

내 신 대비문제

YBM 독해와 작문 (신)
1과

[1-2] 다음 글을 읽고 물음에 답하시오

I was in my third year of teaching creative writing at Ralph McKee High School in New York. One day, one of my students, 16-year-old Mikey, ①gave me a note from his mother. It explained his absence from class the day before:

Dear Mr. McCourt,

Mikey's eighty-year-old grandmother fell down the stairs from too much coffee. I kept Mikey home ②to take care of her and his baby sister so I could go to work. Please excuse Mikey and he'll do his best in the future.

P.S. His grandmother is o.k

I had seen Mikey ③writing the note at his desk, using his left hand to change his handwriting. I said nothing. Most parental excuse notes I received in those days were written by my students. (1) They ④was forging excuse notes since they learned to write, and if I were to deal with all of them, I would be busy 24 hours a day. (2) I threw Mikey's note into a desk drawer along with dozens of other notes. (3) One day,

while my classes were taking a test, I decided to read all the notes ⑤that I had never paid attention to before. (4) I made two piles, one for the genuine notes, written by mothers, the other for forgeries. (5) Then, an idea struck me. Why not turn the notes into class material?

1. 밑줄 친 ①-⑤ 중 어법상 틀린 것은?

2. 흐름상 주어진 문장이 들어갈 가장 적절한 것을 (1)-(5) 중에서 고르시오

The second was the larger pile and included imaginative notes and even crazy ones.

[3] 다음 글을 읽고 물음에 답하시오

Then, an idea struck me. Why not turn the notes into class material? (1) The students were the ones who complained that it was hard putting 200 words together on any subject. (2) The notes could be edited into a book of Great American Excuses. (3) How could I have ignored this treasure chest of fiction and fantasy? (4) Here was American high school writing at its best - real, urgent, vivid, brief, ... and lying. I read: (5) "The curtain in the kitchen caught fire. The fire station kept us out of the house all night." "His dog ate his homework. I hope she chokes on it." "We had to move out of our apartment because our bills were overdue. The police officer said if my son kept yelling for his notebook he'd take all of us to the police station."

3. 흐름상 주어진 문장이 들어갈 가장 적절한 것을 (1)-(5) 중에서 고르시오

When they forged excuse notes, however, they were brilliant.

[4-5] 다음 글을 읽고 물음에 답하십시오

The writers of these notes did not realize ①that honest excuse notes were usually boring: “Peter was late because the alarm didn’t go off. The next day I typed a dozen of the excuse notes and handed ②them out to my classes. The students read them silently. “Mr. McCourt, who wrote these?” asked one boy. “You did,” I said. “I deleted names to protect the guilty. They were supposed ③to write by parents, but you and I know the real authors. Yes, Mikey?” “So what are we supposed to do?” “This is the first class ever to study the art of the excuse note - and the first class ever to practice ④writing them. You’re so lucky ⑤to have a teacher like me who has taken your best writing and turned it into a subject of study. Everyone smiled as I went on. “You didn’t settle for the old alarm clock story. You used your imagination. Someday you might be writing excuses for your own children, so try it now. Imagine you have a 15-year-old who needs an excuse for falling behind in English. p _____ me with your notes.”

4. 밑줄 친 ①-⑤ 중 어법상 틀린 것은?

5. 빈칸에 들어갈 말은?

[6-8] 다음 글을 읽고 물음에 답하십시오

The students produced all sorts of excuses. (1) They wrote a note about a big truck ①crashing into a house and a note about a severe case of

food poisoning ②blamed on the school cafeteria. (2) They asked, “More, more. Can we do more?” (3) Heads went down. Pens raced across paper. (4) One girl defended Eve’s misleading of Adam on the grounds ③that Eve was tired of lying around Paradise doing nothing. (5) Eve was also tired of God ④to put his nose in their business. Exciting discussions followed about the guilt of Adam and Eve. No one said anything negative about God, though there were hints. He could have been more understanding of the troubles of the first man and woman, said someone. I wanted my students to continue the discussion to include historical figures because that would involve a combination of imagination and factual knowledge. I asked them to think about someone in history ⑤which could use a good excuse note. I wrote suggestions on the board: Brutus, who killed his stepfather Julius Caesar to defend the Roman Republic. Eva Braun, Hitler’s girlfriend. Duke of Windsor, who abandoned the throne for love. “School should be like this every day”, one of the students said after class. She had a point. I was sorry I hadn’t used my imagination earlier to turn the students’ talents into fun and fruitful class activities.

6. 밑줄 친 ①-⑤ 중 어법상 틀린 것을 찾아 올바르게 고치시오 (2개)

7. 밑줄 친 문장을 가정법으로 바꾸시오

8. 흐름상 주어진 문장이 들어갈 가장 적절한 것을 (1)-(5) 중에서 고르시오

So I said, “I’d like you to write ‘An Excuse Note from Adam to God’ or ‘An Excuse Note from Eve to God’.”

정답

1. 4

2. (5)

3. (2)

4. 3

5. persuade

6. 4 → putting, 5 → who

7. I wished I had used

8. (3)