



## 1 연결어 인수2 1-1

Just as all life is full of hazard, all life is full of risk. However, the concept of risk can have varying meanings depending on the context. Just as it is used differently by insurance specialists versus stockbrokers or physicians, disaster managers employ their own deviation on risk. It is not uncommon, \_\_\_(A)\_\_\_, for the term to be used in a positive manner to mean “venture” or “opportunity.” Such variance in use may come from the word’s multiple origins. The Arabic risq means “anything that has been given to you (by God) and from which you draw profit,” possibly explaining why some may use the term in relation to fortune or opportunity. \_\_\_(B)\_\_\_, the Latin risicum, which describes a specific scenario faced by sailors attempting to avoid the danger posed by a barrier reef, seems a more appropriate derivation for use in relation to disaster management, where the term’s connotation is always negative.

- | (A)            | (B)         |
|----------------|-------------|
| ① instead      | For example |
| ② instead      | However     |
| ③ for example  | However     |
| ④ nevertheless | In contrast |
| ⑤ for example  | Therefore   |

## 2 어휘 인수2 1-2

In sharp contrast to the simple and visible exchanges that characterize the path of locally produced food, globalized corporate food follows a long and largely inscrutable chain of transactions, most of which is (A) invisible/obvious to the consumer. In this food system, only a tiny proportion of what consumers spend on food at the store goes to the people who (B) consume/grow it. The bulk of our food spending immediately departs from our local communities into the extremely huge infrastructures of the shipping and trucking, food-processing, marketing, and retailing industries. Frances Moore Lappe’, author of *Diet for a Small Planet*, whose food activism has had tremendous influence since the 1970s, describes this phenomenon as “a colossal transfer of income and capital from producers to (C) consumers/middlemen.” Rather than paying for food itself, we are paying for an elaborate system for getting it to the right place, at the right time, in the right processed form, and in the right package. \*inscrutable 헤아리기 어려운



### 3 주제 인수2 1-4

Sustainability is essentially an issue of social justice and fairness. The causes and effects of unsustainable living are disproportionate and unevenly distributed. Some humans enjoy the benefits of global economic development, industrialization and new technologies; many other people and many other species bear the risks and costs. Among human populations, the poorest nations, and the poorest within nations, are most at risk. As Nicholas Stern, chief author of the British government's report on the economics of climate change commented in the Executive Summary, 'The poorest developing countries will be hit earliest and hardest by climate change, even though they have contributed little to causing the problem.' Furthermore, while efforts are (slowly) getting underway to reduce or reverse future global warming, the unequal distribution of benefit and risk will be even greater for children who face the brunt of future consequences.

\*brunt (공격등의) 주요한 충격, 힘

- ① economic gap between developed and developing countries
- ② responsibility we should have for future generations
- ③ unjust distribution of impact caused by climate change
- ④ benefit and risk caused by global warming
- ⑤ ways to distribute the impact of global warming

### 4 문장삽입 인수2 1-6

Ironically, at the same time, artists were entering art schools in increasingly large numbers to be trained in the conventions of the art world.

Today most of us believe that artistic creativity is spontaneous, not overly planned or organized, and that artists reject tradition and convention. We like to think of our artists as strong individualists, working in isolation, not influenced by the prevailing ideas taught in art schools or by stuffy white-haired museum curators. ① But like so much about our contemporary creativity myths, this idea only emerged in the 19th century. ② In the second half of the 20th century, the idea that the artist is a person who rejects convention took an even stronger hold on the popular consciousness. ③ In the United States today, a greater proportion of artists have the MFA degree than at any other time in history. ④ Yet few of us are aware of the growing influence of formal schooling in fine art. ⑤ In general, when the facts clash with our creativity myths, the facts are ignored.

\*MFA (Master of Fine Arts) 예술석사



## 5 순서 인수2 1-7

Having a strong mindset as an athlete is crucial because many big games come down to inches and split seconds. A large portion of the most repeated highlights in sports history come down to fractions.

(A) Many fans attribute turning points in games to a bad bounce or poor call by an official. In their minds, some players simply have more luck than others. These people often view life in the same way. "She received that award because she was lucky. He only got that position because he knows so-and-so."

