DarakwonTOEFL

How to Master Skills for the TOEFL® iBT Listening

Advanced

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DARAKWON

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Answer Book

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 Advanced 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 are two actual tests 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 Practice with Conversations

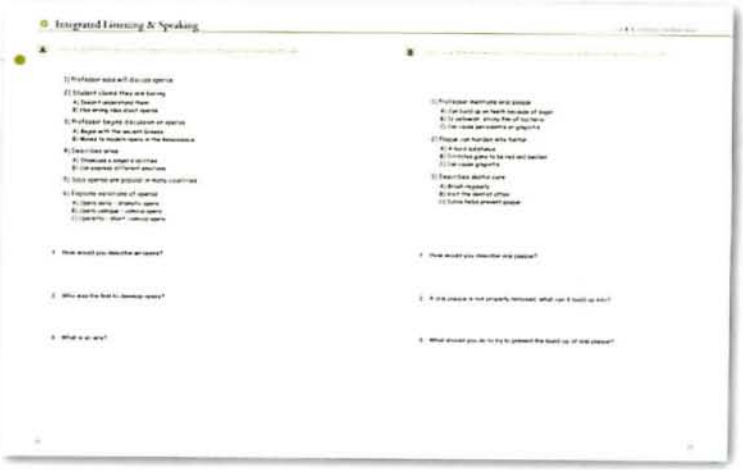
This part is one of the two practical exercise sections where you can actually practice and improve your ability to solve questions. With a total of 4 conversations, you will be able to confirm your understanding of the question types and master skills presented in each unit. Well-organized notes will be given to help you understand the material, and glossed vocabulary will also be given to help you solve the questions. Dictation practice material is downloadable at www.darakwon.co.kr.

❸ Practice with Lectures

This part is the other practical exercise section where you can actually practice and improve your ability to solve questions. With a total of 4 lectures, you will be able to confirm your understanding of the question types and master skills presented in each unit. Glossed vocabulary and well-organized notes will be given to help you understand the material and answer the questions. Dictation practice material is downloadable at www.darakwon.co.kr.

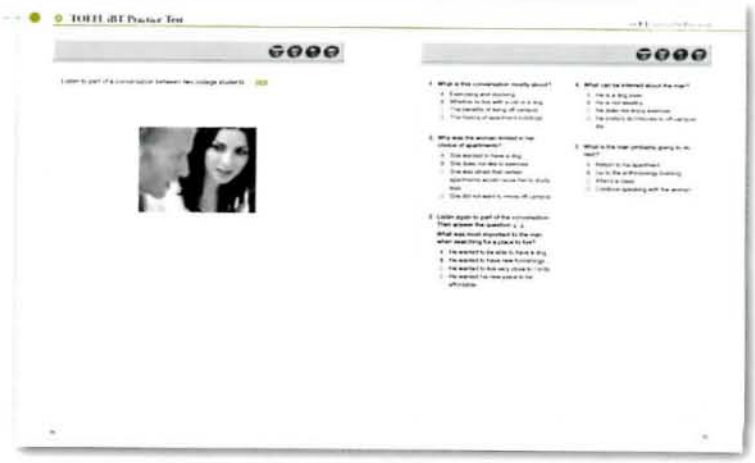
❹ Integrated Listening & Speaking

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



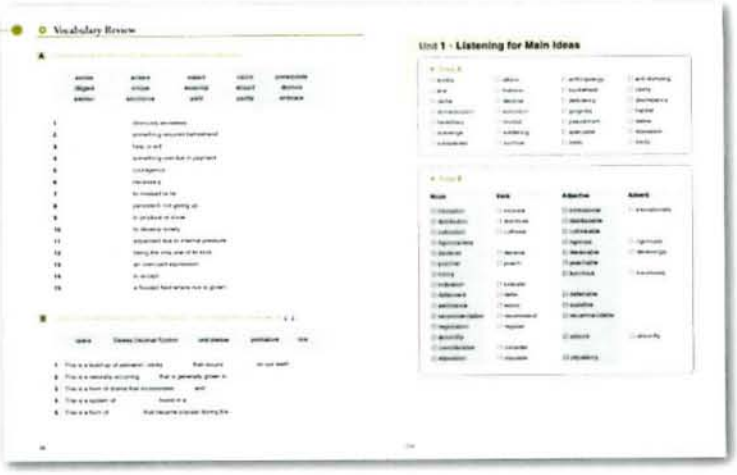
❺ TOEFL iBT Practice Test

This part will give you a chance to experience an actual TOEFL® iBT test. You will be given a conversation with 5 questions and a lecture with 6 questions. The topics are similar to those on the actual test, as are the questions.



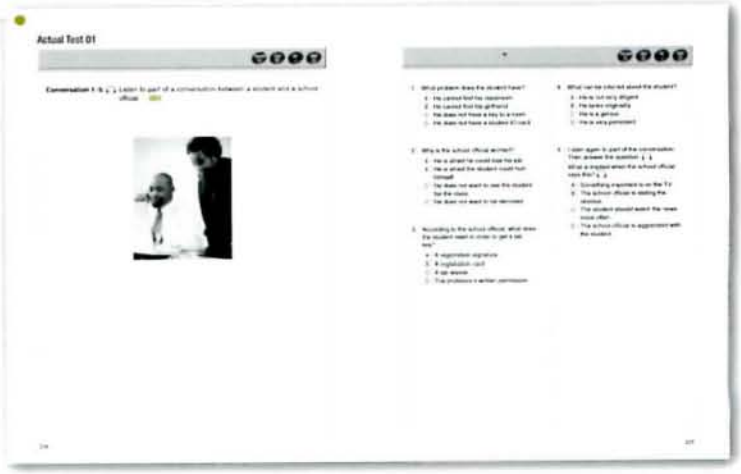
6 Vocabulary Review

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.



7 Actual Test

This part offers two full practice tests that are 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 the main purpose, and listening for the major details. Listening for the main idea 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 the major details, you must understand and remember explicit details or facts from a lecture or conversation.

- Unit 1 **Listening for Main Ideas**
  Music / Agriculture / Public Health / Literature
- Unit 2 **Listening for Main Purpose**
  Zoology / Geology / Astronomy / Climatology
- Unit 3 **Listening for Major Details**
  Dramatics / Literature / Language / Entomology

Unit 1

Listening for Main Ideas

Unit 1

Listening for Main Ideas

Overview

■ Introduction

In order to understand the main idea of the listening passage, you must be able to recognize the primary topic or central theme. The speakers may provide this information at the beginning of the passage, or it may be imparted during the course of the passage. If the latter is the case, then you must be able to generalize or determine the information based upon the content of the passage.

■ 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

- Listen very carefully to the beginning of the passage.
- Recognize the various key words that will enable you to determine the main idea.
- Determine the main idea by recognizing the various examples, explanations, and summaries that are associated with it.
- Determine what problem and solution the speakers in the conversation are referring to.
- Avoid choosing answers that are either irrelevant to the passage or were not covered during the entire course of the passage.
- Avoid nonspecific answers that are too general.
- Make good use of your notes.

Sample iBT Question

What aspect of the Industrial Revolution does the professor mainly discuss?

(A) Its causes
(B) Its definition
(C) Its effects on England
(D) Its effect on manpower

Script

Today, class, I am going to be speaking to you about the Industrial Revolution. The term "industrial revolution" refers to the technological, social, economic, and cultural changes that occurred in England in the late eighteenth century. This change eventually spread around the world, creating many big cities based upon the ideals of manufacturing and capitalism. Prior to the Industrial Revolution, the production and harvesting of products was completed through manual labor. The Industrial Revolution replaced this manpower with machine power.

Correct Answer The answer to the above question is B because at the beginning of the lecture, the professor describes what the term "industrial revolution" refers to. You can usually find main ideas at the beginning of lectures.

A Listen to part of a conversation between a student and a librarian. 1-02

1. What is the conversation mainly about?
   - (A) How to read books about puppy training
   - (B) Where to find the card catalog
   - (C) How books are organized within a library
   - (D) How to locate geography books

2. What organizational system does the library employ?
   - (A) Librarians shelve the books wherever they want.
   - (B) It uses the Dewey Decimal System.
   - (C) Books are shelved according to color.
   - (D) Books are shelved according to size.

3. Listen again to part of the conversation. Then answer the question.
   Why does the student say this?
   - (A) She does not care about the Math and Science category for dogs.
   - (B) She has more research to do.
   - (C) She is just curious about how to research something else.
   - (D) She wants to test the librarian's knowledge.

• **assistance** (n) help or aid • **recommend** (v) to mention favorably • **memorize** (v) to learn by heart; to commit to memory • **initially** (ad) occurring at the beginning • **narrow** (v) to have limited or restricted something • **arrange** (v) to put into a specific order • **straightforward** (a) plain and open • **category** (n) a general class of ideas that relate to one another

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student needs help at _____
2) Has to write a paper about _____
3) Asks _____ for help
4) Learns about _____
   A) Divides books into _____ areas
   B) Books have call numbers from _____
5) Librarian explains how to use _____
6) Student finds _____ for the book

5. Complete the following summary with the words given below.

A student entered the library and asked the librarian to help her find a specific book. The librarian was happy to help and explained to the student that the library was organized using the (1)_____. She told the student that this particular system of categorizing books broke the book categories down into (2)_____. The librarian named the different categories, for example, the two categories Arts and Recreation and (3)_____. The librarian told the student that after she determined what category her book fell under, she should locate the (4)_____, a system of filing drawers that contains cards with particular numbers for every single book in the library. The librarian continued to explain that, within the card catalog, each of the ten categories were further (5)_____ into subcategories. The student looked up her book number in the card catalog, (6)_____ the number on a slip of paper, and located the book on the shelf.

Dewey Decimal System	wrote down
ten broad areas	broken down
card catalog	Religions and Mythology

B Listen to part of a conversation between a student and a professor. 1-03

1. What is the conversation mainly about?
   - (A) How to complete a calculus problem
   - (B) What to do if one's boyfriend or girlfriend moves to a different city
   - (C) A student seeking special treatment from her professor
   - (D) Caring for sick children

2. According to the student, why is she lagging behind in the class?
   - (A) She sleeps too much.
   - (B) She broke up with her boyfriend.
   - (C) She does not understand the lectures.
   - (D) She has a part-time job.

3. What can be inferred from the conversation?
   - (A) Asking for special treatment is unethical.
   - (B) Favoritism is okay outside of calculus classes.
   - (C) The professor did not like the student's boyfriend.
   - (D) There is never a time when schoolwork can be late.

• lag (v) to fail to maintain a desired pace • consideration (n) careful thought • absurd (a) obviously senseless • spreadsheet (n) a piece of paper with rows and columns to record data • cope (v) to contend with difficulties • relationship (n) a connection between two or more people • improve (v) to get better • undertake (v) to commit oneself to something • flu (n) a viral infection (also known as influenza)

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student meets professor to talk about _____
2) Professor looks up grade
   A) Student is not doing well on _____
   B) Student _____ many classes
3) Student discusses _____
4) Professor gives her advice
5) Student asks for _____
6) Professor refuses
   A) Tells her _____
   B) Discusses personal story
7) Student _____

5. Complete the following summary with the words given below.

A student approached her professor, informing him that she had a problem. The professor looked over her records and noticed that she'd been (1) _____ behind in her studies and that she'd missed (2) _____. He asked her what was wrong. The student told him that she was under a lot of (3) _____ because she'd recently (4) _____ _____ and was having a (5) _____ on her schoolwork. The student then proceeded to ask if she could be given (6) _____ and receive a good grade despite (7) _____ in class. The professor was not impressed with her question and told her that she was forcing him to consider making an (8) _____ decision. He told her that the only way she could go forward and learn from this experience was to take (9) _____ and to work harder in class.

not performing well	lagging
unethical	broken up with her boyfriend
stress	special consideration
quite a number of classes	hard time staying focused
responsibility for her actions	

C Listen to part of a conversation between a student and a bookstore clerk. 1-04

1. What is the conversation mainly about?
   - (A) The price of a book
   - (B) The bookstore clerk's newness to the job
   - (C) The student's inability to purchase a book
   - (D) The store's going-out-of business sale

2. What did the student actually pay for through the mail?
   - (A) A dress
   - (B) Pencils
   - (C) Paper
   - (D) A set of folders

3. Listen again to part of the conversation. Then answer the question.
   What does the student mean when she says this?
   - (A) She still needs a textbook for her English class.
   - (B) She forgot that she was supposed to go to class in the morning.
   - (C) There is a test in her English class tomorrow, and she needs to study.
   - (D) She lost her purse with all her money in it.

• indicate [v] to point out or point to • deferment [n] a postponement • dubious [a] doubtful • arrears [n] something overdue in payment • stipulation [n] a condition or demand • purchase [v] to buy • possession [n] the state of owning something • borrow [v] to receive something on loan

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student wants to _____
2) Does not have _____
3) Clerk gets her _____
4) Student has not yet paid for two books
   A) Can't buy new book
   B) Must pay for _____
5) Student claims to have no money
6) Student remembers _____
7) _____ and offers to pay later

5. Complete the following summary with the words given below.

A student approached the bookstore clerk and told him that she (1)_____. The clerk checked the student's record on the computer and told her that he was very sorry but he could not ring up her new book since she had not paid for two textbooks the previous week. The clerk told the student that she'd (2)_____ but they'd never received her money. The student was upset; she told the clerk that she was certain she'd made the payment for the textbooks and now she would not (3)_____ money for both the textbooks and the new book. The student insisted that the post office had lost her payment. The clerk said he was very sorry but the store (4)_____ for lost payments. The student was suddenly very apologetic since she (5)_____ that what she'd really paid for through the mail was a set of folders, not the two textbooks. She offered to put the book back in order to have (6)_____ for the previous two. The clerk said that would be fine.

had forgotten	asked to make a deferred payment
enough money to pay	was not responsible
would like to purchase a book	have enough

D Listen to part of a conversation between a student and a professor. 1-05

1. What is this conversation mostly about?
   - (A) How to become a good journalist
   - (B) Registering for courses and completing the necessary requirements for a major
   - (C) Securing a job at a university
   - (D) How to take proper notes during a lecture

2. Why is it better that the student take another science class?
   - (A) The student wants to be a science major.
   - (B) The professor likes science.
   - (C) The student does not have to take mass communication.
   - (D) The student needs two science classes in order to meet the graduation requirement.

3. What can be inferred from the conversation?
   - (A) It is a good idea to keep your end goal in mind when registering for classes.
   - (B) Journalism is the best choice of majors in college.
   - (C) Professors are not very good at advising students.
   - (D) Science classes should always be taken first.

• **requirement** (n) a thing demanded or obligatory • **register** (v) to enter or record on an official list • **prerequisite** (n) something required beforehand • **appointment** (n) a scheduled meeting • **consideration** (n) a careful thought • **definitely** (ad) for certain • **suspect** (v) to surmise to be true; to imagine • **afford** (v) to manage

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

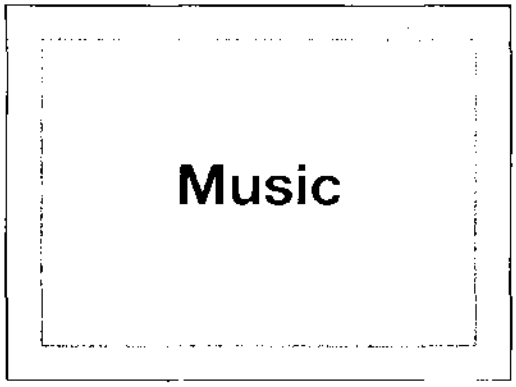
1) Student visits professor for _____
2) Wants to _____ next semester's classes
3) Professor asks about hours
   A) Wants to know _____
   B) Student wants to finish in _____
   C) Student wants to take _____
4) Both discuss classes
   A) Student has not taken a prerequisite mass communication class
   B) Student needs to _____

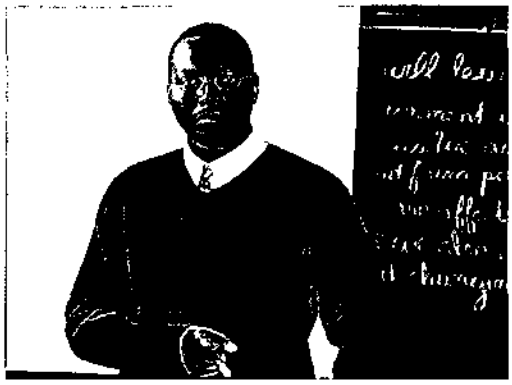
5. Complete the following summary with the words given below.

A student visited her professor to go over her choices for next semester's classes. The student wanted to make sure that she was taking the right classes for her journalism major. The professor agreed that a very important part of succeeding in college is (1) _____ correctly, and she looked at the student's records. The professor asked the student if she wanted to (2) _____ in the usual four years. The student said that she wanted to graduate on time, as she (3) _____ to stay longer. The professor told the student that, considering the (4) _____, she should think about taking the mass communication class since it is a (5) _____ for other classes that she will need. The professor also inquired if there were any other science classes the student was interested in taking. The student indicated that she had an (6) _____.

could not afford	interest in geology	major she was choosing
graduate on time	scheduling classes	prerequisite

A Listen to part of a lecture in a music class. 1-06





1. What is this lecture mostly about?
   - (A) How to write an operetta
   - (B) The history of opera
   - (C) Why operas are emotional
   - (D) The life of Richard Wagner

2. What is the difference between a play and an opera?
   - (A) The words in an opera are sung.
   - (B) An opera utilizes more actors.
   - (C) Operas are only performed in Italian.
   - (D) Plays have more complicated plotlines.

3. Listen again to part of the lecture. Then answer the question.
   Why does the professor say this?
   - (A) He is lecturing his class about types of operas.
   - (B) He is explaining the history of the opera style of dramatic performance.
   - (C) He is answering a complaint made by the student about the singing in operas.
   - (D) He is explaining to the student why most people think that operas are morbid.

• **evolve** (v) to develop slowly • **incorporate** (v) to take in or include part or parts • **intonation** (n) the way in which the level of a voice changes to add meaning • **morbid** (a) gloomy • **complicated** (a) confusing or perplexing • **embrace** (v) to accept • **comical** (a) amusing or funny • **cliché** (n) an overused expression • **utilize** (v) to put to use

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor says he will discuss _____

2) Student claims they are _____ A) Doesn't understand them
B) Has _____ about operas

3) Professor begins discussion on operas A) Began with _____
B) Moves to modern opera in _____

4) Describes arias A) Showcase _____
B) Can express different _____

5) Says operas are popular in many countries

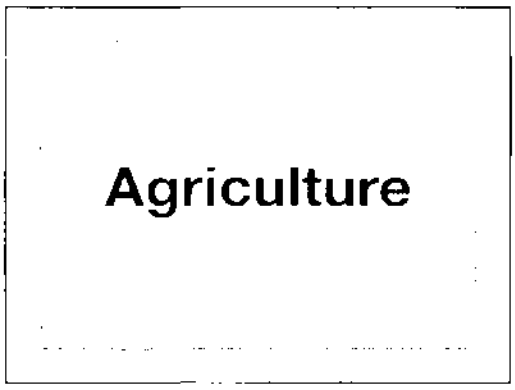
6) Explains variations of operas A) *Opera seria* - _____
B) *Opera comique* - _____
C) *Operetta* - _____

5. Complete the following summary with the words given below.

An opera is a form of drama that includes (1)_____ or (2)_____ or a combination of both. The (3)_____ were the first to employ these elements on stage, but it wasn't until later, (4)_____ in (5)_____, that what we now call modern opera was developed. The Italians weren't the only ones to compose modern operas; the (6)_____ were quick to follow. Eventually, opera spread across Europe and even into (7)_____. This kind of widespread interest in opera led to many different developments and types. There are also the *opera seria* and *opera* (8)_____. One such development was the operetta, which is a (9)_____ that is often comical in nature. But no matter what the type, operas share many similar elements, such as the aria, a (10)_____ exhibiting a singer's vocal range.

very short opera	Germans	dancing
complex musical passage	Russia	ancient Greeks
comique	music	Italy
during the Renaissance		

B Listen to part of a lecture in an agriculture class. 1-07



1. What is the lecture mainly about?
   - (A) How to harvest rice
   - (B) The uses for domestic rice
   - (C) The origins of both wild and domestic rice
   - (D) How China became a great producer of rice

2. What is the main difference between wild and domestic rice?
   - (A) Wild rice has more flavor than domestic rice.
   - (B) Wild rice occurs naturally, and domestic rice is planted according to desired traits.
   - (C) Wild rice is only found in Australia.
   - (D) Domestic rice has more flavor.

3. What can be inferred from the lecture?
   - (A) Rice is the most nutritious grain.
   - (B) The Chinese make the best rice.
   - (C) Wild rice is better than domestic rice.
   - (D) It is hard to identify the exact date and origin of rice.

• cultivate [v] to prepare and work on land in order to raise crops • yield [v] to produce or show • distribution [n] an arrangement • origin [n] the point at which something is born • precise [a] exact • microscopic [a] too small to be seen by the naked eye • paddy [n] a flooded field where rice is grown • generation [n] offspring that is at the same stage from a common ancestor • sow [v] to scatter seeds for growing

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses ____ _____
2) Describes wild rice
   A) Occurs _____
   B) Existed _____ years old
   C) Probably originated _____
3) Describes domestic rice
   A) Goes back to _____
   B) Carries certain desired _____
4) Discusses _____ about rice
   A) The Gift of _____

5. Complete the following summary with the words given below.

The origin of (1)_____ is a complicated question because it can potentially contain three parts: the origins of (2)_____ rice and domestic rice or the mythological stories surrounding rice. The exact origin of wild rice is (3)_____ to pinpoint, but evidence suggests that our early (4)_____ it as early as 16,000 years ago. The evidence also suggests that wild rice was spread over four continents: (5)_____, Asia, Africa, and North America. Domestic rice originated in (6)_____ in Hunan Province; evidence of ancient (7)_____ has been discovered there. The difference between wild rice and domestic rice is that wild rice (8)_____ while domestic rice seeds are selectively planted according to the potential (9)_____. And finally, another way that the origin of rice is explained is through the use of ancient myths. One such myth about the origin of rice is the story of Shuhwa, a girl who planted a seed she had found in a dog's fur during a flood and which later produced rice.

China	rice paddies	Australia
rice	ancestors were harvesting	to yield desired traits
wild	occurs naturally	nearly impossible

C Listen to part of a lecture in a public health class. 1-08

Public Health

1. What is the lecture mainly about?
   - (A) How to diagnose a case of gingivitis
   - (B) A good technique to brush one's teeth
   - (C) The cause of oral plaque and how to prevent it
   - (D) How to schedule visits to the dentist

2. What is one way that oral plaque can affect teeth?
   - (A) It hardens and becomes tartar.
   - (B) It makes teeth healthy.
   - (C) It can cause teeth to fall out instantly.
   - (D) It causes oral cancer of the tongue.

3. How does the professor organize this lecture?
   - (A) As an informal question and answer session
   - (B) Chronologically based on the history of dentistry
   - (C) He begins with a guest speaker and then prompts the students to ask questions.
   - (D) He tells the story of a person who does not take care of his teeth.

• **imperative** (a) necessary • **diligent** (a) persistent; not giving up • **incorporate** (v) to take in or include as part or parts • **rigorous** (a) very exact • **ingest** (v) to take food into the body via the mouth • **failure** (n) not having achieved the desired end • **defense** (n) a method of protecting something • **swollen** (a) expanded due to internal pressure • **neutralize** (v) to counterbalance • **penetrate** (v) to enter into something

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor mentions _____
   A) Can build up on teeth because of _____
   B) Is yellowish, sticky film of _____
   C) Can cause _____ or _____
2) Plaque can harden into tartar
   A) A hard _____
   B) Irritates gums so that they are _____ and_____
   C) Can cause _____
3) Describes dental care
   A) Brush _____
   B) Visit the dentist often
   C) _____ helps prevent plaque

5. Complete the following summary with the words given below.

Oral plaque is a (1)_____ that forms naturally on our teeth. However, if not properly removed, oral plaque can form into a (2)_____ known as tartar. In turn, if tartar is not properly treated, then it can lead to much more serious diseases like (3)_____ or periodontis. The body does its best to combat the build-up of oral plaque into tartar; it even has its own (4)_____ – saliva. Our saliva helps break down the bacteria by (5)_____ the acidic environment. The best way to prevent plaque from building up in your mouth is to incorporate a rigorous daily routine of brushing and flossing your teeth with regular visits to your dentist so he can (6)_____ all the plaque from your teeth and gums.

hard substance	remove
natural defense	gingivitis
actively neutralizing	yellowish,. sticky film of bacteria

D Listen to part of a lecture in a zoology class. 1-09

Zoology

1. What is the lecture mainly about?
   - (A) How to hunt large cats
   - (B) How to tell the difference between an albino tiger and a Siberian tiger
   - (C) The characteristics of tigers
   - (D) Where to find large cats in Asia

2. What is one way that human hunting can affect tigers?
   - (A) It does not affect them.
   - (B) It causes the population to grow.
   - (C) It causes tiger cubs to be afraid of humans.
   - (D) It has made tigers an endangered species.

3. What can be inferred from the above lecture?
   - (A) Tigers are a beautiful and unique animal worth saving from extinction.
   - (B) Hunting tigers should be allowed during certain times of the year.
   - (C) Tigers should be transported back to eastern Turkey.
   - (D) Albino tigers are superior to all other tigers.

• **deficiency** [n] not enough • **deceive** [v] to mislead or lie • **poach** [v] to kill an animal illegally • **mention** [v] to refer to something • **unique** [a] being the only one of its kind • **hereditary** [a] transmitted from parent to offspring • **illusion** [n] a wrong perception of reality

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor describes _____
   A) A mammal
   B) Has _____ and _____ striped fur
   C) Has _____ in some places

2) Describes the albino tiger
   A) Has a deficiency of _____
   B) Has no _____

3) Gives physical characteristics of tigers
   A) Is the largest cat
      - Up to _____ feet long
      - Weighs _____ pounds

4) There are _____ subspecies of tiger

5) Describes current situation of tigers
   A) About _____ tigers alive
   B) Some species are extinct
   C) Others species are endangered
   D) Live only in _____

5. Complete the following summary with the words given below.

A tiger is a (1)_____ that generally has orange fur and (2)_____ stripes with white markings on its face, (3)_____ and underside. Tigers are also the (4)_____ of all the cats. The largest of the tigers is the (5)_____. Tigers can range in length from four to (6)_____ feet and can weigh anywhere between (7)_____ and 700 pounds. They are broken down into (8)_____, three of which are (9)_____. The extinct subspecies are the Bali, the Caspian, and the (10)_____. The fact that there are extinct subspecies of tigers is also a reason why tigers are listed as (11)_____. While tigers once roamed anywhere between eastern (12)_____ and Asia, what tigers remain are now only found in certain parts of Asia. Tigers are becoming extinct because they are being (13)_____ for their skins and because they sometimes kill cattle and other livestock.

Javan tigers	eight different subspecies	largest
Turkey	chest	mammal
200	Siberian tiger	endangered species
black	poached	thirteen
extinct		

A Listen to a different version of the previous lecture, and say the answers out loud. 1-10

1) Professor says will discuss operas

2) Student claims they are boring
   A) Doesn't understand them
   B) Has wrong idea about operas

3) Professor begins discussion on operas
   A) Began with the ancient Greeks
   B) Moves to modern opera in the Renaissance

4) Describes arias
   A) Showcase a singer's abilities
   B) Can express different emotions

5) Says operas are popular in many countries

6) Explains variations of operas
   A) *Opera seria* = dramatic opera
   B) *Opera comique* = comical opera
   C) *Operetta* = short, comical opera

1. How would you describe an opera?

2. Who was the first to develop opera?

3. What is an aria?

B Listen to a different version of the previous lecture, and say the answers out loud. 1-11

1) Professor mentions oral plaque
   A) Can build up on teeth because of sugar
   B) Is yellowish, sticky film of bacteria
   C) Can cause periodontis or gingivitis

2) Plaque can harden into tartar
   A) A hard substance
   B) Irritates gums to be red and swollen
   C) Can cause gingivitis

3) Describes dental care
   A) Brush regularly
   B) Visit the dentist often
   C) Saliva helps prevent plaque

1. How would you describe oral plaque?

_____

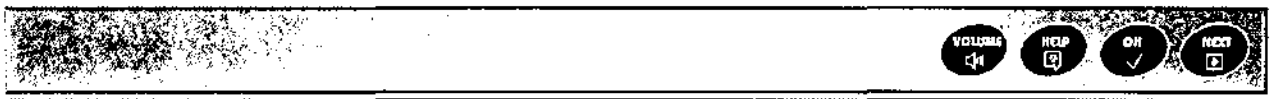
2. If oral plaque is not properly removed, what can it build up into?

_____

3. What should you do to try to prevent the build-up of oral plaque?

_____ _____

Listen to part of a conversation between two college students. 1-12



1. What is this conversation mostly about?
   - (A) Exercising and studying
   - (B) Whether to live with a cat or a dog
   - (C) The benefits of living off campus
   - (D) The history of apartment buildings

2. Why was the woman limited in her choice of apartments?
   - (A) She wanted to have a dog.
   - (B) She does not like to exercise.
   - (C) She was afraid that certain apartments would cause her to study less.
   - (D) She did not want to move off campus.

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

   What was most important to the man when searching for a place to live?
   - (A) He wanted to be able to have a dog.
   - (B) He wanted to have new furnishings.
   - (C) He wanted to live very close to Cindy.
   - (D) He wanted his new place to be affordable.

4. What can be inferred about the man?
   - (A) He is a dog lover.
   - (B) He is not wealthy.
   - (C) He does not enjoy exercise.
   - (D) He prefers dormitories to off-campus life.

5. What is the man probably going to do next?
   - (A) Return to his apartment
   - (B) Go to the anthropology building
   - (C) Attend a class
   - (D) Continue speaking with the woman

Listen to part of a lecture in a literature class. 1-13

Literature

1. What is the main idea of the lecture?
   - (A) How to write plays
   - (B) The life of William Shakespeare
   - (C) Life in Stratford-Upon-Avon in the late sixteenth century
   - (D) The hardships of London theater life

2. Why is there a discrepancy with some of the facts of William Shakespeare's life?
   - (A) No one liked William Shakespeare during his lifetime.
   - (B) Shakespeare wrote his plays under a pseudonym.
   - (C) Records, such as William's birth certificate, were either not kept or lost.
   - (D) The theater world is secretive and mysterious.

3. Listen again to part of the lecture. Then answer the question.

   Why do scholars speculate that William Shakespeare had a variety of jobs in between the years 1585–1592?
   - (A) He immediately moved to London.
   - (B) There is evidence in books that Shakespeare was a gardener.
   - (C) Shakespeare's plays feature an in-depth knowledge of a variety of jobs.
   - (D) In 1592, Shakespeare took up sailing.

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

   What does the professor mean when he says this?
   - (A) Nobody knows anything about Shakespeare.
   - (B) There are many mysterious things about Shakespeare.
   - (C) Shakespeare was better than any other writer.
   - (D) Most of Shakespeare's work is difficult to understand.

5. Why does the professor mention the bubonic plague?
   - (A) To explain why Shakespeare had enough time to write so many plays
   - (B) To account for the subject matter of *The Comedy of Errors*
   - (C) To give the reason as to why Shakespeare purchased New Place
   - (D) To explain why Shakespeare wrote poetry during that time

6. During which of the following time periods did Shakespeare write each of these plays?

	1589-94	1599-1608
(A) *Troilus and Cressida*		
(B) *Hamlet*		
(C) *Titus Andronicus*		
(D) *King Lear*		

Vocabulary Review

A Choose and write the correct word that matches each definition.

evolve	arrears	valiant	cliche	prerequisite
diligent	unique	essential	absurd	deceive
swollen	assistance	yield	paddy	embrace

1. _____ obviously senseless
2. _____ something required beforehand
3. _____ help or aid
4. _____ something overdue in payment
5. _____ courageous
6. _____ necessary
7. _____ to mislead or lie
8. _____ persistent; not giving up
9. _____ to produce or show
10. _____ to develop slowly
11. _____ expanded due to internal pressure
12. _____ being the only one of its kind
13. _____ an overused expression
14. _____ to accept
15. _____ a flooded field where rice is grown

B Listen to the definitions, and fill in the blanks. Then choose the correct word. 1-14

opera	Dewey Decimal System	oral plaque	portraiture	rice

1. This is a build-up of yellowish, sticky _____ that occurs _____ on our teeth.
2. This is a naturally occurring _____ that is generally grown in _____.
3. This is a form of drama that incorporates _____ and_____.
4. This is a system of _____ found in a _____.
5. This is a form of _____ that became popular during the _____.

Unit 2

Listening for Main Purpose

Unit 2

Listening for Main Purpose

Overview

■ Introduction

In order to understand the purpose of the listening passage, you must be able to recognize the reason why various topics are discussed or mentioned. This type of question often occurs in conversations rather than lectures. Just like main idea questions, the speakers may provide this information at the beginning of the passage, or it may be imparted during the course of the passage. If the latter is the case, then you must be able to generalize or determine the information based upon the content of the passage.

■ Question Types

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

■ Useful Tips

- Understand the reason for having the lecture or conversation.
- Listen very carefully to the ends of conversations.
- Determine the purpose by recognizing the solution to the problem.
- Avoid choosing answers that are either irrelevant to the passage or were not covered during the entire course of the passage.
- Avoid nonspecific answers that are too general.
- Make good use of your notes.

Sample iBT Question

1-15

Why does the student visit the professor?

(A) To inquire as to Professor Smith's whereabouts
(B) To ask about some different graduate schools
(C) To request a favor from the professor
(D) To submit a letter of recommendation to the professor

Script

M1: Dr. Drexler, may I speak with you for a moment, please? You're not too busy right now, are you?

M2: No, not at all, Adrian. Come into my office, and have a seat... So, tell me... What's on your mind right now?

M1: Well, you may or may not know this, but I'm applying to several different graduate schools, so I was hoping that you would be able to write a few letters of recommendation that I could send out along with my applications.

M2: I'm honored that you've asked me, Adrian, and I'm more than happy to help you out, but don't you think you ought to ask Professor Smith instead? After all, he is your advisor, and he's the professor that you've worked with the longest in all of your years here. I would think that he would be able to write the best, most comprehensive letter of recommendation for you.

M1: Yes, sir. You're absolutely right. The only problem is that I can't get in touch with Professor Smith at this moment. Apparently, he is still at that conference somewhere in Europe, and I don't know when he's coming back. I left him a couple of voice messages, and I've e-mailed him several times, but he hasn't responded to any of them.

Correct Answer The answer to the above question is (C). The reason the student visited the professor is that he wanted Dr. Drexler to write some letters of recommendation for him, so he is asking the professor for a favor.

A Listen to part of a conversation between a student and a professor. 1-16

1. Why does the student visit the professor?
   - (A) She is upset with her grade in history class.
   - (B) She wants more information about the final examination.
   - (C) She is thinking about withdrawing from his course.
   - (D) She would like to rewrite her paper.

2. How do HIT tutors help the undergraduate students?
   - (A) They summarize the textbooks and give information on exams.
   - (B) They provide reports for the students.
   - (C) They do the projects for the students.
   - (D) They teach them in advance.

3. What is the likely outcome of this conversation?
   - (A) The student will drop the course.
   - (B) The student will give up her part-time job.
   - (C) The student will stay enrolled in the class.
   - (D) The student will become an HIT tutor.

• **cumulative** [a] total • **consult** [v] to ask someone for advice • **drop** or **drop out** [v] to quit something • **entire** [a] all of • **session** [n] a lesson or meeting • **tutoring** [n] informal teaching • **undergraduate** [n] university students that have not earned a degree yet • **withdraw** [v] to quit

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student meets professor
2) Claims the book is too ____ so must ____ the class
3) Professor says it is very ____ to drop
4) Professor says student's grades are ____
5) Student says she needs a high grade for _____
6) Professor recommends _____
   A) Is called _____
   B) Graduate students tutor students
   C) Is a _____ service
7) Student decides to look into the program

5. Complete the following summary with the words given below.

A student told her professor that she was thinking of (1)_____ from his history course because she had a part-time job, she didn't have enough time to study, and the textbook contained (2)_____ to read. The professor told her that it would be a shame if she dropped out of the course because she had already completed five weeks and had done well on the assignments. He also told her not to worry about failing the course. The student replied that (3)_____ about failing but that her concern was (4)_____ to attain a high grade. The professor then told her about the history tutoring program. He said that the tutors were graduate students who could probably do a good job of (5)_____ _____. Upon hearing this news, the student (6)_____ and told the professor that she would check out the History Department's website as soon as she got back to her computer.

she wasn't worried	became excited	withdrawing
summarizing the textbook	it would be too difficult	too much material

B Listen to part of a conversation between a student and a manager. (o) 1-17

1. Why does the student meet with the cafeteria manager?
   - (A) To complain about the food in the cafeteria
   - (B) To apply for a job
   - (C) To request that the snack bar extend its hours
   - (D) To get permission to study in the cafeteria late in the evening

2. According to the conversation, why does the student want to extend the snack bar's hours? Choose 2 answers.
   - (A) Students from the dormitory like to hang out late at the snack bar.
   - (B) Students like the food at the snack bar.
   - (C) It is inconvenient to go out late at night to get a snack.
   - (D) Students want to eat more during exam week.

3. What can be inferred from the conversation?
   - (A) The snack bar is a popular place.
   - (B) The unionized employees are becoming too powerful.
   - (C) The snack bar has very cheap food.
   - (D) The manager of the cafeteria does not like this student.

• **appreciate** (v) to be thankful for • **complaint** (n) a negative comment • **custodian** (n) someone that is paid to clean a building • **extend** (v) to make longer • **hangout** (v) to spend time at • **petition** (n) a sheet of paper with a lot of names and signatures on it • **snack** (n) a short, small meal • **steady** (a) consistent

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student visits cafeteria manager
2) Student wants snack bar to _____
   A) Says students like to hang out there late and study
   B) Is too ___ to walk to _____
3) Manager understands student's argument
   A) Has to close early for _____
   B) Students cannot clean
   C) Only _____ members can clean
4) Students suggests selling _____ from 10 to 12
5) Manager agrees to do that during _____

5. Complete the following summary with the words given below.

A student visits the (1)_____ to talk about the hours of the snack bar in the cafeteria. The student said that many students enjoy hanging out and working there at night. He said that the students were (2)_____ that the snack bar closed at 10:00 everyday. He indicated it would be better if the snack bar stayed open until midnight. The manager replied that it was necessary to close the snack bar by 10:00 to (3)_____, who stop working at 10:30, time to clean up. He said that student employees (4)_____ to clean the snack bar. The student then (5)_____ that they keep the snack bar open during midterm exam week and only permit the sale of (6)_____ after 10:00. The student also showed the manager a petition. Upon hearing the student's suggestion and seeing the petition, (7)_____ to extend the snack bar's hours during the midterm exam week and possibly during final exam week, too.

allow the custodians	cafeteria manager	disappointed
packaged goods	suggested	the manager agreed
were not allowed		

C Listen to part of a conversation between two students. 1-18

1. Why does the man ask the woman so many questions about tutoring?
   - (A) He needs a tutor.
   - (B) He is interested in being a tutor.
   - (C) He wants to spend more time with her.
   - (D) She wants him to be a tutor.

2. How is the woman more qualified than the man to tutor math?
   - (A) She has a car and therefore does not have to rely on public transit.
   - (B) She has more university degrees than he has.
   - (C) She used to be a school teacher
   - (D) She has more knowledge of math than he does.

3. Listen again to part of the conversation. Then answer the question.
   What does the woman mean when she says this?
   - (A) She thinks the pay for the job is too low.
   - (B) She needs another job.
   - (C) She likes high-paying jobs.
   - (D) She would rather have a full-time job.

• calculus (n) a type of mathematics • capable (a) having the ability to do something • challenging (a) difficult, but not too difficult • fortunately (ad) with good luck or having good luck • gradually (ad) slowly • minimum (n) the lowest amount • relief (n) a chance to relax • trigonometry (n) a type of mathematics

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Two students are discussing _____
2) Woman says she works _____ on campus
   A) Receives $_____ an hour
   B) Tutors _____
   C) Is difficult but _____ and _____
3) Man asks about _____
   A) Does not major _____
   B) But did well in _____
4) Woman says must know all areas of math
5) Man says he probably should _____

5. Complete the following summary with the words given below.

Mark and Julie both attend the same university. Julie informed Mark that she had a part-time job as a math tutor, which pays a lot higher than (1)_____ for university students. Upon hearing this, Mark became very interested in this kind of work. He told Julie that he had completed a first-year university math course and felt he could tutor (2)_____ _____ and high school students. Julie told him that (3)_____ for him to teach math because he didn't have much experience in mathematics and math tutors were usually (4)_____ to know a lot more about math than their students. Plus, Mark is a psychology major, not a math major. Upon further discussion, Julie told Mark that math tutors had to teach all areas of math, including algebra, trigonometry, (5)_____, and calculus. When Mark heard this, (6)_____ that being a math tutor might not be a good idea because he is poor at calculus.

expected	first-year students	typical part-time jobs
it might be difficult	he suddenly realized	statistics

D Listen to part of a conversation between a student and a professor. 1-19

1. Why does the student speak with her professor?
   - (A) To ask about a nursing job
   - (B) To respond to her inquiry about volunteer work
   - (C) To request her help in organizing a conference
   - (D) To tell the professor about her work experience

2. Why does the student want the professor's help?
   - (A) She does not have much experience.
   - (B) Most of her contacts are limited.
   - (C) The professor has plenty of spare time.
   - (D) The professor is eager to help the student.

3. What can be inferred from the conversation?
   - (A) The student wants the professor's full participation.
   - (B) The professor is eager to help the student.
   - (C) The professor is very busy.
   - (D) The student has lots of experience overseas.

• accomplish (v) to reach a goal or objective • association (n) a formal club, group, league, or organization
• exclusively (ad) only • huge (a) very big • logistics (n) the way something is organized or arranged
• numerous (a) many • nursing major (n) a student that studies nursing • respond (v) to answer

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student wants to speak with a professor A) Had _____ many times
B) Professor never _____

2) Professor said had been _____

3) Student wants to set up employment conferences

4) Professor suggests using _____

5) Student doesn't want to do that A) Thinks the center's contacts are _____
B) Can't find good jobs through it

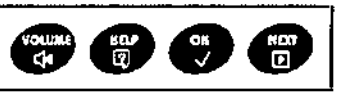
6) Student offers to do the work A) Has many contacts
B) Professor just has to do _____ work

7) Professor agrees to help

5. Complete the following summary with the words given below.

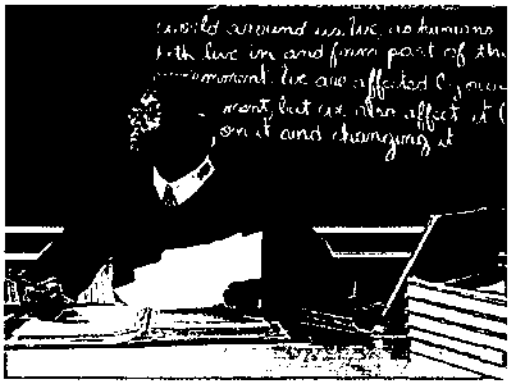
A university nursing student goes to speak to her professor. She asked the professor to help (1)_____. The professor didn't think the conference was a (2)_____. She said she was too busy. She said this type of event should be conducted through the Student Employment Center. She also indicated that the Nursing Department had held employment conferences in the past and that all of these conferences had been (3)_____. She said the students didn't (4)_____ and had (5)_____ in organizing conferences. The student then advised the professor not to worry about the above factors because she used to work for the Nursing Association and had helped organize numerous nursing conferences. The professor was (6)_____ to hear this and then agreed to make a few phone calls to help arrange the conference.

good idea	set up an employment conference
insufficient experience	pleasantly surprised
unsuccessful	do much work



A Listen to part of a lecture in a zoology class. 1-20

Zoology



1. Why did the professor describe the harshness of the Arctic environment?
   - (A) To discourage the students from visiting it
   - (B) To emphasize how impressive polar bears are
   - (C) To explain why many animals there are dying
   - (D) To let the students know how cold the Arctic is

2. What is one difference between polar bears and brown bears?
   - (A) Polar bears eat more fish than brown bears.
   - (B) Unlike brown bears, polar bears eat meat.
   - (C) Polar bears are bigger than brown bears.
   - (D) Brown bears cannot swim.

3. What is the likely outcome of continued global warming?
   - (A) Polar bears will become very lonely animals.
   - (B) Polar bears will have to move to Antarctica.
   - (C) Polar bears will probably become extinct.
   - (D) Seals will move farther out to sea.

• amazingly [ad] surprisingly • camouflage [v] to disguise one's appearance • endangered [a] in a dangerous situation • extremely [ad] very • frequently [ad] often • harsh [a] severe • insulate [v] to provide a warm layer • roam [v] to walk all over the place with no specific destination in mind

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____
   A) Live in Arctic in freezing _____
   B) Few species can survive there
   C) Roam the land and ice hunting
      - Eat seals, fish, and other food
   D) Have no natural _____

2) Shows pictures of polar bear
   A) Are bigger than _____ and _____ bears
   B) Can weigh up to _____
   C) Have _____fur
   D) Are strong swimmers

3) Are becoming endangered
   A) Global warming decreases the amount of ice
   B) Bears have _____ time to hunt

5. Complete the following summary with the words given below.

Polar bears live in the (1)_____, which has an extremely (2)_____. It's one of the coldest places on Earth. The temperature in the Arctic frequently drops below minus 40 degrees centigrade. The polar bear, however, thrives in this kind of environment. The polar bear (3)_____ on land, swims in freezing sea water, and (4)_____ on sheets of ice while looking for (5)_____, which is its favorite food. Polar bears are very large. They have a very thick (6)_____ of fur and large front (7)_____ that allow them to swim far from land. Unfortunately, polar bears are an endangered (8)_____ because the Arctic is becoming too warm for them. The (9)_____ is disappearing, and so are the seals. The polar bear (10)_____.

roams	Arctic	paws
seals	harsh environment	floats
coat	species	population is decreasing
ice		

B Listen to part of a lecture in a geology class. 1-21

Geology

1. Why did the professor discuss seismic waves?
   - (A) To illustrate their history
   - (B) To explain the causes of earthquakes
   - (C) To explain why they are so dangerous
   - (D) To illustrate the differences between various types of seismic waves

2. According to the lecture, which of the following describes surface waves? Choose 2 answers.
   - (A) They are the fastest kind of seismic wave.
   - (B) They travel at half the speed of P waves.
   - (C) They are the most destructive type of seismic wave.
   - (D) They move at or near Earth's surface.

3. What can be inferred from the lecture?
   - (A) All earthquakes are dangerous.
   - (B) Not all earthquakes are dangerous.
   - (C) Earthquakes with body waves are the most dangerous.
   - (D) Earthquakes can be caused by sound waves.

• **amplitude** (n) the height of the wave • **catastrophic** (a) having a very harmful impact • **destructive** (a) causing damage • **duration** (n) period of time • **frequency** (n) how often something happens • **material** (n) content; an ingredient • **ripples** (n) small waves • **tremor** (n) small shaking

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____
   A) Some cannot be felt on Earth
   B) Some are violent with _____

2) People feel seismic waves
   A) Are similar to _____ and _____ waves
   B) Can _____ and _____
   C) Can change speed

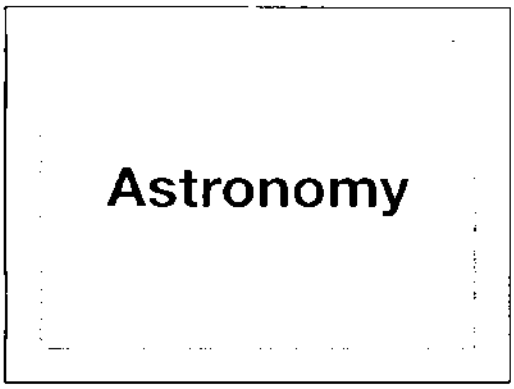
3) Two major kinds of seismic waves
   A) _____
      - P wave or primary wave
      - S wave or secondary wave
   B) _____
      - Move at Earth's surface
      - Are very destructive
      - Love wave and Rayleigh wave

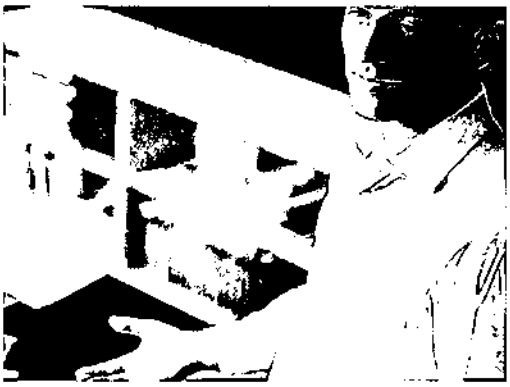
5. Complete the following summary with the words given below.

Seismic waves are caused by earthquakes and (1)_____. Sometimes, it's possible to feel seismic waves (2)_____. If one feels shaking during an earthquake, what is felt are seismic waves. Seismic waves have similar properties to sound waves and light waves. The (3)_____ that one can feel are body waves. These might not be very powerful because they move (4)_____ Earth's surface. But because some of them travel very fast, they are the waves that a person feels first. Perhaps a person won't feel or (5)_____. If he does, he will feel them as a minor tremor. Some body waves travel slower and might cause more (6)_____ at Earth's surface. Surface waves travel at or near Earth's surface. They are usually more destructive than body waves because of their (7)_____, larger amplitude, and longer (8)_____. One type of body wave, when it reaches Earth's surface, might appear as a wave (9)_____, sometimes making it appear as though (10)_____ are moving up and down.

duration	hear them	during an earthquake
damage	first kinds of waves	cars
lower frequency	moving up and down	major explosions
deep inside		

C Listen to part of a lecture in an astronomy class. 1-22





1. Why did the professor compare Jupiter with Earth?
   - (A) To help describe how the planets formed
   - (B) To help explain why Jupiter is dangerous
   - (C) To help explain why Jupiter is so big
   - (D) To help describe the difference between rocky and Jovian planets

2. According to the lecture, which of the following describes Jupiter? Choose 2 answers.
   - (A) It is very cold.
   - (B) It has the Great Dark Spot.
   - (C) It is twice as massive as all of the other planets combined.
   - (D) It is very hot.

3. Listen again to part of the lecture. Then answer the question.
   Why does the professor say this?
   - (A) He wants to distinguish between Jovian planets and gas giants.
   - (B) He does not want to confuse the students.
   - (C) He wants the students to look in their textbooks.
   - (D) He wants to compare Jovian planets with gas giants.

