

책 이름

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## 1.3 단문독해

### Reading 1

The recent rapid progress in medical science promises well for the future. Medicine will make astonishing strides forward to greater and greater triumphs. We may feel confident that the men, women, and children of the future will be strangers to many of the illnesses which are prevalent at the present time.

### Reading

(2018학년도 3월 고1 학평)

One day I caught a taxi to work. When I got into the back seat, I saw a brand new cell phone sitting right next to me. I asked the driver, “Where did you drop the last person off?” and showed him the phone. He pointed at a girl walking up the street. We drove up to her and I rolled down the window yelling out to her. She was very thankful and by the look on her face I could tell how grateful she was. Her smile made me smile and feel really good inside. After she got the phone back, I heard someone walking past her say, “Today’s your lucky day!”

today 오늘

## 1.4 수능연습

### 1 다음 글의 목적으로 가장 적절한 것은? (2021학년도 11월 고2 학평)

To whom it may concern,

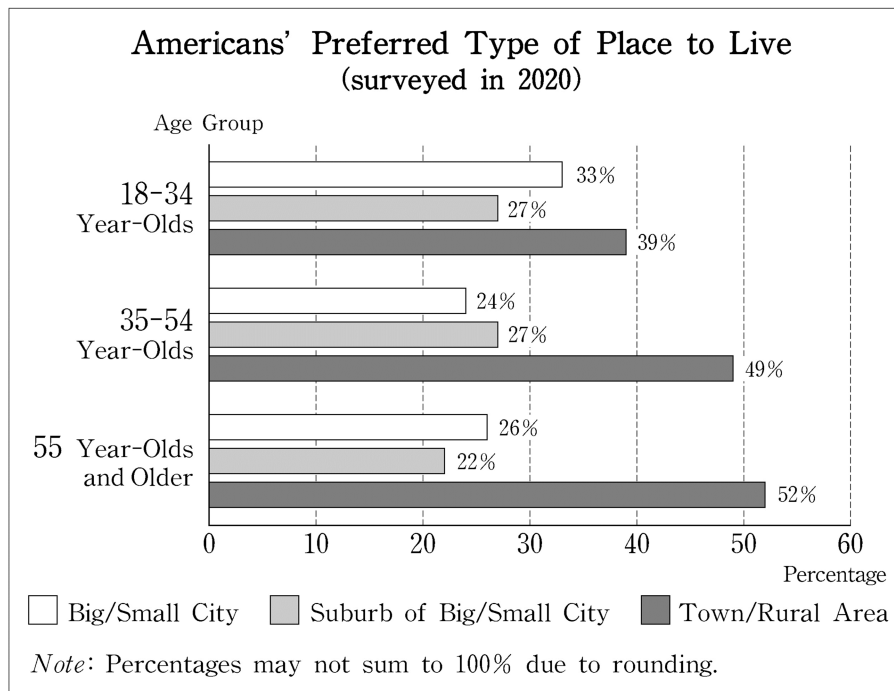
I am a parent of a high school student who takes the 145 bus to commute to Clarkson High School. This is the only public transport available from our area and is used by many students. Recently, I heard that the city council is planning to discontinue this service. My husband and I start work early in the morning and this makes it impossible for us to drop our son off at school. It would take him nearly an hour to walk to school and there is a lot of traffic in the morning, so I do not consider it safe to bike. This matter will place many families, including ours, under a lot of stress. As a resident of Sunnyville, I think such a plan is unacceptable. I urge the council to listen to the concerns of the community.

Sincerely,

Lucy Jackson

- ① 버스 노선 변경에 항의하려고
- ② 버스 운행 중단 계획에 반대하려고
- ③ 버스 배차 간격 조정을 요청하려고
- ④ 자전거 전용 도로 설치를 건의하려고
- ⑤ 통학로 안전 관리 강화를 촉구하려고

## 2 다음 도표의 내용과 일치하지 않는 것은? (2023학년도 수능)



The above graph shows the percentages of Americans' preferred type of place to live by age group, based on a 2020 survey. ① In each of the three age groups, Town/Rural Area was the most preferred type of place to live. ② In the 18-34 year-olds group, the percentage of those who preferred Big/Small City was higher than that of those who preferred Suburb of Big/Small City. ③ In the 35-54 year-olds group, the percentage of those who preferred Suburb of Big/Small City exceeded that of those who preferred Big/Small City. ④ In the 55 year-olds and older group, the percentage of those who chose Big/Small City among the three preferred types of place to live was the lowest. ⑤ Each percentage of the three preferred types of place to live was higher than 20% across the three age groups.

