

2026년 3월 고2 영어 모의고사

English Reading Comprehension

Why I Created This Material

15년 동안 학생들을 가르치면서 저는 한 가지 장면을 수도 없이 보았습니다.

학생이 영어 지문을 읽습니다. 그리고 문장을 하나하나 한국어로 번역합니다.

그런데 그 다음 질문을 하면 많은 학생들이 이렇게 말합니다.

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이 자료의 목적은 단 하나, 지문의 내용을 머릿속에 구조적으로 이해하고 기억하게 만드는 것입니다.

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1. 지문 내용을 정확히 이해하고 기억하고 있는가?
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학생들이 지문을 읽고

핵심 주장

인과 관계

예시

결론

을 스스로 찾아내고, 내용을 머릿속에 구조로 정리할 수 있도록 돕는 것이 이 문제들의 목적입니다.

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지문을 이해하는 힘, 즉 문해력을 훈련하기 위한 학습 도구입니다.

이 자료가 지문을 읽어도 무엇을 말하는지 몰라 답답했던 학생들에게

작은 길잡이가 되기를 바랍니다.

- 공부코치

When moving into a new situation, many people decide that they need to master what's new. To this end, they reduce their connections to people or activities that might distract them from their goal. But that is a mistake. Being too focused can lead to becoming unidimensional — you have few remedies to the microstresses that are inevitably bombarding you at that time. So when things are tough during such a transition, you have almost nothing else in your life to counterbalance the stress. Instead of staying laser-focused, use this transition as the jumping-off point for building new networks to shape the work you want to do and whom you want to do it with.

* **new situation**: 새로운 상황 * **master**: 숙달하다, 통달하다 * **to this end**: 이를 위하여 * **reduce**: 줄이다, 감소시키다 * **connections**: 연결, 관계, 인맥 * **distract**: 주의를 분산시키다 * **goal**: 목표 * **mistake**: 실수 * **focused**: 집중된 * **unidimensional**: 단편적인, 한쪽으로 치우친 * **remedies**: 해결책, 대처법 * **microstresses**: 미세 스트레스, 작은 스트레스 * **bombarding**: 쏟아지는, 퍼붓는 * **transition**: 전환기, 과도기 * **counterbalance**: 균형을 맞추다, 상쇄하다

Comprehension Quiz (10 Questions)

1. What is the main idea of the passage?

- ① The importance of mastering new skills in a new environment.
- ② The necessity of maintaining old connections when facing new challenges.
- ③ The common pitfalls of transition periods and how to overcome them.
- ④ Strategies for reducing stress through intense focus during new beginnings.
- ⑤ How a lack of focus can hinder personal and professional growth.

2. Which of the following statements is NOT consistent with the passage?

- ① Reducing connections to potential distractions is a recommended strategy for success in new situations.
- ② A unidimensional life offers few effective ways to deal with daily pressures.
- ③ Microstresses are an unavoidable part of transitioning into new situations.
- ④ Concentrating solely on a new goal can limit one's resources for coping with stress.
- ⑤ Building new networks during a transition helps shape future work and collaborations.

3. Which of the following can be inferred from the passage?

- ① Old connections are always superior to new networks for stress management.
- ② People who maintain diverse activities during transitions are less likely to experience microstresses.
- ③ A "laser-focused" approach is always ineffective regardless of the situation.
- ④ The author believes that social isolation can be detrimental to one's well-being during periods of change.
- ⑤ Mastering new situations primarily involves technical skills rather than social connections.

4. The word "unidimensional" in the passage most closely means _____.

- ① lacking variety or breadth.
- ② having multiple perspectives.
- ③ being highly specialized.
- ④ having a clear single objective.
- ⑤ difficult to comprehend.

5. Which of the following best fits the blank?"Instead of staying laser-focused, use this transition as the jumping-off point for _____."

- ① reducing connections to avoid distractions
- ② mastering what's new with intense dedication
- ③ reinforcing existing skills and routines
- ④ carefully analyzing all potential risks
- ⑤ building new networks to shape the work you want to do and whom you want to do it with

6. According to the passage, what is a direct consequence of being too focused during a new transition?

- ① It leads to a state where there are insufficient resources to deal with minor stresses.
- ② It ensures faster mastery of the new situation.
- ③ It allows individuals to completely avoid any microstresses.
- ④ It makes connections to people and activities unnecessary.
- ⑤ It guarantees a clear understanding of whom one wants to work with.

7. What is the cause-effect relationship described in the passage regarding navigating new situations?

- ① Utilizing a transition to build networks inevitably leads to increased stress.
- ② Being excessively focused during a transition results in a lack of diverse coping mechanisms for stress.
- ③ The presence of microstresses causes individuals to seek more isolation.
- ④ Building new networks causes a reduction in the inevitable microstresses.
- ⑤ Reducing connections to distractions causes an individual to become more adaptable.

8. What is the author's primary purpose in writing this passage?

- ① To criticize individuals who struggle with new transitions.
- ② To explain the psychological reasons behind stress during change.
- ③ To discourage people from pursuing mastery in new environments.
- ④ To provide guidance on a more effective approach to handling transitions.
- ⑤ To highlight the inevitability of stress regardless of one's approach.

9. Which of the following real-world scenarios best illustrates the passage's argument?

- ① A new employee who only focuses on their job tasks and avoids social interaction, finding it hard to cope with unexpected workplace challenges.
- ② A musician who practices only their instrument, failing to learn music theory or composition.
- ③ An entrepreneur who dedicates all their time to developing a single product, ignoring market trends.
- ④ An athlete who trains rigorously for a specific competition, neglecting other aspects of their fitness.
- ⑤ A student who studies only one subject intensively and struggles when faced with a diverse exam.

10. What broader implication can be drawn from the author's advice on navigating new situations?

- ① Personal well-being and professional effectiveness during change are enhanced by fostering diverse connections and support systems.
- ② Overcoming challenges during transitions requires an exclusive focus on new tasks.
- ③ Success in new endeavors is primarily dependent on one's ability to minimize distractions.
- ④ The most efficient way to adapt to change is to maintain a strict separation between work and personal life.
- ⑤ Reliance on external networks often hinders individual autonomy and growth.

202603H2_21

A first step toward establishing a respectful classroom learning community is acceptance of all ideas and answers — regardless of any obvious errors. Rich mathematical discussions cannot occur if this expectation is not in place. We must remember that wrong answers are often rooted in misconceptions, and unless these ideas are allowed to be brought to the forefront, we cannot help students confront their thinking. Students who are in safe learning environments are willing to risk sharing an incorrect answer with their peers in order to grow mathematically. It is important to model and expect the acceptance of all ideas without derogatory comments. As educators we can model this by recording all answers to be considered without giving any verbal or physical expressions that indicate agreement or disagreement with any answer. The teacher may need to practice having a “blank face.” Students look to teachers as the source of correct answers. Part of building a safe learning community is to shift this source of knowledge to the students by equipping them to defend the thinking behind their solutions.

* **first step**: 첫 단계 * **establishing**: 확립하는 것 * **respectful**: 존중하는 * **learning community**: 학습 공동체 * **acceptance**: 수용, 받아들임 * **obvious errors**: 명백한 오류 * **rich mathematical discussions**: 풍부한 수학적 토론 * **rooted in misconceptions**: 오개념에 뿌리를 둔 * **brought to the forefront**: 전면에 드러나다 * **confront their thinking**: 자신의 사고방식에 직면하다 * **safe learning environments**: 안전한 학습 환경 * **risk sharing**: 공유할 위험을 감수하다 * **derogatory comments**: 경멸적인 언급 * **verbal or physical expressions**: 언어적 또는 신체적 표현 * **defend the thinking**: 사고방식을 방어하다

■ Comprehension Quiz (10 Questions)

1. What is the main idea of the passage?

- ① How to encourage students to take risks in competitive learning environments.
- ② Establishing a classroom culture that values and accepts all student ideas for deeper learning.
- ③ The necessity of immediate feedback to address students' wrong answers.
- ④ Strategies for engaging students in rich mathematical discussions.
- ⑤ The primary role of teachers in correcting students' mathematical misconceptions.

2. Which of the following statements is NOT consistent with the passage?

- ① A safe learning environment promotes students' willingness to share potentially wrong answers.
- ② Teachers should immediately identify and correct incorrect answers to prevent student confusion.
- ③ Students should be encouraged to justify their solutions, becoming the primary source of knowledge.
- ④ Errors in student answers frequently originate from fundamental misunderstandings.
- ⑤ Recording all student responses without judgment helps in fostering an accepting classroom atmosphere.

3. What can be inferred about the teacher's role in a respectful learning community as described in the passage?

- ① Teachers should actively challenge students' wrong answers with clear counter-examples during discussions.
- ② The teacher's primary function is to directly provide all correct answers to students.
- ③ The teacher acts as a facilitator, creating an environment where students explore and validate their own thinking.
- ④ It is the teacher's responsibility to shield students from making any errors during discussions.
- ⑤ Teachers must carefully monitor and only accept ideas that are demonstrably correct.

4. In the passage, what does the word "derogatory" most closely mean?

- ① Constructive
- ② Elaborate
- ③ Supportive
- ④ Disparaging
- ⑤ Encouraging

5. Which of the following best fits the blank? "Students look to teachers as the source of correct answers.

- ① This expectation requires teachers to provide immediate corrections.
- ② A key challenge is overcoming students' fear of making mistakes in public.
- ③ Therefore, teachers must ensure they always have the right answers ready.
- ④ Students' reliance on teachers diminishes their own capacity for critical thought.
- ⑤ Part of building a safe learning community is to shift this source of knowledge to the students by equipping them to defend the thinking behind their solutions.

6. According to the passage, what is one way educators can model acceptance of all ideas?

- ① By having students vote on the best answer provided by their peers.
- ② By recording all student answers without indicating agreement or disagreement.
- ③ By focusing discussions primarily on the most innovative and correct solutions.
- ④ By gently correcting students immediately after they share an incorrect idea.
- ⑤ By praising only the correct answers to reinforce good learning habits.

7. What is the described cause-effect relationship concerning students' sharing of incorrect answers?

- ① The absence of derogatory comments inevitably ensures all students grasp complex mathematical concepts.
- ② A safe learning environment leads students to be more willing to share potentially incorrect answers, which helps them grow mathematically.
- ③ Teachers' immediate feedback on wrong answers results in students confronting their misconceptions.
- ④ Confronting thinking prevents misconceptions from ever being brought to the forefront.
- ⑤ Sharing incorrect answers directly causes rich mathematical discussions.

8. What is the author's primary purpose in this passage?

- ① To explain the psychological barriers students face when dealing with mathematical errors.
- ② To criticize traditional teaching methods that discourage student participation.
- ③ To demonstrate how to identify and correct common mathematical misconceptions.
- ④ To advocate for creating a non-judgmental classroom atmosphere that empowers students to take intellectual risks and learn from misconceptions.
- ⑤ To evaluate the effectiveness of different classroom management strategies.

9. Which scenario best exemplifies the principles advocated in the passage?

- ① An art class where the teacher displays all student artwork, regardless of skill level, and encourages students to discuss their creative processes.
- ② A science lab where students are praised only when their experimental results perfectly match the expected outcome.
- ③ A history lesson where the teacher always provides the definitive interpretation of events, discouraging alternative viewpoints.
- ④ A language class where students are immediately corrected for every grammatical mistake to ensure perfect fluency.
- ⑤ A debate club where members are encouraged to sharply critique each other's arguments to find flaws.

10. What is a broader implication of shifting the source of knowledge from teachers to students, as discussed in the passage?

- ① It reduces the teacher's workload significantly by delegating instructional responsibilities.
- ② It cultivates critical thinking and problem-solving skills, empowering students to become independent learners capable of self-correction and justification.
- ③ It fosters a classroom culture where factual accuracy becomes less important than participation.
- ④ It implies that teachers no longer need to possess deep subject matter expertise.
- ⑤ It primarily benefits advanced students who are already confident in their abilities.

202603H2_22

The usual intercity traveler moves slowly through the station area. The passenger may not be familiar with the routine, have baggage to handle and check or retrieve, have a long wait for connections or delayed trains, and may require information, food, and a comfortable place to sit. Commuters, on the other hand, are familiar with the route through the station, have little or no luggage, and are usually in a hurry. They want direct access to or from local streets and transport. These two types of traffic should be kept separate to avoid conflict and confusion. In some large stations such as Grand Central Terminal in New York City, commuter and intercity trains arrive and depart on different levels. In smaller stations, separate platforms should be used and traffic routed so that the two lines of movement do not cross. In some instances, separate stations are in use. Clear and concise direction and routing signs and other means of channelization are desirable.

