

영어 A형(40문항, 70분)

2025학년도 편입학 전형

● 지망학부(과) :

성명 :

가번호 :

● 유의사항

1. 문제지에 지망학부(과), 성명, 가번호를 정확히 쓰시오.
2. OMR 답안지에 지망학부(과), 성명, 가번호를 정확히 쓰고, 가번호를 마킹하시오.
3. OMR 답안지는 컴퓨터용 사인펜으로 마킹하고, 답 이외에는 어떠한 표기도 하지 마시오.
4. OMR 답안지의 “문제유형”란에 A를 마킹하시오.
5. 시험 종료 후 OMR 답안지와 문제지를 모두 제출하시오.

I. Choose the one that is closest in meaning to the underlined word. (1-10)

1. Only three medals are given per sports event. However, India, new to winning any medals at all, has refused to display the equanimity needed to empathize with those who return without medals.
 ① etymology ② grandiloquence
 ③ aplomb ④ guile
2. Nancy James insinuated many times that she wanted a brokerage fee. Even though she didn't explicitly say it, there is enough evidence to conclude that she breached ethics.
 ① admonished ② venerated
 ③ scrutinized ④ implied
3. The florid style of those writings is distinct from the inaccurate and overstrained expression we have been censuring for that only is inaccuracy which leads to a false and inadequate conception in the reader or hearer.
 ① inept ② dire
 ③ aureate ④ spartan
4. Frederic Farar sneered at the “asinine ignorance of the Chinese gunners who held fights near their cannon to allow them to fire at night.”
 ① fabbier ② fatuous
 ③ faddish ④ fain
5. Gauss was an unwilling correspondent, so when Sophie Germain, thinking it best to conceal her anomalous standing as a female mathematician, wrote to him under the name of M. LeBlanc, she received only a tardy and perfunctory reply.
 ① desultory ② eclat
 ③ inebriant ④ malfunctional

6. Some believers will find it easy to ignore contrary theories; some will not. Some will be more dogmatic than others. Some are conservative, tetchy and dismissive of alternatives; others are open-minded, considerate and exploratory.
 ① sagacious ② forearmed
 ③ peevish ④ abstemious
7. Interpretation, which includes the mapping of sentences onto sentences, is impossible in the absence of language; so a creature lacking a language is performe incapable of thought.
 ① wantonly ② despondently
 ③ apathetically ④ ineluctably
8. The anti-immigrant backlash of the last decade also has deep roots in the crisis of the post-war social contract.
 ① revulsion ② bivouac
 ③ alternator ④ predominance
9. Recent overtures by extremist groups to renounce violence and discuss issues provide a window of opportunity to redress old wrongs.
 ① abjure ② contribute
 ③ penchant ④ reconvene
10. The purpose of this paper has not been to negate or refute the historical memories of the generation that came of age during the tragic period.
 ① enhance ② relinquish
 ③ disprove ④ perpetuate

25. The Count agrees with the Senator that they are on the brink of “a great event,” but he rejects the Senator’s recourse to prophetism and extravagant desire to seek a(n) _____ in second-guessing Providence.
- ① audacity ② prebendary
③ augury ④ promptitude
26. The West generally ignored its own cultural cliques, who were regarded as _____ and of no consequence to political events.
- ① peripheral ② excavate
③ invigorating ④ invincible
27. Would the members of the party prefer the younger _____ rascal type as their representative or the more mature, debonair sophisticate?
- ① incumbent ② prudent
③ putative ④ impetuous
28. It is important to force through nearly all of the pulp, otherwise you will lose a lot of the flavour and be left with a bowl of _____ liquid.
- ① insipid ② insolent
③ insidious ④ imposturous

IV. Read the following passage and answer the questions.
(29-31)

Truly, what is a number? According to the philosophical position known as *platonism*, numbers and other mathematical objects exist as abstract objects. Plato held them to exist in a realm of ideal forms. A particular line or circle that you might draw on paper is flawed and imperfect; in the platonic realm, there are perfect lines and circles – and numbers. From this view, for a mathematician to say, “There is a natural number with such-and-such property,” means that in the platonic realm, there are such numbers to be found. Contemporary approaches to platonism assert that abstract objects exist, but are less connected with Plato’s idea of an ideal form or the platonic realm, a place where they are all gathered together.

