< 관련 원칙 생각해보기 > ~▱

25'등 시간이 가면서 스러운 특징...

~▱ 지문의 핵심 문장에서 바로

(= 이해를 해야 한다는 맏?)

주제를 따악하기 어려움

해석 정확히 해 주는게 필요

(→ 특히. 주 − 술 관계는 더!! .)

[부사구들 등 수식구문은 필수는 아닌 한. 이해 X 채 보기]
~▱ 그런데, 대부분의 경우 이해 X 경우 多 ~▱ 내용은
보수여야 함

22. 다음 글의 요지로 가장 적절한 것은?

In both the ancient hunter-gatherer band and our intimate speech communities today, the diffusion of speech shaped values. The fact that everyone was going to be able to speak and listen had to be accommodated ethically, and it was via a rough egalitarianism. In terms of communications, people were equal and therefore it was believed they *should be* equal, or at least relatively so. By this code, ancient Big Men were not allowed to act controllingly and modern office managers are not allowed to silence anyone at will. Moreover, equal access to speech and hearing promoted the notion that property should be held in common, that goods and food in particular should be shared, and that everyone had a duty to take care of everyone else. This was probably more true among hunter-gatherers than it is in the modern family, circle of friends, or workplace. But even in these cases we believe that sharing and mutual aid are right and proper. Remember, if you bring something, you should bring enough for everyone.

＊diffusion: 확산 ＊＊egalitarianism: 인류 평등주의

① 수렵인과 현대인은 언어에 대한 유사한 가치를 가지고 있다.
② 인간은 언어를 사용하여 자원을 보다 효율적으로 배분해 왔다.
③ 현대 사회는 고대 수렵 사회보다 평등한 체계에 의해 운영된다.
④ 인간 의사소통의 평등성은 공유와 공조 가치 기반을 형성했다.
⑤ 인간은 의사소통을 통해 자원을 공유하는 평등한 사회를 건설했다.

< 생각 과정 >

핵심 문장

In both the ancient hunter-gatherer band and our intimate speech communities today, the diffusion of speech shaped values. The fact that everyone was going to be able to speak and listen had to be accommodated ethically, and it was via a rough egalitarianism. In terms of communications, people were equal and therefore it was believed they *should be* equal, or at least relatively so. By this code, ancient Big Men were not allowed to act controllingly and modern office managers are not allowed to silence anyone at will. Moreover, equal access to speech and hearing promoted the notion that property should be held in common, that goods and food in particular should be shared, and that everyone had a duty to take care of everyone else. This was probably more true among hunter-gatherers than it is in the modern family, circle of friends, or workplace. But even in these cases we believe that sharing and mutual aid are right and proper. Remember, if you bring something, you should bring enough for everyone.

The diffusion of speech shaped values.

main 대상 (주체)   ┤~▱ "말하기의 확산"
paraphrased

들의 내용들 →~▱   내용으로 연결

" 모두 들과 말하기 가능 "   " 재산도 공유되어야 함 "

< 요지 판단 >

logic의 흐름상, ①은 오거 때문이 X.
②은 모든 내용 incl X.
③은 논리 흐름과 맞지 않음
[∵ 밸런해야 한단 "개념"이지. "사실"은 아님]
⑤도 "개념"이 아닌, 사실 판단 서술.

∴ ④

< insight >

요지 : 글의 소재를 "모두" 포함

(+)

글의 논리 전개 구조

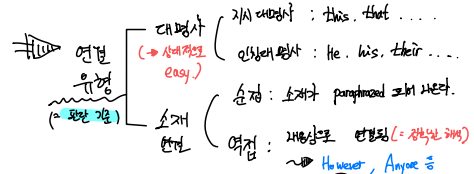also 포함해야 함.

→ 소재 간 상관관계 등 포함.

36.

Wildfire is a natural phenomenon in many Australian environments. The intentional setting of fire to manage the landscape was practised by Aboriginal people for millennia.

(A) However, the pattern of burning that stockmen introduced was unlike previous regimes. When conditions allowed, they would set fire to the landscape as they moved their animals out for the winter. This functioned to clear woody vegetation and also stimulated new plant growth in the following spring.

(B) Although grasses were the first kinds of plants to recolonize the burnt areas they were soon succeeded by further woody plants and shrubs. About the only strategy to prevent such regrowth was further burning — essentially using fire to control the consequences of using fire.

(C) The young shoots were a ready food source for their animals when they returned. However, the practice also tended to reinforce the scrubby growth it was intended to control.

