

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

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

*Advanced*

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# How to Use This Book

*How to Master Skills for the TOEFL® iBT Speaking Advanced* 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 ten 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. In chapters 1 and 2, this part will also provide you with useful topics you need to practice after you work on each chapter.

**1 Personal Experience**

**Sample iBT Question**

What is the most valuable person in the group you belong to? Why is this person the most valuable? Please include specific examples and details in your response.

**Useful Topics**

**People**

- 1. Describe the person you most value in your life. Who is this person? Why is this person so valuable to you?
- 2. What is the reason that you consider this person to be so valuable?
- 3. How is this person's personality or character a gift to you?
- 4. How does this person help you in your life? Please give an example.

**Places**

- 1. Where is a place that you would like to visit in the future? Why do you want to go there?
- 2. Describe the place you would like to visit. What is special about this place?
- 3. How would you like to spend your time at this place? Please give an example.
- 4. Why is this place so important to you? Please give an example.

**Experiences**

- 1. Describe a time when you had a very successful experience in your life. What was this experience?
- 2. How did you feel about this experience? Please give an example.
- 3. What was the most important lesson you learned from this experience?
- 4. How would you like to spend your time at this place? Please give an example.

**Things**

- 1. What is a thing that you would like to have in your life? Why do you want it?
- 2. Describe the thing you would like to have. What is special about this thing?
- 3. How would you like to use this thing? Please give an example.
- 4. Why is this thing so important to you? Please give an example.

## 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. You will first be guided to organize your thoughts, and then you will make your own responses. After this, you will compare them with sample responses and then evaluate your responses in a step-by-step manner.

**Unit 1: Needing Help**

**Task 1: Independent Speaking**

Describe a situation when you needed someone to help. What was the result? Please include specific examples and details in your response.

**Task 2: Independent Speaking**

What is the most valuable person in the group you belong to? Why is this person the most valuable? Please include specific examples and details in your response.

**Useful Topics**

**People**

- 1. Describe the person you most value in your life. Who is this person? Why is this person so valuable to you?
- 2. What is the reason that you consider this person to be so valuable?
- 3. How is this person's personality or character a gift to you?
- 4. How does this person help you in your life? Please give an example.

**Places**

- 1. Where is a place that you would like to visit in the future? Why do you want to go there?
- 2. Describe the place you would like to visit. What is special about this place?
- 3. How would you like to spend your time at this place? Please give an example.
- 4. Why is this place so important to you? Please give an example.

**Experiences**

- 1. Describe a time when you had a very successful experience in your life. What was this experience?
- 2. How did you feel about this experience? Please give an example.
- 3. What was the most important lesson you learned from this experience?
- 4. How would you like to spend your time at this place? Please give an example.

**Things**

- 1. What is a thing that you would like to have in your life? Why do you want it?
- 2. Describe the thing you would like to have. What is special about this thing?
- 3. How would you like to use this thing? Please give an example.
- 4. Why is this thing so important to you? Please give an example.



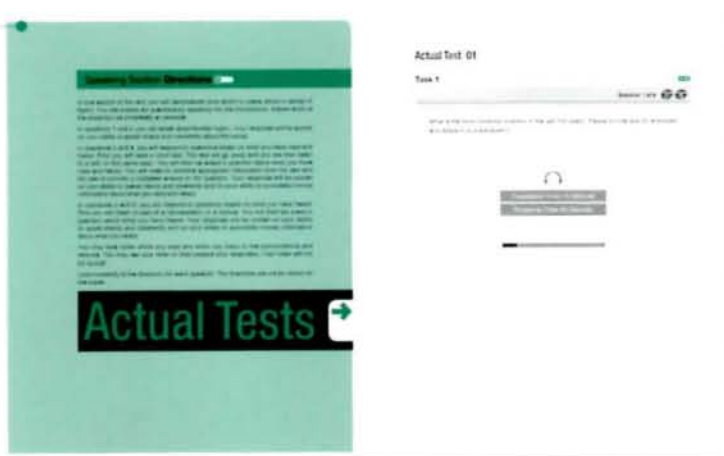
### 3 Tasks 3, 4, 5, & 6

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 and then evaluate your responses in a step-by-step manner.



### 4 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.









## 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 \_ Needing Help

Unit 2 \_ Subjects

Unit 3 \_ Life Changes

Unit 4 \_ Home Characteristics

Unit 5 \_ Celebrations

Unit 6 \_ Gifts

Unit 7 \_ News

Unit 8 \_ Challenging

Unit 9 \_ Living Environment

Unit 10 \_ Skills

### ● Chapter 2 Personal Preference

Unit 11 \_ Cell Phones

Unit 12 \_ College Housing Arrangements

Unit 13 \_ Part-time Jobs

Unit 14 \_ Life after High School

Unit 15 \_ Measures of Success

Unit 16 \_ Kinds of Books

Unit 17 \_ Films & Concerts

Unit 18 \_ Summer Vacation Activities

Unit 19 \_ Comfort in Different Generations

Unit 20 \_ Life Lessons







# 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



Who is the most valuable person in the group you belong to? Why is this person the most valuable? Please include specific examples and details in your explanation.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

### Sample Response

1-01

I strongly feel that the most valuable person in my group is my father. My group, of course, is my family. I feel this way because my father's the only person in my family who works. This means that it's the money he earns that enables my family to live comfortably. He helps my family live in a nice house, have enough to eat, and take one or two trips every year. My father does a good job of taking care of us. Another reason is that he instructs me on how to be a good person. He has taught me good manners and shown me the proper ways to act towards other people. Thanks to his instructions, I feel that I've become a much better person.



## Useful Topics

### 1. People

- (1) Describe one historical figure you would like to meet and explain why you would like to meet this person.
- (2) Who is the person that you respect the most in your neighborhood?
- (3) What are the characteristics needed to be a good parent?
- (4) Describe an influential role model in your life. Explain why you respect this person.
- (5) Describe a historical person who you think changed the world. Explain how he or she changed the world.

### 2. Places

- (1) What is your favorite place where you spend time with your friends?
- (2) Describe the country you would most like to visit but have not been able to go to.
- (3) Choose a place in your country that you would recommend that a foreign friend visit.
- (4) Describe the most memorable place you have ever visited and explain why that place is special to you.
- (5) Choose the room in your house that you like to spend the most time in and explain why you like that room so much.

### 3. Experiences

- (1) What is the most important decision you have ever made?
- (2) Describe a time in your life when you felt proud of a member of your family.
- (3) Describe your favorite method of staying healthy and explain why it is good for you.
- (4) Of all the things you have or have not done in the past, which one has caused you the most regret?
- (5) Describe a situation when you asked someone for help. What were the results?

### 4. Things

- (1) What is the best invention that mankind has ever come up with? Why do you think so?
- (2) Describe the best mode of transportation you can use in your region.
- (3) What is a useful skill your mother or father taught you? Describe the skill and how you were taught it.
- (4) What kind of work are you willing to do even if you never get paid for it?
- (5) What do you believe is a respectable job?



## Unit 1. Needing Help



Describe a situation when you asked someone for help. What were the results?  
Please include specific examples and details in your explanation.

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

- 1 When did you have to ask for some help?
- 2 Why did you have to ask for help from this person?
- 3 What was the end result of that situation?

1 **A situation where I asked for help** \_\_\_\_\_

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

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

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

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

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

Once I had to \_\_\_\_\_ It was because \_\_\_\_\_

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


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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-02

**| Self-Rating |** Rate your response based on the following criteria.

#### Delivery

1 How clearly did you speak your response? 1 2 3 4

#### Language Use

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### Topic Development

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4





## Unit 2. Subjects



Which subject do you want to learn more about? Please include specific examples and details in your explanation.

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

- 1 What subject would you like to learn more about?
- 2 Why do you feel that this subject is important?
- 3 What would happen if you were to learn more about this subject?

1 The subject I want to learn more about \_\_\_\_\_

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

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

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

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

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

For me, \_\_\_\_\_ One reason is that \_\_\_\_\_

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

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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-03

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 3. Life Changes



Describe how your life will be different five years from now. Please include specific examples and details in your explanation.

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

- 1 How will your life be different in five years?
- 2 Why do you think it will be that way?
- 3 What improvement can these differences make?

1 How my life will be different \_\_\_\_\_

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

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

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

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

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

I believe my life will be \_\_\_\_\_ The main reason is \_\_\_\_\_

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

So, \_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 4. Home Characteristics

**Q** What characteristics of a house or an apartment do you think are the most important? Please include specific examples and details in your explanation.

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

- 1 What are the most important characteristics for a house or an apartment?
- 2 Why do you believe that these characteristics are so important?
- 3 How can these characteristics make a home better to live in?

1 Important home characteristics \_\_\_\_\_

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

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

Therefore \_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-05

**| Self-Rating |** Rate your response based on the following criteria.

**Delivery**

1 How clearly did you speak your response? 1 2 3 4

**Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

**Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 5. Celebrations

**Q** What is a special day of celebration in your country, and what do you do on that day?  
Please include specific examples and details in your explanation.

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

- 1 What is a special day of celebration in your country?
- 2 What do people usually do on this special day?
- 3 What are the reasons that people engage in these activities?

1 A special day of celebration \_\_\_\_\_

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, \_\_\_\_\_ I feel this way because \_\_\_\_\_

Also, \_\_\_\_\_

This means that \_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-06

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 6. Gifts



What is the most important gift that you have ever received? Please include specific examples and details in your explanation.

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

- 1 What is the most important gift you have ever received?
- 2 Why was this gift so meaningful to you?
- 3 What was the result of your receiving this gift?

1 My most important gift \_\_\_\_\_

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

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

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

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

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

The most important gift \_\_\_\_\_ Firstly, \_\_\_\_\_

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

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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

**Delivery**

1 How clearly did you speak your response? 1 2 3 4

**Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

**Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4





## Unit 7. News



What was the news in the past that made you the happiest? Please include specific examples and details in your explanation.

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

- 1 What news in the past made you the happiest?
- 2 Why did it make you so happy?
- 3 How did you feel after you heard it?

1 The news that made me the happiest \_\_\_\_\_

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 \_\_\_\_\_

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

Therefore \_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-08

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? **1 2 3 4**

#### **Language Use**

2 How well did you control language structures to convey your ideas? **1 2 3 4**

3 How appropriately did you use vocabulary to convey your ideas? **1 2 3 4**

#### **Topic Development**

4 How fully did you answer the question? **1 2 3 4**

5 How coherently did you present your ideas? **1 2 3 4**



## Unit 8. Challenging Experiences



What is a challenging experience you have overcome, and how did you overcome it?  
Please include specific examples and details in your explanation.

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

- 1 What is a challenging experience you have overcome?
- 2 Why was overcoming this such a challenge?
- 3 What did you do to overcome this challenge?

1 A challenging experience \_\_\_\_\_

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, \_\_\_\_\_



**| Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare** | Listen to a sample response, and compare it with yours.  1-09

**| Self-Rating** | Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 9. Living Environment

**Q** In which kind of natural environment (the mountains, the sea, etc.) would you like to live? Please include specific examples and details in your explanation.

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

- 1 In which kind of natural environment would you like to live?
- 2 Why do you want to live there?
- 3 What is so special about that place that makes you want to live there?

1 **Where I want to live** \_\_\_\_\_

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

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

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

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

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

I consider \_\_\_\_\_ For one thing, \_\_\_\_\_

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

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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 10. Skills

**Q** What is a skill that you do not have but would like to learn? Please include specific examples and details in your explanation.

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

- 1 What skill that you do not have would you like to learn?
- 2 What makes you interested in learning this skill?
- 3 How would knowing this skill help you?

1 A skill I do not have but would like to learn \_\_\_\_\_

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

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

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

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

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

As far as I am concerned, \_\_\_\_\_ First of all \_\_\_\_\_

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


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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-11

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4





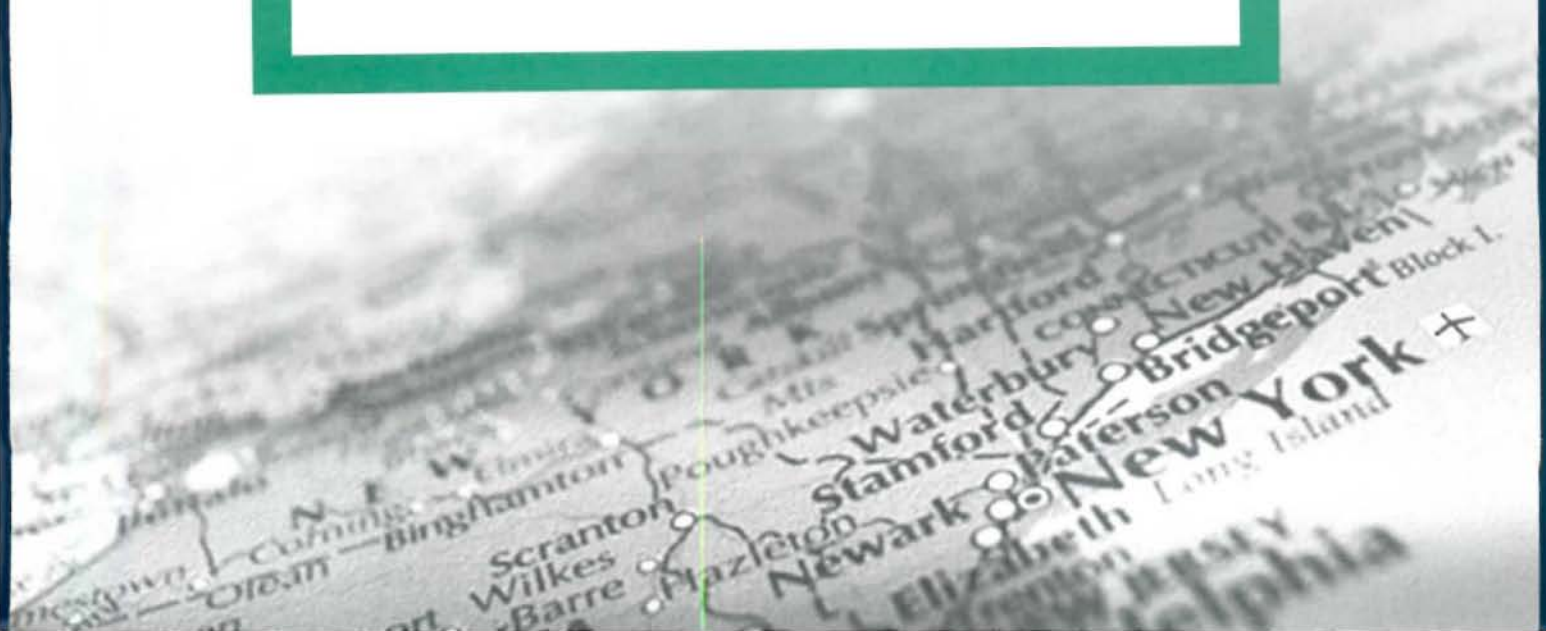


## Chapter

# 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 make many friends. Others prefer to have a small number of close friends. Which approach 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 Response

1-12

My preference is to have many different friends. For starters, I have many different interests. By maintaining a large group of friends, I can maintain all of them. For example, I can watch movies with some friends, visit museums with others, and hang out at home with even more friends. If I only had a small circle of friends, I probably wouldn't be able to engage in as many activities as I do now. Another important thing is that I love meeting all kinds of people. My friends all have different personalities. This means I get to associate with people who are completely different from one another. So, depending upon my mood, I can choose which of my friends I'll talk to or go out with that day.



## Useful Topics

### 1. School

- (1) Some people work during the day and study at night. Others work at night and study during the day. Which do you prefer and why?
- (2) Music and art should have the same value as other subjects at school such as math and science. Do you agree or disagree?
- (3) Some students prefer to study in traditional school classrooms. Others prefer to take classes over the Internet. Which of these two teaching methods is better and why?
- (4) Students should be required to wear uniforms to school. Do you agree or disagree?
- (5) Higher education should be available to everybody. Do you agree or disagree?

### 2. Society & Things

- (1) Television has a positive influence on children. Do you agree or disagree?
- (2) Some people feel that television is very influential. Others believe that radio is more influential. Which of the two do you believe is more influential and why?
- (3) It is always best to tell the truth and never to lie. Do you agree or disagree?
- (4) Some people think that cities should preserve old buildings. Others think that cities should tear down old buildings and construct new ones in their place. Which do you prefer and why?
- (5) Cities should require the people using their cars during rush hour to pay a fee because of the traffic problems they cause. Do you agree or disagree?

### 3. Personal Life

- (1) Some people lead relaxed lives. Others lead active and busy lives. Which kind of life do you prefer to lead and why?
- (2) Some people enjoy eating familiar food. Others like to try new kinds of food. Which kind of food do you prefer and why?
- (3) It is better to have friends with different interests than oneself. Do you agree or disagree?
- (4) Some people work at home by themselves. Other people work at a company with coworkers. Which method of work do you prefer and why?
- (5) Some people go straight to their destination when they travel. Other people visit the nearby sights as they go to their destination. Which kind of traveling do you prefer to do and why?



## Unit 11. Cell Phones



Do you agree or disagree with the following statement? The use of cell phones should be prohibited in public. Give specific reasons and examples to support your opinion.

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

- 1 Do you believe cell phone usage should be prohibited in public or not?
- 2 Why do you feel that way about cell phones?
- 3 What reasons can you provide to back up your opinion?

1 Using cell phones in public \_\_\_\_\_

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 \_\_\_\_\_ For starters, \_\_\_\_\_

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


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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 12. College Housing Arrangements



Some schools have all of their first-year students live together in dormitories. Other schools have first-year students live together with students from other years. Which housing arrangement do you think is better and why? Use specific reasons and examples to support your preference.

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

- 1 Should freshmen live with one another or be matched with students from other years?
- 2 What makes you feel that is the best solution?
- 3 What are the possible benefits to this living situation?

1 How first-year students should live \_\_\_\_\_

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 \_\_\_\_\_ First off, \_\_\_\_\_

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

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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-14

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 13. Part-time Jobs



Do you agree or disagree with the following statement? Students should take classes during the day and work part-time jobs at night or on the weekend. Give specific reasons and examples to support your opinion.

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

- 1 Do you believe that students should study during the day and work part-time or not?
- 2 Why should students either work or not work while also studying?
- 3 What benefits would this have for the students?

1 **Students doing part-time jobs** \_\_\_\_\_

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

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

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

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

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

I believe \_\_\_\_\_ The first reason is \_\_\_\_\_

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


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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  **1-15**

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 14. Life after High School



Some people believe it is better to go to university or college right after graduating from high school. Other people believe it is better to take a year off between high school and university or college. Which do you prefer and why? Give specific reasons and examples to support your opinion.

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

- 1 Should a person go to college or university immediately or take a year off?
- 2 Why do you feel that this is the better solution for a high school graduate?
- 3 What are the benefits of attending college or university in this manner?

1 **When to attend college** \_\_\_\_\_

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

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

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

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

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

I believe \_\_\_\_\_ For one, \_\_\_\_\_

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

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



**| Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating** | Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 15. Measures of Success

- Q** Do you agree or disagree with the following statement? Having money and power is the best way to measure success. Give specific reasons and examples to support your opinion.

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

- 1 Do you agree or disagree that money and power are the best measures of success?
- 2 Why do you believe these are the best measures of success?
- 3 What reasons can you give to defend your opinion?

1 **Measuring success** \_\_\_\_\_

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

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

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

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

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

Personally, I think \_\_\_\_\_ The first reason is \_\_\_\_\_

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


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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-17

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4





## Unit 16. Kinds of Books



Some people like to read nonfiction books. Others like reading fiction books. What kind of books do you like to read and why? Use specific reasons and examples to support your preference.

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

- 1 Do you prefer to read either nonfiction or fiction books?
- 2 Why do you enjoy reading books in this genre?
- 3 What is it about this genre that attracts you?

1 **My reading preference** \_\_\_\_\_

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

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


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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-18

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 17. Films & Concerts

**Q** Some people like to watch films. Others like to attend concerts. Which activity do you prefer to do? Give specific reasons and examples to support your opinion.

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

- 1 Do you prefer to watch films or attend concerts?
- 2 Why do you enjoy doing this activity?
- 3 What features of films or concerts are so attractive to you?

1 My preferred activity \_\_\_\_\_

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

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

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

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

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

As for me, I prefer \_\_\_\_\_ One of the main reasons is \_\_\_\_\_

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

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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

<b>Response time:</b> 45 seconds	<b>Your speaking time:</b> _____ seconds
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**| Compare |** Listen to a sample response, and compare it with yours.  1-19

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4





## Unit 18. Summer Vacation Activities



Some students like to stay on campus and attend school during summer vacation. Other students prefer to get jobs and work off campus. Which activity do you think is better and why? Use specific reasons and examples to support your preference.

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

- 1 Do you think it is better for students to take classes or work off campus during summer?
- 2 Why do you feel that way about your choice?
- 3 How could a student benefit by doing this activity during the summer?

1 The summer activity I prefer \_\_\_\_\_

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, \_\_\_\_\_ For starters, \_\_\_\_\_

\_\_\_\_\_  
Also, \_\_\_\_\_

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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-20

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4





## Unit 19. Comfort in Different Generations



Do you agree or disagree with the following statement? People in modern society live more comfortable lives than their grandparents' generation did. Give specific reasons and examples to support your opinion.

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

- 1 Do you agree that people in modern times live more comfortably than their grandparents?
- 2 Why do you believe this to be correct?
- 3 What particular aspects now or in the past make life more comfortable?

1 The more comfortable generation \_\_\_\_\_

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

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

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

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

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

I must agree that \_\_\_\_\_ One reason I feel like this is \_\_\_\_\_

\_\_\_\_\_ Second, \_\_\_\_\_

Therefore \_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-21

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 20. Life Lessons



Do you agree or disagree with the following statement? People cannot learn important lessons about life in classrooms. Give specific reasons and examples to support your opinion.

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

- 1 Do you think people can or cannot learn important lessons about life in classrooms?
- 2 Why do you think that this is the case?
- 3 What examples do you know that prove or disprove this statement?

1 Life lessons in classrooms \_\_\_\_\_

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 right to say that \_\_\_\_\_ First of all, \_\_\_\_\_

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

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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

#### **Delivery**

1 How clearly did you speak your response? 1 2 3 4

#### **Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

#### **Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4







## 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 21 \_ School Facilities

Unit 22 \_ Dormitory Policies I

Unit 23 \_ Class Size Increases

Unit 24 \_ School Policies

Unit 25 \_ Night Classes

Unit 26 \_ Dormitory Policies II

Unit 27 \_ Student Affairs

Unit 28 \_ Library Renovations

Unit 29 \_ Online Library Materials

Unit 30 \_ Parking Policies

#### ● Chapter 4 Reading & Lecture

Unit 31 \_ Shaping

Unit 32 \_ Memorization

Unit 33 \_ Cyclic Population Change

Unit 34 \_ Short-term Memories

Unit 35 \_ Scent Marketing

Unit 36 \_ Fixed Action Patterns

Unit 37 \_ Creative Categorization

Unit 38 \_ Process Explanation

Unit 39 \_ Competence Stages

Unit 40 \_ Paradoxes of Choice







## 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



### Volunteer Teaching Program to Be Discontinued

State University has decided to discontinue its volunteer teaching program at the end of the current semester. For the last two years, there simply has not been enough interest by the student body in volunteering to teach elementary school students. The number of students participating does not justify the money the school is spending on the program. Additionally, many parents of the students being taught have complained that our student volunteers are not trained teachers, so their children are not getting the best possible education.

Listen to a conversation about the same topic. 

1-23

TOEFL iBT Speaking





## Script

M: Janet, you do volunteer student teaching, don't you?

W: Yeah, and I must say that I'm crushed the program's being cancelled.

M: How so?

W: Well, even though the school is far away and difficult to get to, it's been a great opportunity for me. I'm majoring in business, not education, you know.

M: Right.

W: Well, without this volunteer program, there would've been no way for me ever to get this kind of opportunity to teach young children.

M: Yeah, I can see that. But it seems like the children weren't really getting a quality education though. That's what the notice said.

W: I completely disagree with that. Since I started last semester, I've been able to watch all of the students grow, and I must say that their progress has been amazing.

M: But what about those complaints?

W: I have no idea where they're coming from. In fact, many students and teachers have complimented me on my work. It's such a shame the school's doing away with this program. It's going to hurt the children.

## Question

**The woman expresses her opinion of the discontinuation of the volunteer teaching program. State her opinion and explain the reasons she gives for holding that opinion.**

## Sample Response

1-24

In the notice, the university announces it's going to abandon a volunteer teaching program for elementary school students. In the woman's mind, the school is making a bad decision. The first reason is that since she's not majoring in education but is in the Business Department instead, she would never have gotten a chance to teach without the program. Even though the school is located somewhat far away, she feels that the program has been a positive addition to her life. Also, according to the woman, the student-teachers have helped the elementary students make improvements. This is contrary to the claim made in the notice. The woman says the students have made great progress and that many parents and teachers have complimented her on her ability to help the students learn, so cancelling the program is going to hurt the elementary school students.



## Unit 21. School Facilities

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

### Student Center Cafeteria Too Crowded

I am writing this letter to express my feelings about the Student Center Cafeteria. Ever since enrollment here increased, the cafeteria has become too crowded. This is a tremendous problem during breakfast, lunch, and dinner, as there are simply not enough places for students to sit and eat their meals. In addition, since the library does not have enough room, many students use the cafeteria as a place to study. Unfortunately, there are not enough spaces for the students to sit at. I strongly urge the school administration to renovate the student center and enlarge the cafeteria.

### Words and Expressions

**express (v)**

to state; to say

**enrollment (n)**

the total number of students attending a school

**tremendous (a)**

very large; huge

**urge (v)**

to insist upon; to advise

**renovate (v)**

to redo; to modernize

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What does the letter complain about?
- 2 According to the writer, what is wrong with the cafeteria during mealtimes?
- 3 What are some students not able to do during mealtimes?
- 4 Why is the cafeteria so crowded sometimes?
- 5 What is the relationship between the library and the cafeteria?

1 \_\_\_\_\_


2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-25

### Note Taking

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### Words and Expressions

**author (n)**  
a writer

**eatery (n)**  
a small restaurant; a dining hall

**aspect (n)**  
a part; a feature

**chat (v)**  
to talk; to gossip

**occupied (a)**  
full



The woman expresses her opinion of the student's letter to the editor. 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 letter?
- 2 What does the woman say about the cafeteria being the only place to eat?
- 3 What evidence does the woman provide to defend her point?
- 4 How does the woman feel about the noise level in the Student Center?
- 5 What does the woman mention about the Student Center as a place to study?

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

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

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

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

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



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

The letter to the editor states \_\_\_\_\_ The woman disagrees with

\_\_\_\_\_ First, \_\_\_\_\_

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

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

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

\_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 22. Dormitory Policies I

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

### All Freshmen May Live on Campus

Beginning next semester, all freshmen will be eligible to live in student dormitories on campus. The previous rule not guaranteeing on-campus housing for freshmen has been changed due to numerous complaints by both students and parents. This new regulation will permit first-year students more easily to form study groups with their peers on campus. This should enable them to improve their overall grade point averages. Additionally, the university has determined there is enough space in school parking lots to accommodate the extra cars that will be parked there by freshmen, so parking will not be an issue to consider.

### Words and Expressions

**eligible (a)**

entitled to something

**regulation (n)**

a rule; a law

**peer (n)**

an equal; someone the same age as another

**grade point average (phr)**

the total average of a student's grades

**accommodate (v)**


to fit; to have room for

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What is mentioned in the announcement?
- 2 What should freshmen now be able to do more easily?
- 3 How should students benefit from this?
- 4 What should all freshman students be able to do next semester?
- 5 How was this decision reached?

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



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-27

**Note Taking**

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**Words and Expressions**

**illogical (a)**  
unreasonable; lacking in logic or reason

**atmosphere (n)**  
a mood; a feeling

**conducive (a)**  
helpful to; favorable

**incidentally (ad)**  
by the way

**jam packed (phr)**  
completely full; very crowded



The woman expresses her opinion of the university's change in 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 is the woman's opinion of the university's change in policy?
- 2 How does the woman feel about the student environment in the dormitories?
- 3 When did she actually join a study group?
- 4 What does the woman think will happen to the campus parking situation?
- 5 What will the result of not building new parking lots be?

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

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

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

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

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



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

The announcement mentions that \_\_\_\_\_  
 However, the woman opposes \_\_\_\_\_  
 \_\_\_\_\_ One reason she gives is \_\_\_\_\_  
 \_\_\_\_\_ In fact, \_\_\_\_\_  
 The second reason the woman mentions \_\_\_\_\_  
 She clearly believes \_\_\_\_\_  
 \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-28

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>		
1	How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>		
2	How well did you control language structures to convey your ideas?	1 2 3 4
3	How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>		
4	How fully did you answer the question?	1 2 3 4
5	How coherently did you present your ideas?	1 2 3 4



## Unit 23. Class Size Increases

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

### Student Numbers to Increase in Seminars

Seminar classes will no longer be restricted to fifteen students per class. Instead, the number of students permitted to take each seminar has increased to twenty-five. Not enough students have been able to enroll in these discussion-based seminars despite their popularity because of a lack of instructors. This change will ensure students will be able to register in the seminar of their choice. Since our freshman and sophomore classes are much bigger than we had anticipated, this will guarantee that all students can fulfill their graduation requirement of taking at least one seminar class.

### Words and Expressions


restrict (v)  
to limit  
enroll (v)  
to sign up for; to register for  
lack (n)  
an absence; a deficiency of  
anticipate (v)  
to expect; to await  
fulfill (v)  
to complete; to satisfy

| Comprehension | Answer the following questions to make sure you understand the passage.

- 1 What change does the notice describe?
- 2 What is the first reason as to why the change is being made?
- 3 Why are students not always able to take the seminars they want to?
- 4 What is the second reason mentioned for making the change?
- 5 In what way will this change help students to graduate?

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



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-29

### Note Taking

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### Words and Expressions

**slight (a)**

small; minor

**be supposed to-V (phr)**

to be required to do something

**disturbed (a)**

bothered; annoyed

**insufficient (a)**

lacking; not enough; inadequate

**misguided (a)**

foolish; erroneous



The man expresses his opinion of the new regulation on seminars. 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 the new regulation on seminars?
- 2 How does the style of the seminars influence his opinion?
- 3 Why does he feel the larger class numbers will negatively affect the seminars?
- 4 What does the man say about hiring more part-time professors at the school?
- 5 Why does he believe it is a mistake to hire part-time professors?

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 male student opposes

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

\_\_\_\_\_ Furthermore, \_\_\_\_\_

\_\_\_\_\_ Overall, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

| **Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

Response time: 45 seconds

Your speaking time: \_\_\_\_\_ seconds

| **Compare** | Listen to a sample response, and compare it with yours.  1-30

| **Self-Rating** | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 24. School Policies

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

### Seniors Eligible to Teach Freshman Classes

Central University is beginning a new program in the fall semester. Eligible seniors may now co-teach certain classes alongside a professor in their department. Students must have a 3.5 GPA both overall and in their major to qualify as teachers. This program should be of particular interest to students considering pursuing teaching careers—although that is not a requisite to become an instructor. Student-teachers will need to prepare lesson plans and make themselves available for office hours for their students as well. Inquire at the Student Services Office for more information.

### Words and Expressions

**co-teach (v)**

to teach together with another person

**alongside (prep)**

beside; next to

**pursue (v)**

to chase; to follow

**requisite (n)**

a requirement

**lesson plan (phr)**

a detailed plan for a class

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What is the topic of the notice?
- 2 How can a student become eligible for this program?
- 3 What kind of GPA does a student need to participate in the program?
- 4 Which students in particular may be interested in this program?
- 5 What will students accepted to the program have to do?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-31

### Note Taking

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### Words and Expressions

**entertain the notion (phr)**  
to consider; to think about an idea

**intriguing (a)**  
interesting; fascinating

**prospect (n)**  
the potential

**terribly (ad)**  
very; extremely

**upperclassman (n)**  
a college junior or senior

**Q** The man expresses his opinion of the co-teaching program the university is creating. 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 new co-teaching program?
- 2 What does he think a result of the program will be?
- 3 In what way will that help the students in the future?
- 4 What does he feel about the student-teachers having to keep office hours?
- 5 How does he compare the time professors have to the time students have?

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 \_\_\_\_\_

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

\_\_\_\_\_ First, he thinks that \_\_\_\_\_

\_\_\_\_\_ He feels \_\_\_\_\_

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

He mentions \_\_\_\_\_

| **Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

Response time: 45 seconds

Your speaking time: \_\_\_\_\_ seconds

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

| **Self-Rating** | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 25. Night Classes

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

### Night Classes to Be Offered

Due to overwhelming demand, the school will offer night classes on a limited basis this spring semester starting in January. Night school classes will be taught between the hours of six and ten in the evening. These classes, however, will be open only to students currently employed full-time. Students must provide proof of employment to be able to register. Night school classes will be held in every department and should enable those students with jobs to facilitate their studies while not interrupting their work schedules.

### Words and Expressions

**overwhelming (a)**  
enormous; tremendous

**limited (a)**  
restricted

**proof (n)**  
verification; evidence

**facilitate (v)**  
to simplify; to make easier


**interrupt (v)**  
to disrupt

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What has the university decided to do?
- 2 Why is the school making this change?
- 3 How many students have requested the change to be made?
- 4 Which students will be able to benefit from the program?
- 5 Why will these students be able to benefit from the program?

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



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-33

### Note Taking

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### Words and Expressions

**confess (v)**

to admit; to declare

**coursework (n)**

the work one does in a class during the entire semester

**tailor (v)**

to adapt; to modify

**denied an opportunity (phr)**

not to be given a chance to do something

**wreak havoc (phr)**

to damage; to destroy



The man expresses his opinion of the new night school program. 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 opinion does the man give of the new night school program?
- 2 What is the main reason he feels the program is unfair?
- 3 How is he affected by the school's decision to restriction student participation?
- 4 What is another reason he gives for opposing the new program?
- 5 How will the number of professors teaching night school affect the student body?

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

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

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

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

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



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

According to the notice, \_\_\_\_\_ The man's opinion is that

More than anything else, the reason is \_\_\_\_\_

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

\_\_\_\_\_ Another reason he gives is \_\_\_\_\_

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

| **Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

| **Compare** | Listen to a sample response, and compare it with yours.  1-34

| **Self-Rating** | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 26. Dormitory Policies II

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

### Summertime Dormitory Policy

On account of severe space restrictions, returning students will not be able to leave all of their possessions in their dormitory rooms as usual during summer school. Because of the expansion of special summer programs, more dormitory rooms than normal will be used this summer. Therefore, students will be restricted to three boxes apiece for the duration of summer. While this may not seem like much, this policy is being implemented to ensure that all students are treated in the fairest, most equitable possible manner. The Housing Office has more information concerning this policy.

### Words and Expressions

**severe (a)**

strict; harsh

**expansion (n)**

development; growth

**duration (n)**

a period of time; an extent

**implement (v)**

to employ; to practice

**equitable (a)**

fair; even

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What change in school policy is covered by the announcement?
- 2 Why can students no longer leave all of their possessions at school during summer?
- 3 What will be a result of the increase in special summer programs?
- 4 Why has the school decided to implement this regulation?
- 5 What will the school be able to guarantee by limiting students to three boxes each?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-35

### Note Taking

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### Words and Expressions

**aggravated (a)**

irritated; annoyed

**unfortunate (a)**

regrettable; unlucky

**mover (n)**

a person who moves someone's property from one place to another

**not to add up (phr)**

not to make sense

**serve one's needs (phr)**

to assist someone

**Q** The woman expresses her opinion of the change in the university's 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 opinion of the change in the university's policy does the woman hold?
- 2 Why is the woman unable to take her possessions with her?
- 3 What would the woman have to do to get all of her possessions home?
- 4 How does she respond to the school's claim that there is not enough room on campus?
- 5 What does the woman mention about the new dormitory?

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

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

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

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

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



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

The announcement declares that \_\_\_\_\_

The woman speaks out against \_\_\_\_\_

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

\_\_\_\_\_ She states that \_\_\_\_\_

Her next point of contention is that \_\_\_\_\_

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

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-36

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 27. Student Affairs

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

### Undergraduates Eligible for Graduate Courses

Juniors and seniors are now permitted to enroll in classes being offered in their departments' graduate programs. All graduate classes are those in the 500s and 600s. Students must have their advisors' written permission to register for these classes and are restricted to one per semester. This should enable the most advanced students to have access to a quality graduate-level education while they are still undergraduates. Not only that, but it should help students determine if they are both interested in and qualified to attend a graduate program upon graduation.

### Words and Expressions

**permit (v)**

to allow; to let

**written permission (phr)**

a letter that allows someone to do something

**per (prep)**

each; every

**access (n)**

admission

**determine (v)**


to conclude; to decide

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What new policy is discussed in the announcement?
- 2 According to the notice, what kind of classes may students now attend?
- 3 What restriction has been placed on the students?
- 4 Why is this regulation being implemented?
- 5 How will this new regulation be able to help students?

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



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-37

### Note Taking

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### Words and Expressions

**anthropology (n)**  
the study of ancient humans and their cultures

**comprehensive (a)**  
all-encompassing; inclusive

**overloaded (a)**  
having too much work to do

**flooded (a)**  
inundated; swamped

**unqualified (a)**  
not capable of doing something



The man expresses his opinion of the new policy on graduate school classes. 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 opinion does the man have about the new policy on graduate school classes?
- 2 How does he think undergraduates will perform in graduate classes?
- 3 What point does he bring up in mentioning his sister's coursework?
- 4 What does he say is true of students in graduate school?
- 5 What does the man think will happen to the graduate students' educations?

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

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

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

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

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



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

The notice mentions that \_\_\_\_\_ The man is skeptical about

\_\_\_\_\_ First, the man thinks \_\_\_\_\_

\_\_\_\_\_ He mentions that \_\_\_\_\_

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

According to him, \_\_\_\_\_

\_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

Response time: 45 seconds

Your speaking time: \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

**Delivery**

1 How clearly did you speak your response? 1 2 3 4

**Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

**Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 28. Library Renovations

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

### Library to Be Renovated

Thanks to a generous grant from the Sadowski Foundation, Lufkin Library will undergo renovations this summer, completely changing the library's facade. This facelift will give the library a more updated and modern appearance. Of the many changes to be made, two stand out. First, wooden floors are going to be added to the library, replacing the current concrete floors. And the entire library—both inside and out—is going to be painted. There will be some times when various sections of the library will be unavailable to patrons. We hope you will understand and bear with us.

### Words and Expressions

**renovation (n)**

repair; renewal

**facade (n)**

an appearance; the front

**facelift (n)**

a reconstruction

**patron (n)**

a user, typically of some kind of service

**bear with (phr)**

to abide by; to be patient with

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What is the purpose of the announcement?
- 2 How is the school able to renovate the library?
- 3 How will these renovations affect the library's appearance?
- 4 What are the two major changes to be made to the library?
- 5 What will happen to the patrons once the renovations begin?

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



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-39

### Note Taking

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### Words and Expressions

**dingy (a)**  
dark and dirty

**trifle (n)**  
something small

**stellar (a)**  
outstanding; excellent

**periodical (n)**  
a magazine or journal published regularly

**woefully (ad)**  
sadly

**Q** The woman expresses her opinion of the renovations to the library. 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 future renovations to the library?
- 2 How does she feel about the proposal to install wooden floors?
- 3 What does she think wooden floors will do?
- 4 What does the woman think about the proposal to paint the library?
- 5 What does she say about the library's collection of materials?

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

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

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

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

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



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

The purpose of the announcement is to \_\_\_\_\_

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

During the conversation, she states \_\_\_\_\_

She's also against the idea of \_\_\_\_\_

\_\_\_\_\_ She notes that \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-40

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## ● Unit 29. Online Library Materials

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

### Library to Purchase Online Reference Materials

In order to maximize space in the main library, Head Librarian John Hanlin has announced that, from now on, the majority of the library's reference budget will be spent on purchasing online materials. "These materials take up much less space than reference books, which tend to be large," said Hanlin. "This will let us purchase more materials while using less room." Hanlin also stressed that many publishers give discounts to customers purchasing online materials as opposed to those buying actual books, thereby saving money. This transition likely will stay in effect after the new library is constructed in three years.

### Words and Expressions


maximize (v)  
to make the most of  
space (n)  
room; area  
tend (v)  
to be inclined to  
stress (v)  
to emphasize  
transition (n)  
a change; a conversion

| Comprehension | Answer the following questions to make sure you understand the passage.

- 1 What topic does the article cover?
- 2 Why is the change in the library's policy being made?
- 3 What effect will purchasing online materials have?
- 4 How is it better to purchase online materials than printed materials?
- 5 Why will the library be able to save money on these purchases?

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



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-41

### Note Taking

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### Words and Expressions

**in print (phr)**

a paper version; on paper

**up and running (phr)**

active; functioning; operational

**bother (n)**

an annoyance; an inconvenience

**access (v)**

to use; to make contact with

**version (n)**

a type; a kind



The man expresses his opinion of the library's policy on purchasing reference materials. 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 say about the policy on purchasing reference materials?
- 2 How does he feel this will benefit the library?
- 3 What will be the result of the school spending less money on online materials?
- 4 What is another way he feels students will benefit from this policy change?
- 5 How will students be able to access the new materials now?

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

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

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

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

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



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

The newspaper article covers \_\_\_\_\_ The man fully supports

\_\_\_\_\_ For one, he thinks that \_\_\_\_\_

\_\_\_\_\_ He feels this is important because \_\_\_\_\_

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


He mentions that \_\_\_\_\_

\_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  1-42

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 30. Parking Policies

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

### Parking Policy to Change

In light of the fact that students, staff, and faculty members had difficulty finding parking spaces last semester, the following change is being implemented for the fall semester: freshmen are not allowed to park on campus any longer. No parking permits will be issued to any first-year students. This move is also being made in an effort to cut down on the traffic problems that are plaguing campus. Reducing the number of cars should take care of this problem. Hopefully, this move should ease both the parking and traffic issues. Contact the Dean of Students for more information.

### Words and Expressions

**in light of (phr)**  
with regards to; in consideration of

**implement (v)**  
to put into practice

**issue (v)**  
to give out

**cut down on (phr)**  
to reduce

**plague (v)**  
to cause problems

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What is the purpose of the notice?
- 2 Why is the school making this change in its parking policy?
- 3 What problem did people at the university have the previous semester?
- 4 How is the decision related to traffic on campus?
- 5 What does the school believe can be done to solve the problem?

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



| **Listening** | Listen to a conversation about the same topic, and take notes.  1-43

**Note Taking**

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**Words and Expressions**

**thrilled (a)**  
pleased; excited

**atrocious (a)**  
horrible; awful

**a drop in the bucket (phr)**  
a very small amount; miniscule

**ban (v)**  
to prohibit

**alleviate (v)**  
to ease; to make lighter



The man expresses his opinion of the university's new freshman parking policy. 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 opinion does the man give on the university's new freshman parking policy?
- 2 What is the first reason the man opposes the change in the parking policy?
- 3 What does the man say about the number of freshmen who applied for parking permits?
- 4 What does the man suggest the school do to help with the parking problem?
- 5 Where does he propose that the school construct a new parking lot?

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

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

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

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

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



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

The purpose of the announcement is to \_\_\_\_\_

The man expresses \_\_\_\_\_

\_\_\_\_\_ One reason he gives is that \_\_\_\_\_

\_\_\_\_\_ According to him, \_\_\_\_\_

Additionally, he suggests that \_\_\_\_\_

He points out that \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 45 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4







## 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



### Creative Destruction

Many companies, particularly in the twentieth century, have introduced new products or inventions that revolutionized their industries. When this occurs, an existing industry is often either completely destroyed or is reduced greatly in stature and ability to turn a profit. This is referred to as creative destruction. While the invention wipes out one field in the industry, it creates another new one, which in turn often spurs dramatic economic growth. One example of creative destruction is the invention of the automobile. While sales of automobiles dramatically rose, the horse and buggy disappeared as an industry.

Listen to a lecture about the same topic. 

1-45

TOEFL iBT Speaking





## Script

I need to speak for a bit about creative destruction. Now, we live in a time where radical technological innovations change our world, or, at least, a part of it, with stunning regularity. Oftentimes, when something comes up that causes creative destruction, it sparks an entire new industry while simultaneously killing off another.

I'm sure some of you remember computer discs. There were five-and-a-quarter-inch floppy discs and then the smaller three-point-five-inch hard discs. Remember them? Well, what happened to them? Anyone? You don't see them anymore, do you? Why not? Well, now that we use CD-ROMs to record and save much more information on, no one needs computer discs anymore. The invention and use of CD-ROMs caused creative destruction in the computer industry. They literally killed the computer disc market, but they started an entire new one of their own.

Okay, how about another? Let's think about digital cameras. Do you know of anyone lately who's purchased a camera that uses film? I sure don't. Digital cameras are cheaper and better than regular cameras, and you can manipulate your pictures with a computer to a much greater extent than you can with film in the darkroom. The film camera industry isn't dead yet, but it's certainly on its way to being replaced completely by digital cameras.

## Question

**The professor describes two advances in technology. Explain how these advances are related to creative destruction.**

## Sample Response

1-46

The subject of the talk is how dramatic changes in technology can cause existing technology to disappear or become unpopular. The professor provides a couple of different examples. The first concerns the computer industry. While people used to use computer discs, as soon as CR-ROMs were invented, people began using them since they had more storage space than computer discs. This caused the computer disc industry to die while creating the CD-ROM industry. The second example is about cameras. The professor mentions that since digital cameras are better and cheaper than regular film-using cameras, no one's buying regular cameras nowadays. The result is that the camera industry is dying while the digital camera industry is growing. Both of the professor's examples relate to creative destruction, which occurs when a radical development causes an existing technology to disappear while in turn creating a different, new one.



## Unit 31. Shaping

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

### Shaping

Parents normally desire to have their children act in a positive manner. To do so, parents often rely upon shaping to help manage their children's behavior. In using shaping, a parent sets goals for his or her child. As the child completes a goal—typically a fairly small step—the parent praises the child and then encourages the child to continue to the next goal. Should the child not be successful, the parent does not praise the child. Since children are typically eager to be praised, they are often willing to have their behavior shaped by their parents to receive more compliments.

### Words and Expressions


- goal (n)**  
an objective; an aim
- step (n)**  
a stage
- praise (v)**  
to compliment
- encourage (v)**  
to support; to cheer
- eager (a)**  
enthusiastic; keen

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 Why do parents use shaping?
- 2 What must a parent do to use shaping?
- 3 What does the parent do when the child is successful at something?
- 4 What does the parent do if the child fails at something?
- 5 Why does shaping often work well on children?

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



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

### Note Taking

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### Words and Expressions

**raise (v)**

to bring up; to rear

**mold (v)**

to shape; to alter

**mark (n)**

a spot

**pay one a compliment (phr)**

to praise someone

**realize (v)**

to recognize; to become aware



The professor describes how she helped to improve her daughter's drawing skills. Explain how the professor's actions relate to shaping.

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

- 1 What was the professor's daughter trying to do?
- 2 How did the professor encourage her daughter?
- 3 What did the professor do when her daughter did not color something in the proper place?
- 4 What was the second step she had her daughter move on to?
- 5 How did the professor react to her daughter in this step?

- 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 lectures on \_\_\_\_\_ She states that at first,

\_\_\_\_\_

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

\_\_\_\_\_

The professor was using shaping, \_\_\_\_\_

\_\_\_\_\_

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

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

**Delivery**

1 How clearly did you speak your response? 1 2 3 4

**Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

**Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 32. Memorization

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

### Memorization

Scientists have conducted countless studies on what makes people memorize better. They have determined that people's environments have dramatic effects on their memorization skills. In fact, researchers have come to the realization that several factors affect people's abilities to memorize facts. Among these factors are the physical setting, the people situated nearby, and even the time of day. When conducting long-term studies on groups of people, they have discovered that when people are put into similar or familiar circumstances, their memorization skills vastly improve. Simply put, being in a comfortable environment helps tremendously.

### Words and Expressions

**conduct (v)**

to carry out; to implement

**come to the realization (phr)**

to understand; to realize

**physical setting (phr)**

a place; a location

**circumstance (n)**

a situation

**vastly (ad)**


greatly; very much

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What have researchers conducted studies on?
- 2 What conclusion did the researchers arrive at?
- 3 What factors affect people's abilities at memorizing?
- 4 What was learned from the long-term studies?
- 5 What does the passage read about comfortable environments?

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



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

**Note Taking**

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**Words and Expressions**

**quiz (v)**

to test; to ask

**hinder (v)**

to obstruct; to bother

**split up (phr)**

to divide

**ignore (v)**

not to pay attention to

**at hand (phr)**

nearby



The professor describes an experiment that he conducted with students in two separate classes. Explain how the professor's experiment relates to memorization.

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

- 1 What kind of experiment did the professor conduct?
- 2 What did he make the first group of students do?
- 3 How did the students feel after having taken the test?
- 4 What did the professor have the second group of students do?
- 5 What did these students claim to have felt about their environment?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

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

According to the lecturer, \_\_\_\_\_

\_\_\_\_\_ In both cases, \_\_\_\_\_

This research noted that \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 33. Cyclic Population Change

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

### Cyclic Population Change

Contrary to popular belief, ecosystems are not static environments but are constantly changing. Some of the biggest changes occur in the populations of the species inhabiting them. Species' populations are constantly in states of imbalance. For example, some years, there are large numbers of prey. This causes the numbers of predators to increase since the ecosystem can support more of them. However, eventually, there will be too many predators but not enough prey. This results in large numbers of predators dying since they lack food to eat. This population change occurs in regular cycles in virtually every ecosystem.

### Words and Expressions

**static (a)**

unchanging; stable

**state (n)**

a condition

**imbalance (n)**

inequality; unevenness

**eventually (ad)**

finally; at last

**virtually (ad)**


practically; almost

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What do most people erroneously believe about ecosystems?
- 2 What is one way that ecosystems often change?
- 3 What is true about the populations of species in an ecosystem?
- 4 What will make the number of predators increase?
- 5 Why will the number of predators suddenly decrease?

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



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

### Note Taking

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### Words and Expressions

**record number (phr)**  
the greatest amount of something

**feast on (phr)**  
to devour; to eat entirely

**miniscule (a)**  
very small; tiny

**overfeed (v)**  
to eat too much

**look behind one's back (phr)**  
to check for danger



The professor describes the changing numbers of mice and wolves in the forest. Explain how this is related to cyclic population change.

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

- 1 What does the professor say is true of cyclic population change?
- 2 What is the first phase of cyclic population change?
- 3 What happens during the second phase of cyclic population change?
- 4 What occurs in the third phase of cyclic population change?
- 5 What does the professor say happens after the mice's numbers recover?

1 

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

In the lecture, the professor focuses on \_\_\_\_\_

First, the professor sets up a scenario where \_\_\_\_\_

The professor notes that \_\_\_\_\_

It notes that \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 34. Short-term Memories

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

### Short-term Memories

Everyday, people commit thousands of bits of information to their short-term memories. Unfortunately, many memories remain only for a short time and are quickly forgotten. Psychologists have determined two reasons as to why people lose their short-term memories. The first is decay. A memory decays, or fades away, when it is not used by the person. The second reason is interference. This is when a new memory enters the brain and simply causes the other memory to depart. Because of these two factors, people are unable to retain every short-term memory they have.

### Words and Expressions

**commit (v)**

to entrust

**psychologist (n)**

a person who studies the mind and how it works

**decay (n)**

the process of disappearance

**fade away (phr)**

to disappear slowly

**retain (v)**

to keep; to hold on to

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 How many memories do people have each day?
- 2 What happens to many of people's memories?
- 3 What is the first reason why short-term memories disappear?
- 4 What is the second reason that short-term memories disappear?
- 5 What is the end result of decay and interference?

1 \_\_\_\_\_


2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



| **Listening** | Listen to a lecture about the same topic, and take notes.  2-07

### Note Taking

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### Words and Expressions

**chagrin (n)**

regret; embarrassment

**digit (n)**

a number

**disuse (n)**

neglect

**old friend (phr)**

someone who has been a friend for a long time

**converse (v)**

to talk about; to discuss



The professor describes two different examples related to remembering facts. Explain how these examples relate to short-term memory.

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

- 1 What does the professor imply about why people lose certain memories?
- 2 What example does the professor give about a phone number?
- 3 According to the professor, why does the person forget the number?
- 4 What is the personal example about memory that the professor gives?
- 5 In the professor's opinion, why did he forget the title of the books?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

The professor notes \_\_\_\_\_

His first example is \_\_\_\_\_

\_\_\_\_\_ The professor's second example is \_\_\_\_\_

This represents the idea of \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  2-08

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4





## Unit 35. Scent Marketing

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

### Scent Marketing

Stores commonly search for ways to entice shoppers to purchase more products when they visit. One effective method that they have discovered is scent marketing. Sellers have discovered that shoppers often associate scents with certain memories or even feelings. Studies have determined that, depending upon the scent, people can be made to feel comfortable, relaxed, tense, or many other feelings. Scents that evoke pleasant memories are particularly effective. By ensuring that these scents are in various sections of their stores, owners can subconsciously encourage shoppers to purchase more products than they normally would.

