

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

It will never be possible to establish the origins of human music with any certainty; however, it seems probable 1)[① what ②that] music developed from the prosodic exchanges between mother and infant which 2)[①foster ② fosters] the bond between them. From this, it became a form of communication between adult human beings. 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. Today, we are so accustomed to 3)[① consider ②considering] 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. Music began by serving communal purposes, 4)[①of which ② which] religious ritual and warfare are two examples. It has continued to 5)[① use ②be used] as an accompaniment to collective activities; as an adjunct to social ceremonies and public occasions.

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

As much as we want to believe 1)[① which ②that] students learn everything we try to teach, we must admit that we aren't perfect as teachers. In fact, 2)[① recognize ②recognizing] our fallibility is said to be one characteristic that separates great teachers of diverse students from those teachers who are just adequate. Recognizing that you can make mistakes as a teacher and constantly strive to 3)[①recover ② recovering] from those failings is significant. If you use preconcept and postconcept mapping exercises with your students and you discover 4)[① what ②that] some of the gaps appearing at the beginning persisted until the end, then you have a couple of ways of responding. One thought that too many teachers invoke 5)[①is ② which is] that the kids were lazy and didn't care. But for teachers who are able to accept their potential fallibility, the disappointment about the results translates into clearly identified areas for improvement. 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 6)[①where ② which] you might begin to make changes.

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

Vocabulary knowledge extends beyond the local meaning of a sentence or paragraph; it provides insight into how the text works more broadly. The craft and structure of a text 1)[①is ②are] understood in part by being mindful of the choices the writer makes in word selection. Students 2)[① who are ②are] 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. Writers establish mood and tone by the artful selection of words and phrases and link them to rhetorical purposes, especially in history. For instance, 3) [①consider ② considering] 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 4)[①endowed ② endowing], by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness". Their, not the. One word subtly shifts the meaning to acknowledge the existence of more than one belief system. Seemingly small word choices can profoundly 5)[①affect ② be affected] the analysis and interpretation of a reading.

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

Ethics itself is not primarily concerned with the description of the moral systems of different societies. That task, 1)[①which ② that] remains on the level of description, is one for anthropology or sociology. In contrast, ethics deals with the justification of moral principles (or with the impossibility of such a justification). Nevertheless, ethics must take note of the variations in moral systems, because it has often 2)[① claimed ②been claimed] that this variety shows that morality is simply a matter of what is customary and that it thus 3)[① are ②is] always relative to particular societies. According to this view, no moral principle can be valid except in the societies in 4) [① that ②which] it is held. 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 5) [①what ② that] is, in fact, an illusion.

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

The destructiveness of idealized social media presentation is twofold. 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 1)[①to judge ② judging] their self-worth in comparison to others. In addition, when people put forth a version of themselves that 2)[① are ②is] not genuine, they can actually feel bad about themselves. In one study, some college students had to pretend to understand made-up words (e.g, besionary) to complete a test, while others 3)[①did ② were] not. Afterward, both groups were praised for their performance. 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 4)[① whose ②who] pretended to understand them. 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 5)[①feel ② feeling] worse about themselves.

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

A quality of the human brain is known as induction, how 1)[①something positive ② positive something] generates a contrasting negative image in our mind. This is most obvious in our visual system. 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. As we look at the red object, we often can see a green halo forming around it. In general, the mind operates by contrasts. We are able to formulate concepts about something by becoming aware of 2)[①its ② their] opposite. The brain is continually dredging up these contrasts. 3)[① That ②What] this means is that whenever we see or imagine something, our minds cannot help but see or imagine the opposite. If we 4)[① forbid ②are forbidden] by our culture to think a particular thought or entertain a particular desire, 5)[①that ② what] taboo instantly brings to mind the very thing we are forbidden. Every no sparks a corresponding yes. We cannot control this vacillation in the mind between contrasts. This predisposes us to think about and then desire exactly 6)[① which ②what] we do not have.

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

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. The discussions of cartels and the prisoner's dilemma 1)[① conveys ② convey] the value and difficulty of cooperation among players when there is an incentive to cheat. Individual cartel members undermine cooperative strategies by selling more than they should, 2)[① hoping ② hoped] nobody will notice. Firms that can't cooperate on pricing or environmental strategies end up 3)[① taking ② to take] actions with inferior outcomes. Dolphins face similar dilemmas. When 4)[① eaten ② eating] from a school of fish, dolphins encircle the fish and take turns eating, one dolphin at a time. There is an incentive for the circling dolphins to cheat by eating while on duty. However, if a significant number of dolphins followed that incentive, the fish would disperse and the benefits from coordination would 5)[① be lost ② lose]. 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

As my colleague Richard Gregory has argued, illusions like the missing-square pattern reveal 1)[① that ② which] the mind is not lazy. Our minds are actively trying 2)[① making ② to make] sense of the world by thinking of the best explanation. 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. Some beans would instantly cluster together into groups as you simply looked at the array. Have you ever watched the clouds on a summer's day turn into faces and animals?. You can't stop 3)[① yourself ② you] because your mind has evolved to organize and see structure. The ease 4)[① with which ② 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. Each year some bagel, muffin, burnt toast, potato chip, or even ultrasound of a fetus showing the face of some deity 5)[① are ② is] paraded as evidence for divine miracles.

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

As the ancient skeptics taught, contentment is possible without the need to cling to comforting beliefs. As proof, we have the example of David Hume, 1)[①who ② which] lived an entirely admirable life without any belief in the supernatural. His personal example shows 2)[①that ② what] nobody need feel gloomy because life has no ultimate purpose, or because conventional conceptions of moral responsibility are built on foundations of sand. So what if our fine feelings and intellectual achievements are just the stretching and 3)[① turn ②turning] of so many springs or wheels, or our value systems are mirrored by those of chimpanzees and baboons. Our feelings are no less fine, and our values no less precious because the stories we have traditionally 4)[①told ② been told] ourselves about why we hold them turn out to be fables. In discarding the metaphysical baggage with which the human race bolstered 5)[①its ② their] 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

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

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

There have been vigorous arguments among biologists about whether complicated goal-directed behaviour among higher mammals 1)[①is ② are] reliable evidence for their consciousness. Indeed the admission of consciousness into animal research is quite a recent phenomenon. Injury-avoidance behaviour is often based on reflexes, and it is not completely obvious 2)[①that ② which] the inner sensation of pain must be attached to it. Even in our own case pain is often felt only after the limb has been 3)[①moved ② moving] away. Again, many birds build sophisticated nests entirely instinctively, and may or may not be conscious of 4)[①what ② which] they are doing. 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. Nevertheless they are capable of learning and memorizing facts for months. If they are to 5)[①be included ② include] in the realm of conscious beings, this indicates 6)[① what ②that] consciousness does not depend upon a particular type of brain anatomy.

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

The cultural area is 1)[①where ② which] the sky is truly the limit in regard to music. There are countless examples. Music is a wonderful avenue to introduce cultures from around the world. The many recordings depicting the traditional music of each culture 2)[①are ② is] readily available for teachers to add to their collection. Also, musical recordings of the various instruments from countries around the world 3)[①provide ② provides] children with an auditory and visual representation of culture. It is important to include an equitable balance of multicultural materials in the classroom to ensure 4)[①that ② which] each child's heritage is represented and all children are exposed to the heritage of other cultures. Today the holistic classroom method draws and builds upon what the child already knows, 5)[① engaged ②engaging] the child — since one learns best when passion and interaction are at play — and also addressing the needs of the whole child. 6) [①Learning ② Learn] begins with the "whole," progresses through to analysis of the parts, and finishes full circle with the "whole" picture.

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

Your comfort zone is like an invisible barrier around you, inside 1)[①which ②what] if you stay, you feel comfortable. Your comfort zone and your confidence are 2)[①linking ②linked] together. Step outside it and you feel uncomfortable and fearful. However, your comfort zone is not fixed. If you constantly stay within your comfort zone it shrinks, 3)[①fills ②filling] you with fear of 4)[①what ②which] is outside it, and then your confidence reduces. 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. Try something new 5)[①expands ②to expand] your comfort zone and increase your confidence. Trying something new reduces your limitations and you'll live your life with fewer barriers.

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

1)[①Given ②To give] 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. Many, in fact, add the spice to relationships. But sometimes you cannot just agree to disagree. Some issues impact each of you and perhaps others (your children or coworkers) in ways 2)[①that ②what] require a clear, unambiguous resolution. You and your partner may need to decide where you will live and whether to rent or purchase a home. A decision must be made, or you may find yourselves 3)[①living ②live] in the backseat of your car. Often you can't have things both ways, so a choice must be made. For example, you can't practically visit your mother in Florida and your father in Connecticut on Thanksgiving Day. So 4)[①cope ②coping] 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 5)[①to desire ②desire].

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

The personal computer has done more 1)[①altering ②to alter] work methods and procedures than any other innovation of the past several decades. Computers have replaced typewriters and other office machines almost 2)[①complete ②completely], and they have dramatically changed the way many jobs are performed. 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). It is not unreasonable to 3)[①conclude ②concluding] 4)[①that ②what] much of the efficiency gained through the use of such devices is cancelled out by their misuse. The personal computer may well 5)[①be ②being] 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 6)[①treated ②is treated] more as a toy than a tool.

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

In the circumstances of entertainment and aesthetic engagement, overt manifestations of the perception-action cycle are often 1)[①blocking ②blocked] or transformed. Watching films and television, 2)[①looking ②to look] 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 3)[①that ②what] prevents them from 4)[①act ②acting] upon or exploring those objects in an unhindered fashion. 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 5)[①is ②are] the specific conventions 6)[①what ②that] regulate these reactions ("Please do not touch" signs at exhibitions, socially enforced silence and immobility at concerts, applause at regulated moments). 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 7)[①what ②which] formal ceremony and aesthetics interact.

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

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

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

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

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

In the process of selling your property, you may hear the phrase "real property" and "personal property". Real property 1)[①is fixed ②fixed] and 2)[①attached ②to attach]; personal property is usually mobile and unattached. Where this is likely to come up is in regard to items within your property. Most refrigerators that can roll out, be unplugged, and taken with you, are considered personal property. If a refrigerator is somehow 3)[①permanent ②permanently] 4)[①attaching ②attached] to the home (such as a built-in model), it is real property and stays. When selling a property, it is assumed 5)[①that ②what] you are selling all real property. 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. Even if it is possible 6)[①remove ②to remove] them, the buyer is assuming all real property to be his. Granted, anything is negotiable, but if I was a buyer and I allowed you to 7)[①do ②doing] 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". As the buyer, I don't need you trashing the property as you leave.