* **intercity traveler**: 도시 간 여행객 * **station area**: 역 구역 * **familiar with**: ~에 익숙한 * **routine**: 일상적인 흐름, 일과 * **baggage**: 수하물, 짐 * **handle**: 처리하다 * **check or retrieve**: 확인하거나 찾다 (수하물) * **connections**: 환승 * **delayed trains**: 지연된 기차 * **commuters**: 통근자 * **in a hurry**: 서두르는 * **direct access**: 직접 접근 * **avoid conflict and confusion**: 충돌과 혼란을 피하다 * **separate platforms**: 별도의 승강장 * **channelization**: (유동) 유도, (교통) 분리 유도

■ Comprehension Quiz (10 Questions)

1. What is the main theme of the passage?

- ① The importance of efficient baggage handling systems for travelers.
- ② The diverse amenities required by intercity travelers.
- ③ The necessity of segregating different types of train passengers in station design.
- ④ The challenges of modern urban planning and transport.
- ⑤ The historical development of large train stations.

2. Which of the following statements is NOT consistent with the information in the passage?

- ① Separate stations are never used as a method to keep different types of traffic apart.
- ② Grand Central Terminal separates commuter and intercity trains using different levels.
- ③ Commuters typically carry little to no luggage.
- ④ Intercity travelers often require food and a comfortable place to sit.
- ⑤ Clear direction signs are helpful for channelizing passenger traffic.

3. What can be inferred about train stations that do NOT effectively separate intercity travelers and commuters?

- ① They are more aesthetically pleasing due to less intrusive physical barriers.
- ② They exclusively cater to the needs of commuters, ignoring others.
- ③ They would likely experience significant delays in passenger movement and processing.
- ④ They intentionally encourage more interaction between diverse traveler groups.
- ⑤ Their operational costs are generally lower because of simplified infrastructure.

4. The word 'channelization' in the last sentence most likely refers to:

- ① The act of creating pathways or directing movement.
- ② The practice of broadcasting news on multiple channels.
- ③ The process of digging canals for water transport.
- ④ The method of distributing information through various media.
- ⑤ The technique of establishing communication networks.

5. Commuters, on the other hand, are familiar with the route through the station, have little or no luggage, and are usually in a hurry. They want direct access to or from local streets and transport. _____. In some large stations such as Grand Central Terminal in New York City, commuter and intercity trains arrive and depart on different levels. Which of the following best fits the blank?

- ① Consequently, high-speed rail networks are being developed.
- ② Therefore, all stations must prioritize intercity traveler comfort.
- ③ These two types of traffic should be kept separate to avoid conflict and confusion.
- ④ As a result, station designs emphasize shared spaces for interaction.
- ⑤ Thus, advanced security checks are essential for all passengers.

6. According to the passage, which of the following is true regarding intercity travelers?

- ① They usually desire quick and direct access to local transport.
- ② They often need services like information, food, and seating.
- ③ They primarily travel without any luggage.
- ④ They are generally in a hurry to reach their final destination.
- ⑤ They typically have a thorough familiarity with the station layout.

7. What is the primary cause-effect relationship described in the passage?

- ① Efficient baggage handling systems contribute to overall station congestion.
- ② The varied needs and behaviors of travelers necessitate separate traffic flows.
- ③ Delays in train schedules result in fewer intercity travelers.
- ④ Increased train speeds lead to the need for larger stations.
- ⑤ Modern station designs prioritize aesthetics over functional separation.

8. What is the author's primary purpose in writing this passage?

- ① To criticize the design flaws in existing train stations.
- ② To advocate for increased funding for public transportation infrastructure.
- ③ To provide guidelines for optimizing passenger flow in train stations.
- ④ To compare the history of Grand Central Terminal with smaller stations.
- ⑤ To promote specific train routes for intercity travel.

9. Which of the following scenarios best illustrates the principle discussed in the passage?

- ① An online shopping website using algorithms to recommend products based on user browsing history.
- ② A hospital designing distinct entrances and waiting areas for emergency patients versus scheduled appointments.
- ③ A city building more roads to alleviate general traffic congestion.
- ④ A restaurant offering a diverse menu to cater to various dietary preferences.
- ⑤ A library creating separate sections for different genres of books.

10. What broader conclusion can be drawn from the passage about designing public spaces?

- ① Shared spaces are inherently superior for fostering community spirit.
- ② Effective design of public spaces requires accommodating the distinct needs of different user groups.
- ③ Public spaces should always aim to be as large as possible.
- ④ Design decisions must prioritize minimizing the initial construction budget.
- ⑤ The best public spaces universally adopt a single, unified design principle.

Most performance lighting is made up of a number of different looks which we have called lighting states. Each lighting cue triggers a change to a new state. Like actors, lighting cues usually need a motivation. This might be something very obvious such as a cue required to brighten a room setting when an actor turns on a light switch or the rapid increase in intensity at the end of a dance number in a traditional musical (known as a button cue). At other times we will need a cue to provide a subtle change in atmosphere over a number of minutes, motivated perhaps by the mention of a sunset or the intention to slowly change the feel of the performance from normal to threatening. The question, 'What will lighting do for this production?' needs to be asked for each moment of the production, each dramatic unit or scene, and each transition.

* **performance lighting**: 공연 조명 * **lighting states**: 조명 상태 * **lighting cue**: 조명 큐 * **triggers**: 유발하다, 촉발하다 * **motivation**: 동기, 이유 * **obvious**: 명백한, 분명한 * **brighten**: 밝히다 * **intensity**: 강도 * **dance number**: 춤 공연 * **button cue**: 버튼 큐 * **subtle change**: 미묘한 변화 * **atmosphere**: 분위기 * **intention**: 의도 * **dramatic unit**: 극적 단위 * **transition**: 전환

Comprehension Quiz (10 Questions)

1. What is the main theme of the passage?

- ① The historical development of lighting states in performance art.
- ② The essential role of motivated lighting changes in theatrical productions.
- ③ How actors' movements influence the design of complex lighting systems.
- ④ The challenges of creating subtle atmospheric changes with limited lighting.
- ⑤ The technical processes involved in operating stage lighting equipment.

2. Which statement is NOT consistent with the information provided in the passage?

- ① All lighting cues are designed to be immediately obvious and startling to the audience.
- ② A "button cue" is a type of rapid increase in intensity at the end of a dance number.
- ③ The role of lighting should be considered for every segment and transition of a production.
- ④ Lighting cues, similar to actors, typically require a specific reason or purpose.
- ⑤ "Lighting states" refer to the various distinct visual appearances created by stage lighting.

3. What can be most reasonably inferred from the passage?

- ① The absence of specific motivation can lead to lighting choices that detract from a performance's impact.
- ② Technical expertise in lighting is less important than understanding audience psychology.
- ③ Obvious lighting changes are generally preferred over subtle ones for dramatic effect.
- ④ Lighting designers rarely collaborate with directors on creative decisions.
- ⑤ The primary challenge in lighting design is integrating new technologies.

4. In the context of the passage, what does the word "motivation" most likely mean?

- ① The artistic aesthetic of the stage.
- ② The visible effect produced by the light.
- ③ The electrical power source.
- ④ The technical mechanism of the light.
- ⑤ The underlying reason or justification.

5. Which of the following best fits the blank? "Like actors, lighting cues _____."

- ① rarely impact the audience's perception
- ② primarily highlight the main character
- ③ are designed to distract the audience
- ④ often create visual noise
- ⑤ usually need a motivation

6. According to the passage, which of the following statements is true?

- ① All dramatic units within a production demand extremely bright and intense lighting.
- ② Subtle changes in atmosphere are typically executed in an instant rather than over time.
- ③ A "button cue" is always used to signal the beginning of a musical performance.
- ④ The question of lighting's purpose is only relevant during the final rehearsals of a production.
- ⑤ Lighting states represent the distinct visual appearances of performance lighting.

7. Which of the following describes a cause-effect relationship as presented in the passage?

- ① The complexity of a dramatic scene directly results in the elimination of subtle atmospheric changes.
- ② A specific dramatic purpose serves as the primary reason for a lighting cue.
- ③ A lighting cue's motivation is primarily determined by the availability of specific lighting fixtures.
- ④ The sophistication of lighting technology leads to a reduction in the number of required cues.
- ⑤ An increase in audience engagement necessitates a more static and unchanging lighting design.

8. What is the author's primary purpose in writing this passage?

- ① To critically evaluate the shortcomings of traditional lighting design practices.
- ② To entertain readers with personal anecdotes from the world of stage production.
- ③ To persuade aspiring actors to understand the technical aspects of lighting.
- ④ To advocate for the use of more experimental lighting techniques in theater.
- ⑤ To inform readers about the fundamental principles and considerations of performance lighting.

9. Which of the following real-world scenarios best illustrates the passage's argument about motivated lighting?

- ① An architect designing a building with a fixed set of features, regardless of the site or client needs.
- ② A musician performing a complex piece perfectly, but without any emotional expression.
- ③ A painter creating an abstract artwork based purely on personal impulse.
- ④ A film editor meticulously times a musical score to synchronize with the emotional beats of a scene.
- ⑤ A chef preparing a meal strictly following a recipe without tasting or adjusting.

10. What broader conclusion can be drawn from the passage's discussion of performance lighting?

- ① Lighting design functions as an independent artistic element, separate from other production components.
- ② The technical aspects of stage lighting are generally too complex for non-specialists to understand.
- ③ The deliberate and context-driven application of lighting significantly elevates the overall theatrical experience.
- ④ Unplanned or arbitrary lighting changes often lead to innovative and groundbreaking theatrical effects.
- ⑤ Audiences prioritize the visual spectacle of lighting over the story or acting in a performance.

202603H2_24

Rooms have their own "sound" because they impose their own characteristics on audio signals contained within them. It's actually kind of remarkable. Sound such as music coming from headphones will sound the same everywhere. No matter what acoustical environment we are in, the headphones sound the same. That's because the room is not part of that playback signal path. But sound such as music from a loudspeaker will sound different in every acoustical environment. Every room where you set up the loudspeaker will cause the sound you hear to be different — sometimes dramatically different; that is because the room is now part of the signal path. Also, in the same room, the loudspeaker will sound different when it is placed in different locations in the room and it will sound different as you move around the room. Similarly, when you are recording a musical instrument, the sound you receive at the microphone will be different in every room and the recorded sound will sound different as the instrument or the microphone is moved.

* **impose**: 가하다, 부과하다 * **characteristics**: 특성, 특징 * **audio signals**: 오디오 신호 * **remarkable**: 놀라운, 주목할 만한 * **headphones**: 헤드폰 * **acoustical environment**: 음향 환경 * **playback signal path**: 재생 신호 경로 * **loudspeaker**: 확성기, 스피커 * **set up**: 설치하다 * **dramatically different**: 극적으로 다른 * **locations**: 위치 * **move around**: 돌아다니다, 움직이다 * **recording**: 녹음 * **musical instrument**: 악기 * **microphone**: 마이크

Comprehension Quiz (10 Questions)

1. Which of the following best expresses the main idea of the passage?

- ① The importance of signal paths in advanced audio engineering.
- ② Why headphones provide a consistently superior sound quality compared to loudspeakers.
- ③ The challenges involved in recording musical instruments in varied acoustical environments.
- ④ How different rooms dramatically change all forms of sound transmission.
- ⑤ The varying effects of room environments on different sound playback and recording methods.

2. Which of the following statements is NOT consistent with the information provided in the passage?

- ① Sound from headphones will maintain consistent quality regardless of the listening environment.
- ② A room's acoustical characteristics become part of the playback signal path for loudspeakers.
- ③ The sound produced by headphones varies dramatically depending on the specific room.
- ④ The recorded sound of an instrument will differ if the microphone's position changes within a room.
- ⑤ When using a loudspeaker, the listener's position within a room affects sound perception.

3. What can be inferred from the passage regarding sound reproduction?

- ① Moving a microphone during recording is generally discouraged due to the resulting sound variation.
- ② The human ear can easily adapt to different room acoustics for any sound source over time.
- ③ The quality of a loudspeaker is the primary factor determining how much a room affects its sound.
- ④ Manipulating a room's acoustic properties would likely alter the sound produced by a loudspeaker within it.
- ⑤ Professional sound engineers primarily rely on headphones for critical listening tasks.

