

# CORE SET

G10



NAME

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# 인사이트의 수능 대비 프로그램

## ■ COMBO Series *콤보 시리즈*

회차당 6문제로 구성된 지속 학습용 수능 대비 교재

회차 번호	난도	회차당 문항수	총 문항수	기타
101-200	하	6	600	·101번에서 300번까지는 다음 단계에 대비할 수 있도록 서서히 난이도가 높아집니다. ·300번 이후는 전체적인 난이도가 유지됩니다.
201-300	중	6	600	
301-700	상	6	2400	

## ■ CORE SET Series *코어셋 시리즈*

유형별 약점을 보완하기 위한 집중 학습용 수능 대비 교재

구분	권 번호	난도	권당 문항수	총 문항수	기타
B 빈칸 추론	B1-B3	하	99	297	·빈칸 문제 모음입니다. ·고3은 수준에 따라 B5부터 선택 가능합니다.
	B4-B6	중	99	297	
	B7-B12	상	99	594	
Bx 빈칸 추론 (추가분)	Bx1-Bx2	하	99	198	·B1-B12의 문제와 겹치는 문항이 일부 있을 수 있습니다.
	Bx3-Bx4	중	99	198	
	Bx5-Bx6	상	99	198	
G 어법	G1-G3	하	99	297	·고3은 수준에 따라 G4부터 선택 가능합니다. ·내신 대비 문법 교재로도 좋습니다.
	G4-G6	중	99	297	
	G7-G10	상	99	396	
V 어휘	V1-V2	하	99	198	·V1, V3, V5, V6, V7은 단어 선택형이고, V2, V4, V8은 단어 선택형과 틀린 단어 찾기가 섞여 있습니다.
	V3-V4	중	99	198	
	V5-V8	상	99	396	
A 순서 배열	A1	하	66	66	
	A2	중	66	66	
	A3-A5	상	99	297	
L 위치 찾기	L1	하	66	66	
	L2	중	66	66	
	L3-L5	상	99	297	
T 주제 추론	T1	하	66	66	·T3는 선택지가 우리말로 되어 있습니다.
	T2	중	66	66	
	T3	중	66	66	
	T4-T5	상	99	198	
U 무관한 문장	U1	하	66	66	
	U2	중	66	66	
	U3-U5	상	99	297	
H 제목 추론	H1	하	66	66	
	H2	중	66	66	
	H3-H4	상	99	198	
HM 함축 의미 추론	HM3-HM4	상	60	120	
S 문단 요약	S1	하	60	60	
	S2	중	60	60	
	S3	상	100	100	
2Q 장문 독해 (2문제 유형)	2Q1	하	100	100	·장문 독해 중 2문항 유형(41-42번)을 모아 놓았습니다.
	2Q2	중	100	100	
	2Q3	상	100	100	

\* 이외에도 저난도 문제 유형 모음인 《HAPPY SET series *해피셋 시리즈*》와 중등부 수능 대비 프로그램인 《COMBO Jr series *콤보 주니어 시리즈*》가 있습니다.

\* 수정 작업 중인 교재가 있을 수 있으니, 필요한 교재가 있을 『인사이트온웹』의 홈페이지(<https://insightonweb.com>)에서 확인하시기 바랍니다.

※ 다음 각 문제의 유형에 따라, 괄호 (A)~(C) 안에서 어법에 맞는 표현을 골라 바르게 짝짓거나, 밑줄 친 ①~⑤ 부분 중 어법상 틀린 것을 고르시오.

1) The face of the world is changing. The past 12 years (A)[**were / have**] experienced 11 of the globally hottest on record, and by 2100 the world is expected to be (B)[**significant / significantly**] warmer. By mid-century we could see the tropical forests of eastern Amazonia replaced by savanna, while in Europe many mountain species may be lost. Rising ocean temperatures would further damage Australia's Great Barrier Reef and could trigger mega-droughts in the western U.S. The melting of the Himalaya glaciers is predicted to increase flooding, followed by water shortages (C)[**affecting / affected**] over a billion people in Asia.

- | (A)    | (B)           | (C)       |
|--------|---------------|-----------|
| ① were | significant   | affecting |
| ② were | significantly | affecting |
| ③ were | significant   | affected  |
| ④ have | significantly | affecting |
| ⑤ have | significant   | affected  |

2) Pediatric clinicians have known for some time that children ①**fed** low-fat and low-cholesterol diets fail to grow properly. After all, a majority of mother's milk ②**is** fat, much of it saturated fat. Children need high levels of fat throughout growth and development. Milk and animal fats give energy and also help children ③**build** muscle and bone. In addition, the animal fats provide vitamins A and D ④**which are** necessary for protein and mineral assimilation, normal growth and hormone production. ⑤**Choosing** a variety of foods so your child gets a range of fats, but emphasize stable saturated fats, found in butter, meat, and coconut oil.

3) William Kamkwamba (A)[**left / leaving**] school at 14 as his family was unable to pay the school fees, but that didn't stop him from doing something remarkable. Armed only with his intelligence, a book on electricity, and some plastic pipes, Kamkwamba built his first windmill, (B)[**where / which**] generated enough power to run a light in his room. He used a bicycle to increase efficiency for his second windmill. The windmill was able to generate power for his parents' house. His next goal is to provide enough energy for his entire village and eventually (C)[**go / goes**] to college.

- | (A)       | (B)   | (C)  |
|-----------|-------|------|
| ① left    | which | go   |
| ② left    | where | go   |
| ③ left    | where | goes |
| ④ leaving | which | go   |
| ⑤ leaving | where | goes |

4) It seems like the non-English speaking players in the English Premier League have to spend more time ① **studying** English rather than practicing in the field. According to the announcement of the Premier League, players will ② **be banned** from playing in the league if they don't have a command of simple English. All players will be required to demonstrate ③ **that** they can understand and use familiar everyday expressions. And they are also needed to use very basic phrases to introduce ④ **themselves**, and ask and answer questions about basic personal details. With the new rule ⑤ **taken** effect in five months, concerns over non-English speaking players in the league are arising.

5) Anxieties often seem (A) **[magnifying / magnified]** in the still of the night. Dealing with them can help you sleep. Just writing down worries, deadlines or to-dos before hitting the pillow can make them (B) **[feel / to feel]** more manageable. Do whatever helps you relax. Try simple yoga exercises, like the forward bend: Standing with your legs hip-width apart, bend at your waist, letting your arms and head dangle while releasing the tension in your neck and shoulders. Or while lying on your back, (C) **[doing / do]** progressive muscle relaxation, tensing and then releasing body parts, beginning with your feet and progressing toward your forehead.

	(A)	(B)	(C)
①	magnifying	feel	doing
②	magnified	feel	do
③	magnified	to feel	doing
④	magnifying	to feel	do
⑤	magnified	feel	doing

6) Scientists ① **have been** aware for years that the Arctic ice pack is getting smaller, but the rate of decline was believed to be about 3 percent a decade, which meant the ice would be around for 300 years or more. But new evidence suggests it ② **be shrinking** much faster. ③ **Using** data collected from satellites, a Norwegian team reported that the ice is disappearing at a rate of 7 percent a decade. Their findings, published in the journal Science, ④ **were based** on the amount of multi-year ice, which does not melt in the summer. This ice was measured between 1978 and 1998. "The ice pack appears ⑤ **to be undergoing** substantial rather than minor changes," concludes the Norwegian team led by Ola Johannessen.

7) The last massive geologic event to affect the shape of North America was the Great Ice Age that, (A)[**during / while**] at least four major periods in the past two million years, covered the continent with ice sheets up to two miles thick as far south as Missouri. So much water was locked up in the glaciers (B)[**that / which**] at times ocean levels dropped over 300 feet. As a result, a land bridge was exposed between Siberia and Alaska. Drifting westward across the bridge into Asia (C)[**was / were**] camels, horses, and other animals that had evolved in America.

- |   | (A)    | (B)   | (C)  |
|---|--------|-------|------|
| ① | during | that  | were |
| ② | during | which | was  |
| ③ | during | that  | was  |
| ④ | while  | which | were |
| ⑤ | while  | that  | was  |

8) Type 1 diabetes usually ① **occurs** in children and young adults. Fortunately, this type of diabetes can be controlled and managed more ② **comfortably** than type 2 diabetes. However, this does not change the fact ③ **that** it is a serious condition and if you have the disease, you have to be very careful. Diabetes is not a condition that you can neglect. If ④ **leaving** untreated, it will lead to more serious health problems. You have to be careful about ⑤ **what** you eat.

