



14-G

1 다음 글에서 전체 흐름과 관계없는 것은?

The earliest humans had access to only a very limited number of materials, those that occur naturally stone, wood, clay, skins, and so on. With time, they discovered techniques for producing materials that had properties superior to those of the natural ones: these new materials included pottery and various metals. Furthermore, it was discovered that the properties of a material could be altered by heat treatments and by the addition of other substances. ㉠At this point, materials utilization was totally a selection process that involved deciding from a given, rather limited set of materials, the one best suited for an application based on its characteristics. ㉡The use of natural materials is dangerous because the dangers posed by fire are real. ㉢It was not until relatively recent times that scientists came to understand the relationships between the structural elements of materials and their properties. ㉣This knowledge acquired over approximately the past 100 years has empowered them to fashion, to a large degree, the characteristics of materials. ㉤Thus, tens of thousands of different materials have evolved with rather specialized characteristics that meet the needs of our modern and complex society, including metals, plastics, glasses, and fibers.

- ① ㉠    ② ㉡    ③ ㉢    ④ ㉣    ⑤ ㉤

2 주어진 글 다음에 이어질 글의 순서로 가장 적절한 것은?

The earliest humans had access to only a very limited number of materials, those that occur naturally: stone, wood, clay, skins, and so on.

(A) During this period, the utilization of materials relied entirely on a selection process, wherein individuals chose the most suitable material from a relatively restricted set based on its specific properties. It wasn't until relatively recent times, roughly within the past century, that scientists gained an understanding of the connections between the structural elements of materials and their properties.

(B) With time, they developed techniques for creating materials with enhanced properties, including pottery and various metals. Moreover, they discovered that altering materials' characteristics was possible through processes involving heat treatments and the addition of other substances.

(C) This knowledge has provided them with the ability to significantly manipulate the characteristics of materials. Consequently, our modern and complex society now benefits from the development of tens of thousands of distinct materials, each designed with specialized properties to meet its diverse needs.

- ① (A) - (B) - (C)    ② (B) - (A) - (C)  
 ③ (B) - (C) - (A)    ④ (C) - (A) - (B)  
 ⑤ (C) - (B) - (A)



3 다음 글의 흐름으로 보아, 주어진 문장이 들어가기에 가장 적절한 곳은?

This knowledge, acquired over approximately the past 100 years, has empowered them to fashion, to a large degree, the characteristics of materials

The earliest humans had access to only a very limited number of materials, those that occur naturally: stone, wood, clay, skins, and so on. (A) With time, they discovered techniques for producing materials that had properties superior to those of the natural ones; these new materials included pottery and various metals. (B) Furthermore, it was discovered that the properties of a material could be altered by heat treatments and by the addition of other substances. (C) At this point, materials utilization was totally a selection process that involved deciding from a given, rather limited set of materials, the one best suited for an application based on its characteristics. (D) It was not until relatively recent times that scientists came to understand the relationships between the structural elements of materials and their properties. (E) Thus, tens of thousands of different materials have evolved with rather specialized characteristics that meet the needs of our modern and complex society, including metals, plastics, glasses, and fibers.

- ① (A)    ② (B)    ③ (C)    ④ (D)    ⑤ (E)



14-1

다음 글을 읽고 물음에 답하시오.

Improvements have been found in children's empathy following an intervention ①designed to increase empathy and social understanding through literature. Lysaker, Tonge, Gauson, and Miller used what they called relationally oriented reading instruction to promote second- and third-grade children's ability to infer and imagine the thoughts and feelings of others. The children, who were chosen because they were experiencing difficulties with social relationships, were provided with books ②depicted adults or children who were working through social-emotional problems. (A)교사들은 생각과 관련된 토론에 아이들을 참여시켰다, feelings, intentions, and emotions of the book characters. The teacher expressed empathy for the characters and modeled her thinking about ③how she inferred the characters' feelings. The children were asked to do the same, and they wrote a reader response to the books. After 8 weeks of intervention, children displayed a significant improvement on objective measures of empathy.

