

18

On behalf of Jeperson High School, I am **[writing / written]**¹⁾ this letter to request permission to conduct an industrial field trip in your factory. We hope to give some **[practical / practically]**²⁾ education to our students in regard to industrial procedures. With this purpose in mind, we believe your firm is ideal **[to carry / carrying]**³⁾ out such a project. But of course, we need your blessing and support. 35 students would **[accompany / be accompanied]**⁴⁾ by two teachers. And we would just need a day for the trip. I would really appreciate your cooperation.

19

Erda lay on her back in a clearing. **[watching / watched]**⁵⁾ drops of sunlight slide through the mosaic of leaves above her. She joined **[it / them]**⁶⁾ for a little, moving with the gentle breeze, **[feeling / felt]**⁷⁾ the warm sun feed her. A slight smile was spreading over her face. She **[slow / slowly]**⁸⁾ turned over and pushed her face into the grass, smelling the green pleasant scent from the fresh wild flowers. Free from her daily burden, she got to her feet and went on. Erda **[walking / walked]**⁹⁾ between the warm trunks of the trees. She felt all her concerns had gone away.

20

The dish you start with serves as an anchor food for your entire meal. Experiments **[show / showing]**¹⁰⁾ that people eat nearly 50 percent greater quantity of the food they eat first. If you **[start / starting]**¹¹⁾ with a dinner roll, you will eat more starches, less protein, and fewer vegetables. **[Eat / Eating]**¹²⁾ the healthiest food on your plate first. As age old wisdom suggests, this **[usually means / means usually]**¹³⁾ starting with your vegetables or salad. If you are going to eat something unhealthy, at least save it for **[last / lastly]**¹⁴⁾. This will give your body the opportunity to fill up on better options before you move on to starches or sugary desserts.

* anchor: 닻 ** starch: 녹말

21

Authentic, effective body language is more than the sum of individual signals. When people **[work / working]**¹⁵⁾ from this rote memory, dictionary approach, they stop seeing the bigger picture, all the diverse aspects of social perception. Instead, they see a person with **[crossing / crossed]**¹⁶⁾ arms and think, “Reserved, angry.” They see a smile and think, “Happy.” They use a **[firm / firmly]**¹⁷⁾ handshake to show other people “who is boss.” **[Try / Trying]**¹⁸⁾ to use body language by reading a body language dictionary is like trying to speak French by reading a French dictionary. Things tend **[to fall / falling]**¹⁹⁾ apart in an inauthentic mess. Your actions seem robotic; your body language signals are disconnected from one **[another / other]**²⁰⁾. You end up confusing the very people you’re trying to attract **[because / because of]**²¹⁾ your body language just rings false.

22

A goal oriented mind set can create a “yo yo” effect. Many runners **[work / working]**²²⁾ hard for months, but as soon as they cross the finish line, they stop training. The race is no longer there to motivate **[it / them]**²³⁾. When all of your hard work **[focuses / is focused]**²⁴⁾ on a particular goal, what is left to push you forward after you achieve it? This is **[why / which]**²⁵⁾ many people find themselves returning to their old habits after accomplishing a goal. The purpose of setting goals **[is / are]**²⁶⁾ to win the game. The purpose of building systems **[is / are]**²⁷⁾ to continue playing the game. True long term thinking is goal less thinking. It’s not about any single **[accomplish / accomplishment]**²⁸⁾ It is about the cycle of endless refinement and continuous improvement. Ultimately, it is your commitment to the process **[that / what]**²⁹⁾ will determine your progress.

23

Like anything else involving effort, compassion **[takes / taking]**³⁰⁾ practice. We have to work at getting into the habit of standing with others in their time of need. Sometimes **[offer / offering]**³¹⁾ help is a simple matter that does not take us far out of our way — remembering to speak a kind word to someone who **[is / are]**³²⁾ down, or spending an occasional Saturday morning volunteering for a favorite cause. At other times, **[helping / helped]**³³⁾ involves some real sacrifice. “A bone to the dog is not charity,” Jack London observed. “Charity is the bone shared with the dog, **[when / which]**³⁴⁾ you are just as hungry as the dog.” If we practice taking the **[many / much]**³⁵⁾ small opportunities to help others, we’ll be in shape to act **[when / which]**³⁶⁾ those times requiring real, hard sacrifice come along.

