

Q. [] 안에서 문맥 상 알맞은 어휘를 고르시오.

어휘선택(문제지)

1. p26-Gateway

Historically, the professions and society have 1[occupied / engaged] in a negotiating process 2[intended / pretended] to define the terms of their relationship. At the heart of this process is the tension between the professions' 3[pursuit / purity] of 4[anatomy / autonomy] and the public's demand for accountability. Society's granting of power and privilege to the professions is 5[promised / premised] on their 6[willingness / wellness] and ability to 7[contribute / attribute] to social well-being and to conduct their affairs in a manner 8[resistant / consistent] with broader social values. It has long been 9[retreated / recognized] that the expertise and privileged position of professionals confer authority and power that could readily be used to 10[advance / adapt] their own interests at the expense of those they serve. As Edmund Burke observed two centuries ago, "Men are 11[quantified / qualified] for civil liberty in exact 12[proportion / portion] to their 13[proposition / disposition] to put moral chains upon their own appetites." Autonomy has never been a one-way street and is never 14[greeted / granted] absolutely and irreversibly.

2. p28-no.01

At some point, we all find ourselves 15[suffering / recovering] the consequences of a bad situation that we have put ourselves in. While we wish that we could simply 16[evoked / erase] it from our record, we, of course, can't do that. Many of us wrongly choose to quickly 17[sweep / keep] it under the rug in a(n) 18[important / impatient] attempt to move on. But you've heard the expression "Haste makes waste"? We usually want to rush and leave the 19[differences / difficulties] that we've experienced in life behind us as quickly as possible, but that can make matters worse and lead to bigger problems. Every crisis has a fallout period, and the only way to recover from a crisis is to be 20[mindful / mindless] of the work that it is going to take to make that 21[happen / cease]. If our actions 22[positively / negatively] affected other people, they might not be 23[prolonged / prepared] to move on as quickly as we are.

3. p28-no.02

Most coaches and athletes have a basic idea of what stress is, but they may not fully understand its 24[refined / complicated] aspects. Stress is a substantial 25[balance / imbalance] between what we

believe is ²⁶**[supplied / demanded]** of us (competitive demand) and what we ²⁷**[persist / perceive]** our capabilities to be for meeting those demands (personal control), for situations in which success is important. Thus, perceptions — not ²⁸**[competitive / competent]** demands themselves — ²⁹**[eliminate / determine]** the amount and nature of stress we experience. The premise of self-talk is that beliefs ³⁰**[determine / detain]** the impact of a competitive situation more than the situation itself does; our thoughts are more ³¹**[responsive / responsible]** for our actions than are the situations we practice and ³²**[compete / cooperate]** in. When appraisal is positive, we view a tough opponent as a challenge, which ³³**[reduces / enhances]** performance, but ³⁴**[affirmative / negative]** appraisals ³⁵**[prolong / prompt]** us to view difficult situations as threats, which hurts performance. One athlete may view a stadium full of people as "a great opportunity to show this crowd what I can do," while another may ³⁶**[worry / forget]** about "how embarrassed I'll be ³⁷**[massing / messing]** up in front of this crowd." It's the same stadium full of people, but different reactions can lead to either flow or choking.

4. p29-no.03

On a camping trip my friends and I were filling our water bottles at a stream. We kept losing the bottles due to the ³⁸**[boastful / powerful]** force of the water in the stream. One person ³⁹**[wanted / rejected]** to go in the water and walk across the stream. However, the water was up to the middle of our thighs, and we could have ⁴⁰**[easily / hardly]** been thrown by the force of the water ⁴¹**[currencies / currents]** and been severely injured. This is exactly what happens with ⁴²**[expensive / excessive]** ⁴³**[detachment / attachment]** to family: we are helplessly carried away by the force of attachment and are battered on the rocks as the water tosses us downstream. If we are wise, we will see the danger and won't put ourselves in that situation. ⁴⁴**[However / Similarly]**, when we see the ⁴⁵**[controllable / uncontrollable]** nature of attachment and its outcomes in our lives, we remain friendly and kind to others, but don't let our mind get hopelessly caught in the current of ⁴⁶**[clicking / clinging]**.

5. p29-no.04

When the work of engineers is understood to be part of a sociotechnical system, the traditional notion of engineering expertise is somewhat ⁴⁷**[disregarded / disrupted]**. While engineering expertise traditionally has been focused on the so-called technical aspects of their work, a focus on sociotechnical systems suggests that engineering ⁴⁸**[undertakings / undergoing]** ⁴⁹**[require / involve]** much more than statistics, measurements, and equations. Successful engineering requires a(n) ⁵⁰**[receiving / understanding]** of the existing artifactual and social world in which devices and machines will have to ⁵¹**[fix / fit]**. Engineering

knowledge must fit together with other forms of knowledge. Engineering expertise is not simply in "the technical" but in ⁵²**[aggravating / integrating]** the "technical" with many other kinds of knowledge. Engineers are experts because they have the ability to design products that take into account and mesh with a complex world of people, relationships, institutions, and artifacts. When engineers keep in mind the values and politics that are promoted (or weakened) by their creations, they are more likely to have the effects they ⁵³**[intrude / intend]**.

6. p30-no.05

We can no longer ⁵⁴**[offend / afford]** to see law as a series of dry and dusty legal codes that, in the face of evolving technology, are already ⁵⁵**[outstanding / outdated]** by the time the laws are printed. That vision of law is just going to have to go. We must learn to see the discipline of law as a method for ⁵⁶**[adapting / breaching]** to technological change, not a series of presently existing rules. We must ⁵⁷**[arrange / attend]** to change in law, rather than its present state. It's like driving a car: many people look at the speedometer to see how fast they are going. That's looking at the law as it is now. But we need to be looking at how fast we are ⁵⁸**[accelerating / acclaiming]**. That's a different way to look at law, and one that is ⁵⁹**[unnecessary / necessary]** if law is to keep pace with technology.

7. p30-no.06

Good science communication requires attention to both the science and the presentation. If the science is not good, it does not ⁶⁰**[matter / master]** how well you dress it up — it is still not good science. If the science is good, but it is not ⁶¹**[presented / preserved]** well, it loses its power and impact. In the worst case scenario, this becomes a(n) ⁶²**[indulgent / indigent]** hobby for the self-edification of the scientist and is not used to build the body of knowledge. The goal is to end up with good science that is ⁶³**[relatively / effectively]** communicated. In general practice, the vast majority of scientific effort is in the ⁶⁴**[collection / correction]** and analysis of data, with little time or resources ⁶⁵**[dictated / devoted]** to the communication of science. Rather than science communication being an afterthought, it is ⁶⁶**[essential / affluent]** to factor in the time and resources that are needed for developing a quality communication product.

8. p31-no.07

An accurate conceptualization of the obesity epidemic is that people are ⁶⁷**[respecting / responding]** to the forces in their environment, rather than lacking in will power and self-control. A metaphor that more

truly ⁶⁸[**captures / casts**] the phenomenon is the tsunami. The environmental tsunami of cues and stimuli ⁶⁹[**artificially / apparently**] make people hungry and lead them to ⁷⁰[**unintentionally / deliberately**] ⁷¹[**overcome / overconsume**] and to remain excessively ⁷²[**sedentary / secondary**]. The societal response to the tsunami has been to ⁷³[**provide / prohibit**] swimming lessons and cheerleaders. The response has clearly not been proportional to the ⁷⁴[**threat / opportunity**]. People cannot change their responses to cues they do not ⁷⁵[**perceive / permit**]. Unless we focus on a more ⁷⁶[**appropriate / irrelevant**] response, the obesity epidemic will continue. The real solution would be to control and ⁷⁷[**reduce / reinforce**] those forces that are causing the tsunami: change the cues we are ⁷⁸[**exhibited / exposed**] to on a daily basis or make explicit the cues we cannot change. Only then will people be able to make good use of the swimming lessons they ⁷⁹[**receive / retrieve**], and bring themselves into energy balance according to their individual ⁸⁰[**references / preferences**].

9. p31-no.08

Turning good ideas into robust innovations requires that the ideas be changed from bare-bones possibilities to something in which investors can see value. Some great ideas are ⁸¹[**overlooked / overwhelmed**] because their advocates did not provide a sufficiently ⁸²[**selective / compelling**] picture of the potential attractiveness of the innovation. Instead, the advocates hoped that the value would be self-apparent (it seldom is) or they made ⁸³[**deflated / inflated**] projections of the timing and size of the return on the investment, thereby ⁸⁴[**alleviating / alienating**] the investors who distrust hype. The process of idea management should include a process step that turns the idea into a sufficiently complete picture in which potential investors can see the real value and risks of investing. This "deal-making" process ⁸⁵[**resembles / assembles**] the investment process that ⁸⁶[**vent / venture**] capitalists require for their investments under consideration.

