

20.20) 어법 틀린 것 고치기

To be mathematically literate means ①to be able to think critically about societal issues ②which mathematics has bearing so as to make informed decisions about ③how to solve these problems. ④Dealing with such complex problems through interdisciplinary approaches, ⑤mirrors real-world problems requires innovative ways of planning and organizing mathematical teaching methods. Navigating our world means ⑥being able to quantify, measure, estimate, classify, compare, find patterns, conjecture, justify, prove, and ⑦generalize within critical thinking and when ⑧using critical thinking. Therefore, making decisions, even qualitatively, ⑨are not possible without using mathematics and critical thinking. Thus, teaching mathematics should ⑩be done in interaction with critical thinking along with a decision-making process. They can be developed into the mathematical context, so that there is no excuse ⑪to not explicitly support students to develop ⑫them.

21.21) 어법 틀린 것 고치기

Imagine that your usually stingy friend delights in buying you a Christmas present after taking a generosity booster. How would you feel? Undoubtedly, there is ①something praiseworthy about the action. You'd be ②pleased to receive the gift. You'd say 'thank you', and mean it. But his change of heart is not entirely ③satisfying. According to Zagzebski, an American philosopher, he is not really generous. When we praise someone's character, we use words for various virtues: 'generous', 'kind', 'courageous', etc. A person who gives one gift ④isn't generous. Instead, generosity is a stable part of a person's 'moral identity', an emotional habit that is part of who you are. Thus virtues, as ⑤opposed to nontypical impulse, ⑥is the result of your personal history. They are part of ⑦who you are, as they are part of ⑧what your character was formed. Instant virtue is therefore impossible. ⑨Popping a pill cannot make you a better person.

23.23) 어법 틀린 것 고치기

①Based on discoveries in neuroscience, pain and pleasure are formed and processed in the same area of the brain. Our bodies constantly strive for homeostasis, ②which is defined as the balance of bodily functions. Without the body's effective compensatory mechanisms, ③which may cushion potential highs and lows, we ④would not be capable of surviving. Pleasure and pain are like two sides of the same coin; they seem to work together and are ⑤heavily reliant on one another and keep balance. If you imagine pleasure and pain as the two opposite points on a scale, you can easily understand that as one of the two points rises, ⑥another must correspondingly fall. We've all heard the expression, "No pain, no gain." Well, according to psychiatrist Dr. Anna Lembke, there may be some truth to these words. She says that our attempts to escape ⑦being miserable are in fact making us even more ⑧miserably. This is ⑨why pain is actually an essential component of our ability to maintain a neutral state, and ⑩allow it will in turn reset our internal scale back to balance.

24.24) 어법 틀린 것 고치기

Manufacturers masterfully sow seeds of doubt about the adequacy of our current devices. Suddenly, the phone that was your lifeline a year ago ①is now a museum piece, ②unable to keep pace with your digital demands. And thus, the itch to upgrade begins, often before there's a genuine need. This cycle isn't just ③confined to our digital companions. It spills over into almost every aspect of consumer electronics, from the self-driving car to the smart fridge. Every product seems to be on an unstoppable march towards the next version, the next generation ④that promises to revolutionize your life. ⑤That's fascinating, or perhaps disturbing, is the utter efficacy of this cycle in shaping our desires. It's not so much ⑥that we want the newest device; we're ⑦leading to believe we need it. The distinction between want and need ⑧blurs, shifting our financial priorities in favor of staying current with trends. For all the logical arguments against this ceaseless upgrading, the temptation remains compelling.

29.<sup>29)</sup> 어법 틀린 것 고치기

Conditioned Place Preference is a way of finding out ①that animals want. Researchers train them ②to associate one place with an experience such as food or a loud noise and another place with something ③completely different, usually ④which nothing happens. The two places are made obviously ⑤different to make it as ⑥easy as possible for the animal ⑦associating each place with ⑧which happened to it there. The animal's preference for ⑨being in one place or another ⑩measures both before and after its experiences in the two places. If there is a shift in ⑪where the animal chooses to spend its time for the reward, this suggests that it liked the experience and ⑫is trying to repeat it. Conversely, if it now avoids the place the stimulus appeared and ⑬started to prefer the place it did not experience ⑭itself, then this suggests that it found the stimulus ⑮unpleasantly. For example, mice with cancer ⑯show a preference for the place ⑰where they have been given morphine, a drug ⑱was used to relieve pain, rather than ⑲where they have received saline whereas healthy mice developed no such preference. This suggests that the mice with cancer wanted the morphine.