24

Every event that **[cause / causes]**³⁷⁾ you to smile makes you feel happy and **[produces / to produce]**³⁸⁾ feel good chemicals in your brain. Force your face to smile even **[when / which]**³⁹⁾ you are stressed or feel unhappy. The facial muscular pattern **[producing / produced]**⁴⁰⁾ by the smile is linked to all the “happy networks” in your brain and will in turn **[natural / natural]**⁴¹⁾ calm you down and change your brain chemistry by releasing the same feel good chemicals. Researchers **[studying / studied]**⁴²⁾ the effects of a genuine and forced smile on individuals **[during / while]**⁴³⁾ a stressful event. The researchers had participants **[perform / to performing]**⁴⁴⁾ stressful tasks while not smiling, smiling, or holding chopsticks crossways in their mouths (to force the face to form a smile). The results of the study **[showed / are shown]**⁴⁵⁾ that smiling, forced or genuine, during stressful events **[reduced / are reduced]**⁴⁶⁾ the intensity of the stress response in the body and lowered heart rate levels after recovering from the stress.

26

Sigrid Undset **[is / was]**⁴⁷⁾ born on May 20, 1882, in Kalundborg, Denmark. She was the eldest of three daughters. She **[moves / move]**⁴⁸⁾ to Norway at the age of two. Her early life was strongly **[influencing / influenced]**⁴⁹⁾ by her father’s historical knowledge. At the age of sixteen, she got a job at an **[engineering / engineered]**⁵⁰⁾ company to support her family. She read a lot, acquiring a good knowledge of Nordic as well as foreign **[literature / literary]**⁵¹⁾, English in particular. She wrote thirty six books. None of her books **[leave / leaves]**⁵²⁾ the reader unconcerned. She received the Nobel Prize for Literature in 1928. One of her novels **[have / has]**⁵³⁾ been translated into more than eighty languages. She escaped Norway during the German occupation, but she **[returned / was returned]**⁵⁴⁾ after the end of World War II.

* Nordic: 북유럽 사람(의)

29

Positively or negatively, our parents and families are **[powerful / powerfully]**⁵⁵⁾ influences on us. But even stronger, especially when we’re young, **[is / are]**⁵⁶⁾ our friends. We **[often choose / choose often]**⁵⁷⁾ friends as a way of expanding our sense of identity beyond our families. As a result, the pressure to conform to the standards and **[expect / expectations]**⁵⁸⁾ of friends and other social groups is likely to be intense. Judith Rich Harris, who is a developmental psychologist, argues **[that / which]**⁵⁹⁾ three main forces shape our development: personal temperament, our parents, and our peers. The influence of peers, she argues, **[is / are]**⁶⁰⁾ much stronger than that of parents. “The world that children share with their peers,” she says, “**[is / are]**⁶¹⁾ what shapes their behavior and modifies the characteristics they were born with, and hence determines the sort of people they will be **[when / what]**⁶²⁾ they grow up.

* temperament: 기질

30

The brain makes up just two percent of our body weight but **[use / uses]**⁶³⁾ 20 percent of our energy. In newborns, it's no less than 65 percent. That's partly **[why / which]**⁶⁴⁾ babies sleep all the time — their growing brains **[exhaust / exhausting]**⁶⁵⁾ them — and have a lot of body fat, to use as an energy reserve when needed. Our muscles **[use / using]**⁶⁶⁾ even more of our energy, about a quarter of the total, but we have a lot of muscle. Actually, per unit of matter, the brain **[uses / using]**⁶⁷⁾ by far more energy than our other organs. That means **[that / what]**⁶⁸⁾ the brain is the most expensive of our organs. But it is also marvelously efficient. Our brains require only about four hundred **[calory / calories]**⁶⁹⁾ of energy a day — about the same as we get from a blueberry muffin. **[Try / Trying]**⁷⁰⁾ running your laptop for twenty four hours on a muffin and see how far you get.

