

Q. [ ] 안에서 문맥 상 알맞은 어휘를 고르시오.

어휘선택(문제지)

1. p60-Gateway

Recognizing 1[**ethnic / ethical**] issues is the most important step in understanding business ethics. An ethical issue is a(n) 2[**identifiable / justifiable**] problem, situation, or opportunity that requires a person to 3[**choose / refuse**] from among several actions that may be 4[**denied / evaluated**] as right or wrong, ethical or unethical. To learn how to choose from 5[**alternatives / consequences**] and make a decision requires not only good personal values, but also knowledge 6[**competence / compliance**] in the business area of 7[**concern / support**]. Employees also need to know when to rely on their organizations' policies and codes of ethics or have discussions with co-workers or managers on 8[**approximate / appropriate**] conduct. Ethical decision making is not always 9[**tough / easy**] because there are always gray areas that create dilemmas, no matter how decisions are made. For instance, should an employee report on a co-worker engaging in time theft? Should a salesperson 10[**leave out / sort out**] facts about a product's 11[**good / poor**] safety record in his presentation to a customer? Such questions require the decision maker to 12[**evaluate / eliminate**] the ethics of his or her choice and decide whether to ask for guidance.

2. p62-no.01

Sometimes it's important to 13[**disagree / correspond**]. All the great social reforms which took place in the eighteenth century, 14[**on the contrary / for instance**], began with the 15[**indicated / dedicated**] campaigns of a handful of people who saw something wrong, and did not let it rest. Slavery was widely 16[**avoided / accepted**] in Europe in the eighteenth century, but as a result of consistent campaigning, the slave trade was made 17[**illegal / legal**] near the beginning of the nineteenth century, and the owning of slaves became 18[**illegal / explicit**] a few years later. Social psychologists Moscovici and Nemeth showed that if just a few people 19[**stick to / object to**] a particular view, which they are 20[**convicted / convinced**] is right, then over time they can have a great deal of influence on a larger group. The important thing, though, is that those people who are in the 21[**majority / minority**] and trying to influence the majority should be 22[**seen / misled**] to be genuine, consistent and resisting social pressure. If we see people acting like that, over time we become 23[**anxious / curious**] about why they are doing it and so are likely to think 24[**more / less**] seriously about what they are saying.

3. p62-no.02

Attention is <sup>25</sup>**[selective / unlimited]**. We cannot focus on everything, and the <sup>26</sup>**[knowledge / ignorance]** we bring to a given situation allows us to direct our attention to the most important elements and to <sup>27</sup>**[ignore / foster]** the rest. The extent to which our schemas and expectations guide our attention was powerfully <sup>28</sup>**[distributed / demonstrated]** by an experiment in which participants watched a videotape of two "teams" of three people, each passing a basketball back and forth. The members of one team wore white shirts, and the members of the other team wore black shirts. Each participant was asked to count the number of passes made by the members of one of the teams. Forty-five seconds into the action, a person wearing a gorilla costume strolled into the middle of the action. Although a large black gorilla might seem <sup>29</sup>**[easy / hard]** to miss, only half the participants <sup>30</sup>**[ignored / noticed]** it! The participants' schemas about what is likely to <sup>31</sup>**[happen / behold]** in a game of catch directed their attention so <sup>32</sup>**[intently / roughly]** to some parts of the videotape that they failed to see a rather dramatic stimulus they did not expect to see.

4. p63-no.03

With the rise of modern science new habits of mind developed. The method of the sciences and the image of scientific narratives became <sup>33</sup>**[unquestioned / unreliable]** and <sup>34</sup>**[reinforced / restrained]** new habits of mind, becoming an accomplice to those that would best <sup>35</sup>**[accumulate / accommodate]** the new image. These habits of mind became a(n) <sup>36</sup>**[duration / duplication]** in the classroom of what the sciences were supposed to be doing in the laboratory. They developed clear and distinct ideas <sup>37</sup>**[devising / imitating]** mathematical models that are hypothetical, abstract, ahistorical, and humanly disembodied. Descartes, Newton, Galileo, Locke, and Rousseau are the best examples. The mind was trained to <sup>38</sup>**[repeat / record]** certain <sup>39</sup>**[practical / logical]** operations until a habit was developed of reading the world according to those skills. Even if the reading was supposed to be disembodied and therefore <sup>40</sup>**[objective / subjective]**, the result was that the viewpoints and skills became <sup>41</sup>**[embodied / embarked]** in those using them. For the older habits of mind, external cosmologies (now considered outdated) were <sup>42</sup>**[surpassed / substituted]** in all classrooms.

5. p63-no.04

Commodities do not go to market all <sup>43</sup>**[on their own / by force]**. Someone has to take them there. Goods must be moved, prices agreed, and only after a long and complicated process will the commodity <sup>44</sup>**[in certainty / in question]** be there for the end-user to enjoy. This applies to films and videos as much

as it does to any other commodity, and it <sup>45</sup>**[applies / implies]** even in that sector of the film and video business that likes to think of itself as remote from and even <sup>46</sup>**[antagonistic / analogous]** to the regular processes of commodity <sup>47</sup>**[exchange / refrain]**. But perhaps because of this <sup>48</sup>**[aversion / advocacy]**, the process by which commodities get to market — generally referred to in the film trade as distribution — is the least studied of all the aspects of cinema and other forms of moving image. A lot is written about film and video production, about the films and videos produced and about how they are perceived/received by the spectator, but very <sup>49</sup>**[little / most]** about the <sup>50</sup>**[interactive / intermediate]** stages between production and consumption. Sometimes it seems as if, in the world of cinema and the moving image, commodities do indeed <sup>51</sup>**[mysteriously / exclusively]** get to market all on their own.

Q. [ ] 안에서 어법 상 알맞은 것을 고르시오.

어법선택(문제지)

1. p60-Gateway

1[Recognize / Recognizing] ethical issues is the most important step in understanding business ethics. An ethical issue is an identifiable problem, situation, or opportunity that 2[requires / require] a person to 3[choose / be chosen] from among several actions that may be 4[evaluating / evaluated] as right or wrong, ethical or unethical. 5[Learn / To learn] how to choose from alternatives and make a decision 6[requiring / requires] not only good personal values, but also knowledge competence in the business area of concern. Employees also need to know 7[who / when] to rely on their organizations' policies and codes of ethics or 8[have / having] discussions with co-workers or managers on appropriate conduct. Ethical decision making is not always easy because there are always gray areas that 9[create / to create] dilemmas, no matter how decisions are made. For instance, should an employee report on a co-worker 10[engaging / engage] in time theft? Should a salesperson leave out facts about a product's poor safety record in his presentation to a customer? Such questions require the decision maker to evaluate the ethics of his or her choice and decide 11[what / whether] to ask for guidance.

2. p62-no.01

Sometimes it's important to disagree. All the great social reforms which 12[was taken place / took place] in the eighteenth century, for instance, 13[beginning / began] with the 14[dedicated / dedicating] campaigns of a handful of people who saw something wrong, and did not let it rest. Slavery was widely 15[accepted / accepting] in Europe in the eighteenth century, but as a result of consistent campaigning, the slave trade was 16[making / made] illegal near the beginning of the nineteenth century, and the owning of slaves became 17[illegal / illegally] a few years later. Social psychologists Moscovici and Nemeth showed 18[that / what] if just a few people stick to a particular view, which they are 19[convincing / convinced] 20[is / are] right, then over time they can have a great deal of influence on a larger group. The important thing, though, is 21[that / what] those people who are in the minority and trying to influence the majority 22[should be / should have] seen to be genuine, consistent and 23[resisted / resisting] social pressure. If we see people acting like that, over time we become 24[curious / curiously] about why they are doing it and so 25[is / are] likely to think more seriously about what they are 26[said / saying].

3. p62-no.02

Attention is selective. We cannot focus on everything, and the knowledge we bring to a given situation <sup>27</sup>**[allows / to allow]** us to direct our attention to the most important elements and <sup>28</sup>**[to ignore / ignoring]** the rest. The extent <sup>29</sup>**[which / to which]** our schemas and expectations guide our attention <sup>30</sup>**[was / were]** powerfully demonstrated by an experiment <sup>31</sup>**[in which / which]** participants watched a videotape of two "teams" of three people, each <sup>32</sup>**[passing / passed]** a basketball back and forth. The members of one team wore white shirts, and the members of the other team <sup>33</sup>**[wore / wearing]** black shirts. Each participant was asked <sup>34</sup>**[to count / counting]** the number of passes made by the members of one of the teams. Forty-five seconds into the action, a person wearing a gorilla costume <sup>35</sup>**[strolling / strolled]** into the middle of the action. Although a large black gorilla might seem <sup>36</sup>**[hard / hardly]** to miss, only half the participants <sup>37</sup>**[noticing / noticed]** it! The participants' schemas about <sup>38</sup>**[what / which]** is likely to happen in a game of catch directed their attention so <sup>39</sup>**[intent / intently]** to some parts of the videotape <sup>40</sup>**[that / which]** they failed to see a rather dramatic stimulus they did not expect to <sup>41</sup>**[be seen / see]**.