2023 수능특강 영어(2022) - 04 요지, 주장 파악

Q. [] 안에 주어진 알파벳으로 시작하는 어휘를 넣으시오.

어휘완성(문제지)

1. p26-Gateway

Historically, the professions and society have 1[e] in a 2[n] process 3[i] to define the terms of their relationship.

역사적으로 전문직과 사회는 그들의 관계 조건을 규정하기 위해 의도된 협상 과정에 참여해 왔다.

At the heart of this process is the tension between the professions' 4[p] of 5[a] and the public's demand for 6[a].

이 과정의 핵심에는 전문직의 자율성 추구와 일반 사회의 (전문직의) 책임에 대한 요구 간의 긴장 상태가 있다.

Society's granting of power and privilege to the professions is 7[p] on their willingness and ability to 8[c] to social well-being and to conduct their affairs in a manner 9[c] with broader social values.

사회가 전문직에 권한과 특권을 부여하는 것은 사회 행복에 기여하고, 더 폭넓은 사회 가치와 일치하는 방식으로 자신의 일을 수행하는 그들의 자발성과 능력을 전제로 한 것이다.

It has long been 10[r] that the expertise and 11[p] position of professionals 12[c] authority and power that could readily be used to advance their own interests at the 13[e] of those they serve.

전문가들의 전문 지식과 특권적 지위는 그들이 봉사하는 사람들을 희생하면서 그들 자신의 이익을 증진하기 위해 쉽사리 이용될 수도 있는 권위와 권한을 부여한다고 오랫동안 인식되어왔다.

As Edmund Burke observed two centuries ago, "Men are 14[q] for civil liberty in exact 15[p] to their 16[d] to put moral chains upon their own appetites."

Edmund Burke 가 두 세기 전에 말했듯이, "인간은 도덕적으로 자기 자신의 욕구를 구속하는 자신의 의향에 정확히 비례해서 시민적 자유를 누릴 자격을 부여받는다."

Autonomy has never been a one-way street and is never 17[g] absolutely and 18[i].

자율성은 일방통행로였던 적이 결코 없었고, 절대적이고 되돌릴 수 없게 결코 주어지지 않는다.

2. p28-no.01

At some point, we all find ourselves 19[s] the consequences of a bad situation that we have put ourselves in.

어느 순간, 우리는 모두 우리가 자초한 나쁜 상황의 결과에 고통받고 있다는 것을 알게 된다.

While we wish that we could simply 20[e] it from our record, we, of course, can't do that.

그것을 우리의 기록에서 정말로 지울 수 있기를 바라지만, 물론 우리는 그렇게 할 수 없다.

Many of us wrongly choose to quickly 21[s] it under the 22[r] in an impatient attempt to move on.

우리 중 많은 사람은 성급하게 넘어가고자 하여 그것을 재빨리 숨기기로 잘못 결정한다.

But you've heard the expression "Haste makes waste"?

하지만 여러분은 "서두르면 일을 그르친다."라는 표현을 들어 본 적이 있지 않은가?

We usually want to 23[r] and leave the difficulties that we've experienced in life behind us as quickly as possible, but that can make matters worse and lead to bigger problems.

우리는 대개 서둘러 인생에서 겪은 어려움을 가능한 한 빨리 뒤에 남겨 두고 가고 싶어 하지만, 그것은 상황을 더 악화시켜서 더 큰 문제로 이어질 수 있다.

Every crisis has a 24[f] period, and the only way to recover from a crisis is to be 25[m] of the work that it is going to take to make that happen.

모든 위기에는 후유증 기간이 있고, 위기에서 회복하는 유일한 방법은 그것이 일어나게 하는 데 필요할 일을 염두에 두는 것이다.

If our actions 26[n] 27[a] other people, they might not be prepared to move on as quickly as we are.

만약 우리의 행동이 다른 사람들에게 부정적인 영향을 미친다면, 그들은 우리만큼 빨리 다음으로 넘어갈 준비가 되어 있지 않을 수도 있다.

3. p28-no.02

Most coaches and athletes have a basic idea of what stress is, but they may not fully understand its 28[c] aspects.

대부분의 코치와 선수는 스트레스가 무엇인지에 대해 기본적으로 알고 있지만, 그들은 그것의 복잡한 측면을 완전히 이해하지는 못할 수도 있다.

Stress is a 29[s] 30[i] between what we believe is 31[d] of us (competitive demand) and what we perceive our capabilities to be for meeting those demands (personal control), for situations in which success is important.

성공이 중요한 상황에서, 스트레스는 우리에게 요구된다고 믿는 것(경쟁에 대한 요구)과 그러한 요구를 충족할 수 있는 우리의 능력이라고 인식하는 것(개인적인 통제력)사이의 상당한 불균형이다.

Thus, perceptions — not competitive demands themselves — 32[d] the amount and nature of stress we experience.

그러므로 경쟁에 대한 요구 그 자체가 아니라, 인식이 우리가 경험하는 스트레스의 양과 본질을 결정한다.

The 33[p] of 34[s] is that beliefs determine the impact of a competitive situation more than the situation itself does; our thoughts are more 35[r] for our actions than are the situations we practice and compete in.

자기 대화의 전제는 상황 자체보다 신념이 경쟁 상황의 영향을 더 많이 결정한다는 것인데, 우리가 실행하고 경쟁하는 상황보다 우리 생각이 우리 행동에 대해 더 많은 책임이 있기 때문이다.

When ³⁶[a]] is positive, we view a tough opponent as a challenge, which ³⁷[e] performance, but negative ³⁸[a] ³⁹[p] us to view difficult situations as threats, which hurts performance.

평가가 긍정적일 때, 우리는 힘든 상대를 해 볼 만한 상대로 보고그로 인해 경기력이 향상되지만, 부정적인 평가는 우리로 하여금 어려운 상황을 위협으로 보게 하고, 그로 인해 경기력이 망쳐진다.

One athlete may view a stadium full of people as "a great opportunity to show this crowd what I can do," while another may worry about "how ⁴⁰[e] I'll be ⁴¹[m] up in front of this crowd."

한 선수는 사람들로 가득 찬 경기장을 '내가 할 수 있는 것을 이 관중들에게 보여 줄 수 있는 좋은 기회'로 간주할 수도 있는 반면에, 또 한 선수는 '내가 이 관중들 앞에서 망치면 얼마나 창피할까'에 대해 걱정할 수도 있다.

It's the same stadium full of people, but ⁴²[d] ⁴³[r] can lead to either flow or choking.

사람들로 가득 찬 똑같은 경기장이지만, 각각 다른 반응은 중단 없는 흐름으로도 혹은 실패로도 이어질 수 있다.

4. p29-no.03

On a camping trip my friends and I were filling our water bottles at a stream.

캠핑 여행에서 친구들과 나는 개울에서 물병을 채우고 있었다.

We kept losing the bottles due to the powerful force of the water in the stream.

우리는 개울물의 강한 힘으로 인해 병을 계속 놓쳤다.

One person wanted to go in the water and walk across the stream.

한 사람은 물속에 들어가 개울을 가로질러 걷고 싶었다.

However, the water was up to the middle of our thighs, and we could have ⁴⁴[e] been ⁴⁵[t] by the force of the water currents and been severely injured.

하지만 물이 허벅지 중간까지 올라왔고, 우리는 물살의 힘에 쉽게 내동댕이쳐져 중상을 입을 수도 있었을 것이다.

This is exactly what happens with ⁴⁶[e] ⁴⁷[a] to family: we are ⁴⁸[h] ⁴⁹[b] carried away by the force of attachment and are ⁴⁹[b] on the rocks as the water tosses us downstream.

이것이 바로 가족에 대한 지나친 애착에서 일어나는 현상이다. 즉, 우리는 애착의 힘에 속수무책으로 휩쓸려서 물에 마구잡이로 떠밀려 내려가면서 바위에 세게 부딪히는 것이다.

If we are wise, we will see the danger and won't put ourselves in that situation.

현명하다면 우리는 그 위험을 볼 것이고 우리 자신을 그런 상황에 빠뜨리지 않을 것이다.

Similarly, when we see the ⁵⁰[u] nature of attachment and its outcomes in our lives, we remain friendly and kind to others, but don't let our mind get ⁵¹[h] ⁵²[c] caught in the current of ⁵²[c]].

마찬가지로, 우리 삶에서 통제할 수 없는 애착의 본질과 그 결과를 이해하면, 우리는 다른 사람들에 대한 다정함과 친절함을 유지하지만,

우리의 마음이 집착이라는 흐름에 대책 없이 휘말리지 않게 한다.

5. p29-no.04

When the work of engineers is understood to be part of a sociotechnical system, the traditional notion of engineering 53[e] is somewhat 54[d].

공학자의 일이 사회 기술적 체계의 일부로 이해될 때, 공학기술 전문 지식의 전통적 개념은 어느 정도 붕괴된다.

While engineering expertise traditionally has been focused on the 55[s] technical aspects of their work, a focus on sociotechnical systems suggests that engineering 56[u] involve much more than statistics, measurements, and equations.

