

# 2014학년도 9월 모의평가 EBS 연계 자료

독해편

■ 2013, 2014학년도 EBS 연계 추이표(독해)

2012. 06 모평		2012. 09 모평		2012. 수능		2013. 06 모평		2013. 09 모평	
수능특강	11	수능특강	3	수능특강	3	수능특강	4	수능특강	3
영독1	5	영독1	4	영독1	5	영독	8	영독	2
영독2	2	영독2	1	영독2	3				
		N제	8	N제	3			N제	5
		수능완성	3	수능완성	4			수능완성	2

■ 2014학년도 9월 모평, 문제별 EBS와 변형독해 출처 현황

1. EBS 출처

2014학년도 9월 모평		EBS	
번호	유형	번호	유형
23번	요지	수특, p233, 11번	빈칸완성
24번	주제	수완 실전, p66, 34번	빈칸완성
25번	제목	수완 유형, p48, 2번	빈칸완성
27번	박스형 어법	230제, p100, 202번	문장삽입
28번	밑줄형 어휘	230제, p23, 40번	요약
29번	도표	영독, p125, 3번	도표
31번	빈칸완성	수특, p35, 3번	요지
32번	빈칸완성	230제, p71, 141번	제목
33번	빈칸완성	영독, p93, 6번	순서
37번	연결사	230제, p81, 162번	주장
38번	순서	230제, p31, 57번	빈칸
39번	문장삽입	수특, p192, 2번	빈칸완성

2. 변형독해 출처

2014학년도 9월 모평		변형독해		
번호	유형	번호	유형	비고
23번	요지	변형독해 1탄, 120/120-2번	어법 / 제목	지문 적중
24번	주제	변형독해 4탄, 둔아일체 10번	둔아일체	지문 적중
25번	제목	변형독해 4탄, 31번	빈칸/둔아일체	지문 적중
27번	박스형 어법	변형독해 3탄, 핵심체크 202번	핵심체크(어법)	형광펜 부분 (A)와 일치
28번	밑줄형 어휘	변형독해 3탄, 20번	빈칸	지문 적중
32번	빈칸완성	변형독해 3탄, 핵심체크 141번	핵심체크(형광펜)	지문 적중
33번	빈칸완성	변형독해 2탄, 57번	빈칸	형광펜 부분 빈칸과 일치
37번	연결사	변형독해 3탄, 65/65-2번	연결사/빈칸/둔아일체	강조 부분 (A)와 일치

■ 김찬휘의 변형독해 2014학년도 9월 모평 대표 적중 사례

1. 문제 유형, 선택지 구성 적중

[적중! 김찬휘의 변형독해] 3탄 핵심체크 202

It had long been something of a mystery **where**, and **on what**, the northern fur seals of the eastern Pacific feed during the winter, **which** they spend off the coast of North America from California to Alaska. There is no evidence **that** they are feeding to any great extent on sardines, mackerel, or other commercially important fishes.

- 여기서 where, on what은 모두 의문사이다. on what의 on은 feed와 연결된다. feed on은 ‘~를 먹다’
- which는 when을 써야 하는 것으로 착각하기 쉽다. 앞에 시간인 the winter가 오지만, spend 동사는 이 ‘시간’을 목적어, 즉 명사로 취한다.
- that은 ‘동격의 that’으로 불리는 접속사이다. 앞의 evidence의 내용을 설명해 준다.

2013. 09 모의평가 27번

(A), (B), (C)의 각 네모 안에서 어법에 맞는 표현으로 가장 적절한 것은? [3점]

It had long been something of a mystery where, and on what, the northern fur seals of the eastern Pacific feed during the winter, (A) when / which they spend off the coast of North America from California to Alaska. There is no evidence that they are feeding to any great extent on sardines, mackerel, or other commercially important fishes. Presumably four million seals could not compete with commercial fishermen for the same species without the fact (B) being / is known. But there is some evidence on the diet of the fur seals, and it is highly significant. Their stomachs have yielded the bones of a species of fish that has never been seen alive. Indeed, not even its remains (C) has / have been found anywhere except in the stomachs of seals. Ichthyologists say that this ‘seal fish’ belongs to a group that typically inhabits very deep water, off the edge of the continental shelf.