4. p63-no.03

With the rise of modern science new habits of mind <sup>42</sup>**[developed / developing]**. The method of the sciences and the image of scientific narratives became unquestioned and <sup>43</sup>**[reinforcing / reinforced]** new habits of mind, <sup>44</sup>**[becoming / become]** an accomplice to those that would best accommodate the new image. These habits of mind became a duplication in the classroom of what the sciences <sup>45</sup>**[was / were]** supposed to be <sup>46</sup>**[done / doing]** in the laboratory. They developed clear and distinct ideas <sup>47</sup>**[imitating / imitate]** mathematical models that are hypothetical, abstract, ahistorical, and <sup>48</sup>**[humanly / human]** disembodied. Descartes, Newton, Galileo, Locke, and Rousseau are the best examples. The mind was <sup>49</sup>**[trained / training]** to repeat certain logical operations until a habit was developed of reading the world according to those skills. Even if the reading was <sup>50</sup>**[supposed / supposing]** to be disembodied and therefore objective, the result was <sup>51</sup>**[that / what]** the viewpoints and skills became embodied in those using <sup>52</sup>**[themselves / them]**. For the older habits of mind, external cosmologies (now considered outdated) <sup>53</sup>**[was / were]** substituted in all classrooms.

5. p63-no.04

Commodities do not go to market all on their own. Someone has to take them there. Goods must be

<sup>54</sup>[**moving / moved**], prices agreed, and only after a long and complicated process will the commodity in question <sup>55</sup>[**is / be**] there for the end-user to enjoy. This applies to films and videos as much as it <sup>56</sup>[**does / is**] to any other commodity, and it applies even in <sup>57</sup>[**that / what**] sector of the film and video business that likes to think of <sup>58</sup>[**itself / it**] as remote from and even <sup>59</sup>[**antagonisticly / antagonistic**] to the regular processes of commodity exchange. But perhaps because of this aversion, the process by <sup>60</sup>[**which / what**] commodities get to market — generally <sup>61</sup>[**referring / referred**] to in the film trade as distribution — <sup>62</sup>[**are / is**] the least studied of all the aspects of cinema and other forms of moving image. A lot is written about film and video production, about the films and videos <sup>63</sup>[**producing / produced**] and about <sup>64</sup>[**what / how**] they are perceived/received by the spectator, but very little about the intermediate stages between production and consumption. Sometimes it seems as if, in the world of cinema and the moving image, commodities <sup>65</sup>[**are / do**] indeed mysteriously <sup>66</sup>[**getting / get**] to market all on their own.

Q. [ ]안의 내용을 어법 상 바르게 고치시오.

어법수정(문제지)

1. p60-Gateway

1[Recognize] ethical issues is the most important step in understanding business ethics. An ethical issue is an identifiable problem, situation, or opportunity that 2[require] a person to 3[be chosen] from among several actions that may be 4[evaluating] as right or wrong, ethical or unethical. 5[Learn] how to choose from alternatives and make a decision 6[requiring] not only good personal values, but also knowledge competence in the business area of concern. Employees also need to know 7[who] to rely on their organizations' policies and codes of ethics or 8[having] discussions with co-workers or managers on appropriate conduct. Ethical decision making is not always easy because there are always gray areas that 9[to create] dilemmas, no matter how decisions are made. For instance, should an employee report on a co-worker 10[engage] in time theft? Should a salesperson leave out facts about a product's poor safety record in his presentation to a customer? Such questions require the decision maker to evaluate the ethics of his or her choice and decide 11[what] to ask for guidance.

2. p62-no.01

Sometimes it's important to disagree. All the great social reforms which 12[was taken place] in the eighteenth century, for instance, 13[beginning] with the 14[dedicating] campaigns of a handful of people who saw something wrong, and did not let it rest. Slavery was widely 15[accepting] in Europe in the eighteenth century, but as a result of consistent campaigning, the slave trade was 16[making] illegal near the beginning of the nineteenth century, and the owning of slaves became 17[illegally] a few years later. Social psychologists Moscovici and Nemeth showed 18[what] if just a few people stick to a particular view, which they are 19[convincing] 20[are] right, then over time they can have a great deal of influence on a larger group. The important thing, though, is 21[what] those people who are in the minority and trying to influence the majority 22[should have] seen to be genuine, consistent and 23[resisted] social pressure. If we see people acting like that, over time we become 24[curiously] about why they are doing it and so 25[is] likely to think more seriously about what they are 26[said].

3. p62-no.02

Attention is selective. We cannot focus on everything, and the knowledge we bring to a given situation 27[to allow] us to direct our attention to the most important elements and 28[ignoring] the rest. The extent 29[which] our schemas and expectations guide our attention 30[were] powerfully demonstrated by an experiment 31[which] participants watched a videotape of two "teams" of three people, each 32[passed] a basketball back and forth. The members of one team wore white shirts, and the members of the other team 33[wearing] black shirts. Each participant was asked 34[counting] the number of passes made by the members of one of the teams. Forty-five seconds into the action, a person wearing a gorilla costume 35[strolling] into the middle of the action. Although a large black gorilla might seem 36[hardly] to miss, only half the participants 37[noticing] it! The participants' schemas about 38[which] is likely to happen in a game of catch directed their attention so 39[intent] to some parts of the videotape 40[which] they failed to see a rather dramatic stimulus they did not expect to 41[be seen].

4. p63-no.03

With the rise of modern science new habits of mind <sup>42</sup>**[developing]**. The method of the sciences and the image of scientific narratives became unquestioned and <sup>43</sup>**[reinforcing]** new habits of mind, <sup>44</sup>**[become]** an accomplice to those that would best accommodate the new image. These habits of mind became a duplication in the classroom of what the sciences <sup>45</sup>**[was]** supposed to be <sup>46</sup>**[done]** in the laboratory. They developed clear and distinct ideas <sup>47</sup>**[imitate]** mathematical models that are hypothetical, abstract, ahistorical, and <sup>48</sup>**[human]** disembodied. Descartes, Newton, Galileo, Locke, and Rousseau are the best examples. The mind was <sup>49</sup>**[training]** to repeat certain logical operations until a habit was developed of reading the world according to those skills. Even if the reading was <sup>50</sup>**[supposing]** to be disembodied and therefore objective, the result was <sup>51</sup>**[what]** the viewpoints and skills became embodied in those using <sup>52</sup>**[themselves]**. For the older habits of mind, external cosmologies (now considered outdated) <sup>53</sup>**[was]** substituted in all classrooms.

5. p63-no.04

Commodities do not go to market all on their own. Someone has to take them there. Goods must be <sup>54</sup>**[moving]**, prices agreed, and only after a long and complicated process will the commodity in question <sup>55</sup>**[is]** there for the end-user to enjoy. This applies to films and videos as much as it <sup>56</sup>**[is]** to any other commodity, and it applies even in <sup>57</sup>**[what]** sector of the film and video business that likes to think of <sup>58</sup>**[it]** as remote from and even <sup>59</sup>**[antagonistically]** to the regular processes of commodity exchange. But perhaps because of this aversion, the process by <sup>60</sup>**[what]** commodities get to market — generally <sup>61</sup>**[referring]** to in the film trade as distribution — <sup>62</sup>**[are]** the least studied of all the aspects of cinema and other forms of moving image. A lot is written about film and video production, about the films and videos <sup>63</sup>**[producing]** and about <sup>64</sup>**[what]** they are perceived/received by the spectator, but very little about the intermediate stages between production and consumption. Sometimes it seems as if, in the world of cinema and the moving image, commodities <sup>65</sup>**[are]** indeed mysteriously <sup>66</sup>**[getting]** to market all on their own.



Q. 각 문장에 어법상 틀린 곳을 찾아서 표시한 후 바르게 고치고, 없다면 X 표 하시오.

어법수정(고난도)(문제지)

1. p60-Gateway

1. Recognize ethical issues is the most important step in understanding business ethics.
2. An ethical issue is an identifiable problem, situation, or opportunity that require a person to be chosen from among several actions that may be evaluating as right or wrong, ethical or unethical.
3. Learn how to choose from alternatives and make a decision requiring not only good personal values, but also knowledge competence in the business area of concern.
4. Employees also need to know who to rely on their organizations' policies and codes of ethics or having discussions with co-workers or managers on appropriate conduct.
5. Ethical decision making is not always easy because there are always gray areas that to create dilemmas, no matter how decisions are made.
6. For instance, should an employee report on a co-worker engage in time theft?
7. Should a salesperson leave out facts about a product's poor safety record in his presentation to a customer?
8. Such questions require the decision maker to evaluate the ethics of his or her choice and decide what to ask for guidance.

2. p62-no.01

9. Sometimes it's important to disagree.
10. All the great social reforms which was taken place in the eighteenth century, for instance, beginning with the dedicating campaigns of a handful of people who saw something wrong, and did not let it rest.
11. Slavery was widely accepting in Europe in the eighteenth century, but as a result of consistent campaigning, the slave trade was making illegal near the beginning of the nineteenth century, and the owning of slaves became illegally a few years later.
12. Social psychologists Moscovici and Nemeth showed what if just a few people stick to a particular view, which they are convincing are right, then over time they can have a great deal of influence on a larger group.
13. The important thing, though, is what those people who are in the minority and trying to influence the majority should have seen to be genuine, consistent and resisted social pressure.
14. If we see people acting like that, over time we become curiously about why they are doing it and so is likely to think more seriously about what they are said.

3. p62-no.02

15. Attention is selective.
16. We cannot focus on everything, and the knowledge we bring to a given situation to allow us to direct our attention to the most important elements and ignoring the rest.
17. The extent which our schemas and expectations guide our attention were powerfully demonstrated by an experiment which participants watched a videotape of two "teams" of three people, each passed a basketball back and forth.