공학기술의 전문 지식이 전통적으로 소위 작업의 기술적 측면에 집중되었지만, 사회 기술적 체계에 대한 주목은 공학기술의 사업이 통계, 측정, 방정식 이상의 것을 수반한다는 것을 시사한다.

Successful engineering requires an understanding of the 57[e] artifactual and social world in which devices and machines will have to fit.

성공적인 공학기술은 기구와 기계가 어울려 들어가야 할 현존하는 인공적이고 사회적인 세계에 대한 이해를 필요로 한다.

Engineering knowledge must 58[f] 59[t] with other forms of knowledge.

공학 지식은 다른 형태의 지식과 서로 잘 맞아야 한다.

Engineering expertise is not simply in "the technical" but in 60[i] the "technical" with many other kinds of knowledge.

공학기술의 전문 지식은 그냥 '전문적인 것'에 있는 것이 아니라 '전문적인' 것을 많은 다른 종류의 지식과 통합시키는 데 있다.

Engineers are experts because they have the ability to design products that 61[t] into 62[a] and 63[m] with a complex world of people, relationships, institutions, and artifacts.

공학자는 사람, 관계, 제도, 인공물의 복잡한 세계를 고려하고 그것과 딱 들어맞는 제품을 디자인하는 능력이 있기 때문에 전문가이다.

When engineers 64[k] in mind the values and politics that are 65[p] (or weakened) by their creations, they are more likely to have the effects they intend.

공학자는 자신이 만든 것에 의해 증진되는 (또는 약화되는) 가치와 이해관계를 명심할 때, 자신이 의도한 효과를 얻을 가능성이 더 크다.

6. p30-no.05

We can no longer afford to see law as a series of dry and dusty 66[l] codes that, in the face of 67[e] technology, are already 68[o] by the time the laws are printed.

우리는 법을 진화하는 기술에 직면하여 법 내용이 인쇄될 무렵에는 이미 시대에 뒤떨어져 버리는 메마르고 먼지가 내려앉은 일련의 법전으로 더 이상 간주해서는 안 된다.

That vision of law is just going to have to go.

법에 대한 그러한 시각은 정말로 사라져야 할 것이다.

We must learn to see the 69[d]] of law as a method for adapting to technological change, not a series of presently 70[e]] rules.

우리는 법의 분야를 현재 존재하는 일련의 규칙으로가 아니라 기술 변화에 적응하기 위한 수단으로 보는 법을 배워야 한다.

We must 71[a]] 72[t]] change in law, rather than its present state.

우리는 법의 현 상태보다는 그것의 변화에 주의를 기울여야 한다.

It's like driving a car: many people look at the speedometer to see how fast they are going.

그것은 마치 자동차를 운전하는 것과 같은데, 말하자면 많은 사람들은 자신이 얼마나 빨리 가고 있는지를 보기 위해 속도계를 본다.

That's looking at the law as it is now.

그것은 법을 지금 있는 그대로 보는 것이다.

But we need to be looking at how fast we are 73[a]].

하지만 우리는 얼마나 빨리 가속하고 있는지 살펴보고 있어야 한다.

That's a different way to look at law, and one that is necessary if law is to 74[k]]

75[p]] with technology.

그것은 법을 바라보는 다른 방식이고, 법이 기술과 보조를 맞추려면 꼭 필요한 것이다.

7. p30-no.06

Good science communication requires 76[a]] to both the science and the presentation.

훌륭한 과학 커뮤니케이션은 과학 지식과 제시 둘 다에 주의를 기울일 것을 요구한다.

If the science is not good, it does not 77[m]] how well you dress it up — it is still not good science.

과학 지식이 훌륭하지 않다면, 그것을 얼마나 잘 꾸미는지는 중요하지 않은데, (그렇게 하더라도)그것은 여전히 훌륭한 과학 지식이 아니기 때문이다.

If the science is good, but it is not 78[p]] well, it loses its power and impact.

과학 지식이 훌륭한데도 잘 제시되지 못하면, 그것은 힘과 영향력을 잃는다.

In the worst case scenario, this becomes an 79[i]] hobby for the 80[s]]

of the scientist and is not used to build the body of knowledge.

최악의 경우에, 이것은 과학자의 자기 계발을 위한 방종한 취미가 되고 지식 체계를 구축하는 데 사용되지 않는다.

The goal is to end up with good science that is effectively 81[c]].

목표는 결국 효과적으로 전달되는 훌륭한 과학 지식을 가지는 것이다.

In general practice, the vast majority of scientific effort is in the collection and analysis of data, with little time or resources 82[d]] to the communication of science.

일반적인 관행에서는, 과학 분야의 대부분의 노력이 자료의 수집과 분석에 들어가고, 과학 커뮤니케이션에는 시간이나 재원을 거의 들이지 않는다.

Rather than science communication being an 83[a]], it is essential to factor in the time

and resources that are needed for developing a quality communication product.

과학 커뮤니케이션이 나중에 덧붙이는 것이라기보다는, 양질의 커뮤니케이션 상품을 개발하는 데 필요한 시간과 재원을 고려하는 것이 필수적이다.

8. p31-no.07

An accurate ⁸⁴[c]] of the obesity epidemic is that people are responding to the forces in their environment, rather than ⁸⁵[i]] in will power and ⁸⁶[s]].

비만의 급속한 확산을 정확히 개념화하자면, 그것은 사람들이 의지력과 자제력이 부족한 것이 아니라 주변 상황의 힘에 반응하고 있다는 것이다.

A ⁸⁷[m]] that more truly captures the phenomenon is the tsunami.

그 현상을 더 제대로 담아내는 비유는 쓰나미이다.

The environmental tsunami of cues and stimuli artificially make people hungry and lead them to

⁸⁸[u]] ⁸⁹[o]] and to remain excessively ⁹⁰[s]].

신호와 자극이라는 주변 상황의 쓰나미는 인위적으로 사람들을 배고프게 만들어, 의도치 않게 과다 섭취하고 지나치게 앉아서 지내게 한다.

The societal response to the tsunami has been to provide swimming lessons and cheerleaders.

그 쓰나미에 대한 사회적 대응은 수영 강습과 치어리더를 제공하는 것이었다.

The response has clearly not been ⁹¹[p]] to the threat.

그 대응은 분명히 그 위협에 비례하지 않았다.

People cannot change their responses to ⁹²[c]] they do not perceive.

사람들은 자신이 인식하지 못하는 신호에 대한 대응을 바꿀 수 없다.

⁹³[U]] we focus on a more appropriate response, the obesity epidemic will continue.

우리가 더 적절한 대응에 초점을 맞추지 않는다면, 비만의 급속한 확산은 계속될 것이다.

The real solution would be to control and reduce those forces that are causing the tsunami: change the

cues we are ⁹⁴[e]] to on a daily basis or make explicit the cues we cannot change.

진정한 해결책은 쓰나미를 일으키는 그 힘을 통제하여 줄이는 것, 즉 우리가 매일 접하는 신호를 바꾸거나 아니면 우리가 바꿀 수 없는 신호를 명백히 밝히는 것일 것이다.

Only then will people be able to make good use of the swimming lessons they receive, and bring themselves into energy balance according to their individual ⁹⁵[p]].

그리고 나서야 사람들은 자신이 받는 수영 강습을 잘 활용할 수 있고, 자기 자신의 선호에 따라 스스로 에너지 균형을 이룰 수 있을 것이다.

9. p31-no.08

Turning good ideas into ⁹⁶[r]] innovations requires that the ideas be changed from

⁹⁷[b]] possibilities to something in which investors can see value.

2023 EBS 수능특강 내신 변형문제 자료

좋은 아이디어를 탄탄한 혁신적 제품으로 바꾸려면 그 아이디어가 빈약한 가능성에서 투자자들이 가치를 확인할 수 있는 것으로 변화되어야 한다.

Some great ideas are 98[o]] because their advocates did not provide a sufficiently 99[c]] picture of the potential attractiveness of the innovation.

어떤 멋진 아이디어는 그 주창자가 혁신의 잠재적 매력에 대해 충분히 설득력 있는 모습을 제공하지 않았기 때문에 목살된다.

Instead, the advocates hoped that the value would be 100[s]] (it seldom is) or they made 101[i]] projections of the timing and size of the return on the investment, thereby 102[a]] the investors who 103[d]] 104[h]].

대신, 주창자는 가치가 자명해지기를 바라거나(그러는 경우는 거의 없다) 투자에 대한 수익의 시기와 규모에 대해 과장된 추정을 함으로써 과대광고를 불신하는 투자자들을 멀어지게 만들었다.

The process of idea management should include a process step that turns the idea into a sufficiently complete picture in which 105[p]] investors can see the real value and risks of investing.

아이디어 관리의 과정은 아이디어를 잠재적 투자자가 투자의 실제 가치와 위험을 확인할 수 있는 충분히 완성된 모습으로 바꾸는 과정의 단계를 포함해야 한다.

