

1. 수능특강 영어 > 01. 글의 목적 파악 > 01

- 1) My name /// is Susan {and} I /// work in the accounting department.
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- 2) I /// happened to hear / [that you // are looking to promote someone / within our company / to the position of manager of the accounting department], {and} I /// felt a need to write you this letter.
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- 3) I /// think / [Victoria Kimball, my department colleague, // is an ideal candidate for the position], She /// is always on time, she /// never leaves early, {and} she /// does excellent work / <while she // is here>.
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-
- 4) It /// is obvious / to both me and the rest of our colleagues / [that she // has a natural talent / for [what she does]].
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-
- 5) Her clients /// love her {and} so /// do we.
-
-
- 6) She /// is always quick to help / with [whatever we // need] / <no matter what it // is>.
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- 7) She /// is a fantastic employee {and} /// deserves the position.
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-
- 8) You /// would not regret choosing her.
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- 9) <As you // are thinking / about [who // might best fit into the position]>, I /// hope / [you // will consider Victoria].
-
-

happend	일어나다
promote	승진하다
write	적다
candidate	후보자
client	고객
fantastic	훌륭한
consider	고려하다

2. 수능특강 영어 > 01. 글의 목적 파악 > 02

- 1) You /// took a month-long leave of absence; starting from November 20th, 2019 to December 20th, 2019.

absence	휴가
obviously	명백하게
hence	그래서
information	정보
serious	심각한
fulfill	이행하다
severe	심각한

- 2) <As it // was a monthlong leave>, it /// was obviously a part of your duties / to hand over your work / to your team members. {Hence}, it /// was very disappointing / to discover / [that you // went on the leave / without giving them any information / about the projects / (that you // were handling)].

- 3) {In turn}, your carelessness /// led to unfortunate delays in the projects.

- 4) We /// are sure / [that you // are aware / [that during one's absence from work, / the company // cannot afford to put any work on hold]; <As you // know>, any work loss because of a failure to hand over work /// is a serious problem.

- 5) This letter /// is the final warning / regarding your irresponsible behavior.

- 6) Failure to fulfill your duties in the future /// will not be tolerated {and} /// will result in us taking more severe action.

3. 수능특강 영어 > 01. 글의 목적 파악 > 03

- 1) My name /// is David Lee {and} I /// am a third-year chemistry major at Arizona State University.

- 2) While completing both my introductory and upper level coursework, / I /// have developed a passion for science {and} /// am extremely interested in pursuing independent research / as an undergraduate.

- 3) Personally, I /// am especially interested in nanotechnology.

- 4) Recently I /// read your 2017 papers on the potential applications of graphene, {and} /// became fascinated by your work. In particular, / I /// found it amazing / [that graphene // can be utilized / to make flexible, transparent solar cells / (that // can turn virtually any surface into a source of electrical power)].

- 5) If possible, / I /// would be honored / to work on a long-term project in your lab.

- 6) /// Would you be interested / in including me / as part of your research team?.

- 7) My resume /// is attached / <in case you // are interested>.

- 8) I /// look forward to hearing from you.

introductory	입문의
develop	발달하다
potential	가능성 있는
solar	태양의
possible	가능한
attach	붙이다
resume	이력서

4. 수능특강 영어 > 01. 글의 목적 파악 > 04

- 1) We /// would like to express our deepest gratitude / for considering AGL / as your insurance provider.
- 2) You /// have made a wise choice, {and} your business /// is very important to us.
- 3) Unfortunately, {however}, we /// are afraid to inform you / [that your insurance policy application // cannot be approved at the moment].
- 4) The type of policy / (you // applied for) /// isn't available right now.
- 5) Currently we /// are working on bringing that policy back.
- 6) {Therefore}, we /// are keeping your application on hold / for future reference {and} further processing / <when your preferred policy // becomes available again>.
- 7) <If you // would prefer not to wait for approval {and} // would like us to remove your application from our system>, /// please let us know.
- 8) We /// hope / [that you // will still consider taking out a policy with us / <when it // becomes available>].
- 9) We /// appreciate your patience and understanding on this matter.

gratitude	감사
important	중요한
insurance	보험
available	이용가능한
reference	참조
approval	승인
consider	고려하다

5. 수능특강 영어 > 02. 분위기. 심경. 어조 파악 > 01

1) I /// was once out in the foothills of the Absaroka Mountains near my home in southern Montana / <when I // saw a front of windy and snowy weather coming toward me>.

2) Because of the open nature of that part of the upper Yellowstone River Valley, / I /// was able to see the storm coming from a long distance away, / {but} I /// was so far out on an exposed hillside / <that I // wasn't able to make it to cover / <before the blizzard // hit>>.

3) The slope / (where I // was hiking) /// was vegetated only with grass and sagebrush, / {so} I /// started for a north-facing and timbered slope a mile or so away.

4) <Because the bare hillside // was steep {and} already snow covered>, the going /// was slow, {so} I /// didn't make it off the slippery slope / <before the blizzard // hit>.

5) The wind /// hit with such force / <that I // couldn't stand upright>, {and} there /// was so much falling {and} blowing snow / <that I // couldn't see much either>.

6) All / (I // could do for some period of time) /// was to crouch down and wait.

near	근처의
weather	날씨
expose	노출하다
slippery	미끄러운
stand	서다
see	보다
period	기간

6. 수능특강 영어 > 02. 분위기. 심경. 어조 파악 > 02

- 1) My first morning in New York, / I /// put on my girl-writer dress and heels {and} ///
went to meet my editor, / looking forward to a promising day.
- 2) I /// figured / [we // would start editing together that very morning, {and} then he //
could give me the last of the advance].
- 3) It /// would turn out / [that I // had bounced back from this devastating setback]
{and} [that truth and beauty // had once again triumphed.]
- 4) Everyone /// would be so shocked / to hear / [that this book // had almost been
thrown away].
- 5) {But} my hopes /// were shattered / <when my editor // said, “I’m sorry”>.
- 6) I /// looked at him quizzically.
- 7) “I // am so, so sorry,” he /// said.
- 8) “{But} it still /// doesn’t work”.
- 9) I /// sat there / staring at him / <as if his face // were melting>.
- 10) I /// kept touching my forehead, / the way / (you // pat your head / to make sure /
[your hair // is okay]).
- 11) Then I /// started to cry {and} /// told him / [I // had to go right that very second].

meet	만나다
give	주다
almost	거의
promising	잘될것 같은
setback	방해물
hope	희망하다
sorry	미안한

12) He /// told me to phone him the next day.

13) I /// said / [I // would], / <although I // had no intention of actually doing so>.

7. 수능특강 영어 > 02. 분위기. 심경. 어조 파악 > 03

- 1) In those more hopeful and innocent days / there /// was much to enjoy / about being newly a queen — not only / [that I // had survived against the odds / to inherit].
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-
-
- 2) I still /// remember the sensation of the royal white fur collar around my neck.
-
-
-
- 3) I /// put my cheek to it {and} the fur /// seemed strangely warm against my skin.
-
-
-
- 4) The grand garment /// smelt faintly of beeswax and the softest leather.
-
-
-
- 5) Unable to resist, / I /// buried my features in it {and} /// laughed with delight.
-
-
-
- 6) It /// was thrilling / to know / [that such luxury // was mine].
-
-
-
- 7) My ladies /// laughed with me, / equally delighted.
-
-
-
- 8) They /// could not wear the elegant clothes and jewelry / (that as queen I // wore / even a queen with her hair as yet unbrushed), {but} their circumstances as my attendants /// were vastly better / <now that I // was queen>.
-
-
-

hopeful	희망적인
survive	살아남다
warm	따뜻한
resist	저항하다
elegant	화려한
circumstance	상황
vastly	매우

8. 수능특강 영어 > 02. 분위기. 심경. 어조 파악 > 04

- 1) About three months ago, / my sister /// was having problems with her daughter, Amy, {so} my sister and I /// decided to have Amy move in with my family.
- 2) We /// thought / [she // could benefit from a chance of environment].
- 3) Sadly, almost instantly, my relationship with Amy /// started to fall apart.
- 4) She /// tried to verbalize her need for limits and boundaries in the home {and} for time spent alone together.
- 5) {However}, our conversations quickly /// spiraled out of control.
- 6) Instead of remaining supportive of her / <when she // would get excited>, / I /// minimized her feelings / by telling her to grow up.
- 7) I /// expected her to understand the cause of her fears.
- 8) Also, I /// expected her to magically allow herself to be a part of a loving family.
- 9) It /// wasn't that simple for her, {and} I /// should not have reacted to Amy's emotions.
- 10) She /// needed a safe space to calm down, {but} I /// didn't give her that {and} /// didn't listen to her better.
- 11) I /// should have respected her perspective {and} demonstrated / [that I // was understanding of her fears].

problem	문제
decide	결정하다
environment	환경
conversation	대화
need	필요하다
allow	허락하다
space	스페이스

12) I /// should have allowed her to adjust to sharing space with my family.

9. 수능특강 영어 > 03. 함축적 의미 파악 > 01

- 1) You /// are much more than just a list of your accomplishments.
- 2) It /// is not only [what you // do], / but [how you // do it] / (that // counts in the real scorebook of your life).
- 3) Making the spectacular diving catch /// says more about you than the “out” / (that // is recorded in the scorebook).
- 4) It /// says / [you // have game].
- 5) It /// says / [you // give 110%].
- 6) Every performance in your life /// becomes a choice / (you // have to make).
- 7) /// Will you do just enough to get by, / letting the ball drop in front of you for a base hit?.
- 8) {Or} /// will you push yourself to perform like an all-star, the legendary player / (you // know / [you // can be]), {and} /// dive for the ball?.
- 9) Your special effort /// will be recorded in the minds and memories of the others.
- 10) More importantly, / you /// will have the peace of mind and self-respect / (that // come from knowing / [that you // gave your very best — <even if you // don’t end up making the catch>]).
- 11) That /// is the stuff of legends.

accomplishment	성취
real	진짜의
record	기록하다
perfomance	수행
importantly	중요하게
enough	충분한
special	특별한

10. 수능특강 영어 > 03. 함축적 의미 파악 > 02

- 1) Irrational acts /// don't just sabotage us.
- 2) They /// can also make us heroes, lovers, and generous helpers.
- 3) The qualities / (we // admire most in others) /// are their emotional ones, / not their intellectual ones.
- 4) Rarely /// does intellect alone inspire romantic acts or heroic deeds.
- 5) The television mini-series Lonesome Dove /// was a big hit in the 1980s.
- 6) Two rugged Texas Rangers /// shared a life together / (that eventually // led them from Texas to Montana, / (where they // made their fortune from a cattle drive)).
- 7) One partner /// died {and} the other /// promised to personally return the body to Texas; an incredible sacrifice.
- 8) From rational point of view, / the dead partner /// wouldn't know / [where he // was buried]; he /// was already dead.
- 9) The surviving partner's friends /// thought / [his promise // was foolish].
- 10) They /// pressured him to ship the boy to Texas by train.
- 11) No rational argument /// would ever win this battle, {and} <if it // had>, the movie /// would have lost its charm.

irrational	비합리적인
generous	일반적인
intellectual	지적인
eventually	결국
incredible	놀라운
promise	약속
argument	주장

11. 수능특강 영어 > 03. 함축적 의미 파악 > 03

- 1) Ideas or theories about human nature /// have a unique place in the sciences.
- 2) We /// don't have to worry / [that the cosmos // will be changed / by our theories about the cosmos].
- 3) The planets really /// don't care / [what we // think] {or} [how we // theorize about them].
- 4) {But} we /// do have to worry / [that human nature // will be changed by our theories of human nature].
- 5) Forty years ago, / the distinguished anthropologist Clifford Geertz /// said / [that human beings // are "unfinished animals"].
- 6) [What he // meant] /// is [that it // is human nature / to have a human nature / (that // is very much the product of the society / (that // surrounds us))].
- 7) That human nature /// is more created than discovered.
- 8) We /// "design" human nature, / by designing the institutions / (within which people // live).
- 9) {So} we /// must ask ourselves / [just what kind of a human nature / we // want to help design].

nature	본성
worry	걱정하다
planet	행성
change	변하다
society	사회
discover	발히다
help	돕다

12. 수능특강 영어 > 03. 함축적 의미 파악 > 04

- 1) Near my old office building, / the window of a show store /// advertised the generous offer of a free shoe shine.
- 2) I /// walked by this store dozens of times {and} /// thought nothing of it.
- 3) One day, {though}, with my shoes looking a little scuffed and some time on my hands, / I /// decided to avail myself of this small bounty.
- 4) After my shine, / I /// offered the shoeshine man a tip.
- 5) He /// refused.
- 6) Free /// was free, he /// said.
- 7) I /// climbed down from the chair / feeling distinctly indebted.
- 8) “How /// could this guy shine my shoes,” I /// thought, “{and} expect nothing?”.
- 9) {So} I /// did / [what (I // suspect) most people / (who // take the offer) // do] — I /// looked around for something to buy.
- 10) I /// had to even the score, somehow.
- 11) <Since I // didn’t need shoes>, I /// found myself mindlessly looking at shoe trees, laces, and polish.

generous	후한
decide	결정하다
climb	오르다
expect	기대하다
quietly	조용하게
escape	탈출하다
fortunate	운 좋은

12) Finally, I quietly /// walked out of the store empty-handed and uneasy.

13) <Even though I // had managed to escape from the store>, I /// was sure / [many others // were not so fortunate].

