another, {and } at avoiding cognitive entrenchment.
- 8) They /// employed [what Hogarth// called a "circuit breaker".]
- 9) They /// drew on outside experiences and analogies / to interrupt their inclination toward a previous solution (that // may no longer work.)
- 10) Their skill /// was in avoiding the same old patterns.

cofound	공동 설립하다
psychology consultancy	심리 상담회사
professional	전문가
expertise	전문 지식
remarkably	매우, 현저하게
expand	확장하다
primary	주된
transition	전환
career stream	경력의 경호
adapter	적응하는 사람
pursuit	연구, 일, 직업
apply ~ to ...	~을 ...에 적용하다
avoid	피하다
circuit breaker	회로 차단기
draw on	~을 이용하다
analogy	유사점
interrupt	저지하다, 방해하다
inclination	경향, 성향

31. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 07

- 1) In a recent discussion of human rights in social work and human services practices, a researcher /// argues [that the risk of strongly held primary values// is [that they // can easily become an inflexible form of universalism, in (which a single view of [what it// is to be human] // can become imposed by those with power (whether political, economic, professional, academic or cultural).]]
- 2) This /// can lead to an ironic situation in (which human rights // become associated with totalitarian ways of imposing particular ideals) , through asserting [that [what it // is to be human] // has to take one particular form.]]
- 3) The answer, for the researcher, /// is to seek a ‘shared humanity’, in (which all members of a community // are able to play active roles in the construction of [what humanity // means]) ,{ and } allows for these definitions to differ and to overlap / without having to be identical.
- 4) This /// requires that practitioners rethink their understanding of community, (in which there // is a balance between [what // unites people {and } the many differences between them.]

human services	인적 서비스, 복지 사업
practice	업무, 실행, 관행
primary	주요한, 기본적인
inflexible	경직된, 융통성 없는
universalism	보편주의, 보편성
impose	강요하다, 부과하다
ironic	모순적인, 반어적인
totalitarian	전체주의의
assert	주장하다, 단언하다
humanity	인간성, 인간다움, 인류
allow for	~을 가능하게 하다 [고려하다]
overlap	겹치다, 중복되다
practitioner	실무자, 개업한 의사[변호사]

32. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 08

- 1) < When biologists // consider complex human activities such as the arts> , they /// tend to assume [that their compelling qualities // are derivations of basic drives.]
-
-
- 2) < If any given activity / /can be seen to aid survival or facilitate adaptation to the environment, {or} to be derived from behaviour (which// does so) > , it /// ‘makes sense’ in biological terms.
-
-
- 3) For example, the art of painting /// may originate from the human need / to comprehend the external world through vision; an achievement (which // makes it possible / to act upon the environment {or} influence it in ways (which // promote survival.))
-
-
- 4) The Paleolithic artists (who // drew and painted animals on the walls of their caves) /// were using their artistic skills for practical reasons.
-
-
- 5) Drawing /// is a form of abstraction (which // may be compared with the formation of verbal concepts.)
-
-
- 6) It /// enables the draughtsman to study an object in its absence, to experiment with various images of it, {and} thus, at least in fantasy, to exert power over it.
-
-

biologist	생물학자
assume	생각하다, 가정하다
compelling	매우 흥미로운, 눈을 땔 수 없는
derivation	파생(물), 유래
drive	욕구, 충동, 동인
facilitate	촉진하다, 조장하다
adaptation	적응
be derived from	~에서 나오다[유래하다]
make sense	타당하다, 이치에 맞다
originate from	~에서 기원하다[유래하다]
achievement	업적, 성취, 달성
abstraction	추상화, 추상적 개념
be compared with	~에 필적하다[비교되다]
verbal	언어적인
fantasy	환상, 공상

33. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 09

- 1) Self-awareness, or reflective thought, /// is the main attribute distinguishing humans from animals.
-
-
- 2) It /// is the consciousness (that // enables us to contemplate ourselves.)
-
-
- 3) Reflection /// is the power / to turn one’s consciousness upon oneself, to know oneself and, especially, to know [that one // knows.]
-
-
- 4) Humans /// are the only creation in the universe (who // can be the object of their own reflection) {and} , because of that, another world /// is born: an inner world, a reality (in which no lower animal // can ever participate.)
-
-
- 5) < Incapable of contemplating itself, {or} of being aware of itself as the conscious subject> , not even a higher type of animal, such as a dog or cat (that // knows [who its master // is] {and} [where its food // is]) , /// can know [that it // knows.]
-
-
- 6) In consequence, it /// is denied access to a whole domain of reality (in which mankind // can move freely.)
-
-
- 7) Systems of physics, philosophy, mathematics, and astronomy, for example, /// have all been constructed because of man’s unique ability / to reflect inwardly.
-
-

self-awareness	자기 인식
reflective	성찰하는, 깊이 생각하는
attribute	속성
distinguish	구별하다
contemplate	깊이 생각하다
reflection	성찰, 숙고
participate in	~에 참여하다
incapable of	~을 할 수 없는
be aware of	~을 인식하다[알다]
in consequence	그 결과, 결과적으로
access	접근, 접속
domain	영역
mankind	인류
astronomy	천문학
unique	고유한, 독특한

34. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 10

- 1) I /// understand [it // is not likely [you // are going to tell an interviewer about all of your job search activities {or} provide a status report]] , no, clearly it' /// s none of their business.

- 2) However, there /// is nothing wrong with being honest to a limited degree, < if you // are reaching a critical stage with another company with whom (you // are also interviewing.) >

- 3) Reasonably speaking, most of us /// are pursuing more than one job at a time.

- 4) It' /// s not a mistake / to say to a hiring official, ["I // appreciate the opportunity for this interview, I // am interested in this job and your company,{ but} I // think [it// is fair/ to tell you [I // am also talking to some other companies,{ and} one of them// has invited me to a final interview" .]]]

- 5) Yes, this /// can be considered a take-away close, {but} it /// is simply the truth.

- 6) There /// is no need to, {and} I /// suggest [you// should not, share the name or details of the other company] ; just making them aware of your status/// is enough.

- 7) I /// would, however, caution you [that < if it // isn't true> , don't fake it.]

status report	현황 보고서
critical	결정적인, 중대한
reasoably speaking	이성적으로 말하자면
pursue	추구하다, 좇다
hiring official	채용 관계자
appreciate	감사하다, 감상하다
detail	세부 사항
caution	경고하다, 주의를 주다
fake	허위로 꾸며내다, 날조하다

35. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 11

- 1) The fact [that emotions // are unlearned, automated, and set by the genome] /// always raises the specter of genetic determinism.

- 2) /// Is there nothing personal and educable / about one's emotions? .

- 3) The answer /// is [that there // is plenty.]

- 4) The essential mechanism of the emotions in a normal brain /// is indeed quite similar across individuals, {and} a good thing too < because it // provides humanity, in diverse cultures, with a common ground of fundamental preferences on the matters of pain and pleasure. >

- 5) But < while the mechanisms // are distinctly similar> , the circumstances (in which certain stimuli // have become emotionally competent for you) /// are unlikely to be the same as for me.

- 6) There /// are things (that you // fear (that I // do not)) , and vice versa ; things (you // love {and} I // do not) , and vice versa; and many, many things (that we both // fear {and} love.)

- 7) In other words, emotional responses /// are considerably customized relative to the causative stimulus.

- 8) In this regard, we /// are quite alike {but} not entirely.

automated	자동화된
genome	(세포나 생명체의) 유전자 총체, 게놈
genetic	유전의
determinism	결정론
educable	교육 가능한
essential	근본적인, 필수적
mechanism	체제, 장치, 메커니즘
humanity	인류, 인간성
diverse	다양한
common ground	공통의 기반, 공통점
fundamental	근본적인
preference	선호(도)
distinctly	분명히, 뚜렷하게
circumstance	상황
stimulus	자극(pl. stimuli)
emotionally competent	감정을 불러일으킬 수 있는
vice versa	반대의 경우도 성립한다
considerably	상당히, 꽤
customized	맞춤식의
relative to	~에 대하여
causative	원인이 되는
in this regard	이러한 점에서

36. 수능특강 영독 > 03. 논리적 관계 파악/추론적 이해 > 12

- 1) One of the most widespread, sadly mistaken, environmental myths /// is [that living "close to nature" out in the country { or } in a leafy suburb // is the best "green" lifestyle.]
- 2) Cities, on the other hand, /// are often blamed as a major cause of ecological destruction — artificial, crowded places (that // suck up precious resources.)
- 3) Yet, < when you // look at the facts> , nothing /// could be farther from the truth.
- 4) The pattern of life in the country and most suburbs /// involves long hours in the automobile each week, < burning fuel {and} spewing exhaust / to get to work, buy groceries, { and } take kids to school and activities. >
- 5) City dwellers, on the other hand, /// have the option of walking or taking transit to work, shops, and school.
- 6) The larger yards and houses found outside cities /// also extract an environmental toll / in terms of energy use, water use, and land use.
- 7) It' /// s clear [that the future of the Earth // depends on more people gathering together in compact communities.]

mistaken	틀린, 잘못된
myth	근거 없는 통념, 잘못된 믿음
leafy	잎이 무성한
suburb	교외
green	친환경적인
ecological	생태계[학]의, 생태상의
artificial	인공적인
suck up	~을 빨아먹다[빨아들이다]
precious	귀중한, 값비싼
exhaust	배기가스
groceries	식료품
dweller	거주자
transit	대중교통
extract a toll	대가[희생]를 치르게 하다
in terms of	~의 측면에서
compact	조밀한, 작은

37. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 01

- 1) Opera /// is conventional.
-
-
- 2) Nobody /// sings all the time in the real world.
-
-
- 3) Nobody /// has an orchestra / (that // begins to play / <whenever he // feels emotional>).
-
-
- 4) Conventions /// are of course necessary / in the theater, / and even more so in opera.
-
-
- 5) We /// like conventions, / <provided that we // understand, accept, and desire them>.
-
-
- 6) Conventions /// are simply the result / of participants' agreeing on the rules, / of simplifying a complex world / <so that we // can concentrate / on [what // interests us]>.
-
-
- 7) We /// are accustomed, {for example}, to detective novels, television situation comedies, and western movies.
-
-
- 8) We /// understand / [how each genre // works], {and} we /// know / [that not every murder // has six suspects / (who // can be gathered in one room in the last chapter / by a brilliant detective)].
-
-
- 9) {Yet} we gladly /// accept the unreality of the situation / because of the pleasure / (it // provides us).
-
-

participant	참여자
concentrate	집중하다
accustomed	익숙한
detective	추리
unreality	비현실성

38. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 02

- 1) One great danger of intellectual property /// lies in the threat to liberty .
- 2) <When a group of scientists // stop working on a protein molecule / <because there // are too many intellectual property rights / (that // surround the use of the molecule)>>, a basic freedom, the freedom to research, /// has been interfered with.
- 3) The liberty cost of intellectual property rights /// may seem remote / <because most of us // do not carry out research on proteins>.
- 4) {But} we all /// have an interest / in seeing public research programmes into diseases and health being carried out.
- 5) We /// want, {for example}, public researchers to continue working on the genes for breast and ovarian cancer {and} helping to develop cheaper, more effective clinical tests.
- 6) We /// do not want them obstructed by announcements / like the following: ‘This important patent /// solidifies Myriad’s dominant proprietary position on the BRCA1 and BRCA2 genes’ (the genes linked to breast and ovarian cancer).
- 7) Companies /// are entitled to protect their treatments for disease {but} not, through use of their patents, to prevent others from access to genes / (which // are linked to the origins of disease).

property	재산
surround	둘러싸다
ovarian	난소
obstructed	방해받는
solidify	확고히하다

39. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 03

- 1) Too much choice /// is overwhelming for many people {and} /// results in consumers / (who // are less satisfied with the shopping experience), / (which ultimately // hurts retail profitability).
- _____
- _____
- 2) /// Consider, {for example}, a consumer / (who // wants a product to relieve her cold symptoms).
- _____
- _____
- 3) First, she /// has to decide / where to shop / for such a product.
- _____
- _____
- 4) Over-the-counter pharmaceuticals /// are now commonly available / in a variety of locations / ranging from hotel gift shops and convenience stores to drug and grocery stores.
- _____
- _____
- 5) <Once she // has chosen a store {and} // is standing in front of the shelf>, the consumer /// faces a dizzying array of products / from a variety of brands / with a broad spectrum of ingredients.
- _____
- _____
- 6) Even within a particular brand, / she /// can choose products / (that // vary / in [when they // should be taken], [how they // can be taken], {and} [what symptoms they // treat]).
- _____
- _____
- 7) Ironically, all this /// is enough to make a healthy person ill.
- _____
- _____

overwhelming	감당하기 어려운
profitability	수익성
pharmaceutical	의약품의
convenience	편의
ingredient	성분

40. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 04

- 1) In today's business environment, / firms /// may face competition from companies / located in their own home market / as well as from those based halfway around the world.

- 2) Also, customer trends / (which // take root in one country) /// may quickly spread to other parts of the world, / creating either new marketing opportunities {or} potential threats to a firm's established products and business models.

- 3) {In addition}, political and economic crises in one region /// may have important implications / for consumer and business confidence around the world.

- 4) One /// need look no further / than the sovereign debt crisis in Europe / (that // began to unfold in 2009) {or} the sub-prime mortgage crisis in the USA, / to appreciate the impact of such events on economic growth, consumer spending and prosperity.

- 5) Economic and political events taking place around the world /// may have a profound effect on a company's prospects for survival and growth.

- 6) It /// should be noted / [that <whether or not a firm // elects to operate internationally>, it /// is still vulnerable to changes / taking place in the global marketplace].

implication	영향
sovereign	국가
mortgage	대출
prosperity	번영
profound	지대한
vulnerable	취약한

41. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 05

- 1) Clarity /// is often a difficult thing for a leader to obtain.
- 2) Concerns of the present /// tend to loom larger / than potentially greater concerns / (that // lie farther away).
- 3) Some decisions by their nature /// present great complexity, / (whose many variables // must align a certain way / for the leader to succeed).
- 4) Compounding the difficulty /// is [what ergonomists // call information overload], / (where a leader // is overrun with inputs — via e-mails, meetings, and phone calls — / (that only // distract and clutter his thinking)).
- 5) Alternatively, the leader’s information /// might be only fragmentary, / (which // might cause her to fill in the gaps with assumptions — sometimes without recognizing them as such).
- 6) And the merits of a leader’s most important decisions, by their nature, typically /// are not clear-cut.
- 7) Instead, those decisions /// involve "a process of assigning weights to competing interests, {and} then determining, based upon some criterion, / (which one // predominates).
- 8) The result /// is one of judgment, of shades of gray; / like saying / [that Beethoven // is a better composer than Brahms]".

potentially	잠재적으로
Compounding	가중시키는
ergonomist	인간 공학자
fragmentary	단편적인
assumption	추정
criterion	기준
predominate	우위를 차지하다

42. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 06

- 1) Many women /// find their inner critic speaks up most loudly / around their most deeply felt dreams for their lives and work, / <because they // feel particularly vulnerable about them>.
- 2) They /// experience the most panicky, overwhelming self-doubt / <when they // are moving / toward [what they truly // long to do]>.
- 3) The inner critic /// is like a guard at the edge of your comfort zone.
- 4) <As long as you // don't venture forth out of that zone>, the inner critic /// can leave you alone — like a guard taking a nap.
- 5) {Yet} <when you /// approach the edge of your comfort zone, // test old beliefs, // contemplate change, {or} // stretch into playing bigger>, you /// wake the sleeping guard.
- 6) The inner critic /// recites its lines / in an attempt to get you to go back into the familiar zone of the status quo.
- 7) Many women /// find / [that the more strongly the inner critic // shows up, / the louder and meaner and more hysterical its voice, / the closer they // are to a breakthrough {or} the more likely they // are to be on the edge of taking a very important step].
- 8) In this sense, / <when you // hear a major inner critic attack>, it likely /// means / [you // are playing bigger].

vulnerable	상처받기 쉬운
overwhelming	감당하기 어려운
contemplate	고려하다
recite	읊다
breakthrough	돌파구

43. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 07

- 1) Researchers of the Earth’s system /// have been focused, appropriately, / on developing a better understanding of the vast and interconnected processes / (that // create our environment), {and} they /// have made a great deal of progress / since the publication of A Sand County Almanac, a 1949 non-fiction book by Aldo Leopold.

- 2) <Although there // are many problems left to solve>, knowledge about planetary life-support systems /// has progressed far more rapidly / than society’s willingness to use this knowledge.

- 3) The biggest challenge facing humanity /// is [that our political, social, and economic systems // are shortsighted].

- 4) Long-term planning typically /// considers years or decades, {but} the global environmental processes / (we // are now influencing) /// play out over centuries, millennia, or more.

- 5) We /// need / to instill a sense of geologic time into our culture and our planning, / to incorporate truly long-term thinking into social and political decision making.

- 6) This /// is [what "thinking like a mountain" // should come to mean in the Anthropocene].

- 7) <If we // succeed in transforming our culture>, residents of the later Anthropocene /// will look back on the early twenty-first century as a time of human enlightenment, / <when people // learned to truly think like mountains / by anticipating their long-lasting and complex effects on the world>.

appropriately	적절하게
interconnected	상호 연관된
shortsighted	근시안적인
incorporate	포함하다
Anthropocene	인류세
enlightenment	계몽

44. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 08

- 1) From the early twentieth century through the beginning of the 1970s, / the sociological analysis of cultural objects /// took one of two competing paths, / (which interestingly // shared a core assumption).
- 2) The products of mediated culture, <whether books, songs, or fashion>, /// were thought to be expressive symbols / (that // changed in lockstep with evolutions in society).
- 3) {For example}, in 1919 the anthropologist Alfred Kroeber /// argued / [that the hemlines of women’s dresses // were prescribed / through "civilizational determinism"; they // were a window into macro-level cultural values and belief systems].
- 4) In turn, by the mid-1920s the economist George Taylor /// argued / [that instead the hemlines of dresses // go up with rises [and] // go down with declines in the stock market].
- 5) For Taylor, hemlines /// were determined by macro-level economic, not cultural, shifts.
- 6) <While these "nothing-but" arguments // quibbled on the direction of the association between culture and the economy>, they both /// assumed / [that hemline lengths in women’s fashion // were reflections of outsized societal forces].

sociological	사회학적
anthropologist	인류학자
prescribed	규정되는
determinism	결정론
quibbled	욕신각신한

45. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 09

1) It /// is clear / [that even a single initial encounter with a word // can potentially leave a memory trace of its use].

