

◆ 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.

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[By 코치소울]

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 **Passage #20**

Inefficient teachers overlook the potential power of the opening minutes of class. Often, if students are quiet enough and if there are many pressing demands on a teacher's time at that moment, more than ten minutes can disappear before class starts. It's no wonder that students are late for class; they have little reason to be on time. You can use the first ten minutes to get your class off to a great start, or you can choose to waste this time. The first minutes set the tone for the rest of the class. If you are prepared for class and have taught your students an opening routine, they can use this brief time to make mental and emotional transitions from the last class or subject and prepare to focus on learning new material. In summary, you should establish an opening routine to develop your class with an effective start.

No1. What do inefficient teachers often overlook?

- ① The importance of homework
- ② The potential power of the first minutes of class
- ③ The need for longer class periods
- ④ The role of after-school activities
- ⑤ The students' ability to focus

No2. According to the passage, why might students be late to class?

- ① They dislike the teacher
- ② They have little reason to be on time
- ③ They want to talk with friends
- ④ They don't have homework
- ⑤ They dislike routines

No3. What sets the tone for the rest of the

class?

- ① Teacher's personal mood
- ② The first minutes of class
- ③ The amount of homework
- ④ The size of the classroom
- ⑤ Students' after-school schedule

No4. What can students do if they have learned an opening routine?

- ① Prepare mentally and emotionally for learning
- ② Avoid focusing on the class
- ③ Waste more time before class
- ④ Skip class without penalty
- ⑤ Depend less on the teacher

No5. What is the main advice given to teachers in the passage?

- ① Avoid giving students routines
- ② Shorten the first ten minutes
- ③ Establish an opening routine
- ④ Allow students to arrive late
- ⑤ Reduce class preparation

 **Passage #21**

Many atoms in your body are nearly as old as the universe itself. When you breathe, for example, only some of the atoms that you inhale are exhaled in your next breath. The remaining atoms are taken into your body to become part of you, and they later leave your body by various means. You don't "own" the atoms that make up your body; you borrow them. We all share from the same atom pool because atoms forever travel around, within, and among us. Atoms cycle from person to person as we breathe and as our sweat is evaporated. We recycle atoms on a grand scale. The origin of the lightest atoms goes back to the origin of the universe, and most heavier atoms are older than the Sun and Earth. There are atoms in your body that have existed since

the first moments of time, circulating throughout the universe among limitless forms, both living and nonliving. You're the present caretaker of the atoms in your body. There will be many who will follow you.

No1. What happens to the atoms you inhale?

- ① They all remain in your body permanently
- ② Some are exhaled, others become part of your body
- ③ They immediately turn into energy
- ④ They disappear into the atmosphere
- ⑤ They stay in your lungs forever

No2. What does the passage say about ownership of atoms?

- ① We only borrow atoms
- ② We can permanently own them
- ③ They belong only to living beings
- ④ Each person has unique atoms
- ⑤ Atoms can't leave our body

No3. Why do all humans share atoms?

- ① Atoms forever travel around and between us
- ② Because atoms are created daily
- ③ Because we trade atoms consciously
- ④ Because only humans produce atoms
- ⑤ Atoms are destroyed after death

No4. What does the passage say about the age of atoms?

- ① Most atoms are younger than Earth
- ② Atoms are created every year
- ③ Many atoms are as old as the universe
- ④ All atoms are newer than the Sun
- ⑤ Atoms exist only in living forms

No5. How does the passage describe us in relation to atoms?

- ① Owners of unique atoms
- ② Borrowers of atoms temporarily
- ③ Creators of most atoms
- ④ Destroyers of old atoms

- ⑤ Makers of new atoms

 **Passage #22**

The act of gardening itself is a fantastic form of physical activity. It involves a range of motions, from digging and planting to watering and harvesting. These activities help improve strength, flexibility, and endurance. You might not realize it, but small tasks like weeding or turning compost can burn many calories. Gardening is particularly beneficial for those who find traditional exercise challenging. It's a low-impact way to stay active and fit, making it accessible for people of all ages and physical abilities. Besides physical health, gardening has profound mental health benefits. Tending to plants can be incredibly calming and meditative. It allows you to focus on the present moment, reducing stress and anxiety. The repetitive tasks involved in gardening can induce a state of mindfulness, similar to meditation. Studies have shown that spending time in nature, even in a small garden, can elevate mood, improve cognition, and lessen depression symptoms. The sense of accomplishment from watching your plants grow and thrive can also boost self-esteem and overall well-being.