(B) Another fourth of a second on the clock or two inches to the left and a whole different set of players are having their names engraved on that iconic trophy. So what separates the breathtaking players from the average athletes?

(C) These are the laments of losers. They typically see life as not fair. Their attitude is weak and the reason they are not content has everything to do with the excuses they use to justify their shortcomings.

## 6 어휘 인수2 2-2

Pauses can be helpful in communicating. Long pauses can be used strategically to put pressure on another person to respond to a question or to concede an offer. Thus, creating a long pause puts pressure on the other person to (A) keep/fill the pause. Negotiators use this tactic to pressure an opponent to give in. The one who breaks the silence is often the one who (B) concedes/persists. In a study, participants from Taiwan and the US engaged in a negotiation, and a repeated pattern was observed: An American participant would make an offer; a participant from Taiwan would look down at his or her profit sheet to consider the offer; a long pause would ensue, during which time the Taiwan participant was thinking. Inevitably, the American would make a conceding offer before the Taiwan participant could respond to the initial offer. The Americans couldn't wait through the extended pause, taking the pause as a (C) acceptance/rejection of the offer.



**7 문단요약 인수2 2-3**

Half of the men enrolled in a college statistics course were interviewed by telephone at the beginning of the course, and the other half were interviewed at the end. The interview ostensibly concerned sports and began with questions concerning sports controversies in order to hide the fact that the basic concern was with statistics. Then subjects were asked such questions as why the winner of the Rookie of the Year award in baseball usually does not do as well in his second year as in his first. A nonstatistical response might be "because he's resting on his laurels; he's not trying as hard in his second year." A statistical response would be "A player's performance varies from year to year. Sometimes you have good years and sometimes you have bad years. The player who won the Rookie of the Year award had an exceptional year. He'll probably do better than average in his second year, but not as well as he did when he was a rookie." Students gave more statistical answers of this sort at the end of the course than at the beginning. Therefore, it is likely the students at the end of the course did transfer what they had learned to cases where it is relevant. \*ostensibly 표면상으로

According to a study, \_\_\_(A)\_\_\_ seems to have some impact on the likelihood of students applying their learning to \_\_\_(B)\_\_\_ situations.

- | (A)         | (B)       |
|-------------|-----------|
| ① intuition | practical |
| ② education | practical |
| ③ education | abstract  |
| ④ evidence  | abstract  |
| ⑤ evidence  | academic  |



**8 순서 인수2 2-4**

Can we find some way of keeping both ideas — morality as impartiality and special parental obligations? Can we understand them in a way that makes them compatible with one another?

(A) For example, it is not a failure of impartiality to imprison a convicted criminal while innocent citizens go free, because there is a relevant difference between them (one has committed a crime; the others have not) to which we can appeal to justify the difference in treatment.

(B) Other examples come easily to mind. But once we have admitted this qualification, we can make use of it to solve our problem about parental obligations. The fact that a child is one's own can be taken as providing the "relevant difference" that justifies treating it differently.

(C) As it turns out, this is not difficult. We can say that impartiality requires us to treat people in the same way only when there are no relevant differences between them. This qualification is obviously needed, quite apart from any considerations about parents and children.

**9 어법 인수2 2-6**

Edward C. Tolman's blocked-path study supported the theory (A) that/which learning can occur without reinforcement. This classical study involved three groups of rats who ran a different maze under different reinforcement conditions. Rats in Group 1 were reinforced with food each time they successfully ran the maze. Group 2 rats received no reinforcement for successfully (B) completing/completion the maze. Group 3 rats were not reinforced during the first ten days, but were reinforced on the eleventh day. Findings showed that the performance of rats in Groups 2 and 3 improved even though they did not receive reinforcement. Once the rats in Group 3 began receiving reinforcements, their performance in the maze equaled and in most cases surpassed the performance of rats in Group 1. This suggests that reinforcement is not as (C) important/importantly to learning as the behaviorists advocated.