2) Why /// is this clear?.

3) /// Consider the counterfactual: <if no memory trace // could exist after a single exposure>, then the second time / (the word // was encountered) /// would be exactly the same as the first time.

4) {But} then no memory trace of the word /// would be left / upon this second encounter.

5) This situation /// could be repeated ad infinitum / without any memory trace of the meaning being retained.

6) <If this // were the case>, we /// would be utterly unable to learn any words.

7) [Therefore], it /// must be possible / for an initial memory trace to exist / in order for it to be strengthened / upon subsequent exposure.

8) Fortunately, we /// know / [that human brains // have a vast capacity for implicit memory, / <even though memories // may not readily be brought to consciousness (they are not always easy to recall or make explicit)>].

strengthened	강화되는
counterfactual	사실과 반대되는
infinitum	무한
retained	보유된
subsequent	그 다음의
consciousness	의식

46. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 10

- 1) /// Consider for a moment a fish.
-
-
- 2) Fish /// belong in the water, {and} <when it // is in the place / (where it // belongs)>, it /// dominates all other things / (that // do not belong there / (that // may try to compete with it)).
-
-
- 3) Man /// is no match for the fish / <as long as it // remains in the water>, {so} in order for us to have any power over the fish, / we /// have to capture it / by using tools and many forms of trickery / to get it out of the place of its dominance.
-
-
- 4) We /// understand / [that man versus fish in the water, fish // wins].
-
-
- 5) {But} <if we // can succeed in taking it out of the water>, the fish /// will lose every time.
-
-
- 6) The thought / [that I // am trying to convey to you] /// is [that, <once you // discover / [who you // are] {and} // operate in that realm>, you // will always come out successful].
-
-
- 7) {But} <if you // follow the guile of other things / (that // may seem attractive) {and} // leave the place of your power>, you /// will never win.
-
-
- 8) Life /// is about winning, / not necessarily about winning against others but winning at being you, {and} the way to win /// is to figure out / [who you // are] {and} do it.
-
-

dominate	우세하다
capture	잡다
trickery	속임수
convey	전하다
realm	영역
not necessarily	반드시 ~인 것은 아니다

47. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 11

- 1) For a while, people /// thought / [that 10,000 hours of practice // was [what it // took to become an expert at something]].

oversimplification	과도한 단순화
tiredness	피로
confusion	혼란
cadence	가락
maneuver	동작

- 2) {But} now we /// know / [that this figure // is a gross oversimplification], / <because the quality of practice // matters even more than the quality>.

- 3) Expert practicers /// get better faster.

- 4) They /// have learned to pick out the difficult parts / of [what they // are trying to do], {and} /// work especially hard on those.

- 5) They /// make good use of recordings and videos of their own performance.

- 6) They /// know / [what time of day // works best for them, / when to push on through tiredness or confusion, / {and} when to take a break].

- 7) A pianist /// knows / [that sometimes it // helps to play a piece at half speed, / to get the fingering exactly right, {and} sometimes it // is worth trying to play it at double speed, mistakes and all, / to get a better feel for the flow and cadence of the piece].

- 8) A footballer /// is able to suggest to the coach a new way / of practicing an attacking maneuver.

48. 수능특강 영독 > 04. 논리적 관계 파악/추론적 이해 > 12

- 1) Today companies frequently /// require of their employees a different level and quality of engagement with the company.
- 2) In earlier periods, / employees /// were often treated like machines, {but} their private lives, consisting in their leisure time, passions, and beliefs, /// remained largely unaffected.
- 3) Nowadays, employees frequently /// contribute more than physical labor; they /// are required to innovate, make decisions, {and} work effectively as a team.
- 4) {As a result}, they no longer /// leave work / <when they // go home> {but} instead /// continue at some level nonstop.
- 5) The fact / [that workers // are being asked to contribute collectively to the production of goods and services] /// has begun to reweave the fabric of the social, / from one based in the distinction / between public and private spaces / to one / (in which networks of associations and the advantages / (they // may offer / to move ahead) // now function as the organizing force / in most daily interactions).
- 6) <As Michael Hardt and Antonio Negri // describe it>, we /// have transitioned from a society / (in which there // are factories to a factory society / (in which the entire social // performs as a factory)) .

engagement	참여
unaffected	영향 받지 않는
collectively	집단으로
reweave	다시 짜다
transitioned	이행되는

49. 수능특강 영독 > 05. 문법 및 간접 쓰기/통합적 이해 > 01

- 1) <If you // have become much less active, <spending a lot of time alone / focused on feeling depressed>>, /// think about activities (that // engage your attention {and} that // require a moderate level of concentration and effort).

- 2) Driving, for example, /// is probably not ideal, <because it // is such an automatic behavioral sequence / for most people <that it // siphons off only a small amount of attention>>.

- 3) Something (like strenuous aerobic exercise) /// may be much more effective, <because it // captures more attention>.

- 4) But you /// would not want to choose exceedingly complex, demanding tasks, / such as studying for a math exam, <because any difficulties (you // have doing such a task) // could reinforce negative, self-critical thinking>.

- 5) <When you // are feeling depressed>, a mentally demanding task /// may become overwhelming, {and} then you /// will start ruminating / about failing the task (e.g, "Depression // is going to ruin me, <because I // can't even concentrate on this simple math>").

- 6) Thus moderately engaging activities /// are probably the best distracters / for rumination.

- 7) /// Take some time / to discover the positive activities (that // are most effective / in reducing {or} eliminating your bouts of rumination).

active	활동적인
require	요구하다
effort	노력
automatic	자동적인
reinforce	강화하다
positive	긍정적인
effective	효과있는

50. 수능특강 영독 > 05. 문법 및 간접 쓰기/통합적 이해 > 02

- 1) Body water /// is involved / in several functions / critical to performance.

- 2) The body's chemical processes (that // provide the energy for muscle work) /// occur in water.

- 3) All of the transport functions of oxygen, nutrients, and body wastes /// are carried on in body water.

- 4) (Of most importance / to the exercising athlete> /// is the fact [that a large amount of heat (generated by exercising muscles) // is transported / by water in the blood / to the skin, (where water // is essential / for the production of sweat)].

- 5) Body heat /// is dissipated most efficiently / through the evaporation of sweat / on exposed skin surfaces.

- 6) An abundant supply of body water, <first to transport muscle-generated heat {and} then to produce the sweat (needed for evaporative cooling)>, /// is the best insurance / against the complications of heat cramps, heat exhaustion, and life-threatening heat stroke.

several	몇몇의
provide	제공하다
nutrient	영양분
importance	중요성
essential	필수적인
expose	노출하다
exhaustion	탈진

51. 수능특강 영독 > 05. 문법 및 간접 쓰기/통합적 이해 > 03

- 1) Sport /// sends some messages (that // support socioeconomic inequities).
- 2) For example, winning /// is the most prevalent organizing theme / in newspaper stories and telecasts of sporting events.
- 3) Winning /// is usually attributed to self-discipline, talent, and hard work.
- 4) <If an athlete or a team // doesn't win>, then we /// assume [that the player or the team // was lazy or lacked talent {and} so // didn't deserve to win].
- 5) Such beliefs /// underscore the American conception of merit — we often /// link hard work and talent to financial success.
- 6) The flip side /// is [that <if someone // fails financially>, it /// must be <because she or he // isn't talented {or} didn't work hard>].
- 7) This reasoning /// allows us to hold the belief [that the rich and poor both // deserve [whatever money they // have].
- 8) The point here /// is not [that merit // is a bad idea].
- 9) The problem /// is [that this logic often // leads us to overlook the societal barriers (e.g, poor nutrition, neighborhood gang violence, poor access to libraries and computers, dysfunctional families, lack of child care) (that // prevent poor people from developing themselves to the fullest {and} becoming valuable members of society)].

send	보내다
talent	재능
lazy	게으른
financial	경제적인
rich	부유한
barrier	장벽
prevent	막다

52. 수능특강 영독 > 05. 문법 및 간접 쓰기/통합적 이해 > 04

1) <According to Wikipedia>, <of the countries (that // have adopted color television)>, twenty-nine /// had done so / by 1969.

2) The vast majority of these /// were in Europe and North America.

3) The rise (in the use of television / in the 1950s) /// opened up the creativity of advertising / within a more emotional and powerful medium.

4) The addition of color /// must have been seen as a powerful boost <if used wisely>.

5) <Though, <no doubt>, early color commercials // were likely simply reshot black-and-white spots>, creative directors (at agencies / from New York / to London / to Paris / and beyond) /// must have seen this new technology as an advantage / in promoting brands.

6) <In many ways>, this transition (from black and white / to color) /// must have been similar to the challenges facing actors <when sound // was introduced to movies>.

7) <For advertising agencies / in the 1960s>, an entire world of new possibilities and requirements /// put them back to square one: they /// could either understand [how to use color effectively] {or} face losing clients.

adopt	채택하다
rise	증가
addition	추가
powerful	강력한
advantage	이점
similar	유사한
requirement	요구사항

53. 수능특강 영독 > 05. 문법 및 간접 쓰기/통합적 이해 > 05-06

- 1) <In the business world>, large bureaucratic organizations /// are sometimes unable to compete against smaller, innovative firms, <particularly in industries (that // are changing quickly)>.
- 2) This situation /// occurs partly <because innovative firms // tend to have flatter {and} more democratic organizational structures>.
- 3) /// Compare / the flat network structure in smaller, innovative firms / with the traditional bureaucratic structure in large bureaucratic organizations.
- 4) /// Note [that the network structure // has fewer levels than the traditional bureaucratic structure].
- 5) <Moreover>, <in the network structure>, lines of communication /// link all units.
- 6) <In the traditional bureaucratic structure>, information /// flows only upward.
- 7) Much evidence /// suggests [that flatter bureaucracies (with decentralized decision making {and} multiple lines of communication) // produce more satisfied workers, happier clients, {and} bigger profits].
- 8) Some of this evidence /// comes from Sweden and Japan.
- 9) <Beginning in the early 1970s>, Volvo and Toyota /// were at the forefront of bureaucratic innovation / in these countries.
- 10) They /// began eliminating middle-management positions.

bureaucratic	관료주의적
innovative	혁신적인
occur	일어나다
communication	의사소통
produce	발생하다
allow	허락하다
defect	결함

11) They /// allowed worker participation / in a variety of tasks (related to their main functions) {and} delegated authority / to autonomous teams of a dozen or so workers (that // were allowed to make many decisions themselves).

12) They /// formed "quality circles" of workers (to monitor {and} correct defects / in products and services).

13) Consequently, product quality, worker morale, and profitability /// improved.

14) Today, these ideas /// have spread well beyond the Swedish and Japanese automobile industries {and} /// are evident / in many large North American companies, / both in the manufacturing and in the service sectors.

54. 수능특강 영독 > 05. 문법 및 간접 쓰기/통합적 이해 > 07

1) The lesson of ecology /// is [that, <as species of the planet>, we /// are all connected in a web of life].

2) A Buddhist parable /// brings to life this rather stark {and} scientific lesson / from ecology.

3) <During his meditation>, a devotee /// fantasizes [that he // is eating a leg of lamb, / an act (proscribed by Buddhism (where strict adherence to vegetarianism // is required))].

4) His spiritual master /// suggests [that <when this fantasy // comes to him> he // draws a cross on the leg of lamb].

5) The devotee /// follows the advice {and}, <on returning to self-consciousness>, /// is amazed to find the cross / on his own arm.

6) A more prosaic way (of reaching the same sense of connection) /// is to think about a time (when you // might have hit an animal or bird <when driving your car>).

7) The sense of shock and horror [that you // have destroyed something so precious] /// is the same, <no matter how insignificant the animal // appears>.

planet	지구
scientific	과학적인
adherence	고수
connection	연결성
destroy	파괴하다
insignificant	하찮은
fantasy	환상

55. 수능특강 영독 > 05. 문법 및 간접 쓰기/통합적 이해 > 08

- 1) The distinctions — between mind and body, and war and peace — /// appear to have lost credibility altogether, <with the result [that we now // experience conflict (intruding into everyday life)]>.
- 2) <Since the 1990s>, rapid advances in neuroscience /// have elevated the brain over the mind <as the main way (by which we // understand ourselves)>, <demonstrating the importance of emotion and physiology / to all decision making>.
- 3) Meanwhile, new forms of violence /// have emerged, (in which states // are attacked by non-state groups), interstate conflicts // are fought <using nonmilitary means (such as cyberwarfare)>, {and} the distinction (between policing and military intervention) /// becomes blurred.
- 4) <As society // has been flooded by digital technology>, it /// has grown harder [to specify [what // belongs to the mind {and} what to the body, what // is peaceful dialogue {and} what // is conflict]].
- 5) <In the obscure space between mind and body, between war and peace>, /// lie nervous states: individuals and governments living in a state of constant and heightened alertness, <relying increasingly on feeling / rather than fact>.

distinction	차이
result	결과
rapid	빠른
importance	중요성
society	사회
peaceful	평화로운
individual	개인

56. 수능특강 영독 > 05. 문법 및 간접 쓰기/통합적 이해 > 09

- 1) The obvious problems (being caused by economic growth) /// have not been ignored by academics: they /// were noticed / by some in the economics profession, (who then // attempted to incorporate these concerns / into their discipline).

obvious	분명한
development	발달
consider	고려하다
environmental	환경적인
measurement	측정
pollution	오염
ignore	무시하다

- 2) This /// led to the development of environmental economics, {and} also the related study of natural-resource economics.

- 3) Conventional economics /// considers environmental impact to be an externality', / something outside its concern.

- 4) Environmental economists /// were keen to bring these negative impacts back / within the discipline.

- 5) However, they still /// approached the subject <in a scientific and measurement-based way>, <for example>, <using shadow pricing / to measure [how much people // were concerned about noise pollution {or} the loss of habitat]>.

- 6) In other words, the way (in which economics traditionally // marginalizes {or} ignores something (that // cannot be priced)) /// was still adhered to, {but} the response /// was to attempt to evaluate <in some way> aspects of life (which economics // had ignored).

- 7) Green economists /// would consider this to be a category error; <in other words>, they /// believe [it // is important / to accept [that some aspects of life // have social or spiritual worth (that simply // cannot be measured)]].

57. 수능특강 영독 > 05. 문법 및 간접 쓰기/통합적 이해 > 10

- 1) <Until fairly recently>, human beings /// lived in kin bands of usually no more than twenty people, / loosely associated into tribes of perhaps a few hundred.

- 2) <Open to nature and each other>, they /// knew each other more intimately <than we // can imagine today>.

- 3) Speech /// may have been superfluous, <as it often // is / between lovers, {or} between mother and baby>.

- 4) <When we // know someone that well>, we /// know <without asking> [what they // are thinking {and} feeling].

- 5) All the more / in prelinguistic times, (when our empathetic faculties // were yet unclouded by the mediatory apparatus of language).

- 6) /// Spend some time alone / with a person or small group in silence, {and} /// observe [whether, <after just a few days or even hours>, you // feel more intimately connected with them <than if you // 'd been talking>].

- 7) The empathy and intuitive understanding of others that develops in such circumstances /// is amazing.

recently	최근에
intimately	친밀하게
superfluous	불필요한
language	언어
silence	침묵
connect	연결하다
circumstance	상황

58. 수능특강 영독 > 05. 문법 및 간접 쓰기/통합적 이해 > 11-12

- 1) <When students in a civilian college // are found to be cheating on an examination>, it /// does not make a story in the national media — not even headlines in the local papers {and} probably not a story in the college newspaper.
- 2) The students /// may have a hearing / before a student/faculty disciplinary board, {and} a penalty /// may be imposed <if the verdict // is [that the students // are guilty]>.
- 3) The penalty /// may be a failure in the course {or} a brief suspension from the institution; often it /// is less severe than either of these.
- 4) The West Point scandal of 1976 /// made front-page news across the country.
- 5) Military students /// were cheating, (which // violated the honor code).
- 6) That event, a most serious matter, was followed by student dismissals and lengthy editorial comment.
- 7) In the junior class, 184 students were formally accused of cheating, and 152 of those were expelled.
- 8) Similar cheating "scandals" at the Naval Academy in Annapolis and at the Air Force Academy in Colorado Springs have also been given the most serious attention.
- 9) Why /// is cheating by an officer candidate taken more seriously <than cheating by a civilian student / at the same educational level>?.
- 10) The question almost /// answers itself.

examination	시험
guilty	유죄의
brief	간략한
violate	위반하다
serious	심각한
educational	교육적인
avoid	피하다

11) Civilian schools /// have honor codes, {but} moral education /// is usually not a conscious educational goal.

12) The Military Academy at West Point /// has a well-known honor code requiring [that "a Cadet // will not lie, cheat or steal, nor tolerate anyone (who // does)]".

13) [The experience of living by such a code], we /// hope, [/ will help produce officers (who // can be trusted / to avoid moral individualism)].

14) They /// will have consciously practiced the reflex / of honesty, of consistently doing [what they // promised to do], <regardless of temptation>.

15) The thought and temptations of individualism /// are always in the mind, {but} we /// assume [that people // can be found (who consciously // adopt another moral style)].

59. 수능특강 영독 > 06. 문법 및 간접 쓰기/통합적 이해 > 01

1) In the 1990s the Internet /// became the newest entrant in the baby advice field.

2) Major manufacturers of baby equipment as well as the neighbor down the street /// set up Web sites to help parents care for their babies.

3) Chat rooms /// brought mothers from all around the country together online / to discuss, question, {and} support each other.

4) The Internet /// meant [that the speed of information available to mothers // had compressed from weeks and months in the early 1900s to near instantaneous by 2000.]

5) In the 1910s a mother with a baby care question (that // was unanswerable in her immediate surroundings) /// could write to the Children's Bureau { and} wait for a reply.

6) Depending on her location and the post office this entire process /// might take several weeks.

7) In 2000 she/// could access the Internet from her home computer at 2:00 a.m, < if // necessary > {and} find an answer within minutes.