This "deal-making" process 106[r]] the investment process that venture capitalists require for their investments under 107[c]].

이러한 '거래성립' 절차는 벤처 (사업) 투자자가 고려 중인 투자를 위해 필요로 하는 투자 절차와 유사하다.

Q. [] 안에서 어법 상 알맞은 것을 고르시오.

어법선택(문제지)

1. p26-Gateway

Historically, the professions and society 1[engaging / have engaged] in a negotiating process 2[intending / intended] to define the terms of their relationship. At the heart of this process 3[does / is] the tension between the professions' pursuit of autonomy and the public's demand for accountability. Society's granting of power and privilege to the professions 4[is / are] premised on their willingness and ability to contribute to social well-being and to conduct their affairs in a manner 5[consistent / consistently] with broader social values. It has long been 6[recognizing / recognized] 7[what / that] the expertise and privileged position of professionals 8[confer / are conferred] authority and power that 9[can / could] readily be 10[used / using] to advance their own interests at the expense of those they 11[serve / are served]. As Edmund Burke observed two centuries ago, "Men are 12[qualified / qualifying] for civil liberty in exact proportion to their disposition to put moral chains upon their own appetites." Autonomy has never been a one-way street and is never 13[granting / granted] absolutely and irreversibly.

2. p28-no.01

At some point, we all find ourselves suffering the consequences of a bad situation 14[where / that] we have put ourselves in. While we wish 15[that / what] we could simply erase it from our record, we, of course, can't do that. Many of us wrongly choose to quickly sweep it under the rug in an impatient attempt to move on. But you've heard the expression "Haste makes waste"? We usually want to rush and leave the difficulties 16[that / what] we've experienced in life behind us as 17[quick / quickly] as possible, but that can make matters worse and 18[lead / leads] to bigger problems. Every crisis has a fallout period, and the only way to recover from a crisis 19[is / are] to be mindful of the work that it is going to take to make 20[what / that] happen. If our actions negatively affected other people, they might not be 21[prepared / preparing] to move on as 22[quickly / quick] as we are.

3. p28-no.02

Most coaches and athletes have a basic idea of 23[what / which] stress is, but they may not fully understand 24[its / their] complicated aspects. Stress is a substantial imbalance between what we

²⁵**[believe / believes]** is demanded of us (competitive demand) and what we perceive our capabilities to be for meeting those ²⁶**[to demand / demands]** (personal control), for situations in which success is important. Thus, perceptions — not competitive demands ²⁷**[themselves / them]** — determine the amount and nature of stress we experience. The premise of self-talk is ²⁸**[what / that]** beliefs determine the impact of a competitive situation more than the situation itself ²⁹**[is / does]**; our thoughts are more ³⁰**[responsibly / responsible]** for our actions than ³¹**[is / are]** the situations we practice and compete in. When appraisal is positive, we view a tough opponent as a challenge, which ³²**[enhances / enhancing]** performance, but negative appraisals prompt us to view difficult situations as threats, which ³³**[hurts / hurt]** performance. One athlete may view a stadium full of people as "a great opportunity to show this crowd ³⁴**[what / that]** I can do," while ³⁵**[other / another]** may worry about "how ³⁶**[embarrassing / embarrassed]** I'll be messing up in front of this crowd." It's the same stadium full of people, but different reactions can lead to either flow or choking.

4. p29-no.03

On a camping trip my friends and I were filling our water bottles at a stream. We kept ³⁷**[lost / losing]** the bottles due to the powerful force of the water in the stream. One person wanted to go in the water and walk across the stream. However, the water was up to the middle of our thighs, and we could have easily ³⁸**[thrown / been thrown]** by the force of the water currents and been severely injured. This is exactly ³⁹**[what / that]** happens with excessive attachment to family: we are helplessly carried away by the force of attachment and ⁴⁰**[is / are]** battered on the rocks as the water tosses us downstream. If we are wise, we will see the danger and won't put ⁴¹**[us / ourselves]** in that situation. Similarly, when we see the uncontrollable nature of attachment and its outcomes in our lives, we remain friendly and kind to others, but don't let our mind ⁴²**[get / to get]** hopelessly caught in the current of clinging.

5. p29-no.04

When the work of engineers is understood to be part of a sociotechnical system, the traditional notion of engineering expertise is somewhat ⁴³**[disrupted / disrupting]**. While engineering expertise traditionally has been focused on the so-called technical aspects of their work, a focus on sociotechnical systems suggests ⁴⁴**[what / that]** engineering undertakings involve much more than statistics, measurements, and equations. Successful engineering requires an understanding of the existing artifactual and social world ⁴⁵**[in which / which]** devices and machines will have to fit. Engineering knowledge must fit together with other forms of knowledge. Engineering expertise is not simply in "the technical" but in integrating the

"technical" with many other kinds of knowledge. Engineers are experts because they have the ability to design products that ⁴⁶**[taking / take]** into account and mesh with a complex world of people, relationships, institutions, and artifacts. When engineers keep in mind the values and politics that are promoted (or weakened) by their creations, they are more likely to ⁴⁷**[have / having]** the effects they intend.

6. p30-no.05

We can no longer afford ⁴⁸**[seeing / to see]** law as a series of dry and dusty legal codes that, in the face of evolving technology, ⁴⁹**[is / are]** already outdated by the time the laws are printed. That vision of law is just going to have to go. We must learn to see the discipline of law as a method for adapting to technological change, not a series of presently ⁵⁰**[existing / existed]** rules. We must attend to change in law, rather than its present state. It's like driving a car: many people look at the speedometer to see ⁵¹**[what / how]** fast they are going. That's looking at the law as it ⁵²**[does / is]** now. But we need to be looking at how fast we are ⁵³**[accelerated / accelerating]**. That's a different way to look at law, and one that is necessary if law is to keep pace with technology.

7. p30-no.06

Good science communication requires attention to both the science and the presentation. If the science is not good, it does not matter ⁵⁴**[how / what]** well you dress it up — it is still not good science. If the science is good, but it is not ⁵⁵**[presenting / presented]** well, it loses its power and impact. In the worst case scenario, this becomes an indulgent hobby for the self-edification of the scientist and is not ⁵⁶**[using / used]** to build the body of knowledge. The goal is to end up with good science that is effectively communicated. In general practice, the vast majority of scientific effort ⁵⁷**[are / is]** in the collection and analysis of data, with little time or resources ⁵⁸**[devoting / devoted]** to the communication of science. Rather than science communication ⁵⁹**[being / is]** an afterthought, it is essential to factor in the time and resources that are needed for developing a quality communication product.

8. p31-no.07

An accurate conceptualization of the obesity epidemic is ⁶⁰**[what / that]** people are ⁶¹**[responded / responding]** to the forces in their environment, rather than lacking in will power and self-control. A metaphor that more truly captures the phenomenon ⁶²**[is / are]** the tsunami. The environmental tsunami of cues and stimuli artificially ⁶³**[makes / make]** people hungry and lead them to ⁶⁴**[unintentional /**

unintentionally] overconsume and to remain ⁶⁵**[excessive / excessively]** sedentary. The societal response to the tsunami ⁶⁶**[has / have]** been to provide swimming lessons and cheerleaders. The response has clearly not been proportional to the threat. People cannot change their responses to cues they do not perceive. Unless we focus on a more appropriate response, the obesity epidemic will continue. The real solution would be to control and ⁶⁷**[reducing / reduce]** those forces that are causing the tsunami: change the cues we are ⁶⁸**[exposing / exposed]** to on a daily basis or make explicit the cues we cannot change. Only then will people ⁶⁹**[are / be]** able to make good use of the swimming lessons they receive, and ⁷⁰**[bringing / bring]** themselves into energy balance according to their individual preferences.

9. p31-no.08

Turning good ideas into robust innovations ⁷¹**[requires / require]** ⁷²**[what / that]** the ideas ⁷³**[are / be]** changed from bare-bones possibilities to something ⁷⁴**[which / in which]** investors can see value. Some great ideas are ⁷⁵**[overlooked / overlooking]** because their advocates did not provide a sufficiently ⁷⁶**[compelled / compelling]** picture of the potential attractiveness of the innovation. Instead, the advocates hoped ⁷⁷**[that / what]** the value would be self-apparent (it seldom is) or they made inflated projections of the timing and size of the return on the investment, thereby ⁷⁸**[alienating / alienated]** the investors who distrust hype. The process of idea management should include a process step ⁷⁹**[what / that]** turns the idea into a sufficiently complete picture ⁸⁰**[which / in which]** potential investors can see the real value and risks of investing. This "deal-making" process resembles the investment process that venture capitalists ⁸¹**[require / are required]** for their investments under consideration.

Q. 문맥 상 주어진 문장 다음에 이어질 글의 순서를 쓰시오.

문단배열(문제지)

1. p26-Gateway

Historically, the professions and society have engaged in a negotiating process intended to define the terms of their relationship.