No1. What physical benefits can gardening provide?

- ① Improved strength, flexibility, and endurance
- ② Only improved speed
- ③ Increased risk of injury
- ④ Reduced flexibility
- ⑤ No measurable benefit

No2. Why is gardening considered accessible?

- ① It requires heavy equipment
- ② It is low-impact and suitable for many people
- ③ It needs professional training

- ④ It is available only to athletes
- ⑤ It is limited to young adults

No3. How can gardening benefit mental health?

- ① It causes distraction from work
- ② It reduces stress and anxiety
- ③ It prevents meditation
- ④ It increases competition
- ⑤ It creates more problems

No4. What can repetitive gardening tasks induce?

- ① A state of mindfulness
- ② A sense of boredom
- ③ Greater impatience
- ④ Forgetfulness
- ⑤ Anger and frustration

No5. What emotional benefit can come from gardening?

- ① Lower self-esteem
- ② A sense of accomplishment and well-being
- ③ Increased confusion
- ④ Reduced mood levels
- ⑤ A feeling of isolation

 **Passage #23**

For many centuries, humans have taken advantage of tools that translate and bring into our perception natural phenomena that we can't perceive with our senses. In some cases, this consists of simply amplifying signals that feed into our normal sensory inputs (e.g., telescopes can bring into clear view that which is too far away for our eyes to perceive on their own). Other instruments turn signals that we cannot perceive into ones that we can observe. Some of these take the form of expanding the reach of our current senses, such as creating visible

images based on the ultraviolet spectrum of light or changing sounds that are normally outside the range of what human ears can hear into audible signals. Alternatively, some instruments measure properties for which we have no sensory capacity at all and change them into that which we can observe.

No1. What is one function of a telescope according to the passage?

- ① To make distant objects visible
- ② To create ultraviolet images
- ③ To change sound into light
- ④ To measure things without signals
- ⑤ To make invisible objects disappear

No2. What do some instruments do with signals we cannot perceive?

- ① They destroy them
- ② They turn them into observable ones
- ③ They hide them
- ④ They reduce them permanently
- ⑤ They ignore them

No3. What example is given of expanding the reach of senses?

- ① Creating visible images based on ultraviolet light
- ② Observing with the naked eye
- ③ Listening to normal sounds
- ④ Measuring gravity directly
- ⑤ Using unaided hearing

No4. What do some instruments measure?

- ① Properties we have no sensory capacity for
- ② Only visible light
- ③ Only audible sounds
- ④ Only temperature
- ⑤ Only physical objects

No5. What is the main purpose of such instruments?

- ① To turn natural phenomena into things we can

observe

- ② To replace all human senses
- ③ To eliminate ultraviolet light
- ④ To stop signals from reaching us
- ⑤ To confuse perception

Passage #24

Many opponents of animal experimentation argue that not only is modern medicine not the only cause for the decline in mortality, many medical advances that did contribute to human health were not the result of animal experimentation. Defenders of research have claimed that since there is a strong correlation between the practice of animal experimentation and medical advancement, the former caused the latter. Opponents of research reject this inference. After all, we have independent reasons to expect these phenomena to be correlated. Since the law prescribes that all new drugs, prosthetic devices, and surgical techniques be tried on animals before they are used in humans, we will subsequently find that all medical advances are correlated with prior experimentation on animals. Consequently, the correlation between animal experimentation and medical discovery is the result of legal necessity, not evidence that animal experimentation led to medical advances. Moreover, several influential physicians have offered historical evidence that animal experimentation has not been as responsible for biomedical discovery as defenders suggest. They claim that clinical discoveries played a more substantial role than animal researchers have led us to believe.