### Words and Expressions

**entice (v)**

to lure; to attract

**effective (a)**

successful

**associate (v)**

to connect; to relate

**evoke (v)**

to call up; to bring forth

**subconsciously (ad)**

unknowingly; without knowing

**| Comprehension |** Answer the following questions to make sure you understand the passage.

- 1 What does the passage say that stores often search for?
- 2 What is one effective method of getting shoppers to buy more items?
- 3 What is the importance of scents to shoppers?
- 4 How can people be made to feel by different scents?
- 5 How does scent marketing work?

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

**besiege (v)**

to assault; to overwhelm

**fragrance (n)**

an aroma; a pleasant smell

**appealing (a)**

attractive

**in a nutshell (phr)**

in short; briefly

**more often than not (phr)**

usually; typically



The professor explains how fragrances affect people's shopping habits. Explain how this is related to scent marketing.

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

- 1 What does the lecturer say about department stores and scents?
- 2 What happened in the study conducted at the department store?
- 3 What was the result of this study?
- 4 What is the association between running shoes and fragrances?
- 5 According to the lecturer, what was the second result of the survey on running shoes?

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 lecturer mentions that \_\_\_\_\_

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

\_\_\_\_\_ In the first example, \_\_\_\_\_

The second example concerned \_\_\_\_\_

This once again shows \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 36. Fixed Action Patterns

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

### Fixed Action Patterns

Animals and humans sometimes engage in actions that are virtually impossible to stop once initiated. For example, an animal may receive a stimulus that will cause it, consciously and automatically, to respond with a predictable response. These responses are fixed action patterns. Mating dances are an example of this. Oftentimes, the mere presence of a female triggers the onset of the male's mating dance, which it must then entirely complete. While fixed action patterns are more common in animals, human engage in some. For example, the sight of a person yawning often causes others nearby to yawn as well.

### Words and Expressions

**engage in (phr)**

to do; to participate in

**stimulus (n)**

something that provokes a response or action

**predictable (a)**

expected; unsurprising

**mating dance (phr)**

a series of movements designed to attract a mate

**trigger (v)**

to cause; to set off

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What does the passage read about some actions animals engage in?
- 2 What is a fixed action pattern?
- 3 What is an example of a fixed action pattern?
- 4 According to the passage, how common are fixed action patterns in humans?
- 5 What is an example of a human fixed action pattern?

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

**illustrate (v)**

to provide an example; to demonstrate

**belly (n)**

a stomach

**breeding season (phr)**

the time when an animal species mates and reproduces

**hatch (v)**

to break open, as in an egg

**imaginary (a)**

make-believe; made-up

**Q** The professor describes the automatic behavior of two different species. Explain how these behavioral responses relate to fixed action patterns.

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

- 1 What does the professor say about fixed action responses?
- 2 What does the male stickleback fish do during its mating season?
- 3 What will the male stickleback fish do if it sees the color red?
- 4 How do graylag geese get their eggs back into their nests?
- 5 In what way does the graylag goose engage in a fixed action pattern?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

The professor begins her lecture by mentioning that \_\_\_\_\_

She states that \_\_\_\_\_

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

Also, \_\_\_\_\_

These are both examples of \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 37. Creative Categorization

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

### Creative Categorization

Marketing experts do their utmost to induce customers to purchase their products. Often, when faced with a product that, for whatever reason, does not appeal to a large segment of the population, marketers merely change the category it is in. This process is called creative categorization. By doing this, marketers can increase the appeal of a product. The two most common methods of creative categorization are to change the cost or design of a product. By doing so, products may go from being ones purchased by a small number of people to ones with mass appeal.

### Words and Expressions

**utmost (n)**

the best of one's abilities

**induce (v)**

to persuade

**segment (n)**

a section

**categorization (n)**

a classification

**mass appeal (phr)**


attraction to a large number of people

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What do marketers attempt to do?
- 2 What do some marketers do when their products do not appeal to many people?
- 3 What is creative categorization?
- 4 What are the two most common ways marketers use creative categorization?
- 5 According to the passage, what is often the end result of creative categorization?

- 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

**executive (n)**  
a manager; a high-ranking employee

**break into (phr)**  
to enter

**timepiece (n)**  
a watch; a clock

**tout (v)**  
to promote

**the masses (phr)**  
the great majority of people



The professor describes how two different products began to appeal to a greater number of people. Explain how they are related to creative categorization.

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

- 1 What does the professor say about a problem marketing executives may have?
- 2 According to the professor, what used to be true about watches?
- 3 How have people's perceptions of watches changed today?
- 4 At first, who used to use cell phones?
- 5 What is true about cell phone usage today?

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 \_\_\_\_\_

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

The second example given is \_\_\_\_\_

As described in the reading, \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

Response time: 60 seconds

Your speaking time: \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 38. Process Explanation

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

### Process Explanation

Telling a person how to do some kind of action is referred to as process explanation. There are two separate ways in which this may be accomplished. The first of the two is called directive process explanation. When a person employs this method, he explains how to do something step by step. This may often be accomplished through the use of either oral or written directions. The second method is called information process explanation. Explanations of this sort typically just provide information about a topic and do not actually explain how to do something.

### Words and Expressions

**refer to (phr)**  
to call

**directive (n)**  
instruction

**employ (v)**  
to use; to utilize

**step by step (phr)**  
one thing at a time


**oral (a)**  
spoken

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What is process explanation?
- 2 According to the professor, what is directive process explanation?
- 3 How may a person accomplish directive process explanation?
- 4 What is the second kind of process explanation mentioned?
- 5 What is true about this kind of process explanation?

- 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

**comprehend (v)**

to understand

**technologically challenged (phr)**

unable to use new technology well

**have no clue (phr)**

not to know; to have no idea

**take off (phr)**

to leave; to depart

**impart (v)**

to provide; to pass on



The professor explains two different ways to learn about cell phones. Explain how these ways relate to process explanation.

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

- 1 What does the professor say that people need when they do not understand something?
- 2 What problem did the professor have with his cell phone?
- 3 How did his friend help him with his problem?
- 4 What does the professor say about the program he watched on television?
- 5 What was the end result of his watching the program?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

During the lecture, the professor talks about \_\_\_\_\_

The professor's first example is \_\_\_\_\_

\_\_\_\_\_ The second example concerns \_\_\_\_\_

This relates to the reading in that \_\_\_\_\_

| **Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

| **Self-Rating** | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 39. Competence Stages

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

### Competence Stages

People possess various levels of competence for doing different skills. A person's skill level may often be divided into two stages: conscious competence and unconscious competence. At the conscious competence level, a person knows how to do something or at least understands the theory. However, the person must concentrate very much when doing this action lest he make a mistake. At the unconscious competence level, a person is typically very adept at doing some activity. In fact, the person often does not even need to think or concentrate on this action when doing it.

### Words and Expressions

**competence (n)**  
an ability; a capability

**level (n)**  
a rank

**unconscious (a)**  
unknowing; unaware

**concentrate (v)**  
to focus


**adept (a)**  
skilled; proficient

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What is true about people's abilities at doing different skills?
- 2 What are the two stages of skill levels?
- 3 What is conscious competence?
- 4 What is unconscious competence?
- 5 How are these two levels different from one another?

- 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

**manuscript (n)**

a paper; a book

**deadline (n)**

a date or time by which something must be finished

**typist (n)**

a person who is typing

**swerve (v)**

to veer suddenly; to make a sudden move to the side

**slam (v)**

to press down suddenly



The professor describes two different events from the previous day. Explain how these events are related to competence stages.

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

- 1 What was the professor doing in her office yesterday?
- 2 What did she try to do at the same time?
- 3 What was the result of her actions?
- 4 What incidents occurred while the professor was driving?
- 5 Why did the professor not have an accident?

- 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 topic of the lecture is \_\_\_\_\_

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

\_\_\_\_\_ She next describes \_\_\_\_\_

Both of the professor's examples \_\_\_\_\_

| **Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

Response time: 60 seconds

Your speaking time: \_\_\_\_\_ seconds

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

| **Self-Rating** | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 40. Paradoxes of Choice

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

### Paradoxes of Choice

A paradox is a statement that seems true yet has an apparent contradiction in it. There are many kinds of paradoxes. One is the paradox of choice. In this paradox, while people often have many options from which to choose, the actual process of making a choice is not liberating but is often, in fact, stressful. While people often claim to be pleased to have so many choices, actually having to make a decision typically leads to complaints about not being able to choose something. In this case, having so many choices becomes burdensome rather than liberating.

### Words and Expressions

**apparent (a)**

obvious

**contradiction (n)**

a disagreement

**option (n)**

a choice

**liberating (a)**

freeing

**burdensome (a)**


oppressive; troublesome

| **Comprehension** | Answer the following questions to make sure you understand the passage.

- 1 What is a paradox?
- 2 What is a paradox of choice?
- 3 What do people often state about having choices?
- 4 What do people often do when they must make a choice?
- 5 What is often the result of having to make a choice?

- 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

**wide range (phr)**

a big selection

**mall (n)**

a large building with many stores in it

**brand (n)**

the name of a company that sells products

**make up one's mind (phr)**

to decide; to choose

**at times (phr)**

sometimes; occasionally



The professor explains how his family members were forced to make two separate decisions. Explain how these decisions are related to paradoxes of choice.

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

- 1 What does the lecturer say people often believe about having so many choices?
- 2 What did the lecturer and his daughter do the previous night?
- 3 What happened to his daughter?
- 4 What were the lecturer and his wife trying to do last night?
- 5 What did they finally decide to do?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

The lecturer gives a talk on \_\_\_\_\_

The lecturer says \_\_\_\_\_

\_\_\_\_\_ The second story related is \_\_\_\_\_

Both instances are examples of \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4







## 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 41 \_ Student Life I

Unit 42 \_ Internships

Unit 43 \_ Student Activities

Unit 44 \_ Living Situations

Unit 45 \_ Changing Classes

Unit 46 \_ Extracurricular Activities I

Unit 47 \_ Student Life II

Unit 48 \_ Student Advisors

Unit 49 \_ Extracurricular Activities II

Unit 50 \_ Residential Life

### ● Chapter 6 Lecture

Unit 51 \_ Defensive Adaptations

Unit 52 \_ Name Recognition

Unit 53 \_ Art Methods

Unit 54 \_ Animal Cooperation

Unit 55 \_ Pollinator Attraction

Unit 56 \_ Photography

Unit 57 \_ Advertisements

Unit 58 \_ Positive & Negative Reinforcement

Unit 59 \_ Film Shots

Unit 60 \_ Positive Thinking







## 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 a professor and a student.

TOEFL iBT Speaking



2-21

### Script

M: Professor Edgers, I've got a problem and need some advice.

W: Okay, let me know what's going on.

M: As you know, I'm double majoring, so I've got a lot more work than most other students. Well, I've, uh, got to submit two separate papers in different classes by next week, and that's going to be too much work for me to do in that short of a period of time.

W: One of those papers is for my literature class, right?

M: Yes, ma'am. And the other's in history.

W: Well, why don't you start writing your literature paper tonight instead of waiting until the last minute? Then you could work on your other paper, uh, next week.

M: I'd love to do that, but I have lots of reading homework in another class, so I've got to do that first.

W: In that case, have you considered using the same topic for both of your papers? Then you could just write one paper and turn it in to both classes. I wouldn't mind.

M: Hmm... I'd have to ask for Professor Goldberg's opinion before doing that, and he's liable to dislike that idea. I heard another student asked him the same thing once, and he refused to allow her to do that.



The students discuss 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

2-22

The man's problem is that he has two research papers due next week, but he doesn't feel he's going to have enough time to finish them. One suggestion the woman makes is for the man to start working on his literature paper this evening and not wait to do them both at the last minute. I support this decision because it makes full use of the man's time. If he starts working tonight, he could definitely finish the two papers on time. Even just by writing a little every day, he would be making more efficient use of his time. In addition, he shouldn't be too worried about all the reading homework he has in his other class. He should put his graded work ahead of his reading and start writing his papers as soon as possible so as to finish them on time.



## Unit 41. Student Life I

| **Listening** | Listen to a conversation, and take notes.  2-23

### Note Taking

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### Words and Expressions

**pick up (phr)**

to meet someone and take that person somewhere

**flat tire (n)**

a tire with little or no air in it

**set someone back (phr)**

to cost money; to lose something

**payday (n)**

the day a person receives his or her pay

**land (v)**

to arrive; to reach the ground



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

| **Comprehension** | Ask yourself the following questions to make sure you understand the conversation.

- 1 What is the woman's problem?
- 2 What suggestion does the man make to solve the woman's problem?
- 3 Why does the woman believe the man's plan will not work?
- 4 How does the woman propose to solve her own problem?
- 5 What is the drawback to her solution?

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 think the woman should try this solution?
- 3 What makes you believe that this is the better idea?
- 4 How will the woman be able to manage this solution?
- 5 Why do you believe that this will be possible?

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

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

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

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

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

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

**The woman's problem is** \_\_\_\_\_ **I strongly believe that** \_\_\_\_\_

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

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

**The reason is that** \_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  **2-24**

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 42. Internships

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

### Note Taking

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### Words and Expressions

**unpaid (a)**

not receiving any money; volunteer

**short of (phr)**

not to have enough of something; to lack

**stomach (v)**

to tolerate: to be able to handle

**workhorse (n)**

the person who does the most work

**get rid of (phr)**

to fire; to lose



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

| **Comprehension** | Ask yourself the following questions to make sure you understand the conversation.

- 1 What problem does the man have?
- 2 What does the woman suggest as a way to solve the man's problem?
- 3 How does the man respond to her suggestion?
- 4 What does the man say is a way he could take care of his problem?
- 5 What problem does the woman find with that suggestion?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

- 1 Of the two suggestions that are made, which one do you like better?
- 2 Why do you feel the man should try this solution?
- 3 How will this benefit the man?
- 4 What could be something that would prevent the man from doing this solution?
- 5 How could the man overcome this problem?

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

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

**The man's problem is that** \_\_\_\_\_

**I agree with the woman's suggestion that** \_\_\_\_\_

\_\_\_\_\_

**The man says that** \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 43. Student Activities

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

### Note Taking

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### Words and Expressions

- top man (phr)**  
the boss; the highest-ranking person
- slight (a)**  
minor; small
- devote (v)**  
to dedicate
- entrenched (a)**  
established; in place
- break in (phr)**  
to get someone used to something

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

| **Comprehension** | Ask yourself the following questions to make sure you understand the conversation.

- 1 What problem does the man mention?
- 2 How does the man propose to solve his own problem?
- 3 Why is the man unsure that his solution will be effective?
- 4 What does the woman suggest the man do?
- 5 Why is the man reluctant to follow the woman's idea?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

- 1 Which solution do you think is the better one?
- 2 Why do you want the man to try this solution?
- 3 How will the man benefit by following this suggestion?
- 4 Should the man think more about his editing job or his summer trip?
- 5 How will the man's decision affect his future?

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

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

**What's bothering the man is** \_\_\_\_\_ **I support the decision to** \_\_\_\_\_

\_\_\_\_\_

**For that reason,** \_\_\_\_\_

**Furthermore,** \_\_\_\_\_

\_\_\_\_\_

**In this case,** \_\_\_\_\_

\_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 44. Living Situations

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

### Note Taking

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### Words and Expressions

**horrid (a)**

awful; terrible

**monstrosity (n)**

an eyesore; something that is very ugly

**keep one's mouth shut (phr)**

to be quiet; not to say anything

**ignore (v)**

not to pay attention to

**put oneself in someone's shoes (phr)**

to imagine one is in another's situation



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

| **Comprehension** | Ask yourself the following questions to make sure you understand the conversation.

- 1 What problem does the woman have?
- 2 What does the man tell the woman she should do?
- 3 What is the woman's response to the man's solution?
- 4 What solution to her own problem does the woman propose?
- 5 Why does the man dislike her solution?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

1. What solution do you recommend that the woman try?
2. For what reason should the woman do this?
3. What will happen if the woman does not follow this advice?
4. How should roommates behave toward one another?
5. How is this behavior relevant to the woman's situation?

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

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

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

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

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

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

**The problem the woman is dealing with is** \_\_\_\_\_

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

**Even though** \_\_\_\_\_

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


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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 45. Changing Classes

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

### Note Taking

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### Words and Expressions

**bright (a)**

smart; intelligent

**tardiness (n)**

lateness

**drop (v)**

to stop taking; to quit

**get something over with (phr)**

to finish doing something

**reschedule (v)**

to rearrange; to do at another time



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

| **Comprehension** | Ask yourself the following questions to make sure you understand the conversation.

- 1 What is the woman's problem?
- 2 What does the man first suggest to the woman?
- 3 How does the woman feel about his suggestion?
- 4 What is the second solution the man proposes to the woman?
- 5 Why does the woman not approve of this suggestion?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

- 1 What solution do you think the woman should try?
- 2 For what reason do you support this solution?
- 3 How will trying this solution improve her current situation?
- 4 What is a disadvantage of staying in the same class?
- 5 Why will her choice not have too much of a negative effect on her?

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

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

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

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

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

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

**The main issue is that** \_\_\_\_\_ **Personally, I think** \_\_\_\_\_

\_\_\_\_\_ **This way,** \_\_\_\_\_

**Also,** \_\_\_\_\_

**After all,** \_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

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

**| Self-Rating |** Rate your response based on the following criteria.

**Delivery**

1 How clearly did you speak your response? 1 2 3 4

**Language Use**

2 How well did you control language structures to convey your ideas? 1 2 3 4

3 How appropriately did you use vocabulary to convey your ideas? 1 2 3 4

**Topic Development**

4 How fully did you answer the question? 1 2 3 4

5 How coherently did you present your ideas? 1 2 3 4



## Unit 46. Extracurricular Activities I

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

### Note Taking

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### Words and Expressions

**sprain (v)**

to twist

**crutches (n)**

implements that help people with leg injuries to walk

**keep one's mind off of something (phr)**

not to think about something

**steps (n)**

the routine a person must follow

**complicated (a)**

complex; difficult



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

| **Comprehension** | Ask yourself the following questions to make sure you understand the conversation.

- 1 What problem does the woman describe?
- 2 How does the woman first suggest solving her problem?
- 3 Why is she skeptical about that plan's chance of success?
- 4 What is the next proposal that the woman makes?
- 5 What reason does the woman give to indicate this idea may not be successful?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

- 1 Of the woman's two solutions, which one do you think she should follow?
- 2 Why do you prefer this solution?
- 3 What is the biggest benefit of this solution?
- 4 How do you feel about the replacement dancer?
- 5 Why do you think this way about the replacement dancer?

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

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

**The woman's problem is that** \_\_\_\_\_

\_\_\_\_\_

**In my opinion,** \_\_\_\_\_

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

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

\_\_\_\_\_

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



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  2-34

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4





## Unit 47. Student Life II

| **Listening** | Listen to a conversation, and take notes. 2-35

### Note Taking

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### Words and Expressions

**throw out one's back (phr)**  
to hurt one's back; to suffer a back injury

**bone up on (phr)**  
to study; to learn more about

**position (n)**  
a job

**challenge (n)**  
something difficult

**burn out (phr)**  
to become exhausted



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

| **Comprehension** | Ask yourself the following questions to make sure you understand the conversation.

- 1 What problem does the man say that he has?
- 2 What does the man think he could do to solve his problem?
- 3 Why is the woman opposed to his suggestion?
- 4 What advice does the woman give the man to follow?
- 5 Why does the man not want to take her advice?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

- 1 Which solution do you like more?
- 2 Why do you feel this is the better solution for the man?
- 3 How will this solution help him out?
- 4 What problem will happen to him if he follows this solution?
- 5 How can he overcome this problem?

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

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

**The issue the man's dealing with is** \_\_\_\_\_

**In order to solve the problem,** \_\_\_\_\_

\_\_\_\_\_ **Also,** \_\_\_\_\_

\_\_\_\_\_

**This would** \_\_\_\_\_

\_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  2-36

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 48. Student Advisors

| **Listening** | Listen to a conversation, and take notes.  2-37

### Note Taking

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### Words and Expressions

**show up (phr)**

to appear; to come

**register (v)**

to sign up

**transcript (n)**

a record of one's grades

**helpless (a)**

unable to do anything; powerless



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

| **Comprehension** | Ask yourself the following questions to make sure you understand the conversation.

- 1 What is the woman complaining about?
- 2 What is the first suggestion the man gives the woman?
- 3 Why does the woman lack confidence in this solution?
- 4 What is the second suggestion the man makes?
- 5 Why is the woman skeptical about the second suggestion?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

- 1 Of the man's two solutions, which one do you prefer?
- 2 Why are you in favor of the woman trying this solution?
- 3 How could this solution immediately benefit the woman?
- 4 What should the woman consider doing in the future?
- 5 Why does she need to do this action?

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

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

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

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

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

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

**The woman needs to** \_\_\_\_\_

**Of the man's two suggestions, I feel that** \_\_\_\_\_

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

**She should also strongly consider** \_\_\_\_\_

\_\_\_\_\_ **The reason is that** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  2-38

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 49. Extracurricular Activities II

| **Listening** | Listen to a conversation, and take notes.  2-39

### Note Taking

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### Words and Expressions

**barely (ad)**

hardly

**relieve (v)**

to ease; to make easier

**burden (n)**

a weight, an onus

**elective (n)**

a class that one does not have to take to graduate



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

| **Comprehension** | Ask yourself the following questions to make sure you understand the conversation.

- 1 What problem does the man tell the woman he has?
- 2 What does the woman say to help the man solve his problem?
- 3 Why is the man reluctant to try her suggestion?
- 4 What is the next solution the woman proposes?
- 5 Why does the man not totally support her suggestion?

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 suggestions do you believe the man should take?
- 2 What will be an immediate benefit of following this solution?
- 3 Why do you feel that this solution will help the man?
- 4 What is a possible long-term benefit of this solution?
- 5 What does the man need to do to get this benefit?

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

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

**The man's complaint is that** \_\_\_\_\_

**I think** \_\_\_\_\_

\_\_\_\_\_ **By doing this,** \_\_\_\_\_

\_\_\_\_\_

**Another thing to consider is** \_\_\_\_\_

\_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  2-40

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 50. Residential Life

| Listening | Listen to a conversation, and take notes. 2-41

### Note Taking

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### Words and Expressions

**insomnia (n)**

an inability to sleep; sleeplessness

**quandary (n)**

a problem; a dilemma

**official (a)**

certified; authorized; pertaining to authority

**harsh (a)**

unkind; mean

**get away from (phr)**

to escape from

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

| Comprehension | Ask yourself the following questions to make sure you understand the conversation.

- 1 What is the woman's problem?
- 2 How does the woman first propose to solve her problem?
- 3 Why is the man opposed to her proposal?
- 4 What does the woman say she might do to get away from her problem?
- 5 Why does the woman not want to follow her own suggestion?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

- 1 Which of the two suggestions do you think the woman should try?
- 2 Why do you support this solution?
- 3 How will following this solution help the woman?
- 4 What in the woman's past makes you believe this is the better solution?
- 5 How does this past history relate to the woman's future course of action?

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

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

**What's bothering the woman is** \_\_\_\_\_

**I feel that the best way is to** \_\_\_\_\_

\_\_\_\_\_ **Not only that,** \_\_\_\_\_

\_\_\_\_\_

**The women told the man** \_\_\_\_\_

\_\_\_\_\_ **Clearly,** \_\_\_\_\_

\_\_\_\_\_



**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  2-42

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4







## 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.





# Lecture

## Sample iBT Question

Listen to a lecture about an academic subject.

TOEFL iBT Speaking



2-43

### Script

We've discussed a lot of different aspects about marketing, but there's one thing that's the most important of all. You need to know this. So, let me tell you what it is... A successful marketer will ensure that his product grabs people's attention, which will then convince people to purchase that product. I think I can best explain this by providing a couple of examples.

You've all probably gone shopping for cereal at the local supermarket. There are so many colorful boxes you'd just think that they'd all stand out, wouldn't you? Well, one cereal company once decided to market the same product in two different ways to determine which one was better. The first way it did that was by designing a colorful cereal box that was filled with the most amazing pictures and descriptions of its product. It was a complete masterpiece. Unfortunately, when it went on the store shelves, it didn't look any different from the dozens of other cereal boxes that were right next to it. So, shoppers failed to notice it. Accordingly, it failed to make significant sales.

However, the company also marketed the same cereal in a plain, white box that simply had the word "Cereal" written across the front of it in big, black letters. While you might think that this was a nonsensical design, the box's plainness made it stand out from the other cereal boxes. People noticed it. And they started purchasing that cereal because they had noticed it. The company found that its sales of the cereal in the plain box began increasing rapidly. That box, while simple, was an example of successful marketing.





Using points and examples from the lecture, explain what marketers need to do to ensure that their product sells well.

Preparation Time: 20 Seconds

Response Time: 60 Seconds


### Sample Response

2-44

The main idea was that in order for a product to sell well, marketers need to guarantee that their product will somehow attract people's attention. The professor gives two examples of the same company selling the same product but with different marketing strategies. The first is that the company made a colorful, attractive cereal box with lots of pictures and descriptions. However, the professor points out that this box wasn't any different from the other cereal boxes, so no one noticed it. Therefore, the cereal sold poorly. On the other hand, when the same cereal was put in a plain, white box with the word "Cereal" in big, black letters, it stood out from the other boxes and therefore sold quite well. The reason is that the simple design made the box look different from the other boxes, so more people noticed it.



## Unit 51. Defensive Adaptations

| **Listening** | Listen to a lecture, and take notes.  2-45

### Note Taking

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### Words and Expressions

**potential (a)**

possible; prospective

**categorize (v)**

to classify; to sort out; to put into categories

**vital (a)**

important; essential

**flexible (a)**

elastic; movable

**ram (v)**

to attack head on; to slam into



Using points and examples from the lecture, explain the two different types of physical variations some animals use to defend themselves.

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

- 1 What was the subject of the professor's lecture?
- 2 What was the first kind of adaptation the professor mentioned?
- 3 What example did the professor provide for this adaptation?
- 4 What was the second kind of adaptation that the professor discussed?
- 5 Which animal makes use of this kind of way to protect itself?

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 topic of the lecture is \_\_\_\_\_  
 \_\_\_\_\_ During the lecture, the professor mentioned  
 \_\_\_\_\_  
 The first one he discussed was \_\_\_\_\_  
 The second example the professor cited was \_\_\_\_\_  
 \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds


**| Compare |** Listen to a sample response, and compare it with yours.  2-46

**| Self-Rating |** Rate your response based on the following criteria.

<b>Delivery</b>	
1 How clearly did you speak your response?	1 2 3 4
<b>Language Use</b>	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
<b>Topic Development</b>	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 52. Name Recognition

| **Listening** | Listen to a lecture, and take notes.  2-47

### Note Taking

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### Words and Expressions

- pitch (v)**  
to advertise; to try to sell
- reiterate (v)**  
to repeat; to say again
- undoubtedly (ad)**  
surely; certainly
- wind up (phr)**  
to end up
- welfare (n)**  
well-being



Using points and examples from the lecture, describe how name recognition can affect how much of a product a company sells.

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

- 1 What topic does the professor cover in his lecture?
- 2 What aspect of name recognition does the professor first focus upon?
- 3 How is this related to making successful advertisements?
- 4 What is the second aspect of name recognition the professor focuses on?
- 5 According to the professor, what is the result of this aspect of name recognition?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

The entire lecture covered \_\_\_\_\_

First, the lecturer mentions \_\_\_\_\_

\_\_\_\_\_ According to the professor, \_\_\_\_\_

The lecturer's second explanation focuses on \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  2-48

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 53. Art Methods

| Listening | Listen to a lecture, and take notes. 3-01

### Note Taking

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### Words and Expressions

- patron (n)**  
a sponsor
- inaccessible (a)**  
unavailable
- retain (v)**  
to keep; to maintain
- drawback (n)**  
a disadvantage
- strive for (phr)**  
to pursue; to endeavor



Using points and examples from the lecture, explain the two methods artists used to enable more of the public to view their work.

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

- 1 What idea does the professor try to convey in the lecture?
- 2 How did artists guarantee they would own the works they created?
- 3 What benefit did artists gain from being the owners of their works?
- 4 What is the second way that artists made their works available for public viewing?
- 5 What examples does the professor give of works that could be seen in public?

- 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 main idea of the lecture is \_\_\_\_\_

In her first example, she says \_\_\_\_\_

\_\_\_\_\_ The professor then discusses how \_\_\_\_\_

In her view, \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  3-02

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 54. Animal Cooperation

| **Listening** | Listen to a lecture, and take notes. 3-03

### Note Taking

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### Words and Expressions

**in concert (phr)**

together

**exploit (v)**

to take advantage of; to use

**fawn (n)**

a baby deer

**textbook case (phr)**

a perfect example; a typical example

**hive (n)**

a place where bees, hornets, or wasps live



Using points and examples from the lecture, explain two different activities that animals engage in to cooperate with one another.

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

- 1 What did the professor focus on in her lecture?
- 2 What is the example of defense cooperation that the professor mentioned?
- 3 In what ways does this cooperation help the deer?
- 4 What is another method in which animals cooperate with one another?
- 5 What is the end result of the honeybees' working together?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

The professor looked into two different ways in which \_\_\_\_\_

\_\_\_\_\_ She emphasized that \_\_\_\_\_

In her first example, \_\_\_\_\_

On the same topic, the professor then cited the example of \_\_\_\_\_

**| Speaking |** Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

**| Compare |** Listen to a sample response, and compare it with yours.  3-04

**| Self-Rating |** Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 55. Pollinator Attraction

| **Listening** | Listen to a lecture, and take notes.  3-05

### Note Taking

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### Words and Expressions

**pollination (n)**  
the transfer of pollen to fertilize a plant

**irresistible (a)**  
appealing; tempting

**colorblind (a)**  
unable to see certain colors

**scent (n)**  
a smell; an aroma

**get a load of (phr)**  
to listen to; to pay attention to



Using points and examples from the lecture, describe the two different ways in which flowers attract insects for the purpose of pollination.

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

- 1 What did the professor discuss in his lecture?
- 2 What did he first discuss as a way flowers attract insects for pollination?
- 3 According to the professor, why is color so important to flowers?
- 4 What was the next attractor that flowers use as described by the professor?
- 5 What example did the professor give to describe how flowers use this attractor?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



| Response | Make your response using the above information.

The professor discussed two of the ways that \_\_\_\_\_  
 \_\_\_\_\_ First of all, \_\_\_\_\_

The professor then pointed out that \_\_\_\_\_

The example cited by the professor was \_\_\_\_\_

| Speaking | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

Response time: 60 seconds

Your speaking time: \_\_\_\_\_ seconds

| Compare | Listen to a sample response, and compare it with yours.  3-06

| Self-Rating | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 56. Photography

| **Listening** | Listen to a lecture, and take notes.  3-07

### Note Taking

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### Words and Expressions

**ominous (a)**

threatening; dangerous

**take off (phr)**

to become common; to become popular

**celebrate (v)**

to honor; to respect

**light (n)**

an image; a representation

**demonize (v)**

to represent as evil or something very bad



Using points and examples from the lecture, explain how photographers portrayed industrialization in different centuries.

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

- 1 What topic did the professor cover during his lecture?
- 2 Which century's opinion of industrialization did he discuss first?
- 3 What did he conclude about the way people felt about industrialization then?
- 4 How did people's opinions of industrialization change in the twentieth century?
- 5 What is the significance of the picture the professor showed?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

During the course of the lecture, \_\_\_\_\_

According to the professor, \_\_\_\_\_

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

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

| **Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

Response time: 60 seconds

Your speaking time: \_\_\_\_\_ seconds

| **Compare** | Listen to a sample response, and compare it with yours.  3-08

| **Self-Rating** | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 57. Advertisements

| Listening | Listen to a lecture, and take notes. 3-09

### Note Taking

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### Words and Expressions

recall (v)  
to remember

promote (v)  
to advertise; to endorse

cite (v)  
to mention; to quote

economical (a)  
money-saving; cost-effective

scenery (n)  
a view; a landscape



Using points and examples from the lecture, describe the two different ways in which companies use advertisements to try to sell their products.

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

- 1 What does the professor talk about in his lecture?
- 2 What is the first advertising method the professor discusses?
- 3 What are some examples car companies may use to advertise with this method?
- 4 What is another method of advertising that the professor mentions?
- 5 How is this method different from the first one?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

The lecturer focuses on \_\_\_\_\_

The example given by the professor involves \_\_\_\_\_

Meanwhile, \_\_\_\_\_

Again, \_\_\_\_\_

| **Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

| **Compare** | Listen to a sample response, and compare it with yours.  3-10

| **Self-Rating** | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 58. Positive & Negative Reinforcement

| Listening | Listen to a lecture, and take notes. 3-11

### Note Taking

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### Words and Expressions

**loathe (v)**

to despise; to hate

**undesirable (a)**

unwanted

**morning people (phr)**

people who enjoy waking up in the morning

**reward (n)**

a prize

**dread (v)**

to fear; to be afraid of



Using points and examples from the lecture, explain the two different ways to convince oneself to do an activity that one does not enjoy.

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

- 1 What is the subject of the professor's lecture?
- 2 Which method does the professor mention first?
- 3 How does the professor define this method?
- 4 What is the next method that the professor explains?
- 5 In what way does a person go about doing this method?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

The professor tells his class about \_\_\_\_\_

The first one he mentions is \_\_\_\_\_

The second explanation deals with \_\_\_\_\_

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

| **Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds


| **Compare** | Listen to a sample response, and compare it with yours.  3-12

| **Self-Rating** | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 59. Film Shots

| **Listening** | Listen to a lecture, and take notes.  3-13

### Note Taking

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### Words and Expressions

**convey (v)**

to send; to transmit

**significance (n)**

importance

**subject (n)**

a person who is ruled by a king or queen

**elevate (v)**

to raise; to lift

**utter (a)**

complete; total



Using points and examples from the lecture, describe the two different types of film shots and the messages they convey to audiences.

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

- 1 What topic is covered by the professor in her lecture?
- 2 What kind of film shot does she discuss first?
- 3 What message do these film shots send to the audience?
- 4 What is another kind of film shot described by the professor?
- 5 What example does the professor use to help explain this film shot?

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 her students about \_\_\_\_\_

The first example given is \_\_\_\_\_

The professor mentions that \_\_\_\_\_

The professor describes \_\_\_\_\_

| **Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

| **Compare** | Listen to a sample response, and compare it with yours.  3-14

| **Self-Rating** | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4



## Unit 60. Positive Thinking

| **Listening** | Listen to a lecture, and take notes. **3-15**

### Note Taking

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### Words and Expressions

**as opposed to (phr)**

in opposition to; rather than

**drastically (ad)**

dramatically; greatly

**meteorologist (n)**

a person who studies and predicts the weather

**flu season (phr)**

a time of year—usually winter—when many people catch colds

**treat (v)**

to take care of; to cure; to make better



Using points and examples from the lecture, describe how positive thinking affects the ways in which people behave.

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

- 1 What is the focus of the professor's lecture?
- 2 What does the professor begin his lecture by discussing?
- 3 How does the professor explain the students' actions?
- 4 Why does the professor bring up medicine bottles?
- 5 What does the professor say about the medicine bottles?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



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

The professor focuses his lecture on \_\_\_\_\_  
 He states that \_\_\_\_\_  
 \_\_\_\_\_ However, \_\_\_\_\_  
 He next compares \_\_\_\_\_  
 Although, \_\_\_\_\_  
 \_\_\_\_\_

| **Speaking** | Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

**Response time:** 60 seconds

**Your speaking time:** \_\_\_\_\_ seconds

| **Compare** | Listen to a sample response, and compare it with yours.  3-16

| **Self-Rating** | Rate your response based on the following criteria.

Delivery	
1 How clearly did you speak your response?	1 2 3 4
Language Use	
2 How well did you control language structures to convey your ideas?	1 2 3 4
3 How appropriately did you use vocabulary to convey your ideas?	1 2 3 4
Topic Development	
4 How fully did you answer the question?	1 2 3 4
5 How coherently did you present your ideas?	1 2 3 4







## Speaking Section Directions 3-17

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

3-18

TOEFL iBT Speaking

Question 1 of 6



What is the most influential invention in the last 100 years? Please include specific examples and details in your explanation.



Preparation Time: 15 Seconds

Response Time: 45 Seconds





## Task 2

3-19

TOEFL iBT Speaking

Question 2 of 6



Some people enjoy watching television. Others prefer to read the newspaper or use the Internet. Which activity do you prefer to do and why? Use specific reasons and examples to support your preference.



Preparation Time: 15 Seconds

Response Time: 45 Seconds





### Task 3

#### → Reading

3-20

TOEFL iBT Speaking

Question 3 of 6



Reading time: 45 seconds

#### All Students to Live in Dormitories

At the start of the new school year next fall, all students will be required to take residence in the university dormitories. By having all students live on campus, the university will not have to increase student housing fees as it has been forced to do in each of the past five years. The fact that all students will be spending more time on campus will permit them to take part in more extracurricular activities. The university administration feels it is important for students to engage in activities outside of class in order to attain a complete college experience.



#### → Listening

TOEFL iBT Speaking

Question 3 of 6





## → Question

Question 3 of 6

Question 3 of 6

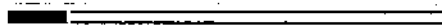


The man expresses his opinion of the university's regulation on living in the dormitories. State his opinion and explain the reasons he gives for holding that opinion.



Preparation Time: 30 Seconds

Response Time: 60 Seconds





## Task 4

### → Reading

TOEFL iBT Speaking

Question 4 of 6

3-21

Reading time: 45 seconds

#### Sampling Error

In any kind of survey or scientific study where data is analyzed, researchers try as much as possible to obtain a true random sampling of the data they are studying. However, there is always some element of error in their studies. This is called the sampling error. Sampling error is usually expressed as a percentage, which shows the possibility for error in the study. Researchers attempt to get the sampling error to as low of a number as possible. As a general rule, the lower the sampling error is, the more accurate the research being performed.



### → Listening

TOEFL iBT Speaking

Question 4 of 6

VOLUME

VOLUME





→ Question

IDEALIST SPEAKING

Question 4 of 6



The professor describes the results of two recent surveys. Explain how the results are related to sampling error.



Preparation Time: 30 Seconds

Response Time: 60 Seconds





## Task 5

→ Listening

3-22

TOEFL iBT Speaking

Question 5- of 6





→ Question

TOEFL iBT Speaking

Question 5 of 6



The students discuss two possible solutions to the woman'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





## Task 6

### → Listening

3-23

TOEFL iBT Speaking

Question 6 of 6

VOLUME

VOLUME





## → Question

Preparing with audio

Question 6 of 6



Using points and examples from the lecture, explain the two ways children make mistakes when they are learning.



**Preparation Time: 20 Seconds**

**Response Time: 60 Seconds**





## Actual Test .02

### Task 1

3-24

TOEFL iBT Speaking

Question 1 of 6



What do you think is the most important qualification to be a teacher? Please include specific examples and details in your explanation.



Preparation Time: 15 Seconds

Response Time: 45 Seconds





## Task 2

3-25

TOEFL iBT Speaking

Question 2 of 6



Do you agree or disagree with the following statement? It is important to have a friend with different interests from yourself. Give specific reasons and examples to support your opinion.



Preparation Time: 15 Seconds

Response Time: 45 Seconds





### Task 3

#### → Reading

3-26

TOEFL iBT Speaking

Question 3 of 6



*Reading time: 45 seconds*

#### No More Bicycles on Campus

Recently, there have been a number of bicycle-related accidents, both with automobiles and pedestrians, on campus. Some have been so severe as to have required the hospitalization of those involved. The school administration has therefore decided to ban all bicycles from campus. The reckless behavior of most bicyclists on campus has been the sole reason for these accidents, so until our student-bicyclists learn to be respectful of others, they may not ride on campus anymore. The school will, however, increase the number of buses on campus. With more buses, students should have no problem getting to their classes on time.



#### → Listening

TOEFL iBT Speaking

Question 3 of 6





## -> Question

regulation against bicycles

Question 3 of 6



The man expresses his opinion on the regulation against bicycles. State his opinion and explain the reasons he gives for holding that opinion.



Preparation Time: 30 Seconds

Response Time: 60 Seconds





## Task 4

### → Reading

3-27

TOEFL iBT Speaking

Question 4 of 6



*Reading time: 45 seconds*

#### Animal Tameability

There are thousands of species of animals on Earth, yet only a small number have been domesticated. One important factor in domesticating animals is the species' tameability. This refers to the ease with which an animal may be domesticated. An animal's disposition is crucial for determining its tameability. Those with pleasant dispositions may be tamed much more easily than animals aggressive or hostile toward humans. Another is the ability to change the animal's social hierarchy. In other words, animals must be able to recognize humans as their new pack leaders, thereby easing their ability to be domesticated.



### → Listening

TOEFL iBT Speaking

Question 4 of 6





## → Question

Available for Speaking

Question 4 of 6



The professor describes the difference in trying to domesticate dogs and wolves. Explain how this relates to animal tameability.



Preparation Time: 30 Seconds

Response Time: 60 Seconds





## Task 5

→ Listening

3-28

TOEFL iBT Speaking

Question 5- of 6





## → Question

Question 5 of 6

Question 5 of 6



The students discuss two possible solutions to the woman'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





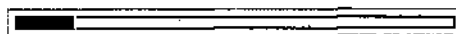
## Task 6

→ Listening

3-29

00:55:10 (00:00:00)

Question 6 of 6





→ Question

100% (10/10)

Question 6 of 6



Using points and examples from the lecture, explain the two ways artists in the Renaissance used perspective in their paintings.



Preparation Time: 20 Seconds

Response Time: 60 Seconds









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**Answer Book**







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# Chapter 1

## Personal Experience

### Sample iBT Question

#### Sample Response

나는 우리 단체에서 가장 소중한 사람이 우리 아버지라고 확신한다. 우리 단체란 당연히 우리 가족이다. 내가 이렇게 생각하는 이유는 우리 식구 중에서 아버지만 일을 하시기 때문이다. 말하자면 아버지께서 돈을 버시기 때문에 우리 가족이 편안히 생활을 할 수 있는 것이다. 아버지 덕분에 우리 가족은 좋은 집에 살고, 매달리 먹을 수가 있으며, 해마다 한두 번씩 여행도 갈 수 있다. 아버지께서는 우리를 잘 보살피 주시는 것이다. 그리고 또 다른 이유로는 아버지가 나에게 좋은 사람이 되는 법을 가르쳐 주시기 때문이다. 아버지는 나에게 올바른 예의범절을 가르쳐 주시고 다른 사람에게 올바르게 행동하는 법을 가르쳐 주신다. 아버지의 가르침 덕분에 나는 훨씬 더 나은 사람이 될 수 있었다고 생각한다.

### Unit 1. Needing Help

#### >> Organizing

1. Once I had to ask my sister for help studying for a big test.
- 2-1. She is much better at math than me, so I wanted her to explain how to solve some problems.
- 3-1. She did not just help me learn how to solve the problem, but she also helped me understand the fundamental logic behind the question.
- 2-2. Additionally, my sister graduated from the same school that I go to, so she had already taken this same class.
- 3-2. Because of this, she was familiar with how to solve the problems, so she was able to assist me rather easily.

#### >> Sample Response

Once I had to ask my sister for help studying for a big test. We didn't use to get along well, but I really needed some assistance. She's much better at math than me, so I wanted her to explain how to solve some problems. Asking her for help was difficult, but when I did, she didn't just help me learn how to solve the problem, but she also helped me understand the fundamental logic behind the question. Additionally, my sister graduated from the same school that I go to, so she had already taken this same class. Because of this, she was familiar with how to solve the problems, so she was able to assist me rather easily. Thanks to her help, I got a good grade on the exam.

한번은 중요한 시험이 있어 누나에게 도움을 청해야 했다. 우리는 사이가 좋은 편이 아니었지만, 나는 정말 도움이 절실했다. 누나는 나보다 수학을 훨씬 잘 하기 때문에, 나는 누나가 몇 문제의 풀이 법을 설명해 주길 바랐다. 누나에게 도움을 요청하는 것은 쉬운 일이 아니었지만, 내가 도움을 구했을 때, 누나는 단지 문제 풀이 법만을 가르쳐주지 않고, 나로 하여금 질문 뒤에 숨어 있는 근본적인 원리를 이해할 수 있도록 도와 주었다. 더구나 누나는 내가 다니는 학교를 졸업했었고, 그래서 같은 수업을 이미 들은 적이 있었다. 이런 이유로, 누나는 문제풀이 방식을 잘 알고 있었고, 그래서 나를 비교적 쉽게 도와주었다. 누나의 도움으로, 나는 시험에서 좋은 성적을 거두었다.

### Unit 2. Subjects

#### >> Organizing

1. For me, the subject I want to learn more about is history.
- 2-1. One reason is that it is important to learn about the past.
- 3-1. For example, reporters giving the news often refer to incidents that happened back in the past.
- 2-2. Another reason is I feel it is important to know history so that we will not repeat the mistakes of the past.
- 3-2. If we know what mistakes people made in similar situations in the past, we might be able to avoid the same problems.

#### >> Sample Response

For me, the subject I want to learn more about is history. One reason is that it is important to learn about the past. For example, I enjoy reading the news in the paper and on the Internet. However, many news articles commonly refer to incidents that happened back in the past. Unless I know more about history, I cannot fully understand the importance of references the articles are making. Another reason is I feel it is important to know history so that we won't repeat the mistakes of the past. People often talk about history repeating itself. However, if we know what mistakes people made in similar situations in the past, we might be able to avoid the same problems.

나의 경우 좀 더 공부를 하고 싶은 과목은 역사이다. 한 가지 이유는 과거에 대해 아는 것이 중요하기 때문이다. 예를 들어 나는 신문이나 인터넷에서 뉴스를 읽는 것을 좋아한다. 그런데, 공통적으로 많은 뉴스 기사들이 과거에 일어났던 사건을 다룬다. 역사에 대해 더 많이 알지 않고서는, 기사 내용의 중요성을 완전히 이해할 수 없는 것이다. 또 다른 이유는 과거의 실수를 되풀이하지 않기 위해 역사를 아는 것이 중요하다고 생각하기 때문이다. 사람들은 종종 역사는 되풀이된다고 말한다. 하지만 과거에 비슷한 상황에서 사람들이 어떤 실수를 했는지를 알다면 똑 같은 문제를 피할 수 있을 것이다.



## Unit 3. Life Changes

### >> Organizing

1. I believe my life will be very different in five years.
- 2-1. One reason is that I will be finished with college then, so I will most likely be looking for a job.
- 3-1. I will not be dependent upon my parents for support but will be able to take care of myself.
- 2-2. Another difference will be that I will have much more knowledge of the world than I do now.
- 3-2. I should be a much smarter and wiser person and should also know much more about the world in general.

### >> Sample Response

I believe my life will be very different in five years. One reason is that I'll be finished with college then, so I'll most likely be looking for a job. This means I won't be dependent upon my parents for support but will be able to take care of myself. So, although I'll be able to do whatever I want, I won't have the security of my parents to fall back on when I have any problems. Another difference will be that I'll have much more knowledge of the world than I do now. So I should be a much smarter and wiser person and should also know much more about the world in general. The things I learn will surely make me different.

나는 5년 후에 나의 삶이 아주 달라질 것이라고 믿는다. 한 가지 이유는 그 때쯤이면 대학을 졸업해서 아마도 직장을 찾고 있을 것이기 때문이다. 다시 말해 부모님에게 의존하지 않고, 스스로를 책임질 수 있을 것이라는 것이다. 그래서 내가 원하는 것은 무엇이든지 할 수 있는 반면, 문제가 생기더라도 부모님의 그늘 아래서 피난처를 찾지는 못하게 될 것이다. 또 다른 차이점은 지금에 비해 훨씬 많은 지식을 가지게 될 것이라는 점이다. 그래서 훨씬 똑똑하고 현명한 사람이 될 것이고 세상사 전반에 대해서도 훨씬 많이 알게 될 것이다. 내가 배우는 것들로 인해 분명 나는 다른 사람이 될 것이다.

## Unit 4. Home Characteristics

### >> Organizing

1. I strongly feel that the two most important characteristics for a house or apartment are comfort and privacy.
- 2-1. For one thing, you cannot really call your house a home unless it is comfortable.
- 3-1. Being comfortable can help me focus on things better and do everything I want to do.
- 2-2. In addition, I believe that there must be a certain amount of privacy in a home.
- 3-2. Privacy can let us spend time alone, which is helpful when we are in bad moods.

### >> Sample Response

I strongly feel that the two most important characteristics for a house or apartment are comfort and privacy. For one thing, you cannot really call your house a home unless it's comfortable. I do many things at my home. I eat, sleep, relax, do my homework, and play there. Being comfortable can help me focus on things better and do everything I want to do. In addition, I believe there must be a certain amount of privacy in a home. For example, I live with my parents, brother, and sister. Our home can get crowded sometimes. So we need the privacy of our bedrooms. Privacy can let us spend time alone, which is helpful when we're in bad moods. Because of privacy, we get along with each other really well.

나는 주택이나 아파트의 가장 중요한 두 가지 특징이 안락함과 프라이버시라고 확신한다. 우선, 안락하지 않은 주택을 집이라고 할 수는 없다. 나는 집에서 많은 일들을 한다. 먹고, 자고, 쉬고, 숙제를 하며 놀기도 한다. 안락함 덕분에 일을 더 잘 할 수 있고 원하는 모든 일들을 할 수도 있다. 뿐만 아니라, 집은 어느 정도의 사생활이 보호되어야 한다고 생각한다. 예를 들어, 나는 부모님 형, 누나와 함께 산다. 우리 집은 때로는 북적거리기도 한다. 그래서 우리는 침실의 프라이버시가 필요하다. 프라이버시가 있기 때문에 혼자 시간을 보낼 수도 있는데, 기분이 우울할 때 이것이 도움이 된다. 프라이버시로 인해 서로 간에 진정 좋은 관계를 유지할 수 있는 것이다.

## Unit 5. Celebrations

### >> Organizing

1. One of the most important days of celebration in South Korea is Chuseok, which is Korean Thanksgiving.
- 2-1. Because it is a three-day holiday, a majority of Koreans return to their hometowns to visit their extended families.
- 3-1. Chuseok is about honoring one's relatives, so families get together and enjoy lots of different kinds of food with each other.
- 2-2. Also, Chuseok is a time to hold memorial services for people's deceased family members.
- 3-2. Koreans often hold special ceremonies for them and even go to their family burial grounds to clean up the land around the graves.

### >> Sample Response

One of the most important days of celebration in South Korea, my country, is Chuseok, which is Korean Thanksgiving. This is a harvest festival that usually takes place in September or October during the full moon. Because it's a three-day holiday, a majority of



Koreans return to their hometowns to visit their extended families. This is important because Chuseok is about honoring one's relatives. So families get together and enjoy lots of different kinds of food with each other. Also, Chuseok is a time to hold memorial services for people's deceased family members. So Koreans often hold special ceremonies for them and even go to their family burial grounds to clean up the land around the graves. These acts show that Koreans honor both their living and deceased relatives.

우리나라 한국에서 가장 중요한 기념일 중의 하나는 한국의 추수 감사 일이라고 할 수 있는 추석이다. 추석은 보통 9월이나 10월 보름달이 뜨는 때에 기리는 추수 감사제이다. 추석은 3일 연휴이기 때문에 대부분의 한국 사람들은 가족, 친지를 만나기 위해 고향을 찾는다. 추석은 가족 친지를 소중히 여기는 명절이기 때문에 중요하다. 그래서 가족들은 한데 모여 서로 여러 가지 음식을 나누어 먹는다. 또한 추석은 돌아가신 조상의 제사를 지내는 때이기도 하다. 그래서 한국 사람들은 종종 차례를 지내기도 하고, 심지어는 제초를 하기 위해 선조들의 묘에 성묘를 가기도 한다. 이러한 관습들을 볼 때 한국인들은 생사에 관계없이 가족 친지를 소중히 여긴다는 것을 알 수 있다.

## Unit 6. Gifts

### >> Organizing

1. The most important gift I have ever received was the bicycle I got in elementary school.
- 2-1. First, it was not cheap, and my family did not have that much money.
- 3-1. So my parents sacrificed a lot to buy it for me.
- 2-2. Additionally, I had really wanted to learn how to ride a bike since I was young.
- 3-2. So, as soon as I got it, I tried really hard to ride it all by myself, which I managed to do quickly.

