

18. 다음 글의 목적으로 가장 적절한 것은?

To the Principal of Alameda High School, [In / On]¹⁾ behalf of the Youth Soccer Tournament Series, I would like to remind you of the 2019 Series next week. Surely, we understand the importance of a player's education. Regrettably, [in fact / however],²⁾ the Series will result in players missing two days of school for the competition. The games will [attend / be attended]³⁾ by many college coaches scouting prospective student athletes. [However / Therefore],⁴⁾ the Series can be a great opportunity for young soccer players to demonstrate their capabilities as athletes. I would like to request your permission for the [absence / presence]⁵⁾ of the players from your school [while / during]⁶⁾ this event. Thank you for your understanding. Best regards, Jack D'Adamo, Director of the Youth Soccer Tournament Series

19. 다음 글에 드러난 Norm의 심경으로 가장 적절한 것은?

Norm and his friend Jason went on a winter camping trip. In the middle of the night, Norm suddenly woke up [to sense / sensing]⁷⁾ something was terribly wrong. To his surprise, the stove was [glowing / to glow]⁸⁾ red! Norm shook Jason awake and told him to look at the stove. Jason said he had filled [it / them]⁹⁾ with every piece of wood he could fit into it. Norm thought the cabin was going to catch fire. He started swearing at Jason. He pulled Jason out of his bed, [opened / opening]¹⁰⁾ the front door and threw him out into the snow. Norm [yelled / was yelled]¹¹⁾ out in anger, "Don't come back in until I get this stove [cooling / cooled]¹²⁾ off!"

20. 다음 글에서 필자가 주장하는 바로 가장 적절한 것은?

We tend to go long periods of time [with / without]¹³⁾ reaching out to the people we know. Then, we suddenly take notice of the distance that [has been / has]¹⁴⁾ formed and we scramble to make repairs.

We call people we haven't spoken to in ages, [hoping / to hope]¹⁵⁾ that one small effort will erase the months and years of distance we've created. [For example / However],¹⁶⁾ this rarely works: relationships aren't kept up with big one-time fixes. They're kept up with regular maintenance, like a car. In our relationships, we have to make sure [that / what]¹⁷⁾ not too much time goes by between oil changes, so to speak.

This isn't to say that you shouldn't bother calling someone just because it's been a [during / while]¹⁸⁾ since you've spoken; just [that / what]¹⁹⁾ it's more ideal not to let yourself fall out of touch in the first place. Consistency always brings better results.

21. 밑줄 친 “learn and live”가 다음

글에서 의미하는 바로 가장 적절한 것은? [3점]

There is a critical factor that determines [that / whether]²⁰⁾ your choice will influence [what / that]²¹⁾ of others: the visible consequences of the choice. Take the case of the Adélie penguins. They are often found [strolling / to stroll]²²⁾ in large groups toward the edge of the water in search of food. Yet danger awaits in the icy-cold water. There is the leopard seal, for one, [in which / which]²³⁾ likes to have penguins for a meal. What is an Adélie to do? The penguins' solution is to play the waiting game. They wait and wait and wait by the edge of the water until one of them [gives / give]²⁴⁾ up and jumps in. The moment that [occurs / is occurred]²⁵⁾ the rest of the penguins watch with anticipation to see what happens next. If the pioneer survives, everyone else will follow suit. If it [is perished / perishes]²⁶⁾ they'll turn away. One penguin's destiny alters the fate of all the others. Their strategy, you could say, is “learn and live.”

* perish: 죽다

22. 다음 글의 요지로 가장 적절한 것은?

How many of you have a hard time [to say / saying]²⁷⁾ no? No matter what anyone asks of you, no matter how much of an inconvenience it poses for you, you do what they request.

This is not a healthy way of [living / being lived]²⁸⁾ because by saying yes all the time you are building up emotions of inconvenience. You know what will happen in time? You will resent the person who you feel you cannot say no [for / to]²⁹⁾ because you no longer have control of your life and of [which / what]³⁰⁾ makes you happy. You are allowing someone else to have control over your life. When you [suppress / are suppressed]³¹⁾ emotionally and constantly do things against your own will, your stress will eat you up faster than you can count to three.

