DarakwonTOEFL

How to Master Skills for the TOEFL® iBT Listening

Intermediate

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DARAKWON

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Introduction

A. Information on the TOEFL® iBT

The Format of the TOEFL® iBT

Section	Number of Questions	Timing	Score
Reading	• **3~5 Passages** – approximately 700 words each – 12~14 questions per passage	60~100 min.	30 points
Listening	• **2~3 Conversations** – 12~25 exchanges each (3 min.) – 5 questions per conversation • **4~6 Lectures** – 500~800 words each (3~5 min.) – 6 questions per lecture	60~90 min.	30 points
BREAK		10 min.	
Speaking	• **2 Independent Tasks** (preparation: 15 sec. / response: 45 sec.) ❶ 1 personal experience ❷ 1 personal choice/opinion • **2 Integrated Tasks:** Read-Listen-Speak (preparation: 30 sec. / response: 60 sec.) ❶ 1 campus situation topic – reading: 75~100 words (45 sec.) – conversation: 150~180 words (60~80 sec.) ❷ 1 academic course topic – reading: 75~100 words (45 sec.) – lecture: 150~220 words (60~90 sec.) • **2 Integrated Tasks:** Listen-Speak (preparation: 20 sec. / response: 60 sec.) ❶ 1 campus situation topic – conversation: 180~220 words (60~90 sec.) ❷ 1 academic course topic – lecture: 230~280 words (90~120 sec.)	20 min.	30 points
Writing	• **1 Integrated Task:** Read-Listen-Write (20 min.) – reading: 230~300 words (3 min.) – lecture: 230~300 words (2 min.) – a summary of 150~225 words • **1 Independent Task** (30 min.) – a minimum 300-word essay	50 min.	30 points

B. Information on the Listening Section

The Listening section of the TOEFL® iBT measures test takers' ability to understand spoken English in English-speaking colleges and universities. This section has 2~3 conversations that are 12~25 exchanges (about 3 minutes) long and 4~6 lectures that are 500~800 words (3~5 minutes) long. Each conversation is followed by 5 questions and each lecture by 6 questions. Therefore, test takers have to answer 34 to 51 questions in total. The time allotted to the Listening section is 60 to 90 minutes, including the time spent listening to the conversations and lectures and answering the questions.

1. Types of Listening Passages

(1) Conversations

_ Between a student and a professor or a teaching assistant during office hours

_ Between a student with a person related to school services such as a librarian, housing director, bookstore employee, etc.

(2) Lectures

_ Monologue lectures delivered by a professor unilaterally

_ Interactive lectures with one or two students asking questions or making comments

* One lecture may be spoken with a British or Australian accent.

2. Types of Questions

Basic Comprehension Questions

(1) Listening for Main Ideas _ This type of question asks you to identify the overall topic or main idea of a lecture or conversation.

(2) Listening for Main Purpose _ This type of question asks you why the speakers are having a conversation or why a lecture is given.

(3) Listening for Major Details _ This type of question asks you to understand specific details or facts from a conversation or lecture.

Pragmatic Understanding Questions

(4) Understanding the Function of What Is Said

_ This type of question asks you why a speaker mentions some point in the conversation or lecture.

_ This involves replaying part of the listening passage.

(5) Understanding the Speaker's Attitude

_ This type of question asks you what a speaker's feelings, opinions, or degree of certainty is about some issue, idea, or person.

_ This may involve replaying part of the listening passage.

Connecting Information Questions

(6) Understanding Organization _ This type of question asks you how the listening passage is organized or how two portions of the listening passage are related to each other.

(7) Connecting Content _ This type of question asks you to classify or sequence information in a different way from the way it was presented in the listening passage.

(8) Making Inferences _ This type of question asks you to draw a conclusion based on information given in the listening passage.

How to Use This Book

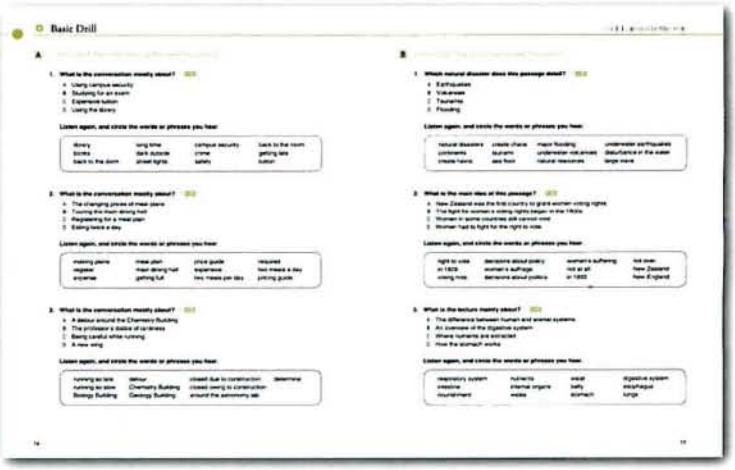
How to Master Skills for the TOEFL® iBT Listening Intermediate is designed to be used either as a textbook for a TOEFL® iBT listening preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of 8 units, this book is organized to prepare you for the test with a comprehensive understanding of the test and thorough analysis of every question type. Each unit consists of 6 parts and provides a step-by-step program that provides question-solving strategies and the development of test-taking abilities. At the back of the book is a practice test of the Listening section of the TOEFL® iBT.

❶ Overview

This part is designed to prepare you for the type of question the unit covers. You will be given a full description of the question type and its application in the passage. You also will be given some useful tips as well as an illustrated introduction and sample.

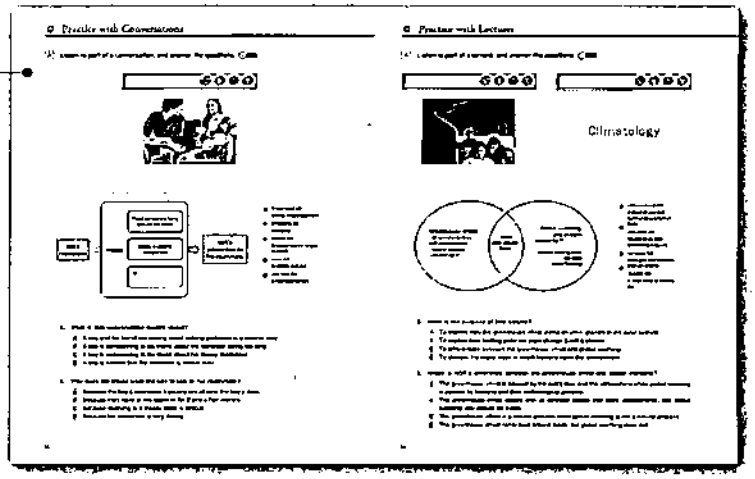
❷ Basic Drill

The purpose of this part is for you to make sure you understand the new types of questions that were described in the overview. In this part, you will be given a chance to confirm your understanding of the question types in short lectures and conversations before starting on the practice exercises.



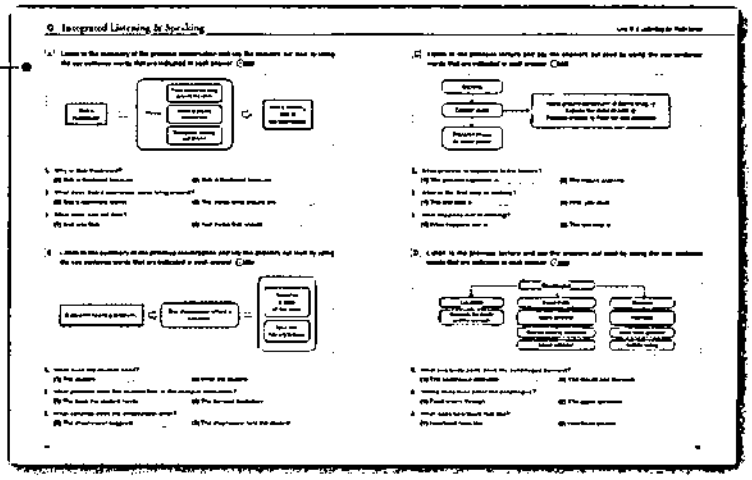
❸ Conversation & Lecture Practice

This part is the practical exercise section where you can actually practice and improve your ability to solve questions. With a total of 8 conversations and lectures, you will be able to confirm your understanding of the question types and master skills presented in each unit. A graphic organizer will be given to help you understand the material, and definitions of difficult words will also be given to help you solve the questions.



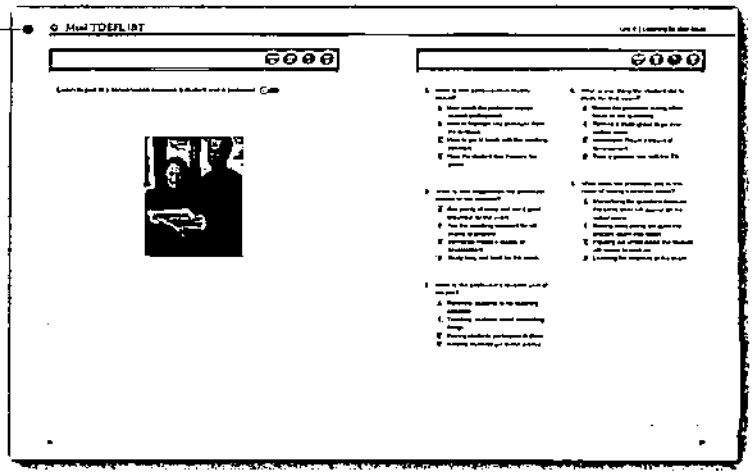
❹ Integrated Listening & Speaking

The TOEFL iBT is different from previous tests in that it is more integrated than ever. So in this part, you will be given a chance to experience the iBT style study by linking your listening skills with your speaking skills. Listen to the lectures and the summaries of the conversations again, and answer the questions. But remember! This time you have to say the answers. There is no writing.



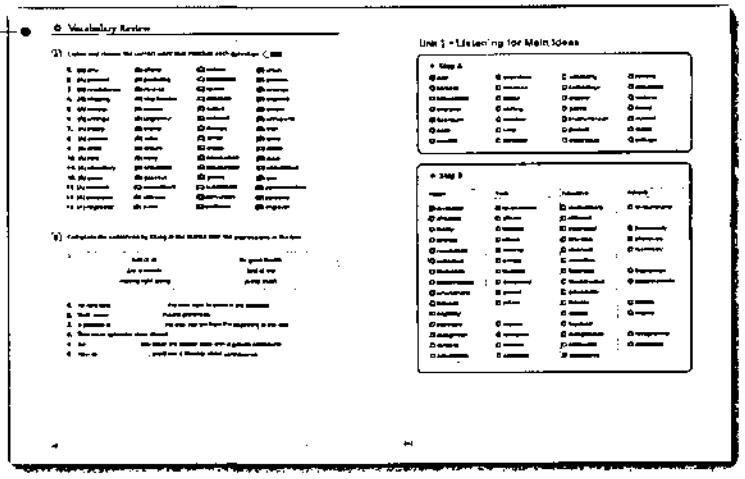
❺ Mini TOEFL iBT

This part will give you a chance to experience an actual TOEFL iBT test. You will be given two passages with 5 or 6 questions each. The topics are similar to those on the actual test, as are the questions.



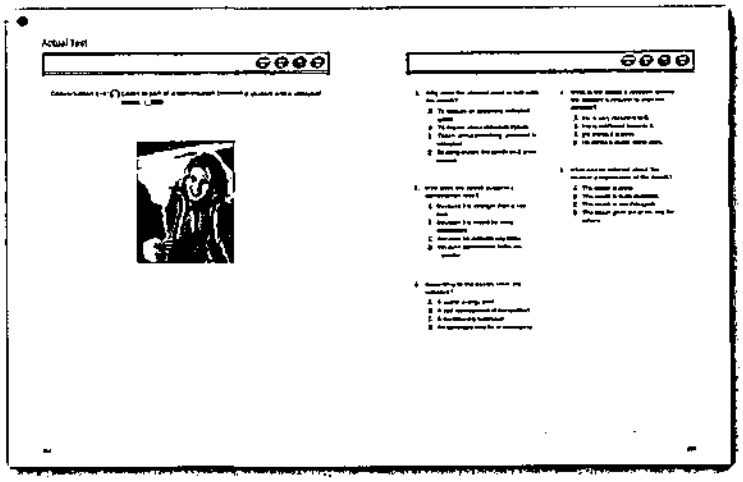
❻ Vocabulary Review

This part offers you a chance to review some of the words and phrases you need to remember after finishing each unit. Vocabulary words for each unit are also provided at the back of the book to help you prepare for each unit.



❼ Actual Test

This part offers a full practice test that is modeled on the Listening section of the TOEFL® iBT. This will familiarize you with the actual test format of the TOEFL® iBT.



PART 1 Basic Comprehension

Basic comprehension of the listening passage is tested in three ways: listening for the main ideas, listening for main purpose, and listening for major details. Listening for the main ideas is to identify the overall topic of the contents. Listening for the main purpose is to search for the reason behind the contents. For questions about major details, you must understand and remember explicit details or facts from a lecture or conversation.

- Unit 1 **Listening for Main Ideas**
  Art / Life Science / Physical Science / Social Science
- Unit 2 **Listening for Main Purpose**
  Geology / Economics / Film / Music
- Unit 3 **Listening for Major Details**
  History / Architecture / Sociology / Communication

Unit 1

Listening for Main Ideas

Unit 1

Listening for Main Ideas

Overview

■ Introduction

Understanding the main idea of a lecture or a conversation is to identify the overall topic or basic idea of the contents. It may be expressed explicitly in the head of the contents or stated indirectly throughout the whole of the contents. In the latter case, you need to generalize or synthesize the information in the given contents.

■ Question Types

1. What problem does the man have?
2. What are the speakers mainly discussing?
3. What is the main topic of the lecture?
4. What is the lecture mainly about?
5. What aspect of X does the professor mainly discuss?

■ Useful Tips

- Focus on the beginning part of the lecture or conversation.
- Listen carefully to the key words that can lead you to the main idea.
- Try to verify the main idea with examples, explanations, and summaries.
- Try to figure out what problem and solution the speakers are talking about in the conversation.
- Avoid answers which cover only a small portion of the listening or which are not relevant to the listening.
- Avoid answers which are too general, and make the most of your notes.

Sample iBT Question

What is the main topic of the lecture?

(A) Dolphins are an intelligent animal species on earth.
(B) Dolphins use different ways to communicate.
(C) Dolphins can communicate with humans.
(D) Dolphins use only echoes to communicate.

Script

All right, are we ready to begin? Good. Last class we left off with, um, an introduction concerning the dolphin's ability to communicate with one another. As you know, dolphins are often regarded as one of the most intelligent animal species on earth, but it is hard to say just how intelligent dolphins are. This is because of, um, this mammal's ability to communicate by using a variety of clicks, whistles and other vocalizations. Now let's talk about the different ways dolphins communicate. OK, the first of these communication methods includes a form of echolocation; where dolphins locate an object by producing sounds and then listening for the echo. It works like this: um, broadband clicking sounds are emitted in a focused beam towards the front of a target. As the object of interest is approached, the echo grows, um, louder; and the dolphins adjust by decreasing the intensity of the inter-click interval and their emitted sounds.

Correct Answer The answer for the above question is (B). Because the professor is talking about the different ways dolphins communicate.

Basic Drill

A Listen to part of a conversation, and answer the question.

1. **What is the conversation mostly about?** 1-02

   (A) Using campus security
   (B) Studying for an exam
   (C) Expensive tuition
   (D) Using the library

   Listen again, and circle the words or phrases you hear.

library	long time	campus security	back to the room
books	dark outside	crime	getting late
back to the dorm	street lights	safety	tuition

2. **What is the conversation mostly about?** 1-03

   (A) The changing prices of meal plans
   (B) Touring the main dining hall
   (C) Registering for a meal plan
   (D) Eating twice a day

   Listen again, and circle the words or phrases you hear.

making plans	meal plan	price guide	required
register	main dining hall	expensive	two meals a day
expense	getting full	two meals per day	pricing guide

3. **What is the conversation mostly about?** 1-04

   (A) A detour around the Chemistry Building
   (B) The professor's dislike of tardiness
   (C) Being careful while running
   (D) A new wing

   Listen again, and circle the words or phrases you hear.

running so late	detour	closed due to construction	determine
running so slow	Chemistry Building	closed owing to construction	
Biology Building	Geology Building	around the astronomy lab	

B Listen to part of a lecture, and answer the question.

1. **Which natural disaster does this passage detail?** 1-05

   (A) Earthquakes
   (B) Volcanoes
   (C) Tsunamis
   (D) Flooding

   Listen again, and circle the words or phrases you hear.

natural disasters	create chaos	major flooding	underwater earthquakes
continents	tsunami	underwater volcanoes	disturbance in the water
create havoc	sea floor	natural resources	large wave

2. **What is the main idea of this passage?** 1-06

   (A) New Zealand was the first country to grant women voting rights.
   (B) The fight for women's voting rights began in the 1800s.
   (C) Women in some countries still cannot vote.
   (D) Women had to fight for the right to vote.

   Listen again, and circle the words or phrases you hear.

right to vote	decisions about policy	women's suffering	not over
in 1829	women's suffrage	not at all	New Zealand
voting riots	decisions about politics	in 1892	New England

3. **What is the lecture mainly about?** 1-07

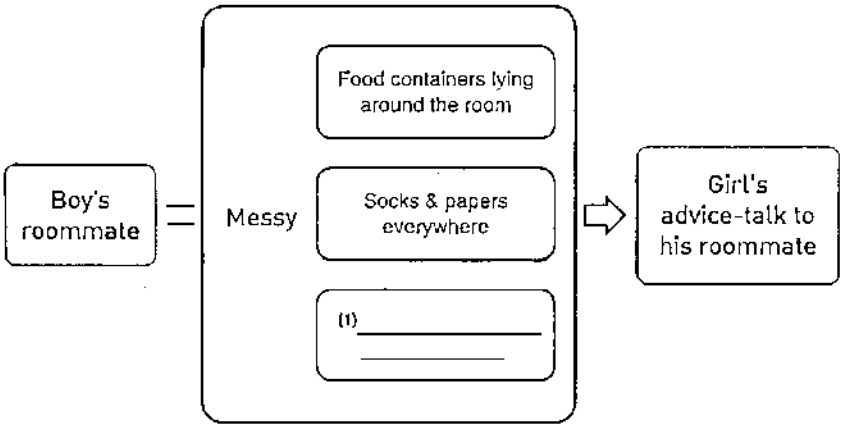
   (A) The difference between human and animal systems
   (B) An overview of the digestive system
   (C) Where nutrients are extracted
   (D) How the stomach works

   Listen again, and circle the words or phrases you hear.

respiratory system	nutrients	waist	digestive system
intestine	internal organs	belly	esophagus
nourishment	waste	stomach	lungs

Practice with Conversations

A Listen to part of a conversation, and answer the questions. 1-08



- **frustrated** (a) feeling discouragement
- **irritate** (v) to annoy
- **offend** (v) to cause dislike, anger, or insult
- **ooze** (v) to slowly leak out
- **pep talk** (n) a motivational talk

1. **What is this conversation mostly about?**
   - (A) A boy and his friend are talking about solving problems in a rational way.
   - (B) A boy is complaining to his friend about the semester being too long.
   - (C) A boy is complaining to his friend about his messy roommate.
   - (D) A boy is excited that the semester is almost over.

2. **Why does his friend want the boy to talk to his roommate?**
   - (A) Because the boy's roommate's papers are all over the boy's desk.
   - (B) Because they have to live together for 2 and a half months.
   - (C) Because studying in a messy room is difficult.
   - (D) Because his roommate is very messy.

3. **Listen again, and fill in the blanks.**

W: So how are things going with your roommate?

M: Oh man, he's still really _____. I can't wait till the semester is over.

W: But Bob, the semester won't be over for _____! You have to figure out how, you know, _____. Yeah, you have to talk to him.

M: Yeah, but I don't know what to say. I mean, I don't want to hurt his feelings or _____ him or anything. But, seriously, if he doesn't get rid of those pizza boxes, I think I'm _____.

W: See, this is why _____. Because, you're obviously _____. I mean, I don't think it's _____ not to want empty food containers lying around the room. I mean, they could attract cockroaches. That's so gross!

M: And it's not just the pizza boxes, which, believe me, are bad enough! His socks are everywhere, his papers are all over my desk, and his _____ _____. He won't even put a cap on it! I really think it's _____. I mean, I don't want to get sick.

W: Oh, man! That's really _____. You could definitely get sick from that. It's _____. You just have to _____. Just be calm, and tell him that you don't appreciate his mess. Oh! You could even suggest that the two of you _____. If he has to clean up his own mess, maybe he won't make one!

M: Yeah, I suppose I could _____. I really appreciate the suggestions. I mean, I guess I really do have to figure something out because we're not even _____.

W: Hey, don't mention it. And if you _____ or anything, you can always ask. I'm happy to be of assistance.

4. **Complete the following summary.**

Bob is _____ because his roommate is _____. His roommate leaves food containers, socks, papers, and toothpaste _____. Bob is concerned that because of the _____, he might get sick. The woman convinces Bob to _____. She says it is important because Bob has to live with his roommate for another two and a half months. The woman suggests that Bob and his roommate _____ together once a week. Bob appreciates the woman's help.

unhygienic room	frustrated
clean the room	talk to his roommate
very messy	lying around

B Listen to part of a conversation, and answer the questions. 1-09

A student (1)_____ _____.

The shopkeeper offers a solution.

Reserve a copy of the book

Use (2)_____ _____

- **brand new** (a) never used before
- **horrible** (a) very bad
- **in stock** (a) available
- **research** (n) an inquiry about something new
- **reserve** (v) to request for holding

1. **What is this conversation mostly about?**
   - (A) A student needs a textbook that the store does not have in stock.
   - (B) The shopkeeper thinks the student should have come yesterday.
   - (C) A student needs help reserving a textbook.
   - (D) A student needs help finding the library.

2. **What does the shopkeeper tell the student to do while he waits for his textbook?**
   - (A) Borrow a classmate's textbook and photocopy the chapters
   - (B) Look for the textbook in the store's computer database
   - (C) Come back in a week to buy the textbook
   - (D) Check out the textbook at the library

3. **Listen again, and fill in the blanks.**

M1: Hey, how's it going? Welcome back to school. Can I help you with anything?

M2: Yeah, actually, I hope so. I was looking for this book that I need for my, um, my _____ _____. _____. The professor really wants us to _____ now and _____, and I can't seem to find it on the shelves.

M1: All right, well let me see if I can help you with that. What's the name of the book? Oh, and if you have the author, that would probably be really helpful, too.

M2: Okay, hold on. I have to find where I wrote it down. Okay, got it. The title of the book is *Methods of Educational Research*. And the author is, um, Wiersma.

M1: All right, let me _____ to see if we have any in stock. Um, Wiersma, did you say? And *Methods of Educational Research*?

M2: Yeah, that was it.

M1: Wow, those _____. We actually had _____ come in yesterday – fifty textbooks – and _____.

M2: Oh, no! I knew I should have come by yesterday. I just got so _____. Are you _____?

M1: Hmm... Yes, I think we're going to get another shipment in, _____. But it's going to be _____. I think just twenty books or so.

M2: Oh, man! I need to have two chapters read by next week already. I don't know what I'm going to do. What a horrible way to start out this semester!

M1: Well, I have a suggestion. You could put your name down _____ that'll be in, and in the meantime, maybe you could check the library to see if they have a copy on reserve. But if you're going to do that, you should probably do it quickly because I'm sure a lot more students are going to be in your position, you know.

M2: Yeah, I guess I'll try that. Um, Okay, so where do I _____?

M1: We can do that right here. But remember, you have to _____, or you'll lose your reservation, and it'll go to someone else.

M2: All right, thanks. Thanks for all your help.

4. **Complete the following summary.**

A student is _____ at the campus bookstore. The shopkeeper informs him that the textbook is _____. He says a new _____ in a week. The student panics because his professor has already _____ of reading from the book. The shopkeeper _____. He thinks the student should see if the book is on reserve at the library. That way, the student can do his reading without _____ while he waits for the new shipment of textbooks.

out of stock	getting behind	assigned several chapters
shipment will arrive	looking for a book	makes a suggestion

C Listen to part of a conversation, and answer the questions. 1-10

How to start borrowing books

Go to the circulation desk.

(1) _____ _____.

The student is worried about losing his card.

The library account will be added to his card.

There are a lot of accounts on his card already.

affiliated (a)
connected or joined to

assign (v)
to appoint to something or someone

attach (v)
to affix to

ensure (v)
to make certain

1. **What is this conversation mostly about?**

   (A) The librarian is telling the student how to start borrowing books.
   (B) The librarian tells the student how to get to the circulation desk.
   (C) The student tries to figure out where he left his library card.
   (D) The student is talking about the many uses for his ID card.

2. **Why is the student worried about losing his ID card?**

   (A) Because he thinks that someone will steal his money if he loses it.
   (B) Because he will not be able to check out library books without it.
   (C) Because there are a lot of accounts on his card.
   (D) Because it will be very difficult to replace.

3. **Listen again, and fill in the blanks.**

W: All first-year students are required to do a _____ with a librarian or a _____ their first semester. So welcome!

M: Thank you.

W: Okay, so the first thing I'm going to do is _____ from the ____. Okay, so what you need to do first is make sure your _____ is registered at the front desk. The _____ will, um, scan your card, and then assign you a kind of, well, _____, every time you ___ a book.

M: But why is that attached to my student ID card? I mean, couldn't I _____? That's how things were at my public library back home.

W: Well no, it's really important that your library card has a _____ of you on it for, um, _____. See, only students and professors and people _____ _____ from this library. So by attaching a barcode to your student ID, we're pretty much ensuring that you _____. Plus, since your ID already has your picture on it, we don't, um, we don't have to worry about anyone else using your ID and taking out books.

M: Okay, I guess I can understand that. It's just a little weird to me to have one card for everything here. I mean, it already has my _____ and a _____ on it, not to mention, it _____.

W: Well, that's kind of a good thing. You _____.

M: Well, it's kind of bad, too. If I lose it, I can't do anything. I guess I have to be really careful.

W: I guess you do. It's not so hard. Don't worry.

M: Thanks. Okay, so the first thing I have to do before I can borrow books is, um, _____ _____ .?

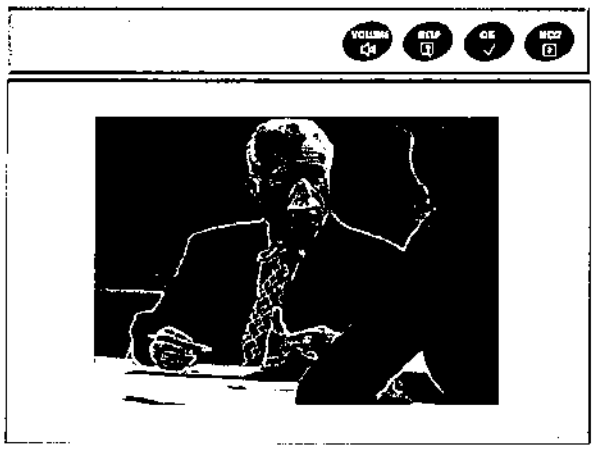
W: That's right! Once you do that, you can start borrowing books!

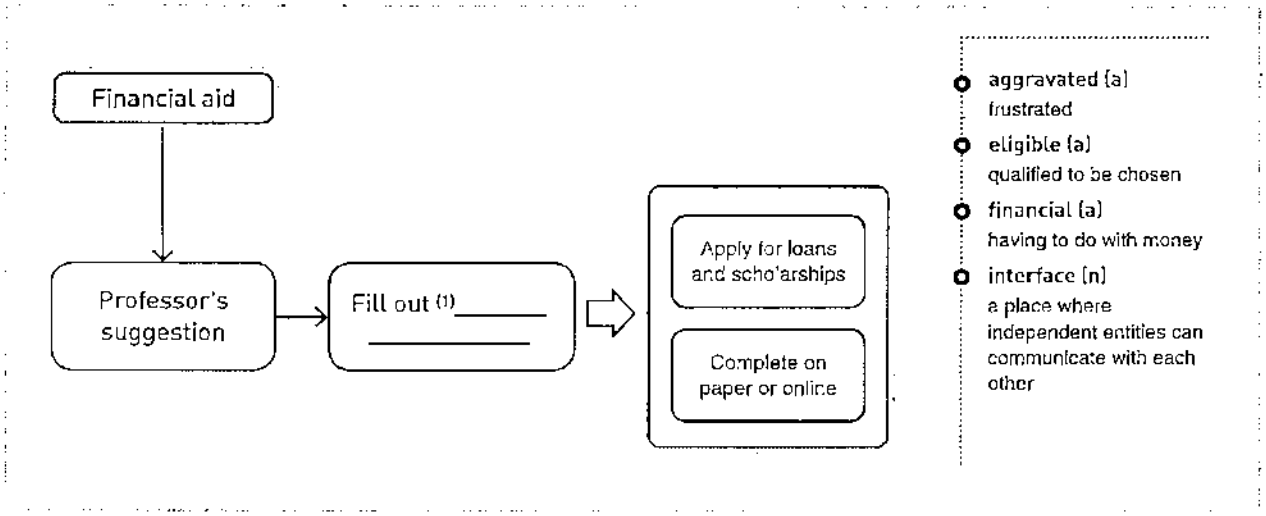
4. **Complete the following summary.**

A librarian is _____ to the book borrowing process. She tells him the first step is to _____ to his student identification card. She says that it is important that he has photo identification when borrowing books because only people _____ the university are allowed to borrow books. The student worries about having another _____ his ID card because it already _____, meal plan, and dorm entrance. He's afraid he will lose it. The librarian _____ that he will be fine.

account attached to	get a barcode attached
affiliated with	holds his money accounts
reassures him	orienting a student

D Listen to part of a conversation, and answer the questions. 1-11





1. **What is this conversation mostly about?**
   - (A) The student asks the professor about financial aid information.
   - (B) The student and professor compare loans and scholarships.
   - (C) The student and professor discuss various loan options. .
   - (D) The professor recommends the student for a scholarship.

2. **Why does the professor tell the student to fill out the financial aid form?**
   - (A) Because that is the first step in getting a loan or a scholarship.
   - (B) Because the departmental scholarship is very competitive.
   - (C) Because that is the only way to transfer to another school.
   - (D) Because it is easier to fill it out online than on paper.

3. **Listen again, and fill in the blanks.**

W: Hi, Professor. I was wondering if I could _____.

M: Of course, that's what I do. What can I do for you?

W: Well, I was going over my _____, and I'm really _____ because, well, I just don't think I'm going to _____ to stay at this university for more than a year. And I really would _____. I mean, I love it here.

M: Okay, well I'm sure we can figure something out. Um, have you _____ yet?

W: No, I don't think so.

M: All right, then that's your first task. That form will help to _____ and, um, _____. Actually, I'm certain that you have to complete that form even if you're going for a _____.

W: Oh, wow. So where can I get it? And who do I turn it into? And what kind of information do they ask for?

M: Wow, that's a lot of questions. I'm pretty sure you can _____. That is where you should return it as well. Oh! Actually, I think the Financial Assistance Office has _____ so that you can complete the form via the Internet.

W: Really? Wow, that's _____!

M: Yes, it really is. Um, just find the site for the university's Financial Assistance Office, and you can probably _____ from there.

W: I think I'll do that right now. Wait, do you know what kind of information I'll need to fill out the form?

M: Um, I think it _____ to fill out the form with _____. That should have all the information you'll need.

W: Okay, great. I have a copy of that in my room.

M: Oh! And if you get the form in within the next couple of days, _____ _____ we're awarding for next semester. We have both need- and merit-based scholarships available.

W: That's excellent! Thank you so much.

4. **Complete the following summary.**

A student asks a professor for advice about _____. Her professor tells her that in order to _____ or a scholarship, she must _____ the financial aid form. The form can be found at the financial aid office or online. The professor _____ to fill out the form as soon as possible. He says this because there are _____ the following semester. The student is very _____ her professor's help and advice.

urges her	get a loan	departmental scholarships available for
receiving financial aid	fill out	grateful for

A Listen to part of a lecture, and answer the questions. 1-12

Art

Etching

Copper plate

Transfer image to moist paper

Apply ground compound → (1)_____ → Expose the plate to acid → (2)_____ → Pour ink into channels

- **acid-resistant** (a) unable to be broken down by acid
- **carve** (v) to cut into
- **engraver** (n) one who cuts figures, letters, or designs into wood or metal
- **moist** (a) damp

1. What is the lecture mainly about?
   - (A) The components of ground compound
   - (B) The process used to create an etching
   - (C) Rembrandt's most popular painting
   - (D) Rembrandt's life

2. How is the image burned into the copper plate?
   - (A) The image is transferred to the copper plate by the ground compound.
   - (B) Acid is used to carve the image onto the plate.
   - (C) Ink creates the image on the copper plate.
   - (D) The image is carved onto moist paper.

3. Listen again, and fill in the blanks.

M1: All right class, so now we've talked about Rembrandt and his life and a bit about his work. He was _____. The thing is though, that stuff isn't what made him most famous. Rembrandt pretty much _____. We talked a little bit about that technique before, remember? So, who can tell me what etching is?

W: Doesn't it involve _____?

M1: That's right. Good job. The artist usually has a copper plate that he or she coats or covers _____. Um, this stuff is usually made of beeswax and resin, and this substance is called, um, bitumen. Altogether, it's _____. So what the artist does is _____, all that stuff that I just mentioned, and he carves a design through it with a sharp tool. You have to _____, actually, because you want to get through the ground to uncover the copper underneath. Then the artist _____, and the parts that are uncovered by the ground get eaten away, and _____ into those areas, creating channels. So who knows what's done with the metal plates afterwards?

M2: They're used to make prints, right?

M1: Absolutely. Great job. Yes, after the ground compound is removed, _____ into the parts that have been eaten away. These channels hold ink really well actually. And then _____, and you _____. Rembrandt was a genius when it came to etchings. I think that after a while, etchings were all he did. Um, let's see, does anyone recognize this etching?

M2: I know that one. It's in a museum in Washington, D.C. Um, I think it's called "Woman and Arrow."

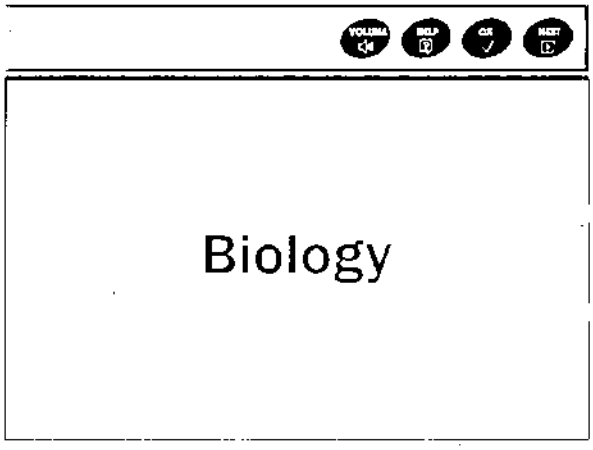
M1: Pretty close. It's called "The Woman with the Arrow." Rembrandt created this etching in, hmm, 1661, I think. Yes, it was 1661.

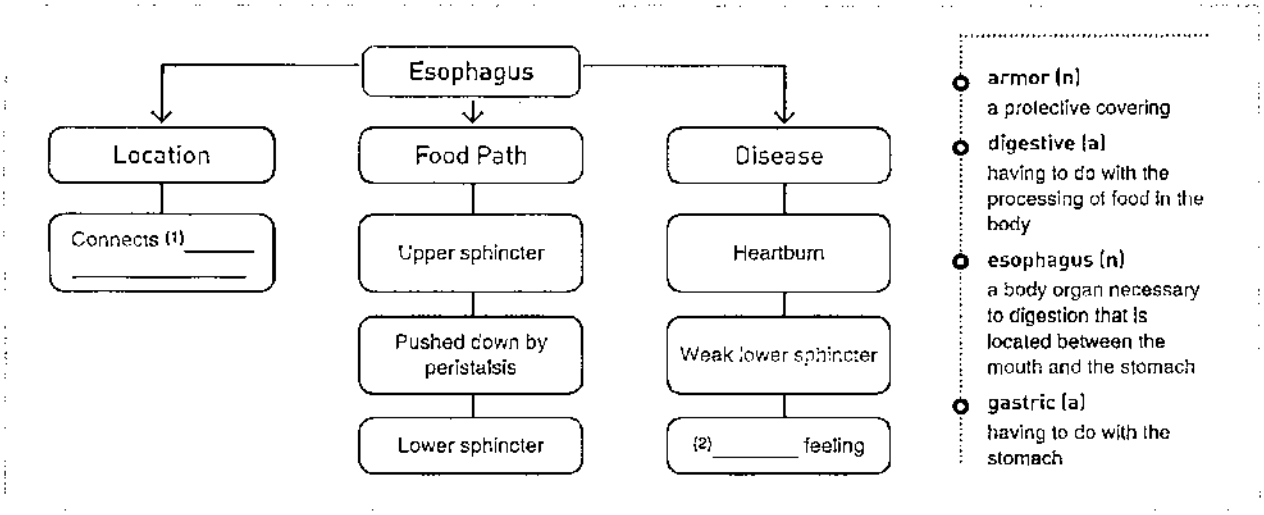
4. Complete the following summary.

Etchings are created by covering a copper plate with a _____. Then, the artist _____ into the compound until the copper plate is exposed underneath. Next, the artist _____ over the compound. The parts of the copper plate that are covered with the compound _____. The other parts get _____ by the acid. This creates channels. The artist removes the compound and pours ink into the channels. Finally, the plate is pressed _____. This creates a print.

remain untouched	ground compound	onto moist paper
eaten away	pours acid	cuts an image

B Listen to part of a lecture, and answer the questions. 1-13





1. What is this lecture mostly about?
   - (A) The reason people get heartburn
   - (B) An overview of the esophagus
   - (C) The location of the esophagus
   - (D) The process of peristalsis

2. Why do people experience heartburn?
   - (A) Because the esophagus gets blocked during peristalsis.
   - (B) Because the heart is located near the esophagus.
   - (C) Because the lower sphincter gets weak.
   - (D) Because they have a burning feeling.

3. **Listen again, and fill in the blanks.**

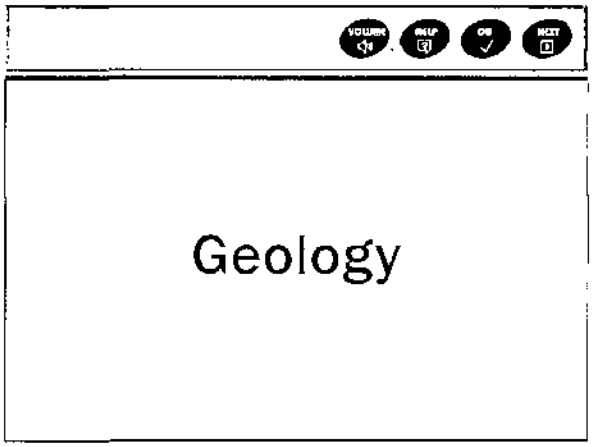
After food is swallowed, the _____. The esophagus is basically a long tube. It pretty much _____. At the top of the esophagus is the, um, the upper _____which is a ring-like muscle. This stays closed most of the time, for good reason. See, after you swallow, _____ to let the food in. Then, it closes right away so that the food doesn't come back out.
Um, so once food is let into the esophagus, a process starts that's called, um, peristalsis, the wave-like _____. During peristalsis, the muscles in the esophagus push the food down the tube. Picture a toothpaste tube. To get toothpaste out of the tube, you have to squeeze from _____. That's what peristalsis is like, except that there's _____ from the top of the tube to the bottom. The food is pushed in front of the wave till it reaches the bottom of the esophagus. At the bottom of the, um, the esophagus, is the lower sphincter. When food gets to that point, the lower sphincter _____ the stomach. Then it closes up really fast so that the acids from the stomach can't get into the esophagus.
And speaking of acid getting into the esophagus, those acids are what _____ _____. Heartburn doesn't actually have anything to do with the heart. Actually, um, heartburn takes place in the esophagus. It's what happens when the lower sphincter gets weak. Gastric acids from the stomach enter the esophagus. They cause a _____ feeling. See, these acids don't cause problems in the stomach because the stomach has, um, well it has _____, that keeps it from getting hurt. The esophagus doesn't have that kind of lining or armor, so gastric acids can really harm it.

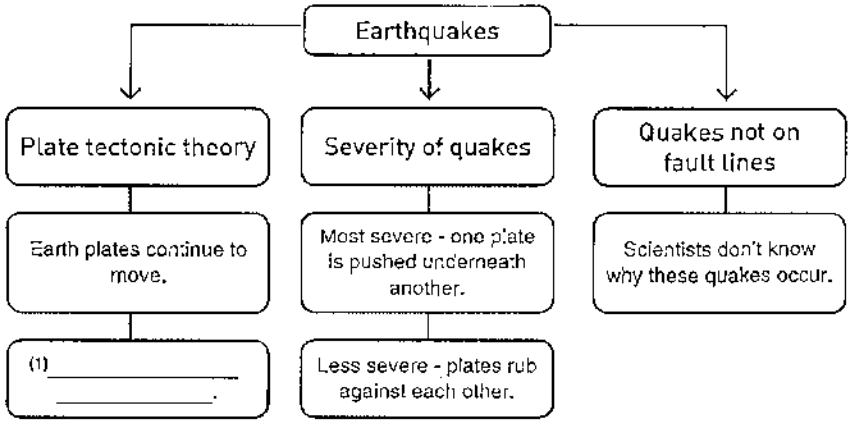
4. **Complete the following summary.**

After food _____, digestion goes on in the esophagus. The esophagus is a long tube that _____ the mouth and the stomach. Food _____ through the upper sphincter. Then, the food is _____ the esophagus by a process called peristalsis. Peristalsis happens when the _____ food down the tube. Food _____ through the lower sphincter. If the lower sphincter is weak, you can get heartburn.

enters the esophagus	muscles squeeze	pushed through
leaves the esophagus	leaves the mouth	connects

C Listen to part of a lecture, and answer the questions. 1-14





- **disconnected (a)** not joined
- **earthquake (n)** the shaking of the earth
- **ridge (n)** a raised strip of ground
- **seismic zone (n)** area where earthquakes tend to occur
- **severe (a)** of a great degree, usually used in a negative context

1. **What is this lecture mostly about?**
   - (A) Earthquakes that do not occur on fault lines
   - (B) The severity of earthquakes
   - (C) The plate tectonic theory
   - (D) The causes of earthquakes

2. **Why do the most severe earthquakes occur?**
   - (A) Because one plate gets pushed under another.
   - (B) Because one plate rubs against another.
   - (C) Because the fault line gets agitated.
   - (D) Scientists do not know.

3. **Listen again, and fill in the blanks.**

M1: The next chapter in our book _____. Um, well, I hope you've all read this chapter because I will be _____ _____ today. Okay, to begin, the authors talk about the plate tectonic ____ as a pretty widely accepted explanation for earthquakes. Who can tell me what this theory states? Yes, go on...

W: I think the _____ theory was that the earth's _____ that are kind of disconnected. I think they move against each other.

M1: Very good. All right, so yes, the earth's surface is _____. Um, it's made up of these plates that move against each other. The worst earthquakes tend to happen where ___ _____. These quakes start really deep in the ___. Other quakes, um, less severe quakes, happen where the plates slide against each other. Okay, so how many _____ are there?

M2: Three.

M1: And what are they?

M2: Um, one lies around the _____. I think another is called the, um, the _____. I'm pretty sure that one _____ and then across Asia. And the third, the third one is in the ocean, _____.

M1: Excellent. Okay, so does anyone have questions about p_____?

W: Well, what about earthquakes that don't happen in these zones? I mean, aren't there ever earthquakes that, um, that _____?

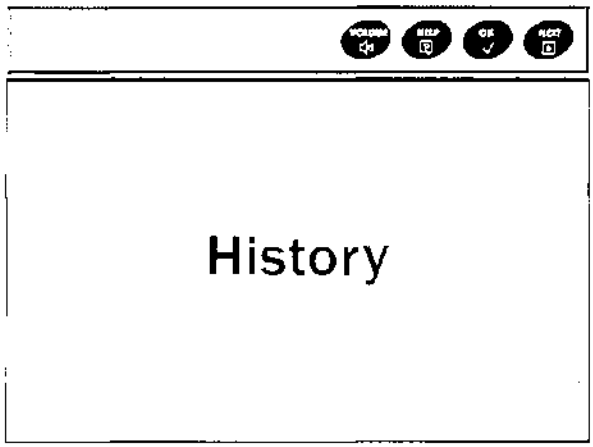
M1: Great question. Yes, I think that sometimes earthquakes do happen away from, um, seismic zones. These ones are tough to figure out though. So, quakes that don't occur along plate boundaries are called, um, ___ _____. I don't think that scientists have figured out the causes for those yet, but I think that they do agree that, um, there's a lot of, um, _____ where these quakes happen.

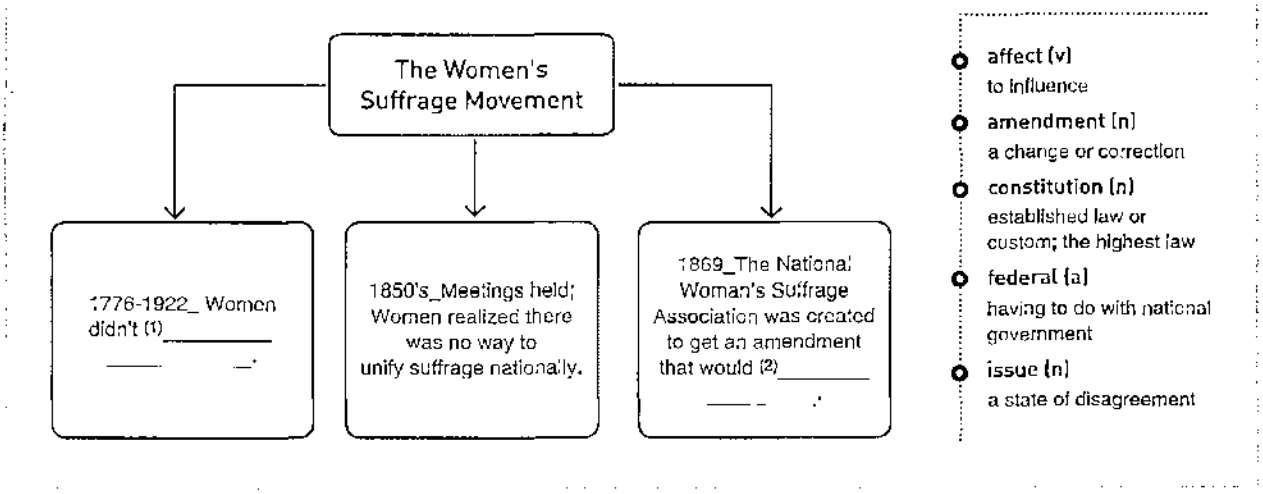
4. **Complete the following summary.**

One theory about why earthquakes happen is called the _____. The earth's surface is _____ that move against each other. The most severe quakes happen when one plate gets _____ another one. Less severe quakes happen when plates _____. Scientists don't really know what causes them. There are three _____ on the earth. But sometimes earthquakes happen away from the seismic zones due to _____.

rub against each other	plate tectonic theory
major earthquake zones	pushed underneath
made up of plates	ground stress

D Listen to part of a lecture, and answer the questions. 1-15





1. **What is this lecture mostly about?**
   - (A) A constitutional amendment giving women the right to vote
   - (B) The history of the American women's suffrage movement
   - (C) The National Woman Suffrage Association
   - (D) The anti-slavery movement

2. **Why was the National Woman's Suffrage Association created?**
   - (A) To get an amendment to the Constitution that would give women the right to vote
   - (B) To tell people that governments in ancient civilizations were unfair to women
   - (C) To make the government put anti-slavery laws into effect
   - (D) To help women get the right to vote in individual states

3. **Listen again, and fill in the blanks.**

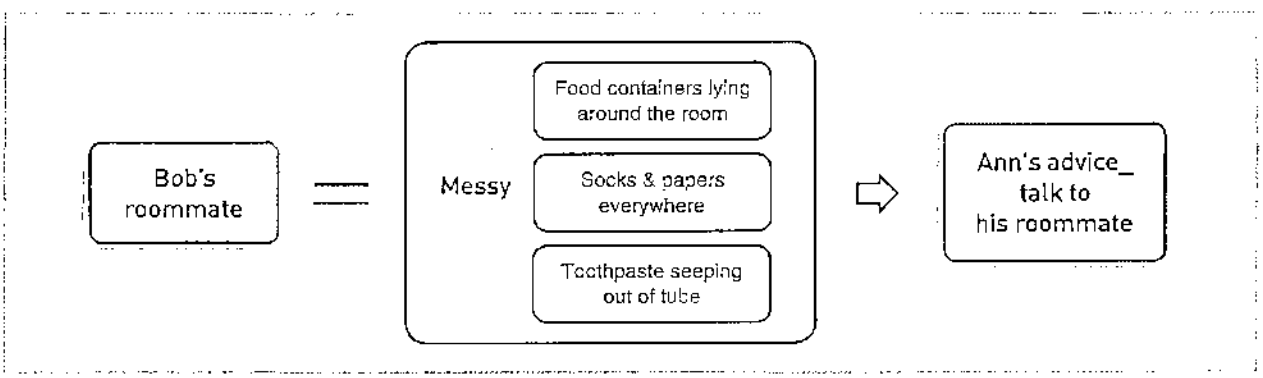
A thing to note about _____ in this country is that women were fighting, um, I guess you could say it was a _____. Oh, by the way, suffrage means _____. There had been a long history of women not having the right to vote. Even in the earliest democracies, in ancient Greece and Rome, women couldn't vote. And experts say that these times gave us the best thoughts and ideas of all time.
Anyway, let's just say that women had _____ before they could vote. Right. Um, so women in Great Britain and the United States fought for the right to vote during the _____. Women in_____ for this _____. However, we're just going to look at American women and what they did. So the women's suffrage movement started in the U.S. around the same time as _____. Um, that would have been during the, um, the _____. Right. So this is what happened. A group of really active women _____. And while they were doing this, they found that _____.
So these women realized that something wasn't right about how women were treated. So this is what they did. They held a couple of, um, meetings in different parts of the country _____. Now, the problem was that there was no way of giving women the right to vote nationally. Now, states could give this right to women. But, that would only _____ women in that state. Because of this, these women believed that it was _____, or change, to the Constitution to give women the right to vote. This would, um, give women the right to vote _____. So what they did was start a group called the National Woman's Suffrage Association. The purpose of the, um, the NWSA was _____.

4. **Complete the following summary.**

There is a long history of _____ for women. In the mid-1800s, American women started _____ their right to vote. This started during the _____. While women were fighting for rights for others, they realized that they did not have many rights themselves. American women _____ what to do. They realized that the only way that all American women would get the right to vote would be to _____ to the Constitution. So, they _____ for that purpose.

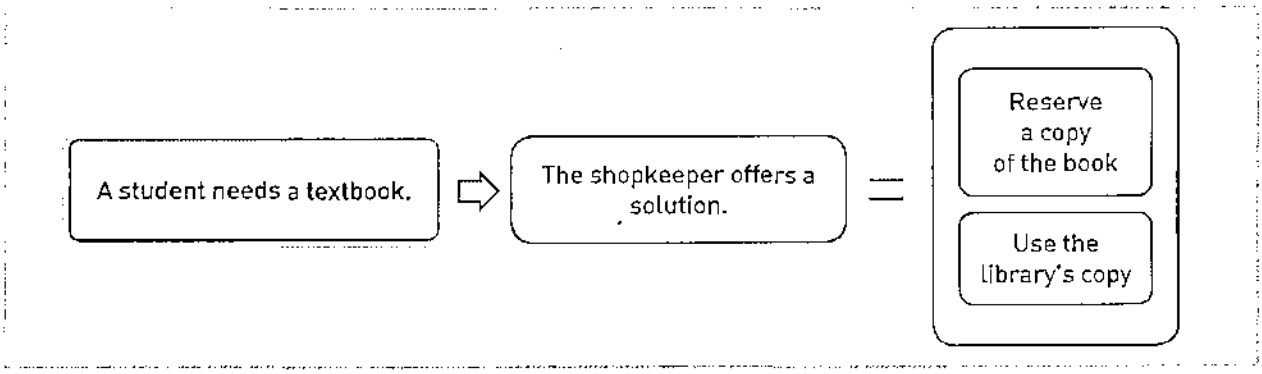
push for an amendment	started meeting about
a lack of voting rights	anti-slavery movement
fighting for	created the National Woman's Suffrage Association

A Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 1-16



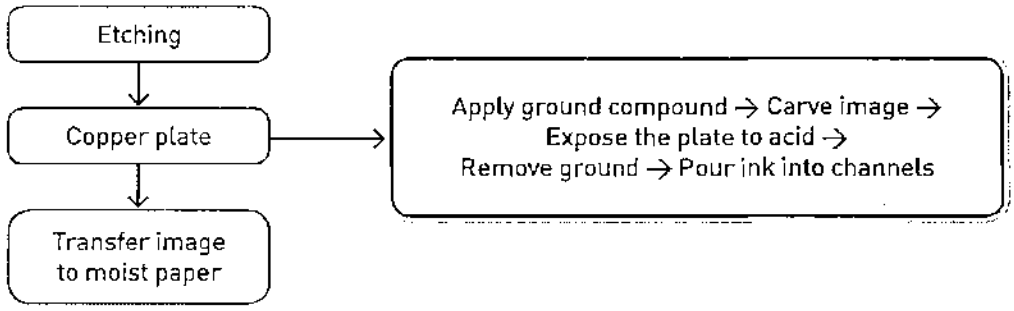
1. **Why is Bob frustrated?**
   (1) Bob is frustrated because _____. (2) Bob is frustrated because _____.
2. **What does Bob's roommate leave lying around?**
   (1) Bob's roommate leaves _____. (2) The things lying around are _____.
3. **What does Ann tell Bob?**
   (1) Ann tells Bob _____. (2) Ann thinks Bob should _____.

B Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 1-17



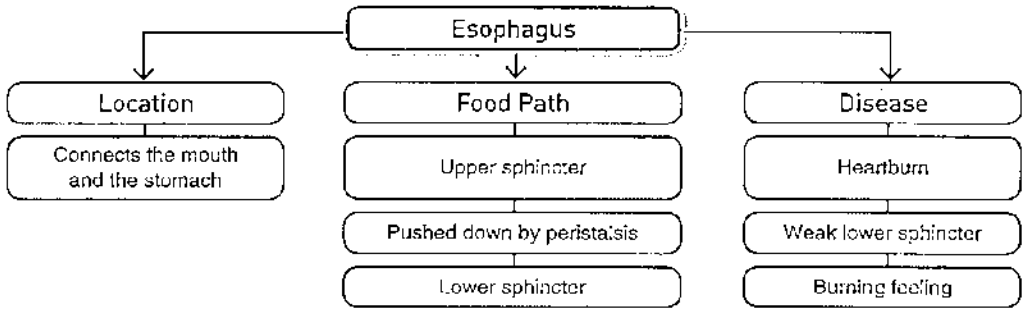
1. **What does the student need?**
   (1) The student _____. (2) What the student _____.
2. **What problem does the student find in the campus bookstore?**
   (1) The book the student needs _____. (2) The campus bookstore _____.
3. **What solution does the shopkeeper offer?**
   (1) The shopkeeper suggests _____. (2) The shopkeeper tells the student _____.

C Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 1-18



1. **What process is explained in the lecture?**
   (1) The process explained is _____. (2) The lecture explains _____.
2. **What is the first step in etching?**
   (1) The first step is _____. (2) First, you must _____.
3. **What happens last in etching?**
   (1) What happens last is _____. (2) The last step is _____.

D Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 1-19



1. **What two body parts does the esophagus connect?**
   (1) The esophagus connects _____. (2) The mouth and stomach _____.
2. **Where does food enter the esophagus?**
   (1) Food enters through _____. (2) The upper sphincter _____.
3. **What does heartburn feel like?**
   (1) Heartburn feels like _____. (2) Heartburn causes _____.

Listen to part of a conversation between a student and a professor. 1-20

1. **What is this conversation mostly about?**
   - (A) How much the professor enjoys student participation
   - (B) How to highlight key passages from the textbook
   - (C) How to get in touch with the teaching assistant
   - (D) How the student can improve his grade

2. **What is one suggestion the professor makes to the student?**
   - (A) Get plenty of sleep and eat a good breakfast for the exam.
   - (B) Ask the teaching assistant for old exams to practice.
   - (C) Memorize Piaget's stages of development.
   - (D) Study long and hard for the exam.

3. **What is the professor's favorite part of his job?**
   - (A) Referring students to his teaching assistant
   - (B) Teaching students about interesting things
   - (C) Having students participate in class
   - (D) Helping students get better grades

4. **What is one thing the student did to study for this exam?**
   - (A) Visited the professor during office hours to ask questions
   - (B) Formed a study group to go over lecture notes
   - (C) Memorized Piaget's stages of development
   - (D) Took a practice test with the TA

5. **What does the professor say is the value of taking a practice exam?**
   - (A) Memorizing the questions because the same ones will appear on the actual exam
   - (B) Getting extra points because the practice exam was taken
   - (C) Figuring out which topics the student still needs to work on
   - (D) Learning the structure of the exam

Listen to the part of a lecture in a biology class. 1-21

Biology

1. **What is this lecture mainly about?**
   - (A) The differences between reptiles and amphibians
   - (B) The ability of the horned lizard to camouflage itself
   - (C) A reptile called the horned lizard
   - (D) The scales of the horned lizard

2. **What is a horned toad?**
   - (A) It is really a lizard.
   - (B) It is an amphibian.
   - (C) It is a predator.
   - (D) It is an egg.

3. **What is camouflage?**
   - (A) The ability to shoot blood out of the corners of the eyes
   - (B) The ability to change from having gills to having lungs
   - (C) The ability to blend in with the surroundings
   - (D) The ability to puff up like a balloon

4. **According to the professor, why do people think the horned lizard is actually a toad?**
   - (A) Because the lizard hops around like a toad.
   - (B) Because the lizard is round like a toad.
   - (C) Because the lizard starts out as a toad.
   - (D) No one confuses the lizard for a toad.

5. **Listen again to part of the lecture. Then answer the question.**

   What does the professor imply when he says this?
   - (A) The class has already talked about the horned toad.
   - (B) The class has not talked about amphibians yet.
   - (C) The class has already covered amphibians.
   - (D) The class has not talked about toads yet.

6. **Which of the following is NOT a way in which a horned lizard can protect itself?**
   - (A) It can shoot blood out of the corners of its eyes.
   - (B) It can spray poison at animals who try to eat it.
   - (C) It can puff up and make its scales stick out.
   - (D) It can blend in with its surroundings.

Vocabulary Review

A Listen and choose the correct word that matches each definition. 1-22

1.	(A) offer	(B) offend	(C) defend	(D) offset
2.	(A) proceed	(B) producing	(C) procession	(D) process
3.	(A) revolutionize	(B) reverse	(C) review	(D) revenge
4.	(A) shipping	(B) ship breaker	(C) shipment	(D) shipload
5.	(A) several	(B) severe	(C) settled	(D) sedate
6.	(A) unhinge	(B) ungrateful	(C) unheard	(D) unhygienic
7.	(A) theory	(B) theme	(C) therapy	(D) theft
8.	(A) armoire	(B) arms	(C) armor	(D) army
9.	(A) entail	(B) ensure	(C) enrich	(D) entitle
10.	(A) item	(B) irony	(C) introduction	(D) issue
11.	(A) unsanitary	(B) unsuitable	(C) unsaturated	(D) undermined
12.	(A) gassy	(B) gaseous	(C) gastric	(D) gap
13.	(A) demand	(B) amendment	(C) supplement	(D) commendation
14.	(A) peristalsis	(B) stiffness	(C) convulsion	(D) paralysis
15.	(A) negotiator	(B) suitor	(C) petitioner	(D) engraver

B Complete the sentences by filling in the blanks with the expressions in the box.

first of all	for good reason
just a minute	kind of like
moving right along	pretty much

1. All right now, _____, the next topic to cover is the stomach.
2. Well, armor _____ means protection.
3. A process is _____ the way you get from the beginning to the end.
4. That lower sphincter stays closed _____.
5. So _____, you cover the copper plate with a ground compound.
6. Now in _____, you'll see a filmstrip about earthquakes.

Unit 2

Listening for Main Purpose

Unit 2

Listening for Main Purpose

Overview

■ Introduction

Understanding the purpose of a lecture or a conversation is being able to identify the reason behind the contents. This type of question easily occurs with conversations rather than lectures. As in the main idea, the purpose may be expressed explicitly in the beginning of the contents or stated indirectly and spread throughout the contents. In the latter, you need to generalize or synthesize information in the given contents.

■ Question Types

1. Why does the student visit the professor?
2. Why does the student visit the registrar's office?
3. Why did the professor ask to see the student?
4. Why does the professor explain X?

■ Useful Tips

- Focus on the reason behind the lecture or conversation.
- Listen carefully to the end of casual talks.
- Try to verify the purpose with the following solution.
- Avoid answers that cover only a small portion of the listening or which are not relevant to the listening.
- Avoid answers that are too general, and make the most of your notes.

Sample iBT Question

Why did the student visit the manager?

(A) Because she wants to pay her phone bill
(B) Because she wants to complain about the bad phone line
(C) Because she doesn't want to pay her phone bill
(D) Because she wants her phone turned back on

Script

W: Hi Mr. Shanks. I'm Marcy Walker, from room 322. I have a problem. My phone line is dead. I can't call my parents. I can't access the Internet. What should I do? Can you help me get the phone turned back on?

M: Okay Marcy, I know why your telephone line was shut off. It's because you didn't pay your bill for the last two months. It's not up to me whether your phone gets shut off or not. It's up to the phone company.

W: Yeah, it's a real pain in the neck. I didn't pay my bill on time because I spent the money reserved for the phone bill in my budget on shopping and drinking.

M: That was not very smart. Now you are going to have to pay your bill, as well as a late fee of 2%. Then you'll have to fill out a reconnection form and wait for the service technician to schedule an appointment to reconnect your line.

Correct Answer The answer for the above question is (D). The reason that the female student is visiting the manager is that she wants her phone turned back on. Then she can use the Internet and make phone calls to her parents.

Basic Drill

A Listen to part of a conversation, and answer the question.

1. What is the purpose of the conversation? 1-24

   (A) To discuss where to look for part-time job listings
   (B) To write advertisements for the classifieds section
   (C) To go over which companies are hiring
   (D) To review a newspaper section

   Listen again, and circle the words or phrases you hear.

part-time job	expenses	week or so	expensive
calculation	knight	advertisements	full-time job
extra cash	exactly	classifieds	campus

2. What is the purpose of this conversation? 1-25

   (A) To ask the student for a graduate school letter of recommendation
   (B) To negotiate the cost of extra tutoring sessions
   (C) To get help with how to learn difficult material
   (D) To figure out how to get to the learning center

   Listen again, and circle the words or phrases you hear.

advice	test book	material	tactics
suggestion	difficult	key words	methods
learning center	complicated	ideas	cost

3. What is the purpose of this conversation? 1-26

   (A) To figure out a schedule for studying for a history exam
   (B) To inquire about the changing schedule of library hours
   (C) To explore the campus for good places to study
   (D) To discuss the merits of studying at the library

   Listen again, and circle the words or phrases you hear.

quiet	library's hours	sleep	big history exam
student center	regular hours	chapters	convenient
exam	studying time	units	furniture

B Listen to part of a lecture, and answer the question.

1. What is the purpose of this lecture? (1-27)

   (A) To explore how quickly computers become obsolete
   (B) To discuss how technology harms the environment
   (C) To investigate how technology is useful to humans
   (D) To argue the positive aspects of new technologies

   Listen again, and circle the words or phrases you hear.

pollution	environment	computers	humans
harmful	smoke	recycle	garbage heaps
landfall	smog	not recyclable	waste

2. What is the purpose of this lecture? (1-28)

   (A) To judge whether or not big businesses should give to the poor
   (B) To examine the dispute about the 'trickle-down effect' theory
   (C) To devalue government regulation of big businesses
   (D) To support the taxation of big businesses

   Listen again, and circle the words or phrases you hear.

big businesses	professors	definitely	financial
sub-par	trickle-down	regulation	regulate
government	taxes	economic theorists	allowable

3. What is the purpose of this lecture? (1-29)

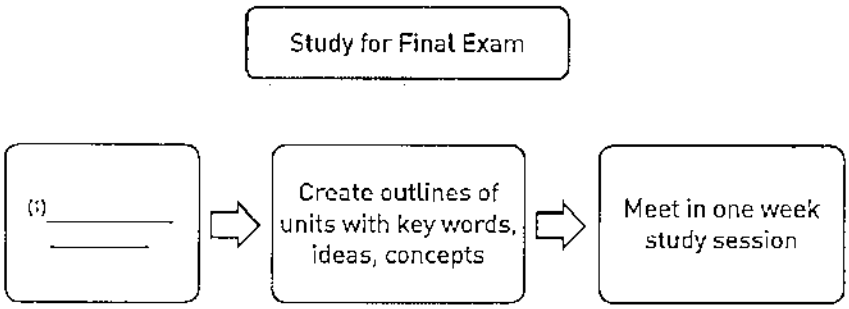
   (A) To discuss how the film industry changed after the advent of the talkies
   (B) To introduce the techniques used to bring sound to the film industry
   (C) To argue the merits of physical comedy versus spoken comedy
   (D) To review the timeline of Charlie Chaplin's career

   Listen again, and circle the words or phrases you hear.

silent comedy	popularity	speaking parts	talkies
industry	fame	silent films	acting
character roles	famous	comedic	actors

Practice with Conversations

A Listen to part of a conversation, and answer the questions. 1-30



- **method** (n) a procedure or process
- **organize** (v) to set up a structure
- **summarize** (v) to condense information
- **syllabus** (n) a summary outline of a course
- **time-consuming** (a) taking up much time

1. **What is the purpose of this conversation?**
   - (A) To determine a method for studying for the final exam
   - (B) To figure out how to create a unit summary
   - (C) To go over class notes and fill in the holes
   - (D) To organize multiple exam study sessions

2. **Which of the following statements is NOT TRUE about the students' preparation method?**
   - (A) They will summarize the units from the textbook.
   - (B) They will have a study session before the exam.
   - (C) They will ask the professor for help.
   - (D) They will review their class notes.

3. **Listen again and fill in the blanks.**

M1: Wow, that final is going to cover a lot of material. We should probably start studying soon.

M2: Yeah, we need to figure out the best way to cover all this stuff in two weeks.

M1: Yeah, we definitely _____. How many units do we have to cover?

M2: Um... okay. Let me check my syllabus. Okay, so _____, we have to cover ten units worth of material from the textbook plus class notes.

M1: Well, the class notes are easy. We'll go over _____ and just fill in any blanks we might have.

M2: Yeah, that's a good plan. I didn't miss any classes this semester. Did you?

M1: I missed one _____ because I was sick. But I got the notes from someone the week after, so I have all the notes.

M2: Okay, so we've got class notes covered. Now we just have _____.

M1: Yeah, so that's going to _____ bit. Have you read all the units yet?

M2: Yeah, I have. You?

M1: Yeah. Okay, so I've got an idea. We'll each _____. You know, we'll make an outline for each of them with key words, definitions, ideas, and such.

M2: Yeah, that sounds good. All right, so how's this? I'll do the first five units, and you take the second five units.

M1: Sounds good to me. And we should _____ by next week so that we can have a week to go over the stuff.

M2: Yeah definitely. We'll do a couple of study sessions next week.

M1: Right, and hopefully, that'll be enough. Anyway, I'm going _____. I'll see you later!

4. **Complete the following summary.**

Two students are discussing _____ for studying for their final exam. According to the syllabus, they must go over ten _____ and all their class notes. Since they both have all the class notes, they will just look over them _____ they may have. They will also _____ they have to study in half. Each student will _____ five units within one week's time. Then they will meet _____ and class notes together.

to fill in any holes	the best method	split the units
to go over the units	units of material	summarize and outline

B Listen to part of a conversation, and answer the questions. 1-31

Student to professor

Student needs grades early

Why: Study abroad application deadline

Complete Classics minor

(1) _____

- **abroad** (ad) beyond the boundaries of one's country
- **perspective** (n) a point of view
- **precise** (a) exact

1. **What is the purpose of this conversation?**
   - (A) To ask a professor if the student can have his grades early
   - (B) To organize the logistics of finishing his Finance major
   - (C) To inquire about applying for a study abroad program
   - (D) To explore the topography of Rome

2. **Why does the student want to study abroad?**
   - (A) To obtain a letter of recommendation from the professor
   - (B) To find out his class grade early
   - (C) To complete his Classics minor
   - (D) To complete his Finance major

3. **Listen again, and fill in the blanks.**

W: Hi. Can I help you?

M: Hi, Professor. My name is John Smith. I was wondering if I could ask you something.

W: Of course, John. What can I do for you?

M: All right, well I know _____. And I know generally professors don't have to get the final grades in _____. But the thing is, I've applied for a study abroad position that starts in four weeks, and I need to have all my grades in really early to be accepted _____. So I was wondering if you'd be able to _____ so I can complete the application process on time.

W: Hm... Okay, so when is the application deadline?

M: A week and a half from today. Three days after the final exam to be precise.

W: And _____ is this?

M: I'm doing a Classics program in Rome. If I'm there for a semester, it'll take care of my Classics minor.

W: Wow, that sounds so exciting. So you're taking care of your minor first? And then you'll finish your major?

M: Yes. I'm already a little ahead on the Finance major, so I can afford to take a semester just focusing on the minor. Plus, it's a great way to travel and _____.

W: I absolutely agree. I think all students should do a study abroad program. Anyway, back to your question. I'll make _____ and copy that to my teaching assistant. And one of us will make sure to grade your exam first and get the grades to the registrar.

M: Thank you so much. I really _____.

W: No problem. Glad to help. Good luck on the exam and in Rome!

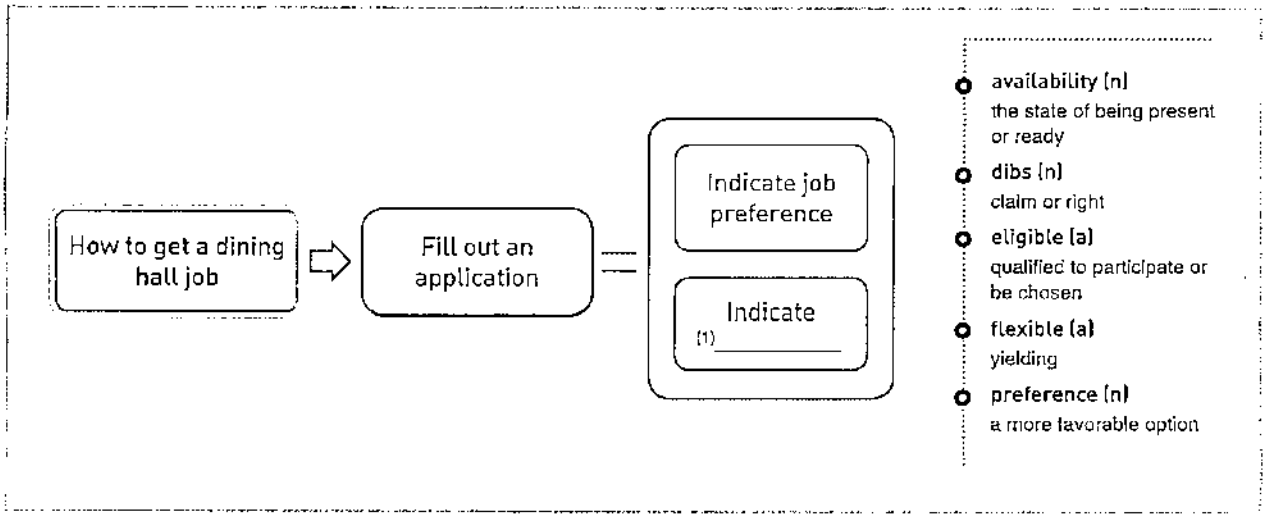
M: Thanks!

4. **Complete the following summary.**

A student asks his professor _____. The student is applying for _____ in Classics in Rome. He needs his professor _____ early so that he may meet the application deadline. The professor is very pleased that her student is _____ to go abroad. The student is excited about _____ and gaining a new perspective. The professor says she will make a note and _____ to get the student's grades to the registrar early.

to turn in his grade	for a favor	a study abroad program
learning new things	inform her teaching assistant	taking an opportunity

C Listen to part of a conversation, and answer the questions. 1-32



1. **What is the purpose of this conversation?**
   - (A) To talk about the various food services positions at the dining hall
   - (B) To discuss the merits of working as a server versus a cook
   - (C) To review a dining hall applicant's hours of availability
   - (D) To inquire about getting a job at the dining hall

2. **Which of the following is NOT TRUE about the conversation?**
   - (A) The application process includes marking hours of availability.
   - (B) The application process includes indicating job preference.
   - (C) The position involves being able to manage a kitchen staff.
   - (D) The student is interested in working at the dining hall.

3. **Listen again, and fill in the blanks.**

M: Can I help you?

W: Yes, I heard that there are _____ at the dining hall. Do you still have openings?

M: Yes, we do. Are you looking for a job?

W: Yes, I am.

M: Okay, well the way things work around here is that students who _____ work study usually have first dibs at the jobs. After that, we start hiring people who _____ work study. Are you eligible for work study?

W: Yes, I am. The Financial Aid Office actually sent me here. They said you might be hiring dining hall staff and that this would probably be _____ to work around my classes.

M: Well, we definitely work around the students' class schedules around here. So, I'm going to give you an application to fill out. You just have to let me know _____ here in terms of _____ cook, serve, clean, work the register, or whatever. You rank the different positions in your order of preference. Oh, and you also need to let us know what your availability is. You know, what days and hours can you work? Then we'll match up your preferences and _____.

W: Oh, okay.

M: So if you want, you can just take a seat at one of the tables and fill out the application right away.

W: Ok great. Oh, how long after I turn in the application will I find out if I'm going to be hired?

M: Oh, you'll probably be hired if _____ what we need. You'll probably get a call in a week.

W: Oh okay, thanks! All right, I'm going to fill out the application. I'll turn it in _____ I'm done.

4. **Complete the following summary.**

A student is _____ open job positions at the dining hall. A cafeteria worker tells her that the dining hall _____ and asks if she is eligible for work study. The cafeteria worker says that work study students will be hired first. The student confirms that _____. The cafeteria worker tells the student that she will need _____ and indicate her position preferences and _____. Then, the dining hall staff will match their need with the student's preferences and availability. The student will find out if _____ in a week.

she has a job	to fill out an application	hours of availability
is still hiring	she is eligible	inquiring about

D Listen to part of a conversation, and answer the questions. 1-33

Student is nervous about (1)_____

Class participation = 10% of grade

Student can get A if (2)_____

Professor has a suggestion

Professor will call on student

Student will eventually raise her hand

- **comfortable** (a) at ease
- **nervous** (a) uneasy
- **shame** (n) something to be regretted
- **semester** (n) a term into which an academic year is divided

1. **What is the purpose of this conversation?**

   (A) The student and professor are discussing ways in which to calm nervousness.
   (B) The professor is encouraging his student to participate more in class.
   (C) The student is asking for advice about bringing up her grade.
   (D) The professor wants the student to study harder for exams.

2. **Indicate whether the following statements are true or false:**

The professor thinks the student needs to study harder for her exams.	
The student is really nervous about talking in front of the class.	
The student can get an A in class if she participates more.	
The student needs help with a presentation for class.	

3. **Listen again, and fill in the blanks.**

W: Hi, Professor. You wanted to see me?

M: Yes I did. Well remember how _____, you came to me and asked for my advice on getting your grade in my class up?

W: Yes, I do. And I want to thank you again for your advice.

M: Not a problem. You've done pretty well so far. Your exam scores _____. The only thing that hasn't really gotten better is your class participation. I'm kind of surprised about that. It's a really easy way to get an extra ten percent _____.

W: Oh, well I've tried, Professor. I just get really nervous saying stuff in front of the class.

M: Why is that?

W: I just really don't want to sound stupid _____.

M: Oh, no one's going to think you're stupid. You really do understand the material, you know. It shows _____. You're doing really well in the class otherwise. Besides, we've got such a small class.

W: I know. I just can't seem to bring myself _____.

M: Well, this isn't usually my style, but if you'd like, I can call on you at first a couple of times. And then maybe after you answer _____, you'll be more comfortable raising your hand.

W: Well, I guess. I mean, we could try it.

M: Well, that's really _____. You see, if you participate, you might be able to bring your grade up to an A by the time the semester's over.

W: Oh, wow. I didn't know I was so close.

M: Well, you really are. It would be a shame if this was _____.

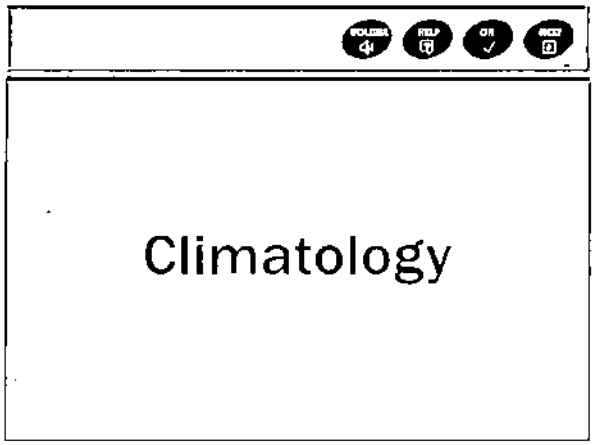
W: Ok, well, I'm really going to try. I promise.

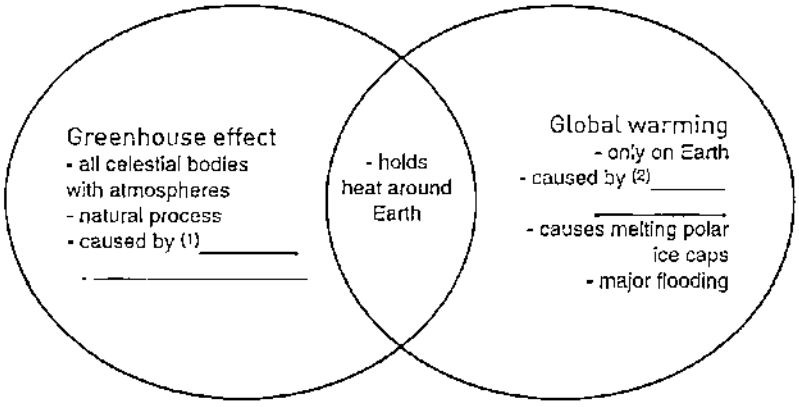
4. **Complete the following summary.**

A professor talks to his student about _____ in class. He tells the student that she is doing really well, and the student's grades _____. The only thing the student has not improved in is class participation. The student feels really nervous about speaking _____. The professor suggests that he will call on the student first _____. Then, when she is more comfortable talking in front of the class, she can volunteer answers _____. The professor finally tells the student that if she participates more, she can probably ____ in the class.

get an A	have improved a lot	on her own
a couple of times	in front of the class	participating more

A Listen to part of a lecture, and answer the questions. 1-34





atmosphere (n)
a layer of gas that surrounds a celestial body

celestial (a)
having to do with something in space

exhaust (n)
used gas that escapes from an engine

glacier (n)
a large body of moving ice

1. **What is the purpose of this lecture?**
   - (A) To explore how the greenhouse effect works on other planets in the solar system
   - (B) To explain how melting polar ice caps change Earth's climate
   - (C) To differentiate between the greenhouse effect and global warming
   - (D) To discuss the many ways in which humans harm the environment

2. **Which is NOT a difference between the greenhouse effect and global warming?**
   - (A) The greenhouse effect is caused by the sun's rays and the atmosphere while global warming is caused by humans and their technological gadgets.
   - (B) The greenhouse effect occurs with all celestial bodies that have atmospheres, and global warming only occurs on Earth.
   - (C) The greenhouse effect is a natural process while global warming is not a natural process.
   - (D) The greenhouse effect holds heat around Earth, but global warming does not.

3. **Listen again, and fill in the blanks.**

Many people may not realize it, but the greenhouse effect and global warming are _____ . _____. The greenhouse effect is something that happens with all celestial bodies – planets, moons, and such – that have an atmosphere. Anyway, back to the greenhouse effect. The greenhouse effect is a process that happens when the sun's heat _____ _____. The sun's rays warm the earth, and the atmosphere keeps the heat in, just like a greenhouse. It's a very natural thing, and in most cases, the planet system knows _____. Anyway, like I said, it's a pretty natural process.

Now all this _____ when humans, um, add stuff to Earth's atmosphere. That's when global warming, which is not a natural process, happens. See, what happens is that people create, um, things _____. For example, cars. We drive cars all the time. So we drive our cars, and our cars burn gas, and this exhaust is pretty hot. And the atmosphere keeps this heat _____ . Plus, all of our machinery and our factories and stuff, they all produce heat. So all this stuff creates what scientists are calling global warming. Earth's surface and atmosphere just _____.

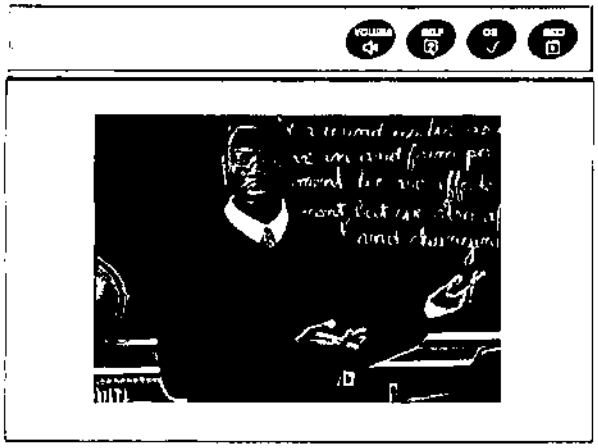
Now global warming has many _____, but I think one of the biggest problems with global warming is _____. See, our planet has huge chunks of ice at both of its poles. And when global warming happens, um, the overall temperature of the planet increases. And what this does is it _____. So when ice melts, it turns into water, which goes into our oceans. And that causes the level of water to rise. And this could also _____.

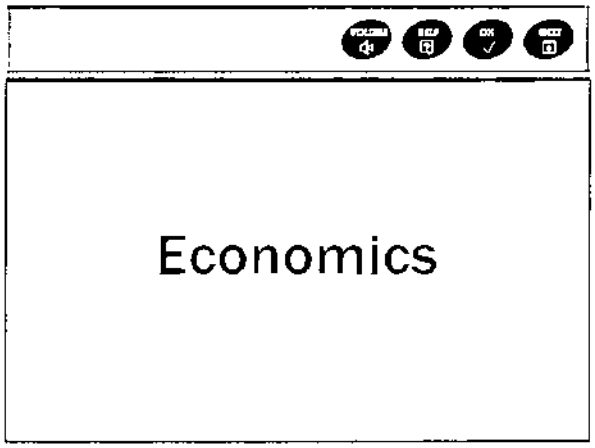
4. **Complete the following summary.**

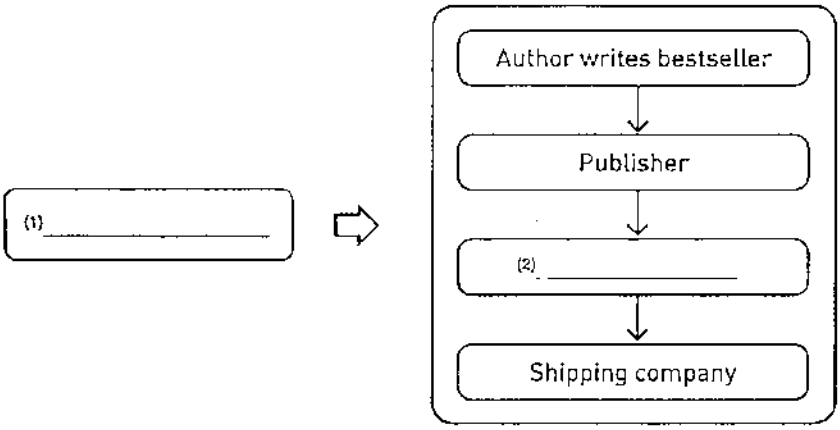
The greenhouse effect is _____. All celestial bodies with atmospheres experience the greenhouse effect. The sun's rays warm the planet. The atmosphere keeps this heat around the planet. In contrast, global warming is a problem _____. The problem occurs when people start creating things _____. Global warming causes the _____ of Earth to increase, which _____. Most notably, global warming causes polar ice caps and glaciers to melt. This raises the _____, which can cause flooding.

has negative effects	overall temperature	caused by man
that produce extra heat	water level of the oceans	a natural occurrence

B Listen to part of a lecture, and answer the questions. 1-35







- **abstract (a)** difficult to understand
- **economy (n)** the overall interaction of financial information and exchange
- **mark-up (n)** an increase in price over what was paid for a product
- **premise (n)** a basis

1. **What is the purpose of this lecture?**

   (A) To discuss the fairness of publishers making more money than authors
   (B) To review the debates surrounding the trickle-down effect
   (C) To give an example of the trickle-down effect
   (D) To explore the process of writing a bestseller

2. **Indicate whether the following statements are true or false.**

Shipping companies would not benefit from the sales of a bestseller.	
There is much debate about the validity of the trickle-down effect.	
The sales of a bestselling novel affect more than just the author.	
The trickle-down effect is a geological theory.	

3. **Listen again, and fill in the blanks.**

M1: The next topic we have to discuss is _____. Now this is a theory that has been highly debated _____. It's pretty complicated, but maybe we can figure it out together. Now, who can define the trickle-down effect? Yes?

W1: Okay, so I'm not sure about this, but I think _____ is that by large businesses doing well and making profits, everybody else does well, too. I mean, because the businesses spread their profits _____.

M1: Absolutely right. Now, it is still quite an abstract concept. So we're going to use an example that isn't _____, but it'll help us _____. Okay. So let's say we have an author. This author writes a bestselling novel. Of course, the author will make a lot of money. But who else makes money? Any ideas?

M2: Um... the publishing company?

M1: Definitely. The publishing company will also make _____ because it will be printing many copies of the book. All right, who else will make money?

W2: The booksellers will definitely make money off of a best seller. They charge _____, right?

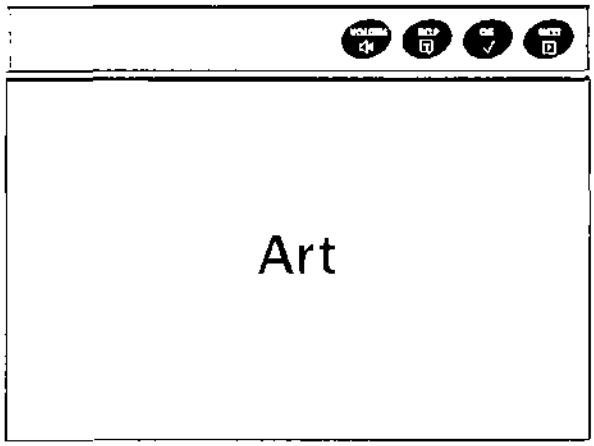
M1: Right again. If a book is in high demand, and most bestsellers are, the booksellers can make a profit because of _____. They pay a certain amount of money to the publishing house for the books. Then, they charge the customer more. That way, they're making a profit. Let's see. Another industry that would stand to gain _____ writing a bestseller is _____. The books have to get from the publishing house _____. So, shipping companies would get business from that and profit. Anyway, are there any questions about this?

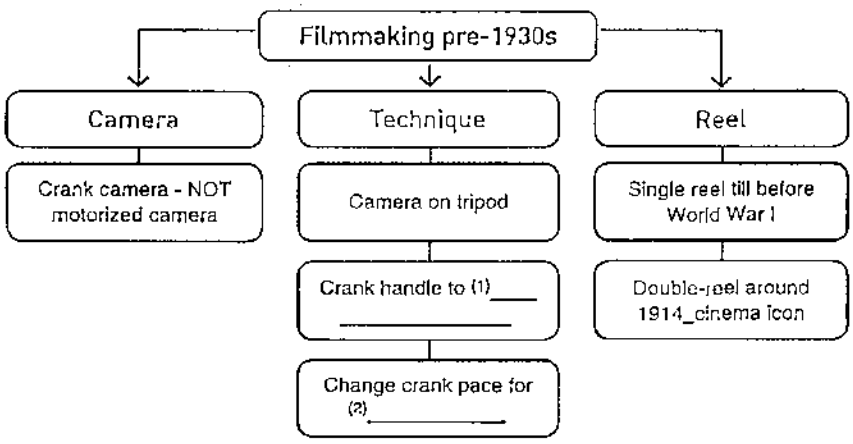
4. **Complete the following summary.**

The trickle-down effect is a _____. It involves the profits of one business positively _____ and individuals in the economy. An example of how this theory works can be an author who writes a _____. The author will absolutely make money off _____. Other companies who will _____ are the publishers, the booksellers, and the shippers.

profit from the book	of the book	affecting connecting businesses
bestselling novel	debated economic theory	

C Listen to part of a lecture, and answer the questions. 1-36





- **crank (v)** to move by winding
- **motorize (v)** to equip with a motor
- **pace (n)** the rate of movement
- **popular (a)** commonly liked or approved
- **reel (n)** a revolving device around which something is wound

1. **What is the purpose of this lecture?**
   - (A) To talk about the merits of crank cameras versus motorized cameras
   - (B) To explore the historical era in which Vaudeville took place
   - (C) To discuss filmmaking techniques before the 1930s
   - (D) To explain how to advance film on a crank camera

2. **How were special effects created before the 1930s?**
   - (A) The cameraman would change the pace at which he was advancing the film.
   - (B) The cameraman would change the height of the tripod the camera was on.
   - (C) The cameraman would add another reel onto the camera.
   - (D) The cameraman would add a motor to the camera.

3. **Listen again, and fill in the blanks.**

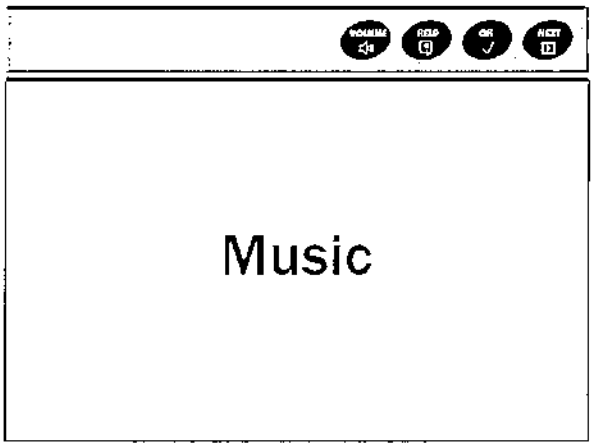
So today, we're going to talk about how _____ before the 1930s. So before the 1930s, most filmmaking was done using what they called crank cameras. See, there were two types of _____. There were motorized cameras and crank cameras. When using crank cameras, you had to _____. Motorized cameras would forward the film automatically. But the motors on these cameras were so big and bulky that they were really hard _____. So instead, filmmakers used _____.
Anyway, how these crank cameras worked was the cameraman would either hold the camera or have the camera _____. Women didn't make films during this era, so we can correctly call the person holding the camera a cameraman. The cameraman would _____ at the scene he was trying to record. Then, he would crank the handle on the camera _____. Now, this process could be _____. The cameraman had to crank the handle at a uniform pace so that the movie didn't seem rushed or delayed, which took lots of practice. But, once the cameraman had mastered this skill, he could _____ to make special effects. For example, the experienced cameraman could decrease the number of cranks _____. This would make the actions on film look _____.
Also, for a good part of this time, films were shot _____. This meant most films were pretty short – fifteen to twenty minutes, usually. Then, right before the First World War – which started in 1914, remember – filmmakers pioneered _____. This allowed for much longer films. This is also where the icon of the double-reel camera that we see everywhere comes from.

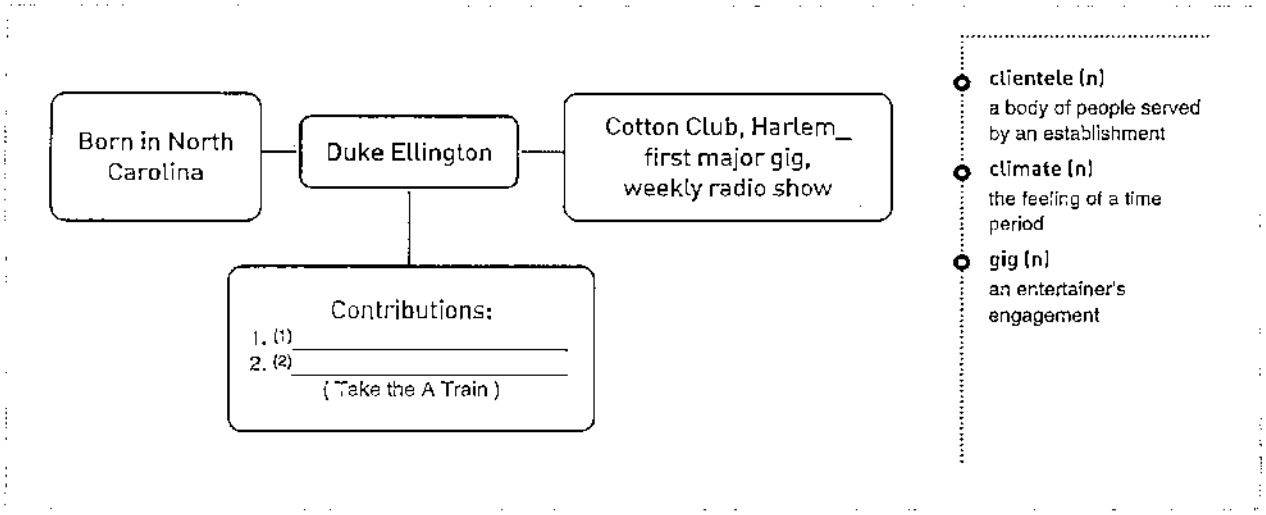
4. **Complete the following summary.**

Filmmaking _____ was very different from filmmaking today. During that time, there were _____ – motorized cameras and crank cameras. Filmmakers generally used crank cameras because they were _____. The cameraman would turn the handle on a crank camera _____. This was difficult and took a lot of practice. When the cameraman had mastered this skill he could _____ to make special effects. Also, during most of this era, films were shot _____. Then, just before 1914, the double-reel process was introduced. This is where the double-reel film icon comes from.

to advance the film	on a single reel	two types of cameras
easier to carry	alter the pace	before the 1930s

D Listen to part of a lecture, and answer the questions. (1-37)





1. **What is the purpose of this lecture?**
   - (A) To discuss the process by which one traveled with a jazz band
   - (B) To scrutinize the geography of Harlem in New York City
   - (C) To explore the life and contributions of Duke Ellington
   - (D) To talk about the cost of music lessons

2. **Where did Duke Ellington play his first major gig?**
   - (A) Harlem, New York City
   - (B) North Carolina
   - (C) On the A train
   - (D) Europe

3. **Listen again, and fill in the blanks.**

W1: All right class, now that we know a little bit _____, we're going to talk about some jazz musicians. Personally, I think there's no better place to start than with _____, Duke Ellington. He was born in North Carolina, but he didn't become famous till he moved to... does anyone know?

M: New York City! He played in Harlem, right?

W1: That's right! Duke Ellington got his first New York City gig _____ in Harlem. Harlem was _____ and musicians back then. Anyway, that's where Duke Ellington started to be well-known. So yeah, after his first gig at the Cotton Club, Duke Ellington got _____. And that spread his music everywhere. So then, a bunch of famous clientele started to go to the Cotton Club as well. This made the Cotton Club the most famous jazz club in Harlem. Anyway, the Duke made _____ jazz. First of all, he brought jazz music to all corners of the world. His band traveled everywhere, to all continents. Secondly, he wrote and _____ _____. Can anyone name any famous Duke Ellington songs?

W2: Um... "Take the A Train."

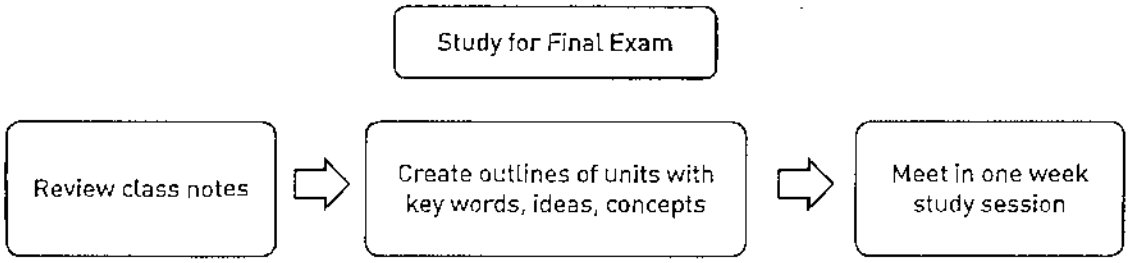
W1: That's right! "Take the A Train" is probably _____. It's a song about the subway line you take in New York City to get up to Harlem and the Cotton Club. Some of the Duke's other _____ are "Rockin' in Rhythm," "Satin Doll," "New Orleans," and "Crescendo in Blue."

4. **Complete the following summary.**

Duke Ellington was a famous _____ from the early twentieth century. He was born in North Carolina in the late 1800s, which was where he started _____. He got _____ in New York City at the Cotton Club. This gig made him ____. It also made the Cotton Club the most famous jazz club in Harlem. The Duke and his band traveled _____, including Europe and Asia. One of his most famous songs is called "Take the A Train."

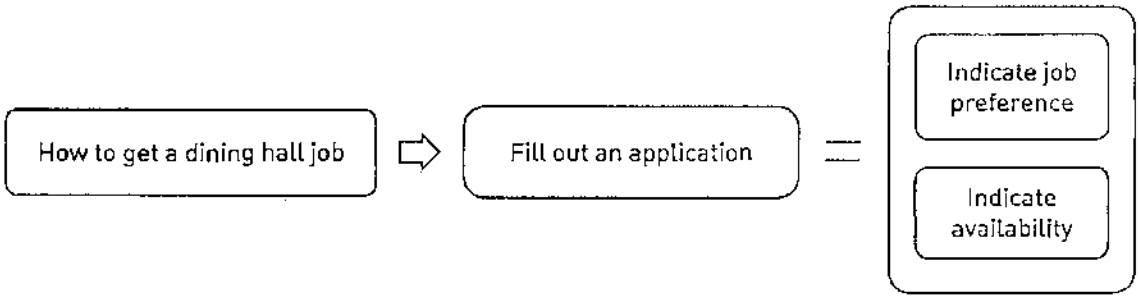
famous	jazz musician	taking music lessons
all around the world	his first big gig	

A Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 1-38



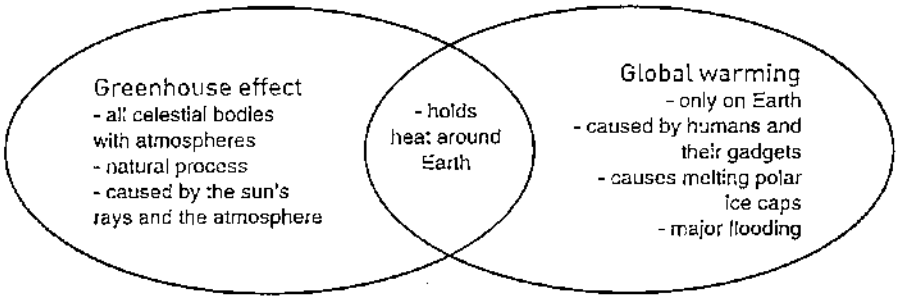
1. What are they talking about?
   (1) The purpose of this conversation is _____. (2) Two students have _____.
2. What information will the final exam cover?
   (1) The final exam will cover _____. (2) The information on the final exam _____.
3. What will the students' outlines include?
   (1) The students' outlines will include _____. (2) The students will include _____.

B Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 1-39



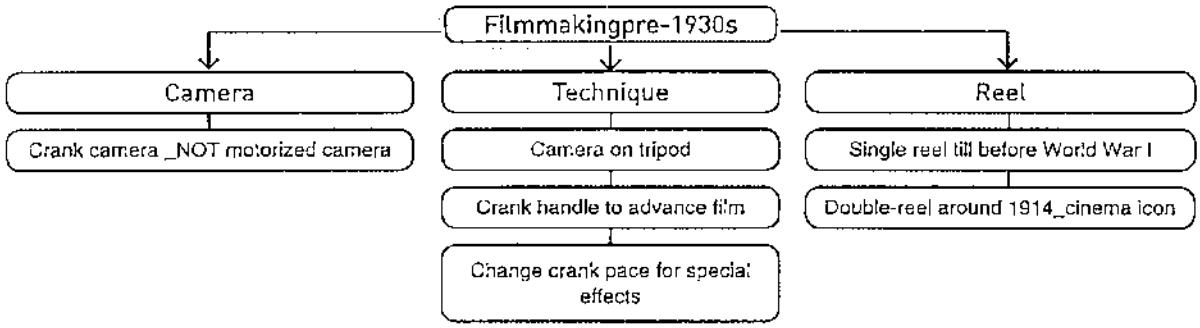
1. What are they talking about?
   (1) The purpose of this conversation is _____. (2) The student has _____.
2. What types of jobs might the student have at the dining hall?
   (1) The student could work as _____. (2) The jobs at the dining hall include _____.
3. When will the student find out if she has a job?
   (1) The student will find out _____. (2) The dining hall staff will _____.

C Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 1-40



1. What is this lecture about?
   (1) The purpose of this lecture is _____. (2) The topic of this lecture is _____.
2. What causes the greenhouse effect?
   (1) The greenhouse effect is caused by _____. (2) What causes the greenhouse effect is _____.
3. What is one negative effect of global warming?
   (1) A negative effect of global warming is _____. (2) A bad thing that happens _____.

D Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 1-41



1. What is the professor talking about in this lecture?
   (1) The purpose of the lecture is _____. (2) The lecture is about _____.
2. Why didn't early filmmakers use motorized cameras?
   (1) Filmmakers didn't use _____. (2) Filmmakers preferred _____.
3. How did cameramen create special effects?
   (1) Cameramen created special effects by _____. (2) Special effects were created by _____.

Listen to part of a conversation between a student and a librarian. 1-42

1. What is the purpose of this conversation?

Ⓐ To recall a book that someone else has borrowed from the library
Ⓑ To understand the process of setting up an online library account
Ⓒ To discuss the amount of time that a student can borrow a book
Ⓓ To learn the layout of the different parts of the library

2. Why does the librarian explain the renewal process to the student?

Ⓐ Because the student might need his books for more than four weeks.
Ⓑ Because the student is having trouble finding the circulation desk.
Ⓒ Because the student is concerned about his books being recalled.
Ⓓ Because the student does not want to pay late fees for his books.

3. Why does the recall process concern the student?

Ⓐ Because his roommate may also need the books.
Ⓑ Because he may still need the books being recalled.
Ⓒ Because he does not want to turn his books in late.
Ⓓ Because he may not check his email in time.

4. What does the librarian mean when she says someone can recall a book?

Ⓐ Someone can request the book from a library across the country.
Ⓑ Someone can request that a book be turned back in.
Ⓒ Someone can bring the book back in to the library.
Ⓓ Someone can remember the contents of the book.

5. Listen again to part of the conversation. Then answer the question.

What is the librarian referring to when she says this:

Ⓐ Students hardly ever need to renew their books.
Ⓑ Students hardly ever use the library's website.
Ⓒ Fees are hardly ever charged to students.
Ⓓ Books are hardly ever recalled.

Listen to part of a lecture in a biology class. 2-01

Biology

1. **What is the purpose of this lecture?**
   - (A) To talk about how insects and spiders are rich in nutrients
   - (B) To discuss a plant called the Venus Flytrap
   - (C) To explore the workings of all carnivorous plants
   - (D) To review the effects of rainfall on plant life

2. **Why does the professor say that flytraps live in nutrient-poor swamplands?**
   - (A) To explain the meaning of the words "Venus Flytrap"
   - (B) To explain the flytrap's digestive process
   - (C) To explain why flytraps need to eat bugs
   - (D) To explain why flytraps live in colonies

3. **What is the purpose of the flytrap's trigger hairs?**
   - (A) To inform the plant that food is sitting on the leaves
   - (B) To begin the digestion process of the flytrap's prey
   - (C) To absorb nutrients from the flytrap's prey
   - (D) To protect the flytrap from the rain

4. **According to the lecture, what are two things that the Venus Flytrap gets from bugs that it DOES NOT get from the soil? Click on 2 answers.**
   - (A) Nitrogen
   - (B) Minerals
   - (C) Oxygen
   - (D) Topsoil

5. **Listen again to part of the lecture. Then answer the question.**

   What does the professor imply when he says this?
   - (A) Flytraps are found everywhere in the Carolinas but the swamplands.
   - (B) Flytraps are not found anywhere else in the world.
   - (C) Flytraps are found everywhere but the Carolinas.
   - (D) Flytraps are found all over the world.

6. **According to the professor, why do flytraps eat bugs?**
   - (A) Because the soil where they grow has way too many nutrients for the plants.
   - (B) Because the soil where they grow does not have enough nutrients.
   - (C) Because the plants do not get enough sun where they grow.
   - (D) Because the traps are not big enough to eat larger animals.

Vocabulary Review

A Listen and choose the correct word that matches each definition. 2-02

1.	(A) triply	(B) triangle	(C) triple	(D) tripod
2.	(A) method	(B) mechanic	(C) manual	(D) manufacture
3.	(A) concrete	(B) abstinent	(C) abstract	(D) actual
4.	(A) preach	(B) vague	(C) process	(D) precise
5.	(A) global	(B) celestial	(C) scope	(D) celadon
6.	(A) dips	(B) dibble	(C) dibs	(D) divot
7.	(A) abroad	(B) abroach	(C) abrupt	(D) internal
8.	(A) glacis	(B) glace	(C) glabrous	(D) glacier
9.	(A) syllable	(B) schedule	(C) syllabus	(D) system
10.	(A) profit	(B) proficiency	(C) profile	(D) premiere
11.	(A) preference	(B) precision	(C) preview	(D) presidency
12.	(A) section	(B) sector	(C) semester	(D) sanction
13.	(A) class	(B) clientèle	(C) category	(D) compartment
14.	(A) shame	(B) comfort	(C) exuberance	(D) hilarity
15.	(A) connected	(B) underestimated	(C) eligible	(D) fragile

B Complete the sentences by filling in the blanks with the expressions in the box.

anyway	but I digress
I guess	it's just like
not exactly	on the contrary

1. That isn't the way I usually do things, but _____ it would be okay this time.
2. It's kind of hard to explain an abstraction, but _____ something based on an idea
3. People think global warming and the greenhouse effect are the same thing. _____, they're quite different.
4. _____, back to what we were discussing.
5. That was the way things were back a long time ago, _____. We were talking about how things are now.
6. So, even though global warming and the greenhouse effect employ similar processes, they're _____ the same thing.

Unit 3

Listening for Major Details

Unit 3

Listening for Major Details

Overview

■ Introduction

In detail questions, you must understand and remember explicit details or facts from a lecture or conversation. These details are typically related to the main idea of the text by giving examples and elaborating on a topic or many other supporting statements. Questions are mostly asked about major details from the conversation or lecture, not minor ones.

■ Question Types

1. According to the professor, what is one way that X can affect Y?
2. What are X?
3. What resulted from the invention of the X?
4. According to the professor, what is the main problem with the X theory?

■ Useful Tips

- No question type needs note taking more than detail questions. Make most of your notes about details.
- Listen carefully to the major details of the conversation or lecture, not the minor ones.
- The answer to the detail question is mostly written in paraphrased sentence form from the text.
- If you are not sure of the correct response, decide which one of the choices is the most consistent with the main idea of the conversation or lecture.

Sample iBT Question

According to the professor, what can sunlight do to water?

(A) It can oxygenate water.
(B) It can kill any kind of small living things.
(C) It can boil water.
(D) It can disinfect water.

Script

M1: Sure. Boiling water on a portable stove or fire will kill most bacteria and viruses. Another option is to just be sure you carry a portable pump filter. But in this case, you have to disinfect the water with a third method. Who can tell me what a third might be?

M2: How about electricity?

M1: No, actually, I was thinking of a couple of chemicals. One is iodine which kills many, but not all, of the most common, uh, pathogens in natural fresh water sources. Second, used only in emergency situations, is chlorine based bleach. Just add two drops of 5% bleach per quart of clear water and let it stand, uh, covered, for about an hour. Alright, now that is three so far. Anyone like to take a stab at the last option?

W: Uh, sunshine?

M1: Bonus points for whoever said that in the back row. Yes, sunlight is another valid option. We call it solar purification. Water is placed in a transparent plastic bottle, which is oxygenated by shaking. It is placed for six hours in full sun, which raises the temperature and gives an extended dose of solar radiation, killing any microbes that may be present.

Correct Answer The correct answer to the above question is (B). The word microbe means a very small living thing.

Basic Drill

A Listen to part of a conversation, and answer the question.

1. Where is the student's purse? 2-04

Ⓐ Her purse is in the lunch room.
Ⓑ She left it in a taxi.
Ⓒ She lost it.
Ⓓ It is in her room.

Listen again, and circle the words or phrases you hear.

problem	kidding	door	entrance
passport	building	follow	roommate
forgot	locked	credit cards	excuse me

2. What is the topic of the student's paper? 2-05

Ⓐ Graduate school
Ⓑ Political science
Ⓒ American federalism
Ⓓ Politics Magazine

Listen again, and circle the words or phrases you hear.

good points	newspaper	paper	advanced degree
published	exam	federalism	grade
graduate	editor	homework	scholarship

3. Why does the student say he will miss orientation? 2-06

Ⓐ He will go on a business trip
Ⓑ He needs to fix his schedule and learn about his professors.
Ⓒ He knows orientation is not important.
Ⓓ He wants to go to New York with a friend.

Listen again, and circle the words or phrases you hear.

roommate	nine o'clock	teachers	mandatory
schedule	clubs	cancel	room assignment
professors	business trip	library	orientation

B Listen to part of a lecture, and answer the question.

1. **According to the lecture, what did Kennedy agree to in secret?** 2-07

   Ⓐ He agreed not to invade Cuba.
   Ⓑ He agreed to invade Cuba.
   Ⓒ He agreed to put Soviet missiles only 90 miles from American territory.
   Ⓓ He agreed to have the American missiles withdrawn from Turkey.

   Listen again, and circle the words or phrases you hear.

Cold War	nuclear	disadvantage	tension
tank	promise	committee	Russia
Caribbean	bomb	Turkey	blockade

2. **What event made the Empire State Building the tallest building in New York?** 2-08

   Ⓐ It is the most famous building in America.
   Ⓑ The New York City Zoning Law of 1916.
   Ⓒ The collapse of the World Trade Center.
   Ⓓ The docking of airships.

   Listen again, and circle the words or phrases you hear.

wonder	taller	transition	market
sky scraper	shadows	Boston	airplane
building	collapse	business	design

3. **According to the lecture, what are two examples of Latin immigrants' contributions to American culture?** 2-09

   Ⓐ Chinese food is popular, and many Americans can speak Spanish.
   Ⓑ Many cities hold parades and celebrate St. Patrick's Day.
   Ⓒ Many pubs have a Mexican theme, and Mexican food is very popular.
   Ⓓ Many Americans can speak Spanish, and Mexican food is very popular.

   Listen again, and circle the words or phrases you hear.

border patrol	foreign	Mexican	St. Patrick's Day
immigration	security	pubs	movies
immigrants	melting pot	culture	German

Practice with Conversations

A Listen to part of a conversation, and answer the questions. 2-10

Susan needs an extension on her term paper.

Her sister is (1)_____.

She is still (2)_____.

Her professor will give a one-week extension.

Susan must bring her paper and outline tomorrow

- **extension (n)** an increase in length of time
- **incomplete (a)** not finished
- **majority (n)** most
- **source (n)** a supplier of information
- **grant (v)** to allow, or give, especially a favor

1. **What reason does the student give for needing an extension?**
   - (A) She is missing a lot of information.
   - (B) She has not started writing it yet.
   - (C) The paper is too hard to write.
   - (D) Her sister is getting married.

2. **What has caused the delay in the student's paper?**
   - (A) Her outline was never approved by her professor.
   - (B) Two sources she requested have not arrived yet.
   - (C) Things are very busy with her sister's wedding.
   - (D) She has not had time to write the paper.

3. **Listen again, and fill in the blanks.**

W1: Hi, Susan. You wanted to speak to me about something?

W2: Yes, I was wondering if I could talk to you about the _____ due in two weeks.

W1: Sure. What's up?

W2: My sister is _____, and I'm the maid of honor, so this week is a little crazy. I was wondering if I could have an _____.

W1: Well, how much do you have done already? With a paper this size, I would expect that you would have the majority of it taken care of by now.

W2: Well, I have taken care of most of it. The _____ has been in two of my sources. I needed to request them from a library across the state, and it's just taken a really long time for them to get here. I requested the books _____. And they're really important to my paper. I just feel that it would be incomplete without those sources.

W1: So when do you expect the sources _____?

W2: Well, according to the library, they should be here tomorrow. But I won't get time to go through them until next week.

W1: Well, if you turn in _____ and your paper as it is tomorrow in class, I can grant you a _____.

W2: Thanks so much! But there is a problem

W1: Oh really? What is that?

W2: Well, tomorrow I must meet _____. I am going to leave at 6 AM, so I will miss all my classes tomorrow. What can I do?

W1: How about this... why don't you slip your paper and the outline _____ before you leave? The building _____. Can you leave after that?

W2: Yeah, I can do that. Thanks.

4. **Complete the following summary.**

Susan asks her professor for an extension on her _____. Her sister is _____, and she won't have time to _____ before the deadline. The professor wonders how much work the student has done so far. Susan tells her that the paper is _____, but she is waiting for _____from the library to finish. The professor tells her to bring what she has and an outline _____ to class, and she will get a one-week extension.

finish the paper	mostly written
for the paper	term paper
getting married	two more books

B Listen to part of a conversation, and answer the questions. (2-11)

Student wants to paint his room.

Resident Advisor says he will need approval.

Student decides (1)_____.

Approval can take long.

Most students (2)_____.

- **approve** (v) to accept
- **effort** (n) hard work
- **process** (n) a series of actions to an end
- **protocol** (n) standard procedure, or predetermined actions to perform after an event.

1. **What does the student want to do in his room?**
   - (A) He wants to hang up posters and wall hangings.
   - (B) He wants to put red-tape up across the door.
   - (C) He wants to paint the room a different color.
   - (D) He wants to switch dorm rooms.

2. **What does the resident advisor think the student should do?**
   - (A) He thinks the student should put up posters and wall hangings.
   - (B) He thinks the student should put red tape across the door.
   - (C) He thinks the student should switch dorm rooms.
   - (D) He thinks the student should paint his room.

3. **Listen again, and fill in the blanks.**

M1: Hey, _____ you a question?

M2: Sure. What's up?

M1: I was just wondering how old this dorm is.

M2: It's definitely really old. It was built the same year as the college.

M1: Well, I was wondering what the protocol is for _____. Right now it's this really gross, pale green color, and I just want to make it more livable.

M2: Well, I definitely understand your wanting _____. But you have _____ by the Housing Department. And you also have to repaint it back _____.

M1: Really? That's so much work. Why do you need to get paint approved?

M2: They just need to make sure _____. You know, lead-free and stuff.

M1: Oh, well that makes sense. How long does that process usually take?

M2: Well depending on _____, it can take up to a month.

M1: Really? That's such a long time _____.

M2: Yeah, it is. Most students just end up putting up _____. It saves a lot of time and effort. And there isn't nearly as much red-tape around that.

M1: Yeah, I can understand that. I might _____.

M2: Well it's a lot easier. It's definitely a much simpler process.

M1: Yeah, I guess I'll try that. Can I _____ with the Housing Department and then cancel later? Just in case the posters look okay. If they don't look good, then I have already started the process of the request.

M2: I don't see _____. It's a good idea. Go for it.

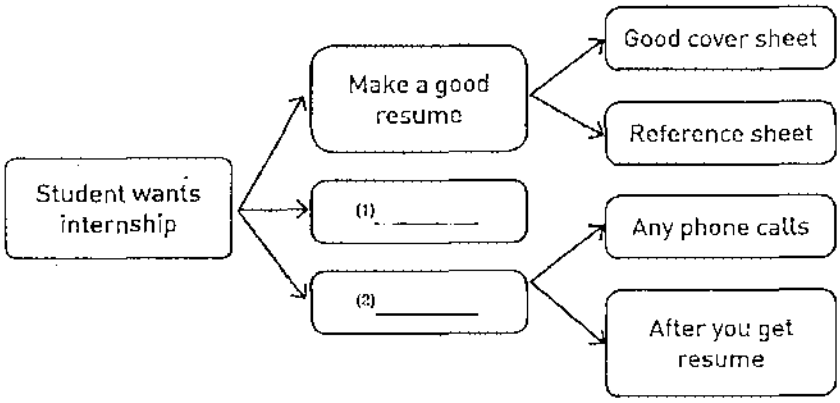
M1: Okay, thanks for your help.

