

Shean's KISS EBS

Keep It Short and Simple

수완유형 24제

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수능완성 2강 4번

[**Gratitude** opens your heart and carries the urge to give back-to do something good in return, either for the person who helped you or for someone else.] [**Gratitude**, though, has an evil twin: *indebtedness*. If you feel you have to pay someone back, then you're not feeling grateful, you're feeling indebted, which often feels (1)*distinctly* unpleasant. Indebtedness pays back (2)*unwillingly*, as part of the economy of favors.] [**In contrast**, gratitude gives back freely and creatively. It's a truly pleasant feeling (3)*intermixed* with joy and heartfelt *appreciation*. And gratitude doesn't play by the rules. It's not the (4)etiquette we teach our kids. Too often I find myself prodding my kids with "What do you say?" when they're silent upon receiving a gift or an act of kindness. When they push out a monotone "Thanks." they're only being *polite*, not grateful. Gratitude is not (5)*mindless* manners or "You scratch my back, I'll scratch yours." True gratitude is *heartfelt* and unscripted.]

• 요약

- ① 감사(gratitude)는 진심에서 우러나와 뭔가를 보답하려는 감정
- ② 반대로 신세 짐(indebtedness)는 마지못해(unwillingly) 빚 갚는 느낌으로 보답하는 것
- ③ 반대로 감사는 규칙, 에티켓, 공손함(polite) 이런 것들이 아니라 진심에서 우러나오는 것(heartfelt)

• 변형포인트

- ① 어휘 - 2번 unwillingly를 willingly(기꺼이)로 바꾸고 2번이 답

• 핵심 어휘

- intermixed: 섞인, - appreciation: 감사, - mindless: 생각 없는, - distinctly: 분명

[**Checklists** are powerful tools, proven to increase the *accuracy* of behavior and to reduce errors. They are especially important in situations with *multiple, complex* requirements, and even more so where there are *interruptions*.] (1) [**With multiple people** involved in a task, it is essential that the *lines of responsibility* be clearly spelled out. (2) It is always better to have two people do checklists together as a team: one to read the instruction, the other to *execute* it.] (3) [**If, instead, a single person** executes the checklist and then, later, a second person checks the items, the results are not as *robust*. (4) The person following the checklist, feeling confident that any errors would be caught, might do the steps too quickly. But the same bias affects the checker. (5) Confident in the ability of the first person, the checker often does a quick, less than *thorough* job.]

• 요약

- ① 체크리스트는 특히 복잡한(complex) 다중(multiple) 업무를 할 때 강력한 도구
- ② 두 명이 한 팀이 되어서 한 사람이 지시사항을 읽어주고 다른 사람이 이를 실행하는(execute) 게 이상적
- ③ 반대로 실행을 먼저하고 체크를 하게 되면 성과가 좋지 않음

• 변형포인트

- ① 문장 삽입 - 답: 4번. a person -> the person의 관사 활용 good
4번 문장의 실행하는 사람이 가지고 있는 편견이 그 다음 문장 the same bias로 이어짐

• 핵심 어휘

- accuracy: 정확성, - interruptions: 방해요소, - the lines of responsibility: 책임 소재, - robust: 탄탄한
- confident: 확신하는, - bias: 편견, - thorough: 철저한

[**Richard Dufour shared** that *principals* lead through shared vision and collective *commitments* rather than through rules and *authority*. *Contracts* are important, but results are more important. Don't *become* too *obsessed* with enforcing every policy and rule. If teachers, staff, and principals followed the contract to the letter, we might not get anything done as well as when we allow a few rules to be occasionally *waived*.] [**For example**, letting employees leave a few minutes early on an *occasional* Friday after an evening program the night before helps to build a positive relationship with staff. It sends a message to employees that you appreciate their *participation* the night before and will let them leave after the students are gone for the day.] [**Most employees** are giving above and beyond what the contract states. Principals need to be aware and occasionally *reciprocate* in return.]

• 요약

- ① 교장쌤(principal)은 계약서에 쓰여진 규칙이나 권위(authority)보다는 비전을 가지고 학교를 이끌 때 더 학교가 잘 돌아감
- ② ex: 전날 밤 학교쌤들이 늦게까지 일했으면 다음날 좀 일찍 끝내주는 센스 발휘
- ③ 학교쌤들은 계약서(contract)에 쓰여있는 것 이상으로 일하고 있으니 교장쌤들이 이를 좀 알아줘야

• 변형포인트

- ① 제목 - The Leadership of Principals Comes from Flexibility Rather Than Authority

• 핵심 어휘

- commitment: 헌신, - be obsessed with: ~에 강박관념을 가지다, - waive: 적용하지 않다, - occasional: 때때로의
- participation: 참여, - reciprocate: 보답하다

[In the early 1950s a theory was suggested that men or animals that have been exposed for some time to a particular *sensory stimulus* respond with pleasure to *minor variations* from that stimulus.] [**And confirmatory evidence** has come from a number of studies. (B For instance, human babies who have been made *familiar* with a particular '*abstract*' visual pattern take pleasure in seeing new patterns which are minor **transformations** of the original.) (C Among animals, it has been shown, for instance, that chicks who have been '*imprinted*' early in life on an *artificial* stimulus soon come to prefer new stimuli which are *slightly* different from the one they are familiar with.)] [(A **Neither babies nor chicks** are attracted to stimuli which are wholly *unrelated* to what they have already seen.)]