What does it mean to say, "There is a function, F , that is continuous but not differentiable," "There is a solution to this differential equation," or "There is a topological space that is sequentially compact, but not compact"? This is not physical existence: we cannot hold these "objects" in our hands. What kind of existence is this? According to platonism, mathematical objects are abstract but enjoy a real existence. For the platonist, ordinary talk in

mathematics about the existence of mathematical objects can be taken literally — the objects do exist, but abstractly rather than physically. According to this perspective, the nature of mathematical existence is similar to the nature of existence for other abstractions, such as beauty or happiness. Does beauty exist? I believe so. Do parallel lines exist? According to platonism, the answers are similar. But what are abstract objects? What is the nature of this existence?

Consider a piece of writing: Henrik Ibsen's play *A Doll's House*. This exists, surely, but what is it specifically that exists here? I could offer you a printed manuscript, saying, "This is *A Doll's House*." But that would not be fully true, for if that particular manuscript were damaged, we would not say that the play itself was damaged; we would not say that the play had been taken in my back pocket on a motorcycle ride. I could see a performance of the play on Broadway, but no particular performance would seem to be the play itself. We do not say that Ibsen's play existed only in 1879 at its premiere, or that the play comes into and out of existence with each performance. The play is an abstraction, an idealization of its various imperfect instantiations in manuscripts and performances.

Like the play, the number 57 similarly exists in various imperfect instantiations: 57 apples in the bushel and 57 cards in the cheater's deck. The existence of abstract objects is mediated somehow through the existence of their various instantiations. Is the existence of the number 57 similar to the existence of a play, a novel, or a song? The play, as with other pieces of art, was created: Ibsen wrote *A Doll's House*. And while some mathematicians describe their work as an act of creation, doubtless no mathematician would claim to have created the number 57 in that sense. Is mathematics discovered or created? Part of the contemporary platonist view is that numbers and other mathematical objects have an independent existence.

29. What would be the best title for the passage?
- ① The nature of numbers in mathematical platonism
 - ② The similarities and differences between plays and numbers
 - ③ Flaws and perfectness of numbers in the actual and abstract realm
 - ④ Plato's philosophical claims in plays and numbers

30. According to the passage, even though the play *A Doll's House* shares some properties with numbers, they are still different in the sense that _____.

- ① numbers do not have a real presence in the actual world, unlike *A Doll's House*, which can exist in the form of the printed manuscript
- ② Plato would not take a serious consideration of the play in his theory of abstract existence, in contrast with numbers
- ③ *A Doll's House* can be instantiated by physical means, unlike numbers, which exist only in an abstract realm
- ④ unlike *A Doll's House*, numbers are not invented, but exist independently of mathematicians' works or thoughts

31. Which of the following is most likely to be inferred from the passage?

- ① Printed manuscripts of *A Doll's House* can be regarded as perfect instantiations of the play.
- ② Even if the instantiations of *A Doll's House* are imperfect, we can say that the play still perfectly exists in the platonic realm.
- ③ The existence of numbers can be mediated by various instantiations in the abstract realm.
- ④ Unlike plays, numbers are independent of mathematicians, and therefore their instantiations should be perfect.

V. Read the following passage and answer the questions.
(32-34)

Stanley Milgram conducted a series of experiments to study obedience to authority. He placed an ad in the local newspaper in New Haven, Connecticut, offering a small sum of money to men to participate in a "scientific study of memory and learning" being conducted at Yale University. The volunteers reported to Milgram's laboratory at Yale, where they met a scientist dressed in a white lab coat and another volunteer in the study, a middle-aged man named "Mr. Wallace." Mr. Wallace was actually a confederate (an accomplice) of the experimenter, but the participants did not know this. [A] The scientist explained that the study would examine the effects of punishment on learning. One person would be a "teacher" who would administer the punishment, and the other would be the "learner." Mr. Wallace and the volunteer participant then drew slips of paper to determine who would be the teacher and who would

be the learner. The drawing was rigged, however — Mr. Wallace was always the learner and the actual volunteer was always the teacher.