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

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

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

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 1)[①what ②that] 2)[①amazing ②amaze] Pink House!". What happens?. 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!). 3)[①What ②Which] 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"?. They'd be ready, they'd know where to look and 4)[①what ②which] to look for, and they'd see 5)[①which ②what] you wanted them to see. Writers need to advise their readers in a similar way. That advice doesn't always need to be in a thesis statement or a topic sentence, but it does need to happen regularly so 6)[①that ②what] readers don't miss something crucial.

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

So far as diet 1)[①are ②is] concerned, I belong to no school; I have learned something from each one, and what I have 2)[①learning ②learned] from a trial of them all is to be shy of extreme statements and of hard and fast rules. To my vegetarian friends who argue that it is morally wrong to take sentient life, I answer 3)[①what ②that] they cannot go for a walk in the country without committing that offense, for they walk on innumerable bugs and worms. 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. I shall be much 4)[①surprising ②surprised] if the advance of science does not some day 5)[①proving ②prove] to us 6)[①that ②what] there are basic forms of consciousness in all vegetable life; 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!.

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

Indeed, one of the most problematic aspects of global warming from the point of view of social policy 1) [①stemming ②stems] from the fact 2) [①what ②that] the phenomenon has so far manifested itself very unevenly around the world. Some places have had little warming in the past century, and some have even experienced cooling. "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. "This fact raises major difficulties for political action: in many countries, future temperatures will differ 3) [①strongly ②strong] from the global norm and global warming will seem like a fiction to local politicians". He points out, for example, 4) [①that ②what] 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. "If you're considering political action, you have to remember 5) [①that ②what] you're asking a considerable number of people in the world to take on faith that this is a truly global effect," he said.

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

In the fifth century B.C.E, the Greek philosopher Protagoras pronounced, "Man is the measure of all things". In other words, we feel 1) [①to entitle ②entitled] to ask the world, " 2) [①Which ②What] good are you?". We assume that we are the world's standard, 3) [①that ②what] all things should be compared to us. Such an assumption makes us overlook a lot. Abilities said to "make us human"—empathy, communication, grief, toolmaking, and so on — all exist to 4) [①vary ②varying] degrees among other minds sharing the world with us. Animals with backbones (fishes, amphibians, reptiles, birds, and mammals) all share the same basic skeleton, organs, nervous systems, hormones, and behaviors. 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. But like naive car buyers, most people see only animals' 5) [①varied ②to vary] exteriors.

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

If you find it difficult 1)[①to stay ②staying] wise-minded when your teen is rude, it's no surprise. The deck is stacked against you because of several inescapable facts of normal teenage behavior. For one thing, teens often try to 2)[①picking ②pick] a fight. That's because, in the chaos and uncertainty of adolescence, parents are a secure base — sort of like the eye of a storm. Teens want to 3)[①discharge ②discharging] the garbage of their day onto someone who will take it and love them anyway, sticking with them through thick and thin. If it becomes evident 4)[①that ②which] everything you say is "wrong" (even though you know you're right), you can stop the merry-go-round whenever you like by simply withdrawing. Don't walk out with an angry refrain like "Well, I was just trying to be nice, and look at how you 5)[①are treated ②treat] me!". Instead, say something humble (and accurate), such as, "I can see 6)[①what ②that] you aren't in the mood for chatting. Oh, well, maybe later". Unless their nastiness is persistent, assume that the interaction is more about an opportunity for dumping the garbage than a reflection of your overall relationship.

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

If I say to you, 'Don't think of a white bear', you will find it difficult not to 1)[①thinking ②think] of a white bear. In this way, thought suppression can actually increase the thoughts one wishes to suppress instead of calming them. One common example of this is 2)[①that ②which] people on a diet who try not to think about food often 3)[①begin ②beginning] to think much more about food. This ironic effect seems to be caused by the interplay of two related 4)[①cognitive ②cognitive] processes. This dual-process system involves, first, an intentional operating process, which consciously attempts to locate thoughts unrelated to the suppressed ones. Second, and simultaneously, an unconscious 5)[①monitoring ②monitored] process tests whether the operating system is functioning 6)[①effectively ②effective]. If the monitoring system encounters thoughts inconsistent with the intended ones, it prompts the intentional operating process to ensure that these are replaced by appropriate thoughts. However, it is argued, the intentional operating system can fail due to increased cognitive load caused by fatigue, stress and emotional factors, and so the monitoring process 7)[①filters ②to filter] the inappropriate thoughts into consciousness, making them highly accessible.

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

A trait can be said to be adaptive if it is maintained in a population by selection. We can put the matter more precisely by saying 1)[①which ②that] another trait is nonadaptive, or "abnormal," if it 2)[①reduces ②is reduced] the fitness of individuals that consistently manifest it under environmental circumstances 3)[①what ②that] are usual for the species. 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. A trait can be 4)[①switched ②switching] from an adaptive to a nonadaptive status by a simple change in the environment. For example, the sickle-cell trait of human beings, 5)[①determining ②determined] by the heterozygous state of a single gene, is adaptive under living conditions in Africa, 6)[①where ②what] it confers some degree of resistance to falciparum malaria. In Americans of African descent, it is nonadaptive, for the simple reason that its bearers are no longer confronted by malaria.

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

The philosopher Nelson Goodman argued 1)[①what ②that] we should replace the question "What is art?" with the question "When is art?". The same object can function as a work of art or not, 2)[①depends ②depending] on how the object is 3)[①viewing ②viewed]. When an object functions as art, it exhibits certain "symptoms" of the aesthetic. For example, an object functioning as art is 4)[①relative ②relatively] 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. Goodman asks us to 5)[①considering ②consider] a zigzag line. Told that the line is a stock market graph, all we attend to are the peaks and dips. We could get the same information from a set of numbers. 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. And we cannot 6)[①translate ②be translated] this experience into a set of numbers.

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

Because of the perceptual frames users of computer software and websites 1)[①have ②having], they often click buttons or links without looking carefully at them. Their perception of the display is based more on 2) [①what ②that] their frame for the situation leads them to 3)[①expect ②expecting] than on what is actually on the screen. This sometimes confounds software designers, who expect users to see what is on the screen — but that isn't how human vision works. 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. Their visual system would have been lulled into inattention by the consistent placement of the buttons on the prior several pages. Even after unintentionally going backward a few times, they might continue to 4)[①perceiving ②perceive] the buttons in their standard locations. This is why consistent placement of controls is a common user-interface guideline, to ensure 5)[①which ②that] reality matches the user's frame for the situation.

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

In 1979, Christopher Connolly cofounded a psychology consultancy in the United Kingdom to help high achievers perform at their best. Over the years, Connolly became curious about why some professionals floundered outside a narrow expertise, while others were 1)[①remarkably ②remarkable] adept at expanding their careers — moving from playing in a world-class orchestra, for example, to running one. Thirty years after he started, Connolly returned to school to do a PhD investigating 2)[①what ②that] very question. Connolly's primary finding was 3)[①which ②that] 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. They "traveled on an eight lane highway," he wrote, rather than down a single-lane one-way street. They had range. The successful adapters were excellent at taking knowledge from one pursuit and 4)[①to apply ②applying] it creatively to another, and at avoiding cognitive entrenchment. They employed what Hogarth called a "circuit breaker". They drew on outside experiences and analogies to interrupt their inclination toward a previous solution 5)[①what ②that] may no longer work. Their skill was in avoiding the same old patterns.

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

In a recent discussion of human rights in social work and human services practices, a researcher argues 1) [①that ②which] the risk of strongly held primary values is that they can easily become an inflexible form of universalism, in 2) [①that ②which] a single view of 3) [①what ②that] it is to be human can become imposed by those with power (whether political, economic, professional, academic or cultural). This can lead to an ironic situation in which human rights become associated with totalitarian ways of imposing particular ideals, through 4) [①asserted ②asserting] that what it is to be human has to take one particular form. 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 5) [①differ ②differing] and to overlap without 6) [①having ②have] to be identical. 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.

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

When biologists consider complex human activities such as the arts, they tend 1) [①to assume ②assuming] that their compelling qualities are derivations of basic drives. If any given activity can be seen to aid survival or 2) [①facilitate ②facilitating] adaptation to the environment, or to be derived from behaviour which does so, it 'makes sense' in biological terms. 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 3) [①which ②what] promote survival. The Paleolithic artists who drew and painted animals on the walls of their caves were using their artistic skills for practical reasons. Drawing is a form of abstraction which may be 4) [①comparing ②compared] with the formation of verbal concepts. It enables the draughtsman to 5) [①studying ②study] an object in its absence, to experiment with various images of it, and thus, at least in fantasy, to exert power over it.

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

Self-awareness, or reflective thought, is the main attribute distinguishing humans from animals. It is the consciousness 1)[①which ②that] enables us to contemplate ourselves. Reflection is the power to 2)[①turn ②turning] one's consciousness upon oneself, to 3)[①know ②knowing] oneself and, especially, to know that one knows. 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 4)[①that ②which] no lower animal can ever participate. 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 5)[①that ②what] knows who its master is and where its food is, can know that it knows. In consequence, it is denied access to a whole domain of reality in which mankind can move freely. Systems of physics, philosophy, mathematics, and astronomy, for example, have all been 6) [①constructed ②constructing] because of man's unique ability to reflect inwardly.

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

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. However, there is nothing wrong with being honest to a limited degree, if you are 1)[①reaching ②reached] a critical stage with another company with whom you are also interviewing. Reasonably speaking, most of us are 2)[①pursued ②pursuing] more than one job at a time. It's not a mistake 3)[①to say ②to saying] 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 4)[①invited ②been invited] me to a final interview". Yes, this can be considered a take-away close, but it is simply the truth. There is no need to, and I suggest you should not, share the name or details of the other company; just 5)[①making ②make] them aware of your status is enough. I would, however, caution you that if it isn't true, don't fake it.

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

The fact 1)[①that ②which] emotions are unlearned, automated, and set by the genome always 2)[①raising ②raises] the specter of genetic determinism. Is there nothing personal and educable about one's emotions? The answer is that there is plenty. The essential mechanism of the emotions in a normal brain is indeed quite similar across individuals, and a good thing too because it 3)[①providing ②provides] humanity, in diverse cultures, with a common ground of fundamental preferences on the matters of pain and pleasure. 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. There are things 4)[①that ②what] 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. In other words, 5)[①emotionally ②emotional] responses are considerably customized relative to the causative stimulus. In this regard, we are quite alike but not entirely.

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

One of the most widespread, sadly 1)[①mistaking ②mistaken], environmental myths is that living "close to nature" out in the country or in a leafy suburb is the best "green" lifestyle. Cities, on the other hand, are often blamed as a major cause of ecological destruction — artificial, crowded places that 2)[①suck ②sucking] up precious resources. Yet, when you look at the facts, nothing could be farther from the truth. The pattern of life in the country and most suburbs 3)[①involving ②involves] 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. City dwellers, on the other hand, 4)[①having ②have] the option of walking or taking transit to work, shops, and school. The larger yards and houses found outside cities also extract an environmental toll in terms of energy use, water use, and land use. It's clear 5)[①which ②that] the future of the Earth depends on more people gathering together in compact communities.