- (A) Society's granting of power and privilege to the professions is premised on their willingness and ability to contribute to social well-being and to conduct their affairs in a manner consistent with broader social values.
- (B) It has long been recognized that the expertise and privileged position of professionals confer authority and power that could readily be used to advance their own interests at the expense of those they serve.
- (C) At the heart of this process is the tension between the professions' pursuit of autonomy and the public's demand for accountability.
- (D) As Edmund Burke observed two centuries ago, "Men are qualified for civil liberty in exact proportion to their disposition to put moral chains upon their own appetites." Autonomy has never been a one-way street and is never granted absolutely and irreversibly.

2. p28-no.01

At some point, we all find ourselves suffering the consequences of a bad situation that we have put ourselves in.

- (A) But you've heard the expression "Haste makes waste"? We usually want to rush and leave the difficulties that we've experienced in life behind us as quickly as possible, but that can make matters worse and lead to bigger problems.
- (B) Every crisis has a fallout period, and the only way to recover from a crisis is to be mindful of the work that it is going to take to make that happen. If our actions negatively affected other people, they might not be prepared to move on as quickly as we are.
- (C) While we wish that we could simply erase it from our record, we, of course, can't do that.
- (D) Many of us wrongly choose to quickly sweep it under the rug in an impatient attempt to move on.

3. p28-no.02

Most coaches and athletes have a basic idea of what stress is, but they may not fully understand its complicated aspects.

- (A) Thus, perceptions — not competitive demands themselves — determine the amount and nature of stress we experience.
- (B) One athlete may view a stadium full of people as "a great opportunity to show this crowd what I can do," while another may worry about "how embarrassed I'll be messing up in front of this crowd." It's the

same stadium full of people, but different reactions can lead to either flow or choking.

(C) The premise of self-talk is that beliefs determine the impact of a competitive situation more than the situation itself does; our thoughts are more responsible for our actions than are the situations we practice and compete in. When appraisal is positive, we view a tough opponent as a challenge, which enhances performance, but negative appraisals prompt us to view difficult situations as threats, which hurts performance.

(D) Stress is a substantial imbalance between what we believe is demanded of us (competitive demand) and what we perceive our capabilities to be for meeting those demands (personal control), for situations in which success is important.

4. p29-no.03

On a camping trip my friends and I were filling our water bottles at a stream.

(A) One person wanted to go in the water and walk across the stream.

(B) However, the water was up to the middle of our thighs, and we could have easily been thrown by the force of the water currents and been severely injured. This is exactly what happens with excessive attachment to family: we are helplessly carried away by the force of attachment and are battered on the rocks as the water tosses us downstream.

(C) If we are wise, we will see the danger and won't put ourselves in that situation. Similarly, when we see the uncontrollable nature of attachment and its outcomes in our lives, we remain friendly and kind to others, but don't let our mind get hopelessly caught in the current of clinging.

(D) We kept losing the bottles due to the powerful force of the water in the stream.

5. p29-no.04

When the work of engineers is understood to be part of a sociotechnical system, the traditional notion of engineering expertise is somewhat disrupted.

(A) While engineering expertise traditionally has been focused on the so-called technical aspects of their work, a focus on sociotechnical systems suggests that engineering undertakings involve much more than statistics, measurements, and equations.

(B) Successful engineering requires an understanding of the existing artifactual and social world in which devices and machines will have to fit.

(C) Engineering knowledge must fit together with other forms of knowledge. Engineering expertise is not simply in "the technical" but in integrating the "technical" with many other kinds of knowledge.

(D) Engineers are experts because they have the ability to design products that take into account and mesh with a complex world of people, relationships, institutions, and artifacts. When engineers keep in mind the values and politics that are promoted (or weakened) by their creations, they are more likely to have the effects they intend.

6. p30-no.05

We can no longer afford to see law as a series of dry and dusty legal codes that, in the face of evolving technology, are already outdated by the time the laws are printed.

- (A) But we need to be looking at how fast we are accelerating. That's a different way to look at law, and one that is necessary if law is to keep pace with technology.
- (B) It's like driving a car: many people look at the speedometer to see how fast they are going. That's looking at the law as it is now.
- (C) That vision of law is just going to have to go.
- (D) We must learn to see the discipline of law as a method for adapting to technological change, not a series of presently existing rules. We must attend to change in law, rather than its present state.

7. p30-no.06

Good science communication requires attention to both the science and the presentation.

- (A) In general practice, the vast majority of scientific effort is in the collection and analysis of data, with little time or resources devoted to the communication of science. Rather than science communication being an afterthought, it is essential to factor in the time and resources that are needed for developing a quality communication product.
- (B) If the science is good, but it is not presented well, it loses its power and impact.
- (C) If the science is not good, it does not matter how well you dress it up — it is still not good science.
- (D) In the worst case scenario, this becomes an indulgent hobby for the self-edification of the scientist and is not used to build the body of knowledge. The goal is to end up with good science that is effectively communicated.

8. p31-no.07

An accurate conceptualization of the obesity epidemic is that people are responding to the forces in their environment, rather than lacking in will power and self-control.

- (A) The real solution would be to control and reduce those forces that are causing the tsunami: change the cues we are exposed to on a daily basis or make explicit the cues we cannot change. Only then will people be able to make good use of the swimming lessons they receive, and bring themselves into energy balance according to their individual preferences.
- (B) People cannot change their responses to cues they do not perceive. Unless we focus on a more appropriate response, the obesity epidemic will continue.
- (C) A metaphor that more truly captures the phenomenon is the tsunami. The environmental tsunami of cues and stimuli artificially make people hungry and lead them to unintentionally overconsume and to remain excessively sedentary.
- (D) The societal response to the tsunami has been to provide swimming lessons and cheerleaders. The response has clearly not been proportional to the threat.

9. p31-no.08

Turning good ideas into robust innovations requires that the ideas be changed from bare-bones possibilities to something in which investors can see value.

(A) Instead, the advocates hoped that the value would be self-apparent (it seldom is) or they made inflated projections of the timing and size of the return on the investment, thereby alienating the investors who distrust hype.

(B) Some great ideas are overlooked because their advocates did not provide a sufficiently compelling picture of the potential attractiveness of the innovation.

(C) The process of idea management should include a process step that turns the idea into a sufficiently complete picture in which potential investors can see the real value and risks of investing.

(D) This "deal-making" process resembles the investment process that venture capitalists require for their investments under consideration.

Q. 문맥 상 다음 문장들의 적절한 순서를 쓰시오.

문장배열(문제지)

1. p26-Gateway

- (A) Historically, the professions and society have engaged in a negotiating process intended to define the terms of their relationship.
- (B) Society's granting of power and privilege to the professions is premised on their willingness and ability to contribute to social well-being and to conduct their affairs in a manner consistent with broader social values.
- (C) At the heart of this process is the tension between the professions' pursuit of autonomy and the public's demand for accountability.
- (D) As Edmund Burke observed two centuries ago, "Men are qualified for civil liberty in exact proportion to their disposition to put moral chains upon their own appetites." Autonomy has never been a one-way street and is never granted absolutely and irreversibly.
- (E) It has long been recognized that the expertise and privileged position of professionals confer authority and power that could readily be used to advance their own interests at the expense of those they serve.

2. p28-no.01

- (A) While we wish that we could simply erase it from our record, we, of course, can't do that.
- (B) Every crisis has a fallout period, and the only way to recover from a crisis is to be mindful of the work that it is going to take to make that happen. If our actions negatively affected other people, they might not be prepared to move on as quickly as we are.
- (C) But you've heard the expression "Haste makes waste"? We usually want to rush and leave the difficulties that we've experienced in life behind us as quickly as possible, but that can make matters worse and lead to bigger problems.
- (D) Many of us wrongly choose to quickly sweep it under the rug in an impatient attempt to move on.
- (E) At some point, we all find ourselves suffering the consequences of a bad situation that we have put ourselves in.

3. p28-no.02

- (A) Thus, perceptions — not competitive demands themselves — determine the amount and nature of stress we experience.
- (B) Stress is a substantial imbalance between what we believe is demanded of us (competitive demand) and what we perceive our capabilities to be for meeting those demands (personal control), for situations in which success is important.
- (C) The premise of self-talk is that beliefs determine the impact of a competitive situation more than the

situation itself does; our thoughts are more responsible for our actions than are the situations we practice and compete in.

(D) Most coaches and athletes have a basic idea of what stress is, but they may not fully understand its complicated aspects.

(E) One athlete may view a stadium full of people as "a great opportunity to show this crowd what I can do," while another may worry about "how embarrassed I'll be messing up in front of this crowd." It's the same stadium full of people, but different reactions can lead to either flow or choking.

(F) When appraisal is positive, we view a tough opponent as a challenge, which enhances performance, but negative appraisals prompt us to view difficult situations as threats, which hurts performance.