### >> Sample Response

The most important gift I've ever received was the bicycle I got in elementary school. First, it wasn't cheap, and my family didn't have that much money. So my parents sacrificed a lot to buy it for me. That fact made me appreciate their gift even more than I normally would have. So I made sure to take really good care of my bike. Additionally, I'd really wanted to learn how to ride a bike since I was young. So, as soon as I got it, I tried really hard to ride it all by myself, which I managed to do quickly. That taught me I could do anything I wanted to if I just tried hard enough, and that's a lesson that I remember even today.

내가 받아본 선물 가운데 가장 중요한 선물은 초등학교 때 선물 받은 자전거이다. 우선, 자전거는 값싼 선물도 아니었고, 우리 가족이 그렇게

돈이 많은 것도 아니었다. 그래서 부모님들은 내게 자전거를 사주시기 위해 많은 것을 희생해야 했다. 그 사실 때문에 나는 어느 때 선물을 받고 느끼는 것보다 훨씬 감사한 감정을 선물에 대하여 느꼈다. 그래서 나는 정말 자전거를 잘 챙겼다. 뿐만 아니라 나는 어려서부터 정말 자전거 타는 법을 배우고 싶었다. 그래서 자전거가 생기자마자, 혼자서 타려고 정말 노력했는데, 빠른 시간 안에 그렇게 될 수 있었다. 그로 인해 나는 열심히 노력하기만 하면 내가 원하는 것은 무엇이든지 할 수 있다는 것을 깨달았고, 그것은 오늘날까지도 내가 잊지 않는 교훈이다.

## Unit 7. News

### >> Organizing

1. The news in the past that made me the happiest was when I heard that my best friend and I were going to be in the same class in high school.
- 2-1. The main reason for my happiness is that we were both going to a new school and did not know anyone there.
- 3-1. We had been friends for several years, so it was a relief to learn we would have the same homeroom teacher.
- 2-2. Also, since we were already friends, it made adjusting to high school much easier.
- 3-2. We could help each other out with our homework, and we had someone to eat lunch together with everyday.

### >> Sample Response

The news in the past that made me the happiest was when I heard that my best friend and I were going to be in the same class in high school. The main reason for my happiness is that we were both going to a new school and didn't know anyone there. We'd been friends for several years, so it was a relief to learn we'd have the same homeroom teacher. Also, since we were already friends, it made adjusting to high school much easier. We could help each other out with our homework, and we had someone to eat lunch together with everyday. Of course, now I have many friends at school, but knowing I would be with my best friend was such a happy feeling.

내가 들었던 소식 가운데 가장 행복했던 소식은 내 제일 친한 친구와 내가 고등학교에서 같은 반이 될 거라는 소식이었다. 내가 행복했던 제일 큰 이유는 우리 둘 다 새 학교에 진학을 하게 되었는데, 아무도 아는 사람이 없었기 때문이다. 우리는 몇 년 동안 친구로 지냈고 우리가 같은 반이 되었다는 것을 알자 마음이 놓였다. 또한 우리는 이미 친구였기 때문에 고등학교에 적응하기가 훨씬 쉬웠다. 우리는 매일매일 숙제도 서로 돕고 같이 점심을 먹을 친구가 되어 주었다. 물론, 지금은 많은 친구가 생겼지만, 제일 친한 친구와 함께 하게 된다는 것을 알았을 때 정말 행복했다.



## Unit 8. Challenging Experiences

### >> Organizing

1. One of the most challenging experiences I have ever overcome was making my school's basketball team.
- 2-1. One reason it was such a challenge is that I am not very tall.
- 3-1. Since I am average height, I had to hustle more than the taller players. I ran around the court and always tried my hardest.
- 2-2. Another reason it was a challenging experience is that I had never played on a basketball team before.
- 3-2. I constantly paid attention to the coach and always followed his directions.

### >> Sample Response

One of the most challenging experiences I've ever overcome was making my school's basketball team. One reason it was such a challenge is that I'm not very tall. Since I'm average height, I had to hustle more than the taller players. I ran around the court and always tried my hardest. I think that impressed my coach a lot. Another reason it was a challenging experience is that I'd never played on a basketball team before. So I didn't really know what I was doing. However, I constantly paid attention to the coach and always followed his directions. Several players better than me didn't do this, so they didn't make the team. Anyway, only ten boys got chosen for the team, and I was one of them.

내가 극복한 가장 어려웠던 경험 중의 하나는 우리 학교의 농구팀에 들어가는 것이었다. 그것이 그렇게 어려웠던 한 가지 이유는 내 키가 별로 크지 않기 때문이다. 나는 보통 키여서 키가 큰 선수들에 비해 몸싸움을 많이 해야 했다. 나는 항상 코트를 뛰어다녔고 최선을 다했다. 내 생각에는 그런 모습이 코치 선생님에게 많은 인상을 남겼던 것 같다. 그것이 힘든 경험이었었던 또 하나의 이유는, 이전에 나는 한 번도 농구팀에 들어본 적이 없었기 때문이다. 나는 내가 뭘 하는지도 정확히 몰랐다. 하지만 나는 항상 코치 선생님의 말씀을 귀담아 들었고 코치 선생님의 지시를 따랐다. 나보다 실력이 좋은 몇몇 선수들은 이렇게 하지 않았고, 그래서 농구팀에 들지 못했다. 어쨌든, 10명 만 농구팀에 선발되었는데, 나도 그 중의 한 사람이었다.

## Unit 9. Living Environment

### >> Organizing

1. The natural environment I would love to live in is by the sea.
- 2-1. First of all, the sea is the place where I often feel the happiest.
- 3-1. I am an outdoors type of person, and there are many things that I can do outside near the sea. For

example, I can go swimming, search for seashells, go fishing, and get a suntan.

- 2-2. Second, I really love the sights and smells of the sea.
- 3-2. For me, natural scenery and clean, fresh smells are important. I feel refreshed just as soon as I get there and get to look at and smell the seawater and beach.

### >> Sample Response

The natural environment I'd love to live in is by the sea. First of all, the sea is the place where I often feel the happiest. I'm an outdoors type of person, and there are many things that I can do outside near the sea. For example, I can go swimming, search for seashells, go fishing, and get a suntan. By living near the sea, I could do all those activities year-round. Second, I really love the sights and smells of the sea. For me, natural scenery and clean, fresh smells are important. Cities are so ugly and smell terrible, but the sea smells so wonderful. I feel refreshed just as soon as I get there and get to look at and smell the seawater and beach.

내가 살고 싶은 자연 환경은 바닷가이다. 우선, 나는 바다에서 가장 행복하다고 느낀다. 나는 야외 활동을 좋아하는 편인데, 바닷가의 야외에서는 많은 것들을 할 수 있다. 예를 들어, 수영을 할 수도 있고, 조개 껍질을 주울 수도 있고, 낚시를 할 수도 있고, 선탄을 할 수도 있다. 바닷가에 살면 일 년 내내 이런 것들을 할 수 있다. 두 번째로, 나는 바다의 풍경과 냄새가 정말 좋다. 나에게는 자연의 풍경과 깨끗하고 상큼한 냄새는 중요하다. 도시는 흉측하고 좋지 않은 냄새도 나지만, 바다는 정말 좋은 냄새가 난다. 바닷가에 도착해 바닷물과 해변을 보고 냄새를 맡기가 무섭게 나는 기분이 상쾌해진다.

## Unit 10. Skills

### >> Organizing

1. The one skill I would most like to learn is to be proficient with electronics.
- 2-1. First, I own many electronic devices, including a computer, DVD player, and stereo system, which all have wires to connect.
- 3-1. I just cannot comprehend where these wires go and how to put them together properly, so I always rely on my dad or brother for assistance.
- 2-2. Additionally, these items sometimes break down.
- 3-2. For example, once my computer had a problem. I tried to fix it but was totally lost, yet my brother fixed it quickly.

### >> Sample Response

I lack many skills, but the one I'd most like to learn is



to be proficient with electronics. Simply put, I know nothing about assembling or fixing electronics. First, I own many electronic devices, including a computer, DVD player, and stereo system. Unfortunately, they've got many wires to connect before they'll work. I just can't comprehend where these wires go and how to put them together properly, so I always rely on my dad or brother for assistance. Additionally, these items sometimes break down. For example, once my computer had a problem. I tried to fix it but was totally lost. When my brother came home, he fixed it in less than a minute. If I had had any electronics skills at all, I wouldn't have had this problem.

나는 많은 기술이 부족하지만, 가장 배우고 싶은 기술이 있다면 그것은 전자제품 관련 기술이다. 간단히 말해, 나는 전자제품 조립이나 수리와 관련해서는 아무 것도 아는 것이 없다. 우선, 나는 컴퓨터, DVD, 스테레오 등을 포함해 많은 전자제품이 있다. 안타깝게도, 이 제품들은 작동시키기 전에 연결해야 하는 전선들이 너무 많다. 나는 이 전선들을 어디에 연결해야 하는지, 어떻게 해야 제대로 연결하는지 모른다. 그래서 나는 항상 아버지나 형에게 도움을 구한다. 뿐만 아니라, 때로는 이러한 전자제품들이 고장이 나기도 한다. 예를 들어, 한번은 컴퓨터에 문제가 생겼다. 나는 고치려고 했지만 결국 완전히 질려 버렸다. 나의 형은 집에 오자마자 순식간에 그것을 고쳐 주었다. 만약 내가 전자제품 관련 기술이 조금이라도 있었더라면 이런 문제는 생기지 않았을 것이다.

## Chapter 2

### Personal Preference

#### Sample iBT Question

##### Sample Response

나는 여러 명의 친구를 사귀기를 좋아한다. 우선, 나는 여러 가지에 관심이 있다. 여러 명의 친구를 사귄 경우, 여러 가지 관심을 계속 유지해 나갈 수 있다. 예를 들어, 나는 어떤 친구와는 영화를 보기를 좋아하고, 어떤 친구들과는 박물관에 가기를 좋아하고, 훨씬 많은 친구들과는 집에서 놀기를 좋아한다. 만약 친구를 몇 명만 사귄다면, 지금처럼 여러 가지 활동을 하지는 못할 것이다. 또 다른 중요한 점은 내가 모든 타입의 사람들을 만나기를 즐긴다는 것이다. 내 친구들은 각자 개성이 다르다. 다시 말해 나는 서로 완전히 다른 사람들을 만날 수 있다. 그래서 그 날 기분에 따라 어느 친구와 대화를 하고 같이 있을지를 정할 수 있다.

#### Unit 11. Cell Phones

##### >> Organizing

##### ■ Preference A

1. I am the kind of person who believes cell phones should definitely be prohibited in public places.
- 2-1. For starters, people speak too loudly on their phones when in public.
- 3-1. These places are already noisy enough from the hustle and bustle of daily life, so we do not need to add hundreds of more people chatting away loudly on their phones.
- 2-2. Additionally, many people forget their manners and use all sorts of bad language in public when using their phones.
- 3-2. People—especially young children—should not be subjected to that kind of language.

##### ■ Preference B

1. In my opinion, people should not be prohibited from using their cell phones in public.
- 2-1. To begin with, people should have the right to speak on their phones anywhere in public.
- 3-1. I live in a country where people have freedom of speech, so no one should make other people be quiet.
- 2-2. Another important thing is that many people use their cell phones for their jobs.
- 3-2. We live in a mobile society, and cell phones enable people to get to where they need to be and to work at the same time.

##### >> Sample Response

##### ■ Preference A

I'm the kind of person who believes cell phones should definitely be prohibited in public places. For starters, people speak too loudly on their phones when in public. These places are already noisy enough from the hustle and bustle of daily life, so we don't need to add hundreds of more people chatting away loudly on their phones. In other words, these people are adding to the local noise pollution. Additionally, many people forget their manners and use all sorts of bad language in public when using their phones. People—especially young children—shouldn't be subjected to that kind of language. If cell phone users can't control their mouths, then the government should step in and prohibit people from talking in places where others can overhear them.

나는 공공 장소에서 핸드폰 사용을 반드시 금지해야 한다고 믿는 쪽이다. 우선, 사람들은 다른 사람들이 있는 데서 너무 큰 소리로 핸드폰 통화를 한다. 이런 장소는 일상 생활의 혼잡 때문에 이미 충분히 시끄러운 상태이기 때문에, 핸드폰 통화를 하는 수백 명의 통화 목소리까지 더할 필요는 없다. 다시 말해 이 사람들은 그 지역의 소음 공해를 악화시키는 것이다. 뿐만 아니라 많은 이들이 예의를 잊은 채 핸드폰을 사용하면서



남들이 있는 데서 좋지 않은 언어를 사용한다. 사람들, 특히 어린 학생들은 그런 언어를 사용해서는 안 된다. 핸드폰 사용자들이 입 조심을 하지 않는다면, 정부 쪽에서 끼어 들어 다른 사람이 통화를 엿들을 수 있는 장소에서 사람들이 통화를 하지 못하도록 금지를 시켜야 한다.

#### ■ Preference B

In my opinion, people should not be prohibited from using their cell phones in public. To begin with, so long as they are not disturbing others, people should have the right to speak on their phones anywhere in public. I live in a country where people have freedom of speech, so no one should make other people be quiet. Another important thing is that many people use their cell phones for their jobs. We live in a mobile society, and cell phones enable people to get to where they need to be and to work at the same time. While some people may be very annoying while talking on their cell phones, we should not punish everyone by prohibiting the use of cell phones in public.

내 생각에는, 공공장소에서의 핸드폰 사용을 금지시켜서는 안 된다고 생각한다. 우선, 다른 사람에게 방해할 주지 않는 한, 누구나 공공장소 어디에서든 자신의 핸드폰으로 통화를 할 권리가 있다. 나는 언론의 자유가 있는 국가에서 살고 있기 때문에, 누구도 침묵하도록 요구 받아서는 안 된다. 또 다른 중요한 점은 많은 사람들이 직무상 핸드폰을 사용한다는 것이다. 우리는 기동력이 있는 사회에 살고 있고, 핸드폰이 있기 때문에 가야 하는 곳에 가 있으면서 동시에 작업을 할 수도 있다. 일부 사람들이 핸드폰 통화를 할 때 다른 사람에게 방해할 주긴 하지만, 공공장소에서의 핸드폰 사용을 금지해 모든 사람에게 피해를 주어서는 안 된다.

## Unit 12. College Housing Arrangements

### >> Organizing

#### ■ Preference A

1. Personally, I prefer a situation where all first-year students live together in dormitories.
- 2-1. First off, it is always ideal to have students in the same year room with each other.
- 3-1. The reason is that students in the same year will have similar experiences, so they should be with those who can share in these experiences.
- 2-2. Another important thing is that mixing freshmen with upperclassmen will not benefit the older students at all.
- 3-2. They would constantly be stuck explaining things or having to show the freshmen around.

#### ■ Preference B

1. I would rather attend a school that had first-year students living with upperclassmen than one where

freshmen lived with other freshmen.

- 2-1. One of the main reasons for this is that upperclassmen could be incredibly helpful to first-year students.
- 3-1. An upperclassman roommate could help a freshman get acquainted with the campus more quickly.
- 2-2. Second of all, many freshmen go to college with bad study habits.
- 3-2. Upperclassmen know what it takes to do well in college, so they would be able to impart their knowledge to their younger roommates, thereby helping them do better at school.

### >> Sample Response

#### ■ Preference A

Personally, I prefer a situation where all first-year students live together in dormitories. I feel this would have a number of benefits for them. First off, it's always ideal to have students in the same year room with each other. In other words, freshmen should live with freshmen, sophomores with sophomores, and so on. The reason is that students in the same year will have similar experiences, so they should be with those who can share in these experiences. Another important thing is that mixing freshmen with upperclassmen won't benefit the older students at all. They'd constantly be stuck explaining things or having to show the freshmen around. However, by having freshmen live with each other, they'd be able to assist one another in getting used to the school.

개인적으로, 나는 모든 신입생들이 기숙사에서 함께 생활하는 쪽을 더 선호한다. 나는 이 쪽이 신입생들에게 많은 혜택을 가져다 줄 것으로 생각한다. 우선, 동급생끼리 함께 한 방을 쓰게 하는 것은 언제나 이상적이다. 다시 말해, 신입생들은 신입생들끼리, 2학년은 2학년끼리 하는 식으로 말이다. 그 이유는 학년이 같으면 경험도 비슷해서, 이러한 경험을 같이 나눌 수 있는 사람과 함께 생활해야 하기 때문이다. 또 다른 중요한 점은 신입생을 상급생과 섞어 놓을 경우 상급생에게는 아무런 도움이 되지 않는다는 것이다. 그들은 계속해서 이것저것 설명을 해 주어야 하고 신입생들에게 안내를 해 주어야 한다. 하지만 신입생들끼리 함께 생활하게 될 경우, 학교 생활에 익숙해지는 데 있어 그들끼리 서로에게 도움을 줄 수 있는 것이다.

#### ■ Preference B

I would rather attend a school that had first-year students living with upperclassmen than one where freshmen lived with other freshmen. One of the main reasons for this is that upperclassmen could be incredibly helpful to first-year students. It often takes freshmen several weeks simply to learn where the various buildings on campus are. However, upperclassmen are *much more familiar*



with the campus. An upperclassman roommate could help a freshman get acquainted with the campus more quickly. Second of all, many freshmen go to college with bad study habits. They don't study much, so their grades suffer. Upperclassmen are more disciplined and know what it takes to do well in college. They'd be able to impart their knowledge to their younger roommates, thereby helping them do better at school.

나는 신입생들끼리 같이 사는 쪽보다는 신입생이 상급생과 함께 생활하는 쪽을 선호한다. 이렇게 생각하는 주요 이유 가운데 하나는 상급생이 신입생에게 대단한 도움을 줄 수 있기 때문이다. 신입생의 경우 캠퍼스 내의 여러 건물들이 어디에 있는지를 알아내는 데만도 여러 주가 걸린다. 하지만 상급생들은 캠퍼스에 훨씬 더 익숙하다. 상급생 룸메이트는 신입생이 캠퍼스에 보다 빨리 적응할 수 있게 해 준다. 두 번째로, 많은 신입생들의 경우 대학 진학 시 공부 습관이 좋지 않다. 공부를 많이 하지 않아서 성적도 좋지 않다. 상급생들은 규율이 잘 잡혀 있고 대학 생활을 어떻게 하면 잘 할 수 있는지도 알고 있다. 그들은 하급생 룸메이트들에게 지식을 나눠 주어 그들이 학교 생활을 더 잘 하게 도와줄 수 있다.

## Unit 13. Part-time Jobs

### >> Organizing

#### ■ Preference A

1. I support the idea of having students take classes during the day and work part-time either at night or on the weekend.
- 2-1. For one, studying and working at the same time would teach students about time management.
- 3-1. This would help them learn to use their time more wisely and to study more effectively while using less time.
- 2-2. Another lesson students would learn is the value of hard work.
- 3-2. By working and studying simultaneously, students would get to know what the real world after college is like.

#### ■ Preference B

1. I believe college students should not be expected to study during the day and then find part-time jobs at night or on the weekend.
- 2-1. The first reason is that doing both activities at once would be too tiring for them.
- 3-1. When students are too exhausted from working, their grades are bound to suffer. They might not even attend all their classes, which would cause them to learn less and get low grades.
- 2-2. Second of all, working part-time would detract from students enjoying their college experience as much as possible.

- 3-2. Having to work part-time would prevent students from doing extracurricular activities and making lifelong friendships and would thus deprive them of some valuable aspects of college life.

### >> Sample Response

#### ■ Preference A

I support the idea of having students take classes during the day and work part-time either at night or on the weekend. For one, studying and working at the same time would teach students about time management. By having to work many hours each week, students would have less time to spend on other activities. This would help them learn to use their time more wisely and to study more effectively while using less time. Another lesson students would learn is the value of hard work. Many students don't exert themselves in college, but, by working and studying simultaneously, they'd get to know what the real world after college is like. Additionally, when they work hard, they'll feel better about both themselves and everything that they've accomplished.

나는 학생들이 낮에 수업을 듣고 야간이나 주말에 아르바이트 일을 하는 것에 찬성이다. 우선, 학업과 일을 동시에 하게 되면 시간 관리를 하는 법을 익힐 수 있다. 매주 여러 시간을 일해야 하기 때문에 학생들은 다른 활동에 쓸 시간이 적어진다. 이렇게 되면 시간을 보다 현명하게 사용하고, 시간을 톨 쓰면서 효과적으로 공부하는 법을 익힐 수 있다. 학생들이 배울 수 있는 또 하나의 교훈은 힘든 노동의 가치이다. 많은 학생들이 대학 생활을 열심히 하지 않는다. 하지만 학업과 일을 동시에 할 경우 대학 졸업 후의 바깥 세상이 어떤지를 알 수 있다. 뿐만 아니라, 열심히 일을 하면서 자신과 자신이 성취한 모든 것들에 대해 보다 자부심을 느끼게 된다.

#### ■ Preference B

I believe college students shouldn't be expected to study during the day and then find part-time jobs at night or on the weekend. The first reason is that doing both activities at once would be too tiring for them. When students are too exhausted from working, their grades are bound to suffer. They might not even attend all their classes, which would cause them to learn less and get low grades. Second of all, working part-time would detract from students enjoying their college experience as much as possible. Attending college is not just about going to classes; it involves extracurricular activities and making lifelong friendships. Having to work part-time would prevent students from doing these things and would thus deprive them of some valuable aspects of college life.

나는 대학생들이 낮에 공부하면서 야간이나 주말에 일을 하는 것에 반대한다. 첫 번째 이유는 한꺼번에 두 가지 일을 하는 것은 너무 피곤한 일이다. 일 때문에 지치게 되면 성적이 내려가게 되어 있다. 수업에 빠



질 수도 있고 그렇게 되면 배우는 양도 적어지고 성적도 떨어지게 된다. 두 번째로 아르바이트를 하게 되면 학생들이 가능한 한 많은 대학 경험을 하지 못하게 된다. 대학을 다닌다는 것은 강의를 듣는 것만 의미하지는 않는다. 동아리 활동이나 평생을 같이 할 친구를 사귀는 것도 포함된다. 아르바이트 일을 하게 되면 이런 것들을 할 수가 없어 대학 생활의 이런 중요한 경험들을 하지 못하게 된다.

## Unit 14. Life after High School

### >> Organizing

#### ■ Preference A

1. In my opinion, a person should attend college or university immediately after graduating from high school.
- 2-1. To begin with, it is ideal to continue straight through with one's schooling so that the person will not forget how to study.
- 3-1. Students can actually unlearn the study habits they developed if they do not attend school, so, by heading straight to college, they can ensure this does not happen to them.
- 2-2. Something else to consider is that by going immediately to college, a person can guarantee he will get a college education.
- 3-2. Many people delay going to college for a year but then never get around to attending school again, thereby depriving themselves of a college education.

#### ■ Preference B

1. I believe it is better for people to take a year off between high school and college.
- 2-1. For one, a person can use this year off to rest after twelve consecutive years of attending school.
- 3-1. By taking a year off, a person can be completely rested and ready to attend four years of college, which will be harder than high school.
- 2-2. Another thing is that a person could take a year off to get some life experience in the real world.
- 3-2. For example, a person could find a job and earn some money. This would enable the person to help pay for college, which is expensive.

### >> Sample Response

#### ■ Preference A

In my opinion, a person should attend college or university immediately after graduating from high school. To begin with, it's ideal to continue straight through with one's schooling so that the person will not forget how to study. Students can actually unlearn the study habits they developed if they don't attend school, so, by

heading straight to college, they can ensure this doesn't happen to them. Something else to consider is that by going immediately to college, a person can guarantee he will get a college education. Many people delay going to college for a year but then never get around to attending school again, thereby depriving themselves of a college education. A college diploma is crucial to a person's success nowadays, so it's better to start one's working life off with a college degree rather than to have to return to college in one's thirties or forties.

내 생각에는 고등학교를 졸업하면 바로 대학에 진학해야 한다. 우선, 공부하는 법을 잊지 않기 위해서는 학업을 중단하지 않고 계속하는 것이 제일 좋다. 학생들이 학교를 다니지 않으면 사실 몸에 익힌 공부 습관을 잊어버릴 수 있기 때문에, 곧바로 대학에 진학해야 이런 일을 막을 수 있다. 또 한 가지 고려할 점은 대학에 바로 진학을 할 경우, 확실하게 대학을 다니게 된다는 것이다. 많은 사람들은 1년 정도 대학 진학을 연기하다가 결국 대학에 진학하지 못해, 대학 교육을 받지 못하게 되기도 한다. 요즘에는 성공하기 위해 대학 졸업장이 꼭 필요하다. 그래서 30대 나 40대에 다시 대학 진학을 하는 것보다는 대학 졸업장을 가지고 직장 생활을 시작하는 것이 더 낫다.

#### ■ Preference B

I believe it's better for people to take a year off between high school and college. For one, a person can use this year off to rest after twelve consecutive years of attending school. High school and middle school aren't easy, and a person can get burned out from studying hard for so many years. By taking a year off, a person can be completely rested and ready to attend four years of college, which will be harder than high school. Another thing is that a person could take a year off to get some life experience in the real world. For example, a person could find a job and earn some money. This would enable the person to help pay for college, which is expensive. By working, a person would also be able to develop a better appreciation of the value of hard work.

나는 고등학교와 대학교 사이에 1년의 휴식 기를 갖는 것이 더 좋다고 생각한다. 우선, 12년 연속으로 학교생활을 한 뒤 이 시간을 이용해 휴식을 취할 수 있다. 중고등학교는 만만하지가 않아서, 여러 해 동안 열심히 공부한 결과 완전히 힘이 소진될 수가 있다. 1년간의 휴식 기를 가지면 완벽한 휴식을 취할 수도 있고, 고등학교보다 힘든 4년간의 대학 생활을 할 준비도 된다. 또 한 가지 이유는 이 1년간의 시간을 이용해 실제 경험을 쌓을 수 있다는 것이다. 예를 들어, 직장을 구해서 돈을 벌 수도 있다. 이렇게 되면 비싼 학비를 내는 데도 도움이 된다. 실무 경험을 쌓음으로써 힘든 노동의 가치를 더 잘 이해하게 될 수도 있다.



## Unit 15. Measures of Success

### >> Organizing

#### ■ Preference A

1. I would agree that money and power are the two best measures of a person's success.
- 2-1. First of all, we live in an age that is defined by how much money a person has or makes.
- 3-1. With money, people have the freedom to live anywhere, buy anything, and do whatever they want to do.
- 2-2. Power is also another way to determine how successful someone is.
- 3-2. Powerful people, like presidents, prime ministers, and CEOs, are able to come up with plans and ideas and make sure people follow them.

#### ■ Preference B

1. I could not disagree more that money and power are the most important indicators of success.
- 2-1. To begin with, I would argue that a person's accomplishments are much better measures of success.
- 3-1. A man like Jonas Salk, who invented the polio vaccine but never got rich from it, was definitely successful, even without money.
- 2-2. Another example of a better measure of success is the respect others have for someone.
- 3-2. For example, volunteers at hospitals help save people's lives every day. They are greatly respected for this, which makes them successful people.

### >> Sample Response

#### ■ Preference A

I'd agree that money and power are the two best measures of a person's success. First of all, we live in an age that's defined by how much money a person has or makes. With money, people have the freedom to live anywhere, buy anything, and do whatever they want to do. People admire and try to emulate the wealthy, so it's no surprise that money is an important measure of success. Power is also another way to determine how successful someone is. A person with power can control other people and have them follow his orders. Powerful people, like presidents, prime ministers, and CEOs, are able to come up with plans and ideas and make sure people follow them. That makes them very successful people.

나는 돈과 권력이 성공을 평가하는 가장 좋은 척도라고 생각한다. 첫 번째로, 우리는 얼마나 돈이 많고 얼마나 많이 버는지로 성공을 평가하는 세상에 살고 있다. 돈이 있으면, 우리는 어디든 살고 싶은 곳에 살 수 있

고, 어떤 것이든 사고 싶은 것을 사고, 그리고 무엇이든 하고 싶은 것을 할 수 있는 자유를 얻게 된다. 사람들은 부자를 존경하고 본받으려고 하기 때문에, 돈이 성공의 중요한 척도라는 것은 당연하다. 권력 역시 성공 여부를 판단할 수 있는 방법이다. 권력이 있으면 타인을 지배할 수 있고, 그들로 하여금 자신의 명령을 따르게 할 수 있다. 대통령이냐, 수상, 그리고 기업 회장과 같은 세계의 권력자들은 계획과 생각을 내세울 수 있고, 사람들로 하여금 그것들을 따르게 할 수 있다. 그런 것들이 그들을 매우 성공적인 사람들로 만들게 된다.

#### ■ Preference B

I couldn't disagree more that money and power are the most important indicators of success. To begin with, I'd argue that a person's accomplishments are much better measures of success. People's accomplishments are what make the world go forward. A man like Jonas Salk, who invented the polio vaccine but never got rich from it, was definitely successful, even without money. Another example of a better measure of success is the respect others have for someone. There are many people on Earth who are respected by others yet are neither rich nor powerful. For example, volunteers at hospitals help save people's lives every day. They are greatly respected for this, which makes them successful people. They don't need money or power to win in life.

나는 돈과 권력이 성공의 척도라는 의견에 전적으로 반대한다. 일단, 나는 사람이 무엇을 성취했느냐 하는 것이 성공 여부를 판단하는 훨씬 나은 척도라고 생각한다. 인간의 성취가 세상을 진보하게 만드는 것이다. 조너스 솔크와 같은 사람은 소아마비 백신을 발명했지만 그것으로 부자가 되지 못했는데, 그렇게 돈이 없었는데도 불구하고 그는 분명 성공한 사람이었다. 성공을 판단하는 보다 나은 척도의 또 한 가지 예는 다른 사람들이 보이는 존경이다. 세상에는 부유하거나 권력을 가지고 있지 않지만 존경을 받는 많은 사람들이 있다. 예를 들자면, 병원에서 일하는 자원봉사자들과 같은 사람들은 매일 사람들의 목숨을 살리는 데 도움을 준다. 그들은 이런 일들로 인하여 많은 존경을 받고 있는데, 이것이 그들을 성공적인 사람들로 만들어주는 것이다. 그들은 인생에서 승리하기 위해 돈이나 권력이 필요하지 않다.

## Unit 16. Kinds of Books

### >> Organizing

#### ■ Preference A

1. I prefer to read nonfiction books much more than fiction books.
- 2-1. For starters, nonfiction books are, quite frankly, more relevant than works of fiction.
- 3-1. By reading nonfiction books, I can learn so much more about the world.
- 2-2. Another reason why I prefer them is that the truth is often stranger than fiction.



3-2. While fiction books can be entertaining, the plots and stories of nonfiction books are often more imaginative than anything a fiction writer could ever create.

#### ■ Preference B

1. I love reading books, and, most of all, I prefer to read works of fiction instead of nonfiction.
- 2-1. The first reason is that many fiction books are some of the greatest works of literature that man has ever produced.
- 3-1. I love reading works by Hemingway, C.S. Lewis, Tolkien, and many other writers.
- 2-2. In addition, reading fiction allows me to let my imagination run wild.
- 3-2. I also enjoy reading science fiction books, which often are about space, future civilizations, and other fascinating topics.

#### >> Sample Response

##### ■ Preference A

I prefer to read nonfiction books much more than fiction books. For starters, nonfiction books are, quite frankly, more relevant than works of fiction. They tell true stories about various people, places, things, and events. By reading nonfiction books, I can learn so much more about the world. Another reason why I prefer them is that the truth is often stranger than fiction. While fiction books can be entertaining, the plots and stories of nonfiction books are often more imaginative than anything a fiction writer could ever create. They have the added benefit of being true, so you know what you're reading is both unique and true. Therefore, not only are nonfiction books educational, but they can also be pleasurable works to read as well.

나는 픽션에 비해 논픽션을 읽기를 더 좋아한다. 우선, 논픽션은 솔직히 픽션 작품에 비해 보다 실생활과 관련이 있다. 논픽션에는 여러 사람, 장소, 물건, 사건에 대한 진짜 이야기가 나온다. 논픽션을 읽으면 세상 사에 대해 보다 많은 것을 알게 된다. 내가 논픽션을 선호하는 또 다른 이유는 종종 사실이 픽션에 비해 더 이상할 때도 있기 때문이다. 픽션은 재미는 있지만 종종 논픽션의 플롯이나 줄거리가 픽션 작가가 쓸 수 있는 어떠한 내용보다도 상상력이 더 풍부할 때가 있다. 논픽션은 진실이라는 장점까지 가지고 있어, 읽고 있는 내용이 독특할 뿐만 아니라 진실된다는 것도 알 수 있다. 그래서 논픽션은 교육적이기도 하지만 읽기에 재미도 있는 것이다.

##### ■ Preference B

I love reading books, and, most of all, I prefer to read works of fiction instead of nonfiction. The first reason is that many fiction books are some of the greatest works of literature that man has ever produced. I love reading

works by Hemingway, C.S. Lewis, Tolkien, and many other writers. They all wrote great works of fiction that are pleasures to read. In addition, reading fiction allows me to let my imagination run wild. I also enjoy reading science fiction books, which often are about space, future civilizations, and other fascinating topics. While these topics aren't on true subjects, they let me think about the future a lot while I read them, and this lets me enter new, unknown worlds, just from reading books.

나는 책 읽기를 좋아하는데 대부분은 논픽션에 비해 픽션을 읽기를 더 좋아한다. 첫 번째 이유는 많은 픽션들이 이제까지 나온 책 가운데 최고의 문학작품이라는 것이다. 나는 헤밍웨이, C. S. 루이스, 톨킨, 그리고 다른 많은 작가의 작품을 특히 좋아한다. 그들은 한결같이 재미있게 읽을 수 있는 픽션 작품을 썼다. 뿐만 아니라 픽션을 읽으면 상상력이 풍부해진다. 나는 또한 공상과학 소설도 좋아하는데 이 소설들은 종종 우주, 미래의 문명, 그리고 다른 흥미로운 주제를 담고 있다. 이러한 주제는 실제 생활과는 거리가 멀지만 책을 읽을 때 미래에 대해 많은 생각을 하게 하고 책을 읽는 것만으로도 새로운 미지의 세계를 경험하게 해 준다.

## Unit 17. Films & Concerts

#### >> Organizing

##### ■ Preference A

1. As for me, I prefer watching films to attending concerts.
- 2-1. First of all, watching films is a very relaxing activity.
- 3-1. They usually last around two hours, so, during that time, I can forget about what is going on in my life and get lost in the movie, especially if it is an action movie, which I love.
- 2-2. Secondly, I think of films as artwork, so I try to appreciate them as works of art when watching them.
- 3-2. When they come together successfully, like in *Citizen Kane*, for example, I realize I am watching something more than a movie.

##### ■ Preference B

1. I would say I prefer attending concerts rather than watching films.
- 2-1. One of the main reasons is that there are so many different genres of music I like.
- 3-1. In the past few months, I have attended concerts performed by musicians in three different genres, thereby enabling me to hear some of my favorite songs performed live.
- 2-2. Another reason why I like attending concerts is that the music is much better when I hear it performed live.



3-2. My family went to a classical music concert recently. Attending the concert in person was so much better than listening to the same music on a CD.

### >> Sample Response

#### ■ Preference A

As for me, I prefer watching films to attending concerts. First of all, watching films is a very relaxing activity. They usually last around two hours, so, during that time, I can forget about what's going on in my life and get lost in the movie, especially if it's an action movie, which I love. For example, no matter how many times I watch movies like *Spiderman* and *Pirates of the Caribbean*, I get lost in the stories and forget about the outside world. Secondly, I think of films as artwork, so I try to appreciate them as works of art when watching them. For example, the acting, camerawork, lighting, and many other aspects of a film are all important. When they come together successfully, like in *Citizen Kane*, for example, I realize I'm watching something more than a movie. This makes me appreciate watching the film even more.

나의 경우 콘서트 관람보다는 영화 관람을 더 좋아한다. 우선, 영화 관람은 아주 편안한 활동이다. 영화는 보통 두 시간 정도되는데, 그 시간 동안 일상 생활에 대해서 잊고 영화, 특히 내가 좋아하는 액션 영화에 몰입할 수 있다. 예를 들어, 스파이더맨이나 캐리비언의 해적과 같은 영화는 몇 번을 보든지 간에 이야기에 빠져 바깥 세상에 대해서는 잊어버리게 된다. 두 번째로, 나는 영화를 예술작품이라고 생각하기 때문에, 영화를 볼 때 예술작품으로 감상하려고 노력한다. 예를 들어, 연기, 카메라, 조명, 그리고 영화의 다른 많은 요소들이 한결같이 중요하다. 예를 들어 시몬 케인과 같이 이러한 요소들이 성공적으로 결합되게 되면 단순한 영화 이상을 보게 된다. 그럴 경우 영화를 훨씬 더 즐길 수 있다.

#### ■ Preference B

I'd say I prefer attending concerts rather than watching films. One of the main reasons is that there are so many different genres of music I like. I enjoy classical music, pop, rock, and many other kinds of music. Fortunately, musicians performing all these genres come to my city. In the past few months, I've attended concerts performed by musicians in three different genres, thereby enabling me to hear some of my favorite songs performed live. Another reason why I like attending concerts is that the music is much better when I hear it performed live. The musicians put more feeling and emotion into playing the music than they do when they're in the recording studio. My family went to a classical music concert recently. Attending the concert in person was so much better than listening to the same music on a CD. It was simply an amazing experience.

나는 영화 관람보다는 콘서트 관람이 더 좋다. 주요 이유 가운데 하나는

내가 좋아하는 음악 장르가 너무나 많기 때문이다. 나는 클래식, 팝, 락, 그리고 다른 여러 종류의 음악을 좋아한다. 다행히 이 모든 장르를 연주하는 음악가들이 우리 도시에 온다. 지난 몇 달간, 나는 세 가지 장르의 음악가들이 했던 콘서트에 참가해 내가 좋아하는 음악을 라이브 연주로 들을 수 있었다. 내가 콘서트 관람을 좋아하는 또 다른 이유는 음악은 라이브 연주로 들을 때 훨씬 더 좋기 때문이다. 음악가들은 녹음실에서 연주를 할 때보다 더 많은 감정을 쏟아 붓는다. 최근에 우리 식구들은 클래식 음악 콘서트에 갔다. 직접 콘서트에 가니 CD로 음악을 듣는 것보다 훨씬 나았다. 정말 멋진 경험이었다.

## Unit 18. Summer Vacation Activities

### >> Organizing

#### ■ Preference A

1. In my opinion, it is better for students to remain on campus during the summer and take classes.
- 2-1. For starters, summer school students typically only take one or two classes during the entire session.
- 3-1. By focusing on one or two classes, students can greatly improve their knowledge in these subjects.
- 2-2. Also, since the cost of attending college is rising, students should take summer school classes.
- 3-2. Summer school classes are often cheaper than regular ones, and, if students take enough summer school classes, they can graduate one or two semesters early and save thousands of dollars.

#### ■ Preference B

1. I truly believe college students would be wise to get jobs and work off campus during their summer vacations.
- 2-1. One reason I prefer this choice is that students should get some work experience to prepare for life after graduation.
- 3-1. Many companies are also willing to hire students or offer internships in summer, which makes getting jobs after graduating much easier.
- 2-2. Another important thing is that students ought to earn some money during their college years.
- 3-2. Many summer jobs offer reasonably good salaries, so students should take the opportunity to improve their finances.

### >> Sample Response

#### ■ Preference A

In my opinion, it's better for students to remain on campus during the summer and take classes. For starters, summer school students typically only take one or two classes during the entire session. This enables them to focus exclusively on these classes. This is



much unlike the regular semester, when students might take five or more classes at one time. By focusing on one or two classes, students can greatly improve their knowledge in these subjects. Also, since the cost of attending college is rising, students should take summer school classes. One reason is that summer school classes are often cheaper than regular ones. Another reason is that, if students take enough summer school classes, they can graduate one or two semesters early, potentially saving themselves thousands of dollars.

내 생각에는, 학생들이 여름 동안 캠퍼스 내에 있으면서 수업을 듣는 것이 더 낫다고 생각한다. 우선, 여름 학기 동안에는 전기간에 걸쳐 학생들이 보통 한두 과목을 듣는다. 그러면 이 수업에 집중할 수가 있다. 이것은 한꺼번에 다섯 과목 이상을 듣는 일반 학기와는 아주 다르다. 한두 수업에 집중할 경우, 학생들은 이 과목의 지식을 대단히 많이 쌓게 된다. 또한, 대학 등록금이 인상되고 있기 때문에 여름 학기를 들어야 한다. 한 가지 이유는 여름 학기 수업이 일반 수업보다 저렴하다는 것이다. 또 다른 이유는 학생들이 여름 학기를 충분히 들으면 한두 학기쯤 빨리 졸업을 해서 수천 달러에 달하는 돈을 아낄 수도 있다는 것이다.

#### ■ Preference B

I truly believe college students would be wise to get jobs and work off campus during their summer vacations. One reason I prefer this choice is that students should get some work experience to prepare for life after graduation. Since many students don't have time to work during the semester, summer vacation is the perfect time to do this. Many companies are also willing to hire students or offer internships in summer, which makes getting jobs after graduating much easier. Another important thing is that students ought to earn some money during their college years. They could use the money either to help pay for college or to save for after graduation. Many summer jobs offer reasonably good salaries, so students should take the opportunity to improve their finances.

나는 여름 방학 동안 학교 밖에서 일하는 것이 현명하다고 굳게 믿는다. 내가 그렇게 생각하는 한 가지 이유는 학생들이 졸업 후를 대비해 실무 경험을 쌓을 필요가 있기 때문이다. 많은 학생들이 학기 중에는 시간이 없기 때문에, 여름 방학은 이런 경험을 쌓기에 완벽한 시간이다. 많은 회사들 역시 여름에 학생을 고용하거나 인턴 자리를 기꺼이 제공하는데, 이런 면들이 졸업 후 취업을 용이하게 만든다. 또 다른 중요한 점은 학생들이 대학 시절 동안 돈을 벌어야 한다는 것이다. 그 돈으로 학비를 충당할 수도 있고 졸업 후를 위해 저축을 할 수도 있다. 많은 여름 일자리들이 꽤 괜찮은 수준의 임금을 제시하므로, 학생들은 경제 생활을 향상시킬 수 있는 기회를 잡아야만 한다.

## Unit 19. Comfort in Different Generations

### >> Organizing

#### ■ Preference A

1. I must agree that people in modern society have lives vastly more comfortable than the lives which my grandparents' generation lived.
- 2-1. First off, there are so many more machines that make life more comfortable.
- 3-1. People today have access to inventions like the TV, computers, jet planes, and so many more.
- 2-2. Second of all, people living during my grandparents' time had inferior health care and medicine.
- 3-2. We know how to take care of ourselves better. Also, when we do have health problems, doctors can cure us quickly.

#### ■ Preference B

1. I actually disagree with the statement and feel that my grandparents' generation led more comfortable lives.
- 2-1. One reason I feel like this is that they had much simpler lives.
- 3-1. We have so many different activities to choose from that this can really be burdensome.
- 2-2. Second, my grandparents' generation had much slower-paced lives.
- 3-2. For example, my grandparents farmed and spent the majority of their time on their land. They were never in a rush to do anything, which must have surely been comfortable for them.

### >> Sample Response

#### ■ Preference A

I must agree that people in modern society have lives vastly more comfortable than the lives which my grandparents' generation lived. First off, there are so many more machines that make life more comfortable. People today have access to inventions like the TV, computers, jet planes, and so many more. All of these have made our lives simpler, which, naturally, have made them more comfortable, too. Second of all, people living during my grandparents' time had inferior health care and medicine. Nowadays, our lives are more comfortable because we know how to take care of ourselves better. Also, when we do have health problems, doctors can cure us quickly. Living a healthy life is a key aspect of living a comfortable life.

나는 지금의 사람들이 우리 조부모 세대에 비해 훨씬 편안한 생활을 한다는 의견에 동의한다. 우선, 삶을 편안하게 해 주는 많은 기계들이 있



다. 오늘날 사람들은 TV, 컴퓨터, 제트기, 그리고 훨씬 많은 발명품들을 집할 수 있다. 이 모두가 우리 삶을 더 단순화시켜 당연히 삶은 더 편안해졌다. 두 번째로 조부모님 시대에 살던 사람들은 의료 보건 상태가 더 열악했다. 요즘에는 사람들이 스스로를 보다 잘 챙기는 법을 알기 때문에 삶이 더 편안해졌다. 또한 건강 상의 문제가 있으면 재빨리 의사가 치료해 준다. 건강한 삶을 사는 것은 편안한 삶을 사는 데 핵심적인 부분이다.

#### ■ Preference B

I actually disagree with the statement and feel that my grandparents' generation led more comfortable lives. One reason I feel like this is that they had much simpler lives. Today, people have too many things to worry about. We have so many different activities to choose from that this can really be burdensome. Instead, my grandparents' generation had fewer options, which made their lives easier. Second, my grandparents' generation had much slower-paced lives. Today, people rush from one place to another for meeting after meeting. It was almost the complete opposite in the past. For example, my grandparents farmed and spent the majority of their time on their land. They were never in a rush to do anything, which must have surely been comfortable for them.

나는 그 의견에 사실상 반대하며 우리 조부모님 세대가 보다 편안한 생활을 했다고 생각한다. 그렇게 생각하는 한 가지 이유는 그분들이 훨씬 단순한 삶을 살았기 때문이다. 오늘날 우리는 걱정할 일들이 너무 많다. 선택을 할 수 있는 활동들도 너무 많아 이것이 실제로 짐이 된다. 대신에 조부모님 세대에는 선택의 여지가 적었다. 그래서 삶이 훨씬 쉬웠다. 두 번째로 조부모님 세대는 많은 부분이 느리게 진행되었다. 오늘날에는 사람들이 여러 만남을 위해서 여기저기 뛰어다닌다. 과거에는 이와 정반대였다. 예를 들어, 우리 조부모님께서는 농장을 경영하셨는데 대부분 그곳에서 시간을 보내셨다. 한번도 뭔가를 하기 위해 서두르신 적이 없다. 그래서 확실히 삶이 편안하셨을 것이다.

## Unit 20. Life Lessons

### >> Organizing

#### ■ Preference A

1. I agree that people cannot learn important lessons about life in the classroom.
- 2-1. First of all, classrooms are places where students' minds are filled with knowledge about different subjects.
- 3-1. For example, my teachers always stick with the text and teach us lessons that only relate to the subject we are learning. They never stress how our lessons relate to life in any way.
- 2-2. Secondly, classrooms are actually very sheltered environments that in no way resemble the real world.

- 3-2. Life is not fair, and not everyone gets the same opportunities as others. However, in classrooms, teachers try to be fair to everyone, and every student gets the same chances as the others.

#### ■ Preference B

1. I could not disagree more with the statement that students cannot learn about life in the classroom.
- 2-1. On the contrary, it is possible for students to learn many things about life.
- 3-1. History lessons are filled with stories about people and how they reacted to certain events. Students always learn that people who do not learn history are doomed to repeat it.
- 2-2. Another reason is that teachers often fill their lessons with important facts or stories related to life.
- 3-2. In my math class, we do not simply solve addition or subtraction problems. Instead, we learn how to calculate interest, balance a checkbook, and many other practical skills that we'll need in our future lives.

### >> Sample Response

#### ■ Preference A

I agree that people cannot learn important lessons about life in the classroom. First of all, classrooms are places where students' minds are filled with knowledge about different subjects. This means they're taught math, English, science, history and other subjects but aren't taught anything about life. For example, my teachers always stick with the text and teach us lessons that only relate to the subject we're learning. They never stress how our lessons relate to life in any way. Secondly, classrooms are actually very sheltered environments that in no way resemble the real world. Life isn't fair, and not everyone gets the same opportunities as others; however, in classrooms, teachers try to be fair to everyone, and every student gets the same chances as the others. This isn't at all like the real world, so it's hard to imagine how students can learn about life in their classrooms.

나는 사람들이 교실 안에서 삶에 대한 중요한 교훈을 배울 수는 없다고 생각한다. 우선, 교실의 경우에는 학생들의 생각이 여러 과목에 대한 지식으로 가득 차 있다. 다시 말해 그들은 수학, 영어, 과학, 역사 등의 과목에 대해서는 배우지만 삶에 대해서는 아무 것도 배우지 않는다. 예를 들어 우리 선생님들은 교재만 고집하시고 배우는 과목과 관련이 있는 내용만 가르쳐 주신다. 우리가 배우는 내용이 어떻게든 인생과 관련이 있다는 것은 결코 가르쳐 주시지 않는다. 두 번째로, 교실은 보호막이 아주 잘 쳐진 곳이라 실생활과는 전혀 거리가 멀다. 인생은 공평하지도 않으며 누구에게나 다른 사람과 동일한 기회가 주어지지도 않는다. 하지만 교실에서 선생님들은 모든 학생들에게 공평하려고 노력하며 모



든 학생들은 다른 학생들과 동일한 기회를 갖는다. 이것은 현실 세계와는 다르기 때문에, 학생들이 교실에서 인생에 대해서 배우기는 정말 어려운 일이다.

### ■ Preference B

I couldn't disagree more with the statement that students can't learn about life in the classroom. On the contrary, it's possible for students to learn many things about life. To begin with, many subjects students learn are completely related to life. Take history, for example. History lessons are filled with stories about people and how they reacted to certain events. Students always learn that people who don't learn history are doomed to repeat it. History is essentially a story about life, meaning much can be learned about it in classrooms. Another reason is that teachers often fill their lessons with important facts or stories related to life. In my math class, we don't simply solve addition or subtraction problems. Instead, we learn how to calculate interest, balance a checkbook, and many other practical skills that we'll need in our future lives.

학생들이 교실에서 인생에 대해 배우지 못한다는 말에는 절대 동의할 수가 없다. 그렇기는커녕 학생들은 인생에 대해 보다 많은 것을 배울 수 있다. 우선, 학생들이 배우는 많은 과목들이 인생과 전적으로 관련이 있다. 역사를 예로 들어 보자. 역사의 내용은 사람들 그리고 그들이 어떤 사건에서 어떻게 대응했느냐 하는 이야기들로 가득하다. 학생들은 항상 역사를 배우지 않는 사람은 그것을 반복하게 되어있다는 사실을 배운다. 역사는 근본적으로 삶에 관한 내용이고, 이것은 교실에서도 삶에 대해 많은 것을 배울 수 있다는 것을 의미한다. 또 다른 이유는 선생님들이 자신들의 수업에 관련된 중요한 사실들이나 이야기들을 채워 넣는 데 있다. 수학 시간에 우리는 단순히 더하기 빼기 문제만 푸는 것이 아니다. 대신 우리는 어떻게 이자를 계산하는지, 수표 책을 결산하는지, 그리고 미래에 우리가 사는데 필요한 많은 실용적인 기술들을 배운다.

## Chapter 3

### Reading & Conversation

#### Sample iBT Question

##### Reading

**자원 봉사 과외 프로그램 중단** 당 대학에서는 이번 학기 말에 자원 봉사 과외 프로그램을 중단하기로 결정했습니다. 지난 2년 간 초등학교를 대상으로 한 자원 봉사 과외 프로그램에 학생들의 관심이 부족했습니다. 참가 학생 수가 적어 학교 측에서 프로그램에 더 이상 지원을 할 수가 없게 되었습니다. 또한 과외 대상 학생의 학부모 가운데 많은 수가 자원

봉사 학생들이 교육을 받은 교사가 아니라서 자녀들이 최선의 교육을 받지 못한다고 불만을 표시해 왔습니다.

##### Listening

M: 자넷, 너 과외 자원 봉사 하지 않니?

W: 맞아, 그런데 그 프로그램을 중단한다니 정말 실망이야.

M: 왜?

W: 음, 학교가 멀어서 가기가 쉽지 않았지만, 나한테는 아주 좋은 기회였어. 너도 알다시피 나는 교육학 전공이 아니라 경영학 전공이잖아.

M: 그렇지.

W: 이 자원 봉사 프로그램이 없었다면 아이들을 가르칠 수 있는 이런 기회는 결코 갖지 못했을 거야.

M: 그렇긴 해, 그런데 아이들이 양질의 교육을 못 받긴 하잖아. 공고에도 그렇게 적혀 있고.

W: 난 전혀 동의 안 해. 지난 학기부터 봉사 활동을 시작해서 학생들이 성장하는 걸 지켜봤는데 엄청난 진전이 있었어.

M: 그렇다면 저 불만들은 어떻게 된 거니?

W: 그렇게 말아야. 사실, 많은 학생들과 학부모들한테서 칭찬을 들었어. 학교 측에서 이 프로그램을 중단한다니 정말 안 된 일이야. 아이들에게 좋지 않은 영향을 줄 거야.

