

NICEZEEN CSAT ENGLISH

수능 영어 독해 초이해 시리즈

글의 순서

Vol.1 | 25 QUESTIONS

주어진 글에서 마지막 단락까지,
연결 근거로 읽고 스스로 배열한다.

PART 1 문제 25개 · PART 2 초이해 해설

PART 3 정답표 및 복습 정답 | 입문~중급 중심

문제는 먼저 풀고, 해설은 나중에 보세요.

01

PART 1 · 실전 문제

Q01~Q25를 연속 배치했습니다. 정답과 해설은 이 부분에 없습니다.

02

PART 2 · 단계별 초이해 해설

STEP 2~5: 정밀 해석, 쉬운 설명, 어휘·구문, 오답 판단, 복습.

03

PART 3 · 정답표·복습 부록

먼저 문제를 푼 다음 정답표를 확인하고 3일·7일 뒤 다시 도전하세요.

이 책의 핵심 사용법

1. G는 Given(주어진 글)입니다. (A)·(B)·(C)의 순서를 판단하세요.
2. 문제편에 첫 연결과 단락 간 연결 근거를 적어 보세요.
3. 해설편에서 정답과 오답의 최초 실패 연결을 비교해 보세요.
4. STEP 5 복습 질문을 풀고 권말 부록에서 답을 확인하세요.

구매·출력 안내

구매자의 개인 학습·개인 출력용입니다.

학원·학교·단체에 파일을 공유하거나 수업 인원에게 복제 배포하는 권한은 포함되지 않습니다.

단체 사용·배포는 별도 허가가 필요하며, 판매 플랫폼의 이용 조건도 함께 적용됩니다.

난도 안내: 쉬움 6 · 중하 15 · 중상 4 · 어려움 0 (독립 QC 기준)

실전 문제

The Borrowed Umbrella

주어진 글 다음에 이어질 글의 순서로 가장 적절한 것은?

주어진 글

At a community center, visitors could borrow an umbrella from a rack near the main entrance. They were asked to bring it back on their next visit. Yet the rack was often nearly empty, even after the staff put up signs reminding people to return what they had borrowed.

(A)

The difference between the two entrances suggested that forgetfulness was not the whole story. Returning an umbrella required a separate trip across the building, even for someone who had carried it back. The staff set up a second return rack at the side entrance and made both return points easy to see.

(B)

To find out what was happening, a volunteer observed the routes visitors took. People usually picked up umbrellas at the main entrance, but many returned for evening classes through a side entrance. That door had no return rack, and those visitors had little reason to pass the front desk.

(C)

Several weeks later, the center had more umbrellas available for the next rainy day. It had not charged borrowers a fee or made its warnings harsher. The improvement came from placing the return point where people already walked, rather than asking them to remember an extra trip.

- ① (A) – (C) – (B)
- ② (B) – (A) – (C)
- ③ (B) – (C) – (A)
- ④ (C) – (A) – (B)
- ⑤ (C) – (B) – (A)

내 선택: _____

첫 연결 근거: _____

두 번째 연결 근거: _____

세 번째 연결 근거: _____

실전 문제

The Power of Empty Space

주어진 글 다음에 이어질 글의 순서로 가장 적절한 것은?

주어진 글

When a neighborhood museum received a collection of small paintings, its staff faced a choice: hang them close together so visitors could see nearly all of them, or show fewer works with more wall space in between. Wanting to share as much art as possible, they chose the first option. By the end of the opening weekend, however, several visitors said the paintings had blurred together in their memory.

(A)

After observing those quick shifts of attention, the staff rearranged a second room with fewer paintings and wider gaps between them. There, people often paused in front of one work, noticed a small detail, and stepped back to see how it fit into the whole. Some even returned to the same painting before leaving. The new display gave each picture a moment of attention.

(B)

The two arrangements showed that the amount of art on a wall and the amount a visitor actually notices are not the same thing. Empty space did not make the paintings more beautiful. It simply reduced competition for the viewer's attention, allowing fewer works to leave a stronger impression.

(C)

To understand that reaction, the staff watched how people moved through the crowded room. Many visitors shifted their gaze from one frame to the next without stopping. Even when a picture caught someone's interest, a nearby frame soon pulled the eye away. The room offered plenty to look at but little chance to focus.

