

안녕하세요. CEE U @ TOP 저자 진양문(T)입니다.

오늘은 수능영어 고난도 유형들의 특징분석 다섯 번째로 "배경지식의 중요성"에 대해 말씀드리고자 합니다.

"To see is to believe."라는 말이 있듯이, 먼저 작년 6월 평가원에 출제됐었던 빈칸추론 2문제와 문제와 수능에서 가장 어려웠던 한 문제를 소개하겠습니다.

예제1) 2014년 6월 평가원 32번(EBS 독해연습II 연계)

The Rust Belt is notorious for its poor air quality. For decades, coal plants, steel production, and auto emissions have pumped particulates like sulfate into the atmosphere over the eastern U.S. Especially before air quality laws began appearing in the 1970s, particulate pollution was behind acid rain, respiratory disease, and ozone depletion. But a new study from Harvard University suggests that the Rust Belt's thick particulate fog may have helped slow down the effects of climate change, particularly when it was thickest. Throughout the 20th century, global temperatures have gone up by just under one degree Celsius. But in the U.S., eastern and central states haven't seen the same rise. In fact, temperatures there actually decreased over the same period. The reason seems to be particulate pollution. Instead of trapping warm air in the atmosphere like carbon dioxide, fine particles like sulfate reflect the sun's light and heat. They may even group with watery cloud droplets, which do the same thing. The effect is _____.

* particulate: 분진, 미립 물질

- ① an accumulation of carbon dioxide
- ② a net cooling across entire regions
- ③ a steep acceleration of global warming
- ④ a significant improvement in air quality
- ⑤ a slow but steady increase in temperatures

정답은 ②번입니다. 어렵지 않으시죠? 혹 어려우셨다면 아래에 제가 작년에 만들었던 문제와 해석을 한 번 읽어보시고 위 문제에 다시 한 번 도전해보세요.

예제 1번 관련 지문:

다음 글의 제목으로 가장 적절한 것은? (필자 창작 배포 문제)

Captured from *Nuclear Winter: Global Consequence of Multiple Explosion* by R. P. Turco

Concern has been raised over the short-and long-term consequences of the dust, smoke, radioactivity, and toxic vapors that would be generated by a nuclear war. The discovery that dense clouds of soil particle may have played a major role in past mass extinctions of life on Earth has encouraged the reconsideration of nuclear war effects. Also, Crutzen and Birks recently suggested that massive fires ignited by nuclear explosions could generate quantities of sooty smoke that would attenuate sunlight and perturb the climate. These developments have led us to calculate, using new data and improved models, the potential global environmental effects of dust and smoke clouds (henceforth referred to as nuclear dust and nuclear smoke) generated in a nuclear war. We neglect the short-term effects of blast, fire, and radiation. Most of the world's population could probably survive the initial nuclear exchange and would inherit the postwar environment. Accordingly, the long-term and global-scale aftereffects of nuclear war might prove to be as important as the immediate consequences of the war.

- ① Nuclear War: The Ultimate Enemy of Mankind
- ② Radioactivity: An Invisible Killer
- ③ After the Nuclear War Come Dark Clouds!
- ④ We May Survive a Nuclear War!
- ⑤ Explosion and Fire: Unseparable Partners

해석: 핵전쟁에 의해서 발생할 수 있는 먼지, 연기, 방사능, 독성 증기 등의 장단기적인 결과물에 대한 우려가 재기되어 왔다. 미세 먼지(soil particle = particulate)로 이루어진 밀도가 높은 구름들이 과거 지구상의 생명체들의 대량 멸종에 중대한 역할을 했다는 발견으로 인해 핵전쟁이 가져올 결과에 대해 재고가 필요해졌다. 또한 Crutzen과 Birks는 최근 핵폭발에 의해 점화된 거대 화재가 햇빛을 차단하고 기후를 교란할 수도 있는 검은 연기를 발생시킬 수 있다는 점을 제시했다. 이러한 연구의 발전들로 인해 새로운 데이터와 개선된 모형들을 사용해서 핵전쟁이 가져 올 먼지와 연기의 구름들이 가져올 잠재적인 환경적 영향력을 다시 계산할 수 있게 됐다. 우리는 폭발, 화재, 방사능 등의 단기적인 영향력은 다루지 않을 것이다. 대부분의 인류는 최초의 핵교환(핵전쟁은 한 나라만 쓰고 끝나지 않음; 반드시 반격을 가져오게 됨; 따라서 핵전쟁을 nuclear exchange라고도 부름: 필자 역주)에서 살아남아서 전후 환경을 후손에게 물려줄 것이다. 따라서 핵전쟁의 장기적이고 전세계적인 파급력이 핵전쟁의 즉각적인 결과만큼이나 중요한 것이다.