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

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

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

One great danger of intellectual property lies in the threat to liberty . When a group of scientists stop 1) [①working ② to work] 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, 2)[①has ② have] been interfered with. The liberty cost of intellectual property rights may seem remote because most of us do not carry out research on proteins. But we all have an interest in seeing public research programmes into diseases and health 3)[①being carried ② carrying] out. 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. We do not want them 4)[① obstruct ②obstructed] 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). Companies are entitled to protect their treatments for disease but not, through use of their patents, 5)[①to prevent ② preventing] others from access to genes which are linked to the origins of disease.

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

Too much choice is 1)[①overwhelming ② overwhelmed] for many people and results in consumers who are less satisfied with the shopping experience, which ultimately hurts retail profitability. 2)[①Consider ② Considering], for example, a consumer who wants a product to relieve her cold symptoms. First, she has to decide where to shop for such a product. 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. Once she 3)[① has been chosen ②has 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. Even within a particular brand, she can choose products 4)[①that ② what] vary in when they should be taken, how they can be 5)[①taken ② taking], and what symptoms they treat. Ironically, all this is enough to make a healthy person ill.

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

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. Also, customer trends 1)[①which ② whose] take root in one country may quickly spread to other parts of the world, 2)[①creating ② created] either new marketing opportunities or potential threats to a firm's established products and business models. In addition, political and economic crises in one region may have important implications for consumer and business confidence around the world. One need look no further than the sovereign debt crisis in Europe 3)[①that ② what] 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 4)[①spending ② spends] and prosperity. Economic and political events taking place around the world may have a profound effect on a company's prospects for survival and growth. It should 5)[①be noted ② note] that whether or not a firm elects to operate internationally, it is still vulnerable to changes taking place in the global marketplace.

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

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

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

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. They experience the most panicky, 1)[① overwhelmed ②overwhelming] self-doubt when they are moving toward 2)[①what ② which] they truly long to do. The inner critic is like a guard at the edge of your comfort zone. As long as you don't venture forth out of that zone, the inner critic can leave you alone — like a guard 3)[①taking ② takes] a nap. 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. The inner critic recites its lines in an attempt to get you to go back into the familiar zone of the status quo. Many women find 4)[① which ②that] the more strongly the inner critic shows up, the louder and meaner and more hysterical its voice, the 5)[①closer ② closest] they are to a breakthrough or the more likely they are to be on the edge of taking a very important step. In this sense, when you hear a major inner critic attack, it likely means you are playing bigger.

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

Researchers of the Earth's system 1)[①have been focused ② have focused], appropriately, on developing a better understanding of the vast and interconnected processes 2)[① what ②that] 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. Although there are many problems left to solve, knowledge about planetary life-support systems 3)[① have ②has] progressed far more rapidly than society's willingness to use this knowledge. The biggest challenge facing humanity is that our political, social, and economic systems are shortsighted. Long-term planning typically considers years or decades, but the global environmental processes we are now influencing play out over centuries, millennia, or more. We need to instill a sense of geologic time into our culture and our planning, 4)[① incorporating ②to incorporate] truly long-term thinking into social and political decision making. This is what "thinking like a mountain" should come to mean in the Anthropocene. If we succeed in transforming our culture, residents of the later Anthropocene will 5)[①look ② be looked] 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.

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

From the early twentieth century through the beginning of the 1970s, the sociological analysis of cultural objects took one of two competing paths, 1)[① where ②which] interestingly shared a core assumption. The products of mediated culture, whether books, songs, or fashion, 2)[①were ② was] thought to be expressive symbols that changed in lockstep with evolutions in society. For example, in 1919 the anthropologist Alfred Kroeber argued 3)[① which ②that] the hemlines of women's dresses were prescribed through "civilizational determinism"; they were a window into macro-level cultural values and belief systems. In turn, by the mid-1920s the economist George Taylor argued that instead the hemlines of dresses go up with rises and 4)[①go ② going] down with declines in the stock market. For Taylor, hemlines were determined by macro-level economic, not cultural, shifts. 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 5)[① which were ②were] reflections of outsized societal forces.

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

It is clear 1)[① what ② that] even a single initial encounter with a word can potentially leave a memory trace of its use. Why is this clear?. 2)[① Consider ② Considering] 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. But then no memory trace of the word would 3)[① be left ② leave] upon this second encounter. This situation could be 4)[① repeating ② repeated] ad infinitum without any memory trace of the meaning being retained. If this 5)[① was ② were] the case, we would be utterly unable to learn any words. Therefore, it must be possible for an initial memory trace to exist in order for it to 6)[① strengthen ② be strengthened] upon subsequent exposure. Fortunately, we know that human brains have a vast capacity for implicit memory, even though memories may not readily be 7)[① brought ② bringing] to consciousness (they are not always easy to recall or make explicit).

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

1)[① Consider ② To consider] for a moment a fish. 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 2)[① competing ② to compete] with it. Man is no match for the fish as long as it remains in the water, so in order 3)[① of ② 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. We understand that man versus fish in the water, fish wins. But if we can succeed in taking it out of the water, the fish will lose every time. The thought 4)[① that ② what] 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. But if you follow the guile of other things that may seem attractive and leave the place of your power, you will never win. Life is about winning, not necessarily about winning against others but winning at being you, and the way to win 5)[① is ② which is] to figure out who you are and do it.

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

For a while, people thought 1)[①that ② what] 10,000 hours of practice was what it took to become an expert at something. But now we know that this figure is a gross oversimplification, because the quality. Expert practicers get better faster. They have learned to pick out the difficult parts of what they are trying 2)[① doing ②to do], and work especially hard on those. They make good use of recordings and videos of their own performance. They know what time of day works best for them, when to push on through tiredness or confusion, and when to take a break. A pianist knows 3)[① what ②that] sometimes it helps to play a piece at half speed, to get the fingering exactly right, and sometimes it is worth 4)[① to try ②trying] to play it at double speed, mistakes and all, to get a better feel for the flow and cadence of the piece. A footballer is able to suggest to the coach a new way of practicing an 5)[①attacking ② attacked] maneuver.

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

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

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

If you have become much less active, spending a lot of time alone focused on feeling depressed, 1)[①thinking ②think] about activities 2)[①that ②what] engage your attention and 3)[①that ②what] require a moderate level of concentration and effort. 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. Something like strenuous aerobic exercise may be much more effective, because it captures more attention. 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. 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"). Thus 4)[①moderate ②moderately] engaging activities are probably the best distracters for rumination. Take some time 5)[①discover ②to discover] the positive activities that are most effective in reducing or eliminating your bouts of rumination.

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

Body water 1)[①involved ②is involved] in several functions critical to performance. The body's chemical processes that provide the energy for muscle work occur in water. All of the transport functions of oxygen, nutrients, and body wastes 2)[①carrying ②are carried] on in body water. Of most importance to the 3) [①exercising ②exercised] athlete is the fact that a large amount of heat generated by exercising muscles 4)[①is transported ②transported] by water in the blood to the skin, where water is essential for the production of sweat. Body heat is dissipated most 5)[①efficient ②efficiently] through the evaporation of sweat on exposed skin surfaces. 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.

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

Sport sends some messages 1)[①that ②what] support socioeconomic inequities. For example, winning is the most prevalent organizing theme in newspaper stories and telecasts of sporting events. Winning is usually attributed to self-discipline, talent, and hard work. If an athlete or a team doesn't win, then we assume that the player or the team was lazy or 2)[①lack ②lacked] talent and so didn't deserve to 3)[①win ②winning]. Such beliefs underscore the American conception of merit — we often link hard work and talent to financial success. The flip side is that if someone fails financially, it must be because she or he isn't talented or didn't work hard. This reasoning allows us to hold the belief that the rich and poor both deserve whatever money they have. The point here is not that merit is a bad idea. The problem is 4)[①what ②that] 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 5)[①become ②becoming] valuable members of society.

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

According to Wikipedia, of the countries 1)[①that ②what] have adopted color television, twenty-nine had done so by 1969. The vast majority of these were in Europe and North America. The rise in the use of television in the 1950s opened up the creativity of advertising within a more emotional and powerful medium. The addition of color must have been 2)[①to see ②seen] as a powerful boost if used wisely. 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 3)[①to see ②seen] this new technology as an advantage in promoting brands. 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. For advertising agencies in the 1960s, an entire world of new possibilities and requirements 4)[①to put ②put] them back to square one: they could either understand how to use color 5)[①effective ②effectively] or face losing clients.

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

In the business world, large bureaucratic organizations are sometimes unable to 1)[①compete ②competing] against smaller, innovative firms, particularly in industries that are changing quickly. This situation occurs partly because innovative firms tend to have flatter and more democratic organizational structures. 2)[①Compare ②To compare] the flat network structure in smaller, innovative firms with the traditional bureaucratic structure in large bureaucratic organizations. Note that the network structure has fewer levels than the traditional bureaucratic structure. Moreover, in the network structure, lines of communication link all units. In the traditional bureaucratic structure, information 3)[①flows ②flowing] only upward. Much evidence suggests that flatter bureaucracies with decentralized decision making and multiple lines of communication 4)[①produces ②produce] more satisfied workers, happier clients, and bigger profits. Some of this evidence comes from Sweden and Japan. Beginning in the early 1970s, Volvo and Toyota were at the forefront of bureaucratic innovation in these countries. They began eliminating middle-management positions. 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 5)[①what ②that] were allowed to make many decisions themselves. They formed "quality circles" of workers to monitor and correct defects in products and services. Consequently, product quality, worker morale, and profitability improved. 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

The lesson of ecology is 1) [①what ②that], as species of the planet, we are all connected in a web of life. A Buddhist parable brings to life this rather stark and scientific lesson from ecology. During his meditation, a devotee fantasizes 2) [①that ②what] he is eating a leg of lamb, an act proscribed by Buddhism where strict adherence to vegetarianism 3) [①is required ②required]. His spiritual master suggests that when this fantasy comes to him he draws a cross on the leg of lamb. The devotee follows the advice and, on returning to self-consciousness, is amazed to find the cross on his own arm. 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. The sense of shock and horror 4) [①what ②that] you have destroyed something so precious is the same, no matter how insignificant the animal 5) [①appears ②appearing].

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

The distinctions — between mind and body, and war and peace — appear to have lost credibility altogether, with the result 1) [①what ②that] we now experience conflict intruding into everyday life. Since the 1990s, rapid advances in neuroscience have elevated the brain over the mind as the main way by which we understand ourselves, 2) [①demonstrating ②demonstrate] the importance of emotion and physiology to all decision making. Meanwhile, new forms of violence have 3) [①emerged ②to emerge], in 4) [①which ②what] 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. As society has been flooded by digital technology, it has grown harder to specify 5) [①that ②what] belongs to the mind and what to the body, what is peaceful dialogue and what is conflict. 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.