9) Third-culture kids are those who have spent some of their growing up years in a foreign country and experience senses of not belonging to their passport country when they return to (A)[**it / them**]. In adapting to life in 'foreign' country they have also missed learning ways of their homeland and feel most at home in the 'third-culture' which they have created. What third-culture kids want most is to (B)[**accept / be accepted**] as the individuals they are. Adults assist third-culture kids by creating comfortable environments within peer groups (C)[**whom / where**] they can share their concerns with others and realize that what they are experiencing is normal. Opportunities to reinforce good decision-making skills are also helpful.

- |   | (A)  | (B)         | (C)   |
|---|------|-------------|-------|
| ① | it   | accept      | whom  |
| ② | it   | be accepted | whom  |
| ③ | it   | be accepted | where |
| ④ | them | be accepted | where |
| ⑤ | them | accept      | whom  |

10) To discover what you want to do, define some life goals. This is done by doing the rocking chair test. Imagine that you are 90 years old and you are sitting in your rocking chair, looking back at your life. Ask yourself if this decision ① **will have** any meaning to you. Ask yourself, what are you proud of ② **that** you've achieved, and what do you wish you ③ **had done**? What were your greatest achievements? What made you laugh? What were the great times of fun? What are the things you regret not ④ **to do**? Usually, it is ⑤ **what** you didn't do that you regret the most.

11) Modern day opinion polls are the outcome of 20th century U.S. political history. It started with George Gallup establishing the Gallup Poll in 1935. Gallup was then noted for having (A) **[predicted / been redicted]** the election of Roosevelt as president. Since then, poll firms that started with Gallup have influenced presidential elections (B) **[because / because of]** the high prediction rates they had. Although there were exceptions such as the 1948 presidential election poll, which missed the winner, and the 1980 presidential election poll, which missed the number of votes (C) **[obtaining / obtained]**, the power of opinion polls has changed the political climate in the United States.

(A)	(B)	(C)
① predicted	because	obtaining
② predicted	because of	obtaining
③ predicted	because of	obtained
④ been predicted	because of	obtaining
⑤ been predicted	because	obtained

12) Individuality colors life. We were not created to be all ① **alike**, but we were created to be ourselves—to fill a place that no other person could fill. The earth would be a dull place if every hill, tree and valley were in a line and nothing ② **could** ever be different. If everything had one color or was totally flat, we would follow suit and be just as dull. No rule exists ③ **what** we have to be like everyone else. We don't have to follow trends and do unwise things ④ **because** someone else is doing them. Our lives are separate entities—apart from the crowd. It is our personal responsibility ⑤ **to keep** self-respect, without question.

13) Probably the most important reason students read ①is to gain academic knowledge. Their goal is to learn and remember what they read. To be successful, they must develop certain reading skills. Successful readers identify and mark important information. There are a number of ②reasons why marking is a good reading habit. First, it increases concentration and alertness. Second, it improves reading ability. While ③marking, readers are actively searching for the key information. Finally, it helps readers ④remember what they have read. They are putting the information into memory when they circle, underline, or ⑤marking it in some way.

14) More than one billion people, including millions of children, lack access to safe drinking water. This is a crisis. And this problem is being discussed this month in Tokyo at the Third World Water Forum, (A)[which / where] hundreds of children will be participating in. Since children are often the primary collectors of water, they truly spend much time (B)[do / doing] the things irrelevant to their education. It's bad enough that they have to walk many miles each day in search of water for the family. What's even worse, the only available water is frequently unsafe, (C)[left / leaving] children vulnerable to disease and infection.

- |   | (A)   | (B)   | (C)     |
|---|-------|-------|---------|
| ① | which | do    | leaving |
| ② | where | do    | left    |
| ③ | which | doing | leaving |
| ④ | where | doing | left    |
| ⑤ | where | doing | leaving |

15) The variety of behaviors insects show toward their eggs ①is almost without number. Some insects just lay their eggs anywhere and forget all about ②them. Many others set their eggs near food material and then ③go off. Butterflies, for example, lay their eggs on a plant which the young, when ④hatched, will feed on. The ants and bees, on the other hand, give their young the great protection. The young have nursemaids to feed them and soldiers to protect them while they ⑤look after in their individual cells in the beehive or ant nest.



16) At present, in the most civilized countries, freedom of speech is taken as a matter of course and (A)[**seems / is seemed**] a perfectly simple thing. We are so accustomed to it that we look on it as a natural right. But this right has been acquired only in quite recent times, and the way to its attainment has (B)[**laid / lain**] through lakes of blood. It has taken centuries (C)[**persuade / to persuade**] the most enlightened peoples that liberty to publish one's opinions and to discuss all questions is a good and not a bad thing.

- |   | (A)       | (B)  | (C)         |
|---|-----------|------|-------------|
| ① | seems     | laid | persuade    |
| ② | is seemed | laid | persuade    |
| ③ | seems     | lain | persuade    |
| ④ | is seemed | lain | to persuade |
| ⑤ | seems     | lain | to persuade |

17) The world of women's sports expanded in the twentieth century. But any young woman ①**like** Billie Jean Moffitt who made a commitment to excel in athletics was considered ②**strange**. "Girls" basketball was a feeble imitation of the male game, played on only half the court, with players allowed only two dribbles before ③**being required** to pass the ball to a teammate. As in other sports, an emphasis was placed on ladylike dress and decorum at all times. As late as 1979, the members of the California Dreams of the professional Women's Basketball League, who ④**had graduated** to the male version of the game, were required to ⑤**attend to** charm school for instruction in cultivating "beauty and feminine self-presentation."

18) Most of the work that most people have to do is not in (A)[**itself / themselves**] interesting, but even such work has certain great advantages. To begin with, it fills a good many hours of the day without the need of deciding what to do. Most people, when (B)[**left / leaving**] free to fill their time according to their own choice, are at a loss to think of anything sufficiently pleasant to be worth (C)[**to do / doing**]. And whatever they decide on, they are troubled by the feeling that something else would have been more pleasant.

- |   | (A)        | (B)     | (C)   |
|---|------------|---------|-------|
| ① | itself     | left    | to do |
| ② | itself     | left    | doing |
| ③ | themselves | leaving | to do |
| ④ | themselves | leaving | doing |
| ⑤ | themselves | left    | doing |

19) There's a superstition among sailors that dolphins save drowning men by pushing them to the surface, or ① **protect** them from sharks by surrounding them. But, ② **however intelligent** they may be, it's a mistake to credit dolphins with any motive of life-saving. On the occasions when they have pushed an unconscious man to shore they have much more likely ③ **done it** out of curiosity. If they have protected humans from sharks, it may have been because curiosity ④ **attracting** the dolphin, and the scent of a possible meal attracted the sharks. Dolphins and sharks are natural enemies. It is possible that upon such an occasion a battle followed, with the sharks ⑤ **being driven** away.

20) Very early in my boyhood I had acquired the habit of going about alone to amuse (A) **[myself / itself]** in my own way. Many times my mother couldn't see me when looking out to see what the children were doing, and I would be called and searched for, to (B) **[find / be found]** somewhere in the woods. This distressed her very much; then to her relief and joy she discovered that I was there with a motive which she could understand: watching some living things. And as she loved all living things herself, she was quite (C) **[satisfied / satisfying]** that I was not going queer in my head.

- |   | (A)    | (B)      | (C)        |
|---|--------|----------|------------|
| ① | myself | find     | satisfied  |
| ② | myself | find     | satisfying |
| ③ | myself | be found | satisfied  |
| ④ | itself | be found | satisfying |
| ⑤ | itself | be found | satisfied  |

21) The restaurant where I enjoyed my dinner the most when I was in London was the Grill Room in the Savoy. It had excellent British food as (A) **[good / well]** as French food. It was a very elegant place, and it was always full of interesting people, (B) **[who / which]** was why I liked to go there. You were sure to see a well-known politician or a beautiful model, or a movie star. The restaurant reminded me of what London must have been (C) **[like / alike]** in 1920s.