4 윗글의 밑줄 친 (A)에서 한글 해석을 보기의 주어진 단어만을 변형 없이 모두 사용하여 서술하시오.

&lt;보기&gt;

related to / engaged / teachers / the children /  
in discussions / the thoughts

답:

\_\_\_\_\_

5 윗글의 밑줄 친 ①~③에서 어법상 어색한 부분 1개를 찾아 바르게 고치고 이유를 서술하시오.

답: (1) 어색한 부분: \_\_\_\_\_, 고친 내용:

\_\_\_\_\_

(2) 이유:

\_\_\_\_\_



6 다음 글의 내용과 일치하지 않는 것끼리 짝지어진 것은?

Improvements have been found in children's empathy following an intervention designed to increase empathy and social understanding through literature. Lysaker, Tonge, Gauson, and Miller used what they called relationally oriented reading instruction to promote second- and third-grade children's ability to infer and imagine the thoughts and feelings of others. The children, who were chosen because they were experiencing difficulties with social relationships, were provided with books depicting adults or children who were working through social-emotional problems. Teachers engaged the children in discussions related to the thoughts, feelings, intentions, and emotions of the book characters. The teacher expressed empathy for the characters and modeled her thinking about how she inferred the characters' feelings. The children were asked to do the same, and they wrote a reader response to the books. After 8 weeks of intervention, children displayed a significant improvement on objective measures of empathy.

㉠The children from two different grades participated in the study.

㉡The children who had good social relationships were selected.

㉢The children read a book describing people suffering from social and emotional problems.

㉣The children participated in a discussion about the characters in the book.

㉤Teachers didn't reveal their feeling about the characters to the children.

㉥After eight weeks, children were able to empathize more with other people's feelings.

① a, e      ② b, e      ③ b, f

④ c, d      ⑤ d, f



다음 글을 읽고 물음에 답하시오.

(A)(design, and, understanding, found, in, literature, follow, an intervention, social, to, increase, children's empathy, have, improvements, been, through, empathy). Lysaker, Tonge, Gauson, and Miller used what they called relationally oriented reading instruction to promote second- and third-grade children's ability to infer and imagine the thoughts and feelings of others. The children, who were chosen because they were experiencing difficulties with social relationships, were provided with books depicting adults or children who were working through social-emotional problems. Teachers engaged the children in discussions related to the thoughts, feelings, intentions, and emotions of the book characters. The teacher expressed empathy for the characters and modeled her thinking about how she inferred the characters' feelings. The children were asked to do (B)the same, and they wrote a reader response to the books. After 8 weeks of intervention, children displayed a significant improvement on objective measures of empathy.

7 윗글의 밑줄 친 (A)의 단어를 모두 사용하여 의미에 맞게 완전한 문장을 만드시오.

<조건>

필요시 형태를 수정할 것

문법, 철자, 주어진 단어를 모두 사용하지 않을 시 감점

문학을 통한 공감과 사회적 이해를 높이기 위해 고안된 개입 후에 아이들의 공감 능력에서의 향상이 발견되었다.

→

8 윗글의 밑줄 친 (B)the same이 의미하는 바를 본문에서 찾아 한글로 쓰시오.

→



9 다음 글의 내용을 한 문장으로 요약하고자 한다. 빈칸

(A), (B)에 들어갈 말로 가장 적절한 것은?

Lysaker, Tonge, Gauson, and Miller used what they called relationally oriented reading instruction to promote second-and third-grade children's ability to infer and imagine the thoughts and feelings of others. The children, who were chosen because they were experiencing difficulties with social relationships, were provided with books depicting adults or children who were working through social-emotional problems. Teachers engaged the children in discussions related to the thoughts, feelings, intentions, and emotions of the book characters. The teacher expressed empathy for the characters and modeled her thinking about how she inferred the characters' feelings. The children were asked to do the same, and they wrote a reader response to the books. After 8 weeks of intervention, children displayed a significant improvement on objective measures of empathy.

