

1. 수능특강 영어 > 01. 글의 목적 파악 > 01

- 1) My name /// is Susan {and} I /// work in the accounting department.

- 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.

- 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>.

- 4) It /// is obvious / to both me and the rest of our colleagues / [that she // has a natural talent / for [what she does]].

- 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>.

- 7) She /// is a fantastic employee {and} /// deserves the position.

- 8) You /// would not regret choosing her.

- 9) <As you // are thinking / about [who // might best fit into the position]>, I /// hope / [you // will consider Victoria].

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.

- 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.

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.

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.

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].

- 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].

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>.

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].

- 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.

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.

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].

12. 수능특강 영어 > 03. 함축적 의미 파악 > 04

- 1) Near my old office building, / the window of a shoe 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.

- 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.

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].

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].

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.

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.
- 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)]>.

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>.

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>.

- 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.

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>.

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])].

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].

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.)

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.
- 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. >

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.)

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.))

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.

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.

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. >

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.
- 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.

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.

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.

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.

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.]]

- 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>.]

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".]

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.

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.

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.

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.

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".

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>.

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).

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.

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].

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) 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.

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!".

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.]

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.

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.

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.

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.

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.

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.

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.

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".

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.

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.

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.)

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.

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.

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.

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.)

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?.

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.]

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.

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. >

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.

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].

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.

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.

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].

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].

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.

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.

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)].

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).

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.

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.

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]).

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>]].

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.

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.

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.

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>.

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.

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.

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].

- 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.
- 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) 〈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.

- 10) <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) 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.
- 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.

- 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.
- 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.
-