30.<sup>30)</sup> 어법 틀린 것 고치기

Near the equator, many species of bird breed all year round. But in temperate and polar regions, the breeding seasons of birds are often sharply ①defined. They ②are triggered mainly by changes in day length. If all goes well, the outcome is ③that birds raise their young when the food supply is at its peak. Most birds are not simply reluctant to breed at other times but they are also physically ④incapable of doing so. This is ⑤why their reproductive system shrinks, ⑥which helps flying birds ⑦save weight. The main exception to this rule ⑧are nomadic desert species. These can initiate their breeding cycle within days of rain. It's for ⑨making the most of the sudden breeding opportunity. Also, different species ⑩divide the breeding season up in different ways. Most seabirds raise a single brood. In warm regions, however, songbirds may raise several families in a few months. In an exceptionally good year, a pair of House Sparrows, a kind of songbird, can raise successive broods through a marathon reproductive effort.

31.<sup>31)</sup> 어법 틀린 것 고치기

One factor that may hinder creativity ①is unawareness of the resources required in each activity in students' learning. Often students are unable to identify the resources they need to perform the task required of ②them. Different resources may be compulsory for specific learning tasks, and ③recognize them may simplify the activity's performance. For example, it may be ④what students desire to conduct some experiments in their projects. There must be a prior investigation of ⑤what the students will have access to the laboratory, equipment, and chemicals required for the experiment. It means preparation ⑥is vital for the students ⑦succeeding, and it may be about human and financial resources such as laboratory technicians, money ⑧to purchase chemicals, and equipment for their learning ⑨where applicable. Even if some of the resources required for a task may not be available, identifying ⑩it in advance may help students' creativity. It may even lead to ⑪changing the topic, finding alternative resources, and other means.

32.<sup>32)</sup> 어법 틀린 것 고치기

All translators feel some pressure from the community of readers ①whom they are doing their work. And all translators ②arrive at their interpretations in dialogue with other people. The English poet Alexander Pope had pretty good Greek, but when he set about translating Homer's Iliad in the early 18th century he was not on his own. He had Greek commentaries ③to refer to, and translations that ④have already ⑤done in English, Latin, and French — and of course he had dictionaries. Translators always draw on more than one source text. Even when the scene of translation ⑥is consisted of just one person with a pen, paper, and the book that ⑦is translating, or even when it is just one person ⑧translated orally for another, that person's linguistic knowledge ⑨arouses from lots of other texts and other conversations. And then his or her idea of the translation's purpose will ⑩be influenced by the expectations of the person or people it is ⑪for. In both these senses every translation is a crowd translation.

## 33.33) 어법 틀린 것 고치기

Some people argue that there is a single, logically consistent concept ①known as reading that can be neatly ②set apart from everything else people do with books. Is reading really that simple? The most productive way to think about reading is ③as a loosely related set of behaviors that ④belong together owing to family resemblances, as Ludwig Wittgenstein used the phrase, without having in common a single defining trait. Consequently, efforts to distinguish reading from nonreading ⑤is destined to fail because there is no agreement on ⑥which qualifies as reading in the first place. The more one tries to figure out ⑦which the border lies between reading and not-reading, the more edge cases will be found ⑧to stretch the term's flexible boundaries. Thus, it is worth ⑨to attempt to collect together these exceptional forms of reading into a single forum, one ⑩highlighted the challenges ⑪faced by anyone ⑫wished to establish the boundaries ⑬where reading begins and ends. The attempt moves toward an understanding of reading as a spectrum that is ⑭expansive enough to accommodate the distinct reading activities.