8) Hospitals and pediatricians/// also embraced the Internet{ and} Web sites written by and directed by them /// were set up across the country.

manufacturer	제조업체
equipment	용품, 장비
compress	압축되다
instantaneous	즉시의, 즉각적인
immediate	가까이에 있는
surroundings	이웃, 주위 사람들
access	접속하다
embrace	받아들이다, 포용하다

60. 수능특강 영독 > 06. 문법 및 간접 쓰기/통합적 이해 > 02

- 1) We /// presumably play many games < because they // are exciting> , {but} will playing a particular game /// result in a positive or a negative mood?.

- 2) This /// is (where the fundamental unpredictability of games // comes in) , < since failure// will likely result in a worse mood than success will.>

- 3) To play a game /// is to take an emotional gamble.

- 4) The higher /// the stakes, in terms of time investment, public acknowledgment, and personal importance, the higher /// are the potential losses and rewards.

- 5) We /// make very rough estimates of this gamble,< factoring in the likelihood of failure along with the time investment required, the audience for our performance, {and} our personal investment in performing well. >

- 6) We /// are probably also not very good at doing the calculation — optimists /// may be unable to believe [that failure // is a possibility, for example.]

presumably	아마도
result in	~을 초래하다[일으키다]
fundamental	근본적인
unpredictability	예측 불가능성
gamble	도박
in terms of	~의 관점에서
investment	투자
acknowledgment	인정
reward	보상
estimate	추정, 추산
factor in	~을 감안하다[고려하다]
likelihood	가능성
calculation	계산
optimist	낙관주의자

61. 수능특강 영독 > 06. 문법 및 간접 쓰기/통합적 이해 > 03

- 1) < Just as other living creatures // thrive or perish depending on [how well they // adapt to the environment] > , so too /// do humans, < although the consequences // are not usually so dramatic.>

- 2) For example, students /// often fail to adapt their attention {and} work habits to the demands of educational institutions.

- 3) In the short term, their grades /// suffer, {but} the long-term difficulties associated with this maladaptation /// are no less palpable.

- 4) They //// might have trouble adjusting their behaviour < once they// enter the workforce> ,(which // ultimately might deprive them of career advancement and financial remuneration. >

- 5) On the other hand, more relaxed work habits /// can be adaptable in other ways.

- 6) They /// might induce lower levels of stress (and its related health risks) / by shielding individuals from certain jobs (that // place undue tension on work-life balance.

- 7) Those (who // do adapt to the demands of higher education) /// might enter high-stress careers that call for adaptive techniques of their own, / such as meditation or effective time-management.

thrive	번성하다
perish	사라지다
adapt	적응하다, 맞추다
consequence	결과
dramatic	극적인
adjust	적응하게 하다
enter the workforce	직장에 들어가다, 직장을 갖다
ultimately	궁극적으로
deprive ~ of ...	~에게서 ...을 빼앗다
career advancement	승진
financial	금전적인
induce	유발[초래]하다
shield	보호하다
undue	지나친
tension	긴장
meditation	명상
institution	기관
maladaptation	부적응

62. 수능특강 영독 > 06. 문법 및 간접 쓰기/통합적 이해 > 04

- 1) Some years ago in the United States, a woman named Linda Kenney //// nearly died < when, prior to an operation, anesthesia // was administered to her improperly. >

- 2) Her husband, /// understandably, wanted to sue the doctor and the hospital.

- 3) Then the anesthesiologist /// wrote the couple a note expressing his regrets and grief.

- 4) He /// told her, [< "Whenever you // want to speak to me> , I will // make myself available] .

- 5) Here /// is my phone number".

- 6) The Kennes /// later learned [that the doctor // did not inform the hospital or its lawyers of [what he // was doing.]]

- 7) He /// knew [that they // would probably have forbidden him to contact the patient] , < because acknowledging his responsibility so frankly // would put him and the hospital at great risk if the patient sued. >

- 8) The Kennes /// were deeply moved by the doctor's letter, {and} even more impressed < when he// came to their home {and} begged forgiveness.>

- 9) The couple /// ended up not pursuing a malpractice suit, {and} instead, in conjunction with the doctor, started a group / to help both doctors and families deal with the trauma of medical and surgical errors.

prior to operation	~ 전에, ~에 앞서
operation	수술
administer	(약을) 투여하다
improperly	부적절하게
anesthesiologist	마취과 의사
note	짧은 편지
grief	슬픔
inform ~ of ...	~에게 ...을 알리다
contact	연락하다
acknowledge	인정하다
frankly	솔직하게
put ~ at risk	~을 위험에 처하게 하다
move	감동을 주다
beg	빌다
forgiveness	용서
pursue	(조사 등을) 계속하다
malpractice suit	의료 과실 소송
in conjunction with	~와 함께
start	설립하다
trauma	충격적인 경험, 정신적 외상
surgical	수술상의

63. 수능특강 영독 > 06. 문법 및 간접 쓰기/통합적 이해 > 05-06

- 1) < Because the phrase// is so well known> , some readers /// may be surprised to know [that Darwin //never wrote "survival of the fittest".]
- 2) This term /// was coined by British philosopher Herbert Spencer (who, incidentally, also first used the term "evolution") / in applying Darwin’s ideas to topics (he // himself did not address.)
- 3) The "survival of the fittest" concept /// had several effects.
- 4) First, it /// naturalized competition as part of a "struggle for existence".
- 5) In the process, it /// detoured from Darwin’s ideas; Organisms //// do not consciously "struggle" in this way — they /// do not know < if a mutation// has taken place (that // may require millennia to become widespread in their species.) >
- 6) They /// are simply born, live, and die, {and} pass on < whatever // was in their genes.>
- 7) This idea of competition /// grew out of{ and} had more application to the burgeoning industrialization and class divisions (that // were occurring in Britain [than it // did to Darwin’s idea of natural selection.])
- 8) A second and related effect /// was to justify genocide and colonization (the dash to carve up Africa /// culminated in the Berlin Conference of 1884, (when Europeans // sat around tables and drew lines on maps to delimit "their" possessions), and the "taming" of the American West /// took place at the same time), {and } to undermine any suggestion of social welfare for the poor in Europe.
- 9) [That people // were not as well off as those (whites) with the most resources] /// was taken as evidence [that they // were not as "fit," nor deserving.]

phrase	어구, 구
term	용어
coin	(새로운 낱말이나 어구를) 만들다
incidentally	우연히
address	다루다, 말하다
naturalize	자연스러운 것으로 보다
consciously	의식적으로
mutation	돌연변이
millennium	천 년 (pl. millennia)
justify	정당화하다
genocide	집단 학살, 종족 학살
colonization	식민지화
dash	서둘러 함
carve up	분할하다
delimit	범위[한계]를 정하다
taming	길들이기
be well off	잘살다
hierarchy	서열
classify	분류하다

10) This Social Darwinism /// helped define as "natural" the hierarchy of races (that //
had been constructed {and} classified through the discourses of science.)

64. 수능특강 영독 > 06. 문법 및 간접 쓰기/통합적 이해 > 07

- 1) Now, /// back to the essential issue at hand — [that of human intellect being // dependent upon the application of logical principles.]
-
-
- 2) There /// is much evidence [that the quality (that we // usually refer to as intelligence (in humans)) // , is closely related to the individual’s capacity for logical thought.]
-
-
- 3) For example, a great mathematician /// must be highly intelligent, < because his/her successful learning and manipulating of mathematical rules // is impossible, apart from much capacity for logical thinking. >
-
-
- 4) <Even though mathematics // is inherently a highly logical discipline> , any person (who// performs brilliantly in language, or any such endeavor) /// , is showing high intelligence, < because any such effective use of language, and such reasoning powers, // must involve much logical thinking. >
-
-
- 5) And, in general, the greater capacity one /// has for effective application of logical principles (whether in language, mathematics, artistic creations, or whatever), the greater /// is one’s power of intelligence.
-
-
- 6) Therefore, it //// can be seen [that intelligence and logic // are closely intertwined.]
-
-

application	적용
refer to ~ as ...	~을 ...으로 부르다
intelligence	지능
logical	논리적인
mathematician	수학자
manipulate	조작하다, 다루다
discipline	학문
endeavor	노력 (행위)
artistic	예술적인
interwine	뒤얽다, 엮다

65. 수능특강 영독 > 06. 문법 및 간접 쓰기/통합적 이해 > 08

- 1) Millions of people around the world /// suffer a lack of necessary nutrients because of limitations on [what // will grow in their region.]
- 2) One area (that scientists // are exploring) /// is genetically modifying vegetables to increase their nutritional value.
- 3) An example of this /// is "golden rice".
- 4) This variety of rice /// is genetically engineered to produce vitamin A — the vitamin (that // gives carrots their orange color.)
- 5) A vitamin A deficiency /// can have serious effects, / including blindness and even death.
- 6) Millions of people /// suffer from this problem worldwide < because they // live in areas (where vegetables containing the vitamin will // not grow.)>
- 7) < Since rice// will grow in these regions> , golden rice/// could provide at least some of this critical vitamin to the local population.

suffer	~을 겪다, 당하다
lack	부족, 결핍
nutrient	영양소
limitation	제한, 한경
region	지역
genetically	유전적으로
modify	변형하다
carrot	당근
medication	약물
deficiency	결핍(증)

66. 수능특강 영독 > 06. 문법 및 간접 쓰기/통합적 이해 > 09

- 1) The growing emphasis on ‘work readiness’ /// is the subject of much debate.
-
-
- 2) Some /// believe [that work and education // are qualitatively different social sites.]
-
-
- 3) < While education // provides skills and knowledge useful both in the short and long term,> it /// can only provide broad or generic training for work.
-
-
- 4) Specific training for a particular job /// can only be undertaken after study.
-
-
- 5) However, the demand for work-ready graduates, (who // are familiar with organisational practices in the workplace) /// , is increasing.
-
-
- 6) Employers /// value work experience < believing [that exposure to the workplace while studying // provides students with the opportunity to acquire valuable insights into [how the workplace // operates] {and} [what// is expected of them in different workplace settings.]] >
-
-
- 7) Employers /// report [that work experience // improves graduates’ soft skills, increases confidence {and } helps relate their studies to employment, < making them more rounded and with more realistic expectations of work. >]
-
-
- 8) The opportunity / to make contacts and create networks for future employment /// is another advantage.
-
-
- 9) In other words, work experience /// improves work readiness.
-
-

emphasis	강조
qualitatively	질적으로
employer	고용주, 고용인
soft skill	소프트 스킬(남들과 잘 소통하는 자질)
confidence	자신감
rounded	성숙한, 원숙한
realistic	현실적인
advantage	이점, 장점
generic	일반적인
undertake	시작하다, 착수하다
familiar with	~을 아주 잘 아는, ~에 익숙한
practice	관행, 관례
workplace	업무 현장, 직장
exposure	접(하계)함, 직접 체험하게 함
acquire	얻다
insight	통찰, 통찰력

67. 수능특강 영독 > 06. 문법 및 간접 쓰기/통합적 이해 > 10

1) A baby (who // can't hear) /// would have a stronger need / to remain in visual contact with her parents < as she // begins to roam.>

2) Mom and Dad /// could make a concerted effort / to make their friendly waves or approving smiles especially vivid to their toddler, even at a distance.

3) They /// could even make a point of coming over to her from time to time {and} offering a quick hug or peck on the cheek / to reassure their toddler [that her explorations // won't isolate her from them.]

4) A baby (who // can't see) /// would benefit from hearing lots of encouraging words and vocalizations, / as well as touches and smells.

5) In fact, we /// often recommend interesting games (that // enable babies (who // can't see) to locate people {and} objects by touch and sounds, as well as smells.)

6) In that way, they /// can create a sensory road map of their home < even though they // can't see.>

7) The important sense of space and spatial relationships (that we // all need to feel secure and to navigate) /// can be formed from many of our senses, and not just our vision.

wave	손짓, 손 흔들기
vivid	생생한, 선명한
peck	가벼운 입맞춤
reassure	안심시키다
isolate	고립시키다
spatial	공간적인, 공간의
navigate	이동하여 다니다

68. 수능특강 영독 > 06. 문법 및 간접 쓰기/통합적 이해 > 11-12

- 1) Ideation in its many forms /// is an area today (where humans // have a comparative advantage over machines).
-
-
-
- 2) Scientists /// come up with new hypotheses.
-
-
-
- 3) Journalists /// sniff out a good story.
-
-
-
- 4) Chefs /// add a new dish to the menu.
-
-
-
- 5) Engineers on a factory floor /// figure out [why a machine // is no longer working properly.]
-
-
-
- 6) Many of these activities /// are supported {and} accelerated by computers, {but} none /// are driven by them.
-
-
-
- 7) Picasso’s quote — [Computers // are useless.]
-
-
-
- 8) They /// can only give you answers.
-
-
-
- 9) —/// is just about half right.
-
-
-
- 10) Computers /// are not useless, {but} they’ /// re still machines for generating answers, < not posing interesting new questions. >
-
-
-
- 11) That ability /// still seems to be uniquely human, {and} still highly valuable.
-
-
-

comparative advantage	비교 우위
hypothesis	가설
journalist	기자, 저널리스트
sniff out	감각[냄새]으로 찾아내다
chef	요리사
figure out	알아내다
accelerate	가속하다
quote	인용문, 인용구
generate	만들어 내다
pose	(질문 따위를) 던지다
attributed to	~가 말한[쓴] 것으로 여겨지는
innovation	혁신
think outside the box	독창적으로 생각하다
characterization	특징 부여
reasonably	상당히, 꽤, 합리적으로
sustainable	지속 가능한
substantially	충분히, 상당히

12) We /// predict [that people (who // are good at idea creation) // will continue to have a comparative advantage over digital labor for some time to come, {and} will find themselves in demand.]

13) In other words, we /// believe [that employers now and for some time to come // will, < when // looking for talent,> follow the advice attributed to the Enlightenment sage Voltaire: "Judge a man by his questions, not his answers".]

14) Ideation, creativity, and innovation /// are often described as 'thinking outside the box,' {and } this characterization /// indicates another large and reasonably sustainable advantage of human over digital labor.

15) Computers and robots /// remain lousy at doing anything outside the frame of their programming.

16) Watson, for example, /// is an amazing Jeopardy! player, {but} would be defeated by a child at Wheel of Fortune, The Price is Right, or any other TV game show < unless it // was substantially reprogrammed by its human creators.>

17) Watson /// is not going to get there on its own.

69. 수능특강 영독 > 07. 문법 및 간접 쓰기/통합적 이해 > 01

1) <Whether or not they // allow some contemporary technology to be squeezed in>, / the reformers fundamentally /// believe / [that they // can bring back / "[what once // worked]"].

2) That belief /// has tragic ramifications for our students today.

3) It /// is tragic / <because so much / of [what we // do currently teach], {and} [what so many // want to preserve], // is now unimportant / <because the context for education // has changed so radically>>.

4) In the current environment, / every field and job — from factory work to retail to healthcare to hospitality to garbage collection — /// is in the process / of being transformed dramatically, {and} often unrecognizably, by technology and other forces.

5) {And} <while most reformers // recognize / [that society // is going through dramatic changes] (even though few // truly "get" their extent, speed, and implications)>, they too often — and paradoxically — /// do not see the need for education to change fundamentally / to cope with them.

contemporary	현대적
ramification	파급 효과
radically	근본적으로
unrecognizably	알아볼 수 없을 정도로
paradoxically	역설적으로
cope with	대처하다

70. 수능특강 영독 > 07. 문법 및 간접 쓰기/통합적 이해 > 02

- 1) Heller and Eisenberg /// claimed / [that gene patenting // may cause a problem of the "tragedy of the anti-commons" / for biomedical research, / <because a gene patent // can be broad enough / to cover any commercial use of the gene and the gene product>].
- 2) <When people // hold a resource in common>, they /// tend to overuse it / <because they // lack any incentive to conserve the resource>.
- 3) This overuse /// is generally referred to as a "tragedy of the commons," {and} privatization /// is often used to solve this problem.
- 4) {However}, <when a scarce resource // is overprivatized> / the result /// can be a "tragedy of the anti-commons," / (which // will result in the under-use of a resource / <because too many people // are excluded from using the resource>).
- 5) Under-use in human gene patents /// was said to be pervasive, / <because the high licensing fee // limits any further research, / <especially when most diseases // are polygenic, / meaning / [that multiple genes // are involved in the manifestation of a disease {and} several pieces of genetic material // are needed / to develop a product] >>.

patenting	특허
conserve	보존하다
privatization	사유화
overprivatized	지나치게 사유화된
pervasive	만연한
polygenic	다유전자성의
manifestation	발현

71. 수능특강 영독 > 07. 문법 및 간접 쓰기/통합적 이해 > 03

- 1) The thing about maintaining a lawn /// is [that the very action of cutting // encourages grasses to multiply].
- 2) Trees, {for example}, /// do very poorly / <if you repeatedly and regularly // cut them down just above the ground>.
- 3) In fact, many plants /// cannot cope with being regularly felled.
- 4) The bit of a plant / (that // does the growing) /// is called a meristem, {and} in plants such as tulips, begonias and carnations, the meristems /// are at the tips of the growing shoots.
- 5) <If you // cut these plants off at the ground>, you /// chop off the meristem, {and} they /// have to start the process of producing a shoot all over again.
- 6) This regrowth /// can only happen / at considerable energy cost to the plant.
- 7) <If you // keep doing this>, eventually the plant /// will give up the ghost and die.
- 8) {On the other hand}, grasses /// keep their meristems tucked away at the base of the plant.
- 9) <If you // chop off the leaves of a grass plant> / it merrily /// continues to grow from the bottom, / unconcerned by the decapitation / (it // receives).
- 10) Grasses /// have evolved this system / in response to being repeatedly eaten by herbivores.

cope with	대처하다
meristem	분열조직
considerable	상당한
unconcerned	개의치 않는
decapitation	목 베기
herbivores	초식동물
mowing	잔디를 깎는

11) By regularly mowing a lawn, / the only plants / (that // can survive) /// are grasses.

72. 수능특강 영독 > 07. 문법 및 간접 쓰기/통합적 이해 > 04

- 1) The effect of one’s actions on collective consequences, {and} one’s participation in those consequences / regardless of one’s actions, /// is relevant / <because there // is a dollar value associated with these actions>.

- 2) {Furthermore}, that dollar value /// can be complicated.