**10 연결어 인수2 2-7**

In a Superman movie, audiences have no difficulty in accepting a scene where Superman saves a character falling from a building by flying towards him or her and catching him or her before impact with the ground. \_\_\_(A)\_\_\_, those who are familiar with Superman and know the rules associated with his world would probably be able to predict that this would happen. If, however, something like this happened in a James Bond movie, it would be likely to throw the audience into a state of confusion and incredulity — it would violate the rules that govern the world of these movies and would thus be totally unpredictable. The rules governing the world of James Bond movies are, in this sense, more a reflection of the rules of the real world than are the rules governing Superman movies. \_\_\_(B)\_\_\_, whilst they are sitting in the cinema, a Superman audience can unquestioningly “believe” in the film provided that they are engaged in it, and that consistency is maintained within the fantasy world.

- | (A)           | (B)          |
|---------------|--------------|
| ① For example | Likewise     |
| ② However     | That is      |
| ③ However     | Nevertheless |
| ④ Indeed      | However      |
| ⑤ Indeed      | Thus         |

**11 어법 인수2 3-2**

Change can ① occur when a powerful group takes over a society and imposes a new culture. The dominating group may arise internally, as in a political revolution, or it may appear from outside, perhaps as an invasion. When an external group takes over the society of a “native,” or indigenous, group — as White settlers ② did with Native American societies — they typically impose their own culture while ③ prohibiting the indigenous group from expressing its original cultural ways. Manipulating the culture of a group is a way of exerting social control. Many have argued that public education in the United States, which developed during a period of mass immigration, ④ being designed to force White, northern European, middle-class values onto a diverse immigrant population that was perceived to be potentially unruly and politically disruptive. Likewise, the schools ⑤ run by the Bureau of Indian Affairs have been used to impose dominant group values on Native American children.



**12 어휘 인수2 3-5**

If you and your opponent are to present your arguments back to back, and if the election is still several days away, you should speak first. The primacy of your speech will ① interfere with the audience's ability to learn your opponent's arguments; with the election several days away, differential effects due to memory are ② negligible. But if the election is going to be held ③ immediately after the second speech, and there is to be a prolonged coffee break between the two speeches, you would do well to speak last. Because of the coffee break between speeches, the interference of the first speech with the learning of the second speech will be ④ minimal; because the audience must make up its mind right after the second speech, as the second speaker you would have ⑤ lapse working for you. Therefore the recency effect would be dominant: All other things being equal, the last speech will be more persuasive.

**13 순서 인수2 3-6**

We know that babies can infer invisible properties based on what things look like. If ninemonth-olds find that a box makes a sound when you touch it, they expect other boxes that look the same to make the same sound.

(A) Then they are shown two other pictures: one of an animal that looks similar but belongs to a different category, such as a bat; the other of an animal that looks different but belongs to the same category, like a flamingo. Which one has the same hidden property?

(B) Children tend to generalize on the basis of category, choosing the flamingo. This doesn't show that they are fully essentialists, but it does show that they are sensitive to something deeper than appearance.

(C) Older children do more; they make generalizations based on the category something belongs to. In one study, three-year-olds are shown a picture of a robin and told that it has a hidden property, such as a certain chemical in its blood.



**14 순서 인수2 3-7**

Some people think of power narrowly in terms of command and coercion. They imagine that power consists solely of commanding others to do what they would otherwise not do. You say “Jump,” and they jump.

(A) This appears to be a simple test of power, but it is not so straightforward. Suppose, like my granddaughters, they already wanted to jump. When we view power in terms of the changed behavior of others, we first have to know their preferences. What would have happened without the command?

(B) A tough boss who controls your behavior at work has no power over how you raise your daughter (although others outside your family, such as a doctor, may have such influence). The domain of your boss’s power in this case is limited to work.

(C) A cruel dictator can lock up or execute a dissident, but that may not prove his power if the dissenter was really seeking martyrdom. And the power may evaporate when the context (including your objectives) changes.

\*dissident 반체제인사 \*\*martyrdom 순교





정답

- 1 ③
- 2 invisible, grow, middlemen
- 3 ③
- 4 ③
- 5 (B) - (A) - (C)
- 6 fill, concedes, rejection
- 7 ②
- 8 (C) - (A) - (B)
- 9 that, completing, important
- 10 ④
- 11 ④
- 12 ⑤
- 13 (C) - (A) - (B)
- 14 (A) - (C) - (B)