

2016년 3월 고2 모의고사 영어

변형문제: 2단계 어법양자택일



올바른선생님연합 문정은 선생님

18. 다음 글의 목적으로 가장 적절한 것은?

To the Student Council,

We are the members of the 11th grade band. Currently, since we have no practice room of **[its / our]** own, we have to practice twice a **[week / weeks]** in the multipurpose room. For the past two weeks, band practice has **[canceled / been canceled]** because other groups needed to use the room. Since the band tournament is only one month away, we are **[asked / asking]** to **[be / do]** the only group to use the multipurpose room after school for this entire month. Principal Cooper has said that the entire student council must **[vote / be voted]** on our proposal. We hope that you will understand our situation and **[vote / voted]** in our favor.

Sincerely,
The 11th Grade Band

19. 다음 글에 드러난 Joni의 심경으로 가장 적절한 것은?

Joni went horseback **[to ride / riding]** with her older sisters. She had a hard time **[keeping / to keep]** up with them **[because / because of]** her pony was half the size of their horses. Her sisters, on their big horses, **[thinking / thought]** it was **[exciting / excited]** to cross the river at the deepest part. They never seemed to **[be noticed / notice]** that Joni's little pony sank a bit deeper. It **[rained / had rained]** earlier that week and the river was brown and swollen. As her pony walked into the middle of the river, Joni turned pale, **[stared / staring]** at the swirling waters rushing around the legs of her pony. Her heart **[starts / started]** to race and her mouth became dry.

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20. 다음 글에서 필자가 주장하는 바로 가장 적절한 것은?

[Thinking / Think] back to when you were a kid. How did you play? How did using your imagination [makes / make] you feel? Being imaginative [give / gives] us feelings of happiness and adds excitement to our lives. It's time to get back to [those / that] emotions. If you can return to the joyful feelings that you [had / have] through play, you'll find that you feel happier about [you / yourself]. You can use your imagination to write books or [invents / invent] something. There is no end to how [creative / creatively] you can [be / do] when you move into your imagination. It will also keep you focused on [completing / complete] the tasks at hand because imagination makes everyday tasks more [interested / interesting].

21. 다음 글의 요지로 가장 적절한 것은?

Curiosity is the essence of life. Animals [include / including] humans cannot live without knowing [what / that] is useful to them and what [needs / is needed] for their survival: where to find food, how to avoid predators, where to find mates, etc. However, the human species [differ / differs] from other animals because we thirst for knowledge that [reach / reaches] far beyond our personal needs. We look around us and we wonder. We wonder about our surroundings and about [that / what] we observe both near and far and we want to understand it all. Indeed, we fear the unknown. This sense of wonder and desire for [understands / understanding] not only makes us human, but [be / is] also one of the foundation [stone / stones] of civilization.

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22. 다음 글의 주제로 가장 적절한 것은?

Advertising experts have learned that the commercials that we **[to remember / remember]** will hook us into a story. **[Think / Thinking]** about some of the **[more / most]** memorable and effective advertisements of all time, whether in the form of a printed page or 30-second spot on television. They involved an **[impressive / impressively]** storyline. Apple Computer's classic "Think Different" campaign is **[wide / widely]** considered the best ad of all time because it so dramatically **[telling / told]** a powerful story. Coca Cola's "Mean Joe Green" commercial is another example of a story, in **[that / which]** a little boy meets his hero. The goal in all these scenarios **[is / are]** to move people, emotionally and personally, **[creates / creating]** a close association with the product that is positive and familiar.

* spot: 방송 프로그램 사이에 끼워 넣는 광고

23. 다음 글의 제목으로 가장 적절한 것은? [3점]

Anne Mangen at the University of Oslo studied the performance of readers of a computer screen **[comparing / compared]** to readers of paper. Her investigation indicated that reading on a computer screen **[involve / involves]** various strategies from browsing **[from / to]** simple word detection. **[Those / That]** different strategies together lead to poorer reading comprehension in contrast to **[read / reading]** the same texts on paper. Moreover, there is an additional feature of the screen: hypertext. Above all, a hypertext connection is not one **[what / that]** you have made yourself, and it will not necessarily **[has / have]** a place in your own unique conceptual framework. Therefore, it may not help you understand and **[digest / to digest]** **[what / that]** you're reading at your own appropriate pace, and it may even **[distract / to distract]** you.

* detection: 찾기, 탐색

24. 다음 도표의 내용과 일치하지 않는 것은?(생략)

25. teak에 관한 다음 글의 내용과 일치하지 않는 것은?

