

How to  
Master Skills for the

# TOEFL<sup>®</sup> iBT<sup>®</sup> *Speaking* *Intermediate*

Michael A. Putlack | Will Link | Stephen Poirier



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How to  
Master Skills<sup>for the</sup>

**TOEFL<sup>®</sup> iBT**

*Speaking*

*Intermediate*

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## How to Master Skills for the TOEFL® iBT Speaking Intermediate

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*Publisher:* Kyudo Chung  
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*Proofreader:* Michael A. Putlack  
*Translation:* Kyungran Lee  
*Cover Design:* Hyejung Sohn  
*Interior Design:* Jee-eun Yun  
*Electronic Production:* Soyeon Park

First Published in October, 2007

By Darakwon, Inc.

Darakwon Bldg., 211, Munbal-ro, Paju-si, Gyeonggi-do 413-830

Republic of Korea

Tel: 02-736-2031 (Ext. 114)

Fax: 02-732-2037

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Price: ₩19,000

ISBN 978-89-5995-232-8

978-89-5995-234-2 (set)

[www.darakwon.co.kr](http://www.darakwon.co.kr)

[www.mastertoefl.co.kr](http://www.mastertoefl.co.kr)

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# Introduction

## A. Information on the TOEFL® iBT

### The Format of the TOEFL® iBT

Section	Number of Questions	Timing	Score
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>3–5 Passages</b> <ul style="list-style-type: none"> <li>– approximately 700 words each</li> <li>– 12–14 questions per passage</li> </ul> </li> </ul>	60–100 min.	30 points
<b>Listening</b>	<ul style="list-style-type: none"> <li>• <b>2–3 Conversations</b> <ul style="list-style-type: none"> <li>– 12–25 exchanges each (3 min.)</li> <li>– 5 questions per conversation</li> </ul> </li> <li>• <b>4–6 Lectures</b> <ul style="list-style-type: none"> <li>– 500–800 words each (3–5 min.)</li> <li>– 6 questions per lecture</li> </ul> </li> </ul>	60–90 min.	30 points
<b>BREAK</b>		10 min.	
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• <b>2 Independent Tasks</b> (preparation: 15 sec. / response: 45 sec.) <ul style="list-style-type: none"> <li>① 1 personal experience</li> <li>② 1 personal choice/opinion</li> </ul> </li> <li>• <b>2 Integrated Tasks: Read-Listen-Speak</b> (preparation: 30 sec. / response: 60 sec.) <ul style="list-style-type: none"> <li>① 1 campus situation topic <ul style="list-style-type: none"> <li>– reading: 75–100 words (45 sec.)</li> <li>– conversation: 150–180 words (60–80 sec.)</li> </ul> </li> <li>② 1 academic course topic <ul style="list-style-type: none"> <li>– reading: 75–100 words (45 sec.)</li> <li>– lecture: 150–220 words (60–90 sec.)</li> </ul> </li> </ul> </li> <li>• <b>2 Integrated Tasks: Listen-Speak</b> (preparation: 20 sec. / response: 60 sec.) <ul style="list-style-type: none"> <li>① 1 campus situation topic <ul style="list-style-type: none"> <li>– conversation: 180–220 words (60–90 sec.)</li> </ul> </li> <li>② 1 academic course topic <ul style="list-style-type: none"> <li>– lecture: 230–280 words (90–120 sec.)</li> </ul> </li> </ul> </li> </ul>	20 min.	30 points
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>1 Integrated Task: Read-Listen-Write</b> (20 min.) <ul style="list-style-type: none"> <li>– reading: 230–300 words (3 min.)</li> <li>– lecture: 230–300 words (2 min.)</li> <li>– a summary of 150–225 words</li> </ul> </li> <li>• <b>1 Independent Task</b> (30 min.) <ul style="list-style-type: none"> <li>– a minimum 300-word essay</li> </ul> </li> </ul>	50 min.	30 points

## B. Information on the Speaking Section

The Speaking section of the TOEFL® iBT measures test takers' English speaking proficiency. This section takes approximately 20 minutes and has six questions. The first two questions are called Independent Speaking Tasks, and you will be asked to speak about some familiar topics based on your personal experiences and preferences. The remaining four questions are Integrated Speaking Tasks, and you will be required to integrate different language skills—listening and speaking or listening, reading, and speaking.

### 1. Types of Speaking Tasks

#### [ Independent Tasks ]

##### (1) Task 1: Personal Experience

- \_ This task will ask you to speak about something that is familiar to you. You need to describe it and give some reasons to defend your response.
- \_ You will be given 15 seconds to prepare your answer and 45 seconds to speak on the question.

##### (2) Task 2: Personal Preference

- \_ This task will ask you to make and defend a personal choice between two possible opinions, actions, or situations. You should justify your choice with reasons and details.
- \_ You will be given 15 seconds to prepare your answer and 45 seconds to say which of the two options you think is preferable.

#### [ Integrated Tasks ]

##### (3) Task 3: Reading & Conversation

- \_ This task will ask you to respond to a question based on what you have read and heard. You will first read a short passage presenting a campus-related issue and will then listen to a dialogue on the same topic. Then, you will be asked to summarize one speaker's opinion within the context of the reading passage.
- \_ You will be given 30 seconds to prepare your answer and 60 seconds to speak on the question. You should be careful not to express your own opinion in your response.

##### (4) Task 4: Reading & Lecture

- \_ This task also asks you to respond to a question based on what you have read and heard. You will first read a short passage about an academic subject and will then listen to an excerpt from a lecture on that subject. Then, you will be asked to combine and convey important information from both the reading passage and the lecture.
- \_ You will be given 30 seconds to prepare your answer and 60 seconds to speak on the question.



(5) Task 5: Conversation

- \_ In this task, you will first listen to a conversation about a student-related problem and two possible solutions. Then, you will be asked to describe the problem, choose a preferred solution, and explain why you have chosen that solution.
- \_ You will be given 20 seconds to prepare your answer and 60 seconds to respond to the question.

(6) Task 6: Lecture

- \_ In this task, you will first listen to an excerpt from a lecture that explains a term or concept and gives some examples to illustrate it. Then, you will be asked to summarize the lecture and explain how the examples are connected with the overall topic.
- \_ You will be given 20 seconds to prepare your answer and 60 seconds to respond to the question.

## **2. Types of Speaking Topics**

(1) Personal Experience and Preference

- \_ Questions in Task 1 will be about a person, place, event, activity, or object that is important to test takers. For example, a question may ask about a place you like to visit, the most memorable event in your life, or the person that you admire most.
- \_ Questions in Task 2 will be about everyday issues of general interest to test takers. For example, a question may ask about a preference between studying at home and at the library, a preference between living in a dormitory and an off-campus apartment, or a preference between a class with a lot of discussion and one without discussion.

(2) Campus Situations

- \_ Questions in Task 3 will be about campus-related issues. For example, a question may ask about a university policy, rule, or procedure, future university plans, campus facilities, or the quality of life on campus.
- \_ Questions in Task 5 will be about student-related problems on campus. For example, a question may ask about a scheduling conflict, an unavoidable absence, an unavailable resource, a student election, financial difficulties, or a student's course load.

(3) Academic Course Content

- \_ Questions in Task 4 will be about academic subjects. For example, a question may ask about a life science, a social science, a physical science, or a topic in the humanities like animal domestication or economics.
- \_ Questions in Task 6 will also be about academic-related topics. For example, a question may ask about a process, a method, a theory, an idea, or a phenomenon of any type in fields like natural science, social science, or psychology.



### **3. Important Features of Evaluation**

(1) Delivery

Delivery means how clear your speech is. In order to get good grades on the speaking tasks, you should speak smoothly and clearly, have good pronunciation, pace yourself naturally, and have natural-sounding intonation patterns.

(2) Language Use

Language use is about the effectiveness of your use of grammar and vocabulary to express your ideas. In order to get good grades on the speaking tasks, you should be able to use both basic and more complex language structures and choose the appropriate words.

(3) Topic Development

Topic development is related to how fully you respond to the question and how coherently you give your ideas. In order to get good grades on the speaking test, you should make sure that the relationship between your ideas and your progression from one idea to the next is clear and easy to follow.

#### 4. Speaking Scoring Rubrics

(1) Independent Tasks (Questions 1 & 2)

Your responses to the Independent Tasks will be scored according to these criteria:

Score	Task Description
4	A response at this level addresses the task in a highly clear, sustained manner. It is well developed with ideas explained clearly and coherently. It displays fluid speech that is easy to understand and shows effective use of grammar and vocabulary. Though it may have minor errors in pronunciation or language use, they do not affect the overall intelligibility or meaning.
3	A response at this level addresses the task appropriately but is not fully developed. It displays generally clear speech with some fluidity of expression and shows somewhat effective use of grammar and vocabulary. But minor problems with pronunciation, pace of speech, language structures, or word choice may result in occasional listener effort to understand and occasional lapses in fluency.
2	A response at this level addresses the task but shows limited development of ideas. Ideas are expressed vaguely and not well connected with each other, and the use of grammar and vocabulary remains only at a basic level. Also, the response displays basically clear speech but requires significant listener effort due to errors in pronunciation, intonation, or pace of speech.
1	A response at this level is very short and practically not related to the task. It lacks substance beyond the expression of very basic ideas and is hard for the listener to understand due to consistent pronunciation, stress, and intonation problems and a severely limited control of grammar and vocabulary.
0	A response at this level is not relevant to the task or has no substance.

(2) Integrated Tasks (Questions 3~6)

Your responses to the Integrated Tasks will be scored according to these criteria:

Score	Task Description
4	A response at this level effectively addresses the task by presenting the necessary information and appropriate details. It generally shows clear, fluid, sustained speech and effective control of grammar and vocabulary. Though it may have minor errors in pronunciation, intonation, or language use, they do not affect the overall intelligibility or meaning.
3	A response at this level addresses the task appropriately but is not fully developed. It conveys the necessary information but does not include sufficient details. It shows generally clear speech with some fluidity of expression, but minor problems with pronunciation, intonation, or pacing may result in some listener effort. It also displays somewhat effective use of grammar and vocabulary despite the existence of some incorrect word choice or language structures.
2	A response at this level conveys some relevant information, but the ideas are not well connected. It omits key ideas, shows limited development, or exhibits a misunderstanding of key ideas. It shows clear speech occasionally but mostly demonstrates difficulties with pronunciation, intonation, or pace of speech—problems that require significant listener effort. It also displays only a basic level of grammar and vocabulary, which results in the limited or vague expression of ideas or unclear connections.
1	A response at this level is very short and practically not related to the task. It fails to provide much relevant content and contains inaccurate or vague expressions of ideas. It is characterized by fragmented speech with frequent pauses and hesitations and consistent pronunciation and intonation problems. It also shows a severely limited range and control of grammar and vocabulary.
0	A response at this level is not relevant to the task or has no substance.

*How to Master Skills for the TOEFL® iBT Speaking Intermediate* is designed to be used either as a textbook for a TOEFL® iBT speaking preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of six chapters, this book is organized to prepare you for the test by providing you with a comprehensive understanding of the test and a thorough analysis of every question type. Each chapter consists of seven units and includes numerous exercises that will help you develop your test-taking abilities. At the back of the book are two actual tests of the Speaking section of the TOEFL® iBT.

## 1 Sample iBT Question

This part is designed to prepare you for the type of question the chapter covers. You will be given a full sample question and a model answer in an illustrative structure. You will also be given information on time allotments. This part will also provide you with usable speaking expressions you need to remember while working on each task.

### 1 Personal Experience

**Sample iBT Question**

Choose your favorite place in your hometown and describe why that is your favorite place. Please include specific examples and details in your explanation.

**Useful Expressions**

1. Expressing the place where it is (e.g., in a city, in a park, in a suburb, etc.)

- I love this place.
- It is my hometown.
- My favorite.
- It is my favorite place.

2. Expressing the reason why it is your favorite place

- Firstly,
- For the reason of...
- Secondly,
- One of the reasons is...
- In addition,

3. Expressing the place where it is (e.g., in a city, in a park, in a suburb, etc.)

- For example,
- For instance,
- Because of that,
- As an example,

4. Expressing the reason why it is your favorite place

- Firstly,
- For the reason of...
- Secondly,
- One of the reasons is...
- In addition,

**Sample Answer**

The favorite place of my hometown is the town park located downtown. First of all, the park is a beautiful place to visit. It is not only a place for relaxation, but also a place for exercise. There are many paths and trails for jogging and walking. The park is also a great place for children to play. They can run and play on the swings and slides. The park is also a great place for families to spend time together. They can have a picnic or a barbecue. The park is also a great place for people to meet and greet. They can talk to their friends and family. The park is also a great place for people to relax and unwind. They can sit on a bench and enjoy the view. The park is also a great place for people to exercise. They can jog or walk. The park is also a great place for people to play sports. They can play basketball or soccer. The park is also a great place for people to have a picnic. They can bring a blanket and some food. The park is also a great place for people to have a barbecue. They can bring a grill and some food. The park is also a great place for people to have a picnic. They can bring a blanket and some food. The park is also a great place for people to have a barbecue. They can bring a grill and some food.

## 2 Tasks 1 & 2

In Chapters 1 and 2, you will practice responding to independent speaking tasks which ask you to describe your personal experience or express your preference. After doing some warm-up activities, you will make your own responses and then compare them with sample responses in a step-by-step manner.

### Unit 1 People

**Task 1**

Choose the person that you admire the most and explain why you admire him or her. Please include specific examples and details in your explanation.

**Task 2**

Choose the person that you admire the most and explain why you admire him or her. Please include specific examples and details in your explanation.

**Useful Expressions**

1. Expressing the person you admire

- I admire him/her.
- I respect him/her.
- I look up to him/her.
- I am inspired by him/her.
- I am in awe of him/her.
- I am in admiration of him/her.
- I am in awe of him/her.
- I am in admiration of him/her.

2. Expressing the reason why you admire him/her

- Firstly,
- For the reason of...
- Secondly,
- One of the reasons is...
- In addition,

3. Expressing the person you admire

- For example,
- For instance,
- Because of that,
- As an example,

4. Expressing the reason why you admire him/her

- Firstly,
- For the reason of...
- Secondly,
- One of the reasons is...
- In addition,

**Sample Answer**

The person I admire the most is my father. He is a very hardworking man. He has been working for many years and has achieved a lot of success. He is also a very kind and generous man. He always helps me when I am in trouble. He is also a very smart man. He always gives me good advice. I admire him very much.

### 3 Tasks 3, 4, 5, & 6

In Chapters 3 to 6, you will practice responding to integrated speaking tasks which are related to campus situations and academic subjects. You will first be guided to understand the reading and/or listening passages properly. Then, you will make your own responses and compare them with sample responses in a step-by-step manner.

#### Unit 17: School Appointments

Reading: Reading passage about a school subject

Topic: Academic Department Appointment

1. Read the passage and listen to the audio. The professor is talking about the appointment system in the academic department. What is the main purpose of the appointment system?

2. What is the main purpose of the appointment system?

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### 4 Expressions & Collocations

There are a number of expressions and collocations that are typically used in every task and topic. This supplementary part will provide you with a chance to review the expressions and collocations you need to remember while working on each chapter.



#### Useful Expressions for the Speaking Tasks

##### Task 1: Presenting an Opinion

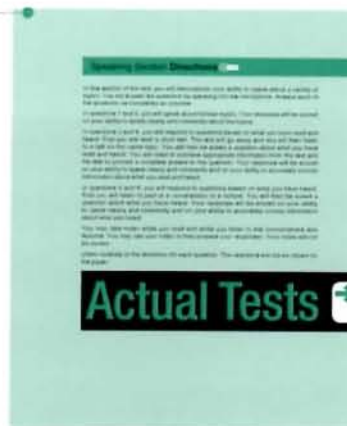
**Presenting Your Opinion**  
 I think that...  
 In my opinion...  
 Based on my experience...  
 As far as I am concerned...  
 To me, the most...  
 Considering...  
 The...  
 When it comes to...  
 Another reason is that...

##### Strong Phrases

What I like about...  
 There are several reasons why...  
 One reason why...  
 Another reason is that...

### 5 Actual Tests

This part will give you a chance to experience an actual TOEFL® iBT test. You will be given two sets of tests that are modeled on the Speaking section of the TOEFL® iBT. The topics are similar to those on the real test, as are the questions. This similarity will allow you to develop a sense of your test-taking ability.



#### Actual Test 01

**Task 1**  
 I think that...  
 In my opinion...  
 Based on my experience...  
 As far as I am concerned...  
 To me, the most...  
 Considering...  
 The...  
 When it comes to...  
 Another reason is that...





## PART

# 1

## Independent Speaking

The independent speaking section consists of 2 chapters, which are called personal experience and personal preference. As the word independent illustrates, these tasks require you to draw entirely on your own ideas, opinions, and experiences when responding. There is no requirement to *read or listen* to other material. You have 45 seconds to respond to each question while you are given 15 seconds to prepare after each question is presented.

### ● Chapter 1 Personal Experience

- |                  |                         |
|------------------|-------------------------|
| Unit 1 _ People  | Unit 5 _ Transportation |
| Unit 2 _ Places  | Unit 6 _ Actions        |
| Unit 3 _ Events  | Unit 7 _ Qualities      |
| Unit 4 _ Objects |                         |

### ● Chapter 2 Personal Preference

- |                    |                     |
|--------------------|---------------------|
| Unit 8 _ Education | Unit 12 _ Travel    |
| Unit 9 _ Welfare   | Unit 13 _ Money     |
| Unit 10 _ School   | Unit 14 _ Computers |
| Unit 11 _ Studying |                     |



## Chapter

# 1

### Personal Experience

This task is about personal experiences. It requires you to speak about a person, place, object, or event that is familiar to you. Even though the topics will vary, you will always be asked to base your response on a personal experience or familiar topic. On question structure, this task will require you to give some details and examples as well as reasons to rationalize your answer.



# 1 Personal Experience

## Sample iBT Question

TOEFL iBT Speaking



Choose your favorite place in your hometown and explain why this is your favorite place. Please include specific examples and details in your explanation.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

### Sample Answer

1-01

My favorite place in my hometown is the main park located downtown. First of all, I like it because it's a beautiful place to visit. It's full of life. For instance, there are many trees, plants, and flowers, and they make the park very colorful and add to its beauty. Also, the park always looks wonderful no matter what the season. Second of all, I like the park because it's a very quiet place, so I never get disturbed when I'm there. For example, I can go there to read, study, or simply relax. For these reasons, the main park is my favorite place to visit in my hometown.

## Useful Expressions

### 1. Expressions that can be used in telling one's opinion

- |                                 |                              |
|---------------------------------|------------------------------|
| (1) I believe that...           | (2) In my opinion,           |
| (3) I think that...             | (4) I consider...            |
| (5) It is my estimation that... | (6) For me,                  |
| (7) My favorite...              | (8) The best...              |
| (9) It is my opinion that...    | (10) I strongly feel that... |

### 2. Expressions that can be used in telling reasons

- |                                |                           |
|--------------------------------|---------------------------|
| (1) Firstly,                   | (2) To begin with,        |
| (3) First (Second) of all,     | (4) One reason is...      |
| (5) Secondly,                  | (6) For one thing,        |
| (7) I feel this way because... | (8) The main reason is... |
| (9) In addition,               | (10) Another reason is... |

### 3. Expressions that can be used in telling details and supporting ideas

- |                           |                                   |
|---------------------------|-----------------------------------|
| (1) For example,          | (2) Therefore,                    |
| (3) For instance,         | (4) Not only that, but... also... |
| (5) Because of him (her), | (6) An example of this is...      |
| (7) As a result,          | (8) This means that...            |
| (9) As an example,        | (10) Consequently,                |

## Unit 1. People



Choose the teacher that you admire the most and explain why you admire him or her. Please include specific examples and details in your explanation.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. 1-02

1 Why does Joe like his history teacher?

---

2 How does Mr. Kennedy make his students enjoy class?

---

3 What is Joe's friend's opinion about her history class?

---

4 What can you infer about what Joe's friend will do this afternoon?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. 1-03

1 What is the poll about?

---

2 What are the two main reasons people admire teachers?

---

3 Why do you think athletes rank higher than teachers?

---

4 What can you infer from the sentence "a teacher inspired them to go to college, and this decision has influenced their whole lives"?

---



**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 Who was the teacher you admired the most?
- 2 What are some characteristics of this teacher?
- 3 Give some supporting details about the character of the teacher.

1 The teacher I admire the most \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

The teacher I admire \_\_\_\_\_ To begin with,

\_\_\_\_\_

\_\_\_\_\_ In addition, \_\_\_\_\_

so \_\_\_\_\_

\_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-04

## Unit 2. Places



Choose the most memorable city that you ever visited and explain why you believe it is so memorable. Please include specific examples and details in your explanation.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. 1-05

1 What did Susan do on her vacation?

---

2 Did she enjoy her vacation?

---

3 How did she describe her vacation?

---

4 Do you think Susan's friend will go to Mexico in the future?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. 1-06

1 Which country had the most tourists last year?

---

2 Why does New York attract many tourists?

---

3 In what aspect of tourism is the United States ahead of France and Spain?

---

4 What do you think tourists spent money on in the United States?

---

**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 Which city that you visited was the most memorable?
- 2 Which aspects of this city made it a memorable place?
- 3 Give some supporting details about these aspects.

1 The city most memorable \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

In my opinion, \_\_\_\_\_ Firstly,

\_\_\_\_\_ Secondly, \_\_\_\_\_

Consequently, \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-07

## Unit 3. Events

- Q** What was a social event that you participated in that you cannot forget? Explain why you cannot forget it. Please include specific examples and details in your explanation.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.  1-08

- 1 Who got married on the weekend?

---

- 2 What was special about the wedding?

---

- 3 What did they have at the wedding reception?

---

- 4 How do you think Fred felt the next day after dancing all night long?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.  1-09

- 1 How many special events do Americans take part in each year?

---

- 2 What are the most common social events for Americans?

---

- 3 What do people do at some special events?

---

- 4 How do you think many Americans prepare food on the Fourth of July?

---

**Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is a very memorable social event you participated in?
- 2 What aspects of this event made it memorable?
- 3 Give some supporting facts about these aspects.

1 **A memorable social event** \_\_\_\_\_

2-1 **First reason** \_\_\_\_\_

3-1 **Details** \_\_\_\_\_

2-2 **Second reason** \_\_\_\_\_

3-2 **Details** \_\_\_\_\_

**Response** | Make your response using the above information.

It is my opinion that \_\_\_\_\_ One reason is \_\_\_\_\_

\_\_\_\_\_ Another reason is \_\_\_\_\_

As a result, \_\_\_\_\_

**Compare** | Listen to a sample response, and compare it with yours.  1-10

## Unit 4. Objects



Choose the most remarkable book that you ever read and explain why the book was so remarkable. Please include specific examples and details in your explanation.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. 1-11

1 What problem does Kay have?

---

2 What does her father suggest?

---

3 What kind of books does Kay like?

---

4 What do you think she will do when she sees her teacher?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. 1-12

1 What did the professor say is overwhelming our society?

---

2 What types of books are popular?

---

3 What three things did readers say attracted them to a writer or book?

---

4 Why do you think the number of readers is fewer than in the past?

---



**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 What is a remarkable book you have read?
- 2 What aspects of the book made it remarkable?
- 3 Give some supporting facts about these aspects.

1 The book I found most remarkable \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

I consider \_\_\_\_\_ I feel this way because \_\_\_\_\_

Therefore, \_\_\_\_\_

In addition, \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-13

## Unit 5. Transportation

- Q** What is the best way to commute in your city? Explain why it is such a good way to commute. Please include specific examples and details in your explanation.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. **1-14**

- 1 Why was Pete late for class?

---

- 2 How many times has Pete been late this month?

---

- 3 Why does his teacher suggest he use public transportation?

---

- 4 How do you think Pete will come to school tomorrow?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. **1-15**

- 1 How many cars are on the planet?

---

- 2 When and where was the first subway built?

---

- 3 Where is the world's biggest subway system?

---

- 4 What can you infer about the buses of the future?

---

**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 What is the best way to commute in your city?
- 2 What aspects of this method make it the best?
- 3 Give some supporting facts about these aspects.

1 The best way to commute \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

It is my estimation that \_\_\_\_\_ For one thing,

\_\_\_\_\_ As an example, \_\_\_\_\_

Secondly, \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-16

## Unit 6. Actions



What was the biggest decision that you have made in your life? Explain why it was such a big decision. Please include specific examples and details in your explanation.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. 1-17

1 What decision is Rita trying to make?

---

2 What do her parents want her to do?

---

3 What does Mr. Roberts suggest?

---

4 What do you think Mr. Roberts' job is?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. 1-18

1 What is the professor talking about?

---

2 What are some examples of simple decisions?

---

3 What are some examples of more life-influencing decisions?

---

4 What are some possible fears people have when making decisions?

---

**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 What was the biggest decision you've ever made?
- 2 What aspects of this choice made it such a big decision?
- 3 Give some supporting facts related to this decision.

**1 The biggest decision in my life** \_\_\_\_\_

**2-1 First reason** \_\_\_\_\_

**3-1 Details** \_\_\_\_\_

**2-2 Second reason** \_\_\_\_\_

**3-2 Details** \_\_\_\_\_

**| Response |** Make your response using the above information.

**I strongly feel that** \_\_\_\_\_ **The main reason is**

\_\_\_\_\_ **For instance,** \_\_\_\_\_

**Another reason is** \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  **1-19**

## Unit 7. Qualities



What are the qualities required for a person to be a good leader? Explain why these qualities are important. Please include specific examples and details in your explanation.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. 1-20

1 Why does Jack need some advice?

---

2 What does his mother say makes a good leader?

---

3 What are some examples of good leaders she gives?

---

4 How do you think Jack feels after talking with his mother?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. 1-21

1 When was Abraham Lincoln president of the United States?

---

2 What were Lincoln's two greatest achievements?

---

3 What characteristics were used to describe Lincoln's leadership style?

---

4 What can be inferred about how the assassin killed Lincoln?

---



**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 What are the qualities of a good leader?
- 2 What aspects of these qualities make them important?
- 3 Give some supporting facts for these aspects.

**1 The qualities of a good leader** \_\_\_\_\_

**2-1 First reason** \_\_\_\_\_

**3-1 Details** \_\_\_\_\_

**2-2 Second reason** \_\_\_\_\_

**3-2 Details** \_\_\_\_\_

**| Response |** Make your response using the above information.

**For me,** \_\_\_\_\_ **First of all,**

\_\_\_\_\_ **For example,** \_\_\_\_\_

**Second of all,** \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  **1-22**



## Chapter

# 2

### Personal Preference

This task is about personal preference. It asks you to express your preference from a given pair of choices. In this task, the questions mostly ask you to express an opinion and support it. Some other questions let you take a position and defend it. When responding to this question, you are to give some details and examples as well as reasons to rationalize your answer.



## 2 Personal Preference

### Sample iBT Question

TOEFL iBT Speaking



Some people prefer to shop for fruit and vegetables in supermarket chains. Others prefer outdoor markets. Which do you think is better and why? Use specific reasons and examples to support your preference.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

#### Sample Answer

1-23

Personally, I prefer to shop for my fruits and vegetables at outdoor markets instead of at supermarkets. The first reason is that the produce I purchase at outdoor markets is often fresher than the produce sold at supermarkets. For example, many times, the people selling the fruits and vegetables are the farmers who grew the products. Since they came straight from the farm, I know that they're fresh. Another important thing is that you can often negotiate the price at outdoor markets, which is something you can't do when you shop at supermarkets. By negotiating the price, this lets you save money, especially when you buy large amounts of produce.

# Useful Expressions

## 1. Expressions that can be used in telling one's preference

- |                                    |   |
|------------------------------------|---|
| (1) I prefer to...                 | (2) I believe that...                               |
| (3) Personally, I prefer...        | (4) I'm the kind of person who...                   |
| (5) Of the two options, I would... | (6) In my opinion,                                  |
| (7) I would rather...              | (8) If presented with these two choices, I would... |
| (9) I think it is better to...     | (10) My preference is to...                         |

## 2. Expressions that can be used in telling reasons

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| (1) To begin with,                 | (2) First off,                    |
| (3) For starters,                  | (4) In addition,                  |
| (5) One reason I prefer this is... | (6) The first reason is...        |
| (7) One of the main reasons...     | (8) Another important thing is... |
| (9) Additionally,                  | (10) Another good point is...     |

## 3. Expressions that can be used in telling details and supporting ideas

- |                                |                   |
|--------------------------------|-------------------|
| (1) Therefore,                 | (2) For example,  |
| (3) In other words,            | (4) ...such as... |
| (5) However, by...             | (6) Thanks to...  |
| (7) This would enable me to... | (8) That way,     |
| (9) On the other hand,         | (10) Simply put,  |

## Unit 8. Education



Some students prefer to study in traditional school classrooms. Others prefer to take classes over the Internet. Which method of study do you think is better and why? Use specific reasons and examples to support your preference.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. 1-24

1 What kind of day did Sue have?

---

2 What does Sue wish her professor would do?

---

3 According to Sue, what is the professor probably afraid of?

---

4 What can you infer about why the students still attend the professor's lecture?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. 1-25

1 What are the two areas of education that the Internet has influenced?

---

2 What is one method of online study the lecturer mentioned?

---

3 What warning does the professor give the students?

---

4 What kind of trouble do you think a student caught cheating could get in?

---



**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 Which of the two choices do you prefer?
- 2 Why do you find this choice more preferable?
- 3 Give some supporting details for your choice.

1 I prefer \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

I prefer to \_\_\_\_\_ One reason I prefer this is \_\_\_\_\_

\_\_\_\_\_ Another important thing is \_\_\_\_\_

Simply put, \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-26

## Unit 9. Welfare



Some people believe that cities should help their poor by providing them with money. Others believe that the poor should be provided with actual goods like food. Which method of assistance do you prefer and why? Use specific reasons and examples to support your preference.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. 1-27

1 Why is Catherine sad?

---

2 What does her friend suggest she do to help?

---

3 What does Catherine think the city should do to help the poor and homeless?

---

4 What can you infer from the dialogue as to why some people are homeless?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. 1-28

1 What is the poverty line?

---

2 What three things does the professor mention as necessities of life?

---

3 Why do some people think too much money is spent to help the poor?

---

4 What can be inferred about the difference in the poverty line for a family of three and a family of seven?

---

**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 Which of the two choices do you believe is better?
- 2 Why do you find this choice more preferable?
- 3 Give some supporting details for your choice.

1 I believe \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

I think it is better to \_\_\_\_\_ First off, \_\_\_\_\_

\_\_\_\_\_ For example, \_\_\_\_\_

Another important thing is \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-29

- Q** Some students live with a roommate in a dormitory. Other students live alone in a place that is near the campus. What kind of living situation do you prefer and why? Use specific reasons and examples to support your preference.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.  1-30

- 1 What problem does David have?

---

- 2 What is causing David this problem?

---

- 3 Why can David not move off campus this year?

---

- 4 What can you infer about David's habits from the conversation?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.  1-31

- 1 What two factors are important for students in deciding where to live?

---

- 2 What reason is given for people who want to live alone?

---

- 3 What is one problem students have in living off campus?

---

- 4 What can be inferred from the lecture about where most of the university juniors and seniors live?

---

**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 Which of the two choices do you prefer?
- 2 Why do you find this choice more preferable?
- 3 Give some supporting details for your choice.

1 I prefer \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

I'm the kind of person who \_\_\_\_\_ One of the main reasons is

\_\_\_\_\_ Additionally, \_\_\_\_\_

That way, \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-32

## Unit 11. Studying



Do you agree or disagree with the following statement? Music and art should have the same value as other subjects at school such as math and science. Give specific reasons and examples to support your opinion.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. 1-33

1 Why is Betty failing her art class?

---

2 Why is Betty so concerned about failing her art class?

---

3 What is her friend's opinion of her drawings and paintings?

---

4 What can you infer about why Betty's art teacher is failing her?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. 1-34

1 What is the controversy in education the professor examines?

---

2 What was the problem with the curriculums at some universities in the 1960s and 1970s?

---

3 What did Harvard do in the 1980s?

---

4 What can be inferred about Harvard graduates' readiness for the workforce after Harvard made its reforms?

---



**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 Which of the two positions do you agree with?
- 2 Why do you agree with this position?
- 3 Give some supporting details for your position.

1 I agree \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

Of the two options, I would \_\_\_\_\_ The first reason is

\_\_\_\_\_ Another good point is \_\_\_\_\_

\_\_\_\_\_ In other words, \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-35

## Unit 12. Travel



Some people take trips by themselves. Others take trips with groups of people. Which kind of trip do you prefer and why? Use specific reasons and examples to support your preference.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. 1-36

1 What are they discussing?

---

2 Where is the group of students planning to go?

---

3 Why doesn't Henry want to go on the trip?

---

4 Do you think Henry enjoys skiing?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. 1-37

1 Which two groups of people does the lecturer compare?

---

2 What is one advantage of traveling in a large group?

---

3 Why are young people advised to travel with others?

---

4 What can be inferred about the schedule of a tour group?

---

**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 Which of the two choices do you prefer?
- 2 Why do you find this choice more preferable?
- 3 Give some supporting details for your choice.

1 I prefer \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

I would rather \_\_\_\_\_ One reason I prefer this is \_\_\_\_\_

\_\_\_\_\_ On the other hand, \_\_\_\_\_

Another good point is \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-38

## Unit 13. Money

- Q** Some people save all of their extra money. Others spend their extra money on purchasing various things. Which kind of person are you and why? Use specific reasons and examples to support your preference.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.  1-39

1 Why is Joanne happy?

---

2 What three warnings does Joanne's friend give her?

---

3 Why does Joanne spend most of her money?

---

4 What do you think Joanne will do with her money this payday?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.  1-40

1 What does the professor say is a large portion of the national income?

---

2 What are two reasons given for why people do not save money?

---

3 What are some examples of insurance the professor gives?

---

4 What can be inferred about why young people are less likely to save any money?

---

**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 Which of the two choices do you prefer?
- 2 Why do you find this choice more preferable?
- 3 Give some supporting details for your choice.

1 I prefer \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

Personally, I prefer \_\_\_\_\_ To begin with, \_\_\_\_\_

\_\_\_\_\_ For example, \_\_\_\_\_

Another important thing is \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-41

## Unit 14. Computers

- Q** Do you agree or disagree with the following statement? Computers have made people's lives better. Give specific reasons and examples to support your opinion.

### Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.  1-42

- 1 What gift did Alan get for his birthday?

---

- 2 What are some of the details of his new gift?

---

- 3 What does Alan's father want him to use the computer for?

---

- 4 What do you think Alan might do when his father isn't around?

---

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.  1-43

- 1 What are the benefits of computers?

---

- 2 What are two problems with computers?

---

- 3 How many people in America are believed to be computer addicts?

---

- 4 What can be inferred about the amount of money lost to Internet fraud in the future?

---



**| Organizing |** Ask yourself the following questions and organize your ideas.

- 1 Which of the two positions do you agree with?
- 2 Why do you agree with this position?
- 3 Give some supporting details for your choice.

1 I agree \_\_\_\_\_

2-1 First reason \_\_\_\_\_

3-1 Details \_\_\_\_\_

2-2 Second reason \_\_\_\_\_

3-2 Details \_\_\_\_\_

**| Response |** Make your response using the above information.

If presented with these two choices, I would \_\_\_\_\_

\_\_\_\_\_ One reason I prefer this is \_\_\_\_\_

\_\_\_\_\_ In addition, \_\_\_\_\_

Another good point is \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  1-44



## PART

# 2

## Integrated Speaking I Read, Listen, & Speak

Read, Listen, & Speak is the first of the two integrated sections. As the word integrated illustrates, this section tests your ability to integrate information from two sources—the reading passage and the listening conversation or lecture. So you must combine more than one skill when responding. Topics will come from a variety of fields, and you will be required to speak in relation to the information from the reading and listening. You will be given 30 seconds to prepare and 60 seconds to respond.

### ● Chapter 3 Reading & Conversation

- |                                   |                                |
|-----------------------------------|--------------------------------|
| Unit 15 _ School Facilities       | Unit 19 _ Bus Routes           |
| Unit 16 _ University Construction | Unit 20 _ Library Construction |
| Unit 17 _ School Appointments     | Unit 21 _ Student Affairs      |
| Unit 18 _ School Policies         |                                |

### ● Chapter 4 Reading & Lecture

- |                        |                         |
|------------------------|-------------------------|
| Unit 22 _ Biology I    | Unit 26 _ Philosophy    |
| Unit 23 _ Sociology I  | Unit 27 _ Sociology II  |
| Unit 24 _ Psychology I | Unit 28 _ Psychology II |
| Unit 25 _ Biology II   |                         |



## Chapter

# 3

### Reading & Conversation

For this task, you will read a short passage of campus-related interest, and you will listen to two people having a conversation about it. Then you will be asked a question based on the reading and listening. The question will require you to state the opinion of one of the speakers and to summarize the reasons behind it. So, it is important to remember this task does not require you to state your own opinion and thoughts about the reading or listening.



# 3 Reading & Conversation

## Sample iBT Question

Read a short passage about a campus situation.

TOEFL iBT Speaking



### University to Build New Stadium

The university is going to begin construction on a new multimillion dollar stadium on July 1. Construction of the stadium should take approximately eleven months to complete. The school feels that the current facilities are inadequate and must be modernized immediately. Both athletes and students will profit from these updated facilities. In addition, since the school is now able to offer athletic scholarships, the new stadium should be able to help our sports teams attract more talented student-athletes. By improving our school's athletic performances, we will be able to garner more nationwide attention.

Listen to a conversation about the same topic. 

1-45

TOEFL iBT Speaking





### Script

M: I'm so glad the school's building a new stadium. It's about time.

W: I couldn't disagree more. We already have a stadium here at the university.

M: Yeah, but it's too old and needs to be updated.

W: Not really. I go there all the time to use the facilities, and I've never noticed anything wrong with it. It's not the best stadium around, but it definitely serves the needs of the school.

M: But what about the football team? They could really use a new stadium. You know, so then we'd get a better team.

W: That's not important to me at all. This stadium is going to cost millions of dollars. The school should be spending all of that money to construct a new science library.

M: A science library?

W: Yes, exactly. Most good universities have specialized libraries, and we could really use one for all of the science departments. It would be much better than having the science majors go to the main library. They could really use their own specialized library.

M: I don't know. That new stadium sounds really nice.

### Question

The woman expresses her opinion of the new sports stadium. State her opinion and explain the reasons she gives for holding that opinion.

### Sample Response

1-46

The woman is strongly opposed to the university's decision to construct a new, expensive sports stadium. First of all, she claims that the university's current stadium is fine. While she agrees that it isn't the best stadium, she claims that she uses it all the time and it seems fine to her. Likewise, she declares that it serves the needs of the school and students using it. She also believes that, instead of spending millions of dollars on a new stadium, the school ought to take that money and build a science library with it. The woman says that good universities should have specialized libraries like that one would be. She also declares that the science majors should be studying in a specialized library instead of having to go to the main library to do their studying.

## Useful Expressions

### 1. Expressions that can be used in telling about the subject

- |                                      |  |
|--------------------------------------|--|
| (1) The notice is about...           | (2) The notice describes...                |
| (3) In the notice, the university... | (4) The subject of the announcement is...  |
| (5) The students talk about...       | (6) The topic of the notice is...          |
| (7) The announcement mentions...     | (8) The notice covers...                   |
| (9) According to the announcement,   | (10) The matter the notice discusses is... |

### 2. Expressions that can be used in giving the student's opinion in the conversation

- |  |                            |
|--|----------------------------|
| (1) The male student opposes...          | (2) The woman thinks...    |
| (3) The male student does not believe... | (4) The man agrees that... |
| (5) The male student dislikes...         | (6) In the man's mind,     |
| (7) The man's opinion is that...         | (8) The woman supports...  |
| (9) The man fully supports...            | (10) In the woman's mind,  |

### 3. Expressions that can be used in explaining the reasons for holding an opinion

- |   |                                     |
|---|-------------------------------------|
| (1) More than anything else, it is because...     | (2) The man thinks that...          |
| (3) The reason for this is...                     | (4) One reason she gives is that... |
| (5) The first reason is that...                   | (6) The woman says...               |
| (7) The man claims that...                        | (8) The woman believes...           |
| (9) The man expresses his opposition by saying... | (10) Another reason is...           |

#### 4. Expressions that can be used in telling details

- |                                  |  |
|----------------------------------|--|
| (1) According to the woman,      | (2) One thing the student points out is... |
| (3) First, the student argues... | (4) During the conversation,               |
| (5) To begin with,               | (6) First (Second) of all,                 |
| (7) He claims that...            | (8) Furthermore,                           |
| (9) The woman states that...     | (10) The male student mentions...          |

#### 5. Expressions that can be used in making comparative remarks

- |   |   |
|---|---|
| (1) The woman thinks... is superior to... | (2) The man wants to... as opposed to...  |
| (3) It is more important to... than to... | (4) The woman's preference is... to...    |
| (5) She believes... is better than...     | (6) It is better to... than to...         |
| (7) On the contrary,                      | (8) ...is more important than...          |
| (9) ...is a better choice than...         | (10) The school ought to... instead of... |

## Unit 15. School Facilities

**Reading** | Read the following passage about a campus situation.

### University Tutoring System

The new university tutoring system begins on August 22. Students will no longer have face-to-face tutoring sessions. Instead, an online tutoring system will be implemented. The computer-based tutoring system will allow students to receive tutoring help twenty-four hours a day, seven days a week, instead of only during regular school hours. Students will benefit from expanded access to tutors. Also, the computer-based system will relieve students of stress from the crowded tutoring centers. Students will no longer need to be present on campus for tutoring. They will be able to access the computer-based system from any computer with an Internet connection.

### Words and Expressions

**tutor (v)**

to teach an individual or small group of people

**implement (v)**

to put into practice; to start

**relieve (v)**

to ease

**access (v)**

to connect; to use

**Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 What is the notice about?
- 2 What is the first reason for the new tutoring system?
- 3 According to the notice, how will it benefit the students?
- 4 What is another reason for the new tutoring system?
- 5 According to the notice, how will it benefit the students?

1 **Issue** \_\_\_\_\_


2 **First reason** \_\_\_\_\_

3 **Details** \_\_\_\_\_  
\_\_\_\_\_

4 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_  
\_\_\_\_\_



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-47

### Note Taking

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### Words and Expressions

**face to face (phr)**

in person; one on one

**efficient (a)**

well-organized; not wasting time, effort, or expense

**upgrade (v)**

to improve; to make better

**stick to (phr)**

to remain with; to stay with



The woman expresses her opinion of the new computer-based tutoring system. State her opinion and explain the reasons she gives for holding that opinion.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the woman's opinion of the new tutoring system?
- 2 What does the woman say about students' typing skills?
- 3 Why is this important to the new tutoring system?
- 4 What does the woman say about computers?
- 5 Why does she think it will be difficult for some students to buy new computers?

1 **Opinion** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

3 **Details** \_\_\_\_\_

4 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_

| **Response** | Make your response using the above information.

The notice describes \_\_\_\_\_. The woman thinks \_\_\_\_\_

\_\_\_\_\_ One reason is \_\_\_\_\_

\_\_\_\_\_ During the conversation, the woman says \_\_\_\_\_

\_\_\_\_\_ Another reason is \_\_\_\_\_

\_\_\_\_\_ The woman states that \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  1-48



## Unit 16. University Construction

| **Reading** | Read the following passage about a campus situation.

### Wall of Art Demolition

University officials have decided to take down the wall separating the art building with the university theater. The demolition will be completed by the end of May. Once the wall is down, access between the buildings will be easier. Students and visitors will no longer have to walk a block to get around the wall. Also, the wall initially began to feature the work of student artists. Lately, it has merely featured graffiti. This has made it an eyesore on campus, and we wish to beautify our campus. The university apologizes for any inconvenience to students during the removal process.

### Words and Expressions

**demolition (n)**

destruction

**initially (ad)**

from the beginning; at first

**graffiti (n)**

writing on walls

**eyesore (n)**

something unpleasant to look at

| **Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 What is the notice about?
- 2 What is one reason the wall is being taken down?
- 3 What is another reason the wall is being taken down?
- 4 What is the way that students will benefit from the demolition?
- 5 What is the way in which the school will benefit from the demolition?

1 **Issue** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

4 **Details** \_\_\_\_\_

3 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_

| **Listening** | Listen to a conversation about the same topic, and take notes. 1-49

**Note Taking**

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**Words and Expressions**

**historic (a)**

significant; relating to history

**knock something down (phr)**

to destroy something; to tear something down

**showcase (n)**

an exhibit; a display

**exposure (n)**

coverage; contact



The man expresses his opinion of the destruction of the wall of art. State his opinion and explain the reasons he gives for holding that opinion.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the man's opinion on the destruction of the wall of art?
- 2 What does the man say about the wall of art?
- 3 Why is the wall's age of importance?
- 4 How has the wall of art benefitted the school's students?
- 5 What effect will its destruction have on art students?

1 **Opinion** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

3 **Details** \_\_\_\_\_

4 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_

| **Response** | Make your response using the above information.

The male student opposes \_\_\_\_\_ In the notice, the university

\_\_\_\_\_ The man thinks that \_\_\_\_\_

\_\_\_\_\_ More than anything else, it is because

\_\_\_\_\_ Secondly, \_\_\_\_\_

\_\_\_\_\_ In the man's mind, \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  1-50

## Unit 17. School Appointments

**Reading** | Read the following passage about a campus situation.

### Dean of Humanities Department Appointment

Dr. William Reynolds has been appointed the new dean of the Humanities Department. Dr. Reynolds has been an associate professor in the department for fifteen years. His reputation as a scholar throughout the country is unparalleled. His appointment will help attract some of the best professors in the field and boost the department's academic reputation. Dr. Reynolds has also won the university distinguished teacher and advisor award for the past five years, which will ensure that students receive excellent advice for their studies and future goals. Let us all welcome Dr. Reynolds and support him in his new position.

### Words and Expressions

**reputation (n)**  
a standing; a status

**boost (v)**  
to increase; to raise

**academic (a)**  
scholarly; educational

**distinguished (a)**  
renowned; best

**Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 What is the announcement about?
- 2 What is the first reason Dr. Reynolds has been appointed dean of the Humanities Department?
- 3 What is the second reason he has been appointed dean?
- 4 What is the first way the university will benefit from Dr. Reynolds's appointment?
- 5 What is the second way the university will benefit from his appointment?


1 **Issue** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

4 **Details** \_\_\_\_\_

3 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_

| **Listening** | Listen to a conversation about the same topic, and take notes.  1-51

### Note Taking

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### Words and Expressions

**appoint (v)**

to hire; to assign

**seldom (ad)**

rarely; hardly ever

**scholar (n)**

an academic; a researcher

**attract (v)**

to lure; to draw toward something or someone



The man expresses his opinion of the professor's new appointment. State his opinion and explain the reasons he gives for holding that opinion.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 How does the man feel about Dr. Reynolds's appointment to dean?
- 2 How does the man respond to the woman's claim that Dr. Reynolds is a bad advisor?
- 3 What does the man say about his roommate's comments?
- 4 According to the man, what is Dr. Reynolds's academic reputation?
- 5 How will his standing as a scholar improve the school?

1 **Opinion** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

3 **Details** \_\_\_\_\_

4 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_



| **Response** | Make your response using the above information.

The subject of the announcement \_\_\_\_\_  
\_\_\_\_\_ The man thinks that \_\_\_\_\_  
\_\_\_\_\_ The reason for this is \_\_\_\_\_  
\_\_\_\_\_  
The man claims that \_\_\_\_\_  
\_\_\_\_\_ Another thing the man points out is \_\_\_\_\_  
\_\_\_\_\_  
According to the man, \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  1-52



## Unit 18. School Policies

| **Reading** | Read the following passage about a campus situation.

### University Dormitory Policy

Beginning this spring, the university will implement a new dormitory policy. The floors of each dormitory will become major-specific, meaning that students with the same majors will live together. This policy will allow students to study more effectively. Because they will live in close proximity to one another, students with the same majors will be able to create study groups more easily. Also, students will make closer connections with others with the same majors. The school believes students with the same majors should spend more time together outside of class. This will promote both academic and social interaction.

### Words and Expressions

**implement (v)**

to put into practice

**proximity (n)**

nearness; closeness

**promote (v)**

to encourage; to support

**interaction (n)**

contact; relations

| **Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 What is the notice about?
- 2 What is the first reason the university is implementing the new dormitory policy?
- 3 What is the second reason for the university's new dormitory policy?
- 4 What is the first way that students will benefit from the university's new policy?
- 5 What is the second way that students will benefit from the new policy?


1 **Issue** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

4 **Details** \_\_\_\_\_

3 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_

| **Listening** | Listen to a conversation about the same topic, and take notes.  1-53

**Note Taking**

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**Words and Expressions**

**definitely (ad)**  
surely; absolutely

**diverse (a)**  
different; various

**stimulate (v)**  
to inspire; to motivate

**perspective (n)**  
a view or manner of thinking



The woman expresses her opinion of the new dormitory policy. State her opinion and explain the reasons she gives for holding that opinion.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What does the woman think of the new dormitory policy?
- 2 How does the woman feel the new decision will affect students' grades?
- 3 Why does the woman believe students need to interact with others who have different majors?
- 4 What does the woman think about the potential for students living on the same floor to have good discussions together?
- 5 Why does the woman feel the discussions will not be positive?

1 **Opinion** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

3 **Details** \_\_\_\_\_

4 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_

| **Response** | Make your response using the above information.

According to the announcement, \_\_\_\_\_

\_\_\_\_\_ The woman believes \_\_\_\_\_

\_\_\_\_\_ One thing the student points out is \_\_\_\_\_

Another reason she gives is that \_\_\_\_\_

\_\_\_\_\_ She claims that \_\_\_\_\_

Simply put, \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  1-54

## Unit 19. Bus Routes

| **Reading** | Read the following passage about a campus situation.

### Bus Route Change

The university bus system will begin additional routes and stops at the beginning of the fall semester. The new routes will be in effect between 8 a.m. and 5 p.m. After 5 p.m., the old routes will start to be followed. The new routes will speed up transportation between major points on campus. Students will no longer have to wait for more than three minutes in between buses. Also, having more stops will decrease pedestrian traffic on campus. Students will have more options to get off in previously isolated areas of campus and will not have to walk great distances.

### Words and Expressions

**additional (a)**  
extra

**pedestrian (n)**  
a person who is walking

**previously (ad)**  
before; once

**isolated (a)**  
remote

| **Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 What is the notice about?
- 2 What is the first reason that the bus routes are being changed?
- 3 What is the second reason that the bus routes are being changed?
- 4 What is the first way the students will benefit from the new routes?
- 5 What is the second way the students will benefit from the new routes?

1 **Issue** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

4 **Details** \_\_\_\_\_  
\_\_\_\_\_

3 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_  
\_\_\_\_\_

| **Listening** | Listen to a conversation about the same topic, and take notes. **2-01**

### Note Taking

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### Words and Expressions

**look forward to (phr)**  
to anticipate; to expect

**considerably (ad)**  
greatly; very much

**unlimited (a)**  
without a limit; infinite

**fund (n)**  
money

**Q** The woman expresses her opinion of the new bus routes on campus. State her opinion and explain the reasons she gives for holding that opinion.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 How does the woman feel about the new bus routes?
- 2 What does the woman say about the current number of buses on campus?
- 3 How will the new buses help the woman?
- 4 What does the woman say about night school students not having access to the new bus routes?
- 5 Why does the woman feel the day students are more important?

1 **Opinion** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

3 **Details** \_\_\_\_\_

4 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_



| **Response** | Make your response using the above information.

The topic of the notice is \_\_\_\_\_

\_\_\_\_\_ The female student argues \_\_\_\_\_

\_\_\_\_\_ It is because first \_\_\_\_\_

In the woman's mind, \_\_\_\_\_

\_\_\_\_\_ Secondly, \_\_\_\_\_

According to the woman, \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-02



## Unit 20. Library Construction

| **Reading** | Read the following passage about a campus situation.

### New Café at Library

The university is beginning construction on a student café in the library basement. It will be ready for service by October 31. The café will provide students with easy access to snacks and beverages. Students will no longer have to leave campus for food and drinks. Now they can take quick breaks right on the library's premises and then resume studying. The refreshments will also be inexpensive. So long as customers present a valid student ID, all menu items will be discounted. The university looks forward to students taking advantage of the new café once it opens.

### Words and Expressions

**beverage (n)**

a drink

**premise (n)**

an area; a place

**resume (v)**

to restart; to start again

**valid (a)**

legitimate; legal

| **Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 What is the notice about?
- 2 What is the first reason the new café is being built?
- 3 What is the second reason the new café is being built?
- 4 What is the first way students will benefit from the new café?
- 5 What is the second way students will benefit from the new café?

1 **Issue** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

4 **Details** \_\_\_\_\_

3 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_

| **Listening** | Listen to a conversation about the same topic, and take notes. 2-03

### Note Taking

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### Words and Expressions

**junk food (n)**

unhealthy food like candy, chocolate, and potato chips

**alternative (n)**

an option; a choice

**procrastinate (v)**

to avoid; to delay

**hang out with (phr)**

to spend time with others, often doing nothing important



The man expresses his opinion of the new café being constructed in the basement of the university library. State his opinion and explain the reasons he gives for holding that opinion.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What does the man think of the new café in the school's library?
- 2 What does the man say about the food the café will be selling?
- 3 Why does he think these foods are not good options?
- 4 How does the man think students will act when the café opens?
- 5 Why does he feel that the students' behavior will not be helpful?

1 **Opinion** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

3 **Details** \_\_\_\_\_

4 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_

| **Response** | Make your response using the above information.

According to the announcement, \_\_\_\_\_


\_\_\_\_\_ The male student opposes \_\_\_\_\_

\_\_\_\_\_ One reason the man gives is that \_\_\_\_\_

The man thinks that \_\_\_\_\_

\_\_\_\_\_ The second reason the man gives is that \_\_\_\_\_

He claims that \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-04

## Unit 21. Student Affairs

| **Reading** | Read the following passage about a campus situation.

### Student Election Date to Change

The Student Activities Office is changing the date to elect student representatives to the student council. While elections have traditionally been held in May, the representatives for the new school year will now be elected in September. This will give freshmen the opportunity to help select the student representatives, something they have often complained about not being able to do. Additionally, since elections will not be in May, they will no longer distract students from studying for their final exams, which is a common excuse students give for not voting. This should serve to increase voter turnout for the elections.

