

**62 주제 수특 13-3**

Performing from memory is often seen to have the effect of enhancing musicality and musical communication. It is commonly argued that the very act of memorizing can guarantee a more thorough knowledge of and intimate connection with the music. In addition, memorization can enable use of direct eye contact with an audience that is more convincing than reference to the score. Those who “possess” the music in this way often convey the impression that they are spontaneously and sincerely communicating from the heart, and indeed, contemporary evidence suggests that musicians who achieve this are likely to find their audiences more responsive. Moreover, when performers receive and react to visual feedback from the audience, a performance can become truly interactive, involving genuine communication between all involved.

- ① healing effect of improvising music freely
- ② benefits of performing music on memorization
- ③ importance of communication between performers and audience
- ④ need for spontaneous and sincere impression in performing music
- ⑤ influence of visual feedback from the audience on performers

**63 순서 수특 13-6**

One surprising effect of printing was to stimulate the development of single national languages like English, French and German.

(A) William Caxton, the pioneer of printing in England, told a tale of a housewife in Kent who assumed that the word ‘egg’ must be French because she hadn’t heard of it. In order to print books for a mass market, printers had to decide on just one dialect, and the dialect selected by the printers became the national language, such as Parisian French in France and London English in England.

(B) At the same time, though, Latin gradually began to fall out of use for literature, and every nation began to develop its own national literature and culture in a way that would have been unimaginable before.

(C) In the Middle Ages, people in France, England and Germany spoke such a variety of local dialects that someone from Paris was virtually unintelligible to someone from Marseilles.

**64 빈칸추론 수특 14-1**

Human beings seek and require a certain degree of \_\_\_\_\_ in thought and action without which we simply could not survive. Our cognitive abilities allow us to establish conditioned or learned responses to the situations we confront on a continual basis. We do not need to reinvent the wheel each time we act, so to speak. That is why when we approach a traffic light we do not have to think everything through as if it were the first one we ever saw. We know, or assume we know, that red means stop, green means go, and yellow means slow down and proceed cautiously. The templates in our minds also tell us that applying pressure to the gas pedal will make us go faster and applying pressure to the brake will slow us down. We also believe from the mental pictures we have previously developed that other drivers will behave in predictable manners as well.

- ① creativity
- ② stability
- ③ boldness
- ④ risk
- ⑤ correctness

**65 순서 수특 14-3**

Norms can be descriptive or injunctive. A descriptive norm is simply what most people do in a given situation, with no necessary implication of right or wrong.

(A) In contrast, an injunctive norm is a social expectation about what people should do in a particular situation. Throwing litter in a trash receptacle rather than out the car window is considered right and proper, regardless of how many other people do or don't behave that way.

(B) For example, the majority of Mexican Americans living in New Mexico eat more spicy food than do the majority of Swedish Americans living in North Dakota. There would be nothing immoral about a Swede who ate spicy foods, or a Chicano who preferred bland mashed potatoes to salsa.

(C) Both descriptive and injunctive norms influence people's inclinations to act unselfishly in social dilemmas.

**66 문단요약 수특 14-4**

It was for quite some time thought that when chickens hatched and immediately began pecking the ground for food, this behavior must have been instinctive. In the 1920s, a Chinese researcher named Zing-Yang Kuo made a remarkable set of observations on the developing chick egg that overturned this idea. He found that rubbing heated Vaseline on a chicken egg caused it to become transparent enough so that he could see the embryo inside without disturbing it. In this way, he was able to make detailed observations of the chick's development, from fertilization to hatching. One of his observations was that in order for the growing embryo to fit properly in the egg, the neck is bent over the chest in such a way that the head rests on the chest just where the developing heart is encased. As the heart begins beating, the head of the chicken is moved up and down in a manner that mimics the movement that will be used later for pecking the ground. Thus the "innate" pecking behavior that the chicken appears to know miraculously upon birth has, in fact, been practiced for more than a week within the egg.

A researcher found that the pecking behavior, considered \_\_\_\_ (A) \_\_\_\_, in fact, was a(n) \_\_\_\_ (B) \_\_\_\_ one acquired while in the egg.

- | (A)        | (B)        |
|------------|------------|
| ① peculiar | normal     |
| ② genetic  | individual |
| ③ genetic  | habituated |
| ④ unique   | habituated |
| ⑤ unique   | inherited  |

**67 빈칸추론 수특 14-5**

In an equity-based approach, actions of educational institutions are designed to correct social, cultural, linguistic, and other differences. These actions might include, for example, English as a second language (ESL) programs that help immigrants acquire the language of instruction so that they can learn in English as soon as possible, while nurturing their native tongue. Equity can be applied to gender gaps, economic gaps, or any other group disparities in educational outcomes created by social injustices. Equity-based approaches are controversial, however, because \_\_\_\_\_. This raises questions about fundamental ideas of fairness (understood as everybody getting exactly the same things) that are deeply embedded in U.S. belief systems. However, an equity-based approach argues that “fairness” has to be seen in a larger perspective. A teacher made the following analogy: “Everyone gets a pen, but maybe some people need help using that pen because they have only used pencils before.”

- ① all students can be treated differently on their ethnic origins
- ② tutors' preference will not be revealed in classroom setting
- ③ students might be judged based on their political attitude
- ④ some students receive resources not given to all students
- ⑤ it is unfair that both high-achieving students and low-achieving take the same academic course

**68 순서 수특 14-6**

Many people find it difficult to relate to someone who has a physical disability, often because they have not had any personal interaction with anyone with a disability.