No1. What do opponents of animal experimentation argue?

- ① Many medical advances were not the result of

animal experiments

- ② Mortality has never declined
- ③ All medical progress is due to animals
- ④ Modern medicine is meaningless
- ⑤ Clinical discoveries are unnecessary

No2. What do defenders of animal research claim?

- ① Animal experimentation caused medical advancement
- ② Correlation means nothing
- ③ Clinical discovery is the only factor
- ④ Mortality is rising
- ⑤ Laws never required testing

No3. Why do opponents reject the defenders' inference?

- ① Correlation is explained by legal requirements
- ② Laws never existed
- ③ They deny all correlation
- ④ Humans are not affected
- ⑤ Animals cannot be tested

No4. What legal requirement is mentioned in the passage?

- ① New drugs must be tried on animals before human use
- ② Animals must be replaced by robots
- ③ No medical research should involve animals
- ④ Clinical discoveries must be ignored
- ⑤ Physicians must avoid animal testing

No5. What historical evidence is offered against defenders' claims?

- ① Clinical discoveries were more important than animal experiments
 - ② Laws created all medical advances
 - ③ Mortality never declined in history
 - ④ Physicians avoided biomedical work
 - ⑤ Animals discovered medicine on their own
-

Passage #29

Big mammalian herbivore species react to danger from predators or humans in different ways.

Some species are nervous, fast, and programmed for instant flight when they perceive a threat.

Other species are slower, less nervous, seek protection in herds, stand their ground when threatened, and don't run until necessary.

Naturally, the nervous species are difficult to keep in captivity. If put into an enclosure, they are likely to panic, and either die of shock or hit themselves repeatedly to death against the fence

in their attempts to escape. That's true, for example, of gazelles, which for thousands of years were the most frequently hunted game species in some parts of the Fertile Crescent.

There is no mammal species that the first settled peoples of that area had more opportunity to domesticate than gazelles. But no gazelle species has ever been domesticated. Just imagine trying to herd an animal that runs away, blindly hits itself against walls, can leap up to nearly 30 feet, and can run at a speed of 50 miles per hour!

No1. What behavior do nervous herbivore species show when threatened?

- ① They calmly wait for humans
- ② They panic and attempt to flee instantly
- ③ They hide underground
- ④ They form protective fences
- ⑤ They slowly walk away

No2. What is said about slower, less nervous species?

- ① They always run immediately
- ② They stand their ground until necessary
- ③ They never seek protection in herds
- ④ They ignore predators completely
- ⑤ They are impossible to hunt

No3. Why are gazelles difficult to domesticate?

- ① They dislike eating in captivity
- ② They panic and injure themselves in enclosures
- ③ They cannot run fast enough
- ④ They refuse to form herds
- ⑤ They lack survival instincts

No4. What is mentioned about gazelles in the Fertile Crescent?

- ① They were never hunted
- ② They were the easiest animals to herd
- ③ They were the most frequently hunted game species
- ④ They were kept as pets for thousands of years
- ⑤ They were domesticated successfully

No5. What feature makes gazelles especially hard to herd?

- ① Their weak eyesight
- ② Their inability to jump
- ③ Their ability to leap up to 30 feet and run at 50 mph
- ④ Their preference for fences
- ⑤ Their short lifespan

Passage #30

For a species born in a time when resources were limited and dangers were great, our natural tendency to share and cooperate is complicated when resources are plenty and outside dangers are few. When we have less, we tend to be more open to sharing what we have. Certain nomadic tribes don't have much, yet they are happy to share because it is in their interest to do so. If you happen upon them in your travels, they will open up their homes and give you their food and hospitality. It's not just because they are nice people; it's because their survival depends on sharing, for they know that they may be the travelers in need of food and shelter another day.

Ironically, the more we have, the bigger our fences, the more sophisticated our security to keep people away and the less we want to share. Our desire for more, combined with our decreased physical interaction with the "common folk," starts to create a disconnection or blindness to reality.

No1. What happens when resources are scarce?