• **bombard** (v) to quickly hit, shoot, or target something many times • **blend** (n) a mixture • **core** (n) the center of an object • **diameter** (n) the distance across a circle • **fixture** (n) something that is permanent. • **halo** (n) a circle of light • **massive** (a) large in size • **radiate** (v) to deflect away • **reiterate** (v) to repeat

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____ A) Neptune, Uranus, Saturn, and Jupiter
B) Are different from _____ and _____
C) Are mostly composed of _____ and _____

2) Jovian planets do not have solid surfaces A) Are _____
B) Can't land a spacecraft on them

3) Gives more facts about them A) Have many _____ and _____
B) Are very large

4) Weather patterns are very different A) Have violent _____
B) Have many _____

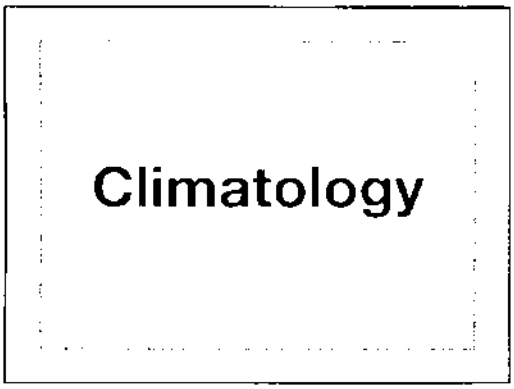
5) Is probably no life on Jovian planets

5. Complete the following summary with the words given below.

There are two types of planets. One type is those with a (1)_____ such as Earth and Mars. The other type is the gaseous planets, which are Neptune, Uranus, Saturn, and Jupiter. The biggest of these is Jupiter. The rocky planets and the gaseous planets are very different. For example, the (2)_____ of a gaseous planet does not have a solid surface. Therefore, a spacecraft would be incapable of (3)_____ such a planet. The Jovian planets have a (4)_____ and moons. Jupiter has 63 moons. It's also the biggest planet in the solar system. In fact, it's (5)_____ as all of the other planets combined! Jupiter has the Great Red Spot, a storm which is (6)_____ 340 years old. Wind speeds on Jupiter often reach up to 600km/hr. Jupiter's innermost ring is 22,000km wide! And Jupiter is always covered by (7)_ _____.

exterior	number of rings	at least
a layer of clouds	twice as massive	landing on
rocky core		

D Listen to part of a lecture in a climatology class. 1-23



1. Why did the professor mention that 90% of India's water supply comes from monsoons?
   - (A) To illustrate how heavy the rainfall is
   - (B) To inform the students that India has too much water
   - (C) To indicate that this weather phenomenon can be beneficial
   - (D) To illustrate why other countries do not receive much rainfall

2. According to the lecture, which of the following describes monsoons? Choose 2 answers.
   - (A) Monsoons are more common in the northern hemisphere.
   - (B) India is almost 100% reliant on monsoon rains.
   - (C) All monsoons have the same duration.
   - (D) Monsoons are very common in the United States.

3. What aspect of monsoons does the professor mainly discuss?
   - (A) The damage caused by them
   - (B) How they are caused by global warming
   - (C) The monsoon season in Asia
   - (D) Their positive aspects

• annual [a] occurring every year • ample [a] plenty; a lot • derive from [v] to come from • drenched [a] extremely wet • famine [n] starvation • moist [a] wet • porous [a] having many holes • reliant on [a] dependent on • urge [v] to encourage, recommend, or suggest • shabby [a] old; broken-down

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____
   A) Are annual weather phenomena
   B) Are heavy rains
   C) Occur in _____ places
2) Can be beneficial
   A) Supply _____% of India's water
   B) Essential for _____
3) Can be harmful
   A) Can cause _____
   B) Inconvenience people in cities
4) Are hard to _____

5. Complete the following summary with the words given below.

Monsoons are an (1)_____ weather phenomena that occur (2)_____. More specifically, they're very heavy rains which originate from moist air masses that move inland from the ocean. Typically, cool air (3)_____ reaches warm dry air above India, causing it to rain throughout South Asia. Monsoons can be destructive, (4)_____ and subsequent famines. But unlike most natural weather phenomena, they also have a beneficial impact. For example, monsoon rains supply about 90% of India's total water supply. They're essential for crops. Poor subsistence farmers are totally reliant on (5)_____ for their livelihoods. Too little rain may result in famine. The precise date and duration of monsoons are (6)_____ to predict. Monsoons are more common in the northern hemisphere, where there are more large landmasses, than in the southern hemisphere, which is mostly comprised of seawater.

these rains	primarily in Asia	over the ocean
causing flooding	annual	impossible

A Listen to a different version of the previous lecture, and say the answers out loud. 2-01

1) Professor discusses polar bears
   A) Live in Arctic in freezing temperature
   B) Few species can survive there
   C) Roam the land and ice hunting
      - Eat seals, fish, and other food
   D) Have no natural enemies

2) Shows pictures of polar bear
   A) Are bigger than brown and black bears
   B) Can weigh up to 1,600lbs
   C) Have thick, white fur
   D) Are strong swimmers

3) Are becoming endangered
   A) Global warming decreases the amount of ice
   B) Bears have less time to hunt

1. What do polar bears look like?

_____

2. What do polar bears like to eat?

_____

3. Why are polar bears an endangered species?

_____

B Listen to a different version of the previous lecture, and say the answers out loud. 2-02

1) Professor discusses monsoons
   A) Are annual weather phenomena
   B) Are heavy rains
   C) Occur in various places
2) Can be beneficial
   A) Supply 90% of India's water
   B) Essential for crops
3) Can be harmful
   A) Can cause flooding
   B) Inconvenience people in cities
4) Are hard to predict

1. What causes monsoons to occur in India?

_____

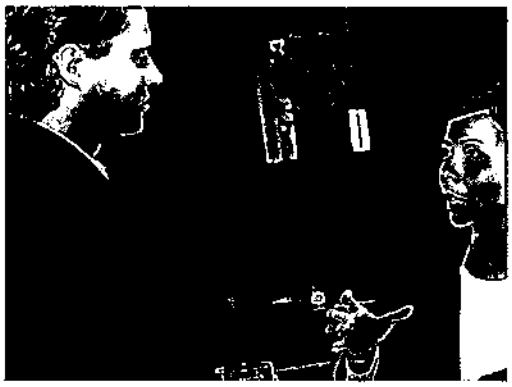
2. How do monsoons benefit farmers?

_____

3. Why are most monsoons in the northern hemisphere?

_____

Listen to part of a conversation between a student and a student center employee. 2-03



1. Why did the employee ask the student if he had a driver's license?
   - (A) She was worried that the employer had hired the wrong person.
   - (B) She was worried that the student might not be able to do the job.
   - (C) The job requires a lot of driving.
   - (D) The student told her he preferred to be a taxi driver.

2. According to the conversation, what does a media assistant do?
   - (A) Picks up and delivers movies, videos, and many edited films
   - (B) Usually works in an office
   - (C) Makes movies
   - (D) Travels to other countries to deliver things

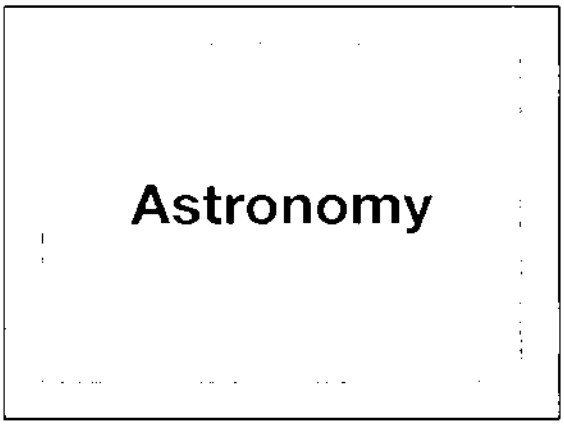
3. Listen again to part of the lecture. Then answer the question.

   What can be inferred from the woman's comments?
   - (A) This is not the first time that Bestviews has hired a media assistant from the university.
   - (B) Bestviews is a very successful business.
   - (C) The job might be dangerous.
   - (D) The student will be working primarily on educational films.

4. Why does the student visit the student center?
   - (A) To schedule an interview for a job
   - (B) To find out some job requirements
   - (C) To receive the results of his application
   - (D) To ask questions about Bestviews

5. What will the student probably do next?
   - (A) Meet with Emily
   - (B) Contact his supervisor
   - (C) Start working at his job
   - (D) Find another job

Listen to part of a lecture in an astronomy class. 2-04



1. Why did the professor mention how the Nile supplied the plains with water and rich soil?
   - (A) To show why the original Egyptian calendar was important
   - (B) To show why the Egyptians needed another calendar
   - (C) To show why the Egyptians needed a third calendar
   - (D) To show that most Egyptians were farmers

2. Why were the first two calendars NOT in sync?
   - (A) The Egyptians did not understand mathematics.
   - (B) One calendar was a few hours shorter than the other.
   - (C) The Egyptians did not have computers.
   - (D) One calendar was a few days shorter than the other.

3. Listen again to part of the lecture. Then answer the question.

   How did the original calendar become a more accurate predictor?
   - (A) The Egyptians calculated the duration of the Nile's floods.
   - (B) The Egyptians stopped using it to predict floods.
   - (C) The Egyptians began to use it only for predicting floods.
   - (D) The Egyptians started to use the stars to help with their predictions.

4. What aspect of calendars does the professor mainly discuss?
   - (A) The similarities between the Chinese and Egyptian calendars
   - (B) The uses of the different calendars kept by the Egyptians
   - (C) The manner in which the Egyptians calculated days and months
   - (D) The development of the Egyptian lunar calendar

5. According to the professor, what did the Egyptians use their calendars for?
   - (A) Noting when to begin their days
   - (B) For farming purposes
   - (C) For predicting various weather changes
   - (D) For keeping track of the reigns of all previous rulers

6. What is the professor's opinion of the Egyptian calendar based on star movements?
   - (A) He thinks it was rather bizarre.
   - (B) He believes it was practical.
   - (C) He considers it too complicated.
   - (D) He thinks it was unnecessary.

Vocabulary Review

A Choose and write the correct word that matches each definition

camouflage	steady	initiate	reveal	respond
drenched	capable	gradually	extend	petition
anatomy	transparent	insulate	blend	ripples

1. _____ to disguise something
2. _____ very wet
3. _____ to mix
4. _____ to start
5. _____ to answer
6. _____ able to be seen through
7. _____ to show or expose
8. _____ able to do something
9. _____ to provide a warm layer
10. _____ to make longer
11. _____ small waves
12. _____ slowly
13. _____ a list of names
14. _____ consistent
15. _____ a detailed description of a body

B Listen to the definitions, and fill in the blanks. Then choose the correct word. 2-05

polar bears	monsoon	seismic waves	Jupiter	Jovian planets

1. This weather phenomenon is a _____ that occurs when cool, moist air over the ocean reaches _____ above the Asian continent.
2. _____ are examples of these planets. Their exteriors are gaseous.
3. These waves move _____ whenever there is an earthquake or major explosion.
4. These large creatures are very comfortable living in _____.
5. This is _____ in the solar system.

Unit 3

Listening for Major Details

Unit 3

Listening for Major Details

Overview

■ Introduction

In order to answer detail questions correctly, you must both understand and remember various details and facts given in the listening passage. The details asked about are often related to the main idea. They may be examples or may expand upon the main topic in the form of supporting statements. The majority of questions asked about details are concerned with major, not minor, details.

■ 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

- Be sure to take excellent notes with regards to details. Make good use of your notes on details.
- Listen very carefully to the major details, not the minor details, which are given in the passage.
- Answers to detail questions are often paraphrased sentences, not the exact words as they appeared in the passage.
- When you are not positive about the correct answer, look at the answer choices, and determine which of them most closely resembles the main idea of the passage.

Sample iBT Question

2-06

According to the professor, which part of the Statue of Liberty has a gold leaf coating?

(A) The robe
(B) The torch flame
(C) The crown
(D) The stone tablet

Script

The second monument I'd like to discuss is the Statue of Liberty. This monument, also known as Liberty Enlightening the World, is a statue of a woman dressed in a robe and wearing a crown while holding a stone tablet in her left hand and a flaming torch in her right hand that was given to the United States by the Parisian-based Franco-American Union in 1885. The statue was given to the United States by the French as a gesture of friendship and goodwill between the two nations. The Statue of Liberty stands on Liberty Island in New York Harbor as a welcome to all visitors and immigrants and returning Americans. If anyone has ever seen this monument, it is a welcoming sight to behold! The statue is made of pure copper, with the exception of the torch flame, which has a coating of gold leaf. Etched on the tablet that the woman is holding is the text July IV MDCCLXXVI, which was the date of the United States' Declaration of Independence, July 4, 1776. The Statue of Liberty was constructed by two Frenchmen, the sculptor Frederic Auguste Bartholdi and the architect Alexandre Gustave Eiffel, who was also the designer of the Eiffel Tower.

Correct Answer The correct response to the above question is (B). The statue is made of copper, but the torch flame has a coating of gold leaf.

A Listen to part of a conversation between a student and an advisor. 2-07

1. During the conversation, in what class did the student say he met his friend?
   - (A) Geology
   - (B) Psychology
   - (C) Chemistry
   - (D) Anthropology

2. What reason does Mr. Jones give the student for not being able to switch roommates?
   - (A) He forgot to get signed permission.
   - (B) It is the middle of a semester.
   - (C) His roommate refuses to switch.
   - (D) Mr. Jones does not like the student.

3. What is the likely outcome of this conversation?
   - (A) The student will try to convince his current roommate to be more understanding.
   - (B) The student's grades will suffer.
   - (C) The student will start studying in the library.
   - (D) The student's new roommate will be David.

• **upheaval** [n] a strong change • **exception** [n] a decision that is against the general rule • **signature** [n] a person's signed name on a document • **invite** [v] to ask a person to attend an event • **compromise** [n] the settlement of differences when two parties offer a change in their needs • **proof** [n] evidence that shows something is true • **interruption** [n] something that causes a break in the middle of something

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student speaks with adviser
   A) Has problem with _____
      - Has different hours than roommate
      - Doesn't like roommate's _____
   B) Wants to change roommates
2) Advisor says is _____ to change
3) Student has already found _____
4) Advisor refuses
   A) Student complains that grades are _____ and can't study
   B) Advisor suggests studying in _____
5) Advisor agrees to _____ the roommate switch

5. Complete the following summary with the words given below.

A student goes to speak to his advisor because he is unhappy with his (1)_____. The advisor asks the student what is wrong, and the student says that he wants to change roommates because the one he is currently living with keeps a different schedule than himself. The student complains that his roommate stays up late and (2)_____ when he is trying to sleep. This causes him to sleep (3)_____, so when he gets up in the morning to study, he is too tired. The student also complains that when he wishes to have friends over, his roommate is not as understanding and tends to complain. The student says that his studies are suffering and asks to switch roommates. The advisor tells the student that he is sorry but the college does not allow students to switch roommates (4)_____. The student tells his advisor that he understands but he thinks he has found himself a perfect roommate – a student he met in (5)_____ who keeps the same schedule. The advisor considers this and says he will allow the student to change roommates if he gets (6)_____ from his friend and from the other roommates agreeing to this. The advisor concludes by pointing out that difficult living situations can teach the student a lot about compromising.

halfway through the semester	poorly	chemistry class
plays loud music	living situation	signatures

B Listen to part of a conversation between a student and a professor. 2-08

1. What class is the student interested in taking for no credit?
   - (A) Modern Theater
   - (B) Shakespeare
   - (C) Theater History
   - (D) Dance in Theater

2. Why would the professor like the student to wait and take her class next semester?
   - (A) The professor would like her to be able to participate in class.
   - (B) The professor has no more room in his current class.
   - (C) The student will learn more in next semester's class.
   - (D) The college does not allow students to take classes for no credit.

3. What can be inferred from the conversation?
   - (A) The student is very irresponsible.
   - (B) The professor does not like the student.
   - (C) Major classes should be taken for credit.
   - (D) The student should take at least twenty credits every semester.

• currently (ad) at the present time • secure (v) to get hold of something • audit (v) to attend a class but not receive credit or a grade • regarding (prep) in relation with something else • audience (n) a group of people at an event • participate (v) to take part in something

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student goes to speak with professor
2) Wants to take his _____ class
3) Professor suggests she wait until _____
4) Student wants to _____ class
   A) Can attend class
   B) But does not get _____
5) Professor believes is not a good idea
   A) Cannot participate in _____
   B) Should get credit for _____
6) Student agrees to take class later

5. Complete the following summary with the words given below.

A student goes to her professor's office because she wishes to take the professor's (1)_____ _____ this semester even though she is already taking (2)_____. The professor tells the student that eighteen credits is already a lot of work and asks the student to wait until next semester to take the class. The student says she wants to be a (3)_____ _____ and worries that she should take the class now. The student asks the professor if she can audit this semester's theater history class for no credit. The professor says that she can although he wonders if the student will be okay with the fact that she (4)_____ to participate in the discussions during class. The professor also points out that the school recommends that they take all of their major classes for credit. The student says she did not consider this and decides to take the theater history class for credit the (5)_____.

following semester	will not be able	theater history class
theater history major	eighteen credits	

C Listen to part of a conversation between a student and a registration clerk. 2-09

1. How much was the student's library fine?
   - (A) Fifty cents
   - (B) Five dollars
   - (C) Six dollars
   - (D) Ten dollars

2. Why must the student hurry to the library to get his receipt?
   - (A) The clerk has an appointment she needs to get to
   - (B) In-person registration ends at 4:00 p.m.
   - (C) The library hates giving out receipts.
   - (D) Daniel needs to have the receipt by the morning.

3. Listen again to part of the conversation. Then answer the question.
   What does the clerk imply when he says this?
   - (A) He thinks the student is lying.
   - (B) He thinks the student usually returns books late to the library.
   - (C) He thinks the student might be confused about the fine.
   - (D) He thinks the student is confused about the location of the library.

• **specify** [v] to mention in detail • **distinctly** [ad] unmistakably • **reminisce** [v] to remember past experiences
• **receipt** [n] written acknowledgment of having paid for something • **fine** [n] something paid as a penalty
• **update** [v] to make something current

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student has trouble registering for class
   A) Cannot use _____
   B) Wants to know the problem
2) Clerk says student has unpaid _____
3) Student claims to have paid
   A) Clerk says _____ record is not in the system
   B) Student realizes that library clerk did not record it
4) Must register for classes today
5) Student decides to go to library and pay _____
6) Will register later from _____

5. Complete the following summary with the words given below.

A student approaches the registration clerk because he is having trouble registering online. Whenever the student tries to (1)_____, he receives a notice that he must see a clerk to proceed. The registration clerk checks his computer and finds that the reason the student cannot register is that (2)_____. The student tells the clerk that he paid the fine and that the incident stands out in his mind because the woman he paid was someone he knew in his past. The clerk tells the student that the only way to resolve the issue is to (3)_____ from the library, but he (4)_____ because in-person registration (5)_____ and online registration (6)_____. To give himself a little more time, the student decides he will get the library receipt after dinner and then (7)_____.

must hurry	he has not paid a library fine	ends at 4:00 p.m.
register online	get a receipt	complete his registration
ends at 10:00 p.m.		

D Listen to part of a conversation between a student and a professor. 2-10

1. What is the first reason the student gives the professor for doing so poorly in his class?
   - (A) She did not receive many of the assignments.
   - (B) She is having trouble understanding the concepts.
   - (C) She has a new boyfriend and has been distracted.
   - (D) She dislikes physics.

2. What did the professor just do recently that could help the student?
   - (A) He cleaned out his office.
   - (B) He bought new textbooks for the students.
   - (C) He hired a part-time tutor.
   - (D) He cut down on the amount of homework assignments.

3. What can be inferred from the conversation?
   - (A) If you are having trouble in a class, you should tell the professor as soon as possible.
   - (B) Lab groups never work out.
   - (C) The professor's class was way too difficult.
   - (D) The student should drop her physics class.

• remedy (v) to mend or fix • salvage (v) to save • concept (n) an idea • extend (v) to lengthen • curious (a) eager to learn or know • suffer (v) to endure pain or grief • familiar (a) easy to recognize because of prior experience

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

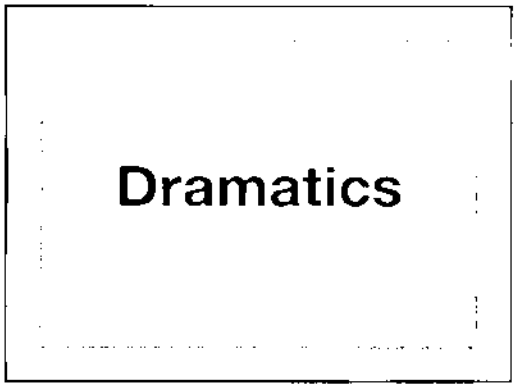
1) Student meets professor
2) Student has problems in _____ class
   A) Professor suggests getting _____.
3) Student has problem with _____
4) Professor suggests _____
5) Student apologizes for not asking for help sooner

5. Complete the following summary with the words given below.

A physics professor scheduled a meeting with one of his students because he was (1)_____ in his class. The professor asked his student if she could list any reasons why she thought she might be having so much trouble in his class. The student admitted that she was having trouble (2)_____, and, even though she was staying up late to study, she was still doing poorly. The professor told her that he had just hired a (3)_____ who would be more than happy to help her. The student then went on to say that she was also having trouble with her (4)_____. They were leaving her to do parts of the lab that she did not understand on her own and would then (5)_____ with her efforts. The professor promised to switch her to a different lab group and also allowed her to hand in her (6)_____ at a later date so she would have a chance to catch up on the material.

part-time tutor	upcoming physics project
lab partners	learning the new concepts
become upset	concerned about her grades

A Listen to part of a lecture in a dramatics class. 2-11



1. In what city was the Globe Theater built?
   - (A) Greece
   - (B) London
   - (C) Delphi
   - (D) Rome

2. Why was it important to have the amphitheater be round in shape?
   - (A) To help harness the sound
   - (B) To allow the audience to enter and leave quickly
   - (C) To help cut the cost of admission
   - (D) To keep the weather from interfering

3. How does the professor organize the information about theaters?
   - (A) From humorous to informative
   - (B) Not seriously
   - (C) From complex to simple
   - (D) In chronological order

• balcony (n) a raised gallery in a theater • slope (n) ground that has a natural incline or decline • spectator (n) a person who watches • resonate (v) to cause to sound again • harness (v) to gain control of • octagonal (a) eight-sided • erect (v) to raise • drawback (n) a disadvantage • replica (n) a copy

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____
2) Originated in _____
3) First theaters were _____
   A) Built into _____
   B) Were round
   C) _____ and Theater of Dionysus
   D) Couldn't be used in _____ weather
4) William Shakespeare's Globe Theater was famous
   A) Was much improved over _____
   B) Burned down but was later rebuilt

5. Complete the following summary with the words given below.

(1)_____ and Western drama were first developed by the (2)_____. The Greeks constructed what were known as (3)_____. These were (4)_____ in shape with high wooden seats built into the (5)_____ so that an audience could better see and hear a performance. Two of the earliest and most famous Greek theaters were the theater at Delphi, known as the Attic Theater, and the Theater of Dionysus in (6)_____. The Greeks used very few (7)_____ for their dramas, and the plays were always performed in the (8)_____. By Elizabethan times, however, theater architecture had evolved. Shakespeare's Globe Theater, for instance, was (9)_____ in shape with three-story-high walls and an elevated stage. The (10)_____ was for standing room only. Some of the developments featured such things as (11)_____ on the stage floor and rigging in the wings. In 1613, fire damaged the Globe Theater, but, during the mid 1990s, an exact replica was made in the city of (12)_____.

trapdoors	London	octagonal
ancient Greeks	Athens	theater architecture
props	open air	hillsides
pit	amphitheaters	round

B Listen to part of a lecture in a literature class. 2-12

Literature

1. What novel by Pearl S. Buck was made into a motion picture?
   - (A) *The Patriot*
   - (B) *The Child Who Never Grew*
   - (C) *Chinese Culture*
   - (D) *The Good Earth*

2. According to the professor, where did Pearl S. Buck spend the better part of the first forty years of her life?
   - (A) In Nanking
   - (B) In China
   - (C) In Pennsylvania
   - (D) At Cornell University

3. Listen again to part of the lecture. Then answer the question.
   What did Pearl S. Buck likely mean when she said this?
   - (A) She was not religious.
   - (B) She did not trust her fellow human beings.
   - (C) She thought that humans were naturally greedy.
   - (D) She had experienced many bad relationships in her life.

• interpreter (n) a person who translates languages • hysterectomy (n) surgery to remove a woman's uterus • impoverished (a) very poor • humanitarian (a) having concern for other people • span (v) to extend over or across • tutor (n) a person who instructs another privately • seek (v) to go in search of something or someone • candor (n) sincerity; honesty

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

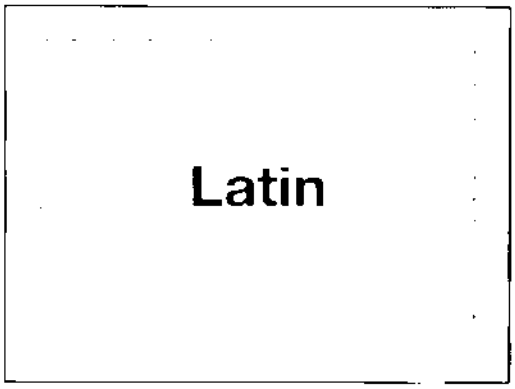
1) Professor discusses _____
   A) Born in West Virginia but moved to _____
   B) Spent almost _____ years in China
   C) Went to college, got married, and had different jobs
2) Had an eventful private life
3) Published _____
   A) Sold _____ copies in its first years
   B) Describes life of Wang Lung
4) Won the _____ for literature
5) Published over eighty works

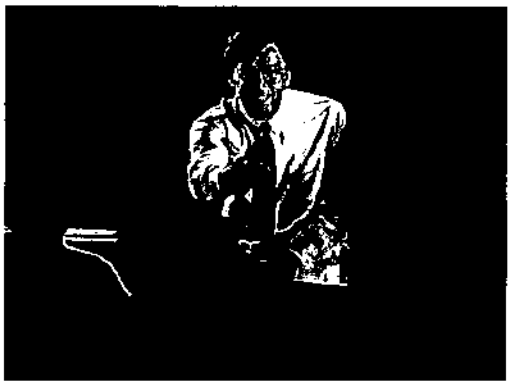
5. Complete the following summary with the words given below.

Pearl S. Buck was a great American literary figure who was born in West Virginia to two (1)_____. (2)_____ after her birth, Pearl's family moved to (3)_____. Pearl grew up speaking both (4)_____and Chinese, and in the (5)_____, she enrolled at Randolph-Macon Women's College in (6)_____. In 1917, Pearl married John Lossing Buck, and the two of them settled in (7)_____ in China, where Pearl worked as a (8)_____ and also acted as an interpreter for her husband. Pearl and John had two children. Carol, their first child, was born with considerable birth defects, and their second daughter, Janice, (9)_____ since Pearl underwent a hysterectomy after the birth of Carol. Pearl and John's marriage did not last, and in the year 1935, she divorced her husband and married her (10)_____, Richard Walsh. They moved back to the United States. In the year 1931, she wrote her most famous novel, *The Good Earth*, which sold nearly two million copies and earned her the (11)_____. Pearl continued writing until her death in 1973. During her life, she wrote over eighty works of literature and even won the Nobel Prize.

Anhwei Province	publisher	three months
China	year 1910	Presbyterian missionaries
Virginia	English	teacher
Pulitzer Prize	was adopted	

C Listen to part of a lecture in a Latin class. 2-13





1. What two consonants can sometimes be used as vowels?
   - (A) A and C
   - (B) Y and W
   - (C) D and T
   - (D) X and W

2. Why does the letter **I** have a long sound in the word Vine?
   - (A) There is no letter S in the word.
   - (B) The V is silent.
   - (C) There is an E at the end of the word.
   - (D) I always makes a long sound.

3. What is the Etruscan alphabet?
   - (A) It is a complicated alphabet with 38 characters.
   - (B) It is another name for the Roman alphabet.
   - (C) It is an early form of the Latin alphabet with 23 characters.
   - (D) It is the most widely used alphabet in the world.

• **pronunciation** [n] the act of saying a word • **inscription** [n] words impressed, cut, or painted onto stone • **exception** [n] something that does not follow a general rule • **frustrate** [v] to disappoint or thwart • **convey** [v] to communicate • **distinct** [a] not identical; separate • **observation** [n] the act of noticing something

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____
   A) Also called _____
   B) Based on Etruscan alphabet
   C) Has _____ letters
      - Five vowels
      - Twenty-one _____
2) Were no long or short vowels in Latin
3) Describes rules for _____
4) Are both _____ and _____ to the rules

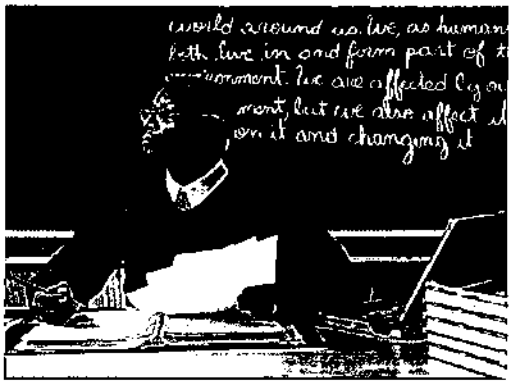
5. Complete the following summary with the words given below.

The Latin alphabet, also known as the (1)_____, initially contained only (2)_____ letters but later developed into the modern alphabet, which has (3)_____ letters. Each letter in the alphabet represents a phoneme, the (4)_____ of sound within a language. The modern alphabet is made up of (5)_____ vowels and twenty-one consonants, although the letters Y and W can sometimes (6)_____. Each of the vowels can exhibit either a (7)_____ sound, depending on how the word is spelled or if the word ends with an e. Consonants can exhibit different sounds as well, depending on which letters precede and follow them in a word.

smallest unit	five	act as vowels
twenty-three	Roman alphabet	twenty-six
long or short		

D Listen to part of a lecture in an entomology class. 2-14

Entomology



1. What is another name for swarmer white ants?
   - (A) Workers
   - (B) Alates
   - (C) Termites
   - (D) Nymphs

2. Why must worker white ants feed all the other white ants?
   - (A) The worker ants have the largest appetites.
   - (B) Soldier white ants do not have time to eat.
   - (C) The worker white ants have special bacteria in their stomach.
   - (D) The king white ant forces the worker white ants to feed him.

3. What can be inferred from the lecture?
   - (A) All white ants should be exterminated, even in the wilderness.
   - (B) White ants are better than carpenter ants.
   - (C) Soldier white ants are more important than queen white ants.
   - (D) White ants are highly organized insects that can be very destructive.

• **subterranean** [a] below ground • **nymph** [n] the young of an insect • **regurgitate** [v] to expel undigested food
• **pheromone** [n] a chemical that attracts the opposite sex • **exterminator** [n] a person that eliminates insects
• **refrain** [v] to stop • **considerable** [a] worthy of attention • **gather** [v] to bring together in one group
• **groom** [v] to clean or otherwise tend to something • **invade** [v] to enter forcefully

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____
   A) Is another name for _____
   B) Resembles ant but is closer to _____.
2) Live in colonies
   A) Different kinds of _____
   B) Have different duties
      - Workers feed others and care for the nest
      - Queen lays ____
      - Soldiers _____ the nest
      - Alates become kings and queens in future colonies
3) Are difficult to _____
4) Can cause much damage to structures

5. Complete the following summary with the words given below.

White ants are a form of (1)_____ that are mainly found in Australia and feed on (2)_____, which causes them to live either underground or (3)_____. They live in a highly organized colony with each different type of white ant serving a particular function within the nest. The king and queen white ant are responsible only for the (4)_____ _____, or nymphs, as they are called. Soldier white ants are responsible for protecting the colony from intruders. Worker white ants have many tasks, from building and maintaining the colony to (5)_____ all the termites. It is the worker white ants' responsibility to feed all the others because they are the only white ants to have special (6)_____ _____ in their stomach. Finally, the swarmers, or alates, are the future kings and queens of other colonies, as they have reproductive capabilities. White ants cause considerable (7)_____ to buildings and homes in Australia. The best way to deal with white ants is to steer clear of them in the wild and to call an (8)_____ if they are in a home or office.

digestive bacteria	cellulose	damage
reproduction of young	termite	exterminator
in damp timber	grooming and feeding	

A Listen to a different version of the previous lecture, and say the answers out loud. 2-15

1) Professor discusses white ant
   A) Is another name for termite
   B) Resembles ant but is closer to cockroach

2) Live in colonies
   A) Different kinds of termites
   B) Have different duties
      - Workers feed others and care for the nest
      - Queen lays eggs
      - Soldiers protect the nest
      - Alates become kings and queens in future colonies

3) Are difficult to exterminate

4) Can cause much damage to structures

1. Why do white ants cause so much destruction to home and buildings?

_____

2. How would you describe the physical characteristics of a white ant?

_____

3. What is a responsibility of the soldier white ants?

_____

B Listen to a different version of the previous lecture, and say the answers out loud. 2-16

1) Professor discusses development of theater

2) Originated in ancient Greece

3) First theaters were amphitheaters
   A) Built into hillside
   B) Were round
   C) Attic Theater and Theater of Dionysus
   D) Couldn't be used in bad weather

4) William Shakespeare's Globe Theater was famous
   A) Was much improved over amphitheaters
   B) Burned down but was later rebuilt

1. What is an advantage of having round and octagonal-shaped theaters?

_____

2. Where is the Globe Theater located?

_____

3. In ancient Greece, where did the audience sit when they were watching a performance?

_____

Listen to part of a conversation between a student and a professor. 2-17

1. According to the professor, what is one way to examine the wedding scene in the play *A Midsummer Night's Dream*?
   - (A) Look at another play with a wedding in it
   - (B) Compare it to factual information about marriage traditions
   - (C) Compare this play to others by William Shakespeare
   - (D) Imagine if there were no wedding scene in the play

2. What kind of play is *A Midsummer Night's Dream*?
   - (A) A history
   - (B) A comedy
   - (C) A tragedy
   - (D) A romance

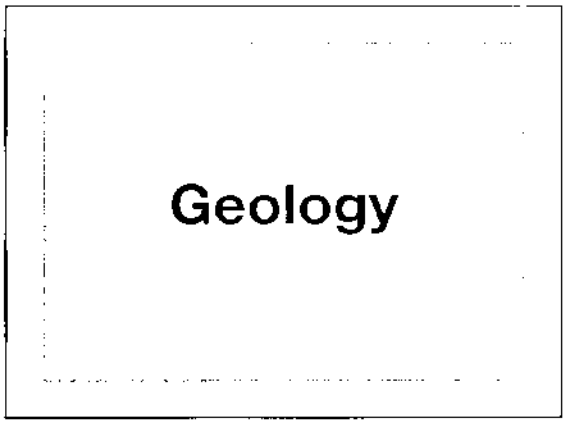
3. Listen again to part of the lecture. Then answer the question.

   What does the character Bottom convince his friends to do?
   - (A) Watch the 1999 film version of *A Midsummer Night's Dream*
   - (B) Make wedding cakes for the other characters
   - (C) Write an essay about Shakespeare
   - (D) Put on a play

4. What is the professor's attitude toward the student?
   - (A) She is very encouraging.
   - (B) She is not very helpful.
   - (C) She is somewhat aloof.
   - (D) She is rather critical.

5. Why does the professor mention Michael Hoffman?
   - (A) To name the author of a book on Shakespeare she recommends
   - (B) To declare that his work on Athenian Law is critical
   - (C) To criticize his interpretation of Shakespeare's work
   - (D) To associate him with a cinematic production of a Shakespearean play

Listen to part of a lecture in a geology class. 2-18



1. In what year was the construction of the Erie Canal completed?
   - (A) 1818
   - (B) 1825
   - (C) 1852
   - (D) 1925

2. What is the function of a lock in a canal system?
   - (A) It allows boats to go diagonally through the canal.
   - (B) It allows boats to go uphill and downhill.
   - (C) It is a place to dock a boat.
   - (D) It is another name for a captain on a ship.

3. Listen again to part of the lecture. Then answer the question.

   A vessel can be no wider than how many feet to pass through the Erie Canal?
   - (A) 4
   - (B) 30
   - (C) 40
   - (D) 44

4. What is the main topic of the lecture?
   - (A) The creation of the canal
   - (B) The function of the locks in the canal
   - (C) The importance of the canal
   - (D) A physical description of the canal

5. Why does the professor explain the canal's dimensions?
   - (A) To show the maximum size for any boat passing through it
   - (B) To comment on the size of boats built in the nineteenth century
   - (C) To explain some of the engineering feats it took to build the canal
   - (D) To account for the fact that the canal is still being used in modern times

6. Why does the professor mention the waterways in New York?
   - (A) To prove that the Erie Canal's construction was important
   - (B) To prove why shipping was so important to New York
   - (C) To explain how Lake Erie and the Hudson River are connected
   - (D) To note how extensive the Erie Canal actually is

Vocabulary Review

A Choose and write the correct word that matches each definition.

nymph	brilliance	reminisce	upheaval	gather
drawback	harness	hysterectomy	tutor	unique
slope	impoverished	invade	remedy	salvage

1. _____ to save
2. _____ to remember past experiences
3. _____ poor
4. _____ surgery to remove a woman's uterus
5. _____ ground that has a natural incline or decline
6. _____ to gain control of
7. _____ the young of an insect
8. _____ a strong change
9. _____ solitary in type
10. _____ to mend or fix
11. _____ excellence
12. _____ a disadvantage
13. _____ to enter forcefully
14. _____ a person who instructs another privately
15. _____ to bring together in a group

B Listen to the definitions, and fill in the blanks. Then choose the correct word. 2-19

Globe Theater	subterranean	consonant	Pearl S. Buck	amphitheater

1. This is one of _____ characters in the Latin alphabet.
2. This was built _____ with three stories. It was first built in London.
3. This term means living _____ and is a characteristic of the white ant.
4. This was _____ first created by the ancient Greeks.
5. This woman won the Pulitzer Prize for her work _____.

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**
  Agriculture / Geology / Culture / Botany
- Unit 5 **Understanding the Speaker's Attitude**
  Life Science / Climatology / Sociology / Biology

Unit 4

Understanding the Function of What Is Said

Unit 4

Understanding the Function of What Is Said

Overview

■ Introduction

These questions determine whether or not you understand the speaker's intentions. You must often determine the speaker's intentions by understanding the context of the passage surrounding the sentence in question. By analyzing the passage as a whole, you can determine the speaker's intentions. These questions typically replay a part 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 recognizing the unspoken meanings of words.
- Make notes on the context of the passage.
- Recognize what tone of voice the speakers are using in the passage.

Sample iBT Question

2-20

Listen again to part of the conversation. Then answer the question.
What can be inferred from the professor's response to the student?

(A) He is happy the student's mother made him work at the orphanage.
(B) He is pleased to have met the student's mother at the orphanage.
(C) He does not want the student to disappoint his mother again.
(D) He believes the student should work at the orphanage some more.

Script

M1: Hmm... You also worked at an orphanage for two summers?

M2: Well, ah... actually, that, ah... that was a volunteer job. My mother works there. She made me do that.

M1: Well, thank God for your mother! When you go home tonight, give her a big hug. And then tomorrow tell the interviewers you worked at an orphanage. What did you do there?

M2: Well, I helped them take the children on field trips and special outings. Also, I help organize special events at the orphanage. For example, baseball games, soccer games, and birthday parties. Some of the children were disabled, so I taught them to play wheelchair basketball. Sometimes, I took the blind children for a walk.

Correct Answer The answer to the above question is (A). The professor is happy the student's mother made him work at the orphanage because now he has some valuable work experience.

A Listen to part of a conversation between a student and a professor. 2-21

1. Listen again to part of the conversation. Then answer the question.
   What can be inferred when the student says this?
   (A) He hates making business cards.
   (B) He thinks making business cards requires no skill.
   (C) He does not know what a business card is.
   (D) He is very lazy.

2. What can be inferred about the student?
   (A) He thinks he is smarter than the professor.
   (B) He does not always follow directions.
   (C) He has already designed a business card.
   (D) He feels the professor misunderstands him.

3. Listen again to part of the conversation. Then answer the question.
   What does the student mean when he says this?
   (A) He does not want to waste time designing a business card.
   (B) He thinks the professor does not like him.
   (C) The student is trying to get out of doing a difficult project.
   (D) The student thinks business cards are quite beneficial.

• **beneficial** (a) helpful • **conduct** (v) to do • **design** (v) to create or draw something • **elaborate** (a) having lots of details or information • **essential** (a) required; needed • **purchaser** (n) a buyer • **simultaneously** (ad) at the same time

4. Listen to the conversation, and fill in the blanks to complete the conversation notes:

1) Professor wants to see student's _____
2) Student did _____ instead
3) Professor says student did _____
4) Student thinks business cards are _____
5) Professor disagrees
   A) Cards are good for _____
   B) Are basic but _____
6) Student agrees to do the business card assignment

5. Complete the following summary with the words given below.

In this conversation, the professor asked the student if he could look at the student's business card. But the student was working on (1)_____. He was designing a cover for a (2)_____. The professor told the student that the assignment was to design a basic business card. The student suggested that (3)_____ was perhaps a waste of time and that he wanted to work on something more elaborate. He said that business cards were not (4)_____. The professor replied that business cards were a valuable marketing tool and also very important for establishing contacts and for (5)_____. The professor insisted that the student work on the business card and told the student there would be plenty of opportunities later on to work on (6)_____. The student agreed to do so.

designing business cards	networking
another project	a project of his choice
an important marketing tool	car magazine

B Listen to part of a conversation between a student and an administrator. 2-22

1. Listen again to part of the conversation. Then answer the question.
   What can be inferred from the administrator's response to the student?
   (A) She expects the student to attend orientation.
   (B) She believes the student has no money.
   (C) She thinks the student loves parties.
   (D) She thinks the student is a senior.

2. Listen again to part of the conversation. Then answer the question.
   Why does the student say this?
   (A) To explain that she is not inexperienced
   (B) To show the administrator that she needs lots of help
   (C) To tell the administrator about her old school
   (D) To get her credits transferred from her old school

3. What can be inferred from the conversation?
   (A) The student might begin studying before the semester starts.
   (B) The student has already graduated from another university.
   (C) The administrator attended the same orientation program when she was a student.
   (D) Most transfer students do not attend orientation.

• **adjust** (v) to get used to; to become accustomed to • **arrange** (v) to organize something in a certain way • **coupon book** (n) a book with many coupons in it • **freshman** (n) a first-year student • **itinerary** (n) a schedule • **orientation program** (n) a program for new members • **perhaps** (ad) maybe; possibly • **syllabus** (n) an outline for a course • **transfer student** (n) a student who has changed schools

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student visits administrator
   A) Asks for _____ and _____
   B) Administrator gives her big package
2) Student says won't be around for _____
   A) Administrator describes events
   B) But student has _____
3) Student says is _____ with campus already
4) Administrator offers to provide extra help

5. Complete the following summary with the words given below.

An administrator gave a student a package containing various items, (1)_____ _____ for the orientation program and an orientation itinerary. Upon hearing about the (2)_____, the student informed the administrator that she would not be going to the program. The administrator was very surprised to hear this because, in her view, the program is very valuable. The student explained to the administrator that she had already (3)_____ during orientation week and that it would be impossible for her to attend. She also advised the administrator that her brother, who graduated from the same university, could show her (4)_____ if necessary. Because the student could not attend the orientation, the administrator agreed to (5)_____ whatever helpful information she could get to help the student prepare for the (6)_____.

around campus	booked a vacation	including a name tag
gather	orientation	upcoming semester

C Listen to part of a conversation between a student and a professor. 2-23

1. Listen again to part of the conversation. Then answer the question.
   What can be inferred about the student?
   - (A) She presumes that the professor is unaware that her major is not psychology.
   - (B) She enjoys the classes that she is taking on European banking this semester.
   - (C) She had once majored in psychology but changed her major to commerce.
   - (D) She intends to take more banking classes when she goes to study in France.

2. What is the purpose of the student's visit to the professor?
   - (A) The student is hoping for help in finding a job in France.
   - (B) The student must drop the class because of her trip to France.
   - (C) The student wants to ask the professor about his experience in France.
   - (D) The student is having a serious problem in the professor's class.

3. What is the likely outcome of this conversation?
   - (A) The professor will ask his friend how the student should get in touch with him.
   - (B) The student will not have any contacts in France when she goes there.
   - (C) The student will call Frank right away.
   - (D) The student will not be able to go to France.

• complain (v) to indicate unhappiness or displeasure • contact (v) to speak with or write to • hook up with (v) to connect with; to meet • major (n) an area of specialized study • mention (v) to say • recognize (v) to remember having seen something • suggestion (n) recommendation • wonder (v) to ask oneself a question • wonderful (a) very good

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student visits professor's office
2) Says is looking for job in _____
   A) Knows professor lived in France
   B) Wants help from professor
   C) Wants to work at _____
3) Professor doesn't know _____
4) Professor knows _____ who worked in France
   A) Thinks friend may help
   B) Offers to give _____

5. Complete the following summary with the words given below.

(1)_____ that she was planning to look for a job in France. The professor told her that (2)_____. He asked her what kind of job she was looking for. She replied that she wanted a banking job. He told her that (3)_____ were difficult work. But the student was (4)_____, was studying European banking, and could speak French. However, she needed advice on where she could stay in Paris and how (5)_____ there. The professor told her that he couldn't answer those two questions but said he would contact his friend, a businessman in France, and (6)_____ for the student to contact him.

arrange	banking jobs
he lived in France as a teenager	she could find a job
a student told her professor	a commerce major

D Listen to part of a conversation between a student and a janitor. 3-01

1. Listen again to part of the conversation. Then answer the question.
   What can be inferred from this part of the conversation?
   - (A) The student is in no hurry.
   - (B) The file is no longer in the building.
   - (C) The janitor is unwilling to admit that he has seen the student before.
   - (D) The student is desperate to get into the building.

2. Why did the student not use her passport to enter the building?
   - (A) It was in her purse.
   - (B) Her passport had expired.
   - (C) It was in the dormitory.
   - (D) The janitor insisted that she had to show her ID card.

3. What can be inferred from the conversation?
   - (A) The student had her purse stolen.
   - (B) The janitor does not want to make any mistakes.
   - (C) The janitor thinks the student is probably a thief.
   - (D) The student is trying to steal a file.

• foyer (n) an entrance hall • ID card (n) an identification card • retrieve (v) to go back and get something one has forgotten • temporary (a) for a short period of time; not permanent • urgent (a) something important that needs to be done immediately • appreciate (v) to be thankful for • attend (v) to be at; to go to • proper (a) correct; appropriate • strict (a) inflexible; not lenient

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

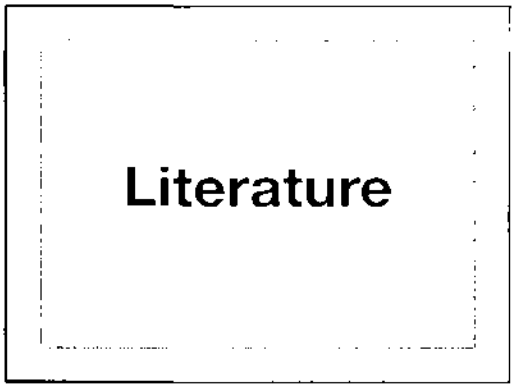
1) Janitor won't let student in building without _____.
2) Student lost _____ with ID card in it
3) Needs _____ in building
4) Janitor requires proper ID like _____ or _____
5) Student offers to give ID number and go in with _____
6) Janitor accepts offer

5. Complete the following summary with the words given below.

A student tried to enter a building to (1)_____. However, the janitor would not let her into the building because she didn't have her ID card. (2)_____ she had lost her purse and the ID card was in the purse. The janitor said she could use (3)_____, but the student said her driver's license was (4)_____, too. Then the janitor suggested that she get her passport, but the student said that the passport was in (5)_____ and she couldn't get into the dormitory without her ID card. (6)_____, the janitor agreed to let the student into building if she gave him her ID number and she got (7)_____ with an ID card to go in with her.

retrieve an important file	the dormitory	in her purse
the student told him	another person	eventually
her driver's license		

A Listen to part of a lecture in a literature class. 3-02



1. Listen again to part of the lecture. Then answer the question.
   What does the professor imply when he says this?
   (A) Wordsworth was a satirical poet.
   (B) Wordsworth created a new trend in poetry.
   (C) Wordsworth was a hopeless romantic.
   (D) Wordsworth was influenced by a new trend in poetry.

2. Which theme would typify romanticist poetry?
   (A) Death
   (B) Love
   (C) Nature
   (D) Politics

3. Why does the professor mention *To a Butterfly*?
   (A) To name one of Wordsworth's best poems
   (B) To contrast it with the poem *Rainbow*
   (C) To state a typical example of Wordsworth's work
   (D) To give an example of a romanticist poem

• aesthetic (a) relating to beauty • ascend (v) to climb or go up • genre (n) a kind of art or style • leap (v) to jump • major (a) main; most important • transcend (v) to go through or beyond • typify (v) to do what is normal, usual, or expected • vividly (ad) clearly

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

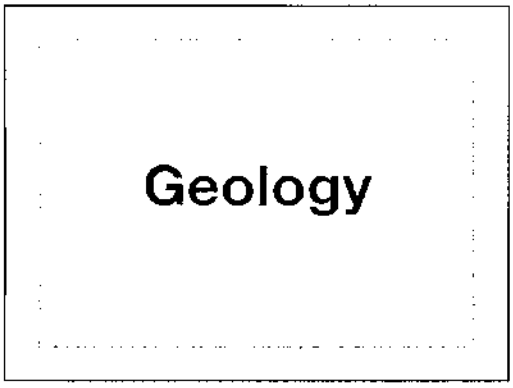
1) Professor reads _____ to class
   A) Students like it
   B) Is about _____
2) Is poem by William Wordsworth
   A) Not _____
   B) _____ genre
3) Describes romanticism
   A) _____ movement
   B) Nature is healing and spiritual force
4) Gives titles of other similar poems

5. Complete the following summary with the words given below.

The professor read a poem to his students. The poem was *Rainbow*, written by William Wordsmith, a (1)_____ who began writing in the late 18th century. The poem typifies the romanticists' style in that (2)_____. Romanticism was a back-to-nature movement. The poems were (3)_____ and quite vivid in their descriptions of nature and its beauty. This (4)_____ the previous genre, which was satirical and placed more emphasis on (5)_____ and less on emotion and nature. Wordsworth himself lived in a lake area, where he spent most of his (6)_____ enjoying nature. His love for nature undoubtedly influenced his writing style.

contradicted	it describes nature	romanticist
adulthood	truth and reason	emotional

B Listen to part of a lecture in a geology class. 3-03



1. Listen again to part of the conversation. Then answer the question.
   What can be inferred about the professor when he says this?
   (A) He does not enjoy the hot weather of the Nile.
   (B) He is planning another trip to the Amazon soon.
   (C) He enjoys spending time outside of his office.
   (D) He would like to take his students on a trip to the Nile.

2. Listen again to part of the conversation. Then answer the question.
   What does the professor imply when he says this?
   (A) The Amazon River is more easily accessible than the Nile.
   (B) The Nile River is not a very interesting place to visit.
   (C) The Amazon is much less expensive to visit.
   (D) The Nile is the longest river in the world.

3. What can be inferred from the lecture?
   (A) The professor has been to Nigeria in Africa.
   (B) The professor has been to Antarctica.
   (C) The professor has been to China.
   (D) The professor has been to the North Pole.