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

The obvious problems 1)[①be ②being] 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. This led to the development of environmental economics, and also the 2)[①related ②relating] study of natural-resource economics. Conventional economics considers environmental impact to be an externality', something outside its concern. Environmental economists were keen to bring these negative impacts back within the discipline. However, they still 3)[①approached ②approach] 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. In other words, the way 4)[①in which ②which] economics traditionally marginalizes or ignores something 5)[①what ②that] cannot be priced was still adhered to, but the response was to attempt to evaluate in some way aspects of life which economics had 6)[①to ignore ②ignored]. Green economists would consider this to be a category error; in other words, they believe it is important to accept 7)[①what ②that] some aspects of life have social or spiritual worth that simply cannot be measured.

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

When students in a civilian college 1)[①are found ②found] 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. The students may have a hearing before a student-faculty disciplinary board, and a penalty may be imposed if the verdict is 2)[①that ②what] the students are guilty. 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. The West Point scandal of 1976 made front-page news across the country. Military students were 3)[①cheat ②cheating], 4)[①what ②which] 5)[①violated ②violating] the honor code. That event, a most serious matter, was followed by student dismissals and lengthy editorial comment. In the junior class, 184 students were formally accused of cheating, and 152 of those were expelled. Similar cheating "scandals" at the Naval Academy in Annapolis and at the Air Force Academy in Colorado Springs have also been 6)[①giving ②given] the most serious attention. Why is cheating by an officer candidate taken more seriously than cheating by a civilian student at the same educational level?. The question almost answers itself. Civilian schools have honor codes, but moral education is usually not a conscious educational goal. 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". The experience of living by such a code, we hope, will help produce officers who can be trusted to avoid moral individualism. They will have consciously practiced the reflex of honesty, of consistently doing what they promised to do, regardless of temptation. 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.

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

In the 1990s the Internet 1)[①becoming ②became] the newest entrant in the baby advice field. Major manufacturers of baby equipment as well as the neighbor down the street set up Web sites to help parents care for their babies. Chat rooms brought mothers from all around the country together online to discuss, question, and support each other. The Internet meant 2)[①which ②that] the speed of information available to mothers had 3)[①compressing ②compressed] from weeks and months in the early 1900s to near instantaneous by 2000. In the 1910s a mother with a baby care question 4)[①that ②what] was unanswerable in her immediate surroundings could write to the Children's Bureau and wait for a reply. 5)[①Depending ②Depends] on her location and the post office this entire process might take several weeks. In 2000 she could access the Internet from her home computer at 2:00 a.m, if necessary and find an answer within minutes. Hospitals and pediatricians also embraced the Internet and Web sites written by and 6)[①directed ②directing] by them were set up across the country.

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

We presumably play many games because they are 1)[①exciting ②excited], but will playing a particular game 2)[①result ②resulting] in a positive or a negative mood?. This is where the 3)[①fundamentally ②fundamental] unpredictability of games comes in, since failure will likely result in a worse mood than success will. To play a game is to take an emotional gamble. The higher the stakes, in terms of time investment, public acknowledgment, and personal importance, the higher are the potential losses and rewards. We make very rough estimates of this gamble, factoring in the likelihood of failure along with the time investment 4)[①required ②requiring], the audience for our performance, and our personal investment in performing well. We are probably also not very good at doing the calculation — optimists may be unable to believe 5)[①which ②that] failure is a possibility, for example.

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

Just as other living creatures 1)[①thriving ②thrive] or perish depending on how 2)[①well ②good] they adapt to the environment, so too 3)[①are ②do] humans, although the consequences are not usually so dramatic. For example, students often fail to adapt their attention and work habits to the demands of educational institutions. In the short term, their grades suffer, but the long-term difficulties associated with this maladaptation are no less palpable. They might have trouble 4)[①adjusting ②adjusted] their behaviour once they enter the workforce, which ultimately might deprive them of career advancement and financial remuneration. On the other hand, more relaxed work habits can be adaptable in other ways. They might 5)[①induce ②inducing] lower levels of stress (and its related health risks) by shielding individuals from certain jobs that place undue tension on work-life balance. Those who do adapt to the demands of higher education might enter high-stress careers 6)[①what ②that] call for adaptive techniques of their own, such as meditation or effective time-management.

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

Some years ago in the United States, a woman 1)[①named ②was named] Linda Kenney nearly died when, prior to an operation, anesthesia was 2)[①administering ②administered] to her improperly. Her husband, understandably, wanted to sue the doctor and the hospital. Then the anesthesiologist wrote the couple a note expressing his regrets and grief. He told her, "Whenever you want to 3)[①speak ②speaking] to me, I will make myself available. Here is my phone number". The Kenneys later learned that the doctor did not inform the hospital or its lawyers of 4)[①that ②what] he was doing. 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. The Kenneys were deeply moved by the doctor's letter, and even more impressed when he came to their home and begged forgiveness. The couple 5)[①ending ②ended] 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.

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

Because the phrase is so well 1)[①known ②knowing], some readers may be 2)[①surprised ②surprising] to know that Darwin never wrote "survival of the fittest". 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. The "survival of the fittest" concept had several effects. First, it naturalized competition as part of a "struggle for existence". In the process, it 3)[①detoured ②detouring] from Darwin's ideas; Organisms do not consciously "struggle" in this way — they do not know if a mutation has 4)[①been taken ②taken] place that may require millennia to become widespread in their species. They are simply born, live, and die, and 5)[①pass ②passing] on whatever was in their genes. 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. 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 6)[①undermine ②undermining] any suggestion of social welfare for the poor in Europe. 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. This Social Darwinism helped define as "natural" the hierarchy of races that had 7)[①been constructed ②constructed] and classified through the discourses of science.

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

Now, back to the essential issue at hand — 1)[①what ②that] of human intellect being dependent upon the application of logical principles. There is much evidence 2)[①that ②which] the quality that we usually refer to as intelligence (in humans), is closely 3)[①related ②relating] to the individual's capacity for logical thought. For example, a great mathematician must be 4)[①high ②highly] intelligent, because his,her successful learning and manipulating of mathematical rules is impossible, apart from much capacity for logical thinking. 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 5)[①effective ②effectively] use of language, and such reasoning powers, must involve much logical thinking. 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. Therefore, it can be seen 6)[①that ②which] intelligence and logic are closely intertwined.

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

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

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

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

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

A baby who can't 1) [①be heard ②hear] would have a stronger need to remain in visual contact with her parents as she begins to 2) [①roam ②roaming]. Mom and Dad could make a concerted effort to make their friendly waves or approving smiles especially 3) [①vivid ②vividly] to their toddler, even at a distance. 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. A baby who can't see would benefit from hearing lots of 4) [①encouraging ②encouraged] words and vocalizations, as well as touches and smells. 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. In that way, they can create a sensory road map of their home even though they can't see. The important sense of space and spatial relationships 5) [①that ②what] we all need to feel secure and to navigate can be 6) [①formed ②forming] from many of our senses, and not just our vision.

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

Ideation in its many forms is an area today 1) [①which ②where] humans have a comparative advantage over machines. Scientists 2) [①come ②coming] up with new hypotheses. Journalists sniff out a good story. Chefs add a new dish to the menu. Engineers on a factory floor figure out why a machine is no longer 3) [①work ②working] properly. Many of these activities are supported and 4) [①accelerating ②accelerated] by computers, but none are driven by them. Picasso's quote — Computers are useless. They can only give you answers. — is just about half right. Computers are not useless, but they're still machines for generating answers, not posing interesting new questions. That ability still seems to be uniquely human, and still 5) [①highly ②high] valuable. We predict that people who are good at idea creation will continue to have a comparative advantage over digital labor for some time to 6) [①come ②coming], and will find themselves in demand. In other words, we believe 7) [①that ②which] 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". 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. Computers and robots remain lousy at doing anything outside the frame of their programming. 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. Watson is not going to get there on its own.

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

Whether or not they allow some contemporary technology to 1)[①be squeezed ②squeeze] in, the reformers fundamentally believe that they can bring back "what once worked". That belief has tragic ramifications for our students today. It is tragic because so much of 2)[①which ②what] we do currently teach, and what so many want to preserve, 3)[①are ②is] now unimportant because the context for education has changed so radically. In the current environment, every field and job — from factory work to retail to healthcare to hospitality to garbage collection — 4)[①being ②is] in the process of being transformed dramatically, and often unrecognizably, by technology and other forces. And while most reformers recognize 5)[①that ②what] society is going through dramatic changes (even though few truly "get" their extent, speed, and implications), they too often — and paradoxically — 6)[①do ②does] not see the need for education to change fundamentally to cope with them.

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

Heller and Eisenberg claimed 1)[①what ②that] 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. When people hold a resource in common, they tend 2)[①to overuse ②overusing] it because they lack any incentive to conserve the resource. This overuse is generally referred to as a "tragedy of the commons," and privatization is often 3)[①used ②using] to solve this problem. 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. Under-use in human gene patents 4)[①was said ②said] to be pervasive, because the high licensing fee limits any further research, especially when most diseases are polygenic, 5)[①means ②meaning] that multiple genes are involved in the manifestation of a disease and several pieces of genetic material are needed to develop a product.

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

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

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

The effect of one's actions on collective consequences, and one's participation in those consequences regardless of one's actions, 1)[①is ② are] relevant because there is a dollar value associated with these actions. Furthermore, that dollar value can be complicated. When the cost of gasoline is high enough, the extra initial cost of a more fuel-efficient vehicle — or one 2)[①that ② what] does not use gasoline at all — can seem less expensive, even if one does not quite believe the car will "pay for itself" through 3)[① their ②its] fuel savings. 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. Then again, so would the cost of the vehicles, thanks to economies of scale. There is a push and pull of cost and relative savings that 4)[① are ②is] difficult for consumers to predict, as it is affected so greatly by their collective actions. It brings to mind economist John Maynard Keynes' description of stock-market investing: a beauty contest in 5)[① that ②which] the winner is not any of the contestants, but the judge whose scores come closest to the average scores of the judges collectively.

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

The metaphor of barking dogs 1)[①has been used ② has 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. Sherlock Holmes once solved a mystery, the case of Silver Blaze, a racehorse, by using a vital clue of omission. When Inspector Gregory asked Holmes whether he had noted any point to 2)[① that ②which] he would draw the inspector's attention, Holmes replied, "To the curious incident of the dog in the night-time". "The dog did nothing in the night-time," 3)[①objected ② objecting] the puzzled inspector, the essential straight man for the Socratic sage. "That was the curious incident," remarked Sherlock Holmes. The fact that the dog did not bark when someone entered the house at night was evidence, in this case evidence 4)[① what ②that] the criminal was someone familiar to the dog. Dogs bark at difference — in this case, someone different from those with whom the dog was familiar. We cannot hear the sound of one hand clapping; we cannot hear sameness. But through the comparative method we can see the blinkers that each culture constructs for its retellings of myths. Comparison makes 5)[①it ② them] 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 another culture, to find out the things not "dreamt of in your philosophy" (as Hamlet said to Horatio). Moreover, we can use comparative work to test theories about our own culture, by noting where our own dogs have not barked. Comparison defamiliarizes 6)[①what ② that] we take for granted. We can only see the inflection of a particular telling when we see other variants.