4. **Complete the following summary.**

A student does not like the color of his _____. He _____ it a different color. His resident advisor says he must get the paint choice _____ by the Housing Department. This process can take _____. According to the resident advisor, most students just put up posters and _____ instead. The student thinks that that _____ to do.

approved	up to a month sometimes
dorm room	wall hangings
might be easier	wants to paint

C Listen to part of a conversation, and answer the questions. 2-12



- **apply (v)**
  to make a request to be hired for a job or position
- **get the ball rolling (phr)**
  to start
- **résumé (n)**
  a paper listing relevant information that is given when applying for a job

1. **According to the student, what is the purpose of a cover sheet?**
   (A) A paper listing all relevant information to give to people that might be hiring.
   (B) It is a list of people that can tell them why someone is a good addition.
   (C) It is a way to personalize a resume and tell why someone should be hired.
   (D) It tells people to come early to an interview and be polite.

2. **How does the woman know all of this information?**
   (A) She has applied to many internships.
   (B) Her professors told her.
   (C) She went to the Career Center, and they told her.
   (D) She currently has an internship.

3. Listen again, and fill in the blanks.

M: Hey, can you help me?

W: Yeah, what do you need?

M: I am thinking about applying for some internships, but I really _____. Can you help me get the ball rolling?

W: Yeah, have you worked _____? You need a current resume.

M: Okay, what else?

W: With your resume, make a cover sheet. It's basically your way of personalizing your resume and telling someone _____ and why they should choose you. Also, you should have a solid reference sheet.

M: What is that for?

W: You want people on there that can tell prospective employees you will be a _____. Talk to your teachers, coaches, former employers, and counselors. Ask them ahead of time if you can use them on your reference sheet.

M: That sounds great. Anything else?

W: Oh, there is plenty. If they call for an interview and _____, call back ASAP, no matter what. That shows you care, and you never know how long they will be waiting for you. At the interview, _____, dress nicely, and be polite. You can never be too polite. Wait for them to sit, and call them sir or ma'am. All those things. At the end, _____.

M: Wow, this seems like a lot of work.

W: I know, but _____.

M: Will everyone else be doing this?

W: Well, the smart people.

M: How do you know all this?

W: I just came back from the Career Center, and _____. Oh my God, I almost forgot. Make follow-up calls.

M: When?

W: After you give them your resume, call them _____ just to confirm they got it. Ask if they need anything else, and ask when _____.

4. Complete the following summary.

A student needs help applying for an internship. Another student gives him advice. He must make a _____. With his resume, he should include a cover sheet to tell prospective employers why he would be a _____. Also, he should have a reference sheet of people _____. At an interview, he should _____ and be very polite. It is also important to _____ after he gives his resume. This shows _____. He can also check to see if they need anything else.

current resume	make follow-up calls	prospective employers can contact
good employee	he is interested	dress nicely

D Listen to part of a conversation, and answer the questions. 2-13

Professor does not like student's assignment

The main character (1)_____

Other characters (2)_____

Need more characters

- **balanced** (a) even; not relying on one thing
- **terrible** (a) horrible; really bad
- **scholars** (n) a person whose job is studying a subject
- **unique** (a) different

1. Why does the professor tell the student he is not writing a play?
   - (A) He needs to describe more of the characters actions.
   - (B) He needs more characters.
   - (C) He is in a creative writing class.
   - (D) He is confused about the assignment.

2. Why do some scholars like *The Lord of the Rings*, according to the professor?
   - (A) It is a good play written like a book.
   - (B) The other characters talk too much.
   - (C) There are many characters, and they are all unique.
   - (D) The main character does not talk too much.

3. **Listen again, and fill in the blanks.**

W: Tim, come here.

M: Yes, ma'am?

W: I want to talk about your assignment.

M: Really? Did you like it?

W: No, the story was okay, and our class is a creative writing class, but there is a lot of _____.

M: Oh... Okay. Well, what was wrong?

W: _____, your story was not balanced at all. Your main character _____. At times, I thought I was reading a play. Do you know why?

M: No.

W: I will tell you. Because in a play, the writer only writes what people say and _____ _____, and then the actors _____. Are you writing a play?

M: No, I wasn't, I just...

W: You just nothing. You are not writing a play. You need _____. Tell me what is going on. For example, your main character says "What a wonderful tree."

M: It was a...

W: Stop talking. I know it was a wonderful tree because he says so, but tell me why it was a wonderful tree. Describe it to me. Don't _____.

M: Was there anything else?

W: Yes, in fact there was. I don't know if your other characters talked. Just your main character. Let everyone else talk, and add a _____. This paper was terrible. Do you understand?

M: Yes ma'am, I understand. Less talking by the main character.

W: _____, are you listening to me? More talking _____. And more characters. Your favorite book is *The Lord of the Rings*, right? Do you know why some scholars like that book? Of course you don't. They like it because _____. And each character is unique. Make more characters, make them _____, make them talk, and have less talking by your main character. That's all.

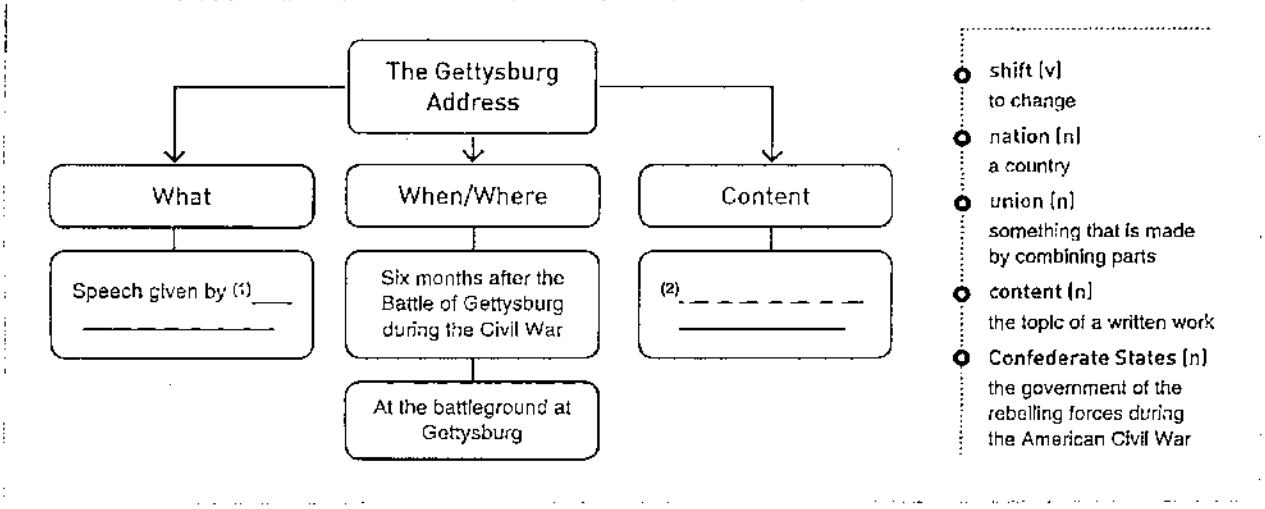
4. **Complete the following summary.**

The professor is telling her student why his _____ assignment is not good. She tells him that the _____ is talking way too much, almost _____. He needs to describe more. She _____ tells him this. In addition, he must make his other _____. They do not talk enough. She uses the example of *The Lord of the Rings* to tell him he needs more characters and, through their words, make them _____.

characters talk more	main character	like in a play
very rudely	come to life	creative writing

A Listen to part of a lecture, and answer the questions. 2-14

History



1. **When did Abraham Lincoln deliver the Gettysburg Address?**
   - (A) Immediately after the Battle of Gettysburg
   - (B) Six months after the Battle of Gettysburg
   - (C) Six months before the Civil War began
   - (D) Long after the Civil War ended

2. **What was the Gettysburg Address about?**
   - (A) The difference between the Union States and the Confederate States
   - (B) The war between the Union States and the Confederate States
   - (C) The happenings during the Battle of Gettysburg
   - (D) The importance of freedom in the nation

3. **Listen again, and fill in the blanks.**

M1: All right, guys. Since we've been talking about _____ for a while, it's about time for us to talk about another important thing that's related to it. We're going to shift gears a bit and talk about the _____. Who can tell me who gave the Gettysburg Address?

W: That's easy! Everyone knows it was Abraham Lincoln!

M1: That's right! President Lincoln gave the Gettysburg Address. Now who can tell me when he gave this address?

M2: Didn't he _____ after the Battle of Gettysburg? I think the week after the battle, right?

M1: No, not quite. I know it makes sense that he would give the Gettysburg Address after the Battle of Gettysburg, but actually, he gave it almost half a year _____ of Gettysburg was fought. Lincoln made the speech _____ at Gettysburg. That's why it's called the Gettysburg Address. Now there are a number of reasons why this speech is famous. Probably the most important reason is _____. Lincoln spoke about the importance of freedom _____. One thing that we have to note is that _____ the United States, he called it a "nation," not a "union." Can anyone tell me why this distinction is important?

M2: Well, probably because he wanted to make it a point _____. By saying "nation," he was making a point that the Union states and the Confederate states were both part of the _____. That country was formed by the same people, and they're all basically the same people.

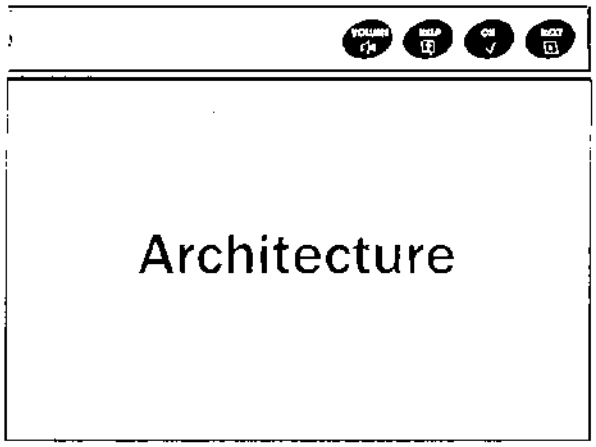
M1: Excellent! That's exactly right. By talking about everyone _____, he made sure to include everyone who was fighting the war. This helped motivate the North as well as welcome back the South after the war.

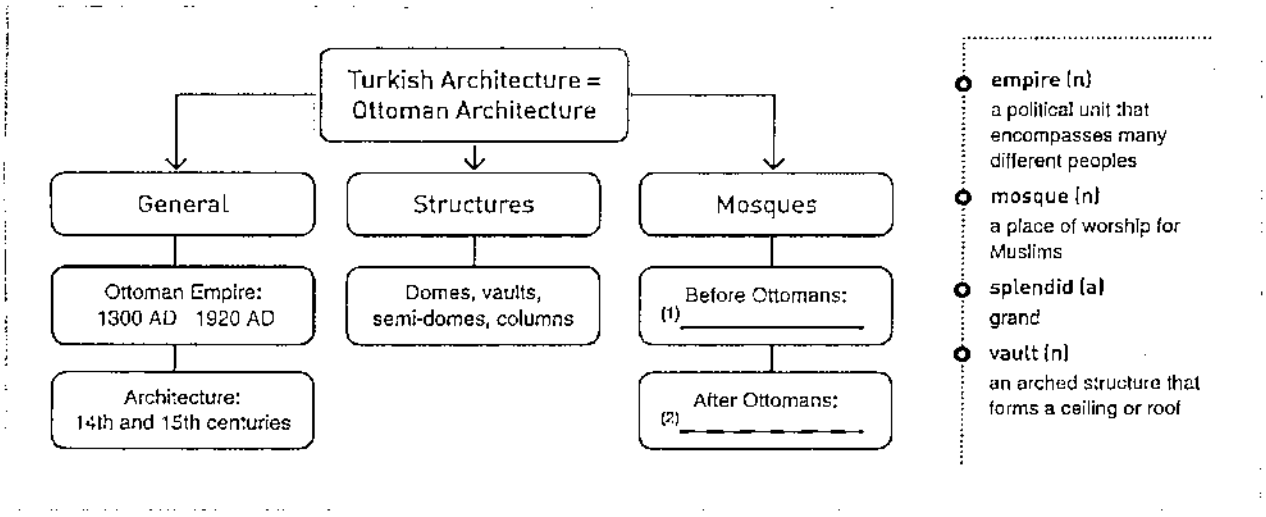
4. **Complete the following summary.**

The Gettysburg Address was a _ _ _ _ _ given by President Abraham Lincoln. He gave this speech _____ at Gettysburg half a year _____ was fought. The Gettysburg Address is famous mostly because of its content. In this address, Lincoln talked about the importance of freedom _____. The language he used was _____. This is because he did not exclude soldiers from _ _ _ of the war.

after that battle	famous speech	on the battleground
either side	in the nation	very important

B Listen to part of a lecture, and answer the questions. 2-15





1. What are people usually referring to when they talk about Turkish architecture?
   - (A) Architecture from the Ottoman Empire
   - (B) Architecture from present-day Turkey
   - (C) Domes, vaults, and columns
   - (D) Mosques in Turkey

2. Which structures did Ottoman architecture popularize?
   - (A) Arches, vaults, and semi-domes
   - (B) Domes, vaults, and semi-domes
   - (C) Domes, columns, and arches
   - (D) Arches, domes, and vaults

3. **Listen again, and fill in the blanks.**

W1: So we're going to move forward in our discussion _____ and visit Turkey. Now, Turkey was once a part of the Ottoman Empire, so when we talk about Turkish architecture from a long time ago, we are generally _____. So who can tell me what years the _____ lasted from?

W2: I am not sure, but didn't it start about 500 BC and fall about 500 AD?

W1: No, you are thinking of the Roman Empire, which did play a huge role in the founding of the Ottoman Empire, but that is not correct. Anyone else?

M: It lasted a really long time, didn't it? From about 1300 AD _____?

W1: Yes, that's exactly right. But the architecture of the Ottoman Empire flourished during the 14th and _____. So who can tell me some of the key characteristics of Ottoman architecture?

W2: Oh! They used a lot of domes, didn't they?

W1: Yes, they did. They actually made _____ a really popular architectural structure. Okay, anyone else?

M: Um... I think I read something about vaults.

W1: Great! Vaults are very much Ottoman architectural structures. Great job, guys! So in addition to _____, the Ottomans also used a lot of semi-domes and columns. Now, if you'll remember, the Greeks originally popularized the column. But it's such a functional structure that many groups of people have used it _____. So what the Ottomans did _____ is that they used it to _____ more beautiful. Before the Ottomans, mosques were usually these big, open, dull places. But the Ottomans designed mosques to be _____. You can see examples of their mosques all around Turkey.

M: I heard that their houses had doors _____, is that correct?

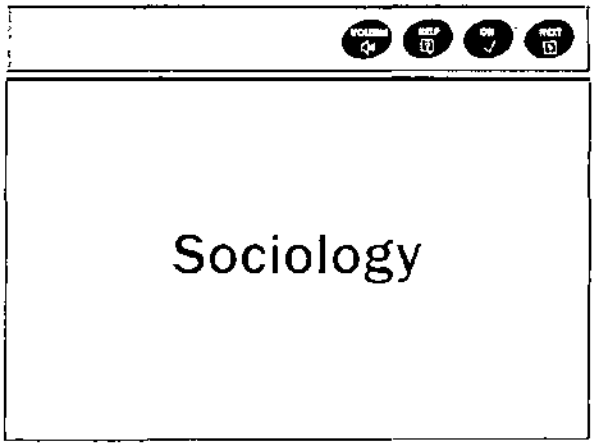
W1: It is correct, but we will talk about that next week.

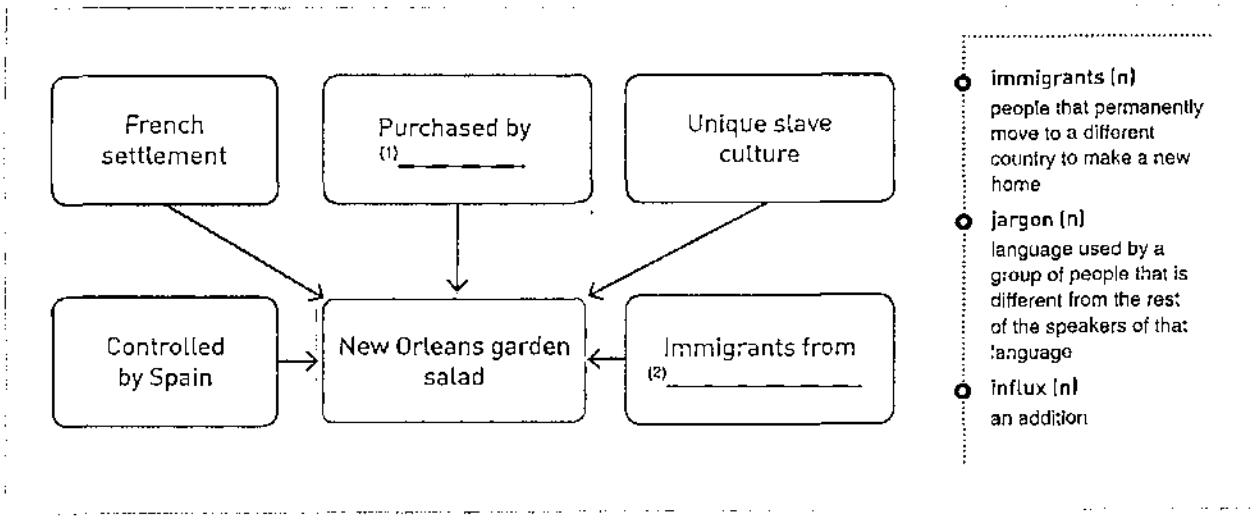
4. **Complete the following summary.**

Turkish architecture usually means Ottoman architecture. The Ottoman Empire _____ 1300 AD till 1920 AD, and its _____ flourished during the 14th and 15th centuries. The Ottomans popularized the _____ domes, vaults, and semi-domes. What the Ottomans mostly used these structures for was _____ beautiful mosques. Before the Ottomans, mosques were _____ and boring. Afterwards, they were _____.

architecture	really plain	use of
lasted from	to create	very lovely

C Listen to part of a lecture, and answer the questions. 2-16





1. **According to the professor, when did Spain control New Orleans?**
   - (A) It was originally a Spanish settlement.
   - (B) After the French and Indian War
   - (C) Before President Jefferson bought it from Spain
   - (D) After President Franco bought it from France

2. **Why is the United States a melting pot?**
   - (A) All the different immigrants mix together to create something new.
   - (B) It was colonized by England and Spain.
   - (C) The different immigrants retain their identity but help create a new flavor.
   - (D) The USA has different jargon from England.

3. **Listen again, and fill in the blanks.**

Hello, class. Last week we talked about the United States _____ , where all the different immigrants mix together _____. Well, everything has exceptions, including our melting pot, right? Okay, inside the Mississippi River Valley, there is a large area that is part melting pot and part _____. In Louisiana, or more specifically, New Orleans, there have been a few _____ that are different from the rest of the United States. Unlike the rest of the United States, which was colonized by England and Spain, New Orleans was predominantly a French settlement. It also was a _____. While the rest of the U.S. was a melting pot, mixing all its parts to create something new, New Orleans became a garden salad. Right now you are asking yourself, "What does she mean by garden salad?" A garden salad has many parts that are combined to _____. Each piece retains its _____, but combined they make something new, and hopefully better. This contrasts to the melting pot because in a melting pot, all pieces lose their identity _____.

So in New Orleans, we have a French beginning, with French culture, food, language and lifestyle. _____ is a bit of a Spanish influence, when Spain controlled the territory for about 50 years _____. After that is the American/English influence after President Jefferson _____ from France. And lastly is an influx of Latino culture from Mexico and the Caribbean.

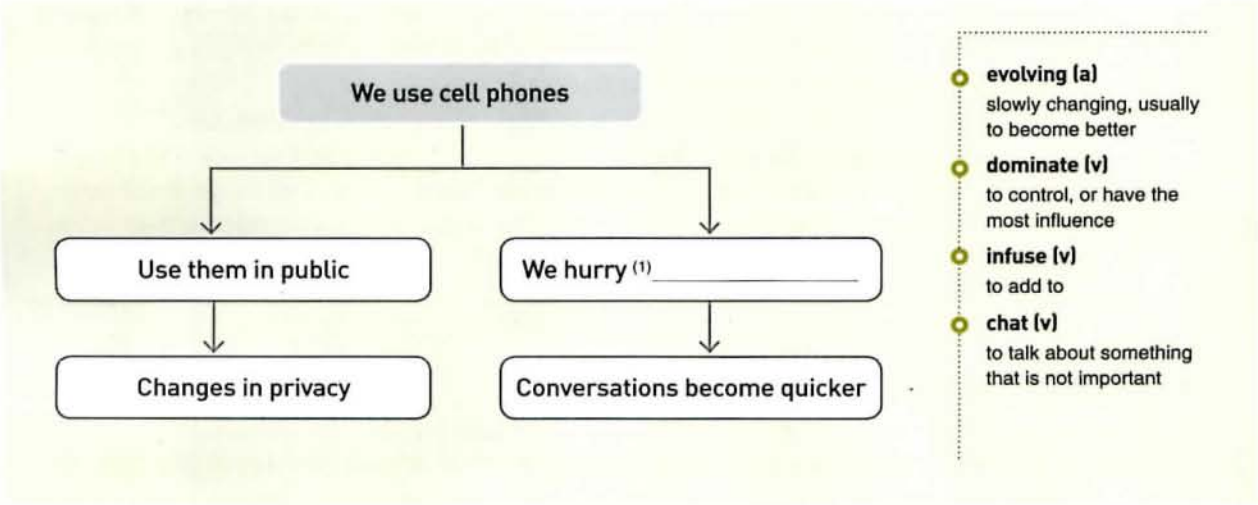
The result now is that New Orleans has a distinct culture apart from the United States. Because of their French ancestry, they _____, such as they say "I'm making groceries," instead of our "I am grocery shopping." Again, this is because the French influence. In French, the direct translation is "to make groceries," not "to buy or go shopping."

4. **Complete the following summary.**

Most of the United States is considered a _____ because the different immigrants mix together. Inside the Mississippi River Valley, New Orleans is different from the rest of the USA. It is a _____. Its different pieces have retained their identities. New Orleans was _____ from its French beginnings. Later, Spainish, American, African, and Latin immigrants all added to the _____. One example of this difference is the jargon. The _____ has a heavy _____.

local jargon	garden salad
culture of the city	melting pot
heavily influenced	French influence

D Listen to part of a lecture, and answer the questions. (2-17)



1. **Why have cell phones made phone conversations faster?**
   - (A) People do not like using phones in restaurants or other public places.
   - (B) Cell phone conversations are considered private, so they are short in public.
   - (C) Shorter conversations cost less money.
   - (D) People are usually in a hurry when they use a cell phone.

2. **What would people have thought about short conversations 20 years ago?**
   - (A) Short conversations are rude.
   - (B) Short conversations are more efficient and save time.
   - (C) Short conversations are not private.
   - (D) Short conversations are okay if you are not in public.

3. **Listen again, and fill in the blanks.**

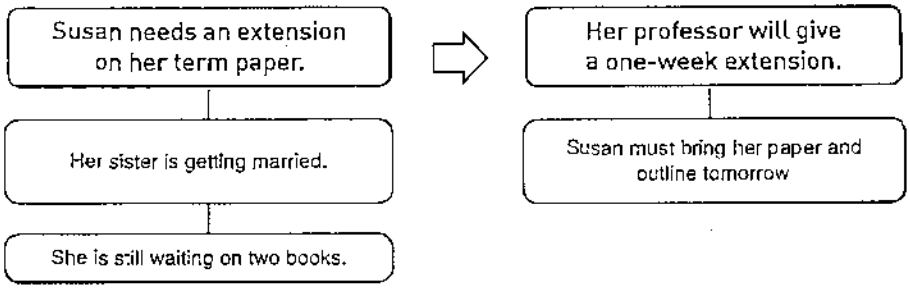
We will keep talking about the idea of a _____. I talked about how war changes a language because one culture can dominate another and infuse aspects of its language into a new language. Today, I will talk about another way a language can change. It is... can anyone guess? Technology.
My example will be, hmm, a cell phone. Cell phones have changed and are currently changing the way _____. Only 50 years ago, phone conversations were considered _____. For example, if I was at your house, and your phone rang, I would leave the room so that you could have a _____. With cell phones, people have conversations everywhere, at restaurants, on dates, umm, even on public transportation you can see people _____.
Now people are talking about what _____ ____ in public. We will talk about work, people we hate, our relationships, and plans in front of complete strangers. The things we now talk about on the phone would have been considered _____ to say in public 50 years ago. Back then, you would be slapped by someone for talking about your boyfriend or girlfriend or a party _____.
Umm, what else? We are changing how we talk as well. We all get phone bills, so talking on the phone means _____. So, the faster you talk, the less money you use. This means we often start and end our phone conversations quickly. Before, we would take our time on the phone, ask someone how they are doing, _____ for a bit, and then get to the point. We would slowly end the conversation, often saying bye two or three times. Now, we just _____ then maybe a goodbye, and the conversation is over. That would have been so rude only 20 years ago.

4. **Complete the following summary.**

English is an _____. One way a language can evolve is through technology. Cell phones have changed _____. Cell phones allow us to speak in public places. This has changed what we _____. Many things we discuss in public were _____ and should not be spoken in public. Also, people talk quickly on cell phones to save money. This has _____. We often do not greet people the same as we did, and we end conversations _____.

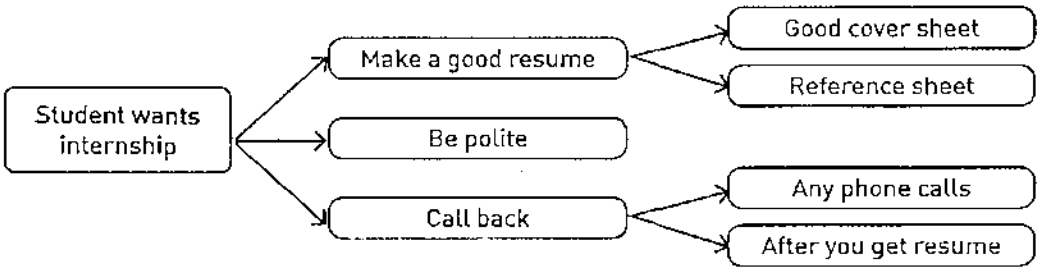
how we speak	consider private
evolving language	shortened conversations
without saying "bye"	once considered private

A Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 2-18



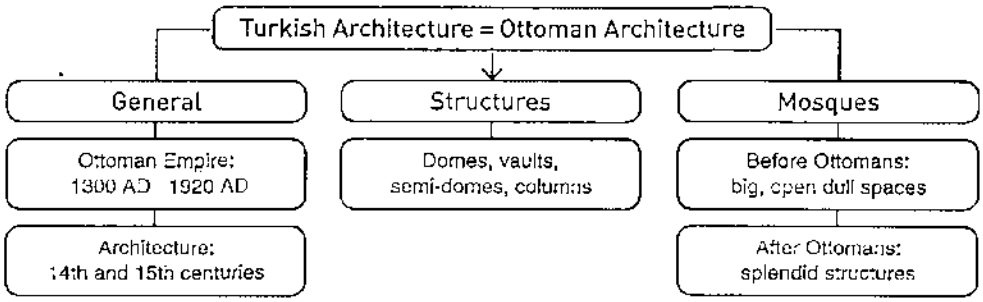
1. Why can the student not finish her paper after she gets the sources?
   (1) The student cannot finish _____. (2) The student will be attending _____.
2. What does the professor tell Susan to do?
   (1) Susan must _____. (2) The professor tells Susan _____.
3. Why will the student not go to class tomorrow?
   (1) The student will not _____. (2) Susan will go home to _____.

B Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 2-19



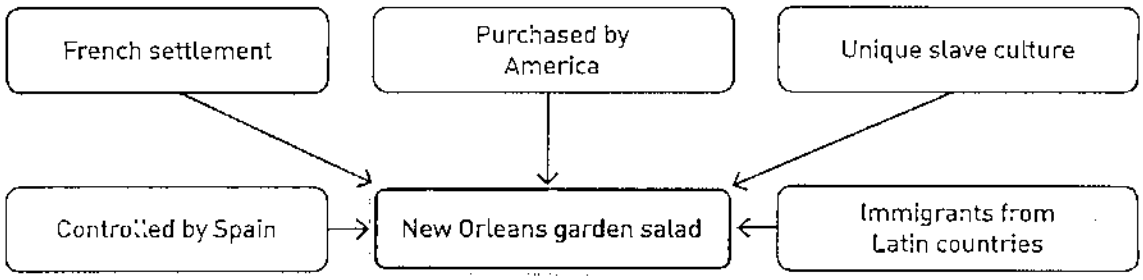
1. Why does the female student know so much about getting an internship?
   (1) The female student knows so much _____. (2) The female student just visited _____.
2. Why should the student call after he drops off his resume?
   (1) The student should call _____. (2) To show the student is sincerely interested _____.
3. What is the purpose of a cover sheet?
   (1) A cover sheet _____. (2) In order to personalize his resume, _____.

C Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 2-20



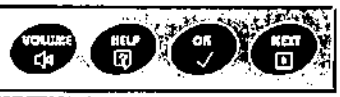
1. **What was the biggest influence on Turkish architecture?**
   (1) The biggest influence _____. (2) The Ottoman Empire _____.
2. **When was the peak of Ottoman architecture?**
   (1) The peak of Ottoman architecture was _____. (2) The height of architecture _____.
3. **What are some common characteristics of Turkish architecture?**
   (1) Some common characteristics _____. (2) Domes, semi-domes, vaults, and columns _____.

D Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 2-21



1. **Why is New Orleans considered a garden salad?**
   (1) The city has its own culture, _____. (2) The city's culture is made of _____.
2. **What is meant by the U.S. being a melting pot?**
   (1) All of the pieces become _____. (2) The pieces no longer have _____.
3. **Why do the people of New Orleans say "making groceries?"**
   (1) The people of New Orleans say _____. (2) Due to their French origins, _____.

Listen to part of a conversation between a student and a clerk. 2-22



1. **Why does the student talk to the clerk?**
   - (A) To pay a fine she got for parking her car on the wrong side of the road
   - (B) To talk about car fees for having a car on campus
   - (C) The student needs to buy a parking permit.
   - (D) The student is not sure how much a parking permit costs.

2. **According to the conversation, when must cars be parked on alternating sides of the road?**
   - (A) Cars must be parked on alternating sides of the road when the snowplows are plowing snow.
   - (B) Cars must be parked on alternating sides of the road when there is snow on the ground.
   - (C) Cars must be parked on alternating sides of the road everyday.
   - (D) Cars must be parked on alternating sides of the road during winter.

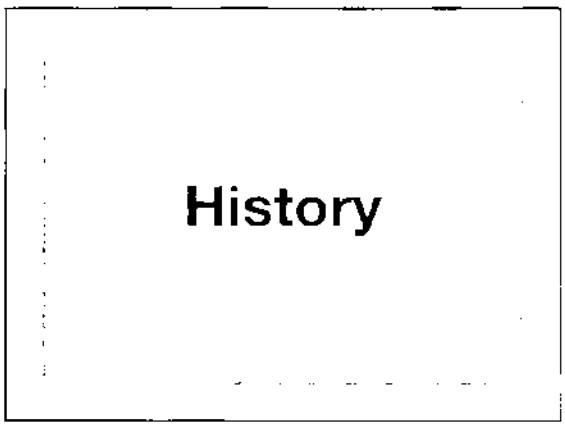
3. **How much does a one-year parking permit cost?**
   - (A) A one-year parking permit costs sixty dollars.
   - (B) A one-year parking permit costs thirty dollars.
   - (C) A one-year parking permit costs fifty dollars.
   - (D) There is no cost to for a parking permit.

4. **Listen again to part of the conversation. Then answer the question.**

   What is the student thinking when she says this?
   - (A) She will park off campus.
   - (B) She will bring her car home until she gets a parking permit.
   - (C) She will obey the parking laws only until she gets a permit.
   - (D) She will park without a permit for a few days.

5. **Why must students park on alternating sides of the road?**
   - (A) To keep the roads open for buses and large cars
   - (B) To create open spaces for snowplows
   - (C) The clerk does not know the answer.
   - (D) To force students to change the location of their cars every day

Listen to part of a lecture in a history class. 2-23



1. **What is the lecture mainly about?**
   - (A) The lecture answers why Europeans like feudalism.
   - (B) The lecture discusses why feudalism collapsed.
   - (C) The lecture detailed the advantages of feudalism.
   - (D) The lecture describes what feudalism is.

2. **What did feudalism originate from?**
   - (A) Feudalism originated from Roman law and Germanic tradition.
   - (B) Feudalism originated from lords' needs to defend their territories.
   - (C) Feudalism originated from Roman fiefs needing to be divided by European lords.
   - (D) Feudalism originated because vassals needed a lord to serve.

3. **Which of the following are accurate descriptions of feudalism?**

	Yes	No
A lord would lend land to a vassal.		
A vassal would maintain the land.		
The piece of land was called a fief.		
Lords would swear allegiance to the vassal.		
There were several layers in the feudal system.		

4. **Why did feudalism collapse?**
   - (A) Feudalism collapsed after vassals and lords could not agree to a value of the fiefs.
   - (B) Feudalism collapsed because the lords could not afford to maintain the fiefs.
   - (C) Feudalism collapsed when vassals determined they were stronger than the lords they supported.
   - (D) Feudalism collapsed because lords became strong enough to maintain a standing army.

5. **What is a fief?**
   - (A) A fief is the commitment a vassal pledges to his lord during times of war.
   - (B) A fief is the person that works on the land and produces food.
   - (C) A fief is a section of land lent by a lord to his vassal.
   - (D) A fief is the person that lends land to a vassal.

6. **What did the lord gain by the feudal system?**
   - (A) The lord gained a fief given to them by their vassal.
   - (B) The lord gained the counsel of the vassals as well as their allegiance.
   - (C) The lord gained all the income generated from the fief.
   - (D) The lord gained a piece of land lent to him.

Vocabulary Review

A Listen and choose the correct word that matches each definition. 2-24

1.	(A) splendid	(B) split	(C) separate	(D) somber
2.	(A) imitate	(B) immortals	(C) immigrants	(D) immediate
3.	(A) premeditate	(B) premonition	(C) permanently	(D) predominantly
4.	(A) janitor	(B) jeopardy	(C) jargon	(D) genocide
5.	(A) evaporate	(B) evict	(C) envelope	(D) evolving
6.	(A) precise	(B) penicillin	(C) point	(D) pristine
7.	(A) sour	(B) source	(C) sincere	(D) century
8.	(A) participle	(B) process	(C) pancreas	(D) panhandle
9.	(A) rent	(B) radical	(C) resume	(D) revolution
10.	(A) balanced	(B) benevolent	(C) beneficial	(D) bandwagon
11.	(A) scheduler	(B) scholar	(C) schemer	(D) scoundrel
12.	(A) chartering	(B) chanting	(C) chatting	(D) challenging
13.	(A) extension	(B) reduction	(C) abstention	(D) contention
14.	(A) gigantic	(B) huge	(C) tiny	(D) enormous
15.	(A) integrate	(B) dominate	(C) personate	(D) deprecate

B Complete the sentences by filling in the blanks with the expressions in the box.

dorm room	come to life
without saying "bye"	main character
term paper	getting married

1. The Harry Potter book series is named after its _____.
2. The characters in the movie were very great. The writer made them _____.
3. I am working on my _____. It is worth 30 percent of my grade.
4. Don't be rude at the interview, don't leave _____, wait to be seated, and dress nicely.
5. _____ is what Jenny looks forward to every day. She needs to find a boyfriend soon.
6. John wants to decorate his _____ with lots of movie posters when he goes to college.

PART 2 Pragmatic Understanding

Pragmatic Understanding questions test understanding of certain features that go beyond basic comprehension. Generally, two question types test pragmatic understanding: "Function of What Is Said" and "Speaker's Attitude." "Function of What Is Said" questions test whether you can understand the underlying intentions of what is said. "Speaker's Attitude" questions test whether you can understand a speaker's attitude or opinion that has not been directly expressed. Pragmatic Understanding questions typically involve a replay of a small portion of the listening passage.

- **Unit 4 Understanding the Function of What Is Said**
  Environmental Science / Earth Science / Zoology / Sports
- **Unit 5 Understanding the Speaker's Attitude**
  Engineering / Business / Meteorology / Philosophy

Unit 4

Understanding the Function of What Is Said

Unit 4

Understanding the Function of What Is Said

Overview

■ Introduction

Function of What Is Said questions test whether you can understand the underlying intentions of what is said. The underlying intentions are typically hidden in the context surrounding the text of the question. Frequently, the intentions are acquired by synthesizing the entire text. This question type often involves replaying a portion of the listening passage.

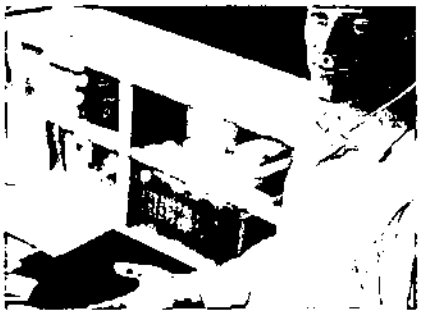
■ Question Types

1. What does the professor imply when he says this: (replay)
2. What can be inferred from the professor's response to the student? (replay)
3. What is the purpose of the woman's response? (replay)
4. Why does the student say this: (replay)

■ Useful Tips

- Practice reading between the lines.
- Try to take notes of the context of a lecture or conversation.
- Refer to the tones the speakers are using in a conversation or lecture.

Sample iBT Question



Listen again to part of the conversation.
Then answer the question.
What does the professor imply when he says this?

(A) The student's answer is not exactly correct.
(B) The student's answer is correct.
(C) The student's answer is not even close.
(D) The student's answer is always off the subject.

Script

M1: They're used to make prints, right?

M2: Absolutely. Great job. Yes, after the ground compound is removed, ink is poured into the parts that have been eaten away. These channels hold ink really well actually. And then the plate is pressed onto moist paper, and you get a print. Rembrandt was a genius when it came to etchings. I think that after a while, etchings were all he did. Um, let's see, does anyone recognize this etching?

M1: I know that one. It's in a museum in Washington, D.C. Um, I think it's called "Woman and Arrow."

M2: Pretty close. It's called "The Woman with the Arrow." Rembrandt created this etching in, hmm, 1661 I think. Yes, it was 1661.

Correct Answer The answer to the above question is (A). The professor knew that the student knows the work even though he didn't say the name right.

Basic Drill

A Listen to part of a conversation, and answer the question.

1. **Why did the office worker say this?** 2-26

   (A) To explain why the student has a different roommate
   (B) To tell the student she must change roommates
   (C) To explain that the form is too old
   (D) To tell the student how to fill out the form

   Listen again, and circle the words or phrases you hear.

roommate	Emerson	room number	loan
class schedule	tuition	professor	class president
registration	extension	tomorrow	wrong with it

2. **Why did the professor say this?** 2-27

   (A) To tell the student it is okay to turn in the report late
   (B) To imply that he will be mad if the report is late
   (C) To say that the student will be penalized if the report is late
   (D) To tell the student he should apply for more scholarships

   Listen again, and circle the words or phrases you hear.

extension	part-time job	report	tomorrow
suggestion	midterm exam	policy	test material
tuition	need-based scholarship	homework	cost

3. **Why did the student say this?** 2-28

   (A) The mistakes are too difficult to correct.
   (B) The student thinks those are not mistakes.
   (C) The student makes the mistakes because he is in a hurry.
   (D) The student can easily correct them.

   Listen again, and circle the words or phrases you hear.

important	wrong with them	word processor	editorial
action verb	understand	grammar	proofread
common problems	study habits	librarian	printing error

B Listen to part of a lecture, and answer the question.

1. **What can be inferred from the speaker's statement when he said this?** 2-29

   (A) Tomatoes and vegetables are sweet.
   (B) Vegetables are not sweet.
   (C) Vegetables have no seeds in any part of the plants.
   (D) Most people think tomatoes are sweet.

   Listen again, and circle the words or phrases you hear.

banana	plant	seed	medicine
juice	sweet	digest	farm
pickle	herb	eaten	root

2. **What can be inferred from the speaker's statement when she said this?** 2-30

   (A) Other weather events affect wind, rain, waves, and tides.
   (B) The wind, rain, waves, tides, and other weather events do not affect the deep waters.
   (C) The pycnocline affects rain.
   (D) The current is created by deep waters.

   Listen again, and circle the words or phrases you hear.

pycnocline	fishing	surface	snow
salt-water	deep waters	marine	constantly
weater	shallow waters	gradual	clouds

3. **What can be inferred from the speaker's statement when he said this?** 2-31

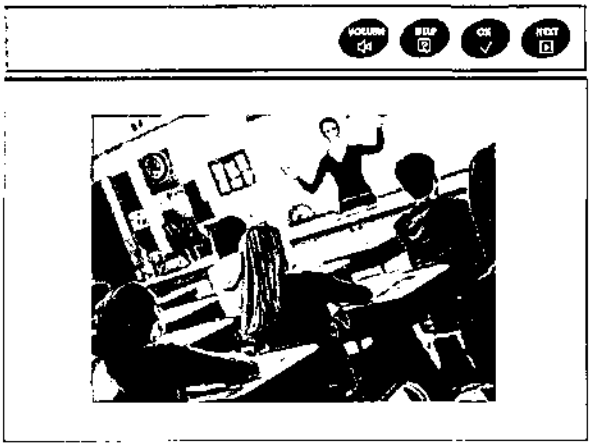
   (A) Industry needs to increase the carbon dioxide it emits.
   (B) Industry and cars are the main causes of global warming.
   (C) Nothing else emits carbon dioxide.
   (D) Industry is not bad for the environment.

   Listen again, and circle the words or phrases you hear.

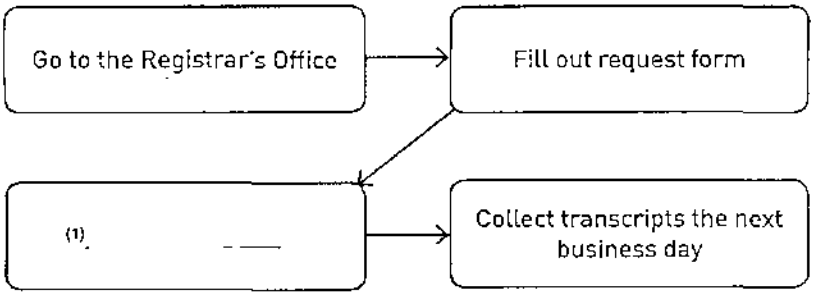
Greenhouse gas	Mars	precipitation	average
industry	continents	extreme	blizzards
Celsius	Fahrenheit	international	emissions

Practice with Conversations

A Listen to part of a conversation, and answer the questions. 2-32



To get copies of a transcript



transcript (n)
a record of classes taken and grades

unofficial (a)
something that does not have formal approval from the authority in charge

inconvenience (n)
an irritation or annoyance; something you do not want to do

1. **Listen again to part of the conversation. Then answer the question. Why did the student say this?**
   - (A) She thinks it might not be possible to get three copies.
   - (B) Her friend does not like the Registrar's Office.
   - (C) She thinks her friend got the wrong information.
   - (D) She only needs one copy.

2. **How much money will the student need to pay for three transcripts?**
   - (A) They are free.
   - (B) Three dollars
   - (C) Six dollars
   - (D) Nine dollars

3. **Listen again, and fill in the blanks.**

M: Boston College Registrar's Office. What may I do for you?

W: Hello, I am currently a ____ at Boston College. I am going to _____ this summer, and I need some documents from the school.

M: Okay, what documents do you need?

W: I need _____, but a friend of mine said you can only get one copy at a time.

M: Your friend is wrong. You can get as many ____ as you want, but after the first, you must _____.

W: No problem, how much do they cost? And can you mail them to me?

M: For the cost, that depends. Do you want ____ or unofficial ones?

W: I need official ones.

M: Okay, each extra one will cost three dollars. You will need to come get them though. We only mail them to alumni. I am sorry if that causes any inconveniences. I really don't know why ____. Is that okay?

W: Sure, I can come get them. What exactly must I do?

M: Come to the _____, fill out a form, and pay the money, and we will have them ready _____. How is that?

W: Sure, but one more thing. What time are you guys open?

M: Regular office hours, but we are closed during lunch _____.

W: Okay, I will swing by tomorrow. Thanks.

M: Sure, is there anything else I can do for you?

W: I almost forgot! The transcripts must be in a _____ with an official school stamp on the flap. Is that a problem?

M: No, we can do that. When you fill out the _____, write that down just to make sure you get them exactly how you want them, okay?

W: Got it. Thanks.

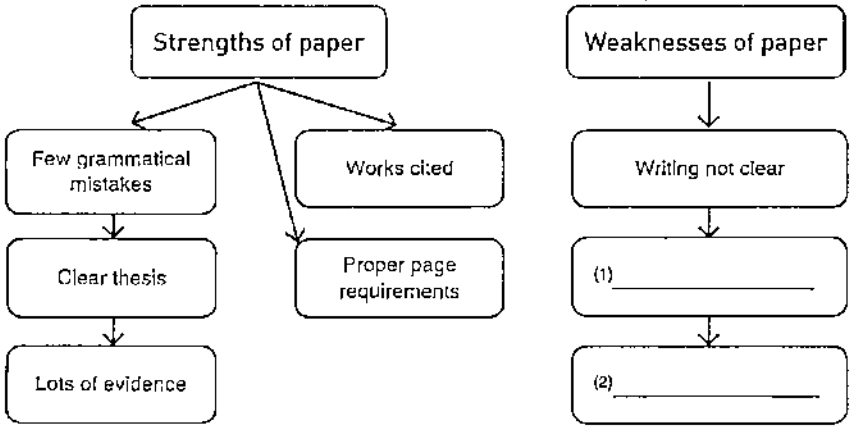
M: Goodbye.

4. **Complete the following summary.**

A graduate student at Boston College needs _____ of her transcripts. The worker at the Registrar's Office tells her that she must come to the office, _____, pay a fee of six dollars, and she can get the transcripts the next day. The student wants the transcripts _____, but the office will only mail them to alumni, not _____. The student also needs the transcripts sealed in an _____. To get that, she must ____ the request form.

three copies	mailed to her	write it on
current students	fill out a form	official envelope

B Listen to part of a conversation, and answer the questions. 2-33



- **evidence (n)** facts to support an idea or opinion
- **knock down (v)** to lower a grade
- **primary source (n)** a person's account of an event, such as a journal or letter
- **war of 1812 (n)** a war between the USA and England that resulted in a draw

1. **Listen again to part of the conversation. Then answer the question. What can be inferred when the student says this?**
   - (A) This is a history paper, so grammatical mistakes are not significant.
   - (B) The student got a low grade because of the grammatical mistakes.
   - (C) The professor does not care about grammatical mistakes.
   - (D) The professor lowers grades for grammatical mistakes.

2. **Why did the student get a B?**
   - (A) He had too many grammatical errors.
   - (B) His thesis was not clear.
   - (C) He did not discuss the people affected by the war.
   - (D) He had insufficient evidence to support his thesis.

3. **Listen again, and fill in the blanks.**

M: Hello Professor. May I talk to you? Are you busy?

W: Go ahead.

M: I was wondering if I could talk to you _____ on the report we just got back.

W: Sure, is there a problem?

M: Well, you gave me a B, but I think I deserved _____. I thought I was going to get an A on this.

W: Why don't you tell me why you think _____?

M: Sure, first, there were only two _____ in the report, so you shouldn't have knocked me down for that. My thesis was very clear. My thesis was "England actually won the War of 1812." I supported it with a _____, I cited all my work, and I fulfilled your page requirements, so I really don't understand _____.

W: Yes, I remember your paper, so why do you think I gave you a B then?

M: Honestly, that is why I am here. I really don't know.

W: Okay, well you tell me _____ in that paper.

M: Okay, sometimes my writing is not clear, I know that is not one of my strong points. I didn't use very many primary sources. I know you wanted us to use that, but I couldn't find a lot, and I think that is not fair if you gave me a B because I didn't have _____ _____.

W: No, that is not it. Your paper stated that England won the War of 1812, correct?

M: Yes.

W: And you pointed out all the military victories and political victories they had _____ the treaty that ended the war, right?

M: Yes.

W: Well, the assignment was to describe how a war _____ _____ of the countries fighting it. Did you talk about the people of Canada, America, or England?

M: No, I didn't.

W: Okay then, that is why you got a B. Understand?

M: Yes, okay, bye.

4. **Complete the following summary.**

A student talks to a professor about his _____. He believes his paper was good, and he _____ on it. He tells the professor why his paper was good: he had _____, a clear thesis, and lots of evidence, he _____, and he wrote the appropriate length. The professor asks him the _____, which was about the War of 1812. The student did not do the assignment properly because he did not _____ affected by the war.

deserved an A	few grammatical errors	discuss the people
cited his work	details of his paper	grade on a paper

C Listen to part of a conversation, and answer the questions. 2-34

Wants to be a doctor

Student wants to change major → Become (1)_____

Has done well in chemistry

major (n)
a field of study in college or university

freshman (n)
a first year student

minor (n)
a secondary field of study

degree (n)
a title given to students by a school after completing a program of study

1. **Listen again to part of the conversation. Then answer the question. What is the student thinking when she says this?**
   (A) Chemistry classes are easier than history classes.
   (B) She is not a good history student.
   (C) She will not get good grades in her future history classes.
   (D) There are not many well-paying jobs for history majors.

2. **What chemistry classes did the student already take?**
   (A) The student has taken Organic Chemistry and Chemical Methods.
   (B) The student had Chemical Analysis and Organic Chemistry.
   (C) The student took General Chemistry and Chemical Analysis.
   (D) The student took General Chemistry and Organic Chemistry.

3. **Listen again, and fill in the blanks.**

W: Hello, Mr. Gray. I have an appointment with you now.

M: Sure, your name is Heather, right?

W: Yes, I want to change my major, but I was told I must _____.

M: You are now studying history, right?

W: Yes, I want to change to a _____. What do I need to do?

M: Well, first, tell me why you want to change.

W: When I was a freshman, I really liked history, so I decided to study it. In fact, I still like history a lot, and the professors are really good. I am sure I will keep taking history classes. But I have been _____ a lot lately, and history doesn't seem like a good major for my future.

M: Keep going.

W: Well, a few of my friends were talking about how much money doctors can make, so I thought about it, for a long time actually, and I decided I want to go to _____. History won't help me _____, but chemistry can.

M: How long have you thought about this?

W: Hmm, about 6 weeks. Like I said, I have thought a while about it. My cousin is in medical school, and we talked about what it would take to get in and _____.

M: Okay, that is good, but what will you do with your degree if you don't get into medical school?

W: I have thought about that too. There is big demand for nurses. I also am getting a minor in education, so I _____. Or I could be _____ until I get into medical school.

M: Have you taken any chemistry classes?

W: Yes, I have taken two. I got an A in General Chemistry and a B in Chemical Analysis. I actually have a note _____.

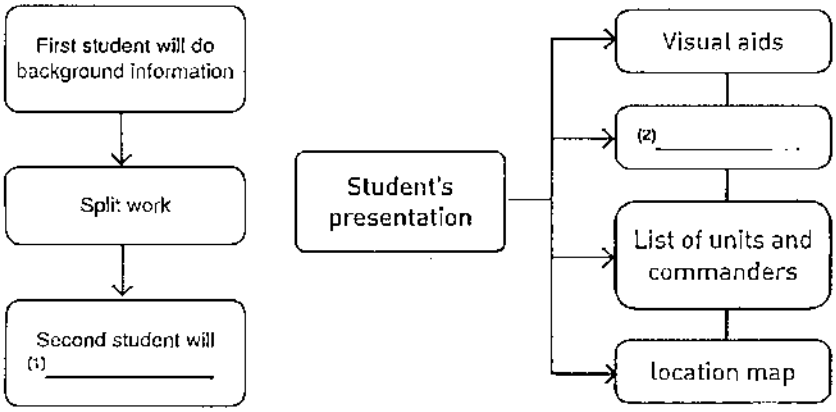
M: Sounds good. Let's get you changed.

4. **Complete the following summary.**

A student _____ to talk to her counselor. She is currently a history major, but she wants to change to become a chemistry major. She needs permission to _____. The counselor asks her _____ to make sure she is _____. The counselor determines the student has thought about it long enough, the change will _____, and the student has performed well. The counselor decides the change in majors is good for the student and _____.

some basic questions	making the right decision
change her major	made an appointment
grants her permission	help her future

D Listen to part of a conversation, and answer the questions. 2-35



brainstorm (v)
to gather and discuss ideas

blitzkrieg (n)
the fast-paced style of warfare used by Germany in World War 2

chronologically (ad)
ordered by time, usually from oldest to newest

confrontation (n)
a fight or dispute

1. **Listen again to part of the conversation. Then answer the question. What can be inferred from this statement?**
   - (A) The student always gets good grades.
   - (B) The student got a bad grade on a previous project.
   - (C) The student has an academic scholarship.
   - (D) The student's grades have been getting worse.

2. **What is the purpose of the third visual aid (the second map)?**
   - (A) To show the names of the units and their commanders.
   - (B) To show the terrain of Poland.
   - (C) To use as a battle map and show army units.
   - (D) To clearly show all of the important locations.

3. Listen again, and fill in the blanks.

W: Hi John. Let's _____ _____ now.

M: We already decided our presentation will be on the _____ in World War 2. I think we should split it up in halves, chronologically.

W: How about I do the prelude to the confrontation and you do the actual battles?

M: I think the battles will be difficult for everyone to follow, so let's have some kind of _____ to help out.

W: Good idea. This time I don't want a bad grade. Got any ideas?

M: Yeah, we can have a battle map – a _____, with the terrain and cities. Then we can have markers to designate the German and Polish forces. As one of us talks, the other moves the pieces on the map so people can see them moving throughout the country.

W: That's a great idea. I have another idea. We can have _____ each major unit, the individual forces in that unit, and the commanders. That way we can refer to them by their unit names or their commander, and people will understand.

M: Oh, I like that. Then we could have one more map, too. As we move the units around, the map will become clustered, so we can have another map with the names of all the important _____ listed in big writing, so people will know where everything is.

W: This is going to be a great project. For the background information, I think we need to cover the _____ as well as the previous German aggression in Europe.

M: I don't know if we will have enough time. Is it that important?

W: Yeah, it is. Poland was the first actual military conflict of the _____, so showing what had happened in the previous years will help people understand why certain events happened, like why Poland was unprepared.

4. Complete the following summary.

Two students are _____. They decide to _____ in half. One student will present background information, and _____ will present the German invasion of Poland. They need _____. The first visual aid will be a _____ with army units to move around the map. The second will be a list of all the units involved and their commanders. The last will be a map of Poland with the names of all the important locations _____ on it.

three visual aids	map of Poland
the other student	written very clearly
split the work	brainstorming for a project

A Listen to part of a lecture, and answer the questions. 2-36

Mechanics

Vertical axis	(1) _____	Lateral axis
↓	↓	↓
Fins turn left or right	One fin turns up, the other left	Fins turn up or down
↓	↓	↓
Plane turns left or right	Plane spins	(2) _____

- **manipulate** (v) to change or control
- **axis** (n) a straight line in which an object can be rotated
- **clockwise** (ad) in the same direction that a clock's hands move
- **lateral** (a) related to the side
- **longitudinal** (a) related to the lengthwise part of an object.

1. **Listen again to part of the lecture. Then answer the question.**
   What can be inferred from the speaker's statement when she said this?
   - (A) There were not many things that had to be developed for their plane.
   - (B) The Wright brothers could ask others for help with their airplane.
   - (C) There were many difficult things that had to be understood.
   - (D) Controlling an aircraft is very easy.

2. **What does a turn on the vertical axis make the airplane do?**
   - (A) Spin.
   - (B) Go up and down.
   - (C) Roll.
   - (D) Go left or right.

3. **Listen again, and fill in the blanks.**

Hello class. Today we are going to talk about the controls of an airplane. Umm, but as you know, I like to talk a bit about the history of things. People generally credit the _____ for having accomplished the first _____. Their work is very astonishing when you consider they had to do all their own research and there was little precedence for them to look to. Even something as simple as controlling the airplane had to be imagined, tested, developed, and perfected.

Over the past 100 years, the technology of airplanes has changed, but the controls are still similar. Today, airplanes have three basic _____: turning up and down, turning left and right, and spinning. Airplanes turn by manipulating _____ that are designed in their wings. When a pilot moves the fins in the _____, they react with the air pressure to _____.

You see, an airplane has three _____. A turn in the lateral axis can make the plane move up or down. A turn in the longitudinal axis can make the plane spin or roll. The third axis is the vertical axis. This turns the plane _____.

Each axis has its own set of fins on the aircraft. To make a turn on the lateral or vertical axis, a _____ needs only to turn the fins in the direction of the desired turn. For example, if the pilot wants to turn left, he would turn the vertical axis left. The air stream that flows around the aircraft would change, and the aircraft would turn right.

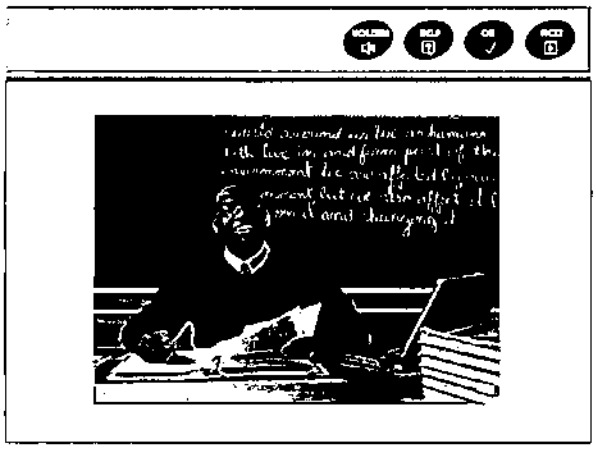
In order to turn on the _____, the pilot must do something a little different. For this axis, a turn is achieved by manipulating the fins in the same direction. To achieve a spin, the fins go in opposite directions. For example, to spin clockwise, the right fin would turn down, so the right side of the aircraft drops. The left fin would turn right, so that the left side of the aircraft would rise. With one _____, the aircraft then would perform a spin or roll.

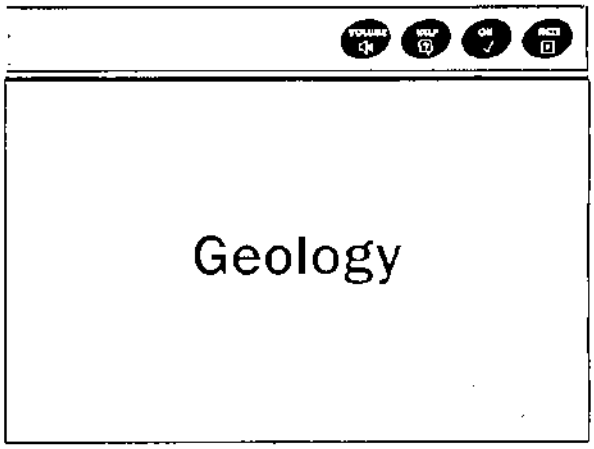
4. **Complete the following summary.**

Airplanes have _____. Each axis has its own _____ built into the aircraft's wings. The fins turn and react with the _____ to enable the airplane to turn. _____ are capable. The airplane can turn up or down on the lateral axis, left or right on the vertical axis, or it can _____. For the first two types of turns, the fins turn in the direction of the _____. For a spin, the fins turn in opposite directions.

air stream	three basic turns	three axes
desired turn	set of fins	spin on the longitudinal axis

B Listen to part of a lecture, and answer the questions. 2-37





How Volcanoes Affect the Earth

	Good Effects	Bad Effects
(1)_____	Fertilizer for plants	Destroy the environment
Gases	Cool down the Earth	(2)_____
Earthquakes	Hot springs, geysers, fumaroles	

- **ozone (n)**
  a part of the atmosphere that reflects the sun's heat and radiation
- **albedo (n)**
  a part of the ozone
- **geysers (n)**
  a part of the ground that releases hot water and water vapor at different times
- **fumarole (n)**
  a hole near a volcano that emits gas and water vapor

1. Listen again to part of the lecture. Then answer the question. What did the professor mean when he said this?
   - (A) Your answer is not right.
   - (B) You will get it soon.
   - (C) Your answer is clearly correct.
   - (D) You are close to the correct answer.

2. According to the lecture, which is NOT an effect of volcanoes?
   - (A) An increase in the albedo
   - (B) Acid rain
   - (C) Geysers
   - (D) They warm the earth

3. **Listen again, and fill in the blanks.**

M1: We have studied the causes of _____. Now I want to discuss the effects volcanoes have on the Earth. We can classify the effects into _____. Can anyone take a guess what they are?

W1: Well, I am sure one of them is _____ or is related to lava.

M1: Yes, you are right. There are a few different kinds of _____. All of them can completely destroy the _____, but later they are very beneficial to plant life. Lava, when it is not hot, is a great fertilizer for plants. They also emit lots of ash. We will get into that tomorrow. What other categories are there besides _____?

M2: What about other kinds of emissions, like gas? Volcanoes emit _____, right?

M1: Yes, volcanoes emit many toxic and harmful gases, such as carbon dioxide and sulfur dioxide. Of course, not all the gases released are harmful, like _____, but others wreak havoc on our _____. When sulfur dioxide reaches the atmosphere and reacts to change into sulfuric acid, it increases the Earth's _____. What is the albedo?

W1: The albedo reflects the _____. That reaction increases the Earth's albedo.

M1: Yes, why?

W1: Doesn't that mean volcanoes can actually reverse the effects of _____ and cool the Earth down?

M1: Very good! The eruptions of the past half century have actually increased the albedo enough to cool the surface of the Earth by half of a degree Fahrenheit. But, many of the gases emitted also destroy the ozone or can _____. What other effects are there?

M2: In the movies, all the animals run away before a volcano.

M1: You almost got it. There are volcanic _____. There are events that occur because of volcanoes, but are not emitted from volcanoes. Any guesses?

W2: _____. Earthquakes and volcanoes occur near faults and often accompany each other. Sometimes volcanoes cause small earthquakes.

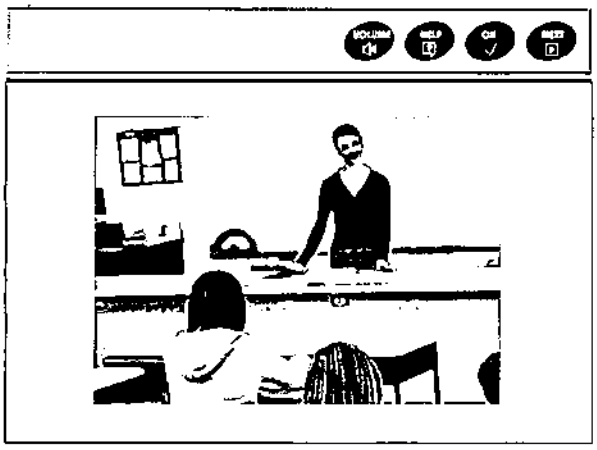
M1: Yes, also, there are hot springs, geysers, fumaroles, and mud pots.

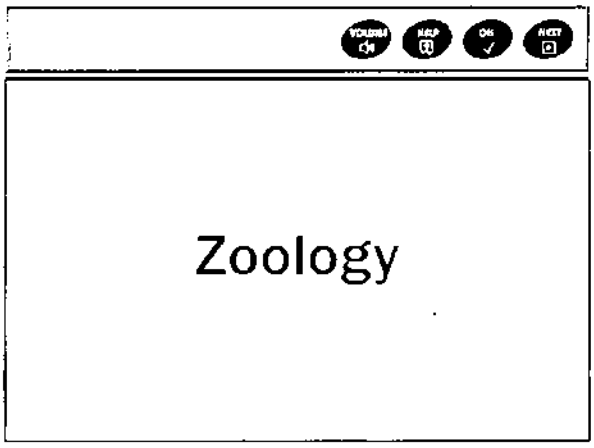
4. **Complete the following summary.**

Volcanoes have _____ of _____. First, volcanoes produce lava. Lava can destroy or severely damage anything that _____. Later, lava works as a good fertilizer. Second, volcanoes emit _____ into the atmosphere. Some of the gases are beneficial. They can help to increase the albedo. Other gases can _____ or create acid rain. Last, there are several _____, such as geysers and earthquakes.

lies in its path	effects on the Earth	damage the ozone
three basic categories	other side effects	several gases

C Listen to part of a lecture, and answer the questions. 2-38





	Olympic Marmot	Bobak Marmot
Location in the world	Olympic Peninsula in northwest USA	(1) _____
Geography of home	Alpine meadows near mountains	Rolling grasslands and cultivated land
Defense calls	Complex; identifies kinds of predators	Simple; one call for all predators
Contact with humans	(2) _____	Humans have eaten and used as clothes

- **genus (n)** a category of an animal that is more general than species
- **descending (a)** getting lower
- **trill (n)** a sound made by alternating between a high and low sound
- **terrain (n)** a category of land, such as desert or mountain

1. **Listen again to part of the lecture. Then answer the question. What can be implied when the professor says this?**
   - (A) Scientists do not research marmots enough.
   - (B) The Bobak Marmot is more intelligent than the Olympic Marmot.
   - (C) Studies support the idea, but scientists are not sure if their calls change with the terrain.
   - (D) The calls of the two marmots are identical.

2. **For what purpose have Russian people used the Bobak Marmot?**
   - (A) As food during times of hardship
   - (B) As a domesticated animal, similar to the ox, for plowing fields
   - (C) To watch for predators at night
   - (D) To protect cultivated fields

3. **Listen again, and fill in the blanks.**

Today, we are going to compare _____ that are the same genus. The two animals we will compare are the Olympic Marmot and the Bobak Marmot. First, they live a _____. The Olympic Marmot lives in a small area in North America. It lives on the _____ _____. Excluding Alaska, it is the northwesternmost part of the United States. Oh, yeah, and Hawaii is farther west. The Bobak Marmot's home is on the other side of the world, in the steppes of Russia and _____. Even though they are both marmots, they prefer different areas to live. The Olympic lives in the _____ near the Olympic Mountains. The Bobak is not like most marmots and lives in _____ and also has been known to live near cultivated fields.

Let's go on to defense calls. All species of marmots have calls and whistles to alert others of predators. The Olympic Marmot has much more developed calls though. Most research shows that the Bobak Marmot only has one call. This call communicates any and all forms of predators. Some studies have hinted that their call can change depending on the terrain. In flat areas, the call is slow. In rugged terrain, the calls tend to be faster.

Umm, okay the Olympic Marmot's calls are _____. Their calls are categorized into ascending, descending, flat, and trills. The different calls are used to designate the type of predator, for example a bird of prey versus a bear. The trills are believed to be used for very dangerous situations.

Olympic Marmots' natural enemies are mainly the coyote and puma, but to a lesser extent birds of prey and bobcats. Bobak Marmots' _____ are similar animals, large cats and packs of hunting canines. This may sound strange, but Bobak Marmots have been a source of _____ for many Russian people. In times of extreme hardship and famine, the Bobak Marmot has been used as food and clothing. Due to this, you can guess the Olympic Marmot is less shy around people.

4. **Complete the following summary.**

Two different species of the Marmot genus are the Olympic Marmot and the Bobak Marmot. The Olympic Marmot lives near the Olympic Mountains in the _____. The Bobak Marmot lives in _____ in central Asia and Russia. Both animals have calls to _____ of a predator, but the Olympic Marmots' calls are more advanced and recognize _____. The Bobak Marmot has been eaten by Russian people _____, and it has also been used as a source of _____.

Olympic Peninsula of Washington state	open grasslands
warn other marmots	different kinds of predators
during famine	fur for clothes

D Listen to part of a lecture, and answer the questions. 3-01

Physical Education

Rugby style football:
Harvard adopts Canadian rules

Early football:
(1)_____ changes the rules

Modern football:
(2)_____ change the rules

mob (n)
a group of uncontrolled people that act very emotional

scrimmage (n)
the imaginary line between two teams in football

thwart (v)
successfully to oppose or stop

1. **Listen again to part of the lecture. Then answer the question. Why did the professor say this?**
   - (A) American football is more popular in China than in America.
   - (B) American football is very popular in Canada.
   - (C) Not everyone considers football the most popular sport.
   - (D) Some people do not think about sports.

2. **What school played a Canadian university and changed the style of American football?**
   - (A) Harvard University
   - (B) Yale University
   - (C) McGill University
   - (D) Oxford College

3. **Listen again, and fill in the blanks.**

M1: Let's talk about what some people consider the most popular sport in America. Football was _____. Versions of soccer were played all over the world. The Chinese played a game called cuju over 2,200 years ago. Native Americans were playing a game like soccer before Europeans arrived in the Americas.

W: How much influence did the Native Americans have on football? Did settlers play with them?

M1: I am sure settlers and Native Americans played, but that had _____ on the development of football. Football became popular by elite _____ playing the game around the 1820s. It was mainly an unorganized version of mob style soccer. Harvard played a game _____. In 1874, McGill University of Montreal played Harvard. Harvard adopted the Canadian version of football, which was much more similar to today's football. Harvard spread that style of football to other schools, who were playing a soccer-style game.

M2: You mean Canadians were playing American-style football before Americans?

M1: Not quite. They were playing a game similar to rugby, but they did influence the development of football. By 1883, a _____ made some major changes to the game, such as reducing the number of players from 15 to 11, adding the line of scrimmage, and adding a rule if the ball is not moved five yards after three downs, the other team would gain control of the ball. This rule was created to thwart Yale's strategy of controlling the ball without attempting to score.

W: Didn't Harvard and Yale hate each other?

M1: Football _____. Harvard invented the flying wedge, which almost killed 7 Yale players in one game. 18 players were killed in 1905. This led to more changes, such as the forward pass and _____. After this, the game was pretty similar to our football today.

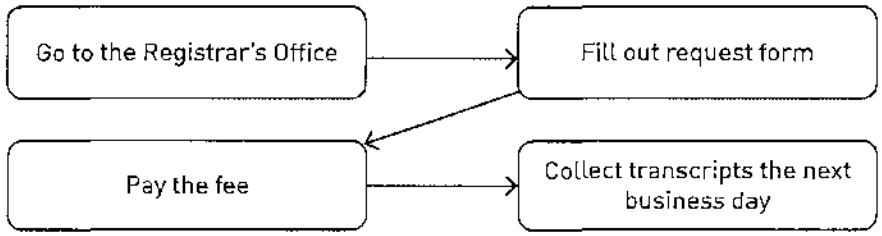
4. **Complete the following summary.**

American Football is derived from _____. In the 1820s, _____ made the sport popular, but they played a game _____. Harvard played a game more like rugby. They then played a Canadian football team and adopted the _____ of football. Harvard _____ this style to the rest of the American universities. Walter Camp changed the game even further by adding downs and the line of scrimmage and reducing the number of players. The large _____ resulted in more changes, like the forward pass and a fourth down.

similar to soccer	number of deaths	Canadian style
European soccer	passed on	American universities

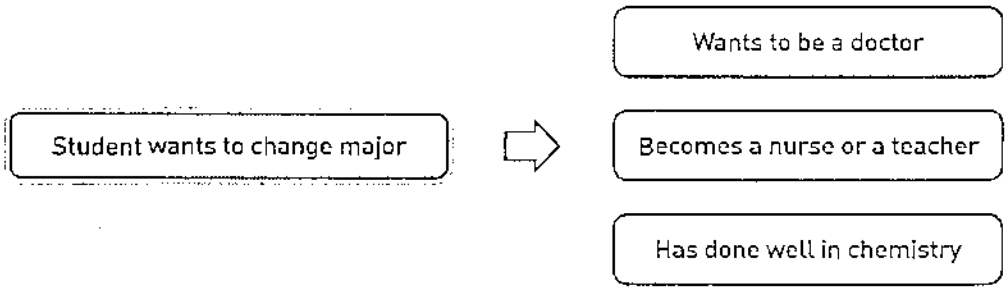
A Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 3-02

To get copies of a transcript



1. **Why can't the student get her transcripts mailed?**
   (1) The student cannot get _____. (2) The student is not an alumnus, _____.
2. **How many transcripts does the student need for her application?**
   (1) The student needs _____. (2) The application requires _____.
3. **What must the student do to get the transcripts?**
   (1) The student must _____. (2) After the student goes to _____.

B Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 3-03



1. **Why does the student go to talk to the counselor?**
   (1) The student talks to the counselor to _____. (2) The student has this conversation _____.
2. **What job does the student want?**
   (1) The job _____. (2) The student _____.
3. **What is the student's current major?**
   (1) The student's _____. (2) The student is _____.

C Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 3-04

	Olympic Marmot	Bobak Marmot
Location in the world	Olympic Peninsula in northwest USA	Central Asia and Russia
Geography of home	Alpine meadows near mountains	Rolling grasslands and cultivated land
Defense calls	Complex; identifies kinds of predators	Simple; one call for all predators
Contact with humans	Humans have little contact	Humans have eaten and used as clothes

1. **Where does the Olympic Marmot live?**
   (1) The Olympic Marmot lives _____. (2) The Olympic Marmot's home is _____.
2. **What is the purpose of the marmot's calls?**
   (1) The purpose of the marmot's calls is _____. (2) The marmot will call to other marmots _____.
3. **How did the Bobak Marmot serve people?**
   (1) The Bobak Marmot served people as _____. (2) People used the Bobak Marmot to _____.

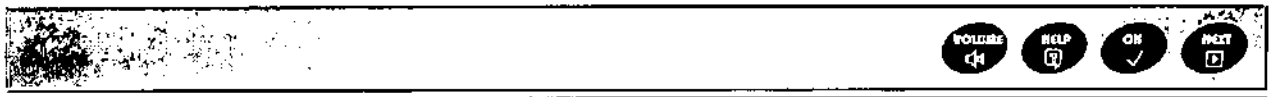
D Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 3-05

How Volcanoes Affect the Earth

	Good Effects	Bad Effects
Lava	Fertilizer for plants	Destroy the environment
Gases	Cool down the Earth	Toxic gases destroy ozone
Earthquakes	Hot springs, geysers, fumaroles	Destroy buildings, kill people

1. **What do the gas emissions do to the albedo?**
   (1) The gas emissions from volcanoes _____. (2) The albedo is increased _____.
2. **Lava at first can destroy the surrounding environment. What does the lava do next?**
   (1) Lava destroys _____. (2) At first lava can destroy _____.
3. **What are two of the gases emitted from a volcano?**
   (1) Two of the gases emitted _____. (2) During an eruption, volcanoes will emit _____.

Listen to part of a conversation between a student and a professor. 3-06



1. **What is this conversation mainly about?**
   - (A) The student wants the professor to write a letter of recommendation for her.
   - (B) The student is telling the professor why a Nike internship is good.
   - (C) The professor and student are discussing which internship is best for her.
   - (D) The professor thinks the student should change her major.

2. **What is the student's major?**
   - (A) The student does not have a major yet.
   - (B) The student's major is journalism.
   - (C) The student's major is communications.
   - (D) The student will change her major from communications to marketing.

3. **Listen again to part of the conversation. Then answer the question.**

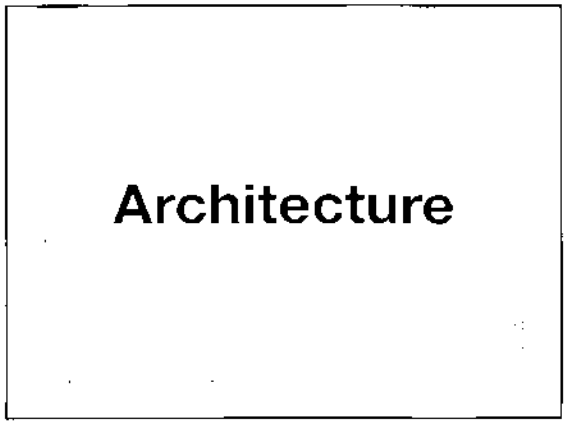
   What does the student imply when she says this?
   - (A) She will ask the professor to write a letter of recommendation for her.
   - (B) The student's last letter of recommendation was bad.
   - (C) The student thinks the professor writes bad letters of recommendation.
   - (D) The professor will not write a letter of recommendation.

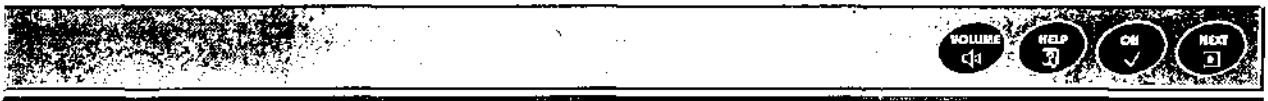
4. **Listen again to part of the conversation. Then answer the question.**

   What can be inferred when the professor says this?
   - (A) The student will get a good grade in the professor's class.
   - (B) The student can get the Nike internship.
   - (C) The student will be able to change majors.
   - (D) The professor will write a good letter of recommendation for the student.

5. **According to the professor, why should the student get an internship with a newspaper or magazine and not with Nike?**
   - (A) The Nike internship does not pay very well.
   - (B) She should get an internship related to her major.
   - (C) The professor can help her get a newspaper internship.
   - (D) The Nike internship will not let her travel.

Listen to part of a lecture in an architecture class. 3-07





1. **What is this lecture mainly about?**
   - (A) Styles of American houses 100 years ago
   - (B) Why rural houses are better than city houses
   - (C) The advantages of living in the country
   - (D) Reasons American houses are different from the past

2. **Listen again to part of the lecture. Then answer the question.**

   What can be inferred when the student says this?
   - (A) The professor will tell the answer to the student.
   - (B) The student wants to talk about many reasons.
   - (C) The student knows there are many reasons, but can't think of any.
   - (D) The student does not believe there are many reasons.

3. **When did the nuclear family arise?**
   - (A) The 20th century
   - (B) The year 2000
   - (C) A few hundred years ago
   - (D) During the times of the Romans and Greeks

4. **Listen again to part of the lecture. Then answer the question.**

   What does the professor imply when she says this?
   - (A) It's faster to build houses that look the same.
   - (B) Houses are dangerous if they are built very fast.
   - (C) Too many people are moving to the suburbs.
   - (D) Suburban homes are too big.

5. **How did cars influence modern homes?**
   - (A) Modern houses have multi-car garages.
   - (B) Modern houses need gas tanks.
   - (C) Designs of houses have changed to create parking places outside of the houses.
   - (D) Cars make it easier to visit other people's homes, so there are guestrooms.

6. **Which of the following are reasons American homes have changed according to the dialog?**

	Yes	No
There is more space in the suburbs.		
Architectural styles have changed.		
People have more money to buy houses.		
Materials of houses have changed.		
Houses have fewer people in them.		

Vocabulary Review

A Listen and choose the correct word that matches each definition. 3-08

1.	(A) transcribe	(B) transfer	(C) transcript	(D) transcend
2.	(A) manipulating	(B) mastering	(C) mentality	(D) mediocre
3.	(A) created	(B) crouton	(C) clustered	(D) catered
4.	(A) precedence	(B) presents	(C) presidents	(D) participle
5.	(A) tender	(B) traction	(C) tentacle	(D) terrain
6.	(A) fostered	(B) freelancer	(C) freshman	(D) pharmacy
7.	(A) descendent	(B) decoration	(C) desert	(D) descending
8.	(A) mars	(B) mob	(C) mental	(D) mirage
9.	(A) evade	(B) eventually	(C) evaporate	(D) evidence
10.	(A) perfect	(B) priority	(C) penetrate	(D) participate
11.	(A) chronologically	(B) cremate	(C) creation	(D) cartilage
12.	(A) analogy	(B) annoyance	(C) antithesis	(D) anecdote
13.	(A) decrease	(B) detriment	(C) degree	(D) diminish
14.	(A) tectonic	(B) toxic	(C) titanic	(D) tiny
15.	(A) genus	(B) genesis	(C) genius	(D) generosity

B Complete the sentences by filling in the blanks with the expressions in the box.

regular office hours	business days
primary sources	clockwise
background information	Native Americans

1. The bank near the river is open late. It doesn't have _____.
2. John answered first, and then the children each answered in a _____ order.
3. During the 1800s, there were many conflicts between American settlers and _____.
4. The teacher wants me to use _____, but I can't find any diaries or journals.
5. The mail usually arrives in three _____.
6. I didn't understand the situation because I didn't have enough _____.

Unit 5

Understanding the Speaker's Attitude

Unit 5

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Overview

■ Introduction

Speaker's attitude questions test whether you can understand a speaker's attitude or opinion. This question asks you about the speaker's feelings, likes and dislikes, or reason behind various emotions. Also you are often asked about a speaker's degree of certainty. This question type often involves replaying a portion of the listening passage.

■ Question Types

1. What can be inferred about the student?
2. What is the professor's attitude toward X?
3. What is the professor's opinion of X?
4. What can be inferred about the student when she says this: (replay)
5. What does the woman mean when she says this: (replay)

■ Useful Tips

- Focus on the tone of voice, intonation, and the sentence stress the speakers are using in a conversation or lecture.
- Practice distinguishing between referencing and giving personal opinions.
- Avoid answers that are too far from the general tone of the lecture or conversation.
- Try to take notes on the context of the lecture or conversation.
- Pay attention to adjectives and verbs of feeling.

Sample iBT Question

3-09

Listen again to part of the conversation. Then answer the question. What can be inferred about the student when the professor says this?

(A) The student is having a hard time with her classmates.
(B) The student is going to get some handouts.
(C) The student is having difficulty recovering.
(D) The student is in trouble.

Script

W1: Well, I know you handed out the review sheets for the final exam yesterday and I was hoping to get them.

W2: Oh yeah, those review sheets. You know, I hate to tell you this, but I'm all out. I ended up giving away my master copies by accident. You'll have to get them from one of your classmates.

W1: Oh, Mrs. Lassiter, I'm begging you. The class is graded on a curve. None of my classmates want to help me. I might get a higher score than them. No one will loan me the sheets!

W2: My, you do seem to be in a predicament. Sally, I have to confess something. I was watching the game on television on Sunday, and I saw you in the crowd. You were on campus television! You didn't look very sick to me.

W1: Okay, you busted me. I was at the game. I missed class because I partied too much. You caught me in a lie. I guess I have to live with the consequences.

Correct Answer The correct answer to the above question is (D). The student is admitting that she was caught in a lie.

Basic Drill

A Listen to part of a conversation, and answer the question.

1. **What can be inferred about the student?** (3-10)

   (A) He thinks he is president of his school.
   (B) He thinks his door should be fixed immediately.
   (C) He wants to pay the Student Service Center extra money to fix his door.
   (D) He doesn't want his door fixed.

   Listen again, and circle the words or phrases you hear.

get down	Student Service Center	no problem	fill out a form
come up	really busy	differential arrangement	student center
preferential	not problematic	visit a farm	real buses

2. **What is the professor's attitude toward David's problem?** (3-11)

   (A) He is sympathetic.
   (B) He is angry.
   (C) He is too busy to think about it.
   (D) He is unsympathetic.

   Listen again, and circle the words or phrases you hear.

for a second	probably not	play golf	get together
wouldn't be fair	four minutes	good weather	a big behind
golf player	will probably	go to the fair	a little behind

3. **What can be inferred about the student?** (3-12)

   (A) She is a lazy student.
   (B) She is finished with her project.
   (C) She thinks Dr. Kline will not help her.
   (D) She thinks it will be easy to make the corrections.

   Listen again, and circle the words or phrases you hear.

for a moment	in that case	handed in	be the case
cite your sources	in a moment	take a book	handy things
recite your courses	between the lines	line up between	take a look

B Listen to part of a lecture, and answer the question.

1. What is the professor's attitude toward Avram Noam Chomsky? 3-13

Ⓐ positive
Ⓑ matter-of-fact
Ⓒ negative
Ⓓ humorous

Listen again, and circle the words or phrases you hear.

living scholar	keynote speaker	significant	contributions
left wing politics	lively collar	signature copy	key intellectual figure
strong coffee	strongly criticized	right wing radical	most notably

2. What is the professor's opinion towards the architecture of the Ottoman Empire? 3-14

Ⓐ He despises it
Ⓑ He feels ambivalent about it.
Ⓒ He admires it.
Ⓓ He thinks it's mediocre.

Listen again, and circle the words or phrases you hear.

six hundred years	vast inner spaces	perfect harmony	nice work
seemingly weightless	surrounded Korea	six thousand years	great works
nasty thin faces	seemed baseless	perfected harmonica	surrounding areas

3. What is the professor's opinion of the autocratic management style? 3-15

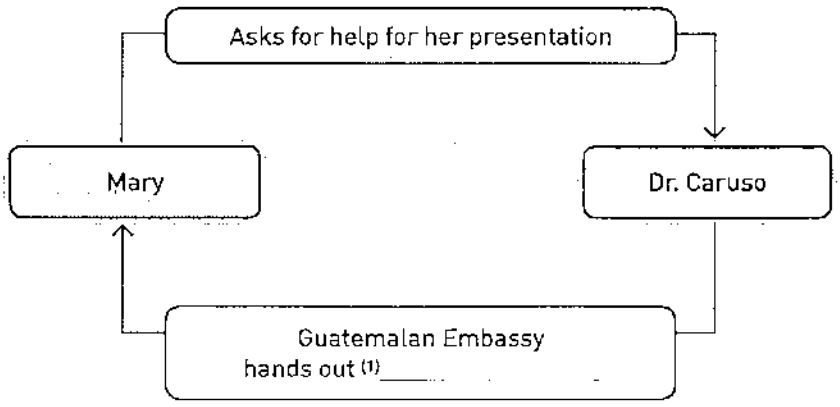
Ⓐ He thinks it has good and bad points.
Ⓑ He thinks it's the best way to manage.
Ⓒ He thinks it's a terrible way to manage.
Ⓓ He thinks the *laissez-faire* style is a better way to manage.

Listen again, and circle the words or phrases you hear.

spend some time	creating high standards	accomplish his goals
overly dependent	under confident	hot chocolate
highly creative individuals	not deliberate	all the time
score a goal	very determining	send a typewriter

Practice with Conversations

A Listen to part of a conversation, and answer the questions. 3-16



spruce (v)
to enliven

spearhead (n)
the sharp, usually metal end of a spear, meant to pierce its target

antique (n)
something that is old and of value, be it monetary, historical, or personal

laminated (a)
coated in a molded plastic covering

1. **What can be inferred about the student?**
   (A) She thinks Dr. Caruso will not help her.
   (B) She thinks her project will be better with supplements from Dr. Caruso.
   (C) She thinks Guatemala is a beautiful place to visit.
   (D) She thinks the Guatemalan Embassy will not be helpful.

2. **What can be inferred about the deputy ambassador at the Guatemalan Embassy?**
   (A) She doesn't like to help students.
   (B) She wants a new job.
   (C) She doesn't speak English.
   (D) She is happy to help Dr. Caruso.

3. **Listen again, and fill in the blanks.**

W: Hi, Dr. Caruso. May I have a moment of your time?

M: Hello, Mary. Sure, what's up?

W: Well, I'm working on my _____ for my international business development class. I have to assemble a presentation as if it were a _____ tourism for Guatemala. Since you're the Professor of Latin American Studies, I was hoping you might have some _____that I could add to my presentation to spruce it up. You know, like some posters or brochures.

M: Hmm, let me think for a second. Well, I have an ancient Aztec spearhead and some examples of Stone Age pottery and weaving. Would those _____ be of any use if I loaned them to you?

W: Uh, those sound interesting. But I was hoping for something more modern. I was thinking you might have _____, some enlarged photographs, or maybe some information about the tourism industry.

M: Aha, I see. You're doing a booth to educate people about visiting Guatemala. Okay, I can help. But I don't have the materials here. Let me give you the telephone number for the _____ downtown. I know the deputy ambassador there. I'm sure she would be happy to furnish you _____. I know they have packets of posters and brochures that they hand out for free.

W: Thank you so much. That sounds like just what I need. I'll call them right away.

M: Sure, let me just check my rolodex here for Marta's phone number. I'll call her and _____ for you. She's always very helpful when I refer students. Let me tell you _____. Last year, we took a study trip there, and two of my students lost their passports. There was a mix-up with immigration, and I called her. She got it _____.

W: Wow, it's good to have connections I guess.

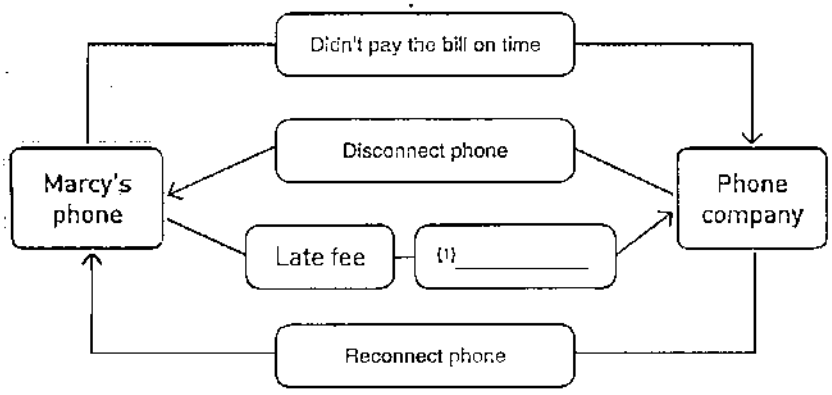
M: You bet it is!

4. **Complete the following summary.**

Mary tells her professor that she is working on a _____ for her international business development class. She needs to make a _____ tourism to Guatemala. She asks her professor if has any _____ she could use in the presentation. He offers her some _____, but those are not what she's looking for. Then he offers to connect her with the _____. He says that they will probably have some materials for her to use. She thanks him. Then he tells her a story _____ when his friend at the Guatemalan Embassy helped him recently.

final project	campaign to increase	supplements
archeological antiques	Guatemalan Embassy	about the time

B Listen to part of a conversation, and answer the questions. 3-17



- **budget** (n) one's allotment of money for a period of time
- **technician** (n) a skilled worker trained to operate or fix a certain device or vehicle
- **complication** (n) something that causes additional difficulty
- **wage** (n) money paid for work

1. **How does the manager act toward the student?**
   - (A) He feels sorry that her phone was shut off.
   - (B) He scolds her for not paying her bill on time.
   - (C) He gives her money to pay her bill.
   - (D) He says she can never reconnect her phone.

2. **What does the student mean when she says this?**
   - (A) You really helped me a lot.
   - (B) Your job is to save people's lives.
   - (C) You work part-time as a lifesaver.
   - (D) You are not a nice person.

3. **Listen again, and fill in the blanks.**

W: Hi, Mr. Shanks. I'm Marcy Walker from _____322. I have a problem. My phone line is dead. I can't call my parents. I can't access the Internet. And I need to do research for my final project. This is the worst time on Earth that this could have possibly happened to me. What should I do? Can you help me get the _____?

M: Okay, Marcy, I know why your telephone line was _____. It's because you didn't _____ for the last two months. It's not up to me whether your _____ or not. It's up to the _____. They'll let you pay your _____ a month late. But if you are _____, they shut your phone off.

W: Yeah, it's a real _____. I didn't pay my bill on time because I _____ reserved for the phone bill in my budget on shopping and drinking.

M: That was not very smart. Now you are going to have to _____ as well as a late fee of 2%. Then you'll have to _____ and wait for the service technician to schedule an appointment to _____. Then you'll have to wait for him to show up here at the main desk. Then, after it's reconnected, on your next bill, you're going to have to _____. All this trouble is because you were late paying your bill. What does this complication teach you?

W: I guess I'm going to have to get a _____ to afford all of this.

M: Well, I'm looking for someone to _____ at night and on weekends. I can give you twenty hours a week at _____.

W: Oh, Mr. Shanks! You're a _____. Thank you so much.

M: Sure. You can start training tomorrow at 5 p.m.

4. **Complete the following summary.**

Marcy Walker tells her dorm manager that her telephone line has been _____. She is upset because she can't access the Internet or call her parents. He tells her that the phone was shut off because she didn't _____ for two months. Then he tells her she will have to pay a late fee and a _____. He scolds her for not paying her bill. She admits that she didn't pay her bill because she _____ on other things. Then the dorm manager offers her a _____ working at the front desk. He tells her she can work 20 hours per week for _____. She is happy and agrees.

shut off	pay her bill	reconnection fee
spent her money	part time job	minimum wage

C Listen to part of a conversation, and answer the questions. 3-18

Dr. Simmons:
- had an appendectomy last summer
- is observing Fred's class next week on Tuesday

Fred:
- student teacher
- teaches (1)_____
- reads a novel and then watches the Hollywood adaptation and (2)_____
_____

appendectomy (n)
surgery to remove an appendix from a human

shipshape (a)
in top condition

contrast (v)
to cite differences between two or more things

overambitious (a)
trying to accomplish more than one is capable of

1. **What can be inferred about the student?**
   (A) He doesn't like teaching.
   (B) He is not happy to see Dr. Simmons.
   (C) He is a little nervous when he hears his class will be observed.
   (D) He is worried about Dr. Simmons' health.

2. **Why is Fred showing Hollywood adaptations in his class?**
   (A) Because he likes movies more than books.
   (B) Because the students only like movies.
   (C) Because he wants to make the administration angry.
   (D) Because he wants students to compare and contrast movies with the original novels.

3. **Listen again, and fill in the blanks.**

M1: Dr. Simmons, hi, how are you doing? I haven't seen you since last year!

M2: Hey there, Fred. Long time no see. I'm feeling great. I had an appendectomy last summer. I was in the hospital for two weeks. That was tough. But I'm _____ now and feeling great. My body is one hundred percent shipshape! So how are you? I hear you're a _____ these days.

M1: That's right. I'm really enjoying being on your side of the classroom. I'm teaching the _____ to Modern Literature Course.

M2: That's what I heard. As a matter of fact, that's why I called and asked you to meet me here today. The university has assigned me to ____ your class _____, and I wanted to tell you in person.

M1: Oh really? Did I do something wrong? Was there a complaint?

M2: No, no, nothing of the sort. It's just _____ that the university does on all new student teachers.

M1: Hmm, okay. I'm just surprised because I would think they would have told me about it earlier.

M2: Well, you know, the _____ likes to use the element of surprise sometimes. They want me to observe your normal teaching style. Speaking of which, what are you teaching this semester?

M1: I'll email you my syllabus and lesson plans before you come in. But in brief, I'm doing a _____ unit, where we read a novel and then watch the ____ _and discuss the difference.

M2: That sounds really interesting. Which books and movies are you doing?

M1: First we're reading and watching William Golding's _____. Then we're going to do Shakespeare's _____, with the Kenneth Brannaugh film adaptation. Then, if we have enough time, we'll take a look at Joseph Conrad's _____ with Francis Ford Coppala's *Apocalypse Now* for the film portion.

M2: Wow! That's _____.

M1: Yeah, do you think it's _____?

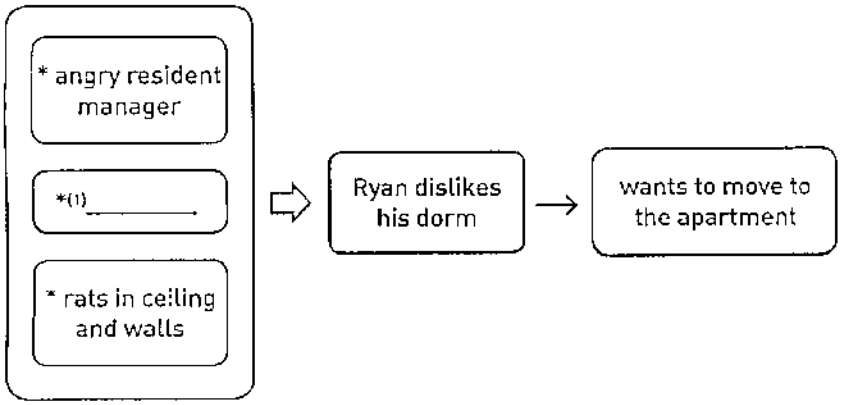
M2: Maybe a little.

4. **Complete the following summary.**

Dr. Simmons and Fred meet. Dr. Simmons tells Fred that he was in the hospital for an appendectomy. He says his body is _____ now. Fred says he enjoys being a _____. Dr. Simmons tells Fred that the _____ is sending him to observe Fred's class. Dr. Simmons asks Fred about what he's teaching. Fred tells Dr. Simmons about a unit he's teaching that _____ novels and their _____. Fred asks Dr. Simmons if he thinks this syllabus is _____. Dr. Simmons says it is a little overambitious.

fully recovered	student teacher	university administration
compares and contrasts	Hollywood adaptations	overambitious

D Listen to part of a conversation, and answer the questions. 3-19



scold (v)
to reprimand someone verbally

blackmail (n)
sensitive material or information that can be used as leverage against someone who fears harm from its revelation

scratch (v)
to rub nails or teeth against a material in a way that causes a noticeable noise

1. **What can be inferred about the female student?**
   - (A) She thinks Ryan has another girlfriend.
   - (B) She thinks Ryan should turn his music down.
   - (C) She would like to move into an apartment.
   - (D) She doesn't want Ryan to call her anymore.

2. **Why did the resident manager of Ryan's dormitory scold him?**
   - (A) For having a dirty room
   - (B) For playing music too loudly
   - (C) For bringing girls into his room
   - (D) For not paying his phone bill on time

3. **Listen again, and fill in the blanks.**

M: Hey, Sheila. What's up sister?

W: Oh, Ryan, I'm mad at you. Why didn't you call me yesterday like you said you would?

M: Oh, sorry for _____. I forgot. I was busy getting _____ by the resident manager of my dorm.

W: Really, what did you do wrong?

M: Nothing really. Reilly, my roommate, and I were just listening to the new Slayer album. We didn't even have the stereo _____. But the walls in that old building are so thin. The pre-med students next door were trying to study. They _____ to the _____. Are the walls that thin in your building?

W: Oh yeah, totally. But our resident manager never scolds us. That's because we live next door to her, and we hear her television _____. We have blackmail material on her. Ha ha.

M: That's cool. I wish my resident manager would loosen up. He said if we get another noise complaint, he's going to refer us to Student Housing Services, and they're going to put us on probation.

W: That's bad. You should get out of the dorms and _____ an apartment near campus anyways. I hate living _____. The bathrooms are so old. They look and smell like my grandmother's house.

M: Yeah, the plumbing does seem sort of ancient. Plus I think there may be a family of rats living in the _____. I can hear them scratching _____.

W: That's disgusting. Remind me not to visit your dorm. So what about the apartment? Have you thought about it?

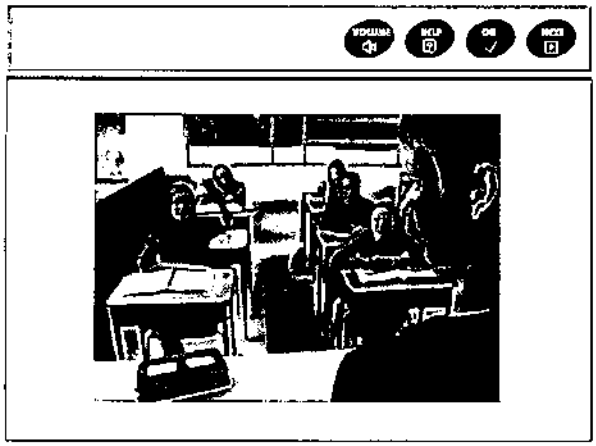
M: Yeah, I asked my dad if he would help me _____. But he said I had to spend at least one year there before he would consider helping me get an apartment.

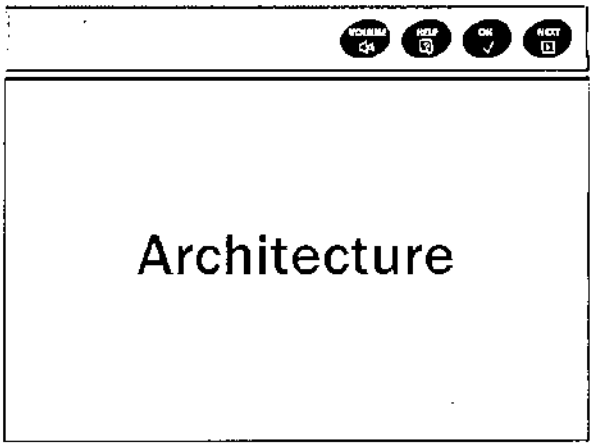
4. **Complete the following summary.**

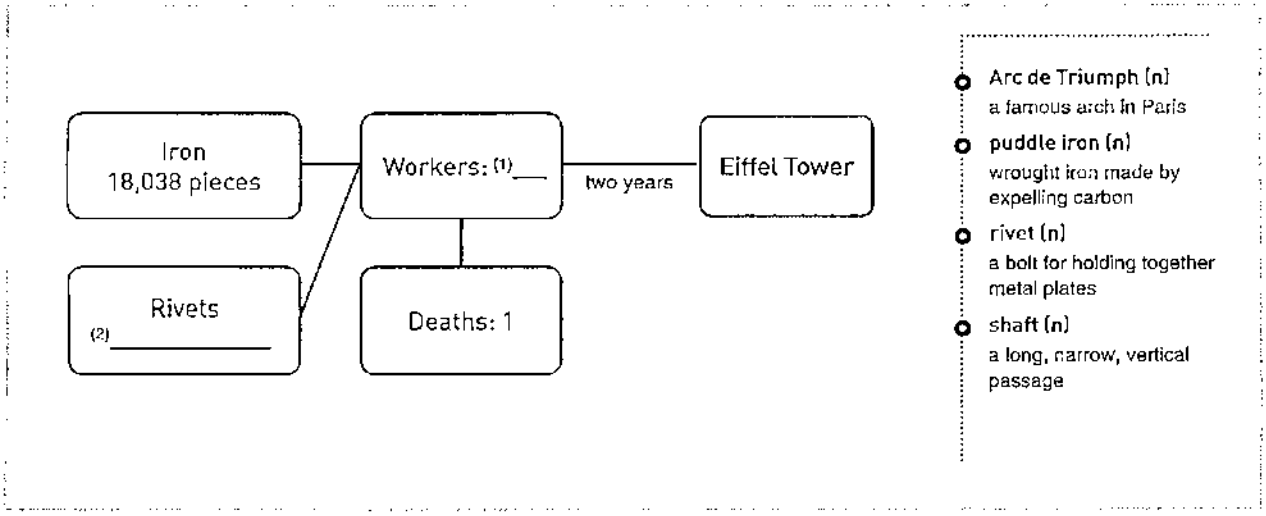
Sheila and Ryan meet. Sheila is mad at Ryan for _____ her. He says he didn't call her because he was busy being _____ by the resident manager of his dorm. His _____ was angry because he played music too loudly. Some students next door _____. Sheila says her resident manager never scolds her. Sheila tells Ryan he should leave the dorms and _____ an apartment. She hates living in the dorm. She thinks they are old and dirty. Ryan says he thinks there are rats living in the _____ of his dorm. But his father will not help him get an apartment.

not calling	chewed out	resident manager
called and complained	move into	ceiling and walls

A Listen to part of a lecture, and answer the questions. 3-20







1. What does the student mean when she says this?
   - (A) She thinks the Eiffel Tower is unattractive.
   - (B) She thinks the Eiffel Tower looks great.
   - (C) She thinks the Eiffel Tower was alive at one time.
   - (D) She thinks the Eiffel Tower is made from bone.

2. How many workers died during the Eiffel Tower's construction?
   - (A) 18,038
   - (B) 1
   - (C) 6
   - (D) 7,300

3. Listen again, and fill in the blanks.

W1: Good afternoon, class. Today we are going to discuss the construction of one of the world's most _____. It's located in the middle of Paris, France.

W2: You're talking about the Eiffel Tower, designed by Gustave Eiffel and built between 1887 and 1889.

W1: That's absolutely correct. The Eiffel Tower today remains _____ in Paris, standing 300 meters high. The iron structure of the tower weighs a total of 7,300 tons. It took 300 workers to join together 18,038 pieces of _____ with three and a half million rivets to _____ the tower.

M: That doesn't sound like such a big deal.

W1: In a way, you're right. By today's standards, building that kind of structure would be quite easy. But for the time, it was _____ in the world. It _____ for over 40 years. The tower was erected to be the entrance arch for the 1898 World's Fair in Paris. Did you know that only one worker died during construction? He was killed when he fell down the elevator shaft.

W2: Well, as famous as it is, I still think it's ugly. It looks like _____.

W1: You wouldn't be the only one who has thought the tower was an eyesore. Many members of the French public did not _____. One famous novelist even ate his lunch at a restaurant near the tower because he felt it was the only place he could eat without having to see it.

W2: Ha ha!

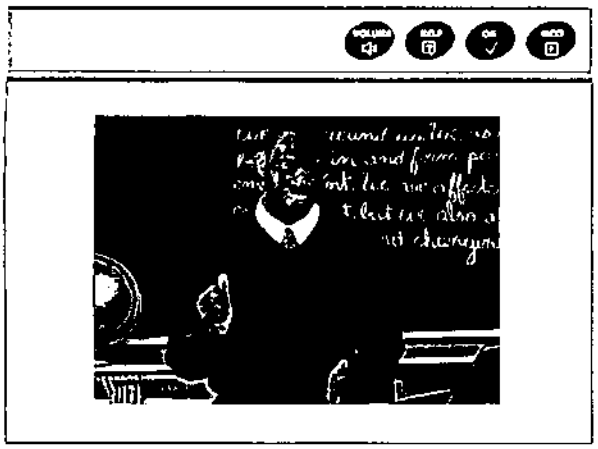
W1: And furthermore, the city government of Paris had an agreement with Gustave Eiffel that after twenty years, rights to the tower would be theirs _____ they would tear it down. But since it proved to be _____ used for radio communications, the city allowed Eiffel's permit to _____. By that time, the tower was so _____ in French history that they could not tear it down.

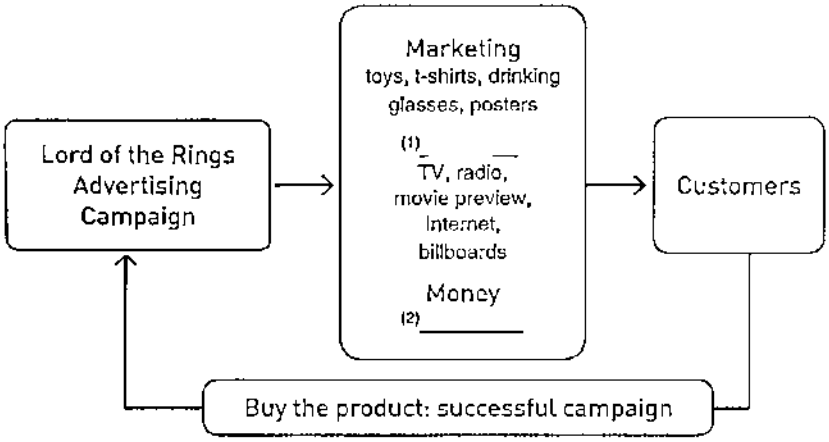
4. Complete the following summary.

The Eiffel Tower was designed by Gustave Eiffel. It is still _____ in Paris. The iron structure of the tower weighs 7,300 tons. It took 300 workers to join 18,038 pieces of _____ and three and a half million rivets to ___ the tower. It _____ for tallest building in the world for over 40 years. The Eiffel Tower was the entrance arch for the 1898 World's Fair. Only one worker died during its construction. By the time the tower's permit ___, it was so _____ in French history that the government could not tear it down.

the tallest structure	puddle iron	erect
held the record	expired	firmly entrenched

B Listen to part of a lecture, and answer the questions. (3-21)





- **contribute** (v) to offer something in an attempt to achieve a shared goal with others
- **saturate** (v) to reach full capacity
- **ingredient** (n) one item in a combination of items meant to make something new
- **perseverance** (n) the quality of keeping trying hard, even after experiencing difficulty or failure

1. **What is the professor's opinion about the *Lord of the Rings* advertising campaign?**
   - (A) He thinks it was a poor campaign.
   - (B) He thinks it was missing the 4 Ms.
   - (C) He thinks the advertising campaign for Star Wars was better.
   - (D) He thinks it was a very successful advertising campaign.

2. **What were the messages in The Lord of the Rings?**
   - (A) friendship, perseverance and the triumph of good over evil
   - (B) rock and roll, sex and drugs
   - (C) loneliness and eventual rescue
   - (D) friendship and loyalty between a boy and his dog

3. **Listen again, and fill in the blanks.**

Good afternoon, everybody. Do you remember a movie called *Lord of the Rings* (LOTR)? I'll bet you either saw it or heard about it. The reason you know about it is because it had a successful _____ around the world! To create a successful advertising campaign, you need four Ms. Those Ms stand for Marketing, Media, Money, and Message. Let's take a look at how the four Ms _____ to the huge success of LOTR.

First of all, the advertisers of LOTR had great _____. That means that aside from the actual movie, the film studio hired marketing companies to come up with many other products with the LOTR brand logo on them. That includes LOTR toys for kids, t-shirts, drinking glasses, posters, OST, and many other products. The act of putting the brand name, in this case, LOTR, in front of people's eyes in as many places _____ is called good marketing!

Secondly, the LOTR advertising campaign _____ every form of media possible. That means that there were commercials for LOTR on television commercials, movie previews in theaters, on the radio, and on the Internet. There were even LOTR billboards _____ in major American cities! Anyplace you looked, there was LOTR.

Thirdly, the producers of LOTR had the money to _____ in the various campaigns that were necessary _____. In this case, the more you invest, the higher profits you reap. If the studio couldn't afford to spend as much on advertising as they did, the movie wouldn't have been so successful. Money is an important ingredient for _____. Always!

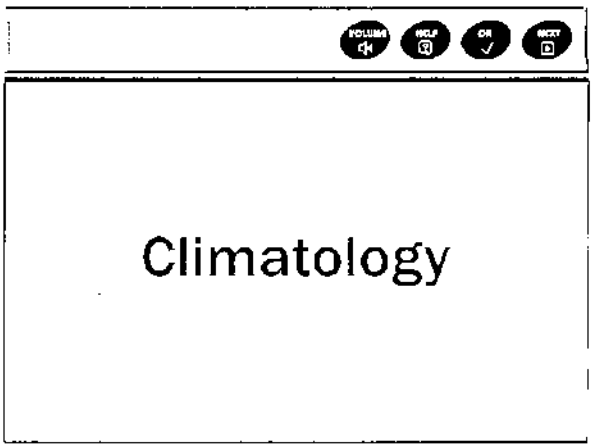
Finally LOTR contained great messages. The messages in the movie were about friendship, perseverance, and the triumph of good over evil. People loved the movie and the products surrounding it because they loved the messages it portrayed. You can have the best advertising campaign on Earth, but if your product's message is bad, no one will buy it!

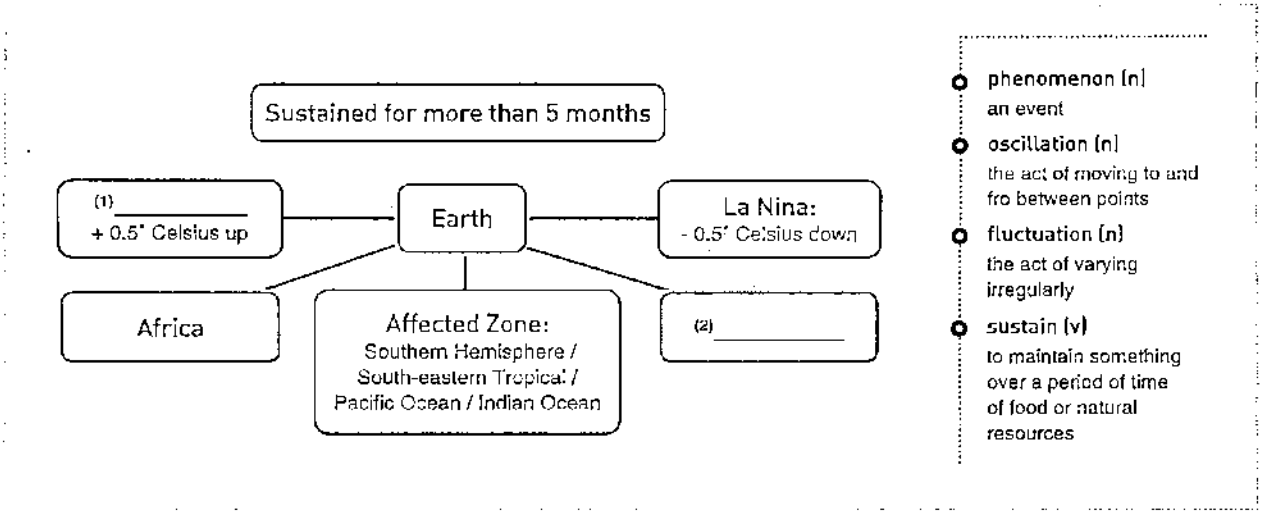
4. **Complete the following summary.**

The professor uses the movie *Lord of the Rings* as an example of a successful _____. He says that the advertisers of LOTR were successful because they used the four Ms. The first M is for marketing. LOTR employed various _____, such as selling t-shirts, posters, toys, and drinking glasses. The second M is for media. The advertisers of LOTR _____as many forms of media _____. The third M is for money. The producers of LOTR had enough money to _____ in their project. The fourth M is for message. LOTR had a positive message that people liked. All of these Ms _____ to success for LOTR.

advertising campaign	marketing strategies	saturated
as possible	invest heavily	added up

C Listen to part of a lecture, and answer the questions. 3-22





1. **What is the professor's attitude toward the class?**
   - (A) He thinks they are all nice students.
   - (B) He thinks they need to pay close attention since this subject is complex.
   - (C) He thinks they are hard workers.
   - (D) He thinks this subject is easy to understand.

2. **What conditions signify a period of El Nino or La Nina?**
   - (A) Thunderstorms lasting five months
   - (B) A prolonged temperature change of 0.5° Celsius above or below the norm
   - (C) A hurricane that wipes out entire cities
   - (D) An earthquake, a forest fire, and a flood, all at the same time

3. **Listen again, and fill in the blanks.**

Okay, class, today I'm going to provide you with overviews of the El Nino and La Nina weather phenomenon. These patterns are not easy to understand, so pay close attention. The El Nino Southern Oscillation (ENSO) is a global coupled ocean-atmosphere phenomenon. Pacific Ocean signatures such as El Nino and La Nina are _____ _____ in surface waters of the Tropical Eastern Ocean. El Nino signifies a rise of 0.5° Celsius or more and La Nina a drop of the same _____ a period longer than five months.

Many of the countries _____ by ENSO events are developing nations on the continents of South America and Africa. Their economies are largely dependent on agricultural and fishing sectors as a major source of food supply, employment, and foreign exchange. New capabilities for predicting these events can have a great socio-economic impact.

These episodes usually _____ every 2-7 years. They usually last one or two years. The effects of El Nino are very wide ranging. Many places experience weather that is the reverse from their normal climate. Some areas even experience terrible flooding _____ excess rainfall or forest fires _____. Aside from the drastic weather changes around the southern hemisphere, the fishing and manure industries in South America are heavily affected.

In the normal Pacific pattern, equatorial winds gather. Then warm water pools towards the west. Cold water upswells along the South American coast. Since fish follow the cool _____ water, this brings them up the coast where _____. When El Nino takes effect, the warm water flows toward the South American coast. The absence of cold _____ increases warming and sends the _____ out to sea instead of along the coast. These conditions are severely damaging to local fishing industries.

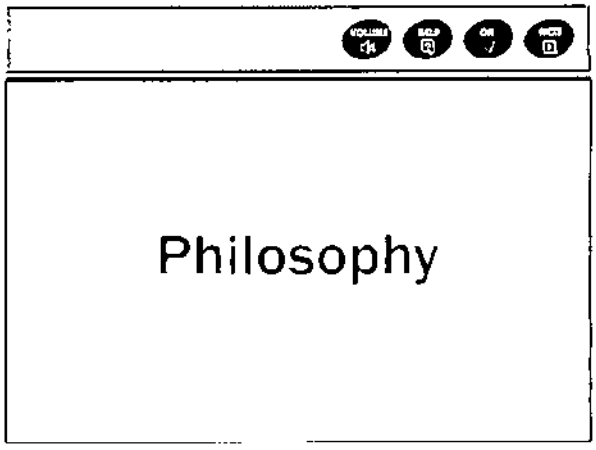
The causes of El Nino and La Nina _____ are still undiscovered. But many scientists are dedicating their careers to better understanding this global weather phenomenon.

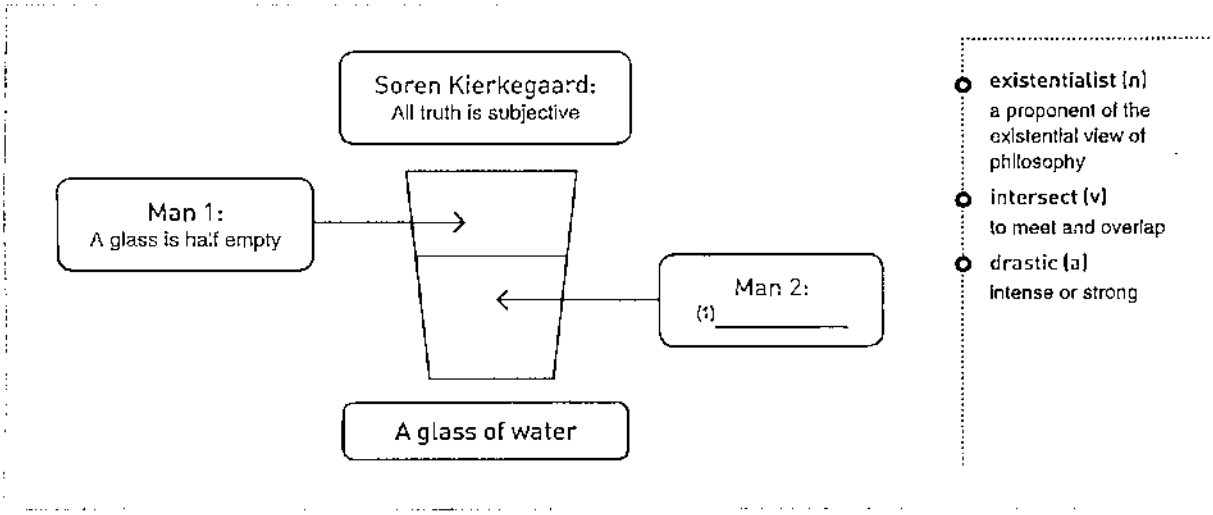
4. **Complete the following summary.**

El Nino and La Nina signify a _____ of 0.5° Celsius higher or lower than normal for more than five months. Countries on the continents of South America and Africa are the _____ by El Nino. These episodes _____ every 2-7 years. They reverse normal climates. An example of El Nino in action is when the warm water flows towards the South American coast. The absence of cold water _____ sends the _____ out to sea. This is due to the fact that fish follow the cool _____ water. The causes of El Nino are still not fully understood by scientists.

temperature change	most affected	occur irregularly
upswelling	fish population	nutrient-rich

D Listen to part of a lecture, and answer the questions. 3-23





1. **Listen again to part of the lecture. Then answer the question. What can be inferred when the student says this?**
   - (A) He agrees with the doctrine of Solipsism.
   - (B) He thinks Descartes was the first existentialist.
   - (C) He thinks the professor agrees with Kierkegaard.
   - (D) He thinks math can prove truth about the universe.