↓

An intervention employing (A)\_\_\_\_\_ materials led to significant growth in children's ability to (B)\_\_\_\_\_ the emotions and thoughts of others, particularly their peers.

(A) (B)

- ① practical analyze
- ② traditional consider
- ③ literary hide
- ④ practical explore
- ⑤ literary grasp



14-2

10 다음 글의 빈칸에 들어갈 말을 주어진 <조건>에 맞게 쓰시오.

A factor that influences social cognition is culture. People from different cultures think about the social world in different ways. In one study, researchers asked both American and Mexican Americans to read a series of sentences describing a person's behavior, and then judge whether this person had a given trait. For example, one sentence read, "He took his first calculus test when he was 12" (and the trait they reacted to was "smart"). Another sentence read, "She left a 25% tip for the waitress" (and the trait they reacted to was "generous"). As predicted, Americans made the trait judgments much more quickly than did Mexican Americans. This reflects Americans' strong tendency to

\_\_\_\_\_ -  
as well as the tendency of those from collectivistic cultures to take situational factors into account.

<조건>

- <보기>의 단어 모두 사용
- 필요시 어형 변화

<보기>

lead / the role / traits / in /  
to behavior / emphasize / of

→

11 다음 글의 제목으로 가장 적절한 것은?

A factor that influences social cognition is culture. People from different cultures think about the social world in different ways. In one study, researchers asked both American and Mexican Americans to read a series of sentences describing a person's behavior, and then judge whether this person had a given trait. For example, one sentence read, "He took his first calculus test when he was 12" (and the trait they reacted to was "smart"). Another sentence read, "She left a 25% tip for the waitress" (and the trait they reacted to was "generous"). As predicted, Americans made the trait judgments much more quickly than did Mexican Americans. This reflects Americans' strong tendency to emphasize the role of traits in leading to behavior - as well as the tendency of those from collectivistic cultures to take situational factors into account.

- ① Factors Influencing the Use of Calculus
- ② The Benefits of Counterfactual Thinking
- ③ How Does Culture Influence Social Cognition?
- ④ Tho Power and Culture of Mexican Americans
- ⑤ Can Our Beliefs Affect What We See?



12 다음 글의 내용을 한 문장으로 요약하고자 한다. 빈칸

(A), (B), (C)에 들어갈 말로 가장 적절한 것은?

A factor that influences social cognition is culture. People from different cultures think about the social world in different ways. In one study, researchers asked both American and Mexican Americans to read a series of sentences describing a person's behavior, and then judge whether this person had a given trait. For example, one sentence read, "He took his first calculus test when he was 12" (and the trait they reacted to was "smart"). Another sentence read, "She left a 25% tip for the waitress" (and the trait they reacted to was "generous"). As predicted, Americans made the trait judgments much more quickly than did Mexican Americans. This reflects Americans' strong tendency to emphasize the role of traits in leading to behavior — as well as the tendency of those from collectivistic cultures to take situational factors into account.

↓

People from collectivist cultures who consider (A)\_\_\_\_\_ when making judgments about characteristics make judgments (B)\_\_\_\_\_ than those from cultures who emphasize (C)\_\_\_\_\_ in leading to behavior.

(A)                      (B)                      (C)

- ① situational factors   faster   the role of traits
- ② situational factors   slower   the role of traits
- ③ the role of traits   faster   situational factors
- ④ the role of traits   slower   the role of traits
- ⑤ situational factors   smarter   the role of traits





14-3

13 다음 글에서 전체 흐름과 관계없는 문장은?