Teak is **[between / among]** the most prized of the tropical **[hardwood / hardwoods]**. It is native to India, Thailand, and Vietnam. It is a leaf-losing species **[that / what]** requires an annual dry season, so it is not **[finding / found]** in the true rainforests. The wood of teak is particularly attractive, **[has / having]** a golden or reddish brown color. Teak is strong, **[make / making]** it a valued wood in shipbuilding and for high-quality furniture. One problem with harvesting teak **[is / are]** **[which / that]** the wood is very dense, so that when it is first felled and has not **[dried / been dried]** it sinks in water. It cannot **[moved / be moved]** out of forests by floating down rivers unless the wood has been dried first.

26. Off the Chain Bike Bus Tour에 관한 다음 안내문의 내용과 일치하는 것은?(생략)

27. Zookeeper Experience at Dudley Zoo에 관한 다음 안내문의 내용과 일치하지 않는 것은?(생략)

28. 다음 글의 밑줄 친 부분 중, 어법상 틀린 것은? [3점]

When I was young, my parents worshipped medical doctors as if they were **[exceptional / exceptionally]** beings possessing godlike qualities. But I never dreamed of **[pursue / pursuing]** a career in medicine until I entered the hospital for a rare disease. I became a medical curiosity, **[attracting / attracted]** some of the area's top specialists to look in on me and **[to review / review]** my case. As a patient, and a teenager eager **[returning / to return]** to college, I asked each doctor who examined me, "What **[causing / caused]** my disease?" "How will you make me better?" The typical response was nonverbal. They shook their heads and **[walked / walking]** out of my room. I remember **[to think / thinking]** to myself, "Well, I could do that." When it became clear to me **[that / what]** no doctor could answer my basic questions, I walked out of the hospital against medical **[advise / advice]**. Returning to college, I pursued medicine with a great passion.

29. (A), (B), (C)의 각 네모 안에서 문맥에 맞는 낱말로 가장 적절한 것은? [3점]

Do you know one of the best **[remedy / remedies]** for coping with family tension? Two words: “I’m sorry.” It’s **[amazed / amazing]** how hard some people find them to say. They think it **[imply / implies]** weakness or defeat. Nothing of the kind. In fact, it is exactly the opposite. Another good way of **[relieving / relieved]** tension is a row! The sea is ever so **[very / much]** calmer after a storm. A row has another advantage. When tempers are **[raising / raised]**, unspoken truths usually **[to come / come]** out. They may hurt a bit, especially at the time. Yet, at the end, you know each other a bit better. Lastly, most of the tensions and quarrels **[between / among]** children **[is / are]** natural. Even when they seem to be constant, wise parents don’t **[worry / worried]** too much.

* row: 말다툼

30. 밑줄 친 부분이 가리키는 대상이 나머지 넷과 다른 것은?

Jake’s own **[fied / flying]** dream began at a village festival. He was four years old. His uncle, a tall silent pilot, **[bought / had bought]** him a red party balloon from a charity stall, and **[tie / tied]** it to the top button of Jake’s shirt. The balloon seemed to have a mind of its own. It **[filled / was filled]** with helium, a gas four times lighter **[than / as]** air, though Jake did not understand this at the time. It pulled **[mysterious / mysteriously]** at his button. “Maybe you will fly,” Jake’s uncle remarked. He led his nephew up a grassy bank so they could **[look / be looked]** over the whole festival. Below Jake **[stretching / stretched]** the little tents and the stalls. Above him bobbed the big red balloon, shiny and beautiful. It kept **[to pull / pulling]** him towards the sky, and he began to feel unsteady on his feet. Then his uncle let **[going / go]** of his hand, and Jake’s dream began.

* stall: 가판대 ** bob: 까닥까닥 움직이다

[31 ~ 33] 다음 빈칸에 들어갈 말로 가장 적절한 것을 고르시오.

31.

You can actually become your own cheerleader by **[told / talking]** to yourself positively and then **[act / acting]** as if you were already the person that you wanted **[to be / being]**. **[Acting / Act]** as though you were trying out for the role of a positive, cheerful, happy, and likable person. Walk, talk, and **[to act / act]** as if you were already that person. Treat everyone you meet as though you **[have / had]** just won an award for **[to be / being]** the very best person in your industry or as though you had just won the lottery. You will be **[amazing / amazed]** at how **[much / very]** better you feel about yourself after just a few minutes of pretending.

32.

[Imaging / Imagine] this scene. There **[is / are]** six people in an elevator with an actor hired by researchers. The actor drops a bunch of coins and pencils. They fall to the floor with a clatter. And then, as the elevator **[go / goes]** down floor by floor, not one person **[move / moves]** a muscle to help. The people in the elevator have to notice the actor **[picked/ picking]** up the coins and pencils on the floor. Some people may feel uncomfortable and might silently **[to wonder / wonder]** whether to get **[involving / involved]**. But each person **[surrounded / is surrounded]** by five others who are doing nothing. If the people knew they were **[tested / being tested]**, every one would instantly come to the aid of the stranger. But in the context of everyday life, **[what / where]** people are not thinking deliberately about how others are **[influenced / influencing]** them, going along with the group just feels like the natural thing **[doing / to do]**. [3점]

* clatter: 땡그랑 소리

33.