- ① People become less willing to share
- ② People tend to be more open to sharing
- ③ People build bigger fences
- ④ People avoid strangers completely
- ⑤ People disconnect from reality

No2. Why do nomadic tribes share their limited resources?

- ① They want to appear wealthy
- ② Their survival depends on sharing
- ③ They are forced by outsiders
- ④ They wish to avoid travel
- ⑤ They dislike hospitality

No3. How do nomadic tribes treat travelers?

- ① They keep them away with fences
- ② They give them food and hospitality
- ③ They ignore them
- ④ They ask them to pay for shelter
- ⑤ They avoid contact altogether

No4. What irony is described when people have more resources?

- ① They share more with neighbors
- ② They spend less on security
- ③ They build bigger fences and share less
- ④ They interact more with strangers
- ⑤ They offer more hospitality

No5. What consequence comes from wanting more and meeting people less?

- ① A stronger sense of reality
- ② A disconnection from reality

- ③ A greater willingness to share
- ④ A return to traditional lifestyles
- ⑤ A deeper appreciation of hospitality

Passage #31

Whether we feel happy or sad, content or discontent, is not determined merely by each individual successive moment of life experience — a good thing happens and I'm happy, a bad thing happens and I'm sad. While our experiences affect our mood, we are not blown in a completely new direction by each gust of wind. As humans, we adjust — to new information and events both good and bad — and return to our personal default level of well-being. There will be highs and lows, but over time, like water seeking its own level, we are pulled toward our baseline — back up after bad news and back down after good. The euphoria of first love fades, and so does the despair of a break-up. This tendency is best seen with little kids and their toy joy: When they get what they've longed for, they believe they will be happy for the rest of their lives. And for the first few minutes of the rest of their lives, they are. But then the kids — like adults — adapt.

No1. What determines happiness or sadness according to the passage?

- ① Each single moment alone
- ② Our baseline level of well-being
- ③ The weather conditions
- ④ Only positive experiences
- ⑤ The opinion of others

No2. What do humans do when faced with good or bad events?

- ① They remain sad forever
- ② They adapt and return to their baseline
- ③ They forget the events immediately

- ④ They avoid new information
- ⑤ They are permanently changed

No3. What metaphor is used for the tendency to return to baseline?

- ① A boat on the ocean
- ② Water seeking its own level
- ③ A tree growing tall
- ④ A gust of wind blowing
- ⑤ A mountain rising

No4. What example is given with little kids?

- ① They adapt quickly to toy joy fading
- ② They never get bored of toys
- ③ They remain happy for life with a toy
- ④ They dislike gifts from adults
- ⑤ They avoid toys completely

No5. What does the passage suggest about first love and break-ups?

- ① Both feelings last forever
- ② Euphoria and despair fade with time
- ③ They have no effect on happiness
- ④ They permanently damage people
- ⑤ They never return to baseline

 **Passage #32**

Although you may put off going to sleep in order to squeeze more activities into your day, eventually your need for sleep becomes overwhelming and you are forced to get some sleep. This daily drive for sleep appears to be due, in part, to a compound known as adenosine. This natural chemical builds up in your blood as time awake increases. While you sleep, your body breaks down the adenosine. Thus, this molecule may be what your body uses to keep track of lost sleep and to trigger sleep when needed. An accumulation of adenosine and other factors might explain why, after several nights of less

than optimal amounts of sleep, you build up a sleep debt that you must make up by sleeping longer than normal. Because of such built-in molecular feedback, you can't become accustomed to getting less sleep than your body needs. Eventually, a lack of sleep catches up with you.

No1. What does the passage say about adenosine?

- ① It disappears when you stay awake
- ② It builds up in your blood while awake
- ③ It prevents your body from sleeping
- ④ It is unrelated to sleep drive
- ⑤ It grows only during exercise

No2. What happens to adenosine during sleep?

- ① It is broken down by the body
- ② It builds up rapidly
- ③ It prevents rest
- ④ It circulates permanently
- ⑤ It creates more stress

No3. What may explain sleep debt after nights of little sleep?