• **basin** (n) the entire area of a river, including nearby land and streams • **canopy** (n) a covering • **chilling** (a) scary • **considered** (a) thought to be • **creature** (n) a type of life form • **ecosystem** (n) an entire community of living organisms in a certain area • **electrifying** (a) very exciting • **immense** (a) very many or very much • **species** (n) a type of plant, animal, or insect • **varied** (a) having different types

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor compares _____ and _____ Rivers
   A) Has done work in both places
   B) _____ students to visit the Amazon

2) Describes the Amazon
   A) Has _____
   B) Has much _____ of life
   C) Has a varied _____.

3) Describes animals there
   A) Jaguar - large, powerful cat
   B) Giant otter - _____ long
   C) Piranhas, dolphins, and anacondas

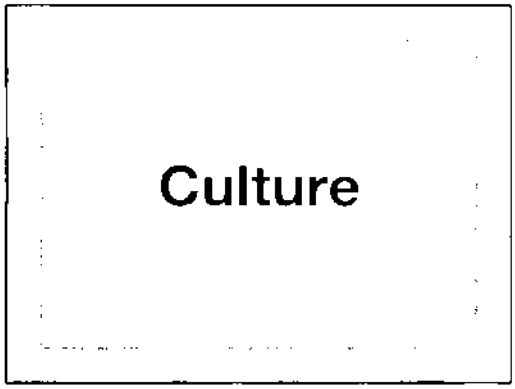
4) Has thick _____
   A) Many kinds of trees
   B) Some are very tall

5. Complete the following summary with the words given below.

The Amazon River is (1)_____ in the world, but the Amazon basin and its (2)_____ are the largest on the planet. It is an extremely interesting place to visit and contains more life than any other place on Earth. This can be contrasted with the Nile River. Although the Nile is longer, it has less wildlife and less plant life. It's (3)_____ mainly by dry desert. The Amazon is home to 500 species of mammals, one third of the world's bird population, hundreds of reptiles, 175 different kinds of lizards, up to 300 million types of insects, and (4)_____. The trees are so dense that their treetops form a canopy. The Amazon is home to such (5)_____ as the jaguar, the most powerful cat in the western hemisphere, 20 species of piranha, 300-pound dolphins, and the anaconda. The treetop (6)_____ is nine times bigger than Texas and home to millions of (7)_____ _____. Some scientists believe this canopy alone may contain half of the world's animal species!

canopy	undiscovered species	creatures
surrounded	the second longest river	immense vegetation
tropical rain forest		

C Listen to part of a lecture in a culture class. 3-04



1. Listen again to part of the conversation. Then answer the question.
   What can be inferred from the professor's comments when he says this?
   (A) The professor is a Native American.
   (B) The professor is a native Canadian.
   (C) The professor can imitate snakes and buffalos.
   (D) Nature has a continuing impact on native North American culture.

2. Listen again to part of the lecture. Then answer the question.
   Why does the student ask this?
   (A) She wants to know if natives can control the weather.
   (B) She is comparing natives to their image in Western movies.
   (C) She wants to learn how to do a rain dance.
   (D) She thinks native dances are silly and foolish.

3. Listen again to part of the lecture. Then answer the question.
   What can be inferred about the student when she says this?
   (A) She is very knowledgeable about Native Americans.
   (B) She is surprised there are still so many Native Americans.
   (C) She is most interested in the diets of Native Americans.
   (D) She wants to learn more about Native American powwows.

• assimilate (v) to become the same as others • attire (n) clothing • imitate (v) to act like someone or something else • indigenous (a) native • mainstream (n) the main group in a population • misconception (n) a misunderstanding based on false information • traditional (a) old style

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____
   A) Student thinks doesn't exist anymore
   B) Professor disagrees
2) Describes _____
   A) Shows photos
   B) Are social event with _____ and _____
   C) Are many kinds of _____
   D) Can last from _____ to _____
   E) Can be very _____ events

5. Complete the following summary with the words given below.

Native American culture has not disappeared, and Native Americans have not become totally assimilated into (1)_____. They have retained some of their culture. An example of this is powwows. A powwow is a gathering of Native Americans or native (2)_____. Sometimes they are major socializing events with singing, dancing, and people playing drums. They often have booths where people can buy food, supplies, arts, and crafts. Some of the food is (3)_____. They may perform a number of dances such as the crow hop and the (4)_____. Most of these dances are played with (5)_____. These dances often originate from the days of the plains Indians. These can be very formal events (6)_____ _____ a year in advance, with sponsorship, promoters, masters of ceremonies, and judges.

mainstream culture	the owl dance	Canadians
drum music	Indigenous	organized by committees

D Listen to part of a lecture in a botany class. 3-05

Botany

1. Listen again to part of the lecture. Then answer the question.
   What can be inferred when the professor says this?
   (A) Branches do not have cambium.
   (B) Cambium causes the fungal infection.
   (C) Cambium causes a wound in the tree.
   (D) Chestnut blight is more likely to harm a wounded tree.

2. Listen again to part of the lecture. Then answer the question.
   What does the professor imply when she says this?
   (A) The foundation is not concerned with preserving trees.
   (B) The foundation wants to sell American chestnut trees.
   (C) The foundation is most concerned with apple trees.
   (D) The foundation is concerned with preserving chestnut trees.

3. What can be inferred from the lecture?
   (A) The chestnut bark disease probably originated in China.
   (B) The chestnut bark disease has been eliminated.
   (C) Someday, the American chestnut tree might number in the millions.
   (D) The American chestnut will soon become extinct.

• **extinct** [a] no longer existing • **breed** [v] to create • **gene** [n] something inherited with DNA and RNA • **progeny** [n] offspring of plants and animals • **resistant** [a] immune to • **susceptible** [a] vulnerable; likely to suffer hardship • **thwart** [v] to slow down or stop something • **twig** [n] a small branch • **wipeout** [v] to eliminate completely

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____
   A) Spread through _____ and _____
   B) Belongs to _____ and _____ family
   C) Has many uses
2) Almost became extinct by _____
3) Chestnut blight kills many trees
4) American Chestnut Foundation tries to save trees
   A) Are creating _____
   B) Hoping to make _____ trees

5. Complete the following summary with the words given below.

Until about 100 years ago, there were millions of American chestnut trees throughout eastern North America. (1)_____ reached up to 150 feet tall and were a valuable source of timber. They were also (2)_____ of chestnuts. But, in the early 1900s, a disease known as chestnut blight (3)_____ the forests of eastern North America, wiping out the (4)_____. Only a few of these trees still exist today. However, the tree is not totally extinct, and the American Chestnut Foundation has started (5)_____ to revive these trees. They accomplish this by breeding Chinese trees resistant to the disease with susceptible American trees. And then they breed the hybrids with more American trees, which pass on two resistant genes to the progeny. (6)_____ until eventually the percentage of American genes in the hybrids is very high and one of the progeny receives four resistance genes, making it (7)_____ to the blight fungus.

some of these trees	the process is repeated	a wonderful supply
swept across	fully resistant	American chestnut trees
a breeding program		

A Listen to a different version of the previous lecture, and say the answers out loud. 3-06

1) Professor compares Nile and Amazon Rivers
   A) Has done work in both places
   B) Encourages students to visit the Amazon

2) Describes the Amazon
   A) Has a rain forest
   B) Has much diversity of life
   C) Has a varied ecosystem

3) Describes animals there
   A) Jaguar - large, powerful cat
   B) Giant otter - over six-feet long
   C) Piranhas, dolphins, and anacondas

4) Has thick vegetation
   A) Many kinds of trees
   B) Some are very tall

1. How would you describe the Amazon River basin?

2. Where do most of the Amazon's species live?

3. Which percentage of Earth's species live in the Amazon's rain forest?

B Listen to a different version of the previous lecture, and say the answers out loud. 3-07

1) Professor reads poem to class
   A) Students like it
   B) Is about rainbows
2) Is poem by William Wordsworth
   A) Not satire
   B) Romanticism genre
3) Describes romanticism
   A) Back-to-nature movement
   B) Nature is healing and spiritual force
4) Gives titles of other similar poems

1. How would you describe romanticist poetry?

_____

2. Name one poem that typified romanticism?

_____

3. What kind of person was Wordsworth?

_____

Listen to part of a conversation between a student and a professor. 3-08

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

   What does the professor imply when he says this?

   Ⓐ The student will graduate in another month.
   Ⓑ The professor presumes that the student is wealthy.
   Ⓒ The professor does not think that becoming a teacher is a good choice.
   Ⓓ The professor will be sad to see the student leave the university.

2. Why does the professor mention a sponsor?

   Ⓐ To prove that the student can win the competition
   Ⓑ To show his willingness to support the student
   Ⓒ To explain that many people want to sponsor the student
   Ⓓ To encourage the student to attend graduate school

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

   Why does the professor suggest that the student study history or journalism?

   Ⓐ These areas will result in the highest paying jobs.
   Ⓑ He feels these are subjects that require a lot of writing.
   Ⓒ The student has no aptitude for math and science.
   Ⓓ These are the types of subjects that will help the student become mayor someday.

4. What are the speakers mainly discussing?

   Ⓐ The student's need to attend graduate school
   Ⓑ The professor's desire to see the student succeed
   Ⓒ The student's potential as a writer
   Ⓓ The upcoming writing competition

5. What is the professor's opinion of the student?

   Ⓐ The professor feels the student is the best one he has ever had.
   Ⓑ He is convinced that the student can become a bestselling author.
   Ⓒ He believes the student will win any writing contest he enters.
   Ⓓ He is confident that the student has the ability to succeed in writing.

Listen to part of a lecture in an architecture class. 3-09

Architecture

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

   What can be inferred when the professor says this?

   (A) There will be at least two more lectures next week.
   (B) There will be an exam during the next class.
   (C) He will not speak in detail about the Empire State Building during the current lecture.
   (D) The Golden Gate Bridge and the Hoover Dam were designed by the same architect.

2. What did Gordon Kaufman do?

   (A) He made the original design of the Hoover Dam.
   (B) He simplified the original design of the Hoover Dam.
   (C) He designed the town near the Hoover Dam.
   (D) He added an overhanging balcony.

3. Listen again to part of the lecture. Then answer the question.

   What can be inferred about the architect Gordon Kaufman?

   (A) He was not respected as an architect.
   (B) He was an influential architect.
   (C) His suggestions were highly controversial.
   (D) His style was not very influential.

4. What aspect of the Hoover Dam does the professor mainly discuss?

   (A) Its design
   (B) Its construction
   (C) Its completion
   (D) Its surrounding infrastructure

5. Why does the professor mention third world nations?

   (A) To give a description of America in a previous time
   (B) To say that the dam could not have been built in one
   (C) To state how they were harmed by the completion of the dam
   (D) To say that the dam's design has been copied by them

6. Which of the following are features of the Hoover Dam? Choose 2 answers.

   (A) Art Deco sculptures on the outer towers
   (B) Towers with simple appearances
   (C) Tunnels leading to the towers
   (D) An ornamental control panel

Vocabulary Review

A Choose and write the correct word that matches each definition.

essential	indigenous	thwart	infant	perhaps
simultaneously	beneficial	complain	retain	purchaser
gesture	arrange	mention	retrieve	exchange

1. _____ a baby or small child
2. _____ a buyer
3. _____ at the same time
4. _____ native
5. _____ necessary; required
6. _____ to stop or slow something down
7. _____ helpful
8. _____ to keep or keep the same
9. _____ to communicate with body movements
10. _____ to go get something and bring it back
11. _____ maybe
12. _____ to organize something in a certain way
13. _____ to say something to someone
14. _____ to tell someone one is unhappy about something
15. _____ to trade one thing for another

B Listen to the definitions, and fill in the blanks. Then choose the correct word. 3-10

Powwow	Romanticist	Gestures	The Amazon River	Chestnut-blight

1. William Wordsworth wrote this type of _____ that _____described the _____of nature.
2. This is the _____ river in the world and home to the world's largest _____rain forest.
3. This is a _____ of North American _____ people.
4. In the early 1900s, this _____ spread throughout the forests of eastern North America, _____ almost all of the American chestnut trees.
5. This is a form of _____ through _____.

Unit 5

Understanding the Speaker's Attitude

Unit 5

Understanding the Speaker's Attitude

Overview

■ Introduction

These questions determine whether or not you understand the attitude or opinion of the speaker. These questions ask about the speaker's feelings, likes and dislikes, and the reasons for the emotions the speaker displays. These questions often ask about the speaker's degree of certainty. These questions typically replay a part of the listening passage.

■ Question Types

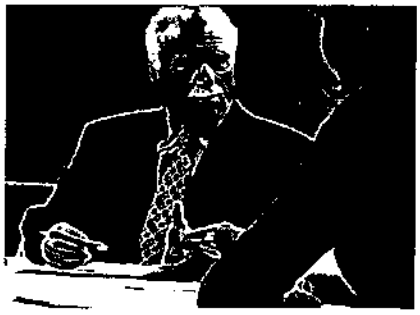
1. What can be inferred about the student?
2. What is the professor's attitude toward X?
3. What is the professor's opinion of X?
4. What can be inferred about the student when she says this? (replay)
5. What does the woman mean when she says this? (replay)

■ Useful Tips

- Recognize the tone of voice, intonation, and sentence stress that the speakers use throughout the passage.
- Distinguish between referencing and giving personal opinions.
- Avoid choosing answers that are not connected with the passage's general tone.
- Make notes on the context of the passage.
- Take note of adjectives and verbs of feeling.

Sample iBT Question

D 3-11



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

(A) The student has not been turning in her homework lately.
(B) The student has been copying someone else's homework.
(C) The student should get some assistance with her homework.
(D) The student is not doing very well on her homework.

Script

W: Hi, Professor Smith. Do you have a minute?
M: Of course, Sally. What can I help you with?
W: Well, I wanted to talk to you about my grade in your calculus class.
M: Okay. Give me a second to find your information on this spreadsheet. Here it is. It looks like you're lagging behind on your homework assignments. Hmm, and you've also missed quite a number of classes so far this semester. Is everything okay?
W: Well, I've been having a hard time this semester because I broke up with my boyfriend. We've been seeing each other for a bit, but he recently moved away from here. It's been hard trying to keep focused on school.
M: I'm sorry to hear that. It's certainly hard when someone important in our lives moves away. Coping with the end of a relationship can be difficult for anyone.

Correct Answer The correct answer to the above question is (D). When the professor says that the student is lagging on her homework, it means that she is not doing well on her assignments and is therefore getting lower grades on them.

A Listen to part of a conversation between a student and a housing office secretary. 3-12

1. Listen again to part of the conversation. Then answer the question.
   What can be inferred about the student when she says this?
   (A) She is sad because she is being fined.
   (B) She is angry that she is being fined.
   (C) She is sorry for having a halogen lamp.
   (D) She is worried about paying the fine.

2. What reason does the secretary give for why the student cannot have a halogen lamp in her room?
   (A) Halogen bulbs can get very hot and have been known to start fires.
   (B) Halogen lamps do not go with the dorm décor.
   (C) Halogen lamps are too expensive for students.
   (D) The secretary had a bad experience with one of her own halogen lamps.

3. Listen again to part of the conversation. Then answer the question.
   What can be inferred about the secretary when she says this?
   (A) She is very strict.
   (B) She is quite reasonable.
   (C) She does not like dealing with careless students.
   (D) She knows the school needs money from student fines.

• **disregard** (v) to pay no attention to • **clause** (n) a provision in a contract • **cautious** (a) showing hesitation or carefulness • **hazard** (n) a danger or risk • **minor** (a) not serious • **responsible** (a) accountable for something

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student asks secretary about _____
   A) Doesn't understand why she was fined
   B) Is _____ and _____
2) Secretary explains fine is for _____
3) Student doesn't understand
4) Secretary says halogen lamps are _____
   A) A halogen lamp once caused fire at school
   B) Must follow the rules
5) Student won't have to pay fine if buys _____

5. Complete the following summary with the words given below.

A student goes into the housing office and (1)_____ she has received. The secretary checks her computer to find that the student has been fined for keeping a (2)_____ in her dorm room. The student is shocked by this news. She does not understand how having a lamp could result in a fine. She tells the secretary that she is a very responsible student. The secretary explains that, although the student may be cautious, halogen lamps (3)_____ because the bulbs heat up to such a high degree. The secretary suggests that the student (4)_____ as soon as possible. The student asks if she can keep the lamp if she is very careful where she places it, but the secretary (5)_____ _____. The student then complains that the fine is too high, so the secretary offers to waive the fine if the student goes out and buys a new lamp immediately and then (6)_____ _____ the receipt.

pose a fire danger	stands by the school rules	halogen lamp
inquires about a fine	buy a new lamp	brings the secretary

B Listen to part of a conversation between a student and a professor. 3-13

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

   What can be inferred about the student's feeling when he finds out that there are 200 students coming?

   (A) He is angry.
   (B) He is nervous and worried.
   (C) He is happy and enthusiastic.
   (D) He is confused and depressed.

2. What did the professor say was an optional activity for visiting students?

   (A) Visiting the recreation center
   (B) Sitting in on a lecture
   (C) Joining the football team
   (D) Giving an impromptu speech

3. What can be inferred from the students' visit?

   (A) The college wants to make students feel as welcome as possible.
   (B) College officials do not really care about welcoming visiting students.
   (C) Only girls should volunteer to lead host groups.
   (D) David will probably get sick on orientation day.

• **inquire** [v] to ask • **entail** [v] to cover • **prospective** [a] potential or likely • **mandatory** [a] necessary ; required
• **drama** [n] a play • **consider** [v] to think about • **orientation** [n] an introduction to show people new surroundings
• **logistics** [n] the planning and coordination of an event

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student talks to professor about _____
   A) Will host _____
   B) Professor is pleased
2) Professor explains student's duties
   A) Show prospective students _____
   B) Answer any questions
   C) Be _____ and _____
3) Student says is not good with big crowds
4) Professor says will only have to escort _____ students
5) Student may have to help prospective students sit in on various classes

5. Complete the following summary with the words given below.

A student wants to volunteer to help (1)_____ at his college, so he visits his professor to see how he can apply for this. The student's professor tells the student that he would be responsible for leading a small group of students (2)_____ around campus. The professor also says that the students (3)_____ of sitting in on a class of their choice, but this is (4)_____. The student says he will accept the job, so the professor gives him the final details, which are to have each of his students attend at least (5)_____ _____ orientations, either on (6)_____ afternoon or (7)_____, at night.

Monday	not obligatory	on a tour
have the option	Thursday	one of two mandatory
host visiting students		

C Listen to part of a conversation between a student and a post office clerk. 3-14

1. Listen again to part of the conversation. Then answer the question.
   What can be inferred about the student?
   (A) She is frustrated with the post office.
   (B) She is indecisive about what to do with her mail.
   (C) She is happy to speak with the post office worker.
   (D) She feels angry that they will not hold her mail indefinitely.

2. What is the advantage of forwarding mail to Spain?
   (A) She will win a prize that is sponsored by the post office.
   (B) She will get to stay in Spain for an extra month.
   (C) The post office clerk will get a raise.
   (D) She will not have to wait three months before she receives her school mail.

3. Listen again to part of the conversation. Then answer the question.
   Why does the student say this?
   (A) She wants to get good advice from the clerk.
   (B) She wants to know what the clerk thinks of her idea.
   (C) She wants the clerk to imagine what it would be like to study in Spain.
   (D) She wants to know if there are any other options.

• indefinite (a) an unknown length of time • urgent (a) requiring immediate action • cancel (v) to stop something • storage (n) a space for keeping things • handle (v) to manage something • subscription (n) the regular reception of published material

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student visits _____
   A) Is going to Spain for _____
   B) Is worried about _____
2) Clerk explains choices
   A) Can have mail forwarded
   B) Or can hold mail for _____
3) Clerk recommends holding mail if she won't receive anything urgent
4) Student agrees with clerk
   A) Fills out form
   B) Must cancel _____

5. Complete the following summary with the words given below.

A student goes into the school post office because she is (1)_____ for three months and is (2)_____ about what will happen to her mail during that time. The student asks the post office clerk about her options. The clerk tells the student that she either has the option of having her mail (3)_____ or can have the post office hold her mail. The only provisions are that if the student chooses to have her mail held, the post office can only hold it for (4)_____, and they cannot hold the (5)_____for her, as it would take up too much space. The student tells the clerk that because she does not have anything urgent coming to her in the mail, she would like to have her mail held. She tells the clerk that she currently receives the school newspaper but will (6)_____ since she does not read it regularly.

school newspaper	concerned	up to three months
forwarded to Spain	cancel her subscription	leaving the country

D Listen to part of a conversation between a student and a professor. 3-15

1. Listen again to part of the conversation. Then answer the question.
   What is the professor's attitude toward classroom attendance?
   - (A) It is not an important part of the grading process.
   - (B) It is an important part of the student's grade.
   - (C) It is impossible to have high test scores with poor attendance.
   - (D) It is offensive for a student to miss too many classes.

2. What can be inferred about the student by his response to the professor?
   - (A) He is very respectful to his professors.
   - (B) He is confused by the class grading policy.
   - (C) He is angry that the tests were too easy.
   - (D) He is determined to raise his grade.

3. What can be inferred from the conversation?
   - (A) Test scores are not the only reflection of a student's learning.
   - (B) Class discussions are a waste of time.
   - (C) John should drop all of his biology classes.
   - (D) Professor Higgins should assign more tests.

• **baffled** (a) confused • **apparent** (a) obvious • **conduct** (v) to lead or guide • **analogy** (n) a similarity between two like features of two separate things • **comparable** (a) similar to something else • **anticipate** (v) to expect something beforehand • **apply** (v) to put to use • **amoeba** (n) a one-celled organism

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

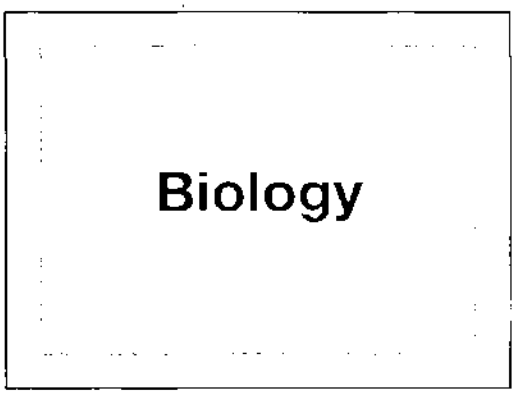
1) Student visits professor to talk about _____
   A) Got _____ and doesn't know why
   B) Says did well on tests
2) Professor consults grades
   A) Agrees that test scores were _____
   B) Says attendance was _____
3) Student questions _____
4) Professor says it is _____
   A) Can participate in class discussions
   B) Can learn things not in the book
   C) Can get _____ in labs
5) Student realizes importance of going to class

5. Complete the following summary with the words given below.

A student makes an appointment with his professor because he is (1)_____ by his final score in her class. The student points out that he received (2)_____on the last few tests, so he cannot understand why his final grade was so low, especially when he enjoyed learning about so many of the concepts. The professor checks her records to find that the student did receive good test scores but failed to attend (3)_____. The student does not see how this is a (4)_____. The student believes that if his test scores are good, it proves he is (5)_____. The professor points out that what the student is missing when he does not attend classes are (6)_____, evidence of new and cutting-edge research, and important hands-on experience in labs, which can be applied to the ideas and research of the current time.

a third of her classes	confused	learning all of the material
very good test scores	problem	lively discussions

A Listen to part of a lecture in a biology class. 3-16



1. What is the professor's opinion toward the student who discussed her uncle's glioma?
   - (A) He was annoyed that she spoke too much.
   - (B) He was happy that she was not sad about her uncle's death.
   - (C) He was thankful that she shared her experience with the class.
   - (D) He was unhappy because she sidetracked his lecture plans.

2. According to the professor, what is one way a glioma can affect the body?
   - (A) It can cause the human body to gain weight rapidly.
   - (B) It can invade neighboring cells and organs.
   - (C) It can cause the body to shut down.
   - (D) It can cause the body to lose its sense of feeling.

3. Listen again to part of the lecture. Then answer the question.
   What does the professor mean when he says this?
   - (A) He regrets saying that the student's uncle will probably die.
   - (B) He does not care about the student's feelings.
   - (C) He scolds the student on her insensitivity.
   - (D) He wants information, but he does not want to offend the student.

• enlighten (v) to reveal • aggressive (a) strongly energetic • pathologic (a) dealing with diseases • succumb (v) to submit • disregard (v) to pay no attention to to ignore • clarify (v) to free from confusion • combat (v) to fight • prompt (v) to move to action

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor mentions _____
   A) Are _____
   B) Affect _____
   C) Arise from glial cells
      - Are not _____
      - Provide _____ and _____ to neurons

2) Can classify gliomas
   A) Low grade is less _____
   B) High grade is more aggressive

3) Discuss _____ tumors

4) Student mentions uncle's glioma
   A) Had astrocytoma
   B) Died after _____

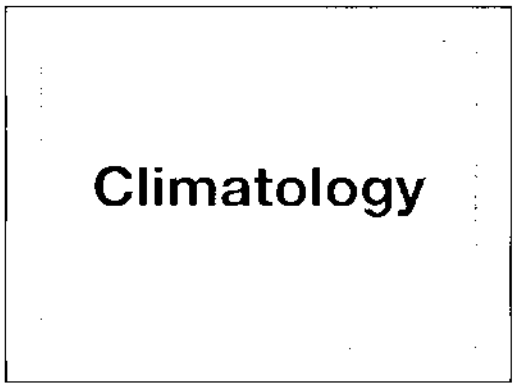
5) Can treat glioma with radiation therapy and chemotherapy

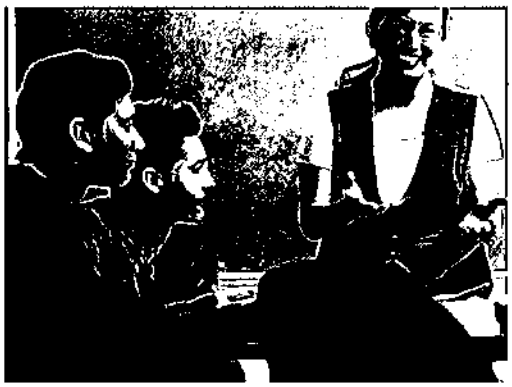
5. Complete the following summary with the words given below.

Gliomas are tumors of the central nervous system associated with (1)_____. A glial cell is a cell that provides nourishment and support to neurons within the (2)_____. There are several different types of gliomas, depending on what type of glial cell the tumor is associated with. For example, ependymyomas (3)_____. Gliomas are also classified as high grade or low grade upon diagnosis. A high-grade glioma is (4)_____, and the prognosis for the patient tends not to be good. On the other hand, a low-grade glioma is a (5)_____ tumor that is often 100% treatable. One type of high-grade glioma, astrocytoma, also has a numbered grading system, with 1 being the least aggressive form and 4 indicating the most aggressive form. Symptoms of a glioma present in the body can range from headaches to vomiting to experiencing (6)_____. Surgery, chemotherapy, and (7)_____ are all common treatments of gliomas.

less aggressive	radiation	glial cells
affect ependymal cells	numbness in the extremities	very aggressive
central nervous system		

B Listen to part of a lecture in a climatology class. 3-17





1. According to the professor, what is one way a Martian dust devil can affect terrestrial technology?
   - (A) It can replicate terrestrial technology.
   - (B) It can reprogram terrestrial technology.
   - (C) It can threaten terrestrial technology.
   - (D) It can augment terrestrial technology.

2. How does a dust devil differ from a tornado?
   - (A) A dust devil forms an updraft, and a tornado forms a downdraft.
   - (B) A tornado and a dust devil are the same thing.
   - (C) A dust devil is generally larger than a tornado.
   - (D) A tornado is stationary.

3. What can be inferred about Martian Dust Devils?
   - (A) They are not worth studying.
   - (B) There is much to be learned about them.
   - (C) Evidence of them implies that they also exist on Neptune.
   - (D) Astronauts should stop traveling to the moon.

• **phenomenon** (n) something that is impressive or extraordinary • **prevalent** (a) widespread • **momentum** (n) speed of movement • **sustain** (v) to support • **terrestrial** (a) pertaining to land • **crucial** (a) extremely important • **threat** (n) a declaration of intent to harm someone or something • **swirl** (v) to move around in a whirling motion • **harmless** (a) without the power to cause injury; safe

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

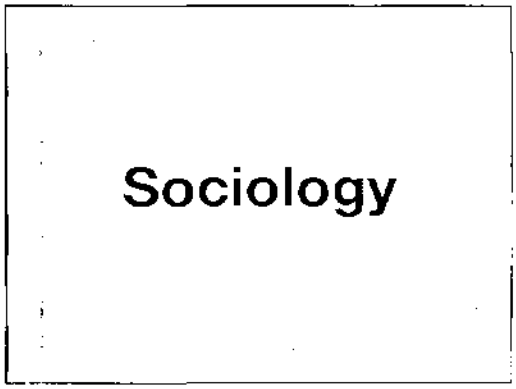
1) Professor discusses _____
   A) Is a weather phenomenon
   B) Is similar to _____
   C) Forms an updraft when hot air rises quickly into _____
   D) Are common in _____
2) Professor describes creation in detail
   A) Hot air quickly rises and passes through cooler air
   B) The air _____ and makes a _____ effect
   C) Looks like a _____
3) Mars has large dust devils
4) Scientists learned about them from _____

5. Complete the following summary with the words given below.

Dust devils are formed when (1)_____ near the ground (2)_____ into cooler, low pressure air. The quickly-rising hot air (3)_____ that forms into a funnel-shaped column of air capable of moving along the ground due to (4)_____. Dust devils on Earth are relatively small and harmless while the Martian Dust Devils, as evidenced by satellite pictures, can be up to fifty times wider and (5)_____ than their earthbound cousins. Some concern arose regarding the safety of terrestrial space equipment on Mars should a dust devil form and destroy the equipment due to its size and power. However, there was an instance when a Martian Dust Devil actually (6)_____ on a space robot.

ten times higher	air speed and friction	very hot air
cleaned the solar panels	creates a swirling motion	forms an updraft

C Listen to part of a lecture in a sociology class. 3-19



1. What can be inferred about how the professor feels toward artisan-made pants?
   - (A) The professor wants the artisan to take a lot of time to make his pants.
   - (B) The professor would prefer a pair of quickly made factory pants.
   - (C) The professor only wears skirts.
   - (D) The professor would choose not to pay the artisan.

2. What resulted from the invention of the cotton mill?
   - (A) Everyone owned cheaper pants.
   - (B) Artisans could not find jobs.
   - (C) Cotton production became a mechanized industry.
   - (D) People soon owned many pairs of pants.

3. How does the professor organize the information about the Industrial Revolution?
   - (A) From general to specific
   - (B) From present conditions to historical conditions
   - (C) As a question-and-answer session
   - (D) From types of inventions to social effects

• capitalism (n) an economic system in which investment, ownership, and profit are in the private sector • culminate (v) to reach the highest point • utilize (v) to put to use • proliferation (n) a rapid increase • lament (v) to express grief • prior (a) earlier in time; previously • harsh (a) physically uncomfortable • model (n) an example used for comparison • slightly (ad) a little

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____
   A) Began in England in _____
   B) Spread around the world
   C) Based on _____ and _____
   D) Replaced manpower with _____

2) Mentions steam engine
   A) Helped make transportation _____
   B) Made faster manufacturing machines
   C) Thomas Savery and Richard Trevithick worked on _____

3) Britain changed greatly
   A) Manchester became _____ city
   B) Roller spinning machine created
   C) Richard Awkright made _____

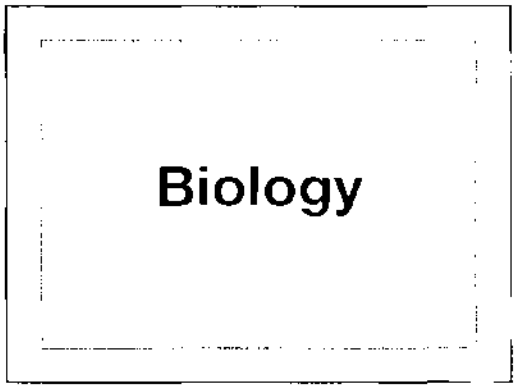
4) Modern cities created
   A) New laws made to _____ people
   B) Communist writings became popular

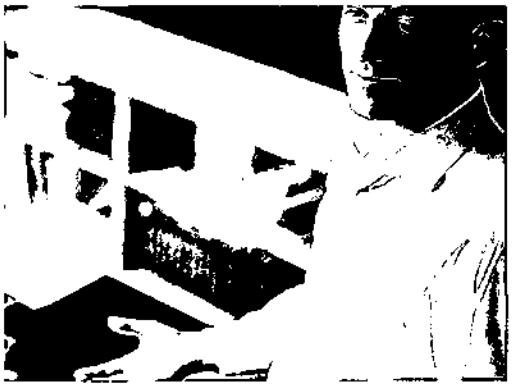
5. Complete the following summary with the words given below.

The Industrial Revolution refers to the technological, (1)_____, and cultural changes that took place in (2)_____ in the late eighteenth century. Prior to this period, goods and services were provided through (3)_____ _____. The development of the steam engine revolutionized manufacturing forever by (4)_____ to do the job of men and at a much faster rate. Factories sprang up and grew into what we now know as modern cities as people left their rural homes and flocked to the cities for work. Trade unions sprang up to (5)_____ from harsh laws and intolerable conditions. Transportation was also changed forever with the invention of the (6)_____. Now, people and goods could be transported across the country at a much faster rate. Many British historians and philosophers at the time wrote manifestos concerning the state of the working class in England and how the (7)_____ would change their lives forever.

protect the working class	man or horsepower
steam engine locomotive	Britain
socioeconomic	allowing machinery
Industrial Revolution	

D Listen to part of a lecture in a biology class. 3-19





1. What is the professor's attitude toward the fact that the crocodile does not eat the Egyptian Plover bird?
   - (A) disgust
   - (B) amazement
   - (C) sadness
   - (D) anger

2. According to the professor, how does the Oxpecker have relationships with certain African animals? Choose 2 answers.
   - (A) As a parasite
   - (B) As a symbiont
   - (C) As a host
   - (D) As a predator

3. According to the professor, what is one way the Oxpecker can affect African mammals?
   - (A) It can open wounds and drink the animal's blood.
   - (B) It can massage muscles and make the animal comfortable.
   - (C) It can help the animal survive dangerous diseases.
   - (D) It can help the animal to find food when it is hungry.

• **intimate** (a) very personal or close • **merge** (v) to join • **lethal** (a) deadly • **predator** (n) an organism that exists by eating other organisms • **parasite** (n) an organism that lives off of another organism • **unlikely** (a) not liable to happen • **scenario** (n) an outline of what might happen • **famous** (a) well known

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor defines _____
   A) Two _____ organisms interact intimately or merge into one
   B) Larger one is host
   C) Smaller is _____
2) Discusses mutualism
   A) Relationship where both partners profit
      - Egyptian Plover bird and crocodile
      - Goby _____and _____
3) Sometimes mutualism is not always _____ to one party
   - Oxpecker and some large animals

5. Complete the following summary with the words given below.

Mutualism is defined as a (1)_____ in which two differing organisms (2)_____ from a close relationship. An example of mutualism is the relationship between the Egyptian Plover bird and the crocodile, where the Egyptian Plover (3)_____off of the crocodile's body. The Egyptian Plover benefits from the relationship by getting an easy meal, and the crocodile benefits from the relationship by having (4)_____ removed from its body. Mutualism can sometimes (5)_____, however, if one of the organisms begins harming the other. For example, a different kind of bird, the Oxpecker, normally enjoys a relationship of mutualism with certain African land mammals. However, once in a while, the Oxpecker (6)_____ from the mammals to drink and so therefore benefits when the mammal does not.

potentially fatal parasites	eats the parasites	benefit
form of symbiosis	will draw blood	merge into parasitism

A Listen to a different version of the previous lecture, and say the answers out loud. 3-20

1) Professor mentions gliomas
   A) Are tumors
   B) Affect central nervous system
   C) Arise from glial cells
      - Are not neurons
      - Provide support and nutrition to neurons
2) Can classify gliomas
   A) Low grade is less aggressive
   B) High grade is more aggressive
3) Discuss malignant tumors
4) Student mentions uncle's glioma
   A) Had astrocytoma
   B) Died after eighteen months
5) Can treat glioma with radiation therapy and chemotherapy

1. What is a glial cell and what function does it provide?

_____

2. What does the term low-grade mean when used as part of a diagnosis for gliomas?

_____

3. Name two possible choices for treatment of gliomas.

_____

B Listen to a different version of the previous lecture, and say the answers out loud. 03-21

1) Professor defines symbiosis
   A) Two dissimilar organisms interact intimately or merge into one
   B) Larger one is host
   C) Smaller is symbiont
2) Discusses mutualism
   A) Relationship where both partners profit
      - Egyptian Plover bird and crocodile
      - Goby fish and shrimp
3) Sometimes mutualism is not always beneficial to one party
   - Oxpecker and some large animals

1. If you come down with a cold, is your relationship with the virus considered mutualism or parasitism, and why?

   _____

2. In the case of the Egyptian Plover and the crocodile, how is the Plover bird benefiting from the relationship?

   _____

3. When is the relationship between the Oxpecker bird and a buffalo not an example of mutualism but one of parasitism?

   _____

Listen to part of a conversation between a student and a professor. 4-01

1. What is the professor's opinion of Erika?
   - (A) He thinks she needs to study a lot harder.
   - (B) She is one of his worst students.
   - (C) He thinks she should study in London.
   - (D) She is one of his best students.

2. What advice in particular does the professor offer the student in her search for a graduate school?
   - (A) He wants Erika to apply only to schools near her home.
   - (B) He wants Erika to consider applying to schools in different places.
   - (C) He wants Erika to study in London.
   - (D) He tells Erika to forget the idea of graduate school.

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

   What is the professor's attitude towards London?
   - (A) He thinks it is an exciting city.
   - (B) He thinks it is a dirty and dangerous city.
   - (C) He found it to be boring.
   - (D) He thinks it is much too expensive.

4. Which of the following jobs is the student considering?

   Choose 2 answers.
   - (A) Psychologist
   - (B) Counselor
   - (C) Elementary school teacher
   - (D) College professor

5. Why does the student visit the professor?
   - (A) To receive a letter of recommendation from him
   - (B) To inquire about her academic future
   - (C) To seek information on what jobs are available
   - (D) To get his opinion on life in a large city like London

Listen to part of a lecture in a life science class. 4-02

Life Science

1. What is the professor's attitude towards the extinction of plants?
   - (A) It is natural.
   - (B) It is not so bad if an invasive plant becomes extinct.
   - (C) It should be prevented as much as possible.
   - (D) It is caused by irresponsible gardeners.

2. According to the professor, how can purple loosestrife affect other plant species?
   - (A) It can produce beautiful blossoms.
   - (B) It can appear from nowhere.
   - (C) It can spread too quickly and widely and choke off other plants.
   - (D) It can cause diseases in certain animals.

3. According to the professor, in what way should humans deal with introduced and endemic plant species?
   - (A) Whether endemic or exotic, the preservation of all species should be a priority.
   - (B) Endemic plants are better than exotic plants.
   - (C) Exotic plants are better than endemic plants.
   - (D) All plants should be eradicated.

4. Why does the professor explain the Norway maple?
   - (A) To complain about how it has spread through North America
   - (B) To explain why Scandinavians brought it with them
   - (C) To give an example of a harmless naturalized plant
   - (D) To state that it has harmed several native species

5. How is the discussion organized?
   - (A) By providing examples of the effects of naturalized plants
   - (B) By giving definitions of both naturalized and endemic plants
   - (C) By describing various naturalized plants in North America
   - (D) By discussing the reasons why people introduce nonnative species

6. What does the professor imply about national parks?
   - (A) They can be quickly overcome by nonnative plants.
   - (B) They need nonnative plants to feed their animal populations.
   - (C) They can be testing grounds for the introduction of nonnative plants.
   - (D) They have helped keep various plants from becoming extinct.

Vocabulary Review

A Choose and write the correct word that matches each definition.

cadence	lament	extraneous	model	diagnosis
aggressive	terrestrial	apply	responsible	urgent
minor	clause	harmless	merge	momentum

1. _____ a provision in a contract
2. _____ to join
3. _____ speed of movement
4. _____ pertaining to land or ground
5. _____ determining the nature of a disease
6. _____ having or showing the potential to cause harm
7. _____ the rhythmic flow of words
8. _____ not necessary
9. _____ requiring immediate action
10. _____ to express grief
11. _____ to put to use
12. _____ not serious
13. _____ accountable for something
14. _____ without the power to cause injury
15. _____ an example used for a comparison

B Listen to the definitions and fill in the blanks. Then choose the correct word. 4-03

dust devil	exotic species	mutualism	trade union	glial cell

1. This is a form of _____ in which _____ both benefit from a close relationship.
2. This is the term used for a plant that is being introduced into _____.
3. This is found in the _____ and provides _____ and support to neurons.
4. This is created when very hot air _____ from the ground and forms a _____column.
5. This was something created during _____ to protect men, women, and children working _____.

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**
  Art / Economy / Archeology / Zoology
- Unit 7 **Connecting Content**
  Psychology / Zoology / Culture / History
- Unit 8 **Making Inferences**
  Meteorology / Writing / Art / Geology

Unit 6

Understanding Organization

Unit 6

Understanding Organization

Overview

■ Introduction

In order to answer these questions correctly, you must either recognize how the entire listening passage is organized or recognize how different portions of the passage are related to one another. These questions ask you to recognize the importance of information like topic changes, exemplifying, digressing, and inducing introductory and concluding remarks. These questions test whether you understand how a part of the passage is related to the passage as a whole. These questions often occur in lectures rather than conversations, and they sometimes ask for 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?

■ Useful Tips

- The questions often include the following patterns:
  - giving examples
  - contrasting
  - comparing
  - classifying/categorizing
  - describing causes and effects
  - explaining in chronological order
- Listen very carefully to recognize when there is a transition in the sequence.
- Take note of the transitional words and the relationships between the contents.

Sample iBT Question

4-04

Why does the professor mention the harsh Arctic environment?

Ⓐ To explain why polar bears have no natural enemies anywhere
Ⓑ To show how strong the polar bear is to be able to survive there
Ⓒ To prove that the Arctic is one of the coldest places on Earth
Ⓓ To describe the kinds of animals that can survive in the Arctic

Script

Now, you're probably aware that the Arctic is an extremely harsh environment and one of the coldest places on Earth. But let me remind you of what it's really like in the Arctic, especially in late December or early January. The temperature frequently drops below minus 40 degrees centigrade and sometimes gets even colder! Combine that with strong winds, little or no sunlight, and very little vegetation, and what you get is an environment in which very few species are capable of surviving. The polar bear, however, thrives in this kind of environment. The polar bear spends his time roaming throughout the Arctic, walking on land and ice, swimming in freezing sea water and floating on sheets of ice while looking for seals, fish, and other food. Their favorite food is seals, which they find along the edges of the ice, in holes in the ice, and under cracks in the ice. They have no natural enemies in this environment, which is perfectly suited for them.

Correct Answer The correct answer to the above question is (B). The professor describes the harshness of the environment to show the strength of the polar bear in being able to survive there.

A Listen to part of a conversation between a student and a professor. 4-05

1. What can be inferred about the student?
   - (A) He is going to graduate soon.
   - (B) He has excellent grades.
   - (C) He is not close to many professors.
   - (D) He has already completed his research project.

2. What does the professor ask the student to send him? Choose 2 answers.
   - (A) A letter of recommendation
   - (B) A resume
   - (C) An abstract of his research project
   - (D) A list of physics courses taken

3. Listen again to part of the conversation. Then answer the question.
   What does the professor imply when he says this?
   - (A) He does not have time to write a letter for the student.
   - (B) Professor Smith is a better writer than he is.
   - (C) He does not know the student as well as Professor Smith.
   - (D) He only likes to write letters for his advisees.

• **apply for** (v) to write a letter or fill in a form in order to get something • **recommendation** (n) suggestions or advice
• **conference** (n) an organized meeting on a particular subject

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student wants to speak with professor
2) Asks professor to write _____ for graduate school
   A) Professor says he is not _____
   B) Thinks Professor Smith would be better
3) Student can't contact Professor Smith
4) Professor agrees to write _____
   A) Doesn't know student well
   B) Asks for _____
      - _____
      - List of physics classes taken
5) Student promises to send _____
6) Student wants to attend current school for _____

5. Complete the following summary with the words given below.

A student goes to a professor and asks to speak with him for a few minutes. The professor (1)_____ as to what's on the student's mind. The student wants the professor to write some letters of (2)_____ for him. The professor believes the student's advisor, Professor Smith, would be a better choice, but the student is unable to contact Professor Smith, who is (3)_____ at a conference. The professor agrees to write the letters but says that he needs the student's personal information, including a (4)_____ and list of classes taken. The student says that he will send the information by (5)_____ when he goes home. He then (6)_____ that he would love to attend his current school for graduate work and hopes that he is accepted.

mentions	inquires	resume
recommendation	e-mail	out of the country

B Listen to part of a conversation between a student and a librarian. 4-06

1. Why does the librarian mention that all books are treated equally in the library?
   - (A) The student thinks that most books are not important.
   - (B) The student does not want to pay the late fee.
   - (C) The student argued that her overdue book was not important.
   - (D) The student wants to be excused for returning a book late.

2. According to the librarian, what must the student do before she can check out the article she needs?
   - (A) Get a disability card
   - (B) Pay a $10 late fee
   - (C) Return every book she has checked out
   - (D) Read a book on weightlifting instead of psychology

3. What is the librarian's opinion of the student's disability?
   - (A) She does not believe it is real.
   - (B) She thinks it is very sad.
   - (C) She thinks it is a lie to gain sympathy.
   - (D) She thinks it is not the reason the book was overdue.

• **disabled** [a] having a physical disability; handicapped • **impairment** [n] a disability; something that causes disadvantages • **"let it slide."** [phr] Ignore it.; Don't worry about it. • **psych** [n] psychology • **reserve** [v] to book something ahead of time • **ridiculous** [a] stupid; very unfair

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student wants to borrow _____ for class
2) Has _____ so can't borrow material
3) Must pay ____dollars
4) Says does not have the money
   A) Claims she is _____
   B) Shouldn't have to pay fine
5) Student finally _____
6) Borrows _____

5. Complete the following summary with the words given below.

A student asked a librarian to borrow an article which was on reserve. However, the librarian noticed that the student had (1)_____ and told the student that she had to pay the fine, which was ten dollars, before (2)_____ out the article. The librarian said the student had returned a library book one week late. (3)_____ _____ to waive the fine and (4)_____ as to why she should waive it. Among the reasons were the facts that the student had a (5)_____ and the book was not very important. The librarian (6)_____ that the student had to pay the fine. The student then reluctantly paid the ten-dollar fine.

hearing disability	she would be allowed to sign
gave her several reasons	an outstanding fine
the student asked the librarian	insisted

C Listen to part of a conversation between a student and a professor. 4-07

1. Why does the professor mention that he stayed up past his bedtime?
   - (A) He says it is the reason he made a grading mistake.
   - (B) It is too late for him to speak to students.
   - (C) He makes fewer mistakes late at night.
   - (D) The student tried to call him at night.

2. According to the professor, what is the position of the student's grade in the class?
   - (A) It is the lowest grade in the class.
   - (B) It is an average grade.
   - (C) It is a decent grade but not the best.
   - (D) It is the highest grade in the class.

3. Listen again to part of the conversation. Then answer the question.
   What is the professor's attitude in this part of the conversation?
   - (A) He is very angry with the student.
   - (B) He is joking around.
   - (C) He does not trust the student.
   - (D) He is very formal towards the students.

• **error** [n] a mistake • **grade** [n] a score • **hesitate** [v] to pause • **inconvenience** [n] an annoyance; a bother
• **nonsense** [n] silliness • **quantum** [n] an amount of energy in nuclear physics

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student asks to speak with professor
   A) Says made mistake on _____
   B) Professor doesn't believe him
2) Student shows the scores
3) Professor can't find student on _____
4) Was looking at _____
5) Professor agrees grade was _____
6) _____ for error

5. Complete the following summary with the words given below.

A student went to his professor's office to tell him that (1)_____ that the professor (2)_____ when he calculated the student's quantum physics grade. The student said that (3)_____ the professor's spreadsheet, his grade was only a 72, but his midterm score was an 85, and his quiz score was a 90. Therefore, he felt his grade should have been higher than a 72. The (4)_____ told him that he sometimes makes mistakes (5)_____. He asked for the student's ID number but couldn't find the student on the class list. Eventually, the professor realized that he was looking at the wrong list. Then (6)_____ and confirmed that student's statements were correct. He informed the student that (7)_____ should have been 86. He apologized for the mistake and told the student that he did the grades late at night.

professor	he found the right list	had made a mistake
he suspected	the correct grade	calculating grades
according to		

D Listen to part of a conversation between a student and a librarian. 4-08

1. Why does the librarian mention the returned books section?
   - (A) She is certain that the book the man wants is there.
   - (B) She wants the man to put all of his overdue books there.
   - (C) She believes the book the man is looking for may be there.
   - (D) She is going to go look for a book there for the man.

2. Why does the student go to speak with the librarian?
   - (A) To renew some of his books
   - (B) To pay a fine on overdue books
   - (C) To ask about a book's availability
   - (D) To request a book's call number

3. What is the librarian's attitude toward the student?
   - (A) She is not particularly interested.
   - (B) She likes joking about everything.
   - (C) She is eager to be of assistance.
   - (D) She is pleased he has renewed his books.

• due (a) expected, scheduled • relief (n) comfort, ease • crucial (a) vital, important • fascinating (a) captivating, gripping

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

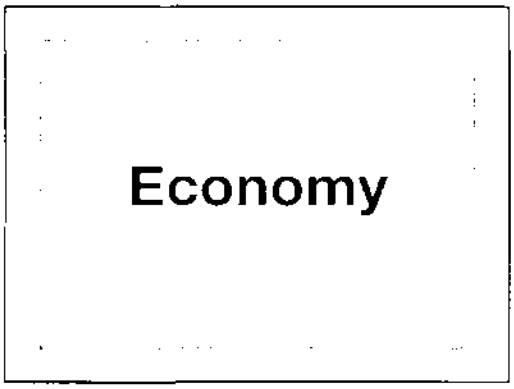
1) Student visits _____
   A) Asks to _____ books
   B) Hopes he does not have to _____
2) Librarian renews his books
3) Student asks about another book
   A) Needs it for _____
   B) Is expensive so does not want to _____
4) Librarian finds that book is available
   A) Gives man _____
   B) Tells him what to do if _____

5. Complete the following summary with the words given below.

A student goes to the library (1)_____ some of his books. He asks the librarian if he needs to bring the books with him, but she tells him that is not necessary. He gives her (2)_____, and she calls his name up on the computer. She then renews the student's books for him. The student then proceeds to ask a question about a book that he needs to complete (3)_____. He says that the book is currently (4)_____, and, because it is so expensive, he does not want to purchase it. The librarian checks (5)_____ and notices that the book was returned that day. She gives the man the book's call number and then tells him that if the book is not (6)_____, he should tell her, and then she will go find the book in the returned books section.

to renew	his ID card	his research project
checked out	its availability	on the shelves

A Listen to part of a lecture in an economy class. 4-09



1. How does the professor organize the lecture?
   - (A) By comparing domestic trade with foreign trade
   - (B) By comparing two types of trade
   - (C) By comparing the characteristics of two types of trading policies
   - (D) By discussing one type of trade

2. Which is least likely to be true about free trade?
   - (A) It will apply to both goods and services.
   - (B) It will apply to goods but not services.
   - (C) It will keep prices down but also reduce domestic wages.
   - (D) It will keep prices down but result in the loss of domestic jobs.

