

**English**

//

나 혼자만  
**Level Up!**

1, 2, 3 &  
**Special**

---

**2024.03.21**

@Gongbu Coach Soul

**Reading Level 2**

## ◆ 제작 취지 및 목적

최근 학생들의 문해력 부족이 심각한 문제로 대두되고 있습니다. 특히 영어 독해의 경우, 학생들이 **영어를 한글로 해석하더라도 내용을 제대로 이해하지 못하는 경우가 많아** 학습에 어려움을 겪고 있습니다.

본 자료는 이러한 현실을 반영하여, 학생들이 **영어 지문의 핵심을 정확히 파악하고, 문장과 문맥을 깊이 있게 이해할 수 있도록** 돕기 위해 제작되었습니다.

## ◆ 문제 구성 및 특징

Level	난이도	문제 유형
Level 1	기본 이해형	지문의 핵심 정보를 정확히 파악하고 내용을 명확하게 이해할 수 있도록 기본적인 독해력을 키우는 문제
Level 2	심화 추론형	지문 속 정보를 바탕으로 추론과 이해 능력을 확장하여 문장과 문맥의 관계를 명확히 파악할 수 있도록 돕는 문제
Level 3	고급 분석형	지문의 숨겨진 의미나 필자의 의도를 깊이 분석하고 비판적 사고력을 기르며, 고난도 문해력을 요구하는 문제
Level Special	고난도 분석형	글의 논리적 구조와 맥락을 분석하고, 수능형에 가까운 심층적 사고와 비판적 독해 능력을 기르는 고난도 문제

## 구성 및 특징

- 각 레벨별로 지문의 난이도와 문제 유형을 차등 구성하여, 학생 개인의 학습 수준에 맞춘 단계별 학습 가능
- 학생들이 문장이나 단어뿐 아니라 문맥, 논리적 흐름, 저자의 의도까지 파악할 수 있도록 설계
- 정답의 근거가 되는 부분을 명확히 찾을 수 있도록 설계된 문항으로, 문해력 강화에 초점

## 추천 활용법

- **개별 수준 진단 및 맞춤 학습:** 각 레벨 문제를 차례대로 풀면서 자신의 수준을 파악하고, 어려운 단계로 점진적으로 도전하기를 권장합니다.
- **자기주도학습 및 복습:** 문제를 풀 뒤 오답을 분석하며, 왜 틀렸는지 지문과 보기의 관계를 다시 한 번 점검해 보세요.
- **소그룹 스터디 활용:** 친구들과 함께 문제를 풀고 서로의 풀이와 이해 과정을 공유하여 지문의 맥락을 깊이 이해하는 연습을 하면 좋습니다.
- **학교 내신 및 모의고사 대비:** 본 자료는 실제 고등학교 내신 영어 시험에서 자주 출제되는 독해 문제 유형으로 구성되어 있어 학교 시험 준비에 큰 도움이 됩니다.



# CAUTION



이 자료의 저작권은 [코치 소울]에 있습니다.

본 자료는 저작권 소유자의 명시적인 서면 허가 없이 무단으로 사용, 복제, 배포, 전송, 공유, 또는 기타 방식으로 이용할 수 없습니다. 저작권 위반 시 법적 조치를 취할 수 있음을 명확히 밝힙니다.



[By 코치소울]

[[coachsoul@naver.com](mailto:coachsoul@naver.com)]

**Passage #20**

*Magic is what we all wish for to happen in our life. Do you love the movie Cinderella like me? Well, in real life, you can also create magic. Here's the trick. Write down all the real-time challenges that you face and deal with. Just change the challenge statement into positive statements. Let me give you an example here. If you struggle with getting up early in the morning, then write a positive statement such as "I get up early in the morning at 5:00 am every day." Once you write these statements, get ready to witness magic and confidence. You will be surprised that just by writing these statements, there is a shift in the way you think and act. Suddenly you feel more powerful and positive.*

