



## 고1\_2109[기출문제] 40

다음 글의 밑줄 친 부분 중 어법상 어색한 것은?¹ [21년 9월 40번]

Nancy Lowry and David Johnson conducted an experiment to study a teaching environment @where fifth and sixth graders were assigned to interact on a topic. With one group, the discussion was led in a way @that built an agreement. With the second group, the discussion was designed to produce disagreements about the right answer. Students @who easily reached an agreement were less interested in the topic, studied less, and were less likely to visit the library to get additional information. The most noticeable difference, though, was revealed @that teachers showed a special film about the discussion topic - during lunch time! Only 18 percent of the agreement group missed lunch time to see the film, but 45 percent of the students from the disagreement group stayed for the film. The thirst to fill a knowledge gap - to find out @who was right within the group - can be more powerful than the thirst for slides and jungle gyms.

- ① a    ② b    ③ c    ④ d    ⑤ e

다음 글의 흐름으로 보아 빈칸 (A)~(C)에 각각 들어갈 알맞은 한 단어를 본문에서 찾아 그대로 쓰시오.² [21년 9월 40번]

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(A): \_\_\_\_\_

(B): \_\_\_\_\_

(C): \_\_\_\_\_



다음 (A)와 (B)를 바탕으로, 태환이 인근에게 해주었을 조언으로 가장 적절한 것은? [21년 9월 40번]

(A) Nancy Lowry and David Johnson conducted an experiment to study a teaching environment where fifth and sixth graders were assigned to interact on a topic. With one group, the discussion was led in a way that built an agreement. With the second group, the discussion was designed to produce disagreements about the right answer. Students who easily reached an agreement were less interested in the topic, studied less, and were less likely to visit the library to get additional information. The most noticeable difference, though, was revealed when teachers showed a special film about the discussion topic – during lunch time! Only 18 percent of the agreement group missed lunch time to see the film, but 45 percent of the students from the disagreement group stayed for the film. The thirst to fill a knowledge gap – to find out who was right within the group – can be more powerful than the thirst for slides and jungle gyms.

(B) InGeun, who wanted to keep his students motivated in the classroom, decided to change his teaching strategy. Rather than just giving answers by lecture, he planned to have his students find answers themselves through group discussion where students worked cooperatively to find the answers. However, it turned out that his strategy didn't seem to work. Feeling sad and frustrated, he went to his senior teacher, TaeHwan. Having read the study conducted by Nancy and David, he gave InGeun a piece of advice according to the result of the study.

- ① Controversy is the key to improving students' participation and motivation. Cooperation is good, but controversy is better. Use controversy in the class.
- ② Discussion is not a right strategy because lecturing is much more effective and efficient. Just focus on improving your lecture.
- ③ Since students cannot find the right answer on their own, the teacher should provide the answer. Try correcting students whenever they make errors.
- ④ Participation and motivation is not important in building students' academic achievements. Do not care too much about them.
- ⑤ Visual aids are crucial in increasing motivation and participation, but you didn't show students the video related to the topic of the class. Try using it next time.



다음 글의 요지로 가장 적절한 것은?<sup>4</sup> [21년 9월 40번]

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- ① 학생들의 지식 차이를 줄일 수 있도록 해야 토론 수업이 좋다.
- ② 학생들에게 쉬운 것부터 단계적으로 학습시켜야 효과적이다.
- ③ 학습지 간에 서로 의견이 다를 때 그들의 흥미가 증가한다.
- ④ 수업 계획 시 학습자의 관심을 고려하는 것이 필요하다.
- ⑤ 도서관 수업보다 영상 수업이 강화되어야 한다.

다음 글의 요지로 가장 적절한 것은?<sup>5</sup> [21년 9월 40번]

Nancy Lowry and David Johnson conducted an experiment to study a teaching environment where fifth and sixth graders were assigned to interact on a topic. With one group, the discussion was led in a way that built an agreement. With the second group, the discussion was designed to produce disagreements about the right answer. Students who easily reached an agreement were less interested in the topic, studied less, and were less likely to visit the library to get additional information. The most noticeable difference, though, was revealed when teachers showed a special film about the discussion topic - during lunch time! Only 18 percent of the agreement group missed lunch time to see the film, but 45 percent of the students from the disagreement group stayed for the film. The thirst to fill a knowledge gap -to find out who was right within the group - can be more powerful than the thirst for slides and jungle gyms.

- ① 학생들의 특성에 따라 수업환경의 변화가 필요하다.
- ② 토론에 협력하도록 장려될 때 쉽게 합의에 도달한다.
- ③ 특정 주제에 관해 상호작용하는 방식이 학생마다 다르다.
- ④ 의견을 달리하도록 설계된 환경에서 학생들의 흥미는 증가한다.
- ⑤ 의견의 불일치를 보면 학생들이 놀이에 대한 열망이 더 강하다.



다음 글의 괄호 (A), (B), (C) 안에서 문맥에 맞는 낱말로 가장 적절한 것은? [21년 9월 40번]

Nancy Lowry and David Johnson conducted an experiment to study a teaching environment where fifth and sixth graders were assigned to interact on a topic. With one group, the discussion was led in a way that built an agreement. With the second group, the discussion was based on (A)[controversial / uncontroversial] topic, which cause an opinion gap. The result was that students in the latter group, who could who easily reached an agreement were less interested in the topic, and were (B)[more / less] likely to visit the library to get additional information. The most noticeable difference, though, was revealed when teachers showed a special film about the discussion topic - during lunch time! Only 18 percent of the agreement group (C)[had / missed] lunch time to see the film, but 45 percent of the students from the disagreement group stayed for the film. The thirst to fill a knowledge gap -to find out who was right within the group - can be more powerful than the thirst for slides and jungle gyms.

- |   | (A)             | (B)  | (C)    |
|---|-----------------|------|--------|
| ① | controversial   | more | missed |
| ② | uncontroversial | more | had    |
| ③ | controversial   | more | had    |
| ④ | uncontroversial | less | missed |
| ⑤ | controversial   | less | missed |

다음 글의 빈칸에 들어갈 말로 가장 적절한 것은? [21년 9월 40번]

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- ① fill a knowledge gap
- ② remove their prejudice
- ③ endure mental hardships
- ④ seek comfort in doing their tasks
- ⑤ add knowledge to the experience



다음 글의 주제로 가장 적절한 것은?7 [21년 9월 40번]

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- ① the effectiveness of visual materials in class
- ② what happens to the body when students skip lunch
- ③ the role of the teacher in choosing a discussion topic
- ④ difficulties in setting an effective teaching environment
- ⑤ why students need to disagree with each other in discussion

다음 빈칸에 들어갈 말로 가장 적절한 것은?8 [21년 9월 40번]

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- ① fill a knowledge gap
- ② watch the special film
- ③ magnify the differences
- ④ complete the given topic
- ⑤ reach the conclusion quickly



다음 글의 빈칸에 들어갈 말로 가장 적절한 것은?⁹ [21년 9월 40번]

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- ① observe the changes
- ② narrow the gap in knowledge
- ③ change a complicate subject
- ④ teach students the difference
- ⑤ share the interest with each other



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정답

1 ④

2 (A) less  
(B) disagreements  
(C) thirst

3 ④

4 ③

5 ④

6 ③

7 ⑤

8 ①

9 ②