##### Sample Response

공고에는 대학 측에서 초등학교를 대상으로 한 자원 봉사 과외 프로그램을 중단한다고 나와 있다. 여자는 학교 측에서 잘못된 결정을 내렸다고 생각한다. 첫 번째 이유는 그녀는 교육학 전공이 아니라 경영학과를 다니고 있기 때문이다. 그 프로그램이 없었다면 학생들을 가르칠 수 있는 기회가 없었을 것이기 때문이다. 그 학교가 멀리 떨어져 있긴 하지만, 그녀는 그 프로그램이 자신의 삶에 긍정적 영향을 미치리라 생각했다. 또한 여자에 따르면 학생 봉사자들 덕분에 초등학교들이 많은 진전을 보았다. 이것은 공고에 나와 있는 내용과는 상반된다. 여자는 학생들이 많은 진전을 이루었고 학생들과 교사들이 학생들의 학업 보조 능력에 대해 그녀를 칭찬했다고 말하는데 그렇기 때문에 프로그램을 중단할 경우 초등학교들에게 피해가 가게 될 것이다.

## Unit 21. School Facilities

### >> Reading

**북적거리는 학생 센터 식당** 저는 학생 센터 식당에 대한 불만을 토로하기 위해 이 편지를 씁니다. 입학생이 증가한 이후로 식당은 항상 학생들로 붐볐습니다. 학생들이 앉아서 식사를 할 만한 장소가 없기 때문에 아침, 점심, 저녁 식사 시간에 대단히 심각한 문제가 발생합니다. 뿐만 아니라 도서관 자리도 충분하지 않은 관계로 많은 학생들이 식당에서 공부합니다. 안타깝게도 식당에는 학생들이 앉을 만한 자리가 부족합니다. 저는 학생 센터를 보수 공사를 해 식당을 확장해 주기를 강력히 촉구하는 바입니다.

### >> Comprehension

1. The letter complains about the lack of space in the



cafeteria in the Student Center.

2. First of all, the writer states that the cafeteria is too crowded during mealtimes.
3. The letter writer mentions that there are not enough places for the students to sit and have their meals.
4. The author also notes that the cafeteria is crowded because many students study in the cafeteria.
5. There are not enough spaces in the library, so the students have to go to the cafeteria to find a place to sit and study.

#### >> Listening

M: You know... The author of this letter is right. The school should renovate the Student Center Cafeteria.

W: Hold on a second. They don't need to do that. After all, there are small eateries all over campus. We have choices of where we want to eat.

M: Sure, but the cafeteria is so convenient.

W: Yes, but you don't have to eat there. I mean... I go outdoors to eat when the weather's nice. And don't you eat at that little café inside Robinson Hall? I've seen you there before.

M: Okay, yes, I eat there sometimes.

W: See. We have choices.

M: But what about the studying aspect? That's important.

W: Oh, come on. The student center is always full of students doing lots of different activities. People are always chatting, and it's really loud. How can anyone study in that kind of an environment?

M: But we can't study at the library.

W: That's true. The desks are always occupied, and there's no room to study. You know, the school should renovate the library instead of the cafeteria. That would help us out a lot more.

M: 그래, 이 편지를 쓴 사람 말이 맞아. 학교 측에서 학생 센터 식당의 보수 공사를 해야 해.

W: 잠깐만. 그럴 필요는 없어. 딱지고 보면 캠퍼스 전체에 간이식당이 널렸어. 먹을 수 있는 장소가 한두 곳이 아니라고.

M: 맞아. 하지만 식당이 정말 편하잖아.

W: 그렇긴 하지만 꼭 거기에서 먹은 필요는 없어. 난 날씨가 좋으면 밖에 나가서 먹어. 너 로빈슨 홀 안에 있는 그 조그만 카페에서 먹은 적 있지 않니? 전에 거기에서 널 본 적이 있어.

M: 맞아. 가끔 거기에 가.

W: 거봐. 원하는 데서 먹으면 되잖아.

M: 하지만 공부도 이해하고? 그게 중요하잖아.

W: 왜 그래? 학생 센터는 여러 가지 일들을 하는 학생들로 항상 북적거리. 사람들은 항상 대화를 나누잖아. 그것도 큰 소리로 말이야. 그런 환경에서 어떻게 공부할 수 있니?

M: 그런데 도서관에서는 공부할 못 하잖아.

W: 맞는 말이야. 빈자리가 없는 데다 공부할 공간도 없어. 학교 측에서는 식당이 아니라 도서관의 보수공사를 해야 해. 그래야 더 도움이 될 거야.

#### >> Organizing

1. The woman disagrees with the writer of the letter.
2. She claims that the students do not all have to eat at the cafeteria.
3. She mentions that there are many eateries around campus and even tells the male student that she has seen him eating at a café elsewhere on campus.
4. She claims that the Student Center is always too noisy.
5. She mentions that because of all the people chatting there, the Student Center is a bad study environment.

#### >> Sample Response

The letter to the editor states that the school should renovate the Student Center Cafeteria because it's too crowded and doesn't have enough room for students both to eat and study in. The woman disagrees with the writer of the letter. First, she claims that the students don't all have to eat at the cafeteria. For example, she mentions that there are many eateries around campus and even tells the male student that she has seen him eating at a café elsewhere on campus. In addition, she claims that the Student Center is always too noisy anyway, so it's fairly useless for the students to study there. She mentions that because of all the people chatting there, the Student Center is a bad study environment. She claims that the school should renovate the library, not the cafeteria, to enable students to study better.

편집자에게 온 편지에는 학생 센터 식당이 너무 붐비고 학생들이 먹고 공부할 수 있는 공간이 부족하기 때문에 학교 측에서 보수 공사를 해야 한다고 되어 있다. 여자는 편지를 쓴 사람과 의견이 다르다. 우선, 그녀는 학생들이 꼭 식당에서 먹은 필요는 없다고 말한다. 예를 들어, 그녀는 캠퍼스 내에 간이식당이 많이 있으며 남학생에게 캠퍼스 안에 있는 다른 카페에서 남자가 식사한 것을 본 적이 있다고 말한다. 또한 그녀는 학생 센터는 어쨌든 붐비기 마련이라 학생들이 거기서 공부를 하는 것은 말이 안 된다고 주장한다. 그녀는 거기에 있는 사람들이 대화를 하기 때문에 학생 센터는 공부할 한 좋은 환경이 아니라고 말한다. 그녀는 학교에서 학생들이 공부를 더 잘 할 수 있도록 하기 위해서는 식당이 아니라 도서관 보수공사를 해야 한다고 말한다.

## Unit 22. Dormitory Policies I

#### >> Reading

신입생 전원 기숙사 생활 다음 학기부터 신입생 전원이 교내 기숙사 생활을 할 수 있게 되었습니다. 이전 규정에 의하면 신입생 전원이 기숙사 생활을 할 수는 있었지만 학생들과 학부모들로부터 수많은 불만이 접수



됨에 따라 이 규정을 변경하게 되었습니다. 이 새 규정의 의해 신입생들은 캠퍼스 내 친구들과 보다 쉽게 스터디 그룹을 질정할 수 있게 될 것입니다. 이로 인해 학생들의 전체적 성적이 향상될 것으로 기대합니다. 또한, 학교 측은 신입생들이 주차한 여분의 차량을 위한 주차 공간을 충분히 확보해 주차 문제가 발생하지 않도록 할 것입니다.

#### >> Comprehension

1. The announcement mentions that all freshmen will now be able to live in on-campus housing.
2. Students will now be able more easily to form study groups with others on campus.
3. Because freshmen can form on-campus study groups, this should help them study better, which will in turn help their grades increase.
4. There is enough room for freshmen to park their cars on campus.
5. The university determined that it had enough parking space for all of the extra cars.

#### >> Listening

- M: Hey, they're letting freshmen live in the dorms. Great!
- W: The school means well, but I must say that their reasoning is completely illogical.
- M: I disagree. That idea about forming study groups sounds good. I could've used one when I was a freshman. But I didn't get to live on campus.
- W: I lived in the dorms when I was a freshman.
- M: How was it?
- W: Noisy. Really noisy. I didn't have a study group because the atmosphere in the dorms just wasn't conducive to studying. People were making noise at all hours of the day and never studying. That's why I moved off campus my sophomore year, when, incidentally, I actually joined a study group. It was much quieter off campus.
- M: Okay, but what about this parking situation? That's nice, isn't it?
- W: The school's not planning to build any new parking lots. That's a huge mistake.
- M: Do you think so?
- W: If every freshman living on campus has a car, the parking lots are going to be jam packed. Nobody from off campus will get to park here. You can count on that.

- M: 와, 신입생들이 기숙사 생활을 할 수 있게 해 준대. 정말 잘 됐어!
- W: 의도는 좋지만, 학교 측이 내세우는 논리는 너무 비논리적이야.
- M: 난 생각이 달라. 스터디 그룹을 만든다는 생각도 좋아. 내가 신입생이었을 때 스터디 그룹이 있었으면 좋았을 걸. 하지만 난 캠퍼스 밖에서 생활했어.
- W: 난 1학년 때 기숙사 생활을 했어.

M: 어땠니?

W: 시끄러웠어. 정말로. 기숙사가 공부할 분위기가 아니라 스터디 그룹도 없었어. 사람들은 낮 시간 내내 시끄럽게 놀기만 하지 전혀 공부할 분위기는 아니었어. 그래서 2학년 땐 기숙사 밖으로 이사를 했지. 그런데 바로 그 때 우연히 스터디 그룹에 끼게 됐지. 캠퍼스 밖이 훨씬 조용했어.

M: 그전 그렇다치고 이 주차 방안은 어때?

W: 학교 측에서는 새로운 주차장 건설을 위한 아무런 계획도 없어. 대단한 실수지.

M: 그렇게 생각하니?

W: 캠퍼스 내에서 생활하는 학생들은 누구나 차가 있어서 주차장이 엄청 붐빌 거야. 캠퍼스 밖에 사는 학생들은 아무도 거기에 주차를 할 수 없을 거야. 두고 보라고.

#### >> Organizing

1. The woman opposes this change in the university's policy.
2. One reason she gives is that the dorms her freshmen year were too noisy, so they were not good study environments.
3. She states that it was not until her sophomore year, when she moved off-campus, that she actually joined a study group.
4. The second reason the woman mentions she is against the change is that the parking situation on campus is going to get worse.
5. The woman believes that the school is not planning to build any new parking lots, so, if all the freshmen living on campus drive, there will not be enough space to park.

#### >> Sample Response

The announcement mentions that all freshmen will now be able to live in on-campus housing whereas previously they hadn't been guaranteed dormitory rooms. However, the woman opposes this change in the university's policy. One reason she gives is that the dorms her freshmen year were too noisy, so they weren't good study environments. In fact, she states that it wasn't until her sophomore year, when she moved off-campus, that she actually joined a study group. The second reason the woman mentions she's against the change is that the parking situation on campus is going to get worse. The woman believes that the school isn't planning to build any new parking lots, so, if all the freshmen living on campus drive, there won't be enough space to park. She clearly believes not letting all freshmen live on campus is better than guaranteeing them all dormitory rooms.

공고에는 이전에는 신입생을 전원에게 기숙사 방을 배정하지 못했지만 이제 모든 신입생들이 기숙사 생활을 할 수 있을 거라고 되어 있다. 하지만, 여자는 대학 정책의 이러한 변경에 반대한다. 그녀가 제시하는 한



가지 이유는 그녀가 1학년이었을 때의 기숙사가 너무 시끄러워서 공부를 하기에 좋은 환경이 아니었다는 것이다. 사실 그녀는 2학년이 되어 캠퍼스 밖으로 이사해 나오고 나서야 스터디 그룹에 들게 되었다. 여자가 말한 두 번째 이유는 교내의 주차 상황이 더 악화될 것이라는 점이다. 여자는 학교 측에서 새 주차 시설을 마련하지 않고 있기 때문에 캠퍼스 내의 모든 신입생들이 차를 몰다보면 주차 공간이 부족할 것이라고 생각한다. 그녀는 모든 신입생을 기숙사 생활을 하게 하는 것보다 그렇게 하지 않는 편이 더 낫다고 확신한다.

## Unit 23. Class Size Increases

### >> Reading

**세미나 수업 수강 정원 확대** 이제까지는 세미나 강의의 수강 인원을 강의 당 15명으로 제한해 왔습니다. 그러나 이제부터는 강의 당 정원이 25명으로 늘어나게 됩니다. 세미나 강의는 호응이 좋았음에도 불구하고 강사의 부족으로 이 토론식 강의에 등록하지 못하는 학생이 많았습니다. 이 정책 변경으로 인해 학생들은 직접 선택하는 세미나 강의에 등록할 수 있게 될 것입니다. 1, 2학년이 예상했던 인원보다 훨씬 많기 때문에 이 조치로 인해 모든 학생들이 적어도 한 번의 세미나 강의를 들어야 하는 좋은 요건을 갖추 수 있을 것입니다.

### >> Comprehension

1. The topic of the notice is the change in the university's policy, which will now allow twenty-five students, as opposed to fifteen, to register for each seminar.
2. Many students have not been able to register for the seminars which they wanted to take.
3. While the seminars are popular with the students, there are not enough professors to teach them.
4. The first-and second-year student classes are much bigger than the school had expected.
5. Students must complete a seminar before they can graduate, so the school needs to ensure that there are enough spaces for the students to enroll in them.

### >> Listening

- W: It looks like getting into a seminar has just gotten a lot easier. That's good to hear.
- M: Yes, it's sounds nice, but there's a slight problem.
- W: I don't see anything wrong.
- M: Well, these seminars are discussion-based. You can't have a discussion with twenty-five students in a class, especially if everyone is supposed to speak during them. The entire class will suffer because of this.
- W: Okay, that might be a problem, but I'm not too disturbed.
- M: How come?
- W: Well, I wanted to get into a seminar last semester, but it was full before I could register. There just aren't enough seminars being offered.

M: Exactly. The school needs to open more of them. But we have an insufficient number of teachers.

W: I heard we're going to hire a large number of part-time professors.

M: Yeah, I saw that too, but it's a misguided idea. Part-time professors often aren't qualified to teach university classes. Or else they're busy teaching part-time at several different schools. So they won't be able to guarantee the students a quality education. The school needs to reconsider this policy immediately.

W: 세미나 수업 듣기가 훨씬 수월해졌어. 반가운 소식이야.

M: 그래 얼핏 보기엔 그런데, 약간의 문제가 있어.

W: 내가 보기에는 별 문제 없는데.

M: 글썽, 이 세미나 수업들은 토론식 수업이잖아. 한 반 인원이 25명이나 되면 어떻게 토론을 하니? 특히 모든 사람이 수업 중에 발표를 해야 한다면 말이야. 이렇게 되면 전체 수업이 힘들어 질 거야.

W: 보니 그래네. 문제가 될 수도 있겠다. 하지만 그다지 큰 문제는 아닐 거라고 봐.

M: 어째서?

W: 흠, 지난 학기에 세미나 수업을 들으려고 했는데, 등록을 하기도 전에 정원이 다 찼어. 수강 신청을 할 수 있는 세미나 수업이 너무 적어.

M: 맞아. 학교 측에서 세미나 수업을 늘려야 한다고 봐. 하지만 교수님 수가 부족하네.

W: 내가 들었는데, 학교에서 시간제 교수님을 대규모로 고용하려 한다고 하던데.

M: 응, 나도 봤어. 하지만 그건 잘못된 생각인 것 같아. 많은 경우, 시간제 교수님들은 대학 수업을 하기에는 실력에 문제가 있어. 그렇지 않으면 여러 다른 학교에서 수업을 하느라 바쁘시고, 그래서 아마 학생들에게 적절한 교육을 확실히 제공할 수 없을 거야. 학교에서 즉각 이 정책에 대해 다시 고려해야 해.

### >> Organizing

1. The male student opposes letting this many students into the seminars.
2. He claims that seminars are classes which are based on students having discussions with one another.
3. The student points out the difficulty of having twenty-five students in a discussion class, especially since everyone is required to speak in them.
4. Furthermore, the man declares that the school's plan to hire part-time professors is mistaken.
5. He first mentions that these professors are often unqualified to teach college classes. He then points out that a lot of these teachers are employed elsewhere, which makes them too busy.

### >> Sample Response

The topic of the notice is the change in the university's



policy, which will now allow twenty-five students, as opposed to fifteen, to register for each seminar. The male student opposes letting this many students into the seminars. He claims that seminars are classes which are based on students having discussions with one another. The student points out the difficulty of having twenty-five students in a discussion class, especially since everyone is required to speak in them. He's concerned that students' educations will suffer. Furthermore, the man declares that the school's plan to hire part-time professors is mistaken. He first mentions that these professors are often unqualified to teach college classes. He then points out that a lot of these teachers are employed elsewhere, which makes them too busy. Overall, he feels that they won't be able to provide the students with a quality education.

공고의 주제는 각 세미나 수업의 정원을 현재의 15명에서 25명으로 늘린다는 것이다. 남학생은 세미나 수업의 정원을 이렇게 늘리는 것에 반대한다. 그는 세미나 수업은 학생들 간에 토론을 하는 것을 원칙으로 하는 수업이라고 주장한다. 이러한 수업에서는 모든 학생들이 발표를 해야 하기 때문에 25명의 학생이 수업을 같이 듣는다는 것은 어려운 일이라고 지적한다. 그는 학생들의 교육이 피해를 입을 것을 걱정한다. 더 나아가, 그는 시간제 교수를 고용하는 것은 실수라고 언급한다. 그는 우선 이러한 교수님들은 대학 수업을 하기에는 자격이 충분치 않다고 이야기 한다. 그리고 나서 그는 이러한 교수님들은 여러 학교에서 고용되어 있기 때문에 매우 바쁘다는 것을 지적한다. 전반적으로, 그는 이들 교수님이 학생들에게 적절한 교육을 제공할 수 없을 것이라고 느끼고 있다.

## Unit 24. School Policies

### >> Reading

**신입생 수업 가능한 4학년생 모집** 센트럴 대학은 가을 학기에 새로운 프로그램을 시작할 예정입니다. 해당 자격이 있는 4학년생들은 그 과의 교수님과 함께 공동으로 수업을 진행하게 됩니다. 이 프로그램은 강사가 되기 위한 필수과정은 아니지만 교육자의 길을 걷고자 하는 학생들에게 큰 호응을 얻으리라 예상됩니다. 교생들은 수업 계획서를 준비해야 하며 운영 시간에 사무실 근무가 가능해야 합니다. 보다 자세한 사항과 관련해서는 학생부 사무실로 문의하시기 바랍니다.

### >> Comprehension

1. The topic of the notice is a new student-teaching program that the university has decided to create.
2. Students who are excelling academically both in their majors and overall may participate in the program.
3. Students must have GPAs of at least 3.5 in their major and overall in order to qualify as teachers.
4. Students considering teaching careers may be particularly interested in the program.

5. Students will have to turn in lesson plans and conduct office hours, which will give them valuable teaching experience.

### >> Listening

W: What a silly idea. I can't believe the school is entertaining the notion of letting students teach classes.

M: It sounds intriguing to me.

W: You think so?

M: Why not? First, like the announcement says, it would be a great way to get some teaching experience. Think about it... It'd look great on an application to graduate school. It might help some students get accepted.

W: Okay, that's good for the student-teacher, but what about the students taking the classes? I can tell you this... I wouldn't want a student teaching my class. The student wouldn't have nearly as much knowledge as a real professor.

M: Well, there is the prospect of that, but the student will just be co-teaching, so I'm not terribly concerned. Anyway, you know, I like the part about the student keeping office hours.

W: Because?

M: My professors are always busy and often don't have time to chat. It'd be easier and, frankly, more comfortable, going to a student to ask my questions. It's not like my questions are so difficult that an upperclassman wouldn't be able to answer them.

W: 정말 말도 안 돼. 학교에서 학생들에게 수업을 하게 하다니 말이 되나?

M: 나한테 그럴싸하게 들리는데.

W: 그렇게 생각하니?

M: 그럼, 우선, 공고에 나온 대로 교사 경험을 쌓게 된다면 정말 좋을 거야. 한번 생각해 봐, 대학원 진학 원서를 쓸 때도 멋진 이력이잖아. 그것 때문에 대학원에 합격할 수도 있고.

W: 그렇다 쳐, 교생에게는 좋겠지만, 수업을 듣는 학생 입장에서 생각해 봐. 나라면 말아야. 학생이 내 수업을 가르친다면 좋지 않을 거야. 그 학생은 진짜 교수님만큼의 지식을 갖고 있지 못할 거라고.

M: 글썄, 그럴 가능성도 있겠지만, 학생은 공동 수업을 진행할 뿐이야. 그러니 그렇게 걱정할 필요는 없어. 어쨌든 그 학생이 운영 시간 동안 사무실에 있다는 건 마음에 들어.

W: 왜?

M: 교수님은 항상 바쁘셔서 대화를 나눌 시간이 없어. 그래서 질문이 있으면 학생에게 가는 편이 더 쉽기도 하고 솔직히, 더 편안하기도 할 거야. 내 질문이 상급생이 답을 못해줄 만큼 어렵지는 않을 테니 말아야.



### >> Organizing

1. In the man's mind, the program is a good idea and is worth supporting.
2. First, he thinks that doing student-teaching will benefit the students in the program.
3. He feels that putting it on their resumes will look good when they apply to graduate schools and might even help some of them get accepted.
4. Another reason is that he is encouraged by the fact that the student-teachers would have to keep office hours.
5. He mentions that most of his professors have no time to chat, but he thinks students would.

### >> Sample Response

The topic of the notice is a new student-teaching program the university has decided to create. In the man's mind, the program is a good idea and is worth supporting. He cites a couple of reasons to defend his opinion. First, he thinks that doing student-teaching will benefit the students in the program. He feels that putting it on their resumes will look good when they apply to graduate schools and might even help some of them get accepted. Another reason is that he's encouraged by the fact that the student-teachers would have to keep office hours. He believes students having office hours is better than professors having them. He mentions that most of his professors have no time to chat, but he thinks students would. Also, most of his questions could be answered by upperclassmen, so he wouldn't have to bother his professors so much.

공고의 내용은 학교 측에서 교생 프로그램을 실시하기로 결정했다는 것이다. 남자는 프로그램이 괜찮은 아이디어이고 지원할 만한 가치가 있다고 생각한다. 그는 자신의 의견을 주장하기 위해 두 가지 이유를 제시한다. 첫 번째로 그는 교생 일을 하면 프로그램에 지원한 학생들에게 도움이 될 것이라고 생각한다. 그는 그 경험을 이력서에 적으면 대학원 진학 시에 플러스 요인으로 작용해 일부 학생들의 경우 대학원 진학에 도움을 줄지도 모른다고 생각한다. 또 다른 이유는 교생들이 운영 시간 동안 사무실에 있게 된다는 점이다. 그는 교생이 사무실에 있는 것이 교수님이 사무실에 있는 것보다 더 낫다고 생각한다. 그는 대부분의 교수님들은 대화를 나눌 만한 시간이 없지만 학생이라면 그럴 만한 시간이 있을 거라고 생각한다. 또한 그가 하는 질문의 대부분은 상급생이 대답해 줄 수 있는 것이어서 교수님을 귀찮게 하는 일이 별로 없을 것이다.

## Unit 25. Night Classes

### >> Reading

야간 강의 개설 폭발적인 요구에 따라 학교 측에서는 1월에 시작하는 이번 봄 학기부터 제한 조건 하에 야간 강의를 개설할 예정입니다. 야간

강의는 저녁 6시와 10시 사이에 진행됩니다. 하지만 이 강의는 현재 풀타임으로 근무하고 있는 사람들만 수강이 가능합니다. 등록을 하기 위해서는 고용 확인서를 제출해야 합니다. 야간 강의는 모든 과에 개설되며, 일을 하면서 공부하는 학생들이, 직장 일정에 구애 받지 않고 학업에 매진할 수 있을 것으로 생각합니다.

### >> Comprehension

1. The university has decided to open a night school program and offer classes on a somewhat limited basis.
2. Many students have requested the university to teach night classes.
3. The notice mentions that there is overwhelming demand for these courses.
4. The night school program will be of great benefit to the students who are currently working.
5. The program should help the students study well since they will not have to interrupt their work schedules in order to attend classes.

### >> Listening

M: I must confess that I'm rather displeased with this news.

W: What? The night classes?

M: Yeah, it's unfair that only those with jobs can sign up for the courses. That just doesn't seem right. Those classes should be open to all interested students.

W: Maybe... But perhaps the coursework will be tailored to those who have jobs. You know, the professors might give less homework or something. Regular students would have an unfair advantage.

M: That's possible, but I'd love to take night classes myself. Unfortunately, I'm being denied that opportunity.

W: Oh well. You could always get a job. Then you'd qualify.

M: Good one. Also, here's another problem.

W: What's that?

M: Well, the school hasn't mentioned anything about hiring new professors, right?

W: Okay.

M: So that means the school's going to be offering fewer classes during the day. That could wreak havoc with a lot of students' schedules. I mean, there are going to be fewer classes being offered to those students without jobs.

W: Hmm, perhaps the school ought to reconsider this new policy.

M: 난 사실 이 공고에 약간 불만이야.

W: 어떤 공고? 야간 강의?



- M: 응, 일을 하는 사람만 그 강의를 들을 수 있게 한다는 건 불공평해. 올바른 결정 같지 않아. 관심 있는 학생이라면 누구라도 수업을 들을 수 있게 해 줘야 해.
- W: 그럴지도 모르지. 하지만 교과과정이 일을 하고 있는 사람들에게 맞춰질 거잖아. 교수님들이 과제를 줄여 주신 다든지 하는 것 말이야. 일반 학생의 경우 불공평하게 이득을 취할 수도 있잖아.
- M: 그럴 수도 있지. 하지만 나도 야간 강의를 듣고 싶어. 그런데 안 된다는 거야.
- W: 글썄, 그렇다면 말아야. 언제라도 일자릴 구하면 되잖아. 그러면 그 강의를 들을 자격이 생겼어.
- M: 말 되네. 그런데 또 한 가지 문제가 있어.
- W: 무슨 문제?
- M: 흠, 학교 측에서 새 교수 임용 문제를 언급하지 않았잖아. 그렇지?
- W: 그렇지.
- M: 그렇다면 학교에서는 주간 강의를 줄일 거야. 그러면 많은 학생들의 일정에 적지 않은 차질이 생길 거야. 다시 말해, 일을 하지 않는 학생들이 들을 수 있는 강의가 줄어들 거라는 얘기지.
- W: 흠, 어쨌든 학교 측에서 이 정책을 재고해 봐야 할지도 모르겠군.

### >> Organizing

1. The man's opinion is that the night school program is not a good idea.
2. More than anything else, the reason is that the program is being restricted to students with jobs.
3. He feels that he is being discriminated against because he wants to register for the night classes, yet the school will not allow him to do so.
4. Another reason he gives is that there are going to be fewer classes available for day students to take.
5. Since the school's professors will be teaching night school, they will naturally be holding fewer classes during the day, which will cause problems with many students' schedules.

### >> Sample Response

According to the notice, the university has decided to open a night school program and offer classes on a somewhat limited basis. The man's opinion is that the night school program isn't a good idea. More than anything else, the reason is that the program is being restricted to students with jobs. He feels that he's being discriminated against because he wants to register for the night classes, yet the school won't allow him to do so. He claims that's unfair. Another reason he gives is that there are going to be fewer classes available for day students to take. He claims that the school hasn't commented about hiring any new professors for the coming semester. Therefore, since the school's professors will be teaching night school, they will naturally be holding fewer classes during the day. The man thinks this will cause problems

with many students' schedules.

공고에 따르면 대학에서는 야간 강의를 개설해 일정 조건 하에 수강 신청을 받기로 했다. 남자는 야간 강의 프로그램이 좋은 생각이 아니라고 생각한다. 무엇보다도 그 프로그램은 일을 하는 학생들만 수강 가능하게 되어 있다. 그는 야간 강의에 등록을 하고 싶는데 학교에서 그렇게 하도록 허락해 주지 않기 때문에 차별을 받고 있다고 느낀다. 그는 그것이 불공평하다고 주장한다. 그가 제시하는 또 다른 이유는 주간 강의를 듣는 학생들이 들을 수 있는 강의가 줄어들 게 될 것이라는 것이다. 그는 학교 측에서 다음 학기 교수 임용에 대해 언급한 적이 없다고 주장한다. 따라서 현재 교수님들이 야간 강의를 진행할 것이기 때문에 당연히 주간 강의 수가 줄어들 것이다. 남자는 이로 인해 많은 학생들의 일정에 차질이 생길 것이라고 생각한다.

## Unit 26. Dormitory Policies II

### >> Reading

**하기 기숙사 정책** 심각한 공간상의 제약으로 인해 재학생들은 여름 학기 동안 이전처럼 기숙사 내에 전체 소지품을 둘 수 없게 되었습니다. 이번 여름 학기 동안에는 특별하기 프로그램의 확장으로 평소보다 많은 기숙사 방이 사용될 예정입니다. 그래서 학생들은 여름 동안 1인당 세 상자에 해당하는 짐만 남겨둘 수 있습니다. 소량에 불과하지만 이 정책은 모든 학생들을 최대한 공평하고 공정하게 대하기 위해 취해진 조치임을 이해해 주기 바랍니다. 이 정책과 관련해 보다 자세한 사항은 기숙사 사무실로 문의해 주시기 바랍니다.

### >> Comprehension

1. The announcement declares that students will no longer be allowed to leave all of their possessions in the dormitories over summer break but may only leave a small amount of them instead.
2. The school is having a large number of special programs during the summer.
3. This means that there will be fewer dormitory rooms available in which students may store their possessions.
4. The school is trying to be as fair as possible to all of the students.
5. By limiting each student to three boxes, the school can ensure that every student is able to leave at least a small amount of their possessions at school during the summer.

### >> Listening

- W: I'm so aggravated about this new policy. I was planning to leave everything I owned here like last year.
- M: Yeah, it's unfortunate. But I'm just going to bring everything home. Why don't you do the same?
- W: I live all across the country, not in the same city like



you do. There's no way to get all my things home unless I hire a mover, and I don't have that kind of money.

M: Oh, right. I forgot about where you live.

W: It's just that there are so many empty dorm rooms during summer.

M: But the announcement said there won't be many available. That's why they've changed the policy.

W: I've done the math, but it doesn't add up. Remember that we recently built that new dorm, which has over 300 rooms. There can't be that many new summer programs on campus. I think they don't want to be bothered with going through all the trouble this year.

M: Can you blame them?

W: Yes, I can. The school should be serving our needs. We're the customers after all.

W: 이런 말도 안 되는 결정이 있니? 난 작년이랑 똑 같이 물건 전부를 여기에 두고 갈 생각이었어.

M: 그래, 난 된 일이야. 하지만 난 짐을 다 집에 가져갈 거야. 너도 그렇게 하지 그래?

W: 우리 짐은 너희 집처럼 이 시에 있는 게 아니라 우리나라 반대편이야. 이삿짐센터를 부르지 않는 한 짐을 다 옮겨갈 방법은 없어. 게다가 난 그런 돈도 없어.

M: 그래, 맞다. 너희 집이 어딘지 알고 있었어.

W: 여름 동안에 비는 기숙사 방이 얼마나 많은데.

M: 그런데 공고에는 그다지 많지 않다고 하잖아. 그래서 규정을 바꿨대잖아.

W: 제산을 해 봤는데 도저히 답이 안 나와. 최근에 새 기숙사 지은 거 알지? 300호실이 넘는 기숙사 말이야. 캠퍼스에 그렇게 많은 새로운 학기 프로그램이 있을 리가 없어. 내 생각에는 올해는 그런 수고를 하고 싶지가 않아서일 거라고 생각해.

M: 학교 측 잘못일까?

W: 그럼! 학교 측은 학생들 요구를 들어줘야 해. 따지고 보면 학생이 고객이니깐.

### >> Organizing

1. The woman speaks out against this policy.
2. To begin with, unlike the man, she states that she lives all the way across the country, so it is too far for her to take all of her possessions with her.
3. She could only do that by hiring a mover, which is too expensive for her.
4. Her next point of contention is that she believes there is enough room on campus for students to leave all of their possessions.
5. She says that the school has just opened a new dorm with 300 rooms, so that should provide more than enough space.

### >> Sample Response

The announcement declares that students will no longer be allowed to leave all of their possessions in the dormitories over summer break but may only leave a small amount of them instead. The woman speaks out against this policy. To begin with, unlike the man, she states that she lives all the way across the country, so it's too far for her to take all of her possessions with her. She could only do that by hiring a mover, which is too expensive for her. Her next point of contention is that she believes there's enough room on campus for students to leave all of their possessions. She says that the school has just opened a new dorm with 300 rooms, so that should provide more than enough space. She feels the school ought to take better care of its students instead of making things difficult for them.

공고에는 학생들이 여름 방학 동안 기숙사에 짐을 전부 두고 가서는 안 되고 일정량의 짐만 들 수 있다고 되어 있다. 여자는 이 정책에 반대한다. 우선, 남자와는 달리 여자는 그 나라 반대편에 살기 때문에 짐을 다 가지고 갈 수가 없다. 이삿짐센터를 고용하면 가능하긴 하지만 너무 비용이 많이 든다. 그녀가 다음으로 주장하는 바는 학생들이 짐 전체를 남겨놓아도 되는 방이 캠퍼스 내에 충분히 있다는 것이다. 그녀는 학교에서 최근에 300호실이나 되는 새로운 기숙사를 세웠기 때문에 충분한 공간이 있다고 말한다. 그녀는 학교가 상황을 어렵게 만드는 대신 학생들을 보다 더 배려해야 한다고 생각한다.

## Unit 27. Student Affairs

### >> Reading

**대학원 강의 대학 재학생도 수강 가능** 이제 대학 3, 4학년생도 해당 학과의 대학원 강의에 등록을 할 수 있습니다. 모든 대학원 강의는 500번대와 600번대 강의입니다. 학생들이 이 강의에 등록을 하기 위해서는 상담교사의 허가서를 받아야 하며 한 학기 당 한 강의로 제한됩니다. 이로 인해 최상위권 대학생들이 재학 중에 대학원 수준의 양질의 교육을 받을 수 있게 되었습니다. 뿐만 아니라 학생들이 졸업과 동시에 대학원 진학에 관심과 자격이 있는지를 판단하는 데 도움을 줄 것으로 사료됩니다.

### >> Comprehension

1. The notice mentions that some students are now allowed to enroll in graduate-level classes even though they are still undergraduates.
2. Students will be able to attend higher level classes.
3. They will be restricted to one graduate class per semester during their junior and senior years.
4. This will provide the students with a better education while they are still undergraduates.
5. By taking graduate-level classes, they will be able to determine if they are interested in and capable of



doing the work necessary in graduate school.

### >> Listening

W: I can't wait to register for classes. I'm going to take that graduate-level anthropology class I told you about.

M: I hope you do well. But I fear you might not.

W: Why?

M: Graduate-level classes are a lot more comprehensive than undergrad ones. My sister's in grad school and has shown me her coursework. There's a reason why grad students typically take only two or three classes a semester. They tend to get a little, uh, overloaded.

W: Hmm, okay, then I'll be sure to do my best. But, overall, don't you think this new rule is a good idea?

M: Not really. I actually feel sorry for most grad students.

W: The grad students? Why?

M: Think about it. Grad student classes are often small, say, around five to ten students. They work closely with their professors. Now, some of their classes might get flooded with undergrads, most of whom, I'm sorry to say, will be unqualified for the kind of upper-level work required. The value of their education might just decrease.

W: Hmm, I never looked at it that way until now.

W: 강의 신청할 날만 기다려야겠어. 난 전에 얘기했던 대학원 인류학 강의를 들을 거야.

M: 잘 했으면 좋겠어. 그런데 좀 어려울 지도 몰라.

W: 왜?

M: 대학원 수업은 대학 수업보다 훨씬 더 포괄적이잖아. 우리 누나가 대학원을 다니는데 나한테 학습 과제를 보여준 적이 있어. 대학원생들은 왜 한 학기에 한두 과목씩밖에 안 듣는지 이유를 알겠더라고. 말하자면 과제가 좀 벅차.

W: 음, 그렇다면 최선을 다해야겠지. 하지만 전반적으로 이 새 규정은 좋은 아이디어라고 생각하지 않나?

M: 별로. 사실 나는 대학원생들이 좀 안 됐어.

W: 대학원생이? 왜?

M: 생각을 해 봐. 대학원 수업은 보통 인원이 적잖아. 이클테면 5명에서 10명 정도로 말이야. 교수님이랑도 가깝게 지내고 말이야. 그런데 이제 몇몇 수업이 대학생들로 넘쳐나게 생겼고 이런 말해서 미안하지만 대학생 대부분이 그런 수준 높은 강의를 듣기에는 자격미달이잖아. 대학원 교육의 가치가 퇴색 될 거야.

W: 흠, 지금까지 한 번도 그 생각은 못해 봤네.

### >> Organizing

1. The man is skeptical about the benefits of this new policy for a couple of different reasons.
2. First, the man thinks that most undergraduates cannot handle the workload in a typical graduate school class.
3. He mentions that he has seen his sister's graduate

school coursework, and that has made him understand why graduate students take only a couple of classes each semester.

4. Second of all, the man believes the value of the graduate students' education is going to decrease.

5. According to him, if lots of undergraduates start enrolling in these classes, the graduate students simply won't get the individual attention they had previously been receiving from their professors.

### >> Sample Response

The notice mentions that some students are now allowed to enroll in graduate-level classes even though they are still undergraduates. The man is skeptical about the benefits of this new policy for a couple of different reasons. First, the man thinks that most undergraduates cannot handle the workload in a typical graduate school class. He mentions that he's seen his sister's graduate school coursework, and that has made him understand why graduate students take only a couple of classes each semester. He thinks the workload will be overwhelming for undergraduates. Second of all, the man believes the value of the graduate students' education is going to decrease. He notes that graduate students work closely with their professors and take small classes. According to him, if lots of undergraduates start enrolling in these classes, the graduate students simply won't get the individual attention they'd previously been receiving from their professors.

공고에는 일부 학생들이 대학 재학 중에 대학원 강의를 들을 수 있다고 되어 있다. 남자는 몇 가지 이유로 이 새 규정의 혜택에 대해 회의적이다. 우선, 남자는 대부분의 대학생들이 전형적인 대학원 수업의 과제를 감당할 수 없으리라고 생각한다. 그는 누나의 대학원 학습 과제를 본 적이 있는데 그걸 보고서는 왜 대학원생들은 한 학기에 한두 과목밖에 듣지 않는지 이해가 되었다고 말한다. 그는 대학생이 감당하기에는 과제가 너무 많다고 생각한다. 두 번째로, 남자는 대학원 교육의 가치가 떨어질 것이라고 믿는다. 남자는 대학원생들은 교수와 긴밀한 관계를 유지하고 수업 정원도 적다고 지적한다. 그에 따르면 많은 대학생들이 이 수업에 등록을 할 경우, 대학원생이 이전에 받았던 개별적인 관심을 받지 못하게 될 것이라고 생각한다.

## Unit 28. Library Renovations

### >> Reading

**도서관 보수 공사 예정** 사도프스키 재단에서 받은 엄청난 기부금 덕분에 루프킨 도서관이 이번 여름 보수 공사를 실시해 도서관의 면모를 완전히 일신할 예정입니다. 이번 보수 공사로 도서관은 보다 근대적이고 세련된 외관을 갖추게 될 것입니다. 예정된 많은 변화 가운데 특히 두 가지가 주목됩니다. 첫 번째는 도서관에 기존의 콘크리트 바닥을 없애



고 마룻바닥을 깔 예정입니다. 그리고 도서관 전체, 내벽과 외벽 모두 페인트칠을 할 것입니다. 이번 공사로 몇 번에 걸쳐 도서관의 여러 부분이 폐쇄될 예정입니다. 여러분의 이해와 양해를 구합니다.

#### >> Comprehension

1. The purpose of the announcement is to declare that the school's library will be getting renovated during the summer.
2. The school received a donation from the Sadowski Foundation, so now it can afford to make the renovations.
3. Once the changes are made, the library will look more modern, especially because of the paint job the library will receive.
4. The library is going to have its concrete floors replaced with wooden ones, and the inside and outside of the library is going to be painted.
5. During the renovations, patrons will sometimes be inconvenienced because they will not be able to access certain parts of the library.

#### >> Listening

M: Isn't it great that Lufkin Library is getting renovated? I worked there for a year, and, let me tell you, it sure is dingy.

W: Well, yes, the repairs do sound nice, but...

M: But what?

W: For one thing, why are they installing wooden floors?

M: Come on. Wooden floors will give the library a classy look. You know, make it look, uh, like a real library.

W: I'm sure they'll look nice. But wooden floors are noisy. They squeak when you walk on them. How will students be able to concentrate while they're studying if the floors are making noise?

M: Oh, that's just a minor trifle.

W: But there's something else. You know, that foundation is donating a lot of money. And, to be honest, our library's collection is, uh, not particularly stellar. Instead of painting the library, that money would be much more useful if it were spent on buying new books and periodicals. Don't you agree?

M: I don't know. I've never had any trouble finding the books I need.

W: Perhaps, but for people doing advanced research, our library is woefully inadequate.

M: 루프킨 도서관 보수 공사를 한다니 잘 됐지 않나? 일 년 동안 도서관에서 일했는데 정말 우중충해.

W: 글썄. 보수 공사는 좋긴 한데...

M: 한데 뭐?

W: 우선, 왜 마룻바닥이지?

M: 뭐가 어때서? 마룻바닥은 세련돼 보이잖아. 진짜 도서관처럼 멋져 보이는 거지.

W: 멋져 보이긴 하겠지. 그런데 마룻바닥은 시끄러울 거야. 걸어 다니면 삐걱거리는 소리가 나잖아. 바닥에서 그런 소리가 나면 공부하는 동안 집중할 수가 없잖아.

M: 그건 그다지 문제가 안 돼.

W: 그 뿐만이 아니야. 재단에서 많은 돈을 기부했대. 솔직히 말해서 우리 도서관은 소장도서가 그다지 많지 않아. 그 돈을 도서관 페인트칠을 하는 대신 새 책이나 정기간행물을 사는 데 쓴다면 훨씬 더 유용할 거야. 그렇게 생각 안 하니?

M: 모르겠어. 내가 필요한 책이 없어서 고생했던 기억이 없어.

W: 어쨌든 그런 지도 모르지. 하지만 고급 단계 조사를 하려면 우리 도서관은 정말 부족한 게 너무 많아.

#### >> Organizing

1. In the woman's mind, the school's plans for using the donation are inadequate and should be reconsidered.
2. During the conversation, the woman states her opposition to replacing the library's concrete floor with a wooden one.
3. She believes it would squeak and make too much noise, thereby serving as a distraction to students trying to study there.
4. She is also against the idea of painting the library.
5. She notes that the library's collections are inadequate for students doing advanced research, so the school should look to improve the quality of its materials rather than the appearance of the library.

#### >> Sample Response

The purpose of the announcement is to declare that the school's library will be getting renovated during the summer. In the woman's mind, the school's plans for using the donation are inadequate and should be reconsidered. During the conversation, the woman states her opposition to replacing the library's concrete floor with a wooden one. She agrees that a wooden floor would look nice, but she believes it would squeak and make too much noise, thereby serving as a distraction to students trying to study there. She's also against the idea of painting the library. She believes spending more money on books and periodicals is better than painting the library's walls. She notes that the library's collections are inadequate for students doing advanced research, so the school should look to improve the quality of its materials rather than the appearance of the library.

공고는 여름 동안 학교 도서관 보수 공사를 할 것이라는 내용이다. 여자는 기부금 사용에 대한 학교 측의 계획이 부적절하기 때문에 재고되어야 한다고 생각한다. 여자는 대화중에 도서관의 콘크리트 바닥을 마룻바닥으로 교체하는 것에 대한 불만을 이야기한다. 마룻바닥이 보기



에 좋다는 데는 동의를 하지만 빼적거리 소리가 많이 나서 거기서 공부를 하는 학생들에게 방해가 될 것이라고 생각한다. 또한 도서관에 페인트칠을 하는 것에도 반대한다. 그녀는 도서관 벽에 페인트칠을 하는 것 보다는 책이나 정기 간행물을 사는 데 돈을 써야 한다고 생각한다. 학교 도서관의 소장 도서가 고급 단계의 조사를 하기에는 부족하기 때문에 학교가 도서관의 외관보다는 소장 자료의 품질 향상에 더 신경을 써야 한다고 지적한다.

## Unit 29. Online Library Materials

### >> Reading

**도서관 온라인 참고 자료 구매** 중앙 도서관의 공간을 극대화하기 위해 수석사서인 존 헨린은 이제부터 도서관의 참고서 구입 예산의 대부분을 온라인 자료를 구매하는 데 쓰겠다고 발표했습니다. "이 자료들은 공간을 많이 차지하는 참고서들에 비해 공간을 훨씬 덜 차지하게 될 것입니다." 라고 헨린은 말했다. "공간은 덜 필요한 반면 보다 많은 자료를 구입할 수 있게 될 것입니다." 헨린은 또한 많은 출판사에서 실제 도서를 구입하는 것보다 온라인 자료를 구매하는 고객들에게 할인을 해 주기 때문에 예산을 절약할 수 있다는 점을 강조했습니다. 이러한 변화는 아마도 3년 뒤 새 도서관 건물이 완공된 후에 일어날 것으로 보입니다.

### >> Comprehension

1. The newspaper article covers the library's change in policy to where it will begin purchasing online reference materials instead of books.
2. Online materials take up much less room than reference books.
3. Not only are reference books large, but also by purchasing online materials, the library will be able to conserve its space.
4. It is cheaper to purchase online materials than it is to purchase printed books.
5. Because publishers give discounts to those buying online materials, the library will be able to save money.

### >> Listening

- W: I just got back from the library. I was looking for a book, but they told me they don't have it in print. I've got to find it online.
- M: Oh, they've already got that new program up and running. Awesome.
- W: No, it's not awesome. It's annoying.
- M: I don't think so. I mean, the library is saving a ton of money and space. So they'll be able to purchase more reference materials. I've had to go to other schools countless times simply because our library didn't have something I needed. Hopefully that'll change now.
- W: Yeah, but searching for stuff online in the library is such a bother.

M: Well, you don't even have to go to the library anymore. You've got a computer in your dorm, right?

W: Yes.

M: So, you can access the reference materials over the Internet. You can do a search from your room. And if you like reading books, then just print the information, and you'll have a paper version for yourself.

W: When you put it that way, it's starting to seem like a good idea.

W: 방금 도서관에 갔었어. 책 한 권을 찾고 있었는데 인쇄물이 없다는 거야. 온라인상에서 자료를 찾아야 했어.

M: 오, 벌써 새 프로그램을 시작해 운영 중이구나. 정말 잘 됐다.

W: 되기는! 짜증 나.

M: 난 그렇게 생각 안 해. 도서관은 엄청난 시간과 공간을 절약할 수 있잖아. 그래서 보다 많은 참고 자료를 구입할 수 있어. 도서관에 내가 필요한 자료가 없어서 다른 학교에 간 적이 수도 없이 많아. 다행히 이제는 그러지 않아도 되잖아.

W: 하지만 자료를 온라인에서 찾아야 한다는 건 정말 짜증나는 일이야.

M: 흠, 이제 도서관에 갈 필요조차 없잖아. 기숙사에 컴퓨터 있지?

W: 있어.

M: 그러면 인터넷으로 참고자료에 접속해, 방에서도 조사를 할 수 있어. 책 읽는 게 좋다면 자료를 인쇄하기만 하면 돼. 그러면 너만의 인쇄본을 가질 수도 있잖아.

W: 듣고 보니 괜찮은 아이디어 같아 보이네.

### >> Organizing

1. The man fully supports this change in the library's policy for a couple of separate reasons.
2. For one, he thinks that this decision will save the library both space and money.
3. This means that the school will get to purchase more materials and thus improve the library's collection.
4. Another reason is that students will not have to visit the library anymore to do their research.
5. Students can simply go online and gain access to the reference materials over the Internet.

### >> Sample Response

The newspaper article covers the library's change in policy to where it will begin purchasing online reference materials instead of books. The man fully supports this change in the library's policy for a couple of separate reasons. For one, he thinks that this decision will save the library both space and money. This means that the school will get to purchase more materials and thus improve the library's collection. He feels this is important because he's had to visit other schools' libraries in the past to get the information that he needs. Another reason is that students won't have to visit the library anymore to do their research. Instead, they can simply go online and



gain access to the reference materials over the Internet. He mentions that students who dislike reading off of computers can then print paper copies that they can read just like books.

신문 기사는 도서관의 자료를 책 대신 온라인 참고 자료로 구입하기로 도서관 정책을 변경했다는 내용을 다룬다. 남자는 두 가지 다른 이유로 도서관의 이 정책 변경을 전적으로 지지한다. 우선, 그는 이 결정으로 인해 공간과 금전적인 해박을 볼 것이라고 생각한다. 다시 말해 학교에 서는 보다 많은 자료를 구입해 도서관의 소장 자료를 늘릴 수 있다. 그는 과거에 필요한 자료를 얻기 위해 다른 학교 도서관에 가본 적이 있기 때문에 이것이 중요하다고 생각한다. 또 다른 이유는 학생들이 조사를 하기 위해 더 이상 도서관에 가지 않아도 된다는 점이다. 대신에 컴퓨터를 켜고 인터넷 상으로 참고 자료에 접속하면 된다. 그는 컴퓨터 화면으로 자료를 읽기를 싫어하는 학생의 경우는 자료를 인쇄해 책처럼 읽으면 된다고 말한다.

## Unit 30. Parking Policies

### >> Reading

**주차 정책 변경** 지난 학기에 학생, 임원, 직원들이 주차 공간을 찾느라 어려움을 겪었기 때문에 가을 학기에는 다음과 같이 정책을 변경합니다. 신입생들은 더 이상 교내에 주차를 금합니다. 신입생에게는 주차권을 발급하지 않을 예정입니다. 이러한 조치는 또한 캠퍼스 내 교통 문제를 줄이고자 하는 노력의 일환이기도 합니다. 자동차의 수를 줄이게 되면 이 문제도 해결되리라 사료됩니다. 이번 조치로 주차 문제와 교통 문제가 다 해결되기를 기대합니다. 더 자세한 사항과 관련해서는 학생 처장에게 문의하시기 바랍니다.

### >> Comprehension

1. The purpose of the announcement is to tell the students that freshmen will no longer be able to park their cars on campus any more.
2. Many students, staff, and faculty complained about the parking situation during the last semester.
3. They were unable to find parking spaces for their own cars.
4. There are many traffic problems throughout the campus.
5. The school believes that by reducing the number of cars on campus, it can make the traffic problems better.

### >> Listening

M: My brother's not going to be thrilled with this news.  
W: Your brother?  
M: He's starting school here in the fall. He was planning to bring his car, but I guess that won't happen any longer.  
W: That's a good thing. The parking here is atrocious.

And freshmen don't need cars anyway.

M: The traffic is bad, but did you know that only eight-five freshmen applied for parking permits? That's just a drop in the bucket. Banning freshmen from having cars won't do much to alleviate the parking problems.  
W: Well, every extra space counts. I've driven around for over half an hour looking for a parking spot before.  
M: Yes, I understand. I have the same problems. But the school shouldn't be preventing freshmen from parking at school. It should, uh, build some more parking lots. What about all that empty land on the edge of campus? That would make a great new parking lot.  
W: Well, you're right about that. It's not like building one would be too difficult or expensive.  
M: Exactly. That way they could let everyone park and still have enough room.

M: 내 남동생이 이 소식을 들으면 실망이 대단하겠군.

W: 남동생?

M: 가을에 이 학교에 입학해, 차를 가져올 생각이었는데 그렇게 못하게 생겼군.

W: 잘 된 일이야. 주차 상황이 정말 말이 아니잖아. 신입생은 차가 필요하지도 않잖아.

M: 교통 상황이 안 좋긴 하지. 그런데 주차권 신청을 한 신입생이 85명 밖에 안 된다는 거 아니? 새 발의 피라고, 신입생들이 차를 못 가져오게 한다고 해서 주차 문제에 별다른 도움이 되지 않을 거야.

W: 글썄, 모든 여분의 공간이 하나같이 중요해. 한 번은 주차 공간을 찾아서 30분이 넘게 돈 적도 있어.

M: 이해해. 나도 겪어 봤으니까. 하지만 학교 측이 신입생들이 주차를 못하도록 해서는 안 된다고 봐. 주차 공간을 확충해야지. 캠퍼스가 장자리에 있는 공터들은 다 뭘 하는 거야? 주차 시설을 충실히 마련할 수 있을 텐데.