### Words and Expressions

**representative (n)**

a leader; a delegate

**traditionally (ad)**

typically; usually

**distract (v)**

to bother; to keep a person from doing something

**voter turnout (phr)**

the percentage of voters participating in an election

| **Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 What is the notice about?
- 2 Why has the Student Activities Office changed the date of the election?
- 3 How will this change benefit freshmen at the school?
- 4 Why have students often not voted in the past?
- 5 How will the change in the date of the election change the voter turnout?


1 **Issue** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

3 **Details** \_\_\_\_\_

4 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_

| **Listening** | Listen to a conversation about the same topic, and take notes.  2-05

### Note Taking

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### Words and Expressions

**spectacular (a)**  
excellent

**be occupied with (phr)**  
to be busy doing something

**have a point (phr)**  
to make a good observation

**candidate (n)**  
a person running for an elected office



The man expresses his opinion on the change in the date for the election of student representatives. State his opinion and explain the reasons he gives for holding that opinion.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the man's opinion of the decision to move the election date?
- 2 What does the man say about students' schedules in September?
- 3 How does he feel this will affect students with regards to voting?
- 4 What does the man think about freshmen getting to vote?
- 5 How does he feel their knowledge of school issues will affect their voting?

1 **Opinion** \_\_\_\_\_

2 **First reason** \_\_\_\_\_

3 **Details** \_\_\_\_\_

4 **Second reason** \_\_\_\_\_

5 **Details** \_\_\_\_\_



| **Response** | Make your response using the above information.

The man feels negatively toward \_\_\_\_\_  
\_\_\_\_\_ The announcement mentions \_\_\_\_\_  
\_\_\_\_\_ The man expresses his opposition by saying \_\_\_\_\_  
In the man's mind, \_\_\_\_\_  
\_\_\_\_\_ The man's second reason is \_\_\_\_\_  
\_\_\_\_\_ He claims that \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-06



## Chapter

# 4

### Reading & Lecture

For this task, you will read a short passage about an academic subject and listen to a professor give a brief excerpt from a lecture on that subject. Then you will be asked a question based on the passage and lecture. Although the topics are academic in nature, none of the passages or lectures requires you to have prior knowledge of any academic field in particular. You only need to integrate and convey the key information from both sources.



# 4 Reading & Lecture

## Sample iBT Question

Read a short passage about an academic subject.

TOEFL iBT Speaking



### Dormancy

Some animals go through periods of their lives where they stop developing for some time. This period of time is called dormancy. When an animal is lying dormant, it has two primary characteristics. First, the animal engages in a very small amount of physical activity. Often, it barely moves, as it tends to stay in one place. Also, a dormant animal has very little need for nourishment. This is connected to the fact that it is not moving and not being active. For example, when bears hibernate in winter, they are engaging in a period of dormancy.

Listen to a lecture about the same topic. 

2-07

TOEFL iBT Speaking



### Script

Now, most of you have probably heard about the lungfish and know that it is a species of fish that is actually capable of breathing air, hence the name lungfish. Well, that capability is integral to the survival of lungfish that live in Africa and South America. Here, let me tell you about what they do.

Well, as you know, various places in Africa and South America have both rainy and dry seasons. During the dry season, the pools of water where the lungfish live often simply evaporate from the heat. So, what do the lungfish do in order to survive? Well, they dig holes deep in the ground and cover themselves in slime and mud. This helps keep them cool in the heat.

After that, they enter a period of dormancy. This slows down their body functions considerably. For example, their hearts might beat only three times a minute. Incredible, huh? And they might only breathe twice an hour. Simply put, they engage in almost no physical activity. They remain in this state for as long as the dry season lasts. Once the rain starts falling and the water returns, the lungfish can return to their normal existence of living in the water.

### Question

**The professor describes the behavior of the lungfish during the dry season. Explain how the lungfish's behavior relates to dormancy.**

### Sample Response

2-08

In his lecture, the professor focuses on the lungfish, a species of fish in Africa and South America that can breathe air. When the dry season comes and its pools of water evaporate, the lungfish has to dig a hole deep in the ground to live in. It then covers itself with dirt and slime and promptly enters a period of dormancy. Dormancy is a time when an animal ceases developing and slows down its bodily functions. This is exactly what the lungfish does. It doesn't move, it slows down its heart rate, and it breathes only two times an hour. Because it is lying dormant, it doesn't need any physical nourishment. This allows the lungfish to survive until the rains come back and create more pools of water for it to live in.

## Useful Expressions

### 1. Expressions that can be used in telling about the lecture subject

- |   |  |
|---|--|
| (1) The lecturer describes...                   | (2) In the course of the lecture, the professor... |
| (3) The subject of the talk is...               | (4) During his lecture, the professor mentions...  |
| (5) The professor gives a lecture on...         | (6) The professor lectures on...                   |
| (7) The lecture is mostly about...              | (8) The topic of the lecture is...                 |
| (9) In the lecture, the professor focuses on... | (10) The professor's talk mentions...              |

### 2. Expressions that can be used in telling about the lecture details

- |                                      |  |
|--------------------------------------|--|
| (1) If you look at the details,      | (2) The professor gives several examples.  |
| (3) The first was...                 | (4) One thing the professor mentions is... |
| (5) First, the professor says...     | (6) The reason for this is...              |
| (7) Something else to remember is... | (8) The first reason is that...            |
| (9) It is often the case that...     | (10) The professor states that...          |

### 3. Expressions that can be used in referring and quoting remarks

- |  |                                      |
|--|--------------------------------------|
| (1) The professor says, "..."            | (2) According to the lecturer,       |
| (3) The professor thinks that...         | (4) The lecturer remarks that...     |
| (5) She mentions, "..."                  | (6) In his opinion,                  |
| (7) The professor discusses...           | (8) The reading mentions that...     |
| (9) In the reading, the author writes... | (10) In the professor's words, "..." |



#### 4. Expressions that can be used in making relations

- (1) This is a part of... in the reading because...
- (2) This represents the idea of... in the reading.
- (3) This relates to the reading passage in that...
- (4) This is a classic instance of...
- (5) The professor's example is connected to the reading in that...
- (6) The reading passage describes this instance as...
- (7) An example of this is found in the reading, which mentions...
- (8) The relation between the reading and lecture is...
- (9) This fact is strongly related to...
- (10) The connection the professor makes to the reading is...

#### 5. Expressions that can be used in telling about the reading passage

- |   |  |
|---|--|
| (1) According to the reading,                               | (2) The reading states that...             |
| (3) In the reading,   | (4) It is considered to be a fact that...  |
| (5) The reading covers...                                   | (6) The reading passage describes...       |
| (7) As described in the reading,                            | (8) The topic covered in the reading is... |
| (9) This concept is covered in the reading, which states... | (10) The reading focuses on...             |

#### 6. Expressions that can be used to connect the lecture examples to one another

- |   |  |
|---|--|
| (1) Both instances...                   | (2) In both cases,                     |
| (3) These are two methods...            | (4) The two examples both...           |
| (5) The lecturer's two examples...      | (6) The professor's two instances...   |
| (7) Both of the professor's examples... | (8) The two examples mentioned both... |
| (9) This shows how the two instances... | (10) These are both examples of...     |

## Unit 22. Biology I

**Reading** | Read the following passage about an academic subject.

### Keystone Species

Some animals have disproportionate, yet positive, effects upon their environments for a number of reasons. These animals are referred to by scientists as keystone species. They receive this moniker because, just like the keystone is the crucial stone in an arch that keeps it from falling, without the presence of a keystone species, a particular habitat would be changed considerably, often for the worse. Animals can be keystone species for many reasons. The most prominent keystone species are predators, but other animals can positively change their habitats in other ways, like changing the environment or spreading nutrients through their habitats.

### Words and Expressions

**disproportionate (a)**  
unequal; larger than normal

**moniker (n)**  
a name

**prominent (a)**  
famous; well-known


**spread (v)**  
to pass out; to strew

**Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 What is a keystone species?
- 2 What is the importance of the word "keystone"?
- 3 What would happen to a habitat without the presence of a keystone species?
- 4 What is the main way in which animals serve as keystone species?
- 5 What are some other ways in which animals can be keystone species?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



| **Listening** | Listen to a lecture about the same topic, and take notes.  2:09

### Note Taking

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### Words and Expressions

**environment (n)**

a specific area or region

**prodigious (a)**

enormous; very large

**vegetation (a)**

plant life; any kind of plants, but primarily small bushes and grasses

**defecate (v)**

to release solid waste from one's body



The professor describes the importance of elephants to their habitats. Explain how the elephant's importance relates to keystone species.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the keystone species in Africa?
- 2 What is the importance of elephants eating so much vegetation daily?
- 3 What is the importance of elephants defecating in various places?
- 4 How do keystone species relate to elephants?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

| **Response** | Make your response using the above information.

The professor begins by telling \_\_\_\_\_  
\_\_\_\_\_ According to the lecturer, \_\_\_\_\_  
\_\_\_\_\_ In the reading, \_\_\_\_\_  
\_\_\_\_\_ This represents the idea of \_\_\_\_\_  
\_\_\_\_\_ If you look at the details, \_\_\_\_\_  
\_\_\_\_\_ Something else to remember is \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-10

## Unit 23. Sociology I

| **Reading** | Read the following passage about an academic subject.

### Role Conflict

When a situation presents itself to an individual, he often has his choice of actions to take. In many cases, before settling on what to do, he must first decide which role he will play. Oftentimes, people experience cases of role conflict. In these situations, an individual is faced with a particular situation, and he must choose from between two or more different roles—like those of parent, child, employer, or employee—when deciding how to react to the situation. In most cases of role conflict, the possible actions are either opposite or quite different, which thereby creates role conflict.

### Words and Expressions

**settle (v)**

to decide on something

**case (n)**

a situation

**be faced with (phr)**

to have to deal with; to be presented with

**thereby (ad)**

therefore; accordingly

| **Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 What can a person do when he is faced with a certain situation?
- 2 What must a person do before responding to a particular situation?
- 3 When does role conflict occur?
- 4 What are some different roles that people can play?
- 5 What often happens in cases of role conflict?


1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

| **Listening** | Listen to a lecture about the same topic, and take notes.  2-11

### Note Taking

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### Words and Expressions

**be handled (phr)**  
to be taken care of; to be solved

**assume (v)**  
to suppose

**colleague (n)**  
a coworker; an associate

**vastly (ad)**  
greatly; very much



The professor describes two instances in which people must determine the role that they will play. Explain how these instances relate to role conflict.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What conflict does the student have?
- 2 What are the choices that are available to the student?
- 3 What conflict does the professor have?
- 4 What are the choices that are available to the professor?

1 

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2 

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3 

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4 

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| **Response** | Make your response using the above information.

The professor describes two situations. The first involves \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ The second situation involves \_\_\_\_\_

\_\_\_\_\_ The two examples both \_\_\_\_\_

According to the reading, \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-12

## Unit 24. Psychology I

**Reading** | Read the following passage about an academic subject.

### Impression Management

People are often concerned with what others think of them. In many cases, both consciously and unconsciously, they employ impression management to create positive images of themselves. There are many ways to accomplish this, but the most common is to control the flow of information a person reveals about oneself. When people engage in impression management, they typically do not show any of their unflattering or negative characteristics. While this does not necessarily present a person in a completely honest light, it is commonly used, especially when meeting someone for the first time or at an important event.

### Words and Expressions

**be concerned with (phr)**  
to care about; to be interested in

**employ (v)**  
to use

**flow (n)**  
a passage


**light (n)**  
an appearance

**Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 In what ways do people use impression management?
- 2 Why do people use impression management?
- 3 What is the most common way people use impression management?
- 4 What does a person not reveal about himself when using impression management?
- 5 When do people most often use impression management?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



| **Listening** | Listen to a lecture about the same topic, and take notes.  2-13

### Note Taking

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### Words and Expressions

**consciously (ad)**

on purpose; deliberately

**surely (ad)**

definitely; certainly

**dress the part (phr)**

to wear the appropriate clothes for the appropriate situation

**dean (n)**

a high-ranking college official



The professor describes two instances in which people must be conscious of how they act. Explain how these instances relate to impression management.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What kind of role does impression management play for people?
- 2 When do people use impression management?
- 3 Why do the students need to wear formal clothes for their presentations?
- 4 What was the importance of the professor changing her behavior around the dean?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

| **Response** | Make your response using the above information.

In the course of the lecture, \_\_\_\_\_

\_\_\_\_\_ She first mentioned \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ She says \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The two examples both \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-14

## Unit 25. Biology II

| Reading | Read the following passage about an academic subject.

### Population Growth

In order to increase in numbers, all species must engage in population growth. This is the rate at which a species, be it human or other, increases in numbers. As a general rule, all species increase at consistent rates. However, there are always factors, such as disease, drought, famine, or predators, which help to limit a species' population growth. Should a species' population increase or decrease too rapidly, this often has an effect on other species living in the same environment. These effects can be either positive or negative, depending upon the species that is involved.

### Words and Expressions

**engage in (phr)**

to practice; to take part in

**consistent (a)**

regular; reliable

**drought (n)**

a long period of time with no rain


**famine (n)**

a long period of time with no food

| Comprehending | Answer the following questions to make sure you understand the reading.

- 1 How can species become more numerous?
- 2 What is population growth?
- 3 What factors can cause a species to grow at a slower rate?
- 4 What happens if a species' population grows or declines too rapidly?
- 5 What can be the results of a rapid increase or decline in population?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

| **Listening** | Listen to a lecture about the same topic, and take notes.  2-15

**Note Taking**

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**Words and Expressions**

**tremendous (a)**

very large; enormous

**take over (phr)**

to conquer; to capture

**chop (v)**

to cut down

**rage out of control (phr)**

to be unmanageable



The professor describes how pine trees and deer can increase their numbers at very high rates. Explain how this is related to population growth.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What are the effects of rapid rates of increase of various species?
- 2 What does the professor say about the rate of increase of pine trees?
- 3 What helps to limit the population growth of pine trees?
- 4 What does the professor say about the rate of increase of deer?
- 5 What helps to limit the population growth of deer?

1 

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2 

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3 

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4 

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| **Response** | Make your response using the above information.

During his lecture, the professor mentions \_\_\_\_\_

\_\_\_\_\_ The professor states that \_\_\_\_\_

The professor's example is connected to the reading in that \_\_\_\_\_

The reading states that \_\_\_\_\_

The two examples mentioned both \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-16



## Unit 26. Philosophy

| **Reading** | Read the following passage about an academic subject.

### Occam's Razor

William of Occam was a Franciscan monk who lived in the thirteenth and fourteenth centuries. While he was involved in various papal controversies then, he is remembered nowadays for the principle known as Occam's razor. While William himself did not create it, his name has come to be associated with it from his using it. Occam's razor proposes that, when a person is faced with a problem, he should eliminate everything unnecessary to solve it, thereby "shaving" any unneeded factors. In simplest terms, Occam's razor can be shortened to state that the simplest solution is often the best.

### Words and Expressions

**monk (n)**

a holy man in Christianity who lives at a monastery

**papal (a)**

relating to the pope

**eliminate (v)**

to erase; to discount; to do away with

**shave (v)**


to reduce; to cut

| **Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 Who was William of Occam?
- 2 Why do people remember William of Occam?
- 3 Why do people associate him with Occam's razor?
- 4 What is Occam's razor?
- 5 What is the easiest way to state Occam's razor?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



| **Listening** | Listen to a lecture about the same topic, and take notes.  2-17

### Note Taking

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### Words and Expressions

**extinguish (v)**

to put out, usually a fire

**conclusion (n)**

a theory; an idea arrived at after considered thought

**run down (v)**

to describe; to detail

**logical (a)**

reasonable; rational



The professor describes a fire and two possible conclusions concerning the starting of that fire. Describe how Occam's razor is related to these conclusions.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the situation that the professor describes?
- 2 What is the first conclusion the professor arrives at as to how the fire started?
- 3 What variables does the professor describe concerning the first conclusion?
- 4 What is the second conclusion the professor arrives at as to how the fire started?
- 5 Which conclusion does the professor believe is more logical?

1 

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2 

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3 

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4 

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5 

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| **Response** | Make your response using the above information.

The professor tells the class about \_\_\_\_\_

\_\_\_\_\_ First, the professor says \_\_\_\_\_

\_\_\_\_\_ The second is that \_\_\_\_\_

The professor's example is connected to the reading in that \_\_\_\_\_

The reading states that \_\_\_\_\_

\_\_\_\_\_ This shows how the two instances \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-18

## Unit 27. Sociology II

| **Reading** | Read the following passage about an academic subject.

### Diffusion of Responsibility

Most people have a number of different responsibilities to their families, employers, or other organizations. However, in some cases, particularly ones involving large groups of people, responsibility is not assigned to one particular person. In these situations, this leads to a phenomenon known as diffusion of responsibility. In most cases, the diffusion of responsibility leads to people having a lessened sense of personal responsibility. This is used by some people to excuse themselves from doing tasks that they do not wish to do or to exonerate themselves for having participated in activities that are illegal, improper, or embarrassing.

### Words and Expressions

**be assigned to (phr)**  
to be given to someone

**phenomenon (n)**  
an event; an occurrence


**diffusion (n)**  
dispersal; the spreading out of something

**lessened (a)**  
decreased; smaller

| **Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 To whom or what do people have responsibilities?
- 2 What is common about responsibilities when there are large groups of people?
- 3 What is a result of the diffusion of responsibility?
- 4 How do people use the diffusion of responsibility?
- 5 In which kinds of situations might people rely upon the diffusion of responsibility?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

| **Listening** | Listen to a lecture about the same topic, and take notes.  2-19

### Note Taking

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### Words and Expressions

**commute (v)**

to travel from home to work and back

**render (v)**

to provide; to engage in

**motorist (n)**

a person who is driving a vehicle like a car, truck, or motorcycle

**likelihood (n)**

a probability; a chance



The author of the passage describes people's reactions to two different traffic accidents. Describe how these two reactions relate to the diffusion of responsibility.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What are the times of the two accidents the professor describes?
- 2 According to statistics, in which accident is an injured person likely to receive assistance?
- 3 Why do many people not help those involved in the morning accident?
- 4 Why is a passing motorist more likely to help in the night accident?

1 

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2 

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3 

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4 

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| **Response** | Make your response using the above information.

The subject of the talk is \_\_\_\_\_  
\_\_\_\_\_ According to the professor's statistics,  
\_\_\_\_\_  
In the morning accident, \_\_\_\_\_  
\_\_\_\_\_  
But at night, \_\_\_\_\_  
\_\_\_\_\_  
This fact is strongly related to \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-20



## Unit 28. Psychology II

| **Reading** | Read the following passage about an academic subject.

### Buyer's Remorse

People make numerous purchases without giving them any thought throughout a typical day. In some cases, though, particularly when a person makes a large or expensive purchase, the individual may experience buyer's remorse. This is a feeling of deep regret for making a specific purchase. The reason for this feeling typically revolves around an item's price; however, a person may also experience buyer's remorse out of a notion that the purchase is not appropriate for him. In these situations, buyers will either convince themselves that they should not feel guilty or will attempt to return their purchase.

### Words and Expressions

**remorse (n)**  
a feeling of regret or sorrow

**revolve around (phr)**  
to concern

**notion (n)**  
an idea; a thought


**appropriate (a)**  
right; proper

| **Comprehending** | Answer the following questions to make sure you understand the reading.

- 1 How often do people make purchases?
- 2 When might someone experience buyer's remorse?
- 3 What is buyer's remorse?
- 4 Why do people experience buyer's remorse?
- 5 What are the usual two results after a person experiences buyer's remorse?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



| **Listening** | Listen to a lecture about the same topic, and take notes.  2-21

### Note Taking

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### Words and Expressions

**get promoted (phr)**  
to be moved up to a higher position  
at one's workplace

**splurge (v)**  
to spend a greater than normal  
amount of money

**impulse (n)**  
an urge; a sudden desire

**point out (phr)**  
to mention; to declare



The professor describes two different reactions to the purchase of an automobile. Describe how these two reactions relate to buyer's remorse.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 Why does the professor mention buyer's remorse?
- 2 How did the professor feel at first after purchasing a new car?
- 3 How did the professor later feel about his purchase?
- 4 What did the professor do after he began to feel differently?
- 5 What did the dealer do to convince the professor to keep the car?

1 

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2 

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3 

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4 

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| **Response** | Make your response using the above information.

The professor gives a personal example of \_\_\_\_\_

\_\_\_\_\_ The professor says \_\_\_\_\_

This is a classic instance of \_\_\_\_\_

\_\_\_\_\_ According to the reading, \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-22

## PART

# 3

## Integrated Speaking II Listen & Speak

Listen & Speak is the second of the two integrated sections. In this section, you will not have to read a reading passage. Instead, you will only listen to a short conversation or a lecture and will then be required briefly to respond to the question about the listening part. As in the first integrated part, the topics will be drawn from a variety of fields but will not require you to have prior knowledge of any academic field in particular.

### ● Chapter 5 Conversation

Unit 29 \_ Student Life I  
Unit 30 \_ Internships  
Unit 31 \_ Part-time Jobs  
Unit 32 \_ Transportation

Unit 33 \_ Campus Tours  
Unit 34 \_ Student Life II  
Unit 35 \_ Makeup Exams

### ● Chapter 6 Lecture

Unit 36 \_ Writing  
Unit 37 \_ Botany  
Unit 38 \_ Education  
Unit 39 \_ Earth Science

Unit 40 \_ Ecology  
Unit 41 \_ Geography  
Unit 42 \_ Marketing



## Chapter

# 5

### Conversation

For this task, you will listen to a short conversation about a campus-related situation and respond to a question based on what you have heard. In the conversation, two people typically discuss a problem and two possible solutions. After you listen to the conversation, you will be asked briefly to describe the situation and to give your own opinion about the solution to the problem. You will have 20 seconds to prepare your response and 60 seconds to speak.



# 5 Conversation

## Sample iBT Question

Listen to a conversation between two students.

TOEFL iBT Speaking



2-23

### Script

M: I can't believe what just happened!

W: What's the matter? Did you lose something?

M: Well, I may have lost my financial aid. The deadline to apply for financial aid from the university was yesterday, but I was out of town and didn't get my application in. I might have to drop out of school now.

W: Well, why don't you just go down to the Financial Aid Office and explain to them what happened? I'm sure they'll accept your application, and then you'll be able to get money for your classes and books.

M: I don't know. I had a friend who forgot and submitted his application late, but they weren't very understanding of his situation. They might do the same thing to me.

W: Okay, in that case, why don't you just ask your parents to help pay for your tuition? I'm sure that they'd either give you the money or loan it to you.

M: Yeah, they do have the money, but my parents are planning on taking a trip to Europe this summer. If they lend me the money, they won't be able to go on that trip, and they've been planning it for almost a year now.





The woman suggests two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Preparation Time: 20 Seconds

Response Time: 60 Seconds

### Sample Response

2-24

The male student's problem is that he missed the deadline to apply for financial aid and may have to quit attending school if he loses his financial support. In my opinion, the best solution to his problem is for him to go to the Financial Aid Office and explain his situation. First, he was out of town when the deadline passed. The university should accept that as a legitimate excuse and allow him to submit his application one day late. Furthermore, while the man could ask his parents for money, that would interrupt their vacation plans. Instead, he should try to get the university to provide him with a scholarship that would pay the costs of his tuition and books. This is much better than asking for money he'd have to pay back later.

## Useful Expressions

### 1. Expressions that can be used in describing the problem

- |   |   |
|---|---|
| (1) The man's problem is...                   | (2) The problem is that...                      |
| (3) The main issue for the woman is...        | (4) What's bothering the man is...              |
| (5) What happened to the man is...            | (6) The woman's complaint is...                 |
| (7) The primary issue is...                   | (8) The female student has a problem in that... |
| (9) The issue the woman is dealing with is... | (10) The problem the man is dealing with is...  |

### 2. Expressions that can be used in telling about solutions

- |   |   |
|---|---|
| (1) The female student believes that... | (2) In order to solve the problem, the man...   |
| (3) The man suggests that...            | (4) One suggestion the man makes is to...       |
| (5) The man encourages the woman to...  | (6) The man thinks the woman ought to...        |
| (7) The woman tells the man to...       | (8) One solution the woman proposes is to...    |
| (9) According to the man,               | (10) The better solution the man can make is... |

### 3. Expressions that can be used in referring and quoting remarks

- (1) The woman says, "..."
- (2) Saying, "...,"
- (3) The man suggests the woman...
- (4) In their conversation, the man tells the woman to...
- (5) He mentions, "..."
- (6) In her opinion,
- (7) The man says that...
- (8) While proposing solutions, the man says, "..."
- (9) During the conversation, the woman says, "..."
- (10) The woman proposes that the man...

#### 4. Expressions that can be used in giving opinions and suggestions

- |   |   |
|---|---|
| (1) I agree with the man's suggestion that... | (2) The better option is to...                  |
| (3) I strongly feel that...                   | (4) What should happen is...                    |
| (5) The man needs to...                       | (6) I agree with the woman that...              |
| (7) I support this decision because...        | (8) Furthermore, he should...                   |
| (9) The woman should decide to...             | (10) What the woman should be thinking of is... |

#### 5. Expressions that can be used in giving reasons for the opinion

- |   |  |
|---|--|
| (1) The reason for this is...           | (2) First (Second) of all,               |
| (3) To begin with,                      | (4) By doing this, the man could...      |
| (5) One reason she should do this is... | (6) This is important since (because)... |
| (7) Additionally,                       | (8) Furthermore,                         |
| (9) The woman should do this because... | (10) In addition,                        |

## Unit 29. Student Life I

| **Listening** | Listen to a conversation and take notes. **2-25**

### Note Taking

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### Words and Expressions

**messy (a)**

cluttered; dirty

**back to square one (phr)**

at the beginning; at the start

**absentminded (phr)**

forgetful

**accuse (v)**

to blame someone for something

**Q**

The speakers discuss two possible solutions to the man's problem. Describe the problem and the two solutions. Then explain what you think the man should do and why.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What problem does the male student have?
- 2 What solution does the woman suggest?
- 3 What does the man say about the woman's suggestion?
- 4 What solution does the man suggest?
- 5 What is the drawback to the man's suggestion?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**| Opinion |** Ask yourself the following questions and organize your opinion.

- 1 Which of the two solutions do you prefer?
- 2 How will this solution benefit the man and his roommates?
- 3 How can the man counter the drawback to this solution?
- 4 What is a possible advantage to this solution?
- 5 Why do you feel that this will benefit the man and his roommates?

**Your choice** \_\_\_\_\_

**First reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**Second reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**| Response |** Make your response using the organized ideas.

**The man's problem is that** \_\_\_\_\_ **In my opinion,** \_\_\_\_\_

\_\_\_\_\_ **Although** \_\_\_\_\_

**Second of all,** \_\_\_\_\_

**However,** \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  2-26



## Unit 30. Internships

| **Listening** | Listen to a conversation and take notes.  2-27

### Note Taking

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### Words and Expressions

**internship (n)**

a low or nonpaying junior position for students at a company

**awesome (a)**

excellent; wonderful

**dilemma (n)**

a problem; an issue

**barely (ad)**

hardly

**Q** The man suggests two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the female student's problem?
- 2 What does the man suggest that the woman say to her new employer?
- 3 Why does he feel that this solution will be successful?
- 4 What does the man suggest the woman do to supplement her income?
- 5 Why is the woman not sure about following this suggestion?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



**Opinion** | Ask yourself the following questions and organize your opinion.

- 1 Which of the man's two solutions do you prefer?
- 2 Why do you believe this solution is better for the woman?
- 3 What hardship will the woman suffer by following this suggestion?
- 4 How will the woman best be able to keep her internship?
- 5 Why is keeping her internship probably important to the woman?

**Your choice** \_\_\_\_\_

**First reason** \_\_\_\_\_

**Details** \_\_\_\_\_

\_\_\_\_\_

**Second reason** \_\_\_\_\_

**Details** \_\_\_\_\_

\_\_\_\_\_

**Response** | Make your response using the organized ideas.

**The female student's complaint is that** \_\_\_\_\_


\_\_\_\_\_

**I agree with** \_\_\_\_\_

**In addition,** \_\_\_\_\_

**So** \_\_\_\_\_

\_\_\_\_\_

**Compare** | Listen to a sample response, and compare it with yours.  2-28

## Unit 31. Part-time Jobs

| **Listening** | Listen to a conversation and take notes.  2-29

### Note Taking

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### Words and Expressions

- document (n)**  
a paper; a manuscript
- abandon (v)**  
to quit; to desert
- pressure (n)**  
stress; anxiety
- content (adj)**  
satisfied; pleased with

**Q** The man suggests two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the woman's problem?
- 2 What does the man first advise the woman to do?
- 3 Why does he think his solution is a good idea?
- 4 What does the man suggest the woman say to her professor?
- 5 Why is the woman hesitant to follow his advice?

- 1 

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- 2 

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- 3 

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- 4 

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- 5 

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**| Opinion |** Ask yourself the following questions and organize your opinion.

- 1 Which of the two solutions the man suggests do you prefer?
- 2 Why are you in favor of this solution?
- 3 What will be a result of the woman following this solution?
- 4 How could this solution benefit the woman in the future?
- 5 Why is it important for the woman to follow this suggestion?

**Your choice** \_\_\_\_\_

**First reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**Second reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**| Response |** Make your response using the organized ideas.

**The female student has a problem in that** \_\_\_\_\_

\_\_\_\_\_ **I strongly feel** \_\_\_\_\_

**Additionally,** \_\_\_\_\_

**Since** \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  2-30

## Unit 32. Transportation

| **Listening** | Listen to a conversation and take notes.  2-31

### Note Taking

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### Words and Expressions

**fracture (v)**  
to break

**cast (n)**  
a rigid surgical dressing for broken bones

**to be stuck (phr)**  
to have no choice; not to be able to do something

**lift (n)**  
a ride



The woman suggests two possible solutions to her problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the female student's problem?
- 2 Why does the woman mention her friend?
- 3 What does the man say about that idea?
- 4 What is the second idea that the woman proposes?
- 5 Why does the man say it might not be a good idea?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**| Opinion |** Ask yourself the following questions and organize your opinion.

- 1 Which of the woman's two solutions do you think is better?
- 2 Why do you like this solution?
- 3 What makes you think it will produce a better result?
- 4 Why should the woman not be worried about using this solution?
- 5 What will be the probable result of her solution?

**Your choice** \_\_\_\_\_

**First reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**Second reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**| Response |** Make your response using the organized ideas.

What happened to the woman is that \_\_\_\_\_ I agree with \_\_\_\_\_

\_\_\_\_\_ To begin with, \_\_\_\_\_

Second of all, \_\_\_\_\_

Since \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  2-32



## Unit 33. Campus Tours

| **Listening** | Listen to a conversation and take notes.  2-33

### Note Taking

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### Words and Expressions

**pick up (phr)**

to meet someone to take that person somewhere

**minor (a)**

small; not particularly important

**general (a)**

broad; unfocused

**arrangement (n)**

a plan; an agreement



The woman suggests two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What problem does the man tell the woman he has?
- 2 What does the woman say about taking a tour?
- 3 Why does the man feel that a tour might not be a good idea?
- 4 What does the woman suggest the man do on Sunday?
- 5 Why does the man think he might not be able to follow her suggestion?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



**| Opinion |** Ask yourself the following questions and organize your opinion.

- 1 Which solution do you prefer?
- 2 Why do you think this is the better solution?
- 3 What benefits will this provide for the man's cousin?
- 4 What should the man think about?
- 5 What will be the result of the man's decision?

**Your choice** \_\_\_\_\_

**First reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**Second reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**| Response |** Make your response using the organized ideas.

**The man's problem is that** \_\_\_\_\_

\_\_\_\_\_ **In my opinion,** \_\_\_\_\_

**I support this decision because** \_\_\_\_\_

**In addition,** \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  2-34

## Unit 34. Student Life II

| **Listening** | Listen to a conversation and take notes. 2-35

### Note Taking

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### Words and Expressions

**gross (a)**

disgusting; terrible

**be all talk (phr)**

to talk about something but not to act on it

**complaint (n)**

a protest; an objection

**kicked out (phr)**

to be expelled from a place, usually a school



The speakers discuss two possible solutions to the woman's problem. Describe the problem and the two solutions. Then explain what you think the woman should do and why.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What problem does the woman have?
- 2 What does the man suggest that she do?
- 3 Why does the woman not want to follow his suggestion?
- 4 What solution does the woman propose to the problem?
- 5 What does the man say in response to her suggestion?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**| Opinion** | Ask yourself the following questions and organize your opinion.

- 1 Which of the two solutions do you believe is better?
- 2 Why do you think this is the better solution?
- 3 What is the woman's roommate obliged to do?
- 4 What kind of rights does the woman have in the dormitory?
- 5 How is this important to the woman's problem?

**Your choice** \_\_\_\_\_

**First reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**Second reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**| Response** | Make your response using the organized ideas.

**The issue that the woman is dealing with is** \_\_\_\_\_

\_\_\_\_\_ **Clearly, the better suggestion the man makes is**

**Second of all,** \_\_\_\_\_

**So** \_\_\_\_\_

**| Compare** | Listen to a sample response, and compare it with yours.  2-36

## Unit 35. Makeup Exams

| **Listening** | Listen to a conversation and take notes. **2-37**

### Note Taking

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### Words and Expressions

**big (a)**

important; major

**break down (phr)**

to stop working; to malfunction

**makeup exam (n)**

a test given after the regular test date

**Dean's List (n)**

an award students with high grades receive



The speakers discuss two possible solutions to the man's problem. Describe the problem and the two solutions. Then explain what you think the man should do and why.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What problem does the male student have?
- 2 What does the man say that he could do to solve his problem?
- 3 Why might this solution not be effective?
- 4 What solution does the woman suggest?
- 5 Why is the man not sure about following her advice?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**| Opinion |** Ask yourself the following questions and organize your opinion.

- 1 Which of the two solutions do you prefer?
- 2 Why do you feel this is the best possible solution?
- 3 What should be the result of this solution?
- 4 Why should the man not follow the other solution?
- 5 What makes you think that way?

**Your choice** \_\_\_\_\_

**First reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**Second reason** \_\_\_\_\_

**Details** \_\_\_\_\_

**| Response |** Make your response using the organized ideas.

The problem is that \_\_\_\_\_ During the conversation,

I agree with her. First, \_\_\_\_\_

Furthermore, \_\_\_\_\_

**| Compare |** Listen to a sample response, and compare it with yours.  2-38





## Chapter



### Lecture

For this task, you will first listen to a professor present a brief lecture on an academic subject, and then you will be asked a question about what you have heard. The topics will vary but will not require you to have any prior knowledge of any field in particular. The professor will typically introduce a concept and go on to discuss examples about it. You will be asked to explain the main concept using the given examples in the lecture.





## Sample iBT Question

Listen to a lecture about an academic subject.

TOEFL iBT Speaking



2-39

### Script

Now I'd like to talk about how to improve your acting, especially since you're going to be putting on a performance soon in which you'll need good acting to get a, well, a good grade. So, when you're acting, you need to become that character. It's, uh, imperative for you to think and feel just like that character would. These acts can make your character genuine and believable.

For example, say you're going to play the title role of Shakespeare's play *Henry VIII*. Well, if you're going to be a king, then you'll have to act like one. You have to carry yourself like one. You think, no, you know that you're better than the rest of the people on stage. Henry was a proud man, convinced that his actions were right. You actually need to feel that kind of confidence in order to be a convincing king. If you can't do that, well, then you're not going to be believable. The audience will recognize that, and your performance, and the overall play, will suffer.

Let me give you another example. Imagine you're going to play the role of Hamlet from Shakespeare's masterpiece. Well, it's a complicated role since, remember, Hamlet keeps seeing the ghost of his murdered father, and he is pretending to be insane. So, you've got to feel like Hamlet. How are you going to act? You've got to appear to be insane during some scenes yet appear sane in others. You've simply got to become Hamlet in this role. Feel what he feels. Think what he thinks. Become him, and you'll have mastered the role and become a real actor.

Using points and examples from the lecture, explain what actors must do to make their acting more believable to their audience.

Preparation Time: 20 Seconds

Response Time: 60 Seconds

### Sample Response

2-40

The professor provides a couple of examples of how an actor can become more convincing to the audience when playing various roles. He uses two different examples from Shakespeare in his lecture. First, he discusses Henry VIII from the play with the same name. He declares that an actor must act completely like a king in order to get that role right. Since Henry was very proud and confident, an actor must convey those same feelings in order to be a convincing king. The next example the professor uses is the role of Hamlet. He mentions that Hamlet is a complicated role since he is seeing ghosts and pretending to be insane. The professor insists that the actor must actually become Hamlet by feeling the things he feels and thinking the thoughts he thinks.

## Useful Expressions

### 1. Expressions that can be used in telling about the subject

- |   |  |
|---|--|
| (1) The professor discussed...            | (2) The lecturer talked about...             |
| (3) The entire lecture covered...         | (4) The topic of the lecture was...          |
| (5) The majority of the talk was about... | (6) The professor told her students about... |
| (7) The professor's lecture mentions...   | (8) He focused on...                         |
| (9) The main idea was...                  | (10) The professor looked into...            |

### 2. Expressions that can be used in telling about the first example

- |                                     |   |
|-------------------------------------|---|
| (1) The first example is...         | (2) He first cites...                     |
| (3) First, the lecturer...          | (4) In her first example, she mentions... |
| (5) The first is that...            | (6) First, he discusses...                |
| (7) First of all, he covers...      | (8) She first discusses...                |
| (9) The first one he mentions is... | (10) His first explanation is...          |

### 3. Expressions that can be used in telling about the second example

- |  |   |
|--|---|
| (1) The second example is about...           | (2) Next, the professor mentions...       |
| (3) On the other hand,                       | (4) The lecturer then discusses...        |
| (5) Another thing she covers is...           | (6) The second example cited is...        |
| (7) After that, the professor talks about... | (8) The second theory is that...          |
| (9) The professor's next point is...         | (10) The second explanation deals with... |

#### 4. Expressions that can be used in telling about relations

- |   |                                  |
|---|----------------------------------|
| (1) Another similarity is...                | (2) Something else similar is... |
| (3) On the same topic,                      | (4) This is connected to...      |
| (5) You can see the relationship between... | (6) The two are connected by...  |
| (7) They are related because...             | (8) By the same token,           |
| (9) Another thing to consider is...         | (10) This is just like...        |

#### 5. Expressions that can be used in telling details

- |                                      |                           |
|--------------------------------------|---------------------------|
| (1) He declares that...              | (2) What happens is...    |
| (3) However, she...                  | (4) As a matter of fact,  |
| (5) The professor points out that... | (6) The reason is that... |
| (7) Once this happens,               | (8) Because of this,      |
| (9) He brings up the point that...   | (10) This leads to...     |



## Unit 36. Writing

| **Listening** | Listen to a lecture, and take notes. **2-41**

### Note Taking

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### Words and Expressions

**literary (a)**

of or relating to literature

**convention (n)**

a technique, practice, or device

**to get one's point across (phr)**

to explain what one means

**compliment (n)**

praise for another



Using points and examples from the lecture, explain the two different literary conventions and how people can use them.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the lecture about?
- 2 What is exaggeration?
- 3 Why do people use exaggeration?
- 4 What is understatement?
- 5 Why do people use understatement?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



| **Response** | Make your response using the organized ideas.

During the lecture, \_\_\_\_\_ These two conventions are \_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_ First, \_\_\_\_\_

On the other hand, \_\_\_\_\_

\_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-42

## Unit 37. Botany

| **Listening** | Listen to a lecture, and take notes.  2-43

### Note Taking

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### Words and Expressions

**strive (v)**

to try very hard; to attempt

**invasive (a)**

encroaching into another's territory

**extensive (a)**

widespread; far-reaching

**get exposed to (phr)**

to be subjected to



Using points and examples from the lecture, explain the two ways in which the acacia can harm other trees and plants in forests which it invades.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the topic of the professor's lecture?
- 2 What is the first physical characteristic of acacias that the professor mentions?
- 3 How does this characteristic affect other plant life in the forest?
- 4 What is the second physical characteristic of acacias that the professor mentions?
- 5 In what way does the acacia's height affect other plant life near it?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

| **Response** | Make your response using the organized ideas.

The professor's lecture mentions that \_\_\_\_\_  
\_\_\_\_\_ To begin with, \_\_\_\_\_  
\_\_\_\_\_ In fact, \_\_\_\_\_  
Because of this, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-44

## Unit 38. Education

| **Listening** | Listen to a lecture, and take notes.  2-45

### Note Taking

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### Words and Expressions

**entice (v)**

to persuade; to lure

**consider (v)**

to think about; to ponder

**prospect (n)**

a possibility; a chance; an opportunity

**enamored (a)**

enthusiastic; interested; captivated



Using points and examples from the lecture, explain how giving rewards to children can have either a positive or a negative effect.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the main point of the professor's lecture?
- 2 What reward do the parents offer their daughter to clean her room?
- 3 How does the daughter react to their offer of a reward?
- 4 What reward do the parents of the piano-playing girl give her?
- 5 What is the result of the rewards given to the piano-playing girl?

1 

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2 

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3 

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4 

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5 


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| **Response** | Make your response using the organized ideas.

The professor says that \_\_\_\_\_  
\_\_\_\_\_ In his first example, \_\_\_\_\_  
\_\_\_\_\_ The second example is about \_\_\_\_\_  
This is an example of \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-46

## Unit 39. Earth Science

| **Listening** | Listen to a lecture, and take notes.  2-47

### Note Taking

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### Words and Expressions

**pinpoint (v)**  
to locate or point out with extreme accuracy

**celestial (a)**  
from outer space

**vulnerable (a)**  
defenseless

**proliferation (n)**  
an abundance; an increase



Using points and examples from the lecture, explain the two different theories on why the dinosaurs became extinct.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the topic of the professor's lecture?
- 2 According to the professor, what happened when a meteor or asteroid struck Earth?
- 3 Why do people believe that this strike caused the dinosaurs to become extinct?
- 4 What do scientists say were the results of the eruption of a super volcano?
- 5 How did the greenhouse effect make the dinosaurs extinct?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



| **Response** | Make your response using the organized ideas.

The professor states that dinosaurs once \_\_\_\_\_

\_\_\_\_\_ The first is that \_\_\_\_\_

The second theory is that \_\_\_\_\_

So \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  2-48

## Unit 40. Ecology

| **Listening** | Listen to a lecture, and take notes. 3-01

### Note Taking

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### Words and Expressions

**contrary to common belief (phr)**  
opposite to what most people think

**be subjected to (phr)**  
to undergo; to suffer

**rejuvenate (v)**  
to make stronger; to enliven

**to crowd out (phr)**  
to push out; to force out



Using points and examples from the lecture, explain the two ways in which forest fires can be beneficial to the forests that they burn.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the main point of the professor's lecture?
- 2 What does the professor say about pine cones?
- 3 How does fire help some trees to become more plentiful?
- 4 What does the professor say about forest fires and their burning down of trees and bushes?
- 5 Why does the professor believe that the aftereffects of forest fires are good?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

| **Response** | Make your response using the organized ideas.

The professor claims that \_\_\_\_\_


\_\_\_\_\_ The reason is that \_\_\_\_\_

The second example cited is that \_\_\_\_\_

\_\_\_\_\_ Also, \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  3-02

## Unit 41. Geography

| **Listening** | Listen to a lecture, and take notes.  3-03

### Note Taking

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### Words and Expressions

**on the contrary (phr)**

in contrast

**globe (n)**

a spherical map of the Earth; a sphere

**as the crow flies (phr)**

directly; straight

**winding (a)**

going back and forth; zigzag



Using points and examples from the lecture, explain how distances recorded on maps and globes are different from distances in reality.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What main point does the professor emphasize?
- 2 What example with a globe does the professor use?
- 3 What conclusion does the professor reach concerning measuring distances with globes?
- 4 What example with a map does the professor use?
- 5 What does the professor say about differences in distances measured on maps and in reality?

1 

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2 

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3 

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4 

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5 

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| **Response** | Make your response using the organized ideas.

The professor tells the class that \_\_\_\_\_

\_\_\_\_\_ She first discusses \_\_\_\_\_

She then tells the class to observe \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  3-04

## Unit 42. Marketing

| **Listening** | Listen to a lecture, and take notes.  3-05

### Note Taking

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### Words and Expressions

**display (v)**

to show; to exhibit

**prominently (ad)**

obviously

**ingenious (a)**

intelligent; brilliant; clever

**symbolize (v)**

to represent something; to stand for something



Using points and examples from the lecture, explain why stores often put their expensive and inexpensive products for sale in different locations.

| **Organizing** | Ask yourself the following questions and organize your ideas.

- 1 What is the main point of the professor's talk?
- 2 Where does the professor say that stores put their more expensive items?
- 3 What is the psychological importance of the location of expensive products?
- 4 According to the professor, where do stores often put cheaper-priced items?
- 5 What is the psychological importance of the location of cheaper products?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



| **Response** | Make your response using the organized ideas.

During his lecture, the professor emphasizes \_\_\_\_\_

\_\_\_\_\_ First, he discusses \_\_\_\_\_

The reason is that \_\_\_\_\_

The second explanation deals with \_\_\_\_\_

| **Compare** | Listen to a sample response, and compare it with yours.  3-06

This part provides some essential expressions and collocations that can be used in each unit. They will be given with sample sentences through which their applications as well as meanings can be clarified. Once in your memory, these lexical chunks will help you give sophisticated responses.

# Expressions & Collocations



# Useful Expressions for the Speaking Tasks

## Task 1 Personal Experience

### 1. Stating Your Opinion

**I think/believe/feel (that) S+V ~** | 나는 ~라고 생각한다

I think the most important quality of a good friend is trustworthiness.

나는 좋은 친구의 가장 중요한 특성은 신뢰라고 생각한다.

**In my opinion, S+V ~** | 내 생각에는 ~이다

In my opinion, the most important invention in the 20th century was the computer.

내 생각에 20세기에 가장 중요한 발명은 컴퓨터이다.

**Based on my experience, S+V ~** | 내 경험으로 볼 때 ~이다

Based on my experience, history was one of the most valuable classes.

내 경험으로 볼 때 역사가 가장 가치 있는 과목 중 하나이다.

**As far as I am concerned, S+V ~** | 나로서는 / 나에 관한 한

As far as I am concerned, the subway is the most convenient method of transportation.

나로서는 지하철이 가장 편리한 교통수단이다.

**To me, the most ... is ~** | 내게 가장 ...한 ...는 ~이다

To me, the most memorable book is *The Adventures of Huckleberry Finn* by Mark Twain.

내게 가장 기억에 남는 책은 마크 트웨인이 지은 <허클베리핀의 모험>이다.

**I consider ... to be the most ~** | 나는 ...이 가장 ~하다고 생각한다

I consider Paris to be the most attractive city I've ever been to.

나는 파리가 내가 가 본 가장 매력적인 도시라고 생각한다.

**The ... I like most is ~** | 내가 가장 좋아하는 ...는 ~이다

The board game I like most is Monopoly.

내가 가장 좋아하는 게임은 '모노폴리'이다.

**When it comes to ..., S+V ~** | ~에 관해서라면 ~이다

When it comes to my favorite public place, I enjoy going to the National Museum.

내가 가장 좋아하는 공공장소를 말하면, 나는 국립박물관에 가기를 즐긴다.

### 2. Giving Reasons

**What I like about ... is that S+V ~** | 내가 ~에 관해 좋아하는 것은 ~이다

What I like about my math teacher is that he has a great sense of humor.

내가 수학선생님을 좋아하는 이유는 유머감각이 뛰어나기 때문이다.

**There are several reasons why S+V ~** | ~하는 몇 가지 이유가 있다

There are several reasons why I admire Mother Teresa.

내가 테레사 수녀를 존경하는 몇 가지 이유가 있다.

**One reason why S+V ~ is that S+V ~** | ~하는 한 가지 이유는 ~이다

One reason why I like amusement parks is that I can enjoy various kinds of rides there.

내가 놀이공원을 좋아하는 한 가지 이유는 여러 종류의 놀이기구를 탈 수 있다는 점이다.

**Another reason is that S+V ~** | 또 다른 이유는 ~이다

Another reason is that I can watch fantastic performances and parades.

또 다른 이유는 멋진 공연과 퍼레이드를 볼 수 있다는 점이다.

**That's because S+V ~** | 그것은 ~이기 때문이다

To me, the most memorable event is the 2002 FIFA World Cup Korea-Japan. That's because Korea advanced to the semifinals.

내게 가장 기억에 남는 일은 2002년 FIFA 한일 공동 월드컵이다. 왜냐하면 한국팀이 4강까지 진출했기 때문이다.

### 3. Giving Supporting Details

#### (1) Giving Examples

**For example/instance, S+V ~** | 예를 들면, ~이다

My teacher is a very organized person. For example, his desk is always neat and clean.

우리 선생님은 정리정돈을 매우 잘하는 사람이다. 예를 들면, 선생님 책상은 항상 깔끔하고 깨끗하다.

**~ such as ~** | ~와 같은 ~

I want to learn some practical skills, such as cooking, driving, and computer programming.

나는 요리, 운전, 컴퓨터 프로그래밍 같은 실용적인 기술을 배우고 싶다.

#### (2) Clarifying

**In other words, S+V ~** | 달리 말하면, ~이다

I'm a night person. In other words, I'm more efficient when studying at night than in the morning.

나는 밤에 활동하는 것이 좋은 사람이다. 달리 말해서, 나는 아침보다 밤에 공부할 때 더 능률이 오른다.

**I mean S+V ~** | 내 말은 ~라는 것이다

I admire firefighters but don't want to be one myself. I mean their job is too dangerous.

나는 소방관을 존경하지만 내가 소방관이 되고 싶지는 않다. 내 말은 소방관 일이 너무 위험하다는 것이다.

## Task 2 Personal Preference

### 1. Stating Your Preference

**I prefer A to B** | 나는 B보다 A가 더 좋다

I prefer history to mathematics since I like old stories.

나는 옛날 이야기를 좋아하기 때문에 수학보다는 역사를 더 좋아한다.

**I like A better/more than B** | 나는 B보다 A가 더 좋다

I like summer vacation more than winter vacation since I can do more outdoor activities in summer.

나는 겨울방학보다는 여름방학을 더 좋아하는데, 왜냐하면 여름에 야외활동을 더 많이 할 수 있기 때문이다.

**I'd rather A than B** | 나는 B보다는 A하겠다

I'd rather read fiction than nonfiction because novels and short stories stimulate my imagination.

나는 논픽션보다는 픽션을 읽겠다. 왜냐하면 장편소설과 단편소설은 내 상상력을 자극하기 때문이다.

**I think/believe (that) A is better than B** | 내 생각에는 A가 B보다 낫다

I think going on a field trip is better than just studying at school.

내 생각에는 그냥 학교에서 공부하는 것보다 야외현장학습을 하는 게 더 낫다.

**In my opinion, A is better than B** | 내 생각에는 A가 B보다 낫다

In my opinion, action movies are better than romantic movies.

내 생각에는 액션영화보다는 로맨스영화가 낫다.

**Given the choice of A and B, I would choose ~** | A와 B 중에 선택한다면, 나는 ~을 선택하겠다

Given the choice of watching news on TV and reading it in the newspaper, I would choose the TV news.

만약 TV로 뉴스를 보는 것과 신문으로 뉴스를 읽는 두 가지 중에 선택을 한다면, 나는 TV 뉴스를 택하겠다.

### 2. Giving Reasons

**I prefer ~ because S+V ~** | 나는 ~이기 때문에 ~을 더 좋아한다

I prefer DVDs to videos because DVDs show clearer pictures and are easier to search for particular scenes.

나는 비디오보다 DVD를 더 좋아하는데, 왜냐하면 DVD가 더 선명하고 특정 장면을 찾기가 더 쉽다.



**There are several reasons why I prefer ~.** | 내가 ~을 더 좋아하는 데에는 몇 가지 이유가 있다

There are several reasons why I prefer wearing a school uniform to casual clothes.  
내가 평상복보다 교복을 더 좋아하는 데에는 몇 가지 이유가 있다.

**The first reason is that S+V ~** | 첫째 이유는 ~이다

The first reason is that I don't have to care about what to wear every morning.  
첫째 이유는 매일 아침 뭘 입을지 고민하지 않아도 되는 점이다.

**The second reason is that S+V ~** | 둘째 이유는 ~이다

The second reason is that I feel connected with other students who wear the same uniforms.  
둘째 이유는 똑같은 교복을 입은 다른 학생들을 볼 때 동질감을 느낀다는 점이다.

**The last/final reason is that S+V ~** | 마지막 이유는 ~이다

The last reason is that I can mingle more easily with other students from different economic backgrounds.  
마지막 이유는 경제적 환경이 다른 학생들과 더 쉽게 어울릴 수 있다는 점이다.

### 3. Giving Supporting Details

#### (1) Comparing & Contrasting

**S+V ~, but S+V ~** | ~이지만 ~이다

Some people think college education is essential for one's success in life, but I don't think so.  
어떤 사람들은 인생에서 성공하려면 대학 교육이 꼭 필요하다고 하지만, 나는 그렇게 생각하지 않는다.

**S+V ~ while S+V ~** | ~인 반면에 ~이다

I prefer going to college in a small town while many other students want to go to college in a big city.  
다른 많은 학생들은 큰 도시에 있는 대학에 가고 싶어하지만 나는 작은 도시에 있는 대학을 가고 싶다.

**On the other hand, S+V ~** | 다른 한편으로는 ~이다

If you study with others, you can save more time. On the other hand, you can get distracted easily.  
다른 사람들과 함께 공부하면 시간을 더 절약할 수 있다. 다른 한편으로는, 쉽게 주의가 산만해질 수 있다.

**In contrast/On the contrary, S+V ~** | 반면에 ~이다

Evergreen trees keep their leaves all year round. In contrast, deciduous trees lose all of their leaves in autumn.  
상록수는 일년 내내 잎이 떨어지지 않는다. 반면에, 낙엽수는 가을에 모든 잎이 떨어진다.