* regime: 양식 ** scrubby: 관목이 우거진

① (A) − (C) − (B) ② (B) − (A) − (C)
③ (B) − (C) − (A) ④ (C) − (A) − (B)
⑤ (C) − (B) − (A)

< 관련 원칙 섭렵해보기 >

① 순서 맞추기 : (→ 빈칸) 내용과 연결

연결 유형 ┌ 대명사 (→ 상대적으로 easy) : 지시 대명사 : this, that ....
(→ 판단 기준) │   인칭대명사 : He, his, their ....
            │ 소재연결 ┌ 순접 : 소재가 paraphrase 그대로 나옴.
            └   └ 역접 : 내용상으로 연결됨 (= 전반적 느낌)
                       ↪ However, Anyone 등 부정적 어감의 (부사)

⊕ Flow ☆

② B → C 먼저 연결 후 정 아닌 경우 A 넘기기.
"가장" 적절한 것 → 소거법 [aka 지문의 정렬 ~ 보고, C도 취미 붙여보면서 관련 기준 적용]
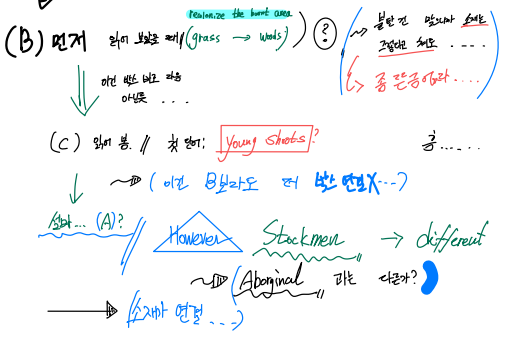

< 선지 판단 >

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* regime: 양식 ** scrubby: 관목이 우거진

한 소재에 대한 깊이 있는 설명.
or
대비 구조를 더 설명 [ex or specifier]

Wildfire (vs.) Intentional landfire
= 자연적 현상   = 비자연적 현상 (by 사람! Aboriginal people)
↪ 산화재배   봉불해 영역

(B) 먼거 왜가 보일까 제~ (grass → woods) (?)
┌ 불길건 많으나 우세도 그랬나 뭐라 ....
└→ 좀 튼튼하고 ....

아닌 반드 먹고 아닌듯 ...

(C) 읽어 봄 // 첫 연거 : Young Shoots ?
↓ ↪ (이건 8일라도 더 뒤쫀 연결X ...)

전에... (A) ? However Stockmen → different
                ↪ Aboriginal 과는 다른가?
↳ (소재가 연결 ...)

로 C의 연결

< 선지 판단 >

(A) − (C) − (B)

< insight >

• 평가원은 동수 철 준비 되어있음. : (A)가 처음!

• 순서 맞추기 (소재 연결) ⇒ 바로 다음 문장에서 연결될 가능성
A → C 근거
(it, this 등도 구체 예시. 개념 난후 바로 다음 문장에서 사용 多)

250637.

〈 원리 〉

→ ③⑥ 번과 대동소이. 3점은 보통 2점보다

내용 자체의 이해 강해야 함!

(맞지 말기)

〈 내용 독해 〉

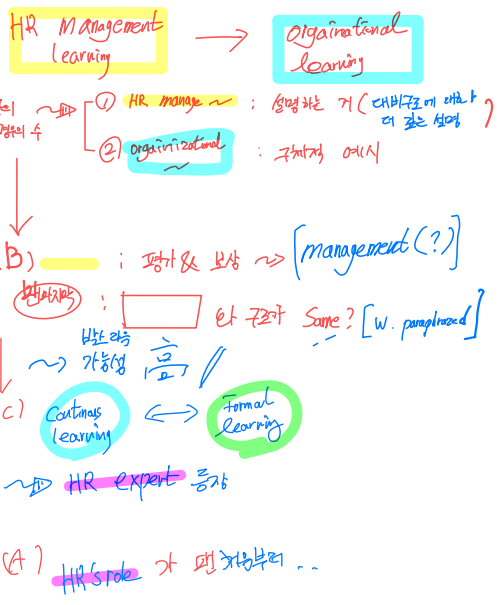There are a number of human resource management practices that are necessary to support organizational learning.

(A) Their role should be to assist, consult, and advise teams on how best to approach learning. They must be able to develop new mechanisms for cross-training peers — team members — and new systems for capturing and sharing information. To do this, human resource development professionals must be able to think systematically and understand how to promote learning within groups and across the organization.

(B) For example, performance evaluation and reward systems that reinforce long-term performance and the development and sharing of new skills and knowledge are particularly important. In addition, the human resource development function may be dramatically changed to keep the emphasis on continuous learning.

(C) In a learning organization, every employee must take the responsibility for acquiring and transferring knowledge. Formal training programs, developed in advance and delivered according to a preset schedule, are insufficient to address shifting training needs and encourage timely information sharing. Rather, human resource development professionals must become learning facilitators. [3점]

HR Management learning → Organizational learning

글의 경의 수
① HR manage~ : 설명하는 거 (대비구조에 대한 더 깊은 설명)
② organizational : 구체적 예시

(B) __ : 평가 & 보상 ~ [management (?)]
(첫문장) : □ 뒤 근거 Same? [w. paraphrased]
                보조 가능성 높음

(C) Continuous learning ⇄ Formal learning

→ ① HR expert 등장

(A) HR's role ∴ 맨 처음부터 ..

〈 선지 판관 〉

B → C → A

〈 insight 〉

• 평가원의 통수 (2점이 3점보다 어려움)

～ 운영상, ③⑥ ; 2분 넘기면

과감한 넘김 Need !