13. 수능특강 영어 > 04. 요지. 주장 파악 > 01

- 1) People everywhere /// have their special cultural rites.
- 2) It /// is just as true in the workplace <as it // is in the surrounding culture>.
- 3) All professions /// observe their distinctive ways.
- 4) [What // appears to be a superficial set of actions / to outsiders] /// knits insiders together {and} /// puts them in an appropriate frame of mind <to do their work successfully>.
- 5) Physicians /// scrub for seven minutes <before doing a surgical procedure>.
- 6) <While the necessity of the prolonged scrub // is open to question / with the advent of modern germicides>, its traditional role / in preparing the surgical team / for a delicate procedure /// is undeniable.
- 7) <In the airline business>, the first officer /// deplanes the aircraft {and} /// conducts a walk-around inspection / before takeoff.
- 8) Very seldom /// do they discover something wrong.
- 9) But symbolically it /// prepares the cockpit crew for their awesome responsibility / of getting all the souls aboard safely to their destinations.

rite	의례
surrounding	주변의
superficial	무의미한
appropriate	적절한
prolonged	오랫동안
germicide	살균제
undeniable	부인할 수 없는

14. 수능특강 영어 > 04. 요지. 주장 파악 > 02

- 1) <From [what I // have seen in counseling]>, the besetting sin of the father / as performance-focused parent /// is his misguided belief [that dogged disapproval // will cause his teenagers to try harder {and} do better].
- 2) “I // ’ll keep criticizing you <until your attitude and motivation // improve>!”.
- 3) In fact, excessive criticism only /// hurts the teenager’s feelings {and} /// discourages him or her / from wanting to hear [what the father // has to say] {and} from doing [what the father // wants him or her to do].
- 4) The paternal criticism /// is offensive, not appreciated.
- 5) The teen /// wants less to do / with him and for him, / not more.
- 6) And the father /// contaminates his connection with his teenager / by provoking his or her increased resentment and dislike.
- 7) “Dad /// is never satisfied, <no matter how I // do>, (which // is all (he really // cares about)!).”.
- 8) <As a performance coach>, a father /// would be far better served / by praising the good than / by only faulting mistakes / in the misguided belief [that his expressions of dissatisfaction // will cause improvement].

besetting	지속적인
disapproval	비난
paternal	아버지의
contaminate	나쁜 영향을 미치다
provoking	촉발하는
resentment	분노
dissatisfaction	불만족

15. 수능특강 영어 > 04. 요지. 주장 파악 > 03

- 1) <When a young police officer // puts on a uniform / for the first time>, it almost certainly /// feels strange and foreign.
- 2) yet other people /// react to that uniform / in a range of more or less predictable ways – <just as they // do to a priest or to a white-coated doctor>.
- 3) These reactions /// help to make the police officer feel a part of the uniform {and} more comfortable with the role (that // goes with it).
- 4) This /// is the point of uniforms: they // help people think themselves into a particular way of behaving, {and} /// communicate clearly to other people [what function that person // is expected to perform].
- 5) Our dress and appearance /// are a sort of uniform as well, <whether we // like it or not>.
- 6) They /// are very powerful statements to other people / about what to expect from us.
- 7) Equally, they /// are powerful statements / to ourselves / about what to expect of ourselves.
- 8) This, <together with the way (other people // react to our appearance)>, powerfully /// shapes [how we // feel, think and behave].

predictable	예상 가능한
appearance	외양
priest	사제
communicate	전해주다
function	역할

16. 수능특강 영어 > 04. 요지. 주장 파악 > 04

1) <While individualism // gives strength>, it also /// can create a weakness <if not moderated / by involvement / with others – family, friends, and society>.

2) Pure individualism /// may lead to a philosophy of convenience {and} a lack of participation in {or} appreciation / of the civic and social process.

3) This /// limits personal growth, /// mutes gaining leadership skills and traits, {and} /// deprives one of the true contexts of life (that // is the reality model of one’s mind).

4) The biggest problem (the world now // has) /// is [that we // do not interact personally much anymore].

5) Our technology /// removes some of reality {and} /// replaces it / with perception, relativity, and inherent self-interest often pushing us to convenience.

6) We /// look at the world as centered upon us {and} /// give ourselves undue influence on the reality of events.

7) We /// need to move into a position / of {not} thinking [the world // rotates around us] {but} [how we // fit into the world].

8) This /// is the concept of context.

moderated	절제된
appreciation	이해
deprive	빼앗다
perception	인식
inherent	내재된
convenience	편리함
context	맥락

17. 수능특강 영어 > 04. 요지. 주장 파악 > 05

- 1) <By taking a conscious interest / in your brain and [how it // works], {and} by consciously trying some of the techniques (that // follow)>, you /// can acquire a variety of useful mental skills.

conscious	의식적인
acquire	습득하다
prevalence	만연한
illogical	비논리적인
represent	나타내다

- 2) It /// isn't really very difficult, {but} it /// won't happen by accident.

- 3) The prevalence of negative thinking, fuzzy and illogical thinking, and rigid thinking in our society /// proves that fact [that these higher-level thinking skills // do not come naturally].

- 4) A cross section of our society /// represents the "average" level of thinking skill – the level (one // might expect of a large number of people (who // have never thought very much about thinking)).

- 5) <To move beyond the level of average thinking>, you /// must think / about thinking.

- 6) You /// must pay attention / to [how your brain // works], {and} you /// must experiment with new techniques.

- 7) <Once you // do that>, you /// will clearly see the value of it.

18. 수능특강 영어 > 04. 요지. 주장 파악 > 06

- 1) The term statistical significance /// is an unfortunate choice of words.
- 2) But it /// 's part of our research vocabulary, {and} it /// will continue to appear in reports.
- 3) It /// refers to the fact [that the results discovered, {or} differences between two sets of data, // could reliably be expected to occur again <if another study // was conducted in a similar manner>].
- 4) But too many people /// hear the phrase “statistically significant” {and} /// assume [it also // suggests [that the results // are significantly important]].
- 5) That /// may or may not be true.
- 6) Instead, /// think of the term / as suggesting [that you // would expect to find the same results 95 / out of 100 times <if a study // is replicated in a similar manner> {or} 90 out of 100 times, / depending on [what measure of reliability // is used].
- 7) True significance /// lies in interpreting the data correctly <to ensure [that it // has meaning or importance / for the organization (you // represent)]>.

unfortunate	적절하지 않은
reliability	신뢰도
replicated	반복되는
statistical	통계적
significance	유의미성

19. 수능특강 영어 > 04. 요지. 주장 파악 > 07

1) The survival of wilderness – of places (that we // do not change), where (we // allow the existence even of creatures (we // perceive as dangerous)) – /// is necessary.

2) Our sanity probably /// requires it.

3) <Whether we // go to those places or not>, we /// need to know [that they // exist].

4) And I /// would argue [that we // do {not} need just the great public wildernesses, {but} millions of small private or semiprivate ones.

5) Every farm /// should have one; wildernesses // can occupy corners of factory grounds and city lots – places (where nature // is given a free hand, where no human work // is done, where people // go only as guests).

6) These places /// function, <I // think>, <whether we // intend them to or not>, as sacred groves – places (we // respect {and} // leave alone), <{not} because we // understand well [what // goes on there], / {but} because we // do not>.

perceive	인지하다
sanity	온전한 정신
semiprivate	반사적인
occupy	차지하다
function	~로 역할을 하다
sacred	성스러운

20. 수능특강 영어 > 04. 요지. 주장 파악 > 08

- 1) [Facing your difficulty head-on] /// is the first positive step / in the process of fixing it.
- 2) Your promotion /// went to someone else — now what?.
- 3) /// Face it directly.
- 4) There /// must be a reason (why your boss // selected the other person).
- 5) /// Get your hurt and anger under control {and} /// go find out [why you // didn't get the promotion].
- 6) /// Ask your boss [what you // need to do / to improve yourself] <so you // 'll be considered more seriously next time>.
- 7) <If you // have just learned [that you // have a health problem]>, /// face it squarely {and} intelligently.
- 8) What /// is the best treatment?.
- 9) /// Ask the top specialists for their advice.
- 10) /// Follow the remedies they prescribe.
- 11) <If some project (you // are working hard to finish on time) // encounters severe problems>, /// examine the difficulty <as a scientist // would>.

promotion	승진
squarely	정면으로
remedy	치료법
prescribe	처방하다
encounter	만나다
beneficial	득이 될
accordingly	그에 맞추어

12) What /// caused the problem?.

13) What /// are the options?.

14) /// Try to discover the best ways / of dealing with the realities (you // face), focus on [what // will be most beneficial], then /// act accordingly.

21. 수능특강 영어 > 05. 주제 파악 > 01

- 1) [Finding an ideal location for a piano] /// is often difficult.
- 2) <In the order of importance>, the location /// should help preserve the instrument, be acoustically satisfactory, {and} be aesthetically pleasing.
- 3) Ideally, a piano /// should be placed on an inside wall, / away from the direct rays of the sun.
- 4) Moreover, it /// should not be placed / next to heaters, stoves, air conditioners, {or} near heat ducts or cold air returns.
- 5) Drafty locations / next to open windows or doors /// should also be avoided.
- 6) Instruments (that // are placed directly beneath water pipes {or} emergency sprinkler systems) /// should be protected / with a water proof cover / from possible water damage.
- 7) Finding the best location for a piano also /// includes acoustical considerations; usually a piano sounds // best in a room / without thick wall-to-wall carpeting {or} heavy, sound-absorbing draperies.

preserve	보호하다
acoustically	음향적으로
satisfactory	만족스러운
aesthetically	미적으로
consideration	고려 사항
absorbing	흡수하는
drapery	커튼

22. 수능특강 영어 > 05. 주제 파악 > 02

- 1) Power, (considered / by some theorists / to be the “entrance requirement” for anger), /// is not necessary for sadness.
- 2) Anger /// is an “approach” emotion, <while sadness // is a “retreat” emotion>.
- 3) [Thinking of a person as sad] /// makes us see them as weaker and more submissive.
- 4) Anger, not sadness, /// is associated with controlling one’s circumstances, / such as competition, independence, and leadership.
- 5) Anger, not sadness, /// is linked to assertiveness, persistence, and aggressiveness.
- 6) Anger, not sadness, /// is a way (to actively make change and confront challenges).
- 7) Anger, not sadness, /// leads to perceptions of higher status and respect.
- 8) <Like happy people>, angry people /// are more optimistic, <feeling [that change // is possible {and} that they // can influence outcomes]>.
- 9) Sad and fearful people /// tend toward pessimism, <feeling powerless to make change>.

entrance	진입
requirement	요건
retreat	후퇴
submissive	순종적인
assertiveness	자기주장
persistence	끈기
pessimism	비관주의

23. 수능특강 영어 > 05. 주제 파악 > 03

- 1) Sadly enough, some of us /// have distorted lessons / of happiness (that // developed in our childhood).
- 2) Our experiences /// developed <as we // grew up / in different systems, / such as our original family, our religious community, and our neighborhood>.
- 3) Many of us /// believe [that only a few of us // experience true happiness].
- 4) Most /// believe [attaining true happiness // is like winning the lottery, {and} only some of us // are lucky enough to win it].
- 5) Or maybe some of us /// believe in “works of righteousness” – a theology (that // says <if you // work hard enough at anything>, you // will receive [what you // work for]).
- 6) Any one of these theories of happiness /// is born of the philosophy [that happiness // is scarce].
- 7) <Looking around our world right now> I /// would have to agree [that true happiness // is in short supply].
- 8) But this /// is [because we // have bought into a belief system (that // teaches us [that happiness // is as scarce as hen’s teeth])].

distorted	왜곡된
attaining	얻는 것
righteousness	의로운
philosophy	철학
scarce	희귀한

24. 수능특강 영어 > 05. 주제 파악 > 04

- 1) The causes and consequences of war /// may have more to do with pathology / than with politics, / more to do with irrational pressures of pride and pain / than with rational calculations of advantage and profit.

- 2) There /// is a Washington story, perhaps apocryphal, (that the military intellectuals in the Pentagon // conducted an experiment (in which they // fed data derived from the events of the summer of 1914 / into a computer {and} that, <after weighing and digesting the evidence>, the machine // assured its users [that there // was no danger of war].

- 3) [What this // “proves,”] <if anything>, is [that computers // are more rational than men; it also // suggests [that <if there // is a root cause of human conflict {and} of the power drive of nations>, it // lies {not} in hopes of economic development, historical forces, or the workings of the balance of power, / {but} in the ordinary hopes and fears of the human mind].

pathology	병적 측면
apocryphal	출처가 불분명한
consequence	결과
derive from	~에서 얻다
have to do with	~와 관련이 있다

25. 수능특강 영어 > 06. 제목 파악 > 01

- 1) Aging /// is an economic challenge < because < unless retirement ages // are drastically increased so that older member of society // can continue to contribute to the workforce (an economic imperative (that // has many economic benefits))>, the working-age population // falls at the same time < as the percentage of dependent elders // increases> .
- 2) < As the population // ages {and} there // are fewer young adults> , purchases of big-ticket items such as homes, furniture, cars and appliances /// decrease.
- 3) In addition, fewer people /// are likely to take entrepreneurial risks < because aging workers // tend to preserve the assets (they // need to retire comfortably) / rather than set up new businesses. >
- 4) This /// is somewhat balanced / by people (retiring and drawing down their accumulated savings) , /// (which in total // lowers savings and investment rates.)

retirement	은퇴
drastically	급격히
appliance	가전제품
take risk	위험을 감수하다
entrepreneurial	기업가의, 기업가적
preserve	보존하다, 지키다
set up businesses	사업을 시작하다, 개업하다

26. 수능특강 영어 > 06. 제목 파악 > 02

- 1) During the 1890s Richard Henry /// was caretaker of Resolution Island / in remote Fiordland on the west coast of New Zealand's South Island.

caretaker	경비원, 관리인
remote	외진, 외딴
keen	열정적인, 간절히 ~하고 싶은
stoat	담비
translocate	이동시키다, 바꾸 어 놓다
mainland	본토

- 2) A keen naturalist, he /// noted with concern the impact on native birds of the arrival of recently introduced stoats < as they // invaded this last corner of New Zealand. >

- 3) In a desperate attempt / to protect populations of the flightless kakapo and little spotted kiwi between 1894 and 1900 he /// translocated hundreds of individuals from the mainland on to Resolution Island.

- 4) Unfortunately, Resolution /// was too close to the mainland{ and} stoats /// invaded in 1900.

- 5) Thus, Henry's efforts /// were in vain.

- 6) Nevertheless, the technique of isolating species in danger on predator-free islands (that // may or may not have been occupied by the species in the past) /// became a vital tool to prevent extinctions from predation by introduced predators in New Zealand.