31

When reading another scientist's findings, **[think / thinking]**⁷¹⁾ critically about the experiment. Ask yourself: Were observations recorded during or after the experiment? Do the conclusions **[make / making]**⁷²⁾ sense? Can the results be repeated? Are the sources of information reliable? You should also ask if the scientist or group conducting the experiment **[was / were]**⁷³⁾ unbiased. Being unbiased means that you have no special **[interest / interesting]**⁷⁴⁾ in the outcome of the experiment. For example, if a drug company pays for an experiment to test **[how / which]**⁷⁵⁾ well one of its new products works, there is a special interest involved: The drug company profits if the experiment **[shows / is shown]**⁷⁶⁾ that its product is effective. Therefore, the experimenters aren't objective. They might ensure the conclusion is positive and **[benefits / benefited]**⁷⁷⁾ the drug company. When assessing results, think about any biases **[that / what]**⁷⁸⁾ may be present!

32

Humans are champion long-distance runners. As soon as a person and a chimp start running they both get hot. Chimps **[quick / quickly]**⁷⁹⁾ overheat; humans do not, because they are much better at shedding body heat. According to one leading theory, ancestral humans lost their hair over successive generations **[because / because of]**⁸⁰⁾ less hair meant cooler, more effective long distance running. That ability let our ancestors outmaneuver and outrun prey. **[Try / Trying]**⁸¹⁾ wearing a couple of extra jackets — or better yet, fur coats — on a hot humid day and run a mile. Now, **[take / taking]**⁸²⁾ those jackets off and try it again. You'll see what a difference a lack of fur makes.

* shed: 떨어뜨리다 ** outmaneuver: ~에게 이기다

33.

Recently I was with a client who **[had spent / had been spent]**⁸³⁾ almost five hours with me. As we were parting for the evening, we reflected on what we **[had covered / had been covered]**⁸⁴⁾ that day. Even though our conversation was very collegial, I noticed **[that / which]**⁸⁵⁾ my client was holding one leg at a right angle to his body, seemingly **[want / wanting]**⁸⁶⁾ to take off on its own. At that point I said, "You really **[do have / have do]**⁸⁷⁾ to leave now, don't you?" "Yes," he admitted. "I am so sorry. I didn't want to be rude but I have to call London and I only have five minutes!" Here **[was / were]**⁸⁸⁾ a case where my client's language and most of his body revealed nothing but positive feelings. His feet, however, **[was / were]**⁸⁹⁾ the most honest communicators, and **[it / they]**⁹⁰⁾ clearly told me that as much as he wanted to stay, duty was calling.

* collegial: 평등하게 책임을 지는

34.

One of the main **[reason / reasons]**⁹¹⁾ that students may think they know the material, even when they don't, **[is / are]**⁹²⁾ that they mistake familiarity for understanding. Here is how **[it works / works it]**⁹³⁾: You read the chapter once, perhaps highlighting as you go. Then later, you read the chapter again, perhaps **[focus / focusing]**⁹⁴⁾ on the highlighted material. As you read it over, the material is familiar **[because / because of]**⁹⁵⁾ you remember it from before, and this familiarity might lead you to think, "Okay, I know that." The problem is **[that / which]**⁹⁶⁾ this feeling of familiarity is not necessarily equivalent to knowing the material and may be of no help **[when / which]**⁹⁷⁾ you have to come up with an answer on the exam. In fact, familiarity can **[often lead / lead often]**⁹⁸⁾ to errors on multiple choice exams because you might pick a choice that looks familiar, only to find later that it was something you **[had read / had been read]**⁹⁹⁾, but it wasn't really the best answer to the question.