3. What is the likely outcome of adopting protectionist policies?
   - (A) Consumers will pay lower prices for foreign goods.
   - (B) The country will probably lose jobs to foreign competition.
   - (C) The prices of most goods will rise.
   - (D) Trade will increase between countries.

• **dump** (v) to throw away • **import** (n) something brought in from another country • **manufacture** (v) to make • **nation** (n) a country • **outsource** (v) to delegate work outside a company • **prevent** (v) to stop something before it happens • **quota** (n) a numerical limit • **regulations** (n) rules • **subsidy** (n) economic funding or assistance

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

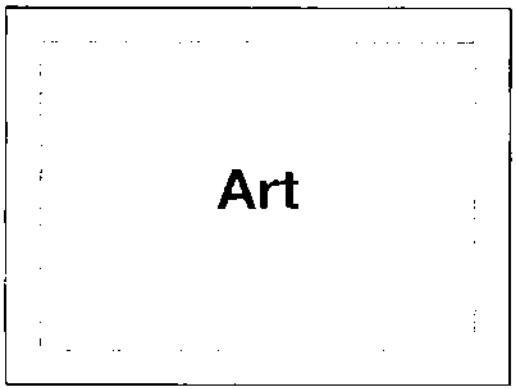
1) Professor discusses _____
   A) Is free flow of _____
   B) Lets people buy and sell anything
   C) Will create _____ for both partners
2) Free trade has different meanings to people
3) Describes protectionism
   A) Prevents people from _____
   B) Can include _____
4) Describes advantages of free trade
   A) Cheap _____
   B) Outsource jobs
   C) Improve _____ of developing nations

5. Complete the following summary with the words given below.

Free trade is the free flow of goods and services between nations. Some of the characteristics of free trade are the (1)_____, quotas, subsidies, and various other regulations that limit the free (2)_____. Free trade agreements usually involve some (3)_____. Protectionism is government restraint on trade between two nations. It is one nation's efforts to prevent its own people from trading. Such protective measures include tariffs, restrictive quotas, government regulations, anti-dumping laws, and subsidies. (4)_____ of free trade is that it keeps prices down, but, (5)_____, a big disadvantage is that it might cause many (6)_____ to suffer economically, domestic jobs to disappear, and domestic wages to decrease. Foreign businesses, especially in poorer countries, can provide the same (7)_____ at a cheaper price because of lower labor costs.

protective policies	absence of tariffs	domestic businesses
one major advantage	at the same time	goods and services
flow of business		

B Listen to part of a lecture in an art class. 4-10



1. How does the professor organize the lecture?
   - (A) He discusses the technology of the camera in detail.
   - (B) It is organized from the least important events to the most important events.
   - (C) It is organized from the most important events to the least important events.
   - (D) It is organized in chronological order.

2. Who was the first to make multiple copies of the same image?
   - (A) Joseph Nicéphore Niépce
   - (B) Louis Daguerre
   - (C) William Henry Talbot
   - (D) Frederick Scott Archer

3. Which of the following statements can be inferred from the lecture?
   - (A) The ancient Greeks could have invented cameras but they had no use for them.
   - (B) Today, the oldest existing photographs were probably taken after 1900.
   - (C) Today, it is impossible for us to look at the first photographic image of 1814.
   - (D) Today it is no longer possible to darken silver nitrate.

• accomplish (v) to achieve • capture (v) to catch • composed of (v) made of • expose (v) to uncover, reveal, or show • jeopardize (v) to put in danger • immerse (v) to be put completely into • instant (a) immediate • practical (a) useful • resemble (v) to look the same as; to look like • snowball (v) to spread; to become greater

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor gives _____
   A) _____ and _____ philosophers describe its principles
   B) Isaac Newton discovers light is made of _____
   C) Johann Heinrich Schulze learns light can _____ silver nitrate
   D) Joseph Nicéphore Niépce creates first photographic image
2) Louis Daguerre experiments with photography
   A) Captured an image that _____
   B) Developed photographic plates
3) William Henry Talbot developed _____ process
4) Frederick Scott Archer invented Collodion process
5) Cameras first mass-marketed in _____
6) More inventions later

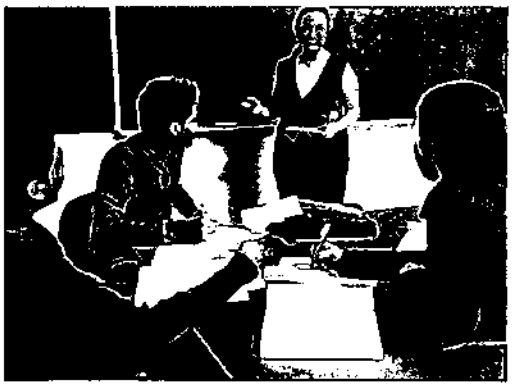
5. Complete the following summary with the words given below.

The history of photography is a long one. In the fourth and fifth centuries B.C., Greek and Chinese philosophers were already (1)_____ the basic principles of cameras. In 1727, Johann Heinrich Schulze discovered that (2)_____ would darken silver nitrate. Finally, in 1814, a Frenchman, Joseph Nicéphore Niépce, created a photographic image, but it wasn't very practical because it needed to be exposed to light for (3)_____ and the image quickly faded. In 1833, his business partner, Louis Daguerre, became the first to capture a permanent image. He accomplished this by immersing the image (4)_____. Also, he developed (5)_____, which significantly reduced the required exposure time to thirty minutes. In 1841, William Henry Talbot (6)_____ a process that (7)_____ to have multiple copies of the same image. Finally, in 1851, Frederick Scott Archer invented the Collodion process, in which images (8)_____ of light exposure.

at least eight hours	in salt	photographic plates
only required a few seconds	familiar with	exposure to light
invented	made it possible	

C Listen to part of a lecture in an archeology class. 4-11

Archeology



1. How does the professor organize the lecture?
   - (A) By comparing North American excavations with Eastern excavations
   - (B) By comparing two types of excavations
   - (C) By discussing the history of excavations
   - (D) By discussing the different types of rescues

2. According to the professor, what is one way that land development can affect archeological sites?
   - (A) It always helps to uncover valuable artifacts.
   - (B) It can destroy valuable archeological sites.
   - (C) It is an inexpensive way to practice archeology.
   - (D) It does not affect archeological sites.

3. How is the discussion organized?
   - (A) By geographic region
   - (B) As random, general information
   - (C) From theory to practice
   - (D) by class, or types of archeology

• artifact (n) a relic • erosion (n) a process by which something is broken down • inevitable (a) bound to happen • imminent (a) looming • reconstruct (v) to put together again • remains (n) remnants • peril (n) danger • source (n) an origin • urgent (a) needing to be done soon

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

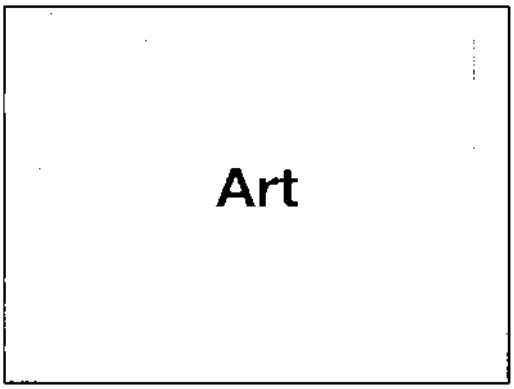
1) Professor describes _____
   A) Study of _____ and _____
   B) Examine _____
   C) Must dig for them
2) Describes rescue archeology
   A) Survey _____
   B) Must excavate quickly
   C) Is common in _____
3) Thousands of digs throughout world
   A) Many in _____
   B) Mentions Pompeii

5. Complete the following summary with the words given below.

Ancient cultures left little or no written history, but archeologists can learn a lot about these cultures by examining (1)_____ such as buildings, tools, graves, and artifacts. These remains are our chief (2)_____ of prehistoric and ancient cultures. Archeologists get their information by (3)_____. One kind of archeology is rescue archeology, which is the (4)_____ threatened by land development. Usually, development is imminent, so archeologists must urgently excavate before the bulldozers move in. Many sites also suffer (5)_____, which adds to the peril of the situation. In such a case, excavation becomes an exercise in damage control. Sometimes excavation can be done at a relaxed pace (6)_____. This is called research excavation. During this type of excavation, archeologists have more resources and can excavate more fully. Right now, there are thousands of digs taking place (7)_____. The countries where ancient civilizations were located tend to have the most archeological sites.

with no deadlines	ancient remains	digging or excavating
examination of sites	a lot of erosion	all over the world
source of knowledge		

D Listen to part of a lecture in an art class. 4-12



1. How does the professor begin his lecture?
   - (A) By asking students which is the most glamorous form of art
   - (B) By asking students to compare ceramics with architecture
   - (C) By asking students if there are any art forms they have not yet discussed
   - (D) By asking students to comment on a specific plate

2. According to the professor, where is most kitchenware produced?
   - (A) In ceramics studios
   - (B) In ancient civilizations
   - (C) In factories
   - (D) By students in university art classes

3. What can be inferred from the lecture?
   - (A) Pottery began about 1,200 years ago.
   - (B) Pottery began thousands of years ago.
   - (C) Twentieth-century pottery is completely different than ancient pottery.
   - (D) During the prehistoric age, man was incapable of developing pots.

• **decorative** [a] used for decoration or adornment • **devote** [v] to dedicate time or attention • **durability** [n] strength • **glaze** [v] to paint or coat something and give it a shiny appearance • **modify** [v] to change • **non-porous** [a] having no holes or gaps • **practical** [a] useful • **refined** [a] polished • **utilitarian** [a] useful

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor describes _____
   A) Are objects made from ____
   B) Often called _____
   C) Are used as _____
   D) Oldest form of art
2) Describes manufacturing process
   A) Create pot with _____ and _____
   B) Heat clay in kiln
   C) Hardens
   D) Glazed before _____

5. Complete the following summary with the words given below.

Generally, ceramic arts, which are sometimes referred to as pottery, are pieces made from a (1)_____ of inorganic non-metallic materials and heat. The most common ingredient is clay, but it's usually mixed with (2)_____. Typically, pottery is something people have used their entire lives: kitchenware. It usually has utilitarian purposes, but sometimes it's designed purely for decorative reasons. It's very durable, and (3)_____. Many pieces date back to the age of prehistoric man. Much of the kitchenware seen in the stores (4)_____. However, many pots are made in old-fashioned, modest studios. And they're made by hand. The potter starts with a hunk of clay, (5)_____, and then heats it up in a kiln. (6)_____. Pots and other ceramic arts are usually heated at an extremely high temperature, but they're always glazed before the final firing, which gives them a refined look and makes it non-porous. Artists may add a final touch to it as well.

various minerals	combination
this hardens the clay	it's the oldest form of art
shapes it with his hands	is mass produced in factories

A **Listen to a different version of the previous lecture, and say the answers out loud.** 4-13

1) Professor discusses free trade
   A) Is free flow of goods and services
   B) Lets people buy and sell anything
   C) Will create wealth for both partners
2) Free trade has different meanings to people
3) Describes protectionism
   A) Prevents people from trading
   B) Can include tariffs
4) Describes advantages of free trade
   A) Cheap manufacturing
   B) Outsource jobs
   C) Improve economies of developing nations

1. How would you describe free trade?

_____

2. Which type of trade is more likely to result in higher domestic prices?

_____

3. What are the advantages of protectionism?

_____

[B] Listen to a different version of the previous lecture, and say the answers out loud. 4-14

1) Professor describes ceramics
   A) Is objects made from clay
   B) Often called pottery
   C) Is used as kitchenware
   D) Oldest form of art

2) Describes manufacturing process
   A) Create pot with potter's wheel and hands
   B) Heat clay in kiln
   C) Hardens
   D) Glazed before firing again

1. What do people often use pottery for?

_____

2. What are the steps to making a pot?

_____

3. What does glazing do?

_____

Listen to part of a conversation between a student and a clerk. 4-15

1. According to the student, why didn't he buy this book earlier in the semester?
   - (A) He did not have enough money.
   - (B) He could not find the book.
   - (C) He did not know he needed this book.
   - (D) He did not have time to read it before.

2. According to the clerk, how can limited shelf space affect their stock of books?
   - (A) It does not affect it at all.
   - (B) They send unsold books back to the publisher.
   - (C) They sell old books very cheaply.
   - (D) They cannot carry many popular books.

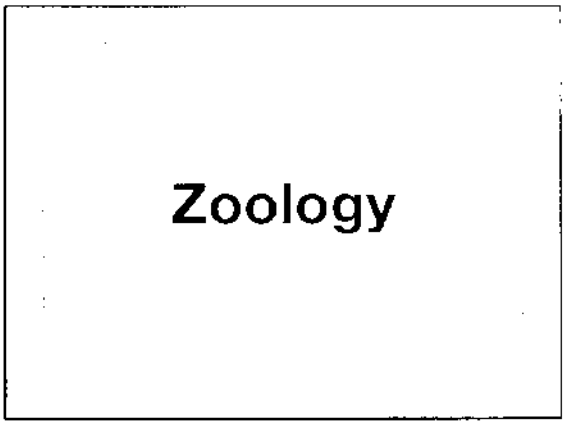
3. Listen again to part of the conversation. Then answer the question.

   What can be inferred from the woman's statements?
   - (A) You can buy anything online.
   - (B) Some online stores have the best textbooks.
   - (C) Some online stores sell more than just textbooks.
   - (D) The best places to buy everything, including textbooks, are online stores.

4. Why does the clerk mention her sister?
   - (A) To say that she can help the student find the book
   - (B) To point out the way that she acquires her books
   - (C) To note her association with Spider Books
   - (D) To state that she can get him some materials online

5. What will the student probably do next?
   - (A) Purchase the book online
   - (B) Order the book from the publisher
   - (C) Look for the book in Bargain Books
   - (D) Make a visit to Spider Books

Listen to part of a lecture in a zoology class. 4-16



1. How did the professor organize the lecture?
   - (A) He began with general information about hibernation and moved toward specific information about bears.
   - (B) He focused on general information about hibernation.
   - (C) He focused on specific information about bears.
   - (D) He began with specific information about bears and moved to general information about hibernation.

2. According to the professor, how do some hibernators practice predictive dormancy?
   - (A) They hibernate as the days grow longer.
   - (B) They hibernate all year round.
   - (C) They hibernate as the days decrease in length.
   - (D) They only hibernate when they do not have enough food.

3. Listen again to part of the lecture. Then answer the question.

   What can be inferred about the professor's comment?
   - (A) It is highly unlikely that people can see gray squirrels in the winter.
   - (B) People can expect to see gray squirrels in the winter.
   - (C) People can expect to see chipmunks during the winter.
   - (D) Chipmunks are non-hibernators.

4. In the course of the lecture, the professor mentions both torpor and deep hibernators. Which of the following animals are torpor hibernators, and which are deep hibernators?

	Torpor Hibernators	Deep Hibernators
(A) Raccoons		
(B) Toads		
(C) Skunks		
(D) Woodchucks		

5. What is the main topic of the lecture?
   - (A) Why bears are not true hibernators
   - (B) The characteristics of various hibernators
   - (C) The details of predictive dormancy
   - (D) The various kinds of deep hibernators

6. What is true hibernation?
   - (A) A state of complete inactivity for a long period of time
   - (B) A condition of sensing winter approaching and acting accordingly
   - (C) A state of unconsciousness that lasts for a short period of time
   - (D) A condition where the animal can rouse itself from dormancy

Vocabulary Review

A Choose and write the correct word that matches each definition.

subsidize	erosion	reconstruct	incinerator	disabled
jeopardize	dwindle	resemble	durable	furor
upset	make	quantum	snowball	accomplish

1. _____ anger
2. _____ to provide economic assistance
3. _____ to put in danger
4. _____ to look the same as
5. _____ to put back together
6. _____ something that burns things
7. _____ to decrease or get smaller
8. _____ unable to do things because of a physical problem
9. _____ slowly break down because of nature
10. _____ long-lasting
11. _____ unhappy
12. _____ to manufacture
13. _____ to achieve
14. _____ to spread
15. _____ an amount of energy

B Listen to the definitions, and fill in the blanks. Then choose the correct word. 4-17

Archeology	Excavation	Pottery	Recycling	Photography	Free trade

1. This is the _____ of a big hole to expose _____ and other findings so that we can _____ ancient cultures.
2. This activity _____ and _____ and reduces _____ gas emissions.
3. This is a government policy that allows people to trade whatever they want with whomever they want, without any government interference.
4. This art is _____ and other materials. Usually, _____ a very hot kiln.
5. This technology slowly developed _____ but finally started to _____ in the 19th century.
6. _____ is the study of _____ by _____ ancient remains.

Unit 7

Connecting Content

Unit 7

Connecting Content

Overview

■ Introduction

In order to answer these questions correctly, you must identify the relationships between various ideas in the listening passage. Sometimes these ideas are stated openly; other times they must be inferred. These questions sometimes ask you to classify items into categories, identify a sequence of events or the steps involved in a process, or specify the relationship between various ideas in a manner that was not presented in the passage. Other questions may ask you to make inferences about information in the passage and then make a prediction, come to a conclusion, or extrapolate some other 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 that you take your notes.
- Take note of the category words, their characteristics, and examples.

Sample iBT Question

4-18

What can be inferred about the student's roommate?

(A) His grades are not very good.
(B) He does not enjoy his classes.
(C) He is a very selfish individual.
(D) He has more friends than the student.

Script

M2: Hi, Mr. Jones. I was wondering if I could speak to you for a moment.

M1: Certainly, Bobby. What seems to be the trouble?

M2: Well, I really like my classes and everything, but I am having some trouble with my roommate. The problem is that we have completely different schedules. I like to go to bed early and then get up in the morning to do my studying. My roommate likes to stay up late and then sleep through the morning. This wouldn't be too much of a problem if he were quiet when I am trying to sleep, but at night he likes to play loud music and talk on the telephone. I try to be as patient as possible with him, but when the shoe is on the other foot, he is not as understanding. For example, one night I invited a few of my friends over so we could work on a project. My roommate got upset when they wouldn't leave by eleven in the evening, but then the very next night, he invited his friends over, and they stayed up talking until two a.m.! I just want to live with someone who keeps the same schedule as me.

Correct Answer The right answer to the above question is (C). The student's roommate only thinks about his own situation, so this makes him very selfish.

A Listen to part of a conversation between a student and a professor. 4-19

1. What does the professor imply about ascending too quickly?
   - (A) It is only dangerous to babies and handicapped people.
   - (B) It can affect people who are in good physical condition.
   - (C) It is most dangerous to children who are not with their mothers.
   - (D) It affects animals more than humans in most cases.

2. According to the professor, how can acclimatization affect the body?
   - (A) It can cause a heart attack.
   - (B) It can deprive the body of fluids.
   - (C) It can make a person go crazy.
   - (D) It can cause altitude sickness.

3. Listen again to part of the conversation. Then answer the question.
   What does the professor imply when he says this?
   - (A) He does not mind patiently explaining the subject.
   - (B) He is irritated by dimwitted students.
   - (C) He thinks the student is causing him a lot of trouble.
   - (D) He is afraid of boring the student with a long explanation.

• ascend (v) to climb or go upward • strenuous (a) vigorous • hydrate (v) to take in water • replenish (v) to make full or complete again • nausea (n) sickness of the stomach; queasiness • reduce (v) to make less or smaller • accompany (v) to go along with someone

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student wants to speak to professor
   A) Had problem understanding lecture
   B) Professor offers _____
2) Discusses _____
   A) Occurs in people _____
   B) Caused by lack of _____
   C) Can cause feelings of _____ or _____
3) Some are acclimatized to it
4) _____ helps prevent it

5. Complete the following summary with the words given below.

A student asked his professor to help him (1)_____ from an earlier lecture. The lecture was about high altitude sickness. The professor started by defining high altitude sickness as an illness that occurs when people (2)_____ too quickly. People tend to feel ill because they are not breathing as many (3)_____ as they normally do. If a person were on a plane that was flying at 12,000 feet, he would be taking in (4)_____ oxygen molecules with each breath. This depletion in oxygen intake can cause the person to feel dizzy or nauseous. The professor then told the student about some of the (5)_____ in high altitudes. The person could start to ascend from no more than 10,000 feet and ascend slowly. The professor also pointed out the benefits of drinking plenty of fluids and (6)_____ for the first twenty-four hours after flying.

ways to acclimatize	understand a concept
40% fewer	oxygen molecules
ascend into the atmosphere	of refraining from strenuous activity

B Listen to part of a conversation between a student and a housing office clerk. 4-20

1. According to the student, why does she have to remain for one more semester?
   - (A) She has to do student teaching.
   - (B) She does not have enough credit.
   - (C) She does not have any other place to go.
   - (D) She loves the dorm so much.

2. What reason does the housing office clerk give the student as to why the foreign student should be given the dormitory room?
   - (A) The female student has been on campus longer.
   - (B) The foreign student does not know the area.
   - (C) The foreign student receives better grades.
   - (D) The female student's best friends live in the dorm.

3. What can be inferred about incoming foreign students?
   - (A) They should be made to feel as welcome as possible.
   - (B) They should have to fend for themselves on campus.
   - (C) They cause the most damage to dorm rooms.
   - (D) They are the most important students on campus.

• allocate (v) to set apart for a particular purpose • upgrade (n) an improvement • spiteful (a) full of malice or ill intent • desperate (a) having an urgent need • initially (ad) at the beginning • forfeit (v) to lose something; to give up • extend (v) to make longer • mistake (n) an error

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student visits _____
   A) Wants to _____
   B) Gives personal information
2) Clerk says can't stay there because of _____
3) Student becomes upset
4) Clerk refuses to kick _____ out
5) Student _____ situation

5. Complete the following summary with the words given below.

A student stops by the housing office to let the clerk know that she needs to remain in her dorm room for an (1)_____ because she forgot she had to (2)_____. The clerk checks the computer and finds that her room has already been allocated to a (3)_____ _____ for next semester, so the student must (4)_____ arrangements. (5)_____ since she feels she should be able to remain in her room since she is a senior. The clerk kindly informs her that the reason the university puts foreign students in dorm rooms is to try to (6)_____ in a new country and on a new campus. The clerk suggests that she find an off-campus house with one of her friends. The student understands the clerk's point of view and mentions a friend she knows that (7)_____.

this angers the student	extra semester
help them get comfortable	needs a roommate
complete her student teaching	foreign student
find new housing	

C Listen to part of a conversation between a student and a music hall official. 4-21

1. What compromise does the officer offer the student?
   - (A) The officer tells the student to drop out of the big concert.
   - (B) The officer cancels the construction.
   - (C) The officer allows the student to practice in the theater building.
   - (D) The entire concert is canceled.

2. Why would the construction workers coming in after hours be an inconvenience for the students living next door?
   - (A) All of the students next door want to take construction classes.
   - (B) The noise of the construction would keep the students up all night.
   - (C) The construction workers are taking the students' parking spaces.
   - (D) The students next door are all theater majors.

3. At first, what is the attitude of the officer towards the student?
   - (A) He will do anything to help the student prepare for the concert.
   - (B) He does not care one bit about the student's problem.
   - (C) He cannot understand why the student is so upset.
   - (D) He pities the student, but he is being practical.

• inconvenience (n) something that causes discomfort or trouble • guarantee (n) a promise or assurance • prior (a) earlier in time or order; beforehand • utilize (v) to make use of • mobile (a) able to move • pushy (a) self-assertive • polish (v) to make exact or better • convenient (a) suitable or agreeable • crew (n) a group of people working together for one purpose

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student complains about _____
   A) Construction causes noise
   B) Can't concentrate on _____
2) Worker says can't stop construction
3) Student needs to _____
4) Worker offers to let student use _____ for one week
5) Student agrees

5. Complete the following summary with the words given below.

A student storms into Lincoln Music Hall and (1)_____ on duty that she (2)_____ herself practicing the piano because there are construction workers in the building (3)_____. The officer apologizes but tells her that the upgrades on Lincoln Hall (4)_____ before the big concert and that the construction workers are only booked for (5)_____. The student says that she requires a full (6)_____ of practice on her Bach piece and simply cannot have that much noise. The official offers her a (7)_____. He will give her (8)_____ to use the piano in the theater building for one week while the construction workers finish their job. The student agrees to this compromise and thanks the official.

six weeks	cannot hear	complains to the official
one week	making too much noise	are necessary
written permission	compromise	

D Listen to part of a conversation between a student and a student office clerk. 4-22

1. What is the likely outcome of failing to attend a school field trip without calling to cancel?
   - (A) The student will be required to attend the field trip next semester
   - (B) The student can never successfully apply for the field trip again
   - (C) The student's field trip application will be denied
   - (D) The student will be exempt from the field trip

2. Why was it important that the student call to let the science office know that he could not make the trip?
   - (A) The field trip is so popular that the office allows everyone to have a fair chance to attend.
   - (B) The science office loves to hear about sick students.
   - (C) The science office gets reimbursed by the university if sick students do not attend.
   - (D) The workers at Inglewood Forest only allow fifty students on a field trip at one time.

3. What implication is the science office clerk making when she tells the student to get to the bus stop early?
   - (A) She wants the student to be first in line because she does not like female students.
   - (B) She thinks the student will have a good chance of filling a vacancy provided he gets there on time.
   - (C) The office clerk believes the field trip will be cancelled.
   - (D) The office clerk has never gone to Inglewood Forest.

• **forfeit** [v] to lose something as a result of a fault • **crucial** [a] extremely important • **consolation** [n] the act of offering comfort • **vacancy** [n] an unoccupied place • **preferential** [a] given special consideration • **delete** [v] to erase • **attend** [v] to be present; to go to • **basis** [n] the base upon which something rests

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

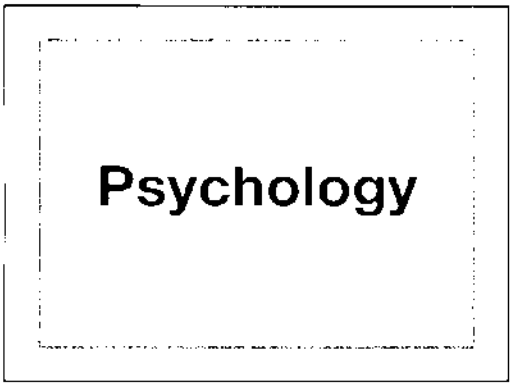
1) Student visits office worker
   A) Needs to _____
   B) But application was _____
2) Worker says student _____ last time
3) Student never called to cancel
   A) Trip is _____
   B) If didn't cancel last time, cannot go on trip
4) Student needs trip to_____
5) Can show up early in case other student doesn't _____

5. Complete the following summary with the words given below.

A student went into the science office because he (1)_____ why his application to attend the Inglewood Forest field trip had been denied. The office clerk informed him that the reason he was denied was that he had (2)_____ for the same field trip last term but (3)_____ on that day. The student explained that he did not attend the trip because he had the flu. The clerk told him that because he had not bothered to (4)_____ the science office, he had (5)_____ to go on the trip. The student told the clerk that he needed to attend the field trip in order to graduate and that there (6)_____ he could go. The clerk said that she was sorry, but the only way he would have a chance at going was to (7)_____ on the day of the trip and hope to (8)_____ left by another student.

forfeited his chance	had not shown up	must be a way
call in and inform	could not understand	fill a vacancy
submitted an application	wait at the bus stop	

A Listen to part of a lecture in a psychology class. 5-01



1. For each situation, check the appropriate box indicating whether the person or thing exerted a positive or negative use of inhibition.

Situation	Positive display	Negative display
(A) Bobby keeps eating even though he is full.		
(B) Eric jumps into a fast moving river after his ball.		
(C) There is a fire, so Sue calls the fire department.		
(D) Mike refuses to take a bath for fear or drowning.		
(E) Lucy resists the temptation to steal candy from a store.		

2. According to the professor, what is one way inhibition can affect a person positively?
   - (A) It can lead the person into a dangerous situation.
   - (B) It cannot affect the person positively.
   - (C) It can help the person find food when he is hungry.
   - (D) It can keep the person out of a dangerous situation.

3. What does the professor imply about inhibition?
   - (A) It can be learned by all creatures, from insects to humans.
   - (B) It is a negative quality in all creatures.
   - (C) It can be viewed as good or bad depending on the situation.
   - (D) It can cause physical harm.

• bash (v) to strike very hard • deem (v) to believe • obtain (v) to acquire • exert (v) to put into use; to make an effort
• perish (v) to die • detrimental (a) damaging • gratification (n) great satisfaction • peers (n) friends; equals

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor describes _____
   A) Can be positive or _____
   B) Provides different examples
      - _____ going after food behind window
      - Boy and burning building
2) Humans can think about _____
   A) Describes shy girl at school
      - Doesn't talk, so can't make friends - _____
      - Doesn't talk to stranger, so is safe - _____

5. Complete the following summary with the words given below.

Inhibition is a mental state in which a person either stops or is hesitant (1)_____ with a particular action. An example of inhibition is a housefly that repeatedly bashes itself against a window (2)_____ on the other side. It is the (3)_____ to try to get to the food, and the fly's lack of inhibition keeps it from (4)_____ to obtain the food. In this case, a lack of inhibition is (5)_____; however inhibition can also be seen as a good thing. It can help human beings find a better method of (6)_____. For example, a child may want to chase a ball that bounces into the street, (7)_____ _____. However, if the child should pause to look both ways, then her inhibition would allow her to (8)_____.

finding another method	problem solving	make a safer choice
to follow through	fly's instinct	to get the food
risking the child's safety	viewed as negative	

B Listen to part of a lecture in a zoology class. 5-02

Zoology

1. In the chart below, indicate which characteristics are true of each different type of whale by checking the appropriate boxes.

Type	Teeth	Baleen	Migrates
(A) Humpback Whale			
(B) Sperm Whale			
(C) Killer Whale			
(D) Blue Whale			

2. Why do whales migrate to warmer waters?

   (A) To avoid whaling ships
   (B) To eat
   (C) To breed and give birth
   (D) To attack dolphins

3. What can be inferred about a whale's intelligence?

   (A) Whales panic in stressful situations and generally are killed.
   (B) A whale uses its intelligence to adapt to stressful situations.
   (C) Whales are able to learn the human alphabet.
   (D) Whales are the least intelligent creature in the ocean.

• **migration** [n] a number of animals moving in unison • **distinct** [a] different in nature • **distinguish** [v] to recognize as different • **formation** [n] a particular arrangement of different parts • **gorge** [v] to stuff with food • **sieve** [n] a container used to separate large parts from smaller parts • **activity** [n] a specific action • **typical** [a] showing a particular characteristic

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____ A) Humpback whale
B) _____ whale

2) Mentions baleen A) Filters water from _____
B) Made of keratin

3) Toothed whales A) Sperm whale
B) _____ whale
C) _____ whale

4) Whale migration A) For food
B) For _____

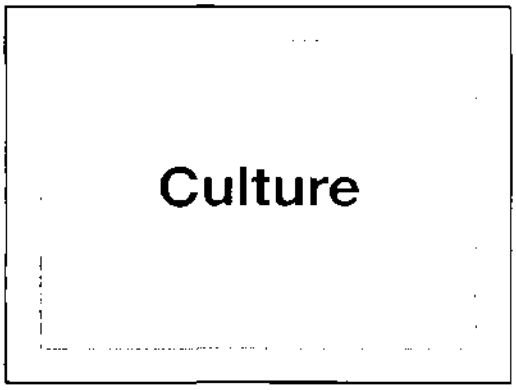
5) Whale intelligence A) Have very large brains
B) Are social
C) Communicate through _____

5. Complete the following summary with the words given below.

The mammals known as whales can be divided into two main groups: (1)_____ and those with teeth. Baleen is a sieve-like structure made of (2)_____ that filters out plankton for baleen whales to eat. Two types of baleen whales are the (3)_____ and the humpback whale. Toothed whales, such as the (4)_____ and the killer whale, prey on larger animals such as fish or squid. Whales also migrate. They migrate into warmer waters (5)_____, and then they migrate into colder waters (6)_____. One would think that the energy spent for these mass migrations would not be worth it; however, once whales are in their feeding waters, they are able to gorge to their hearts' content. Whales are very intelligent and will often (7)_____ to try to avoid danger.

to breed and give birth	those with baleen	blue whale
sperm whale	to feed	keratin
work together in groups		

C Listen to part of a lecture in a culture class. 6-03



1. What can be inferred about the Statue of Liberty?
   - (A) It is considered to be the only important symbol in the United States.
   - (B) It includes a popular family style restaurant.
   - (C) It is considered a very important site by American citizens.
   - (D) Every American citizen visits this site once in their lifetime.

2. What function did the Statue of Liberty serve for the first sixteen years of its life in New York Harbor?
   - (A) A prison
   - (B) An amusement park ride
   - (C) A museum
   - (D) A lighthouse

3. How does the professor organize the information about American landmarks?
   - (A) Individually
   - (B) Chronologically
   - (C) By most famous to least famous
   - (D) By cost

• **origin** (n) the beginnings • **conceive** (v) to think; to create • **visage** (n) the face • **persuade** (v) to convince • **precarious** (a) uncertain, unstable • **frigate** (n) a fast military and cargo ship • **dedicate** (v) to set apart for some purpose • **icon** (n) a representation of something well known • **tourist** (n) a person traveling for pleasure • **construct** (v) to build or make • **immigrant** (n) a person who goes to live in a different country

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor mentions _____
   A) In South Dakota
   B) _____ of four U.S. presidents
   C) Made to increase _____
   D) Took fourteen years to finish
2) Professor discusses Statue of Liberty
   A) Women in robe wearing _____
   B) Given to U.S. by _____
   C) In New York Harbor
   D) Has many _____
   E) Very recognizable American icon

5. Complete the following summary with the words given below.

Two famous monuments in the United States are Mount Rushmore and the Statue of Liberty. Mount Rushmore is located in (1)_____ and is a large sculpture of four United States presidents that is etched into the (2)_____ of the tallest peak in the (3)_____. The four presidents represented in the sculpture are George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. The monument was conceived by a man named Doane Robinson who was trying to think of a way to (4)_____ to the Black Hills region. A sculptor by the name of Gutzon Borglum and his four hundred workers completed Mount Rushmore in 1941. The Statue of Liberty is a monument of a woman wearing a robe and crown while (5)_____ and a flaming torch. She was given to the Americans by the French in 1884 as a (6)_____ and goodwill. One of the designers of the Statue of Liberty was Alexandre Gustave Eiffel, the same man who designed the Eiffel Tower in Paris, France. The Statue of Liberty is made of (7)_____ and stands on an island in the middle of (8)_____.

gesture of friendship	Black Hills	South Dakota
pure copper	New York Harbor	granite hillside
bring more tourists	holding a stone tablet	

D Listen to part of a lecture in a history class. 5-04

History

1. What can be inferred about the early Greek tyrants?
   - (A) They were not supported by the poor.
   - (B) They were supported by the elite they opposed.
   - (C) They were opposed by the elite.
   - (D) They ruled without any problems.

2. What resulted from the rise of tyranny in ancient Greece?
   - (A) The word today means a kind, helpful leader.
   - (B) The word is not used anymore.
   - (C) The word is used to describe all leaders now.
   - (D) The word now refers to a leader who rules with absolute power.

3. What can be inferred about the nature of words and language from the lecture?
   - (A) The meanings of words never change.
   - (B) The dictionary is open to interpretation.
   - (C) The meanings of words often evolve along with human civilizations.
   - (D) The Roman alphabet is better than the Greek alphabet.

• brutal (a) savage or cruel • aristocrat (n) a person born of nobility • bribe (n) money or consideration promised with an intent of corrupting behavior • conjure (v) to produce • negative (a) unfavorable • lofty (a) elevated in style or tone • aspiration (n) a strong desire • appealing (a) attracting interest or desire • rural (a) of the country; not of the city • connotation (n) the associated meaning of a word

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor describes _____ in ancient Greece
   A) Past definition is different from current one
   B) Aristocrats secured power by _____
   C) Was during _____
2) Describes ancient Greece
   A) Democracy starting
   B) Mostly _____
   C) Aristocrats overthrow them
3) Mentions populists
   A) Type of _____
   B) Try to stand up for _____
   C) Want _____

5. Complete the following summary with the words given below.

The term tyranny is defined as the (1)_____ of power by one (2)_____ _____ over a group of people. Although the current term has negative connotations, the first tyrants were not harsh rulers but were in fact a group of aristocrats (3)_____ _____ who wished to represent the (4)_____ who were being undervalued and (5)_____ by the elite. Some of these populists gained control and became known as tyrants because their method of amassing support from the poor or slaves (6)_____ with money or promises of freedom.

known as populists	unjust exercising	mistreated
poor people	was to bribe them	absolute ruler

A Listen to a different version of the previous lecture. And say the answers out loud. 5-05

1) Professor mentions Mount Rushmore
   A) In South Dakota
   B) Sculptures of four U.S. presidents
   C) Made to increase tourism
   D) Took fourteen years to finish

2) Professor discusses Statue of Liberty
   A) Woman in robe wearing crown
   B) Given to U.S. by France
   C) In New York Harbor
   D) Has many symbols
   E) Very recognizable American icon

1. In what U.S. state is Mount Rushmore located?

2. What does Mount Rushmore represent?

3. The Statue of Liberty is a statue of a woman. What two things is she holding?

B Listen to a different version of the previous lecture. And say the answers out loud. 5-06

1) Professor describes tyranny in ancient Greece
   A) Past definition is different from current one
   B) Aristocrats secured power by helping poor
   C) Was during archaic period

2) Describes ancient Greece
   A) Democracy starting
   B) Mostly monarchies
   C) Aristocrats overthrow them

3) Mentions populists
   A) Type of tyrant
   B) Try to stand up for poor people
   C) Want equal representation

1. How did tyrants gain the support of the poor or the slaves?

_____

2. In what way did the tyrants evolve so that today's definition of them is no longer seen as positive?

_____

3. Where did tyranny originate?

_____

Listen to part of a conversation between two students. 5-07

1. Why does Mark mention role playing?
   - (A) It is not offered in his class.
   - (B) They role play in class to prepare for job interviews.
   - (C) It is his favorite part of the class.
   - (D) It is not a useful exercise.

2. What can be inferred about Nancy?
   - (A) She does not feel comfortable speaking in front of people.
   - (B) She is a great public speaker.
   - (C) She could be the host of a television talk show.
   - (D) She will not be able to take this class.

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

   What is the man's attitude toward the woman?
   - (A) He thinks she is a poor public speaker.
   - (B) He does not think this class will help her.
   - (C) He wants to help her get into this class.
   - (D) He is hoping she will quit the class and date him.

4. What will the woman probably do next?
   - (A) Contact Professor Smith
   - (B) Prepare for an interview
   - (C) Apply for the class
   - (D) Go out for a meal

5. What are the speakers mainly discussing?
   - (A) The concepts and skills taught in the man's class
   - (B) The man's ability to learn much in his class
   - (C) The chances of the woman being able to attend the class
   - (D) The importance of first impressions and good interviews

Listen to part of a lecture in an education class. 5-08

Education

1. According to John Dewey's philosophy, what would be the best way to learn how to make a pancake?
   - (A) Listen to a teacher recite the ingredients and recipe
   - (B) Gather the ingredients and recipe and try to make a pancake
   - (C) Listen to a lecture about pancakes given by an actual chef
   - (D) Buy nice skillets to make pancakes

2. What does the professor imply about John Dewey's philosophy of progressive education?
   - (A) It is better than the rote learning teaching philosophy.
   - (B) It is not a good teaching philosophy and best forgotten.
   - (C) It is an outdated philosophy of education.
   - (D) The history of this philosophy is not important.

3. According to the professor, what is one way that humans can learn better?
   - (A) Humans learn better by participating in real-life activities.
   - (B) Humans learn better by memorizing information.
   - (C) Real-life activities distract people from learning.
   - (D) People should do half activities and half memorization.

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

   What does the woman imply when she says this?
   - (A) Dewey copied the laboratory processes for his learning approaches.
   - (B) She does not need to learn this since she studied it in the laboratory.
   - (C) She was not aware that she has already been using Dewey's methods.
   - (D) The laboratory process is much simpler than the methods Dewey used.

5. What aspect of John Dewey does the professor mainly discuss?
   - (A) His personal life
   - (B) His teaching philosophy
   - (C) His connection with educational progressives
   - (D) His five-step approach to learning

6. Why does the professor explain educational progressivism?
   - (A) To give Dewey's five-step process for learning
   - (B) To explain Dewey's thoughts on how people learn best
   - (C) To summarize Dewey's philosophy of education
   - (D) To connect it with Dewey's personal biography

Vocabulary Review

A Choose and write the correct word that matches each definition.

persuade	pushy	inconvenience	gorge	obtain
distinguish	tourist	encompass	upgrade	tedious
perish	connotation	visage	conjure	peers

1. _____ to surround or include
2. _____ friends
3. _____ to acquire
4. _____ to convince
5. _____ something that causes discomfort or trouble
6. _____ an improvement
7. _____ to die
8. _____ to produce
9. _____ the face
10. _____ to recognize as different
11. _____ a person traveling for pleasure
12. _____ the associated meaning of a word
13. _____ to stuff with food
14. _____ long and tiresome
15. _____ self-assertive

B Listen to the definitions, and fill in the blanks. Then choose the correct word. 5-09

Mount Rushmore	progressive education	bioclimatology	inhibition	tyrant

1. This is a philosophy of teaching and learning that _____ a hands-on approach and integration into _____.
2. This is a monument in South Dakota that features the _____ of four American _____.
3. This concept _____ what happens when _____ from reacting instinctively.
4. This was a type of ruler that gained _____ by promising them money.
5. This is a field of science that looks at _____ people have on _____.

Unit 8

Making Inferences

Unit 8

Making Inferences

Overview

■ Introduction

In order to answer these questions correctly, you must come to conclusions based upon facts given in the listening passage. You must take the information given and determine a future outcome. These questions may ask about various things like a simple process, a cause and effect, or 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

- Try to come to a conclusion about the details you hear while you are taking notes.
- Try to generalize about the information you hear.
- Think about what is inferred by the speakers.
- Concentrate on answer choices that use words which did not appear in the passage.

Sample iBT Question

5-10

What will the student probably do next?

(A) Call her friend immediately
(B) File a complaint about the janitor
(C) Continue looking for her ID card
(D) Wait for her friend to arrive

Script

M: Then I can't help you.
W: Oh, please don't say that! You have to help me!
M: There's nothing I can do. I know you. I've seen you here many times, but I'm simply not allowed to let you in without proper identification.
W: Okay, wait...! I have an idea. I just remembered something... Can I just give you my ID number?
M: Hmm... I don't know.
W: ...Look! My friend will be picking me up in a minute. How about you let her in with her ID card and let me go in with her. I'll give you my ID number. Is that okay?
M: Where's your friend? I don't see her.
W: She's going to pick me up. She'll be here in a minute.
M: Okay... Uh, if she has proper identification, I'll let you do that.
W: Oh, thank you! I really appreciate it.

Correct Answer The correct answer is (D) . The student says that her friend will be meeting her soon, so she will likely just wait for her friend to arrive.

A Listen to part of a conversation between a student and a bookstore manager. 5-11

1. What can be inferred from the conversation?
   (A) A 25% buyback system has always been the store's policy.
   (B) There is only one person working in the store.
   (C) The manager paid the student more than 25% for the used textbooks.
   (D) Most of the used books in the store do not look brand new.

2. Why were the textbooks in good condition?
   (A) The student just bought them a few days ago.
   (B) The student never read them.
   (C) The student took very good care of them while reading them.
   (D) The student received the books directly from the publisher.

3. Listen again to part of the conversation. Then answer the question.
   What does the manager imply when he says this?
   (A) He is apologizing for trying to cheat the student.
   (B) He is advising the student to go to another bookstore.
   (C) He is being fair to the inexperienced student.
   (D) He is trying to tell the student that his books are worthless.

• **across the board** [ad] the same for everything • **bargain** [n] a good price • **buck** [n] a dollar • **consider** [v] to think about • **get rid of** [v] to put away, to throw away • **obsolete** [a] old; outdated • **rip-off** [v] to cheat

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student goes to _____
   A) Wants to sell _____
   B) Has never read them
2) Wants to sell them for _____
3) Manager offers lower price
   A) Will pay _____% of the original price
   B) Student wants _____%
4) Manager explains bookstore policy
5) Student takes _____% price

5. Complete the following summary with the words given below.

A student brought a (1)_____ into a bookstore and spoke to the manager. The manager expressed surprise that the books were almost new. The student told him the books cost him $430 but he would sell them for $300. The manager replied that he could only pay 25% of the (2)_____ for the books. He said a 25% buyback system was the policy for all books. (3)_____ why the policy was only 25%. The manager replied that most of the customers were (4)_____ to pay more than 50% for used books, so, in order to make a profit, the store couldn't afford to pay more than (5)_____ for the books. The student understood and agreed to sell them for $110.

box of textbooks	the student asked	unwilling
original purchase prices	25%	

B Listen to part of a conversation between a student and a librarian. 5-12

1. What can be inferred from the conversation?
   - (A) Library workers like CDs that contain reference information.
   - (B) The library does not have a deposit box.
   - (C) The librarian feels the student should be more careful.
   - (D) The librarian likes baseball game CDs.

2. What can be inferred about the librarian?
   - (A) He is not willing to help the student.
   - (B) He is a kind and helpful person.
   - (C) He has the woman's brother's CD.
   - (D) He did not try very hard to find the CD.

3. According to the librarian, what is one possible place the CD ended up?
   - (A) It could be in one of the library computers.
   - (B) It could be in the trash.
   - (C) It could be at his house.
   - (D) It could be tossed in with the other library materials.

• **atlas** (n) a book of maps • **charge** (v) to ask a person for money • **deposit** (v) to put into; to drop into • **drop-off** (v) to leave something or someone somewhere • **fine** (n) a penalty • **generic** (a) general; not specific • **miscellaneous** (a) not belonging to any category • **notice** (v) to see, read, or hear • **toss** (v) to throw lightly or carelessly

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student goes to library to _____
2) Had lost game CD earlier
   A) Was her brother's
   B) Think she dropped it off at _____
3) Librarian said had not been reported
4) Gets _____
5) Will call if finds _____

5. Complete the following summary with the words given below.

A student went to the library to return a CD. She told the librarian that (1)_____ she had accidentally returned her brother's CD, which looked like the CD (2)_____ _____. She said she wanted to get her brother's CD back if possible. The librarian said that (3)_____. He checked the miscellaneous basket, but it wasn't there. He told her that possibly (4)_____ had noticed the CD yet. The student then gave him (5)_____ _____ and phone number. The librarian said that if anybody came across the CD, he would call her. She asked him about the fine for returning the library's CD so late. The librarian told her that (6)_____ for the CD. She thanked him.

nobody	a week earlier
she borrowed from the library	he had not seen it
he wasn't going to charge her	her name

C Listen to part of a conversation between a student and a professor. 5-13

1. What can be inferred from this conversation?
   - (A) The student wants to become a cook.
   - (B) The student wants to become a chef.
   - (C) The student wants to become a social worker.
   - (D) The student wants to work at an orphanage.

2. Why did the professor tell the student to give his mom a big hug?
   - (A) He thinks the student is lucky to have a mother.
   - (B) He thinks the orphanage was great work experience.
   - (C) He owns an orphanage.
   - (D) He was an orphan and wishes he had a mother.

3. What does the professor imply about the student's orphanage experience?
   - (A) It will really impress the interviewers.
   - (B) The student should not mention the experience.
   - (C) That experience will show that the student is a real team player.
   - (D) Volunteer jobs are not important for getting a real job.

• **co-worker** (n) someone one works with • **graduate** (v) to finish school or university • **hire** (v) to employ • **interviewee** (n) the person being interviewed • **orphanage** (n) a home for children with no parents • **reject** (v) to say no; to refuse • **resume** (n) a document describing one's educational background and work experience

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student tells professor about _____
   A) Doesn't like _____
   B) Got rejected by _____
2) Professor encourages student
   A) Says to talk about KFC experience
   B) Says don't volunteer negative experience
3) Student volunteered at _____
   A) Professor says to talk about that
   B) Is good _____

5. Complete the following summary with the words given below.

A student (1)_____ for some advice for his job interview. It was for a social work position. The student said (2)_____. When the professor asked why, the student replied that (3)_____ in social work and he hadn't done an interview in six years. He said he had an interview at McDonald's but wasn't hired. The professor told him not to mention that at the interview. The student also told the professor (4)_____ as a cook. He said he enjoyed the job and got along well with everyone. The professor was happy to hear this. He said the employers probably already understood that he had little work experience, but they might be looking for a bright, (5)_____ who was a good team player and easy to get along with. The student mentioned he had volunteered at an orphanage. The professor was very pleased. He advised the student to talk a lot about that experience.

asked his professor	he didn't have any experience	he was nervous
he worked at KFC	smiling person	

D Listen to part of a conversation between a student and a professor. 5-14

1. Listen again to part of the conversation. Then answer the question.
   What does the professor imply when she says this?
   (A) The student's answer about Franklin's work in France was correct.
   (B) The student failed the midterm exam.
   (C) The student is in danger of failing this class.
   (D) The student's answer about Franklin's work in France was incorrect.

2. What did the professor advise the student to do?
   (A) Study more often and stop missing so many classes
   (B) Form a study group with some of her classmates
   (C) Stop missing so many classes
   (D) Be at least a little familiar with each topic

3. How many questions were on the exam?
   (A) Two
   (B) Three
   (C) Four
   (D) Several

• **adjustment** (n) a change • **assume** (v) to think something is true • **congress** (n) a nation's legislature • **flee** (v) to run away; to escape • **hostilities** (n) warlike violence • **overrun** (v) to defeat or take over • **vague** (a) unclear and confusing • **support** (n) assistance • **tactic** (n) a plan or strategy

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

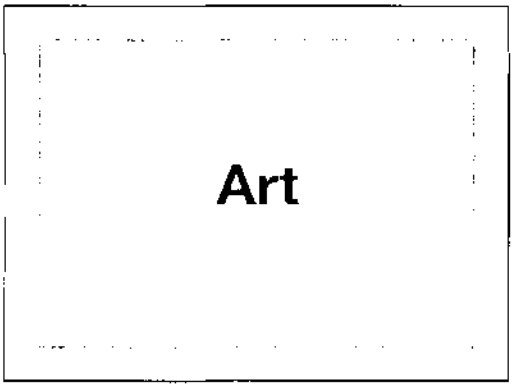
1) Professor wants to speak to student
   A) Concerned about _____
   B) Said she didn't understand _____
2) Professor goes over _____
   A) Explains first question
   B) Explains second question
   C) Explains third question
3) Professor tells student to _____

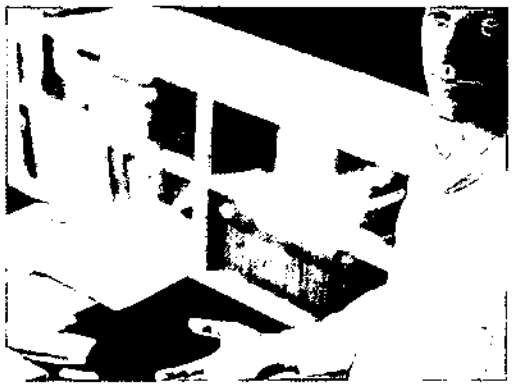
5. Complete the following summary with the words given below.