2. **According to the professor, which two things have always gone hand in hand?**
   - (A) Misery and company
   - (B) Up and down
   - (C) Existentialism and teen angst
   - (D) Black and white

3. **Listen again, and fill in the blanks.**

M1: Welcome, class. I'd like to start this class off with a question. Who here can tell me which great philosopher said, "I think, therefore I am"?

W: Ooh, I've heard that before. Was it... Jean Paul Sartre?

M1: That's a good guess, but no. This philosopher lived almost three hundred years before Jean Paul Sartre. His name is Rene Descartes. He is considered _____ _____.

M2: Was he an existentialist?

M1: No, he wasn't. Descartes was a _____. He was also a mathematician. His love for math and philosophy intersected. He felt math could be used to _____ about the universe. But it's interesting that you brought up the existentialists. That's an important group from modern western philosophy. Let's talk about an _____ named Soren Kierkegaard.

M2: Why?

M1: Soren Kierkegaard was a Danish philosopher who lived in the 1800s. He made a very important _____. He said, "All truth is subjective."

W: Does that mean that up is down, black is white, and two plus two equals five?

M1: No, his viewpoint was not that drastic. Kierkegaard just thought that each person experienced a different version of the truth _____ from where they were standing. For example, two men are looking at a glass of water. One man says the glass of water is half empty. The other man says the glass is half full. Their opinions seem to be conflicting. Are they? No, they are both right. Each man possesses _____. Neither one is more right or more wrong. Their truths are simply subjective. This was a precursor _____ that each person is alone in their relationship with the rest of the universe. This viewpoint, called the _____, has gotten a lot of criticism from other _____. It's accused of being selfish and egotistical.

M2: But it makes sense to me!

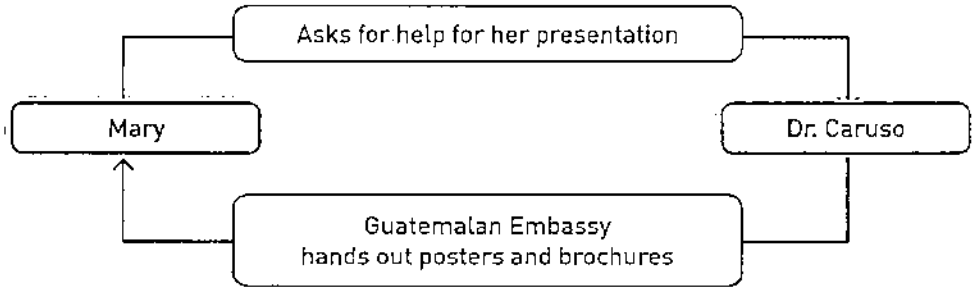
M1: Sure, existentialism and teen angst have always gone hand in hand.

4. **Complete the following summary.**

The professor begins the lecture with the quote, "I think, therefore I am." It is from Rene Descartes. Descartes was a _____. He was also a mathematician who believed math could be used to _____ about the universe. Soren Kierkegaard was an _____. He said, "All truth is subjective." The professor and students then discuss the meaning of truth to individual people. Kierkegaard's _____ led to the _____, that all individuals are alone with the rest of the universe. Solipsism has suffered much criticism from other _____ for being selfish and egotistical.

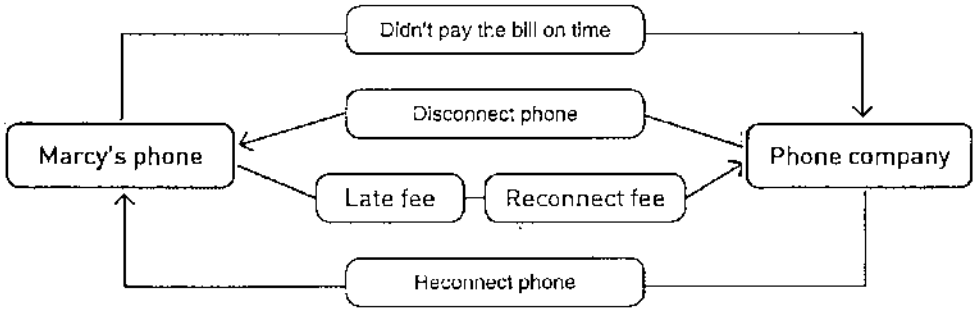
natural philosopher	prove truth	early existentialist
statement on truth	doctrine of Solipsism	branches of philosophy

A Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 3-24



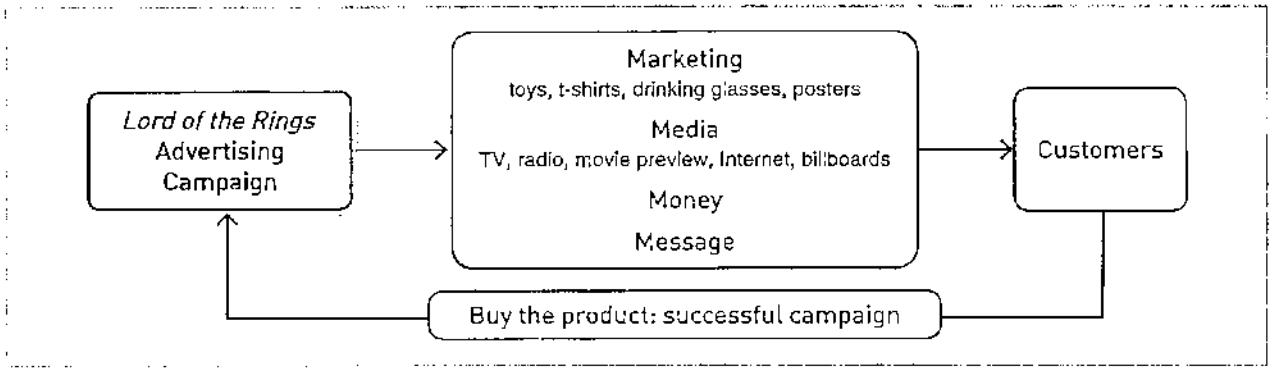
1. What does Mary tell her professor she is doing?
   (1) She is _____. (2) Mary has _____.
2. Is Mary interested in the archeological antiques he offers her?
   (1) No, those are _____. (2) No, the antiques are _____.
3. What does the professor say the Guatemalan Embassy will probably do for her?
   (1) The professor says they will have _____. (2) He says they will _____.

B Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 3-25



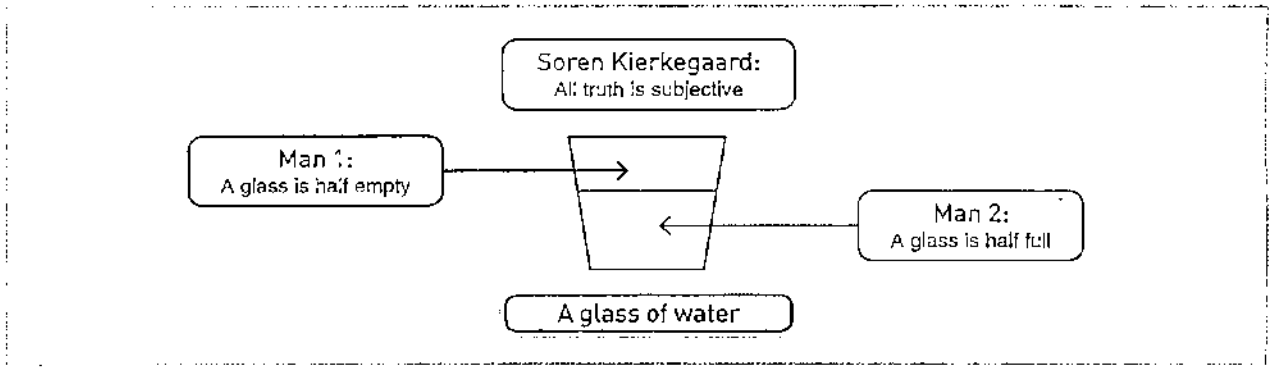
1. What does Marcy tell her dorm manager?
   (1) The line to _____. (2) She tells him that _____.
2. What does the dorm manager tell Marcy?
   (1) He tells her it's because _____. (2) He says the problem is that _____.
3. What does the dorm manager offer Marcy?
   (1) He offers her a part time job _____. (2) He says she can have a job _____.

C Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 3-26

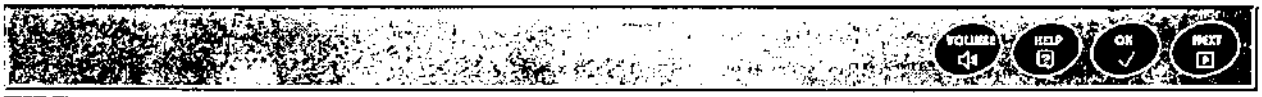


1. **What movie does the professor use as an example?**
   (1) An example of a successful _____. (2) *The Lord of the Rings* is a _____.
2. **How did the advertisers use media successfully?**
   (1) They saturated _____. (2) As many forms of _____.
3. **What kind of message did LOTR have?**
   (1) It had a _____. (2) The message, which _____.

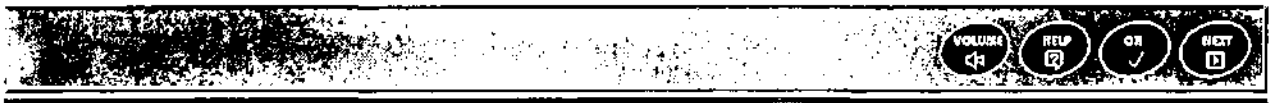
D Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 3-27



1. **What famous statement did the professor begin the lecture with?**
   (1) The professor began _____. (2) "I think, therefore I am." is _____.
2. **What did Descartes believe about math?**
   (1) He believed that _____. (2) The truth about the universe _____.
3. **What famous statement did Kierkegaard make?**
   (1) All truth _____. (2) Every truth on the Earth _____.



Listen to part of a conversation between a student and a janitor. 3-28



1. **What is the student's problem?**
   - (A) Her door is broken.
   - (B) She doesn't like living in the dorm.
   - (C) Her phone was shut off.
   - (D) The hand dryer in her bathroom is broken.

2. **Why has the janitor been so slow to fix the hand dryer?**
   - (A) He's been very busy doing other things.
   - (B) He doesn't think hand dryers are important.
   - (C) He doesn't know how to fix a hand dryer.
   - (D) The hand dryer is too expensive to fix.

3. **Listen again to part of the conversation. Then answer the question.**

   Why does the janitor say this to the student?
   - (A) He thinks she is so funny.
   - (B) He agrees with her.
   - (C) He becomes angry because she is so disrespectful.
   - (D) He falls in love with her.

4. **Listen again to part of the conversation. Then answer the question.**

   What does the student mean when she says this?
   - (A) She is going to complain to the administration.
   - (B) She is going to give him some extra money.
   - (C) She is going to forget about the problem.
   - (D) She feels bad for being so rude.

5. **What will the janitor probably do after the conversation?**
   - (A) He will probably go to sleep.
   - (B) He will order some parts.
   - (C) He will probably complain about Rachel.
   - (D) He will probably not do anything.

Listen to part of a lecture in an art class. 3-29

Art

1. **What is this lecture mainly about?**
   - (A) Cubist and Surrealist painters
   - (B) Realist and Impressionistic painters
   - (C) Realist and Cubist painters
   - (D) Impressionistic and Surrealist painters

2. **What prevailing European style of painting did Carvaggio go against?**
   - (A) Impressionism
   - (B) Realism
   - (C) Cubism
   - (D) Mannerism

3. **What kind of painter was Edgar Degas?**
   - (A) He was a realist and an impressionist.
   - (B) He was a realist.
   - (C) He was an impressionist.
   - (D) He was an abstract painter.

4. **Which three realist painters are mentioned? Click on 3 answers.**
   - (A) Carvaggio
   - (B) Degas
   - (C) Seurat
   - (D) Rembrandt

5. **Listen again to part of the lecture. Then answer the question.**

   What does the professor seem to feel when she says this?
   - (A) She feels angry at the students.
   - (B) She feels hungry for lunch.
   - (C) She feels deep admiration for Seurat's painting.
   - (D) She feels ambivalent toward Seurat's painting.

6. **What does the professor's tone imply about Seurat's painting?**
   - (A) It is not so good.
   - (B) It is good, but not the best.
   - (C) It is the worst painting ever.
   - (D) It is an absolute masterpiece of impressionism.

Vocabulary Review

A Listen and choose the correct word that matches each definition. 3-30

1.	(A) notably	(B) notable	(C) note	(D) notation
2.	(A) autocracy	(B) audio	(C) autocratic	(D) automobile
3.	(A) sanctify	(B) sanctuary	(C) sanctimonious	(D) sanction
4.	(A) hinge	(B) hinged	(C) unhinge	(D) hind
5.	(A) citation	(B) recite	(C) situation	(D) cite
6.	(A) problem	(B) probable	(C) probably	(D) probe
7.	(A) rivets	(B) river	(C) riveted	(D) riveter
8.	(A) campaigner	(B) campaign	(C) Champagne	(D) camper
9.	(A) stupid	(B) sustainable	(C) stain	(D) sustain
10.	(A) supplement	(B) super	(C) supple	(D) sump
11.	(A) deputy	(B) departure	(C) demand	(D) default
12.	(A) donation	(B) allowance	(C) budget	(D) endowment
13.	(A) appendix	(B) appendage	(C) addendum	(D) appendectomy
14.	(A) overambitious	(B) overflow	(C) overall	(D) overage
15.	(A) scorn	(B) scold	(C) scoff	(D) spurn

B Complete the sentences by filling in the blanks with the expressions in the box.

bring out the best	between the lines	a little behind
pain in the neck	vast inner spaces	preferential treatment

1. Yeah, it's a real _____.
2. This can _____ in highly creative individuals.
3. They mastered the technique of building _____.
4. I'm afraid we can't give _____.
5. I need the extra space to write my comments _____.
6. I'm _____ on my interview project.

PART 3 Connecting Information

Connecting Information questions test your ability to integrate information from different parts of the listening passage to make inferences, to draw conclusions, to form generalizations, and to make predictions. To choose the right answer, these question types require you to make connections between or among pieces of information in the text and to identify the relationships among the ideas and details.

- **Unit 6 Understanding Organization**
  Biology / Psychology / Education / Astrology
- **Unit 7 Connecting Content**
  Anthropology / Biology / Literature / Archeology
- **Unit 8 Making Inferences**
  Physiology / Linguistics / Ecology / Chemistry

Unit 6

Understanding Organization

Unit 6

Understanding Organization

Overview

■ Introduction

Organization questions require you to identify the overall organization of the listening passage or the relationship between different portions of the listening passage. In the organization question, you are also asked to recognize the role of specific information such as topic changes, exemplifying, digressing, and inducing introductory and concluding remarks. This is to see whether you know how the specific part of the sentence is related to the whole content. This question type is usually shown in the lecture rather than the conversation and sometimes requires you to choose more than one answer.

■ Question Types

1. How does the professor organize the information about X that he presents to the class?
2. How is the discussion organized?
3. In what order does the speaker describe the topic?
4. Why does the professor discuss X?
5. Why does the professor mention X?
6. Why does the professor talk about X?

■ Useful Tips

- Typical types of organizations include the following patterns:
  - giving examples
  - contrasting
  - comparing
  - classifying/categorizing
  - describing causes and effects
  - explaining in chronological order
- Listen carefully for the transitions that indicate the sequence.
- Focus on the relationship between the contents led by the transitional words.

Sample iBT Question

How does the professor organize the information about the greenhouse effect that she presents to the class?

(A) chronologically
(B) from most important to least important
(C) in comparison to global warming
(D) from general to specific

Script

Many people may not realize it, but the greenhouse effect and global warming are totally different things. The greenhouse effect is something that happens with all celestial bodies – planets, moons, and such – that have an atmosphere. Anyway, back to the greenhouse effect. The greenhouse effect is a process that happens when the sun's heat enters the Earth's atmosphere. The sun's rays warm the earth, and the atmosphere keeps the heat in, just like a greenhouse. It's a very natural thing, and in most cases, the planet system knows how to balance itself out. Anyway, like I said, it's a pretty natural process. Now all this gets messed up when humans, um, add stuff to the Earth's atmosphere. That's when global warming, which is not a natural process, happens. See what happens is that people create, um, things that create extra heat. For example, cars. We drive cars all the time. So we drive our cars, and our cars burn gas, and this exhaust is pretty hot. And the atmosphere keeps this heat around the planet. Plus, all of our machinery and our factories and stuff, they all produce heat. So all this stuff creates what scientists are calling global warming. The Earth's surface and atmosphere just keep getting hotter.

Correct Answer The correct answer to the above question is (C). The teacher explains the greenhouse effect by comparing it to global warming.

Basic Drill

A Listen to part of a conversation, and answer the question.

1. **Why does the professor mention majors in criminology and forensic science?** 3-32

   (A) Because he wants Mary to major in them
   (B) Because he thinks they are bad subjects
   (C) Because they are two majors that go well together
   (D) Because he thinks society needs more forensic detectives

   Listen again, and circle the words or phrases you hear.

fine art	compliment each other	doubled over	declaration
declaring	sculpted	social science	artistically finite
double major	compliments for everyone	sculpture	scientific society

2. **What should the student do the next time he needs a book for his report?** 3-33

   (A) He should buy it.
   (B) He should borrow it from a friend.
   (C) He should reserve it.
   (D) He should use a different book.

   Listen again, and circle the words or phrases you hear.

carded results	due in two days	wandering	water fountain
copied reservations	wondering	clerk	two weeks of duty
reservation card	waterfall	reserved a copy	cluck

3. **Why does the worker mention the bulletin board at the Student Job Center?** 3-34

   (A) Because he's trying to get rid of the student
   (B) Because he doesn't want to work with this student
   (C) Because he's trying to help this student
   (D) Because he really wants this student to become a cashier

   Listen again, and circle the words or phrases you hear.

position is filled	I don't blame you	my cup of tea
do you have a tale	I want a cup of tea	he was looking around
might be hiring	keep looking around	what does that entail
I blame you	what position is it	we're not hiring

B Listen to part of a lecture, and answer the question.

1. **How does the professor organize the information about comets that she presents to the class?** 3-35

   Ⓐ chronologically
   Ⓑ from simple to complex
   Ⓒ from complex to simple
   Ⓓ as random, general information

   Listen again, and circle the words or phrases you hear.

solar system	troposphere	heavily affected
Heaven's gate	constantly changing	solar power
atmosphere	horribly afflicted	heavenly body
changeable constant	throwing up	thrown out

2. **How is the discussion organized?** 3-36

   Ⓐ from humorous to informative
   Ⓑ generally
   Ⓒ not seriously
   Ⓓ as a scientific hypothesis

   Listen again, and circle the words or phrases you hear.

externally	eternally	nutrient molecules	semantic relation
primary decomposers	erotic	used extensively	neutral molecule
eukaryotic	primitive composer	extra usé	symbiotic relationships

3. **Why does the professor mention encoding, storage, and recall?** 3-37

   Ⓐ Because they are his favorite aspects of memory
   Ⓑ To explain the three main stages in the retrieval of memory
   Ⓒ Because they are interesting
   Ⓓ Because the cognitive neuroscience of psychology is important

   Listen again, and circle the words or phrases you hear.

traditional studies	cogent psychoanalyst	marriage between	marinated beef
listen carefully	loosen carelessly	trade students	realm of philosophy
regional philosopher	cognitive psychology	recent decades	recently decadent

Practice with Conversations

A Listen to part of a conversation, and answer the questions. (3-38)

Student → wants to change class schedule to play in hockey recreational league
(3 changes)
1. change Intro to Modern Literature class to night class
2. join Tuesday morning calculus class
3. drop Chemistry 101

Registrar's assistant → counsels student
(3 reasons not to change schedule)
1. Intro to Modern Literature night class is full
2. (1) _____
3. (2) _____

Student decides not to play in hockey recreational league

- **recreational (a)** for fun; not serious or professional
- **shift (v)** to change in any manner
- **calculus (n)** a particular method of calculation or reasoning
- **rearrange (v)** to change the order of something

1. **Why does the student mention the recreational hockey league?**
   - (A) Because he really wants to play sports
   - (B) Because he hates studying
   - (C) Because he hates calculus
   - (D) Because he's explaining why he wants to change his schedule

2. **Which class is all full?**
   - (A) the Tuesday morning calculus class
   - (B) the recreational hockey league
   - (C) the Introduction to Modern Literature night class
   - (D) Chemistry 101

3. **Listen again, and fill in the blanks.**

M: Hi, who should I talk to about _____ for this semester?

W: You can talk to me about it. I'm the registrar's assistant.

M: All right, great. You're just the person I need to talk to. Okay, so, I want to _____ _____. So I'm going to have to shift my calculus class to Tuesday mornings, my Intro to Modern Literature course to the night class, and maybe drop Chemistry 101.

W: Hmm, that _____ a lot of rearranging. Are you sure you want to do that just to join the hockey league?

M: Oh, totally, for sure. Hockey versus Chemistry 101...Which one would you choose?

W: Do you want to graduate with a useful degree in four years?

M: Yeah, but that's not for years. I need to _____ this winter. That seems more important right now.

W: Okay, I'm looking at your schedule here, and I'm _____. First of all, the night class for Intro to Modern Literature is all full. There's no way you can get in there.

M: Oh, that stinks.

W: Well, that's just too bad. Secondly, you can transfer to the Tuesday morning calculus. But I have to warn you, it's an accelerated class. That means that they move through the book a lot faster than the low level class _____. Are you prepared _____ the increased course speed? Is calculus one of your strong suits?

M: Well no, but maybe I could...

W: Finally, about dropping Chemistry 101. Your major is Microbiology. You have to have Chemistry 101 _____ to take most of the other classes in your major. If you drop it this semester, it'll hold you up _____ in your major next semester. You could set _____ _____ just to play recreational hockey. Do you really want to do that?

M: Hmm, I guess I'd better not. Thanks anyway.

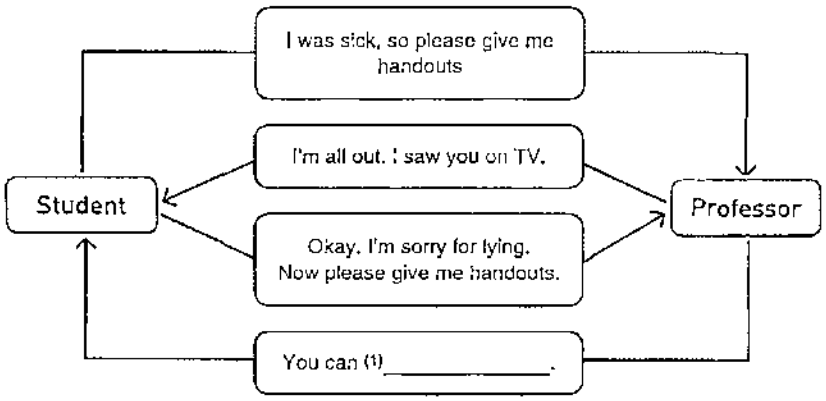
W: No problem. Have a nice day!

4. **Complete the following summary.**

A student wants to change his schedule so he can join a _____ . He wants to ___ his classes to different times. He also wants to ___ his Chemistry 101 class. The assistant tells him that the classes he wants to change into are either full or _____ for him. She also tells him that he _____ to graduate in four years if he drops Chemistry 101. The student _____ and decides not to play hockey.

shift	changes his mind	too advanced
recreational hockey league	might not be able	drop

B Listen to part of a conversation, and answer the questions. 3-39



- **absent** [a] not present
- **curve** [n] a grading system in which the number of each grade is predetermined before testing takes place
- **loan** [v] to give temporarily
- **bust** [v] to discover the truth or reality of something concealed

1. **How is the discussion organized?**
   - (A) chronologically
   - (B) in the form of a casual conversation
   - (C) as a list
   - (D) from the simple to the complex

2. **How is the class graded?**
   - (A) on a curve
   - (B) by student professors
   - (C) without letter grades
   - (D) pass or fail

3. **Listen again, and fill in the blanks.**

W1: Good morning, Mrs. Lassiter.

W2: Hi, Sally. You were absent yesterday. I hope you're feeling okay.

W1: Oh, uh, yeah, I'm _____ now. I was uh, oh, at home, sick in bed all weekend. Actually, that's why I was _____.

W2: Sick in bed? Oh, that's terrible. I was worried your absence _____ the big football game on Sunday and all the partying that _____ Sunday evening.

W1: Oh, Mrs. Lassiter, no way, not me. I'm not _____, football or partying.

W2: Hmm, okay. So how can I help you today?

W1: Well, I know you handed out the review sheets for the final exam yesterday, and I was hoping to get them.

W2: Oh yeah, those review sheets. You know, I hate to tell you this, but I'm all out. I ended up giving away my master copies by accident. You'll have _____ one of your classmates.

W1: Oh, Mrs. Lassiter, I'm begging you. The class is graded on a curve. None of my classmates want to help me. I might get _____. No one will loan me the sheets!

W2: My, you do seem to be in a predicament. Sally, I have to confess something. I was watching the game on television on Sunday, and I saw you in the crowd. You were on campus television! You didn't look very sick to me.

W1: Okay, you busted me. I was at the game. I missed class _____. You caught me in a lie. But now will you help me?

W2: I'll tell you again what I told you _____. You can access any of the handout sheets for this class from my website under the link that says "handouts". What do you think about that?

W1: Oh yeah. Now I remember. Okay, thanks.

4. **Complete the following summary.**

Sally was _____. She tells the professor she was sick all weekend. She asks for some important _____ for an _____. The professor tells her she's ____. She recommends Sally ask her classmates. Sally is upset because her classmates won't help her. The professor tells Sally that she saw her on television at the football game. Sally _____ she wasn't really sick. The professor tells her that she can get the ____ from her website online.

confesses	review sheets	absent from class
handouts	all out	upcoming exam

C Listen to part of a conversation, and answer the questions. 3-40

Doug	Benny
wants to go to recreation room	the recreation room has been gutted
dislikes the Student Employment Center	knows about the change to Student Employment Center
is unhappy the recreation room has been gutted – wants to protest	thinks the protest would not be effective
doesn't think the president of the university would read the letters	suggests (1)_____
is cynical about students who protested	talks about students who (2)_____

gutted (a)
torn apart; emptied; destroyed

recruiters (n)
people who search for and actively acquire members for an organization

yuck (int)
an interjection of disgust or dislike

1. **Why does the student mention the new Student Employment Center?**
   (A) Because he likes it
   (B) Because he wants to go there
   (C) Because it will replace the recreation room that his friend likes
   (D) Because he wants to play pool

2. **Who will set up booths at the Student Employment Center?**
   (A) the two friends
   (B) students who want jobs
   (C) company recruiters
   (D) the president of the university

3. **Listen again, and fill in the blanks.**

M1: Hey, Benny. Let's go over to the recreation room and _____ or play some video games.

M2: Oh, Doug, haven't you heard? The recreation room is closed.

M1: No way! Why? I love that place! I usually go there every day!

M2: Well, you won't be going there anymore. It's been _____. They're turning it into a Student Employment Center. It's going to be a place for company recruiters _____ and for career counselors to hold resume building sessions.

M1: Yuck, career counseling, company recruiters. That sounds like no fun! This is a total outrage. I'm going to do something about it. Do you want to help me?

M2: What are you going to do about it? They've already closed the place. It's too late!

M1: It's never too late. We can chain ourselves _____ so the construction workers can't go inside and tear it apart. We'll stage a protest and _____.

M2: I don't think any of my friends would come. They're all interested in going to the career center _____ after they graduate. Maybe we should write the president of the university some angry letters.

M1: I like that idea, but I don't think it would get anywhere. People write him angry letters all the time, and I don't think he even reads them. He has employees _____ _____ the angry letters.

M2: I'm not so sure about that. Last year, the school administration tried _____ the benches and ash trays in Langley Park. You know, the place where everybody likes to gather and talk.

M1: Yeah, I know about it, but I've never been there.

M2: Yeah, well, they tried _____. All of the students who went there regularly were so upset. They held a protest. In the end, the administration didn't _____.

M1: Sure, but I'll bet one of the protester's fathers works at the school.

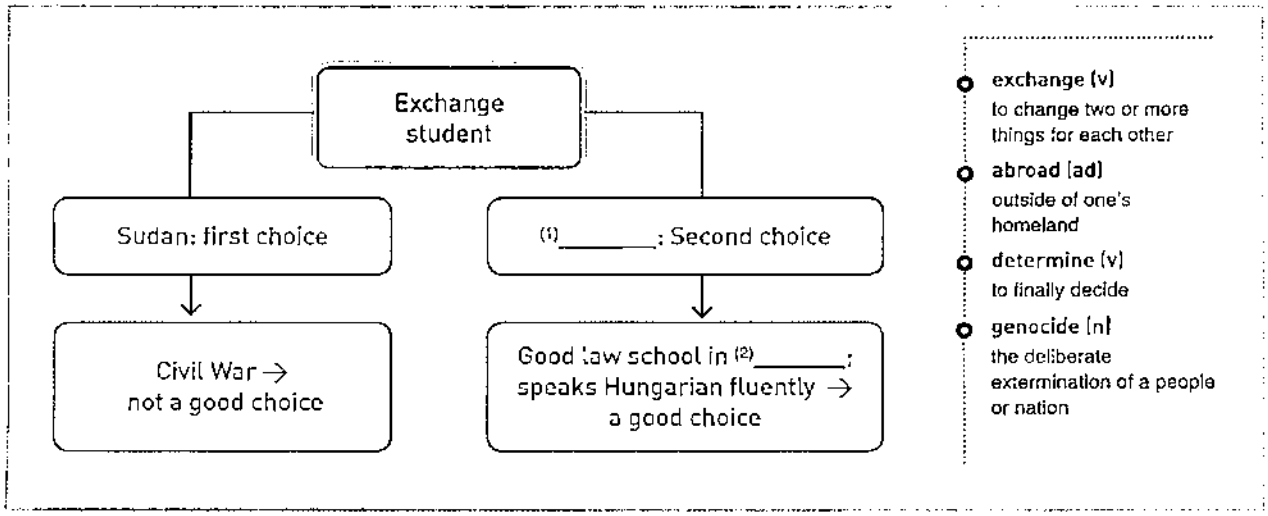
M2: Hey, don't be so cynical.

4. **Complete the following summary.**

Two friends meet and chat. Doug wants to go to the _____ on campus to play some games. Benny tells Doug that the recreation room has been closed. It is being changed into a _____. Doug is upset. He wants to _____. Benny doesn't think the protest _____. He wants to write angry letters to the president of the university. Doug likes the idea, but doesn't think _____. Benny tells Doug about a time when a student protest stopped the _____ from removing some benches that students liked.

administration	Student Employment Center	recreation room
would be effective	it would work	stage a protest

D Listen to part of a conversation, and answer the questions. 4-01



1. **Why does the professor mention Hungarian exchange students studying at their school?**
   - (A) Because he doesn't want Mark to go to the Sudan
   - (B) Because he thinks Mark should meet them to make connections
   - (C) Because he is just trying to do his job
   - (D) Because Mark is not fulfilling the requirements for his major

2. **What does the professor say the student can't stop single-handedly?**
   - (A) civil war
   - (B) Hungarian exchange students
   - (C) the school's department
   - (D) genocide

3. **Listen again, and fill in the blanks.**

M1: Hi, Mr. Jones. May I speak with you for a few moments?

M2: Okay, Mark, how can I be of service to you today?

M1: I heard you were _____ the student exchange program for the international studies department.

M2: That's right, Mark. I am. Are you _____ studying abroad?

M1: Well, I'd never thought about it before. But I've been reading my course book and they recommend spending a semester abroad _____ majoring in international law, like me.

M2: That's absolutely correct. For students in your major, it's recommended that you spend six months to a year abroad. It prepares you _____ you'll be doing, and it helps you determine your country or region of focus. So where do you think you'd like to study?

M1: Well, I've been thinking about a few places. I've always wanted to go to the Sudan.

M2: The Sudan! Aren't they _____ a civil war? Do you really want to go there?

M1: Well, I've been reading about it, and I think I could help save some lives or something.

M2: Hmm, do you really think you can stop genocide single-handedly? I don't think that's a very realistic place for you _____. Do you have a second or third choice?

M1: Yeah, you're probably right. My parents are Hungarian. So I speak Hungarian fluently. It would be easy for me to study in Budapest _____.

M2: Now that is a much more realistic idea, Mark. I actually know of a good law school located in Budapest. We have some of their students studying here now. Maybe I could introduce you to them, and you could _____.

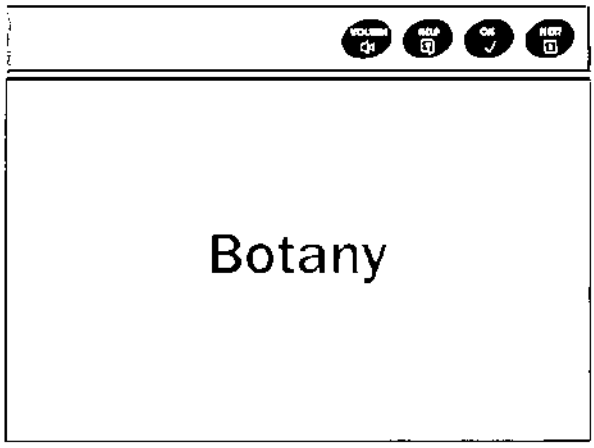
M1: That would be great. I'd love to make some friends that I could call if I went there. It would be nice to know some people right away.

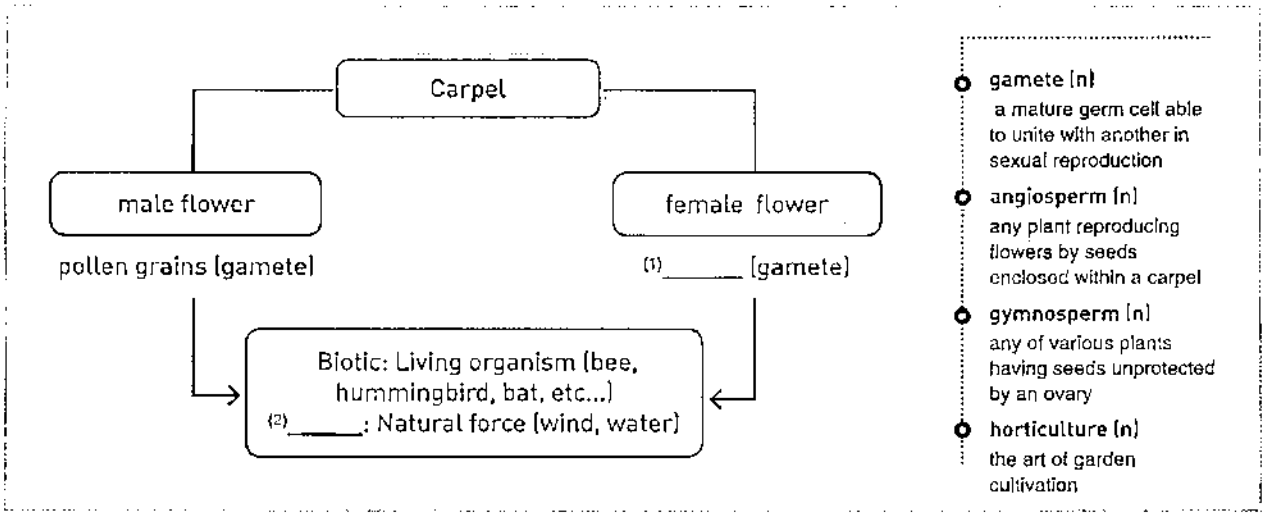
4. **Complete the following summary.**

Mark is interested in _____. He talks to Mr. Jones, who is in charge of the _____. Mr. Jones asks Mark where he would like to study. Mark says he would like to study in the Sudan. Mr. Jones says it is _____ because the country is in civil war. Mark says his _____ is Budapest because he _____. Mr. Jones thinks it's a good idea. He offers to introduce Mark to some Hungarian _____ at the school.

an unrealistic idea	studying abroad	speaks Hungarian fluently
exchange students	second choice	student exchange program

A Listen to part of a lecture, and answer the questions. 4-02





1. How does the professor organize the information about the pollination process that she presents to the class?
   - (A) chronologically
   - (B) from most important to least important
   - (C) separated between biotic and abiotic
   - (D) in the form of a funny story

2. What is the female gamete?
   - (A) the anther
   - (B) the wind
   - (C) the ovule
   - (D) zoophily

3. **Listen again, and fill in the blanks.**

Okay, class, today I want to tell you about _____. Pollination is an important step _____ seed plants. This is the name for the transfer of pollen grains to the plant carpel. The carpel is the structure _____ the ovule. The pollen grains are the male gamete, and the ovule is the female gamete. The receptive part of the carpel is called a stigma in the flowers of angiosperms and a micropyle in gymnosperms.

The study of pollination _____ many disciplines, such as botany, horticulture, entomology, and ecology. Pollination is important in horticulture because most plant fruits will not develop if the ovules are not fertilized. The pollination process as interaction between flower and vector _____ in the 18th century by Christian Konrad Sprengel.

The process of pollination requires pollinators as agents that carry or move the pollen grains _____. The various flower traits that attract different pollinators are known as pollinator syndromes.

One method of pollination common with plants is entomophily, which is pollination by insects. Bees, wasps, butterflies, and flies are just a few of the insects that usually _____ this process. Another method is called zoophily. This denotes pollination by vertebrates, such as birds or bats. The hummingbird and the honeyeater _____ this process.

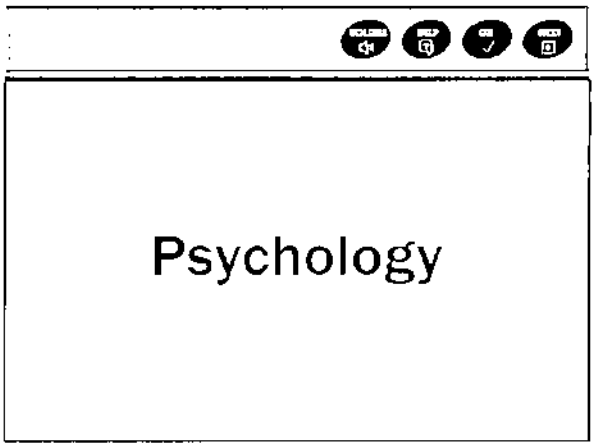
Yet another method of pollination is anemophily, which is by the wind. This is common with many types of grasses and deciduous trees. In the case of aquatic plants, pollination by water is called hydrophily. All of these pollination processes _____ two categories, biotic and abiotic pollination. Biotic covers pollination by organisms, including entomophily and zoophily. This includes 80% of all pollination. Abiotic pollination covers all types _____, including anemophily and hydrophily. Of the 20% this covers, 98% is by wind and just 2% by water.

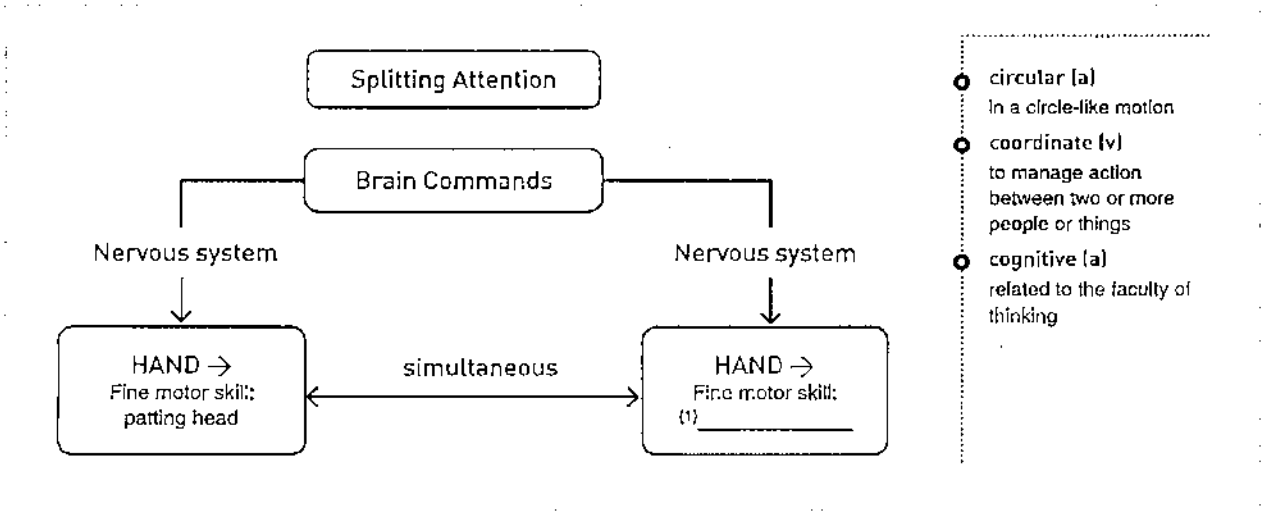
4. **Complete the following summary.**

Pollination is important for the _____ of seed plants. Many plants will not develop if their ovules are not fertilized. The _____ requires pollinators to _____and carry pollen grains from the anther to the carpel. Pollination can either be _____ by biotic or abiotic means. Biotic refers to pollination by other _____. This often includes hummingbirds, bees, and bats. Abiotic _____ pollination by natural means, such as wind or water. Most pollination is biotic.

refers to	process of pollination	act as agents
carried out	living organisms	reproduction

B Listen to part of a lecture, and answer the questions. 4-03





1. Why does the professor mention patting the head and rubbing the belly at the same time?
   - (A) Because it's a cute activity
   - (B) Because he wants to laugh at his students
   - (C) Because this is an important ability to learn
   - (D) Because it is an example of splitting attention

2. Who was one of the first major psychologists?
   - (A) William James
   - (B) Etta James
   - (C) Henry James
   - (D) James Joyce

3. **Listen again, and fill in the blanks.**

M1: All right class, let's get started. I'd like to begin today's class _____. With your left hand I want you to pat yourself on the head. With your right hand I want you to rub your belly with a circular motion. Can you do it?

M2: Hey, this is really difficult! I can't do it!

W: I've got it! It just takes a lot of attention. Check this out!

M1: Okay, everyone can stop now. I asked you to do this because I wanted you to notice _____ for your brain and nervous system to coordinate two different actions _____. This is called splitting your attention. Attention is the cognitive process of selectively concentrating on one thing _____. One example is listening carefully to what someone is saying _____ other conversations in the room. This is called the cocktail party effect. Attention can also be split, such as when a person drives a car and talks on a cell phone. Sometimes our attention shifts to matters _____ the external environment. This is referred to as mind wandering or "spontaneous thought."

W: But I was able to pat my head and _____ at the same time. What does that mean about me?

M1: Well, that means that you _____ splitting your attention. That reminds me of the most famous definition of attention _____, William James. He said, "Everyone knows what attention is. It is the taking possession by the mind in clear and vivid form, of one out of what seem to be several simultaneously possible objects or trains of thought. It implies _____ in order to deal effectively with others."

W: Hmm, that sounds interesting. But how is the action of rubbing my belly and patting my head _____ focusing my mind?

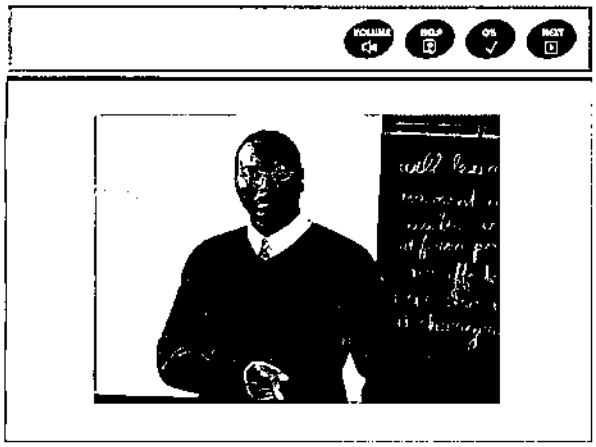
M1: Good question. It is linked because your cerebral cortex controls your fine motor skills, which is what those motions require.

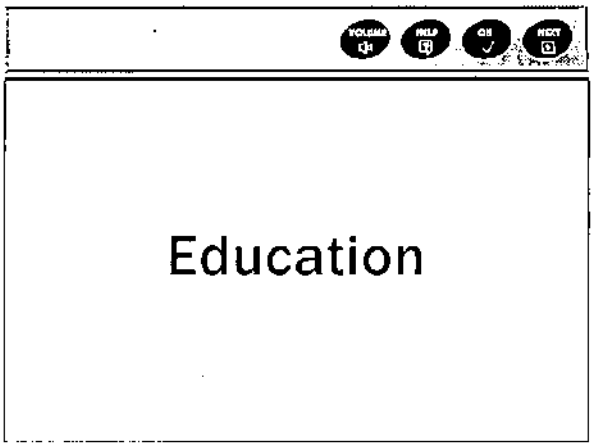
4. **Complete the following summary.**

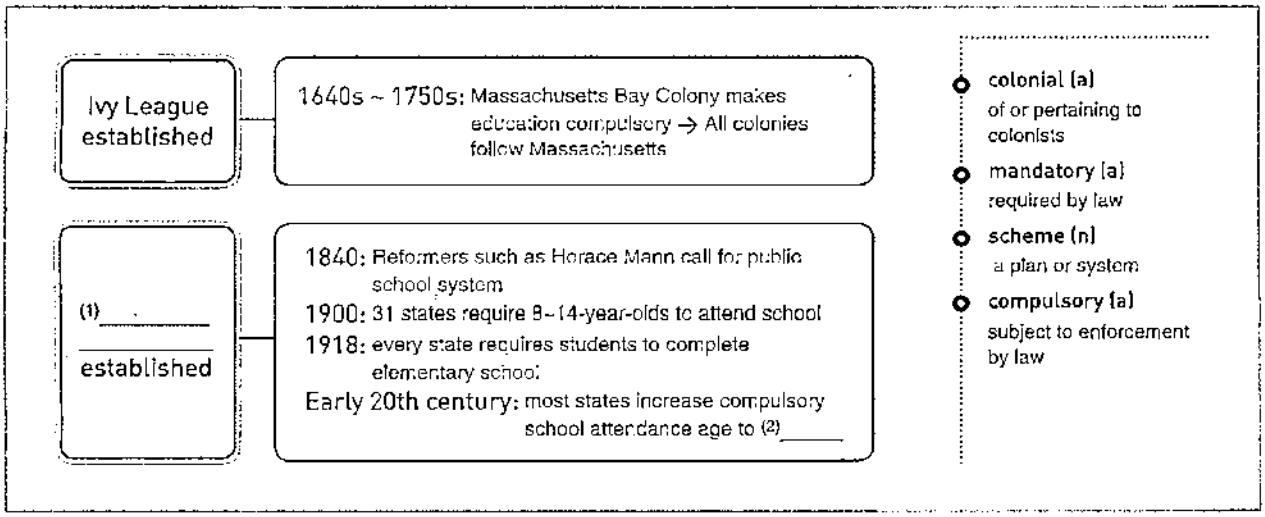
Coordinating the brain and nervous system to do two different actions _____ is called splitting attention. Attention is the _____ of selectively concentrating on one thing while ignoring other things. William James was one of the first _____. He defined attention as "the taking possession by the mind, in clear and vivid form, of one out of what seem to be several _____ possible objects or _____." The attention of one's mind is linked to the cerebral cortex, which controls _____.

cognitive process	simultaneous	trains of thought
at the same time	fine motor skills	major psychologists

C Listen to part of a lecture, and answer the questions. 4-06







1. **How is the discussion organized?**
   - (A) in a list
   - (B) chronologically
   - (C) from general to specific
   - (D) from complex to simple

2. **What was the first colony to establish compulsory education?**
   - (A) the West Virginia Colony
   - (B) the Georgia Coastal Colony
   - (C) the Massachusetts Bay Colony
   - (D) the New York River Colony

3. **Listen again, and fill in the blanks.**

Okay, everyone, today I'm going to tell you about the development of the American educational system. The first American schools opened _____. As the colonies began to develop, many began to institute mandatory education schemes. In 1642, the Massachusetts Bay Colony made "proper" education compulsory. _____ in other colonies in the 1640s and 1650s. Virtually all of the schools that opened as a result of this were private. Most of the universities which appeared between 1640 and 1750 form the contemporary Ivy League, including Harvard, Yale, Columbia, Brown, the University of Pennsylvania, and several others. After the revolution, _____ education. This made the United States have one of the highest literacy rates of the time. The school systems remained largely _____ until the 1840s. Education reformers such as Horace Mann of Massachusetts began calling for public education systems for all. He helped to create a statewide system of "common schools," _____ that everyone was entitled to the same content in education. These early efforts focused primarily on elementary education.

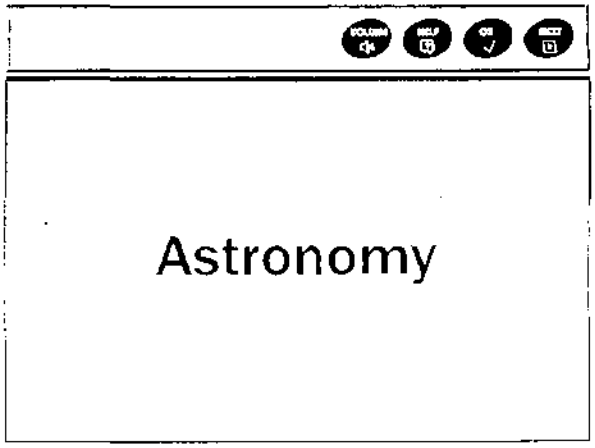
The common-school movement began to catch on. By 1900, 31 states required 8-to-14-year-olds to attend school. In 1918, every state required students to complete elementary school. Lessons _____ reading aloud from their texts, such as the *McGuffey Readers*, and emphasis was placed on rote memorization. Teachers often used physical punishments, such as hitting students on the knuckles _____ for incorrect answers. Secondary education progressed much more slowly, remaining the province _____ and domain of private tutors. In 1870, only 2% of 14-to-17-year-olds graduated from high school. The introduction of strict child labor laws and growing acceptance of higher education in general in the early 20th century _____ to skyrocket. Most states passed laws which increased the age for compulsory school attendance to 16.

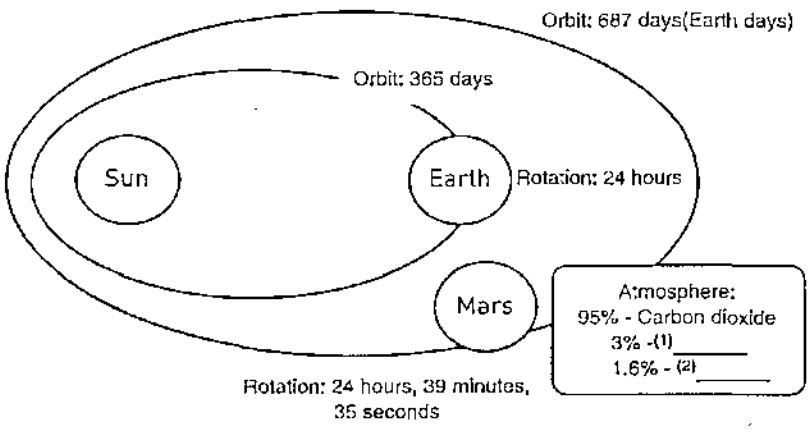
4. **Complete the following summary.**

The first American schools opened during the Colonial Era. After the Revolution, a _____ was placed on education. _____ remained private until the 1840s. Then _____ began calling for public education systems. They believed everyone was _____ to the same content in education. By 1900, 31 states required 8-to 14-year olds to attend school. _____ progressed more slowly. In the early 20th century, strict child labor laws and growing acceptance of higher education caused the number of high school graduates to _____.

school systems	skyrocket	educational reformers
heavier emphasis	secondary education	entitled

D Listen to part of a lecture, and answer the questions. 4-05





- **flyby (n)**
  the motion past a place or object made by an airborne vehicle that does not land
- **canals (n)**
  large channels made to control the flow of water
- **axial (a)**
  forming or belonging to an axis

1. **How does the professor discuss Mars?**
   - (A) as a list of statistics
   - (B) in an open question/answer format
   - (C) as an example of a hot planet
   - (D) in a series of anecdotes

2. **How long (in Earth days) is the Martian year?**
   - (A) 687 days
   - (B) 12 days
   - (C) 4,357 days
   - (D) 365 days

3. **Listen again, and fill in the blanks.**

W1: Okay everyone, today we are going to talk about _____ from the sun. It's named after Mars, the Roman god of war. Until the first flyby of Mars by Mariner 4 in 1965, it was thought that there were channels _____ on the planet's surface. People called these the Martian canals. Observations later showed that these channels do not exist. Still, of all the planets in our solar system after Earth, Mars is the most likely _____ and possibly life.

M: What about time on Mars? I heard it takes longer _____ than the Earth.

W1: Very good. That's right. Mars has a similar axial tilt to Earth, so it has similar seasonal periods. But it's further _____ and takes longer to orbit. So a Martian year is 687 Earth days long. Interestingly enough, the solar day on Mars is almost the same as Earth, being approximately 24 hours, 39 minutes, and 35 seconds.

W2: What about its atmosphere? Is it possible for humans _____ on Mars?

W1: Well, Mars has an atmosphere. But since it contains only traces of oxygen, you wouldn't want to breathe it. The Martian atmosphere is 95% carbon dioxide, 3% nitrogen and 1.6% argon. During the winter months, the atmosphere gets _____ _____ into thick slabs of dry ice.

M: But earlier, you said that it's possible for life to exist there. What kind of life could live in that kind of atmosphere?

W1: That's an interesting question. Some evidence suggests that the planet was _____ today. But whether living organisms ever existed there is still an open question. The Viking probe of the mid-1970s carried experiments designed _____ in Martian soil and had some positive results. But these were later disputed by many scientists.

4. **Complete the following summary.**

Mars is the 4th planet from the sun. Canals on the planet's surface that were _____ to exist do not. But Mars is still the _____ place in the solar system, besides Earth, to harbor liquid water and possibly life. Mars has _____ similar to Earth's. But its year is almost twice as long. The Martian atmosphere contains only ___ of oxygen. During the winter months, the atmosphere gets so cold that it _____ into dry ice. Whether living organisms exist on Mars is still an _____.

traces	most likely	open question
seasonal periods	once believed	condenses

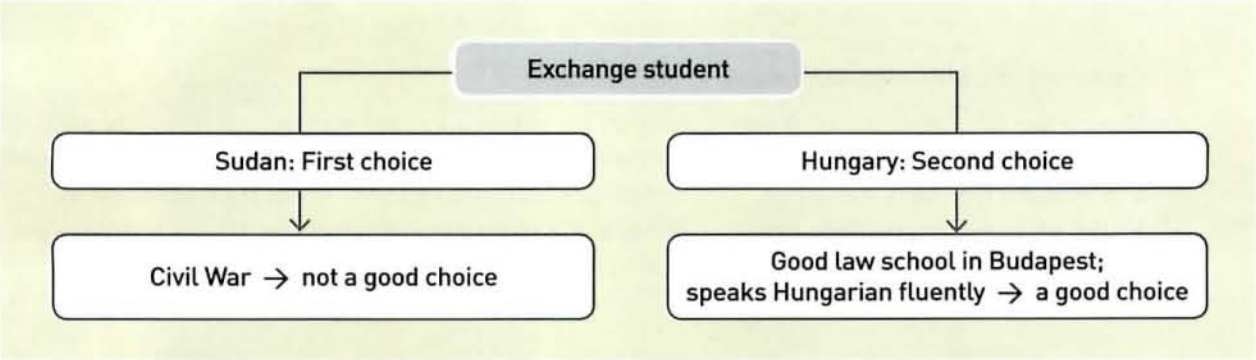
Integrated Listening & Speaking

A Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 4-06

Doug	Benny
wants to go to the recreation room	the recreation room has been gutted
dislikes the Student Employment Center	knows about the change to the Student Employment Center
is unhappy the recreation room has been gutted – wants to protest	thinks the protest would not be effective
doesn't think the president of the university would read the letters	suggests they write angry letters
is cynical about students who protested	talks about students who protested successfully last year

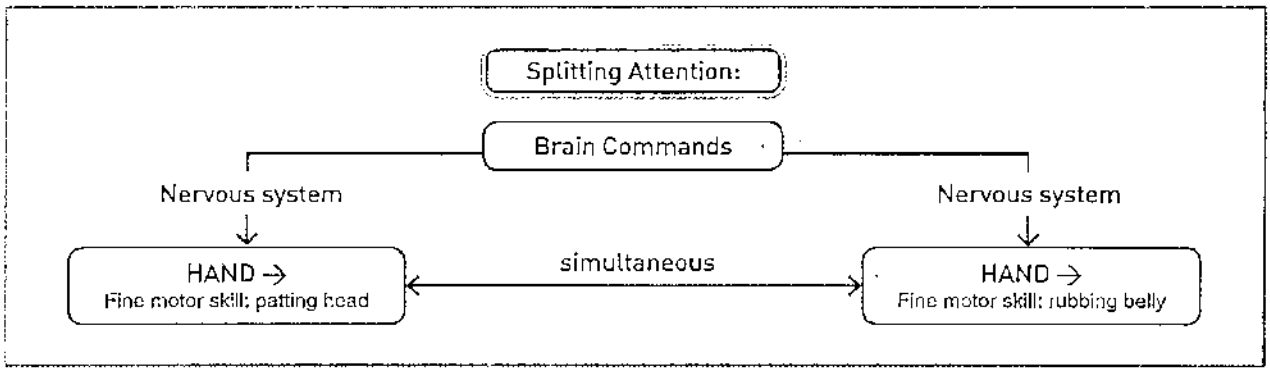
1. **What does Doug suggest to Benny?**
   (1) Doug suggests _____. (2) Doug makes the suggestion _____.
2. **What does Benny tell Doug?**
   (1) Benny tells Doug some bad news about _____. (2) Benny tells Doug some bad news that _____.
3. **What does Benny suggest they do?**
   (1) Benny makes the suggestion that _____. (2) Benny suggests that _____.

B Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 4-07



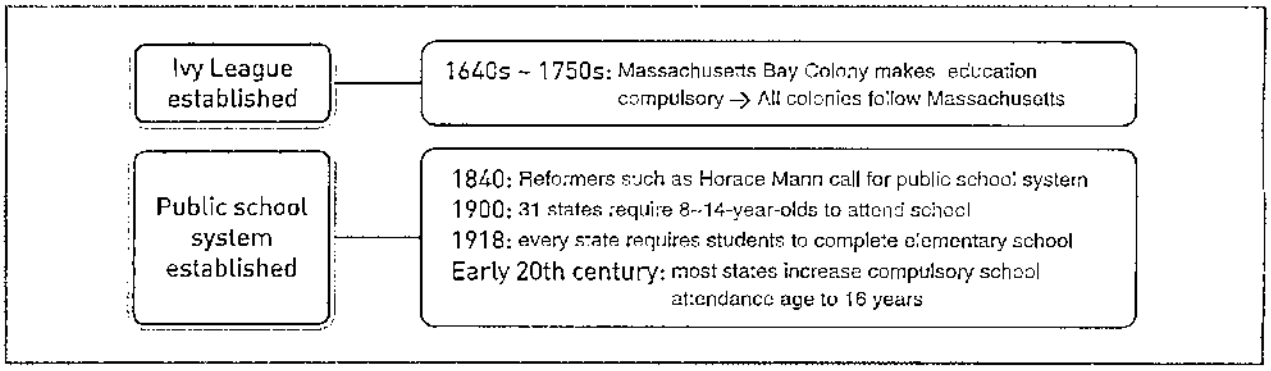
1. **Why is Mark interested in studying abroad?**
   (1) His major requires _____. (2) It is required _____.
2. **What is Mr. Jones' job?**
   (1) Mr. Jones is in charge of _____. (2) Mr. Jones runs _____.
3. **Why does Mark want to study in Budapest?**
   (1) His parents taught _____. (2) He was taught _____.

C Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 4-08



1. **How does the professor ask his students to split their attention?**
   (1) He asks them to _____. (2) He tells them about _____.
2. **How does the professor explain attention?**
   (1) He says it's a _____. (2) He explains that it is the _____.
3. **How is attention linked to physical actions?**
   (1) It's linked by the _____. (2) It's linked to the _____.

D Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 4-09



1. **How does the professor begin the lecture?**
   (1) He begins by _____. (2) He begins with an _____.
2. **When did the U.S. put a heavier emphasis on education?**
   (1) A heavier emphasis was put _____. (2) The U.S. put a heavier emphasis _____.
3. **What were many of the teaching methods like?**
   (1) Many of the teaching methods were _____. (2) Many teaching methods were _____.

Listen to part of a conversation between a student and an assistant. 4-10

1. **Why does the student go to the computer lab?**
   - (A) He wants to play games.
   - (B) He wants to visit his friend who works there.
   - (C) He needs to check his email quickly.
   - (D) He doesn't want to go to class.

2. **According to the computer lab assistant, what is required for the student to use a computer?**
   - (A) He has to pay money.
   - (B) He has to promise not to play games.
   - (C) He must get permission from the university president.
   - (D) He needs to fill out a student usage form.

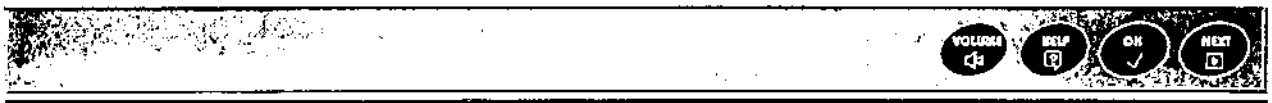
3. **What is the computer lab assistant busy doing when the student first approaches him?**
   - (A) He is helping someone else.
   - (B) He is playing a computer game.
   - (C) He is fixing a computer.
   - (D) He is talking on the telephone.

4. **What are three rules of this computer lab? Click on three choices.**
   - (A) students must fill out a usage card for them to keep on file.
   - (B) students must not play games.
   - (C) students can only use computers for 100 hours per month.
   - (D) students must show their student ID card.

5. **Why does the student become frustrated and give up?**
   - (A) Because he doesn't have his student ID card with him.
   - (B) Because the assistant is too busy playing games.
   - (C) Because there are too many rules to follow.
   - (D) Because he doesn't want to go to class.

Listen to part of a lecture in a mechanics class. 4-11

Mechanics



1. **How does the professor organize the information about bicycles that he presents to the class?**
   - (A) as a list of statistics
   - (B) from simple to complex information
   - (C) chronologically
   - (D) as a continuing story

2. **What are the two main points of the lecture?**
   - (A) Bicycles are fun to use.
   - (B) Bicycles are an important invention in human history.
   - (C) Bicycles have changed greatly since their invention.
   - (D) Bicycles aren't used much anymore.

3. **According to the lecture, what were the earliest versions of bicycles called?**
   - (A) millipedes
   - (B) velocipedes
   - (C) unicycles
   - (D) mountain bikes

4. **Listen again to part of the lecture. Then answer the question.**

   What does the student seem to mean when he says this?
   - (A) He seems to feel that bikes are strange.
   - (B) He seems to feel that bikes are important and influential.
   - (C) He seems to feel like studying bikes is a waste of time.
   - (D) He feels hungry and tired.

5. **What is this lecture mainly about?**
   - (A) the history of bicycles
   - (B) the history of vehicles with wheels
   - (C) the mechanics of bicycles
   - (D) the history of the human race

6. **Listen again to part of the lecture. Then answer the question.**

   What does the professor seem to imply about bicycles when he says this?
   - (A) This early form of bicycle was superior to bicycles of the current time.
   - (B) This early form of bicycle was less advanced than bicycles from the current time.
   - (C) This early form of bicycle would be fun to ride.
   - (D) He wants to buy this early form of bicycle.

Vocabulary Review

A Listen and choose the correct word that matches each definition. 4-12

1. (A) decimal (B) declare (C) declaim (D) dare
2. (A) dude (B) dud (C) duke (D) due
3. (A) misheard (B) misery (C) mistake (D) misspell
4. (A) obituary (B) object (C) orbit (D) omit
5. (A) symbiosis (B) symbol (C) symbolic (D) simple
6. (A) real (B) really (C) realty (D) realm
7. (A) disciples (B) disks (C) dislikes (D) disciplines
8. (A) ignoring (B) ignorant (C) ignominy (D) ingest
9. (A) privy (B) private (C) primate (D) pirate
10. (A) accept (B) accelerated (C) accented (D) accentuated
11. (A) shield (B) shift (C) shilling (D) shelter
12. (A) confess (B) concrete (C) contract (D) contraband
13. (A) generosity (B) genesis (C) genocide (D) genetics
14. (A) wondering (B) wasting (C) waning (D) wandering
15. (A) mangle (B) mandatory (C) manipulative (D) massively

B Complete the sentences by filling in the blanks with the expressions in the box.

an important step	checked out	new branch
spare a moment	I'll take	calling for

1. I'm so busy that I won't be able to _____ all day.
2. It's too bad that all of the copies of that new movie are _____.
3. _____ a cheeseburger, fries, a large coke, a salad, two cookies, a milkshake, three ice cream cones, and a cup of coffee.
4. Let's go to my bank's _____. It's not busy at lunchtime.
5. It was _____ in the development of medical science.
6. The parents are _____ the principal to be fired.

Unit 7

Connecting Content

Unit 7

Connecting Content

Overview

■ Introduction

Connecting content questions require you to identify the relationships among ideas in a lecture or conversation. These relationships may be explicitly stated, or you may have to infer them from the words you hear. For example, you may be asked to classify items in categories, identify a sequence of events or steps in a process, or specify relationships among ideas in a dimension different from the way it was presented in the listening passage. In other connecting content questions, you may be required to make inferences about things mentioned in the listening passage and predict an outcome, draw a logical conclusion, or extrapolate some additional information.

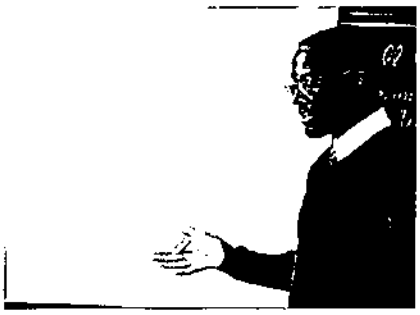
■ Question Types

1. What is the likely outcome of doing procedure X before procedure Y?
2. What can be inferred about X?
3. What does the professor imply about X?

■ Useful Tips

- Pay attention to the way you format your notes.
- Focus on the category words, their characteristics, and examples.

Sample iBT Question



Order the steps in the process of the creation of glaciers.

Step	Order
Snow thaws and refreezes.	
Pressure forms glaciers.	
Granules accumulate over many years.	
Snow turns into granules.	
Snowfall covers mountainous regions.	

Script

M1: So yesterday, we started talking about how geological formations take a long time to be created. One of these formations is called the glacier. Does anyone know what a glacier is?

W: It's a lot of ice!

M1: Well, kind of. It's certainly a lot of ice, but it's a little more than just that. A glacier is like a river of ice that moves slowly. The way a glacier moves depends on the slope of the land. A glacier will move with gravity. Ok, so we have to talk about how these glaciers are formed. See what happens is snowfall covers mountainous regions. And this snow never completely melts. But, it might thaw a little bit and then refreeze a little bit. So you have this thawing and refreezing which changes the snow to granules. Then over many years, more and more snow accumulates. Can anyone guess what happens to the snow that's at the bottom of this pile?

M2: Wouldn't it get really firm? From all the pressure?

M1: Exactly! So then, over thousands of years, from lots and lots of pressure, these huge sheets of slow-moving ice form. That's how a glacier is made. The cool thing about these glaciers is that they leave imprints in the ground, kind of like fossils. So we can tell what the world was like when it was covered by glaciers back during the Ice Age.

Correct Answer The right order to the steps in the process of the creation of glaciers is first, snowfall covers mountainous regions. Second, snow thaws and refreezes. Third, snow turns into granules. Fourth, granules accumulate over many years. Lastly, pressure forms glaciers.

Basic Drill

A Listen to part of a conversation, and answer the question.

1. **What can we infer about the student's essay?** 4-14

   Ⓐ The student's essay is in general terms.
   Ⓑ The student's essay is not very general.
   Ⓒ The student's essay supported the evidence well.
   Ⓓ The evidence didn't fit well in the student's essay.

   Listen again, and circle the words or phrases you hear.

describe	essay assignment	not explained	sort of
easy reassignment	can't explain	because of effects	introduction section
kind of	cause and effect	reintroduction	prescribe

2. **What is implied about the student's feelings in this conversation?** 4-15

   Ⓐ The student is hungry and wants to eat.
   Ⓑ The student is trying to make a new friend.
   Ⓒ The student is tired of using meal tickets every day.
   Ⓓ The student is angry the university is overcharging on meal plans.

   Listen again, and circle the words or phrases you hear.

misplaced	replaced	just a minute	back in cash
food voucher	back has rash	meal ticket	redundant number
just a second	student number	help you out	help them in

3. **What does the professor imply about overseas graduate programs?** 4-16

   Ⓐ Students can easily overcome culture shock.
   Ⓑ Students shouldn't consider wasting their money.
   Ⓒ Overseas graduate students work much harder in their studies.
   Ⓓ Overseas programs are no different than domestic programs.

   Listen again, and circle the words or phrases you hear.

congratulate	practice experiment	more choices	overseas
a word with you	graduate students	awarded you	practical experience
broaden	less chances	overland	broken

B Listen to part of a lecture, and answer the question.

1. What does the professor imply about radiocarbon dating? 4-17

(A) Radiocarbon dating is very accurate.
(B) Radiocarbon dating is not very accurate.
(C) Radiocarbon dating is a dirty job.
(D) Radiocarbon dating should be ignored as a hoax.

Listen again, and circle the words or phrases you hear.

only basic tools	carboniferous	contained samples	radiocarbon dating
by academics	rocky overhangs	more numerals	buy academics
increasing numbers	paper hangings	contaminated samples	some fools

2. What can be inferred about the relationship between apes and humans? 4-18

(A) Humans and apes are exactly the same.
(B) Humans and apes should be put in separate categories.
(C) The term "apes" should be changed in the dictionary.
(D) Humans and apes are closely related.

Listen again, and circle the words or phrases you hear.

still don't think	no other grapes	the other apes	not considerate
to be included	more times	still can't drink	quite apparent
quite different	not considered	increasing frequency	to be excluded

3. What is a possible outcome of the dolphin's ability of using echolocation? 4-19

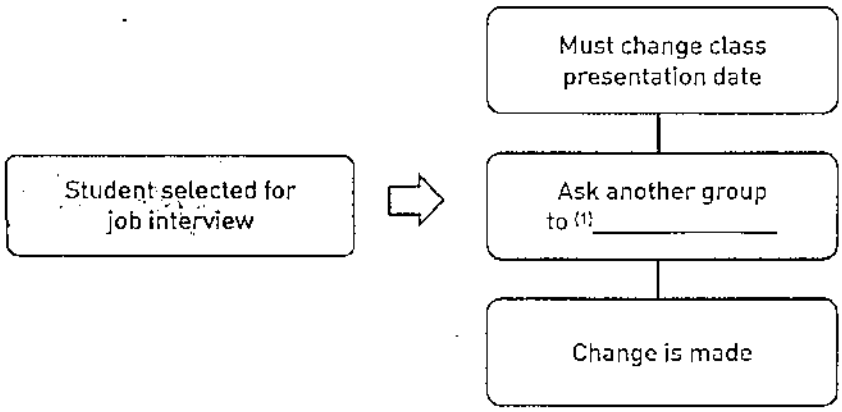
(A) Dolphins can easily locate food.
(B) Dolphins have many different eating habits.
(C) Dolphins can become incredible swimmers.
(D) Dolphins will become even more intelligent.

Listen again, and circle the words or phrases you hear.

most intelligent	living in groups	to locate	variety of clicks
living in pods	relocated	vocalizations	least diligent
variety of picks	emitting calls	hitting a wall	speaking

Practice with Conversations

A Listen to part of a conversation, and answer the questions. 4-20



- **finance** (v) to raise money to use for something
- **switch** (v) to change
- **wondering** (n) a feeling of curiosity or doubt

1. **What does the student imply if the presentation date is not changed?**
   - (A) His group members will be happy to see him fail the course.
   - (B) His group members will get angry if the date is not changed.
   - (C) The student is not sure if his group's presentation will be good.
   - (D) The student will attend the interview and not make the presentation.

2. **What can be inferred about the student's group reaction to the change of date?**
   - (A) The group will accept the change of date.
   - (B) The group will not accept the change of date.
   - (C) The group will want to be graded easier for the inconvenience.
   - (D) The group will be angry at the professor for changing the date.

3. **Listen again, and fill in the blanks.**

W: Ah, yes, can I help you?

M: Well, yes you can. I _____.

W: What is it?

M: Well, I just got a phone call a few minutes ago _____ for a job interview.

W: Well, that's great news. When is the interview?

M: Ah, that's the problem. The interview is tomorrow afternoon at three o'clock.

W: Hey, wait a minute. You _____ at that time tomorrow.

M: That's right. I _____ to have my group's presentation time changed to the following day. I don't want to be absent, but I have to go to the interview.

W: Hmm, that could be a problem. Well, let's take a look at the presentation schedule. Maybe I can help.

M: Well, this is very important to me because I really need _____.

W: I understand. Now, let's see. Group A, hmm, they are scheduled to make their presentation two days from now. Here's what I can do. I'll call Group A's leader _____ presentation dates.

M: Oh, that would be great!

W: Well, this is on condition that Group A can make the change.

M: I understand.

W: Yes, hello. I need to ask a very big favor from your group. Would it be possible to change your presentation time to tomorrow afternoon at three o'clock? _____ _____! See you tomorrow at three o'clock then. Well, Group A can go tomorrow, so your group goes the following day.

M: Oh, thank you so much.

W: Just make sure you contact your group members and let them know about the change. That will be your job.

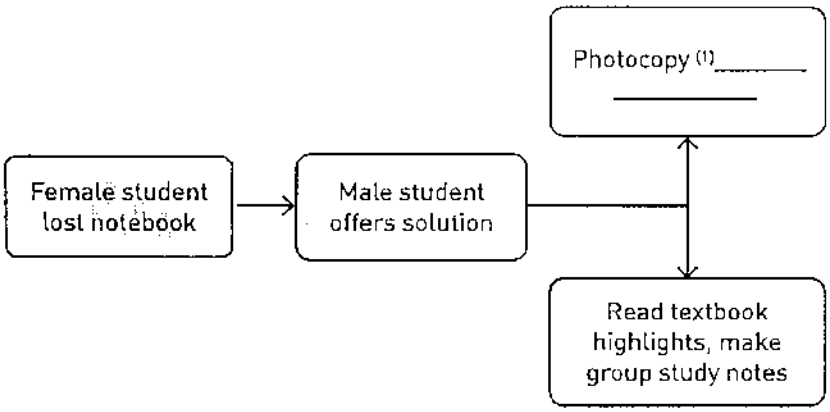
M: No problem. I'll get on it right now. Thanks again.

4. **Complete the following summary.**

A student has suddenly been called for _____. The problem is he has a group class presentation at the same time as the interview. The student asks his professor if he can change the presentation time so that he can _____. The professor is willing to change the date _____ she can find another group who is willing to _____. The professor calls another group she thinks is willing to change dates. After _____, the other group is willing to change dates, and _____.

the student is thankful	change their presentation date	a job interview
communicating the problem	attend the job interview	on the condition that

B Listen to part of a conversation, and answer the questions. 4-21



- lie (v) to be placed or situated
- notes (n) a record of something that is written down
- section (n) a part of something

1. **What does the male student imply about the note taking habits of students?**
   - (A) Many students make very good photocopies of their notes.
   - (B) Many students highlight their textbooks on a regular basis.
   - (C) Some students don't use notebooks and do very well on exams.
   - (D) Many students don't highlight the important parts of their textbooks.

2. **What is the likely outcome for the female student if she follows the male student's suggestion?**
   - (A) She will hope for the best when taking the test.
   - (B) She will buy a new notebook as soon as possible and pass.
   - (C) She will attend as many study groups as possible before the test.
   - (D) She will photocopy the male student's notebook, make study notes, and pass the exam.

3. **Listen again and fill in the blanks.**

W: All right. Are you ready to do this?

M: Yeah, let's study for that history test right now because I _____ in about two hours.

W: Great. Let me get my notebook out, and we'll be ready to go. Let's see, um, chemistry, biology, um, oh no. Where is my history notebook?

M: Don't ask me. I have no idea.

W: You've got to be kidding. I had it at _____. I thought I brought it home. Which means it _____ right now.

M: Hmm, maybe it's at home then.

W: No way. I don't _____ at home. My roommates tend to pick up things that are not theirs. Ah gee, I'm sure that book is lost. What am I going to do now?

M: Well, I have an idea. Why don't you photocopy my notes? Then we can study and _____ on the photocopies.

W: Really? I can't thank you enough. You are a lifesaver. I just can't believe I lost my book.

M: No problem. There's a photocopier at the main entrance.

W: Great! Say, before I do that, I have a question about how you go about studying for an exam like this one.

M: Hmm, well, I got to tell you that I really look at the textbook very closely. You didn't lose your textbook, did you?

W: No, ah, I've got it in my briefcase right here.

M: Well, did you _____ _____ during your readings?

W: Sure, who doesn't?

M: You'd be surprised. Anyways, read the highlighted sections carefully, and along _____ now, we should _____ to do well on the exam.

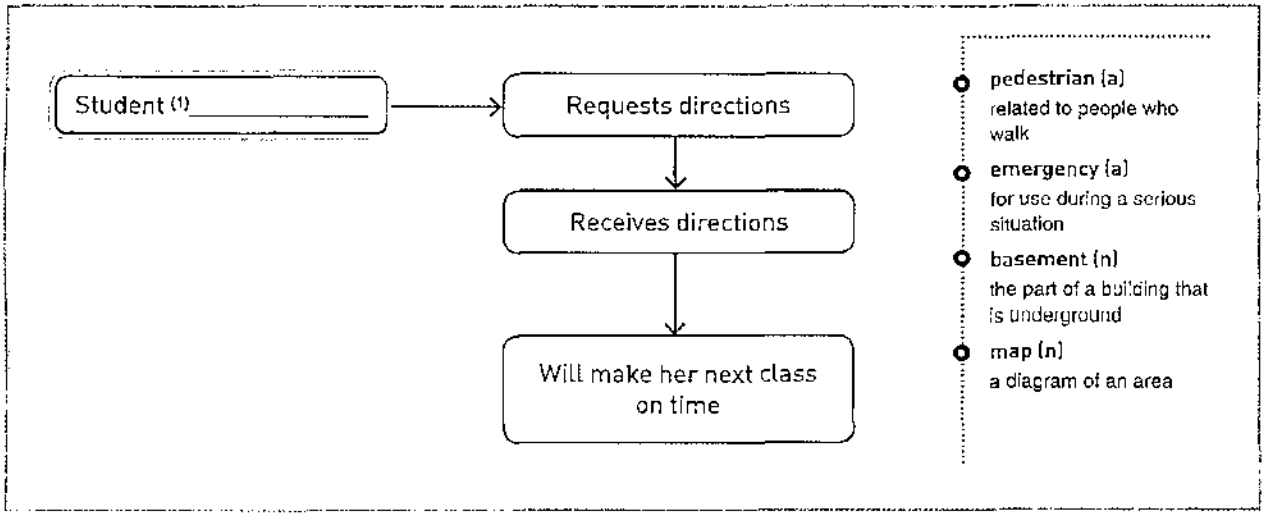
W: You're a lifesaver.

4. **Complete the following summary.**

Two students are going to _____. One of the students has lost her notebook. She is worried that _____ study for the test. The male _____. First, the female student should _____. Then they should study together, _____ as they go along. Finally, the male _____ that she also study the highlighted sections in her textbook. The female student is grateful for all of his suggestions.

study for a test	she will not be able to
student offers a solution	student suggests
photocopy his notebook	making notations

C Listen to part of a conversation, and answer the questions. 4-22



1. **What does the student imply about her first week at school?**
   - (A) Everyone has been very helpful.
   - (B) This is the first time she has been lost.
   - (C) Everything has been going well so far.
   - (D) This isn't the first time she has been lost.

2. **What should be the outcome if she follows the directions correctly?**
   - (A) She will find the classroom in the emergency room.
   - (B) She will find the classroom in the chemistry building.
   - (C) She will find the classroom in the micro-biology building.
   - (D) She will find the classroom located in the basement of the hospital.

3. **Listen again, and fill in the blanks.**

W: Gee, I'm so lost. Oh, excuse me, I'm looking for the main micro-biology lab. Ah, you wouldn't happen to know where it is, would you?

M: Hmm, let me see. Well first of all, _____. This is the, ah, chemistry building.

W: Well that figures. This is my _____, and I haven't a clue where anything is. To top it off, I'm late for yet another class. So, where exactly should I be going?

M: Well, hmm, let's see, I'm _____ to get you from here to the university hospital.

W: The university hospital?

M: That's right. That's where the main micro-biology lab is located. Hey, don't ask me why. I just work here. Anyways, ah, let's get you over there. First, do you know where the university hospital is?

W: I think so. Isn't it located on the corner of Alumni Drive and Ambassador Street?

M: That's right. So, from here you go, umm, yes, _____, and turn left. Follow _____ until you get to Ambassador Street. Got that so far?

W: Yeah, no problem. What do I do next?

M: Well, when you get to Ambassador Street, turn right, and walk about 200 meters until you get to the hospital. But, ah, don't use the main entrance. You will see a driveway that _____, and this leads to the Emergency Room entrance. Following me so far?

W: Got it. What's next?

M: Once inside, _____. Just follow the room _____ at the basement entrance. That's it!

W: How long a walk is it from here?

M: Oh, maybe, um, six minutes at the most.

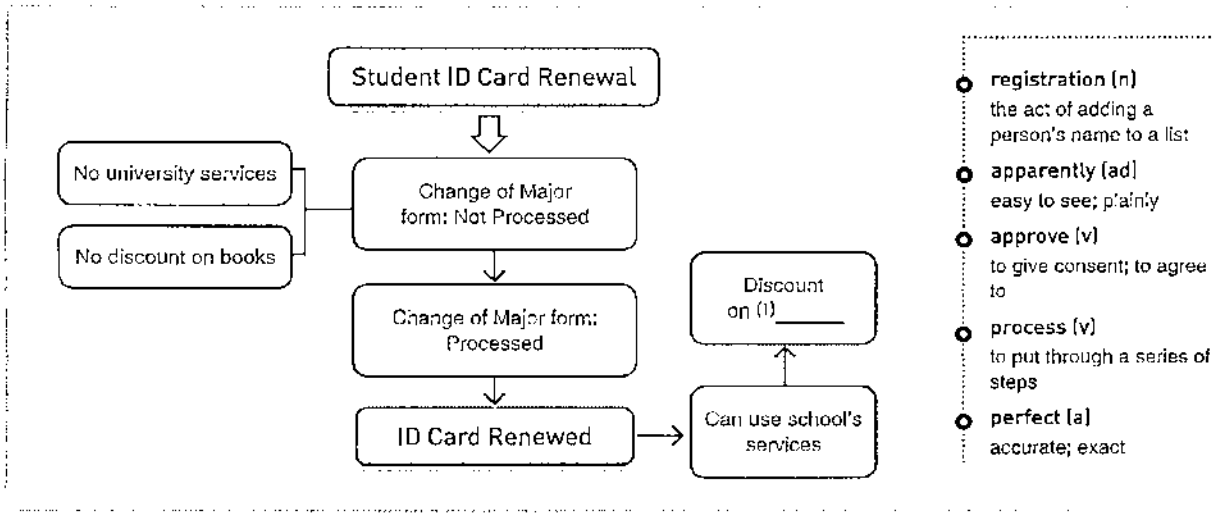
W: I can't thank you enough. If I run, I should be able to make that class on time.

4. **Complete the following summary.**

A female student who is _____ is looking for a classroom but _____. She asks a university worker for directions. The worker explains she is in _____ and has about a six minute walk to the building _____. So the worker gives the student _____ to the correct building. The worker is careful to make sure the student understands the directions he is giving her. The student is very thankful for the directions as well as _____ is.

new to the university	walking directions
is hopelessly lost	she needs to get to
the wrong building	knowing where her next class

D Listen to part of a conversation, and answer the questions. 4-23



1. **What will be the student's reaction if she doesn't get an ID card?**
   - (A) She might suddenly change schools.
   - (B) She will wait quietly until they get around to giving her one.
   - (C) She will be very upset at not being able to take advantage of school discounts.
   - (D) She will ask the office worker very nicely where she can buy cheap textbooks.

2. **What is implied by the office worker?**
   - (A) The student ID card was flawed.
   - (B) The Change of Major Form was not processed.
   - (C) The Change of Major Form was filled out incorrectly.
   - (D) The student needed to present more identification to the office worker.

3. **Listen again and fill in the blanks.**

W: Hi, how are you today? I don't know if you remember me, but I was here a few days ago, um, trying to get _____.

M: Ah, right, I remember you. I had to get some information from the Registrar's Office _____.

W: That's right. Did you find out what the problem was?

M: Ah, as a matter of fact, I did.

W: Well, what was the problem? I've, um, been having a very hard time the past few days _____. Not only that, but I'm ineligible for discounts on books and supplies because I don't have a student card.

M: Yes, and well, I'm _____ you. But, don't worry. I've got you set up with a valid student ID card.

W: So tell me. What happened?

M: Oh right. _____ process your Change of Major Request Form. Because of that error, you were not _____. You were actually listed as "withdrawn" from the school.

W: What? Are you serious?

M: Oh, don't worry, everything has been straightened out. The error has been corrected. Your Change of Major Request Form _____ along with your tuition payment which has also been processed. That being done, we then were able to issue you a new student ID card. So, here it is.

W: _____! Am I ever glad that has been taken care of. Now I can _____, get my meal plan taken care of, and ah, oh yeah, get my parking permit.

M: Oh, once again, I'm sorry for any problems this may have caused you.

4. **Complete the following summary.**

A student needs to get _____. Unfortunately, there was a delay, so she had to wait. This _____, including not being able to buy discounted _____ as well as not being able to use the university's student services. She is told her _____ was initially not processed, which led to her being denied a student ID card. Upon her next visit, she is told the problem _____. She is issued a new student ID card and is now entitled to _____ of having a valid ID card.

textbooks and supplies	her student ID card renewed
caused her many problems	has been corrected
Change of Major Form	all of the benefits

A Listen to part of a lecture, and answer the questions. 4-24

Anthropology

Chimps learn from experience

92-98% of DNA identical to humans

Cognitive Skills of Apes

More observations needed

Taught a subset of sign language

Gorillas (1) _____

- **identical (a)** similar or alike in every way
- **language (n)** any system which uses signs, sounds or gestures to communicate
- **isolate (v)** to set apart; to be alone
- **tool (n)** something that is used to perform work

1. What can be implied about the students' reaction to the professor's examples?
   - (A) Most of the students liked the Koko story.
   - (B) The students seemed very disinterested in the topic.
   - (C) The students were very impressed with the example given.
   - (D) The students felt the examples were not sufficient to make valid conclusions.

2. In the lecture the professor talked about the similarities of the cognitive skills between apes and humans. Indicate whether each of the following is inferred by the professor about apes.

   Click in the correct box for each phrase.

	Yes	No
Chimps learn from experience.		
Human babies learn from experience.		
Gorillas are experts at fishing.		
Chimps can make bridges in the jungle.		
Gorillas can gauge water depth crossing rivers.		

3. Listen again, and fill in the blanks.

M1: Well, let's start off this class by talking about the similarities of the cognitive skills between apes and humans. As you all know, humans and apes share many similarities, including the ability to use tools properly and imitate others.

W: Sir, can you explain how apes learn such skills?

M1: Well, ah, various studies have shown that _____ while baby humans just imitated what they were shown. This gave scientists some key information in understanding the cultural aspects of ape life and the evolutionary similarities between humans and apes.

M2: Professor, can you give us any specific examples showing how, um, humans and apes are so similar?

M1: Sure. Let's take the gorilla. With, um, with 92-98%_____ _____, it is the next closest living relative to humans after the chimpanzee. A few individuals in captivity, such as, ah, Koko, have even been _____.

W: Well, professor, isn't _____ _____? I mean, I haven't heard of any other situations where gorillas have shown any kind of cognitive process.

M1: Actually, there's much more evidence available to support this fact. For example, a team of scientists observed _____. A female gorilla, um, was recorded using a stick to gauge the depth of water while crossing a swamp. A second female was seen using a tree stump as a bridge and also as a support while fishing in the swamp. While this was the first such observation for a gorilla, um, for over forty years chimpanzees had been seen using tools in the wild, fishing for termites.

M2: Are you serious? You can count those examples on one hand. Surely, _____ _____ have similar cognitive skills.

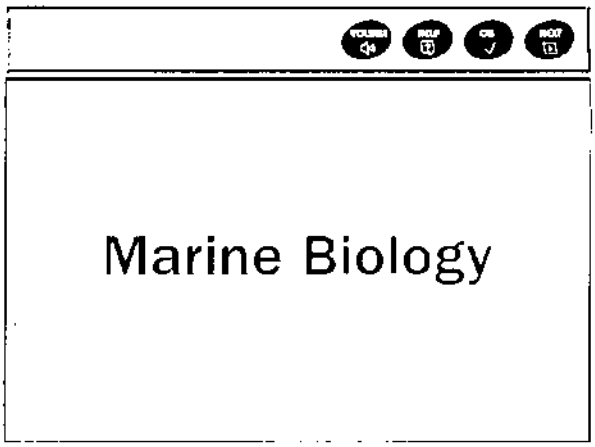
M1: Well that's true, and I agree, there have not been enough observations to make any valid conclusions, and that's why several field studies are currently underway. But, let's not forget about the studies we have discussed here. We should also be realistic, um, with the numbers of studies available since it's not easy to study apes in the wild.

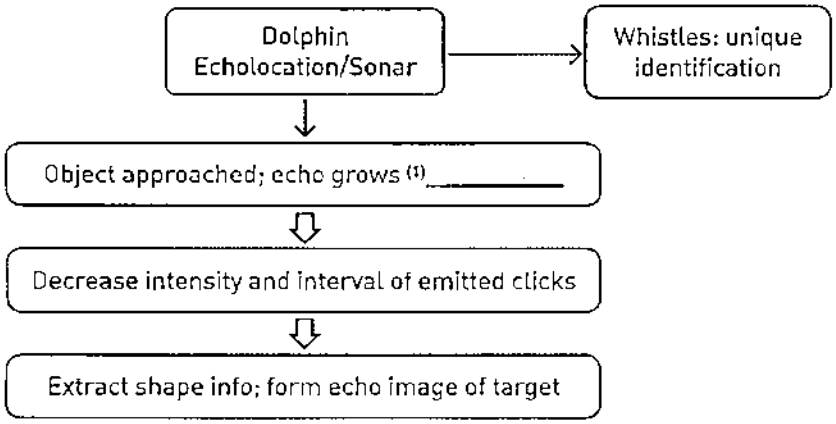
4. Complete the following summary.

Not long ago, humans were thought to be distinctly _____ from apes. Recent research has shown that this is not the case. For example, the _____ of apes and humans is very similar, as well as the fact that some studies of apes in the wild have shown _____ of apes being capable of learning. We now know that certain species of apes are able to use tools. What is not known is the extent of apes' _____ as well as the limit to what they can _____. Further studies are needed to answer these questions although this could be _____ to do.

learning capabilities	set apart	actually learn
conclusive evidence	DNA content	quite difficult

B Listen to part of a lecture, and answer the questions. 4-25





- **echolocation** (n) a sonar-like system used by dolphins
- **signature** (a) unique to an individual
- **sonar** (n) a method of locating objects submerged in water by echolocation

1. **What does the professor imply about the dolphin's level of intelligence?**
   - (A) It's difficult to determine just how intelligent dolphins are.
   - (B) Since dolphins have no spoken language, they are not that smart.
   - (C) Although they use echolocation, it doesn't make them that smart.
   - (D) Dolphins and humans use different forms of communication, which makes us equal.

2. **What can we infer about why dolphins whistle?**
   - (A) Dolphins use whistles as a language.
   - (B) A dolphin's whistle is like a submarine's sonar.
   - (C) Dolphins have a signature whistle for identifying each other.
   - (D) Dolphins use body movements to communicate their whistles.

3. **Listen again, and fill in the blanks.**

All right, are we ready to begin? Good. Last class we left off with, um, an introduction concerning the _____ with one another. As you know, dolphins are often regarded as _____ species on Earth, but it is hard to say just how intelligent dolphins are. This is because of, um, this mammal's ability to communicate by using a variety of clicks, whistles, and other vocalizations. Now let's talk about the different ways dolphins communicate.

Okay, the first of these communication methods includes _____, where dolphins locate an object by producing sounds and then listen for the echo. It works like this: um, broadband _____ are emitted in a focused beam towards the front of a target. As the object of interest is approached, the echo grows, um, louder; and the dolphins adjust by decreasing the intensity of the inter-click interval and their emitted sounds. Anyway, we also know dolphins use different rates of click production in a, um, click train, which gives rise to the familiar barks, squeals and growls of the dolphin. A click train with a repetition rate over, um, let's see, yes, of 600 per second is called a burst pulse. Because of this process, it has been accepted by researchers that dolphins are able to form an "echoic image" of their targets. I guess you could say it's a lot like a _____.

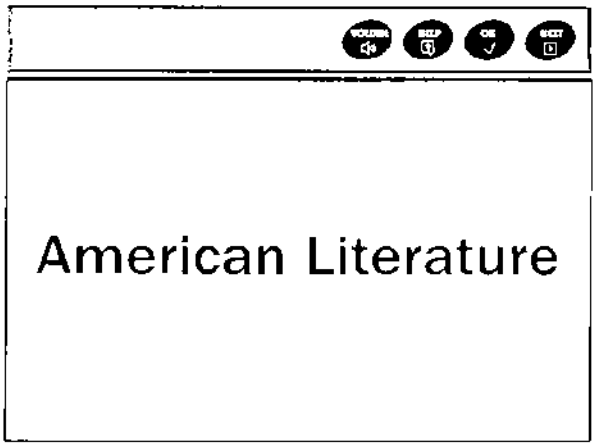
Now let's see. Dolphins also communicate with _____. These vocal bursts are produced using six air sacs near their blow-hole, since dolphins lack vocal cords. What these vocal bursts represent is _____. Yet, each animal does have a characteristic, frequency-modulated, narrow-band _____, which is _____. In this mode of communication, um, dolphins do use about 30 distinguishable sounds. However, many researchers scoff at the idea that this is a form of dolphin language.

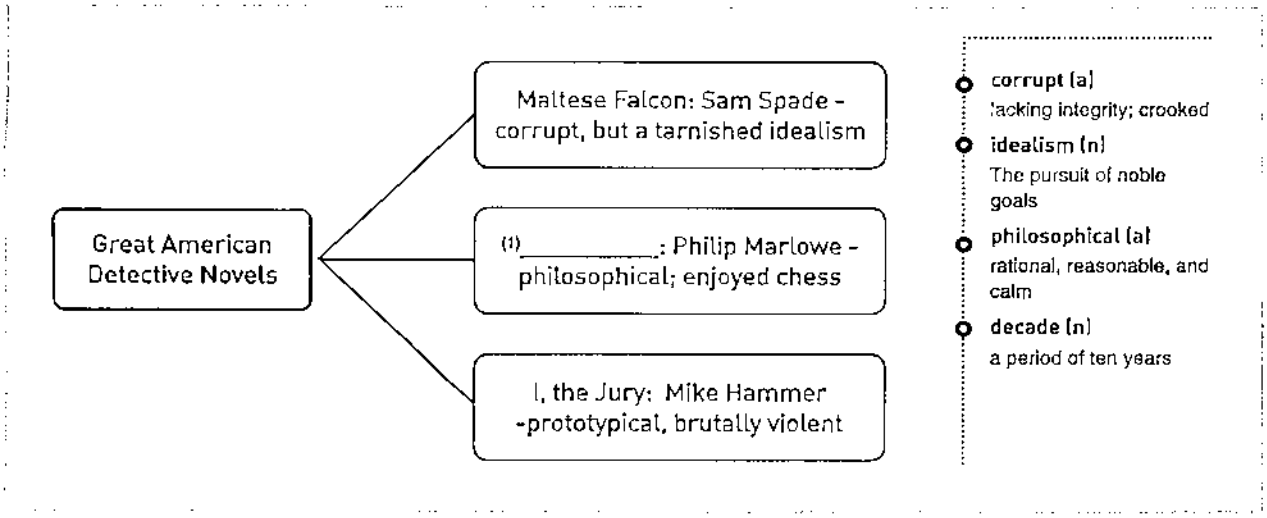
4. **Complete the following summary.**

Dolphins are considered one of the most intelligent _____ on earth. This is because of their ability to communicate by using a _____, whistles, and other vocalizations. For example, the most _____ of communication they use is a form of echolocation, where they _____ of clicking sounds to _____. This is done much like a submarine's sonar system. They also use whistles, which are unique for each individual. The use of body movements and vocal bursts is still _____.

animal species	effective method	locate a target
variety of clicks	emit a series	not fully understood

C Listen to part of a lecture, and answer the questions. 2-26





1. **What can be inferred about author Raymond Chandler?**
   - (A) Many readers didn't understand his complex characters.
   - (B) He was one of the youngest successful writers of his time.
   - (C) His most famous published works were written later in his life.
   - (D) He was a personal friend of many good writers during his successful years.

2. **In the lecture, the professor describes the greatest American detective novels. Indicate whether each of the following phrases is implied.**

   Click in the correct answers in the box below.

	Yes	No
The Big Sleep was written by Philip Marlowe.		
Philip Marlowe was philosophical and liked to play chess.		
Mike Hammer was a prototypical detective.		
The main character in the *Maltese Falcon* was Sam Spade.		
The professor's favorite detective story is *The Big Sleep*.		

3. **Listen again, and fill in the blanks.**

Ah, now for today's lecture, we will explore some of the greatest American detective novels written by three of the best novelists of the twentieth century. My personal favorite is, well, *The Maltese Falcon*, written by the American author Samuel Dashiell Hammett. His most famous character, of course, was Sam Spade, a man who saw the, um, _____ _____ but still retained his, um, _____. Even though Spade was a tough guy, he was also a sentimentalist at heart, which makes him one of the most enduring detective characters ever created.

Well, next, um, we have American author Raymond Chandler, who based his main character, detective Philip Marlowe, initially on Hammett's Sam Spade. Marlowe first appeared in the novel *The Big Sleep*, published in, let's see, ah yes, 1939. Underneath the wisecracking tough guy public image, _____. While he was not afraid to risk physical harm, he, hmm, never became violent merely to settle scores. Chandler's treatment of the detective novel, um, _____.

His first full length book, *The Big Sleep*, was published when Chandler was, um, 51 years old while his last, *Playback*, when he was 70. Incidentally, all seven of his novels were _____ of his life. I can say that all of these novels _____ of Philip Marlowe's character, but each novel has unique qualities of narrative tone, depth, and focus that set it apart from the others.

Finally, and I just love reading this guy's work. Author Mickey Spillane who created the fictional detective Mike Hammer in the book, *I, the Jury*. Hammer is in many ways _____ _____ since he is _____, and fueled by a, um, genuine rage that never afflicts Chandler or Hammett's heroes. While other detective heroes kind of bend the law, Hammer holds it in total contempt, seeing it as nothing more than a means to an end. And, well, this is contrary to Chandler's and Hammett's characters.

4. **Complete the following summary.**

Some of the greatest American _____ written were created by three authors: Samuel Dashiell Hammett, Raymond Chandler, and Mickey Spillane. Each of these authors created at least one memorable detective character that has _____ _____ for over fifty years. Characters like Sam Spade, Mike Hammer, and Philip Marlowe had many _____, yet each character has at least one _____ which _____ from all others. All three of these detective characters were characterized as tough guys, which probably makes them _____.

detective novels	major characteristic
endeared readers	sets them apart
similar attributes	so memorable

D Listen to part of a lecture, and answer the questions. 4-27

Archeology (Cave Art)

Prehistoric Cave Art Discovered and Studied

Europe:
Europeans discover Magdalenian paintings, 1879, Spain

(1) _____:
cave paintings done by San people some 8,000 years ago

Best Example:
Chauvet Cave, France, 32,000 years old;discovered in 1994

(2) _____:
Thailand, Malaysia, and Indonesia: all contain galleries of rock paintings; 6,000 years old

- **previously** (ad) occurring before something else
- **uncharacteristically** (ad) unusually
- **unsurpassed** (a) cannot be improved on
- **depict** (v) to describe

1. What does the professor imply about cave art found outside of Europe?
   - (A) Asian cave art tells us a lot about rock art galleries.
   - (B) African cave paintings show us how early humans looked.
   - (C) Those caves are not as important as the cave art found in the Chauvet Cave.
   - (D) Cave art found outside of Europe is more important because of its old age.

2. In the lecture the professor describes cave paintings. Indicate whether each of the following aspects of early human culture can be inferred from cave art.

   Click in the correct answers in the box below.

	Yes	No
Humans look the same now as they did thousands of years ago.		
Cave art details many ancient dances of that time.		
Cave art details many animal species of that time.		
The most detailed cave art shows clothing styles of the time.		
Cave art shows the religious beliefs of humans at that time.		

3. **Listen again and fill in the blanks.**

M1: All right, here we go. We will begin this class with a discussion on cave paintings. _____, cave paintings were an important communication tool used by our ancestors for thousands of years. Cave paintings were relatively unknown until _____ of the Altamira Cave, in Spain, um, in 1879.

W: Professor, could you tell us which cave has the oldest drawings?

M1: The place with the oldest cave art is that of the Chauvet Cave in southern France. It has been _____ back to 32,000 years. The cave was named after Jean-Marie Chauvet, who discovered it on December 18, 1994.

M2: Ah, sir, what's so special about the Chauvet Cave anyways?

M1: Well, _____, and the quality and, hmm, quantity of paintings found in it, makes it, well, _____ that have been found with similar paintings. The walls of the Chauvet Cave are covered with predatory animals like lions, panthers, bears, owls, rhinos, and hyenas. Um, _____, there are no paintings of complete human figures. Researchers have found that the cave had been untouched for 20,000-30,000 years.

W: Ah, Professor, are there any other caves that have been discovered with similar paintings in other parts of the world?

M1: Oh, sure. For example, in South Africa, there are caves where the paintings are thought to have been done by the San people who settled in the area some, let's see, 8,000 years ago. The _____ and are thought _____.

M2: Are there any other examples?

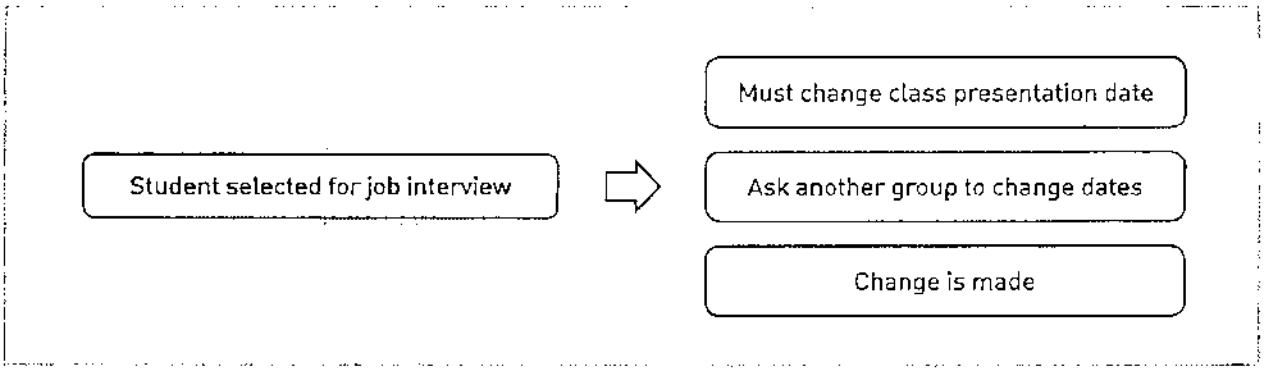
M1: There are also rock paintings in caves in Malaysia and Indonesia. In Thailand, in the nineteenth century, there were some caves found along the Thai-Burmese border as well as other caves overlooking the Mekong River in Nakhon Sawan Province, which all contain galleries of rock paintings thought to be about 6,000 years old.

4. **Complete the following summary.**

Cave paintings were an important _____ used by our ancestors for thousands of years. Cave paintings were _____ until Europeans _____ in1879. The best example is the Chauvet Cave, which is _____ and has the _____ of cave art discovered so far. For example, the walls of the Chauvet Cave are _____ such as lions, panthers, bears, owls, rhinos, and hyenas. As is typical of most cave art, there are no paintings of complete human figures.

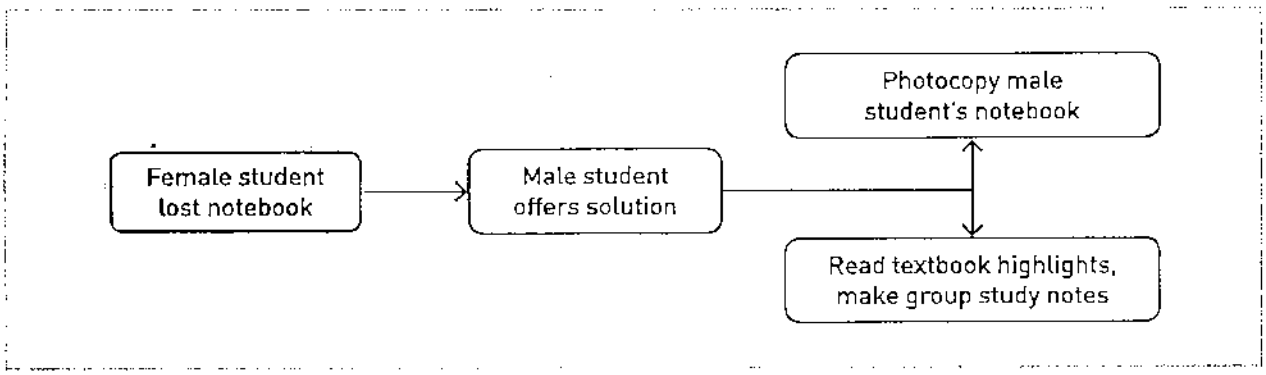
communication tool	best quality and quantity
first encountered them	unknown to modern man
uncharacteristically large	covered with predatory animals

A Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 4-28



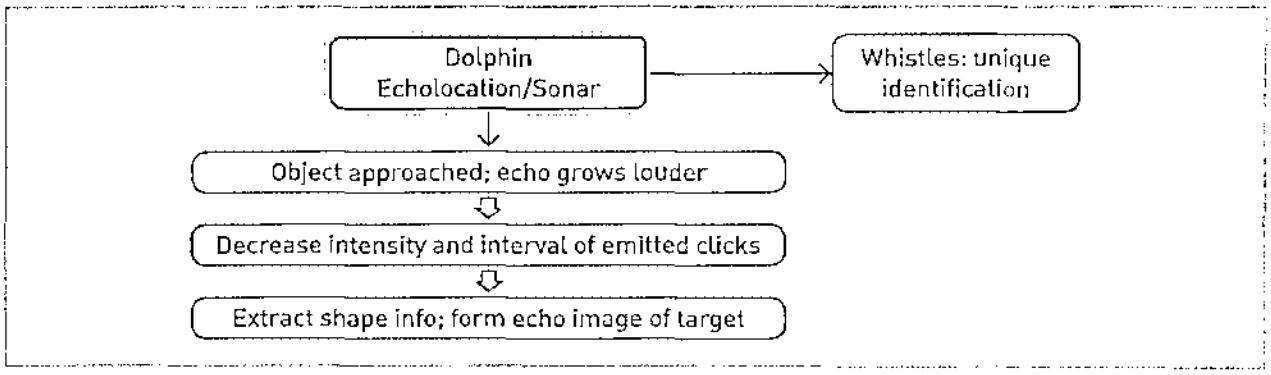
1. **What is the student's problem?**
   (1) The student's problem is that he has _____. (2) Being suddenly called for a _____.
2. **What is the professor willing to do?**
   (1) The professor is willing _____. (2) To change the date of the presentation, _____.
3. **What is the other group willing to do?**
   (1) The other group is willing _____. (2) Because they are ready, _____.

B Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 4-29



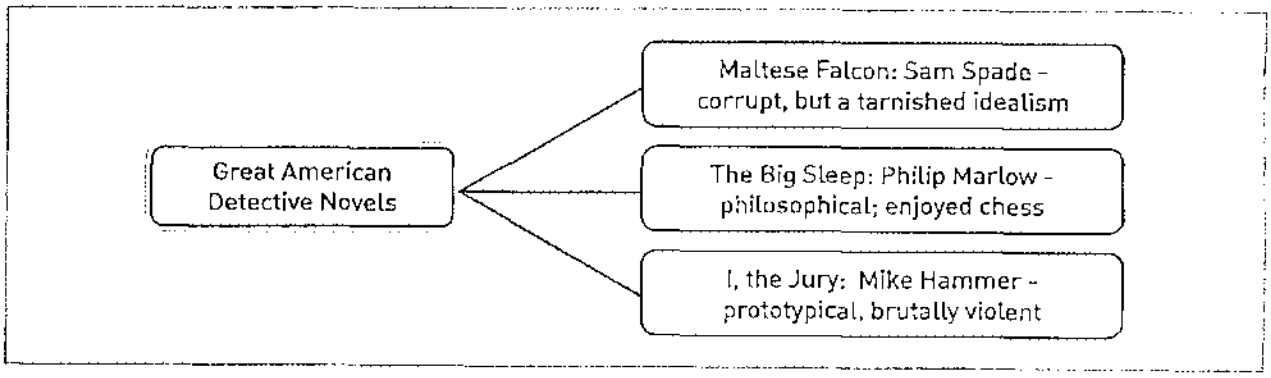
1. **What are the two students going to do?**
   (1) The students _____. (2) The students _____.
2. **What happened to the female student?**
   (1) The female student _____. (2) The female student _____.
3. **What solution does the male student offer?**
   (1) The male student suggests _____. (2) The male student tells _____.

C Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 4-30



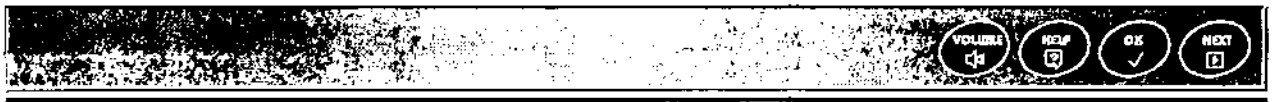
1. **What is the dolphin's most effective method of communication?**
   (1) The most effective method of _____. (2) An effective method of _____.
2. **What kind of image can dolphins form?**
   (1) Dolphins can _____. (2) Dolphins are able _____.
3. **What factor accounts for the dolphin's high intelligence?**
   (1) The dolphin's intelligence can be _____. (2) In a display of high intelligence, _____.

D Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 4-31



1. **What did each author create?**
   (1) Each author created _____. (2) At least one memorable character _____.
2. **What was similar about each detective?**
   (1) Each detective's _____. (2) Similarly, each detective _____.
3. **How many authors are mentioned in the passage?**
   (1) There are _____. (2) In the passage, _____.

Listen to part of a conversation between a student and a professor. 4-32



1. **What can be implied from the student's initial request?**
   - (A) A student is seeking guidance for his thesis project.
   - (B) The student is seeking advice on how to become a TA.
   - (C) The professor is giving a student the school's new rules and regulations.
   - (D) The professor is advising the student on how to get into a tutoring program.

2. **What can be inferred about how the student feels about himself?**
   - (A) The student feels he is very capable.
   - (B) The student feels sorry for the professor.
   - (C) The student feels hungry and will talk later.
   - (D) The student feels the new rules can be a problem.

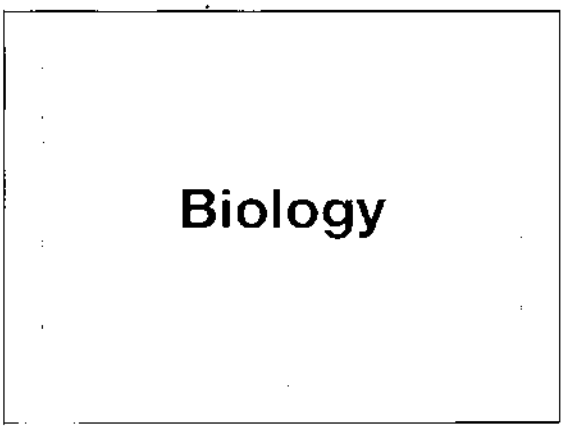
3. **What does the professor tell the student?**
   - (A) He tells the student all about a TA's duties.
   - (B) He tells the student to study hard for the TA exam.
   - (C) He tells the student that they don't need anymore TAs.
   - (D) He tells the student that TAs get low pay and no respect.

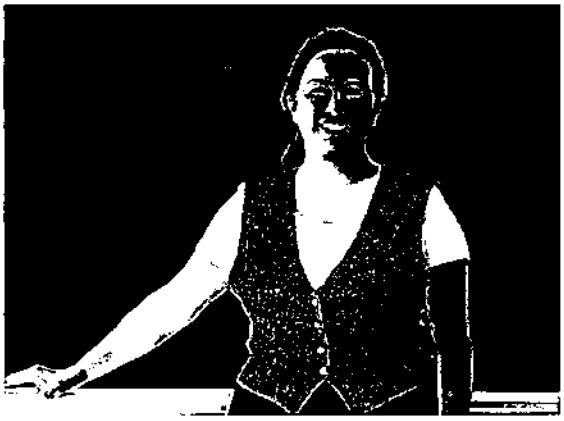
4. **According to the professor, what are some of the duties a teaching assistant performs? Choose 2 answers.**
   - (A) Grader
   - (B) Test writer
   - (C) Lecture writer
   - (D) Tutorial leader

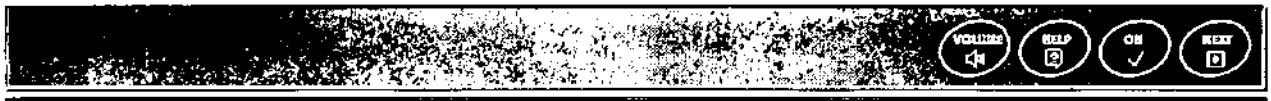
5. **Listen again to part of the conversation. Then answer the question.**

   What does the professor imply about a teaching assistant position?
   - (A) The student should have more credentials.
   - (B) The department is not interested in hiring TAs.
   - (C) The department can always use bright grad students as TAs.
   - (D) The student should reapply when he starts the next semester.

Listen to part of a lecture in a biology class. 4-33







1. **What can be inferred as being the main point of this lecture?**
   - (A) Polar bears' eating habits
   - (B) Polar bears' running abilities
   - (C) Polar bears' swimming abilities
   - (D) Polar bears' fur and hibernating habits

2. **Why do polar bears hibernate?**
   - (A) To digest food
   - (B) To rest
   - (C) To keep warm
   - (D) To give birth

3. **How does the professor imply a polar bear keeps its fur from matting?**
   - (A) Polar bears love to swim.
   - (B) Polar bears hibernate to keep their fur from matting.
   - (C) Polar bears have stiff, erect guard hairs, which keep their fur straight.
   - (D) Polar bears try not to fight one another, which keeps their fur from matting.

4. **According to the lecture, where are some of the places on a polar bear's body that it can release excess heat? Click on 3 answers.**
   - (A) Its toes and tail
   - (B) Its muzzle and nose
   - (C) Its ears and footpads
   - (D) Its inner thighs and shoulders

5. **Listen again to part of the lecture. Then answer the question.**

   What does the professor imply when she says this?
   - (A) The next point is cruel.
   - (B) The next point is important.
   - (C) The next point is a critical error.
   - (D) The next point is not important.

6. **What does the professor imply about female polar bears giving birth?**
   - (A) Stored body fat is important.
   - (B) The cubs should often sleep.
   - (C) That cubs love to live in caves.
   - (D) The mother should watch the cubs carefully.