## 3 주어진 글 다음에 이어질 글의 순서로 가장 적절한 것을 고르시오. (2017학년도 11월 고2 학평)

A researcher in adult education at the University of Toronto, Allen Tough wrote a paper called “The Iceberg of Informal Adult Learning.” Tough formulated a reverse 20/80 rule for adult learning.

- (A) Tough researched the reasons why people chose to learn on their own rather than attend a class. “People seem to want to be in control,” he wrote. “They want to set their own pace and use their own style of learning; they want to keep it flexible.”
- (B) Twenty percent of an adult learner’s efforts were formal, organized by an institution. Eighty percent was informal, organized by the learner. He used the metaphor of an iceberg to describe the large portion of learning, informal learning, that remains invisible.
- (C) People also seem to consider informal learning experiential and social. Lifelong learning organized around one’s interests might be seen as a new form of recreation.

① (A) – (C) – (B)

② (B) – (A) – (C)

③ (B) – (C) – (A)

④ (C) – (A) – (B)

⑤ (C) – (B) – (A)

## 4 밑줄 친 부분이 가리키는 대상이 나머지 넷과 다른 것은? (2018학년도 10월 고3 학평)

When the tea tray was being carried across the room to their table, Chloe's eyes rounded and she almost gasped out loud. There were lots of tiny desserts and mini sandwiches and small biscuitlooking things. Where to start? Where to start? Her grandmother smiled and winked at ① her from across the table. Chloe winked back. ② She took a sip of the sweet tea and waited for her grandmother to make the first move. ③ She carefully mirrored her grandmother's actions and started with a small, delicate sandwich. It was good. She ate it up and selected another. After a time, all the sandwiches were eaten up and Chloe boldly chose the biscuitlooking thing before her grandmother. "Aren't the scones lovely, dear?" asked her grandmother, as ④ she spread cream and jam on hers. Scones, was that what they were called? Chloe had already started to eat hers without the cream and jam; in fact, it was mostly all in ⑤ her mouth already.

5 (A), (B), (C)의 각 네모 안에서 문맥에 맞는 낱말로 가장 적절한 것은?

For every toxic substance, process, or product in use today, there is a safer alternative—either already in existence, or waiting to be discovered through the application of human intellect, ingenuity, and effort. In almost every case, the safer alternative is (A)  at a comparable cost. Industry may reject these facts and complain about the high cost of acting, but history sets the record straight. The chemical industry denied that there were practical alternatives to ozone-depleting chemicals, (B)  not only economic disaster but numerous deaths because food and vaccines would spoil without refrigeration. They were wrong. The motor vehicle industry initially denied that cars caused air pollution, then claimed that no technology existed to reduce pollution from vehicles, and later argued that installing devices to reduce air pollution would make cars extremely expensive. They were wrong every time. The pesticide industry argues that synthetic pesticides are absolutely (C)  to grow food. Thousands of organic farmers are proving them wrong.

- |   | (A)         | (B)              | (C)               |
|---|-------------|------------------|-------------------|
| ① | available   | ..... predicting | ..... necessary   |
| ② | available   | ..... preventing | ..... necessary   |
| ③ | available   | ..... predicting | ..... unnecessary |
| ④ | unavailable | ..... preventing | ..... unnecessary |
| ⑤ | unavailable | ..... predicting | ..... necessary   |



## 6 다음 글의 밑줄 친 부분 중, 어법상 틀린 것은? (2019학년도 9월 모평 변형)

Although most people, including Europe's Muslims, have numerous identities, few of these are politically salient at any moment. ① It is only when a political issue affects the welfare of those in a particular group that identity assumes importance. For instance, when issues arise ② that touch on women's rights, women start to think of gender as their principal identity. Whether such women are American or Iranian or whether they are Catholic or Protestant ③ matters less than the fact that they are women. Similarly, when famine and civil war threaten people in sub-Saharan Africa, many African-Americans are ④ reminded of their kinship with the continent in which their ancestors originated centuries earlier, and they lobby their leaders to provide humanitarian relief. In other words, each issue calls forth somewhat different identities that help ⑤ explaining the political preferences people have regarding those issues.

## 7 (A), (B), (C)의 각 네모 안에서 어법에 맞는 표현으로 가장 적절한 것은? [3점] (2015년도 4월 고3 학평)

Leonardo da Vinci was one of the most learned and well-rounded persons ever to live. The entire universe from the wing of a dragonfly to the birth of the earth (A) was / were the playground of his curious intelligence. But did Leonardo have some mystical or innate gift of insight and invention, or was his brilliance learned and earned? Certainly he had an unusual mind and an uncanny ability to see (B) that / what others didn't see. But the six thousand pages of detailed notes and drawings present clear evidence of a diligent, curious student—a perpetual learner in laborious pursuit of wisdom who was constantly exploring, questioning, and testing. Expanding your mind is vital to being creative. Therefore, (C) invest / investing regularly in learning opportunities is one of the greatest gifts you can give yourself.

