학습 목표 문맥 어휘·어법·핵심 표현을 지문 안에서 확인합니다.

1 어휘 선택 네모 안의 두 낱말 중 글의 흐름에 맞는 것을 골라 ○표 하시오. 9문항

Many students believe that rereading a chapter the night before a test is the [1]**safest** / **riskiest** way to prepare. The pages feel [2]**familiar** / **unfamiliar**, and that familiarity is easily mistaken for knowledge. Researchers call this the fluency [3]**strategy** / **illusion**: because the words are easy to [4]**print** / **process**, readers assume they will be easy to recall. Recall, however, is a different task. When a test asks students to [5]**produce** / **copy** an answer without the page in front of them, the comfortable feeling quickly disappears. A more [6]**passive** / **effective** habit is to close the book and try to [7]**retrieve** / **reread** the main ideas from memory. This feels slower and more frustrating, but the [8]**comfort** / **effort** itself strengthens the memory. Spacing these attempts over several days helps even more, since each retrieval happens after a little [9]**forgetting** / **forgiving**. In short, the study methods that feel productive are not always the ones that produce lasting learning.

2 어법 선택 네모 안에서 어법상 알맞은 것을 골라 ○표 하시오. 7문항

Many [1]**student** / **students** [2]**believes** / **believe** that rereading a chapter the night before a test is the safest way to prepare. The [3]**pages** / **page** feel familiar, and that familiarity is easily mistaken for knowledge. Researchers call this the fluency illusion: because the words [4]**are** / **is** easy to process, readers assume they will be easy to recall. Recall, however, is a different task. When a test [5]**ask** / **asks** students to produce an answer without the page in front of them, the comfortable feeling quickly disappears. A more effective habit is to close the book and try to retrieve the main ideas from memory. This [6]**feels** / **feel** slower and more frustrating, but the effort itself strengthens the memory. Spacing these attempts over several days [7]**help** / **helps** even more, since each retrieval happens after a little forgetting. In short, the study methods that feel productive are not always the ones that produce lasting learning.

3 빈칸 완성 · 첫 글자 제시 첫 글자를 참고하여 빈칸에 알맞은 낱말을 쓰시오. 11문항

Many students believe that [1]**rereading** a chapter the [2]**night** before a test is the safest way to prepare. The pages feel familiar, and that [3]**familiarity** is easily mistaken for [4]**knowledge**. Researchers call this the fluency [5]**illusion**: because the words are easy to process, [6]**readers** assume they will be easy to recall. Recall, however, is a [7]**different** task. When a test asks students to produce an answer without the page in front of them, the [8]**comfortable** feeling quickly disappears. A more effective habit is to close the [9]**book** and try to retrieve the main ideas from memory. This feels slower and more [10]**frustrating**, but the effort itself strengthens the memory. Spacing these attempts over several days helps even more, since each [11]**retrieval** happens after a little forgetting. In short, the study methods that feel productive are not always the ones that produce lasting learning.

4 빈칸 완성 · 무단서 빈칸에 알맞은 낱말을 쓰시오. 11문항

Many [1]**students** believe that rereading a chapter the night before a [2]**test** is the safest way to prepare. The [3]**pages** feel familiar, and that familiarity is easily [4]**mistaken** for knowledge. Researchers call this the fluency illusion: because the [5]**words** are easy to process, readers [6]**assume** they will be easy to recall. [7]**Recall**, however, is a different task. When a test asks students to produce an [8]**answer** without the page in front of them, the comfortable feeling quickly disappears. A more effective habit is to close the book and try to retrieve the main ideas from memory. This feels slower and more frustrating, but the [9]**effort** itself strengthens the memory. [10]**Spacing** these attempts over several days helps even more, since each retrieval happens after a little forgetting. In short, the study methods that feel productive are not always the ones that produce lasting [11]**learning**.