**No1. What does the passage imply about "magic" in real life?**

- ① It comes from watching movies
- ② It happens without effort
- ③ It requires special powers
- ④ It only works for some people
- ⑤ It is created through positive thinking

**No2. What does "real-time challenges" most likely refer to?**

- ① Movie-related tasks
- ② Current difficulties in daily life
- ③ Problems from the past
- ④ Imaginary situations
- ⑤ Future goals

**No3. Why does the author use the Cinderella example?**

- ① To compare Cinderella's life to ours
- ② To suggest watching movies helps
- ③ To connect magic to a familiar story

- ④ To show how movies solve problems
- ⑤ To explain a challenge

**No4. What is the main benefit of writing positive statements?**

- ① It makes you famous
- ② It helps you sleep better
- ③ It changes how you think and act
- ④ It teaches you new skills
- ⑤ It makes challenges disappear

**No5. What can be inferred about the author's attitude?**

- ① Doubtful about positive statements
- ② Excited to share a helpful idea
- ③ Worried about challenges
- ④ Unsure if magic works
- ⑤ Tired of daily struggles

**Passage #21**

*Consider the seemingly simple question How many senses are there? Around 2,370 years ago, Aristotle wrote that there are five, in both humans and animals — sight, hearing, smell, taste, and touch. However, according to the philosopher Fiona Macpherson, there are reasons to doubt it. For a start, Aristotle missed a few in humans: the perception of your own body which is different from touch and the sense of balance which has links to both touch and vision. Other animals have senses that are even harder to categorize. Many vertebrates have a different sense system for detecting odors. Some snakes can detect the body heat of their prey. These examples tell us that "senses cannot be clearly divided into a limited number of specific kinds," Macpherson wrote in *The Senses*. Instead of trying to push animal senses into Aristotelian buckets, we should study them for what they are.*

**No1. What does Fiona Macpherson suggest about Aristotle's idea?**

- ① It is too complicated
- ② It applies only to animals
- ③ It misses some senses
- ④ It needs more examples
- ⑤ It is completely correct

**No2. The phrase "Aristotelian buckets" refers to:**

- ① A tool for studying snakes
- ② A fixed way of grouping senses
- ③ A method of counting senses
- ④ A type of animal sense
- ⑤ A book by Aristotle

**No3. What can be inferred about the sense of balance?**

- ① It only works in snakes
- ② It connects to touch and vision
- ③ It is unrelated to vision
- ④ It was Aristotle's idea
- ⑤ It is the same as touch

**No4. Why does Macpherson think senses are hard to categorize?**

- ① Animals have unique senses
- ② They are all the same
- ③ Humans have too many senses
- ④ Senses change over time
- ⑤ Aristotle made mistakes

**No5. What is the main point of the passage?**

- ① Senses should be studied as they are
- ② Humans have only five senses
- ③ Animals lack senses
- ④ Snakes have the best senses
- ⑤ Aristotle was wrong about everything

---

**Passage #22**

*When we think of leaders, we may think of*

*people such as Abraham Lincoln or Martin Luther King, Jr. If you consider the historical importance and far-reaching influence of these individuals, leadership might seem like a noble and high goal. But like all of us, these people started out as students, workers, and citizens who possessed ideas about how some aspect of daily life could be improved on a larger scale. Through diligence and experience, they improved upon their ideas by sharing them with others, seeking their opinions and feedback and constantly looking for the best way to accomplish goals for a group. Thus we all have the potential to be leaders at school, in our communities, and at work, regardless of age or experience.*

**No1. What does the passage suggest about famous leaders?**

- ① They avoided daily life
- ② They started like everyone else
- ③ They only led big groups
- ④ They never asked for help
- ⑤ They were born special

**No2. The word "diligence" most nearly means:**

- ① Quick thinking
- ② Strong opinions
- ③ Fast talking
- ④ Hard work
- ⑤ Good luck

**No3. How did leaders improve their ideas?**

- ① By keeping them secret
- ② By sharing and getting feedback
- ③ By ignoring others
- ④ By writing books
- ⑤ By working alone