4. The word "impose" as used in the first sentence ("Rooms have their own 'sound' because they impose their own characteristics on audio signals...") is closest in meaning to which of the following?

- ① ignore
- ② reflect
- ③ negate
- ④ remove
- ⑤ inflict

5. Which of the following best fits the blank?"But sound such as music from a loudspeaker will sound different in every acoustical environment. Every room where you set up the loudspeaker will cause the sound you hear to be different — sometimes dramatically different; that is because _____."

- ① the room is now part of the signal path.
- ② external noises interfere.
- ③ the listener's ears adjust slowly.
- ④ the speaker's power output varies.
- ⑤ sound waves lose energy.

6. According to the passage, what is the specific reason why sound from headphones sounds the same everywhere?

- ① Headphones are designed with superior noise-canceling technology.
- ② The listener's proximity to the sound source is constant with headphones.
- ③ Headphones inherently produce sounds that bypass acoustical interference.
- ④ The room does not constitute a component of the headphone's sound reproduction process.
- ⑤ Sound frequencies are internally equalized within the headphones themselves.

7. What cause-effect relationship is explicitly described in the passage regarding loudspeakers?

- ① Cause: Moving a listener's position within a room. Effect: All sound sources becoming equally distorted.
- ② Cause: Recording an instrument with a microphone. Effect: The instrument's natural sound being perfectly captured.
- ③ Cause: Listening to sound in an anechoic chamber. Effect: The perception of dramatic sound differences.
- ④ Cause: Using high-quality audio equipment. Effect: Elimination of room acoustics effects.
- ⑤ Cause: The room being part of the signal path. Effect: Sound from loudspeakers varying across different environments.

8. What is the author's primary purpose in writing this passage?

- ① To persuade audiophiles to invest in advanced soundproofing materials.
- ② To explain the fundamental differences in how room acoustics affect various sound sources.
- ③ To warn against the dangers of improper microphone placement during recording.
- ④ To argue for the superiority of headphones over loudspeakers in all listening scenarios.
- ⑤ To criticize the lack of acoustic treatment in typical listening environments.

9. Which real-world scenario best illustrates the passage's argument about sound and environment?

- ① A person listening to music on a portable device while commuting on a noisy train.
- ② A student studying in a library finds it easier to concentrate than in a busy cafe.
- ③ A broadcast journalist carefully positioning their microphone and themselves to capture clear audio during a live report.
- ④ A chef using the same recipe in two different kitchens, resulting in slightly different tastes.
- ⑤ A painter using the same brush and paints to create identical copies of a masterpiece.

10. What broader conclusion or implication can be drawn from the passage's observations?

- ① The ideal listening environment is a completely anechoic chamber for all audio experiences.
- ② Listeners should always prioritize headphones for a consistent and true audio experience.
- ③ Technological advancements will soon eliminate all acoustical interference from rooms.
- ④ Achieving faithful sound reproduction or recording necessitates careful consideration of the specific acoustic environment.
- ⑤ The variability of sound in rooms is an unavoidable and largely unmanageable challenge for audio professionals.

The Industrial Revolution did more than just invent new materials or machines. It invented a new process for manufacturing: the modern factory. Prior to around 1850, most piano shops used an apprentice system in which a master builder taught younger workers the skills of the trade, usually over the course of many years. The larger piano shops did have specialists — for example, one person who specialized in soundboards, another who made hammers, and so on. But even the largest piano makers of that time produced no more than 5–10 pianos per year per worker, as pianos were still made essentially one at a time. The development of a true piano factory occurred first in the United States, led by Jonas Chickering in Boston and later the Steinway family in New York City. These factories led to improvements in both efficiency and quality. For example, one of the factories of the time had its own iron casting facility where it made its metal plates, which were thought to be the best available.

* **Industrial Revolution**: 산업 혁명 * **invent**: 발명하다 * **manufacturing**: 제조 * **modern factory**: 현대 공장 * **Prior to**: ~이전에 * **apprentice system**: 도제 시스템 * **master builder**: 숙련된 장인 * **skills of the trade**: 직업 기술 * **specialists**: 전문가 * **soundboards**: 울림판 (피아노) * **hammers**: 해머 (피아노) * **essentially**: 본질적으로 * **development**: 발전 * **efficiency**: 효율성 * **quality**: 품질

Comprehension Quiz (10 Questions)

1. Which of the following best represents the main idea of the passage?

- ① The paradigm shift from traditional craftsmanship to industrial factory production in piano manufacturing.
- ② The detailed history of American piano innovators like Jonas Chickering and the Steinway family.
- ③ The comparison of piano quality between artisanal and factory production methods.
- ④ The limitations of the apprentice system in various industries prior to 1850.
- ⑤ The specific technical advancements in piano components during the 19th century.

2. According to the passage, which statement is NOT true regarding piano manufacturing?

- ① Prior to 1850, piano shops often organized production with different specialists for various parts.
- ② The Industrial Revolution's primary contribution was new materials and machines, not changes in manufacturing processes.
- ③ The initial development of the true piano factory took place in the United States.
- ④ Even the largest piano makers before the factory system produced relatively few instruments per worker annually.
- ⑤ Factory production of pianos was noted for its improvements in both manufacturing efficiency and product quality.

3. What can be most reasonably inferred from the passage about the modern piano factory system?

- ① The introduction of the modern factory system marked a decline in the overall quality of pianos produced.
- ② The global demand for pianos declined significantly after the mid-19th century.
- ③ The shift to factory production fundamentally altered the scale and methods of piano manufacturing.
- ④ Master builders were generally resistant to adopting new technologies for piano construction.
- ⑤ European countries led the initial advancements in true piano factory development.

4. The word "essentially" in the sentence, "pianos were still made essentially one at a time," most closely means:

- ① sporadically
- ② fundamentally
- ③ incidentally
- ④ originally
- ⑤ superficially

5. Which of the following best fits the blank? "The Industrial Revolution did more than just invent new materials or machines. _____"

- ① It also introduced specialized labor into existing workshops.
- ② It led to a widespread decline in the need for skilled craftsmanship.
- ③ It invented a new process for manufacturing: the modern factory.
- ④ It redefined the role of individual artisans in the production process.
- ⑤ It primarily focused on developing more efficient transportation networks.

6. According to the passage, which of the following statements is true?

- ① The modern factory system first appeared in Europe before spreading to the United States.
- ② The apprentice system involved workers learning the trade quickly, usually within a year or two.
- ③ Jonas Chickering and the Steinway family were key figures in developing the first true piano factories in the U.S.
- ④ Before 1850, most piano shops produced hundreds of pianos per worker each year.
- ⑤ Early piano factories always outsourced the production of all their metal components.

7. What cause-effect relationship is explicitly described in the passage?

- ① The apprentice system caused a significant decrease in the number of pianos produced annually.
- ② Increased demand for pianos necessitated the outsourcing of metal plate production.
- ③ The development of true piano factories resulted in enhanced production efficiency and product quality.
- ④ The availability of specialized labor directly led to the invention of the modern factory.
- ⑤ The decline of master builders' influence was the primary cause of improved piano quality.

8. What is the author's primary purpose in writing this passage?

- ① To advocate for a return to traditional, handcrafted piano production methods.
- ② To explain the historical evolution and significance of the modern piano factory.
- ③ To persuade readers that American piano manufacturers were superior to European ones.
- ④ To critique the environmental impact of early industrial manufacturing processes.
- ⑤ To lament the loss of individual artistry in industrial settings.

9. Which of the following real-world scenarios best illustrates the transformation described in the passage?

- ① A chef creating a unique daily special for a restaurant versus a chef following a cookbook recipe exactly.
- ② The shift from a tailor making custom suits for individual clients to a ready-to-wear clothing factory.
- ③ A painter using traditional brushes compared to a painter using digital art software for unique commissions.
- ④ A student writing a personalized essay for a scholarship application versus an essay written for a general standardized test.
- ⑤ A small team developing custom software for a client vs. a large company releasing a widely used operating system.

10. What broader conclusion or implication can be drawn from the passage's account of piano manufacturing?

- ① Innovations in manufacturing processes can fundamentally reshape entire industries and economies.
- ② Early industrialization predominantly benefited only a few wealthy entrepreneurs.
- ③ The apprentice system, though slow, guaranteed higher quality than factory production.
- ④ Historical analysis of industrial changes primarily serves to document individual achievements.
- ⑤ The quality of manufactured goods inevitably declines with increased efficiency.

202603H2_30

In a thesis-based doctoral programme, students typically spend a significant amount of time and effort researching a specific topic. While this deep dive into a particular area allows for thorough exploration and understanding, it can also result in narrowing the focus. As students become deeply absorbed in their research, they may spend less time exploring related fields or acquiring skills outside their immediate area of study. Consequently, this singular focus may limit the breadth of knowledge and skills developed during the programme, potentially hindering students' ability to adapt to diverse career paths or address interdisciplinary challenges. Some universities in Europe have recognised the limitations of traditional thesis-based doctoral programmes and have started to implement more structured approaches. These structured programmes often combine research with coursework and training in transferable skills. By incorporating coursework, seminars, workshops and internships into the curriculum, they aim to provide students with a broader skill set and better prepare them for a variety of career paths beyond academia.

* **thesis-based doctoral programme**: 논문 기반 박사 과정 * **significant amount**: 상당한 양 * **specific topic**: 특정 주제 * **deep dive**: 심층 탐구 * **thorough exploration**: 철저한 탐색 * **narrowing the focus**: 초점 좁히기 * **deeply absorbed**: 깊이 몰두한 * **acquiring skills**: 기술 습득 * **singular focus**: 단일 초점 * **breadth of knowledge**: 지식의 폭 * **hindering students' ability**: 학생들의 능력을 방해하는 * **adapt to diverse career paths**: 다양한 직업 경로에 적응하다 * **interdisciplinary challenges**: 학제 간 문제 * **structured approaches**: 체계적인 접근 방식 * **transferable skills**: 이전 가능한 기술

■ Comprehension Quiz (10 Questions)

1. What is the main theme of the passage?

- ① The benefits of interdisciplinary research in traditional doctoral programs.
- ② The comparison of research methodologies in different doctoral programmes.
- ③ The limitations of traditional thesis-based doctoral programs and the emergence of more comprehensive, structured alternatives.
- ④ The historical evolution of European doctoral programs.
- ⑤ The necessity of deep specialization for academic success in doctoral studies.

2. Which statement is NOT consistent with the information provided in the passage?

- ① European universities are increasingly adopting traditional thesis-based models to enhance research depth.
- ② Thesis-based doctoral programs are designed to allow students to deeply explore a specific research topic.
- ③ Internships and workshops are often components of the curriculum in structured doctoral programmes.
- ④ A potential drawback of a singular focus in doctoral research is a limited ability to adapt to various career opportunities.
- ⑤ Structured doctoral programs typically integrate coursework and training in transferable skills alongside research.

3. What can be inferred from the passage regarding students in traditional doctoral programs?

- ① Students from traditional thesis-based programs might face difficulties in roles requiring a wide range of skills or interdisciplinary collaboration.
- ② All career paths beyond academia inherently require less specialized knowledge than academic roles.
- ③ Universities implementing structured programs are likely reducing their emphasis on the quality of thesis research.
- ④ The academic job market exclusively values highly specialized researchers over those with broad skills.
- ⑤ A deep dive into a specific topic always prevents students from developing any transferable skills.

4. The word "hindering" in the sentence "potentially hindering students' ability to adapt to diverse career paths or address interdisciplinary challenges" most likely means:

- ① improving
- ② obstructing
- ③ supporting
- ④ enhancing
- ⑤ facilitating

5. Which of the following best fits the blank? "Consequently, this singular focus may limit the breadth of knowledge and skills developed during the programme, _____."

- ① inevitably contributing to a stronger global research community
- ② always leading to successful academic careers
- ③ thereby ensuring deep expertise in their chosen field
- ④ consistently resulting in ground-breaking original contributions
- ⑤ potentially hindering students' ability to adapt to diverse career paths or address interdisciplinary challenges

6. According to the passage, which of the following is true?

- ① The primary aim of structured programs is to replace research with extensive coursework and internships.
- ② Students in traditional programs rarely achieve thorough exploration of their specific research topic.
- ③ Some European universities have initiated structured doctoral programs to provide students with a wider array of skills.
- ④ Structured doctoral programs are primarily focused on preparing students exclusively for academic careers.
- ⑤ Thesis-based doctoral programs consistently encourage students to explore numerous related academic fields.