## 34.34) 어법 틀린 것 고치기

Weber's law concerns the perception of difference between two stimuli. It suggests that we might not be able to detect a 1-mm difference when we are looking at lines 466 mm and 467 mm in length, but we may be able to detect a 1-mm difference when we are comparing a line 2 mm long with one 3 mm long. Another example of this principle is ①that we can detect 1 candle when it is lit in an otherwise dark room. But when 1 candle is lit in a room ②which 100 candles are already burning, we may not notice the light from this candle. Therefore, the Just-noticeable difference (JND) ③varies as a function of the strength of the signals. For example, the JND is greater for very loud noises than it ④does for much ⑤more quiet sounds. When a sound is very weak, we can tell that another sound is louder, even if it is barely louder. When a sound is very loud, to tell that another sound is even louder, it has to be much louder. Thus, Weber's law means that it is harder ⑥to distinguish between two samples when those samples are larger or stronger levels of the stimuli.

## 35.35) 어법 틀린 것 고치기

Any new resource (e.g., a new airport, a new mall) always ①opens with people ②benefit individually by sharing a common resource (e.g., the city or state budget). Soon, at some point, the amount of traffic grows too large for the "commons" ③to support. Traffic jams, overcrowding, and overuse ④lessen the benefits of the common resource for everyone — the tragedy of the commons! If the new resource cannot ⑤expand or provide with additional space, it becomes a problem, and you cannot solve the problem on your own, in isolation from your fellow drivers or walkers or competing users. The total activity on this new resource keeps ⑥increasing, and so ⑦is individual activity; but if the dynamic of common use and overuse continues too long, both begin to fall after a peak, ⑧leading to a crash. ⑨What makes the "tragedy of commons" ⑩tragically is the crash dynamic — the destruction or degeneration of the common resource's ability to regenerate ⑪itself.

## 36.36) 어법 틀린 것 고치기

Theoretically, our brain would have the capacity to store all experiences throughout life, ①reaching the quality of a DVD. However, this theoretical capacity is offset by the energy demand ②associated with the process of storing and retrieving information in memory. As a result, the brain develops efficient strategies, becoming ③dependent on shortcuts. When we observe a face, the visual image ④captured by the eyes is highly variable, ⑤depends on the point of view, lighting conditions and other contextual factors. Nevertheless, we are able to recognize the face as the same, ⑥maintaining the underlying identity. The brain, rather than focusing on the details of visualization, creates and stores general patterns that ⑦allows for consistent recognition across diverse circumstances. This ability to match ⑧that we see with general visual memory patterns ⑨serve as an effective mechanism for optimizing brain performance and saving energy. The brain, ⑩being naturally against unnecessary effort, constantly seeks to simplify and generalize information ⑪to facilitate the cognitive process.

## 37.37) 어법 틀린 것 고치기

①What scientific research is concerned, explanatory tales are expected to adhere closely to experimental data and ②to illuminate the regular and predictable features of experience. However, this paradigm sometimes conceals the fact ③that theories are deeply loaded with creative elements that ④shapes the construction of research projects and the interpretations of evidence. Scientific explanations do not just relate a chronology of facts. They construct frameworks for ⑤systematically chosen data in order to provide a consistent and meaningful explanation of ⑥which is observed. Such constructions lead us ⑦to imagine specific kinds of subject matter in particular sorts of relations, and the storylines they inspire will prove more ⑧effective for analyzing some features of experience over others. When we neglect the creative contributions of such scientific imagination and ⑨treat models and interpretive explanations as straightforward facts — even worse, as facts ⑩include all of reality — we can blind ourselves to the limitations of a given model and ⑪fail to note its potential for misunderstanding a situation ⑫which it ill applies.

## 38.38) 어법 틀린 것 고치기

We encounter contrary claims about the relation of literature to action. Theorists have maintained that literature encourages solitary reading and reflection as the way ①to engage with the world and thus ②to counter the social and political activities that might produce social change. At best it encourages detachment or appreciation of complexity, and at worst passivity and acceptance of ③which is. But on the other hand, literature has historically ④been seen as dangerous: it promotes the questioning of authority and social arrangements. Plato banned poets from his ideal republic because they could only do harm, and novels have long been credited with making people ⑤dissatisfying with their lives and ⑥eager for something new. By promoting identification across divisions of class, gender, and race, books may promote a fellowship that discourages struggle; but they may also produce a keen sense of injustice that makes progressive struggles possible. Historically, works of literature are credited with producing change: Uncle Tom's Cabin, a best-seller in its day, helped ⑦create a revulsion against slavery that made ⑧possible the American Civil War.