**Although/Though S+V ~, S+V ~** | 비록 ~이지만 ~이다

Though attending school gives a lot of benefits, home schooling also has its advantages.  
비록 학교 정규교육이 많은 장점이 있지만, 홈스쿨링 또한 장점이 있다.

#### (2) Clarifying

**That means (that) S+V ~** | 그것은 ~라는 뜻이다

Some people spend their entire lives in one place. That means they might be exclusive.  
어떤 사람들은 평생 한 곳에서 산다. 그 말은 그들이 배타적일 수 있다는 뜻이다.

**What I'm saying is (that) S+V ~** | 내 말은 ~라는 것이다

What I'm saying is that it is better to travel to as many places as possible.  
내 말은 되도록 많은 곳을 여행하는 게 더 낫다는 것이다.

## Task 3 Reading & Conversation

### 1. Stating the Speaker's Position

#### (1) Agreeing

**The man/woman agrees with ~ / that S+V ~** | 남자/여자는 ~에 동의한다

The woman agrees with the university's policy to renovate the art building instead of constructing a new one.  
여자는 미대 건물을 신축하는 대신에 재단장하려는 대학의 정책에 동의한다.

The man/woman approves of ~ | 남자/여자는 ~을 인정한다(찬성한다)

The man approves of the school's decision to change the grading policy.  
남자는 성적산출 방식을 바꾸려는 학교의 결정에 동의한다.

The man/woman supports ~ | 남자/여자는 ~을 지지한다

The woman supports the school's decision to provide milk and water instead of soft drinks.  
여자는 청량음료 대신에 우유와 물을 제공하려는 학교의 결정을 지지한다.

The man/woman thinks/believes ~ is a good idea. | 남자/여자는 ~을 좋은 생각이라고 여긴다

The man believes having the library open 24 hours a day during final exams is a good idea.  
남자는 기말고사 기간 동안 도서관을 24시간 개방하는 것이 좋은 생각이라고 믿는다.

The man/woman likes the idea of V-ing / that S+V ~ | 남자/여자는 ~라는 생각을 마음에 들어 한다

The woman likes the idea of prohibiting cars from the on-campus street during part of the day.  
여자는 하루의 일정 시간 동안 학교 내 거리에 차가 들어오지 못하게 하는 아이디어를 마음에 들어 한다.

## (2) Disagreeing

The man/woman disagrees with ~ / that S+V ~ | 남자/여자는 ~에 반대한다

The woman disagrees that freshman students should be allowed to live off campus instead of living in the dormitory for a semester.  
여자는 1학년생이 한 학기 동안 기숙사에 살지 말고 학교 밖에 살 수 있도록 허락해야 한다는 생각에 동의하지 않는다.

The man/woman is against ~ | 남자/여자는 ~에 반대한다

The woman is against the university's decision to raise tuition by as much as 5 percent.  
여자는 등록금을 5퍼센트나 인상하려는 대학의 결정에 반대한다.

The man/woman opposes ~ | 남자/여자는 ~에 반대한다

The man opposes the library's policy of banning laptops as well as MP3 players.  
남자는 MP3 플레이어뿐 아니라 노트북 컴퓨터도 사용 금지하는 도서관의 정책에 반대한다.

## 2. Talking about the Reasons

He/She gives two reasons why he/she ~ | 그(녀)는 왜 ~하는지 두 가지 이유를 제시한다

He gives two reasons why he cannot pay money to use the university health club.  
그는 대학교 헬스클럽 이용료를 낼 수 없는 두 가지 이유가 있다.

The/His/Her first reason is that S+V ~ | 그(녀)의 첫째 이유는 ~이다

His first reason is that the school is charging the students for lots of different things.  
그의 첫째 이유는 학교측이 학생들에게 여러 다른 항목으로 비용을 청구하고 있기 때문이다.

The/His/Her other reason is that S+V ~ | 그(녀)의 다른 이유는 ~이다

His other reason is that it is unfair that members of the school's sports teams do not pay for the university health club.  
그의 다른 이유는 학교 운동부원은 대학교 헬스클럽에 요금을 내지 않는 것이 불공평하다는 점이다.

## 3. Quoting

According to the announcement/ letter/ article, S+V ~ | 공지/편지/기사에 따르면 ~이다

According to the letter, students are not allowed to drive cars on campus.  
편지에 따르면, 학생들은 교내에서 차를 운전할 수 없다.

The announcement/letter/article says (that) S+V ~ | 공지/편지/기사에는 ~라고 나온다

The announcement says (that) the upcoming school holiday has been cancelled.  
공지에는 다가오는 학교 휴일이 취소되었다고 나온다.

According to the student/man/woman, S+V ~ | 학생/남자/여자에 따르면 ~이다

According to the man, he can learn more things if he shares a room with someone from a different major.  
남자에 따르면, 만약 그가 전공이 다른 사람과 방을 함께 쓰면 배우는 게 더 많을 것이다.

He/She mentions (that) S+V ~ | 남자/여자는 ~라고 언급한다

He mentions (that) it is unfair for the university to raise the parking price by a third in just one semester.  
남자는 한 학기 만에 주차비를 삼분의 일 인상하는 것은 불공평하다고 말한다.



**He/She points out (that) S+V ~** | 남자/여자는 ~라고 지적한다

She points out (that) poor students are not able to participate in the student exchange program.  
그녀는 가난한 학생들은 교환학생 프로그램에 참여하지 못 한다고 지적한다.

**He/She argues (that) S+V ~** | 남자/여자는 ~라고 주장한다

He argues (that) the online tutoring system costs him a lot because he needs to buy a new computer to get the service.

그는 온라인 개인교의 서비스를 받으려면 새 컴퓨터를 사야 하기 때문에 돈이 많이 들 것이라고 주장한다.

## Task 4 Reading & Lecture

### 1. Talking about the Topic

**The reading defines A as B** | 지문은 ~를 ~라고 정의한다

The reading defines symbiosis as a situation in which two kinds of organisms live together.  
지문은 공생을 두 종류의 유기체가 함께 사는 상태라고 정의한다.

**According to the reading, S+V ~** | 지문에 따르면 ~이다

According to the reading, our decision about a certain thing changes depending on the way it is presented.

지문에 따르면, 어떤 것에 대한 우리의 결정은 그것이 제시되는 방식에 따라 바뀐다.

**The professor explains ~** | 교수는 ~을 설명한다

The professor explains the concept of audience effects in more detail.  
교수는 청중의 영향이라는 개념을 더 자세히 설명한다.

**The professor talks about ~** | 교수는 ~에 관해 말한다

The professor talks about the balance of the food chain in the ecosystem.  
그 교수는 생태계 먹이사슬의 균형에 관해 말한다.

**According to the professor, S+V ~** | 교수에 따르면 ~이다

According to the professor, certain chemicals give off a distinct color when exposed to an open flame.  
교수에 따르면, 어떤 화학 물질은 불길에 노출되었을 때 확연히 다른 색깔을 나타낸다.

**The lecture is about ~** | 강의는 ~에 관한 것이다

The lecture is about the gestation period of various land mammals.  
강의는 다양한 육상 포유동물의 임신 기간에 관한 것이다.

**According to the lecture, S+V ~** | 강의에 따르면 ~이다

According to the lecture, different kinds of clouds can be found in the atmosphere.  
강의에 따르면, 대기에서 여러 다른 종류의 구름을 발견할 수 있다.

### 2. Explaining the Details

#### (1) Talking about Subtopics

**There are two main ~ of ~** | ~에는 두 가지 주된 ~가 있다

There are two main principles of interior design.  
인테리어 디자인에는 두 가지 주요 원칙이 있다.

**One is ~, and the other is ~** | 하나는 ~이고, 다른 하나는 ~이다

One is the principle of unity, and the other is the principle of contrast.  
하나는 통합의 원칙이고, 다른 하나는 대조의 원칙이다.

**There are two (different) kinds of ~** | ~에는 두 가지 (다른) 종류가 있다

There are two (different) kinds of theories of animal communication.  
동물의 의사소통에는 두 가지 (다른) 이론이 있다.

**The first (one) is ~, and the second (one) is ~** | 첫째는 ~이고 둘째는 ~이다

The first (one) is information transfer theory, and the second (one) is behavioral manipulation theory.  
첫째는 정보전달 이론이고, 둘째는 행동조작 이론이다.

## (2) Talking about Examples

**The professor talks about ~ as an example of ~** | 교수는 ~의 예로 ~에 관해 말한다

The professor talks about the dead grass and animals as an example of drought.  
교수는 가뭄의 예로 죽은 풀과 동물에 관해 말한다.

**The professor gives an example of ~ by discussing ~** | 교수는 ~을 논함으로써 ~의 예를 든다

The professor gives an example of the 'nature-nurture' controversy by discussing children's behavior in a classroom setting.  
교수는 아이들의 교실 내 행동을 논함으로써 '선천 대 후천' 논쟁에 관한 예를 들었다.

**The professor bases his/her example on ~** | 교수는 ~에 근거하여 예를 든다

The professor bases his examples on the research by the famous architect, Frank Lloyd Wright.  
교수는 유명한 건축가 프랭크 로이드 라이트의 연구에 근거하여 예를 든다.

**The professor discusses ~ to demonstrate/illustrate ~** | 교수는 ~을 보여주기 위해 ~을 논한다

The professor discusses animal echolocation to demonstrate how it has been applied to human life.  
교수는 반향 위치 결정법이 어떻게 인간 생활에 적용되었는지 보여주기 위하여 동물의 반향 위치 결정법을 논한다.

**The first example shows how S+V ~** | 첫째 예는 어떻게 ~인지를 보여준다

The first example shows how migratory birds can fly exactly to their winter homes.  
첫째 예는 어떻게 철새가 겨울 서식지로 정확하게 날아가는지 보여주는 것이다.

**Another example the professor gives is ~** | 교수가 제시하는 또 다른 예는 ~이다

Another example the professor gives is a robin's ability to feel the vibration of worms underground.  
교수가 제시하는 또 다른 예는 땅 밑 벌레들의 진동을 감지하는 물새의 능력이다.

## Task 5 Conversation

### 1. Stating the Problem

**The man/woman's problem is (that) S+V ~** | 남자/여자의 문제는 ~이다

The woman's problem is that she cannot decide whether to stay in the dormitory or to get a house off campus.  
여자의 문제는 학교 기숙사에서 자낼지 또는 학교 밖에 집을 얻을지 결정하지 못하는 것이다.

**The man/woman has difficulty/trouble with ~** | 남자/여자는 ~에 곤란을 겪고 있다

The man has difficulty with the registration for his major course.  
남자는 전공과목에 등록하는 데 곤란을 겪고 있다.

**The man/woman is having a hard time V-ing ~** | 남자/여자는 ~하는 데 어려움을 겪고 있다

The woman is having a hard time studying calculus.  
여자는 미적분을 공부하는 데 어려움을 겪고 있다.

**The man/woman is struggling with ~** | 남자/여자는 ~로 고민하고 있다

The man is struggling with the new school policy which prohibits the use of calculators in math class.  
남자는 수학 시간에 전자계산기 사용을 금지하는 학교의 새로운 정책 때문에 고민하고 있다.

**The problem they discuss is (that) S+V ~** | 그들이 논의하는 문제는 ~이다

The problem they discuss is (that) there are too many people attending the presentation and not enough seating.  
그들이 논의하는 문제는 너무 많은 사람이 프레젠테이션에 참석해서 좌석이 부족하다는 것이다.

### 2. Stating the Solutions

**The man/woman suggests two solutions to the problem. One is ~, and the other is ~** | 남자/여자는 문제에 대해 두 가지 해결책을 제안한다. 하나는 ~이고 다른 하나는 ~이다

The man suggests two solutions to the problem. One is to postpone the woman's trip to the museum. The other is to borrow a car from her friend.  
남자는 문제에 대하여 두 가지 해결책을 제안한다. 하나는 여자가 박물관 견학을 연기하는 것이고, 다른 하나는 그녀의 친구로부터 차를 빌리는 것이다.



**There are two solutions presented. The first is ~, and the other/second is ~** | 두 가지 해결책이 제시되었다. 첫째는 ~이고 다른 하나/둘째는 ~이다

There are two solutions presented. The first is to take an oral exam instead of a written exam, and the other is to write a report.

두 가지 해결책이 제시되었다. 첫째는 필답시험 대신에 구두시험을 치르는 것이고, 다른 하나는 보고서를 쓰는 것이다.

**The man/woman suggests that she/he either ~ or ~** | 남자/여자는 상대방에게 ~하든지 ~하라고 제안한다

The woman suggests that he should either spend the money and take part in the study abroad program or save it and stay on campus.

여자는 그에게 돈을 써서 해외 유학 프로그램에 참여하거나 아니면 그 돈을 아껴서 학교에 남으라고 제안한다.

**The man/woman advises him/her either to-V ~ or ~** | 남자/여자는 상대방에게 ~하거나 ~하라고 조언한다

The man advises her either to attend the school play or the band concert.

남자는 그녀에게 학교 연극에 참석하거나 밴드 공연에 참석하라고 조언한다.

### 3. Explaining Your Position

#### (1) Stating Your Preference

**I think the man/woman should ~** | 나는 남자/여자가 ~해야 한다고 생각한다

I think the man should take honors classes.

나는 남자가 우등생 수업을 들어야 한다고 생각한다.

**If I were him/her, I would ~** | 만약 내가 그(녀)라면 ~하겠다

If I were him, I would quit my part-time job and concentrate on my studies.

내가 만약 그라면, 시간제 일을 그만두고 공부에 집중하겠다.

**Between the two solutions, I prefer ~ (to ~)** | 두 가지 해결책 중에 나는 (~보다) ~가 더 좋다

Between the two solutions, I prefer living in a dormitory to getting a single apartment near campus.

두 가지 해결책 중에, 나는 학교 근처에다 단독을 얻는 것보다 기숙사에서 사는 게 더 좋다.

#### (2) Giving Reasons

**One reason (why I prefer this solution) is that S+V ~** | 내가 그 해결책을 선호하는 한 가지 이유는 ~이다

One reason why I prefer this solution is that the man could save money if he lived in a dormitory.

내가 이 해결책을 선호하는 이유는 남자가 기숙사에 살면 돈을 절약할 수 있기 때문이다.

**Another reason is that S+V ~** | 또 다른 이유는 ~이다

Another reason is that he can make friends with students in other majors more easily.

또 다른 이유는 그가 다른 전공을 가진 친구들을 더 쉽게 사귄 수 있다는 점이다.

**Also/Moreover/Besides, S+V ~** | 또한/더욱이/게다가 ~이다

Moreover, he can save time to go to classes.

게다가, 그는 수업에 가는 시간을 아낄 수 있다.

## Task 6 Lecture

### 1. Stating the Topic of the Lecture

**The lecture is (mainly) about ~** | 강의는 주로 ~에 관한 것이다

The lecture is mainly about the kinds of propaganda used in advertising.

강의는 주로 광고에 쓰이는 선전의 종류에 관한 것이다.

**The topic of the lecture is ~** | 강의 주제는 ~이다

The topic of the lecture is how flowers attract insects to pollinate them.

강의 주제는 꽃들이 수분을 하기 위해 어떻게 벌레를 유인하는가 하는 것이다.

**The professor talks about ~** | 교수는 ~에 관해 말한다

The professor talks about some animals that change their skin color to protect themselves.

교수는 자신을 보호하기 위하여 피부색을 바꾸는 몇몇 동물에 관해 말한다.

The professor discusses/explains ~ | 교수는 ~에 관해 논한다/설명한다

The professor discusses how to prevent food decay by keeping bacteria in check.

교수는 박테리아를 조절하여 음식의 부패를 막는 방법을 논한다.

According to the lecture/professor, ~ is ~ | 강의/교수에 따르면, ~는 ~이다

According to the lecture, shaping is teaching someone new behavior through selective reinforcement.

강의에 따르면, '형성'은 선택적인 보강을 통해서 누군가에게 새로운 행동을 가르치는 것이다.

According to the lecture/professor, ~ refers to ~ | 강의/교수에 따르면 ~는 ~을 일컫는다

According to the professor, marketing refers to business activities to attract people's attention to a certain product and make them buy it.

교수에 따르면, 마케팅은 어떤 제품에 사람들의 관심을 끌어서 그 물건을 사게 하는 사업 활동을 일컫는다.

## 2. Explaining the Details

### (1) Talking about Subtopics

The professor says there are two ways to ~V ~ | 교수는 ~하는 두 가지 방법이 있다고 말한다

The professor says there are two ways for flowers to attract insects.

교수는 꽃이 곤충을 유혹하는 데는 두 가지 방법이 있다고 말한다.

The first (one) is ~, and the second (one) is ~ | 첫째는 ~이고, 둘째는 ~이다

The first one is by fragrance, and the second one is by color.

첫째는 냄새로, 그리고 둘째는 색깔로 유혹하는 것이다.

According to the professor, there are two types/kinds of ~ | 교수에 따르면, ~에는 두 종류가 있다

According to the professor, there are two kinds of utility in economics.

교수에 따르면, 경제학에는 두 종류의 효용이 있다.

According to the lecture, there are two factors in ~ | 강의에 따르면 ~에는 두 가지 요인이 있다

According to the lecture, there are two factors in food decay.

강의에 따르면, 음식의 부패에는 두 가지 요인이 있다.

One is ~, and the other is ~ | 하나는 ~이고, 다른 하나는 ~이다

One is proper temperature, and the other is a proper level of moisture.

하나는 적당한 온도이고, 다른 하나는 적당한 습도이다.

### (2) Talking about Examples

The professor gives two examples of ~ | 교수는 ~의 두 가지 예를 든다

The professor gives two examples of plants' adaptation to the environment.

교수는 식물이 환경에 적응하는 두 가지 예를 든다.

The professor explains ~ by giving two examples. | 교수는 두 가지 예를 들어서 ~를 설명한다

The professor explains the extinction of dinosaurs by giving two examples.

교수는 두 가지 예를 들어서 공룡의 멸종을 설명한다.

The professor talks/speaks about ~ as an example of ~ | 교수는 ~의 예로 ~에 관해 말한다

The professor talks about the horn frog as an example of an animal that changes its skin color.

교수는 피부색을 바꾸는 동물의 예로 뿔개구리에 관해 말한다.

The professor gives ~ as an example of ~ | 교수는 ~의 예로 ~을 든다

The professor gives a cereal box design as an example of marketing.

교수는 시리얼 박스 디자인을 마케팅의 예로 든다.

The professor gives one more example that shows ~ | 교수는 ~을 보여주는 예를 하나 더 든다

The professor gives one more example that shows the different color varieties of the begonia flower.

교수는 여러 색깔의 베고니아 꽃 변종을 보여주는 예를 하나 더 든다.

The other example (of ~) is ~ | (~의) 다른 예는 ~이다

The other example of overgeneralization is the case in which a child regards every four-legged animal as a dog.

과도한 일반화의 또 다른 예는 어린이가 네 발 달린 동물을 전부 개로 생각하는 경우이다.

# Useful Collocations by Topic

## 1. Everyday Life

a city attraction | 도시 명소

In my country, there are many city attractions that can be introduced to foreigners.  
우리 나라에는 외국인에게 소개할 만한 도시 명소들이 많다.

a positive attitude | 긍정적인 태도

From my point of view, the best way to face a challenge is to have a positive attitude.  
내 생각에는, 도전에 직면하는 가장 좋은 방법은 긍정적인 태도를 갖는 것이다.

a sense of accomplishment | 성취감

I feel a big sense of accomplishment when I get high scores on tests.  
나는 시험에서 높은 점수를 받으면 커다란 성취감을 느낀다.

a waste of time | 시간 낭비

I think watching TV is a waste of time.  
나는 텔레비전을 보는 게 시간 낭비라고 생각한다.

bump into | ~을 우연히 만나다

I bumped into my elementary school teacher at the shopping mall.  
나는 쇼핑몰에서 우연히 초등학교 때 선생님이 마주쳤다.

come up with | ~을 생각해내다(고안하다)

I couldn't come up with any idea to solve the problem.  
나는 그 문제를 풀 만한 아이디어를 떠올릴 수가 없었다.

counsel ~ on/about ~ | ~에게 ~에 관해 조언하다

The math teacher counseled me about my math exam.  
수학 선생님은 내 수학 시험에 관해 내게 조언하셨다.

deal with | ~을 처리하다

I have to deal with many different subjects to prepare for the final exam.  
나는 기말시험을 준비하느라 서로 다른 과목 여러 개를 처리(공부)해야 한다.

do indoor activities | 실내 활동을 하다

I love doing indoor activities, especially during the wintertime.  
나는 특히 겨울철에는 실내 활동을 아주 좋아한다.

do ~ for recreation | 기분전환으로 ~을 하다

We played soccer just for recreation, not serious competition.  
우리는 심각한 경기가 아니라 그냥 기분전환 삼아 축구를 했다.

entertain ~ with ~ | ~를 ~로 즐겁게 하다

My brother and I entertained our parents with dancing and songs on Parents' Day.  
남동생과 나는 어버이날에 춤과 노래로 부모님을 즐겁게 해드렸다.

experience failure | 실패를 겪다

Experiencing failure should not dissuade you from trying to reach your goals.  
실패를 겪는다고 자신의 목표를 이루기를 포기해서는 안 된다.

gain weight | 살이 찐다

Many students gain weight during their first year of college.  
많은 학생들이 대학 생활 첫 해에 살이 쪼다.

gather together | 함께 모이다

The girl Scouts gather together at school every Friday.  
걸스카우트는 매주 금요일 학교에서 모인다.

get into debt | 빚을 지다

My friend's family got into debt due to his father's business failure.  
내 친구네는 아버지의 사업 실패로 빚을 졌다.

give a lesson in | ~을 가르치다

Our school librarian gave us lessons in how to use the library.  
우리 학교 사서가 우리에게 도서관 이용법을 가르쳐 주었다.

give support to | ~를 지원하다

My parents are always trying to give support to me.  
부모님은 언제나 나를 지원하려고 애쓰신다.

have a chat with | ~와 담소하다

Father had a chat with my younger sister about her behavior at school.  
아버지는 학교에서 한 여동생의 행동을 놓고 여동생과 담소했다.

have a passion for | ~에 대한 열정이 있다

I really have a passion for music.  
나는 정말로 음악에 대한 열정이 있다.

have an influence on | ~에 영향을 주다

Friends have a very strong influence on teenagers.  
십대에게 친구는 큰 영향을 미친다.

have experience in | ~에 경험이 있다

Our teacher has a lot of experience in teaching teenagers.  
우리 선생님은 십대를 가르치는 데 폭넓은 경험이 있다.

have fun with | ~와 재미있게 보내다

I really had fun with my new friends at the summer camp.  
나는 여름캠프에서 새로 사귀친 친구들과 정말 재미있게 보냈다.

have many functions | 기능이 많다

I prefer a cell phone which has many functions.  
나는 기능이 많은 휴대폰이 더 좋다.

have trouble with | ~에 어려움을 겪다

I had trouble with time management when I took the English exam.  
나는 영어시험을 볼 때 시간관리에 어려움을 겪었다.

hold a celebration | 축하연을 연다

My family held a celebration of my grandmother's seventieth birthday.  
우리 가족은 할머니의 칠순 잔치를 벌였다.

lead a busy life | 바쁘게 살다

My uncle leads a very busy life working for an accounting company.  
우리 작은아버지는 회계회사에 근무하느라 매우 바쁘게 사신다.

learn a useful lesson | 유용한 교훈을 얻다

I learned a useful lesson about life from my history class today.  
나는 오늘 역사 수업에서 인생에 관해 유용한 교훈을 얻었다.

lower one's standards | ~의 기준을 낮추다

I won't lower my standards in my studies.  
나는 내 공부의 기준을 낮추지 않을 것이다.

make a budget | 예산을 짜다

I made a budget to buy a new MP3 player next month.  
나는 다음 달에 MP3를 새로 구입하려고 예산을 짰다.

make a hasty decision | 성급한 결정을 내리다

Many people make hasty decisions due to a lack of time.  
많은 사람들이 시간이 부족해서 성급한 결정을 내린다.

make a plan | 계획을 세우다

I try to make a well-organized plan before I start a new subject.  
나는 새로운 과목을 시작하기 전에 계획을 잘 짚려고 애쓴다.



make an effort to-V | ~하려고 노력하다

It is important to make an effort to achieve your goal.  
자신의 목표를 이루기 위해 노력하는 게 중요하다.

make history | 역사에 남을 일을 하다

I want to make history when I become a scientist in the future.  
나는 나중에 과학자가 되면 역사에 남을 만한 일을 하고 싶다.

mean a lot to | ~에게 큰 의미가 있다

My ring really means a lot to me because my grandmother gave it to me.  
내 반지는 할머니가 주신 것이어서 내게 정말 큰 의미가 있다.

personal belongings | 개인소지품

I had too many personal belongings to be packed for my field trip.  
나는 현장 견학 여행에 생겨 가야할 개인소지품이 너무 많았다.

provide for | ~에 대비하다

Our school always provides for emergencies such as fires.  
우리 학교는 화재 같은 비상사태에 언제나 대비하고 있다.

put pressure on | ~에게 압박감을 주다

Many parents put pressure on their children to get better grades.  
많은 부모들이 자녀에게 더 좋은 성적을 받으라고 압력을 가한다.

receive a meaningful present | 뜻 깊은 선물을 받다

On my birthday I received a meaningful present from Mom—a digital camera.  
내 생일에 나는 엄마한테 뜻 깊은 선물을 받았다. 바로 디지털 카메라였다.

sacrifice ~ for ~ | ~를 위해 ~을 희생하다

Most parents sacrifice their time and money for their children.  
대다수의 부모들은 자녀를 위해 시간과 돈을 희생한다.

set a high value on | ~를 높이 평가하다

My homeroom teacher sets a high value on honest behavior.  
담임선생님은 정직한 행동을 높이 평가하신다.

shop for | ~을 사러 다니다

I have to shop for a birthday present for my best friend.  
나는 가장 친한 친구에게 생일선물을 사러 다녀야 한다.

show improvement | 향상되다

Many students hope to show improvement in their test results.  
많은 학생들은 시험 성적이 향상되기를 바란다.

show generosity | 관대함을 보이다

It is a good thing to teach children how to show generosity to others.  
남에게 아량을 베푸는 법을 아이들에게 가르치는 것은 좋은 일이다.

spend one's free time V-ing | ~하면서 여가를 보내다

I usually spend my free time playing basketball.  
나는 대개 농구를 하면서 여가를 보낸다.

spend time together | 함께 시간을 보내다

My father and I cannot spend time together very often due to his job.  
아버지와 나는 아버지의 일 때문에 그리 자주 함께 시간을 보내지는 못한다.

study in a group | 그룹으로 공부하다

Though many people recommend studying in a group, I still prefer to study alone.  
많은 사람들이 그룹으로 공부하기를 추천하지만, 나는 여전히 혼자 공부하는 게 더 좋다.

surf the Internet | 인터넷 서핑을 하다

One of my pastimes is surfing the Internet.  
내 소일거리 가운데 하나는 인터넷 서핑이다.

take a trip | 여행가다

My family took a trip before my brother entered university.  
우리 식구들은 형이 대학에 입학하기 전에 여행을 갔다.

take advantage of | ~을 이용하다

It is a bad thing to take advantage of others' weaknesses.  
남의 약점을 이용하는 것은 나쁜 것이다.

take ~ into consideration | ~를 고려하다

It's important to take your aptitude into consideration when you choose what you will study.  
무엇을 공부할지 택할 때 자신의 적성을 고려하는 것이 중요하다.

think highly of | ~을 높이 평가하다

My parents always think highly of my efforts to get good grades.  
부모님은 좋은 성적을 받으려는 내 노력을 언제나 높이 평가하신다.

## 2. School Life

a part-time employee | 시간제 직원

The school decided to hire another part-time employee to work in the cafeteria.  
학교는 식당에서 일할 시간제 직원을 한 명 더 뽑기로 했다.

a school health clinic | 학교 보건소

The woman went to the school health clinic to get some antibiotics for her ear infection.  
여자는 귀의 염증 때문에 학교 보건소에 가서 항생제를 얻었다.

a sports facility | 스포츠 시설

In my opinion, our school is in bad need of a sports facility.  
내 생각에, 우리 학교에는 스포츠 시설이 몹시 필요하다.

a student election | 학생 선거

Holding a student election is a good way to teach students about the running of government.  
학생 선거를 치르는 것은 학생들에게 정부 운영에 관해 가르칠 수 있는 좋은 방법이다.

an effective approach to | ~에 효과적인 접근법

Asking questions is an effective approach to solving problems.  
질문하기는 문제를 해결하는 효과적인 접근법이다.

an unattainable goal | 달성할 수 없는 목표

You should be careful not to set an unattainable goal when you make a study plan.  
학습계획을 세울 때는 달성할 수 없는 목표를 세우지 않게 조심해야 한다.

apply for a scholarship | 장학금을 신청하다

In my view, every eligible student should apply for an academic scholarship.  
내 생각에는, 자격이 되는 학생은 모두 성적장학금을 신청해야 한다.

background knowledge | 배경지식

The professor gave the students plenty of background knowledge about the life cycle of earthworms.  
교수는 학생들에게 지렁이의 생활주기에 관해 풍부한 배경지식을 제공했다.

be available to ~ | ~가 이용할 수 있다

The school gym should be available to anyone who wants to exercise.  
학교 체육관은 운동을 하고 싶어하는 사람은 누구나 이용할 수 있어야 한다.

be concerned with | ~에 관심을 갖다

Teachers should be concerned with providing their students with a proper learning environment.  
교사는 학생에게 적절한 학습환경을 제공하는 데 관심을 가져야 한다.

be eligible for | ~할 자격이 있다

Part-time students are not eligible for scholarships.  
시간제 학생은 장학금을 신청할 자격이 없다.

be known for | ~로 알려져 있다

Our school is well known for soccer.  
우리 학교는 축구로 잘 알려져 있다.

build an extension to | ~를 증축하다

The school board decided to build an extension to the main building.  
학교 이사회는 본관 건물을 증축하기로 결정했다.

**call roll** | 출석을 부르다

At the beginning of each class, the professor calls roll to check who is not present.  
매 수업이 시작할 때 교수는 누가 결석했는지 확인하기 위해 출석을 부른다.

**carry out a survey** | 조사하다

One way to get information from a large group of people is to carry out a survey.  
많은 사람에게 정보를 얻는 한 가지 방법은 조사를 하는 것이다.

**communicate online** | 온라인으로 통신하다

Many people communicate online when they take off-campus courses.  
많은 사람이 캠퍼스 밖에서 강좌를 들을 때 온라인으로 통신한다.

**do club activities** | 동아리 활동을 하다

New students can make friends more quickly if they do club activities.  
새로운 학생들은 동아리 활동을 하면 더 빨리 친구를 사귄다.

**drop out of school** | 학교를 중퇴하다

Some students drop out of school because of their poor academic performance.  
어떤 학생들은 성적이 나빠서 학교를 중퇴한다.

**encourage discussion** | 토론을 장려하다

Many teachers encourage discussion to develop students' thinking ability.  
많은 선생님이 학생의 사고력을 기르기 위해 토론을 장려한다.

**enroll in** | ~에 등록하다

Every student should enroll in some type of science course.  
모든 학생이 어떤 종류든지 과학 수업에 등록해야 한다.

**extend the deadline to** | 마감일을 ~로 연장하다

I asked the math teacher to extend the deadline for my homework assignment to Friday.  
나는 수학선생님께 숙제 제출 마감일을 금요일로 연장해 달라고 부탁했다.

**face-to-face tutoring** | 직접 만나서 하는 개인교습

An effective way to learn a foreign language is to get face-to-face tutoring.  
외국어를 배우는 효과적인 방법은 직접 만나서 개인교습을 받는 것이다.

**fail an examination** | 시험에 떨어지다

I am not worried about failing the exam because I am well prepared for the test.  
나는 시험 준비를 잘 했기 때문에 시험에 떨어진 염려는 하지 않는다.

**fix a computer** | 컴퓨터를 고치다

In order to fix a computer, you must first decide if the problem lies with the hardware or with the software.  
컴퓨터를 고치기 위해서는 먼저 문제가 하드웨어에 있는지 소프트웨어에 있는지 결정해야 한다.

**give a lecture** | 강의하다

The professor gave a lecture about animal communication.  
교수는 동물의 의사소통에 관해 강의를 했다.

**have a break from school** | 휴학하다

The woman decided to have a break from school so that she could travel abroad for a semester.  
여자는 한 학기 동안 해외여행을 할 수 있게 휴학을하기로 결심했다.

**be curious about** | ~에 호기심을 가지다

The man is curious about ancient Egypt.  
남자는 고대 이집트에 호기심을 가지고 있다.

**have access to** | ~에 접근하다

All students should be allowed to have access to the Internet at school.  
모든 학생이 학교에서 인터넷을 이용할 수 있어야 한다.

**have knowledge of** ~에 관한 지식이 있다

My science teacher has an in-depth knowledge of computers.  
과학선생님은 컴퓨터를 잘 아신다.

**live in a dormitory** | 기숙사에서 생활하다

I think it should be compulsory that freshman students live in a dormitory.  
나는 1학년생들이 의무적으로 기숙사에서 생활해야 한다고 생각한다.

make a policy | 방침을 세우다

The school needed to make a policy against students throwing food in the cafeteria.  
학교는 교내식당에서 음식을 던지는 학생들에 대한 방침을 세울 필요가 있다.

make a presentation | 발표하다

The professor offered the students a choice between writing a paper or making a presentation.  
교수는 학생들에게 리포트를 쓰는 것과 발표를 하는 것 중에 선택하도록 했다.

make an announcement | 공고하다

The principal made an announcement that he would be retiring in the spring.  
교장은 봄에 은퇴할 예정이라고 공고했다.

make an evaluation | 평가하다

Professors make evaluations of their students at the end of each semester.  
교수들은 매 학기 말에 학생들을 평가한다.

miss class | 수업에 빠지다

The professor made it very clear that it was important not to miss class.  
교수는 수업에 빠지지 않는 게 중요하다는 걸 매우 분명히 했다.

organize a field trip | 현장 견학 학습을 계획하다

Our science teacher organized a field trip to the water treatment plant.  
우리 과학 선생님은 물 처리 공장을 견학하는 현장 학습을 계획했다.

perform an experiment on | ~에 대해 실험을 하다

The man chose to perform an experiment on different types of sea crabs for his biology class.  
남자는 생물학 시간에 종류가 다른 바다 게들에 관한 실험을하기로 했다.

reliable research | 믿을 만한 연구

According to reliable research, girls are better at learning languages than boys.  
믿을 만한 연구에 따르면, 여자아이들이 남자아이들보다 언어를 더 잘 배운다.

remodel a building | 건물을 개축하다

The school announced its plan to remodel the library.  
학교는 도서관을 개축하려는 계획을 발표했다.

specialize in | ~를 전공하다

I want to specialize in chemistry in university.  
나는 대학에서 화학을 전공하고 싶다.

study in a library | 도서관에서 공부하다

Studying at home is better for me than studying in a library.  
내게는 집에서 공부하는 게 도서관에서 공부하는 것보다 낫다.

teacher-centered education | 교사 중심 교육

Compared to student-centered education, teacher-oriented education has many weaknesses.  
학생 중심 교육에 비해, 교사 중심 교육은 많은 단점이 있다.

trade ideas | 의견을 교환하다

I usually trade creative ideas with my friends when we do a group project.  
그들 프로젝트를 할 때 나는 대개 친구들과 창의적인 생각을 교환한다.

tutor ~ in ~ | ~에게 ~를 개인 지도하다

During the vacation, the man is going to tutor some middle school students in English.  
방학 동안 남자는 몇몇 중학생들의 영어 공부를 개인 지도할 예정이다.

volunteer for ~에 자원하다

Many students volunteered to spend a day helping the homeless.  
많은 학생들이 하루 동안 노숙자를 돕는 일에 자원했다.

vote in favor of | ~에 찬성 투표하다

The students voted in favor of having an extended lunch period.  
학생들은 점심 시간을 늘리는 데 찬성하는 투표를 했다.

work out a solution | 해결책을 찾아내다

The students were given twenty minutes to work out a solution to the math problem.  
학생들이 그 수학 문제의 해법을 찾아내는 데 20분이 주어졌다.

## Speaking Section Directions 3-07

In this section of the test, you will demonstrate your ability to speak about a variety of topics. You will answer six questions by speaking into the microphone. Answer each of the questions as completely as possible.

In questions 1 and 2, you will speak about familiar topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In questions 3 and 4, you will respond to questions based on what you have read and heard. First you will read a short text. The text will go away and you will then listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

In questions 5 and 6, you will respond to questions based on what you have heard. First you will listen to part of a conversation or a lecture. You will then be asked a question about what you have heard. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your responses. Your notes will not be scored.

Listen carefully to the directions for each question. The directions will not be shown on the paper.

# Actual Tests





# Actual Test 01

## Task 1

3-08

00:00:00 (0:00) (0:00) (0:00)

Question 1 of 6

VOLUME

VOLUME

Choose a time in your life when you were happiest and explain why you were happiest at that time. Please include specific examples and details in your explanation.



Preparation Time: 15 Seconds

Response Time: 45 Seconds

00:00:00 (0:00) (0:00) (0:00)

## Task 2

3-09

TOEFL iBT Speaking

Question 2 of 6



Some people like to buy books from a bookstore. Others like to borrow them from the library. Which do you prefer and why?



Preparation Time: 15 Seconds

Response Time: 45 Seconds



## Task 3

### → Reading

3-10

Question 3 of 6

Reading time: 45 seconds

#### Number of Sculpture Classes to Decrease

The Fine Arts Department has regrettably decided to cut the number of sculpture classes offered next semester from thirty to fifteen. While the department is not pleased to decrease its sculpture classes by fifty percent, there are two reasons for this choice. First, due to the department's limited number of sculpture professors, our instructors have been teaching too many classes each semester. This has disrupted their ability to provide quality individual instruction for students. Furthermore, due to cutbacks in the department's budget, there are simply not enough supplies available to offer such a large number of classes.

### → Listening

Question 3 of 6



## → Question

Question 3 of 6

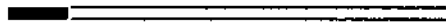


The man expresses his opinion of the decrease in sculpture classes. State his opinion and explain the reasons he gives for holding that opinion.



Preparation Time: 30 Seconds

Response Time: 60 Seconds



## Task 4

### → Reading

3-11

Question 4 of 6



Reading time: 45 seconds

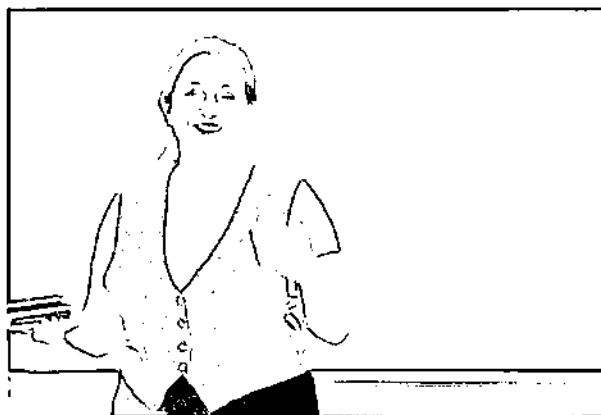
#### Positive Externality

In business, most companies aspire to make as much profit as they can. However, there are some instances where the social benefits of their actions actually outweigh the financial benefits. When something like this occurs, it is referred to as a positive externality. Positive externalities can occur in the guise of many different benefits, including education, the environment, health, and technology. As a general rule, companies do not specifically seek them out, but they do welcome their existence.



### → Listening

Question 4 of 6





## → Question

▶ Question 4 of 6

Question 4 of 6

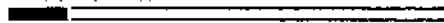


The professor describes the benefits of the new buses to the environment. Explain how these benefits are related to positive externalities.



Preparation Time: 30 Seconds

Response Time: 60 Seconds



## Task 5

### → Listening

3-12

My mother's garden

Question 5- of 6

VOLUME

VOLUME



## → Question

00:00:00

Question 5 of 6

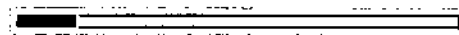


The woman suggests two possible solutions to her problem. Describe the problem. Then state which of the two solutions you prefer and explain why.



Preparation Time: 20 Seconds

Response Time: 60 Seconds



## Task 6

### → Listening

3-13

TOEFL iBT Speaking

Question 6 of 6



## → Question

Question 6 of 6

Question 6 of 6



Using points and examples from the lecture, explain the two documents that are necessary in order to convince people to invest in a new business.



Preparation Time: 20 Seconds

Response Time: 60 Seconds



## Actual Test 02

### Task 1

3-14

Write 180-200 words.

Question 1 of 6

VOLUME

VOLUME

Choose the subject that was your favorite in high school and explain why it was your favorite. Please include specific examples and details in your answer.



Preparation Time: 15 Seconds

Response Time: 45 Seconds

Write your answer here.



## Task 2

3-15

TOEFL iBT Speaking

Question 2 of 6



Some students prefer to eat lunch in a school cafeteria. Others prefer to make a lunch at home and take it to school. Which do you prefer and why?



Preparation Time: 15 Seconds

Response Time: 45 Seconds



## Task 3

### → Reading

3-16

TOEFL iBT Speaking

Question 3 of 6



*Reading time: 45 seconds*

#### Jonathan Davis to Speak at Graduation

Central University is proud to announce Jonathan Davis will be the commencement speaker at the graduation ceremony to be held on May 15. Mr. Davis is a leader in the world of business. He took his company, DP Solutions, out of bankruptcy and promptly turned it into the most prominent financial corporation in the world. He will surely have some words of wisdom about business for our graduating seniors. Mr. Davis is also a graduate of Central University, and the school is looking forward to honoring one of its own and acknowledging his contributions to society.



### → Listening

TOEFL iBT Speaking

Question 3 of 6



## → Question

Listening Section

Question 3 of 6

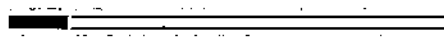


The woman expresses her opinion of the school's choice of commencement speakers. State her opinion and explain the reasons she gives for holding that opinion.



Preparation Time: 30 Seconds

Response Time: 60 Seconds



## Task 4

### → Reading

3-17

Question 4 of 6



Reading time: 45 seconds

#### Long-Term Memory

Everyday, the human brain processes an enormous amount of information. It discards most of it but still retains many items. Some information is available for immediate recall, called short-term memory. Other information remains in the brain awaiting recall, sometimes years later. This is long-term memory. For this, the brain must catalog the information—often by sensory input or associative addressing. Thanks to long-term memory, people are able to remember not only various facts but also how to do certain actions, even ones as simple as riding a bicycle. Without long-term memory, humans would simply not be able to function.

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### → Listening

Question 4 of 6



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## → Question

100% of questions correct

Question 4 of 6



The professor describes two kinds of memory and how people utilize them. Explain how they are related to long-term memory.



Preparation Time: 30 Seconds

Response Time: 60 Seconds



## Task 5

### → Listening

3-18

00:00 / 00:00

Question 5- of 6

VOLUME

VOLUME





→ Question

Question 5 of 6



The speakers discuss two possible solutions to the woman's problem. Describe the problem and the two solutions. Then explain what you think the woman should do and why.



Preparation Time: 20 Seconds

Response Time: 60 Seconds



## Task 6

→ Listening

3-19

Question 6 of 6

VOLUME

VOLUME



## → Question

Question 6 of 6

Question 6 of 6

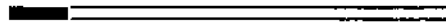


Using points and examples from the lecture, explain how people often read books both before and after Johannes Gutenberg's invention of movable type.



Preparation Time: 20 Seconds

Response Time: 60 Seconds





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Master Skills<sup>for the</sup>

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# Chapter 1

## Personal Experience

### Sample iBT Question

#### Sample Response

My favorite place in my hometown is the main park located downtown. First of all, I like it because it's a beautiful place to visit. It's full of life. For instance, there are many trees, plants, and flowers, and they make the park very colorful and add to its beauty. Also, the park always looks wonderful no matter what the season. Second of all, I like the park because it's a very quiet place, so I never get disturbed when I'm there. For example, I can go there to read, study, or simply relax. For these reasons, the main park is my favorite place to visit in my hometown.

우리 동네에서 내가 가장 좋아하는 장소는 시내에 있는 중앙 공원이다. 우선, 경치가 아름다워서 그 공원이 마음에 든다. 공원은 온갖 생물들로 가득하다. 예를 들어, 공원에 있는 많은 나무와 식물, 꽃들이 공원을 화려하게 만들고 아름다움을 더해 준다. 또한 공원은 계절에 관계없이 항상 근사하게 보인다. 두 번째로 공원은 조용해서 공원에 가면 방해받지 않기 때문에 공원을 좋아한다. 예를 들어, 공원에는 책을 읽으러, 공부하러, 그리고 그냥 쉬러 가기도 한다. 이러한 이유로 중앙 공원은 우리 동네에서 내가 가장 좋아하는 장소이다.

### Unit 1. People

#### >> Dialogue

W: Hi, Joe. Want to skip class now? I've got history, and I can't stand it.

M: No way. I've got history too, and I need to take some notes for the exam.

W: Oh, what's the point? Just read the textbook.

M: I know, but I also find the class very interesting.

W: Really? History bores me to tears.

M: Too bad you don't have Mr. Kennedy. He has a great way of presenting the material. He tells lots of stories and makes us laugh.

W: You're lucky. My teacher just gets us to read from the textbook and then talks in the most boring voice. Those afternoon classes always make me sleepy.

M: Hey, sorry, but I'm late for class. Catch you later.

W: 안녕, 조. 이번 수업 안 들어갈래? 역사 수업인데 정말 지겨워.

M: 말도 안 되는 소리. 나도 역사 수업인데 시험 때문에 필기를 해야 해.

W: 무슨 상관이야. 교재만 읽으면 되잖아.

M: 알아. 하지만 수업이 아주 재미있어.

W: 정말? 난 역사 수업이 지루해서 눈물이 날 정도네.

M: 너도 케네디 선생한테 수업을 들어야 하는데. 케네디 선생님은 교수 방법이 탁월해서, 재미있는 얘기도 많이 해 주시고 유머 감각도 끝내 줘.

W: 운이 좋구나. 우리 선생님께서 학생이 교재를 읽게 한 다음, 수면제 같은 목소리로 강의를 하셔. 오후 수업은 항상 졸다니까.

M: 안 됐구나. 수업에 늦었어. 나중에 봐.

1. He presents the material in an interesting way.
2. He tells stories and makes them laugh.
3. She thinks it's really boring.
4. She will most likely not attend her history class.

#### >> Lecture

According to a recent poll, teachers rank very high among people admired by society. They were in fourth place after athletes, movie stars, and the clergy, you know, priests, people of religion. At the bottom of the list were lawyers, politicians, and telemarketers. Now, why would teachers rank so high? According to the poll, 35% stated that a teacher inspired them to go to college, and this decision has influenced their whole lives. Another 30% stated that a teacher who was kind and understanding helped them enjoy otherwise boring or difficult subjects, like math.

최근 이런 조사에 따르면 사회에서 존경을 받는 사람들 가운데 교사가 아주 높게 나타났어요. 교사는 운동선수, 영화배우, 그리고 여러분도 아시다시피 종교계에 종사하는 사람들인 성직자에 이어 4위를 차지했어요. 순위 목록의 제일 하위에 변호사, 정치인, 텔레마케터 등이 있었 습니다. 그런데 왜 교사가 그렇게 순위가 높았을까요? 조사에 따르면 35%가 교사가 자신들에게 대학 진학을 하도록 영감을 주었고 이 결정이 그들의 삶 전반에 영향을 미쳤다고 답했습니다. 또 30%는 다정하고 이해심 있는 교사 덕분에 수학처럼 지루하거나 어려운 수도 있는 과목을 좋아하게 되었다고 답했습니다.

1. It is about the people who are admired by society.
2. Teachers inspired them to go to college and to enjoy certain subjects.
3. Athletes are famous, make a lot of money, and appear to be heroes to many people.
4. Having a university degree helped people have better lives, get good jobs, make lots of money, and meet more people.

#### >> Organizing

1. The teacher I admire the most: Mr. David McIntyre
- 2-1. He was very fair and just. He supported our work and ideas.
- 3-1. Everyone in his class was equal. He had no favorite

students. He encouraged everyone to do his or her best and helped those in trouble.

2-2. He was very smart. He was quite knowledgeable about history and English.

3-2. He knew the answer to any question. He never said, "I don't know." He is the reason I love history and my inspiration for wanting to study history at college.

#### >> Sample Response

The teacher I admire the most is Mr. David McIntyre. When I was in the sixth grade in elementary school, I was in his history class and advanced reading class. He was very fair and treated us all the same way. He didn't have any favorite students. In addition, he encouraged us to do our best and helped those who were struggling. Not only that, but he was also very intelligent and knew a lot about history and English literature. He always had an answer and never said, "I don't know." Because of him, I have a lifelong love of history and reading. He is my inspiration, and, thanks to him, I now want to study history at college.

내가 가장 존경하는 교사는 데이비드 매킨타이어 선생님이다. 초등학교 6학년이었을 때 나는 그 선생님께 역사와 고급 독서 수업을 들었다. 선생님께서는 매우 공정하셨고 우리들을 똑같이 대해 주셨다. 특별히 편애하는 학생도 없으셨다. 뿐만 아니라 선생님은 우리가 최선을 다하게 도와주셨고 힘들어 하는 학생에게도 도움을 주셨다. 게다가 선생님은 아주 부지런하셨고 역사와 영문학에 대해 아는 것도 많으셨다. 질문을 하면 항상 대답을 해 주셨고 "모른다"고 말씀하신 적이 한 번도 없으시다. 선생님 덕분에 지금도 역사와 독서를 좋아하게 되었다. 선생님은 내게 영감을 주셨고 선생님 덕분에 대학에서 역사를 공부하고 싶다는 생각을 하게 되었다.

## Unit 2. Places

#### >> Dialogue

M: So, what did you do on your vacation, Susan?

W: My family and I went to a beach resort on an island in Mexico.

M: Mexico! How was it?

W: Oh, the weather was fantastic. It never rained once. The beach was so beautiful, too.

M: How about the food?

W: Mexican food is fantastic. We ate a lot of vegetables and fruit. It was very healthy.

M: Was it expensive?

W: No, it was really cheap, and the hotel was brand new, so I was surprised. We rented a car, but it wasn't expensive at all.

M: Sounds great. Were the people friendly?

W: Oh, yes. Everyone smiled and was happy. We had a great time.

M: 그래서, 수잔 넌 방학을 어떻게 보냈니?

W: 가족들과 함께 멕시코 섬에 있는 해변 리조트에 갔었어.

M: 멕시코로! 어땠니?

W: 날씨가 환상이었어. 비가 한 번도 안 내렸어. 해변도 너무 아름다웠고.

M: 음식은?

W: 멕시코 음식도 끝내 줬어. 야채며 과일을 많이 먹었어. 건강에도 아주 좋은 음식들 말이야.

M: 가격은 안 비쌌어?

W: 아주 저렴했어. 호텔도 완전히 새 호텔이어서 깜짝 놀랐어. 렌터카를 빌렸는데 그것도 저렴했어.

M: 환영이구나. 사람들은 친절했어?

W: 응, 사람들이 친절함이 미소를 지어 보였고 행복해 보였고, 정말 즐거웠어.

1. She went to Mexico with her family.
2. Yes, she had a great time.
3. She said the weather was fantastic, the beach was beautiful, the people were friendly, and the prices were low.
4. Yes, she will probably go to Mexico based on Susan's experience.

#### >> Lecture

Tourism is on the rise all over the world. The most visited countries last year were France, Spain, the United States, Italy, and China. Approximately seventy-five million tourists visited France last year, with quite a few of them stopping in Paris for a few days, making it the most visited city in the world. New York was in second place with over four million visitors. New York's architecture, museums, and great nightlife attracted tourists from many destinations. Despite having fewer tourists than France or Spain, tourists spent more money when they visited America, more than \$80 billion last year.

관광 산업은 전 세계적으로 증가 추세에 있습니다. 지난해 관광객이 가장 많이 찾은 나라는 프랑스, 스페인, 미국, 이탈리아 그리고 중국이었습니다. 지난해 프랑스를 찾은 관광객은 7천 5백 만 명으로 그 중 상당히 많은 관광객이 며칠간 파리에 머물러 파리는 세계에서 가장 많은 관광객이 찾는 도시가 되었습니다. 뉴욕은 4백 만 명의 관광객이 찾은 도시로 2위를 차지했어요. 뉴욕의 건축물, 박물관, 멋진 밤의 유흥가 등은 각지의 관광객을 끌어들이었습니다. 미국은 프랑스나 스페인에 비해 관광객 수는 적었지만 관광객이 쓴 금액은 1위로 미국은 지난해에만 80억 달러 이상을 벌어들였어요.

1. France had the most tourists last year.
2. People visit New York for its architecture, museums,

and nightlife.

3. Tourists spent more money in the United States than in other countries.
4. They probably spent money on hotels, food, transportation, souvenirs, and entertainment.

#### >> Organizing

1. The city most memorable: St. Petersburg, Russia
- 2-1. For just a few dollars, you can have a good time.
- 3-1. The fees for the palaces and museums are inexpensive, and they have wonderful architecture and great collections of art and history. There are lots of fun parks, places to visit, and theaters.
- 2-2. It was summer, so the weather was beautiful.
- 3-2. In summer, it doesn't rain very much. St. Petersburg is very far north, so, in summer, the sun only sets for a few hours. Russians call this time "White Nights."

#### >> Sample Response

In my opinion, the city I've visited that is the most memorable is St. Petersburg, Russia. It is the second largest city in Russia and used to be the capital, so there are many beautiful buildings, especially palaces and museums. The prices are very low; therefore, for just a few dollars, you can visit museums, go shopping, or have a good night on the town. There are plenty of good nightclubs, discos, and theaters. The weather in the summer is beautiful, with lots of sunshine and hardly any rain. St. Petersburg is very far north, so, in summer, the sun only sets for a few hours. Russian people call this time "White Nights." It's the best time to visit.