* equivalent: 동등한

35

Given the widespread use of emoticons in electronic communication, an important question is **[whether / which]**¹⁰⁰⁾ they help Internet users to understand emotions in online communication. Emoticons, particularly character based **[one / ones]**¹⁰¹⁾, are much more ambiguous relative to face to face cues and may end up **[being / be]**¹⁰²⁾ interpreted very differently by different users. Nonetheless, research indicates **[that / which]**¹⁰³⁾ they are useful tools in online text based communication. One study of 137 instant messaging **[user / users]**¹⁰⁴⁾ revealed that emoticons allowed users to correctly **[understand / understanding]**¹⁰⁵⁾ the level and direction of emotion, attitude, and attention expression and that emoticons were a **[definite / definitely]**¹⁰⁶⁾ advantage in non verbal communication. In fact, there have been **[little / few]**¹⁰⁷⁾ studies on the relationships between verbal and nonverbal communication. Similarly, another study **[showed / was shown]**¹⁰⁸⁾ that emoticons were useful in strengthening the intensity of a verbal message, as well as in the expression of sarcasm.

* ambiguous: 모호한 ** verbal: 언어적인

*** sarcasm: 풍자

36

Students work to get good grades even **[when / which]**¹⁰⁹⁾ they have no interest in their studies. People seek job advancement even **[when / which]**¹¹⁰⁾ they are happy with the jobs they already have. It's like being in a crowded football stadium, **[watching / watched]**¹¹¹⁾ the crucial play. A spectator several rows in front stands up to get a better view, and a chain reaction follows. Soon everyone **[is / are]**¹¹²⁾ standing, just to be able to see as well as before. Everyone **[is / are]**¹¹³⁾ on their feet rather than sitting, but no one's position has improved. And if someone **[refuse / refuses]**¹¹⁴⁾ to stand, he might just as well not be at the game at all. When people pursue goods that are positional, they can't help **[being / to be]**¹¹⁵⁾ in the rat race. To choose **[not to / to not]**¹¹⁶⁾ run is to lose.

* rat race: 치열하고 무의미한 경쟁

37

When we compare human and animal desire we find **[many / much]**¹¹⁷⁾ extraordinary differences. Animals tend **[to eat / eating]**¹¹⁸⁾ with their stomachs, and humans with their brains. When animals' stomachs are full, they stop eating, but humans are never **[sure / surely]**¹¹⁹⁾ when to stop. When they have eaten as much as their bellies can take, they still feel empty, they still feel an urge for **[farther / further]**¹²⁰⁾ gratification. This is largely due to anxiety, to the knowledge **[that / what]**¹²¹⁾ a constant supply of food is uncertain. Therefore, they eat as much as possible **[during / while]**¹²²⁾ they can. It is due, also, to the knowledge that, in an insecure world, pleasure is uncertain. Therefore, the immediate pleasure of eating must **[exploit / be exploited]**¹²³⁾ to the full, even though it does violence to the digestion.

* gratification: 만족감

38

Currently, we cannot send humans to other planets. One obstacle is **[that / which]¹²⁴⁾** such a trip would take years. A spacecraft would need to carry enough air, water, and other supplies **[needing / needed]¹²⁵⁾** for survival on the long journey. Another obstacle is the harsh conditions on other planets, such as extreme heat and cold. Some planets do not even have surfaces to land on. **[Because / Because of]¹²⁶⁾** these obstacles, most research missions in space **[accomplish / are accomplished]¹²⁷⁾** through the use of spacecraft without crews aboard. These explorations pose no risk to human life and **[is / are]¹²⁸⁾** less expensive than ones involving astronauts. The spacecraft carry instruments **[that / where]¹²⁹⁾** test the compositions and characteristics of planets.