## 39.39) 어법 틀린 것 고치기

According to Hobbes, man is not a being ①who can act morally ②in spite of his instinct to protect his existence in the state of nature. Hence, the only place where morality and moral liberty will begin to find an application ③begin in a place where a sovereign power, namely the state, ④emerges. Hobbes thus describes the state of nature as a circumstance ⑤which man's life is "solitary, poor, nasty, brutish and short". It means ⑥when people live without a general power to control ⑦them all, they are indeed in a state of war. In other words, Hobbes, who accepted ⑧that human beings are not social and political beings in the state of nature, ⑨believing that without the power human beings in the state of nature ⑩are "antisocial and rational based on their selfishness". Moreover, since society is not a natural phenomenon and there is no natural force ⑪bringing people together, ⑫which will bring them together as a society ⑬is not mutual affection according to Hobbes. It is, rather, mutual fear of men's present and future that ⑭assemble them, since the cause of fear is a common drive among people in the state of nature.

## 40.40) 어법 틀린 것 고치기

There is research that ①supports the idea that cognitive factors influence the phenomenology of the perceived world. Delk and Fillenbaum asked participants ②to match the color of figures with the color of their background. Some of the figures depicted objects ③associated with a particular color. These included typically red objects such as an apple, lips, and a symbolic heart. Other objects were presented ④what ⑤is not usually associated with red, such as a mushroom or a bell. However, all the figures ⑥were made out of the same red-orange cardboard. Participants then had to match the figure to a background ⑦varying from dark to light red. They had to make the background color ⑧match the color of the figures. The researchers found that red-associated objects required more red in the background ⑨to judge a match than ⑩were the objects that are not associated with the color red. This implies that the cognitive association of objects to color influences ⑪how we perceive that color.

## 41-2.41) 어법 틀린 것 고치기

In each round of genome copying in our body, there is still about a 70 percent chance that at least one pair of chromosomes will have an error. With each round of genome ①copying, errors accumulate. This is similar to alterations in medieval books. Each time a copy was made by hand, some changes ②were introduced accidentally; as changes stacked up, the copies may have acquired meanings at variance with the original. Similarly, genomes that have undergone more copying processes ③will have gathered more mistakes. To make things worse, mutations may damage genes ④responsible for error checking and repair of genomes, further ⑤accelerating the introduction of mutations. Most genome mutations do not have any noticeable effects. It is just like changing the i for a y in “kingdom” would not distort the word’s readability. But sometimes a mutation to a human gene results in, for example, an eye ⑥which iris is of two different colors. Similarly, almost everyone has birthmarks, ⑦which are due to mutations that occurred as our body’s cells ⑧multiplied to form skin. If mutations are changes to the genome of one particular cell, how can a patch of cells in an iris or a whole patch of skin, ⑨consisted of many individual cells, ⑩affect simultaneously? The answer lies in the cell lineage, the developmental history of a tissue from particular cells through to their fully differentiated state. If the mutation occurred early on in the lineage of the developing iris, then all cells in that patch have inherited that change.

## 정답

- 20) ② on which ⑤ mirroring ⑨ is  
 21) ⑥ are ⑧ how  
 23) ⑥ the other ⑧ miserable ⑨ because ⑩ allowing  
 24) ⑤ What's ⑦ led  
 29) ① what ④ where ⑦ to associate ⑧ what ⑩ is measured  
 ⑬ starts ⑭ it ⑮ unpleasant ⑰ used to  
 30) ⑤ because  
 31) ③ recognizing ④ that ⑤ whether ⑦ to succeed ⑩ them  
 32) ① for whom ④ had ⑤ been done ⑥ consists ⑦ is being  
 translated ⑧ translating ⑨ arises  
 33) ⑤ are ⑥ what ⑦ where ⑨ attempting ⑩ highlighting ⑫  
 wishing  
 34) ② in which ④ is  
 35) ② benefiting ⑤ be expanded or provided ⑦ does ⑩  
 tragic  
 36) ⑤ depending ⑦ allow ⑧ what ⑨ serves  
 37) ① Where ④ shape ⑥ what ⑩ including ⑫ to which  
 38) ② counters ③ what ⑤ dissatisfied  
 39) ③ begins ⑤ in which ⑨ believes ⑫ what ⑭ assembles  
 40) ④ that ⑤ are ⑨ to be judged ⑩ did  
 41) ⑥ whose ⑨ consisting ⑩ be affected