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

Most employees want to do a good job, 1)[① making ②make] a difference, and be valued for their efforts. Regardless of the situation, the company must take time to determine what employees need. Employee performance is often 2)[①tied ②tying] more to personal factors like being appreciated for doing a good job than to money. Recognizing accomplishments in a timely manner by a simple, sincere "Thank You" can go a long way in improving performance. The level of motivation in part will 3)[① determine ②be determined] by the time lapse between the occurrence and awarding the recognition. The closer the recognition to the occurrence, the 4)[① greatest ②greater] will be the motivation, 5)[① created ②creating] a positive environment that fosters improved performance. Really listening to what employees are saying lets employees 6)[① to feel ②feel] they are contributing, giving them a sense of worth.

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

Internationalization is a critical issue in higher education today. Many colleges and universities are 1)[①transforming ② transformed] 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. A major reason for internationalization in higher education is 2)[① which ②that] college graduates are expected to become global citizens to be able to successfully communicate in a diverse workplace. Students who take courses with international content 3)[①are believed ② believe] to be better equipped to effectively communicate in global contexts. Therefore, employers are looking for candidates who not only have appropriate degrees for the job 4)[①but ② and] also foreign language skills and intercultural competence. Furthermore, many colleges and universities are 5)[① admitted ②admitting] 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.

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

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

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

The use of critical thinking 1) [①has been identified ② has identified] as particularly important in the digital age as relatively quick access to a wide range of information means 2) [①that ② what] the user needs the ability to critically evaluate the validity and relative value of information accessed. In the past, the library, a book, or an expert (e.g, a teacher) 3) [①were ② was] the student's source of knowledge, and the value or validity was unlikely to be questioned. 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. This view 4) [①reflected ② was 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). The abundance of information at the touch of a digital technology means 5) [①that ② which] learners need to be able to critically evaluate its relevance, validity and significance. This type of critical thinking expands the scientific orientation of critical thinking using reasoning to evaluate credibility.

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

Predicting how inventions and technological innovations will 1) [①be used ② use] and how they will ultimately affect society is often very difficult. 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 2) [①that ② which] they would have on society. Johannes Gutenberg, inventor of the printing press and movable metal type, 3) [① were ②was] 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. Thomas Edison apparently believed 4) [①that ② which] 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 5) [①which ② them] are descended from his invention for recording sound. And who, until recently, would have thought that chlorofluorocarbons, which 6) [① has ②have] been used for decades as refrigerants, would be eating away the ozone layer in the upper atmosphere?. 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. New technologies sometimes even produce consequences exactly the opposite of what they were intended 7) [① producing ②to produce], what the author Edward Tenner calls "revenge effects". Powerful new technologies alter the social context in which they arise; they change the structure of our interests and values; they change the ways 8) [①in which ② how] we think and work, and they may even change the nature of the communities in which we live.

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

From its very beginnings, tango 1)[①showing ②showed] its changeable profile: first it was simply music played on piano in houses of dubious reputation. Later it was 2)[①joined ②to join] by the guitar, the flute and the violin as it started to 3)[①accept ②be accepted] in the more prestigious ballrooms. 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. Tango is such a wide-ranging rhythm 4)[①what ②that] it can only be compared with jazz, insofar as its richness and ability to adapt to changing times are 5)[①concerning ②concerned]. 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. 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 6)[①be ②are] taught the ABCs of this passionate rhythm.

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

Land transportation systems 1)[①have ②had] become a crucial component of modernity. By speeding up communications and the transport of goods and people, they have generated a revolution in contemporary economic and social relations. However, incorporating new technology has not come about without cost: environmental contamination, urban stress and deteriorating air quality are 2)[①directly ②direct] 3)[①linking ②linked] to modern land transport systems. Above all, transportation is increasingly associated with the rise in road accidents and premature deaths, as well as physical and psychological handicaps. Losses are not 4)[①limiting ②limited] to reduced worker productivity and trauma affecting a victim's private life. Equally significant are the 5)[①rising ②rise] costs in health services and the added burden on public finances.

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

The Westernized "developed" economies are, by a very large margin, the largest markets for prescription medicines. It is, therefore, inevitable 1)[①that ②what] any coverage of the biopharmaceutical industry will assume that its research and development activities are directed almost exclusively at these affluent nations. The problem for millions of people in the developing world is 2)[①that ②what] treatments for tropical diseases such as malaria are not economical to develop and that medicines for "Western" diseases are too expensive. This situation is now changing because of economic, political and social factors, including the rise of "venture philanthropy" and new pricing models. Perhaps most significantly, rapidly growing economies (China, India and Brazil, for example) are 3)[①sustain ②sustaining] a large number of people with Western lifestyles and the diseases to match. This may be one reason for an increased willingness on the part of multinational pharmaceutical companies 4)[①invest ②to invest] heavily in research and development in these countries and to offer generous pricing models for drugs 5)[①what ②that] treat infectious diseases such as malaria.

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

The relevance of generalized knowledge 1)[①what ②that] is applicable to particular individual phenomena is especially 2)[①important ②importantly] in the applied areas of psychology — where the layperson's and scientist's perspectives cross paths. 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 3)[①deal ②dealing] with a troubled adolescent — can be consistent only if the basic scientific basis of these applications is adequate to the reality. Certainly it is possible 4)[①achieve ②to 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. Such occasional success, however, would be based on the particular combination of circumstances in the case of a concrete application, and need not 5)[①follow ②following] from any adequate scientific understanding of the phenomenon.

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

One feature of progress and separation from nature is the 1) [①growing ②grown] incidence of physical inactivity. Hunter-gatherers and farmers expend energy to catch and grow their food; the rest of us rely on cars and are 2) [①gradual ②gradually] losing the ability to walk. Physical inactivity (and junk food) is killing us, and our kids. It also reduces the chance of accidental or designed connection with nature. We know that the natural environment positively affects our mental states. 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 3) [①to stop ②stop] going there?. The World Health Organization predicts that depression and mental ill-health will be the greatest source of ill-health worldwide by 2020. 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. 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. Maybe it is too late for some of us. We have forgotten, and will never reconnect enough. The real challenge is to 4) [①get ②getting] to today's young children, 5) [①connect ②connecting] them with nature and its mysteries early, and prevent the extinction of ecological literacy that will dog us to our graves.

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

At the heart of learning is good, old-fashioned trial and error. In many areas of learning, including baseball, writing, and math, we tinker our way toward 1)[①understood ②understanding] and competence. Once we have the glimmerings of an idea about how to 2)[①proceeding ②proceed], we give it a go, observe the effects and the success, adjust our action, and have another go. We can rarely figure everything out in advance so well 3)[①that ②what] our first attempt is a surefire success. 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, 4)[①practicing ②to practice], and drafting. Sometimes we know what we want to achieve, and our experiments are refined as we approach the goal. And sometimes we are just playing with material (as artists do), ideas (scientists), or bodily movements (choreographers) to see 5)[①which ②what] happens.

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

Living butterflies 1)[①hold ②to hold] their wings in positions that differ from those of mounted museum specimens. For example, an obvious difference is that live grass-skipper spread their hindwings flat but open their forewings only partially, 2)[①appear ②appearing] very different from completely flat-spread museum specimens. A less often 3)[①noted ②note] difference is 4)[①what ②that] when landed with their wings closed, living skippers fold under the trailing edge of their hindwings, hiding about one-fifth of the wings. Thus, the shape of the hindwings, especially the length versus the width, may appear very different in the field than on museum specimens. In addition, relatively fresh individuals often 5)[①to have ②have] distinctive sheens 6)[①that ②what] 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.

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

In terms of parenting, 1)[①limited ②to limit] funds may restrict parents' ability, for example, to pay for the best private schools or 2)[①satisfying ②to satisfy] their children's demands for the latest gaming console. Yet constraints need not be exclusively of a financial nature. For many parents, the most significant constraints are time and capabilities. Some parents need to work long hours, 3)[①cut ②cutting] down the time they can spend with their children. 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. Limits to parents' knowledge and abilities are equally important. Some parents may have the time and resources 4)[①caring ②to 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. Others underestimate the importance of education as a means of getting on in society and 5)[①do ②does] not put effort into motivating their children to do well in school.

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

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

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

Intelligence is a 'relative' or normative construct. One of Alfred Binet's seminal contributions to the assessment of intelligence was to introduce the idea 1)[①that ②what] 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). It is almost universally 2)[①to accept ②accepted] 3)[①what ②that] one can only quantify an individual's intelligence by referring to the reference or norming group. The principal advantage to this approach is that an individual's intelligence is indexed in a way 4)[①that ②what] 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). The principal disadvantage to this approach is 5)[①what ②that] it renders comparisons across norming groups somewhat problematic. 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. 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. An intelligence test designed for 18-year-olds in 1930 would be 6)[①expecting ②expected] 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. The IQ score only tells us the individual's standing with respect to other members of the norming sample.

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

Scientists 1)[①hoping ②hope] to someday establish beyond a doubt 2)[①that ②what] aging and all the nefarious things that go with it can be indefinitely postponed simply by 3)[①reduced ②reducing] the amount of food and calories we consume. 4)[①Taking ②Take] note that in the prevention of Alzheimer's disease, maintaining an ideal weight may not be enough. Studies have 5)[①shown ②been shown] that the risk of Alzheimer's disease is more closely linked to caloric intake than to weight or body mass index (BMI). This means 6)[①which ②that] 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. If we consider the logic that 7)[①explaining ②explains] how caloric restriction exerts its beneficial effects on the body and mind, this makes a lot of sense. 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. Thus a person with a high metabolic rate who consumes greater calories may actually be 8)[①produced ②producing] more harmful forms of oxygen than someone with a slower metabolic rate.

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

Economies are 1)[①organizing ②organized] in different ways to answer the question of what is to be 2)[①producing ②produced]. The dispute over the best way to answer this question has 3)[①been inflamed ②inflamed] passions for centuries. Should a central planning board make the decisions, as in North Korea and Cuba?. Sometimes this 4)[①highly ②high] centralized economic system is referred to as a command economy. Under this type of regime, decisions about how many tractors or automobiles to produce 5)[①is ②are] largely determined by a government official or committee 6)[①associating ②associated] with the central planning organization. That same group decides on the number and size of school buildings, refrigerators, shoes, and so on. 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 7)[①producing ②produced]. A country that uses such a decentralized decision-making process is often said to have a market economy.