W: 흠, 맞는 말이야. 주차 시설을 마련하는 게 특별히 어렵거나 비용이 많이 들지도 않을 텐데 말이야.

M: 지당하신 말씀이야. 그러면 모든 학생들이 주차를 하고도 남을 거야.

### >> Organizing

1. The man expresses his opposition to the university's new policy.
2. One reason he gives is that a very small number of freshmen applied for parking permits.
3. He says that only eighty-five freshmen wanted to park their cars on campus.
4. Additionally, he suggests that the school ought to build more parking lots on campus instead of banning freshmen from parking at school.
5. He points out that the school owns some empty land at the edge of campus, where the school should build a new parking lot.



### >> Sample Response

The purpose of the announcement is to tell the students that freshmen will no longer be able to park their cars on campus any more. The man expresses his opposition to the university's new policy. One reason he gives is that a very small number of freshmen applied for parking permits. He says that only eighty-five freshmen wanted to park their cars on campus. According to him, this number is so small that it couldn't possibly affect that parking situation on campus. Additionally, he suggests that the school ought to build more parking lots on campus instead of banning freshmen from parking at school. He points out that the school owns some empty land at the edge of campus. In his opinion, the school should build a new parking lot there, which would then enable everyone to park on campus.

공고에는 앞으로는 신입생들이 교내에 차를 주차하지 못하게 된다고 적혀 있다. 남자는 대학의 새 정책에 반대 의견을 피력한다. 그가 제시하는 한 가지 이유는 주차권을 신청한 신입생의 수가 아주 소수라는 것이다. 그는 85명의 신입생만이 교내 주차권 신청을 했다고 말한다. 그에 따르면 그 숫자가 너무 소수라 교내 주차 상황에 그다지 영향을 미칠 것 같지 않다고 한다. 또한, 그는 학교 측에서 신입생들의 주차를 금지하는 대신 교내에 보다 많은 주차 시설을 마련해야 한다고 제안한다. 그는 학교가 캠퍼스 가장자리에 공터가 있다고 지적한다. 그는 학교 측에서 거기에 새 주차 공간을 마련하면 모든 사람들이 교내에 주차를 할 수 있을 것이라고 생각한다.

## Chapter 4

### Reading & Lecture

### Sample iBT Question

#### Reading

**창조적 파괴** 특히 20세기에는 많은 기업들이 각 분야에서 혁명을 가져올 수 있는 신제품들과 발명품들을 소개했다. 상황이 이렇게 되자 기존 산업들은 완전히 파산하거나 위장 및 이익 창출 능력이 크게 감소했다. 이것을 창조적 파괴라고 한다. 한 가지 발명으로 인해 해당 산업의 한 분야가 없어지는 반면 다른 분야가 탄생해 이로 인해 급격한 경제 성장을 가져오게 된다. 창조적 파괴의 한 예가 자동차의 발명인데 자동차 판매는 급증한 반면 마차는 산업 분야로서 사라지게 되었다.

#### Listening

잠시 창조적 파괴에 대한 이야기를 하도록 하겠어요. 현재 우리는 급격한 기술의 혁신으로 인해 대단히 규칙적으로 진 세상, 아니 적어도 세상

의 일부가 바뀌는 시대에 살고 있어요. 종종 창조적 파괴를 유발하는 무엇인가가 생기면 새로운 한 산업 전반에 불을 붙이는 동시에 다른 산업은 완전히 사라지게 됩니다. 여러분 가운데 일부는 컴퓨터 디스크를 기억하리라고 믿어요. 처음에는 5.25인치짜리 플로피 디스크가 있었고 그 다음에는 크기가 약간 준 3.5인치짜리 하드 디스크가 나왔었죠? 기억나세요? 그런데 디스크는 어떻게 된 거죠? 아는 사람? 요즘에는 디스크를 볼 수가 없어요. 왜 그럴까요? 요즘에는 시디롬을 사용해 훨씬 더 많은 정보를 기록하고 저장하기 때문에 아무도 디스크를 사용하지 않아요. 시디롬의 발명과 사용이 컴퓨터 산업의 창조적 파괴를 가져온 것이죠. 시디롬으로 인해 문자 그대로 컴퓨터 디스크 시장은 사라졌지만 완전히 새로운 하나의 산업이 등장한 거죠. 다른 예를 하나 들어볼까요? 디지털 카메라를 예로 들어봅시다. 최근에 필름용 카메라를 구입한 사람을 본 적이 있는 사람? 아마 없을 거예요. 디지털 카메라는 일반 카메라보다 가격도 싸고 성능도 좋아서 암실에서 필름 작업을 하는 것보다 컴퓨터를 이용해 훨씬 더 잘 조작할 수 있어요. 필름용 카메라 산업이 사장된 것은 아니지만 인젠기는 디지털 카메라에 의해 완전히 대체되리라는 것은 확실해요.

### Sample Response

강의의 주제는 어떻게 기술의 급격한 변화로 인해 기존 기술이 사라지거나 인기가 없어지는가 하는 것이다. 교수는 두 가지 다른 예를 제시한다. 첫 번째 예는 컴퓨터 산업과 관련된 것이다. 과거에는 사람들이 컴퓨터 디스크를 사용했었지만 시디롬이 발명되자마자 사람들은 컴퓨터 디스크에 비해 저장 공간이 더 큰 시디롬을 사용하기 시작했다. 두 번째 예는 카메라와 관련한 것이다. 교수는 디지털 카메라가 일반 필름용 카메라보다 더 낮고 저렴하기 때문에 요즘에는 아무도 일반 카메라를 사지 않는다고 말한다. 그 결과 디지털 카메라 산업은 성장하는 반면 일반 카메라 시장은 시들고 있다. 교수가 든 두 가지 예는 창조적 파괴와 관련이 있는데 창조적 파괴는 급격한 발달로 새로운 다른 기술이 생기는 반면에 기존 기술은 사라지게 될 때 일어난다.

### Unit 31. Shaping

#### >> Reading

**구체화** 일반적으로 부모들은 자녀가 긍정적으로 행동하기를 바란다. 그렇게 하기 위해, 부모들은 종종 자녀들의 행동을 잘 이끌기 위해 구체화를 사용한다. 부모가 구체화 방법을 사용할 때는 자녀를 위한 목표를 세운다. 일반적으로는 아주 작은 단계의 목표를 자녀가 달성하면 부모는 자녀를 칭찬하며 다음 단계로 나가게 한다. 만약에 자녀가 목표를 달성하지 못하면 자녀를 칭찬하지 않는다. 자녀들은 보통 칭찬을 받고 싶어 하기 때문에 종종 보다 많은 칭찬을 받을 수 있도록 부모가 구체화한 행동을 하게 된다.

#### >> Comprehension

1. Parents use shaping to get their children to act positively and to help control their children's behavior.
2. To use shaping, a parent must set small goals for his or her child.



3. When the child succeeds at one of the goal, the parent praises the child.
4. If the child fails to do something properly, the parent will not say anything to the child.
5. Shaping is often successful with children because children want to be praised by their parents, so they will work hard to get more compliments.

#### >> Listening

Raising a child isn't the easiest thing in the world. However, there are certain methods you can use to, uh, mold your child's behavior. Allow me to explain.

One day, my young daughter asked for some coloring books. But she'd never even held a marker or a crayon before. Simply doing that was hard for her. So, I decided to use shaping to help her. First, whenever she made any kind of mark in the proper place, I'd praise her loudly. I'd say, "Wow! Look at that. That's great." I'd pay her lots of compliments. And that would encourage her to continue coloring. But, there were some times when she'd make a mark outside the drawing. Then I wouldn't say anything. I wouldn't praise her at all. My daughter would realize she was drawing improperly. So she'd work harder to draw inside the lines.

Later, I'd make sure to praise her when she got the colors right. For example, if she drew a tree trunk brown, I'd praise her a lot. If she colored it, uh, pink, I wouldn't say a thing. That got my daughter to focus more, so she'd even try to get the colors right. You should see her pictures now. No, don't worry. I'm not going to show you them. Anyway, that's how shaping works.

자녀 양육은 전 세계 어디에서도 쉬운 일이 아니에요. 하지만 자녀 행동의 틀을 형성하기 위해 사용할 수 있는 방법이 있긴 합니다. 설명을 해 드려요.

하루는 제 어린 딸이 색칠 공부 책을 사 달라고 조르더군요. 하지만 딸애는 전에 한 번도 마커 펜이나 크레용을 쥐어본 적도 없어요. 색칠을 한다는 것은 딸애에게 너무 힘든 일이었죠. 그래서 저는 딸애를 도와주기 위해 구체화를 사용하기로 했어요. 먼저, 딸애가 제대로 된 곳에 어떤 표시를 할 때마다 저는 큰 소리로 칭찬을 해 주었어요. 저는 "와, 저것 좀 봐. 대단한데."라고 말을 해 주었죠. 칭찬을 많이 해 주었어요. 그 덕분에 딸애는 계속해 색칠을 했죠. 하지만 그림 밖에 색칠을 할 경우도 있었어요. 그런 경우에는 아무 말도 해 주지 않았죠. 전혀 칭찬을 해주지 않았어요. 제 딸애는 자기가 그림을 잘못 그리고 있다는 것을 알았어요. 그래서 선의 안쪽에 그림을 그리려고 더 열심히 노력했죠.

나중에 저는 딸애가 색칠을 제대로 할 때마다 칭찬을 해 주었어요. 예를 들어 그녀가 나무줄기를 갈색으로 칠하면 칭찬을 많이 해 주었어요. 그런데 만약 분홍색으로 칠하면 아무 말도 해 주지 않았죠. 그래서 딸애는 점점 더 집중을 해서 색칠을 제대로 칠하려고 노력을 했죠. 그럼 이제 딸

애가 그림 그림을 보여주도록 하겠어요. 농담이에요. 걱정하지 말아요. 보여줄 생각은 없으니까요. 어쨌든 구체화 방법이 효과가 있었던 거죠.

#### >> Organizing

1. The professor's daughter was trying to learn how to draw properly.
2. Anytime her daughter made a mark where she was supposed to, the professor praised her daughter.
3. The professor would not say anything when her daughter drew something in an improper location.
4. The second step set by the professor was to have her child use the proper colors.
5. She praised her daughter when she made something the right color and did not say anything if she made it the wrong color.

#### >> Sample Response

The professor lectures on the methods she used to teach her daughter to draw properly. She states that at first, her daughter could barely even hold the markers or crayons. So, anytime her daughter made a mark where she was supposed to, the professor praised her. However, she wouldn't say anything when her daughter drew something in an improper location. The daughter, realizing she wasn't drawing properly, tried to draw better. The professor was using shaping, a psychological approach that sets small goals for children. When the child accomplishes a goal, the parent praises the child. When the child fails, the parent says nothing. The professor did this. She also set higher goals for her child by then having her use proper colors. For example, when her daughter drew a tree trunk the right color, the professor praised her. If her daughter colored it improperly, she'd say nothing.

교수는 딸애가 그림을 잘 그릴 수 있도록 가르치는데 사용했던 방법에 관해 강의를 한다. 그녀는 처음에는, 딸애가 마커 펜이나 크레용을 제대로 쥐지도 못했다고 말한다. 그래서 딸애가 제대로 된 곳에 표시를 할 때마다 칭찬을 해 주었다. 하지만 잘못된 곳에 뭔가를 그렸을 때는 아무 말도 하지 않았다. 그녀는 자신이 제대로 그리지 못 하고 있다는 것을 깨닫고서 더 잘 그리기 위해서 노력했다. 교수는 자녀들이 작은 목표를 세우도록 하는 심리학적 방법인 구체화 방법을 사용했던 것이다. 자녀가 목표를 달성하면 부모는 자녀를 칭찬한다. 자녀가 잘못할 경우 부모는 아무런 말도 해 주지 않는다. 교수는 이 방법대로 했다. 또한 그녀는 다음 단계로 딸이 올바른 색깔을 사용하게 함으로써, 보다 높은 목표를 세웠다. 예를 들어 딸이 나무줄기에 맞는 색을 칠했을 때는 칭찬을 해 주었다. 잘못된 색깔을 칠했을 때는 아무 말도 해 주지 않았다.



## Unit 32. Memorization

### >> Reading

기억 과학자들은 어떻게 하면 기억력을 향상시킬 수 있는지에 관해 수 많은 연구를 했다. 그들은 사람의 환경이 기억력에 큰 영향을 미친다는 결론에 도달했다. 사실 연구자들은, 사람들이 어떤 사실을 기억하는 데는 몇 가지 요소가 작용한다는 것을 알게 되었다. 이 요소들 가운데는 물리적 환경, 주변 인물, 그리고 심지어는 하루 중의 시각도 있다. 다수를 대상으로 한 장기 연구에서 과학자들은 사람들이 유사하거나 익숙한 환경에 처하면 기억력이 대단히 향상된다는 사실을 발견했다. 간단히 말해 편안한 환경에 있음으로써 기억력이 대단히 좋아진다.

### >> Comprehension

1. Researchers have conducted studies on trying to find out why some people memorize better than others.
2. The researchers concluded that a person's environment affects how well that person can memorize something.
3. Some of the factors affecting people's abilities to memorize are the location, the people nearby, and the time of day.
4. The long-term studies showed that people can memorize better when they are in familiar or similar circumstances.
5. According to the passage, a comfortable environment greatly helps people memorize better.

### >> Listening

So, what makes people memorize facts better? This should interest you all since, of course, as students you have to memorize tons of facts lest you fail your exams. I once conducted an experiment on memorization. Let me tell you how it went.

I had two classes on the same topic. I assigned both of them work memorizing facts about the rainforest. The first class had to memorize them while just sitting at their desks. I gave them ten minutes to try to memorize the facts and then quizzed them on the facts. These students did somewhat poorly. Afterwards, many claimed they felt uncomfortable trying to memorize everything while the other students were around them. In short, they felt their environment hindered them in their attempts at memorization.

As for the second class, I let them split up into small groups composed of their friends in the class. They spread out through the classroom and worked together. When I tested them, their performance was much better. Upon questioning, most said they had felt very comfortable working together with their partners. They

were also able to ignore the other students since they weren't sitting nearby, and they could focus on the task at hand without any outside hindrances.

그렇다면 어떻게 하면 기억을 더 잘 할 수 있을까요? 물론 학생들은 시험에 낙제하지 않기 위해 엄청난 양의 정보를 암기해야 하기 때문에 여러 분 모두가 이 문제에 관심이 있을 거예요. 저는 예전에 기억과 관련한 실험을 한 적이 있었습니다. 실험 방법을 설명해 드리죠.

동일한 주제를 놓고 두 반의 수업을 진행한 적이 있습니다. 저는 두 수업에서 열대 우림에 관한 사실들을 암기하는 과제를 냈죠. 첫 번째 반은 책상에 가만히 앉은 상태로 암기를 하게 했습니다. 10분을 주고 사실을 암기하게 한 다음 거기에 관해 간단한 시험을 보았죠. 이 학생들은 성적이 약간 저조했어요. 나중에 많은 학생들이 말하길 다른 학생들이 옆에 있는 상태에서 암기를 하는 것이 불편했다고 했죠. 간단히 말해 학생들은 환경 때문에 암기를 잘 할 수가 없었다고 느낀 것입니다.

두 번째 수업의 경우에는 친한 친구들로 구성된 소 그룹으로 나누었어요. 그 학생들은 강의실 전체에 퍼져 함께 공부했죠. 시험 결과 성적이 훨씬 더 높았습니다. 물어본 결과 대부분이 친구들과 함께 공부해 매우 편안했다고 답했습니다. 또한 다른 그룹의 학생과는 가까이 있지 않아서 방해가 되지 않아 학습 내용에 집중할 수 있었다고 말했어요.

### >> Organizing

1. During his lecture, the professor mentions an experiment on memorization that he conducted on two separate classes one year.
2. According to the lecturer, the first class had to sit at their desks and memorize some facts.
3. These students claimed to have felt uncomfortable when trying to work alongside the other students.
4. The second group of students was allowed to divide into groups of friends and work together.
5. These students commented that they had felt comfortable working together with their friends and had not been bothered by the other students nearby.

### >> Sample Response

During his lecture, the professor mentions an experiment on memorization that he conducted on two separate classes one year. He had both his classes memorize some facts, but he put them into two separate situations. According to the lecturer, the first class had to sit at their desks and memorize some facts. Unfortunately, these students did poorly and claimed to have felt uncomfortable when trying to work alongside the other students. The second group of students was allowed to divide into groups of friends and work together. These students did much better and commented that they had felt comfortable working together with their friends. They also hadn't been bothered by the other students nearby. In both cases, the students confirmed previous research



done on memorization. This research noted that the location and people nearby can affect a person's ability to memorize, which is exactly what happened.

교수는 강의 중에 어느 해엔가 두 반을 대상으로 진행했던 암기에 대한 실험을 언급한다. 그는 두 반 모두에게 어떤 사실을 암기하게 시켰지만 두 반에게 서로 다른 상황을 주었다. 교수에 따르면 첫 번째 반은 책상에 앉은 상태로 암기를 해야 했다. 안타깝게도 이 학생들은 성적이 저조했고 다른 학생들과 함께 있는 상태에서 공부를 해야 해서 불편했다고 말했다. 두 번째 그룹은 친구들끼리 소 그룹으로 나누어 함께 공부하게 했다. 이 학생들은 성적이 훨씬 좋았는데 친구들과 함께 공부해서 편안했다고 답했다. 또한 다른 그룹의 방해물 받지도 않았다. 두 경우에서 볼 때 학생들은 암기와 관련해 진행되었던 이전의 연구를 뒷받침해준다. 이 연구에서는 장소와 근처에 있는 사람이 암기력에 영향을 미친다고 되어 있는데 이와 동일한 결과가 나온 것이다.

### Unit 33. Cyclic Population Change

#### >> Reading

주기적 개체 수 변화 사람들이 흔히 생각하는 것과는 반대로 생태계는 정적이 아니라 끊임없이 변하는 환경이다. 가장 큰 변화는 생태계 내에 서식하는 종의 개체 수에 일어난다. 종의 개체 수는 끊임없는 불균형 상태를 보인다. 예를 들어 몇 년 동안 많은 수의 먹이가 있었다고 하자. 생태계가 생존에 유리하기 때문에 이로 인해 포식자 수가 증가한다. 하지만, 결국에는 포식자의 수가 너무 많아져 먹이가 부족하게 된다. 이로 인해 먹이가 없어서 포식자가 많이 죽게 된다. 이러한 개체 수 변화는 거의 모든 생태계에서 주기적으로 일어난다.

#### >> Comprehension

1. Most people mistakenly believe that ecosystems never change.
2. The populations of species in an ecosystem often change.
3. Species' populations tend to increase and decrease as they are constantly in states of imbalance.
4. When there is a large amount of prey available, the number of predators will increase.
5. When there is not enough prey to feed all of the predators, the number of predators will begin to decrease.

#### >> Listening

You've all seen that news report about how we've got a record number of deer in the forests this year, right? Well, what's made the numbers of deer increase dramatically? It's called cyclic population change. Let me give you an explanation so that you can understand it easily.

Now, this usually happens in three separate phases. Imagine a forest with a large number of mice yet a small number of wolves. What happens? Well, the wolves have

an enormous food source, so their numbers increase rapidly since they can feast on all of the mice. This is what we refer to as phase one in cyclic population change.

However, pretty soon, you've got a massive wolf population yet a miniscule mouse population. The wolves have simply overfed and increased their numbers rapidly. This is phase two.

So, next, the number of wolves begins to decrease even more rapidly than it had increased. The mice, not having to worry about looking behind their backs for wolves everywhere, begin to recover their numbers. This is phase three. Of course, once the mice numbers totally recover, we're back at phase one again, and the cycle starts anew.

여러분은 모두 숲에 들어 숲에 서식하는 사슴이 기복적인 수치를 보였다는 뉴스를 들었을 거예요. 그렇죠? 자, 왜 사슴의 수가 급증하게 되었을까요? 이것을 주기적 개체 수 변화라고 합니다. 이해하기 쉽게 예를 들어 드리죠.

이것은 보통 세 가지 단계로 일어납니다. 어떤 숲에 쥐는 많은데 늑대는 적다고 쳐 봅시다. 어떤 현상이 일어날까요? 음, 늑대는 먹이가 넘쳐나서 먹이를 만껏 잡아먹을 수 있기 때문에 빠른 속도로 증가할 것입니다. 이것을 주기적 개체 수 변화의 1 단계라고 합니다.

하지만 얼마 가지 않아 늑대 수는 엄청나게 많아지고 쥐의 수는 급격히 줄어들겠죠. 늑대는 먹이를 마음껏 먹었을 테고 그래서 수도 빠른 속도로 증가했겠죠. 이것이 2 단계예요.

다음으로 늑대 수는 증가했을 때보다 훨씬 빠른 속도로 감소하기 시작합니다. 쥐는 어디에서든 뒤를 쫓아오곤 하던 늑대에 대해 고민할 필요가 없이 다시 수가 회복되기 시작합니다. 이것이 3 단계죠. 물론 일단 쥐의 수가 완전히 회복되면 다시 1 단계로 가게 되고 주기가 새로 시작됩니다.

#### >> Organizing

1. In the lecture, the professor declares that cyclic population change has three separate phases.
2. In phase one, the wolves feed upon the large mice population, which rapidly increases the wolf population.
3. In phase two, there are too many wolves with a very small population of mice.
4. In phase three, the number of wolves starts dropping very quickly while the mice population begins recovering.
5. The professor notes that when the mice recover, the cycle promptly begins again with a return to phase one.



### >> Sample Response

In the lecture, the professor focuses on cyclic population change and declares it has three separate phases. First, the professor sets up a scenario where there are many mice yet few wolves in the forest. In phase one, the wolves feed upon the mice, which rapidly increases the wolf population. This leads to phase two, which is the state of having too many wolves with a very small population of mice. Finally, in phase three, the number of wolves starts dropping very quickly while the mice population begins recovering. The professor notes that the cycle promptly begins again with a return to phase one. The reading passage describes this exact same situation. It notes that ecosystems aren't static but are constantly changing. This is a mirror image of the changes in the wolf and mice populations, which are never constant but are constantly in states of imbalance.

교수는 강의에서 주기적 개체 수 변화를 중점적으로 설명하면서 세 단계가 있다고 말한다. 첫 번째로, 교수는 쥐는 많지만 늑대는 거의 없는 숲이라는 시나리오를 세운다. 1단계에서는 늑대가 쥐를 잡아먹어 늑대 수가 급증한다. 그렇게 되면 2단계로 가게 되는데 이 단계는 늑대 수는 대단히 많아지고 쥐는 아주 적어진다. 마지막 3단계에서는 늑대의 수는 아주 빠른 속도로 줄어들고 쥐의 수는 회복된다. 교수는 1단계로 돌아가면서 곧바로 또 다른 주기가 시작된다고 말한다. 지문에는 이와 정확하게 똑 같은 상황이 설명되어 있다. 다시 말해 생태계는 정적이 아니며 끊임없이 변하고 있다는 것이다. 이것은 늑대와 쥐의 개체 수 변화를 그대로 보여 주는 것으로 정적인 상태를 유지하는 대신 끊임없이 불균형 상태를 보인다.

## Unit 34. Short-term Memories

### >> Reading

**단기 기억** 매일매일 사람들은 수천 가지의 정보를 단기 기억으로 저장한다. 안타깝게도 많은 기억들은 잠시 동안만 기억되다가 곧 잊힌다. 심리학자들은 사람들이 단기 기억을 잊어버리는 두 가지 이유를 발견했다. 첫 번째 이유는 감퇴이다. 기억은 사용하지 않으면 감퇴, 즉 사라진다. 두 번째 이유는 간섭이다. 간섭은 새로운 기억이 뇌에 입력되어 다른 기억이 나가도록 만들기 때문에 일어난다. 이 두 가지 요소 때문에 사람들은 입력한 모든 단기 기억을 전부 유지하지는 못한다.

### >> Comprehension

1. People develop thousands of short-term memories everyday.
2. Many people forget their memories after a short period of time.
3. Decay, which is the slow fading away of memories, is the first reason why short-term memories disappear.
4. The second reason short-term memories disappear is interference, which happens when a new memory

entering the brain makes an old one disappear.

5. Because of decay and interference, people cannot keep every single short-term memory in their minds.

### >> Listening

Do you have a good short-term memory? You probably do for some things yet don't for others. So, what makes people suddenly forget their short-term memories? There are a couple of reasons.

I'm sure you've all been told something only, much to your chagrin, to forget it a couple of hours later. Perhaps your friend tells you his phone number, but you don't write it down. You might repeat it a couple of times and remember it with no problem, but, an hour or two later, you can't even recall the first digit. Why did this happen? You didn't use that knowledge, so the memory simply decayed. It went away from disuse.

Here's a personal example. I went to a bookstore last week to purchase two books I wanted. I had the list with me, but, when I got into the bookstore, I realized I'd forgotten the list in the car. Yet I still remembered the books' titles. However, before I could grab them, I ran into an old friend. We talked about a different book for a few minutes, and then my friend left. However, the only title I could remember was the book my friend and I had conversed about. This new memory was interfering with my ability to recall the names of the other two books.

여러분은 단기 기억이 좋은가요? 아마도 어떤 부분에서는 그렇고 또 다른 부분에서는 그렇지 못할 거예요. 그렇다면 왜 단기 기억을 갑자기 잊어버리게 되는 걸까요? 여기에는 두 가지 이유가 있어요.

대단히 유감스럽게도 여러분 모두 어떤 얘기를 들었는데 한두 시간 후에 잊어버린 기억이 있을 거예요. 어쩌면 친구가 전화번호를 알려 주는데 써 놓질 않겠지요. 여러분은 몇 번 반복해 보고 아무런 문제없이 기억을 할 거예요. 하지만 한두 시간이 지난 후에는 첫 번째 숫자조차 기억을 할 수 없을 거예요. 왜 이런 현상이 일어날까요? 그 지식을 사용하지 않았기 때문에 기억이 단순히 감퇴하는 것이죠. 사용되지 않아 사라지는 것입니다.

개인적인 사례를 들어 드리죠. 지난주에 사고 싶은 책이 두 권 있어 서점에 갔었어요. 목록을 가지고 있었는데 서점에 들어갔을 때 그 목록 표를 차에 두고 내린 걸 알았죠. 그래도 여전히 책 제목은 기억이 났어요. 하지만 책을 찾기 전에 우연히 옛 친구를 만났죠. 우리는 몇 분 동안 다른 책 얘길 했고 그 친구는 가 버렸죠. 하지만 생각나는 거라곤 그 친구와 얘기를 나누었던 책뿐이었어요. 이 새 기억이 다른 두 권의 책 제목을 기억하려는 능력을 간섭한 것이죠.

### >> Organizing

1. The professor notes there is more than one way for a person suddenly to forget a short-term memory.
2. His first example is of a person who is given a phone



number to remember yet neglects to write it down.

3. He forgets the number because it is an example of decay, which is when a memory slowly fades away from disuse.
4. The professor's second example involves going to a bookstore for two books.
5. He cannot remember the other books' titles because of interference, which is when new memories push old ones out of people's minds.

#### >> Sample Response

The professor notes there's more than one way for a person suddenly to forget a short-term memory. His first example is of a person who's given a phone number to remember yet neglects to write it down. Even though the person repeats the number at first, within a couple of hours, he's forgotten it. This relates to the reading passage in that it's an example of decay, which is when a memory slowly fades away from disuse. The professor's second example is a personal one. He discusses going to a bookstore for two books. At first, he remembers their titles, but he meets a friend there, and they start chatting about a different book. After the friend leaves, he can't remember the other books' titles. This represents the idea of interference as described in the reading passage. In interference, new memories push old ones out of people's minds.

교수는 사람들이 단기 기억을 갑자기 잊어버리는 데는 한 가지 이상의 방법이 있다고 말한다. 첫 번째 예는 기억해야 할 전화번호를 들고는 적지 않은 사람의 예이다. 처음에는 그 번호를 반복하지만 한두 시간 내에 잊어버린다. 이것은 기억이 사용되지 않을 경우 서서히 사라진다는 기억 감퇴의 예이다. 교수가 든 두 번째 예는 개인적인 예이다. 그는 두 권의 책을 사기 위해 서점에 간다. 처음에는 제목을 기억하지만 서점에서 친구를 만나 다른 책에 관해 이야기를 나누기 시작한다. 친구가 떠난 다음 그는 다른 책 제목을 기억할 수가 없다. 이것은 지문에서 설명한 기억 간섭의 예이다. 간섭에서는 새로운 기억이 옛 기억을 밀어내게 된다.

### Unit 35. Scent Marketing

#### >> Reading

향기 마케팅 일반적으로 점포들은 쇼핑객이 방문하건 보다 많은 제품을 구매하도록 만드는 방법을 연구한다. 한 가지 효과적인 방법이 향기 마케팅이다. 점포들은 쇼핑객들이 향기를 어떤 기억이나 심지어 느낌과 연결 짓는 경우가 종종 있다는 것을 알게 되었다. 연구에 따르면 향기에 따라서 사람들은 편안하다거나 이완된다거나 긴장된다거나 하는 많은 다른 느낌을 갖게 된다. 즐거운 기억을 불러일으키는 향기는 특히 효과적이다. 점포 내 여러 장소에 이러한 향기가 나게 함으로써 점포주들은 쇼핑객들이 이전에 구매할 것보다 무의식적으로 보다 많은 제품을 구매하도록 할 수 있다.

#### >> Comprehension

1. Stores often try to find ways to encourage shoppers to buy more of their products.
2. Scent marketing usually is successful at getting people to purchase more items.
3. People typically associate various feelings and memories with certain scents.
4. A scent might make someone feel comfortable, relaxed, or tense.
5. When the scent reminds the shopper of some feeling, the shopper is being subconsciously encouraged to purchase a product.

#### >> Listening

You've all probably visited the local department store only to be besieged by all of the different scents. Have you ever wondered why there are so many different scents? Well, it's called scent marketing, and it's the concept that various scents actually encourage people to shop more.

There was a study conducted a while back about the scents used in a department store. One store scented its entire women's clothing section with fragrances which were appealing to women. It also sprayed its men's clothing section with aromas that men found to be pleasing. Interestingly, it doubled the number of clothes that it sold. In a nutshell, both men and women, since they were attracted to those smells, associated the clothes with those fragrances and made more purchases than they normally would have.

There was also a survey about running shoes that was conducted recently. I think you'll find the results fascinating. Well, more often than not, people preferred for the running shoes they purchased to have some kind of fragrance. Furthermore, they actually expected to pay more money—around ten dollars in most cases—for the shoes that smelled nicer. So, not only do smells encourage people to spend more, but they also get people to pay more for the same products.

여러분은 아마도 인근에 있는 백화점에 갔다가 온갖 향기에 사로잡혀 본 기억이 있을 거예요. 왜 그렇게 많은 향기가 있는지 궁금해 해 봤나요? 음, 그것은 향기 마케팅이라고 하는데, 실제로 다양한 향기가 사람들에게 하여금 쇼핑을 더 많이 하도록 만든다는 생각이지요.

얼마 전에 백화점에서 사용하는 향기에 관한 실험을 한 적이 있었어요. 한 점포에서는 전체 여성복 코너를 여성들에게 매력적인 향기로 채웠죠. 또 남성복 코너는 남성들에게 매력적인 향기가 나게 했죠. 흥미롭게도 이전 매출의 두 배에 가까운 매출을 기록했어요. 한 마디로 남자전 여자전 그러한 향기에 끌리기 때문에 옷은 향기와 연상시키고 그래서 보통 때보다 더 많은 구매를 했던 것입니다.



또한 최근에 실시한 운동화에 관한 조사도 있었어요. 결과가 흥미롭게 들릴 거예요. 음, 사람들은 흔히 구매한 운동화에서 어떤 향기가 나는 것을 좋아해요. 뿐만 아니라 실제로 향기가 더 좋은 신발값으로 대부분의 경우 10달러 정도 더 낼 용의도 있죠. 그래서 향기는 사람들로 하여금 더 많은 구매를 하도록 하기도 하지만 동일한 제품에 대해 더 많은 돈을 지불하도록 만들기도 합니다.

#### >> Organizing

1. The lecturer mentions that department stores often overwhelm their customers with smells because of a concept known as scent marketing.
2. A department store once sprayed fragrances attractive to men and women in the men's and women's clothing sections respectively.
3. The end result was that clothing sales at the store doubled.
4. The lecturer relates that many people actually want their running shoes to have some kind of a fragrance.
5. She also notes that customers are willing to pay more money for the privilege of having scented running shoes.

#### >> Sample Response

The lecturer mentions that department stores often overwhelm their customers with smells because of a concept known as scent marketing. According to the reading, scent marketing recognizes that people associate certain feelings with different smells. Therefore, by using the proper smells, stores can entice their customers to make more purchases. This is exactly what the lecturer describes. In the first example, she notes that a department store once sprayed fragrances attractive to men and women in the men's and women's clothing sections respectively. The end result was that clothing sales at the store doubled. The second example concerned a survey on running shoes. The lecturer relates that many people actually want their running shoes to have some kind of a fragrance. She also notes that they are willing to pay more money for this privilege. This once again shows the importance of scent marketing in shopping.

교수는 향기 마케팅이라고 알려진 마케팅 방법 때문에 백화점에 가면 종종 온갖 향기로 둘러싸인다고 말한다. 지문에 따르면 향기 마케팅은 사람들이 여러 가지 냄새들을 어떤 느낌과 연결 짓는다고 한다. 그래서 적절한 향기를 사용할 경우 점포에서는 고객들로 하여금 보다 많은 제품을 구매하도록 할 수 있다. 교수는 정확히 이와 똑 같은 얘기를 한다. 첫 번째 예에서, 교수는 백화점에서 한 번은 남성복과 여성복 코너에 각각 남성과 여성에게 매력적인 향기를 뿌렸다고 말한다. 그 결과 점포의 의류 매출이 배로 뛰었다. 두 번째 예는 운동화에 관한 것이다. 교수는 많은 사람들이 실제로 운동화에서 어떤 향기가 나기를 바란다고 말한다. 또한 사람들이 이러한 장점이 있다면 보다 많은 돈을 지불할 용의가 있

다고 말한다. 이 또한 쇼핑에서의 향기 마케팅의 중요성을 보여준다.

## Unit 36. Fixed Action Patterns

### >> Reading

**고정 행동 양식** 동물과 인간은 때로 일단 한번 시작하면 사실상 그만둘 수가 없는 행동을 하게 된다. 예를 들어, 어떤 동물이 의식적으로 그리고 자동적으로 예상 가능한 반응을 하게 만드는 자극을 받을 수 있다. 이러한 반응을 고정 행동 양식이라고 한다. 교미 춤은 이것의 예이다. 종종 암컷을 보기만 해도 수컷은 교미 춤을 추게 되는데 일단 춤이 시작 되면 끝까지 추게 된다. 고정 행동 양식은 동물의 경우가 더 일반적이긴 하지만 인간의 경우에도 있다. 예를 들어, 다른 사람이 하품을 하는 것을 보게 되면 근처에 있는 사람도 종종 따라서 하품을 하게 된다.

### >> Comprehension

1. The passage notes that some actions cannot be stopped by animals once they have begun.
2. A fixed action pattern is a predictable, yet automatic, response to a specific stimulus.
3. A mating dance is an example of a fixed action pattern.
4. Fixed action patterns are more common in animals than in humans.
5. Yawning is an example of a human fixed action pattern.

### >> Listening

Sometimes, we have no choice in how we respond to something. Like yawning. If I talk about it... See. Look how many of you yawned just now. That's called a fixed action response. It's more common in animals of, well, lower intelligence, than in humans though. Let me illustrate it with a couple of examples.

The male stickleback fish gets a bright red and blue belly during its breeding season. Well, it's a very aggressive fish, so, if it sees another male with a red stomach, it'll attack that male. However, if you put a red ball near a stickleback, it'll attack the red ball, too. You see, it automatically responds to the presence of anything red by attacking. That action is fixed for the stickleback.

The graylag goose provides another example of a fixed action response. These birds sit on their eggs before they hatch. However, sometimes an egg might roll out of the nest. The mother goose simply rolls the egg back into the nest with her long neck and beak. Now, if someone takes the egg away, the goose will continue trying to push an imaginary egg back into her nest. Additionally, if there are any egg-like objects nearby—marbles, stones, or whatever—the goose will try rolling them into her nest as well.



때로는 어떤 것에 달리 반응을 하지 못하는 경우가 있어요. 하품이 그런 예이죠. 하품 얘기를 하니까 빙글 몇 명이나 하품을 했는지 보세요. 이것은 고정 행동 반응이라고 해요. 하지만 이것은, 흠, 인간의 경우보다는 지능이 낮은 동물들에게서 더 자주 일어납니다. 두 가지 예를 들어 드려요.

가시고기 수컷은 짝짓기 기간에 배가 선명한 붉은 색과 파란 색을 띠니다. 흠, 가시고기는 공격성이 대단히 높아서, 배가 빨간 다른 수컷을 보면 그 수컷을 공격합니다. 하지만 가시고기 근처에 빨간 공을 놓아도 빨간 공을 공격합니다. 가시고기는 빨간 것을 보기만 하면 자동적으로 공격을 하죠. 이것이 가시고기의 고정 행동입니다.

회색기러기는 고정 행동 양식을 보여주는 또 다른 예입니다. 이 새는 알을 낳기 전에 알 위에 앉습니다. 하지만 때로는 알이 동지 바깥으로 굴러 나오기도 합니다. 어미 기러기는 긴 목과 부리를 사용해 알을 다시 둥지로 굴러 넣습니다. 그런데 누군가가 알을 가져가면 기러기는 상상의 알을 동지 안으로 굴러 넣으려고 계속 애를 씁니다. 또한 근처에 알처럼 생긴 것이면 구슬이건, 돌맹이건 간에 상관없이 기러기는 그것을 동지 안으로 굴러 넣으려고 합니다.

#### >> Organizing

1. The professor begins her lecture by mentioning that fixed action responses are more common in animals than in humans.
2. She states that the male stickleback fish's stomach turns red during its breeding season.
3. The male stickleback fish will attack anything red it sees.
4. The graylag goose uses its long neck and beak to roll any eggs out of its nest back into it.
5. Should an egg disappear, the goose will pretend to roll an imaginary egg into the nest, and if it sees something egg-shaped, it will roll that into its nest, too.

#### >> Sample Response

The professor begins her lecture by mentioning that fixed action responses are more common in animals than in humans. She reinforces this by providing two examples of this behavior. She states that the male stickleback fish's stomach turns red during its breeding season and that it'll attack other red-bellied males upon sight. However, it'll also attack a red ball or anything else red it sees. Likewise, the graylag goose uses its long neck and beak to roll any eggs out of its nest back into it. But, should an egg disappear, the goose will pretend to roll an imaginary egg into the nest. Also, if it sees something egg-shaped, it'll roll that into its nest. These are both examples of fixed action responses. They are actions done in response to certain stimulations. The animals have no control over how they act but simply do so automatically.

교수는 고정 행동 양식이 인간보다는 동물의 경우에 더 흔하다는 말로 강의를 시작한다. 그녀는 그 사실을 뒷받침하기 위해 이러한 행동 양식

의 두 가지 예를 든다. 가시고기 수컷은 짝짓기 기간에 배가 빨갛게 되는데 빨간 배를 한 다른 수컷을 보기만 하면 공격한다는 예를 든다. 그런데 빨간 공이나 눈에 띄는 빨간 것이면 무엇이건 간에 공격을 한다. 마찬가지로 회색기러기는 긴 목과 부리를 사용해 동지 바깥에 있는 알을 전부 굴러 넣는다. 만약 알 하나가 없다면 상상의 알을 동지 안으로 굴러 넣는 것처럼 행동한다. 또한 알처럼 생긴 어떤 것이라도 보게 되면 동지 안으로 굴러 넣는다. 이 두 가지 예는 전부 고정 행동 양식을 보여준다. 고정 행동 양식은 특정 자극에 대한 반응을 말한다. 동물들은 행동에 대한 통제를 하지 못하고 자동적으로 그렇게 한다.

## Unit 37. Creative Categorization

### >> Reading

창조적 범주화 마케팅 전문가들은 고객들이 제품을 구매하도록 하기 위해 최선을 다한다. 종종 어떤 이유로건 대다수 사람들에게 매력적이지 못한 제품과 마주치게 되면 판매자는 간단히 범주화 바꾼다. 이것을 창조적 범주화라고 한다. 이렇게 함으로써 판매자는 제품을 보다 끌리게 만든다. 창조적 범주화의 두 가지 일반적인 방법은 제품의 가격이나 디자인을 바꾸는 것이다. 그렇게 할 경우 해당 제품은 대다수 사람들에게 매력적인 제품이 된다.

### >> Comprehension

1. Marketers attempt to get people to buy their products.
2. Marketers change the category of their products in these cases.
3. Creative categorization is making a product more appealing by changing the category in which it is included.
4. Marketers often alter either the price or design of a product to change its category.
5. The end result of creative categorization is that the product often develops mass appeal.

### >> Listening

Imagine you're a marketing executive and you have some products to sell. There may even be a huge section of society which doesn't purchase your products. Well, there are a couple of ways to break into that market.

You might try changing the price of your product. Did you know, for example, that watches were once regarded as expensive pieces of jewelry? Timepieces used to cost too much for most people. But most of you have watches, right? What happened? Well, one brilliant marketer started touting watches as fashion accessories. Sales of watches leaped dramatically. You can get watches for less than ten dollars nowadays, and they come in all kinds of styles. By changing the category into which watches fell, they began appealing to a greater number of people.



Here's another. Think about cell phones. At first, their use was limited, and only rich people or businessmen used them. However, companies began marketing them to the masses. Now you've got kids and grandparents with cell phones these days. Does a six-year-old kid need a phone? Not at all. But marketers have made it so that phones are no longer outrageously expensive. Likewise, they aren't considered tools only for the rich or for businessmen anymore. They're fashion devices now, almost like accessories for many people.

여러분이 영업 간부인데 판매를 해야 하는 제품이 있다고 해 봅시다. 아마도 여러분의 제품을 구매하지 않는 수많은 사람들이 있을 거예요. 자, 그 시장에 침투해 들어가는 두 가지 방법이 있어요.

제품의 가격을 바꾸는 방법이 있어요. 예를 들어 시계가 한 때는 비싼 귀금속으로 간주되었다는 사실을 알고 있나요? 과거에는 시계가 너무 비싸 대부분의 사람들이 구매할 수가 없었죠. 하지만 여러분 대부분이 시계를 갖고 있을 거예요. 어떻게 된 일일까요? 음, 한 탁월한 판매자가 시계를 패션 액세서리로 권하기 시작했죠. 시계 판매는 급증했어요. 요즘에는 10달러도 안 되는 가격에 시계를 살 수가 있고 온갖 스타일의 시계가 나옵니다. 시계가 해당되는 범주를 바꿈으로써 보다 많은 사람들이 끌리기 시작한 거죠.

또 다른 예가 있습니다. 핸드폰을 생각해 보기 바랍니다. 처음에는 사용자가 상당히 제한되어 부유층 사람이나 사업가들만 핸드폰을 사용했어요. 하지만 핸드폰 회사들은 대중들에게 마케팅을 하기 시작했어요. 요즘에는 애들이나 할머니, 할아버지도 핸드폰이 있어요. 6살짜리 애가 핸드폰이 필요할까요? 천만에요. 하지만 핸드폰 가격을 예전만큼 비싸지 않게 책정해 이런 현상이 가능해졌죠. 마찬가지로 핸드폰은 더 이상 부유층이나 사업가들의 전유물로 간주되지 않습니다. 이제 핸드폰은 많은 이들에게 액세서리와 마찬가지로 패션의 한 품목입니다.

### >> Organizing

1. The subject of the talk is how marketing executives can transform a product with low appeal to one that has mass appeal.
2. The professor states that watches actually used to be very expensive and were considered jewelry.
3. This changed when marketers began promoting them as fashion accessories, so now they are both cheap and prevalent.
4. The professor declares that cell phones were once used exclusively by rich people and businessmen.
5. Now even young children and the elderly have cell phones, often as fashion accessories.

### >> Sample Response

The subject of the talk is how marketing executives can transform a product with low appeal to one that has mass appeal. The professor states that watches actually used to be very expensive and were considered

jewelry. However, this changed when marketers began promoting them as fashion accessories, so now they're both cheap and prevalent. The second example given is that of cell phones. The professor declares that they were once expensive and used exclusively by rich people and businessmen. However, once companies began marketing them to the masses, now even young children and the elderly have them, often as fashion accessories. As described in the reading, these are both examples of creative categorization. The reading mentions that this is putting an existing product into a new category, often by changing its price or design, in order to make it attractive to more people.

수업의 주제는 어떻게 마케팅 간부들이 호소력이 없는 제품을 호소력 있는 제품으로 변화시키는가 하는 것이다. 교수는 과거에는 시계가 매우 비쌌기 때문에 귀금속으로 간주되었다고 말한다. 하지만 판매자들이 시계를 패션 액세서리로 홍보하기 시작하면서 이런 생각에 변화가 생겼고 지금은 시계가 값도 저렴하고 널리 애용되고 있다. 두 번째 예는 핸드폰이다. 교수는 핸드폰이 한때는 가격도 비쌌는데다 부유층이나 사업가들의 전유물로 간주되었다고 말한다. 하지만 일단 핸드폰 회사들이 대중을 상대로 마케팅을 시작하자 지금은 어린 애들이나 노년층도 핸드폰이 있으며 종종 패션 액세서리로 간주된다. 지문에서 설명된 대로 이 두 가지 다 창조적 범주화의 예이다. 지문에는 창조적 범주화가 기존 제품을 보다 많은 사람들에게 매력적으로 보이게 하기 위해 종종 가격이나 디자인을 바꾸어 새로운 범주에 넣는 것이라고 말한다.

## Unit 38. Process Explanation

### >> Reading

**과정 설명** 누군가에게 어떤 행동을 하는 방법을 설명해 주는 것을 과정 설명이라고 한다. 과정 설명을 하는 데는 두 가지 방법이 있다. 두 가지 중 첫 번째는 지시적 과정 설명이다. 이 방법은 어떤 일을 하는 방법을 단계별로 설명하는 것이다. 두 번째 방법은 정보 과정 설명이다. 이 설명 방법은 일반적으로 주제에 대한 정보만 제공하고 실제로 그것을 하는 법은 설명해 주지 않는다.

### >> Comprehension

1. Process explanation is telling a person how to do something.
2. Directive process explanation is giving a person step-by-step instructions on how to do something.
3. Directive process explanation can be accomplished with either spoken or written instructions.
4. The second kind mentioned is information process explanation.
5. In information process explanation, the person merely gives some information on the topic but does not explain how to do anything.



### >> Listening

We all have things we don't comprehend or know how to do. In these cases, we require explanations to learn the steps involved in doing them. When a person provides that explanation, he can do so in a couple of different ways.

For example, I bought a cell phone the other day. I'm somewhat, uh, technologically challenged, so I had no clue as to how to use it. I could make and receive calls, but that was about it. I wanted to save some numbers on my telephone so that I wouldn't have to remember them, but I didn't know what to do. One of my friends then showed me exactly how to do it. He took me through it step by step and made sure that I could do it by myself before he took off.

Later that night, I was watching an educational channel on television. There was a program about cell phone technology and how it's improving our lives. That show imparted a whole lot of knowledge about cell phones; however, by the end of the program, I still had no idea how to operate my phone. Sure, I knew all about the theory in how they work. I had the information. But the program never explained the process of actually using a cell phone.

우리는 누구나 이해하지 못하거나 하는 법을 모르는 것이 있습니다. 이 경우에 그것을 하는데 필요한 단계를 배우기 위한 설명이 필요합니다. 이 설명을 하기 위해서는 두 가지 방법을 사용할 수 있습니다.

한 가지 예로, 저는 며칠 전에 핸드폰을 구입했습니다. 저는 약간 기계 치이기 때문에 사용법을 전혀 몰랐습니다. 전화를 걸고 받을 수는 있었지만 그것 이상 할 수 있는 게 없었죠. 전화번호를 기억할 필요가 없도록 핸드폰에 전화번호를 저장하고 싶었는데 방법을 몰랐죠. 친구 한 명이 하는 방법을 정확하게 시범을 보여주었죠. 친구는 단계별로 설명을 하고는 떠나기 전에 제가 혼자서 할 수 있는지를 확인했어.

그 날 밤, 저는 텔레비전에서 교육 방송을 보고 있었어요. 핸드폰 기술 및 핸드폰이 우리 삶을 어떻게 향상시켰는지에 대한 프로그램이었죠. 그 프로그램에는 핸드폰에 관한 온갖 정보를 보여 주었어요. 하지만 프로그램이 끝날 때쯤 저는 핸드폰 사용법에 대해서는 여전히 아는 게 없었어요. 핸드폰의 작동 원리에 대해서는 확실히 알았죠. 정보가 있었으니까요. 하지만 그 프로그램은 핸드폰을 실제로 사용하는 과정에 대해서는 단 한 번도 언급하지 않았습니.

### >> Organizing

1. According to the professor, people often need an explanation when they do not understand something.
2. The professor wanted to save some numbers on his cell phone but did not know how.
3. The professor's friend showed him how to save numbers on his phone step by step.
4. The show talked about cell phones; however,

ultimately, the professor still had no idea how to use his phone.

5. He knew the theory behind how cell phones work but could not put it into practice.

### >> Sample Response

During the lecture, the professor talks about what people typically do when they don't understand something. The professor's first example is of a cell phone he recently bought. He wanted to save some numbers on it but didn't know how. His friend showed him how to do it step by step. The professor's example is connected to the reading in that it's an example of directive process explanation. When using this method of explanation, a person explains all the steps involved in doing something. The second example concerns a program on cell phones the professor watched. The show talked about cell phones; however, ultimately, he still had no idea how to use his phone. He knew the theory behind it but couldn't put it into practice. This relates to the reading in that it's an example of information process explanation, which talks about a topic but does not actually explain it.

교수는 강의 중에 일반적으로 사람들이 무엇인가를 이해하지 못하는 경우 어떻게 하는지에 대해서 말한다. 교수가 든 첫 번째 예는 자신이 최근에 구입한 핸드폰이다. 그는 핸드폰에 번호를 저장하고 싶었지만 방법을 몰랐다. 친구가 저장 방법을 단계별로 설명해 주었다. 교수가 든 예는 지문에서 말한 지시적 과정 설명의 예이다. 이 설명 방법에서는 어떤 것을 하는 것과 관련한 모든 단계를 설명한다. 두 번째 예는 교수가 시청했던 핸드폰에 관한 방송과 관련이 있다. 그 방송은 핸드폰을 다뤘다. 하지만 교수는 마지막에도 핸드폰 사용법을 알지는 못했다. 그는 핸드폰에 관한 이론은 알았지만 그것을 실행하지는 못했다. 이것은 지문에서 말한 정보 과정 설명의 예에 해당한다. 이 방법은 어떤 주제에 대해 다루지만 실제로 설명을 해 주지는 않는다.

## Unit 39. Competence Stages

### >> Reading

자질 단계 사람들은 여러 기술에 대한 다양한 수준의 자질을 갖고 있다. 사람들이 가진 기술 수준은 종종 의식적 자질과 무의식적 자질의 두 단계로 나누어진다. 의식적 자질 단계에서는 무엇인가를 하는 방법을 알거나 적어도 그 이론을 이해한다. 하지만 이 행동을 할 때는 실수만 하지 않기 위해 대단히 집중을 해야 한다. 무의식적 자질 단계에서는 일반적으로 어떤 행동을 하는데 대단히 능숙하다. 사실 그 사람은 종종 이 행동을 할 때 생각을 하거나 집중을 할 필요조차 없다.

### >> Comprehension

1. People have different skill levels depending upon what they are doing.



2. The two stages of skill levels are conscious and unconscious competence.
3. Conscious competence is knowing how to do something but having to focus on doing it.
4. Unconscious competence is having a high skill level at doing something.
5. A person with a conscious competence at something must pay close attention while doing it, but a person with unconscious competence can do it almost automatically.

#### >> Listening

Everyone's got activities you're good at and others that you don't perform so well. You have, therefore, reached varying levels of competence at these activities. So, are you consciously or unconsciously competent at them? Let's find out.

I'll use some personal examples to illustrate what I mean. Yesterday, I was typing up a manuscript in my office when the phone rang. I was in a hurry because of a deadline, but this phone call was important. So, I kept typing away as I talked. Unfortunately, I'm not a good typist. I need to focus a lot when typing. After chatting for ten minutes, I looked at the computer screen. It was filled with errors. You see, I'm at the conscious competence stage for typing. I can't do it well unless I concentrate.