내가 방문해 본 도시 가운데 가장 기억에 남는 도시는 러시아의 상트 페테르부르크이다. 이 도시는 러시아 제2의 도시로 역전에는 수도였기 때문에 아름다운 건물들이 많은데, 특히 궁전과 박물관이 아름답다. 물가도 저렴해서 몇 달러만 있으면 박물관도 가고 쇼핑도 하고 시내에서 멋진 밤을 보낼 수도 있다. 좋은 나이트클럽이나 디스코장, 극장도 많다. 여름에는 날씨가 좋아서 햇빛도 많이 비치고 비도 거의 내리지 않는다. 상트 페테르부르크는 상당히 북쪽이기 때문에 여름에 해가 없는 시간은 몇 시간에 불과하다. 러시아 사람들은 이 시기를 "백야"라고 부른다. 이때가 방문하기 가장 좋은 때다.

### Unit 3. Events

#### >> Dialogue

- W: What did you do on the weekend, Fred?  
M: My cousin got married, so I went to the wedding.  
W: That must have been a good time.  
M: You bet. His wife is from Greece, so it was a Greek style wedding.  
W: What do you mean?

M: They had the ceremony in a Greek church.

W: What about the reception after the wedding?

M: They played Greek music, and we had to dance these traditional Greek dances. Also, we ate Greek food and had some traditional Greek drinks.

W: How did the food and drinks taste?

M: They were fantastic. It was the best wedding I've ever been to. We danced all night.

W: 프레드, 주말 어떻게 보냈니?

M: 사촌이 결혼을 해서 결혼식에 갔었어.

W: 즐거웠겠구나.

M: 말이라고 하니? 친구 또는 사람이 그리스 사람이라 결혼식도 그리스 스타일로 했어.

M: 그리스 교회에서 결혼식을 올렸어.

W: 결혼식 끝나고 피로안은?

M: 그리스 음악을 연주하고 그리스 전통 춤을 봤어. 게다가 그리스 음식을 먹고 전통적인 그리스 음료수를 마셨어.

W: 음식이랑 음료수는 맛이 어땠는데?

M: 환상적이었어. 내가 가본 결혼식 중에 최고였어. 밤새 춤을 췄다니까.

1. Fred's cousin got married.

2. The bride was from Greece, so they had a Greek wedding.

3. Everything was Greek, including the music, dances, food, and drinks.

4. He probably felt tired.

#### >> Lecture

Getting together with friends and family to participate in an event is one of the joys of life. On average, Americans take part in twenty to thirty special events per year. The most common events are birthday parties, wedding ceremonies, and regular holidays, such as Thanksgiving, Christmas, New Year's, and the Fourth of July. Less common are wedding anniversaries, bridal and baby showers, graduation proms and parties, and work-related parties. Giving and receiving gifts are common activities at many social events. In addition, people often prepare special food and drinks for these events, such as turkey for Thanksgiving and Christmas and steak and burgers for barbecues for summer events.

친구나 가족과 함께 행사에 참여하는 것은 인생에서 누릴 수 있는 즐거움 가운데 하나입니다. 평균적으로 미국인들은 해마다 스무 번에서 서른 번 정도 특별 행사에 참가합니다. 가장 흔한 행사는 생일 파티, 결혼식, 그리고 추수감사절이나 성탄절, 설날, 독립기념일 같은 공휴일이죠. 이보다 덜 일반적인 행사로는 결혼기념일, 결혼 축하 파티, 임신 축하 파티, 졸업 무도회와 파티, 직장 관련 파티 등을 들 수 있어요. 많은 행사에서 선물을 주고받는 것은 일반적입니다. 게다가 사람들은 추수감사절이나 성탄절에 칠면조 요리를 준비하고 여름 행사를 위한 바비큐 파



타에 스테이크나 버거를 준비하는 것처럼 특별한 요리나 음료수만 준비 하기도 합니다.

1. They take part in around twenty to thirty special events.
2. The most common events are birthday parties, wedding ceremonies, and regular holidays.
3. They give gifts and prepare special food and drinks.
4. They have barbecues.

#### >> Organizing

1. A memorable social event: My uncle's fiftieth birthday party
- 2-1. The food was plentiful and first rate.
- 3-1. There were wonderful barbecued hamburgers and steaks prepared by a chef. There were some fantastic potato salad, lots of drinks, and a massive birthday cake.
- 2-2. There were live music and fireworks.
- 3-2. A live band played lots of old music my uncle loved. Afterwards, we had a fireworks display as we sang happy birthday.

#### >> Sample Response

One of the most memorable social events I went to was a party for my uncle on his fiftieth birthday. It was held at my uncle's house in the summer. To begin with, I remember it so well because we had a great barbecue. It was prepared by a chef who worked at a restaurant in town. As a result, there were plenty of delicious hamburgers and steaks, first-rate salads, and cold drinks. Secondly, they had a live band, which played all of my uncle's favorite rock music from when he was a teenager. Everyone danced and had a great time. Finally, they brought out an enormous cake and shot off fireworks as we all sang happy birthday. It was a fantastic party.

내가 가본 적이 있는 사회 행사 가운데 가장 기억에 남는 행사는 삼촌의 생일 파티였다. 파티는 여름에 삼촌집에서 열렸다. 우선 내 기억에 그렇게 남는 이유는 바비큐 파티가 너무 맛있었기 때문이다. 시내 식당에서 일하는 주방장이 바비큐 요리를 준비했다. 그래서 맛있는 햄버거와 스테이크, 최고급 샐러드, 시원한 음료 등이 많았다. 두 번째로는 라이브 밴드가 삼촌이 10대 때부터 좋아했던 록 음악을 연주했다. 모든 사람들이 춤을 추며 즐거운 시간을 보냈다. 마지막으로 어마어마하게 큰 케이크가 나왔고 우리 모두가 생일 축하 노래를 부를 때 폭죽이 터졌다. 정말 멋진 파티였다.

## Unit 4. Objects

#### >> Dialogue

W: I'll never get through this book!

M: What's the matter with it, Kay?

W: It's too boring, Dad. All of the main characters are men, and all they do is talk. And I have an assignment due on it next week.

M: Can you change books?

W: Maybe. I'll have to ask my teacher.

M: Well, I suggest you pick something that's more interesting. Maybe it could have a character like you or be in a genre you enjoy.

W: I really like mystery novels and crime stories.

M: Perhaps you could try a Nancy Drew story. She's a detective who is about your age.

W: Really? That's a great idea. Thanks, Dad.

W: 이 책은 정말 끝까지 다 못 읽겠어요.

M: 케이, 무슨 일이야?

W: 아빠, 너무 재미가 없어요. 등장인물들이 전부 남자인데다가 대사 밖에 없어요. 그런데 다음 주까지 과제물을 제출해야 해요.

M: 책을 바꾸는 건 어때?

W: 가능할지도 몰라요. 선생님께 여쭙봐야 해요.

M: 좀 더 재미있는 책을 골라 보지 그러니? 너랑 비슷한 인물이 등장하거나 네가 좋아하는 장르의 책을 고를 수도 있잖아.

W: 전 추리 소설과 범죄 소설이 좋아요.

M: 그렇담 낸시 드루 소설을 읽어 보지 그래? 네 프래의 탐정이거든.

W: 정말이요? 좋은 생각이네요. 고마워요, 아빠.

1. The book she chose for an assignment is too boring.
2. He suggests that she change books to something she likes.
3. She likes mysteries and crime stories.
4. She'll ask her teacher if she can change the book she is reading.

#### >> Lecture

Despite our society being overwhelmed by TV and other visual media, reading is still popular, and book sales are still strong. Although the number is less than the in past, in a recent poll, over ninety-six million Americans said they read regularly. The biggest sellers are romance and science fiction, followed by true crime and biographies. This indicates that people are looking for a little love, fantasy, and mystery in their lives. Heroic characters involved in complex storylines are still strong sellers. In the poll, readers indicated that they are drawn to a certain writer or book by three main things: the plot, the characters, and the dialogue.

TV와 다른 영상 매체들이 이 사회를 지배하고 있긴 하지만 독서는 여전히 인기가 있고 책도 여전히 잘 팔리고 있어요. 과거에 비해 수가 줄긴 했지만 최근 조사에 따르면 9천 6백 만 명 이상의 미국인이 정기적으로 책을 읽고 있다고 합니다. 가장 많이 판매되는 책은 로맨스 소설과 공상 과학 소설이며 그 다음은 범죄 소설과 전기예요. 이 결과를 보면

사람들은 삶에서 어느 정도의 사랑과 환상, 미스터리를 찾고 있는 것을 알 수 있어요. 복잡한 이야기 속에 영웅적 인물이 등장하는 소설이 여전히 잘 팔리고 있어요. 조사에서 독자들은 세 가지 주요소인 줄거리, 인물, 대화 때문에 특정 작가나 책에 끌리는 것으로 나타났습니다.

1. She said TV and other visual media are overwhelming our society.
2. Romance, science fiction, true crime, and biographies are the most popular.
3. The plot, characters, and dialogue attract readers.
4. People spend more time watching TV and other visual media nowadays.

#### >> Organizing

1. The book I found most remarkable: The most remarkable book I have read is *The Lord of the Rings*.
- 2-1. It's on a grand scope and scale with an intricate plot.
- 3-1. The author created an imaginative fantasy world of immense scale. The intricate plot centers on a heroic quest to save the world from evil.
- 2-2. The story is highly dramatic and believable, making it a real page-turner.
- 3-2. The story has many battles, a heroic quest, and plenty of wonderful characters. Once you start reading it, you can't stop.

#### >> Sample Response

For me, the most remarkable book I've ever read is italing by J.R.R. Tolkien. The main reason is that the story takes place in a fantasy world of immense scope and scale, with a battle between good and evil as its central plot. The writer used his great imagination to create this world and make it believable. Another reason is that it is a very dramatic book, with lots of battles, a heroic quest, and a great number of wonderful characters, whom the reader comes to care about a great deal. The book is difficult to put down after you start reading it, making it a wonderful page-turner. I highly recommend it to anyone who loves fantasy.

나에 관한 한 내가 읽은 책 가운데 가장 기억에 남는 책은 J.R.R. 톨킨이 쓴 "반지의 제왕"이다. 주요 이유는 이야기가 거대한 스케일을 가진 환상의 세계에서 일어나며 선과 악 사이의 싸움이 중심 줄거리로 이루어지기 때문이다. 작가는 상상력을 발휘해 이 세계를 만들고 사실처럼 느껴지게 만든다. 또 다른 이유는 매우 극적이기 때문인데 수많은 전투, 영웅의 여행, 다양한 인물들이 등장해 독자의 관심을 끈다. 이 책은 일단 읽기 시작하면 손에서 내려놓기가 어려워 페이지도 쉽게 넘어간다. 판타지 소설을 좋아하는 사람이라면 이 책을 강력히 추천한다.

## Unit 5. Transportation

### >> Dialogue

M1: How come you're late for class, Pete?

M2: Sorry, sir. I got stuck in traffic.

M1: That's four times this month. I think you should start using public transportation from now on.

M2: Do you think it's better?

M1: Well, for instance, there are no traffic jams in the subway.

M2: That's true. How are the buses?

M1: Not as fast, but there are bus-only lanes, so that helps.

M2: I understand, sir, but I really love driving my car.

M1: I think getting here on time should be more important, don't you?

M2: Yes, sir.

M1: 피트, 수업에 늦은 이유가 뭐죠?

M2: 선생님, 죄송합니다. 차가 막혀서요.

M1: 이번 달만 벌써 네 번째예요. 이제부터 대중교통을 이용해야 할 것 같네요.

M2: 그게 더 나을까요?

M1: 예를 들어, 지하철 같은 경우엔 차가 막힐 걱정은 없잖아요.

M2: 그렇긴 합니다. 버스는 어떨까요?

M1: 지하철만큼은 아니죠. 하지만 버스 전용 차선이 있으니 도움이 되겠죠.

M2: 알겠습니다. 하지만 전 제 차를 운전하는 게 정말 좋아요.

M1: 제 시간에 도착하는 게 훨씬 중요하다고 봐요.

M2: 잘 알겠습니다.

1. He drove his car and got stuck in traffic.

2. He has been late four times.

3. It is faster than driving, and he'll arrive to school on time.

4. He will probably take the subway or bus.

### >> Lecture

In the world today, there are over 500 million cars. They are one of the biggest causes of the pollution and global warming we are currently experiencing. But there is a solution: public transportation. The first subway was built in London in the nineteenth century. Today, almost every major metropolis has a subway system, with Moscow's being the largest in the world. Over three billion rides were taken on Moscow's subway system last year. Buses also cause pollution, but a new generation of hydrogen fuel cell-powered buses will help eliminate this problem.

오늘날에는 전 세계적으로 5억 대가 넘는 차량이 운행되고 있어요. 차량은 우리가 현재 직면하고 있는 오염과 지구온난화의 가장 주된 원인 가운데 하나예요. 한 가지 해결책이 있긴 해요. 바로 대중교통이죠. 오



날날 대도시에는 거의 예외 없이 지하철이 있어요, 그 중에서도 모스크바의 지하철이 세계에서 가장 규모가 크죠. 지난해에 모스크바 지하철은 30억 명을 수송했어요. 버스 역시 오염을 유발하지만 신세대 수소 연료전지로 운행되는 버스는 이 문제를 해결하는데 도움이 될 거예요.

1. There are over 500 million cars are on the planet.
2. The first subway was built in London in the nineteenth century.
3. The world's biggest subway system is in Moscow.
4. They will have hydrogen fuel cells and cause less pollution.

#### >> Organizing

1. The best way to commute: The best way to commute is by public transportation.
- 2-1. It's much faster than traveling by car.
- 3-1. There are too many cars and traffic jams. Subways and bus-only lanes are faster and arrive on time.
- 2-2. It's cheaper to use public transportation.
- 3-2. Public transportation costs are low. Cars are expensive, needing gas, repairs, insurance, and parking fees.

#### >> Sample Response

The best way to commute in my city is by public transportation. To begin with, our city has too many cars, and everyone drives at the same time, so there are lots of traffic jams. The subway is a lot faster and almost always arrives on time. In addition, there are bus-only traffic lanes; consequently, the buses are faster. Secondly, public transportation is less expensive than driving a car. This means that I don't have to worry about paying for gas, repairs, insurance, or parking fees. In fact, finding a parking space is almost impossible sometimes, especially during the day. Therefore, public transportation is the best way to commute in my city.

도시에서 통근을 하는 가장 좋은 방법은 대중교통을 이용하는 것이다. 우선, 시내에는 차가 너무 많은데 모든 사람들이 같은 시간대에 운전운하다 보니 교통 정체가 자주 일어난다. 지하철은 훨씬 빠르고 거의 예외 없이 제 시간에 도착할 수 있다. 게다가 버스 전용 차선도 있다. 따라서 버스도 훨씬 빠르다. 두 번째로, 대중 교통은 자가용을 모는 것에 비해 가격이 훨씬 저렴하다. 다시 말해 기름 값, 유지비, 보험료, 주차비 등을 걱정할 필요가 없다. 사실, 주차 공간을 찾는 것이 때로는 불가능에 가까운데 특히 주간 시간대에는 더욱 그렇다. 따라서 대중교통은 우리 도시에서 통근을 하는 가장 좋은 방법이다.

### Unit 6. Actions

#### >> Dialogue

W: Mr. Roberts, I was wondering if you could help me.

M: Yes, Rita. What's on your mind?

W: I need to make a decision about university. If I go to the university in our city, it will be less expensive. However, if I go to a famous school, I'll get a better job in the future.

M: Yes, it's tough to decide. What did your parents say?

W: They think I should go to the local university. I can live at home and save money.

M: Well, why don't you apply to several universities and then make a decision? You might get a scholarship.

W: That's a great idea. Thanks for your help.

W: 로버트 선생님, 도움을 좀 받을 수 있을까요?

M: 그럼요, 리타, 무슨 일이죠?

W: 대학 결정을 해야 하세요. 우리 시에 있는 대학에 진학하면 비용은 훨씬 절약할 수 있겠지만 명문 대학에 진학하면 나중에 더 나은 일 자리를 구할 수 있을 것 같아요.

M: 맞아요, 쉽지 않은 결정이죠. 부모님께서서는 뭐라고 하세요?

W: 부모님께서서는 인근 대학에 가야 한다고 생각하세요. 집에서 통학을 해 비용을 절약할 수 있으니까요.

M: 일단 여러 대학에 지원을 해 보고 그런 다음 결정을 하는 건 어떨까요? 장학금을 받게 될지도 모르잖아요.

W: 좋은 생각이네요. 도와주셔서 감사해요.

1. She's trying to decide where she should go to university.
2. They want her to go to a local university to save money.
3. He thinks she should apply to several schools and then decide.
4. He is probably a teacher or guidance counselor.

#### >> Lecture

One of the hardest things to do in life is to make decisions. Some people are good at it, but others are terrible at doing so. It is estimated that a person changes his or her mind about something up to ten times a day. Simple things, such as what clothes to wear or what to have for lunch, are not important, but others are. Where to go to school, what career to have, where to live, and when to get married and have children are all choices that can have strong influences on our lives. Perhaps two or three percent of people get so paralyzed by indecision that their lives go nowhere. Fear is the biggest factor influencing people's decision making.

인생에서 가장 힘든 일 가운데 하나가 결정을 내리는 일입니다. 어떤 사람들은 결정을 잘 하지만 어떤 사람들은 정말 결정을 잘 못 내리죠. 사람들은 하루에도 최고 열 번까지 어떤 일에 대한 결정을 번복한다고 합니다. 어떤 옷을 입고 점심에 뭘 먹을지와 같은 단순한 일들은 중요하지 않지만 중요한 일들도 있습니다. 어떤 학교에 진학을 하고, 어떤 직업을 갖고, 어디에 살고, 언제 결혼을 하고 자녀를 갖느냐 하는 것들은

전부 인생에 큰 영향을 미치는 결정들입니다. 2, 3퍼센트 정도의 사람들은 너무 우유부단해 인생의 방향을 잡지 못하죠. 두려움은 사람들의 의사 결정에 영향을 미치는 가장 중요한 요소입니다.

1. The professor is talking about decision making.
2. Some examples of simple decisions are choosing what clothes to wear and what to have for lunch.
3. Some examples of life-influencing decisions are about school, careers, where to live, and when to get married and have children.
4. They are afraid to fail, make mistakes, get hurt, or lose out on opportunities.

#### >> Organizing

1. The biggest decision in my life: The biggest decision in my life was deciding which university to attend.
- 2-1. The university was the best one in our state.
- 3-2. It had the best facilities and professors and a good reputation.
- 2-2. I made friends and got a great job.
- 3-2. I made a lot of lifelong friends at my university. A professor helped me get a great job.

#### >> Sample Response

The biggest decision I ever made in my life was deciding which university to attend. I had a choice of two universities, one near my home and one far away. The one far away had good facilities, the best professors, and a good reputation. Eventually, I decided to go there even though it was expensive. It was a tough choice, but it has influenced my whole life. First, because of this choice, I met some wonderful people who became friends for life. Second, I studied with some excellent professors, and one of them helped me get a great job after I graduated. If I hadn't gone to this university, my whole life would have been different.

인생에서 내가 내린 결정 가운데 가장 중요한 결정은 어떤 대학에 진학할 것인가 하는 결정이었다. 두 가지 선택이 있었는데 한 대학은 집에서 가까운 대학이었고 한 대학은 집에서 멀리 떨어진 대학이었다. 집에서 먼 대학 쪽이 시설도 좋고 교수진도 좋고 명성도 높았다. 그 대학이 더 비싸긴 했지만 나는 결국 그 대학에 진학하기로 했다. 그것은 힘든 결정이었지만 내 인생 전체에 영향을 미쳤다. 우선, 이 선택 덕분에 나는 평생 친구가 되어준 좋은 사람들을 만났다. 두 번째로 나는 훌륭한 교수님들에게 배웠고 그 중의 한 분은 졸업 후 좋은 직장을 갖는 데 도움을 주셨다. 만약 이 대학에 진학하지 않았더라면 내 인생은 완전히 달라졌을 것이다.

### Unit 7. Qualities

#### >> Dialogue

M: Hey, Mom. I need some advice. I've been asked to

run for class president at school.

W: Really? That's wonderful, Jack.

M: Maybe. I don't know if I'd be a good leader.

W: Remember, if you win, you are working for the other students, not for yourself.

M: I guess a good leader can't think about himself first.

W: No, he needs to lead by example. Second, listen when people talk. A good listener understands things and gets more respect than someone who always interrupts or speaks without listening.

M: Who is an example of a good leader?

W: There are lots from history. But you know a lot of leaders right here, such as your father, your baseball coach, and your teachers.

M: And you!

M: 엄마, 조언 좀 해 주세요. 학교 반장 선거에 출마하라고 추천을 받았어요.

W: 그래? 잘 됐구나. 쟤.

M: 글썄요. 제가 반을 잘 이끌 수 있을지 모르겠어요.

W: 잊지 마. 선거에서 당선되면 너 자신을 위해 일하는 게 아니라 다른 친구들을 위해 일하게 된다는 걸.

M: 좋은 지도자라면 자기 자신을 앞세워서는 안 되겠죠.

W: 안 되고 말고. 먼저 반 전체에게 모범을 보여야 해. 두 번째는 사람들의 얘기를 잘 들어주어야 하고. 남의 얘기를 잘 듣는 사람은 이해력이 좋아서 남의 이야기를 듣지 않고 항상 남의 말을 자르고 자기 말만 하는 사람보다 존경을 받는 법이지.

M: 예를 들면 누가 좋은 지도자예요?

W: 역사에도 많은 인물들이 있지. 하지만 현재에도 네 아빠나 야구부 코치나 네 남임선생님 같은 많은 지도자들이 있어.

M: 그리고 암마도요!

1. He wants to run for class president in school but doesn't think he'd be a good leader.
2. She says a good leader is someone who works for others and listens to them.
3. She mentions Jack's father, baseball coach, and teachers.
4. He probably feels better and now wants to be class president.

#### >> Lecture

One of the greatest leaders in American history was Abraham Lincoln. He was the president during the greatest crisis our nation ever faced. This was the Civil War. Between 1861 and 1865, over 500,000 Americans died while fighting each other. Lincoln's unselfish self-sacrifice, his leadership by example, and his determination to preserve the United States are testaments to his leadership skills. His crowning

achievement was the freeing of over four million slaves with the Emancipation Proclamation in 1863. Sadly, Lincoln never received the accolades he deserved in his lifetime since he died from an assassin's bullet shortly after the war ended.

미국 역사상 가장 위대한 지도자 가운데 한 사람이 에이브러햄 링컨입니다. 그는 미국이 최대 위기를 맞았던 시기 동안 대통령직을 맡았죠. 이 시기는 바로 남북전쟁이었어요. 1861년과 1865년 사이 50만 명이 넘는 미국인들이 서로 전쟁을 하다가 전사했습니다. 링컨의 이타적인 자기희생 정신, 모범을 보이는 리더십, 미국을 지키려는 의지 등은 그의 지도자적 자질을 입증해 주었죠. 그가 이룬 가장 큰 업적은 1863년 노예 해방선언과 함께 4백 만 명이 넘는 노예를 해방시킨 것입니다. 안타깝게도 링컨은 종전 직후 암살자가 쏜 총에 맞아 사망했기 때문에 살아 있을 때 마땅히 받았어야 할 명예를 누리지 못했어요.

1. He was president during the American Civil War from 1861-1865.
2. He preserved the United States and freed the slaves.
3. Lincoln's leadership style included unselfish self-sacrifice, leadership by example, and determination.
4. The assassin shot Lincoln.

#### >> Organizing

1. The qualities of a good leader: A good leader needs to be unselfish, to lead by example, and to be a good listener.
- 2-1. A leader should be unselfish and lead by example.
- 3-1. A leader can't think about what he wants but instead must think about what the group wants. A leader must do what the group does.
- 2-2. A leader should listen to the opinions of others.
- 3-2. A leader needs to be a good listener and listen to others' opinions. He must consider the opinions of the group before making decisions.

#### >> Sample Response

I strongly feel that a good leader needs to be unselfish, to lead by example, and to be a good listener. First, a leader shouldn't be selfish and only think about what is good for him. He needs to do what is best for the group he is leading. Secondly, he must lead by example. This means that he has to do exactly what he asks others to do. Finally, a leader must be a good listener. He can't just do what he thinks is right. He should listen to the opinions of others. Of course, the final decisions are his, but he needs to understand the opinions of the group he is leading.

나는 좋은 지도자는 이타적이고 모범을 보여야 하며 남의 말을 잘 들어 주어야 한다고 굳게 믿는다. 우선, 지도자가 이기적이어서 자기에게 특이 되는 것만 생각해서는 안 된다. 그는 자기가 이끄는 집단에 최선이라

고 생각되는 것을 해야 한다. 두 번째로, 그는 모범을 보여야 한다. 다시 말해 그는 다른 사람에게 하라고 하는 그대로 자기 자신이 행해야 한다. 마지막으로 지도자는 남의 말을 잘 들어 주어야 한다. 그는 자기가 옳다고 믿는다고 해서 행동으로 옮겨서는 안 된다. 다른 사람의 의견에도 귀를 기울여야 한다. 물론 마지막 결정은 그가 내리지만 자기를 따르는 사람들의 생각도 이해해야 한다.

## Chapter 2 Personal Preference

### Sample iBT Question

#### Sample Response

Personally, I prefer to shop for my fruits and vegetables at outdoor markets instead of at supermarkets. The first reason is that the produce I purchase at outdoor markets is often fresher than the produce sold at supermarkets. For example, many times, the people selling the fruits and vegetables are the farmers who grew the products. Since they came straight from the farm, I know that they're fresh. Another important thing is that you can often negotiate the price at outdoor markets, which is something you can't do when you shop at supermarkets. By negotiating the price, this lets you save money, especially when you buy large amounts of produce.

개인적으로, 나는 슈퍼마켓보다는 시장에서 과일과 채소를 사는 것을 더 좋아한다. 첫 번째 이유는 시장에서 사는 농산물이 슈퍼마켓에서 사는 농산물보다 더 신선한 경우가 많기 때문이다. 예를 들어, 과일과 채소를 파는 상인들이 농산물을 직접 키운 농부들인 경우가 많다. 농장에서 바로 오기 때문에 신선할 수밖에 없다. 또 다른 중요한 이유는 시장에서 가격 흥정이 가능하지만 슈퍼마켓에서는 불가능하다. 가격 흥정을 통해 돈을 아낄 수 있는데 특히 많은 양을 살 때는 더욱 그렇다.

### Unit 8. Education

#### >> Dialogue

- M: How was your day, Sue?
- W: It was so boring. My professor just went on and on about nothing.
- M: Yeah, I know what you mean. I've had a few classes like that.
- W: And he's so out of touch with technology. He won't even put his lecture notes on the class website.
- M: Really? Why not?

W: He said that if he did that, there would be no reason to have a lecture.

M: I guess he has a point.

W: He just knows that he's so boring that no students would come if they didn't have to.

M: 수, 오늘 하루 어땠어?

W: 너무 지겨웠어. 교수님이 중요하지도 않은 얘기를 끝도 없이 하였어.

M: 무슨 말인지 알아. 나도 그런 수업을 몇 번 들어 봤거든.

W: 게다가 과학 기술 분야와는 동떨어진 분야야. 강의 웹사이트에 강의 기록도 올리지 않으신다니까.

M: 정말? 왜 그리신대?

W: 교수님 말로는 그렇게 하면 강의를 하는 이유가 없어진대.

M: 그것도 말 되네.

W: 수업을 너무 재미없게 하셔서 만약 학생들이 수업에 안 와도 되면 아무도 수업을 들으러 오지 않을 거라는 걸 아시는 거지.

1. Her day was boring because of a university lecture she attended.
2. She wishes he would put his lecture notes on the class website.
3. He's afraid no one will come to class if he puts his notes on the website.
4. They attend class because they need to take notes on his lectures.

#### >> Lecture

The explosion of the Internet over the last ten years has led to a dramatic change in many things we do nowadays. At present, there are over 100 million websites worldwide. One of the main areas that has been influenced is education. Almost every university has a correspondence course department. This means that students can take classes online. Sometimes they can even watch a lecture that has been prerecorded. Unfortunately, the Internet has led to problems with plagiarism, which is basically cheating. Students can easily find completed papers online or can copy information directly onto an essay. It is estimated that almost 60% of students have cheated at one point in their university lives. I strongly discourage this because it's wrong and you could get in serious trouble.

지난 10년 동안 인터넷의 폭발적 증가로 인해 오늘날 우리의 삶에 극적인 변화가 일어났습니다. 현재 전 세계적으로 1억 개가 넘는 웹사이트があります. 이것의 영향을 받은 주요 분야 중의 하나가 교육입니다. 거의 모든 대학은 통신강좌 학과가 있습니다. 다시 말해 학생들은 온라인상으로 수업을 들을 수 있습니다. 때로는 미리 녹화된 강의를 볼 수도 있습니다. 안타까운 것은 인터넷은 표절과 관련한 여러 가지 문제를 야기했는데 표절은 사실상 커닝과 다름없습니다. 학생들은 온라인상에서

쉽게 완성된 논문을 찾거나 관련 정보를 보고서에 바로 베낄 수도 있습니다. 학생들 가운데 거의 60%가 대학 기간 동안 한 번 정도는 커닝을 해 본 것으로 추정됩니다. 커닝은 잘 못된 행위이며 이로 인해 심각한 문제가 생길 수도 있기 때문에 절대 커닝을 하는 일이 없기를 바랍니다.

1. It has influenced online classes and cheating.
2. Students can watch prerecorded lectures online.
3. They should not use the Internet for cheating.
4. A student caught cheating could be expelled from school, kicked out of the class, or given a low grade on the assignment.

#### >> Organizing

##### ■ Practice A

1. To study in a class
- 2-1. The quality of studying is better.
- 3-1. Studying with a professor and other students allows more interaction, and I can ask questions and get immediate answers.
- 2-2. The professor can be a mentor.
- 3-2. A professor can become a mentor who helps you with your studies. He can also help you in the future by providing references for graduate school or employment.

##### ■ Practice B

1. To study online
- 2-1. I can save money by taking online classes.
- 3-1. I don't have to live on or near the campus, so I could possibly save money. I don't have to spend money and time on transportation to the campus to attend classes.
- 2-2. It's more convenient to take online classes.
- 3-2. I can stay in my hometown. I can have a job at the same time as I study. I don't have to change my whole life just to take some classes.

#### >> Sample Response

##### ■ Practice A

I'm the kind of person who prefers to take traditional classes when I study. To begin with, the quality of the instruction is better in traditional classes. I find it easier to understand a subject by listening to the professor lecture and by interacting with the other students in class. When I don't understand something, I can ask a question and get an immediate answer. Second of all, it helps to know your professor so that he can become your mentor. Having a mentor is very important for a student. For instance, the professor could provide references for you to get into graduate school or to get a job after graduating. So, for those reasons, I would much rather



take traditional classes than online classes.

나는 공부를 할 때 전통적인 강의를 듣기를 더 좋아하는 편이다. 우선 강의의 질도 전통적인 강의가 더 낫다. 교수님의 강의를 듣고 수업 시간에 다른 학생들과 상호작용을 할 때 주제를 이해하기가 더 쉽다. 어떤 부분을 이해하지 못할 경우 질문을 할 수도 있고 곧바로 답을 들을 수도 있다. 두 번째로, 교수님을 알게 되어 교수님이 나의 멘토가 되어줄 수도 있다. 멘토가 있다는 것은 학생에게는 대단히 중요하다. 예를 들어, 교수님은 졸업 후 대학원에 진학하거나 직장을 갖는데 추천장을 써 주실 수도 있다. 그래서 이러한 이유로 나는 온라인 강의보다는 전통적인 강의를 더 좋아한다.

### ■ Practice B

I would rather take online classes than traditional ones. First, online classes are cheaper, so I can save money by taking them. For example, I don't have to live near the university, where housing is usually more expensive. I also don't have to spend any time and money on transportation, which can be expensive. Second, online classes are more convenient than traditional ones. This would enable me to stay in my hometown and live with my parents while I'm studying. I can also get a job while I study and be much more flexible. In other words, I don't have to change my entire life just to get an education. So, for these reasons, I think studying online is better than studying in a traditional classroom setting.

나라면 전통적인 강의보다는 온라인 강의를 듣는 쪽을 택하겠다. 우선 온라인 강의는 비용이 적게 들기 때문에 비용을 절약할 수 있다. 예를 들어, 일반적으로 주거비용이 보다 비싼 편인 대학 주변에 살지 않아도 된다. 게다가 만만치 않은 비용이 드는 교통에 시간과 돈을 쓰지 않아도 된다. 두 번째로, 온라인 강의는 전통적 강의에 비해 편리하다. 고향을 떠날 필요도 없고 공부를 하면서도 부모님과 함께 살 수도 있다. 공부를 하면서 일을 할 수도 있으며 훨씬 더 융통성도 있다. 다시 말해 교육을 받기 위해 내 인생을 완전히 바꾸지 않아도 된다. 그래서 이런 이유로 나는 온라인으로 공부를 하는 것이 전통적인 강의 방식보다는 낫다고 생각한다.

## Unit 9. Welfare

### >> Dialogue

M: Why the long face, Catherine?

W: Oh, there's this homeless man who always hangs out on our street. I see him every day. I want to help him, but I don't know how.

M: You could volunteer. There's a church near here that has a soup kitchen. They need help.

W: What's a soup kitchen?

M: It's a place that provides free meals to the poor and homeless.

W: That's nice, but it doesn't really help them overcome

their difficulties.

M: You're right. In fact, a lot of them feel ashamed when they go there.

W: The city could provide training and help them find jobs.

M: Many of them can't keep steady jobs because they have problems with drugs and alcohol or have some kind of mental illness.

M: 캐서린, 왜 그렇게 우울한 표정이야?

W: 우리 동네에 항상 보이는 노숙자가 있어. 매일매일 봐. 도와주고 싶은데 어떻게 해야 할지 모르겠어.

M: 자원 봉사 활동을 하면 되잖아. 이 근처에 무료 급식소가 있는 교회 가 있어. 그곳에서는 도움의 손길을 기다리고 있어.

W: 무료 급식소라니?

M: 가난한 사람들이나 노숙자들에게 무료 식사를 제공하는 곳이야.

W: 정말 좋은 일이구나. 그런데 그게 그 사람들이 어려움을 극복하는데 정말 도움이 될까?

M: 네 말이 맞아. 많은 사람들이 그곳에 갈 때 수치심을 느끼는 게 사실이야.

W: 그들이 일자리를 찾을 수 있게 시에서 교육을 시키고 도움을 줄 수도 있을 거야.

M: 그 사람들 가운데 많은 이들이 마약이나 알코올 문제, 또는 정신 질환이 있기 때문에 안정된 일자리를 찾기가 쉽지 않아.

1. She saw a homeless man and wants to help him but doesn't know how.

2. Her friend suggests that she volunteer at a place like a soup kitchen that helps poor people.

3. She thinks the city should provide training so they can get jobs.

4. They can't keep their homes because of drugs, alcohol, and mental problems.

### >> Lecture

It is estimated that almost thirty-five million people live below the poverty line in the United States. That's 12.5% of the population. The poverty line is the level of income a person needs to have the basic necessities, such as food, shelter, and clothing. It depends on the size of the family and the family's income. For example, a large family would require a greater income to remain above the poverty line. Last year, over twenty billion dollars was spent on social welfare programs, but it is still not enough. However, some think it is too much and that the poor don't help themselves because we help them so much.

미국에는 거의 3천 5백만 명이 빈곤선 이하에서 사는 것으로 추정됩니다. 이 수치는 전체 인구의 12.5%에 해당되는 수치입니다. 빈곤선이란 의식주와 같은 기본적 욕구를 충족시키기 위해 필요한 수입을 말합니

다. 그것은 가족의 크기와 수입에 따라 달라집니다. 예를 들어 대가족이 라면 빈곤선 위에 있기 위해 수입이 더 많아야 합니다. 작년엔 200억 달러 이상을 복지 프로그램에 썼지만 이 금액도 충분하지가 않습니다. 하지만 어떤 사람들은 이 금액은 지나치며, 우리가 너무 많은 도움을 주어 가난한 사람들이 지름을 하지 못 하게 만든다고 생각합니다.

1. The poverty line is the level of income needed for the necessities of life.
2. Three necessities of life are food, shelter, and clothing.
3. Some people believe that by giving the poor help, they don't feel the need to help themselves.
4. The poverty line would be lower for a family of three and higher for a family of seven.

#### >> Organizing

##### ■ Practice A

1. Cities should help the poor by giving them money.
- 2-1. The poor won't feel ashamed like they would when they receive items like food.
- 3-1. Many poor people feel ashamed of their position. Giving them food and other items increases their feelings of shame. Giving them money instead will help them maintain their dignity.
- 2-2. They can make their own decisions on what to buy.
- 3-2. Having money allows them to make choices. They can decide what to buy instead of simply taking what people give them.

##### ■ Practice B

1. Cities should help the poor by giving them actual goods.
- 2-1. Addicts would spend any money given to them on their bad habits.
- 3-1. Alcoholics and drug addicts would spend the money on their addictions. If people give them food and other items, it will ensure that they have some things, which is very important if they have children.
- 2-2. It can save the city money.
- 3-2. Many people donate food and clothing to the needy. Since the city will spend less money, they can use the extra money for job training and other things to help the poor.

#### >> Sample Response

##### ■ Practice A

I believe that cities should provide money to the poor rather than give them necessities like food. For starters, giving money to the poor allows them to keep some of their dignity. Most of the poor feel some shame because of their status. By directly giving them food or items, the poor might feel more ashamed. Giving them money

provides them with some power and helps them get some dignity back. In addition, giving them money allows them to make their own decisions on what to buy. If people just give them items like food and clothing, they might not like them or might not eat them for various reasons. Those are the two main reasons why I believe cities should give money to the poor instead of items.

나는 시에서 식품과 같은 생필품보다는 가난한 사람들에게 돈을 주어야 한다고 생각한다. 우선, 가난한 사람들에게 돈을 주게 되면 어느 정도의 품위를 유지할 수 있다. 빈곤층의 대부분은 자신들의 지위 때문에 어느 정도의 수치심을 느낀다. 그들에게 식품이나 물품을 직접 제공하게 되면 더 수치심을 느끼게 된다. 돈을 주게 되면 어느 정도의 여유가 생겨 약간의 품위를 회복할 수 있다. 뿐만 아니라 돈을 주게 되면 나름대로 무엇을 살지라 결정할 수 있다. 만약 식품이나 의복 같은 물품을 주게 되면 좋아하지 않을 수도 있고 여러 가지 이유로 그 식품을 먹지 않을 수도 있다. 그런 두 가지 이유에서 나는 시에서 빈곤층에게 물품 대신 돈을 주어야 한다고 생각한다.

##### ■ Practice B

In my opinion, cities should provide useful items like food and clothing, not money, to the poor. Firstly, many poor people suffer from drug and alcohol addiction. They would just use the money on drugs and alcohol. However, by giving food and other items, we can ensure they and their families have some useful items. Secondly, many people donate food and clothing to help the poor. That way, cities wouldn't need to spend lots of money on these items. Cities could use government money to build more homeless shelters and soup kitchens. Also, they could start training programs to help the poor get better jobs. So, for these reasons, I think cities should give the poor food and other items instead of money.

나는 시에서 빈곤층에게 돈이 아닌 식품이나 의복 같은 유용한 물품을 제공해야 한다고 생각한다. 첫 번째로, 많은 빈곤층이 마약이나 알코올 중독을 겪고 있다. 그들은 돈을 마약이나 알코올 구매에 사용할 것이다. 하지만 식품이나 다른 물품을 주게 되면 확실히 그들과 가족들에게 유용한 물품이 전달되게 된다. 두 번째로, 많은 사람들이 빈곤층을 돕기 위해 식품과 의복을 기증한다. 그렇기 때문에 시에서는 이러한 물품을 구매하기 위해 많은 돈을 쓸 필요가 없다. 시에서는 정부 보조금을 사용해 노숙자들의 쉼터나 무료 급식소를 더 많이 건설할 수 있다. 또한 빈곤층이 더 나은 일자리를 구할 수 있는 훈련 프로그램을 시작할 수도 있다. 따라서 이런 이유로 나는 시에서 빈곤층에게 돈 대신 식품이나 기타 물품을 제공해야 한다고 믿는다.

## Unit 10. School

#### >> Dialogue

W: Hi. Can I help you?

M: Yes. My name is David Holmes. I live in War Memorial



Residence on campus. I'd like to change housing.

W: It's difficult since it's the middle of the term. Is there a problem?

M: Yes, it's my roommate. We don't get along.

W: Why's that?

M: He always stays up late at night, he never studies, and he's really messy.

W: I see. So have you talked to your dorm supervisor?

M: Yes, but there are no other rooms in our house, so I thought I could change dorms.

W: It may be possible. Have you thought about getting housing off campus?

M: Maybe next year. I can't really afford it right now.

W: 안녕하세요. 뭘 도와드릴까요?

M: 예, 저는 데이비드 홈즈라고 합니다. 캠퍼스 내 워 메모리얼 레지던스에 사는데 숙소를 바꾸고 싶어요.

W: 학기 중이라 곤란해요. 뭐가 문제죠?

M: 룸메이트요. 사이가 좋지 않아요.

W: 이유가 뭐예요?

M: 항상 밤늦게까지 안자요. 공부를 하는 적도 없는데다가 정리정돈도 엉망이에요.

W: 알겠어요. 그래서 기숙사 사감에게는 얘기 했나요?

M: 네, 그런데 우리 기숙사에는 다른 방이 없대요. 그래서 기숙사를 바꿔야겠다는 생각이 들어서요.

W: 가능할 지도 모르겠군요. 캠퍼스 밖으로 이사 가는 것은 생각해 봤나요?

M: 내년이라면 모르겠는데 현재는 그럴 형편이 안 돼서요.

1. He wants to change his dorm room.
2. His roommate is the problem.
3. He doesn't have enough money, so he can't afford it.
4. He probably goes to bed early, studies hard, and cleans his room.

#### >> Lecture

The place a person lives often represents that person's personality. For example, someone who lives alone may at heart be a person who enjoys doing things by himself. Someone who shares housing may be terrified of being alone and may need the comfort of roommates to help support him. Another factor is cost. For example, the average cost of living for a university student is over \$15,000 a year, and that's without tuition and books. It's easier to live with others and share the costs of living. Another problem, though, is finding suitable housing if you want to live off campus. Right here on our campus, approximately 55% of the students live in the dormitories. However, 75% of them are freshman and sophomores.

어떤 사람이 사는 장소를 보면 종종 그 사람의 개성을 알 수 있어요. 예

를 들어 혼자 사는 사람은 사실은 어떤 일을 혼자 하기를 좋아하는 사람일 수 있어요. 누군가와 같이 사는 사람은 혼자 있는 것을 무서워하고 자기를 도와줄 룸메이트의 존재를 필요로 하는 사람일 가능성이 커요. 또 다른 요소는 비용이에요. 예를 들어 대학생의 평균 생활비가 연간 15,000달러 정도인데 이 금액은 등록금과 교재비를 뺀 금액이에요. 누군가와 함께 살면서 생활비를 공동 부담한다면 더 쉬울 거예요. 하지만 또 다른 문제는 캠퍼스 밖에 살기를 원할 경우 적당한 집을 찾는 것이죠. 우리 대학의 경우 약 55%의 학생들이 기숙사 생활을 하고 있어요. 하지만 그 가운데 75%는 1, 2학년생이에요.

1. The two factors are personality and money.
2. They enjoy doing things by themselves.
3. They have trouble finding suitable housing.
4. They probably live off campus.

#### >> Organizing

##### ■ Practice A

1. To live in a dorm room with a roommate
- 2-1. It doesn't cost as much to live in a dorm.
- 3-1. I don't need to buy furniture or pay for utilities like electricity and gas. I don't need to buy food or cook.
- 2-2. A roommate can be a friend.
- 3-2. We won't be lonely. We can study together. We can talk about our problems.

##### ■ Practice B

1. To live alone near campus
- 2-1. The dorms have too many rules and are small.
- 3-1. Dormitories have many rules, such as when you can come home or have guests. The rooms tend to be smaller than those in regular apartments.
- 2-2. There is no privacy in a dorm.
- 3-2. You have to share a small space with another student and share the bathroom. Your roommate may be loud and messy.

#### >> Sample Response

##### ■ Practice A

Personally, I prefer to live on campus with a roommate. For one, there is the issue of cost. Living in a dorm can be cheaper than living off campus. I won't have to buy things such as furniture or pay for electricity, gas, heat, or the Internet. And I won't have to cook since I can just go to the school cafeteria, so I can save a lot of money on food, too. Additionally, my roommate can also be my friend. Being in college can be a lonely experience. However, with a roommate, we can study together, talk about our problems, and just hang out together. These are the two reasons I prefer to live on campus with a roommate.

개인적으로 나는 룸메이트와 함께 기숙사에서 생활하는 것을 더 좋아한다. 첫 번째는 비용 문제다. 기숙사에서 살면 캠퍼스 밖에서 사는 것보다 훨씬 비용이 적게 든다. 나는 가구 같은 물건을 사거나 전기세, 가스비, 난방비, 인터넷 사용료 등을 내고 싶지 않다. 게다가 교내 식당까지 걸어가면 뭉치 때문에 요리할 필요도 없고 식비에서도 많은 돈을 아낄 수 있다. 게다가 룸메이트가 친구가 되어주기도 한다. 대학을 다닌다는 것이 때로는 외롭기도 하다. 하지만 룸메이트가 있으면 같이 공부할 수도 있고 서로의 문제에 대해 이야기를 나눌 수도 있고 같이 어울려 다닐 수도 있다. 이 두 가지 이유로 나는 룸메이트와 기숙사 생활을 하는 것을 더 좋아한다.

#### ■ Practice B

I would rather live alone near the campus than share a dorm room. First off, living in a dorm has a lot of drawbacks. Most dorms have curfews or rules about having guests. In other words, they're too strict for me. Another drawback is the size of the dorm rooms. They can be rather small. Also, you have to share the bathrooms with everyone. Another reason is that a roommate can cause a lot of problems if you have different personalities. I like to have a clean room, go to bed early, and study hard. I wouldn't like a roommate who always has parties, smokes, and stays up very late. So, for these reasons, I prefer to live by myself near the campus.

나는 누군가와 기숙사를 같이 쓰는 것보다는 캠퍼스 밖에서 혼자 사는 쪽을 택하겠다. 첫 번째로, 기숙사에서 사는 것은 많은 단점이 있다. 대부분의 기숙사는 야간 외출 금지와 손님 초대에 대한 규칙이 있다. 다시 말해 나에게서는 너무 엄한 조치이다. 또 다른 단점은 기숙사의 방 크기이다. 기숙사에 있는 방들은 작은 편이다. 또한 모든 사생활과 욕실을 공유해야 한다. 또 다른 이유는 룸메이트와 성격이 다를 경우 많은 문제가 생길 수 있다는 것이다. 나는 방을 깨끗이 쓰고, 일찍 잠자리에 들고, 공부도 열심히 하는 편이다. 그래서 늘 파티를 하고 담배를 피우고 늦게까지 잠도 안자는 룸메이트를 좋아하지 않는다. 따라서 이런 이유로 나는 캠퍼스가 가까이에서 혼자 사는 쪽을 선호한다.

### Unit 11. Studying

#### >> Dialogue

W: I can't believe it!  
M: What's the matter, Betty?  
W: I'm failing my art class. It's going to drag down my overall grade point average.  
M: Why are you failing art? I think your drawings and painting are wonderful.  
W: Tell that to my teacher. She doesn't think so. If my GPA is too low, I won't get into a good university.  
M: Perhaps you should talk to your teacher and find out what the problem is.

W: Maybe. But I don't think she likes me.

M: Why not?

W: On the first day of class, I pointed out a mistake she made about Picasso.

W: 발도 안 돼.

M: 베테. 무슨 일이야?

W: 미술 수업 학점이 F가 나올 것 같아. 전체 학점이 엉망이 될 거야.

M: 왜 F를 받아? 네 스케치와 그림이 다 훌륭하다고 생각했는데.

W: 우리 선생님께 그렇게 말해 줘. 선생님은 그렇게 생각 안 하시거든. 학점이 너무 낮으면 좋은 대학에도 못 갈 거야.

M: 선생님이랑 상담을 해서 뭐가 문제인지 알아보는 게 좋겠어.

W: 그래야겠지. 그런데 선생님이 나를 싫어하시는 것 같아.

M: 왜?

W: 첫 수업 때 선생님이 피카소에 대해서 실수하신 걸 내가 지적했거든.

1. She and her teacher don't get along well.
2. It could lower her grade point average and make it difficult for her to enter a good university.
3. Her friend thinks they are wonderful.
4. She is angry with Betty for pointing out her mistake about Picasso.

#### >> Lecture

One of the great controversies in education now is the type of curriculum to offer at universities. In the 1960s and 1970s, many universities offered courses that students were interested in but which had no practical value. Courses such as Tibetan Buddhist chanting had no practical application in the workplace. In the 1980s, Harvard University led the way in reforming its curriculum by making a strict core program that all students had to follow. It has aspects of many disciplines, including the arts, languages, and sciences. No course is considered more important than another. All are considered necessary to produce well-educated graduates.

교육에서 가장 큰 논쟁이 되고 있는 것 중의 하나가 대학에서 제공하는 교과과정이에요. 1960년대와 70년대에는 많은 대학에서 학생들이 관심 있어 하지만 실용적인 가치는 없는 강의들을 제공했어요. 티베트 성불 같은 과목은 직업과 관련한 실용적 가치는 전혀 없었죠. 1980년대에 하버드 대학은 모든 학생들이 준수해야 하는 엄격한 핵심 교양 프로그램 만들며 교과과정 개혁에 앞장섰어요. 그 프로그램에는 미술, 어학, 과학 등을 포함해 많은 과목이 있었어요. 모든 과목을 다 똑같이 중요하다고 생각했죠. 훌륭한 교육을 받은 졸업생을 배출해내기 위해 모든 과목이 필요하다고 생각했던 것입니다.

1. The professor discusses the type of curriculum some universities offer.
2. They offered specialized courses that had no practical



use in the workplace.

3. It changed its curriculum so that students had to follow a certain program of classes.
4. They were more prepared to enter the workforce.

## >> Organizing

### ■ Practice A

1. Music and art should have the same value as other courses.
- 2-1. Music and art are parts of our culture.
- 3-1. An understanding of music and art can build character and make you a better person. They can also make you more valuable in the workforce.
- 2-2. Music and art are part of some core programs at universities.
- 3-2. Some universities require students to take a core program of classes. Studying music and art can give these students more career opportunities.

### ■ Practice B

1. Music and art should not have the same value as other courses.
- 2-1. They won't help a person find a job in the future.
- 3-1. They have no practical application. No one cares if a person is a musician or artist when that person applies for a job.
- 2-2. The classes are not fair to untalented people.
- 3-2. Many people have no talent for music or art. Low grades in these classes could ruin their chances of entering a good university or even to graduate from university.

## >> Sample Response

### ■ Practice A

I think music and art should have the same value as other courses. Firstly, they are part of our society. Appreciating music and art can make you well-rounded. On the other hand, if all we studied was math and science, we'd be like robots and never appreciate the beauty of our world. Secondly, studies have shown that people with comprehensive educations are more valuable in the workforce. Many universities now require students to take a core curriculum before they pick a major. This gives them some knowledge in many areas and provides them with flexibility in choosing their careers. For these reasons, I believe art and music should have the same value as other courses.

나는 음악과 미술이 다른 과목들과 동일한 가치를 가진다고 생각한다. 첫 번째로, 음악과 미술은 우리 사회의 일부이다. 음악과 미술을 감상하게 되면 웅만한 인간이 된다. 반면에 수학과 과학만 공부한다면 로봇 같

이 되어서 세상의 아름다움을 느낄 수 없게 될 것이다. 두 번째로, 연구 결과에 따르면 포괄적 교육을 받은 사람이 직장 생활도 더 잘 하는 것으로 나타났다. 많은 대학들이 학생들에게 전공을 고르기 전에 핵심 교양 과목을 듣도록 하고 있다. 이렇게 되면 여러 분야의 지식을 어느 정도 갖게 되고 직업 선택에 있어서도 유연성이 생긴다. 이러한 이유로 나는 음악과 미술도 다른 과목들과 동일한 가치를 가진 것으로 취급되어야 한다고 생각한다.

### ■ Practice B

I believe art and music shouldn't have the same value as other courses. First of all, they have no practical use in the real world. Simply put, no one cares if I can play the piano or draw well when I apply for a job, so art and music shouldn't be considered important classes. Another important thing is that some people have no talent for art and music, so giving grades in these classes is unfair. If a student with little artistic or musical talent got a bad grade in a class, it might affect his chances of getting into college or even graduating from college. Therefore, for these reasons, I think art and music shouldn't have the same value as other courses.

나는 음악과 미술이 다른 과목만큼 중요하게 여겨져서는 안 된다고 생각한다. 첫 번째 이유는 음악과 미술이 현실 세계에서 실용적인 가치가 없다는 것이다. 간단히 말해 직장을 구할 경우 내가 피아노를 칠 줄 아는지, 그림을 잘 그리는지는 아무도 신경을 쓰지 않기 때문에 음악과 미술이 중요 과목으로 간주되어서는 안 된다. 또 다른 중요한 이유는 어떤 사람들은 음악과 미술에 대한 재능이 없기 때문에 이러한 과목의 성적을 매기는 것은 불공평하다. 음악적 재능이나 미술적 재능이 거의 없는 학생이 나쁜 성적을 받을 경우 대학에 진학하거나 또는 심지어 대학 졸업 후에도 영향을 미칠 수 있다. 따라서 이런 이유로 나는 음악과 미술이 다른 과목만큼 중요하게 여겨져서는 안 된다고 생각한다.

## Unit 12. Travel

### >> Dialogue

W: What are you going to do for your spring break vacation, Henry?

M: I haven't made any plans yet.

W: There's a group from our dorm going skiing in Vermont.

M: Sounds good. Who's going?

W: Let's see, I think ten people. David, Alan, Joe, Steve, Tom...

M: Tom? No way. I'm not going anywhere with him.

W: Why not?

M: He's cheap and never wants to spend his money. Besides, he can never make up his mind about anything. Anyway, in a group that size, there's bound to be a problem.



W: Maybe you're right. So what are you going to do?

M: I think I might just go home to see my family.

W: 헨리, 봄방학 때 뭘 할 거니?

M: 아직 계획을 안 짰어.