18. The members of one team wore white shirts, and the members of the other team wearing black shirts.
19. Each participant was asked counting the number of passes made by the members of one of the teams.
20. Forty-five seconds into the action, a person wearing a gorilla costume strolling into the middle of the action.
21. Although a large black gorilla might seem hardly to miss, only half the participants noticing it!
22. The participants' schemas about which is likely to happen in a game of catch directed their attention so intent to some parts of the videotape which they failed to see a rather dramatic stimulus they did not expect to be seen.

#### 4. p63-no.03

23. With the rise of modern science new habits of mind developing.
24. The method of the sciences and the image of scientific narratives became unquestioned and reinforcing new habits of mind, become an accomplice to those that would best accommodate the new image.
25. These habits of mind became a duplication in the classroom of what the sciences was supposed to be done in the laboratory.
26. They developed clear and distinct ideas imitate mathematical models that are hypothetical, abstract, ahistorical, and human disembodied.
27. Descartes, Newton, Galileo, Locke, and Rousseau are the best examples.
28. The mind was training to repeat certain logical operations until a habit was developed of reading the world according to those skills.
29. Even if the reading was supposing to be disembodied and therefore objective, the result was what the viewpoints and skills became embodied in those using themselves.
30. For the older habits of mind, external cosmologies (now considered outdated) was substituted in all classrooms.

#### 5. p63-no.04

31. Commodities do not go to market all on their own.
32. Someone has to take them there.
33. Goods must be moving, prices agreed, and only after a long and complicated process will the commodity in question is there for the end-user to enjoy.
34. This applies to films and videos as much as it is to any other commodity, and it applies even in what sector of the film and video business that likes to think of it as remote from and even antagonistically to the regular processes of commodity exchange.
35. But perhaps because of this aversion, the process by what commodities get to market — generally referring to in the film trade as distribution — are the least studied of all the aspects of cinema and other forms of moving image.
36. A lot is written about film and video production, about the films and videos producing and about what they are perceived/received by the spectator, but very little about the intermediate stages between production and consumption.
37. Sometimes it seems as if, in the world of cinema and the moving image, commodities are indeed mysteriously getting to market all on their own.

Q. 문맥 상 주어진 문장 다음에 이어질 글의 순서를 쓰시오.

문단배열(문제지)

1. p60-Gateway

Recognizing ethical issues is the most important step in understanding business ethics.

- (A) Employees also need to know when to rely on their organizations' policies and codes of ethics or have discussions with co-workers or managers on appropriate conduct.
- (B) Ethical decision making is not always easy because there are always gray areas that create dilemmas, no matter how decisions are made.
- (C) An ethical issue is an identifiable problem, situation, or opportunity that requires a person to choose from among several actions that may be evaluated as right or wrong, ethical or unethical.
- (D) Should a salesperson leave out facts about a product's poor safety record in his presentation to a customer?
- (E) Such questions require the decision maker to evaluate the ethics of his or her choice and decide whether to ask for guidance.
- (F) For instance, should an employee report on a co-worker engaging in time theft?
- (G) To learn how to choose from alternatives and make a decision requires not only good personal values, but also knowledge competence in the business area of concern.

2. p62-no.01

Sometimes it's important to disagree.

- (A) Slavery was widely accepted in Europe in the eighteenth century, but as a result of consistent campaigning, the slave trade was made illegal near the beginning of the nineteenth century, and the owning of slaves became illegal a few years later.
- (B) The important thing, though, is that those people who are in the minority and trying to influence the majority should be seen to be genuine, consistent and resisting social pressure.
- (C) All the great social reforms which took place in the eighteenth century, for instance, began with the dedicated campaigns of a handful of people who saw something wrong, and did not let it rest.
- (D) Social psychologists Moscovici and Nemeth showed that if just a few people stick to a particular view, which they are convinced is right, then over time they can have a great deal of influence on a larger group.
- (E) If we see people acting like that, over time we become curious about why they are doing it and so are likely to think more seriously about what they are saying.

3. p62-no.02

Attention is selective.

- (A) Although a large black gorilla might seem hard to miss, only half the participants noticed it!
- (B) The participants' schemas about what is likely to happen in a game of catch directed their attention so intently to some parts of the videotape that they failed to see a rather dramatic stimulus they did not expect to see.
- (C) The extent to which our schemas and expectations guide our attention was powerfully demonstrated by an experiment in which participants watched a videotape of two "teams" of three people, each passing a basketball back and forth.
- (D) Each participant was asked to count the number of passes made by the members of one of the teams.
- (E) Forty-five seconds into the action, a person wearing a gorilla costume strolled into the middle of the action.
- (F) We cannot focus on everything, and the knowledge we bring to a given situation allows us to direct our attention to the most important elements and to ignore the rest.
- (G) The members of one team wore white shirts, and the members of the other team wore black shirts.

4. p63-no.03

With the rise of modern science new habits of mind developed.

- (A) For the older habits of mind, external cosmologies (now considered outdated) were substituted in all classrooms.
- (B) Even if the reading was supposed to be disembodied and therefore objective, the result was that the viewpoints and skills became embodied in those using them.
- (C) Descartes, Newton, Galileo, Locke, and Rousseau are the best examples.
- (D) They developed clear and distinct ideas imitating mathematical models that are hypothetical, abstract, ahistorical, and humanly disembodied.
- (E) These habits of mind became a duplication in the classroom of what the sciences were supposed to be doing in the laboratory.
- (F) The mind was trained to repeat certain logical operations until a habit was developed of reading the world according to those skills.
- (G) The method of the sciences and the image of scientific narratives became unquestioned and reinforced new habits of mind, becoming an accomplice to those that would best accommodate the new image.

5. p63-no.04

Commodities do not go to market all on their own.

- (A) Goods must be moved, prices agreed, and only after a long and complicated process will the commodity in question be there for the end-user to enjoy.
- (B) Sometimes it seems as if, in the world of cinema and the moving image, commodities do indeed mysteriously get to market all on their own.

(C) This applies to films and videos as much as it does to any other commodity, and it applies even in that sector of the film and video business that likes to think of itself as remote from and even antagonistic to the regular processes of commodity exchange.

(D) A lot is written about film and video production, about the films and videos produced and about how they are perceived/received by the spectator, but very little about the intermediate stages between production and consumption.

(E) Someone has to take them there.

(F) But perhaps because of this aversion, the process by which commodities get to market — generally referred to in the film trade as distribution — is the least studied of all the aspects of cinema and other forms of moving image.

**Q. 문맥 상 다음 문장들의 적절한 순서를 쓰시오.**

문장배열(문제지)

1. p60-Gateway

- (A) Such questions require the decision maker to evaluate the ethics of his or her choice and decide whether to ask for guidance.
- (B) Should a salesperson leave out facts about a product's poor safety record in his presentation to a customer?
- (C) For instance, should an employee report on a co-worker engaging in time theft?
- (D) Ethical decision making is not always easy because there are always gray areas that create dilemmas, no matter how decisions are made.
- (E) To learn how to choose from alternatives and make a decision requires not only good personal values, but also knowledge competence in the business area of concern.
- (F) Recognizing ethical issues is the most important step in understanding business ethics.
- (G) Employees also need to know when to rely on their organizations' policies and codes of ethics or have discussions with co-workers or managers on appropriate conduct.
- (H) An ethical issue is an identifiable problem, situation, or opportunity that requires a person to choose from among several actions that may be evaluated as right or wrong, ethical or unethical.

2. p62-no.01

- (A) All the great social reforms which took place in the eighteenth century, for instance, began with the dedicated campaigns of a handful of people who saw something wrong, and did not let it rest.
- (B) Sometimes it's important to disagree.
- (C) Social psychologists Moscovici and Nemeth showed that if just a few people stick to a particular view, which they are convinced is right, then over time they can have a great deal of influence on a larger group.
- (D) Slavery was widely accepted in Europe in the eighteenth century, but as a result of consistent campaigning, the slave trade was made illegal near the beginning of the nineteenth century, and the owning of slaves became illegal a few years later.
- (E) If we see people acting like that, over time we become curious about why they are doing it and so are likely to think more seriously about what they are saying.
- (F) The important thing, though, is that those people who are in the minority and trying to influence the majority should be seen to be genuine, consistent and resisting social pressure.

3. p62-no.02

- (A) Forty-five seconds into the action, a person wearing a gorilla costume strolled into the middle of the

action.

(B) The extent to which our schemas and expectations guide our attention was powerfully demonstrated by an experiment in which participants watched a videotape of two "teams" of three people, each passing a basketball back and forth.

(C) Attention is selective.

(D) The participants' schemas about what is likely to happen in a game of catch directed their attention so intently to some parts of the videotape that they failed to see a rather dramatic stimulus they did not expect to see.

(E) The members of one team wore white shirts, and the members of the other team wore black shirts.

(F) We cannot focus on everything, and the knowledge we bring to a given situation allows us to direct our attention to the most important elements and to ignore the rest.

(G) Each participant was asked to count the number of passes made by the members of one of the teams.

(H) Although a large black gorilla might seem hard to miss, only half the participants noticed it!

4. p63-no.03

(A) For the older habits of mind, external cosmologies (now considered outdated) were substituted in all classrooms.

(B) They developed clear and distinct ideas imitating mathematical models that are hypothetical, abstract, ahistorical, and humanly disembodied.

(C) These habits of mind became a duplication in the classroom of what the sciences were supposed to be doing in the laboratory.

(D) The method of the sciences and the image of scientific narratives became unquestioned and reinforced new habits of mind, becoming an accomplice to those that would best accommodate the new image.

(E) With the rise of modern science new habits of mind developed.

(F) Even if the reading was supposed to be disembodied and therefore objective, the result was that the viewpoints and skills became embodied in those using them.