A professor asked her student why she failed her exam. The student told the professor that (1)_____ because she didn't understand two of the topics. There were three questions on the exam. Each one was (2)_____. The student said she understood (3)_____. She said there were only two topics she didn't understand and, by coincidence, (4)_____ on the exam were about the two she didn't understand. The professor told the student that her class participation was good and that (5)_____ on her assignment. The professor went over the exam questions with the student and told her (6)_____ to study all of the topics at least a little and to meet with her before (7)_____ for some more guidance.

two of the three questions	she failed	the final exam
most of the topics	next time	an essay question
she did well		

A Listen to part of a lecture in an art class. 5-15





1. What can be inferred about the term Eskimos?
   - (A) Inuit people do not want to be called Eskimos.
   - (B) Inuit people prefer to be called Eskimos.
   - (C) The word Eskimos is interchangeable with Inuit.
   - (D) It is against the law to call Inuit people Eskimos.

2. According to the passage, where do the Inuit live?
   - (A) All over Canada
   - (B) In Arctic Canada
   - (C) In the Arctic regions of Russia, Alaska, Canada and Greenland
   - (D) With the Eskimos of Alaska and Northern Canada

3. Listen again to part of the lecture. Then answer the question.
   What does the professor imply when he says this?
   - (A) Alaskans are related to the Eskimos.
   - (B) One should not call an Inuit person an Eskimo.
   - (C) Russians are not real Eskimos.
   - (D) Eskimos originated in Greenland.

• **authentic** (a) real; not artificial • **carving** (n) a sculpture • **derogatory** (a) insulting • **flourish** (v) to grow fast and healthily • **humorous** (a) funny • **incorporate** (v) to include as part of • **miniature** (a) very small • **nomadic** (a) always moving • **perception** (n) belief as to what is true • **primitive** (a) very old style; simple

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor discusses _____
   A) Live in _____
   B) Mostly associated with _____
   C) Have many kinds of _____
2) Inuit sculptures
   A) Becoming commercialized
   B) Are _____ carvings
   C) Are polished and _____
   D) Animal and human subjects
   E) Made of _____ but not wood

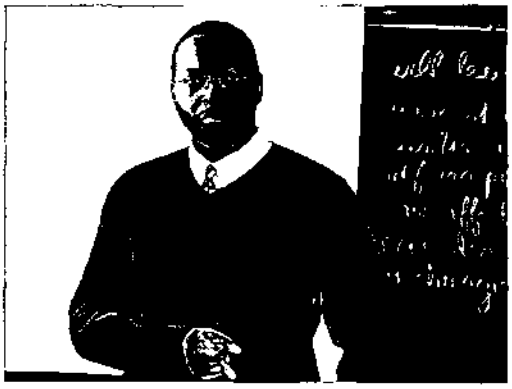
5. Complete the following summary with the words given below.

The Inuit are northern people who live in the Arctic areas of Canada, Alaska, Russia, and Greenland. Inuit art includes sculptures, paintings, and prints. Prior to the 1950s, (1)_____ _____ were small enough to hold inside one's fist. Today, the carvings have become bigger because the Inuit have settled into (2)_____ and are trying to satisfy market demand. So now, we have miniatures and larger sculptures. Also, since the 1980s, Inuit carvings have become more polished and (3)_____. The subjects of these carvings are usually animals and humans. The animals are bears, seals, whales, walruses, and (4)_____. Some themes are humorous while others are more serious. A (5)_____ of Inuit carvings is that they're never made of wood. The artists use whatever raw materials are (6)_____ and sea. The most common substance is a stone called serpentine. It's available in a range of colors from (7)_____. Other stones used include marble, quartz, and dolomite.

green to black	Inuit carvings	realistic
available from the land	unique characteristic	permanent settlements
sometimes birds		

B Listen to part of a lecture in a meteorology class. 5-16

Meteorology



1. What can be inferred from the lecture?
   - (A) La Nina seems to be getting worse every year.
   - (B) There is still a lot that scientists do not understand about El Nino and La Nina.
   - (C) The Pacific Ocean causes more weather problems than the other oceans do.
   - (D) Peru and Bolivia receive bad weather year round.

2. According to the professor, what is a characteristic of La Nina?
   - (A) It brings warm water to the coast of South America.
   - (B) It originates in the northern hemisphere.
   - (C) In the winter, it tends to accentuate weather patterns.
   - (D) It essentially has the same impact as El Nino.

3. What kind of weather does El Nino cause?
   - (A) Both good and bad
   - (B) Only bad
   - (C) Only cold or rainy weather
   - (D) Very dry, warm weather and some severe rainstorms

• accentuate (v) to emphasize • desert (n) very dry land • drastically (ad) severely; seriously • drought (n) an extended period of dry weather without rain • forecast (n) a prediction • obliterate (v) to destroy something completely • originate (v) to start • meteorologist (n) a person who studies climate • uncharacteristic (a) unusual

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Discusses _____
2) Mentions EL Nino
   A) Brings _____ to South America
   B) Occurs every _____ years
   C) Reduces _____ and _____ in area
   D) Can change weather worldwide
3) Mentions La Nina
   A) Brings _____ to South America
   B) Happens half as often as _____
4) Gives positive and negative effects of _____

5. Complete the following summary with the words given below.

El Nino and La Nina are weather phenomena that both originate in the southern hemisphere and occur in the (1)_____. Both cause major temperature changes in the surface waters of the Pacific Ocean, and eventually they trigger (2)_____ world wide. El Nino brings warm water to the west coast of (3)_____, and La Nina brings cold water to the west coast of South America. The warm water El Nino brings to the coastal waters of Peru rises, replaces the cool nutrient-rich (4)_____ at the surface, and drastically reduces (5)_____ and fish in the area. El Nino causes unusual weather in many different areas, including droughts and severe rainstorms. La Nina contributes to (6)_____ _____ and in the winter accentuates climate in certain areas. For example, in the winter, it may cause Florida to be warmer and drier than usual.

Pacific Ocean	unusual weather phenomena	South America
water	the amount of plant life	hurricane development

C Listen to part of a lecture in a writing class. 5-17

Writing

1. What can be inferred from the lecture?
   - (A) *Angela's Ashes* is an autobiography.
   - (B) *Angela's Ashes* is a biography
   - (C) *Angela's Ashes* is a memoir.
   - (D) *Angela's Ashes* required a lot of research.

2. According to the professor, which characteristic describes memoirs?
   - (A) They require a lot of research.
   - (B) They are no longer written only by famous public officials.
   - (C) It is impossible to write one without doing some research on the Internet.
   - (D) Students do not have enough life experiences to write them.

3. What will the students probably do after the lecture?
   - (A) Go to the library to begin their research for their assignment
   - (B) Contact their parents for details about their childhoods
   - (C) Read an autobiography of a famous person
   - (D) Go outside and start writing their assignment

• **chronological** (a) organized according to time • **conflict** (n) a fight, disagreement, argument, or war • **emotions** (n) feelings such as happiness, sadness, and anger • **essentially** (ad) mainly • **hardship** (n) a difficult time; a difficult experience • **interview** (v) to ask questions to get information • **flashback** (n) a quick memory from the past • **foreshadow** (n) a hint as to what might happen in the future • **in retrospect** (ad) looking back in time • **significant** (a) important

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

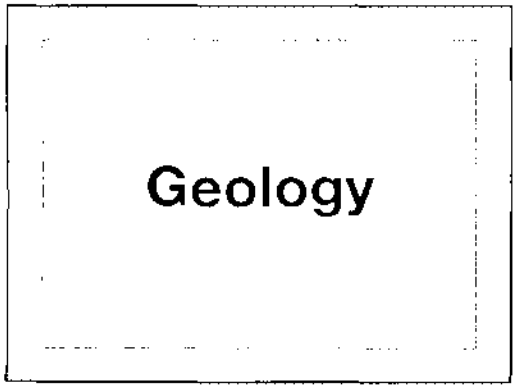
1) Professor gives assignment to _____
2) Explains _____
   A) Account of another person's life
   B) Autobiography describes _____
3) Describes memoir
   A) Does not need much research like _____
   B) Has narrow focus
   C) About important part of one's life
   D) Usually written by _____
   E) Is in _____ form

5. Complete the following summary with the words given below.

A biography is an account of another person's life rather than one's own. An autobiography is (1)_____ of one's own life, usually from childhood to old age. It's a chronological, detailed, (2)_____ that requires (3)_____ and interviews. It requires a lot of work. A memoir is a type of autobiography which focuses on only (4)_____. The writer merely needs to recall some events that have occurred in his life. No research is required. It's usually shorter than an autobiography. It usually focuses on events that are significant to the writer. If the person is (5)_____, then he writes his recollections and emotions regarding some of the important public events of his life. Historically, they were written by world leaders, politicians, (6)_____ and other famous people, but that's now changing.

a lot of research	personal history	a public figure
a part of your life	a detailed story	military leaders

D Listen to part of a lecture in a geology class. 5-18



1. What can be inferred from the lecture?
   - (A) Tectonic plates have stopped moving.
   - (B) The continents will soon stop moving.
   - (C) Earthquakes are related to events in the lithosphere and asthenosphere.
   - (D) Tectonic plates cause the asthenosphere to move.

2. According to the lecture, how many plates are there?
   - (A) 5
   - (B) 19
   - (C) 80
   - (D) Thousands

3. Which of the following statements best describes what it is like below the Earth's surface?
   - (A) The asthenosphere is at the core of the Earth.
   - (B) The interior of the Earth is very hot.
   - (C) The thickest part of the crust lies below the ocean floor.
   - (D) The asthenosphere is rockier than the surface.

• churn (v) to move violently • core (n) in the middle; in the center • fluid (n) a liquid • generate (v) to create movement of action • glide (n) a smooth, sliding motion • inch (n) 2.54 cm • stabilize (v) to stop moving; to stop changing

4. **Listen to the lecture, and fill in the blanks to complete the lecture notes.**

1) Describes _____
   A) Earth's exterior - _____
   B) Includes continents, rocks, and _____
   C) Like a giant puzzle
2) Describes asthenosphere
   A) Is semi-plastic _____
   B) Is fluid
   C) Causes _____ to move
3) Describes plate tectonics
   A) Causes _____
   B) Makes mountains
   C) _____ major and _____ minor plates

5. **Complete the following summary with the words given below.**

The lithosphere is the (1)_____. It's the crust, which includes the continents, the rocks, and the ocean floor. It also includes (2)_____ of the asthenosphere, which is located just below the crust. On the continents, the crust is about 80km deep, but below the ocean, it's only (3)_____. The exterior of the earth is like a puzzle broken up into giant plates that fit around Earth like a jigsaw puzzle. These giant pieces are called tectonic plates. The continents rest on these plates. They (4)_____ the upper part of the asthenosphere, which consists of a semi-plastic molten rock material, like silly putty. It is more fluid, and it moves as it responds to the churning motions of (5)_____ of the Earth below. These movements inside the asthenosphere cause the tectonic plates to move as they glide or float on the moving asthenosphere. There are (6)_____ and twelve minor plates. Because the plates only move (7)_____ a year, it takes millions of years for the continents to move. But, at one time, the continents were mostly connected together.

Earth's exterior	slide along	seven major plates
the upper part	the extremely hot interior	a few inches
about 5km thick		

A Listen to a different version of the previous lecture, and say the answers out loud. 5-19

1) Professor discusses Inuit art
   A) Live in Arctic areas
   B) Mostly associated with Canada
   C) Have many kinds of artwork

2) Inuit sculptures
   A) Becoming commercialized
   B) Are miniature carvings
   C) Are polished and realistic
   D) Animal and human subjects
   E) Made of many raw materials but not wood

1. How would you describe traditional Inuit sculptures?

_____

2. Where do most of the Inuit live?

_____

3. What are Inuit carvings made of?

_____

B Listen to a different version of the previous lecture, and say the answers out loud. 15:20

1) Professor gives assignment to write memoir

2) Explains biography
   A) Account of another person's life
   B) Autobiography describes writer's own life

3) Describes memoir
   A) Does not need much research like autobiography
   B) Has narrow focus
   C) About important part of one's life
   D) Usually written by important people
   E) Is in narrative form

1. What is the main difference between autobiographies and memoirs?

_____

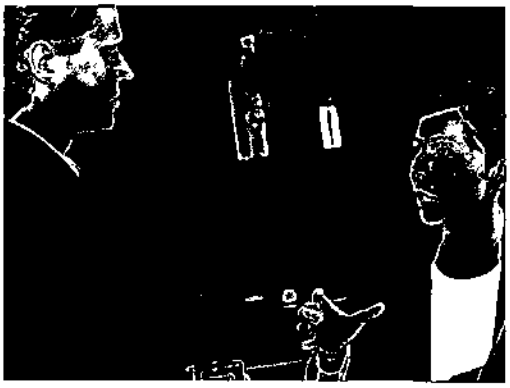
2. How much research is required to write a memoir?

_____

3. Historically, what kind of people wrote memoirs?

_____

Listen to part of a conversation between a student and a health club employee. 5-21



1. What is the woman's attitude toward the man?
   - (A) She is disinterested in his questions.
   - (B) She is somewhat aggressive.
   - (C) She is very patient with him.
   - (D) She is concerned about his welfare.

2. What did the man say happened to him at his previous school?
   - (A) He had to pay several hundred dollars to join the gym.
   - (B) He was allowed to use all the facilities for free.
   - (C) He could use the basketball court when the team was not there.
   - (D) He was robbed once while he was exercising.

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

   Why does the woman say this?
   - (A) To indicate that the man will not have to pay any money
   - (B) To tell the man that he should consider the other gym
   - (C) To warn the man that membership is expensive
   - (D) To prove that she can answer the man's questions

4. According to the woman, what is on the fifth floor of the building?
   - (A) The swimming pool
   - (B) The locker room
   - (C) The basketball courts
   - (D) Peterson Gym

5. What can be inferred about the man?
   - (A) He will visit the gym again.
   - (B) He will pay for a gym membership.
   - (C) He wants to continue speaking with the woman.
   - (D) He enjoys working out every day.

Listen to part of a lecture in a zoology class. 5-22

Zoology

1. What can be inferred from the lecture?
   - (A) Arachnologists are predators.
   - (B) Arachnologists are one species of spider.
   - (C) Arachnologists believe that over 100,000 existing species of spiders have not yet been discovered.
   - (D) The world's total spider population is growing.

2. According to the professor, where do spiders' webs come from?
   - (A) They come from their feet and hands.
   - (B) They come from their tongue.
   - (C) They come from their spinnerets.
   - (D) They make the webs by gathering silk.

3. Listen again to part of the lecture. Then answer the question.

   What is the professor talking about when she says this?
   - (A) The development of spider webs
   - (B) The feeding habits of spiders
   - (C) The death of spiders
   - (D) The birth of spiders

4. According to the professor, which of the following is a use of spider's silk? Choose 2 answers.
   - (A) Poisoning their prey
   - (B) Raising their young
   - (C) Assisting in molting
   - (D) Climbing structures

5. How does the professor organize the information about spider's silk that she presents to the class?
   - (A) By explaining the process by which it is formed
   - (B) By making note of its numerous uses
   - (C) By listing the species that make use of it
   - (D) By refuting incorrect information students believe about it

6. Why does the professor mention Spiderman?
   - (A) To say that he does not resemble a real spider
   - (B) To compare his characteristics with actual spiders
   - (C) To make a joke about the student's answer
   - (D) To lead into a physical description of spiders

Vocabulary Review

A Choose and write the correct word that matches each definition.

fluid	core	nomads	disposal	foreshadow
glide	derogatory	obliterate	orphanage	authentic
flourish	meteorologist	buck	tactic	obsolete

1. _____ a liquid
2. _____ to slide smoothly
3. _____ people that keep moving
4. _____ a plan or strategy
5. _____ to grow well
6. _____ something that is insulting
7. _____ no longer useful or helpful; too old
8. _____ to destroy something completely
9. _____ to hint about what will happen in the future
10. _____ real and genuine
11. _____ a dollar
12. _____ a home for children with no parents
13. _____ in the center or middle of something
14. _____ a person who studies climate
15. _____ a place to put garbage

B Listen to the definitions, and fill in the blanks. Then choose the correct word. 6-01

Lithosphere	Inuit	spiders	Memoir	El Nino

1. This is _____ which describes only _____ of your life.
2. These people _____. They produce _____ including _____.
3. This weather phenomenon brings _____ to the west coast of _____ and causes _____ all over the world.
4. This is _____ in the world and it uses silk to _____ prey.
5. This _____ includes the crust, _____, ocean floor, tectonic plates and the _____ of the asthenosphere.

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

☐ acidity	☐ albino	☐ anthropology	☐ anti-dumping
☐ aria	☐ bubonic	☐ buckwheat	☐ cavity
☐ cliché	☐ decimal	☐ deficiency	☐ discrepancy
☐ domestication	☐ extinction	☐ gingivitis	☐ habitat
☐ hereditary	☐ morbid	☐ pseudonym	☐ saliva
☐ scavenge	☐ soldiering	☐ speculate	☐ stipulation
☐ subspecies	☐ surmise	☐ traits	☐ trinity

Step B

Noun	Verb	Adjective	Adverb
☐ intonation	☐ intonate	☐ intonational	☐ intonationally
☐ distribution	☐ distribute	☐ distributive	☐ distributively
☐ cultivation	☐ cultivate	☐ cultivatable	
☐ rigorousness		☐ rigorous	☐ rigorously
☐ deceiver	☐ deceive	☐ deceivable	☐ deceivingly
☐ poacher	☐ poach	☐ poachable	
☐ luxury		☐ luxurious	☐ luxuriously
☐ indication	☐ indicate	☐ indicative	☐ indicatively
☐ deferment	☐ defer	☐ deferrable	
☐ assistance	☐ assist	☐ assistive	
☐ recommendation	☐ recommend	☐ recommendable	
☐ registration	☐ register		
☐ absurdity		☐ absurd	☐ absurdly
☐ consideration	☐ consider	☐ considerate	☐ considerately
☐ stipulation	☐ stipulate	☐ stipulatory	

Unit 2 • Listening for Main Purpose

Step A

☐ amplitude	☐ anatomy	☐ bizarre	☐ camouflage
☐ centigrade	☐ climatology	☐ cumulative	☐ custodian
☐ diameter	☐ disguise	☐ equatorial	☐ exterior
☐ fixture	☐ gaseous	☐ hydrogen	☐ ingredient
☐ magnificent	☐ porous	☐ predictor	☐ seismic
☐ sothic	☐ spectacular	☐ sophisticated	☐ trigonometry
☐ undue	☐ Uranus	☐ urban	☐ voyager

Step B

Noun	Verb	Adjective	Adverb
☐ amplitude	☐ amplify		
☐ fixture	☐ fixate	☐ fixated	
☐ extension	☐ extend	☐ extended	☐ extendedly
☐ transparency		☐ transparent	☐ transparently
☐ withdrawal	☐ withdraw		
☐ revelation	☐ reveal	☐ revealing	☐ revealingly
☐ insulation	☐ insulate		
☐ initiation	☐ initiate	☐ initial	☐ initially
☐ response	☐ respond	☐ responsive	☐ responsively
☐ reiteration	☐ reiterate	☐ reiterative	☐ reiteratively
☐ catastrophe		☐ catastrophic	☐ catastrophically
☐ challenge	☐ challenge	☐ challenging	
☐ derivative	☐ derive	☐ derivative	☐ derivatively
☐ entirety		☐ entire	☐ entirely
☐ minimum	☐ minimize	☐ minimal	☐ minimally

Unit 3 • Listening for Major Details

Step A

☐ amphitheater	☐ aqueduct	☐ candor	☐ cellulose
☐ considerate	☐ consonant	☐ convey	☐ defects
☐ drawback	☐ exterminate	☐ familiarize	☐ frustrate
☐ genetic	☐ hysterectomy	☐ impoverish	☐ invade
☐ keen	☐ moisture	☐ overdue	☐ pheromone
☐ Presbyterian	☐ rectangular	☐ regurgitate	☐ reminisce
☐ salvage	☐ termite	☐ thwart	☐ uterus

Step B

Noun	Verb	Adjective	Adverb
☐ octagon		☐ octagonal	☐ octagonally
☐ endurance	☐ endure	☐ enduring	☐ enduringly
☐ exterminator	☐ exterminate	☐ exterminable	
☐ exception	☐ except	☐ exceptional	☐ exceptionally
☐ concept	☐ conceive	☐ conceivable	☐ conceivably
☐ distinction	☐ distinguish	☐ distinct	☐ distinctly
☐ improvisation	☐ improvise	☐ improvisational	☐ improvisationally
☐ inscription	☐ inscribe	☐ inscriptional	
☐ interpreter	☐ interpret	☐ interpretative	☐ interpretatively
☐ invade	☐ invasion	☐ invasive	☐ invasively
☐ moisten	☐ moisture	☐ moist	☐ moistly
☐ resonation	☐ resonate	☐ resonant	☐ resonantly
☐ regurgitation	☐ regurgitate	☐ regurgitative	
☐ reproduction	☐ reproduce	☐ reproductive	☐ reproductively

Step A

☐ aesthetic	☐ airline	☐ alluded	☐ anaconda
☐ aptitude	☐ arena	☐ ascend	☐ assimilate
☐ attire	☐ beech	☐ blight	☐ canopy
☐ diameter	☐ elaborate	☐ façade	☐ foyer
☐ fungus	☐ hybrid	☐ indigenous	☐ irrigation
☐ itinerary	☐ lenient	☐ majestic	☐ misconception
☐ otter	☐ piety	☐ progeny	☐ reminiscent
☐ satire	☐ sprout	☐ startle	☐ thwart

Step B

Noun	Verb	Adjective	Adverb
☐ urgency	☐ urge	☐ urgent	☐ urgently
☐ orientation	☐ orient	☐ oriented	
☐ complication	☐ complicate	☐ complicated	☐ complicatedly
☐ purchase	☐ purchase		
☐ network	☐ network		
☐ benefit	☐ benefit	☐ beneficial	☐ beneficially
☐ gesture	☐ gesture		
☐ extension	☐ extend	☐ extensive-	☐ extensively
☐ sustenance	☐ sustain	☐ sustainable	☐ sustainingly
☐ resistance	☐ resist	☐ resisting/resistant	
☐ retention	☐ retain	☐ retentive	☐ retentively
☐ imitation	☐ imitate	☐ imitational	
☐ assimilation	☐ assimilate	☐ assimilative	
☐ variety	☐ vary	☐ various	☐ variously
☐ electricity	☐ electrify	☐ electrifying	
☐ consideration	☐ consider	☐ considerable	☐ considerably
☐ typicality	☐ typify	☐ typical	☐ typically
☐ vividness		☐ vivid	☐ vividly
☐ chill	☐ chill	☐ chilling	☐ chillingly

Unit 5 • Understanding the Speaker's Attitude

Step A

☐ aesthetic	☐ ameba	☐ artisan	☐ augment
☐ bachelor	☐ baffle	☐ cancerous	☐ chemotherapy
☐ choke	☐ cohabitate	☐ culminate	☐ drape
☐ enthusiasm	☐ exotic	☐ extraneous	☐ fabric
☐ fatal	☐ foster	☐ funnel	☐ garlic
☐ glial	☐ glioma	☐ herbaceous	☐ impromptu
☐ indecisive	☐ intolerable	☐ malignant	☐ merge
☐ mutualism	☐ parasite	☐ perennial	☐ pluck
☐ spiral			

Step B

Noun	Verb	Adjective	Adverb
☐ aggression		☐ aggressive	☐ aggressively
☐ phenomenon		☐ phenomenal	☐ phenomenally
☐ sustenance	☐ sustain	☐ sustainable	☐ sustainingly
☐ proliferation	☐ proliferate	☐ proliferative	
☐ culmination	☐ culminate	☐ culminating	
☐ intimacy		☐ intimate	☐ intimately
☐ extraneousness		☐ extraneous	☐ extraneously
☐ disregard	☐ disregard		
		☐ prospective	☐ prospectively
☐ indefiniteness		☐ indefinite	☐ indefinitely
☐ predator	☐ predate	☐ predatory	
☐ prevalent	☐ prevail	☐ prevalent	☐ prevalently
☐ radiation	☐ radiate	☐ radiate	☐ radiately
☐ replication	☐ replicate	☐ replicative	
☐ resemblance	☐ resemble	☐ resembling	
☐ rotation	☐ rotate	☐ rotational	☐ rotationally

Unit 6 • Understanding Organization

Step A

☐ adornment	☐ aggravation	☐ ancient	☐ arousal
☐ dormancy	☐ durability	☐ excavate	☐ fascinate
☐ feat	☐ furor	☐ garment	☐ hibernate
☐ imminent	☐ impede	☐ incinerator	☐ irritation
☐ metabolism	☐ nitrate	☐ peril	☐ relic
☐ remnant	☐ reptile	☐ ridiculous	☐ sculpture
☐ talbot	☐ incinerate	☐ vacation	☐ waive

Step B

Noun	Verb	Adjective	Adverb
☐ practicality	☐ practice	☐ practical	☐ practically
☐ urgency	☐ urge	☐ urgent	☐ urgently
☐ devotion	☐ devote	☐ devoted	☐ devotedly
☐ exposition	☐ expose	☐ exposed	
☐ disability	☐ disable	☐ disabled	
☐ frustration	☐ frustrate	☐ frustrated / -ting	☐ frustratingly
☐ jeopardy	☐ jeopardize	☐ jeopardized	
☐ focus	☐ focus	☐ focused	
☐ instant		☐ instantaneous	☐ instantaneously
☐ modification	☐ modify	☐ modified	
☐ erosion	☐ erode	☐ erosive	☐ erosively
☐ inevitability		☐ inevitable	☐ inevitably
☐ emission	☐ emit	☐ emissive	☐ emissively
☐ horror	☐ horrify	☐ horrifying	☐ horrifyingly
☐ decoration	☐ decorate	☐ decorated	
☐ furor	☐ infuriate	☐ furious	☐ infuriatingly
☐ impairment	☐ impair	☐ impaired	

Unit 7 • Connecting Content

Step A

☐ acclimate	☐ altitude	☐ archaic	☐ august
☐ commonplace	☐ communal	☐ connotation	☐ corruption
☐ detrimental	☐ dizzy	☐ frigate	☐ gratification
☐ hesitant	☐ infancy	☐ molecule	☐ monument
☐ nausea	☐ prey	☐ queasiness	☐ regurgitate
☐ replenish	☐ robe	☐ spiteful	☐ squid
☐ tablet	☐ tedious	☐ unison	☐ visage

Step B

Noun	Verb	Adjective	Adverb
☐ strenuousness		☐ strenuous	☐ strenuously
☐ ascension	☐ ascend	☐ ascendable	
☐ consolation	☐ console	☐ consolable	☐ consolingly
		☐ crucial	☐ crucially
☐ desperateness	☐ desperate	☐ desperate	☐ desperately
☐ forfeit	☐ forfeit	☐ forfeit	
☐ persuasion	☐ persuade	☐ persuadable	☐ persuadably
☐ interior		☐ interior	☐ interiorly
☐ utilization	☐ utilize	☐ utilizable	
☐ migration	☐ migrate	☐ migratory	
☐ distinction	☐ distinguish	☐ distinct	☐ distinctly
		☐ brutal	☐ brutally
☐ tyranny	☐ tyrannize	☐ tyrannical	☐ tyrannically
☐ aspiration	☐ aspire	☐ aspirational	
☐ distraction	☐ distract	☐ distractive	☐ distractedly

Unit 8 • Making Inferences

Step A

☐ abdomen	☐ accentuate	☐ appendage	☐ ash
☐ athletic	☐ churn	☐ collide	☐ crust
☐ derogatory	☐ dolomite	☐ foreshadow	☐ genuine
☐ hostility	☐ indigenous	☐ infirm	☐ intimate
☐ literally	☐ majestic	☐ marquis	☐ meteorologist
☐ miniature	☐ miscellaneous	☐ molten	☐ nomadic
☐ obliterate	☐ obsolete	☐ primitive	☐ retrospect
☐ rip	☐ susceptible	☐ tactic	☐ tectonic

Step B

Noun	Verb	Adjective	Adverb
☐ authenticity	☐ authenticate	☐ authentic	☐ authentically
☐ rejection	☐ reject	☐ rejected	
☐ humor	☐ humor	☐ humorous	☐ humorously
☐ perception	☐ perceive	☐ perceived	☐ perceptively
☐ forecast	☐ forecast	☐ forecasted	
☐ frequency	☐ frequent	☐ frequent	☐ frequently
☐ significance	☐ signify	☐ significant	☐ significantly
☐ generation	☐ generate	☐ generational	
☐ glider	☐ glide		
☐ stability	☐ stabilize	☐ stable	☐ stably
☐ obligation	☐ obligate	☐ obligated / -tory	☐ obligatorily
☐ modification	☐ modify	☐ modified	
☐ scheme	☐ scheme	☐ schematic	☐ schematically
☐ magnification	☐ magnify	☐ magnificent	☐ magnificently
☐ bargain	☐ bargain		
☐ consideration	☐ consider	☐ considerate	☐ considerably
☐ adjustment	☐ adjust	☐ adjustive	☐ adjustively
☐ support	☐ support	☐ supportive	

Listening Section **Directions** 6-02

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 school official. 6-03

1. What problem does the student have?
   (A) He cannot find his classroom.
   (B) He cannot find his girlfriend.
   (C) He does not have a key to a room.
   (D) He does not have a student ID card.

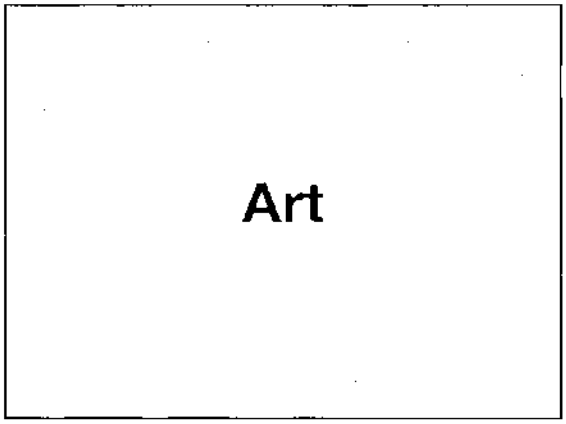
2. Why is the school official worried?
   (A) He is afraid he could lose his job.
   (B) He is afraid the student could hurt himself.
   (C) He does not want to see the student fail the class.
   (D) He does not want to be demoted.

3. According to the school official, what does the student need in order to get a lab key?
   (A) A registration signature
   (B) A registration card
   (C) A lab waiver
   (D) The professor's written permission

4. What can be inferred about the student?
   (A) He is not very diligent.
   (B) He lacks originality.
   (C) He is a genius.
   (D) He is very persistent.

5. Listen again to part of the conversation. Then answer the question.
   What is implied when the school official says this?
   (A) Something important is on the TV.
   (B) The school official is stating the obvious.
   (C) The student should watch the news more often.
   (D) The school official is aggravated with the student.

Lecture 6~11: Listen to part of a lecture in an art class. 6-04



6. What is the main topic of the lecture?

Ⓐ Monologues
Ⓑ Casting calls
Ⓒ Acting
Ⓓ Auditions

7. Why does the professor discuss sight reading?

Ⓐ To show how it has little to do with acting
Ⓑ To show how memorization is a more effective method
Ⓒ To show how good sight reading is often a barometer of ability
Ⓓ To show the true quality of an actor's voice

8. What does the professor say the audition is similar to?

Ⓐ A soliloquy
Ⓑ A job interview
Ⓒ An occupation
Ⓓ An actual play

9. According to the professor, what is a common practice in auditions?

Ⓐ Cold readings
Ⓑ Producer and actor dialogue
Ⓒ Impromptu speeches
Ⓓ Length of rehearsal time

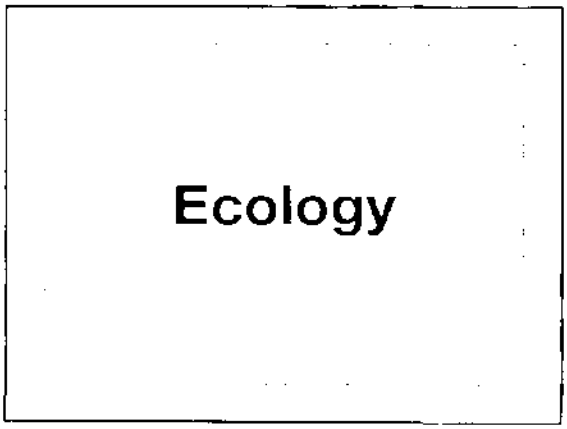
10. What can be inferred about auditions?

Ⓐ There is usually just one audition per performance.
Ⓑ It is beneficial for an actor to speak to the casting director first.
Ⓒ Casting directors have little to do with the actors once they are hired.
Ⓓ Strong improvisation skills are crucial during them.

11. According to the lecture, which of the following are important factors in the later stages of the audition? Check the correct answers in the box below:

	Yes	No
(A) The actor's work ethic		
(B) Chemistry with other potential cast members		
(C) How well the actor gets along with the producer		
(D) The actor's ability to compromise		
(E) Getting along with the casting director		
(F) Getting a good review from a community theater		

Lecture 12~17: Listen to part of a lecture in an ecology class. 6-05



12. What does the professor mainly discuss?

(A) Different forms of pollution
(B) Different forms of water pollution
(C) Different forms of inbred water diseases
(D) Different forms of air pollution

13. What is the professor's tone during the lecture?

(A) He seems ambivalent.
(B) He wants to motivate the students.
(C) He seems lethargic.
(D) He seems preoccupied.

14. How does the professor describe the worldwide pollution situation?

(A) It is slowly but surely improving.
(B) It is not as bad as it was ten years ago.
(C) It is the leading cause of death.
(D) It does not receive enough press.

15. Why does the professor talk about pollution's effect on fish?

(A) To show how it can deplete an important food source
(B) To show how it can attack weaker species
(C) To show how it affects every step of the food chain
(D) To show how fish have built up immunity against it.

16. What is the students' general reaction to the professor's lecture?

(A) They react apathetically.
(B) Their reaction is one of concern.
(C) They become enraged.
(D) They disapprove of it.

17. According to the lecture, which of the following are some of the most important contributing factors that cause thermal pollution? Check the correct answers in the box below:

	True	False
(A) Sulfur dioxide emissions		
(B) Manatee waste products		
(C) Natural disasters like earthquakes and tornadoes		
(D) Sewage and other organic wastes		
(E) Methane gas emissions from power plants		
(F) Agricultural run-off		

Conversation 18~22: Listen to part of a conversation between a student and a professor. 6-06

18. What are the speakers mainly discussing?
    - (A) Literary theory
    - (B) Faulkner
    - (C) Writing techniques
    - (D) An upcoming exam

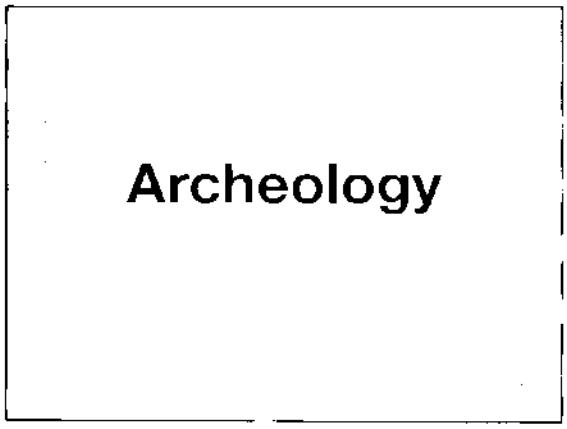
19. Why is the student anxious about speaking to the professor?
    - (A) She fears she has done something wrong.
    - (B) She fears she will be expelled from school.
    - (C) She fears the professor.
    - (D) She fears she is failing the class.

20. According to the professor, what will help the student most?
    - (A) The use of more description
    - (B) The use of internal monologue
    - (C) The use of more metaphors
    - (D) The addition of more dialogue

21. What is the professor's opinion of the student's ability?
    - (A) She should not have taken the class.
    - (B) She is an overachiever.
    - (C) She has great potential.
    - (D) She is too mechanical.

22. What does the professor explain as a common flaw of her students?
    - (A) They are reluctant to trim their writing.
    - (B) They are not very well organized.
    - (C) They display too much confidence.
    - (D) They lack creativity and freshness.

Lecture 23~28: Listen to part of a lecture in an archeology class. 6-07



23. What is the main topic of the lecture?

Ⓐ The ancient Egyptians
Ⓑ Archeology
Ⓒ Radio carbon dating
Ⓓ Willard Libby

24. What is a half-life?

Ⓐ The time expected for the carbon to be depleted from the sample.
Ⓑ The time it takes for half the carbon to disappear from the sample.
Ⓒ The time it takes for the carbon to multiply in a given sample.
Ⓓ The time it takes for the carbon to thrive in a given sample.

25. What resulted from Libby's discovery?

Ⓐ It became easier to date specimens older than 70,000 years.
Ⓑ It created a lot of controversy among his colleagues.
Ⓒ It showed that Egyptian culture was much older than originally thought.
Ⓓ It allowed scientists to be more accurate in determining the age of objects.

26. What can be inferred about the professor's attitude during the lecture?

Ⓐ He is not confident in his lecture notes.
Ⓑ He is worried the lecture might be too difficult for his students.
Ⓒ He is excited about the student's expertise.
Ⓓ He wishes he had chosen a different topic.

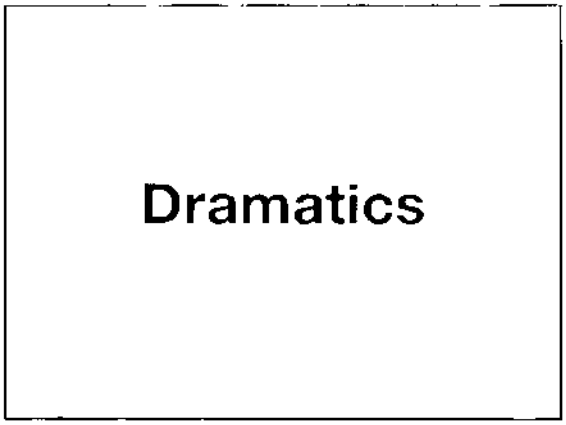
27. How does the professor organize the lecture?

Ⓐ He reveals the main topic at the very beginning.
Ⓑ He begins the lecture with specific images and questions.
Ⓒ He fills the lecture with statistics.
Ⓓ He digresses confusingly throughout the lecture.

28. Why is carbon so helpful in the dating process?

Ⓐ It is a universal element of the life cycle.
Ⓑ Its atoms are easily identifiable.
Ⓒ It is found in dinosaurs.
Ⓓ Its half-life is more easily measurable than nitrogen.

Lecture 29~34: Listen to part of a lecture in a dramatics class. 6-08



29. What does the professor mainly cover in the lecture?

Ⓐ Puritanism
Ⓑ A broad history of American theater
Ⓒ The rise of Broadway
Ⓓ Burlesque shows

30. What can be inferred when the professor says "take a hike"?

Ⓐ A student did not belong in her class.
Ⓑ She likes hiking.
Ⓒ She thinks the students need exercise.
Ⓓ She thinks inflation is on the rise.

31. What is the initial general attitude of the students?

Ⓐ Some students show disapproval.
Ⓑ Some students disagree openly.
Ⓒ Some students are uninterested.
Ⓓ Some students display skepticism.

32. What does the professor mean by rudimentary theaters?

Ⓐ Early theaters were not very popular.
Ⓑ Early theaters were very basic.
Ⓒ Early theaters were elaborate.
Ⓓ Early theaters were not enclosed.

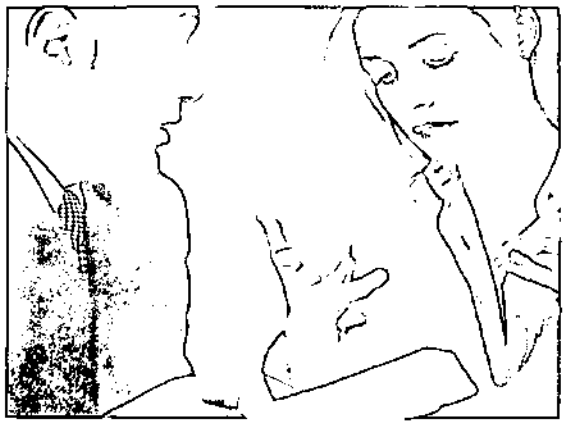
33. What was a minstrel show?

Ⓐ A farcical comedy
Ⓑ An American version of Shakespeare
Ⓒ A play concerning racial stereotypes
Ⓓ The earliest version of the musical

34. What can be inferred about Burlesque shows?

Ⓐ They were ahead of their time.
Ⓑ They were shunned by society.
Ⓒ They were produced for the upper classes.
Ⓓ They were popular among politicians.

Conversation 1~5: Listen to a conversation between a student and a financial counselor. 6-09



1. What problem does the student have?
   - (A) He got a bad grade.
   - (B) He needs a part-time job.
   - (C) He does not have enough money.
   - (D) He eats out too much.

2. Why does the student visit the financial counselor?
   - (A) He hopes to borrow some money from her.
   - (B) He wants her to ask his parents for more money.
   - (C) He wants to work for the university.
   - (D) He wants to solve his money problem.

3. According to the financial counselor, what is one way that the student can save money?
   - (A) He can get a full-time job.
   - (B) He can ask his parents for more money.
   - (C) He can stop eating breakfast.
   - (D) He can make food at home instead of eating out.

4. What can be inferred about the student?
   - (A) He is a hard worker.
   - (B) He is lazy.
   - (C) He does not need to save more money.
   - (D) He might fail in the field of microbiology.

5. What will the student probably do next?
   - (A) Get a part-time job
   - (B) Try to save money
   - (C) Ask the financial counselor for a loan
   - (D) Go to the bank and borrow money

Lecture 6~11: Listen to a lecture in a zoology class. 6-10

Zoology

6. What is the lecture mainly about?
   - (A) The reproductive cycles of the badger
   - (B) Badgers and their coloring
   - (C) The environments that badgers thrive in
   - (D) Badger physiology

7. Why does the professor explain about melanin pigmentation?
   - (A) To say that badgers eat melanin
   - (B) To indicate how badgers build their homes
   - (C) To state that it kills many badgers
   - (D) To show what determines their coloring

8. According to the professor, what is the purpose of the markings on a badger's head?
   - (A) They warn potential predators of danger.
   - (B) They attract a mate.
   - (C) They provide camouflage.
   - (D) They have no purpose.

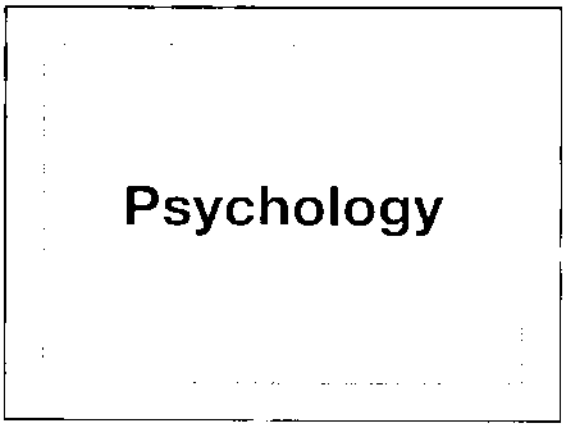
9. What is the professor's attitude towards the female student's description of badger habits and habitats?
   - (A) He thinks she is absolutely correct.
   - (B) He thinks she is mostly correct.
   - (C) He thinks she is totally incorrect.
   - (D) He thinks she does not know anything.

10. How does the professor organize the information about badgers that he presents to the class?
    - (A) He only discusses general facts about badgers.
    - (B) He starts off by telling a story about hunter and a badger.
    - (C) He starts off discussing general facts and gets to specific details about coloring.
    - (D) He only discusses specific facts about badger coloration.

11. According to the lecture, which of the following are facts about the badger? Check the correct answers in the box below:

	Yes	No
(A) They are nocturnal.		
(B) Males are called bulls.		
(C) They are carnivorous.		
(D) Females are called sows.		
(E) They live in underground dwellings called homes.		
(F) They reproduce through delayed implantation.		

Lecture 12~17: Listen to a lecture in a psychology class. 6-11



12. What is the main topic of the lecture?
   - (A) adolescent and adult life
   - (B) the basis of attachment theory
   - (C) John Bowlby
   - (D) the Harlow experiments

13. Why does the professor explain Bowlby and Harlow's scientific work?
   - (A) To explain their importance in establishing attachment theory
   - (B) To say that they were famous scientists
   - (C) To mention that they were the first to work on rhesus monkeys
   - (D) To show that deep-seeded attachments are important to understand

14. According to the professor, what is true about rhesus monkeys?
   - (A) They are capable of human emotions.
   - (B) They are not subject to affectional bonds.
   - (C) They are similar to humans in infantile stages.
   - (D) They are not interested in their mother's warmth.

15. What is the professor's opinion of the Harlow experiments?
   - (A) They were not as significant as the paper published by John Bowlby.
   - (B) They were unethical because they mistreated rhesus monkeys.
   - (C) They were important because they involved monkeys.
   - (D) They were important because they were tests that could not be done on humans.

16. What can be inferred about rhesus monkeys?
   - (A) They are kind creatures.
   - (B) They will act abnormally if raised apart from their mothers.
   - (C) They do not like being used in scientific experiments.
   - (D) They are an endangered species.

17. According to the lecture, which of the following are features of an affectional bond? Check the correct answers in the box below:

	Yes	No
(A) It is persistent rather than transitory.		
(B) It involves three particular people.		
(C) It involves a relationship that is emotionally insignificant.		
(D) The individual who formed the bond wants to remain physically close to the person with whom he has bonded.		
(E) The individual will become happy if he is separated from the person with whom the bond was formed.		
(D) The person who formed the bond will always seek discomfort and emotional insecurity.		

Conversation 18~22: Listen to a conversation between a student and a professor. 6-12

18. What problem does the student have?

(A) Her group failed to make any progress.
(B) She is afraid she will get a poor grade.
(C) She did poorly on a test.
(D) She wants to drop the professor's class.

19. Why does the student visit the professor?

(A) She wants to change groups.
(B) She wants him to choose a leader.
(C) She wants to get a higher grade than her partners.
(D) She wants his advice.

20. According to the professor, how many benefits are there for Mary to become group leader?

(A) One
(B) Two
(C) Three
(D) Four

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

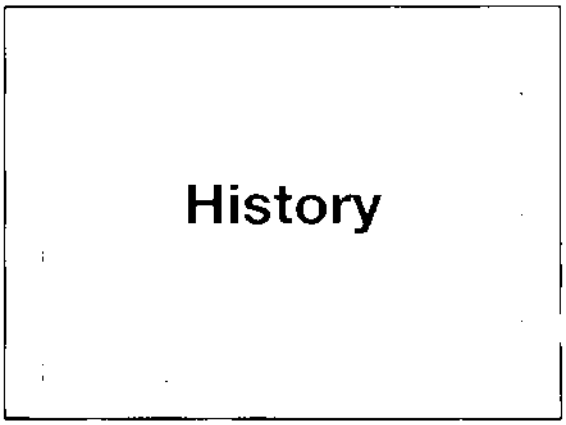
What does the professor mean when he says this?

(A) He thinks she has a long nose.
(B) She dropped the solution on the floor.
(C) The solution is obvious.
(D) She should blow her nose.

22. What will the student probably do next?

(A) She will probably join a new group.
(B) She will probably become the leader of her group.
(C) She will probably ask the professor for more help.
(D) She will probably change classes.

Lecture 23~28: Listen to part of a lecture in a history class. 6-13



23. What is the main topic of the lecture?

Ⓐ The Peloponnesian War
Ⓑ King Hammurabi's law
Ⓒ The Epic of Gilgamesh
Ⓓ The ancient Sumerian timber crisis

24. Why does the professor explain the Epic of Gilgamesh?

Ⓐ To say it was the cause of the timber crisis
Ⓑ To mention his favorite epic from that period
Ⓒ To argue that it solved the timber crisis
Ⓓ To say that it contains historical information about the timber crisis

25. What resulted from the invention of the copper melting process?

Ⓐ The Bronze Age
Ⓑ An increased need for wood
Ⓒ A solution to the timber crisis
Ⓓ The occupation of logging

26. What can be inferred about the male student?

Ⓐ He has never studied Sumerian history before.
Ⓑ He is familiar with the work of Theodore Wertime.
Ⓒ He has never read the works of Theodore Wertime.
Ⓓ He is interested in the Sumerian timber crisis.

27. What can be inferred about the Sumerian timber crisis?

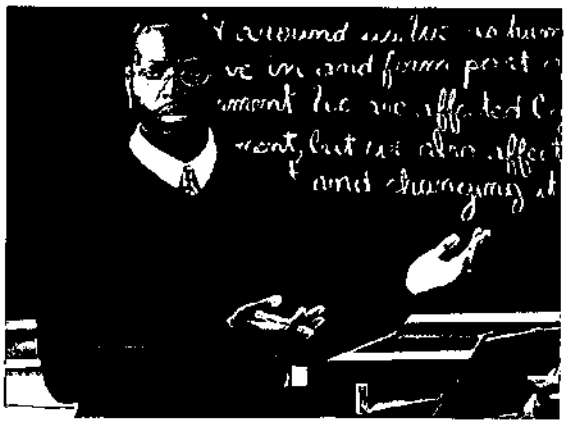
Ⓐ It was caused by King Gilgamesh.
Ⓑ It was a result of Egypt's need for wood.
Ⓒ It was the result of unsustainable logging practices.
Ⓓ It caused the Peloponnesian War.

28. According to the lecture, which of the following were uses for wood during the Bronze Age? Check the correct answers in the box below:

	Yes	No
(A) Mining		
(B) Smelting		
(C) Metalworking		
(D) Shipbuilding		
(E) Horse feed		
(F) Armor building		

Lecture 29~34: Listen to part of a lecture in a biology class. 6-14

Biology



29. What aspect of the eye does the professor mainly discuss?

(A) The lens
(B) The choroid
(C) The hyaloids artery
(D) The zonules of Zinn

30. Why does the professor explain the process of accommodation?

(A) To say it is important to understand the way the lens ages
(B) To describe it as the most important part of the eye
(C) To mention that the zonules of Zinn are controlled by this process
(D) To state that the lens has too many organelles

31. How does the index gradient affect the optical power of the lens?

(A) It damages it.
(B) It decreases it.
(C) It does not affect it.
(D) It enhances it.

32. According to the lecture, which of the following are layers of the crystalline lens? Check the correct answers in the box below:

	Yes	No
(A) Capsule		
(B) Zonule		
(C) Subcapsular epithelium		
(D) Cortex		
(E) Nucleus		
(F) Presbyopia		

33. How does the professor organize the information he presents to the class?

(A) By beginning specifically with accommodation and moving to general information about the lens
(B) By focusing on general information about the crystalline lens
(C) By only discussing the lens specifically in regards to the process of accommodation
(D) By discussing general information about the crystalline lens and then moving towards specific information about accommodation

34. Why does the professor feel it is important for the students fully to understand the process of accommodation?

(A) Most of their future work in the field of optics will involve it.
(B) It is the most sensitive part of the crystalline lens.
(C) It is the most difficult part of the crystalline lens to understand.
(D) It is the most commonly damaged part of the crystalline lens.

