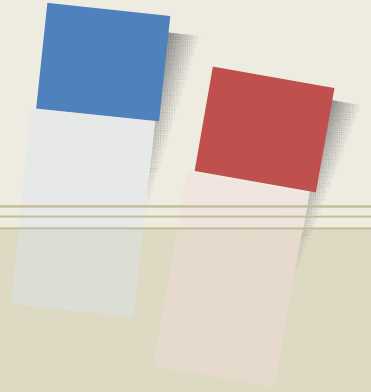


10^강

학습목표



다음 글의 밑줄 친 부분 중, 문맥상 낱말의 쓰임이 적절하지 않은 것은?

One of the most destructive myths of all is the one that tells us intelligence is innate and fixed. It has been widely believed for centuries, and still is, that a person is either born smart or not, that education, opportunity, motivation, and hard work can only carry one **so far** because most intellectual ability is tightly ①confined by inherited or genetic restraints. Worse, these limits are believed to be ②identifiable by a test, a few report cards, or maybe by nothing more than a mere glance at one's physical appearance. Alfred Binet, the French psychologist who developed the intelligence **quotient** (IQ) test in the early 1900s, would surely be one of its most **vocal** ③supporters today if he were still alive. He created the test specifically for the purpose of identifying children who suffered from severe mental problems or learning disabilities so that they could receive special ④attention early on. Binet never intended or imagined that his test would be seen as a ⑤valid way to measure innate intelligence and **grounds** for making **sweeping** assumptions about the innate intelligence of large groups of people.

지능에 대한 잘못된
믿음

Exercise 01 어휘

다음 글의 밑줄 친 부분 중, 문맥상 낱말의 쓰임이 적절하지 않은 것은?

One of the most destructive myths of all is **the one** [that tells us {intelligence is innate and fixed}]. It has been widely believed for centuries, and still is, that a person is either born smart or not, that education, opportunity, motivation, and hard work can only carry one so far because most intellectual ability is tightly ①confined by inherited or genetic restraints. Worse, these limits are believed to be ②identifiable by a test, a few report cards, or maybe by nothing more than a mere glance at one's physical appearance. Alfred Binet, the French psychologist who developed the intelligence quotient (IQ) test in the early 1900s, would surely be one of its most vocal ③supporters today if he were still alive. He created the test specifically for the purpose of identifying children [who suffered from severe mental problems or learning disabilities] **so that** they **could** receive special ④attention early on. Binet never intended or imagined that his test would **be seen as** {a ⑤valid way to measure innate intelligence} and {grounds for making sweeping assumptions about the innate intelligence of large groups of people}}].

지능에 대한 잘못된 통념: 지능은 선천적으로 타고나며 간단한 검사로 확인할 수 있다

Binet는 학습장애가 있는 아이들을 확인할 목적으로 지능지수검사를 개발했다.

Exercise 02 문장 삽입

글의 흐름으로 보아, 주어진 문장이 들어가기에 가장 적절한 곳은?

In return, it is mutually agreed that the upcoming summer vacation the couple usually takes will be Kyle’s choice (**providing** no health emergency exists for Rachel’s father).

갈등을 해결하는
방법

I am sure you can recall in childhood **bargaining** with a friend using the “taking turns” method. (①) It is perhaps the easiest way of **resolving** conflict and should be considered as a first alternative. (②) In fact, sometimes you cannot **come up with** a **compromise** that includes important components of each of your desired outcomes because the outcomes are so mutually exclusive. (③) For example, if Kyle wanted to vacation in Hawaii and Rachel wanted to be with her parents in Florida over the same 10-day vacation, it would be impossible for the two to **co-occur**. (④) So an **accommodation** would be necessary: Rachel gets to achieve her outcome this time since it is so important to her and her father is ill. (⑤) Accommodation is a kind of delayed “**quid pro quo**”: **in the long run** things **even out**.

*quid pro quo 답례품

Exercise 02 문장 삽입

글의 흐름으로 보아, 주어진 문장이 들어가기에 가장 적절한 곳은?

In return, **it** is mutually agreed [that the upcoming summer vacation {the couple usually takes} will be Kyle’s choice (**providing** no health emergency exists for Rachel’s father)].
(=provided)

I am sure you can recall [in childhood bargaining with a friend {using the “taking turns” Method}]. (①) It is perhaps the easiest way of resolving conflict and should be considered as a first alternative. (②) In fact, sometimes you cannot come up with a compromise that includes important components of each of your desired outcomes / because the outcomes are so mutually exclusive. (③) For example, if [Kyle wanted to vacation in Hawaii] and [Rachel wanted to be with her parents in Florida] over the same 10-day vacation, **it** would be impossible [{for the two} to co-occur]. (④) So an accommodation would be necessary: Rachel gets to achieve her outcome this time since it is so important to her and her father is ill. (⑤) Accommodation is a kind of delayed “quid pro quo”: in the long run things even out.