(G) Descartes, Newton, Galileo, Locke, and Rousseau are the best examples.

(H) The mind was trained to repeat certain logical operations until a habit was developed of reading the world according to those skills.

5. p63-no.04

(A) Goods must be moved, prices agreed, and only after a long and complicated process will the commodity in question be there for the end-user to enjoy.

(B) Commodities do not go to market all on their own.

(C) But perhaps because of this aversion, the process by which commodities get to market — generally referred to in the film trade as distribution — is the least studied of all the aspects of cinema and other

forms of moving image.

(D) Someone has to take them there.

(E) Sometimes it seems as if, in the world of cinema and the moving image, commodities do indeed mysteriously get to market all on their own.

(F) A lot is written about film and video production, about the films and videos produced and about how they are perceived/received by the spectator, but very little about the intermediate stages between production and consumption.

(G) This applies to films and videos as much as it does to any other commodity, and it applies even in that sector of the film and video business that likes to think of itself as remote from and even antagonistic to the regular processes of commodity exchange.



Q. 글의 흐름으로 보아, 주어진 문장이 들어가기에 가장 적절한 곳을 고르시오.

문장삽입(문제지)

1. p60-Gateway

Should a salesperson leave out facts about a product's poor safety record in his presentation to a customer?

Recognizing ethical issues is the most important step in understanding business ethics. An ethical issue is an identifiable problem, situation, or opportunity that requires a person to choose from among several actions that may be evaluated as right or wrong, ethical or unethical. (①) To learn how to choose from alternatives and make a decision requires not only good personal values, but also knowledge competence in the business area of concern. (②) Employees also need to know when to rely on their organizations' policies and codes of ethics or have discussions with co-workers or managers on appropriate conduct. (③) Ethical decision making is not always easy because there are always gray areas that create dilemmas, no matter how decisions are made. (④) For instance, should an employee report on a co-worker engaging in time theft? (⑤) Such questions require the decision maker to evaluate the ethics of his or her choice and decide whether to ask for guidance.

2. p62-no.01

Social psychologists Moscovici and Nemeth showed that if just a few people stick to a particular view, which they are convinced is right, then over time they can have a great deal of influence on a larger group.

Sometimes it's important to disagree. (①) All the great social reforms which took place in the eighteenth century, for instance, began with the dedicated campaigns of a handful of people who saw something wrong, and did not let it rest. (②) Slavery was widely accepted in Europe in the eighteenth century, but as a result of consistent campaigning, the slave trade was made illegal near the beginning of the nineteenth century, and the owning of slaves became illegal a few years later. (③) The important thing, though, is that those people who are in the minority and trying to influence the majority should be seen to be genuine, consistent and resisting social pressure. (④) If we see people acting like that, over time we become curious about why they are doing it and so are likely to think more seriously about what they are saying. (⑤)

3. p62-no.02

The members of one team wore white shirts, and the members of the other team wore black shirts.

Attention is selective. We cannot focus on everything, and the knowledge we bring to a given situation allows us to direct our attention to the most important elements and to ignore the rest. (①) The extent to which our schemas and expectations guide our attention was powerfully demonstrated by an experiment

in which participants watched a videotape of two "teams" of three people, each passing a basketball back and forth. (2) Each participant was asked to count the number of passes made by the members of one of the teams. (3) Forty-five seconds into the action, a person wearing a gorilla costume strolled into the middle of the action. (4) Although a large black gorilla might seem hard to miss, only half the participants noticed it! (5) The participants' schemas about what is likely to happen in a game of catch directed their attention so intently to some parts of the videotape that they failed to see a rather dramatic stimulus they did not expect to see.

4. p63-no.03

The mind was trained to repeat certain logical operations until a habit was developed of reading the world according to those skills.

With the rise of modern science new habits of mind developed. The method of the sciences and the image of scientific narratives became unquestioned and reinforced new habits of mind, becoming an accomplice to those that would best accommodate the new image. (1) These habits of mind became a duplication in the classroom of what the sciences were supposed to be doing in the laboratory. (2) They developed clear and distinct ideas imitating mathematical models that are hypothetical, abstract, ahistorical, and humanly disembodied. (3) Descartes, Newton, Galileo, Locke, and Rousseau are the best examples. (4) Even if the reading was supposed to be disembodied and therefore objective, the result was that the viewpoints and skills became embodied in those using them. (5) For the older habits of mind, external cosmologies (now considered outdated) were substituted in all classrooms.

5. p63-no.04

This applies to films and videos as much as it does to any other commodity, and it applies even in that sector of the film and video business that likes to think of itself as remote from and even antagonistic to the regular processes of commodity exchange.

Commodities do not go to market all on their own. (1) Someone has to take them there. (2) Goods must be moved, prices agreed, and only after a long and complicated process will the commodity in question be there for the end-user to enjoy. (3) But perhaps because of this aversion, the process by which commodities get to market — generally referred to in the film trade as distribution — is the least studied of all the aspects of cinema and other forms of moving image. (4) A lot is written about film and video production, about the films and videos produced and about how they are perceived/received by the spectator, but very little about the intermediate stages between production and consumption. (5) Sometimes it seems as if, in the world of cinema and the moving image, commodities do indeed mysteriously get to market all on their own.

2024 수능특강 영어(2023) - 11 어법 정확성 파악

Q. [ ] 안에 주어진 알파벳으로 시작하는 어휘를 넣으시오.

어휘완성(문제지)

1. p60-Gateway

1[R ] ethical issues is the most important step in understanding business  
2[e ].

윤리적 문제를 인식하는 것은 비즈니스 윤리를 이해하는데 가장 중요한 단계이다.

An 3[e ] issue is an 4[i ] problem, situation, or opportunity that  
requires a person to choose from among 5[s ] actions that may be  
6[e ] as right or wrong, ethical or unethical.

윤리적 문제는 옳거나 그르다고, 윤리적이거나 비윤리적이라고 평가될 수 있는 여러 가지 행동들 가운데에서 한 사람이 선택해야 하는  
식별 가능한 문제, 상황 또는 기회이다.

To learn how to choose from 7[a ] and make a decision requires not only good personal  
values, but also knowledge 8[c ] in the business area of 9[c ].

대안 중에서 선택하고 결정을 내리는 방법을 배우는 것은 훌륭한 개인적 가치관뿐만 아니라 관련된 비즈니스 분야에 대한 지식 역량도  
필요하다.

Employees also need to know when to 10[r ] 11[o ] their organizations'  
policies and codes of ethics or have 12[d ] with co-workers or managers on appropriate  
conduct.

직원들은 또한 언제 자신이 속한 조직의 정책과 윤리 강령에 의존할지 또는 언제 적절한 행동에 관해 동료나 관리자와 논의해야 할지를  
아는 것도 필요하다.

Ethical decision making is not always 13[e ] because there are always gray areas that  
create 14[d ], no matter how decisions are made.

윤리적 의사결정이 항상 쉬운 것은 아닌데, 왜냐하면 결정이 어떻게 내려지든 딜레마를 만드는 애매한 부분이 늘 있기 때문이다.

For instance, should an employee report on a co-worker 15[e ] 16[i ]  
time theft?

예를 들어, 직원은 시간 훔치기(일하지 않은 시간에 대해 보상을 받는 행위)를 하는 동료에 대해 보고해야 하는가?

Should a salesperson 17[l ] 18[o ] facts about a product's  
19[p ] safety record in his presentation to a customer?

판매원은 고객에게 (상품을) 제시할 때 어떤 제품의 안전 상태가 좋지 않다는 기록에 대한 사실을 생각해야 하는가?

Such questions require the decision maker to 20[e ] the ethics of his or her  
21[c ] and decide whether to ask for 22[g ].

그러한 질문은 의사 결정자가 자신이 한 선택의 윤리를 평가하여 지침을 요청할 것인지 결정할 것을 요구한다.

# 2024 EBS 수능특강 내신 변형문제 자료



2. p62-no.01

Sometimes it's important to 23[d] ].

때로는 의견이 다른 것이 중요하다.

All the great social reforms which 24[t] ] 25[p] ] in the eighteenth century, for instance, began with the 26[d] ] campaigns of a handful of people who saw something wrong, and did not let it 27[r] ].

예를 들어, 18 세기에 일어난 모든 위대한 사회 개혁은 잘못된 것을 보고 그것을 그대로 두지 않은 몇 안 되는 사람들의 헌신적인 운동으로 시작되었다.

28[S] ] was widely 29[a] ] in Europe in the eighteenth century, but as a result of 30[c] ] campaigning, the slave trade was made 31[i] ] near the beginning of the nineteenth century, and the owning of slaves became 32[i] ] a few years later.

노예제가 18 세기에 유럽에서 널리 받아들여졌으나, 일관적인 운동의 결과로 노예 무역이 19 세기 초 무렵에 불법화되었고, 노예 소유가 몇 년 후에 불법화되었다.

Social psychologists Moscovici and Nemeth showed that if just a few people 33[s] ] 34[t] ] a 35[p] ] view, which they are 36[c] ] is right, then over time they can have a great deal of influence on a larger group.

사회 심리학자 Moscovici 와 Nemeth 는 단지 소수의 사람이라도 자신이 옳다고 확신하는 특정한 관점을 고수하면, 시간이 지남에 따라 그들은 더 큰 집단에 많은 영향을 미칠 수 있다는 것을 보여 주었다.

The important thing, though, is that those people who are in the 37[m] ] and trying to influence the 38[m] ] should be seen to be 39[g] ], consistent and 40[r] ] social pressure.