W: 우리 기숙사생 가운데 일부가 비몬트로 스키 여행을 가기로 했어.

M: 멋진 걸. 누구누구가 가니?

W: 가만 보자. 열 명쯤 되는 거 같아. 데이비드, 앨런, 조, 스티브, 탐...

M: 탐이라고? 살마! 난 탐과는 절대 같이 안 가.

W: 왜?

M: 편둘이라 돈 쓸 생각을 안 해. 게다가 한 번도 어떤 일에 대해 결정을 내리는 걸 본 적이 없어. 어쨌든 그 정도 인원이라면 문제가 생기는 게 당연하지.

W: 어쨌든 그럴 지도 몰라. 그래서 넌 어쩔 거야?

M: 가족들을 보러 집에 가게 될 거 같아.

1. They are discussing their plans for spring break.
2. They are planning to go skiing in Vermont.
3. He doesn't want to go because of Tom's character and because the group is too big.
4. Yes, he enjoys skiing because he said it sounded like a good idea.

#### >> Lecture

Tourism is big business all over the world. The package trip with a tour group is the most popular way to travel for the elderly, with almost 85% of tour group travelers being 50 years and older. Many hotels give discounts of up to 20% for large groups. On the other hand, for young travelers, backpacking remains popular, especially in Europe. Some travel alone while others go with friends, but young travelers almost never join tour groups. In a recent survey, the main reasons for not joining tour groups were the cost and desire to have a flexible schedule. However, young travelers, especially women, are advised to travel with others to avoid dangers.

관광은 전 세계적으로 중요합니다. 단체로 하는 패키지여행은 노년층에서는 가장 일반적인 여행 방법이에요. 단체 관광객 가운데 거의 85%가 50세 이상이니까요. 많은 호텔에서는 인원이 많은 단체에게 최고 20%까지 할인을 해 줍니다. 그런가 하면 젊은 층에서는 배낭여행이 인기가 있는데 특히 유럽에서는 더욱 그렇습니다. 친구와 여행을 하는 사람도 있고 혼자 여행을 하는 사람도 있지만 젊은 층의 경우 단체 여행을 하는 경우는 거의 없어요. 최근 조사에서, 단체 여행을 하지 않는 주요 이유가 비용과 유연한 일정에 대한 욕구인 것으로 밝혀졌어요. 하지만 젊은 층, 특히 여성은 위험한 경우가 생기지 않도록 다른 사람들과 함께 여행 하길 바래요.

1. She compares elderly and young travelers.
2. Large groups can get discounts at hotels.
3. They should travel with others to avoid the dangers of

traveling alone.

4. It isn't flexible.

#### >> Organizing

##### ■ Practice A

1. To take a trip by myself
- 2-1. I can be more flexible when making decisions.
- 3-1. I can decide where I want to go. I can change my mind if I want to go somewhere different. I don't have to follow a tight schedule.
- 2-2. I may not get along with the others in my group.
- 3-2. We may have different personalities. We could have arguments about many things. I might lose a friend if I argue with one.

##### ■ Practice B

1. To take a trip with others
- 2-1. It's safer to travel in a group.
- 3-1. It's safer to be with others when traveling. A tour group leader could help us.
- 2-2. We can have some shared experiences and memories.
- 3-2. It's more interesting to travel with others. We can have some experiences that will provide good memories forever.

#### >> Sample Response

##### ■ Practice A

Of the two options, I would choose to travel alone than in a group. Firstly, by traveling alone, I can decide where to go and what to do. I don't have to agree to do something just to make others happy. Also, I can be more flexible and change my mind. My trip can be more exciting and interesting than it would be if I had to follow a tour group's set schedule. Secondly, I may not get along with the other people I'm traveling with. Everyone has different personalities. Some are lazy or cheap, and others can never make up their minds. If we have an argument, it could ruin the trip or even our friendship. So, I prefer to travel alone.

두 가지 선택 중에서 나는 단체 여행보다는 혼자 여행을 하는 쪽을 택하겠다. 우선, 혼자 여행을 할 경우 어디로 가고 무엇을 할지를 내가 결정할 수 있다. 다른 사람을 기쁘게 하기 위해 무언가를 할 필요가 없다. 또 한 유연성도 있고 마음을 바꿀 수도 있다. 단체 여행의 정해진 일정을 따라야 하는 경우에 비해 여행이 훨씬 흥미진진해질 수 있다. 두 번째로, 같이 여행을 하는 사람들과 사이가 좋지 않은 경우가 생길 수도 있다. 사람은 누구나 성격이 다르다. 어떤 사람은 움직이기 싫어하고 돈을 쓰기 싫어할 수도 있고 어떤 사람은 결정을 내리지 못 하기도 한다. 말다툼이 일어나면 여행을 망치게 되고 심지어는 우정에 금이 갈 수도 있다. 그래서 나는 혼자 여행하기를 더 좋아한다.



## ■ Practice B

I'd rather travel in a group than alone. To begin with, traveling in a group is safer than traveling alone. If I were alone, I might have some problems, yet no one could help me, especially in a foreign country where I don't speak the language. If I'm with a tour group, the leader almost always speaks the local language. In addition, traveling with a group can give you and your travel partners many shared experiences and lots of good memories from the trip. Since it's more interesting to travel with others, you can get memories from your trip that will last a lifetime. That is why I prefer traveling with a group of people.

나는 혼자 여행하기보다는 단체 여행을 하겠다. 우선, 단체 여행을 하는 것이 혼자 여행을 하는 것보다 안전하다. 혼자 있는 경우에는 문제가 생길지도 아무도 도와줄 사람이 없다. 특히 의사소통이 되지 않는 외국의 경우는 더욱 더 그렇다. 단체 여행을 하는 경우에는 인솔자가 거의 예외 없이 해당 지역의 언어를 말할 줄 안다. 게다가 단체 여행을 하게 되면 여행객들끼리 많은 경험과 좋은 기억을 공유하게 된다. 다른 사람과 함께 여행을 하는 것이 더 즐겁기 때문에 일생 동안 지속되는 여행의 기억을 가질 수도 있다. 그래서 나는 단체 여행을 더 선호한다.

## Unit 13. Money

### >> Dialogue

W: Oh, I'm glad today is payday. I'm so broke.  
 M: Really, Joanne? I always have a little money put aside.  
 W: I don't know how you can do it. My money just flies out of my pocket.  
 M: You know, you should think about the future.  
 W: What do you mean?  
 M: Well, someday you may have an emergency. There may be an accident, or someone in your family might get sick.  
 W: I never think of that. I just want to have fun now while I'm young. Going out to clubs and restaurants is expensive, you know.  
 M: You're not going to be young forever. Also, you might lose your job someday.  
 W: Maybe you're right. With the economy the way it is, I should start thinking more about what could go wrong.  
 W: 오늘이 월급날이라 다행이야. 돈이 한 톨도 없거든.  
 M: 조안, 정말이야? 난 항상 비상금을 챙겨 뒀.  
 W: 어떻게 그게 가능하니? 내 경우에는 돈이 들어오자마자 나가는데.  
 M: 나중 생각을 해야지.  
 W: 무슨 말이야?  
 M: 무슨 말이나 하면, 나중에 비상사태가 생길 수도 있다는 얘기지. 사고가 날수도 있고 가족 중에 누군가 아플 수도 있고.

W: 그 생각은 한 번도 안 해 봤어. 난 젊을 때 재미있게 살고 싶어. 너도 아다시피 나이트클럽이나 식당을 가려면 돈이 많이 들잖아.  
 M: 항상 짊어 수는 없잖아. 게다가 언젠가는 일자리를 잃게 될지도 모르고.  
 W: 그럴 지도 모르지. 현 상태로 가다간 잘못 될 수도 있는 경우에 대해 나도 생각을 좀 해 봐야겠어.

1. Today is payday, and she has no money.
2. Joanne's friend warns her that she could get sick, have an accident, or lose her job.
3. She wants to have fun while she is young.
4. She may try to save some of it.

### >> Lecture

Personal savings represent a large, untapped portion of our national economy. Billions of dollars are saved for future rainy days. Many people also have several types of insurance, with life, health, auto, and house insurance being the most common. Unfortunately, a great many people either choose not to save money or cannot because their incomes are so low. The younger a person is, the less likely it is that the person will have any savings. A survey done recently showed that many people under the age of thirty live from paycheck to paycheck. As a person acquires more responsibilities, such as a family, car, and house, the person is more likely to think about needing some income for a future emergency.

개인 저축은 국가 경제에서 큰 비중을 차지하는 미사용 부분입니다. 사람들은 나중의 불행에 대비해 수십 억 달러를 저금해 두었습니다. 또한 많은 사람들이 여러 종류의 보험에 들어 있는데, 생명 보험, 건강 보험, 자동차 보험, 주택 보험 등이 가장 흔한 보험입니다. 안타깝게도 상당히 많은 사람들이 임금 수준이 아주 낮기 때문에 저축을 하지 않거나 못 합니다. 나이가 어릴수록 아무런 저축도 하지 않는 확률이 큼니다. 최근 조사에 따르면 30세 미만의 많은 사람들이 저축을 하지 않고 버는 만큼 쓴다고 합니다. 가족이나 자동차, 주택과 같이 보다 많은 책임을 떠안게 되면 나중의 위급 상황에 대해 더 많은 생각을 하게 됩니다.

1. Personal savings are a large part of the national income.
2. They choose not to, or they can't because their incomes are low.
3. The professor mentions life, health, auto, and house insurance.
4. The younger the person is, the fewer responsibilities he has.

### >> Organizing

## ■ Practice A

1. To save all my extra money
- 2-1. There could be an unexpected emergency in the future.

- 3-1. Having extra cash gives me peace of mind.  
Someone in my family or I could have an accident or get sick unexpectedly.
- 2-2. The future is uncertain, so I could possibly lose my job.
- 3-2. I could lose my job in the future. I need to have some money saved to pay for the basic necessities while I look for a new job.

#### ■ Practice B

1. To spend my extra money on the things I want
- 2-1. I love shopping and having the best of everything.
- 3-1. It's fun to go shopping and spend money. I like having the best clothing and other items.
- 2-2. I'm young and have an active social life.
- 3-2. I'm young and healthy and have no responsibilities. I need money to have an enjoyable social life.

#### >> Sample Response

#### ■ Practice A

I believe that it's better to save any extra money I have. Having that extra cash saved gives me some peace of mind. For instance, someone in my family or I could have an emergency and need the extra money since hospitals can be expensive. Also, the future is uncertain, so I could possibly lose my job. If I lost my job and had no savings, I wouldn't be able to pay for my apartment, food, or anything. Some people recommend you have at least three month's salary saved in case you lose your job. These are the main reasons I think it's better to save extra money than to spend it.

나는 여윳돈을 저축하는 것이 더 낫다고 생각한다. 여윳돈을 저축해 두면 마음이 편안해진다. 예를 들어, 가족 중의 한 명이나 내가 갑자기 아픈 일이 생길 경우 의료비가 만만치 않기 때문에 여윳돈이 필요하다. 또한 미래는 불확실해서 언제든 일자리를 잃을 수가 있다. 만약 일자리를 잃게 되었는데 저축해 둔 돈이 없다면 월세나, 식비, 다른 비용을 지불할 수도 없게 된다. 어떤 사람들은 일자리를 잃는 경우에 대비해 적어도 세 달치 월급을 저축해 두라고 충고한다. 이런 이유로 여윳돈을 쓰는 것 보다는 저축해 두는 것이 더 낫다고 생각한다.

#### ■ Practice B

My preference is to spend any extra money I have rather than save it. I enjoy shopping and like to have the best of everything, such as clothing and the latest technology like computers and cell phones. Additionally, I am young, so I don't have any responsibilities. I'm not married, I don't have children, and my parents have enough to take care of themselves. I'm healthy, so I never worry about being sick. Also, I have an active social life. In other words, I like to go out with my friends to nightclubs and good restaurants. So, for these reasons, I prefer to spend

any extra money I have.

나라면 여윳돈을 저축하기보다는 쓰겠다. 나는 쇼핑을 좋아하고 옷 그리고 컴퓨터나 핸드폰 같은 최신 기계 장치와 같이 모든 것에서 최고 제품을 갖기를 좋아한다. 게다가 나는 이리거 때문에 어떠한 책임감도 느낄 필요가 없다. 나는 미혼이고 자녀도 없으며 부모님들은 스스로 알아서 사실 수 있을 만큼 넉넉하시다. 나는 건강해서 아플 걱정도 없다. 또한 나는 사고 생활도 활발히 한다. 다시 말해 나는 친구들과 나이트클럽에 가고 좋은 식당에 가기를 좋아한다. 그래서 이러한 이유로 나라면 여윳돈을 쓰는 쪽을 택하겠다.

## Unit 14. Computers

### >> Dialogue

M1: Okay, you can open your eyes now, Alan.

M2: Wow! A new computer!

M1: Happy birthday, Son!

M2: Thanks, Dad. Can I try it?

M1: Of course. It can do anything you want. It has word processing software and an encyclopedia, and we also got you a printer for your reports.

M2: What about the Internet?

M1: It has a high-speed Internet connection, and you can use the Web for research and to e-mail or chat with your friends.

M2: Does it come with any games?

M1: No. We got this so you can get good grades and get into a good university. I don't want you wasting your time playing games.

M1: 자, 앨런, 이제 눈을 떠도 좋아.

M2: 와! 새 컴퓨터네요.

M1: 아들아, 생일 축하한다.

M2: 고마워요, 아버지. 저 봐도 되나요?

M1: 물론이지. 맘대로 하면. 워드 프로세서도 있고 백과사전 기능도 있어. 게다가 보고서 쓸 때 쓰라고 프린터도 샀어.

M2: 인터넷은요?

M1: 고속 인터넷이 되니까 인터넷을 이용해 조사도 할 수 있고 친구들에게 이 메일을 보내거나 채팅도 할 수 있어.

M2: 게임도 있나요?

M1: 게임은 없어. 컴퓨터로 열심히 공부해 좋은 대학에 가라고 컴퓨터를 산 거야. 게임하느라고 시간을 낭비하지 마라.

1. He got a new computer.
2. It has word processing software, an encyclopedia, a printer, and high-speed Internet capability.
3. He wants Alan to use it to do research, write reports, and get good grades.
4. Alan might play games on the computer.



## >> Lecture

The computer has embedded itself into our society to the extent that we can't imagine our lives without it. It has increased the speed at which the world operates. People use computers to find information, to provide entertainment, and to communicate with others. However, with this great tool have also come some serious problems. Addictions to computer games and Internet surfing are two of the most serious. A small but growing segment of society lives on the Internet for most of their waking moments. It is estimated that over five million Americans can be called computer addicts. There is also the growing problem of Internet fraud. Over one billion dollars was lost to Internet fraud just last year.

컴퓨터 없는 삶은 상상이 되지 않을 정도로 컴퓨터는 사회 속으로 깊이 들어왔습니다. 컴퓨터로 인해 세상이 돌아가는 속도가 빨라졌어요. 사람들은 컴퓨터를 이용해 정보를 찾고, 오락을 하며, 다른 사람들과 의사소통을 합니다. 하지만 컴퓨터는 이런 훌륭한 도구로서의 역할도 하지 만 몇 가지 심각한 문제를 야기하기도 했습니다. 컴퓨터 게임이나 인터넷 서핑 중독이 가장 심각한 문제입니다. 일부이기는 하지만 점점 많은 사람들이 깨어있는 시간의 대부분을 인터넷 상에서 보냅니다. 컴퓨터 중독으로 분류될 수 있는 미국인이 5백만 명이 넘는 것으로 추정됩니다. 인터넷 사기도 점점 더 심각해지고 있습니다. 지난해에만 해도 10억 달러 이상의 인터넷 사기가 있었어요.

1. They can be used to find information, to provide information, and to communicate with others.
2. There are the problems of game and Internet addiction and Internet fraud.
3. Over five million people are believed to be computer addicts.
4. It will increase since the lecture mentioned that Internet fraud is growing.

## >> Organizing

### ■ Practice A

1. Computers have made our lives better.
  - 2-1. It's easier to do research and write reports with them.
  - 3-1. We can use the Internet to find lots of information. Word processing programs make it easier to write reports.
  - 2-2. Computers provide better entertainment and communications capabilities.
  - 3-2. We can listen to music, watch movies, and play games on computers. E-mail and chat rooms make it faster and easier to communicate with people around the world.

### ■ Practice B

1. Computers haven't made our lives better.
  - 2-1. People waste time on their computers and become addicted to using them.
  - 3-1. Using computers to play games and surf the Internet wastes a lot of time. Some people have no social lives and become addicted to their computers.
  - 2-2. There is a lot of Internet crime nowadays.
  - 3-2. Experts can get people's private information from their computers. A lot of people are trying to trick others into sending them money.

## >> Sample Response

### ■ Practice A

In my opinion, computers have made our lives better. First of all, now it's easier for people to conduct research with computers and to write reports on them. For example, we can use the Internet to get information about all kinds of subjects. Plus, word processing programs make it easy to type our papers on computers. A second reason is that computers have better entertainment and communication capabilities. Thanks to computers, we can now listen to music, watch movies, and play games on computers. And we have e-mail and chat rooms, which make it faster and easier for people to communicate with others around the world. Computers have clearly made our lives much better.

나는 컴퓨터로 인해 삶이 더 풍요로워졌다고 생각한다. 우선, 컴퓨터가 있어 조사를 하고 그 자료에 근거에 보고서를 쓰는 것이 더 쉬워졌다. 예를 들어, 인터넷을 이용하면 모든 주제에 관한 정보를 얻을 수 있다. 게다가 워드 프로세서가 있어 보고서를 컴퓨터로 타이핑할 수도 있다. 두 번째 이유는 컴퓨터 덕분에 오락과 의사소통 능력이 향상되었다는 것이다. 컴퓨터가 있어 음악을 들을 수도, 영화를 볼 수도, 게임을 할 수도 있게 되었다. 그리고 이 메일을 보낼 수도 있고 채팅을 할 수도 있어 전 세계적으로 사람들이 보다 빠르고 쉽게 의사소통을 할 수 있게 되었다. 컴퓨터는 확실히 삶을 더 풍요롭게 만들어 주었다.

### ■ Practice B

I think that computers have not made our lives better. To begin with, many people waste their time using computers to play games or to use the Internet. Simply put, they have no friends or social lives outside of their computers. Some people even lose their jobs or fail their classes because they spend all of their time using their computers for fun. Secondly, there is the problem of privacy and Internet crime. Experts can attack your computer and get your private information, such as your bank account and credit card numbers, from it. Also, there are a lot of people trying to trick others into giving them money by making false claims. Overall, these



reasons prove that computers have not made our lives better.

나는 컴퓨터가 있어 삶이 더 풍요로워졌다고는 생각지 않는다. 우선, 많은 사람들이 컴퓨터로 게임을 하거나 인터넷 서핑을 하는데 시간을 낭비한다. 간단히 말해 그들에게 컴퓨터 밖에서는 친구도, 사회생활도 없는 것이다. 어떤 사람들은 모든 시간을 컴퓨터에 쓰기 때문에 일자리를 잃기도 하고 낙제점을 받기도 한다. 두 번째로, 사생활 침해와 인터넷 범죄의 문제가 있다. 전문가들은 다른 사람들의 컴퓨터를 해킹해 은행계좌나 신용카드 정보와 같은 개인 정보를 빼내기도 한다. 또한 사기 주장을 해서 다른 사람들이 자기들에게 돈을 보내도록 사기를 치는 사람들도 많다. 전체적으로, 이런 이유들을 볼 때 컴퓨터가 삶을 풍요롭게 했다고는 볼 수 없다.

## Chapter 3

### Reading & Conversation

#### Sample iBT Question

##### Reading

**대학 새 경기장 건설 추진** 본 대학에서는 7월 1일에 수백만 달러 규모의 경기장 건설을 시작한 예정입니다. 경기장 완공까지는 약 11개월이 소요될 것으로 예상됩니다. 현재 있는 시설로는 부족해 즉각적인 현대화가 필요하다고 사료됩니다. 운동부원들과 학생들은 이러한 최신 시설의 혜택을 받게 될 것입니다. 뿐만 아니라 본교에서는 이제 체육 특기자 장학금도 제공하게 된 바, 새로운 경기장으로 인해 운동부에서 보다 재능 있는 선수를 본교로 유치할 수 있기를 바랍니다. 본교의 운동부 육성을 통해 전국적으로 보다 많은 관심을 받을 수 있기를 기대합니다.

##### Listening

- W: 학교에서 새 경기장을 건설한다니 정말 잘 됐어. 그럴 때도 됐지.  
W: 난 적극 반대야. 우리 대학에는 이미 경기장이 있잖아.  
M: 하지만 너무 낡아 보수가 필요해.  
W: 별로 그렇다고 생각 안 해. 항상 경기장에 가서 시설을 이용하는데 한 번도 불편하다고 생각한 적이 없었어. 이 주변에서 최고의 경기장이라고는 할 수 없지만 학교에서 필요한 만큼은 충분히 역할을 하고 있다고 봐.  
M: 축구부는 어떡하고? 새 경기장을 잘 활용할 수 있을 거야. 그렇게 되면 더 좋은 팀이 될 수도 있을 거고.  
W: 그건 나한테는 전혀 중요하지 않아. 이 경기장은 건설에 수백만 달러가 들 거야. 학교는 그 돈을 전부 과학 도서관을 짓는데 써야 해.  
M: 과학 도서관이라고?  
W: 그래. 대부분의 괜찮다는 대학에는 전문화된 도서관이 있는데 도서관을 만들면 과학 관련 학과들은 전부 이용할 수가 있어. 과학을

전공하는 학생들이 중앙 도서관에 가는 것보다는 훨씬 나을 거야.

학생들이 전문화된 도서관을 잘 활용할 수 있을 거라고 봐.

M: 잘 모르겠어. 난 새 경기장을 건설하는 게 정말 좋다고 생각해.

##### Sample Response

The woman is strongly opposed to the university's decision to construct a new, expensive sports stadium. First of all, she claims that the university's current stadium is fine. While she agrees that it isn't the best stadium, she claims that she uses it all the time and it seems fine to her. Likewise, she declares that it serves the needs of the school and students using it. She also believes that, instead of spending millions of dollars on a new stadium, the school ought to take that money and build a science library with it. The woman says that good universities should have specialized libraries like that one would be. She also declares that the science majors should be studying in a specialized library instead of having to go to the main library to do their studying.

여자는 비용이 많이 드는 새 운동 경기장을 짓겠다는 학교의 결정에 강력히 반대한다. 우선, 그녀는 대학 내에 있는 현재의 경기장도 좋다고 주장한다. 그녀는 학교 경기장이 최고 수준은 아니지만 항상 이용하는 데 불편이 없다고 말한다. 마찬가지로 학교 경기장이 학교와 경기장을 이용하는 학생들의 필요도 충족시킨다고 말한다. 또한 그녀는 수백만 달러를 새 경기장 건설에 쓰는 대신 그 돈으로 과학 도서관을 건립해야 한다고 생각한다. 여자는 괜찮은 대학이라면 그런 전문화된 도서관이 있어야 한다고 말한다. 또한 그녀는 과학 전공자들이 공부를 하러 중앙 도서관으로 가는 대신 전문 도서관에서 공부를 해야 한다고 주장한다.

#### Unit 15. School Facilities

##### >> Reading

**대학 개인 과외 시스템** 8월 22일부터 대학의 새로운 개인 과외 시스템이 시작됩니다. 학생들은 더 이상 대면 과외 수업을 받을 수 없습니다. 대신 온라인 개인 과외 시스템이 실시됩니다. 컴퓨터 개인 과외 시스템을 이용해 학생들은 정규 수업 시간뿐만 아니라 1일 24시간, 1주일 언제나 개인 과외를 받을 수 있습니다. 학생들이 개인 과외 선생님과 만날 수 있는 시간이 더 길어지게 됩니다. 뿐만 아니라 컴퓨터 시스템을 사용하게 되면 북적거렸던 개인 과외 센터의 스트레스에서도 해방될 수 있습니다. 학생들은 개인 과외를 받기 위해 학교에 오는 수고를 하지 않아도 됩니다. 인터넷과 연결된 모든 컴퓨터를 사용해 컴퓨터 시스템에 접속이 가능합니다.

##### >> Comprehending

1. The notice is about how the university will change from face-to-face tutoring to a computer-based tutoring system.
2. One reason for the changes is that only offering tutoring services during regular school hours is not

enough for the students.

3. Students will have access to tutoring twenty-four hours a day, seven days a week.
4. Another reason for the change in the tutoring system is that it will eliminate crowded, stressful tutoring centers.
5. Students will be able to access the tutoring network from any computer with an Internet connection.

#### >> Listening

M: This new tutoring system will be great.

W: I'm not so sure about that.

M: Really? What do you mean?

W: First of all, a lot of students don't even know how to type very fast. Some cannot even type at all. This will make the tutoring sessions really slow.

M: Right. Typing skills will be really important.

W: Sure they will. When students are tutored face to face, they don't have to worry about typing though. They can just focus all of their energy on what they're learning. I think that's more efficient.

M: You may be right.

W: There's something else, too. Students must have a good computer at home in order to access the computer-based system. Many students will have to upgrade their current computer or even buy a new one. I know a lot of students who don't even have a computer at home. It will be very expensive for a lot of students to get access to tutoring now.

M: That's a good point.

W: I think it might be better to stick with the old system.

M: 새 개인 과외 시스템은 정말 훌륭해.

W: 난 별로야.

M: 정말이냐? 왜 그렇게 생각하는데?

W: 우선, 많은 학생들이 타자 속도가 느려, 일부 학생들은 타자를 아예 칠 줄도 몰라. 그렇게 되면 개인 과외 수업이 정말 느리게 진행될 거야.

M: 맞는 말이야. 타자 속도는 정말 중요해.

W: 그렇고 말고, 학생들이 얼굴을 맞대고 수업을 할 때는 타자 걱정을 할 필요가 없잖아. 배우는 내용에만 집중하면 되니까, 난 그게 훨씬 더 효과적이라고 생각해.

M: 어쩌면 네 말이 맞을지도 몰라.

W: 다른 이유도 있어. 컴퓨터 시스템에 접속을 하려면 컴퓨터가 좋아야 해. 상당수 학생들이 갖고 있는 컴퓨터를 업그레이드하거나 심지어 새 컴퓨터를 사려고 할 거야. 내가 아는 한 집에 컴퓨터가 없는 학생도 상당수야. 이제 많은 학생들이 개인 과외 시스템에 접속하는 데 만만치 않은 비용이 들 거야.

M: 맞는 말씀이야.

W: 옛 방식으로 가는 게 더 낫다고 생각해.

#### >> Organizing

1. The woman does not think it is a good idea for the university to switch to a computer-based tutoring system.
2. The woman says that some students either cannot type or type very slowly.
3. She claims the lack of typing skills will make the tutoring system slow.
4. The woman claims that students will either have to upgrade their computers or else purchase new ones.
5. She thinks upgrading or purchasing new computers will be too expensive for students.

#### >> Sample Response

The notice describes a new university tutoring system. The woman is against the university's decision to replace face-to-face tutoring with a computer-based tutoring system. First, she believes that students will require excellent typing skills in order to take advantage of the new tutoring system. However, she states that many students lack the ability to type well enough, so the new tutoring system will be much slower than the face-to-face system. To her, the inability to type well will hinder the learning process for some students. Second of all, she believes many students will have to upgrade their computers or even buy new ones. According to the woman, this will be very expensive for many students. She believes the former face-to-face method of tutoring is better for students than the new computer-based tutoring system.

공고에는 대학의 새 개인 과외 시스템에 대한 내용이 나와 있다. 여자는 컴퓨터 개인 과외 시스템으로 대면 개인 과외 시스템을 대체한다는 학교의 결정에 반대한다. 첫 번째로, 그녀는 학생들이 새 개인 과외 시스템의 혜택을 받기 위해서는 타자 실력이 좋아야 한다고 생각한다. 하지만 많은 학생들의 타자 속도가 충분히 빠르지 않기 때문에 새 개인 과외 시스템은 대면 시스템보다 훨씬 속도가 느릴 것이라고 그녀는 생각한다. 타자를 잘 못 치는 경우 일부 학생들의 학습 속도가 느려질 것이라고 말한다. 두 번째로, 상당수 학생들이 컴퓨터를 업그레이드하거나 새 컴퓨터를 사야 할 것이라고 그녀는 생각한다. 여자의 말로는 학생들에게 큰 부담이 될 것이라고 한다. 그녀는 이전의 대면 개인 과외 방법이 새로운 컴퓨터 개인 과외 시스템보다 더 낫다고 믿는다.

### Unit 16. University Construction

#### >> Reading

미술관 벽 철거 대학 당국은 미술관 건물과 대학 극장 사이에 위치한 벽을 철거하기로 결정했습니다. 철거는 5월 말에 완료될 예정입니다. 벽을 철거할 경우 두 건물 간의 접근이 용이해질 것입니다. 학생들과 방문객은 벽 주위로 한 블록을 걸어가는 수고를 덜게 됩니다. 또한 이 벽은

애초에 미래 학생들의 작품을 전시할 목적으로 만들어졌습니다. 그런데 최근에는 벽에 낙서만 난무합니다. 이로 인해 캠퍼스의 휴물이 되었고 학교 당국에서는 캠퍼스를 보다 아름답게 꾸미려고 합니다. 학교 당국은 철거 과정에서 생길 수도 있는 불편함에 대해 죄송하게 생각합니다.

#### >> Comprehending

1. The notice describes how the university will remove a wall of art between two buildings on campus.
2. Taking down the wall will create better access between the art building and university theater.
3. The wall is being taken down because it often merely has graffiti instead of students' artworks.
4. Students will benefit from the wall's removal because they will no longer have to walk far to get around it.
5. The school will benefit because the campus will be beautified.

#### >> Listening

W: So the wall of art will be down by May.

M: Yeah, I know. I can't believe they are actually going through with the removal.

W: Really? How come?

M: Well, for one thing, it is one of the oldest, original parts of our university.

W: Oh, I didn't know that.

M: Sure. It is very historic. If they knock the wall down, there will be nothing left on campus that was built during the university's first construction period. There will just be a bunch of new buildings.

W: Hmm.

M: Yeah. And there's something else. It has always been a kind of showcase for student artists. It's a way for them to show their work to the public for free. Now, they aren't going to have that opportunity. I think it will really limit the exposure of some of the wonderful work of art majors.

W: Right. I didn't think about that.

M: Well, all I can say is that if they go through with it, it will hurt the university in more ways than one.

W: 그래서 미술관 벽이 5월이면 철거된다는 얘긴군.

M: 그래. 진짜 철거를 단행하기로 했다는 게 안 믿어져.

W: 정말? 왜?

M: 음, 우선, 그 벽은 우리 대학에서 역사도 가장 오래 된 초기 건축물 중의 하나잖아.

W: 그러냐? 난 몰랐어.

M: 물론이지. 아주 역사가 깊어. 그 벽을 철거한다면 대학 건축 초기에 지어진 건축물 가운데 캠퍼스에 남아 있는 건 아무 것도 없는 셈이야. 새 건물들 철거가 되는 거지.

W: 흠.

M: 게다가 다른 이유도 있어. 그 벽은 미대생들에게 일종의 전시회장이었어. 일반인들에게 무료로 자기들의 작품을 보여줄 수 있는 통로였으니까 말야. 이제는 그럴 기회가 없어지겠지. 미술 전공자들의 훌륭한 작품을 선보일 수 있는 기회가 정말 없어질 거야.

W: 맞아. 그 생각은 못 했어.

M: 음, 내가 하고 싶은 말은 만약 그 벽을 철거하게 되면 대학에 여러 가지로 해가 될 것이라ں 거야.

#### >> Organizing

1. The man believes the university should not demolish the wall of art.
2. He states that the wall is one of the oldest parts of the school and is therefore an historic area.
3. The wall's age is important because, if the school knocks it down, none of the university's original structures will still exist.
4. Many of the school's art students have used the wall to showcase their work to the public.
5. Without the wall, students will no longer have a free place to exhibit their work, which will cut down on the exposure art students receive.

#### >> Sample Response

The male student opposes the university tearing down the wall of art on campus. One reason he gives is that its destruction will further reduce the historic parts of the university. He claims the wall is one of the original parts of the university, making it historic and important. Without it, a vital piece of the university's history will be lost forever. Another reason he gives is that art students will no longer have a place to display their works to the public for free. He believes once the wall is gone, it will be difficult for art majors to have an opportunity to exhibit their works, thereby limiting their exposure. For these reasons, the male student believes the destruction of the wall of art will do much more harm than good to both the university and its students.

남학생은 대학 측에서 캠퍼스 내의 미술관 벽을 철거하기로 한 결정에 반대한다. 그가 말하는 한 가지 이유는 벽을 철거하게 되면 대학 역사의 중요한 부분이 손상될 것이라는 점이다. 그는 그 벽은 대학의 초기 건축물 가운데 하나여서 역사적이고 중요한 건축물이라고 주장한다. 그 벽이 사라지면 대학 역사의 중요한 한 부분 역시 영원히 사라질 것이다. 그가 말하는 또 다른 이유는 미술 전공자들이 더 이상 일반인들에게 무료로 자신들의 작품을 선보일 장소가 없어지게 된다는 것이다. 그는 일단 벽이 철거되고 나면 미술 전공자들이 작품을 전시할 기회를 얻기가 어려워 그들의 작품을 선보일 수 없게 된다고 생각한다. 이러한 이유들 때문에 남학생은 미술관 벽을 철거하는 것은 학교와 학생들에게 이익을 주기 보다는 더 큰 피해를 줄 것이라고 주장한다.

## Unit 17. School Appointments

### >> Reading

인문대 학장 임명 윌리엄 레이놀즈 박사가 인문대의 새 학장으로 임명되었습니다. 레이놀즈 박사는 15년간 인문대 부교수로 재임하셨습니다. 그는 학자로서 전국적으로 유례없는 명성을 얻으셨습니다. 그의 학장 임명으로 이 분야의 최고의 교수진을 끌어들이고 인문대의 위상을 높일 수 있을 것으로 생각됩니다. 레이놀즈 박사는 또한 지난 5년 간 본교 우수 교수와 상담가 상을 수상했는데 이로 인해 학생들은 학업과 미래의 목표를 위한 훌륭한 상담을 받을 수 있을 것입니다. 모두가 레이놀즈 박사의 학장 임명을 축하해 주시기 바라며 새 직위에서 업무를 잘 수행할 수 있도록 지지를 부탁드립니다.

### >> Comprehending

1. Dr. Reynolds has been appointed the new dean of the Humanities Department.
2. The first reason he has been appointed dean is that his reputation as a scholar is excellent.
3. The second reason for his appointment is that he has won awards for his teaching and advising skills.
4. The university will benefit because other professors in his field will want to teach there.
5. The university will also benefit from Dr. Reynolds's advice to students concerning their academic performances and future desires.

### >> Listening

W: So, do you think the university is making a good move by appointing Dr. Reynolds the new dean?

M: Yes, I do.

W: Really? But I've heard he's a terrible advisor and seldom helps students in need.

M: I disagree completely. He's my roommate John's advisor, and John can't say enough good things about Dr. Reynolds. He's said that Dr. Reynolds always has time to meet him and has given him lots of good advice. Those sound like good qualities in a dean.

W: Okay, but what about those rumors?

M: What rumors?

W: The ones that said Dr. Reynolds was going to go elsewhere if he didn't get appointed dean.

M: I don't believe them. First, Dr. Reynolds has been a teacher here for years. His family's happy here, too.

W: Yeah, but that's no reason to make him the dean.

M: Sure, you're right. But he's one of the best scholars in his field. He'll not only attract excellent professors but will also get the best students to come here. That'll definitely improve the quality of our school.

W: 대학 측에서 레이놀즈 박사를 새 학장으로 임명한 게 현명한 조치

라고 생각하나요?

M: 난 그렇게 생각해.

W: 정말이니? 하지만 나는 그가 상담가로는 정말 형편없는 데다 도움이 필요한 학생을 도와주는 일도 거의 없다고 들었어.

M: 난 완전히 다른 생각이야. 그는 내 룸메이트 존의 상담 선생님이던 존은 항상 레이놀즈 박사님에 대해 좋은 얘기만 해. 존 말로는 레이놀즈 박사님은 언제나 자기들 위해 시간을 내 주시고 좋은 충고도 아끼지 않으신대. 학장이 될 훌륭한 자질을 가지셨다고 생각해.

W: 그건 그렇다.치고 소문들은?

M: 소문이라니?

W: 만약 학장으로 임명이 안 됐다면 다른 곳으로 갈 생각이었다는 소문 말이야.

M: 난 안 믿어. 우선, 레이놀즈 박사님은 수 년 간 이 대학에서 교편을 잡으셨고 교수님의 가족들도 여기서 잘 지내고 있잖아.

W: 맞는 말이긴 하지만, 그렇다고 해서 레이놀즈 교수님이 학장이 되어야 하는 건 아니잖아.

M: 물론, 네 말이 맞아. 하지만 그는 그 분야에서 최고의 학자 가운데 한 사람이야. 훌륭한 교수진뿐만 아니라 우수한 학생들도 우리 대학으로 끌어올 수 있을 거야. 그렇게 되면 확실히 학교의 위상도 높아질 거고.

### >> Organizing

1. The man supports the university's decision to appoint Dr. Reynolds the new dean.
2. The man mentions that his roommate says Dr. Reynolds always has time for him and has given him very much good advice.
3. The man says that his roommate's comments make Dr. Reynolds sound like he would be a good dean.
4. Dr. Reynolds is one of the leading scholars in his area of study.
5. Because he is such a good scholar, both top professors and students will want to be associated with the university.

### >> Sample Response

The subject of the announcement is that Dr. Reynolds will become the new dean of the Humanities Department. The man's opinion is that Dr. Reynolds is a good choice. The first reason is that his roommate has commented positively about Dr. Reynolds's ability as an advisor. To begin with, Dr. Reynolds always has time to meet the man's roommate. Also, he has given his advisee some good advice. In addition, the man comments that Dr. Reynolds is an excellent scholar and is actually one of the top men in his field. The man notes that this fact will attract both top professors and students to the university since they will want to be associated with the school. In the man's mind, these two reasons justify Dr. Reynolds's appointment as the new dean.

공고는 레이놀즈박사님이 인문대의 새 학장이 될 거라는 내용이다. 남자는 레이놀즈 박사님을 임명한 것은 현명한 선택이라고 생각한다. 첫 번째 이유는 그의 룸메이트가 상담 선생님이로서의 레이놀즈 박사님에 대해 칭찬을 했기 때문이다. 우선, 레이놀즈 박사님은 남자의 룸메이트를 위해 압제와 시간을 내 주신다. 또한 상담을 받으러 온 학생들에게 좋은 충고를 해 주신다. 게다가 남자는 레이놀즈 박사님은 훌륭한 학자이며 그 분야에서 사실상 최고에 속한다고 말한다. 남자는 이로 인해 일류 교수진과 우수한 학생들이 이 대학과 관계를 맺고 싶어 할 것이기 때문에 대학에 끌어들이는 효과를 얻을 수도 있을 거라고 말한다. 이 두 가지 이유로 인해 남자는 레이놀즈 박사를 새 학장으로 임명하는 것이 올바른 조치라고 생각한다.

## Unit 18. School Policies

### >> Reading

대학 기숙사 정책 이번 봄부터 대학 측에서는 새로운 기숙사 정책을 시행할 예정입니다. 각 기숙사는 층마다 전공별로 분류될 것입니다. 다시 말해 같은 전공을 가진 학생들끼리 함께 생활하게 됩니다. 이 정책이 시행되면 학생들의 학업이 훨씬 효과적으로 이루어질 것으로 예상됩니다. 서로 가까이해 거주하기 때문에 전공이 같은 학생들끼리 스터디 그룹도 보다 쉽게 짤 수 있을 것입니다. 또한 학생들은 전공이 같은 학생들끼리 보다 긴밀한 관계를 형성할 수도 있습니다. 학교 측은 전공이 같은 학생들끼리 강의실 외에서도 보다 많은 시간을 함께 해야 한다고 믿습니다. 이로 인해 학업 면에서나 사교 면에서 교류가 더 활발해질 것으로 기대합니다.

### >> Comprehending

1. The notice mentions that students with the same majors will now live on the same floors in their dormitories.
2. The first reason for this new policy is that students will be able to study more effectively.
3. The second reason is that students will become closer to other students with the same majors.
4. Students will benefit from living close to one another since that will make it easier for them to form study groups.
5. Students will also benefit because they will spend more time together outside of class, thereby furthering their social interactions.

### >> Listening

W: I can't believe they're going to start this new dorm policy.

M: Really?

W: Do you think it's going to improve students' grades? It might actually lower them since it will definitely limit the interactions between students with diverse interests. You can learn a lot from people in other

majors you know.

M: Well, maybe, I suppose so.

W: Students need to stimulate one another. One of the best ways is when students with various interests and majors live together. It broadens their minds. With this new policy, the university is taking away one of the best parts of dorm life.

M: But don't you think it would a good thing if every student living on one floor had the same major? Think of all of the great discussions they could have together.

W: Sorry, but I don't agree with you. Students do better when they interact with others with completely different perspectives on things. If everyone living on a dorm floor has the same major, they'll all have pretty much the same perspective. That won't make them creative or think differently from others.

W: 학교에서 이런 기숙사 정책을 새로 시행한다는 게 말이 되니?

M: 왜?

W: 학생들의 성적이 더 좋아질 거라고 생각해? 사실 다양한 관심을 가진 학생들 사이의 교류가 확실히 줄어들어 성적이 내려간지도 몰라. 다른 전공을 선택한 학생들에게서 많은 것을 배울 수 있잖아.

M: 그럴 지도 모르지. 니도 동의해.

W: 학생들은 서로에게 자극이 되어 주어야 해. 가장 좋은 방법 중의 하나가 서로 다른 관심과 전공을 가진 학생들이 함께 사는 거야. 그렇게 되면 생각도 넓어진 다구. 이 새 정책으로 대학은 기숙사 생활에서 가장 유익한 부분을 뺏아가는 거야.

M: 하지만 같은 층에 사는 학생들이 다 전공이 같으면 좋을 거라고는 생각 안 하냐? 함께 멋진 토론도 할 수 있잖아.

W: 비안하지만 난 그렇게 생각 안 해. 학생들이 어떤 것에 대해 자신과 완전히 다른 시각을 가진 사람과 교류를 할 때 보다 나은 결과를 내는 법이야. 기숙사 같은 층에 사는 사람들의 전공이 다 같다면 거의 모든 학생들이 비슷비슷한 시각을 가질 거야. 학생들이 창의적으로 되거나 다른 학생들과 다르게 생각하게 되는 일은 일어나지 않을 거라고.

### >> Organizing

1. The woman thinks the university's new dormitory policy is a terrible idea.
2. She believes that the new policy will not help students improve their grades at all.
3. She thinks that if students interact with other students with different majors, it will help them learn a lot and expand their minds.
4. She believes the students will not be able to have good discussions.
5. The woman says that students with the same majors will all have the same perspectives, so they will not be creative at all.



### >> Sample Response

According to the announcement, students with the same majors will have to live on the same floors of the university's dormitories. The woman thinks this is a terrible idea. One reason she gives is that the new policy won't improve students' academic performances. On the contrary, she fears it may cause them to decrease. Likewise, the students will now have fewer interactions with students in other majors, which will not enable them to learn more or broaden their minds. The woman also points out that having diverse living conditions is more beneficial than having major-specific floors. She claims that students with the same majors have similar perspectives, meaning they think similarly. She believes that because of the new policy, students will not have good discussions and will no longer be creative or think differently than others.

공고에 따르면 전공이 같은 학생들끼리 대학 기숙사 같은 층에 살게 될 것이다. 여자는 이것이 발도 안 되는 정책이라고 생각한다. 그녀가 제시하는 한 가지 이유는 새 정책으로 인해 학생들의 성적이 향상되지 않으리라는 것이다. 그렇기는커녕 그녀는 오히려 성적이 낮아질지도 모른다고 말한다. 또한 학생들은 다른 전공을 가진 학생들과의 교류가 적어져서 더 많은 것을 배우고 생각을 넓힐 수 있는 기회가 줄어든다. 여자는 또한 같은 전공자끼리 모여 살게 하는 것보다 다양한 생활 여건을 갖는 것이 더 유익하다고 지적한다. 그녀는 전공이 같은 학생들은 시각도 비슷해 비슷한 사고를 가진다고 주장한다. 그녀는 새로운 정책으로 인해 학생들이 훌륭한 토론을 할 수도 없고 창의적이지거나 남들과 다른 사고를 하는 일도 없을 것이라고 생각한다.

## Unit 19. Bus Routes

### >> Reading

버스 노선 변경 대학 버스 시스템은 가을 학기 초부터 새 노선과 정류장을 추가할 예정입니다. 새 노선은 오전 5시부터 오후 5시까지 운행될 것입니다. 오후 5시 이후에는 이전 노선대로 운행됩니다. 새 노선으로 인해 교내 주요 장소 사이의 이동 속도가 빨라질 것입니다. 버스 간 간격이 3분 이내로 줄어들기 때문에 학생들은 더 이상 버스를 오래 기다리지 않아도 됩니다. 또한 정류장 수를 늘림으로써 교내 보행 구간이 감소되는 결과를 가져올 것입니다. 학생들은 이전처럼 목적지에서 멀리 떨어진 곳에서 내리는 대신 다른 정류장을 택함으로써 보행 거리를 줄일 수 있을 것으로 기대됩니다.

### >> Comprehending

1. The notice states that there will be additional bus routes and stops on campus during the daytime.
2. The first reason the routes are being changed is so that it will take less time to get to major areas on campus.
3. The second reason for the change is that pedestrian traffic on campus will decrease.

4. Students will benefit by having to wait a minimal amount of time between buses.
5. Students will also benefit by having more places to get off the buses, thus they will have to walk less across campus.

### >> Listening

M: It looks as though the school's going to start those new bus routes pretty soon.

W: Yeah, I'm really looking forward to them.

M: I'm not. They're probably going to increase the noise level on campus.

W: That's true, but this is a big campus, and there aren't many buses on campus now. We really could use some more buses so that we can get to places on campus a lot quicker. Right now, I've got to walk about fifteen minutes to get to each class. Buses will cut down on that time considerably.

M: All right, but the routes won't be in effect during the evening. What about all of the night school students who won't get to make use of the program? That's not fair, is it?

W: Well, it's unfortunate, but the large majority of the students here takes classes during the day. Since the school doesn't have unlimited funds, it should take care of the largest number of students. That means the day students should come first.

M: Okay, I guess that I see your points.

M: 얼마 안 있어 학교 측에서 새 버스 노선을 신설할 건가 봐.

W: 그래. 정말 기대 돼.

M: 난 안 그래. 교내의 소음이 더 심해질 거야.

W: 그 말도 맞아. 하지만 학교는 큰데 현재 버스는 별로 없잖아. 버스 노선을 증설하면 교내 목적지까지 훨씬 빨리 갈 수 있잖아. 지금 현재는 각 강의실까지 이동하려면 15분 정도는 걸어야 해. 버스 노선이 증설되면 시간이 상당히 줄 거야.

M: 맞아. 하지만 증설 노선은 밤 시간대는 운행이 안 돼. 새 버스 노선을 이용하지 못하는 야간 수업 학생들은 어떡하고? 그건 불공평하지 않나?

W: 안 됐긴 하지. 하지만 대부분의 학생은 주간에 수업을 들어. 학교 예산이 제한돼 있으니 대다수 학생들 위주로 계획을 짜야 하잖아. 다시 말해 주간 학생들이 우선시 될 수밖에.

M: 그래. 무슨 말인지 알겠어.

### >> Organizing

1. The woman is very pleased that there will be more buses on campus.
2. She feels that there are currently not enough buses on the campus.
3. The woman currently must walk about fifteen minutes

- to get to each class, so the new buses will enable her to get to her classes faster.
4. She feels that it is unfortunate that night school students will not be able to use the new bus routes.
  5. The woman says that the school does not have unlimited amounts of money, so it must take care of the greatest number of students first.

#### >> Sample Response

The topic of the notice is some bus route changes that the school will be making on its campus. The woman supports these changes for a couple of reasons. According to the woman, there are not enough buses on campus. She states that she needs fifteen minutes to walk to her classes; however, once she is able to take a bus, she will be able to get to her classes much faster than she is currently. While the man points out that the night school students will not benefit from these bus route changes, the woman counters by saying that the school doesn't have an unlimited amount of money. In the woman's mind, the school must take care of the day students first because they make up the majority of the student body.

광고는 학교 측에서 교내 버스 노선을 일부 변경할 것이라는 내용이다. 여자는 두 가지 이유로 이 조치를 찬성한다. 여자에 따르면 교내에는 버스가 부족하다. 그녀는 강의실까지는 15분 정도를 걸어야 하는데 버스를 타면 현재보다 훨씬 빨리 강의실까지 갈 수 있을 거라고 말한다. 남자가 야간 학생들은 이 버스 노선 변경의 혜택을 받지 못한다고 지적하자 여자는 학교가 한정된 예산을 갖고 있다고 말해 남자의 의견에 반박한다. 여자는 학교가 학생 전체의 대부분을 차지하는 주일 학생을 먼저 고려해야 한다고 생각한다.

## Unit 20. Library Construction

#### >> Reading

도서관의 새 카페 대학에서는 도서관 지하에 학생 카페를 건설할 예정입니다. 10월 31일부터 영입이 개시됩니다. 학생들은 카페에서 스낵이나 음료를 쉽게 구입할 수 있습니다. 먹을거리나 음료를 사기 위해 더 이상 캠퍼스 밖으로 나가지 않아도 됩니다. 이제 도서관 내에서 간단한 휴식을 취한 뒤 공부를 다시 계속할 수 있습니다. 먹을거리는 저렴한 가격에 판매됩니다. 학생증을 제시한 경우 모든 메뉴의 할인을 받을 수 있습니다. 학교 당국은 카페, 개점과 함께 학생들이 새 카페의 혜택을 누리기를 기대합니다.

#### >> Comprehending

1. The announcement states that the university is building a student café in the basement of the library.
2. The first reason for building it is that it will provide students with a closer alternative for snacks.

3. The second reason for its construction is that it will provide students with inexpensive snacks.
4. Students will benefit by not having to leave campus for food and drinks.
5. Students will also be able to save money when they purchase food and drinks at the café.

#### >> Listening

- W: It seems they're finally putting a café in the library's basement.
- M: Yeah, I heard. I can't understand why they're doing such a thing.
- W: Really? Why do you say that?
- M: Well, I heard it's only going to sell junk food like donuts, chips, and candy bars. You know, stuff like that.
- W: What? No fruits or healthy alternatives?
- M: Nope, just junk food, which is terrible for people and really unhealthy. The café should at least offer some good food and drinks, but it won't.
- W: That's not good.
- M: No, it isn't. Also, it's simply too close... Well, it's inside the library. How do you think that will affect students? Well, it'll give them an easy excuse to procrastinate. They'll go down there and hang out with their friends instead of focusing on their schoolwork. At least having to go off campus keeps more students in the library because the shops are far away.
- W: I see your point.
- M: Yeah, the more I think about it, the more I think this new café in the library isn't such a good idea.

W: 마침내 도서관 지하에 카페가 생기나 봐.

M: 그래, 나도 들었어. 그런데 왜 그렇게 하는지 이해가 안 돼.

W: 왜? 무슨 말이야?

M: 들기론 도넛, 칩, 사탕 같은 군것질 거리만 판매. 불량 식품만 말이야.

W: 뭐라고? 과일이나 건강에 좋은 건 없대?

M: 전혀. 건강에 안 좋은 불량 식품밖에 없어. 카페라면 적어도 샌wich는 먹을거리나 음료를 제공해야 하는데 안 그렇다는 거야.

W: 말도 안 돼.

M: 그래, 게다가 너무 가깝다는 게 문제지... 도서관 내에 있잖아. 학생들한테 어떤 영향을 줄 것 같니? 학생들이 꾸물거릴 좋은 핑계가 되겠지. 공부에 집중하는 대신 친구들과 카페에 내려가 시간을 보내겠지. 가게가 멀리 떨어져 있으면 캠퍼스 밖으로 나가는 게 불편해서라도 학생들이 더 도서관에 있게 되는데 말이야.

M: 그래, 생각을 하면 할수록, 도서관에 카페를 여는 건 좋은 생각이 아닌 것 같아.

#### >> Organizing

1. The man does not think a café in the library will benefit

students.

2. The male student says that the café will only be selling junk food like donuts, chips, and candy bars.
3. He claims that junk food is bad for people and will harm their health.
4. The man fears that too many students will start hanging out at the café.
5. He feels that this will cause students to procrastinate and stop focusing on their studies.

#### >> Sample Response

According to the announcement, a new café is opening in the library's basement. The male student dislikes this idea of including a student café inside the library. First of all, he says that the café will only be selling snacks and junk food like donuts, chips, and candy bars. He claims that junk food is bad for people and is too unhealthy. The second reason he gives is that, because of its location, many students will start hanging out at the café. He feels this will cause students to procrastinate and stop focusing on their studies. In his opinion, to get students to study, it's better to have restaurants far away from the library instead of actually inside of it. That will convince students to stay in the library and study instead of going out to eat.

공고에 따르면 도서관 지하에 새 카페를 연다고 한다. 남학생은 도서관에 학생 카페를 여는 것에 반대한다. 우선, 그는 카페에서 도넛, 칩, 사탕 같은 군것질거리만 팔 것이라고 말한다. 그는 군것질거리는 건강에 해롭다고 주장한다. 그가 말하는 두 번째 이유는 위치 때문에 많은 학생들이 카페에 모이게 될 거라는 것이다. 그는 이로 인해 학생들이 빈둥거리게 되고 공부에 집중할 수가 없을 거라고 생각한다. 그는 학생들이 공부를 하게 만들기 위해서는 식당을 도서관 안에 두기 보다는 도서관에서 먼 곳에 두는 게 더 낫다고 생각한다. 그렇게 되면 학생들이 막을거리를 찾아 밖으로 나가기도하는 도서관에 있으면서 공부를 하게 될 것이다.