- 3) <When the cost of gasoline // is high enough>, the extra initial cost of a more fuel-efficient vehicle — or one / (that // does not use gasoline at all) — /// can seem less expensive, / <even if one // does not quite believe / [the car // will "pay for itself" through its fuel savings]>.

- 4) {However}, <if enough people // were to buy those vehicles — in sufficient numbers to reduce the demand for gasoline —> / the cost of gasoline /// would come down.

- 5) Then again, so /// would the cost of the vehicles, / thanks to economies of scale.

- 6) There /// is a push and pull of cost and relative savings / (that // is difficult for consumers to predict), / <as it // is affected so greatly by their collective actions>.

- 7) It /// brings to mind economist John Maynard Keynes’ description of stock-market investing: a beauty contest / (in which the winner // is not any of the contestants, / but the judge / (whose scores // come closest to the average scores of the judges collectively)).

consequence	결과
sufficient	충분한
collective	집단적
description	묘사
contestant	출전자

73. 수능특강 영독 > 07. 문법 및 간접 쓰기/통합적 이해 > 05-06

- 1) The metaphor of barking dogs /// has been used by historians of religions / to describe various uses of comparison, {but} like all good myths, / it /// bears retelling in each new context {and} /// can always be used in new ways.
- 2) Sherlock Holmes once /// solved a mystery, the case of Silver Blaze, a racehorse, / by using a vital clue of omission.
- 3) <When Inspector Gregory // asked Holmes / [whether he // had noted any point / (to which he // would draw the inspector’s attention)]>, / Holmes /// replied, "To the curious incident of the dog in the night-time".
- 4) "The dog /// did nothing in the night-time," /// objected the puzzled inspector, the essential straight man for the Socratic sage.
- 5) "That /// was the curious incident," /// remarked Sherlock Holmes.
- 6) The fact / [that the dog // did not bark / <when someone // entered the house at night>] /// was evidence, / in this case evidence / [that the criminal // was someone familiar to the dog].
- 7) Dogs /// bark at difference — in this case, someone different / from those / (with whom the dog // was familiar).
- 8) We /// cannot hear the sound of one hand clapping; we /// cannot hear sameness.
- 9) {But} through the comparative method / we /// can see the blinkers / (that each culture // constructs / for its retellings of myths).
- 10) Comparison /// makes it possible / for us / literally to cross-examine cultures, / by using a myth from one culture / to reveal to us / [what // is not in a telling from

omission	부작위
comparative	비교의
defamiliarize	낯설게 하다
metaphor	은유
racehorse	경주마

another culture], / to find out the things not "dreamt of in your philosophy" (as Hamlet said to Horatio).

- 11) {Moreover}, we /// can use comparative work / to test theories about our own culture, / by noting / [where our own dogs // have not barked].
-
-

- 12) Comparison /// defamiliarizes / [what we // take for granted].
-
-

- 13) We /// can only see the inflection of a particular telling / <when we // see other variants>.
-
-

74. 수능특강 영독 > 07. 문법 및 간접 쓰기/통합적 이해 > 07

- 1) Most employees /// want to do a good job, make a difference, {and} be valued for their efforts.

appreciated	인정받는
accomplishment	성과
motivation	동기 부여
occurrence	발생
recognition	인정

- 2) Regardless of the situation, / the company /// must take time / to determine / [what employees // need].

- 3) Employee performance /// is often tied more to personal factors / like being appreciated for doing a good job / than to money.

- 4) Recognizing accomplishments in a timely manner by a simple, sincere "Thank You" /// can go a long way in improving performance.

- 5) The level of motivation in part /// will be determined / by the time lapse / between the occurrence and awarding the recognition.

- 6) The closer the recognition to the occurrence, / the greater /// will be the motivation, / creating a positive environment / (that // fosters improved performance).

- 7) Really listening / to [what employees // are saying] /// lets employees feel / [they // are contributing], / giving them a sense of worth.

75. 수능특강 영독 > 07. 문법 및 간접 쓰기/통합적 이해 > 08

- 1) Internationalization /// is a critical issue in higher education today.
- 2) Many colleges and universities /// are transforming their curriculum / by integrating international perspectives {and} providing professional development to faculty and staff / <so that they // can effectively participate in today’s increasingly global environment>.
- 3) A major reason for internationalization in higher education /// is [that college graduates // are expected to become global citizens / to be able to successfully communicate in a diverse workplace].
- 4) Students / (who // take courses with international content) /// are believed to be better equipped to effectively communicate in global contexts.
- 5) {Therefore}, employers /// are looking for candidates / (who // not only have appropriate degrees for the job / but also foreign language skills and intercultural competence).
- 6) {Furthermore}, many colleges and universities /// are admitting more and more international students, {and} this /// makes it necessary / to train fellow students as well as faculty and staff about intercultural awareness and multiculturalism.

curriculum	교육과정
perspective	시각
equipped	준비가 된
candidate	지원자
competence	능력
multiculturalism	다문화주의
awareness	인식

76. 수능특강 영독 > 07. 문법 및 간접 쓰기/통합적 이해 > 09

- 1) Even people / (who // do not live near the ocean) /// can have an impact on marine communities and ecosystems.
- 2) Burning of fossil fuels, {for instance}, /// increases the amount of greenhouse gases in the atmosphere, / leading to climate change such as global warming, rising sea levels, and increased acidity of the ocean.
- 3) Another way / (in which inland populations // can affect the marine environment) /// is by contributing nutrients to the ocean.
- 4) Nitrogen /// is a major nutrient / (that // supports the growth of algae in aquatic ecosystems).
- 5) <When nitrogen-containing chemicals from terrestrial sources // reach the ocean> / they /// support an enormous increase in the growth of algae.
- 6) <When the algae // die>, the decomposition of their remains /// robs the water of oxygen.
- 7) Marine organisms / (that // can swim away, such as fishes), /// migrate to better water / <while those / (that // cannot, such as clams and worms), // die from lack of oxygen>.
- 8) The decomposition of their bodies /// removes more oxygen from the water, / making a bad situation even worse.
- 9) The result of this excessive decomposition /// is an area of ocean water / (that // is oxygen depleted).

ecosystem	생태계
acidity	산성도
Nitrogen	질소
algae	해조류
terrestrial	지상의
decomposition	부패
greenhouse	온실

<Because so little marine life // can survive in such an area>, / it /// is referred to as a dead zone.

77. 수능특강 영독 > 07. 문법 및 간접 쓰기/통합적 이해 > 10

1) The use of critical thinking /// has been identified as particularly important in the digital age / <as relatively quick access to a wide range of information // means / [that the user // needs the ability to critically evaluate the validity {and} relative value of information accessed]>.

validity	타당성
reluctant	꺼리는
abundance	풍부
relevance	적절성
credibility	신뢰성

2) In the past, the library, a book, or an expert (e.g, a teacher) /// were the student’s source of knowledge, {and} the value or validity /// was unlikely to be questioned.

3) <When the Internet // was originally introduced to school-based learning programmes>, a number of educators /// were reluctant to use it as a teaching resource / <as the information // may not contain correct facts>.

4) This view /// reflected the limited information available at the time through the Internet, the lack of social media where large numbers of people and experts were developing knowledge, {and} a positivist orientation to schooling (purpose is to learn truths).

5) The abundance of information at the touch of a digital technology /// means / [that learners // need to be able to critically evaluate its relevance, validity and significance].

6) This type of critical thinking /// expands the scientific orientation of critical thinking / using reasoning / to evaluate credibility.

78. 수능특강 영독 > 07. 문법 및 간접 쓰기/통합적 이해 > 11-12

- 1) Predicting / [how inventions and technological innovations // will be used] {and} [how they // will ultimately affect society] /// is often very difficult.
- 2) The history of technology /// is full of stories of inventors and innovators / (who // had no idea / of [how their inventions and innovations // would ultimately be used] {or} the far-reaching effects / (that they // would have on society)).
- 3) Johannes Gutenberg, inventor of the printing press and movable metal type, /// was a devout Catholic / (who // would have been horrified / to know / [that his invention // enabled the Bible to be widely printed {and} so // helped stimulate the Protestant Reformation]).
- 4) Thomas Edison apparently /// believed / [that the phonograph // would be mainly used for recording people’s last wills] {and} /// testaments and would undoubtedly be amazed by today’s tapes, CDs, and MP3 players, / (all of which // are descended from his invention for recording sound).
- 5) And who, until recently, /// would have thought / [that chlorofluorocarbons, / (which // have been used for decades as refrigerants), // would be eating away the ozone layer in the upper atmosphere]?).
- 6) Given enough experiences of this kind, / one /// gets the idea / [that every new technology // has not only known and expected benefits and costs / but also unknown and unforeseen benefits and costs].
- 7) New technologies sometimes even /// produce consequences exactly the opposite / of [what they // were intended to produce], [what the author Edward Tenner // calls "revenge effects"].
- 8) Powerful new technologies /// alter the social context / (in which they // arise); they /// change the structure of our interests and values; they /// change the ways / (in which we // think {and} // work), {and} they /// may even change the nature of the communities / (in which we // live).

Protestant	개신교도
apparently	분명히
phonograph	축음기
chlorofluorocarbon	프레온 가스
refrigerant	냉매
revenge	보복
consequence	결과

79. 수능특강 영독 > 08. 문법 및 간접 쓰기/통합적 이해 > 01

- 1) <From its very beginnings>, tango /// showed its changeable profile: first it /// was simply music played on piano / in houses of dubious reputation.

- 2) Later it /// was joined by the guitar, the flute and the violin <as it // started to be accepted / in the more prestigious ballrooms>.

- 3) The great change in tango /// was brought about / by the arrival of the 'bandoneon' squeeze box from Germany, / an instrument (which // was to become emblematic of tango {and} // played by great musicians / such as Astor Piazzolla).

- 4) Tango /// is such a wide-ranging rhythm <that it // can only be compared with jazz>, <insofar as its richness {and} ability (to adapt to changing times) // are concerned>.

- 5) But <because tango // is danced {and} most forms of popular music // are not>, it invariably /// ended up / in the concert halls / instead of on the streets.

- 6) <In Buenos Aires>, you /// can breathe tango at every corner, {and} there /// are countless tango shows, / many including dinner, first-class orchestras, musicals and also 'milonga' dances (where you // are taught the ABCs of this passionate rhythm).

changeable	변모하는, 변화하는
profile	특징
dubious	좋다고 할 수 없는, 애매한
reputation	평판
prestigious	명망 있는
bring about	일어나게 하다, 야기하다
arrival	도입
instrument	악기
insofar as	~에 한해서는
invariably	언제나, 변함없이
end up	결국 ~이 되다
countless	셀 수 없이 많은
first-class	최고 수준의
the ABCs of	~의 기본
passionate	열정적인

80. 수능특강 영독 > 08. 문법 및 간접 쓰기/통합적 이해 > 02

- 1) Land transportation systems /// have become a crucial component of modernity.

- 2) <By speeding up communications {and} the transport of goods and people>, they /// have generated a revolution / in contemporary economic and social relations.

- 3) However, incorporating new technology /// has not come about without cost: environmental contamination, urban stress and deteriorating air quality /// are directly linked to modern land transport systems.

- 4) Above all, transportation /// is increasingly associated with the rise in road accidents and premature deaths, / {as well as} physical and psychological handicaps.

- 5) Losses /// are not limited / to reduced worker productivity {and} trauma (affecting a victim's private life).

- 6) Equally significant /// are the rising costs in health services {and} the added burden on public finances.

transportation	교통(수단), 운송, 수송
component	요소
modernity	현대성, 현대적인 것
communications	교통 (체계), 교통 수단
generate	일으키다
revolution	혁명
contemporary	현대의, 당대의
incorporate	통합시키다
come about	일어나다, 발생하다
deteriorate	나빠지다
be linked to	~와 연결되다
premature	조기의, 너무 이른
trauma	트라우마, 외상

81. 수능특강 영독 > 08. 문법 및 간접 쓰기/통합적 이해 > 03

- 1) The Westernized "developed" economies /// are, <by a very large margin>, the largest markets / for prescription medicines.

- 2) It /// is, <therefore>, inevitable [that any coverage of the biopharmaceutical industry // will assume [that its research and development activities // are directed almost exclusively at these affluent nations]].

- 3) The problem for millions of people in the developing world /// is [that treatments for tropical diseases such as malaria // are not economical to develop {and} that medicines for "Western" diseases // are too expensive].

- 4) This situation /// is now changing <because of economic, political and social factors, / including the rise of "venture philanthropy" {and} new pricing models>.

- 5) <Perhaps most significantly>, rapidly growing economies (China, India and Brazil, for example) /// are sustaining a large number of people / with Western lifestyles and the diseases to match.

- 6) This /// may be one reason for an increased willingness / on the part of multinational pharmaceutical companies to invest heavily in research and development / in these countries {and} to offer generous pricing models / for drugs (that // treat infectious diseases such as malaria).

by a large margin	큰 차이로
prescription	처방
willingness	의향, 자진해서 하는 마음
infectious	감염성의
sustain	살아가게 하다
inevitable	불가피한, 필연적인
coverage	보도
assume	가정하다
be directed at	~을 겨냥하다
exclusively	전적으로

82. 수능특강 영독 > 08. 문법 및 간접 쓰기/통합적 이해 > 04

- 1) The relevance of generalized knowledge (that // is applicable to particular individual phenomena) /// is especially important in the applied areas of psychology — (where the layperson’s and scientist’s perspectives // cross paths).

- 2) Successful application (of the basic knowledge of psychology / in particular concrete situations) — be those situations examples of individual or group psychotherapy, / of consultation in a business firm, {or} of dealing with a troubled adolescent — /// can be consistent <only if the basic scientific basis of these applications // is adequate to the reality>.

- 3) Certainly it /// is possible [to achieve occasional practical success / on the basis of inadequate scientific knowledge — <as with the many people (who // believe in, {and} // try to confirm, predictions / made on the basis of horoscopes).

- 4) Such occasional success, however, /// would be based on the particular combination of circumstances / in the case of a concrete application, {and} /// need not follow / from any adequate scientific understanding of the phenomenon.

relevance	타당성
generalized	일반화된
applicable	적용할 수 있는
cross paths	(우연히) 마주치다
concrete	구체적인
consultation	자문, 상담
adolescent	청소년
consistent	일관된, 모순이 없는
occasional	이따금씩의
on the basis of	~에 근거하여
inadequate	부적절한
as with	~의 경우와 같이
confirm	사실임을 확인하다
combination	조합

83. 수능특강 영독 > 08. 문법 및 간접 쓰기/통합적 이해 > 05-06

- 1) One feature (of progress {and} separation from nature) /// is the growing incidence of physical inactivity.
- 2) Hunter-gatherers and farmers /// expend energy / to catch {and} grow their food; / the rest of us /// rely on cars {and} /// are gradually losing the ability to walk.
- 3) Physical inactivity (and junk food) /// is killing us, {and} our kids.
- 4) It also /// reduces the chance / of accidental or designed connection with nature.
- 5) We /// know [that the natural environment positively // affects our mental states].
- 6) /// Is it any surprise [to learn [that mental ill-health // is on the increase <just as environments and biodiversity // come under serious threat>, <just as we // seem to stop going there>]?).
- 7) The World Health Organization /// predicts [that depression and mental ill-health // will be the greatest source of ill-health worldwide / by 2020].
- 8) Yet green places /// are good places — from the small patches in cities / to the wide open wildernesses, {and} there /// are many ways (to engage in green exercise, / from gardening / to forest schools / to country walks).
- 9) All these /// are good for health, {but} <for many adults> /// are no more than temporary remedial measures, <as we // dash back to the rat race>.
- 10) Maybe it /// is too late / for some of us.

feature	특징
progress	진보, 발전
incidence	발생률
inactivity	비활동(성), 활동하지 않음
expend	소비하다
designed	고의적인, 계획된
biodiversity	생물 다양성
come under threat	위협을 받다
patch	작은 땅, 구역
wilderness	황야, 황무지
no more than	(단지) ~에 지나지 않는
remedial	개선의, 교정의
measure	방책
dash	서두르다
get to	~에게 영향을 미치다
literacy	능력, 지식
grave	무덤

11) We /// have forgotten, {and} /// will never reconnect enough.

12) The real challenge /// is [to get to today's young children, / connect them with nature and its mysteries early, / {and} prevent the extinction of ecological literacy (that // will dog us to our graves)].