Vocabulary Review

A Listen and choose the correct word that matches each definition. 4-34

1.	(A) really	(B) reel	(C) reality	(D) relate
2.	(A) indent	(B) indecent	(C) identical	(D) idyllic
3.	(A) clock	(B) clip	(C) chock	(D) click
4.	(A) shop	(B) shape	(C) ship	(D) shave
5.	(A) mountain	(B) maintain	(C) manage	(D) mainland
6.	(A) recount	(B) discount	(C) encode	(D) encounter
7.	(A) favor	(B) flavor	(C) flour	(D) flame
8.	(A) improve	(B) disprove	(C) approve	(D) appropriate
9.	(A) finance	(B) fiancé	(C) final	(D) finish
10.	(A) wrote	(B) wrong	(C) wore	(D) rang
11.	(A) presentation	(B) possession	(C) prescription	(D) preservation
12.	(A) settlement	(B)session	(C) sesame	(D) severity
13.	(A) region	(B) regeneration	(C) registration	(D) regiment
14.	(A) belligerency	(B) belief	(C) belonging	(D) belie
15.	(A) pedestrian	(B) pedestal	(C) pedigree	(D) peculiar

B Complete the sentences by filling in the blanks with the expressions in the box.

on one hand	wait a minute	it's a lot like
as a matter of fact	of course	been taken care of

1. You can count those examples _____.
2. I guess you could say _____ a submarine's sonar system.
3. His most famous character, _____, was Sam Spade.
4. Hey, _____! You have a class presentation tomorrow.
5. Ah, _____, I did.
6. Am I ever glad that has _____.

Unit 8

Making Inferences

Unit 8

Making Inferences

Overview

■ Introduction

Making inference questions require you to reach a conclusion based on facts presented in the listening passage. In other words, you are to see beyond the lines in the passage and predict the outcome. The questions may be about different things from a simple process to a cause and effect to a comparison and contrast.

■ Question Types

1. What does the professor imply about X?
2. What will the student probably do next?
3. What can be inferred about X?
4. What does the professor imply when he says this: (replay)

■ Useful Tips

- While taking notes, try to add up the details from the passage to reach a conclusion.
- Make efforts to generalize about what you hear in the listening passages.
- Try to find out the meaning behind the directly stated words.
- Focus on the answers that use vocabulary not found in the listening passages.

Sample iBT Question

4-35

What can we infer about prior class sessions?

(A) Prior class sessions probably covered material needed to understand this session.
(B) Prior class sessions have nothing to do with the material currently being taught.
(C) Prior class sessions relayed information that was taught during prior semesters.
(D) Prior class sessions did not cover material that pertained to this class session.

Script

W1: Ms. Andrews?
W2: Yes, Catherine?
W1: I have a couple of questions about class today.
W2: Ok, what can I help with?
W1: Well we went over the different Excel functions today, but some of the stuff didn't make sense to me. I think it's because this is only my second class. I think I missed something from an earlier class.
W2: Ah, right. We did cover some of the ground work for this lesson last week.
W1: That makes sense. I didn't understand how everyone already knew which formulas to enter.
W2: Of course. If you take a look at Chapter 2 in your book, I think it will help you a lot. Then, if you're still having trouble, we can tackle that later.
W1: Thanks Ms. Andrews!

Correct Answer The correct answer is (A). The professor mentioned about the prior lesson in the conversation. The prior lesson was about the ground work for today's lesson. So the answer is the prior class sessions probably covered material needed to understand this session.

Basic Drill

A Listen to part of a conversation, and answer the question.

1. **What can be inferred about the student's ability?** 4-36

   (A) The student is exceptional.
   (B) The student doesn't apply herself.
   (C) The student is a poor writer.
   (D) The student is improving.

   Listen again, and circle the words or phrases you hear.

by winter	insightful	my seminar	no doubt
four winning	fight into	best writers	sore biting
quite intelligent	professorship	for writing	scholarship

2. **What does this conversation imply about the student?** 4-37

   (A) The student is happy.
   (B) The student is ill.
   (C) The student has a bad attitude.
   (D) The student is not wealthy.

   Listen again, and circle the words or phrases you hear.

are uncertain	may I	could have stayed	apprehension
can defer	haven't paid	economically	be cancelled
aid check	in the shade	without her	extension

3. **What can be inferred about the professor's character?** 4-38

   (A) The professor is complacent.
   (B) The professor is adamant.
   (C) The professor is strict
   (D) The professor is supportive.

   Listen again, and circle the words or phrases you hear.

incident	sent around	talkative	past year
activation code	intimidated	experimental	confidence
so profound	more active	retracted it	last semester

B Listen to part of a lecture, and answer the question.

1. **What can be inferred about the human brain?** 4-39

   (A) It is an involuntary organ.
   (B) It is a secondary organ.
   (C) It is a primary organ.
   (D) It is a vulnerable organ.

   Listen again, and circle the words or phrases you hear.

peak time	unique result	control center	sensory perception
blood loss	great deal	in the head	primary
massive number	organ of thought	beside the nerve	extremely complex

2. **What can be inferred from Chomsky's theory?** 4-40

   (A) Children are born without language basics.
   (B) Children develop language only with formal instruction.
   (C) Children have difficulty learning their native language.
   (D) Children are born with the fundamental principles of language.

   Listen again, and circle the words or phrases you hear.

parameters	explicit subjects	requires formal	paragraphs
inquires from	faintly utter	liability	majority of
deduce	language acquisition	reduce	fully utilize

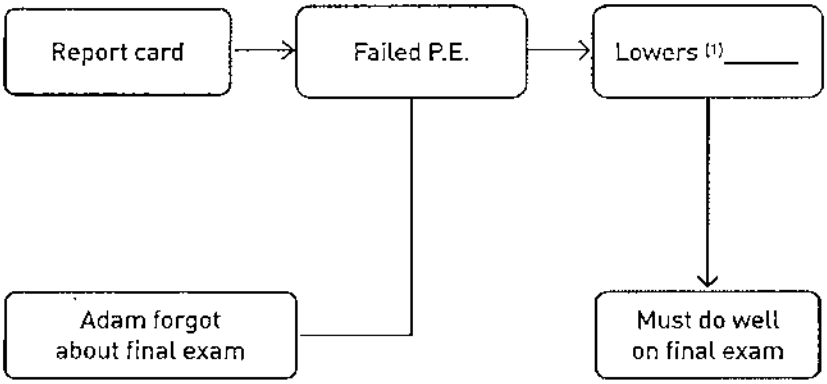
3. **What is implied about the environmental movement's membership?** 5-01

   (A) The environmental movement is well organized.
   (B) The environmental movement is falling apart.
   (C) The environmental movement is very diverse.
   (D) The environmental movement is losing steam.

   Listen again, and circle the words or phrases you hear.

human rights	revitalize	is recognized	political movement
long lives	is represented	strong beliefs	grassy lands
public policy	naturalistic	recognition	bright lights

A Listen to part of a conversation, and answer the questions. 5-02



- **flunk** (v) to fail
- **automatic** (a) definite
- **hallucinate** (v) to experience delirium
- **brilliant** (a) intelligent
- **pointer** (n) a hint
- **irritate** (v) to bother

1. **What does the conversation imply about the man?**
   - (A) He is not all that reliable.
   - (B) He cares greatly about his G.P.A.
   - (C) His favorite class is P.E.
   - (D) He is an outstanding student.

2. **What is implied from the conversation about the P.E. exam?**
   - (A) The exam doesn't have an effect on their final grade.
   - (B) The exam is crucial to their G.P.A.
   - (C) The exam's weight is minor toward their overall grade.
   - (D) The exam could not have been taken with their busy schedule.

3. Listen again, and fill in the blanks.

W: Hey, Adam. Did you get your _____ in the mail yesterday?

M: Sure did, and get this. I _____! Can you believe that? Mr. Andrews gave me an F! I can't understand why he would do this to me. I mean it is only P.E. after all! It should be an _____!

W: You too, huh! I thought my eyes were playing tricks on me when I first looked over my report card. English, A. Biology, A minus. Statistics, A. French, B plus. P.E., F. Woah! Hang on a second! Go back. P.E., F! How did that get in there? Am I _____?

M: Wow! Wait a minute, Gloria. You got an A minus in Biology? How'd you pull that one off?

W: My friend is _____, so she helped me out a little bit.

M: A little bit! What'd she do? Disguise herself as you and take the tests for you!

W: No, she just gave me _____ to study better. Anyways, what are we going to do about this P.E. grade? It's killing my G.P.A.! Speaking of killing, my parents are going to kill me once they find out I failed the easiest course out there!

M: Yeah, mine too! Let's think about it. We both dressed out every day, right?

W: Right. And we both participated in the activities each day, right?

M: Yeah, and I can't think of anything we might have _____ Mr. Andrews, can you?

W: No, he always seemed to like us, didn't he? I haven't _____! There must be some mistake here. Some _____. I guess the best thing to do is just go over to the gym and ask him about it. What do you think?

M: Yeah, and while we are over there we can ask him when we can _____ exam that we missed . . .

W: Final exam? Final exam! What final! You told me there was no final! What are you talking about!

M: Yeah, when you were _____, Mr. Andrews told us there had been a change of plans and that we would have a final exam which would count for 50% of our grade. But, it completely _____ until just now.

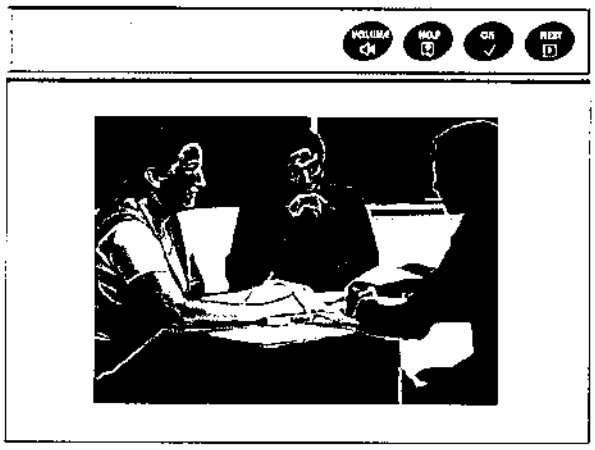
W: Adam!

4. Complete the following summary.

Gloria and Adam are talking _____ grades. They both flunked the class, and they don't understand why. They _____ every class and believe the professor liked them a lot. When they decide to go and talk to the professor, the _____. Gloria realizes that Adam forgot to tell her about the final test they were _____ take. Because Adam forgot, they missed the test and failed the class. Once _____, Gloria becomes really _____ Adam for his mistake.

truth comes out	aggravated with	about their P.E.
supposed to	she finds this out	participated in

B Listen to part of a conversation, and answer the questions. 5-03



Part-time summer job

Disadvantages:
Minimum hours
(1)_____

Advantages:
(2)_____
Room for advancement

- **head start (n)** an early start
- **first shot (n)** the first opportunity
- **real job (n)** a legitimate job
- **firm (n)** a professional business
- **relatively (ad)** compared to others

1. **What can be inferred about the student's understanding of the opportunity?**
   - (A) They are just looking to make easy money.
   - (B) They don't believe the job is challenging enough.
   - (C) The job could benefit them in ways other than monetarily.
   - (D) They would rather relax during their vacation time.

2. **What can be inferred from the professor giving these students the job opportunity?**
   - (A) The professor is partial to these two students.
   - (B) The professor is trying to be fair.
   - (C) The professor does not care who accepts the jobs.
   - (D) The professor feels any student would be a successful employee.

3. Listen again, and fill in the blanks.

W1: Okay, I've got an important job announcement to tell you about. Jeppsen Publishing is _____ two students as editorial assistants during the summer vacation. You both are my _____, so I thought I'd give you _____. This is an excellent opportunity for you to get a _____ on your future since you are both thinking about publishing as a career.

M: Uh, how much are they paying?

W1: Well, it is _____. But think about it guys. The money really isn't the issue here. What is important is the valuable experience you'll gain from working _____.

M: Yeah, I know. I expected the minimum seeing how we are just students and all, and we don't have really any professional experience. It does sound like a great job though. Jeppsen is like _____ in the country. Many people would work for them for free just to get their foot in the door.

W1: You are exactly right. This is an excellent way for you to make valuable contacts within the company _____. You never know, if they like you and, uh, you do well, who knows, they might offer you a full-time job that pays much more once you graduate from school!

W2: Oooh. It sounds really exciting! I've always wanted to work for them. Can you give us some _____ about the job? How many hours a week would we work, and what kind of duties would we have?

W1: I believe they want you to work a maximum of 25 hours a week. You'd basically be _____ your supervisor, typing up memos, and taking notes during meetings. They said you would also have a _____ the senior editors when they are editing manuscripts. Who knows? You might even get a chance to meet some famous authors!

W2: Well, this all just _____! I've already made my decision. I'm in!

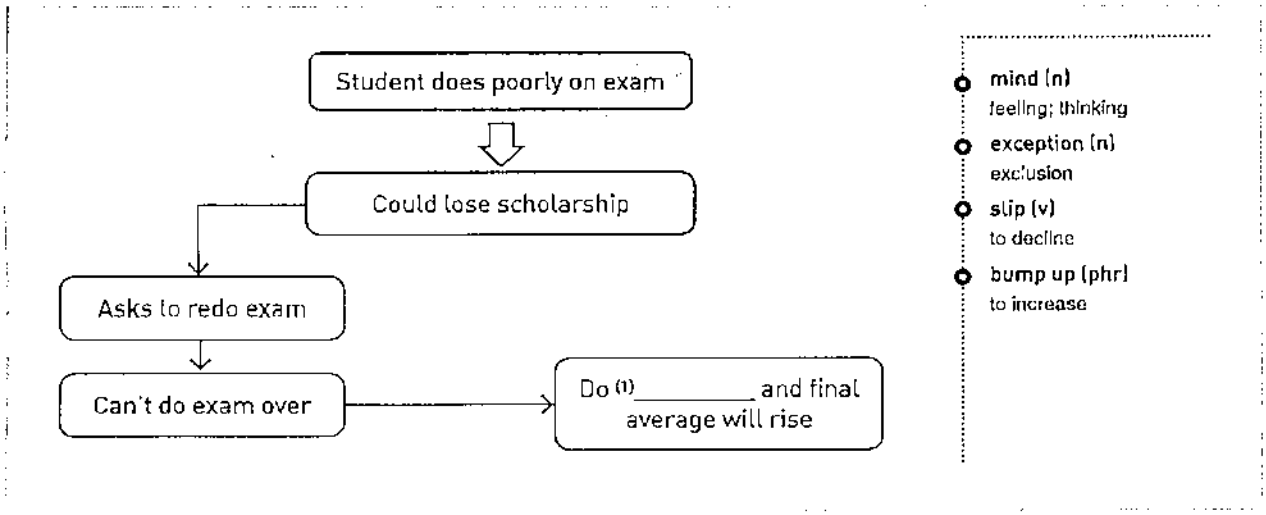
M: Me too! Who knows! Maybe one of us will end up being the CEO one day!

4. Complete the following summary.

A professor is telling two students about a _____ opportunity they have been _____. The professor explains how much they will make and what the _____ will be. Most importantly, the professor _____ valuable the experience will be for the student's futures. The students are very excited about the chance and ____ what an excellent opportunity it is for them. Both students decide to accept the jobs with great _____.

summer job	chosen for	duties of the job
enthusiasm	realize	emphasizes how

C Listen to part of a conversation, and answer the questions. 5-04



1. **What can be inferred about the student's attitude?**
   - (A) The student displays a lot of arrogance.
   - (B) The student is willing to do what it takes to get good grades.
   - (C) The student is not very diligent.
   - (D) The student dislikes the professor.

2. **How could the professor be described?**
   - (A) Strict and without compassion
   - (B) Generous and easy
   - (C) Firm and fair
   - (D) Indifferent and aloof

3. **Listen again, and fill in the blanks.**

M1: Excuse me, Mr. Adams? Do you have a minute?

M2: Sure. What's _____?

M1: It's about the test we had last week. I didn't do very well, and I was hoping I could _____.

M2: A re-test, huh. You know, I don't usually allow students to take tests over unless they have a very, very good reason. Explain to me why I should _____ in your case.

M1: Well, um, I'm afraid that _____ a C on it, I could lose my scholarship. My _____ states that I must maintain an A- average in all of my classes, and in your education class, _____.

M2: Hmm, let's see. Uh, yes, it looks like you got a C+ on the test last week, which has brought your _____ down to a B right now. Why do you think your grade has been slipping in my class? Is the _____?

M1: Honestly, sir, I haven't really had the time to study because of my part-time job. I've _____ as a security guard to earn some extra money, but it has really been disrupting my academics, so I quit yesterday.

M2: Well, I _____. I know how hard it can be supporting yourself and going to school full-time, too. I'm not going to allow you to re-take the test, but I am going to _____. Once you complete the essay, I'll _____ on the test to a B+. This way, uh, you'll be able to get an A- or possibly even an A in the class, depending on how you do on the final. How does that sound to you?

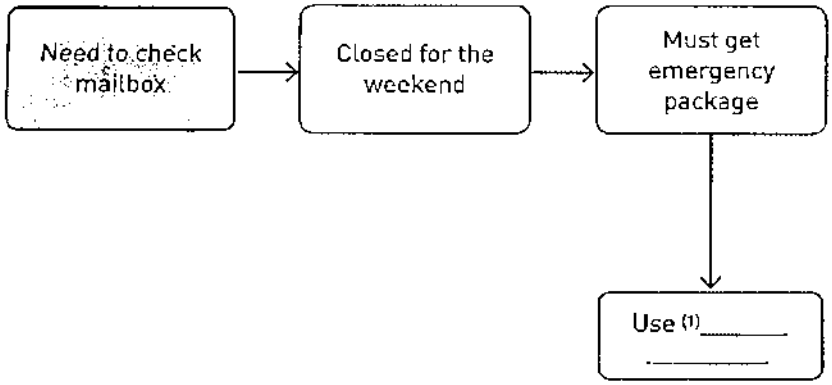
M1: That sounds great! Thank you, sir, for being so understanding and giving me the opportunity to make up the extra points. I won't let you down!

4. **Complete the following summary.**

A student is _____ he took in the professor's class the previous week. The student is _____ with his performance and is afraid he will _____. He asks the professor if he can take it again. The professor asks the student why he believes he did so poorly. The student explains that he was too busy with a part-time job that he _____. Because of his honesty, the professor decides not to allow him to ___ the exam but to do some _____ instead.

discussing a test	not satisfied	lose his scholarship
recently quit	retake	extra credit work

D Listen to part of a conversation, and answer the questions. 5-05



- **override (v)** to disregard
- **try out (v)** to attempt
- **tip (n)** a gratuity; money
- **matter (n)** an amount

1. **What can be inferred from the fact that the manager doesn't mention the 'code' earlier?**
   - (A) The manager is willing to help her from the start.
   - (B) The manager wants to avoid the problem.
   - (C) The student is very considerate enough to understand him.
   - (D) The student doesn't want his boss to help her.

2. **How might the female student be described?**
   - (A) She is an opportunist.
   - (B) She hates birthdays.
   - (C) She is very convincing.
   - (D) She misses her father.

3. Listen again, and fill in the blanks.

W: Hello, excuse me! You haven't _____, have you? I need to check my mailbox real quick.

M: I'm sorry, miss, but yes, I've, uh, already closed up for the evening. Can't you just come back Monday morning?

W: I could, but I'm _____ from my father today. You see, it is my birthday, and he's sent me a new digital camera, and I was hoping I could use it this weekend _____ with my friends.

M: A new digital camera, huh. Well, uh, you see, the thing is the lock is on a timer, and it _____ and locks itself every morning and evening. It's a new type of security system they are _____. If I had a key, I'd be glad to open back up so you could get your present.

W: Oh, no! You mean there's _____ for me to get in? I'm going to have to wait until Monday? What am I going to do? You've just got to help me out! I'm desperate!

M: Well, there is one other way now that I think about it. I remember my manager _____ _____ an _____ in case of an emergency. It's a code I can punch in that will unlock the door. The problem is that I really hate calling my boss up and bothering him.

W: Oh, please! I'll do anything! Couldn't I _____ or something for all your trouble? How about _____! Would that make calling your boss up a little bit easier to do? I've just got to open up that mailbox!

M: Oh, no, no, no. I can't _____. Keep it! You need it for your beach trip this weekend! You know what? Don't worry about it. I'm going to call my boss up right now. We'll have that camera of yours in a _____!

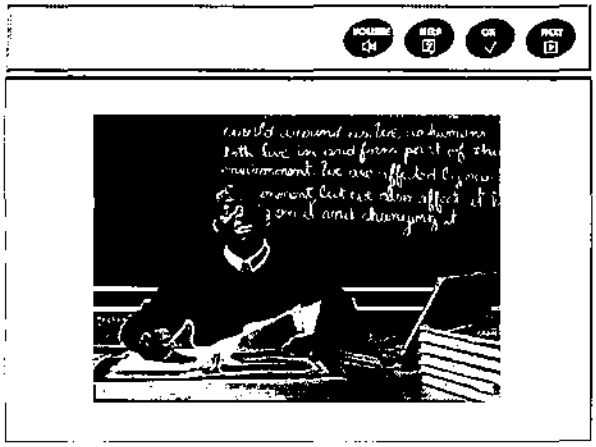
W: Oh, thank you so much! You are so kind!

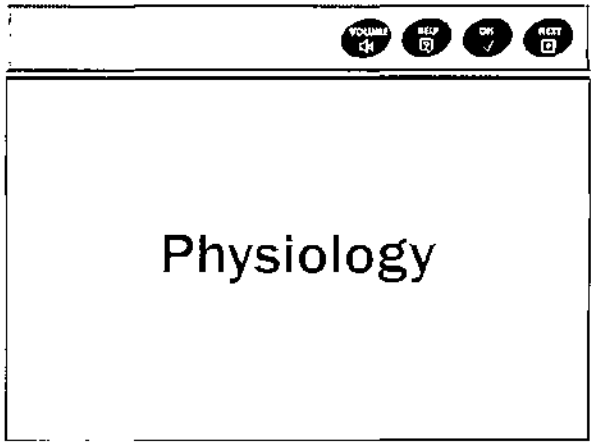
4. Complete the following summary.

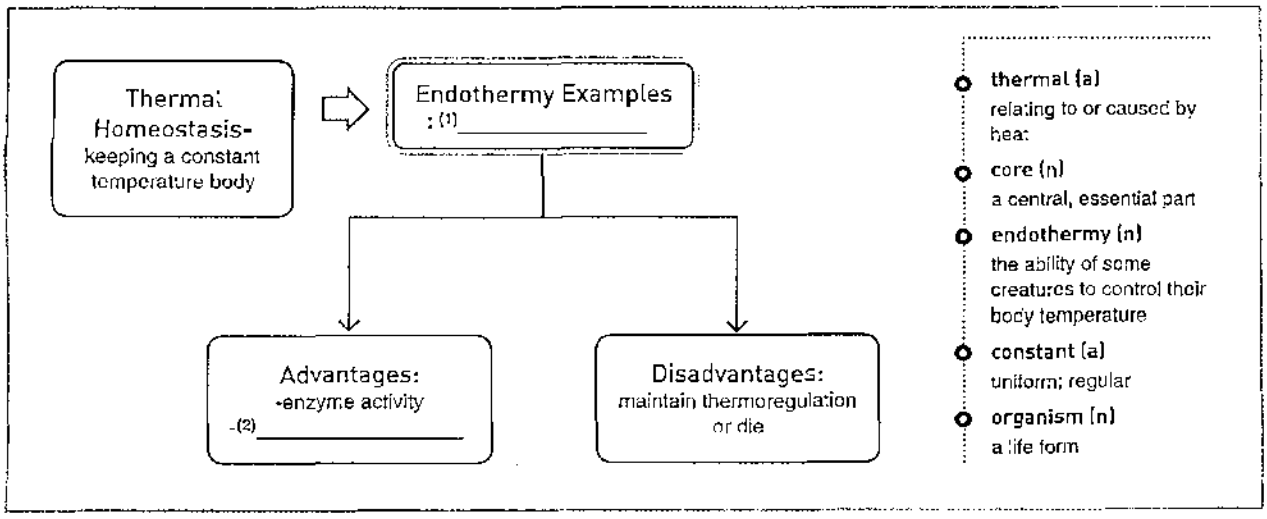
An _____ is speaking to a mailbox manager who has just _____ the office for the weekend. The student is expecting a birthday gift and hopes the manager will allow her to check her mail. Unfortunately, the door locks on an _____ and will not open up until Monday morning. The student wants to use her gift over the weekend and _____ the manager to help her. The manager finds an _____ to get inside. The student is very _____.

anxious student	locked up	electric timer
implores	alternative way	grateful

A Listen to part of a lecture, and answer the questions. 5-06







1. **What can be inferred about thermal homeostasis?**
   - (A) It is not vital for warm-blooded animals' survival.
   - (B) It is an involuntary response by warm-blooded animals to the elements.
   - (C) It is a critical defense mechanism in warm-blooded animals.
   - (D) It gives warm-blooded animals an advantage over cold-blooded animals.

2. **Why does the professor use the beach example in the lecture?**
   - (A) To warn the students of the dangers of sun exposure
   - (B) To directly involve the students in the lesson
   - (C) To scare the students into avoiding the beach
   - (D) To add an abstract theory to the lecture

3. **Listen again and fill in the blanks.**

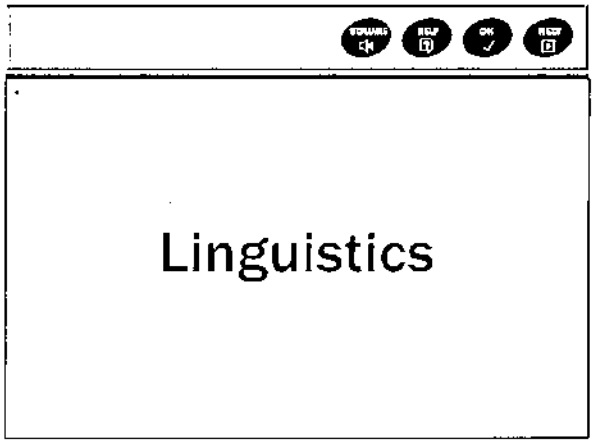
Warm-blooded animals maintain thermal homeostasis. What I mean is they _____ _____ at a nearly constant level regardless of the temperature of the surrounding environment: _____. Okay. Now what we _____.
Endothermy is the ability of some creatures to control their body temperatures through internal means such as _____. You all know what I'm talking about, right? When you shiver because it's so cold in the winter or when you are sweating buckets in the summer, all your body is trying to do is maintain that constant temperature of 98.6 degrees inside.
Now, um, there are some advantages and disadvantages to all of this. The advantages are _____ and a constant body temperature, which allows warm-blooded animals to be _____. A big disadvantage is the, uh, need to maintain thermoregulation or, in other words, _____, even during inactivity, otherwise the organism will die. That's right. It _____.
_____ is one of the most important defense mechanisms in a warm-blooded organism. Is everyone following me? Sure? Great, so uh, for example, in the winter, there may not be enough food to enable an endotherm, for example, a hungry grizzly bear, to keep its _____. Um, so some animals, like our friend the grizzly, go into a controlled state of hypothermia called hibernation, or torpor. This deliberately lowers the body temperature _____. Everyone still with me? Good. Now, in hot weather, like when you were at the beach last weekend soaking up all those dangerous ultraviolet rays to make yourself look tan and pretty, endotherms _____. They may pant, sweat, lick, or seek shelter or water.

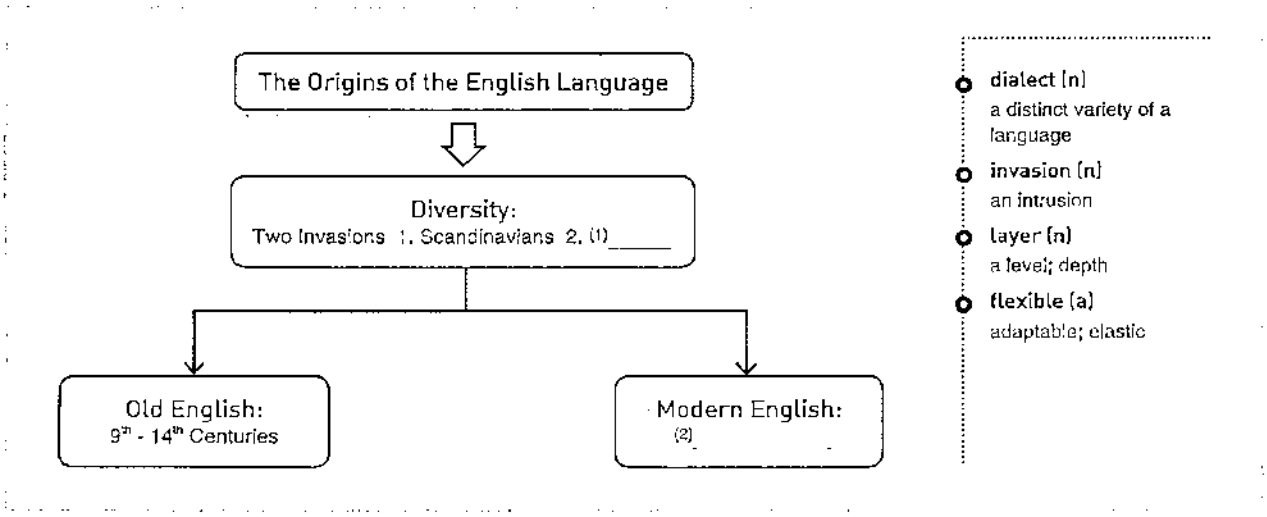
4. **Complete the following summary.**

Warm-blooded animals are able to keep their body temperatures at a _____. They use means such as _____ and sweating to do this. Another term for this _____ is endothermy. Endotherms spend a _____ of energy to maintain body temperature, and if they don't, they _____. Advantages of this regulation are increased enzyme activity and increased activity _____ situations.

could perish	constant level	in cold weather
temperature control	great amount	shivering

B Listen to part of a lecture, and answer the questions. (5-07)





1. **What can be inferred about Old English from the lecture?**
   - (A) Old English is a diverse language.
   - (B) Old English is the base for many other languages.
   - (C) Old English is a relatively shallow language.
   - (D) Old English has difficult pronunciation patterns.

2. **Listen again to part of the lecture. Then answer the question. What is implied by the professor when she says this?**
   - (A) Most students are very involved in the lecture.
   - (B) Most students are eager to learn about Old English.
   - (C) Most students pay dearly when they answer incorrectly.
   - (D) Most students are not interested in the lecture.

3. Listen again, and fill in the blanks.

W1: Okay, everyone. Calm down. I know you are all really excited about being able to read a little bit of Old English. I congratulate you. Job well done, but we've _____ yet to go. Now it is time for us to take a look at the history of English. Who can tell me where English _____?

W2: That's easy! England, of course. Everyone knows that the language is named after the country!

W1: Uh, well, that's partly correct. English is a West Germanic language. It came from the Anglo-Frisian _____ to Britain by settlers from parts of what is now northwest Germany and the northern Netherlands. At first, Old English was a group of dialects _____ origins of the Anglo-Saxon kingdoms of England. The original Old English language was then influenced by _____. The first was by language speakers of the Scandinavian branch of the Germanic family. They _____ parts of Britain in the 8th and 9th centuries. The second was the Normans in the 11th century, who spoke a variety of French. These _____ English to become "mixed" to some degree. Now what kind of effect do you guys think this mixing had on English?

W2: Wouldn't that have made English pretty diverse, Professor?

W1: I see somebody is _____! Exactly! English became a very rich, elaborate _____. And later, English developed into a borrowing language of _____ with a huge vocabulary. So, what about modern English? Who can give us an idea of when it began?

M: I believe it was around the, um, 15th century, wasn't it?

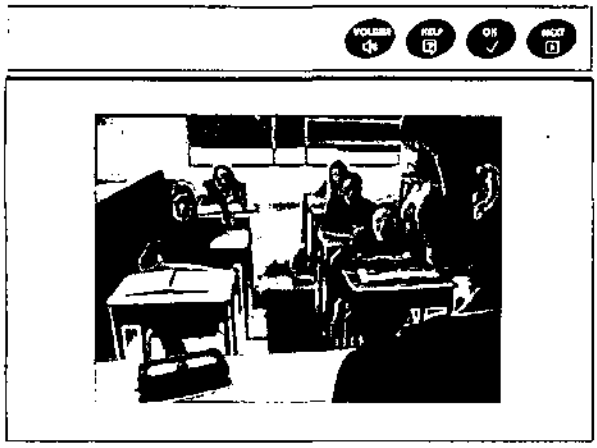
W1: Yes, it was. Modern English is often dated from the _____, which took place mainly during the 15th century. English was also influenced by the spread of a _____ dialect in government and administration and by the standardizing effect of printing. By the time of William Shakespeare, around the, uh, middle to late 16th century, the language had become clearly recognizable as modern English.

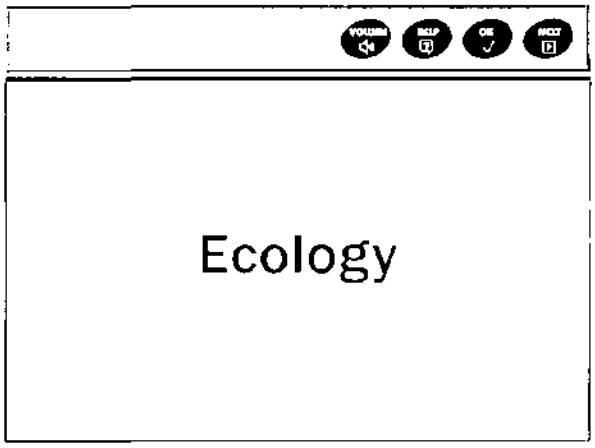
4. Complete the following summary.

English is a West-Germanic language that _____ German and the Netherlands and was _____ England by settlers. Two _____ by the Scandinavians and Normans heavily influenced the language by _____ diverse and elaborate. Modern English began around the 15th century. It was affected by the _____ dialect of the government. By the time of Shakespeare, modern English was a clearly recognized language _____ its own.

later invasions	standardized	making it more
originated in	brought to	which stood on

C Listen to part of a lecture, and answer the questions. 5-08





The Amazon River:
- average annual discharge equals (1)____ percent of the total continental runoff of all rivers on Earth

High level = (2)____ feet above average level

Low Level = 50 feet lower than average

- **pulsate** (v) to expand; to contract
- **mainstream** (n) the main course of a river
- **extraordinary** (a) rare; uncommon
- **diminish** (v) to reduce
- **runoff** (n) excess water

1. **What is implied when the professor uses words such as "pulsate" and "surge"?**
   - (A) The professor is imparting basic information.
   - (B) The professor is emphasizing the power of the Amazon.
   - (C) The professor is bored with his own words.
   - (D) The professor is trying to downplay the size of the Amazon.

2. **Why does the professor make a point of relating the Mississippi River in the lecture?**
   - (A) To show his pride in the American river
   - (B) To show how the Mississippi cannot be matched
   - (C) To show how the Mississippi pales in comparison to the Amazon
   - (D) To show that the Amazon lacks the surge of the Mississippi

3. Listen again, and fill in the blanks.

The Amazon River _____, surging once a year. From November through May, the volume of the, uh, _____. For example, as stated in your text, on June 1, 1989, the level of the river at Manaus, 900 miles from the ocean, was 45 feet above low water, nearly reaching the 1953 all-time _____. Now, the Amazon's volume in that month far _____ of the next eight largest rivers on Earth, a pretty _____ if you think about it. It does this by the end of every May, even in years of normal flow. During the second half of the year, this, um, _____. All right, uh, yes, here it is in your text, page 372. In November of 1990, also around Manaus, _____ and sandbars were _____ for the first time in living memory. The river had fallen 50 feet to its lowest level on record this century. The only official studies of the main stream flow were done in 1963 and 1964 which, uh, were years _____ as, uh, having less than average rainfall by the U.S. Geological Survey. Measurements were made at Obidos, 600 miles inland, where the Amazon _____ a single channel, very narrow in comparison, a little more than a mile wide. Findings gave the average minimum discharge at 3 million cubic feet per second while the average maximum reached 8.5 million.

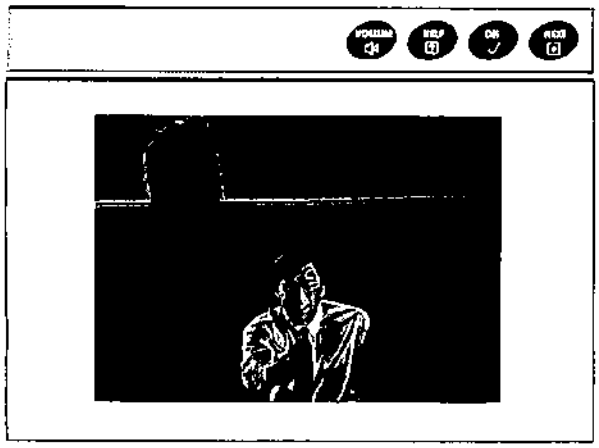
For comparison, our own Mississippi River at Vicksburg averages 620,000 cubic feet per second. It has been suggested that the Amazon's average _____ equals 20 percent of the total continental runoff of all rivers on Earth. Note this does not mean that the Amazon system holds one-fifth of the entire world's freshwater, as some other books have interpreted this data. In fact, all the Amazonia's waterways hold less than one ten-thousandth of the world's fresh water, most of which, by the way, is _____ in polar ice.

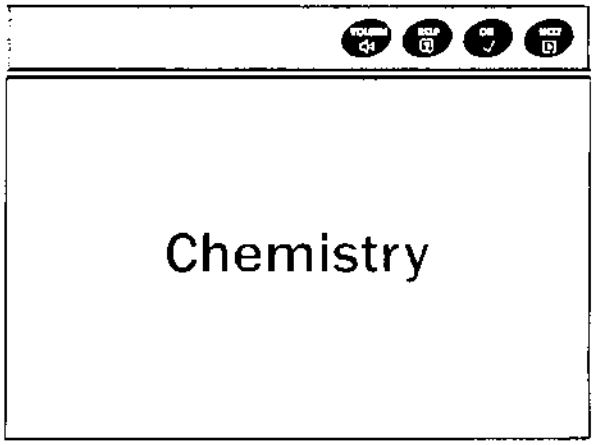
4. Complete the following summary.

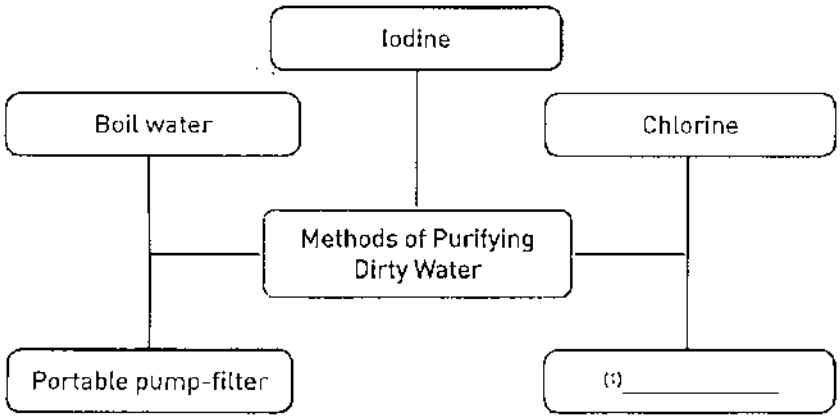
The Amazon River experiences a _____ about once a year . This occurs between the months of November and May. Some areas _____ in the waterline by as much as 40 to 50 feet in the late '80s. During the other _____, the water recedes, exposing sandbars and _____ white sand. The average discharge of the river is between 3 and 8.5 million cubic _____. Finally, contrary to some published accounts, the Amazon holds less than one ten-thousandth of _____ freshwater.

beach-like	all the world's	large surge
reported increases	half of the year	feet per second

D Listen to part of a lecture, and answer the questions. 5-09







- **purify** (v) to cleanse; to clean
- **portable** (a) moveable
- **disinfect** (v) to destroy disease in
- **emergency** (n) a condition of urgent need
- **stab** (v) to try; to take a chance

1. What is implied about water purification during the lecture?
   - (A) It is a simple task.
   - (B) It can be quite expensive.
   - (C) It takes a lot of time and effort.
   - (D) It isn't necessary to do all of the time.

2. What does the professor imply is the most practical method of water purification?
   - (A) Solar Purification
   - (B) Boiling
   - (C) Chemicals
   - (D) Pump-filters

3. **Listen again, and fill in the blanks.**

M1: Could you close the door, please? Great. Thanks. Now today, class, we're going to discuss dirty water. That's right, dirty water, or more importantly, how _____ it yourselves so that you can drink it and not get sick. Sure, you can go out and buy _____ systems or _____. _____, but there are other methods you can use if you don't have this stuff available. Who can name one?

W: Whenever my dad takes us all camping, he just boils it, and no one in my family has ever gotten sick.

M1: Sure. Boiling water on a portable stove or fire will _____. At higher elevations, though, the boiling point of water drops, so that several minutes of continuous boiling are required. Another option is just to be sure you _____ _____. Some of these, um, like the charcoal filter ones, don't remove the viruses. In this case, you have to _____ with a third method. Who can tell me what a third might be?

M2: How about electricity?

M1: Very funny. Not quite. No, actually, I was thinking of a _____. One is iodine, which kills many, but not all, of the most common, uh, pathogens in natural fresh water sources. Second, used only in _____, is chlorine-based bleach. Just add two drops of 5% bleach per quart of clear water, and _____, uh, covered, for about an hour. All right, now that is three so far. Anyone like to _____ at the last option?

W: Uh, sunshine?

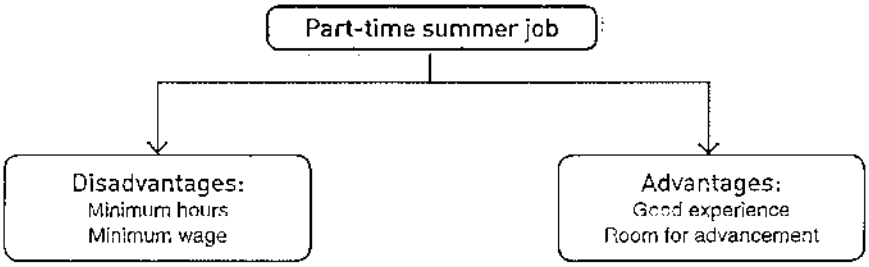
M1: Bonus points for whoever said that in the back row. Yes, sunlight is another valid option. We call it solar purification. Water is placed in a _____, which is oxygenated by shaking. It is placed for six hours in full sun, which raises the temperature and gives an extended dose of _____, killing any microbes that may be present.

4. **Complete the following summary.**

Water purification is important when camping or doing other _____. If it isn't done, dirty or polluted water can be _____ beings. There are four _____ of purifying water in the outdoors: boiling, filtering, _____, and with the sun. Boiling is the easiest and most complete while _____ not kill all of the viruses. Iodine is a chemical for killing most pathogens in water, and sunlight, though _____, is another valid option.

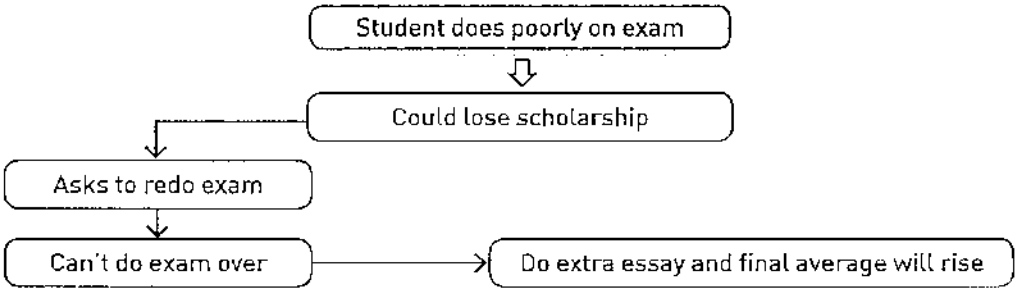
filtering might	main methods	outdoor activities
time consuming	chemically	harmful to human

A Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 5-10



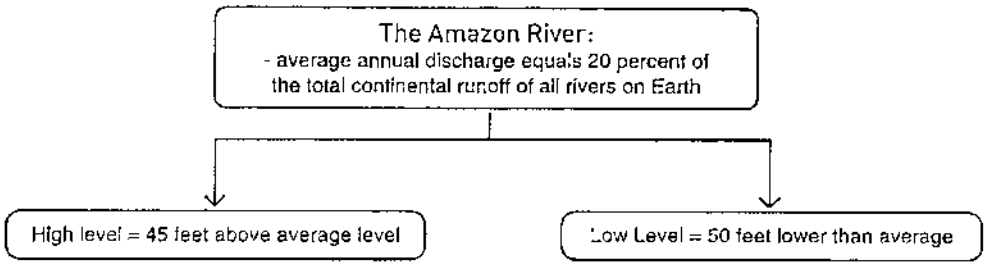
1. **What is the greatest advantage of the job?**
   (1) Experience is the _____. (2) The _____.
2. **What are the students' responses to the professor's proposal?**
   (1) The students are _____. (2) In response, the students _____.
3. **What is a minor disadvantage of the position?**
   (1) A minor disadvantage is _____. (2) The students consider the _____.

B Listen to the summary of the previous conversation and say the answers out loud by using the cue sentence words that are indicated in each answer. 5-11



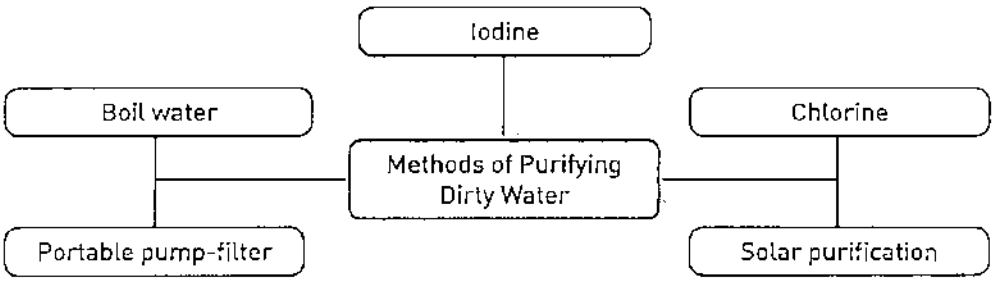
1. **Why is the student talking with the instructor?**
   (1) The student _____. (2) The student _____.
2. **What is the instructor's reaction to the student's request?**
   (1) The instructor is very _____. (2) The instructor's _____.
3. **What solution does the instructor offer?**
   (1) The instructor decides _____. (2) The instructor has _____.

C Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 5-12



1. What does this lecture teach us about the Amazon River?
   (1) The Amazon is in _____. (2) Throughout the year, _____.
2. What water level did the Amazon reach in 1989?
   (1) The water level reached _____. (2) The water level rose_____.
3. How does the Amazon compare to the Mississippi River.
   (1) Compared to the Mississippi, _____. (2) The Amazon's average discharge is _____.

D Listen to the previous lecture and say the answers out loud by using the cue sentence words that are indicated in each answer. 5-13



1. What is the best method of water purification?
   (1) The best _____. (2) Boiling is _____.
2. What amount of time does solar purification take?
   (1) Solar purification _____. (2) At six hours, _____.
3. What is the focus of the lecture?
   (1) The lecture focuses on _____. (2) In the lecture, _____.

Listen to part of a conversation between a student and a manager. 5-14

1. **What can be implied from this conversation?**
   - (A) A student is complaining about her hours at work.
   - (B) A student is trying to secure a job.
   - (C) A student is upset with her manager at work.
   - (D) A student doesn't have enough spare time to work.

2. **What can be inferred about the manager's feeling toward the student?**
   - (A) The manager feels the student is promising.
   - (B) The manager feels the student has a bad attitude.
   - (C) The manager feels the student is lazy.
   - (D) The manager feels that the student is highly intelligent.

3. **What does the student explain to the manager?**
   - (A) She explains that she is too busy to work anymore.
   - (B) She explains that being in a jazz band is more important than work.
   - (C) She explains that she desperately needs a raise.
   - (D) She explains her numerous qualifications.

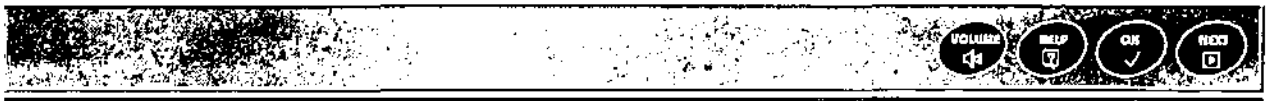
4. **What are the main duties the manager talks about? Click on 2 answers.**
   - (A) Handling money
   - (B) Taking care of customers
   - (C) Using a computerized register
   - (D) Running many errands

5. **Listen again to part of the conversation. Then answer the question.**

   What is a concern the manager has about the student?
   - (A) The manager thinks the student is over-qualified.
   - (B) The manager believes the student might be too busy.
   - (C) The manager believes the student doesn't have the right personality.
   - (D) The manager thinks the student is arrogant.

Listen to the part of a lecture in a biology class. 5-15

Biology



1. **What is the professor's main focus in the lecture?**

   (A) How neurons communicate
   (B) The genetic make-up of neurons
   (C) Where neurons come from
   (D) Common problems with neurons

2. **How are neurons able to transmit information?**

   (A) Via target neurons
   (B) Via the brain
   (C) Via synapses
   (D) Via the blood stream

3. **What does the professor imply about neurons in children?**

   (A) Neurons do not increase in children.
   (B) Neurons develop slowly in children.
   (C) Neurons boost children's immune systems.
   (D) Neurons reduce in number as children grow.

4. **According to the lecture, what are neurons composed of?**
   Click on 3 answers.

   (A) Axons
   (B) Mitochondria
   (C) Cell bodies
   (D) Dendritic trees

5. **Listen again to part of the lecture. Then answer the question.**

   What does the professor mean when he says this?

   (A) The students should look at the picture of the neuron.
   (B) The students should understand his point better now.
   (C) The students should be confused by the picture.
   (D) The students don't understand what he's talking about.

6. **What are the two basic functions of synapses?**

   (A) They mutate and fertilize.
   (B) They expand and dominate.
   (C) They excite and inhibit.
   (D) They split and multiply.

Vocabulary Review

A Listen and choose the correct word that matches each definition. 5-16

1.	(A) farm	(B) film	(C) firm	(D) form
2.	(A) relatively	(B) relatives	(C) relived	(D) reliable
3.	(A) penetrate	(B) conceptualize	(C) create	(D) realize
4.	(A) academy	(B) academic	(C) acronym	(D) acrobat
5.	(A) accept	(B) inept	(C) adrift	(D) accepts
6.	(A) expect	(B) accepting	(C) expecting	(D) expectation
7.	(A) express	(B) excurse	(C) implore	(D) explore
8.	(A) mechanical	(B) naturalistic	(C) creative	(D) artificial
9.	(A) economics	(B) economy	(C) economically	(D) economic
10.	(A) emit	(B) intimidate	(C) imitate	(D) simulate
11.	(A) excessive	(B) extraordinary	(C) exchangeable	(D) explosive
12.	(A) embrace	(B) embryo	(C) emergency	(D) embassy
13.	(A) purge	(B) purify	(C) purchase	(D) purport
14.	(A) exalt	(B) exact	(C) exceed	(D) exasperate
15.	(A) fleeting	(B) flexible	(C) flash	(D) flattering

B Complete the sentences by filling in the blanks with the expressions in the box.

take a stab	ten bucks	build up
sweating buckets	got it in you	zap

1. Let your sister _____ at the poker game.
2. Jeff paid _____ for his sweater.
3. They need to _____ some savings before they can buy a car.
4. We were _____ while playing tennis yesterday.
5. I know you've _____ to do better in Spanish class.
6. I need to _____ this email to my boss.

This part provides lists of important vocabulary words in each unit. They are essential words for understanding any academic texts. Many of the words are listed with their derivative forms so that students can expand their vocabulary in an effective way. These lists can be used as homework assignments.

Vocabulary Wrap-up

Unit 1 • Listening for Main Ideas

Step A

☐ acid	☐ amphibian	☐ astronomy	☐ ballistic
☐ barcode	☐ beeswax	☐ camouflage	☐ circulation
☐ copperplate	☐ detour	☐ disaster	☐ tectonic
☐ engraver	☐ etching	☐ gastric	☐ havoc
☐ heartburn	☐ intestine	☐ Mediterranean	☐ nutrient
☐ ooze	☐ seep	☐ prudent	☐ reptile
☐ seismic	☐ sphincter	☐ esophagus	☐ suffrage

Step B

Noun	Verb	Adjective	Adverb
☐ revolution	☐ revolutionize	☐ revolutionary	☐ revolutionarily
☐ affiliation	☐ affiliate	☐ affiliated	
☐ theory	☐ theorize	☐ theoretical	☐ theoretically
☐ offense	☐ offend	☐ offensive	☐ offensively
☐ reservation	☐ reserve	☐ reserved	☐ reservedly
☐ extraction	☐ extract	☐ extractive	
☐ frustration	☐ frustrate	☐ frustrated	☐ frustratingly
☐ disconnection	☐ disconnect	☐ disconnected	☐ disconnectedly
☐ amendment	☐ amend	☐ amendable	
☐ irritation	☐ irritate	☐ irritable	☐ irritably
☐ eligibility		☐ eligible	☐ eligibly
☐ exposure	☐ expose	☐ exposed	
☐ recognition	☐ recognize	☐ recognizable	☐ recognizably
☐ removal	☐ remove	☐ removable	☐ removably
☐ association	☐ associate	☐ associative	

Unit 2 • Listening for Main Purpose

Step A

☐ advent	☐ atmosphere	☐ carnivorous	☐ celestial
☐ clientele	☐ continent	☐ dispute	☐ enzyme
☐ exhaust	☐ flourish	☐ flytrap	☐ glacier
☐ obsolete	☐ pioneer	☐ pollution	☐ recyclable
☐ spew	☐ swampland	☐ tripod	☐ victim
☐ conversion	☐ landfill	☐ nitrogen	☐ planet
☐ polar	☐ premise	☐ registrar	☐ satin

Step B

Noun	Verb	Adjective	Adverb
☐ precision		☐ precise	☐ precisely
☐ method		☐ methodical	☐ methodically
☐ exhaust	☐ exhaust	☐ exhausted	☐ exhaustedly
☐ flood	☐ flood	☐ flooded	
☐ pole		☐ polar	
☐ effect		☐ effective	☐ effectively
☐ economy	☐ economize	☐ economic	☐ economically
☐ theory	☐ theorize	☐ theoretical	☐ theoretically
☐ motor	☐ motorize	☐ motored	
☐ pace	☐ pace	☐ paced	
☐ advance	☐ advance	☐ advanced	
☐ fame		☐ famous	☐ famously
☐ organization	☐ organize	☐ organized	
☐ summary	☐ summarize	☐ summarized	
☐ information	☐ inform	☐ informed	
☐ availability		☐ available	☐ availably
☐ flexibility	☐ flex	☐ flexible	☐ flexibly
☐ preference	☐ prefer	☐ preferable	☐ preferably
☐ nerve		☐ nervous	☐ nervously
☐ shame	☐ shame	☐ shameful	☐ shamefully

Unit 3 • Listening for Major Details

Step A

☐ allegiance	☐ ancestry	☐ aristocrat	☐ arsenal
☐ blockade	☐ confederate	☐ decorate	☐ dock
☐ federalism	☐ heritage	☐ influx	☐ invasion
☐ jargon	☐ monarch	☐ snowplow	☐ supreme
☐ ultimatum	☐ vassal	☐ vault	☐ withdraw
☐ zoning	☐ predominant	☐ immigrate	☐ integrate
☐ collapse	☐ distinct	☐ evolve	☐ hierarchy

Step B

Noun	Verb	Adjective	Adverb
☐ distinction	☐ distinguish	☐ distinct	☐ distinctly
☐ shift	☐ shift		
☐ colony	☐ colonize	☐ colonial	☐ colonially
	☐ predominate	☐ predominant	☐ predominantly
☐ uniqueness		☐ unique	☐ uniquely
☐ influx	☐ influx	☐ influxing	
☐ evolution	☐ evolve	☐ evolving	
☐ chatter	☐ chat	☐ chatting	
☐ completion	☐ complete	☐ complete	☐ completely
☐ approver	☐ approve	☐ approving	☐ approvingly
☐ applicant	☐ apply	☐ applying	
	☐ solidify	☐ solid	☐ solidly
☐ balancer	☐ balance	☐ balanced	
☐ mob	☐ mob	☐ mobbish	
	☐ terrify	☐ terrible	☐ terribly
☐ scholar		☐ scholastic	☐ scholarly
☐ extension	☐ extend	☐ extending	☐ extendedly
☐ infusion	☐ infuse		
☐ domination	☐ dominate	☐ dominating	☐ dominatingly

Step A

☐ accomplish	☐ aggression	☐ alert	☐ alumnus
☐ axis	☐ blitzkrieg	☐ chronological	☐ clockwise
☐ cluster	☐ confrontation	☐ coyote	☐ decoration
☐ designate	☐ dioxide	☐ elite	☐ emergency
☐ emit	☐ eruption	☐ famine	☐ genus
☐ grassland	☐ prey	☐ lava	☐ longitudinal
☐ marmot	☐ peninsula	☐ precipitation	☐ prelude

Step B

Noun	Verb	Adjective	Adverb
☐ perfecter	☐ perfect	☐ perfect	☐ perfectly
☐ manipulativeness	☐ manipulate	☐ manipulative	☐ manipulatively
		☐ clockwise	☐ clockwise
☐ lava		☐ lavalike	
☐ ozone		☐ ozonic	
☐ toxicity		☐ toxic	
☐ cultivation	☐ cultivate	☐ cultivatable	
☐ ascent	☐ ascend	☐ ascendable	
☐ descent	☐ descend	☐ descendable	
☐ transcript			
☐ unofficialization	☐ unofficialize	☐ unofficial	☐ unofficially
☐ inconvenience	☐ inconvenience	☐ inconvenient	☐ inconveniently
☐ grammaticalness		☐ grammatical	☐ grammatically
☐ evidence		☐ evidential	☐ evidentially
☐ chronology	☐ chronologize	☐ chronological	☐ chronologically
☐ confrontation	☐ confront	☐ confrontational	☐ confrontationally
☐ cluster	☐ cluster		

Unit 5 • Understanding the Speaker's Attitude

Step A

☐ accomplish	☐ achy	☐ aesthetic	☐ allotment
☐ anarcho-syndicalism	☐ angst	☐ antique	☐ apocalypse
☐ appendectomy	☐ archeological	☐ blast	☐ budget
☐ constable	☐ criticism	☐ dedication	☐ deliberate
☐ depict	☐ deputy	☐ drastic	☐ egotistical
☐ entrench	☐ existentialism	☐ expire	☐ formalism
☐ hemisphere	☐ hinge	☐ mannerism	☐ oscillation

Step B

Noun	Verb	Adjective	Adverb
☐ note	☐ note	☐ notable	☐ notably
☐ probable		☐ probable	☐ probably
☐ preference	☐ prefer	☐ preferential	☐ preferentially
☐ intellect	☐ intellectualize	☐ intellectual	☐ intellectually
☐ entrenchment	☐ entrench	☐ entrenched	
☐ expiration	☐ expire	☐ expired	
☐ contribution	☐ contribute	☐ contributed	
☐ perseverance	☐ persevere		
☐ oscillator	☐ oscillate	☐ oscillated	☐ oscillatory
☐ couple	☐ couple	☐ coupled	
☐ intersection	☐ intersect	☐ intersected	
☐ proof	☐ prove	☐ proved	
☐ enlargement	☐ enlarge	☐ enlarged	
☐ bet	☐ bet	☐ betted	
☐ complication	☐ complicate	☐ complicated	☐ complicatedly
☐ training	☐ train	☐ trained	
☐ recovery	☐ recover	☐ recovered	
☐ complaint	☐ complain	☐ complaining	☐ complainingly
	☐ scold	☐ scolded	
☐ reference	☐ refer	☐ referred	☐ referentially

Unit 6 • Understanding Organization

Step A

☐ abiotic	☐ absorb	☐ affluent	☐ angiosperm
☐ anther	☐ argon	☐ blacksmith	☐ botany
☐ bust	☐ cerebral	☐ cognitive	☐ compulsory
☐ configuration	☐ criminology	☐ cynical	☐ deciduous
☐ doug	☐ entomology	☐ extermination	☐ flyby
☐ forensic	☐ fungus	☐ gamete	☐ gymnosperm
☐ habitable	☐ literacy	☐ microorganism	☐ optimally

Step B

Noun	Verb	Adjective	Adverb
☐ declaration	☐ declare	☐ declarative	☐ declaratively
☐ complement	☐ complement	☐ complementary	☐ complementarily
☐ wanderer	☐ wander	☐ wandering	
☐ reservation	☐ reserve	☐ reserved	☐ reservedly
☐ substitute	☐ substitute	☐ substituted	
☐ slowness	☐ slow	☐ slow	☐ slowly
☐ affect	☐ affect	☐ affected	☐ affectedly
☐ thrower	☐ throw	☐ thrown	
☐ digestion	☐ digest	☐ digestive	☐ digestively
☐ absorption	☐ absorb	☐ absorbed	☐ absorbedly
☐ representative	☐ represent	☐ represented	
☐ retrieval	☐ retrieve	☐ retrieved	
☐ transfer	☐ transfer	☐ transferred	
☐ help	☐ help	☐ helpful	☐ helpfully
☐ rub	☐ rub	☐ rubbed	
☐ pat	☐ pat	☐ patted	
☐ completion	☐ complete	☐ complete	☐ completely
☐ emphasis	☐ emphasize	☐ emphasized	
☐ shift	☐ shift	☐ shifted	
☐ rearrangement	☐ rearrange	☐ rearranged	

Unit 7 • Connecting Content

Step A

☐ afflict	☐ ape	☐ apparatus	☐ artistry
☐ astounding	☐ authenticity	☐ blubber	☐ broadband
☐ captivity	☐ contamination	☐ contentious	☐ contractual
☐ corrupt	☐ echolocation	☐ enduring	☐ genuine
☐ hibernation	☐ hoax	☐ insulate	☐ memorable
☐ micro-biology	☐ Paleolithic	☐ predatory	☐ pregnancy
☐ prototypical	☐ province	☐ pulse	☐ sensory

Step B

Noun	Verb	Adjective	Adverb
☐ corruption	☐ corrupt	☐ corrupted	
☐ communication	☐ communicate	☐ communicated	
☐ brutality	☐ brutalize	☐ brutal	☐ brutally
☐ selection	☐ select	☐ selected	
☐ depiction	☐ depict	☐ depictive	
☐ isolation	☐ isolate	☐ isolated	
☐ identicalness		☐ identical	☐ identically
☐ apparentness		☐ apparent	☐ apparently
☐ shape	☐ shape	☐ shaped	☐ shapely
☐ typicality		☐ typical	☐ typically
☐ maintainability	☐ maintain	☐ maintainable	
☐ enjoyment	☐ enjoy	☐ enjoyable	☐ enjoyably
☐ failure	☐ fail	☐ failed	
☐ process	☐ process	☐ processed	
☐ perfect	☐ perfect	☐ perfect	☐ perfectly
☐ finance	☐ finance	☐ financeable	

Unit 8 • Making Inferences

Step A

☐ aggravate	☐ apparatus	☐ cancellation	☐ cerebellum
☐ dendrite	☐ desperate	☐ devotee	☐ dialect
☐ disguise	☐ disinfect	☐ elaborate	☐ endotherm
☐ enthusiasm	☐ errand	☐ excitatory	☐ extremist
☐ filter	☐ flunk	☐ frugal	☐ grassroots
☐ grizzle	☐ hallucination	☐ homeostasis	☐ hypothermia
☐ implore	☐ inhibitory	☐ innate	☐ intimidation

Step B

Noun	Verb	Adjective	Adverb
☐ acceptance	☐ accept	☐ accepting	
☐ respect	☐ respect	☐ respected	
☐ anxiousness		☐ anxious	☐ anxiously
☐ constant		☐ constant	☐ constantly
☐ satisfaction	☐ satisfy	☐ satisfiable	☐ satisfyingly
☐ extraordinariness		☐ extraordinary	☐ extraordinarily
☐ deliberateness	☐ deliberate	☐ deliberate	☐ deliberately
☐ harmfulness	☐ harm	☐ harmful	☐ harmfully
☐ aggravator	☐ aggravate	☐ aggravative	☐ aggravatingly
☐ imploration	☐ implore	☐ implorable	☐ imploringly
☐ tryingness	☐ try	☐ trying	☐ tryingly
☐ recentness		☐ recent	☐ recently
☐ mindfulness	☐ mind	☐ mindful	☐ mindfully
☐ report	☐ report	☐ reportable	☐ reportedly
☐ electricity		☐ electric	☐ electrically
☐ diminishment	☐ diminish	☐ diminishable	
☐ character	☐ characterize	☐ characterizable	

Listening Section **Directions** 5-17

This section measures your ability to understand conversations and lectures in English. The listening section is divided into 2 separately timed parts. In each part you will listen to 1 conversation and 2 lectures. You will hear each conversation or lecture only one time. After each conversation and lecture, you will answer questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored. If you need to change the volume while you listen, click on the Volume icon at the top of the screen.

For some questions, you will see this icon: This means that you will hear, but not see part of the question. Some of the questions have special directions. These directions appear in a gray box on the screen.

Most questions are worth one point. If a question is worth more than one point, it will have special directions that indicate how many points you can receive.

You must answer each question. After you answer, click on Next. Then click on OK to confirm your answer and go on to the next question. After you click on OK, you can not return to previous questions.

Actual Test

Conversation 1~5: Listen to part of a conversation between a student and a volleyball coach. 5-18

1. **Why does the student need to talk with the coach?**

   Ⓐ To discuss an upcoming volleyball game
   Ⓑ To inquire about volleyball tryouts
   Ⓒ To talk about something unrelated to volleyball
   Ⓓ To congratulate the coach on a great season

2. **Why does the coach suggest a combination lock?**

   Ⓐ Because it is stronger than a key lock.
   Ⓑ Because it would be more convenient.
   Ⓒ Because he distrusts key locks.
   Ⓓ Because combination locks are smaller.

3. **According to the coach, what are suicides?**

   Ⓐ A secret energy drink
   Ⓑ A sad repercussion of competition
   Ⓒ A conditioning technique
   Ⓓ An advanced play he is developing

4. **What is the coach's reaction toward the student's request to sign the petition?**

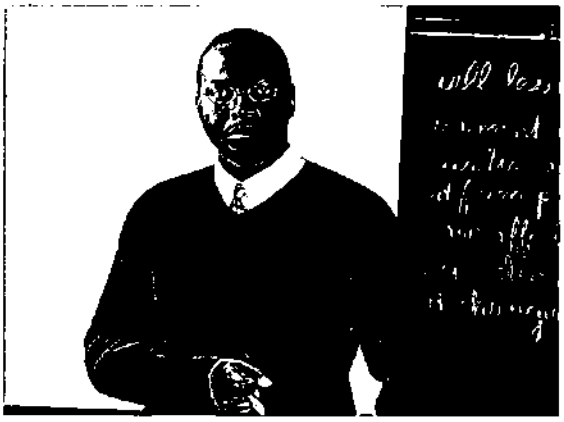
   Ⓐ He is very receptive to it.
   Ⓑ He is indifferent towards it.
   Ⓒ He thinks it is petty.
   Ⓓ He thinks it needs some work.

5. **What can be inferred about the student's impression of the coach?**

   Ⓐ The coach is crass.
   Ⓑ The coach is quite stubborn.
   Ⓒ The coach is self-indulgent.
   Ⓓ The coach goes out of his way for others.

Lecture 6~11: Listen to part of a lecture in a music history class. 5-19

Music History



6. What is the lecture mainly about?
   - (A) The history of ragtime
   - (B) The influence of ragtime on American music
   - (C) The similarities between ragtime and classical music
   - (D) The influence of ragtime on piano playing styles

7. Why does the professor discuss sheet music?
   - (A) Because it became outdated due to ragtime.
   - (B) Because it distinguished ragtime from jazz.
   - (C) Because it limited the spread of ragtime.
   - (D) Because it made ragtime difficult to record.

8. What influence did the stride piano have?
   - (A) It made jazz easier to play.
   - (B) It made jazz complex and distinctive.
   - (C) It made jazz the most popular music of the 1920s.
   - (D) It made jazz a clear successor to the Delta blues.

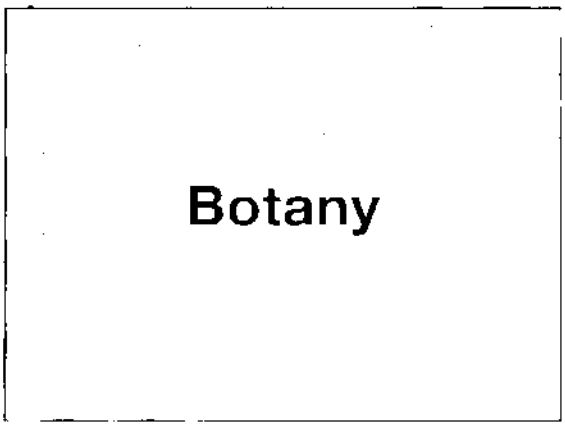
9. What does the professor imply about the probable future of ragtime?
   - (A) It will eventually die out.
   - (B) It will never be as good as when it first started.
   - (C) It will probably continue to influence new forms of music.
   - (D) It will never live up to jazz.

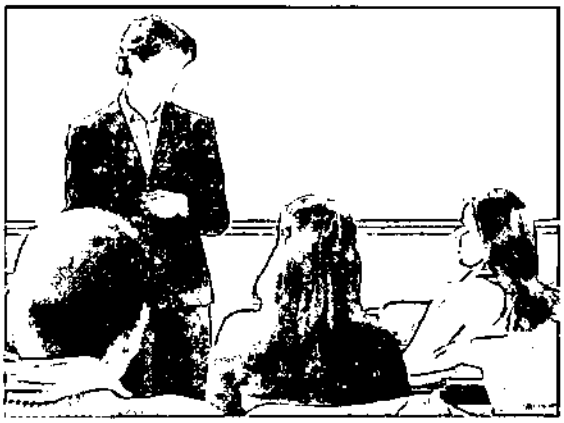
10. What did the revival of ragtime in the 1950s do for the genre?
    - (A) Many new ragtime songs were recorded.
    - (B) It became the most popular genre of the age.
    - (C) More ragtime concerts were held.
    - (D) Many original ragtime artists were finally recognized.

11. According to the lecture, what is a novelty piano? Check the correct boxes below:

	Yes	No
It's an instrument similar to the blues piano.		
It's another term for a concert piano.		
It's another term for a player piano.		
It's a pianistic cousin of jazz.		
It's a Harlem version of the piano roll.		

Lecture 12~17: Listen to part of a lecture in a botany class. 5-20





12. What is the professor's lecture about?

Ⓐ Southeast Asia
Ⓑ The Venus flytrap plant
Ⓒ Tetra Stigma vines
Ⓓ Rafflesia plants

13. Why does the professor explain "passive carnivores"?

Ⓐ Because that's what a Venus flytrap is.
Ⓑ Because that's what a Rafflesia plant is.
Ⓒ Because that's what a Tetra Stigma vine is.
Ⓓ Because passive carnivores only live in Southeast Asia.

14. What are "pitchers"?

Ⓐ They are roots.
Ⓑ They are flowers.
Ⓒ They are leaves.
Ⓓ They are flies.

15. According to the lecture, what can be inferred about the relationship between flies and the Rafflesia?

Please check the correct box below:

	Yes	No
Rafflesia use flies as a food source.		
Rafflesia will use flies as a host on some occasions.		
Rafflesia sometimes feed Tetra Sigma vines flies on rare occasions.		
Flies pollinate Rafflesia.		
Flies attract other insects to Rafflesia so they can be eaten.		

16. What does the professor imply about Rafflesia arnoldii?

Ⓐ It's a very beautiful plant.
Ⓑ It's a very strange plant.
Ⓒ It's a plant that everyone should own.
Ⓓ It's a plant that can be found anywhere.

17. Why does the professor talk about the Tetra Stigma vine?

Ⓐ Because it's what Rafflesia lives on.
Ⓑ Because they are endangered.
Ⓒ Because they are Rafflesia's parasite.
Ⓓ Because they kill off Rafflesia's pitchers.

Conversation 18~22: Listen to part of a conversation between a student and a professor. 5-21

18. What issue does the student have?

Ⓐ The student doesn't care for her paper topic.
Ⓑ The student believes the topic of her paper is not all documented.
Ⓒ The student believes her paper topic is too complicated.
Ⓓ The student thinks her topic is too easy.

19. What is the main idea of the student's original assignment?

Ⓐ The habitat of the Alaskan Godwit.
Ⓑ The mating habits of the Alaskan Godwit.
Ⓒ The migration of the Alaskan Godwit.
Ⓓ The imminent extinction of the Alaskan Godwit.

20. What aspect of the cuckoo does the professor defend?

Ⓐ The cuckoo's intelligence
Ⓑ The cuckoo's appearance
Ⓒ The cuckoo's flight ability
Ⓓ The cuckoo's social skills

21. Why does the student accept the Pink-footed Goose as an alternative topic?

Ⓐ Because it is a beautiful bird.
Ⓑ Because the professor will lend her sources.
Ⓒ Because no one has written on it yet.
Ⓓ Because she has no other options.

22. Why does the professor mention the cuckoo to the student?

Ⓐ Because he feels it would be an easier topic to find information about.
Ⓑ Because he is an expert on the cuckoo.
Ⓒ Because it's an eccentric bird.
Ⓓ Because its migratory tendencies are not well documented.

Lecture 23~28: Listen to part of a lecture in a modern printing class. 5-22

Modern Printing

23. What is the main topic of this lecture?

(A) Gutenburg's printing press
(B) Newspaper printing
(C) 19th-century printing
(D) 20th-century printing

24. Why does the professor explain alloy?

(A) Because that's what "type metal" is.
(B) To emphasize its importance to printing done in the 21st century
(C) Because alloys were a new thing in the 19th century.
(D) To emphasize its importance to the Gutenburg press

25. What was the result of the Linotype printing press?

(A) It was less expensive than older models.
(B) It required more people to operate.
(C) It changed the publishing industry.
(D) It was cleaner than older models.

26. What's a counterpunch?

(A) A defensive tactic
(B) A type of alloy
(C) A punch used by boxers
(D) A punch used to cut other punches

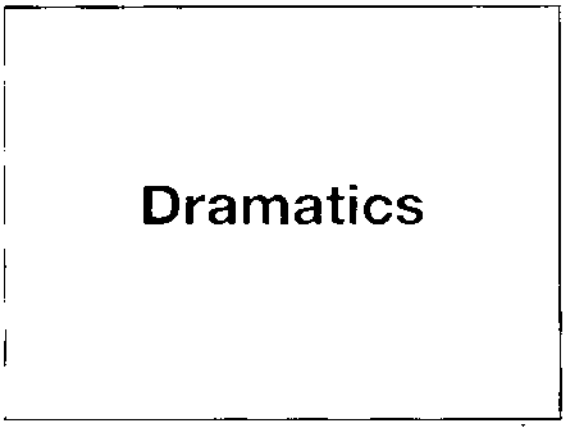
27. What's the attitude of the students?

(A) They seem to know a great deal about the subject.
(B) They don't seem to know much about the subject.
(C) They seem intrigued by alloys.
(D) They know more about printers than metals.

28. What does the professor imply about the Linotype printing press?

(A) It was a process anyone could do with no training.
(B) It's a much easier process than 21st-century printing methods.
(C) It was a difficult task that required a craftsman throughout the process.
(D) It was a much slower process than the Gutenburg printing process.

Lecture 29~34: Listen to part of a lecture in a dramatics class. 5-23



29. What is the professor mainly lecturing about?

Ⓐ The life of Robert De Niro
Ⓑ Method acting
Ⓒ Strasberg's influence on acting
Ⓓ How to become a professional actor

30. Why does the professor discuss Stanislavski?

Ⓐ Because Stanislavski ignored the art of method acting.
Ⓑ Because Stanislavski laid the foundation for the method acting movement.
Ⓒ Because Stanislavski personally brought method acting to Hollywood.
Ⓓ Because Stanislavski shunned method acting.

31. According to the professor, what is often confused?

Ⓐ The Method and the System
Ⓑ American Theater and Russian Theater
Ⓒ Robert De Niro and Al Pacino
Ⓓ Analytical and Introspective acting

32. Listen again to part of the lecture. Then answer the question.

What can be inferred when the student says this?

Ⓐ The student is demanding a direct answer.
Ⓑ The student is attempting to clarify an explanation.
Ⓒ The student is utterly confused.
Ⓓ The student is in need of more examples.

33. Why does the professor discuss Lee Strasberg?

Ⓐ Because he was an important Russian contemporary actor.
Ⓑ Because he rejected the acting methods of modern Europe.
Ⓒ Because he was an important influence on American theater and cinema.
Ⓓ Because he discovered method acting.

34. What can be inferred about the professor's opinion of method actors?

Ⓐ Their method is esoteric and hard to follow.
Ⓑ Their method should be respected because it is so old.
Ⓒ Their method is the most bizarre yet gets results.
Ⓓ Their method makes them better prepared than others.

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Unit 1 Listening for Main Ideas

Basic Drill

A 1. Ⓐ 2. Ⓒ 3. Ⓐ

W1: Wow, it's getting late. We've been studying in the library for a long time now.
W2: You're right. It's already dark outside. I'm kind of nervous about walking back to the dorm in the dark.
W1: Oh, well that's not a problem. We can call campus security to walk us back. Hey, they might even drive us.
W2: Really? I didn't know they did that.
W1: Yeah, it's a really great service. Hey, with the tuition we're paying, we should get walked back in the dark.
W2: Hey, I'm okay with paying tuition if it means safer campuses. This campus security thing is great!

W1: 이런, 시간이 벌써 이렇게나 됐네. 도서관에 꽤 오랫동안 있었군.
W2: 그래. 밖이 벌써 어두워졌어. 깜깜한데 기숙사까지 걸어갈 생각하니 좀 두려워.
W1: 문제될 게 없어. 교내 보안요원을 부르면 집까지 데려다 주니까. 자동차로 태워다 주기도 해.
W2: 정말이니? 보안요원들이 그런 일까지 하는 줄 몰랐어.
W1: 그래. 정말 좋은 서비스지. 등록금 내는 게 있으니 깜깜할 때 에스코트 서비스 받는 것도 당연해.
W2: 그러게. 보다 안전한 교내 생활을 할 수 있다면 등록금 내는 것도 아깝지 않지. 교내 보안요원 시스템은 정말 훌륭하다니까!

W: All right, the first thing you need to do is register for your meal plan.
M: Where do I do that?
W: There's an office at the main dining hall on campus. Take your student identification card and a credit card. The meal plans are expensive!
M: But what if I really don't eat that much food?
W: That doesn't matter. All first-year students are required to get a plan for at least two meals a day. So it would be a really good idea if you ate at the dining hall for at least two meals a day. That way, you would actually get your money's worth.
M: So how much is this meal plan going to cost me?
W: I'm not sure because it changes from semester to semester. They'll have a pricing guide at the dining hall office.

W: 이제 제일 먼저 식사 신청을 해야 해.
M: 어디서 하지?
W: 중앙 교내식당에서 있는 사무실에서 하면 돼. 학생증이랑 신용카드만 가지고 가. 식사는 싸진 않아.
M: 하지만 식사량이 그다지 많지 않으면 어떻게 되지?
W: 상관없어. 신입생의 경우 하루에 적어도 두 끼는 신청해야 해. 그러니까 교내식당에서 하루에 적어도 두 끼 식사를 한다면 정말 좋지. 그래야 돈이 아깝지 않을 테니까 말이야.
M: 식사 신청은 비용이 얼마나 드니?
W: 학기마다 달라서 확실히 모르겠어. 교내식당 사무실에 가면 식사 요금표가 있을 거야.

M: Oh man, I'm running so late! I have to be at the Biology Building in five minutes!
W: Oh, well you had better hurry then. You can't take the usual path from here you know. You have to detour.
M: Detour? Why would I do that?
W: Don't you remember? They're building a new wing on the Chemistry Building. The path is going to be closed due to construction all semester. You have to go around the astronomy lab now to get to the Biology Building.
M: Oh that's right! I completely forgot. Okay, I really have to run then. I'll see you later!

M: 이런, 어쩌다 이렇게 늦어졌지! 5분 내에 생물학 건물로 가야 해!
W: 그렇다면 서둘러야겠네. 늘 가던 길로 못 간다는 거 알지. 돌아서 가야 해.
M: 돌아서 간다고? 왜?
W: 잊었어? 화학 건물에 새 동을 짓고 있잖아. 이번 학기 내내 공사 때문에 그 길을 막았잖아. 생물학 건물로 가려면 천문학 실험실을 돌아가야 해.
M: 아, 그렇지! 까맣게 잊고 있었어. 그렇다면 진짜 서둘러야겠네. 나중에 봐!

B 1. Ⓒ 2. Ⓓ 3. Ⓑ

The earth has many natural disasters. Natural disasters are acts of nature that create havoc among the planet's creatures. One kind of natural disaster is a tsunami. A tsunami is a giant tidal wave that starts in the ocean. It causes major flooding where it hits. It can even sink entire islands so that they no longer can be seen from the surface of the water. One reason why a tsunami happens is underwater earthquakes. These quakes create a disturbance in the water and cause a large swell. This swell creates a wave, which moves until it hits land.

지구상에는 많은 자연재해가 있습니다. 자연재해란 지구상의 생물들에게 엄청난 피해를 미치는 자연 작용을 말합니다. 해일이 그 한 가지 예입니다. 해일은 바다에서 생기는 거대한 파도를 말하죠. 해일이 지나가는 곳에는 엄청난 홍수가 일어납니다. 심지어 섬 전체를 삼켜버려 수면에서 사라지는 일도 있습니다. 해일이 발생하는 한 가지 이유는 해저지진입니다. 지진

때문에 해수가 요란 되어 거대한 용기가 생깁니다. 이 용기 때문에 파도가 생기고 파도는 계속 이동해 육지에 상륙하게 됩니다.

Women worldwide had to fight for the right to vote. Most governments thought that women couldn't make decisions about politics. In the 1800s, women started to fight against this. They became active in fighting for women's suffrage. Oh, suffrage means the right to vote. The first country to grant women the right to vote was New Zealand. This happened in 1892. Over the next hundred years, many more countries gave women voting rights. Many women around the world can now vote if they want to, but there are still countries that don't allow women to vote. Many battles in this fight have been won, but the fight for women's voting rights is not over.

전 세계의 여성들은 투표권을 얻기 위해 투쟁해야 했어요. 대부분의 국가에서는 여성들이 정치에 관한 결정을 내릴 수 없다고 생각했죠. 여성들은 1800년대에 투표권을 얻기 위해 싸웠어요. 여성들은 참정권을 얻기 위해 격렬하게 투쟁했어요. 참, 참정권이란 투표를 할 수 있는 권리를 말합니다. 여성에게 참정권을 부여한 최초의 국가는 뉴질랜드예요. 1892년에 있었던 일이죠. 그 후 100년 동안 보다 많은 국가들이 여성들에게 참정권을 부여했어요. 전 세계의 많은 여성들이 원하는 경우 투표를 할 수 있게 되었지만 아직까지도 여성에게 참정권을 부여하지 않는 국가가 있어요. 여성들은 이 싸움에서 많은 승리를 거두었지만 여성의 참정권을 얻기 위한 이 싸움은 아직도 끝나지 않았어요.

The digestive system is vital in keeping humans and other animals alive. It lets animals take in food and pull out the nutrients. These nutrients are important to keeping an animal healthy. In humans, the digestive tract is made up of the mouth, the esophagus, the stomach, the small intestine, and the large intestine. Food is broken down in the mouth, esophagus, and stomach. Nutrients are taken out of the food in the small intestine. Food waste then goes through the large intestine. Here, more nutrients are pulled out or extracted. Finally, waste is passed out of the body through the colon. This is the bottom part of the large intestine. Without the digestive system, we wouldn't be alive.

소화기계는 인간과 동물들이 생활하는데 대단히 중요한 역할을 합니다. 소화기계 덕분에 동물들은 음식물을 섭취하고 영양소를 흡수할 수 있어요. 이 영양소는 동물이 건강을 유지하는데 중요한 역할을 합니다. 인간의 경우 소화기계는 입, 식도, 위, 소장, 그리고 대장으로 이루어집니다. 음식물은 입, 식도, 위에서 잘게 부숴집니다. 소장에서는 음식물 내에 있는 영양소를 흡수합니다. 그런 다음 남은 음식물 찌꺼기는 대장을 통과합니다. 여기에서 더 많은 영양소를 흡수하거나 짜냅니다. 마지막으로, 음식물 찌꺼기는 결장을 통해 몸 밖으로 빠져나옵니다. 결장은 대장의 제일 아랫부분을 말합니다. 소화기계가 없다면 우리는 살 수 없을 거예요.

Practice with Conversations

A 1. C 2. B

[Toothpaste seeping out of tube]

W: So how are things going with your roommate?

M: Oh man, he's still really irritating me. I can't wait till the semester is over.

W: But Bob, the semester won't be over for two and a half months! You have to figure out how, you know, how to work this stuff out. Yeah, you have to talk to him.

M: Yeah, but I don't know what to say. I mean, I don't want to hurt his feelings or offend him or anything. But, seriously, if he doesn't get rid of those pizza boxes, I think I'm going to go ballistic.

W: See, this is why you have to talk to him. Because, you're obviously frustrated. I mean, I don't think it's unreasonable for you not to want empty food containers lying around the room. I mean, they could attract cockroaches. That's so gross!

M: And it's not just the pizza boxes, which, believe me, are bad enough! His socks are everywhere, his papers are all over my desk, and his tube of toothpaste is oozing and seeping all over our bathroom sink. He won't even put a cap on it! I really think it's unsanitary. I mean, I don't want to get sick.

W: Oh, man! That's really disgusting. You could definitely get sick from that. It's just so unhygienic. You just have to talk to him. Just be calm, and tell him that you don't appreciate his mess. Oh! You could even suggest that the two of you clean the room together once a week. If he has to clean up his own mess, maybe he won't make one!

M: Yeah, I suppose I could give that a shot. I really appreciate the suggestions. I mean, I guess I really do have to figure something out because we're not even halfway through the semester.

W: Hey, don't mention it. And if you need a pep talk or anything, you can always ask. I'm happy to be of assistance.

W: 룸메이트와는 사이가 어때?

M: 그게 말이지. 정말 짜증나 죽겠어. 이번 학기 끝날 날만 기다리고 있거니까.

W: 밥. 하지만 이번 학기가 끝나려면 두 달 반이나 남았어. 이렇게든 해결할 방법을 찾아야지. 룸메이트랑 얘길 좀 해봐.

M: 그래. 하지만 얘기하고 싶지가 않아. 내 말은, 감정을 상하게 하거나 화나게 만들고 싶지 않다는 거지. 하지만, 그 피자 박스를 그대로 둔다면 정말 미쳐버릴 거야.

W: 거봐. 그러니까 그와 얘기를 해야 한다니까. 넌 욕구불만으로 가득 차

있잖아. 사실 난 음식물 상자가 방 안에 굴러다니는 걸 네가 못 참는 게 이해가 안 되는 바도 아니야. 바퀴벌레가 생길 수 있으니까 말이야. 아주 불결하지!

M: 그러니까, 피자 상자만 문제가 심각한 게 아니야! 여기저기 양말이 굴러다니고 보고서는 내 책상 위에 널 부려져 있고 욕실 세면대 여기저기엔 치약이 묻어 있다니까. 치약 뚜껑 닫는 법도 모르나 봐. 정말 지저분해. 병에 걸리기 싫어.

W: 윽! 정말 역겨워. 그러다 진짜 병에 걸릴지도 모르겠다. 어쨌 그렇게 지저분하니. 꼭 얘기해야 되겠다. 그렇게 엉망진창으로 사는 거 맘에 안 든다고 차분하게 얘기 해. 아! 일주일에 한번씩 들어서 같이 방 청소를 하자고 제안하는 것도 좋겠네. 직접 청소를 해야 한다면 그렇게 지저분하게 하지는 않을지도 모르지.

M: 그래, 한번 해 봐야겠다. 의견 고마워. 이번 학기가 아직 반도 안 지났는데 정말 해결책을 찾아야겠어.

W: 그럼 말 마. 언제에라도 도움이 필요하면 얘기 해. 기꺼이 도와줄 테니까 말이야.

Bob is frustrated because his roommate is very messy. His roommate leaves food containers, socks, papers, and toothpaste lying around. Bob is concerned that because of the unhygienic room, he might get sick. The woman convinces Bob to talk to his roommate. She says it is important because Bob has to live with his roommate for another two and a half months. The woman suggests that Bob and his roommate clean the room together once a week. Bob appreciates the woman's help.

B 1. (A) 2. (D)

[1]needs a text book [2]the library's copy

M1: Hey, how's it going? Welcome back to school. Can I help you with anything?

M2: Yeah, actually, I hope so. I was looking for this book that I need for my, um, my research methods class. The professor really wants us to start reading this book now and going over material and stuff, and I can't seem to find it on the shelves.

M1: All right, well let me see if I can help you with that. What's the name of the book? Oh, and if you have the author, that would probably be really helpful, too.

M2: Okay, hold on. I have to find where I wrote it down. Okay, got it. The title of the book is *Methods of Educational Research*. And the author is, um, Wiersma.

M1: All right, let me enter that information into the computer to see if we have any in stock. Um, Wiersma, did you say? And *Methods of Educational Research*?

M2: Yeah, that was it.

M1: Wow, those disappeared quickly. We actually had a brand-new shipment come in yesterday – fifty textbooks – and they were gone by this morning.

M2: Oh, no! I knew I should have come by yesterday. I just got so carried away with school supply shopping. Are you expecting to get more in?

M1: Hmm... Yes, I think we're going to get another shipment in, probably in about a week. But it's going to be significantly smaller. I think just twenty books or so.

M2: Oh, man! I need to have two chapters read by next week already. I don't know what I'm going to do. What a horrible way to start out this semester!

M1: Well, I have a suggestion. You could put your name down to reserve one of the copies that'll be in, and in the meantime, maybe you could check the library to see if they have a copy on reserve. But if you're going to do that, you should probably do it quickly because I'm sure a lot more students are going to be in your position, you know.

M2: Yeah, I guess I'll try that. Um, Okay, so where do I reserve a copy of the textbook?

M1: We can do that right here. But remember, you have to pick up the book within a week of delivery, or you'll lose your reservation, and it'll go to someone else.

M2: All right, thanks. Thanks for all your help.

M1: 안녕하세요? 다시 보게 돼서 반가워요. 도움이 필요한가요?

M2: 예, 도움이 필요해요. 제가 듣는 연구 방법 수업에 쓸 이 책을 찾고 있어요. 교수님이 학생들에게 이 책을 읽고 자료들을 살펴보라고 하시는데 책장에서 찾을 수가 없네요.

M1: 그래요? 어디 도와줄 수 있는지 한번 볼까요? 책 제목이 어떻게 되죠? 아, 저자 이름을 알아도 도움이 될 거예요.

M2: 네, 잠깐만요. 어디다 써 놨는지 찾아봐야겠네요. 아, 여기. 책 제목은 "교육 연구 방법"이고 저자는 음, 위어스마예요..

M1: 좋아요. 해당 정보를 컴퓨터에 입력해 그 책이 있는지 볼게요. 음, 위어스마라고 했죠? 그리고 "교육 연구 방법" 맞죠?

M2: 예, 맞아요.

M1: 와, 정말 빨리 나갔네요. 사실 어제 완전 새 책이 들어왔어요. 그것도 50권이나요. 그런데 오늘 아침 다 나갔네요.

M2: 이런! 어제 왔었어야 했는데. 수업 준비를 사는데 너무 정신이 팔려 있었어요. 더 들어올까요?

M1: 음..., 더 들어오긴 할 거예요. 아마 1주일 후쯤에요. 하지만 다음 번엔 분량이 훨씬 작을 거예요. 스무 권 정도 될 걸요.

M2: 맙소사! 다음 주까지 두 장은 읽어야 하는데. 어떻게 해야 하지? 이번 학기는 시작부터 엉망이네요.

M1: 그렇다면 이건 어때요? 우선 다음 번에 입고될 책을 예약을 해 두고 그 동안은 도서관에 예비 본이 있는지 확인해 보세요. 만약 그럴 생각이라면 서두르는 게 좋을 거예요. 학생과 같은 케이스가 한둘이 아닐 테니까 말이에요.

M2: 예, 그러죠. 책 예약은 어디서 하죠?

M1: 바로 여기서 하면 되요. 하지만 입고된 지 1주일 이내에 대출을 해야 해요. 그렇지 않으면 예약이 무효가 되어 다른 학생에게 차례가 넘어갈 거예요.

M2: 알겠습니다. 감사합니다. 도와주셔서요.

A student is looking for a book at the campus bookstore. The shopkeeper informs him that the textbook is out of stock. He says a new shipment will arrive in a week. The student panics because his professor has already assigned several chapters of reading from the book. The shopkeeper makes a suggestion. He thinks the student should see if the book is on reserve at the library. That way, the student can do his reading without getting behind while he waits for the new shipment of textbooks.

C 1. (A) 2. (C)

'A barcode will be put on the student's ID card

W: All first-year students are required to do a one-on-one orientation with a librarian or a librarian's aid their first semester. So welcome!

M: Thank you.

W: Okay, so the first thing I'm going to do is walk you through how to borrow books from the library. Okay, so what you need to do first is make sure your identification card is registered at the front desk. The circulation desk officer will, um, scan your card, and then assign you a kind of, well, a barcode that will be swiped every time you borrow a book.

M: But why is that attached to my student ID card? I mean, couldn't I get a separate library card? That's how things were at my public library back home.

W: Well no, it's really important that your library card has a photograph of you on it for, um, for identification purposes. See, only students and professors and people affiliated with the university are allowed to borrow books from this library. So by attaching a barcode to your student ID, we're pretty much ensuring that you belong to this university. Plus, since your ID already has your picture on it, we don't, um, we don't have to worry about anyone else using your ID and taking out books.

M: Okay, I guess I can understand that. It's just a little weird to me to have one card for everything here. I mean, it already has my meal plan and a cash account on it, not to mention, it lets me back into my dorm.

W: Well, that's kind of a good thing. You don't end up carrying around a lot of cards.

M: Well, it's kind of bad, too. If I lose it, I can't do anything. I guess I have to be really careful.

W: I guess you do. It's not so hard. Don't worry.

M: Thanks. Okay, so the first thing I have to do before I can borrow books is, um, take my student ID to the circulation desk for a barcode?

W: That's right! Once you do that, you can start borrowing books!

W: 신입생들은 누구나 첫 학기에 사서나 부사서와 일대일 오리엔테이션을 해야 하죠. 환영해요!

M: 감사합니다.

W: 좋아요. 제일 먼저 도서관에서 책을 대출하는 법을 가르쳐 드릴게요. 먼저 학생증을 프런트 데스크에 등록해야 해요. 대출 담당 직원이 학생증을 스캔 한 다음 책을 대출 때 사용할 일종의 바코드를 발급해 줄 거예요.

M: 그런데 왜 도서 대출 증이 학생증에 붙어 있죠? 따로 도서 대출 카드를 만들 수는 없나요? 제가 살았던 곳의 공공도서관에서는 도서 대출 카드가 따로 있었어요.

W: 본인 확인을 위해 도서 대출 증에 사진이 반드시 부착되어 있어야 해요. 학생, 교수, 그리고 대학 관련자들만 이 도서관에서 책을 빌릴 수 있어요. 그러니까 학생증에 바코드를 부착해 여러분이 이 학교의 학생이라는 것을 증명할 수 있는 것이죠. 또한, 학생증에는 사진이 붙어 있으니 다른 사람이 학생 명의로 책을 대출하는 것도 막을 수 있겠죠.

M: 에, 이해가 가요. 여기서는 모든 것에 한 카드만 사용한다는 게 조금 이상하네요. 식사 신청도 이 카드로 하고 현금 계좌도 이 카드로 사용하고 기숙사에 들어가는 것도 물론 이 카드로 하고 말이죠.

W: 그건 잘된 일이죠. 카드를 여러 장씩 가지고 다니지 않아도 되니까 말이에요.

M: 불편한 점도 있죠. 잃어버리는 경우 아무것도 할 수가 없잖아요. 정말 조심해야겠어요.

W: 그래야겠죠. 그렇게 걱정하지 않아도 될 거예요. 걱정하지 마세요.

M: 감사합니다. 그러니까 책 대출을 하기 전 제일 먼저 할 일이 대출 창구로 가서 학생증에 바코드를 받는 일이군요.

W: 그렇죠! 일단 바코드를 받고 나면 책 대출이 가능해요.

A librarian is orienting a student to the book borrowing process. She tells him the first step is to get a barcode attached to his student identification card. She says that it is important that he has photo identification when borrowing books because only people affiliated with the university are allowed to borrow books. The student worries about having another account attached to his ID card because it already holds his money accounts, meal plan, and dorm entrance. He's afraid he will lose it. The librarian reassures him that he will be fine.

D 1. (A) 2. (A)

'a financial aid form

W: Hi, Professor. I was wondering if I could ask you for some advice.

M: Of course, that's what I do. What can I do for you?

W: Well, I was going over my financial situation, and I'm

really aggravated about it because, well, I just don't think I'm going to be able to afford to stay at this university for more than a year. And I really would prefer not to transfer. I mean, I love it here.

M: Okay, well I'm sure we can figure something out. Um, have you filled out a financial aid form yet?

W: No, I don't think so.

M: *All right*, then that's your first task. That form will help to figure out your eligibility for loans and, um, need-based scholarships. Actually, I'm certain that you have to complete that form even if you're going for a merit-based scholarship.

W: Oh, wow. So where can I get it? And who do I turn it into? And what kind of information do they ask for?

M: Wow, that's a lot of questions. I'm pretty sure you can pick it up at the Financial Assistance Office. That is where you should return it as well. Oh! Actually, I think the Financial Assistance Office has set up an interface so that you can complete the form via the Internet.

W: Really? Wow, that's so convenient!

M: Yes, it really is. Um, just find the site for the university's Financial Assistance Office, and you can probably hyperlink to the form from there.

W: I think I'll do that right now. Wait, do you know what kind of information I'll need to fill out the form?

M: Um, I think it would be most prudent to fill out the form with a copy of last year's tax returns. That should have all the information you'll need.

W: Okay, great. I have a copy of that in my room.

M: Oh! And if you get the form in within the next couple of days, you might be eligible for some of the departmental scholarships we're awarding for next semester. We have both need- and merit-based scholarships available.

W: That's excellent! Thank you so much.

W: 안녕하세요, 교수님. 조언을 좀 주실 수 있을까 해서요.

M: 물론이죠. 그게 교수가 할 일 아닌가요? 어떤 도움이 필요하죠?

W: 경제적 여건 때문에 대학을 1년 이상 다닐지 못할 것 같아서 걱정이 커요. 그런데 학교를 옮기고 싶은 생각은 없어요. 전 이 학교가 정말 마음에 들거든요.

M: 그래요. 그렇다면 뭔가 방법이 있을 거예요. 그런데 학자금 융자 신청서는 냈어요?

W: 아니요.

M: 그렇다면 그게 제일 먼저 할 일이군요. 신청서를 내면 융자나 재정 장학생 자격이 되는지 알 수 있을 거예요. 사실 성적 장학금 신청을 하는 경우에도 그 신청서를 내야 해요.

W: 와, 어디서 그 신청서를 구하죠? 누구한테 제출하면 되는 건가요? 신청서에는 어떤 내용을 적어야 하나요?

M: 질문이 많네요. 신청서는 재정지원 사무실에 가면 있어요. 제출도 거기로 하면 되구요. 아! 재정지원 사무실에서 인터넷으로 서류 신청을 할 수 있게 인터페이스를 만들었어요.

W: 그래요? 정말 편리하겠네요.

M: 그래요. 우리 대학 재정지원 사무실 사이트를 찾기만 하면 되죠. 사이트에서 신청서로 하이퍼링크 할 수 있을 거예요.

W: 지금 당장 신청해야겠어요. 혹시 신청서에 어떤 내용을 적는지 아시나요?

M: 음, 납세 신고서 사본을 첨부해 내는 게 좋을 거예요. 필요한 정보가 다 포함되어야 하니까요.

W: 잘 됐네요. 제 방에 사본이 있거든요.

M: 참! 이틀 내로 신청서를 제출하면 이번 학기에 주는 과 장학금을 받을 수 있을지도 몰라요. 재정 장학금이랑 성적 장학금 두 가지가 다 있어요.

W: 정말 잘 됐네요. 감사합니다.

A student asks a professor for advice about receiving financial aid. Her professor tells her that in order to get a loan or a scholarship, she must fill out the financial aid form. The form can be found at the financial aid office or online. The professor urges her to fill out the form as soon as possible. He says this because there are departmental scholarships available for the following semester. The student is very grateful for her professor's help and advice.

Practice with Lectures

A 1. B 2. B

[1]Carve image [2]Remove ground

M1: All right class, so now we've talked about Rembrandt and his life and a bit about his work. He was a really famous painter and engraver. The thing is though, that stuff isn't what made him most famous. Rembrandt pretty much revolutionized the art of etching. We talked a little bit about that technique before, remember? So, who can tell me what etching is?

W: Doesn't it involve burning an image onto a metal plate?

M1: That's right. Good job. The artist usually has a copper plate that he or she coats or covers with an acid-resistant substance. Um, this stuff is usually made of beeswax and resin, and this substance is called, um, bitumen. Altogether, it's called the etching ground. So what the artist does is cover the copper plate with the ground compound, all that stuff that I just mentioned, and he carves a design through it with a sharp tool. You have to carve pretty deep, actually, because you want to get through the ground to uncover the copper

underneath. Then the artist exposes the plate to acid, and the parts that are uncovered by the ground get eaten away, and the metal is recessed into those areas, creating channels. So who knows what's done with the metal plates afterwards?

M2: They're used to make prints, right?

M1: Absolutely. Great job. Yes, after the ground compound is removed, ink is poured into the parts that have been eaten away. These channels hold ink really well actually. And then the plate is pressed onto moist paper, and you get a print. Rembrandt was a genius when it came to etchings. I think that after a while, etchings were all he did. Um, let's see, does anyone recognize this etching?

M2: I know that one. It's in a museum in Washington, D.C. Um, I think it's called "Woman and Arrow."

M1: Pretty close. It's called "The Woman with the Arrow." Rembrandt created this etching in, hmm, 1661, I think. Yes, it was 1661.

M1: 자, 여러분, 우리는 렘브란트와 그의 삶, 그리고 그의 작품 세계에 대해 공부해 보았어요. 그는 대단히 유명한 화가이자 조각가였어요. 하지만 중요한 사실은 그가 그것 때문에 유명해진 건 아니라는 거죠. 렘브란트는 에칭 기술에 혁명을 가져왔다고 해도 과언이 아니에요. 그 기술에 대해서는 지난 시간에 잠깐 언급했는데 기억나요? 에칭이 무엇인지 말해 볼 사람?

W: 금속판을 부식시켜 모양을 만드는 거 아닌가요?

M1: 맞아요. 잘 대답했어요. 주로 구리 판을 사용하는데 내산 물질로 입혀져 있죠. 음, 이 물질은 밀랍이나 수지로 되어 있는데 역청이라고 해요. 다 합쳐서 이것을 에칭 그라운드라고 하죠. 화가들은 제가 방금 언급한 모든 물질로 된 그라운드 화합물을 구리 판에 입혀요. 그리고는 날카로운 도구를 사용해 모양을 새기죠. 아래쪽에 있는 구리가 드러나도록 하기 위해서는 대단히 깊게 새겨야 해요. 그러면 판이 산에 노출되어 화합물이 입혀지지 않은 부분이 부식되게 되는 거죠. 그러면 금속은 그 부분이 오목해져 길고 좁은 홈이 생기죠. 그 뒤에 금속판을 어떻게 하는지 아는 사람?

M2: 찍어내지 않나요?

M1: 맞았어요. 잘 대답했어요. 그라운드 화합물을 제거한 후 부식된 부분에 잉크를 부어요. 홈에는 잉크가 잘 들어가게 되죠. 그런 다음에는 판을 촉촉한 종이에 찍으면 판화가 나와요. 렘브란트는 에칭에 관한 한 천재였어요. 한동안 렘브란트는 에칭에만 전념했어요. 어디 가만 있자. 누구 이 에칭을 아는 사람 있어요?

M2: 예, 알겠어요. 워싱턴 DC의 박물관에 있는 작품이에요. 제목이 "여인과 화살" 아닌가요?

M1: 거의 정답이네요. "화살을 든 여인" 이죠. 렘브란트가 이 에칭을 만든 게 아마 1661년이었죠. 맞아요. 1661년이에요.

Etchings are created by covering a copper plate with a ground compound. Then, the artist cuts an image into the compound until the copper plate is exposed underneath. Next, the artist pours acid over the compound. The parts of the copper plate that are covered with the compound remain untouched. The other parts get eaten away by the acid. This creates channels. The artist removes the compound and pours ink into the channels. Finally, the plate is pressed onto moist paper. This creates a print.

B 1. Ⓑ 2. Ⓒ

[1]the mouth and the stomach [2]Burning

After food is swallowed, the digestive process keeps going in the esophagus. The esophagus is basically a long tube. It pretty much goes straight up and down from your mouth to your stomach. At the top of the esophagus is the, um, the upper sphincter which is a ring-like muscle. This stays closed most of the time, for good reason. See, after you swallow, the upper sphincter opens up to let the food in. Then, it closes right away so that the food doesn't come back out.

Um, so once food is let into the esophagus, a process starts that's called, um, peristalsis, the wave-like movements of the muscles. During peristalsis, the muscles in the esophagus push the food down the tube. Picture a toothpaste tube. To get toothpaste out of the tube, you have to squeeze from one end to the other. That's what peristalsis is like, except that there's a wave-like motion from the top of the tube to the bottom. The food is pushed in front of the wave till it reaches the bottom of the esophagus. At the bottom of the, um, the esophagus, is the lower sphincter. When food gets to that point, the lower sphincter opens up to let food pass into the stomach. Then it closes up really fast so that the acids from the stomach can't get into the esophagus.

And speaking of acid getting into the esophagus, those acids are what causes the feeling called heartburn. Heartburn doesn't actually have anything to do with the heart. Actually, um, heartburn takes place in the esophagus. It's what happens when the lower sphincter gets weak. Gastric acids from the stomach enter the esophagus. They cause a burning feeling. See, these acids don't cause problems in the stomach because the stomach has, um, well it has a lining, kind of like armor, that keeps it from getting hurt. The esophagus doesn't have that kind of lining or armor, so gastric acids can really harm it.

음식물을 삼키면 식도로 넘어갑니다. 식도는 긴 모양의 관으로 되어 있어요. 입에서부터 위까지 거의 일직선으로 된 상하운동이라고 할 수 있어요. 식도의 위쪽에는 음, 고리 모양으로 생긴 상부 식도 괄약 근이 있어요. 이 근육은 당연하지만 대부분 닫혀 있어요. 하지만 음식물을 삼키면 음식물이 들어가도록 활짝 열립니다. 그런 다음 음식물이 다시 나오는 일이 없도록 곧바로 닫히죠.

음, 일단 음식물이 식도로 들어가면 연동운동이라고 하는 파도 모양의 근운동이 일어납니다. 연동운동이 일어나는 동안 식도의 근육은 음식물을 식도 아래로 밀어 내립니다. 치약을 떠올려 보세요. 치약이 나오게 하기 위해서는 치약의 한쪽 끝에서 반대쪽 끝까지 짜야 합니다. 연동운동도 마찬가지인데 식도의 위에서 아래로 파도와 같은 운동이 일어난다는 것이 다른 점이죠. 음식물은 파도의 앞쪽으로 밀려서 식도의 제일 아랫부분에 도착합니다. 식도의 제일 아랫부분에는 하부 식도 괄약 근이 있어요. 음식물이 이 부분에 도달하면 하부 식도 괄약 근이 벌어져 음식물을 위로 보냅니다. 그런 다음에는 위산이 식도로 역류하지 않도록 곧바로 닫힙니다.
위산이 식도로 역류하는 것과 관련해 말하자면 이 산이 속 쓰림을 일으킵니다. 속 쓰림은 사실 마음과는 아무 관련이 없어요. 사실상 속 쓰림은 식도에서 일어나죠. 하부 식도 괄약 근이 약해지면 이런 일이 발생합니다. 위에서 나온 위산이 식도로 들어가게 되는 것이죠. 위산은 위에서는 아무 문제를 일으키지 않는데 위에는 위가 다치지 않도록 해 주는 일종의 갑옷 역할을 하는 음. 위벽이 있기 때문이죠. 식도에는 위벽이나 보호 장치가 없는 탓에 위산 때문에 심각한 문제가 생길 수 있어요.

After food leaves the mouth, digestion goes on in the esophagus. The esophagus is a long tube that connects the mouth and the stomach. Food enters the esophagus through the upper sphincter. Then, the food is pushed through the esophagus by a process called peristalsis. Peristalsis happens when the muscles squeeze food down the tube. Food leaves the esophagus through the lower sphincter. If the lower sphincter is weak, you can get heartburn.

C 1. D 2. A

[Plates meet each other at fault lines.

M1: The next chapter in our book discusses earthquakes. Um, well, I hope you've all read this chapter because I will be asking questions from the chapter for participation points today. Okay, to begin, the authors talk about the plate tectonic theory as a pretty widely accepted explanation for earthquakes. Who can tell me what this theory states? Yes, go on...

W: I think the authors said that the plate tectonic theory was that the earth's surface is made up of these large plates that are kind of disconnected. I think they move against each other.

M1: Very good. All right, so yes, the earth's surface is not one solid piece of land. Um, it's made up of these plates that move against each other. The worst earthquakes tend to happen where one plate is kind of pushed under another. These quakes start really deep in the ground. Other quakes, um, less severe quakes, happen where the plates slide against each other. Okay, so how many major earthquake zones are there?

M2: Three.

M1: And what are they?

M2: Um, one lies around the Pacific Ocean. I think another is called the, um, the trans-asiatic belt. I'm pretty sure that one goes across the Mediterranean countries and then across Asia. And the third, the third one is in the ocean, the mid-ocean ridges.

M1: Excellent. Okay, so does anyone have questions about plate tectonic theory?

W: Well, what about earthquakes that don't happen in these zones? I mean, aren't there ever earthquakes that, um, that don't occur around a seismic zone?

M1: Great question. Yes, I think that sometimes earthquakes do happen away from, um, seismic zones. These ones are tough to figure out though. So, quakes that don't occur along plate boundaries are called, um, intraplate earthquakes. I don't think that scientists have figured out the causes for those yet, but I think that they do agree that, um, there's a lot of, um, ground stress where these quakes happen.

M1: 본 교재의 다음 장은 지진에 관한 내용입니다. 오늘은 수업 참여점수를 매기기 위해 이 장에서 질문을 할 테니까 이 장을 다 읽어왔기 바랍니다. 좋아요. 우선, 저자는 지진의 꽤 잘 알려진 원인으로 판 구조론을 꼽았어요. 누구 이 이론에 관해 말해 볼 사람? 누구 없어요?

W: 저자는 지표면이 분리되어 이러한 거대한 판으로 이루어져 있는 이론을 판 구조론이라고 했어요. 이 판들이 서로 이동하는 것이죠.

M1: 잘했어요. 맞아요. 지표면은 하나의 큰 덩어리로 되어 있지 않아요. 지표면은 이동하는 이러한 판들로 이루어져 있어요. 가장 심한 지진은 한 지판이 다른 지판 밑으로 밀려들어갈 때 생깁니다. 이러한 지진은 지하 아주 깊은 곳에서 발생합니다. 다른 지진들, 음, 보다 약한 지진은 지판들이 서로 미끄러질 때 생깁니다. 그런데, 주요 지진대의 수는 몇 개나 되죠?

M2: 세 개요.

M1: 어떤 지진대가 있나요? 이름을 말해본 사람?

M2: 음, 하나는 태평양 아래에 있어요. 또 하나는 지중해-히말라야 지진대로 지중해 국가들을 가로질러 아시아까지 걸쳐 있어요. 그리고 세 번째는 해양에 있는 중앙해령 지진대입니다.

M1: 훌륭해요. 판 구조론에 관해 질문이 있는 사람?

W: 이 지진대에서 발생하지 않는 지진들은 어떤가요? 그러니까 지진대 주변이 아닌 곳에서 일어나는 지진은 없나요?

M1: 좋은 질문이에요. 맞아요. 때로는 지진대에서 멀리 떨어진 곳에서 지진이 발생하기도 합니다. 이런 지진은 알아내기가 힘들어요. 판의 경계를 따라 일어나지 않는 지진을 판 내부지진이라고 해요. 과학자들이 이러한 지진의 원인을 아직까지 알아내지는 못했지만 이러한 지진이 일어나는 곳에서는 판에 엄청난 힘이 작용한다는 데는 의견을 같이하고 있어요.

One theory about why earthquakes happen is called the plate tectonic theory. The earth's surface is made up of plates that move against each other. The most severe

quakes happen when one plate gets pushed underneath another one. Less severe quakes happen when plates rub against each other. Scientists don't really know what causes them. There are three major earthquake zones on the earth. But sometimes earthquakes happen away from the seismic zones due to ground stress.

D 1. (B) 2. (A)

[1]have the right to vote [2]give women the right to vote

A thing to note about the women's suffrage movement in this country is that women were fighting, um, I guess you could say it was a tough battle. Oh, by the way, suffrage means the right to vote. There had been a long history of women not having the right to vote. Even in the earliest democracies, in ancient Greece and Rome, women couldn't vote. And experts say that these times gave us the best thoughts and ideas of all time.

Anyway, let's just say that women had a lot of history to break down before they could vote. Right. Um, so women in Great Britain and the United States fought for the right to vote during the 1800s and 1900s. Women in Great Britain struggled in the same way American women did for this right. However, we're just going to look at American women and what they did. So the women's suffrage movement started in the U.S. around the same time as the anti-slavery movement. Um, that would have been during the, um, the mid-1800s. Right. So this is what happened. A group of really active women started pushing for anti-slavery laws. And while they were doing this, they found that women's issues in America also needed to be looked at.

So these women realized that something wasn't right about how women were treated. So this is what they did. They held a couple of, um, meetings in different parts of the country to draw women in those regions into the cause. Now, the problem was that there was no way of giving women the right to vote nationally. Now, states could give this right to women. But, that would only affect women in that state. Because of this, these women believed that it was vital to get an amendment, or change, to the Constitution to give women the right to vote. This would, um, give women the right to vote pretty much nationwide. So what they did was start a group called the National Woman's Suffrage Association. The purpose of the, um, the NWSA was to get an amendment to the Constitution.

우리 나라의 여성 참정권의 역사에 관해 한 가지 언급할 것은 여성들이 투쟁을 했다는 사실입니다. 결코 만만치 않은 싸움이었죠. 참, 참정권이란 투표를 할 수 있는 권리를 말합니다. 고대 그리스나 로마와 같은 최초의 민주국가에서조차 여성들은 투표권이 없었어요. 전문가들은 모든 시대를 통틀어 이 시기에 가장 훌륭한 사고와 아이디어가 나왔다고 말합니다.

어쨌든 여성들이 투표를 할 수 있기 되기까지는 긴긴 투쟁의 역사가 있었어요. 그래요. 음, 영국과 미국의 여성들은 1800년대와 1900년대에 투표권을 얻기 위해 투쟁했어요. 하지만, 여기서는 미국 여성들과 그들의 활동에 대해서만 살펴볼 생각입니다. 미국에서의 여성 참정권 운동은 반 노예 운동과 동일한 시기에 시작되었어요. 음, 아마도 1800년대 중반쯤일 거예요. 그래요. 이렇게 시작되었죠. 대단히 열렬한 여성 그룹이 반노예법을 위해 싸웠어요. 이들은 이 투쟁을 하는 동안 미국에서의 여성 문제 역시도 생각해 볼 필요가 있다는 사실을 알게 되었죠.

그래서 이 여성들은 여성들의 지위에 문제가 있다는 사실을 깨닫게 되었어요. 그래서 다음과 같은 행동을 개시하죠. 이러한 문제에 여성들의 참여를 유도하기 위해 미국 몇몇 지역에서 모임을 개최했어요. 그런데 문제는 미국 전체에서 여성들에게 투표를 할 수 있는 권리를 줄 리가 없다는 거였죠. 당시에 몇몇 주에서는 여성들에게 투표권을 부여했어요. 하지만 이 투표권은 그 주에서만 행사할 수 있었죠. 그래서 이 여성들은 여성들에게 투표권을 부여하도록 헌법을 수정, 즉 변경해야 한다고 생각했어요. 그렇게 되면 거의 전국적으로 여성들에게 투표권이 주어지게 되겠죠. 그래서 이들은 전국여성참정권협회라는 모임을 조직했어요. 이 모임의 목적은 헌법 수정이었죠.

There is a long history of a lack of voting rights for women. In the mid-1800s, American women started fighting for their right to vote. This started during the anti-slavery movement. While women were fighting for rights for others, they realized that they did not have many rights themselves. American women started meeting about what to do. They realized that the only way that all American women would get the right to vote would be to push for an amendment to the Constitution. So, they created the National Woman's Suffrage Association for that purpose.