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

Research with human runners 1)[①challenged ②is challenged] conventional wisdom and found 2)[①that ②which] the ground reaction forces (GRFs) at the foot and the shock transmitted up the leg and through the body after impact with the ground 3)[①varying ②varied] little as runners 4)[①moving ②moved] from extremely compliant to extremely hard running surfaces. As a result, researchers gradually began to believe 5) [①that ②what] runners are subconsciously able to 6)[①adjusting ②adjust] leg stiffness prior to foot strike based on their perceptions of the hardness or stiffness of the surface on which they are running. 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. As a result, impact forces passing through the legs are 7)[①strikingly ②striking] similar over a wide range of running surface types. Contrary to popular belief, running on concrete is not more damaging to the legs than running on soft sand.

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

The MNM philosophy — Make New Mistakes — 1)[①is recognized ②recognizes] that mistakes are opportunities to learn. Of course, 2)[①making ②make] the same old mistakes over and over isn't very smart. We should learn from our mistakes so 3)[①that ②what] we don't repeat them. Yet making no mistakes isn't very smart either. 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. Conversely, making new mistakes means 4)[①that ②what] different activities and directions are being attempted. We should make mistakes when we try new things; if we don't do so, then we aren't being 5)[①ambitious ②ambitiously] enough. The key is to learn from our new mistakes so that we grow as a result of them. If we want our teachers to learn from their experiences — to actively 6)[①engage ②engaging] 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.

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

One beautiful spring day, a farmer was 1)[①plowed ②plowing] his ground to plant carrots, when a bear 2) [①wandering ②wandered] by. The bear was just about to grab him, but the farmer begged, "Don't hurt me, Bear. Why don't we farm together?. I'll do all the work for both of us. You can have everything 3)[①what ②that] grows above the ground, and I'll take the roots". "That sounds fair," said the bear. "But you'd better not try to trick me, or you won't be safe in the woods anymore!". The carrots the farmer planted grew to be quite large. At last the day came to 4)[①harvest ②be harvested] them. When they were all dug up, the farmer said to the bear, "Now let's divide them evenly. Just as I 5)[①promised ②promising], you get all the tops, and I get the roots". The bear was quite pleased with the huge bundle of carrot leaves he took home. But he was not 6)[①pleased ②pleasing] with their bitter taste. He returned to the farmer and demanded to taste one of the roots. The bear ate a carrot and said, "These are sweet and delicious. You've tricked me, Farmer. You had better not go in the woods again!". "I'm sorry, Bear. I didn't mean to trick you. Next year you can have all the roots, and I'll take what grows above the ground. It's only fair". But the next year, the farmer didn't plant carrots. Instead, he planted wheat. He figured since he was doing all the work, he should get the best end of the deal. When it was time to harvest the wheat, the bear showed up again. The farmer gave the bear all the roots and then loaded the wheat in his wagon. When the bear got home, he couldn't think of anything to do with the roots. He was furious!. He went to the farmer's house and warned him, "You've 7)[①showing ②shown] how smart you are, Farmer. But if you're really smart, from now on you'll stay out of my woods!". To this day, the farmer is always a little nervous when he goes into the woods. And with good reason, for the bear still hasn't forgiven the farmer for tricking him.

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

Socially 1)[①anxious ②anxiously] people usually feel friendly towards others and certainly have their fair share of the positive characteristics 2)[①that ②what] other people appreciate. They may have a sense of fun, be energetic and generous, kind and understanding, serious, amusing, quiet or lively, and they spontaneously 3) [①behaving ②behave] in these ways when they feel at 4)[①easily ②ease]. But feeling at ease in company is so hard for them, and 5)[①makes ②making] them so anxious, that these qualities are often hidden from view. The anxiety interferes with their expression, and the ability to 6)[①displaying ②display] them may have gone rusty from lack of use. Indeed, socially anxious people may have altogether lost belief in their likeable qualities together with their self confidence. One of the rewards of learning to overcome social anxiety is that it enables you to 7)[①express ②be expressed] aspects of yourself 8)[①what ②that] may previously have been stifled, and allows you to enjoy, rather than to fear, being yourself.

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

Exotic pets pose a risk to human health and safety, particularly because some infectious diseases they carry 1) [①are ②is] transmittable to humans. 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 2)[①describe ②describing] some of these exporting zones. In 3)[①importing ②imported] regions, too, exotic pets can escape or be illegally released into non-native environments, where they may become invasive. The most famous case of this is the breeding population of Burmese pythons now established in the Florida Everglades. But the traded animals themselves arguably 4)[①bear ②bearing] the risks of the exotic pet trade most profoundly. Pre-purchase mortality rates within the trade are as 5)[①highly ②high] 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. Experts argue it is difficult if not impossible to 6)[①provide ②be provided] adequate care for exotic pets.

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

What was arguably the all-time greatest example of selection bias 1)[①was resulted ②resulted] in the 2)[①embarrassing ②embarrassed] 1948 Chicago Tribune headline "Dewey defeats Truman". In reality, Harry Truman trounced his opponent. All the major political polls at the time had 3)[①predicted ②been predicted] Thomas Dewey would be elected president. The Chicago Tribune went to press before the election results were in, its editors confident that the polls would be correct. The statisticians were wrong for two reasons. First, they stopped 4)[①to poll ②polling] too far in advance of the election, and Truman was especially successful at energizing people in the final days before the election. Second, the telephone polls 5)[①conducting ②conducted] tended to favor Dewey because in 1948, telephones were generally limited to wealthier households, and Dewey was mainly popular among elite voters. 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 6)[①being encouraged ②encouraging] others to hop on the bandwagon — of selection bias.

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

1)[①Despite ②Although] advances in desktop mapping software, 2)[①which ②that] would a empower reporters as mapmakers, news publishers tend to treat maps like photographs and other images — as illustrations 3)[①developing ②developed] by specialists working in an art department outside the news room. Some newspapers have a separate graphics department 4)[①what ②that] is responsible for maps and other information graphics or a "graphics editor" who mediates between the news desk and the art department. Elsewhere the integration of illustrations and art 5)[①relying ②relies] on informal alliances — inviting the art director to the daily editorial meeting is a common concession. Because reporters and editors are rarely trained in graphic design and mapmaking, this division of labor is likely to persist. Even so, some newspapers committed to investigative reporting 6)[①is acquired ②acquired] a geographic information system and made the software available to reporters covering crime, elections, or the environment. The resulting maps are often team efforts involving reporters, editors, and graphics specialists.

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

At the 2008 Washington State Class 4A Track and Field Championship, Nicole Cochran had just 1) [①been finished ②finished] the 3,200-meter race. The defending champion thought she had won. After all, Cochran — a senior at Bellarmine Prep — seemed to have finished first by more than three seconds. But then her coach was called to the officials' tent. The officials said that Cochran had 2) [①been stepped ②stepped] outside of her lane during one of the turns. Cochran knew she hadn't done it, but the ruling was 3) [①final ②finally]. She was going to be 4) [①disqualifying ②disqualified]. Almost everybody, including the other runners, believed the judge had made a mistake. Still, the title was awarded to the runner-up, Andrea Nelson from Shadle Park High. Nelson wasn't happy about it. In fact, she was upset. She had been running in the lane next to Cochran's, and she knew Cochran had run a clean race. "That's not how I wanted to win the state championship," said Nelson. "It wasn't fair. She deserved it. She totally crushed everybody". So as the eight top finishers took their places on the podium to receive their medals, Nelson made a decision. She stepped off the podium, walked over to Cochran, and placed the first-place medal around her neck. "It's your medal," she said. Cochran was moved by the gesture. She was pretty astonished. The other runners were 5) [①inspired ②inspiring], too. The second-place finisher gave her medal to Nelson. Then the third-place finisher gave her medal to the second-place runner, and so on down the line. Finally, a girl 6) [①was named ②named] Lyndy Davis from Monroe High School gave her eighth-place medal away. That meant she wouldn't be receiving one at all. "It gave me chills," said Cochran. "It shows how much respect distance runners have for each other". Cochran competed in two more events, including the 800-meter race. She finished in eighth place. Afterward, she found Lyndy Davis and gave her the eighth-place medal. "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. Then, 10 days after the competition, officials 7) [①decided ②were decided] the original ruling had been wrong. Cochran was formally named the 3,200-meter champ.

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

One of the great risks of writing is 1)[①that ② what] even the simplest of choices regarding wording or punctuation can sometimes prejudice your audience against you in ways that may seem unfair. For example, 2) [①look ② looking] again at the old grammar rule forbidding the splitting of infinitives. 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. 3)[①Suppose ② To 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. How will they respond when you tell them, in your introduction, that librarians 4)[① compel ②are compelled] "to always accompany" visitors to the rare book room because of the threat of vandalism?. How much of their attention have you suddenly lost because of their automatic recollection of what is now a nonrule?. 5)[① That ②It] is possible, in other words, to write correctly and still offend your readers' notions of your language competence.

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

While we dislike 1)[①failing ② to fail] in our regular endeavors, games are an entirely different thing, a safe space 2)[① which ②in which] failure is okay, neither painful nor the least unpleasant. The phrase "It's just a game" suggests that this would be the case. And we do often take what happens in a game to have a different meaning from what is outside a game. 3)[① Prevent ②To 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. Games, in this view, 4)[① is ②are] something different from the regular world, a frame in which failure is not the least distressing. 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. In other words, we often argue 5)[①that ② which] in-game failure is something harmless and neutral, but we repeatedly fail to act accordingly.

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

Emotions can easily intrude upon the most simple messages. Some people can send us letters and e-mail messages 1)[①that ② what] are clearly hostile or nasty and tempt us to respond in kind. At times maybe we should. How would you feel if you received this message?. Whose job do you think you can do better?. Mine or yours?. Most likely you'd feel like socking the person who sent it. There are certainly people who can push us over the edge of civilized decorum. The question is how to respond to them. In this case, perhaps it's best not to respond at all. The writer 2)[① who is ②is] clearly upset and resentful, perhaps even insecure about something you may have said or 3)[① suggesting ②suggested]. If you receive an unsettling message such as this, 4)[① does ②do] not respond immediately. No matter how justified or 5)[① outraging ②outraged] 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.

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

Within my family, 1)[①obtaining ② obtained] a university degree was never presented as a choice. I was exceptionally lucky because my parents always cultivated in my sister and me deep admiration for academic and professional achievement. As I grew up, my parents would repeat again and again 2)[①that ② what] education was an investment that would always yield returns. They convinced us that knowledge was the one thing in life nobody could take away from you. Money, properties, even loved ones could disappear. But not knowledge. This thinking 3)[①had acquired ② had been acquired] greater meaning in our new context as recent immigrants facing significant scarcity. 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 4)[①obtain ② observe]. There seemed 5)[①to be ② being] no American Dream without a college degree.