7. What cause-effect relationship is described in the passage concerning doctoral students?

- ① The implementation of structured doctoral programs causes a reduction in the quality of thesis research.
- ② Students' deep absorption in their specific research topic can result in them acquiring fewer skills outside their immediate area of study.
- ③ European universities' recognition of traditional program limitations resulted in their emphasis on deep specialization.
- ④ The provision of transferable skills training in structured programs causes students to entirely abandon academic careers.
- ⑤ A singular focus in thesis-based programs often leads to a broader exploration of diverse academic fields.

8. What is the author's primary purpose in writing this passage?

- ① To neutrally describe the different types of doctoral programs without expressing a preference.
- ② To critically analyze the shortcomings of current doctoral education and propose an alternative model.
- ③ To advocate for the complete abandonment of traditional thesis-based doctoral programs.
- ④ To primarily celebrate the historical achievements of European higher education institutions.
- ⑤ To express strong disapproval of students who pursue highly specialized research topics.

9. Which of the following real-world scenarios best illustrates the passage's argument about the limitations of narrow focus?

- ① A musician who primarily composes new pieces and rarely performs in public.
- ② A chef who masters one cuisine and opens a successful restaurant specializing in it.
- ③ A programmer who learns multiple coding languages to work on various types of software projects.
- ④ A marathon runner who trains only for sprints and struggles in long-distance races.
- ⑤ A historian who spends decades researching a single ancient civilization and becomes the world's leading expert on it.

10. What broader implication can be drawn from the passage about the direction of doctoral education?

- ① Doctoral programs are evolving primarily to extend the duration of study for students.
- ② The future of doctoral education lies in reducing research components in favor of general skill training.
- ③ Contemporary doctoral education is adapting to the imperative of producing graduates who are broadly skilled and adaptable to various professional environments.
- ④ The value of deep specialization in academic research is being entirely questioned by universities.
- ⑤ The job market currently places a reduced emphasis on academic publications for doctoral graduates.

Research shows that, by age three, children understand that imaginary objects do not come to life. This is especially clear with respect to everyday objects — children know that even though they imagine a pencil in an empty box, the box will remain empty. However, emotion can sometimes disrupt this understanding, or at least its expression. That is, even though a child knows that monsters are not real, the thought of a monster under a bed might be enough to make a child refuse to go into his room at night. Indeed, research shows that children have a more difficult time displaying their understanding of the causal relations between imagination and reality when they are asked to pretend or imagine scary things, like monsters. In one study, preschool children were shown an empty box and were asked to imagine a monster inside. All children agreed that the box was empty. However, when they were left alone with the box they exhibited fear and avoidance of it.

* **Research:** 연구 * **imaginary objects:** 상상의 대상/사물 * **come to life:** 현실이 되다, 살아 움직이다 * **with respect to:** ~에 관하여, ~에 대하여 * **everyday objects:** 일상적인 사물 * **disrupt:** 방해하다, 지장을 주다 * **expression:** 표현 * **monsters:** 괴물 * **refuse to go into:** ~에 들어가기를 거부하다 * **displaying their understanding:** 이해를 표현하다/보여주다 * **causal relations:** 인과 관계 * **pretend:** 가장하다, ~인 척하다 * **preschool children:** 미취학 아동 * **agreed:** 동의했다 * **exhibited fear and avoidance:** 두려움과 회피 행동을 보였다

Comprehension Quiz (10 Questions)

1. Which of the following best represents the main theme of the passage?

- ① Effective research methodologies for studying early childhood cognition.
- ② The impact of emotional responses on children's understanding and expression of reality.
- ③ The psychological differences between actual dangers and imaginary fears in children.
- ④ The developmental stages of a child's imagination.
- ⑤ How children learn to distinguish between real and imaginary concepts.

2. According to the passage, which statement is NOT true?

- ① A child's knowledge that monsters are not real can still be overridden by fear in their behavior.
- ② Children typically do not confuse everyday imaginary objects with reality, such as a pencil in an empty box.
- ③ By age three, children generally comprehend that imaginary objects do not become real.
- ④ Strong emotions can interfere with a child's ability to display their rational understanding of reality.
- ⑤ The study described found that preschool children consistently showed no fear of an empty box after imagining a monster inside.

3. What can be inferred from the passage regarding children's cognitive and emotional states?

- ① Exposure to imaginary scary scenarios helps children to overcome their fears more effectively.
- ② Children's imaginary fears are solely internal and unaffected by external prompts or suggestions.
- ③ A child's observable behavior may not always align with their internal rational knowledge when emotions are intense.
- ④ Children cannot differentiate between imagination and reality until they are much older than three.
- ⑤ Once a child develops the ability to distinguish reality from imagination, this understanding becomes completely stable.

4. The word "disrupt" in the sentence, "However, emotion can sometimes disrupt this understanding, or at least its expression," is closest in meaning to:

- ① reinforce
- ② maintain
- ③ clarify
- ④ enhance
- ⑤ interrupt

5. Which of the following best fits the blank? "Research shows that, by age three, children understand that imaginary objects do not come to life. This is especially clear with respect to everyday objects — children know that even though they imagine a pencil in an empty box, the box will remain empty. _____, or at least its expression."

- ① However, emotion can sometimes disrupt this understanding
- ② However, play acts can often strengthen this belief
- ③ Additionally, creative play often enhances this insight
- ④ Consequently, logical reasoning becomes paramount
- ⑤ Nevertheless, cognitive development consistently supports reality

6. According to the passage, what was a specific outcome of the study involving preschool children and an empty box?

- ① Despite agreeing the box was empty, the children showed fear and avoidance when left alone with it.
- ② The study concluded that children under the age of three struggle to distinguish reality from imagination.
- ③ Researchers observed that discussing their fears helped the children quickly overcome their anxiety about the box.
- ④ Children consistently denied any fear related to the imagined monster in the box.
- ⑤ The children readily verbalized their understanding that the monster was not real after imagining it.

7. What cause-effect relationship is prominently highlighted in the passage?

- ① The ability to logically process information diminishes as children experience more emotional situations.
- ② Children's belief in imaginary entities directly causes them to engage in imaginative play.
- ③ Despite possessing rational knowledge, strong emotional responses can lead children to behave as if imaginary threats are real.
- ④ Encouraging children to imagine scary things helps them develop a stronger sense of reality.
- ⑤ A clear understanding of the difference between imagination and reality typically prevents any emotional distress.

8. What is the author's primary attitude or purpose in this passage?

- ① Mildly criticizing the common misconceptions about children's fears and imagination.
- ② Expressing deep concern about the potential negative impacts of children's imaginary fears.
- ③ Enthusiastically promoting innovative educational strategies for young children.
- ④ Humorously illustrating the often illogical nature of early childhood anxieties.
- ⑤ Objectively explaining a psychological phenomenon regarding child development.

9. Which of the following real-world scenarios best illustrates the passage's main argument?

- ① A student who understands a mathematical concept but struggles to explain it to others.
- ② A politician who believes in a policy but votes against it due to public pressure.
- ③ An inventor who conceptualizes a new device that does not yet exist in reality.
- ④ An adult who knows a flight is safe but still experiences anxiety during turbulence.
- ⑤ A child who plays make-believe without any emotional attachment to the imaginary world.

10. What broader implication can be drawn from the findings presented in the passage?

- ① Human behavior is always a direct and rational response to factual understanding.
- ② Emotional maturity is a prerequisite for children to accurately perceive their surroundings.
- ③ The primary function of imagination in children is to help them overcome their deepest fears.
- ④ Cognitive knowledge can be overridden or significantly influenced by strong emotions, impacting behavior.
- ⑤ Children's early cognitive development is solely driven by their capacity for logical reasoning.

202603H2_32

Perhaps the best-known development to emerge from the liberation and expansion of aesthetic experience is the aesthetics of everyday life. Although there is presently a flowering of work on everyday aesthetics, the possibility of aesthetic gratification in ordinary objects and events has long been recognized, even if degraded and dismissed by prevalent philosophical theory. Widely valued by poets, especially Romantic poets and those in Asian traditions, the aesthetic in everyday situations has also been recognized by novelists. It may be most convenient, though, to locate its contemporary intellectual origins in John Dewey's Art as Experience. In that book Dewey argued against the separation of art from life by basing aesthetic experience on the biological and cultural conditions of human life. He located the aesthetic, not in an internalized awareness of sensation and feeling but in "a complete interpenetration of self and the world of objects and events." Further, Dewey maintained that "the aesthetic is the clarified and intensified development of traits that belong to every normally complete experience."

* liberation: 해방 * expansion: 확장 * aesthetic experience: 미적 경험 * everyday life: 일상생활 * flowering: 개화, 번성 * gratification: 만족 * ordinary objects: 평범한 사물 * degraded: 경시된, 격하된 * dismissed: 무시된, 일축된 * prevalent philosophical theory: 지배적인 철학 이론 * Romantic poets: 낭만주의 시인 * contemporary intellectual origins: 현대 지성사적 기원 * separation of art from life: 예술과 삶의 분리 * interpenetration: 상호 침투, 완전한 융합 * clarified and intensified: 명료화되고 강화된

Comprehension Quiz (10 Questions)

1. What is the main theme of the passage?

- ① The development and key characteristics of everyday aesthetics, especially John Dewey's contributions.
- ② John Dewey's foundational contribution to the field of aesthetics.
- ③ The historical debate between philosophical theories on aesthetics.
- ④ The difference between internalized awareness and objective aesthetic experience.
- ⑤ How poetry and literature influence modern aesthetic thought.

2. Which of the following statements is NOT consistent with the passage?

- ① Dewey believed aesthetic experience involves a profound connection between the self and the world.
- ② Contemporary intellectual origins of everyday aesthetics are often traced to John Dewey's work.
- ③ John Dewey advocated for a clear distinction between art and everyday life.
- ④ The concept of aesthetic gratification in ordinary objects has been recognized for a long time.
- ⑤ Romantic poets and Asian traditions valued the aesthetic in everyday situations.

3. What can be inferred about the "prevalent philosophical theory" mentioned in the passage?

- ① It considered aesthetic experience to be a simple, readily accessible sensation for everyone.
- ② It emerged as a direct response to John Dewey's "Art as Experience."
- ③ It consistently supported the idea of finding aesthetics in ordinary objects and events.
- ④ It was primarily influenced by the works of Romantic poets and Asian traditions.
- ⑤ It likely held a view of aesthetics that focused on traditional or "high art," leading it to dismiss everyday aesthetics.

4. In the context of the passage, what does the word "interpenetration" most likely mean in the phrase "a complete interpenetration of self and the world of objects and events"?

- ① a superficial observation
- ② a forceful imposition
- ③ a hierarchical arrangement
- ④ a distinct separation or division
- ⑤ a mutual blending or thorough permeation

5. Which of the following best fits the blank? He located the aesthetic, not in an internalized awareness of sensation and feeling but in _____.

- ① a solitary contemplation of beautiful forms
- ② a purely subjective emotional response
- ③ a complete interpenetration of self and the world of objects and events
- ④ the mastery of artistic techniques
- ⑤ the unique properties inherent in works of high art

6. According to the passage, which of the following statements is true?

- ① Romantic poets and those in Asian traditions were among those who recognized the aesthetic in everyday situations.
- ② John Dewey's work was the first to recognize the possibility of aesthetic gratification in ordinary objects.
- ③ Dewey argued that aesthetic experience is fundamentally separate from the biological and cultural conditions of human life.
- ④ The aesthetics of everyday life originated primarily from contemporary Asian philosophical traditions.
- ⑤ Prevailing philosophical theories have always championed the aesthetic value of everyday experiences.

7. What is the cause-effect relationship described in the beginning of the passage regarding everyday aesthetics?

- ① A complete interpenetration of self and the world causes aesthetic experience to become merely an internalized awareness.
- ② The "liberation and expansion of aesthetic experience" resulted in the emergence and development of the aesthetics of everyday life.
- ③ The contemporary intellectual origins in John Dewey's work led to the initial recognition of aesthetic gratification in ordinary objects.
- ④ The historical dismissal of everyday aesthetics by philosophical theory caused poets and novelists to value it more.
- ⑤ Aesthetic experience, when clarified and intensified, inevitably leads to its degradation and dismissal by philosophers.