- ① A build-up of adenosine
- ② Lack of physical exercise
- ③ A stronger appetite
- ④ A decrease in daylight
- ⑤ An increase in body temperature

No4. Why can't you get used to less sleep than your body needs?

- ① Your body has built-in molecular feedback
- ② Sleep is not necessary for life
- ③ Adenosine never breaks down
- ④ Sleep debt disappears quickly
- ⑤ Your body adapts easily

No5. What eventually happens if you consistently lack sleep?

- ① You avoid sleep debt forever

- ② Lack of sleep catches up with you
- ③ You stop producing adenosine
- ④ You become accustomed to less sleep
- ⑤ You no longer feel tired

 **Passage #33**

One of the things that makes uncertainty difficult for members of the public to appreciate is that the significance of uncertainty is relative. Take, for example, the distance between Earth and the sun: 1.49597×10^8 km, as measured at one point during the year. This seems relatively precise; after all, using six significant digits means I know the distance to an accuracy of one part in a million or so. However, if the next digit is uncertain, that means the uncertainty in knowing the precise Earth-sun distance is larger than the distance between New York and Chicago! Whether or not the quoted number is "precise" therefore depends on what I'm intending to do with it. If I care only about what minute the sun will rise tomorrow, then the number quoted here is fine. If I want to send a satellite to orbit just above the sun, however, then I would need to know distances more accurately.

No1. What makes uncertainty hard for the public to appreciate?

- ① Its significance is relative
- ② It is always impossible to measure
- ③ Scientists never explain it
- ④ It has no connection to reality
- ⑤ It never affects daily life

No2. What example is given to illustrate uncertainty?

- ① The height of Mount Everest
- ② The distance between Earth and the sun
- ③ The orbit of the Moon
- ④ The weight of Earth

- ⑤ The age of the universe

No3. What does six significant digits suggest about the Earth-sun distance?

- ① The number is inaccurate
- ② The distance is known to one part in a million
- ③ The distance changes every day
- ④ The distance is irrelevant
- ⑤ The number has no meaning

No4. When is the quoted number good enough?

- ① For sending a satellite to the sun
- ② For predicting tomorrow's sunrise
- ③ For measuring city distances
- ④ For interstellar travel
- ⑤ For designing spacecraft orbits

No5. Why would scientists need more accuracy?

- ① To write books for the public
- ② To launch a satellite to orbit the sun
- ③ To predict the weather
- ④ To calculate time zones
- ⑤ To study human history

 **Passage #34**

Richard Heinberg, an American journalist, argues that in building the renewable energy infrastructure to stop global warming, we are actually involved in one of the greatest change projects in human history. In addition to solar panels and wind turbines, we have to build an alternative transport infrastructure, farming procedures and industrial processes. This transformation cannot happen without fossil fuels. For instance, production of concrete structures and steel elements require amounts of energy that is only possible to produce with fossil energy. Production of solar panels requires

scarce and expensive minerals which must be excavated, again requiring the use of fossil fuels. Thus, the harder we push towards a renewable energy system, the faster we have to use fossil energy for the construction process. This is not only expensive, but also an undermining factor for our efforts to cut global emissions. Heinberg remarks that the cost of building this new energy infrastructure is seldom counted in transition proposals, which tend to focus just on energy supply requirements.

No1. What project does Heinberg describe as one of the greatest in history?

- ① Building fossil fuel industries
- ② Constructing renewable energy infrastructure
- ③ Expanding nuclear weapons
- ④ Developing space technology
- ⑤ Inventing traditional farming

No2. Why can't the transformation to renewable energy happen without fossil fuels?

- ① Solar panels do not need materials
- ② Production of steel and concrete requires fossil energy
- ③ Wind turbines generate enough energy alone
- ④ Fossil fuels are environmentally friendly
- ⑤ Farming does not require energy

No3. What is required for producing solar panels?

- ① Ordinary building materials
- ② Abundant and cheap wood
- ③ Scarce and expensive minerals
- ④ Only wind energy
- ⑤ Unlimited water resources

No4. What problem arises when pushing harder toward renewables?

