

- 어법적으로 모두 알맞게 고치세요.

-2019 수능특강 영어 03강 Gateway

War is inconceivable without some image, or concept, of the enemy. <sup>1)</sup>**This** is the presence of the enemy that gives meaning and justification to war. ‘War follows from feelings of hatred’, wrote Carl Schmitt. ‘War has its own strategic, tactical, and <sup>2)</sup>**the other** rules and points of view, but they all presuppose <sup>3)</sup>**what** the political decision has already <sup>4)</sup>**made** as to who the enemy is’. The concept of the enemy is fundamental to the moral assessment of war: ‘The basic aim of a nation at war in <sup>5)</sup>**establishment** an image of the enemy <sup>6)</sup>**to distinguish** as <sup>7)</sup>**sharp** as possible the act of killing from the act of murder’. However, we need to be cautious about <sup>8)</sup>**think** of war and the image of the enemy that informs it in an abstract and uniform way. Rather, both <sup>9)</sup>**must see** for the cultural and contingent phenomena that they <sup>10)</sup>**do**.

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Most linguists and local community members agree <sup>22)</sup>**what** education and literacy in the local language <sup>23)</sup>**is** necessary to maintain vitality, or to revitalize a language threatened with endangerment. Some local communities reject this notion, <sup>24)</sup>**wants** to preserve their oral traditions and <sup>25)</sup>**rely** solely on them. There is, however, a cost to this decision, as it limits the domains <sup>26)</sup>**which** the language <sup>27)</sup>**can use**. Regardless, most regard literacy as <sup>28)</sup>**essentially** for local languages. Yet more than half of all languages <sup>29)</sup>**has** no written form, and so a writing system needs <sup>30)</sup>**to develop** for them in order to use them in education and literacy programs. Basic pedagogical and reference materials are needed, including textbooks, dictionaries and usable descriptive grammars. Such materials are <sup>31)</sup>**ready** available for languages of wider communication, but not for the majority of local languages. In addition, reading material <sup>32)</sup>**needed** for literacy as well.

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Three-year-olds <sup>11)</sup>**doesn't** have to deal with the same rules and realities adults <sup>12)</sup>**are**. Because of that, children tend to be more imaginative and creative with their ideas. They see possibilities <sup>13)</sup>**which** the rest of us see rules, boundaries, or impossibilities. That's <sup>14)</sup>**because** they're famous for writing on walls – you see a <sup>15)</sup>**perfect** painted living room that shouldn't <sup>16)</sup>**touch**: they see a blank canvas. Even if it's just for 30 minutes, <sup>17)</sup>**see** life from the angle of a semi-careless child can give you a new perspective on <sup>18)</sup>**what** you spend your time and deal with household problems or work challenges. For that reason alone, it's valuable <sup>19)</sup>**imagine** yourself acting as you <sup>20)</sup>**will** if you were just a child: free-spirited, boundless, <sup>21)</sup>**uncontrollable** creative, and unafraid to try new things.

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There is a misconception <sup>33)</sup>**which** older people belong to a special tribe, all with the same problems, opinions and attitudes. Yet older people are just as different from each other as <sup>34)</sup>**do** members of younger generational groups. How can it be otherwise in view of the wide range of different experiences everyone <sup>35)</sup>**having** as their life progresses from childhood to old age? There are differences formed by family backgrounds, education, careers and relationships. All these help shape a person's character and outlook on life. This does not confer superior virtues on the elderly. They may have wisdom, good humour and tolerance, but <sup>36)</sup>**does** just as likely to be cantankerous, <sup>37)</sup>**bored** and narrow-minded. Like everyone else, the old are a mixed bunch, but each is an individual with their own particular interests and personality.

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While we usually think negatively of deviance, it actually can prove <sup>38)</sup>functionally in a society. Any hostility toward deviants <sup>39)</sup>promote behavioral conformity with social expectations. It strengthens group identity by <sup>40)</sup>separation the nonconforming from the well-behaved members <sup>41)</sup>are centering on an agreement on the norms. We may be familiar with the phrase “the exception makes the rule.” Deviance shows us the boundary, or line, that must not be crossed, <sup>42)</sup>highlighted not only the importance of the norm but its relative permissible zone for behavior. For example, if there is a rule <sup>43)</sup>which “food is not permitted in the classroom,” a person with the candy bar or bag of chips might not be admonished by the teacher; yet a person <sup>44)</sup>arrives to class with a fast-food meal experiences rebuke and ejection. <sup>45)</sup>The others in the class now know <sup>46)</sup>which the line is drawn and can adjust their patterns of behavior <sup>47)</sup>according.