Lions, snakes, and eagles are examples of predators - organisms that hunt and eat other organisms. Those that have the best techniques for obtaining food are the ones most likely to grow and reproduce. Predation affects the size of prey populations and the diversity of species within a community. ㉠One reason nonnative species are often a serious problem is a lack of natural predators in their new homes. ㉡Not all the members of a species that live within an ecosystem constitute a population. ㉢Purple loosestrife is such a species, whereas in its native habitats its populations are kept in check by a leaf-eating beetle and root-eating weevil. ㉣Parasitism is a variety of predation; a parasite feeds on prey but often weakens rather than kills its host. ㉤Some parasites, such as wheat rust, have very specific host requirements. Others, such as mistletoe, parasitize a variety of species.

- ① a    ② b    ③ c    ④ d    ⑤ e

14 다음 글의 밑줄 친 **such a species**가 의미하는 바를 적어보고자 한다. 빈칸 (A)~(D)에 각각 한 단어씩 넣어 주어진 문장을 완성하시오.

Lions, snakes, and eagles are examples of predators – organisms that hunt and eat other organisms. Those that have the best techniques for obtaining food are the ones most likely to grow and reproduce. Predation affects the size of prey populations and the diversity of species within a community. One reason nonnative species are often a serious problem is insufficient natural predators in their new homes. Purple loosestrife is such a species, whereas in its native habitats its populations are kept in check by a leaf-eating beetle. Parasitism is a variety of predation; a parasite feeds on prey but often weakens rather than kills its host. Some parasites, such as wheat rust, have very specific host requirements. Others, such as mistletoe, parasitize a variety of species.

↓

Purple loosestrife is a(n) (A) \_\_\_\_\_ species which has a (B) \_\_\_\_\_ of (C) \_\_\_\_\_ (D) \_\_\_\_\_ in its new territory.

- (A) \_\_\_\_\_  
 (B) \_\_\_\_\_  
 (C) \_\_\_\_\_  
 (D) \_\_\_\_\_



15 다음 글의 문맥상 빈칸 (A)~(C)에 들어갈 말로 가장 적절한 것은?

Lions, snakes, and eagles are examples of predators — organisms that hunt and eat other organisms. Those that have the best techniques for obtaining food are the ones most likely to grow and reproduce. Predation affects the size of prey populations and the diversity of species within a community. One reason nonnative species are often a serious problem is a lack of natural (A)\_\_\_\_\_ in their new homes. Purple loosestrife is such a (B)\_\_\_\_\_, whereas in its native habitats its populations are kept in check by a leaf-eating beetle and root-eating weevil. Parasitism is a variety of predation; a parasite feeds on (C)\_\_\_\_\_ but often weakens rather than kills its host. Some parasites, such as wheat rust, have very specific host requirements. Others, such as mistletoe, parasitize a variety of species.

\*purple loosestrife: 털부처손

\*weevil: 바구미

\*parasitism: 기생 (상태)

- |   | (A)         | (B)       | (C)      |
|---|-------------|-----------|----------|
| ① | predators   | predator  | parasite |
| ② | informed    | species   | prey     |
| ③ | organisms   | community | parasite |
| ④ | informing   | species   | parasite |
| ⑤ | populations | predator  | prey     |

16 다음 빈칸에 들어갈 공통된 단어를 문맥에 맞게 넣으시오.

Lions, snakes, and eagles are examples of predators – organisms that hunt and eat other organisms. Those that have the best techniques for obtaining food are the ones most likely to grow and reproduce p\_\_\_\_\_ affects the size of prey populations and the diversity of species within a community. One reason nonnative species are often a serious problem is a lack of natural predators in their new homes. Purple loosestrife is such a species, wheres in its native habitats its populations are kept in check by a leaf-eating beetle and root-eating weevil. Parasitism is a variety of p\_\_\_\_\_; a parasite feeds on prey but often weakens rather than kills its host. Some parasites, such as wheat rust, have very specific host requirements. Others, such as mistletoo, parasitize a variety of species.