Integrated Listening & Speaking

A

1. (A) Bob is frustrated because his roommate is messy.
   (B) Bob is frustrated because his roommate's stuff is all over the place.
2. (A) Bob's roommate leaves food containers, socks, papers, and toothpaste lying around.
   (B) The things lying around are food containers, socks, papers, and toothpaste.
3. (A) Ann tells Bob to talk to his roommate about the mess.
   (B) Ann thinks Bob should talk to his roommate.

Bob is very frustrated because his roommate is very messy. His roommate leaves food containers lying around the room, socks and papers all over everything,

and toothpaste seeping out of the tube and into the sink. Bob is concerned that because of the unhygienic room, he might get sick. Bob doesn't want to get sick because of a messy room. Bob asks Ann for advice about this situation. Ann convinces Bob to talk to his roommate. She says it is important because Bob has to live with his roommate for another two and a half months. Ann also suggests that Bob and his roommate clean the room together once a week. She thinks this will help because Bob's roommate will realize how messy the room is if he has to clean it. Bob appreciates Ann's help and thanks her for it.

밥은 룸메이트가 방을 어지럽히는 바람에 대단히 화가 났어요. 룸메이트는 음식물 용기도 아무렇게나 내버려두고 양말과 보고서도 여기저기 던져 두었으며 치약도 세면대에 묻게 내버려 두었어요. 밥은 방이 이렇게 지저분해서 병에 걸리지 않을까 걱정이 되었어요. 밥은 지저분한 방 때문에 병에 걸리고 싶지는 않았죠. 밥은 이러한 상황에 대해 앤에게 조언을 구합니다. 앤은 밥에게 룸메이트와 대화를 해 보라고 합니다. 밥은 앞으로도 두 달 반이나 룸메이트와 함께 생활해야 하니까 대화를 하는 것이 중요하다고 말합니다. 또한 앤은 밥과 룸메이트가 일주일에 한번씩 함께 방 청소를 해 보도록 권합니다. 이렇게 밥의 룸메이트가 청소를 해야 한다면 방이 얼마나 지저분한지 알게 될 것이기 때문에 도움이 될 거라고 앤은 생각합니다. 밥은 앤의 도움을 고맙게 생각하고 고맙다는 인사를 합니다.

B

1. (A) The student needs a textbook.
   (B) What the student needs is a textbook.
2. (A) The book the student needs is out of stock.
   (B) The campus bookstore doesn't have the book the student needs in stock.
3. (A) The shopkeeper suggests that the student reserve a copy and use the library's copy in the meantime.
   (B) The shopkeeper tells the student to use the library's copy until the new shipment arrives.

A student is looking for a book at the campus bookstore. The shopkeeper informs him that the textbook is out of stock. He says a new shipment will arrive in a week. The student panics because his professor has already assigned several chapters of reading from the book. The shopkeeper makes a suggestion. First, he suggests that the student reserve a copy of the book from the new shipment. That way, he can make sure to get a copy. Then, the shopkeeper thinks the student should see if the book is on reserve at the library. That way, the student can do his reading without getting behind while he waits for the new shipment of textbooks.

한 학생이 교내 서점에서 책을 찾고 있습니다. 점원은 책이 다 나갔다고 말합니다. 그는 1주일 뒤에 다시 책이 입고될 거라고 말합니다. 그 책의 몇 장을 읽어가야 하는 과제 때문에 학생은 대단히 걱정을 합니다. 점원이 한 가지 제안을 합니다. 우선, 새로 입고될 책을 미리 예약을 해 놓으라고 합니다. 그래야 책을 확실하게 대출할 수 있기 때문입니다. 그런 다음 그 책이 도서관 예비 목록에 있는지 확인해보라고 합니다. 그래야 다시 책이 들어올 때까지 필요한 수업 준비를 해 갈 수 있기 때문입니다.

C

1. (A) The process explained is etching.
   (B) The lecture explains how to do an etching.
2. (A) The first step is to apply a ground compound to the plate.
   (B) First, you must put a ground compound on the plate.
3. (A) What happens last is the plate is pressed on moist paper.
   (B) The last step is when the artist presses the plate on moist paper.

Rembrandt was a famous artist in the 1600s. He did paintings and engravings, but he was most famous for his etchings. Etching is a technique that involves burning an image onto a metal plate. Usually, a copper plate is used. It can be done by applying a ground compound to a copperplate. The ground compound is made up of beeswax, resin, and bitumen. Then, the artist carves an image into the ground deep enough to reach the copper. The plate is exposed to acid, and the image gets burned into the plate. The artist then removes the ground compound and pours ink into the channels created by the acid. The plate is pressed onto moist paper. The image from the plate is transferred to the paper, creating a print.

렘브란트는 1600년대의 유명한 화가입니다. 그는 회화와 조각으로도 유명하지만 에칭으로 대단히 유명했어요. 에칭은 금속판을 부식시켜 모양을 만듭니다. 보통은 구리 판을 사용합니다. 금속판에 그라운드 화합물을 바릅니다. 그라운드 화합물은 밀랍, 수지, 역청으로 되어 있습니다. 그런 다음, 화가는 구리가 드러날 때까지 깊이 모양을 새겨 넣습니다. 판을 산에 노출시키면 판에 모양이 새겨지게 됩니다. 그런 다음그라운드 화합물을 제거하고 산에 의해 생긴 홈에 잉크를 붓습니다. 판을 축축한 종이에 찍습니다. 판에 있던 모양이 종이에 찍혀 판화가 만들어집니다.

D

1. (A) The esophagus connects the mouth and stomach.
   (B) The mouth and stomach are connected by the esophagus.
2. (A) Food enters through the upper sphincter.
   (B) The upper sphincter lets food into the esophagus.
3. (A) Heartburn feels like burning.
   (B) Heartburn causes a burning sensation.

The esophagus is an important part of the digestive system. It is a long tube that connects the mouth and stomach. After it leaves the mouth, food enters the esophagus through the upper sphincter. From there, a process called peristalsis pushes food down the tube. This process happens when muscles in the esophagus squeeze food down. When the food reaches the bottom of the esophagus, it goes to the stomach from the esophagus through the lower sphincter. A disease of the esophagus is called heartburn. Heartburn happens because the lower sphincter is weak. This lets acids from the stomach enter the esophagus and cause a burning feeling. The esophagus can't handle that because it does not have the special lining, or armor, that the stomach has. Stomach acids can destroy the esophagus because of this.

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Mini TOEFL iBT

A 1. D 2. B 3. C 4. C 5. C

W: Hi, Professor. I was wondering if I could ask you something.

M: Of course. How may I be of assistance?

W: Well, I'm taking your developmental psychology class.

M: Right. I recognize you from the lectures. You sit in the first couple of rows usually, right?

W: Yes, that's me. Anyway, I'm taking this class with you, and I didn't do so well on the first exam. Well, I guess I did okay, but I'm not really satisfied with my grade. And I was wondering if you might be able to help me figure out how to bring it up for the next exam.

M: All right, well what did you get on the exam?

W: I got a B-. But I studied really hard, and I really need an A in this class for my graduate school application.

M: All right, well a B- isn't bad for the first exam. But since you're determined, let's figure out how you can get an A on the next two exams. That should bring you pretty close to an A for the class. And really, if you participate in class, I'll take that into account also. I mean, participation does count for, um, I think ten percent of your grade.

W: Okay, I'll try to participate more.

M: Great! That's an easy step to take. All right, so what did you do to study for this exam?

W: Well, um, I went over all of my lecture notes a few times and paid attention to, um, to definitions and theories. Oh! And I memorized Piaget's stages of development.

M: Well, that's a good start. And Piaget definitely came up on the exam a few times. What about the textbook? How did you review that material?

W: Well, um, I went over what I had highlighted when reading earlier this semester. And, um, I took notes on that stuff, and I, um, reviewed the notes a few times.

M: Well it sounds like you did everything right. Hm... Oh! What you should do for the next exam is talk to my teaching assistant for the class. I've given her old copies of exams from previous semesters, so you should try to, well, practice with those. And if you miss some of the stuff on those exams, well, then you know what you need to work on for the actual one.

W: Really? I can do that? I never knew that was an option!

M: You can certainly do that.

W: Great! And all the TA's information is on the syllabus, right?

M: Yes, it is. Email her before the next exam, but give yourself at least a week in case she doesn't get back to you right away.

W: Thanks, Professor. And I promise to participate more in class also.

M: Great! Student participation is my favorite part of my job. Good luck with everything!

W: 교수님, 안녕하세요. 뭘 좀 여쭤봐도 될까요?

M: 물론이죠. 무슨 일인가요?

W: 교수님의 발달심리학 수업을 듣고 있어요.

M: 그래요. 강의 들면 기억이 나네요. 보통 제일 앞쪽 두 줄 가운데 한 줄에 앉죠?

W: 예, 맞아요. 그런데, 교수님 수업을 듣고 있는데 첫 시험을 잘 못 봤어요. 그럭저럭 보긴 했는데 기대했던 성적이 나오질 않아서요. 그래서 다음 번 시험에는 어떻게 해야 성적을 올릴 수 있는지 알고 싶어서요.

M: 좋아요. 지난 번 시험 성적이 어땠죠?

W: B-요. 하지만 공부는 정말 열심히 했어요. 그리고 대학원 지원을 하기 위해서는 이 수업에서 꼭 A를 받아야 해요.

M: 그렇군요. 첫 번째 시험에서 B-는 그렇게 나쁜 성적이 아니에요. 하지만 학생 각오가 그렇다니 다음 두 번의 시험에서는 A를 받아야겠군요.

그래야 이 수업 학점이 A가까이 될 테니까요. 그리고 수업에 활발하게 참여하면 그것도 참고한 거예요. 수업 참여도도 성적의 10%를 차지하니까 말이에요.

W: 네, 좀 더 열심히 수업에 참여할게요.

M: 좋아요! 그게 쉬운 방법이죠. 이번 시험에 대비해선 어떻게 공부했죠?

W: 네, 수업 필기를 두세 번 훑고 정의와 이론을 신경 써서 봤어요. 참! 피아제의 발달 단계도 외웠어요.

M: 잘 했군요. 피아제는 확실이 몇 번이나 시험에 출제가 되었으니까요. 교재는 어때요? 어떻게 공부했나요?

W: 이번 학기에 읽는 동안 강조 표시를 해 뒀던 부분을 다시 봤어요. 그리고 그 부분을 필기를 하고 몇 번 복습을 했어요.

M: 필요한 건 다 한 거 같군요. 흠… 참! 다음 번 시험을 위해서 수업 조교를 만나보세요. 조교에게 지난 학기들 시험 복사본을 줬으니 그 복사본들로 모의시험을 봐 보세요. 시험에 나와 있는 부분 중 모자란 부분이 있으면 진짜 시험을 위해 그 부분을 보충하세요.

W: 정말이요? 그래도 되나요? 그런 방법이 있다는 건 정말 생각도 못했어요!

M: 당연히 그래도 되죠.

W: 너무 잘됐네요. 그리고 조교 정보는 전부 강의 요강에 있는 거 맞죠?

M: 그래요. 다음 시험 보기 전에 조교에게 이메일을 보내요. 그런데 바로 답메일을 못 받을 수도 있으니 적어도 1주일 정도는 여유를 두도록 해요.

W: 감사합니다, 교수님. 그리고 수업 시간에도 더 열심히 참여할게요.

M: 이주 잘됐군요! 학생 참여야말로 제가 제일 좋아하는 부분이거든요. 행운을 빌어요!

B 1. Ⓒ 2. Ⓐ 3. Ⓒ 4. Ⓑ 5. Ⓒ 6. Ⓑ

All right, class. Today we're going to talk about reptiles. Now, as you probably remember, reptiles are cold-blooded animals that are hatched from eggs and have scales. Does this sound familiar to everyone? Okay, good. Now, I think the best thing to do would be to get into examples of reptiles. Let's see, um, raise your hand if you've ever heard of an animal called the horned toad. Okay, so many of you have heard of this creature. I see some questions in your eyes. You are probably wondering why we're going to talk about the horned toad since I just mentioned that we'll be discussing reptiles.

As you all know, a toad is an amphibian – an animal that starts out life living in water with gills and ends up living on land with lungs. So here is the issue with the horned toad – it's not actually a toad at all! The horned toad is actually a lizard! It's a reptile! The reason people confuse it for a toad is that it is kind of round. So from now on, if you hear of someone talking about a horned toad, let them know that it's actually a lizard.

Anyway, the horned lizard doesn't actually have horns. The things that look like horns are really just spiny scales. These scales act as protection for the lizard. If an animal is trying to eat the lizard, it will puff up, kind of like a balloon, and that will make the scales stick out. And when these spiny scales are sticking out, it's hard for other animals to swallow the lizard.

The horned lizard has other ways of protecting itself also. One of these ways is called camouflage. Does everyone remember what camouflage is? No? Okay, well camouflage is when an animal blends into its surroundings. The horned lizard does this really well. The horned lizard usually lives in deserts, and it is a, um, a brownish color. The lizard's color allows it to blend into the desert.

Some kinds of horned lizard have yet another way of protecting themselves. Now, this is kind of gross, but some of these lizards can shoot blood out of the corners of their eyes. This really confuses their predators. Also, this blood contains a substance that, um, that doesn't taste good. That makes animals that might have wanted to eat the lizard not want to eat it anymore.

여러분, 오늘은 파충류에 관해서 공부할 거예요. 여러분도 아마 기억하겠지만 파충류는 알에서 부화하고 비늘이 있는 냉혈동물이에요. 모두 잘 알고 있겠죠? 좋아요. 그러면 제일 좋은 방법이 파충류의 예를 직접 들어보는 것이겠죠. 뿔 도마뱀이라는 동물을 들어본 적이 있는 사람 손 들어 보세요. 좋아요. 많은 사람들이 들어봤군요. 그런데 여러분의 눈에서 의아해하는 눈빛이 보이네요. 방금 제가 파충류에 대해 공부할 거라고 하고서는 왜 뿔 도마뱀(역주: 뿔 도마뱀의 영어 명은 뿔 두꺼비를 뜻하는 "horned toad"이다)을 언급하는지 여러분은 아마 궁금할 거예요.

여러분 모두가 알고 있는 것처럼 두꺼비는 양서류예요. 양서류는 아가미가 있어서 물 속에서 생활하다가 폐가 있어서 육지에서 생활하게 되는 동물을 말합니다. 그런데 뿔 도마뱀은 어떨까요? 사실 이 동물은 두꺼비와는 상관이 없어요! 뿔 도마뱀은 사실 도마뱀이에요. 파충류죠! 이 동물을 사람들이 두꺼비로 착각하는 것은 몸이 동그랗게 생겼기 때문이에요. 이제부터는 누군가 뿔 도마뱀에 관해 얘기하는 것을 들으면 사실은 도마뱀이라고 알려주세요.

어쨌든, 뿔 도마뱀은 사실 뿔이 없어요. 뿔처럼 보이는 것이 사실은 뾰족한 비늘이죠. 이 비늘은 도마뱀의 방어기관 역할을 해요. 다른 동물이 이 도마뱀을 잡아먹으려고 하면 몸을 풍선처럼 부풀려 비늘이 바깥으로 튀어나오게 만듭니다. 비늘이 이렇게 밖으로 나와 있으면 다른 동물들이 삼키기가 쉽지 않죠.

뿔 도마뱀은 또 다른 보호장치들이 있어요. 한 가지 방법은 위장입니다. 위장이 무엇인지 아는 사람 있나요? 없어요? 위장이란 동물이 자신의 몸을 주변 환경과 비슷하게 만드는 것을 말합니다. 뿔 도마뱀은 위장의 천재예요. 뿔 도마뱀은 보통 사막에 사는데 몸 색깔이 갈색을 띠어요. 몸 색깔 때문에 사막에서 눈에 잘 띄지 않죠.

뿔 도마뱀은 또 다른 보호장치가 있어요. 좀 그렇긴 한데, 어떤 도마뱀들은 눈 옆쪽으로 피를 뿜어내기도 합니다. 이렇게 해 포식자들을 대단히 혼란스럽게 만들죠. 또한 이 피에는 이상한 맛이 나는 성분이 들어있어요. 이렇게 해서 도마뱀을 잡아먹으려고 했던 동물들이 더 이상 잡아먹고 싶은 생각이 없게 만듭니다.

Vocabulary Review

A

1. to cause dislike, anger, or insult (offend)
2. a series of actions leading to an end (process)
3. to change completely (revolutionize)
4. a delivery (shipment)
5. of a great degree, usually used in a negative context (severe)
6. not contributing to health (unhygienic)
7. general ideas about a body of fact, science, or art (theory)
8. a protective covering (armor)
9. to make certain (ensure)
10. a state or topic of disagreement (issue)
11. unhealthy because it's dirty (unsanitary)
12. having to do with the stomach (gastric)
13. a change or correction (amendment)
14. the wave-like movement of muscles in the esophagus that pushes food down the tube (peristalsis)
15. one who cuts figures, letters, or designs into wood or metal (engraver)

B

1. All right now, moving right along, the next topic to cover is the stomach.
2. Well, armor pretty much means protection.
3. A process is kind of like the way you get from the beginning to the end.
4. That lower sphincter stays closed for good reason.
5. So *first* of all, you cover the copper plate with a ground compound.
6. Now in just a minute, you'll see a filmstrip about earthquakes.

Unit 2 Listening for Main Purpose

Basic Drill

A 1. (A) 2. (C) 3. (D)

M: Hey, so I think I might need a part-time job.
W: Really? Why?
M: I was just calculating my expenses for the semester, and if I want to have any fun, I'm going to need a little extra cash. I mean, I have enough for food and supplies and the basics. I just don't have enough to go out on the weekends.
W: So you're thinking like fifteen or twenty hours a week?
M: No, more like ten hours.
W: Oh, so you don't want to work a lot - just enough for a night out a week or so, right?
M: Yeah, that's basically it.
W: Oh, well, you should check the school paper's classifieds. They have listings for all kinds of part-time jobs around campus.
M: Thanks! I'll definitely check that out.

M: 안녕. 아르바이트를 해야 할 지도 모르겠어.
W: 정말? 왜?
M: 이번 학기에 드는 비용을 계산했는데 만약 뭐라도 하려면 현금이 좀 있어야 할 것 같아. 식비나 필수품을 살 돈은 있는데 주말에 노는데 쓸 돈이 없어서 말이야.
W: 그러니까 일주일에 15시간이나 20시간쯤 일할 생각이니?
M: 아니, 10시간쯤.
W: 아, 일을 많이 할 생각은 없구나. 그냥 일주일에 하루쯤 놀 수 있는 비용을 생각하는 거지?
M: 그래, 맞아.
W: 그럼 교지의 구직광고란을 살펴봐. 교내에서 할 수 있는 온갖 아르바이트가 다 나와 있으니까.
M: 고마워! 꼭 봐야겠어.

W: Hi, Professor, may I ask your advice?
M: Sure. What's the problem?
W: I've been working really hard in your class, but I'm having a little trouble understanding the material in the textbook.
M: Well the material is a little complicated. I've actually had quite a few students ask me for advice about this. So I think what you should do is take notes on the material while you're going over it. You know: key words, concepts, and such. And if that doesn't work, you could always go to the learning center. They'll help you with other tactics.

W: Oh okay. Thanks a lot. Oh, do you know how much they charge at the learning center?
M: Oh, those services are free of charge.

W: 안녕하세요, 교수님. 뭐 좀 여쭤봐도 될까요?
M: 물론이죠. 무슨 일이죠?
W: 수업은 정말 열심히 듣고 있는데 교재 내용을 이해하기가 좀 어려워서요.
M: 교재 내용이 약간 어렵죠. 사실 몇몇 학생이 이 문제로 날 찾아왔었어요. 그러니 학생도 공부를 하는 동안 필기를 하도록 해요. 핵심어나 개념 등등을 말이에요. 그래도 안 되면 학습지원센터를 찾아가 봐요. 다른 방법들을 알려줄 거예요.
W: 감사합니다. 그런데 혹시 학습지원센터의 요금이 얼마나 되는지 아세요?
M: 학습지원 서비스는 무료예요.

W: Hey, how're you going to study for this huge history exam?
M: Oh, man. I don't know, but I figure I'll be spending many long hours in the library.
W: The library? Really? I don't even know what the library's hours are anymore.
M: Wow, it really has been a while since you went last. The library's open twenty-four hours a day right now. At least till final exams are over. Then it'll go back to regular hours.
W: Oh, so studying at the library would be really convenient. I mean, I could be there all night if I needed to.
M: Yeah, you could. And the nice thing is that they've got all kinds of different couches and desks and tables. So, you could choose a variety of different places, depending on your mood.
W: Really? That sounds good. I get a little restless when I study, so different environments are good. And I'll bet it's really quiet, isn't it?
M: Yeah, it's really quiet. I've even napped there between chapters.

W: 넌 정말 이번 역사 시험 준비를 어떻게 할 거니?
M: 그러게 말이야. 어떻게 해야 할 지 모르겠어. 하지만 도서관에서 열심히 공부해야겠지.
W: 도서관? 정말이니? 난 도서관 개방 시간도 몰라.
M: 와, 도서관에 간지가 정말 오래 됐나 보구나. 지금 현재는 도서관이 24시간 개방이야. 적어도 기말고사 끝날 때까지는 말이야.
W: 아, 그러니까 도서관에서 공부하는 게 정말 편하겠구나. 원하면 밤샘을 할 수도 있으니까 말이야.
M: 응, 그렇지. 좋은 건 온갖 종류의 소파와 책상, 테이블이 있다는 거지. 기분에 따라 다양한 장소를 선택할 수 있어.
W: 정말이니? 멋진 걸. 공부할 때 좀 초조해하는 편인데 여러 가지 환경을 선택할 수 있다니 좋구나. 정말 조용할 것 같은데 어때?
M: 응. 아주 조용해. 공부를 하다가 존 적도 있다니까.

B 1. Ⓑ 2. Ⓑ 3. Ⓐ

Technology is useful to humans for many reasons. Unfortunately, it has also been used by humans to harm the environment. Pollution is one way in which the environment is harmed by people. For example, the factories that people build to produce goods emit smoke into the air. Many factories dump waste that they produce into rivers and the ocean. Additionally, cars, trains, and ships spew smoke into the air. Also, humans use computers a lot. New computers come out all the time and make old computers obsolete. Computers are not recyclable, so we have to throw them away. This fills up landfills.

기술은 여러 가지 이유에서 인간에게 유용합니다. 안타까운 일은 기술로 인해 사람들이 환경에 피해를 입히게 되었다는 것이죠. 사람들이 환경에 피해를 입히는 한 가지 방법은 오염입니다. 예를 들어 제품을 생산하기 위해 짓는 공장에서는 공기 중으로 연기를 배출해 냅니다. 많은 공장들은 공장에서 나오는 폐기물을 강이나 바다에 버립니다. 그뿐만 아니라 자동차, 기차, 선박도 공기 중으로 연기를 뿜어냅니다. 또, 사람들은 컴퓨터를 대단히 많이 사용합니다. 항상 새 컴퓨터가 나와 쓰던 컴퓨터는 구식이 됩니다. 컴퓨터는 재활용이 불가능해서 버려야만 합니다. 그래서 매립지가 가득 차게 됩니다.

The trickle-down effect in economics is a disputed theory. It states that big businesses should be allowed to do as they please because lower-level businesses will flourish from their successes. They should not be regulated or taxed by the government. Many economic theorists believe that this theory is only supported by right-wing economists. Others think that it's really not a valid theory at all. They don't believe that big businesses should be allowed to do whatever they want. Instead, they think that the government should regulate these businesses. They think that big businesses should be taxed so that the money will definitely be able to go to those who need it most.

경제학에서 적하효과는 논란의 여지가 많은 이론이에요. 적하효과에 따르면 대기업들이 하고 싶은 대로 할 수 있도록 하면 대기업의 성공 덕분에 중소기업들도 번성하게 됩니다. 정부가 대기업을 규제하거나 과세를 하지 말아야 한다는 거죠. 많은 경제이론가들은 우익 경제학자들만 이 이론을 지지한다고 믿습니다. 그런가 하면 이 이론이 전혀 맞지 않는 이론이라고 생각하는 이론가들도 있어요. 이들은 대기업이 하고 싶은 대로 하도록 허락해서는 안 된다고 말합니다. 대신에 정부에서 이런 대기업들을 규제해야 한다고 생각하죠. 대기업들에 과세를 해서 그 세금을 가장 필요로 하는 곳에 사용해야 한다고 믿습니다.

The 1930s brought about a change in the film industry. This change greatly affected all in the industry, especially the actors. Before the 1930s, film was silent.

It wasn't until the 1930s that the advent of "talkies" brought sound to cinema. Before the 1930s, actors like Charlie Chaplin were really popular. The films that Chaplin starred in are some of the most famous films from the silent film era. However, once sound was introduced into the film industry, Charlie Chaplin no longer got film roles. While he was a great actor in silent films, he was not good at doing speaking parts. His physical comedy did not translate well into sound. This sort of thing happened to many actors when the conversion from silent film to talkies took place.

1930년대에는 영화 산업에 변화가 일어났습니다. 이 변화는 영화계의 모든 것, 특히 배우들에게 지대한 영향을 미쳤어요. 1930년대 전에는 영화가 무성이었죠. 1930년대가 되어서야 유성영화의 도래로 영화에 소리가 첨가되게 되었어요. 1930년대 이전에는 찰리 채플린 같은 배우들이 대단히 인기가 있었어요. 채플린이 주연한 영화들은 무성영화 시대의 가장 유명한 영화에 속합니다. 하지만, 영화계에 소리가 도입되기 시작하자 찰리 채플린은 더 이상 역할을 맡지 못했어요. 무성영화에서는 훌륭한 배우였지만 발성 부분에서는 두각을 나타내지 못했죠. 신체를 이용한 그의 코메디는 소리로 잘 전달되지가 않았거든요. 무성영화에서 유성영화로의 전환이 일어나면서 많은 배우들에게 이런 현상이 일어났습니다.

Practice with Conversations

A 1. (A) 2. (C)

[1]Review class notes

M1: Wow, that final is going to cover a lot of material. We should probably start studying soon.

M2: Yeah, we need to figure out the best way to cover all this stuff in two weeks.

M1: Yeah, we definitely need a method. How many units do we have to cover?

M2: Um... okay. Let me check my syllabus. Okay, so according to the syllabus, we have to cover ten units worth of material from the textbook plus class notes.

M1: Well, the class notes are easy. We'll go over each of our notes and just fill in any blanks we might have.

M2: Yeah, that's a good plan. I didn't miss any classes this semester. Did you?

M1: I missed one a month and a half ago because I was sick. But I got the notes from someone the week after, so I have all the notes.

M2: Okay, so we've got class notes covered. Now we just have to get our units organized.

M1: Yeah, so that's going to be the time-consuming bit. Have you read all the units yet?

M2: Yeah, I have. You?

M1: Yeah. Okay, so I've got an idea. We'll each take half of the units to summarize. You know, we'll make an outline for each of them with key words, definitions, ideas, and such.

M2: Yeah, that sounds good. All right, so how's this? I'll do the first five units, and you take the second five units.

M1: Sounds good to me. And we should have the outlines done by next week so that we can have a week to go over the stuff.

M2: Yeah definitely. We'll do a couple of study sessions next week.

M1: Right, and hopefully, that'll be enough. Anyway, I'm going to start on these outlines. I'll see you later!

M1: 와, 이번 기말고사는 범위가 정말 엄청나겠어. 일찍부터 시험 준비를 해야겠어.

M2: 그래. 2주 만에 이 범위를 다 공부할 최선의 방법을 찾아야 해.

M1: 맞아. 무슨 수를 내야 해. 몇 단원이지?

M2: 음…보자. 강의 요강을 한번 볼게. 강의 요강에 따르면 교재 내용 10 단원과 수업 필기까지야.

M1: 수업 필기는 문제없어. 각자의 필기를 보면서 빈칸으로 나올 부분을 채워 보면 돼.

M2: 그거 좋은 생각이야. 이번 학기에 난 한 번도 수업을 빠진 적이 없어. 너는?

M1: 한달 전에 아파서 한번 빠졌어. 하지만 그 다음 주에 다른 사람 필기를 베꼈어. 그래서 수업 필기 내용은 다 있어.

M2: 그래. 그럼 수업 필기 내용은 됐고. 단원 정리를 해야겠어.

M1: 응. 그런데 꽤 시간이 걸릴 거야. 전체 단원을 다 읽었니?

M2: 응. 읽었어. 너는?

M1: 읽었어. 좋은 수가 있어. 각자 전체 단원의 반씩을 맡아 정리하자. 각 단원마다 핵심어, 정의, 개념 등을 적어 요점정리를 하자.

M2: 그거 좋은 생각인 걸. 그래, 그런데 이렇게 하면 어때? 내가 앞쪽 다섯 단원을 하고 네가 뒤쪽의 다섯 단원을 하는 거.

M1: 좋아. 공부할 시간이 1주일은 있어야 하니까 다음 주까지 요점 정리를 끝내자.

M2: 좋아. 다음 주에 두 번 스터디를 하는 걸로 하자.

M1: 그래. 그 정도면 충분 하겠지. 어쨌든 이 요점정리부터 시작해야겠다. 나중에 봐!

Two students are discussing the best method for studying for their final exam. According to the syllabus, they must go over ten units of material and all their class notes. Since they both have all the class notes, they will just look over them to fill in any holes they may have. They will also split the units they have to study in half. Each student will summarize and outline five units within one week's time. Then they will meet to go over the units and class notes together.

B 1. Ⓐ 2. Ⓒ

[1]Gain international perspective

W: Hi. Can I help you?

M: Hi, Professor. My name is John Smith. I was wondering if I could ask you something.

W: Of course, John. What can I do for you?

M: All right, well I know our final is in a week. And I know generally professors don't have to get the final grades in for two weeks afterwards. But the thing is, I've applied for a study abroad position that starts in four weeks, and I need to have all my grades in really early to be accepted to the program. So I was wondering if you'd be able to grade my exam early so I can complete the application process on time.

W: Hm... Okay, so when is the application deadline?

M: A week and a half from today. Three days after the final exam to be precise.

W: And which study abroad program is this?

M: I'm doing a Classics program in Rome. If I'm there for a semester, it'll take care of my Classics minor.

W: Wow, that sounds so exciting. So you're taking care of your minor first? And then you'll finish your major?

M: Yes. I'm already a little ahead on the Finance major, so I can afford to take a semester just focusing on the minor. Plus, it's a great way to travel and get a little international perspective.

W: I absolutely agree. I think all students should do a study abroad program. Anyway, back to your question. I'll make a note of your situation and copy that to my teaching assistant. And one of us will make sure to grade your exam first and get the grades to the registrar.

M: Thank you so much. I really appreciate it.

W: No problem. Glad to help. Good luck on the exam and in Rome!

M: Thanks!

W: 안녕하세요. 무슨 일이죠?

M: 안녕하세요, 교수님. 전 존 스미스라고 합니다. 뭐 좀 여쭤볼까 해서요.

W: 그래요, 존. 무슨 일이죠?

M: 기말고사가 1주일 뒤잖아요. 보통 교수님들이 시험 후 2주 동안은 성적을 발표하시지는 않는 걸로 알고 있습니다. 그런데 문제는 제가 4주 후에 시작하는 유학 코스 신청을 했는데 그 프로그램에 참가 허가를 받기 위해서는 성적을 일찍 알아야 해서요. 그래서 혹시나 제가 시간 내에 신청을 할 수 있게 시험 결과를 일찍 받을 수 있나 해서요.

W: 흠… 좋아요. 신청 마감이 언제죠?

M: 오늘부터 1주일 반 뒤에요. 정확하게 기말고사 끝나고 사흘 후요.

W: 어떤 유학 프로그램이죠?

M: 로마에서 클래식 공부를 하려구요. 거기에서 한 학기 있는 동안 클래식을 부전공으로 하려구요.

W: 와, 정말 멋지군요. 그러니까 부전공을 먼저 한 다음 전공 공부를 마치려는 거군요.

M: 예, 재무 전공에서는 좀 빠른 편이라서 한 학기 동안은 부전공에 초점을 맞출 생각이에요. 또 여행도 하면서 국제적인 시각을 키울 수 있는 좋은 기회이기도 하구요.

W: 그렇고 말고요. 모든 학생들이 유학 공부를 해야 한다고 생각해요. 어쨌든, 학생이 했던 요구사항과 관련해서는 학생 상황에 대한 메모를 해두고 조교에게도 보낼게요. 나나 조교 중 한 사람이 반드시 학생 성적을 제일 먼저 채점해서 학적 계에 올려 줄게요.

M: 감사합니다. 정말 감사합니다.

W: 천만에요. 도와줄 수 있어서 다행이네요. 시험도 잘 보고 로마에서도 행운을 빌어요!

M: 감사합니다.

A student asks his professor for a favor. The student is applying for a study abroad program in Classics in Rome. He needs his professor to turn in his grade early so that he may meet the application deadline. The professor is very pleased that her student is taking an opportunity to go abroad. The student is excited about learning new things and gaining a new perspective. The professor says she will make a note and inform her teaching assistant to get the student's grades to the registrar early.

C 1. Ⓓ 2. Ⓒ

[1]availability

M: Can I help you?

W: Yes, I heard that there are job openings here at the dining hall. Do you still have openings?

M: Yes, we do. Are you looking for a job?

W: Yes, I am.

M: Okay, well the way things work around here is that students who are eligible for work study usually have first dibs at the jobs. After that, we start hiring people who aren't eligible for work study. Are you eligible for work study?

W: Yes, I am. The Financial Aid Office actually sent me here. They said you might be hiring dining hall staff and that this would probably be the most flexible place to work around my classes.

M: Well, we definitely work around the students' class schedules around here. So, I'm going to give you an application to fill out. You just have to let me know what you want to do here in terms of whether you want to cook, serve, clean, work the register, or whatever. You rank the different positions in your order of preference. Oh, and you also need to let us know what your availability is. You know, what days and hours can you work? Then we'll match up your preferences and availability with what we need.

W: Oh, okay.
M: So if you want, you can just take a seat at one of the tables and fill out the application right away.
W: Ok great. Oh, how long after I turn in the application will I find out if I'm going to be hired?
M: Oh, you'll probably be hired if your availability matches what we need. You'll probably get a call in a week.
W: Oh okay, thanks! All right, I'm going to fill out the application. I'll turn it in as soon as I'm done.

M: 어떤 일로 오셨죠?
W: 식당에 일자리가 있다고 해서 찾아왔어요. 사람을 구하셨나요?
M: 아니요, 아직요. 일할 생각이 있으세요?
W: 예.
M: 그런데 여기서는 우선 근로장학생 자리이 있는 사람을 우선적으로 고용하고 그 다음 근로장학생이 아닌 사람을 고용하게 돼 있어요. 근로장학생이신가요?
W: 예. 재정지원센터에서 보내서 왔어요. 거기서 말하길 식당에서 사람을 뽑고 있는데 아마도 여기 일이 제 수업을 들으면서 가장 유연하게 일할 수 있는 곳 이라더군요.
M: 그래요. 여긴 절대적으로 학생의 수업 일정에 맞춰 시간을 정하니까요. 신청서를 줄게요. 여기서 어떤 일을 하고 싶은지, 예를 들면 요리, 서빙, 설거지, 계산 등의 분야를 써 주세요. 제일 하고 싶은 일부터 순서대로 번호를 매겨 주세요. 아, 그리고 언제 가능한지도 써 주세요, 무슨 요일 그리고 몇 시 하는 식으로 말이에요. 그러면 학생 편한 시간에 맞춰 할 일을 정해줄 거예요.
W: 좋아요.
M: 뒤에 들면 저 테이블에 앉아 바로 신청서를 작성해 주세요.
W: 그럴게요. 신청서를 내고 얼마나 있어야 일을 하게 되는지를 알 수 있나요?
M: 학생이 원하는 일자리와 우리가 필요한 일자리가 일치하면 아마 고용될 거예요. 1주일 뒤 전화가 갈 거예요.
W: 그렇군요. 감사합니다. 신청서를 작성할게요. 다 작성하는 대로 신청서를 낼게요.

A student is inquiring about open job positions at the dining hall. A cafeteria worker tells her that the dining hall is still hiring and asks if she is eligible for work study. The cafeteria worker says that work study students will be hired first. The student confirms that she is eligible. The cafeteria worker tells the student that she will need to fill out an application and indicate her position preferences and hours of availability. Then, the dining hall staff will match their need with the student's preferences and availability. The student will find out if she has a job in a week.

[D] 1. Ⓑ 2. False, True, True, False
1participating in class 2she participates

W: Hi, Professor. You wanted to see me?
M: Yes, I did. Well remember how a couple of months ago, you came to me and asked for my advice on getting your grade in my class up?
W: Yes, I do. And I want to thank you again for your advice.
M: Not a problem. You've done pretty well so far. Your exam scores have improved a lot. The only thing that hasn't really gotten better is your class participation. I'm kind of surprised about that. It's a really easy way to get an extra ten percent on your grade.
W: Oh, well I've tried, Professor. I just get really nervous saying stuff in front of the class.
M: Why is that?
W: I just really don't want to sound stupid in front of everyone.
M: Oh, no one's going to think you're stupid. You really do understand the material, you know. It shows from your test scores. You're doing really well in the class otherwise. Besides, we've got such a small class.
W: I know. I just can't seem to bring myself to raise my hand.
M: Well, this isn't usually my style, but if you'd like, I can call on you at first a couple of times. And then maybe after you answer a couple of questions, you'll be more comfortable raising your hand.
W: Well, I guess. I mean, we could try it.
M: Well, that's really all I ask. You see, if you participate, you might be able to bring your grade up to an A by the time the semester's over.
W: Oh, wow. I didn't know I was so close.
M: Well, you really are. It would be a shame if this was what was holding you back.
W: Ok, well, I'm really going to try. I promise.

W: 안녕하세요, 교수님. 찾으셨다고 해서요.
M: 예. 두 달 전에 날 찾아와서 내 수업 성적을 올릴 방법에 관해 조언을 구한 적이 있었죠?
W: 예, 맞아요. 지난 번 조언에 대해 감사 드립니다.
M: 천만에요. 현재까지 아주 잘 했네요. 시험 성적이 많이 올랐군요. 진전이 없었던 부분은 수업 참여 부분이에요. 사실 좀 놀랐어요. 성적에서 10퍼센트를 올리는 꽤나 쉬운 방법인데도 말이에요.
W: 노력은 했어요. 단지 급우들 앞에서 발표하는데 두려움이 있어서요.
M: 왜죠?
W: 친구들 앞에서 멍청한 이야기를 하는 느낌을 받고 싶지가 않아서요.
M: 아무도 학생이 멍청하다고 생각하지 않아요. 학생은 수업 내용을 잘 이해하고 있잖아요. 시험 성적을 봐도 알 수 있어요. 수업 참여 부분만 빼고는 수업을 아주 잘 따라가고 있어요. 게다가 수업 인원도 정말 적잖아요.
W: 예, 그래요. 하지만 손을 들 수가 없어요.
M: 이렇게 하는 건 내 스타일이 아니긴 하지만 학생이 원한다면 처음 몇 번은 제가 학생을 호명할게요. 몇 번 대답을 하고 나면 손을 드는 게 좀

더 쉬워질지도 몰라요.
W: 예, 그 방법도 좋을 것 같네요.
M: 학생은 발표만 잘하면 더 바랄게 없어요. 수업 참여를 하게 되면 이번 학기가 끝날 때쯤엔 A를 받을 수 있을 거예요.
W: 기대되네요. A를 받을 수도 있다는 걸 몰랐어요.
M: 충분히 가능해요. 수업 참여 때문에 A를 못 받는다면 말이 안 되죠.
W: 잘 알겠습니다. 최선을 다할게요. 약속 드려요.

A professor talks to his student about participating more in class. He tells the student that she is doing really well, and the student's grades have improved a lot. The only thing the student has not improved in is class participation. The student feels really nervous about speaking in front of the class. The professor suggests that he will call on the student first a couple of times. Then, when she is more comfortable talking in front of the class, she can volunteer answers on her own. The professor finally tells the student that if she participates more, she can probably get an A in the class.

Practice with Lectures

A 1. Ⓒ 2. Ⓓ
[1]the sun's rays and the atmosphere [2]humans and their gadgets

Many people may not realize it, but the greenhouse effect and global warming are totally different things. The greenhouse effect is something that happens with all celestial bodies -- planets, moons, and such -- that have an atmosphere. Anyway, back to the greenhouse effect. The greenhouse effect is a process that happens when the sun's heat enters Earth's atmosphere. The sun's rays warm the earth, and the atmosphere keeps the heat in, just like a greenhouse. It's a very natural thing, and in most cases, the planet system knows how to balance itself out. Anyway, like I said, it's a pretty natural process.
Now all this gets messed up when humans, um, add stuff to Earth's atmosphere. That's when global warming, which is not a natural process, happens. See, what happens is that people create, um, things that create extra heat. For example, cars. We drive cars all the time. So we drive our cars, and our cars burn gas, and this exhaust is pretty hot. And the atmosphere keeps this heat around the planet. Plus, all of our machinery and our factories and stuff, they all produce heat. So all this stuff creates what scientists are calling global warming. Earth's surface and atmosphere just keep getting hotter.

Now global warming has many negative effects, but I think one of the biggest problems with global warming is the melting of polar ice caps and glaciers. See, our planet has huge chunks of ice at both of its poles. And when global warming happens, um, the overall temperature of the planet increases. And what this does is it makes polar ice melt. So when ice melts, it turns into water, which goes into our oceans. And that causes the level of water to rise. And this could also cause major flooding.

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현재 지구온난화는 여러 가지 부작용을 낳고 있는데 지구온난화에 있어 가장 큰 문제 중의 하나는 극지방의 만년설과 빙하가 녹는다는 것입니다. 지구의 남극과 북극에는 거대한 얼음 덩어리가 있어요. 지구온난화가 일어나면 지구 전체의 온도가 올라가서 극지방의 얼음이 녹게 됩니다. 얼음이 녹아 물로 변하면 이 물은 바다로 흘러갑니다. 그래서 해수면이 올라가게 되죠. 그리고 엄청난 홍수가 일어나게 됩니다.

The greenhouse effect is a natural occurrence. All celestial bodies with atmospheres experience the greenhouse effect. The sun's rays warm the planet. The atmosphere keeps this heat around the planet. In contrast, global warming is a problem caused by man. The problem occurs when people start creating things that produce extra heat. Global warming causes the overall temperature of Earth to increase, which has negative effects. Most notably, global warming causes polar ice caps and glaciers to melt. This raises the water level of the oceans, which can cause flooding.

B 1. Ⓒ 2. False, True, True, False
[1]Trickle-Down Effect [2]Bookseller

M1: The next topic we have to discuss is the trickle-down effect. Now this is a theory that has been

highly debated in economic circles. It's pretty complicated, but maybe we can figure it out together. Now, who can define the trickle-down effect? Yes?

W1: Okay, so I'm not sure about this, but I think the premise of the theory is that by large businesses doing well and making profits, everybody else does well, too. I mean, because the businesses spread their profits throughout the economy.

M1: Absolutely right. Now, it is still quite an abstract concept. So we're going to use an example that isn't quite the same, but it'll help us get an idea of the trickle-down effect. Okay. So let's say we have an author. This author writes a bestselling novel. Of course, the author will make a lot of money. But who else makes money? Any ideas?

M2: Um... the publishing company?

M1: Definitely. The publishing company will also make a lot of money because it will be printing many copies of the book. All right, who else will make money?

W2: The booksellers will definitely make money off of a best seller. They charge a mark-up, right?

M1: Right again. If a book is in high demand, and most bestsellers are, the booksellers can make a profit because of the mark-up price. They pay a certain amount of money to the publishing house for the books. Then, they charge the customer more. That way, they're making a profit. Let's see. Another industry that would stand to gain from an author writing a bestseller is the shipping industry. The books have to get from the publishing house to the bookstore. So, shipping companies would get business from that and profit. Anyway, are there any questions about this?

M1: 공부할 다음 주제는 적하효과예요. 이 이론은 경제학계에서 굉장히 논란이 되고 있는 이론입니다. 이 이론은 꽤 복잡하지만 함께 공부해 보기로 합시다. 누구 적하효과의 정의를 말해 볼 사람? 없어요?

W1: 네, 정확하지는 않지만 적하이론은 대기업이 잘 운영되고 이익을 냄으로 해서 다른 기업들도 잘 돌아간다는 이론이라고 생각합니다. 대기업이 이익을 경제 전체에 파급시키기 때문입니다.

M1: 아주 잘 대답했어요. 이 이론은 꽤나 추상적인 개념입니다. 그래서 똑같은 예라고는 할 수 없지만 적하효과를 이해할 수 있게 해 주는 예를 하나 들어보겠어요. 어떤 작가가 있다고 칩시다. 이 작가는 베스트셀러 작가예요. 물론 이 작가는 많은 돈을 법니다. 또 누가 돈을 벌까요?

M2: 음… 출판사 아닐까요?

M1: 물론이죠. 출판사도 엄청난 수량의 책을 인쇄하기 때문에 출판사도 엄청난 돈을 법니다. 그 외에 또 누가 돈을 벌까요?

W2: 서점주인들도 베스트셀러 때문에 돈을 벌겠죠. 차액이 생기잖아요?

M1: 잘 대답했어요. 어떤 책이 잘 팔리면 물론 대부분의 베스트셀러들도 그렇지만, 대부분의 서점주인들은 차액 때문에 이윤이 생깁니다. 서점주인들은 일정액을 서적 대금으로 출판사에 지급하죠. 그런 다음 소비자에게는 좀 더 비싼 금액을 매깁니다. 그런 식으로 이윤을 남기는 것이죠. 한번 봅시다. 베스트셀러를 쓰는 작가 때문에 돈을 버는 또 다른 업계는 운송업계예요. 출판사에서 서점으로 책을 운송해야 하니까요. 그래서 운송회사들은 그로 인해 거래가 이루어지고 이익이 생깁니다. 여기까지 질문 있는 사람 있습니까?

The trickle-down effect is a debated economic theory. It involves the profits of one business positively affecting connecting businesses and individuals in the economy. An example of how this theory works can be an author who writes a bestselling novel. The author will absolutely make money off of the book. Other companies who will profit from the book are the publishers, the booksellers, and the shippers.

C 1. Ⓒ 2. Ⓐ

[1]advance film [2]special effects

So today, we're going to talk about how filmmaking was done before the 1930s. So before the 1930s, most filmmaking was done using what they called crank cameras. See, there were two types of cameras back then. There were motorized cameras and crank cameras. When using crank cameras, you had to crank the film forward by hand. Motorized cameras would forward the film automatically. But the motors on these cameras were so big and bulky that they were really hard to carry around. So instead, filmmakers used crank cameras.

Anyway, how these crank cameras worked was the cameraman would either hold the camera or have the camera on a tripod. Women didn't make films during this era, so we can correctly call the person holding the camera a cameraman. The cameraman would aim the camera lens at the scene he was trying to record. Then, he would crank the handle on the camera to advance the film. Now, this process could be pretty difficult. The cameraman had to crank the handle at a uniform pace so that the movie didn't seem rushed or delayed, which took lots of practice. But, once the cameraman had mastered this skill, he could alter the pace to make special effects. For example, the experienced cameraman could decrease the number of cranks for a scene. This would make the actions on film look rushed and kind of disconnected.

Also, for a good part of this time, films were shot on a single reel. This meant most films were pretty short – fifteen to twenty minutes, usually. Then, right before the First World War – which started in 1914, remember – filmmakers pioneered the double-reel process. This allowed for much longer films. This is also where the

icon of the double-reel camera that we see everywhere comes from.

오늘은 1930년대 이전에는 어떻게 영화를 만들었는지를 살펴볼 거예요. 1930년대 이전에는 대부분 크랭크 카메라를 사용해 영화를 찍었어요. 그 당시에는 두 가지 종류의 카메라가 있었어요. 전동카메라와 크랭크카메라가 그것이죠. 크랭크 카메라의 경우는 손으로 필름을 앞으로 감아야 했어요. 전동카메라는 자동으로 필름이 감겼죠. 하지만 카메라에 장착된 모터는 크기가 대단히 커서 이동하기가 정말 불편했어요. 그래서 영화제작자들은 전동카메라 대신 크랭크카메라를 사용했어요.
어쨌든, 이 크랭크카메라는 카메라맨이 들고 찍든지, 아니면 삼각대 위에 올려놓고 찍었어요. 이 당시에는 여성들은 영화를 만들지 않았기 때문에 카메라를 들고 있는 사람을 카메라맨이라고 불러도 틀린 말은 아니었죠. 카메라맨은 찍으려고 하는 장면 쪽으로 카메라를 향하게 했어요. 그리고는 카메라 손잡이를 돌려 필름을 감았죠. 이 과정은 꽤 어려웠어요. 영화 속도가 빨라지거나 느려지는 일이 없도록 일정한 속도로 크랭크를 돌려야 했는데 이것은 많은 연습이 필요했어요. 하지만 일단 카메라맨이 이 기술을 익히고 나면 크랭크 돌리는 속도를 조절해 특수효과를 낼 수도 있었죠. 예를 들어 노련한 카메라맨은 한 장면에서의 크랭크 수를 줄이기도 했어요. 이렇게 하면 영화 속 움직임이 빠르게 진행되어 끊어지는 것처럼 보였어요. 또한, 이 시기에는 대부분 영화를 싱글릴에 찍었어요. 다시 말해 영화가 15분에서 20분 정도의 길이로 짧았어요. 그러다가 1914년에 시작된 1차 대전 직전에 영화제작자들은 더블릴 기법을 사용하기 시작했어요. 이 덕분에 영화가 훨씬 길어지게 되었죠. 또한 우리가 어디서나 볼 수 있는 더블릴 아이콘도 여기에서 나왔어요.

Filmmaking before the 1930s was very different from filmmaking today. During that time, there were two types of cameras – motorized cameras and crank cameras. Filmmakers generally used crank cameras because they were easier to carry. The cameraman would turn the handle on a crank camera to advance the film. This was difficult and took a lot of practice. When the cameraman had mastered this skill he could alter the pace to make special effects. Also, during most of this era, films were shot on a single reel. Then, just before 1914, the double-reel process was introduced. This is where the double-reel film icon comes from.

D 1. C 2. A

[1]Took jazz around the world [2]Wrote and recorded many songs

W1: All right class, now that we know a little bit about jazz music, we're going to talk about some jazz musicians. Personally, I think there's no better place to start than with one of my favorites, Duke Ellington. He was born in North Carolina, but he didn't become famous till he moved to... does anyone know?

M: New York City! He played in Harlem, right?

W1: That's right! Duke Ellington got his first New York City gig at the Cotton Club in Harlem. Harlem was a hot spot for up-and-coming music and musicians back then. Anyway, that's where Duke Ellington started to be well-known. So yeah, after his first gig at the Cotton Club, Duke Ellington got a weekly radio show. And that spread his music everywhere. So then, a bunch of famous clientele started to go to the Cotton Club as well. This made the Cotton Club the most famous jazz club in Harlem. Anyway, the Duke made two major contributions to jazz. First of all, he brought jazz music to all corners of the world. His band traveled everywhere, to all continents. Secondly, he wrote and recorded hundreds of jazz hits. Can anyone name any famous Duke Ellington songs?

W2: Um... "Take the A Train."

W1: That's right! "Take the A Train" is probably one of his most famous songs. It's a song about the subway line you take in New York City to get up to Harlem and the Cotton Club. Some of the Duke's other famous songs are "Rockin' in Rhythm," "Satin Doll," "New Orleans," and "Crescendo in Blue."

W1: 여러분, 이제 재즈 음악에 대해 좀 공부를 했으니 재즈 뮤지션들에 대해 얘기해 보겠어요. 개인적으로는 제가 가장 좋아하는 재즈 뮤지션 중의 한 사람인 듀크 엘링턴이 가장 접근하기 쉬운 재즈 뮤지션이라고 생각해요. 그는 노스 캐롤라이나에서 태어났지만 유명해진 건… 어디로 가서였는지 아는 사람?

M: 뉴욕시요! 할렘에서 연주했죠?

W1: 맞았어요! 듀크 엘링턴은 할렘의 코튼클럽에서 처음으로 재즈 연주를 했어요. 할렘은 신예 뮤지션들에게 인기 있는 장소였죠. 어쨌든, 듀크 엘링턴은 여기에서 유명세를 타기 시작했어요. 코튼클럽에서의 데뷔 무대 이후 그는 주마다 있는 라디오 프로그램을 맡게 되었어요. 그래서 그의 음악이 널리 알려지게 되었죠. 그리고 수많은 유명 단골 고객들이 코튼클럽을 찾기 시작했어요. 그래서 코튼클럽이 할렘에서 가장 유명한 재즈클럽이 되었죠. 어쨌든 그는 재즈에 두 가지 큰 기여를 했어요. 첫 번째로 그는 재즈 음악을 세계 곳곳에 알리는 역할을 했어요. 두 번째로 그는 수백 곡의 재즈 히트곡을 쓰고 녹음했어요. 누가 듀크 엘링턴의 곡을 아는 사람?

W2: 음… "Take the A Train"요.

W1: 네, 맞았어요! "Take the A Train"은 아마도 그의 곡 가운데 가장 유명한 곡일 거예요. 이 곡은 뉴욕 시에서 할렘과 코튼클럽에 가기 위한 전철 노선에 관한 곡이죠. 듀크의 다른 유명한 곡들로는 "Rockin' in Rhythm," "Satin Doll," "New Orleans," "Crescendo in Blue" 등이 있어요.

Duke Ellington was a famous jazz musician from the early twentieth century. He was born in North Carolina in the late 1800s, which was where he started taking music lessons. He got his first big gig in New York City at the Cotton Club. This gig made him famous. It

also made the Cotton Club the most famous jazz club in Harlem. The Duke and his band traveled all around the world, including Europe and Asia. One of his most famous songs is called "Take the A Train."

Integrated Listening & Speaking

A

1. (A) The purpose of this conversation is to decide the best way to study for a final exam.
   (B) Two students have this conversation so that they can figure out how to study for a final exam.
2. (A) The final exam will cover all of the class notes and ten units from the textbook.
   (B) The information on the final exam will come from all the class notes and ten units from the textbook.
3. (A) The students' outlines will include key words, ideas, and concepts from each unit.
   (B) The students will include in their outlines key words, ideas, and concepts from each unit.

Two students have a final exam in two weeks' time. They are discussing the best method for studying for their exam. According to the syllabus, they must go over ten units of material from their textbook and all their class notes. The students confirm that they both have all of the class notes. Since they both have all the class notes, they will just look over them to fill in the holes they may have. The students decide the best way to cover the material from the textbook is to divide the units between them. Each student will summarize and outline five units within one week's time. In their outlines, they will include key words, ideas, and concepts from each of the units. They decide on a one-week deadline to complete the outlines. After that, the students will have a study session. They will meet to go over the units and class notes together as a final step in their exam preparation.

두 학생은 2주 후에 기말고사를 앞두고 있습니다. 그들은 시험 공부 계획에 대해 이야기합니다. 강의 요강에 따르면 교재의 10단원과 수업 필기를 다 공부해야 합니다. 두 사람 모두 수업 필기를 빠짐없이 다 했다는 것을 확인합니다. 두 사람은 다 수업 필기를 마쳤기 때문에 쭉 훑으면서 빈 곳을 채우는 연습만하면 됩니다. 두 사람은 교재 공부를 하는 가장 좋은 방법은 두 사람이 전체 단원을 반반씩 가르는 것이라고 생각합니다. 각자 1주일 안에 다섯 단원씩을 요점정리하기로 합니다. 요점정리에는 각 단원의 핵심어와 개념, 내용 등이 포함될 것입니다. 그들은 요점정리에 1주일의 기한을 정합니다. 그 후에는 함께 스터디를 할 생각입니다. 시험 준비의 마지막 단계로는 각 단원과 수업 필기 내용을 함께 공부할 것입니다.

B

1. (A) The purpose of this conversation is to find out if the dining hall will hire the student.
   (B) The student has this conversation because she wants to work at the dining hall.
2. (A) The student could work as a cook, a food server, or a cashier.
   (B) The jobs at the dining hall include cook, food server, and cashier.
3. (A) The student will find out if she has a job in a week.
   (B) The dining hall staff will contact the student in a week.

A student is inquiring about open job positions at the dining hall. A cafeteria worker tells her that the dining hall is still hiring and asks if she is eligible for work study. The cafeteria worker says that work study students will be hired first. The student confirms that she is eligible. The cafeteria worker tells the student that she will need to fill out an application and indicate position preferences and hours of availability. In terms of position preference, the cafeteria worker tells the student that she can work as a cook, a food server, or as a cashier. Once the student completes the application, the dining hall staff will match their need with the student's preference and availability. The student will find out if she has a job in a week.

한 학생이 식당에서 일자리에 대해 문의하고 있습니다. 식당 직원은 아직 사람을 구하지 못했으며 학생에게 근로장학생인지를 묻습니다. 직원은 근로장학생을 우선적으로 고용한다고 말합니다. 학생은 그렇다고 대답합니다. 직원이 학생에게 신청서에 하고 싶은 작업과 근무 가능 시간을 적으라고 합니다. 하고 싶은 작업과 관련해서 직원은 요리나 서빙, 계산 등의 일을 할 수 있다고 말해 줍니다. 학생이 신청서 작성을 마치면 식당 직원이 학생의 희망 작업 분야와 근무 가능 시간에 맞추어 근무 여부를 결정하게 됩니다. 학생은 1주일 후에 근무 여부를 알 수 있습니다.

C

1. (A) The purpose of this lecture is to explain the difference between the greenhouse effect and global warming.
   (B) The topic of this lecture is how the greenhouse effect and global warming differ.
2. (A) The greenhouse effect is caused by the atmosphere keeping heat from the sun's rays close to Earth.
   (B) What causes the greenhouse effect is when the atmosphere keeps heat from the sun's rays close to Earth.
3. (A) A negative effect of global warming is it causes

polar ice caps and glaciers to melt.

(B) A bad thing that happens with global warming is that polar ice caps and glaciers start to melt.

The greenhouse effect is a natural occurrence. All celestial bodies with atmospheres experience the greenhouse effect. The sun's rays warm the planet. In turn, the atmosphere keeps this heat around the planet. In contrast, global warming is a problem caused by man. It is not a natural occurrence. More specifically, it is caused by the machines that people create, such as cars. Cars produce extra heat, and Earth's atmosphere holds this heat in. Because of this, global warming causes the overall temperature of the earth to increase, which has negative effects. Most notably, global warming causes polar ice caps and glaciers to melt. This raises the water level of the oceans, which can cause flooding.

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D

1. (A) The purpose of the lecture is to explain what filmmaking was like before the 1930s.
   (B) The lecture is about what filmmaking was like before the 1930s.
2. (A) Filmmakers didn't use motorized cameras because they were big, bulky, and difficult to carry around.
   (B) Filmmakers preferred crank cameras because they were lighter than motorized cameras.
3. (A) Cameramen created special effects by changing the pace of the crank.
   (B) Special effects were created by changing the pace of the crank.

Filmmaking before the 1930s was very different from filmmaking today. During that time, there were two types of cameras – motorized cameras and crank cameras. Filmmakers generally used crank cameras because they were easier to carry. Motorized cameras were big and bulky. Crank cameras were placed on a tripod, and the cameraman would turn the handle on the camera to advance the film. This was a difficult skill to master and took a lot of practice. When the cameraman had mastered this skill, he could alter the pace to make special effects. For example, he could crank slower to make the action in the film look disconnected. Also during most of this era, films were shot on a single reel. Then, just before 1914, the double-reel process was introduced. This is where the double-reel film icon comes from.

1930년대 이전의 영화제작은 오늘날의 영화제작과는 아주 달랐습니다. 그 당시에는 전동카메라와 크랭크카메라의 두 종류가 있었습니다. 영화제작에는 보통 크랭크카메라를 사용했는데 운반이 더 쉬웠기 때문입니다. 전동카메라는 부피가 커서 다루기가 어려웠습니다. 카메라맨은 삼각대 위에 크랭크카메라를 놓고 카메라에 부착된 손잡이를 돌려 필름을 감았습니다. 이 기술은 습득하기 어려워 많은 연습을 필요로 했습니다. 하지만 카메라맨이 이 기술을 익히고 나면 감는 속도를 조절해 특수효과를 낼 수도 있었죠. 예를 들어, 감는 속도를 늦추면 영화 속의 움직임들이 끊어진 것으로 보였습니다. 이 시기에는 대부분 싱글릴에 촬영을 했습니다. 그러다가 1914년 직전에 더블릴 기법이 소개되었습니다. 더블릴의 필름 아이콘도 여기에서 탄생했습니다.

Mini TOEFL iBT

A 1. C 2. A 3. B 4. B 5. D

M: So, where do I check these books out?

W: You'll have to go downstairs to the circulation desk. It's at the bottom of the stairs to the right.

M: Oh, okay. So how long can I keep the books?

W: Well our general lending time is 4 weeks. Most students find that that's sufficient.

M: What if I need them for more time though?

W: Well you can always renew your due date. And there are actually a couple of ways you can do that. You can bring the books back and renew them at the circulation desk. Or you can just extend them online. You just have to create an account on the library's website. And one of the options on that page is "Renew Library Materials."

M: Ok, that sounds easy enough.

W: Yeah, it really isn't that complicated at all. It's pretty easy to take care of actually if that's what you need.

M: Okay, great. Oh, hey, my roommate said there might be a time when I need to turn the books in earlier. Is that true?

W: Yes, it is. That doesn't happen very often, but every now and then someone will need the book you've checked out. And if that happens, they can recall it, which means that they can request it. Now, they can't do that unless you've had the book for more than a week. But if you checked a book out over a week

ago and someone else needs it, that person can recall it.

M: Okay, so what exactly does that mean?

W: Well, if one of the books you borrow gets recalled, you'll get an email. So make sure you check your email daily. And after that, you'll have twenty-four hours to return the book.

M: What happens if I can't bring it back in twenty-four hours?

W: You have to figure out a way to do that. Otherwise you get charged a really steep fee. It ends up being $10 a day.

M: Oh wow. That's a lot of money.

W: Yeah, it is.

M: Okay, what if I still need the book? Then what happens?

W: Well you have to bring it in, and the person who recalled it will pick it up. But after a week, you can recall it yourself.

M: Really?

W: Yeah. So it's not such a huge deal. Besides, it hardly ever happens. So go check out your books, and don't worry about it.

M: Thanks!

M: 그런데 책은 어디에서 대출하죠?

W: 아래층에 대출 창구가 있어요. 계단 아랫부분에서 오른쪽으로 있어요.

M: 감사합니다. 대출 기간은 얼마나 되죠?

W: 일반적인 대출 기간은 4주예요. 대부분의 학생들에게 4주의 시간은 충분할 거예요.

M: 그런데 4주보다 더 오래 빌려야 되면 어떻게 하나요?

W: 언제든지 대출 마감 기한을 갱신할 수 있어요. 방법은 두 가지가 있어요. 대출 창구로 책을 가져와서 갱신을 할 수도 있고 도서관 웹사이트에 계좌를 개설하는 방법도 있어요. 웹사이트에 "도서관 교재 대출 마감 갱신"이라는 옵션이 있어요.

M: 좋아요. 아주 쉽겠네요.

W: 그래요. 전혀 복잡하지 않죠. 대출 마감 갱신을 하는 경우 정말 편리하죠.

M: 잘 됐어요. 참, 제 룸메이트 말로는 책을 더 빨리 반납해야 되는 경우도 있다고 하던데 사실인가요?

W: 예, 그래요. 자주 있는 일은 아니지만 가끔씩 누군가 학생이 대출한 책을 필요로 하는 경우가 있어요. 그런 일이 생기면 도서관에서 책 반납을 요청할 수 있어요. 현재로는 대출 기간이 1주일 미만일 경우에만 책 반납을 요구할 수 없어요. 그러나 학생이 1주일 이상 책을 대출했고 다른 누군가 필요로 하는 경우 그 학생은 책 반납을 요청할 수 있어요.

M: 그런데 정확히 어떻게 되는 거죠?

W: 만약 학생이 빌린 책 가운데 한 권에 대해 반납 요청이 있을 경우 학생에게 이메일이 가요. 그래서 매일 이메일을 확인해야 해요. 그런 후 24시간 내에 책을 반납해야 해요.

M: 24시간 내에 반납하지 않으면 어떻게 되나요?

W: 어떻게든 반납을 해야 해요. 그렇지 않으면 결코 만만치 않은 과태료를 내야 하니까요. 하루에 10달러예요.

M: 와, 장난이 아니네요.

W: 그렇죠.

M: 좋아요. 제가 그 책이 계속 필요하면 어떻게 하죠?

W: 일단 책을 반납해야 하고 반납 요청을 한 학생에게 대출 자격이 있어요. 그러나 1주일 후에는 학생에게 대출 자격이 주어지죠.

M: 그런가요?

W: 예. 그러니 그렇게 걱정할 건 아니죠. 게다가 그런 일이 잘 일어나지도 않아요. 그러니 책을 대출하고 걱정 안 해도 될 거예요.

M: 감사합니다.

B 1. Ⓑ 2. Ⓒ 3. Ⓐ 4. ⒶⒷ 5. Ⓑ 6. Ⓑ

M1: All right class, we're going to continue our botany unit with a discussion about the Venus Flytrap. Now, the Venus Flytrap is a carnivorous plant. It's kind of strange that a plant would use animals for food since this usually happens the other way around. But the flytrap does. Anyway, who can tell me what a Venus Flytrap eats?

M2: Flies!

M1: Of course. Flies. But flies aren't the only thing the flytraps eat. What else?

W1: Spiders?

M1: Very good. Basically, the Venus Flytrap will eat any insect or spider that gets caught in its leaves. The way they work is that they have these trigger "hairs" on the ends of their leaves. If something touches these hairs in rapid succession twice, the leaves will close on the bug, forming a trap. Now, why do you think the flytrap waits till something touches the hairs twice?

W2: Um, because it may not be a bug?

M1: Well, yes. Say it's raining. If the flytrap didn't wait for the second touch, it'll be closed through an entire rainstorm, and it wouldn't get any food. See, if the trap closes, it stays closed for a few hours. And if there's nothing in the trap, that's a lot of potential food that the flytrap has missed out on. Okay, so let's say a flytrap catches a spider. The leaves of the trap close, and end up sealing the spider in. The trap becomes something of a stomach. Then the flytrap will start to digest the spider by secreting enzymes into the trap. This process takes about ten days. That's a long time just to digest! Then, the trap will open up again and await its next victim. Now why do you think flytraps need to eat bugs?

M2: They need the food!

M1: Close, but not exactly. They need the nutrients that the bugs bring. See, flytraps are found in the swamplands of the Carolinas. The soil there

isn't really rich in nutrients. So they need to find another way to get the kind of nutrients they need, particularly nitrogen and some minerals and vitamins. They get all their energy from the sun, but unlike other plants, they can't get nutrients from the soil because the soil doesn't have enough. So they have to eat bugs.

M1: 여러분, 이제 파리지옥에 관한 토론과 함께 식물 단원을 공부하기로 하겠어요. 그런데 파리지옥은 식충식물이에요. 보통은 동물이 식물을 먹는데 식물이 동물을 잡아먹는다고 하니 좀 이상하죠. 하지만 파리지옥은 정말 동물을 잡아먹습니다. 누가 파리지옥이 잡아먹는 동물의 이름을 대볼 사람?

M2: 파리요.

M1: 물론이죠. 파리를 잡아먹습니다. 하지만 파리지옥이 파리만 잡아먹지는 않아요. 다른 먹이로는 뭐가 있죠?

W1: 거미요?

M1: 아주 잘 대답했어요. 기본적으로 파리지옥은 파리지옥의 잎에 들어오는 모든 곤충과 거미를 잡아먹어요. 어떻게 하냐 하면 잎 끝부분에 있는 털을 사용해요. 만약 무엇인가 빠르게 이 털을 두 번 연속해서 건드리게 되면 잎은 곤충을 감싸서 덫을 만들어요. 그런데 왜 파리지옥은 털을 두 번 건드릴 때까지 기다릴까요?

W2: 음, 곤충이 아닐 수도 있기 때문 아닌가요?

M1: 잘 대답했어요. 예를 들어 비가 오고 있다고 해 봅시다. 만약 파리지옥이 두 번째로 건드릴 때까지 기다리지 않는다면 비가 내리는 내내 닫혀 있어 아무런 먹이도 잡을 수가 없겠죠. 또 잎은 한번 닫히면 두세 시간씩 닫혀 있어요. 그리고 덫 안에 아무 것도 없는 경우에는 파리지옥이 먹이를 많이 놓쳤다는 얘기겠죠. 이번에는, 파리지옥이 거미를 잡는다고 해 봅시다. 덫을 만드는 잎이 닫히고 거미가 잎 안에 갇힙니다. 덫은 위처럼 변합니다. 그러면 파리지옥은 덫 안에 효소를 분비해 거미를 소화시키기 시작합니다. 이 과정은 약 열흘이 걸립니다. 소화시키는데 걸리는 시간치곤 꽤나 길죠? 그런 다음 다시 덫이 열리고 다음 먹이가 걸려들기를 기다립니다. 그런데 왜 파리지옥은 곤충을 잡아먹을까요?

M2: 먹이가 필요하니까요.

M1: 정답에 가깝긴 하지만 정확하지는 않아요. 파리지옥은 곤충이 가지고 있는 영양소를 필요로 합니다. 파리지옥은 캐롤라이나 주의 습지에 분포합니다. 토양은 양분이 충분하지 않아요. 그래서 이들은 질소나 무기질, 비타민 같이 필요한 양분을 얻을 다른 방법을 찾아야 합니다. 태양으로부터 필요한 에너지를 얻지만 다른 식물들과 달리 척박한 토양에 살기 때문에 양분을 얻지 못합니다. 그래서 곤충을 잡아먹는 것이죠.

Vocabulary Review

A

1. a three-legged stand (tripod)
2. a procedure or process (method)
3. based on general ideas rather than specific examples (abstract)
4. exact (precise)
5. having to do with something in space (celestial)
6. a claim or right (dibs)
7. beyond the boundaries of one's country (abroad)
8. a large body of moving ice (glacier)
9. a summary outline of a course (syllabus)
10. net gains minus expenses (profit)
11. a more favorable option (preference)
12. a term into which an academic year is divided (semester)
13. a body of people served by an establishment (clientele)
14. strong feeling of regret (shame)
15. qualified to participate or be chosen (eligible)

B

1. That isn't the way I usually do things, but I guess it would be okay this time.
2. It's kind of hard to explain an abstraction, but it's just like something based on an idea.
3. People think global warming and the greenhouse effect are the same thing. On the contrary, they're quite different.
4. Anyway, back to what we were discussing.
5. That was the way things were back a long time ago, but I digress. We were talking about how things are now.
6. So, even though global warming and the greenhouse effect employ similar processes, they're not exactly the same thing.

Unit 3 Listening for Major Details

Basic Drill

A 1. (C) 2. (C) 3. (D)

M: Excuse me. I need to see your school ID before you can enter.

W: Well, that's the problem. I lost my purse, and my ID was in it. What can I do?

M: That's not a problem. Just show me some other photo ID.

W: Umm, everything was in my purse - my driver's license, credit cards, everything.

M: I see, but I can't let you in. Do you have any other ID?

W: Yeah! I have a passport. It's in my room.
M: Uh, you know you can't get to your room without your ID?
W: Are you kidding? Come on!
M: Okay, I will follow you to your room. Then you can show me your passport.

M: 죄송하지만 들어가려면 학생증을 제시해야 합니다.
W: 그런데 문제가 생겼어요. 지갑을 잃어버렸는데 학생증이 그 안에 있거든요. 어떻게 하죠?
M: 문제될 거 없어요. 사진이 부착된 다른 신분증을 보여주셔도 됩니다.
W: 전부 지갑 안에 있어요. 운전면허증, 신용카드 등등이요.
M: 알겠습니다만 들여보낼 수가 없네요.
W: 아, 맞다! 여권이 있어요. 그런데 제 방에 있어요.
M: 신분증 없이는 방에 들어갈 수 없다는 거 아시죠?
W: 정말이에요? 제발 좀 봐주세요.
M: 좋아요. 제가 방까지 따라가죠. 그러고 나서 여권을 보여주세요.

W: Hello, Matt. Come here.
M: Yes?
W: I want to tell you that your paper on American federalism was excellent. I think you should try to get it published.
M: Oh my God, really?
W: Yes. You have some good points that haven't been discussed very much. If you want, I will send it to a friend who is the editor of "Politics Magazine." What do you think?
M: That's great.
W: Have you thought about graduate school? I really think you have a future in political science.
M: I have thought about it a bit.
W: Really consider it. You are a great writer, and you always produce good work.
M: Okay, thanks.

W: 안녕, 매트. 여기 좀 와 봐.
M: 왜?
W: 미연방주의에 대한 네 보고서가 정말 훌륭하다는 얘길 해주고 싶어서. 출판을 해 보는 게 어때.
M: 그러니, 정말?
W: 정말이야. 네 보고서는 많이 논의가 되지 않은 훌륭한 점들이 있어. 네가 원하면 "정치학" 잡지의 편집장을 맡고 있는 내 친구에게 보내볼게. 어떻게 생각하니?
M: 그거 정말 멋진 걸.
W: 대학원은 생각해 봤니? 내 생각엔 넌 정말 정치학에 적성이 맞는 것 같아.
M: 약간 생각은 해 봤어.
W: 진지하게 고려해 봐. 넌 글을 잘 쓰고 보고서도 훌륭하게 쓰잖아.
M: 그래 고마워.

W: Hello, do you need anything?
M: Yes, I just need to tell you I am going to miss orientation. So when can I get the information I will miss?
W: You will miss orientation? Why?
M: I am going to take a trip to New York with a friend.
W: That's it? You need to come to orientation. You will get your class schedule, room assignment, fix any schedule problems, and learn about your professors. Trust me; it is very important.
M: Really? I didn't know that. I thought it wasn't a very big deal. Okay, I will cancel my trip. That will be disappointing.
W: That's a good decision. Make sure you are here before nine o'clock.

W: 안녕하세요. 뭘 도와 드릴까요?
M: 네, 오리엔테이션에 못 갈 것 같아서요. 오리엔테이션에서 받는 정보를 언제쯤 받을 수 있나요?
W: 오리엔테이션에 참석하지 못 하신다구요? 이유가 뭐죠?
M: 친구랑 뉴욕에 여행을 가서요.
W: 그게 이유에요? 오리엔테이션은 참석하셔야 해요. 수업 일정, 교실 배정도 돌고 시간표에 문제가 있으면 수정도 하고 교수님 소개도 받으니까요. 진심으로 하는 얘긴데 오리엔테이션은 정말 중요해요.
M: 그런가요? 몰랐어요. 안 가도 상관없는 줄 알았어요. 잘 알겠습니다. 여행을 취소해야겠네요. 안타깝긴 하지만요.
W: 잘 생각하셨어요. 9시 전에 꼭 도착하셔야 합니다.

B 1. Ⓓ 2. Ⓒ 3. Ⓓ

The Cuban Missile Crisis is recognized as the peak of the Cold War. At the time, the Soviet Union had a severe disadvantage in their nuclear arsenal compared to America. In an attempt to catch up with the U.S., Nikita Kruschev ordered nuclear missiles to be based in Cuba. President Kennedy feared having nuclear weapons based only 90 miles from American territory. Kennedy decided to use a naval blockade of Cuba as well as an ultimatum, but preparations for a full invasion were being made. To solve the crisis, Kruschev and Kennedy agreed publicly to have the missiles withdrawn in return for an American promise not to invade Cuba. In secret, Kennedy also agreed to withdraw American missiles from Turkey.

쿠바의 미사일 위기는 냉전의 절정으로 인식됩니다. 그 당시 소련은 미국에 비해 핵 전투력이 상당히 약했어요. 미국을 따라잡기 위해 니키타 흐루시초프는 쿠바에 핵미사일 기지를 설치하도록 명령했어요. 케네디 대통령은 미국 영토에서 불과 90마일 밖에 떨어지지 않은 곳에 핵무기 기지가 있다는 사실을 두려워했죠. 케네디는 최후통첩과 더불어 쿠바에 대한 해상 봉쇄를 하기로 결정했어요. 하지만 전면전 준비를 하고 있었죠. 이 위기를 해결하기 위해 흐루시초프와 케네디는 미국이 쿠바를 침략하지 않는다는 약속에 대한 대가로 미사일을 철수시키기로 공공연한 합의를 보았어요. 비밀리에 케네디는 터키에서 미사일을 철수시키는데도 합의를 보았죠.

Perhaps the most famous building in America is the Empire State Building. The building represents the country's transition into the modern era, not only in its size, but its design as well. For example, its well-known shape was designed because of the New York City Zoning Law of 1916. This reduced the amount of shadows in the city. Also, the top of the 102-story building was originally intended to be a dock for airships. This idea was abandoned after a few failed tests, but the building retained the shape. Since the collapse of the World Trade Center, it is again the tallest building in New York, and some consider it to be the 8th Wonder of the World.

미국에서 가장 유명한 건물을 꼽으라면 엠파이어 스테이트 빌딩을 들 수 있을 거예요. 엠파이어 스테이트 빌딩은 규모 면에서뿐만 아니라 설계 면에서도 현대로의 전환기를 대표한다고 할 수 있어요. 예를 들어 이 건물의 유명한 모양은 1916년의 조닝조례 때문에 설계되었어요. 이로 인해 도시에 드리우는 그림자의 양이 줄어들었죠. 또한 102층의 꼭대기는 비행선의 정박고로 사용될 계획이었어요. 몇 번의 실험 끝에 이 계획은 철회되었지만 건물은 모양을 그대로 유지했어요. 세계무역센터가 붕괴되었기 때문에 이 건물은 다시 뉴욕시의 최 고층 건물이 되었으며 어떤 이들은 이 건물을 세계 8대 불가사의의 하나로 꼽습니다.

Sociologists often call America a melting pot. In a melting pot, all the parts melt and are mixed together to form something new. America is a country made by immigrants. The original settlers were from England, France and Germany. Later, large numbers of Irish, Italian, Chinese, and Latin immigrants made a new home in the USA. All of these people have added to the mixed American culture. For example, Chinese and Mexican foods are very popular. Also, some Americans have studied Spanish, and many people can understand a basic amount of the language. Many pubs have Irish themes, and many cities hold large parades for St. Patrick's Day.

사회학자들은 종종 미국을 "멜팅 팟(인종과 문화의 도가니)"이라고 부릅니다. 멜팅 팟에서는 모든 부분들이 녹아 함께 섞여 새로운 것이 만들어집니다. 미국은 이민자들로 이루어진 나라입니다. 최초의 정착인들은 영국인과 프랑스인들입니다. 시간이 흘러 아일랜드, 이탈리아, 중국, 라틴계 이민자들이 미국에 둥지를 틀었어요. 이들은 하나같이 혼합된 미국 문화를 이루었어요. 예를 들어 중국 음식과 멕시코 음식은 대단히 인기가 좋습니다. 또한, 일부 미국인들은 스페인어를 배우며 많은 이들이 기본적인 스페인어를 할 줄 압니다. 아일랜드식 술집도 많으며 많은 도시에서 성 패트릭 데이에 거대한 행진을 합니다.

Practice with Conversations

A 1. D 2. B

[1]getting married [2]waiting on two books

W1: Hi, Susan. You wanted to speak to me about something?

W2: Yes, I was wondering if I could talk to you about the term paper due in two weeks.

W1: Sure. What's up?

W2: My sister is getting married next weekend, and I'm the maid of honor, so this week is a little crazy. I was wondering if I could have an extension on the term paper.

W1: Well, how much do you have done already? With a paper this size, I would expect that you would have the majority of it taken care of by now.

W2: Well, I have taken care of most of it. The delay has been in two of my sources. I needed to request them from a library across the state, and it's just taken a really long time for them to get here. I requested the books almost a month ago. And they're really important to my paper. I just feel that it would be incomplete without those sources.

W1: So when do you expect the sources to arrive?

W2: Well, according to the library, they should be here tomorrow. But I won't get time to go through them until next week.

W1: Well, if you turn in your outline and your paper as it is tomorrow in class, I can grant you a one-week extension.

W2: Thanks so much! But there is a problem

W1: Oh really? What is that?

W2: Well, tomorrow I must meet my sister about her wedding. I am going to leave at 6 AM, so I will miss all my classes tomorrow. What can I do?

W1: How about this... why don't you slip your paper and the outline under my office door before you leave? The building is unlocked at 6. Can you leave after that?

W2: Yeah, I can do that. Thanks.

W1: 안녕하세요, 수잔. 나에게 볼 일이 있다고 했다면서요?

W2: 예. 2주 후까지 제출해야 하는 기말 보고서에 관해 말씀 드릴 게 있어서요.

W1: 그래요. 무슨 일이죠?

W2: 제 언니가 다음 주에 결혼을 하는데 제가 들러리 대표라서 이번 주에 정신이 없어요. 그래서 기말 보고서 마감 기한을 늦춰주실 수 있나 해서요.

W1: 지금까지 얼마나 했죠? 이 정도 보고서라면 지금쯤은 절반 이상은 했을 거라 기대하는데.

W2: 예, 거의 다 되긴 했어요. 제가 자료로 쓰려고 하는 것 중 두 개가 늦어졌어요. 주 반대편에 있는 도서관에 자료를 요청했는데 도착하는 데 시간이 정말 오래 걸리네요. 자료 요청한 지가 거의 한 달이 다 되었어요. 그 자료들은 제 보고서에서 정말 중요하거든요. 그 자료가

없으면 보고서를 완성하지 못할 것 같아요.

W1: 언제쯤 그 자료들이 도착할 것 같나요?

W2: 글쎄요. 도서관 측에 따르면 내일 도착한대요. 하지만 다음 주까지는 자료를 살펴볼 시간이 없어요.

W1: 내일 수업 시간까지 개요서와 보고서를 제출하면 마감 기한을 1주일 늦춰 주죠.

W2: 정말 감사합니다. 그런데 문제가 있어요.

W1: 그래요? 무슨 문젠가요?

W2: 내일은 결혼 문제로 언니를 만나야 해요. 새벽 6시에 떠나야 해서 내일 수업을 다 빠져야 하거든요. 어떻게 하죠?

W1: 이건 어때요? 내일 떠나기 전에 개요서와 보고서를 내 사무실 문 밑으로 밀어 넣어요. 6시면 문이 잠겨 있을 테니까요. 그런 다음 피나도 되죠?

W2: 예, 그렇게 할게요. 감사합니다.

Susan asks her professor for an extension on her term paper. Her sister is getting married, and she won't have time to finish the paper before the deadline. The professor wonders how much work the student has done so far. Susan tells her that the paper is mostly written, but she is waiting for two more books from the library to finish. The professor tells her to bring what she has and an outline for the paper to class, and she will get a one-week extension.

B 1. Ⓒ 2. Ⓐ

1. will hang posters instead 2. hang posters and wall hangings instead

M1: Hey, can I ask you a question?

M2: Sure. What's up?

M1: I was just wondering how old this dorm is.

M2: It's definitely really old. It was built the same year as the college.

M1: Well, I was wondering what the protocol is for painting my room. Right now it's this really gross, pale green color, and I just want to make it more livable.

M2: Well, I definitely understand your wanting to repaint your room. But you have to get all paint approved by the Housing Department. And you also have to repaint it back at the end of the year.

M1: Really? That's so much work. Why do you need to get paint approved?

M2: They just need to make sure you're using paint that is safe. You know, lead-free and stuff.

M1: Oh, well that makes sense. How long does that process usually take?

M2: Well depending on how busy they are, it can take up to a month.

M1: Really? That's such a long time for an eight-month stay.

M2: Yeah, it is. Most students just end up putting up wall hangings and posters. It saves a lot of time and effort. And there isn't nearly as much red-tape around that.

M1: Yeah, I can understand that. I might end up doing the same thing.

M2: Well it's a lot easier. It's definitely a much simpler process.

M1: Yeah, I guess I'll try that. Can I put in the paperwork with the Housing Department and then cancel later? Just in case the posters look okay. If they don't look good, then I have already started the process of the request.

M2: I don't see any problem with that. It's a good idea. Go for it.

M1: Okay, thanks for your help.

M1: 저, 뭘 좀 여쭤봐도 될까요?

M2: 물론이죠. 무슨 일인가요?

M1: 이 기숙사를 지은 지 얼마나 됐죠?

M2: 상당히 오래 됐겠죠. 대학을 지은 해에 지었으니까요.

M1: 무슨 생각으로 제 방을 그렇게 칠했는지 궁금해요. 지금 현재 제 방은 연두색인데 정말 혼스러워요. 좀 더 깔끔해졌음 해서요.

M2: 방을 다시 칠하고 싶어하는 마음 이해하고도 남아요. 하지만 그러기 위해서는 주택 국에서 페인트 허가를 받아야 해요. 그리고 올해 말에는 다시 원상태로 복구시켜야 하구요.

M1: 그래요? 보통 일이 아니군요. 왜 페인트 허가를 받아야 하죠?

M2: 안전한 페인트를 사용하는지 확인하기 위해서예요. 무연인지 아닌지 뭉을 말이죠.

M1: 이해가 가는군요. 허가가 떨어지는데 보통 얼마나 걸리죠?

M2: 그 쪽 업무가 얼마나 많은지에 따라 다른데 길게는 한 달이 걸릴 때도 있어요.

M1: 정말인가요? 8개월 있을 텐데 정말 긴 시간이군요.

M2: 예, 그래요. 대부분의 학생들은 벽에 뭘 걸거나 포스터를 붙여요. 그래야 시간과 노력을 절약할 수 있으니까요. 그렇게 하는 데는 제재나 절차가 별로 필요 없으니까요.

M1: 네, 이해가 되네요. 저도 결국 그렇게 해야겠네요.

M2: 그 편이 훨씬 쉽죠. 간단하기도 하구요.

M1: 예, 알겠어요. 저도 한 번 해 보죠. 주택 국에 서류를 냈다가 취소해도 되나요? 포스터가 맘에 들 경우에 말이에요. 만약 이상하면 신청 절차를 벌써 시작한 셈이 될 테니까요.

M2: 문제될 거 없죠. 좋은 생각이네요. 그러세요.

M1: 도와주셔서 감사합니다.

A student does not like the color of his dorm room. He wants to paint it a different color. His resident advisor says he must get the paint choice approved by the Housing Department. This process can take up to a month sometimes. According to the resident advisor, most students just put up posters and wall hangings instead. The student thinks that that might be easier to do.

[C] 1. Ⓒ 2. Ⓒ

1Be polite 2Call back

M: Hey, can you help me?

W: Yeah, what do you need?

M: I am thinking about applying for some internships, but I really don't know how. Can you help me get the ball rolling?

W: Yeah, have you worked on your resume? You need a current resume.

M: Okay, what else?

W: With your resume, make a cover sheet. It's basically your way of personalizing your resume and telling someone why you are different and why they should choose you. Also, you should have a solid reference sheet.

M: What is that for?

W: You want people on there that can tell prospective employers you will be a good employee. Talk to your teachers, coaches, former employers, and counselors. Ask them ahead of time if you can use them on your reference sheet.

M: That sounds great. Anything else?

W: Oh, there is plenty. If they call for an interview and you miss the call, call back ASAP, no matter what. That shows you care, and you never know how long they will be waiting for you. At the interview, show up early, dress nicely, and be polite. You can never be too polite. Wait for them to sit, and call them sir or ma'am. All those things. At the end, thank them for their time.

M: Wow, this seems like a lot of work.

W: I know, but these things are important.

M: Will everyone else be doing this?

W: Well, the smart people.

M: How do you know all this?

W: I just came back from the Career Center, and they gave me this info. Oh my God, I almost forgot. Make follow-up calls.

M: When?

W: After you give them your resume, call them in a few days just to confirm they got it. Ask if they need anything else, and ask when you can come in and talk to them.

M: 저, 뭐 좀 물어봐도 될까?

W: 그래, 뭘 도와줄까?

M: 인턴 십 지원을 할까 생각 중인데 어떻게 하는지 방법을 몰라서 그런데 좀 도와줄래?

W: 그래. 이력서는 썼니. 이력서가 있어야 하거든.

M: 응. 그 외에 뭐가 필요하지?

W: 이력서에 표지를 만들어. 이력서에 표지를 붙여서 개성을 주면 네가 왜 다른 사람들과 다르고 채용하는 측에서 왜 너를 고용해야 하는지를 알리는 역할을 하지. 또한 믿을 만한 추천서도 첨부하는 게 좋아.

M: 그건 왜지?

W: 장래의 고용주들에게 네가 믿을 만한 인재라는 확신을 줄 수 있는 사람을 택해. 교수님이나 진로 상담 지도교사, 전 직장 고용주, 상담교사 등에게 말해 봐. 시간적 여유를 두고 추천을 받을 수 있는지 물어도 보고.

M: 좋은 충고군. 다른 것은 뭐가 있지?

W: 여러 가지가 있어. 면접을 하겠다는 전화가 왔는데 못 받은 경우는 어떤 상황을 막론하고 최대한 빨리 확신을 줘야 해. 그래야 네가 관심이 있다는 것을 알게 될 것이고 그 쪽에서 영원히 너를 기다리고 있으라는 보장도 없으니까. 면접 장에는 일찍 도착하도록 하고 옷은 단정하게 입고 공손한 태도를 유지해야 해. 아무리 공손해도 지나치지 않은 법이니까. 면접 관들이 앉을 때까지 기다리고 "님"이라는 호칭을 붙여. 내가 말한 대로 하고 끝나면 시간을 내주셔서 감사하다고 말해.

M: 와, 만만치가 않네.

W: 그렇긴 해. 하지만 이런 것들이 중요하거든.

M: 다 이렇게 하니?

W: 똑똑한 사람들이라면 그렇게 하겠지.

M: 이런 것들을 어떻게 전부 알아냈니?

W: 나도 방금 진로상담센터에 갔다 왔는데 그 쪽에서 다 알려줬어. 아, 잊을 뻔했다. 그 쪽에 전화를 해.

M: 언제?

W: 이력서를 제출하고 이력서가 도착했는지 확인하기 위해 며칠 후 전화를 해. 다른 게 필요한지 물어본 뒤 언제 찾아가는 게 좋은지 물어봐.

A student needs help applying for an internship. Another student gives him advice. He must make a current resume. With his resume, he should include a cover sheet to tell prospective employers why he would be a good employee. Also, he should have a reference sheet of people prospective employers can contact. At an interview, he should dress nicely and be very polite. It is also important to make follow-up calls after he gives his resume. This shows he is interested. He can also check to see if they need anything else.

[D] 1. Ⓐ 2. Ⓒ

1talks too much 2do not talk enough

W: Tim, come here.

M: Yes, ma'am?

W: I want to talk about your assignment.

M: Really? Did you like it?

W: No, the story was okay, and our class is a creative writing class, but there is a lot of room for improvement.

M: Oh... Okay. Well, what was wrong?

W: First of all, your story was not balanced at all. Your main character talks way too much. At times, I thought I was reading a play. Do you know why?

M: No.

W: I will tell you. Because in a play, the writer only writes what people say and only a tiny bit about their actions, and then the actors do the rest. Are you writing a play?

M: No, I wasn't, I just...

W: You just nothing. You are not writing a play. You need to describe things. Tell me what is going on. For example, your main character says "What a wonderful tree."

M: It was a...

W: Stop talking. I know it was a wonderful tree because he says so, but tell me why it was a wonderful tree. Describe it to me. Don't make me guess.

M: Was there anything else?

W: Yes, in fact there was. I don't know if your other characters talked. Just your main character. Let everyone else talk, and add a few more characters. This paper was terrible. Do you understand?

M: Yes ma'am, I understand. Less talking by the main character.

W: Oh my God, are you listening to me? More talking by other people. And more characters. Your favorite book is *The Lord of the Rings*, right? Do you know why some scholars like that book? Of course you don't. They like it because the author made so many characters. And each character is unique. Make more characters, make them come to life, make them talk, and have less talking by your main character. That's all.

W: 뭡, 들어와요.

M: 예, 선생님.

W: 과제 얘길 좀 하려고요.

M: 그래요? 어땠나요?

W: 좀 문제가 있어요. 우리 수업은 창의적인 글쓰기 수업인데 개선의 여지가 좀 많아서요.

M: 아…. 네. 뭐가 잘못 됐죠?

W: 우선, 줄거리의 균형이 맞지 않아요. 주인공이 말이 너무 많아요. 때때로 희곡을 읽고 있는 것 같은 생각이 들어요. 왜인 줄 알아요?

M: 모르겠는데요.

W: 말해 주죠. 희곡에서는 작가가 사람들의 대화만 쓰고 행동에 관해서는 거의 쓰지 않죠. 배우들이 그 나머지를 알아서 하기 때문이죠. 학생이 희곡을 쓰고 있는 건 아니죠?

M: 예, 아닙니다. 단지….

W: 이건 희곡이 아니에요. 상황을 묘사해야 해요. 말해 봐요. 예를 들어, 주인공이 "정말 멋진 나무군"이라고 말한다고 쳐 봐요.

M: 그것은 ….

W: 대사는 말고요. 주인공이 그렇다고 했으니 멋진 나무인 건 저도 알겠어요. 대신 왜 멋진 나무인지를 말해봐요. 묘사를 해 보세요. 추측하게 만들지 말고요.

M: 다른 문제도 있나요?

W: 네 있어요. 다른 인물들도 대사를 하는지 모르겠네요. 주인공만 대사를 하니까요. 모든 사람들에게 대사를 줘요. 그리고 등장 인물도 추가하세요. 이 글은 엉망이에요. 무슨 말인지 알겠어요?

M: 예, 선생님. 잘 알겠습니다. 주인공의 대사를 줄이란 말씀이시죠?

W: 아니, 내 말을 듣기는 한 거예요? 다른 인물들의 대사도 늘리고 등장 인물도 추가하고. 제일 좋아하는 책이 "반지의 제왕" 맞죠? 왜 학자들이 그 책을 좋아하는지 아세요? 물론 모르겠죠. 작가가 엄청난 수의 인물을 등장시키기 때문이에요. 각 인물은 개성이 있죠. 보다 많은 등장인물을 추가시켜 활력을 불어넣고 대사도 주고 주인공의 대사는 줄이도록 해요. 알겠죠?

The professor is telling her student why his creative writing assignment is not good. She tells him that the main character is talking way too much, almost like in a play. He needs to describe more. She very rudely tells him this. In addition, he must make his other characters talk more. They do not talk enough. She uses the example of *The Lord of the Rings* to tell him he needs more characters and, through their words, make them come to life.

Practice with Lectures

A 1. (B) 2. (D)

1Abraham Lincoln 2Importance of freedom in the nation

M1: All right, guys. Since we've been talking about the Civil War for a while, it's about time for us to talk about another important thing that's related to it. We're going to shift gears a bit and talk about the Gettysburg Address. Who can tell me who gave the Gettysburg Address?

W: That's easy! Everyone knows it was Abraham Lincoln!

M1: That's right! President Lincoln gave the Gettysburg Address. Now who can tell me when he gave this address?

M2: Didn't he make the speech after the Battle of Gettysburg? I think the week after the battle, right?

M1: No, not quite. I know it makes sense that he would give the Gettysburg Address after the Battle of Gettysburg, but actually, he gave it almost half a year after the Battle of Gettysburg was fought. Lincoln made the speech at the battleground at Gettysburg. That's why it's called the Gettysburg Address. Now there are a number of reasons why this speech is famous. Probably the most important reason is its content. Lincoln spoke about the importance of freedom in the nation. One thing that we have to note is that whenever he talked about

the United States, he called it a "nation," not a "union." Can anyone tell me why this distinction is important?

M2: Well, probably because he wanted to make it a point not to exclude the Confederate States. By saying "nation," he was making a point that the Union states and the Confederate States were both part of the same country. That country was formed by the same people, and they're all basically the same people.

M1: Excellent! That's exactly right. By talking about everyone as a nation, he made sure to include everyone who was fighting the war. This helped motivate the North as well as welcome back the South after the war.

M1: 안녕하세요. 여러분. 한동안 남북전쟁에 관해 공부했으니 이제 남북전쟁과 관련된 다른 중요한 사항에 대해 공부할 때인 것 같군요. 약간 진로를 바꾸어 게티스버그 연설에 대한 이야기를 해 보려고 합니다. 누구 게티스버그 연설에 대해 발표해 볼 사람?

W: 쉽잖아요. 에이브러햄 링컨을 모르는 사람은 없으니까요!

M1: 맞았어요. 링컨 대통령이 게티스버그 연설을 했어요. 연설 시기가 언제인지 아는 사람 없어요?

M2: 게티스버그 전투 후가 아닌가요? 그 전투 다음 주였던 걸로 알고 있는데 맞습니까?

M1: 정확하지는 않아요. 상식적으로는 게티스버그 전투가 끝나고 바로 연설을 했어야 마땅하겠지만 사실 그는 전투가 끝나고 거의 반년이 지난 후에 연설을 했어요. 링컨 대통령은 게티스버그 전투가 일어났던 곳에서 연설을 했어요. 그래서 그 연설을 게티스버그 연설이라고 하죠. 이 연설이 유명한 데는 여러 가지 이유가 있어요. 아마도 가장 중요한 이유는 연설의 내용이겠죠. 링컨 대통령은 미국 내 자유의 중요성을 언급했어요. 한 가지 주목할 점은 그가 미국에 대해 언급할 때마다 "연방"이 아니라 "국가"라고 했다는 사실입니다. 왜 이 구별이 중요한지 아는 사람 있나요?

M2: 아마도 남부연합의 주들을 배제하지 않겠다는 점을 밝힌 게 아닌가요. "국가"라고 하면 북부연합과 남부연합이 동일한 국가를 이룬다는 사실을 말하는 게 되니까요. 미국은 같은 민족으로 이루어졌고 기본적으로 동일한 민족이니까요.

M1: 아주 잘 대답했어요! 정확하게 맞췄어요. 모든 이들을 한 민족이라고 함으로써 전쟁에 참가하고 있는 모든 이들을 포함시켰어요. 이로 인해 종전 후에도 북부연합뿐만 아니라 남부연합의 사람들도 포용하는 데 큰 도움이 되었죠.

The Gettysburg Address was a famous speech given by President Abraham Lincoln. He gave this speech on the battleground at Gettysburg half a year after that battle was fought. The Gettysburg Address is famous mostly because of its content. In this address, Lincoln talked about the importance of freedom in the nation. The language he used was very important. This is because he did not exclude soldiers from either side of the war.

B 1. Ⓐ 2. Ⓑ

[1]big, open, dull spaces [2]splendid structures

W1: So we're going to move forward in our discussion on architecture and visit Turkey. Now, Turkey was once a part of the Ottoman Empire, so when we talk about Turkish architecture from a long time ago, we are generally referring to Ottoman architecture. So who can tell me what years the Ottoman Empire lasted from?

W2: I am not sure, but didn't it start about 500 BC and fall about 500 AD?

W1: No, you are thinking of the Roman Empire, which did play a huge role in the founding of the Ottoman Empire, but that is not correct. Anyone else?

M: It lasted a really long time, didn't it? From about 1300 AD till 1920 AD?

W1: Yes, that's exactly right. But the architecture of the Ottoman Empire flourished during the 14th and 15th centuries. So who can tell me some of the key characteristics of Ottoman architecture?

W2: Oh! They used a lot of domes, didn't they?

W1: Yes, they did. They actually made the dome a really popular architectural structure. Okay, anyone else?

M: Um... I think I read something about vaults.

W1: Great! Vaults are very much Ottoman architectural structures. Great job, guys! So in addition to domes and vaults, the Ottomans also used a lot of semi-domes and columns. Now, if you'll remember, the Greeks originally popularized the column. But it's such a functional structure that many groups of people have used it throughout history. So what the Ottomans did with these structures is that they used it to make mosques more beautiful. Before the Ottomans, mosques were usually these big, open, dull places. But the Ottomans designed mosques to be quite splendid. You can see examples of their mosques all around Turkey.

M: I heard that their houses had doors on the roof, is that correct?

W1: It is correct, but we will talk about that next week.

W1: 이제 건축에 대해 더 살펴보고 터키를 살펴볼 거예요. 터키는 한 때 오스만 제국의 일부였어요. 그래서 예전부터 터키 건축을 이야기할 때 일반적으로 오스만 건축을 언급하죠. 오스만 제국이 있었던 시대를 아는 사람 있나요?

W2: 정확히는 잘 모르겠지만 BC500년 경부터 AD500년 경까지 존재하지 않았나요?

W1: 아니에요. 학생이 말하는 건 로마제국으로 오스만 제국 건설에 큰 역할을 하긴 했지만 틀렸어요. 다른 아는 사람?

M: 정말 오랫동안 존재했었잖아요. AD1300년 경부터 AD1920년까지 아닌가요?

W1: 예, 정확히 맞췄어요. 하지만 오스만 제국의 건축은 14세기와 15세기에 번성했어요. 오스만 건축의 특징을 아는 사람 있나요?
W2: 아! 돔형 천장을 많이 사용하지 않았나요?
W1: 맞아요. 오스만 건축이 돔형 천장을 일반화시켰다고 할 수 있죠. 다른 사람?
M: 음… 둥근 천장에 대해서도 읽은 것 같은데요.
W1: 잘했어요! 둥근 천장도 오스만 건축물의 특징이에요. 잘 알고 있군요! 돔형 천장과 둥근 천장 외에도 오스만인들은 반원형 지붕과 원형 기둥을 사용했어요. 여러분도 기억하시겠지만 원형 기둥을 처음 사용한 사람들은 그리스인들이에요. 하지만 원주는 너무나 기능적인 구조물이라 역사적으로 여러 민족들이 이 구조물을 사용했어요. 그래서 오스만인들도 원주를 사용해 사원을 보다 아름답게 만들었죠. 오스만인들 전에는 사원이 보통 크고 웅장하면서도 단조로웠어요. 하지만 오스만인들은 사원을 멋진 장소로 탈바꿈 시켰죠. 터키 전역에서 이런 사원의 예를 볼 수 있어요.
M: 지붕에 문이 있다고 들었는데, 맞나요?
W1: 네 맞습니다. 기기에 대해서는 다음 시간에 얘기하기로 하겠어요.

Turkish architecture usually means Ottoman architecture. The Ottoman Empire lasted from 1300 AD till 1920 AD, and its architecture flourished during the 14th and 15th centuries. The Ottomans popularized the use of domes, vaults, and semi-domes. What the Ottomans mostly used these structures for was to create beautiful mosques. Before the Ottomans, mosques were really plain and boring. Afterwards, they were very lovely.

G 1. Ⓑ 2. Ⓐ
[1]America [2]Latin countries

Hello, class. Last week we talked about the United States being a melting pot, where all the different immigrants mix together to create something new. Well, everything has exceptions, including our melting pot, right? Okay, inside the Mississippi River Valley, there is a large area that is part melting pot and part garden salad. In Louisiana, or more specifically, New Orleans, there have been a few major cultural influences that are different from the rest of the United States. Unlike the rest of the United States, which was colonized by England and Spain, New Orleans was predominantly a French settlement. It also was a unique slave culture.
While the rest of the U.S. was a melting pot, mixing all its parts to create something new, New Orleans became a garden salad. Right now you are asking yourself, "What does she mean by garden salad?" A garden salad has many parts that are combined to make a new flavor. Each piece retains its original identity, but combined they make something new, and hopefully better. This contrasts to the melting pot because in a melting pot, all pieces lose their identity to form something new.
So in New Orleans, we have a French beginning, with French culture, food, language and lifestyle. Added in over the centuries is a bit of a Spanish influence, when Spain controlled the territory for about 50 years after the French and Indian War. After that is the American/English influence after President Jefferson bought the territory from France. And lastly is an influx of Latino culture from Mexico and the Caribbean.
The result now is that New Orleans has a distinct culture apart from the United States. Because of their French ancestry, they have different jargon, such as they say "I'm making groceries," instead of our "I am grocery shopping." Again, this is because the French influence. In French, the direct translation is "to make groceries," not "to buy or go shopping."

안녕하세요, 여러분. 지난 주에는 여러 이민자들이 한데 모여 새로운 것을 창조해내는 멜팅 팟으로서의 미국에 대해 얘기했었죠. 멜팅 팟을 포함해 모든 것에는 예외가 있기 마련이죠. 미시시피 리버밸리 안에는 멜팅 팟이라고도 가든 샐러드라고도 할 수 있는 곳이 있어요. 루이지애나 좀 더 구체적으로 말하면 뉴올리언즈에는 주요 문화의 영향을 받아 미국의 타지방과는 다른 곳이 있어요. 영국이나 스페인의 식민지였던 미국의 다른 지방과는 다르게 뉴올리언즈는 주로 프랑스인들이 정착했어요. 또한 독특한 노예 문화가 있기도 했었죠.
미국의 다른 부분들이 모든 요소들이 섞여 새로운 것을 창조해내는 멜팅 팟이라면 뉴올리언즈는 가든 샐러드라고 할 수 있어요. 이쯤 되면 여러분은 "도대체 가든 샐러드가 뭐지?"라고 궁금해 하고 있을 거예요. 가든 샐러드는 많은 부분들이 섞여 새로운 맛을 내죠. 각 부분들은 자기의 정체성을 잃지 않으면서도 함께 모여 새로운 것을 만들어내죠. 다행히도 더 바람직한 방향으로 발이에요. 멜팅 팟에서는 모든 부분들이 정체성을 잃고 새로운 것을 만들어낸다는 점에서 가든 샐러드는 멜팅 팟과 대조를 이루죠.
그래서 뉴올리언즈에서는 프랑스 문화와 음식, 언어, 생활방식 등 프랑스적인 배경을 가지고 있어요. 프랑스와 인디언 전쟁 50년 후 스페인인들이 이 지역을 지배하면서 약간의 스페인 영향이 가미되었어요. 그 후에 제퍼슨 대통령이 프랑스에서 이 지역을 매입하면서 영미 문화가 첨가되었죠. 그리고 마지막으로는 멕시코와 카리브의 라틴 문화의 영향을 받았어요.
그 결과 뉴올리언즈는 미국의 타 지역과는 완전히 다른 문화를 가지고 있어요. 프랑스 배경을 가진 덕분에 은어도 다르죠. 예를 들어 시장을 보러 간다고 할 때도 우리가 "I am grocery shopping"이라고 하는 것과는 달리 "I'm making groceries"라고 하죠. 다시 한번 말하지만 이것은 프랑스의 영향 때문입니다. 불어 표현을 직역하면 "물건을 사거나 장을 본다" 대신 "식료품을 만든다"라는 표현이 됩니다.

Most of the United States is considered a melting pot because the different immigrants mix together. Inside the Mississippi River Valley, New Orleans is different from the rest of the USA. It is a garden salad. Its different pieces have retained their identities. New Orleans was heavily influenced from its French beginnings. Later, Spainish, American, African, and Latin immigrants all added to the culture of the city. One example of this difference is the jargon. The local jargon has a heavy French influence.

D 1. Ⓒ 2. Ⓐ

1to save money

We will keep talking about the idea of a language evolving. I talked about how war changes a language because one culture can dominate another and infuse aspects of its language into a new language. Today, I will talk about another way a language can change. It is... can anyone guess? Technology.

My example will be, hmm, a cell phone. Cell phones have changed and are currently changing the way we communicate with each other. Only 50 years ago, phone conversations were considered private affairs. For example, if I was at your house, and your phone rang, I would leave the room so that you could have a private conversation. With cell phones, people have conversations everywhere, at restaurants, on dates, umm, even on public transportation you can see people chatting away.

Now people are talking about what was considered private in public. We will talk about work, people we hate, our relationships, and plans in front of complete strangers. The things we now talk about on the phone would have been considered extremely rude to say in public 50 years ago. Back then, you would be slapped by someone for talking about your boyfriend or girlfriend or a party you went to the night before.

Umm, what else? We are changing how we talk as well. We all get phone bills, so talking on the phone means you are using money. So, the faster you talk, the less money you use. This means we often start and end our phone conversations quickly. Before, we would take our time on the phone, ask someone how they are doing, chit chat for a bit, and then get to the point. We would slowly end the conversation, often saying bye two or three times. Now, we just say the point then maybe a goodbye, and the conversation is over. That would have been so rude only 20 years ago.

언어 진화에 대한 이야기를 계속 하도록 하겠습니다. 전쟁이 일어나면 한 언어가 다른 언어를 지배하고 지배국의 언어가 새 언어에 스며들기 때문에 언어가 변화된다는 이야기를 했었습니다. 오늘은 언어에 변화가 생기는 다른 방법을 알아보겠습니다. 누가 짐작이 가는 사람? 기술입니다.

음, 핸드폰을 예로 들어보죠. 핸드폰은 우리의 의사소통 방식을 바꾸고 있습니다. 불과 50년 전만 해도 전화통화는 사적인 것으로 간주되었어요. 예를 들어 내가 여러분의 집에 있는데 전화가 울리면 여러분이 사적인 대화를 할 수 있도록 자리를 비켜줄 것입니다. 핸드폰의 경우에는 식당, 데이트 장소, 심지어 대중교통 등 가리지 않고 아무데서나 통화를 하는 것을 볼 수 있죠.

과거에는 사적이라고 생각되었던 것들을 이제 사람들은 공공연하게 얘기하고 있습니다. 직장, 우리가 미워하는 사람, 인관 관계, 계획 등을 전혀 모르는 사람 앞에서 얘기합니다. 현재 우리가 공공연하게 얘기하는 것들이 50년 전에는 대단히 무례한 것으로 간주되었을 것입니다. 그 당시에는 남자친구나 여자친구, 전날 밤 갔었던 파티 얘기를 했다가는 누군가에게 얻어 맞을 수도 있었어요.

음, 또 뭐가 있을까요? 말을 하는 방식도 바뀌었어요. 우리는 누구나 전화요금 고지서를 받습니다. 다시 말해 전화상으로 말을 하는데 돈이 든다는 얘깁니다. 말의 속도가 빨라질수록 드는 돈은 적어지죠. 이 말은 전화 통화를 빨리 하고 끊는 경우가 많다는 얘기입니다. 전에는 여유 있게 통화를 하며 어떻게 지내는지 이런저런 잡담을 하다가 본론을 이야기하곤 했죠. 전화통화도 길었고 잘 있으란 인사도 두세 번씩 했죠. 그러나 지금은 요점만 이야기하고 잘 있으라고 한 뒤 통화가 끝납니다. 20년 전만 해도 대단히 무례하다고 느껴졌겠죠.

English is an evolving language. One way a language can evolve is through technology. Cell phones have changed how we speak. Cell phones allow us to speak in public places. This has changed what we consider private. Many things we discuss in public were once considered private and should not be spoken in public. Also, people talk quickly on cell phones to save money. This has shortened conversations. We often do not greet people the same as we did, and we end conversations without saying "bye."

Integrated Listening & Speaking

A

1. (A) The student cannot finish her paper after she gets the sources because she must attend her sister's wedding.
   (B) The student will be attending her sister's wedding, so she will not be able to finish the term paper after she gets the sources.
2. (A) Susan must turn in her outline and the incomplete paper.
   (B) The professor tells Susan to hand in her paper as is along with her outline.
3. (A) The student will not go to class tomorrow because she must meet her sister.
   (B) Susan will go home to meet her sister, so she cannot attend class tomorrow.

Susan has a major paper due in two weeks. She asks her professor for an extension because she has been waiting to get two major sources from a library across the state. She feels these two sources are really important to her paper. To make it even worse, her sister is getting married, so even after she gets the sources, she will have no time to do the paper. The professor understands her situation and tells her to turn

in her outline and paper tomorrow in class. Susan will be leaving to meet her sister tomorrow, so the professor tells her to leave the paper under her office door.

수잔은 2주 후에 중요한 보고서를 제출해야 합니다. 그녀는 주 반대편에 있는 도서관에서 두 가지 자료가 도착하지 않아서 교수님께 마감을 늦출 줄 수 있는지를 물어 봅니다. 그녀는 이 자료들이 보고서에 대단히 중요하다고 생각합니다. 설상가상으로, 그녀의 언니 결혼식이 있어서 자료가 도착한다 해도 보고서를 끝낼 시간이 없습니다. 교수님은 그녀의 상황을 이해하고 내일 수업 시간에 개요서와 보고서를 제출하라고 합니다. 수잔은 내일 언니를 만나기 위해 떠나야 하기 때문에 교수님은 그녀에게 자기 사무실 문 아래에 보고서를 두라고 말합니다.

B

1. (A) The female student knows so much because she is returning from the Career Center.
   (B) The female student just visited the Career Center, so now she knows a lot of information about getting an internship.
2. (A) The student should call after he drops off his resume to show he is really interested in the job.
   (B) To show the student is sincerely interested in a position, he should make a phone call after he gives prospective employers his resume.
3. (A) A cover sheet allows the student to personalize his resume.
   (B) In order to personalize his resume, the student should also submit a cover sheet.

A male student asks a female student for help with getting an internship. The female student has just returned from the Career Center, so she has lots of good advice. The first step is to update his resume. Along with his resume, he should personalize it with a cover sheet. Whoever is interviewing him will need references, so he should have a reference sheet. Next, he must be very polite. He should dress nicely and wait to be seated. Lastly, he should immediately return any phone calls and also call after he has dropped off his resume. This will prove he is interested in the position.

남학생이 여학생에게 인턴 십에 대해 질문을 합니다. 여학생은 방금 막 진로상담센터를 다녀왔기 때문에 여러 가지 충고를 해 줍니다. 첫 번째로 할 일은 이력서를 다듬는 일입니다. 이력서에 표지를 만들어 개성 있는 이력서가 되게 하라고 충고합니다. 면접 관들은 추천서를 요구할 것이므로 추천서도 첨부하라고 합니다. 다음으로, 공손하게 행동해야 합니다. 옷도 단정하게 입고 앉으라고 말할 때까지 기다려야 합니다. 그 쪽에서 걸려오는 전화를 못 받은 경우 즉시 회신을 해야 하며 이력서를 제출한 뒤 전화를 걸어야 합니다. 그래서 그 일자리에 관심이 있다는 것을 보여주어야 합니다.

C

1. (A) The biggest influence on Turkish architecture was the Ottoman Empire.
   (B) The Ottoman Empire was a very big influence on the development of Turkish architecture.
2. (A) The peak of Ottoman architecture was the 14th and 15th centuries.
   (B) The height of architecture in the Ottoman Empire started in the year 1300 and ended about 1500 AD.
3. (A) Some common characteristics in Turkish architecture are domes, semi-domes, vaults, and columns.
   (B) Domes, semi-domes, vaults, and columns are very popular designs in Turkish architecture.

Turkish architecture is actually Ottoman architecture because the Ottoman Empire heavily influenced the style of the Turks. The Ottoman Empire lasted from 1300 to 1920 AD, but its architectural peak came in the 14th and 15th centuries. Some characteristics of Ottoman architecture are domes, semi-domes, vaults and columns. They used these designs to make mosques more beautiful. Before they added these designs, mosques were big, open, dull spaces. Even today, the mosques of Turkey still have Ottoman-style domes and columns. Another example of Ottoman influence on Turkish architecture is having a door on the roofs of houses.

오스만 제국은 터키 양식에 지대한 영향을 끼쳤기 때문에 터키 건축은 사실상 오스만 건축이라고 할 수 있어요. 오스만 제국은 AD 1300년에서 1920년까지 존재했어요. 하지만 오스만 건축이 절정에 이른 것은 14세기와 15세기입니다. 오스만 건축의 특징으로는 돔형 천장, 반원형 지붕, 둥근 천장, 원주 등을 들 수 있습니다. 오스만인들은 이러한 디자인을 이용해 사원을 보다 아름답게 만들었습니다. 이러한 디자인을 하기 전에 사원은 크고 휑하고 단조로웠습니다. 심지어 오늘날에도 터키 사원에서는 오스만 스타일의 둥근 천장과 원주를 볼 수 있습니다. 오스만 영향이 터키 건축에 끼친 또 다른 예로는 지붕에 있는 문을 들 수 있습니다.

D

1. (A) The city has its own culture, and the new pieces keep their old identity while adding to the city's culture.
   (B) The city's culture is made of many pieces that retain their original identity but still add to the culture of the city.
2. (A) All of the pieces become part of American culture and lose their original culture.
   (B) The pieces no longer have an original identity and become part of the culture of America.
3. (A) The people of New Orleans say "making groceries" because of their French heritage.

(B) Due to their French origins, people in New Orleans say things like "making groceries."

Parts of the Mississippi Valley, specifically the city of New Orleans, are different from the rest of the United States. New Orleans is compared to a garden salad because all of the cultural influences have kept their old identity. Like in a garden salad, all the pieces keep their taste, but combined, they make a new flavor. The rest of the United States is compared to a melting pot. New pieces are added, and they lose their identity when they combine with the rest of the pot and create something new. For example, because of their French heritage, in New Orleans, the jargon is different. For example, they say "making groceries" instead of "going shopping."

미시시피 밸리의 일부 지역들, 특히 뉴올리언즈는 미국의 타 지역과는 차이를 보입니다. 뉴올리언즈의 경우는 모든 문화들이 이전의 정체성을 유지하고 있기 때문에 가든 샐러드에 비유됩니다. 가든 샐러드와 마찬가지로 모든 부분은 각각의 맛을 유지하면서도 어울려 새로운 맛을 냅니다. 미국의 다른 지역들은 멜팅 팟에 비유할 수 있습니다. 새로운 요소가 첨가되면서 각각의 부분들은 정체성을 잃고 나머지 부분과 섞여 새로운 것을 만들어냅니다. 예를 들어, 프랑스 문화의 영향으로 뉴올리언즈에서는 다른 은어를 사용합니다. 예를 들면 "장을 본다(going shopping)"라는 표현 대신 "식료품을 만든다(making groceries)"라는 표현을 씁니다.