84. 수능특강 영독 > 08. 문법 및 간접 쓰기/통합적 이해 > 07

- 1) <At the heart of learning> /// is good, old-fashioned trial and error.
-
- 2) <In many areas of learning, / including baseball, writing, and math>, we /// tinker our way / toward understanding {and} competence.
-
- 3) <Once we // have the glimmerings of an idea / about how to proceed>, we /// give it a go, /// observe the effects and the success, /// adjust our action, {and} /// have another go.
-
- 4) We /// can rarely figure everything out <in advance> so well <that our first attempt // is a surefire success>.
-
- 5) /// Watch / an engineer sketching a bridge, / an athlete adjusting her run-up, / a teacher or an executive polishing their PowerPoint presentations, / a child learning to dive, / a cook tinkering with a recipe, {and} you /// will see the power of this kind of rehearsing, practicing, and drafting.
-
- 6) Sometimes we /// know [what we // want to achieve], {and} our experiments /// are refined <as we // approach the goal>.
-
- 7) And sometimes we /// are just playing / with material (as artists // do), ideas (scientists), {or} bodily movements (choreographers) / to see [what // happens].
-

trial and error	시행착오
competence	능숙함, 능력
proceed	착수하다, 진행하다, 나아가다
adjust	조절하다, 조정하다
figure out	~을 알아내다[이해하다]
surefire	확실한, 틀림없는
athlete	육상 경기 선수, 운동선수
run-up	도움달기
executive	경영 간부
polish	다듬다, 광을 내다
rehearse	리허설하다, 예행 연습을 하다
draft	초안을 작성하다 [쓰다]
refine	개선하다, 정제하다

85. 수능특강 영독 > 08. 문법 및 간접 쓰기/통합적 이해 > 08

- 1) Living butterflies /// hold their wings / in positions (that // differ from those of mounted museum specimens).
- 2) <For example>, an obvious difference /// is [that live grass-skippers // spread their hindwings flat {but} // open their forewings only partially, <appearing very different / from completely flat-spread museum specimens>].
- 3) A less often noted difference /// is [that <when landed with their wings closed>, living skippers /// fold under the trailing edge of their hindwings, <hiding about one-fifth of the wings>].
- 4) Thus, the shape of the hindwings, (especially the length versus the width), /// may appear very different / in the field / than on museum specimens.
- 5) In addition, relatively fresh individuals often /// have distinctive sheens (that // are useful for identification); these sheens /// are lost upon aging {and} after death, <as // are some markings on the butterfly's body and especially its eye color>.

position	자세, 상태, 위치
mounted	(전시, 연구, 사용을 위해) 고정된, 받침을 댄
obvious	분명한, 확실한
grass-skipper	그래스 스키퍼(팔랑나비과의 일종)
hindwing	(곤충의) 뒷날개
flat	평평하게; 평평한
forewing	(곤충의) 앞날개
trailing edge	(날개, 프로펠러의) 뒷부분
versus	~와 대비한[대비하여]
relatively	비교적, 상대적으로
distinctive	독특한, 뚜렷한 구별이 되는
identification	식별, 신분 확인
aging	노화
marking	무늬, 반점, 표시

86. 수능특강 영독 > 08. 문법 및 간접 쓰기/통합적 이해 > 09

- 1) <In terms of parenting>, limited funds /// may restrict parents' ability, <for example>, (to pay for the best private schools {or} to satisfy their children's demands for the latest gaming console).
- 2) Yet constraints /// need not be <exclusively> of a financial nature.
- 3) <For many parents>, the most significant constraints /// are time and capabilities.
- 4) Some parents /// need to work long hours, <cutting down the time (they // can spend with their children).
- 5) <In some instances>, time constraints /// can be extreme: some parents /// migrate without their families in pursuit of work, <enduring separation from their children / for years>.
- 6) Limits (to parents' knowledge {and} abilities) /// are equally important.
- 7) Some parents /// may have the time {and} resources to care for their children, {but} /// fail to provide them with an appropriate diet <because they // are unaware of the nutritional properties of different types of food>.
- 8) Others /// underestimate the importance of education <as a means of getting on in society> {and} /// do not put effort into motivating / their children / to do well in school.

in terms of	~의 관점에서
parenting	육아
restrict	제한하다, 한정하다
constraint	제약
exclusively	전적으로, 오로지, 배타적으로
nature	특성, 본성
instance	사례, 경우
migrate	이주하다, 이동하다
in pursuit of	~을 찾아서[추구하여]
endure	감내하다, 참다
capability	능력
resource	자원(財源), 자원
diet	(일상적으로 먹는) 음식, (식이요법을 위한) 규정식
nutritional	영양의
property	특성, 재산
get on	성공하다

87. 수능특강 영독 > 08. 문법 및 간접 쓰기/통합적 이해 > 10

- 1) <From today's perspective>, it /// is difficult [to imagine the depth of the Great Depression, {and} the desperation and deprivation (it // created among people from all walks of life and social conditions)].
- 2) Complete industries /// disappeared, the ranks of the unemployed /// swelled to unthinkable levels, families /// lost their life savings {and} /// had no one to turn to.
- 3) Homes and farms /// were repossessed / by the thousands.
- 4) Soup kitchens /// could not serve enough meals to those going hungry, banks /// collapsed in rapid succession, {and} children /// stopped going to school.
- 5) Complete families /// thought about emigrating, <only to find out [that the Depression // was a worldwide phenomenon {and} that relatives (who // had stayed behind in the old world) // were suffering as much <as they // were>]>.
- 6) Not only that: uncles and cousins (who // had gone to faraway places, / such as Argentina or Australia), /// were in even worse conditions.
- 7) There /// were no jobs, no relief, and nowhere to go.

perspective	관점
the Great Depression	(1929년 미국에서 비롯한) 대공황
desperation	절망, 자포자기, 필사적임
deprivation	박탈
walk of life	(다양한) 계층, 직업, (사회적) 지위
the ranks	구성원들, 회원들, 군대
swell	팽창하다, 증가하다, 부어오르다
turn to	~에 의지하다
soup kitchen	무료 급식소
in succession	잇달아, 연속하여
emigrate	이민 가다
phenomenon	현상
relative	친척, 인척
relief	구호, 구호품, 재정지원

88. 수능특강 영독 > 08. 문법 및 간접 쓰기/통합적 이해 > 11-12

- 1) Intelligence /// is a ‘relative’ or normative construct.
-
-
- 2) One (of Alfred Binet’s seminal contributions / to the assessment of intelligence) /// was to introduce the idea [that we // can best index intelligence, <especially during childhood (when rapid cognitive development // occurs)>, <as the individual’s performance / in comparison to a reference group (e.g, all six-year-old children)>].
-
-
- 3) It /// is almost universally accepted [that one // can only quantify an individual’s intelligence / by referring to the reference or norming group].
-
-
- 4) The principal advantage to this approach /// is [that an individual’s intelligence // is indexed in a way (that it // has the same meaning), <even though norming groups // may change from one decade to the next (e.g, in terms of the core knowledge and skills (that // are within the capabilities of the larger reference group)>)].
-
-
- 5) The principal disadvantage to this approach /// is [that it // renders comparisons across norming groups somewhat problematic].
-
-
- 6) For example, it /// is arguably nonsensical [to say [that a large sample of today’s 18-year-olds // is more or less ‘intelligent’ / than a large sample of 18-year-olds in 1930].
-
-
- 7) The average 18-year-old today /// has very different knowledge and skills / from the 18-year-old in 1930, <in areas of math, science, arts and literature, and so on>.
-
-
- 8) An intelligence test (designed for 18-year-olds / in 1930) /// would be expected to yield very different performance norms <if administered today>, {yet} an IQ score (for 18-year-olds / in 1930 / on a then-current test) /// has the same normative meaning / as an IQ score for an 18-year old today on a current test.
-
-
- 9) The IQ score only /// tells us the individual’s standing / with respect to other members of the norming sample.

intelligence	지능, 정보, 기밀
normative	기준과 연관된, 표준적인
construct	구성 개념, (마음속으로 구성한) 생각
contribution	공헌, 기여
assessment	평가
index	지수화하다, 색인을 달다
cognitive	인지의, 인식의
reference group	참조 집단
refer to	~을 참조하다, 문의하다, 언급하다
principal	주요한
core	핵심적인, 가장 중요한
capability	능력, 역량
arguably	거의 틀림없이, 논증할 수 있지만
yield	산출하다, 생산하다
administer	시행하다, 운영하다
current	현재의, 최신의; 흐름
with respect to	~와 관련한

89. 수능특강 영독 > 09. 어휘 및 간접 쓰기/통합적 이해 > 01

- 1) Scientists /// hope to someday establish beyond a doubt [that aging and all the nefarious things (that // go with it) // can be indefinitely postponed simply / by reducing the amount of food and calories (we // consume.)]
- 2) /// Take note [that in the prevention of Alzheimer's disease, maintaining an ideal weight // may not be enough.]
- 3) Studies /// have shown [that the risk of Alzheimer's disease // is more closely linked to caloric intake / than to weight or body mass index (BMI).]
- 4) This /// means [that a junk food junkie (who // is blessed with a high metabolic rate (that // keeps her from gaining weight)) // may still be at a higher risk for developing a memory problem.]
- 5) < If we // consider the logic (that // explains [how caloric restriction // exerts its beneficial effects on the body and mind]) > , this/// makes a lot of sense.
- 6) The amount of age-accelerating oxygen free radicals generated from our diet /// is related to the amount of calories (we // consume) , / not to our weight.
- 7) Thus a person with a high metabolic rate (who // consumes greater calories) /// may actually be producing more harmful forms of oxygen / than someone with a slower metabolic rate.

establish	입증하다, 밝히다
beyond a doubt	의심의 여지없이
indefinitely	무기한으로
postpone	연기하다
prevention	예방
Alzheimer's disease	알츠하이머병, 노인성 치매
maintain	유지하다
risk	위험
be linked to	~와 연관되다
intake	섭취량, 섭취
body mass index (BMI)	체질량 지수(체중을 신장의 제곱으로 나누어 비만도를 가늠하는 지수)
junk food junkie	정크 푸드 중독자 (건강에 좋지 못한 인스턴트 음식이나 패스트푸드에 중독된 사람)
metabolic rate	신진대사율
restriction	제한
exert	(영향을) 주다, 미치다
age-accelerating	노화를 가속하는
generate	생성하다, 만들어 내다

90. 수능특강 영독 > 09. 어휘 및 간접 쓰기/통합적 이해 > 02

- 1) Economies /// are organized in different ways / to answer the question of [what // is to be produced.]

- 2) The dispute over the best way / to answer this question /// has inflamed passions for centuries.

- 3) Should a central planning board /// make the decisions, / as in North Korea and Cuba?.

- 4) Sometimes this highly centralized economic system /// is referred to as a command economy.

- 5) Under this type of regime, decisions about how many tractors or automobiles to produce // are largely determined by a government official {or } committee (associated with the central planning organization.)

- 6) That same group /// decides on the number and size of school buildings, refrigerators, shoes, and so on.

- 7) Other countries, including the United States, much of Europe, and increasingly, Asia and elsewhere /// have largely adopted a democratic and participatory decision-making process (where literally millions of individual producers and consumers of goods and services // determine [what goods, and how many of them, // will be produced.])

- 8) A country (that // uses such a decentralized decision-making process) /// is often said to have a market economy.

adopt	채택하다
participatory	참여적인
literally	그야말로, 문자 그대로
organize	조직하다
dispute	논쟁
inflame	자극하다
board	위원회
centralized	중앙집권화된
refer to ~ as ...	~을 ...라고 부르다 [언급하다]
command economy	계획 경제
regime	체제, 제도
determine	결정하다
official	관리
committee	위원회

91. 수능특강 영독 > 09. 어휘 및 간접 쓰기/통합적 이해 > 03

- 1) Research with human runners /// challenged conventional wisdom {and} found [that the ground reaction forces (GRFs) at the foot and the shock transmitted up the leg and through the body after impact with the ground // varied little < as runners // moved from extremely compliant to extremely hard running surfaces.>]
-
- 2) As a result, researchers /// gradually began to believe [that runners// are subconsciously able to adjust leg stiffness prior to foot strike / based on their perceptions of the hardness or stiffness of the surface on (which they // are running.)]
-
- 3) This view /// suggests [that runners // create soft legs (that // soak up impact forces < when they // are running on very hard surfaces> {and} stiff legs < when they // are moving along on yielding terrain. >]
-
- 4) As a result, impact forces passing through the legs /// are strikingly similar over a wide range of running surface types.
-
- 5) Contrary to popular belief, running on concrete /// is not more damaging to the legs than running on soft sand.
-

challenge	이의를 제기하다
conventional wisdom	사회적[일반적]통념
ground-reaction forces (GRFs)	지면 반발력
transmit	전달하다
impcat	부딪힘, 충돌, 충격
extremely	매우
surface	지표면
gradually	점차, 서서히
subconsciously	잠재의식적으로
adjust	조정하다
stiffness	경직도, 뻣뻣한 정도
perception	인식
hardness	경도(硬度), 단단함
soak up	~을 흡수하다
yielding	물렁한, 유연한
strikingly	놀랄 만큼
a range of	아주 다양한
contrary to	~와 반대로
damaging	해로운

92. 수능특강 영독 > 09. 어휘 및 간접 쓰기/통합적 이해 > 04

- 1) The MNM philosophy — Make New Mistakes — /// recognizes [that mistakes // are opportunities to learn.]

- 2) Of course, making the same old mistakes over and over /// isn't very smart.

- 3) We /// should learn from our mistakes[so that we // don't repeat them.]

- 4) Yet making no mistakes /// isn't very smart either.

- 5) Making no mistakes /// means [that we // continue to execute a familiar model or formula] ; making no mistakes/// means a lack of creativity and new strategies.

- 6) Conversely, making new mistakes /// means [that different activities and directions // are being attempted.]

- 7) We /// should make mistakes < when we // try new things> ; < if we // don't do so,> then we /// aren't being ambitious enough.

- 8) The key /// is to learn from our new mistakes [so that we // grow as a result of them.]

- 9) < If we // want our teachers to learn from their experiences — to actively engage in anticipating, hypothesis testing, reflecting, and analyzing > — they/// need to know [that learning // is messy] {and} [that it' // s all right / to feel comfortable < when they // make a mistake.>]

philosophy	원리, 인생관, 철학
recognize	인정하다
over and over	반복적으로
execute	실행하다
formula	(특정한 일을 이루기 위한) 공식[방식]
strategy	전략
conversely	역으로
direction	방향
attempt	시도하다
ambitious	야심찬
engage in	~을 하다, ~에 종사하다
anticipate	예상하다
hypothesis	가설
reflect	성찰하다
analyze	분석하다
messy	혼란스러운, 어질러진

93. 수능특강 영독 > 09. 어휘 및 간접 쓰기/통합적 이해 > 05-07

- 1) One beautiful spring day, a farmer /// was plowing his ground to plant carrots, < when a bear // wandered by.>
- 2) The bear /// was just about to grab him, {but} the farmer/// begged, "Don't hurt me, Bear.
- 3) Why don't we /// farm together?.
- 4) I/// 'll do all the work for both of us.
- 5) You /// can have everything (that // grows above the ground) , {and} I/// 'll take the roots".
- 6) ["That // sounds fair,"] said /// the bear.
- 7) "But you' /// d better not try to trick me, {or } you/// won't be safe in the woods anymore!".
- 8) The carrots (the farmer// planted) /// grew to be quite large.
- 9) At last the day /// came to harvest them.
- 10) < When they// were all dug up,> the farmer /// said to the bear, "Now let's divide them evenly.
- 11) < Just as I // promised> , you/// get all the tops, {and} I /// get the roots".

plow	(쟁기로) 갈다
plant	심다
wander	어슬렁거리다
grab	붙잡다
beg	빌다, 간청하다
trick	속이다
wheat	밀
figure	생각하다
deal	거래
harvest	수확하다
load	싣다
furious	몹시 화가 난
nervous	불안한
forgive	용서하다
dig up	~을 땅에서 파내다
divide	나누다
evenly	공평하게
bundle	다발
demand	요구하다

12) The bear /// was quite pleased with the huge bundle of carrot leaves (he // took home.)

13) But he /// was not pleased with their bitter taste.

14) He /// returned to the farmer{ and} demanded to taste one of the roots.

15) The bear /// ate a carrot {and} said, ["These // are sweet and delicious.]

16) You' /// ve tricked me, Farmer.

17) You /// had better not go in the woods again!".

18) "I' /// m sorry, Bear.

19) I /// didn't mean to trick you.

20) Next year you /// can have all the roots, {and } I' /// ll take [what // grows above the ground] .

21) It' /// s only fair".

22) But the next year, the farmer /// didn't plant carrots.

23) Instead, he /// planted wheat.

24)

He /// figured [< since he // was doing all the work> , he // should get the best end of the deal.]

25) < When it // was time to harvest the wheat> , the bear /// showed up again.

26) The farmer /// gave the bear all the roots {and} then loaded the wheat in his wagon.

27) < When the bear// got home> , he /// couldn't think of anything / to do with the roots.

28) He /// was furious!.

29) He /// went to the farmer's house {and } warned him, ["You' // ve shown [how smart you// are] , Farmer.]

30) But< if you' // re really smart> , from now on you' /// ll stay out of my woods!".

31) To this day, the farmer /// is always a little nervous< when he // goes into the woods.>

32) And with good reason, < for the bear // still hasn't forgiven the farmer for tricking him.>

94. 수능특강 영독 > 09. 어휘 및 간접 쓰기/통합적 이해 > 08

- 1) Socially anxious people /// usually feel friendly towards others {and} certainly have their fair share of the positive characteristics (that other people // appreciate.)
- 2) They /// may have a sense of fun, be energetic and generous, kind and understanding, serious, amusing, quiet or lively, { and} they/// spontaneously behave in these ways < when they// feel at ease.>
- 3) But feeling at ease in company /// is so hard for them, {and} makes them so anxious, [that these qualities // are often hidden from view.]
- 4) The anxiety /// interferes with their expression, {and} the ability / to display them /// may have gone rusty from lack of use.
- 5) Indeed, socially anxious people /// may have altogether lost belief in their likeable qualities together with their self confidence.
- 6) One of the rewards of learning to overcome social anxiety /// is [that it // enables you to express aspects of yourself (that // may previously have been stifled), {and} allows you to enjoy / , rather than to fear, being yourself.]

fair share	적당한[타당한] 양
appreciate	가치를 인정하다, 감상하다
generous	관대한, 후한
serious	진지한, 중대한
amusing	재미있는, 즐거운
at ease	마음이 편안한
in company	사람들이 있는 데서, 사람들 앞에서
quality	자질, 품질
interfere	방해하다
rusty	무디어진, 녹슨
likeable	호감이 가는
overcome	극복하다
aspect	모습, 면, 양상
previously	이전에
be oneself	자연스럽게 행동하다

95. 수능특강 영독 > 09. 어휘 및 간접 쓰기/통합적 이해 > 09

- 1) Exotic pets /// pose a risk to human health and safety, < particularly because some infectious diseases (they// carry) // are transmittable to humans. >
- 2) Ecological risks /// are also significant. Species loss due to the exotic pet trade /// can be so dramatic [that experts// have coined the term "empty forest syndrome" / to describe some of these exporting zones.]
- 3) In importing regions, too, exotic pets /// can escape { or} be illegally released into non-native environments, (where they // may become invasive.)
- 4) The most famous case of this /// is the breeding population of Burmese pythons / now established in the Florida Everglades.
- 5) But the traded animals themselves/// arguably bear the risks of the exotic pet trade most profoundly.
- 6) Pre-purchase mortality rates within the trade /// are as high as 70 percent for reptiles {and} some birds, {or} 80 percent for wild-caught marine fish, / with similar mortality rates persisting within the first year after purchase.
- 7) Experts /// argue [it // is difficult < if // not impossible> / to provide adequate care for exotic pets.]

arguably	거의 틀림없이, 주장하건대
bear	감내하다, 받다
exotic	외래의, 외국산의 (종종 열대산을 말함)
profoundly	크게, 심오하게
pose	(문제 등을) 제기하다, 주장하다
infectious	감염되는, 감염성의
transmittable	옮겨질 수 있는, 감염성의
ecological	생태(학)의
significant	상당한, 중요한
coin	(신어, 신표현을) 만들어 내다
syndrome	증후군
illegally	불법적으로
release	풀어서 방치하다
invasive	급속히 퍼지는, 침습성의
established	확실히 자리를 잡은
the Everglades	에버그레이드 습지
mortality	폐사, 사망
reptile	파충류
wild-caught	야생에서 포획된
persist	지속되다, 고집하다

96. 수능특강 영독 > 09. 어휘 및 간접 쓰기/통합적 이해 > 10

- 1) [What// was arguably the all-time greatest example of selection bias] /// resulted in the embarrassing 1948 Chicago Tribune headline "Dewey defeats Truman".