Patients should be aware that there can be **[differed / differing]** views among specialists about who should **[treat / be treated]** for various conditions. For example, expert committees in Europe and the United States set **[different / differently]** guidelines about when **[treating / to treat]** high blood pressure. The group of American experts believed that for mild elevation of blood pressure the benefits **[exceeded / exceeding]** the risks from treatment. They wrote guidelines **[suggested / suggesting]** that patients with mild blood pressure elevation **[take / takes]** medicine. But in Europe, an expert committee with access to the same scientific data **[set / sets]** different guidelines that don't advise treatment for mild elevation of blood pressure. In Europe, people with the same symptoms would not **[encourage / be encouraged]** to take medicine. Different groups of experts can disagree significantly about **[what / that]** is "best practice." [3점]

* elevation: 상승

34. 다음 글의 빈칸 (A), (B)에 들어갈 말로 가장 적절한 것은?

If you ask someone **[naming / to name]** three sports, most likely he or she will be able **[answering / to answer]** with ease. After all, nearly everyone **[have / has]** an idea about what types of activities **[regard / are regarded]** as sports and which **[is / are]** not. Most of us think we know what sports **[is / are]**. However, the line drawn between examples of sports, leisure, and play **[is / are]** not always clear. In fact, devising a definition that establishes clear and clean parameters around what types of activities should **[include / be included]** and excluded **[is / are]** relatively difficult to do. Activities that **[regard / are regarded]** as play today may gain the status of sport in the future. For example, many people once **[played / playing]** badminton in their backyards but this activity was hardly considered a sport. Since 1992, however, badminton **[was / has been]** an Olympic sport!

* parameter: 규정 요소

[35~36] 주어진 글 다음에 이어질 글의 순서로 가장 적절한 것을 고르시오.

35.

For some people, there is an irony to success. Many people who **[achieve / achieves]** great success don't always feel it. For example, some who achieve fame **[talk / talks]** about the loneliness that often **[go / goes]** with it. That's because success and achievement **[is / are]** not the same thing, yet too often we mistake one for **[others / the other]**. Achievement is something you reach or attain, **[like / alike]** a goal. It is something tangible, clearly **[defining / defined]** and measurable. It comes when you pursue and obtain **[what / that]** you want. Success, in contrast, **[is / are]** a feeling or a state of being. "She feels successful. She is successful," we say, **[use / using]** the verb to be to suggest this state of being.

* tangible: 실체가 있는

36.

Every day in each of my classes I randomly select two students who **[give / are given]** the title of "official questioners." These students **[assign / are assigned]** the responsibility to ask at least one question **[for / during]** that class. After being the day's official questioner, one of my students, Carrie, **[visiting / visited]** me in my office. Just to break the ice, I asked in a lighthearted way, "Did you feel **[honored / honoring]** to **[name / be named]** one of the first 'official questioners' of the semester?" In a serious tone, she answered that she'd been **[extreme / extremely]** nervous when I appointed her at the beginning of class. But then, during that class, she felt differently from how she'd **[feeling / felt]** during other lectures. It was a lecture just **[like / alike]** the others, but this time, she said, she was **[forced / forcing]** to have a higher level of consciousness; she was more aware of the content of the lecture and discussion. She also **[admits / admitted]** that as a result she got more out of that class.

[37~38] 글의 흐름으로 보아, 주어진 문장이 들어가기에 가장 적절한 곳을 고르시오.

37.

Slang is actually quite **[difficult / difficulty]** for linguists to find out about. You will have your local slang that you use in your school or in your town, and there **[is / are]** no way I would ever know about it unless you told me **[that / what]** it was. Indeed, in your area you'll probably have several different kinds of slang. The slang that kids use in primary school **[is / are]** likely to be different from **[which / what]** is used in secondary school. If your town has several schools, there **[is / are]** often differences in the kind of slang **[hearing / heard]** in each school. I once worked with a group of students in the final year of senior school, who **[listening / listened]** out for the slang used in their school. And there may even **[are / be]** words that are used differently within a single school. They found that the slang **[uses / used]** by first-year students was very **[different / differently]** from their own.

* slang: 은어, 속어

38.

Flipped Learning **[allowing / allows]** for a variety of learning modes. Educators often physically rearrange **[its / their]** learning spaces to support either group work **[or / nor]** independent study. They create flexible spaces in **[what / which]** students choose when and where they learn. Furthermore, educators who flip their classes **[is / are]** flexible in their expectations of student timelines for learning and in their assessments of student learning. In the **[traditional / traditionally]** teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model **[shift / shifts]** instruction to a learner-centered approach, where in-class time is **[spent / spending] [to explore / exploring]** topics in greater depth. As a result, students are actively involved in knowledge construction as they participate in and **[evaluate / evaluated]** their learning in a personally meaningful manner.