- ① Less fossil energy is used
- ② More fossil fuels are consumed in construction
- ③ Solar panels become cheaper

- ④ Wind energy becomes less effective
- ⑤ Global emissions disappear immediately

No5. What factor is often ignored in transition proposals?

- ① The cost of building the new infrastructure
- ② The role of farming traditions
- ③ The popularity of solar panels
- ④ The benefits of wind energy
- ⑤ The size of fossil fuel reserves

 **Passage #35**

Humans for centuries have dreamed of machines that could become intelligent and make human-like decisions. There have been myths about robots, automatons, and artificial beings since ancient Greece (e.g., the myth of Pandora, who released ills upon the world). Likewise, literature throughout history has dreamed of creating human-like creatures and thinking machines (e.g., Mary Shelley's *Frankenstein*). In 1950, British mathematician Alan Turing asked whether machines could think and reason like humans and then developed the Turing test to measure a machine's intelligence and whether the machines can think autonomously. A few years later, MIT professor John McCarthy coined "artificial intelligence," replacing the previously used expression "automata studies." Since then, artificial intelligence has become the study and practice of "making intelligent machines" that are programmed to think like humans — endowed by their creators with reasoning and learning.

No1. What have humans dreamed of for centuries?

- ① Machines that make human-like decisions
- ② Flying without machines
- ③ Robots that never think
- ④ Animals that act like machines

- ⑤ The end of literature

No2. What myth from ancient Greece is mentioned?

- ① Pandora, who released ills upon the world
- ② Zeus creating thunder
- ③ Hercules' twelve labors
- ④ Prometheus stealing fire
- ⑤ The Trojan Horse story

No3. What did Alan Turing develop in 1950?

- ① A machine that wrote novels
- ② The Turing test to measure machine intelligence
- ③ The first computer virus
- ④ A robot that replaced humans
- ⑤ The automata theory

No4. Who coined the term "artificial intelligence"?

- ① Alan Turing
- ② Mary Shelley
- ③ John McCarthy
- ④ Aristotle
- ⑤ A group of Greek philosophers

No5. What is the goal of artificial intelligence as described?

- ① Making intelligent machines programmed to think like humans
- ② Replacing all human emotions
- ③ Writing myths and novels
- ④ Stopping machines from learning
- ⑤ Creating automata studies

 **Passage #36**

The desert tortoise has a simple solution for coping with Death Valley's extreme heat: It avoids it. The slow-moving creature hibernates during the winter and stays in its tunnel for much of the summer, meaning that it spends more

than 90 percent of its life immobile. In fact, the tortoise usually only surfaces after a good rain. Then, it gets to work. The tortoise stocks up on water by eating plants and digging holes to collect rain. But to stay supplied with water through its extended hibernation, the reptile relies on something else — its highly sophisticated bladder. Unlike most animals, the tortoise's bladder acts as a holding tank, allowing it to reabsorb water back into its body.

Incredibly, a desert tortoise can go a full year without taking in any freshwater at all. And because its bladder is so important to a tortoise's survival, park rangers often remind visitors not to stop and help the slow-movers across the road. Tortoises become so terrified when people pick them up that they empty their bladders, losing their precious water reserves.

No1. What is the desert tortoise's strategy for coping with heat?

- ① Running quickly in the sun
- ② Avoiding heat by staying underground
- ③ Drinking constantly
- ④ Moving to colder regions
- ⑤ Fighting predators

No2. When does the tortoise usually surface?

- ① During winter
- ② After a good rain
- ③ In the middle of hot summer days
- ④ Every morning
- ⑤ Whenever it feels thirsty

No3. How does the tortoise store water?

- ① By storing it in its shell
- ② By reabsorbing it through its bladder
- ③ By hiding near rivers
- ④ By storing it in plants
- ⑤ By digging caves

No4. How long can a desert tortoise survive

without freshwater?

- ① One month
- ② One week
- ③ One day
- ④ One year
- ⑤ Ten years

No5. Why do rangers tell people not to pick up tortoises?