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

While she was going to Elanor Hales's place, Anika kept 1)[①thinking ②to think] about the baby elephant. 'Would he still be alive?' she thought. As soon as the car stopped at Elanor Hales's place, Anika burst out of the car. She was in a hurry to see if the baby elephant was still alive. Then she saw an older woman who was standing with her arm around an eland, a large African antelope. She was talking to some people and 2)[①patted ②patting] the eland. She looked over at Anika and then walked over. She was barefoot. The eland followed her. "You must be Anika," she said. "I'm Elanor Hales". Her voice was very English, 3)[①clipped ②clipping], and no-nonsense. She had kind eyes. Anika blurted, "Is he still alive?. Is the baby elephant still alive?. Can I see him?". Mrs, Hales laughed and said, "Yes, he is. He's still weak, but he has a good chance of surviving". A sense of comfort filled Anika. "I've named him Kioko. I will show you around," Mrs, Hales said. Mrs, Hales took Anika to 4)[①which ②where] they were taking care of elephants. There were two other small elephants. All of them were having a mud bath out front. Kioko was there. An animal caretaker was rubbing cool, muddy water behind Kioko's ear. Kioko leaned against her and touched her with his trunk. Anika wanted to go pet Kioko, but Mrs, Hales said no. She said Kioko needed to feel peacefully secure. It wouldn't be good for strangers to pet him yet. Mrs, Hales explained 5)[①which ②that] baby elephants die unless they feel safe and get lots of attention. The tiny ones used to die, even with lots of attention. After having tea in the veranda, it was time 6)[①of ②for] Anika to leave. She looked at Elanor Hales and said "Mrs, Hales, is there any chance I could work with you?". Mrs, Hales raised her eyebrows. "What do you mean by work?" she asked. "Anything there is to do. I could learn immense amounts from you," Anika said. "Well," Mrs, Hales said in a dry voice, "what good would you be to me?. I have workers already who know the animals". Anika shrugged and raised her hands. Mrs, Hales laughed, "Write to me. I'll consider it". She shook Anika's hand and said goodbye.

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

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

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

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

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

In judging 1)[①that ② which] 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 2)[①better ② best] your judgement is likely to be. 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 3)[①to be ② being] able to choose between them. Similarly, when you make a moral judgement about someone's behaviour, not only 4)[①do you ② you] need to look at what they actually did, but you also need to imagine 5)[①what ② that] they could have done. 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.

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

1)[① Solve ②Solving] the productivity problem is a double-edged sword. 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 2)[① who are ②are] likely to become more pronounced. While the rising tide of higher salaries will lift more people above the poverty line, the income differences among different sectors of society 3)[① is ②are] likely to grow. 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. The remaining high-value, high-paying jobs are thus likely 4)[① require ②to require] an increasingly well-educated labor force. In an economy dominated by innovation and mass customization, the highly skilled and the highly trained 5)[① is ②are] likely to prosper.

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

Once upon a time there was a woman named June. June was the widow of a successful entrepreneur. Over a period of twenty-six years her late husband, Walter, 1)[① having ②had] built a family-owned corner drugstore into a chain of fifty-eight stores with annual sales in excess of 326 million dollars. June and Walter were the parents of a single child, Michael. As Michael grew toward adulthood, his mother assumed that Michael would follow in his father's footsteps. As president and CEO, Michael would fulfill his father's vision of one hundred stores with annual sales of over four hundred million dollars. This, June believed, was the only course her son's life could take. June was to be 2)[① disappointing ②disappointed]. When Michael completed undergraduate school, he announced he would not be entering the family business. Upset and worried, June sought the advice of an old family friend. 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. June's pain was not new to the former principal. He had witnessed this frustration in other parents. Knowing June's disappointment was genuine, he agreed 3)[①to talk ② talking] with Michael. Michael arrived early for their appointment. Rather than being reluctant to talk, Michael jumped right into the reasons for his decision. Michael explained, "There was a time when I 4)[① should ②would] have loved nothing more than to run my father's business. As a boy, I idealized my dad. I wanted to please him. I wanted to hear him say he was proud of me. But you need to understand the relationship. My father was a driven man who came up the hard way. He was determined to teach me self-reliance, but his method was demoralizing. He thought the best way to teach me self-reliance was to never encourage or praise me. He wanted me to be tough and independent". "Two or three times a week, we played catch. Sometimes we would play catch with a baseball, at other times with a football. Either way, the goal was always the same. I was to catch the ball ten times straight. I would catch that ball eight or nine times, but always on the tenth, he would do anything to make me 5)[① to miss ②miss]. He would throw it on the ground or over my head, but always so I had little chance of catching it". Michael paused for a long moment and then finished, "He never let me catch the tenth ball — never!. No matter how hard I tried, he always set me up to fail. And I guess that's why I have to get away from my father's business; I want to catch the tenth ball".

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

To many people, 1)[①have ②having] a goal is synonymous with commitment, and commitment to a goal — in turn — is nearly synonymous with success. Legendary boxer Muhammad Ali once remarked, "I hated every minute of training but I said, 'Don't quit. Suffer now and live the rest of your life as a champion'. And there you have it — the clear sentiment 2)[①what ②that] doubling down on goals is more likely 3)[①lead ②to lead] to success. Quitting, on the other hand, is reserved for the morally and physically weak. As you might guess, we challenge the notion that giving up (an indisputable psychological discomfort, by the way) is so awful. Blind devotion to goals has led to, among other things, "gold fever," most often 4)[①associated ②to associate] with the California Gold Rush, when miners expended enormous physical, emotional, and financial capital in their fruitless pursuit of riches. In fact, researcher Eva Pomerantz of the University of Illinois argues 5)[①what ②that] heavy investment in a goal can erode a person's psychological quality of life by creating a spike in their anxiety. This is especially true when people 6)[①pushing ②push] themselves by focusing on the potential negative impact of not achieving their goals.

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

Our insatiable appetite for seafood, coupled with the brutal efficiency of our industrial fishing technologies, has wreaked havoc. But above all, it has been a combination of government weakness, industrial greed and a scientific community 1)[①lacking ②lacks] the courage to sound the alarm 2)[①what ②that] has 3)[①to result ②resulted] in one of the greatest ecological tragedies of our time. Decision-makers have routinely ignored the warning signs. The reason is that they have been frightened of upsetting the 'fishing lobby'. As a result, they have set hopelessly unrealistic quotas, and have gone out of their way to appease industrial fishing companies. 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. 4)[①Citing ②Cite] 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 5)[①acting ②act].

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

We live in times when speed of reaction often takes precedence over slower and more cautious assessments. As we become more attuned to 'real time' events and media, we inevitably end up 1)[①placing ②place] more trust in sensation and emotion than in evidence. Knowledge becomes more valued for its speed and impact than for its cold objectivity, and emotive falsehood often travels faster than fact. In situations of physical danger, where time is of the essence, rapid reaction 2)[①making ②makes] sense. But the influence of real time data now extends well beyond matters of security. News, financial markets, friendships and work engage us in a constant flow of information, making it harder 3)[①to stand ②standing] back and construct a more reliable portrait of any of them. The threat lurking in this is 4)[①that ②what] otherwise peaceful situations can come to 5)[①feeling ②feel] dangerous, until eventually they really are.

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

Quite often, a party seeking to show statistical significance 1)[①combining ②combines] data from different sources 2)[①to create ②create] larger numbers, and hence greater significance for a given disparity. Conversely, a party seeking 3)[①avoid ②to avoid] finding significance disaggregates data insofar as possible. 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. The argument for disaggregation is 4)[①what ②that] pooled data may be quite misleading. 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. 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. The reason for the reversal was 5)[①that ②what] women applied in greater numbers to departments with lower acceptance rates than to the departments to 6)[①what ②which] men predominantly applied. The departments were therefore variables that confounded the association between sex and admission.

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

Professor Povzner taught a course at the Military Academy for Engineers. He walked into a class one day, ready to start his lecture with a routine spiel about Russian primacy in mathematics, and then 1)[①settling ②settle] down to a serious session of really teaching mathematics. But to his alarm, the minute he got up in front of the class he saw 2)[①what ②that] among the audience was a general, the chief of the Academy. Povzner pulled up short and decided 3)[①that ②what] he had better devote the whole lecture to the subject of early Russian genius in mathematics. 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. 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?'. Povzner saw 4)[①that ②what] one of the students had raised his hand. The student said, 'This is so interesting, about medieval Russian mathematics. Could you tell us, please, where we could get more information about it — 5)[①which ②what] the reference books would be?. I would like to learn more'. Having no time to think, the professor immediately answered: 'Well, that's impossible!. All the archives were burned during the Tatar invasion!'. When the class was over, the general got up slowly from his seat. Then he came up to the lecturer and said, 'So, Professor,,, All the archives were burned?'. Only then did poor Povzner realize what he had said. 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?. He was ready to panic when, unexpectedly, the general smiled at him sympathetically, turned around, and left. This high-ranking commander was a clever and decent person; otherwise Professor Povzner would have been in deep trouble.

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

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

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

Control of the crime scene is 1)[①obviously ②obvious] important. This can be done by establishing the boundary of the scene (be it a location, item, or person) and protecting it. 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. The same principles 2)[①applying ②apply] if the examination is 3)[①that ②what] of a person (a suspect, victim, or witness), recovered vehicle, or any other item. 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. The scene or investigation also extends to persons removed from the scene and those who may be 4)[①potentially ②potential] connected with it. The availability of trained crime scene investigators to examine such scenes may not always be adequate. It is a long-established principle 5)[①that ②what] all areas such as scene, victim, vehicle, and suspect should be dealt with by separate scene investigators. But at some stage, most often in the laboratory, items will be examined and compared by the same scientist, where systems are also 6)[①to require ②required] to ensure that there is no contamination.

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

In a study, 77 undergraduate students were 1)[①interviewed ②to interview]. During these interviews, they were 2)[①presented ②to present] with various events (e.g, falling on their head, getting a painful wound, or being sent to a hospital emergency room). They were told that, according to their parents, these events had occurred in their childhood. The interviewer gave further details about the events supposedly given by the parents. Unknown to the interviewees, the events were invented by the researchers and had never 3) [①happened ②to happen] to the participants according to their parents. 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"). Results 4)[①indicated ②indicate] 5)[①what ②that] 26% of students "recovered" a complete memory for the false event, and another 30% recalled aspects of the false experience.