* composition: 구성 성분

39

Our brains are constantly **[solving / solved]¹³⁰⁾** problems. Every **[time / times]¹³¹⁾** we learn, or remember, or make sense of something, we solve a problem. Some psychologists **[have characterized / have been characterized]¹³²⁾** all infant language learning as problem solving, extending to children such scientific procedures as “learning by experiment,” or “hypothesis testing.” (Grown ups **[rarely explain / explain rarely]¹³³⁾** the meaning of new words to children, let alone how grammatical rules work. Instead they **[use / are used]¹³⁴⁾** the words or the rules in conversation and leave it to children to figure out what is going on. In order to learn language, an infant must make sense of the contexts **[which / in which]¹³⁵⁾** language occurs; problems must be solved. We have all been solving problems of this kind since childhood, usually without awareness of what **[we are / are we]¹³⁶⁾** doing.

40

Have you noticed that some coaches get the most out of their athletes while others don't? A poor coach will tell you what **[you did / did you]¹³⁷⁾** wrong and then tell you not to do it again: “Don't drop the ball!” What **[happens / is happened]¹³⁸⁾** next? The images you see in your head **[is / are]¹³⁹⁾** images of you dropping the ball! Naturally, your mind recreates what it just “saw” based on what it's been told. Not surprisingly, you **[walk / walking]¹⁴⁰⁾** on the court and drop the ball. What does the good coach do? He or she **[point / points]¹⁴¹⁾** out what could be improved, but will then tell you how you could or should perform: “I know you'll catch the ball **[perfect / perfectly]¹⁴²⁾** this time.” Sure enough, the next image in your mind is you *catching* the ball and *scoring* a goal. Once again, your mind **[makes / making]¹⁴³⁾** your last thoughts part of reality — but this time, that “reality” is positive, not negative.

41~42

Marketers have known for decades **[that / which]**¹⁴⁴ you buy what you see first. You are far more likely to purchase items **[placing / placed]**¹⁴⁵ at eye level in the grocery store, for example, than items on the bottom shelf. There is an entire body of research about the way “product placement” in stores **[influences / influencing]**¹⁴⁶ your buying behavior. This gives you a chance to use product placement to your advantage. Healthy items like produce **[is / are]**¹⁴⁷ often the least visible foods at home. You won’t think to eat what you don’t see. This may be part of the reason **[why / which]**¹⁴⁸ 85 percent of Americans do not eat enough fruits and vegetables. If produce **[hide / is hidden]**¹⁴⁹ in a drawer at the bottom of your refrigerator, these good foods are out of sight and mind. The same **[hold / holds]**¹⁵⁰ true for your pantry. I used to have a shelf lined with salty crackers and chips at eye level. When these were the first things I **[noticed / was noticed]**¹⁵¹, they were my primary snack foods. That same shelf is now **[filling / filled]**¹⁵² with healthy snacks, which makes good decisions easy. Foods **[that / what]**¹⁵³ sit out on tables are even more critical. When you see food every time you walk by, you are likely to eat **[it / them]**¹⁵⁴. So to improve your choices, leave good foods like apples and pistachios sitting out instead of crackers and candy.

* produce: 농산물

43~45

“Grandma,” asked Amy, “are angels real?” “Some people say so,” said Grandmother. Amy told Grandmother **[that / which]**¹⁵⁵ she had seen them in pictures. But she also wanted to know if her grandmother had ever actually seen an angel. Her grandmother said she **[had / has]**¹⁵⁶, but they looked **[different / differently]**¹⁵⁷ than in pictures. “Then, I am going to find one!” said Amy. “That’s good! But I will go with you, **[because / despite]**¹⁵⁸ you’re too little,” said Grandmother. Amy complained, “But you walk so **[slow / slowly]**¹⁵⁹.” “I can walk faster than you think!” Grandmother replied, with a smile. So they started, Amy leaping and running. Then, she saw a horse coming towards them. On the horse **[sitting / sat]**¹⁶⁰ a wonderful lady. When Amy saw her, the woman **[sparkling / sparkled]**¹⁶¹ with jewels and gold, and her eyes were brighter than diamonds. “Are you an angel?” asked Amy. The lady gave **[no / not]**¹⁶² reply, but stared coldly at her, leaving without saying a word. “That was not an angel!” said Amy. “No, indeed!” said Grandmother. So Amy walked ahead again. Then, she met a beautiful woman who **[wore / wearing]**¹⁶³ a dress as white as snow. “You must be an angel!” cried Amy. “You dear little girl, **[do / am]**¹⁶⁴ I really look like an angel?” she asked. “You are an angel!” replied Amy. But suddenly the woman’s face changed **[when / which]**¹⁶⁵ Amy stepped on her dress by mistake. “Go away, and go back to your home!” she shouted. As Amy stepped back from the woman, she stumbled and fell. She **[lay / is lain]**¹⁶⁶ in the dusty road and sobbed. “I am tired! Will you take me home, Grandma?” she asked. “Sure! That is what I came for,” Grandmother said in a **[warm / warmly]**¹⁶⁷ voice. They started to walk along the road. Suddenly Amy **[looked / looking]**¹⁶⁸ up and said, “Grandma, you are not an angel, **[are / do]**¹⁶⁹ you?” “Oh, honey,” said Grandmother, “I’m not an angel.” “Well, Grandma, you are an angel to me **[because / owing to]** you always stay by my side,” said Amy.