**No4. What is implied about leadership potential?**

- ① It requires wealth
- ② Everyone can have it

- ③ Only a few people have it
- ④ It depends on age
- ⑤ It needs special training

**No5. Why does the passage mention Abraham Lincoln and Martin Luther King, Jr.?**

- ① To talk about history lessons
- ② To show examples of great leaders
- ③ To explain their daily life
- ④ To list famous students
- ⑤ To compare their ideas

---

**Passage #23**

*Crop rotation is the process in which farmers change the crops they grow in their fields in a special order. For example, if a farmer has three fields, he or she may grow carrots in the first field, green beans in the second, and tomatoes in the third. The next year, green beans will be in the first field, tomatoes in the second field, and carrots will be in the third. In year three, the crops will rotate again. By the fourth year, the crops will go back to their original order. Each crop enriches the soil for the next crop. This type of farming is sustainable because the soil stays healthy.*

**No1. What does "crop rotation" mean in the passage?**

- ① Growing one crop forever
- ② Changing crops in a planned order
- ③ Using the same field every year
- ④ Planting crops randomly
- ⑤ Growing only vegetables

**No2. What can be inferred about the farmer's fields?**

- ① They always grow the same crop
- ② They never change crops
- ③ They are used in a repeating cycle

- ④ They only grow carrots
- ⑤ They get smaller each year

**No3. How many years does it take for crops to return to their original order?**

- ① Five
- ② Two
- ③ Four
- ④ Three
- ⑤ Six

**No4. Why does each crop help the next one?**

- ① It stops rain
- ② It uses less water
- ③ It grows faster
- ④ It makes the field bigger
- ⑤ It enriches the soil

**No5. What does "sustainable" suggest about crop rotation?**

- ① It harms the environment
- ② It keeps the soil healthy over time
- ③ It only works for a short time
- ④ It needs new fields every year
- ⑤ It costs a lot of money

---

**Passage #24**

*Working around the whole painting, rather than concentrating on one area at a time, will mean you can stop at any point and the painting can be considered "finished." Artists often find it difficult to know when to stop painting, and it can be tempting to keep on adding more to your work. It is important to take a few steps back from the painting from time to time to assess your progress. Putting too much into a painting can spoil its impact and leave it looking overworked. If you find yourself struggling to decide whether you have finished, take a break and come back to it later with fresh eyes. Then*

*you can decide whether any areas of your painting would benefit from further refinement.*

**No1. What does working on the whole painting allow artists to do?**

- ① Use more colors
- ② Paint faster
- ③ Finish whenever they want
- ④ Start over easily
- ⑤ Focus on one area

**No2. Why might artists keep adding to their work?**

- ① They run out of ideas
- ② They dislike their painting
- ③ They work too slowly
- ④ It is tempting to do so
- ⑤ They want to sell it

**No3. What does “overworked” mean in the context of the passage?**

- ① Too simple
- ② Too detailed or crowded
- ③ Too small
- ④ Too colorful
- ⑤ Too quick

**No4. What is suggested if you can’t decide if a painting is done?**

- ① Stop painting forever
- ② Paint over it
- ③ Add more details
- ④ Take a break and look later
- ⑤ Ask someone else

**No5. What can be inferred about assessing progress?**

- ① It helps avoid spoiling the painting
- ② It should happen all at once
- ③ It takes too much time
- ④ It makes painting harder
- ⑤ It stops artists from finishing

---

**Passage #29**

*It would be hard to overstate how important meaningful work is to human beings — work that provides a sense of fulfillment and empowerment. Those who have found deeper meaning in their careers find their days much more energizing and satisfying, and count their employment as one of their greatest sources of joy and pride. Sonya Lyubomirsky, professor of psychology at the University of California, has conducted numerous workplace studies showing that when people are more fulfilled on the job, they not only produce higher quality work and a greater output, but also generally earn higher incomes. Those most satisfied with their work are also much more likely to be happier with their lives overall. For her book *Happiness at Work*, researcher Jessica Pryce-Jones conducted a study of 3,000 workers in seventy-nine countries, finding that those who took greater satisfaction from their work were 150 percent more likely to have a happier life overall.*