* Flipped Learning: 역진행 수업 방식, 거꾸로 교실

39. 다음 글에서 전체 흐름과 관계 없는 문장은?

Both mammals and birds **[is / are]** noisy creatures. They commonly make their presence **[feeling / felt]**, and communicate, by sound, but birds are **[very / far]** better at it. Many mammals produce **[different / differently]** sounds for different objects, but few can match the range of meaningful sounds that birds may **[give / given]** voice to. Apart from human beings, mammals on the whole **[is / are]** not melodious and there **[is / are]** little evidence that they intend to be. Some mammals bellow, but few sing, apart from human beings and perhaps whales. Yet many birds are **[fame / famed]** for their songs and some of the most glorious songsters are the **[one / ones]** we encounter most often.

* bellow: 큰 소리로 울부짖다

40. 다음 글의 내용을 한 문장으로 요약하고자 한다. 빈칸 (A)와 (B)에 들어갈 말로 가장 적절한 것은?

When I was in eighth grade, we were **[studied / studying]** longitude and latitude in geography class. Every day for a week, we had a quiz, and I kept **[to get / getting]** longitude and latitude **[confused / confusing]**. I went home and almost **[cyring / cried]** because I was so frustrated and embarrassed that I couldn't keep them **[straight / straightly]** in my mind. I stared and stared at those words until suddenly I figured out **[that / what]** to do. I told myself, when you see that n in longitude it will remind you of the word north. Therefore, it will be **[easy / easily]** to **[remember / remembering]** that longitude lines go from north to south. It worked; I got **[it / them]** all right on the next quiz, and the next, and on the test.

* longitude: 경도 ** latitude: 위도

[41 ~ 42] 다음 글을 읽고, 물음에 답하시오.

Today's consumers are not just **[looked / looking]** for a good product at a fair price. They are looking beyond the product or service to the ethics of the company that **[supply / supplies]** it. The shift in focus by consumers **[is / are]** evident in their concerns about the companies they purchase from. For example, there **[is / are]** growing interest in labor practices, environmental policies, and social responsibilities. Also, there is a pressure **[getting / to get]** companies to present not just financial results, but also **[social / socially]** and environmental results and impact. Companies need to respond to the pressure because customers are **[voiced / voicing]** their concerns in every way, from boycotting stores to **[sue / suing]** companies. Some multinational companies have experienced the anger of ethical consumers in recent years, and have been **[forced / forcing]** to respond quickly **[to protect / protecting]** their reputations and their existence as companies.

This growing emphasis on ethical consumption **[is / are]** a trend that cannot **[ignore / be ignored]**. It is not going to go away. There are some important changes in the world **[indicates / indicating]** that ethical consumers will continue to be a growing force in the next few decades. Companies would do well **[understanding / to understand]** this trend and **[makes / make]** efforts to deal with it.

* sue: 고소하다, 소송을 제기하다

[43 ~ 45] 다음 글을 읽고, 물음에 답하시오.

William Miller stayed up after the family **[went / had gone]** to bed, then read until the morning. Candles were expensive, but there **[was / were]** plenty of pine knots, and all he had to do **[was / were]** gather them from the woods. So William formed the habit of **[burned / burning]** pine knots in the fireplace for his nightly reading light. But his father didn't like the habit and tried **[stopping / to stop]** it. His father felt that his son's late-night reading would cut into his energy for the next day's work. And the farm required every ounce of work he could **[get / to get]** from his son. He insisted that William **[retire / retired]** for the night when the rest of the family **[do / did]**. And his father thought the growing boy should sleep soundly through the night. William's "secret life" **[continuing / continued]** for some time, though. Night after night he read as long as he could, then **[made / making]** his way back upstairs, and slept until it was time **[doing / to do]** the morning chores. But one night something happened that he hadn't expected. His father awoke and saw a glow downstairs. **[Think / Thinking]** the house was on fire he came rushing down the stairs **[saving / to save]** his home and family from going up in flames. Instead of a house fire, however, he saw his son William **[lied / lying]** peacefully before the fireplace reading a book he'd **[borrowed / borrow]** from a neighbor. His father grabbed a broomstick and **[chasing / chased]** his son around the room, yelling, "Young man, if you don't get to bed right now, I'll kick you out of the house!" William went up to bed, at least for this night. He was only trying **[getting / to get]** an education that he couldn't get from the teachers in the community.

* pine knot: 관솔(송진이 엉긴 소나무의 옹이)