While driving home that same day, I got another phone call. I've been driving for years, so I'm pretty good. As I was on the phone, someone cut into my lane, but, without even thinking, I swerved away and avoided the car. Then, a kid ran into the middle of the road. Without thinking, I slammed on the brakes. All this happened while I was on the phone. Driving has become second nature to me, so I'm at the unconscious competence stage of it.

사람마다 자신은 잘 하지만 다른 사람들은 잘 못하는 무엇인가가 있을 거예요. 그래서 사람들은 이런 활동에서 다양한 단계의 자질을 갖게 됩니다. 그렇다면 여러분은 그것에 대한 의식적 자질을 갖고 있을까요 아니면 무의식적 자질을 갖고 있을까요? 한번 알아보기로 하죠.

무슨 말인지 설명하기 위해 개인적인 예를 들어보도록 하겠어요. 어제 제가 사무실에서 원고를 타이핑을 하고 있는데 전화벨이 울렸죠. 저는 마감 기한 때문에 쫓기고 있었지만 걸려온 전화는 중요한 전화였어요. 그래서 저는 말을 하면서 타이핑을 계속 했죠. 안타깝게도 저는 타이핑 실력이 그렇게 좋지 못해요. 타이핑을 할 때 집중을 많이 해야 하는 편이죠. 10분 동안 통화를 하고 나서 컴퓨터 화면을 봤더니 오타투성이였죠. 저의 경우 타이핑에서는 의식적 자질 단계에 있다고 볼 수 있어요. 집중을 하지 않으면 잘 할 수가 없으니까요.

같은 날 집에까지 운전을 하면서 또 다른 전화를 받았어요. 저는 운전

경력이 여러 해나 되기 때문에 운전이 꽤 능숙합니다. 전화 통화를 하는 중에 누군가 제 앞으로 끼어들기를 하더군요. 그런데 생각도 않은 상태로 방향을 틀어 그 차를 피했어요. 그러자 어린 아이 한 명이 길 한가운데로 뛰어 들어 왔어요. 아무 생각도 않은 상태에서 브레이크를 밟았죠. 이 모든 일들이 제가 통화를 하는 중에 일어난 일이에요. 제게 있어 운전은 제 2의 천성이어서 저의 경우 운전에 관한 한은 무의식적 자질 단계에 있다고 할 수 있어요.

#### >> Organizing

1. The professor tells the class she was typing on a manuscript in her office.
2. The phone rang, so she tried talking and typing simultaneously.
3. She is not a competent typist, so she made many mistakes.
4. While driving home, a car swerved in front of her, yet she avoided it, and then a child ran into the street, but she stopped before hitting him.
5. She failed to have an accident because, in the professor's words, "Driving has become second nature."

#### >> Sample Response

The topic of the lecture is the different stages of competence people possess. The professor tells the class she was typing on a manuscript in her office. However, the phone rang, so she tried talking and typing simultaneously. Unfortunately, she's not a competent typist, so she made many mistakes. She next describes her drive home while talking on her phone. A car swerved in front of her, yet she avoided it. Then a child ran into the street, but she stopped before hitting him. She failed to have an accident because, in the professor's words, "Driving has become second nature." Both of the professor's examples relate to the reading because they describe stages of competence. She has a conscious competence at typing; therefore she must pay attention lest she do it poorly. But she has an unconscious competence at driving, so she can do it without even thinking.

교수의 주제는 사람들이 가진 자질의 두 가지 단계이다. 교수는 학생들에게 사무실에서 원고 타이핑을 하고 있었다고 말한다. 그런데 전화가 울렸고 통화를 하면서 동시에 타이핑을 했다. 안타깝게도 그녀는 타이핑을 잘 하는 편이 아니어서 오타가 많이 나왔다. 그런 다음 그녀는 통화를 하면서 집까지 운전을 했던 일을 설명한다. 차 한 대가 그녀의 차 앞으로 끼어들었지만 그녀는 그 차를 피했다. 그런 뒤에는 어린 아이가 도로로 뛰어 들었고 그녀는 브레이크를 밟아 아이를 치지 않았다. 그녀는 자기의 말을 정리하면 "운전은 제 2의 천성"이었기 때문에 사고를 피할 수 있었다. 교수가 든 예는 두 가지 다 자질의 단계를 보여주기 때문에 지문과 관련이 있다. 그녀는 타이핑에서는 의식적 자질을 갖고 있어



서 실수를 하지 않으려면 집중을 해야 한다. 하지만 운전 관해서는 무의식적 자질 단계에 있기 때문에 생각을 않고도 할 수 있다.

## Unit 40. Paradoxes of Choice

### >> Reading

**선택의 역설** 역설이란 사실처럼 보이지만 그 안에 명백한 모순이 있는 진술을 말한다. 역설에는 여러 가지가 있다. 그 중의 하나가 선택의 역설이다. 이 역설에서는 사람들이 종종 선택의 종류가 많아서 선택을 하는 실제 과정이 자유롭지가 않고 사실상 스트레스를 준다. 사람들은 종종 그렇게 많은 선택의 여지가 있어서 기쁘다고 말하지만 사실은 어떤 선택을 해야 함으로써 다른 어떤 것을 선택하지 못한다는 불만을 가지 오게 된다. 이 경우 너무 많은 선택권이 있다는 것이 자유를 주기보다는 부담이 된다.

### >> Comprehension

1. A paradox is something that appears to be true yet has some aspect that makes it seem false.
2. A paradox of choice is being pleased to have many choices yet ultimately being unable to make a choice because of the sheer number of them.
3. People often act happy to have a large number of choices.
4. When people must make a choice, they often complain about having to do so.
5. The result of having to choose is that the process becomes a burden to them.

### >> Listening

Nowadays, everyone talks about how they have more choices than ever before. But... Is this a good thing? It may seem like a paradox, but, having so many choices is not necessarily positive.

Many people talk about the freedom having so many choices gives them. They say it's so nice to get to choose from a wide range of selections. But you know what? That's not always true. Last night, I took my daughter down to the mall to buy some blue jeans. Apparently, there are tons of different brands and styles of blue jeans out there. At first, my daughter thought all those choices were great. However, soon she realized it was something of a burden. She had so many options that she couldn't make up her mind. That's quite the paradox, isn't it?

Here's another. My wife and I were trying to decide what to order for dinner last night. Our town has so many different kinds of restaurants that deliver. Unfortunately, that makes choosing difficult at times. We talked for about thirty minutes but couldn't decide on anything. In

the end, it caused us so much stress that we just ordered the simplest thing and got a pizza. Of course, neither one of us was happy, but that's how paradoxes work sometimes.

요즘에는 누구나 예전보다 더 많은 선택권이 생겼다고 말합니다. 하지만 이것이 좋기만 한 일일까요? 역설로 들릴지 모르겠지만 선택권이 많다는 것이 반드시 좋은 것만은 아닙니다.

많은 사람들이 많은 선택이 있으므로 해서 자유가 생긴다고 말합니다. 여러 가지 선택 사항 중에서 선택을 할 수 있어서 너무 좋다고 말합니다. 하지만 사실은 어떨까요? 반드시 그렇지 만도 않습니다. 지난 밤 저는 딸에게 청바지를 사 주러 쇼핑몰로 갔습니다. 분명히 거기에는 수백 가지 상표의 수백 가지 디자인이 있었어요. 처음에는 선택의 여지가 그렇게 많다고 딸은 좋아했어요. 하지만, 그녀는 그것이 일종의 부담이라는 것을 깨달았어요. 선택의 여지가 너무 많았기 때문에 결정을 할 수가 없었죠. 어떻게 보면 역설이라고 할 수 있겠지요?

또 한 가지 예를 들어 드리겠습니다. 아내와 저는 지난밤에 저녁으로 무얼 시켜 먹을까 고민을 하고 있었어요. 우리 동네에는 배달이 가능한 식당이 너무 많거든요. 안타깝게도 때로는 그 때문에 선택이 어려워지기도 해요. 우리는 약 30분간을 이야기했는데도 결정을 내릴 수가 없었습니다. 마지막엔 너무 스트레스를 받아 가장 간단한 피자로 결정을 봤죠. 물론 우리 둘 다 만족하지 못했고 때로는 그렇게 역설이 통하기도 합니다.

### >> Organizing

1. The lecturer claims people are often happy to have so many choices, but they soon discover that making them is difficult.
2. The lecturer says he and his daughter went shopping for jeans the previous night.
3. His daughter was initially pleased by all the choices; however, having to choose became burdensome, so she was unable to make up her mind.
4. The lecturer and his wife were trying to decide what to eat for dinner.
5. Because of all the choices, they could not decide after much discussion, so they settled on something that made neither happy.

### >> Sample Response

The lecturer gives a talk on paradoxes. He claims people are often happy to have so many choices, but they soon discover that making them is difficult. The lecturer says he and his daughter went shopping for jeans the previous night. She was initially pleased by all the choices; however, having to choose became burdensome, so she was unable to make up her mind. The second story related is of the lecturer and his wife trying to decide what to eat for dinner. Because of all the choices, they couldn't decide after much discussion, so they settled on something that made neither happy. Both instances



are examples of paradoxes of choice. The reading states that this is a situation where a person is at first pleased to have many choices but then becomes frustrated or stressed out by having to make a definite choice.

교수는 역설에 관해 말한다. 그는 사람들이 종종 선택의 여지가 많아서 행복해하지만 얼마 지나지 않아 결정을 내린다는 것이 어렵다는 것을 알게 된다고 말한다. 교수는 전날 밤 딸과 함께 청바지를 사러 쇼핑을 갔다. 그녀는 처음에는 선택의 여지가 많아 좋아했다. 하지만 선택을 하는 게 부담스러워져 결정을 내리지 못했다. 두 번째 이야기는 교수와 교수의 아내가 저녁 식사로 무엇을 주문할지 고민을 했던 예이다. 선택의 여지가 너무 많아 오랜 동안 토론을 하고도 결정을 내릴 수가 없어서 결국 두 사람 다 만족스럽지 않은 선택을 했다. 두 경우 다 선택의 역설을 보여주는 예이다. 지문에는 이것이 사람들이 처음에는 다양한 선택권이 있어 좋아하다가 한 가지 확실한 결정을 내리야 한다는 것 때문에 좌절하거나 스트레스를 받게 되는 상황이라고 말한다.

## Chapter 5 Conversation

### Sample iBT Question

#### Listening

M: 에저스 교수님, 문제가 생겼는데 좀 도와주실 수 있을까요?

W: 물론이죠, 무슨 일이죠?

M: 교수님도 아시는 것처럼 전 복수 전공이어서 대부분의 다른 학생들보다 해야 하는 게 더 많아요. 다음 주까지 두 강의에 두 개의 보고서를 제출해야 하는데 그렇게 짧은 시간에 해 내기엔 너무 부담이 커서요.

W: 두 보고서 중의 하나가 내 문학 수업 보고서죠?

M: 예, 맞아요. 다른 보고서는 역사 강의 보고서예요.

W: 마지막 순간까지 기다리는 대신 오늘 밤 문학 보고서를 쓰기 시작하는 게 어때요? 그런 뒤 다음 주에 나머지 보고서를 쓰면 되잖아요?

M: 저도 그러고 싶는데 다른 수업에 임여기야 하는 분량이 많아요. 그래서 그걸 먼저 해야 해요.

W: 그렇다면 두 보고서에 같은 주제를 고르도록 해 봐요. 그러면 보고서 하나를 써서 양쪽 수업에 제출하면 되잖아요. 저한테 문제될 건 없어요.

M: 흠... 그렇게 하기 전에 골드버그 교수님께 여쭙 봐야겠어요. 아마 좋아하지 않으실 거예요. 다른 학생이 똑 같은 문제로 상의 드린 적이 있는데 허락을 안 하셨다고 들었어요.

#### Sample Response

남자의 문제는 다음 주까지 제출해야 하는 보고서가 두 개나 있는데 마

무리를 할 만한 시간이 충분하지 않다는 것이다. 여자가 하는 제안은 오늘 밤에 문학 보고서를 시작해서 마지막 순간에 두 보고서를 다 써야 하는 상황을 만들지 말라는 것이다. 나도 이 의견에 동의하는데 그렇게 해야 남자가 가진 시간을 제대로 활용할 수 있기 때문이다. 남자가 오늘 밤부터 작업을 시작한다면 분명히 두 보고서를 다 제 시간에 끝마칠 수 있을 것이다. 매일 조금씩만 쓰더라도 시간을 보다 효과적으로 사용할 수 있다. 또한 다른 수업의 읽기 과제에 대해 그렇게 걱정해서는 안 된다. 그는 읽기 과제보다 성적과 관련된 과제를 우선시해야 하고 제 시간 안에 마무리 할 수 있도록 최대한 빨리 보고서를 쓰기 시작해야 한다.

### Unit 41. Student Life I

#### >> Listening

M: Hey, Jennifer, why are you still here? I thought you were going to pick your friend up from the airport right now. Aren't you going to be late?

W: Yeah, well, I was going to drive there, but my car got a flat tire. I'm not sure what I should do now.

M: Why don't you take a taxi to get there and back? It should get you to the airport in plenty of time if traffic isn't heavy.

W: That's not a bad idea, but do you know how much two taxis will set me back? They're expensive. I've only got a few dollars left, and payday isn't for a couple of days. I don't know if I could afford them.

M: Well, what are you going to do then?

W: Hey, I've got an idea. I could always ask my roommate Stephanie if I could borrow her car. Then I could drive there by myself.

M: You could do that, but I heard Stephanie talking about how she is going out shopping after school today. I'm sure she's going to need her car to do that.

W: Oh, right. Well, the plane lands in a little less than an hour. I've got to do something quickly.

M: 안녕, 제니퍼, 왜 아직 여기에 있니? 지금쯤은 친구를 태우러 공항에 갔을 줄 알았는데, 안 늦었니?

W: 그게 말이야. 음, 공항에 갈 생각이었는데 차가 펑크가 났어. 어떻게 해야 할지 모르겠어.

M: 택시를 타고 공항에 갔다 오면 되잖아. 차만 안 막히면 공항까지 충분히 시간 안에 갈 수 있어.

W: 좋은 생각이긴 한데, 공항까지 택시로 왕복 요금이 얼마나 되는지 아나? 엄청 비싸. 그런데 난 수중에 몇 달러밖에 없고 월급날도 며칠 남았어. 그 돈을 감당할 수 있는지도 모르겠어.

M: 흠, 그러면 어떻게 할 생각이니?

W: 좋은 수가 있어. 언제고 룸메이트인 스테파니에게 차를 빌려줄 수 있는지 물어보면 돼. 그러면 내가 운전하고 가면 되잖아.

M: 그것도 괜찮은 방법이지만 한데 오늘 밤과 후에 쇼핑을 갈 계획이라고 말하는 걸 들었어.



W: 그래, 맞다. 흠, 비행기는 한 시간도 채 안 돼 도착할 거야. 빨리 조차를 취해야겠어.

#### >> Comprehension

1. The woman's problem is that she needs to pick her friend up from the airport, but her car has a flat tire.
2. The man suggests that she take a taxi to and from the airport.
3. The woman claims that she does not have enough money at the moment to pay for two taxis, which are expensive.
4. The woman says that she could borrow her roommate Stephanie's car to drive to the airport.
5. The man mentions that Stephanie is going shopping after school and will need her car to do that.

#### >> Opinion

1. I strongly believe that the woman should take a taxi both to and from the airport.
2. By taking a taxi, she will be able to make it to the airport on time to pick up her friend.
3. If she takes a taxi, she will not have to inconvenience her roommate by asking her for a favor.
4. Even though the woman mentions that she does not have enough money, she should be able to borrow the money she needs to pay for her taxi fare.
5. The woman mentions that she has a job, so she should be able to promise whoever lends her money that she will repay that person once she herself gets paid.

#### >> Sample Response

The woman's problem is that she needs to pick her friend up from the airport, but her car has a flat tire. I strongly believe that the woman should take a taxi both to and from the airport. By doing this, she will be able to make it to the airport on time to pick up her friend. That way, she won't have to inconvenience her roommate by asking her for a favor. In addition, even though the woman mentions that she doesn't have enough money, she should be able to borrow the money she needs to pay for her taxi fare. The reason is that the woman talks about her payday coming in a couple of days. Obviously, she has a job, so she should be able to promise whoever lends her money that she will repay that person once she herself gets paid.

여자의 문제는 공항에 친구를 데리러 나가야 하는데 차가 펑크가 났다는 것이다. 나는 공항까지 택시로 왕복을 해야 한다고 확신한다. 그렇게 해야 제 시간 안에 도착해 친구를 데려올 수 있다. 그렇게 하면 룸메이트에게 부탁을 해 불편을 끼치는 일도 막을 수 있다. 뿐만 아니라 수중에 돈이 없다고 말하는데, 택시 요금을 지불할 돈은 빌릴 수 있을 것이다.

여자가 월급일이 며칠 뒤라고 말했기 때문이다. 분명히 그녀는 일이 있고 그래서 그녀에게 돈을 빌려 주는 사람에게 일단 월급을 받으면 갚을 수 있다는 약속을 할 수 있다.

## Unit 42. Internships

#### >> Listening

M: This just isn't going to work.

W: Uh, what are you talking about? Is something the matter?

M: Yeah, actually, I have a big problem. You know that I've got that internship in the Chemistry Department, right?

W: Know about it? That's all you ever talk about! So, uh, what's the problem then?

M: Well, it's too much work for an unpaid job. I really need some cash, especially since I keep on finding myself short of money these days.

W: You should find yourself a part-time job. That seems like the logical thing to do. You could just work on weekends, and then you'd have a supply of money coming in.

M: Yeah, I could do that, but that would be really hard on me. I wouldn't have any free time at all if I got a job. I'm not sure I could stomach that.

W: Do you have a better idea then?

M: Hmm... I suppose I could just share a lot of my work with some of the other interns. You know, they don't seem to do too much at their jobs. I'm the real workhorse.

W: Okay, but what will your boss think about that? What if he thinks you're getting too lazy and then decides to get rid of you?

M: Oh, I hadn't considered that at all.

M: 어떻게 하지?

W: 이, 무슨 일이야? 무슨 문제라도 있니?

M: 응, 사실 큰 문제가 생겼어. 내가 화학과에 인턴으로 일하게 된 거 알지?

W: 알다 뿐이냐? 그 얘기만 하고 다녔잖아. 그런데 무슨 일이야?

M: 글썄, 무급으로 하는 일차곤 업무가 너무 많아. 사실 현금도 필요하고 특히 요즘에는 계속 돈이 궁해.

W: 아르바이트를 구해 보. 그게 합리적인 거 같아. 주말에 일을 해서 그 돈으로 필요한 걸 하면 되잖아.

M: 그래, 그것도 한 가지 방법이겠지만 그러면 정말 힘든 거야. 일을 하게 되면 쉬는 시간이 전혀 없잖아. 감당해낼 자신이 없어.

W: 더 나은 수가 있니?

M: 흠... 이를 테면 다른 인턴들과 내 일을 분담할 수 있을 거야. 너도 알다시피 다른 인턴들은 일이 그렇게 많아 보이지 않잖아. 너만 뼈 빠지게 열심히 일한단니까.



W: 좋아, 그런데 상관은 어떻게 생각하실까? 네가 너무 게으르다고 생각해서 너를 자르려고 하시지는 않을까?

M: 오, 그런 생각은 미처 못 해봤어.

#### >> Comprehension

1. The man's problem is that he is working at an unpaid internship, but he feels he is working too much considering that he is not making any money.
2. The woman believes the man should work part-time on weekends so that he can earn some money.
3. The man counters her suggestion by stating that he would never have any time for himself if he found a job.
4. The man says he could lighten his workload simply by giving some of his work to the other interns, who do not seem to be very busy.
5. The woman tells the man that if he does give away some of his work, his boss may think he is getting lazy and fire him from his internship.

#### >> Opinion

1. I agree with the woman's suggestion that the man should find a part-time job on the weekend in order to make some money.
2. It makes sense for him to try to find a job so that he can earn some extra money.
3. Working a job will give him the cash he needs.
4. Additionally, although the man claims that getting a part-time job would give him no free time, I do not think that is very important.
5. He just needs to learn to budget his time better.

#### >> Sample Response

The man's problem is that he's working at an unpaid internship, but he feels he's working too much considering that he isn't making any money. I agree with the woman's suggestion that the man should find a part-time job on the weekend in order to make some money. The man says that he's short of money. So, it makes sense for him to try to find a job so that he can earn some extra money. Working a job will give him the cash he needs. Additionally, although the man claims that getting a part-time job would give him no free time, I don't think that's very important. College students always have lots of free time. He just needs to learn to budget his time better. Then he'll be able to study, do an internship, work a job, and have some time for himself.

남자의 문제는 무급 인턴으로 일하고 있는데 보수가 없다는 점을 고려할 때 업무량이 너무 많다고 느낀다는 것이다. 나는 남자가 돈을 벌기 위해 주말 아르바이트 자리를 알아봐야 한다는 여자의 제안에 동의한다. 남자는 돈이 부족하다고 말한다. 그래서 약간의 돈을 더 벌 수 있는

일자리를 찾는 게 논리적으로 맞다. 일을 하게 되면 필요한 현금이 생길 것이다. 또한 남자는 일자리를 갖게 되면 여가 시간이 없어질 것이라고 주장하지만 그게 그렇게 중요한 것 같지는 않다. 대학생들은 항상 여유 시간이 많다. 그는 돈을 좀 더 현명하게 쓰는 방법을 익히기만 하면 된다. 그러면 학업을 계속하면서, 인턴으로 일하고, 일을 하면서 여가 시간도 가질 수 있다.

### Unit 43. Student Activities

#### >> Listening

W: Hey, George, how's life as the school newspaper editor going? It's your second year as the top man, right?

M: Yeah, it is. Actually, things are great. But, um, there might be a slight problem next semester.

W: Huh? What's up?

M: Well, you know I'm a political science major, right?

W: Okay.

M: Well, next semester, I'm taking a really tough class in my major, so I'm going to have to devote a lot of time to studying. I might not be able to continue as editor.

W: Oh, that's too bad. So what are you going to do?

M: I'm not sure yet. I could just tell the newspaper now so that they'll be able to find someone to replace me. But, you know, I'm kind of entrenched as the editor, so they'd have trouble breaking in a new one in the middle of the school year.

W: I can see how that would be a problem. Say, why don't you just take that tough course during summer school? Your department offers it then, right?

M: Yes, they do, so I could take it then. But...

W: But what?

M: Well, I promised my friend Eric that we'd go on a trip together this summer. We've both been planning this trip for weeks, and I really don't want to miss it.

W: 안녕, 조지. 학교 신문 편집장 일은 어때? 편집장이 된 지도 벌써 두 해째잖아.

M: 그래, 정말 좋아. 그런데 다음 학기에 작은 문제가 생겼어.

W: 그래 무슨 일이야?

M: 음, 내가 정치학 전공이잖아. 알지?

W: 그렇지.

M: 그런데 다음 학기에 진짜 어려운 전공 수업이 있어서, 많은 시간을 학업에 할애해야 해. 편집장 일을 못하게 될지도 몰라.

W: 오, 그거 안됐구나. 그래서 어떻게 할 거야?

M: 아직 확실하게는 모르겠어. 대학 신문에 얘기를 해서 내 대타를 구하도록 해야겠지. 하지만 너도 알다시피 이 자리에 꽤 오래 있어서 학기 중간에 새 사람을 투입하기가 쉽지 않을 거야.

W: 좀 문제가 있겠구나. 여름 학기 동안 그 어렵다는 수업을 듣는 건 어때? 여름에도 그 강의가 있잖아.



M: 응, 맞긴 하지. 그래서 들을 수도 있겠지만...

W: 그런데 뭐?

M: 흠, 아팍한테 이번 여름에 함께 여행을 가자고 했거든. 몇 주 동안 이 여행 계획을 세워서, 정말 이 기회를 놓치고 싶진 않아.

#### >> Comprehension

1. What is bothering the man is that next semester he will take a difficult course in his major, so he might not be able to continue as editor of the school newspaper since he will need to study a lot.
2. The man states that he could tell the newspaper about his problem to allow the people there to find a new editor.
3. The man says it would be hard for the newspaper to get a new editor to be able to do the job right in the middle of the semester.
4. The woman tells the man he ought to take the difficult class during summer school.
5. The man is reluctant to follow her idea because he is planning a summer trip with his friend Eric, and he wants to be able to go on it.

#### >> Opinion

1. I support the decision to take summer school.
2. First, the class sounds like it is going to be rather difficult.
3. For that reason, the man should take it during summer in order to focus all of his attention on that class.
4. Furthermore, it seems like the man really enjoys his editing job at the paper.
5. While going on the trip might be nice, he will probably have more fun editing for an entire semester than taking a short one- or two-week trip.

#### >> Sample Response

What's bothering the man is that next semester he'll take a difficult course in his major, so he might not be able to continue as editor of the school newspaper since he'll need to study a lot. The woman tells the man he ought to take the difficult class during summer school. I support the decision to take summer school. First, the class sounds like it's going to be rather difficult. For that reason, the man should take it during summer in order to focus all of his attention on that class. Furthermore, it seems like the man really enjoys his editing job at the paper. So, while going on the trip might be nice, he'll probably have more fun editing for an entire semester than taking a short one- or two-week trip. In this case, it'd be much better to take summer school and forget about the trip.

남자의 문제는 다음 학기에 전공에서 어려운 수업을 들어야 하기 때문

에 공부하는데 시간이 많이 필요해 대학 신문의 편집장 일을 계속 할 수 없다는 것이다. 여자는 남자에게 여름 학기 동안 그 어려운 수업을 들어라고 한다. 나도 여름 학기 수업을 듣는 것에 찬성한다. 첫 번째로 수업이 꽤 어려워 보인다. 그렇기 때문에 그 수업에 집중하기 위해 여름 동안 그 수업을 들어야 한다. 게다가 남자는 대학 신문의 편집장 일을 정말 좋아하는 것처럼 보인다. 그래서 여행을 가는 것도 좋겠지만 한두 주 되는 짧은 여행을 가는 것보다는 한 학기 동안 편집 일을 하는 데서 더 큰 기쁨을 얻을 것 같다. 이 경우 여름 학기를 듣고 여행에 대해서는 더 권을 버리는 것이 훨씬 더 나은 것이다.

## Unit 44. Living Situations

#### >> Listening

M: Jenny, how's that new apartment of yours working out? You must be so excited to have finally gotten out of the dorms, huh?

W: Well, I wish it were going all right. Unfortunately, it's not.

M: Let me guess... It's too expensive?

W: Oh, no, that's not it. It's my roommate Melissa. You know her. She's the art major.

M: Okay. So what's she doing?

W: Well, she painted the most horrid looking picture, and then she hung it up on the living room wall. It's a total monstrosity. It covers the entire wall and looks terrible!

M: Well, just tell her that you don't like it, and then she'll take it down.

W: You know how sensitive Melissa is. If I told her that I hated her picture, she'd get upset and start crying. She might never even forgive me.

M: Yeah, I remember that about her. So, uh, what else can you do then?

W: I guess I could just keep my mouth shut and not say anything. I could probably learn to ignore that painting, I guess.

M: What? But it's your house, too. You shouldn't have to see something you think is ugly everyday just because your roommate likes it.

W: I know, but it's a lot tougher than it seems. Put yourself in my shoes, okay.

M: 제니, 새로 이사 간 아파트는 어때? 드디어 기숙사에서 탈출해서 정말 흥분되겠다.

W: 음, 잘 풀렸으면 좋겠는데, 안타깝게도 그렇지 못해.

M: 무슨 일이니? 가격이 너무 비싸니?

W: 아, 아니, 그건 아니고, 룸메이트 멜리사 때문에. 너도 알지? 미술 전공 하는 애.

M: 알지. 그런데 무슨 일이야?



W: 글썄, 정말 끔찍스러운 그림을 그려가지고는, 그걸 거실 벽에다 걸었지 뭐니. 정말 흉측해, 벽 전체를 덮었는데 얼마나 끔찍한지 몰라.

M: 그림 그녀한테 마음에 안든다고 얘기해, 그러면 떼겠지.

W: 멜리사가 얼마나 예민한지 알잖아. 그림이 마음에 안 든다고 얘기했다가는 기분이 언짢아서 오히려 나를 용서해 주지도 않을 거라고.

M: 그래, 그런 성격이라고 했던 거 기억 나, 그러면 어떡할 거야?

W: 입 닫고 있어야지 뭐. 그림이 없는 척하고 살든지.

M: 뭐라고? 그 집은 네 집이기도 하잖아. 네 생각에 흉측하다고 생각하는 걸 룸메이트가 좋아한다는 이유로 매일 봐야 할 이유는 없다고 봐.

W: 나도 알아, 그런데 보기만큼 그렇게 쉽지가 않아. 너도 내 입장이 돼 봐.

### >> Comprehension

1. The problem the woman is dealing with is that her roommate has hung an incredibly ugly picture up in the living room, and she cannot stand looking at it.
2. The man suggests that the woman tell her roommate she dislikes the picture so that her roommate will take it down.
3. The woman counters by saying that her roommate is very sensitive and will start crying if she finds out the woman hates the picture.
4. The woman then suggests that she not say anything and just ignore the painting.
5. The man reminds the woman that it is her house as well, so she should not have to deal with looking at something she really dislikes.

### >> Opinion

1. I agree with the man's suggestion that the woman tell her roommate Melissa how much she dislikes the painting so that Melissa will take it down.
2. Even though the woman's roommate may be upset about hearing the woman's opinion, the woman should remember that honesty is the best policy.
3. She needs to be honest lest her roommate do the same thing to another person in the future.
4. In addition, it is not fair for Melissa to hang something on the wall without the approval of all of her roommates.
5. Not asking for permission is rude since other people also live in the apartment and will have to see it everyday.

### >> Sample Response

The problem the woman is dealing with is that her roommate has hung an incredibly ugly picture up in the living room, and she cannot stand looking at it. I agree with the man's suggestion that the woman tell her roommate Melissa how much she dislikes the painting so that Melissa will take it down. Even though Melissa

may be upset about hearing the woman's opinion, the woman should remember that honesty is the best policy. She needs to be honest lest her roommate do the same thing to another person in the future. In addition, it isn't fair for Melissa to hang something on the wall without the approval of all of her roommates. Not asking for permission is rude since other people also live in the apartment and will have to see it everyday. Therefore, the woman shouldn't feel bad about telling Melissa to take the painting down.

여자의 문제는 룸메이트가 거실에 너무너무 흉측한 그림을 걸었는데, 그녀가 못 참아 한다는 것이다. 나도 여자가 룸메이트인 멜리사에게 그 그림을 얼마나 싫어하는지 얘기하면, 멜리사가 그것을 떼 거라는 남자의 제안에 동의한다. 멜리사가 여자의 말을 듣고 기분이 상해하긴 하겠지만, 여자는 솔직이 최선의方针政策을 기억해야 한다. 그녀는 룸메이트가 미래에 또 다른 사람에게 똑 같은 짓을 하지 않도록 솔직해야 할 필요가 있는 것이다. 또한, 멜리사가 룸메이트의 허락 없이 벽에 뭔가를 건다는 것은 정말 불공평한 일이다. 아파트에 다른 사람도 같이 살고 있고, 그 그림을 매일 봐야 하는 상황에서 허락을 구하지 않는다는 것은 무례한 처사이다. 그래서 여자는 멜리사에게 그림을 떼 달라고 하는데 너무 미안해하지 말아야 한다.

## Unit 45. Changing Classes

### >> Listening

M: Katherine, why are you eating here all alone?

W: I'm just in a bad mood today. Professor Apulu got all upset at me in front of the class because I was late again.

M: Again? You've been late to Professor Apulu's class multiple times? That's not too bright. He's tough on tardiness.

W: Yeah, I know, but what am I supposed to do? You know that I work part-time at Golden Light Restaurant, and it's kind of far away from school. When traffic's bad, I just can't get to class on time.

M: Well, if I were you, I'd just drop the class. Professor Apulu takes off points for being late. You might not get an A.

W: Yeah, I know about his reputation, but I need this class to graduate. It's not being offered again until next year, and I don't want to wait until my senior year to take it. I want to get it over with now.

M: Hmm, well, is there any way to reschedule the class? You know, take it at another time?

W: I've considered that, but the only other time it's offered is really early in the morning, like at 8:30. With my heavy class and work schedule, I don't know if I could get up that early three days a week.



M: 커서틴. 왜 혼자서 밥을 먹고 있어?

W: 오늘 기분이 별로야. 아폴루 교수님이 내가 지각했다고 반 전체 앞에서 내게 죄를 내셨어.

M: 또 그랬나? 몇 번이나 아폴루 교수님 수업에 지각을 했잖아. 좀 조심심을 하지 그랬어. 지각하는 거 싫어하지잖아.

W: 맞는 말이야. 그런데 달리 방법이 없었어. 내가 끝은 라이트 식당에서 아르바이트 하는 거 알지? 자가 막혀서 시간 안에 도착할 수가 없었어.

M: 흠, 네가 너라면 그 수업 포기하겠어. 아폴루 교수님이 지각했다고 점수를 많이 깎으실 거야. A를 받긴 뵈렸다고.

W: 나도 그걸 알았. 하지만 졸업을 하려면 이 수업을 들어야 해. 내년 안에 이 강의는 다시 없어. 4학년까지 기다려 이 수업을 듣고 싶진 않아. 지금 해 치우고 싶어.

M: 수업 일정을 조정할 방법은 없니? 다른 시간으로 옮긴다든지.

W: 그 방법도 생각해 봤지. 다른 시간대는 8시 반처럼 정말 이른 시간 밖에 없어. 수업도 많고 아르바이트도 있는 상황에서 그렇게 일찍 일어나달 자신이 없어.

#### >> Comprehension

1. The main issue is that the woman has been late to her class multiple times, so she will probably not get an A because the professor counts off for tardiness.
2. The man's first suggestion is for the woman simply to drop her class.
3. The woman feels this idea is not good because the class will not be offered again until her senior year, so she does not want to wait until then to take it.
4. The man then tells the woman to take the class at a different time.
5. The woman dislikes this suggestion because she would have to sign up for the early morning class, but she does not want to get up that early three days a week.

#### >> Opinion

1. Personally, I think the better of the two suggestions is for the woman to reschedule her class and take it in the morning.
2. This way, she can get one of her requirements out of the way this semester.
3. She will not have to wait until her senior year to take it.
4. Also, since her professor counts off points for students who are late, she needs to get out of his class and into another one.
5. Although it will be an early morning class, the semester has already started, so she will only have to wake up then for a couple of months.

#### >> Sample Response

The main issue is that the woman has been late to her class multiple times, so she will probably not get

an A because the professor counts off for tardiness. Personally, I think the better of the two suggestions is for the woman to reschedule her class and take it in the morning. This way, she can get one of her requirements out of the way this semester and not have to wait until her senior year to take it. Also, since her professor counts off points for students who are late, she needs to get out of his class and into another one. Although it will be an early morning class, the semester's already started, so she'll only have to wake up early for a couple of months. After all, she might get stuck with Professor Apulu again her senior year, and that wouldn't be pleasing to her.

여자가 가진 문제는 수업에 여러 번 지각을 했는데 교수님이 지각을 할 경우 점수를 깎으시기 때문에 A를 받을 수 없으리라는 것이다. 개인적으로 두 가지 제안 중에서 일정을 조정해서 오전 수업을 듣는 것이 더 낫다고 생각한다. 그러면 이번 학기에 필수 과목 중의 하나를 해결해 4학년이 되어 그 수업을 듣지 않아도 된다. 또한 그녀의 교수님은 지각을 하는 학생의 점수를 깎기 때문에 그 수업을 빼고 다른 수업을 들어야 한다. 수업 시간이 너무 이른 학지만 학기가 이미 시작되었으니 몇 달만 일찍 일어나면 된다. 4학년 때까지 기다렸다가 다시 아폴루 교수님을 만날지도 모르고 그녀는 그런 상황을 원하지 않을 것이다.

### Unit 46. Extracurricular Activities I

#### >> Listening

M: Deb, why are you on crutches? Did you get in a car accident or something?

W: No, I hurt my ankle really badly though. I sprained it, so the doctor gave me these crutches to help me get around.

M: Well, that's a relief... Wait a second. Don't you have that performance coming up soon with your dance club?

W: Yeah, I'm trying to keep my mind off of it. It's in three days, so there's no way that I'll be able to perform. And I've got the leading role!

M: So how's your club going to be able to put on the performance?

W: Well, we've thought about changing everyone's roles. That might work.

M: Everyone's roles? But doesn't that mean that all your dance team members will have to change roles and learn some new parts?

W: Yeah, that's true. We don't have much time, so it would take a huge effort to do that. Plus, some people might forget their steps during the performance.

M: Is there another option?

W: Well, we could just get one new person to replace me. We have someone in mind...

M: But?



W: Well, honestly, she's not that good of a dancer. I think the steps are much too complicated for her to follow. I don't see how she'll be able to manage.

M: 뭘, 웬 뭉박이야? 교룡사고라도 당했니?

W: 아니, 그런데 발을 정말 심하게 다쳤어. 발을 삐었어. 그래서 외사가 꼭발을 하고 다니래.

M: 흠, 그래도 다행이다. 잠깐만, 댄스 동아리에서 얼마 안 있어 공연이 잡혀 있지 않니?

W: 맞아. 그 생각은 잊으려고 해. 3일 후야. 그래서 공연은 도저히 못 할 거야. 주연인데 말이야!

M: 그러면 동아리에서 공연은 어떻게 올리니?

W: 글썄, 모든 사람의 역할을 바꾸는 방안을 생각해 봤어. 그러면 가능할 거야.

M: 모든 사람의 역할을 바꾼다고? 그러면 네 댄스팀 단원들이 전부 역할을 바꿔서 새 역할을 익혀야 한단 말이니?

W: 맞아. 시간이 없어서 맹연습을 해야 해. 게다가 어떤 사람은 공연 중에 스텝을 까먹을지도 몰라.

M: 다른 방법은 없어?

W: 음, 내 역할을 대신할 다른 사람을 찾는 방법도 있겠지. 한 사람 마음에만 맡겨둘 사람이 있긴 한데...

M: 그런데?

W: 흠, 솔직히 말해 그렇게 춤을 잘 추는 편이 아니라서 말이야. 그녀가 소화하기엔 스텝이 너무 복잡해.

#### >> Comprehension

1. The woman's problem is that she sprained her ankle but she has a dance performance soon, and she has the leading role in it.
2. The woman mentions that every one of the actors could change roles.
3. She feels that might not work because it would be hard for everyone to remember their steps, so some of them might forget what to do.
4. Her next suggestion is that they merely have one person replace the woman in her role.
5. The woman states that the replacement dancer cannot dance very well and the routine is probably too complicated for her to do correctly.

#### >> Opinion

1. In my opinion, the woman should follow her second suggestion and simply find a replacement dancer only for her role.
2. To begin with, by merely replacing her, all of the other dancers will not have to change roles.
3. This means that, except for one dancer, everyone will be dancing routines they are familiar with.

4. Second of all, perhaps the replacement dancer will not be as bad as the woman thinks she will.

5. If the replacement dancer studies hard, she may be able to learn all the steps.

#### >> Sample Response

The woman's problem is that she sprained her ankle but she has a dance performance soon, and she has the leading role in it. In my opinion, she should follow her second suggestion and simply find a replacement dancer only for her role. To begin with, by merely replacing her, all of the other dancers won't have to change roles. This means that, except for one dancer, everyone will be dancing routines they are familiar with. This means there will be fewer mistakes and less confusion. Second of all, perhaps the replacement dancer will not be as bad as the woman thinks she will. The replacement dancer will have three days to prepare for the show. So, if she studies hard, she may be able to learn all the steps. At worst, she'll do her best, and doing one's best is all you can ask of a person.

여자의 문제는 발목을 삐었는데 얼마 안 있어 공연 일정이 잡혀 있고 그녀가 주연이라는 것이다. 내 생각에는 그녀가 두 번째 제안을 따라서 그녀 역할을 대신할 무용수를 찾아야 한다고 생각한다. 우선 그녀의 역할만 바꾸면 다른 모든 사람들은 역할을 바꿀 필요가 없다. 다시 말해 한 사람만 빼고는 익숙한 춤을 추면 된다. 즉, 실수나 혼란도 적을 것이다. 두 번째로 새 무용수가 그녀가 생각하는 것만큼 실력이 나쁘지 않을 수도 있다. 새 무용수는 사흘간의 연습 기간이 있다. 열심히 연습을 한다면 모든 스텝을 익힐 수 있을 것이다. 최악의 경우에도 그녀는 최선을 다할 것이고 최선을 다한다면 그걸로 되는 것이다.

### Unit 47. Student Life II

#### >> Listening

W: What on earth are you doing with all those books? You're going to throw out your back carrying them around!

M: I need them for my class.

W: For one class? Which one?

M: It's my advanced chemistry class. You know, it's a lot harder than I expected it to be. I'm either in the lab conducting experiments or in the library boning up on theory. I'd like to keep taking it, but I've also got my weekly editorial to write for the school paper. I might have to quit doing one of the two.

W: That sounds serious. I know how much you love your editorial position.

M: Yeah, I don't want to give it up. Hey, I suppose I could just write an editorial once every two weeks instead. That would give me more free time.



W: Oh, you couldn't do that! Think of how many of your readers you'd disappoint. We love reading your columns.

M: Well, do you have any better ideas?

W: Sure, just drop that advanced chemistry course, and take another one. Make sure it's easier though.

M: But I don't enjoy taking easy classes even if it means I get a higher grade. I want a challenge, and this chemistry class is definitely that.

W: Well, you'd better do something soon before you burn out from all that work.

W: 도대체 그 많은 책들은 다 뭐니? 책 나르다가 허리 부러지겠다.

M: 수업에 필요한 책들이야.

W: 한 수업에 그렇게 많은 책들이 필요해? 어떤 수업이야?

M: 고급 화학 수업이야. 생각했던 것보다 훨씬 빡빡해. 실험실에서 실험을 하거나 도서관에서 이론 공부를 하거나 둘 중의 하나야. 계속 읽고 싶을 때 학교 신문에 주마다 사설을 써야 해. 어쩌면 두 가지 중 하나는 포기해야 할지도 몰라.

W: 문제가 심각하구나. 사실 기고도 정말 좋아하잖아.

M: 맞아. 그만 두고 싶지 않아. 격주 간격으로 사설을 쓸까 생각 중이야. 그러면 여유가 좀 더 생길 테니 말이야.

W: 그렇게는 안 되지! 얼마나 많은 독자들이 실망할지 생각해 봐. 학생들이 네가 쓰는 칼럼들을 정말 좋아하잖아.

M: 흠, 더 나은 수가 있니?

W: 짐수가 높게 나온다고 해도 쉬운 과목을 듣는 건 별로 흥미가 없어. 도전할 가치가 있는 게 좋은데 이 화학 수업이 정말 그래.

W: 흠, 그 알뜰 때문에 독후가 되기 전에 빨리 뭔가 방법을 찾는 게 낫겠어.

#### >> Comprehension

1. The issue the man is dealing with is that his chemistry class is keeping him so busy that he may have to drop it or stop writing his weekly editorial for the newspaper.
2. The man suggests writing his column once every two weeks so that he will have some more time for himself.
3. The woman dislikes this idea because she claims that many students love to read his column every week.
4. The woman's suggestion is for him to stop taking the advanced chemistry class and to sign up for an easier class.
5. The man is reluctant to take her advice because he enjoys the challenge of a difficult class even if it means that his grade will not be as high as it could be in an easier class.

#### >> Opinion

1. In order to solve the problem, the man should give himself some free time by writing his editorial just once every two weeks.

2. He should remember that it is his duty to attend class but writing the editorial is a less-important extracurricular activity.

3. By doing this, he can find a balance between his duty and his pastime.

4. Also, the man does not want to disappoint his readers by simply ending his column.

5. So, while writing fewer editorials, he could keep from disappointing everyone by improving the quality of his writing.

#### >> Sample Response

The issue the man's dealing with is that his chemistry class is keeping him so busy that he may have to drop it or stop writing his weekly editorial for the newspaper. In order to solve the problem, the man should give himself some free time by writing his editorial just once every two weeks. He should remember that it is his duty to attend class but writing the editorial is a less-important extracurricular activity. By doing this, he can find a balance between his duty and his pastime. Also, the man doesn't want to disappoint his readers by simply ending his column. So, while writing fewer editorials, he could keep from disappointing everyone by improving the quality of his writing. This would give his readers something to look forward to every couple of weeks. And this would also enable him to continue taking the difficult class.

남자의 문제는 화학 수업 때문에 너무 바빠 그 수업을 포기하면지 학교 신문의 주간 사설을 포기하든지 해야 한다는 것이다. 문제 해결을 위해 격주 간격으로 사설을 쓴다면 좀 더 여유가 생길 것이다. 사설 걱정을 달고 싶지 않아도 되니 힘든 수업도 계속 할 수 있을 것이고 신문 사설 기고도 계속 할 수 있을 것이다. 또한 남자는 도전을 즐기는 것 같다. 그는 성적이 높게 나온다고 해도 쉬운 과목은 듣고 싶지 않다고 말한다. 그러니 그는 고급 화학 수업을 계속 들어야 한다. 그 수업 때문에 이미 바빴었기 때문에 좋은 성적을 받기 위해 그 수업에 더 많은 노력을 쏟아야 한다고 해도 분명히 기꺼이 그럴 것이다.

### Unit 48. Student Advisors

#### >> Listening

M: You look frustrated about something. Is there anything I can do to help you?

W: Not unless you can tell me where Professor Reid is.

M: Uh, that's your advisor, right? What... Is he missing or something?

W: Bingo. You're totally right. I've gone to his office everyday this week, but he hasn't been in. He's not



even keeping his office hours. How am I supposed to get any advice from my advisor when he doesn't even show up? It's time to register for next semester's classes, and I need some help.

M: Well, why don't you talk to another professor in your department? Maybe someone else could help you?

W: I could do that, but I don't really know any of them very well. Plus, they don't have any of my files like my transcripts, so they can't really give me any good advice.

M: Oh, right. I guess that might be difficult to do. In that case, just send Professor Reid an email, and ask for some help that way.

W: I could, but he checks his email only once every couple of weeks. That man is helpless when it comes to computers. There's no telling when he'll respond.

M: Oh, that doesn't sound good.

M: 안 좋은 거 같은데 뭐 도와줄 일이라도 있니?

W: 레이드 교수님이 어디 계신지 알려줄 수 있다면 도움이 될 텐데.

M: 네 상담 교수님 말이지? 사라지시기도 했니?

W: 빙고, 바로 맞았어. 이번 주 내내 교수님 사무실에 갔는데 안 계셔. 상담 교수가 코빼기도 안 보이는데 어떻게 상담을 받으라는 거니?

M: 음, 너희 과 다른 교수님께 상의를 해 봐. 다른 사람이 도와줄 지도 모르잖아.

W: 그 방법이 있긴 하지. 그런데 잘 아는 사람이 아무도 없어. 게다가 아무도 내 성적 증명서 같은 자료가 없어서 제대로 된 상담을 할 수도 없잖아.

M: 그렇긴 하네. 좀 어렵겠다. 사정이 그렇다면 레이드 교수님께 이메일을 보내서 도움을 청해 봐.

W: 그 방법도 있긴 하지. 그런데 한두 주에 한 번씩만 메일을 확인해서, 컴퓨터랑은 정말 안 친해서, 언제 답을 주실 지도 모르고 말이야.

M: 안 됐구나.

### >> Comprehension

1. The woman needs to get some assistance from her advisor since she has to register for classes, but he has not been in his office all week long.
2. The man advises the woman to get some help from another professor in her department.
3. The woman believes that suggestion will not work because she does not know the other professors very well and they lack her transcripts and other information to be of help to her.
4. The man then tells her to send her advisor an e-mail asking for help.
5. The woman is skeptical of this solution because her advisor rarely checks his e-mail, so she does not know when he will respond.

### >> Opinion

1. Of the man's two suggestions, I feel that the better one is for the woman to talk with another faculty member in the same department.
2. To begin with, even though she lacks the paperwork to show them, she should still have a general idea of the classes she has taken and the ones she needs to take.
3. She might only get a little help from another professor, but it will still be better than nothing.
4. She should also strongly consider replacing her professor as her advisor.
5. The reason is that he does not keep his appointments, so he is proving himself to be unreliable.

### >> Sample Response

The woman needs to get some assistance from her advisor since she has to register for classes, but he hasn't been in his office all week long. Of the man's two suggestions, I feel that the better one is for the woman to talk with another faculty member in the same department. To begin with, even though she lacks the paperwork to show them, she should still have a general idea of the classes she's taken and the ones she needs to take. She might only get a little help from another professor, but it will still be better than nothing. She should also strongly consider replacing her professor as her advisor. The reason is that he doesn't keep his appointments, so he is proving himself to be unreliable. She needs much better assistance than her current advisor is providing her, so she needs to replace him immediately.

여자는 수업 신청을 하기 위해 상담 교수의 도움이 필요한데 그는 이번 주 내내 사무실에 없었다. 남자가 한두 가지 제안 중에서 나는 같은 과에 있는 다른 직원에게 상담을 하는 것이 낫다고 생각한다. 우선, 그녀는 그들에게 보여줄 서류가 없긴 하지만 그녀가 들었던 수업과 들어야 하는 수업에 대한 전반적인 내용은 알고 있을 것이다. 그래서 다른 교수가 그녀에게 좋은 충고를 해 줄 수 있다. 또한 그녀가 담당 상담 교수에게 도움을 받을 수 없는 상황임이 분명하기 때문에 다른 사람에게라도 도움을 받아야 한다. 그녀의 현재 상담 교수는 아무런 도움이 안 되는 것으로 보이므로 그녀는 충고를 해 줄 다른 교수를 적극적으로 찾아 상담 교수를 새 교수로 바꾸는 것도 고려해 보아야 한다.

## Unit 49. Extracurricular Activities II

### >> Listening

W: Kevin, how's your semester going so far? Good?

M: I wish. I'm so busy I barely have any time for myself.

W: How's that?

M: Well, I'm taking a full load of five classes this semester in addition to serving as president of the photography



club. Since our club meets frequently, I'm really busy. I tell you what... It's really hard doing everything.

W: Well, if that's the case, why don't you let someone else serve as president of the club? That should relieve you of the burden of leadership.

M: It would make my life easier, but I really love being president. There's just something exciting about being the leader and getting to make all of the decisions. I'm not sure that I could do that.

W: How are you planning to make your life easier then?

M: Hmm... I suppose that I might drop one of my classes. But there's only one class that's an elective. All the others are required courses.

W: Okay, so drop it. Problem solved.

M: Not so fast. My only elective is an acting course, but it's being taught by a professional actress. She's even been in a few famous movies! If I quit that class, I'd be losing out on a great opportunity to improve my acting skills and learn from someone who's actually in the business.

W: 케빈, 이번 학기 언제? 잘되까?

M: 그랬으면 좋겠어. 너무 바빠서 내 시간이 거의 없어.

W: 어쨌든?

M: 글썄, 이번 학기에는 사진 동아리 회장을 맡는데다가 수업도 다섯 과목이나 듣고 있어. 동아리 모임이 잦아서 정말 시간이 없어. 그러니까 말이야, 모든 일을 다 하려니 정말 힘들어.

W: 흠, 그렇다면 다른 사람에게 동아리 회장을 시키지 그러니. 그러면 회장 역할에서는 벗어날 수 있잖아.

M: 그러면 생활이 좀 편해지긴 하겠지. 그런데 난 회장 일이 정말 마음에 들어. 지도자 역할을 맡아서 모든 결정을 내린다는 것은 정말 흥분되는 일이야. 내가 그렇게 할 수 있을지 모르겠어.

W: 달리 편해질 방법이 있니?

M: 흠... 수업 중에 하나를 포기할까 해 그런데 선택 과목이 하나밖에 없어. 다른 과목들은 전부 필수 과목이야.

W: 잘 됐네. 그 과목을 그만 두면 되겠네. 문제 해결!

M: 그렇게 간단하지만은 않아. 유일한 선택 과목이 연기 수업인데 전문 어배우가 수업을 진행해. 그 배우는 유명한 영화 몇 편에도 출연을 했었다고! 연기 실력을 높이고 정말 인기를 하고 있는 사람에게서 배울 소중한 기회를 잃게 될 거야.

### >> Comprehension

1. The man's complaint is that he has a full load of classes and is serving as the president of the photography club, which means he has very little free time.
2. The woman suggests that the man stop being president of the photography club.
3. The man is reluctant to follow her advice because he really loves being the president since he enjoys the various advantages of being the leader.

4. The woman next proposes that the man drop the one elective he is taking.

5. The man does not like this suggestion because the teacher of his elective class is a professional actress from whom he could learn many important things about acting.