**No1. What does the passage suggest about meaningful work?**

- ① It greatly affects happiness
- ② It is less important than family
- ③ It makes work boring
- ④ It only helps with money
- ⑤ It is easy to find

**No2. The phrase “hard to overstate” implies:**

- ① It’s often ignored
- ② Its importance is huge
- ③ It’s not very important
- ④ It’s simple to explain
- ⑤ It’s hard to measure

**No3. What can be inferred about fulfilled workers from Lyubomirsky’s studies?**

- ① They study psychology
- ② They perform better and earn more
- ③ They change careers often
- ④ They dislike their jobs
- ⑤ They work fewer hours

**No4. Why might Jessica Pryce-Jones have studied 3,000 workers?**

- ① To show work is the same everywhere
- ② To find new jobs for them
- ③ To prove satisfaction affects happiness
- ④ To compare 79 countries
- ⑤ To write a short book

**No5. What does “150 percent more likely” suggest about satisfied workers?**

- ① They are a little happier
- ② They work harder
- ③ They are much happier
- ④ They earn less
- ⑤ They are less happy

---

**Passage #30**

*The rate of speed at which one is traveling will greatly determine the ability to process detail in the environment. In evolutionary terms, human senses are adapted to the speed at which humans move through space under their own power while walking. Our ability to distinguish detail in the environment is therefore ideally suited to movement at speeds of perhaps five miles per hour and under. The fastest users of the street, motorists, therefore have a much more limited ability to process details along the street — a motorist simply has little time or ability to appreciate design details. On the other hand, pedestrian travel, being much slower, allows for the appreciation of environmental detail. Joggers and bicyclists fall somewhere in between these polar opposites; while they travel faster than*

*pedestrians, their rate of speed is ordinarily much slower than that of the typical motorist.*

**No1. What does the passage imply about human senses?**

- ① They ignore details
- ② They work best at high speeds
- ③ They evolved for walking speeds
- ④ They adapt to cars
- ⑤ They are the same for everyone

**No2. The word “distinguish” most nearly means:**

- ① Avoid
- ② Change
- ③ Create
- ④ Notice
- ⑤ Move

**No3. Why do motorists struggle to see street details?**

- ① They don't care about details
- ② They travel too fast
- ③ They walk too slowly
- ④ They have weak senses
- ⑤ They focus on driving

**No4. What can be inferred about joggers and bicyclists?**

- ① They travel at the same speed
- ② They see details as well as pedestrians
- ③ They process details better than motorists
- ④ They don't notice the environment
- ⑤ They are faster than cars

**No5. What does “polar opposites” refer to in the passage?**

- ① Pedestrians and motorists
- ② Streets and cars
- ③ Joggers and bicyclists
- ④ Walking and running
- ⑤ Senses and speed

---

### Passage #31

*Every species has certain climatic requirements — what degree of heat or cold it can endure, for example. When the climate changes, the places that satisfy those requirements change, too. Species are forced to follow. All creatures are capable of some degree of movement. Even creatures that appear immobile, like trees and barnacles, are capable of dispersal at some stage of their life — as a seed, in the case of the tree, or as a larva, in the case of the barnacle. A creature must get from the place it is born — often occupied by its parent — to a place where it can survive, grow, and reproduce. From fossils, scientists know that even creatures like trees moved with surprising speed during past periods of climate change.*

#### No1. What does the passage suggest about climate change?

- ① It helps all species survive
- ② It forces species to move
- ③ It stops species from moving
- ④ It only affects trees
- ⑤ It makes climates colder

#### No2. The word “dispersal” most nearly means:

- ① Growing
- ② Staying still
- ③ Spreading out
- ④ Hiding
- ⑤ Changing shape

#### No3. What can be inferred about trees and barnacles?

- ① They move only as adults
- ② They move at some life stage
- ③ They dislike climate change
- ④ They never move
- ⑤ They stay with their parents