### Unit 21. Student Affairs

#### >> Reading

학생 선거 일정 변경 학생 활동 사무소에서 학생회 대표 선거 일정을 변경합니다. 과거에는 학생 대표 선거가 5월에 행해졌지만 이제 새 학년의 대표 선거는 9월에 행해질 것입니다. 이번 조치로 인해 신입생들도 학생 대표를 선출하는데 도움을 줄 수 있을 것으로 기대합니다. 이에 관해서 신입생들의 불만이 종종 접수된 바 있었습니다. 뿐만 아니라 선거가 5월에 치러지지 않기 때문에 기말 고사 공부에 지장을 주는 일도 없게 될 것입니다. 5월로 정해진 선거 시기는 학생들이 무표를 하지 않는 주된 이유였습니다. 이번 조치로 선거 참여율이 높아질 것으로 기대합니다.

#### >> Comprehending

1. The notice mentions that student representative elections will now be held in September instead of in May.
2. The election date has changed because many freshmen complained about not being able to vote.
3. Freshmen will now be able to help elect their student representatives.
4. Many students have not participated in past elections because they were busy studying for their final exams.
5. Voter turnout should go up since the elections will not be held during an exam period.

#### >> Listening

W: Hey, this is a spectacular idea. The school is moving elections for student representatives to September. That'll let freshmen be more involved in the elections.

M: Yeah, maybe. But you know what? Lots of students are busy at the beginning of the year. They've got to fix their schedules and get used to their roommates and stuff.

W: So?

M: Well, I'm just saying that many students might not bother to vote if the elections are held too early in the school year. I probably won't vote if I'm occupied with getting used to starting school again.

W: Okay, you have a point. But what about the freshmen? Don't you think it's great that they'll get involved in the election process?

M: Hmm... It's fine that they'll get to vote, but they don't really know anything about the important issues on campus. So how can they make good decisions without knowing all the facts? And they won't know much about the candidates either. They'll be voting, but they won't have much information to go with.

W: Well, I guess I see your points.

W: 이제 정말 좋은 생각이야. 학교에서 학생 대표 선거 시기를 9월로 옮긴대. 신입생들의 참여율도 높아질 거야.

M: 그걸 지도 모르지. 하지만 말이야, 많은 학생들이 학기 초에는 바빠. 시간표도 짜야 하고 룸메이트나 기타 여러 가지에도 익숙해져야 한다고.

W: 그래서?

M: 선거를 너무 학기 초에 하게 되면 많은 학생들이 선거에 참여할 생각조차 안 하게 될 지도 모른다는 거지. 학교 일정에 익숙해지는 것에만 관심이 쏠리다 보면 나라도 무표를 안 할지도 몰라.

W: 그래, 말 되네. 그런데 신입생은? 신입생이 선거에 참여하게 되면 정말 좋을 거라고 생각 안 하니?

M: 흠... 신입생들이 무표를 하는 건 좋은 일이지. 하지만 주요한 학내 문제에 대해 아무 것도 모르잖아. 상황도 모르면서 어떻게 현명한

선택을 할 수 있겠어? 게다가 후보들에 대해서도 별로 아는 게 없잖아. 투표를 하긴 하겠지만 가진 정보는 별로 없을 거라 이 말이지...  
W: 무슨 말인지 알겠어.

### >> Organizing

1. The man has a rather negative opinion of the decision to move the day for electing student representatives.
2. The man says that many students are busy in September since they have just come back to school.
3. He feels that many students might not be able to vote and says that even he might not vote.
4. He thinks that it is nice that freshmen get to vote.
5. He believes the freshmen will not know anything about campus issues or the candidates, so they will not be informed while they are voting.

### >> Sample Response

The man feels negatively toward the Student Activities Office's decision to move the date of the student representative elections from May to September. He gives two reasons for his negative feelings. First, he mentions that in September, students are still getting used to their schedules, their roommates, and simply being back at school. So many students, including the student himself, might not vote if they're too busy with back-to-school activities. Second of all, he acknowledges that while it's nice that freshmen may now vote in the elections, they will not know enough about either the important campus issues or the candidates themselves. He states that they won't know all of the necessary facts before they vote. Because of this lack of knowledge, they won't be able to make educated decisions on who to vote for.

남자는 학생 대표 선거일을 5월에서 9월로 옮기자는 학생 활동 사무소의 결정에 대해 부정적인 의견을 갖고 있다. 그는 반대 의견에 대해 두 가지 이유를 제시한다. 첫 번째로, 그는 9월에는 학생들이 일정이며 룸메이트에 아직 익숙하지 않고 개강에도 익숙하지 않다고 말한다. 그래서 그뿐만 아니라 많은 학생들이 개강에 적응하느라 너무 바빠 투표를 하지 않을지도 모른다. 두 번째로, 그는 신입생들이 선거에 참여할 수 있어서 좋긴 하지만 학내 문제나 후보자에 대한 정보가 없을 거라고 말한다. 신입생들은 투표를 하기 전에 필요한 정보를 다 입수하지 못할 것이다. 이러한 정보의 부족 때문에 누구를 뽑을지에 대해서도 현명한 결정을 내리지 못할 것이다.

## Chapter 4

### Reading & Lecture

### Sample iBT Question

#### >> Reading

**휴지기** 일부 동물들은 일정 기간 동안 성장을 멈추는 시기를 거친다. 이 시기를 휴지기라고 한다. 휴지기에는 두 가지 중요한 특징이 있다. 우선, 동물이 아주 적은 양의 신체 활동을 하게 된다. 종종, 한 장소에 머무르는 경향이 있어 거의 움직임이 없다. 또한 휴지기의 동물은 영양분을 거의 필요로 하지 않는다. 이것은 동물이 움직임이 없고 활동을 하지 않기 때문이다. 예를 들어 곰이 겨울에 동면을 하게 되면 곰은 휴지기로 들어가게 된다.

#### >> Listening

여러분 대부분은 폐어(肺魚)에 대해서 들어본 적도 있고 폐어가 실제로 숨을 쉴 수 있기 때문에 그런 이름을 갖게 되었다는 것도 알고 있을 거예요. 아프리카나 남아메리카에 서식하는 폐어에게 있어 호흡 능력은 생존에 중요한 역할을 합니다. 폐어가 어떻게 호흡을 하는지에 대해 설명해 드리도록 하겠습니다. 여러분도 아시다시피, 아프리카와 남아메리카의 여러 지역은 우기와 건기가 있습니다. 건기 동안에는 폐어가 사는 곳의 물이 흔히 얼기 때문에 증발해 버립니다. 그렇게 되면 폐어들은 생존하기 위해 어떻게 할까요? 폐어는 땅 속 깊이 구멍을 파서 진흙 속으로 몸을 숨깁니다. 이렇게 하면 열기를 피해 몸의 온도를 낮출 수가 있죠. 그런 다음에는 휴지기로 들어갑니다. 휴지기에는 신체 기능이 급격히 감소합니다. 예를 들어, 심박동이 분당 세 번에 불과합니다. 믿기 힘들죠? 게다가 호흡은 시간당 두 번밖에 되지 않습니다. 간단히 말해 거의 신체 활동을 하지 않는 셈이죠. 이런 상태로 건기를 납니다. 일단 비가 내리기 시작하고 물이 다시 생기면 폐어는 다시 물속에서 정상 상태로 돌아오게 됩니다.

#### >> Sample Response

In his lecture, the professor focuses on the lungfish, a species of fish in Africa and South America that can breathe air. When the dry season comes and its pools of water evaporate, the lungfish has to dig a hole deep in the ground to live in. It then covers itself with dirt and slime and promptly enters a period of dormancy. Dormancy is a time when an animal ceases developing and slows down its bodily functions. This is exactly what the lungfish does. It doesn't move, it slows down its heart rate, and it breathes only two times an hour. Because it is lying dormant, it doesn't need any physical nourishment. This allows the lungfish to survive until the rains come back and create more pools of water for it to live in.

교수는 강의에서 아프리카와 남아프리카에 서식하며 공기를 호흡하는 어종인 폐어에 관해서 이야기한다. 건기가 와서 수원이 증발하게 되면 폐어는 땅속 깊이 구멍을 파 보금자리를 만든다. 그런 다음 흙과 진흙으로 몸을 덮고 죽는다. 휴지기로 들어간다. 휴지기는 동물이 성장을 멈추고 신체 기능을 감소시키는 시기를 말한다. 폐어도 정확히 휴지기 상태로 들어간다. 움직이지도 않고 심박동도 느려지며 호흡도 시간당 두 번에 불과하다. 휴지기 상태에서 폐어는 아무런 영양분도 필요하지 않다. 폐어는 이런 상태로 비가 다시 내려서 살 수 있는 물웅덩이가 충분히 만들어질 때까지 버틴다.

## Unit 22. Biology I

### >> Reading

핵심종 일부 동물들은 여러 가지 이유로 환경에 불균형적이면서도 긍정적인 효과를 미친다. 과학자들은 이러한 동물들을 핵심종(keystone species)이라고 부른다. 이런 이름이 붙은 이유는 아치에서 켜기돌(keystone)이 아치가 무너지지 않게 해 주는 중요한 역할을 하는 것과 마찬가지로 핵심종이 없이는 특정 서식지에 급격한 변화. 그것도 종종 나쁜 방향으로의 변화가 오기 때문이다. 동물들은 여러 가지 이유로 핵심종이 된다. 가장 중요한 핵심 종은 포식동물이지만 다른 동물들도 환경을 변화시키거나 서식지 전체에 영양분을 퍼뜨리는 것과 같은 방법으로 서식지에 긍정적인 변화를 일으킨다.

### >> Comprehending

1. A keystone species is an animal that has a greater than normal effect on its environment.
2. The keystone is the most important stone in an arch, so a keystone species is the most important animal in its environment.
3. A habitat would change in a negative way without its keystone species.
4. The major way animals serve as keystone species is as predators.
5. Other ways animals can be keystone species are by changing their environments and spreading nutrients in their areas.

### >> Listening

We've talked about some of the animals in Africa and the roles they play in their environments, but let me tell you about the most important one. Are you ready? It's... the elephant. Really, I'm serious. Actually, the elephant is a keystone species in its part of Africa. Here, let me explain it.

First, elephants have prodigious appetites. Do you know how much they eat daily? They chow down about 500 pounds of vegetation. Wow. Thanks to elephants, the areas in which they live don't get overrun with plants. Why is this important? Well, if elephants weren't there, their habitat would be filled with vegetation, which would

cause most other animal species either to migrate or simply become extinct. They wouldn't be able to handle the resulting new environment.

Since they eat lots, elephants also defecate a lot. Because elephants are somewhat nomadic, they spread nutrients for the soil to absorb, and, through their waste, they essentially plant seeds, which will grow up to be plants that other animals can feed upon. Clearly, then, elephants are crucial to their environment.

아프리카에 서식하는 몇 가지 동물들과 그들이 환경에서 하는 역할에 대해 이야기해 봤는데, 가장 중요한 동물이 무엇인지 알려 드리도록 하겠습니다. 들을 준비가 됐나요? 뭔가 하면... 코끼리예요, 진짜예요, 농담이 아닙니다. 코끼리는 아프리카 서식자의 핵심종이에요. 왜 그런지 설명을 해 드리죠.

우선, 코끼리는 엄청난 식욕을 갖고 있어요. 하루에 얼마만큼의 먹이를 먹는지 아나요? 약 500파운드의 초목을 먹어 치웁니다. 코끼리 덕분에 코끼리의 서식지는 식물들로 우거지는 일이 없어요. 그런데 이게 왜 중요할까요? 만약 코끼리가 없다면 서식지가 초목으로 가득 차 대부분의 다른 동물들이 다른 곳으로 이동하거나 간단히 멸종되어 버릴 수도 있어요. 동물들은 새로운 환경에 대처할 수가 없는 것이죠.

코끼리는 엄청난 양을 먹기 때문에 배설물의 양도 엄청납니다. 코끼리는 유독성이 있는 편이라 토양이 흡수할 수 있는 양분을 퍼뜨리며 배설물을 이용해 식물의 씨가 자라게 하고 이렇게 자란 식물은 다른 동물의 먹이가 됩니다. 이렇듯 코끼리는 확실히 환경에 핵심적인 역할을 하게 되는 것입니다.

### >> Organizing

1. Elephants are the keystone species in Africa.
2. Elephants eat vegetation and keep plants from overrunning the region, which makes for a comfortable environment for many animals.
3. When elephants defecate in different places, they provide the soil with nutrients, and they spread different plants' seeds, which will grow and then feed other animals.
4. Without elephants, Africa would be a drastically different place, so this makes them a keystone species.

### >> Sample Response

The professor begins by telling the students that the keystone species in Africa is the elephant. He states that a keystone species is defined as an animal that has an incredibly large effect on its environment. While the most common keystone species are predators, there are other ways in which animals can serve as a keystone species. This is the case of the elephant. To begin with, elephants eat around 500 pounds of vegetation a day. This keeps the forest from expanding too much, something which would inconvenience other animals to the point that they



would either migrate from the region or merely die off. Also, when elephants wander and defecate, they enrich the soil and plant seeds that will become other plants and trees. Animals can then use these new plants as food sources.

교수는 아프리카에 있는 핵심종이 코끼리라고 말하면서 강의를 시작한다. 그는 핵심종이란 환경에 대단히 큰 영향을 미치는 동물로 정의된다고 말한다. 대부분의 핵심종은 포식동물이지만 달리 핵심종이 되는 동물들도 있다. 코끼리가 여기에 해당된다. 우선, 코끼리는 매일 약 500 파운드의 초목을 먹어 치운다. 이로 인해 숲은 너무 울창하게 지라게 되는 걸 막을 수 있는데 숲이 너무 울창해질 경우 다른 동물들이 그 지역에서 이동해야 하거나 간단히 멸종되어 버리는 상황이 발생할 수 있다. 또한 코끼리가 이동할 하면서 배설을 하기 때문에 토양을 풍요롭게 하고 씨를 심는 역할을 해 이 씨가 다른 식물과 나무들로 성장하게 된다. 그렇게 되면 다른 동물들이 이 새 식물들을 먹이원으로 사용하게 된다.

## Unit 23. Sociology I

### >> Reading

역할 갈등 한 개인이 어떤 상황에 처하게 되면 종종 어떤 행동을 취할지 묻 선택해야 한다. 많은 경우 이렇게 한지를 결정하기에 앞서 어떤 역할을 할지를 먼저 정해야 한다. 사람들은 종종 역할 갈등의 경우를 경험한다. 이 상황에서 개인들은 특정한 상황에 직면하면 이 상황에 어떻게 대처할지를 결정할 때 부모, 자녀, 고용주 또는 고용인으로서의 역할과 같은 두 개 이상의 서로 다른 역할에서 선택을 해야만 한다. 대부분의 역할 갈등에서는 가능한 행동들이 정반대이거나 확연히 다르기 때문에, 역할 갈등이 일어나게 된다.

### >> Comprehending

1. A person can make his choice of various actions when he is faced with a certain situation.
2. Before the person responds, first he has to choose which role he is going to play.
3. Role conflict occurs when there is a particular situation and a person can choose his course of action based upon possible responses from two or more roles.
4. Some roles that people can play are those of parent, child, employer, and employee.
5. The potential responses depending upon the roles are often opposite to or very different from one another.

### >> Listening

So those are some of the roles you might find yourself playing at various times in your life. But, I'm sure some of you are wondering what happens when there is a situation that arises which could be handled in, uh, different ways, depending upon which role you decide to act out. Understand what I mean? Well, let me give you a couple of examples.

I know many of you have part-time jobs. Well, have there ever been cases where your job has conflicted with school? Probably. For example, assume that a student has a part-time job at a restaurant. His boss tells him to come to work at three the next day, but the student has class at that time. So, which role does he play—that of the student or employee? He's conflicted. His choice will be determined by which role he chooses for himself.

Here's another example. Perhaps one of my colleagues lives close by the school, which is very convenient since he has a wife and, oh, two young children. Suddenly, he gets a better job offer from a university thirty miles away. He could vastly improve his career prospects by taking the job, but he'd be home less often. He's got a role conflict, right? Does he choose the role of father or employee?

이런 역할들이 여러분들이 살아가면서 다양한 시기에 하게 되는 역할들입니다. 하지만 어떤 역할을 하는지에 따라 다르게 대처하게 되는 상황이 발생할 경우 어떤 일이 생길까 하고 여러분들은 분명 궁금해 할 것입니다. 무슨 말인지 이해가 가나요? 몇 가지 예를 들어드리겠습니다.

여러분 중 상당수는 아르바이트를 해 본 경험이 있을 거예요. 아르바이트 일과 학업이 충돌한 적은 없었나요? 아마도 그런 경험이 있을 거예요. 예를 들어 한 학생이 식당에서 아르바이트를 한다고 쳐 봅시다. 주인은 다음날 3시에 일을 하러 오라고 하는데 학생은 그 시간에 수업이 있습니다. 그런 경우 학생은 어떤 역할을 해야 할까요? 학생의 역할일까요 아니면 고용인의 역할일까요? 그는 역할 갈등을 겪습니다. 그의 선택은 그가 어떤 역할을 선택하느냐에 달려 있습니다.

또 다른 예를 들어 보도록 하겠습니다. 제 동료 직원 중의 한 사람이 학교 근처에 사는데 아내와 두 어린 자녀가 있거든요 때문에 학교 근처에 살면 아주 편리하죠. 그런데 갑자기 30마일이나 떨어진 대학에서 더 나은 일자리 제의를 받습니다. 그는 그 자리를 수락할 경우 경력 면에서 훨씬 이익을 보게 되겠지만 집에 오는 횟수는 줄겠죠. 그는 역할 갈등을 겪게 됩니다. 그는 아버지의 역할을 선택할까요, 고용인의 역할을 선택할까요?

### >> Organizing

1. The student's conflict is that his boss wants him to work at the same time that he has class.
2. The student could either go to work and skip his class or attend class but not go to work.
3. The professor's conflict is that he has a job offer but it is located far from his home.
4. The professor could take the job and improve his career, yet he would not see his family much, or he could stay in the same job but get to see his family much more.

### >> Sample Response

The professor describes two situations. The first involves a student whose boss wants him to work at the same



time he should attend class. The student must choose either to attend class or go to his job. The second situation involves a professor with a wife and young children. If he takes a new job, he will improve his career but will not be able to spend much time with his family. These are both examples of role conflict. In role conflict, depending upon which role the person chooses, the response to a situation will be different. In these two instances, the reactions will be opposites. The student can work or not work, depending upon his choice of roles, and the professor can take or leave the job, depending upon the role he takes.

교수는 두 가지 상황을 설명한다. 첫 번째 상황에서는 어떤 학생의 직장 주인이 수업이 있는 시간에 일을 해 주기를 바란다. 학생은 수업에 가든지 일을 하러 가든지 선택해야 한다. 두 번째 상황에서는 아내와 어린 자녀가 있는 교수가 등장한다. 새 일자리를 수락한다면 경력 면에서는 이익을 보겠지만 가족들과 많은 시간을 보낼 수가 없다. 이 두 가지 상황은 모두 역할 갈등의 예이다. 역할 갈등에서는 당사자가 어떤 역할을 선택하든지에 따라 상황에 대한 대응이 달라진다. 이 두 가지 예에서는 대응이 장단대가 될 것이다. 학생은 어떤 역할을 선택하는지에 따라 일을 하든지 못 하든지 둘 중의 하나이며 교수의 경우 역할 선택에 따라 일 자리를 수락하든지 그렇지 않든지 둘 중의 하나이다.

## Unit 24. Psychology I

### >> Reading

인상 관리 사람들은 종종 다른 사람들이 자신들을 어떻게 생각하는지에 관심을 갖는다. 많은 경우 의식적, 무의식적으로 사람들은 자신들의 긍정적인 이미지를 만들기 위해 인상 관리를 한다. 인상을 관리하는 방법에는 여러 가지가 있지만 가장 흔히 사용하는 방법은 자신에 관해 흘리는 정보를 조절하는 것이다. 사람들은 인상 관리를 할 때 일반적으로 나쁘거나 부정적인 면은 보여주지 않으려고 한다. 이런 방법은 한 사람을 완전히 정확하게 보여주지는 않지만 특히 누군가를 처음 대면할 때나 중요한 자리에서 흔히 사용된다.

### >> Comprehending

1. People use impression management both consciously and unconsciously.
2. People use impression management to give others a positive image of themselves.
3. The most common way to use impression management is to control the information that a person lets others know about him.
4. A person typically does not let others know any unflattering or negative characteristics about himself.
5. People are most likely to use it when they are meeting others for the first time or attending some kind of important event.

### >> Listening

Now, I know most of you probably think that impression management doesn't play a major role in our lives, but, if you think that, you're definitely wrong. As a matter of fact, we use impression management all the time even if we aren't consciously aware of doing so. Here are some examples.

Your class presentations begin next week, right? So, what are you planning to wear to them? Surely not the clothes you're wearing now. If you showed up in a T-shirt, shorts, and, uh, sandals, do you think I'd be impressed? Hardly. Instead, you're all likely to dress up in formal clothes like suits to try to impress me. Why? Well, you want me to take you seriously, so you're dressing the part. You're managing my impression of you.

Let me give you a personal example. I had to give the dean a ride home one night. I knew I was going to have to do it, so, the night before, I made sure to wash my car and throw out all the garbage in the back of my car. I even had a couple of classical music CDs in the car because I knew that's the kind of music the dean likes. Why did I do this? Just to make a good impression.

여러분 대부분이 인상관리가 삶에서 중요한 역할을 한다고 생각하지 않겠지만 그렇게 생각한다면 완전히 오산이에요. 사실 우리는 의식하지 못하는 사이에도 항상 인상 관리를 하고 있어요. 여기 몇 가지 예를 들어 드리죠.

수업 발표가 다음 주부터 시작이죠? 그래서 그날 어떤 옷을 입을 생각이죠? 분명 오늘 입고 있는 옷은 아닐 거예요. 민약 티셔츠에 반바지, 샌들을 신고 나타난다면 제가 감동을 받을 거라고 생각하나요? 거의 그렇지 않을 거예요. 대신 여러분은 아마도 나에게 인상적으로 보이기 위해 정장 같이 격식을 갖춘 옷을 입을 거예요. 왜일까요? 여러분은 내가 여러분을 진지하게 봐 주길 바라고 때문에 옷도 그렇게 입을 거예요. 여러분은 인상 관리를 하고 있는 것이죠.

개인적인 예를 하나 들어드리도록 하겠어요. 어느 날 밤 학장님을 데리러 태워다 드려야 하는 일이 생겼어요. 그런 일이 있을 거라는 걸 알았기 때문에 그 전날 밤 세차를 하고 차 뒤쪽에 있는 쓰레기를 전부 버렸죠. 그리고 학장님이 좋아하신다는 종류의 클래식 음악 CD 두 장을 차에 준비하기까지 했죠. 제가 왜 그런 행동을 했을까요? 당연히 좋은 인상을 주기 위해서였죠.

### >> Organizing

1. In the professor's opinion, impression management has a major role in people's lives.
2. People use impression management all of the time even though they are not necessarily aware of doing so.
3. Students should wear formal clothes to their presentation so that the professor will take them

seriously, which she would not do if they wore casual clothes.

4. The professor cleaned her car and played classical music for the dean in order to give him a positive impression of her.

#### >> Sample Response

In the course of the lecture, the professor provides two instances in which people were conscious of the image they were projecting. She first mentioned the students' upcoming class presentations. She told them that if they wore casual clothes like T-shirts and shorts, she wouldn't take them seriously. Instead, they needed to wear formal clothes to give her a more favorable impression of them. Likewise, she cited a personal example. Before she drove the dean home one night, she cleaned her car and prepared some classical music to impress him. Both instances are related to impression management in that the people—the students and the professor—are trying to show themselves in the best possible light to create a positive impression. They are also preventing the person from finding out anything negative about them, another important aspect of impression management.

강의 중에 교수는 사람들이 자신의 인상을 의식하는 두 가지 예를 제시한다. 그녀는 먼저 앞으로 있을 학생들의 수업 발표를 언급했다. 그녀는 학생들에게 만약 티셔츠나 반바지 같은 캐주얼 복장을 하면 자신이 학생들을 진지하게 받아들이지 않을 거라고 말했다. 대신 학생들은 보다 좋은 인상을 주기 위해 격식에 맞는 옷차림을 해야 했다. 그녀는 이와 비슷한 개인적인 경우를 예로 들었다. 어느 날 밤 학장님을 차로 태워다 드리기 전에 학장님께 좋은 인상을 주기 위해 세차단 하고 클래식 음악 CD를 준비했다. 두 경우 다 학생이나 교수님이나 좋은 인상을 주기 위해 최선의 노력했다는 점에서 인상 관리와 관련이 있다. 그들은 또한 자신들에 관해 부정적인 면을 감추려고 노력했는데 이것 역시 인상 관리에서 또 다른 중요한 요소이다.

### Unit 25. Biology II

#### >> Reading

개체수 증가 모든 종은 수급 늘리기 위해서는 개체수 증가를 해야 한다. 이것은 인간이든 다른 종이든 간에 한 종의 수가 증가하는 속도를 말한다. 일반적으로 모든 종은 일정 속도로 증가한다. 하지만 질병이나 가뭄, 기근, 포식동물과 같이 한 종의 개체수 증가를 제한하는 다른 요소들이 항상 존재하기 마련이다. 한 종이 너무 빨리 증가하거나 감소하는 경우 이것은 같은 환경에서 생존하는 다른 종들에 종종 영향을 미치게 된다. 관련 종에 따라 이러한 효과는 긍정적일 수도 있고 부정적일 수도 있다.

#### >> Comprehending

1. Species must engage in population growth in order to become more numerous.

2. Population growth is the rate that any species, including humans or others, increases.
3. Disease, drought, famine, and predators can cause a species to grow at a slower rate.
4. When a species' population grows or declines too quickly, it can affect other species that are found in the same environment.
5. The results of the rapid increase or decrease in a species' population can be either positive or negative depending upon the situation.

#### >> Listening

As we know, species increase at different rates. Of course, rapid rates of increase can have tremendous effects on their environments and how nature handles these increases. Let me cite two examples, which may seem different, but are actually connected.

Let me discuss the pine tree first. This is one of the faster-growing tree species. In fact, it grows so rapidly that it can literally take over entire forests. In some cases, it has pushed out other tree species, especially because it can grow in practically any climate and any kind of soil. So, what limits its population? Well, there are diseases that kill them, and humans chop them down, but it's mostly fire that burns them down and slows their growth. Forest fires occur naturally, and they regularly limit pine trees' growth lest they take over entire forests.

Now let's think about deer. Well, the deer population can increase by thirty percent in any year. So, what keeps their numbers from raging out of control? Well, as the deer population increases, so does that of predators like wolves. There are more deer to eat, so the wolves' numbers increase. Of course, as the deer population decreases, so too does the wolf population. These are just a couple of ways that nature controls the populations of her species.

이러분도 아시다시피 종마다 증가 속도가 다릅니다. 물론 증가 속도가 빠르면 환경과 자원이 이러한 증가에 대응하는 방식에 큰 영향을 미칩니다. 얼핏 보기에는 다르게 보이지만 실제로는 관련이 있는 두 가지 예를 들어드리도록 하겠습니다.

먼저 소나무에 대해서 얘기해 보도록 하겠습니다. 소나무는 성장 속도가 빠른 편에 속하는 종입니다. 사실 소나무는 성장 속도가 대단히 빨라 글자 그대로 숲 전체를 뒤덮어 버립니다. 어떤 경우에는 다른 수목 종을 밀어내기도 하는데 이는 소나무가 거의 모든 기후와 토양에서 자랄 수 있기 때문입니다. 그렇다면 소나무의 개체 수는 어떻게 줄까요? 소나무를 죽게 만드는 질병도 있고 사람들이 베어내기도 하지만 가장 큰 역할을 하는 것은 소나무를 태워버려 성장 속도를 느리게 만드는 산불입니다. 산불은 자연적으로 발생해 소나무가 숲 전체를 뒤덮지 않도록 소나무의 성장을 주기적으로 제한하는 역할을 합니다.

이제는 사슴 애기를 해 보도록 하죠. 사슴은 해마다 30퍼센트 가량 증가합니다. 그렇다면 사슴의 수가 통제 불가능한 상태가 되지 않도록 막아주는 것은 무엇일까요? 사슴의 개체수가 증가함에 따라 늑대 같은 사슴의 천적 수도 증가합니다. 먹이가 되는 사슴의 수가 증가하면 늑대의 수도 증가하게 되는 것이죠. 물론 사슴의 수가 감소하면 늑대의 수도 감소합니다. 이 두 가지 방법은 생물의 개체수를 조절하는 자연적인 방법입니다.

### >> Organizing

1. Depending upon how rapidly a species increases its numbers, it can have a great effect on its environment and how nature tries to control excessive population growth.
2. Pine trees can grow in any kind of climate and soil, so they are one of the most rapidly-growing species of trees.
3. Diseases and humans kill some pine trees, but forest fires are the way in which pine tree population growth is mostly controlled.
4. According to the professor, deer can increase their numbers by up to 30% in a year.
5. Wolves and other predators also increase in numbers at the same time, so they help control the deer population by eating them.

### >> Sample Response

During his lecture, the professor mentions excessive and rapid population growth by both pine trees and deer. According to the professor, pine trees can survive almost anywhere in any climate and soil, and they also grow very rapidly, which is something that causes them to take over forests. Also, the professor mentions that deer can increase their numbers by 30% in a single year. This can also cause overpopulation problems for forests. The reading states that population growth can be controlled by many different factors, which thereby keep the balance of nature secure. Fire, caused by nature, helps to limit the number of pine trees while wolves and other predators can proliferate, thereby killing and eating the deer. These are just two methods nature uses to control the rapid population growth of various species.

교수는 강의 중에 소나무와 사슴의 과도하고 급격한 개체수 증가에 대해 언급한다. 교수에 따르면 소나무는 거의 모든 기후와 토양에서 생존할 수 있고 성장 속도가 대단히 빨라 숲 전체를 뒤덮을 수도 있다고 한다. 또한 교수는 사슴이 연간 30퍼센트 정도 수가 증가한다고 말한다. 이 또한 숲에 과잉 개체수 문제를 유발할 수 있다. 지문에는 여러 가지 방법으로 개체수 증가를 조절해 자연의 균형을 이룰 수 있다고 말한다. 소나무의 수는 자연적으로 발생하는 산불로 인해 줄어드는 반면 사슴의 수는 늑대를 비롯한 다른 천적의 증가로 가능하다. 이것은 다양한 종의 급격한 개체수 증가를 통제하는 자연적인 두 가지 방법이다.

## Unit 26. Philosophy

### >> Reading

**오캄의 면도칼** 윌리엄 오캄은 13세기와 14세기에 살았던 프란체스코 수도승이었다. 그가 교황과의 여러 가지 논쟁에 관여했기 때문에 사람들은 오늘날 그를 오캄의 면도칼이라고 알려진 원리로 기억한다. 윌리엄 자신이 이 원리를 만들지는 않았지만 그가 자주 애용했던 탓에 그의 이름이 이 원리와 연결되게 되었다. 오캄의 면도칼은 어떤 사람이 어떤 문제에 직면하게 되면 그것을 해결하기 위해 모든 불필요한 것들을 제거해 불필요한 요소들을 모조리 "밀어" 버려야 한다고 가정한다. 아주 간단히 말하면 오캄의 면도칼은 가장 단순한 해결책이 종종 최선의 해결책이 된다는 얘기다.

### >> Comprehending

1. William of Occam was a Franciscan monk from the thirteenth and fourteenth centuries.
2. People remember him because of the principle called Occam's razor.
3. He is associated with Occam's razor because, even though he did not develop it, he often utilized it.
4. Occam's razor is the principle which states that a person should eliminate every unnecessary factor while trying to solve a problem.
5. The easiest way to state Occam's razor is that the simplest solution is often the best.

### >> Listening

Let me give you an example of the dangers of thinking too much. Here's a situation. You wake up and look out your window to see the tree in front of your house is burning. After extinguishing the fire, you start thinking about how it started.

You arrive at two conclusions. First, someone went to your house and set the tree on fire. Okay, let's run down this line of reasoning. Why did he do it? Does someone dislike you that much? I hope not. Also, only the top half of the tree caught fire. So the person must have climbed up the tree and started the fire or else climbed up a ladder to start the fire at the top of the tree. And, how did he manage to get away with no one seeing him on that busy street you live on?

Now, you arrive at a second conclusion. There was a thunderstorm with lots of lighting last night. Lightning must have struck the tree and started the fire. It's as simple as that. Now, which of these propositions is more logical? I'd say it's the simplest one. The first has too many variables and is highly unlikely. When you get down to it, the simplest solution tends also to be the best one.

너무 많은 사고를 하는 경우의 위험성에 대한 예를 들어드리도록 하겠습니다. 여기 한 가지 상황이 있습니다. 잠에서 깨어 창문을 보니 집 바

로 앞에 있는 나무가 불타고 있습니다. 여러분은 잠을 끈 후 일어나 어떻게 시작되었는지에 대해 생각하기 시작합니다.

그리고는 두 가지 결론에 도달합니다. 첫 번째는, 누군가 여러분 집에 와서 나무에 불을 붙였다는 것입니다. 좋아요, 이 추론대로 따라가 봅시다. 방화범은 왜 그렇게 했을까요? 누군가 여러분을 그토록 싫어했을까요? 그러지 않길 바랍니다. 게다가 나무의 위쪽 부분만 불이, 참었습니다. 그렇다면 방화범은 나무 위까지 나무를 타고 올라가서 불을 붙였거나 사다리꼴 이용해 나무 꼭대기에 불을 붙였을 겁니다. 그렇다면 어떻게 여러분이 사는 부산한 거리에서 아무에게도 들키지 않고 그렇게 할 수 있었을까요?

이제 여러분은 두 번째 결론에 도달합니다. 지난밤에 번개간 동반한 심한 뇌우가 있었습니다. 번개가 나무에 떨어지면서 불이 붙었을 것입니다. 너무 간단하죠. 이 두 가지 주장 중 어느 쪽이 보다 논리적일까요? 저는 단순한 쪽을 고르겠습니다. 첫 번째 경우는 변수가 너무 많고 그런 가능성도 적어 보입니다. 생각해 보면 가장 간단한 해결책이 최선의 해결책이기도 합니다.

#### >> Organizing

1. The professor describes a situation in which a person wakes up in the morning to see a tree in his front yard is burning.
2. The first conclusion as to how the fire started is that someone came to the house and started the fire intentionally.
3. The professor mentions that, for a person to have started the fire, he must dislike the homeowner very much, have climbed the tree or used a ladder, and must have escaped without being seen.
4. The professor's second conclusion is that a bolt of lightning from the previous night's thunderstorm must have started the fire.
5. The professor believes that the second conclusion is more logical because it is simpler and introduces fewer variables.

#### >> Sample Response

The professor tells the class about an incident where a person wakes up to see a tree burning in his yard. He arrives at two conclusions about the fire. The first is that someone disliked the homeowner very much, so he went to the house, climbed the tree, started the fire, and escaped unnoticed. The second is that, since there was a thunderstorm the previous night, a bolt of lightning must have struck the tree and started the fire. The reading passage describes Occam's razor, a principle that basically states that the simplest solution is the best. This is how the professor arrives at the decision that the second proposal is correct. There are too many variables and possibilities in the first conclusion, so, by using Occam's razor, he knows it was an impossible scenario,

making the second solution right.

교수는 학생들에게 집에서 깨어 뜰에 있는 나무가 불타고 있는 장면을 목격한 사람에 대해 얘기를 한다. 그 남자는 뜰에 관해 두 가지 결론에 도달한다. 첫 번째는 누군가 잠주인을 아주 싫어해서 집에 와서 나무에 기어 올라가 불을 놓고 들키지도 않은 채 도망을 갔다는 것이다. 두 번째는 전날 밤 뇌우가 있었기 때문에 번개가 나무에 떨어져 불이 났다는 것이다. 지분은 간단히 말해 가장 단순한 해결책이 최선의 해결책이라는 오컴의 면도칼 원리를 설명하고 있다. 첫 번째 결론에는 너무 많은 변수와 가능성들이 있기 때문에, 오컴의 면도칼 원리를 적용해 그는 첫 번째 결론이 불가능한 시나리오이며 두 번째 해결책이 옳다는 것을 알게 되었다.

### Unit 27. Sociology II

#### >> Reading

책임감 분산! 많은 사람들은 가족들, 고용주, 다른 조직에 대해 여러 가지 많은 책임감을 느낍니다. 하지만, 일부 경우 특히 많은 사람들이 관련된 경우에 책임감은 어떤 특정인에게 지워지지 않습니다. 이러한 경우 책임감 분산이라는 현상이 나타나게 됩니다. 대부분 책임감 분산은 사람들로 하여금 개인적인 책임감을 약화시킵니다. 그래서 사람들은 책임감 분산을 이용해 자기가 하고 싶지 않은 일을 회피하거나, 불법적이거나 부당하거나 수치스러운 활동에 참여하지 않습니다.

#### >> Comprehending

1. People often have responsibilities to their families, employers, or other organizations.
2. In large groups of people, it is often the case that responsibility is not assigned to one particular person.
3. The diffusion of responsibility often results in people feeling less personally responsible for various things.
4. People use the diffusion of responsibility to avoid doing things that they do not want to do.
5. People rely upon it when they have done something illegal, improper, or embarrassing.

#### >> Listening

Let's say that two bad car accidents occur in the same place. However, one accident occurs in the morning when many people are commuting to work, and the other one occurs at night when there are few people on the road. Now... for which accident are people more likely to stop and render assistance to the injured? The morning or night accident? Anyone?

Well, surprisingly enough, statistics show that the people in the, uh, night accident are more likely to receive assistance from a passing motorist. Let me explain why. It's called diffusion of responsibility. Simply put, in the morning, there are many cars going by. While some people may want to stop, they also have other



obligations, like, uh, getting to work. Since there are many other drivers, they convince themselves that someone else will stop and help the injured. Of course, in most cases, no one stops because everyone has passed on the responsibility to other passersby.

For the night accident though, there are, well, fewer people on the road. Therefore, a passing motorist may experience a stronger feeling of responsibility since the likelihood of someone else coming by is low. Again, statistics show that passing motorists on little-traveled roads are much more likely to stop. And that is how diffusion of responsibility works.

동일한 장소에서 두 건의 심각한 교통사고가 발생했다고 쳐 봅시다. 하지만 한 사고는 많은 사람들이 출퇴근을 하고 있던 아침 시각에 발생했고 다른 사고는 거리에 인적이 드문 야간 시간대에 발생했습니다. 그렇다면 어떤 사고의 경우에 더 많은 사람들이 멈춰서 다친 사람들에게 도움을 줄까요? 오전 사고일까요? 야간 사고일까요? 아는 사람?

놀랍게도 통계 자료를 보면 야간 사고의 경우가 지나가는 운전자에게서 도움을 받을 확률이 크다고 합니다. 이유를 설명해 드리도록 하겠습니다. 이것을 책임감 분산이라고 합니다. 간단히 말해 아침에는 지나가는 차가 아주 많습니다. 멈추려고 하는 사람도 있겠지만 그들에게는 출근을 해야 하는 것과 같은 다른 일들도 있습니다. 다른 운전자들도 많기 때문에 다른 사람이 멈춰 서 부상당한 사람을 도와주리라고 확신하게 됩니다. 물론 대부분의 경우 모든 사람들이 다른 사람에게 책임을 전가하기 때문에 아무도 멈춰서는 사람이 없습니다.

야간 사고의 경우에는 도로를 지나가는 사람이 적습니다. 그래서 지나가던 운전자는 다른 사람이 있을 확률이 낮기 때문에 강한 책임 의식을 느낍니다. 다시 한 번 통계를 인용하자면 거의 인적이 없는 도로를 지나가던 운전자가 멈춰 설 확률이 훨씬 크다고 합니다. 책임감 분산은 이런 식으로 일어나게 되는 것입니다.

### >> Organizing

1. The professor describes two accidents occurring at the same place, but one takes place during the morning commute, and the other takes place late at night.
2. The person more likely to receive assistance from a passing motorist is the one injured in the night accident.
3. For the morning accident, since there are many people on the road, motorists tell themselves that another driver will stop to give the injured person assistance.
4. A person is more likely to help in the night accident because there are fewer people on the road at that time, so the passing driver feels more responsible for helping the injured person.

### >> Sample Response

The subject of the talk is two accidents that occur in the same location. However, one accident happens during

the day, and the other happens late at night. According to the professor's statistics, the people injured at night are more likely to receive help than those injured during the day. This fact is strongly related to the diffusion of responsibility. This is a concept that absolves people from personal responsibility when they are in large group situations. In the morning accident, there are numerous motorists passing by, therefore no one feels a sense of individual responsibility. These people all expect or hope that someone else will stop to help. But at night, there are fewer people driving, so there is no diffusion of responsibility. A passing driver will stop to help because he feels personally responsible for rendering assistance.

강의의 주제는 동일한 장소에서 발생한 두 건의 교통사고이다. 하지만 한 건은 주간 시간대에 다른 사건은 야간 시간대에 발생한다. 교수가 제시한 통계 자료에 따르면 야간 시간대에 다친 사람이 주간 시간대에 사고를 당한 사람보다 도움을 받을 확률이 크다. 이것은 책임감 분산과 밀접한 관련이 있다. 책임감 분산이란 여러 사람이 관련된 상황에서는 사람들이 책임감을 덜 느끼게 된다는 개념이다. 이 사람들은 한결같이 다른 사람이 멈춰 서서 도움을 줄 것이라고 기대한다. 하지만 야간에는 지나가는 사람이 적기 때문에 책임감 분산이 일어나지 않는다. 지나가던 사람은 도와주어야 한다는 책임감을 느끼기 때문에 멈춰 서서 도움을 주게 된다.

## Unit 28. Psychology II

### >> Reading

**구매자 후회** 사람들은 일반적으로 아무 생각도 하지 않은 채 하루에도 여러 번의 구매를 한다. 하지만 일부 경우 특히 대형 제품 구매 또는 고가의 구매를 하는 경우 사람들은 구매자 후회를 경험한다. 구매자 후회란 특정 구매를 한데 대해 몹시 후회하게 되는 것을 말한다. 이런 후회를 하게 되는 이유는 일반적으로 해당 제품의 가격과 관련이 있다. 하지만 어떤 사람은 구매가 자신에게 적절하지 못했다는 생각에서 구매자 후회를 경험하기도 한다. 이러한 상황에서 구매자는 죄책감을 느낄 필요가 없다고 자신을 설득하거나 구매한 물건을 환불하려고 시도한다.

### >> Comprehending

1. People make many purchases all day long.
2. Someone might feel buyer's remorse after purchasing something very large or expensive.
3. Buyer's remorse is a feeling of regret one experiences after purchasing something.
4. People experience buyer's remorse because they either spent too much money or they feel that whatever they bought does not really fit them.
5. After experiencing buyer's remorse, the person will usually either convince himself that it was okay for him to have purchased the item, or he will try to return the item he purchased.



### >> Listening

I'm sure everyone has purchased something in the past and later felt bad about buying it. The reason for that feeling is buyer's remorse. And people often experience two separate reactions. Here's a personal example that should help explain this phenomenon.

Two weeks ago, I purchased a really expensive car. I just got promoted and felt like splurging. So I went and got a car that, quite frankly, cost way too much. Anyway, it felt good driving it for a few days. But, after a while, I started feeling bad. I thought that the car was, uh, too expensive and didn't fit me. My first impulse was to return the car. That's the onset of buyer's remorse.

So, I called the dealer who sold me the car and told him the truth. And do you know what he did? He kept telling me I had made the right decision. Yeah, yeah, I know. It's his job. But he pointed out a lot of things I hadn't thought of. He told me how it was the right vehicle for my family and me. And he promised to keep in touch to check up on me to make sure that the car is running well. So, yeah, he really did convince me to keep it. That's how I beat buyer's remorse.

누구나가 과거에 구매를 하고 나중에 구매에 대해 후회를 해 본 경험이 있으리라 생각합니다. 이런 느낌이 드는 것은 구매자 후회 때문입니다. 또한 사람들은 종종 두 가지 다른 반응을 경험합니다. 이 현상을 설명하는데 도움을 줄 개인적 사례를 들어보도록 하겠습니다.

2주 전에 저는 정말 고가의 차를 구매했습니다. 막 승진을 해 과시를 하고 싶었죠, 그래서 밖으로 나가서는, 솔직하게 말씀 드려, 너무 비싼 차를 샀습니다. 어쨌든 며칠 간은 기분 좋게 운전을 했습니다. 하지만, 시간이 지나자 후회가 되기 시작했습니다. 차 가격이 너무 비쌌고 제 분수에 맞지 않는 듯한 느낌이 들었던 거죠. 처음에 든 생각은 환불을 해야겠다는 생각이었죠, 그것이 구매자 후회의 시작이었죠.

그래서 제게 차를 팔았던 영업 사원에게 전화를 해 사실대로 말했습니다. 그랬더니 영업 사원이 어떻게 했는지 아시나요? 그는 계속해서 제가 올바른 결정을 내린 거라고 말했습니다. 그래요, 그 친구 그제 자기 일이었으니까요 하지만 그는 제가 생각지 못한 여러 가치를 지적했습니다. 그는 그 차가 우리 가족과 저에게 얼마나 잘 맞는 차량인지를 설명했습니다. 그리고 차가 잘 운행되는지 확인하기 위해 계속 연락을 하겠다는 약속도 했습니다. 그래서 그는 내가 차를 환불하지 않고 사용하도록 설득을 시키는데 성공을 했어요. 전 그렇게 해서 구매자 후회를 극복하게 된 것입니다.

### >> Organizing

1. The professor says that probably everyone has experienced buyer's remorse after buying something and then feeling regret about it.
2. After the professor bought his new car, he felt great and enjoyed driving around in it.

3. Later, the professor began to feel as though he should not have bought the car because it cost too much and did not fit his style.
4. The professor contacted the car dealer and explained to him just how he felt.
5. The dealer convinced the professor that he had made the correct purchase and said that he would keep in constant contact with the professor to check up on how the car is doing.

### >> Sample Response

The professor gives a personal example of how he purchased an expensive automobile after getting promoted. While he couldn't afford it, he still bought the vehicle and loved driving it. However, he began feeling somewhat bad, thinking that it had cost too much and that it didn't really fit him. His mood changed from good to bad. This is a classic instance of buyer's remorse. This often occurs some time after a person buys something large or expensive, which mirrors the professor's case. Typically, the person will either attempt to return the item or convince himself that he should keep it. Again, this is what the professor did. At first, he wanted to return the car, but, after talking it over with the dealer, he became convinced that he should actually keep it.

교수는 승진이 된 다음 고가의 자동차를 구매했던 과정과 관련한 개인적인 사례를 든다. 그 차를 구매할 능력이 안 되었음에도 그는 차를 구매했고 정말 마음에 들어 했다. 하지만 차 값이 너무 고가였고 자기 분수에도 맞지 않는다는 생각에 약간 후회가 되기 시작했다. 좋았던 기분이 나빠진 것이다. 이것은 전형적인 구매자 후회의 경우에 해당된다. 구매자 후회는 대형 제품이나 고가의 제품을 사고 어느 정도의 시간이 흐르면 일어난다. 일반적으로, 사람들은 그 제품을 환불하거나 그 제품이 자신에게 필요하다고 스스로를 설득시킨다. 교수 역시 마찬가지였다. 처음에는 차를 환불 받으려고 했지만 영업사원과 대화를 한 후 차를 그대로 사용해야겠다고 확신하게 되었다.

## Chapter 5 Conversation

### Sample iBT Question

#### Listening

M: 어떻게 이런 일이 있을 수 있죠?

W: 무슨 일이야? 뭘 잃어버리거나 했나?

M: 학자금 보조를 못 받게 될 지도 모르겠어. 대학 학자금 보조 신청



마감일이 어제였는데 시외에 가 있어서 신청서를 못 냈어. 휴학을 해야 할지도 몰라.

W: 지금이라도 학자금 보조 사무실에 가서 상황 설명을 해 보지 그래? 분명히 신청서를 받아줄 거고 학비며 교재비 지원을 받을 수 있을 거야.

M: 잘 모르겠어. 친구 한 명도 신청서를 내는 걸 깜박 했다가 늦게 제출했는데 그쪽 사람들이 상황 참작을 그리 잘 해주지 않았대니까. 나한테도 마찬가지일 거야.

W: 그렇다면 부모님한테 등록금을 내 달라고 부탁할 수도 있잖아. 그냥 주시든지 아니면 빌려 주시더라도 하겠지.

M: 돈이 있으시길 하지만 부모님은 이번 여름에 유럽 여행을 다녀오실 생각이야. 나한테 그 돈을 주시면 여행을 못 가실 거야. 거의 1년 동안이나 그 여행 계획을 세우셨거든.

### Sample Response

The male student's problem is that he missed the deadline to apply for financial aid and may have to quit attending school if he loses his financial support. In my opinion, the best solution to his problem is for him to go to the Financial Aid Office and explain his situation. First, he was out of town when the deadline passed. The university should accept that as a legitimate excuse and allow him to submit his application one day late. Furthermore, while the man could ask his parents for money, that would interrupt their vacation plans. Instead, he should try to get the university to provide him with a scholarship that would pay the costs of his tuition and books. This is much better than asking for money he'd have to pay back later.

남학생은 학자금 보조 신청 마감일을 놓치서 학자금 보조를 받지 못할 경우 학교를 그만 두어야 할지도 모른다. 내 생각에 이 문제를 해결할 수 있는 최선의 해결책은 학자금 보조 사무실에 가서 상황 설명을 하는 것이다. 첫 번째로, 그는 시외에 있어서 마감일이 지나가는 것도 몰랐다. 이것은 적절한 이유이므로 학교 측은 그의 신청서를 하루 늦게라도 받아줘야 한다. 게다가 남자가 부모님께 부탁할 수도 있지만 그렇게 되면 부모님의 휴가 계획을 망치게 될 것이다. 대신에 그는 학교로부터 학비와 교재비를 충당할 장학금 지원을 받아야 한다. 나중에 다시 갚아야 하는 돈을 빌리는 것보다 이 방법이 훨씬 나은 방법이다.

## Unit 29. Student Life I

### >> Listening

W: Wow. The kitchen in your dormitory is really messy.

M: Well, we thought we had it taken care of, but now we're back to square one.

W: Oh? You tried the weekly schedule with your roommates?

M: We tried it for about three days, but nobody followed it. We are all too absentminded.

W: Well, why don't you hire someone to clean it up for you every week? Just pay someone to give it a thorough cleaning. Then you won't have to worry about it.

M: Actually, we thought of that. We called up some cleaning services, but they charge pretty high prices. We'd have trouble being able to afford it.

W: What else could you do then?

M: Well, I guess we could create a kind of sign-in board. Whenever someone uses the kitchen, he has to sign in. Then, if he doesn't clean up after himself, we'll know who made the mess. That way, nobody will have to clean up someone else's mess all the time.

W: That might work, but what if someone doesn't sign in or forgets? Then you'll be accusing each other of messing it up all over again.

M: That's true. But we'd better decide something soon though. The kitchen is a wreck.

W: 와, 너희 기숙사 부엌은 정말 지저분하구나.

M: 청소를 잘 한다고 생각했는데 다시 원상태로 돌아왔네.

W: 그래? 룸메이트랑 주별 일정을 시도해 봤니?

M: 사흘쯤 시행해 봤는데 아무도 지켜질 않았어. 하나같이 너무 신경 쓸 안 쓰더라고.

W: 매주 부엌 청소를 해 줄 사람을 고용하는 건 이해? 깨끗하게 청소를 해주는 대가로 돈을 주면 되잖아. 그러면 그다지 걱정할 필요도 없고.

M: 사실, 그 방법도 생각해 봤어. 청소용역 업체에 알아봤는데 비용이 꽤나 비싸. 적절한 가격대의 용역 업체를 찾으려면 꽤나 시간이 걸릴 것 같아.

W: 다른 방법은 어떤 게 있니?

M: 관리 받을 만드는 거지. 부엌을 사용할 때마다 이름을 적고, 그러면 사용하고 청소를 안 하는 경우 누가 부엌을 지저분하게 만들었는지 알기야. 그러면 다른 사람이 지저분하게 만든 걸 엉뚱한 사람이 청소하는 일도 없을 거잖아.

W: 그걸 지도 모르지. 하지만 만약 누군가 잊어버리고 이름을 안 적으면? 다시 예전처럼 서로서로 부엌을 지저분하게 만들었다고 비난할 거야냐.

M: 맞네 말이야. 어떤 결정이든 빨리 내려야 할 것 같아. 정말이지 부엌이 말이 아니야.

### >> Organizing

1. The kitchen in the dormitory is a mess and is never cleaned properly or regularly.
2. The woman suggests that the man and his roommates hire someone to clean the kitchen each week.
3. He says he has considered her suggestion, but it will probably be too expensive.
4. The man suggests that he and his roommates use a sign-in board so they can know who used the kitchen last.

5. The drawback is that some people might occasionally not sign in, so no one would know who had created the mess.

#### >> Opinion

1. I believe the male student should hire someone to clean up his and his roommates' dormitory kitchen.
2. By hiring someone to clean the kitchen, they would never have to worry about doing it themselves.
3. Although it will be expensive, if the man and his roommates split the cost, it should be affordable for them.
4. By having someone do the cleaning regularly, they will have a clean kitchen in which to cook.
5. Having a clean kitchen is important because it will keep away bugs and get rid of any bad smells that might be in the kitchen.

#### >> Sample Response

The man's problem is that the kitchen in his dormitory is always very messy, yet he and his roommates never bother to clean it. In my opinion, the student and his roommates should hire someone to come to clean it up on a regular basis. First, by hiring a cleaning person, they would never have to worry about doing the cleaning themselves. Although it will be expensive, if the man and his roommates split the cost, hiring a cleaning person should be affordable. Second of all, a person coming to clean the kitchen would ensure that they always have a hygienic place in which to cook. This is important since a dirty kitchen can attract bugs and also smell bad. However, by having it cleaned regularly, they wouldn't have to worry about either of those problems.