그러나 중요한 것은 소수파에 속하면서 다수파에 영향을 미치려고 하고 있는 그런 사람들은 진실하고 일관적이며 사회적 압력에 저항하고 있다고 여겨져야 한다는 것이다.

If we see people acting like that, over time we become 41[c] ] about why they are doing it and so are likely to think more 42[s] ] about what they are saying.

사람들이 그렇게 행동하고 있는 것을 본다면, 시간이 지남에 따라 우리는 그들이 왜 그것을 하고 있는지에 대해 궁금해지고, 그래서 그들이 말하고 있는 것에 대해 아마도 더 진지하게 생각할 것이다.

3. p62-no.02

Attention is 43[s] ].

주의는 선택적이다.

We cannot focus on everything, and the knowledge we bring to a given situation allows us to 44[d] ] our attention to the most important elements and to 45[i] ] the rest.

우리는 모든 것에 다 집중할 수는 없으며, 어떤 특정한 상황에 끌여오는 지식 때문에 가장 중요한 요소로 주의를 돌리고 나머지는 무시할 수 있다.

The extent to which our schemas and expectations <sup>46</sup>[g] ] our attention was powerfully <sup>47</sup>[d] ] by an experiment in which participants watched a videotape of two "teams" of three people, each passing a basketball back and forth.

우리의 스키마와 기대가 주의를 이끄는 정도는 참가자들이 3 명으로 구성된 두 '팀'이 각자 농구공을 주고받으며 패스하는 비디오 테이프를 보는 실험으로 매우 효과적으로 입증되었다.

The members of one team wore white shirts, and the members of the other team wore black shirts.

한 팀의 구성원들은 흰색 셔츠를 입었고, 다른 팀 구성원들은 검은색 셔츠를 입었다.

Each participant was asked to <sup>48</sup>[c] ] the number of passes made by the members of one of the teams.

각 참가자는 한 팀의 구성원들이 한 패스의 횟수를 세어 보라는 요청을 받았다.

Forty-five seconds into the action, a person wearing a gorilla costume <sup>49</sup>[s] ] into the middle of the action.

활동이 시작되고 45 초 후, 고릴라 의상을 입은 한 사람이 그 활동의 한가운데로 걸어 들어갔다.

Although a large black gorilla might seem <sup>50</sup>[h] ] to <sup>51</sup>[m] ], only half the participants <sup>52</sup>[n] ] it!

커다란 검은 고릴라는 놓치기 어려워 보이겠지만, 참가자의 절반만이 그것을 알아챘다!

The participants' schemas about what is likely to happen in a game of catch <sup>53</sup>[d] ] their attention so <sup>54</sup>[i] ] to some parts of the videotape that they failed to see a rather

<sup>55</sup>[d] ] <sup>56</sup>[s] ] they did not expect to see.

캐치볼 게임에서 일어날 가능성이 있는 일에 관한 스키마 때문에 참가자들은 비디오테이프의 일부분에 매우 열중하여 주의를 기울였으므로, 자신들이 볼 것으로 예상하지 못한 꽤 인상적인 자극물을 보지 못했다.

4. p63-no.03

With the rise of modern science new habits of mind developed.

현대 과학의 부상과 함께 생겨난 새로운 사고 습관 해석 현대 과학의 부상과 함께 새로운 사고 습관이 생겨났다.

The method of the sciences and the image of scientific narratives became <sup>57</sup>[u] ] and <sup>58</sup>[r] ] new habits of mind, becoming an <sup>59</sup>[a] ] to those that would best <sup>60</sup>[a] ] the new image.

과학의 방법과 과학적 담론의 이미지는 의심의 여지가 없게 되었고 새로운 사고 습관을 강화하여, 새로운 이미지를 가장 잘 수용할 사람들의 공범자가 되었다.

These <sup>61</sup>[h] ] of mind became a <sup>62</sup>[d] ] in the classroom of what the sciences were supposed to be doing in the laboratory.

이러한 사고 습관은 과학이 실험실에서 해야 할 일에 대한 교실 내의 복제품이 되었다.

They developed clear and 63[d] ideas 64[i] mathematical models that are hypothetical, abstract, ahistorical, and humanly 65[d].

그것들은 가상적이고, 추상적이며, 물역사적이고, 인간적 견지에서 현실로부터 유리된 수학적 모델을 모방한 분명하고 뚜렷이 다른 아이디어를 개발했다.

Descartes, Newton, Galileo, Locke, and Rousseau are the best examples.

데카르트, 뉴턴, 갈릴레오, 로크, 루소가 가장 좋은 예이다.

The mind was trained to 66[r] certain 67[l] operations until a habit was developed of reading the world according to those skills.

정신은 특정한 논리적 연산을 반복하도록 훈련되어, 마침내 그런 기술에 따라 세상을 해석하는 습관이 생겼다.

Even if the reading was supposed to be disembodied and therefore 68[o], the result was that the viewpoints and skills became 69[e] in those using them.

비록 그 해석은 현실로부터 유리되었고 따라서 객관적이라고 생각되었지만, 결과적으로 그 관점과 기술은 그것을 사용하는 사람들에게서 구현되었다.

For the older habits of mind, 70[e] cosmologies (now considered 71[o]) were 72[s] in all classrooms.

구식 사고 습관이 모든 교실에서 (지금은 시대에 뒤떨어진 것으로 간주되는) 외부 우주론으로 대체되었다.

5. p63-no.04

Commodities do not go to market all on 73[t] 74[o].

상품은 자력으로 시장에 나오지 않는다.

Someone has to 75[t] them 76[t].

누군가가 그것을 거기에 가지고 가야 한다.

Goods must be moved, prices agreed, and only after a long and 77[c] process will the commodity in 78[q] be there for the end-user to enjoy.

상품은 이동되어야 하고, 가격은 합의되어야 하며, 길고 복잡한 과정을 거친 후에야 실수요자가 누릴 수 있도록 해당 상품이 거기에 있게 될 것이다.

This 79[a] to films and videos as much as it does to any other commodity, and it applies even in that sector of the film and video business that likes to think of itself as 80[r] from and even 81[a] to the regular processes of commodity 82[e].

이것은 다른 어떠한 상품에도 적용되는 것만큼 영화와 비디오에도 적용되며, 그것은 상품 거래의 일상적인 과정과는 아주 다르고 심지어 상반된다고 여기고 싶어 하는 영화와 비디오 사업 분야에도 적용된다.

But perhaps because of this 83[a], the process by which commodities get to market — generally 84[r] 85[t] in the film trade as distribution — is the 86[l] studied of all the aspects of cinema and other forms of moving image.

## 2024 EBS 수능특강 내신 변형문제 자료

그러나 아마도 이러한 반감 때문에, 상품이 시장에 도달하는 과정은, 일반적으로 영화 시장에서는 배급으로 일컬어지는데, 영화와 다른 동영상 형태의 모든 측면 중에서 가장 적게 연구된다.

A lot is written about film and video <sup>87</sup>[p], about the films and videos produced and about how they are perceived/received by the spectator, but very <sup>88</sup>[l] about the <sup>89</sup>[i] stages between production and consumption.

영화와 비디오 제작, 제작된 영화와 비디오, 그리고 영화와 비디오가 관객에게 어떻게 인식되고 받아들여지는지에 관해 쓴 글은 많지만, 제작과 소비 사이의 중간 단계에 관해서 쓴 글은 거의 없다.

Sometimes it seems as if, in the world of cinema and the moving image, commodities do indeed <sup>90</sup>[m] get to market all <sup>91</sup>[o] <sup>92</sup>[t] <sup>93</sup>[o].

때로는 영화와 동영상 분야에서는 마치 상품이 정말로 신비롭게도 자력으로 시장에 이르는 것처럼 보인다.

Q. [ ] 안에 문맥 상 알맞은 어휘를 넣으시오.

빈칸어휘(문,제지)

1. p60-Gateway

1[ ] ethical issues is the most important step in understanding business

2[ ].

윤리적 문제를 인식하는 것은 비즈니스 윤리를 이해하는데 가장 중요한 단계이다.

An 3[ ] issue is an 4[ ] problem, situation, or opportunity that requires a person to choose from among 5[ ] actions that may be 6[ ] as right or wrong, ethical or unethical.

윤리적 문제는 옳거나 그르다고, 윤리적이거나 비윤리적이라고 평가될 수 있는 여러 가지 행동들 가운데에서 한 사람이 선택해야 하는 식별 가능한 문제, 상황 또는 기회이다.

To learn how to choose from 7[ ] and make a decision requires not only good personal values, but also knowledge 8[ ] in the business area of 9[ ].

대안 중에서 선택하고 결정을 내리는 방법을 배우는 것은 훌륭한 개인적 가치관뿐만 아니라 관련된 비즈니스 분야에 대한 지식 역량도 필요하다.

Employees also need to know when to 10[ ] 11[ ] their organizations' policies and codes of ethics or have 12[ ] with co-workers or managers on appropriate conduct.

직원들은 또한 언제 자신이 속한 조직의 정책과 윤리 강령에 의존할지 또는 언제 적절한 행동에 관해 동료나 관리자와 논의해야 할지 아는 것도 필요하다.

Ethical decision making is not always 13[ ] because there are always gray areas that create 14[ ], no matter how decisions are made.

윤리적 의사결정이 항상 쉬운 것은 아닌데, 왜냐하면 결정이 어떻게 내려지든 딜레마를 만드는 애매한 부분이 늘 있기 때문이다.

For instance, should an employee report on a co-worker 15[ ] 16[ ] time theft?

예를 들어, 직원은 시간 훔치기(일하지 않은 시간에 대해 보상을 받는 행위)를 하는 동료에 대해 보고해야 하는가?