8. What is the author's primary purpose in writing this passage?

- ① To compare John Dewey's aesthetic theories with those of Romantic poets and Asian traditions.
- ② To critique the historical marginalization of aesthetic experiences found in ordinary life.
- ③ To inform readers about the concept of everyday aesthetics, its historical recognition, and its contemporary intellectual foundations.
- ④ To argue for the universal superiority of everyday aesthetics over conventional art.
- ⑤ To advocate for specific changes in how aesthetic education is conducted in high schools.

9. Which of the following scenarios best illustrates John Dewey's concept of aesthetic experience as "a complete interpenetration of self and the world of objects and events"?

- ① An art collector admiring a rare painting in a private gallery, focusing solely on the artist's technique and historical value.
- ② A student studying the definitions of aesthetic terms for a philosophy exam, without personal engagement.
- ③ An individual meticulously categorizing their music collection by genre and release date, prioritizing order over listening.
- ④ A person reading a factual account of famous architectural designs from across the globe.
- ⑤ A home cook finding deep satisfaction and flow in the rhythmic chopping of vegetables, the aroma of spices, and the harmonious creation of a meal.

10. What broader implication can be drawn from the passage about the understanding of aesthetic experience?

- ① The "flowering" of everyday aesthetics implies a complete abandonment of traditional art forms in contemporary society.
- ② John Dewey's work solidified the view that art should remain distinct and separate from daily existence.
- ③ Only highly educated individuals, like philosophers and poets, are capable of truly appreciating aesthetic value.
- ④ The scope of aesthetic experience has expanded beyond traditional fine arts to encompass and valorize the richness of ordinary human life.
- ⑤ Aesthetic experience is fundamentally a matter of individual, subjective preference with no universal criteria.

One cannot validly argue that humans are morally superior beings on the ground that they possess, while others lack, the capacities of a moral agent. The reason is that, as far as moral standards are concerned, only beings that have the capacities of a moral agent can meaningfully be said to be either morally good or morally bad. Only moral agents can be judged to be morally better or worse than others, and the others in question must be moral agents themselves. Judgments of moral superiority are based on the comparative merits or deficiencies of the entities being judged, and these merits and deficiencies are all moral ones, that is, ones determined by moral standards. One entity is correctly judged morally superior to another if it is the case that, when valid moral standards are applied to both entities, the first fulfills them to a greater degree than the second. Both entities, therefore, must fall within the range of application of moral standards. This would not be the case, however, if humans were being judged superior to animals and plants, since the latter are not moral agents.

* **validly**: 정당하게, 유효하게 * **morally superior**: 도덕적으로 우월한 * **moral agent**: 도덕적 행위자 * **capacities**: 능력, 역량 * **moral standards**: 도덕적 기준 * **meaningfully**: 의미 있게 * **judged**: 판단되는 * **comparative merits**: 비교적 장점 * **deficiencies**: 단점, 결함 * **entities**: 존재, 개체 * **determined by**: ~에 의해 결정되는 * **correctly judged**: 올바르게 판단되는 * **applied to**: ~에 적용되는 * **fulfills**: 충족시키다 * **range of application**: 적용 범위

Comprehension Quiz (10 Questions)

1. Which of the following best represents the main topic of the passage?

- ① The historical evolution of human moral standards.
- ② The criteria for defining morally good and bad actions.
- ③ The unique capacities of human moral agency.
- ④ The comparative analysis of moral merits among different species.
- ⑤ The invalidity of judging humans morally superior to non-moral agents.

2. According to the passage, which of the following statements is NOT true?

- ① Judgments of moral good or bad apply to all living entities capable of interaction.
- ② Moral standards are used to determine the merits and deficiencies in moral superiority judgments.
- ③ Humans possess the capacities of a moral agent, unlike animals and plants.
- ④ Entities must fall within the range of moral standards for a valid moral superiority judgment.
- ⑤ Moral superiority can only be assessed between beings that are both moral agents.

3. What can be inferred about moral standards based on the passage?

- ① They serve as a means to justify human dominance over other species.
- ② They are primarily concerned with the physical capacities of beings.
- ③ They are subjective and vary greatly from individual to individual.
- ④ Their application is restricted to entities capable of moral agency.
- ⑤ They universally apply to all forms of life without distinction.

4. The word "validly" in the first sentence is closest in meaning to which of the following?

- ① frequently
- ② legitimately
- ③ strongly
- ④ effectively
- ⑤ reasonably

5. One cannot validly argue that humans are morally superior beings on the ground that they possess, while others lack, the capacities of a moral agent. The reason is that, as far as moral standards are concerned, _____.

- ① moral judgments often reflect societal biases
- ② the application of moral standards varies across different cultures
- ③ all living creatures possess an inherent moral compass
- ④ only beings that have the capacities of a moral agent can meaningfully be said to be either morally good or morally bad
- ⑤ human capacity for reason dictates their moral obligations

6. According to the passage, what is required for a valid judgment of moral superiority between two entities?

- ① One entity must demonstrate altruistic behavior towards the other.
- ② The judgment must be made by an impartial third-party observer.
- ③ They must belong to the same biological species for comparison to be fair.
- ④ Both entities must be capable of understanding and applying complex ethical theories.
- ⑤ They must both fall within the range of application of moral standards.

7. Which of the following best describes the logical relationship between moral agency and moral superiority judgments as presented in the passage?

- ① An absence of moral agency always leads to morally bad behavior.
- ② The presence of moral agency is a prerequisite for being subject to moral superiority judgments.
- ③ Moral agency is unrelated to the criteria for moral superiority.
- ④ Moral agency is a consequence of being morally superior to other entities.
- ⑤ Moral superiority judgments determine the level of an entity's moral agency.

8. What is the author's primary purpose in writing this passage?

- ① To propose an alternative framework for interspecies ethics.
- ② To invalidate the argument that humans are morally superior to non-moral agents.
- ③ To praise the unique moral capacities inherent in human beings.
- ④ To describe the historical development of ethical thought concerning species.
- ⑤ To illustrate the complexities of applying moral standards universally.

9. Which of the following scenarios best illustrates the underlying principle of the passage concerning valid comparisons?

- ① A teacher grading students based on their mathematical aptitude.
- ② A judge evaluating two athletes based on their performance in a swimming race.
- ③ A literary critic assessing a novel and a painting using criteria for narrative structure.
- ④ A mechanic comparing the fuel efficiency of two cars from different manufacturers.
- ⑤ A chef comparing the taste of two different types of apples.

10. What broader implication can be drawn from the passage's argument regarding the nature of moral judgments?

- ① The scope of moral judgment is necessarily limited to entities capable of moral reasoning.
- ② The concept of moral superiority is an outdated philosophical notion.
- ③ All living organisms should be granted equal moral status regardless of capacity.
- ④ Human moral agency is fundamentally flawed and requires constant reassessment.
- ⑤ Moral judgments are inherently subjective and lack universal grounding.

202603H2_34

Such artificial 'pause fillers' as machine-generated supplements for silence may help to produce a more natural-sounding cadence in machine-generated speech patterns and so help to convince the AI's human interlocutors that they are engaging with another human. AI's 'humanity' of silence emerges in these contexts not least because a short period of silence is likely to be interpreted as a 'pause for thought', therefore reinforcing the illusion that the machine is 'thinking' before responding, just as a human might. However, the technical issues flagged in AI's poor handling of higher duration and frequency silences, no less than the machine inference that silence can be filled with relevant sounds in some conversational situations, are both significant. In this context at least, the AI may be starting to recognise silence not as an absence but as meaningful data. Yet the AI's confusion when presented with substantial silences, and its understanding that short break tags are equivalent to vocal markers such as 'uh's' and 'ah's' indicate the AI's continuing preferences for sound over silence, for presence over absence.

* **artificial**: 인공적인 * **pause fillers**: 대화 공백 채우기 * **machine-generated**: 기계가 생성한 * **supplements**: 보충제 * **cadence**: 억양, 리듬 * **interlocutors**: 대화 상대 * **humanity**: 인간성 * **interpreted**: 해석되다 * **reinforcing**: 강화하다 * **illusion**: 환상 * **flagged**: 지적된, 표시된 * **inference**: 추론 * **meaningful data**: 의미 있는 데이터 * **substantial**: 상당한 * **vocal markers**: 음성 표식

Comprehension Quiz (10 Questions)

1. Which of the following best represents the main theme of the passage?

- ① The challenges and current limitations of AI in genuinely understanding and utilizing conversational silence.
- ② The ethical implications of AI deceiving humans through artificial conversational elements.
- ③ The technological advancements enabling AI to perfectly mimic human conversational pauses.
- ④ How machine-generated sounds have entirely replaced natural pauses in AI conversations.
- ⑤ The importance of silence in human communication and its complete absence in AI interactions.

2. Which of the following statements is NOT consistent with the information provided in the passage?

- ① AI may be beginning to view silence as meaningful data, not just an absence.
- ② Machine-generated pause fillers are designed to make AI speech patterns sound more natural.
- ③ Short periods of silence in AI speech can be interpreted by humans as the AI 'thinking'.
- ④ AI is generally adept at handling silences of both short and long durations effectively.
- ⑤ AI shows a preference for sound and presence rather than silence and absence in conversations.

3. What can be inferred from the passage regarding AI's conversational abilities?

- ① AI's ability to truly understand human emotion through silent cues is rapidly advancing.
- ② The future of AI communication lies in the complete elimination of all forms of conversational silence.
- ③ Humans are easily deceived by AI's conversational tactics, mistaking machines for genuine human intelligence.
- ④ The more advanced an AI, the less it relies on artificial pause fillers in conversation.
- ⑤ Despite efforts to simulate human-like conversation, AI's grasp of silence remains superficial compared to human understanding.

4. In the context of the first sentence, what does the word 'cadence' most likely mean?

- ① rhythm
- ② vocabulary
- ③ clarity
- ④ volume
- ⑤ intonation

5. Which of the following best fits the blank? "Yet the AI's confusion when presented with substantial silences, and its understanding that short break tags are equivalent to vocal markers such as 'uh's' and 'ah's' indicate _____."

- ① the diminishing role of auditory input in machine learning algorithms
- ② the AI's continuing preferences for sound over silence, for presence over absence
- ③ its advanced comprehension of human communication subtleties
- ④ a revolutionary breakthrough in machine-human interaction
- ⑤ its inherent capacity for emotional intelligence and empathy

6. According to the passage, which of the following statements is true?

- ① AI has fully transitioned to recognizing silence as meaningful data, rather than an absence.
- ② Artificial pause fillers are machine-generated sounds that replace natural silences.
- ③ The use of 'uh's' and 'ah's' by AI signifies a deep understanding of human vocal markers.
- ④ Humans engaging with AI conversation are never convinced that they are interacting with another human.
- ⑤ AI exhibits superior handling of long and frequent silences compared to short ones.

7. What cause-effect relationship is explicitly described in the passage?

- ① Higher frequency silences in AI speech patterns cause humans to perceive the AI as less intelligent.
- ② The interpretation of short silences as 'pauses for thought' results in the reinforcement of AI's human-like illusion.
- ③ AI's poor handling of long silences leads to its preference for sound over absence.
- ④ The inclusion of artificial pause fillers causes AI's confusion when faced with substantial silences.
- ⑤ AI's recognition of silence as meaningful data is a direct effect of its inability to generate vocal markers.

8. What is the author's primary purpose in writing this passage?

- ① Advocating for the increased use of silence in machine-generated speech.
- ② Celebrating the advancements in AI's ability to perfectly replicate human conversational nuances.
- ③ Objectively analyzing the dual nature of AI's engagement with conversational silence: its simulation of human-like pauses and its underlying preference for sound.
- ④ Lamenting the complete failure of AI to incorporate any form of natural silence into its interactions.
- ⑤ Expressing a skeptical view regarding AI's potential to ever achieve human-like conversational abilities.

9. Which real-world scenario best illustrates the passage's argument about AI's interaction with silence?

- ① A painter who meticulously copies a famous artwork but fails to capture its emotional depth.
- ② A student who uses a translation app to write an essay without comprehending the original text.
- ③ A driverless car that follows traffic rules precisely but cannot adapt to unpredictable human behavior.
- ④ An actor who delivers lines flawlessly but cannot improvise when the script deviates.
- ⑤ A musician who improvises effortlessly, creating new melodies on the spot.