- ① They might bite
- ② They might lose precious water by emptying their bladders
- ③ They may run away
- ④ They dislike humans
- ⑤ They might hide underground

 **Passage #37**

Imagine you are pedalling your bicycle on a level road. You stop pedalling: no force is now acting to move you forward. What happens? You gradually slow down. How could you slow down more suddenly, in a shorter distance? By putting the brakes on. Because the brakes change your movement, making you slow down more suddenly, they must be exerting a force on the bicycle and you, as they grip and rub on the wheel-rims. This is the force called friction, which tends to slow down moving things by acting in the direction opposite to movement, that is backwards. Even without the brakes on, there are other friction forces acting on you and your bicycle, which also slow you down. One of these is friction in the wheels rubbing on the axles. Another is air resistance, which you can feel, pushing you backwards as you and the bicycle move forwards. When you apply these ideas to something around you, like a cart, you can see what could be generating friction: mainly the axles rubbing on the body as they rotate.

No1. What happens when you stop pedalling your bicycle?

- ① You gradually slow down
- ② You stop instantly
- ③ You accelerate faster
- ④ You move forward forever
- ⑤ You go backwards

No2. What causes the bicycle to slow down more suddenly?

- ① Pedalling harder
- ② Using the brakes
- ③ Reducing air resistance
- ④ Having smoother wheels
- ⑤ Riding downhill

No3. In what direction does friction act?

- ① Forward
- ② Sideways
- ③ Upward
- ④ Opposite to movement
- ⑤ Downward

No4. What example of friction is mentioned in the passage?

- ① Friction in wheels rubbing on axles
- ② Friction inside the pedals
- ③ Friction in bicycle seats
- ④ Friction in brakes only
- ⑤ Friction from sunlight

No5. What other factor besides wheel friction slows bicycles down?

- ① Lack of air
- ② Pedal speed
- ③ Air resistance
- ④ Tire pressure
- ⑤ Rider's weight

 **Passage #38**

All editing systems are now nonlinear computer-

based systems that allow random access to any video shot or scene without having to fast forward or fast reverse to find it. Nonlinear systems can create a range of special effects, such as slow motion, wipes and dissolves. Another highlight of a digital nonlinear system is its random access process that makes it easy for an editor to find desired shots or scenes without having to spend time fast forwarding or rewinding videotape. With nonlinear editing, shots and scenes can be easily added or removed anywhere in the program, and the computer adjusts the program length automatically. Linear editing was like composing a paper on a typewriter. If a mistake was made or new information needed to be added the whole piece had to be retyped. Nonlinear editing, on the other hand, is like using a word processing program. If a mistake is made, it is easily deleted and fixed with a few keystrokes, and new information can be added easily.

No1. What is a key feature of nonlinear editing systems?

- ① Random access to video shots
- ② Slow access to footage
- ③ Limited editing effects
- ④ Manual tape rewinding
- ⑤ Fixed program length

No2. What special effects can nonlinear systems create?

- ① Only adding subtitles
- ② Slow motion, wipes, and dissolves
- ③ Changing audio to text
- ④ Making tapes longer
- ⑤ Blocking access to files

No3. Why is nonlinear editing faster than linear editing?

- ① Editors must retype the whole program
- ② No fast forwarding or rewinding is needed

- ③ Computers cannot adjust length
- ④ Only one scene can be added
- ⑤ It is limited to tape machines

No4. What analogy is used for linear editing?

- ① Writing on a blackboard
- ② Composing a paper on a typewriter
- ③ Playing a video game
- ④ Using a smartphone
- ⑤ Editing with scissors

No5. What analogy is used for nonlinear editing?