- 2) In reality, Harry Truman /// trounced his opponent.

- 3) All the major political polls at the time /// had predicted [Thomas Dewey // would be elected president.]

- 4) The Chicago Tribune /// went to press < before the election results // were in> , its editors confident [that the polls // would be correct.]

- 5) The statisticians /// were wrong for two reasons.

- 6) First, they /// stopped polling too far in advance of the election,{ and} Truman /// was especially successful at energizing people in the final days before the election.

- 7) Second, the telephone polls conducted /// tended to favor Dewey < because in 1948, telephones // were generally limited to wealthier households, {and} Dewey// was mainly popular among elite voters. >

- 8) The selection bias (that // resulted in the infamous Chicago Tribune headline) /// was accidental, { but} it /// shows the danger and potential power — for a stakeholder wanting to influence hearts and minds/ by encouraging others to hop on the bandwagon — of selection bias.

all-time	전대 미문의, 시대를 초월한
selection bias	선택 편향
headline	(신문 기사 따위의) 제1면의 큰 표제
opponent	상대, 대항자
poll	여론조사; 여론조사를 하다
go to press	편집을 마감하다
editor	편집자
statistician	통계 전문가, 통계학자
in advance of	~에 앞서
energize	열기[활기]를 북돋우다
conduct	실시하다, 처리하다
favor	지지하다, 편애하다
infamous	불명예스러운, 수치스러운, 악명 높은
accidental	우발적인, 우연의
stakeholder	이해관계자
hop on the bandwagon	시류에 편승하다

97. 수능특강 영독 > 09. 어휘 및 간접 쓰기/통합적 이해 > 11

- 1) Despite advances in desktop mapping software, (which // would a empower reporters as mapmakers) , news publishers /// tend to treat maps like photographs and other images — as illustrations (developed by specialists working in an art department outside the news room.)

- 2) Some newspapers /// have a separate graphics department (that // is responsible for maps and other information graphics) {or} a "graphics editor" (who // mediates between the news desk and the art department.)

- 3) Elsewhere the integration of illustrations and art /// relies on informal alliances — inviting the art director to the daily editorial meeting /// is a common concession.

- 4) < Because reporters and editors// are rarely trained in graphic design and mapmaking> , this division of labor/// is likely to persist.

- 5) Even so, some newspapers committed to investigative reporting /// acquired a geographic information system {and} made the software available to reporters covering crime, elections, or the environment.

- 6) The resulting maps /// are often team efforts / involving reporters, editors, and graphics specialists.

desktop	데스크톱의, 탁상용의
empower	능력[권한]을 부여하다
mapmaker	지도 제작자
illustration	삽화, 도해
information graphics	정보그래픽(인포그래픽)
mediate	조정하다, 중재하다
elsewhere	(어딘가) 다른 곳에서
integration	통합
alliance	제휴, 연합, 동맹
even so	그럼에도 불구하고, 그렇기는 하지만
committed	전념하는
investigative reporting	탐사 보도, 독자적 조사[추적] 보도
acquire	손에 넣다, 획득하다
geographic	지라(학)의, 지리적인

98. 수능특강 영독 > 09. 어휘 및 간접 쓰기/통합적 이해 > 12-14

- 1) At the 2008 Washington State Class 4A Track and Field Championship, Nicole Cochran /// had just finished the 3,200-meter race.
-
-
- 2) The defending champion/// thought [she // had won.]
-
-
- 3) After all, Cochran — a senior at Bellarmine Prep — /// seemed to have finished first / by more than three seconds.
-
-
- 4) But then her coach /// was called to the officials’ tent.
-
-
- 5) The officials ///said [that Cochran // had stepped outside of her lane during one of the turns.]
-
-
- 6) Cochran /// knew [she// hadn’t done it] , {but} the ruling /// was final.
-
-
- 7) She /// was going to be disqualified.
-
-
- 8) Almost everybody, including the other runners, /// believed [the judge // had made a mistake.]
-
-
- 9) Still, the title /// was awarded to the runner-up, Andrea Nelson from Shadle Park High.
-
-
-
- 10) Nelson /// wasn’t happy about it.
-
-
-
- 11) In fact, she /// was upset.
-
-

track and field	육상 경기
championship	선수권 대회, 선수권
defending champion	전년도 우승자
senior	졸업반 학생, 상급생, 성인
prep	(미국에서 특히 일류 대학 진학을 위한 기숙형) 사립 고등학교 (preparatory school)
official	심판, 공무원
ruling	판정, 판결, 결정
disqualified	실격된, 자격을 잃은
inspire	고무하다, 고취하다, 영감을 주다
down the line	끝까지, 완전히
chill	오싹한 느낌, 냉기
distnce runner	장거리 주자
copete	(시합에) 참가하다, 겨루다, 경쟁하다
event	(스포츠 대회 중의 하나의) 경기[종목], 행사, 사건
meet	(운동) 대회, 경기
formally	공식적으로
champ	우승자, 챔피언
title	(스포츠에서) 선수권, 타이틀
crush	압도하다, 밟아 으깨다

12) She /// had been running in the lane next to Cochran's, {and} she /// knew
[Cochran // had run a clean race.]

13) "That' // s not [how I / /wanted to win the state championship] ," said/// Nelson.

14) "It /// wasn't fair.

15) She /// deserved it.

16) She /// totally crushed everybody".

17) So < as the eight top finishers // took their places on the podium to receive their
medals> , Nelson/// made a decision.

18) She /// stepped off the podium, walked over to Cochran, {and} placed the first-place
medal around her neck.

19) ["It' //s your medal,] " she/// said.

20) Cochran //// was moved by the gesture.

21) She /// was pretty astonished.

22) The other runners /// were inspired, too.

23) The second-place finisher /// gave her medal to Nelson.

24) Then the third-place finisher /// gave her medal to the second-place runner, and so on down the line.

25) Finally, a girl named Lyndy Davis from Monroe High School /// gave her eighth-place medal away.

26) That /// meant [she // wouldn't be receiving one at all.]

27) ["It //gave me chills,"] said /// Cochran.

28) "It /// shows [how much respect distance runners// have for each other".]

29) Cochran /// competed in two more events, including the 800-meter race.

30) She /// finished in eighth place.

31) Afterward, she /// found Lyndy Davis {and} gave her the eighth-place medal.

32) ["After [what she // had done] , I // didn't want her to go home from the meet in her senior year / without a medal,"] said/// Cochran.

33) Then, 10 days after the competition, officials /// decided [the original ruling // had been wrong.]

34) Cochran /// was formally named the 3,200-meter champ.

99. 수능특강 영독 > 10. 어휘 및 간접 쓰기/통합적 이해 > 01

- 1) One of the great risks of writing /// is [that even the simplest of choices / regarding wording or punctuation // can sometimes prejudice your audience against you / in ways / (that // may seem unfair)].

- 2) {For example}, /// look again at the old grammar rule / forbidding the splitting of infinitives.

- 3) After decades of telling students / to never split an infinitive (something just done in this sentence), / most composition experts now /// concede / [that a split infinitive // is not a grammar crime].

- 4) /// Suppose / [you // have written a position paper / trying to convince your city council of the need to hire security personnel for the library], {and} [half of the council members — the people / (you // wish to convince) — // remember their eighth-grade grammar teacher’s warning about splitting infinitives].

- 5) How /// will they respond / <when you // tell them, in your introduction, / [that librarians // are compelled "to always accompany" visitors to the rare book room / because of the threat of vandalism]?

- 6) How much of their attention /// have you suddenly lost / because of their automatic recollection / of [what // is now a nonrule]?

- 7) It /// is possible, {in other words}, / to write correctly {and} still offend your readers’ notions of your language competence.

punctuation	구두점
infinitive	부정사
concede	인정하다
splitting	분리하는
vandalism	공공기관 기물 파손죄
recollection	떠올리는 것
competence	능력

100. 수능특강 영독 > 10. 어휘 및 간접 쓰기/통합적 이해 > 02

- 1) <While we // dislike failing in our regular endeavors>, games /// are an entirely different thing, a safe space / (in which failure // is okay, / neither painful nor the least unpleasant).
- 2) The phrase "It's just a game" /// suggests / [that this // would be the case].
- 3) {And} we /// do often take / [what // happens in a game] / to have a different meaning / from [what // is outside a game].
- 4) To prevent other people from achieving their goals /// is usually hostile behavior / (that // may end friendships), {but} we regularly /// prevent other players from achieving their goals / when playing friendly games.
- 5) Games, in this view, /// are something different from the regular world, / a frame / (in which failure // is not the least distressing).
- 6) {Yet} this /// is clearly not the whole truth: we /// are often upset / <when we // fail>, we /// put in considerable effort to avoid failure / while playing a game, {and} we /// will even show anger / toward those / (who // foiled our clever in-game plans).
- 7) {In other words}, we often /// argue / [that in-game failure // is something harmless and neutral], {but} we repeatedly /// fail to act accordingly.

endeavor	노력
distressing	괴로운
considerable	상당한
repeatedly	반복적으로
accordingly	그에 따라

101. 수능특강 영독 > 10. 어휘 및 간접 쓰기/통합적 이해 > 03

- 1) Emotions /// can easily intrude upon the most simple messages.
- 2) Some people /// can send us letters and e-mail messages / (that // are clearly hostile or nasty {and} // tempt us to respond in kind).
- 3) At times maybe we /// should.
- 4) How /// would you feel / < if you // received this message > ?.
- 5) Whose job /// do you think / [you // can do better] ?.
- 6) Mine or yours ?.
- 7) Most likely you /// would feel like socking the person who sent it.
- 8) There /// are certainly people / (who // can push us over the edge of civilized decorum).
- 9) The question /// is how to respond to them.
- 10) In this case, perhaps it /// is best not to respond at all.
- 11) The writer /// is clearly upset and resentful, / perhaps even insecure / about something / (you // may have said or suggested).

hostile	적대적인
decorum	예의
resentful	화가 난
unsettling	동요하게 만드는
aggressor	공격한 사람

12) <If you // receive an unsettling message such as this>, /// do not respond immediately.

13) <No matter how justified or outraged you // feel>, your emotions /// will get the better of your ability to express your thoughts {and}, ironically enough, you /// may end up appearing the aggressor.

102. 수능특강 영독 > 10. 어휘 및 간접 쓰기/통합적 이해 > 04

- 1) Within my family, / obtaining a university degree /// was never presented as a choice.

- 2) I /// was exceptionally lucky / <because my parents always // cultivated in my sister and me deep admiration / for academic and professional achievement>.

- 3) <As I // grew up>, my parents /// would repeat again and again / [that education // was an investment / (that // would always yield returns)].

- 4) They /// convinced us / [that knowledge // was the one thing in life / (nobody // could take away from you)].

- 5) Money, properties, even loved ones /// could disappear.

- 6) But not knowledge.

- 7) This thinking /// had acquired greater meaning in our new context / as recent immigrants / facing significant scarcity.

- 8) In these circumstances, / the promise of a better life /// depended on my parents' ability / to exercise their professions in the United States {and} on the education / (my sister and I // could obtain).

- 9) There /// seemed to be no American Dream / without a college degree.

exceptionally	특히
admiration	경의
convinced	확신하는
acquired	얻는
immigrant	이민자

103. 수능특강 영독 > 10. 어휘 및 간접 쓰기/통합적 이해 > 05-07

- 1) <While she // was going to Elanor Hales’s place>, Anika /// kept thinking about the baby elephant.
- 2) ‘// Would he still be alive?’ she /// thought.
- 3) <As soon as the car // stopped at Elanor Hales’s place>, Anika /// burst out of the car.
- 4) She /// was in a hurry / to see / [if the baby elephant // was still alive].
- 5) Then she /// saw an older woman / (who // was standing with her arm around an eland, a large African antelope).
- 6) She /// was talking to some people {and} patting the eland.
- 7) She /// looked over at Anika {and} then /// walked over.
- 8) She /// was barefoot.
- 9) The eland /// followed her.
- 10) "You // must be Anika," she /// said.
- 11) "I // am Elanor Hales".

antelope	영양
barefoot	맨발
blurt	불쑥 말하다
immense	엄청난
shrug	어깨를 으쓱하다

12) Her voice /// was very English, clipped, and no-nonsense.

13) She /// had kind eyes.

14) Anika /// blurted, "/// Is he still alive?.

15) // Is the baby elephant still alive?.

16) // Can I see him?".

17) Mrs, Hales /// laughed {and} /// said, "Yes, he // is.

18) He /// is still weak, {but} he /// has a good chance of surviving".

19) A sense of comfort /// filled Anika.

20) "I // have named him Kioko.

21) I // will show you around," Mrs, Hales /// said.

22) Mrs, Hales /// took Anika / to (where they // were taking care of elephants).

23) There /// were two other small elephants.

24) All of them /// were having a mud bath out front.

25) Kioko /// was there.

26) An animal caretaker /// was rubbing cool, muddy water behind Kioko's ear.

27) Kioko /// leaned against her {and} touched her with his trunk.

28) Anika /// wanted to go pet Kioko, {but} Mrs, Hales /// said no.

29) She /// said / [Kioko // needed to feel peacefully secure].

30) It /// wouldn't be good / for strangers / to pet him / yet.

31) Mrs, Hales /// explained / [that baby elephants // die / <unless they // feel safe {and} // get lots of attention>].

32) The tiny ones /// used to die, / even with lots of attention.

33) After having tea in the veranda, / it /// was time for Anika to leave.

34) She /// looked at Elanor Hales {and} /// said "Mrs, Hales, // is there any chance / (I // could work with you)?".

35) Mrs, Hales /// raised her eyebrows.

36) "What /// do you mean / by work?" she /// asked.

37) "Anything / (there // is to do).

38) I /// could learn immense amounts from you," Anika /// said.

39) "Well," Mrs, Hales /// said in a dry voice, "what good // would you be to me?.

40) I /// have workers already / (who // know the animals)".

41) Anika /// shrugged {and} /// raised her hands.

42) Mrs, Hales /// laughed, "// Write to me.

43) I /// will consider it".

44) She /// shook Anika's hand {and} /// said goodbye.

104. 수능특강 영독 > 10. 어휘 및 간접 쓰기/통합적 이해 > 08

- 1) /// Avoid the myth / [that writing // is easier at the last minute].
- 2) It /// is a popular, {but} dangerous myth.
- 3) Last-minute deadlines /// are more likely to create stress / (that // can paralyze your thinking and ability to write).
- 4) You /// may feel "energized" by the stress, {but} the stress also /// undermines your ability / to make logical connections and correct choices / while writing.
- 5) Inevitably, last minute writing /// results in embarrassing mistakes, omissions, and a lack of clarity.
- 6) /// Finish a day ahead of time, {and} /// review your work the next day.
- 7) /// Never post, publish, or submit a project / <immediately after you // finish writing>.
- 8) {Instead}, /// put it aside for an hour, or — even better —overnight.
- 9) Then, carefully /// review / [what you // have written].
- 10) Always /// read / [what you // have written] / out loud.
- 11) Reading out loud /// will reveal errors and omissions / (that you // didn't notice the previous day).

paralyze	마비시키다
omission	누락
awkward	어색한
deadline	마감 기한
undermine	약화시키다

12) Reading out loud /// helps you locate run-on sentences, awkward phrases, and unnecessary ideas.

105. 수능특강 영독 > 10. 어휘 및 간접 쓰기/통합적 이해 > 09

- 1) Composers /// compose music.
-
-
- 2) They /// write down a series of dots and lines on a page; then performers /// come along with their instruments and voices, /// look at the dots and lines on the page, {and} /// make sounds from them.
-
-
- 3) It /// is all very mysterious.
-
-
- 4) Or /// is it?.
-
-
- 5) After all, these words / (you // are reading) /// are just another series of dots and lines; you /// know / [what they // mean], {so} you /// can look at them {and} /// make sounds (and sense) from them.
-
-
- 6) {So} maybe music /// is really just another language, / with its own meaning; {but} there /// IS something more magical about music / than about any other language.
-
-
- 7) The range of sounds /// is far, far huger / than that of any spoken language: {and} <because they // aren't tied to any specific meaning>, the sounds /// can express much more.
-
-
- 8) There /// is no musical sound meaning 'sausage' or 'dirty laundry', {for instance}.
-
-
- 9) {On the other hand}, a musical sentence, or phrase, /// can sound happy, sad, thoughtful, nostalgic and eager — all at the same time!.
-
-
- 10) Words /// would get exhausted / <if they // tried to express as many meanings as that>.
-
-

specific	특정한
laundry	세탁물
thoughtful	사려깊은
nostalgic	향수를 불러일으키는
Composer	작곡가

106. 수능특강 영독 > 10. 어휘 및 간접 쓰기/통합적 이해 > 10

- 1) In judging / [that a particular explanation // is the best one], / you /// need to compare it with other possible explanations; {and} the more alternatives you /// are able to imagine, / the better your judgement /// is likely to be.

- 2) In science, a chemist working with the same data as their colleagues /// may reject an ‘obvious’ explanation of the phenomena / <because they // have the intellectual ability / to imagine a range of different explanations {and} the judgement / to be able to choose between them>.

- 3) {Similarly}, <when you // make a moral judgement about someone’s behaviour>, not only /// do you need to look at / [what they actually // did], but you also /// need to imagine / [what they // could have done].

- 4) <If someone // does something bad>, your judgement /// is likely to be harsher / <if you // think / [there // were better choices available to them]>, {and} more lenient / <if you // think / [they really // had no choice]>.

alternative	대안
colleague	동료
phenomena	현상
intellectual	지적인
lenient	관대한

107. 수능특강 영독 > 10. 어휘 및 간접 쓰기/통합적 이해 > 11

- 1) Solving the productivity problem /// is a double-edged sword.