27. 수능특강 영어 > 06. 제목 파악 > 03

- 1) Genes /// give us the foundation of our models.
- 2) Experiences /// give us individual identities.
- 3) Behaviors /// express our individual needs, desires, urges, attitudes, beliefs, and so on.
- 4) In this way, all behaviors /// are purposeful.
- 5) It /// is our job as supportive adults / to find a constructive purpose.
- 6) This /// does not mean [that we // should view violent behavior as resourceful ; rather, we // can enlist the core of violent behavior as a positive resource (e,g, Violent behavior /// may exemplify an eagerness to take control, an ability to respond authoritatively, or a refusal to be victimized).]
- 7) Ask yourself [in what context or situation the core of a particular behavior // would signify value.]
- 8) For example, “Your refusal to be victimized /// will help you grow more tolerant with people < as you // mature> ”.
- 9) This comment /// orients the child toward a more fulfilling future < because it // validates the child’s world view {and } enlists the core of the behavior as a positive resource. >

gene	유전자
purposeful	목적(의식이) 있는
exemplify	전형적인 예가 되다
eagerness	열의, 열심, 열망
orient	지향하게 하다, 맞추다
enlist	요청하다, 입대하다

28. 수능특강 영어 > 06. 제목 파악 > 04

- 1) Managing relationships /// is a value (that // represents [how someone // considers the interests and well-being of other people involved in a person’s social world.])
- 2) < When people // provide food for others, share food with others {or } receive food from others> , they /// typically consider the needs, preferences {and} feelings of those people (related to [what, how, when {and} where food // is eaten]) .
- 3) Personal needs and preferences /// are often compromised / to build, maintain or repair relationships.
- 4) Food /// is central to family harmony, {and } someone (who // adopts the role of the ‘household food manger’) /// is typically very attentive to the preferences, dislikes {and} patterns of eating of others.
- 5) For example, newly married couples /// must negotiate ways / to make joint food choices {and} parent-child relationships /// contribute to constructing family food decisions.
- 6) Being a host, guest or co-worker /// also shapes food choice situations (where roles and relationships // are primary considerations in food choice.)

compromise	양보하다, 타협하다
build	형성하다, 짓다
repair	회복하다, 수리하다
central	중심인, 가장 중요한
newly	최근에, 새로
primary	주된, 주요한

29. 수능특강 영어 > 08. 내용 일치. 불일치 > 01

- 1) Kate Seredy /// was born in 1899, in Budapest, Hungary.
-
-
- 2) Her father, a teacher, /// helped her develop an appreciation for books.
-
-
- 3) After high school / she /// earned an art teacher’s diploma from the Academy of Arts in Budapest { and } also spent time studying in Italy, France, and Germany.
-
-
-
- 4) She/// served as a nurse for two years during World War I, { and } the pacifist stance (she // subsequently developed) later /// influenced her writing.
-
-
-
- 5) Seredy /// illustrated two children’s books in Hungary / before moving to the United States in 1922.
-
-
-
- 6) She /// supported herself in her new homeland / by illustrating lamp shades and greeting cards.
-
-
-
- 7) < As her knowledge of English // increase> , she /// found work illustrating textbooks and children’s trade books.
-
-
-
- 8) Seredy /// wrote her first book, The Good Master, < after an editor // suggested [she // try writing about her childhood in Hungary.]>
-
-
-
- 9) Seredy /// won the Newbery Medal in 1938 for The White Stag, a book (based on legends about the founding of Hungary (that her father // told her as a child.))
-
-
-

appreciation	감탄, 감상, 공감, 감사
diploma	졸업장, 졸업 증서
pacifist	평화주의자
stance	입장, 태도, 자세
greeting card	인사장
textbook	교과서
trade book	일반서, 판매본

30. 수능특강 영어 > 08. 내용 일치. 불일치 > 02

- 1) Eastern cottontails/// are the most common rabbits in North America.
- 2) The name “cottontail” /// is derived from their short, rounded tails, (which // have white fur on their underside.)
- 3) Eastern cottontail rabbits /// do not dig burrows, < although they // may shelter in disused ones dug by other animals.>
- 4) Unlike hares, (which // rely on their speed to outrun predators) , cottontails /// freeze / when under threat, < blending into their surroundings.>
- 5) < If they // have to run> , they /// follow zigzag paths, < attempting to shake off their pursuers. >
- 6) In warmer parts of their range / cottontails /// breed all year round, {but} farther north / breeding /// is restricted to summer.
- 7) Males /// fight to establish hierarchies, with top males (getting their choice of mates.)
- 8) A pregnant female /// digs a shallow hole, (which // is deeper at one end than the other.)
- 9) She /// lines the nest with grass and fur from her belly.

cottontail	송고리토끼
derive from	~에서 유래하다, 파생하다
burrow	굴, 굴을 파다, 파묻다
hare	(산)토끼
outrun	달아나다, ~보다 더 빨리 달리다
shake off	~를 따돌리다
pursuer	뒤쫓는 사람, 추격자
breed	새끼를 낳다, 사육하다, 번식하다
hierarchy	서열, 계급, 지배층
pregnant	임신한
line	안(감)을 대다, (어떤 것의 안에서) 막을 형성하다

31. 수능특강 영어 > 08. 내용 일치. 불일치 > 03

- 1) Born on February 9, 1874, Amy Lowell /// was the last of the five children of Augustus and Katherine Bigelow Lawrence Lowell, (who // resided in a mansion on a ten-acre estate in Brookline, Massachusetts.)
-
-
- 2) < Privately schooled in Boston until the age of seventeen> , Lowell /// learned little of literature during her formal education.
-
-
- 3) She /// fostered her literary interests / by reading in the extensive library at home and at the Boston Athenaeum.
-
-
- 4) < Although Lowell // dabbled in verse from an early age> , it /// was a chance encounter with Leigh Hunt's Imagination and Fancy in her father's collection [that // inspired her serious interest in poetry.]
-
-
- 5) During this same interval she /// discovered the poetry of John Keats, (whose work // would profoundly influence her aesthetics.)
-
-
- 6) Lowell's lifelong appreciation of Keats's writings, especially their correlation of beauty and human longing, /// was summed up in her two-volume study of the poet, published in the last year of her life.
-
-

reside in	~에 살다
formal	정규적인, 공식적인
dabble	조금 해보다
verse	운문, 연, 절
interval	사이, 간격, 시기
discover	발견하다, 찾다
profoundly	깊이, 극심하게, 완전히
appreciation	평가
correlation	연관성, 상관관계
sum up	요약하다, ~에 대해 판단하다

32. 수능특강 영어 > 08. 내용 일치. 불일치 > 04

- 1) On March 20, 1883, Jan Matzeliger (1852-1889) /// patented the first successful shoe-lasting machine.
- 2) Matzeliger /// was born in Surinam of a Dutch father (who // was an engineer) {and} a black mother (who // was Surinamese {and} probably came from West Africa.)
- 3) He /// left Surinam in 1871 {and} became a sailor on an East Indian ship.
- 4) Matzeliger /// settled in Philadelphia for a while, < holding odd jobs < until he // moved to Boston in 1876.>>
- 5) The next year he /// settled in nearby Lynn, Massachusetts.
- 6) There he /// developed his device / while working in a shoe factory.
- 7) The machine /// increased productivity as much as fourteen times over hand methods {and} led to concentration in the industry.
- 8) Matzeliger /// continued to work on the machine to improve its quality, {and} received a patent for a third and improved model on March 20, 1883.
- 9) He /// invented a number of other devices, < including a mechanism for distributing tacks and nails. >

patent	특허권, 특허를 받다
sailor	선원, 뱃사람
productivity	생산성
concentration	집중(화)

33. 수능특강 영어 > 09. 어법 정확성 파악 > 01

1) Thomas Edison /// failed ten thousand times < until, like a bolt of lighting, the solution to the challenge of the incandescent light bulb // hit him> , {and} because of this, he /// transformed the world.

incandescent light bulb	백열전구
injustice	불평등, 부당함
imprisonment	수감, 투옥, 감금
privileged classes	특권층

2) Rosa Parks /// had no idea [that choosing to resist her conditioning — the injustice of racial prejudicing —{ and} risking imprisonment, beating, or even worse, // would spark a revolution (that // would transform history for all men and women, regardless of race.)]

3) < When Mother Teresa // chose to leave her position educating the privileged classes of India / in order to care for the poor and forgotten> , people /// thought [that she // was crazy.]

4) At the time, Mother Teresa /// had no idea of the global impact (that this decision // would have on the world.)

5) Albert Einstein /// received the solution to his Theory of Relativity / while dreaming [that he // was riding on a beam of light.]

6) So, too, will you /// receive your aha moments of brilliance, unexpectedly and through no effort of your own.

34. 수능특강 영어 > 09. 어법 정확성 파악 > 02

- 1) The major themes of country music /// are work, freedom, and alienation, < appearing in approximately one-sixth of all Top 20 selections.>
- 2) Country music /// is itself a commercial offshoot of the traditional song and instrumental music of the South, (formerly carried on in an oral tradition.)
- 3) Consequently, from the start country music /// was an eclectic mix, (which // included ancient British ballads, Americanized versions of these, sacred songs, minstrel tunes, early blues, and songs of many sorts absorbed from the commercial popular music industry over the years.)
- 4) Over the 20th century it /// has grown from a homegrown and heartfelt music, < expressing working-class identity> , < whether or not its listeners // are actually working class.>
- 5) The symbolic meaning of country music as the declared favorite music of New England-educated, upper-class President George Bush — presenting him as a "regular American" —/// is unmistakable.

alienation	소외
offshoot	파생물, 분파
minstrel	음악가, 음유 시인

35. 수능특강 영어 > 09. 어법 정확성 파악 > 03

- 1) We /// must understand [that busyness // does not necessarily equal productivity] , and in order to accomplish anything in life , we // must prioritize.
- 2) [What we // put at the top of our list] /// determines [how we // spend our time] {and} [how much value we // get out of each and every day.]
- 3) The truth /// is, [most of us // are unconscious about [how we // truly spend our time, < prioritizing things (that we say // don't really matter to us.)>]
- 4) We /// waste our extra time watching TV, complaining, or sleeping our lives away.
- 5) We /// mindlessly scroll through social media {and} spend hours talking on the phone, { and} we /// don't make good use of our time traveling to and from work.
- 6) We /// do so much in a day, {yet} wonder [where all of our time // went] .
- 7) < Once we // get honest about [how we' // re actually spending our days]> , we /// can begin to prioritize [what' // s most important to us],{ and} start taking back our time.

prioritize	우선 순위를 매기다, 우선적으로 처리하다
get out of	~을 얻다, 알아내다, ~에서 나오다
matter to	중요하다
mindlessly	무심코, 의식이 없이, 분별이 없이

36. 수능특강 영어 > 09. 어법 정확성 파악 > 04

- 1) The term genius /// can be traced back to the Latin word ingenium: a natural-born talent.
- 2) The essence of this talent /// is seen as original productivity, (which // employs confident intuition to access new areas of creativity.)
- 3) The person(// who has genius — a brilliant creative power) /// — is also known as a genius.
- 4) It /// was not until the Renaissance [that people // began to describe an artistic creative potential or the source of inspiration as genius.]
- 5) The key significance for invention /// is [that the so-called genius // develops ideas (that no one // has had previously) and, in the words of Immanuel Kant, that ‘ genius /// must be considered the very opposite of a spirit of imitation’ .
- 6) In addition, Kant /// established [that genius ‘ // cannot indicate scientifically [how it// brings about its product], {but} rather gives the rule as nature.]
- 7) Hence, (where an author // owes a product to his genius), he /// does not himself know [how he // conceived the ideas, {nor} is it in his power to invent the like at pleasure, or methodically, {and} communicate the same to others in such precepts] / as would put them in a position to produce similar products.

trace back to	~의 기원이 ~까지 거슬러 올라가다,
employ	이용하다, 쓰다
bring about	야기하다, 초래하다
conceive	마음속으로 품다, 상상하다
methodically	체계적으로
precept	지침, 수칙

37. 수능특강 영어 > 09. 어법 정확성 파악 > 05

- 1) The way (our society // views weight and getting into shape) /// is one example of (where expectations // are often out of touch with reality) , {and } /// leads to impatience — one of the top reasons (why over 95 percent of all diets // fail) .

- 2) We/// are led to believe through various media [that dropping pounds // is something (that // can be done quickly and effectively < if we // just try hard enough.>)

- 3) The reality show The Biggest Loser, (where contestants // drop ten or even twenty pounds in one week) /// , implies [that rapid results // are not only possible but commonplace.]

- 4) We /// search for the latest fads { and } are drawn to products / claiming to trim our waistline in thirty days or less.

- 5) Yet time after time we /// find ourselves, after attempts to diet, / with ever more weight to lose.

- 6) < While there // are many factors (that // go into weight loss and healthy living)>> , one of the hardest things for people to accept /// is [that any real lifestyle change // takes time] : time to break bad habits {and} time to form new healthy ones.

get into shape	몸매를 가꾸다
contestant	참가자, 경쟁자
commonplace	흔히 있는 일, 아주 흔한
waistline	허리 둘레(치수)

38. 수능특강 영어 > 09. 어법 정확성 파악 > 06

1) Recent psychological research /// has revealed [that college students (who // look at a two-second video clip of a professor teaching) // can predict [how students (who // spend an entire semester with that professor) // will like that professor by the end of the semester.]]

semester	학기
statement	진술, 성명, 서술
accuracy	정확, 정확도
impression	인상, 감명

2) In other words, a student watching a two-second clip of a professor /// says, "I /// like him".

3) Or, "I /// don't like him".

4) That statement /// is then recorded.

5) At the end of the semester, students (who // have taken a class with the professor) /// anonymously record [whether or not they // liked the professor.]

6) With incredible accuracy, those (watching the two-second clip) /// predict [what the entire class// will feel at the end of the semester.]

7) It /// sounds unbelievable, {but} it/// is true.

8) One of the big mistakes(we// make) /// is making a poor impression on others.

39. 수능특강 영어 > 09. 어법 정확성 파악 > 07

- 1) Imagination and creativity /// are the gate keys of fantasy role-playing.
-
-
- 2) < If students // cannot imagine themselves engaged / by the fantasy world described to them> , then the game /// cannot get off the ground.
-
-
- 3) The students /// exercise their imagination and creativity in countless ways, / from taking on the role of their assigned characters / to interacting with other creatures and alien environments.
-
-
- 4) In every case, [what// is minimally called for] /// is imaginative flexibility / in order to react appropriately to the multiple situations ((the students // encounter) , / while looking ahead to the consequences of various actions and decisions.
-
-
- 5) This/// means [that fantasy role-playing // provides an ideal environment to cultivate and test the productive use of imagination, / <utilizing it to enliven the fantasy narrative, envision alternatives, and empathize with others>.]
-
-

countless	무수히, 셀 수 없이 많은
assign	맡기다, 선임하다, 파견하다
alien	이상적인

40. 수능특강 영어 > 09. 어법 정확성 파악 > 08

- 1) Advertising /// is a form of persuasion.

- 2) This /// means [that from square one, your goals and interests goals and interests // are often very different from those of the advertiser.]

- 3) /// Let’s say [your goal // is to buy the best dishwashing machine (you // can afford)] .

- 4) I /// don’t have to be the first to break it to you [that this // is not the main concern of an advertising copywriter for a home appliance company.]

- 5) He’ /// s unlikely to suffer a single pang of failure / upon finding out [that, by buying the washer in his beautifully-crafted ad, you’// ve passed up a wiser purchase.]

- 6) < If you// really want to read something that’s written with your best interests in mind> , you /// pick up a copy of Consumer Reports — you /// don’t go flipping through Good Housekeeping / to find that dishwasher ad (you // saw last week.)

- 7) < When you // do read the ad> , you /// take it for granted [that any comparisons it makes to the competition // are not necessarily "fair and balanced"].

persuasion	설득
flip through	(책장을) 훑히 넘기다
comparision	비교

41. 수능특강 영어 > 10. 어휘 적절성 파악 > 01

- 1) Yale psychologist Irving Janis /// showed / [that just about every group // develops an agreed-upon view of things — a consensus reality, / the "PC" or politically correct view].
- 2) Any evidence to the contrary /// is automatically rejected / without consideration, / often ridiculed, {and} /// may lead to exclusion of the person / presenting the un-PC data.
- 3) {So} group members /// are careful / not to rock the boat / by disagreeing with the consensus — doing so /// can seriously damage their standing.
- 4) In his classic book, Groupthink, / Janis /// explained / [how panels of experts // made enormous mistakes].
- 5) People on the panels, (he // said), /// worry about their personal relevance and effectiveness, {and} /// feel / [that <if they // deviate too far from the consensus>, they // will not be taken seriously].
- 6) People /// compete for stature, {and} the ideas often just /// tag along.
- 7) Groupthink /// causes groups to get locked into their course of action, / unable to explore alternatives, / <because no one // questions the established course>.
- 8) The more cohesive the group, / the greater the urge of the group members / to avoid creating any discord.

psychologist	심리학자
automatically	자동적으로
damage	손상
enormous	엄청난
alternative	대안
discord	불화
exclusion	배제

42. 수능특강 영어 > 10. 어휘 적절성 파악 > 02

1) The temperature of 54°F /// appears to be a magic threshold for several species.