- ① Using a word processing program
- ② Playing a board game
- ③ Writing by hand
- ④ Recording on tape
- ⑤ Typing on a typewriter

 **Passage #39**

A morally good person is one who does morally bad actions significantly less often than most and does morally good ones significantly more often than most. In judging a person not only her actions but also her intentions and motives are relevant. A morally good person must intend to do morally good actions and intend to avoid morally bad ones. A person who unintentionally prevents harm to others and does not harm them simply because things do not turn out as she intends is not morally good. Although this kind of situation generally occurs only in slapstick movies, it is worth mentioning to avoid the false impression that it is the actual consequences of a person's actions that count toward her being judged morally good or bad. But actual consequences are important. A person who always tries to prevent harm but never does, is not generally thought of as morally good. Of such a person, it may be said that she means

well; but, contrary to Kant, some results are necessary before she is regarded as morally good.

No1. What is one quality of a morally good person?

- ① Doing good actions more often than most
- ② Never facing consequences
- ③ Doing bad actions more often than others
- ④ Being indifferent to intentions
- ⑤ Preventing harm unintentionally

No2. What factors are considered in judging a person's morality?

- ① Only their financial status
- ② Only their external appearance
- ③ Both intentions and actions
- ④ Only their consequences
- ⑤ Their level of education

No3. Why is someone who prevents harm unintentionally not morally good?

- ① Because intentions matter in moral judgment
- ② Because results are irrelevant
- ③ Because they never interact with others
- ④ Because they are always selfish
- ⑤ Because they never mean well

No4. What is suggested about actual consequences?

- ① They never matter in morality
- ② They are completely unimportant
- ③ They are important alongside intentions
- ④ They should replace intentions entirely
- ⑤ They always happen by chance

No5. What may be said about someone who always means well but achieves nothing?

- ① They are considered morally perfect
- ② They are thought of as morally neutral
- ③ They are not generally regarded as morally good
- ④ They are seen as entirely selfish

- ⑤ They are automatically virtuous

📖 Passage #40

Vision is influenced by our preconceptions about reality. In viewing a scene, we establish unconscious hierarchies that reflect our functional relationship to objects and our momentary priorities. For example, when visualizing a hammer in our mind's eye, we tend to "see" it in profile or at some other 'ready for use' angle. One would probably not visualize a hammer as seen from the top so that the handle is hidden by the hammer's head. The functional relationship we have with objects creates visual expectations that interfere with our ability to see "like a camera." The camera, like the human eye, sees only shapes and colors. It documents the world impartially through a lens that is similar to the eye. When we look at them carefully, photographs are often surprising because they don't interpret confusing details but simply serve them up to us with a mechanical indifference. And because of their flatness, photographs often contain areas that appear as unrecognizable colors and shapes.

No1. What influences our vision according to the passage?

- ① Our preconceptions about reality
- ② The number of cameras we use
- ③ The flatness of photographs
- ④ The absence of colors
- ⑤ The direction of sunlight

No2. What example is given to explain functional visual expectations?

- ① A hammer seen from a ready-for-use angle
- ② A photograph of a landscape
- ③ A camera lens in sunlight
- ④ A flat picture of a city

- ⑤ A hammer viewed from the top

No3. How does the camera see compared to humans?

- ① It interprets confusing details
- ② It sees only shapes and colors
- ③ It shares human preconceptions
- ④ It hides parts of objects
- ⑤ It creates visual hierarchies

No4. Why are photographs sometimes surprising?

- ① They simplify confusing details
- ② They interpret objects for us
- ③ They present details with mechanical indifference
- ④ They remove all shapes and colors
- ⑤ They erase human expectations

No5. What effect does flatness in photographs often create?

- ① Recognizable shapes
- ② Stronger colors
- ③ Areas that look unrecognizable
- ④ Clearer details than reality
- ⑤ Easier interpretations

✔ 정답표

Passage	No1	No2	No3	No4	No5
#20	②	②	②	①	③
#21	②	①	①	③	②
#22	①	②	②	①	②
#23	①	②	①	①	①
#24	①	①	①	①	①
#29	②	②	②	③	③
#30	②	②	②	③	②
#31	②	②	②	①	②
#32	②	①	①	①	②
#33	①	②	②	②	②
#34	②	②	③	②	①
#35	①	①	②	③	①
#36	②	②	②	④	②
#37	①	②	④	①	③
#38	①	②	②	②	①
#39	①	③	①	③	③
#40	①	①	②	③	③