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Unit 1 Listening for Main ideas

Practice with Conversations

A **1.** (C) **2.** (B) **3.** (C)

4. 1) the library
2) Golden Retrievers
3) a librarian
4) the Dewey Decimal System
A) 10, B) 000 to 999
5) the card catalog
6) call number

5. [1]Dewey Decimal System [2]ten broad areas [3]Religions and Mythology [4]card catalog [5]broken down [6]wrote down

W2: Excuse me. I was wondering if you could help me?

W1: Yes, of course! How can I be of assistance?

W2: Well, I'm writing a paper on how to train Golden Retrievers. A friend of mine recommended a book called *Golden Retrievers: Puppyhood and Beyond*. How would I go about finding this book?

W1: Golden Retrievers! Such lovely dogs! The first thing you need to know is that our library is set up on what is called the Dewey Decimal System. The Dewey Decimal System is split into 10 broad areas, with call numbers ranging from between 000 and 999.

W2: That sounds complicated. I have to know and memorize the exact number of the book anywhere from between 000 and 999?

W1: Oh no, no. It's much more straightforward than that. You initially narrow your search by determining which of the ten broad areas your topic falls under. For instance, a Golden Retriever is a dog, an animal, and animals fall under the category Math and Science in the Dewey Decimal System. These categories are numbered 500-599.

W2: Okay, I think I see. So I need the Math and Science category for dogs, but what if I was researching something else? Can you tell me the other categories?

W1: Certainly. The ten areas are as follows, in order: General Knowledge, Psychology and Philosophy, Religions and Mythology, Social Sciences and Folklore, Languages and Grammar, Math and Science, Medicine and Technology, Arts and Recreation, Literature, and Geography and History.

W2: Wow! Okay, so I have narrowed my search to the Math and Science Section, and my book has a number that is somewhere between 500 and 599?

W1: Yes, that's right. Now, to find out the exact number, you go to our card catalog which is a filing system set up exactly as the books are arranged on the shelves.

W2: Okay, so I go to the file that has the cards 500-599... Now what do I do?

W1: Now, each category is broken down into sub-categories. For instance, you see in this file that Math and Science has subheadings such as Biology, Chemistry, Dinosaurs, and so on. Find the category Animals.

W2: Okay, I see it!

W1: You notice how all the books relating to animals have 599 as part of their number?

W2: Oh! I get it! So I go through the cards that have 599 as part of the number, and the book I am looking for should be listed there... Here it is!

W1: Exactly! What is the number?

W2: *Golden Retrievers: Puppyhood and Beyond* is listed as number 599.68.

W1: Good, so now you write down that number on a slip of paper, and you know exactly where to look for the book on the shelf.

W2: Wow! This is so helpful. And I love this system. Thank you!

W1: You're welcome. I'm glad I could be of assistance.

W2: 실례합니다. 뭘 좀 여쭤 봐도 될까요?

W1: 물론이죠! 뭘 도와 드릴까요?

W2: 골든 리트리버 훈련법에 대한 보고서를 쓰고 있어요. 제 친구가 〈골든 레트리버: 자견과 성견〉이라는 책을 추천해 주더군요. 어디에서 찾을 수 있을까요?

W1: 골든 레트리버라구요! 정말 사랑스러운 개죠. 먼저 아셔야 할 게 이 도서관은 듀이 십진분류법을 사용하고 있다는 거예요. 듀이 십진분류법은 000에서부터 999까지의 청구번호가 있는 10개의 큰 영역으로 나누어져 있어요.

W2: 복잡하네요. 000에서부터 999 사이의 어딘가에 해당하는 책 번호를 정확하게 알고 있어야 한다는 말인가요?

W1: 아뇨, 그렇진 않아요. 그보다 훨씬 단순해요. 찾는 도서의 주제가 10개의 영역 중 어디에 해당하는지를 먼저 찾아야 해요. 예를 들어 골든 레트리버는 개이고 동물이니까 동물은 듀이 십진분류법에서는 수학과 과학 분류에 해당되네요. 해당 번호가 500-599예요.

W2: 네, 무슨 말인지 알겠어요. 그러니까 개를 찾기 위해서는 수학과 과학 분류를 찾아봐야 하는 거군요. 그런데 다른 주제를 찾을 때는 어떻게 하죠? 다른 분류에는 어떤 게 있나요?

W1: 네. 10개의 영역은 순서대로 다음과 같아요. 일반 지식, 심리학과 철학, 종교와 신화, 사회과학과 민속학, 언어와 문법, 수학과 과학, 의학과 기술, 예술과 레크리에이션, 문학, 그리고 지리와 역사예요.

W2: 와! 알겠어요. 그래서 제가 찾는 주제는 수학과 과학에 해당되니까 찾는 책이 500과 599사이의 어딘가에 있겠군요.

W1: 맞아요. 이제 정확한 번호를 찾아내기 위해서는 책장에 있는 책대로 정확하게 배열되어 있는 파일 시스템인 카드 장서목록으로 가세요.

W2: 알겠어요. 그러니까 500-599사이의 카드가 있는 파일로 가서… 다음은 어떻게 하죠?

W1: 그러면 각 분류마다 하위분류로 나누어져 있어요. 예를 들어서 이 파일 안에는 수학과 과학 분류 안에 생물학, 화학, 공룡 등등의 하위분류가 있어요. 동물 분류를 찾아보세요.

W2: 네, 여기 있어요!

W1: 동물과 관련된 모든 책에는 숫자에 599가 있는 게 보일 거예요.

W2: 예! 그러네요. 그러니까 숫자에 599가 있는 책들을 훑어보면 제가 찾는 책이 있겠군요… 여기 있어요!

W1: 좋아요! 책 번호가 어떻게 되죠?

W2: "골든 레트리버: 자연과 성격"은 599.68이네요.

W1: 맞아요. 그러면 종이에 그 번호를 적으면 책장 어디에 그 책이 있는지 정확하게 알 수가 있어요.

W2: 와! 정말 유용하군요. 이 시스템 너무 마음에 들어요. 감사합니다.

W1: 천만에요. 도움이 됐다니 제가 더 기쁘네요.

B 1. Ⓒ 2. Ⓑ 3. Ⓐ

4. 1) calculus grade
   2) A) homework, B) has missed
   3) her personal problem
   5) higher grade
   6) A) to be more responsible
   7) apologizes

5. [1]lagging [2]quite a number of classes [3]stress [4]broken up with her boyfriend [5]hard time staying focused [6]special consideration [7]not performing well [8]unethical [9]responsibility for her actions

W: Hi, Professor Smith. Do you have a minute?

M: Of course, Sally. What can I help you with?

W: Well, I wanted to talk to you about my grade in your calculus class.

M: Okay. Give me a second to find your information on this spreadsheet. Here it is. It looks like you're lagging behind on your homework assignments. Hmm, and you've also missed quite a number of classes so far this semester. Is everything okay?

W: Well, I've been having a hard time this semester because I broke up with my boyfriend. We've been seeing each other for a bit, but he recently moved away from here. It's been hard trying to keep focused on school.

M: I'm sorry to hear that. It's certainly hard when someone important in our lives moves away. Coping with the end of a relationship can be difficult for anyone.

W: I know. It's been very difficult for me to deal with. I haven't been able to eat or sleep, and so when I'm in your class, I cannot concentrate because I am tired and hungry.

M: Well, that is not good. I suggest you try to get as much rest as possible and eat balanced meals. If not, your grades will not improve, and I'm afraid I'll be left with no choice but to fail you in my class.

W: Yes, I know, Professor Smith. I really don't want to fail, so that is why I am here.

M: I'm sorry, Sally. I guess I don't understand, as I have nothing to do with your relationships, and it is not I who is causing you not to eat or sleep. What can I do?

W: It is just that I was hoping you would take into consideration what I have been going through, and well, I thought maybe you could overlook my bad test scores and just give me a passing grade.

M: Sally, you cannot be serious. What you are asking me to do is favoritism. It is nothing more than cheating!

W: But Professor Smith! I've been under such stress!

M: That very well may be the case, Sally, but do you think you are the first person who has had to deal with personal issues while undertaking such serious matters as school or work? For instance, I am a married man with two children. Last year, when I was working on a very important paper for the university, my youngest child came down with a terrible case of the flu. My wife and I had to take turns staying up all night attending to her. I was tired, losing sleep, and worrying myself silly. But that did not stop me from coming to class every day, teaching, and seeing to my responsibilities. What you are asking me to do is not only unethical, but it also shows that you do not want to be an adult and take responsibility for your own actions.

W: Yes, you are right. I am sorry. It was silly of me to ask such an absurd question. I need to realize that my boyfriend has decided to move away and there is nothing I can do about it. I promise to do better in your class. Can you forgive me for asking such a forward question?

M: Yes, Sally, of course. Let's just try to mend things and move on, shall we?

W: Yes, Professor Smith. And thank you for your time.

M: You're welcome, Sally. You can come and speak to me anytime.

W: 안녕하세요, 스미스 교수님. 잠깐 시간 좀 내주실 수 있으세요?

M: 물론이죠, 샐리. 무슨 일이죠?

W: 미적분 수업 성적에 대해서 말씀 드리고 싶은 게 좀 있어서요.

M: 그래요. 이 스프레드시트에서 학생자료를 찾게 잠깐만 기다려 주세요. 여기 있네요. 과제물에서 약간 점수가 떨어졌군요. 흠. 이번 학기 동안 수업도 몇 번 빠졌네요. 무슨 문제라도 있나요?

W: 사실은 남자친구와 헤어져서 이번 학기가 힘들었어요. 잠시 동안 사귀었는데 최근에 남자친구가 이사를 갔어요. 학교 수업에 집중하기가 힘들어요.

M: 안됐군요. 살아가면서 우리에게 중요한 사람이 떠난다는 건 힘든 일이죠. 사귀던 사람과 헤어지는 일은 누구에게나 힘든 법이에요.

W: 알아요. 저한테도 정말 힘들었거든요. 먹지도 자지도 못해서 수업 중에도 피곤하고 허기져서 수업에 집중할 수가 없었어요.

M: 이런! 가능한 한 충분히 휴식을 취하고 균형 잡힌 식사를 하도록 해요. 그렇지 않으면 성적도 오르지 않을 테고 이 수업에 낙제하고 말 테니까요.

W: 예, 알겠어요. 스미스 교수님. 정말 낙제하고 싶지가 않아서 교수님을 찾아뵐 거예요.

M: 유감이군요. 샐리 양. 그런데 이해가 되지 않네요. 학생이 남자친구와 헤어진 건 나랑 아무 관계도 없고 내가 못 먹거나 못 자게 한 것도 아니잖아요. 어떻게 해주길 바라죠?

W: 제 상황을 참작해 주셨으면 해서요. 낮은 성적을 무시하고 합격점을 주시면 안 될까 해서요.

M: 샐리 양. 설마 진심으로 하는 얘기는 아니겠죠? 지금 편애를 해 달라는 건가요? 이건 부정행위나 다름없어요.

W: 하지만 스미스 교수님! 전 정말 스트레스가 이만저만한 게 아니었어요!

M: 샐리 양 그 말이 진적으로 사실이겠지만 학교나 직장에서 그런 중요한 문제를 해 나가면서 학생 말고는 개인적 문제를 해결해야 하는 사람이 없었다고 생각하지는 않겠죠? 예를 들어 나만해도 결혼을 한 입장이고 애가 둘이나 있어요. 작년에 중요한 대학 논문작업을 하고 있는 동안에 막내가 심한 독감에 걸렸죠. 아내와 나는 그 애를 돌보느라 교대로 밤을 꼬박 새웠어요. 피곤했고 잠도 못 잤고 걱정은 걱정대로 했죠. 하지만 그렇다고 수업을 빠지거나 책임을 게을리 하지는 않았어요. 학생이 지금 내게 부탁하는 것은 비윤리적일 뿐만 아니라 성인으로서 학생이 하는 일에 대한 책임을 지지 않겠다는 말밖에 안돼요.

W: 맞아요. 죄송해요. 그런 황당한 부탁을 드려서 죄송해요. 남자친구는 떠났고 더 이상 내가 어떻게 할 수 없다는 것을 인정해야 할 것 같네요. 교수님 수업 시간에 더 잘 하겠다고 약속 드릴게요. 주제넘은 부탁을 드린 것 용서해주시기 바랍니다.

M: 그래요. 샐리 양. 과거는 잊고 앞으로 나가야죠.

W: 예, 스미스 교수님. 시간 내 주셔서 감사해요.

M: 천만에요. 샐리 양. 언제라도 얘기하러 오세요.

C 1. Ⓒ 2. Ⓓ 3. Ⓐ

4. 1) purchase book
   2) book card
   3) personal information
   4) B) old books first
   6) she didn't pay for the book yet
   7) Apologizes

5. [1]would like to purchase a book [2]asked to make a deferred payment [3]have enough [4]was not responsible [5]had forgotten [6]enough money to pay

W: Hi. I would like to purchase this book.

M: Can I have your card please?

W: Card? Oh... the book card. I don't have it with me right now. I left it at home. But I think you can identify me with my phone number, right? My phone number is 683-8585 and my name is registered as Julie.

M: Very good, Miss. If you would just bear with me a moment, I will pull up your records.

W: Thank you.

M: Um, I'm sorry, Julie, but my computer indicates that the last time you were in our store, you asked to make a deferred payment, due... two weeks ago. I am sorry to tell you this. But it seems like you have still not made the payment.

W: What? Are you certain? I find that highly dubious. I am sure I made that payment. What was it for?

M: Let's see. Our records show that we allowed you to take two textbooks that were required for your biology class under the condition that we would send you a bill through the mail and that you would pay it by the due date. You have missed that due date, and until you pay the arrears, I cannot let you purchase another item.

W: Oh, my God. There must have been something wrong. I need this book right now! It is for my English class, and we are having a lecture on the text tomorrow, but I only have enough money to buy this book!

M: Well, I am sorry, Julie, but either you find more money, or you return the book to the shelf and pay only for the two textbooks which are already in your possession.

W: Well, I don't believe this! I have never heard of such treatment! I could have sworn I received the bill and put a check in the mail. I blame the school post office!

M: I am sorry again, Julie, but one of the stipulations on the deferment slip is that we are not responsible if the school post office happens to misplace your check should you decide to put it through the mail, which it appears you did.

W: Well, I refuse to pay another dime for the bo... Oh! Oh, wait one moment! Silly me! The payment I put in the mail was for another store for a set of folders I bought for my accounting class. Excuse my rudeness! And you are right. I received the bill for the textbooks, but I stuck it on my dresser and forgot all about it! Here is what I will do. Allow me just to put this book back on the rack. I can borrow my friend's

book until I have enough money to come back and purchase my own. That way, I will have enough money to pay for the two textbooks I received last week.

M: That sounds like a good plan.

W: Thank you for your patience and for being so kind.

M: You are welcome, Julie. It is not a problem.

W: 안녕하세요. 이 책을 구입하고 싶은데요.

M: 카드 주시겠어요?

W: 카드라고요? 이… 도서 카드요. 지금 없는데요. 집에 두고 왔어요. 하지만 전화번호로 신분확인 되죠? 제 전화번호는 683-8585이고 이름은 줄리로 등록되어 있을 거예요.

M: 네, 좋아요. 잠시만 기다려 주시면 자료를 불러오죠.

W: 감사합니다.

M: 음 줄리 양. 컴퓨터 기록을 보니까 지난번에 서점에 오셨을 때 연체 요금이 있네요. 2주 전이 결제 예정일이었어요. 유감이지만 아직까지 결제를 안 하셨어요

W: 예? 확실한가요? 믿을 수가 없네요. 요금을 다 지불했을 텐데요. 무슨 요금을 연체했죠?

M: 한번 보죠. 여기를 보면 영수증을 우편 발송하면 만기일까지 갚겠다는 조건하에 학생의 생물 수업에 필요한 교재 2권을 사간 것으로 되어 있네요. 만기일이 지났으니 연체료를 내기 전에는 다른 도서를 구입할 수가 없어요.

W: 이런! 뭔가 잘못된 게 틀림없어요. 지금 당장 이 교재를 사야 해요! 영어 수업 교재데 내일 이 교재 수업이 있어요. 그런데 돈은 이 책을 살 금액밖에 없어요!

M: 줄리 양. 안됐지만 돈을 더 구하지 오든지 아니면 그 책을 선반에 다시 갖다 꽂고 이미 가지고 있는 두 권의 교재비를 지불하든지 해야 해요.

W: 믿을 수가 없네요! 이런 식으로 일을 처리한다는 얘긴 들어본 적도 없어요. 맹세코 영수증을 받아서 우편함에 요금을 넣었어요. 교내 우체국 책임이에요!

M: 줄리 양. 다시 한 번 유감스럽단 말씀을 드리지만 연체관련 규정 중의 하나는 학생이 했듯이 우편으로 연체료를 지불하기로 했는데 혹시라도 교내 우체국에서 수표를 분실하는 사태가 발생하더라도 저희 쪽에서 책임을 지지 않는다는 거예요.

W: 책값으로 10센트도 더 못… 아, 잠깐만요! 이런, 바보 같이! 제가 우편함에 넣은 수표는 회계 수업에 쓰려고 다른 가게에서 산 풀더 값이에요. 무례하게 굴어서 죄송해요. 아저씨 말씀이 맞네요. 교재대금 청구서를 받았는데 서랍에다 넣어두고서는 깜빡 했네요! 이렇게 할게요. 이 교재를 선반에 다시 꽂아두고 다시 교재를 살 돈을 구할 때까지는 친구 책을 빌려 쓸게요. 그러면 지난 주 받은 교재비를 지불할 돈이 생기니까요.

M: 좋은 생각이네요.

W: 끝까지 친절하게 대해 주셔서 감사합니다.

M: 천만에요. 괜찮아요.

D 1. (B) 2. (D) 3. (A)

4. 1) her appointment
   2) sign up for
   3) A) when student would like to graduate,
      B) four years, C) 15 credit hours
   4) B) take science class

5. [1]scheduling classes [2]graduate on time [3]could not afford [4]major she was choosing [5]prerequisite [6]interest in geology

W1: Hi, Professor. I am here for my 9:00 appointment.

W2: Good morning. So you're here to register for next semester's classes?

W1: Yes, that's right. I want to make sure that I am signing up for the courses that I need for my journalism major.

W2: Let me get out the journalism requirements checklist so we can make sure that you're taking the classes you need. Here we go. Okay, now, how many course hours do you want to have next semester?

W1: As few as possible. I really don't want to get burned out!

W2: Well, I can understand that. I was a student once, too, but remember that you need 126 credit hours to graduate, and I suspect you want to graduate in the usual four years?

W1: Oh, yes, I really can't afford to stay longer than four years!

W2: Okay, so keeping that in consideration, I would recommend that you take at least 15 to 18 hours each semester.

W1: Well, okay. I took 15 credit hours each for the last two semesters. And I'm signed up for six credit hours of summer school. Fifteen hours hasn't been so bad, so maybe I'll continue with that. But can we try to schedule my classes so that I get to sleep in a little bit in the mornings?

W2: Sure, absolutely. And the fact that you took so many credits last semester means you've gotten off to a good start! Have you taken all the required courses for first-year journalism students?

W1: Yes, I have. Oh, wait a minute! I actually took a biology class instead of a mass communication class. Is that a problem?

W2: No, it's not a problem. Actually, you need to take two science classes before you graduate, so now you have filled one of those two requirements. But you definitely need to take the mass communication class this next semester because it is a prerequisite for other classes that you need.

W1: Oh, that's good to know. Well, I'll write down that course to take next semester. Should I take my other science class in the fall semester also?

W2: It would be a good idea to take that class in one of the next two semesters so you can focus on the classes in your major. Is there a science class offered next semester that interests you?

W1: There is a geology class that looks interesting, and I've heard good things about the professor. It's offered at three different times, so I should be able to work that in around my other classes.

W2: Great. So I will sign this for you now. Do you have any other questions while you're here?

W1: Not that I can think of at the moment. Thank you very much for helping me, Professor.

W2: No problem. That's what I'm here for. Good luck next semester!

W1: 안녕하세요, 교수님. 9시 약속 때문에 왔어요.

W2: 안녕하세요. 다음 학기수업 등록을 하려고 온 거죠?

W1: 예, 맞아요. 신문방송학 전공을 위해 필요한 수업에 등록을 하려고요.

W2: 신문방송학과 요건목록을 꺼내서 필요한 수업이 무엇인지 확인해 보도록 하죠. 여기 있네요. 다음 학기엔 몇 학점이나 들을 생각이죠?

W1: 가능한 한 적게요. 녹초가 되고 싶지 않거든요.

W2: 무슨 말인지 알겠어요. 나 역시 학생이었던 때가 있으니까요. 하지만 졸업을 하기 위해서는 126학점을 이수해야 한다는 건 알죠? 4년 안에 졸업할 생각은 있어요?

W1: 그럼요. 4년 이상 대학을 다닐 형편도 안돼요.

W2: 좋아요. 그럼 그걸 염두에 두고 각 학기마다 최소 15학점에서 18학점은 듣도록 권하고 싶네요.

W1: 예, 알겠어요. 지난 두 학기는 학기마다 15학점씩 들었어요. 그리고 여름 학기에 6학점을 신청했어요. 15학점은 그리 벅벅하지 않았으니 계속15학점을 들을까 해요. 그런데 아침에 잠을 좀 잘 수 있게 수업을 조정할 수 있을까요?

W2: 물론이죠. 지난 학기에 그렇게 많은 학점을 이수했다니 출발이 좋군요. 신문방송학과 1학년 필수과목들은 다 들었나요?

W1: 예. 아, 잠깐만요! 매스컴 수업 대신 생물 수업을 들었어요. 문제가 되나요?

W2: 아뇨, 괜찮아요. 사실, 졸업하기 전에 과학 수업을 두 개 들어야 하는데 그 두 가지 중에 하나를 들은 셈이네요. 하지만 필요한 다른 수업을 들기 위해서는 이번 학기에 매스컴 수업을 들어야 해요.

W1: 알게 되어서 다행이네요. 다음 학기에 듣도록 적어 놓아겠어요.

W2: 전공 수업에 집중할 수 있도록 다음 두 학기 중에 그 수업을 들어놓는 게 좋을 거예요. 다음 학기에 강의가 있는 과학수업 중에 흥미가 있는 수업은 없어요?

W1: 지질학 수업이 흥미 있어 보여요. 교수님에 관한 좋은 얘기들도 들리고요. 수업이 세 시간 대에 있어서 다른 수업과 병행할 수 있을 것 같아요.

W2: 잘 됐군요. 그러면 이제 서명을 해 주죠. 혹시 다른 질문 있나요?

W1: 지금으로서는 없어요. 도와주셔서 감사합니다, 교수님.

W2: 천만에요. 이제 내가 할 역할이잖아요. 다음 학기에 행운을 빌어요!

Practice with Lectures

A 1. (B) 2. (A) 3. (C)

4. 1) operas
   2) boring, B) wrong ideas
   3) A) the ancient Greeks, B) the Renaissance
   4) A) a singer's abilities, B) emotions
   6) A) dramatic opera, B) comical opera, C) short, comical opera

5. [1]music [2]dancing [3]ancient Greeks [4]during the Renaissance [5]Italy [6]Germans [7]Russia [8]*comique* [9]very short opera [10]complex musical passage

M1: Today, class, we are going to be talking about opera.

M2: Opera! Oh no. I know what that is. Operas are so boring.

M1: Boring? Not at all! Operas are dramas that employ the use of music.

M2: They are dramas? I thought an opera was when performers dressed up in costumes and then sang in foreign languages on the stage.

M1: Well, I am sure an opera appears that way if you don't know what is happening. Why don't we look at the history of opera to find out exactly what an opera is and how this form of drama evolved? We have the ancient Greeks to thank for inspiring this form of expression. The ancient Greeks performed dramas that incorporated music and singing and sometimes even dancing.

M2: The ancient Greeks? But when I think of opera, I think of a large woman wearing a horned helmet, and she is singing in... I don't know... German? Italian?

M1: Either one would be correct, as both the Germans and Italians embraced operatic performances. Modern opera began in Italy during the Renaissance. One of the very first modern operas was composed during the late sixteenth century by Jacopo Peri. It was called *Dafne* and was an opera based on a Greek myth.

M2: It is hard enough to follow a play. Why must they add such complicated songs? Sometimes it sounds like the singers are screaming!

M1: Those "complicated songs," as you refer to them, are known as arias. An aria is a complex musical passage created to showcase a singer's vocal range. But can you think of another reason why a wide range in vocal sound might be important?

M2: To show... when someone is angry?

M1: Close. An aria allows the performer to express a varied range of emotions through the tone of his singing. It can be compared to how babies cry using differing intonations depending on their need, say, hunger or tiredness.

M2: Are Italy and Germany the only places where operas are performed?

M1: Not at all. The art form of opera is very popular all over the world but especially in Europe. Venice, Italy, was where the first opera house was created, but there are opera houses in England, France, Portugal, Spain, and Russia. Still, because opera is thought of as an Italian art form, composers from other countries, such as Germany's Handel and Austria's Mozart, still wrote their works in Italian. It wasn't until later that composers felt confident enough to write operas in their own language.

M2: It seems that everyone ends up dying in an opera. Are all operas so morbid?

M1: Again, you are thinking of opera in its clichéd form. Just as a play can be a comedy or a tragedy, so too can operas. The most popular is the one you mentioned, the *opera seria*, which has a dramatic plot that may involve death, but there is also the *opera comique*, which is a comical opera. Operettas are shorter versions of operas that often have comical plots.

M2: Can you recommend an opera to us? They don't appear so boring after all!

M1: Certainly. There is, of course, Puccini's *Madame Butterfly*, Mozart's *The Marriage of Figaro*, George Bizet's *Carmen*, or Wagner's *Der Ring des Nibelungen*. These are all examples of dramas that utilize music, singing, or dancing.

M1: 안녕하세요, 여러분. 오페라에 대해 공부해 보도록 하겠습니다.

M2: 오페라라고요? 싫어요. 오페라가 어떤 건지 알아요. 오페라는 정말 지겨워요.

M1: 지겹다고요? 전혀 그렇지 않아요. 오페라는 음악을 사용한 연극이에요.

M2: 오페라가 연극이라고요? 의상을 차려 입은 배우들이 무대에서 외국말로 노래하는 게 오페라 아닌가요?

M1: 어떤 일이 일어나는지를 모를 경우에는 오페라가 그렇게 보일 거예요. 정확하게 오페라가 무엇이고 이 형태의 극이 어떻게 발전했는지를 알아보기 위해 오페라의 역사를 살펴보도록 하죠. 이 형태의 극이 탄생하도록 영감을 준 사람들은 고대 그리스인들이에요. 고대 그리스인들은 음악과 노래, 때로는 무용까지 결합한 연극을 공연했어요.

M2: 고대 그리스인들이라고요? 오페라 한번 장식이 달린 모자를 쓴 뚱뚱한 여자가 외국말로 노래하는 것 아닌가요? 그게 뭐지… 독일어인가? 이탈리아어인가?

M1: 독일과 이탈리아에서는 오페라 공연을 받아들였으니 둘 다 맞다고 할 수 있어요. 현대 오페라는 르네상스시기에 이탈리아에서 시작되었어요. 최초의 현대 오페라 중의 하나는 16세기 후반 야코포 페리가 작곡을 한 것이죠. 이 오페라는 다프네라고 하는데 그리스 신화에 기초를 둔 작품이에요.

M2: 극을 이해하기가 쉽지가 않아요. 사람들은 왜 그렇게 복잡한 노래를 사용하는 거죠? 때로는 노래가 비명을 지르는 것처럼 들리기도 해요.

M1: 학생이 언급한 그 "복잡한 노래"들을 아리아라고 해요. 아리아란 가수의 음역을 보여주기 위해 만든 복잡한 악곡이에요. 하지만 넓은 음역의 소리가 중요한 다른 이유를 아는 사람?

M2: 화가 났다는 것을 표시하기 위해서요?

M1: 비슷해요. 아리아는 가수의 음색을 통해 다양한 감정을 표현하도록 하죠. 아기가 배고픔이나 피곤함 등의 필요에 따라 다른 억양을 사용해 우는 것에 비교할 수 있어요.

M2: 이탈리아와 독일만 오페라를 공연하나요?

M1: 전혀 그렇지 않아요. 오페라는 전 세계적으로 매우 인기가 있는데 특히 유럽에서 인기가 있어요. 최초의 오페라극장은 이탈리아의 베니스에 세워졌지만 영국, 프랑스, 포르투갈, 스페인, 러시아에도 오페라극장이 있어요. 하지만 오페라는 이탈리아의 예술 형태로 생각되기 때문에 독일의 헨델이나 오스트리아의 모차르트 같은 다른 국가의 작곡가들도 이탈리아어로 작품을 썼죠. 작곡가들이 자국의 언어로 오페라를 쓸 만큼 확신이 생긴 건 그 후의 일이에요.

M2: 오페라를 보면 전부 죽는 것으로 끝나는 것처럼 보여요. 모든 오페라가 음울한가요?

M1: 학생은 또 오페라를 전부한 형태로만 생각하는군요. 연극이 희극이나 비극이 될 수 있듯이 오페라도 마찬가지예요. 가장 인기 있는 오페라가 학생이 언급한 오페라 세리아로 죽음을 포함한 극적 줄거리를 가지고 있죠. 하지만 오페라 코미코라고 희극적인 오페라도 있어요. 오페레타는 보다 짧은 형식의 오페라로 종종 희극적인 줄거리를 가지고 있죠.

M2: 저희들에게 추천해 주실 만한 오페라가 있으신가요? 오페라라고 하면 다 지겨운 것처럼 보여서요.

M1: 그럼요. 물론 푸치니의 "나비부인," 모차르트의 "피가로의 결혼," 조르쥬 비제의 "카르멘," 바그너의 "니벨룽겐의 반지" 등이 있죠. 이 모두가 음악, 노래, 무용을 이용한 극이에요.

B 1. Ⓒ 2. Ⓑ 3. Ⓓ

4. 1) origins of rice
   2) A) naturally, B) 16,000, C) in Asia in China
   3) A) Chinese culture, B) traits
   4) myths, A) *The Sky Flood*

5. [1]rice [2]wild [3]nearly impossible [4]ancestors were harvesting [5]Australia [6]China [7]rice paddies [8]occurs naturally [9]to yield desired traits

W: We've been talking a lot about how rice is prepared, but what is the actual origin of rice?

M: An excellent question, but one that is complicated.

W: Complicated?

M: Yes, because it all depends on which way you approach the question. Do you mean the origin of

wild rice or domestic rice? Are you interested in the scientific origin of rice, or are you interested in the mythological stories surrounding it?

Let's assume you are interested in all the possibilities and begin with wild rice. Now, because wild rice occurs naturally, it is very hard to pin down a precise date in history when it first developed. What is known, however, is that the earliest evidence of rice dates back more than 16,000 years ago, when the Great Ice Age was coming to an end. Early humans, who were once mainly hunters, now cultivated the land, gathering, among other things, wild rice. Scientists know this because microscopic rice cells have been discovered near the sites of these ancient civilizations. What is also known, through a process called electrophoresis, is that cultivated rice from areas as widespread as Australia, Asia, Africa, and North America all stem from one common type of rice that existed when the continents were connected. Despite the widespread distribution of rice – there are 20 wild species spread across four continents – experts believe the likely location of its origin is Asia due to a 1920s finding of rice imprints from the Yang-shao site in Northern China (c. 3200–2500 B.C.) in the 1920s.

W: That is wild rice, but what about the rice that we eat today?

M: Domestic rice originates back to the early days of Chinese culture. Various archeological sites revealed deep rice paddies in Hunan Province. The oldest paddy sites date from nearly 12,000 years ago in an area just south of the Three Gorges Dam on the middle Yangtze River.

W: But what do you mean by domestic? Does domestic just mean that it is collected by people?

M: No. People can harvest wild rice, but that doesn't make it domestic. Domestication happens when people plant seeds to form a new generation of rice that carries certain desired traits. For example, early humans would have tried to grow heartier crops or crops that yielded more volume, so they would have sown only seeds from crops that exhibited those positive traits.

W: That is the science behind the origin of rice, but I want to hear the myths!

M: Well, I am certain there's more than one myth behind the origin of rice, but I will briefly summarize one such legend, called *The Gift of the Sky Flood*. The Chinese story states that a long time ago, a girl named Shuhwa lived with her family cultivating buckwheat along the bank of the Yangtze River. One year, however, powerful rains flooded the area, and so Shuhwa and her family were driven to higher ground. During the flood, Shuhwa spied a wild dog clinging to a floating log. Shuhwa saved the dog, and, later, as she was running her fingers through the dog's fur, Shuhwa found a small seedling. The very next day, Shuhwa planted the seedling on the higher, yet still marshy ground, and year after year the plant thrived, yielding the grains which were later to be known as rice. So you see, there are three different ways to look at the origin of rice.

W: 쌀을 만드는 과정에 대해 많이 얘기를 했는데 쌀의 실질적 기원은 무엇인가요?

M: 훌륭한 질문인 동시에 복잡한 질문이기도 하군요.

W: 복잡하다고요?

M: 그 문제에 어떻게 접근하느냐에 따라 답이 달라져요. 야생 벼를 말하나요 아니면 경작용 벼의 기원을 말하나요? 쌀의 과학적인 기원에 관심이 있나요 아니면 쌀을 둘러싼 신화 적 이야기에 관심이 있나요?

이 모든 것에 관심이 있다고 생각을 하고 야생 벼에서부터 이야기를 시작해 보도록 하죠. 야생 벼는 자연적으로 생기기 때문에 처음 나타난 정확한 시기를 꼬집어 말하기는 매우 어려워요. 하지만 알려진 바로는 쌀이 있었던 최초의 증거는 대 빙하시대가 끝나가던 16,000년도 더 전으로 거슬러 올라가요. 한때는 주로 사냥 생활을 했던 초기 인류는 이때가 되어 농사를 짓고 채집생활을 했는데 특히 야생 벼를 채집했어요. 이러한 고대 문명지에서 미세한 쌀 세포가 발견되었기 때문에 이 사실을 알 수 있게 되었죠. 또한 전기이동이라는 과정을 통해 호주, 아시아, 아프리카, 북아메리카 등의 넓은 지역에서 경작되었던 벼들이 전부 이 대륙들이 연결되었을 당시 존재했었던 공통된 종류의 쌀에서 나왔다는 사실이 밝혀졌어요. 쌀이 네 개의 대륙에 걸쳐20종의 야생 벼가 있을 정도로 광범위하게 분포되어 있긴 하지만 전문가들은 1920년대에 중국 북부의 양샤오에서 발견된 쌀의 흔적(c. 3200 – 2500 B.C.) 때문에 아마도 쌀이 아시아에서 유래되었을 것으로 생각합니다.

W: 그건 야생 벼 얘기고 오늘날 우리가 먹는 쌀은 어떤가요?

M: 우리가 먹는 쌀의 기원은 중국 문화의 초기로 거슬러 올라갑니다. 후난성의 여러 유적지에서 움푹 들어간 논이 발견되었어요. 가장 오래된 논은 양쯔강 중류의 삼협댐 바로 남쪽지역에 있는데 약 12,000년 전의 것으로 추정됩니다.

W: 그런데 경작용 벼란 무엇을 말하는 건가요? 경작용 벼란 것은 단지 사람이 수확을 한다는 의미인가요?

M: 아니에요. 야생 벼도 수확을 할 수 있으니 수확을 한다고 경작용 벼라고 하지는 않아요. 수확이란 어떤 바람직한 형질을 가진 새 쌀을 생산하기 위해 씨를 심을 때에만 의미가 있어요. 예를 들어 초기인류는 좀 더 알이 굵고 수확량이 많은 작물을 경작하려고 했을 것이고 그래서 그런 바람직한 형질을 가진 작물의 씨만 뿌렸을 거예요.

W: 그게 바로 쌀의 기원에 숨어 있는 과학이군요. 이번엔 신화 이야기를 해 주세요.

M: 쌀의 기원과 관련해서는 한 가지 이상의 신화가 있을 거라 확신하지만 "하늘이 내린 홍수의 선물" 이라고 하는 한 가지 전설에 관해서만 짧게

이야기하도록 하겠어요. 이 중국 전설에 따르면 옛날에 슈화라고 하는 소녀가 양쯔강 둑에서 매일을 경작하며 가족과 함께 살고 있었어요. 그러던 어느 해 그 지역에 큰 홍수가 나서 그녀 가족은 보다 높은 곳으로 옮겨가야만 했어요. 홍수가 난 동안에 슈화는 들개가 물위에 떠 있는 통나무에 매달려 있는 것을 보았어요. 슈화는 그 개를 구해 주었는데 나중에 손가락으로 개의 털을 훑다가 작은 모욕 하나를 발견했죠. 그 다음날 슈화는 좀 더 높은 습지에 모욕을 심었는데 식물이 매해마다 쑥쑥자라 곡식이 열렸는데 이것이 쌀이었어요. 이제는 여러분도 알겠지만 쌀의 기원에는 여러 가지가 있어요.

G 1. Ⓒ 2. Ⓐ 3. Ⓐ

4. 1) oral plaque
   A) sugar, B) bacteria, C) periodontis, gingivitis
   2) A) substance, B) red, swollen, C) gingivitis
   3) A) regularly, C) Saliva
5. [1]yellowish, sticky film of bacteria [2]hard substance [3]gingivitis [4]natural defense [5]actively neutralizing [6]remove

M1: Yesterday we ended our lecture with a discussion of cavities. Today, we will be discussing oral plaque. Does anyone know the definition of oral plaque?

W: Is oral plaque a build-up of sugar on your teeth?

M1: That is a good guess. Plaque can build up on your teeth due to the ingestion of too much sugar, but oral plaque is actually a yellowish, sticky film of bacteria. It is not so much the presence of this particular bacteria that is bad for your teeth. After all, it occurs naturally within our mouths. It is the failure properly to clean the plaque from our teeth on a day-to-day basis that leads to what we discussed yesterday – dental cavities or even more serious diseases such as periodontis or gingivitis.

M2: But if the bacteria that makes up plaque occurs naturally, then it must be good for us. And if it is good for us, why would it lead to cavities or diseases?

M1: Good question. It is because if the plaque is not removed regularly, it hardens into what is known as tartar. Tartar is a very hard substance that irritates our gums, causing them to grow red and swollen. And once tartar starts collecting near the gum line, it becomes very difficult to clean your teeth properly. Your gums may even start to bleed, leading to one of the diseases I named earlier, gingivitis.

M2: Eww! That sounds disgusting!

M1: It is very disgusting and a serious problem if a person fails to take proper care of his teeth. The good news is that the body has a natural defense against plaque, and so with regular brushing and regular visits to the dentist, you can help protect your teeth from the build-up of plaque.

W: Would diligent brushing be good enough? I just hate going to the dentist!

M1: I wish I could say yes, but it is imperative that you see a dentist at least twice a year so that he or she can clean plaque not only from your teeth but also from below the gum line. Once the dentist has cleaned your teeth thoroughly, it takes three to four months for the plaque to return. In the meantime, your own saliva is doing its utmost to help you keep plaque at bay by actively neutralizing the acidic environment caused by the bacteria. Eventually, however, the plaque builds up to such a level that your saliva is no longer able to penetrate and neutralize the acidity. When that happens, the microorganisms in the plaque release their acids, which attack your tooth enamel and cause it to break down.

W: I guess I never considered the serious consequences of not brushing my teeth regularly!

M1: Well, don't worry too much. The practice of good oral hygiene – daily brushing and flossing – is the best way to prevent the build-up of plaque. This, combined with regular visits to the dentist, should keep you in good oral health.

M1: 어제 우리는 충치에 대한 얘기로 끝냈었죠. 오늘은 치태에 대해 공부해 보도록 하겠습니다.

W: 치태란 치아에 당이 쌓이는 건가요?

M1: 잘 짐작했어요. 치태는 너무 많은 당을 섭취할 때도 치아에 생길 수 있지만 치태란 사실노란색을 띤 끈적끈적한 박테리아 막이에요. 이 특정 박테리아가 있다는 사실 자체가 치아에 큰 문제를 일으키지는 않아요. 어떻게든 박테리아는 입안에서 자연적으로 생기니까요. 어제 얘기했었던 충치 또는 치주염이나 치은염과 같은 보다 심각한 질환을 일으키는 것은 매일 양치질을 통해 치태를 깨끗하게 제거해 주지 못하기 때문이에요.

M2: 하지만 치태를 만드는 박테리아가 자연적으로 생긴다면 몸에 좋은 것이어야 하고 몸에 좋다면 왜 충치나 질환을 일으키죠?

M1: 좋은 질문이에요. 치태를 규칙적으로 제거하지 않으면 단단해져서 치석이 되기 때문이에요. 치석은 잇몸에 염증을 일으켜 붉어지고 붓게 만드는 매우 단단한 물질이에요. 일단 잇몸에 치석이 쌓이기 시작하면 제대로 양치질을 하기가 매우 힘들어요. 잇몸에서 피가 나기도 하는데 이것이 앞서 언급했던 치은염이에요.

M2: 우웩!

M1: 이를 잘 관리하지 못한다면 그건 대단히 심각한 문제죠. 좋은 점은 몸에는 치태에 대한 자연 방어시스템이 있어 규칙적으로 양치질을 하고 치과를 간다면 치태가 쌓이는 걸 막을 수 있어요.

W: 양치질만 부지런히 하면 될까요? 치과에 가는 건 정말 싫거든요.

M1: 그렇다고 대답할 수 있다면 좋겠네요. 하지만 치아뿐만 아니라 잇몸 선 아래쪽의 치태도 제거하기 위해서는 1년에 적어도 한두 번은 치과

에 가야 해요. 일단 치과의사가 치아를 깨끗하게 하면 다시 치태가 생기는 데는 세 달에서 네 달이 걸려요. 그 동안에는 여러분의 침이 박테리아 때문에 생기는 산성 환경을 한발히 중화시켜 치태가 활동하지 못하도록 해 주죠. 하지만 시간이 지나면 또 치태가 쌓여 침이 산성 환경을 풀고들 이가 중화작용을 할 수 없을 정도가 됩니다. 그렇게 되면 치태 안의 미생물이 산을 분비해 치아의 법랑 질을 공격해 부서지게 만듭니다.

W: 규칙적으로 양치질을 하지 않았을 경우 그런 심각한 사태가 생기는 줄 짐작도 못했어요.

M1: 그렇다고 너무 걱정할 건 없어요. 매일 양치질을 하고 치실을 사용하는 건강한 구강 위생법을 지키는 것은 치태가 쌓이는 것을 막는 최선의 방법이에요. 이런 습관과 규칙적인 치과방문을 통해 건강한 구강 상태를 유지할 수 있어요.

D 1. C 2. D 3. A

4. 1) the tiger, B) orange, black, C) white markings
   2) A) skin pigmentation, B) stripes
   3) A) – 13, 200~700
   4) eight
   5) A) 2,500 – 5,000, D) Asia
5. [1]mammal [2]black [3]chest [4]largest [5]Siberian tiger [6]thirteen [7]200 [8]eight different subspecies [9]extinct [10]Javan tigers [11]endangered species [12]Turkey [13]poached

M1: Today we are going to be discussing the beautiful and yet intimidating animal, the tiger. First of all, I am assuming everyone knows what animal I'm talking about when I mention the word tiger?

M2: I do! A tiger is a mammal with orange and black striped fur. It also has white markings on its face, chest, and underside.

M1: Good. And did you also know that no two tigers share the same stripe pattern?

M2: So their stripes are like our fingerprints. Each has their own unique print!

M1: Yes, an excellent analogy.

M2: Professor, but one time I was at a zoo, and I saw an all white tiger. Was it sick?

M1: Oh no, not sick. What you saw was something very rare – an albino tiger.

M2: An albino tiger? What is that?

M1: An albino tiger is a tiger with a marked deficiency in skin pigmentation, for example, white fur, pinkish eyes, and no stripes, due to a hereditary defect.

M2: The tiger I saw was enormous! When you see tigers on television or in a magazine or book, they never appear that big.

M1: A tiger's size can be very deceiving. Did you know that they are the largest of all the cats?

M2: No way! Lions are the largest cat!

M1: One would think so. But a lion's mane can actually add to the illusion that it is bigger than a tiger. It is, however, the tiger that can grow up to thirteen feet in length and weigh as much as 700 pounds or as little as 200 pounds. And yet some tigers are as small as four feet.

M2: That's a pretty big discrepancy in the range of tigers' length and weight. There must be a lot of different types of tigers.

M1: Good observation. Most people may think that all tigers are the same. Besides the size differences that occur between males and females, there are also eight subspecies of tiger that scientists have identified. The biggest tiger is the Siberian tiger.

M2: With eight different subspecies, you'd think we would see lots of tigers, but aren't tigers on the endangered species list?

M1: Unfortunately, yes. About 100 years ago, there were an estimated 100,000 tigers in the wild. Today, estimates are anywhere from 2,500 to 5,000, both in the wild and in wildlife preserves and zoos. And not all of the subspecies of tigers are still in existence. The Bali tiger, for example, became extinct in the 1940s. The Caspian and Javan tigers are also extinct. Of the remaining subspecies, all are endangered. These include the Siberian, Bengal, Indochinese, Sumatran, and South China tigers.

M2: Where are all of these tigers? Are they in North America? Australia?

M1: In the past, tigers ranged anywhere between eastern Turkey and Asia. Now, sadly, most tigers are found only in parts of Asia.

M2: But why are tigers endangered? They seem too beautiful and majestic to kill!

M1: It is for this precise reason that tigers are becoming extinct. Poachers hunt them for their skins mainly. And many hunters consider them valuable as big game trophies. Also, as humans move into tiger habitats, people increasingly see the tigers as a threat to humans and their livestock and crops.

M1: 오늘은 아름다우면서도 무서운 동물인 호랑이에 대해서 살펴보도록 하겠어요. 먼저 제가 호랑이라고 말할 때 어떤 동물을 말하는지는 다 알고 있으리라 생각합니다.

M2: 예 알아요. 호랑이는 주황색과 검정색 줄무늬가 있는 포유동물이에요. 또 얼굴, 가슴, 배 쪽에 하얀 무늬가 있어요.

M1: 잘 대답했어요. 그런데 어떤 두 마리의 호랑이도 줄무늬가 똑같지는 않다는 걸 알고 있나요?

M2: 그러면 호랑이의 줄무늬는 우리의 지문과도 같다는 말씀이시군요. 각각의 호랑이마다 독특한 무늬가 있다는 얘기시죠.

M1: 맞아요. 훌륭한 비유예요.

M2: 교수님, 그런데 예전에 동물원에 갔다가 하얀색 호랑이를 봤어요. 병에 걸린 건가요?

M1: 아니에요. 학생이 본 호랑이는 아주 드문 백호라고 해요.

M2: 백호요? 그게 뭔가요?

M1: 백호는 피부 색소결핍이 심한 호랑이를 말해요. 예를 들어 하얀색 털과 분홍색 눈을 가졌고 줄무늬가 없는 것이 특징이죠.

M2: 제가 본 호랑이는 엄청나게 컸어요. 텔레비전이나 잡지, 책 등에서 봤땐 그렇게 커 보이지 않았어요.

M1: 호랑이의 크기는 아주 속기가 쉬워요. 고양이과 동물가운데 호랑이가 가장 크다는 걸 알고 있나요?

M2: 설마요! 사자가 제일 크지 않은가요?

M1: 사람들은 그렇게 생각할 지예요. 하지만 사자는 갈기 때문에 호랑이보다 더 큰 듯하다 착각을 주죠. 호랑이는 길이가 4미터 정도까지 자라고 체중은 많게는 300kg 이상 적게는 200kg 정도가 나갑니다. 하지만 1.2미터 정도로 작은 호랑이도 있어요.

M2: 호랑이는 몸길이와 체중이 대단히 다양하군요. 종류도 여러 가지가 있겠네요.

M1: 맞는 말이에요. 대부분의 사람들은 호랑이가 다 같다고 생각하죠. 암수 간의 크기 차이 외에도 과학자들이 확인한 것만 여덟 개의 아종이 있어요.

M2: 여덟 개의 아종이 있으면 호랑이를 많이 볼 수 있을 거 같은데 호랑이는 멸종 위기종 아닌가요?

M1: 안타깝게도 사실이에요. 약 100년 전에는 야생상태에 약 10만 마리의 호랑이가 있었어요. 오늘날에는 야생과 야생동물 보호구역 그리고 동물원을 합쳐 2,500에서 5,000마리 정도가 있어요. 호랑이의 모든 아종이 현존하지는 않아요. 예를 들어 발리호랑이는 1940년대 이후로 멸종 이 되었어요. 카스피아 호랑이와 자바호랑이 역시 멸종되었어요. 남아 있는 아종들이 모두 멸종 위기에 처해 있어요. 여기에는 시베리아호랑이, 벵갈호랑이, 인도차이나호랑이, 수마트라호랑이, 아모이호랑이 등이 있어요.

M2: 이 호랑이들은 전부 어디에 있나요? 북아메리카요? 아니면 호주요?

M1: 과거에는 터키 동부와 아시아 사이 어디에서나 호랑이를 볼 수 있었어요. 안타깝게도 지금은 아시아 일부 지역에서만 호랑이를 볼 수 있어요.

M2: 그런데 왜 호랑이가 멸종 위기에 처했죠? 죽이기에는 너무 아름답고 근엄하잖아요.

M1: 호랑이가 멸종되고 있는 이유는 바로 이것이에요. 밀렵꾼들이 호랑이 가죽을 위해 호랑이 사냥을 하기 때문이죠. 많은 사냥꾼들에게 호랑이 가죽은 사냥의 큰 전리품이죠. 또한 사람들이 호랑이 서식지로 이동해 들어가면서 사람들은 점점 더 호랑이를 인간과 가축, 농작물에 위협적인 존재로 보기 때문이에요.

Integrated Listening & Speaking

A

1. An opera is a drama that incorporates music or dancing or a combination of both.
2. The Italians were the first to develop modern opera, but the ancient Greeks first developed the art form.
3. It is a complex musical passage exhibiting a singer's vocal range.

Last week we defined an opera as a form of drama that incorporates music or dancing or both. Modern opera developed in Italy during the Renaissance, but the origin of operas goes further back, to the days of the ancient Greeks. The operatic movement quickly spread throughout Europe and into Russia during and after the Renaissance. Such widespread interest in the composition and production of operas naturally led to the art form acquiring many different elements. One such development was the operetta, a short opera often comical in nature. *Opera seria* is a dramatic opera, often involving death, and the *opera comique* is an opera comical in nature. However, one of the most famous elements of opera is the aria, a complex musical passage that exhibits a singer's amazing vocal range.

지난주에는 음악 또는 무용 또는 두 가지 다를 결합한 극의 형태인 오페라에 대해서 공부했어요. 현대 오페라는 르네상스 동안 이탈리아에서 만들어졌지만 오페라의 기원은 보다 더 예전인 고대 그리스 시대로 거슬러 올라갑니다. 오페라 운동은 르네상스 시대와 그 이후 시기 동안 유럽 전역과 러시아로 빠르게 확산되었어요. 오페라의 작곡과 제작에 대한 그런 폭넓은 관심 때문에 오페라는 자연스럽게 많은 다른 요소를 가미한 예술 형태로 발전했어요. 이렇게 생겨난 것 중의 하나가 오페레타인데 오페레타는 희극적 요소를 갖춘 짧은 오페라예요. 오페라 세리아는 종종 죽음을 다룬 극적 오페라이며 오페라 코미크는 희극적 요소를 가진 오페라예요. 하지만 오페라의 가장 유명한 요소 가운데 하나는 아리아로 이것은 가수의 놀라운 음역을 보여주는 복잡한 악곡입니다.