- |   | (A)  | (B)   | (C)   |
|---|------|-------|-------|
| ① | good | who   | like  |
| ② | good | which | alike |
| ③ | good | who   | alike |
| ④ | well | which | like  |
| ⑤ | well | which | alike |

22) I would like to praise you for hiring such honest employees. I was at the dealer's service department last Saturday to have my brakes (A)[**test / tested**], and I was surprised at the terrific service there. Tom, the mechanic, was extremely helpful and honest about the work (B)[**necessarily / necessary**] on my car. He carefully explained the testing he planned to do, the results of his tests, and corrective action he planned to take. I hope that you will extend my thanks to him. And please pass this information on to your supervisor. I want her (C)[**to know / know**] that Tom is the reason that I will be coming back to the Saturn Dealership for future repairs as they are needed.

- |   | (A)    | (B)         | (C)     |
|---|--------|-------------|---------|
| ① | tested | necessary   | to know |
| ② | test   | necessary   | to know |
| ③ | tested | necessarily | know    |
| ④ | test   | necessary   | know    |
| ⑤ | test   | necessarily | to know |

23) No one can predict for sure when and where earthquake ①**will happen**. But once one starts, scientists ②**called** seismologists can tell exactly where it began. Earthquakes send vibrations for a long distance through the rocks in the earth. Sensitive instruments can measure the strength of the vibrations. Then each earthquake is given a number on the Richter Scale, which tells ③**how many** energy the earthquake had. An earthquake with a Richter number of 1.0 is too small ④**for people** to feel. A 4-5 earthquake causes windows to break: while an earthquake with a Richter number of 8.0 can break buildings into pieces and ⑤**cause** great damage.

24) Only gradually, during the past few months, ①**had she become** somewhat worried about the bills ②**that** she saw occasionally when her husband did not intercept the postman. Then there ③**was** telephone calls from men asking for her husband, a few calling at the house. Finally he had confessed that he had debts to bookmakers, and ④**that** he had taken out a second mortgage on the house. Her sense of insecurity was especially unbearable when she realized that they might lose their home. She had given him ⑤**all her savings** when they married.

25) For 34 years I've had a wonderful career working as an employment officer at a government agency. A long time ago, a young woman came to the office. She told me it was her dream to become a nurse, but having three young children to care for, she wasn't sure she could devote three years to (A)**[train / training]**. I saw her keen interest and caring spirit, and supplied her with application forms. I told her to follow her dream. A few years ago I was hospitalized with breast cancer. One night, feeling terrible and looking worse, I pressed the call button and a lovely nurse came to my rescue. "I wish you (B)**[knew / had known]** me in my real life," I told her. "Oh, but I did know you," she said. "You encouraged me (C)**[becoming / to become]** a nurse. I'm here because you gave me the confidence to be all that I could be. Thank you."

- |   | (A)         | (B)       | (C)       |
|---|-------------|-----------|-----------|
| ① | to train    | knew      | becoming  |
| ② | to train    | had known | to become |
| ③ | to training | knew      | to become |
| ④ | to training | had known | to become |
| ⑤ | to training | knew      | becoming  |

26) We are quick to judge other people through their actions. We stay away from people who think and act (A)**[different / differently]**. We say they should do or think as we do. That is human nature. However, we must put ourselves in the other person's shoes to understand why they are different. By looking at life from another person's perspective, the world has a better understanding of its countless differences. In the business world, sellers will do well when they (B)**[will put / put]** themselves in their customers' shoes. Within the family, we can live happily together if we see the world with the eye of family members and understand (C)**[that / what]** lies in their mind.

- |   | (A)         | (B)      | (C)  |
|---|-------------|----------|------|
| ① | differently | put      | what |
| ② | differently | put      | that |
| ③ | differently | will put | that |
| ④ | different   | will put | that |
| ⑤ | different   | will put | what |

27) Stop reading for a minute and (A)**[think / thinking]** about what you see when you look up in the sky on a clear night. You may see many stars. Long long ago, farmers watched some stars (B)**[knowing / to know]** when to plant their crops; travelers did so to find their way in the dark. Today stars are still important to some people. Scientists find out that most of stars are so far away from us that it would take millions of light-years to get to them even (C)**[by / in]** a spaceship.

- |   | (A)      | (B)     | (C) |
|---|----------|---------|-----|
| ① | thinking | knowing | in  |
| ② | thinking | to know | by  |
| ③ | think    | to know | in  |
| ④ | think    | knowing | in  |
| ⑤ | think    | knowing | by  |

28) American inventor Thomas Edison's factories in New Jersey ① **were heavily damaged** by fire one night. Edison lost almost ② **two-million-dollar** worth of equipment and the record of much of his work. The next morning, ③ **walking** about the charred embers of his hopes and dreams, the 67-year-old said: "There is value in disaster. All my mistakes are burned up. Now we can start anew." Edison ④ **was understood** good or bad situation is affected by the attitude we bring to it. Edison, a tough-minded optimist approached problems with a can-do philosophy and ⑤ **appeared stronger** from tragedies.

\*charred embers 타 버린 잿더미

29) A study by Korea's tourism authority shows the number of female visitors (A) **[has / have]** grown at the fastest rate. The proportion of women visiting has been on the rise since 1995. Though Korean pop culture is spreading to many Asian countries, the study (B) **[notes / noting]** that female travelers from Japan and China have accounted for the most since 2003. The country's tourist organization highlighted the need to diversify travel programs, which currently (C) **[has / have]** a heavy focus on star-oriented marketing, to appeal to other travellers too.

- |   | (A)  | (B)    | (C)  |
|---|------|--------|------|
| ① | has  | notes  | has  |
| ② | has  | notes  | have |
| ③ | has  | noting | has  |
| ④ | have | noting | have |
| ⑤ | have | noting | has  |

30) One day a man bought a vacuum cleaner. He unloaded everything ① **that** was in the box and began to assemble the vacuum. Then, he read all the directions for how to use his new appliance, while also ② **reading** all the things not to do. As he was attaching the vacuum's bag he noticed a message that ③ **declared**, "Assure that bag is not punctured or ④ **damaged** in any way, as this will inhibit the vacuum's effectiveness." The next thing the man realized, however, was ⑤ **what** the note was stapled to the bag.

31) We tend to believe that our taste in music is a great way of (A)[**expressing / expressive**] our individuality, but sociologists at Columbia University claim that we only like the music we listen to because we know others enjoy it. Using a specially developed website, (B)[**which / they**] offered more than 14,000 people the opportunity to download free music. They discovered that people who were given popularity rankings were more likely to select (C)[**that / what**] the website claimed were favorite choices.

- |   | (A)        | (B)   | (C)  |
|---|------------|-------|------|
| ① | expressing | which | that |
| ② | expressing | they  | that |
| ③ | expressing | they  | what |
| ④ | expressive | they  | that |
| ⑤ | expressive | which | what |

32) When a concert violinist ①was asked the secret of her success, she replied, "Planned neglect." Then she explained, "When I was in school, there were many things that ②were demanded my time and energy. When I went to my room after breakfast, I made my bed, straightened the room, ③dusted the floor, and did whatever else came to my attention. Then I hurried to violin practice. I ④found I wasn't progressing as I thought I should, so I reversed things. Until my practice period was completed, I deliberately ⑤neglected everything else. That program of planned neglect, I believe, accounts for my success."

33) I overheard two female medical students (A)[**discussing / to discuss**] their long hours at the hospital and late-nights studying. "Whenever things get me down," said the first, "I just call Mom. She's great with advice and sympathy." The other young woman laughed. "I get no sympathy from my mother," she said. "According to her, (B)[**I / my**] going to medical school is just another example of how I don't listen. She insists she (C)[**has / have**] always told me to marry a doctor, not become one."

- |   | (A)        | (B) | (C)  |
|---|------------|-----|------|
| ① | discussing | I   | has  |
| ② | discussing | my  | has  |
| ③ | to discuss | my  | have |
| ④ | to discuss | I   | have |
| ⑤ | to discuss | I   | has  |

34) Children's enjoyment of reading ①has significantly declined since 1998. Although there are still many children who like to read stories, the percentage has fallen from 77 to 71 amongst the younger age group and from 77 to 65 amongst 11-year-olds. Children are less likely to enjoy ②going to the library, and more likely to prefer watching television to ③read books than they were in 1998. Reading comics, however, ④is an exception to the pattern, ⑤with no decline in popularity over the five years.