Mini TOEFL iBT

A 1. B 2. C 3. C 4. D 5. B

M: Hello, can I help you?
W: Yes, please. I just have a few questions.
M: Sure, I will see if I can get them answered.
W: Okay. First of all, I have a car on campus, and I just wanted to make sure I understood all the possible fees. I got the guidebook, and I downloaded it on my computer, but I am not sure if I understand everything completely.
M: Of course. Some of those rules are a bit strange to people outside of our state.
W: Yeah, first, it says I have to park on alternating sides of the road. What exactly does that mean?
M: Okay, here in Minnesota, it snows a lot. So the snowplows need to have open paths to plow. City law says you must park on alternating sides of the road. This means, on even dates, for example, today, is the 20th, so you must park on the even side of the road. One side of the road will have addresses like 910, 912, and 914 the other side will be 911, 913, and 915. So you must park on the even side. Does this make sense?
W: Yes, I understand. But then I must go move my car every day?
M: Yup, that's what it means.
W: Wow, that can get pretty annoying. When? Just during winter? When there is snow on the ground?
M: Nope, always. Even in the summer you must do this. Also, remember that if you park at 10 p.m. at night, on the 13th of the month, think about the next day. The next day would be the 14th, so you must be on the even side of the street. It can get a bit confusing. What is your next question?
W: Well, I just got my car, so I don't have a parking permit. How much time do I have until I need it?
M: Oh, you should buy it now. A semester pass costs thirty dollars, and a year-long pass costs fifty dollars.
W: I don't have enough money right now. What can I do?
M: You can park off campus. Or you can hope security doesn't notice you, or you can bring your car back home until you buy a pass.
W: I see. I think I'll have enough money in a few days, so I will take my chances until then. Thanks.

M: 안녕하세요. 뭘 도와드릴까요?
W: 예. 질문이 좀 있어서요.
M: 그래요. 도와드릴 수 있는지 봅시다.
W: 네. 우선 교내에 차를 가지고 다니는데 요금제를 잘 이해하질 못해서요. 안내서를 보고 컴퓨터에 다운로드도 했는데 제대로 이해한 것 같지가 않아요.
M: 그럴 거예요. 이 주에 살지 않는 사람들에게는 몇몇 규정이 낯설게 느껴질 거예요.
W: 그래요. 우선, 길 양쪽에 교대로 주차를 해야 된다고 적혀 있던데 무슨 말이죠?
M: 예. 여기 미네소타에서는 눈이 많이 내려요. 그래서 제설차가 제설작업을 하기 위해서는 길을 내줘야 해요. 시에서 정한 법에 따르면 길의 양쪽에 교대로 주차를 해야 합니다. 무슨 말인가 하면 예를 들어 오늘이 20일이니까 길의 짝수 쪽에 주차해야 합니다. 길가에 보면 한쪽에는 910, 912, 914같은 주소가 적혀 있고 한쪽에는 911, 913, 915 같은 숫자들이 적혀 있어요. 오늘은 짝수 쪽에 주차해야 해요. 이해 가시나요?
W: 예, 알겠어요. 그렇다면 매일 차를 이동시켜야 하나요?
M: 예. 그렇죠.
W: 와, 여간 불편하지 않겠네요. 언제 그런가요? 겨울 동안만인가요? 눈이 내렸을 때만인가요?
M: 아뇨. 항상 그렇습니다. 심지어 여름에도 그렇습니다. 만약 어떤 달 13일에 주차했다고 치면 다음 날인 14일에는 짝수 편으로 차를 이동시켜야 해요. 꽤 불편이 따르죠. 다른 질문은요?
W: 차를 산지가 얼마 안돼서 그런데 주차 허가증이 없어요. 허가증을 받으려면 얼마나 기다려야 하죠?
M: 지금 사셔야 해요. 한 학기는 30달러이고 일 년짜리는 50달러예요.
W: 지금 당장은 돈이 없는데 어떡하죠?

M: 학교 밖에 주차를 하세요. 그렇지 않으면 보안요원의 눈에 띄지 않길 바라든가요. 그것도 아니라면 허가증을 구입할 때까지는 차를 집에 두고 오세요.
W: 알겠어요. 며칠 후에 돈이 생기니까 그 때까지는 어떻게 해 봐야죠. 감사합니다.

B 1. D 2. A 3. Yes/No/Yes/No/Yes
4. D 5. C 6. B

Today we are going to start a big unit on government. Before the rise of the nation-state and absolute monarchies, Europe went through a period known as feudalism. Like our concept of democracy, feudalism had many forms and varied by location and time period. Let's see, feudalism originated by mixing Roman law with Germanic tradition. The Germanic warriors that lived about 3000 years ago had a tradition of electing a supreme warrior as leader. After battles, he would collect all of the spoils and distribute them fairly among all the warriors. The term feudalism is defined by three principle terms. There are lords, vassals, and fiefs.
Okay, a lord, in feudalism, is a person that owns land. He temporarily gives this land to another person, called a vassal. The vassal enters this contract so he may gain the land. Land sizes varied, from the size of a small farm, to huge counties. The vassal gained the revenues generated by the land, usually in the form of farming products.
What did the lord get? At this time, there were no standing armies. There were no professional soldiers. The vassal swore allegiance to the lord. In times of trouble, the lord could call upon the vassal to fight for the lord. This guaranteed the security of the lord.
Other details were often included in feudal deals. For example, since the lord still owned the land and merely lent the land to the vassal, the lord still had to maintain the land and defend it. The vassal, many times, would be required to grind his wheat and bake his bread in the ovens and mills owned by the lord, who then could collect taxes.
Umm, oh yes, the vassals also acted as counselors to the lord. During times of crisis, the lords would often hold meetings, calling together all the vassals to help them decide major decisions, such as to go to war or not.
Ahh, lastly, feudalism had many levels. What I mean is, a king could be a lord, giving aristocrats large lands, who then became his vassals. Those aristocrats were lords themselves, dividing up their land to lesser vassals. The top of this hierarchy was the emperor, who was the lord to his vassal kings.
Feudalism declined when lords became strong enough to maintain a standing army and did not require the services of their vassals.

오늘은 정부에 관한 큰 단원을 시작할 거예요. 민족국가와 절대왕정이 있기 전에 유럽은 봉건제도를 거쳤어요. 우리가 알고 있는 민주주의와 마찬가지로 봉건제도도 시간과 장소에 따라 여러 가지 다양한 형태가 있었어요. 봉건제도는 게르만 전통과 로마법이 혼합되어 탄생했어요. 약 1300년 전에 살았던 게르만 전사들은 최고의 전사를 우두머리로 뽑는 전통이 있었어요. 전투가 끝나고 나면 우두머리는 전리품을 한데 모아 모든 전사들에게 공평하게 분배했어요. 봉건제도는 세 가지로 정의될 수 있어요. 군주, 봉신, 봉토가 그것입니다.
봉건제도에서의 군주란 땅을 소유한 사람을 말합니다. 군주가 임시적으로 봉신이라고 하는 사람에게 땅을 주면 봉신은 계약을 통해 땅을 얻게 됩니다. 토지는 작은 농장에서부터 거대한 마을에 이르기까지 크기가 다양했어요. 봉신은 보통 농작물의 형태로 토지에서 수익을 얻었어요.
군주는 무엇을 얻었을까요? 이 당시엔 상비군이 없었어요. 직업군인도 없었죠. 봉신은 군주에게 충성을 맹세했어요. 위급 상황이 발생하면 군주는 봉신에게 자신을 위해 싸우도록 요구할 수 있었어요. 이렇게 해서 군주는 안전을 보장 받을 수 있었죠.
다른 세부사항을 봉건 계약에 넣기도 했어요. 예를 들어서 아직도 그 땅은 군주의 소유이고 봉신에게는 임차만 했을 뿐이기 때문에 군주는 땅을 지키고 보호해야 했어요. 봉신은 세금을 거둘 수 있는 군주의 요구에 따라 여러 번 자신이 소유한 제분기와 가마로 밀을 빻고 빵을 만들어야 했어요.
음, 그래요. 또한 봉신은 군주에게 상담자의 역할도 했어요. 위기 상황이 발생하면 군주들은 종종 전쟁에 나갈 것인가 말 것인가 하는 주요 안건에 대해 결정을 내리기 위해 모든 봉신들을 불러모아 회의를 열곤 했어요.
그리고 마지막으로 봉건제도에는 여러 단계가 있었어요. 무슨 말이냐 하면 왕은 귀족들에게 광활한 땅을 주는 군주가 되고 귀족들은 봉신이 됩니다. 또 귀족들은 그 땅을 쪼개 더 많은 봉신들에게 땅을 나누어줍니다. 이 계급 구조 제일 위에는 황제가 있었는데 그는 봉신 군주들의 군주가 되었습니다. 봉건제도는 군주들이 상비군을 보유할 만큼 강해져 더 이상 봉신들의 도움이 필요하지 않게 되자 봉건제도는 몰락했어요.

Vocabulary Review

A

1. grand (splendid)
2. people that permanently move to a different country to make a new home (immigrants)
3. mostly (predominantly)
4. language used by a group of people that is different from the rest of the speakers of that language (jargon)
5. slowly changing, usually to become better (evolving)
6. the main reason or purpose (point)
7. a supplier of information (source)
8. a series of actions to an end (process)
9. a paper listing relevant information that is given when applying for a job (resume)
10. even; not relying on one thing (balanced)

11. a person whose job is to study a subject (scholar)
12. to talk about something that is not important (chatting)
13. an increase in a length of time (extension)
14. very small (tiny)
15. to control, or have the most influence (dominate)

B

1. The Harry Potter book series is named after its main character
2. The characters in the movie were very great. The writer made them come to life.
3. I am working on my term paper. It is worth 30 percent of my grade.
4. Don't be rude at the interview, don't leave without saying "bye," wait to be seated, and dress nicely.
5. Getting married is what Jenny looks forward to every day. She needs to find a boyfriend soon.
6. John wants to decorate his dorm room with lots of movie posters when he goes to college.

Unit 4 Understanding the Function of What Is Said

Basic Drill

A 1. (A) 2. (C) 3. (D)

W: Hi, I registered last year to have the same roommate again this year, but I have a new roommate. What happened?
M: Well, let me see, what is your name and room number?
W: My name is Emily Davis. I live in Emerson 216.
M: Okay, I have your registration form here. Look here. You didn't fill it out completely.
W: Really? What is wrong with it?
M: You didn't put your roommate's last name on the form. It just has her first name. We didn't know who your roommate was.
W: Couldn't you just look up who I lived with last year?
M: Well, that is your job. But if your new roommate agrees and your old roommate wants to move in, you can do that. But they must change rooms by tomorrow.
W: Okay, I will go talk to my roommate now. Thank you!

W: 안녕하세요. 지난 해에 올해도 같은 룸메이트를 하겠다고 신청했는데 룸메이트가 바뀌었어요. 어떻게 된 거죠?
M: 어디 한번 볼까요? 학생 이름이랑 방 번호가 어떻게 되죠?
W: 제 이름은 에밀리 데이비스고 주소는 에머슨 216호예요.
M: 맞네요. 신청서가 여기에 있네요. 보세요. 신청서를 제대로 작성하질 않았군요.
W: 그래요? 뭐가 잘못 됐나요?
M: 신청서에 룸메이트의 성을 안 적었어요. 이름만 있네요. 우리 쪽에서는 학생의 룸메이트가 누군지 알 방법이 없어요.
W: 제가 작년에 누구랑 함께 살았는지만 봐 주시면 안 되나요?
M: 그건 학생이 할 일이죠. 하지만 새 룸메이트가 동의하고 이전 룸메이트가 함께 살고 싶어한다면 가능은 해요. 하지만 내일까지는 방을 바꿔야 해요.
W: 알았어요. 지금 제 룸메이트에게 이야기해 볼게요.

M: Hello Professor Smith, can I talk to you?
W: Sure. What can I do for you?
M: I was wondering if I could get an extension on the report we will turn in tomorrow. I don't need much time, just maybe two more days.
W: I have never let students turn in work late. I said that on the first day of my class. You know that is my policy.
M: I remember, but I was hoping you would understand. I need the time because I work so much. My parents don't pay any of my tuition, and I didn't get many need-based scholarships.
W: I understand that must be difficult for you, but I already told you my policy.
M: Please! If I don't get this extension, I don't think I can stay in school. That is how important this is.
W: You do whatever you must, but I can't change my policy.

M: 안녕하세요. 스미스 교수님. 잠깐 얘기 좀 나눌 수 있을까요?
W: 물론이죠. 무슨 일이죠?
M: 내일까지 제출해야 하는 보고서 기한을 조금 늦출 수 있을까 해서요. 많이는 아니고 이틀 정도면 되겠는데요.
W: 내 사전에 보고서 기한을 늦추는 일은 없어요. 제 수업 첫날에 얘기했을 텐데요. 이것은 저의 철칙이에요.
M: 잊지 않았어요. 하지만 이해를 좀 해 주셨으면 해요. 아르바이트를 너무 많이 해서 시간이 모자라서요. 부모님이 등록금을 대주시지 못 하시는데다 재정 장학금도 많이 받질 못했어요.
W: 사정이 어려운 건 알겠는데 이미 이건 내 철칙이라고 말을 했잖아요.
M: 제발이요! 보고서 기한을 안 늦추면 다음 학기를 다닐 수가 없어요. 그러니까 제발 부탁입니다.
W: 가능한 모든 방법을 동원해 봐요. 내 생각을 바꾸는 일은 없을 테니까요.

M1: Hi, John. I want to talk to you about your papers.
M2: Is something wrong with them?
M1: Yes, there is. I have noticed in all of your work that there are a few common problems.

M2: Please tell me so I can correct them or explain them.

M1: Of course! First, you have lots of grammar mistakes. These are not excusable. Double check these, use your grammar guidebook, and have it proofread. Grammar mistakes are terrible. Do you understand?

M2: Okay, I usually write my papers at night, so I am tired, I can fix that. What's the other problem?

M1: Your thesis is never clear. It is very important that your thesis be clear and simple. I didn't understand your thesis on your last paper until page two. Just say it, clean and simple, OK?

M2: I know. I have always had trouble with that. I will work harder on my thesis.

M1: 안녕하세요. 존, 보고서에 대해서 얘길 좀 했으면 해요.

M2: 무슨 문제가 있나요?

M1: 예 그래요. 과제물 전체에 몇 가지 공통된 문제가 있어서요.

M2: 말씀해 주시면 수정하거나 왜 그런지 설명하겠습니다.

M1: 물론 말해 주죠. 우선, 문법이 틀린 곳이 많아요. 이런 문법 실수는 용납이 안돼요. 재확인하고 문법서도 참고해 틀린 곳이 없는지 확인하세요. 문법 실수는 정말 말이 안 되는 실수예요. 알겠어요?

M2: 알겠습니다. 보통 과제물을 밤에 하는데 피곤해서요. 고치도록 하겠습니다. 다른 문제는 뭔가요?

M1: 주제가 명료한 적이 없어요. 주제를 간단 명료하게 하는 것은 매우 중요해요. 지난 번 과제물도 2페이지를 읽을 때까지 주제가 뭔지를 몰랐어요. 주제를 간단 명료하게 나타내도록. 알겠어요?

M2: 네 알겠습니다. 항상 그 부분에 약하거든요. 주제 부분에 더 신경을 쓰도록 할게요.

B 1. Ⓑ 2. Ⓑ 3. Ⓑ

Many people think that tomatoes are vegetables, but they really are not. Tomatoes are actually a fruit. The definition of a fruit is the sweet tasting part of a plant that contains the plant's seeds. Unlike a fruit, vegetables are plants that are eaten without seeds. Usually it is a root or leaf, like carrots or spinach. A tomato has seeds, and people eat the part of the plant around the seeds. Most people think tomatoes are vegetables because they are not sweet and they taste like vegetables.

많은 사람들은 토마토가 채소라고 생각하지만 사실은 그렇지 않습니다. 토마토는 과일이에요. 과일이란 식물의 단 맛이 나는 부분으로 씨가 있는 그 식물의 씨를 포함하고 있는 것을 말합니다. 과일과는 달리 채소는 씨앗이 없이 먹는 식물을 말합니다. 당근이나 시금치와 같이 대부분은 뿌리나 잎입니다. 토마토의 경우는 씨가 있고 사람들이 씨 주변을 먹습니다. 대부분의 사람들은 토마토가 달지도 않고 채소 같은 맛이 나기 때문에 채소라고 생각하죠.

Scientists divide the depths of the ocean into two different layers. The top layer is called the surface layer. Below the surface layer is the deep water. The surface layer's depth varies, but is usually a few hundred meters. The surface layer is the part of the ocean that is affected by the wind, rain, waves, tides, and other weather events. All of these factors constantly mix the surface layer and make it less dense than the deep waters. The layer that divides the deep waters and the surface layer is called the pycnocline. The gradual movement of the surface layer is called the current. The current does not affect the deep waters.

과학자들은 바다를 깊이에 따라 두 층으로 나눕니다. 위쪽의 층은 표층이라고 합니다. 표층 아래로는 심해가 있어요. 표층은 깊이가 다양하지만 보통은 200-300미터 정도예요. 표층은 바다, 비, 파도, 조수, 다른 기후 조건의 영향을 받는 부분을 말합니다. 이 모든 요인들로 인해 표층은 서로 섞이기 때문에 심해보다 밀도가 낮습니다. 표층과 심해를 나누는 층을 밀도 약층이라고 합니다. 표층의 점진적인 운동을 해류라고 하죠. 해류는 심해에는 영향을 미치지 않아요.

Global warming is a theory that Earth's average temperature is constantly rising due to an increase in human activities. Industry and fuel emissions from cars are emitting carbon dioxide and other gases into the atmosphere at a very high rate. These gases create holes in the atmosphere, therefore allowing more of the sun's heat to pass through the atmosphere. The rise in temperature has several effects on the planet, like a rise in the sea level, changes in precipitation, and other extreme weather events, such as floods, heat waves, and tornados. The average temperature of the Earth has risen 1.1 degrees Fahrenheit since 1900 and is expected to increase another 11 degrees by the year 2100.

지구온난화 이론이란 인간 활동의 증가로 지구의 평균 온도가 계속해서 상승한다는 이론입니다. 공장이나 자동차에서 나오는 연료의 배기가스 때문에 아주 빠른 속도로 대기 중에 이산화탄소가 배출되고 있어요. 이 기체들은 대기에 구멍을 만들어 태양의 열이 더 많이 대기를 통과하게 됩니다. 온도 상승으로 인해 지구에 몇 가지 변화가 나타나는데 해수면의 상승, 강우량의 변화, 그리고 홍수나 혹서, 토네이도 같은 극심한 기후 현상 등이 그것이죠. 지구의 평균 기온은 1900년 이후로 화씨로 약 11도가 올랐으며 2010년경에는 다시 11도가 오를 것으로 예상됩니다.

Practice with Conversations

A 1. Ⓐ 2. Ⓒ

[1]Pay the fee

M: Boston College Registrar's Office. What may I do for you?

W: Hello, I am currently a graduate student at Boston College. I am going to apply for an internship this

summer, and I need some documents from the school.

M: Okay, what documents do you need?

W: I need three copies of my transcript, but a friend of mine said you can only get one copy at a time.

M: Your friend is wrong. You can get as many copies as you want, but after the first, you must pay a fee.

W: No problem, how much do they cost? And can you mail them to me?

M: For the cost, that depends. Do you want official transcripts or unofficial ones?

W: I need official ones.

M: Okay, each extra one will cost three dollars. You will need to come get them though. We only mail them to alumni. I am sorry if that causes any inconveniences. I really don't know why we have that policy. Is that okay?

W: Sure, I can come get them. What exactly must I do?

M: Come to the Registrar's Office, fill out a form, and pay the money, and we will have them ready by the next business day. How is that?

W: Sure, but one more thing. What time are you guys open?

M: Regular office hours, but we are closed during lunch from twelve to one.

W: Okay, I will swing by tomorrow. Thanks.

M: Sure, is there anything else I can do for you?

W: I almost forgot! The transcripts must be in a sealed official envelope with an official school stamp on the flap. Is that a problem?

M: No, we can do that. When you fill out the request form, write that down just to make sure you get them exactly how you want them, okay?

W: Got it. Thanks.

M: Goodbye.

M: 보스턴 대학 등록 사무실입니다. 무엇을 도와 드릴까요?

W: 안녕하세요. 전 보스턴 대학 대학원 재학생인데요. 이번 여름에 있는 인턴 쉽에 지원하려는데 학교 서류가 필요해서요.

M: 네. 무슨 서류가 필요하신가요?

W: 성적증명서 사본 세 통이 필요한데 친구 말로는 한번에 한 통 밖에 뗄 수가 없다더군요.

M: 아닙니다. 원하는 통 수만큼 뗄 수 있어요. 그러나 두 번째 사본부터는 요금을 내야 해요.

W: 괜찮아요. 얼마죠? 우편으로도 부쳐 주나요?

M: 요금은 경우에 따라 달라요. 공식 증명서 발급을 원하나요 아님 비공식 증명서 발급을 원하나요?

W: 공식 증명서요.

M: 그렇다면 추가 한 통당 3달러의 비용을 내셔야 해요. 하지만 직접 와서 받아가셔야 해요. 졸업생에게만 우편 발송을 하거든요. 불편을 끼쳐드려서 죄송하네요. 사실 저도 왜 이런 규칙이 있는지 모르겠어요. 괜찮으신가요?

W: 네. 가지러 갈게요. 어떻게 하면 되죠?

M: 등록 사무실로 와서 신청서를 내고 요금을 지불하면 익일 영업 일에 찾을 수 있어요. 괜찮으신가요?

W: 네. 그런데 한 가지만 더 여쭐게요. 문 여는 시간이 어떻게 되죠?

M: 일반적인 영업 시간과 같아요. 하지만 12시부터 1시까지는 점심 시간이에요.

W: 그럼 내일 들릴게요. 감사합니다.

M: 그러세요. 뭐 다른 거 필요하신 건 없으신가요?

W: 깜빡 잊을 뻔 했네요! 성적증명서를 봉인된 공식 봉투에 넣어 우표에 학교장 직인을 찍어야 하는데 가능한가요?

M: 네, 가능해요. 신청서를 낼 때 어떻게 해야 하는지 정확한 요구 사항을 적어주세요.

W: 알겠습니다. 감사합니다.

M: 안녕히 계세요.

A graduate student at Boston College needs three copies of her transcripts. The worker at the Registrar's Office tells her that she must come to the office, fill out a form, pay a fee of six dollars, and she can get the transcripts the next day. The student wants the transcripts mailed to her, but the office will only mail them to alumni, not current students. The student also needs the transcripts sealed in an official envelope. To get that, she must write it on the request form.

B 1. (D) 2. (C)

[1]Not many primary sources [2]Did not discuss people

M: Hello Professor. May I talk to you? Are you busy?

W: Go ahead.

M: I was wondering if I could talk to you about my grade on the report we just got back.

W: Sure, is there a problem?

M: Well, you gave me a B, but I think I deserved a higher grade. I thought I was going to get an A on this.

W: Why don't you tell me why you think you deserve an A?

M: Sure, first, there were only two grammatical mistakes in the report, so you shouldn't have knocked me down for that. My thesis was very clear. My thesis was "England actually won the War of 1812." I supported it with a lot of evidence, I cited all my work, and I fulfilled your page requirements, so I really don't understand how you gave me a B.

W: Yes, I remember your paper, so why do you think I gave you a B then?

M: Honestly, that is why I am here. I really don't know.

W: Okay, well you tell me what was not good in that paper.

M: Okay, sometimes my writing is not clear, I know that is not one of my strong points. I didn't use very

many primary sources. I know you wanted us to use that, but I couldn't find a lot, and I think that is not fair if you gave me a B because I didn't have enough primary sources.

W: No, that is not it. Your paper stated that England won the War of 1812, correct?

M: Yes.

W: And you pointed out all the military victories and political victories they had as well as the treaty that ended the war, right?

M: Yes.

W: Well, the assignment was to describe how a war affected the people of the countries fighting it. Did you talk about the people of Canada, America, or England?

M: No, I didn't.

W: Okay then, that is why you got a B. Understand?

M: Yes, okay, bye.

M: 안녕하세요, 교수님. 잠깐 시간 좀 내주실 수 있으신가요? 바쁘신 건 아닌가요?

W: 괜찮아요.

M: 방금 받은 보고서 점수에 대해서 좀 여쭤볼 게 있어서요.

W: 그러세요. 뭐가 문제가 있나요?

M: B를 받았는데 좀 더 높은 점수를 받을 거라 생각했어요. 이 보고서에 A를 받을 줄 알았어요.

W: 왜 A를 받을 거라 생각했죠?

M: 우선 첫 번째로 문법 실수가 보고서 전체가 두 군데 밖에 없으니 그것 때문에 점수를 깎진 않으셨어야 한다고 생각해요. 주제도 아주 분명했어요. 제 주제는 "사실상 영국이 1812년 전쟁에서 승리했다"라는 거예요. 많은 논거를 댔고 자료도 인용했고 페이지 요건도 잘 지켰어요. 그런데 어떻게 B가 나왔는지 모르겠어요.

W: 맞아요. 학생 보고서 기억이 나네요. 그런데 왜 B를 받은 거 같나요?

M: 솔직히 그래서 교수님을 찾아온 거예요. 잘 이해가 되지 않아서요.

W: 좋아요. 그 보고서에서 모자란 부분을 한번 이야기해 봐요.

M: 때로는 논지 전개가 명확하지 않았어요. 그건 좀 약하거든요. 주요 참고 문헌을 많이 참고하지도 못했어요. 교수님이 그렇게 하라고 하셨는데 많은 자료를 찾지 못했어요. 그런데 주요 참고 문헌이 없어서 B를 주셨다면 좀 억울해요.

W: 아니에요. 그게 문제가 아니에요. 학생 보고서에는 영국이 1812년 전쟁에 승리했다라고 되어 있죠?

M: 예.

W: 학생은 종전 협약과 더불어 영국이 거둔 군사적, 정치적 승리를 지적했죠?

M: 예.

W: 하지만 과제는 전쟁이 참전한 민족들에게 어떠한 영향을 미쳤는가를 설명하라는 것이었어요. 캐나다, 미국, 영국 국민에 대해 언급했나요?

M: 아니요.

W: 그럼 알겠죠? 왜 B라는 점수가 나왔는지.

M: 예, 잘 알겠습니다. 안녕히 계세요.

A student talks to a professor about his grade on a paper. He believes his paper was good, and he deserved an A on it. He tells the professor why his paper was good: he had few grammatical errors, a clear thesis, and lots of evidence, he cited his work, and he wrote the appropriate length. The professor asks him the details of his paper, which was about the War of 1812. The student did not do the assignment properly because he did not discuss the people affected by the war.

C 1. (D) 2. (C)

1a nurse or a teacher

W: Hello, Mr. Gray. I have an appointment with you now.

M: Sure, your name is Heather, right?

W: Yes, I want to change my major, but I was told I must get permission from you.

M: You are now studying history, right?

W: Yes, I want to change to a chemistry major. What do I need to do?

M: Well, first, tell me why you want to change.

W: When I was a freshman, I really liked history, so I decided to study it. In fact, I still like history a lot, and the professors are really good. I am sure I will keep taking history classes. But I have been thinking about my future a lot lately, and history doesn't seem like a good major for my future.

M: Keep going.

W: Well, a few of my friends were talking about how much money doctors can make, so I thought about it, for a long time actually, and I decided I want to go to medical school. History won't help me get into medical school, but chemistry can.

M: How long have you thought about this?

W: Hmm, about 6 weeks. Like I said, I have thought a while about it. My cousin is in medical school, and we talked about what it would take to get in and become a doctor.

M: Okay, that is good, but what will you do with your degree if you don't get into medical school?

W: I have thought about that too. There is big demand for nurses. I also am getting a minor in education, so I could be a teacher. Or I could be a temporary teacher until I get into medical school.

M: Have you taken any chemistry classes?

W: Yes, I have taken two. I got an A in General Chemistry and a B in Chemical Analysis. I actually have a note from the professor supporting me.

M: Sounds good. Let's get you changed.

W: 안녕하세요, 그레이 교수님. 교수님이랑 약속을 잡았었는데요.

M: 그래요. 학생 이름이 헤더 맞죠?

W: 네. 전공을 바꾸려고요. 그런데 교수님의 허락이 필요하다고 해서요.
M: 지금은 역사를 전공하고 있죠?
W: 예. 그런데 화학 전공으로 바꾸려고요. 어떻게 해야 하죠?
M: 우선, 왜 전공을 바꾸려고 하는지 얘기해 봐요.
W: 1학년 때는 역사가 정말 좋아서 역사를 전공할 생각이었어요. 사실 지금도 역사가 좋고 교수님들도 정말 마음에 들어요. 역사 수업도 계속 들을 생각이에요. 그런데 근데 들어 미래에 대해 많이 생각해 봤어요. 역사는 제 미래에 별로 도움이 되지 않을 것 같아서요.
M: 그래서요?
W: 몇몇 친구들이 의사가 얼마나 많은 돈을 버는지에 대해 얘기하길래 저도 좀 생각을 해 봤어요. 사실 오랫동안 생각을 했는데 의대에 가려고요. 역사는 의대 진학에 도움이 되지 않지만 화학은 도움이 되잖아요.
M: 이 문제를 얼마나 오랫동안 고민했나요?
W: 음, 6주 정도요. 말씀 드린 대로 꽤 오랫동안 생각해 봤어요. 제 사촌도 의대를 다니는데 의대에 들어가고 의사가 되는데 얼마나 걸린지에 대해서도 얘기를 나눠 봤어요.
M: 좋아요. 그런데, 만약 의대 입학을 못하면 화학 전공으로 뭘 할 생각이죠?
W: 그것도 생각해 봤어요. 간호사에 대한 수요도 많잖아요. 교육을 부전공으로 해서 교사가 될 수도 있고요. 아니면 의대 진학 전까지 임시로 교사 일을 할 수도 있고요.
M: 화학 수업을 들은 적은 있나요?
W: 예. 두 수업을 들었어요. 일반화학에서는 A, 화학분석에서는 B를 받았어요. 게다가 교수님이 저를 칭찬하신 짧은 글도 있어요.
M: 훌륭하군요. 허락할게요.

A student made an appointment to talk to her counselor. She is currently a history major, but she wants to change to become a chemistry major. She needs permission to change her major. The counselor asks her some basic questions to make sure she is making the right decision. The counselor determines the student has thought about it long enough, the change will help her future, and the student has performed well. The counselor decides the change in majors is good for the student and grants her permission.

D 1. (B) 2. (D)

[1]present the invasion [2]Battle map

W: Hi John. Let's brainstorm for our project now.
M: We already decided our presentation will be on the German *blitzkrieg* of Poland in World War 2. I think we should split it up in halves, chronologically.
W: How about I do the prelude to the confrontation and you do the actual battles?
M: I think the battles will be difficult for everyone to follow, so let's have some kind of visual aid to help out.
W: Good idea. This time I don't want a bad grade. Got any ideas?
M: Yeah, we can have a battle map - a map of Poland, with the terrain and cities. Then we can have markers to designate the German and Polish forces. As one of us talks, the other moves the pieces on the map so people can see them moving throughout the country.
W: That's a great idea. I have another idea. We can have another sheet listing each major unit, the individual forces in that unit, and the commanders. That way we can refer to them by their unit names or their commander, and people will understand.
M: Oh, I like that. Then we could have one more map, too. As we move the units around, the map will become clustered, so we can have another map with the names of all the important places listed in big writing, so people will know where everything is.
W: This is going to be a great project. For the background information, I think we need to cover the political situation as well as the previous German aggression in Europe.
M: I don't know if we will have enough time. Is it that important?
W: Yeah, it is. Poland was the first actual military conflict of the war in Europe, so showing what had happened in the previous years will help people understand why certain events happened, like why Poland was unprepared.

W: 안녕, 존. 이제 우리 프로젝트를 위한 브레인스토밍을 해야지.
M: 이미 우리 발표 주제를 2차 대전 때의 폴란드에 대한 독일전격적으로 정했잖아. 연대순으로 반씩 나누는 게 어때?
W: 내가 서두부터 대결까지를 맡고 네가 실제 전투를 맡는 게 어때?
M: 전투는 애들이 잘 이해하기 힘들 테니까 시각 자료를 이용하자.
W: 좋은 생각이야. 이번엔 성적이 잘 나와야 해. 좋은 생각 있어?
M: 전투 지도를 그리는 거야. 지형과 도시를 표시한 폴란드 지도. 그런 다음 독일과 폴란드 군사력을 나타낼 마커를 사용하자. 한 사람이 발표를 하는 동안 다른 사람은 군대의 움직임을 볼 수 있게 지도 위에 마커들을 움직이는 거야.
W: 그거 좋은 생각이다. 나도 좋은 생각이 났어. 다른 종이에다 각 주요 부대와 그 부대의 군사력, 사령관 등을 표시하자. 그래서 부대명이나 사령관 이름으로 군대를 언급할 수 있도록 말이야.
M: 맘에 드는데. 그리고 지도를 하나 더 만들어도 되겠다. 군대를 움직이면 지도에 군대의 움직임이 표시될 것이고, 주요 장소 명을 큰 글씨로 적은 지도가 있어서 무엇이 어디에 있는지 알기 쉽도록 말이야.
W: 이거 정말이 아니겠는걸. 배경 지식을 위해 이전에 있었던 독일의 유럽 공격뿐만 아니라 정치적 상황도 언급하자.
M: 시간이 될지 모르겠네. 그게 그렇게 중요할까?
W: 중요하지. 폴란드는 유럽의 첫 격전지였고 이전에 어떤 일이 있었는지를 말해주면 왜 폴란드가 준비가 돼 있지 않았는지와 같은 어떤 상황들에 대한 이해가 쉬워질 거야.

Two students are brainstorming for a project. They

decide to split the work in half. One student will present background information, and the other student will present the German invasion of Poland. They need three visual aids. The first visual aid will be a map of Poland with army units to move around the map. The second will be a list of all the units involved and their commanders. The last will be a map of Poland with the names of all the important locations written very clearly on it.

Practice with Lectures

A 1. Ⓒ 2. Ⓓ

[1]Longitudinal axis [2]Plane turns up or down

Hello class. Today we are going to talk about the controls of an airplane. Umm, but as you know, I like to talk a bit about the history of things. People generally credit the Wright brothers for having accomplished the first manned flight of an airplane. Their work is very astonishing when you consider they had to do all their own research and there was little precedence for them to look to. Even something as simple as controlling the airplane had to be imagined, tested, developed, and perfected.

Over the past 100 years, the technology of airplanes has changed, but the controls are still similar. Today, airplanes have three basic turns: turning up and down, turning left and right, and spinning. Airplanes turn by manipulating fins that are designed in their wings. When a pilot moves the fins in the air stream, they react with the air pressure to turn the aircraft.

You see, an airplane has three axes. A turn in the lateral axis can make the plane move up or down. A turn in the longitudinal axis can make the plane spin or roll. The third axis is the vertical axis. This turns the plane left or right.

Each axis has its own set of fins on the aircraft. To make a turn on the lateral or vertical axis, a pilot needs only to turn the fins in the direction of the desired turn. For example, if the pilot wants to turn left, he would turn the vertical axis left. The air stream that flows around the aircraft would change, and the aircraft would turn right.

In order to turn on the longitudinal axis, the pilot must do something a little different. For this axis, a turn is achieved by manipulating the fins in the same direction. To achieve a spin, the fins go in opposite directions. For example, to spin clockwise, the right fin would turn down, so the right side of the aircraft drops. The left fin would turn right, so that the left side of the aircraft would rise. With one side rising and one side dropping, the aircraft then would perform a spin or roll.

안녕하세요, 여러분. 오늘은 비행기의 조종 장치에 대해 살펴보겠어요. 음, 그런데 역사적인 얘기를 좀 하려고 해요. 일반적으로 사람들은 최초의 유인 비행을 한 사람이 라이트 형제라고 알고 있어요. 자신들이 모든 연구를 직접 해야 했고 그들이 본보기로 삼을 전례가 거의 없었다는 점을 고려할 때 그들의 업적은 대단히 놀라워요. 심지어 비행기를 조종하는 것 같은 간단한 작업도 상상을 하고 실험을 하고 개발하고 완성시켜야 했어요.

지난 100년 간 항공 기술은 발전했지만 조종 장치는 별로 변한 게 없어요. 오늘날 비행기는 기본적인 회전을 합니다. 상하, 좌우, 그리고 급회전이죠. 비행기는 날개에 붙은 수직 안정 판을 이용해 방향 전환을 합니다. 조종사가 기류 속에서 수직 안정 판을 움직이면 수직 안정 판이 기압에 반응을 해서 비행기를 움직이게 됩니다.

여러분도 이시다시피 비행기에는 세 개의 축이 있어요. 횡축의 회전은 비행기를 상하로 움직이게 만듭니다. 종축의 회전은 비행기를 스피닝 또는 롤링하게 만듭니다. 세 번째 축은 수직 축이에요. 이 축은 비행기를 좌우로 움직이게 만듭니다.

각 축마다 항공기에 여러 개의 수직 안정 판이 있어요. 횡축 또는 수직 축으로 회전을 하기 위해서 조종사는 수직 안정 판을 원하는 방향으로 돌리면 됩니다. 예를 들어, 조종사가 좌회전을 하고 싶다면 수직 축을 왼쪽으로 돌리면 되죠. 항공기 주변에 있는 기류가 바뀌어 항공기는 오른쪽으로 회전하게 됩니다.

종축에서 회전을 할 때는 약간 다릅니다. 다른 축을 회전하는 경우에는 수직 안정 판을 회전하고 싶은 방향으로 회전합니다. 스피닝을 하기 위해서는 수직 안정 판을 반대 방향으로 움직여야 합니다. 예를 들어 시계 방향으로 스피닝하기 위해서는 오른쪽 수직 안정 판을 아래로 회전시켜 항공기의 오른쪽이 내려가게 해야 합니다. 왼쪽 수직 안정 판이 오른쪽으로 회전해서 항공기의 왼쪽이 올라가게 됩니다. 한쪽은 올라가고 한쪽은 내려가면서 항공기는 스피닝이나 롤링을 하게 됩니다.

Airplanes have three axes. Each axis has its own set of fins built into the aircraft's wings. The fins turn and react with the air stream to enable the airplane to turn. Three basic turns are capable. The airplane can turn up or down on the lateral axis, left or right on the vertical axis, or it can spin on the longitudinal axis. For the first two types of turns, the fins turn in the direction of the desired turn. For a spin, the fins turn in opposite directions.

B 1. Ⓓ 2. Ⓓ

[1]Lava [2]Toxic gases destroy ozone

M1: We have studied the causes of volcanoes. Now I want to discuss the effects volcanoes have on the Earth. We can classify the effects into three different categories. Can anyone take a guess what they are?

W1: Well, I am sure one of them is lava or is related to lava.

M1: Yes, you are right. There are a few different kinds

of lava flows. All of them can completely destroy the immediate environment, but later they are very beneficial to plant life. Lava, when it is not hot, is a great fertilizer for plants. They also emit lots of ash. We will get into that tomorrow. What other categories are there besides lava and similar emissions?

M2: What about other kinds of emissions, like gas? Volcanoes emit toxic gases, right?

M1: Yes, volcanoes emit many toxic and harmful gases, such as carbon dioxide and sulfur dioxide. Of course, not all the gases released are harmful, like water vapor, but others wreak havoc on our atmosphere. When sulfur dioxide reaches the atmosphere and reacts to change into sulfuric acid, it increases the Earth's albedo. What is the albedo?

W1: The albedo reflects the sun's heat. That reaction increases the Earth's albedo.

M1: Yes, why?

W1: Doesn't that mean volcanoes can actually reverse the effects of global warming and cool the Earth down?

M1: Very good! The eruptions of the past half century have actually increased the albedo enough to cool the surface of the Earth by half of a degree Fahrenheit. But, many of the gases emitted also destroy the ozone or can create acid rain. What other effects are there?

M2: In the movies, all the animals run away before a volcano.

M1: You almost got it. There are volcanic side effects. There are events that occur because of volcanoes, but are not emitted from volcanoes. Any guesses?

W2: Earthquakes. Earthquakes and volcanoes occur near faults and often accompany each other. Sometimes volcanoes cause small earthquakes.

M1: Yes, also, there are hot springs, geysers, fumaroles, and mud pots.

M1: 이제까지는 화산이 발생하는 원인에 대해 알아보았습니다. 이제는 화산이 지구에 미치는 효과에 대해 공부해 보도록 하겠어요. 누구 어떤 영향이 있는지 아는 사람?

W1: 한 가지는 용암이거나 용암과 관련 있는 것이지 않나요?

M1: 맞았어요. 용암류에는 몇 가지가 있어요. 모두 주변 환경을 완전히 파괴해 버리지만 시간이 흐르면 식물에게는 매우 유익하죠. 용암은 뜨겁지 않은 경우에는 식물에게 좋은 비료가 됩니다. 용암이나 유사한 배출물 외에 어떤 게 있을까요?

M2: 가스와 같은 다른 종류의 배출 물도 있지 않나요? 화산에서는 독성 가스가 나오는 걸로 알고 있어요.

M1: 맞아요. 화산에서는 이산화탄소나 이산화황과 같은 여러 가지 유독하고 해로운 가스가 나와요. 물론 수증기의 경우처럼 방출되는 모든 가스가 유해하지는 않지만 다른 가스들은 지구 대기에 극심한 피해를 입히죠. 이산화황이 대기와 만나면 반응을 해 황산이 생깁니다. 지구의 알베도가 증가하게 되죠. 알베도가 무엇일까요?

W1: 알베도는 태양열을 반사시켜요. 그 반응으로 지구의 알베도가 증가하게 됩니다.

M1: 맞아요. 왜죠?

W1: 화산은 실제로 지구온난화와 반대로 작용해 지구를 차갑게 만들지 않나요?

M1: 잘 대답했어요! 지난 반 세기 동안 있었던 화산 분출로 사실 지구 온도가 화씨로 0.5도 정도 감소했어요. 하지만 방출되는 가스 가운데 많은 부분은 오존층을 파괴하고 산성비를 생성시켜요. 다른 효과로는 어떤 게 있을까요?

M2: 영화를 보면 화산이 일어나기 전에 모든 동물들이 도망을 가던데요.

M1: 거의 정답이네요. 화산의 부작용이 있어요. 화산 때문에 일어나는 현상이죠. 하지만 화산에서 배출이 되는 것은 아니죠. 짐작 가는 사람?

W2: 지진이요. 지진과 화산은 단층 근처에서 일어나기 때문에 종종 함께 일어나죠. 때로는 화산이 작은 지진을 일으키기도 해요.

M1: 맞아요. 게다가 온천, 간헐천, 분기공, 머드 팟 등도 있어요.

Volcanoes have three basic categories of effects on the Earth. First, volcanoes produce lava. Lava can destroy or severely damage anything that lies in its path. Later, lava works as a good fertilizer. Second, volcanoes emit several gases into the atmosphere. Some of the gases are beneficial. They can help to increase the albedo. Other gases can damage the ozone or create acid rain. Last, there are several other side effects, such as geysers and earthquakes.

C 1. Ⓒ 2. Ⓐ

[1]Central Asia and Russia [2]Humans have little contact

Today, we are going to compare two different species that are the same genus. The two animals we will compare are the Olympic Marmot and the Bobak Marmot. First, they live a world apart. The Olympic Marmot lives in a small area in North America. It lives on the Olympic Peninsula in Washington state. Excluding Alaska, it is the northwesternmost part of the United States. Oh, yeah, and Hawaii is farther west. The Bobak Marmot's home is on the other side of the world, in the steppes of Russia and Central Asia. Even though they are both marmots, they prefer different areas to live. The Olympic lives in the alpine meadows near the Olympic Mountains. The Bobak is not like most marmots and lives in rolling grasslands and also has been known to live near cultivated fields.

Let's go on to defense calls. All species of marmots have calls and whistles to alert others of predators. The Olympic Marmot has much more developed calls though. Most research shows that the Bobak Marmot

only has one call. This call communicates any and all forms of predators. Some studies have hinted that their call can change depending on the terrain. In flat areas, the call is slow. In rugged terrain, the calls tend to be faster.
Umm, okay the Olympic Marmot's calls are much more advanced. Their calls are categorized into ascending, descending, flat, and trills. The different calls are used to designate the type of predator, for example a bird of prey versus a bear. The trills are believed to be used for very dangerous situations.
Olympic Marmots' natural enemies are mainly the coyote and puma, but to a lesser extent birds of prey and bobcats. Bobak Marmots' natural enemies are similar animals, large cats and packs of hunting canines. This may sound strange, but Bobak Marmots have been a source of emergency food for many Russian people. In times of extreme hardship and famine, the Bobak Marmot has been used as food and clothing. Due to this, you can guess the Olympic Marmot is less shy around people.

오늘은 동일한 속에 속하는 다른 종들을 비교해 볼 거예요. 비교할 두 종은 올림픽마모트(Olympic Marmot)와 보백마모트(Bobak Marmot)예요. 우선 두 동물은 분포 지역이 펼어져 있어요. 올림픽마모트는 북미의 좁은 지역에 삽니다. 이 동물은 워싱턴 주의 올림픽반도에 살아요. 알래스카를 제외하면 이 지역은 미국의 가장 북서쪽에 속합니다. 아, 맞네요. 하와이가 더 서쪽이겠네요. 보백마모트는 지구의 반대편인 러시아와 중앙아시아의 스텝지방에 분포합니다. 두 종이 다 마모트이기는 하지만 분포하는 지역은 차이를 보입니다. 올림픽마모트는 올림픽산맥 근처의 고산 지대 초원에 삽니다. 보백마모트는 일반적인 마모트와는 달리 완만한 기복이 있는 초원에 살며 경작지 근처에 사는 것으로도 알려져 있어요.
이번엔 방어용 울음소리를 한번 살펴볼까요. 모든 마모트는 포식자를 경계하기 위해 울음소리나 휘파람소리를 냅니다. 그렇지만 올림픽마모트는 훨씬 발달되어 있어요. 대부분의 연구에 따르면 보백마모트는 한 가지 울음소리만 냅니다. 이 소리는 모든 종류의 포식자들을 다 포함하는 소리죠. 몇몇 연구에 따르면 지형에 따라 울음소리가 변하기도 한다고 해요. 평평한 곳에서는 울음소리가 느리죠. 반면 울퉁불퉁한 곳에서는 울음소리가 좀 더 빨라진다고 해요.
음, 그런데 올림픽마모트의 울음소리는 훨씬 발달되어 있어요. 울음소리가 올라가는 소리, 내려가는 소리, 평평한 소리, 떨리는 소리 등이 있어요. 각기 다른 울음소리는 포식자의 종류를 나타냅니다. 예를 들어 맹금과 곰의 경우 다른 울음소리를 내죠. 떨림소리는 가장 위험한 순간을 알릴 때 사용하는 것으로 알려져 있습니다.
올림픽마모트의 천적은 주로 코요테와 퓨마지만 그 밑으로 맹금류와 보브캣도 있죠. 보백마모트의 천적으로는 유사한 동물들, 덩치 큰 고양이과 동물, 사냥개 떼 등이 있어요. 이상하게 들릴지 모르지만 많은 러시아인들이 보백마모트를 비상식량으로 사용했어요. 극심한 기아와 빈곤이 있었을 당시 보백마모트는 음식과 의복을 해결하는데 사용되었죠. 이 때문에 올림픽마모트가 사람들을 덜 무서워한다는 것을 짐작할 수 있을 거예요.

Two different species of the Marmot genus are the Olympic Marmot and the Bobak Marmot. The Olympic Marmot lives near the Olympic Mountains in the Olympic Peninsula of Washington state. The Bobak Marmot lives in open grasslands in Central Asia and Russia. Both animals have calls to warn other marmots of a predator, but the Olympic Marmots' calls are more advanced and recognize different kinds of predators. The Bobak Marmot has been eaten by Russian people during famine, and it has also been used as a source of fur for clothes.

D 1. Ⓒ 2. Ⓐ
[1]Walter Camp [2]Many deaths

M1: Let's talk about what some people consider the most popular sport in America. Football was derived from soccer. Versions of soccer were played all over the world. The Chinese played a game called cuju over 2,200 years ago. Native Americans were playing a game like soccer before Europeans arrived in the Americas.
W: How much influence did the Native Americans have on football? Did settlers play with them?
M1: I am sure settlers and Native Americans played, but that had almost no influence on the development of football. Football became popular by elite college students playing the game around the 1820s. It was mainly an unorganized version of mob style soccer. Harvard played a game similar to rugby. In 1874, McGill University of Montreal played Harvard. Harvard adopted the Canadian version of football, which was much more similar to today's football. Harvard spread that style of football to other schools, who were playing a soccer-style game.
M2: You mean Canadians were playing American-style football before Americans?
M1: Not quite. They were playing a game similar to rugby, but they did influence the development of football. By 1883, a coach named Walter Camp made some major changes to the game, such as reducing the number of players from 15 to 11, adding the line of scrimmage, and adding a rule if the ball is not moved five yards after three downs, the other team would gain control of the ball. This rule was created to thwart Yale's strategy of controlling the ball without attempting to score.
W: Didn't Harvard and Yale hate each other?
M1: Football was very dangerous. Harvard invented the flying wedge, which almost killed 7 Yale players in one game. 18 players were killed in 1905. This led

to more changes, such as the forward pass and adding a fourth down. After this, the game was pretty similar to our football today.

M1: 일부 사람들이 미국에서 가장 인기 있는 스포츠라고 생각하는 스포츠 얘기를 좀 해 볼까요? 미식축구는 축구에서 시작되었어요. 전 세계적으로 여러 가지 형태의 축구가 행해지고 있어요. 중국에서는 2,200년도 더 전에 쿠주라고 하는 축구 경기를 했어요. 유럽인이 아메리카 대륙에 정착하기 전에 아메리카 원주민들도 축구와 비슷한 경기를 했습니다.

W: 아메리카 원주민들이 미식축구에 얼마나 큰 영향을 주었나요? 정착자들도 인디언들과 축구 경기를 했나요?

M1: 정착자들이 원주민들과 함께 경기를 했을 거라 확신은 하지만 미식축구의 발달에는 거의 영향을 주지 않았어요. 미식축구는 1820년대쯤 엘리트 층인 대학생들이 경기를 하면서 인기가 높아졌어요. 처음에는 주로 때리지 식의 무질서한 축구였어요. 하버드대에서는 럭비와 비슷한 경기를 했죠. 1874년에 몬트리올의 맥길대학이 하버드대와 경기를 가졌어요. 하버드대는 오늘날의 미식축구와 대단히 유사한 캐나다 축구를 도입했어요. 하버드대는 축구식 경기를 하고 있던 다른 대학에 이 캐나다 축구를 보급시켰습니다.

M2: 캐다나인들이 미국인보다 먼저 미국식 축구를 했었다는 말씀이신가요?

M1: 꼭 그렇지만은 않아요. 캐나다인들은 럭비와 비슷한 경기를 했지만 미식축구의 발달에 영향을 주긴 했죠. 1883년경, 월터 캠프라는 코치가 선수 수를 15명에서 11명으로 줄이고 세 번의 다운 후에 공을 움직이지 않으면 상대팀에게 공이 가는 것으로 게임의 규칙을 바꾸었어요. 이 규칙은 득점을 하려는 시도도 없이 공을 쥐는 예일대의 전략을 방해하기 위해 만들어졌어요.

W: 하버드대와 예일대는 앙숙 아닌가요?

M1: 미식축구는 대단히 위험했어요. 하버드대는 V자꼴 이동대형인 플라잉웨지를 만들어내 한 경기에서 7명의 예일대 선수가 죽을 뻔 하기도 했죠. 1905년에는 18명의 선수가 사망했어요. 이 때문에 포워드 패스나 네 번째 다운 같은 규칙의 변화가 생겼어요. 이후 미식축구는 우리가 알고 있는 미식축구와 거의 비슷해졌죠.

American Football is derived from European soccer. In the 1820s, American universities made the sport popular, but they played a game similar to soccer. Harvard played a game more like rugby. They then played a Canadian football team and adopted the Canadian style of football. Harvard passed on this style to the rest of the American universities. Walter Camp changed the game even further by adding downs and the line of scrimmage and reducing the number of players. The large number of deaths resulted in more changes, like the forward pass and a fourth down.

Integrated Listening & Speaking

A

1. (A) The student cannot get her transcripts mailed because the school only mails them to alumni.
   (B) The student is not an alumnus, so she cannot get her transcripts mailed.
2. (A) The student needs three transcripts for her application.
   (B) The application requires the student to provide three transcripts.
3. (A) The student must go to the Registrar's Office, fill out a request form, and pay a fee.
   (B) After the student goes to the Registrar's Office, fills out a form, and pays a fee, she can get her transcripts.

A Boston College graduate student will apply for a summer internship. She needs three copies of her transcript for her applications. She thinks it might not be possible to get three copies. The office worker tells her she can get as many copies as she wants, but she must pay three dollars for each extra copy. The student wants the transcripts mailed to her, but the Registrar's Office will only mail transcripts to alumni. The student wants to know how to get the transcripts, and the worker tells her she must come to the Registrar's Office, fill out a request form, and pay the fee. Then she can get the transcripts the next business day.

보스턴 대학의 대학원생이 여름 인턴 십을 신청하려고 합니다. 그녀는 신청을 위해 성적증명서 사본이 세 통 필요합니다. 그녀는 세 통을 발급 받는 것이 불가능할지도 모른다고 생각합니다. 사무실 직원은 원하는 통 수만큼 발급이 가능하지만 추가 한 통당 3달러를 지불해야 한다고 말합니다. 학생은 성적 증명서를 우편으로 받고 싶어하지만 사무실에서는 졸업생에게만 우편 발송을 합니다. 학생이 어떻게 성적증명서를 발급 받는지 묻자 직원은 등록사무실로 와서 신청서를 작성하고 요금을 지불하면 익일 영업일에 성적증명서를 받을 수 있다고 말합니다.

B

1. (A) The student talks to the counselor to get permission to change her major.
   (B) The student has this conversation because she needs permission from the counselor to change her major.
2. (A) The job the student wants is doctor.
   (B) The student wants to be a doctor.
3. (A) The student's current major is history.
   (B) The student is currently a history major.

A student has an appointment with her counselor. The student currently is a history major, but she wants to change her major to chemistry. She needs to get permission from her counselor to change her major. The counselor asks her some questions about how making the change will help her and if it is a good idea.

The counselor learns the student has thought about the decision for six weeks, has done well in her chemistry classes, and has a goal to become a doctor. She also has a plan in case she cannot get into medical school. The counselor decides it is a good decision. The counselor gives her permission to change her major.

한 학생이 상담교사와 약속을 잡습니다. 학생은 현재 역사를 전공하고 있지만 화학으로 전공을 바꾸고 싶어하죠. 그녀는 전공을 바꾸기 위해 상담교사에게 허락을 받아야 합니다. 상담교사는 전공을 바꾸는 것이 어떻게 그녀에게 도움을 줄지 그리고 좋은 생각인지에 관해 몇 가지 질문을 합니다. 상담교사는 그녀가 6주 간이나 고민을 해서 결정을 했으며 화학 성적도 좋고 의사가 되려는 목표가 있다는 것을 알게 됩니다. 또한 그녀는 의대에 진학하지 못하는 경우에 대비한 계획도 있습니다. 상담교사는 좋은 생각이라고 결정을 내립니다. 상담교사는 그녀에게 전공을 바꿔도 좋다는 허락을 해 줍니다.

C

1. (A) The Olympic Marmot lives in alpine meadows near mountains.
   (B) The Olympic Marmot's home is close to mountains in alpine meadows.
2. (A) The purpose of the marmot's calls is to warn other marmots of predators.
   (B) The marmot will call to other marmots because a predator is near.
3. (A) The Bobak Marmot served people as an emergency source of food and clothes.
   (B) People used the Bobak Marmot to eat and make clothes during times of emergencies.

A professor is discussing the differences of two animals. They are different species but the same genus. The first is the Olympic Marmot, which lives on the Olympic Peninsula in Washington state. The other is the Bobak Marmot. The Bobak lives in Central Asia and Russia. The Olympic Marmot lives in alpine meadows near mountains. The Bobak Marmot lives in rolling grasslands and near cultivated fields. Both animals have a call to alert other marmots of the presence of predators. The Bobak Marmot has one call for all predators. The Olympic Marmot has several calls to distinguish different types of predators. The Bobak Marmot has been used as a source of food and clothes by some people.

교수님이 두 동물의 차이점에 대해 설명하고 있습니다. 두 동물은 종이 다르지만 같은 속에 속합니다. 첫 번째는 워싱턴 주의 올림픽반도에 사는 올림픽마모트입니다. 다른 한 종은 보백마모트입니다. 보백마모트는 중앙아시아와 러시아에 분포하죠. 올림픽마모트는 산맥 근처의 고산지대 초원에서 삽니다. 보백마모트는 완만한 기복이 있는 초원이나 경작지 근처에 삽니다. 두 종 다 포식자가 나타나는 경우에 경계용 울음소리를 내죠. 보백마모트는 모든 포식자에 대해 한 가지 울음소리만 내지만 올림픽마모트는 포식자의 종류를 구별하기 위해 여러 가지 울음소리를 냅니다. 일부 사람들은 식량과 의복의 재료로 보백마모트를 사용했습니다.

D

1. (A) The gas emissions from volcanoes increase the albedo.
   (B) The albedo is increased by the gas emissions from volcanoes.
2. (A) Lava destroys the surrounding environment and then serves as a good fertilizer for plants when it cools.
   (B) At first lava can destroy the surrounding environment, and then it helps plants by being a good fertilizer after it cools.
3. (A) Two of the gases emitted from a volcano are carbon dioxide and sulfur dioxide.
   (B) During an eruption, volcanoes will emit gases such as carbon dioxide and sulfur dioxide.

Volcanoes have three different kinds of effects on the Earth. The first category is the lava and ash that are emitted from the volcano. Lava can cause lots of damage to the surrounding environment. Later, after it has cooled, lava is a good fertilizer for plants. The second category is the different gas emissions from the volcano. Many of the gases emitted are toxic or harmful to the ozone, like carbon dioxide and sulfur dioxide. Other gases help increase the albedo in the ozone, and that causes the Earth's temperature to cool. The third category is the side effects the volcano can have, such as earthquakes, geysers, and hot springs.

화산은 지구에 세 가지 영향을 미칩니다. 첫 번째는 화산에서 나오는 용암과 분출물입니다. 용암은 주변 환경에 많은 피해를 입힙니다. 시간이 흘러 용암이 식으면 식물에게 좋은 비료가 됩니다. 두 번째는 화산에서 나오는 가스입니다. 배출되는 이산화탄소나 이산화황 같은 많은 가스들은 유독하며 오존층에 해롭습니다. 다른 기체들은 오존의 알베도를 증가시켜 지구의 온도가 내려가도록 합니다. 세 번째로는 화산이 갖는 부작용으로 지진, 간헐천, 온천 등을 들 수 있습니다.

Mini TOEFL iBT

A 1. C 2. C 3. A 4. D 5. B

W: Hi, Professor Clark. Remember I wanted to talk to you about my internship?

M: Yes, of course. Tell me about the internship you are looking at.

W: Okay, the internship is with Nike. I will be on their advertising team. Basically, what they want is to

attract more kinds of buyers. For example, Nike is currently really popular with people age 29 and younger, but a lot of older people buy other brands. My job will be to talk to the people that do not buy Nike and find out what kind of advertisements would interest them. I think it will be really fun, and I can get paid for it, a little bit at least.

M: Money is good. I thought you were a communications major. Did you change?

W: No, I didn't.

M: I think you would have a better chance at getting an internship in your major. Like last summer, you did that internship with a magazine.

W: No, it was a newspaper. *The Chicago Tribune*.

M: Right, I am sorry. It was a newspaper. You know, I actually talked to the people that looked over your application, and one of the reasons you were accepted is because the internship directly applies to your major. I really think you should stick with a similar internship.

W: You think so? Hmm, because I really like the Nike one. I can travel and maybe get some free shoes or clothes.

M: Now I see. You are looking at that stuff. Honestly, don't do that. Shoes are nice, and clothes are nice, but the point of an internship is to learn, not to travel and get stuff. Look into some magazines or other newspapers. You have experience now as a journalist, and that is very valuable. You are ahead of most of the other applicants.

W: I see your point. Do you think I could do both? Then I could be happy traveling with Nike and gain all the knowledge and experience in journalism.

M: That's not a good idea. You must commit yourself. I strongly urge you to do a similar internship like the one you did last year. If you are thinking about changing your major, then look into Nike, but if you are staying in communications, then go for a newspaper.

W: I guess you are right. Are you good at writing letters of recommendations?

M: Yes, I am. Don't worry.

W: 안녕하세요, 클락 교수님. 인턴십 때문에 면담 요청을 했었는데요.

M: 네, 기억해요. 어떤 인턴십에 관심이 있죠?

W: 예, 나이키 인턴십이에요. 광고 팀에 지원을 했어요. 기본적으로 그 쪽에서 원하는 건 보다 다양한 고객을 끌어들이는 거죠. 예를 들어 나이키는 현재는 29세 이하의 사람들에게 인기가 있고 그 이상 연령대 사람들의 경우는 다른 브랜드를 선호하죠. 제 일은 나이키를 구매하지 않는 사람들과의 대화를 통해 그들이 관심을 가질만한 광고를 파악해 내는 것이에요. 작업도 흥미롭고 적긴 하지만 보수도 있어요.

M: 돈은 좋은 법이죠. 커뮤니케이션 전공 아닌가요? 바꿨어요?

W: 그대로예요.

M: 학생 전공으로 인턴 과정을 밟는 게 더 좋을 것 같아서요. 지난 여름에는 잡지사 인턴을 했잖아요.

W: 신문이었어요. "시카고 트리뷴"이요.

M: 맞아요. 미안해요. 신문사였죠. 사실 학생의 지원서를 검토했던 사람과 얘기를 나눈 적이 있었는데 학생이 합격한 이유 중의 하나가 인턴 과정이 학생 전공과 직접 관련이 있어서죠. 진심으로 하는 얘긴데 비슷한 인턴 과정을 밟는 게 좋을 거예요.

W: 그런가요? 나이키의 인턴 자리가 정말 마음에 들어서요. 여행도 할 수 있고 공짜 신발이며 의류도 얻을 수 있을 것 같아서요.

M: 이해가 되네요. 물건에 욕심이 있군요. 솔직히 그렇게 하면 안 되요. 신발도 좋고 옷도 좋지만 인턴 과정의 핵심은 여행을 하거나 물건을 얻는 것이 아니라 배우기 위한 것이에요. 잡지나 다른 신문사를 찾아봐요. 언론 경험이 있고 그 경험은 대단히 소중해요. 다른 지원자보다 훨씬 유리할 거예요.

W: 무슨 말씀인지 알겠어요. 두 가지 다를 할 수는 없을까요? 그러면 나이키 일을 하며 여행도 할 수 있고 언론 쪽의 지식과 경험도 키울 수 있잖아요.

M: 나쁜 생각은 아니죠. 마음을 단단히 먹어야 할 거예요. 하지만 지난 해와 비슷한 인턴 과정을 밟는 게 나을 거라 확신해요. 전공을 바꿀 생각이라면 나이키를 알아보세요. 하지만 커뮤니케이션 전공을 계속 할 생각이라면 신문사를 알아보세요.

W: 교수님 말씀이 맞는 것 같네요. 추천서 부탁을 드려도 될까요?

M: 물론이죠, 걱정 말아요.

B 1. (D) 2. (C) 3. (A) 4. (A) 5. (A)
6. Yes/No/No/No/Yes

W: Let's talk about current American houses. Current American houses are very different from the housing styles of the past few hundred years. The biggest change in housing style comes from the location of the houses. 100 years ago, people lived in the country or the city. There has been a trend of people moving into suburbs. Why is this important?

M: Well, the suburbs are cheaper, and there are fewer people.

W: Yes, how are the suburbs cheaper? Do you mean buying a pizza at a lower price affects houses?

M: Of course not. Hmm, well, the cost of land is cheaper.

W: Yes! Exactly! Land costs a lot less in suburbs. Land is also more available there. That means houses can get bigger without needing to build more stories. There are two big things there. First, there are no more homes built above a store. Those second-story homes are only located in the cities. Next, houses can be built on larger areas of land for a cheaper price. This means more people can afford a large home. What technological developments

have changed American homes since the turn of the century?

M: I am sure there are many. There have been many changes in the kitchen, hmm, what else?

W: Not really the kitchen, but you are close. Fireplaces have been replaced by heaters, meaning most homes don't have fireplaces, or they are just for decoration. Many American families now have more than one car, meaning they have multi-car garages. There have been social changes as well. The middle of the 20th century gave rise to the nuclear family. Also, as farming became less popular, households have shrunk. An average family has only two or three kids. Now bedrooms are bigger and more personal. Many families have fewer people in the house but bigger houses, so bedrooms often have only one or two people in them. This is a big contrast to the bedrooms on farmlands or in cities with several people in one room.

M: Why do all the houses in suburbs seem to be identical?

W: That is because they are built too quickly. There is a huge demand to move out of the cities, so houses are not individually designed and built. Developers build several houses at the same time using a similar style for each one. It is more efficient.

W: 현대 미국 주택에 대해 공부해 봅시다. 현대 미국 주택은 과거 몇 백 년간의 미국 주택과는 아주 달라요. 주택 양식의 가장 큰 변화는 주택의 위치 때문에 생기죠. 100년 전에는 사람들이 시골이나 도시에서 살았죠. 하지만 사람들이 교외로 옮겨가기 시작했어요. 이 사실이 왜 중요할까요?

M: 교외 주택이 더 저렴하기 때문이겠죠. 사람들도 더 적고요.

W: 맞아요. 그런데 왜 교외가 더 저렴할까요? 더 낮은 가격에 피자를 사 먹을 수 있다는 사실이 주택에 영향을 미칠까요?

M: 물론 아니죠. 땅값이 더 싸기 때문 이닌가요?

W: 맞았어요! 정확해요! 교외의 경우 땅값이 훨씬 저렴해요. 땅도 더 많고요. 다시 말해 건물을 위로 올릴 필요 없이 더 넓게 지을 수 있다는 얘기죠. 두 가지 중요한 사실이 있어요. 우선, 상가 위에 주택을 짓지 않죠. 2층 주택은 도시에만 존재합니다. 다음으로 보다 저렴한 가격에 보다 넓은 대지 위에 집을 지을 수 있어요. 보다 많은 사람들이 더 넓은 주택을 소유할 수 있다는 얘기죠. 21세기가 되면서 미국 주택에 어떠한 기술적 변화들이 일어났을까요?

M: 여러 가지가 있다고 생각합니다. 부엌에도 많은 변화가 있었고 음, 또 뭐가 있죠?

W: 정확히 부엌은 아니죠. 하지만 정답에 가까워요. 벽난로가 히터로 바뀌어서 대부분의 집에는 벽난로가 없고 있어도 단지 장식용일 뿐이죠. 미국 내 대부분의 가정이 차가 한 대 이상 있어요. 그래서 두 대 이상 주차할 수 있는 차고가 필요해졌죠. 뿐만 아니라 사회적 변화도 있었어요. 20세기 중반에 핵가족이 생겨났죠. 또한 농사를 짓는 가정이 줄면서 세대의 크기도 줄어들었어요. 평균 가정의 자녀수가 두 명 내지 세 명이죠. 침실도 더 커지고 더 사적인 공간이 되었어요. 많은 가정이 구성원 수는 줄었지만 주택의 규모는 커졌죠. 그래서 침실에는 한 명 또는 두 명만 자는 경우가 흔한 경우죠. 한 방에 여러 명씩 자곤 하는 농장이나 도시의 침실과 비교하면 확실한 대비가 되죠.

M: 왜 교외에 있는 집들은 하나같이 똑같이 생겼죠?

W: 너무 짧은 시간에 짓기 때문이에요. 도시를 벗어나려는 사람들이 너무 많아 개인 취향대로 설계하고 시공하질 못하죠. 개발업자들은 비슷한 스타일로 동시에 여러 채를 짓죠. 그게 더 효과적이니까요.

Vocabulary Review

A

1. a record of classes taken and grades (transcript)
2. changing or controlling (manipulating)
3. placed too closely together (clustered)
4. a previous experience (precedence)
5. a classification of land, such as forest, desert or mountain (terrain)
6. a first year student (freshman)
7. getting lower (descending)
8. a group of uncontrolled people that act emotionally (mob)
9. facts to support an idea or opinion (evidence)
10. an idea that has been made the best possible (perfect)
11. ordered by time, usually oldest to newest (chronologically)
12. an irritation or bother; something you don't want to do (annoyance)
13. a title given to students by a school after completing a program of study (degree)
14. poisonous (toxic)
15. a category of an animal that is more general than species (genus)

B

1. The bank near the river is open late. It doesn't have regular office hours.
2. John answered first, and then the children each answered in a clockwise order.
3. During the 1800s, there were many conflicts between American settlers and Native Americans.
4. The teacher wants me to use primary sources, but I can't find any diaries or journals.
5. The mail usually arrives in three business days.
6. I didn't understand the situation because I didn't have enough background information.

Unit 5 Understanding the Speaker's Attitude

Basic Drill

A 1. (B) 2. (D) 3. (D)

M1: Hello, this is the Student Service Center. How may I help you today?
M2: Hi, I'm calling from my dorm room. I'm in Building B, room number 412. My door is broken. Could someone come up and fix it?
M1: Okay, no problem. You'll need to come down to the main office and fill out a repair request form.
M2: But I have finals coming up. I'm really busy. The hinge on the door is just missing a bolt. It would only take five minutes to fix. Couldn't you just send someone? I promise I'll fill out the request later.
M1: I'm afraid we can't give preferential treatment. You'll just have to come down and fill out the form before we can do anything.

M1: 여보세요. 학생 지원센터입니다. 무엇을 도와드릴까요?
M2: 네, 여기는 기숙산데요. B동 412호요. 문이 고장 나서요. 좀 고쳐주실 수 없나요?
M1: 예, 그러죠. 사무실로 오셔서 수리 신청서를 작성해 주세요.
M2: 그런데 기말고사가 있어서요. 너무 바쁜데요. 문 경첩에 볼트 하나가 없어졌어요. 고치는 데 5분이면 될 거예요. 누굴 좀 보내주실 수 없나요? 약속하죠. 신청서는 나중에 꼭 쓸게요.
M1: 학생만 봐줄 수는 없어요. 내려오셔서 신청서를 먼저 작성하셔야 해요.

M1: Hi, Mr. Jehosephat. May I speak to you for a second?
M2: Hi, David. How can I help you today?
M1: Yeah, I'm a little behind on my interview project.
M2: Aha, I see.
M1: Well, I know you are friends with the manager over at the Intel office in Pasadena.
M2: Oh yes, Bob Nilfordson. We play golf sometimes.
M1: Well, I was hoping you could call him and ask if he would get together with me for an hour tonight, so I can complete this interview project.
M2: David, you know I can't do that. It just wouldn't be fair to the other students.
M1: Okay, I understand. But I have to warn you that my project will probably be late.

M1: 안녕하세요 제호세팟 교수님. 잠깐 얘기 좀 할 수 있을까요?
M2: 안녕하세요, 데이비드. 무슨 일이죠?
M1: 예, 인터뷰 프로젝트가 걱정이 되어서요.
M2: 아, 그렇군.
M1: 파사디나에 있는 인텔 사무실 매니저와 친구분이신 걸로 알고 있어요.
M2: 예, 맞아요. 밥 닐포드슨이요. 종종 골프도 같이 치죠.
M1: 그래서 말인데 혹시 전화를 걸어 오늘 밤 1시간쯤 같이 이야길 나누자고 말해 주실 수 있나 해서요. 그래서 이 인터뷰 프로젝트를 완성했으면 하는데요.
M2: 데이비드, 그건 안 되죠. 다른 학생들한테 공평하지가 못 하잖아요.
M1: 네, 알겠습니다. 하지만 어쩌면 인터뷰 프로젝트가 늦어질지도 모른다는 말씀을 드려야겠네요.

M: Hi Jennifer. Can I speak to you for a moment?
W: Sure, Dr. Kline. What is it?
M: Let's take a look together at this report you handed in yesterday. I can't accept it from you.
W: Oh, but why? I worked so hard on it.
M: That may be the case, but you've forgotten two very important requirements. First of all, you didn't cite your sources.
W: Aha, I see. I can go back and do that easily.
M: Secondly, this paper is single spaced. I specifically told you I needed your reports to be double spaced. I need the extra space to write my comments between the lines.
W: Okay. I'll fix it right away and hand it back to you after lunch.

M: 안녕하세요, 제니퍼. 잠깐 시간 좀 낼 수 있어요?
W: 물론이죠, 클린 교수님. 무슨 일이시죠?
M: 어제 제출한 이 보고서 얘기를 잠깐 할까 하는데요. 받을 수가 없네요.
W: 아니, 왜요? 열심히 했는데요.
M: 그렇기는 하겠지만 대단히 중요한 두 가지 요건을 깜빡 했네요. 우선, 참고 문헌을 적지 않았어요.
W: 아, 알겠습니다. 다시 가서 금방 해 오죠.
M: 두 번째로 보고서의 줄 간격을 1로 했네요. 제가 수정을 할 수 있도록 줄 간격을 2로 하라고 특별히 얘기했잖아요.
W: 알겠습니다. 바로 가서 수정해서 점심 시간 뒤 제출할게요.

B 1. (B) 2. (C) 3. (A)

Today, I want to tell you about Avram Noam Chomsky. He was born in Philadelphia in 1928. He most notably created the theory of generative grammar. This is considered to be one of the most significant contributions to the field of theoretical linguistics. But Chomsky is far better known for his political activism than his work in linguistics. He has strongly criticized the foreign policies of the United States and other governments. He describes himself as a libertarian socialist and a sympathizer of anarcho-syndicalism. Chomsky is a key intellectual figure in left wing politics of the United States. Between 1980 and 1992, Chomsky was the most cited source of any living scholar. He is

the eighth- most cited scholar overall.

오늘은 아브람 노암 촘스키에 대해 공부하도록 하겠어요. 그는 1928년 필라델피아에서 출생했어요. 그는 변형생성문법 이론을 만든 이로 잘 알려져 있어요. 이 이론은 이론언어학 분야의 가장 중요한 공헌 중의 하나로 꼽힙니다. 하지만 촘스키는 언어학에서의 업적보다 정치적 활동으로 더 잘 알려져 있어요. 그는 미국과 다른 정부들의 외교정책을 강력히 비판했어요. 그는 자신을 자유론적 사회주의자이자 아나코 신디칼리즘의 지지자로 묘사했어요. 촘스키는 미국의 좌파 정치의 핵심적 인물이었죠. 촘스키는 1980년과 1992년 사이에 현존 학자 가운데 가장 많이 인용되는 학자였어요. 전체적으로는 여덟 번째로 많이 언급되는 학자죠.

All right class, today I want to tell you about the architecture of Turkey. Most of its great works come from the Ottoman Empire. The Ottomans ruled Turkey and the surrounding areas for over six hundred years. Their architects achieved the greatest level in all of the Islamic lands. They mastered the technique of building vast inner spaces. These spaces were confined by seemingly weightless domes. Furthermore, they achieved perfect harmony between the inner and outer spaces, as well as between light and shadow. The plain mosque of the past was transformed by the Ottomans into a sanctuary of aesthetic and technical balance.

안녕하세요, 여러분. 오늘은 터키 건축에 대해 공부해 보도록 하겠어요. 위대한 건축물은 대부분 오스만 제국에서 비롯되었어요. 오스만 제국은 6백 년 이상 터키와 주변국들을 지배했어요. 오스만 제국의 건축가들은 이슬람 문명에서 가장 위대한 건축물을 만들었어요. 그들은 거대한 실내 공간을 만드는 기술을 알고 있었어요. 이러한 공간은 겉으로 봐서는 아무런 무게도 나가지 않을 것 같은 둥근 천장으로 둘러싸여 있었죠. 게다가, 그들은 빛과 그림자뿐만 아니라 내부 공간과 외부 공간이 완벽한 조화를 이루게 했어요. 과거의 평이한 사원이 오스만인들에 의해 미적, 기술적 균형의 성소로 탄생하게 된 것이죠.

Okay, today I want to spend some time discussing the manager-employee relationship. There are various styles of management that a manager can employ to accomplish his goals. Let's consider two very different styles of management. An autocratic manager makes all of the decisions. The advantage of this style is that all of the decisions are consistent. A danger of this style is that employees may become overly dependent on the manager. The opposite of the autocratic style is the *laissez-faire* style. This kind of manager simply allows the employees to manage themselves. This can bring out the best in highly creative individuals. But in many cases, it is not deliberate and is the result of poor management.

좋아요. 오늘은 노사 관계에 대해 공부해 보도록 하겠어요. 고용주가 자신의 목표를 이루기 위해 사용하는 경영 방법은 여러 가지가 있어요. 두 가지 다른 경영 방법을 살펴 봅시다. 독재적인 고용주는 모든 결정을 혼자 내립니다. 이 방법의 이점은 모든 결정이 일관성 있다는 것이죠. 반대로 단점은 고용인들이 지나치게 고용주에게 의존하게 된다는 점입니다. 독재적 방법에 반대되는 방법은 자유방임형입니다. 이러한 고용주는 고용인들이 스스로 알아서 하도록 합니다. 이 방법은 대단히 창의적인 개인들의 경우에는 최선의 결과를 낳을 수 있어요. 하지만 많은 경우, 이 경영 방법은 의도된 것이라기보다는 불완전한 경영의 결과 나타나죠.

Practice with Conversations

A 1. (B) 2. (D)

1posters and brochures

W: Hi, Dr. Caruso. May I have a moment of your time?

M: Hello, Mary. Sure, what's up?

W: Well, I'm working on my final project for my international business development class. I have to assemble a presentation as if it were a campaign to increase tourism for Guatemala. Since you're the Professor of Latin American Studies, I was hoping you might have some supplements that I could add to my presentation to spruce it up. You know, like some posters or brochures.

M: Hmm, let me think for a second. Well, I have an ancient Aztec spearhead and some examples of Stone Age pottery and weaving. Would those archeological antiques be of any use if I loaned them to you?

W: Uh, those sound interesting. But I was hoping for something more modern. I was thinking you might have some of those big laminated posters, some enlarged photographs, or maybe some information about the tourism industry.

M: Aha, I see. You're doing a booth to educate people about visiting Guatemala. Okay, I can help. But I don't have the materials here. Let me give you the telephone number for the Guatemalan Embassy downtown. I know the deputy ambassador there. I'm sure she would be happy to furnish you with some public relations materials. I know they have packets of posters and brochures that they hand out for free.

W: Thank you so much. That sounds like just what I need. I'll call them right away.

M: Sure, let me just check my rolodex here for Marta's phone number. I'll call her and put in a good word for you. She's always very helpful when I refer students. Let me tell you about one time. Last year, we took a study trip there, and two of my students lost their passports. There was a mix-up with immigration, and I called her. She got it all sorted out for us.

W: Wow, it's good to have connections I guess.
M: You bet it is!

W: 안녕하세요, 카루소 교수님. 잠깐 시간 좀 내주실 수 있으신가요?
M: 안녕하세요, 메리. 무슨 일이죠?
W: 국제 비즈니스 개발 수업의 기말 프로젝트를 하고 있어요. 과테말라의 관광 진흥 캠페인인 것처럼 발표를 해야 해요. 교수님은 라틴 아메리카 연구가 전공이시니까 제 발표를 멋지게 해줄 보충자료가 있을까 해서요. 예를 들면 포스터나 소책자 같은 거요.
M: 흠, 가만 있자. 고대 아즈텍 창 촉 하나랑 석기 시대 그릇이랑 직물이 몇 개 있어요.
W: 흥미롭겠네요. 하지만 좀더 현대적인 것은 없나요? 어쩌면 교수님이 코팅된 포스터나 확대 사진, 아니면 관광과 관련된 정보가 있을지도 모른다고 생각했는데.
M: 이하, 알겠어요. 과테말라에 대해 사람들에게 홍보하는 홍보관 발표를 하는 거군요. 도와줄 수 있죠. 하지만 여기에는 자료가 없어요. 시내에 있는 과테말라 대사관 전화번호를 가르쳐 줄게요. 거기서 일하는 대사 보좌관을 알아요. 그녀가 기꺼이 홍보자료를 줄 거예요. 무료로 나눠 주는 포스터와 소책자 세트가 있는 것으로 알고 있어요.
W: 대단히 감사합니다. 꼭 필요한 정보예요. 바로 전화해 봐야겠네요.
M: 물론이죠. 명함 집에서 마르타의 전화번호를 찾아봐야겠네요. 전화를 해서 학생 얘기를 잘 해 놓을게요. 제가 추천하는 학생들에게 굉장히 잘해주거든요. 한번은 이런 적도 있었어요. 작년에 기기에 현장학습을 갔는데 두 학생이 여권을 잃어버렸어요. 입국 심사 뒤에 섞여버린 거예요. 그래서 그녀에게 전화를 했죠. 그랬더니 그녀가 모두 찾아 줬죠.
W: 누군가 아는 사람이 있다는 것은 좋은 일 같아요.
M: 아무렴요!

Mary tells her professor that she is working on a final project for her international business development class. She needs to make a campaign to increase tourism to Guatemala. She asks her professor if has any supplements she could use in the presentation. He offers her some archeological antiques, but those are not what she's looking for. Then he offers to connect her with the Guatemalan Embassy. He says that they will probably have some materials for her to use. She thanks him. Then he tells her a story about the time when his friend at the Guatemalan Embassy helped him recently.

B 1. Ⓑ 2. Ⓐ
[1]Reconnection fee

W: Hi, Mr. Shanks. I'm Marcy Walker from room 322. I have a problem. My phone line is dead. I can't call my parents. I can't access the Internet. And I need to do research for my final project. This is the worst time on Earth that this could have possibly happened to me. What should I do? Can you help me get the phone turned back on?
M: Okay, Marcy, I know why your telephone line was shut off. It's because you didn't pay your bill for the last two months. It's not up to me whether your phone gets shut off or not. It's up to the phone company. They'll let you pay your bill a month late. But if you are two months late, they shut your phone off.
W: Yeah, it's a real pain in the neck. I didn't pay my bill on time because I spent the money reserved for the phone bill in my budget on shopping and drinking.
M: That was not very smart. Now you are going to have to pay your bill as well as a late fee of 2%. Then you'll have to fill out a reconnection form and wait for the service technician to schedule an appointment to reconnect your line. Then you'll have to wait for him to show up here at the main desk. Then, after it's reconnected, on your next bill, you're going to have to pay a $50 reconnection fee. All this trouble is because you were late paying your bill. What does this complication teach you?
W: I guess I'm going to have to get a part-time job to afford all of this.
M: Well, I'm looking for someone to work at the front desk at night and on weekends. I can give you twenty hours a week at minimum wage.
W: Oh, Mr. Shanks! You're a lifesaver. Thank you so much.
M: Sure. You can start training tomorrow at 5 p.m.

W: 안녕하세요, 생크스씨. 저는 322호에 사는 마시 워커라고 해요. 문제가 있어서요. 전화가 불통이에요. 부모님한테 전화가 안되네요. 인터넷도 안 되요. 기말 프로젝트 때문에 검색을 해야 하거든요. 최악의 사태예요. 어떻게 하죠? 전화선이 다시 연결되도록 해 주실 수 없나요?
M: 알았어요, 마시. 왜 전화가 불통인지 알아요. 지난 두 달간 전화요금을 내지 않아서예요. 전화가 끊기고 안 끊기고는 제 소관이 아니에요. 전화 회사가 알아서 할 일이죠. 전화요금을 한 달은 연체할 수 있지만 두 달 이상 연체가 되면 전화를 끊어버리죠.
W: 정말 문제군요. 전화요금을 번 돈으로 쇼핑을 하고 술을 마셔버려서 전화요금을 못 냈어요.
M: 별로 현명한 처사는 아니군요. 2퍼센트 연체료와 함께 전화요금을 내야 해요. 그런 다음 재 개통 신청서를 제출하고 전화선을 다시 연결하기 위해 기술자와 약속을 잡아야 해요. 그 다음엔 여기 사무실에서 그 사람이 올 때까지 기다려야 해요. 재 개통이 되면 다음 번 고지서에 50달러의 재 개통 요금이 부과될 거예요. 이 모든 문제는 학생이 요금을 연체했기 때문이에요. 이런 불편으로 배우는 게 있겠죠?
W: 이 문제를 해결하기 위해 아르바이트라도 해야겠네요.
M: 야간과 주말에 프론트에서 일할 사람을 찾고 있어요. 최소임금으로 일주일에 20시간씩 일해야 해요.
W: 생크스씨! 제 생명의 은인이에요. 너무너무 감사합니다.
M: 천만에요. 내일 오후 5시에 교육을 하는 걸로 하죠.

Marcy Walker tells her dorm manager that her telephone line has been shut off. She is upset because she can't

access the Internet or call her parents. He tells her that the phone was shut off because she didn't pay her bill for two months. Then he tells her she will have to pay a late fee and a reconnection fee. He scolds her for not paying her bill. She admits that she didn't pay her bill because she spent her money on other things. Then the dorm manager offers her a part-time job working at the front desk. He tells her she can work 20 hours per week for minimum wage. She is happy and agrees.

C 1. Ⓒ 2. Ⓓ

[1]comparisons and contrasts [2]discusses the differences

M1: Dr. Simmons, hi, how are you doing? I haven't seen you since last year!

M2: Hey there, Fred. Long time no see. I'm feeling great. I had an appendectomy last summer. I was in the hospital for two weeks. That was tough. But I'm fully recovered now and feeling great. My body is one hundred percent shipshape! So how are you? I hear you're a student teacher these days.

M1: That's right. I'm really enjoying being on your side of the classroom. I'm teaching the Freshmen Introduction to Modern Literature Course.

M2: That's what I heard. As a matter of fact, that's why I called and asked you to meet me here today. The university has assigned me to observe your class next week on Tuesday, and I wanted to tell you in person.

M1: Oh really? Did I do something wrong? Was there a complaint?

M2: No, no, nothing of the sort. It's just a routine yearly evaluation that the university does on all new student teachers.

M1: Hmm, okay. I'm just surprised because I would think they would have told me about it earlier.

M2: Well, you know, the university administration likes to use the element of surprise sometimes. They want me to observe your normal teaching style. Speaking of which, what are you teaching this semester?

M1: I'll email you my syllabus and lesson plans before you come in. But in brief, I'm doing a compare and contrast unit, where we read a novel and then watch the Hollywood adaptation and discuss the difference.

M2: That sounds really interesting. Which books and movies are you doing?

M1: First we're reading and watching William Golding's *Lord of the Flies*. Then we're going to do Shakespeare's *Hamlet*, with the Kenneth Brannaugh film adaptation. Then, if we have enough time, we'll take a look at Joseph Conrad's *Heart of Darkness* with Francis Ford Coppala's *Apocalypse Now* for the film portion.

M2: Wow! That's a heavy syllabus.

M1: Yeah, do you think it's overambitious?

M2: Maybe a little.

M1: 시몬스 교수님, 안녕하세요? 지난 해에 뵙고 처음 뵙네요!

M2: 안녕하세요. 오랫동안 못 봤네요. 전 잘 지내요. 지난 여름 맹장 수술을 받았어요. 병원에 2주간 입원을 했었죠. 좀 힘들었어요. 하지만 완전히 회복해서 지금은 아주 좋아요. 지금은 100퍼센트 회복되었으니까요. 학생은 어떻게 지냈나요? 요즘은 교생을 나가고 있다고 들었어요.

M1: 예, 그래요. 교수님 수업을 들을 때가 정말 좋았어요. 지금은 신입생을 위한 현대문학 입문 수업을 하고 있어요.

M2: 그렇다고 들었어요. 사실 그래서 오늘 여기로 부른 거예요. 대학 측에서 제게 다음 주 화요일 학생 수업을 참관하라고 해서 직접 이야기해 주려고 불렀어요.

M1: 그래요? 제가 뭘 잘못 했나요? 불만이 올라오기라도 했나요?

M2: 아뇨, 그런 게 아니에요. 신입 교생의 경우 대학 측에서 하는 연례 행사예요.

M1: 흠, 그렇군요. 수업 참관이 있다고 저한테 좀 더 일찍 알려주지 않은 건 좀 놀랍네요.

M2: 그러게요. 대학 행정이란 게 때로는 불시에 일을 하는 걸 좋아하잖아요. 학생의 일상적인 교수 스타일을 알아보길 원하는 거죠. 말이 나왔으니까 말인데 이번 학기엔 어떤 내용을 가르치죠?

M1: 수업에 들어오시기 전에 강의 요강과 수업 계획서를 이메일로 보내드릴게요. 저는 비교와 대조 수업을 하고 있는데 한 편의 소설을 읽은 후 헐리우드식 각색물을 보고 차이에 대해 토론을 하죠.

M2: 흥미롭군요. 어떤 책과 영화를 사용하죠?

M1: 첫 번째로 윌리엄 골딩의 "파리대왕" 책과 영화에 대해 토론했어요. 그 다음에는 셰익스피어의 "햄릿"을 케네스 브래너의 영화와 같이 살펴 보았어요. 그리고 시간이 되면 조셉 콘라드의 "암흑의 핵심"을 프랜시스 포드 코폴라 감독의 "지옥의 묵시록"과 비교해 살펴볼 생각입니다.

M2: 와! 일정이 빡빡하군요.

M1: 너무 심한가요?

M2: 약간요.

Dr. Simmons and Fred meet. Dr. Simmons tells Fred that he was in the hospital for an appendectomy. He says his body is fully recovered now. Fred says he enjoys being a student teacher. Dr. Simmons tells Fred that the university administration is sending him to observe Fred's class. Dr. Simmons asks Fred about what he's teaching. Fred tells Dr. Simmons about a unit he's teaching that compares and contrasts novels and their Hollywood adaptations. Fred asks Dr. Simmons if he thinks this syllabus is overambitious. Dr. Simmons says it is a little overambitious.

D 1. C 2. B

[1]old bathroom

M : Hey, Sheila. What's up sister?

W: Oh, Ryan, I'm mad at you. Why didn't you call me yesterday like you said you would?

M: Oh, sorry for not calling. I forgot. I was busy getting chewed out by the resident manager of my dorm.

W: Really, what did you do wrong?

M: Nothing really. Reilly, my roommate, and I were just listening to the new Slayer album. We didn't even have the stereo at full blast. But the walls in that old building are so thin. The pre-med students next door were trying to study. They called and complained to the resident manager. Are the walls that thin in your building?

W: Oh yeah, totally. But our resident manager never scolds us. That's because we live next door to her, and we hear her television turned up loud all the time. We have blackmail material on her. Ha ha.

M: That's cool. I wish my resident manager would loosen up. He said if we get another noise complaint, he's going to refer us to Student Housing Services, and they're going to put us on probation.

W: That's bad. You should get out of the dorms and move into an apartment near campus anyways. I hate living in the dorms. The bathrooms are so old. They look and smell like my grandmother's house.

M: Yeah, the plumbing does seem sort of ancient. Plus I think there may be a family of rats living in the ceiling and walls. I can hear them scratching around at night.

W: That's disgusting. Remind me not to visit your dorm. So what about the apartment? Have you thought about it?

M: Yeah, I asked my dad if he would help me get out of the dorms. But he said I had to spend at least one year there before he would consider helping me get an apartment.

M: 안녕, 쉴라. 어떻게 지내니?

W: 아, 라이언. 나 너한테 화났어. 왜 전화한다고 해 놓고 어제 전화 안 했니?

M: 전화 못 해서 미안해. 깜빡 했어. 기숙사 관리인한테 야단을 맞느라고 정신이 없었어.

W: 뭘 잘못 했는데?

M: 그다지 잘못 한 것도 없어. 내 룸메이트 라일리랑 같이 슬레이어의 새 앨범을 듣고 있었어. 스테레오의 볼륨을 최대로 하지도 않았어. 하지만 건물이 낡아서 벽이 너무 얇아. 옆 방에 사는 예과생이 공부를 하려고 했나 봐. 기숙사 관리인에게 전화를 해 불만을 늘어놓았다지 뭐니. 너네 건물 벽도 그렇게 얇니?

W: 그래, 정말로. 하지만 우리 기숙사 관리인이 야단을 친 적은 없어. 우리 방 바로 옆이 관리인 방인데 항상 TV를 크게 틀어서 소리가 다 들려. 불만을 늘어놓을 사람은 오히려 우리지. 하하.

M: 그거 잘 됐네. 우리 기숙사 관리인이 좀 덜 빡빡하게 굴었으면 좋겠어. 다시 소음 문제를 일으키면 학생 주택과에 우리 문제를 알려 근신을 주겠대.

W: 그거 심하구나. 기숙사에서 나와 근처에 있는 아파트로 옮기지 그러니. 난 기숙사가 정말 싫어. 욕실도 오래 됐고, 외관도 냄새도 할머니집 같다니까.

M: 맞아. 배관도 언제 한 건지 모르겠어. 게다가 천장과 벽에 쥐 가족이 살고 있는 거 같다니까. 밤이 되면 긁는 소리가 들려.

W: 정말 심하구나. 니네 기숙사에 놀러 오라는 말은 하지 마. 그래서 말인데 아파트는 어때? 생각은 해 봤니?

M: 응. 아버지께 기숙사에서 이사하는 걸 도와주실 수 있는지 여쭤봤어. 하지만 아파트를 구하기 전에 적어도 1년 간은 기숙사 생활을 해야 한대.

Sheila and Ryan meet. Sheila is mad at Ryan for not calling her. He says he didn't call her because he was busy being chewed out by the resident manager of his dorm. His resident manager was angry because he played music too loudly. Some students next door called and complained. Sheila says her resident manager never scolds her. Sheila tells Ryan he should leave the dorms and move into an apartment. She hates living in the dorm. She thinks they are old and dirty. Ryan says he thinks there are rats living in the ceiling and walls of his dorm. But his father will not help him get an apartment.

Practice with Lectures

A 1. A 2. B

[1]300 [2]3,500,000

W1: Good afternoon, class. Today we are going to discuss the construction of one of the world's most famous tourist attractions. It's located in the middle of Paris, France.

W2: You're talking about the Eiffel Tower, designed by Gustave Eiffel and built between 1887 and 1889.

W1: That's absolutely correct. The Eiffel Tower today remains the tallest structure in Paris, standing 300 meters high. The iron structure of the tower weighs a total of 7,300 tons. It took 300 workers to join together 18,038 pieces of puddle iron with three and a half million rivets to erect the tower.

M: That doesn't sound like such a big deal.

W1: In a way, you're right. By today's standards, building that kind of structure would be quite easy.

But for the time, it was the tallest structure in the world. It held the record for over 40 years. The tower was erected to be the entrance arch for the 1898 World's Fair in Paris. Did you know that only one worker died during construction? He was killed when he fell down the elevator shaft.

W2: Well, as famous as it is, I still think it's ugly. It looks like the skeleton of a building.

W1: You wouldn't be the only one who has thought the tower was an eyesore. Many members of the French public did not approve of the tower. One famous novelist even ate his lunch at a restaurant near the tower because he felt it was the only place he could eat without having to see it.

W2: Ha ha!

W1: And furthermore, the city government of Paris had an agreement with Gustave Eiffel that after twenty years, rights to the tower would be theirs at which time they would tear it down. But since it proved to be a valuable antenna used for radio communications, the city allowed Eiffel's permit to expire. By that time, the tower was so firmly entrenched in French history that they could not tear it down.

W1: 안녕하세요, 여러분. 오늘은 세계에서 가장 유명한 관광지 건축물에 대해서 이야기할 거예요. 이 건축물은 프랑스 파리의 한 가운데 위치해 있어요.

W2: 귀스타브 에펠이 1887년과 1889년 사이에 지은 에펠탑을 말씀하시는 건가요?

W1: 정확하게 맞췄어요. 에펠탑은 높이가 300미터로 오늘날 파리에서 가장 높은 건물이에요. 탑의 철 구조는 무게가 총 7,300톤이 나가죠. 300명의 인부가 18,038개의 철 조각과 350만 개의 리벳을 이용해 탑을 세웠어요.

M: 그게 그렇게 대단한 건가요?

W1: 어떻게 보면 그렇게 대단한 게 아닐 수도 있죠. 오늘날의 기준으로 볼 때는 그런 구조물을 만든다는 건 꽤 간단하죠. 하지만 그 당시로는 에펠탑이 세계에서 가장 높은 건축물이었어요. 40년이 넘게 그 기록을 보유했죠. 에펠탑은 1898년 파리 만국박람회의 출입문으로 만들었어요. 그 공사 기간 동안 한 명의 인부만 죽었다는 사실을 아세요? 승강기 통로에서 떨어져서 사망했죠.

W2: 유명하긴 해도 전 아름답다고는 생각하지 않아요. 해골처럼 앙상해 보이거든요.

W1: 학생 말고도 에펠탑이 보기에 흉하다고 생각하는 사람들이 많아요. 프랑스 사람 중에도 많은 사람들이 에펠탑을 맘에 들어 하지 않았어요. 한 유명한 소설가는 에펠탑 근처에 있는 식당에서 식사를 했는데 그 이유가 그 식당이 에펠탑이 보이지 않는 유일한 장소였기 때문이래요.

W2: 하하하!

W1: 뿐만 아니라 파리 시당국은 20년 후에는 어느 때고 그 탑을 허물 수 있는 권리를 시당국이 갖는다고 귀스타브 에펠과 합의를 봤죠. 하지만 에펠탑이 라디오 방송의 안테나 역할을 훌륭히 했기 때문에 파리 시에서는 기한 만료를 하자는 에펠의 요구를 허락해 주었어요. 그 때가 되자 에펠탑이 프랑스 역사에서 차지하는 자리가 너무나 확고해져서 허물 수가 없었죠.

The Eiffel Tower was designed by Gustave Eiffel. It is still the tallest structure in Paris. The iron structure of the tower weighs 7,300 tons. It took 300 workers to join 18,038 pieces of puddle iron and three and a half million rivets to erect the tower. It held the record for tallest building in the world for over 40 years. The Eiffel Tower was the entrance arch for the 1898 World's Fair. Only one worker died during its construction. By the time the tower's permit expired, it was so firmly entrenched in French history that the government could not tear it down.

B 1. (D) 2. (A)

[1]Media [2]Message

Good afternoon, everybody. Do you remember a movie called *Lord of the Rings* (*LOTR*)? I'll bet you either saw it or heard about it. The reason you know about it is because it had a successful advertising campaign around the world! To create a successful advertising campaign, you need the four Ms. Those Ms stand for Marketing, Media, Money, and Message. Let's take a look at how the four Ms added up to the huge success of *LOTR*.

First of all, the advertisers of *LOTR* had great marketing strategies. That means that aside from the actual movie, the film studio hired marketing companies to come up with many other products with the *LOTR* brand logo on them. That includes *LOTR* toys for kids, t-shirts, drinking glasses, posters, OST, and many other products. The act of putting the brand name, in this case, *LOTR*, in front of people's eyes in as many places as possible is called good marketing!

Secondly, the *LOTR* advertising campaign saturated every form of media possible. That means that there were commercials for *LOTR* on television commercials, movie previews in theaters, on the radio, and on the Internet. There were even *LOTR* billboards posted on the highways in major American cities! Anyplace you looked, there was *LOTR*.

Thirdly, the producers of *LOTR* had the money to invest heavily in the various campaigns that were necessary to promote their product. In this case, the more you invest, the higher profits you reap. If the studio couldn't afford to spend as much on advertising as they did, the movie wouldn't have been so successful. Money is an important ingredient for a successful advertising campaign. Always!

Finally *LOTR* contained great messages. The messages in the movie were about friendship, perseverance, and the triumph of good over evil. People loved the movie and the products surrounding it because they loved the messages it portrayed. You can have the best advertising campaign on Earth, but if your product's message is bad, no one will buy it!

안녕하세요, 여러분. "반지의 제왕"이라는 영화를 기억하세요? 영화를 직접 보거나 이야기라도 들어봤을 거예요. 여러분들이 그 영화를 알고 있는 것은 전 세계적으로 성공적인 광고 캠페인 때문이에요! 성공적인 광고 캠페인을 하기 위해서는 네 가지 M이 필요하죠. 네 가지 M이란 마케팅(Marketing), 미디어(Media), 돈(Money), 메시지(Message)를 말합니다. 어떻게 이 네 가지 M이 작용해 "반지의 제왕"이 성공할 수 있었는지 살펴봅시다.

우선, "반지의 제왕" 광고주는 커다란 마케팅 전략을 세웠어요. 무슨 말인가 하면 실제 영화와는 별도로 영화 스튜디오에서는 마케팅 회사를 고용해 "반지의 제왕" 로고가 새겨진 많은 제품들을 만들었어요. "반지의 제왕" 로고가 들어간 아동용 장난감, 티셔츠, 물컵, 포스터, OST, 그리고 여러 가지 다른 제품들을 만들었죠. 이 경우 "반지의 제왕"이라는 브랜드 명이 가능한 한 많은 장소에서 사람들의 눈에 띄도록 하는 전략은 바람직한 마케팅이라고 할 수 있어요.

두 번째로 "반지의 제왕" 광고 캠페인은 가능한 모든 형태의 미디어에 파고 들었어요. 다시 말해 TV, 영화 예고편, 라디오 및 인터넷에까지 광고가 떴죠. 게다가 미국 대도시의 고속도로에는 "반지의 제왕" 길거리 대형 광고까지 등장했어요. 어디를 가건 "반지의 제왕"이 눈에 띄었죠.

세 번째로 "반지의 제왕" 제작진은 제품을 홍보하는데 필요한 다양한 캠페인에 대대적으로 투자할 수 있는 재력이 있었어요. 이 경우 투자금액이 많을수록 더 많은 수익을 거두게 되죠. 스튜디오에서 했던 것처럼 광고에 많은 돈을 투자하지 못했다면 영화가 그렇게 성공을 거두지는 못 했을 거예요. 광고 캠페인이 성공하기 위해서는 돈은 대단히 중요한 요소입니다. 예외 없이요!

마지막으로 "반지의 제왕"은 훌륭한 메시지가 있었어요. 영화 속의 메시지는 우정과 끈기, 악에 대한 선의 승리 등이었죠. 사람들은 영화가 전달하는 메시지를 좋아했기 때문에, 영화 및 영화 관련 상품들에 열광했어요. 지상 최고의 광고 캠페인을 벌이는데도 메시지가 좋지 않으면 아무도 제품을 사려고 하지 않겠죠.

The professor uses the movie *Lord of the Rings* as an example of a successful advertising campaign. He says that the advertisers of *LOTR* were successful because they used the four Ms. The first M is for marketing. *LOTR* employed various marketing strategies, such as selling t-shirts, posters, toys, and drinking glasses. The second M is for media. The advertisers of *LOTR* saturated as many forms of media as possible. The third M is for money. The producers of *LOTR* had enough money to invest heavily in their project. The fourth M is for message. *LOTR* had a positive message that people liked. All of these Ms added up to success for *LOTR*.

C 1. Ⓑ 2. Ⓑ

[1]El Nino: [2]South America

Okay, class, today I'm going to provide you with overviews of the El Nino and La Nina weather phenomenon. These patterns are not easy to understand, so pay close attention.

The El Nino Southern Oscillation (ENSO) is a global coupled ocean-atmosphere phenomenon. Pacific Ocean signatures such as El Nino and La Nina are major temperature fluctuations in surface waters of the Tropical Eastern Ocean. El Nino signifies a rise of 0.5° Celsius or more and La Nina a drop of the same that is sustained for a period longer than five months.

Many of the countries most affected by ENSO events are developing nations on the continents of South America and Africa. Their economies are largely dependent on agricultural and fishing sectors as a major source of food supply, employment, and foreign exchange. New capabilities for predicting these events can have a great socio-economic impact.

These episodes usually occur irregularly every 2-7 years. They usually last one or two years. The effects of El Nino are very wide ranging. Many places experience weather that is the reverse from their normal climate. Some areas even experience terrible flooding due to excess rainfall or forest fires because of heavy drought. Aside from the drastic weather changes around the southern hemisphere, the fishing and manure industries in South America are heavily affected.

In the normal Pacific pattern, equatorial winds gather. Then warm water pools towards the west. Cold water upswells along the South American coast. Since fish follow the cool nutrient-rich water, this brings them up the coast where they support the local fishing industry. When El Nino takes effect, the warm water flows toward the South American coast. The absence of cold upswelling increases warming and sends the fish population out to sea instead of along the coast. These conditions are severely damaging to local fishing industries.

The causes of El Nino and La Nina temperature changes are still undiscovered. But many scientists are dedicating their careers to better understanding this global weather phenomenon.

자, 여러분. 이제 엘니뇨와 라니냐 기상 현상에 대해 살펴볼 거예요. 이 현상들은 이해하기가 쉽지 않으니까 잘 들어주시기 바래요.

엔소(ENSO, El Nino Southern Oscillation)는 전 지구적으로 나타나는 해양-대기 간의 기후 현상을 말합니다. 엘니뇨나 라니냐 같은 태평양의 특징들은 일대 지방의 동쪽 해양의 지표수에서 발생하는 기온의 큰 변

동이에요. 엘니뇨는 다섯 달 이상 지속되는 섭씨 0.5도 이상 되는 온도 상승을, 라니냐는 동일한 정도의 온도 하강을 뜻합니다.
엔소의 영향을 가장 많이 받은 국가들은 남아메리카와 아프리카 대륙의 개발도상국들입니다. 이 국가들의 경우 농업과 어업이 먹거리, 일자리, 무역 등의 원천이 되고 있어요. 이러한 기상 현상을 예상하는 새로운 능력이 커다란 사회적, 경제적 영향력을 갖게 되었어요.
이러한 현상은 2-7년 간격으로 불규칙하게 일어납니다. 한 번 발생하면 보통 1, 2년간 지속됩니다. 엘니뇨의 효과는 아주 다양해요. 여러 곳에서 정상적인 기후와 반대되는 현상이 일어납니다. 어떤 지역에서는 과도한 강우로 인해 엄청난 홍수가 발생하거나 극심한 가뭄으로 인해 산불이 발생하기도 합니다. 남반구에 주위에서 일어나는 극심한 기후 변화는 별도로 치고라도 남아메리카의 어업과 비료 산업은 상당한 영향을 받습니다.
태평양에서의 정상적인 패턴은 적도 풍이 한 곳으로 모이게 되어 있어요. 그러면 따뜻한 물이 서쪽으로 모여 흐르게 됩니다. 찬물은 남아메리카 해안을 따라 용기합니다. 이류는 자은의 영양분이 풍부한 물을 따라 이동하기 때문에 어류가 해안으로 이동해 지역 어업이 발달하게 됩니다. 엘니뇨가 발생하면 따뜻한 물이 남아메리카 해안 쪽으로 흐르죠. 차가운 물의 용기가 생기지 않아서 온도가 상승해 어류가 해안으로 이동하는 대신 바다로 이동합니다. 이러한 현상은 지역 어업에 심각한 영향을 미칩니다.
엘니뇨와 라니냐 현상이라는 기온 변화의 원인은 아직 규명되지 않았어요. 하지만 많은 과학자들이 이 전지구적 기후 현상을 밝혀내는데 매진하고 있어요.

El Nino and La Nina signify a temperature change of 0.5° Celsius higher or lower than normal for more than five months. Countries on the continents of South America and Africa are the most affected by El Nino. These episodes occur irregularly every 2-7 years. They reverse normal climates. An example of El Nino in action is when the warm water flows towards the South American coast. The absence of cold water upswelling sends the fish population out to sea. This is due to the fact that fish follow the cool nutrient-rich water. The causes of El Nino are still not fully understood by scientists.

D 1. Ⓐ 2. Ⓒ

[1]A glass is half full

M1: Welcome, class. I'd like to start this class off with a question. Who here can tell me which great philosopher said, "I think, therefore I am"?
W: Ooh, I've heard that before. Was it... Jean Paul Sartre?
M1: That's a good guess, but no. This philosopher lived almost three hundred years before Jean Paul Sartre. His name is Rene Descartes. He is considered the founder of modern philosophy.
M2: Was he an existentialist?
M1: No, he wasn't. Descartes was a natural philosopher. He was also a mathematician. His love for math and philosophy intersected. He felt math could be used to prove truth about the universe. But it's interesting that you brought up the existentialists. That's an important group from modern western philosophy. Let's talk about an early existentialist named Soren Kierkegaard.
M2: Why?
M1: Soren Kierkegaard was a Danish philosopher who lived in the 1800s. He made a very important statement on truth. He said, "All truth is subjective."
W: Does that mean that up is down, black is white, and two plus two equals five?
M1: No, his viewpoint was not that drastic. Kierkegaard just thought that each person experienced a different version of the truth based on the perspective from where they were standing. For example, two men are looking at a glass of water. One man says the glass of water is half empty. The other man says the glass is half full. Their opinions seem to be conflicting. Are they? No, they are both right. Each man possesses his own truth. Neither one is more right or more wrong. Their truths are simply subjective. This was a precursor to the existentialist view that each person is alone in their relationship with the rest of the universe. This viewpoint, called the doctrine of Solipsism, has gotten a lot of criticism from other branches of philosophy. It's accused of being selfish and egotistical.
M2: But it makes sense to me!
M1: Sure, existentialism and teen angst have always gone hand in hand.

M1: 안녕하세요, 여러분. 질문과 함께 수업을 시작해 보도록 하죠. "나는 생각한다, 고로 나는 존재한다"고 말한 위대한 철학자가 누구인지 아는 사람?
W: 아, 들어본 적이 있어요. 장 폴 사르트르 아닌가요?
M1: 시도는 좋았는데 아니에요. 이 철학자는 장 폴 사르트르보다 거의 300년 전에 살았어요. 그의 이름은 르네 데카르트예요. 근세철학의 아버지라고 불리죠.
M2: 실존주의자였나요?
M1: 아니에요. 데카르트는 자연철학자였어요. 동시에 수학자이기도 했고요. 수학과 철학에 대한 애정은 서로 교차되었죠. 그는 수학을 사용해 우주에 관한 진리를 입증할 수 있다고 믿었죠. 하지만 학생이 실존주의자를 언급한 건 흥미롭네요. 실존주의는 근세 서양 철학의 중요한 한 부류예요. 소렌 키에르케고르라는 초기 철학자 얘기를 좀 해 봅시다.
M2: 왜죠?
M1: 소렌 키에르케고르는 1800년대에 살았던 덴마크 철학자예요. 그는 진실에 관한 아주 중요한 말을 했죠. "모든 진실은 주관적이다"라고 말했어요.
W: 그 말은 위가 아래도 될 수 있고 검정이 하얀색이 될 수도, 2 더하기 2가 5가 될 수도 있다는 말인가요?

M1: 그의 견해가 그렇게까지 극단적이지는 않았어요. 키에르케고르는 누구나 자신의 입장에 입각한 견해에서 다른 형태의 진실을 경험한다고 생각했어요. 예를 들어 두 명이 물이 든 컵을 보고 있어요. 한 사람은 물컵이 반이 비었다고 말합니다. 다른 한 사람은 물컵에 물이 반이나 찼다고 말합니다. 두 사람은 상반되는 견해를 가진 듯이 보입니다. 그럴까요? 아니에요. 두 사람 다 맞는 말을 했죠. 각자에겐 각자의 진실이 있는 거죠. 어느 한쪽이 더 맞고 다른 한쪽이 더 틀리고 한 것은 아니에요. 그들이 말하는 진실은 주관적일 뿐이죠. 이러한 견해는 누구나 각자 우주의 나머지 부분과의 관계에서 혼자라는 실존주의적 견해의 배경이 되었어요. 궤변이라고 불리는 이러한 견해는 다른 철학 분야로부터 많은 비판을 받았어요. 이기적이고 자기본위적이라고요.

M2: 하지만 이해가 가네요.

M1: 물론이죠. 실존주의와 10대의 불안은 항상 함께 다니는 법이거든요.

The professor begins the lecture with the quote, "I think, therefore I am." It is from Rene Descartes. Descartes was a natural philosopher. He was also a mathematician who believed math could be used to prove truth about the universe. Soren Kierkegaard was an early existentialist. He said, "All truth is subjective." The professor and students then discuss the meaning of truth to individual people. Kierkegaard's statement on truth led to the doctrine of Solipsism, that all individuals are alone with the rest of the universe. Solipsism has suffered much criticism from other branches of philosophy for being selfish and egotistical.

Integrated Listening & Speaking

A

1. (A) She is working on her final project.
   (B) Mary has to complete her final project.
2. (A) No, those are not what she's looking for.
   (B) No, the antiques are not what Mary wanted.
3. (A) The professor says they will have the proper materials for her project.
   (B) He says they will probably have the right materials for her to use.

Mary is working on a final project for her international business development class. She's making a campaign to increase tourism to Guatemala. She hopes her professor has some supplements she can use in her project. He has some archeological antiques he offers her. But those are not what she's looking for. He offers to call his friend at the Guatemalan Embassy. He thinks they will probably have some materials for her to use. She thanks him. There was a time when his friend at the Guatemalan Embassy helped him recently. He tells Mary the story.

메리는 국제 비즈니스 개발 수업의 기말 프로젝트 과제를 하고 있어요. 그녀는 과테말라의 관광 진흥을 위한 캠페인 준비를 하고 있습니다. 그녀는 프로젝트에 사용할 보충자료를 교수님이 가지고 계셨으면 합니다. 교수님은 고고학적 자료들을 가지고 있다고 말합니다. 하지만 그녀가 원하는 것은 그런 것이 아닙니다. 교수님은 과테말라 대사관에 있는 친구에게 전화를 해 주겠다고 제안합니다. 대사관에는 그녀가 필요로 하는 정보가 있을 것이라고 생각해서죠. 그녀는 감사의 인사를 합니다. 최근에 과테말라 대사관에 있는 친구의 도움을 받은 적이 있었어요. 그는 메리에게 그 이야기를 해 줍니다.

B

1. (A) The line to her dorm has been shut off.
   (B) She tells him that her telephone line is not working.
2. (A) He tells her it's because she didn't pay her bill for two months.
   (B) He says the problem is that her bill has gone unpaid for two months.
3. (A) He offers her a part time job working at the front desk.
   (B) He says she can have a job as a front desk worker.

Marcy Walker's telephone line has been shut off. She can't access the Internet or call her parents, which upsets her. The manager knows that her phone was shut off because she didn't pay her bill for two months. He explains that she will have to pay a late fee and a reconnection fee. He scolds her. She should have paid her bill. She admits that she spent the money for her phone bill on other things. The dorm manager offers Mary a part time job. She'll be working at the front desk. He offers her 20 hours per week for minimum wage. She thanks him. She will begin training tomorrow.

마시 워커의 전화가 끊어졌어요. 그녀는 인터넷도 할 수가 없고 부모님께 전화를 걸 수도 없게 되었어요. 그래서 화가 났죠. 관리인은 그녀가 두 달간 전화요금을 내지 않아 전화선이 끊겼다고 말해줍니다. 그는 그녀에게 연체료와 재개통 요금을 지불해야 한다고 말합니다. 그리고는 그녀를 꾸짖습니다. 전화요금을 연체시키지 말아야 했다고 말입니다. 그녀는 전화요금을 다른 곳에 썼다는 사실을 시인합니다. 기숙사의 관리인은 메리에게 아르바이트 자리를 권합니다. 그녀는 프론트에서 일하게 될 것입니다. 관리인은 최저임금으로 주당 20시간씩 일할 수 있다고 말합니다. 그녀는 그에게 감사의 인사를 합니다. 그녀는 내일 교육을 받게 됩니다.

C

1. (A) An example of a successful advertising campaign is *The Lord of the Rings*.
   (B) *The Lord of the Rings* is a successful advertising campaign example.
2. (A) They saturated as many forms of media as possible.

(B) As many forms of media were saturated as possible.

3. (A) It had a positive message that people liked.
   (B) The message, which was positive, was liked by people.

An example of a successful advertising campaign is the one from The *Lord of the Rings*. The advertisers of *LOTR* were successful because they used the four Ms. Marketing is the first M. *LOTR* employed various marketing strategies, such as selling t-shirts, posters, toys, and drinking glasses. Media is the second M. The advertisers of *LOTR* saturated as many forms of media as possible. Money is the third M. The producers of *LOTR* had enough money to invest heavily in their project. Message is the fourth M. *LOTR* had a positive message that people liked. All of these Ms added up to success for *LOTR*.

성공적인 광고 캠페인의 하나가 "반지의 제왕"입니다. "반지의 제왕" 의 광고를 담당한 사람들은 네 가지 M을 사용했기 때문에 성공을 거둘 수 있었어요. 첫 번째 M은 마케팅 (Marketing)입니다. "반지의 제왕"은 티셔츠, 포스터, 장난감, 물컵 판매와 같은 다양한 마케팅 전략을 구사했습니다. 두 번째는 미디어(Media)입니다. "반지의 제왕" 광고 팀은 가능한 한 여러 종류의 미디어에 파고 들었어요. 세 번째는 돈(Money) 입니다. "반지의 제왕" 제작팀은 제품에 충분한 투자를 할 만한 재력이 있었죠. 메시지(Message)가 네 번째입니다. "반지의 제왕"은 사람들이 좋아하는 긍정적 메시지가 담겨 있었어요. 이 모든 M이 합쳐져서 "반지의 제왕"이 성공하게 된 것입니다.