10. What broader conclusion can be drawn from the author's discussion of AI and silence?

- ① The development of AI for conversational purposes is ultimately futile due to inherent limitations.
- ② Future AI systems will prioritize non-verbal cues over spoken language for effective communication.
- ③ Achieving truly human-like conversational intelligence requires AI to move beyond mere sound imitation to a genuine comprehension of silence as meaningful information.
- ④ Human conversational patterns are too complex for any artificial intelligence to ever replicate accurately.
- ⑤ The primary challenge in AI speech generation is the technical difficulty of producing varied vocalizations.

Standardization of information was an effect of printing; since it allowed exact reproduction of information in a way that manuscript copying did not. This is evident in the contrast between the travel logs of Marco Polo and those of Christopher Columbus. After his return from China in 1295, a century and a half before printing, Polo's narrative was copied in about 150 different manuscripts, with so many differences that we're not sure which version is authentic. In contrast, there is only one version of Christopher Columbus's letters about the exploration of the Caribbean in the 1490s, since they were fixed in printed form and widely distributed at the time they were written. Christopher Columbus's travel logs are largely lacking in sharp observation, suggestive reflection, or even much of a sense of novelty. So the certainty of accuracy was a way that printing was an improvement over the old oral-manuscript culture.

* **Standardization**: 표준화 * **effect**: 결과 * **printing**: 인쇄술 * **exact reproduction**: 정확한 복제 * **manuscript copying**: 필사본 복사 * **evident**: 명백한 * **contrast**: 대조 * **travel logs**: 여행 기록 * **narrative**: 이야기, 서술 * **authentic**: 진본의 * **exploration**: 탐험 * **fixed in printed form**: 인쇄된 형태로 고정된 * **widely distributed**: 널리 배포된 * **lacking**: 부족한 * **certainty of accuracy**: 정확성에 대한 확실성

Comprehension Quiz (10 Questions)

1. What is the main theme of the passage?

- ① The importance of travel logs in historical research.
- ② The decline of oral tradition with the advent of printing.
- ③ The differences between Marco Polo's and Christopher Columbus's expeditions.
- ④ The challenges of authenticating historical manuscripts.
- ⑤ How printing technology improved information standardization and accuracy.

2. Which statement is NOT consistent with the passage?

- ① Christopher Columbus's letters were widely distributed in a fixed, printed form.
- ② The authenticity of Christopher Columbus's travel logs is widely debated.
- ③ Printing allowed for the exact reproduction of information.
- ④ Marco Polo's narrative exists in multiple versions due to manuscript copying.
- ⑤ Marco Polo returned from China about a century and a half before printing.

3. What can be inferred about manuscript culture from the passage?

- ① Authors in manuscript culture intentionally altered their works for different audiences.
- ② The lack of printing technology often led to variations and potential inaccuracies in copied texts.
- ③ Manuscript culture placed a higher value on originality than accuracy.
- ④ Oral-manuscript culture discouraged the sharing of travel narratives.
- ⑤ All manuscript copies were inherently less valuable than printed works.

4. What does the word "authentic" most likely mean in the context of the passage?

- ① Carefully edited.
- ② Easily understood.
- ③ Of undisputed origin; genuine.
- ④ Fabricated or artificial.
- ⑤ Widely popular.

5. Which of the following best fits the blank? 'So _____.'

- ① the art of intricate manuscript illumination declined rapidly
- ② the certainty of accuracy was a way that printing was an improvement over the old oral-manuscript culture
- ③ the number of historical documents drastically decreased
- ④ the spread of literacy became widely facilitated
- ⑤ the content of travel logs lost much of its original appeal

6. According to the passage, which of the following statements is true?

- ① Christopher Columbus's letters were published a century and a half before printing.
- ② Christopher Columbus's travel logs are praised for their sharp observations.
- ③ Printing allowed for exact reproduction of information, unlike manuscript copying.
- ④ There are about 150 different printed versions of Marco Polo's narrative.
- ⑤ Marco Polo's travel narrative was first printed in 1295.

7. What was a direct consequence of printing technology, as described in the passage?

- ① Travel logs became more engaging and reflective.
- ② Authors were discouraged from writing detailed observations.
- ③ The number of unique narratives about expeditions decreased significantly.
- ④ The process of handwriting manuscripts became entirely obsolete.
- ⑤ Information was standardized and reproduced with exactness.

8. What is the author's primary purpose in writing this passage?

- ① To illustrate how printing technology transformed information handling and accuracy.
- ② To critique the inaccuracies prevalent in pre-printing information dissemination.
- ③ To analyze the stylistic differences between two historical travel writers.
- ④ To advocate for the superiority of modern information technology.
- ⑤ To debate the historical accuracy of Marco Polo's and Christopher Columbus's accounts.

9. Which of the following scenarios best illustrates the passage's argument about the impact of printing?

- ① A company implementing a digital template for all internal reports to ensure consistent formatting and content.
- ② A historian discovering new facts about a historical event from a previously unknown archive.
- ③ An artist creating multiple unique paintings based on the same landscape.
- ④ A software company distributing a standardized program update to all its users to fix inconsistencies.
- ⑤ A storyteller adapting a folk tale for different audiences in various regions.

10. What broader implication about the role of technology in information management can be drawn from the passage?

- ① Human error in information transfer is an unavoidable constant, regardless of technology.
- ② Older technologies are always inherently less reliable than newer ones.
- ③ Technological advancements can fundamentally alter the reliability and dissemination of information.
- ④ The most valuable historical records are those that have been widely copied by hand.
- ⑤ The content quality of information is directly proportional to its method of reproduction.

202603H2_36

Archaeological evidence suggests that various crops were being cultivated as early as 9500 BC in the Levant. Over the millennia, continuous innovations have boosted agricultural productivity while reducing manual labor. However, the growing global population will always demand more food. It is projected that by 2050, the world's population will increase to 9.7 billion, which will require global food production to rise by at least 70% to meet demand. Despite this need, only a small portion of the Earth's surface is suitable for farming due to limitations such as climate, topography, soil quality, and technology. Political and economic factors, including land ownership patterns, environmental laws, and population density, also influence agricultural land use. In fact, the amount of land used for agriculture has been declining. In 2013, around 18.6 million square miles was used for food production, compared to 19.5 million square miles in 1991.

* **Archaeological evidence**: 고고학적 증거 * **cultivated**: 재배된 * **Levant**: 레반트 (지중해 동부 지역) * **millennia**: 수천 년 * **innovations**: 혁신 * **boosted**: 증대시켰다, 향상시켰다 * **agricultural productivity**: 농업 생산성 * **manual labor**: 수작업 노동, 육체노동 * **projected**: 예상되는, 예측되는 * **demand**: 수요 * **suitable**: 적합한 * **limitations**: 제약, 한계 * **topography**: 지형 * **land ownership patterns**: 토지 소유 패턴 * **declining**: 감소하는

Comprehension Quiz (10 Questions)

1. What is the main topic of the passage?

- ① The history of agricultural development and labor reduction.
- ② The impact of environmental laws on global land ownership.
- ③ The urgent need to address declining agricultural land amidst growing food demand.
- ④ Future population growth and its projected impact on the economy.
- ⑤ Technological innovations that have boosted crop productivity.

2. Which of the following statements is NOT consistent with the passage?

- ① Agricultural land decreased by approximately 0.9 million square miles between 1991 and 2013.
- ② Meeting projected global food demand by 2050 will require a significant increase in current food production.
- ③ Factors like land ownership and environmental regulations affect the availability of farming land.
- ④ The majority of the Earth's surface is suitable for agricultural purposes.
- ⑤ Historical agricultural advancements have led to both increased output and reduced manual effort.

3. What can be inferred from the passage regarding future food security?

- ① Population density is the sole political factor influencing agricultural land use.
- ② Current global trends suggest that meeting future food demands will be increasingly challenging.
- ③ Future agricultural innovations alone will easily solve the global food supply problem.
- ④ The Levant region is expected to be the primary source of increased food production by 2050.
- ⑤ The decrease in agricultural land is primarily due to technological advancements.

4. The word 'suitable' in the passage is closest in meaning to which of the following?

- ① fertile
- ② accessible
- ③ expansive
- ④ appropriate
- ⑤ available

5. Which of the following best fits the blank? "Despite this need, _____ due to limitations such as climate, topography, soil quality, and technology."

- ① agricultural innovations have reached their peak potential
- ② the global population growth has started to slow down
- ③ most political factors have been effectively resolved
- ④ manual labor in agriculture has significantly increased
- ⑤ only a small portion of the Earth's surface is suitable for farming

6. According to the passage, which of the following statements is true?

- ① The amount of land used for food production decreased by around 0.9 million square miles from 1991 to 2013.
- ② The world population is projected to stabilize at 9.7 billion by 2050.
- ③ Early crop cultivation in the Levant dates back to approximately 9500 AD.
- ④ Political and economic factors have no significant influence on agricultural land use.
- ⑤ Global food production needs to increase by 100% to meet demand by 2050.

7. What is the cause-effect relationship described in the passage regarding the future of food production?

- ① The scarcity of suitable land is primarily caused by declining soil quality globally.
- ② Innovations in agriculture have directly led to a decline in global food demand.
- ③ Environmental laws have primarily caused an expansion of land available for farming.
- ④ A decrease in global population is projected to reduce the need for agricultural land.
- ⑤ The increase in global population is projected to necessitate a significant rise in food production.

8. What is the author's primary purpose in writing this passage?

- ① To celebrate historical achievements in agricultural technology.
- ② To warn about the impending collapse of the global food supply chain.
- ③ To advocate for specific policy changes to increase land ownership.
- ④ To criticize political and economic factors influencing agricultural land use.
- ⑤ To inform readers about the growing challenges of global food security given limited resources.

9. Which of the following real-world scenario best illustrates the central argument presented in the passage?

- ① A manufacturing firm increasing its production capacity by building a new factory in an area with abundant labor.
- ② A tech company developing new software to reduce its operational costs.
- ③ An artist adopting a new painting technique to increase output without expanding studio space.
- ④ A library upgrading its catalog system to improve efficiency for its current users.
- ⑤ A country facing a growing demand for water amidst a prolonged drought and regulations on water extraction.

10. What broader implication can be drawn from the passage concerning future efforts to ensure food availability?

- ① Political and economic factors are less important than technological advancements in addressing food challenges.
- ② Future food security can be guaranteed simply by continuing current agricultural practices.
- ③ Relying solely on increasing crop yields from existing land will likely be insufficient to meet future food needs.
- ④ Global population growth will inevitably lead to a collapse of agricultural systems without any possible intervention.
- ⑤ Solutions to future food demand will primarily depend on rediscovering ancient farming techniques.

If you are going to compare languages, it helps to start with something that you are confident you can find in all languages. Take for example signs or words for mother and father. If we add other family relationships to this category — son, grandmother, aunt, brother-in-law, cousin — we are defining the category of kinship terminology. Comparative typological studies of kinship terminology have discovered that languages have labels for some but not all family relationships. And the probability that a specific kin relationship has a label is predictable based on the other kinship terms in the language. For example, all languages have a core set of kinship terms — like mother and father. By contrast, terms for less central category members are often built up from the core terms — like mother-in-law and stepfather. If we compare languages across the world, we can ask what kinship relationships are typically expressed with core terminology, and what relationships are expressed by modifying the core terminology.

* **compare languages**: 언어를 비교하다 * **confident**: 확신하는, 자신 있는 * **kinship terminology**: 친족 용어 * **category**: 범주, 분류 * **typological studies**: 유형학적 연구 * **labels**: 명칭, 호칭 * **probability**: 확률 * **specific kin relationship**: 특정 친족 관계 * **predictable**: 예측 가능한 * **core set**: 핵심 세트 * **by contrast**: 대조적으로 * **less central**: 덜 중심적인 * **built up from**: ~에서 구성되다/파생되다 * **modifying**: 수정하다, 변경하다 * **across the world**: 전 세계에 걸쳐

Comprehension Quiz (10 Questions)

1. What is the main theme of the passage?

- ① The importance of universal terms like 'mother' and 'father' in all languages.
- ② The difficulties in translating complex kinship terms across cultures.
- ③ The cultural differences in establishing family structures and roles.
- ④ The systematic approach and observations from cross-linguistic studies of kinship vocabulary.
- ⑤ The historical development of family relationship words.