#### No4. Why must creatures move after they are born?

- ① To find food
- ② To grow bigger
- ③ To meet other creatures
- ④ To stay warm
- ⑤ To survive and reproduce

#### No5. What do fossils reveal about past climate change?

- ① Barnacles stopped moving
- ② Trees couldn't move
- ③ Species disappeared
- ④ Trees moved quickly
- ⑤ Climates stayed the same

---

### Passage #32

*No respectable boss would say, “I make it a point to discourage my staff from speaking up, and I maintain a culture that prevents disagreeing viewpoints from ever getting aired.” If anything, most bosses even say that they are pro-dissent. This idea can be found throughout the series of conversations with corporate, university, and nonprofit leaders, published weekly in the business sections of newspapers. In the interviews, the featured leaders are asked about their management techniques, and regularly claim to continually encourage internal protest from more junior staffers. As Bot Pittman remarked in one of these conversations: “I want us to listen to these dissenters because they may intend to tell you why we can't do something, but if you listen hard, what they're really telling you is what you must do to get something done.”*

#### No1. What does the passage imply about bosses?

- ① They only listen to seniors

- ② They hate newspapers
- ③ They avoid talking to staff
- ④ They claim to support dissent
- ⑤ They secretly dislike dissent

**No2. The phrase “getting aired” means:**

- ① Being hidden
- ② Being written down
- ③ Being shared openly
- ④ Being ignored
- ⑤ Being changed

**No3. What can be inferred about Bot Pittman’s leadership style?**

- ① He works alone
- ② He only listens to managers
- ③ He values dissenters’ ideas
- ④ He avoids disagreement
- ⑤ He discourages protests

**No4. Why might leaders encourage junior staff to protest?**

- ① To make them quiet
- ② To find useful ideas
- ③ To stop work
- ④ To look good
- ⑤ To save money

**No5. What does Pittman suggest dissenters really provide?**

- ① Warnings
- ② Rules
- ③ Solutions
- ④ Complaints
- ⑤ Excuses

---

**Passage #33**

*One of the most striking characteristics of a sleeping animal or person is that they do not respond normally to environmental stimuli. If you open the eyelids of a sleeping mammal the eyes*

*will not see normally — they are functionally blind. Some visual information apparently gets in, but it is not normally processed as it is shortened or weakened; same with the other sensing systems. Stimuli are registered but not processed normally and they fail to wake the individual. Perceptual disengagement probably serves the function of protecting sleep, so some authors do not count it as part of the definition of sleep itself. But as sleep would be impossible without it, it seems essential to its definition.*

*Nevertheless, many animals (including humans) use the intermediate state of drowsiness to derive some benefits of sleep without total perceptual disengagement.*

**No1. What does the passage suggest about sleeping animals?**

- ① They process sounds well
- ② They react normally to stimuli
- ③ They see clearly when asleep
- ④ They are unaware of their surroundings
- ⑤ They wake up easily

**No2. The term “functionally blind” implies:**

- ① Sight is improved
- ② Eyes are damaged
- ③ No light enters
- ④ Vision doesn’t work properly
- ⑤ Eyes are closed

**No3. What can be inferred about perceptual disengagement?**

- ① It wakes animals up
- ② It keeps sleep safe
- ③ It stops all senses
- ④ It only happens in humans
- ⑤ It makes sleep harder

**No4. Why might some authors exclude disengagement from sleep’s definition?**

- ① It’s only in drowsiness

- ② It's not measurable
- ③ It's too confusing
- ④ It's not important
- ⑤ It's separate from sleep

**No5. What does drowsiness allow animals to do?**

- ① Stay fully awake
- ② Move faster
- ③ Avoid sleep
- ④ Gain some sleep benefits
- ⑤ See better