### >> Opinion

1. I think quitting as the photography club president is the man's best option.
2. By doing this, the man could give himself much more free time.
3. It sounds like his schoolwork is keeping him occupied, so he could have more time by stopping being the club's president.
4. Another thing to consider is that the first reason to attend college is to learn in classes, not to do extracurricular activities.
5. Since the man has a good educational opportunity in his class, he should remain in it but quit being so involved in the club.

### >> Sample Response

The man's complaint is that he has a full load of classes and is serving as the president of the photography club, which means he has very little free time. In their conversation, the woman tells the man to stop being president of the photography club. I think this is the man's best option. By doing this, the man could give himself much more free time. It sounds like his schoolwork is keeping him occupied, so he could have more time by stopping being the club's president. Another thing to consider is that the first reason to attend college is to learn in classes, not to do extracurricular activities. Since the man has a good educational opportunity in his class, he should remain in it but quit being so involved in the club. This will tremendously help him out in the future, which is something he should consider.

남자의 불만은 수업이 너무 많은 데다 사진 동아리의 회장까지 맡고 있다는 것이다. 다시 말해 여유가 거의 없다. 대화에서 여자는 남자에게 사진 동아리 회장 직을 그만 두라고 말한다. 학교 수업이 역백한 것 같기 때문에 동아리 회장 직을 그만 두면 좀 더 여유가 생길 것이다. 또한 가지 고려할 점은 대학에 다니는 첫 번째 이유는 동아리 활동을 하는 것이 아니라 수업에서 본가를 배우는 것이라는 사실이다. 남자는 수업에서 훌륭한 교육의 기회가 있기 때문에 수업을 포기하지 말고 대신 동아리 활동을 자제해야 한다. 그렇기 되면 미래에 많은 도움이 될 것이기 때문에 이 사실을 염두에 두어야 한다.



## Unit 50. Residential Life

### >> Listening

M: I missed you at breakfast this morning. What happened?

W: I haven't been sleeping very well. I've got a problem with my roommate.

M: Who, Suzie? What's she doing?

W: She is the noisiest person I've ever known. You wouldn't believe how much noise that woman makes. Anyway, she's so noisy that I can't sleep well at night. It's like I have insomnia, only worse! It's really affecting me negatively. I've tried talking to her, but she just won't quiet down at all. I'm in a real quandary as to what to do.

M: That's too bad. What are you thinking of doing to solve this problem?

W: Some people have suggested that I complain to the Student Housing Office. If she gets an official warning from them, it should make her be quiet.

M: I suppose that would work, but doesn't it seem a bit harsh? I mean, that could affect her student record negatively and hurt her in the future.

W: Yeah, maybe. I've actually thought about searching for a room in another dorm. Then I'd at least be able to get away from her.

M: Wow, things are serious.

W: Yeah, but I don't really want to move across campus. I'll miss all of the friends I've made in my dorm. It doesn't seem really fair that I have to be the one who moves.

M: 아침 식사 시간에 안 보이는데 무슨 일이 있었나?

W: 잠을 잘 못 잤어. 룸메이트랑 문제가 있어.

M: 누구, 수지 말이야? 수지가 어떻게 했는대?

W: 이제까지, 내가 본 사람 중에 가장 시끄러워. 수지가 얼마나 시끄러운지 아마 넌 상상도 못할 거야. 어쨌든 너무 시끄러워서 밤에 잠을 잘 수가 없어. 마치 불면증에 걸린 것 같아. 더 했으면 더 했지! 정말 못 견디겠어. 그녀한테 얘기도 해 봤는데 들을 생각을 안 해, 정말 어떻게 해야 할지 모르겠어.

M: 정말 안 됐구나. 어떻게 문제를 해결할 생각이니?

W: 어떤 사람들 얘기로는 기숙사 사무실에 불만을 얘기하면 된대, 만약 그녀가 그쪽으로부터 경고장을 받으면 조용해지겠지.

M: 가능한 일인 건데 너무 가혹하지 않을까? 그러니까, 학생부에 안 좋은 기록이 남아 미래에 문제가 생기지 않을까?

W: 그럴 지도 모르지. 사실 다른 기숙사 방을 구하는 것도 생각해 봤어. 그러면 그녀로부터 떨어질 수는 있잖아.

M: 정말 문제가 심각하구나.

W: 그래, 그런데 캠퍼스 반대편으로 이사 가고 싶은 생각은 없어. 기숙사 내에서 사귀는 친구들이 보고 싶을 거야. 내가 이사를 가야 한다는 것이 불공평하기도 하고 말이야.

### >> Comprehension

1. What is bothering the woman is that her roommate is making too much noise at night, so she is simply unable to get any sleep at night.
2. The woman mentions that she might complain to the Student Housing Office so that they will make her be quiet.
3. The man opposes this suggestion because the woman's roommate will then have this complaint on her student record, which may cause her problems in the future.
4. The woman states that she might then move to another dormitory to escape from her roommate.
5. The woman does not like her own suggestion because she does not want to leave her friends in the dorm nor does she believe it is fair for her to move.

### >> Opinion

1. I feel that the best way for the woman to get some peace and quiet is to move out of her room and into another dormitory.
2. Although it is not fair for her to have to move, she needs to get some sleep.
3. It appears that the only way she can get some sleep at night is by getting away from her roommate.
4. Not only that, but the woman's roommate appears to be unable to change.
5. The woman told the man she had asked her roommate to be quiet many times, but her roommate either refused or was simply unable to do so.

### >> Sample Response

What's bothering the woman is that her roommate is making too much noise at night, so she is simply unable to get any sleep at night. I feel that the best way for the woman to get some peace and quiet is to move out of her room and into another dormitory. Although it's not fair for her to have to move, she needs to get some sleep, and it appears that the only way she can do that is by getting away from her roommate. Not only that, but the woman's roommate appears to be unable to change. The woman told the man she'd asked her roommate to be quiet many times, but her roommate either refused or was simply unable to do so. Clearly, the woman must get out of this situation and find another roommate who will not bother her at night.

여자가 고민을 하고 있는 문제는 룸메이트가 밤에 너무 시끄러워서 잠을 이룰 수 없다는 것이다. 나는 여자가 마음의 평안을 얻고 평온해질 수 있는 최선의 방법은 지금 기숙사에서 나와 다른 기숙사로 옮기는 것이라고 생각한다. 그녀가 이사를 해야 한다는 것이 불공평하긴 하지만 그녀는 수면을 취해야 하고 그렇게 할 수 있는 유일한 방법이 룸메이트



로부터 떨어지는 것으로 보인다. 뿐만 아니라 여자의 룸메이트는 변화의 조짐이 보이지 않는다. 여자는 남자에게 룸메이트에게 여러 번이나 조용히 하라고 했는데 룸메이트는 무시를 하거나 그렇게 하지 못했다고 말했다. 확실히, 여자는 이런 상황을 벗어나 밤에 그녀를 방해하지 않을 새로운 룸메이트를 찾아야 한다.

## Chapter 6

### Lecture

#### Sample iBT Question

##### Listening

마케팅의 여러 가지 면에 대해서 이야기했는데, 그 중에서도 가장 중요한 한 가지가 있습니다. 이것은 꼭 기억해야 합니다. 그게 뭔지 말씀드리죠. 성공적인 판매자라면 자기가 판매하는 제품이 사람들의 관심을 끌도록 해야 하며, 그로 인해 사람들이 제품을 구매하도록 해야 합니다. 이와 관련한 몇 가지 예를 들어드리는 것이 가장 좋은 방법일 것입니다.

여러분은 아마도 모두 동네 슈퍼에 시리얼을 사러 가 본 적이 있을 거예요. 화려한 포장을 한 상자들이 너무 많아 아마도 여러분은 전부 눈에 띄다고 생각을 했을 거예요. 그런데 한 시리얼 회사가 어떤 쪽이 더 나은지를 결정하기 위해 동일한 제품을 두 가지 방법으로 판매기 시작했어요. 첫 번째 방법은 제품에 대한 멋진 그림과 설명으로 가득 채워진 화려한 시리얼 상자를 만드는 것이었죠. 완벽한 작품이었어요. 안타깝게도 점포에 진열이 되었을 때는 옆에 있는 다른 수많은 상자들과 별 다를 게 없어 보였어요. 그래서 사람들의 시선을 끄는데 실패했죠. 따라서 판매량도 그다지 많지 않았어요.

하지만, 회사는 깨끗한 하얀 상자에 큰 검정색 글씨로 앞쪽에 “시리얼”이라고 쓴 똑 같은 시리얼 제품을 판매했어요. 여러분은 아마도 이게 가지고 사람들의 시선을 끌 수 있을까라고 생각하겠지만 상자의 깨끗함이 다른 시리얼 상자들과의 차별을 가져왔죠. 사람들의 시선을 끈 것입니다. 사람들의 시선을 끌자 그 시리얼은 판매가 되기 시작했어요. 깨끗한 상자에 담은 시리얼의 판매가 급증하기 시작했죠. 그 상자는 단순한 디자인이었지만 성공적인 마케팅의 예라고 할 수 있습니다.

##### Sample Response

주제는 제품이 잘 팔리기 위해서는 마케팅을 하는 사람이 제품이 어떻게든 사람들의 관심을 끌도록 해야 한다는 것이다. 교수는 동일한 제품을 두 가지 다른 마케팅 전략으로 판매하는 회사의 두 가지 예를 들고 있다. 첫 번째로, 회사는 온갖 설명과 그림을 넣은 화려하고 멋진 시리얼 상자를 만들었다. 하지만 교수는 이 상자가 다른 시리얼 상자들과 다를 바 없었기 때문에 어느 누구도 시선을 주지 않았다고 지적한다. 그래서 시리얼의 판매는 지조했다. 다른 한편, 시리얼을 큰 검정색 글씨로 “시리얼”이라는 글씨만 쓴 깨끗한 하얀 상자에 넣어 판매했을 때는 다른 상

자들과의 차별화가 일어나서 잘 팔렸다. 간결한 디자인으로 인해 다른 제품들과 구별이 되었기 때문에 사람들이 더 많은 관심을 보였기 때문이다.

## Unit 51. Defensive Adaptations

### >> Listening

Most animals have ways to protect themselves. They require defenses since virtually every animal is potential prey for another animal higher on the food chain. So, over countless generations, animals have developed various ways to protect themselves. Interestingly, some are categorized as defensive while others are considered offensive adaptations.

Let's look at the defensive adaptations first. Look at the picture in your book on page, uh, page 242. It's a turtle, right? You've all seen them. Some of you may even have had pet turtles. But did you know they've actually developed two defensive methods? The first is the most obvious. It's the shell. The shell covers the turtle's entire body, including its vital organs. The shell is very hard. Most predators give up trying to bite through it. But take a look at the neck. It's really long. Oh, a weak point, right? Wrong. The turtle has a flexible neck, so it can easily fold its neck back into its shell when danger comes along.

But, remember, some adaptations are offensive. Look at the picture on the opposite page. You may not be familiar with this animal. It's a hedgehog. Now, look at those spines on its back. Nasty looking, aren't they? These spines are an offensive weapon the hedgehog can use against much larger animals. First, it wraps itself up in a ball. This makes it hard to attack. Sometimes the hedgehog might even ram its attacker. And those spines hurt. Oh, but there's more. Those spines, unlike the porcupine's, are hard to remove. So the attacking animal suffers twice—when it gets stuck with the spines and when it tries to remove them.

대부분의 동물들은 자신을 보호하는 방법이 있습니다. 먹이사슬에서는 사실 거의 모든 동물들이 위쪽에 있는 다른 동물의 먹이가 될 수 있기 때문에 동물들은 방어기전이 필요합니다. 그래서 수 세대에 걸쳐 동물들은 스스로를 보호하는 여러 가지 방법을 개발했습니다. 흥미롭게도 어떤 동물들은 공격적인 적응을 한 반면 일부 동물들은 방어적 적응을 했습니다.

그럼 먼저 방어적 적응을 살펴보도록 합시다. 242쪽에 있는 그림을 보세요. 거북이죠? 거북을 못 본 사람을 없을 거예요. 어떤 학생들은 거북을 애완동물로 키우는 사람들도 있을 거예요. 그런데 거북이 사실 두 가지 방어적 기전을 가지고 있다는 것을 아시나요? 첫 번째는 가장 눈에



떠는 것으로 등껍질이요. 등껍질은 주요 기관을 포함해 거북의 몸을 전체적으로 덮어줍니다. 등껍질은 매우 단단합니다. 대부분의 포식자들은 등껍질을 물어뜯는 걸 포기해 버리죠. 하지만 목을 보세요. 정말 김니다. 약점일까요? 아닙니다. 거북은 목이 유연해서 위험이 닥치면 쉽게 등껍질 속으로 목을 집어 넣을 수 있어요.

하지만 공격적 적응도 있다는 걸 기억하기 바랍니다. 반대 페이지에 있는 그림을 보세요. 이 동물을 잘 모르는 사람도 있을 거예요. 이 동물은 호저입니다. 등에 있는 가시를 보세요. 불쾌한 느낌을 주죠? 이 가시들은 호저가 훨씬 덩치가 큰 동물과 맞닥뜨렸을 때 사용할 수 있는 공격성 무기예요. 첫 번째로, 호저는 공 모양으로 몸을 감쌉니다. 그러면 공격하기가 어렵죠. 호저는 때로는 공격자에게 몸을 부딪치기도 합니다. 그러면 가시 때문에 아프겠죠. 하지만 그것만이 아닙니다. 고슴도치와는 달리 호저의 가시는 빼내기가 힘들어요. 그래서 공격을 했던 동물은 가시에 찔려서 고생을 하고 때낼 때 고생을 하고 해서 이중고를 치르게 되죠.

### >> Organizing

1. The topic of the lecture was physical variations animals use to protect themselves from animals which are attacking them.
2. The first kind of adaptation the professor discussed was defensive variations.
3. The professor mentioned the turtle and its two kinds of defensive adaptations.
4. The second example the professor cited was animals with offensive protective adaptations.
5. The professor cited the hedgehog as an example of an animal that uses its physical adaptations offensively.

### >> Sample Response

The topic of the lecture is physical adaptations animals use to protect themselves from animals which are attacking them. During the lecture, the professor mentioned two different adaptations. The first one he discussed was defensive adaptations, for which he cited the turtle. The professor stated that the turtle uses two different defensive mechanisms. The first is its hard shell, which protects the turtle's body since animals can't bite through it. The other is its flexible neck, which it can fold up and hide under its shell. The second example the professor cited was animals with offensive protective adaptations. He cited the hedgehog as an example. First, the hedgehog has spines on its back. So, when an animal attacks, the hedgehog rolls into a ball and then attacks its assailant with its harmful spines. Second, the spines are difficult to remove, so the animal suffers again later when extracting them.

강의의 주제는 동물들이 자신을 공격하는 동물로부터 스스로를 보호하기 위해 사용하는 신체적 적응에 관한 것이다. 교수가 말한 첫 번째 적응 기전은 방어적 적응으로 거북을 예로 들었다. 교수는 거북이가 두 가지 방어 기전을 사용한다고 말했다. 첫 번째는 딱딱한 등껍질로 다른 동

물들이 물어뜯을 수가 없기 때문에 거북의 몸을 보호하는 역할을 한다. 나머지 한 가지는 유연한 목으로 등껍질 안으로 집어 넣을 수가 있다. 교수가 든 두 번째 예는 공격적 방어 기전을 가진 동물이다. 그는 호저를 예로 든다. 첫 번째로 호저는 등에 가시가 있다. 호저는 공격을 받으면 공 모양으로 몸을 말아 가시로 공격을 가한다. 두 번째로, 가시는 빼내기가 힘들기 때문에 나중에 가시를 뺄 때 공격자는 다시 한 번 고통을 받게 된다.

## Unit 52. Name Recognition

### >> Listening

Advertisers are always searching for new, effective ways to pitch their products to consumers. They try many approaches, but the most important one is building name recognition. If consumers can easily recognize a product's name, then they are much more likely to purchase it.

So, how do advertisers build name recognition? Well, one way to do this in their commercials and print ads is to, well, reiterate the name of the product as often as possible. Think of some of the ads you've seen on TV. The most effective ones undoubtedly mention the product's name multiple times. This kind of reinforcement helps consumers recall the product's name when they go to purchase it. Think about some of the most popular brand names... Let's see. Coca Cola is one. You often say, "I want a coke," when you mean any cola in general. Or how about Xerox, the copier company? People often say, "I need a Xerox," to mean they need a copy. It's no surprise both companies are leaders in their industries.

On the other hand, let's consider products with low name recognition. Unfortunately, if a product has low name recognition, people are less likely to purchase it. One simple reason is that they can't remember its name when they're at the store. You've probably had this happen to you in the past, right? You visited a store intending to buy a product, but you simply couldn't remember its name. You might have wound up buying a different, more popular, but less-effective, product instead. So, you see, this is how name recognition is integral to the economic welfare of companies. Without it, they have trouble selling their products.

광고주들은 언제나 제품을 소비자에게 광고할 수 있는 새롭고 효과적인 방법을 찾습니다. 그들은 여러 가지 방법을 사용하는데 가장 중요한 것이 제품의 인지도를 높이는 것입니다. 소비자들이 쉽게 제품을 인식할 수 있다면 훨씬 구매할 확률이 높아지겠죠.

그렇다면 광고주들은 어떻게 제품의 인지도를 높일 수 있을까요? 광고나 인쇄 매체 광고에서 이것을 할 수 있는 한 가지 방법은 가능한 한 자주 제품명을 반복하는 것입니다. TV에서 본 적이 있는 일부 광고를 생



각해 보세요. 가장 효과적인 광고는 틀림없이 제품명을 여러 번 반복합니다. 이러한 강화 작용으로 소비자는 제품을 사러 갔을 때 그 제품명을 떠올리게 됩니다. 가장 유명한 브랜드를 떠올려 봅시다. 어디 봅시다. 코카콜라가 예가 되겠군요. 아무 콜라면 되는데도 여러분은 종종 "코카콜라 주세요."라고 할 것입니다. 복사기인 제록스는 어떨까요? 사람들은 복사기가 필요한 경우에도 "제록스가 필요해."라고 말합니다. 이 두 회사 다 그 분야에서 최고의 회사인 것은 당연한 일이지요.

그런데, 제품명 인지도가 낮은 제품을 살펴봅시다. 안타깝게도 인지도가 낮으면 사람들은 구매를 할 확률이 낮아집니다. 한 가지 간단한 이유는 제품이 점포에 있어도 이름을 기억하지 못하기 때문이에요. 여러분은 아마도 예전에 이런 경험을 해 본 적이 있을 거예요. 어떤 제품을 사기 위해 가게에 갔는데 이름이 기억나지 않는 거예요. 그래서 결국 좀 더 잘 팔리지만 덜 효과적인 제품을 대신 구매하고 마는 것이죠. 이것을 볼 때 제품 인지도가 어떻게 회사 경제에 중요한 역할을 하는지 알 수 있습니다. 제품 인지도가 없으면 제품을 판매하는데 어려움을 겪게 됩니다.

#### >> Organizing

1. The entire lecture covered name recognition and how important it is to a company that wants to sell its products.
2. First, the lecturer mentions the value of a product having high name recognition.
3. According to the professor, the most effective advertisements state the product's name repeatedly.
4. The lecturer's second explanation focuses on low name recognition.
5. He asserts that products with low name recognition do not sell well.

#### >> Sample Response

The entire lecture covered name recognition and how important it is to a company that wants to sell its products. First, the lecturer mentions the value of a product having high name recognition. His first example of this is the effectiveness of advertisements. According to the professor, the most effective advertisements state the product's name repeatedly. He also refers to companies like Coca Cola and Xerox, whose names have become synonymous with cola and copies. The professor declares that this is why they are leaders in their fields. The lecturer's second explanation focuses on low name recognition. He asserts that products with low name recognition do not sell well. An example he gives is that people might go to a store wanting to buy a product but can't remember its name. They therefore buy another more popular product instead because they recognize that product's name.

수업 전반이 제품 인지도에 대해서 그리고 제품 판매를 원하는 회사에 얼마나 중요한 역할을 하는지에 대해서 다룬다. 교수는 먼저 인지도가 높은 제품의 가치에 대해 언급한다. 그가 든 첫 번째 예는 광고의 효율성이다. 교수에 따르면 가장 효과적인 광고는 제품명을 반복하는 것이다. 그는 또한 코카콜라와 제록스 같은 회사를 언급하는데, 이 회사들의 이름은 콜라나 복사기와 같은 단어와 동의어가 되었다. 교수는 이것이 이들이 그 분야에서 최고이기 때문에 가능한 일이라고 주장한다. 교수가 든 두 번째 예는 낮은 인지도와 관련이 있다. 그는 인지도가 낮은 제품은 잘 팔리지 않는다고 주장한다. 그가 든 예는 사람들이 어떤 제품을 사기 위해 점포에 가지만 이름을 기억할 수 없는 경우이다. 그래서 결국 그 제품 대신에 이름을 알고 있는 더 잘 알려진 제품을 사게 된다.

### Unit 53. Art Methods

#### >> Listening

I'd like to point out something about art from the past. In previous eras, making art was expensive. Most artists required patrons merely to afford the paint, canvas, and everything else they needed, and these patrons, naturally, kept most of the artwork in their homes for their own personal viewing. This made art inaccessible to most people. The artists, quite understandably, didn't appreciate this, so they came up with two ways to enable the public to admire their work.

For one, many artists began using cheaper materials. This let them work without a sponsor. This way, they could produce the art they wanted to and also retain possession of their art. They were then free to display it wherever they wanted to. This, naturally, permitted many more people to see their work. Of course, one drawback to this approach was that the lower quality of the paint and other materials meant their work often faded quickly. Fortunately, many of these works can now be restored using modern methods.

Another thing artists did was to display their art both outdoors and in public places. Remember that artists didn't just do paintings. They did statues, sculptures, and many other kinds of art. Take a look at any cathedral. There is art everywhere. Look at the statues and the stained glass window in them. They're all works of art. And consider one of the greatest examples of art anywhere - Michelangelo's work in the Sistine Chapel. How many thousands or millions of people have seen his artwork? He attained what most artists strive for: for the greatest number of people to admire his work.

과거의 미술에서 대해 말해 줄 게 있어요. 과거에는 미술품을 만드는 데 비용이 많이 들었어요. 대부분의 화가들은 페인트, 캔버스, 필요한 모든 것을 사기 위해 후원자가 필요했고 당연히 후원자는 대부분의 미술품을



을 자신들만 감상할 수 있는 그들의 집에 보관했어요. 이로 인해 대부분의 사람들은 미술품을 볼 기회가 없었죠. 화가들은 당연히 그랬겠지만 이런 상황을 별로 내켜 하지 않았고 일반인들이 작품을 감상할 수 있는 두 가지 방법을 생각해 냈어요.

첫 번째는 많은 화가들이 보다 저렴한 재료를 사용하기 시작했어요. 그래서 후원자가 없이도 작업을 할 수 있었죠. 이렇게 원하는 작품을 만들어 직접 소유를 하기도 했어요. 그러다가 어디서든지 원하는 곳에서 무료 전시를 하기도 했죠. 이로 인해 자연스럽게 많은 사람들이 그들의 작품을 볼 기회를 얻었죠. 물론 이 방법의 단점은 페인트와 다른 재료들의 질이 나뉘기 때문에 종종 쉽게 색이 바란다는 것이었죠. 다행히 이 작품 가운데 상당수가 현대 기술을 사용해 복원이 되었어요.

화가들이 사용했던 또 한 가지 방법은 야외나 공공장소에서 작품을 전시하는 것이었어요. 화가들이 그림만 그린 것은 아니라는 걸 기억하기 바라요. 그들은 조상, 조각, 다른 많은 종류의 미술품도 만듭니다. 아무 대성당이나 한번 살펴보세요. 미술품들이 여기저기에 있어요. 대성당 안에는 조상도 있고 스테인드글라스 창문도 있어요. 그 모두가 예술 작품이에요. 전 세계적으로 가장 훌륭한 예술품이라고 할 수 있는 시스틴 성당의 미켈란젤로 작품을 떠올려 보세요. 얼마나 많은 수천, 수백만의 사람들이 그의 작품을 보았을까요? 그는 대부분의 화가들이 갈망하는 것을 얻었죠. 바로 수백만의 사람들이 자신의 작품을 감상해 주는 것 말입니다.

#### >> Organizing

1. The main idea of the lecture is that artists did not want their work to be viewed by a limited number of people but instead desired for as many people as possible to see it.
2. In her first example, she says that artists utilized cheaper materials to avoid having patrons, who would keep the artists' works for themselves.
3. What happened is that artists owned their own works, so they were at liberty to display them anywhere they wanted.
4. The professor then discusses how artists made sure their works were displayed outdoors or in public places.
5. She states that cathedrals are full of art like statues and stained glass windows, and she also mentions Michelangelo's work in the Sistine Chapel.

#### >> Sample Response

The main idea of the lecture is that artists didn't want their work to be viewed by a limited number of people but instead desired for as many people as possible to see it. The professor covers a couple of steps artists took to ensure that this happened. In her first example, she says that artists utilized cheaper materials to avoid having patrons, who would keep the artists' works for themselves. What happened is that artists owned their

own works, so they were at liberty to display them anywhere they wanted. The professor then discusses how artists made sure their works were displayed outdoors or in public places. She states that cathedrals are full of art like statues and stained glass windows, and she also mentions Michelangelo's work in the Sistine Chapel. In her view, doing art like this enabled the greatest number of people to see the artists' works.

강의의 주제는 화가들이 자기 작품이 제한된 사람들만 감상하는 것을 못 마땅해 했고 그 대신 가능한 한 많은 사람들이 작품을 봐 주길 원했다는 것이다. 교수는 화가들이 이 목표를 이루기 위해 취했던 두 가지 방법을 다룬다. 첫 번째 예에서 그녀는 화가들이 자신들의 작품을 집에 보관하는 후원자들을 피하기 위해 보다 저렴한 재료를 사용했다고 말한다. 그로 인해 화가들은 작품을 직접 소유하게 되었고 원하는 곳이면 어디 서든지 마음대로 전시를 할 수가 있었다. 그런 다음 교수는 화가들이 작품을 야외나 공공장소에서 전시를 했다고 말한다. 그녀는 성당에는 조상이나 스테인드글라스 창문과 같은 미술품들로 가득 차 있다고 말하면서 시스틴 성당에 있는 미켈란젤로의 작품에 대해서도 언급한다. 그녀는 미술의 이런 변화로 인해 최대한의 사람들이 화가의 작품을 감상할 수 있게 되었다고 생각한다.

### Unit 54. Animal Cooperation

#### >> Listening

While we often point out how humans benefit by cooperating with one another, we should also note that many animals act in concert, too. In fact, without cooperating with one another, many animals would be much less well off. For example, many animals cooperate to maximize their protection from predators while others work together in order to locate and exploit new food sources.

Let's think about deer first. With their antlers, you'd imagine they wouldn't need any protection. But what about does, fawns, and older deer? Wolves and other predators can take down a deer easily, especially by hunting in packs. So what do deer do? Well, one defensive measure they use is to feed in groups. This helps keep them safe from predators. How? Well, for one, they can alert one another more quickly when predators are nearby, which allows younger, older, or weaker deer to hide or escape. Second, there's safety in numbers. Predators are far more likely to attack a single animal than a large group of them.

Now, how about honeybees? They work together, too. You've heard of the honeybee's dance, right? That's a textbook case of animal cooperation. When looking for food, honeybees all head in different directions. When



they find a potential food source, they return to the hive. Then, they perform a complicated dance, which, scientists believe, actually gives the direction, distance, and amount of food located. This allows the bees to abandon unpromising searches and move on to food sources that are closer and which will be able to provide more food for the hive.

우리는 종종 인간이 서로 간의 협력으로 얼마나 많은 혜택을 얻는지에 대해서 이야기하는데 많은 동물 역시도 그런 협동 작업을 한다는 것을 알기 바랍니다. 사실, 많은 동물들이 서로 협동을 하지 않는다면 삶의 질이 훨씬 떨어질 거예요. 예를 들어 어떤 동물들은 새로운 먹이를 찾고 가져오기 위해 함께 협력을 하기도 하고 많은 동물들은 포식자로부터 자신들을 최대한 보호하기 위해 협력을 하기도 합니다.

먼저 사슴의 경우를 생각해 봅시다. 사슴은 편이 있으니 다른 보호 장치가 없어도 된다고 생각하겠죠? 그런데 새끼 사슴이나 늙은 사슴의 경우는 어떨까요? 늑대나 다른 포식자들은 특히 무리란 지어 한 마리의 사슴을 쉽게 공격할 수 있습니다. 그래서 사슴들은 어떻게 할까요? 한 가지 방어 기전은 무리란 지어서 먹이를 먹는다는 것이죠. 이렇게 하면 포식자들로부터 안전할 수 있습니다. 왜일까요? 그건, 일단 포식자들이 가까이 다가오면 보다 빨리 서로에게 알려서 어린 사슴이나 늙은 사슴, 약한 사슴이 몸을 숨기거나 피하게 할 수 있어요. 두 번째로는 봉치면 산다는 거죠. 포식자들은 무리란 지어 있는 사슴들보다는 따로 떨어져 있는 한 마리를 공격한 확률이 훨씬 크거든요.

그렇다면 꿀벌은 어떨까요? 꿀벌은 함께 일을 합니다. 여러분은 아마도 꿀벌이 춤을 추는 소리란 들이본 적이 있을 거예요. 그것은 동물 간의 협동을 보여주는 교과서적인 예라고 할 수 있어요. 꿀벌은 먹이단 찾을 때 전부 다른 방향을 향하죠. 먹이단 싶은 것을 발견하면 벌집으로 돌아옵니다. 그런 다음 복잡한 춤을 추는데 과학자들은 이 춤이 먹이의 양, 방향, 거리 등을 알려준다고 생각합니다. 이 춤 덕분에 벌들은 무익한 먹이 탐사를 그만 두고 더 가까이 있는 먹이로 가서 벌집까지 더 많은 먹이단 실어 나를 수 있는 것이죠.

#### >> Organizing

1. The professor looked into two different ways in which animals cooperate with one another.
2. In her first example, she discussed deer and how they protect themselves from predators.
3. This lets various young, old, or sick deer hide while others stay close together to attempt to ward off the attackers.
4. On the same topic, the professor then cited the example of the honeybee.
5. By doing this dance, they share their knowledge of the location of the food source with the other bees, which enables them better to provide for the needs of the entire hive.

#### >> Sample Response

The professor looked into two different ways in which

animals cooperate with one another. She emphasized that cooperation was not solely a human trait but that animals did it as well. In her first example, she discussed deer and how they protect themselves from predators. By feeding together, deer can alert one another quickly when predators come. This lets various young, old, or sick deer hide while others stay close together to attempt to ward off the attackers. On the same topic, the professor then cited the example of the honeybee. They go in different directions in search of food and, upon locating it, return to their hives to perform a dance. By doing this dance, they share their knowledge of the location of the food source with the other bees, which enables them better to provide for the needs of the entire hive.

교수는 동물들이 서로 협력을 하는 두 가지 방법에 관해 살펴보았다. 그녀는 인간만 협동을 하는 것은 아니며 동물도 마찬가지로 협동을 한다고 강조했다. 첫 번째 예에서 그녀는 사슴을 예로 들어 어떻게 사슴이 포식자로부터 스스로를 방어하는지 이야기했다. 함께 먹이를 먹음으로써 포식자가 다가오면 서로서로 제발리 신호를 보낼 수 있다. 그래서 약한 사슴들이 공격자로부터 막아내기 위해 가까이 붙어 있는 동안 어리거나 늙거나 약한 사슴들은 몸을 숨길 수 있다. 동일한 주제에 대해 교수는 꿀벌의 예를 들었다. 꿀벌은 먹이를 찾아 각기 다른 방향으로 가다가 먹이를 발견하면 벌집으로 돌아와 춤을 춘다. 이 춤을 통해 꿀벌은 먹이의 위치에 대한 정보를 다른 꿀벌들과 공유해 벌집 전체에 필요한 먹이단 더 잘 공급할 수 있다.

### Unit 55. Pollinator Attraction

#### >> Listening

Let's move on to pollination and how flowers attract pollinators. Most flowers get pollinated by insects, so let's focus on them. You've probably noticed that flowers have their own distinct appearances and smells. Don't think those are for your benefit, okay? They actually look and smell those ways in order to attract insects to pollinate them. Allow me to explain in detail.

One major attractor, unsurprisingly, is appearance. It's the most important one of all. Some insects can see colors well. So, there are some colors that, depending upon the insect, make it just want to stop and sit down on the flower. For example, many butterflies are attracted to the colors red and yellow, two of the three primary colors. Think of the painted daisy. Here's a picture... It's got red petals and a yellow center. Butterflies simply won't miss being attracted to that flower. It's irresistible. So remember... That's why we see so many different colors of flowers. They are attracting various kinds of insects to pollinate them.



Odor is the second most common attractor used. Unfortunately for flowers, most insects can't differentiate colors. They're essentially colorblind. But they can recognize different scents, that is, smells. Take the moth. You know, those insects that look like butterflies but which always appear at night. Well, they're attracted to, um, sweet smells. Jasmine is one example. Now, get a load of this. Jasmine produces a strong, sweet smell... but only at night, which is the perfect time to attract moths. Amazing, huh? So the moths, having been attracted, will be able to pollinate the jasmine plants. And that's nature at work.

남자 교수: 다음으로 수분과 꽃이 어떻게 수분 매개자를 유혹하는지에 대해 살펴보도록 합시다. 대부분의 꽃은 곤충에 의해 수분이 되기 때문에 충매에 초점을 맞추도록 하겠어요. 여러분은 아마도 꽃들이 저마다 고유한 모양과 향기를 지녔다는 것을 눈치 챌 거예요. 설마 그게 여러분을 위해서라고 생각하는 건 아니겠죠? 꽃은 사실 수분을 해줄 곤충을 유혹하기 위해 그런 모양과 향기를 지니고 있습니다. 자세한 설명을 해 드릴게요.

가장 중요한 유인 요소는 당연히겠지만 모양입니다. 모양은 모든 요소 가운데 가장 중요한 요소입니다. 어떤 곤충은 색깔을 잘 구별할 수 있어요. 그래서 곤충에 따라서 가던 길을 멈추고 앉아서 쉬고 싶게 만드는 색깔이 있어요. 예를 들어, 나비들은 대부분 삼원색 가운데 두 가지인 빨간색과 노란색에 끌립니다. 페인티드 데이지 꽃을 생각해 보세요. 여기에 사진이 있네요. 이 꽃은 꽃잎은 빨간색이며 중심부가 노랗게 되어 있어요. 나비는 그 꽃을 지나칠 수가 없어요. 거부할 수가 없는 것이죠. 그래서 그렇게 많은 색깔의 꽃이 존재한다는 것을 기억하기 바랍니다.

향기는 두 번째로 흔히 사용되는 유인 요소입니다. 꽃에게는 안 된 이야기지만 대부분의 곤충들은 색깔을 구별하지 못해요. 기본적으로 색맹이죠. 하지만 여러 가지 향기, 즉 냄새는 구별을 합니다. 나방을 예로 들어 봅시다. 여러분도 아시다시피 나방은 나비처럼 보이지만 항상 밤에 날아다닙니다. 나방은 달콤한 향기에 끌립니다. 제스민이 한 예입니다. 잘 들어보세요. 제스민은 강하고 달콤한 향기를 가지고 있지만 나방이 날아다니기에 더 없는 시간대인 밤에만 그렇습니다. 놀랍지 않나요? 그래서 제스민으로 이끌려 날아온 나방은 제스민을 수분시켜 주는 것입니다. 이것이 자연의 원리입니다.

### >> Organizing

1. The professor discussed two of the ways that flowers attract insects so that the insects will pollinate them.
2. First of all, he covered the importance of the flower's colors to attracting insects.
3. Since some insects can see colors well, flowers use this fact to their advantage.
4. The professor then pointed out that most insects are in fact colorblind, so flowers must resort to using scents to attract insects for the purpose of pollination.
5. Since the moth, which is active at that time, is attracted to sweet scents, jasmine can be pollinated

by moths.

### >> Sample Response

The professor discussed two of the ways that flowers attract insects so that the insects will pollinate them. First of all, he covered the importance of the flower's colors to attracting insects. Since some insects can see colors well, flowers use this fact to their advantage. The professor brought up the point that butterflies are attracted to red and yellow colors. So, some flowers, like the painted daisy, which is yellow and red, use these colors to entice insects to come and pollinate them. The professor then pointed out that most insects are in fact colorblind, so flowers must resort to using scents to attract insects for the purpose of pollination. The example cited by the professor was jasmine, which emits a sweet scent only at night. Since the moth, which is active at that time, is attracted to sweet scents, jasmine can be pollinated by moths.

교수는 꽃이 수분을 위해 곤충을 유혹하는 두 가지 방법에 대해서 말했다. 먼저, 그는 꽃의 색깔이 곤충을 유인하는데 얼마나 중요한 역할을 하는지 말한다. 일부 곤충은 색깔을 잘 볼 수 있기 때문에 꽃은 이 점을 잘 이용한다. 교수는 나비가 빨간색과 노란색에 끌린다는 점을 지적한다. 그래서 빨강과 노란 페인티드 데이지와 같은 일부 꽃들은 이런 색깔을 사용해 곤충이 다가 와서 수분을 하게 만든다. 그런 다음 교수는 대부분의 곤충이 사실은 색맹이기 때문에 꽃이 곤충의 수분을 유도하기 위해서는 향기를 사용해야 한다고 말한다. 교수가 든 예는 제스민으로 이 꽃은 밤에만 달콤한 향기를 낸다. 야행성인 나방은 달콤한 향기에 끌리고 제스민은 나방에 의해 수분이 된다.

## Unit 56. Photography

### >> Listening

We all know the saying that a picture's worth a thousand words. That's probably why many of you are into photography. And you should all know that, depending upon how a photographer frames, er, takes his picture, he can make his subject look sympathetic or make it appear dark and ominous. Think about how photographers in different centuries portrayed industrialization. Their attitudes in the nineteenth and twentieth centuries were almost completely different, which is reflected in their work.

Photography as we know it was invented in the nineteenth century. And this is important, for this was the century when industrialism was really starting to take off. But you know what? These advances frightened people. They thought the world was changing too quickly. So photographers were often quite critical of



industrialism. They took more photographs of nature and people instead. They focused mostly on humanity at the expense of industrialism. Those pictures that did show industrialism often emphasized people's dirty, worn, and hopeless faces after they'd worked in the factories all day or other such negative representations.

The twentieth century, however, saw a dramatic change in attitudes. People began to, uh, celebrate industrialism. Photographers therefore started taking more pictures of machines and other tools of industrialization. Not only did they increase the numbers of pictures they took, but they also made sure the pictures showed machines in the best possible light. Here... See this picture inside an automobile factory? Notice how clean everything is and how the people are smiling as they do their jobs. This picture is typical of twentieth-century attitudes toward industrialization. It meant to honor industrialization, not to demonize it.

우리는 누구나 "사진은 천 마디 말의 가치가 있다"라는 속담을 잘 알고 있습니다. 아마도 그래서 여러분 중 상당수가 사진을 좋아할 것입니다. 그리고 여러분 모두 사진작가가 사진을 어떻게 찍느냐에 따라서 대상이 마음에 들기도 하고 때로는 아플거나 암울해 보이기도 한다는 것을 알아야 합니다. 각기 다른 세기에 사진작가들이 산업화를 어떻게 묘사했는지 생각해 보기 바랍니다. 20세기와 21세기의 사진작가들의 태도는 완전히 다른데 이것이 작품에 묘사되어 있습니다.

여러분도 아시다시피 사진은 19세기의 발명품입니다. 산업주의가 진정으로 시작된 시기인 19세기였기 때문에 이것은 중요한 사실입니다. 그런데 말이지, 이러한 변화는 사람들을 공포에 떨게 만들었어요. 사람들은 세상이 너무 빨리 변하고 있다고 믿었죠. 사진은 종종 산업주의를 비판했어요. 사람들은 대신 자연이나 인물 사진을 더 많이 찍었죠. 그들은 산업주의를 회생하고 인본주의에 더 초점을 맞추었어요. 산업주의를 보여주는 사진은 종종 하루 종일 공장에서 일을 한 사람들의 지치분하고 지치고 희망 없는 표정이나 그런 부정적인 면을 강조했죠.

하지만, 20세기에는 그런 태도에 급격한 변화가 일어났어요. 사람들은 산업주의를 숭배하기 시작했어요. 그래서 사진 기사들은 기계나 산업화와 관련된 다른 도구들 사진을 더 많이 찍기 시작했죠. 사진의 수만 중 가까운 게 아니라 최대한 좋은 이미지로 기계 사진을 찍었죠. 자동차 공장 안의 이 사진 보이시죠? 모든 게 얼마나 깨끗하고, 일을 하는 사람들이 어떻게 미소 띤 얼굴을 하고 있는지 보세요. 이 사진은 산업화에 대한 20세기의 태도를 보여주는 전형적인 사진입니다. 산업화를 나쁘게 포장하는 대신 숭배하고 있는 것이죠.

#### >> Organizing

1. During the course of the lecture, the professor focused upon how photographers represented industrialization in the nineteenth and twentieth centuries.
2. He first discussed the way industrialization was portrayed in the nineteenth century.

3. According to the professor, many people during this time were afraid of technology and feared it was taking over their lives.
4. On the other hand, the twentieth century saw people starting to appreciate industrialization, so photographers began showing pictures of machines that made them look good.
5. As an example, the professor showed a picture of a clean automobile factory with smiling, happy workers.

#### >> Sample Response

During the course of the lecture, the professor focused upon how photographers represented industrialization in the nineteenth and twentieth centuries. He first discussed the way it was portrayed in the nineteenth century. According to the professor, many people during this time were afraid of technology and feared it was taking over their lives. So, photographers spent most of their time snapping shots of nature and people. When they did photograph industrialization, they portrayed it in a negative light, such as by showing people all worn out from working in factories. On the other hand, the twentieth century saw people starting to appreciate industrialization, so photographers began showing pictures of machines that made them look good. As an example, the professor showed a picture of a clean automobile factory with smiling, happy workers. He cited this as an example of how photographers honored industrialization in the twentieth century.

교수는 강의 중에 19세기와 20세기에 사진작가들이 산업화를 어떻게 보았는지에 초점을 맞추었다. 처음에는 19세기의 묘사 방법에 대해 이야기했다. 교수에 따르면 이 시기에는 많은 사람들이 기술을 두려워해서 자신들의 삶을 침범할 지도 모른다고 생각했다. 그래서 사진작가들은 대부분 자연이나 인물 사진을 찍었다. 산업화 사진을 찍었을 때에도 공장 일로 녹초가 된 사람들의 사진과 같이, 부정적인 시각에서 묘사했다. 한편, 20세기에는 사람들이 산업화를 긍정적으로 평가하기 시작했고 사진작가들도 멋진 기계 사진을 찍기 시작했다. 교수는 한 가지 예로 미소를 띤 행복한 노동자들이 있는 깨끗한 자동차 공장의 사진을 보여 주었다. 그는 사진작가들이 20세기 들어 이렇게 산업화를 숭배했는지 의 예로 이 사진을 들었다.

### Unit 57. Advertisements

#### >> Listening

Did everyone do their reading last night? Excellent. Then I'd like quickly to review a couple of the advertising techniques you read about. As you should recall, two techniques were primarily focused on. They were the direct and indirect methods of persuasion. I'd like to give a couple of examples of them now.



All ads try to persuade people to purchase the products which they're promoting. The direct method is one popular way. When using this, advertisers note the features of their products that make them extraordinary and different from other similar products. They may cite various facts and statistics that will tell viewers exactly why they should go out and purchase that particular product. For example, a car manufacturer using direct advertising techniques might stress how safe the car is according to recent statistics. Or it might mention the car's gas mileage and note how it's much more economical than its competitors.

On the other hand, there is also the indirect method of advertising. Here, advertisers attempt to persuade customers by using association. They might show the results of using or purchasing their product. For example, let's go back to car ads. Perhaps the car being sold is rather ordinary. Well, the manufacturer is going to show people smiling while they're driving. The mom and dad will be in the front listening to music while the kids in the back will be playing games or looking out the window to admire the scenery. That's an example of indirect advertising. The company's trying to make potential buyers think they'll be as happy as the people in the ad if they purchase that company's product.

이제 밤에 모두 공부할 내용을 읽었습니까? 좋아요. 그렇다면 여러분이 읽은 두 가지 광고 기법을 간단히 읽고 넘어가도록 하겠습니다. 여러분이 기억하듯이 크게 두 가지 기법이 있습니다. 직접적 설득과 간접적 설득의 방법입니다. 이제 두 가지 예를 들어드리겠습니다.

광고는 하나같이 자신들이 판매하는 제품을 사람들이 구매하게 만들려고 예를 씁니다. 직접적 방법은 흔히 사용되는 방법입니다. 광고주들이 이 방법을 사용할 때는 다른 유사 제품에 비해 자사 제품을 특별하게 만들고 차별화시켜 주는 제품의 특성에 주목합니다. 때에 따라서는 시청자들에게 왜 나가서 자사의 특정 제품을 사야 하는지를 알려 주는 다양한 사실과 통계 자료를 인용하기도 합니다. 예를 들어 직접적 광고 방법을 사용하는 자동차 제조업체는 최근 통계 자료에 따르면 자사차가 얼마나 안전한지를 강조하기도 합니다. 또는 연비를 언급하면서 경쟁사의 차에 비해 훨씬 더 경제적인다는 것을 말하기도 합니다.

그런가 하면 광고에는 간접적 방법도 있습니다. 이 방법에서는 광고주가 연상기법을 사용해 소비자를 설득하려고 합니다. 자사 제품을 사용하거나 구매한 결과를 보여주는 것이죠. 예를 들어, 자동차 광고로 다시 돌아가 봅시다. 판매하는 자동차가 비교적 평범한 차라고 칩시다. 제조업체에서는 운전을 하면서 미소를 짓고 있는 사람들의 모습을 보여줄 것입니다. 엄마와 아빠는 앞좌석에서 음악을 듣고 있고 아이들은 뒤쪽에서 게임을 하거나 창 밖 풍경을 감상하고 있습니다. 이것은 간접 광고의 예입니다. 회사는 잠재고객들이 만약 자사 제품을 구매한다면 광고 속의 사람들만큼 행복해질 거라고 생각하게 만들려고 예를 쓰는 것이죠.

## >> Organizing

1. The lecturer focuses on two different methods of advertising companies like using when trying to sell their products.
2. He first cites direct advertising as one popular method of advertising.
3. In using this approach, the ad will discuss the car's excellent gas mileage or mention how economical it is.
4. Meanwhile, another approach that is commonly used is indirect advertising.
5. Instead of citing facts, the advertisement will try to convince people to want to be in the situation in which the car riders are in.

## >> Sample Response

The lecturer focuses on two different methods of advertising companies like using when trying to sell their products. He first cites direct advertising as one popular method of advertising. When an advertiser utilizes direct advertising, it emphasizes facts and statistics. The example given by the professor involves the direct advertising of a car. In using this approach, the ad will discuss the car's excellent gas mileage or mention how economical it is. Meanwhile, another approach that's commonly used is indirect advertising. Here, companies utilize association to convince people to buy their products. Again, the example used is that of selling a car. However, instead of citing facts, the advertisement will try to convince people to want to be in the situation in which the car riders are in. Everyone riding will be happy and having a good time, so potential customers will associate that car with having fun.

교수는 자사 제품을 판매하고자 할 때 회사들이 즐겨 사용하는 두 가지 광고 방법에 초점을 맞춥니다. 그는 먼저 널리 애용되는 광고 방법으로 직접적 광고를 언급한다. 광고주가 직접적 광고 방법을 사용할 때는 사실과 통계자료를 강조한다. 교수가 든 예는 자동차의 직접적 광고이다. 이 방법을 사용할 경우 광고에서는 자동차의 뛰어난 연비를 말하거나 자사차가 얼마나 경제적인지를 언급한다. 반면에 일반적으로 사용되는 또 다른 방법은 간접적 광고이다. 이 방법에서는 회사들이 연상기법을 사용해 사람들이 자사 제품을 사도록 만든다. 또 다시 자동차 판매의 예가 등장한다. 하지만 사실을 언급하는 대신 이 광고에서는 사람들에게 광고 속의 사람들이 차를 탔을 때 느꼈던 느낌을 갖고 싶어 하게 만든다. 차를 타는 모든 사람들이 모두 행복해지고 즐거워질 것이기 때문에 잠재 고객들은 그 차를 즐거움과 연상시키게 된다.

## Unit 58. Positive & Negative Reinforcement

### >> Listening

I'm sure you all have certain things you absolutely loathe



doing. I have a few myself. So... How do you convince yourself to do them? Are you the kind of person who uses, well, positive reinforcement, or do you rely upon negative reinforcement to get yourself to do these undesirable activities?

I'm sure many of you aren't morning people, right? Then consider a worker who hates getting up early in the morning. Unfortunately, his job starts at 7:30, so he's got to wake up by 6. Now, how does he convince himself to get out of bed? One way is to use positive reinforcement. This is when you add some kind of behavior or reward to get yourself to do something. Our worker loves doughnuts, but he doesn't eat them very often. However, as a reward for getting up early, he eats a doughnut for breakfast each morning prior to leaving home for work. That's positive reinforcement at work.

Now shall we consider negative reinforcement? This is the process of removing some kind of behavior or punishment in order to convince yourself or another to do something. What does that mean? Here's an example. Let's say that another worker who must get up early hates showering in the morning. He simply can't stand it. He feels like he's punishing himself by getting in the shower at 6 AM, which makes him dread getting up that early. Well, by using negative reinforcement, he takes a shower at night before going to bed. That removes a behavior he dislikes in the morning, thereby making it more likely that he'll get up out of bed and go to work.

여러분 모두 정말 하기 싫어하는 일이 있을 거예요. 제 경우에도 몇 가지가 있어요. 그런 경우 어떻게 하죠? 이런 하기 싫은 일들을 하기 위해 정적 강화를 사용하나요, 아니면 부정 강화를 사용하나요?

많은 사람들이 아침형 인간이 아니라고 확신해요. 그래서 아침 일찍 일어나는 것을 정말 싫어하는 사람에 예로 들어 봅시다. 불행하게도 그 사람의 직장은 7시 30분에 시작하기 때문에 6시까지 일어나야 해요. 그렇다면 그 사람은 어떻게 자신을 잠자리에서 빠져 나오게 만들까요? 한 가지 방법은 정적 강화를 사용하는 것입니다. 이것은 뭔가를 하기 위해 어떤 종류의 행동이나 보상을 주는 것을 말합니다. 이 사람은 도넛을 너무 좋아하지만 자주 먹지는 못해요. 그런데 일찍 일어나는 대가로 출근을 하기 전에 매일 아침 도넛을 먹습니다.

그렇다면 부정 강화는 어떻게 하죠? 이것은 어떤 일을 하도록 만들기 위해 어떤 행동이나 벌을 제거하는 것을 말합니다. 무슨 말이죠? 한 가지 예를 들어 드리겠습니다. 아침에 일찍 일어나야 하는 사람이 아침에 샤워하는 것을 싫어한다고 쳐 봅시다. 이 사람은 아침에 샤워하는 것을 끔찍이도 싫어합니다. 만약 아침 6시에 샤워를 할 경우 벌을 받는 것 같은 느낌이 들어 그렇게 일찍 일어나는 것을 끔찍하게 여기게 되죠. 그래서 부정 강화를 사용해 잠자리에 들기 전 밤에 샤워를 합니다. 그래서 아침에 하기 싫어하는 행동을 없앴으로써 잠자리에서 빠져 나와 출근을 하는 것을 더 쉽게 만들게 되는 것이죠.

## >> Organizing

1. The professor tells his class about two different methods people often resort to when they need to do something they do not enjoy.
2. The first one he mentions is positive reinforcement.
3. This is adding a behavior or reward to get oneself to do the displeasing activity
4. The second explanation deals with negative reinforcement, the opposite of positive reinforcement.
5. When using this method, the person removes an activity or behavior he dislikes.

## >> Sample Response

The professor tells his class about two different methods people often resort to when they need to do something they don't enjoy. The first one he mentions is positive reinforcement, which is adding a behavior or reward to get oneself to do the displeasing activity. The professor talks about a worker who hates waking up early in the morning. So, in an example of positive reinforcement, he gives himself a doughnut, which he loves, for breakfast every morning. Thus he rewards himself for getting up. The second explanation deals with negative reinforcement, the opposite of positive reinforcement. When using this method, the person removes an activity or behavior he dislikes. The example given is that a worker who hates showering in the morning will instead shower at night. Therefore, since he doesn't have to shower once he wakes up, that will encourage him to get up every morning.