2) {For example}, at the height of summer, / billowing meadows full of grasses and herbs /// are the habitat for grasshoppers and crickets, / (which // provide an orchestral backdrop with their chirping).

3) {However}, this soundscape /// is by no means constant.

4) Because to really make a decent sound, the air temperature /// must be at least 54°F.

5) <If it // is cooler>, you /// will barely hear a squeak / from these tiny musicians.

6) As cold-blooded creatures, / grasshoppers /// can't regulate their own body temperature, {and} only really /// get going / <when it // is warm enough>.

7) Their body movements /// become faster with rising temperatures, / resulting in ever more rapid vibrations of the legs and wings, / (which // produce the chirping sound, / depending on the type).

8) This also /// changes the frequency of the tone produced: the warmer it is, / the higher the pitch.

several	몇몇의
meadow	목초지
backdrop	배경
grasshopper	메뚜기
vibration	진동
movement	움직임
constant	지속적인

43. 수능특강 영어 > 10. 어휘 적절성 파악 > 03

- 1) In America / we /// have developed the Corporation Man.
- 2) His life, his family, and his future /// lie with his corporation.
- 3) His training, his social life, the kind of car / (he // drives), the clothes / (he and his wife // wear), the neighborhood / (he // lives in), {and} the kind and cost of his house and furniture /// are all dictated / by his corporate status.
- 4) His position in the pyramid of management /// is exactly defined by the size of his salary and bonuses.
- 5) The pressures toward conformity /// are subtle but irresistible, / <for his position and his hopes for promotion // are keyed to performance of duties, activities, and even attitudes / (which // make the corporation successful)>.
- 6) In the areas of management, sales, and public relations, / the position of the corporation man /// is secure only from one stockholders' meeting to the next: a successful rebellion there /// may sweep out whole cadres of earnest men {and} /// replace them with others.

future	미래
furniture	가구
exactly	정확히
conformity	순응
salary	급여
rebellion	반란
replace	대체하다

44. 수능특강 영어 > 10. 어휘 적절성 파악 > 04

- 1) Unfortunately, there /// are some social scientists / (who // refuse to admit the limitations of their field of study).
- 2) They /// push hard / to make social science imitate physical science.
- 3) This /// is usually done / by the use of all sorts of numbers, tables, charts, and graphs / in order to give the impression of a profound quantification of the subject matter.
- 4) Now, as a matter of fact, / some things /// can be quantified {and} some things /// cannot.
- 5) We /// cannot really quantify prejudice or love, {for instance}.
- 6) <When all // is said and done>, such attempted quantification /// is in vain.
- 7) [What // is often forgotten], even in the physical sciences, /// is [that science // is not primarily a matter of quantification].
- 8) The use of mathematical techniques /// is not an end in itself but only a means to an end, / {namely}, the discovery / of [what // is true about the material world].
- 9) The use of numbers /// is one way to be more precise in our effort / to rationally understand causes.

admit	인정하다
physical	자연법칙상의
impression	인상
prejudice	편견
primarily	주로
discovery	발견
rationally	합리적으로

45. 수능특강 영어 > 10. 어휘 적절성 파악 > 05

- 1) Culture /// consists of the linked stock of ideas / (that // define a set of commonsense beliefs / about [what // is right], [what // is natural], [what // works].

- 2) These commonsense beliefs /// are not universal, {but} /// are instead typically bounded / by time as well as by space.

- 3) Today’s orthodoxy /// may be the heterodoxy of yesterday and tomorrow.

- 4) <Although cultural change // is not usually perceptible from day to day>, <when we // look over a longer time span> it /// becomes apparent / [that even the most fundamental assumptions / about morality and the standards / (by which quality of life // should be evaluated) // are subject to change].

- 5) In his 1972 paper, Anthony Downs /// offers a vivid illustration of the extent of cultural change / with his observation / [that "One hundred years ago, white Americans // were eliminating whole Indian tribes without a blink].

- 6) Today, many serious-minded citizens /// seek to make important issues / out of the potential disappearance of the whooping crane, the timber wolf, and other exotic creatures".

commonsense	상상적인
typically	일반적으로
perceptible	감지할 수 있는
morality	도덕성
extent	정도
potential	가능성이 있는
observation	논평

46. 수능특강 영어 > 10. 어휘 적절성 파악 > 06

- 1) There /// is the question of the innate musicality of humans.
-
-
- 2) We /// know / [that all normal humans // inherit the ability to learn language] — it /// is somehow "hardwired" in the human brain — {but} [whether the same // is true of music], [whether all humans // are basically musical] /// is not clear, / <in part because cultures // differ so much in their conception of "singing">.
-
-
- 3) {Yet} it /// seems likely / [that all humans // can learn to sing minimally, to beat rhythms accurately, {and} to recognize simple pieces].
-
-
- 4) Not all /// can attain professional proficiency; {but} then, <although all humans // can learn to speak>, not all /// can become great orators.
-
-
- 5) The world’s societies /// differ in the degree / (to which they // encourage individuals to participate in music).
-
-
- 6) In some rural societies, / most people /// are considered about equally good at singing, {and} everyone /// participates in music-making at public events.
-
-
- 7) In many urban societies, / musical participation /// is largely limited to listening to live music and even more to recordings, <whereas performance // is left to professionals>.
-
-

musicality	음악성
inherit	물려받다
conception	개념
accurately	정확히
encourage	권장하다
participation	참여
performance	공연

47. 수능특강 영어 > 10. 어휘 적절성 파악 > 07

- 1) Graham Allison intriguingly /// laid out his ideas / about the Thucydides Trap, tensions between an established power and a rising one, / in an essay for The Atlantic.
- 2) As part of the Thucydides Trap Project, / a team under Allison’s direction /// examined sixteen cases / (where a rising power // challenged an established one) {and} /// determined the outcome of such challenges.
- 3) The results /// are disturbing.
- 4) Fourteen out of sixteen cases /// resulted in war.
- 5) The worrying factor, according to Allison, /// is the fact / [that normal events or ‘ standard crises’ / (that // can otherwise be resolved), /// nevertheless trigger war.
- 6) In the case of Athens and Sparta, / it /// was the actions of smaller allies / (that // drew them closer to war).
- 7) This /// can easily happen in East Asia.
- 8) Both Taiwan and Japan /// have the potential / to draw the US closer to war with China.
- 9) Arguably, / the US’s allies /// might play a bigger role / in the Thucydides Trap / than fear of a rising power.
- 10) This /// results in a situation / (where a great deal of effort // is required / to escape the Thucydides Trap).

tension	긴장
essay	수필
outcome	결과
nevertheless	그럼에도 불구하고
potential	가능성
arguably,	거의 틀림없이
escape	벗어나다

48. 수능특강 영어 > 10. 어휘 적절성 파악 > 08

- 1) Mummification in Ancient Egypt /// was developed / in response to a gradual change / in the burial preferences of its deceased.
-
-
- 2) The artificial preservation of bodies, both human and animal, /// was practised in Egypt / from about 2686 BC until the beginning of the Christian era.
-
-
- 3) The earliest Egyptians /// were buried in the sand, / typically in the foetal position / to reduce the size of the hole / (that // would need to be dug), {and} the hot, dry climate /// would dehydrate the body.
-
-
- 4) The physical features of the body /// would be retained, {and} this lifelike appearance of the corpse /// may have supported the belief of an afterlife.
-
-
- 5) <As burial practices // became more sophisticated, / with the construction of elaborate tombs and monuments to the dead>, the bodies of the deceased /// were no longer buried in the desert sand.
-
-
- 6) {However}, <as belief in the afterlife and rebirth // was fundamental to Egyptian burial practices>, mummification /// was developed / to artificially preserve the body / in readiness for the journey to the underworld {and} to be judged by Osiris.
-
-

gradual	점진적인
preservation	보존
typically	일반적으로
afterlife	사후 세계
elaborate	정교한
underworld	저승
artificially	인공적으로

49. 수능특강 영어 > 11. 지칭 추론 > 01

- 1) Fos Whitlock /// was a successful businessman.

- 2) He /// asked me to talk to his son, Brant.

- 3) Brant /// was about to graduate from college {and} /// was obsessed with the idea / [that he // had the potential to be a professional golfer].

- 4) Fos /// asked me to meet with Brant, / obviously hoping / [that I // would steer him toward giving up his dream of being a professional golfer].

- 5) After seeing Brant, / I /// met with Fos {and} /// suggested / [that he // had too much to lose].

- 6) <[If Brant // were deprived of the chance / to see / [if he // had the right stuff to become a pro golfer]>, he /// would never know / [if he // could have been successful].

- 7) He /// would then hate his father / for the rest of his life / for depriving him of this opportunity.

- 8) What was worse: The possibility of risking some money by supporting his son {or} running the risk of his son's lifelong enmity?.

- 9) To his great credit, / Fos /// did an about-face {and} /// made [what (I // think) // was the right choice].

successful	성공한
graduate	졸업하다
obviously	분명히
deprive	빼앗다
opportunity	기회
enmity	증오
choice	선택

50. 수능특강 영어 > 11. 지칭 추론 > 02

- 1) "/// Do you like the garden, Ms, Danby?".
- 2) Charlotte spoke softly, / her voice no more than a dry whisper, {but} Sarah /// had no difficulty hearing her.
- 3) The accent /// was more noticeable / <than it // had first been on the telephone>.
- 4) "Yes" she /// said with a thin smile.
- 5) "I /// like it very much".
- 6) Charlotte /// smiled appreciatively.
- 7) She /// pulled open the door {and} /// gestured with her hand.
- 8) "Please, /// won't you come in?".
- 9) The smile instantly /// vanished.
- 10) Sarah /// allowed Charlotte to lead the way.
- 11) Once inside, /// was instantly drawn to the artful blend of fine decoration / in this private sector of being the house.
- 12)

whisper	속삭이다
noticeable	뚜렷한
instantly	곧
furniture	가구
masterpiece	명작
collection	수집품
gesture	손짓을 하다

It // was just like the garden, / filled with simplicity and colour, / much like the former owner, / she /// suspected.

13) Each piece of furniture /// filled its rightful place with pride.

14) The paintings on the walls, every one obviously a masterpiece, /// were each unique.

15) She /// recognised a few celebrated names, / (which // meant / [the collection // had grown over the years]).

51. 수능특강 영어 > 11. 지칭 추론 > 03

- 1) There /// was Hungry Anderson, / (who // was known to be a tight man with a dollar).
- 2) He and his wife /// lived about a mile out of town.
- 3) He /// got his name / on an occasion / (when he // had a carpenter working on the roof of his house).
- 4) At noon, / it /// took the carpenter about six or seven minutes / to get down off the roof, {and} <by the time he // did>, Hungry /// had eaten his lunch.
- 5) He /// explained / [that <when the carpenter // was late>, he // had thought / [he // didn't want to eat]].
- 6) He /// was called Hungry Anderson from that day on, {and} people /// began to say / [he // was a miser].
- 7) To prove / [that he // wasn't], / he /// bought a shiny Chalmers automobile, {but} his instincts /// were too strong for him.
- 8) He /// kept the car in a shed in town {and} /// came in with his horse and buggy, /// motored about town, /// put up the car, {and} /// trotted back to his farm.

tight	인색하다
occasion	때
automobile	자동차
buggy	마차
farm	농장
explaine	이유를 대다
prove	증명하다

52. 수능특강 영어 > 11. 지칭 추론 > 04

- 1) The Prussian king, Wilhelm I, /// was a conventional man, {and} not particularly clever or insightful — {in other words}, the opposite of his minister, Bismarck.
- _____
- _____
- 2) He /// disliked much / of [what Bismarck // did] {and} [how he // did it].
- _____
- _____
- 3) {Yet} at some level, the king /// recognized / [that he and his dynasty // needed Bismarck / <even though, <as Wilhelm once mildly // complained>, "It // is hard to be Kaiser under him>"]".
- _____
- _____
- 4) <Since the monarch // had the final say / over foreign and defence policy, {and} governments // answered only to him, and not the other way around>, Bismarck only in the name of Wilhelm /// was able to exert great control / over domestic and foreign affairs.
- _____
- _____
- 5) The two men’s relationship /// was marked by terrible arguments.
- _____
- _____
- 6) Bismarck /// would come down with severe headaches and fits of vomiting {and} /// claim / [that he // was dying].
- _____
- _____
- 7) He frequently /// threatened to resign.
- _____
- _____
- 8) In the end / it /// was always Wilhelm / (who // backed down / saying, "Bismarck // mustn’t think of resigning").
- _____
- _____
- 9) Wilhelm /// wrote to him after one scene: "It /// is my greatest happiness / to live with you and thoroughly agree with you!".
- _____
- _____

conventional	극히 평범한
dynasty	왕조
government	정부
domestic	국내의
frequently	자주
thoroughly	완전히
argument	논쟁

53. 수능특강 영어 > 12. 빈칸 내용 추론 > 01

- 1) You /// may have noticed [that people // differ in the schemas (they // tend to use / when evaluating others)] .

- 2) College professors /// are often concerned with [whether someone // is smart] , sales managers with [whether someone // is persuasive], and those (involved in the entertainment business) with [whether someone // has charisma] .

- 3) < As these examples // illustrate> , the role of the evaluator or the context (in which a target person // is encountered) /// often influences [which traits or schemas // are used] .

- 4) But sometimes the schema /// is simply determined by habit: < if a person // uses a particular schema frequently> , it /// may become chronically accessible { and} therefore likely to be used still more frequently in the future.

- 5) A frequently activated schema /// functions much like a recently activated one: its heightened accessibility /// increases the likelihood [that it // will be applied to understanding a new stimulus.]

schema	개요
concerned with	~에 관심이 있는
persuasive	설득력 있는
encountered	마주치는
frequently	자주
chronically	항상
stimulus	자극

54. 수능특강 영어 > 12. 빈칸 내용 추론 > 02

- 1) Not everyone /// comes to see the game.
- 2) For some, the contest /// merely provides the setting and opportunities / for the expression of other motives.
- 3) The social contact provided by the crowd itself /// suggests a reason for people to attend.
- 4) This very point /// was elaborated by William McDougall in a book published in 1908, (in which he // developed his case for the existence of a gregarious instinct in humans.)
- 5) The question (he // posed at the turn of the century) /// certainly argues convincingly for the view [that we // are social creatures] .
- 6) However, additionally labeling the observed behavior as an "instinct" /// creates a tautology (that // adds nothing to our understanding.)
- 7) McDougall/// asks his readers, "What proportion of the ten thousand witnesses of a football match /// would stand for an hour or more in the wind and rain, < if each man // were isolated from the rest of the crowd and saw only the players> ?".
- 8) We /// would guess very few in 1908, fewer today.

elaborated	상세하게 설명된
gregarious	사교적인
convincingly	설득력 있게
tautology	유의어 반복
witness	관중
proportion	비율

55. 수능특강 영어 > 12. 빈칸 내용 추론 > 03

- 1) There /// is a widespread belief [that creativity // is best served through inner peace, stillness, and calmness.]
- 2) One of my colleagues /// was convinced [that her own creative writing // was best < when she // had no distractions, quietly sipping tea in a peaceful setting.>]
- 3) However, after three months of such languid writing days, she /// produced nothing (that she // was proud of.)
- 4) Shortly thereafter, her first baby /// was born {and} her schedule /// went from long, open, peaceful, unstructured days/ to tightly orchestrated, minute-by-minute slots tightly orchestrated, minute-by-minute slots, (punctuated by extreme activity.)
- 5) The result?.
- 6) She ///became prolifically productive.
- 7) In her words, she /// was "wired".
- 8) The way (she // put it to me) /// was, "I /// have ninety minutes < when Sam // is napping>, {and} I/// run to the computer{ and} write like crazy.
- 9) I' /// m totally focused".
- 10) /// Turns out, [my colleague // is onto something] .
- 11) In fact, it /// is better / to be aroused / when attempting to think creatively.

distraction	산만함
unstructured	체계가 없는
orchestrated	짜여진
punctuated	간간이 끼어 있는
prolifically	다작 면에서
aroused	각성한

56. 수능특강 영어 > 12. 빈칸 내용 추론 > 04

- 1) During a particularly trying time early in my sales career, a sales manager /// gave me a poster (that // read, < "If it /// is to be> , it/// is up to me".)