---

**Passage #34**

*A number of research studies have shown how experts in a field often experience difficulties when introducing newcomers to that field. For example, in a genuine training situation, Dr Pamela Hinds found that people expert in using mobile phones were remarkably less accurate than novice phone users in judging how long it takes people to learn to use the phones. Experts can become insensitive to how hard a task is for the beginner, an effect referred to as the 'curse of knowledge'. Dr Hinds was able to show that as people acquired the skill, they then began to underestimate the level of difficulty of that skill. Her participants even underestimated how long it had taken themselves to acquire that skill in an earlier session. Knowing that experts forget how hard it was for them to learn, we can understand the need to look at the learning process through students' eyes, rather than making assumptions about how students 'should be' learning.*

**No1. What does the passage suggest about experts teaching newcomers?**

- ① They avoid teaching altogether
- ② They teach better than novices
- ③ They overestimate beginners' skills

- ④ They struggle due to their expertise
- ⑤ They learn faster than beginners

**No2. The phrase "curse of knowledge" implies that experts:**

- ① Teach too quickly
- ② Forget the challenges of learning
- ③ Know too little to teach
- ④ Help beginners easily
- ⑤ Curse when they teach

**No3. What can be inferred from Dr Hinds's findings about experts?**

- ① They teach better over time
- ② They don't use mobile phones
- ③ They learn skills faster
- ④ They judge learning time poorly
- ⑤ They remember their own struggles

**No4. Why might experts underestimate their own learning time?**

- ① They avoid beginners
- ② They never learned the skill
- ③ The skill feels easy now
- ④ They dislike teaching
- ⑤ They didn't study it

**No5. What does the passage recommend for better teaching?**

- ① Ignoring beginners' needs
- ② Seeing things from students' perspectives
- ③ Teaching faster
- ④ Assuming how students learn
- ⑤ Using expert opinions only

---

**Passage #35**

*A group of psychologists studied individuals with severe mental illness who experienced weekly group music therapy, including singing familiar songs and composing original songs. The results showed that the group music therapy improved*

*the quality of participants' life, with those participating in a greater number of sessions experiencing the greatest benefits. Focusing on singing, another group of psychologists reviewed articles on the efficacy of group singing as a mental health treatment for individuals living with a mental health condition in a community setting. The findings showed that, when people with mental health conditions participated in a choir, their mental health and wellbeing significantly improved. Group singing provided enjoyment, improved emotional states, developed a sense of belonging and enhanced self-confidence.*

**No1. What does the passage suggest about music therapy?**

- ① It needs daily sessions
- ② It improves life quality
- ③ It makes people sicker
- ④ It stops mental illness
- ⑤ It only works for some people

**No2. The word "efficacy" most nearly means:**

- ① Time
- ② Effectiveness
- ③ Cost
- ④ Enjoyment
- ⑤ Difficulty

**No3. What can be inferred about attending more music therapy sessions?**

- ① It increases benefits
- ② It reduces singing
- ③ It makes people tired
- ④ It has no effect
- ⑤ It costs more

**No4. Why might group singing help mental health?**

- ① It builds a sense of belonging
- ② It teaches new skills

- ③ It changes medicine
- ④ It stops all problems
- ⑤ It makes people quiet

**No5. What does the passage imply about choirs?**

- ① They need experts
- ② They only sing new songs
- ③ They are hard to join
- ④ They support wellbeing
- ⑤ They work alone

---

**Passage #36**

*In many sports, people realized the difficulties and even impossibilities of young children participating fully in many adult sport environments. They found the road to success for young children is unlikely if they play on adult fields, courts or arenas with equipment that is too large, too heavy or too fast for them to handle while trying to compete in adult-style competition. Common sense has prevailed: different sports have made adaptations for children. As examples, baseball has T ball, football has flag football and junior soccer uses a smaller and lighter ball and (sometimes) a smaller field. All have junior competitive structures where children play for shorter time periods and often in smaller teams. In a similar way, tennis has adapted the court areas, balls and rackets to make them more appropriate for children under 10. The adaptations are progressive and relate to the age of the child.*

**No1. What does the passage suggest about adult sports for kids?**

- ① They need more time
- ② They are easy to play
- ③ They use small equipment
- ④ They help kids win