- |   | (A)   | (B)   | (C)  |
|---|-------|-------|------|
| ① | when  | is    | have |
| ② | when  | being | have |
| ③ | which | being | have |
| ④ | which | being | has  |
| ⑤ | which | is    | has  |

## 2. 형광펜 빈칸 위치 적중

[적중! 김찬휘의 변형독해] 2탄 57번

Belief in “the Commons”

People knowingly or unknowingly will take too much, even though it is **not for anyone’s collective or long-term good**. As Hardin put it, “\_\_\_\_\_.”

Consider a traffic jam on a main road going into any big city. At first, each person picks that particular road for the **logical** reason that it’s the fastest route. In the beginning, each additional car does not slow the traffic down, as there is enough room on the road for the additional drivers. At some point, however, each car reduces the average speed and eventually there are so many drivers that the traffic slows to a crawl. All the people seeking to **minimize** their own driving time add up to a longer commute for everyone. Doing what’s **rational** results in a **negative outcome** to the collective interest of all drivers, including you. On a global scale, Hardin’s logic can explain environmental issues such as overfished seas and rivers, air pollution, and water scarcity.

2013. 09 모의평가 33번

다음 빈칸에 들어갈 말로 가장 적절한 것을 고르시오.

People knowingly or unknowingly will take too much, even though it is not for anyone’s collective or long-term good. As Hardin put it, “Freedom in a commons brings ruin to all.” Consider a traffic jam on a main road going into any big city. Each person picks that particular road for the logical reason that it’s the fastest route. In the beginning, each additional car does not slow the traffic down, as there is enough room on the road for the additional drivers. At some point, however, each car reduces the average speed, and eventually there are so many drivers that the traffic slows to a crawl. All the people seeking to minimize their own driving time add up to a longer commute for everyone. Doing what’s rational \_\_\_\_\_, including you. On a global scale, the same thing can befall environmental issues such as overfished seas and rivers, air pollution, and water scarcity. [3점]

- ① leads to logical consequences for all drivers
- ② is compatible with the maximum benefit of each driver
- ③ enhances unselfish interests of each and every commuter
- ④ is not well executed by the unexpected behaviors of some drivers
- ⑤ results in a negative outcome to the collective interest of all drivers

### 3. 문제유형, 연결사 빈칸 위치 적중

[적중! 김찬휘의 변형독해] 3탄 65/ 65-2번

Traditionally we have assessed mathematics ability based on the number of correct answers on a page full of computational problems. Learning and memorizing facts, (A) \_\_\_\_\_, was the key component to the mathematics instructional program. Recently, **(however)**, many teachers have started placing a greater emphasis on mathematical understanding, problem solving, hands-on experiences, and collaborative work. This change in the instructional program can be attributed to well-informed teachers and the work of the National Council of Teachers of Mathematics. Now teachers should realize that their students will be using mathematics in a world where calculators, computers, and other forms of technology are readily available. (B) \_\_\_\_\_, the application of mathematics, rather than mere fact acquisition, is what will be expected of them in the workplace and in life, and consequently mathematics instruction should \_\_\_\_\_.

#### 2013. 09 모의평가 37번

다음 글의 빈칸 (A), (B)에 들어갈 말로 가장 적절한 것을 고르시오.

Traditionally we have assessed mathematics ability based on the number of correct answers on a page full of computational problems. Learning and memorizing facts, therefore, was the key component to the mathematics instructional program. Recently, (A) \_\_\_\_\_, many teachers have started placing a greater emphasis on mathematical understanding, problem solving, hands-on experiences, and collaborative work. This change in the instructional program can be attributed to well-informed teachers and the work of the National Council of Teachers of Mathematics. Now teachers should realize that their students will be using mathematics in a world where calculators, computers, and other forms of technology are readily available. Therefore, the application of mathematics, rather than mere fact acquisition, is what will be expected of them in the workplace and in life, and (B) \_\_\_\_\_ mathematics instruction should mirror this real life application.

- |            |              |
|------------|--------------|
| (A)        | (B)          |
| ① however  | otherwise    |
| ② however  | nonetheless  |
| ③ however  | consequently |
| ④ moreover | accordingly  |
| ⑤ moreover | similarly    |