- 2) <As soon as the business sector // raises productivity {and} salaries // start to rise in absolute terms>, wage disparities between poorly trained and highly trained workers /// are likely to become more pronounced.

- 3) <While the rising tide of higher salaries // will lift more people above the poverty line>, the income differences among different sectors of society /// are likely to grow.

- 4) <As companies // strive to become more productive as well as more innovative / in differentiating their products from their competitors>, they /// will increasingly either spin off low-paying, low-value jobs to Third World countries {or} eliminate them altogether through automation.

- 5) The remaining high-value, high-paying jobs /// are {thus} likely to require an increasingly well-educated labor force.

- 6) In an economy / dominated by innovation and mass customization, / the highly skilled and the highly trained /// are likely to prosper.

disparity	격차
pronounced	뚜렷해지는
altogether	완전히
dominated	지배되는
customization	주문 제작

108. 수능특강 영독 > 10. 어휘 및 간접 쓰기/통합적 이해 > 12-14

- 1) Once upon a time / there /// was a woman named June.
- 2) June /// was the widow of a successful entrepreneur.
- 3) Over a period of twenty-six years / her late husband, Walter, /// had built a family-owned corner drugstore into a chain of fifty-eight stores / with annual sales in excess of 326 million dollars.
- 4) June and Walter /// were the parents of a single child, Michael.
- 5) <As Michael // grew toward adulthood>, his mother /// assumed / [that Michael // would follow in his father’s footsteps].
- 6) As president and CEO, / Michael /// would fulfill his father’s vision of one hundred stores / with annual sales of over four hundred million dollars.
- 7) This, (June // believed), /// was the only course / (her son’s life // could take).
- 8) June /// was to be disappointed.
- 9) <When Michael // completed undergraduate school>, he /// announced / [he // would not be entering the family business].
- 10) Upset and worried, / June /// sought the advice of an old family friend.
- 11) The old friend, / (who // happened to be a retired high school principal), /// listened patiently / <as June // wandered through various stages of grief - denial, anger, depression, and back to anger>.

entrepreneur	기업가
undergraduate	학부의
wandered	헤매다
witness	목격하다
reluctant to	~하길 꺼리는
demoralizing	사기를 꺾는
self-reliance	자립

12) June's pain /// was not new to the former principal.

13) He /// had witnessed this frustration in other parents.

14) Knowing / [June's disappointment //was genuine], he /// agreed to talk with Michael.

15) Michael /// arrived early for their appointment.

16) Rather than being reluctant to talk, / Michael /// jumped right into the reasons for his decision.

17) Michael /// explained, "There /// was a time / (when I // would have loved nothing more than to run my father's business).

18) As a boy, / I /// idealized my dad.

19) I /// wanted to please him.

20) I /// wanted to hear him say / [he // was proud of me].

21) {But} you /// need to understand the relationship.

22) My father /// was a driven man / (who // came up the hard way).

23) He /// was determined to teach me self-reliance, {but} his method /// was demoralizing.

24) He /// thought / [the best way to teach me self-reliance // was to never encourage or praise me].

25) He /// wanted me to be tough and independent".

26) "Two or three times a week, we /// played catch.

27) Sometimes we /// would play catch with a baseball, at other times with a football.

28) Either way, the goal /// was always the same.

29) I /// was to catch the ball ten times straight.

30) I /// would catch that ball eight or nine times, {but} always on the tenth, he /// would do anything to make me miss.

31) He /// would throw it on the ground or over my head, {but} always so I /// had little chance of catching it".

32) Michael /// paused for a long moment {and} then /// finished, "He never /// let me catch the tenth ball — never!.

33) <No matter how hard I // tried>, he always /// set me up to fail.

34) {And} I /// guess / [that // is (why I // have to get away from my father's business)]; I /// want to catch the tenth ball".

109. 수능특강 영독 > 11. 어휘 및 간접 쓰기/통합적 이해 > 01

- 1) <To many people>, [having a goal] /// is synonymous with commitment, {and} commitment to a goal — in turn — /// is nearly synonymous with success.

- 2) Legendary boxer Muhammad Ali once /// remarked, "I // hated every minute of training {but} I // said, ' // Don't quit.

- 3) // Suffer now {and} // live the rest of your life / as a champion".

- 4) And there you /// have it — the clear sentiment [that doubling down on goals // is more likely to lead to success].

- 5) [Quitting], <on the other hand>, /// is reserved / for the morally {and} physically weak.

- 6) <As you // might guess>, we /// challenge the notion [that giving up (an indisputable psychological discomfort, <by the way>) // is so awful].

- 7) Blind devotion to goals /// has led to, <among other things>, "gold fever," <most often associated / with the California Gold Rush, (when miners // expended enormous physical, emotional, and financial capital / in their fruitless pursuit of riches)>.

- 8) <In fact>, researcher Eva Pomerantz of the University of Illinois /// argues [that heavy investment in a goal // can erode a person's psychological quality of life / by creating a spike in their anxiety].

- 9) This /// is especially true <when people // push themselves / by focusing on the potential negative impact / of not achieving their goals>.

synonymous	밀접한
commitment	전념
indisputable	반론 여지가 없는
psychological	심리적
discomfort	불편함
enormous	막대한
erode	떨어뜨리다

110. 수능특강 영독 > 11. 어휘 및 간접 쓰기/통합적 이해 > 02

- 1) Our insatiable appetite for seafood, <coupled with the brutal efficiency of our industrial fishing technologies>, /// has wreaked havoc.
- 2) But <above all>, it /// has been a combination / of government weakness, industrial greed {and} a scientific community (lacking the courage (to sound the alarm (that // has resulted / in one of the greatest ecological tragedies of our time))).
- 3) Decision-makers /// have routinely ignored the warning signs.
- 4) The reason /// is [that they // have been frightened / of upsetting the 'fishing lobby'].
- 5) As a result, they /// have set hopelessly unrealistic quotas, {and} /// have gone out of their way <to appease industrial fishing companies>.
- 6) <For example>, <in November 2008>, the inappropriately named International Commission for the Conservation of Atlantic Tuna (ICCAT) /// set a catch quota / for bluefin tuna (that // is nearly 50 per cent higher / than its own scientists advise).
- 7) <Citing concern / for jobs, livelihoods and consumer interest>, politicians /// have brought fish stocks to the brink of collapse, {and} <by their failure>, they /// threaten the very people (in whose interests / they // claim to be acting).

insatiable	만족할 줄 모르는
wreak havoc	파괴하다
hopelessly	절망적으로
inappropriately	어울리지 않게
Commission	위원회
Citing	언급하는
collapse	붕괴

111. 수능특강 영독 > 11. 어휘 및 간접 쓰기/통합적 이해 > 03

1) We /// live in times (when speed of reaction often // takes precedence / over slower {and} more cautious assessments).

2) <As we // become more attuned / to ‘real time’ events and media>, we inevitably /// end up placing more trust / in sensation and emotion / than in evidence.

3) Knowledge /// becomes more valued for its speed and impact / than for its cold objectivity, {and} emotive falsehood often /// travels faster / than fact.

4) <In situations of physical danger, (where time // is of the essence)>, rapid reaction /// makes sense.

5) But the influence of real time data now /// extends well beyond matters of security.

6) News, financial markets, friendships and work /// engage us in a constant flow of information, <making it harder / to stand back {and} construct a more reliable portrait of any of them>.

7) The threat lurking in this /// is [that otherwise peaceful situations // can come to feel dangerous, <until eventually they really // are>].

takes precedence over	우위에 서다
inevitably	필연적으로
reliable	믿을 만한
otherwise	그렇지 않으면
cautious	신중한

112. 수능특강 영독 > 11. 어휘 및 간접 쓰기/통합적 이해 > 04

- 1) Quite often, a party (seeking to show statistical significance) /// combines data from different sources <to create larger numbers>, {and} hence greater significance for a given disparity.
- 2) Conversely, a party (seeking to avoid finding significance) /// disaggregates data <insofar as possible>.
- 3) <In a discrimination suit / brought by female faculty members / of a medical school>, plaintiffs /// aggregated faculty data over several years, <while the school // based its statistics / on separate departments and separate years.
- 4) The argument for disaggregation /// is [that pooled data // may be quite misleading].
- 5) A well-known study /// showed [that <at the University of California at Berkeley> female applicants for graduate admissions // were accepted at a lower rate / than male applicants].
- 6) <When the figures // were broken down / by department>, <however>, it /// appeared [that <in most departments> the women’s acceptance rate // was higher / than the men’s].
- 7) The reason for the reversal /// was [that women // applied in greater numbers / to departments with lower acceptance rates / than to the departments (to which men predominantly // applied).
- 8) The departments /// were therefore variables (that // confounded the association between sex and admission).

statistical	통계적
disaggregate	분해하다
plaintiff	원고
reversal	반전
predominantly	주로
confound	틀렸음을 입증하다
disparity	격차

113. 수능특강 영독 > 11. 어휘 및 간접 쓰기/통합적 이해 > 05-07

- 1) Professor Povzner /// taught a course / at the Military Academy for Engineers.
- 2) He /// walked into a class one day, <ready / to start his lecture with a routine spiel / about Russian primacy in mathematics, {and} then settle down to a serious session of really teaching mathematics>.
- 3) But <to his alarm>, <the minute he // got up in front of the class> he /// saw [that <among the audience> // was a general, the chief of the Academy].
- 4) Povzner /// pulled up short {and} /// decided [that he // had better devote the whole lecture / to the subject of early Russian genius in mathematics.
- 5) Luckily, he /// was a very talented man, <good at thinking on his feet>, <so <on the spur of the moment> he // invented a wonderful lecture / on Russian mathematics in the twelfth century>.
- 6) He /// engaged in flights of fancy for the entire hour, <stopping only five minutes before the end / to ask, <as // was customary, ' ///Are there any questions?'.
- 7) Povzner /// saw [that one of the students // had raised his hand].
- 8) The student /// said, 'This // is so interesting, / about medieval Russian mathematics.
- 9) // Could you tell us, please, [where we // could get more information about it — what the reference books // would be]?
- 10) I // would like to learn more'.

primacy	탁월함
customary	통상적인
medieval	중세의
reference	참고
archive	기록 보관소
sympathetically	동정어린
commander	지휘관

11) <Having no time to think>, the professor immediately /// answered: 'Well, that // 's impossible!.

12) All the archives // were burned / during the Tatar invasion!'.

13) <When the class // was over>, the general /// got up slowly from his seat.

14) Then he /// came up to the lecturer {and} /// said, 'So, Professor,,, All the archives // were burned?'.

15) Only then /// did poor Povzner realize [what he // had said].

16) The unspoken question /// hung in the air: <If all the evidence of Russian primacy in this science // was burned>, how in the world // did the professor himself know the history of pre-invasion mathematics?.

17) He /// was ready to panic <when, unexpectedly, the general // smiled at him sympathetically, // turned around, and // left>.

18) This high-ranking commander /// was a clever and decent person; otherwise Professor Povzner // would have been in deep trouble.

114. 수능특강 영독 > 11. 어휘 및 간접 쓰기/통합적 이해 > 08

- 1) <When romantic partners // lie / to each other> they /// do so <relatively often by concealing information>.
- 2) There /// are several reasons <as to [why liars // prefer concealments]>.
- 3) <First of all>, they /// are difficult to detect.
- 4) <Once information // is provided>, lie detectors /// can verify the accuracy of this information <by searching for further evidence (that // supports {or} // contradicts it)>.
- 5) <In the case of concealments>, <however>, no information /// is given.
- 6) <Moreover>, concealing information /// is relatively easy.
- 7) <When telling an outright lie {or} when exaggerating>, a liar /// should invent a story (that // sounds plausible), <whereas nothing // needs to be invented <when concealing information>>.
- 8) Another problem (with telling an outright lie {or} exaggerating) /// is [that liars // need to remember the details (they // provided) <in case the topic of the lie // comes up on subsequent occasions>].
- 9) However, they /// don't need to remember anything <if they // don't provide information (concealment)>.

concealing	숨기는
accuracy	정확성
contradict	반박하다
exaggerating	과장하는
subsequent	추후에

115. 수능특강 영독 > 11. 어휘 및 간접 쓰기/통합적 이해 > 09

- 1) Control of the crime scene /// is obviously important.
- 2) This /// can be done <by establishing the boundary of the scene (be it a location, item, or person) {and} protecting it>.
- 3) The establishment of a cordon / at a major crime scene, <marking it with incident tape {and} protecting it with police officers>, /// is the common practice.
- 4) The same principles /// apply <if the examination // is that of a person (a suspect, victim, or witness), recovered vehicle, {or} any other item.
- 5) The recording / of the names of those (who // enter {and} // leave the defined scene (or come into contact with it) {and} at what time /// maintains the integrity of the scene management process.
- 6) The scene {or} investigation also /// extends / to persons (removed from the scene) {and} those (who // may be potentially connected with it).
- 7) The availability of trained crime scene investigators (to examine such scenes) /// may not always be adequate.
- 8) It /// is a long-established principle [that all areas (such as scene, victim, vehicle, and suspect) // should be dealt with / by separate scene investigators].
- 9) But <at some stage>, <most often in the laboratory>, items /// will be examined and compared / by the same scientist, (where systems // are also required / to ensure [that there // is no contamination]).

integrity	완전함
availability	가능성
adequate	충분한
laboratory	실험실
contamination	오염

116. 수능특강 영독 > 11. 어휘 및 간접 쓰기/통합적 이해 > 10

- 1) <In a study>, 77 undergraduate students /// were interviewed.
- 2) <During these interviews>, they /// were presented / with various events (e.g, falling on their head, getting a painful wound, or being sent to a hospital emergency room).
- 3) They /// were told [that, <according to their parents>, these events // had occurred in their childhood].
- 4) The interviewer /// gave further details / about the events (supposedly given by the parents).
- 5) <Unknown to the interviewees>, the events /// were invented by the researchers {and} /// had never happened / to the participants <according to their parents>.
- 6) Guided imagery instructions /// were given to the participants / to help them generate images for the false event (e.g, "/// Visualize [what it // might have been like] {and} the memory // will probably come back to you").
- 7) Results /// indicated [that 26% of students // "recovered" a complete memory for the false event, {and} another 30% / recalled aspects of the false experience].

emergency	응급
supposedly	아마도
generate	생성하다
Visualize	그려보다
recall	회상하다

117. 수능특강 영독 > 11. 어휘 및 간접 쓰기/통합적 이해 > 11

- 1) Noise /// is often thought to affect performance, <as anyone (who // has tried to concentrate / in a noisy environment) // can attest>.
- 2) High intensity noise clearly /// is related / to a generalized stress response.
- 3) However, the effects of noise on performance /// are far from clear-cut.
- 4) In general, task performance /// is only impaired / at very high noise intensities.
- 5) Performance deficits /// are particularly obvious / for difficult or demanding tasks.
- 6) Simple or routine tasks, <on the other hand>, /// are typically not affected by noise, {and} sometimes noise /// increases performance on simple tasks.
- 7) This enhancement effect probably /// occurs <because the noise // acts as a stressor, <raising the person’s arousal level {and} therefore overcoming the boredom (associated with the task)>.
- 8) Unfortunately, most of the evidence (on task performance under noisy conditions) /// comes from laboratory experiments.
- 9) <Based on the research conducted so far>, we /// cannot assess [whether the findings of lab research on noise // will generalize to less controlled conditions / in real work settings].

impaired	지장을 받는
intensity	강도
enhancement	향상
overcoming	이겨내는
conducted	이루어진
generalize	일반화하다
concentrate	집중하다

118. 수능특강 영독 > 11. 어휘 및 간접 쓰기/통합적 이해 > 12-14

- 1) I recently /// had the privilege of listening to / Robert Cooper, author of Executive EQ, / address an auditorium of 900 people.
- 2) The story (he // told / in the first ten minutes of his speech) /// demonstrated his authenticity.
- 3) He /// chose to tell us "[who he // was]" <by telling a story about his grandfather>, (who // died <when Robert // was sixteen years old>).
- 4) His father’s father /// had four major heart attacks <before he eventually // died from the fifth>.
- 5) <During that time>, he /// had taken great care / to assist in Robert’s development / as a young man.
- 6) He /// invested long talks and personal time / with him.
- 7) We /// could see the love (Robert // felt for his grandfather) <when he // used words / to help us see this man <as he // saw him back / then>>.
- 8) He /// said, "<If you // could measure intelligence / in the quality of intensity in a man’s eyes>, he surely /// must have been a genius".
- 9) He /// described / the decline in his grandfather’s health {and} [how <after each major heart attack> his grandfather // would call Robert to his side, <burning to share his latest near-death insight>].
- 10) Robert /// had us leaning forward in our seats, <as he // recounted his grandfather’s words "I // ’ve been thinking about [what // is most important in life], {and} I // ’ve concluded [that the most important thing in life // is ,,,,"].

Executive	실행하다, 간부
auditorium	강당
authenticity	진정성
revision	수정
adolescent	청소년기
awareness	인식
humanity	인간

11) We /// wanted to share the insights of this great man.

12) <By the fourth time> he /// had us laughing / at the old man's revisions {and}
Robert's adolescent fear [that he // was going to be tested / on remembering
[what the last heart attack's "most important thing in life" // was]].

13) <As we // continued to smile>, he /// told us about his grandfather's last revision:
"My grandfather // said to me, ' // Give the world the best (you // have) {and} the
best // will come back to you.

14) I /// have asked myself — what <if every day I // had refused to accept yesterday's
definition of my best>?.

15) So much /// would have come back / to me ,,, / to your father ,,, / to you.

16) But now it // won't, <because // I didn't>.

17) It // is too late for me.

18) But it // 's not too late for you'".

19) I /// held my breath / along with everyone there / at the power of a man's regret /
at the end of his life.

20) "It // is too late for me".

21) Our common humanity /// means [that we, too, // will die].

22) Every person in that audience /// had a flicker of awareness / toward our own deaths and potential regrets.

23) He /// didn't pull any punches with this story, {but} Robert /// glowed with the intensity of total authenticity {and} his integrity /// gave him the right (to tell such a powerful story).