‘taking turns’ 방식과 같은 타협(합의)은 절충안이 없을 때 갈등을 해결하는 방법이 될 수 있다.

*quid pro quo 답례품

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

In a cognitive experiment, children were tested on four sorting tasks. Initially they were asked to put photographs of fourteen toys they would later **encounter** in the playroom into two boxes painted to look like houses with the picture of a girl fixed on the door of one and the picture of a boy on the other. **Subsequently**, they sorted six red and blue **geometric shapes**, and photographs of six cats and dogs, six boys and girls, and six men and women. Each of the four sorting tasks was **scored** in one of four categories—totally successful, nearly successful, minimal attempt or failure. Performance improved **with** age, and children found it easier to sort for colour and species (cats and dogs) than to sort people or toys according to gender. Of the thirty children in the youngest group, only one was totally successful in sorting colour, one in sorting species, but no one **managed to** sort people **by gender**. In the oldest group 63 percent of children sorted people correctly by gender; 83 percent were successful with colour and 90 percent with species.

기준에 따른 분류
능력의 차이

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

In a cognitive experiment, children were tested on four sorting tasks. Initially they were asked to put photographs of fourteen toys [they would later encounter in the playroom] into two boxes [painted to look like houses with {the picture of a girl fixed on the door of one} and {the picture of a boy on the other}]. Subsequently, they sorted six red and blue geometric shapes, and photographs of six cats and dogs, six boys and girls, and six men and women. Each of the four sorting tasks was scored in one of four categories—totally successful, nearly successful, minimal attempt or failure. Performance improved with age, and children found it easier [to sort for colour and species (cats and dogs)] than to sort people or toys according to gender. Of the thirty children in the youngest group, only one was totally successful in sorting colour, one in sorting species, but no one managed to sort people by gender. In the oldest group 63 percent of children sorted people correctly by gender; 83 percent were successful with colour and 90 percent with species.

Exercise 03 요약문 완성

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



In the experiment, children did the sorting tasks less successfully according to ____ (A) ____ than other criteria, and their ____ (B) ____ seemed to be related to their sorting ability.

- | | (A) | | (B) | | (A) | | (B) |
|---|---------|-------|----------|---|---------|-------|-----|
| ① | colour | ..... | interest | ② | gender | ..... | age |
| ③ | gender | ..... | interest | ④ | species | ..... | age |
| ⑤ | species | ..... | parents | | | | |

Exercise 04 어휘

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

Considerations about print size may eventually become (A) outmoded / up-to-date because of the rise in availability of talking books or the talking text option found in some e-books. For example, Bouchard Ryan and her colleagues observed that older adults with visual problems were more likely to change from reading newspapers and magazines (which typically have small print and poor contrast) to listening to talking books. They also noted that about a quarter of their sample used computer technology to (B) enlarge / reduce print. However, although talking books offer a solution to people with sight difficulties, they are not, as is commonly supposed, a direct substitute for reading. Two reasons can be cited. First, the narrator will almost certainly place emphases upon what is being read out that may not (C) contradict / match what the listener would emphasize were he or she reading for themselves. Second, in reading it is easy to move back over a passage of print just read, or to skim through a section of prose. This is either very difficult or impossible to do when using a talking book.

오디오북이 독서를
대체할 가능성

Exercise 04 어휘

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

Considerations about print size may eventually become (A) outmoded / up-to-date because of the rise in availability of [talking books] or [the talking text option {found in some e-books}]. For example, Bouchard Ryan and her colleagues **observed** [that older adults with visual problems were more likely to **change from** reading newspapers and magazines (which typically have small print and poor contrast) **to** listening to talking books]. They also noted that about a quarter of their sample used computer technology to (B) enlarge / reduce print. **However, although talking books offer a solution to people with sight difficulties, they are not, as is commonly supposed, a direct substitute for reading.** Two reasons can be cited. **First**, the narrator will almost certainly place emphases upon what is being read out that may not (C) contradict / match what the listener would emphasize were he or she reading for themselves. **Second**, in reading it is easy to move back over a passage of print just read, or to skim through a section of prose. This is either very difficult or impossible to do when using a talking book.