정답: ③ (핵전쟁이 끝나고 검은 연기들이 찾아온다.) Michael Sandel의 Justice에 나오는 "After the storms come the vultures"의 parody입니다.

=> 어떠신가요? 소재만 다를 뿐 같은 내용이라는 점이 보이시나요?

예제2) 2014년 6월 평가원 33번 문제

Suppose a survivor from an airplane crash with severe injuries struggles for days through the jungle but dies just before reaching a village. It is tempting to think "if only he had managed to walk to the village, he would have been rescued." But suppose you must try to console the victim's relatives. What might you say? Or suppose you wish to defend the rescue team who got as far as the village but no further. Your motivation to console or defend may influence the alternative you imagine. You may decide to emphasize the severity of the victim's injuries and suggest "even if he had managed to walk to the village, he still would have died." Sometimes thoughts about what might have been change an antecedent event (the victim walked to the village) but leave the outcome unchanged (he still died). "Even if..." conditionals have been called "semifactual" because they combine a counterfactual antecedent and a factual consequence. Imagined semifactual alternatives are intriguing because, unlike other thoughts about what might have been, they suggest that _____.

- ① the consequence is unimaginable
- ② the antecedent is inevitable
- ③ the outcome is inevitable
- ④ the antecedent is unpredictable
- ⑤ the consequence is unpredictable

=> 정답은 ③번입니다. 풀만 하신가요? 아님 좀 어려우신가요? 혹 어려우시다면 이번에는 제가 만들었던 2013 EBS 독해연습 변형문제와 2011 EBS 독해연습 변형문제를 풀어보시고서 다시 한 번 위 문제를 풀어 보시길 바랍니다.

예제2번 관련지문 1. (2013년 독해연습 19강 8번 필자 변형문제)

People tend to generate counterfactual thoughts when they have experienced negative outcomes. When such an outcome is preceded by ___(A)___ events, people are especially likely to undo the event mentally through counterfactual reasoning. For example, if you have done badly on a test and the reason you failed to study was that you had to take your roommate to the hospital, you might be more likely to think "if only" than if you simply ran out of time. When constructing their "if only" thoughts, people typically do not introduce ___(B)___ antecedent events, called "uphill changes." Thus, for example, in thinking through how you might have studied more, the idea that the day could have been extended by 10 additional hours is not likely to occur to you. On the other hand, you might think, "If only I had studied earlier" or "If only I hadn't had to take my roommate to the hospital." These changes are termed "downhill changes" because they delete impossible antecedent events.

- | (A) | (B) |
|-------------|------------|
| ① peculiar | plausible |
| ② unusual | unlikely |
| ③ ordinary | eligible |
| ④ common | impossible |
| ⑤ newcoming | feasible |

예제2번 관련지문 2. (2011년 독해연습I 원전 발췌 필자 변형문제: Captured from **Bronze Better than Silver?** by James Joyner)

When Shannon Baker won bronze in women's ski competitions, she hugged first-place winner Hannah Kearney so tightly that she almost knocked her over. Under the cloud over of Cypress Mountain, Ms. Baker was seeing the bronze lining. By contrast, Canadian skier Jennifer Heil looked discouraged after taking silver. According to experts, Ms. Baker's ecstatic reaction wasn't simply due to her lively personality. "On average, bronze medalists are happier than silver medalists," said Dr. Medvec, a professor at University of Illinois. The phenomenon is a case of _____ - thoughts about 'what might have been.' Third-place winners have upward thoughts (at least I won) that increase satisfaction, whereas those who come in second tend to have downward 'if only' thoughts that decrease happiness.

- ① counterfactual thinking
- ② innocent feeling of disappointment
- ③ feeling of loss
- ④ pessimistic attitude toward goal
- ⑤ blaming something else

첫 문제의 답은 ②번이고, 두 번째 문제의 답은 ①번입니다.