D

1. (A) The professor began the lecture by saying, "I think, therefore I am."
   (B) "I think, therefore I am." is the famous statement which the professor began his lecture with.
2. (A) He believed that math could be used to prove truth about the universe.
   (B) The truth about the universe could be proved with math.
3. (A) "All truth is subjective."
   (B) "Every truth on the Earth is subjective."

The quote, "I think, therefore I am." is from Rene Descartes. He was a natural philosopher. Descartes was also a mathematician. He believed math could be used to prove truth about the universe. Kierkegaard was an early existentialist. He made the statement, "All truth is subjective." The meaning of truth to individual people is discussed. Soren Kierkegaard's important statement on truth led to the doctrine of Solipsism. This is the view that all individuals are alone with the rest of the universe. Other branches of philosophy have criticized Solipsism for being selfish and egotistical.

"나는 생각한다. 고로 존재한다"라는 말은 르네 데카르트가 한 말입니다. 그는 자연철학자였죠. 동시에 수학자이기도 했어요. 그는 수학을 이용해 우주에 관한 진실을 밝혀낼 수 있다고 믿었어요. 키에르케고르는 초기 실존주의자였어요. 그는 "모든 진실은 주관적이다"라는 말을 했습니다. 개인에게 있어 진실이 갖는 의미를 말한 것입니다. 진실에 관한 소렌 키에르케고르의 중요한 말은 궤변을 낳았어요. 이 궤변은 모든 인간은 우주의 나머지 부분과는 상관없는 존재다라는 내용이에요. 다른 분야의 철학은 궤변이 이기적이며 자기본위적이라고 비판합니다.

Mini TOEFL iBT

A 1. D 2. A 3. C 4. D 5. B

W: Hi, there. Are you the janitor in this building?
M: Oh, hello. Yes, I am.
W: Okay, my name is Rachel Morse. I live on the third floor. I just wanted to tell you that the hand dryer in the shared bathroom on that floor is broken.
M: Oh yes, I seem to remember hearing about that. You know, with the construction in the basement and all of the new students arriving next week, I'm busier now than ever. I'm going to try to get up there and fix that dryer as soon as possible.
W: Well, I think you should know that it's been broken for more than a month now. You aren't doing your job well! You should have already done something about it by now.
M: Now just wait a minute. I'm really busy these days. I have to paint rooms and repair holes in walls and floors and scrape gum from garbage cans. All of these messes are made by you students. I don't need a freshman like you telling me how to do my job! You've probably never done any hard work in your life.
W: Yeah, I'm telling you that I don't like to wash my hands and then not be able to dry them. Cold wet hands get sore and achy in the winter. And they smear ink on my paper when I'm writing, and they get my clothes wet. It's unacceptable, and I want you to do something about it, or I'm going to complain to the administration!
M: I've never been spoken to by a student like this before. You're not my boss. You are a child, and this school is your playpen! I suggest you start bringing a clean towel to the bathroom with you to dry your hands.
W: Look, I'm sorry for being so disrespectful. I wasn't looking to start a fight. I just think it would be nice if you could find a few spare minutes to get that hand

dryer working.

M: Hmm. Okay. I didn't want to fight with you either. The motor in the hand dryer is probably burned out. I'm going to put in a parts request at the school's supply office. It'll take a week for the new motor to come. I promise I'll try my best to get it installed by the week after next. I hope that's good enough for you.

W: Yes, it is. Thank you. Have a nice day.

W: 안녕하세요. 이 건물 관리인이신가요?

M: 예, 그런데요.

W: 네. 저는 레이첼 모스라고 합니다. 3층에 살아요. 3층 공용 화장실에 있는 핸드 드라이어가 고장이 났어요.

M: 그 얘기 들은 것 같아요. 지하실에 공사도 있고 다음 주엔 신입생이 들어올 예정이라 너무 바빠요. 가능한 한 빨리 그곳에 가서 수리를 하도록 할게요.

W: 고장이 난 지가 한 달이 넘었어요. 관리인이 할 일이 뭔데요. 지금쯤은 당연히 조치를 취하셨어야죠.

M: 내 얘길 좀 들어보세요. 정말 눈코 뜰새 없이 바빴어요. 방 페인트 칠도 해야 하고 벽이며 마루의 구멍 난 곳 보수도 해야 하고 쓰레기통에서 나온 쥐도 긁어내야 해요. 이것들은 다 학생들이 한 일이죠. 학생 같은 신입생이 낙한테 이래라 저래라 하는 거 듣고 싶지 않아요. 아마 살면서 힘든 일은 해 본 적도 없겠죠?

W: 그래요. 저는 손 씻고 손도 못 말린다는 얘길 하고 싶네요. 겨울에는 물에 젖은 차가운 손이 얼마나 아리고 아픈지 아시잖아요. 게다가 글을 쓰면 잉크도 번지고 옷도 젖고요. 참을 수가 없어요. 뭔가 조치를 취해 주세요. 그렇지 않으면 학교측에 불만을 얘기하겠어요.

M: 학생 같은 사람은 처음 보겠네요. 마치 내 상사나 되는 것 같군요. 학생은 하는 것이 얘기 길으니 이 학교가 학생한텐 유아용 놀이터겠네요. 화장실 갈 때 깨끗한 수건을 가지고 가서 손을 닦으면 되잖아요.

W: 이봐요. 너무 심하게 한 건 죄송해요. 싸움을 하려는 건 아니었어요. 핸드 드라이어 손봐주실 시간을 좀 내주시면 좋겠다고 생각했을 뿐이에요. .

M: 흠. 좋아요. 나도 싸우고 싶은 생각 없어요. 아마도 핸드 드라이어의 모터가 탔을 거예요. 학교 물자관리 사무실에 부품 요구서를 보낼게요. 모터가 오려면 1주일이 걸릴 거예요. 다음 주까지는 수리를 하겠다고 약속하죠. 만족하나요?

W: 네. 감사합니다. 좋은 하루 되세요.

B 1. (B) 2. (D) 3. (A) 4. (A)(B)(D) 5. (C) 6. (D)

Good morning, class. Let's begin with the realists. Realist painting arose in the late 1500s when Carvaggio went against the prevailing European style of Mannerism, which flaunted figures in graceful but unlikely poses. Carvaggio painted normal people, in real tones of flesh and blood, awkward and ugly, as they truly are in real life.

Rembrandt was a Dutch master of realist painting. He totally renounced the ideal. He embraced the life around him in his work.

Now, Edgar Degas was both a realist and an impressionist. Looking at his work creates a perfectly natural bridge between one school of painting to the other. Degas was one of the founding painters in the impressionistic movement. This movement began as a loose association of painters in Paris. The name of the movement comes from Claude Monet's painting Impression, Sunrise. The characteristics of this movement are visible brushstrokes, light colors, open composition, emphasis on the changing qualities of light, ordinary subject matter, and unusual visual angles. The influence of this movement spread to music and literature.

Interestingly, it was a group of French realist landscape painters called the Barbizon school who directly led to the impressionists. The realist nature scenes of John Constable influenced a younger generation of painters to abandon formalism and draw their inspiration directly from nature. One of these painters, Jean Francois Millet, extended the idea from landscapes to figures. He depicted peasant figures, peasant life, and their work in the fields. In his painting *The Gleaners*, Millet portrays three peasant women working hard at the harvest. The painting depicts no drama and no story, simply three women working hard.

Now, class, I want to share with you my favorite impressionistic painting. This is Georges Seurat's *Sunday Afternoon on the Island of La Grande Jatte*. This incredible painting simply depicts all different people from different classes of society enjoying a sunny afternoon in the park. If you look closely, you'll see that all of the color is applied in points, or unmixed dots, instead of brushstrokes. It allows the eye of the viewer to blend the colors optically instead of having them blended on the canvas. It took Seurat two years to complete. It now hangs in the Art Institute of Chicago.

안녕하세요, 여러분. 현실주의부터 시작해 보도록 하죠. 1500년대 후반에 카르바죠가 인기를 끌던 유럽식 매너리즘에 반기를 들면서 실존주의 회화가 시작되었어요. 유럽식 매너리즘은 인물들을 우아하지만 현실 같지 않은 자세로 묘사했어요. 카르바죠는 피와 살이 있는 실제 색깔로 이상하면서도 추한, 있는 그대로의 모습으로 인물을 그렸어요.

렘브란트는 네덜란드 현실주의 화가였어요. 그는 이상적인 것을 완전히 부정했어요. 그는 그의 주변에서 일어나는 삶을 작품에 담았어요.

에드가 드가는 현실주의자인 동시에 인상주의자였어요. 그의 작품은 두 부류 사이의 완벽한 다리 역할을 하고 있어요. 드가는 인상주의 운동의 선구자 중 한 명이에요. 인상주의 운동은 파리에 있는 화가들로 이루어진 자유로운 모임을 탄생시켰어요. 인상주의라는 이름은 클로드 모네의 작품인 "인상, 해돋이"에서 비롯되었죠. 이 운동의 특징은 눈에 띄는 붓터치, 밝은 색깔, 광활한 구성, 빛의 변화에 대한 강조, 일상적인 소재, 그리고 특이한 시각적 각도 등을 들 수 있어요. 이 운동은 음악과 문학에도 영향을 주었어요.

흥미로운 사실은 직접적으로 인상파 화가들을 낳은 것은 바르비종이라고 하는 프랑스 현실주의 풍경화가들이었어요. 존 콘스타블의 현실주의 풍경화는 보다 젊은 세대들에게 형식주의를 버리고 자연으로부터 직접 영감을 얻도록 했어요. 이러한 화가 가운데 한 사람인 장 프랑수와 밀레는 사고의 지평을 풍경에서 인물로 확대시켰죠. 그는 농부의 모습과 농부의 삶, 그리고 들판에서의 작업 풍경을 그렸어요. 밀레는 자신의 그림 "이삭 줍는 여인들"에서 세 명의 여자 농부가 열심히 추수하고 있는 모습을 묘사했죠. 그 그림에는 아무런 연출도, 아무런 이야기도 없이 단지 열심히 일을 하고 있는 세 명의 여인만 있어요.

여러분, 이제 제가 제일 좋아하는 인상파 그림을 소개하고 싶어요. 바로 조르쥬 쇠라의 "그랑드 자뜨 섬의 일요일 오후"에요. 이 놀라운 그림에는 각기 다른 계급 출신의 사람들이 공원에서 화창한 오후를 즐기고 있어요. 자세히 보면 모든 색깔이 붓놀림 대신 섞이지 않은 점으로 찍혀져 있는 것을 볼 수 있어요. 그래서 화폭에서 혼합된 색깔을 보는 대신 그림을 보는 관객의 눈이 직접 시각적으로 색깔을 혼합하게 되죠. 쇠라가 이 그림을 완성하는 데는 2년이라는 세월이 걸렸어요. 현재는 시카고 미술관에 전시되어 있어요.

Vocabulary Review

A

1. memorable and worthy of recognition (notably)
2. ruling absolutely (autocratic)
3. a safe place (sanctuary)
4. the metal bracket that holds a door in place and allows it to swing (hinge)
5. to list or make mention of something (cite)
6. likely (probably)
7. metal bolts used to hold metal together (rivets)
8. an organized effort to achieve a goal (campaign)
9. to maintain over a period of time (sustain)
10. an enriching additive (supplement)
11. an officially appointed assistant to one holding an official office (deputy)
12. one's allotment of money for a period of time (budget)
13. surgery to remove an appendix from a human (appendectomy)
14. trying to accomplish more than one is capable of (overambitious)
15. to reprimand someone verbally (scold)

B

1. Yeah, it's a real pain in the neck.
2. This can bring out the best in highly creative individuals.
3. They mastered the technique of building vast inner spaces.
4. I'm afraid we can't give preferential treatment.
5. I need the extra space to write my comments between the lines.
6. I'm a little behind on my interview project.

Unit 6 Understanding Organization

Basic Drill

A 1. Ⓒ 2. Ⓒ 3. Ⓒ

W: Hi, Professor Higgins. I was hoping I could ask you some questions about declaring a double major.

M: Oh, hi, Mary. Sure, I can spare a few minutes. I've had a lot of students do double majors in my department and others before. What subjects were you thinking about declaring?

W: I was thinking that I'd like to do a double major in criminology, in your department, and sculpture.

M: Hmm, criminology and sculpture. That's a social science and a fine art. That could be a problem. You see, the best double majors are two subjects that complement each other. For example, majors in criminology and forensic science go together well if you want to become a forensic detective.

W: 안녕하세요, 히긴스 교수님. 복수 전공을 하는 것에 대해 좀 여쭙고 싶은 게 있어서요.

M: 안녕하세요, 메리. 물론이죠. 시간 있어요. 우리 과에서도 복수 전공을 하는 학생이 많았고 다른 과에서도 마찬가지죠. 어떤 과를 선택할 생각이죠?

W: 교수님 과목인 범죄학과 조각을 복수 전공할까 생각 중이에요.

M: 흠, 범죄학과 조각이라. 사회과학과 미술이네요. 좀 문제가 있겠어요. 최선의 복수 전공이란 서로 보완관계에 있는 과목들이죠. 예를 들어, 법의학 형사가 되고 싶다면 범죄학과 법의학을 복수 전공하는 게 좋죠.

M: Hi, I'm wondering if you can help me find Plato's *Dialogues*. I have to do a report on *Republic: Book X*.

W: Okay, let me check. Hmm, all of our copies seem to be out.

M: Oh no. They must have been checked out by the other students in my class. This report is due in two days.

W: Yes, you should have reserved a copy if you knew you'd need it.

M: Reserve a copy? I didn't know I could do that. How?

W: Do you see that desk over there by the water fountain?

M: Sure.
W: That's the Reservations Desk. The clerk there will reserve any book you ask her too. All you have to do is fill out a reservation card. Then, when the book comes in, they'll save it and call you.
M: Wow, wish I'd known that!

M: 안녕하세요. 플라톤의 "대화편"을 찾는 걸 좀 도와주실 수 있을까요?
W: 한번 찾아보죠. 흠, 소장 본이 다 대출된 것 같네요.
M: 안 돼요. 분명히 제 수업을 듣는 다른 학생들이 다 대출했을 거예요. 리포트 마감이 이틀 후라서요.
W: 필요할 줄 알았으면 미리 예약을 했어야죠.
M: 예약이라고요? 그런 게 있는 줄 몰랐어요? 어떻게요?
W: 분수 옆에 저기 책상 보이죠?
M: 네.
W: 예약 데스크예요. 직원에게 요청하면 어떤 책이라도 예약할 수 있어요. 대출 예약 신청서를 쓰기만 하면 되요. 그러면 책이 들어오는 대로 보관해 두고 학생에게 전화를 해 줄 거예요.
M: 와, 그런 게 있는 줄 알았으면 좋았을 걸요.

M1: Hi, do you work here?
M2: I sure do. How can I help you?
M1: I heard you might be hiring cashiers.
M2: We've actually just hired two new cashiers. That position is filled. But I'm sure there're jobs for kitchen workers. We always need more of those.
M1: Oh yeah? What does that entail?
M2: Washing dishes, cleaning up before and after lunch, that sort of thing.
M1: Hmm, that doesn't sound like my cup of tea. I think I'm going to have to keep looking around.
M2: Sure, I don't blame you. Another place you might look is the bulletin board at the Student Job Center. I heard you can always find different jobs there.
M1: Thanks, I'll try there.

M1: 안녕하세요. 여기서 일하시나요?
M2: 예, 그런데요. 뭘 도와드릴까요?
M1: 계산원을 구한다고 들었는데요.
M2: 사실 방금 두 명의 계산원을 새로 고용했어요. 계산원 자리는 없어요. 그런데 부엌에 자리가 있어요. 늘 부엌은 일손이 부족하거든요.
M1: 그래요? 무슨 일을 하죠?
M2: 설거지도 하고 점심 전후로 청소도 하고 뭐 그런 일들이죠.
M1: 흠, 제 취향이 아닌 것 같네요. 좀 더 찾아봐야겠어요.
M2: 네, 그러세요. 학생 구직 센터에 있는 게시판을 보세요. 거기 가면 여러 가지 일자리를 구할 수 있다고 들었어요.
M1: 고마워요. 가 보죠.

B 1. (D) 2. (A) 3. (B)

Okay, class, today I want to talk about my favorite heavenly body, the comet. It is a small body that orbits the solar system. It also exhibits a coma, or atmosphere, and a tail. These are primarily due to the effects of solar radiation upon the comet's nucleus. The nucleus is a minor body composed of rock, dust, and ice. Due to their origins in the outer solar system and the fact that they are heavily affected by close approaches to the major planets, comets' orbits are constantly changing. Some comets are destroyed when they near the sun while others are thrown out of the solar system forever.

자, 여러분. 오늘은 제가 제일 좋아하는 천체인 혜성에 대해 공부하겠어요. 혜성은 태양계 주위를 도는 작은 물체예요. 혜성에는 코마 즉 대기와 꼬리가 있어요. 이것들은 본래 태양복사가 혜성의 핵에 영향을 미치기 때문에 나타납니다. 핵은 암석, 먼지, 얼음으로 이루어진 작은 덩어리예요. 지구 바깥쪽 태양계에서 생겨 주행성에 가까이 다가가면 영향을 많이 받는 탓에 혜성의 궤도는 계속해서 바뀝니다. 혜성 가운데는 태양 가까이 다가가 파괴되는 것도 있고 영원히 태양계 밖으로 밀려나는 것도 있어요.

Good morning, class. Today we are going to talk about something everybody likes on their pizza but not growing between their toes: a fungus. Fungi are eukaryotic organisms that digest food externally. Then they absorb the nutrient molecules into their cells.
Along with bacteria, fungi are the primary decomposers of dead organic matter in most terrestrial ecosystems. Many fungi have important symbiotic relationships with many other organisms. Mycorrhizal symbiosis between plants and fungi is particularly important. Over 90% of all plant species engage in some sort of mycorrhizal relationship with fungi and are dependent on that relationship for survival. As I mentioned at the beginning of the lecture, fungi are also used extensively by humans.

안녕하세요, 여러분. 오늘은 모든 사람들이 피자에 나오는 건 좋아하지만 발가락 사이에서 있는 것은 좋아하지 않는 것에 대해 공부해 보기로 하겠습니다. 바로 균류죠. 균류는 음식물을 체외에서 소화시키는 진 핵 생물이에요. 그런 다음 양분을 세포 안으로 흡수하죠. 균류도 박테리아와 마찬가지로 대부분의 토양 생태계에서 죽은 유기물의 1차적 분해 자예요. 많은 균류들이 다른 유기체와 공생 관계를 이루고 삽니다. 식물과 균류 사이의 균근 공생 관계는 특히 중요합니다. 모든 식물 가운데 90퍼센트 이상이 어떤 형태로든 균과 균근 공생 관계를 이루며 살아가죠. 강의 시작 부분에 언급했듯이 인간도 균류를 광범위하게 이용합니다.

Greetings to you all. I hope you listen carefully today because I want everyone to remember what I tell you. Although traditional studies of memory began in the realm of philosophy, the late nineteenth and early twentieth century put memory with the paradigms of cognitive psychology. In recent decades it has become one of the principal pillars of a new branch of science that represents a marriage between cognitive

psychology and neuroscience called cognitive neuroscience. There are several ways of classifying memories, based on duration, nature, and retrieval of information. From an information processing perspective, there are three main stages in the retrieval of memory. These are encoding, storage, and recall.

여러분 안녕하세요. 오늘 강의 내용을 잘 기억하기 바라니까 강의 내용을 주의 깊게 들기 바래요. 기억에 관한 전통적 연구는 철학 분야에서 시작되었지만 19세기 후반과 20세기 초에는 기억을 인지심리학의 패러다임에 포함시켰어요. 최근에는 인지심리학과 인지신경과학이라는 신경과학이 결합해서 생긴 새로운 분야의 학문의 중심 개념이 되었어요. 기간, 특성, 정보의 검색 등에 따라 기억을 분류하는 몇 가지 방법이 있어요. 정보 처리 관점에서 볼 때 기억의 검색에는 세 가지 주요 단계가 있어요. 이 세 단계는 부호화, 저장, 인출입니다.

Practice with Conversations

A 1. D 2. C

[1]Tuesday morning calculus class is too advanced
[2]Chemistry 101 is a prerequisite class; cannot drop

M: Hi, who should I talk to about changing my class timetable for this semester?
W: You can talk to me about it. I'm the registrar's assistant.
M: All right, great. You're just the person I need to talk to. Okay, so, I want to join the recreational hockey league. So I'm going to have to shift my calculus class to Tuesday mornings, my Intro to Modern Literature course to the night class, and maybe drop Chemistry 101.
W: Hmm, that sounds like a lot of rearranging. Are you sure you want to do that just to join the hockey league?
M: Oh, totally, for sure. Hockey versus Chemistry 101... Which one would you choose?
W: Do you want to graduate with a useful degree in four years?
M: Yeah, but that's not for years. I need to get some exercise this winter. That seems more important right now.
W: Okay, I'm looking at your schedule here, and I'm seeing some problems. First of all, the night class for Intro to Modern Literature is all full. There's no way you can get in there.
M: Oh, that stinks.
W: Well, that's just too bad. Secondly, you can transfer to the Tuesday morning calculus. But I have to warn you, it's an accelerated class. That means that they move through the book a lot faster than the low level class you're currently in. Are you prepared to keep up with the increased course speed? Is calculus one of your strong suits?
M: Well no, but maybe I could...
W: Finally, about dropping Chemistry 101. Your major is Microbiology. You have to have Chemistry 101 as a prerequisite to take most of the other classes in your major. If you drop it this semester, it'll hold you up from taking any other courses in your major next semester. You could set your entire education back a year just to play recreational hockey. Do you really want to do that?
M: Hmm, I guess I'd better not. Thanks anyway.
W: No problem. Have a nice day!

M: 안녕하세요. 이번 학기 시간표를 바꾸려는데 누구한테 얘기해야 되나요?
W: 예, 저한테 말씀하세요. 전 학적계 조교예요.
M: 네. 잘 됐네요. 제대로 찾아왔군요. 레크리에이션 하키 리그에 참가하려고요. 그래서 미적분 수업을 화요일 오전으로, 현대문학 입문을 야간 수업으로 옮기고 화학 101수업은 빼야 할 것 같아서요.
W: 흠. 꽤나 변화가 생기겠군요. 하키 리그에 참가하기 위해 그렇게 시간표를 재조정하길 원하는 거 맞나요?
M: 그럼요. 하키 대 화학 101. 조교님이라면 어떤 걸 고르시겠어요?
W: 4년 후에 도움이 될 학위를 가지고 졸업해야 하지 않겠어요?
M: 그렇죠. 하지만 몇 년씩 하겠다는 것도 아니잖아요. 이번 겨울에만 운동을 좀 하겠다는 거예요. 지금 현재는 그게 훨씬 더 중요해 보여서요.
W: 좋아요. 학생 시간표를 보니 좀 문제가 있네요. 먼저 현대문학 입문 야간 수업은 이미 정원이 다 찼어요. 들어갈 방법이 없어요.
M: 이런!
W: 정말 안됐네요. 두 번째로, 화요일 미적분 수업은 들을 수 있어요. 하지만 미리 말씀 드리는데 한 단계 위 수업이어요. 다시 말해 지금 듣는 수업보다 책을 훨씬 더 빠른 속도로 공부해야 한다는 얘기죠. 윗 단계 수업을 따라갈 준비가 되어 있나요?
M: 아니요. 하지만 노력하면…
W: 마지막으로, 화학 101수업을 빼는 것에 대해서요. 학생은 미생물학 전공이잖아요. 전공의 다른 수업 대부분을 듣기 위해서 화학 101은 필수 과목이에요. 만약 이번 학기에 이 수업을 안 들으면 다음 학기 전공 과목 수업을 듣는데 문제가 있을 거예요. 레크리에이션 하키를 하기 위해 전체 학사 일정을 1년씩 늦춰도 괜찮은가요? 정말 그러길 원해요?
M: 흠, 아니요. 어쨌든 감사합니다.
W: 천만에요. 좋은 하루 되세요.

A student wants to change his schedule so he can join a recreational hockey league. He wants to shift his classes to different times. He also wants to drop his Chemistry 101 class. The assistant tells him that the classes he wants to change into are either full or too advanced for him. She also tells him that he might not be able to graduate in four years if he drops Chemistry 101. The student changes his mind and decides not to play hockey.

B 1. Ⓑ 2. Ⓐ

[1]get them online anytime

W1: Good morning, Mrs. Lassiter.

W2: Hi, Sally. You were absent yesterday. I hope you're feeling okay.

W1: Oh, uh, yeah, I'm feeling better now. I was uh, oh, at home, sick in bed all weekend. Actually, that's why I was coming to speak with you.

W2: Sick in bed? Oh, that's terrible. I was worried your absence had something to do with the big football game on Sunday and all the partying that was going on Sunday evening.

W1: Oh, Mrs. Lassiter, no way, not me. I'm not into any of that, football or partying.

W2: Hmm, okay. So how can I help you today?

W1: Well, I know you handed out the review sheets for the final exam yesterday, and I was hoping to get them.

W2: Oh yeah, those review sheets. You know, I hate to tell you this, but I'm all out. I ended up giving away my master copies by accident. You'll have to get them from one of your classmates.

W1: Oh, Mrs. Lassiter, I'm begging you. The class is graded on a curve. None of my classmates want to help me. I might get a higher score than them. No one will loan me the sheets!

W2: My, you do seem to be in a predicament. Sally, I have to confess something. I was watching the game on television on Sunday, and I saw you in the crowd. You were on campus television! You didn't look very sick to me.

W1: Okay, you busted me. I was at the game. I missed class because I partied too much. You caught me in a lie. But now will you help me?

W2: I'll tell you again what I told you at the beginning of the semester. You can access any of the handout sheets for this class from my website under the link that says "handouts". What do you think about that?

W1: Oh yeah. Now I remember. Okay, thanks.

W1: 안녕하세요, 래시터 교수님.

W2: 안녕하세요, 샐리. 어제 수업에 빠졌죠. 괜찮은가요?

W1: 예. 지금은 괜찮아졌어요. 주말 내내 몸이 아파 집에 있었어요. 사실, 그래서 교수님을 찾아왔어요.

W2: 계속 누워 있었다고요? 안 됐군요. 샐리 양이 결석한 이유가 일요일 있었던 미식축구 경기랑 일요일 저녁에 있었던 파티 때문이 아닌가 생각했었어요.

W1: 교수님, 그럴 리가요. 전혀요. 저는 미식축구며 파티 같은 걸 좋아하지 않아요.

W2: 흠, 좋아요. 그래서 어떻게 도와줄까요?

W1: 어제 기말 고사 준비를 위한 연습 문제지를 내 주셨다고 들었는데 그걸 좀 받고 싶어서요.

W2: 아, 그 연습 문제지요. 정말 미안한데 하나도 없어요. 실수로 원본을 없애 버렸어요. 급우한테 빌려야겠네요.

W1: 교수님, 제발 부탁이에요. 성적이 상대평가잖아요. 친구들이 도와주려고 하지 않을 거예요. 자기들보다 높은 점수를 받길 원하지 않을 테니까요. 아무도 저한테 자료를 빌려주려고 하지 않을 테니까요!

W2: 안 됐군요. 정말 문제네요, 샐리 양. 실토를 해야겠군요. 일요일 TV로 미식축구 경기를 보다가 관중 속에서 샐리 양을 봤어요. 교내 방송에 나왔었다고요! 아파 보이지도 않던군요.

W1: 어머, 죄송해요. 사실 경기장에 갔었어요. 파티 때문에 수업도 못 갔고요. 들켜 버렸네요. 그래도 좀 도와주시면 안 될까요?

W2: 학기 시작 때 한 얘길 또 해야겠네요. 제 웹사이트 들어가서 "자료"라고 적혀 있는 링크를 클릭하면 모든 자료를 다운 받을 수 있어요. 어때요?

W1: 아, 맞아요. 기억나네요. 감사합니다.

Sally was absent from class. She tells the professor she was sick all weekend. She asks for some important review sheets for an upcoming exam. The professor tells her she's all out. She recommends Sally ask her classmates. Sally is upset because her classmates won't help her. The professor tells Sally that she saw her on television at the football game. Sally confesses she wasn't really sick. The professor tells her that she can get the handouts from her website online.

C 1. Ⓒ 2. Ⓒ

[1]they write angry letters [2]protested successfully last year

M1: Hey, Benny. Let's go over to the recreation room and shoot some pool or play some video games.

M2: Oh, Doug, haven't you heard? The recreation room is closed.

M1: No way! Why? I love that place! I usually go there every day!

M2: Well, you won't be going there anymore. It's been shut down and gutted. They're turning it into a Student Employment Center. It's going to be a place for company recruiters to set up booths and for career counselors to hold resume building sessions.

M1: Yuck, career counseling, company recruiters. That sounds like no fun! This is a total outrage. I'm going to do something about it. Do you want to help me?

M2: What are you going to do about it? They've already closed the place. It's too late!

M1: It's never too late. We can chain ourselves to the front door so the construction workers can't go inside and tear it apart. We'll stage a protest and get all of our friends to come.

M2: I don't think any of my friends would come. They're all interested in going to the career center to set up jobs for after they graduate. Maybe we should write the president of the university some angry letters.

M1: I like that idea, but I don't think it would get anywhere. People write him angry letters all the time, and I don't think he even reads them. He has employees who screen his mail and toss out the angry letters.

M2: I'm not so sure about that. Last year, the school administration tried to take away the benches and ash trays in Langley Park. You know, the place where everybody likes to gather and talk.

M1: Yeah, I know about it, but I've never been there.

M2: Yeah, well, they tried to take it away. All of the students who went there regularly were so upset. They held a protest. In the end, the administration didn't remove the benches.

M1: Sure, but I'll bet one of the protester's fathers works at the school.

M2: Hey, don't be so cynical.

M1: 안녕, 베니. 휴게실에 가서 포켓볼이나 비디오게임 안 할래?

M2: 더그, 얘기 못 들었니? 휴게실 문 닫았어.

M1: 아니! 왜? 너무 맘에 들었었는데. 거의 매일 갔잖아.

M2: 이제 더 이상은 거기에 못 가. 완전히 문을 닫아서 아무 것도 없어. 거기를 학생 고용 센터로 바꾼대. 회사들이 신입사원 모집을 위한 부스를 만들고 직업 카운셀러들이 이력서 쓰는 법에 대해 강의를 하는 장소가 된대.

M1: 이런, 직업 상담과 회사 신입사원 모집이라. 재미있는 날은 다 간 것 같군! 정말 말도 안 돼. 어떻게 좀 해야겠어. 날 좀 도와줄래?

M2: 어떻게 할 건데? 벌써 문도 닫았어. 너무 늦었다고!

M1: 결코 늦는 법은 없어. 우리가 정문 앞에서 인간 사슬을 만들어 공사 인부들이 안으로 들어가 건물을 헐지 못하도록 하면 돼. 친구들을 모두 불러 시위를 하자.

M2: 내 생각에는 오겠다는 친구도 없을 걸. 그 애들은 하나 같이 졸업 후에 구직 센터에 가는데 관심이 있으니까 말이야. 대학 총장님께 항의 편지를 쓰는 게 나을 거야.

M1: 좋은 생각이긴 한데 아무런 효과도 없을 걸. 사람들은 항상 총장님께 항의 편지를 쓰지만 읽기나 하는지도 모르겠어. 우편물을 대신 읽고 항의 편지는 버려 버리는 사람이 따로 있을 걸.

M2: 아닐 지도 몰라. 작년에 학교측에서 랭글리 공원에 있는 벤치와 재떨이를 없애려고 했었어. 학생들이 모여서 얘기하기 좋아하던 그 곳 말이야.

M1: 알기는 아는데 한번도 가본 적이 없어.

M2: 그런데 학교측에서 그걸 없애려고 했었지. 거기에 항상 가곤 하던 학생들은 전부 화가 났어. 그래서 시위를 했고 결국 학교측은 벤치를 그대로 뒀지.

M1: 맞아. 하지만 시위 학생 중의 아버지가 학교 측 아니었을까?

M2: 그렇게 삐딱하게 보지 마.

Two friends meet and chat. Doug wants to go to the recreation room on campus to play some games. Benny tells Doug that the recreation room has been closed. It is being changed into a Student Employment Center. Doug is upset. He wants to stage a protest. Benny doesn't think the protest would be effective. He wants to write angry letters to the president of the university. Doug likes the idea, but doesn't think it would work. Benny tells Doug about a time when a student protest stopped the administration from removing some benches that students liked.

D 1. Ⓑ 2. Ⓓ

[1]Hungary [2]Budapest

M1: Hi, Mr. Jones. May I speak with you for a few moments?

M2: Okay, Mark, how can I be of service to you today?

M1: I heard you were in charge of the student exchange program for the international studies department.

M2: That's right, Mark. I am. Are you interested in studying abroad?

M1: Well, I'd never thought about it before. But I've been reading my course book and they recommend spending a semester abroad for students like me majoring in international law, like me.

M2: That's absolutely correct. For students in your major, it's recommended that you spend six months to a year abroad. It prepares you for the type of work you'll be doing, and it helps you determine your country or region of focus. So where do you think you'd like to study?

M1: Well, I've been thinking about a few places. I've always wanted to go to the Sudan.

M2: The Sudan! Aren't they in the middle of a civil war? Do you really want to go there?

M1: Well, I've been reading about it, and I think I could help save some lives or something.

M2: Hmm, do you really think you can stop genocide single-handedly? I don't think that's a very realistic place for you to get much studying done. Do you have a second or third choice?

M1: Yeah, you're probably right. My parents are Hungarian. So I speak Hungarian fluently. It would be easy for me to study in Budapest since I speak the language.

M2: Now that is a much more realistic idea, Mark. I actually know of a good law school located in Budapest. We have some of their students studying here now. Maybe I could introduce you to them, and you could make some connections.

M1: That would be great. I'd love to make some friends that I could call if I went there. It would be nice to know some people right away.

M1: 안녕하세요, 존스 교수님. 잠깐 말씀 좀 나눌 수 있을까요?
M2: 물론이죠, 마크. 어떤 도움이 필요한가요?
M1: 교수님이 유학부의 교환학생 프로그램을 맡고 계시다고 들었어요.
M2: 맞아요, 마크. 유학에 관심 있나요?
M1: 전에는 한 번도 생각해본 적이 없어요. 그런데 책을 읽고 있는데 사람들이 저 같은 국제법 전공자들은 한 학기쯤 유학 생활을 하는 게 좋다고 권하더군요.
M2: 정말 맞는 얘기예요. 국제법 전공자들의 경우 반 년에서 1년 정도 유학 생활을 하는 게 좋아요. 나중에 할 일에 대한 준비도 되고요. 초점이 되는 국가나 지역을 결정하는데도 도움이 되죠. 그래서 어디에 관심이 있죠?
M1: 글쎄요. 몇몇 장소를 생각 중이었어요. 항상 수단에 가고 싶다는 생각을 했었어요.
M2: 수단이라! 지금 내전이 한창이지 않나요? 정말 거기에 가고 싶어요?
M1: 사태에 관해 많이 읽었어요. 그리고 어쩌면 인명을 구하거나 다른 일에 도움이 될 지도 모른다고 생각했어요.
M2: 흠, 정말 혼자 힘으로 집단 학살을 막을 수 있다고 생각해요? 많은 걸 배울 수 있는 대단히 현실적인 장소라고는 생각이 안 되네요. 혹시 두 번째나 세 번째로 고려하고 있는 데가 있나요?
M1: 어쩌면 교수님 말씀이 맞겠네요. 부모님이 헝가리 분들이세요. 그래서 전 헝가리어에 능숙해요. 헝가리어를 할 줄 아니까 부다페스트에서 공부하는 건 쉽겠죠.
M2: 그건 훨씬 더 현실적인 생각이군요, 마크. 부다페스트에 있는 훌륭한 로스쿨을 알아요. 그 쪽 학생 가운데도 우리 대학에 와서 공부를 하는 학생들이 있어요. 원하면 소개를 시켜줄 테니 도움을 받을 수도 있죠.
M1: 정말 잘 됐네요. 거기에 가면 연락을 할 수 있는 친구가 있었으면 좋겠어요. 지금 당장 친구가 생긴다면 정말 좋겠네요.

Mark is interested in studying abroad. He talks to Mr. Jones, who is in charge of the student exchange program. Mr. Jones asks Mark where he would like to study. Mark says he would like to study in the Sudan. Mr. Jones says it is an unrealistic idea because the country is in civil war. Mark says his second choice is Budapest because he speaks Hungarian fluently. Mr. Jones thinks it's a good idea. He offers to introduce Mark to some Hungarian exchange students at the school.

Practice with Lectures

A 1. Ⓒ 2. Ⓒ
1ovule 2Abiotic

Okay, class, today I want to tell you about the process of pollination. Pollination is an important step in the reproduction of seed plants. This is the name for the transfer of pollen grains to the plant carpel. The carpel is the structure that contains the ovule. The pollen grains are the male gamete, and the ovule is the female gamete. The receptive part of the carpel is called a stigma in the flowers of angiosperms and a micropyle in gymnosperms.

The study of pollination brings together many disciplines, such as botany, horticulture, entomology, and ecology. Pollination is important in horticulture because most plant fruits will not develop if the ovules are not fertilized. The pollination process as interaction between flower and vector was first addressed in the 18th century by Christian Konrad Sprengel.

The process of pollination requires pollinators as agents that carry or move the pollen grains from the anther to the receptive part of the carpel. The various flower traits that attract different pollinators are known as pollinator syndromes.

One method of pollination common with plants is entomophily, which is pollination by insects. Bees, wasps, butterflies, and flies are just a few of the insects that usually take part in this process. Another method is called zoophily. This denotes pollination by vertebrates, such as birds or bats. The hummingbird and the honeyeater are helpful with this process.

Yet another method of pollination is anemophily, which is by the wind. This is common with many types of grasses and deciduous trees. In the case of aquatic plants, pollination by water is called hydrophily. All of these pollination processes are covered by two categories, biotic and abiotic pollination. Biotic covers pollination by organisms, including entomophily and zoophily. This includes 80% of all pollination. Abiotic pollination covers all types not carried out by other organisms, including anemophily and hydrophily. Of the 20% this covers, 98% is by wind and just 2% by water.

안녕하세요, 여러분. 오늘은 수분 과정에 대해 공부하겠어요. 수분은 종자식물의 번식에 있어서 중요한 과정이에요. 수분이란 식물의 암술잎에 화분립을 옮기는 것을 말합니다. 암술잎은 식물의 배주에 있는 구조예요. 화분립은 웅성배우자이고 배주는 자성배우자예요. 암술잎 중 수용기 부분을 피자식물의 경우에는 암술머리, 나자식물의 경우에는 주공이라고 해요.
수분을 공부하다 보면 식물학, 원예학, 곤충학, 생태학 등 많은 학문 분야가 언급됩니다. 대부분 식물의 열매가 배주가 수정이 되지 않으면 영글지 않기 때문에 수분은 원예에서 중요하죠. 꽃과 벡터 사이의 상호작용으로서의 수분 과정은 18세기 크리스찬 콘라드 슈르렝겔이 처음 연구했어요.
수분 과정은 꽃밥에서 나온 화분립을 암술잎의 수용기 부분에 옮겨주는 수분 매개자가 필요하죠. 다양한 꽃들은 다양한 수분 매체를 유혹하는 수분 신드롬이라고 하는 특징이 있어요.
식물에서 흔히 볼 수 있는 수분 방법은 곤충이 수분을 하는 충매예요. 벌이나 말벌, 나비, 파리 같은 곤충들이 이 과정에 관여하죠. 다른 방법으로는

동물매가 있어요. 동물매란 새나 박쥐와 같은 척추동물에 의한 수분을 말합니다. 벌새나 꿀빨기새도 이 과정에 도움이 됩니다.
또 다른 수분 방법으로는 바람에 의한 풍매가 있어요. 이것은 풀이나 낙엽성 식물의 경우 일반적인 방법입니다. 수중 식물의 경우 물에 의한 수분을 수매라고 하죠. 이 모든 수분 과정은 생물적 수분과 무생물적 수분의 두 가지로 구별됩니다. 생물적 수분이란 충매나 동물매를 포함해 유기체에 의한 수분을 말합니다. 전체 수분의 80%가 여기에 속하죠. 반면에 무생물적 수분은 풍매와 수매를 포함하는, 유기체에 의하지 않은 모든 형태의 수분을 말합니다. 이 20%가운데 98%가 풍매이며 2%만이 수매입니다.

Pollination is important for the reproduction of seed plants. Many plants will not develop if their ovules are not fertilized. The process of pollination requires pollinators to act as agents and carry pollen grains from the anther to the carpel. Pollination can either be carried out by biotic or abiotic means. Biotic refers to pollination by other living organisms. This often includes hummingbirds, bees, and bats. Abiotic refers to pollination by natural means, such as wind or water. Most pollination is biotic.

B 1. D 2. A

(rubbing belly

M1: All right class, let's get started. I'd like to begin today's class with a simple activity. With your left hand I want you to pat yourself on the head. With your right hand I want you to rub your belly with a circular motion. Can you do it?

M2: Hey, this is really difficult! I can't do it!

W: I've got it! It just takes a lot of attention. Check this out!

M1: Okay, everyone can stop now. I asked you to do this because I wanted you to notice how difficult it is for your brain and nervous system to coordinate two different actions at the same time. This is called splitting your attention. Attention is the cognitive process of selectively concentrating on one thing while ignoring other things. One example is listening carefully to what someone is saying while ignoring other conversations in the room. This is called the cocktail party effect. Attention can also be split, such as when a person drives a car and talks on a cell phone. Sometimes our attention shifts to matters unrelated to the external environment. This is referred to as mind wandering or "spontaneous thought."

W: But I was able to pat my head and rub my belly at the same time. What does that mean about me?

M1: Well, that means that you are capable of splitting your attention. That reminds me of the most famous definition of attention by one of the first major psychologists, William James. He said, "Everyone knows what attention is. It is the taking possession by the mind in clear and vivid form, of one out of what seem to be several simultaneously possible objects or trains of thought. It implies withdrawal from some things in order to deal effectively with others."

W: Hmm, that sounds interesting. But how is the action of rubbing my belly and patting my head linked to focusing my mind?

M1: Good question. It is linked because your cerebral cortex controls your fine motor skills, which is what those motions require.

M1: 자, 여러분, 수업을 시작하도록 하죠. 간단한 활동과 함께 오늘 수업을 시작하도록 하겠습니다. 왼손으로 머리를 가볍게 두드려 보세요. 오른손으로는 원 모양을 그리며 배를 문질러 보세요. 잘 되나요?

M2: 이거 정말 어렵네요. 안 되요!

W: 저는 되요! 신경이 많이 쓰이긴 하지만요. 보세요.

M1: 좋아요. 이제 그만 하세요. 제가 여러분에게 이것을 해 보라고 시킨 것은 동시에 두 가지 다른 동작을 뇌와 신경에서 조합하기가 얼마나 어려운지를 보여주기 위해서예요. 이것을 주의력 분산이라고 해요. 주의력이란 한 가지에만 선택적으로 집중하면서 다른 것은 무시하는 인지과정이에요. 한 가지 예가 방 안에서 일어나는 다른 대화는 무시하면서 어떤 사람이 말하고 있는 내용에만 귀를 기울이는 것이에요. 이것을 칵테일 파티 효과라고 합니다. 운전을 하면서 핸드폰 통화를 할 때와 같이 주의력은 분산되기도 해요. 때로 우리의 주의력은 외부 환경과 관계가 없는 것으로 옮겨가기도 하죠. 이것을 정신산란 또는 "자발적 사고"라고 합니다."

W: 하지만 저는 머리를 두드리면서 동시에 배를 문지르는 것도 되는데 저는 어떻게 된 거죠?

M1: 그건 학생이 주의력을 분산시킬 수 있다는 얘기죠. 초기 유명한 심리학자 가운데 한 명인 윌리엄 제임스가 내린 주의력에 대한 가장 유명한 정의가 떠오르네요. 그는 "누구나 주의력이 무엇인지 안다. 주의력이란 여러 가지 동시적으로 가능한 물체나 연속적인 사고 가운데 하나에 확실하고 분명하게 마음을 집중시키는 것이다. 다시 말해 어떤 것을 효과적으로 다루기 위해 다른 것으로부터 물러서는 것이다"라고 말했어요.

W: 흠. 흥미롭네요. 하지만 어떻게 제 배를 문지르고 머리를 두드리는 것이 마음을 집중하는 것과 관련이 있죠?

M1: 좋은 질문이에요. 그러한 활동이 요구하는 미세한 운동 기술을 대뇌피질에서 제어하기 때문이에요.

Coordinating the brain and nervous system to do two different actions at the same time is called splitting attention. Attention is the cognitive process of selectively concentrating on one thing while ignoring other things. William James was one of the first major psychologists. He defined attention as "the taking possession by the mind, in clear and vivid form, of one out of what seem to be several simultaneous possible objects or trains of thought." The attention of one's

mind is linked to the cerebral cortex, which controls fine motor skills.

C 1. Ⓑ 2. Ⓒ

[1]Public school system [2]16 years

Okay, everyone, today I'm going to tell you about the development of the American educational system. The first American schools opened during the Colonial Era. As the colonies began to develop, many began to institute mandatory education schemes. In 1642, the Massachusetts Bay Colony made "proper" education compulsory. Similar statutes were accepted in other colonies in the 1640s and 1650s. Virtually all of the schools that opened as a result of this were private. Most of the universities which appeared between 1640 and 1750 form the contemporary Ivy League, including Harvard, Yale, Columbia, Brown, the University of Pennsylvania, and several others. After the revolution, an even heavier emphasis was put on education. This made the United States have one of the highest literacy rates of the time.

The school systems remained largely private and unorganized until the 1840s. Education reformers such as Horace Mann of Massachusetts began calling for public education systems for all. He helped to create a statewide system of "common schools," which referred to the belief that everyone was entitled to the same content in education. These early efforts focused primarily on elementary education.

The common-school movement began to catch on. By 1900, 31 states required 8-to-14-year-olds to attend school. In 1918, every state required students to complete elementary school. Lessons consisted of students reading aloud from their texts, such as the *McGuffey Readers*, and emphasis was placed on rote memorization. Teachers often used physical punishments, such as hitting students on the knuckles with birch switches for incorrect answers.

Secondary education progressed much more slowly, remaining the province of the affluent and domain of private tutors. In 1870, only 2% of 14-to-17-year-olds graduated from high school. The introduction of strict child labor laws and growing acceptance of higher education in general in the early 20th century caused the number of high school graduates to skyrocket. Most states passed laws which increased the age for compulsory school attendance to 16.

자, 여러분, 오늘은 미국 교육 시스템의 발달에 대해 얘기하겠어요. 미국 최초의 학교는 식민지시대에 문을 열었어요. 식민지가 발달하기 시작하면서 의무 교육 계획을 세우기 시작했죠. 1642년에 매사추세츠 베이 식민지에서 "정규" 교육을 의무 사항으로 정했어요. 1640년대와 1650년대에는 비슷한 법령이 통과되었어요. 사실 그 결과 생겨난 학교는 전부 사립이었어요. 1640년과 1750년 사이에 개교한 대부분의 대학들은 하버드, 예일, 콜롬비아, 브라운, 펜실베이니아 대학처럼 지금의 아이비 리그를 구성하게 되었죠. 그 개혁 후 교육을 훨씬 더 중요하게 생각하게 되었어요. 이 결과 미국은 당시로서는 가장 높은 교육율을 자랑했죠.

학교 시스템은 1840년대까지 대부분은 사립이었으며 조직적이지도 않았어요. 매사추세츠의 호레이스 맨 같은 교육 개혁가들은 전체적인 공립 교육 시스템을 부르짖었어요. 그는 주 전체에 누구라도 동일한 수준의 교육을 받을 권리가 있다는 믿음 하에 "공립 학교"를 세우는데 공헌을 했어요. 이러한 초기의 노력은 주로 초등교육에 초점이 맞춰졌어요.

공립학교 운동은 점점 가열되기 시작했어요. 1900년 경이 되자 31개 주가 8-14세 사이의 아동들이 학교에 다니도록 정했어요. 1918년에는 모든 주에서 초등 교육을 받도록 정했어요. 수업 시간에는 "맥거퍼리 리더스"와 같은 교재를 큰 소리로 읽었는데 기계적인 암기에 초점이 맞춰졌어요. 선생님들은 종종 질문에 대답을 하지 못할 경우 자작나무 회초리로 관절 부위를 때리는 체벌을 가하곤 했어요.

중등 교육은 부유한 지방과 개인 과외 교사의 영역에 머물면서 훨씬 천천히 발달했어요. 1870년에 14-17세 아동 가운데 불과 2%만이 고등학교를 졸업했어요. 엄격한 아동 노동법이 도입되고 20세기 초반에 전반적인 고등교육을 점점 더 수용하게 되면서 고등학교 졸업자 수는 급증하기 시작했어요. 대부분의 주에서는 의무 교육 연령을 16세까지로 규정하고 있습니다.

The first American schools opened during the colonial era. After the Revolution, a heavier emphasis was placed on education. School systems remained private until the 1840s. Then educational reformers began calling for public education systems. They believed everyone was entitled to the same content in education. By 1900, 31 states required 8-to 14-year olds to attend school. Secondary education progressed more slowly. In the early 20th century, strict child labor laws and growing acceptance of higher education caused the number of high school graduates to skyrocket.

D 1. Ⓑ 2. Ⓐ

[1]Nitrogen [2]Argon

W1: Okay everyone, today we are going to talk about the fourth planet from the sun. It's named after Mars, the Roman god of war. Until the first flyby of Mars by Mariner 4 in 1965, it was thought that there were channels of liquid water on the planet's surface. People called these the Martian canals. Observations later showed that these channels do not exist. Still, of all the planets in our solar system after Earth, Mars is the most likely to harbor liquid water and possibly life.

M: What about time on Mars? I heard it takes longer to travel around the sun than the Earth.

W1: Very good. That's right. Mars has a similar axial tilt

to Earth, so it has similar seasonal periods. But it's further from the sun and takes longer to orbit. So a Martian year is 687 Earth days long. Interestingly enough, the solar day on Mars is almost the same as Earth, being approximately 24 hours, 39 minutes, and 35 seconds.

W2: What about its atmosphere? Is it possible for humans to breathe on Mars?

W1: Well, Mars has an atmosphere. But since it contains only traces of oxygen, you wouldn't want to breathe it. The Martian atmosphere is 95% carbon dioxide, 3% nitrogen and 1.6% argon. During the winter months, the atmosphere gets so cold that it condenses into thick slabs of dry ice.

M: But earlier, you said that it's possible for life to exist there. What kind of life could live in that kind of atmosphere?

W1: That's an interesting question. Some evidence suggests that the planet was once significantly more habitable than it is today. But whether living organisms ever existed there is still an open question. The Viking probe of the mid-1970s carried experiments designed to detect microorganisms in Martian soil and had some positive results. But these were later disputed by many scientists.

W1: 안녕하세요, 여러분. 오늘은 태양에서부터 네 번째 행성에 대해 공부해 보기로 하겠어요. 로마의 전쟁의 신 이름을 딴 화성(Mars)이에요. 1965년 마리너 4호의 근접통과가 있기 전까지는 화성 표면에는 수로가 있다고 믿었죠. 사람들은 그것을 화성운하라고 불렀어요. 시간이 흐른 후 관찰한 바에 따르면 운하는 존재하지 않았어요. 하지만 태양계에 있는 행성 가운데 지구 다음으로 화성이 가장 물과 생명체가 존재할 확률이 높은 곳으로 여겨지고 있어요.

M: 화성에서의 시간은 어떤가요? 지구보다 태양 주위를 도는데 시간이 더 오래 걸린다고 들었어요.

W1: 잘 지적했어요. 맞아요. 화성은 지구와 비슷하게 축이 경사져 있어서 지구와 비슷한 계절이 있어요. 하지만 태양에서 더 멀리 떨어져 있기 때문에 궤도를 도는데 걸리는 시간이 더 길죠. 그래서 화성 년은 지구일로 687일이에요. 흥미로운 것은 화성에서의 태양일이 지구와 거의 같아서 약 24시간 39분 35초라는 사실입니다.

W2: 대기는 어떤가요? 인간이 화성에서 숨을 쉴 수 있나요?

W1: 화성에도 대기가 있어요. 하지만 대단히 소량의 산소만 있기 때문에 호흡은 불가능해요. 화성의 대기는 95%가 이산화탄소, 3%가 질소, 1.6%가 아르곤으로 되어 있어요. 겨울에는 대기의 온도가 대단히 많이 내려가기 때문에 아주 두꺼운 얼음 판을 이룬답니다.

M: 하지만 앞에서는 생명체가 살 수 있다고 하셨잖아요. 어떤 종류의 생물이 그런 대기에서 생존할 수 있죠?

W1: 흥미로운 질문이네요. 증거에 따르면 화성은 한 때 오늘날보다 훨씬 살기에 적합한 환경을 가지고 있었다고 해요. 하지만 생명체가 존재했었는지는 아직까지도 의문이에요. 1970년대 중반에 바이킹 탐사선은 화성 토양에 있는 미생물을 탐색하기 위해 실험을 했는데 긍정적 결과가 얻어지긴 했어요. 하지만 이 결과들은 후에 많은 과학자들의 논쟁의 대상이 되었어요.

Mars is the 4th planet from the sun. Canals on the planet's surface that were once believed to exist do not. But Mars is still the most likely place in the solar system, besides Earth, to harbor liquid water and possibly life. Mars has seasonal periods similar to Earth's. But its year is almost twice as long. The Martian atmosphere contains only traces of oxygen. During the winter months, the atmosphere gets so cold that it condenses into dry ice. Whether living organisms exist on Mars is still an open question.

Integrated Listening & Speaking

A

1. (A) Doug suggests they go to the campus recreation room.
   (B) Doug makes the suggestion to go to the campus recreation room.
2. (A) Benny tells Doug some bad news about the recreation room being closed.
   (B) Benny tells Doug some bad news that the recreation room has been closed.
3. (A) Benny makes the suggestion that they write some angry letters to the president of the university.
   (B) Benny suggests that they write angry letters to the university president.

Doug suggests that he and Benny go to the campus recreation room and play some pool or video games. But Benny tells Doug the bad news that the recreation room has been closed. He tells him it has been changed into a Student Employment Center. Doug is really upset at this news. He wants to stage a protest, but Benny doesn't think it would be effective. He doesn't think any of their friends would support them. He suggests they write angry letters to the university president. Doug doesn't think this idea would work. But Benny tells him about a time when a student's protest changed the administration's decision to remove some benches.

더그는 베니에게 휴게실에 가서 포켓볼을 치거나 비디오게임을 하자고 제안을 합니다. 하지만 베니는 더그에게 휴게실은 문을 닫았다고 말해 줍니다. 휴게실이 학생 고용센터로 바뀌었다고 말합니다. 더그는 이 소식을 듣고 몹시 화가 납니다. 그는 시위를 하려고 하지만 베니는 그 방법이 별로 효과적이라고 생각하지 않습니다. 그는 친구들도 도와주지 않을 거라고 생각합니다. 대신 총장에게 항의 편지를 쓰자고 제안합니다. 더그는 그 생각이 별로 효과가 없을 거라고 생각합니다. 하지만 베니는 학생들이 시위를 해서 학교측이 벤치를 없애려 했던 결정을 번복한 얘기를 들려줍니다.

B

1. (A) His major requires it in international law.
   (B) It is required by his major in international law.
2. (A) Mr. Jones is in charge of the student exchange program.
   (B) Mr. Jones runs the student exchange program.
3. (A) His parents taught him to speak fluent Hungarian.
   (B) He was taught fluent Hungarian by his parents.

Mark is interested in studying abroad since it is required by his major in international law. Mr. Jones is in charge of the student exchange program. He tells Mark that studying abroad will help him decide the area of focus for his major and asks where his first choice to study is. Mark wants to study in the Sudan, but Mr. Jones thinks it's a bad idea because the country is in a civil war. He asks Mark his second choice, and Mark answers Budapest. He wants to study there because his parents taught him to speak fluent Hungarian. Mr. Jones offers to introduce Mark to Hungarian exchange students so he can make some connections.

마크는 국제법을 전공하는데 필요해서 유학에 관심이 있습니다. 존스 교수는 교환 학생 프로그램을 담당하고 있습니다. 그는 마크에게 유학 경험이 전공에 있어 초점을 맞출 분야를 결정하는데 도움이 될 거라고 하면서 어디에서 공부하고 싶은지를 물습니다. 마크는 수단에서 공부하고 싶어하지만 교수님은 수단에서는 내전이 진행 중이라며 좋은 생각이 아니라고 말합니다. 그가 마크에게 두 번째 가고 싶은 곳을 물어보자 마크는 부다페스트라고 답합니다. 그는 부모님 덕분에 헝가리어를 유창하게 구사할 수 있기 때문에 부다페스트에서 공부하길 원합니다. 존스 교수님은 도움을 받을 수 있게 헝가리 교환 학생들에게 소개시켜 주겠다고 제안을 합니다.

C

1. (A) He asks them to pat their heads with one hand and rub their bellies with their other.
   (B) He tells them about patting their heads with one hand and rubbing their bellies with the other.
2. (A) He says it's a cognitively selective process of concentrating and ignoring things.
   (B) He explains that it is the cognitive process of selectively concentrating on one thing while ignoring other things.
3. (A) It's linked by the cerebral cortex and fine motor skills.
   (B) It's linked to the cerebral cortex, which controls fine motor skills.

The professor asks his students to split their attention by patting their heads with one hand and rubbing their bellies with their other. This is an example of the difficulty of splitting one's attention. He explains that attention is the cognitive process of selectively concentrating on one thing while ignoring other things. The professor tells them about William James, who was one of the first major psychologists. James's definition of attention defines it as the mind taking possession of several simultaneous objects or trains of thought. The student wants to know how attention is linked to physical actions.Then the professor explains that a person's attention is linked to the cerebral cortex which controls fine motor skills.

교수님이 학생들에게 한 손으로는 머리를 두드리면서 다른 손으로는 배를 문질러서 주의력 분산을 해 보도록 시킵니다. 이것은 주의력 분산이 어려운 한 가지 예입니다. 그는 주의력이란 다른 것은 무시하면서 한 가지에만 선택적으로 집중하는 인지 과정이라고 설명을 해 줍니다. 교수님은 유명한 최초의 심리학자 가운데 한 사람인 윌리엄 제임스에 대해 말해 줍니다. 제임스는 주의력을, 여러 가지 동시적인 물체나 일련의 사고에서 한 가지에만 마음을 집중시키는 것이라고 정의했습니다. 한 학생은 어떻게 주의력이 신체 활동과 연결되어 있는지 알고 싶어합니다. 그러자 교수님은 주의력이 미세 운동 기술을 제어하는 대뇌피질과 관련이 있다고 말해줍니다.

D

1. (A) He begins by explaining that the first American schools opened during the Colonial Era.
   (B) He begins with an explanation of the first American schools and their opening during the Colonial Era.
2. (A) A heavier emphasis was put on education by the U.S. after the revolution.
   (B) The U.S. put a heavier emphasis on education after the revolution.
3. (A) Many of the teaching methods were by rote memorization and punishment for incorrect answers.
   (B) Many teaching methods were rote memorization that included punishment for incorrect answers.

The professor begins the lecture by explaining that the first American schools opened during the Colonial Era. The Massachusetts Bay Colony was the first to make education compulsory. After the revolution, the U.S. put a heavier emphasis on education, which gave them one of the highest literacy rates. Then he says that the education reformers began calling for public school systems in the 1840s. Horace Mann was a reformer who believed everyone was entitled to the same educational content. But many of the teaching methods were by rote memorization and punishment for incorrect answers. Secondary education did not become common until the 20th century, when the number of high school graduates skyrocketed.

교수님은 미국 최초의 학교가 식민지 시대에 문을 열었다고 말하면서 수업을 시작합니다. 매사추세츠 베이 식민지는 최초로 의무 교육을 실시했습니다. 그 개혁 이후로 미국은 교육에 보다 비중을 두게 되었고 그 결과 가장 높은 교육 율을 자랑하게 되었습니다. 그리고는 1840년대에 교육 개혁가들이 공립 학교 시스템을 부르짖었다고 말합니다. 호레이스 만은 모든 이들이 동일한 수준의 교육을 받을 권리가 있다고 믿었던 개혁가입니다. 하지만 대부분의 수업은 기계적 암기와 그른 답에 대한 처벌로 이루어졌습니다. 중등 교육은 20세기가 되어서야 보편화되었는데 이 때 고등학교의 수가 급증했습니다.

Mini TOEFL iBT

A 1. Ⓒ 2. Ⓓ 3. Ⓑ 4. ⒶⒸⒹ 5. Ⓐ

M1: Hello there. Do you work here?

M2: I sure do. But I'm a little busy right now. Could you just hang on a second?

M1: Look, I don't want to bother you. I'm just wondering what I have to do to use one of these computers. I'm kind of in a rush, and I need to check my email.

M2: Just a second. I'm about to level up on this game.

M1: Hey, buddy, I'm sorry to interrupt your game, but you'll just have to hit the pause button.

M2: Oh, I missed it! Thanks to you I missed getting a new level! Why should I help you now?

M1: Perhaps because you work here, this is a student facility, and I'm a student, and I want to use a computer now!

M2: Okay, hold your horses. If you want to use a computer, first you have to fill out a student usage form for us to file.

M1: Look, I'm running late for class, and I need to check my email for a study sheet I need for a quiz we're having in class today. Can you just help me out and let me check my email really quick?

M2: Sorry buddy, no one can touch these computers without filing a student usage card. Students are only allowed 100 hours of campus computer time per month, and we have to have a card on file for you to keep track of the time you spend. You obviously don't use the student computer lab very often.

M1: No, I usually just use my own. But my dorm is too far to run back to. Okay, it's an emergency. Where's the card? I'll fill it out.

M2: Uh, let me look. I'm not sure where I put them.

M1: Gosh, this is a real pain in the neck.

M2: Okay, here it is. Just fill out your name, address, telephone number, student number, and date of birth here.

M1: Here you go. All finished. Now can I use a computer?

M2: Sure, just show me your student ID, and you're set to go.

M1: I thought I had my ID card in here. Oh, I seem to have forgotten my wallet today. I... I don't have my ID card with me.

M2: I'm sorry. I can't let you use the computer without a student ID card.

M1: This is too frustrating. I give up!

M1: 안녕하세요. 여기서 일하시는 분인가요?

M2: 네, 맞아요. 지금 좀 바빠서 그런데 잠시만 기다려 주실래요?

M1: 귀찮게 하려는 게 아니고 그냥 이 컴퓨터를 어떻게 사용하는 건가 하서요. 좀 바쁘거든요. 이메일을 확인해야 해서요.

M2: 잠깐만요. 이 게임을 레벨 업 시키기 직전이거든요.

M1: 지기, 게임에 방해가 돼서 죄송한데요. 잠깐만 일시 정지 키를 눌러주시면 안될까요?

M2: 아, 이런! 놓쳤어! 덕분에 레벨업될 기회를 놓쳤네요. 그래 뭘 도와 드릴까요?

M1: 당신은 여기서 일하시는 분이시고 여기는 학생들을 위한 시설이고 저는 학생이고 지금 컴퓨터를 사용하고 싶다고요!

M2: 좀, 진정하세요. 컴퓨터를 사용하려면 먼저 학생 사용 신청서를 작성하셔야 해요.

M1: 이봐요. 수업에 늦었는데 수업 시간에 있는 쪽지 시험에 필요한 자료를 위해 이메일을 확인해야 한다고요. 좀 어떻게 빨리 이메일만 확인할 수 없을까요?

M2: 죄송하지만요. 어느 누구도 학생 사용 카드 없이 컴퓨터에 손 못 대요. 학생들은 한 달에 100시간 까지만 교내 컴퓨터를 사용할 수 있고 컴퓨터 사용 시간을 알려면 파일에 카드가 있어야 해요. 학생 컴퓨터실을 잘 이용 안 하시나 보네요.

M1: 네, 잘 안 해요. 평소엔 제 컴퓨터를 쓰니까요. 하지만 기숙사까지 가려면 너무 멀어서요. 긴급사태네요. 카드는 어디 있죠? 적게요.

M2: 어디 한 번 보자. 어디다 뒀더라.

M1: 정말 너무 하네요.

M2: 아, 여기 있네. 이름, 주소, 전화번호, 학번, 생년월일을 쓰세요.

M1: 여기 있어요. 다 됐죠. 이제 컴퓨터를 쓰면 되나요?

M2: 물론이죠. 학생증을 보여주시기만 하면 됩니다.

M1: 학생증이 여기 있다고 생각했는데. 이런, 오늘 지갑을 잃어버렸나 보네요. 학생증이 없어요. .

M2: 죄송합니다. 학생증 없이는 컴퓨터를 쓰실 수 없어요.

M1: 정말 짜증나. 관둬요!

B 1. Ⓒ 2. ⒷⒸ 3. Ⓑ 4. Ⓑ 5. Ⓐ 6. Ⓑ

M1: All right people, today we're going to be talking about something almost everybody here has used at one time or another: the bicycle! Who here rides a bike to class?

W: I just got a recumbent bicycle, but I didn't ride it to

class today.

M1: Funny that you would mention a recumbent bike, because if you ask the International Union of Cycling, they don't consider that to be a true bicycle.

W: They sound like bike snobs!

M1: That may be the case, but they define the bicycle as a pedal-driven, human-powered vehicle with two wheels attached to the frame, one behind the other, with the seat positioned more or less above the pedals. Anyhow, I'm wondering if anybody can tell me why this child's toy is a significant invention in human history.

M2: Well, maybe because it's popular in places where people don't have cars.

M1: Great! That was just the answer I was looking for. Bicycles were first introduced in 19th century Europe, and now number over 1 billion worldwide. They provide the principal means of transportation in many regions. They are also a popular form of recreation and have been adapted for use in many other fields of human activity, including children's toys, adult fitness, military and local police applications, courier services, and cycle sports.

M2: Wow, I never thought about bikes so seriously.

M1: Well, let's first consider how the shape and configuration of the bicycle's frame, wheels, pedals, saddle, and handlebars have changed. Since the first chain driven model was developed around 1885, many important details have since been improved. On a modern bicycle, power is transmitted from the rider's legs to the rear wheel via the pedals, the crankset, chain, and rear hub. A cyclist's legs produce power optimally within a narrow pedaling speed range.

Now, let's go back to the earliest origins of the bicycle so we can see how much they've changed since then.

The earliest known forbearers of the bicycle were known as velocipedes. One of these was known as the dandy-horse. It was used in France in the 1790s. Historians believe that it was merely a seat with two wheels and no steering or pedal mechanisms.

In 1839, a Scottish blacksmith named Kirkpatrick MacMillan added a mechanical crank to the rear wheel of a pushbike, creating the first true bicycle. It was copied and improved upon by other Scottish builders.

M1: 안녕하세요. 오늘은 누구라도 한번쯤은 이용해 본 적이 있는 것에 대해 이야기 하겠어요. 바로 자전거죠. 여기서 강의실까지 자전거 타고 오는 사람 있나요?

W: 저는 운동용 좌식 사이클을 구입했어요. 하지만 강의실에 타고 오진 않아요.

M1: 좌식사이클을 언급하다니 재미있네요. 국제사이클연맹에 물어보면 그걸 자전거라고 하지는 않을 테니까요.

W: 말도 안 되는 소리예요!

M1: 맞는 말인지도 모르죠. 그렇지만 연맹에서는 자전거를 두 바퀴가 축에 앞 뒤로 부착되어 있으며 사람의 힘으로 페달을 밟아서 가며 페달 약간 위로 좌석이 있는 탈 것으로 정의하고 있어요. 어쨌든 누가 왜 이 아이들을 위한 발명품이 인간 역사에서 그토록 큰 의미를 갖는지 말해 볼까요?

M2: 글쎄요. 차가 없는 곳에서 인기가 있기 때문 아닐까요?

M1: 맞았어요! 바로 내가 기대했던 답이에요. 자전거는 19세기에 유럽에 처음 등장했어요. 지금은 전 세계적으로 10억대 이상이 있죠. 많은 지역에서는 자전거가 주요 교통 수단이에요. 자전거는 또한 훌륭한 오락거리도 되고 아이들의 장난감이나 성인 운동용, 군사용 또는 경찰용, 배달용, 경기에 이르기까지 다양한 인간의 활동에 맞게 개조되었어요.

M2: 와, 자전거에 대해 그렇게 진지하게 생각해 보질 못 했네요.

M1: 자전거의 축, 바퀴, 페달, 안장, 손잡이의 모양과 구조가 어떻게 변화되었는지 살펴 볼까요. 1885년경 체인을 사용한 최초의 모델이 등장한 이래로 많은 작은 부분들이 개선되었어요. 근대식 자전거에서는 자전거를 탄 사람의 다리 힘이 페달, 크랭크셋, 체인, 뒤허브를 통해 뒷바퀴로 전달됩니다. 자전거를 타는 사람의 다리는 좁은 페달 속도 범위 안에서 최적의 힘을 낼 수 있어요.

이제 자전거의 초기 형태로 돌아가서 그 이후로 얼마나 많은 변화들이 있었는지 살펴 봅시다.

자전거의 모태가 된 가장 초기 형태는 벨로시피드라고 알려져 있습니다. 이 중의 하나가 댄디 호스(역주: 발로 땅을 치며 달리는 초기 자전거)예요. 이것은 1790년대 프랑스에서 사용되었습니다. 역사가들은 그것이 두 개의 바퀴 위에 의자만 있었고 조종이나 페달에 의한 움직임이 없었다고 생각합니다.

1839년에는 커크패트릭 맥밀란이라는 스코틀랜드의 대장장이가 푸시바이크 뒤쪽 바퀴에 크랭크 장치를 추가해 최초로 진정한 의미의 자전거가 등장하게 되었어요. 그 후로 다른 스코틀랜드 사람들이 이 아이디어를 이용해 발전시키게 되었죠.

Vocabulary Review

A

1. to announce officially (declare)
2. required for submittal at a given time (due)
3. to hear incorrectly (misheard)
4. a regular pattern of circulation (orbit)
5. of or pertaining to a mutually beneficial relationship (symbiosis)
6. a place or area (realm)
7. specialized areas of subject matter and activity (disciplines)
8. the act of withholding one's attention (ignoring)

9. not public (private)
10. to be sped up, made faster, or more advanced (accelerated)
11. to change in any manner (shift)
12. to tell the truth after having deceived (confess)
13. the deliberate extermination of a people or nation (genocide)
14. to roam without an intended destination (wandering)
15. required by law (mandatory)

B

1. I'm so busy that I won't be able to spare a moment all day.
2. It's too bad that all of the copies of that new movie are checked out.
3. I'll take a cheeseburger, fries, a large coke, a salad, two cookies, a milkshake, three ice cream cones, and a cup of coffee.
4. Let's go to my bank's new branch. It's not busy at lunchtime.
5. It was an important step in the development of medical science.
6. The parents are calling for the principal to be fired.

Unit 7 Connecting Content

Basic Drill

A 1. (A) 2. (A) 3. (C)

M: Well, ma'am, here's that essay assignment that's due tomorrow.
W: Hmm, hold on a minute there. Let me take a quick look at what you wrote.
M: I'm pretty sure I included all the details.
W: Hmm, actually, I don't think so.
M: Really?
W: Well, look at this. You have not explained the outcomes in any sort of detail at all.
M: What would you suggest I do?
W: Let's see, by the looks of this, rewrite your introduction section so that you can make the cause and effect transition later in the essay. Also, you need to give me more supporting evidence on the causes, so that you can easily describe the effects.

M: 안녕하세요, 교수님. 내일 마감인 에세이 과제를 제출하려고요.
W: 흠, 잠깐만요. 어떻게 썼나 한번 볼까요?
M: 교수님이 말씀하신 내용들은 다 포함시켰어요.
W: 흠, 사실 그렇지도 않네요.
M: 정말이요?
W: 이걸 봐요. 결과에 대해서는 전혀 자세히 설명하질 않았잖아요.
M: 어떻게 하면 될까요?
W: 가만 봅시다. 이걸로 봐서는 에세이 후반에 인과 관계를 만들 수 있도록 도입부를 수정해야겠군요. 또한 결과를 쉽게 설명할 수 있도록 원인에 대한 증거 자료를 좀 더 첨가해야겠어요.

W1: Next. Hi there. That will be one meal ticket, please.
W2: Okay. Um, let's see, ah, just a second. I'm sorry. I think I've misplaced or lost my meal ticket.
W1: No problem. Maybe I can help you out. Do you have your student card with you?
W2: Just a second, I think I saw it in here. Um, yes, I have it.
W1: Okay. Um, go to the Student Information Desk just outside the cafeteria, and tell them you need one meal ticket credit. They'll take your name and student number and, um, issue you a meal ticket credit. You will have seven days to pay it back in cash at the same desk.
W2: That's great! Thanks!

W1: 다음이요. 식권 한 장이요.
W2: 네. 음, 가만, 아, 잠깐만요. 죄송해요. 식권을 어디다 잘못 두거나 잃어버렸나 봐요.
W1: 괜찮아요. 방법이 있어요. 학생증 있으시죠?
W2: 잠시만요. 여기 있었던 것 같은데. 네, 여기 있어요.
W1: 좋아요. 식당 밖에 있는 학생 안내 데스크에 가서 식권 한 장을 외상으로 해야 한다고 말씀하세요. 이름과 학번을 적으면 식권 외상 티켓을 줄 거예요. 거기에서 7일 안에 현금을 지불하면 돼요.
W2: 잘 됐네요. 감사합니다.

M1: Sir, may I have a word with you?
M2: Sure.
M1: Well, I can't decide which grad school I should go to.
M2: Have you considered any overseas graduate programs?
M1: Ah, well, not really. Are there any advantages to studying overseas?
M2: Sure. I mean, not only would it give you a lot more choices of places where you can study, but, um, also it would broaden your chances at getting some practical experience in your major.
M1: Well, ah, I never thought of that.
M2: You know, you really should think about it. Graduate students who study outside of their home countries are much more serious with their grad school research.

M1: 안녕. 잠깐 얘기 좀 할 수 있을까?
M2: 물론이지.
M1: 대학원을 어디로 가야 할지 몰라서.
M2: 외국 대학원 프로그램은 생각해 봤니?
M1: 아니. 별로. 유학을 해서 도움이 되는 거라도 있니?
M2: 물론이지. 그리니까 공부를 할 수 있는 장소의 폭만 넓은 게 아니라 전공에서 실제적 경험을 쌓을 수 있는 기회도 더 많아.
M1: 한 번도 생각해 본 적이 없었어.
M2: 넌도 알겠지만 고려해 봐야 해. 외국에서 공부를 하는 대학원생들은 대학원 연구에 훨씬 더 진지해.

B 1. (B) 2. (D) 3. (A)

When Europeans first discovered the Magdalenian paintings of the Altamira Cave, Spain, in 1879, they were considered to be hoaxes by academics and ignored. Recent reappraisals and increasing numbers of discoveries, however, have illustrated their authenticity and have indicated high levels of artistry of Upper Palaeolithic humans who used only basic tools. The age of the paintings in many sites remains a contentious issue, since methods like radiocarbon dating can lead to faulty data by contaminated samples of older or newer material, and caves and rocky overhangs are typically littered with debris from many time periods.

1879년 유럽인들이 스페인 알타미라 동굴에서 막달레니안 벽화를 발견했을 때 그 벽화들은 학자들에 의해 조작된 것으로 간주되었고 무시당했어요. 하지만 최근의 재평가와 점점 더 많은 발견이 일어나면서 진품임이 판명되었고 기본적 도구만 사용했던 후기구석기인들의 수준 높은 예술성이 인정을 받았어요. 방사성탄소 연대측정과 같은 방법들이 보다 실제로는 더 오래 되거나 더 최근의 재료들이 오염이 되어 그릇된 결과가 나왔고 동굴과 암석 돌출들이 일반적으로 오랜 시간에서 생긴 잔해들로 뒤덮여 있기 때문에 여러 곳에서 발견된 회화의 연대에 관해서는 논쟁의 여지가 있어요.

Until a few decades ago, humans were thought to be quite different from other apes, so much so that many people still don't think of the term "apes" to include humans at all. However, it is not considered accurate by many biologists to think of apes in a biological sense without considering humans to be included. The terms "non-human apes" or "non-human great apes" is used with increasing frequency to show the relationship of humans to the other apes while still talking only about the non-human species.

수십 년 전까지만 해도 인간들은 다른 유인원들과는 상당히 다르다고 생각되었어요. 많은 이들이 "유인원"이라는 용어에는 인간이 전혀 포함되지 않는다고 생각했었죠. 하지만 인간을 포함시키지 않고 유인원을 생물학적 관점에서 본다는 것은 정확하지 않다고 많은 생물학자들이 이야기합니다. "비인간 유인원" 또는 "비인간 대형 유인원" 같은 용어는 여전히 인간이 아닌 종들에 대해서만 언급하긴 하지만 인간과 다른 유인원과의 관계를 나타내기 위해 점점 더 널리 사용되고 있어요.

Dolphins are often regarded as one of the most intelligent animal species on earth, but it is difficult to say just how intelligent they are because of the complicated differences in sensory apparatus and response modes. They are social animals, living in pods of up to a dozen animals. In places with a high concentration of food, many pods can join temporarily, forming what is known as a super pod, and these groups may exceed 1,000 dolphins. These individuals communicate using a variety of clicks, whistles, and other vocalizations. Dolphins use these types of echolocation by emitting calls out to the environment. They listen to the echoes that return from various objects in the environment and then use these echoes to locate, range, and identify objects.

돌고래는 지구상에서 가장 똑똑한 동물 종 가운데 하나로 여겨지죠. 하지만 감각 기관과 반응 방법이 상당히 다르기 때문에 돌고래가 얼마나 똑똑한지를 설명하기란 쉽지가 않습니다. 돌고래는 최대 12마리까지 무리를 지어 생활하는 사회적 동물이에요. 먹이가 풍부한 곳에는 많은 돌고래들이 일시적으로 모여 대부대를 이루기도 하죠. 이 돌고래 부대는 1,000마리를 넘어서기도 해요. 돌고래 한 마리 한 마리는 딸각거리는 소리나 휘파람소리, 그리고 다른 소리들을 내어 의사소통을 해요. 돌고래들은 주변에 소리를 내어 이런 종류의 음파탐지를 합니다. 주변에 있는 물체에서 되돌아오는 소리를 듣고 이 소리를 이용해 물체의 위치, 범위, 정체를 알게 됩니다.

Practice with Conversations

A 1. (D) 2. (A)
[1]change dates

W: Ah, yes, can I help you?
M: Well, yes you can. I need a favor from you.
W: What is it?
M: Well, I just got a phone call a few minutes ago informing me I was one of two people selected for a job interview.
W: Well, that's great news. When is the interview?
M: Ah, that's the problem. The interview is tomorrow afternoon at three o'clock.
W: Hey, wait a minute. You have a class presentation at that time tomorrow.
M: That's right. I was wondering if it would be possible to have my group's presentation time changed to the following day. I don't want to be absent, but I have to go to the interview.
W: Hmm, that could be a problem. Well, let's take a look at the presentation schedule. Maybe I can help.

M: Well, this is very important to me because I really need the money to finance my studies.
W: I understand. Now, let's see. Group A, hmm, they are scheduled to make their presentation two days from now. Here's what I can do. I'll call Group A's leader and see if your groups can switch presentation dates.
M: Oh, that would be great!
W: Well, this is on condition that Group A can make the change.
M: I understand.
W: Yes, hello. I need to ask a very big favor from your group. Would it be possible to change your presentation time to tomorrow afternoon at three o'clock? Really? Well, that's great! See you tomorrow at three o'clock then. Well, Group A can go tomorrow, so your group goes the following day.
M: Oh, thank you so much.
W: Just make sure you contact your group members and let them know about the change. That will be your job.
M: No problem. I'll get on it right now. Thanks again.

W: 아, 뭘 도와 드릴까요?
M: 네, 좀 부탁드릴 게 있는데요.
W: 뭐죠?
M: 조금 전에 전화를 받았는데 면접 시험을 보게 될 두 사람 중의 한 사람이라고 알려 주더군요.
W: 그거, 잘 됐네요. 면접은 언제죠?
M: 아, 그런데 문제가 좀 있어요. 면접이 내일 오후 세 시예요.
W: 잠깐만요. 학생은 내일 그 시간에 발표가 있잖아요.
M: 네, 맞습니다. 그래서 저희 조 발표를 다음 날로 옮길 수 있을까 해서요. 발표에 빠지고 싶지도 않고 면접도 놓치고 싶지 않아서요.
W: 흠, 문제군요. 발표 일정을 한 번 보죠. 어쩌면 조정이 가능할 지도 모르니까요.
M: 학업을 계속하려면 돈이 정말 필요하기 때문에 이번 면접이 정말 중요해요.
W: 알겠어요. 한번 봅시다. A조 발표가 이틀 후네요. 이렇게 하죠. A조 조장에게 전화를 해서 학생 조랑 일정을 바꿀 수 있는지 물어보죠.
M: 그렇게 된다면 정말 좋겠어요.
W: A조가 동의한다는 조건하에서예요.
M: 알겠습니다.
W: 여보세요. 학생 조에 부탁할 일이 좀 있어서요. 발표 날짜를 내일 오후 3시로 해도 될까요? 정말이요? 정말 잘 됐네요. 그럼 내일 3시에 봅시다. A조가 내일 발표를 할 수 있다니까 학생 조는 다음 날 하면 되겠네요.
M: 정말 감사합니다.
W: 잊지 말고 조원들한테 연락해서 일정 변경을 알려주세요.
M: 당연하죠. 그렇게 하겠습니다. 다시 한번 감사드립니다.

A student has suddenly been called for a job interview. The problem is he has a group class presentation at the same time as the interview. The student asks his professor if he can change the presentation time so that he can attend the job interview. The professor is willing to change the date on the condition that she can find another group who is willing to change their presentation date. The professor calls another group she thinks is willing to change dates. After communicating the problem, the other group is willing to change dates, and the student is thankful.

B 1. ⓓ 2. ⓓ

male student's notebook

W: All right. Are you ready to do this?
M: Yeah, let's study for that history test right now because I have another study group in about two hours.
W: Great. Let me get my notebook out, and we'll be ready to go. Let's see, um, chemistry, biology, um, oh no. Where is my history notebook?
M: Don't ask me. I have no idea.
W: You've got to be kidding. I had it at last night's lecture. I thought I brought it home. Which means it should be in my briefcase right now.
M: Hmm, maybe it's at home then.
W: No way. I don't leave any books lying around at home. My roommates tend to pick up things that are not theirs. Ah gee, I'm sure that book is lost. What am I going to do now?
M: Well, I have an idea. Why don't you photocopy my notes? Then we can study and make some last-minute notes on the photocopies.
W: Really? I can't thank you enough. You are a lifesaver. I just can't believe I lost my book.
M: No problem. There's a photocopier at the main entrance.
W: Great! Say, before I do that, I have a question about how you go about studying for an exam like this one.
M: Hmm, well, I got to tell you that I really look at the textbook very closely. You didn't lose your textbook, did you?
W: No, ah, I've got it in my briefcase right here.
M: Well, did you highlight the important sections during your readings?
W: Sure, who doesn't?
M: You'd be surprised. Anyways, read the highlighted sections carefully, and along with our study session now, we should both be in great shape to do well on the exam.
W: You're a lifesaver.

W: 자, 준비 됐니?
M: 그래. 약 2시간 후면 다른 스터디가 있으니까 지금 바로 역사 시험 스터디를 하자.
W: 좋아. 공책을 꺼내고 시작하자. 어디, 화학, 생물, 아니 안돼. 내 역사 공책이 어디 있지?
M: 낙천데, 묻지 마. 난 몰라.
W: 농담하지 마. 지난 밤 수업 때는 있었어. 집에 가지고 갔다고 생각했어. 그러면 당연히 지금은 내 가방에 들어있어야 하고.
M: 음. 어쩌면 집에 있을지도 모르겠다.
W: 그럴 리가 없어. 집에 책을 두고 다니지 않아. 내 룸메이트들은 자기들 것도 아닌데 집어가곤 해. 잃어버린 게 틀림없어. 이제 어떻게 하지?
M: 기만. 좋은 수가 있어. 내 공책을 복사하는 게 어때? 그런 다음 스터디를 하고 복사본에 마지막 정리를 하자?
W: 정말? 그래 주면 정말 고맙지. 넌 내 생명의 은인이야. 책을 잃어버렸다는 게 믿어지지가 않아.
M: 천만에. 복사집은 정문에 있어.
W: 잘 됐다. 그런데 그 전에 질문이 하나 있는데 이런 시험 준비는 어떻게 하니?
M: 흠, 교재를 정말 자세히 봐. 교재도 잃어버린 거 아니?
W: 설마. 아, 여기 가방 안에 있어.
M: 읽으면서 중요한 부분은 표시 했니?
W: 물론이지. 누구나 그렇게 하잖아.
M: 놀랐겠다. 어쨌든 표시한 부분을 자세히 읽자. 이제 스터디를 하면 시험은 걱정 없을 거야.
W: 너 없으면 내가 어쩜 뻔 했니?

Two students are going to study for a test. One of the students has lost her notebook. She is worried that she will not be able to study for the test. The male student offers a solution. First, the female student should photocopy his notebook. Then they should study together, making notations as they go along. Finally, the male student suggests that she also study the highlighted sections in her textbook. The female student is grateful for all of his suggestions.

C 1. ⓓ 2. ⓓ

lost on campus

W: Gee, I'm so lost. Oh, excuse me, I'm looking for the main micro-biology lab. Ah, you wouldn't happen to know where it is, would you?
M: Hmm, let me see. Well first of all, you are in the wrong building. This is the, ah, chemistry building.
W: Well that figures. This is my first week on campus, and I haven't a clue where anything is. To top it off, I'm late for yet another class. So, where exactly should I be going?
M: Well, hmm, let's see, I'm trying to figure out the easiest way to get you from here to the university hospital.
W: The university hospital?
M: That's right. That's where the main micro-biology lab is located. Hey, don't ask me why. I just work here. Anyways, ah, let's get you over there. First, do you know where the university hospital is?
W: I think so. Isn't it located on the corner of Alumni Drive and Ambassador Street?
M: That's right. So, from here you go, umm, yes, go out the main entrance of this building, and turn left. Follow the main pedestrian thoroughfare until you get to Ambassador Street. Got that so far?
W: Yeah, no problem. What do I do next?
M: Well, when you get to Ambassador Street, turn right, and walk about 200 meters until you get to the hospital. But, ah, don't use the main entrance. You will see a driveway that all the emergency vehicles use, and this leads to the Emergency Hoom entrance. Following me so far?
W: Got it. What's next?
M: Once inside, take the stairway down to the basement. Just follow the room directions on the floor map at the basement entrance. That's it!
W: How long a walk is it from here?
M: Oh, maybe, um, six minutes at the most.
W: I can't thank you enough. If I run, I should be able to make that class on time.

W: 이런, 길을 모르겠네. 저, 실례합니다. 미생물학 실험실을 찾고 있는데요. 혹시 어딘지 아세요?
M: 흠, 어디 보자. 우선 건물이 잘못 됐네요. 이 건물은 화학 건물이거든요.
W: 그렇군요. 이번 주에 이 학교에 와서요. 어디가 어딘지 도무지 모르겠어요. 게다가 수업에도 늦었어요. 정확하게 어디로 가야 하죠?
M: 흠. 기만. 여기서 대학 병원으로 가는 가장 쉬운 방법이 어디더라.
W: 대학 병원이요?
M: 맞아요. 미생물학 실험실이 거기에 있어요. 이유는 묻지 말아요. 난 여기서 일만 하니까. 어쨌든, 저쪽으로 가요. 먼저, 대학 병원이 어디인지는 알죠?
W: 알아요. 얼럼나이 드라이브와 앰배서더 스트리트가 만나는 모퉁이에 있지 않나요?
M: 맞아요. 그러면 여기에서부터 이 건물의 정문으로 나가서 좌회전을 해요. 보행 통로를 따라 가면 앰배서더 스트리트가 나올 거예요. 알겠죠?
W: 예. 그런 다음에는요?
M: 앰배서더 스트리트가 나오면 우회전을 하고 약 200미터쯤 가면 병원이 있어요. 아, 정문으로 들어가지 마세요. 응급 차량들이 드나드는 길이 있을 거예요. 그 쪽이 응급실 입구예요. 이해되죠?
W: 예. 그 다음은요?
M: 일단 안으로 들어가면 계단을 따라 지하로 내려가세요. 지하 입구에 있는 층 지도의 방 안내를 따라가세요. 쉽죠!
W: 여기서 걸어가면 얼마나 걸리죠?
M: 아마, 기껏해야 6분쯤 걸릴 거예요.
W: 너무 감사합니다. 뛰어가면 수업에 안 늦겠네요.

A female student who is new to the university is looking for a classroom but is hopelessly lost. She asks a university worker for directions. The worker explains she is in the wrong building and has about a six minute walk to the building she needs to get to. So the worker gives the student walking directions to the correct building. The worker is careful to make sure the student understands the directions he is giving her. The student is very thankful for the directions as well as knowing where her next class is.

D 1. Ⓒ 2. Ⓑ
1books

W: Hi, how are you today? I don't know if you remember me, but I was here a few days ago, um, trying to get my student ID card renewed.
M: Ah, right, I remember you. I had to get some information from the Registrar's Office regarding your current registration status.
W: That's right. Did you find out what the problem was?
M: Ah, as a matter of fact, I did.
W: Well, what was the problem? I've, um, been having a very hard time the past few days trying to use some of the university's services. Not only that, but I'm ineligible for discounts on books and supplies because I don't have a student card.
M: Yes, and well, I'm sorry for any inconvenience this has caused you. But, don't worry. I've got you set up with a valid student ID card.
W: So tell me. What happened?
M: Oh right. Well apparently, one of the office workers at the Registrar's Office failed to process your *Change of Major Request Form*. Because of that error, you were not officially registered as a student. You were actually listed as "withdrawn" from the school.
W: What? Are you serious?
M: Oh, don't worry, everything has been straightened out. The error has been corrected. Your *Change of Major Request Form* was processed and approved along with your tuition payment which has also been processed. That being done, we then were able to issue you a new student ID card. So, here it is.
W: Perfect! Am I ever glad that has been taken care of. Now I can buy my textbooks, get my meal plan taken care of, and ah, oh yeah, get my parking permit.
M: Oh, once again, I'm sorry for any problems this may have caused you.

W: 안녕하세요. 절 기억하시는지 모르겠는데 며칠 전에 학생증을 갱신하러 왔었어요.
M: 아, 기억나요. 현 등록 상태와 관련해 학적 계에서 정보가 필요했었죠.
W: 맞아요. 뭐가 잘못 됐는지 알아내셨나요?
M: 아, 네.
W: 뭐가 잘못 됐죠? 지난 며칠 동안 학교 서비스를 받는데 문제가 있었어요. 게다가 학생증이 없어서 책이며 필요한 물건들을 사는데 할인도 못 받았어요.
M: 그렇군요. 불편을 끼치드려 죄송해요. 하지만 이제 걱정 없겠네요. 새 학생증을 발급 받게 됐으니까요.
W: 그럼에 문제가 뭐죠?
M: 아, 학적 계에 있는 직원이 학생의 "전공 변경 신청서"를 처리하지 않았나 봐요. 그것 때문에 재학생 등록이 안된 거예요. 사실 "휴학"한 걸로 돼 있었죠.
W: 뭐라고요? 그게 말이 되요?
M: 걱정하지 말아요. 다 제대로 됐으니까요. 실수도 정정했고요. 등록금이랑 "전공 변경 신청서"도 처리됐어요. 그래서 이렇게 새 학생증도 발급해 드리는 겁니다. 자, 여기 있어요.
W: 잘 됐군요. 재학생으로서의 혜택을 누릴 수 있게 됐네요. 이제 교재도 살 수 있고 식권도 사고 아, 주차 증도 받을 수 있겠네요.
M: 불편을 끼쳐드려 정 다시 한번 사과 드려요.

A student needs to get her student ID card renewed. Unfortunately, there was a delay, so she had to wait. This caused her many problems, including not being able to buy discounted textbooks and supplies as well as not being able to use the university's student services. She is told her *Change of Major Form* was initially not processed, which led to her being denied a student ID card. Upon her next visit, she is told the problem has been corrected. She is issued a new student ID card and is now entitled to all of the benefits of having a valid ID card.

Practice with Lectures

A 1. Ⓓ 2. Yes/No/No/No/Yes
1tools in the wild

M1: Well, let's start off this class by talking about the similarities of the cognitive skills between apes and humans. As you all know, humans and apes share many similarities, including the ability to use tools properly and imitate others.
W: Sir, can you explain how apes learn such skills?
M1: Well, ah, various studies have shown that baby chimps learned from experience while baby humans just imitated what they were shown. This gave scientists some key information in understanding the cultural aspects of ape life and the evolutionary similarities between humans and apes.
M2: Professor, can you give us any specific examples showing how, um, humans and apes are so similar?

M1: Sure. Let's take the gorilla. With, um, with 92-98% of its DNA being identical to that of a human, it is the next closest living relative to humans after the chimpanzee. A few individuals in captivity, such as, ah, Koko, have even been taught a subset of sign language.

W: Well, professor, isn't Koko an isolated case? I mean, I haven't heard of any other situations where gorillas have shown any kind of cognitive process.

M1: Actually, there's much more evidence available to support this fact. For example, a team of scientists observed gorillas using tools in the wild. A female gorilla, um, was recorded using a stick to gauge the depth of water while crossing a swamp. A second female was seen using a tree stump as a bridge and also as a support while fishing in the swamp. While this was the first such observation for a gorilla, um, for over forty years chimpanzees had been seen using tools in the wild, fishing for termites.

M2: Are you serious? You can count those examples on one hand. Surely, more observations are needed to infer that apes and humans have similar cognitive skills.

M1: Well, that's true, and I agree, there have not been enough observations to make any valid conclusions, and that's why several field studies are currently underway. But, let's not forget about the studies we have discussed here. We should also be realistic, um, with the numbers of studies available since it's not easy to study apes in the wild.

M1: 오늘 수업은 유인원과 인간 사이의 인지 기술의 유사성에 대한 이야기로 시작해 보도록 하겠습니다. 여러분 모두가 아는 것처럼, 인간과 유인원은 올바르게 도구를 사용하는 능력이나 다른 이들을 흉내 내는 능력을 포함해 많은 유사성이 있어요.

W: 교수님, 유인원이 어떻게 그런 기술들을 배우는지 설명해 주시겠어요?

M1: 여러 연구에 따르면 인간의 아기는 보이는 것을 단지 따라 하는데 반해 침팬지 새끼들은 경험에서 배우는 것으로 알려져 있어요.

M2: 교수님, 인간과 유인원이 어떻게 해서 그렇게 비슷한지 구체적인 예를 들어 주시겠어요?

M1: 물론이죠. 고릴라를 예로 들어 봅시다. 인간과 동일한 DNA를 포함해 고릴라는 DNA의 92–98%가 침팬지 다음으로 인간과 가까운 동물이에요. 예를 들어 코코와 같은 포획 상태의 몇몇 고릴라들은 약간의 수화를 배우기도 했어요.

W: 교수님, 코코는 고립된 경우잖아요. 제 말은, 고릴라가 어떤 식으로든 인지 과정을 보였다는 얘길 달리 들어본 적이 없어요.

M1: 사실, 이 사실을 입증할 증거는 더 많아요. 예를 들어 한 과학자 팀은 고릴라가 야생 상태에서 도구를 사용하는 것을 보았다고 해요. 고릴라 암컷이 늪을 건너면서 막대기를 이용해 깊이를 재더라는 거죠. 두 번째 암컷은 늪에서 물고기를 잡으면서 나무 둥지를 다리 겸 지지대로 사용하는 게 관찰되었어요. 고릴라의 경우 이것이 최초로 관찰된 경우지만 침팬지는 40년이 넘게 흰개미를 사냥하면서 야생 상태에서 도구를 사용하는 것으로 관찰되었어요.

M2: 진짜가요? 어떤 의미에서는 그 예를 신뢰할 수도 있겠죠. 분명히 인간과 유인원 사이의 유사한 인지 능력을 추론하기 위해서는 보다 많은 관찰이 필요하다고 생각해요.

M1: 네, 맞아요. 저도 같은 생각이에요. 어떠한 타당한 결론을 도출하기에는 증거가 충분하지 않아요. 그래서 여러 분야의 연구가 현재 진행 중이죠. 하지만 우리가 여기에서 논의했던 연구에 관해서는 잊지 말아야겠어요. 또한 야생 상태의 유인원을 연구하기란 쉽지가 않기 때문에 참고할 수 있는 연구의 수에도 현실적이 될 필요가 있어요.

Not long ago, humans were thought to be distinctly set apart from apes. Recent research has shown that this is not the case. For example, the DNA content of apes and humans is very similar, as well as the fact that some studies of apes in the wild have shown conclusive evidence of apes being capable of learning. We now know that certain species of apes are able to use tools. What is not known is the extent of apes' learning capabilities as well as the limit to what they can actually learn. Further studies are needed to answer these questions although this could be quite difficult to do.

B 1. Ⓐ 2. Ⓒ

louder

All right, are we ready to begin? Good. Last class we left off with, um, an introduction concerning the dolphin's ability to communicate with one another. As you know, dolphins are often regarded as one of the most intelligent animal species on Earth, but it is hard to say just how intelligent dolphins are. This is because of, um, this mammal's ability to communicate by using a variety of clicks, whistles, and other vocalizations. Now let's talk about the different ways dolphins communicate.

Okay, the first of these communication methods includes a form of echolocation, where dolphins locate an object by producing sounds and then listen for the echo. It works like this: um, broadband clicking sounds are emitted in a focused beam towards the front of a target. As the object of interest is approached, the echo grows, um, louder; and the dolphins adjust by decreasing the intensity of the inter-click interval and their emitted sounds. Anyway, we also know dolphins use different rates of click production in a, um, click train, which gives rise to the familiar barks, squeals and growls of the dolphin. A click train with a repetition rate over, um, let's see, yes, of 600 per second is called a burst pulse. Because of this process, it has been accepted by researchers that dolphins are able to form an "echoic image" of their targets. I guess you could

say it's a lot like a submarine's sonar system.
Now let's see. Dolphins also communicate with body movements and vocal bursts. These vocal bursts are produced using six air sacs near their blowhole, since dolphins lack vocal cords. What these vocal bursts represent is not really understood. Yet, each animal does have a characteristic, frequency-modulated, narrow-band signature whistle, which is uniquely identifying. In this mode of communication, um, dolphins do use about 30 distinguishable sounds. However, many researchers scoff at the idea that this is a form of dolphin language.

자 이제 시작해 볼까요? 좋아요. 지난 시간에 우리는 서로 의사소통을 하는 돌고래의 능력에 관한 언급에서 끝을 냈었죠. 여러분도 알고 있는 것처럼 돌고래들은 지구 상에서 존재하는 동물 가운데 가장 똑똑한 동물에 속합니다. 하지만 어떻게 돌고래가 똑똑한지를 아는가 하는 것은 쉬운 일이 아니에요. 이것은 바로 돌고래의 딸각거리는 소리, 휘파람 소리, 다른 다양한 소리를 사용해 의사소통을 하는 능력 때문입니다. 이제 돌고래의 여러 가지 의사소통 방법에 대해 이야기해 보기로 하죠.
이러한 의사소통 방법 가운데 첫 번째는 일종의 방향 탐지 법인데 돌고래는 소리를 내서 돌아오는 메아리를 듣고 물체의 위치를 파악합니다. 이런 식이죠. 음, 초점을 맞추어 물체의 앞쪽으로 딸각거리는 광대 역의 소리를 보냅니다. 관심의 대상이 되는 물체가 접근을 하면 메아리가 점점 커지죠. 그래서 돌고래는 딸각거리는 소리의 간격과 내보내는 소리의 강도를 늦추어 조정합니다. 어쨌든 우리는 또한 돌고래가 여러 가지 다른 종류의 딸각거리는 소리를 계속해서 내기 때문에 우리에게 익숙한 날카롭게 울부짖거나 길고 높은 소리를 지르거나 으르렁거리는 소리가 난다는 것도 알고 있어요. 초당 600번 이상 반복되는 소리를 파맥이라고 합니다. 이 과정 때문에 연구자들은 돌고래가 목표물의 "의성적 이미지"를 알 수 있다고 생각합니다. 이는 잠수함의 수중 음파 탐지 장치와 대단히 비슷하다고 할 수 있어요.
그런데 돌고래는 또한 신체의 움직임이나 소리를 갑자기 내는 방법으로도 의사소통을 합니다. 이러한 갑작스런 소리는 분수공 근처의 여섯 개의 기낭을 이용해 내게 됩니다. 이 소리가 정확히 무엇을 말하는지는 확실히 밝혀지지 않았어요. 하지만 돌고래마다 각자 특징적으로 주파수를 조절한 협대역의 고유 휘파람소리가 있어 한 마리 한 마리 구별이 가능합니다. 이러한 형태의 의사소통에서 돌고래는 약 30가지의 구별 가능한 소리를 냅니다. 하지만 많은 연구자들이 이것이 일종의 돌고래 언어라고는 생각지 않습니다.

Dolphins are considered one of the most intelligent animal species on earth. This is because of their ability to communicate by using a variety of clicks, whistles, and other vocalizations. For example, the most effective method of communication they use is a form of echolocation, where they emit a series of clicking sounds to locate a target. This is done much like a submarine's sonar system. They also use whistles, which are unique for each individual. The use of body movements and vocal bursts is still not fully understood.

G 1. Ⓒ 2. No/Yes/Yes/Yes/No
‹The Big Sleep

Ah, now for today's lecture, we will explore some of the greatest American detective novels written by three of the best novelists of the twentieth century. My personal favorite is, well, *The Maltese Falcon*, written by the American author Samuel Dashiell Hammett. His most famous character, of course, was Sam Spade, a man who saw the, um, wretched and corrupt side of life but still retained his, um, tarnished idealism. Even though Spade was a tough guy, he was also a sentimentalist at heart, which makes him one of the most enduring detective characters ever created.
Well, next, um, we have American author Raymond Chandler, who based his main character, detective Philip Marlowe, initially on Hammett's Sam Spade. Marlowe first appeared in the novel *The Big Sleep*, published in, let's see, ah yes, 1939. Underneath the wisecracking tough guy public image, Marlowe was quietly philosophical and enjoyed chess and poetry. While he was not afraid to risk physical harm, he, hmm, never became violent merely to settle scores. Chandler's treatment of the detective novel, um, exhibited a continuing effort to develop the art form. His first full length book, *The Big Sleep*, was published when Chandler was, um, 51 years old while his last, *Playback*, when he was 70. Incidentally, all seven of his novels were produced in the last two decades of his life. I can say that all of these novels maintain the integrity of Philip Marlowe's character, but each novel has unique qualities of narrative tone, depth, and focus that set it apart from the others.
Finally, and I just love reading this guy's work. Author Mickey Spillane who created the fictional detective Mike Hammer in the book, *I, the Jury*. Hammer is in many ways the prototypical "tough guy detective" since he is brutally violent, and fueled by a, um, genuine rage that never afflicts Chandler or Hammett's heroes. While other detective heroes kind of bend the law, Hammer holds it in total contempt, seeing it as nothing more than a means to an end. And, well, this is contrary to Chandler's and Hammett's characters.

오늘 수업에서는 20세기의 최고의 소설가 세 명이 쓴 미국 최고의 추리소설을 살펴보기로 하겠어요. 제가 개인적으로 가장 좋아하는 작품은 미국 작가 새뮤얼 더쉴 해미트가 쓴 "말타의 매"예요. 그가 만든 인물 가운데 가장 유명한 인물은 물론 샘 스페이드로 그는 삶의 비참하고 타락한 면을 목격했으면서도 퇴색된 이상주의를 여전히 간직한 인물이죠. 스페이드는 좀 거칠긴 했지만 동시에 속으로는 감상주의자이기도 했어요. 이 때문에 그는 이제껏 탄생한 탐정 소설 속의 인물 가운데 가장 오래 살아남은 인물이

되었죠.
다음으로는 미국 작가인 레이몬드 챈들러가 있는데 그의 소설 속 주인공인 필립 말로우 탐정은, 원래 해미트의 샘 스페이드를 모태로 했어요. 말로우는 언제더라, 그래, 1939년에 출판된 "빅 슬립"에 처음 등장했어요. 경구를 쏟아내는 거친 대중적 이미지 밑으로 말로우는 꽤 철학적이기도 했고 체스와 시를 즐겼어요. 몸을 사리지는 않았지만 결코 원한을 풀기 위해 폭력을 행사하는 경우는 없었어요. 챈들러는 추리소설을 쓰면서 끊임없이 예술의 형태로 발전시키려는 노력을 했어요. 장편 소설인 "빅 슬립"은 그의 나이 51세 때, 그리고 그의 마지막 장편 소설 "플레이백"은 70세 때 나왔어요. 우연히도 그가 쓴 7권의 소설 모두는 필립 말로우라는 인물이 등장하지만 각 소설의 서사 어조나 깊이, 초점 등은 각각 특이합니다.
마지막으로, 제가 좋아하는 작가이기도 한데 미키 스필레인은 "내가 심판한다"라는 책 속에 마이크 해머 탐정을 등장시켰어요. 해머는 대단히 폭력적이고 챈들러나 해미트의 주인공들에게는 결코 볼 수 없었던 진정한 분노로 타올랐기 때문에 여러 면에서 "터프가이 탐정"의 원형이라고 할 수 있어요. 다른 추리소설의 주인공들이 어느 정도 법을 악용하기는 했지만 해머는 법을 목적을 이루기 위한 수단에 지나지 않는 것으로 보아 완전히 경멸했어요. 이것이 챈들러나 해미트의 인물들과는 대조가 되는 부분이죠.

Some of the greatest American detective novels written were created by three authors: Samuel Dashiell Hammett, Raymond Chandler, and Mickey Spillane. Each of these authors created at least one memorable detective character that has endeared readers for over fifty years. Characters like Sam Spade, Mike Hammer, and Philip Marlowe had many similar attributes, yet each character has at least one major characteristic which sets them apart from all others. All three of these detective characters were characterized as tough guys, which probably makes them so memorable.

D 1. Ⓒ 2. No/No/Yes/No/No
[1]South Africa [2]Asia

M1: All right, here we go. We will begin this class with a discussion on cave paintings. As we have discussed previously, cave paintings were an important communication tool used by our ancestors for thousands of years. Cave paintings were relatively unknown until Europeans first encountered the Magdalenian paintings of the Altamira Cave, in Spain, um, in 1879.
W: Professor, could you tell us which cave has the oldest drawings?
M1: The place with the oldest cave art is that of the Chauvet Cave in southern France. It has been measured through radiocarbon dating back to 32,000 years. The cave was named after Jean-Marie Chauvet, who discovered it on December 18, 1994.
M2: Ah, sir, what's so special about the Chauvet Cave anyways?
M1: Well, the Chauvet Cave is uncharacteristically large, and the quality and, hmm, quantity of paintings found in it, makes it, well, unsurpassed compared to other caves that have been found with similar paintings. The walls of the Chauvet Cave are covered with predatory animals like lions, panthers, bears, owls, rhinos, and hyenas. Um, as is typical of most cave art, there are no paintings of complete human figures. Researchers have found that the cave had been untouched for 20,000-30,000 years.
W: Ah, Professor, are there any other caves that have been discovered with similar paintings in other parts of the world?
M1: Oh, sure. For example, in South Africa, there are caves where the paintings are thought to have been done by the San people who settled in the area some, let's see, 8,000 years ago. The paintings depict animals and humans and are thought to represent religious beliefs.
M2: Are there any other examples?
M1: There are also rock paintings in caves in Malaysia and Indonesia. In Thailand, in the nineteenth century, there were some caves found along the Thai-Burmese border as well as other caves overlooking the Mekong River in Nakhon Sawan Province, which all contain galleries of rock paintings thought to be about 6,000 years old.

M1: 좋아요. 시작하도록 하죠. 오늘 수업은 동굴 벽화에 대한 이야기에서 부터 시작하겠어요. 이전에 공부한 것처럼 동굴 벽화는 수천 년간 우리 조상들이 사용했던 중요한 의사소통 수단이었어요. 동굴 벽화는 1879년 스페인 알타미라 동굴의 막달레니안 벽화를 유럽인들이 처음 발견하기까지 상대적으로 알려져 있지 않은 편이었어요.
W: 교수님, 가장 오래된 벽화가 있는 동굴은 어디인가요?
M1: 가장 오래된 벽화는 남부 프랑스의 쇼베동굴에 있는 벽화예요. 방사성탄소 연대측정법으로 약 32,000년 전의 것으로 측정이 되었어요. 그 동굴은 1994년 12월 18일 동굴을 발견했던 마리 쇼베의 이름을 따 쇼베 동굴이라고 명명되었어요.
M2: 그런데 교수님, 쇼베동굴이 뭐가 그렇게 특별한가요?
M1: 쇼베동굴은 어마어마하게 큰데다 동굴 안에서 발견된 벽화의 수준이 이전에 발견된 비슷한 벽화가 있는 동굴들과는 비교가 되지 않아요. 쇼베동굴의 벽은 사자, 흑표범, 곰, 부엉이, 코뿔소, 하이에나와 같은 포식 동물들로 뒤덮여 있어요. 음, 대부분의 동굴 예술과 마찬가지로 완전한 인간의 모습을 한 벽화는 없어요. 연구자들은 이 동굴이 약 2만에서 3만 년 정도 인간의 손길이 닿지 않았다는 것을 알아냈어요.
W: 아, 교수님, 세계의 다른 곳에서도 비슷한 벽화가 발견된 동굴이 있지 않은가요?
M1: 물론이죠. 예를 들어 남아프리카의 경우 약 8,000년 전에 그 지역에 살았던 산족이 남긴 것으로 추정되는 동굴 벽화가 있어요. 벽화에는 동물과 인간이 등장하는데 종교적 신앙을 표현한 것으로 보입니다.
M2: 다른 예는 없나요?

M1: 말레이시아와 인도네시아에도 암각화가 있어요. 19세기 태국에서는 나콘 사완 지역에 있는 메콩강뿐만 아니라 태국-버마 국경을 따라 몇 개의 동굴이 발견되었어요. 이 동굴들에는 약 6,000년 전의 것으로 보이는 암각화가 있었어요.

Cave paintings were an important communication tool used by our ancestors for thousands of years. Cave paintings were unknown to modern man until Europeans first encountered them in 1879. The best example is the Chauvet Cave, which is uncharacteristically large and has the best quality and quantity of cave art discovered so far. For example, the walls of the Chauvet Cave are covered with predatory animals such as lions, panthers, bears, owls, rhinos, and hyenas. As is typical of most cave art, there are no paintings of complete human figures.

Integrated Listening & Speaking

A

1. (A) The student's problem is that he has suddenly been called for a job interview.
   (B) Being suddenly called for a job interview has caused a problem for the student.
2. (A) The professor is willing to ask another group to change their presentation date.
   (B) To change the date of the presentation, the professor is willing to call another group.
3. (A) The other group is willing to change dates because they are ready.
   (B) Because they are ready, the other group is willing to change dates.

A student has suddenly been called for a job interview. The problem is he has a group class presentation at the same time as the interview. The student asks his professor if he can change the presentation time so that he can attend the job interview. The professor is willing to change the date on the condition that he can find another group who is willing to change their presentation date. The professor calls another group she thinks is willing to change dates. After communicating the problem, the professor finds out that other group is willing to change dates because they are ready to go.

한 학생이 구직 면접 시험을 보러 오라는 전화를 갑작스럽게 받았어요. 문제는 면접과 동일한 시간에 수업 발표가 잡혀 있다는 것입니다. 학생은 교수님께 면접에 갈 수 있게 발표 일정을 변경해 줄 수 있는지를 여쭙습니다. 교수님은 다른 조가 발표 일정을 기꺼이 변경한다는 조건으로 일정을 조정해 주기로 합니다. 교수님은 일정을 기꺼이 바꿔줄 것 같은 조에게 전화를 합니다. 상황을 말해 주자 그 조는 준비가 된 상태라 아무 문제없이 일정을 바꾸겠다고 말합니다.

B

1. (A) The students need to study for a test.
   (B) The students are going to study for a test .
2. (A) The female student lost her notebook.
   (B) The female student can't find her notebook.
3. (A) The male student suggests that the female student photocopy his notebook and make study notes.
   (B) The male student tells the female student to photocopy his notebook and make study notes.

Two students are going to study for a test. One of the students has lost her notebook. She is worried that she will not be able to study for the test. The male student offers a solution. First, the female student should photocopy his notebook. Then they should study together, making notations as they go along. Finally, the male student suggests that she also study the highlighted sections in her textbook. The female student is grateful for all of his suggestions.

두 학생이 시험 준비를 하려고 합니다. 그 중 한 명이 공책을 잃어버렸어요. 그녀는 시험 공부를 할 수 없을까 봐 걱정을 합니다. 남학생이 제안을 합니다. 우선, 여학생은 남학생의 공책을 복사합니다. 그런 다음에는 중요한 부분을 표시하며 함께 스터디를 합니다. 마지막으로 남학생은 여학생에게 교재에서 중요 표시가 된 부분들을 공부하라고 말해 줍니다. 여학생은 남학생이 해 주는 제안들에 고마워 합니다.

C

1. (A) The most effective method of communication for dolphins is echolocation.
   (B) An effective method of communication used by dolphins is echolocation.
2. (A) Dolphins can form an echo image of their targets.
   (B) Dolphins are able to create an echo image of their targets.
3. (A) The dolphin's intelligence can be accounted for in its vocalizations, such as whistles.
   (B) In a display of high intelligence, dolphins use vocalizations, such as whistles.

As you know, dolphins are considered one of the most intelligent animal species on Earth. This is because of their ability to communicate by using a variety of clicks, whistles, and other vocalizations. The most effective method they use is a form of echolocation. It's a lot like a submarine's sonar system. It works like this: first, broadband clicking sounds are emitted in a focused beam towards the front of the animal. Then, as the object is approached, the echo grows louder.

The dolphins adjust by decreasing their emitted sounds and the intensity of the inter-click intervals. It has now been accepted that dolphins are able to form an "echo image" of their targets.

여러분도 아시다시피, 돌고래는 지구상에서 가장 똑똑한 동물에 속합니다. 이것은 딸각거리는 소리, 휘파람 소리, 다른 종류의 소리 등을 이용해 의사소통을 할 수 있기 때문이죠. 돌고래가 사용하는 가장 효과적인 방법은 일종의 방향 탐지 법입니다. 이것은 잠수함의 수중 음파 탐지 장치와 대단히 유사합니다. 원리는 이렇습니다. 먼저, 어떤 동물의 앞쪽으로 초점을 모아 빔 형태로 딸각거리는 광역대의 소리를 보냅니다. 그러면 물체가 접근함에 따라 메아리 소리가 점점 커집니다. 돌고래는 딸각거리는 소리 사이의 간격 정도와 소리를 점점 줄여 조정을 합니다. 이 과정 때문에 돌고래는 목표물의 "의성적 이미지"를 알 수 있다고 생각됩니다.

D

1. (A) Each author created at least one memorable character.
   (B) At least one memorable character was created by each author.
2. (A) Each detective's tough guy image was similar.
   (B) Similarly, each detective had a tough guy image.
3. (A) There are three authors mentioned in the passage.
   (B) In the passage, three authors are mentioned.

As I've mentioned before, some of the greatest American detective novels written were created by three authors: Samuel Dashiell Hammett, Raymond Chandler, and Mickey Spillane. Each of these authors created at least one memorable detective character that has endeared readers for over fifty years. Characters like Sam Spade, Mike Hammer, and Philip Marlowe had many similar attributes, yet each character has at least one major characteristic which sets them apart from all others. All three of these detective characters were characterized as tough guys, which probably makes them so memorable.

이전에 언급했듯이 가장 위대한 미국 추리소설 가운데 일부는 새뮤얼 더쉴 해미트, 레이몬드 챈들러, 미키 스필레인의 세 작가에 의해 탄생했습니다. 이 세 작가는 하나같이 50년 이상 독자를 사로잡은 적어도 한 명 이상의 기억에 남을 만한 인물을 탄생시켰죠. 샘 스페이드, 마이크 해머, 필립 말로우와 같은 인물들은 많은 공통점이 있었지만 각자마다 다른 인물들과는 다른 한 가지 이상의 주요 특징이 있었어요. 이 세 명의 추리소설 속 인물은 터프가이로 여겨지는데 아마도 이 점 때문에 그들이 그토록 오래 기억될 수 있을 것입니다.

Mini TOEFL iBT

A 1. (B) 2. (A) 3. (A) 4. (A)(D) 5. (C)

M2: Good morning, sir. Thanks for seeing me on such short notice.

M1: No problem. How can I help you?

M2: Well, I'm here to see you about how I go about becoming a teaching assistant in the department next semester.

M1: Oh, good. We can always use some bright grad students to take care of all those lengthy required course assignments that most professors just don't have the time to deal with.

M2: Well, I understand, and that's why I'm here. I think I'm a very capable student and feel I would do well as a teaching assistant. Do you have any advice on how I might make myself look like a reasonable candidate for the department's selection committee?

M1: Sure, no problem. Okay. Let's see, you first need to post your name on the department's teaching assistant candidate list. But before you do that, let's take a look at your up-to-date transcripts. Do you have a copy with you?