- ⑤ They are too hard without changes

**No2. The phrase “common sense has prevailed” means:**

- ① Kids stopped playing
- ② People ignored the problem
- ③ Smart changes were made
- ④ Adults took over
- ⑤ Sports stayed the same

**No3. What can be inferred about T ball and flag football?**

- ① They use heavy equipment
- ② They adapt sports for kids
- ③ They need big fields
- ④ They last longer
- ⑤ They are for adults

**No4. Why are tennis courts adapted for kids under 10?**

- ① To play faster
- ② To fit their abilities
- ③ To use adult rackets
- ④ To save money
- ⑤ To make them bigger

**No5. What does “progressive” imply about sport adaptations?**

- ① They get harder
- ② They change with age
- ③ They stop at 10
- ④ They stay the same
- ⑤ They are random

---

**Passage #37**

*With no horses available, the Inca empire excelled at delivering messages on foot. The messengers were stationed on the royal roads to deliver the Inca king's orders and reports coming from his lands. Called Chasquis, they lived in groups of four to six in huts, placed from one to*

*two miles apart along the roads. They were all young men and especially good runners who watched the road in both directions. If they caught sight of another messenger coming, they hurried out to meet them. The Inca built the huts on high ground, in sight of one another. When a messenger neared the next hut, he began to call out and repeated the message three or four times to the one who was running out to meet him. The Inca empire could relay messages 1,000 miles (1,610 km) in three or four days under good conditions.*

**No1. What does the passage suggest about the Inca empire?**

- ① It used horses often
- ② It avoided messages
- ③ It didn't need messengers
- ④ It was good at foot delivery
- ⑤ It had slow roads

**No2. The word “excelled” most nearly means:**

- ① Failed
- ② Changed
- ③ Stopped
- ④ Did very well
- ⑤ Tried hard

**No3. What can be inferred about the Chasquis' job?**

- ① They watched the king
- ② They worked alone
- ③ They ran to pass messages
- ④ They built huts
- ⑤ They rode horses

**No4. Why were huts built on high ground?**

- ① To stop messages
- ② To stay warm
- ③ To hide from runners
- ④ To see each other
- ⑤ To grow food

**No5. How fast could messages travel 1,000 miles?**

- ① One week
- ② Five days
- ③ Two days
- ④ One day
- ⑤ Three or four days

---

**Passage #38**

*The tongue was mapped into separate areas where certain tastes were registered: sweetness at the tip, sourness on the sides, and bitterness at the back of the mouth. Research in the 1980s and 1990s, however, demonstrated that the "tongue map" explanation of how we taste was, in fact, totally wrong. As it turns out, the map was a misinterpretation and mistranslation of research conducted in Germany at the turn of the twentieth century. Today, leading taste researchers believe that taste buds are not grouped according to specialty. Sweetness, saltiness, bitterness, and sourness can be tasted everywhere in the mouth, although they may be perceived at a little different intensities at different sites. Moreover, the mechanism at work is not place, but time. It's not that you taste sweetness at the tip of your tongue, but rather that you register that perception first.*

**No1. What does the passage suggest about the old tongue map?**

- ① It helped taste
- ② It was hard to read
- ③ It changed often
- ④ It was wrong
- ⑤ It was correct

**No2. The word "mistranslation" implies the tongue map error came from:**

- ① Old equipment

- ② Wrong language use
- ③ Bad taste buds
- ④ German food
- ⑤ New research

**No3. What can be inferred about taste buds now?**

- ① They stay at the tip
- ② They don't taste sourness
- ③ They work all over the mouth
- ④ They only taste one thing
- ⑤ They need time

**No4. Why might tastes feel different in the mouth?**

- ① They have different intensities
- ② They use different buds
- ③ They stop working
- ④ They change places
- ⑤ They are in special areas

**No5. What does "time" mean for tasting in the passage?**

- ① How long tastes last
- ② Where tastes are
- ③ When you notice tastes
- ④ Why tastes change
- ⑤ How fast you taste