시각에 어려움이 있는 사람들에게 오디오북은 독서의 대체 수단이 될 수 있다.

오디오북이 독서의 직접적인 대체물이 되지 못하는 2가지 이유

다음 글의 밑줄 친 부분 중, 문맥상 낱말의 쓰임이 적절하지 않은 것은?

Differentiated instruction can provide students with the opportunities needed to succeed in a fast-paced class in spite of any learning deficiencies. The essence behind differentiated instruction is to provide ①multiple avenues for a student to learn content that considers the uniqueness of each individual students. It is based upon the **premises** that no two students are ②identical even when similar in interests, appearance, culture and surrounding environments. Students at various academic levels within the classroom can be provided with alternative assignments that ③forbid students to perform at their current level. Differentiated instruction is ④effective because it expels the myth and practice of “**preaching to the choir**” and “**cookie cutter education**.” It provides students with the ⑤opportunities to demonstrate the skills they have without being **penalized** for the ones they do not have.

학생이 다르다는
것을 고려한
개별화된 교육

*premise (주장의) 전제 **penalize 불리하게 하다



다음 글의 밑줄 친 부분 중, 문맥상 낱말의 쓰임이 적절하지 않은 것은?

Differentiated instruction can provide students with the opportunities needed to succeed in a fast-paced class in spite of any learning deficiencies. The essence behind differentiated instruction is to provide ①multiple avenues for a student to learn content that considers the uniqueness of each individual students. It is based upon **the premises** [that no two students are ②identical {even when similar in interests, appearance, culture and surrounding environments.}]
(they are)
Students at various academic levels within the classroom can be provided with alternative assignments that ③forbid students to perform at their current level. Differentiated instruction is ④effective because it expels the myth and practice of “preaching to the choir” and “cookie cutter education.” It provides students with the ⑤opportunities to demonstrate **the skills** [they have] without being penalized for **the ones** [they do not have].

개별화된 교육은 다양한 학력 수준을 지닌 학생들이 현재 수준에서 학습하는 것을 가능하게 해준다.

*premise (주장의) 전제 **penalize 불리하게 하다

Exercise 09 문장 삽입

글의 흐름으로 보아, 주어진 문장이 들어가기에 가장 적절한 곳은?

In the early 1900s, people who travelled to New York by steamship **reckoned on** staying a lifetime.

교통수단 발달로 인한 여행 개념의 변화

The arrival of the steam engine extended our **radius** of activity. We built steamships that moved more people much more quickly across the oceans. Later, we developed engines and turbines. (①) Our means of transport evolved from the **coach** to the train and from the sailboat to the steamship. (②) Then came the airplane, and nowadays, we even travel into space. (③) Travel used to be something that special people did for special reasons; today, everyone travels to the far corners of the earth without **giving it a second thought**. (④) They **packed up** all their possessions in **cabin trunks** and took them along. (⑤) Today, we go to New York for the weekend, carrying only a small piece of **hand luggage**.

*reckon on ~을 예상하다 **radius 반경, 범위

Exercise 09 문장 삽입

글의 흐름으로 보아, 주어진 문장이 들어가기에 가장 적절한 곳은?

In the early 1900s, people who travelled to New York by steamship reckoned on staying a lifetime.

The arrival of the steam engine extended our radius of activity. We built steamships [that moved more people **much more quickly** across the oceans]. Later, we developed engines and turbines. (①) Our means of transport **evolved** [from the coach to the train] and [from the sailboat to the steamship]. (②) Then came the airplane, and nowadays, we even travel into space. (③)

교통수단 발달로
행동 반경이
넓어짐

Travel used to be something that special people did for special reasons; today, everyone travels to the far corners of the earth without giving it a second thought. (④) They packed up all their possessions in cabin trunks and took them along. (⑤) Today, we go to New York for the weekend, carrying only a small piece of hand luggage.

20세기 초 여행
vs.
오늘날 여행

*reckon on ~을 예상하다 **radius 반경, 범위

Exercise 10 요약문 완성

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

The thousands of infants who will be born today across the world will experience very different environments in their first two years. Some will be cared for by grandmothers or older sisters; some will attend day care centers; some will remain at home with their mothers. Some will have many toys; some will have not one. Some will spend the first year in a dark, quiet hut wrapped in old rags; some will crawl in brightly lit rooms full of toys, picture books, and television images. But despite these differences, excluding the small proportion with serious brain damage or a genetic **defect**, most will speak before they are two years old, become **self-conscious** by the third birthday, and be able to **assume** some family responsibilities by age seven. The psychological differences among these children are **trivial** when compared with the long list of similarities. The **prevalence** of serious mental disorders like **schizophrenia** and depression, as well as the less impairing anxiety disorders, is surprisingly similar around the world, even though children are being reared in different environments.