23. 다음 글의 주제로 가장 적절한 것은?

You can say [that / what]³²⁾ information sits in one brain until it is communicated to another, [unchanged / changed]³³⁾ in the conversation. That's true of sheer information, like your phone number or the place you [left / were left]³⁴⁾ your keys. But it's not true of knowledge. Knowledge relies on judgements, [which / on which]³⁵⁾ you discover and polish in conversation with other people or with yourself. Therefore you don't learn the details of your thinking until speaking or writing it out in detail and [looking / look]³⁶⁾ back critically at the result. “Is what I just said foolish, or is [what / that]³⁷⁾ I just wrote a deep truth?” In the speaking or writing, you [uncover / cover]³⁸⁾ your bad ideas, often embarrassing ones, and good ideas too, sometimes fame-making ones. Thinking requires its expression.

24. 다음 글의 제목으로 가장 적절한 것은?

It is said [what / that]³⁹⁾ among the Bantu peoples of Central Africa, when an individual from one tribe meets someone from a different group, they ask, “What do you dance?” Throughout time, communities have forged their identities through dance rituals that mark major events in the life of individuals, [including / included]⁴⁰⁾ birth, marriage, and death — as well as religious festivals and important points in the seasons. The social structure of many communities, from African tribes to Spanish gypsies, and to Scottish clans, [gaining / gains]⁴¹⁾ much cohesion from the group activity of dancing. Historically, dance has been a strong, binding influence on community life, a means of expressing the social identity of the group, and participation [allows / allowing]⁴²⁾ individuals to demonstrate a belonging. As a consequence, in many regions of the world there are as [many / more]⁴³⁾ types of dances [as / than]⁴⁴⁾ there are communities with distinct identities.

* forge: 구축하다

* cohesion: 결속

26. George Boole에 관한 다음 글의 내용과 일치하지 않는 것은?

George Boole was born in Lincoln, England in 1815. Boole [forced / was forced]⁴⁵⁾ to leave school at the age of sixteen after his father’s business collapsed. He taught himself mathematics, natural philosophy and various languages. He began to produce original mathematical research and [making / made]⁴⁶⁾ important contributions to areas of mathematics. For those contributions, in 1844, he [was awarded / awarded]⁴⁷⁾ a gold medal for mathematics by the Royal Society. Boole was deeply interested in expressing the workings of the human mind in symbolic form, and his two books on this subject, The Mathematical Analysis of Logic and An Investigation of the Laws of Thought [forming / form]⁴⁸⁾ the basis of today’s computer science. In 1849, he was appointed the first professor of mathematics at Queen’s College in Cork, Ireland and taught there until his death in 1864.

29. 다음 글의 밑줄 친 부분 중, 어법상 틀린 것은? [3점]

Non-verbal communication is not a substitute for [written / verbal]⁴⁹⁾ communication. Rather, it should function as a supplement, ① serving to enhance the richness of the content of the message [that / what]⁵⁰⁾ is being passed across. Non-verbal communication can be useful in situations ② where speaking may be impossible or inappropriate. [Imagining / Imagine]⁵¹⁾ you are in an uncomfortable position while talking to an individual. Non-verbal communication will help you ③ get the message across to him or her to give you some time off the conversation to be comfortable again. [Other / Another]⁵²⁾ advantage of non-verbal communication is ④ what it offers you the opportunity to express emotions and attitudes properly. [With / Without]⁵³⁾ the aid of non-verbal communication, there are several aspects of your nature and personality that will not be adequately expressed. So, again, it does not substitute verbal communication but rather ⑤ complements it.

* supplement: 보충

30. (A), (B), (C)의 각 네모 안에서 문맥에 맞는 낱말로 가장 적절한 것은?