(A)            (B)            (C)

- ① was    …… what    …… investing  
 ② was    …… that    …… invest  
 ③ was    …… what    …… invest  
 ④ were    …… what    …… invest  
 ⑤ were    …… that    …… investing

[8-10] 다음 글을 읽고 물음에 답하십시오. (2019학년도 9월 모평)

(A)

Over the last week, Jason had been feeling worried about his daughter, Sally. For two months now, Sally had been absorbed, perhaps even excessively, in studying birds. He was afraid she might begin to ignore her schoolwork. While shopping, Jason was glad to run into his old friend Jennifer, a bird expert working at the local university. Maybe (a) she could help ease his concern. Upon hearing about Sally's interest, Jennifer invited them both to visit her office to see just how deep Sally's fascination was.

(B)

Approaching the tree, Sally shouted excitedly, "There, that's the nest!" Jennifer looked up to see a small cup-shaped nest within a fork of the branches. Quickly, (b) she took out her binoculars and peered where Sally pointed. In the fading evening light, she found the two rare black birds in their nest. "See, didn't I tell you?" exclaimed Sally. Looking at her in joyful surprise, both Jason and Jennifer were proud of Sally. They now recognized her extraordinary gift and passion as a bird-watcher.

\* binocular: 쌍안경

(C)

Two days later, Jason and Sally visited Jennifer's office. Sally was delighted by the books about birds and she joyfully looked at the beautiful pictures in them. It was while Jason and Jennifer were talking that Sally suddenly shouted, "Oh, I've seen this bird!" "Impossible," replied Jennifer, not believing it. "This book shows rare birds. You can't see any of them around here." But (c) she insisted, "I spotted a pair of them in their nest in a huge oak tree nearby!"

(D)

Jennifer walked up to Sally and took a close look at the page. (d) She calmly said, "That's the black robin of Chathas Island. It's one of the rarest birds, Sally. You couldn't have seen it in this town." Yet Sally persisted. "In that case, can you show (e) me the nest?" asked Jennifer. "Yes, I can right now if you want," answered Sally full of confidence. Jennifer put on her coat, pulled out a pair of binoculars, and stepped out. Sally and Jason followed.

8 주어진 글 (A)에 이어질 내용을 순서에 맞게 배열한 것으로 가장 적절한 것은?

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

9 밑줄 친 (a)~(e) 중에서 가리키는 대상이 나머지 넷과 다른 것은?

- ① (a)                      ② (b)                      ③ (c)                      ④ (d)                      ⑤ (e)

10 윗글에 관한 내용으로 적절하지 않은 것은?

- ① Sally는 두 달 동안 새를 공부하는 데 몰두해 왔었다.  
 ② Jennifer는 대학교에서 근무하는 새 전문가이다.  
 ③ Jason은 Sally가 새 관찰자로서 재능이 있다는 것을 알게 되었다.

- ④ Jason과 Sally는 Jennifer의 사무실을 방문했다.
  - ⑤ Jennifer는 Sally가 희귀한 새를 보았다는 말을 처음부터 믿었다.
-

- 11 다음 글의 내용을 한 문장으로 요약하고자 한다. 빈칸 (A), (B)에 들어갈 말로 가장 적절한 것은? (2018학년도 9월 모평)

Perceptions of forest use and the value of forests as standing timber vary considerably from indigenous peoples to national governments and Western scientists. These differences in attitudes and values lie at the root of conflicting management strategies and stimulate protest groups such as the Chipko movement. For example, the cultivators of the Himalayas and Karakoram view forests as essentially a convertible resource. That is, under increasing population pressure and growing demands for cultivable land, the conversion of forest into cultivated terraces means a much higher productivity can be extracted from the same area. Compensation in the form of planting on terrace edges occurs to make up for the clearance. This contrasts with the national view of the value of forests as a renewable resource, with the need or desire to keep a forest cover over the land for soil conservation, and with a global view of protection for biodiversity and climate change purposes, irrespective of the local people's needs.

For indigenous peoples forests serve as a source of \_\_\_(A)\_\_\_ resources, while national and global perspectives prioritize the \_\_\_(B)\_\_\_ of forests, despite the local needs.

- | (A)             | (B)               | (A)          | (B)                |
|-----------------|-------------------|--------------|--------------------|
| ① transformable | ..... presevation | ② consumable | ..... manipulation |
| ③ transformable | ..... presevation | ④ consumable | ..... manipulation |
| ⑤ restorable    | ..... recovery    |              |                    |