- 2) I /// realized within that moment [that < if any changes or improvements // were going to occur in my outside world> , they // needed to begin within my inside world.]

- 3) In life, all meaningful or macrocosmic change within society /// begins on a microcosmic level — that' /// s you and me.

- 4) You /// cannot authoritatively impose effective change upon any society; rather, it /// must be a choice (that // is felt deep within the consciousness of its inhabitants.)

- 5) Collectively, society's individuals /// must band together and say with one voice, "We' /// re mad as hell { and} we' /// re not gonna take it any more".

- 6) For this to occur, however, one person /// must be willing to take the reins of change, with all of the risk those reins entail, {and} with an iron resolve, lead the charge of effective change.

improvement	향상
microcosmic	소우주적인
authoritatively	위압적으로
consciousness	의식
inhabitant	거주자
Collectively	단결하여
entail	수반하다

57. 수능특강 영어 > 12. 빈칸 내용 추론 > 05

- 1) According to Greek mythology, the Oracle at Delphi /// was consulted / to gauge the risk of waging a war.
- 2) In modern times, the term Delphi /// refers to a group survey technique / for combining the opinions of several people / to develop a collective judgment.
- 3) The technique /// comprises a series of structured questions and feedback reports.
- 4) Each respondent /// is given a series of questions (e,g, what are the five most significant risks in this project?), (to which he // writes his opinions and reasons.)
- 5) The opinions of everyone surveyed /// are summarized in a report { and} returned to the respondents, (who // then have the opportunity / to modify their opinions.)
- 6) < Because the written responses // are kept anonymous> , no one /// feels pressured to conform to anyone else’s opinion.
- 7) < If people // change their opinions> , they /// must explain the reasons why; < if they // don’t> , they /// must also explain why.
- 8) The process /// continues < until the group // reaches a collective opinion. >
- 9) Studies /// have proven the technique to be an effective way of reaching consensus.

mythology	신화
gauge	판단하다
comprise	구성되다
anonymous	익명의
conform to	~에 따르다
consensus	합의
Oracle	신탁

58. 수능특강 영어 > 12. 빈칸 내용 추론 > 06

- 1) What /// is the basic idea of sociology?.
-
-
- 2) It is this: Social structure /// pushes people around, influences their careers, {and} even affects[how they // think.]
-
-
- 3) My Tougaloo College students /// readily understood [that social structure // pushed people around.]
-
-
- 4) Not one of their parents /// was an architect, for example, < because no school in the Deep South in their parents’ generation both // taught architecture and admitted African Americans.>
-
-
- 5) So my Tougaloo students /// knew [how social structure // might influence careers.]
-
-
- 6) Then, too, neighbors of theirs — white children — /// had been their friends < when they // were four and five years old> ,{ but} by the time (they // were fourteen and fifteen) a barrier///// had gone up between them.
-
-
- 7) My black undergraduates /// could see [that this racial bias // was hardly innate] ; rather, it /// showed [that social structure // affects [how people // think.]
-
-
- 8) Hence they/// were open to the sociological perspective.
-
-

barrier	장벽
perspective	관점
architecture	건축학
undergraduate	학부생
innate	선천적인

59. 수능특강 영어 > 12. 빈칸 내용 추론 > 07

- 1) According to the scholars of the Indian traditions (Vedas), the origin of religion /// was to be sought in the impressions (that natural phenomena // made upon man.)
- 2) The mythological figures /// were thought to be personifications of natural objects.
- 3) The impressive manifestations of nature //// stimulated the personifying fantasy of man.
- 4) The primary stage of religion /// was not due to the religious nature of man, or to the 'need of the human heart', < as O, Müller // expressed it in his book> , but to man's elementary capability of seeing personal figures in the impersonal phenomena of his surroundings.
- 5) [What finally / //led to the formation of religion] /// was, thus, the elaboration of a nature mythology, {and} the veneration of the respective figures.
- 6) The beginning of religion /// was the worship of many natural objects, with a predominance of such phenomena / as the sun, the sky, thunderstorms, lightning, rain, and fire.

predominance	지배
mythological	신화적
personification	의인화
manifestation	현지, 나타남
surrounding	주변
elaboration	정교화
vereneration	숭배

60. 수능특강 영어 > 12. 빈칸 내용 추론 > 08

- 1) A well-functioning democracy /// requires a media system (that // provides diverse sources of information and encourages civic participation.)

- 2) The government once /// considered the airwaves such an integral part of our democracy [that politicians // decided [the public // should own and control them.]]

- 3) It /// is time / for the public / to reclaim the responsibility of producing quality media from the corporate conglomerates.

- 4) The first step /// is to break up the concentration of media power.

- 5) /// Let's give control to a greater number of smaller companies(that // could legitimately compete with a broader range of information.)

- 6) Also, we /// must create and maintain a noncommercial public media system/ as well as independent alternative media (that // exist outside the control of transnational corporations and advertisers.)

- 7) The rise of independent political blogs, and that of alternative podcasts, radio networks and television channels /// are all examples of citizens / rising up to take back control of our media.

airwave	전파
integral	필수적인
reclaim	되찾다
conglomerate	대기업
legitimately	법적으로
noncommercial	비상업적인
transnational	초국가적인

61. 수능특강 영어 > 12. 빈칸 내용 추론 > 09

- 1) /// Consider the question often asked by scientists, < including even those (who // are well disposed toward animals) > , as to [whether the hen // suffers from [what she // has never known.]]
- 2) The Oxford researcher Marian Dawkins /// conducted experiments / to determine [what hens // felt about their homes].
- 3) Somewhat to her surprise, she/// found [that hens (who // had been confined to battery cages, cages no larger than a sheet of newspaper) , < when // given the choice between a small outside run with grass and the cages(they // had known all their lives)> , /// chose to stay in the cages.]
- 4) And fowl expert Valerie Porter /// points out [that chickens taken from a battery cage // "will be in a considerable state of [what you // might call cultural shock] < if they // are deprived of the only type of environment they have ever known.>]
- 5) In fact, they /// will curl up in a corner in a state of terrified agoraphobia {and} it /// will take a great deal of time and patient understanding/ to rehabilitate them to real life".

well disposed	호의적인
conduct	수행하다
confined	감혀있는
considerable	무시못할
deprived	빼앗긴
agoraphobia	광장 공포증
rehabilitate	복귀하다

62. 수능특강 영어 > 12. 빈칸 내용 추론 > 10

- 1) The cyclical nature of success and failure /// has been well established in the field of modern bridge design and engineering, (in which experience // spans about two centuries.)
- 2) Unfortunately, the lessons learned from failures/// are too often forgotten in the course of the renewed period of success (that // takes place in the context of technological advance.)
- 3) This /// masks the underlying fact [that the design process now // is fundamentally the same as the design process thirty, three hundred, even three thousand years ago.]
- 4) The creative and inherently human process of design, (upon which all technological development // depends) , /// is in effect timeless.
- 5) [What this // means] , in part, /// is [that the same cognitive mistakes (that // were made three thousand, three hundred, or thirty years ago) // can be made again today, {and} // can be expected to be made indefinitely into the future.]
- 6) Failures /// are part of the technological condition.

underlying	근원적인
fundamentally	근본적으로
inherently	본질적으로
cognitive	인지적
indefinitely	무기한으로

63. 수능특강 영어 > 12. 빈칸 내용 추론 > 11

- 1) The popular press /// deems reshoring to be "bringing manufacturing back home,,," from a current location (that // is not home.)
- _____
- _____
- 2) The term /// is agnostic as to [whether the manufacturing being brought home // occurred in a wholly owned facility in an offshore location {or} in the factory of an offshore supplier.]
- _____
- _____
- 3) GE, for example, /// reshored its appliance manufacturing from its production facility in China to the US in its own plant / to meet the US demand, < whereas the US-based Vaniman Manufacturing // decided to no longer buy sheet metal fabrication from an overseas supplier {and} to instead source from a local supplier to meet demand in the US.>
- _____
- _____
- 4) Both /// would be considered reshoring more precisely, < reshoring back to the US. >
- _____
- _____
- 5) Reshoring /// is fundamentally concerned with [where manufacturing activities // are to be performed] , independent of [who // is performing the manufacturing activities in question] — a location decision only, / as opposed to a decision / regarding location and ownership.
- _____
- _____

agnostic	관련 없는
offshore	해외의
appliance	가전제품
fabrication	구조물
ownership	소유

64. 수능특강 영어 > 12. 빈칸 내용 추론 > 12

- 1) Mark Leary and his colleagues /// led participants to believe [that they // were to perform a group task.]
- 2) Before the task, each participant /// was asked to write an essay about "[what it // means to be me"] {and} "the kind of person (I // would most like to be)".
- 3) The experimenter then /// gave each person’s essay to other participants (in another location) (who // were asked to indicate [who they // would like to work with in the group setting.])
- 4) The experimenter /// ignored the participants’ actual preferences {and} /// randomly assigned some participants to a condition (in which they // had supposedly been passed over by the others and had to work alone) , {and} other participants to a condition (in which they // were in high demand by others and worked with a group.)
- 5) Participants in the work-alone condition, (who // believed [they// had been excluded]) /// , reported lower levels of self-esteem / than those involved by the group.
- 6) Our momentary feelings of self-worth strongly /// depend on the extent (to which others // approve of us {and} nclude us.)

experimenter	실험자
preference	선호
supposedly	추정컨대
excluded	제외된
momentary	매 순간의

65. 수능특강 영어 > 13. 흐름에 무관한 문장 찾기 > 01

- 1) Movies and cartoons /// sometimes portray scientists as loners in white lab coats, (working in isolated labs.)
- 2) In reality, science /// is an intensely social activity.
- 3) Most scientists /// work in teams, (which // often include both graduate and undergraduate students.)
- 4) And to succeed in science, it /// helps / to be a good communicator.
- 5) Research results /// have no impact < until // shared with a community of peers through seminars, publications, and websites.>
- 6) And, in fact, research papers /// aren't published < until they // are vetted by colleagues in [what// is called the "peer review" process.] >
- 7) Most of the examples of scientific inquiry described in science textbooks for college students, for instance, /// have all been published in peer-reviewed journals.

portray	묘사하다
intensely	매우
vetted	심사 받는
inquiry	연구
colleague	동료

66. 수능특강 영어 > 13. 흐름에 무관한 문장 찾기 > 02

1) The immune system /// is the body’s defense / against foreign invaders such as bacterial.

2) The immune system /// protects and preserves the body’s integrity, {and} it/// does this / by developing antibodies to attack hostile invaders.

3) We /// know [that the immune system // begins to decline after adolescence, {and} the weakening of immune function // is linked to age-related vulnerability.]

4) According to the autoimmune theory of aging, the system /// may eventually become defective {and} no longer distinguish the body’s own tissues from foreign tissues.

5) The body /// may then begin to attack itself, / as suggested by the rising incidence of autoimmune diseases with advancing age.

immune	면역의
preserve	보호하다
integrity	완전한 상태
antibody	항체
adolescence	청소년기
vulnerability	취약성
autoimmune	자가면역

67. 수능특강 영어 > 13. 흐름에 무관한 문장 찾기 > 03

- 1) < When a painter // is working for a patron, < as Leonardo da Vinci // did for the Medici>> , there /// can be emotional communication / resulting from the artist’s intention / to produce something (that the patron // will appreciate and enjoy.)

- 2) Even Vincent van Gogh, (who // was isolated and sold few paintings in his life) /// , cared about the reactions of his brother to the paintings (that he // produced.)

- 3) Some artists /// often take pains / concerning the framing and presentation of their work for the benefit of the viewers of their art, / such as < when Mark Rothko // was highly particular about the lighting of his paintings. >

- 4) So painting /// is a social process < involving the communication of emotional judgments of the artist to the people (who // view it.) >

- 5) Painters /// cannot expect viewers to appreciate their work with exactly the same perceptions and emotions (that // went into their Summary creation) , {but} they/// can hope to generate some approximation of these.

intention	의도
patron	후원자
concerning	~에 관하여
appreciate	감상하다
perception	지각
approximation	어느 정도 비슷함

68. 수능특강 영어 > 13. 흐름에 무관한 문장 찾기 > 04

- 1) Salt /// was historically so costly and important in Europe [that its consumption // was linked to social status.]

- 2) In the medieval world, with its rigid hierarchy, the way (in which people // dined {and} the food (that they // ate) /// reflected their position in society.

- 3) Royalty and nobility /// sat at the high table, (positioned on a dais) , < while their social inferiors // ate at lower tables below them. >

- 4) Among the privileges / granted to the elite /// was access to salt, (placed in a container on the high table.)

- 5) This clear expression of social divide /// is reflected in the phrases "above the salt," < referring to someone of high rank > {and} "below the salt," (which // means someone of lower rank {or} less socially acceptable.)

consumption	소비
medieval	중세의
hierarchy	계급
privilege	특권
granted to	~에게 주어진

69. 수능특강 영어 > 13. 흐름에 무관한 문장 찾기 > 05

- 1) < If you // stop to think about all of the tiny parts (that //make up any one thing)> ,
you /// could be thinking about it for quite some time.
- 2) There /// are almost an infinite number of things (that // influence and impact any
larger thing) , right down to atoms and smaller molecules.
- 3) A computer, for example /// , looks like a big hunk of metal and glass, {but} < if you //
look closer, < moving your way down from the big things to the tiniest parts (that //
make the computer up) >> , you /// start to see [how a computer // is really many
smaller things combined / to make something bigger.]
- 4) A computer /// isn't just a computer: It' /// s metal, glass and plastic, screws, springs,
wires, copper, ink, electricity, and so much more.
- 5) [How those small parts // come together / to make the bigger parts] /// is [what//
matters] , {but} how often do we /// take time / to think about that fact?.

molecule	분자
copper	구리
infinite	무한한
atom	원자
screw	나사

70. 수능특강 영어 > 13. 흐름에 무관한 문장 찾기 > 06

- 1) Taub and his co-workers /// have already found strong evidence [that the brain // can be healed by its own plasticity.]