2. Which of the following statements is NOT consistent with the passage?

- ① The presence or absence of a specific kinship label in a language is largely unpredictable.
- ② Languages may not have specific labels for every possible family relationship.
- ③ Less commonly expressed family relationships frequently have terms constructed from core kinship vocabulary.
- ④ All languages share a fundamental set of kinship terms such as "mother" and "father."
- ⑤ Cross-linguistic studies of kinship terms focus on identifying universal patterns.

3. Which of the following can be inferred from the passage?

- ① Comparative studies primarily highlight the vast, unbridgeable differences in family structures worldwide.
- ② Linguistic researchers can, to some extent, anticipate which specific kinship terms a language is likely to possess.
- ③ The emotional significance of a family relationship determines whether it has a specific label.
- ④ The purpose of modifying core terms is to create more ambiguous or less precise relationship descriptions.
- ⑤ Languages that possess a term for "brother-in-law" are inherently more advanced than those that do not.

4. In the passage, the term "core" as in "core set of kinship terms" implies that these terms are:

- ① primarily used by children learning their first words.
- ② subject to rapid change and innovation over time.
- ③ only found in a minority of the world's languages.
- ④ universally fundamental and basic in all languages.
- ⑤ typically complex and culturally nuanced.

5. Which of the following best fits the blank? "Comparative typological studies of kinship terminology have discovered that languages have labels for some but not all family relationships. And the probability that a specific kin relationship has a label is _____."

- ① a direct reflection of a society's size
- ② largely influenced by cultural practices
- ③ predictable based on the other kinship terms in the language
- ④ difficult to ascertain without extensive ethnographic research
- ⑤ highly arbitrary and varies widely

6. According to the passage, which of the following statements about kinship terminology is true?

- ① The presence of a specific kinship term is always a random linguistic occurrence.
- ② Every possible family relationship is universally labeled in all languages.
- ③ Comparing languages on kinship terminology is challenging due to the lack of universal starting points.
- ④ Kinship terms like 'mother-in-law' and 'stepfather' belong to the core set of terms in all languages.
- ⑤ Languages typically express less central kinship relationships by modifying existing core terms.

7. What logical relationship is highlighted regarding less central kinship relationships?

- ① Their historical antiquity causes them to be more complex in structure.
- ② Their absence in a language causes a greater reliance on non-verbal communication.
- ③ Their less central status in a kinship system often leads to their terms being constructed from core vocabulary.
- ④ Their universal presence dictates the structure of a language's entire lexicon.
- ⑤ Their cultural significance prohibits their terms from being modified.

8. What is the author's primary purpose in writing this passage?

- ① To highlight the inherent biases in studying family relationships across cultures.
- ② To illustrate the principles and discoveries of comparative linguistic analysis in a specific domain.
- ③ To critique existing methodologies for comparing languages.
- ④ To persuade readers that all languages share a common origin.
- ⑤ To advocate for the preservation of endangered kinship terminologies.

9. Which of the following real-world scenarios best illustrates the concept of 'core' and 'less central' terminology as described in the passage?

- ① A universal sign language where every concept, no matter how simple or complex, has a completely unique and unrelated sign.
- ② A library catalog where books are organized solely by the author's first name, with no further categorization.
- ③ A legal system where all laws are equally important and there is no hierarchy of legal principles.
- ④ A system of numbers where basic digits (0-9) are fundamental, and larger numbers are formed by combining these digits in predictable ways.
- ⑤ A dictionary that lists words in random order, making it impossible to predict the location of any specific word.

10. What broader implication can be drawn from the passage's discussion of kinship terminology?

- ① Linguistic diversity ultimately prevents any meaningful cross-cultural comparison.
- ② The evolution of language is primarily driven by social and political changes, rather than inherent linguistic principles.
- ③ The way languages categorize human relationships often reflects universal cognitive patterns and systematic structures.
- ④ Anthropological studies must prioritize cultural uniqueness over any search for commonalities.
- ⑤ Learning a new language necessitates abandoning one's native understanding of family structures.

202603H2_38

There are several ways that participants in a make-believe can communicate things about the fictional world to other participants. Sometimes these messages are emitted naturally as a result of full participation in the fictional world — i.e., something said or done by a player while in character communicates some things that are fictional of that world. For example, a child pretending to be Peter Pan might gasp and draw a plastic knife. This might be sufficient to communicate that fictionally one of Peter's enemies, such as Captain Hook, is approaching. These in-character behaviors can be insufficient, however, to maintain the necessary amount of common ground about what is fictional in the world of the make-believe. At these times participants often come at least partly out of character to give other participants the information they need. For example, it would be important to avoid confusion about who is playing which character: "No, you're Captain Hook, and I'm Peter Pan!"

* **participants**: 참여자들 * **make-believe**: 가장놀이 * **fictional world**: 가상 세계 * **emitted naturally**: 자연스럽게 발생되다/나타나다 * **full participation**: 완전한 참여/몰입 * **in character**: 역할에 몰입한 (상태에서), 역할 속에서 * **pretending to be**: ~인 척하다 * **gasp**: 숨을 헐떡이다 * **draw a plastic knife**: 플라스틱 칼을 뽑다/꺼내다 * **sufficient**: 충분한 * **insufficient**: 불충분한 * **maintain**: 유지하다 * **common ground**: 공통 이해/공통점 * **out of character**: 역할에서 벗어나 * **avoid confusion**: 혼란을 피하다

Comprehension Quiz (10 Questions)

1. What is the main theme of the passage?

- ① How children learn complex social cues through imaginative play.
- ② Various methods for establishing shared understanding in make-believe scenarios.
- ③ The distinction between fictional and real-world communication styles.
- ④ The challenges of role-playing games without clear character assignments.
- ⑤ The psychological benefits of make-believe play for children.

2. Which of the following statements is NOT consistent with the passage?

- ① Participants in make-believe primarily communicate fictional details by explicitly stating them out of character.
- ② When in-character communication fails, participants often resort to partly stepping out of character.
- ③ The example of a child gasping as Peter Pan illustrates a form of in-character communication.
- ④ Clarifying roles, such as "No, you're Captain Hook," is an example of out-of-character communication.
- ⑤ In-character behaviors may not always be sufficient to establish common understanding.

3. What can be inferred from the passage regarding make-believe play?

- ① A successful make-believe experience relies on participants having a shared understanding of the fictional reality.
- ② Make-believe play is generally more structured when adults are involved.
- ③ The use of props like plastic knives is essential for effective fictional communication.
- ④ Children are inherently better at communicating fictional concepts than adults.
- ⑤ Most communication in make-believe occurs without any explicit verbal interaction.

4. In the passage, the word “insufficient” most closely means:

- ① Adequate
- ② Inadequate
- ③ Abundant
- ④ Effective
- ⑤ Unnecessary

5. “These in-character behaviors can be insufficient, however, to _____.” Which of the following best fits the blank?

- ① completely eliminate any potential for confusion among players
- ② clearly establish the primary objective of the fictional narrative
- ③ maintain the necessary amount of common ground about what is fictional in the world of the make-believe
- ④ prevent accidental disclosures of personal information
- ⑤ fully develop the imaginative capacities of the players involved

6. According to the passage, which of the following is true regarding communication in make-believe?

- ① The most effective way to communicate fictional details is always through explicit verbal statements.
- ② The primary purpose of make-believe is to teach children about social hierarchies.
- ③ Participants rarely need to step out of character to clarify fictional elements.
- ④ In-character actions alone are always enough to communicate all necessary fictional information.
- ⑤ Communication in make-believe can occur either through actions while in character or by speaking out of character.

7. What is the cause-effect relationship described in the passage regarding participant communication?

- ① Cause: Participants clarify roles out of character. Effect: The fictional world becomes less immersive.
- ② Cause: In-character behaviors become insufficient to maintain common ground. Effect: Participants partially step out of character to provide clarification.
- ③ Cause: Participants are fully engaged in character. Effect: They require less common ground.
- ④ Cause: A child pretends to be Peter Pan. Effect: Captain Hook immediately approaches.
- ⑤ Cause: Make-believe lacks complex rules. Effect: Communication often breaks down completely.

8. What is the author's primary purpose in writing this passage?

- ① To compare the communication styles in child's play versus professional acting.
- ② To advocate for clearer rules in spontaneous imaginative play.
- ③ To analyze and explain the various methods participants use to communicate fictional elements in make-believe.
- ④ To caution against the potential for confusion in poorly coordinated role-playing activities.
- ⑤ To detail the psychological benefits of engaging in shared imaginative worlds.

9. Which real-world scenario best illustrates the communication dynamic described in the passage?

- ① A group of friends trying to guess charades without any verbal hints.
- ② A project team where initial assumptions about roles lead to confusion, prompting a member to clearly state, "For this sprint, Sarah will manage testing, and John will handle development."
- ③ Children drawing a shared story on a whiteboard, sometimes stopping to explicitly say, "No, the dragon has two heads, not one."
- ④ A new employee observing senior colleagues to learn unspoken office protocols.
- ⑤ A painter using specific colors and brushstrokes to convey a mood in their artwork.

10. What broader implication can be drawn from the passage about collaborative imaginative activities?

- ① Detailed planning is more crucial than spontaneous interaction in complex make-believe.
- ② The success of shared imaginary worlds depends on flexible communication strategies to ensure collective understanding.
- ③ Only verbal communication is truly effective for avoiding confusion in collaborative play.
- ④ The need for explicit communication diminishes as participants become more experienced.
- ⑤ Imaginative activities are primarily a means for individuals to express their personal creativity.

Our intuition about states of matter comes from our experience on Earth's surface, where the pressure is uniformly low and variations in temperature cause changes in the state of matter from solid to liquid to gas. Therefore, when we think of melting or boiling or the creation of plasma, we intuitively assume it reflects an increase in temperature. This bias comes from the fact that we live in a very constant pressure environment. Even small changes in pressure, such as those we experience when under water or on high mountaintops, can have very large effects on our metabolism. But the pressure changes we experience are trivial compared to the pressure range of the overall planetary environment. Since pressure is controlled by the weight of overlying material, pressures increase rapidly with depth. Imagine the pressures generated by the weight of rock a mile thick! For this reason a planet's pressure ranges are enormous — from essentially zero pressure in space to pressures of millions of atmospheres in planetary interiors.

* **intuition**: 직관 * **states of matter**: 물질의 상태 * **uniformly low**: 균일하게 낮은 * **variations**: 변화, 변동 * **melting**: 녹는 현상 * **creation of plasma**: 플라즈마 생성 * **increase in temperature**: 온도 상승 * **bias**: 편향 * **constant pressure environment**: 일정한 압력 환경 * **metabolism**: 신진대사 * **trivial**: 사소한, 미미한 * **planetary environment**: 행성 환경 * **overlying material**: 위에 놓인 물질 * **increase rapidly**: 빠르게 증가하다 * **planetary interiors**: 행성 내부

Comprehension Quiz (10 Questions)

1. What is the main idea of the passage?

- ① The significant impact of Earth's constant pressure on human metabolism.
- ② Our biased understanding of matter states due to limited earthly experience.
- ③ The extreme temperatures found in planetary interiors.
- ④ The primary role of temperature in altering states of matter.
- ⑤ The processes of melting, boiling, and plasma creation across the universe.

2. Which of the following statements is NOT consistent with the passage?

- ① The weight of overlying material is the main factor determining pressure in planetary environments.
- ② Human intuition about states of matter is largely shaped by our constant pressure environment.
- ③ On Earth's surface, temperature variations are the primary drivers of phase changes.
- ④ Pressure changes on Earth's surface have only a minor impact on our metabolism.
- ⑤ Pressures within a planet significantly exceed those found on Earth's surface.

3. What can be inferred about the states of matter in planetary interiors from the passage?

- ① Planetary interiors consist mainly of plasma due to immense pressure.
- ② Materials deep within planets cannot exist in a liquid state.
- ③ Scientists have a complete understanding of matter states under extreme planetary pressures.
- ④ States of matter in planetary interiors are primarily determined by extremely high temperatures.
- ⑤ The concept of "melting" in planetary interiors may not solely depend on temperature increase.