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

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

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

I recently had the privilege of listening to Robert Cooper, author of Executive EQ, address an auditorium of 900 people. The story he told in the first ten minutes of his speech demonstrated his authenticity. He chose to tell us "who he was" by 1) [①tell ②telling] a story about his grandfather, who died when Robert was sixteen years old. His father's father had four major heart attacks before he eventually died from the fifth. During that time, he had 2) [①to take ②taken] great care to assist in Robert's development as a young man. He invested long talks and personal time with him. 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. He said, "If you could measure intelligence in the quality of intensity in a man's eyes, he surely must have been a genius". 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 3) [①share ②sharing] his latest near-death insight. 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 4) [①what ②that] the most important thing in life is ,,, ". We wanted to share the insights of this great man. By the fourth time he had us laughing at the old man's revisions and Robert's adolescent fear 5) [①that ②what] he was going to be tested on remembering what the last heart attack's "most important thing in life" was. 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. I have asked myself — what if every day I had refused to accept yesterday's definition of my best?. So much would have come back to me ,,, to your father ,,, to you. But now it won't, because I didn't. It is too late for me. But it's not too late for you' ". I held my breath along with everyone there at the power of a man's regret at the end of his life. "It is too late for me". Our common humanity means that we, too, will die. Every person in that audience had a flicker of awareness toward our own deaths and potential regrets. 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.

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

Clutter 1)[①beats ②beating] us up psychologically and physically. It 2)[①was clouded ②clouds] our minds, making it 3)[①difficultly ②difficult] to access what truly matters in our lives. According to Ab Jackson, a fellow organizer, "Are you a person 4)[①which ②that] buys things that you don't need, with money 5)[①what ②that] you don't have, to 6)[①impressing ②impress] people that you don't even like?". Sound familiar?. 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?. How about a way that actually resonates with what is easy for your unique brain?. We only have so much life force, so much chi, pran, or energy. Why spend it 7)[①performing ②perform] tasks that don't match your prewired tendencies?. How can we learn to do this with less stress and more grace; even, dare I say, a sense of satisfaction and pleasure?. Here is where your own organizing skills can 8)[①greatly ②great] assist you in feeling intact, leading a life that is proactive rather than reactive, purposeful, and ultimately satisfying.

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

TV shows were more 1)[①popular ②popularly] in the seventies than they are now not because they were better, but because we had fewer alternatives to compete for our screen attention. What we 2)[①thought ②were 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. The great thing about broadcast is that it can bring one show to millions of people with unmatched efficiency. But it can't do the opposite — bring a million shows to one person each. Yet that is exactly what the Internet does so well. The economics of the broadcast era 3)[①requiring ②required] hit shows — big buckets — to catch huge audiences. The economics of the broadband era are reversed. 4)[①Serving ②Being served] the same stream to millions of people at the same time is hugely 5)[①expensively ②expensive] and wasteful for a distribution network optimized for point-to-point communications.

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

In one study Barbara Weston and I 1)[①attempted ②was 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. She would wear her own perfume and the same one each time. The perfumes 2)[①included ②including] 'L'Air du Temps', 'Jontu' and 'Maximi'. After a few such exposures, we tested the babies in the laboratory. The perfume was 3)[①presented ②presenting] to the infant on a cotton swab and the babies' sucking, respiration, general activity and heart rate were recorded on a polygraph. 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. The results for 15 infants, 8 girls and 7 boys, 4)[①showed ②showing] 80 per cent response on trials with the perfume versus 5)[①virtually ②virtual] zero with the odourless control. However, the infants responded about equally to mothers' perfume and the control perfume, 'Cachet'.

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

In addition to efforts to 1)[①developing ②develop] natural and more sustainable adhesive materials for 2)[①commercially ②commercial] use, recent years have seen the emergence of a wide variety of "green adhesives". Efforts to produce and market these have been 3)[①associated ②associating] 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. A number of governments have 4)[①introduced ②been introduced] regulations on the chemical emissions produced when using adhesives. 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. Other products are 5)[①designed ②designing] to save energy and reduce waste. 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 6)[①reduce ②reducing] the landfill waste from plastic tube applicators.

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

Joe has one specific memory of when he was 17 years old. He had 1) [①been working ②working] summers and vacations for nearly five years at his father's appliance store. Joe was out on a service call one afternoon to 2) [①fix ②be fixed] a customer's washing machine. 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 3) [①spent ②spending] summer vacation. His dad 4) [①was directed ②directed] them to the customer's home (it's a small-town thing). So, much to Joe's surprise, two of the prettiest girls in the senior class showed up to take his picture. At the time Joe was so self-conscious. At 17, the presence of pretty girls made him incredibly nervous. Also, he looked dirty and completely unprepared for this unannounced visit. Making it all the worse was the utilitarian way the two classmates handled the task. They briefly announced the purpose of their visit, snapped two photos, and left with no more than three sentences of interaction. 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. After completing the service call, Joe returned to the store. It was clear, even to his emotionally restricted father, that he was bummed. "What happened to you?". His father asked him. Reluctantly, Joe shared his encounter with the two girls. After listening to his story, he said, "Cheer up, it gets worse". And with that, Dad returned to the task at hand. Joe remember 5) [①to thinking ②thinking], "Really!. 'Cheer up, it gets worse?'. That has got to be the worst motivational speech I have ever heard in my life". Years later, he 6) [①was reminded ②reminded] his dad, now softened with age, of that conversation. He offered more nuance this time. First, he said, the phrase is true. Life is hard, but no matter how difficult today is, there will be a worse one ahead. "Cheer up, it gets worse," is not negative, he said. 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. Truly, an amazing piece of advice.

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

1)[①Imagine ②To imagine] I tell you that Maddy is bad. Perhaps you infer from my intonation, or the context in 2)[①what ②which] we are talking, that I mean morally bad. 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 3)[①assumed ②assuming] I am sincere. 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. In contrast, if I say that Maddy is wicked, then you get more of a sense of her typical actions and attitudes to others. The word 'wicked' is more specific than 'bad'. I have still not exactly 4) [①been pinpointed ②pinpointed] Maddy's character since wickedness takes many forms. But there is more detail nevertheless, perhaps a stronger connotation of the sort of person Maddy is. In addition, and again assuming typical linguistic conventions, you should also get a sense that I am 5)[①disapproving ②disapproved] of Maddy, or saying that you should disapprove of her, or similar, 6)[①assumed ②assuming] that we are still discussing her moral character.

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

When electromagnetic wavelengths start to get too long to 1)[①bending ②bend] retinal (a biological chemical in the retina of the eye), we call them infrared because they are just below the 2)[①visible ②visibly] color red. When the wavelengths are a little too short to be seen we call them ultraviolet because they are just beyond the visible color violet. Visible light is 3)[①squeezed ②squeezing] in between the invisible infrared and ultraviolet wavelengths. 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?. Those wavelengths shorter than visible light carry more energy. The shorter wavelength radiations (think x-rays) carry enough energy 4)[①what ②that] they go beyond simply bending molecules; they can actually break them. And it is the breaking of biological molecules that 5)[①results ②resulting] in radiation's adverse biological effects. 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. If these low energy radiations have biological effects, their mechanism is more obscure and beyond what we currently understand about biology.

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

Pain has always been philosophically and 1)[①political ②politically] problematic. Whereas physical injuries and diseases can be observed by others, pain has an apparently private quality, which potentially cuts the sufferer off from others. By its nature, it can be difficult to adequately communicate, a quality that led the cultural theorist Elaine Scarry to 2)[①describing ②describe] intense pain as "world-destroying". The sufferer feels alone with their pain, and depends on the capacity of others to empathize and to 3)[①believe ②believing] them. As Scarry puts it, "To have pain is to have certainty; to hear about pain is to have doubt". This generates its own political strains, as some sufferers are inevitably viewed as more credible than others, while some are assumed to 4)[①be exaggerated ②exaggerate] their pains. The politics of pain involves differing views of who deserves compassion and how much, a matter that generates its own distinctive 5)[①politically ②political] positions. For example, American conservatives have historically taken the harsher view that those in pain are less 6)[①deserved ②deserving] of sympathy or pain relief.

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

In the classic model of the Sumerian economy, the temple 1)[①functioned ②functioning] as an administrative authority governing commodity production, collection, and redistribution. The discovery of administrative tablets from the temple complexes at Uruk suggests that token use and consequently writing 2)[①evolved ②evolving] as a tool of centralized economic governance. 3)[①Given ②Giving] the lack of archaeological evidence from Uruk-period domestic sites, it is not clear whether individuals also used the system for personal agreements. For that matter, it is not clear how widespread literacy was at 4)[①their ②its] beginnings. The use of identifiable symbols and pictograms on the early tablets is consistent with administrators needing a lexicon that was mutually intelligible by literate and nonliterate parties. As cuneiform script became more abstract, literacy must have become increasingly important to 5)[①ensuring ②ensure] one understood what he or she had 6)[①been agreed ②agreed] to.

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

Although Joyce had little patience with elderly people, she 1)[①was applied ②applied] for the activity director position in a nursing facility. When the ringing of the telephone woke her, it was 8:05 am. The woman on the other end sounded cheerful. "I have your application for activity director," she said. "We are about to open a new unit. How soon can you be here for an interview?". Trying her best to sound awake, Joyce said, "One hour. I can come in one hour". From that day on, Joyce's life changed. Each waking moment, her thoughts are on the residents of the nursing facility. The residents fill her thoughts and her heart. Her first love was Miss Lilly, a lonely woman with only one living relative. Miss Lilly was not a pretty sight. She was a broad-shouldered woman with large hands and feet, in a near prone position. She spent her days in a blue chair. Her hair, sparse and iron-gray, had twin cowlicks that caused it to 2)[①stick ②sticking] out in all directions. Worse yet, Miss Lilly never spoke. Joyce had 3)[①seen ②been seen] her one relative, a niece, several times. Each visit was the same. Standing a few feet in front of the blue chair, her niece would say, "Your check came, your bill is paid". Never a personal word, a hug, or any sign of affection. Months passed, and Miss Lilly seemed to 4)[①shrinking ②shrink] lower and lower down in her chair. Joyce 5)[①discovered ②was discovered] she was not eating well and gave up her lunch hour to feed Miss Lilly. Seeing how much Miss Lilly enjoyed Jell-o and pudding, Joyce brought her extra. Joyce talked to her constantly — about the weather, current events, anything that she could think of. One day, to her amazement, Miss Lilly spoke. "Bend down," Miss Lilly said. Quickly, Joyce knelt at her side. "Put your arms around me and pretend you love me," Miss Lilly whispered. "Me love Miss Lilly?". Joyce had never thought about it. Joyce gathered Miss Lilly into her arms and felt her heart bursting with love. There have been many Miss Lillys in Joyce's life since then and she knows there will be others. They are the ones who need more than kindness and care; they need a little piece of her heart. She loves each day of work, 6)[①sharing ②shared] with the residents with her life, her joys, and her sorrows. They share with her their past, their fear of the future, their families, and most of all, their love. Because of Miss Lilly, Joyce never feels the same about the older generation, about nursing facilities, or even about life.