- 2) Amazingly, some people (who // have lost the use of an arm through a stroke) /// have been trained to use it again / by having the good arm restrained {and} being forced to use the apparently dead one, a technique/ called ‘constraint-induced (CI) movement therapy’.

- 3) < Even though the part of the brain (that// controlled the arm) // was damaged> , the CI movement therapy /// forced the brain / to open up new areas / in order to move the dead limb.

- 4) Similar results /// have been produced with speech impairment and even dyslexia.

- 5) < Although this research // is still in its early days> , Michael Merzenich of the University of California, San Francisco, /// believes [the brain’s plasticity // may really enable us to protect ourselves against age decline.]

plasticity	가소성
restrained	억제된
apparently	겉보기엔
limb	팔
impairment	장애
dyslexia	난독증
constraint-induced	강제 유도

71. 수능특강 영어 > 13. 흐름에 무관한 문장 찾기 > 07

- 1) < When you // watch a documentary on a small standard (4x3) video screen {and} then see it on an equally small wide-screen (16x9) receiver> , you probably /// notice relatively little energy change.
- 2) < When you // switch from the small screen to a large HDTV screen> , however, the energy change/// is readily apparent.
- 3) This /// is [why some movies (that // emphasize landscape from actual landscapes to spaceships or battle scenes) /// must be seen on the large screen to feel the total impact.]
- 4) < Even if you// use proper conversion methods for aspect ratios> , squeezing such large images into the small video screen /// reduces not only image size but also, if not especially, event energy.
- 5) Close-ups, inductive sequencing, and a dense audio track /// help generate some aesthetic energy on the small video screen, {but} they /// cannot compete with the large movie images and high-volume surround sound.

receiver	수상기
apparent	명백한
conversion	전환
sequencing	연결
surround	입체
dense	밀도 높은

72. 수능특강 영어 > 13. 흐름에 무관한 문장 찾기 > 08

- 1) Revegetation techniques /// are put in place / with an understanding of the resultant effects on wildlife.
- 2) For instance, the planting of tree lines and woodland areas within roadside landscape /// may naturally force birds / to fly higher above roads / when crossing between forest edges, < as // was shown in the Netherlands. >
- 3) Verges /// should be widened {and} landscape planting on bends or curves on a road /// should be set back, / to improve visibility and to discourage crossings by wildlife.
- 4) In contrast, along straight sections of road carriageway, vegetative cover /// should extend / as close to the road / as permitted by road construction and safety standards.
- 5) Landscaping of centre medians, junctions, roundabouts or interchanges /// should be sensitive to wildlife.
- 6) Berry-producing plants/// should not be selected < as they // may prove attractive yet fatal to wildlife / due to the close proximity of traffic. >

Revegetation	재녹화
resultant	그 결과로 생기는
carriageway	차도
vegetative	초목의
construction	건설
junction	교차로
roundabout	로터리

73. 수능특강 영어 > 14. 문단 내 글의 순서 파악 > 01

- 1) A diverse garden /// will become a habitat / for a variety of bird species.
-
-
- 2) But <if all the birds // were to sing at the same time>, each one’s melody /// would be drowned out / in the cacophony of voices.
-
-
- 3) <In order for each singer / to be adequately appreciated / by his rivals or his sweetheart>, each species /// focuses on a specific time in the morning.
-
-
- 4) Or rather, not a time, but a certain position of the sun.
-
-
- 5) These /// are relative to sunrise, a precisely definable event.
-
-
- 6) Unfortunately, it /// changes constantly, <as <throughout spring>, the sunrise // takes place a little earlier each day, / until the summer solstice on June 21, (when it // starts getting later again)>.
-
-
- 7) So, bird song /// is perhaps not ideal / as a genuine replacement for your watch, <although each species // tends to observe its relative time slot, / day by day, / with astonishing accuracy.
-
-

diverse	다양한, 다채로운
habitat	서식지
drown out	(소음이) 들리지 않게 하다
cacophony	불협화음
sweetheart	애인, 연인
or rather	더 정확히 말하면
definable	정의할 수 있는, 한정할 수 있는
take place	발생하다, 개최되다
the summer solstice	하지
astonish	깜작 놀라게 하다

74. 수능특강 영어 > 14. 문단 내 글의 순서 파악 > 02

- 1) <With reference to the variable of intensity>, it /// is almost stating the obvious [to say [that bright lights or loud sounds // can attract our attention]].
- 2) We /// have all been exposed to countless examples of commercial advertisements (that // seem to be based solely upon this premise).
- 3) One unusual example (of the use of intensity in advertising contexts) /// is the practice of time-compressed speech / in radio commercials.
- 4) The experiment (conducted by LaBarbera and MacLachlan) /// exposed people to five radio commercials (that // were {either} normal {or} time-compressed on the order of 130%).
- 5) These time-compressed commercials /// were not "sped up" / by making the tape run faster; that /// would also increase the frequency of the auditory signal, {and} make the announcer sound like a high-pitched Mickey Mouse.
- 6) Rather, the time-compression technique /// involves / the shortening of pauses between words, {and} the reduction of the length of vowel sounds.
- 7) This /// results in a message (that // runs more quickly), <without changing the pitch of the announcer's voice>.
- 8) These researchers /// found [that the time-compressed advertisements // elicited more interest and better recall / than the normal ads].

intensity	강도, 강렬함, 강함, 격렬함
premise	(주장의) 전제
compress	압축하다, 꺾 누르다, 압축 파일을 만들다
auditory signal	청각 신호
vowel	모음(자)
pitch	음의 높이, 정도, 정점, 최고조

75. 수능특강 영어 > 14. 문단 내 글의 순서 파악 > 03

- 1) Recycling /// means recovery and reprocessing of waste materials / for use in new products.
- 2) Recycled waste /// can be substituted for raw materials, <reducing the quantities of wastes for disposal / {as well as} potential pollution of air, water and land / resulting from mineral extraction and waste disposal>.
- 3) However, recycling /// has certain limitations <when applied to radioactive materials>.
- 4) <Due to their inherent radiation>, radionuclides /// are much more difficult to recover / from contaminated materials.
- 5) Recovery usually /// presumes concentration of species into a smaller volume <even though this // may result in more dangerous materials>.
- 6) Waste radionuclides (recovered from contaminated materials) /// are difficult to recycle in new devices or compounds.
- 7) Hence, even materials that contain large amounts of radioactive constituents (e.g. sealed radioactive sources as used in industry, medicine and research) often /// are immobilized (conditioned) {and} safely stored {and} disposed of / rather than recycled.

substitute for	~을 대신하게 되다, ~대신으로 쓰다
waste disposal	폐기물 처리, 폐기 처분
radioactive	방사성[능]의
presume	추정하다, 간주하다
constituent	구성 성분, 요소

76. 수능특강 영어 > 14. 문단 내 글의 순서 파악 > 04

- 1) Glass /// affords transparency.
- 2) At the same time, its physical structure /// blocks the passage of most physical objects.
- 3) As a result, glass /// affords seeing through, {but} not the passage of air {or} most physical objects (atomic particles // can pass through glass).
- 4) The blockage of passage /// can be considered an anti-affordance — the prevention of interaction.
- 5) <To be effective>, affordances and anti-affordances /// have to be discoverable — perceivable.
- 6) This /// poses a difficulty / with glass.
- 7) The reason (we // like glass) /// is its relative invisibility, {but} this aspect, (so useful in the normal window), also /// hides its anti-affordance property of blocking passage.
- 8) As a result, birds often /// try to fly through windows.
- 9) And every year, numerous people /// injure themselves <when they // walk (or run) through closed glass doors or large picture windows>.
- 10) <If an affordance or anti-affordance // cannot be perceived>, some means (of signaling its presence) /// is required.

afford	제공하다, 여유가 되다 , 형편이 되다
transparency	투명도, 투명성, 슬라이드, 명백함
passage	처리, 통과, 흐름, 구절, 항해
affordance	행동 유도성
discoverable	쉽게 찾을 수 있는

77. 수능특강 영어 > 14. 문단 내 글의 순서 파악 > 05

- 1) <In cultural contexts (that // require polite formulas / rather than honest words)>, language /// may lose almost all its communicative function, {and} here food often /// takes over the role.

- 2) <In formal dinners around the world>, it /// is not usually appropriate [to send the important social messages verbally].

- 3) Words /// are bland {and} carefully chosen.

- 4) More information (about the actual social transactions / going on at the dinner) /// is transmitted / by food choice and distribution.

- 5) The most valued guest often /// gets the choicest portion, {and} so on down.

- 6) Other aspects of the ritual /// may communicate even more.

- 7) Everyone carefully /// observes [who // sits next to the host, who // sits at the host's table, who // is the first one to be greeted, who // is served first, who // gets the best piece of meat, {or} who // is urged to have seconds].

polite	품위 있는, 의례적인
take over	~을 인계받다, 넘겨 받다
verbally	(글이나 행동이 아닌) 말로, 구두로
bland	부드러운, 단조로운, 자극적이지 않은
transaction	교류, 거래, 매매, 처리 (과정)
and so on	기타 등등
greet	맞다, 환영하다, 반응을 보이다

78. 수능특강 영어 > 14. 문단 내 글의 순서 파악 > 06

- 1) Ritualistic behaviour (designed / to influence future events) // is not, it /// seems, limited to humans.
- 2) B, F, Skinner’s classic research (into ‘superstition in the pigeon’), (conducted at Indiana University in 1948), /// supports this hypothesis.
- 3) Skinner /// described an experiment (in which pigeons // were placed inside a box {and} // were presented with a small piece of food once every fifteen seconds, / regardless of their behaviour).
- 4) <After a few minutes> the birds /// developed various little unusual rituals, / such as walking round in circles, moving their heads up and down and so on.
- 5) The pigeons /// appeared to have concluded [that their little routines // were causing the release of the food <even though <in reality> there // was no relationship whatsoever>].
- 6) Skinner’s explanation for this phenomenon /// was [that the accidental pairing / of the release of food early on in the process / with [whatever the bird // happened to be doing] // was enough to reinforce that particular type of activity].

ritualistic	의식 절차상의, 제의적인, 의례적인
pigeon	비둘기
up and down	아래위로 , 이리저리
whatsoever	whatever의 강조형, ~한 모든 것, 어떤 ~일지라도
accidental	우연한, 돌발적인
pair	짝을 짓다, 한 쌍

79. 수능특강 영어 > 14. 문단 내 글의 순서 파악 > 07

- 1) <Within the domain of concrete entities>, objects and substances /// have very different properties.
- 2) Objects /// are individuated, <whereas substances // are nonindividuated>.
- 3) Thus, the two kinds of entities /// have fundamentally different criteria / for the notion of identity or sameness.
- 4) <When we // say [that two objects // are identical or the same]>, we /// are referring to two objects in their entirety / {and} not to two distinctive parts of a single object.
- 5) In contrast, <when we // say [that two substances // are identical or the same]>, there /// is no notion of wholeness.
- 6) Substances /// are of scattered existence, {and} there /// is no such thing / as whole sand, whole water, or whole clay.
- 7) This portion of sand /// is identical to that portion of sand, <as long as the two portions // consist of the same physical constituents>.
- 8) This difference (in identity or sameness between objects and substances) /// leads to fundamentally different extension principles / for determining category membership / across the two ontological kinds.

concrete	콘크리트로 된, 사실에 의거한, 구체적인
property	속성, 재산, 소유물, 건물
fundamentally	기본적으로, 근본적으로, 완전히
criteria	규준, 표준, 기준
distinctive	독특한
scatter	(흙)뿌리다, 황급히 흩어지다, 흩어지게 만들다, 소수
ontological	존재론적인

80. 수능특강 영어 > 14. 문단 내 글의 순서 파악 > 08

- 1) <Although the efforts (to revive dying languages) // are admirable>, the challenges (facing those (who // would reverse the extinction process)) /// are intimidating.

- 2) Not all of the extinctions /// are the direct result of hostility and repression / from a dominant government, <as // was the case with American Indians / throughout most of US history>.

- 3) But <where brutal repression // failed to make indigenous languages and culture extinct>, intense globalization since the 1980s /// has been more successful.

- 4) The recent revolution in communications technology /// has provided powerful tools (through the airwaves and cyberspace) / for the spread of mainstream Western culture and language.

- 5) Yet, <for some endangered languages>, the tide /// is changing / through the digital revolution.

- 6) <As Rosenberg // points out>, digital technology, discussion groups, software companies, and apps /// are lifelines for language preservation for minority {and} endangered language communication needs.

- 7) <At one time> technology /// forced / some language speakers / to adopt the dominant language / of their community or nation.

- 8) Now, new tools /// create the possibility / for revitalizing languages {and} retaining language speakers of endangered languages.

admirable	감탄[존경]스러운
reverse	뒤바꾸다, 반전[역전]시키다
intimidate	(시키는 대로 하도록) 겁을 주다[위협하다]
extinction	멸종, 절멸, 소멸
hostility	적의, 적대감, 적개심
repression	탄압, 진압, 억압
brutal	잔혹한, 악랄한, 인정사정없는, 잔인할 정도의
indigenous	원산의[토착의]
airwave	방송 전파, 채널
mainstream	(사상견해 등의) 주류[대세]
tide	조수, 밀물과 썰물, 조류, 흐름, 물결
point out	가리키다, 지적하다, 주목하다

81. 수능특강 영어 > 15. 문단 속에 문장 넣기 > 01

- 1) Several studies /// have shown [that individuals (who // are ostracized, excluded, or rejected by others) // behave in ways (that // will increase their chances of eventually becoming accepted)].

- 2) These behaviors /// range <from working harder in group settings, / to conforming to group perceptions, {or} being more sensitive to information about others.>

- 3) For example, Williams and Sommer /// found [that women // responded to ostracism / by increasing their efforts / on a subsequent group task].

- 4) Similarly, Williams, Cheung, and Choi /// observed [that ostracized individuals // were more likely / than others / to conform to the opinions of other people].

- 5) Thus, these studies /// show [that <in response to social rejection>, people // seek to reconnect themselves found with their social worlds].

- 6) In addition, Gardner, Pickett, and Brewer /// found [that individuals (who // experience social rejection) // are more likely to remember socially relevant information (that // is consistent with one’s motive)].

ostracize	(사람을) 외면하다 [배척하다]
subsequent	그[이] 다음의, 차 후의
relevant	의의가 있는[유의 미한], 관련 있는, 적절한
motive	동기, 이유, 움직이 게 하는, 원동력이 되는

82. 수능특강 영어 > 15. 문단 속에 문장 넣기 > 02

- 1) David Rock, author of Your Brain at Work, /// has described <in fascinating detail> the intricate mechanics of the brain / on creativity and stress.

- 2) We /// know, for example, [that self-described happy people // have more new ideas].

- 3) We now /// know [that stress // decreases our cognitive resources, <whereas mindfulness // induces <what is called> a toward state in the brain, an openness to possibilities].