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If you have a new job, and you are going to resign from your current job, may I make a common sense suggestion? <sup>58)</sup>If there is a very special circumstance, I strongly suggest you <sup>59)</sup>do not resign from your current job with only the verbal agreement or an informal email <sup>60)</sup>tells you <sup>61)</sup>what you have the future job. I get chills up my spine when people do this or even consider it. There is still that chance something unforeseen could happen between the verbal offer and actuality. You should announce your intention <sup>62)</sup>resign from the job only when you have in your possession a written and signed offer or employment contract, on company letterhead, with an <sup>63)</sup>accompanied start date for your new job. For me, this is <sup>64)</sup>as much an issue of common sense as <sup>65)</sup>suggest you should look both ways before crossing a street.

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You can save yourself a lot of time and energy if, over the next few years, you give serious consideration to <sup>48)</sup>that is most important to you and <sup>49)</sup>that you want to do with your life. Avoid the myth, however, <sup>50)</sup>what you are supposed to come up with some ambitious, detailed life plan and then follow it until the end of the rainbow. Things happen that are unexpected and unforeseen. Events in the world will alter the landscape. Opportunities will come your way <sup>51)</sup>how you never would have considered before. Friendships and networking will open up <sup>52)</sup>the other possibilities. Your priorities and values will evolve as you gain new experiences and <sup>53)</sup>exposed to <sup>54)</sup>the other options. Anything you plan now will likely <sup>55)</sup>to shift as you learn new things, develop new skills, and grow in new directions. In fact, it is imperative <sup>56)</sup>what you <sup>57)</sup>will remain open to these changes.

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Whether you're a wrestler <sup>66)</sup>plans to win a league title next season, or a student with an entrepreneurial spirit who wants to start your own business and <sup>67)</sup>builds a successful career, you need to plan the right steps. And don't get caught up in thinking <sup>68)</sup>what any success you experience as a student has no bearing on, or relationship to, future success in the “real” world. You are in the “real” world — your world. Success now breeds success later, <sup>69)</sup>even though the fields or venues change. Don't discount <sup>70)</sup>that you might consider “small” successes. Michael Jordan's first step to basketball success <sup>71)</sup>making his high school team after <sup>72)</sup>cutting earlier. Your successes — <sup>73)</sup>whatever great or small — in academics, social clubs, fine arts, or sports can pave the way to future success. What's important at the moment is not <sup>74)</sup>what much you achieve, <sup>75)</sup>and how much you learn about the process of achieving. Because once you learn the process, you can apply it in the field or area of your choice, <sup>76)</sup>which you want to use the gifts you have.

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Whenever our urge <sup>77</sup>is fought a specific biological change, we should ask the following triplet of questions. Will our efforts have made <sup>78</sup>many difference a few hundred years hence? If not, this means we are fighting a battle we will <sup>79</sup>inevitabe lose. Next, will our great-grandchildren's great-grandchildren be that <sup>80</sup>bother if the state of the world <sup>81</sup>has altered, <sup>82</sup>giving that they will not know exactly <sup>83</sup>what it is today? If the answer to this second question is no, this means we are fighting battles we do not need to win. If change is inevitable, which it is, we should then ask a third question: how can we maximize the benefits that our descendants <sup>84</sup>derive them from the natural world? In other words, how can we promote changes that might be favourable to the future human condition, as well as <sup>85</sup>avoiding the losses of species that might be important in unknown ways in future?

- Answer Sheet -

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- 1) It
- 2) other
- 3) that
- 4) been made
- 5) establishing
- 6) is to distinguish
- 7) sharply
- 8) thinking
- 9) must be seen
- 10) are
- 11) don't
- 12) do
- 13) where
- 14) why
- 15) perfectly
- 16) be touched
- 17) seeing
- 18) how
- 19) to imagine
- 20) would
- 21) uncontrollably
- 22) that
- 23) are
- 24) wanting
- 25) to rely
- 26) in which
- 27) can be used
- 28) essential
- 29) have
- 30) to be developed
- 31) readily
- 32) is needed
- 33) that
- 34) are
- 35) has
- 36) are
- 37) boring
- 38) functional
- 39) promotes
- 40) separating
- 41) centering
- 42) highlighting
- 43) that
- 44) arriving
- 45) Others
- 46) where
- 47) accordingly
- 48) what
- 49) what
- 50) that
- 51) that
- 52) other
- 53) are exposed
- 54) other
- 55) shift
- 56) that
- 57) remain
- 58) Unless
- 59) not resign
- 60) telling
- 61) that
- 62) to resign
- 63) accompanying
- 64) as
- 65) suggesting
- 66) planning
- 67) build
- 68) that
- 69) even if
- 70) what
- 71) was making
- 72) being cut
- 73) however
- 74) how
- 75) but
- 76) where
- 77) is to fight
- 78) much
- 79) inevitably
- 80) bothered
- 81) has been altered
- 82) given
- 83) how
- 84) derive
- 85) avoid