Should a salesperson 17[ ] 18[ ] facts about a product's 19[ ] safety record in his presentation to a customer?

판매원은 고객에게 (상품을) 제시할 때 어떤 제품의 안전 상태가 좋지 않다는 기록에 대한 사실을 생각해야 하는가?

Such questions require the decision maker to 20[ ] the ethics of his or her 21[ ] and decide whether to ask for 22[ ].

그러한 질문은 의사 결정자가 자신이 한 선택의 윤리를 평가하여 지침을 요청할 것인지 결정할 것을 요구한다.



2. p62-no.01

Sometimes it's important to 23[ ] .

때로는 의견이 다른 것이 중요하다.

All the great social reforms which 24[ ] 25[ ] in the eighteenth century, for instance, began with the 26[ ] campaigns of a handful of people who saw something wrong, and did not let it 27[ ] .

예를 들어, 18 세기에 일어난 모든 위대한 사회 개혁은 잘못된 것을 보고 그것을 그대로 두지 않은 몇 안 되는 사람들의 헌신적인 운동으로 시작되었다.

28[ ] was widely 29[ ] in Europe in the eighteenth century, but as a result of 30[ ] campaigning, the slave trade was made 31[ ] near the beginning of the nineteenth century, and the owning of slaves became 32[ ] a few years later.

노예제가 18 세기에 유럽에서 널리 받아들여졌으나, 일관적인 운동의 결과로 노예 무역이 19 세기 초 무렵에 불법화되었고, 노예 소유가 몇 년 후에 불법화되었다.

Social psychologists Moscovici and Nemeth showed that if just a few people 33[ ] 34[ ] a 35[ ] view, which they are 36[ ] is right, then over time they can have 37[ ] great deal of influence on a larger group.

사회 심리학자 Moscovici 와 Nemeth 는 단지 소수의 사람이라도 자신이 옳다고 확신하는 특정한 관점을 고수하면, 시간이 지남에 따라 그들은 더 큰 집단에 많은 영향을 미칠 수 있다는 것을 보여 주었다.

The important thing, though, is that those people who are in the 38[ ] and trying to influence the 39[ ] should be seen to be 40[ ], consistent and 41[ ] social pressure.

그러나 중요한 것은 소수파에 속하면서 다수파에 영향을 미치려고 하고 있는 그런 사람들은 진실하고 일관적이며 사회적 압력에 저항하고 있다고 여겨져야 한다는 것이다.

If we see people acting like that, over time we become 42[ ] about why they are doing it and so are likely to think more 43[ ] about what they are saying.

사람들이 그렇게 행동하고 있는 것을 본다면, 시간이 지남에 따라 우리는 그들이 왜 그것을 하고 있는지에 대해 궁금해지고, 그래서 그들이 말하고 있는 것에 대해 아마도 더 진지하게 생각할 것이다.

3. p62-no.02

Attention is 44[ ] .

주의는 선택적이다.

We cannot focus on everything, and the knowledge we bring to a given situation allows us to 45[ ] our attention to the most important elements and to 46[ ] the rest.

우리는 모든 것에 다 집중할 수는 없으며, 어떤 특정한 상황에 끌여오는 지식 때문에 가장 중요한 요소로 주의를 돌리고 나머지는 무시할 수 있다.

The extent to which our schemas and expectations 47[ ] our attention was powerfully 48[ ] by an experiment in which participants watched a videotape of two "teams" of three people, each passing a basketball back and forth.

우리의 스키마와 기대가 주의를 이끄는 정도는 참가자들이 3 명으로 구성된 두 '팀'이 각자 농구공을 주고받으며 패스하는 비디오 테이프를 보는 실험으로 매우 효과적으로 입증되었다.

The members of one team wore white shirts, and the members of the other team wore black shirts. 한 팀의 구성원들은 흰색 셔츠를 입었고, 다른 팀 구성원들은 검은색 셔츠를 입었다.

Each participant was asked to 49[ ] the number of passes made by the members of one of the teams.

각 참가자는 한 팀의 구성원들이 한 패스의 횟수를 세어 보라는 요청을 받았다.

Forty-five seconds into the action, a person wearing a gorilla costume 50[ ] into the middle of the action.

활동이 시작되고 45 초 후, 고릴라 의상을 입은 한 사람이 그 활동의 한가운데로 걸어 들어갔다.

Although a large black gorilla might seem 51[ ] to 52[ ], only half the participants 53[ ] it!

커다란 검은 고릴라는 놓치기 어려워 보이겠지만, 참가자의 절반만이 그것을 알아챘다!

The participants' schemas about what is likely to happen in a game of catch 54[ ] their attention so 55[ ] to some parts of the videotape that they failed to see a rather 56[ ] 57[ ] they did not expect to see.

캐치볼 게임에서 일어날 가능성이 있는 일에 관한 스키마 때문에 참가자들은 비디오테이프의 일부분에 매우 열중하여 주의를 기울였으므로, 자신들이 볼 것으로 예상하지 못한 꽤 인상적인 자극물을 보지 못했다.

4. p63-no.03

With the rise of modern science new habits of mind developed.

현대 과학의 부상과 함께 생겨난 새로운 사고 습관 해석 현대 과학의 부상과 함께 새로운 사고 습관이 생겨났다.

The method of the sciences and the image of scientific narratives became 58[ ] and 59[ ] new habits of mind, becoming an 60[ ] to those that would best 61[ ] the new image.

과학의 방법과 과학적 담론의 이미지는 의심의 여지가 없게 되었고 새로운 사고 습관을 강화하여, 새로운 이미지를 가장 잘 수용할 사람들의 공범자가 되었다.

These 62[ ] of mind became a 63[ ] in the classroom of what the sciences were supposed to be doing in the laboratory.

이러한 사고 습관은 과학이 실험실에서 해야 할 일에 대한 교실 내의 복제품이 되었다.

They developed clear and 64[ ] ideas 65[ ] mathematical models that are hypothetical, abstract, ahistorical, and humanly 66[ ].

그것들은 가상적이고, 추상적이며, 물역사적이고, 인간적 견지에서 현실로부터 유리된 수학적 모델을 모방한 분명하고 뚜렷이 다른 아이디어를 개발했다.

Descartes, Newton, Galileo, Locke, and Rousseau are the best examples.

데카르트, 뉴턴, 갈릴레오, 로크, 루소가 가장 좋은 예이다.

The mind was trained to 67[ ] certain 68[ ] operations until a habit was developed of reading the world according to those skills.

정신은 특정한 논리적 연산을 반복하도록 훈련되어, 마침내 그런 기술에 따라 세상을 해석하는 습관이 생겼다.

Even if the reading was supposed to be disembodied and therefore 69[ ], the result was that the viewpoints and skills became 70[ ] in those using them.

비록 그 해석은 현실로부터 유리되었고 따라서 객관적이라고 생각되었지만, 결과적으로 그 관점과 기술은 그것을 사용하는 사람들에게서 구현되었다.

For the older habits of mind, 71[ ] cosmologies (now considered 72[ ]) were 73[ ] in all classrooms.

구식 사고 습관이 모든 교실에서 (지금은 시대에 뒤떨어진 것으로 간주되는) 외부 우주론으로 대체되었다.

5. p63-no.04

Commodities do not go to market all on 74[ ] 75[ ].

상품은 자력으로 시장에 나오지 않는다.

Someone has to 76[ ] them 77[ ].

누군가가 그것을 거기에 가지고 가야 한다.

Goods must be moved, prices agreed, and only after a long and 78[ ] process will the commodity in 79[ ] be there for the end-user to enjoy.

상품은 이동되어야 하고, 가격은 합의되어야 하며, 길고 복잡한 과정을 거친 후에야 실수요자가 누릴 수 있도록 해당 상품이 거기에 있게 될 것이다.

This 80[ ] to films and videos as much as it does to any other commodity, and it applies even in that sector of the film and video business that likes to think of itself as 81[ ] from and even 82[ ] to the regular processes of commodity 83[ ].

이것은 다른 어떠한 상품에도 적용되는 것만큼 영화와 비디오에도 적용되며, 그것은 상품 거래의 일상적인 과정과는 아주 다르고 심지어 상반된다고 여기고 싶어 하는 영화와 비디오 사업 분야에도 적용된다.

But perhaps because of this 84[ ], the process by which commodities get to market — generally 85[ ] 86[ ] in the film trade as distribution — is the

87[ ] studied of all the aspects of cinema and other forms of moving image.

그러나 아마도 이러한 반감 때문에, 상품이 시장에 도달하는 과정은, 일반적으로 영화 시장에서는 배급으로 일컬어지는데, 영화와 다른 동영상 형태의 모든 측면 중에서 가장 적게 연구된다.

## 2024 EBS 수능특강 내신 변형문제 자료

A lot is written about film and video 88[ ], about the films and videos produced and about how they are perceived/received by the spectator, but very 89[ ] about the 90[ ] stages between production and consumption.

영화와 비디오 제작, 제작된 영화와 비디오, 그리고 영화와 비디오가 관객에게 어떻게 인식되고 받아들여지는지에 관해 쓴 글은 많지만, 제작과 소비 사이의 중간 단계에 관해서 쓴 글은 거의 없다.

Sometimes it seems as if, in the world of cinema and the moving image, commodities do indeed 91[ ] get to market all 92[ ] 93[ ] 94[ ].

때로는 영화와 동영상 분야에서는 마치 상품이 정말로 신비롭게도 자력으로 시장에 이르는 것처럼 보인다.