35) All individuals must eat to survive, but what people eat, when they eat, and the manner (A)[in which / which] they eat are all patterned by culture. No society views everything in its environment as food. Certain foods are ignored, others are taboo. These food taboos may be so strong that just the thought of eating forbidden foods can cause an individual (B)[becoming / to become] sick. A Hindu vegetarian would feel this way about eating any kind of meat, and a Moslem about eating pork. How human beings obtain their food is one of culture's (C)[most / the most] fascinating stories.

(A)	(B)	(C)
① in which	becoming	most
② which	to become	most
③ in which	to become	the most
④ which	becoming	the most
⑤ in which	to become	most

36) Before your interview, research carefully the position and the company you are ①applying for. Check your application again, thinking through your own career and the questions they might ask you. You should try ②to plan for the general questions they will ask and also prepare some questions to ask them. To be successful in the interview, you will need ③to convince the interviewer you are technically qualified to do the job. You will also have to show that you ④sufficiently motivate to get the job done well and that you will fit in with the company's organizational structure and the team ⑤for which you will work.

37) If you believe education is fundamental to all people and that what we do as individuals in our society depends on the education we receive, then (A)[ensure / ensuring] that education covers the main issues of importance is crucial. In Ecuador, poverty is a major problem and the difference between social classes (B)[is / are] huge. To change this, it is essential that everyone in a more privileged position (C)[should understand / has understood] about the day-to-day reality of poor people. To understand this social reality, every school should have a new subject called "national reality."

- |   | (A)      | (B) | (C)               |
|---|----------|-----|-------------------|
| ① | ensure   | is  | has understood    |
| ② | ensure   | are | has understood    |
| ③ | ensure   | are | should understand |
| ④ | ensuring | are | has understood    |
| ⑤ | ensuring | is  | should understand |

38) If you want to avoid the flu without ① **getting** a shot, stay away from crowds during flu season. Flu viruses are easily carried by coughs and sneezes as well as ② **by** hand-to-hand contact, so washing your hands frequently is important. And if you smoke, stop. Smokers are more likely than non-smokers ③ **to get** serious viral infections. Taking vitamin and mineral supplements during flu season can also help ④ **fight** off the flu, so plan on increasing your take of vitamin C, vitamin A, and zincs. In addition to ⑤ **take** vitamin supplements, eat a lot of garlic, broccoli, and cauliflower. Those vegetables contain natural antibiotics that can protect you against disease.

39) Pregnancy can be the most wonderful experience life offers. But it can also be dangerous. Around the world, about 529,000 women a year die (A)[during / while] pregnancy or childbirth. Ten million suffer injuries, infection or disability. To David Haig, an evolutionary biologist at Harvard University, these grim statistics raise a profound puzzle about pregnancy. "Pregnancy is absolutely central to reproduction, and yet pregnancy doesn't seem to work very (B)[good / well]," he said. "If you think about the heart or the kidney, they're wonderful organs that work day in and day out for years. But pregnancy is associated with all sorts of medical problems. What's the difference? The difference is (C)[that / what] the heart and the kidney belong to a single individual, while pregnancy is a two-person operation."

- |   | (A)    | (B)  | (C)  |
|---|--------|------|------|
| ① | during | well | what |
| ② | during | well | that |
| ③ | during | good | what |
| ④ | while  | good | that |
| ⑤ | while  | well | that |



40) Some of today's flightless birds, such as the ostrich, ① **have** long legs and feet that are strikingly similar to ② **that** of some dinosaurs. Both birds and dinosaurs also have an expanded upper hipbone. As a matter of fact, birds and dinosaurs share more than one hundred different skeletal features. In addition, like many dinosaurs, birds have light, hollow bones and a dense system of blood vessels. Birds' feathers are similar in structure to the scales that ③ **covered** dinosaurs' bodies, and many scientists believe that some dinosaurs ④ **may have had** feathers that kept them warm. Furthermore, birds ⑤ **lay** eggs, nest in colonies, and care for their young in nests, just as dinosaurs did.

41) As my brother-in-law prepared to get on his plane, he noticed a little girl (A) **[clutching / to clutch]** large bouquet of balloons. The flight attendant reluctantly told her that only one balloon per person could be taken on board. Crying, the child selected her two favorites—one for her father and the other for herself—and left the remaining ones behind. (B) **[Another / The other]** passenger had witnessed the incident. Gathering up the balloons, he distributed them to the others who were getting on. Reaching the destination, the happy youngster (C) **[left / left from]** the airport, once again clutching her colorful bouquet.

	(A)	(B)	(C)
①	clutching	Another	left
②	clutching	The other	left
③	to clutch	Another	left
④	to clutch	The other	left from
⑤	to clutch	Another	left from

42) Shoe companies are spending millions on research into ways ① **to improve** running-shoe technologies. But a report ② **published** in Sport Science states that running barefoot is associated with a lower incidence of acute and chronic injuries to the lower leg. The authors of the study suggest that the modern running shoe may reduce sensory feedback, ③ **making** runners less aware of the movement of the foot and of their motion in general. But don't throw out your running shoes ④ **yet**: other research shows that running shoes ⑤ **are offered** essential protection from the impact pressure of running.

43) Some researchers would like to know how a homing pigeon can almost always find its way home. They tied small bar magnets around the necks of some homing pigeons and then set them (A)[**free / freely**]. The magnets had a strong magnetic field—strong enough to block out the magnetic pull of Earth. If the pigeons had been steered by Earth’s magnetism, they might have been (B)[**confused / confusing**]. The tests have shown that those that flew on a cloudy day got lost. Those that flew on a sunny day, however, (C)[**did not / were not**]. Pigeons may be able to find their way home by the sun and magnetism.

- |   | (A)    | (B)       | (C)      |
|---|--------|-----------|----------|
| ① | free   | confused  | did not  |
| ② | free   | confusing | did not  |
| ③ | freely | confused  | were not |
| ④ | freely | confusing | were not |
| ⑤ | freely | confused  | did not  |

44) Late one night, a burglar broke into a house that he thought was empty. Quickly, the burglar filled his sack with valuables. It was the easiest house he ①**had ever burglarized**. There wasn’t a light on anywhere. Most houses at least had a night-light, but this house had nothing. There was a TV set in the living room, but it was ②**too bulky to carry**. When he was about to slip out the front door, a fierce growl and loud barking rose from behind. Dropping his bag, he took off and didn’t ③**stop running** until he was a good mile away. He never heard the owner of the house ④**wake up and turn off** the TV. “Boy!” said the owner. “The dogs on that show are really loud. It’s funny—when the electricity went out, I thought I had turned the TV off. But I ⑤**should have turned** the volume all the way up instead.”

45) Our basic nature is to act, and not to be acted upon. Not only does this enable us to choose our response to particular circumstances, but this encourages us to (A)[**create / creating**] circumstances. Taking the initiative means recognizing our responsibility to make things happen. Over the years, I (B)[**am / have**] frequently counseled people who wanted better jobs to show more initiative. The response is usually agreement. Most people can see (C)[**what / how**] powerfully such an approach would affect their opportunities for employment or advancement.

- |   | (A)      | (B)  | (C)  |
|---|----------|------|------|
| ① | create   | have | what |
| ② | create   | am   | how  |
| ③ | create   | have | how  |
| ④ | creating | am   | what |
| ⑤ | creating | have | what |

46) We ①**have long known** about IQ and rational intelligence. And, in part ②**because of** recent advances in neuroscience and psychology, we have begun to appreciate the importance of emotional intelligence. But we are largely ③**ignorant of** that there is such a thing ④**as** visual intelligence. Vision is normally so swift and sure, so dependable and informative, and apparently so effortless that we take it for ⑤**granted**.

\*neuroscience 신경과학

47) Today children are in a condition of total openness toward television, videos, and computers. These machines strengthen their forgetfulness. This is because children get the information (A)**[passive / passively]**. The most important thing you can do for your child is (B)**[made / to make]** a schedule for the things your child needs to do each day. A simple list of events helps your child remember. Also, let him experience strong feelings through activities such as painting and lively storytelling. This experience will make it possible for your forgetful child (C)**[remember / to remember]** the things he wants to.

