

1번

\*罫어 읽기 한 표시를 따라 문장 구조에 유의하여 해석을 써보세요.

Most people assume / that rainwater is not safe / to drink.

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If people are careful about / how they collect it, / though, / it is usually fine / to consume.

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The most important thing is / what rainwater touches / before it is collected.

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If it has touched manmade structures, / such as buildings or pipes,/ people should avoid drinking it /

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because it has probably absorbed / toxic chemicals.

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Architects should think about / using proper materials for construction / since rainwater is able /

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to damage buildings.

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In addition, / rainwater that hits the ground / can include bacteria / that are harmful to people's health.

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However, / if rainwater falls directly into a clean container / without touching anything, /

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it is generally safe / to drink.

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2번

\*끊어 읽기 한 표시를 따라 문장 구조에 유의하여 해석을 써보세요.

If you say / that you never lie, / then you are probably a liar.

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Psychologists have found / that most people lie / at least once every 10 minutes.

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Since people tell lies / so often, / it would be useful to know / how to identify a liar.

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One place to look for signs / that someone is lying / is their face.

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We're pretty good / at managing our body language, / but there are some muscles in the face /

---

that we just can't control.

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For example, / it's hard to use the tiny muscles / that make us smile / when there is no real emotion.

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The hands are another place / to find hints / that someone is not telling the truth.

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Lying is stressful, / so people often put their hands / on their face or hair /

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to stay calm.

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3번

\*끊어 읽기 한 표시를 따라 문장 구조에 유의하여 해석을 써보세요.

There is an interesting fact / about broccoli.

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If we searched / in the right places, / we could easily find / mushrooms, onions, and other foods /

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growing in the wild, / but not broccoli.

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Broccoli wouldn't be found / anywhere in nature / because humans invented it.

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The history of broccoli / actually started with a cabbage plant / that grew in Southern Europe.

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It didn't taste very good, / but it produced small flowers / that people liked to eat.

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Moreover, / it wasn't hard to grow the cabbage, / so people started to reproduce the ones /

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that had the largest flowers.

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This practice continued / for a long time, / and the cabbage changed a lot.

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Eventually, / it became the vegetable / we now call broccoli.

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4번

\*끊어 읽기 한 표시를 따라 문장 구조에 유의하여 해석을 써보세요.

Kate had a sister / who always wanted to be with her.

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Every day, / she would ask, / “Can you play with me?”

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But Kate often said no / because she was busy.

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One day, / Kate was leaving the house / to see her friends.

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“Do you want to play with me?” / her sister asked.

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“I’m sorry / but I have plans,” / she replied.

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Before leaving, / she went to grab her purse / from the table.

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There was a drawing / lying there / with the title “Me and My Hero.”

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It was a picture of her and her sister / holding hands.

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She realized / how much her sister loved her.

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Kate went / to her sister. / “I thought you were leaving” / she said.

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Kate hugged her tight / and whispered / that she would spend more time with her.

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5번

\*끊어 읽기 한 표시를 따라 문장 구조에 유의하여 해석을 써보세요.

Environmental pollution comes / in many forms, / and its effects on animals / are widely known.

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Among these forms, / light pollution has become a serious concern /

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because it has a particularly negative impact / on birds.

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Some birds use / the position of the moon / and the patterns of the stars / as a map / while they fly.

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So, / when they see artificial lights / from the city / during nighttime flight, / they become confused.

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They can have a hard time / finding the right direction, / and sometimes they even crash into buildings.

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Many birds fly / in large groups / since it is much safer / than traveling alone.

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Unfortunately, / millions of birds around the world / lose their lives every year / because of this.

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6번

\*줄어 읽기 한 표시를 따라 문장 구조에 유의하여 해석을 써보세요.

Magnet schools are an important part / of the American education system.

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They take their name / from the way / that they attract talented students / from every background, /

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just like magnets.

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Each magnet school offers / a specialized program / that focuses on a particular subject, /

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such as science or art.

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As these schools are free to attend / and provide an excellent educational environment, /

---

many parents want / to send their children to one.

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So, / magnet schools use various methods / to select new students fairly.

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For example, / they might give a competitive exam / and accept any student who passes, /

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regardless of their socioeconomic background.

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This test can help ensure / there is diversity in the school setting.

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Their goal is / to provide every talented child / with the opportunity / to achieve success in life.

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7번

\*끊어 읽기 한 표시를 따라 문장 구조에 유의하여 해석을 써보세요.

Gestalt psychology / studies human perception.

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It suggests / that we tend to focus on a thing / as a whole / rather than the individual parts of it.

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For example, / when we read a book, / we often see the words (such as *forest*) / as whole things.

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We usually don't pay attention / to the letters (*f, o, r, e, s, or t*) / that compose them.

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The reason / that we notice those words / as a whole / is that they have meaning.

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Even though / each letter is a unique unit, / they do not mean anything to us /

---

on their own.

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In many other situations, / our minds look for meaning / through patterns /

---

rather than / the individual parts of the things.

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It's how we understand / the world around us.

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8번

\*끊어 읽기 한 표시를 따라 문장 구조에 유의하여 해석을 써보세요.

A student wished / she was a teacher.

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She thought / teachers didn't have to study hard, / so it would be fun / to be one.

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To see / if she was right, / she went to her teacher and asked, / "Ms. Kelly, / can you show me /

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what your job is like?"

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"Sure," / she replied. / The student was excited / and followed her.

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The teacher / took out some papers.

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"These are the materials / for this week, / and I need to organize them today."

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The student helped her / sort the papers, / but it wasn't easy.

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As they worked, / other students also came up / to talk to the teacher.

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While she was talking, / her phone rang, / so she quickly left / to answer it.

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The teacher didn't relax / once. / "This is hard work," / the student thought.

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She suddenly felt thankful / for everything her teacher did / for students.

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