## 어휘선택 (정답지)

### 1. p60-Gateway

1. ethical [해설] ethical 윤리적인, 도덕상의 ethnic 민족의, 인종의
2. identifiable [해설] identifiable 확인 가능한, 알아볼 수 있는 justifiable 정당한
3. choose [해설] choose 선택하다; ~하기를 원하다 refuse 거부하다, 거절하다
4. evaluated [해설] evaluate 평가하다, 감정하다 deny 부인[부정]하다, 거절하다
5. alternatives [해설] alternative 대안, 대체(물); 대안의 consequence 결과, 영향(력), 중요성
6. competence [해설] competence 능력, 역량, 재능 compliance 승낙, 준수, 따름
7. concern [해설] concern ~에 관련되다, 걱정하다; 관심사, 걱정 support 지지[지원]하다, 부양하다; 지지, 후원
8. appropriate [해설] appropriate 적절한, 적합한, 타당한 approximate 근사치인, 대략의; ~에 가까워지다
9. easy [해설] easy tough 힘든, 냉정한, 억센, 거친, 튼튼한
10. leave out [해설] leave out (~을) 빼다, 배제시키다 sort out 해결[처리]하다, 가려내다
11. poor [해설] poor 좋지 않은 good 상품, 물품
12. evaluate [해설] evaluate 평가하다, 감정하다 eliminate 없애다, 제거하다, 실격시키다

### 2. p62-no.01

13. disagree [해설] disagree 다르다, 일치하지 않다, 동의하지 않다 correspond 일치[상응]하다, 편지[소식]을 주고 받다
14. for instance [해설] for instance 예를 들면 on the contrary 그와는 반대로, 오히려
15. dedicated [해설] dedicated 헌신적인, 전념하는, 전용의 indicate 말하다, 나타내다, 표시하다
16. accepted [해설] accepted 일반적으로 인정된, 용인된 avoid 피하다, 막다
17. illegal [해설] illegal 불법의, 불법적인 legal 법률과 관련된, 합법적인 (illegal)
18. illegal [해설] illegal 불법의, 불법적인 explicit 명시적인, 분명한, 명백한
19. stick to [해설] stick to ~을 고수하다, ~에 붙이다 object to ~에 반대하다
20. convinced [해설] convinced 확신하는, 독실한, 투철한 convict 유죄를 선고하다; 재소자
21. minority [해설] minority 소수; 소수의 majority 가장 많은 수, 다수
22. seen [해설] see 보다, 알다 misle 현혹하다, 오도하다
23. curious [해설] curious 호기심 많은, 별난 anxious 염려하여, 간절히바라여
24. more [해설] more less 좀더 적은

### 3. p62-no.02

25. selective [해설] selective 선별적인, 선택적인 unlimited 무제한의, 무조건의
26. knowledge [해설] knowledge 지식 ignorance 무지, 무식
27. ignore [해설] ignore 무시하다 foster 육성하다, 촉진시키다; 수양의, 위탁의
28. demonstrated [해설] demonstrate 입증[설명]하다, 보여 주다, 시위하다 distributed 분포된

- 29. hard [해설] hard easy
- 30. noticed [해설] notice 알아채다, 주목하다; 공지, 안내문, 주목 ignore 무시하다
- 31. happen [해설] happen 일어나다, 생기다, 우연히 ~하다 behold (바라) 보다
- 32. intently [해설] intently 집중하여, 열심히 roughly 대략, 거의, 거칠게

4. p63-no.03

- 33. unquestioned [해설] unquestioned (아주 분명하여) 의심할 수 없는 unreliable 신뢰할 수 없는, 믿을 수 없는
- 34. reinforced [해설] reinforced 보강된, 강화된 restrained 자제하는, 차분한
- 35. accommodate [해설] accommodate 수용하다, 숙박시키다, 적응하다 accumulate 모으다, 축적하다, 늘어나다
- 36. duplication [해설] duplication 복제 duration (지속) 기간, 지속
- 37. imitating [해설] imitate 모방하다, 흉내 내다 devise 고안하다, 공리하다
- 38. repeat [해설] repeat 되풀이하다, 반복하다; 반복 record 기록하다
- 39. logical [해설] logical 논리적인, 필연적인 practical 실용적인, 실제의
- 40. objective [해설] objective 목표, 목적, 객관적인 subjective 주관의, 주관적인, 개인적인
- 41. embodied [해설] embodied 체화된, 내부에 놓여진 embark 승선하다, 짐을 싣다, 착수하다
- 42. substituted [해설] substitute 대신하다, 대체하다; 대리, 대체(물) surpass 능가하다, 초월하다

5. p63-no.04

- 43. on their own [해설] on one's own 혼자, 혼자 힘으로 by force 강제로
- 44. in question [해설] in question 논쟁 중인, 의심스러운 in certainty
- 45. applies [해설] apply 지원[신청]하다, 적용하다, 바르다 imply 넉지시 나타내다, 암시하다, 수반하다
- 46. antagonistic [해설] antagonistic 적대적인 analogous 유사한, 비슷한
- 47. exchange [해설] exchange 교환하다, 환전하다; 교환, 환전 refrain 삼가다, 자제하다; 후렴
- 48. aversion [해설] aversion 반감, 혐오 advocacy 지지, 옹호
- 49. little [해설] little 거의 없는 most 가장 많은
- 50. intermediate [해설] intermediate 중간의, 중급의; 중개자, 매개 interactive 상호 작용식의, 쌍방향의
- 51. mysteriously [해설] mysteriously 신기하게 exclusively 배타적으로, 독점적으로, 오로지

어법선택 (정답지)

1. p60-Gateway

- |                |              |
|----------------|--------------|
| 1. Recognizing | 2. requires  |
| 3. choose      | 4. evaluated |
| 5. To learn    | 6. requires  |
| 7. when        | 8. have      |
| 9. create      | 10. engaging |
| 11. whether    |              |

## 2. p62-no.01

- |                |               |
|----------------|---------------|
| 12. took place | 13. began     |
| 14. dedicated  | 15. accepted  |
| 16. made       | 17. illegal   |
| 18. that       | 19. convinced |
| 20. is         | 21. that      |
| 22. should be  | 23. resisting |
| 24. curious    | 25. are       |
| 26. saying     |               |

## 3. p62-no.02

- |              |               |
|--------------|---------------|
| 27. allows   | 28. to ignore |
| 29. to which | 30. was       |
| 31. in which | 32. passing   |
| 33. wore     | 34. to count  |
| 35. strolled | 36. hard      |
| 37. noticed  | 38. what      |
| 39. intently | 40. that      |
| 41. see      |               |

## 4. p63-no.03

- |               |                |
|---------------|----------------|
| 42. developed | 43. reinforced |
| 44. becoming  | 45. were       |
| 46. doing     | 47. imitating  |
| 48. humanly   | 49. trained    |
| 50. supposed  | 51. that       |
| 52. them      | 53. were       |

## 5. p63-no.04

- |            |                  |
|------------|------------------|
| 54. moved  | 55. be           |
| 56. does   | 57. that         |
| 58. itself | 59. antagonistic |
| 60. which  | 61. referred     |
| 62. is     | 63. produced     |
| 64. how    | 65. do           |

66. get

## 어법수정 (정답지)

### 1. p60-Gateway

- |                |              |
|----------------|--------------|
| 1. Recognizing | 2. requires  |
| 3. choose      | 4. evaluated |
| 5. To learn    | 6. requires  |
| 7. when        | 8. have      |
| 9. create      | 10. engaging |
| 11. whether    |              |

### 2. p62-no.01

- |                |               |
|----------------|---------------|
| 12. took place | 13. began     |
| 14. dedicated  | 15. accepted  |
| 16. made       | 17. illegal   |
| 18. that       | 19. convinced |
| 20. is         | 21. that      |
| 22. should be  | 23. resisting |
| 24. curious    | 25. are       |
| 26. saying     |               |

### 3. p62-no.02

- |              |               |
|--------------|---------------|
| 27. allows   | 28. to ignore |
| 29. to which | 30. was       |
| 31. in which | 32. passing   |
| 33. wore     | 34. to count  |
| 35. strolled | 36. hard      |
| 37. noticed  | 38. what      |
| 39. intently | 40. that      |
| 41. see      |               |

### 4. p63-no.03

- |               |                |
|---------------|----------------|
| 42. developed | 43. reinforced |
| 44. becoming  | 45. were       |
| 46. doing     | 47. imitating  |



- |              |             |
|--------------|-------------|
| 48. humanly  | 49. trained |
| 50. supposed | 51. that    |
| 52. them     | 53. were    |

## 5. p63-no.04

- |            |                  |
|------------|------------------|
| 54. moved  | 55. be           |
| 56. does   | 57. that         |
| 58. itself | 59. antagonistic |
| 60. which  | 61. referred     |
| 62. is     | 63. produced     |
| 64. how    | 65. do           |
| 66. get    |                  |

### 어법수정(고난도) (정답지)

#### 1. p60-Gateway

- Recognize** (->Recognizing) ethical issues is the most important step in understanding business ethics.
- An ethical issue is an identifiable problem, situation, or opportunity that **require** (->requires) a person to **be chosen** (->choose) from among several actions that may be **evaluating** (->evaluated) as right or wrong, ethical or unethical.
- Learn** (->To learn) how to choose from alternatives and make a decision **requiring** (->requires) not only good personal values, but also knowledge competence in the business area of concern.
- Employees also need to know **who** (->when) to rely on their organizations' policies and codes of ethics or **having** (->have) discussions with co-workers or managers on appropriate conduct.
- Ethical decision making is not always easy because there are always gray areas that **to create** (->create) dilemmas, no matter how decisions are made.
- For instance, should an employee report on a co-worker **engage** (->engaging) in time theft?
- Should a salesperson leave out facts about a product's poor safety record in his presentation to a customer?  
**(X)**
- Such questions require the decision maker to evaluate the ethics of his or her choice and decide **what** (->whether) to ask for guidance.