(A)	(B)	(C)
① passive	made	remember
② passive	to make	to remember
③ passively	to make	remember
④ passively	to make	to remember
⑤ passively	made	remember

48) Euripides was one of the three great tragedians of ancient Athens, along with Aeschylus and Sophocles. He was ①**the youngest of the three**. He is thought ②**to have written** over 90 plays, ③**19 of which** still exist. The number of Euripides' plays that have survived ④**are larger than** that of Aeschylus' and Sophocles' together, ⑤**partly due to** the chance preservation of a manuscript that was likely part of a complete collection of his works.

49) Research at Lancaster University's Department of Psychology has shown that listeners to news reports presented in an accent with which they are not familiar (A)[**retain / retains**] a lot less information than when the report is presented in good "received pronunciation(RP)". (B)[**Giving / Given**] a comprehension test immediately after listening to three news stories, volunteer students scored 20 percent less when the news was presented in an unfamiliar accent than when it was presented in RP. Their understanding declined yet further when asked to listen to reports in accents from other (C)[**English-spoken / English-speaking**] countries.

- |   | (A)     | (B)    | (C)              |
|---|---------|--------|------------------|
| ① | retain  | Giving | English-spoken   |
| ② | retain  | Given  | English-speaking |
| ③ | retain  | Given  | English-spoken   |
| ④ | retains | Giving | English-speaking |
| ⑤ | retains | Given  | English-spoken   |

50) People spend a lot of time thinking about their 'quality of life.' This concept is difficult ① **to define** but basically it refers to ② **how content** we are with our life. We can control enjoyment of life to some extent and most decisions are made with this in mind. Take buying a car, for example. This is something we do to make transportation ③ **easier** for ourselves. Being employed is another way we improve our lifestyles. Working means we receive a salary which enables us ④ **to buy** things we need and want. Marriage is also a way ⑤ **which** we hope our lifestyle will improve through companionship and children.

51) People act strangely when a television camera comes their way. Some people engage in an activity known as the cover-up. They will be calmly watching a sports game or a televised event (A)[**when / which**] they realize the camera is focused on them. Then there are those who practice their funny faces on the public. They take advantage of the television time to show off their talents, hoping to get that big chance that will carry (B)[**it / them**] to stardom. Finally, there are those who pretend they are not reacting for the camera. They wipe an expression from their faces and appear to be interested in something else. Yet if the camera stays on them long enough, they will slyly check to see if they are still (C)[**watching / being watched**].

- |   | (A)   | (B)  | (C)           |
|---|-------|------|---------------|
| ① | when  | it   | watching      |
| ② | when  | them | being watched |
| ③ | when  | it   | being watched |
| ④ | which | them | watching      |
| ⑤ | which | it   | being watched |

52) The Masai are a people who are continually trying to preserve their own ways in an ①**increasingly** modern world. They live along the border of Kenya and Tanzania, ②**moving** their homes from time to time to follow their cattle, the source of their livelihood. The Masai depend on their cattle for many parts of their life. They don't slaughter their cattle for food; but if a cow is killed, then the horns are used for containers; the hides are used ③**to make** shoes, clothing, and bed coverings. The more cattle a man owns, ④**the rich** he is considered to be. The cattle, though ⑤**owned** by the man, are considered to belong to the man's entire family.

53) Chocolate, one of the most delicious foods in the world, has had a long and interesting history. The Spanish explorer Hernan Cortes is believed to (A)**[bring / have brought]** cacao beans from Central America to Europe in the sixteenth century. At first, chocolate was usually consumed as a hot drink. In the nineteenth century, Europeans began experimenting with (B)**[to make / making]** different forms of chocolate candy. Switzerland became famous for its chocolate, and today, the Swiss make the best chocolate in the world. (C)**[Enjoyed / Enjoying]** all over the world, chocolate will probably continue to be immensely popular in the future.

(A)	(B)	(C)
① bring	making	Enjoying
② bring	to make	Enjoyed
③ have brought	to make	Enjoyed
④ have brought	making	Enjoyed
⑤ have brought	making	Enjoying

54) Sometimes it is ①**embarrassing** to talk about growing up and changing feelings because it is personal. In some families these things are not ②**talked about** very often. If this is the case in your family, the best thing is to pick a time when you can sit down and talk privately to your Mom or Dad. They may be a little embarrassed, as their parents ③**may not talk** to them about puberty, so you may need to give them a little time to get used ④**to talking** about these things. Most parents want their children to come to them to discuss these things. Once you start, it ⑤**does** become easier!

\*puberty 사춘기

55) If you have arthritis, you have probably tried all kinds of things ① **to relieve** your arthritis pain. Arthritis impacts the everyday lives of many people and sometimes ② **stops** them from doing the things they once enjoyed. But it doesn't have to. Don't let arthritis ③ **beat** you! Just 30 minutes of moderate exercise, for at least three days a week, can help reduce the pain caused by arthritis and help you get back ④ **to doing** the things you want to do. From taking a walk around the block ⑤ **to ride** your bike, moderate exercise can help you feel better in just four to six weeks.

\*arthritis 관절염

56) The idea that processed foods are not as nutritious as fresh foods (A) **[is / are]** a myth. Many processed foods are in some cases even more nutritious than fresh foods depending on the manner in (B) **[what / which]** they are processed. Frozen vegetables are usually processed within hours of harvest. There is little nutrient loss in the freezing process. In contrast, it can take days before fresh vegetables reach the dinner table and vitamins are gradually lost over time no matter how (C) **[careful / carefully]** the vegetables are transported and stored.

- | (A)   | (B)   | (C)       |
|-------|-------|-----------|
| ① is  | which | carefully |
| ② is  | what  | careful   |
| ③ are | what  | carefully |
| ④ are | which | carefully |
| ⑤ are | what  | careful   |

57) For ① **those interested** in trying meditation, there is a simple technique. To meditate, we only need to sit in silence. We can sit in any pose most convenient, close our eyes, and look into the middle of darkness ② **lying** in front of us. We need to still our mind from thoughts that can distract us. To keep our mind ③ **being distracted**, we can repeat any name of God with which we feel comfortable. ④ **By keeping** repetition of the name going mentally, with the tongue of thought, we keep the mind engaged. ⑤ **Just as** scientists see outer stars, we may be able to catch glimpses of inner lights of any inner stars, moons, and suns.

58) David became my dependable helper and baby-sitter for his younger brothers. My children were quite self-sufficient, for they had learned to grocery shop, feed (A)**[them / themselves]**, wash clothes and handle money. I could give them \$20 when that was all I had for food until the end of the week, and they would decide which necessities to buy. David could estimate the total amount of their purchases within pennies, so they would not be (B)**[embarrassing / embarrassed]** at the check-out stand. They helped me write checks and balance my bank account. They understood (C)**[that / what]** they needed in order to help me.

- |   | (A)        | (B)          | (C)  |
|---|------------|--------------|------|
| ① | them       | embarrassed  | what |
| ② | them       | embarrassed  | that |
| ③ | them       | embarrassing | that |
| ④ | themselves | embarrassed  | what |
| ⑤ | themselves | embarrassing | that |

59) The history of executions is not a pleasant story. Executions that took place in the Middle Ages ①**were** especially strange. For example, many of the victims were animals. It was common for animals ranging from insects to wolves ②**to be tried** publicly. Church courts, ③**which** were courts that represented the church, would often decide that certain animals were witches or heretics. The court's punishment was often expulsion from the church, torture, or death. One of the last animal executions ④**arose** in France in 1740. The presiding judge ordered that a cow be hanged by its neck because he believed it to be a wizard ⑤**had** the power of evil spirits.

60) Brainstorming is roughly defined as any group activity (A)**[involving / involved]** the pursuit of new ideas. The reason why it is popular is that a typical brainstorming session brings people together into the creative process. 8 or 10 people can get together in a room, and if the meeting is run (B)**[proper / properly]**, all feel as though they are contributing to what they will be working on in the future. After the brainstorming session, people have some shared questions and ideas to (C)**[discuss / discuss about]** over lunch, in the hallways, or at drinks after work. The best ideas might come from those side conversations, not the big brainstorming session.