4. p29-no.03

(A) If we are wise, we will see the danger and won't put ourselves in that situation. Similarly, when we see the uncontrollable nature of attachment and its outcomes in our lives, we remain friendly and kind to others, but don't let our mind get hopelessly caught in the current of clinging.

(B) However, the water was up to the middle of our thighs, and we could have easily been thrown by the force of the water currents and been severely injured.

(C) This is exactly what happens with excessive attachment to family: we are helplessly carried away by the force of attachment and are battered on the rocks as the water tosses us downstream.

(D) We kept losing the bottles due to the powerful force of the water in the stream.

(E) One person wanted to go in the water and walk across the stream.

(F) On a camping trip my friends and I were filling our water bottles at a stream.

5. p29-no.04

(A) Engineering knowledge must fit together with other forms of knowledge. Engineering expertise is not simply in "the technical" but in integrating the "technical" with many other kinds of knowledge.

(B) When the work of engineers is understood to be part of a sociotechnical system, the traditional notion of engineering expertise is somewhat disrupted.

(C) Engineers are experts because they have the ability to design products that take into account and mesh with a complex world of people, relationships, institutions, and artifacts. When engineers keep in mind the values and politics that are promoted (or weakened) by their creations, they are more likely to have the effects they intend.

(D) While engineering expertise traditionally has been focused on the so-called technical aspects of their work, a focus on sociotechnical systems suggests that engineering undertakings involve much more than statistics, measurements, and equations.

(E) Successful engineering requires an understanding of the existing artifactual and social world in which devices and machines will have to fit.

6. p30-no.05

- (A) It's like driving a car: many people look at the speedometer to see how fast they are going. That's looking at the law as it is now.
- (B) That vision of law is just going to have to go.
- (C) We can no longer afford to see law as a series of dry and dusty legal codes that, in the face of evolving technology, are already outdated by the time the laws are printed.
- (D) We must learn to see the discipline of law as a method for adapting to technological change, not a series of presently existing rules. We must attend to change in law, rather than its present state.
- (E) But we need to be looking at how fast we are accelerating. That's a different way to look at law, and one that is necessary if law is to keep pace with technology.

7. p30-no.06

- (A) Good science communication requires attention to both the science and the presentation.
- (B) If the science is good, but it is not presented well, it loses its power and impact.
- (C) In general practice, the vast majority of scientific effort is in the collection and analysis of data, with little time or resources devoted to the communication of science. Rather than science communication being an afterthought, it is essential to factor in the time and resources that are needed for developing a quality communication product.
- (D) If the science is not good, it does not matter how well you dress it up — it is still not good science.
- (E) In the worst case scenario, this becomes an indulgent hobby for the self-edification of the scientist and is not used to build the body of knowledge. The goal is to end up with good science that is effectively communicated.

8. p31-no.07

- (A) An accurate conceptualization of the obesity epidemic is that people are responding to the forces in their environment, rather than lacking in will power and self-control.
- (B) The real solution would be to control and reduce those forces that are causing the tsunami: change the cues we are exposed to on a daily basis or make explicit the cues we cannot change. Only then will people be able to make good use of the swimming lessons they receive, and bring themselves into energy balance according to their individual preferences.
- (C) The societal response to the tsunami has been to provide swimming lessons and cheerleaders. The response has clearly not been proportional to the threat.
- (D) People cannot change their responses to cues they do not perceive. Unless we focus on a more appropriate response, the obesity epidemic will continue.
- (E) A metaphor that more truly captures the phenomenon is the tsunami. The environmental tsunami of cues and stimuli artificially make people hungry and lead them to unintentionally overconsume and to remain excessively sedentary.

9. p31-no.08

- (A) The process of idea management should include a process step that turns the idea into a sufficiently complete picture in which potential investors can see the real value and risks of investing.
- (B) This "deal-making" process resembles the investment process that venture capitalists require for their investments under consideration.
- (C) Some great ideas are overlooked because their advocates did not provide a sufficiently compelling picture of the potential attractiveness of the innovation.
- (D) Turning good ideas into robust innovations requires that the ideas be changed from bare-bones possibilities to something in which investors can see value.
- (E) Instead, the advocates hoped that the value would be self-apparent (it seldom is) or they made inflated projections of the timing and size of the return on the investment, thereby alienating the investors who distrust hype.

Q. 글의 흐름으로 보아, 주어진 문장이 들어가기에 가장 적절한 곳을 고르시오.

문장삽입(문제지)

1. p26-Gateway

It has long been recognized that the expertise and privileged position of professionals confer authority and power that could readily be used to advance their own interests at the expense of those they serve.

Historically, the professions and society have engaged in a negotiating process intended to define the terms of their relationship. (1) At the heart of this process is the tension between the professions' pursuit of autonomy and the public's demand for accountability. (2) Society's granting of power and privilege to the professions is premised on their willingness and ability to contribute to social well-being and to conduct their affairs in a manner consistent with broader social values. (3) As Edmund Burke observed two centuries ago, "Men are qualified for civil liberty in exact proportion to their disposition to put moral chains upon their own appetites." (4) Autonomy has never been a one-way street and is never granted absolutely and irreversibly. (5)

2. p28-no.01

Every crisis has a fallout period, and the only way to recover from a crisis is to be mindful of the work that it is going to take to make that happen.

At some point, we all find ourselves suffering the consequences of a bad situation that we have put ourselves in. (1) While we wish that we could simply erase it from our record, we, of course, can't do that. Many of us wrongly choose to quickly sweep it under the rug in an impatient attempt to move on. (2) But you've heard the expression "Haste makes waste"? (3) We usually want to rush and leave the difficulties that we've experienced in life behind us as quickly as possible, but that can make matters worse and lead to bigger problems. (4) If our actions negatively affected other people, they might not be prepared to move on as quickly as we are. (5)

3. p28-no.02

The premise of self-talk is that beliefs determine the impact of a competitive situation more than the situation itself does; our thoughts are more responsible for our actions than are the situations we practice and compete in.

Most coaches and athletes have a basic idea of what stress is, but they may not fully understand its complicated aspects. Stress is a substantial imbalance between what we believe is demanded of us (competitive demand) and what we perceive our capabilities to be for meeting those demands (personal control), for situations in which success is important. (1) Thus, perceptions — not competitive demands themselves — determine the amount and nature of stress we experience. (2) When appraisal is positive,

we view a tough opponent as a challenge, which enhances performance, but negative appraisals prompt us to view difficult situations as threats, which hurts performance. (③) One athlete may view a stadium full of people as "a great opportunity to show this crowd what I can do," while another may worry about "how embarrassed I'll be messing up in front of this crowd." (④) It's the same stadium full of people, but different reactions can lead to either flow or choking.

4. p29-no.03

However, the water was up to the middle of our thighs, and we could have easily been thrown by the force of the water currents and been severely injured.

On a camping trip my friends and I were filling our water bottles at a stream. (①) We kept losing the bottles due to the powerful force of the water in the stream. (②) One person wanted to go in the water and walk across the stream. (③) This is exactly what happens with excessive attachment to family: we are helplessly carried away by the force of attachment and are battered on the rocks as the water tosses us downstream. (④) If we are wise, we will see the danger and won't put ourselves in that situation. (⑤) Similarly, when we see the uncontrollable nature of attachment and its outcomes in our lives, we remain friendly and kind to others, but don't let our mind get hopelessly caught in the current of clinging.

5. p29-no.04

Engineering knowledge must fit together with other forms of knowledge.

When the work of engineers is understood to be part of a sociotechnical system, the traditional notion of engineering expertise is somewhat disrupted. (①) While engineering expertise traditionally has been focused on the so-called technical aspects of their work, a focus on sociotechnical systems suggests that engineering undertakings involve much more than statistics, measurements, and equations. (②) Successful engineering requires an understanding of the existing artifactual and social world in which devices and machines will have to fit. (③) Engineering expertise is not simply in "the technical" but in integrating the "technical" with many other kinds of knowledge. (④) Engineers are experts because they have the ability to design products that take into account and mesh with a complex world of people, relationships, institutions, and artifacts. (⑤) When engineers keep in mind the values and politics that are promoted (or weakened) by their creations, they are more likely to have the effects they intend.

6. p30-no.05

We must attend to change in law, rather than its present state.

We can no longer afford to see law as a series of dry and dusty legal codes that, in the face of evolving technology, are already outdated by the time the laws are printed. That vision of law is just going to have to go. (①) We must learn to see the discipline of law as a method for adapting to technological change, not a series of presently existing rules. (②) It's like driving a car: many people look at the speedometer to see how fast they are going. (③) That's looking at the law as it is now. (④) But we need to be looking at

how fast we are accelerating. (5) That's a different way to look at law, and one that is necessary if law is to keep pace with technology.

7. p30-no.06

In general practice, the vast majority of scientific effort is in the collection and analysis of data, with little time or resources devoted to the communication of science.