Intellectual humility is [admitted / admitting]⁵⁴⁾ you are human and there are limits to the knowledge you have. It involves (A) **neglecting** / **recognizing** that you possess cognitive and personal biases, and that your brain tends to see things in such a way [what / that]⁵⁵⁾ your opinions and viewpoints are favored above others. It is being willing to work to overcome those biases in order to be more objective and make [informing / informed]⁵⁶⁾ decisions. People who display intellectual humility are more likely to be (B) **receptive** / **resistant** to learning from others who think differently than they do. They tend to be well-liked and respected by others because they make it clear that they (C) **value** / **undervalue** what other people bring to the table. Intellectually humble people want to learn more and are open to [finding / find]⁵⁷⁾ information from a variety of sources. They are not interested in trying to appear or feel superior to others.

31.

People engage in typical patterns of interaction [basing / based]⁵⁸⁾ on the relationship between their roles and the roles of others. Employers are expected to interact with employees in a certain way, as are doctors with patients. In each case, actions are restricted by the role responsibilities and obligations [associating / associated]⁵⁹⁾ with individuals' positions within society. For instance, parents and children are linked by certain rights, privileges, and obligations. Parents are responsible for [being provided / providing]⁶⁰⁾ their children with the basic necessities of life — food, clothing, shelter, and so forth. These expectations are so powerful [what / that]⁶¹⁾ not meeting them may make the parents vulnerable to charges of negligence or abuse. Children, in turn, are expected to do as their parents say. Thus, interactions within a relationship are functions not only of the individual personalities of the people [involved / to involve]⁶²⁾ but also of the role requirements associated with the _____ they have.

* vulnerable: 비난받기 쉬운 **

negligence: 태만

- | | |
|----------------|---------------|
| ① careers | ② statuses |
| ③ abilities | ④ motivations |
| ⑤ perspectives | |

32.

The title of Thomas Friedman's 2005 book, The World Is Flat, was based on the belief that globalization would inevitably bring us closer together. It [has been / has]⁶³⁾ done that, but it has _____ also inspired us _____. When faced with perceived threats — the financial crisis, terrorism, violent conflict, refugees and immigration, the [increasing / decreasing]⁶⁴⁾ gap between rich and poor — people cling more tightly to their groups. One founder of a famous social media company [believed / was believed]⁶⁵⁾ social media would unite us. In some respects it has, but it has simultaneously given voice and organizational ability to new cyber tribes, some of [whom / who]⁶⁶⁾ spend their time spreading blame and division across the World Wide Web. There seem now to be as many tribes, and as [much / more]⁶⁷⁾ conflict between them, as there have ever been. Is it possible for these tribes to coexist in a world [which / where]⁶⁸⁾ the concept of “us and them” remains? [3점]

- ① to build barriers
- ② to achieve equality
- ③ to abandon traditions
- ④ to value individualism
- ⑤ to develop technologies

33.

Focusing on the differences among societies [to conceal / conceals]⁶⁹⁾ a deeper reality: their similarities are greater and [much / more]⁷⁰⁾ profound than their dissimilarities. Imagine studying two hills while [stood/ standing]⁷¹⁾ on a ten-thousand-foot-high plateau. Seen from your perspective, one hill appears to be three hundred feet high, and the other appears to be nine hundred feet. This difference may seem large, and you might focus your attention on [what / that]⁷²⁾ local forces, such as erosion, account for the difference in size. But this narrow perspective misses the opportunity to study the other, more significant geological forces [that / what]⁷³⁾ created what are actually two very similar mountains, one 10,300 feet high and the other 10,900 feet. And when it comes to human societies, people have been standing on a ten-thousand-foot plateau, [letting / let]⁷⁴⁾ the differences among societies _____ . [3점]

* erosion: 침식

- ① prove the uniqueness of each society
- ② prevent cross-cultural understanding
- ③ mask the more overwhelming similarities
- ④ change their perspective on what diversity is
- ⑤ encourage them to step out of their mental frame

34.