The scientist attached electrodes to Mr. Wallace and then placed the "teacher" in front of an impressive-looking shock machine that was located in an adjoining room. The shock machine had a series of levers that, the individual was told, when pressed would deliver shocks to Mr. Wallace. The first lever was labeled 15 volts, the second 30 volts, the third 45 volts, and so on up to 450 volts. The levers were also labeled "Slight Shock," "Moderate Shock," and so on up to "Danger: Severe Shock," followed by red X's above 400 volts.

Mr. Wallace was instructed to learn a series of word pairs. Then he was given a test to see if he could identify which words went together. Every time Mr. Wallace made a mistake, the teacher was to deliver a shock as punishment. The first mistake was supposed to be answered by a 15-volt shock, the second by a 30-volt shock, and so on. Each time a mistake was made, the learner received a greater shock.

The learner, Mr. Wallace, never actually received any shocks, but the participants in the study did not know that. In the experiment, Mr. Wallace made mistake after mistake. When the teacher "shocked" him with about 120 volts, Mr. Wallace began screaming in pain and eventually yelled that he wanted out. What if the teacher wanted to quit? This happened — the volunteer participants became visibly upset by the pain that Mr. Wallace seemed to be experiencing. The experimenter told the teacher that he could quit but urged him to continue, using a series of verbal prods that stressed the importance of continuing the experiment. What happened? [B] Approximately 65% of the participants continued to deliver shocks all the way to 450 volts.

Milgram went on to conduct several variations on this basic procedure with 856 subjects. The study received a great deal of publicity, and the results challenged many of our beliefs about our ability to resist authority.

But the Milgram study is also an important example for discussing the problem of ethics in behavioral research. How should we make decisions about whether the Milgram study or any other study is ethical? The Milgram study was one of many that played an important role in the development of ethical standards that guide our ethical decision-making.

32. According to the passage, which of the following is the most likely reason for [A]?

- ① The scientist wanted to investigate whether there is a correlation between memory and learning.
- ② The scientist wanted to include confounding factors in the study.
- ③ The scientist wanted to hide the real purpose of study.
- ④ The scientist wanted to test how many vocabulary errors would be made by the participants.

33. According to the passage, which of the following is the most likely reason for [B]?

- ① The participants were promised to receive a small sum of money once they reached the highest shock level.
- ② The participants felt compelled to obey the experimenter's coercion.
- ③ The participants believed that Mr. Wallace deserved the terrible shocks.
- ④ The participants did not notice that Mr. Wallace was in pain because he was in the distance.

34. Which of the following is most likely to be inferred from the passage?

- ① The participants knew that Mr. Wallace was the scientist's confederate.
- ② The participants did not know that Mr. Wallace was one of the volunteer participants.
- ③ None of the participants administered the punishment.
- ④ The participants experienced psychological distress because they believed they were harming Mr. Wallace.

VI. Read the following passage and answer the questions. (35-37)

Most research projects involve selecting a sample of participants from a population of interest. The population is composed of all individuals of interest to the researcher. One population of interest in a large public opinion poll, for instance, might be all eligible voters in the United States. This implies that the population of interest does not include people under the age of 18, people who are incarcerated, visitors from other countries, and anyone else not eligible to vote. You might conduct a survey in which your population consists of all students at your college or university. With enough time and money, a survey researcher could conceivably contact everyone

in the population. The United States attempts to do this every ten years with an official census of the entire population. With a relatively small population, however, you might find it relatively easy to study the whole population.

Let's use another example. What if you asked every single student at your college or university to tell you whether they prefer to study at home or at school, and you found that 64% preferred studying at home. In this case, you would be very certain of the answer to your question — after all, you asked everybody. That, of course, would be quite costly; you would likely have to hire a team of research assistants to track down every student. But suppose you are not independently wealthy (or you have better uses for your wealth). In that case, [A] you could randomly select a subgroup of students at your university and ask them the question. With proper sampling, we can have a representative sample of the population and use information obtained from the participants (or "respondents") who were sampled to estimate the characteristics of the population as a whole. Statistical theory allows us to use data obtained from a sample to estimate what the entire population is like.