Good science communication requires attention to both the science and the presentation. (1) If the science is not good, it does not matter how well you dress it up — it is still not good science. (2) If the science is good, but it is not presented well, it loses its power and impact. (3) In the worst case scenario, this becomes an indulgent hobby for the self-edification of the scientist and is not used to build the body of knowledge. (4) The goal is to end up with good science that is effectively communicated. (5) Rather than science communication being an afterthought, it is essential to factor in the time and resources that are needed for developing a quality communication product.

8. p31-no.07

The real solution would be to control and reduce those forces that are causing the tsunami: change the cues we are exposed to on a daily basis or make explicit the cues we cannot change.

An accurate conceptualization of the obesity epidemic is that people are responding to the forces in their environment, rather than lacking in will power and self-control. A metaphor that more truly captures the phenomenon is the tsunami. The environmental tsunami of cues and stimuli artificially make people hungry and lead them to unintentionally overconsume and to remain excessively sedentary. (1) The societal response to the tsunami has been to provide swimming lessons and cheerleaders. (2) The response has clearly not been proportional to the threat. (3) People cannot change their responses to cues they do not perceive. (4) Unless we focus on a more appropriate response, the obesity epidemic will continue. (5) Only then will people be able to make good use of the swimming lessons they receive, and bring themselves into energy balance according to their individual preferences.

9. p31-no.08

Instead, the advocates hoped that the value would be self-apparent (it seldom is) or they made inflated projections of the timing and size of the return on the investment, thereby alienating the investors who distrust hype.

Turning good ideas into robust innovations requires that the ideas be changed from bare-bones possibilities to something in which investors can see value. (1) Some great ideas are overlooked because their advocates did not provide a sufficiently compelling picture of the potential attractiveness of the innovation. (2) The process of idea management should include a process step that turns the idea into a sufficiently complete picture in which potential investors can see the real value and risks of investing. (3) This "deal-making" process resembles the investment process that venture capitalists require for their

investments under consideration. (④)

어휘선택 (정답지)

1. p26-Gateway

- engaged [해설] engaged (~을 하느라) 바쁜[열심인] occupied 사용 중인, 바쁜, 분주한
- intended [해설] intended 의도된, 계획된 pretend ~인 척하다, 주장하다; 가짜의
- pursuit [해설] pursuit 추구, 뒤쫓음, 추적, 일 purity 청결, 순수, 청정
- autonomy [해설] autonomy 자치권, 자율(성), 독립 anatomy 해부학
- premised [해설] premise 전제하다 promise 약속; 약속하다
- willingness [해설] willingness 기꺼이 하기, 흔쾌히 하는 마음 wellness 건강, 건강 관리
- contribute [해설] contribute 공헌하다, 기여[기부]하다 attribute 특성, 특질; ~의 탓으로 하다
- consistent [해설] consistent 일관된, 변함없는, 한결같은 resistant 저항하는, 건디는, 내성이 있는
- recognized [해설] recognized (존재가) 인정된 retreat 물러서다, 후퇴하다; 후퇴, 퇴각, 피난처
- advance [해설] advance 사전의; 진보, 전진; 진보하다, 제기하다 adapt 조정하다, 적응시키다, 개작하다
- qualified [해설] qualified 자격이 있는, 적임의 quantify 수량화하다, 정량하다
- proportion [해설] proportion 비율, 부분, 비례, 균형, (-s) 크기, 규모 portion 일부, 부분, 비율, 1 인분; 분할하다
- disposition [해설] disposition 성향, 성질, 배치, 배열 proposition 주장, 제안, 제의
- granted [해설] grant 수여하다 greet 인사하다, 맞이하다

2. p28-no.01

- suffering [해설] suffering 고통, 괴로움, 고난; 괴로워하는, 고통을 겪는 recover 회복[복구]하다, 되찾다
- erase [해설] erase 지우다, 말소하다 evoke 일깨우다, 자아내다, 불러내다
- sweep [해설] sweep 휩쓸다, 청소하다, 일소하다 keep
- impatient [해설] impatient 조급한, 성급한, 참을성 없는 important 중요한
- difficulties [해설] difficulty 어려움 difference 차이, 다른점
- mindful [해설] mindful 의식하는, 염두에 두는 mindless 머리를 쓰지 않는, 분별없는
- happen [해설] happen 일어나다, 생기다, 우연히 ~하다 cease 중지하다, 그만두다
- negatively [해설] negatively 부정적으로 positively 긍정적으로
- prepared [해설] prepared 조리된 prolonged 지속적인

3. p28-no.02

- complicated [해설] complicated 복잡한, 이해하기 어려운 refined 정제된, 세련된
- imbalance [해설] imbalance 불균형 balance 균형을 맞추다
- demanded [해설] demand 요구하다, 필요로 하다; 요구, 수요 supply 공급하다, 주다; 공급
- perceive [해설] perceive 인식하다, 지각하다 persist 고집하다, 지속하다
- competitive [해설] competitive 경쟁력이 있는, 경쟁하는 competent 유능한, 능숙한, 자격이 있는
- determine [해설] determine 결심[결정]하다, 알아내다 eliminate 없애다, 제거하다, 실격시키다

- 30. determine [해설] determine 결심[결정]하다, 알아내다 detain 붙들다, 지체하게 하다, 억류하다
- 31. responsible [해설] responsible 책임있는 responsive 응답하는, 반응하는
- 32. compete [해설] compete 다투다, 겨루다, 경쟁하다 cooperate 협조하다, 협동하다
- 33. enhances [해설] enhance 향상시키다, 강화하다, 높이다 reduce 줄이다, 낮추다, 감소하다
- 34. negative [해설] negative 부정적인 affirmative 긍정하는, 적극적인; 긍정
- 35. prompt [해설] prompt 즉각적인, 신속한; 유발[자극]하다, 촉구하다 prolong 연장하다, 오래 계속되다
- 36. worry [해설] worry 걱정, 우려 forget 잊다
- 37. messing [해설] mess 혼란, 엉망진창; 어질러 놓다, 더럽히다 mass 대중적인

4. p29-no.03

- 38. powerful [해설] powerful 영향력 있는, 강한, 강렬한 boastful 뽐내는, 자랑하는
- 39. wanted [해설] wanted ~을 구함, ~ 모집 reject 거부하다, 거절하다
- 40. easily [해설] easily 쉽게 hardly 거의 ~아니다
- 41. currents [해설] currents 조류 currency 통화, 유통 화폐
- 42. excessive [해설] excessive 과도한, 지나친, 터무니없는 expensive 고가의, 비싼
- 43. attachment [해설] attachment 부착(물), 부속품, 애착 detachment 분리감
- 44. Similarly [해설] similarly 유사하게, 마찬가지로 however 그러나
- 45. uncontrollable [해설] uncontrollable 통제할 수 없는 controllable 통제가능한
- 46. clinging [해설] cling 달라붙다 click 갑자기 이해되다, 직감적으로 파악되다

5. p29-no.04

- 47. disrupted [해설] disrupt 방해하다, 교란[붕괴]시키다; 혼란된, 분열된 disregard 무시, 묵살; 무시[묵살]하다
- 48. undertakings [해설] undertake (책임을 맡아서) 착수하다[하다] undergo 겪다, 경험하다, 견디다
- 49. involve [해설] involve 포함[수반]하다, 필요로 하다, 관련시키다 require 필요로 하다, 요구하다
- 50. understanding [해설] understanding 이해(심), 양해 receive 받다, 받아들이다
- 51. fit [해설] fit ~에 맞다; 건강한; 어울림 fix 고치다, 고착시키다, 정하다
- 52. integrating [해설] integrate 통합하다, 융합하다, 결합시키다 aggravate 악화시키다, 심화시키다
- 53. intend [해설] intend ~할 작정이다, 의도하다 intrude 침입[방해]하다, 강요하다

6. p30-no.05

- 54. afford [해설] afford ~할 여유가 있다, 제공하다 offend 범죄를 저지르다, 기분 상하게[불쾌하게] 하다
- 55. outdated [해설] outdated 구식인, 시대에 뒤진, 기한이 지난 outstanding 뛰어난, 두드러진, 미해결된
- 56. adapting [해설] adapt 조정하다, 적응시키다, 개작하다 breach 위반, 파괴; 위반하다
- 57. attend [해설] attend 참석하다, 보살피다 arrange 정리[준비]하다, 배열[배치]하다, 각색하다
- 58. accelerating [해설] accelerating 가속화되고 있는 acclaim 갈채를 보내다, 칭송[환호]하다; 찬사
- 59. necessary [해설] necessary 필요한, 필연적인; (-s) 필수품 unnecessary 불필요한, 쓸데없는