119. 수능특강 영독 > 12. 어휘 및 간접 쓰기/통합적 이해 > 01

1) Clutter /// beats us up psychologically and physically.	impress	인상을 남기다
	cope with	~에 대처하다
	demand	요구
2) It /// clouds our minds, < making it difficult / to access what truly matters in our lives. >	prewired	이미 정해진, 사전에 내장된
	grace	품위
	intact	온전한, 영향 받지 않는
3) According to Ab Jackson, a fellow organizer, "Are you /// a person (that // buys things (that you // don't need), with money (that you // don't have) / , to impress people (that you // don't even like)) ?".	reactive	반응하는
	purposeful	목적이 있는
4) /// Sound familiar?.		
5) How reassuring would it be / to get organized in a way (that // not only helps you cope with the basic demands of life {but} also gives you more energy and joy?.)		
6) How about a way (that // actually resonates with [what // is easy for your unique brain?]) .		
7) We /// only have so much life force, so much chi, pran, or energy.		
8) Why /// spend it performing tasks (that // don't match your prewired tendencies?.)		
9) How can we /// learn to do this with less stress and more grace; even, dare I /// say, a sense of satisfaction and pleasure?.		
10) Here /// is (where your own organizing skills // can greatly assist you in feeling intact, < leading a life (that // is proactive rather than reactive, purposeful, and ultimately satisfying.)>)		

120. 수능특강 영독 > 12. 어휘 및 간접 쓰기/통합적 이해 > 02

- 1) TV shows /// were more popular in the seventies [than they // are now] < not because they// were better> , {but} < because we // had fewer alternatives to compete for our screen attention. >

- 2) [What < we // thought > // was the rising tide of common culture] /// actually turned out to be less about the triumph of Hollywood talent { and } more to do with the sheepherding effect of broadcast distribution.

- 3) The great thing about broadcast /// is [that it // can bring one show to millions of people with unmatched efficiency.]

- 4) But it /// can't do the opposite — bring a million shows to one person each.

- 5) Yet that /// is exactly [what the Internet // does so well.]

- 6) The economics of the broadcast era /// required hit shows — big buckets — / to catch huge audiences.

- 7) The economics of the broadband era /// are reversed.

- 8) Serving the same stream to millions of people at the same time /// is hugely expensive {and} wasteful for a distribution network optimized for point-to-point communications.

alternative	대안
compete	경쟁하다
triumph	승리
broadcast	방송
distribution	보급, 배급
unmatchable	비할 수 없는, 필적할 수 없는
efficiency	효율성
era	시대
reversed	반대인, 거꾸로 된
stream	스트림(데이터의 흐름)
optimized	최적화된
point-to-point communication	지점 대 지점 간 통신

121. 수능특강 영독 > 12. 어휘 및 간접 쓰기/통합적 이해 > 03

- 1) In one study Barbara Weston and I /// attempted to determine [whether or not 2- and 3-year old babies // would show evidence of familiarity to the perfume (the mother // wore during regular feedings.)]

attempt to	~을 시도하다
evidence	증거
familiarity	익숙함
feeding	수유, 음식 먹이기
exposure	논출
odourless	냄새가 없는
experimental	실험의
trial	실험
virtually	거의, 사실상

- 2) She /// would wear her own perfume and the same one each time.

- 3) The perfumes /// included 'L'Air du Temps', 'Jontu' and 'Maximi'.

- 4) After a few such exposures, we /// tested the babies in the laboratory.

- 5) The perfume /// was presented to the infant on a cotton swab {and} the babies' sucking, respiration, general activity and heart rate /// were recorded on a polygraph.

- 6) There /// were two control groups: a test with an odourless cotton swab, and a test with another perfume, 'Cachet', (which //was not worn by any of the mothers in the experimental group.

- 7) The results for 15 infants, 8 girls and 7 boys,/// showed 80 per cent response on trials with the perfume / versus virtually zero with the odourless control.

- 8) However, the infants /// responded about equally to mothers' perfume and the control perfume, 'Cachet'.

122. 수능특강 영독 > 12. 어휘 및 간접 쓰기/통합적 이해 > 04

- 1) In addition to efforts / to develop natural and more sustainable adhesive materials for commercial use, recent years /// have seen the emergence of a wide variety of "green adhesives".

- 2) Efforts / to produce {and} market these /// have been associated not only with the use of more sustainable raw materials {but} also with minimizing the environmental impacts of adhesives, / particularly with regard to reducing harmful compounds {and} solvents contained in the adhesives.

- 3) A number of governments /// have introduced regulations on the chemical emissions produced < when // using adhesives.>

- 4) These regulations /// have attempted to place limits on the amount of volatile organic compounds contained in adhesive products, < as these compounds // are thought to release hazardous air pollutants (posing both health and environmental risks.)>

- 5) Other products /// are designed to save energy {and} reduce waste.

- 6) Low-temperature hot melt glues, for example /// , require less energy to melt and apply, {and} new cardboard and foil-based packaging /// has also been developed / to reduce the landfill waste / from plastic tube applicators.

sustainable	지속 가능한
commercial	상업적인
emergence	출현
with regard to	~와 관련하여
compound	화합물
regulation	규제, 규정
emission	배출
place limits on	~을 제한하다
hazardous	위험한
pollutant	오염원, 오염 물질
landfill	매립 쓰레기
applicator	도포용 도구

123. 수능특강 영독 > 12. 어휘 및 간접 쓰기/통합적 이해 > 05-07

1) Joe /// has one specific memory of < when he // was 17 years old.>	specific	뚜렷한, 분명한
	yearbook	졸업 앨범
	restricted	(폭이) 좁은, 한정된
2) He /// had been working summers and vacations / for nearly five years at his father’s appliance store.	reluctantly	마지못해
	at hand	다루고 있는, 당면한
	motivational speech	격려의 말
3) Joe /// was out on a service call one afternoon / to fix a customer’s washing machine.	self-conscious	남의 눈을 의식하는
	presence	존재
	unannounced	예고되지 않은
4) Some members of the high school yearbook staff /// came into the store to get a picture of him for a story (they // were doing on [how the senior class// spent summer vacation.])	utilitarian	실용주의적인, 실리주의의
	snap	(사진을) 찍다
	no more than	단지 ~만의
5) His dad /// directed them to the customer’s home (it’ /// s a small-town thing).	execute	실행하다
	span	시간, 간격
	bruise	멍들게 하다
6) So, much to Joe’s surprise, two of the prettiest girls in the senior class /// showed up to take his picture.	ego	자아
	soften	부드러워지다
	phrase	말, 어구
	reminder	상기시켜주는 것
7) At the time Joe /// was so self-conscious.	trade	맞바꾸다, 교환하다
8) At 17, the presence of pretty girls /// made him incredibly nervous.		
9) Also, he /// looked dirty { and} completely unprepared for this unannounced visit.		
10) Making it all the worse /// was the utilitarian way (the two classmates // handled the task.)		
11) They /// briefly announced the purpose of their visit, snapped two photos, {and } left with no more than three sentences of interaction.		

12) The manner in (which they // showed up, executed their chore, {and} exited all in the span of five minutes with not even a pleasantry) /// was bruising to a teenage boy's ego.

13) < After// completing the service call,> Joe /// returned to the store.

14) It /// was clear, even to his emotionally restricted father, [that he // was bummed.]

15) "What /// happened to you?".

16) His father ///asked him.

17) Reluctantly, Joe /// shared his encounter with the two girls.

18) < After// listening to his story> , he /// said, "Cheer up, it gets worse".

19) And with that, Dad /// returned to the task at hand.

20) Joe /// remember thinking, "Really!.

21) /// 'Cheer up, it /// gets worse?'.

22) That /// has got to be the worst motivational speech (I // have ever heard in my life"..)

23) Years later, he /// reminded his dad, now softened with age, of that conversation.

24) He /// offered more nuance this time.

25) First, he /// said, [the phrase // is true.]

26) Life /// is hard, {but} < no matter how difficult today// is> , there /// will be a worse one ahead.

27) ["Cheer up, it gets worse," // is not negative] , he/// said.

28) It/// is a reminder/ not to wallow in your troubles today < because there // will be a day in the future (you // will want to trade for today.) >

29) Truly, an amazing piece of advice.

124. 수능특강 영독 > 12. 어휘 및 간접 쓰기/통합적 이해 > 08

- 1) *///* Imagine [*I* *//* tell you [that Maddy *//* is bad.]]
-
- 2) Perhaps you *///* infer from my intonation, or the context in (which we *//* are talking) ,[that *I* *//* mean morally bad.]
-
- 3) Additionally, you *///* will probably infer [that *I* *//* am disapproving of Maddy], {or } saying [that I think you *//* should disapprove of her, or similar,] < *//* given typical linguistic conventions {and} assuming I am sincere. >
-
- 4) However, you *///* might not get a more detailed sense of the particular sorts of way in (which Maddy *//* is bad) , her typical character traits, and the like, < since people *//* can be bad in many ways.>
-
- 5) In contrast, < if *I* *//* say [that Maddy *//* is wicked] > , then you *///* get more of a sense of her typical actions and attitudes to others.
-
- 6) The word ‘wicked’ *///* is more specific than ‘bad’ .
-
- 7) I *///* have still not exactly pinpointed Maddy’s character < since wickedness *//* takes many forms.>
-
- 8) But there *///* is more detail nevertheless, perhaps a stronger connotation of the sort of person (Maddy *//* is) .
-
- 9) In addition, and < again assuming typical linguistic conventions> , you *///* should also get a sense [that *I**//* am disapproving of Maddy , {or } saying [that you*//* should disapprove of her, or similar,]] < assuming [that we *//* are still discussing her moral character.]>
-

infer	추론하다
intonation	억양
context	상황, 맥락
disapprove of	~을 못마땅해 하다
linguistic	언어적
convention	관행
sincere	진심인, 진정한
detailed	자세한
sort	유형, 부류, 종류
character	성격, 성품
trait	특성
pinpoint	정확하게 지적[묘사]하다

125. 수능특강 영독 > 12. 어휘 및 간접 쓰기/통합적 이해 > 09

- 1) < When electromagnetic wavelengths // start to get too long to bend retinal (a biological chemical in the retina of the eye)> , we /// call them infrared < because they // are just below the visible color red. >
-
-
- 2) < When the wavelengths // are a little too short to be seen > we call them ultraviolet < because they // are just beyond the visible color violet. >
-
-
- 3) Visible light /// is squeezed in between the invisible infrared and ultraviolet wavelengths.
-
-
- 4) < If we// consider visible light to be the dividing line within the universe of invisible electromagnetic waves> , what can we /// say about wavelengths on either side of the visible?.
-
-
- 5) Those wavelengths shorter than visible light /// carry more energy.
-
-
- 6) The shorter wavelength radiations (think x-rays) /// carry enough energy [that they // go beyond simply bending molecules] ; they /// can actually break them.
-
-
- 7) And it /// is the breaking of biological molecules (that // results in radiation’s adverse biological effects.)
-
-
- 8) In contrast, those radiations with longer wavelengths /// carry much less energy than light (think radio waves), / not even enough to bend retinal or other biological molecules.
-
-
- 9) < If these low energy radiations// have biological effects> , their mechanism /// is more obscure {and} beyond [what we// currently understand about biology.]
-
-

radiation	복사(물체로부터 열이나 전자기파가 사방으로 방출됨, 또는 그 열이나 전자기파), 방사선
wavelength	파장
molecule	분자
electromagnetic	전자기의
infrared	적외선(의)
visible	가시적인, 볼 수 있는, 보이는
ultraviolet	자외선(의)
squeeze	끼워 넣다, 압착하다
invisible	보이지 않는
dividing line	(구분하는) 경계선
adverse	부정적인
mechanism	메커니즘, (수행) 구조, (목적 달성) 방법
obscure	이해하기 힘든, 알기 어려운

126. 수능특강 영독 > 12. 어휘 및 간접 쓰기/통합적 이해 > 10

- 1) Pain /// has always been philosophically and politically problematic.

- 2) < Whereas physical injuries and diseases // can be observed by others> , pain/// has an apparently private quality, (which potentially cuts the sufferer off from others.

- 3) By its nature, it /// can be difficult/ to adequately communicate, a quality (that// led the cultural theorist Elaine Scarry to describe intense pain as "world-destroying".)

- 4) The sufferer /// feels alone with their pain, {and } depends on the capacity of others / to empathize and to believe them.

- 5) < As Scarry// puts it> , "To have pain /// is to have certainty; to hear about pain /// is to have doubt".

- 6) This /// generates its own political strains, < as some sufferers / / are inevitably viewed as more credible than others,< while some // are assumed to exaggerate their pains. >>

- 7) The politics of pain /// involves differing views of [who // deserves compassion {and} how much] , a matter (that // generates its own distinctive political positions.)

- 8) For example, American conservatives /// have historically taken the harsher view [that those in pain// are less deserving of sympathy or pain relief.]

philosophically	철학적으로
politically	정치적으로
problematic	문제가 되는
whereas	~인 반면에
apparently	~인 것 같이, 겉보 기로는
private	사적인
potentially	어쩌면, 잠재적으 로
adequately	적절히
communicate	알리다, 전하다
alone	외로운
capacity	능력
empathize	공감하다, 감정 이 입하다
certainty	확실성
doubt	의구심
strain	유형, 종류
inevitably	필연적으로, 불가 피하게
credible	믿을 만한
exaggerate	과장하다
compassion	연민, 동정심
conservative	보수주의자
harsh	엄격한, 가혹한
deserving of	~을 받을 자격이 있는
sympathy	동정

127. 수능특강 영독 > 12. 어휘 및 간접 쓰기/통합적 이해 > 11

- 1) In the classic model of the Sumerian economy, the temple /// functioned as an administrative authority governing commodity production, collection, and redistribution.
- 2) The discovery of administrative tablets from the temple complexes at Uruk /// suggests [that token use and consequently writing // evolved as a tool of centralized economic governance.]
- 3) Given the lack of archaeological evidence from Uruk-period domestic sites, it /// is not clear < whether individuals also // used the system for personal agreements. >
- 4) For that matter, it /// is not clear [how widespread literacy // was at its beginnings.]
- 5) The use of identifiable symbols and pictograms on the early tablet /// s is consistent with administrators needing a lexicon (that// was mutually intelligible by literate and nonliterate parties.)
- 6) < As cuneiform script// became more abstract> , literacy /// must have become increasingly important / to ensure one understood [what he or she // had agreed to.]

classic	전형적인, 고전적인
administrative	관리의, 행정의
authority	당국, 권위, 권한
commodity	상품, 물품
redistribution	재분배, 재배포
tablet	판, 평판(平板)
complex	(건물) 단지, 복합 건물
token	(개별적이고 구체적인 표식으로서의) 상징, 대용 화폐, 기념물
consequently	결과적으로, 그러므로
governance	관리, 통치
domestic	가정의, 집안의, 국내의
for that matter	그 문제와 관련하여
identifiable	인식 가능한
pictogram	그림 문자
consistent with	~와 일치하는
mutually	서로, 상호 간에, 공통으로
intelligible	(쉽게) 이해할 수 있는
nonliterate	읽고 쓸 수 없는

128. 수능특강 영독 > 12. 어휘 및 간접 쓰기/통합적 이해 > 12-14

1) < Although Joyce // had little patience with elderly people> , she /// applied for the activity director position in a nursing facility.	apply for	~에 지원하다
	facility	시설, 능숙, 용이함
	cheerful	쾌활한, 기운찬
	resident	거주자, 주민
2) < When the ringing of the telephone // woke her> , it/// was 8:05 am.	lonely	외로운
	stick out	뺴져나오다, (특) 튀어 나오다
	bill	고지서, 청구서
3) The woman on the other end /// sounded cheerful.	affection	애정, 연모
	shrink	오그라들다, 움츠리다
	Jell-O	젤로(디저트 식품의 일종)
	constantly	끊임없이, 항상
4) ["I // have your application for activity director,"] she/// said.	amazement	깜짝 놀람, 망연자실
	kneel	무릎을 꿇다
	whisper	속삭이다, 작은 소리로 이야기하다
	gather	끌어안다, 모으다
	burst	터질 듯하다, 파열하다
5) "We /// are about to open a new unit.		
6) How soon can you /// be here for an interview?".		
7) < Trying her best to sound awake,> Joyce /// said, "One hour.		
8) I /// can come in one hour".		
9) From that day on, Joyce's life /// changed.		
10) Each waking moment, her thoughts /// are on the residents of the nursing facility.		
11) The residents /// fill her thoughts and her heart.		
12) Her first love /// was Miss Lilly, a lonely woman with only one living relative.		

13) Miss Lilly /// was not a pretty sight.

14) She /// was a broad-shouldered woman with large hands and feet, in a near prone position.

15) She /// spent her days in a blue chair.

16) Her hair, sparse and iron-gray, /// had twin cowlicks (that // caused it to stick out in all directions.)

17) Worse yet, Miss Lilly /// never spoke.

18) Joyce /// had seen her one relative, a niece, several times.

19) Each visit /// was the same.

20) < Standing a few feet in front of the blue chair> , her niece /// would say, ["Your check// came, your bill// is paid".]

21) Never a personal word, a hug, or any sign of affection.

22) Months /// passed, { and} Miss Lilly/// seemed to shrink lower and lower down in her chair.

23) Joyce /// discovered [she // was not eating well] {and} gave up her lunch hour to feed Miss Lilly.

24) < Seeing [how much Miss Lilly // enjoyed Jell-o and pudding] > , Joyce// brought her extra.

25) Joyce /// talked to her constantly — about the weather, current events, anything
(that she// could think of.)

26) One day, to her amazement, Miss Lilly /// spoke.

27) "Bend down," Miss Lilly /// said.

28) Quickly, Joyce /// knelt at her side.

29) [// "Put your arms around me {and} pretend [you // love me] , " Miss Lilly ///
whispered.

30) "Me /// love Miss Lilly?".

31) Joyce /// had never thought about it.

32) Joyce /// gathered Miss Lilly into her arms {and} felt her heart bursting with love.

33) There /// have been many Miss Lillys in Joyce's life since then {and} she /// knows
[there // will be others.]

34) They /// are the ones (who // need more than kindness and care) ; they /// need a
little piece of her heart.

35) She /// loves each day of work, < sharing with the residents with her life, her joys,
and her sorrows. >

36)

They /// share with her their past, their fear of the future, their families, and most of all, their love.

- 37) Because of Miss Lilly, Joyce /// never feels the same about the older generation, about nursing facilities, or even about life.