B

1. Oral plaque is a yellowish, sticky bacteria that occurs naturally in the mouth and forms on our teeth.
2. If not properly removed, plaque can build up into tartar.
3. Brush and floss daily, and make regular visits to your dentist.

I hope everyone is brushing their teeth, as yesterday we discussed oral plaque and defined it as a yellowish, sticky film of bacteria that forms naturally on our teeth. If the plaque is not properly removed, it may build up into the hard substance known as tartar. If the tartar is not removed, it can lead to such oral diseases as gingivitis or periodontis. Our saliva does its best to combat the build-up of oral plaque by helping to break down the bacteria by actively neutralizing the acidic environment. The best way to prevent oral plaque is to brush and floss daily and to visit your dentist regularly.

이제 치태에 대해서 토론을 하고, 그것을 치아에 자연적으로 생기는 노란색을 띤 끈적거리는 박테리아 막으로 정의를 내렸기 때문에, 여러분 모두가 양치질을 잘 하고 있으리라고 생각합니다. 치태를 제대로 제거하지 않으면 쌓여서 치석이라고 하는 단단한 물질이 됩니다. 치석을 제거하지 않으면 치은염이나 치주염 같은 구강 질환을 일으키게 됩니다. 침은 산성 환경을 효율적 중화시켜 박테리아를 분해함으로써 치태가 쌓이는 것을 막아주는 제일 좋은 수단입니다. 치태를 예방하는 가장 좋은 방법은 매일매일 양치질을 하고 치실을 사용하고 정기적으로 치과를 찾는 것입니다.

TOEFL iBT Practice Test

A 1. C 2. A 3. D 4. B 5. C

M: Hi, Susan. How are you?

W: Oh, hello, Mike. It's great to see you! Things are going well. Thanks. Actually, I'm moving this weekend.

M: Moving? You mean from the dormitory? You live in East Hall now, on campus, right?

W: Yes, I do. I've been there for more than two years now.

M: Where are you moving? Is your new place off campus?

W: Yes, it is off campus! I am moving into an apartment complex. It's only four blocks from campus, over off Stevens Street and Adams Road, so it's not too far away!

M: That's not bad at all. I actually just moved myself, and my place isn't too far from yours. I'm in a different apartment complex, over off Stevens Street and Garfield Road. It's just one street away from you, actually. I usually walk or ride my bike to class, and it usually takes me about 10 minutes to get to campus.

W: Wow, I had no idea that you'd even moved. So how do you like living off campus? Do you find that it's difficult to make it to your classes, especially the ones early in the morning?

M: I love off-campus life! Even though I've been there only a month now, I find that there are plenty of things to do. There are a lot of other college students living in my apartment building, so not only are there fun people there to hang out with, but we also help each other study.

W: I never thought of it that way! I know more and more people are moving off campus now that the college is accepting more freshmen. Some of my friends are already living in my apartment building, so we're planning on meeting to walk to the library together in the evenings so we can study there. And a lot of us have classes at the same times, so we're going to go to class together in the mornings.

M: That's wonderful.

W: So how did you choose your new apartment? It seems like there are so many around here to choose from!

M: You're right. There are a lot of places nearby. My friend Karl and I wanted to rent a place together, so we just sat down and tried to determine what was important to us. First, we wanted it to be affordable. We also wanted to be relatively close to campus. And we wanted it to be in a pretty safe neighborhood.

W: Those sound pretty much like the same reasons my friend Cindy and I thought of. We are renting together. We saw a bunch of places before we finally decided on the one we got. We also wanted to be able to have a dog though, so that limited the options too.

M: Our place allows cats, so we've been thinking about getting one. Being able to have pets is definitely one of the benefits of off-campus living!

W: Yes, it certainly is! Our place also has an exercise room and a swimming pool.

M: So does ours! I used to live on campus near the student recreation center, and I used it all the time. Since I'm not that close to it anymore, it was great to be able to rent an apartment in a building with an exercise room. I use ours all the time!

W: We're excited about having one in our building, too. And since our exercise room is open 24 hours a day, we'll have more options as far as the times that we work out.

M: Hey, it's been great talking with you, Susan, but my psychology class is starting in two minutes, so I need to get going.

W: My anthropology class is getting ready to start as well, so I should go, too.

M: It was good seeing you! Take care!

W: It was good to see you too! Bye!

M: 안녕, 수잔. 어떻게 지냈니?

W: 안녕, 마이크. 만나서 정말 반갑구나. 난 잘 지내. 고마워. 그런데 나 이번 주에 이사 가.

M: 이사라고? 기숙사에서? 지금은 캠퍼스 이스트홀에 있지 않니?

W: 응, 맞아. 2년간 이스트홀에 있었어.

M: 이사는 어디로 가니? 이사 가는 곳은 학교 밖이니?

W: 응 학교 밖이야. 아파트 단지로 이사 가. 학교에서 네 블록 밖에 안 떨어져 있어. 스티븐스 스트리트랑 애덤스 로드 옆이야. 별로 안 멀어.

M: 괜찮은 편이구나. 사실 나도 얼마 전에 이사를 했는데 너희 단지랑 가까워. 스티븐스 스트리트랑 가필드 로드 옆에 있는 다른 아파트 단지야. 사실 도로 하나 차이야. 학교까지 보통 걸어 다니거나 자전거를 타고

다니는데 학교까지는 보통 10분 정도 걸려.

W: 와, 너도 이사했는지 몰랐어. 학교 밖에서 사니까 어때? 수업 가는 거 안 힘들어? 특히 오전 수업 말이야.

M: 학교 밖에서 사는 게 정말 좋아. 이사 간 지는 한 달밖에 안됐지만 함께 너무 많아. 우리 아파트에는 대학생들이 아주 많이 살아. 같이 이울리기에도 좋지만 서로 공부도 도와줘.

W: 그런 생각은 못 했어. 학교 측에서 신입생을 점점 더 많이 받고 있어서 학교 밖으로 이사를 가는 학생들이 점점 많아지는 거 같아. 내 친구들 중의 몇 명도 이미 우리 아파트에 살고 있는데 저녁에 도서관에서 공부하려고 함께 모여 도서관까지 걸어갈 계획도 세웠어. 그리고 여러 명이 같은 시간대에 수업이 있어서 아침에도 같이 수업을 받으러 갈 거야.

M: 그거 잘 됐구나.

W: 새 아파트는 어떻게 고른 거야? 이 주변에는 아파트가 정말 많잖아.

M: 맞아. 근처에 아파트가 정말 많지. 내 친구 칼이랑 함께 아파트를 얻으려고 앉아서 우리에게 중요한 게 무엇인지 생각해 봤어. 우선, 가격이 저렴해야 했어. 또 학교에서도 멀지 않아야 했고. 그리고 환경이 안전한 곳을 원했어.

W: 내 친구 신디랑 내가 생각했던 것과 거의 똑 같은 이유네. 우린 방을 같이 쓰고 있어. 지금 집을 구하기 전에 정말 많은 집을 보러 다녔어. 우린 개를 키울 수 있는 곳을 원했는데 그것 때문에 선택의 폭이 좁아졌지.

M: 우리 아파트에서는 고양이를 키워도 돼. 그래서 고양이를 한 마리 키울까 생각 중이야. 애완동물을 키울 수 있다는 건 확실히 학교 밖에서 사는 이점 중의 하나야.

W: 정말 맞는 말이야. 우리 아파트에는 운동실이랑 수영장도 있어.

M: 우리 아파트도 그래. 예전에는 교내 학생 레크리에이션 센터 근처에 살아서 항상 그곳을 이용하곤 했었어. 이젠 예전처럼 가깝지 않은데 건물 내에 운동실이 있는 아파트를 얻을 수 있게 되어 다행이야.

W: 우리도 건물에 운동실이 있어서 정말 좋아. 운동실이 24시간 개방이라 시간을 자유롭게 이용할 수 있어.

M: 수잔, 얘기 나눠서 정말 반가웠어. 그런데 심리학 수업이 2분 후에 시작이라서 가 봐야 해.

W: 나도 인류학 수업이 곧 있어서 가 봐야 해.

M: 만나서 반가웠어! 잘 가!

W: 나도 반가웠어. 잘 가!

B 1. (B) 2. (C) 3. (C) 4. (B) 5. (D)
6. (A) 1599-1608 (B) 1599-1608 (C) 1589-94 (D) 1599-1608

W: I really loved reading *Hamlet, Prince of Denmark*. Who was William Shakespeare that he could write such an amazing play?

M: Ah, Shakespeare, truly an amazing man, and such an enigma!

W: An enigma? But why?

M: Well, it is because there are many conflicting historical reports of the great English bard. For instance, no one knows exactly on which date Shakespeare was born. All that is known is that he was most likely born at one of his father's two houses on Henley Street in Stratford-Upon-Avon, England. The earliest record of Shakespeare was recorded on April 26, 1564, in Holy Trinity Church in Stratford, but only because it was custom to baptize a child three days after his birth. So Shakespeare's birthday is recognized as April 23 which, coincidentally enough, was the same day as his burial fifty-two years later.

W: Wow! That is a coincidence. But did he learn to write plays when he was at school? How did he become such a great writer?

M: Actually, there is no record of Shakespeare having gone to school although there is no record against it either. Things were not recorded as meticulously as they are today. What is known is that William Shakespeare married Anne Hathaway in 1582, when Shakespeare was just eighteen years old and Anne Hathaway was twenty-six years old. Soon after, they had three children. From 1585 through 1592, there is no official record as to what William Shakespeare was up to. It is speculated, based on the range of knowledge revealed in his plays, that William could have been doing as many things as money lending, gardening, sailing, scavenging, soldiering, printing, or even working as a school master in those "lost" years. Whatever the case, Shakespeare moved to London in 1592, and that is when Shakespeare's name first started showing up in records, most of them surrounding the realm of theater.

From 1589-94 William was working hard, writing the plays, *Henry VI*, *Titus Andronicus*, and *The Comedy of Errors*. It was also during that time that the dreaded bubonic plague hit England, closing down the London theaters, and so Shakespeare spent most of his time writing poetry. For the next two years, he would be busy writing both plays and poetry, and in 1597 he purchased New Place, the second largest house in Stratford-Upon-Avon, where his wife and his children lived, making frequent trips between there and London, balancing work and family life. In 1599, he became one of the prime shareholders in the popular playhouse The Globe in London, and he had a hand in all aspects of play production.

The following nine years would prove to be Shakespeare's most productive. In that time, he wrote the great plays, *Twelfth Night*, *Troilus and Cressida*, *Hamlet*, *Othello*, *Measure for Measure*, *King Lear*, *Macbeth*, and more.

W: So many plays in one lifetime!

M: Indeed. He continued writing plays until 1613, moving permanently out of London around the year 1611 to live out the rest of his days in Stratford. On April 23, 1616, the great English bard, William Shakespeare, breathed his last and died.

W: 〈햄릿, 덴마크의 왕자〉를 정말 재미있게 읽었어요. 그렇게 놀라운 희곡을 쓴 윌리엄 셰익스피어는 도대체 어떤 사람이죠?

M: 아, 셰익스피어. 진짜 대단한 사람이죠. 게다가 불가사의한 인물이기도 하고!

W: 불가사의하다고요? 왜죠?

M: 그 위대한 영국의 극작가에 관해서는 너무 많은 모순된 역사적 기록들이 있기 때문이에요. 예를 들어 아무도 셰익스피어가 태어난 정확한 날짜를 몰라요. 알려진 것이라고는 스트래트포드-어폰-에이본 헨리스트리트에 있는 그의 아버지 소유의 두 채의 집 가운데 한 곳에서 태어났을 거라는 것뿐이에요. 셰익스피어에 관한 가장 이른 기록은 1564년 4월 26일 스트래트포드 성 삼위일체 교회에 있는 것인데 아이가 출생한지 사흘 뒤 세례를 주는 게 관습이었기 때문이에요. 그래서 셰익스피어의 출생 일이 4월 23일로 알려져 있는데 공교롭게도 52년 뒤 그의 사망일과 일치해요.

W: 와! 정말 우연의 일치군요. 그런데 셰익스피어는 학교에서 희곡 쓰는 법을 배웠을까요? 어떻게 그렇게 글을 잘 쓰게 되었을까요?

M: 사실 셰익스피어가 학교 교육을 안 받았다는 기록도 없지만 학교를 다녔다는 기록도 없어요. 예전에는 오늘날처럼 기록이 확실하지가 않았거든요. 알려진 바로는 1582년에 앤 해서웨이와 결혼했는데 당시 셰익스피어는 18세였고 앤 해서웨이는 26세였어요. 곧 바로 세 명의 아이를 낳았어요. 1585년부터 1592년 사이 셰익스피어가 무슨 일을 했는지에 대해서는 기록이 없어요. 그가 쓴 희곡에 나타난 지식의 범위에 기초해 볼 때 그 "사라진" 날들 동안 대출, 정원일, 항해, 떠돌이 생활, 군인, 인쇄, 심지어는 학교 교사 생활도 했을 거라고 생각됩니다. 사실이 어찌 됐건 셰익스피어는 1592년 런던으로 이사를 갔고 그제야 드디어 셰익스피어라는 이름이 처음으로 기록에 나타났는데 대부분은 연극과 관련한 기록들이죠.

1589년과 1594년 사이에는 〈헨리 6세〉, 〈타이티스 안드로니쿠스〉, 〈실수연발〉 등의 작품을 열심히 썼어요. 또한 끔찍한 전 페스트가 유럽을 강타한 것도 그 시기 동안이었는데 런던의 극장들이 문을 닫자 셰익스피어는 대부분의 시간 동안 시를 썼어요. 그 뒤로 2년 간 그는 희곡과 시를 쓰느라 바쁘게 지냈고 1597년에는 스트래트포드-어폰-에이본에서 두 번째로 큰 저택인 뉴 플레이스를 구입해 아내와 자식들과 살면서 그곳과 런던 사이를 자주 오가며 일과가정 생활 사이의 균형을 맞추었죠. 1599년에는 런던에 있는 연기극장인 더 글로브의 최대주주 가운데 한 명이 되었고 연극 제작의 모든 면에 관여했어요.

그 이후의 9년은 셰익스피어가 가장 작품 활동을 활발히 한 시기일 거예요. 그 동안 그는 〈십이야〉, 〈트로일러스와 크레시다〉, 〈햄릿〉, 〈오델로〉, 〈자에는 자로〉, 〈리어왕〉, 〈맥베드〉 등의 위대한 희곡을 썼어요.

W: 한 사람이 그렇게 많은 희곡을 쓰다니!

M: 그러게 말이에요. 그는 1613년까지 계속 작품을 썼고1611년 즈음에 런던에서 완전히 빠져 나와 스트래트포드에서 나머지 여생을 보냈어요. 1616년 4월 23일 영국의 위대한 음유시인 윌리엄 셰익스피어는 마지막 숨을 거두었죠.

Vocabulary Review

A

1. absurd
2. prerequisite
3. assistance
4. arrears
5. valiant
6. essential
7. deceive
8. diligent
9. yield
10. evolve
11. swollen
12. unique
13. cliché
14. embrace
15. paddy

B

1. This is a build-up of yellowish, sticky bacteria that occurs naturally on our teeth. (oral plaque)
2. This is a naturally occurring grain that is generally grown in Asia. (rice)
3. This is a form of drama that incorporates music and dancing. (opera)
4. This is a system of organization found in a library. (Dewey Decimal System)
5. This is a form of visual art that became popular during the Renaissance. (Portraiture)

Unit 2 Listening for Main purpose

Practice with Conversations

A 1. (C) 2. (A) 3. (C)

4. 2) long, drop
   3) late
   4) fine
   5) law or graduate school
   6) tutoring program A) HIT, C) free
5. [1]withdrawing [2]too much material [3]she wasn't worried [4]it would be too difficult [5]summarizing the textbook [6]became excited

M: It's great to see you. Please have a seat.
W: Thank you.
M: How can I help you?
W: Well, in our last lecture, you mentioned that the final exam would be a cumulative test and that it would cover the entire textbook and at least one other history book. I think the textbook is too big! It has over 800 pages! So, I'm thinking of withdrawing from your history course.
M: Oh, that's a shame!
W: I really don't want to drop the course, so I thought I'd consult you in case you had any helpful advice.
M: Well, first of all, it's unusual for students to withdraw this late in the semester. We've already completed five weeks of the course.
W: Yes, I know, but the deadline for withdrawal isn't until next week. I enjoy your class, and I love history, but there's too much information to study. Also, I have a part-time job here on campus, so I don't have much time to study.
M: Well let me take a quick look at your record... Hmm... I see... Uh huh! It looks good. You're doing fine! I don't think there is any danger of you failing the course.
W: No, there isn't.
M: It appears to me that you're working quite hard. Uh, so far, you have done well on the quiz and on the book report. Your participation is good, too. So, I think it would be a real shame to see you withdraw after having done so much work.
W: Yeah, I know. To be honest, I'm not worried about passing the course. The problem is that I need high grades so I can get into law school or graduate school. I don't want to risk getting a low grade, and there's too little time to study the entire textbook. What do you think I should do?
M: Well, are you familiar with HIT? It's our history tutoring program.
W: No, I'm not. I've heard about math tutors and ESL tutors, but I've never heard anything about tutors for history classes.
M: Let me tell you about it. It's not a well-known program because we just started it this semester. Graduate students can provide you with free tutoring three times a week. Some of the HIT tutors reported to me that they spend a lot of time summarizing the textbook and providing advice for exams and assignments.
W: Yes, but unfortunately, most of these university services are offered only in the day- time, and that's when I have to work. I usually work until the early evening.
M: Oh, no problem! The tutoring sessions usually don't start until after 8:00 p.m.
W: Wow! Can anyone use HIT?
M: Yes, it's available free of charge for all undergraduate students.
W: That's good. Where can I get more information?
M: Visit our homepage. Click on the HIT icon, and you should be well on your way.
W: Okay, now I'm excited. I'm going to check this out as soon as I get back to my computer.
M: Let me know if you have more questions.
W: Thanks for your help.
M: My pleasure.

M: 반가워요. 자리에 앉아요.
W: 감사합니다.
M: 무슨 일이죠?
W: 지난 번 수업에서 기말고사의 범위는 누적이 될 거고 교재 전체와 적어도 한 권 이상의 다른 역사 교재도 시험 범위에 포함될 거라고 하셨잖아요. 교재도 너무 양이 많아요. 800페이지가 넘잖아요. 그래서 교수님 수업에서 빠져야 할지도 몰라서요.
M: 아뇨, 그러면 안 되죠.
W: 저도 중간에 수업을 포기하고 싶지는 않아서 교수님이 도움이 될 만한 충고를 해 주실 수 있는지 해서 찾아 뵈었어요.
M: 무엇보다 학기 중에 이렇게 늦게 수업에서 빠지는 건 일반적인 경우가 아니에요. 이미 수업을 5주나 진행했잖아요.
W: 예, 알아요. 하지만 수업 취소 마감기한은 다음 주까지잖아요. 수업이 마음에 들고 역사 과목도 좋은데 공부해야 할 게 너무 많아요. 게다가 교내 아르바이트도 하고 있어 공부를 할 시간이 많지 않아요.
M: 성적을 한 번 보죠… 음… 그래요… 어허! 성적도 좋네요. 잘 하고 있네요! 이 과목에서 낙제할 위험은 전혀 없어 보이네요.
W: 그렇긴 해요.
M: 잘 하고 있는 것처럼 보이네요. 지금까지 퀴즈와 보고서 성적이 좋아요. 참여도 역시 좋고요. 이렇게 잘 하고서 수업을 취소한다면 그건 정말 안타까운 일이에요.
W: 예, 알아요. 솔직히 말해서 이 과목에 합격점을 따는 건 걱정 안 해요. 하지만 문제는 로스쿨이나 대학원에 가려면 좋은 성적을 받아야 한다는 거예요. 안 좋은 점수를 받을 위험을 감수하고 싶지는 않은데 교재 전체를 공부하기에는 시간이 너무 없어요. 어떻게 해야 할까요?
M: HIT 프로그램에 대해서 알고 있나요? HIT는 역사 개인 과외 프로그램이에요.
W: 아뇨, 몰라요. 수학이나 ESL 개인 과외가 있다는 건 들어봤는데 역사 수업도 개인 과외가 있는지는 몰랐어요.
M: 그럼 알려 주도록 하죠. 이번 학기부터 시작해서 잘 알려지지는 않은 프로그램이죠. 졸업생들이 일주일에 세 번씩 무료 과외를 해 주죠. HIT 과외를 담당하는 학생들은 많은 시간을 교재 요약 그리고 시험과 과제물에 대한 충고를 하는데 보낸다고 지희에게 알려 왔어요.
W: 예, 하지만 안타깝게도 이런 대학 서비스들은 대부분 주간에만 제공되

는데 그 시간에 저는 일을 해야 하거든요. 보통 초저녁까지 일을 해요.
M: 전혀 문제가 없어요. 과외 수업은 보통 8시 이후나 돼야 시작하거든요.
W: 와! 누구라도 HIT를 이용할 수 있나요?
M: 그럼요. 모든 재학생들에게 무료로 제공돼요.
W: 잘 됐네요. 어디서 더 자세한 정보를 알 수 있을까요?
M: 학교 홈페이지에 가 보세요. HIT 아이콘을 클릭하면 알 수 있을 거예요.
W: 알겠어요. 정말 기대되네요. 컴퓨터에 가지마자 확인해 봐야겠어요.
M: 더 질문하고 싶은 게 있으면 찾아와요.
W: 도움 주셔서 감사합니다.
M: 천만에요.

B 1. Ⓒ 2. Ⓐ, Ⓒ 3. Ⓐ
4. 2) extend hours, B) far, convenience store
3) A) cleaning, C) union
4) only packaged goods
5) exam week
5. [1]cafeteria manager [2]disappointed [3]allow the custodians [4]were not allowed [5]suggested [6]packaged goods [7]the manager agreed

M: Are you the cafeteria manager?
W: Yes.
M: Oh, you're just the person I want to see.
W: Yes, I heard you wanted to talk to me about the snack bar.
M: That's right. I live in the dormitory next door, and for the past month, some of my friends and I have tried to buy things from your snack bar late in the evening, but it usually closes at 10:00. We want it to stay open much later.
W: Well, we've already extended the snack bar hours to 10:00 p.m. Last year, we closed at 9:00.
M: I know, and I appreciate the extended hours. But, you're unaware that many students, especially those from the dormitory, like to hang out in the cafeteria in the evening to take a break, do homework, work on group projects, or to study. There's usually a steady flow of traffic there until late in the evening, especially during exam week. It would be very convenient if you stayed open until midnight. Late at night, students don't always feel like walking ten minutes to the nearest convenience store. And during exam week, we're too busy to go for a walk late at night.
W: Well, I understand your situation. But we need to close by ten o'clock so that the cleaning staff can come in and clean the snack bar and surrounding area. Our custodians finish work at 10:30, and therefore, there's nobody to clean the snack bar after 10:30. If the students working at the snack bar leave at 11:00 or later, there's nobody to clean up after them. It takes about 30 minutes to clean the grill and cookers.
M: Well, why don't you ask the snack bar staff to clean up?
W: I'd like to, but we usually only employ them to serve in the snack bar rather than to do cleaning work. Also, the custodians are unionized, and there's a clause in the collective bargaining agreement that prevents other people from doing their work.
M: Well, why don't you just extend the hours until 12:00 but not allow any cooking after 10:00? Just sell packaged goods after 10:00.
W: Well... I don't know. Hmm... I don't really know what to say.
M: Well, I started a petition. Let me show it to you... Here it is... I've already got over 100 signatures from students. Many of them live in the dormitory, and I think I can get more.
W: Oh my goodness! Well, in that case, I don't think we need to have a big debate over this. When are the midterm exams?
M: They start on October 22.
W: All right, I'll ask the snack bar staff to keep it open until 12:00 from October 22 to October 27.
M: That would be good, but we'd appreciate if you could start doing it on Sunday, October 21, the evening before the exams begin.
W: Okay, we'll keep it open until 12:00 for a full week. If everything goes well, or, uh, rather, I should say, if there are no complaints, we can do it again during exam week.
M: We would appreciate that.

M: 구내식당 관리자이신가요?
W: 예, 그래요.
M: 그럼 제대로 찾아왔네요.
W: 스낵바에 대한 얘기를 하고 싶으시다구요.
M: 예. 저는 바로 옆 기숙사에 사는데 지난 달 동안 친구 몇 명이랑 저녁 늦게 스낵바에서 뭘 좀 사려고 했는데 스낵바는 보통 10시면 문을 닫더라고요. 좀 더 늦게까지 열었으면 해서요.
W: 이미 스낵바 영업시간을 10시로 연장했어요. 작년에는 9시까지 영업을 했거든요.
M: 압니다. 시간을 연장해서 좋아요. 하지만 많은 학생들, 특히 기숙사 생활을 하는 학생들은 저녁에 구내식당에 모여 휴식시간을 갖거나 과제를 하거나 조별 활동을 하거나 공부를 하는 것을 좋아해요. 저녁 늦은 시간이 되기 전까지는 보통 차량이 계속 지나다니잖아요. 특히 시험주에는 말이에요. 그래서 말인데 영업시간을 자정까지 연장해 주신다면 정말 편리할 거예요. 밤늦은 시각 가까운 편의점까지 10분씩 걸어가야 하는 게 곤란하거든요. 그리고 시험 기간에는 밤늦은 시간에 걸어가기에는 시간이 너무 부족하구요.

W: 예, 사정을 잘 이해해요. 하지만 청소를 하시는 분들이 외식 스낵바랑 주변 지역을 청소하려면 10시에는 문을 닫아야 해요. 관리인들은 10시 30분에 일이 끝나기 때문에 10시 반이 넘으면 스낵바 청소할 사람이 아무도 없어요. 스낵바에서 일하는 학생들이 11시 이후에 떠나고 나면 뒷정리를 할 사람이 없어요. 그릴이랑 조리기구들을 청소하는데 30분 정도가 걸리거든요.

M: 스낵바 직원들에게 청소를 시키면 되지 않나요?

W: 저도 그랬으면 좋겠어요. 하지만 스낵바 직원들은 스낵바에서 서빙을 하도록 뽑은 것이지 청소를 시키려고 뽑은 게 아니에요. 게다가 관리인들이 조합을 결성해서 다른 사람들에게 자신들의 업무를 시키지 못하게 하는 단체 교섭 협정 조항이 있어요.

M: 그러면 영업시간을 12시까지로 연장하되 10시 이후에는 조리 식품은 판매하지 않는 것은 어떤가요? 10시 이후에는 포장 제품만 판매하는 걸로요.

W: 글쎄요… 잘 모르겠네요… 흠… 정말 어떻게 해야 할지 모르겠네요.

M: 벌써 신청을 시작했어요. 보여 드리죠… 여기요. 벌써 100명의 학생들로부터 서명을 받았어요. 많은 학생들이 기숙사 생활을 하는데 더 많은 학생들이 서명을 할 거라고 생각해요.

W: 맙소사! 그렇다면 이 문제로 싸울 필요가 없어 보이네요. 중간고사가 언제죠?

M: 10월 22일에 시작해요.

W: 좋아요. 스낵바 직원들에게 10월 22일부터 27일까지 12시까지 영업을 하도록 부탁할게요.

M: 잘 됐네요. 시험 시작 전날인 10월 21일 일요일 저녁부터 시행해 주시면 감사하겠어요.

W: 좋아요. 1주일 동안 12시까지 영업을 하도록 하죠. 만약 아무 문제가 없으면, 제 말은 아무 불만이 접수되지 않으면 시험주에 다시 시행하도록 하죠.

M: 감사합니다.

C 1. Ⓑ 2. Ⓓ 3. Ⓒ

4. 1) their midterm exams
   2) part-time, A) $30, B) basic math, C) challenging, enjoyable
   3) tutoring, A) in math, B) first-year math
   5) not tutor

5. [1]typical part-time jobs [2]first-year students [3]it might be difficult [4]expected [5]statistics [6]he suddenly realized

W: Hey, Mark. I haven't seen you in a while. How are you doing?

M: Hi, Julie. I'm fine. Did you eat lunch yet?

W: Yes, I just ate. I had a slice of pizza.

M: Why don't you sit with me for a while? I'm almost finished eating.

W: Sure.

M: Would you like some of my juice?

W: No, thank you. I just had a coke. How were your exams?

M: They were okay. I just finished my last midterm examination an hour ago. Now it's all over. It's such a real relief! I didn't sleep much in the last few days.

W: I know how you feel. Fortunately, I finished my last midterm exam a few days ago, so I have been off for the last few days.

M: Why are you on campus then? I'd be at home resting.

W: Oh, I have a part-time job here today.

M: Really! How's the pay?

W: It's great! It's the best part-time job I've ever had. I'm getting $30 an hour.

M: $30! That's great! What are you doing?

W: I'm tutoring math.

M: That sounds good! Is it difficult work?

W: Not really. I guess you could say it's a little difficult but challenging and enjoyable.

M: What kind of math are you teaching?

W: Mostly it's basic math. Many of the students are freshmen or high school students.

M: It sounds like a great idea! I had a part-time job, but it only paid minimum wage or close to it. I'd rather do tutoring work.

W: Yes, the pay is much better, and it's more interesting.

M: Is it easy to find students?

W: Well, if you do a good job, the number of students will gradually build up. I get most of my students by word of mouth.

M: That sounds great! Do you think I could do that?

W: Maybe, but you have to be good at math. You're majoring in history or psychology, aren't you?

M: Yes, I'm majoring in psychology. I used to major in history.

W: I've studied a lot of math, so I'm capable of teaching it well.

M: Well, I haven't studied much math, but I've already studied first-year university math, and I passed the course without much difficulty.

W: Hmm. I think most people prefer to learn from someone that has taken a lot of math.

M: Yes, I know, but I think I could do it.

W: Perhaps, but you should think it over. You know a little more than the students, but in my opinion, you should be at least twice as knowledgeable as the person you are tutoring.

M: Perhaps you're right.

W: And you need to be familiar with all areas of math, including algebra, trigonometry, calculus, statistics, and so on.

M: Did you say calculus?

W: Yes.

M: You know, on second thought, you might be right. I'm not very familiar with calculus. It's very difficult.
W: Well, perhaps you could teach some other subjects. If I hear anything, I'll let you know.
M: Sure. Thank you.

W: 안녕, 마크. 오랜만이야. 잘 지냈어?
M: 안녕, 줄리. 잘 지냈어. 점심은 먹었니?
W: 방금 먹었어. 피자 한 조각.
M: 좀 앉지 그래? 나도 거의 다 먹었어.
W: 그래.
M: 주스 좀 줄까?
W: 괜찮아. 방금 콜라를 마셨어. 시험은 잘 봤니?
M: 그럭저럭. 한 시간 전에 중간 고사 마지막 시험이 끝났어. 이제 정말 휴식이야! 지난 며칠간 잠도 제대로 못 잤어.
W: 기분 알 만해. 다행히 난 며칠 전에 중간 고사가 다 끝나서 지난 며칠 동안은 쉬었어.
M: 그런데 왜 학교에 있는 거야? 나라면 집에서 쉬겠다.
W: 교내 아르바이트 일을 해.
M: 정말? 보수는 좋니?
W: 정말 좋아. 내가 해본 아르바이트 일 중에 최고야. 시간당 30달러야.
M: 30달러라고? 정말 대단하다. 무슨 일을 하는데?
W: 수학 과외야.
M: 정말 잘 됐구나? 어렵진 않아?
W: 아니 별로. 약간 어렵긴 하지만 도전해보고 싶은 생각도 있고 재미 있어.
M: 수학 어떤 부분을 가르치는데?
W: 대부분 기초 과정이야. 학생들 대부분이 대학 신입생이거나 고등학생이거든.
M: 정말 멋진 걸! 나도 아르바이트를 했었는데 최소 임금 정도였어. 나도 과외 일을 할 걸 그랬다.
W: 그래. 보수도 더 좋고 더 재미 있어.
M: 학생 구하는 일은 어렵지 않니?
W: 잘 가르치면 학생 수가 점점 늘어나. 내 학생들 대부분도 입소문으로 인걸됐어.
M: 정말 잘 됐네. 나도 할 수 있을까?
W: 아마도. 그런데 수학을 잘 해야 해. 넌 역사나 심리학 전공 아니니?
M: 응. 심리학을 전공하고 있어. 예전에 역사를 전공했지.
W: 난 수학 과목을 많이 들어서 수학 가르치는 일은 자신 있어.
M: 글쎄. 난 수학 수업은 많이 듣질 못했어. 하지만 대학 1학년 과정은 이미 끝냈고 그리 어렵지 않게 통과했지.
W: 흠, 대부분의 사람들이 수학 수업을 많이 들은 사람에게서 배우기를 더 좋아하는 것 같아.
M: 그래. 맞는 말이야. 그런데 나도 할 수 있을 것 같아.
W: 그런지도 모르지. 하지만 좀 더 생각해 봐야 해. 넌 학생보다 약간 더 아는 게 많을 지도 모르지만 내 생각에 과외 학생보다 적어도 두 배는 아는 게 많아야 해.
M: 네 말이 맞을 지도 몰라.
W: 대수, 삼각함수, 미적분, 통계 등 수학의 모든 분야를 잘 알아야 해.
M: 미적분이라고 했니?
W: 응.
M: 그런데 맞아지. 다시 생각해 보니 네 말이 맞는 거 같아. 난 미적분이랑 별로 친하질 못해서 말이야. 미적분은 정말 어려워.
W: 어쩌면 다른 과목을 가르칠 수 있을지도 몰라. 무슨 소식 들리면 알려줄게.
M: 그래. 고마워.

D 1. Ⓒ 2. Ⓑ 3. Ⓒ
4. 1) A) called and e-mailed, B) responded
2) out of town
4) student employment center
5) A) outdated
6) B) minimal
5. [1]set up an employment conference [2]good idea [3]unsuccessful [4]do much work [5]insufficient experience [6]pleasantly surprised

W1: Professor Smith, can I speak with you for a minute?
W2: Sure.
W1: I tried to call you three times this week, and I sent you three e-mails in the last few days, but you never responded.
W2: Oh! Jennifer, I'm very sorry. I have been out of town for the last few days. I didn't have time to open all of my e-mails yet. In fact, yesterday, I didn't get home until well past midnight. And I couldn't receive any phone calls while I was out of town.
W1: That's okay. I understand.
W2: What can I do for you?
W1: I want to know if you can help us set up an employment conference for November 20 and 21.
W2: Oh, Jennifer, conferences are a lot of work, and I already have a lot on my plate. Conferences can be better accomplished through the Student Employment Center. That's what the center is there for.
W1: The Student Employment Center indicated that it won't set up an employment conference exclusively for nursing majors.
W2: Well, maybe you don't need an employment conference because the center has a lot of connections and it can introduce you to a number of employers. Isn't that enough?
W1: No, not at all. The center isn't necessarily the best way to find a nursing job. Most of their contacts are outdated.
W2: That's too bad! But, Jennifer, I'm already overworked as it is. More importantly, we've tried this a few times before, and the conferences were a huge failure. The students were unwilling to do any work. They expected the faculty to do everything, so very little was accomplished. Part of the problem

is that the students had no experience arranging conferences. Meanwhile, the faculty didn't have quality time to make it a success.

W1: Well, don't worry about that. I have lots of experience arranging conferences. I used to work for the Nursing Association and helped organize numerous nursing conferences. So, I already have a lot of names and key contacts, and I know a lot of people in the industry.

W2: Good for you. I didn't know that about you.

W1: But most of my contacts are regional. You've worked abroad and in other states, so you have a lot of contacts in areas where I don't. All we need you to do is make a few phone calls to see who is interested in participating and who's looking for nurses next year. I think that with your contacts and mine, that should be enough. Other than making phone calls, your participation will be very limited. The students will take care of the logistics and do most of the work.

W2: It sounds like you've really thought this out and you know what you're doing. I wish you were here the last time we had a conference. It was quite embarrassing. I'd love to help you, so go ahead, and start organizing.

W1: Thanks a lot!

W2: But don't expect me to do all the work!

W1: No, I won't.

W1: 스미스 교수님. 잠깐 얘기 좀 나눌 수 있을까요?

W2: 물론이죠.

W1: 이번 주에 세 차례 교수님께 전화를 드렸고 지난 며칠 동안 세 통의 이메일을 보냈는데 답이 없으셔서요.

W2: 오, 제니퍼 양, 미안해요. 지난 며칠 동안 어디에 좀 갔다 왔어요. 아직까지 이메일을 열어보질 못했어요. 사실 어제도 자정이 지나서야 집에 도착했어요. 출장을 가 있는 동안 전화를 받을 수도 없었고요.

W1: 알겠습니다. 그랬군요.

W2: 무슨 일이죠?

W1: 11월 20일과 21일 취업 컨퍼런스를 열까 하는데 도와주실 수 있나 해서요.

W2: 제니퍼 양. 컨퍼런스는 노력이 많이 가는 일이에요. 이미 전 처리해야 할 컨퍼런스가 많이 있어요. 그 일이라면 학생 취업 센터를 통하는 게 더 나을 거예요. 그게 센터의 목적이니까요.

W1: 학생 취업 센터는 간호학 전공자만을 위한 취업 컨퍼런스는 열지 않는다고 하더군요.

W2: 글쎄, 센터에서는 많은 관련 기관이 있어서 일자리를 소개해줄 수 있으니 따로 취업 컨퍼런스를 열지 않아도 되지 않을까요? 그 걸로는 부족한가요?

W1: 어림도 없죠. 센터가 간호 관련 일자리를 찾는 최선의 방법이라고는 보지 않아요. 대부분의 관련 자료라는 것도 시대에 뒤떨어지고요.

W2: 그거 정말 안됐군요. 하지만 제니퍼양, 지금 현재로도 저는 업무 과다에요. 더 중요한 것은 전에 몇 번 이런 시도를 해 봤는데 큰 실패로 끝이 났죠. 학생들이 어떤 일도 하려는 의욕이 없어요. 학교 측에서 모든 걸 다 해 주길 바래서 성과는 거의 없었죠. 또 다른 문제는 학생들이 컨퍼런스를 열어본 경험이 없다는 거에요. 그런가하면 교직원들은 컨퍼런스를 성공적으로 만드는데 필요한 시간이 없어요.

W1: 그 걱정은 마세요. 전 컨퍼런스를 열어 본 경험이 많아요. 간호협회 일을 하면서 여러 번이나 간호 컨퍼런스 개최 일을 해 본 적이 있어요. 그래서 이름이나 주요 연락처도 알고 간호업계의 사람들도 많이 알아요.

W2: 잘 됐군요. 그런 줄은 몰랐네요.

W1: 하지만 제가 알고 있는 곳들은 대부분 이 지역에 한정돼 있어요. 교수님은 해외나 다른 주에서도 일하셨으니 제가 알고 있지 못한 곳의 연락처도 알고 계시겠죠. 교수님께 부탁 드리고 싶은 것은 누가 컨퍼런스 참여에 관심이 있고 내년에 간호사를 채용하고자 하는지 알아보기 위해 전화를 몇 통만 해 주셨으면 하는 거에요. 교수님 연락처와 제 연락처를 합치면 충분할 거라고 생각해요. 전화 통화 말고는 교수님께 부탁드릴 일은 거의 없을 거예요. 학생들이 모든 관리를 맡고 대부분의 일을 처리할 거거든요.

W2: 정말 이 행사를 계획하고 어떤 일을 해야 하는지 잘 알고 있는 것처럼 보이네요. 지난 번 컨퍼런스를 열었을 때 제니퍼 양이 있었으면 도움이 됐겠군요. 정말 당황스러웠거든요. 기꺼이 도와줄 테니 가서 시작해 보도록 해요.

W1: 정말 감사합니다.

W2: 내가 다 해 주길 바라진 말아요.

W1: 그럼요.

Practice with Lectures

A 1. (B) 2. (C) 3. (C)

4. 1) polar bears, A) temperature, D) enemies
   2) A) brown, black, B) 1,600lbs, C) thick, white
   3) B) less

5. [1]Arctic [2]harsh environment [3]roams [4]floats [5]seals [6]coat [7]paws [8]species [9]ice [10]population is decreasing

The next kind of bear I'd like to discuss with you today is the polar bear. As I already mentioned on Tuesday, polar bears only live in the Arctic, primarily in northern Canada, northern Russia, and Alaska. If, for example, you are in southern Canada, you won't see any of these bears.

Now, you're probably aware that the Arctic is an extremely harsh environment and one of the coldest places on Earth. But let me remind you of what it's really like in the Arctic, especially in late December or early January. The temperature frequently drops below minus 40 degrees centigrade and sometimes gets even colder! Combine that with strong winds, little or no

sunlight, and very little vegetation, and what you get is an environment in which very few species are capable of surviving. The polar bear, however, thrives in this kind of environment. The polar bear spends his time roaming throughout the Arctic, walking on land and ice, swimming in freezing sea water and floating on sheets of ice while looking for seals, fish, and other food. Their favorite food is seals, which they find along the edges of the ice, in holes in the ice, and under cracks in the ice. They have no natural enemies in this environment, which is perfectly suited for them.

Now, what you see behind me is a photo of a polar bear. As you can see, it's very beautiful. But what's not apparent in this and other similar photos is the bear's actual size! Polar bears are much bigger than the brown and black bears we discussed earlier. In fact, they're huge! They weigh up to 1,600lbs, or 720kg. And they're designed to survive in their environment. They have very thick, white fur, which camouflages them from the snow and ice and insulates them from the extreme cold. It's much thicker than the fur of bears that we discussed earlier. Polar bears are also strong swimmers. They have large front paws that amazingly allow them to swim a few hundred kilometers from land.

Despite their impressiveness, polar bears, unlike black bears, are an endangered species. This is a result of global warming, which will be topic of our next film. The Arctic is becoming too warm for the bears. That ice I just mentioned to you is now disappearing! It breaks up much earlier in the spring, and now it's a lot further from land! Ice thickness in the Arctic has decreased by 40 percent in the last 30 years, and some scientists predict that the Arctic basin might not have any ice in another 50 years. For polar bears, this is terrible! Ice is essential to their existence! Less ice means fewer seals and less food.

Polar bears do their hunting in the winter, but because the winter is getting shorter and because the ice is disappearing earlier, they have less time to restore their fat. In the summer, they're forced to remain on land for longer periods of time, and during that time, they live off the fat stored in their bodies. Thirty years ago, they spent just over three months on land. Now it's almost four months! The shorter the winter and the earlier the ice breaks up, the less time they have to restore their fat. This reduces their strength and energy. With less ice, polar bears must swim further to reach it. This further reduces their strength and energy. These circumstances have steadily decreased the bear population over the last 30 years.

오늘 여러분과 공부할 다음 종류의 곰은 북극곰이에요. 이미 화요일에 언급했듯이 북극곰은 북극에서만 사는데 주로 캐나다 북부, 러시아 북부, 알래스카에 살죠. 예를 들어 캐나나 남부에서는 북극곰을 볼 수 없어요.

여러분은 아마도 북극은 혹독한 환경을 가지고 있으며 지구상에서 가장 추운 지역에 속한다는 것을 알고 있을 거예요. 하지만 북극의 날씨 특히 12월 말이나 1월 초의 날씨가 정확히 어떤지 말해주도록 하죠. 기온이 종종 영하 40℃ 이하로 떨어지는데 이보다 더 떨어지는 적도 있어요! 기온도 기온이지만 바람도 강하게 불고 햇빛도 거의 없거나 전혀 없고 초목마저 거의 없기 때문에 이러한 환경에서 생존할 수 있는 종이 거의 없어요. 하지만 북극곰은 이러한 환경에서도 잘 살아요. 북극곰은 물개나 물고기, 다른 먹이를 찾아 육지나 얼음 위를 걸어 다니고 일듯이 치가운 바닷속을 헤엄치고 얼음판 위에 떠다니면서 북극 전역을 돌아다니죠. 북극곰이 가장 좋아하는 먹이는 물개인데 물개는 얼음 가장 자리나, 얼음 속의 구멍, 그리고 얼음에 있는 틈 아래에 있어요. 북극곰에게 완벽한 이러한 환경에서 북극곰은 천적이 없어요.

이제 제 뒤로 보이는 것은 북극곰의 사진이에요. 보시다시피 아름답죠. 이 사진 그리고 이와 유사한 다른 사진에 나타나지 않는 것은 북극곰의 실제 크기예요. 북극곰은 앞서 공부했던 불곰이나 흑곰보다 훨씬 덩치가 커요. 사실 거구죠! 몸무게는 최고 720kg까지 나가죠. 북극곰은 북극 환경에서 살아남을 수 있도록 만들어졌어요. 매우 두꺼운 흰색 털이 있어서 눈이나 얼음으로부터 위장을 할 수 있고 극한의 날씨에 대해 단열 효과를 내죠. 북극곰의 털은 앞서 이야기했던 곰들의 털보다 훨씬 두꺼워요. 또한 북극곰은 헤엄을 아주 잘 쳐요. 커다란 앞발 덕분에 육지에서 수백 킬로미터나 헤엄을 치기도 하죠.

인상적이긴 하지만 북극곰은 흑곰과는 달리 멸종위기종이에요. 이것은 지구 온난화 때문에 일어난 결과인데 지구온난화는 다음 영화의 주제예요. 북극은 북극곰이 살기에 너무 더워지고 있어요. 제가 방금 언급했던 얼음이 사라지고 있는 것이죠! 봄이 되면 얼음이 훨씬 빨리 갈라져서 육지로부터 훨씬 멀리까지 이동하죠. 북극의 얼음은 과거 30년간 40퍼센트가 두께가 감소했어요. 일부 과학자들은 지금으로부터 50년 후에는 북극 분지에서 얼음이 사라질 것으로 예상하기도 해요. 북극곰에게는 끔찍한 일이죠. 얼음은 북극곰의 생존에 없어서는 안 될 존재이니까요! 얼음이 적어진다는 얘긴 물개와 먹이가 줄어든다는 것을 의미하니까요.

북극곰은 겨울에 사냥을 하는데 겨울이 점점 짧아지고 얼음이 더 빨리 사라지고 있는 탓에 지방을 비축할 시간이 점점 짧아지고 있어요. 여름에는 보다 오랜 시간 육지에 남아 있어야 하고 그 동안 몸 속에 저장된 지방으로 버티죠. 30년 전에는 육지에서 보내는 시간이 세 달 남짓이었어요. 그런데 지금은 거의 네 달이나 되죠. 겨울이 더 짧아지고 얼음이 더 빨리 갈라지기 시작하면서 더 짧은 시간에 지방을 저장해야 하죠. 이로 인해 북극곰은 힘과 에너지를 더 소비하게 됩니다. 얼음이 적으면 북극곰은 보다 먼 거리를 헤엄을 쳐야 해요. 이것이 힘과 에너지를 더 소비하게 만들죠. 이러한 상황들은 지난 30년 동안 북극곰의 수가 점점 감소되게 하는 결과를 낳았어요.

B 1. Ⓓ 2. Ⓒ, Ⓓ 3. Ⓑ

4. 1) earthquakes B) catastrophic results
   2) A) sound, light, B) reflect, refract,
   3) A) Body waves, B) Surface waves

5. [1]major explosions [2]during an earthquake [3]first kinds of waves [4]deep inside [5]hear them

[6]damage [7]lower frequency [8]duration [9]moving up and down [10]cars

Uhhh... okay now, um... I don't have anything further to say about volcanoes. Unless there are any more questions. Uh, are there any questions? Uh, okay, good then. I shall continue our discussion on waves, but this time, I'd like to focus more on earthquakes. As you know, some earthquakes are not powerful enough to be felt on the Earth's surface while in others, people can, indeed, feel the earth shaking. And of course, there might be violent movement, often with catastrophic results. What we feel during an earthquake or huge explosion are a series of waves called seismic waves. These waves are similar to sound waves and light waves. For example, they reflect and refract. And they change speed and direction as they travel through different densities of rocks.

In an earthquake, you might initially feel some minor trembling, then perhaps violent shaking, and then some more tremors. The reason why you feel these different types of movement is because there are different kinds of seismic waves. Some of them may easily be felt at the Earth's surface while others are not. The reason for this is that not all waves travel at the Earth's surface or with equal amplitude. There are two major types of seismic waves: body waves and surface waves. The waves that you feel first are body waves. These mainly travel deep through the Earth's interior rather than at the surface. Some of them travel very fast, and that's why you feel them first. But because they travel deep inside the Earth, they're felt only as tremors. There are two types of body waves. The first type of body wave is the P wave or primary wave. It's the fastest kind of seismic wave. These waves can move through any type of material, including rock and fluids. Because of this and because of their speed, these waves are the first to reach the Earth's surface. You likely won't even hear or feel these waves, but animals may hear them. They're not strong enough to cause significant damage. The other type of body wave is the S wave or secondary wave. Because S waves travel at half the speed of P waves, you won't feel them in the beginning. This kind of wave moves rocks from side to side or up and down. Their amplitude is several times higher than P waves and they are more destructive than P waves. The second major category of wave is the surface wave. Unlike body waves, surface waves move at or near the Earth's surface. These waves are similar to ripples on water. They are usually the most destructive type of seismic wave because of their lower frequency, larger amplitude, and longer duration. There are two types of surface waves. The first kind of surface wave is called a love wave. It's the fastest surface wave. These make the ground move from side to side. The other kind of surface wave is the Rayleigh wave. It rolls along the ground just like a wave rolls across a lake or an ocean. As a result, it moves the ground up and down and side to side in the same direction that the wave is moving. Most of the shaking felt from an earthquake is due to the Rayleigh wave, which can be much larger than the other waves. They are slower than body waves, and sometimes cars might appear to be moving up and down with these waves.

어… 좋아요. 이제. 음… 화산에 대해서는 더 이상 이야기할 것이 없네요. 질문이 없다면 말이에요. 질문 있는 사람 있나요? 어, 좋아요. 그럼 파에 대한 얘기를 할 텐데 이번에는 지진에 좀 더 초점을 맞추고자 해요. 여러분도 알고 있는 것처럼 땅이 흔들리는 것을 느낄 수 있는 지진이 있는가 하면 지표면에서 느낄 수 없을 정도로 약한 지진도 있어요. 그리고 물론 엄청난 결과를 가져오는 광장한 지진도 있어요. 지진이나 큰 폭발이 있을 때 우리가 느끼는 것은 지진파라고 하는 연속된 파에요. 이 지진파는 음파나 광파와 비슷하죠. 예를 들어 지진파는 반사되기도 하고 굴절되기도 해요. 그리고 다른 밀도의 암석을 통과할 때 속도나 방향이 바뀌죠.