\*purple loosestrife: 털부처손 \*\*weevil: 바구미

\*\*parasitism: 기생 (상태)

→ p\_\_\_\_\_



14-4

17 다음 글의 city of Petra에 대한 설명으로 가장 적합한 것은?

The saying goes that the ruined city of Petra in Jordan is 'the rose-red city, half as old as time itself'. This would mean it was built before the Earth was formed, so ignore it. But Petra is very old. Between about 200 BC and AD 400, it was the busy capital of the Arab kingdom of the Nabataeans. Hidden away among red sandstone hills and surrounded by cliffs, it was the perfect desert hideaway. Into the cliff faces, the people of Petra carved hundreds of exquisite temples, tombs and monuments. Many have spectacular facades (fronts) with carved columns and lintels, often in styles copied from the buildings of Greece and Rome. Most impressive of all is the front of the Treasury, which is 28 metres wide and 40 metres high.

\*lintel: 상인방(창·입구 등의 위에 댄 가로대)

- ① It was built before the Earth was formed.
- ② It served as the capital of the Arab kingdom of the Nabataeans between 200 BC and AD 400.
- ③ It was a open trade hub for ancient Greek and Roman merchants.
- ④ Red sandstone hills and rivers are contributing to its unique appearance.
- ⑤ Many temples were built on the hills and under the cliffs of city of Petra.

18 다음 글에서 전체 흐름과 관계없는 문장은?

The saying goes that the ruined city of Petra in Jordan is 'the rose-red city, half as old as time itself'. This would mean it was built before the Earth was formed, so ignore it. But Petra is very old and it was the busy capital of the Arab Kingdom of the Nabataeans between about 200 BC and AD 400. ㉠Hidden away among red sandstone hills and surrounded by cliffs, it was the perfect desert hideaway. ㉡Into the cliff faces, the people of Petra carved hundreds of exquisite temples, tombs and monuments. ㉢Many have spectacular facades (fronts) with carved columns and lintels, often in styles copied from the buildings of Greece and Rome. ㉣The culture and philosophy of Greek and Roman civilization had a great influence on the development of humanities around the world. ㉤Most impressive of all is the front of the Treasury, which is 28 metres wide and 40 metres high.

- ① a      ② b      ③ c      ④ d      ⑤ e



19 주어진 글 다음에 이어질 글의 순서로 가장 적절한 것은?

The saying goes that the ruined city of Petra in Jordan is ‘the rose-red city, half as old as time itself.’

(A) Many have spectacular facades (fronts) with carved columns and lintels, often in styles copied from the buildings of Greece and Rome. Most impressive of all is the front of the Treasury, which is 28 metres wide and 40 metres high.

(B) This would mean it was built before the Earth was formed, so ignored it. But Petra is very old. Between about 200 BC and AD 400, it was the busy capital of the Arab kingdom of the Nabataeans.

(C) Hidden away among red sandstone hills and surrounded by cliffs, it was the perfect desert hideaway. Into the cliff faces, the people of Petra carved hundreds of exquisite temples, tombs and monuments.

- ① (A) - (C) - (B)    ② (B) - (C) - (A)  
 ③ (B) - (A) - (C)    ④ (C) - (A) - (B)  
 ⑤ (C) - (B) - (A)



정답

1 ㉔

2 ㉔

3 ㉕

4 Teacher engaged the children in discussions related to the thoughts.

5 (1) ㉔, dictating

(2) '묘사하는 책'이므로 현재분사

6 ㉔

7 Improvements have been found in children's empathy following an intervention designed to increase empathy and social understanding through literature.

8 등장인물에 대한 공감을 표현했고 등장인물들의 느낌을 어떻게 유추했는지에 대해 자신의 생각을 나타내는 것

9 ㉕

10 emphasize the role of traits in leading to behavior

11 ㉓

12 ㉔

13 ㉔

14 (A) nonnative

(B) lack

(C) natural

(D) predators

15 ㉔

16 predation

17 ㉔

18 ㉔

19 ㉔