남자에게 문제는 기숙사 부엌이 항상 지저분한데 자신도 그렇고 룸메이트들도 그렇고 청소를 할 생각을 안 한다는 것이다. 나는 남학생과 룸메이트들이, 누군가를 고용해 정기적으로 청소를 하게 해야 한다고 생각한다. 첫 번째로, 청소해 줄 사람을 고용하면 직접 청소할 걱정을 할 필요가 없다. 비용은 비싸겠지만 남자와 룸메이트가 그 비용을 분담할 것이기 때문에, 청소해 줄 사람을 고용하는 것이 그렇게 부담이 되지는 않을 것이다. 두 번째로, 청소를 시키게 되면 늘 부엌이 깨끗한 상태에서 요리할 수 있다. 부엌이 불결하면 벌레도 생기고 냄새도 역한 냄새가 나기 때문에, 청결한 부엌을 유지한다는 것은 중요하다. 하지만 정기적으로 청소를 하게 되면 그런 문제에 대해서도 걱정할 필요가 없을 것이다.

### Unit 30. Internships

#### >> Listening

M: Hey, I heard you got that internship on the marine research team at that company. Congratulations!

W: Thanks a lot. Actually, it's giving me a little bit of

stress at the moment.

M: Really? What the problem?

W: Well, it's like this. The job is awesome, but the pay isn't enough. It won't even cover my tuition for the semester. I know that if I ask for more money, they'll just replace me with someone who will work for less.

M: Oh, that's quite a dilemma. How about going to the company to discuss your situation? They'll probably give you the extra money you need to pay your tuition.

W: Do you know how many people applied for the internship? It would probably be easier for them to take on someone else.

M: Then why don't you just get a part-time job? That way you could make up the difference and pay for your tuition.

W: I've thought about that. But the internship is very demanding. It's practically a full-time position. I'll barely have enough time to study for my classes. I'm not sure I can fit a part-time job into my full schedule.

M: Yeah, this really is a complex situation, isn't it?

M: 그 회사의 해양 연구팀에 인턴으로 들어가게 되었다면서, 축하해!

W: 고마워. 그런데 사실 지금 당장은 약간 스트레스야.

M: 정말이야? 무슨 문제가 있어?

W: 사실은 말이야. 그 자리는 너무 탐나는 자리인데 보수가 그렇게 많질 않아. 한 학기 등록금도 안 돼. 만약 임금을 올려 달라고 얘기하면 더 적은 금액을 받고도 일할 사람으로 찾아칠 거야.

M: 정말 문제구나. 회사 측에 네 상황을 말해 보지 그래? 등록금을 낼 수 있게 보수를 좀 올려줄 지도 모르잖아.

W: 그 인턴 자리를 노리는 사람이 얼마나 많은지 아니? 아마도 다른 사람을 고용하려고 할 거야.

M: 그러면 아르바이트 자리 구해 보지 그래? 그러면 모자라는 만큼 벌어서 학비를 낼 수 있을 거고.

W: 그 생각도 안 해 본 게 아니. 하지만 인턴 일이 아주 팍팍해. 정규직이나 마찬가지로든, 수업 공부할 시간도 거의 없어. 아르바이트 할 시간을 낼 수 없을 거야.

M: 정말 쉬운 일이 아니구나.

#### >> Organizing

1. The woman's internship does not provide enough money for her to be able to pay her tuition.
2. The man tells the woman to ask her employer for some extra money to pay her tuition.
3. He feels that the company will understand she needs to pay her tuition, so they will increase her salary.
4. The man tells the woman to find a part-time job to supplement her income.
5. She is going to be busy with her internship and class schedule, so she does not believe she will have the time to do a part-time job.

### >> Opinion

1. In my opinion, the woman should get a part-time job in order to get some extra income.
2. This is the best solution because working part-time would allow her to pay for her tuition.
3. If she gets a part-time job, the woman will have a very full schedule that will keep her busy.
4. By getting a part-time job, she would be able to keep her internship.
5. Keeping the internship will provide her with valuable experience that will probably be useful in the future when she is applying for jobs or to graduate schools.

### >> Sample Response

The female student's complaint is that the internship she just got hired for pays so little money that she won't even be able to cover her tuition with the money she earns. I agree with the man's suggestion that she find a part-time job. Working part-time will get her the money she requires to pay for her tuition. She needs the extra money, so she really has no choice but to work, no matter how busy it makes her. In addition, if she finds a part-time job, she'll be able to keep her internship. The woman says there were many applicants for it, so it will most likely provide her with valuable working experience. When she applies for jobs or to graduate schools, her experience will benefit her greatly, so she needs to work to keep her internship.

여학생은 얼마 전에 채용된 인턴십의 보수가 너무 적어 등록금도 낼 수가 없을 정도여서 불만이다. 나는 그녀가 아르바이트 일자리를 찾아야 한다는 남자의 제안에 찬성한다. 아르바이트 일을 하면 등록금을 내는데 필요한 돈을 벌 수 있을 것이다. 그녀는 추가적인 돈이 필요하기 때문에 얼마나 바빠진다고 하더라도 일을 할 수 밖에 없다. 게다가, 아르바이트 일을 하게 되면 인턴십을 그만두지 않아도 된다. 여자는 지원자가 너무 많았기 때문에 인턴십 자리는 소중한 직장 경험이 될 것이라고 말한다. 그녀가 취직을 하거나 대학원에 진학할 경우 자신의 경험이 큰 도움이 될 것이기 때문에 인턴십을 계속하기 위해 일을 해야 한다.

## Unit 31. Part-time Jobs

### >> Listening

- M: Are you on your way to class?
- W: No. Actually, I'm going to meet my research advisor to help her with some work... If you could call it that.
- M: What do you mean by that?
- W: Well, I never do any research for her. She just has me type things up she's already researched or asks me to make photocopies of papers and documents.
- M: That doesn't sound like research to me. Why don't you quit and find another research position? Then you'd

be able to do research and not just be a secretary.

W: Well, I really would like to, but it wouldn't look good on my resume if I just abandoned this professor halfway through her project.

M: Right. Okay, then why don't you complain a bit to the professor? She will probably involve you more in her work if she knows how you feel.

W: I've considered doing that, too. But I really feel bad about bothering her with my own petty issues. I mean, she is really busy and under a lot of pressure because of her deadlines.

M: I see. Well, obviously you're not content with the work. You'd better do something about it soon.

W: You're right.

M: 수업 가는 길이니?

W: 아니, 사실은 연구 상담 선생님 연구 도와 드리러 가. 그걸 그렇게 부를 수 있는지 모르겠지만...

M: 그렇게 부르다니?

W: 사실, 내가 연구를 하는 건 아니거든. 내가 하는 일이라곤 교수님이 이미 연구를 마친 걸 타이핑하고 논문이며 서류의 복사를 하는 일이야.

M: 듣고 보니 연구라고는 할 수 없네. 그만 두고 다른 연구직 자리를 알아보지 그래? 그런 비서일 말고 실제로 연구를 할 수 있는 곳 말아야.

W: 나도 정말 그러고 싶어. 하지만 이 교수님 프로젝트를 중도에 그만 두면 이력서에 오점이 남을 것 같아.

M: 맞는 말이야. 그렇다면 교수님께 사정을 얘기해 보지 그래? 아마도 네 생각을 안다면 교수님도 연구 일에 좀 더 참여할 수 있게 해 주실 거야.

W: 그 생각도 해 봤어. 하지만 내 문제로 교수님을 귀찮게 해 드리기는 정말 싫어. 교수님은 정말 바쁘신 데다 마감 시한 때문에 스트레스도 많이 받고 계시거든.

M: 그렇구나. 그 일에 만족 못 하는 건 분명한 것 같은데 뭔가 조치라도 취하는 게 낫겠어.

W: 그래, 맞는 말이야.

### >> Organizing

1. The woman's problem is that she only does busywork for her professor and never does any actual research.
2. First, the man tells the woman to find another research job.
3. The man thinks that if the woman finds a new job, she will be able to conduct research and stop being a secretary.
4. The man tells the woman to complain to her professor about the way she is treating the woman.
5. The woman is hesitant to follow his advice because complaining would bother her professor, who has a lot of stress because of her deadlines.

>> Opinion

1. I strongly believe that the woman should look for another research job.
2. Right now, the woman is just doing secretarial work, not research, which is what she really wants to do.
3. By finding another job, the woman would be able to get some experience conducting research.
4. Doing research at another job would also make the woman happier.
5. Since the professor is unlikely to change her ways, the woman needs to think about herself and find work elsewhere.

>> Sample Response

The female student has a problem in that she's supposed to be conducting research for a professor, but the professor has her doing secretarial jobs like making photocopies. The man encourages the woman to quit her current job and find a different one, and I strongly feel this is the best solution. The woman isn't interested in being a secretary. By finding a new job, she could get some experience conducting research, which is what she really wants to do. Additionally, doing research at another job would make the woman happier. The woman is obviously not pleased with her current situation, and she doesn't want to bother the professor with her complaints. Since the professor is unlikely to change on her own, her best option is to quit her current job and find work elsewhere.

여학생은 교수님의 연구 일을 도와주기로 되어 있지만 교수님은 복사 같은 비서 일만 시키고 계시다. 남자는 여자에게 지금 일을 그만 두고 다른 일을 찾아보라고 하는데 나도 이것이 최선의 방법이라고 생각한다. 여자는 비서가 되는 것에는 관심이 없다. 새로운 일자리를 찾아 연구직 경험을 얻을 수 있는데 이것이야말로 그녀가 진정으로 하고 싶어 하는 일이다. 그녀는 분명히 현재 상황에 만족하지 못하고 있고 자신의 일로 교수님을 귀찮게 하고 싶지도 않다. 교수님이 생각을 바꾸는 일은 없을 것이기 때문에 그녀가 할 수 있는 최선책은 지금 일자리를 그만 두고 새로운 일자리를 찾는 것이다.

## Unit 32. Transportation

>> Listening

M: What happened to you?

W: I went skydiving with my boyfriend last weekend and fractured my ankle.

M: Skydiving? Wow.

W: I have to wear this cast for six weeks, and I just started a teaching job all the way downtown. I can't drive my car because of this, so I'm not sure how I'm going to get there and back every day. A cab would be way too expensive.

M: What are you going to do then?

W: I could ask Shawn for a ride every day. He works downtown. I'd save money and get there and back on time.

M: That's not a bad idea, but is it okay to ask him such a big favor? Plus, he gets off work early in the afternoon, so he might be stuck waiting around for you.

W: Oh, right. Well, I could also call the school and see if there's a teacher near me who can give me a lift. Another teacher would be very reliable.

M: That's a pretty good idea. But you just got hired, right? You don't want to seem like a nuisance. The school might not get a good impression of you.

W: Yeah, I see your point.

M: 어떻게 된 일이야?

W: 주말에 남자 친구랑 스카이다이빙을 하러 갔다가 발목이 골절 됐어.

M: 스카이다이빙이라고! 대단하다!

W: 6주간이나 깁스만 해야 한다는데, 얼마 전에 시내로 교사 발령이 났어. 그런데 깁스 때문에 운전을 할 수가 없어서 매일매일 갔다 왔다 할 수 있을지 모르겠어. 택시는 너무 비싸고.

M: 그럼 어떻게 한 생각이야?

W: 손에게 매일 태워다 달라고 했어. 손은 시내에서 일하니까, 돈도 절약되고 시간도 맞출 수 있을 거야.

M: 괜찮은 생각이긴 한데 그한테 그런 부탁을 해도 될까? 게다가 그는 오후 일찍 퇴근하잖아. 너를 기다리느라 꼼짝 못 하게 되지는 않을까?

W: 그렇긴 해. 학교에 전화한 데 나를 태워다 줄 수 있는 교사가 없는지 알아봐줬어. 아주 믿음 만한 교사가 있을지도 모르니까.

M: 그거 좋은 생각이야. 그런데 발령 난 지 얼마 안 됐다고 했지? 학교에 문제 선생님이로 찍히고 싶지 않겠구나. 학교에서 너에 대한 인상이 별로 안 좋아질지도 모르니까 말이야.

W: 그래. 무슨 말인지 알아.

>> Organizing

1. The woman broke her ankle and, since she cannot drive, she needs someone to drive her to her job downtown everyday for six weeks.
2. The woman says that her friend Shawn could drive her there since he works downtown.
3. The man says it is a big favor to ask of Shawn and also notes that Shawn would have to wait for her every day after he finishes work.
4. The woman next proposes that she could ask the school to give her the name of a teacher living nearby who could drive her to work.
5. The man says that by asking the school for a favor, she might make a nuisance of herself, which is inadvisable since she just started working there.

### >> Opinion

1. I think the best solution is for the woman to ask the school if there is another teacher in her area who could give her a ride to work.
2. This is the most convenient way for her to get to work.
3. A teacher living in her neighborhood probably wouldn't mind giving her a ride since they both start and finish work at the same time.
4. The school will surely understand her situation and not consider her request to be a bother.
5. Since she needs help for a short time and accidents sometimes happen, the school should be able to help the woman.

### >> Sample Response

What happened to the woman is that she broke her ankle skydiving, so her leg's in a cast. Now she can't drive her car, so she needs to find another way to get to her new job downtown. I agree with the man's suggestion that she ask the school if any teachers in her neighborhood could give her a ride to work. To begin with, this would be the most convenient way to get to work. A teacher living in her neighborhood probably wouldn't mind giving her a ride since they're both starting and finishing work at the same time. Also, accidents happen, so the school should understand the woman's situation and not consider her request a bother. Since the woman will only need help for six weeks, the school shouldn't have a problem assisting her.

여자는 스카이다이빙을 하다가 발목이 골절되는 부상을 당해 다리 깁스를 했다. 운전할 수 없어서 시내의 새 직장까지 통근할 수 있는 다른 방법을 찾아야 한다. 나는 학교에 문의해 그녀 동네에 사는 교사가 그녀를 학교까지 태워다 줄 수 있는지 알아보라는 남자의 제안에 동의한다. 우선, 그렇게 하면 출근하기에 편하다. 근처에 살고 있는 교사라면 출퇴근 시간이 겹쳐서 그녀를 태워다 주는 일이 그다지 생각하지 않을 것이다. 또한 사고란 일어나기 마련이어서 학교 측도 여자의 상황을 이해하고 그녀의 요구가 성가시다고 생각하지 않을 것이다. 여자는 6주간만 깁스를 할 예정이어서 학교 측에도 그다지 큰 문제가 되지 않을 것이다.

## Unit 33. Campus Tours

### >> Listening

W: What's the hurry?

M: Oh, I'm going to pick up my cousin at the airport. She'll be here for the weekend.

W: That sounds nice.

M: Not really. I mean, it is, but I've got a minor problem. She wants to go to school here and major in art. I'd love to give her a campus tour myself, but I've got to work all day Saturday.

W: Oh, I see your problem. Why don't you just have her take the tour offered by the university? You can go to work, and she can still learn all about the university and its different programs.

M: That's a possibility. But, the tour is too general. I was hoping to show her around the Art Department personally to give her some more detailed information.

W: I see. Then, well, why don't you just show her around campus yourself on Sunday? You can take all the time you need to explain everything to her.

M: Yes, I suppose I could do that. But the problem is I've already made arrangements with my friends to go to a football game. I'll be there all day long. I can't let my friends down, can I?

W: 뭐가 그리 급해?

M: 공항에 사촌 마중을 나가야 해. 여기서 주말을 보낼 예정이거든.

W: 그저 잘 됐구나.

M: 꼭 그렇지는 않아. 사실 약간 문제가 있어. 그녀는 여기서 학교를 다니며 미술을 공부하고 싶어 해. 학교 구경을 시켜줘야 하는데 토요일 하루 종일 일을 해야 해.

W: 그런 문제가 있구나. 대학 측에서 제공하는 안내 프로그램을 받지 그래? 그럴 땐 일을 할 수 있고 그녀도 이 대학과 대학의 여러 가지 프로그램에 대해서 알 수 있을 테니까 말이야.

M: 그것도 한 가지 방법이겠지. 하지만 안내 프로그램은 너무 일반적이야. 개인적으로 그녀에게 좀 더 자세한 정보를 줘 줄 있게 미술 대학을 구경시켜 줘야 해.

W: 그렇구나. 그럼 일요일에 학교 구경을 시켜주지 그래? 그러면 충분한 시간을 갖고 그녀에게 필요한 설명을 다 해 줄 수 있잖아.

M: 그래. 그렇게 할 수도 있겠지. 하지만 문제는 친구들하고 축구 경기를 보러 가기로 약속을 했다는 거지. 하루 종일 거기 있을 거야. 친구들을 실망시킬 수는 없잖아.

### >> Organizing

1. The man's problem is that his cousin is coming to town but he doesn't have time personally to show her around the campus and the Art Department.

2. The woman tells the man to have his cousin take a campus tour.

3. The man is not sure about this idea because the tour is rather general, so his cousin wouldn't get to visit the places she wants to see.

4. The woman suggests that the man show his cousin around campus on Sunday.

5. The man already has plans to watch a football game with his friends on Sunday.

### >> Opinion

1. In my opinion, the man's best option is to cancel his Sunday plans and show his cousin around campus on Sunday.



2. This is the best solution because it would give them lots of time to look at the campus in detail.
3. The man's cousin would get to see the Art Department, which is important since she is thinking of majoring in art.
4. The man should think about putting his family ahead of his own personal pleasure.
5. Even though he already has plans, his friends will understand if he cancels them to help his cousin out.

#### >> Sample Response

The man's problem is that his cousin is coming to town on the weekend. She wants to look at the school, but the man is going to be busy on both Saturday and Sunday. In my opinion, the man's best option is to cancel his Sunday plans and show his cousin around campus on Sunday. I support this decision because touring the campus together on Sunday would give them lots of time to look at the campus in detail. The university tour is too general and won't show everything, and his cousin would like to look at the Art Department in depth. In addition, the man should put family ahead of his own personal pleasure. Even though he already has plans, his friends will understand if he cancels them to help his cousin out.

남자는 사촌이 주말에 오기로 되어 있다. 그녀는 학교 구경을 하고 싶어 하는데 남자는 토요일과 일요일 일정이 빽빽하다. 내 생각에 최선의 선택은 남자가 일요일 계획을 취소하고 일요일 사촌에게 학교 구경을 시켜 주는 것이다. 내가 이렇게 생각하는 이유는 일요일에 함께 학교 구경을 하면 자세하게 학교를 살펴볼 수 있는 시간적 여유가 충분할 것이기 때문이다. 학교에서 제공하는 안내 프로그램은 너무 일반적이고 전부 다를 구경시켜 주는 것은 아니다. 그런데, 사촌은 미술대학을 자세히 보고 싶어 한다. 게다가 남자는 자신의 개인적인 즐거움보다는 가족을 우선시해야 한다. 계획이 있더라도 사촌을 도와주기 위해 약속을 취소한다면 친구들도 이해할 것이다.

### Unit 34. Student Life II

#### >> Listening

M: What's the matter with you?

W: It's my roommate. She never cleans up after herself. There's still a plate of spaghetti that she made last week sitting on the coffee table.

M: That's pretty gross.

W: Tell me about it. I've talked to her about it thousands of times, and she always promises to clean up after herself, but she's all talk.

M: You should go to the Housing Office and file a complaint against her. Then she'll have to start cleaning, or she could get kicked out of the dorm. You have the right to live in a clean place.

W: Yeah, but I'd hate for her to get kicked out. I'm not sure she can afford off-campus housing.

M: Well, what else could you do?

W: I hate to offer this as a solution because it isn't my fault, but I could just find a new place and live by myself. Being alone would let me live in a clean, stress-free environment.

M: That's true, but you'd lose your security deposit for the dorm, and moving would be expensive. Plus, she is the one causing all of the problems. It should be her who moves.

W: Well, I have to do something soon. I can't continue living like this.

M: 무슨 문제가 있어?

W: 룸메이트 때문에 짜증 나. 한 번도 청소를 하는 적이 없어. 지난주에 만든 스파게티 접시가 아직도 커피 테이블 위에 있어.

M: 지적분제라.

W: 그 애길 수천 번도 더 했어. 매번 치우겠다고 하는데 말 뿐이야.

M: 관리 사무소에 가서 불만을 얘기 해. 그러면 치우거나 아니면 기숙사에서 쫓겨나거나 둘 중의 하나일 거야. 넌 깨끗한 환경에서 살 자격이 있어.

W: 맞는 말이야. 하지만 룸메이트가 쫓겨나는 건 원치 않아. 캠퍼스 바깥에서 살 형편이 되는지도 모르고.

M: 그렇다면 어떡할 거야?

W: 내 잘못도 아닌데 이런 해결책을 택해야 하는 게 너무 싫어. 하지만 새로 집을 찾아서 혼자 살까 봐, 혼자 살면 깨끗하고 스트레스 없는 환경에서 지낼 수 있을 테니까.

M: 맞는 말이지만 해. 하지만 기숙사 보증금도 돌려받지 못할 거고 이사 비용도 만만치 않을 거야. 게다가 문제를 일으킨 건 그녀잖아. 이사를 가야 한다면 그건 그녀야.

W: 조만간 뭔가 해결을 봐야지. 이대로는 못 살아.

#### >> Organizing

1. The woman's problem is that her roommate never cleans up after herself.
2. The man suggests that the woman file a complaint about her roommate with the Housing Office.
3. The woman does not want to get her roommate kicked out of the dormitory because she lacks the money to live off campus.
4. The woman proposes that she move out and find her own place to live by herself.
5. The man reminds her that she would lose her security deposit and have to pay a lot of money to move.

#### >> Opinion

1. The better solution is for the woman to file a complaint about her roommate with the Housing Office.
2. If the woman's roommate will not voluntarily clean up after herself, she should be made to do so.

3. The roommate is obliged to be respectful of the woman by cleaning up her room.
4. The woman has a right to live in a clean environment that is free from stress.
5. When you live in a dorm, you agree to follow its standards, so the woman's roommate should either start cleaning or find another place to live.

#### >> Sample Response

The issue that the woman is dealing with is that her roommate is messy and never cleans up after herself, which has made their dorm room dirty and given the woman lots of stress. Clearly, the better suggestion the man makes is for the woman to file a complaint about her roommate with the Housing Office. If her roommate won't voluntarily clean up after herself, she should be made to do so. When you live with another person, you're obliged to be respectful of that person, and cleaning is one way to show respect. Second of all, the woman has a right to live in a clean environment that's free from stress. When you live in a dorm, you agree to follow its standards, so the woman's roommate should either start cleaning or find another place to live.

여자의 문제는 룸메이트가 지저분해서 청소를 하지 않는다는 것이다. 그래서 방이 더러워 여자가 스트레스를 많이 받고 있다. 남자가 제안하는 최선의 해결책은 관리 사무실에 룸메이트에 대한 불만을 얘기하는 것이다. 룸메이트가 자발적으로 청소를 하지 않는다면 강제로라도 청소를 하게 만들어야 한다. 다른 사람과 함께 살면 상대방을 존중해 주어야 하는데 청소를 하는 것도 존중을 표시하는 한 가지 방법이다. 두 번째로, 여자는 스트레스를 받지 않는 깨끗한 환경에서 생활할 권리가 있다. 기숙사에서 살면 기숙사 규율을 따라야 하는데 여자의 룸메이트는 청소를 하든지 아니면 다른 숙소를 구하든지 해야 한다.

### Unit 35. Makeup Exams

#### >> Listening

- M: Jane, I've got a problem, and I was hoping you could give me some advice.
- W: Sure. Go ahead.
- M: You know I've got that big biology test in two hours, right? Well, unfortunately, my car broke down yesterday while I was driving, so, by the time I got it fixed, I had to go to bed and couldn't study for it.
- W: That doesn't sound good. So what are you going to do?
- M: Well, I could simply take the makeup exam later this week. Then I could study more. The professor is permitting all the students who went on the field trip on Sunday to take the test this Friday.
- W: That sounds good. Go for it.

- M: But I, uh, didn't go on the field trip. So I'm not sure if Professor Taylor will allow me to take the test late.
- W: Okay, that's not good... Well, why don't you just take the test today? You've attended every class, so you should be familiar with the material.
- M: That's true, but I really need an A in this class. If I don't get one, I might not make the Dean's List this semester. That's what I'm shooting for.
- W: Well, you'd better do something fast.

- M: 재인. 문제가 있는데 충고좀 좀 해 줬으면 좋겠어.
- W: 물론이지. 말해 봐.
- M: 두 시간 후에 중요한 생물 시험이 있는 거 알지? 그런데 어제 운전 중에 차가 고장이 났어. 차 수리가 끝났을 즈음엔 잘 시간이 다 돼서 시험공부를 못 했어.
- W: 안 됐구나. 그래서 어쩔 거야?
- M: 이번 주 나중이라도 추가 시험을 봐야지. 그러면 시험공부를 좀 더 할 수 있을 테니까. 교수님이 일요일에 현장 학습 여행을 갔던 학생들 전원에게 이번 금요일 추가 시험을 볼 수 있도록 해 주신대.
- W: 그게 잘 됐구나. 그 시험을 보면 되겠네.
- M: 그런데 문제는 난 현장 학습 여행을 안 갔다는 거야. 그래서 테일러 교수님이 추가 시험을 보게 허락해 주실지 모르겠어.
- W: 그렇구나. 좀 문제가 되긴 하겠다. 그냥 오늘 시험을 보지 그래? 한 번도 수업에 빠진 적도 없으니 내용도 잘 알 거 아니냐?
- M: 맞아. 하지만 A를 받을 수 있을지 모르겠어. A를 못 받으면 우등생 명단에 못 오를지도 몰라. 그게 내 목표거든.
- W: 그렇다면 뭔가 빨리 손을 써야겠구나.

#### >> Organizing

1. The man's problem is that he has a biology test in a couple of hours but was not able to study for it the night before.
2. The man suggests that he could take the makeup exam on Friday.
3. The man does not qualify to take the makeup exam since he did not go on the field trip, so the professor may not let him take it.
4. The woman suggests that the man simply take the test that day.
5. The man is not sure because he needs to get an A in the class in order to make the Dean's List.

#### >> Opinion

1. I firmly believe that the man should take his biology test this day.
2. This is the better solution, and since he has attended all of the classes, he knows the material.
3. He is obviously a good student since he is trying to make the Dean's List, so he should be smart enough to do well on the test.

4. The man would be acting improperly by taking the makeup exam on a later date.
5. He does not qualify to take the makeup exam, so he needs to take personal responsibility for his car breaking down and simply take the exam later in the day.

#### >> Sample Response

The problem is that the man has an exam in two hours but couldn't study for it the night before since his car broke down and he had to get it fixed. During the conversation, the woman tells the man to take his biology test this day. I agree with her. First, she reasons that he's attended all of the classes, so he knows the material. He's obviously a good student since he's trying to make the Dean's List, so he should be smart enough to do well on the test. Furthermore, the man should do the right thing and take the test on the proper day. He doesn't qualify to take the makeup exam since he didn't go on the field trip. He should therefore take personal responsibility for his car breaking down and simply take the exam that day.

문제는 남자가 두 시간 후에 시험이 있는데 전날 밤 차가 고장이 나서 수리를 받으라 공부를 못했다는 것이다. 대화중에 여자는 남자에게 오늘 시험을 보라고 말한다. 나도 같은 의견이다. 우선, 그녀는 남자가 수업에 빠지지 않았으니 수업 내용을 잘 알고 있을 것이라고 생각한다. 남자가 우등생 명단에 오르는 것을 목표로 하고 있는 것을 볼 때 분명히 공부를 잘 하는 학생이기 때문에 똑똑하고 시험도 잘 볼 것이라고 생각한다. 게다가 남자는 거짓말을 해서도 안 되고 정확한 날에 시험을 치러야 한다. 그는 현장 학습 여행을 가지 않았기 때문에 추가시험을 볼 자격이 없다. 그래서 차가 고장이 난데 대한 개인적인 책임을 지고 그 날 시험을 치러야 한다.

## Chapter 6

### Lecture

#### Sample iBT Question

##### Listening

성적을 잘 받기 위해서 좋은 연기를 보여줘야 하는 공연이 조만 간에 무대에 오를 예정이기 때문에 어떻게 하면 연기력을 향상시킬 수 있는지에 대해서 이야기해 보도록 하겠습니다. 연기를 할 때는 그 극중 인물이 되어야 합니다. 극중 인물과 같이 생각하고 느껴야만 하는 것이죠. 그렇게 연기해야만 인물이 보다 진실처럼 보이고 사실적으로 느껴지게 됩니다. 한 가지 예로 여러분이 셰익스피어의 "헨리8세"의 주인공 역할을 맡았다고 해 봅시다. 왕의 역할을 하려면 왕처럼 행동해야 합니다. 왕처럼 처신해야 하는 것이죠. 여러분은 무대에 오른 다른 사람들보다 여러분

이 낫다고 생각하고, 아니 알고 있습니다. 헨리8세는 자존심이 강한 인물로 자기의 모든 행동이 옳다고 확신을 했습니다. 여러분이 설득력 있는 왕이 되기 위해서는 그런 자신감을 실제로 가져야 합니다. 만약 그렇게 할 수 없다면 여러분이 하는 역할이 사실적으로 보이지 않을 것입니다. 관객은 눈치를 챌 것이고 여러분의 연기와 전체적인 공연이 엉망이 될 것입니다.

다른 예를 들어 보겠습니다. 셰익스피어 걸작의 인물인 햄릿을 연기한다고 해 봅시다. 햄릿은 계속해서 살해당한 아버지의 환영을 보면서도 미친 척 연기를 하고 있기 때문에 쉽지 않은 역할입니다. 그러니 여러분은 햄릿처럼 느껴야 합니다. 어떻게 연기를 해야 할까요? 어떤 장면에서는 미친 사람처럼 보여야 하고 어떤 장면에서는 정상적으로 보여야 합니다. 이 역할에서는 햄릿이 되어야 하는 거죠. 햄릿이 생각하는 대로 생각하세요. 햄릿이 되세요. 그러면 여러분은 그 역할을 완전히 소화하게 되고 진짜 배우가 될 것입니다.

#### Sample Response

The professor provides a couple of examples of how an actor can become more convincing to the audience when playing various roles. He uses two different examples from Shakespeare in his lecture. First, he discusses Henry VIII from the play with the same name. He declares that an actor must act completely like a king in order to get that role right. Since Henry was very proud and confident, an actor must convey those same feelings in order to be a convincing king. The next example the professor uses is the role of Hamlet. He mentions that Hamlet is a complicated role since he is seeing ghosts and pretending to be insane. The professor insists that the actor must actually become Hamlet by feeling the things he feels and thinking the thoughts he thinks.

교수는 배우가 다양한 역할을 할 때 어떻게 해야 관객들에게 보다 설득력을 가질 수 있는가를 보여주는 두 가지 예를 제시한다. 그는 강의 중에 셰익스피어 작품에 나오는 두 가지 예를 든다. 첫 번째로 "헨리8세"라는 희곡의 헨리8세라는 인물 얘기를 한다. 그는 배우는 역할을 제대로 해내기 위해 완전히 왕처럼 행동해야 한다고 말한다. 헨리8세는 자존심과 자신감이 대단히 강했기 때문에 배우 역시 설득력 있는 왕이 되기 위해서는 동일한 느낌을 전달해야 한다고 말한다. 교수가 든 다음 예는 햄릿의 역이다. 그는 햄릿은 환영을 보면서도 미친 척 행동하기 때문에 쉽지 않은 역할이라고 말한다. 교수는 배우는 햄릿이 느끼는 대로 느끼고 햄릿이 생각하는 대로 생각함으로써 실제로 햄릿이 되어야 한다고 주장한다.

#### Unit 36. Writing

##### >> Listening

Before we get started on today's writing assignment, I want to go over a couple of literary conventions I believe you'll find to be rather effective in enhancing the overall, uh, quality of your work when writing both short stories

and novels. Ironically, these two literary conventions are opposites. I'm referring, of course, to exaggeration and its opposite, understatement.

Let's look at exaggeration first. It's something we've all used. Exaggeration is, simply, overstating something. It's saying that something is greater than what it is in reality. Why don't I give you some examples? Have you ever been really hungry? Sure, everyone has. Well, one exaggeration would be to say, "I'm so hungry I could eat a horse." Of course, you couldn't really do that, but you're exaggerating to get your point across. You might also say, "That was the greatest play I've ever seen," to compliment your actor friend. It probably wasn't... You're just, well, overstating. But he'll appreciate the compliment.

Now for understatement. What's that? Well, it's merely saying that something is less than what it is in reality. Often, in fact, your understatement may appear to be negative when you're actually praising or complimenting someone. Here's an example. Have you ever tasted something that was quite delicious, but, when the person asked how it was, you said, "Not bad?" This would typically indicate that the quality is low, but, in this case, you're using understatement, so you really mean, "It's delicious." Also, after getting an A on a test, you might understate your performance and merely say, "Okay," when someone asks how you did. All right, now let's see if we can use them in our writing.

오늘의 작문 수업을 시작하기에 앞서, 단편 소설이나 장편 소설을 쓰는 데 있어 작품의 전반적인 질을 향상시키는 데 도움이 되리라고 생각되는 두 가지 문학적 관습을 살펴보기로 하겠습니다. 아이러니컬하게도 이 두 가지 문학적 관습은 정반대입니다. 제가 말하는 두 문학적 관습은 과장과 그것의 반대인 축소입니다.

우선 과장에 대해 살펴보도록 하겠습니다. 과장은 누구나 사용하는 것입니다. 과장이란 간단히 말해 무엇인가를 부풀리는 것입니다. 무엇인가가 실제로보다 훨씬 더 크다고 말하는 것이죠. 예를 들어 드릴까요? 정말로 배가 고파 본 적이 있나요. 물론 있을 거예요. 과장의 한 가지 예는 "배가 고파 말이라도 잡아먹을 수 있겠다"라고 말하는 것입니다. 물론 실제로 그럴 수는 없지만 의도를 전하기 위해 과장을 하는 것이죠. 또 배우인 친구를 칭찬해 주기 위해 "내가 이제까지 본 연극 가운데 최고야"라고 말할 수도 있습니다. 아마도 실제로는 그렇지 않았을 것입니다. 여러분은 그냥 과장을 하고 있는 것이죠, 하지만 그는 칭찬을 마음에서 담아 말 것입니다.

이번에는 축소에 대해 살펴보기로 하죠? 축소는 무엇을 말할까요? 축소는 실제로보다도 어떤 것을 더 작게 말하는 것입니다. 축소는 여러분이 실제로 누군가를 칭찬을 하는 경우 부정적으로 보일 수도 있습니다. 한 가지 예를 들어 드리겠습니다. 꽤 맛있는 음식을 먹었는데 상대방이 음식이 어때냐고 물었을 때 "나쁘지 않아"라고 대답해 본 적이 있죠? 이

대답은 일반적으로 품질이 나쁘다는 것을 뜻하지만 이 경우에는 축소를 사용하고 있는 경우로 실제로는 "맛있어"라는 의미를 갖게 됩니다. 또한 시험에서 A를 받았는데도 누군가 시험이 어때냐고 물으면 "그저 그랬어"라고 성적을 과소평가하기도 합니다. 좋아요, 그러면 작문에 이 두 가지 요소를 사용해 보도록 합시다.

## >> Organizing

1. The lecture is about some literary conventions writers can use in both short stories and novels.
2. Exaggeration is saying that something is greater than it actually is.
3. People use exaggeration to get their points across to other people.
4. Understatement is saying that something is less than it actually is.
5. People use understatement to give compliments or praise to a person while giving the appearance of saying something negative.

## >> Sample Response

During the lecture, the professor tells the students about a couple of literary conventions that they can use to improve their creative writing ability. These two conventions are exaggeration and understatement. The professor also mentions that they are opposites. First, exaggeration is saying that something is greater than it really is. Some people might say they could eat a horse when they are hungry or that something was the greatest thing they have ever seen. In both cases, they are overstating the ways that they feel. Understatement, on the other hand, is saying that something is less than it is in reality. Two examples of this are saying something is not bad when it is really delicious and saying that a grade of A on a test or paper is just okay.

교수는 강의 중에 학생들에게 창의적인 글쓰기 실력을 향상시키는 데 필요한 두 가지 문학적 관습에 대해서 이야기한다. 이 두 가지 문학적 관습은 과장과 축소이다. 교수는 이 두 가지가 서로 반대라고 이야기한다. 우선, 과장은 실제로보다 부풀려서 이야기하는 것이다. 어떤 사람은 배가 고플 때 말도 잡아먹겠다고 이야기하고 어떤 사람들은 무엇인가가 이제까지 본 것 중에 제일 훌륭하다고 이야기한다. 이 두 가지 경우에 사람들은 느낀 것을 과장한 것이다. 반대로 축소는 실제로보다 작아내며 이야기하는 것이다. 음식이 정말 맛있었는데 나쁘지 않다고 이야기하는 것이나 시험이나 보고서에 A를 받고도 그저 그렇다고 이야기하는 것은 축소의 두 가지 예이다.

## Unit 37. Botany

### >> Listening

Let's move on to something different. As you are no doubt aware, nature always strives to keep everything

in balance. This includes both plants and animals. By keeping a perfect balance, no one species can take over and upset the stability of an environment. However, there are some invasive species that do exactly this. The acacia is one such invader.

Acacias are a family of trees and shrubs, most of which are native to Australia. However, some of them have found their way to other countries, where they often dramatically upset the balance of nature. How? Well, there are, uh, two separate ways. First is the fact that acacias' roots are not only strong but are also extensive. So they, well, dig deep into the soil and stretch in all directions. Imagine hundreds of hands stretching in every possible direction. Interesting, huh? What this does is it lets the acacia's roots absorb all of the soil's nutrients. This, in turn, starves the other trees nearby, causing them to die from a lack of nutrients.

I can explain the second way acacias harm other species by telling you about the tree called the Australian Blackwood, which is a typical member of the acacia family. It can grow to be almost 150 feet in height. Why, you may ask, is this important? Well, the leaves of the acacia help to prevent sunlight from ever reaching the ground. This, in turn, causes many smaller plants and trees to die because they don't get exposed to enough sunlight. Unsurprisingly, much effort is currently being put into keeping the acacia out of forests where it is not native.

좀 다른 얘기를 해 보겠습니다. 여러분도 분명히 알고 있겠지만 자연은 항상 모든 것의 균형을 유지하려고 합니다. 여기에는 식물과 동물이 다 해당됩니다. 완벽한 균형을 유지하기 때문에 어느 한 종이 환경의 안정성을 좌지우지하거나 해치는 일이 없습니다. 하지만 일부 외래종 기운 더는 정확하게 이 작용을 하는 것이 있습니다. 아카시아도 그 중의 하나입니다.

아카시아는 나무와 관목에 속하며 대부분이 호주산입니다. 하지만 일부는 다른 나라로 옮겨져서 그곳의 자연의 균형을 대단히 와해시키는 일이 종종 있습니다. 어떻게 이런 일이 가능할까요? 두 가지 방법이 있습니다. 첫 번째는 아카시아의 뿌리가 강하기도 하지만 넓게 퍼지기 때문입니다. 그래서 아카시아는 토양 깊숙이 파고 들어가 사방으로 뿌리를 내리죠. 수백 개나 되는 뿌리가 사방팔방으로 퍼져 있는 모습을 상상해 보세요. 흥미롭겠죠? 이렇게 되면 어떤 일이 일어나는가 하면 아카시아의 뿌리가 토양에 있는 양분을 전부 흡수하게 됩니다. 그래서 근처의 다른 나무들이 흡수할 양분이 없어져 양분 부족으로 죽게 됩니다.

아카시아과에 속하는 전형적인 나무인 호주흑단의 설명을 통해 아카시아가 다른 종에 해를 미치는 두 번째 방법에 대해 설명해 드리도록 하겠습니다. 호주흑단은 높이가 거의 150피트까지 자랍니다. 왜 이 사실이 그렇게 중요한가 하고 의문을 던질 것입니다. 아카시아의 잎 때문에 햇빛이 땅에 닿지 못합니다. 그래서 작은 식물들과 나무들이 충분한 햇빛

을 받지 못해 죽게 되는 것이죠. 당연히 아카시아 자생지가 아닌 곳에서는 아카시아를 제거하기 위해 현재 많은 노력들을 행하고 있습니다.

## >> Organizing

1. The professor discusses how various invasive species like the acacia can disrupt the balance of nature that exists in most environments.
2. The professor mentions that the acacia has an extensive root system that stretches very far.
3. Because the roots absorb so many nutrients from the ground, the other plants and trees cannot get enough of them and therefore die.
4. The professor states that some acacias, like the Australian Blackwood, can grow to be very high.
5. The leaves of the high acacia trees prevent sunlight from reaching the ground, so many trees do not get exposed to enough light and then die.

## >> Sample Response

The professor's lecture mentions that invasive species often disrupt the balance of nature by changing the environment. He cites the acacia family of trees as one example. To begin with, the professor mentions the extensive root system of these trees. He states that they are very far-reaching and that they tend to absorb a lot of nutrients from the ground. In fact, they absorb so many nutrients that other plants and trees nearby don't get enough, which causes them to die. He also describes the Australian Blackwood, a member of the acacia family. It can be over 150 feet high. Because of this, it has a lot of leaves, which block sunlight from reaching shorter trees and plants near the ground. Since they don't receive any sunlight, they eventually wind up dying.

교수는 강의에서 종종 외래종이 환경을 변화시켜 자연의 균형을 와해시킨다고 말한다. 그는 한 가지 예로 아카시아를 든다. 우선, 교수는 아카시아의 넓게 퍼지는 뿌리에 대해 말한다. 그는 아카시아의 뿌리가 대단히 멀리까지 퍼지기 때문에 토양에서 많은 양분을 흡수하는 경향이 있다고 말한다. 사실, 아카시아는 너무 많은 양분을 흡수하기 때문에 근처의 나무와 식물들이 충분한 양분을 흡수하지 못해 죽게 된다. 그는 또한 아카시아과에 속하는 호주흑단에 대해 설명한다. 호주흑단은 150피트 이상으로 자란다. 이 때문에 잎이 풍성한데 이로 인해 지면 근처에 있는 키 작은 나무나 식물은 햇빛을 받지 못한다. 이 식물들은 햇빛을 받지 못해 결국 죽게 된다.

## Unit 38. Education

### >> Listening

Parents often have to resort to giving rewards to their children to entice them to do various actions. We've already discussed the psychological reasoning behind



this. However, strangely enough, there are actually a couple of different reactions by children when they are rewarded. It basically depends upon the child's attitude toward the action for which he is being rewarded. The results may actually, uh, surprise you.

For example, let's consider a young girl who really hates cleaning her room. Out of all of her chores, that's the one she dislikes the most and often refuses to do. As a result of this, her parents finally tell her that they'll give her a reward like, uh, maybe, take her out to her favorite pizza restaurant. The little girl, excited by the prospect of having pizza for dinner, reacts positively and immediately heads to her room to clean it up. That's an example of how rewards can work, you know, positively.

However, let's imagine another little girl the same age as the first one. She is learning the piano and, in fact, absolutely adores playing it. Her parents are really excited about her positive attitude, so they decide to reward her by taking her out to her favorite restaurant. Unfortunately, since they only go there after piano practice, the little girl begins to feel that playing the piano is an obligation and not something fun to do. Over time, she becomes less enamored of playing and eventually quits. In this case, we can quite clearly see how her being rewarded for something she already enjoyed had a negative effect on her.

부모들은 종종 자녀들이 다양한 행동을 하도록 유도하기 위해 보상이라는 방법을 사용합니다. 이 뒤에 깔린 심리적 이유에 대해서는 이미 살펴 보았습니다. 하지만 이상하게도 보상을 해 주었는데도 사실 자녀들은 두 가지 다른 반응을 보입니다. 기본적으로 이것은 보상을 해 주는 행동에 대한 자녀의 태도에 달려 있습니다. 여러분은 결과를 듣고서 어쩌면 놀랄 것입니다.

예를 들어, 방 청소를 정말 싫어하는 여자아이가 있다고 해 봅시다. 여러 가지 해야 하는 일 가운데 그녀는 방 청소를 가장 싫어하며 때로는 하지 않겠다고 떼를 쓰기도 합니다. 이 결과 그녀의 부모는 소녀에게 소리가 가장 좋아하는 피자 레스토랑에 데리고 가겠다는 보상을 제안합니다. 소녀는 저녁으로 피자를 먹을 생각에 들떠 긍정적인 반응을 보여 곧바로 방으로 가서 청소를 합니다. 보상은 여러분도 아시다시피 이렇듯 긍정적으로 작용을 합니다.

하지만, 첫 번째 여자아이와 똑 같은 나이의 또 다른 꼬마아이를 상상해 봅시다. 그녀는 피아노를 배우고 있는데 사실 피아노 치는 것을 너무 좋아합니다. 부모는 그녀의 긍정적인 태도에 너무도 기분이 좋아 그녀가 제일 좋아하는 식당으로 데리러 가는 보상을 하려 합니다. 안타깝게도 피아노 연습을 하고 난 후에야 식당에 갈 수가 있기 때문에 소녀에게 피아노 연습은 의무가 되고 즐길 수 있는 대상이 아니게 됩니다. 시간이 흐르면서 소녀는 피아노 치기를 점점 싫어하고 결국 그만두게 됩니다. 이 경우를 통해, 이미 소녀가 즐기고 있었던 것에 대해 보상을 하는 것이 어떻게 그녀에게 부정적인 효과를 내게 되는지를 알 수 있습니다.

## >> Organizing

1. The professor focuses on how children react differently to rewards depending upon the situation.
2. The parents offer to take their daughter to her favorite pizza restaurant if she cleans her room.
3. The daughter becomes excited about going out for pizza, so she immediately goes to clean her room.
4. Every time the girl finishes piano practice, her parents reward her by taking her out for pizza.
5. Even though she enjoys the piano, she feels playing it is an obligation; otherwise she will never get to go out for pizza.

## >> Sample Response

The professor says that children react differently to rewards depending upon the reason they are getting them. In his first example, he mentions a little girl who hates cleaning her room. Her parents convince her to do so by offering her a reward. They will take her out to her favorite pizza restaurant. The girl reacts positively and goes to clean her room in anticipation of getting to eat pizza. The second example is about a girl who enjoys playing the piano. However, her parents mistakenly start rewarding her after piano practice by treating her to pizza. Because that's the only time she ever eats it, playing the piano becomes a burden, so she starts to dislike playing it and eventually quits. This is an example of a reward with a negative result.

교수는 아동들은 자신들이 보상을 받는 이유에 따라 보상에 대해 다르게 반응한다고 말한다. 첫 번째 예에서, 그는 방 청소를 싫어하는 소녀에 대해 말한다. 그녀의 부모는 보상을 제안해 그녀가 방 청소를 하도록 한다. 부모는 그녀가 제일 좋아하는 식당에 그녀를 데리고 갈 것이다. 소녀는 긍정적으로 반응을 보여 피자를 먹을 기대감으로 방 청소를 한다. 두 번째 예는 피아노 치기를 좋아하는 소녀에 관한 것이다. 하지만 부모는 실수로 피아노 연습 후에 그녀를 피자집에 데려가겠다는 보상을 제안한다. 피아노 연습은 그녀가 피자를 먹을 수 있는 유일한 이유가 되면서 그녀에게는 짐이 되고 그녀는 피아노 연습을 싫어하기 시작해 결국에는 그만두게 된다. 이것은 보상이 부정적인 결과를 낳는 예이다.

## Unit 39. Earth Science

### >> Listening

Okay, so that concludes my lecture on dinosaurs and their natural habitats. Now, let's move to one of Earth's greatest mysteries. It is, of course, what caused the dinosaurs to go extinct? After all, these were enormous creatures, much larger than anything living now. They were so strong and lived everywhere. So... What made them suddenly die? There are a couple of major theories on dinosaur extinction. Let me expand upon them for you.

The first is that there was a large meteor or asteroid that hit Earth. Some scientists have even, in their opinions, pinpointed the exact places where these celestial objects struck the planet. Anyway, what happened, they say, is that after the strike, lots of dirt and debris were thrown into the atmosphere. There was so much dust that it actually blocked the sun. This cooled the planet, and, with a lack of sunlight, caused most plant life to die. The herbivorous dinosaurs, unable to eat, first died, and then the carnivorous ones followed them down the path to extinction.

The second theory is that a super volcano, that is, one hundreds of times more powerful than the Krakatoa explosion, erupted and filled the atmosphere with carbon dioxide. This caused a rapid onset of the greenhouse effect. So, why would this kill the dinosaurs, which were essentially giant reptiles and should like hot weather? Well, reptile eggs are very vulnerable and sensitive to heat. One thing that often happens in extreme heat is that the sex of the unborn reptile changes from female to male. Thus, there was a proliferation of males, who couldn't reproduce. Over time, the dinosaurs all quickly died out because of this.

좋아요. 이것으로 공룡과 공룡의 자연 서식지에 대한 이야기를 마무리 짓도록 하겠습니다. 이제는 지구의 가장 큰 미스터리해 대해 이야기해 보도록 하죠. 물론 그것은 공룡이 어떻게 멸종되었나 하는 것입니다. 따지고 보면 공룡은 덩치가 엄청나며 지구상에 현존하는 어떤 동물보다도 훨씬 크기가 큼니다. 공룡은 아주 강했으며 도처에 분포했습니다. 그런데 공룡은 왜 멸종된 것일까요? 공룡의 멸종에 관한 두 가지 주요 이론이 있습니다. 이에 관해 자세히 살펴보도록 하겠습니다.

첫 번째 이론은 큰 운석이나 소행성이 지구와 충돌했다는 것입니다. 일부 과학자들은 나름대로 이 천체가 지구와 충돌했다고 믿는 정확한 지점을 짚어내기도 했습니다. 어쨌든 그들의 설명에 따르면 충돌 후에 엄청난 양의 먼지와 잔해가 대기에 퍼졌습니다. 너무 많은 먼지로 인해 태양빛이 차단되었죠. 이로 인해 지구가 식고 태양빛의 부족으로 대부분의 식물들이 죽었어요. 먹이가 없어진 초식공룡이 먼저 죽고 그 다음에는 육식공룡이 뒤이어 멸종되었죠.

두 번째 이론은 크라카토아 화산 폭발보다 백배나 강력한 슈퍼 볼케이노가 분출해 대기를 이산화탄소로 가득 채웠다는 것입니다. 이로 인해 온실효과가 급속히 진행되었죠. 그렇다면 왜 이것 때문에 공룡이 죽게 되었을까요? 사실상 공룡은 거대 파충류로 당연히 따뜻한 날씨를 좋아해야 하는데 말입니다. 글썄요, 파충류의 알은 열에 아주 취약하고 민감합니다. 대단히 더운 날씨에서는 종종 태어나지 않은 파충류의 성이 암컷에서 수컷으로 변합니다. 이렇게 해서 수컷의 수가 많아졌는데 수컷은 번식을 할 수가 없었죠. 시간이 흐르면서 공룡은 이 때문에 빠른 시간 내에 멸종되었어요.

## >> Organizing

1. The professor describes two of the more popular theories on why the dinosaurs became extinct.
2. After an object from space hit Earth, lots of dirt and debris were thrown into the air, which decreased the amount of sunlight getting through to Earth.
3. Because there was less sunlight, plants died, so herbivorous dinosaurs no longer had a food source and died, and then the carnivores died soon afterwards.
4. After a super volcano erupted, it spewed carbon dioxide into the atmosphere, which caused global warming to occur rapidly.
5. The dinosaur eggs reacted badly to the heat, so more males were born, which meant that the dinosaurs could not reproduce.

## >> Sample Response

The professor states that dinosaurs once ruled Earth but suddenly became extinct. She gives two different theories to explain their disappearance. The first is that a meteor or asteroid struck Earth. She even says that some scientists know where it hit. The strike sent dirt up into the atmosphere, which hid the planet from the sun. It got colder, and there was no sunlight, so all the plants died. Without food sources, the dinosaurs all died. The second theory is that there was an eruption of a super volcano. This filled the air with carbon dioxide, which caused the greenhouse effect to start on Earth. When subjected to heat, lizard and dinosaur eggs change. Females in eggs become males. So there were no more females being born, which meant that the dinosaurs couldn't reproduce.

교수는 한 때 지구상에 군림했지만 갑자기 멸종한 공룡에 대해 말한다. 그녀는 공룡의 멸종에 관한 두 가지 이론에 대해 설명한다. 첫 번째는 운석 또는 소행성이 지구와 충돌했다는 것이다. 그녀는 일부 과학자들은 충돌 위치까지 알고 있다고 말한다. 충돌로 인해 대기에 먼지가 퍼지고 이로 인해 태양빛이 가려지게 되었다. 지구의 온도가 내려가고 태양빛이 비치지 않아 모든 식물이 죽었다. 먹이가 없어지자 공룡도 모두 사라졌다. 두 번째 이론은 슈퍼 볼케이노의 폭발이 있었다는 것이다. 이로 인해 대기에는 이산화탄소가 가득 차고 지구에는 온실효과가 나타나기 시작했다. 도마뱀과 공룡의 알은 열에 약해 변화가 일어났다. 알 내의 암컷이 수컷으로 변하는 것이다. 그래서 암컷이 태어나지 않아서 공룡이 번식을 하지 못하게 되었다.

## Unit 40. Ecology

### >> Listening

You all saw the news about that huge forest fire out in the national park, didn't you? Yeah, it looks like hundreds of acres have burned to the ground. It's too bad, isn't it? Actually, it's not. No, I'm not kidding. I'm one hundred



percent serious. Contrary to common belief, fires can actually be very helpful to forests. There are several reasons why, so let me cover a few.

First, some trees cannot spread their seeds without heat. For example, the pine cones, which are where the seeds are, of some pine trees will simply not open unless they are subjected to extreme heat. Also, redwoods, you know, those giants in California, spread their seeds after forest fires, too. Some trees actually need fire to enable their seeds to spread. Without the spreading of their seeds, there is no way for these trees to increase in numbers. So one tree may die, but many more are born from its sacrifice.

A second example is that forest fires actually help rejuvenate forests. When they burn trees and bushes to the ground, the fires often get rid of old, weak trees. Also, by burning the trees, the fires are providing the ground with nutrients. What then happens is that, a couple of years later, the places which the fire passed through are already full of new, young, strong plant life. Not only that but the diversity of the forest also becomes greater immediately after a fire, as every tree and plant has an equal opportunity to thrive since one species hasn't had enough time yet to crowd out the others.