4. The word "trivial" in the passage is closest in meaning to which of the following?

- ① unpredictable
- ② considerable
- ③ challenging
- ④ significant
- ⑤ insignificant

5. Which of the following best fits the blank? "This bias comes from the fact that _____."

- ① our scientific instruments are still developing
- ② we live in a very constant pressure environment
- ③ we rarely experience extreme temperatures
- ④ we are primarily concerned with surface phenomena
- ⑤ our planet's core is difficult to access

6. According to the passage, what primarily controls pressure in planetary environments?

- ① The chemical composition of the planetary surface.
- ② The planet's distance from its star.
- ③ The rate of planetary rotation.
- ④ The internal temperature of the planet.
- ⑤ The weight of overlying material.

7. According to the passage, what is a direct consequence of our experience on Earth's surface regarding states of matter?

- ① We mistakenly believe that only extreme temperatures exist in space.
- ② We assume that increases in temperature are the sole cause of phase changes like melting.
- ③ Planetary interiors are poorly understood due to observational limitations.
- ④ Our metabolism is highly sensitive to even minor pressure fluctuations.
- ⑤ The concept of plasma is widely misunderstood by scientists.

8. What is the author's primary purpose in writing this passage?

- ① To highlight how human experience limits our scientific understanding.
- ② To propose a new method for measuring pressure in planetary interiors.
- ③ To compare the atmospheric composition of Earth with other planets.
- ④ To challenge the prevailing scientific theories on phase transitions.
- ⑤ To illustrate the vast differences in physical conditions across the universe.

9. Which of the following scenarios best illustrates the core argument of the passage?

- ① A sailor navigating using only stars, not realizing GPS exists.
- ② A person assuming all plants require sunlight, unaware of deep-sea chemosynthetic organisms.
- ③ A child believing all birds can fly, never having seen a penguin or ostrich.
- ④ A historian concluding that all ancient civilizations developed near rivers, overlooking those in arid regions.
- ⑤ A chef assuming all baking requires an oven, never having used a microwave.

10. What broader implication can be drawn from the passage about understanding the universe?

- ① Intuitive understandings based on limited experiences can hinder a complete scientific perspective.
- ② The human body is remarkably adaptable to diverse planetary environments.
- ③ Earth-based observations are entirely insufficient for developing universal physical models.
- ④ Pressure, rather than temperature, is the most crucial factor in determining states of matter.
- ⑤ Relying solely on Earth-bound observations can lead to significant biases in our understanding of universal physical phenomena.

202603H2_40

When self-experimentation and conventional experiments are both possible, the difference between them often resembles the difference between learning and showing: self-experiments are better for discovery but worse for convincing others that the solution is helpful or the answer is correct. Of course, most scientists want to do both — discover something and convince others of their discovery. Thus, psychologists should consider doing both self-experiments and conventional ones. The best use of resources may often be self-experiments followed by conventional ones. The researcher begins with self-experiments that, if all goes well, find large effects and/or generate and eliminate many hypotheses. This exploratory and theory-building phase lasts until a convenient solution or large effect is found. Then the researcher uses self-experiments to find the procedural parameters (e.g., duration, time of day, intensity) that optimize the solution or maximize the effect. Only then would the researcher begin conventional experiments, using the optimized parameters.

41~42

The emergence of the social sciences in the nineteenth century and the ability to work with large datasets created demand for new ways of visualizing information. Processed numerical information was best expressed in tables, charts, and graphs. Mathematics, natural sciences, and social sciences that employed statistics were at the forefront of the development of charts and graphs. History was a consumer, not a designer, of most of these new visualizations — and mostly a sparing consumer at that, since economic and social history lagged behind political history as an area of research. Simple charts and graphs were not difficult to interpret, and their visual conventions became part of what any ordinary reader would be expected to follow. As statistical analysis became more sophisticated, the visualizations that resulted became more and more central to the argument. In some cases, the visualization made interpretation possible. These success stories demonstrated the worth of statistical analysis and visualization. Perhaps the most notable example is John Snow's map of the incidence of cholera in an 1854 London outbreak, which helped plot the source of the outbreak at a single water pump in the neighborhood. Snow's cholera map showed that visualizations could serve as both narrative and analysis. Authors began to experiment with ways of using visual clues to tell complex stories about events, increasing the amount of information that could be conveyed in a small space and thereby overcoming the limitations of two dimensions in print.

* self-experimentation: 자기 실험 * conventional experiments: 통상적인 실험 * convincing others: 다른 사람들을 설득하는 것 * discovery: 발견 *

optimal use: 최적의 사용 * **generate and eliminate:** 생성하고 제거하다 *
exploratory and theory-building phase: 탐색 및 이론 구축 단계 * **procedural parameters:** 절차적 매개변수 * **optimize:** 최적화하다 * **emergence:** 출현 *
large datasets: 대규모 데이터 세트 * **visualizing information:** 정보 시각화 *
at the forefront: 선두에 있는 * **sparing consumer:** 아끼는 소비자 * **statistical analysis:** 통계 분석

Comprehension Quiz (10 Questions)

1. Which of the following best represents the main theme of the passage?

- ① The strategic integration of diverse scientific methods for effective research and communication.
- ② The historical evolution of data visualization in the social sciences.
- ③ The superiority of self-experimentation over traditional research methods.
- ④ The challenges of scientific consensus-building through conventional experiments.
- ⑤ The diminishing role of qualitative data in modern scientific inquiry.

2. Which of the following statements is NOT consistent with the information presented in the passage?

- ① The field of history was a major developer of new data visualization techniques in the 19th century.
- ② The demand for new information visualization methods arose partly from the emergence of social sciences and large datasets.
- ③ When both are possible, self-experiments are generally less effective at convincing others compared to conventional experiments.
- ④ Self-experiments are primarily effective for the initial phase of scientific discovery.
- ⑤ John Snow's cholera map demonstrated that visualizations could function as both a narrative tool and an analytical tool.

3. What can be most reasonably inferred from the passage regarding experimental methodology?

- ① Psychologists are encouraged to prioritize individual discovery over collective scientific consensus.
- ② Researchers should always begin with optimizing parameters before formulating any hypotheses.
- ③ Researchers who bypass self-experimentation before conventional experiments risk conducting studies with suboptimal parameters.
- ④ The absence of effective visualization tools before the 19th century significantly hindered the clear interpretation of complex numerical data.
- ⑤ John Snow's work suggests that analytical maps were already common practice before 1854.

4. The word "sparing" in the phrase "mostly a sparing consumer" most likely means:

- ① innovative
- ② critical
- ③ dominant
- ④ enthusiastic
- ⑤ infrequent

5. Which of the following best fits the blank?"When self-experimentation and conventional experiments are both possible, the difference between them often resembles the difference between learning and showing: _____."

- ① the former often requires less formal documentation compared to the latter.
- ② convincing others is always a more straightforward task than personal discovery.
- ③ learning is a private act, whereas showing is a public performance.
- ④ conventional experiments are always the first step in a new research endeavor.
- ⑤ self-experiments are primarily for internal discovery, while conventional ones are for external validation.

6. According to the passage, which of the following statements is true?

- ① Simple charts and graphs required extensive training to interpret effectively by ordinary readers.
- ② Economic and social history in the 19th century were at the forefront of designing new data visualizations.
- ③ The primary limitation of self-experiments lies in their inability to generate multiple hypotheses.
- ④ The optimal strategy for conducting both self-experiments and conventional experiments involves performing self-experiments first.
- ⑤ The main purpose of the "exploratory and theory-building phase" is to convince other scientists.

7. What cause-effect relationship is described in the passage?

- ① The lack of detailed statistical analysis in 19th-century political history caused it to lag behind economic history.
- ② The initial phase of self-experimentation is primarily driven by the need to immediately convince others of a discovery.
- ③ A decline in the popularity of mathematics and natural sciences led to the demand for new visualization techniques.
- ④ The relatively slower progress in economic and social history compared to political history contributed to history's limited adoption of new visualizations.
- ⑤ The successful demonstration of statistical analysis through visualization spurred its wider adoption and development.

8. What is the author's primary purpose in writing this passage?

- ① To express skepticism regarding the long-term benefits of data visualization in complex scientific fields.
- ② To argue for the inherent superiority of intuitive discovery over structured experimental validation.
- ③ To explain the optimal sequence of experimental design and the crucial role of visualization in scientific communication.
- ④ To highlight the universal applicability of all scientific methods across diverse academic disciplines.
- ⑤ To offer a critical evaluation of the historical impact of John Snow's cholera map on public health policies.

9. Which real-world scenario best illustrates the passage's argument for the optimal use of self-experimentation and conventional experiments?

- ① A marketing team launching a product nationwide without any prior market testing or consumer feedback.
- ② A chef experimenting with ingredients in their kitchen until a dish is perfected, then serving it to restaurant critics for formal review.
- ③ A novelist writing a highly complex story and relying solely on verbal descriptions without any illustrative maps or diagrams for the reader.
- ④ A historian meticulously cross-referencing ancient texts to construct a detailed timeline of events.
- ⑤ A company prioritizing cost-cutting measures over product innovation to maximize short-term profits.

10. What broader implication can be drawn from the passage about the nature of scientific progress?

- ① The development of scientific tools, like data visualization, is solely driven by technological advancements rather than practical necessity.
- ② The efficacy of a scientific method is inversely proportional to its complexity.
- ③ The pursuit of scientific knowledge invariably leads to disagreements among researchers regarding methodology.
- ④ Contemporary scientific fields have entirely moved beyond the need for preliminary self-experiments.
- ⑤ Science inherently requires a balance between innovative individual exploration and the robust communication of findings for collective understanding.

Answer Key

Passage	Title	Answers
#1	202603H2_20	1. ③ 2. ① 3. ④ 4. ① 5. ⑤ 6. ① 7. ② 8. ④ 9. ① 10. ①
#2	202603H2_21	1. ② 2. ② 3. ③ 4. ④ 5. ⑤ 6. ② 7. ② 8. ④ 9. ③ 10. ②
#3	202603H2_22	1. ③ 2. ① 3. ③ 4. ① 5. ③ 6. ② 7. ② 8. ③ 9. ② 10. ②
#4	202603H2_23	1. ② 2. ① 3. ① 4. ⑤ 5. ⑤ 6. ⑤ 7. ② 8. ⑤ 9. ④ 10. ③
#5	202603H2_24	1. ⑤ 2. ③ 3. ④ 4. ⑤ 5. ① 6. ④ 7. ⑤ 8. ② 9. ③ 10. ④
#6	202603H2_29	1. ① 2. ② 3. ③ 4. ② 5. ③ 6. ③ 7. ③ 8. ② 9. ② 10. ①
#7	202603H2_30	1. ③ 2. ① 3. ① 4. ② 5. ⑤ 6. ③ 7. ② 8. ② 9. ④ 10. ③
#8	202603H2_31	1. ② 2. ⑤ 3. ③ 4. ⑤ 5. ① 6. ① 7. ③ 8. ⑤ 9. ④ 10. ④
#9	202603H2_32	1. ① 2. ③ 3. ⑤ 4. ⑤ 5. ③ 6. ① 7. ② 8. ③ 9. ⑤ 10. ④
#10	202603H2_33	1. ⑤ 2. ① 3. ④ 4. ② 5. ④ 6. ⑤ 7. ② 8. ② 9. ③ 10. ①
#11	202603H2_34	1. ① 2. ④ 3. ⑤ 4. ① 5. ② 6. ② 7. ② 8. ③ 9. ④ 10. ③
#12	202603H2_35	1. ⑤ 2. ② 3. ② 4. ③ 5. ② 6. ③ 7. ⑤ 8. ① 9. ④ 10. ③
#13	202603H2_36	1. ③ 2. ④ 3. ② 4. ④ 5. ⑤ 6. ① 7. ⑤ 8. ⑤ 9. ⑤ 10. ③
#14	202603H2_37	1. ④ 2. ① 3. ② 4. ④ 5. ③ 6. ⑤ 7. ③ 8. ② 9. ④ 10. ③
#15	202603H2_38	1. ② 2. ① 3. ① 4. ② 5. ③ 6. ⑤ 7. ② 8. ③ 9. ② 10. ②
#16	202603H2_39	1. ② 2. ④ 3. ⑤ 4. ⑤ 5. ② 6. ⑤ 7. ② 8. ⑤ 9. ② 10. ⑤
#17	202603H2_40	1. ① 2. ① 3. ③ 4. ⑤ 5. ⑤ 6. ④ 7. ④ 8. ③ 9. ② 10. ⑤

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