- |   | (A)       | (B)      | (C)           |
|---|-----------|----------|---------------|
| ① | involving | proper   | discuss       |
| ② | involving | properly | discuss       |
| ③ | involved  | proper   | discuss       |
| ④ | involved  | proper   | discuss about |
| ⑤ | involving | properly | discuss about |

61) A young officer, who ① **was blinded** during the war, met and later married one of the nurses who took care of him. One day he heard some people ② **speaking** about himself and his wife. They said, "It was lucky for her that he was blind since he would never ③ **marry** such a homely woman if he had had eyes." He walked toward the voices, saying, "I overheard ④ **what** you said, and I thank God from the depths of my heart for the blindness of my eyes that might have kept me from seeing the marvelous worth of the soul of this woman. She is the most noble character I ⑤ **have ever known**. If her features are such that she might have masked her inward beauty to my soul, I am the great gainer by having lost my sight."

62) After the birth of our second son, my husband was bottle-feeding him in my hospital room, when a nurse marched in and demanded that he (A) **[wash / washed]** his hands and put on a hospital gown before resuming the feeding so as to protect the baby from germs. However, my husband and I couldn't help (B) **[smiling / to smile]** at each other, recalling that about twelve hours earlier, in the front seat of our car, our son was born into the unscrubbed and (C) **[shaking / shook]** hands of his father.

	(A)	(B)	(C)
①	wash	smiling	shaking
②	wash	to smile	shook
③	wash	smiling	shook
④	washed	to smile	shaking
⑤	washed	smiling	shook

63) Yesterday I watched a film *Eternal Sunshine*. It is a fictional account about medically ① **erasing** parts of your memory that are painful or heart-breaking. While ② **watching** the film, I realized that sometimes when pain from our past resurfaces and becomes unbearable, we desperately wish that there ③ **were** some magical cure to fix it. But since this isn't possible yet, it would be desirable ④ **for us** to find a way to make our painful memories more acceptable and enjoyable. The first thing ⑤ **what** we must do is to see things from a positive perspective.



64) (A)**[What / Which]** causes sick-building syndrome in an office building or school, where people don't smoke or burn oil, wood or gas? Experts have discovered several sources of sick-building syndrome. In many buildings, rain has leaked in and caused water damage to walls and carpets. This allows mold and bacteria (B)**[growing / to grow]**. Synthetic products such as paint, carpeting and furniture (C)**[is / are]** found in all offices and schools. These products release toxic chemicals into the air. Perhaps the most common cause of sick-building syndrome, however, is lack of ventilation. Most modern office buildings are tightly sealed.

- |   | (A)   | (B)     | (C) |
|---|-------|---------|-----|
| ① | What  | growing | is  |
| ② | What  | to grow | is  |
| ③ | What  | to grow | are |
| ④ | Which | to grow | is  |
| ⑤ | Which | growing | are |

65) Because you're trying to lose weight, I recommend setting exercise goals based on calories ①**burned** rather than on minutes being active. You can decide ②**to do** 60 minutes of exercise every day to lose weight and sign up for a yoga class for an hour every day. After some time, you'd see some physical improvement, but probably not much weight loss ③**because** these types of workouts are generally low calorie burners. Don't be fooled by the heated rooms ④**where** make you sweat and feel like you're burning lots of calories. On the other hand, if you cycled, walked or ran for 60 minutes, you'd burn many more calories ⑤**depending on** your height and weight.

66) If writing is like making a movie, emphasis could be compared to a photographer's zoom lens, moving in for a close-up and back for a wide-angle shot. Emphasis allows you (A)**[to create / creating]** similar special effects by magnifying, reducing, or even eliminating certain details. By controlling emphasis, you can focus your readers' attention on (B)**[which / what]** is most important. In speech we create emphasis by pausing or speaking louder, but in writing we don't have that opportunity. Still, (C)**[besides / even if]** underlining and using exclamation marks, you can focus attention by using selection, placement, and repetition.

- |   | (A)       | (B)   | (C)     |
|---|-----------|-------|---------|
| ① | to create | which | besides |
| ② | to create | which | even if |
| ③ | to create | what  | besides |
| ④ | creating  | which | besides |
| ⑤ | creating  | what  | even if |

67) The zoo built a special ① **eight-foot-high** fence for its newly acquired kangaroo, but the next morning the animal was found ② **hopping** around outside. The height of the fence was increased to 15 feet, but the kangaroo got out again. ③ **Annoying**, the zoo director had the height ④ **increased** to 30 feet but the kangaroo still escaped. A giraffe asked the kangaroo, "How ⑤ **high** do you think they'll build the fence?" "I don't know," said the kangaroo. "Maybe a thousand feet if they keep the gate open."

68) The greater the interest, the tighter the group will stick together, and the more (A) **[intense / intensely]** the collective action will become. (B) **[The problem / The problem is]** that the resistance of the general public to a collective action by a certain interest group is surprisingly small. Why does the public not care? The benefits are concentrated on a certain group, but the social cost is widely (C) **[distributed / distributing]**, so each individual suffers minor damage. In this case, the group benefiting will ignore the damage on the general public based on the reasoning that its members will gain maximum benefit at a minimum cost.

- |   | (A)       | (B)         | (C)            |
|---|-----------|-------------|----------------|
| ① | intense   | The problem | distributed    |
| ② | intense   | The problem | distributing   |
| ③ | intense   | The problem | is distributed |
| ④ | intensely | The problem | is distributed |
| ⑤ | intensely | The problem | distributing   |

69) When you have a very large workload, the first thing to do is ① **tidy up** your desk and the space around it. The result will be ② **more than** worth the time you take, as you'll work more focused and faster and you will be happier with your work. Regard your desk as a reflection of your mind. ③ **Whatever** is lying on your desk affects your mind. An orderly desk is an orderly mind. Most people are ④ **amazed** at their new energy after they've organized. Not only ⑤ **they perform** their work better but they also do it more quickly.

70) The most important way parents can help children be creative is to teach them not to fear failure. To be creative, children need to explore and try new things. Also, children need to learn to tolerate (A)[**laughing / being laughed**] at. Creative people are willing to risk criticism and aren't afraid to be different. Children (B)[**whom / whose**] parents have emphasized achievement over exploration are more inclined to try only things they know they do well. These activities make them feel secure in their abilities, but they don't lead to (C)[**achieve / achieving**] success.

- |   | (A)           | (B)   | (C)       |
|---|---------------|-------|-----------|
| ① | laughing      | whom  | achieving |
| ② | laughing      | whom  | achieve   |
| ③ | being laughed | whose | achieving |
| ④ | being laughed | whom  | achieving |
| ⑤ | being laughed | whose | achieve   |

71) If you ever feel ill when ①**traveling** in remote foreign parts, just drop some gunpowder into a glass of warm, soapy water, and swallow it. That was the advice of Francis Galton in a book ②**called** *The Art of Travel*. Bee stings? Well, the tar scraped out of a tobacco pipe and ③**applied** on the skin relieves the pain. Galton's book proved a bestseller. It covered every situation, from constructing boats, huts, and tents in a hurry ④**to catch** fish without a line. It told readers how to find firewood in a rainstorm (under the roots of a tree) and where ⑤**to put** your clothes when it's raining so that they don't get wet (just take them off and sit on them).

72) One day last summer when I was in the bathroom, the lock on the door jammed. I couldn't get it unlocked (A)[**how / however**] hard I tried. I thought about my predicament. I didn't think the neighbors could hear me if I shouted. Then I remembered the small window on the back wall. The basin (B)[**near / nearly**] the window provided an easy step up. After climbing out the window, I hung from the window sill for a few seconds and then easily dropped to the ground. Later my mother came home and asked me what I (C)[**have / had**] been doing. Laughing, I responded, "Oh, just hanging around."

\*predicament 곤경

- |   | (A)     | (B)    | (C)  |
|---|---------|--------|------|
| ① | how     | near   | have |
| ② | how     | nearly | had  |
| ③ | however | nearly | have |
| ④ | however | near   | have |
| ⑤ | however | near   | had  |

73) When we think about loss of freedom, we seldom focus on the ways in which we voluntarily impose constraints on our lives. Everything we are afraid to try, all our unfulfilled dreams, (A)[**constitute / constitutes**] a limitation on what we are and could become. Usually it is fear and its close cousin, anxiety, that keep us (B)[**doing / from doing**] those things that would make us happy. So much of our lives consists of broken promises to ourselves. The things we long to do—educate ourselves, become successful in our work, fall in love—are goals shared by all. Nor are the means to achieve these things (C)[**obscure / obscurely**]. And yet we often do not do what is necessary to become the people we want to be.