#### 2. p62-no.01

- Sometimes it's important to disagree. **(X)**
- All the great social reforms which **was taken place** (->took place) in the eighteenth century, for instance, **begining** (->began) with the **dedicating** (->dedicated) campaigns of a handful of people who saw something wrong, and did not let it rest.

11. Slavery was widely **accepting** (->accepted) in Europe in the eighteenth century, but as a result of consistent campaigning, the slave trade was **making** (->made) illegal near the beginning of the nineteenth century, and the owning of slaves became **illegally** (->illegal) a few years later.
12. Social psychologists Moscovici and Nemeth showed **what** (->that) if just a few people stick to a particular view, which they are **convincing** (->convinced) **are** (->is) right, then over time they can have a great deal of influence on a larger group.
13. The important thing, though, is **what** (->that) those people who are in the minority and trying to influence the majority **should have** (->should be) seen to be genuine, consistent and **resisted** (->resisting) social pressure.
14. If we see people acting like that, over time we become **curiously** (->curious) about why they are doing it and so **is** (->are) likely to think more seriously about what they are **said** (->saying).

### 3. p62-no.02

15. Attention is selective. (X)
16. We cannot focus on everything, and the knowledge we bring to a given situation **to allow** (->allows) us to direct our attention to the most important elements and **ignoring** (->to ignore) the rest.
17. The extent **which** (->to which) our schemas and expectations guide our attention **were** (->was) powerfully demonstrated by an experiment **which** (->in which) participants watched a videotape of two "teams" of three people, each **passed** (->passing) a basketball back and forth.
18. The members of one team wore white shirts, and the members of the other team **wearing** (->wore) black shirts.
19. Each participant was asked **counting** (->to count) the number of passes made by the members of one of the teams.
20. Forty-five seconds into the action, a person wearing a gorilla costume **strolling** (->strolled) into the middle of the action.
21. Although a large black gorilla might seem **hardly** (->hard) to miss, only half the participants **noticing** (->noticed) it!
22. The participants' schemas about **which** (->what) is likely to happen in a game of catch directed their attention so **intent** (->intently) to some parts of the videotape **which** (->that) they failed to see a rather dramatic stimulus they did not expect to **be seen** (->see).

### 4. p63-no.03

23. With the rise of modern science new habits of mind **developing** (->developed).
24. The method of the sciences and the image of scientific narratives became unquestioned and **reinforcing** (->reinforced) new habits of mind, **become** (->becoming) an accomplice to those that would best accommodate the new image.
25. These habits of mind became a duplication in the classroom of what the sciences **was** (->were) supposed to be **done** (->doing) in the laboratory.

26. They developed clear and distinct ideas **imitate** (->imitating) mathematical models that are hypothetical, abstract, ahistorical, and **human** (->humanly) disembodied.
27. Descartes, Newton, Galileo, Locke, and Rousseau are the best examples. (X)
28. The mind was **training** (->trained) to repeat certain logical operations until a habit was developed of reading the world according to those skills.
29. Even if the reading was **supposing** (->supposed) to be disembodied and therefore objective, the result was **what** (->that) the viewpoints and skills became embodied in those using **themselves** (->them).
30. For the older habits of mind, external cosmologies (now considered outdated) **was** (->were) substituted in all classrooms.

## 5. p63-no.04

31. Commodities do not go to market all on their own. (X)
32. Someone has to take them there. (X)
33. Goods must be **moving** (->moved), prices agreed, and only after a long and complicated process will the commodity in question **is** (->be) there for the end-user to enjoy.
34. This applies to films and videos as much as it **is** (->does) to any other commodity, and it applies even in **what** (->that) sector of the film and video business that likes to think of **it** (->itself) as remote from and even **antagonisticly** (->antagonistic) to the regular processes of commodity exchange.
35. But perhaps because of this aversion, the process by **what** (->which) commodities get to market — generally **referring** (->referred) to in the film trade as distribution — **are** (->is) the least studied of all the aspects of cinema and other forms of moving image.
36. A lot is written about film and video production, about the films and videos **producing** (->produced) and about **what** (->how) they are perceived/received by the spectator, but very little about the intermediate stages between production and consumption.
37. Sometimes it seems as if, in the world of cinema and the moving image, commodities **are** (->do) indeed mysteriously **getting** (->get) to market all on their own.

## 문단배열 (정답지)

### 1. p60-Gateway

C-G-A-B-F-D-E

### 2. p62-no.01

C-A-D-B-E

### 3. p62-no.02

F-C-G-D-E-A-B

**4. p63-no.03**

G-E-D-C-F-B-A

**5. p63-no.04**

E-A-C-F-D-B

문장배열 (정답지)

**1. p60-Gateway**

F-H-E-G-D-C-B-A

**2. p62-no.01**

B-A-D-C-F-E

**3. p62-no.02**

C-F-B-E-G-A-H-D

**4. p63-no.03**

E-D-C-B-G-H-F-A

**5. p63-no.04**

B-D-A-G-C-F-E

문장삽입 (정답지)

**1. p60-Gateway**

5

**2. p62-no.01**

3

### 3. p62-no.02

2

### 4. p63-no.03

4

### 5. p63-no.04

3

## 어휘완성 (정답지)

### 1. p60-Gateway

- |                 |                 |
|-----------------|-----------------|
| 1. Recognizing  | 2. ethics       |
| 3. ethical      | 4. identifiable |
| 5. several      | 6. evaluated    |
| 7. alternatives | 8. competence   |
| 9. concern      | 10. rely        |
| 11. on          | 12. discussions |
| 13. easy        | 14. dilemmas    |
| 15. engaging    | 16. in          |
| 17. leave       | 18. out         |
| 19. poor        | 20. evaluate    |
| 21. choice      | 22. guidance    |

### 2. p62-no.01

- |                |                |
|----------------|----------------|
| 23. disagree   | 24. took       |
| 25. place      | 26. dedicated  |
| 27. rest       | 28. Slavery    |
| 29. accepted   | 30. consistent |
| 31. illegal    | 32. illegal    |
| 33. stick      | 34. to         |
| 35. particular | 36. convinced  |
| 37. minority   | 38. majority   |
| 39. genuine    | 40. resisting  |

41. curious

42. seriously

### 3. p62-no.02

43. selective

44. direct

45. ignore

46. guide

47. demonstrated

48. count

49. strolled

50. hard

51. miss

52. noticed

53. directed

54. intently

55. dramatic

56. stimulus

### 4. p63-no.03

57. unquestioned

58. reinforced

59. accomplice

60. accommodate

61. habits

62. duplication

63. distinct

64. imitating

65. disembodied

66. repeat

67. logical

68. objective

69. embodied

70. external

71. outdated

72. substituted

### 5. p63-no.04

73. their

74. own

75. take

76. there

77. complicated

78. question

79. applies

80. remote

81. antagonistic

82. exchange

83. aversion

84. referred

85. to

86. least

87. production

88. little

89. intermediate

90. mysteriously

91. on

92. their

93. own

빈칸어휘 (정답지)

## 1. p60-Gateway

- |                 |                 |
|-----------------|-----------------|
| 1. Recognizing  | 2. ethics       |
| 3. ethical      | 4. identifiable |
| 5. several      | 6. evaluated    |
| 7. alternatives | 8. competence   |
| 9. concern      | 10. rely        |
| 11. on          | 12. discussions |
| 13. easy        | 14. dilemmas    |
| 15. engaging    | 16. in          |
| 17. leave       | 18. out         |
| 19. poor        | 20. evaluate    |
| 21. choice      | 22. guidance    |

## 2. p62-no.01

- |                |                |
|----------------|----------------|
| 23. disagree   | 24. took       |
| 25. place      | 26. dedicated  |
| 27. rest       | 28. Slavery    |
| 29. accepted   | 30. consistent |
| 31. illegal    | 32. illegal    |
| 33. stick      | 34. to         |
| 35. particular | 36. convinced  |
| 37. a          | 38. minority   |
| 39. majority   | 40. genuine    |
| 41. resisting  | 42. curious    |
| 43. seriously  |                |

## 3. p62-no.02

- |                  |              |
|------------------|--------------|
| 44. selective    | 45. direct   |
| 46. ignore       | 47. guide    |
| 48. demonstrated | 49. count    |
| 50. strolled     | 51. hard     |
| 52. miss         | 53. noticed  |
| 54. directed     | 55. intently |
| 56. dramatic     | 57. stimulus |

## 4. p63-no.03

- 58. unquestioned
- 60. accomplice
- 62. habits
- 64. distinct
- 66. disembodied
- 68. logical
- 70. embodied
- 72. outdated

- 59. reinforced
- 61. accommodate
- 63. duplication
- 65. imitating
- 67. repeat
- 69. objective
- 71. external
- 73. substituted

## 5. p63-no.04

- 74. their
- 76. take
- 78. complicated
- 80. applies
- 82. antagonistic
- 84. aversion
- 86. to
- 88. production
- 90. intermediate
- 92. on
- 94. own

- 75. own
- 77. there
- 79. question
- 81. remote
- 83. exchange
- 85. referred
- 87. least
- 89. little
- 91. mysteriously
- 93. their