- 4) In this condition, we /// feel curious, open-minded, and interested in [what we // are doing] — all excellent qualities for thriving on the job.

- 5) Neuroscience /// tells us [that creativity and engagement // are essential to making people happier].

- 6) But the technological onslaught of today’s world /// can also become highly stressful.

- 7) Long hours, hard work, and high pressure /// are made worse / by our being permanently plugged in.

- 8) <Though the introduction of laptop computers, high-speed Internet, mobile technology, and social media // have wonderful advantages in [how we // connect]>, they also /// reinforce behaviors (that // shut down the toward state {and} // set us on autopilot).

fascinate	마음을 사로잡다, 매혹[매료]하다
intricate	(여러 부분·내용으로 되어 있어) 복잡한
cognitive	인식[인지]의
mindfulness	마음 챙김
engagement	약속, 업무, 관계함, 참여
onslaught	맹공격, 맹습
plug in	~와 연결하다

83. 수능특강 영어 > 15. 문단 속에 문장 넣기 > 03

- 1) For sea squirts, a two-part life cycle /// provides a quite obvious advantage.
- 2) Adult sea squirts /// live very nicely, attached / to the sea bottom.
- 3) All the food (they // need) /// comes drifting to them in the ocean currents, {and} they never /// have to move.
- 4) They /// have even solved the problem of getting together / to mate / by shooting their sperms and eggs out / into the water.
- 5) But then, <if the young sea squirts immediately // settled down to the bottom>, the sea squirt colony /// would soon be so crowded <that they // would have to grow on top of each other>.
- 6) There /// would not be enough food / to feed the huge crowds of sea squirts, / all jammed into a small area.
- 7) So instead, the tadpole-like swimming larvae of the sea squirts /// do not settle down immediately.
- 8) They /// swim {and} drift / with the ocean currents.
- 9) <By the time they // are ready to change to adults {and} take up a place on the ocean bottom>, they /// have been scattered / over a wide area.

sea squirt	우렁쉥이, 멍게
drift	떠내려 보내다, (자신도 모르게) ~하게 되다, (서서히) 이동하다
ocean current	해류
mate	짝짓기를 하다
sperm	정자
egg	난자
jam into	~에 가득 채워 넣다

84. 수능특강 영어 > 15. 문단 속에 문장 넣기 > 04

- 1) The halo effect /// causes / one trait about a person / to color your attitude and perceptions / of all her other traits.
- 2) Even stranger, the more noticeable the aspect // is <when you // form your first impression>>, the more difficult it /// becomes [to change your attitude about that aspect].
- 3) So, for example, <if you // are bowled over / by the warmth and kindness of a coworker / in your first week / at a new job>, you /// 'll let him get away with a host of obnoxious behaviors / later on, maybe even for years.
- 4) <If the first year of a relationship /// is deeply fulfilling and life-altering>, it /// can take a long time to notice <if things // turn sour later>.
- 5) <If you // like specific aspects of an individual>, the halo effect /// causes / the positive appraisal / to spread to other measurements {and} to resist attack.
- 6) Beautiful people /// seem more intelligent, strong people /// seem nobler, friendly people /// seem more trustworthy, and so on.
- 7) <When they // fall short>, you /// forgive {and} /// defend them, / sometimes unconsciously.

halo effect	후광 효과, 바람직한 부작용
trait	특성
impression	인상, 느낌, 감명, 감동, 상상도
attitude	태도, 사고방식, 자세
bowl over	~에게 달려들어 쓰러뜨리다, 충격(강한 인상)을 주다
a host of	다수의
obnoxious	아주 불쾌한, 몹시 기분 나쁜
turn sour	시어지다. 상하다, 잘못되다[틀어지다]
appraisal	평가, 판단, 평가회, 평가제

85. 수능특강 영어 > 15. 문단 속에 문장 넣기 > 05

- 1) Divers (working at high pressures underwater) usually /// breathe "air" (that // is a mixture of oxygen and helium).

- 2) Helium /// is substituted for nitrogen in this mixture <because it // is less soluble than nitrogen {and} therefore less likely to dissolve in the bloodstream>.

- 3) This /// offers better protection / against one of the major hazards of diving, / called the "bends".

- 4) <If a diver // returns to the surface too quickly / after a dive>, the relatively lower pressure at the surface / than deep underwater /// causes / dissolved gases / to bubble / out of solution in the blood.

- 5) The effect /// is similar to the frothing / in a bottle of soda water <when the cap // is removed>.

- 6) <In human bodies>, the gas bubbles (released in this way) often /// get trapped in the joints, <causing extreme pain for the diver>.

- 7) This pain often /// makes it impossible / for the diver / to straighten up, (which // is [why this condition // is aptly named the bends]).

soluble	녹는, 용해성이 있는, 해결 가능한
nitrogen	질소
bloodstream	혈류, 혈액 순환
bend	잠수병(잠수부가 너무 빨리 수면 밖으로 돌아올 때 겪게 되는 극심한 호흡 곤란)
bubble out	부글부글 넘쳐 나오다, 남을 속여 ~ 시키다
froth	거품, 허황된 것, 거품이 생기다
joint	관절, 공동의, 합동의
straighten up	깨끗이 정리하다, 올바르게 세상을 살아가다

86. 수능특강 영어 > 15. 문단 속에 문장 넣기 > 06

- 1) <In England in the early 1900s> property owners (whose land // was being eroded by wave action) /// clamored / for the Government / to take preventive action.
-
-
- 2) Their island /// was disappearing / beneath the sea!.
-
-
- 3) They /// argued so loudly <that a Royal Commission // was appointed to study the matter>.
-
-
- 4) After making a careful survey, the commission /// reported [that <over a period of thirty-five years> England and Wales // lost 4,692 acres {and} // gained 35,444 acres, <giving a net gain of nearly nine hundred acres a year>].
-
-
- 5) This finding /// seemed to prove [that people (whose land // disappeared) // complained more loudly / than those (whose land // was increasing)].
-
-
- 6) It /// must be admitted, <however>, [that the land lost probably // was good cliff land / on the open coast (which // disappeared in a spectacular way, <whereas the land gained // was low, sandy {and} not particularly valuable>)].
-
-
- 7) Non-geologists /// are usually not aware [that the very existence of a cliff // is warning [that erosional processes // are at work, <even though the changes // seem to be very slow>]].
-
-

erode	침식시키다, 풍화시키다, 약화시키다
clamor for	~을 시끄럽게 요구하다(주장하다)
beneath	아래에, 밑에, ~보다 못한
cliff	절벽
erosional	부식의, 침식의, 쇠퇴의

87. 수능특강 영어 > 15. 문단 속에 문장 넣기 > 07

- 1) Solid objects /// cohere as wholes.
-
-
-
- 2) <While their shapes // can be distorted / to some degree / to the extent (that they // are elastic)>, <in the main> they /// accelerate {or} /// tend to move / as wholes / in the direction of an applied force.
-
-
-
- 3) Bodies of liquid /// differ <in this respect>.
-
-
-
- 4) They freely /// adapt their shape / to a containing vessel {or} an immersed solid {and} /// will simply give way / to a solid object (moving slowly through them).
-
-
-
- 5) <If a liquid body // is subject to a force> it /// will not tend to move / as a whole / in the direction of that force.
-
-
-
- 6) Rather, the applied force /// is converted / by the liquid / into an isotropic one (that // will urge the liquid to move / in any direction open to it, / unconstrained by any tendency / for the liquid body / to cohere).
-
-
-
- 7) Water /// will tend to leak from a pipe with equal facility / in any direction / {and} not just in the direction of the weight of the head of water / bearing down on it.
-
-
-

cohere	응집하다, 일관성이 있다, 논리 정연하다
elastic	탄력이 있는, 고무밴드
immerse	담그다, ~에 몰두하다
convert	전환시키다, 전환되다, 개종자, 전향자
isotropic	등방성의
bear down on	~을 향해 돌진하다, 누르다, 접근하다

88. 수능특강 영어 > 15. 문단 속에 문장 넣기 > 08

- 1) Subjectivity /// is an integral part of all art, {and} sometimes, <even where it // seems the least likely>, one /// finds a comprehensive communication between the artist and the audience very difficult.

- 2) For example, {not just} in abstract painting, {but} in the most straightforward painting.

- 3) Just /// take one of the best-known paintings, / the Mona Lisa, / painted by Leonardo da Vinci.

- 4) No one /// mistakes [that this painting // is the portrait of a woman]; that much we // know.

- 5) However, the intriguing smile in this painting /// is interpreted in so many different ways, <in terms of [what state of the mind this smile // depicts]>.

- 6) Therefore, an audience /// can never be sure exactly [what the artist // had in mind].

- 7) This /// holds true on all levels, {and} thus, perfect communication /// cannot occur / between most artists and their audiences / through their art alone.

subjectivity	주관적임, 주관성, 주관
integral	필수적인, 필요불가결한, 완전한, 내장된
intrigue	강한 흥미를 불러일으키다, 모의하다, 음모를 꾸미다, 모의 (활동)
depict	그리다, 묘사하다
hold true	진실이다, 유효하다, 딱 들어맞다

89. 수능특강 영어 > 16. 문단 요약 > 01

- 1) Recent research /// has shown / [that trees // are not as passive / <as we long // supposed>].
-
-
- 2) To investigate this further, / European scientists /// simulated attacks on small beeches and maples.
-
-
- 3) <Whenever a roe deer // takes a bite out of the top growth of a young tree>, it /// leaves a little saliva behind in the wound, {and} it soon /// became clear / [that wounded trees // can clearly detect the presence of this saliva].
-
-
- 4) To simulate browsing by roe deer, / the researchers /// cut off buds or leaves {and} /// dripped roe deer saliva onto the damaged areas.
-
-
- 5) [What they // noticed] /// was [that in response the little trees // produced salicylic acid, / (which {in turn} // led to an increased production of bad-tasting defensive compounds, / (which // discouraged the roe deer from eating them))].
-
-
- 6) {However}, <when the scientists simply // broke off new growth / without applying any saliva>, all / (the beeches and maples // produced) /// were hormones / to heal the damage as quickly as possible.
-
-

passive	수동적인
investigate	조사하다
presence	존재
response	반응
defensive	방어의
simply	단지
quickly	빨리

90. 수능특강 영어 > 16. 문단 요약 > 02

- 1) Historical linguists /// study the languages spoken today, {and} from them /// make estimates / about the ancestral languages / (from which they // descended).
- 2) Where possible, / linguists also /// work from written records on languages / in earlier times.
- 3) For linguistics (as for genetics), / we /// assume / [that present data // give us the remnants of earlier communities].
- 4) {But} the definition of "earlier community" /// is different in each case.
- 5) For language, / it /// is assumed / [that each language // has one parent].
- 6) In genetics / a person /// has more and more ancestors / <as one // goes to earlier generations>, / <while a language // has a single ancestor at each stage>.
- 7) The "tree model" of languages /// presents the range of languages / descended from an ancestor, {and} /// indicates relationships with other languages / descended from the same ancestor.
- 8) Because of the single-ancestor characteristics of the linguistic "tree model", / language /// gives more evidence on path of early human migration / <than // does genetics>, / <because it // allows for fewer possibilities>.

ancestral	조상의
linguistic	언어학의
definition	정의
indicate	나타내다
evidence	증거
migration	이주
community	공동체

91. 수능특강 영어 > 16. 문단 요약 > 03

- 1) The more things /// change, / the more they /// stay the same.
- 2) One thing / (that // has remained the same over the centuries) /// is parental disdain / for the new kind of world / (they // see around them).
- 3) This world /// is only new to us, {and} it /// is the only one / (our children // know).
- 4) They /// haven't lived long enough / to see the kind of social change / (that // has taken place / in the last twenty or thirty years).
- 5) For them, / [what they // see around them] /// is "normal," {and} they /// have nothing to compare it with / <until they // start to learn about history>.
- 6) It /// has always been this way.
- 7) Parents /// feel the changes in the world in the world; kids /// don't.
- 8) Parents often /// react defensively, {and} children /// do not understand / [what all the fuss // is about].
- 9) Negative parental reactions often /// originate in hostility toward change.
- 10) Most adults /// tend to see their own formative years as normal {and} [what // comes afterward] / as a decline.
- 11) The only constant /// is change, {and} parents and their children /// experience this / in fundamentally different ways.

disdain	업신여기다
compare	비교하다
defensively	방어적으로
reaction	반응
hostility	적대감
constant	변함없는
fundamentally	근본적으로

92. 수능특강 영어 > 16. 문단 요약 > 04

- 1) <Because scientific research // is so often conducted / in the interests of national defense {or} under the sponsorship of private firms / (that // hope to profit from applications of the findings)>, the norms of common ownership and publication /// are often suspended.
- 2) Such situations /// have led to innumerable conflicts / in scientific circles.
- 3) An outstanding example /// is the race / to publish the complete map and inventory of the human genome — all the sequences of human DNA / (that // constitute our genes).
- 4) In 2001, two rival groups /// raced / to be the first to complete the research, / one in the private sector, the Celera Genomics Corporation, / led by J, Craig Venter, {and} the other a government-funded laboratory / headed by Francis Collins.
- 5) An argument /// raged / over [whether the private corporation // was trying to establish patents / on human genetic sequences, / a violation of the norm of openness].
- 6) The public laboratory /// had, {or} claimed to have, no such business interest.
- 7) Eventually the competing teams /// compromised {and} /// issued a joint publication of the map, {but} the controversy and legal battles over issuing patents for genetic material /// have continued.

sponsorship	후원
common	흔히
innumerable	무수한
argument	논쟁
rival	경쟁자
controversy	논란
material	물질

93. 수능특강 영어 > 17. 장문 독해 (1) > 01-02

- 1) Looking for patterns /// works / <because our memories // are organized / in terms of [what psychologists // call 'schema']>.
- 2) A schema /// is a familiar pattern of relationships / stored in your memory.
- 3) That way / they /// form memories so strongly linked / <that they // are recalled more or less as a single unit>.
- 4) This /// is so powerful / <that it // doesn't just influence your way / of remembering lists, it actually /// affects your entire way of thinking>.
- 5) In one experiment, / chess grandmasters and masters /// were tested against ordinary chess players / to see / [how accurately they // could remember the position of 20 to 25 chess pieces / placed randomly on a board / after glancing at the board for 5 to 10 seconds].
- 6) The masters and ordinary players /// were pretty similar / in being able to remember the places of only 6 pieces.
- 7) {Yet} <if the pieces // were arranged / in the form of a game(unknown to anyone)>, the grandmasters and masters /// could suddenly remember all the positions, / <while the ordinary players // could still manage only 6>.
- 8) It /// was clear / [that this // was not simply a memory feat] — it /// was due to the grandmasters' and masters' ability / to see the positions as a single chunk or schema.
- 9) It /// is clear / [that the more you // develop schema, or patterns, / the better you // will remember things].

familiar	익숙한
strongly	강하게
accurately	정확하게
chunk	덩어리
effectively	효과적으로
technique	기법
ordinary	평범한

10) {And} <if you // can reduce complex inputs to simple chunks>, you /// will find /
[you // can think about them much more clearly and effectively].