There is a famous Spanish proverb that says, “The belly rules the mind.” This is a clinically [proving / proven]⁷⁵⁾ fact. Food is the original mind-controlling drug. Every time we eat, we bombard our brains with a feast of chemicals, [triggering / triggered]⁷⁶⁾ an explosive hormonal chain reaction that directly influences the way we think. Countless studies have shown that the positive emotional state [inducing / induced]⁷⁷⁾ by a good meal _____. It triggers an instinctive desire to repay the provider. This is why executives regularly combine business meetings with meals, why lobbyists invite politicians to attend receptions, lunches, and dinners, and why major state occasions almost always [involving / involve]⁷⁸⁾ an impressive banquet. Churchill called this “dining diplomacy,” and sociologists [have been / have]⁷⁹⁾ confirmed that this principle is a strong motivator across all human cultures. [3점]

* banquet: 연회

- ① leads us to make a fair judgement
- ② interferes with cooperation with others
- ③ does harm to serious diplomatic occasions
- ④ plays a critical role in improving our health
- ⑤ enhances our receptiveness to be persuaded

35. 다음 글에서 전체 흐름과 관계 없는 문장은?

Training and conditioning for baseball focuses on developing strength, power, speed, quickness and flexibility. ① Before the 1980s, strength training was not an important part of conditioning for a baseball player. ② People [were viewed / viewed]⁸⁰⁾ baseball as a game of skill and technique rather than strength, and most managers and coaches saw strength training as something for bodybuilders, not baseball players. ③ [Like / Unlike]⁸¹⁾ more isolated bodybuilding exercises, athletic exercises train as many muscle groups and functions as possible at the same time. ④ They feared [that / what]⁸²⁾ weight lifting and building large muscles would cause players to lose flexibility and interfere with quickness and proper technique. ⑤ Today, though, experts understand the importance of strength training and have made [it / them]⁸³⁾ part of the game.

36.

Making a small request that people will accept will naturally [decease / increase]⁸⁴⁾ the chances of their accepting a bigger request afterwards. (B) For instance, a salesperson might request you to sign a petition to [preventing / prevent]⁸⁵⁾ cruelty against animals. This is a very small request, and most people will do [that / what]⁸⁶⁾ the salesperson asks. (A) After this, the salesperson asks you if you are interested in buying any cruelty-free cosmetics from their store. [Giving / Given]⁸⁷⁾ the fact that most people agree to the prior request to sign the petition, they will be more likely to purchase the cosmetics. (C) They make such purchases because the salesperson [takes / is taken]⁸⁸⁾ advantage of a human tendency to be consistent in their words and actions. People want to be consistent and will keep saying yes if they have already said it once.

** petition: 청원서

37.

Many studies [have been / have]⁸⁹⁾ shown that people's health and subjective well-being are affected by ethnic relations. Members of minority groups in general have poorer health outcomes than the majority group. (B) But [that / what]⁹⁰⁾ difference remains even when obvious factors, such as social class and access to medical services are controlled for. This suggests [that / what]⁹¹⁾ dominance relations have their own effect on people's health. How could that be the case? (A) One possible answer is stress. From multiple physiological studies, we know [that / what]⁹²⁾ encounters with members of other ethnic-racial categories, even in the relatively safe environment of laboratories, trigger stress responses. (C) Minority individuals have many encounters with majority individuals, each of [what / which]⁹³⁾ may trigger such responses. However minimal these effects may be, their frequency may increase total stress, which would account for part of the health disadvantage of minority individuals.

38.

Achieving focus in a movie is easy. Directors can simply point the camera at [however / whatever]⁹⁴⁾ they want the audience to look at. (①) Close-ups and slow camera shots can emphasize a killer's hand or a character's brief glance of guilt. (②) On stage, focus is [very / much]⁹⁵⁾ more difficult because the audience is free to look wherever they like. The stage director must gain the audience's attention and direct their eyes to a particular spot or actor. (③) This can [do / be done]⁹⁶⁾ through lighting, costumes, scenery, voice, and movements. (④) Focus can be gained by simply putting a spotlight on one actor, by having one actor in red and everyone else in gray, or by having one actor move [while / during]⁹⁷⁾ the others remain still. (⑤) All these techniques will quickly draw the audience's attention to the actor whom the director wants to be in focus.