• 요약

- ① 사람이나 동물은 어떤 자극(stimulus)에 노출되면 그 후에는 그 자극에서 '약간(minor)' 변형된 자극을 좋아함
- ② 실험: 사람 애기나 병아리들 다 평소에 익숙한 자극, 패턴에서 약간(slightly) 변형(transformation)된 것을 좋아함
- ③ 사람 애기나 병아리 다 익숙한 자극과 완전 다른 자극에는 끌리지 않음

• 변형포인트

- ① 어휘 빈칸 - variation과 transformation이라는 두 단어의 매치가 너무 좋음
- ② 순서 - B와 C중에 B가 먼저 오는 이유는 C의 'among animals(동물 중에서는)' 때문. A의 neither도 아름다운 순서의 근거

• 핵심 어휘

- sensory: 감각의, - variation: 변형, - confirmatory: 확인하는, - familiar: 익숙한, - abstract: 추상적인
- imprint: 각인시키다, - artificial: 인위적인, - unrelated: 관련 없는

[*Natural selection* balances the costs and benefits of social behaviors. Most social *interactions* can be *dissected into* a series of behavioral acts by one individual, the *donor* of the behavior, directed toward another, the *recipient* of the behavior.] [One individual delivers food, the other receives it; one threatens, the other is threatened. When one individual attacks another, the attacker may be thought of as the donor of a behavior. The attacked individual (the recipient in this case) may respond by *standing its ground* or by fleeing; in either case, it becomes the donor of a *subsequent* behavior.] [The donor-recipient *distinction* is useful because each act has the *potential* to affect the fitness of both the donor and the recipient.]

• 요약

- ① 모든 사회적 상호작용(interaction)은 행위의 제공자와 행위의 수용자로 나눌 수 있음
- ② 제공자가 어떤 행동을 하면 수용자는 그 행동의 영향을 받는 것이고, 수용자가 이에 반응하면 수용자는 제공자가 됨
- ③ 이렇게 제공자(donor), 수용자(recipient)를 구분하는 것은 제공자와 수용자에게 유용함

• 변형포인트

- ① 절 빈칸 - 첫 번째 턴: 제공자가 수용자 공격 -> 두 번째 턴: 수용자가 제공자의 공격에 반응함으로써 두 번째 턴의 제공자가 됨 (Shean: '턴 제' 게임 생각하면 이해하기 쉽습니다.)

• 핵심 어휘

- natural selection: 자연선택, - be dissected into: ~로 분석되다, - stand one's ground: 버티다, - subsequent: 그 후의
- distinction: 구분, - potential: 잠재력

[James Wilkie and Galen Bodenhausen of Northwestern University decided to *investigate* whether there was any *psychological* basis to the ancient belief that *odds* are male and *evens* are female.] (1) [They showed respondents randomly assigned pictures of the faces of young babies, each next to a *three-digit number* that was either odd-odd-odd or even-even-even, and asked them to guess the baby's sex. This experiment sounds *absurd*, and it would have been forgotten had it not achieved a *striking* result: the choice of number had a *significant* effect. (2) Respondents were about 10 percent more likely to say that a baby paired with odd numbers was a boy, than if the same baby was paired with even numbers.] (3) [Wilkie and Bodenhausen concluded that the Pythagoreans, medieval Christians and Taoists were right. (4) The ancient, cross-cultural belief that odds *are associated with* maleness and evens with femaleness was supported by the data. (5) They were unable to explain, however, why odd is masculine and even is feminine, rather than vice versa.]

• 요약

- ① 남성은 홀수(odds)와 여성은 짝수(evens)와 관련되어 있다는 고대 믿음을 증명하려 함
- ② 실제로 실험해보니 홀수와 아기 사진이 같이 있으면 그 아기는 남자아이로, 짝수와 같이 있으면 여자아이로 대답함
- ③ 이러한 고대 믿음은 옳은 것이었으나 왜 그런지는 설명 못함

• 변형포인트

- ① 문장 삽입 - 답: 1번. They는 앞 문장의 연구자 두 명. This experiment는 1번에서 설명. 수능에서 1번이 답이어도 망설임 X!

• 핵심 어휘

- investigate: 조사하다, - psychological: 심리적인, - three-digit number: 세 자리 수, - absurd: 터무니 없는

- striking: 놀라운, - significant: 중요한, - be associated with: ~와 연관돼있다