여러분은 모두 국립공원에서 일어난 큰 산불에 대한 소식을 접했을 거예요. 수백 에이커에 달하는 산이 잿더미로 변한 듯이 보였습니다. 안타까운 일일까요? 사실은 그렇지 않습니다. 농담이 아니에요, 정말 진심으로 하는 이야기예요. 일반인들이 생각하는 것과는 달리 산불은 실제로 숲에 매우 유익합니다. 여러 가지 이유가 있는데 그 중에 몇 가지를 살펴보도록 하겠습니다.

우선, 어떤 나무들은 열기가 없으면 씨를 퍼뜨릴 수가 없어요. 예를 들어, 소나무의 씨가 있는 솔방울은 극심한 열기가 없이는 벌어지지 않습니다. 또한 캘리포니아 지역에 있는 커다란 나무인 삼나무 역시 산불이 발생한 후 씨가 퍼집니다. 실제로 어떤 나무들은 씨를 퍼뜨리기 위해 산불이 필요합니다. 씨가 퍼지지 않고는 이런 나무들의 수가 증가할 방법이 없어요. 그래서 한 그루의 나무는 죽을지 모르지만 그 한 그루의 희생으로 훨씬 많은 나무들이 자라나게 되는 것이죠.

두 번째 예는 산불이 실제로 숲을 회복시키는 역할을 한다는 것입니다. 산불로 인해 수목과 관목이 타 버리면 종종 오래 되거나 약한 나무들이 없어지게 됩니다. 또한 산불은 나무를 태워 토양에 양분을 공급하게 됩니다. 그리고 나서는 몇 년 후 산불이 훑고 간 자리는 새로 자란 어리고 강한 식물들로 가득 차게 됩니다. 그뿐만이 아니라 산불이 난 직후에는 한 종이 다른 종을 압도할 충분한 시간적인 여유가 없기 때문에 모든 나무와 식물들이 번성할 수 있는 동일한 기회가 주어져 숲의 다양성도 커지게 됩니다.

### >> Organizing

1. The professor is explaining the reasons why forest fires

are actually beneficial to some forests.

2. The professor says that, without forest fires, some pine cones would never open to spread their seeds, which enables new pine trees to grow.
3. Many trees need forest fires for their seeds to spread, so even though the fires kill some trees, more can grow after the fire.
4. According to the professor, forest fires kill many old and weak trees and help rejuvenate the forest by providing nutrients for the soil.
5. After a forest fire, there are many strong, young trees, and the forests are more diverse because one species has not yet taken over.

### >> Sample Response

The professor claims that, opposite to what most people believe, forest fires are not totally bad. He gives two reasons for this. The first one he mentions is that many trees—pine trees, for instance—cannot spread their seeds without very high heat. The reason is that their pine cones won't open until they're subjected to something extremely hot. So, while the forest fire may kill the tree, it can still spread countless seeds to allow new pine trees to grow. The second example cited is that forest fires help reinvigorate forests by burning down old, weak trees. After the fire ends, new, young, strong trees start growing. Also, since all the trees have an equal chance to grow afterwards, the forest is more diverse, which the professor feels is something positive.

교수는 대부분의 사람들이 생각하는 것과는 반대로 산불이 완전히 악영향만 미치는 것은 아니라고 말한다. 그는 두 가지 이유를 제시한다. 그가 말하는 첫 번째 이유는 많은 나무들, 예를 들어 소나무 같은 나무들은 고열이 없이는 씨를 퍼뜨릴 수 없다고 한다. 이유인 즉 솔방울은 극도의 열에 노출되지 않는 이상 벌어지지 않기 때문이다. 따라서 산불로 인해 나무는 죽게 되더라도 수많은 씨를 퍼뜨려 새로운 소나무가 자라게 된다. 두 번째 예는 산불이 오래 되고 약한 나무를 태워 버림으로써 숲의 회복을 돕는다는 것이다. 산불이 꺼지고 나면 어리지만 강한 새 나무들이 자라기 시작한다. 또한 산불이 난 후에는 모든 나무들이 성장할 수 있는 동일한 기회를 갖기 때문에 숲이 훨씬 다양해지는데 교수는 이것이 긍정적인 것이라고 생각한다.

## Unit 41. Geography

### >> Listening

One of the most important aspects of geography is the ability to read a map and then apply that knowledge to a practical purpose. While most people think it's rather simple, on the contrary, it's not. As an example, think about the distance between two points on a globe or

map as compared to the distance between the same two points in reality. They are, in most cases, quite different.

Take a look at this globe... Let's say that you wanted to go from New York City to London. If I measure the distance with this string here... that's the distance, right? But what route do airplanes follow? The straight one? Not at all. They follow the curvature of the Earth, like this... so that they can take a much shorter trip in reality. So, you can see clearly, the straight-line distance between two places on a globe doesn't always equal that in reality.

Okay, now let's look at this map at the distance between this point... here and this point over... here. Can everyone see? Good. If I measure the distance according to the map's scale, it's about 150 miles as the crow flies. Not too far, right? But, we're talking about actual distance. Let's consider the geographical features involved. Here's a big lake. Oops. Can't drive through it. Well, we'll have to drive around it. And these mountains aren't flat of course. Driving up and down them on a winding road adds even more distance. So... The distances on a map and in reality are clearly different, with actual distances always being longer than ones shown on maps.

지리학에서 가장 중요한 요소 가운데 하나가 지도를 읽고 그 지식을 실용적인 목적에 응용하는 것이에요. 대부분의 사람들은 그것이 비교적 간단하다고 생각하지만 절대 쉽지 않습니다. 예를 들어 지구의나 지도상의 두 점 사이의 거리를 실제 두 점간의 거리와 비교해 보세요. 대부분의 경우 두 거리는 상당히 다릅니다.

이 지구를 보세요. 여러분이 뉴욕에서 런던으로 가려고 한다고 쳐 봅시다. 이 줄을 가지고 거리를 재어 보면... 거리가 나오죠? 하지만 비행기가 어떤 경로로 날까요? 직선 코스인가요? 전혀 그렇지 않아요. 비행기는 이렇게 지구의 만곡을 따라 움직입니다. 실제로는 훨씬 더 짧은 경로를 택하도록 말이죠. 그래서 지구의 상의 두 점 간의 직선거리가 항상 실제와 동일하지는 않습니다.

좋아요. 그럼 이제 지도상에서 여기 이 점과 여기 이 점 간의 거리를 봅시다. 다들 잘 보이죠? 좋아요. 지도의 축척에 따라 이 거리를 재어 보면 최단거리로 약 150마일 정도 됩니다. 그리 멀지 않은 거리죠. 하지만 우리는 실제 거리에 대해 말하고 있습니다. 이제 지형적 특성들을 살펴봅시다. 여기에 큰 호수가 있습니다. 이런! 호수를 뚫고 운전을 할 수는 없겠죠. 호수를 돌아 운전을 해야 합니다. 그리고 이 산들도 물론 평평하지 않아요. 구불구불한 길을 오르고 내려가며 운전하다 보면 거리는 훨씬 더 늘어나겠죠. 그래서 지도상의 거리와 실제 거리는 꽤 차이가 나는데 실제 거리가 항상 지도상의 거리보다 더 길어지게 됩니다.

#### >> Organizing

1. The professor emphasizes that the distances measured on globes and maps are always different from reality.
2. The professor shows the class the distance between

New York City and London.

3. She concludes that distances as measured on globes and in reality are different.
4. The professor measures the distance on a map between two points but then shows how the geographical features involved will make it a longer trip.
5. The professor states that actual distances are always longer than those listed on maps.

#### >> Sample Response

The professor tells the class that measuring distances is not always accurate because distances measured on globes and maps are always different from reality. She first discusses distances on a globe. She uses a string to measure the distance from New York City to London. She says that it is the straight-line distance. But she says that airplanes take different routes, ones which follow the curvature of the Earth, so the trip will actually wind up being shorter in reality. She then tells the class to observe a map. She measures the distance between two points at 150 miles. However, she then points out the geography and mentions that a straight trip is impossible. Instead, they have to go around a lake and up and down mountains, which will make their trip longer.

교수는 학생들에게 지구와나 지도상에서 측정되는 거리가 항상 실제와는 다르기 때문에 거리 측정이 언제나 정확한 것은 아니라고 말한다. 그녀는 처음에는 지구의 상의 거리에 대해 말한다. 그녀는 실물 사용해 뉴욕에서 런던까지의 거리를 잰다. 그녀는 이것이 직선거리라고 말한다. 하지만 비행기는 지구의 만곡을 따라 난 다른 경로를 택하기 때문에 실제로는 경로가 더 짧아질 것이라고 말한다. 그런 다음 그녀는 학생들에게 지도를 잘 보라고 말한다. 그녀는 150마일 떨어진 두 지점 사이의 거리를 잰다. 하지만 그녀는 지형학적 특성을 지적하며 직선 코스가 불가능하다고 말한다. 직선 코스 대신 호수를 돌아가야 하고 산을 오르내려야 하기 때문에 실제 거리는 더 길어지게 된다고 지적한다.

## Unit 42. Marketing

#### >> Listening

Have you ever considered how much thought goes into the item display process at various stores? Quite a lot, to tell the truth. Stores are always interested in the impressions they make on their customers, so they try to display all of their products according to what various research and studies tell them.

One such example of this is the fact that many stores display their most expensive items in the front. They either do that, or they display their expensive items more prominently on shelves. What is the purpose of this? It's



simple, really. Many people associate high costs with quality. So, when they look into a store and notice the high prices of its products, they immediately associate that store with quality products. This, in turn, helps to bolster the company's image with its customers. Pretty ingenious, huh?

So, what about the cheaper products? Companies typically put them in harder-to-find places for a couple of reasons. The first is that they don't, as a general rule, want to be associated with low prices, which often symbolize low quality to many shoppers. The second reason is actually somewhat more interesting. Many people love shopping for bargains. So, when a shopper has to look around a bit to find a cheaper product, he feels more of a sense of achievement than he would have had the item been right in front of him. In his mind, he worked hard to find that lower-priced item. And, according to studies, he's more likely to purchase the product that he looked so hard for.

여러 상점의 상품 진열 과정에 얼마나 많은 속고가 이루어지는지 생각해 본 적이 있습니까? 사실대로 말하자면 엄청난 속고가 이루어집니다. 상점들은 고객들에게 주는 인상에 항상 관심을 갖기 때문에 다양한 연구와 조사 결과에 따라 모든 제품을 진열하려고 합니다.

이것을 보여 주는 한 가지 예가 많은 상점들이 가장 비싼 제품을 앞쪽에 진열한다는 것입니다. 상점들은 이렇게 하든지 아니면 가장 고가의 제품을 진열대 눈에 가장 잘 띄는 곳에 진열합니다. 왜 그렇게 할까요? 이유는 너무 간단합니다. 많은 사람들이 고가를 품질과 연결 짓습니다. 그래서 상점 안을 들여다보고 제품의 가격이 높은 것을 보고는 곧바로 그 상점을 고품질의 제품과 연결 짓는 것이죠. 이렇게 해서 소비자에게 전달하는 회사의 이미지를 좋게 만듭니다. 꽤 똑똑하죠?

그렇다면 보다 값이 저렴한 제품들은 어떻게요? 회사들은 일반적으로 이러한 제품들을 두 가지 이유로 찾기 힘든 장소에 배치합니다. 첫 번째 이유는 회사들이 대체로 자기 회사가 저가와 연결 지어지는 것을 원하지 않기 때문입니다. 가격이 저렴하면 많은 소비자들이 품질이 낮다고 생각하는 경우가 종종 있기 때문입니다. 두 번째 이유는 보다 흥미롭습니다. 많은 사람들은 값싼 물건을 사기를 좋아합니다. 쇼핑객이 보다 싼 제품을 찾기 위해 약간 둘러보아야 한다면 제품이 바로 눈앞에 있을 경우에 비해 더 큰 성취감을 느낄 것입니다. 열심히 노력해서 보다 저렴한 제품을 찾았다고 생각하게 되는 것이죠. 그리고 연구에 따르면 열심히 노력해 찾아낸 제품을 구매할 가능성이 더 크다고 합니다.

#### >> Organizing

1. The professor's main point is that there are psychological reasons behind the locations that stores put their expensive and cheap products.
2. Stores typically put their expensive items at the front or display them prominently on shelves.
3. According to the professor, people associate price

with quality, so they will think a store sells quality items if its products are expensive.

4. Stores often put their cheaper-priced items in harder-to-find places.
5. Stores hide their cheaper products to keep people from thinking that they sell low quality products and to give people a feeling of accomplishment when, after looking around, they find a low-priced object.

#### >> Sample Response

During his lecture, the professor emphasizes that stores put expensive and inexpensive products in different places for psychological reasons. First, he discusses expensive products. Stores usually put them in the front or make sure they are displayed very obviously so that people can see them clearly. The reason is that people believe expensive items are higher in quality, so they will have a positive image of a store selling expensive products. The second explanation deals with cheaper products. Stores usually make them harder to find. First, they don't wish to be associated with low quality products since those are what people often think of as inexpensive goods. And second, if a person looks hard for something and then finds it, he is more likely not to waste his effort and will therefore probably purchase that object.

교수는 강의 동안 상점들이 심리적 이유로 고가의 제품과 저가의 제품을 다른 장소에 전시한다고 강조한다. 우선, 그는 고가의 제품들에 관해서 말한다. 상점들은 일반적으로 고가의 제품을 앞쪽에 전시하고 사람들이 잘 볼 수 있도록 눈에 아주 잘 띄게 진열한다. 이유인즉 사람들은 고가의 제품이 품질이 더 좋다고 생각하기 때문에 고가의 제품을 파는 상점에 대해 긍정적인 이미지를 갖게 되기 때문이다. 두 번째 설명은 보다 저렴한 제품을 다룬다. 상점들은 저가의 제품을 찾기 힘든 곳에 진열한다. 첫 번째로 상점들은 저품질의 제품들과 연결 지어지기를 원하지 않는데 사람들이 저렴한 제품에 대해 품질이 나쁘다는 생각을 하기 때문이다. 그리고 두 번째로 열심히 노력해서 무언가를 찾게 되면 노력을 낭비하지 않으려고 하기 때문에 그 제품을 구매할 가능성이 커지기 때문이다.

## Actual Test 01

### Task 1

3-20

#### >> Sample Response

The happiest time in my life happened when I was in



elementary school. First off, I was a child, so I had very few responsibilities. I had to go to school, do my homework, and do some jobs around the house, but that was it. In general, I was free to do whatever I wanted to do. Secondly, being a child was fun. I had lots of friends and played baseball in the summer and hockey in the winter. We lived near the ocean, so we had lots of chances to go out and play on the beach. My friends and I would often camp on the beach, go on picnics, and just have a lot of fun together.

내 인생에서 가장 행복했던 때는 초등학교 때이다. 우선, 나는 어렸기 때문에 책임감이라는 걸 거의 느끼지 못했다. 학교에 가고 숙제를 하고 약간의 집안일을 가들긴 했지만 그것으로 끝이었다. 보통 나는 하고 싶은 일은 무엇이나 할 수 있었다. 두 번째로, 어린아이로 지낸다는 것은 즐거운 일이었다. 친구가 많아서 여름이면 야구를 하고 겨울이면 하키를 했다. 우리 집은 바다 가까이에 있었기 때문에 밖에 나가 해변에서 놀 기회가 많았다. 나는 친구들과 해변에서 함께 캠핑을 하고, 소풍을 가고, 즐거운 시간을 보내곤 했다.

## Task 2

3-21

### >> Sample Response

I prefer to buy books from bookstores rather than borrow them from libraries. Firstly, unlike libraries, bookstores always have the newest books by the best authors, so you can find many great books there. I like reading books right when they come out, and bookstores are the only places I can read newly released books. Second of all, I prefer bookstores because I like to own the books I read. That way, I can read them anytime that I want. I often read books more than once, so I don't want to have to bother checking out a book from the library again and again. Instead, I can have it sitting right on my bookshelf.

나는 도서관에서 책을 빌리기보다는 서점에서 책을 사는 쪽을 더 좋아한다. 우선, 서점에는 도서관과는 달리 항상 최고의 작가가 쓴 최신 서적이 있어서 좋은 책들을 많이 만날 수 있다. 나는 책이 출간되면 바로 읽는 것을 좋아하는데 서점은 신간 서적을 접할 수 있는 유일한 곳이다. 내가 서점을 더 좋아하는 두 번째 이유는 읽은 책을 소장하고 싶기 때문이다. 그래야 원하는 때면 언제라도 읽을 수 있다. 나는 종종 한 책을 두 번 이상 읽는데 몇 번이고 도서관에서 대출을 해야 하는 수고를 하지 않아도 된다. 대신, 내 책장에 책이 꽂혀 있어 읽을 수가 있다.

## Task 3

3-22

### >> Reading

**조각 강의 축소** 미술 과에서는 이번 학기부터 조각 강의 수를 30개에서 15개로 축소 조정하기로 결정했음을 알려 드리게 되어 유감스럽게 생

각합니다. 부득이하게 조각 강의를 절반이나 폐강하게 된 데는 두 가지 이유가 있습니다. 우선, 미술과의 조각 교수 수가 한정되어 있는 까닭에 교수진은 매 학기마다 너무 많은 강의를 맡아왔습니다. 이로 인해 학생들에게 양질의 강의를 할 수 없었습니다. 뿐만 아니라 미술과 예산 삭감으로 현 수준만큼 많은 수의 강의를 진행할 충분한 물품을 확보할 수 없게 되었습니다.

### >> Listening

M: Well, this isn't very good news.

W: Are you talking about the cut in the number of sculpture classes?

M: Yeah, I'm not too pleased about it. After all, sculpture is a required class here at the school, so how are all of the students going to be able to take it now? What about all of the seniors like me who've waited until our last semester to sign up for it? Now we might not get in.

W: Well, that's your fault for waiting so long. You should have gotten rid of your required classes earlier.

M: Okay, well, forget about seniors then. The announcement said that the professors have too many classes to give the students personal attention.

W: What's your point?

M: Well, I think it's more important to have the classes than to get personal attention. I mean, I rarely talk to the professors in my other classes. They don't give me any personal attention. Why should sculpture be different?

W: Okay, you've actually got a point on that one.

M: 이 결정은 정말 안 된 일이야.

W: 조각 강의 수 축소 얘기니?

M: 그래, 난 별로야. 조각 강의는 필수 과목인데 이제 학생들이 어떻게 받아들이겠어? 마지막 학기까지 이 과목 수강을 미룬 나 같은 졸업반 학생들은 어떡하고? 어떻게든 수강을 해야 하는데.

W: 그렇게 오래 기다린 건 네 잘못이지. 필수 과목은 일찍 들었어야지.

M: 좋아. 그럼 졸업반 얘기는 빼자고. 공고에는 교수님들에게 할당된 강의가 너무 많아 학생들에게 개별적인 관심을 쏟을 수 없다고 되어 있어.

W: 무슨 말을 하고 싶은 거야?

M: 개인적인 관심을 받는 것보다는 강의를 듣는 게 더 중요하다는 얘기지. 무슨 말이냐 하면 다른 강의에서도 교수님과 거의 대화를 못 해. 교수님들은 내게 개인적 관심 같은 건 안 주신다고. 그런데 왜 조각 수업이라고 달라야 하는 거지?

W: 그래, 그건 정말 말이 되네.

### >> Sample Response

According to the notice, the number of sculpture classes the university's Fine Arts Department will offer the next semester will decrease by fifty percent. The man



opposes this decision for a couple of reasons. One reason he gives is that sculpture is a required course that students need to graduate. He mentions that he is a senior and has not yet taken the class. So, with fewer classes available, he might not be able to get into the class, which would cause him problems when he tries to graduate. Furthermore, the man doesn't really feel that getting personal attention in a class is that important. He claims that he never gets personal instruction in his other classes, so he asks why the sculpture classes should be different and require personal attention by the professors.

공고에 따르면 다음 학기부터 미대에서 제공하는 조각 강의의 수가 반으로 축소될 것이라고 한다. 남자는 두 가지 이유에서 이 결정에 대해 반대한다. 그가 제시하는 첫 번째 이유는 조각 수업은 졸업을 하기 위해 들어야 하는 필수 과목이라는 것이다. 그는 졸업반인데 아직 그 강의를 듣지 못했다. 그래서 강의 수가 줄면 수업을 하지 못할 지도 모르고 그렇게 되면 졸업에 문제가 생길 수도 있다. 뿐만 아니라 남자는 수업에서 개인적인 관심을 받는 것이 그다지 중요하다고 생각하지 않는다. 그는 다른 수업에서도 개인 지도를 받아본 적도 없다고 말하며 왜 조각 수업은 다른 수업이랑 달리 교수의 개인적 관심을 받아야 하는지를 묻는다.

#### Task 4

3-23

##### >> Reading

**외부경제** 대부분의 회사들은 사업을 하면서 가능한 한 많은 이익을 창출하고자 한다. 하지만 실제로 기업이 한 행동의 사회적인 효과가 경제적인 효과를 넘어서는 경우가 있다. 이런 현상을 외부경제라고 한다. 외부경제는 교육, 환경, 보건, 기술 등의 여러 가지 다른 측면으로 일어난다. 일반적으로 기업이 구체적으로 이런 목표를 추구하지는 않지만 이런 효과가 나타나는 것을 환영한다.

##### >> Listening

It is unfortunate that companies do not always consider, uh, the negative ramifications of their actions. For example, sometimes they pollute the environment or inadvertently harm the health of their, uh, employees. This is where, fortunately, the government often steps in to help. Did you read in the newspaper that the city government is going to provide the Metro Bus Company with a low-interest loan? Anyone? Well, they're providing a million-dollar loan that will, uh, help the company change some of its buses from gas guzzlers to users of electricity. Yeah, that's pretty cool. So, what benefit will that have? Well, there really isn't much of a financial benefit for the company. That's why the government loaned them the money. However, there will be other positive benefits. For one, the buses will be more environmentally friendly. They won't be spewing any more nasty fumes into the atmosphere. That means

that we can all breathe much cleaner air. And, second of all, the buses are no longer going to rely upon gasoline, which, as we all know, Earth is running out of. So, while the company itself will see no improvement in its bottom line, or, its profits, its new buses will benefit everyone in the city by helping clean up the environment we all live in.

기업들이 자신들이 한 행동에 대해 항상 부정적 효과를 고려하지는 않는다는 것은 안타까운 일이에요. 예를 들어, 기업이 때로는 환경을 오염시키기도 하고 무의식중에 직원들의 건강에 위험을 가하기도 합니다. 다행히도 정부는 여기에 개입을 해 도움을 주려고 합니다. 신문에서 정부가 메트로 버스 회사에 저리 용자를 제공한다는 기사를 읽은 적 있나요? 아무도 없어요? 정부에서는 백만 달러 규모의 용자를 제공해 해당 기업이 버스를 연료 소비가 많은 차량에서 전기 차로 전환하게 할 예정입니다. 잘 된 일이지요. 그러면 어떤 혜택이 생길까요? 사실 버스 회사 입장에서 볼 때 경제적으로는 별 도움이 되지 못합니다. 그래서 정부가 그 돈을 융자해 주는 것이죠. 하지만 다른 긍정적 효과가 있어요. 우선, 버스가 보다 환경 친화적으로 됩니다. 더 이상 대기 속에 더러운 연기를 뿜어내지 않아도 되는 것이죠. 다시 말해 우리가 숨 쉬는 공기가 훨씬 더 깨끗해진다는 얘기죠. 그리고 두 번째로 더 이상은 버스가 여러분도 아시다시피 점점 바닥을 드러내고 있는 휘발유를 사용하지 않아도 됩니다. 그래서 회사가 이익 면에서는 아무런 혜택을 보지 못한다고 하더라도 결국엔 우리가 사는 환경을 깨끗하게 함으로써 이 도시의 모든 사람들에게 혜택을 주게 되는 것이죠.

##### >> Sample Response

In the lecture, the professor focuses on a loan the city will provide to a bus company so that it can change its buses into ones that are electric-powered. She mentions that it will provide a couple of benefits. One thing she states is that the buses will become more environmentally friendly and won't pollute the air as much as gas-powered buses. She also claims that the buses won't use gasoline anymore, which is important because Earth's gasoline supply is running out. These two points relate to positive externalities because they are social rather than financial benefits. The professor mentions that the bus company won't make extra profits from this move; however, society itself will improve because of its move to electric-powered buses. In this case, the positive externality created is a cleaner environment.

강의를 하면서 교수는 버스를 전기 버스로 바꿀 수 있도록 시에서 버스 회사에 제공한 용자에 초점을 맞춘다. 그녀는 이 조치로 두 가지 혜택을 얻을 수 있다고 말한다. 그녀가 말하는 한 가지 혜택은 버스가 보다 환경 친화적이 되어 휘발유를 쓰는 자동차보다 환경을 덜 오염시키게 된다는 것이다. 또한 그녀는 버스가 더 이상 휘발유를 사용하지 않는다고 하는데 이는 지구상의 휘발유 공급이 바닥나고 있는 상황에서 중요한 사실이다. 이 두 가지 혜택은 경제적인 효과보다는 사회적인 효과가 있기 때문에 외부경제와 관련이 있다. 교수는 버스 회사가 이 조치로 특별

한 이익이 생기지는 않지만 전기 버스만 운행하도록 하는 조치로 인해 사회 자체가 개선될 것이라고 말한다. 이 경우 발생하는 외부경제는 보다 깨끗한 환경이 된다.

## Task 5

3-24

### >> Listening

M: I can't believe that we have our final exams in two weeks. It seems like the semester has gone by so quickly.

W: Yeah, I really need to get studying, but I don't have much time.

M: Not much time? Why not?

W: Well, I tutor this high school student twice a week. He lives about half an hour away from here, so I pretty much spend the entire evening helping him and therefore can't study twice a week. I've got to think of something to do.

M: Well, have you got any options?

W: I've thought about temporarily reducing the time I teach him. You know, just teach him for an hour each time instead of three. But he really depends on me for his own grades, so I don't want to let him down or anything.

M: Yeah, but you've got to think of your grades first.

W: That's true. I suppose that I could find a substitute tutor for him for a couple of weeks until the exam period is over.

M: That sounds great. Then the both of you would get to study.

W: True, but he's really shy, so he might not be able to work well with another tutor. It took him a long time before he would actually open up to me.

M: 기말 고사가 2주 후라니. 한 학기가 너무 빨리 지나간 것 같아.

W: 그래. 정말 공부 좀 해야겠어. 그런데 시간이 별로 없어.

M: 시간이 별로 없다고? 왜?

W: 일주일엔 두 번씩 이 고등학생 과외를 해. 학생이 여기서 30분이나 되는 거리에 살아. 그래서 거의 저녁 내내 학생 과외 때문에 일주일엔 두 번은 공부할 수가 없어. 그래서 어떻게 할 지 생각중이야.

W: 당분간이라도 과외 시간을 줄일까 하는 생각이야. 이답테면 한 번 가서 세 시간을 가르치는 대신 한 시간씩만 하는 거지. 하지만 나한테 성적을 너무 의존하고 있어서 학생을 실망시키고 싶지는 않아.

M: 그렇긴 해도 네 성적 관리가 우선이잖아.

W: 맞는 말이야. 시험이 끝날 때까지 2주 정도 대략라도 구해야 할까 봐.

M: 그 방법 괜찮네. 그러면 둘 다 공부를 할 수 있은 테니까 말아야.

W: 그렇긴 한데 학생이 낯을 가리는 편이라 다른 과외 선생님과 잘 지낼 수 있을지 몰라. 나한테 마음을 여는 데도 꽤 오래 걸렸거든.

### >> Sample Response

The main issue for the woman is that her final exams are coming up, but, because of her tutoring job, she doesn't get to study twice a week. The woman claims that she could find someone else to substitute tutor for her, and I strongly believe this is the best solution. To begin with, by getting a substitute tutor, the woman would be able to study for her tests, and her student would also be able to study as well. Additionally, while the woman mentions that her student is shy and might not take well to a new tutor, she shouldn't have to worry about that. She needs to take care of her grades as well. The student should be able to overcome his shyness for two weeks while the woman studies for her finals.

여자의 문제는 기말 고사가 다가왔는데 과외 때문에 일주일에 두 번은 공부를 할 수가 없다는 것이다. 여자는 자신을 대신할 과외 교사를 구할 생각이라고 말하는데 나도 이것이 최선의 방법이라고 확신한다. 우선, 대리 과외 교사를 구하면 여자는 시험 준비를 할 수 있고 학생도 마찬가지로 공부를 잘 할 수 있다. 뿐만 아니라 여자는 학생이 낯을 기리고 세 과외 교사에 잘 적응하지 못할 지도 모른다고 하는데 거기에 대해서는 걱정할 필요가 없다. 그에 못지않게 자신의 성적 관리가 중요하기 때문이다. 여자가 기말 고사 공부를 하는 2주 동안 학생은 수줍음을 극복하게 될 수도 있다.

## Task 6

3-25

### >> Listening

I imagine that, at some time in most of your lives, you will consider opening your own business. It may be something small, like a convenience store, or it may be something much larger. Nevertheless, you'll most likely need to attract investors, especially if it's a large business. Unless you win the lottery of course. Anyway, in order to attract investors, you'll definitely need to prepare a couple of important documents for them.

One of the most important ones you'll need is a business plan. Please, don't laugh. I know that it sounds obvious, but you actually have no idea how many people simply open a business without having a solid business plan. But trust me. Without one of these, the only investor you'll get is yourself. Or maybe a relative. So, what is a business plan? Well, it's a comprehensive plan that includes specific content such as the product you intend to sell, the strategy you intend to employ, and various other details concerning how you plan to, well, run your business. It's crucial. You'll need to have this one well thought out to get any kind of significant investment.

The second thing you'll definitely require is an executive



summary. You should have heard of this one, too. It's merely a summary of the business plan, so, obviously it's much shorter, yet it goes right to the point and explains your objectives. This is the first document you'll show any potential investors. You'll need to make it as attractive as possible because this will, hopefully, induce potential investors to read your detailed business plan and then put their own money into your project.

여러분들 가운데 대부분이 살아가면서 어느 시점에는 자신의 사업을 시작하겠다는 생각을 할 것입니다. 편의점 경영처럼 작은 사업일 수도 있고 훨씬 큰 규모일 수도 있습니다. 그럼에도 불구하고, 여러분은 아마도 투자자를 유치해야 할 것입니다. 물론, 대규모 사업이라면 더욱 더 그럴 겠죠, 복권에 당첨되지 않는 한 말입니다. 어쨌든 투자자를 유치하기 위해서는 반드시 두 가지 중요한 서류를 준비해야 합니다.

여러분이 필요한 가장 중요한 서류 중의 하나는 사업 계획서입니다. 옷을 일이 아닙니다. 너무 당연하게 들리겠지만 얼마나 많은 사람들이 구체적인 사업 계획도 없이 그냥 사업을 시작하는지 아마 여러분은 모를 거예요. 하지만 농담이 아닙니다. 사업 계획서 없이는 여러분 자신 말고는 아무도 여러분에게 투자를 하겠다고 나서지 않을 거예요. 어쨌든 친척은 투자를 할지도 모르죠. 그렇다면 사업 계획서란 무엇일까요? 사업 계획서란 판매 하고자 하는 품목, 사용하고자 하는 전략, 사업을 어떻게 경영할지와 관련된 다른 여러 가지 세부 사항과 같은 구체적 내용을 담은 포괄적인 계획서를 말합니다. 사업 계획서는 정말 중요합니다. 중요한 투자를 유치할 생각이 있다면 사업 계획서를 신중히 짜야 합니다.

두 번째로 필요한 서류는 사업 개요서입니다. 이 서류에 대해서도 들어본 적이 있을 거예요. 사업 개요서는 사업 계획에 대한 개요이기 때문에 길이가 훨씬 짧아야 하고 바로 본문으로 들어가 사업 목적을 설명해야 합니다. 잠재 투자자에게 보여주게 되는 첫 번째 서류도 이 사업 개요서 예입니다. 이 사업 개요서를 통해 잠재 투자자가 자세한 사업 계획서를 읽고 프로젝트에 돈을 투자하게 되기 때문에 사업 개요서는 가능한 한 매력적으로 만들어야 합니다.

### >> Sample Response

The focus of the professor's lecture is the two most important documents people planning to open businesses need in order to attract investors. The first explanation concerns the business plan. According to the professor, without a business plan, a person will almost never find investors. He states that a business plan is a comprehensive explanation of what the person intends to do with his business. It includes explanations on the product, strategy, and other details that pertain to the potential business. The second document the professor discusses is the executive summary. According to him, this is just a summary of the business plan, which makes it a much shorter document. The point of an executive summary is to highlight a person's business objectives and make them attractive enough to convince potential investors to read the complete business plan.

교수의 강의의 초점은 자기 사업을 시작하려는 사람들이 투자자를 유치하기 위해 필요한 두 가지 중요한 서류에 맞춰져 있다. 첫 번째 설명은 사업 계획서와 관련이 있다. 교수에 따르면 대부분의 경우 사업 계획서가 없이는 투자자를 찾기 힘들다. 그는 사업 계획서는 어떤 사업을 어떻게 해 나가라는 지에 대한 포괄적인 설명이라고 말한다. 사업 계획서에는 제품, 전략, 잠재적 사업과 관련된 기타 세부 사항들에 관한 설명이 포함되어 있다. 교수가 말하는 두 번째 서류는 사업 개요서이다. 그에 따르면 사업 개요서는 사업 계획서의 요약 서류로 훨씬 길이가 짧다. 사업 개요서의 핵심은 사업 목적을 강조해 잠재 투자자가 전체 사업 계획서를 읽고 싶어 하게 만들 만큼 매력적으로 보이게 하는 것이다.

## Actual Test 02

### Task 1

3-26

#### >> Sample Response

My favorite subject in high school was history. To begin, I was always interested in history since I was a child. My father's uncle had fought in World War II, so our family had lots of pictures of him in uniform, and we had some of his medals. I read a lot of books about the war and became very interested in history in general. Secondly, I had two really good history teachers in high school. They presented the subject in an interesting manner, using lots of maps, videos, and pictures as they explained things. This made history seem more real to the students. In fact, I like history so much I want to major in it in university.

고등학교 때 내가 가장 좋아했던 과목은 역사였다. 우선, 나는 어렸을 때부터 항상 역사에 관심이 많았다. 작은 할아버지가 2차 대전에 참전 하셔서 집에 군복을 입은 할아버지의 사진도 많았고 훈장도 몇 개가 있었다. 전쟁에 관한 책도 여러 권 읽었고 역사 전반에 관해 관심도 많았다. 두 번째로는 고등학교 때 정말 좋은 역사 선생님 두 분을 만났다. 그분들은 설명을 할 때 지도와 비디오, 그림 등을 이용해 역사를 재미있게 가르쳐 주셨다. 이것 덕분에 역사는 우리에게 보다 현실적으로 다가왔다. 사실, 나는 역사를 너무 좋아해 대학에서도 역사를 전공할 생각이다.

### Task 2

3-27

#### >> Sample Response

I always prefer to take my lunch to school. Firstly, taking my own lunch is healthier than eating in the cafeteria. My mother always makes my lunch, so it's quite good. She always gives me sandwiches, some fruit, and yogurt or a granola bar. The sandwiches are healthy and very filling.



Overall, my lunch is much better than the junk food the cafeteria often serves. The second reason I prefer to take my lunch is that the price of the food in the cafeteria is too high. In fact, the price is almost the same as a meal at a regular restaurant. So, by bringing my own lunch, I can save a lot of money every day.

나는 항상 도시락을 싸다니는 것을 좋아한다. 우선, 도시락은 식당에서 먹는 것보다 건강에 훨씬 좋다. 어머니가 항상 도시락을 싸 주시는데 꽤 अच्छ다. 어머니는 항상 샌드위치, 약간의 과일, 그리고 요구르트나 그 라놀라 간식을 싸 주신다. 샌드위치는 건강에도 좋고 속도 든든하다. 전 반적으로 도시락은 교내 식당에서 종종 보게 되는 군것질거리보다 훨씬 낫다. 내가 도시락을 선호하는 두 번째 이유는 교내 식당의 음식 가격이 너무 비싸기 때문이다. 사실, 가격이 일반 식당의 식사 가격이나 다를 바가 없다. 그래서 도시락을 싸다니면 매일 많은 돈을 아낄 수 있다.

### Task 3

3-28

#### >> Reading

**조나단 데이비스 졸업식 연설 예정** 샌트럴 대학은 5월 15일에 열리는 졸업식에서 졸업 연설을 해 주실 연설자로 조나단 데이비스를 모시게 되어 영광스럽게 생각합니다. 데이비스씨는 사업 분야의 지도자이십니다. 그는 자신의 회사인 DP 솔루션즈를 파산 위기에서 구해서 세계에서 가장 유명한 금융 회사로 바꿔 놓았습니다. 그는 졸업생들을 위해 사업과 관련해 소중한 말씀을 들려주실 것입니다. 데이비스 씨는 샌트럴 대학의 졸업생으로 학교 측은 학교가 배출한 최고의 인재 가운데 한 분을 모시고 그가 사회에 끼친 공헌을 기릴 기회를 기대하고 있습니다.

#### >> Listening

M: Wow, I can't wait to hear from Jonathan Davis. I've read so much about him. It'll be great to see him in person.

W: I'm not so sure. I think the university made a poor decision.

M: Why do you feel that way?

W: First, the school should have invited someone different, like, say, a famous teacher or professor.

M: What makes you say that?

W: Well, all Jonathan Davis has done is make money. Who cares about that? The purpose of a university is to educate people, so the school should invite a prominent educator to give the commencement address.

M: Uh, well, I don't think that's too important.

W: I'm not finished yet. The school missed a really great opportunity to support some of its education programs. We could have gotten someone else who would have talked about how important education is. I bet Jonathan Davis only talks about how he made a lot of money for his company.

M: Well, why don't we just wait until graduation and see what he talks about? Then we can decide how his speech was.

M: 와, 조나단 데이비스 씨 연설 정말 듣고 싶어. 그 분에 대한 기사도 많이 읽었거든. 직접 보게 된다면 정말 영광일 거야.

W: 난 별로야. 별로 현명한 결정이라고 생각 안 해.

M: 왜 그렇게 생각해?

W: 우선, 학교는 유명한 교사나 교수와 같은 다른 분을 초대했어야 해.

M: 왜 그래야 하는데?

W: 조나단 데이비스 씨가 한 거라곤 돈 버는 것뿐이잖아. 누가 그런데 신경을 쓴대? 대학의 목적은 교육이니까 유명한 교육자를 졸업 연설자로 초대해야 한다고 봐.

M: 글썄, 난 그게 그렇게 중요하다고는 생각 안 해.

W: 그게 다가 아니야. 학교는 교육 프로그램을 지원할 수 있는 정말 좋은 기회도 놓쳤어. 교육이 얼마나 중요한 지에 대해서 연설을 해 줄 사람을 구할 수도 있었어. 장담하건대 조나단 데이비스 씨는 회사를 위해 어떻게 많은 돈을 벌었는지에 대해서만 떠벌릴 거야.

M: 글썄, 졸업식 때까지 기다려 그 분이 어떤 얘길 하는지 보는 게 어때? 그 때쯤이면 그 분의 연설이 어땠는지 평가할 수 있겠지.

#### >> Sample Response

The students talk about the announcement that Jonathan Davis, a wealthy businessman, will be giving the school's commencement speech at graduation. In the woman's mind, the school has made a poor decision in its choice of speakers. First of all, the woman believes that universities only exist to teach people, so the school should not invite a businessman. She instead feels that the school should have asked a famous educator to speak to the students. The woman then continues by saying that the school should have shown some support for its education programs. By getting a speaker to talk about education, the school could have done this. She declares that it's better for a speaker to talk about the importance of education than to talk about how much money he has made.

학생들은 부유한 사업가인 조나단 데이비스가 대학 졸업식에서 졸업 연설을 하게 될 거라는 공고에 대한 대화를 나눈다. 여학생은 학교가 졸업 연설자 선택을 잘 못 했다고 생각한다. 우선, 여학생은 대학은 교육을 위해 존재하기 때문에 학교에서 사업가를 초빙해서는 안 된다고 생각한다. 대신 그녀는 학교 측이 유명한 교육자에게 연설을 해 주도록 요청했어야 한다고 말한다. 그런 다음 여자는 계속해서 학교가 교육 프로그램을 지원하고 있다는 사실을 보여줬어야 한다고 말한다. 연설자로 하여금 교육에 대해서 연설하게 함으로써 학교는 이런 지원을 보여줄 수 있었다. 그녀는 연설자가 얼마나 많은 돈을 벌었느냐에 대해서보다는 교육의 중요성에 대해 연설을 하는 것이 더 낫다고 생각한다.



## &gt;&gt; Reading

**장기 기억** 인간의 뇌는 매일매일 엄청난 양의 정보를 처리한다. 상당 부분을 잊어버리지만 여전히 많은 정보는 남아 있게 된다. 일부 정보는 단기 기억이라고 하는 즉각 회상을 위해 사용할 수 있게 남게 된다. 다른 정보는 회상될 순간을 기다리며 뇌 속에 남아 있는데 때로는 몇 년 뒤에야 회상되기도 한다. 이것을 장기 기억이라고 한다. 뇌는 장기 기억을 위해 정보를 분류해야 하는데 종종 감각성 입력 정보나 연상 주소 범에 의해 목록을 만든다. 장기 기억 덕분에 사람들은 여러 가지 사실 뿐만 아니라 자전거 타기처럼 간단한 일과 같은 어떤 행동을 하는 방법도 알 수 있다. 장기 기억이 없다면 인간은 제대로 기능을 할 수 없을 것이다.

## &gt;&gt; Listening

Some of us have better memories than others, especially when considering long-term memory. But did you know that there are actually different types of memory? Sure there are. Right now, I want to talk about two types of memory—declarative memory and procedural memory.

Declarative memory comprises all of the facts that you learn, like in this class. Procedural memory constitutes the actions that you learn to do, like playing a musical instrument. Let me show you how these two go hand in hand and complement each other. I'm sure you all know how to ride a bicycle. At least, I hope that you do. Now, actually remembering how to ride a bicycle—even if you haven't ridden one in years—is procedural memory. But remembering the names of the parts of the bike—the wheels, handle, brakes, and so on—is declarative memory. Or, how about this? I believe there's a football game tomorrow. Think about the players. All those plays that they have to remember are recalled through declarative memory. But actually running, throwing, tackling, and every other action associated with football rely upon procedural memory. And, without both of them, you simply wouldn't be able to do much of anything except sit there and stare at me. Kind of like what you're doing now.

어떤 사람들은 다른 사람들보다 기억력이 좋기도 한데 특히 장기 기억에서 그렇습니다. 하지만 실제로 여러 가지 종류의 기억이 있다는 것을 아셨나요? 이것은 사실입니다. 그럼 이제 서술 기억과 절차 기억이라는 두 가지 종류의 기억에 대해 이야기해 보겠습니다.

서술 기억은 이 강의에서와 같이 여러분들이 배우는 모든 사실들로 이루어집니다. 절차 기억은 악기 연주와 같이 무엇인가를 하는 행동들로 이루어지죠. 이 두 가지 기억이 어떻게 상호 협력하며 보완 역할을 하는지 가르쳐 드리겠습니다. 여러분 모두 자전거를 어떻게 타는지 알 줄로 믿습니다. 적어도 그러기를 바랍니다. 그런데 수년간 자전거를 타 보지 않았더라도 자전거 타는 법을 실제로 떠올리는 것이 절차 기억입니다.

하지만 바퀴나 핸들이니 브레이크니 하는 것들의 이름을 기억하는 것은 서술 기억입니다. 이번엔 다른 예를 들어 보죠. 내일 축구 경기가 있는 줄로 압니다. 선수들을 떠올려 보세요. 여러분들이 떠올리게 되는 모든 선수들은 서술 기억을 통해 회상하게 됩니다. 하지만 실제로 달리고 던지고 태클을 걸고 하는 등의 축구와 관련된 모든 행동들은 절차 기억을 통해 회상됩니다. 그리고 이 두 가지가 없다면 여러분은 그냥 자리에 앉아 멍하니 저만 쳐다보는 것 외의 다른 것은 할 수 없을 겁니다. 지금 여러분이 하고 있는 것처럼 말입니다.

## &gt;&gt; Sample Response

During his lecture, the professor describes two different kinds of memory. The first is procedural memory. This is the process of remembering how to do a certain activity, even after several years of not doing it. The two examples the professor mentions are recalling how to ride a bicycle and knowing how to play football while remembering how to run, throw, and tackle. The second example of memory the professor gives is declarative memory, which is remembering various facts and other information. His two examples are remembering the different parts of a bicycle and remembering the plays to run in a football game. According to the professor, both of these are long-term memories, which is the brain's ability to catalog and store information that might need to be recalled months or even years after it is learned.

교수는 강의를 하면서 두 가지 종류의 기억에 대해 설명한다. 첫 번째는 절차 기억이다. 이것은 어떤 행동을 수년 동안 하지 않았다고 하더라도 특정한 행동을 어떻게 하는지를 떠올리는 과정을 말한다. 교수가 언급한 두 가지 예는 자전거를 타는 법을 떠올리는 것과 어떻게 달리고, 던지고, 태클을 걸고 하는지를 기억하면서 축구 하는 법을 아는 것이다. 교수가 든 기억의 두 번째 예는 서술 기억으로 여러 가지 사실과 기타 정보를 기억하는 것이다. 그가 든 두 가지 예는 자전거의 여러 부분을 기억하는 것과 축구 경기에서 뛰는 선수의 이름을 기억하는 것이다. 교수에 따르면 이 두 가지는 장기 기억으로 장기 기억은 학습을 한 뒤에 여러 달 또는 심지어 수 년 후에 회상하기 위해 목록을 작성하고 저장하는 뇌의 능력을 말한다.

## Task 5

## &gt;&gt; Listening

W: I am so frustrated these days.

M: What's the matter? Are you having a problem with school?

W: No, school is fine. It's the newspaper that's the real issue.

M: Oh, right. You're the editor at the school paper, aren't you? So, what's the matter?

W: Well, the price of the paper we use to print the news on has risen lately, but our budget hasn't. We're going

to have some problems staying in business at this rate.

M: Hmm... Well, have you considered selling more advertisements in the newspaper? You could probably make a lot of money that way.

W: Yeah, we could easily do that, but we already get a lot of complaints from students that we have too many ads as it is. Imagine what would happen if there were even more ads.

M: Yeah, that could be a problem. Then what else could you do?

W: Some of us at the paper think we could start charging money for the newspaper. It wouldn't be too much—just twenty-five cents or so each issue.

M: I'm kind of skeptical about that idea. You'd probably lose a lot of readers. I only read the paper when I'm at lunch or have nothing to do. If I had to pay for it, I wouldn't even bother reading it.

W: 요즘 너무 우울해.

M: 무슨 일이야? 학교에 무슨 문제가 있니?

W: 아니, 학교에는 문제가 없어. 문제가 있는 건 신문이야.

M: 그렇구나. 너, 학교 신문사 편집장이지? 그래, 무슨 일인데?

W: 최근에 신문 인쇄 종이 가격이 올랐는데 예산이 한정되어 있어. 이 요금으로 찬상 유지를 하려면 좀 어려움이 있어.

M: 흠... 신문에 광고를 좀 더 받는 건 생각해 봤어? 그러면 많은 수입이 생길지도 모르잖아.

W: 그래, 그렇게 쉽게 해결할 수도 있겠지. 하지만 지금 상태로도 광고가 너무 많다고 학생들의 찬반이 접수돼. 거기다 광고를 더 실으면 무슨 일이 생길지 생각해 봐.

M: 그래, 문제가 될 수 있겠구나. 그러면 어떻게 할 건데?

W: 신문 발행인을 하고 있는 사람들 중에 신문 값을 매기자는 사람들이 있어. 너무 비싸지는 않게 한 부당 25센트에서 50센트 정도 말 이야.

M: 난 그 의견에는 약간 부정적이야. 아마 많은 독자들 알게 될 거야. 내 경우엔 점심 먹을 때나 아무 할 일이 없을 때만 신문을 읽어. 돈을 내야 한다면 읽을 생각도 안 할 거야.

#### >> Sample Response

The woman's problem is that the paper newspapers get printed on has become more expensive, so the school newspaper needs to raise more funds to keep itself in business. The man suggests that the newspaper sell more advertisements. I believe this is the better of the two solutions. One reason she should do this is that she indicates there are many people willing to pay to place advertisements in the school's paper. This means the newspaper could raise the extra money from sponsors, not from the students. Also, in the case of people who dislike ads, it's easy to skip over any extra ads in the

paper. Student uninterested in them can simply turn the page and find the articles. So they don't have to be annoyed, yet the paper can still raise more money.

여자의 문제는 신문 인쇄용지 가격 인상으로 학교 신문은 계속 발행하기 위해서는 더 많은 돈이 필요하다는 것이다. 남자는 광고를 더 많이 받으라고 제안한다. 나는 두 가지 이유에서 이것이 최선의 방법이라고 생각한다. 여자가 그렇게 해야 하는 한 가지 이유는 학교 신문에 광고를 낼 의사가 있는 사람들이 많다는 점을 여자가 지적했기 때문이다. 다시 말해 학생들이 아닌 스폰서로부터 추가 비용을 마련할 수 있다는 얘기다. 또한 광고를 싫어하는 사람들의 경우는 신문 광고란을 뛰어 넘으면 그만이다. 광고에 관심이 없는 학생들은 그냥 페이지를 넘겨 기사를 찾아 읽으면 된다. 그렇게 되면 기분 나쁜 이유도 없고 신문은 더 많은 기금을 확보할 수 있다.

#### Task 6

3-31

#### >> Listening

I believe everyone here has heard of Johannes Gutenberg, right? Of course you have. He's the man primarily responsible for the creation of the printing press in the West. Well, it was actually movable type that he created around 1450, but still we say that he invented the printing press. Anyway, his invention greatly changed people's reading habits in just a matter of decades.

Now, before Gutenberg's invention, all books were handwritten. This was a long, arduous process. It might take a scribe twenty years to write out the entire Bible. Yeah, that would take a lot of dedication. And books were ridiculously expensive, too. So, obviously, there were not that many books in existence. In addition, few people could read. So, how did people read books? I guess you could say that they listened to them instead. Oftentimes, many people would gather around one person—often the only literate individual in the group—who would then read aloud to everyone. Kind of like story time in elementary school.

However, once books were being, uh, mass-produced, unsurprisingly, people's reading habits began to change. First, with countless new books on the market, their prices plunged. They were still expensive, but they were affordable to the middle class. Soon many families acquired Bibles as well as other books. This, naturally, led to an increase in the literacy rate since more people were reading now. And, without a need to read books aloud, people began reading books quietly by themselves, which is probably the way that most of you read today, right?

모든 학생들이 요하네스 구텐베르크에 대해서 들어 보았을 거예요. 물론



본 그렇겠지요. 그는 서양에서 처음으로 인쇄기를 만든 장본인이예요. 글씨, 1450년경 그가 만든 것은 실제로 활자지만 우리는 여전히 그가 인쇄기를 발명했다고 말합니다. 어쨌든 그의 발명품으로 인해 불과 수십 년 만에 사람들의 독서 습관이 크게 바뀌었어요.

구텐베르크가 활자를 발명하기 전까지 모든 책은 손으로 직접 써야 했어요. 이것은 길고도 힘든 과정이었죠. 필경사가 성경책 한 권을 전부 베껴는데 20년이 걸리기도 했어요. 그래요. 정말 쉽지 않은 일이었죠. 그리고 책값도 어마어마하게 비쌌어요. 그래서 확실히 책의 수량도 그다지 많지 않았어요. 게다가 글을 읽을 수 있는 사람도 그리 많지 않았어요. 그렇다면 사람들은 어떻게 책을 읽었을까요? 읽는 대신 읽는 걸 들을 수 있었겠지요. 종종 많은 사람들이 무리 중에 유일하게 글을 읽을 수 있었던 한 사람 주변에 모여 앉아 그가 큰 소리로 읽어주는 걸 들곤 했었죠. 초등학교 때 이야기 시간처럼 말이예요.

하지만, 일단 책이 대량생산되자 놀랍게도 사람들의 독서 습관이 바뀌기 시작했어요. 우선, 수많은 책이 새로 시장에 쏟아져 나오면서 가격이 폭락했어요. 책값이 이전엔 비싼 편이긴 했지만 중산층이 살 수 있을 정도의 수준이었죠. 얼마 지나지 않아 많은 가정에서는 다른 책들뿐만 아니라 성경도 보유할 수 있게 되었어요. 예전보다 많은 사람들이 책을 읽기 시작하면서 글을 읽고 쓸 줄 아는 사람이 많아지게 되었죠. 책을 큰 소리로 읽을 필요가 없어지면서 사람들은 혼자서 조용히 책을 읽게 되었는데 이리분도 대부분 책을 이렇게 읽으시죠?

#### >> Sample Response

The professor looked into the reading habits of people before and after Johannes Gutenberg's invention of movable type in the middle of the fifteenth century. First, he focuses on the time before Gutenberg. The professor stresses that books were handwritten and could take years to make. This meant that there were few books, so, naturally, few people could read. He states that often the one literate person in a group would read aloud to everyone. Instead of reading, therefore, most people listened. However, after Gutenberg created movable type, it became much faster and cheaper to produce books. Therefore, more middle class people began buying books and reading them. The professor states that as more and more people became literate, they began to read silently instead of reading out loud to others.

교수는 15세기 중반 요하네스 구텐베르크가 활자를 발명하기 전후의 독서 습관에 대해 살펴보았다. 첫 번째로, 그는 구텐베르크 이전에 초점을 맞췄다. 교수는 책을 직접 손으로 썼으며 책이 만들어지기까지 수년 걸렸음을 강조한다. 다시 말해 책이 거의 없었고 당연히 사람들은 거의 책을 읽을 수 없었다. 무리 가운데 글을 읽을 수 있는 사람이 다른 사람에게 큰 소리로 책을 읽어주곤 했다고 그는 말한다. 하지만 구텐베르크가 활자를 발명한 뒤에는 책을 만드는 것이 훨씬 빨라지고 저렴해졌다. 그래서 보다 많은 중산층이 책을 구매하고 읽기 시작했다. 점점 더 많은 사람들이 글을 읽을 수 있게 되면서 큰 소리로 다른 사람들에게 책을 읽어주는 대신 조용히 책을 읽게 되었다고 교수는 말한다.