(A) This lack of understanding can create additional challenges for people with disabilities. If society responded more adequately to people who have impairments, they would not experience nearly as many challenges and limitations.

(B) For example, they might be unsure what to expect from a person who has a mobility impairment and uses a wheelchair because they have never spent any time with wheelchair users.

(C) Consider office workers who happen to use wheelchairs. Provided that there is only one level or there are ramps or elevators between levels, they may need no assistance whatsoever in the workplace. In other words, in an adapted work environment, they do not have a disability.

**69 빈칸추론 수특 14-7**

In Europe, roe deer populations will only expand until the population reaches a certain density before numbers stabilize. Some populations of roe deer seem to have fewer offspring as resources become scarcer. North American mule deer, on the other hand, did not evolve such a self-regulating mechanism. Without predators to keep their populations under control, mule deer will reproduce until there are so many deer that food becomes scarce, and many of them starve. Population outbreaks of mule deer can also change ecology in unforeseen ways, such as by killing trees when starving deer chew on tree bark. Populations that are unable to self-regulate depend on predators and other limiting factors for regulation. That is why it is said "Wolves are \_\_\_\_\_."

- ① the worst enemy that shows no mercy to any deer
- ② the enemy of deer but the friend of deer populations
- ③ the violent destroyer of natural ecosystem
- ④ neglecting the duty of keeping the balance of nature
- ⑤ the friends who sacrifice themselves for survival of deer individuals



### 70 연결어 수특 15-1

Biological psychologists look for causes of our psychological problems within our physiology, our genetics, and human evolution. They argue that our actions and thoughts are functions of our underlying biology. \_\_\_(A)\_\_\_, to treat a “psychological” disorder, depression a biological psychologist might focus on a deficiency in the activity of certain chemicals in the nervous system as a cause of this problem. \_\_\_(B)\_\_\_, to treat depression using this perspective, the problem with the chemical deficiency would have to be rectified. How? Antidepressant drugs might be prescribed. These will increase the activity of the neural chemicals involved, and this increased activity might lead to changes in our mood. If all goes well, a few weeks after beginning treatment, we begin to feel better. Thus, our mood is at least partly a function of our brain chemistry.

- | (A)           | (B)          |
|---------------|--------------|
| ① However     | Nevertheless |
| ② However     | For example  |
| ③ For example | However      |
| ④ For example | Therefore    |
| ⑤ For example | In addition  |

### 71 문장삽입 수특 15-3

If all those institutions abruptly went out of business and people had to get their food directly from nature, most of us would not know how to go about it.

Many animals spend most of their waking hours looking for food and eating it. They search their environment for things to eat. ① Some animals search alone, and others search together, but in general they get their food directly from nature. ② Human food comes from nature too, but most people now get their food from other people. ③ Over the past year, how much of what you ate did you get directly from nature, by picking it from plants or hunting and killing animals? ④ Probably most, if not all, of what you ate came either from supermarkets, where the food prepared by others is sold, or in dining establishments such as restaurants and cafeterias, where food grown by some people is cooked and served by others. ⑤ Many people would go hungry.

**72 문장삽입 수특 15-4**

This, however, is too labor-intensive to be practical for most wildlife damage problems.

According to research on wildlife damage management, the more animals are exposed to a fear-provoking stimulus, the faster they will adjust to it. ① For this reason, firecrackers should be used sparingly and propane cannons should be set so that they fire only a couple of times per hour. ② Ideally, a propane cannon or other auditory stimuli should fire only when wild animals come close. ③ One way to accomplish this is to have the noisemaker remotely controlled by someone who fires it only when an animal is nearby. ④ An alternative is to connect a noisemaker to a motion detector, auditory sensor, or infrared sensor that activates the noisemaker whenever an animal is detected. ⑤ It was found that deer adjusted more slowly to motion-activated gas exploders than to those that fired at timed intervals.

**73 문장삽입 수특 15-5**

So the baby starts looking for clues from his mother.

According to researcher Irenaeus Eibl-Eibesfeldt, human babies in all societies start to become afraid of strangers at approximately six months of age. Why is that so? ① Our evolution gives us some explanations: By this age, in a typical hunter-gatherer or small village society, babies have usually had the chance to “meet” all members of their community. ② Any stranger, therefore, poses a threat to the baby’s safety. ③ The baby may wonder what the stranger is about to do to him, and may fear for his life. ④ If the mother seems to be OK with that stranger, the baby is reassured. ⑤ According to Eibl-Eibesfeldt, this so-called “childhood xenophobia” is the first sign of a built-in tendency to see the world in terms of “us” and “them.”

**74 무관한 문장 수특 15-6**

The visual arts are nonverbal languages, but in more ways than one might expect. ① We all know that paintings communicate, and that we are able to derive some information from them more effectively than we can from words. ② A great many words would be needed to describe a miracle performed by a saint or what the Rocky Mountains looked like in 1848 with the same degree of detail found in a painted image of such a subject. ③ To communicate one's intention to anyone else, of course, it is unquestionably evident that words are more effective method than any other. ④ But few of us are aware of the fact that obtaining information from an image is not automatic — not even from the most realistic picture of a familiar subject. ⑤ We have to be able to “read” a particular system of distortions that has been used to translate the original three-dimensional scene into a two-dimensional reproduction.





정답

62 ②

63 (C) - (A) - (B)

64 ②

65 (B) - (A) - (C)

66 ③

67 ④

68 (B) - (A) - (C)

69 ②

70 ④

71 ⑤

72 ④

73 ④

74 ③