초기 경험의
차이에도 불구하고
비슷한 발달 경로를
보여주는 아이들

*schizophrenia 조현병

Exercise 10 요약문 완성

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

[The thousands of infants {who will be born today across the world}] will experience very different environments in their first two years. Some will be cared for by grandmothers or older sisters; some will attend day care centers; some will remain at home with their mothers. Some will have many toys; some will have not one. Some will spend the first year in a dark, quiet hut wrapped in old rags; some will crawl in brightly lit rooms full of toys, picture books, and television images. But despite these differences, excluding the small proportion with serious brain damage or a genetic defect, most will speak before they are two years old, become self-conscious by the third birthday, and be able to assume some family responsibilities by age seven. The psychological differences among these children are trivial when compared with the long list of similarities. [The prevalence of serious mental disorders like schizophrenia and depression, as well as the less impairing anxiety disorders], is surprisingly similar around the world, [even though children are being reared in different environments].

양육 환경의 차이 때문에 아이들이 겪는 초기 경험에는 차이가 있을 수 있다

양육 환경의 차이에도 불구하고 아이들은 발달상의 유사성을 보여준다.

*schizophrenia 조현병

Exercise 10 요약문 완성

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



Basically, most human babies show a developmental _____ (A) _____ in spite of the _____ (B) _____ of their early experiences.

- | | (A) | | (B) | | (A) | | (B) |
|---|------------|-------|---------------|---|------------|-------|---------------|
| ① | similarity | ..... | insufficiency | ② | screening | ..... | insufficiency |
| ③ | disability | ..... | availability | ④ | similarity | ..... | variation |
| ⑤ | disability | ..... | variation | | | | |

Exercise 11 어휘

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

How nurses saw their work was often **at odds with** how others viewed it. Many physicians insisted on a (A) **blurred / distinct** separation between their work and nurses' work, and a **privileging** of one over the other. Even the slightest suggestion that some nurses, such as nurse **administrators**, might exert control over medical work **elicited stinging** blame. At times, nursing work seemed to **prioritize** the (B) **disorder / order** of the hospital ward over patient comfort. One example comes from a poem written by a nurse **bemoaning** that good nursing before the 1970s usually meant running a **ward** with neatly made beds, **uncluttered** bedside tables, uniformly drawn window shades, and "the patient clean, quiet and dependent." When a 1950s study asked student nurses about the importance of "**tender**, loving care" as a technique in good nursing care, the majority responded that it "ought not to be **overdone**" and perhaps reserved for only some patients. This suggests that the students equated caring with **sentimentality**. But whatever the students' analysis, they clearly (C) **accepted / rejected** caring as the first or most highly valued aspect of nursing.

간호사들이 하는
역할에 대한 생각

*bemoan 한탄하다

Exercise 11 어휘

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

How nurses saw their work was often at odds with how others viewed it. Many physicians insisted on a (A) blurred / distinct separation between their work and nurses' work, and a privileging of one over the other. [Even the slightest suggestion {that some nurses, such as nurse administrators, might exert control over medical work}] **elicited** [stinging blame]. At times, nursing work seemed to prioritize the (B) disorder / order of the hospital ward over patient comfort. One example comes from a poem written by a **nurse** [bemoaning that good nursing before the 1970s usually meant {running a ward **with neatly made beds, uncluttered bedside tables, uniformly drawn window shades, and "the patient clean, quiet and dependent"}**]. When a 1950s study asked student nurses about the importance of "tender, loving care" as a technique in good nursing care, the majority responded that it "ought not to be **overdone**" and perhaps **reserved** for only some patients. This suggests that the students equated caring with sentimentality. But whatever the students' analysis, they clearly (C) accepted / rejected caring as the first or most highly valued aspect of nursing.

(may be 또는 is 생략)

간호사들이 하는 역할에 대한 생각

자신의 일에 특권을 부여하고 간호사의 통제력 행사를 제한하려고 하는 의사들의 모습

환자의 편안함보다 병동의 질서를 우선시 해야 하는 간호사의 역할에 대한 한탄

다정하고 애정 어린 간호를 간호사의 역할로서 지나치게 강조하는 것에 대한 거부