- |   | (A)         | (B)        | (C)       |
|---|-------------|------------|-----------|
| ① | constitute  | doing      | obscure   |
| ② | constitute  | from doing | obscurely |
| ③ | constitute  | from doing | obscure   |
| ④ | constitutes | from doing | obscure   |
| ⑤ | constitutes | doing      | obscurely |

74) Today parents are frequently far better educated than the teachers ①to whom they entrust their kids. Meanwhile, more and more parents are teaching them at home. They are supported by a growing variety of up-to-date online services and tools. One objection to ②keeping kids home is that they won't learn to get along with other kids. But as public schools decay, parents wonder if the socialization the schools provide ③is healthy. If parents keep their children at home, they can develop socialization skills by encouraging the kids ④to do volunteer work at an NGO where they can meet other young people ⑤engage in community service.

75) Uniforms of all kinds are examples of clothing (A)[**used / are used**] for identification. Military uniforms are some of the best examples. They identify the wearers as soldiers in a specific military group. Other examples of clothing as identification (B)[**include / includes**] uniforms for nurses and doctors, students, police officers, and servers. Even clothing that is not a uniform can still serve to identify the wearer as a member of a certain group. For instance, people often adopt clothing styles which distinguish (C)[**them / themselves**] from the groups of people in their society.

- |   | (A)      | (B)      | (C)        |
|---|----------|----------|------------|
| ① | used     | include  | them       |
| ② | used     | includes | them       |
| ③ | used     | include  | themselves |
| ④ | are used | include  | themselves |
| ⑤ | are used | includes | themselves |

76) Those who are ① **trapped** into driving a car to work everyday often have to face a particular misery called traffic jam. In some places ② **where** one can see for miles, the cars are bumper to bumper the entire distance. They sit in heavy, blocked traffic while their money ③ **is** turned into greenhouse gases and other pollutants. Those who don't face traffic jam often still find driving a car between work and home to be a daily battle that leaves them ④ **exhausting** twice a day. And there are people riding with less discomfort but still wishing they ⑤ **had** a less expensive, more environmentally friendly, and more enjoyable way to get to work.

77) There were marked contrasts among the rates of economic development of different regions of the world. (A) **[While / During]** the rapid progress in some countries, large areas of the world remained in conditions of relative economic stagnation. During the twentieth century the gap widened (B) **[considerable / considerably]** until in the recent decade two thirds of the world's population receives one-sixth of the world income. Such differences awakened most of the nations of the underdeveloped world to seek both economic (C) **[and / or]** political independence.

- | (A)      | (B)          | (C) |
|----------|--------------|-----|
| ① While  | considerably | and |
| ② While  | considerable | or  |
| ③ During | considerable | or  |
| ④ During | considerably | and |
| ⑤ During | considerable | and |

78) Much ① **has been** written of late about sharing household tasks between men and women. Chores once thought ② **to belong** only to one sex, for example, fixing cars by men and cooking by women, ③ **are** sometimes shared now. But there ④ **is** a gap between what people say should happen and what they actually do. Although most people think chores should be shared, many reports show this is not ⑤ **that** happens.

79) We were on vacation at my parents' place in Phoenix, glad to be away from the bitter Edmonton winter. Our two boys, in their early teens, were demanding of everyone's time and attention. When it was suggested we (A)[go / went] to the shopping mall, everybody but my wife was enthusiastic. She begged off, insisting she (B)[want / wanted] to get some baking done that afternoon. We found out later, in the absence of any new cookies or cakes, that (C)[what / when] she had meant was indeed "baking" alone in the 80 degree sunshine.

- |   | (A)  | (B)    | (C)  |
|---|------|--------|------|
| ① | go   | want   | what |
| ② | go   | want   | when |
| ③ | go   | wanted | what |
| ④ | went | want   | when |
| ⑤ | went | wanted | what |

80) According to scientists, polar bears ① **feed on** seals almost entirely. ② **To enjoy** such a meal, they sometimes resort to a cunning bit of trickery. If the hole ③ **through which** the seal gets his food is near the edge of the ice, the polar bear will take a deep breath and swim under water to its exact location. ④ **Remaining** below the surface, he will then make a tiny scratching sound, imitating a fish. When the charmed seal hears this, he dives in for a quick supper, ⑤ **only to find** him suddenly entrapped in the huge, hungry embrace of his predator.

81) Cats were at their highest position of domesticated life in ancient Egypt. There were more cats (A)[**living / lived**] in Egypt during the time of the pharaohs than in any other place in the world. This high concentration of cats (B)[**was / were**] probably due to the laws protecting the animal. Cats were associated with the moon goddess, Bast, so the Egyptians worshiped them as holy animals. If anyone was caught killing a cat, the person could be put to death. Families in Egypt also mourned the death of a cat and had the body of the dead cat wrapped in cloth before it was finally (C)[**laid / lain**] to rest.

- |   | (A)    | (B)  | (C)  |
|---|--------|------|------|
| ① | living | was  | laid |
| ② | living | were | lain |
| ③ | living | was  | lain |
| ④ | lived  | were | laid |
| ⑤ | lived  | was  | lain |

82) The latest studies indicate that ①**what** people really want is a mate that has qualities like their parents. Women are ②**after** a man who is like their father and men want to be able to see their own mother in the woman of their dreams. Cognitive psychologist David Perrett studies what makes faces ③**attractively**. He has developed a computerized morphing system that can endlessly adjust faces to suit his needs. Perrett suggests that we ④**find** our own faces charming because they remind us ⑤**of** the faces we looked at constantly in our early childhood years — Mom and Dad.

83) The large eyes of owls have special features that allow them ①**to see** well even on very dark nights. While many animals can move their eyes without moving their heads, owls' eyes are practically immovable. They make up for this limitation by ②**having** extremely flexible necks: owls can turn their necks more than 180 degrees, meaning they can look directly behind them. There is a popular misconception ③**which** owls are blinded by bright light. In fact, their pupils can act just ④**like** people's pupils do, reducing to a very small size in bright light in order to protect the retina. Not only can owls see in bright daylight, but they actually have better vision in that kind of light than ⑤**do** people.

\*retina 망막

84) Visual learners have to "see it (A)**[believe / to believe]** it." They often have good imaginations—they can picture things in their minds, and they may also have a good sense of color and artistic ability. These learners may have trouble listening to lectures or instructions if there are no pictures or text to support (B)**[that / what]** they hear. They may also find it hard to focus in a room where people are (C)**[moving / moved]** around. If you are a visual learner, you can use charts and graphs to help you study. You can also try drawing pictures or symbols in your notes to help you remember ideas.

- | (A)          | (B)  | (C)    |
|--------------|------|--------|
| ① believe    | that | moved  |
| ② believe    | what | moving |
| ③ to believe | what | moved  |
| ④ to believe | what | moving |
| ⑤ to believe | that | moved  |

85) In the years following the Second World War, the youth hostel idea spread to other parts of the world and the youth hostel spirit was (A)[**maintained / maintaining**]. The International Youth Hostel Federation wanted to organize activities in the various national associations. So it incorporated in its constitution the principle (B)[**that / which**] in youth hostels "there shall be no distinctions of race, nationality, color, religion, class or political opinions." This, it should be noted, was at a time when the principles of racial equality and brotherhood were by no means so widely acknowledged as they (C)[**do / are**] now.

\*incorporate (생각 등을) 구체화하다

- |   | (A)         | (B)   | (C) |
|---|-------------|-------|-----|
| ① | maintained  | that  | do  |
| ② | maintained  | that  | are |
| ③ | maintained  | which | do  |
| ④ | maintaining | which | are |
| ⑤ | maintaining | that  | do  |

86) A very talkative girl used to ①**cause** a lot of trouble by saying things she shouldn't. One day her brother took her to the cinema. They ②**had been** prohibited by their father from going to movies. So after coming home, her brother ③**asking** her not to tell their father where they had been. And he added: "If you don't say anything about ④**our** having been to the cinema, I'll buy you all kinds of nice things." The little girl gladly promised not to say anything. When the family were eating supper together, the talkative girl, suddenly said in spite of ⑤**herself**. "We didn't go to the cinema today, did we?"