7. p30-no.06

- 60. matter [해설] matter 문제, 사안, 물질; 문제가 되다, 중요하다 master 숙달하다
- 61. presented [해설] present 제공하다, 주다; 현재의, 출석한; 현재, 선물 preserved 보존된
- 62. indulgent [해설] indulgent 멋대로 하게 하는 indigent 가난한, 궁핍한
- 63. effectively [해설] effectively 효과적으로, 사실상, 실질적으로 relatively 비교적, 상대적으로
- 64. collection [해설] collection 수집, 소장품, 수금, 징수 correction 교정, 수정, 정정
- 65. devoted [해설] devoted 헌신적인 dictated 지시된, 명령한
- 66. essential [해설] essential 근본적인, 본질적인, 필수적인 affluent 부유한, 유복한

8. p31-no.07

- 67. responding [해설] respond 대답[응답]하다 respect 존중하다; 존중, 관련, 주의, (측)면, (-s) 안부
- 68. captures [해설] capture 사로잡다, 점유하다; 포획, 포착 cast 던지다, (빛을) 발하다, 주조하다; 배역(을 맡기다)
- 69. artificially [해설] artificially 인공적으로, 인위적으로 apparently 명백하게, 외견상으로
- 70. unintentionally [해설] unintentionally 본의 아니게, 무심코, 별다른 뜻 없이 deliberately 의도[계획]적으로, 신중하게
- 71. overconsume [해설] overconsume 과도하게 소비하다 overcome 극복하다, (남을) 이기다
- 72. sedentary [해설] sedentary 앉아서 하는, 좌식의, 정착성의 secondary 중등교육의, 부수적인, 제 2 의
- 73. provide [해설] provide 주다, 공급하다 prohibit 금지하다, 금하다
- 74. threat [해설] threat 협박, 위협, 조짐 opportunity 기회
- 75. perceive [해설] perceive 인식하다, 지각하다 permit 허락하다; 허가(증)
- 76. appropriate [해설] appropriate 적절한, 적합한, 타당한 irrelevant 무관한, 상관없는, 부적절한
- 77. reduce [해설] reduce 줄이다, 낮추다, 감소하다 reinforce 강화하다, 보강하다
- 78. exposed [해설] exposed (위험 등에) 노출된 exhibit 전시하다, 보여 주다, 드러내다; 전시(품)
- 79. receive [해설] receive 받다, 받아들이다 retrieve 되찾다, 구하다, 회상하다, 검색하다
- 80. preferences [해설] preference 선호, 애호 reference 참고 (문헌), 참조, 언급

9. p31-no.08

- 81. overlooked [해설] overlook 간과하다, 눈감아 주다, 내려다보다 overwhelmed 압도된
- 82. compelling [해설] compelling 강렬한, 주목하지 않을 수 없는 selective 선별적인, 선택적인
- 83. inflated [해설] inflated 부풀린, 과장된 deflated 기분이 상한, 사기가 꺾인
- 84. alienating [해설] alienate 멀리하다, 소원하게 하다, 양도하다 alleviate (고통 등을) 완화하다, 덜다
- 85. resembles [해설] resemble 닮다, 비슷[유사]하다 assemble 모으다, 조립하다
- 86. venture [해설] venture 모험, 모험적 행위; 위험을 무릅쓰고 하다 vent 통풍구; (감정 등을) 터뜨리다, 표출하다

어휘완성 (정답지)

1. p26-Gateway

- | | |
|----------------|-------------------|
| 1. engaged | 2. negotiating |
| 3. intended | 4. pursuit |
| 5. autonomy | 6. accountability |
| 7. premised | 8. contribute |
| 9. consistent | 10. recognized |
| 11. privileged | 12. confer |
| 13. expense | 14. qualified |
| 15. proportion | 16. disposition |
| 17. granted | 18. irreversibly |

2. p28-no.01

- | | |
|---------------|----------------|
| 19. suffering | 20. erase |
| 21. sweep | 22. rug |
| 23. rush | 24. fallout |
| 25. mindful | 26. negatively |
| 27. affected | |

3. p28-no.02

- | | |
|-----------------|-----------------|
| 28. complicated | 29. substantial |
| 30. imbalance | 31. demanded |
| 32. determine | 33. premise |
| 34. self-talk | 35. responsible |
| 36. appraisal | 37. enhances |
| 38. appraisals | 39. prompt |
| 40. embarrassed | 41. messing |
| 42. different | 43. reactions |

4. p29-no.03

- | | |
|--------------------|----------------|
| 44. easily | 45. thrown |
| 46. excessive | 47. attachment |
| 48. helplessly | 49. battered |
| 50. uncontrollable | 51. hopelessly |
| 52. clinging | |

5. p29-no.04

- | | |
|---------------|------------------|
| 53. expertise | 54. disrupted |
| 55. so-called | 56. undertakings |
| 57. existing | 58. fit |
| 59. together | 60. integrating |
| 61. take | 62. account |
| 63. mesh | 64. keep |
| 65. promoted | |

6. p30-no.05

- | | |
|--------------|------------------|
| 66. legal | 67. evolving |
| 68. outdated | 69. discipline |
| 70. existing | 71. attend |
| 72. to | 73. accelerating |
| 74. keep | 75. pace |

7. p30-no.06

- | | |
|----------------------|------------------|
| 76. attention | 77. matter |
| 78. presented | 79. indulgent |
| 80. self-edification | 81. communicated |
| 82. devoted | 83. afterthought |

8. p31-no.07

- | | |
|-----------------------|------------------|
| 84. conceptualization | 85. lacking |
| 86. self-control | 87. metaphor |
| 88. unintentionally | 89. overconsume |
| 90. sedentary | 91. proportional |
| 92. cues | 93. Unless |
| 94. exposed | 95. preferences |

9. p31-no.08

- | | |
|--------------------|----------------|
| 96. robust | 97. bare-bones |
| 98. overlooked | 99. compelling |
| 100. self-apparent | 101. inflated |

- 102. alienating
- 104. hype
- 106. resembles

- 103. distrust
- 105. potential
- 107. consideration

어법선택 (정답지)

1. p26-Gateway

- | | |
|-----------------|---------------|
| 1. have engaged | 2. intended |
| 3. is | 4. is |
| 5. consistent | 6. recognized |
| 7. that | 8. confer |
| 9. could | 10. used |
| 11. serve | 12. qualified |
| 13. granted | |

2. p28-no.01

- | | |
|-------------|--------------|
| 14. that | 15. that |
| 16. that | 17. quickly |
| 18. lead | 19. is |
| 20. that | 21. prepared |
| 22. quickly | |

3. p28-no.02

- | | |
|----------------|-----------------|
| 23. what | 24. its |
| 25. believe | 26. demands |
| 27. themselves | 28. that |
| 29. does | 30. responsible |
| 31. are | 32. enhances |
| 33. hurts | 34. what |
| 35. another | 36. embarrassed |

4. p29-no.03

- | | |
|---------------|-----------------|
| 37. losing | 38. been thrown |
| 39. what | 40. are |
| 41. ourselves | 42. get |

5. p29-no.04

- | | |
|---------------|----------|
| 43. disrupted | 44. that |
| 45. in which | 46. take |
| 47. have | |

6. p30-no.05

- | | |
|--------------|------------------|
| 48. to see | 49. are |
| 50. existing | 51. how |
| 52. is | 53. accelerating |

7. p30-no.06

- | | |
|-------------|---------------|
| 54. how | 55. presented |
| 56. used | 57. is |
| 58. devoted | 59. being |

8. p31-no.07

- | | |
|---------------------|-----------------|
| 60. that | 61. responding |
| 62. is | 63. make |
| 64. unintentionally | 65. excessively |
| 66. has | 67. reduce |
| 68. exposed | 69. be |
| 70. bring | |

9. p31-no.08

- | | |
|----------------|----------------|
| 71. requires | 72. that |
| 73. be | 74. in which |
| 75. overlooked | 76. compelling |
| 77. that | 78. alienating |
| 79. that | 80. in which |
| 81. require | |

문단배열 (정답지)

1. p26-Gateway

C-A-B-D

2. p28-no.01

C-D-A-B

3. p28-no.02

D-A-C-B

4. p29-no.03

D-A-B-C

5. p29-no.04

A-B-C-D

6. p30-no.05

C-D-B-A

7. p30-no.06

C-B-D-A

8. p31-no.07

C-D-B-A

9. p31-no.08

B-A-C-D

문장배열 (정답지)

1. p26-Gateway

A-C-B-E-D

2. p28-no.01

E-A-D-C-B

3. p28-no.02

D-B-A-C-F-E

4. p29-no.03

F-D-E-B-C-A

5. p29-no.04

B-D-E-A-C

6. p30-no.05

C-B-D-A-E

7. p30-no.06

A-D-B-E-C

8. p31-no.07

A-E-C-D-B

9. p31-no.08

D-C-E-A-B

문장삽입 (정답지)

1. p26-Gateway

3

2. p28-no.01

4

3. p28-no.02

2

4. p29-no.03

3

5. p29-no.04

3

6. p30-no.05

2

7. p30-no.06

5

8. p31-no.07

5

9. p31-no.08

2