M2: Yes, sir, right here. Take a look.

M1: Hmm, all right, high grade average across the board, very good. Next, you have to submit a summarized paragraph of your current graduate studies research. You wouldn't have that with you, would you?

M2: Yes, sir. Ah, let's see, here it is. I...

M1: Great! Now let's take a look at that. Hmm, okay. Let me give you the rundown. As you know, a teaching assistantship is a contractual agreement between the university and student for a specified number of teaching hours. A teaching assistantship provides, um, teaching support to undergraduate courses and is a good way to make extra money for a considerable number of graduate students. I'm sure you already know this.

M2: Yes, sir.

M1: Good. Moving on then, a TA serves under the supervision of a course supervisor in one or more of the following capacities: as a marker, laboratory demonstrator, tutorial leader, or other supporting roles in the delivery or preparation of degree-credit courses.

M2: Understood.

M1: Okay, well, to wrap this up, a TA has a duty to acquire and maintain general knowledge of the content of the course as well as a thorough understanding of the components of the course for which she/he is directly responsible. Do you have any questions?

M2: No, sir. It sounds fairly simple. I think I will sign up right now. Thanks for your help.

M2: 안녕하세요, 교수님. 그렇게 갑자기 뵙자고 말씀을 드렸는데도 응해 주셔서 정말 감사합니다.

M1: 괜찮아요. 무슨 일이죠?

M2: 다음 학기에 제가 이 과의 조교가 되는 것에 대해 어떻게 생각하시는지 여쭤 보려고요.

M1: 아, 좋죠. 대부분의 교수들이 처리할 시간을 내기 힘든 그 모든 장황한 필수 과목 과제들을 똑똑한 대학원생이라면 언제나 환영이죠.

M2: 알겠습니다. 그래서 교수님을 찾아왔어요. 저는 저 자신이 아주 적합하고 조교로서의 역할도 잘 할 거라고 생각해요. 과 선출 위원회에 적절한 후보로 보이기 위해서 해 주실 만한 충고가 있으신가요?

M1: 물론이죠. 봅시다. 우선 이 과 조교 후보 목록에 이름을 올려야 해요. 하지만 그에 앞서 최근 성적표를 한번 봅시다. 사본 가지고 왔어요?

M2: 예, 교수님 여기 있어요. 보세요.

M1: 흠, 좋아요. 전체적으로 성적이 좋네요. 아주 좋아요. 다음으로 현재 하고 있는 대학원 연구를 짧게 요약해 제출해야 해요. 그건 안 가지고 왔겠죠?

M2: 가지고 왔어요, 교수님. 어디 보자. 여기 있네요.

M1: 정말 잘 됐군요. 한번 봅시다. 좋아요. 쉽게 설명해 줄게요. 학생도 아는 것처럼 조교 자리는 구체적인 교수 시간 동안 대학과 학생 사이의 계약상 합의예요. 조교는 대학생들에게 학업상의 도움을 주는 동시에 상당한 수의 대학원생들에게 여유돈을 벌 수 있게 해 주는 좋은 자리죠. 이런 것은 다 알고 있으리라 생각해요.

M2: 예, 교수님.

M1: 좋아요. 그럼 다음으로 넘어가서 조교는 다음 영역에서 하나 이상 수업 감독관의 감독을 받게 됩니다. 즉 채점자, 실험실 조교, 과외 지도자, 또는 학점 관련 수업 진행이나 준비에서의 보조 역할이죠.

M2: 잘 알겠습니다.

M1: 좋아요. 정리해서 말하자면, 조교는 자기가 직접 담당한 과목의 부분들을 완전히 이해함과 더불어 과목 내용을 전체적으로 잘 익히고 습득해야 해요. 질문 있나요?

M2: 없습니다. 간단명료하군요. 지금 당장 신청을 해야겠어요. 도움 주셔서 감사합니다.

B 1. (D) 2. (D) 3. (C) 4. (B)(C)(D) 5. (B) 6. (A)

Well, if you're ready, let's get started. Today's lecture will focus on the polar bear's ability to survive in the Arctic. As you know, polar bears are at the top of the food chain in the Arctic, so they are well-adapted to their habitat with their, um, thick blubber and fur, which insulates them against the cold.

For example, a polar bear's coat is about, um, 1 to 2 inches thick, and their white-colored fur also camouflages them from their prey. Um, camouflage means it makes it invisible. Anyways, moving along, their fur has a dense, wooly, insulating layer of underhair which is covered by a relatively thin layer of guard hairs, which are about 6 inches long.

Now, these guard hairs are very stiff, shiny, and erect, and they stop the undercoat from matting when wet. This is good for the bear because water can then be easily shaken off before it can freeze. This excellent insulation keeps a polar bear warm even when air temperatures drop to, let's see, ah yes, -34°F. These stiff hairs grow on the soles of its paws, and these hairs insulate and provide traction on ice.

Amazingly, and I'm sure you all know this, polar bears are so well insulated they tend to overheat, so they move slowly and rest often to avoid this. Their thick undercoat does however, ah, insulate the bears to the point where they can overheat at temperatures above 50°F. Any excess heat is released at their muzzle, nose, ears, footpads, inner thighs, and shoulders. As we all know, polar bears also swim, and they do this to cool down on warm days or after physical activity.

Now this point is crucial. Contrary to popular belief, polar bears don't enter deep hibernation but enter a state of carnivore lethargy, um, which is another way of saying they can still hunt while they are almost asleep. Ah, only pregnant female polar bears hibernate. Hibernating females sleep soundly, but they're easily and quickly aroused. Incredibly, unlike most other hibernators, female polar bears give birth while hibernating. A high body temperature is needed to meet the demands of pregnancy, birth, and nursing. Finally, during the nursing period, the mother bears will not emerge from their caves while the cubs are very young. In this situation, the mother will not have eaten for an astounding nine months, and it relies on stored body fat for both her own nutrition and that of the cubs. Okay, are there any questions?

그럼, 준비가 됐으면 시작할까요? 오늘 강의는 북극에서 생존할 수 있는 북극곰의 능력에 대해서입니다. 여러분도 아는 것처럼 북극곰은 북극의 먹이사슬의 제일 윗부분에 있으며 추위로부터 몸을 단열시켜주는 두꺼운 지방과 털이 있어 서식지에 잘 적응하죠.

예를 들어, 북극곰의 털은 두께가 1에서 2인치 정도 되며 색깔이 희기 때문에 먹이의 눈에 잘 띄지 않게 위장을 할 수 있죠. 음, 위장이란 잘 보이지 않게 만드는 것을 말해요. 어쨌든, 다시 하던 얘기로 돌아가, 북극곰의 털은 촘촘하면서도 복슬복슬해서 약 6인치나 되는 상대적으로 가는 겉털 층으로 덮여 있는 속털 층을 단열시켜줍니다.

그런데 이 겉털은 상당히 뻣뻣하고 광택이 나며 곧게 서 있어 물에 젖을 때 속털이 엉기지 않도록 해 줍니다. 물에 젖어도 물이 얼어버리기 전에 쉽게 털어낼 수 있기 때문에 북극곰에게 도움이 됩니다. 이 훌륭한 단열 장치 덕분에 기온이 심지어 화씨 -34도까지 떨어질 때에도 북극곰의 몸은 따뜻한 상태를 유지합니다. 이 뻣뻣한 털은 발바닥에도 자라는데 이 털은 얼음 위에서 마찰력을 내고 단열을 하는 작용을 합니다.

놀라운 사실은, 여러분도 알고 있으리라 생각하는데, 북극곰의 단열 능력이 너무 뛰어나 과열되기도 하는데 이런 현상을 피하기 위해서 천천히 걸

거나 자주 쉰다는 것입니다. 하지만 두꺼운 속털 층 덕분에 화씨 50도 이상에서 과열이 되는 상황까지 단열이 일어납니다. 과도한 열이 생기면 주둥이나 코, 귀, 발바닥, 허벅지 안쪽, 어깨 등을 통해 열을 발산합니다. 우리가 다 아는 것처럼 북극곰은 헤엄을 치기도 하는데 이것은 육체 활동을 한 뒤나 따뜻한 날 체온을 내리기 위해서예요.

이제 중요한 점은 이것입니다. 일반적으로 알고 있는 것과는 반대로 북극곰은 깊은 동면에 빠지지 않고 오히려 육식성 무기력 상태로 들어가는데 이 상태에서는 거의 잠든 상태에서도 여전히 사냥을 계속할 수 있습니다. 아, 임신을 한 암컷만 동면을 합니다. 동면을 하는 암컷은 곤히 잠을 자지만 쉽게 그리고 빠르게 잠에서 깨어납니다. 놀랍게도 다른 동면 동물들과는 달리 북극곰의 암컷은 동면을 하는 동안 새끼를 낳습니다. 임신, 출산, 양육을 위해서는 체온이 고온 상태여야 합니다. 마지막으로, 양육 기간 중에는 새끼가 아주 어린 기간 동안 어미는 동굴 밖으로 나오지 않습니다. 이 상황에서 어미는 놀랍게도 9개월 간이나 아무 것도 먹지 않아요. 그리고는 자신과 새끼를 위해 비축해둔 지방에 의존합니다. 여기까지 질문 있는 사람 있나요?

Vocabulary Review

A

1. genuine or true (really)
2. similar or alike in every way (identical)
3. a slight, sharp sound (click)
4. the condition necessary for action (shape)
5. to continue; to preserve (maintain)
6. to meet or find something unexpected (encounter)
7. something done out of goodwill (favor)
8. to be given consent; to agree to (approve)
9. to raise money to use for something (finance)
10. not correct (wrong)
11. a lecture that is given to an audience (presentation)
12. a period of time where people are assembled (session)
13. the act of adding a person's name to a list (registration)
14. something that is considered true (belief)
15. related to people who walk (pedestrian)

B

1. You can count those examples on one hand.
2. I guess you could say it's a lot like a submarine's sonar system.
3. His most famous character, of course, was Sam Spade.
4. Hey, wait a minute! You have a class presentation tomorrow.
5. Ah, as a matter of fact, I did.
6. Am I ever glad that has been taken care of.

Unit 8 Making Inferences

Basic Drill

A 1. (A) 2. (D) 3. (D)

W: Professor! I wanted to thank you for writing that wonderful reference letter for my scholarship application. I just found out this morning that I won the scholarship!

M: That's wonderful, Angela. There was no doubt in my mind that you wouldn't. You deserve it!

W: Oh, you're so kind. By the way, may I ask what exactly you wrote about me?

M: Well, I basically said that you are a joy to have in my seminar. You are insightful and quite intelligent. I also mentioned that you are one of the best writers that I have ever seen come through our department in many many years.

W: Wow, I just don't know how to thank you!

W: 교수님! 장학금 신청하는데 그렇게 좋은 추천서를 써 주셔서 정말 감사 드려요. 오늘 아침에 장학금을 받게 됐다는 소식을 들었어요.

M: 정말 잘 됐네요, 안젤라. 될 줄 알았어요. 자격이 충분하잖아요!

W: 정말 자상하세요. 그런데 저에 대해 정확히 어떤 내용을 쓰셨는지 여쭤 봐도 될까요?

M: 제 연구실에 학생이 있는 것은 정말 큰 기쁨이라고 썼어요. 통찰력도 있고 똑똑하잖아요. 또 학생이 수년 간 내 과를 거쳐 지나간 학생 중에서 글쓰기 실력이 가장 탁월하다고 썼어요.

W: 대단하네요. 어떻게 감사 드려야 할지 모르겠어요.

M: Excuse me, but I received this letter that I haven't paid my tuition and that all of my classes would be cancelled if it isn't paid by tomorrow. Can I get any kind of extension?

W: I think I can arrange that. May I ask why you haven't been able to pay yet?

M: Well, I'm waiting for my financial aid check to get here.

W: Oh, financial aid. Why didn't you just tell me that in the first place? In your situation, we can defer your tuition payment indefinitely.

M: Really! That's a relief to hear!

M: 실례합니다만 등록금을 안 내서 만약 내일까지 안 내면 수업이 전부 취소가 될 거라는 우편물을 받았어요.

W: 네, 처리해 드리죠. 그런데 왜 등록금을 안 냈는지 물어봐도 될까요?

M: 등록금 융자 신청한 게 올 때까지 기다리는 중이어서요.

W: 그렇군요. 등록금 융자를 신청했군요. 먼저 나한테 얘기를 하지 그랬어요? 학생 같은 상황이라면 등록금 납부를 언제까지고 연기해 줄 수

있어요.

M: 정말이요? 그 말 들으니 진짜 마음이 놓이네요.

M: I'm sorry I haven't been more active in your class, Professor.

W: Is everything okay? Last semester you were much more talkative. You know that class participation is a major part of your final grade. You must contribute more to the discussions!

M: I know. I know. I just feel really intimidated with all of the upperclassmen in the class. Their views are so profound.

W: Oh, don't worry about that. They just have a little bit more experience than you, that's all. Last semester, you always had something intelligent to say, so I know you've got it in you. You just need to build up your confidence some.

M: All right, Professor. I'll try my best.

M: 수업 시간에 더 적극적으로 참여하지 못해서 죄송해요, 교수님.

W: 괜찮아요. 지난 학기에는 훨씬 더 말을 많이 했었잖아요. 수업 참여 점수가 기말 고사 성적의 제일 큰 부분을 차지한다는 거 알고 있죠? 토론에 좀 더 적극적으로 참가해야 해요!

M: 알아요. 알고 말고요. 수업을 듣는 상급생들 때문에 정말 기가 죽어요. 다들 너무 똑똑해요.

W: 그런 걱정은 말아요. 다들 학생보다 경험이 많을 뿐이니까요. 지난 학기에는 항상 당차게 발표하곤 했잖아요. 그래서 잘 적응하고 있다는 걸 알았었죠. 지금 필요한 건 약간의 자신감이에요.

M: 알겠습니다, 교수님. 최선을 다할게요.

B 1. Ⓒ 2. Ⓓ 3. Ⓒ

In animals, the brain is the control center of the central nervous system. In most animals, the brain is located in the head, protected by the skull and close to the primary sensory apparatus of vision, hearing, taste, and olfaction. In humans, it is an organ of thought. While all vertebrates have a brain, invertebrates have either a centralized brain or collections of individual ganglia. Brains can be extremely complex. The human brain also has a massive number of synaptic connections, allowing for a great deal of parallel processing. For example, the human brain contains more than 100 billion neurons, each linked to as many as 10,000 others.

동물의 경우 뇌가 중추신경계의 제어 센터예요. 대부분의 동물은 뇌가 머리에 있으며 두개골로 싸여 있고 시각, 청각, 미각, 후각을 느끼는 일차 감각 기관 가까이에 있어요. 인간의 경우 뇌는 사고의 기관이에요. 모든 척추동물은 뇌가 있는 반면 무척추동물은 뇌나 개별적인 신경절의 집합체가 있어요. 뇌는 극도로 복잡해요. 인간의 뇌 역시 수많은 시냅스 연결로 되어 있어 대량의 병렬처리가 가능해요. 예를 들어 인간의 뇌에는 1천억 개의 뉴런이 있으며 각각은 1만 개의 다른 뉴런과 연결이 되어 있어요.

Linguistic theories hold that children learn through their natural ability to organize the laws of language but cannot fully utilize this talent without the presence of other humans. This does not mean, however, that the child requires formal teaching of any sort. Nativist theorist Noam Chomsky claims that children are born with a language acquisition device in their brains. They are born with the major principles of language in place but with many parameters to set, such as whether sentences in the languages they are to acquire must have explicit subjects. According to Chomsky, when the young child is exposed to a language, the language acquisition device makes it possible for them to set the parameters and deduce the grammatical principles,because the principles are innate.

언어 이론들에 따르면 아동들은 언어의 법칙을 조직화하는 선천적 능력을 이용해 배우지만 다른 사람들이 없는 상태에서는 이 재능을 완전히 이용하지 못한다고 해요. 하지만 그렇다고 해서 아동에게 어떠한 종류로든 정식 교육이 필요하다는 것은 아니에요. 생득적 이론가인 노암 촘스키는 아이들은 뇌 속에 언어 습득 장치를 타고 난다고 말했어요. 아이들은 출생 시 주요한 언어 원칙들을 적절히 가지고 있지만 그들이 습득해야 할 언어에는 문장에 명백한 주어가 있어야 하는지와 같은 익혀야 할 많은 특성들이 있습니다. 촘스키에 따르면 어린 아이가 어떤 언어에 노출되게 되면 원칙이 생득적이어서 그 언어의 습득 장치가 아이들로 하여금 문법 원칙을 이끌어내고 특성을 익히게 하도록 한다고 합니다.

The environmental movement is a diverse scientific, social, and political movement. In general terms, environmentalists advocate the sustainable management of resources and stewardship of the natural environment through changes in public policy and individual behavior. In its recognition of humanity as a participant in, not enemy of, ecosystems, the movement is centered around ecology, health, and human rights. The environmental movement is represented by a range of organizations, from the large to the grass roots. Due to its large membership, varying and strong beliefs, and occasionally speculative nature, the environmental movement is not always united in its goals. At its broadest, the movement includes private citizens, professionals, religious devotees, politicians, and extremists.

환경 운동은 다양한 과학적, 사회적, 정치적 운동입니다. 일반적인 의미에서 환경주의자들은 공공 정책과 개인 행동에서의 변화를 통해 자연 환경을 보호하고 자원을 지속 가능하게 관리하는 사람들입니다. 환경 운동은 인간을 생태계의 파괴자가 아니라 참가자로 보기 때문에 생태계, 건강, 인권 등에 초점을 두고 있습니다. 환경 운동은 대규모 기관에서부터 일반 시민에 이르기까지 다양한 기관에 의해 시행되고 있습니다. 참여 인원도 많고 다양하고 강한 신념도 있고 때로는 투기적인 성향도 있는 탓에 환경 운동은 늘 목표를 위해 단결하게 되지만은 않아요. 환경 운동은 최대한 광의

적으로 보면 시민 개개인, 전문가, 종교인, 정치인, 과격론자까지 포함이 됩니다.

Practice with Conversations

A 1. (A) 2. (B)

[1]GPA

W: Hey, Adam. Did you get your report card in the mail yesterday?

M: Sure did, and get this. I flunked P.E.! Can you believe that? Mr. Andrews gave me an F! I can't understand why he would do this to me. I mean it is only P.E. after all! It should be an automatic A!

W: You too, huh! I thought my eyes were playing tricks on me when I first looked over my report card. English, A. Biology, A minus. Statistics, A. French, B plus. P.E., F. Woah! Hang on a second! Go back. P.E., F! How did that get in there? Am I hallucinating?

M: Wow! Wait a minute, Gloria. You got an A minus in Biology? How'd you pull that one off?

W: My friend is brilliant at science, so she helped me out a little bit.

M: A little bit! What'd she do? Disguise herself as you and take the tests for you!

W: No, she just gave me some pointers on how to study better. Anyways, what are we going to do about this P.E. grade? It's killing my G.P.A.! Speaking of killing, my parents are going to kill me once they find out I failed the easiest course out there!

M: Yeah, mine too! Let's think about it. We both dressed out every day, right?

W: Right. And we both participated in the activities each day, right?

M: Yeah, and I can't think of anything we might have done to irritate Mr. Andrews, can you?

W: No, he always seemed to like us, didn't he? I haven't got a clue! There must be some mistake here. Some typo or something. I guess the best thing to do is just go over to the gym and ask him about it. What do you think?

M: Yeah, and while we are over there we can ask him when we can retake the final exam that we missed ...

W: Final exam? Final exam! What final! You told me there was no final! What are you talking about!

M: Yeah, when you were absent a couple of weeks ago, Mr. Andrews told us there had been a change of plans and that we would have a final exam which would count for 50% of our grade. But, it completely slipped my mind until just now.

W: Adam!

W: 안녕, 아담. 어제 우편으로 성적표 받았니?

M: 물론 받았지. 체육에서 낙제를 했어. 말이 되니? 앤드루 선생님이 F를 주셨어! 왜 그런 점수를 주셨는지 이해가 안 가. 체육이긴 하지만 말이야. 당연히 A를 받아야 하는 거 아니니.?

W: 너도 그래? 난 처음 성적표를 봤을 때 내 눈을 의심했다니까. 영어 A, 생물 A-, 통계학 A, 불어 B+, 체육 F. 이게 말이 되니? 체육이 F라니! 어떻게 F가 나올 수 있어? 내가 잘못 본 거 아니니?

M: 잠깐만, 글로리아. 생물에서 A-를 받았다고? 어떻게 그런 성적이 나왔어?

W: 내 친구가 과학을 아주 잘 하는데 그 친구가 좀 도와줬어.

M: 조금이라고! 어떻게 했길래? 너로 변장하고 대신 시험이라도 본 거야?

W: 아니, 그냥 공부를 좀 잘 할 수 있게 조언을 해 줬어. 어쨌든 체육 점수 어떻게 하지? 덕분에 학점이 엉망이야. 제일 쉬운 과목에서 낙제를 한 걸 아시면 부모님께서 가만 두지 않으실 거야.

M: 우리 부모님도 마찬가지야. 가만 있자. 우리 둘 다 매일 복장도 제대로 갖췄잖아.

W: 그래. 그리고 둘 다 매일매일 체육 활동에도 꼬박꼬박 참가했고.

M: 맞아. 앤드루 선생님을 화나게 할 이면 것도 안 했잖아. 그렇게 생각 안 하니?

W: 그래. 선생님도 우릴 좋아하시는 것 같았잖아. 그렇지 않니? 정말 이해가 안 돼. 분명 무슨 잘못이 있었을 거야. 오타 같은 거 말이야. 제일 좋은 방법은 체육관에 가서 선생님께 여쭤 보자. 어때?

M: 맞아. 가서 우리가 안 본 기말고사를 언제 다시 볼 수 있는지 여쭤 보자.

W: 기말 고사라니? 기말 고사가 있었니? 무슨 기말 고사? 무슨 말이야?

M: 2주 전에 네가 결석했을 때 앤드루 선생님이 일정에 변경이 생겨서 성적에 50% 반영되는 기말고사를 볼 거라고 하셨어. 그런데 방금 전까지 까맣게 잊고 있었어.

W: 아담!

Gloria and Adam are talking about their P.E. grades. They both flunked the class, and they don't understand why. They participated in every class and believe the professor liked them a lot. When they decide to go and talk to the professor, the truth comes out. Gloria realizes that Adam forgot to tell her about the final test they were supposed to take. Because Adam forgot, they missed the test and failed the class. Once she finds this out, Gloria becomes really aggravated with Adam for his mistake.

B 1. (C) 2. (A)

[1]Minimum wage [2]Good experience

W1: Okay, I've got an important job announcement to tell you about. Jeppsen Publishing is looking to hire two students as editorial assistants during the summer vacation. You both are my brightest students this year, so I thought I'd give you the first shot at it. This is an excellent opportunity for you to get a head start on your future since you are both

thinking about publishing as a career.

M: Uh, how much are they paying?

W1: Well, it is only minimum wage. But think about it guys. The money really isn't the issue here. What is important is the valuable experience you'll gain from working in a real job setting.

M: Yeah, I know. I expected the minimum seeing how we are just students and all, and we don't have really any professional experience. It does sound like a great job though. Jeppsen is like one of the largest firms in the country. Many people would work for them for free just to get their foot in the door.

W1: You are exactly right. This is an excellent way for you to make valuable contacts within the company at a relatively young age. You never know, if they like you and, uh, you do well, who knows, they might offer you a full-time job that pays much more once you graduate from school!

W2: Oooh. It sounds really exciting! I've always wanted to work for them. Can you give us some more detailed information about the job? How many hours a week would we work, and what kind of duties would we have?

W1: I believe they want you to work a maximum of 25 hours a week. You'd basically be running errands for your supervisor, typing up memos, and taking notes during meetings. They said you would also have a chance to observe the senior editors when they are editing manuscripts. Who knows? You might even get a chance to meet some famous authors!

W2: Well, this all just sounds too good to pass up! I've already made my decision. I'm in!

M: Me too! Who knows! Maybe one of us will end up being the CEO one day!

W1: 좋아요. 두 사람에게 구인 광고를 하나 할게요. 젭슨 출판사에서 이번 여름 방학 동안 편집 보조로 일할 두 명의 학생을 찾고 있다고 해요. 두 사람 다 올해 가장 훌륭한 학생으로 여겨져서 제일 먼저 기회를 주려고 해요. 두 사람 다 출판 쪽 일을 하고 싶어하니까 직업과 관련해 유리한 위치에 설 수 있는 아주 훌륭한 기회가 될 거예요.

M: 보수는 얼마나 주나요.

W1: 최저 임금이에요. 하지만 생각해 보세요. 돈은 별로 중요한 게 아니에요. 현장에서 소중한 경험을 쌓을 수 있다는 게 중요하죠.

M: 예, 알아요. 저희는 학생들이고 아무런 실무 경험이랄 것도 없으니 최저 임금을 받을 거라 예상했어요. 하지만 좋은 자리 같아요. 젭슨은 우리 나라에서도 가장 큰 회사 중의 하나잖아요. 많은 사람들이 그 회사에 들어가보기라도 하고 싶어서 공짜라도 일하려고 하잖아요.

W1: 맞아요. 여러분 같이 비교적 어린 나이에 그 회사 사람들과 소중한 인맥을 만들 수 있는 훌륭한 기회예요. 또 모르죠. 그 쪽에서 마음에 들어 하고 여러분이 일을 잘 해서 일단 졸업하면 훨씬 더 높은 임금에 정규직을 제안할 지도요!

W2: 와, 정말 신나겠네요. 항상 그 회사에 취직하기를 꿈꾸었었거든요. 그 일과 관련해 좀 더 상세한 정보를 주시겠어요? 주당 근무시간이 어떻게 되는지, 어떤 일을 하는지 등등이요.

W1: 제 생각에는 주당 최고 시간인 25시간을 근무하고 싶어할 것 같네요. 상사의 심부름을 하고, 메모를 타이핑하고, 회의가 있을 때 기록을 하고 하는 일들이죠. 선임 편집자들이 원고를 편집할 때 지켜볼 기회도 준다더군요. 누가 알아요? 유명 작가를 만날 기회가 생길지.

W2: 한나같이 너무 매력적이네요. 벌써 결정했어요. 전 할래요.

M: 저도요. 누가 알아요? 언젠가는 제가 그 회사의 대표가 될지요.

A professor is telling two students about a summer job opportunity they have been chosen for. The professor explains how much they will make and what the duties of the job will be. Most importantly, the professor emphasizes how valuable the experience will be for the student's futures. The students are very excited about the chance and realize what an excellent opportunity it is for them. Both students decide to accept the jobs with great enthusiasm.

G 1. (B) 2. (C)

1extra essay

M1: Excuse me, Mr. Adams? Do you have a minute?

M2: Sure. What's on your mind?

M1: It's about the test we had last week. I didn't do very well, and I was hoping I could take it again.

M2: A re-test, huh. You know, I don't usually allow students to take tests over unless they have a very, very good reason. Explain to me why I should make an exception in your case.

M1: Well, um, I'm afraid that if I get lower than a C on it, I could lose my scholarship. My academic scholarship states that I must maintain an A-average in all of my classes, and in your education class, my grade is slipping a bit.

M2: Hmm, let's see. Uh, yes, it looks like you got a C+ on the test last week, which has brought your overall average down to a B right now. Why do you think your grade has been slipping in my class? Is the workload too much?

M1: Honestly, sir, I haven't really had the time to study because of my part-time job. I've been working the night shift as a security guard to earn some extra money, but it has really been disrupting my academics, so I quit yesterday.

M2: Well, I respect your decision. I know how hard it can be supporting yourself and going to school full-time, too. I'm not going to allow you to re-take the test, but I am going to assign you an extra credit

essay. Once you complete the essay, I'll bump your score up on the test to a B+. This way, uh, you'll be able to get an A- or possibly even an A in the class, depending on how you do on the final. How does that sound to you?

M1: That sounds great! Thank you, sir, for being so understanding and giving me the opportunity to make up the extra points. I won't let you down!

M1: 실례합니다. 애덤스 교수님. 잠깐 시간 있으신가요?

M2: 물론이죠. 무슨 일이죠?

M1: 지난 주에 있었던 시험 얘길 잠깐 하려고요. 시험을 잘 치질 못 해서 재시험을 볼 수 있을까 해서요.

M2: 재시험이라. 나는 아주 합당한 이유가 있는 경우가 아니고는 재시험을 허락하지 않아요. 왜 학생을 예외로 해야 하는지 한번 얘기해 봐요.

M1: 시험에서 C 보다 낮은 점수가 나오면 장학금을 더 이상 못 받게 되요. 제 성적 장학금은 수업 전체에서 A-이상 나와야 하는데 교수님의 교육 수업 성적이 점점 떨어지고 있어서요.

M2: 흠, 한번 보죠. 지난 번 시험에서 C+을 받아 지금까지 전체 점수가 B가 되었네요. 내 수업 성적이 왜 자꾸 떨어지죠? 과제물이 너무 많나요?

M1: 솔직하게 말씀 드려서 아르바이트 때문에 공부할 시간을 많이 낼 수가 없어요. 돈을 벌기 위해 경비원으로 야간 작업을 하다 보니 성적에 정말 무리가 가서 어제 그 일을 그만 뒀어요.

M2: 잘 결정했네요. 스스로 학비를 벌면서 풀타임 학생 생활을 한다는 게 얼마나 힘든 일인 줄 알아요. 재시험은 허락하지 않겠지만 추가로 에세이를 하나 더 써 오세요. 일단 에세이를 써 오면 성적을 B+로 해 줄게요. 그러면 기말 고사를 어떻게 치냐에 따라 A-나 A까지도 받을 수 있을 거예요. 내 제안이 어떤가요?

M1: 좋아요. 이해해 주시고 시험 성적을 올릴 수 있는 기회를 주신 것 정말 감사합니다. 실망시켜 드리지 않을게요.

A student is discussing a test he took in the professor's class the previous week. The student is not satisfied with his performance and is afraid he will lose his scholarship. He asks the professor if he can take it again. The professor asks the student why he believes he did so poorly. The student explains that he was too busy with a part-time job that he recently quit. Because of his honesty, the professor decides not to allow him to retake the exam but to do some extra credit work instead.

D 1. ③ 2. ⓒ

[override code]

W: Hello, excuse me! You haven't already closed up, have you? I need to check my mailbox real quick.

M: I'm sorry, miss, but yes, I've, uh, already closed up for the evening. Can't you just come back Monday morning?

W: I could, but I'm expecting a really special package from my father today. You see, it is my birthday, and he's sent me a new digital camera, and I was hoping I could use it this weekend when I go to the beach with my friends.

M: A new digital camera, huh. Well, uh, you see, the thing is the lock is on a timer, and it automatically opens and locks itself every morning and evening. It's a new type of security system they are trying out. If I had a key, I'd be glad to open back up so you could get your present.

W: Oh, no! You mean there's no other way for me to get in? I'm going to have to wait until Monday? What am I going to do? You've just got to help me out! I'm desperate!

M: Well, there is one other way now that I think about it. I remember my manager mentioning something about an override code in case of an emergency. It's a code I can punch in that will unlock the door. The problem is that I really hate calling my boss up and bothering him.

W: Oh, please! I'll do anything! Couldn't I give you a tip or something for all your trouble? How about ten bucks! Would that make calling your boss up a little bit easier to do? I've just got to open up that mailbox!

M: Oh, no, no, no. I can't accept your money. Keep it! You need it for your beach trip this weekend! You know what? Don't worry about it. I'm going to call my boss up right now. We'll have that camera of yours in a matter of seconds!

W: Oh, thank you so much! You are so kind!

W: 저기, 죄송한데요. 아직 문 안 닫은 거 맞죠. 잠깐만 제 우편함을 확인해야 해서요

M: 죄송합니다만 오늘 영업은 끝났어요. 월요일 아침에 다시 오실래요??

W: 그러고 싶지만 오늘 아버지로부터 정말 특별한 소포가 오기로 돼 있거든요. 오늘이 제 생일인데 디지털 카메라를 보내셨대요. 주말에 친구들과 해변에 놀러 갈 때 그 카메라를 사용할 수 있었으면 해서요.

M: 디지털 카메라라. 학생도 알겠지만 문제는 자물쇠가 시간에 따라 작동된다는 거예요. 매일 아침 저녁으로 자동으로 열리고 닫히고 하죠. 이번에 새로 도입한 안전 장치죠. 내가 열쇠가 있다면 다시 열어서 선물을 전해 주고 싶군요.

W: 안 돼요! 들어갈 방법이 없다는 말씀이신가요? 월요일 아침까지 기다려야 한다고요? 어떻게 하죠? 좀 도와주세요. 제발이요.

M: 한 가지 방법이 있긴 해요. 상사가 비상시에 대비해 재어 정지 장치 암호가 있다고 말하는 걸 들은 기억이 나요. 암호를 쳐 넣으면 문이 열리죠. 문제는 상사에게 전화해서 귀찮게 해 드리고 싶지 않다는 거죠.

W: 아, 제발이요! 제발 부탁이에요. 그렇게 수고해 주시는데 뭡이라도 드릴까요? 10달러는 어때요. 그러면 상사님께 전화를 좀 걸어 주시겠어요? 우편함을 꼭 열어야 해요.

M: 아니에요. 돈은 받을 수가 없어요. 넣어 두세요. 이번 주 해변 여행을 위해서 꼭 필요하다고 하셨죠. 그럼 걱정하지 마세요. 지금 당장 상사

에게 전화할게요. 잠시 후면 카메라를 찾을 수 있을 테니까요.
W: 아, 감사합니다. 정말 친절하시군요.

An anxious student is speaking to a mailbox manager who has just locked up the office for the weekend. The student is expecting a birthday gift and hopes the manager will allow her to check her mail. Unfortunately, the door locks on an electric timer and will not open up until Monday morning. The student wants to use her gift over the weekend and implores the manager to help her. The manager finds an alternative way to get inside. The student is very grateful.

Practice with Lectures

A 1. Ⓒ 2. Ⓑ

[1]sweat, shiver, pant [2]control body temperature

Warm-blooded animals maintain thermal homeostasis. What I mean is they keep their body core temperature at a nearly constant level regardless of the temperature of the surrounding environment: the outside climate. Okay. Now what we call this is endothermy.

Endothermy is the ability of some creatures to control their body temperatures through internal means such as shivering, fat burning, panting, and sweating. You all know what I'm talking about, right? When you shiver because it's so cold in the winter or when you are sweating buckets in the summer, all your body is trying to do is maintain that constant temperature of 98.6 degrees inside.

Now, um, there are some advantages and disadvantages to all of this. The advantages are increased enzyme activity and a constant body temperature, which allows warm-blooded animals to be active in cold temperatures. A big disadvantage is the, uh, need to maintain thermoregulation or, in other words, heat production, even during inactivity, otherwise the organism will die. That's right. It could mean life or death.

Heat regulation is one of the most important defense mechanisms in a warm-blooded organism. Is everyone following me? Sure? Great, so uh, for example, in the winter, there may not be enough food to enable an endotherm, for example, a hungry grizzly bear, to keep its metabolic rate stable all day. Um, so some animals, like our friend the grizzly, go into a controlled state of hypothermia called hibernation, or torpor. This deliberately lowers the body temperature to conserve energy. Everyone still with me? Good. Now, in hot weather, like when you were at the beach last weekend soaking up all those dangerous ultraviolet rays to make yourself look tan and pretty, endotherms expend considerable energy to avoid overheating. They may pant, sweat, lick, or seek shelter or water.

온혈 동물은 열 항상성을 유지합니다. 다시 말해 주변 환경의 온도와는 상관없이 몸의 심부 온도를 거의 일정하게 유지하죠. 이것을 내온성이라고 합니다.

내온성은 어떤 동물이 떨거나 지방 연소, 헐떡거림, 발한 등의 체내 방법을 사용해 체온을 조절하는 능력을 말합니다. 무슨 말인지 아시겠죠? 사람들이 겨울에 너무 추워서 몸을 떨거나 여름에 비 오듯 땀을 흘리는 것은 체내의 온도를 36.5도로 일정하게 유지하려는 이유에서죠.

그런데 여기에는 몇 가지 장점과 단점이 있어요. 장점은 효소 활동이 활발해지고 체온이 일정하게 유지 되어 온혈 동물이 추운 날씨에서도 활동을 할 수 있다는 것입니다. 큰 단점은 활동을 하지 않는 때에도 체온 조절, 다른 말로 열 생성을 해야 한다는 점이죠. 그렇지 않으면 죽고 말 테니까요. 맞아요. 생사의 문제가 될 수도 있는 것이죠.

체온 조절은 온혈동물의 경우 가장 중요한 방어 기전 중의 하나입니다. 다들 이해가 가나요? 확실하죠? 그래요. 예를 들어 겨울에는 온혈동물, 이를테면 굶주린 회색곰이 하루 종일 대사율을 일정하게 유지하기 위한 충분한 식량이 없어요. 음, 그래서 우리가 잘 아는 회색곰과 같은 일부 동물들은 동면 또는 휴면 상태라고 하는 제어된 저체온 상태에 들어가죠. 이 과정을 통해 에너지 보존을 위해 일부러 체온을 낮춥니다. 다들 이해되죠? 좋아요. 이제 더운 날씨로 넘어가서, 여러 분이 지난 주말 해변에서 선탠을 해서 예뻐지기 위해 그 위험한 자외선을 듬뿍 받고 있었을 때처럼 온혈 동물들을 몸이 과열되는 것을 막기 위해 엄청난 에너지를 씁니다. 헐떡거리기도 하고 땀을 흘리거나 할기도 하고 숨을 곳이나 물을 찾기도 합니다.

Warm-blooded animals are able to keep their body temperatures at a constant level. They use means such as shivering and sweating to do this. Another term for this temperature control is endothermy. Endotherms spend a great amount of energy to maintain body temperature, and if they don't, they could perish. Advantages of this regulation are increased enzyme activity and increased activity in cold weather situations.

B 1. Ⓐ 2. Ⓓ

[1]Normans [2]15th century

W1: Okay, everyone. Calm down. I know you are all really excited about being able to read a little bit of Old English. I congratulate you. Job well done, but we've got a ways yet to go. Now it is time for us to take a look at the history of English. Who can tell me where English originated?

W2: That's easy! England, of course. Everyone knows that the language is named after the country!

W1: Uh, well, that's partly correct. English is a West Germanic language. It came from the Anglo-Frisian dialects brought to Britain by settlers from parts of

what is now northwest Germany and the northern Netherlands. At first, Old English was a group of dialects reflecting the different origins of the Anglo-Saxon kingdoms of England. The original Old English language was then influenced by two waves of invasion. The first was by language speakers of the Scandinavian branch of the Germanic family. They conquered and colonized parts of Britain in the 8th and 9th centuries. The second was the Normans in the 11th century, who spoke a variety of French. These two invasions caused English to become "mixed" to some degree. Now what kind of effect do you guys think this mixing had on English?

W2: Wouldn't that have made English pretty diverse, Professor?

W1: I see somebody is paying attention! Exactly! English became a very rich, elaborate layer of words. And later, English developed into a borrowing language of great flexibility with a huge vocabulary. So, what about modern English? Who can give us an idea of when it began?

M: I believe it was around the, um, 15th century, wasn't it?

W1: Yes, it was. Modern English is often dated from the Great Vowel Shift, which took place mainly during the 15th century. English was also influenced by the spread of a standardized London-based dialect in government and administration and by the standardizing effect of printing. By the time of William Shakespeare, around the, uh, middle to late 16th century, the language had become clearly recognizable as modern English.

W1: 안녕하세요, 여러분. 좀 조용히 해 볼까요? 고대영어를 읽게 된다는 생각에 모두 흥분해 있을 줄 알아요. 하지만 갈 길이 멀어요. 이제 영어의 역사를 살펴보도록 하죠. 누가 영어가 어디서 시작되었는지 말해 볼까요?

W2: 그건 어렵지 않죠. 물론 영국이겠죠. 영어라는 이름이 영국에서 나왔다는 건 모르는 사람이 없잖아요.

W1: 정확히 맞다고는 할 수 없어요. 영어는 서부 게르만어예요. 지금으로 치면 독일의 북서부와 네덜란드 북부인 지방에서 건너 온 정착자들이 영국으로 가져온 앵글로 프리지아 방언에서 비롯되었어요. 처음에는 고대영어가 영국의 앵글로 색슨계 나라들의 여러 가지 다른 기원을 반영하는 방언들이었어요. 최초의 고대영어는 두 차례의 침입에 영향을 받았어요. 첫 번째는 게르만족의 스칸디나비아 계 언어 사용자들에 의한 것이었고 두 번째는 다양한 불어를 구사했던 11세기 노르만 족에 의한 침입이었죠. 이 두 번의 침입으로 인해 영어는 어느 정도 "섞이게" 되었어요. 이러한 혼합이 영어에 어떠한 영향을 주었을까요?

W2: 영어가 더 다양해 지지 않았을까요?

W1: 수업을 잘 듣고 있었군요. 정확합니다. 영어는 대단히 풍부하고 정교한 언어가 되었어요. 나중에 영어는 어마어마한 어휘를 가진 대단히 유연한 차용어로 발전했어요. 그래서 현대영어는 어떤가요? 누가 현대영어가 언제 시작되었는지 말해 볼 사람?

M: 대략 15세기 전후 아닌가요?

W1: 맞아요. 현대영어는 주로 15세기에 있었던 대모음추이에서 비롯되었어요. 영어는 또한 정부의 런던 표준어 보급과 인쇄의 보편화의 영향을 받았어요. 16세기 중후반 윌리엄 셰익스피어 시대가 되면서 영어는 현대영어로 확실하게 자리를 잡았어요.

English is a West-Germanic language that originated in German and the Netherlands and was brought to England by settlers. Two later invasions by the Scandinavians and Normans heavily influenced the language by making it more diverse and elaborate. Modern English began around the 15th century. It was affected by the standardized dialect of the government. By the time of Shakespeare, modern English was a clearly recognized language which stood on its own.

C 1. Ⓑ 2. Ⓒ

120 245

The Amazon River pulsates, surging once a year. From November through May, the volume of the, uh, mainstream swells. For example, as stated in your text, on June 1, 1989, the level of the river at Manaus, 900 miles from the ocean, was 45 feet above low water, nearly reaching the 1953 all-time high-water mark on the flood gauge. Now, the Amazon's volume in that month far exceeded the combined flow of the next eight largest rivers on Earth, a pretty extraordinary stat if you think about it. It does this by the end of every May, even in years of normal flow. During the second half of the year, this, um, regular flow diminishes. All right, uh, yes, here it is in your text, page 372. In November of 1990, also around Manaus, stretches of white beaches and sandbars were exposed to the sun for the first time in living memory. The river had fallen 50 feet to its lowest level on record this century. The only official studies of the main stream flow were done in 1963 and 1964 which, uh, were years estimated as, uh, having less than average rainfall by the U.S. Geological Survey. Measurements were made at Obidos, 600 miles inland, where the Amazon squeezes through a single channel, very narrow in comparison, a little more than a mile wide. Findings gave the average minimum discharge at 3 million cubic feet per second while the average maximum reached 8.5 million.

For comparison, our own Mississippi River at Vicksburg averages 620,000 cubic feet per second. It has been suggested that the Amazon's average annual discharge

equals 20 percent of the total continental runoff of all rivers on Earth. Note this does not mean that the Amazon system holds one-fifth of the entire world's freshwater, as some other books have interpreted this data. In fact, all the Amazonia's waterways hold less than one ten-thousandth of the world's fresh water, most of which, by the way, is locked up in polar ice.

아마존강은 일 년에 한 차례씩 불어나면서 출렁입니다. 11월에서 5월까지 본류의 양이 불어나죠. 예를 들어 교재에 나와 있는 대로 1989년 6월 1일 해수면으로부터 900마일의 높이에 있는 마나우스에서의 강 수위가 저조로부터 45피트 정도로 만조 지점 상 1953년의 최고 고조 기록에 거의 육박했었죠. 그 달의 아마존 수량은 지구상에서 아마존강 다음으로 큰 여덟 개 강의 수량을 합친 양을 훨씬 넘어섰는데 이것은 가만히 생각해 보면 엄청난 양입니다. 흐름이 정상적인 해에도 매년 5월 말이면 이런 현상이 일어납니다. 매년 하반기 때는 이 정상적인 흐름이 감소합니다. 교재 372페이지를 보세요. 1990년 11월에 역시 마나우스 근처에서 꽉 펼쳐진 하얀 해변과 하구의 모래톱이 알려진 바로는 처음으로 햇빛을 보게 되었어요. 강 수위는 20세기 기록상 처음으로 50피트나 떨어져 최저치를 기록했어요. 본류 흐름이 공식적으로 연구된 것은 1963년과 64년뿐이었는데 이 해는 미국지질조사국에서 조사한 바로는 평균 강수량보다 강수량이 적은 해였다고 해요. 본토 600마일의 거리에 위치한 오비도스에서 측정을 했는데 이 곳은 비교적 좁아서 폭이 약 1마일 남짓 되는 유일한 협협을 이루는 곳이죠. 조사 결과에 따르면 평균 최대 방류량은 초당 850만 입방피트이고 평균 최저치는 3백만 입방피트인 것으로 밝혀졌어요.
비교를 위해 말하자면 미국의 미시시피강의 경우 빅스버그에서 초당 방류량이 평균 62만 입방피트입니다. 아마존의 연 평균 방류량이 지구상의 모든 강의 전체 내륙 유량의 20%를 차지한다고 해요. 그렇다고 해서 다른 책에서 이 자료를 해석했듯이 아마존 강이 지구 전체 담수의 5분의 1을 차지한다는 얘기는 아니에요. 사실 아마존의 수로는 지구 전체 담수의 1000분의 10미만을 차지해요. 왜냐하면 대부분의 담수는 극지방에 얼음으로 존재하기 때문이에요.

The Amazon River experiences a large surge about once a year . This occurs between the months of November and May. Some areas reported increases in the waterline by as much as 40 to 50 feet in the late '80s. During the other half of the year, the water recedes, exposing sandbars and beach-like white sand. The average discharge of the river is between 3 and 8.5 million cubic feet per second. Finally, contrary to some published accounts, the Amazon holds less than one ten-thousandth of all the world's freshwater.

D 1. (A) 2. (B)

[Solar purification]

M1: Could you close the door, please? Great. Thanks. Now today, class, we're going to discuss dirty water. That's right, dirty water, or more importantly, how to purify it yourselves so that you can drink it and not get sick. Sure, you can go out and buy portable drinking water systems or expensive designer mineral water, but there are other methods you can use if you don't have this stuff available. Who can name one?

W: Whenever my dad takes us all camping, he just boils it, and no one in my family has ever gotten sick.

M1: Sure. Boiling water on a portable stove or fire will kill most bacteria and viruses. At higher elevations, though, the boiling point of water drops, so that several minutes of continuous boiling are required. Another option is just to be sure you carry a portable pump filter. Some of these, um, like the charcoal filter ones, don't remove the viruses. In this case, you have to disinfect the water with a third method. Who can tell me what a third might be?

M2: How about electricity?

M1: Very funny. Not quite. No, actually, I was thinking of a couple of chemicals. One is iodine, which kills many, but not all, of the most common, uh, pathogens in natural fresh water sources. Second, used only in emergency situations, is chlorine-based bleach. Just add two drops of 5% bleach per quart of clear water, and let it stand, uh, covered, for about an hour. All right, now that is three so far. Anyone like to take a stab at the last option?

W: Uh, sunshine?

M1: Bonus points for whoever said that in the back row. Yes, sunlight is another valid option. We call it solar purification. Water is placed in a transparent plastic bottle, which is oxygenated by shaking. It is placed for six hours in full sun, which raises the temperature and gives an extended dose of solar radiation, killing any microbes that may be present.

M1: 문 좀 닫아 줄래요? 고마워요. 오늘은 오수에 대해 공부하겠어요. 오수, 좀 더 중요하게는, 그 물을 어떻게 직접 정화해서 마실 수 있을 정도로 만들어 병에 걸리지 않을 것인가 하는 것이죠. 물론 밖에 나가서 휴대용 정수기를 사든지 아니면 값비싼 상표의 생수를 사는 방법도 있지만 이런 게 여의치 않을 경우 사용할 수 있는 다른 방법이 있어요. 아는 사람?

W: 아버지가 우리 식구를 캠핑에 데려가실 때마다 물을 끓이기만 하시는데도 한 번도 우리 가족은 아파 본 적이 없어요.

M1: 맞아요. 휴대용 스토브나 불 위에 물을 끓이는 것도 대부분의 박테리아나 바이러스를 죽일 수 있는 방법이에요. 하지만 고도가 더 높은 곳에서는 물의 끓는 점이 낮아져서 몇 분씩 끓여야 합니다. 다른 방법은 휴대용 펌프 필터를 가지고 다니는 것이죠. 이 중 차콜 필터와 같은 것들은 바이러스가 제거되지 않아요. 이 경우 세 번째 방법으로 물을 살균해야 해요. 세 번째 방법은 무엇일까요?

M2: 전기랑 상관 있나요?

M1: 아주 재미있는 답이네요. 그렇지는 않아요. 사실 두 가지 화학물질을 생각하고 있었어요. 한 가지는 요오드로 자연 상태의 만물에 있는 병원균을 전부는 아니지만 대부분 죽이죠. 두 번째는 위급 상황에서 사용하는데 염소계 표백제죠. 깨끗한 물 1쿼터 당 5% 표백제를 두 방울만 떨어뜨리고 한 시간 정도 위를 덮은 상태로 놔 두세요. 이제까지 세 가지를 살펴 봤네요. 마지막 방법을 한번 맞춰볼 사람?

W: 햇빛이 아닐까요?

M1: 그 뒤쪽에 방금 정답을 얘기한 사람은 보너스 점수를 줘야겠네요. 맞아요, 햇빛이 네 번째 방법이에요. 이것을 태양열 정화라고 해요. 물을 투명한 플라스틱 병에 담아 흔들어서 산화시킵니다. 햇빛이 잘 비치는 곳에 여섯 시간 정도 두면 온도가 올라가서 태양복사 양이 증가해 안에 있는 미생물이 죽게 됩니다.

Water purification is important when camping or doing other outdoor activities. If it isn't done, dirty or polluted water can be harmful to human beings. There are four main methods of purifying water in the outdoors: boiling, filtering, chemically, and with the sun. Boiling is the easiest and most complete while filtering might not kill all of the viruses. Iodine is a chemical for killing most pathogens in water, and sunlight, though time consuming, is another valid option.

Integrated Listening & Speaking

A

1. (A) Experience is the greatest advantage of the job.
   (B) The greatest advantage of the job is experience.
2. (A) The students are eager and react with enthusiasm.
   (B) In response, the students react eagerly and with enthusiasm.
3. (A) A minor disadvantage is that the pay is quite low.
   (B) The students consider the low pay to be a minor disadvantage of the job.

A professor is explaining to two of her students about a job opening. It is a summer job at a publishing company. The professor goes on to explain that the students would make minimum wage and work about 25 hours a week. The students seem quite interested. Emphasizing the importance of experience, the professor shows how the job could be an excellent stepping stone for their future careers. She talks about how they would make great connections with those in the company. Ultimately, both students readily accept the job with great enthusiasm and look forward to their new positions.

교수님이 두 명의 제자에게 일자리에 대해 설명해 주고 있어요. 출판사에서 여름 방학 동안 하는 일자리죠. 교수님은 학생들이 최저임금을 받고 주당 약 25시간씩 일하게 될 거라고 말해 줍니다. 학생들은 꽤 관심을 보입니다. 교수님은 경험의 중요성을 강조하면서 이 일자리가 미래를 생각할 때 훌륭한 디딤돌이 될 수 있다고 말합니다. 교수님은 그 회사의 직원들과 어떻게 인맥을 쌓아나갈지에 대해서도 이야기합니다. 결국 두 학생 모두 기꺼이 그 일자리를 수락하고 새 직장에서 일하게 되기를 기대합니다.

B

1. (A) The student needs to redo an exam.
   (B) The student hopes to redo an exam.
2. (A) The instructor is very understanding and helpful.
   (B) The instructor's reply is helpful and understanding.
3. (A) The instructor decides to give the student extra credit work.
   (B) The instructor has the student do extra credit work to bring up his average.

The student is having a conversation with his instructor. The student is concerned about a test he took the previous week. He hopes the instructor will allow him to take it again. If the instructor doesn't allow a makeup test, the student is afraid he will be in jeopardy of losing his scholarship. The instructor inquires the reason the student hasn't been doing so well in the class, and the student claims it has been due to a part-time job that has kept him really busy. In a very understanding manner, the instructor decides not to allow a makeup test but to allow the student to do an extra credit essay in order to improve his overall grade. The student is elated and thanks the professor enthusiastically.

한 학생이 교수님과 대화를 하고 있어요. 학생은 전 주에 봤던 시험 성적에 대해 걱정을 합니다. 학생은 교수님이 재시험 기회를 주기를 바랍니다. 교수님이 재시험 기회를 주지 않는다면 학생은 장학금을 더 이상 못 받게 될 위기에 처할 것입니다. 교수님이 학생에게 성적이 잘 안 나오는 이유를 물어보자 학생은 아르바이트 때문에 정말 바빴다고 말합니다. 교수님은 매우 이해심 있게도 재시험 기회는 주지 않겠지만 추가로 에세이를 써 오면 전체 점수를 올려주겠다고 제안합니다. 학생은 만족해하며 교수님께 감사의 인사를 합니다.

C

1. (A) The Amazon is in constant change throughout the year.
   (B) Throughout the year, the Amazon is in constant change.
2. (A) The water level reached 45 feet above the low level line.
   (B) The water level rose to 45 feet above the low level line.
3. (A) Compared to the Mississippi, the Amazon's average discharge is over 10 times greater.
   (B) The Amazon's average discharge is over 10 times greater than the Mississippi's.

The Amazon River is a river in great flux most of the year. It experiences a great increase in water level each year, typically between the months of November and May. In June, 1989, the water level rose to 45 feet above the low level line, which nearly made it a record reading. That same month the volume of the Amazon was greater than the combined flow of the next 8 largest rivers in the world. The only official studies of the river capacity were done in the mid 1960s. In comparison to the Mississippi River in the U.S., the Amazon is a monster even during low rainfall seasons. The average discharge of the Amazon can reach 7 to 8 million cubic feet per second while the Mississippi averages 600,000.

아마존강은 일년의 대부분 엄청난 유량을 가진 강이에요. 매년 11월과 5월 사이 수위가 크게 올라갑니다. 1989년 6월에는 수위가 저조선에서 45피트나 올라가 거의 최고치에 이르렀어요. 그 달의 아마존강의 유량은 지구 전체에서 그 다음으로 큰 8개 강의 유량을 합친 양보다 많았어요. 아마존강에 대한 유일한 공식적 조사는 1960년대 중반에 이루어졌어요. 미국의 미시시피강과 비교해 볼 때 강우량이 적은 때조차도 아마존강은 괴물입니다. 미시시피강의 평균 방유량은 초당 60만 입방피트인데 반해 아마존강의 평균 방유량은 7백만~8백만 입방피트에 이릅니다.

D

1. (A) The best method of water purification is boiling.
   (B) Boiling is the best method of water purification.
2. (A) Solar purification takes about six hours.
   (B) At six hours, solar purification takes a long time.
3. (A) The lecture focuses on methods of water purification
   (B) In the lecture, methods of water purification are focused on.

Purifying water is very important for individuals who spend time camping and doing other outdoor activities. If people don't purify water from lakes, rivers, and other sources, they could become ill and possibly even die. Boiling water is one of the easiest and best methods of cleaning water. Another method is a water filter, though it does not always kill all the bad organisms in the water. A third method is using chemicals such as iodine or chlorine. Chlorine should only be used in emergency situations. Finally, people can use sunlight to sanitize their drinking water. Yet, solar purification takes a great amount of time, usually about six hours.

정수는 캠핑을 하거나 다른 실외 활동을 하는 사람들에게는 매우 중요합니다. 만약 호수나 강, 다른 수원에서 나온 물을 정화하지 않으면 병에 걸리거나 심지어 사망에 이를 수도 있어요. 물은 끓이는 것은 물을 깨끗하게 만드는 가장 쉽고 좋은 방법입니다. 또 다른 방법은 정수 필터인데 물 속의 모든 나쁜 균들을 죽이지는 못합니다. 세 번째 방법은 요오드나 염소 같은 화학물질을 사용하는 것입니다. 염소는 위급 상황에서만 사용할 수 있습니다. 마지막으로 태양열을 이용해 식수를 살균할 수 있어요. 하지만 태양열을 이용한 정수법은 보통 약 6시간이라는 오랜 시간이 걸립니다.

Mini TOEFL iBT

A 1. B 2. A 3. D 4. A C 5. B

W: Good afternoon. I'm looking for a part-time job and was wondering if you had any openings at the moment.

M: Well, actually, we do have a couple of openings. Because it is the beginning of the semester, we're really swamped right now and are actually understaffed. When would you be available?

W: I'd really prefer to work during lunch if that's possible. I have a really heavy load of classes this term, so my mornings are completely booked. I'm also in a jazz band, and we usually have our practice sessions in the evening, so that wouldn't really be a good time for me either. Would a lunch schedule be possible?

M: Let's see. Um, we have a cashier's position available. Hold on a second so I can check the schedule real quick. Uh, here it is, yes, the hours would be Monday through Friday from 11 a.m. to 2 p.m. Now, do you have any experience with using a computerized register and handling money? If you don't, don't worry about it. We would train you, and it is really very easy to pick up.

W: Sure! I worked at a bookstore for a few months last summer and used one of those kinds of registers. It was a really busy store right next to campus. I got really good at handling all the money and making change. It was a little stressful at first, but I think I, uh, adapted pretty well! By the end of the first month, they were actually asking me to train new employees!

M: Good! And the hours? Would that be a workable schedule with you? You sound like a very busy person! I don't want you to get in over your head!

W: The hours are perfect for me. My morning classes finish by ten, and I've only got one afternoon seminar each day, and that doesn't start until three. Um, I wanted to ask you about weekends. Would that be a possibility too? I could really use the extra money.

M: Of course! That wouldn't be a problem, and it would basically be up to you. Look, I think you would be an excellent addition to our staff. You have good experience and a great personality. I'll start you off at eight dollars an hour. Why don't you just come in

next Monday at 10:30 so we can get you going!
W: Great! You just made my day! I'll see you on Monday!

W: 안녕하세요. 아르바이트 일자리를 찾고 있는데 혹시 지금 현재 일자리가 난 게 있나요?
M: 예. 사실 두 가지 일자리가 있어요. 학기 시작이라 작업량은 엄청나게 많은데 사람은 모자라요. 언제 일하실 수 있으세요?
W: 가능하다면 점심 시간 동안 일을 하고 싶어요. 이번 학기에 수업이 많아서 아침 시간은 안 되거든요. 그리고 재즈 밴드부에도 들어 있어서 저녁에는 보통 연습을 해요. 그래서 저녁 시간도 좀 곤란해요. 점심 일정은 가능한가요?
M: 어디 봅시다. 계산원 자리가 있네요. 잠깐만 일정을 빨리 확인해 볼게요. 여기 있네요. 근무 시간이 월요일에서부터 금요일까지 11시에서 2시까지예요. 컴퓨터 계산기를 사용하거나 돈 계산해 본 경험이 있나요? 그런 경험이 없어도 걱정할 건 없어요. 교육을 시켜주는데다 익히기도 쉬워요.
W: 물론 있어요. 지난 여름에 몇 달간 서점에서 일했고 금전 등록기 사용도 해 봤어요. 학교 바로 옆에 있는 정말 바쁜 서점이었어요. 돈 계산과 잔돈 주는 건 정말 자신 있어요. 처음에는 좀 스트레스를 받았지만 꽤 잘 적응을 했던 것 같아요. 첫 번째 달 말경에는 서점 측에서 새로 온 사람을 교육을 시켜달라고 할 정도였으니까요!
M: 잘 됐네요! 시간은요? 그 시간이 가능한가요? 굉장히 바빠 보이는데, 우리가 가지는 잃었음 좋겠어요.
W: 시간은 정말 맘에 들어요. 오전 수업이 10시에 끝나고 매일 오후에는 세미나가 하나씩 있는데 세 시 전에 시작하는 건 없어요. 음, 주말은 어떤가요? 여윳돈이 좀 필요해서 그런데요.
M: 물론이죠! 문제 없어요. 그건 전적으로 학생에게 달려 있어요. 좋은 직원이 될 거 같네요. 경험도 있고 성격도 좋으니까요. 시간당 8달러로 하죠. 다음 화요일 10시 반에 와서 일을 시작하는 게 어때요?
W: 좋아요. 정말 잘 됐네요. 그럼 화요일 뵙겠습니다.

B 1. Ⓐ 2. Ⓒ 3. Ⓓ 4. ⒶⒸⒹ
5. Ⓑ 6. Ⓒ

Good morning, all. Everyone please grab a seat so we can get started. Thanks. Now, today's topic is neurons, a major class of cells in the nervous system. And the main role of these neurons is to process and transmit information. In vertebrates, um, you all remember what a vertebrate is, right? Good. Now, in vertebrates, neurons are found in the brain, the spinal cord, and in the nerves and ganglia of the peripheral nervous system. In the most basic of terms, the neuron is composed of a cell body, a dendritic tree, and an axon. In the classical view of the neuron, the cell body and dendritic tree receive inputs from other neurons, and the axon transmits output signals.
Everyone following me? Excellent. So, the way neurons are able to do this is that they have the ability to generate electrical impulses. They zap specific information through connectors to other neurons in what we scientists like to call a synaptic transmission. That's right! Neurons communicate with each other via synapses, where the axon of one cell touches the dendrite of another. Synapses can be excitatory or inhibitory. That is, they produce or stop signals, and will either increase or decrease activity in the target neuron. With me? Great. Now, some neurons in your cerebellum, that large part of your brain which controls many your movements, can have over 1000 dendrite branches which connect with thousands of other cells. And, um, on the other hand, certain neurons might have only one or two dendrites, each of which receives thousands of synapses. Getting the picture now?
Further, the human brain has a huge number of neurons and an even huger number of synapses. Now listen closely to this. Each of 100 billion neurons has on average 7,000 synaptic connections to other neurons. Most authorities estimate that the brain of a three-year-old child has about 1,000 trillion synapses. Of course, uh, this number declines with age and stabilizes when you are older, say in your early twenties, when the number of synapses ranges from 100 to 500 trillion synapses in most adults.

안녕하세요, 여러분. 모두 자리에 앉으면 시작하도록 하겠습니다. 감사합니다. 오늘의 주제는 신경계에 있는 세포의 모임인 뉴런입니다. 이 뉴런이 하는 주된 역할은 정보를 처리하고 전달하는 것입니다. 척추동물의 경우, 여러분 모두 척추동물이 뭔지는 알고 있죠? 좋아요. 그런데 척추동물에서는 뉴런이 뇌, 척수, 말초신경의 신경절과 신경 등에 있어요. 가장 기본적으로 뉴런은 신경 세포체, 수상돌기, 축색돌기로 이루어져 있어요. 전통적 견해로는 뉴런이 신경 세포체와 수상돌기를 통해 다른 뉴런으로부터 신호를 받아 축색돌기를 통해 신호를 내보내죠.
모두 이해가 되나요? 아주 좋아요. 그러면 뉴런이 이런 정보전달을 하는 것은 전기 충격을 가할 수 있기 때문이에요. 우리 과학자들이 시냅스전달이라고 하는 방법에서 다른 뉴런으로의 연결 장치를 통해 구체적인 정보를 충격을 주어 내보냅니다. 그래요! 뉴런은 서로서로 시냅스를 통해 의사소통을 하는데 시냅스에서는 한 세포의 축색돌기가 다른 세포의 수상돌기와 붙어 있어요. 시냅스는 흥분성과 억제성 두 가지가 있어요. 다시 말해 시냅스에서는 신호를 보내기도 멈추기도 해서 표적 뉴런에서의 활동을 증가 또는 감소시킨다는 얘기죠.
이해되죠? 좋아요. 이제는 여러분의 움직임의 상당 부분을 제어하는 소뇌에 있는 뉴런은 수천 개의 다른 세포와 연결되어 있는 1000개 이상의 수상돌기가 있기도 해요. 그런가 하면 어떤 뉴런은 수상돌기가 한두 개 밖에 없어요. 그 하나하나가 수천 개의 시냅스에서 신호를 받아요. 이해가 가죠? 더 나아가 인간의 뇌에는 엄청난 수의 뉴런과 그 보다 훨씬 많은 시냅스가 있어요. 이제 잘 들으시기 바랍니다. 1천억 개의 뉴런 각각은 평균적으로 다른 뉴런과 7천 개의 시냅스 연결이 되어 있어요. 대부분의 전문가들은 세 살짜리 아이의 뇌에 약 1천조 개의 시냅스가 있다고 추정합니다. 물론 이 숫자는 나이가 들면서 줄어들고 좀 더 나이가 들어, 이를테면 20대 초반이 되면 대부분의 성인의 경우 시냅스 숫자가 100-500조 개 정도로 안정화됩니다.

Vocabulary Review

A

1. strong or solid (firm)
2. a comparison or in relation (relatively)
3. to understand or be aware (realize)
4. pertaining to school or scholastics (academic)
5. to receive or get (accept)
6. to anticipate (expect)
7. to make urgent (implore)
8. imitating nature (naturalistic)
9. thrifty or frugal (economically)
10. to fill with fear (intimidate)
11. rare; uncommon (extraordinary)
12. a condition of urgent need (emergency)
13. to cleanse; to clean (purify)
14. to surpass (exceed)
15. adaptable; elastic (flexible)

B

1. Let your sister take a stab at the poker game.
2. Jeff paid ten bucks for his sweater.
3. They need to build up some savings before they can buy a car.
4. We were sweating buckets while playing tennis yesterday.
5. I know you've got it in you to do better in Spanish class.
6. I need to zap this email to my boss.

Actual Test

Conversation 1~5

1. Ⓒ 2. Ⓑ 3. Ⓒ 4. Ⓐ 5. Ⓓ

W: Oh, hey, Coach. Got a minute?

M: Sure, but try to make it quick. I'm late for practice.

W: Say, the volleyball team has been going great since you took over. Great job! Anyways, I just wanted to tell you that we've been petitioning the school for a couple of weeks now to start a new ping-pong club, and I was wondering if you would join and support us. What do you think?

M: Ping-pong, huh. Great sport. That's good that you guys have started to do this. Our school can always use new clubs like this. I must say too that back in my day I was a pretty darn good ping-pong player. It's just that I don't believe I really, uh, have the time to coach you guys, that's all. I'm sorry.

W: Oh, no, no, Coach. We're not asking you to coach us! We don't need a coach. It's more of a social club than anything - just a bunch of students who like to get together and have fun. We won't be in any competitions or anything like that!

M: Ah, I see.

W: Yeah, well, anyways, all I need from you is your signature on our petition list. The school requires us to get one hundred signatures before they will consider the new club. We've got ninety-nine so far, and we just need one more!

M: Oh, I got it. Sure. I'd be proud to be the final signature on your petition. There you go!

W: Thanks, Coach. We really appreciate it. Listen, there's one other thing I wanted to talk to you about if you have time.

M: Sure.

W: Well, we're going to need a place to store all our equipment. You know all our balls and paddles, nets, and stuff like that. And I was, uh, wondering if you had any ideas on where we could do that. Do you guys have any extra storage space in the locker room?

M: Well, let's see. When would you need to start using a locker? Actually, how many lockers do you think you would, uh, need?

W: Oh, just one, and we'd probably start using it at the beginning of next month.

M: You know what? Our season is over next week, so we won't be using most of the lockers until next year. We'll have plenty of space for you guys. Why don't you get with me at the beginning of next month, and we'll set you up? The only thing you'll need is your own lock.

W: A lock, huh. Any special kind? Should I get a key lock or a combination lock, Coach?

M: Well, uh, let's see. How many students do you think will be in this ping-pong club of yours?

W: Ummm, I'm not sure exactly. A lot of students have shown interest, so I would imagine fifteen or so at least. Why?

M: Well, if you're going to have that many, I would suggest a combination lock. That way you can just give everyone the combination, and you wouldn't have to go out and get X number of keys made. It would just be a bit easier, that's all.

W: That's a great idea, Coach! Wow, why didn't I think

of that? I don't know what we'd do without you!

M: Ah, don't mention it. That's what I'm here for. Now, um, if there isn't anything else, I'm sure my players are wondering where the heck I'm at. Practice was supposed to start five minutes ago. You know what I have my players do if they are even one minute late to a practice?

W: No, Coach, what's that?

M: Suicides. You know what one of those is?

W: No, Coach. What's a suicide? It sounds pretty tough.

M: Well, it is. It's uh, basically a continuous series of wind sprints. You start from the baseline in the gym, that's the one under the basket. So, you start there, run out and touch the foul-line and then run back then touch the baseline again. But you don't stop there. Oh, no. You keep going, but this time you run out and touch the half-court line and then run back again to touch the baseline.

W: Wow, Coach that sounds so hard. Your players must be in tip-top shape, huh?

M: You've got that right. Conditioning is the key to championships. That's what I always say, conditioning. Without it, you've got... Woah! Look at the time! I've got to stop rambling and get to practice! We'll talk later!

W: Okay, Coach! See you later, and thanks again!

W: 안녕하세요, 코치 선생님. 시간 좀 내주실 수 있나요?

M: 물론이죠. 그런데 좀 짧게 해 주세요. 연습에 늦었거든요.

W: 코치 선생님이 말씀하신 이후론 배구팀이 정말 잘 하고 있는 것 같아요. 훌륭하세요. 그런데 새로 탁구부를 시작하려고 2주째 학교에 청원을 넣었어요. 그래서 혹시 뜻을 함께 하셔서 저희를 좀 도와주실 수 없나 해서요. 어떠세요?

M: 탁구라, 좋은 운동이죠. 여러분들이 이 일을 시작했다니 잘 됐군요. 학교측에서는 늘 이런 새로운 부를 찾고 있으니 말이에요. 내가 학창 시절에 꽤나 잘 나가는 탁구선수였다는 얘길 해야겠네요. 그런데 여러분을 지도해 줄 시간을 내기는 힘들 것 같아요. 정말 미안해요.

W: 아, 아니에요. 코치 선생님. 저희를 지도해 주시라는 게 아니에요! 저희는 코치가 필요 없어요. 운동부가 아니라 사교 모임이거든요. 여러 학생들이 함께 모여 즐기는 곳이죠. 경기를 하거나 경기 비슷한 것은 할 생각도 없어요.

M: 아, 알겠어요.

W: 어쨌든, 제가 선생님께 부탁 드리고 싶은 것은 청원서에 서명을 좀 해 주십사 하는 거예요. 학교측에서는 새로운 부를 만들기 위해서는 100인의 서명이 필요하대요. 지금까지 99명이 서명을 했으니 딱 한 명만 더 있으면 돼요.

M: 아, 그렇군요. 물론이죠. 청원서의 대미를 장식하게 돼서 영광이군요. 자 서명하죠.

W: 감사합니다. 코치 선생님. 정말 감사 드려요. 시간이 되시면 한 가지 말씀 드리고 싶은 게 있어요.

M: 물론이죠.

W: 장비를 보관할 장소가 필요해서요. 탁구공이며 라켓, 네트 같은 거요. 저희가 어디에 물품을 보관하면 좋을지에 대해서 혹시 어떤 의견이 있으신가 해서요. 배구부 리커룸에 혹시 남는 공간은 없나요?

M: 어디, 가만 보자. 언제 라커를 사용하기 시작할 거죠? 얼마나 많은 라커가 필요한가요?

W: 하나면 돼요. 아마 다음 달 초에 사용하기 시작할 거예요.

M: 그거 알아요? 우리 시즌이 다음 주면 끝나요. 그래서 다음 학기까지는 대부분의 라커를 사용하지 않을 거예요. 탁구부에서 쓸 공간이 충분할 거예요. 다음 달 초에 만나서 한번 얘기를 해 보는 게 어때요? 준비할 건 자물쇠 밖에 없어요.

W: 자물쇠라구요? 어떤 특정 형태의 자물쇠인가요? 열쇠로 된 자물쇠인가요, 번호 조합형자물쇠인가요?

M: 어디, 가만 있자. 탁구부 인원이 몇 명이나 될 것 같아요?

W: 음, 정확히는 모르겠어요. 많은 학생들이 관심을 보였으니 적어도 15명 정도는 되지 않을까요? 왜요?

M: 사람이 그렇게 많다면 번호 조합용 자물쇠를 쓰는 게 좋을 거예요. 그래야 모든 이들에게 번호를 알려 주면 되고, 일부러 나가서 사람 수대로 열쇠를 만들지 않아도 되잖아요. 그게 훨씬 편할 거예요.

W: 좋은 생각이네요. 코치 선생님. 왜 그 생각을 못 했을까요? 선생님 없었으면 어쩔 뻔했어요?

M: 그런 말 말아요. 그러라고 제가 있는 거 아니겠어요. 이제, 음, 다른 일이 없으면 가 봐야겠어요. 선수들이 내가 어디로 사라졌나 궁금해하고 있을 것 같아서요. 5분 전에 연습을 시작했어야 하거든요. 선수들이 연습에 1분이라도 늦으면 선수들에게 어떻게 벌을 주는지 알아요?

W: 아뇨. 뭔데요.

M: "자살 행위"요. 어떻게 하는 건지 알죠?

W: 몰라요. "자살 행위"가 뭐에요? 무섭게 들리는데요.

M: 사실이 그래요. "자살 행위"란 던거리 달리기를 계속하는 거죠. 체육관에 골대 아래 있는 베이스라인에서 시작하죠. 거기서 시작해서 파울라인까지 달려가서는 다시 베이스라인까지 돌아오죠. 하지만 그게 다가 아니에요. 그럼요. 다시 달려서 이번에는 하프코트 라인을 짚고 다시 베이스라인으로 돌아와요.

W: 와, 장난이 아니겠네요. 선수들 몸은 좋아지겠네요.

M: 맞는 말이에요. 챔피언이 되기 위해서는 컨디션 조절이 제일 중요하죠. 그래서 내가 매일 컨디션 조절, 컨디션 조절 외고 다니죠. 그게 없이는… 이런! 시간 좀 봐. 이야기 그만 하고 연습하러 가야겠어요. 얘기는 다음에 하죠!

W: 네, 코치 선생님. 다음에 봐요. 다시 한번 감사 드려요.

Lecture 6~11

6. Ⓓ 7. Ⓑ 8. Ⓐ 9. Ⓒ 10. Ⓐ
11. No/No/No/Yes/No

Okay. Let's carry on with some more American music history, shall we? For this lecture, I will discuss the effect that ragtime music had on the way the piano was played after, um, ragtime's inception. From a historic point of view, um, ragtime is an American musical genre enjoying its peak popularity, from, um, 1899 to 1918. Ragtime was the first truly American musical genre,

preceding jazz. It originated in African American musical communities, descended from the jigs and marches played by all-black bands common in all Northern cities with black populations. Questions? Oh, no problem.

Well, ragtime began as dance music years before being published as popular sheet music for piano. Scott Joplin, the composer/pianist who was known as the, ah, "King of Ragtime" called the effect "weird and intoxicating." By 1897, several important early rags were published, and in 1899 Scott Joplin's *Maple Leaf Rag* was published. Now, some authorities consider ragtime to be a form of classical music. Additionally, the name swing later came to be applied to an early genre of jazz that developed from ragtime. So we can see early on that ragtime had a great influence on music in general at that time.

Okay. Now, let's get to its influence on the piano. To start, the heyday of ragtime was before the widespread availability of sound recording. Like classical music, and unlike jazz, classical ragtime was a written tradition, being distributed in sheet music rather than through recordings or by imitation of live performances. Ragtime music was also distributed via piano rolls for player pianos.

Let's talk about this piano roll. By definition, um, a piano roll is the medium used to operate the player piano, band/fairground organs, calliopes, and hand-cranked organs and pipe organs. Basically, a piano roll is a roll of paper with holes punched in it. The position and length of the perforations determined the note played on the piano. Well, the piano roll moves over a device known as the 'tracker bar,' which had 88 holes, um, or one for each piano key. When a perforation passed over the hole, the note sounds. Believe it or not, piano rolls have been in continuous mass production since around 1897. So, even though a piano roll was used to make a piano play without an actual person playing, we must remember that pianists actually created the music for the piano rolls. Confused? I hope not. Let's move on then.

Another change was called the novelty piano, which can be considered a pianistic cousin of jazz, and this appeared around the same time as the piano roll. Its originators were mostly piano roll artists from the Chicago area. Actually, the novelty piano was developed as a vehicle to showcase the talents of these professionals and was more often sold in the form of recordings and piano rolls than as sheet music.

Anyways, novelty piano slowly fell out of favor to, or was absorbed into, the new orchestral styles as the piano moved off center stage and took a support role. By, um, 1920, though, two new technologies had appeared which allowed the general public to hear music as performed by skilled musicians: the "hand-played" piano roll and the phonograph record.

Now, the most important new form of actually playing the piano in a live performance was called, ah, stride piano, used primarily in jazz. The distinctive technique originated in, um, Harlem, in or about 1919. It was partially influenced by ragtime, which features improvisation, blue notes, and swing rhythms. The over simplistic name "stride" comes from the "striding" left-hand movement. See how I'm doing it? As well, pedal technique further varied the left-hand sound. Quite frankly, stride piano is one of the most difficult styles of jazz piano playing because it takes years to master and is often confused with other jazz piano where the left hand alternates. Like this!

Okay, on a final note, a significant ragtime revival occurred in the 1950s. Ragtime styles of the past were made available on records, and new rags were composed, published, and recorded. A number of popular recordings featured, um, "prepared pianos," simulating the sound of a piano in an old honkey tonk. So, as you can see, we still have portions of piano ragtime music incorporated into the music we hear today.

좋아요. 미국 음악의 역사에 대해 좀 더 알아보기로 하죠. 이번 수업에서는 래그타임음악이 시작된 이래로 래그타임 음악이 피아노 연주법에 미친 영향에 대해 공부하겠어요. 역사적으로 보면 래그타임은 1899년에서 1918년까지 전성기를 구가했던 미국 음악 장르예요. 래그타임은 재즈 이전에 진정한 의미의 미국 음악 장르였어요. 래그타임은 비흑인 음악계에서 생겨났어요. 흑인들이 사는 북부 도시에서면 어디서나 볼 수 있었던 흑인으로 구성된 밴드가 연주한 행진곡과 지그 음악에서 나왔어요. 질문 있나요? 아, 없군요.

그럼데 래그타임은 피아노용 악보가 나오기 전에 댄스음악으로 시작되었어요. "래그타임의 아버지"로 알려진 작곡가이자 피아니스트였던 스콧 조플린은 이 현상을 "이상하고 중독적이다"라고 했어요. 1897년경 여러 곡의 중요한 초기 곡들이 발표가 되었어요. 1899년에는 스콧 조플린의 "단풍잎 래그"가 발표가 되었어요. 지금은 일부 전문가들이 래그타임을 일종의 클래식 음악으로 간주합니다. 또한 스윙이라는 이름은 나중에 래그타임에서 발전된 초기의 재즈 장르를 가리키게 되죠. 초기의 래그타임은 그 당시 음악에 전반적으로 큰 영향을 미쳤다는 것을 알 수 있을 거예요.

좋아요. 그러면 피아노에 끼친 영향을 살펴보기로 하죠. 우선, 래그타임의 전성기는 녹음기술이 보편화되기 전이에요. 클래식 음악과 마찬가지로, 그리고 재즈와는 달리 클래식 래그타임은 활자화된 형태여서 녹음이나 라이브 공연을 따라 하기 보다는 악보로 많이 알려졌어요. 래그타임 음악은 또한 자동 연주 장치를 위한 피아노 롤로 많이 알려졌어요.

이 피아노 롤에 대해 이야기해 보죠. 피아노 롤은 정의상으로는 밴드오르간/페어그라운드오르간, 증기오르간, 핸드크랭크트 오르간, 파이프 오르간, 자동 연주 장치를 작동시키는데 사용되는 매체입니다. 기본적으로 피

이처럼 뚫은 구멍이 나 있는 두루마리 종이에요. 천공의 위치와 길이에 따라 피아노로 연주되는 음이 결정되죠. 피아노 롤은 각각의 키를 위한 88개의 구멍이 있는 "트래커 바"라고 하는 장치 위를 움직입니다. 천공이 구멍 위를 통과하면 피아노 음이 나죠. 믿거나 말거나 간에 피아노 롤은 1897년경 이후로 지속적으로 대량 생산 되었어요. 실제 사람이 없는 상태에서 피아노 연주를 하기 위해 피아노 롤을 사용했음에도 불구하고 실제로 피아니스트들은 피아노 롤을 위한 음악을 만들었어요. 혼란스러운가요? 아니길 바래요. 그럼 다음으로 넘어가 보죠.

또 하나의 변화는 노벨티피아노였는데 이 피아노는 재즈 피아노의 사촌뻘 다고 할 수 있어요. 이 피아노는 피아노 롤과 동일한 시기에 등장했어요. 처음 만든 사람들은 대부분이 시카고 지역 출신의 피아노 롤 아티스트들이었죠. 사실 노벨티피아노는 이 전문가들의 재능을 보여주기 위한 탈 것으로 개발되었는데 시트 뮤직보다는 레코드나 페이퍼 롤의 형태로 더 많이 판매되었어요.

어쨌든, 노벨티피아노는 피아노가 무대 중앙에서 밀려나 보조적 역할을 하게 되면서 서서히 새로운 오케스트라 스타일에 양보 또는 흡수되었어요. 그러다가 1920년경에 두 명의 위대한 음악가가 연주하는 음악을 대중들이 들을 수 있는 두 가지 새 기술이 등장했어요. 수동 피아노 롤과 포노그래프 레코드가 그것이죠.

라이브 공연에서 실제로 피아노를 연주하는 가장 중요한 새 방법은 스트라이드 피아노로주로 재즈에서 사용되었죠. 이 독특한 기술은 약 1919년경 할렘에서 탄생했어요. 이 기술은 즉흥연주, 블루 노트, 스윙 리듬을 특징으로 했던 래그타임의 영향을 부분적으로 받았어요. 다소 과장된 느낌이 들 정도로 단순한 이름인 "스트라이드"는 크게 크게 움직이는 왼손의 움직임에서 따 왔죠. 제가 하고 있는 게 보이죠? 게다가 페달 기술도 왼손의 소리를 다양하게 만들었어요. 솔직히 스트라이드피아노는 기술을 익히는데 수 년이 걸리고 왼손이 엇갈리는 다른 재즈 피아노와 종종 혼동이 되기 때문에 가장 어려운 스타일의 재즈 피아노 연주라고 할 수 있어요. 이렇게 말이에요!

그러다가 1950년대에 래그타임이 크게 부활했죠. 과거의 래그타임 스타일이 레코드로 나왔고 새로운 래그타임이 작곡, 발표, 녹음되었어요. 많은 인기 음반이 "프리페어드피아노"를 이용해 윌드 홍키통크로 피아노 소리를 흉내냈어요. 그래서 여러분도 아는 것처럼 오늘날 우리가 들을 수 있는 음악에 피아노 래그타임 음악이 어느 정도 결합되게 된 것이에요.

Lecture 12~17

12. Ⓓ 13. Ⓑ 14. Ⓒ 15. Yes/No/No/Yes/No
16. Ⓑ 17. Ⓐ

Hi, everyone. Okay. Today, I will lecture on some pretty strange plants. As a matter of fact, the plants we will discuss are from the family Rafflesia, a parasitic plant. So, without further delay, I will begin. The Rafflesia is a genus of parasitic flowering plants. It contains, um... 15-19 species, all found in southeastern Asia, let's see, on the Malay Peninsula, Borneo, Sumatra, West Malaysia, and the Philippines. The flowers have no leaves and hardly any stem, just a huge, speckled, five-petal flower with a diameter of up to 106 cm, and it weighs up to 10 kg. Even the smallest species, um, R. manillana, has 15-inch-diameter flowers. The flowers smell like rotting meat, so we get certain local names for these plants which translate to, um, "corpse flower" or "meat flower." The vile smell that the flower gives off can sometimes attract flies, which these plants use as a food source. Additionally, it is parasitic on vines in the genus Vitaceae, spreading its roots inside the vine.

Now, let's talk about specific varieties of Rafflesia. I'll begin with the Nepenthes rafflesiana, a species of pitcher plant named after Stamford Raffles, the founder of Singapore. This plant has a very wide distribution covering, um, Borneo, Sumatra, Peninsular Malaysia, and Singapore. N. rafflesiana is extremely variable with numerous forms and varieties. For example, in Borneo alone, there are at least four distinct varieties. The most impressive form, known as N. rafflesiana gigantea, produces enormous pitchers. These pitchers, or heavily modified leaves, are used to capture and kill insect prey for nutrients.

Well, like it or not, all Nepenthes are, um, passive carnivores. They are classified passive because they have no moving parts, unlike their distant cousins the Venus flytrap, an active carnivore. Okay... So the N. rafflesiana kills by luring its prey into its, ah, pitchers, whose peristomes secrete sweet-tasting nectar. Once the insect is inside, it quickly finds the walls of the pitcher too slippery to scale and, as you may expect, drowns. Digestive enzymes released by the plant into the liquid break down the prey and, um, release soluble nutrients, which are absorbed by the plant through the walls of the pitcher. The carnivorous nature of Nepenthes is supposedly a consequence of, um, living in nutrient-poor soils since the main method of nutrient absorption in most plants, the root, is insufficient in these soils, so the plants have evolved other ways to gain nutrients. Let's see, yes, finally, N. rafflesiana enjoys hot, humid conditions most of the time, as found in tropical jungle lowlands.

Okay, so far so good. The next plant I will discuss is the, um... where are my notes, ah, here we go, Rafflesia arnoldii, another member of the genus Rafflesia. Not only is it the world's largest flower, but it is also one of the most bizarre and improbable organisms on the planet. There are some plants with larger flowering organs, for example, the Titan Arum and Talipot, but these are technically clusters of many flowers. Rafflesia arnoldii is the largest, and you can take this to the bank, because its flower attains a diameter of nearly three feet and can weigh up to, get this, 24 pounds!

It lives as a parasite on the Tetra Stigma vine, as its

host, which grows only in undisturbed rainforests. While many parasites appear like normal plants, um, Rafflesia lacks any observable leaves, roots, or even stems, and this is what makes it so strange. A lot like fungi, Rafflesia individuals grow as thread-like strands of tissue completely embedded within and in intimate contact with surrounding host cells from which, um, nutrients and water are obtained. The only part of Rafflesia that is identifiable as distinctly plant-like are the, ah, flowers, although even these are bizarre because they attain a massive size and are usually reddish-brown and stink of rotting flesh. The flower is pollinated by, uh, oh my goodness, flies... which are attracted by its scent. Rafflesia arnoldii is very rare and fairly hard to locate. It is especially difficult to see in flower because the buds take many months to develop, and the flower lasts for just a few days.

안녕하세요, 여러분. 좋아요. 오늘은 꽤 이상한 몇 가지 식물에 대해서 공부해 볼 거예요. 사실, 우리가 공부할 식물은 기생식물인 라플레시아과의 식물이에요. 바로 본론으로 들어가기로 하죠. 라플레시아는 기생 현화식물의 한 속이에요. 여기에는 음, 15-19종 정도가 해당되는데 하나같이 동남 아시아에 있어요. 가만, 말레이반도와 보네오, 수마트라, 웨스트 말레이시아, 필리핀 등지에 분포합니다. 꽃에는 잎이 없으며 줄기도 거의 없고 직경이 최고 106센티미터, 무게가 10킬로그램까지 나가는 다섯 장의 꽃잎으로 된 거대한 점박이 꽃만 있어요. 가장 작은 종인 라플레시아 마닐라나조차도 꽃의 직경이 15인치 정도예요. 꽃에서는 고기 썩는 냄새가 나기 때문에 어떤 지역에서 이 식물에 붙인 이름을 번역하면 "시체 꽃" 또는 "고기 꽃"이란 뜻이 됩니다. 꽃에서 나는 이 고약한 냄새는 때로 날벌레들을 유혹하는데 이 식물들은 이 날벌레들을 잡아먹습니다. 또한 포도속 식물의 덩굴에 기생해 덩굴 안에 뿌리를 내리기도 합니다.
그러면 이제 라플레시아의 구체적인 종류들을 살펴보기로 하겠어요. 처음으로 살펴볼 네펜데스 라플레시아나는 싱가포르의 건국자인 스탬포드 라플즈의 이름을 딴 표충낭 식물의 일종이에요. 이 식물은 보네오, 수마트라, 말레이반도, 싱가포르에 이르는 광범위한 지역에 분포합니다. 네펜데스 라플레시아나는 수많은 형태와 종류가 있는 대단히 다양한 종입니다. 예를 들어 보네오에만도 적어도 네 종류 이상이 분포합니다. 가장 인상적인 형태라고 할 수 있는 N 라플레시아 자이언샤는 어마어마한 크기의 표충낭을 가지고 있어요. 이 표충낭 즉 상당히 변형된 형태의 잎은 영양소를 흡수하기 위해 곤충을 잡아 먹는데 사용됩니다.
좋든 싫든 간에 모든 네펜데스 식물은 수동성 식충식물이에요. 먼 사촌뻘 되는 파리지옥은 능동성 식충식물인데 반해 네펜데스는 움직이는 부분이 전혀 없기 때문에 수동성 식충식물로 분류됩니다. 좋아요. 그래서 네펜데스는 먹이를 치모에서 단맛이 나는 꿀이 분비하는 표충낭으로 유혹하죠. 일단 곤충이 안으로 들어오면 곧바로 표충낭 벽이 너무 미끄러워 빠져나갈 수가 없어 여러분도 짐작하겠지만 빠져 죽고 맙니다. 표충낭 속의 액 속에 분비되는 소화 효소는 먹이를 분해시켜 가용성 영양분을 빼내 표충낭 벽을 통해 흡수되게 합니다. 척박한 토양에서는 대부분의 경우 양분 흡수를 하는 주된 방법인 뿌리를 통한 흡수가 불가능하기 때문에 네펜데스의 식충성이 발달한 것으로 생각됩니다. 이런 상황에서 식물들은 양분을 얻을 다른 방법을 찾아야 했을 테니까요. 마지막으로 네펜데스는 대부분 열대 정글 저지에 분포하는 것처럼 고온다습한 기후를 좋아합니다.
좋아요. 여기까진 잘 이해했죠? 다음으로 살펴볼 식물은, 어디다 적어 뒀더라. 그래 여기 있네요. 자이언트 라플레시아로 라플레시아 속에 속하는 식물이에요. 이 식물은 세상에서 크기만 가장 큰 것이 아니라 지구상에서 아마 가장 이상하고 기이한 생물 중의 하나일 거예요. 예를 들어 사체화이나 탈리꽃처럼 꽃이 더 큰 식물도 있지만 이 식물은 엄밀히 말해 여러 개의 꽃이 모여 있어요. 자이언트라플레시아는 가장 큰 꽃으로 직경이 거의 90센티미터에 이르고 무게가 자그마치 10킬로그램이 넘게 나가요.
이 식물은 깊은 열대우림에서만 자라는 테트라스티그마속 식물을 숙주로 해서 기생 생활을 합니다. 많은 기생식물들이 정상적인 식물처럼 보이는 데 반해 라플레시아는 잎, 뿌리, 심지어 줄기가 눈에 띄지 않아 상당히 이상하게 보입니다. 라플레시아는 균류와 비슷하게 양분과 수분을 빨아먹는 숙주 세포 안에 완전히 들어가거나 바짝 붙은 상태로 긴 실 같은 모양으로 자랍니다. 라플레시아에서 식물이라고 알아볼 수 있는 유일한 부분은 꽃인데 이 꽃조차도 무지막지하게 크고 보통 적갈색을 띠며 썩는 고기 냄새가 나기 때문에 이상해 보이죠. 꽃은 이런 고약한 냄새를 좋아하는 날벌레에 의해 수분이 됩니다. 자이언트라플레시아는 대단히 희귀해 상당히 관찰하기 어려워요. 봉오리가 맺히는데 여러 달이 걸리고 꽃은 며칠 밖에 피지 않기 때문에 꽃을 보기란 특히나 어렵죠.

Conversation 18 ~ 22

18. Ⓑ 19. Ⓒ 20. Ⓐ 21. Ⓑ 22. Ⓐ

W: Uh, excuse me, Professor. I wanted to talk to you about the paper due next Friday. I'm having some trouble finding enough information on the seasonal migration of the Alaskan Bar-tailed Godwits.

M: Ah, the Godwit, a fascinating species, yet a bit obscure I believe. There haven't been many studies on that particular bird though I do love the long brown bill. Did you know the Bar-tailed Godwit is the holder of the longest nonstop flight known for any bird, 6,835 miles from Alaska to New Zealand? Isn't that fascinating?

W: Of course, Professor. I was able to find that fact. Actually, it is stated in most of the resources I looked at. Unfortunately, it was about the only fact I was able to find on the Bar-tailed Godwit.

M: I see. Well, I thought it would be a little difficult researching the Godwit, but not that hard.

W: Well, yes it is, which is why I'm so concerned. The minimum length of the paper is, as you, uh, know, eight pages typed. I don't think I'll be able to find enough information for that length of a paper. I mean, I could probably stretch it to half that right now, but that would be pushing it.

M: Yes, I see your dilemma. Please understand that I did not intentionally want to put you in any distress. Please remind me when this paper is due.

W: It is due next Friday, sir.

M: Next Friday, hmm, I see. That gives you roughly one week to complete it, correct?

W: That's correct, sir. I'm really starting to panic because I have a number of other papers due next week, and then with finals the week after that, I'm worrying if I'm going to be able to put my best effort into this paper. And now I can't seem to find any info on the bird.

M: Well, I have an idea. Would you feel comfortable changing your topic this late in the game? I could assign you a more research friendly topic, and you could get to work on that. What do you, uh, think?

W: That might be a good idea as long as it isn't as obscure as the migrational habits of the Alaskan Godwit, Professor. What do you think would be a good topic?

M: Now, let's see. How about the cuckoos, which are genuine long distance migratory birds in the tropics? There's been tons written on them, of course, and I doubt you'll have any trouble finding enough stuff on them.

W: The cuckoo, huh? I'll be the laughing stock of our seminar. Can't you assign a bird with a better intellectual reputation than the cuckoo?

M: I do beg to differ. The cuckoo is a bird of impeccable intelligence. How most laymen think of the cuckoo as a silly, stupid bird is a misnomer!

W: Please, Professor! Can't you give me something different?

M: Oh, all right. Let's see here. Um, no, well, uh, how about the Pink-footed Goose? If I recall correctly, they migrate each year from Iceland to England. One of my colleagues has written four books on them, which I can let you borrow.

W: The Pink-footed Goose sounds perfect, Professor! And that would be wonderful if I could borrow those texts from you. I promise that I'll take excellent care of them and will return them just as they were.

M: I have the utmost trust in you.

W: Thank you, thank you, Professor. You've been very accommodating and patient with me, and I appreciate that. Most professors wouldn't have gone out of their way just for one student like you have. Thanks!

M: Oh, don't mention it. I know you guys are under a lot of pressure these days with all the new academic requirements, and it is the least I can do to help you out once in a while when I can. Now, why don't you get out of here and start to work on that paper? I'm really looking forward to, uh, reading about the Pink-footed Goose.

W: Okay, Professor. I will, and I won't let you down! Thanks again! Bye!

W: 죄송합니다, 교수님. 다음 주 금요일 마감인 보고서에 관해서 드릴 말씀이 있어요. 알래스카큰뒷부리도요의 이동에 관한 충분한 자료를 찾을 수가 없어서요.

M: 아, 도요새요. 매력적인 종이죠. 그런가 하면 좀 애매하기도 하고요. 저는 긴 갈색 부리가 정말 마음에 들지만 알래스카큰뒷부리도요에 관한 연구는 그리 많지가 않았어요. 큰뒷부리도요는 지금까지 알려진 것 가운데, 알래스카에서부터 뉴질랜드까지 6,835마일이나 되는 가장 긴 무착륙 비행의 기록보유자라는 거 알고 있나요? 놀랍지 않나요?

W: 네, 그래요. 그 자료는 찾았어요. 사실 제가 찾은 자료 대부분에 그 얘기가 나오더군요. 안타깝게도 큰뒷부리도요에 관해 안 사실이 그것밖에 없어요.

M: 알았어요. 도요를 조사하기는 좀 어려울 거라 생각했어요. 하지만 그 새는 어렵지 않아요.

W: 아뇨, 어려웠어요. 그래서 걱정을 하는 거고요. 보고서 최저 길이가 8페이지데 그 길이의 보고서를 쓸 만한 자료를 찾을 수 있을 것 같지가 않아요. 어쩌면 지금 당장 그것을 4페이지까지 늘릴 수는 있겠지만 그건 너무 심해서요.

M: 문제가 뭔지 알겠군요. 학생들을 고의로 괴롭히려고 하는 건 아니라는 거 알죠? 이 보고서 기한이 언제죠?

W: 다음 주 금요일이요.

M: 다음 주 금요일이라. 흠, 보자. 그럼 제출까지 1주일이 남았네요.

W: 예, 맞아요, 교수님. 다음 주에 다른 보고서도 제출해야 해서 거의 공황 상태예요. 그리고 그 뒤에는 기말 고사가 있어서 이 보고서에 집중할 수 있을지도 의문이에요. 그런데 이 새에 대한 자료를 전혀 찾을 수가 없네요.

M: 그러면 좋은 수가 있어요. 이렇게 임박해서 주제를 바꾸는 건 어떤가요? 좀 더 조사하기쉬운 주제를 주면 그 주제에 대해 보고서를 쓰는 거. 어때요?

W: 주제가 알래스카큰뒷부리도요의 이동 습관과 같은 모호한 주제만 아니라면 괜찮아요. 어떤 주제가 좋을까요?

M: 어디, 가만 있자. 뻐꾸기는 어때요. 열대 지방의 진정한 장거리 철새인 뻐꾸기요. 뻐꾸기에 관한 자료는 넘쳐 나죠. 이 주제에 관해서 자료 찾는 건 아무 문제가 없을 것 같은데.

W: 뻐꾸기라구요? 세미나에서 웃음거리가 되는 거 아닐까요? 뻐꾸기보다 좀 더 똑똑하다고 알려진 새를 추천해 주시면 안될까요?

M: 다른 시각에서 바라봐요. 뻐꾸기는 완벽하게 지적인 동물이에요. 대부분의 사람들이 뻐꾸기를 바보같이 멍청한 새라고 생각하는 건 잘못된 생각이에요.

W: 제발, 교수님. 좀 다른 주제를 주시면 안 될까요?

M: 좋아요. 여길 봐요. 음, 분홍다리기위는 어때요? 내가 기억하는 게 맞다면 이 새는 매년아이슬란드에서 잉글랜드까지 이동을 해요. 내 동료 중 한 사람은 이 새에 관해 네 권의 책을 썼죠. 그 책을 빌려줄 수도 있어요.

W: 분홍다리지위라. 정말 좋은데요. 교수님한테 자료까지 빌릴 수 있으면 더할 나위가 없고요. 조심해서 잘 보고 빌린 상태 그대로 돌려 드리겠다고 약속하죠.

M: 그 말 전적으로 믿어요.

W: 감사합니다. 교수님. 너무 많이 도와 주시고 제 얘기도 들어주셔서요. 감사 드려요. 대부분의 교수님들은 교수님처럼 한 학생을 위해 수고를 하지 않으시잖아요. 감사해요!

M: 천만에요. 요즘 학생들이 과제물이며 시험으로 스트레스를 많이 받고 있는 거 알아요. 여러분들을 도와주는 건 제가 할 수 있는 최소한의 일이죠. 자 이제 나가서 보고서를 시작해야죠? 분홍다리거위에 관한 보고서 기대하고 있을게요.

W: 좋아요. 교수님. 실망시켜 드리지 않을게요. 다시 한번 감사 드려요! 안녕히 계세요.

Lecture 23~28

23. Ⓒ 24. Ⓐ 25. Ⓒ 26. Ⓓ 27. Ⓑ
28. Ⓒ

W1: Good evening. Everyone ready? Okay. Tonight we will discuss some of the details of the modern printing process. I will begin with the changes in the printing process introduced in the 19th century. First of all, does anyone know the first step a 19th-century printer had to do in order to print something?

W2: I haven't a clue.

W1: Well, make sure you take good notes then. Okay, the first step in the 19th-century printing process was to create the typeset. Let me explain. By the 19th century, printers began using what we now call the hot metal typeset. Hot metal typesetting is a method, um, of creating a relief printing surface by injecting a molten metal alloy into a matrix.

M: Ma'am, I don't want to sound uninformed, but, ah, what's an alloy?

W1: You're kidding? Hmm. An alloy is simply a mixture of metals to create a new metal. Anyways, this alloy was typically an alloy of lead, tin, and a small amount of antimony. The resulting lines of type could range in size from 6 pt. to 24 pt. It was pioneered by the companies Monotype and Linotype in the late 19th century, and their typesetting machines dominated the industry for the next century.

W2: You mean they were using this in the 20th century?

W1: Oh sure. Remember, computers weren't commonplace in the printing industry until the 1980s. Anyways, moving along, the Linotype machine uses a 90-character keyboard to create an entire line of metal type at once. This allows much faster printing than with the Gutenburg-style system, um, in which operators placed down one letter at a time. The machine revolutionized newspaper publishing, making it possible for a relatively small number of operators to set type for many pages on a daily basis.

M: You mean this was the first new printing process since Gutenburg?

W1: Correct. Let me explain how it works. This new process was produced by Ottmar Mergenthaler in 1886. His Linotype machine was 2.1 meters tall. First of all, a typesetter would put the letter molds to be used to form a line on a page. Once an entire line of molds was assembled, the machine poured molten type metal, which is an alloy of lead, tin, and antimony, into the stacked-up molds. This produced a complete line of type in reverse, so it would read properly when used to transfer ink onto paper. The lines of type were then assembled by hand into a page. Are we good so far?

M: You mean this was all done by hand?

W1: Naturally. But the most difficult process was punch cutting.

M: Well, what's that?

W1: Well, the cutting of letter punches was a highly-skilled craft requiring much patience and practice. The punch-cutter began by, um, transferring the outline of a letter design to one end of a metal bar. Do you understand?

M: Yeah, it sounds pretty basic.

W1: Good. Okay. Next, the outer shape of the letter punch could be cut directly, but the internal curves of a small punch were particularly difficult, as it was necessary to cut deep enough and straight into the metal. This was almost never done with cutting tools, so they used what is called a counterpunch, which is a type of punch used in the cutting of other punches.

W2: You mean they used a counterpunch to cut into the letter punch?

W1: Exactly. Of course, the counterpunch had to be harder than the letter punch itself. This was accomplished by heat tempering the counterpunch and softening the type punch. Once the punches were read, um, a mold could then be created from the punch by using the punch on a softer metal, like copper, to create a matrix. Then, the type metal, that alloy of lead, antimony, and tin, flowed into the matrix to produce a single piece of type, ready for typesetting. One characteristic of type metal that makes it valuable for this use is that it expands as it cools, filling in any gaps present in the thinner portions of letters. I hope I didn't confuse anyone. Does everyone get this? Great!

W1: 안녕하세요. 모두 준비 됐나요? 오늘은 근대 인쇄 과정의 세세한 부분에 대해 이야기해 볼까 해요. 19세기에 도입된 인쇄 기술의 변화에서부터 시작해 보도록 하죠. 먼저, 뭔가를 인쇄하기 위해 19세기 인쇄공들이 제일 먼저 해야 했던 게 뭔지 아는 사람?

W2: 감도 안 오는데요.

W1: 그렇다면 필기를 잘 해 두세요. 좋아요. 19세기 인쇄 과정의 첫 번째 단계는 식자를 짜는 거예요. 설명을 해 드리죠. 19세기경에 인쇄공들은 소위 용선 식자라고 하는 것을 사용하기 시작했어요. 용선 식자법은 용융된 합금을 모형(母型)에 주입해 돋을새김한 인쇄 면을 만드는 방법입니다.

M: 이런 질문 해도 되는지 모르겠는데 합금이 뭐죠?

W1: 농담이겠죠? 휴. 합금이란 금속을 섞어 새로운 금속을 만든 것을 말합니다. 어쨌든 합금이라고 하면 보통 납과 주석, 소량의 안티몬의 합금을 말합니다. 그 결과 생기는 활자는 6포인트에서 24포인트까지 크기가 다양합니다. 이 방법은 19세기 후반 모노타입과 라이노타입이라는 회사가 처음 개발했죠. 그들의 조판기는 20세기 인쇄업을 장악했어요.

W2: 20세기에 이 방법을 사용했단 말씀이신가요?

W1: 물론이죠. 컴퓨터는 1980년대가 되어서야 인쇄업에서 보편적으로 사용되기 시작했어요. 어쨌든, 그 동안은 라이노타입 기계는 위해 90개 활자로 된 키보드를 사용해 한번에 한 줄 전체의 금속 활자를 만들었어요. 이 방법은 한번에 한 자씩만 심을 수 있었던 구텐베르크식 활자법보다는 훨씬 인쇄 속도가 빨라졌어요. 이 기계는 신문 발행에 혁명을 일으켜 상대적으로 적은 수의 기사만으로 매일매일 많은 페이지의 활자를 조판할 수 있었어요.

M: 구텐베르크 이후로 최초의 새로운 인쇄 기술이었단 말씀이신가요?

W1: 맞아요. 그 과정을 설명해 주죠. 이 새 기술은 1886년 오토마 메르겐탈러에 의해 개발되었어요. 그가 만든 라이노타입 기계는 높이가 2.1미터였어요. 우선, 식자공이 한 페이지에서 한 줄이 될 활자 주형을 만듭니다. 일단 한 줄 전체의 주형이 완성되면 기계는 납, 주석, 안티몬의 합금인 용융된 금속을 준비해 놓은 주형에 쏟아 부어요. 이렇게 하면 거꾸로 된 한 줄이 완성됩니다. 그래서 이것을 잉크를 발라 종이에 찍으면 제대로 읽히게 되죠. 그런 다음 여러 줄을 손으로 조합해 한 페이지를 만들었어요? 여기까지 이해되나요?

M: 이 모든 과정을 손으로 했다는 건가요?

W1: 당연하죠. 하지만 가장 어려운 과정은 펀치 커팅이에요.

M: 그게 뭐죠?

W1: 활자 펀치 커팅은 대단한 인내와 연습을 필요로 하는 고도의 기술이에요. 펀치 커터들은 금속판의 한쪽 끝에 한 글자의 외곽선을 옮기는 것으로 시작해요.

M: 네. 아주 기초적인 작업으로 들리네요.

W1: 그래요. 활자 펀치의 외곽선은 직접 커팅할 수도 있지만 작은 펀치의 안쪽 곡선은 금속에 충분히 깊고 똑바르게 커팅을 해야 하기 때문에 특히 어려웠죠. 이 과정에는 커팅 도구를 사용하는 일은 거의 없이 소위 카운터펀치라고 하는, 다른 펀치를 커팅하는데 사용되는 일종의 펀치를 사용했죠.

W2: 카운터펀치를 사용해 활자 펀치에 커팅을 했다는 얘기죠?

W1: 정확해요. 물론, 카운터펀치는 활자 펀치보다 더 단단해야 했죠. 활자 펀치를 부드럽게 만들고 카운터펀치는 열처리해 그렇게 만들었죠. 일단 펀치를 읽으면 주형은 펀치를 구리와 같은 좀 더 부드러운 금속에 펀치를 사용해 모형을 만들어 주형을 떴죠. 그런 다음에는 납과 주석, 안티모니의 합금인 활자 금속을 모형에 부어 하나의 활자를 만들면 조판을 할 수 있는 상태가 되죠. 활자 금속이 이 용도에 적합한 한 가지 특징으로는 식으면서 팽창해 활자간의 보다 가는 부분들 사이에 존재하는 틈을 채울 수 있다는 점이죠. 아무도 혼란스러운 사람이 없길 바래요. 모두 잘 이해했죠? 좋아요!

Lecture 29~34

29. Ⓔ 30. Ⓑ 31. Ⓐ 32. Ⓑ 33. Ⓒ
34. Ⓓ

M1: Could I get everyone to place their chairs in a semi-circle? That's it. Thank you. Today, we will discuss, ah, method acting and its importance to theatrical acting. Let me begin by giving you a definition of method acting as well as a little background. Ready? Okay. Method acting is an acting technique in which actors try to replicate in real life the emotional conditions under which the character operates in an effort to create a lifelike, realistic performance. "The Method" typically refers to the practice of actors drawing on their own emotions, memories, and experiences to influence their portrayals of characters.

M2: Isn't the method an American invention?

M1: Not necessarily. "The Method", as we will call it, um, was popularized by Lee Strasberg at the Actors Studio and the Group Theater in New York City in the 1940s and 1950s. But, the method was derived from "the Stanislavski System," after Konstantin Stanislavski, who pioneered similar ideas in his quest for "theatrical truth." This was done through, um, friendships with Russia's leading actors as well as his teachings, writings, and acting at the Moscow Art Theater, founded in 1897. By the way, this is very important. The system is the result of Stanislavski's many years of efforts to determine how a, umm, how should I say this, how a human being can control, in their performance, the most intangible and uncontrollable aspects of human behavior: things such as emotions and artistic inspiration. Geez, that's a mouthfull Question?

M2: Ah, you mean the Stanislavski System encouraged actors to act naturally?

M1: Exactly! But there's more to it than that. The Stanislavski System is a complex method for producing, shall we say, realistic characters, and most of today's actors, on stage, television, and film, owe much to it. By using "The System," an actor is required to, um, deeply analyze his or

her character's motivations. Stanislavski and his system are frequently misunderstood. For instance, often the system is confused with the method.

W2: So, let me get this straight. The method is an offshoot of the system, correct?

M1: Yes, correct. But there is more to it. The method is also an outgrowth of the American theater scene of the 1930s and 40s. This is when actors and directors such as, let's see, Elia Kazan and Lee Strasberg, for example, came across Stanislavski's ideas through theatrical teachers like Stella Adler. She showed Strasberg Stanislavski's system ideas, and within two years, Strasberg was artistic director of the Actors Studio and the Group Theater, teaching his version of the Stanislavski System or the Method. Actors under his tutelage there included Al Pacino, Marilyn Monroe, and Robert De Niro, just to name a few of many. I hope that's clear for everyone.

M2: Got it! By the way, that's a pretty impressive list of actors!

M1: Absolutely! And since all of the above mentioned actors are method actors, we can see the importance of method acting as related to theater and movies.

W2: Well, I don't get it. What makes a method actor more important or better than an actor who hasn't studied Strasberg's method?

M1: Well, maybe a little more insight into the method is needed here. In general, method acting combines a careful consideration of the, um, psychological motives of the character and some sort of personal identification with and, in some cases, possibly the reproduction of the character's emotional state in a realistic way. This process can include, ah, various ideologies and practices such as "as if," "substitution," "emotional memory," and "preparation." So, the difference between a method actor and a non-method actor would probably be the amount of preparation given for a particular part. Most method actors therefore would be considered lead actors.

W2: Okay. But how does the method impact a performance? Can you give us a well known example of an actor who has gone above the call of duty to prepare for a part?

M1: Very well. There are so many examples of method actors who have put their bodies and souls into the characters that they are playing. Let's use Robert de Niro as an example. Praised for his commitment to roles stemming from his background in method acting, De Niro gained 60 pounds and learned how to box for his portrayal of Jake LaMotta in *Raging Bull*, ground his teeth for *Cape Fear*, lived in Sicily for *The Godfather Part II*, and learned to play the saxophone for *New York, New York*. He also put on weight and shaved his hairline to play Al Capone in *The Untouchables*. And how did de Niro's preparation impact his performances? He won two Academy Awards for doing it.

M1: 누가 이 의자들을 반원 모양으로 배치해 줄래요? 그래요. 고마워요. 오늘은 메소드연기와 극적 연기에 대해서 배워 보겠습니다. 메소드 연기란 무엇인지와 약간의 배경 지식에 대해 이야기해 주겠어요. 준비 됐나요? 좋아요. 메소드 연기란 배우들이 실제 생활에서 실제와 같은 현실적 연기를 하려는 노력에서 인물들이 겪는 감정 상태를 실생활에서 반복하는 연기 방법이에요. "메소드"는 일반적으로 인물을 표현하는데 영향을 주기 위해 배우들이 자기 자신들의 감정, 기억, 경험 등을 끌어내려고 연습하는 것을 말합니다.

M2: 그 방법은 미국인이 창안했나요?

M1: 꼭 그렇다고는 할 수 없어요. 이른바 "메소드"라는 용어는 1940년대와 50년대에 뉴욕시에 있는 그룹시어터와 액터스스튜디오의 리 스트라스버그에 의해 보편화되었어요. 하지만 그 방법은 "극적 진실"의 추구에서 비슷한 아이디어를 창안했던 콘스탄틴 스타니슬라프스키의 이름을 딴 "스타니슬라프스키 시스템"에서 비롯되었어요. 이러한 성과는 1897년 건립된 모스코바아트센터에서 행해졌던 그의 교수, 저작, 연기 활동뿐만 아니라 러시아의 주요 배우들과의 우정을 통해서 탄생했어요. 그런데, 이것은 대단히 중요합니다. 이 시스템은, 어떻게 표현하면 좋을까요, 어떻게 한 인간이 연기 속에서 인간 행동의 가장 불명료하고 제어불가능한 면 즉 감정이나 예술적 영감과 같은 것들을 통제할 수 있는지를 결정하기 위한 스타니슬라프스키의 수년 간의 노력 끝에 빛을 보았죠. 이런! 말이 너무 길어졌네요. 질문 있나요?

M2: 스타니슬라프스키 시스템이 배우들에게 자연스럽게 연기하도록 했단 말씀이신가요?

M1: 정확해요. 하지만 그것만은 아니에요. 스타니슬라프스키 시스템은 현실적 인물을 만들어내는 복잡한 방법으로 오늘날 무대, TV, 영화의 배우 대부분이 이 영향을 많이 받았어요. 스타니슬라프스키 시스템을 이용해 배우는 자기가 연기하는 인물의 동기를 깊이 분석하죠. 스타니슬라프스키와 그의 시스템은 종종 오해를 받아요. 예를 들어 이 시스템이 메소드와 혼동이 되는 것이죠.

W2: 좀 더 쉽게는 메소드는 시스템의 파생물이라는 말씀이신가요?

M1: 맞아요. 하지만 좀 더 설명이 필요해요. 방법은 1930년대와 40년대의 미국 극장 무대의 부산물이기도 하죠. 이 때 엘리아 카잔이나 리 스타라스버그와 같은 배우와 감독들이 스텔라 애들러와 같은 연극 교사들을 통해 스타니슬라프스키를 만나게 되었죠. 스텔라 애들러는 스타니슬라프스키의 아이디어를 소개했고 2년 내에 스트라스버그는 액터스 스튜디오와 그룹시어터에서 자신의 방식으로 스타니슬라프스키 시스템 또는 메소드를 가르치는 예술감독이 되었어요. 그의 지도를 받은 배우들로는 몇 명만 예를 들자면 알 파치노, 마릴린 먼로, 로버트 드 니로 등이 있어요. 모두 잘 이해가 되었길 바래요.

M2: 이해됐어요. 그런데 정말 훌륭한 배우들이 다 해당되는군요.

M1: 물론이죠! 위에서 언급한 모든 배우들 이후로 연극이나 영화와 관련

해 메소드 연기의중요성을 알 수 있게 되었죠.

W2: 그런데 이해가 안 가요. 왜 메소드 연기자들이 스트라스버그의 방법을 배우지 않은 배우들보다 더 중요하고 더 나은 배우가 될 거죠?

M1: 아마도 메소드에 대한 약간의 몽찰이 필요할 거예요. 일반적으로 메소드 연기는 인물의 심리적 동기를 신중하게 고려하고 어떤 의미에서는 현실적인 방법으로 인물을 재현하는데 있어 개인적 동질화를 이루어낸 결과라고 할 수 있어요. 이 과정에는 "가정," "대체," "감정적 기억," "준비"와 같은 다양한 연습과 사상들이 포함되어 있어요. 그래서 메소드 연기자와 비메소드 연기자 사이의 차이라면 아마도 특정 역할에 대한 준비의 정도 가 될 거예요. 그렇기 때문에 대부분의 메소드 배우들은 주요 연기자로 꼽힙니다.

W2: 알겠어요. 그런데 메소드가 연기에는 어떻게 영향을 미치나요? 어떤 역할을 맡고 사명감으로 임한 잘 알려진 배우의 예를 들어 주시면 안 될까요?

M1: 좋아요. 자신들이 하는 역할과 몸과 마음을 다 쏟아 부은 메소드 배우들의 예는 많아요. 로버트 드 니로를 예로 들어 봅시다. 메소드 연기를 공부한 그의 배경 때문에 그는 역할에 충실하기 위해 "분노의 주먹"에서 제이크 라모타를 표현하기 위해 30킬로그램 가까이 살을 찌우고 권투를 배웠으며 "케이프 피어"에서는 이를 갈았고, "대부II"에서는 시실리에서 살았고 "뉴욕, 뉴욕"을 위해서는 색소폰 연주를 배웠어요. 또한 "인터뷰"에서는 알카포네를 연기하기 위해 살을 찌우고 헤어라인을 밀었죠. 이러한 드니로의 준비가 연기에 어떤 영향을 미쳤나요? 그는 그 결과 아카데미 상을 두 번이나 수상했죠.