---

**Passage #39**

*No two animals are alike. Animals from the same litter will display some of the same features, but will not be exactly the same as each other; therefore, they may not respond in entirely the same way during a healing session.*

*Environmental factors can also determine how the animal will respond during the treatment. For instance, a cat in a rescue center will respond very differently than a cat within a domestic home environment. In addition, animals that*

*experience healing for physical illness will react differently than those accepting healing for emotional confusion. With this in mind, every healing session needs to be explored differently, and each healing treatment should be adjusted to suit the specific needs of the animal. You will learn as you go; healing is a constant learning process.*

**No1. What does the passage suggest about animals from the same litter?**

- ① They dislike treatment
- ② They share some traits but respond differently
- ③ They always heal the same way
- ④ They live in the same place
- ⑤ They never need healing

**No2. The word “determine” in the passage most nearly means:**

- ① Stop
- ② Help
- ③ Decide
- ④ Change
- ⑤ Hide

**No3. What can be inferred about a cat’s response in a rescue center versus a home?**

- ① It is faster in a home
- ② It doesn’t need healing
- ③ It depends on its environment
- ④ It is always the same
- ⑤ It is slower in a rescue center

**No4. Why might healing for physical illness differ from emotional confusion?**

- ① The needs of each condition vary
- ② Physical healing is faster
- ③ Emotional healing is easier
- ④ The animals are different sizes
- ⑤ Treatments are the same

**No5. What does “constant learning process” imply about healing?**

- ① It stops after one session
- ② It requires ongoing effort
- ③ It only needs basic skills
- ④ It gets easier over time
- ⑤ It happens quickly

---

### **Passage #40**

*The mind has parts that are known as the conscious mind and the subconscious mind. The subconscious mind is very fast to act and doesn’t deal with emotions. It deals with memories of your responses to life, your memories and recognition. However, the conscious mind is the one that you have more control over. You think. You can choose whether to carry on a thought or to add emotion to it and this is the part of your mind that lets you down frequently because — fueled by emotions — you make the wrong decisions time and time again. When your judgment is clouded by emotions, this puts in biases and all kinds of other negativities that hold you back. Scared of spiders? Scared of the dark? There are reasons for all of these fears, but they originate in the conscious mind. They only become real fears when the subconscious mind records your reactions.*

**No1. What does the passage suggest about the subconscious mind?**

- ① It stops fears
- ② It acts quickly without feelings
- ③ It controls your emotions
- ④ It makes slow decisions
- ⑤ It ignores memories

**No2. The phrase “lets you down” implies the conscious mind:**

- ① Works without control
- ② Records emotions
- ③ Often fails you

- ④ Helps you decide well
- ⑤ Avoids mistakes

**No3. What can be inferred about emotions in the conscious mind?**

- ① They improve decisions
- ② They stop thoughts
- ③ They lead to poor judgment
- ④ They remove fears
- ⑤ They help memory

**No4. Why might fears like being scared of spiders become real?**

- ① They change over time
- ② The subconscious mind records reactions
- ③ They start in the dark
- ④ They come from biases
- ⑤ The conscious mind ignores them

**No5. What does "clouded by emotions" suggest about decision-making?**

- ① It stops biases
  - ② It speeds up
  - ③ It gets confused and negative
  - ④ It helps you move forward
  - ⑤ It becomes clearer
-

Passage	Q1	Q2	Q3	Q4	Q5
20	2	4	5	4	4
21	3	2	1	2	3
22	3	4	3	1	5
23	4	3	5	3	3
24	2	3	3	3	5
25	3	4	3	4	3
26	5	3	2	1	4
27	4	3	2	2	3
28	1	4	3	2	3
29	3	5	1	3	3
30	1	3	1	1	3
31	1	3	3	2	4
32	3	3	4	4	1
33	3	4	4	2	3
34	3	4	2	4	3
35	3	2	4	2	3
36	3	3	2	3	3
37	3	2	3	4	3
38	3	2	2	4	3