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11-1. 소재 : 자녀들의 더 많은 자유에 대한 요구

1. Historically, children have sought greater freedom to choose how they spend their time and who they spend it with as they grow older.

2. **Initially** parents are cautious in the **concessions** they make in response to such demands.

3. They may often take a step-by-step approach of allowing a certain amount of freedom to test the waters in terms of whether their child can use it responsibly or whether they **abuse** such **privilege** and **run into trouble**.

4. As children enter their teen years and become **physically** more mature, they begin to make greater freedom demands and parents must then **make judgement calls** about how far to relax earlier controls over their child's behaviour.

5. Ultimately concessions must be made not just to alleviate domestic **tensions** but also to allow their offspring to gain greater experience of **self-reliance** in the wider world.

6. Against this background, the mobile phone has become a tool that parents and children can use to meet their separate needs in this complex social dynamic.

*concession 용인 **alleviate 완화하다

11-2. 소재 : 경기 침체기에 소비의 중요성

주제 : 경기 침체시 소비자들의 확신을 가진 소비활동은 매우 중요하다.

1. The importance of the retail sector to the global economy is particularly evident during times of crisis.

2. World leaders, faced with a severe economic **downturn**, look to consumers for help.

3. After 9/11, U.S. President Bush asked Americans to carry on with their lives, not to lose confidence, and to continue spending.

4. Leaders made similar requests **in response to** the recent global **recession**, because when consumers stop buying, the economy grinds to a halt.

5. In contrast, when consumers are confident and spending freely, money flows through **retail stores**, up the **supply chain**, and all the way back to the **manufacturers**, farmers, and other producers, making stops along the way with lawyers, bankers, and other service firms.

6. Meanwhile, governments pick up their **share** through **corporate**, land, income, and consumption taxes.

7. Consumers are at the heart of all of this economic activity.

*recession 경기 후퇴 **grind to a halt 서서히 멈추다

11-3. 소개 : 정체성 주장 강화를 위한 자기표현

요약 : 전문가로서의 정체성에 불안감을 느끼는 사람들은 자신의 정체성에 대한 주장을 강화하기 위해 자기표현을 사용한다

1. People use self-presentation to advance their claims to identity.

2. In some studies, participants were made to feel either secure or insecure about their claims.

3. For example, among participants who aspired to become expert guitarists, some were told that their personality profiles differed markedly from those of expert guitarists, which conveyed the message that the participant was not on his or her way to becoming one of those experts.

4. Others were told that they fit the profile precisely, which made them feel as if they were doing well on their project of becoming an expert guitarist.

5. They were then asked whether they would like to give guitar lessons to beginners, and if so how many.

6. The people who had been made to feel insecure about their claims to becoming expert guitarists wanted to teach many more lessons than the people who were told they were already looking like expert guitarists.

7. The insecure ones wanted to strengthen their claims to being a guitarist by teaching guitar to others, because these others would view them as good guitarists.

11-4. 소재 : 진화를 유발하는 새로운 요구

요약 : 지구상의 생명체는 새로운 요구가 발생할 때 진화를 통해 새로운 구조를 창조함으로써 그 요구를 충족시키며 발전해 왔다.

1. The history of life on Earth shows that **when new needs arise, evolution accommodates them by creating new structures.**

2. In the **primeval** Earth, single-celled creatures joined up to become multicelled ones, surrendering independence in exchange for **collective** power.

3. CO₂-breathing plants cooperated with O₂-breathing animals to create a new **biosphere** in which each could evolve all the faster.

4. **Predators** invented better ways to hunt, so prey invented better defenses, which forced predators to innovate yet again.

5. When **humans** appeared the process picked up speed, with each cycle taking place in centuries rather than millennia.

6. Plows led to better harvests, which gave people leisure time to invent better plows.

7. **Telegraphs** let newspapers go national, which created a demand for better **journalistic** tools such as teletypewriters.

8. New computer chips let electrical engineers create even faster chips.

9. **Each push triggers a pull**, which sets the stage for another push.

11-[5~7]. 생략

11-8. 소재 : 자기 감시

요약 : 자기 감시는 자기 자신과 자신이 남들에게 어떻게 특정한 인상을 주고 있는지를 의식하는 과정이며, 이를 통해 잘못된 언행을 바로 잡을 수 있다.

