2017년도 수능

1. We are sure (what/that) you will be satisfied with our well-experienced tutors.

2. Right in front of his eyes were rows of delicious-looking chocolate bars (wait/waiting) to be touched.

3. They draw too heavily, too quickly, on already (overdrawing/overdrawn) environmental resource accounts to be affordable far into the future without bankrupting those accounts.

4. The precision of the lines on the map, the consistency with which symbols are used, the grid and/or projection system, the apparent certainty with which place names are written and placed, and the legend and scale information all (give/giving) the map an aura of scientific accuracy and objectivity.

5. The very trust that this apparent objectivity inspires is (what/that) makes maps such powerful carriers of ideology.

6. Ideas expressed imprecisely may be more intellectually (stimulating/stimulated) for listeners or readers than simple facts.

7. The fact that language is not always reliable for causing precise meanings to be generated in someone else’s mind is a reflection of (its/their) powerful strength as a medium for creating new understanding.

8. He does not adapt reality, but uses it for the creation of a new reality, and the most characteristic and important aspect of this process is that, in it, laws of space and time invariable and inescapable in work with actuality (becomes/become) obedient.

9. Afterward, the movie *Amadeus*, a celebration of the genius of Mozart, which he also directed, (sweeping/swept) eight Oscars including one for best director. With Jan Novák, Forman wrote his autobiography, *Turnaround: A Memoir*, which was published in 1994.

10. The fact that there might be someone somewhere *in the same building or district* who may be more successful at teaching this or that subject or lesson is lost on teachers who close the door and (works/work) their way through the school calendar virtually alone.

11. I taught various subjects under the social studies umbrella and had very little idea of (what/how) my peers who taught the same subject did what they did.

12. The bargaining in the noisy market became spirited, even intense, with Paul (stepping/stepped) up his price slightly and the seller going down slowly.

13. We define cognitive intrigue as the wonder (what/that) stimulates and intrinsically motivates an individual to voluntarily engage in an activity.

14. This is exemplified by toys, games, and lessons that are an end in and of (themselves/them) and require little of the individual other than to master the planned objective

15. Sometimes researchers have to search archives of aerial photographs to get information from that past (what/that) pre-date the collection of satellite imagery.

16. Laurence Thomas has suggested that the utility of “negative sentiments” (emotions like grief, guilt, resentment, and anger, which there is seemingly a reason to believe we might be better off without) (lies/lying) in their providing a kind of guarantee of authenticity for such dispositional sentiments as love and respect.

17. Over a period of time the buildings which housed social, legal, religious, and other rituals evolved into forms (that/where) we subsequently have come to recognize and associate with those buildings’ function.

18. Buildings arouse an empathetic reaction in us through these projected experiences, and the strength of these reactions (is/are) determined by our culture, our beliefs, and our expectations.

19. They tell stories, for their form and spatial organization give us hints about (what/how) they should be used.

20. However, jobs may not be permanent, and you may lose your job for countless reasons, some of (them/which) you may not even be responsible for.

21. Evolution works to maximize the number of descendants (what/that) an animal leaves behind.

22. In some cases the amount of young produced today is a hundred or even a thousand times less than in the past, putting the survival of species, and the fisheries (dependent/dependently) on them, at grave risk.

23. It will be either direct, when the government invests the tax dollars in (which/whatever) capacity it considers to be most necessary, or indirect, when the government passes legislation that makes the desired activity more profitable

24. Some studies suggest that variations in residents’ feelings about tourism’s relationship to environmental damage are related to the type of tourism, the extent (which/to which) residents feel the natural environment needs to be protected, and the distance residents live from the tourist attractions.

25. And it is this usually delayed psychological clock, as opposed to the time on one’s watch, (what/that) creates the perception of duration that people experience.

정답

that/waiting/overdrawn/give/what

stimulating/its/become/swept/work

how/stepping/that/themselves/that

lies/that/is/how/which

that/dependent/whatever/to which/that

1. 해당 부분 뒤에 완전한 절이 나오므로 접속사 that을 써야 한다.

2. 도치형식으로 쓰인 문장에서 동사 were가 이미 있으므로 분사 waiting을 써야 한다.

3. 문맥상 과도하게 사용된 이라는 뜻이므로 과거분사overdrawn을 써야 한다.

4. 해당 부분의 앞 전체가 주어이므로 동사 give를 써야 한다.

5. is 뒤가 불완전하므로 동격의 that은 쓸 수 없고, what을 써야 한다.

6. 문맥상 아이디어들이 청자를 자극하므로 stimulating을 써야 한다.

7. 문맥상 해당 부분이 language이므로 its를 써야 한다.

8. 주어가 복수명사 laws이므로 become을 써야 한다.

9. 삽입절과 which절을 지우고 보면 문장의 동사가 필요하므로 swept를 써야 한다.

10. who절안에서 close와 병렬구조를 이루는 동사 work를 써야 한다.

11. 해당 부분의 뒤가 완전한 문장이므로 how를 써야 한다.

12. Paul은 사람이므로 능동태 stepping을 써야 한다.

13. 선행사 cognitive intrigue를 받는 주격관계대명사 that을 써야 한다.

14. 주격 관계대명사 that이 받는 선행사와 동사구 are an end in and of의 목적어가 같은 대상을 지칭하므로 재귀대명사 themselves를 써야 한다.

15. 선행사 information을 받는 주격관계대명사 that을 써야 한다.

16. that절의 주어 the utility의 동사가 필요하므로 lies를 써야 한다.

17. 해당 부분 뒤에 나온 to부정사 recognize and associate의 목적아가 비어있으므로 관계대명사 that을 써야 한다.

18. 주어가 the strength이므로 is를 써야 한다.

19. 해당 부분 뒤가 완전하므로 how를 써야 한다.

20. 선행사 reasons를 받을 수 있는 관계대명사 which를 써야 한다.

21. 선행사 the number를 받는 관계대명사 that을 써야 한다.

22. 명사구 the fisheries를 꾸며주는 형용사 dependent를 써야 한다.

23. consider의 목적어가 없으므로 복합관계부사가 아닌 관계대명사를 써야 한다.

24. 해당 부분 뒤가 완전하므로 to which를 써야 한다.

25. 선행사 clock를 받는 관계대명사 that을 써야 한다.