- ① (A) – (C) – (B)
- ② (B) – (A) – (C)
- ③ (B) – (C) – (A)
- ④ (C) – (A) – (B)
- ⑤ (C) – (B) – (A)

내 선택: _____

첫 연결 근거: _____

두 번째 연결 근거: _____

세 번째 연결 근거: _____

실전 문제

Listening to the Playground

주어진 글 다음에 이어질 글의 순서로 가장 적절한 것은?

주어진 글

During recess, the playground at a small school filled with shouting and the thump of basketballs. Members of a science club had noticed that sparrows in a nearby tree were easy to hear before class but almost impossible to hear during the break. They wondered what had changed: the number of birds, the sounds the birds made, or simply what people could hear.

(A)

The club began by counting the sparrows in the same tree before school and during recess. To their surprise, roughly the same number remained at both times, even when the playground became crowded. The birds were still moving among the branches rather than flying away. What changed most noticeably was the noise around them, not the number of birds.

(B)

The next day, the students placed one recorder close to the tree and another at a bench across the playground. The recording near the branches captured short bird calls between and even during the shouts. On the recording from the bench, however, most of those calls were difficult to pick out. The test showed how background noise could change what a listener noticed without changing where the birds were.

(C)

That unchanged count suggested another explanation: the sparrows might still be calling, but their softer sounds could be hidden by the children's voices. Hearing fewer calls would then be different from the birds actually making fewer calls. To examine this possibility, the club planned to record sounds from two positions during the same break.

- ① (A) – (C) – (B)
- ② (B) – (A) – (C)
- ③ (B) – (C) – (A)
- ④ (C) – (A) – (B)
- ⑤ (C) – (B) – (A)

내 선택: _____

첫 연결 근거: _____

두 번째 연결 근거: _____

세 번째 연결 근거: _____

정밀 해석 + 초이해

① 3초 초이해

우산이 안 돌아온다고요? 사람을 더 혼내기보다, 우산을 돌려놓기 쉬운 자리를 찾아 준 이야기야!

② 전체 흐름 — 딱 3문장

1. 센터의 공용 우산이 자주 부족한 상태였고, 안내문을 붙여도 문제가 해결되지 않았다.
2. 방문객들은 정문에서 우산을 빌리지만 옆문으로 돌아오는 경우가 많았고, 직원들은 그 옆문에도 반납대를 설치했다.
3. 몇 주 뒤 이용 가능한 우산이 늘었고, 사람을 재촉하기보다 **반납하기 쉬운 환경**을 만드는 것이 효과적이라는 사실이 드러났다.

③ 영어 원문과 한 문장씩 정밀 해석

읽는 순서: 주어진 글 → (B) → (A) → (C)

영어 문장 아래에 정확한 해석과 쉬운 풀이를 붙였습니다. 문장 수를 맞추기 위해 원문을 합치거나 생략하지 않았습니다.

순서	영어 원문 · 정밀 해석 · 초이해
G1	EN At a community center, visitors could borrow an umbrella from a rack near the main entrance. 해석 지역 커뮤니티센터에서는 방문객들이 정문 근처 보관대에서 우산을 빌릴 수 있었다. 초이해 센터 정문에 누구나 빌려 쓸 수 있는 우산이 있었어.
G2	EN They were asked to bring it back on their next visit. 해석 사람들은 다음에 방문할 때 그 우산을 가져다 놓으라는 요청을 받았다. 초이해 다음에 올 때 우산을 돌려주기로 한 거야.
G3	EN Yet the rack was often nearly empty, even after the staff put up signs reminding people to return what they had borrowed. 해석 그런데 직원들이 사람들이 빌린 물건을 돌려주도록 상기시키는 안내문을 붙인 뒤에도, 보관대는 자주 거의 비어 있었다. 초이해 ‘우산 돌려주세요!’라는 표지판을 붙여도 우산이 계속 부족했어.
B1	EN To find out what was happening, a volunteer observed the routes visitors took. 해석 무슨 일이 벌어지고 있는지 알아보기 위해, 자원봉사자 한 명이 방문객들이 다니는 경로를 관찰했다. 초이해 누가 일부러 안 돌려주는 걸까? 먼저 사람들이 어디로 다니는지 살펴봤어.
B2	EN People usually picked up umbrellas at the main entrance, but many returned for evening classes through a side entrance. 해석 사람들은 보통 정문에서 우산을 가져갔지만, 저녁 수업을 들으러 돌아오는 많은 사람들은 측면 출입구로 들어왔다. 초이해 빌릴 때는 정문! 다시 올 때는 옆문! 들어오는 문이 달랐던 거야.