87) Use the best search engines you can to locate information. A search engine is a searchable database of Web sites collected by a computer program. An index is created to enable searchers (A)[**find / to find**] specific information from that collection of Internet sites. A complete list of search engines and Web directories (B)[**is / are**] found at <http://www.allfindengines.com/>. This will give you a list of search services from which you can select the search engine (C)[**that / what**] fits your research project. Remember, however, that not a single search engine contains all the available sites. Even the largest search engine probably contains only about 15 percent of the Web's available documents.

- |   | (A)     | (B) | (C)  |
|---|---------|-----|------|
| ① | find    | is  | that |
| ② | find    | are | that |
| ③ | find    | is  | what |
| ④ | to find | is  | that |
| ⑤ | to find | are | what |



88) When dark grey clouds lie thick and heavy over the grey streets of downtown Edmonton, it can feel like you are being ① **crushed** between two huge slabs of steel. Although this may sound ② **depressed**, weather like that used to put a smile on my face because it meant that snow was about to ③ **fall**. And as the snow fell, the temperature usually ④ **rose**. In the glow of the street lights, the air began to glitter. And all of the sounds of the city ⑤ **were** softened as though I was hearing them through a layer of cotton.

89) Deep below the ground in California and Wyoming (A)[**is / are**] two huge but silent volcanoes. Scientists believe that, were they to explode, these 'supervolcanoes' would set off terrible earthquakes. Researchers are eagerly looking for information about (B)[**that / what**] causes these giants to erupt, when they could become destructive again, and how much damage might result. Recent analyses focusing on extremely small crystals found in the ash deposits have pointed to some of the answers. These discoveries are making scientists more (C)[**confident / confidently**] that it will be possible to see warning signs well before the next big eruption happens.

- | (A)   | (B)  | (C)         |
|-------|------|-------------|
| ① is  | that | confident   |
| ② is  | that | confidently |
| ③ is  | what | confident   |
| ④ are | that | confidently |
| ⑤ are | what | confident   |

90) All students learning to drive have heard their instructor ① **repeat** this saying over and over again: "Be sure to keep your hands on the wheel and eyes on the road." But, as we become experienced drivers, we all know ② **how** difficult this task can be. While driving we tend to listen to music, gaze at strangers, and even ③ **talking** on cell phones. Conversing on phones ④ **has** become the most popular driving trend to hit the road in recent years. With the increasing use of cell phones comes the public fear about driver distractions, and already a number of nations have passed the laws ⑤ **restricting** cell phone use while driving.

91) Many colleges like Harvard place students into three areas: acceptances, denials and the wait list. Oftentimes only a very small number of students from the wait list (A)[are / have] accepted. If you have not been placed on the wait list, we recommend that you prepare to attend one of the colleges to which you have been accepted. We understand your disappointment, but we encourage you (B)[to look / of looking] at the positive aspects of your second-choice college and make the most of your education there. You'll find that what is more important than the name value of the school is (C)[what / that] you get out of your education.

- |   | (A)  | (B)        | (C)  |
|---|------|------------|------|
| ① | are  | to look    | what |
| ② | are  | of looking | that |
| ③ | are  | to look    | that |
| ④ | have | of looking | that |
| ⑤ | have | to look    | what |

92) ①**The most** extreme form of punishment is capital punishment, in which the criminal is executed. Today, capital punishment is still used in eighty-three countries, usually for severe crimes such as murder, rape, kidnapping and treason. Another seventy six countries ②**have done** away with it completely. In others, capital punishment ③**is remained** only officially in law books but ④**is rarely used**—fifteen countries have capital punishment, but only enforce it during war time, while twenty-one countries, despite officially ⑤**retaining** the death penalty, never enforce it.

93) The heated air above a fire rises in a pillar of smoke and burnt gases, (A)[pulls / pulling] fresh air in from the sides to replace it. Fire fighters use this fact when they "fight fire with fire." They start a fire well in front of the one that they are fighting. Instead of (B)[travel / traveling] on in front of the inferno, the smaller fire is pulled back towards it by the updrafts of the larger blaze. As it travels back to meet the larger fire, the smaller backfire burns away the fuel that the forest fire needs (C)[surviving / to survive].

\*inferno 화염, 불길

- |   | (A)     | (B)       | (C)        |
|---|---------|-----------|------------|
| ① | pulls   | travel    | surviving  |
| ② | pulls   | traveling | to survive |
| ③ | pulling | travel    | surviving  |
| ④ | pulling | traveling | to survive |
| ⑤ | pulling | traveling | surviving  |

94) What does acid rain have to do with out-of-tune church bells? In the Netherlands, there are nearly 15,000 bells in ①**its** many bell towers. In recent years, the bells just haven't sounded the way ②**they should**. People who ring sets of tower bells find that their bells are no more in tune. The cause is acid rain, which eats into the metal bells. As the bells are eaten away, their sound changes. Worse, smaller bells are eaten away more quickly than bigger bells ③**do**. This means that sets of bells don't stay in tune with each other. For now, the Dutch are scraping metal off the big bells until they're as ④**thin** as the small ones. In the long run, though, the bells will go out of tune again unless acid rain stops ⑤**falling** on them.

95) Philosophy is, simply put, a way of thinking. More accurately, however, it is a set of mental tools. And that fact is directly related to the question of (A)**[what / why]** we study philosophy. It's not just to amaze our friends with our own profound thinking, or confuse them with (B)**[unexpected / unexpectedly]** questions, although some college students may value that possibility the most in taking philosophy courses. We study philosophy (C)**[because / because of]** the mental skills it helps us develop.

- | (A)    | (B)          | (C)        |
|--------|--------------|------------|
| ① what | unexpected   | because    |
| ② why  | unexpected   | because of |
| ③ why  | unexpected   | because    |
| ④ why  | unexpectedly | because    |
| ⑤ what | unexpectedly | because of |

96) College life is busy. There are too many demands on your schedule. Activities, friends, and pastimes may cause some difficulties in your ①**performing** the real job at hand. When you are feeling ②**overwhelmed** by presentations, paper deadlines, or tests, you will probably spend all your time studying ③**to deal** with these pressures. However, this lack of time for relaxation makes it more difficult ④**get** the most out of your studies. Promise ⑤**yourself** that no matter how much work you have, you will always relax during one full evening. You will work better if you take time off for relaxation.

97) The hookworm is only about one centimeter (A)[**long / length**], but it can still cause serious trouble. In warmer parts of the world, young hookworms can enter the body of a person (B)[**walking / walks**] barefoot over infected ground. Once they gain entry through the feet, the worms travel through the blood to the lungs. From there, the hookworms make their way to the small intestine. They attach (C)[**them / themselves**] to the intestinal walls and begin to live off their victim's blood. If many worms are present, they usually cause anemia in the victim.

\*anemia 빈혈증

- | (A)      | (B)     | (C)        |
|----------|---------|------------|
| ① long   | walking | themselves |
| ② long   | walks   | themselves |
| ③ length | walking | them       |
| ④ length | walks   | them       |
| ⑤ length | walking | themselves |

98) Once Swamiji told me of his strong faith in yoga. He was travelling to Jullun in a taxi which met with a serious accident. He was badly injured and had more than 50 stitches ① **inserted** in his head. The doctor put him under sedation for rest ② **because of** his great loss of blood. When he woke up, however, he insisted on ③ **allowing** to go immediately as he had a TV appointment that evening. The doctor reluctantly allowed him to go. Not only did Swamiji keep his TV appointment, but started his yoga camp early next morning, ④ **lasting** over a week. Only at the end of the camp did he remember that he ⑤ **had been** injured. Yoga had given him steeliness and stamina which could overcome any injury or illness.

\*sedation 진정상태

99) Under our current educational system, universities are kept (A)[**administering / from administering**] their own entrance exams, high schools cannot be ranked, and universities are not allowed to admit students in exchange for donations. The Council for Presidents of Private Universities, an organization (B)[**represents / representing**] 158 private universities, has urged the government to eliminate these bans to boost competitiveness in the higher education sector. The government's ground for not allowing universities to administer their own entrance examinations is (C)[**that / which**] it would place undue pressure on students and fan the demand for costly private lessons.

- | (A)                  | (B)          | (C)   |
|----------------------|--------------|-------|
| ① administering      | represents   | which |
| ② administering      | representing | that  |
| ③ from administering | represents   | which |
| ④ from administering | representing | that  |
| ⑤ from administering | represents   | that  |