1. Self-monitoring is a process of being aware of yourself and how you are coming across to others.

2. It involves being sensitiv to other people’s expressions and reactions and using this information in deciding how to act and what roles to play.

3. In other words, it is a process of observing, analyzing, and regulating your own behavior in relation to the response of others.

4. Self-monitoring is an internal thought process, so others probably don't know that you are monitoring and making choices about how to act.

5. Think of the times when you consciously monitored how you were coming across in a situation.

6. If you have ever been in an unfamiliar situation and made a flip remark that was met with stares or glares, you may have said to yourself, "Wow, that was a stupid thing to say! Let me see if I can fix it."

7. Then, based on this self-monitoring, you are able to make a repair.

*flip 경솔한 **glare 노려봄

11-9. 소재 : 신화적 사고방식에서 과학적 사고방식으로의 전환

1. Ancient people explained their world using stories known as myths.

2. The Bakuba people of central Africa thought [the world was formed // when a giant was sick.]

3. The ancient Romans believed [that storms and earthquakes were caused when Neptune, the god of the sea, was angry.]

4. Then from about 2,500 years ago, Greek **philosophers** such as Thales of Miletus and Aristotle began to question the workings of the universe based on what they could see around them.

5. They were the first people in recorded history to think as scientists, building knowledge by **observing** natural **phenomena**.

6. Thinkers made new discoveries and developed new theories in other parts of the ancient world, too, including Egypt, India, and China.

7. Although some of the ideas of these pioneers were later proved wrong, their revolutionary ways of thinking **laid the foundations of** modern science.

11-10. 소재 : 혐오 표현

요약 : 차별적이고 혐오에 찬 견해의 표현을 처벌하면 언론의 자유를 위반하고 집단 간 불신과 차별 증가를 가져 오지만, 건설적인 교육적 전략을 쓰면, 부주의로 혐오에 찬 편견을 전하는 사람에게 더 긍정적인 반응을 끌어낼 수 있고, 의식적으로 표현하는 사람의 견해를 바꾸고 그 영향력을 억제하는 데도 더 유망하다

1. Violent and **discriminatory** conduct must be **swiftly** punished, and speech **conveying** discriminatory, hateful ideas should be strongly **contradicted**.

2. But punishing ideas (we consider hateful or discriminatory) not only violates the fundamental free speech principles; it also may well increase intergroup distrust and discrimination rather than reducing them.

3. Evidence suggests that none of us is **immune from "implicit"** or unconscious **biases that pervade** our society, with its entrenched structural discrimination.

4. **Therefore**, speech **that reflects** discriminatory stereotypes) can often result from **ignorance or insensitivity rather than malevolence**.

5. Of course, we must **vigorously** combat bias, including the unintended variety.

6. But the tools for doing so should be adjusted **appropriately**.

7. Someone **who negligently** conveys stereotyped views) **is** likely to respond more positively to constructive educational **outreach** than to **accusations** of and punishment for "hate speech."

8. Indeed, even for people who consciously **harbor** and express hateful views, educational strategies are more promising than censorship for altering such views and curbing their influence.

*entrenched 견고한 **malevolence 악의 ***curb

11-11. 소재 : 음악 교육에 과학 기술을 도입하는 문화적 동기

1. A motivation for **incorporating** technology into music instruction could be cultural rather than pedagogical.

2. As a field, education is **inherently** slow to change.

3. Before becoming a teacher, a person will have been deeply socialized in the educational process for seventeen years or more by his or her experiences as a student.

4. After all of these years of observing teachers, we tend to teach as we were taught.

5. Although this can be beneficial when good teaching practice is transmitted forward through the generations, it can also be a drawback when new approaches are left untapped.

6. Previous generations of music teachers did not use computers and digital technologies, not because they chose not to but simply because the technology was not available.

7. Not only is it a professional educator's responsibility to explore the pedagogical benefits of new technologies, but it is also important that instruction remains current and connected to society.

8. A music classroom that has no technology runs the risk of appearing to parents and **administrators** as not being relevant to the musical practices of society, or even worse, actually being disconnected from the experiences of the students.

*pedagogical 교육적인 **untapped 이용되지 않은