교수는 사람들이 하기 싫은 일을 해야 할 때 종종 사용하는 두 가지 방법에 대해서 말한다. 그가 말한 첫 번째 방법은 정적 강화로 이는 하기 싫은 일을 하게 만들기 위해 어떤 행동이나 보상을 해 주는 것을 말한다. 교수는 아침 일찍 일어나기 싫어하는 사람의 예를 든다. 정적 강화의 예로 그는 자기가 좋아하는 도넛을 매일 아침 먹는다. 그래서 일찍 일어나는 데 대한 보상을 받게 된다. 두 번째 예는 부정 강화를 다루는데 이는 정적 강화와 정반대이다. 이 방법을 사용할 경우 사람들은 싫어하는 활동이나 행동을 제거한다. 교수가 든 예는 아침에 샤워하는 걸 싫어하는 사람이 대신 밤에 샤워를 하는 것이다. 그래서 일어나더라도 샤워를 해야 할 필요가 없기 때문에 매일 아침 일찍 일어나게 된다.

## Unit 59. Film Shots

### >> Listening

Movie directors have many techniques to convey various messages to their audiences. Messages can be passed to the audience without actual dialog. In other words, you don't need words to say everything. Even camera shots can get across various meanings. Some directors use



the angle of the camera—called a shot—to strengthen various feelings or to add more significance to a scene.

For example, one common method that directors use is to angle up the camera. That means you're looking upwards at the person from below him or her. What kind of image would this convey? Think about it... If you're looking up at someone, you're typically admiring a powerful person or at least someone very important. So these low-angle shots give an impression of power. A director filming, say, the Queen of England might use this method. She's not the tallest of women, yet the impression one would get from a low-angle shot of her is of a woman looking down on her subjects as she stands above them. Powerful indeed!

So, if there are low-angle shots, then naturally there are high-angle shots, right? Of course there are. What's the message here? Well, how do you normally feel if you're looking down? Let me give you an example first. Say you're filming a man lost in the desert. He feels helpless, and he's all alone. You'd film him from a down angle. In other words, you'd be elevated above him. This would help to show the utter hopelessness of his situation because you'd show not only him but the vast wasteland of the desert all around him. Everyone got that?

영화감독은 여러 가지 기법을 사용해서 관객들에게 다양한 메시지를 전달합니다. 실제 대사가 없는 상태로 메시지를 전달할 수도 있어요. 심지어 카메라 샷으로 여러 가지 의미를 전달할 수도 있어요. 일부 감독들은 다양한 느낌을 강조하거나 한 장면에 중요성을 더하기 위해 샷이라고 하는 카메라 앵글을 사용하기도 합니다.

예를 들어, 감독들이 사용하는 한 가지 흔한 방법은 카메라를 로우 앵글로 잡는 것입니다. 다시 말해 인물의 아래쪽에서 위쪽으로 인물을 바라보는 것이죠. 어떤 이미지를 전달할 수 있을까요? 생각해 보세요. 만약 어떤 사람을 위로 올려다본다면 그 사람을 존경하거나 적어도 중요하게 생각한다는 것이죠. 그래서 이러한 로우 앵글 샷은 권위를 전달하게 됩니다. 영국 여왕의 영화를 찍고 있는 감독은 이 방법을 사용할 수 있겠죠. 영국 여왕이 여자 중에 가장 키가 크진 않지만 로우 앵글 샷으로 찍게 되면 그녀가 신하들 위에서 신하들을 내려다보고 있는 인상을 받게 됩니다. 강력한 인상이겠죠.

이렇듯 로우 앵글 샷이 있다면 당연히 하이 앵글 샷도 있겠죠? 물론입니다. 이 샷은 어떤 메시지를 전달할까요? 여러분은 내려다볼 때 보통 어떤 느낌을 받나요? 먼저 한 가지 예를 들어 드리겠습니다. 사막에서 길을 잃은 남자의 영화를 찍고 있다고 해 봅시다. 그는 절망스러워하는 데다 완전히 외톨이입니다. 아마도 여러분은 다운 앵글로 찍을 거예요. 다시 말해 여러분이 그 사람보다 위쪽에 위치하게 되는 것이죠. 그렇게 되면 그 사람만 보이는 게 아니라 그를 둘러싼 광활한 황무지 같은 사막까지 보여줄 수 있기 때문에 그가 처한 상황의 완전한 절망감을 전달하는데 도움이 됩니다. 모두 이해가 가나요?

## >> Organizing

1. The professor tells her students about film shots and how directors use them to transmit messages to their audiences.
2. The first example given is that of low-angle shots.
3. Low-angle shots send a message of power since they make the person appear to be looking down at people.
4. Something else similar is high-angle shots, which are taken from above the subject so are thus looking downward.
5. The professor describes a person stranded in the desert.

## >> Sample Response

The professor tells her students about film shots and how directors use them to transmit messages to their audiences. The first example given is that of low-angle shots. These are shots taken with the camera aiming up toward a person or object. Low-angle shots send a message of power since they make the person appear to be looking down at people. The professor mentions that one would take a low-angle shot of the Queen of England to stress her power as she looks down at her subjects. Something else similar is high-angle shots, which are taken from above the subject so are thus looking downward. The professor describes a person stranded in the desert. By looking down at him, the camera conveys a message of hopelessness. The reason is that the shot not only shows the person but also the surrounding area, which further emphasizes the person's bad situation.

교수는 학생들에게 영화 샷 그리고 감독들이 관객에게 메시지를 전달하기 위해 어떻게 샷을 사용하는지에 대해 말한다. 첫 번째 예는 로우 앵글 샷이다. 이 샷은 카메라를 위쪽에 있는 사람이나 사물을 향해 찍는 것이다. 로우 앵글 샷은 그 사람이 다른 사람들을 내려다보고 있는 것처럼 보이게 하기 때문에 강력함의 메시지를 전달하게 된다. 교수는 영국 여왕이 신하들을 내려다 볼 때 강력함을 강조하기 위해 로우 앵글 샷으로 찍을 것이라고 말한다. 이와 유사한 것으로 하이 앵글 샷이 있는데 이것은 대상의 위쪽에서 아래쪽으로 내려다보면서 찍는 것이다. 교수는 사막에 좌초된 사람의 예를 든다. 그를 아래로 내려다보면서 찍을 경우 절망감의 메시지를 전달하게 된다. 그 이유는 샷에서 사람만 보이는 게 아니라 주변까지 보여서 그 사람이 처한 절박한 상황을 더 강조하게 되기 때문이다.

## Unit 60. Positive Thinking

### >> Listening

Thinking positively is one of the most important things people can do. Positive thinking, as opposed to negative thinking, can actually drastically affect the way people



react to various situations. You might find these examples rather interesting.

Everyone watches the weather forecast, right? Well, I watched it this morning, and the meteorologist said there was a fifty-percent chance of sunny weather today. That, of course, means there is also a fifty-percent chance of cloudy or rainy weather. But he didn't say anything about clouds or rain, did he? No, he only said the word "sunny." Now, how many of you saw today's weather report? Okay, a few. And how many of you brought umbrellas with you? None. Just as I expected. When the weatherman says there's a fifty-percent chance of cloudy weather, most people will take umbrellas with them. However, if he says there's a fifty-percent chance of sunny weather, very few people will carry umbrellas. That's positive thinking at work.

Here's another example. It's flu season these days, so perhaps you decide to visit the pharmacy for some medicine. You see two different bottles. On the front of one, it reads that this medicine has a 90% chance of treating a cold effectively. However, on the other bottle, it read that it only has a 10% chance of not being able to treat a cold. It's the same thing, right? It's just phrased differently. However, in a research experiment carried out, far more people purchased the medicine that promised a 90% success rate. Why? Well, its message was more positive. Simply put, people react much better to positive messages than to negative ones.

사람들이 할 수 있는 일 가운데 가장 중요한 것은 긍정적인 사고예요. 긍정적 사고는 부정적 사고와는 반대로 실제로 다양한 상황에서 사람들의 대응 법에 놀라운 영향력을 미칠 수 있어요.

모두 일기 예보를 본 적이 있을 거예요. 저는 오늘 아침에 일기 예보를 들었는데 기상 캐스터 얘기가 오늘 맑을 확률이 50퍼센트라고 하더군요. 물론 그 얘기는 흐리거나 비가 올 확률이 50퍼센트라는 얘깁니다. 하지만 그는 구름이나 비 얘기는 꺼내지도 않았습다. "맑을"이라는 단어만 사용했죠. 오늘 일기 예보를 들은 사람? 좋아요, 몇 사람밖에 없네요. 그런데 오늘 우산을 가져온 사람? 한 명도 없군요. 예상대로예요. 기상 캐스터가 날씨가 흐릴 확률이 50퍼센트라고 얘기했으면 아마도 대부분의 사람들이 우산을 가져왔을 거예요. 하지만 맑을 확률이 50퍼센트라고 얘기했기 때문에 우산을 들고 온 사람이 거의 없어요. 이것이 긍정적 사고의 예입니다.

그렇다면 또 다른 예를 들어드리죠. 요즘은 독감이 유행하는 때라 여러 분은 아마도 약국에 약을 사러 가기로 마음먹을 거예요. 여기 두 종류의 약병이 있습니다. 한 병에는 이 약을 먹을 경우 감기가 잘 나을 확률이 90퍼센트라고 적혀 있어요. 하지만 다른 병에는 감기가 낫지 않을 확률이 10퍼센트라고 적혀 있죠. 결국 같은 애인데 표현만 다를 뿐이죠. 하지만 실험을 해보니 훨씬 더 많은 사람이 나을 확률이 90퍼센트라고 적혀 있는 약을 구매했어요. 왜일까요? 전달하는 메시지가 더 긍정적이기

때문이에요. 간단히 말해 사람들은 부정적 메시지보다는 긍정적 메시지에 더 잘 반응을 합니다.

#### >> Organizing

1. The professor focuses his lecture on positive thinking and how it affects the ways in which people behave.
2. He first discusses the weather forecast from earlier in the day.
3. He states that since the had weatherman claimed there was a fifty-percent chance of sunny weather, no one brought umbrellas with them.
4. He next compares the labels on two medicine bottles.
5. One claims it has a ninety-percent chance of success while the other states that it only fails ten percent of the time.

#### >> Sample Response

The professor focuses his lecture on positive thinking and how it affects the ways in which people behave. He first discusses the weather forecast from earlier in the day. He states that since the weatherman had claimed there was a fifty-percent chance of sunny weather, no one brought umbrellas with them. However, he notes that on the occasions when the weatherman claims there is a fifty-percent chance of cloudy or rainy weather, then people will bring their umbrellas. While the forecast hasn't changed, people's perceptions of it has. He next compares the labels on two medicine bottles. One claims it has a ninety-percent chance of success while the other states that it only fails ten percent of the time. Although they have the same effectiveness, people most often choose the one that advertises its success rate. The reason is that it is more positive than the other medicine.

교수는 긍정적 사고 그리고 그것이 사람들의 행동에 어떻게 영향을 미치는지에 대해 초점을 맞춥니다. 그는 먼저 오전에 들었던 일기 예보 얘기를 합니다. 그는 기상 캐스터가 날씨가 맑을 확률이 50퍼센트였다고 말했기 때문에 아무도 우산을 가져오지 않았다고 말합니다. 하지만 기상 캐스터가 흐리거나 비올 확률이 50퍼센트라고 얘기한다면 사람들이 우산을 가져올 것이라고 말합니다. 일기 예보는 변화가 없었지만 사람들의 인식이 변하게 됩니다. 그는 다음으로 두 가지 약병에 쓴 사용법을 비교합니다. 한 병에는 나을 확률이 90퍼센트라고 적혀 있고 다른 병에는 낫지 못할 확률이 10퍼센트라고 적혀 있다. 약효는 같지만 사람들은 대부분 나을 확률이 90퍼센트라고 적힌 약을 구매한다. 그 이유는 다른 약보다 더 긍정적인 메시지를 전달하기 때문이다.



## Actual Test 01

### Task 1

3-30

#### >> Sample Response

I believe the most influential invention in the last 100 years has been the Internet. One reason is that the Internet has brought the world much closer together than anything else, even jet travel. For example, I have pen pals in countries all over the world, including Asia, North America, and Europe. We can learn about each others' lives and cultures so easily because of the Internet. Second of all, the Internet has increased people's knowledge about the world and international events. Now, I can look up information on the Internet that I could previously only find in the library or maybe an expensive encyclopedia. And I can also read or see the news from any country in the world just by logging on to the Internet.

나는 지난 100년간의 발명품 중 가장 영향력이 큰 발명품은 인터넷이라고 생각한다. 한 가지 이유는 인터넷은 다른 어떤 것, 심지어 제트기보다도 세상을 더 가깝게 만들었기 때문이다. 예를 들어 나는 아시아, 북아메리카, 유럽을 비롯해 전 세계 여러 나라에 펜팔 친구가 있다. 인터넷이 있어 우리는 서로의 삶과 문화에 대해 쉽게 배울 수 있다. 두 번째로 인터넷 덕분에 사람들은 세계 뉴스와 국제 뉴스에 대해 더 많은 지식을 갖게 되었다. 이전 같았으면 도서관이나 어쩌면 값비싼 백과사전에 서만 찾을 수 있었던 정보를 인터넷에서 찾을 수 있게 되었다. 또한 인터넷에 로그인 하기만 하면 세계 어느 나라의 소식도 읽거나 볼 수 있다.

### Task 2

3-31

#### >> Sample Response

I'm the kind of person who enjoys watching television. The first reason is that watching TV relaxes me. When I'm resting, I don't like to do anything but sit on the sofa and watch a good television program. Watching TV takes no effort at all, and it's also an effective way to get rid of stress at the same time. Another reason is that I actually learn a lot from watching TV. Simply put, I watch many educational programs and even the news at times. Nowadays, there are so many channels and shows that are specifically geared toward learning. Since I learn better through visual methods than with textual methods, it really makes sense for me to watch television as much as possible.

나는 텔레비전 시청을 좋아하는 편이다. 첫 번째 이유는 TV를 보면 마음이 편하다. 나는 휴식을 취할 때 아무 것도 하고 싶지 않고 소파에 앉

아서 좋은 TV 프로그램을 시청한다. TV 시청은 아무런 노력도 필요하지 않고 동시에 스트레스도 해소할 수 있는 효과적인 방법이기도 하다. 간단히 말해 나는 많은 교육 프로그램과 때로는 뉴스를 시청한다. 요즘에는 교육용으로 특별 제작된 채널과 프로그램이 아주 많다. 교재로만 공부하는 것보다 시각적 방법을 사용하면 훨씬 잘 배울 수 있기 때문에 가능한 한 TV 시청을 많이 하는 것은 대단히 바람직한 일이다.

### Task 3

3-32

#### >> Reading

**학생 전원 기숙사 생활** 이번 가을 학기 개강과 함께 모든 학생들은 교내 기숙사에서 생활하게 됩니다. 모든 학생들이 교내에서 생활할 경우, 학교 측은 지난 5년 간 그래왔던 것처럼 학생들의 기숙사비를 인상하지 않을 예정입니다. 전 학생들이 교내에서 생활하게 되면 보다 많은 동아리 활동에 참여할 수 있게 될 것입니다. 학교 당국은 학생들이 완벽한 대학 생활의 경험을 쌓기 위해서는 강의실 밖에서 진행되는 활동에도 참여하는 것이 중요하다고 봅니다.

#### >> Listening

- W: Talk about annoying. I can't believe I'm going to have to live on campus next year. I can't stand the dorms.
- M: Well, I rather like the idea. It would be nice not to have to pay for another increase in housing fees. I've had to pay more and more every semester, and it's not easy on my wallet. Frankly, it's becoming quite a burden.
- W: Okay, I can understand that. But I was living at home. That's free. I shouldn't be punished by having to live in a dormitory.
- M: Yeah, but there may be exceptions to the rule. You should look into that.
- W: You're right.
- M: However, I do like the idea of getting everyone to participate in extracurricular activities.
- W: But you don't do any activities yourself!
- M: That's true, but the reason is that nobody else has been doing them. Now, since it looks like more people will be getting involved, I'll probably sign up for a couple of clubs or maybe join an intramural sports team.
- W: It sounds like you're going to be busy.
- W: 정말 짜증 나. 내년엔 기숙사 생활을 해야 한다니. 기숙사는 정말 질색이야.
- M: 글썄, 난 마음에 들어. 기숙사비 인상이 없더니까 잘 된 일이고, 매 학기마다 인상이 돼 지갑에서 쏙쏙치 않은 돈이 나갔었거든. 솔직히 말해 꽤 부담이 컸었어.
- W: 그래, 이해는 돼. 하지만 난 집에서 다녔고 공짜였다고. 기숙사 생활을 하면서까지 돈을 낼 필요는 없잖아.



M: 하지만 예외도 있겠지. 알아봐.

W: 그래.

M: 어쨌든, 모든 학생들이 동아리 활동에 참여하게 된다는 생각은 마음에 들어.

W: 하지만 넌 동아리에 든 게 없잖아.

M: 맞는 말씀이야. 하지만 아무도 활동을 하는 사람을 못 봤기 때문이야. 이젠 더 많은 사람이 활동하게 되겠지. 아마도 동아리 한두 개에 가입을 하거나 교내 운동 팀에 들어볼까 봐.

W: 이제부터 좀 바빠지겠구나.

### >> Sample Response

According to the announcement, all students at the school will have to live in on-campus dormitories starting next semester. The man supports this idea for a couple of reasons. More than anything else, it is because this new regulation will keep the cost of housing from going up. The man is pleased that the price of housing will be staying the same next semester. He states that he's having trouble paying the fees, which have been increasing every semester. Another thing he mentions is that he's going to participate in some extracurricular activities next semester. While the man doesn't currently do any other activities, since there will be more students doing them, he's going to join a couple of clubs with all of the new people. He says that he might even try playing on an intramural sports team as well.

공고에 따르면 교내 전 학생들이 다음 학기부터 기숙사 생활을 해야 한다. 남자는 두 가지 이유로 이 안에 찬성이다. 무엇보다도, 이 새 규정에 따르면 기숙사비의 인상은 없게 될 것이기 때문이다. 남자는 다음 학기에 기숙사비가 동결될 거라는 사실에 흡족해 한다. 그는 매 학기마다 기숙사비가 인상이 되어 기숙사비를 내기가 힘들었다고 말한다. 그가 든 또 다른 이유는 다음 학기부터 동아리 활동에 참여할 것이라는 점이다. 남자는 현재 아무런 동아리 활동도 하지 않고 있지만 이제 동아리 활동을 하는 사람들이 많아질 것이기 때문에 그도 동아리 신입생들과 함께 한두 개의 동아리에 가입을 할 것이다. 그는 어쩌면 교내 운동 팀에 들지도 모른다고 말한다.

## Task 4

3-33

### >> Reading

**표본오차** 데이터를 분석하는 모든 조사나 과학적 연구에서 연구자들은 연구 자료와 관련해 진정한 의미에서 가능한 한 무작위적 표본을 얻고자 애쓴다. 하지만 항상 연구에는 어떤 오류의 요소가 존재하기 마련이다. 이것을 표본오차라고 한다. 표본오차는 보통 퍼센트로 표시하는데 이것은 연구에서의 오차의 가능성을 나타낸다. 연구자들은 가능한 한 표본오차를 줄이려고 한다. 일반적으로 표본오차가 낮을수록 조사의 정확도는 높다.

### >> Listening

When reading surveys or studies, it's integral that you pay attention to the sampling error. No studies are perfect, but scientists try making them as perfect as possible. And the sampling error records the chance of error inherent in the study.

For example, I read about a scientist trying to determine the average size of the fish in a local lake. What did he do? He went out in a boat with a net, caught some fish, and measured them to determine their average size. However, his net was too big, so he couldn't catch any really small fish. Therefore, his study wasn't truly accurate, was it? He had to provide a sampling error to let readers know how accurate, or, uh, inaccurate, his research was.

Also, it's an election year, so there are lots of political surveys nowadays. Did you notice that survey where the presumed frontrunner for president was running neck-and-neck with the other candidates? However, every other survey has him listed at least twelve points ahead. What happened? Well, the survey was done during the afternoon. This means that, since it was a phone survey calling people's homes, the survey got answers from a disproportionate number of housewives. It wasn't a truly random sample of the population. That's why it had a larger-than-usual sampling error.

조사나 연구 결과를 볼 때 표본오차에 관심을 기울여야 합니다. 세상에 완벽한 조사는 없지만 과학자들은 가능한 한 완벽한 조사를 하려고 합니다. 그래서 표본오차로 그 조사에 존재하는 오차의 확률을 나타내게 됩니다.

예를 들어, 저는 어떤 과학자가 한 지역 호수에 서식하는 물고기의 평균 크기를 정하기 위해 실시한 조사에 관한 글을 읽었습니다. 그가 어떻게 조사를 했을까요? 그는 그물을 가지고 배를 타고 나가 고기를 잡은 다음, 측정을 해 평균 크기를 얻었습니다. 하지만, 그물이 너무 커서 아주 작은 물고기는 잡히지 않았습니다. 그래서 그 조사는 진정한 의미에서 정확하다고 얘기할 수 없겠죠. 그는 조사 결과를 읽는 사람들이 조사가 얼마나 정확 또는 부정확한지 알 수 있게 하기 위해 표본오차를 제시해야 합니다.

게다가, 올해는 선거가 있기 때문에 요즘에는 정치 관련 조사가 많이 쏟아지고 있습니다. 당선 유력 후보가 상대 후보와 접전을 펼치고 있다는 기사를 봤나요? 하지만, 다른 조사에서는 그가 적어도 15포인트 정도 앞서서 것으로 나왔습니다. 어떻게 된 일일까요? 그 조사를 한 시각은 오후였습니다. 다시 말해 가정집에 전화를 해서 얻은 조사 결과였기 때문에 가정주부가 압도적으로 많았습니다. 그것은 진정한 의미에서 표본을 무작위 추출했다고 할 수가 없습니다. 그 경우의 표본오차는 평균적 표본오차 이상입니다.

### >> Sample Response

The lecturer describes the results of two recent surveys.



The first was done by a scientist measuring the sizes of fish in a lake. The scientist used a net to capture fish and then averaged their sizes. However, the lecturer points out that, due to the net's small size, many tiny fish escaped. This relates to the reading in that the survey had a sampling error, which is the possibility of error in the study. Since he couldn't capture any small fish, the study wasn't truly random but had a sampling error. The lecturer's second example is of a recent political survey whose results were different from what other polls were showing. The lecturer explains that it was conducted during the day, so there wasn't a random sampling because a higher-than-normal number of housewives answered. This caused the sampling error to be high, making the survey difficult to trust.

교수는 최근의 두 조사에 대해 설명한다. 첫 번째 조사는 한 과학자가 어떤 호수에서 물고기의 크기를 잴 것이다. 과학자는 그물로 물고기를 잡은 다음 크기의 평균을 내었다. 하지만 교수는 그물이 커서 작은 물고기들이 대부분 달아났다고 지적한다. 이것은 조사에서는 조사 시 오차의 가능성을 나타내는 표본오차가 생긴다는 지문 내용과 관련이 있다. 그는 작은 물고기는 잡지 않았기 때문에 그 조사는 진정한 의미의 무작위 추출이 아니었고 표본오차가 생겼다. 교수가 든 두 번째 예는 다른 조사와 결과가 다르게 나온 최근의 정치 관련 조사이다. 교수는 그 조사가 행해진 시간이 낮이었으며 보통 때보다 많은 가정주부가 조사에 응했기 때문에 무작위 추출이 아니었다고 설명한다. 이로 인해 표본오차가 높아져 조사를 신뢰하기 어렵다.

## Task 5

3-34

### >> Listening

- W: I can't believe it! You'll never guess what happened to me.
- M: I give up. Tell me.
- W: I was supposed to go on a picnic with my volunteer group this Sunday, so I went ahead and bought a bus ticket to the place we're going. But, apparently, the picnic's been cancelled, and I can't get a refund on my ticket.
- M: That's too bad. What are you going to do then?
- W: Well, the ticket costs a lot, so I ought to use it. I know there's a nice waterfall near that area, so perhaps I'll go hiking there on Sunday.
- M: Really? I heard on the news that it's going to get cold this weekend. You might not want to be outdoors all day long.
- W: Oh, I hadn't heard that. In that case, if the weather doesn't cooperate, I guess I could always visit that art museum which is on the bus route. I haven't ever been there before, so it would be kind of nice to look

at some of the exhibits.

- M: Normally I'd agree with you, but the museum's actually undergoing renovations right now, so only half of its exhibitions are open to the public. And all that construction might be too noisy for you.

W: Well, that's not good to hear.

W: 정말 이해가 안 돼. 나한테 어떤 일이 있었는지 상상도 못할 거야.

M: 모르겠어. 무슨 일이야?

W: 이번 일요일에 자원봉사 팀이랑 소풍을 가기로 해서 목적지행 버스표를 미리 샀어. 그런데 갑자기 소풍이 취소되는 바람에 환불도 못 받게 생겼어.

M: 정말 안 됐구나. 그래서 어떻게 할 거야?

W: 버스비가 비싸니 써야지 뭐. 그 근처에 멋진 폭포가 있더니 일요일에 거기서 하이킹이나 갈까 해.

M: 정말? 이번 주말에 추워질 거라던데. 하루 종일 밖에 있고 싶지 않을 걸?

W: 나도 그 소식 들어어. 만약 그래서 날씨가 협조를 안 한다면 버스노선에 있는 미술관에 가면 돼. 전에 못 가봤으니까 전시품도 보고 말아야.

M: 다른 때 같으면 그럴 수도 있겠지만 지금 현재는 보수 공사 중이래. 그래서 전시품의 반만 개방을 한대.

W: 안타깝게 됐네.

### >> Sample Response

The woman's complaint is that she had purchased a bus ticket to go on a picnic, but the picnic has now been cancelled, and she can't get a refund on the ticket. Since she doesn't want to waste the money she spent, she's planning to use the ticket and go somewhere. The solution the woman proposes to her own problem is to visit a waterfall that's located near where the bus will take her. I feel that's the woman's best course of action. By visiting the waterfall, she will be able to spend a relaxing Sunday afternoon getting in touch with nature. Second of all, although the man mentions that it's going to be cold, all that the woman needs to do is to dress warmly enough. If she takes care to wear the proper clothing, then she won't have anything at all to worry about.

여자는 소풍을 가기 위해 버스표를 구입했는데 소풍은 취소되고 버스표는 환불 받을 수가 없어 불만이다. 그녀는 돈을 낭비하기를 원하지 않기 때문에 버스표를 사용해 어디든지 갈 생각이다. 여자가 스스로 제안한 방법은 버스 노선에 있는 폭포에 가는 것이다. 나는 이것이 최고의 해결책이라고 생각한다. 폭포에 가면 자연을 즐기며 여유로운 일요일 오후를 보낼 수 있을 것이다. 두 번째는 남자가 날씨가 추울 거라고 얘길 하지만 그 경우엔 옷을 따뜻하게 챙겨 입기만 하면 된다. 옷만 따뜻하게 입으면 아무 것도 걱정할 필요가 없다.



## &gt;&gt; Listening

I'm sure none of you have any children of your own, but I'd still like to point out some aspects of how children learn. While their minds are such wonderful things, young children can sometimes become quite mistaken when trying to learn new things. In fact, sometimes they generalize too much while other times they make things too specific.

First, let's talk about how they generalize. Children are always curious to know the names of different things. You've probably heard the question, "Mommy, what's that?" hundreds of times if you've spent any time at all around children. And their parents are often quick to answer. But here's a problem. Perhaps a child sees a horse and asks what it is. The parent responds that it's a horse. The child remembers that, but, the next time he sees another animal walking on all fours, he calls that animal a horse, too. What's happened? The child has generalized too much and assumed that any animal with four legs was a horse.

Of course, children can sometimes make words too specific. I have a personal example concerning that. I gave my daughter a doll for her third birthday. She loved that doll a lot and took it with her everywhere. One day, one of her friends visited the house and brought a doll of her own. My daughter asked what it was and was told that it was a doll. She refused to believe it since she thought that the only doll was her own. In fact, it took her months before she would actually acknowledge that anyone besides her had a doll. Talk about being too specific.

여러분 가운데 어느 누구도 자녀가 없으리라고 확신하지만 아동의 학습 방법에 관련한 몇 가지 사실을 지적하고자 합니다. 아동들의 머리는 정말 비상하지만 새로운 것을 배우려고 할 때는 가끔씩 실수를 저지르기도 합니다. 사실, 때로는 너무 일반화하기도 하고 때로는 너무 구체화하기도 합니다.

우선, 아동들의 일반화 방법에 대해 이야기해 봅시다. 아동들은 항상 여러 가지 사물의 이름을 알고 싶어 합니다. 아마도 한 번이라도 아이 옆에 있어 본 적이 있는 사람이라면 "엄마, 이것 뭐야?" 하는 질문을 수백 번은 들어봤을 거예요. 그러면 부모는 제빨리 대답을 해 줍니다. 그런데 이것이 문제입니다. 아동이 말을 보고 무엇인지 묻습니다. 부모는 말이라고 대답을 해 줍니다. 아이는 그것을 기억하고 다음에 네 발로 걷는 동물을 보면 말이라고 합니다. 어떻게 된 걸까요? 아이는 너무 일반화를 한 나머지 네 발을 가진 동물이 말이라고 생각을 한 것이죠.

물론 아이들이 때로는 너무 구체화를 하기도 합니다. 저는 이와 관련된 개인적 경험을 한 적이 있습니다. 제 딸에게 세 살 때 생일 선물로 인

형을 사 주었어요. 딸애는 인형이 마음에 들어 어디를 가나 가지고 다녔죠. 하루는 딸애의 친구 한 명이 저희 집에 놀러 오면서 자기 인형을 가져 왔어요. 딸애는 그게 뭐냐고 물었고 인형이라는 대답을 들었죠. 딸애는 자기가 가진 인형만 인형이라고 생각했기 때문에 그 말을 믿으려고 하지 않았어요. 사실 그녀가 자신 이외의 사람도 인형이 있다는 걸 알게 되기까지 여러 달이 걸렸어요. 이게 바로 너무 구체적인 예죠.

## &gt;&gt; Sample Response

The professor's lecture mentions that children often make mistakes when they're learning. First of all, he covers children's tendencies to generalize too much. The example that he gives is that a child sees a horse and asks what it is. When told that it's a horse, the child then assumes that all four-legged animals are horses. So, the next time it sees, for example, a dog, it might call the dog a horse simply because it has four legs. Next, the professor mentions the children sometimes become too specific. He relates a story about his daughter getting a doll for her birthday. In her mind, her present was the only doll in the world. Even when she saw her friend's doll, she refused to call it that for the longest time. What happened is that she had thought the word had a very specific, rather than broad, meaning.

교수는 강의에서 아이들이 배우는 과정에서 종종 실수를 한다고 말한다. 우선, 그는 아이들이 너무 일반화하는 경향이 있다고 말한다. 그가 들 예에서 한 아이가 말을 보고 무엇인지 묻는다. 말이라는 답을 듣고서 아이는 네 발 달린 동물들은 말이라고 생각한다. 그래서 다음번에 예를 들어 개를 볼 때도 네 발이 달렸다는 이유로 개를 말이라고 한다. 다음으로, 교수는 아이들은 때로 너무 구체화하기도 한다고 말한다. 그는 딸애가 생일날 선물을 받았던 이야기를 한다. 딸은 자기가 받은 선물이 세상에 단 하나뿐인 인형이라고 생각한다. 친구의 인형을 보았을 때조차 오랫동안 그것을 인형이라고 부르기를 거부했다. 그녀는 인형이라는 단어가 넓은 의미가 아니라 아주 구체적인 뜻을 가지고 있다고 생각했던 것이다.

## Actual Test 02

## Task 1

## &gt;&gt; Sample Response

A good teacher needs many abilities, but I think the most important qualification to be a teacher is an ability to explain things well. For example, I'm not a good math student, but Mr. Park, my math teacher, explains our lessons so well that I've improved my math grade



tremendously. Not only that, but I'm also starting to understand the material better thanks to his clear explanations. However, my science teacher, Mr. Lee, is the opposite. He's a very intelligent man, but he doesn't ever explain things to us very well. He just relates a couple of facts and then expects us to understand completely. I used to like science, but now I'm so confused in that class because I can't comprehend what I'm being taught.

좋은 교사는 여러 가지 능력이 필요하지만 설명을 잘 하는 능력이 교사 가 되는데 가장 중요한 자질이라고 나는 생각한다. 예를 들어, 나는 수학을 잘 못한다. 그런데 우리 수학선생님이신 박 선생님은 설명을 너무 잘 하셔서 내 수학 성적이 많이 올랐다. 뿐만 아니라 나는 선생님의 명쾌한 설명 덕분에 교재를 더 잘 이해할 수 있게 되었다. 하지만 우리 과학 선생님이 이 선생님은 반대의 경우다. 그 선생님은 아주 똑똑하시지만 설명을 잘 하지는 못하신다. 몇 가지 사실을 말한 다음 우리가 다 이해할 기대하신다. 나는 예전에는 과학을 좋아했지만 지금은 배우는 내용을 잘 이해하지 못하기 때문에 수업 시간에 대단히 혼란스럽다.

## Task 2

3-37

### >> Sample Response

In my opinion, I agree that it's important to have a friend who has interests different than my own. For one, thanks to that friend, I could become interested in various things that I might have never known about. For example, last year, one of my friends got me into skiing, which is something I had never considered until I met her. This has helped me develop my other interests. Additionally, sometimes I just like to hear about something that I have no knowledge in. In fact, when my friends start talking about their interests that are different than mine, I usually just listen and try to learn from them. This helps me get both educated and entertained while I'm having a conversation.

나는 나와는 취미가 다른 친구를 사귀는 것이 중요하다는 의견에 찬성한다. 우선, 그 친구 덕분에 나는 달리 알지도 못했을 여러 가지 것들에 관심을 가질 수 있다. 예를 들어, 작년에 친구 중의 한 명이 스키에 빠졌는데 그 친구를 만나기 전까지 나는 스키를 탈 생각도 해본 적이 없다. 이 일을 계기로 나는 여러 가지에 관심을 갖게 되었다. 뿐만 아니라 나는 전혀 모르는 것에 관해 듣는 것을 좋아한다. 사실, 친구들이 나와는 다른 관심사에 대해 얘기하기 시작하면 나는 보통 이야기를 듣고 그들에게서 배우려고 노력한다. 이로 인해 대화를 하면서 지식도 생기고 즐거움도 느낀다.

## Task 3

3-38

### >> Reading

교내 자전거 통행금지 최근 자동차나 보행자와 관련한 자전거 사고가 여

러 건 있었습니다. 이 중 몇 건의 사고는 심각한 사고여서 사고를 당한 사람이 입원을 하는 사태까지 벌어졌습니다. 따라서 학교 당국은 교내에서 자전거 통행을 금지하기로 결정했습니다. 교내에서 자전거를 타는 대부분 사람들의 무모한 행동으로 인해 이러한 사고가 발생한 바 자전거를 타는 학생들이 다른 사람을 존중하는 법을 알게 되기까지는 교내에서 자전거 통행을 금지하는 바입니다. 하지만 학교 측은 교내 버스의 수를 늘릴 방침입니다. 버스 수가 많아지면 학생들은 아무 문제없이 수업 시간을 맞출 수 있을 것입니다.

### >> Listening

M: I totally disagree with the school's ban on bicycles.

W: Well, I see their point. I know one of the pedestrians who got run over. She still hasn't recovered.

M: Yeah, but there are many responsible bicyclists out there. The number of reckless riders is really small. The school shouldn't punish most of the riders, like me, who obey safety rules and never come close to getting into accidents.

W: Perhaps you bicyclists should do a better job of policing your own. You know... get the ones who don't care about safety to be more considerate of others.

M: Yeah, that's an idea.

W: Anyway, the school's going to have more buses, so you'll still get to class on time.

M: I don't think so. I took a look at the new bus schedule.

W: And?

M: The buses are still only going to run once or twice an hour. This campus is really huge. There's no way everyone is going to be able to pile into them.

W: Hmm.

M: I foresee a lot of students being late to class in the future.

M: 난 학교 측의 자전거 통행금지 결정에 절대 반대야.

W: 글썸. 난 이해가 돼. 자전거 사고를 당했던 사람 중의 한 사람을 아는데, 아직도 회복이 안 됐어.

M: 하지만 조심을 하며 자전거를 타는 사람도 많잖아. 조심성 없이 자전거를 타는 사람은 소수에 불과해. 학교에서는 안전 규칙을 잘 지키고 사고 근처에 얼씬거리지도 않는 나 같은 대부분의 학생들에게 벌을 줘선 안 되지.

W: 어쩌면 자전거를 타는 사람들이 스스로 더 잘 규제를 해야 할 거야. 안전 조치에는 신경도 안 쓰는 사람들이 다른 사람을 더 잘 배려하도록 만든다든지.

M: 내 말이!

W: 어쨌든, 학교에서 버스 수를 늘린다니 수업 시간에 맞춰 달을 순 있잖아.

M: 나는 그렇게 생각 안 해. 버스 일정을 봤어.

W: 그랬더니?

M: 여전히 배차 간격이 한 시간에 한두 번 정도야. 우리 학교는 캠퍼스가 정말 크잖아. 모든 학생들이 버스를 타고 다닌다는 게 말이 되니?



W: 흠...

M: 나중에 많은 학생들이 지각을 할 게 보여.

### >> Sample Response

According to the announcement, because of the large number of recent accidents on campus involving bicycles, they are now banned from being ridden at the school. The man opposes the school's decision to ban bicycles. The first reason for this is that, according to him, there are only a small number of cyclists who ride their bikes recklessly and endanger other people. The man feels it's wrong for the school to punish the law-abiding cyclists because just a few cyclists are behaving dangerously and hurting people. Furthermore, the man doesn't believe that the increased number of buses will be enough to satisfy everyone. He points out that they will not be running that often and that not everyone will be able to take them. This, he declares, will cause lots of students to be late to their classes once the policy is instituted.

공고에 따르면 최근 들어 교내에 자전거 사고가 많이 발생했기 때문에 교내의 자전거 통행을 금지한다고 한다. 남자는 자전거 통행을 금지하는 학교 결정에 반대한다. 첫 번째 이유는, 그에 따르면 자전거를 조심성 없이 타서 다른 사람에게 위험을 가하는 사람은 소수에 불과하기 때문이다. 남자는 자전거를 위험하게 타고 다른 사람을 위험에 빠뜨리는 사람이 소수에 불과한 상황에서 학교 측이 법을 잘 지키며 자전거를 타는 사람들에게 벌을 가한다는 것은 잘못된 처사라고 생각한다. 뿐만 아니라 남자는 버스 수를 늘린다고 해서 모든 학생들을 감당해낼 수 있을 거라고는 생각하지 않는다. 그는 배차 간격이 넓어서 모든 학생을 실어 나르지 못할 것이라고 지적한다. 그는 이로 인해 이 정책을 시행할 경우 많은 학생들이 지각을 할 것이라고 주장한다.

## Task 4

3-39

### >> Reading

**동물의 교화가능성** 지구상에는 수천 종의 동물이 있지만 사육 가능한 동물은 소수에 불과하다. 동물을 사육하는데 있어 한 가지 중요한 요소는 그 종의 교화가능성이다. 교화가능성이란 어떤 동물을 얼마나 쉽게 사육할 수 있느냐 하는 것이다. 교화가능성을 결정하는 데는 동물의 성질이 중요한 요소이다. 성질이 온순한 동물은 인간에 대해 공격적이거나 적대적인 동물보다 훨씬 길들이기가 쉽다. 또 다른 요소는 그 동물의 사회적 서열 변경 능력이다. 다시 말해 그 동물이 인간을 그들 무리의 우두머리로 인정할 수 있어야 길들이기가 쉽다.

### >> Listening

Why is it that some animals are more easily domesticated than others? For example, why have cows become domesticated but not, uh, lions, for example? Well, there are numerous factors involved in domesticating animals,

but I want to focus on a couple of the most important right now.

One of the most crucial aspects involved is the animal's disposition. By that, I mean, how pleasant is the animal? Is it aggressive or not? Well, let me compare dogs and wolves. We've domesticated the former but not the latter. Dogs, in general, have well earned their moniker as man's best friend. Most dogs... not all, but most... have pleasant dispositions and enjoy being around humans. Wolves, on the other hand, tend to be aggressive and may often attack, or even kill, humans.

Another point to consider is how well the animal can adapt to accepting a human as its leader. Dogs are typically very willing to recognize that humans are their, uh, pack leaders, for lack of a better expression. Dogs willingly submit to human leadership. In contrast, though, are wolves. Most wolves will not submit, which makes it virtually impossible for them to be domesticated. Some individual wolves have been domesticated, but, as a species, it's all but impossible.

왜 어떤 동물은 다른 동물에 비해 길들이기가 쉬운까요? 예를 들어, 소는 사육하기가 쉬운데 사자는 그렇지 못할까요? 동물 사육과 관련한 여러 가지 요소가 있지만 오늘은 두 가지 가장 중요한 요소에만 초점을 맞추도록 하겠습니다.

두 가지 가장 중요한 요소 가운데 하나가 동물의 성질입니다. 무슨 말인가 하면 그 동물이 얼마나 온순하냐 하는 것입니다. 공격적인가 그렇지 않은가 하는 것이죠. 개와 늑대를 비교해 봅시다. 전자는 사육을 하지만 후자는 그렇지 못합니다. 일반적으로 개는 인간에게 있어 최고의 친구라고들 합니다. 개들 전부는 아니지만 대부분이 성질이 온순하며 인간 주위에 있는 것을 좋아합니다. 한편, 늑대는 인간에 대해 공격성을 띄거나 종종 공격을 하기도 하며 심지어는 죽이기도 합니다.

고려해야 할 또 다른 점은 그 동물이 인간을 그들의 우두머리로 얼마나 잘 받아들이느냐 하는 것입니다. 개들은 일반적으로 인간을, 더 나은 표현이 없으니 이 표현을 쓰겠습니다만, 그들 무리의 지도자로 잘 받아들입니다. 개들은 기꺼이 우두머리인 인간에게 복종을 합니다. 반대로 대부분의 늑대들은 복종을 하지 않아서 사실상 사육이 불가능합니다. 일부 늑대들은 사육이 되기도 했지만 종 전체로 볼 때는 거의 불가능하다고 할 수 있습니다.

### >> Sample Response

During his lecture, the professor says some animals are easier to domesticate than others. He compares dogs and wolves to illustrate his point. According to the professor, the animal's disposition is crucial to domesticating it. He notes that dogs really are man's best friend while stating that wolves are both aggressive and hostile towards humans. The professor next points out that the animals must be willing to accept humans as



their leaders before being domesticated. He notes that dogs will do this but wolves, in general, won't. These two points are related to the reading in that they describe the tameability of animals. Tameability refers to the factors involved relating to humans' abilities to domesticate animals. Ones with pleasant attitudes and those willing to let humans be their leaders may be domesticated. These are dogs. Wolves, however, don't possess these characteristics, so it's almost impossible to domesticate them.

교수는 강의 동안에 일부 동물은 다른 동물에 비해 사육하기가 쉽다고 말한다. 그는 이 주장을 설명하기 위해 개와 늑대를 비교한다. 교수에 따르면 동물의 성질은 사육에 결정적인 역할을 한다. 그는 개가 인간에게 있어 최고의 친구라고 말하지만 늑대는 인간에 대해 공격적이고 적대적이라고 말한다. 다음으로 교수는 동물이 사육되기 위해서는 인간을 자신들 무리의 우두머리로 받아들여야 한다고 지적한다. 그는 개들은 이렇게 하지만 일반적으로 늑대는 그렇지 않다고 말한다. 이 두 가지는 동물의 교화가능성을 설명한다는 점에서 지문과 관련이 있다. 교화가능성이란 동물을 사육하는 인간의 능력과 관련한 요소를 말한다. 성질이 온순한 동물과 인간을 자기들의 우두머리로 기꺼이 인정하는 동물은 사육이 가능하다. 이 예가 개이다. 하지만 늑대는 이런 특성들이 없기 때문에 사육이 거의 불가능하다.

## Task 5

3-40

### >> Listening

- M: Gina, how are the rehearsals going on that play you're putting on soon?
- W: Not so well to tell you the truth. You wouldn't believe what happened.
- M: Try me.
- W: Well, George and Steve got in a huge fight, and Steve wound up quitting the play. If you remember my telling you, Steve's the lead actor, so we're in kind of a bind since opening night is only ten days from now.
- M: That's horrible. So, what are you thinking of doing?
- W: Well, we've considered letting George take over the acting of Steve's part while still serving as director of the play. That sounds good, but I don't know if George can handle doing everything. Director is a huge role, and so is being the lead actor. It's probably too much for one person.
- M: Yeah, you're probably right. Say... Why doesn't someone from your group go and have a talk with Steve? Perhaps you could persuade him not to quit and to rejoin the play.
- W: Maybe. But Steve won't come back unless George apologizes, and that's almost definitely not going to happen. George is convinced he didn't do anything

wrong and feels that has nothing to apologize for.

M: Ouch. It sounds like things are a real mess.

M: 지나, 곧 무대에 올리는 공연 리허설은 어떻게 됐어?

W: 사실대로 말하자면 좀 문제가 있어. 어떻게 그런 일이 있을 수 있는 지...

M: 말해 봐.

W: 글썄, 조지와 스티브가 크게 다투었는데 스티브가 연극을 그만 두겠대. 내가 했던 말 안 잊어 버렸다면 스티브가 주연인 거 알 테고 공연이 얼음 뒤라 정말 곤란하게 됐어.

M: 정말 큰일이구나. 어쩔 셈이야?

W: 조지가 연극의 감독을 맡으면서 스티브 역할을 맡는 방법을 생각해 봤어. 괜찮은 생각이긴 한데 조지가 양쪽을 다 해나갈 수 있을지 몰라. 감독도 힘든 일이고 주연도 그렇잖아. 한 사람이 해내기엔 너무 벅차.

M: 어쩔면 네 말이 맞을 거야. 너희 팀에 있는 사람이 스티브한테 가서 얘길 해 보는 게 어때? 어쨌면 설득해서 다시 연극을 하게 만들 수 있잖아.

W: 그럴 지도 모르지. 하지만 조지가 사과하지 않는다면 스티브는 안 돌아올 거야. 그런데 그런 일은 거의 일어날 것 같지 않다는 거지. 조지는 자기가 잘못 한 게 아무 것도 없어서 사과할 것도 없다고 확신하거든.

M: 정말 큰일이구나.

### >> Sample Response

The woman's problem is that she's participating in a play, but the lead actor just quit, and there are only ten days until they're supposed to put on the first performance. Of the two suggestions that are made, I think the actors in the play should make George apologize to Steve so that he'll return and act the lead role in the play. Since there's not much time before the play opens, they need to make sure that they've got someone competent in the main role. Also, while it might be difficult for George to apologize, everyone needs to compromise at times. Even if George thinks he did nothing wrong, it wouldn't hurt for him to apologize. After all, it would be for the good of the entire cast of the play, so George should do the right thing and say he's sorry.

여자의 문제는 연극을 하고 있는데 주연이 방금 전에 그만 뒀고 초연을 하기까지 불과 열흘 밖에 남지 않았다는 것이다. 두 가지 제안 중에 나는 공연을 하는 배우들이 조지가 스티브에게 사과를 하게 해 스티브가 다시 공연의 주연을 맡게 해야 한다고 생각한다. 초연까지 시간이 얼마 남지 않았기 때문에 주연을 해낼 만한 능력이 있는 사람을 찾아야 한다. 또한 조지가 사과를 하기는 어렵겠지만 누구나 때로는 타협을 할 줄 알아야 한다. 조지가 자신의 잘못이 없다고 생각한다면 사과를 한다고 해서 자신에게 상처가 되지는 않을 것이다. 결국 전체 공연 팀에게 도움이 되는 일이므로 조지는 올바른 선택을 해 사과를 해야 한다.



## &gt;&gt; Listening

So, that concludes my discussion on medieval painting. Let's move to the Renaissance. There were many differences between medieval and Renaissance paintings, but the biggest was in the use of perspective. In medieval paintings, the pictures were mostly two-dimensional. They never used perspective. But Renaissance artists added perspective, giving their works a three-dimensional aspect. So how did they manage to add perspective to their art?

Art historians have two theories. The first is that they began using tools when creating artwork. Some artists would use mirrors when they painted. In some cases, they would reflect, say, a basket of fruit, in the mirror, and would then actually trace the lines around the reflection of the mirror. This is how many of them learned to draw perspective. Once they traced the lines, they could then transfer their work to the canvas, where they were able to give their art a more three-dimensional appearance.

Another school of thought centers on the development of oil paintings. It was only in the fifteenth century that oil paint was invented. One advantage it had over other paints was that it dried very slowly. Not only that, but oil paints are also translucent, so light is able to shine through the paint. These two factors combined to enable artists to add perspective to their paintings. How? Well, the slow-drying, translucent paints gave artists enough time to create paintings with more depth. They could paint over the first coat by using different colors and shades, thereby producing works that weren't linear but were instead three-dimensional in appearance. In other words, they were able to build perspective into their paintings thanks to the paint itself.

중세 회화에 대한 이야기는 이것으로 마무리 짓도록 하겠습니다. 다음으로 르네상스로 넘어가 봅시다. 중세 회화와 르네상스 회화 사이에는 많은 차이점이 있지만 가장 큰 차이점은 원근법을 사용했다는 것이에요. 중세 회화에는 그림이 대부분 이차원적이었죠. 결코 원근법을 사용하지 않았어요. 하지만 르네상스 화가들은 원근법을 사용해 그림이 삼차원적으로 보이게 되었죠. 그런데 어떻게 원근 화를 그리게 되었을까요?

미술사가들은 두 가지 이론을 듭니다. 첫 번째 이론은 그림을 그릴 때 도구를 사용하기 시작했다는 것입니다. 일부 화가들은 그림을 그릴 때 거울을 사용했어요. 어떤 경우에는 예를 들어 과일 바구니를 거울에 비치게 해 실제로 거울에 비친 상을 따라 그리곤 했죠. 많은 화가들이 이렇게 원근 화를 그릴 수 있게 되었죠. 일단 선을 따라 그린 후에는 그림을 캔버스로 옮겨 보다 3차원적인 모습으로 그릴 수 있었죠.

또 다른 학파는 유화의 발달에 초점을 맞춥니다. 유화가 발명된 것은 15

세기가 되어서였어요. 다른 종류의 그림에 비해 유화가 가진 한 가지 장점은 건조 속도가 아주 느렸다는 것입니다. 그 뿐만 아니라 유화는 투명해서 빛이 물감을 통과해 비쳤어요. 이 두 가지 요소로 인해 화가들은 보다 깊이 있는 그림을 그릴 충분한 시간적 여유를 가질 수 있었죠. 다른 색깔과 음영을 사용해 첫 번째 물 감칠 위에 덧칠을 해 선형적인 그림이 아니라 삼차원적인 그림을 그려낼 수 있었던 것이죠. 다시 말해 바로 물감 덕분에 그림에 원근을 나타낼 수 있었던 것입니다.

## &gt;&gt; Sample Response

The professor looks into the two theories that art historians have as to how Renaissance artists were able to add perspective to their paintings while medieval artists did not. The first theory is that artists began using tools like mirrors to help them create their works. The professor points out that some artists would reflect an image in a mirror and then draw on the mirror itself to create perspective. They could then transfer their drawings to the canvas and subsequently paint over them. The second theory is that the invention of oil paints permitted perspective to be used. Due to the nature of oil paint, which dries slowly, artists had more time to work on their paintings. Before the paint dried, they could add second coats that were of different shades or colors, which then gave their paintings depth, thereby adding perspective to the paintings.

교수는 미술사가들이 어떻게 르네상스 화가들이 중세 화가들이 하지 못한 원근을 그림에 표시할 수 있었는지와 관련해 내놓은 두 가지 이론을 살펴본다. 첫 번째 이론은 화가들이 거울과 같은 도구를 사용해 그림을 그렸다는 것이다. 교수는 일부 화가들은 어떤 이미지를 거울에 반사시켜 그림 위에 선을 직접 그려 원근을 살렸다고 말한다. 그런 다음 그 그림을 캔버스로 옮겨 색을 입혔다. 두 번째 이론은 유화의 발명으로 인해 원근을 살릴 수 있었다는 것이다. 천천히 건조되는 유화의 특성 때문에 화가들은 그림을 완성하기까지 시간적 여유가 있었다. 물감이 마르기 전에 색깔이나 음영이 다른 두 번째 물감을 칠해 그림에 깊이를 더해 그림의 원근을 살릴 수 있었다는 것이다.