두 문제를 푸시면서 "what might have been", "if only"와 같은 것을 조건적 사고/가정법적 사고인 counterfactual thinking이라고 하고, 가정법에서 if의 내용을 antecedent(선행사건), 주절의 내용을 outcome/result라고 한다는 것이 정리가 되셨나요? 그렇다면 2014년 6평 33번은 정말 쉽게 풀 수 있다는 것을 알 수 있습니다.

예제3) 2014년 대수능 35번

Mathematics will attract those it can attract, but it will do nothing to overcome resistance to science. Science is universal in principle but in practice it speaks to very few. Mathematics may be considered a communication skill of the highest type, frictionless so to speak; and at the opposite pole from mathematics, the fruits of science show the practical benefits of science without the use of words. But those fruits are ambivalent. Science as science does not speak; ideally, all scientific concepts are mathematized when scientists communicate with one another, and when science displays its products to non-scientists it need not, and indeed is not able to, resort to salesmanship. When science speaks to others, it is no longer science, and the scientist becomes or has to hire a publicist who dilutes the exactness of mathematics. In doing so, the scientist reverses his drive toward mathematical exactness in favor of rhetorical vagueness and metaphor, thus _____.

- ① degrading his ability to use the scientific language needed for good salesmanship
- ② surmounting the barrier to science by associating science with mathematics
- ③ inevitably making others who are unskillful in mathematics hostile to science
- ④ neglecting his duty of bridging the gap between science and the public
- ⑤ violating the code of intellectual conduct that defines him as a scientist

정답은 ⑤번입니다. 어려우시죠? 도대체 무슨 말인지 잘 모르시겠죠? 그렇다면 이번에는 제가 발췌한 원서에서 과학의 정의 및 과학사가(科學史家)들의 역할에 대해 설명하고 있는 부분을 일부 인용하겠습니다.

(Captured From *A Brave New World Revisited* by Aldous Huxley)

Science may be defined as the reduction of multiplicity to unity. It seeks to explain the endless diverse phenomena of nature by ignoring the uniqueness of particular events, concentrating on what they have in common and finally abstracting some kind of 'law', in terms of which they make sense and can be effectively dealt with.

Isaac Newton perceived what these very dissimilar phenomena had in common, and to formulate a theory of gravitation, in terms of which certain aspects of the behavior of apples, of the heavenly bodies and indeed of everything else in the physical universe could be explained and dealt with.

과학자들이 추구하는 가치가 "reduction / abstracting some kind of 'law' / formulate a theory"라는 것을 알 수 있습니다. 근데 그런 사람들이 대중화를 위해 모호함과 수사어구/미사어구를 사용해서 정확성을 훼손한다면 어떻겠습니까? 이제 수능지문을 좀 이해하실 수 있습니까?

결론을 말씀드리면, 우리가 국어에서 비문학지문의 속도 및 정확성을 늘리기 위해서 가장 좋은 방법이 훌륭한 글들을 많이 읽음으로써 접근성을 높이는 것이 도움이 되는 것처럼, 최근 영어의 킬러문항들을 잡기 위해서는 그와 같은 방법론이 필요합니다.

먼저, 좋은 비연계 교재들을 양치기 하시는 것도 좋고, 인문/사회과학 원서 및 논문들을 읽어보는 것도 좋습니다. (the dailyphilosopher.org와 같은 사이트에 가시면 좋은 철학논문들을 열람하실 수 있습니다. 작년 4월 전국연합의 경험철학에서의 인과관계 문제도 이 사이트에서 발췌한 글입니다.)

또한, 국어에서 EBS 연계교재 지문들의 나머지 내용들을 알기 위해 검색을 통해 그 지문의 원전에 대한 배경지식을 늘리는 것과 마찬가지로 EBS 연계지문의 소재나 주제가 낯설다면 그 부분을 검색을 통해 확실히 잡고 넘어가는 것도 필요할 수 있습니다. 올해 EBS 수능특강의 2번째 지문의 내용인 "moral right(저작권격권)"에 대한 내용을 검색을 하시면 EBS의 내용과는 다르게 국내법상에서는 양도가 불가능하고 원저자의 사망에 의해서만 소멸된다는 것을 알 수 있습니다. 이런 경우 이 저작권격권이라는 소재가 다른 비연계지문에서 등장한다면 혼란을 줄 수 있기 때문에 확실히 잡고 넘어간다면 여러분에게 도움이 될 것입니다.

NO EFFORT IS WASTED! 정말 수능은 정직한 것 같습니다. 힘내시길 바랍니다.