11) As a general rule, / <if you ever // find yourself forgetting anything>, it /// is <not
because your brain // is declining {or} your memory // is receding>.

12) It /// is <simply because you // are not using the correct memory technique / to help
you store and retrieve the information>.

94. 수능특강 영어 > 17. 장문 독해 (1) > 03-04

- 1) Novelty /// compels both humans and animals to engage with the unfamiliar.
- 2) Indeed, our strong desire for novelty /// has evolutionary roots, / improving our survival odds / by keeping us alert to both friends and threats in our environment.
- 3) <As new parents quickly // learn>, <when given a choice>, babies consistently /// look at, /// listen to, {and} /// play / with unfamiliar things.
- 4) One of my favorite moments from early parenthood /// was (when I // watched my infant son notice his hands for the first time).
- 5) His discovery /// stands out / as a metaphor for learning: His interest / in [what those strange, wonderful appendages // could do] /// was his first step toward controlling them.
- 6) The preference for novelty /// is an efficient way / for immature cognitive systems / to process information, / helping babies cope with changes to their environment / before releasing their inner explorer.
- 7) Interestingly, in human genetics, / a preference for novelty /// has been linked to the migration of early humans / to the far reaches of the earth.
- 8) Recent studies /// have shown / [that human groups / (that // migrated the farthest from Africa) // had more of the genes / linked to novelty seeking].
- 9) {That is}, the people / (who // traveled the farthest from home) /// may have had some biological propensity / to experience mysterious new places.
- 10) {And yet}, <while we // are born with a strong drive to seek novelty>, this drive /// fades over time.

engage	관계를 맺다
evolutionary	진화적인
consistently	지속적으로
discovery	발견
mysterious	신비로운
predictability	예측가능성
evaluation	평가

11) <As we // grow older>, other desires /// take over, / like wanting more predictability.

12) The organizations / (we // build {and} // join) /// reflect this reality: paychecks at the same time each week or month, evaluations according to established processes, jobs / (that // involve a known set of activities).

95. 수능특강 영어 > 17. 장문 독해 (1) > 05-06

- 1) You /// have no doubt heard the old saying: "〈when the going // gets tough〉, the tough /// go shopping!".
- 2) That /// is precisely [what bacteria // do / 〈when they // find themselves in deep trouble〉].
- 3) They /// go shopping for useful genes / (that // can help to get them out of the mess).
- 4) There /// comes a time / in the life of any organism or organization, / (when it // has to try something completely different).
- 5) In a sporting team, / it /// has been called throwing away the game plan, {and} this /// is exactly [what hypermutation // involves].
- 6) 〈When a bacterial colony // is in a critical situation〉 — 〈when survival // is on the line〉 — something very strange /// happens — the bacteria suddenly /// start mutating at an extraordinarily rapid rate.
- 7) In so doing, / they /// are consulting the microbial lending library, / hoping / [that they // can come up with a mutation / (that // might get them out of their crisis)].
- 8) Starving E. coli colonies /// (hyper-)mutate / at a rate one thousand times greater / than that / (which // would normally be the case in a well-fed colony).
- 9) You /// can even find certain hypermutators / within a normal or well-fed colony, sitting there, / ready to spring into a hypermutational mode / at the first sign of serious stress.
- 10)

trouble	곤경
completely	완전히
extraordinarily	엄청나게
microbial	미생물의
humorously	유머러스하게
critical	위태로운
library	도서관

〈As Frank T. Vertosick so humorously // put it〉: "these hypermutators /// are the Van Goghs of the microbial worlds — somewhat insane, {but} infinitely creative".

96. 수능특강 영어 > 17. 장문 독해 (1) > 07-08

- 1) Social sanctions *///* vary in degree of formalization.
- 2) In most stable associations / there *///* are highly formal procedures, / such as ceremonies / for honoring those / (whose services *//* are believed to have contributed to the well-being of the membership) {and} for the discredit or exclusion of those / (whose activities *//* have been considered harmful).
- 3) In our society, {for example}, there *///* are courts of law and means of judging criminals / (which *//* are so complex / <that only specialists *//* can understand them>.
- 4) Some sociologists *///* attach great importance / to such highly formalized sanctions {and} *///* have even defined the organized group as one / (in which the social structure *//* is protected {and} reinforced / through formal sanctions).
- 5) Such norms *///* are without doubt controls on deviant behavior, {but} for most people / the less formal sanctions, the spontaneous displays of approval or disapproval, *///* prove more effective.
- 6) Those / (who *//* are about to violate some rule) *///* are often stopped short / by the show of displeasure on the part of others.
- 7) Ridicule and gossip *///* are especially effective.
- 8) In some cases / deviant parties *///* may be excluded informally, / <even when they *//* continue to retain membership in the group>.
- 9) Among the most effective of the informal sanctions *///* is the deprivation of mutual services, the refusal of others to honor the claims of the violator's role.

association	단체
discredit	불신
complex	복잡한
spontaneous	자연스러운
displeasure	불쾌감
deprivation	박탈
cooperation	협조

<Since roles // consist of reciprocating claims and obligations>, they /// cannot be maintained / without the cooperation of others in complementary roles.

11) <When a person // speaks to a colleague>, he ordinarily /// has a minimal claim upon him to respond in some way.

12) Others /// may, {however}, refuse to live up to their obligation / to be polite / as a way of indicating their disapproval.

97. 수능특강 영어 > 18. 장문 독해 (2) > 01-03

- 1) Cuoi /// was born to a poor family {and} he /// had to work at various jobs / to provide for his family.
- 2) One day, while gathering wood in the forest far from home, / Cuoi /// came upon a tiger cub {and} /// picked it up.
- 3) Then, he /// heard a frightful growl.
- 4) It /// was the mother tiger.
- 5) Cuoi /// threw the cub to the ground {and} /// scrambled in terror up into the branches of the nearest tree.
- 6) A moment later / the tigress /// came rashing through the underbrush {and} /// growled / <as she // saw the body of her dead offspring>.
- 7) Cuoi, in his haste to escape, /// had thrown the cub to the ground / with such force / <it // had been killed>.
- 8) Then, a strange thing /// happened.
- 9) The tigress /// walked to a nearby stream {and} /// gathered the leaves from a banyan tree.
- 10) She /// chewed them into a pulp / (which she then // applied to the head of the dead cub).
- 11)

various	다양한
frightful	무서운
strange	이상한
miraculous	기적적인
jokingly	농담 삼아
predicament	곤경
solution	해결책

Immediately the young tiger /// jumped to its feet {and} /// ran about / <as if nothing // had happened>.

- 12) <When the tigress and her cub // had disappeared>, Cuoi /// went to the miraculous banyan tree {and} /// gathered a handful of its leaves.
-
-

- 13) On the way home / he /// came upon a dead dog / lying by the side of the road.
-
-

- 14) Cuoi then /// chewed the leaves into a pulp {and} /// applied it to the dog's head.
-
-

- 15) After a few minutes / the animal /// was restored to life; it /// jumped to its feet.
-
-

- 16) Cuoi /// went back to the banyan tree, /// uprooted it, {and} /// replanted it in his yard.
-
-

- 17) He /// warned his mother never to dump dirty water / (where the tree // was planted).
-
-

- 18) "Otherwise" he /// said jokingly, "it /// will fly away into the sky".
-
-

- 19) Cuoi's mother /// paid no attention to this warning {and} /// continued to dump dirty water near the tree.
-
-

- 20) One day the tree /// began to slowly pull itself from the soil {and} to fly up into the sky.
-
-

- 21) Returning from his chores, / Cuoi /// noticed this {and} /// grasped its roots / to keep it from flying away.
-
-

- 22) {But} he /// was not heavy enough to keep the tree on the Earth.

23) Instead, he /// was carried with it into the sky.

24) After many years, / Cuoi and the tree /// reached a strange new world — the Moon.

25) Cuoi /// planted the tree tere {and} /// sat down / to figure out a way out of his predicament; {but} there /// was no solution.

26) There on the Moon he /// has sat waiting, year in and year out, even until today.

98. 수능특강 영어 > 18. 장문 독해 (2) > 04-06

- 1) The older man, a prominent baseball figure named Branch Rickey, suddenly /// changed his matter-of-fact, businesslike expression {and} /// turned on the young African-American athlete.
- 2) “You /// are just a black man”.
- 3) he /// shouted, “so you /// will never succeed in the big leagues!”.
- 4) The young man, stiff with hurt and surprise, /// clenched {and} /// unclenched his fists threateningly, {but} the older man /// moved closer {and} /// kicked him with hostility.
- 5) Then it /// was over.
- 6) The older man- the baseball-team owner- /// stepped back, {and} the two men /// studied each other silently.
- 7) The younger man /// spoke “Why /// do you have to say these things to me, Mr, Rickey?”.
- 8) Branch Rickey, owner of the Brooklyn Dodgers and respected figure in baseball, /// dropped the false pose / (he // had taken), /// smiled, {and} gently /// touched the young man’s shoulder.
- 9) Moments earlier / they /// had been discussing the possibility of a career in big-time baseball / for the young African-American man, Jackie Robinson.
- 10) The year was 1945, and African Americans /// were barred from the major leagues.

businesslike	사무적인
hostility	적개심
patience	인내심
accurate	정확한
handshake	악수
sainthood	성인
possibility	가능성

11) Rickey /// had warned Robinson / [that he // would need two things to succeed].

12) These /// were the ability / to play baseball with the best, {and} the ability / to stand the massive resentment toward the first African-American player in major-league baseball.

13) In testing Jackie's patience in the latter, / Rickey /// had tried to demonstrate, / through pretended anger, / the hate / (Robinson // would meet).

14) "/// Do you think," /// said Rickey, / referring to his dramatic and realistic portrayal of a racist, "/ [that you // can get through this kind of thing]?".

15) "I /// can," /// replied Robinson softly, "<if I // pray>," Rickey's prediction of trouble ahead /// could not have been more accurate.

16) There /// were boos in the stadium, constant insults, and opposing players using steel spikes / to hurt him.

17) Teammates /// refused even to give him the traditional handshake {and} cheer / when crossing the plate after a home run.

18) But Jackie /// endured.

19) {And} after his winning the Rookie of the Year Award in 1947, / fans /// became aware of the prayer-born patience / (that // made him one of the great men of the game).

20) No one /// should have to qualify for sainthood / in order to play baseball, {but} he /// humbled himself.

21) Both he and Rickey /// were later honored / by being elected into baseball's Hall of Fame.

99. 수능특강 영어 > 18. 장문 독해 (2) > 07-09

- 1) The abbot /// woke up early one morning.
- 2) Nothing /// was unusual in that.
- 3) {But} this morning he /// was awakened / by the sound of something moving in the nearby shrine room.
- 4) That /// was unusual / <because most of his monks // would normally a be practicing their morning “chanting”> {so} he /// went to investigate.
- 5) In the darkness / he /// saw a silhouette of a hooded figure.
- 6) It /// was a burglar.
- 7) After a few moments of silence / the abbot /// said kindly, “what /// do you want, my friend?”.
- 8) “/// Give me the key to the donation box,” /// said the burglar.
- 9) The abbot /// saw a weapon in his hand {but} /// felt no fear.
- 10) He /// felt only compassion for the young man.
- 11) “Certainly,” he /// said, / slowly handing over the key.

nearby	가까운
investigate	조사하다
weapon	무기
hurriedly	황급히
freely	자유롭게
prison	감옥
peace	평안함

12) <As the thief hurriedly // emptied the box of cash>, the abbot /// noticed / [the robber's jacket // was torn, his face pale and gaunt].

13) "When /// was the last time / (you // have eaten), dear boy?" /// asked the abbot.

14) "Shut up!" /// barked the burglar.

15) The abbot nicely /// responded, "You /// will find some food in the cupboard next to the donation box.

16) /// Help yourself".

17) The thief /// paused a moment / in confusion.

18) He /// was taken aback by the abbot's consideration / for his welfare.

19) {Still}, he hurriedly /// filled his pockets with cash from the donation box {and} food from the cupboard.

20) "And /// don't call the cops" he /// shouted.

21) "Why /// should I call the police?" /// answered the abbot calmly.

22) "Those donations /// are to help poor people like you, {and} I /// have freely given you the food.

23) You /// have stolen nothing".

24) A few days later, the abbot /// read / [that the burglar // had been caught / robbing another house].

25) He /// was sentenced to ten years in jail.

26) Just over ten years later, / the same abbot /// awoke to the sound of someone in the shrine room.

27) He /// got up to investigate {and}, /// saw the old burglar standing next to the donation box.

28) “/// Remember me?” /// shouted the burglar.

29) “Yes” /// sighed the abbot.

30) “Here /// is the key”.

31) Then the burglar /// smiled, {and} /// said gently.

32) “Sir, /// put away the key.

33) I /// couldn’t stop thinking about you / all those long days in prison.

34) You /// were the only person in my entire life / (who // was kind to me), (who actually // cared about me).

35) I /// have come back to steal again, {but} this time I /// have come / to take your secret of kindness and inner peace.

36) Please, /// make me your disciple".

100. 수능특강 영어 > 18. 장문 독해 (2) > 10-12

- 1) It /// is something of a common idea / among animal behaviorists / [that wild animals // do not tolerate disabilities], {and} [that animals / (who // are unfortunate enough to be born with a physical disability {or} fall ill) // rarely last very long].
- 2) I /// am doubtful.
- 3) Recent research on many species /// has shown / [that young animals born with serious disabilities // are nevertheless able to live / with the help of their mothers and sometimes other friends and relatives].
- 4) This /// is particularly true of elephants {but} /// applies to many species.
- 5) Indeed, animals /// may have no concept of “disability” / in the way / (humans // do).
- 6) Inspiring in this instance /// is the account / (Kim Sturla // gave of Helen, a completely tame hen / (who // was found wandering the streets of San Francisco)).
- 7) She /// was totally blind, {and} dogs /// were attacking her / <when a homeless person // took pity on the hen {and} // rescued her>.
- 8) She /// was taken to the city’s animal shelter, / (where a call // was put through to Animal Place / to see / [if they // would be willing to give her a home]).
- 9) Helen /// was born with a condition / called cryptophthalmos, / meaning / [that her eyelids // had never formed properly {and} therefore never opened].
- 10) One foot /// was missing {and} one of her legs /// was several inches shorter than the other.

tolerate	용인하다
nevertheless	그럼에도 불구하고
disability	장애
totally	완전히
condition	질환
admiration	존경
triumphant	의기양양한

11) Concerned on the first night / [that Helen // might become the object of contempt
from the other hens and roosters], / Sturla /// set up a special nest in the barn.

12) {But} <when she // opened up the door the following morning>, a triumphant
Helen /// greeted her / sitting proudly on the top perch.

13) Blind and lame, she /// had somehow found this spot.

14) Far from feeling contempt for Helen's disabilities, / the other birds /// stood in a
kind of admiration for her, {and} she /// lives to this day in complete harmony /
with the rest of the flock, / grooming her feathers, enjoying the sun, {and} dust-
bathing with pure delight.