39.

You've probably heard the expression, "first impressions matter a lot". (①) Life really doesn't give many people a second chance [making / to make]⁹⁸⁾ a good first impression. (②) It [has / has been]⁹⁹⁾ determined that it takes only a few seconds for anyone to assess another individual. (③) This is [much / very]¹⁰⁰⁾ noticeable in recruitment processes, [what / where]¹⁰¹⁾ top recruiters can predict the direction of their eventual decision on any candidate within a few seconds of introducing themselves.

(④) So, a candidate's CV may 'speak' knowledge and competence, but their [disappearance / appearance]¹⁰²⁾ and introduction may tell of a lack of coordination, fear, and poor interpersonal skills.

In this way, quick judgements are not only relevant in employment matters; they are equally applicable in love and relationship matters too. (⑤) On a date with a wonderful somebody who you've painstakingly [tracked / tracking]¹⁰³⁾ down for months, subtle things like bad breath or wrinkled clothes may spoil your noble efforts.

* CV: 이력서(curriculum

40. 다음 글의 내용을 한 문장으로 요약하고자 한다. 빈칸 (A), (B)에 들어갈 말로 가장 적절한 것은?

The perception of the same amount of discount on a product depends on its relation to the initial price. In one study, [respondents / responds]¹⁰⁴⁾ were presented with a purchase situation. The persons put in the situation of buying a calculator that cost \$15 [finding / found]¹⁰⁵⁾ out from the vendor that the same product was available in a different store 20 minutes away and at a promotional price of \$10. In this case, 68% of respondents decided to make their way down to the store in order to save \$5. In the second condition, [what / which]¹⁰⁶⁾ involved buying a jacket for \$125, the respondents were also told that the same product was available in a store 20 minutes away and cost \$120 there. This time, only 29% of the persons said that they would get the cheaper jacket. In [either / both]¹⁰⁷⁾ cases, the product was \$5 cheaper, but in the first case, the amount was 1/3 of the price, and in the second, it was 1/25 of the price. What [differing / differed]¹⁰⁸⁾ in both of these situations was the price context of the purchase.

정답

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|--------------------|------------------|
| 1) on | 68) where |
| 2) however | 69) conceals |
| 3) be attended | 70) more |
| 4) therefore | 71) standing |
| 5) absence | 72) what |
| 6) during | 73) that |
| 7) sensing | 74) letting |
| 8) glowing | 75) proving |
| 9) it | 76) triggering |
| 10) opened | 77) induced |
| 11) yelled | 78) involve |
| 12) cooled | 79) have |
| 13) without | 80) viewed |
| 14) has | 81) unlike |
| 15) hoping | 82) that |
| 16) however | 83) it |
| 17) that | 84) increase |
| 18) while | 85) prevent |
| 19) that | 86) what |
| 20) whether | 87) given |
| 21) that | 88) takes |
| 22) strolling | 89) have |
| 23) which | 90) that |
| 24) gives | 91) that |
| 25) occurs | 92) that |
| 26) perishes | 93) which |
| 27) saying | 94) whatever |
| 28) living | 95) much |
| 29) to | 96) be done |
| 30) what | 97) while |
| 31) are suppressed | 98) to make |
| 32) that | 99) has been |
| 33) unchanged | 100) very |
| 34) left | 101) where |
| 35) which | 102) appearance |
| 36) looking | 103) tracked |
| 37) what | 104) respondents |
| 38) uncover | 105) found |
| 39) that | 106) which |
| 40) including | 107) both |
| 41) gains | 108) differed |
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| 66) whom | |
| 67) much | |