* stumble: 비틀거리다 ** sob: 흐느끼다

- 1) writing
- 2) practically
- 3) to carry
- 4) be accompanied
- 5) watching
- 6) them
- 7) feeling
- 8) slowly
- 9) walked
- 10) show
- 11) start
- 12) Eat
- 13) usually means
- 14) last
- 15) work
- 16) crossed
- 17) firm
- 18) Trying
- 19) to fall
- 20) another
- 21) because
- 22) work
- 23) them
- 24) is focused
- 25) why
- 26) is
- 27) is
- 28) accomplishment
- 29) that
- 30) takes
- 31) offering
- 32) is
- 33) helping
- 34) when
- 35) many
- 36) when
- 37) causes
- 38) produces
- 39) when
- 40) produced
- 41) naturally
- 42) studied
- 43) during
- 44) perform
- 45) showed
- 46) reduced
- 47) was
- 48) moved
- 49) influenced
- 50) engineering
- 51) literature
- 52) leaves
- 53) has
- 54) returned
- 55) powerful
- 56) are
- 57) often choose
- 58) expectations
- 59) that
- 60) is
- 61) is
- 62) when
- 63) uses
- 64) why
- 65) exhaust
- 66) use
- 67) uses
- 68) that
- 69) calories
- 70) Try
- 71) think
- 72) make
- 73) was
- 74) interest
- 75) how
- 76) shows
- 77) benefits

- 78) that
- 79) quick
- 80) because
- 81) Try
- 82) take
- 83) had spent
- 84) had covered
- 85) that
- 86) wanting
- 87) do have
- 88) was
- 89) were
- 90) they
- 91) reasons
- 92) is
- 93) it works
- 94) focusing
- 95) because
- 96) that
- 97) when
- 98) often lead
- 99) had read
- 100) whether
- 101) ones
- 102) being
- 103) that
- 104) users
- 105) understand
- 106) definite
- 107) few
- 108) showed
- 109) when
- 110) when
- 111) watching
- 112) is
- 113) is
- 114) refuses
- 115) being
- 116) not to
- 117) many
- 118) to eat
- 119) sure
- 120) further
- 121) that
- 122) while
- 123) be exploited
- 124) that
- 125) needed
- 126) Because of
- 127) are accomplished
- 128) are
- 129) that
- 130) solving
- 131) time
- 132) have characterized
- 133) rarely explain
- 134) use
- 135) in which
- 136) we are
- 137) you did
- 138) happens
- 139) are
- 140) walk
- 141) points
- 142) perfectly
- 143) makes
- 144) that
- 145) placed
- 146) influences
- 147) are
- 148) why
- 149) is hidden
- 150) holds
- 151) noticed
- 152) filled
- 153) that
- 154) it

- 155) that
- 156) had
- 157) different
- 158) because
- 159) slowly
- 160) sat
- 161) sparkled
- 162) no
- 163) wore
- 164) do
- 165) when
- 166) lay
- 167) warm
- 168) looked
- 169) are