35. Which of the following is most likely to be inferred from the passage?

- ① Properties of the population of interest are accurately reflected by any sampling method.
- ② It is possible to obtain population estimates without surveying the entire population.
- ③ Statistical theory cannot be applied to the data gathered from a sample of participants.
- ④ Population sampling is defined as taking a superset from the population of interest.

36. According to the passage, which of the following is the most likely reason for randomly selecting a sample of participants in [A]?

- ① Because a risk of sampling biases can be reduced in the course of selection.
- ② Because a population of interest can be easily defined during sample selection.
- ③ Because the researcher can recruit a large number of participants.
- ④ Because the response rate can be increased by random selection.

37. Which of the following is most likely to be the main purpose of the passage?

- ① To suggest that population sampling should be avoided
- ② To explain why population sampling is used in most research projects
- ③ To inform the readers of advantages of using scientific research methods
- ④ To describe how sampling techniques have evolved

VII. Read the following passage and answer the questions.
(38-40)

Jimmy Carter's presidency began with a simple act meant to signal a new relationship between the people and their government: He and his wife, Rosalynn, got out of their limousine and walked a short part of the inaugural parade route, hand in hand. His time in office ended four years later with a spiteful gesture by the revolutionary government of Iran, which released 52 American hostages it had held for 444 days — but only when Mr. Carter was out of office, and at the very moment when his triumphant successor was delivering his inaugural address.

It was the final insult of Mr. Carter's term in office and the end of what was widely regarded, according to much commentary and a fair swath of public opinion, as a "failed" presidency. But was his presidency, which ended 43 years before his death Sunday at age 100, really a failed one? It's not easy to say just what constitutes failure in a presidency: war, economic disruption that goes on for years, civil conflict? Some highly regarded presidents saw all these things on their watches.

It's obvious that much went badly during Mr. Carter's time in the White House. To some extent, he was overtaken by events that had been set in motion well before he took office. The seething resentment among many Iranians that led to the hostage crisis dated back at least a quarter-century. The economic problems that dogged the administration were a continuation of trends that had been developing through two or three administrations, and they were greatly exacerbated by the oil crisis triggered by Iran's revolution. The general dismay with and alienation from government could be, and generally were, seen as in large part products of the Vietnam War and the Watergate scandal.

In fact, there were solid and lasting accomplishments by the Carter administration. The

Camp David agreement, which has brought a long if uneasy peace to what was the most dangerous conflict point in the Middle East, was his administration's greatest foreign policy achievement. It's hard to see how the accord between Egypt's Anwar Sadat and Israel's Menachem Begin could have been reached without Mr. Carter's constant presence during the talks and careful attention to the needs of the two principals.

38. Which of the following is most likely to be inferred from the passage?

- ① Jimmy Carter's administration overcame previous administration's political turmoil.
- ② The hostages in Iran were finally relieved in Carter's presidency.
- ③ Jimmy Carter administration was responsible for the Watergate scandal.
- ④ Jimmy Carter was not fairly evaluated by public opinions despite his key achievements.

39. According to the passage, which of the following is true?

- ① Jimmy Carter eventually overcame the diplomatic problems during his presidency without support from Americans.
- ② The oil crisis by Iran's revolution worsened American economic problems which had already been exacerbated during previous administrations.
- ③ Jimmy Carter was a popular president due to his personality despite his minor mistakes during the oil crisis and the hostage crisis.
- ④ The Camp David agreement brought peace in the Middle East even though Sadat and Begin were not satisfied with it.

40. Which of the following is most likely to follow the passage?

- ① The impact of the American hostages in Iran and diplomatic problems.
- ② Americans' collective memory about Vietnam War and Watergate scandal
- ③ The failure of publicity of Jimmy Carter's administration
- ④ More accomplishments by Jimmy Carter administration

- 수고하셨습니다 -