지진이 나면 처음에는 약한 진동이 느껴지다가 격렬한 진동이, 그런 다음에는 약간의 미동이 느껴지죠. 이런 다른 형태의 운동이 나타나는 이유는 여러 종류의 지진파가 있기 때문이에요. 어떤 지진파는 지표면에서 쉽게 느낄 수 있고 어떤 파는 느낄 수가 없어요. 이유는 모든 파들이 지표면으로 이동하거나 동일한 진폭을 가지고 있지는 않기 때문이에요. 지진파는 크게 실체파와 표면파의 두 가지가 있어요. 여러분이 처음 느끼는 파는 실체파에요. 실체파는 주로 지표보다는 내부를 관통해 이동합니다. 일부 실체파는 이동 속도가 대단히 빠른데 그래서 먼저 이 파가 느껴지는 것이죠. 하지만 지구의 내단히 안쪽으로 이동하기 때문에 미동으로만 느껴집니다. 실체파에는 두 가지가 있어요. 첫 번째는 P파 또는 일차 파예요. P파는 지진파 가운데 가장 빠른 파에요. P파는 암석이나 유체를 포함해 어떠한 물질을 관통해서도 이동합니다. 이런 이유와 빠른 속도 때문에 P파는 가장 먼저 지표에 도달합니다. 여러분은 아마 이 파를 듣거나 느낄 수 없지만 동물들은 듣기도 합니다. 이 파는 심각한 피해를 입힐 만큼 강력하지는 않아요. 다른 종류의 실체파로 S파 또는 이차파가 있어요. S파는 속도가 P파의 반밖에 되지 않기 때문에 처음에는 느껴지지가 않아요. S파는 좌우 또는 상하로 움직입니다. 진폭이 P파에 비해 몇 배나 커서 P파보다 훨씬 파괴력이 크죠. 두 번째 큰 분류에 속하는 파는 표면파에요. 표면파는 실체파와는 달리 지표나 지표 가까이에서 이동합니다. 이 파는 수면 위에 생기는 물결과 비슷해요. 이 파는 주파수가 낮고, 진폭이 크고 지속시간이 길기 때문에 가장 파괴력이 있는 지진파에요. 표면파에는 두 종류가 있어요. 하나는 러브파라고 하는 파인데 표면파 가운데 가장 속도가 빨라요. 러브파는 땅을 좌우로 흔들리게 만듭니다. 다른 종류의 표면파로는 레일리파가 있어요. 레일리파는 호수나 바다 위에 파도가 넘실거리듯이 땅 위에 작은 기복을 만들며 넘실거리죠. 그 결과 파가 움직이는 방향과 동일한 방향으로 땅을 상하와 좌우로 움직이게 합니다. 지진에서 느끼는 진동은 대부분 레일리파 때문에 생기는데 레일리파는 다른 파보다 훨씬 크기 때문이에요. 레

일리파는 실체파보다 속도가 느린데 때로는 레일리파 때문에 자동차가 상하로 움직이는 듯이 보이기도 합니다.

C 1. ⓓ 2. ⓒ, ⓓ 3. ③

4. 1) Jovian planets B) Earth, Mars, C) gases, liquids
   2) A) gaseous
   3) A) rings, moons
   4) A) storms, B) clouds
5. [1]rocky core [2]exterior [3]landing on [4]number of rings [5]twice as massive [6]at least [7]a layer of clouds

Your textbook uses the terms Jovian planets and gas giants interchangeably. And I'm going to do the same. There are four of these planets: Neptune, Uranus, Saturn, and Jupiter. The biggest of these is Jupiter, and that's the planet I'll be focusing on. Jupiter and the Jovian planets are very different than Earth, Mars, and even our moon. These gas giants have a rocky or solid core, but they're composed mostly of various gases such as hydrogen, helium, methane, and others. They're also composed of liquids.

One huge difference between the Jovian planets and the rocky planets is that the Jovian planets do not have a solid surface. Their exteriors are gaseous, and these gases blend with their atmospheres. Therefore, you wouldn't be able to land a spacecraft on Jupiter nor on any of the other gaseous planets, nor would you be able to walk on them. Possibly you could float through them, but if you tried that on Jupiter, you would eventually burn up because Jupiter is extremely hot.

Now here are some more facts about the Jovian planets. These planets have a number of rings and moons. Saturn has the most spectacular rings and Jupiter, with 63 moons, has the most moons. Neptune has some faint rings and 13 moons. Uranus has 13 faint rings and 27 moons. Jovian planets are also the largest planets, much larger than the rocky planets. Jupiter is the biggest planet in the solar system, and it's huge. It's several times bigger than any of the other planets in the solar system. In fact, it's twice as massive as all of the other planets combined! By comparison, it's about 318 times more massive than Earth, with a diameter 11 times greater than Earth. Now, believe it or not, despite its magnificent size, Jupiter is not the largest planet in the universe. Larger planets have recently been discovered outside the solar system, and I'm sure more will be discovered in the future.

Weather patterns on the Jovian planets are much different than the rocky planets. For example, they don't have any oceans or landmasses, which greatly influence weather conditions on Earth. Jupiter has the Great Red Spot, a storm which is at least 340 years old and seems to be a permanent fixture on the planet. The storm is bigger than Earth. Wind speeds on Jupiter often reach up to 600km/hr. Neptune has a similar phenomena, the Great Dark Spot, a cyclonic storm about the same size as Europe and Asia combined. This type of phenomenon does not exist on the rocky planets. Again, I reiterate, the Jovian planets are much different than Earth.

The rings that surround Jupiter are composed of smoke-like particles that are sprayed about when its moons are bombarded by energetic meteor impacts. The halo, which is the innermost ring, is 22,000km wide! And Jupiter is always covered by a layer of clouds. The rings surrounding the other Jovian planets are composed of similar particles.

Spacecraft have taken numerous close-up photos of the Jovian planets. Some of these photos appear in your textbook. The word close-up has to be taken with a grain of salt. The photo I'm showing you now, uh, just a minute... would someone turn off the light please...? Okay, there it is! This breathtaking view was obtained by Voyager 1 when the spacecraft was 9.2 million km from Jupiter... Oh, and here's another. This is Neptune. I think it's the most beautiful planet. I love the blue color. It looks like one gigantic ocean, but it's not ocean.

Is there life on the Jovian planets? Is that possible? Well, scientists seem to agree that there probably wouldn't be any Earth-like life on these planets because there's little water in their atmospheres and any possible solid surface deep inside these planets, for example, in Jupiter, would be under too much pressure.

여러분 교재는 목성형 행성과 기대가스형 행성이라는 말을 섞어 사용하고 있습니다. 저 역시 두 가지 용어를 섞어 사용할 것입니다. 여기에 속하는 행성은 해왕성, 천왕성, 토성, 목성의 네 개 행성이 있어요. 이 가운데 가장 큰 행성은 목성으로 우리는 목성을 중점적으로 공부해 보도록 할 것입니다. 목성을 비롯한 목성형 행성들은 지구, 화성, 그리고 심지어 달과는 아주 다릅니다. 이 기대가스형 행성들은 핵은 암석이나 고체로 되어 있지만 대부분은 수소, 헬륨, 메탄 등과 같은 다양한 기체들로 이루어져 있어요.

목성형 행성과 암석형 행성들 사이의 큰 차이점은 목성형 행성은 표면이 고체로 되어 있지 않다는 것입니다. 목성형 행성의 바깥층은 기체로 되어 있는데 이 기체는 대기와 섞여 있어요. 그래서 목성이나 다른 기체형 행성에는 우주선을 착륙시킬 수도 없고 표면 위를 걸어 다닐 수도 없어요. 아마 둥둥 떠다닐 수는 있겠지만 아마 목성에서 그랬다간 목성이 엄청나게 뜨겁기 때문에 타 버리고 말 거예요.

그럼 목성형 행성에 관한 몇 가지 사실을 알려드리도록 하겠어요. 이 행성들에는 많은 고리와 위성이 있어요. 토성은 가장 멋진 고리가 있으며 목성은 위성이 63개로 최다 위성 수를 자랑하죠. 해왕성은 약간 희미한 고

리들과 13개의 위성이 있어요. 천왕성에는 13개의 희미한 고리와 27개의 위성이 있어요. 목성형 행성은 암석형 행성에 비해 훨씬 커서 가장 큰 행성들이기도 합니다. 목성은 태양계에서 가장 큰 행성으로 크기가 거대합니다. 태양계에 있는 어떤 행성보다도 몇 배나 더 크죠. 사실 다른 행성들을 전부 합한 것보다 두 배나 됩니다. 비교를 위해서 말하자면 목성은 지구의 318배나 더 무거우며 지구 지름의 11배나 됩니다. 그런데 말기나 말기나지만 이 거대한 크기에도 불구하고 목성이 우주에서 가장 큰 행성은 아니에요. 보다 큰 행성이 태양계 밖에서 발견이 되었어요. 그리고 미래에는 보다 많은 행성이 발견되리라고 확신합니다.

목성형 행성의 기후 패턴은 암석형 행성과는 아주 다릅니다. 예를 들어 목성형 행성에는 지구의 기후 조건에 큰 영향을 미치는 바다나 육지가 없어요. 목성에는 대적반이 있는데 이것은 적어도 340년 이상 된 목성에서 사라지지 않을 것으로 보이는 폭풍이에요. 이 폭풍은 크기가 지구보다도 큽니다. 목성의 풍속은 종종 600km/hr에 이르기도 합니다. 태양성도 비슷한 현상인 대암반이 일어나는데 이것은 유럽과 아시아를 합한 크기 정도의 격렬한 폭풍이에요. 이런 현상은 암석형 행성에서는 일어나지 않아요. 다시 한 번 말하지만 목성형 행성은 지구와는 아주 다른 행성이에요.

목성을 둘러싸고 있는 고리는 위성들이 강력한 유성 충격을 받을 때 부려지는 연기와 비슷한 입자로 이루어져 있어요. 가장 안쪽 고리인 할로는 폭이 22,000km나 됩니다. 그리고 목성은 항상 구름층으로 덮여 있어요. 다른 목성형 행성을 둘러싸고 있는 고리들은 비슷한 입자로 이루어져 있어요.

우주선으로 목성형 행성들의 근접 촬영 사진을 아주 많이 찍었어요. 이 가운데 몇 장은 여러분 교재에 실려 있어요. 근접촬영이라는 말은 사실 좀 가짐이 있어요. 제가 지금 보여드리는 사진은, 어, 잠깐만요… 누가 불 좀 꺼 줄래요? 좋습니다! 이 놀라운 사진은 보이저1호가 목성으로부터 920만 킬로미터 떨어진 상태에서 촬영한 것입니다. 아, 그리고 여기에 사진이 한 장 더 있어요. 이것은 해왕성이에요. 제 생각에는 해왕성이 행성 가운데 가장 아름다운 것 같아요. 푸른빛이 정말 마음에 들어요. 거대한 바다같이 보이지만 바다는 아니에요.

목성형 행성에는 생명체가 살고 있을까요? 그것이 가능하긴 할까요? 글쎄요. 과학자들은 대기 속에 수분이 거의 없고 이러한 행성들, 예를 들면 목성 깊은 곳에 있을지도 모를 고체 표면이 너무 큰 압력을 받을 것이기 때문에 이러한 행성들에는 지구 생명체와 비슷한 생명체가 없으리라는 데 의견의 일치를 보고 있어요.

D 1. Ⓒ 2. Ⓐ, Ⓑ 3. Ⓓ

4. 1) monsoons, C) various
   2) A) 90, B) crops
   3) A) flooding
   4) predict

5. [1]annual [2]primarily in Asia [3]over the ocean [4]causing flooding [5]these rains [6]impossible

The last thing I want to discuss with you today are monsoons. Because we don't have much time remaining in today's lecture and because the next class will be our physical geography midterm examination, I'm not going to go into a lot of detail. Your textbook provides you with more than ample information on this topic, so please refer to it before next Monday's examination. Needless to say, I can guarantee there will be at least a few examination questions on this topic.

Very briefly though, I'd like to tell you that monsoons are an annual weather phenomenon. In fact, the word monsoon derives from an old Arabic word which means season because these rainstorms occur every year. More specifically, they're very heavy rains which originate from moist air masses that move inland from the ocean. What actually happens is that air masses move from cool air to warm air or from a high pressure system above the Indian Ocean to a low pressure system over the continent, causing it to rain in South Asia. And as your textbook indicates, most monsoons happen in continental Asia. Smaller ones occur in northern Australia, equatorial Africa, and, to a much lesser extent, right here in the southwestern U.S.

Now, unlike earthquakes, volcanoes, flash floods, ice storms, droughts, and most of the other natural phenomenon that we discussed during the last few weeks, monsoons, surprisingly, have a very beneficial impact. Although the heavy rains might be unwanted in some places, monsoon rains supply about 90 percent of India's total water supply. So right there, you have a billion people benefiting and relying on this rain. This rain is essential for crops. Imagine the hardship a billion people would endure if there were no monsoons! In fact, Asia, where most of the monsoons occur, contains half of the world's population. In other words, three billion people live in areas affected by the monsoons. Many of these people are poor, subsistence farmers, totally reliant on monsoons for their livelihoods. Too little rain would result in famine.

By the same token, these same people can suffer undue hardship if there's too much rain, resulting in disastrous floods. Flooding leads to severe damage and famine. Monsoons are also less appreciated in the urban areas, where many people, both poor and wealthy, would be greatly inconvenienced by too much rain. Again, imagine the millions of poor people in third world cities, living in porous, shabby homes, drenched by extensive leakage.

I mentioned that monsoons occur annually. But the precise date, duration, and quantity are impossible to predict. Also, monsoons are more common in the northern hemisphere, where there are more large landmasses than in the southern hemisphere, which is mostly comprised of sea water.

So to reiterate, monsoons have positive and negative impacts. I'd like to continue this discussion on monsoons, but, unfortunately, we've run out of time

today, and our examination will be during the next class. So I urge you to read more about this in your textbook.

오늘 마지막으로 공부할 것은 몬순이에요. 오늘 수업 시간이 얼마 남지 않았고 다음 수업에는 자연지리학 중간고사가 있을 예정이기 때문에 깊이는 들어가지 않을 거예요. 교재를 보면 이 주제와 관련해 충분한 정보가 나와 있으니까 다음 월요일 시험 전에 이 부분을 참고하기 바래요. 발할 필요도 없겠지만 이와 관련한 문제가 적어도 몇 문제 출제될 거예요.

하지만 아주 간단하게 이야기 한다면, 몬순은 매년 일어나는 기상 현상이에요. 사실 몬순이라는 말은 계절을 뜻하는 아랍 옛말에서 따왔어요. 이 폭풍우가 매년 일어나기 때문이죠. 좀 더 자세하게 말한다면 몬순은 바다에서 내륙으로 이동하는 습윤 기단에서 발생한 엄청난 폭우예요. 어떤 현상이 일어나느냐 하면 기단이 한랭한 공기로부터 온난한 공기로 또는 인도양 위쪽의 고기압으로부터 대륙 위쪽의 저기압으로 이동해서 아시아 남부에 비를 뿌리는 것입니다. 교재에도 나와 있지만 대부분의 몬순은 아시아 대륙에서 일어납니다. 이보다 작은 규모의 몬순이 호주 북부, 적도 부근의 아프리카, 그리고 훨씬 작은 규모의 몬순이 여기 미국 남서부에서도 일어나죠.

그런데 지난 몇 주 동안 공부했던 지진, 화산, 분류성 홍수, 우박성 폭풍우, 가뭄 그리고 대부분의 다른 자연현상들과는 달리 몬순은 놀랍게도 대단히 유익한 효과가 있어요. 물론 일부 지역에서는 폭우가 반갑지 않기도 하겠지만 몬순으로 인한 강우는 인도 전체 수분 공급량의 약 90퍼센트를 차지하요. 그래서 인도에서는 십억 인구가 이 비의 혜택을 받고 이 비에 의존해 살아가죠. 이 비는 농작물에게도 없어서는 안 될 존재예요. 몬순이 없다고 했을 때 십억 인구가 겪어야 할 고통을 생각해 보세요. 사실 대부분의 몬순이 발생하는 아시아에는 세계 인구의 절반이 살고 있어요. 다시 말해 30억 인구가 몬순의 영향을 받는 지역에 살고 있다는 얘기죠. 이 사람들의 상당수가 가난한 자급자족형 농부로 생계를 전적으로 몬순에 의존하죠. 비가 너무 적게 내린다면 그건 바로 기아를 의미할 거예요.

똑같이 이 사람들은 비가 너무 많이 내려도 엄청난 홍수로 인해 불필요한 고통을 겪게 되죠. 홍수는 심각한 피해와 기아를 가져옵니다. 또한 몬순은 가난하거나 부유한 많은 사람들이 폭우로 인해 엄청난 불편을 겪는 도시 지역에서는 덜 반가운 존재죠. 다시 한 번 제 3세계 도시의 심각한 누수로 물이 새며 구멍이 숭숭 뚫리고 초라한 집에 살고 있는 수백 만 명의 가난한 사람들을 떠올려 보세요.

이미 몬순은 매해 일어난다는 얘길 했습니다. 하지만 정확한 날짜, 기간, 양은 예측이 불가능해요. 또한 몬순은 북반구에서 더 자주 발생하는데 북반구는 대부분 해수로 이루어진 남반부에 비해 육지가 더 많기 때문이에요. 그래서 다시 한 번 말하자면 몬순은 긍정적 효과와 부정적 효과를 다 가지고 있어요. 몬순 얘기를 좀 더 하고 싶지만 안타깝게도 시간이 다 됐네요. 그리고 다음 수업 시간에는 시험이 있을 거예요. 그러니 교재의 이 부분을 좀 더 읽어보기 바랍니다.

Integrated Listening & Speaking

A

1. They are huge, white bears covered by thick, white fur, and they have large front paws.
2. They eat meat, especially seals.
3. The Arctic climate is perfectly suited for polar bears, but now it's getting too warm for them. There are less ice and fewer seals.

Last week we talked about polar bears. I told you they lived in the Arctic, a very harsh environment. In late December and early January, the temperature falls below minus 40 degrees, and there is little or no sunlight. Very few species can survive in this environment. But, as I mentioned to you, this environment is perfect for polar bears. They cannot live without it. They are huge, white animals, weighing up to 740kg. They have thick, white fur and are camouflaged from the environment. They have large front paws, allowing them to swim a few hundred kilometers from land. These meat eaters spend most of their waking hours hunting seals under or near the ice. Unfortunately, these beautiful animals are now an endangered species. This is because the Arctic is becoming too warm for the bears. There is less ice and fewer seals to feed on. They have to swim further to reach the ice, and this reduces their condition. Most importantly, the polar bear population is now decreasing and expected to decline even more.

지난주에는 북극곰에 대해 공부했었죠. 북극곰은 아주 혹독한 환경인 북극에 산다고 이야기했습니다. 12월 말과 1월 초가 되면 기온이 영하 40℃ 이하로 내려가고 햇빛도 거의 또는 전혀 없는 상태가 되죠. 이러한 환경에서 살 수 있는 종은 거의 없어요. 하지만 여러분께 언급했듯이 이 환경은 북극곰에게는 더할 나위 없이 좋은 환경이에요. 북극곰은 이러한 환경이 없이는 살 수가 없으니까요. 북극곰은 거대한 하얀색 곰으로 몸무게가 최고 740kg까지 나갑니다. 털은 두껍고 하얀색으로 되어 있어 주변 환경으로부터 위장을 시켜주는 역할을 합니다. 앞발이 커서 육지에서 수백 킬로미터씩 헤엄을 칠 수도 있어요. 이 육식동물은 대부분의 시간을 얼음 아래나 근처에서 물개를 사냥하며 보냅니다. 안타깝게도 이 아름다운 동물은 현재 멸종위기종이에요. 이렇게 된 것은 북극 지방이 북극곰이 살기에 너무 따뜻해졌기 때문입니다. 얼음도 적어지고 먹이가 되는 물개도 적어졌죠. 얼음에 닿기 위해 더 먼 거리를 헤엄쳐야 하고 이로 인해 북극곰의 사정이 더 악화되게 된 것입니다. 가장 중요한 사실은 북극곰의 수가 현재 줄어들고 있으며 앞으로 훨씬 더 감소하게 될 것이라는 점입니다.

B

1. Cool, moist air above the ocean collides with dry, warm air above India.
2. Monsoons provide farmers with water for their crops.
3. The northern hemisphere is where most of the large landmasses are located.

Now, just as a brief review, monsoons are an annual weather phenomenon that usually occur in Asia. Typically, what happens is that cool, moist air above

the ocean collides with dry, warm air above India. When this happens, it turns into heavy rain. The rainfall can impact all areas of Asia, especially India. Unlike other natural phenomenon, monsoons can be extremely beneficial. For example, they supply India with 90 percent of its water supply and water for subsistence farmers throughout Asia, who use it for their crops. Unfortunately, too much rain can result in disaster, such as flooding and famine. The precise dates and duration of monsoons are impossible to predict. Monsoons are more common in the northern hemisphere, where there are more large landmasses, than in the southern hemisphere, which is mostly comprised of sea water.

간단히 복습을 하자면 몬순은 일반적으로 아시아에서 매년 발생하는 기상 현상이에요. 전형적으로, 바다 위쪽의 한랭 습윤한 공기가 인도 위쪽의 고온건조한 공기와 만나게 됩니다. 이런 현상이 일어나면 폭우가 내리게 됩니다. 폭우는 아시아 전역, 특히 인도에 영향을 미치게 되죠. 다른 자연현상들과는 달리 몬순은 대단히 유익합니다. 예를 들어, 몬순은 인도 전체 수분 공급량의 90퍼센트 이상을 차지하며 아시아에 있는 자급자족형 농부들에게 수원이 됩니다. 안타까운 일은 너무 많은 비가 내릴 경우 홍수나 기아 등의 재해를 일으킬 수 있다는 사실이에요. 몬순의 정확한 날짜와 기간은 예측 불가능합니다. 몬순은 대부분 해수로 이루어진 남반구보다는 육지가 많은 북반구에서 보다 더 흔하게 일어납니다.

TOEFL iBT Practice Test

A 1. C 2. A 3. A 4. C 5. B

M: Excuse me. I was here last week for a few interviews. I'm just checking if you've heard from any of the employers yet?

W: Yes, we've started to hear from a few. I have a list here...

M: Oh! That's me... right there...! What job is that?

W: This is the media assistant position. It's a three-month contract, and it starts soon.

M: Media assistant? I didn't even have an interview for that job. How did I get it?

W: Well, I guess they received your application and then hired you based on your experience and qualifications. Or perhaps they contacted your references.

M: That's great! I mean, I hope it's a good job... I don't know anything about it. Do you know exactly what it's about? Is it a good job?

W: Well, first of all, the job is with Bestviews. They're a local company that produces a lot of educational films, documentaries, news clips, and sometimes special events. Also, many of the professors from this university work on those films. But, to answer your question, I think it is a good job. It's not dirty or dangerous or anything like that. A lot of the students here had that job, and they liked it. It's very interesting, and it's a lot better than most of the work students end up getting.

M: Well, what exactly does a media assistant do?

W: A number of things. It's not really an office job or a sedentary job. You have to travel a lot.

M: Really? That's good. I don't mind traveling. Which cities would I have to travel to?

W: Well, I didn't mean road trips, but you have to travel a lot around the city or near the city. You have to pick up and deliver any movies, videos, and films that are being edited. So, perhaps the filming might take place at an event just outside of the city. You'd take the film back to the Bestviews Media Center, which is located just across the street from campus and then return any edited films to other destinations throughout the city. You have a driver's license, right?

M: Yes, sure. I used to have a part-time job as a taxi driver. I drove full-time last summer.

W: I see! Well, maybe that's why they hired you. This job is going to require a lot of driving, and you'll be driving their vans. They have nice vans.

M: Okay. When does the job start?

W: You'll have to get all of the details directly from the employer. But most of these jobs are supposed to begin early next month. Here's a phone number. Just call this person. Her name is Emily. I've met her a few times. She's very nice. She should be able to answer all of your questions. I think she might be your supervisor.

M: I'll do that. Thanks a lot.

W: No problem. I hope it all works out for you.

M: 실례합니다. 몇 전의 면접시험 때문에 지난주에 찾아왔었어요. 혹시 연락은 회사가 없나 해서요.

W: 예, 몇 군데에서 연락이 왔어요. 여기에 목록이 있네요…

M: 아! 그게 저예요… 바로 거기요! 어떤 일이죠?

W: 매스컴 보조 자리네요. 세 달 계약에 곧 일을 시작하게 됩니다.

M: 매스컴 보조라고요? 그런 일자리는 면접을 보지 않았는데요. 어떻게 된 거죠?

W: 글쎄요. 제 생각엔 학생의 신청서를 받아서 경험과 자격조건에 기준해 채용 결정을 한 것 같네요. 아니면 그쪽에서 학생의 추천서를 봤던 지요.

M: 잘 됐네요. 그러니까 좋은 자리였음 한다는 얘기죠… 그 직장에 관해서는 아무 것도 아는 게 없어요. 어떤 일자린지 정확하게 알고 계시나요? 좋았은 자린가요?

W: 우선, 회사는 베스트뷰즈예요. 많은 교육 영화와 다큐멘터리, 토막뉴

스, 그리고 때로는 특별한 사진을 취급하기도 하는 지역 회사죠. 이 학교 출신의 교수님 중 많은 분들이 그 영화 작업에 참여하고 계세요. 학생의 질문에 답하자면 저는 좋은 자리라고 생각해요. 지저분한 일이거나 위험한 일이거나 하지는 않다는 얘기죠. 많은 학생들이 그 일자리에 채용되고는 마음에 들어 했거든요. 작업이 아주 재미있어서 학생들이 구하게 되는 다른 대부분의 일자리보다 훨씬 낫죠.

M: 매스컴 보조라는 게 정확하게 어떤 일을 하는 거죠?

W: 많은 일들을 해요. 사무실 일이나 앉아서 하는 작업은 아니에요. 많이 돌아다녀야 해요.

M: 정말이요? 잘 됐군요. 돌아다니는 거라면 좋아하거든요. 어떤 도시로 여행을 하게 되죠?

W: 여행을 하게 된다는 말은 아니에요. 이 도시 여기저기나 근교로 많이 다녀야 한다는 얘기예요. 편집을 하고 있는 영화의 비디오, 필름 등을 수거하고 전해줘야 해요. 그래서 영화 제작이 이 도시 바로 외곽에 있는 곳에서 진행되기도 하죠. 그러면 그 필름을 학교 길 건너편에 있는 베스트뷰즈 미디어센터로 가져다주고 편집된 필름은 이 도시 여기저기에 있는 목적지까지 갖다 주어야 해요. 운전면허증은 있나요?

M: 예, 물론이죠. 아르바이트로 택시 운전을 한 적도 있어요. 지난여름에는 풀타임으로 운전을 했는걸요.

W: 그렇군요. 그래서 아마 학생을 채용했나 봐요. 이 일은 운전을 많이 해야 하는데, 아마 그 회사 밴을 운전하게 될 거예요. 그쪽에는 좋은 밴 차량이 많아요.

M: 좋아요. 일은 언제부터 시작하죠?

W: 그 회사 쪽에서 직접 세부사항을 들어야 해요. 하지만 이 일자리는 대부분 다음 달 초에 시작될 거예요. 여기에 전화번호가 있어요. 이 사람에게 전화를 해 보세요. 담당자 이름이 에밀리예요. 저도 몇 번 만난 적이 있는데 좋은 사람이에요. 학생이 궁금해 하는 사항들을 전부 대답해 줄 거예요. 어쩌면 학생의 상사가 될 지도 모르겠군요.

M: 그러죠. 감사합니다.

W: 천만에요. 잘 되길 바래요.

B 1. Ⓐ 2. Ⓑ 3. Ⓓ 4. Ⓑ 5. Ⓑ 6. Ⓑ

M1: Are there any more questions about the Chinese calendar...? No...? Okay, so to continue... The ancient Chinese were not the only ones who had a calendar. Other ancient cultures, including the Romans, the Assyrians, and the Babylonians, all had calendars, and, of course, so did the Egyptians. Many of the ancient calendars were relatively useless. In Egypt, there were different kinds of calendars.

M2: What do you mean different kinds of calendars?

M1: Well, for example, they had a civil calendar for the government and another one for agriculture.

M2: Wait...! You mean they had two calendars at the same time?

M1: Yes. In fact, for 2,000 years, they had three! Three concurrent calendars!

M2: That sounds so confusing! Why did they have so many different calendars?

M1: Well, different calendars developed for different reasons or different purposes. And, yes, it probably was confusing because these calendars varied in length. One was a little shorter than another, and you'd have to wait forever before they were in sync again.

M2: Ha ha ha! It sounds bizarre.

M1: Well, let's not forget, these were ancient times.

W: Were these calendars any good?

M1: Yes, in fact, the first usable calendar started in Egypt, a very long time ago... in 4236 B.C. This was originally a lunar calendar, but over time, they started to use the stars rather than the moon for making more accurate predictions. It was a useful calendar because it predicted precisely when the Nile would flood. At that time, farmers depended heavily on the Nile and its flooding to supply water for their crops. The floods also deposited rich soil throughout the plains. Because of this rich soil, they were able to develop a sophisticated agricultural system which helped sustain a large population. So the calendar was useful and important for planting and harvesting crops.

The year was divided into three seasons, each with four months. There were 30 days in a month. They added five days at the end of the year to make it 365 days. The civil calendar regulated the government and its administrators.

One problem was the discrepancy between these two calendars. Months in the lunar calendar occurred at the same time every year. But this was not the case for the civil calendar. It was a few hours shorter than the lunar year, and, therefore, its months occurred at a different time every year. In fact, it took 1,460 years for the two calendars to agree or be in sync with one another. This 1,460 year period is referred to as uh... a Sothic cycle. Therefore, a second lunar calendar was created based upon the civil year. Its purpose was to regulate religious affairs, and it was designed to agree with the civil calendar. However, the original lunar calendar was never abandoned and was continued to be used because of its usefulness for agricultural purposes. Thus, three different calendars coexisted, each with a different purpose. The years were counted according to the duration of the reign of a king. For example, they'd have "the eighth year of King A" and "the second year of King B." Also, of note, the Egyptians started their day

at sunrise rather than at sundown, and so a month would begin at sunrise as well.

M1: 중국력에 관해서 더 질문이 있나요…? 없습니까…? 좋아요. 그럼 계속해서… 중국만 역법이 있었던 건 아니에요. 로마, 아시리아, 바빌로니아 등을 포함한 고대 문명에도 역법이 있었고 물론 이집트에도 역법이 있었어요. 많은 고대 역법은 비교적 쓸모가 없어요. 이집트에는 각기 다른 종류의 역법이 있었어요.

M2: 각기 다른 역법이란 무엇을 말하는 것인가요?

M1: 예를 들어 정부에서 쓰는 상용력과 농사에 쓰는 역법이 있었어요.

M2: 잠깐만요… 그러니까 동시에 두 가지 역법을 사용했단 말씀이신가요?

M1: 그래요. 사실, 2천 년간 세 개의 역법이 존재했죠. 동시에 세 가지 역법이 말이에요.

M2: 굉장히 혼란스러웠겠군요. 어떻게 그렇게 여러 가지 역법이 존재할 수 있었죠?

M1: 각기 다른 이유나 목적으로 각기 다른 역법이 만들어졌죠. 그래요. 이 역법들은 길이가 달랐기 때문에 아마도 혼란스러웠을 거예요. 한 역법이 다른 역법보다 약간 짧아서 두 개가 완전히 일치하려면 굉장히 오랜 시간이 걸리곤 했죠.

M2: 하하하! 정말 이상한 일이군요.

M1: 하지만 기억할 것은 이게 고대 때라는 겁니다.

W: 이러한 역법이 쓸모는 있었나요?

M1: 그래요. 사실 처음으로 쓸모가 있는 역법은 아주 오래 전에 그러니까… 기원전 4236년 이집트에서 나왔죠. 이 역법은 음력을 사용했는데 시간이 흐르면서 보다 정확한 계산을 하기 위해 달 대신 별을 사용하기 시작했어요. 이 역법은 나일강이 정확히 언제 범람할지를 예측할 수 있었기 때문에 유용했죠. 그 당시 농부들은 농작물에 물을 대기 위해 나일강과 나일강의 범람에 전적으로 의존했어요. 홍수는 또한 평야 전체에 비옥한 토양을 실어 나르기도 했죠. 이 비옥한 토양 덕분에 농부들은 많은 인구를 먹여 살릴 수 있는 고도의 농법을 개발해낼 수 있었어요. 이렇게 역법은 농작물을 심고 수확하는데 유용하고 중요한 역할을 했어요.

일 년을 세 계절로 나누고 각 계절은 네 달로 되어 있었죠. 한 달은 30일이었어요. 일년의 마지막에 5일을 추가해 365일로 만들었어요. 상용력은 정부와 관리들이 사용했죠.

한 가지 문제는 두 역법 사이에 존재하는 차이였죠. 음력의 달들은 매년 같은 시기에 일어나죠. 하지만 상용력은 그렇지가 않았어요. 상용력은 음력보다 몇 시간이 짧았기 때문에 매달이 해마다 다른 시기에 일어나죠. 사실 두 역법이 일치하려면 1,460년이 걸렸어요. 이 1,460년의 시간을 천랑성 주기라고 해요. 그래서 상용년에 기초해 두 번째 음력이 만들어졌어요. 이 두 번째 음력의 목적은 종교 행사를 조절하고 상용력과 일치시키기 위해서예요. 하지만 최초의 음력은 농사에 유익했기 때문에 폐기되지 않고 계속 사용되었죠. 그래서 각기 다른 목적을 가진 세 가지 역법이 존재하게 된 것입니다. 연도는 왕의 통치 기간에 따라 세어졌어요. 예를 들어 "A왕 8년"이나 "B왕 2년" 하는 식으로 말이에요. 물론 잘 알려진 것처럼 이집트인들은 일몰보다는 일출과 함께 하루를 시작했고 그래서 달 역시도 일출과 함께 시작되었죠.

Vocabulary Review

A

1. camouflage
2. drenched
3. blend
4. initiate
5. respond
6. transparent
7. reveal
8. capable
9. insulate
10. extend
11. ripples
12. gradually
13. petition
14. steady
15. anatomy

B

1. This weather phenomenon is a heavy rain that occurs when cool, moist air over the ocean reaches dry, warm air above the Asian continent. (monsoon)
2. Neptune, Uranus, Saturn, and Jupiter are examples of these planets. Their exteriors are gaseous. (Jovian planets)
3. These waves move through the Earth whenever there is an earthquake or major explosion. (seismic waves)
4. These large creatures are very comfortable living in the harsh Arctic environment. (polar bears)
5. This is the largest planet in the solar system. (Jupiter)

Unit 3 Listening for Major Details

Practice with Conversations

A 1. (C) 2. (B) 3. (D)

4. 1) A) roommate - loud music
   2) impossible
   3) new roommate
   4) A) low, B) library
   5) allow
5. [1]living situation [2]plays loud music [3]poorly [4]halfway through the semester [5]chemistry class [6]signatures

M2: Hi, Mr. Jones. I was wondering if I could speak to you for a moment.

M1: Certainly, Bobby. What seems to be the trouble?

M2: Well, I really like my classes and everything, but I am having some trouble with my roommate. The problem is that we have completely different schedules. I like to go to bed early and then get up in the morning to do my studying. My roommate likes to stay up late and then sleep through the morning. This wouldn't be too much of a problem if he were quiet when I am trying to sleep, but at night he likes to play loud music and talk on the telephone. I try to be as patient as possible with him, but when the shoe is on the other foot, he is not as understanding. For example, one night I invited a few of my friends over so we could work on a project. My roommate got upset when they wouldn't leave by eleven in the evening, but then the very next night, he invited his friends over, and they stayed up talking until two a.m.! I just want to live with someone who keeps the same schedule as me.

M1: That certainly does sound like a bit of a problem, Bobby, but I'm afraid I cannot allow you to switch roommates, as it's the middle of a semester.

M2: But Mr. Jones, I have already found another roommate! I met him in my chemistry class. His name is David, and he is in the same situation I am in. His roommate stays up late and is loud when David is trying to sleep. David's roommate is also not very considerate of David's situation when he wants to have his friends over. I told him that we would be a lot happier if we were able to live together, and likewise my roommate and his roommate would be a lot happier if they were able to live together.

M1: Yes, I understand that you would like to change roommates, Bobby, but again, the rule states that students cannot switch roommates in the middle of a semester. It causes too much upheaval, especially when students are in the middle of their studies.

M2: But that is just the thing, Mr. Jones. My studies are suffering already because my sleep keeps getting interrupted, and then I am too tired to study in the morning. There would be less interruption of my studies if you allowed me to switch roommates.

M1: Well, have you tried talking to your roommate first? How about studying in the library instead of studying in your room?

M2: I did try talking to my roommate, but he said that the only way he can study is if he stays up late and plays music. And I would go study at the library, but it's all the way across campus. It's more than an hour's walk!

M1: Okay, well, in this case, I am going to make an exception, as I don't want to see you slipping in your studies. However, I do want to have signed proof from your friend David attesting that he agrees to change roommates mid-semester. I also want to have signed proof that your roommate and his roommate are willing to do this also. If you return with the signatures, then I will allow you to switch. Is that understood?

M2: Yes! Thank you, Mr. Jones. I will be sure to bring the signatures to you as soon as possible. Now we all will be able to study without being so distracted. Again, thank you!

M1: You're welcome, Bobby. And also remember that although I am allowing you to switch roommates, sometimes having the experience of living with a difficult person teaches us valuable lessons about how to compromise. It sounds like in this case you did all that you could.

M2: I certainly did, Mr. Jones. I tried my best!

M2: 안녕하세요, 존스 선생님. 잠시 얘기 좀 나눌 수 있을까요?

M1: 그럼요, 바비. 무슨 일이죠?

M2: 수업이랑 다른 건 전부 마음에 들어요. 그런데 룸메이트와 좀 문제가 있어서요. 문제는 우리 둘이 사이클이 완전히 다르다는 거예요. 저는 일찍 자고 아침에 일어나서 공부하기를 좋아해요. 제 룸메이트는 늦게야 잠자리에 들어서 아침 늦게까지 자요. 제가 자려고 할 때 조용히 하면 문제가 안 되겠지만 밤에 음악을 크게 틀고 전화통화를 해요. 저는 가능한 한 인내심을 가지려고 하지만 제 룸메이트는 입장을 바꿔 이해해주려고 하지 않아요. 한 가지 예로 언젠가 밤에 프로젝트 과제를 하기 위해 친구 몇 명을 부른 적이 있었는데 밤 11시까지 있었더니 화를 냈어요. 그런데 바로 그 다음 날 친구들을 불러서는 새벽 2시까지 수다를 떨며 안가는 거예요! 전 저랑 사이클이 비슷한 사람이랑 같은 방을 썼으면 해요.

M1: 정말 심각한 문제군요, 바비. 하지만 학기 중이라 룸메이트를 바꾸기가 불가능해요.

M2: 하지만, 존스 선생님. 이미 다른 룸메이트를 구했어요! 화학 수업에서 만난 학생이에요. 이름은 데이비드고 저랑 상황이 비슷해요. 그 학생의 룸메이트도 데이비드가 자려고 할 때 자지 않고 떠든대요. 데이비드의 룸메이트도 데이비드가 친구를 초대하면 데이비드의 상황을 전혀 배려해주질 않는대요. 우리 둘이 같이 지내게 되면 우리도 행복하게 될 거고 제 룸메이트랑 그의 룸메이트도 같이 지내서 더 행복해질 거라고 데이비드에게 말했어요.

M1: 룸메이트를 바꾸고 싶어 하는 심정은 이해가 가요, 바비, 하지만 규정상 학기 중에는 룸메이트를 바꿀 수가 없어요. 그럴 경우 너무 많은 혼란이 생기고 특히 학기 중인 경우는 더욱 그렇죠.

M2: 하지만 그게 바로 문제예요, 존스 선생님. 잠을 제대로 못 자는 밤에 학업에 방해를 받아서 아침에 피곤해서 공부를 할 수가 없어요. 룸메이트를 바꾸면 공부를 하는데 훨씬 방해를 덜 받을 것 같아요.

M1: 룸메이트와 먼저 얘기를 해 봤나요? 방에서 공부하는 대신 도서관에서 공부를 하는 방법은 어떤가요?

M2: 벌써 룸메이트와도 얘기를 해 봤어요. 그런데 자긴 밤늦은 시간이어야 하고 음악을 틀어야 공부가 된대요. 도서관에서 공부를 하기도 해 봤지만 캠퍼스 반대편에 있어요. 한 시간이나 걸어가야 된다고요.

M1: 좋아요. 학생의 성적이 떨어지는 걸 원하지 않으니까 이 경우는 예외로 하죠. 하지만 학기 중에 룸메이트를 바꾸는데 동의한다는 데이비드의 서명이 든 증거 서류를 가져오세요. 또한 학생의 룸메이트와 데이비드의 룸메이트 역시 이에 동의한다는 서명이 된 서류를 가져와야 해요. 그 서류들을 가지고 오면 룸메이트 교체를 허락하도록 하죠. 이해됐나요?

M2: 네 감사합니다, 존스 선생님. 최대한 빨리 서명을 받아올게요. 이제 서로 방해 받지 않고 공부하는 일만 남았네요. 다시 한 번 감사드립니다.

M1: 천만에요, 바비. 제가 룸메이트 바꾸는 걸 허락하긴 했지만 때로는 맞지 않는 사람과 함께 살아본 경험이 타협하는 방법에 관해 소중한 교훈을 주기도 한다는 걸 잊지 말아요. 이 경우에는 학생이 할 수 있는 최선을 다했겠지만요.

M2: 물론이죠, 존스 선생님. 최선을 다했어요.

B 1. Ⓒ 2. Ⓐ 3. Ⓒ

4. 2) theater history
   3) next semester
   4) audit, B) credit
   5) A) discussion, B) major classes
5. [1]theater history class [2]eighteen credits [3]theater history major [4]will not be able [5]following semester.

W: Hi, Professor Williams. I just have a quick question regarding your theater history class.

M: Hello, Julie. Yes, what is your question?

W: Well, I am currently taking eighteen credits, which is a full load for a semester, but I really would like to take your theater history class as well.

M: I would love to have you in class, Julie, but it sounds as though you are taking enough classes as it is. Why don't you just take my class next semester?

W: I would take it next semester, but I am going to be majoring in theater history, and I just feel as though I should be taking it right now, as there are other classes I will need to take in the future to secure my major.

M: I am sorry, Julie, but I just don't see how it would be possible. If you were to take my class on top of another eighteen credits, you would be studying all the time and would have no time for anything else.

W: Yes, I have considered this, which is why I've come up with an idea. What if I were to audit your class and be like an audience member? That way I am taking notes on all of your lectures and learning the material, but I don't have to take the class for credit.

M: Well, that is certainly an idea, Julie. You could audit the class for no credit, according to the policy at this school, but then you will not be able to join in on the class discussions. What if you have a question concerning a lecture I am giving? Are you going to feel okay about not participating?

W: Wow, I guess I never considered that. I would have to say that I would be frustrated if I weren't able to ask questions in class or add my own comments to a discussion.

M: You also have to consider how not having theater history credits is going to affect your theater major. Ideally, we would like you to have credit for all of your major classes. And if you decide to do something in the theater world later on, then it would also be a good idea to get credit for all of those classes. Do not worry, Julie. You are a great student, and putting off my class for one semester is not going to set you back at all. Take your eighteen credits this semester, and I will for sure get you into my theater history class next semester, okay?

W: You are right, Professor Williams. I guess I just got worried that I would not have time to fit in all of my theater history classes. But it is more important to me that I have full credit for my major courses and that I am able to participate in the discussions. I look forward to taking your class next semester though. Thanks very much for talking to me.

M: That is no problem, Julie. It's always a pleasure talking to you, and I will pencil you in for next semester's class right now. Have a good afternoon.

W: 안녕하세요, 윌리엄즈 교수님. 연극사 수업과 관련해서 잠깐 여쭙고 싶은 게 있어요.

M: 안녕하세요, 줄리. 무슨 질문이죠?

W: 현재 18학점을 듣고 있어요. 18학점은 이번 학기에 들을 수 있는 최고 학점인데 교수님의 연극사 수업도 듣고 싶어서요.

M: 줄리 양이 내 수업을 듣는다면 나로서도 정말 기쁜 일이겠지만 이미 충분한 수업을 듣고 있는 것 같아 보이네요. 내년에 내 수업을 듣지 그래요?

W: 다음 학기에 들을 수도 있지만 연극사 전공을 할 생각이라 전공 공부를 제대로 하기 위해서는 나중에 들어야 할 다른 수업들이 있어서 이번 학기에 연극사 수업을 꼭 들어야 할 것 같은 생각이 들어서요.

M: 줄리 양, 유감스럽지만 왜 그래야 되는지 모르겠네요. 만약 지금 듣고 있는 18학점에 내 수업까지 듣는다면 쉬지 않고 공부만 해야 하고 다른 것을 할 시간을 낼 수 없을 거예요.

W: 예, 그 생각도 했어요. 그래서 방법을 생각해 봤는데 교수님 수업에 청

강생으로 청강을 하면 어떤까요? 그러면 수업 내용 필기를 할 수도 있고 내용도 배울 수 있지만 학점 걱정은 하지 않아도 되니까요.

M: 글쎄요, 줄리 양. 그것도 확신히 한 가지 방법이 되겠네요. 이 학교 규정에 따라 학점을 이수하지 않은 채 수업을 청강할 수도 있겠지만 수업 토론에는 참여할 수 없어요. 내가 하는 강의 내용과 관련해 질문이 있다면 어떻게 하죠? 참여를 하지 않아도 상관없나요?

W: 그러네요. 그 생각은 한 번도 못 해봤어요. 수업 시간에 질문도 할 수 없고 토론에도 의견을 낼 수 없다면 답답할 것 같네요.

M: 뿐만 아니라 연극사 수업 학점을 이수하지 않는 게 연극 전공에 어떤 영향을 미칠 지도 생각해 봐야 해요. 이상적으로는 전공 수업은 전부 학점을 이수해야 해요. 나중에 연극계에서 일을 할 생각이라면 그 모든 수업의 학점을 이수하는 게 좋아요. 줄리 양, 걱정하지 말아요. 학생은 공부도 열심히 하고 내 수업을 한 학기 미룬다고 해서 전혀 뒤처지는 것도 아니에요. 이번 학기에는 18학점을 듣고 다음 학기에 내 수업을 듣는 게 어때요?

W: 교수님 말씀이 맞네요. 연극사 수업들을 다 들을 수 없을까 봐서 걱정을 했던 것 같아요. 하지만 제 전공 수업을 다 이수하고 수업에 참여하는 것이 더 중요한 것 같네요. 하지만 다음 학기에 교수님 수업은 기대하고 있을게요. 시간 내주셔서 정말 감사해요.

M: 천만에요, 줄리 양. 줄리 양과 이야기를 하는 것은 내게도 항상 즐거운 일이에요. 지금 당장 다음 학기 수강생 명단에 이름을 적어 두도록 하죠. 즐거운 시간 보내요.

C 1. (D) 2. (B) 3. (C)

4. 1) A) online registration
   2) library fine
   3) A) payment
   5) the fine
   6) home

5. [1]complete his registration [2]he has not paid a library fine [3]get a receipt [4]must hurry [5]ends at 4:00 p.m. [6]ends at 10:00 p.m. [7]register online.

M1: Good afternoon. How can I help you?

M2: Good afternoon. My name is Daniel. I seem to be having some trouble registering for classes.

M1: Okay, can you specify what kind of trouble you're having? Are you having trouble choosing the classes or deciding which professor you would like to have?

M2: Oh no, nothing like that. I find I am only having trouble when I am trying to register for next semester's classes online. Whenever I press the "Complete Registration" button, I get a notice that reads, "Sorry, we cannot complete this registration. Please see a clerk for details." I am not sure what the problem could be. I am a very good student and always make sure that I am choosing classes to complete my major.

M1: Well, let me take a look on my computer here. Ah! It seems that your problem has nothing to do with your classes at all. My computer screen shows that you have an overdue fee at the library. It says you owe the library ten dollars for a book entitled *Psychology and the Universe*. Do you remember checking this book out?

M2: What? But I paid that fee just last week! I remember that book very well because it was a book I checked out for a psychology paper. It is true. I did forget to return the book on time, but I received a library notice last week and went in and paid the fine.

M1: Hmm. Well, there is the possibility that you did pay the fine but the library clerk forgot to log the information into the main computer. If that is the case, then my computer wouldn't be updated with that information. You are sure you paid the fine, right? You are certain you didn't pay a fine for a different book you checked out?

M2: I am positive. I haven't checked out any other books at the library in a long time. In fact, I distinctly remember paying the fine because when I was in the library, the clerk who took my money was someone I knew when I was a child. We started reminiscing and talked for forty-five minutes. Hey! Perhaps she got sidetracked by our conversation, and that was why she forgot to update the computer.

M1: Well, I am sure it's happened before, and it could very well be the situation again. However, the only way we can resolve this is if you can go across campus and get a receipt from the library. But you must hurry as today is the last day you can register for classes, and it is already well past noon.

M2: Today is the last day I can register? I had no idea. I thought registration ended next week!

M1: No, I'm afraid today is the last day. Well, if you hurry you may be able to get to the library and get back here by 4:00 p.m. when our office closes. If, however, you cannot make it back in time, our online registration is open until 10:00 p.m..

M2: I very much doubt that I can get to the library and then back here by 4:00 p.m.. I think I will just go to the library after dinner and then make sure I go home directly after that and register for my classes online.

M1: Wonderful. Just make sure that the library enters the receipt into the system. That way, your name will be cleared, and you can register online. However, please bring me the receipt tomorrow so that we have a paper trail in case there is a problem.

M2: Yes, I will make sure to let them know. Thank you very much for your help.

M1: You're welcome. Good luck with your registration!

M1: 안녕하세요. 뭘 도와 드릴까요?

M2: 안녕하세요. 저는 다니엘이라고 해요. 수업 등록을 하는데 좀 문제가 있어서요.

M1: 구체적으로 어떤 문제가 있나요? 수업 선택에 문제가 있나요 아니면 어느 교수님을 선택할 지가 고민인가요?

M2: 아니에요. 그런 문제가 아니에요. 다음 학기 수업을 온라인상에서 등록을 하는데 좀 문제가 있어서요. "등록완료" 버튼을 누를 때마다 "죄송합니다. 이 등록을 완료할 수 없습니다. 세부사항과 관련해서는 등록 창구 직원에게 문의해 주십시오."라는 창이 떠요. 문제가 뭔지를 모르겠어요. 저는 학업 성적도 좋고 전공 이수 필요한 수업을 빠지지 않고 듣고 있어요.

M1: 여기 제 컴퓨터로 한번 확인해 보도록 하죠. 이런! 학생의 문제는 수업과는 아무 상관이 없어요. 도서관에 내야 할 연체료가 있다고 나오네요. 〈심리학과 우주〉라는 제목의 책에 10달러의 연체료를 내야 해요. 이 책을 대출한 기억나세요?

M2: 뭐라고요? 하지만 지난주에 연체료를 냈어요! 그 책은 심리학 보고서를 제출하기 위해 대출했던 책이라 확실히 기억해요. 맞아요. 대출 기한 안에 반납하는 걸 깜빡 했다가 지난주에 도서관에서 연락을 받고 가서 연체료를 냈다고요.

M1: 흠. 학생은 연체료를 냈는데 도서관 직원이 메인 컴퓨터에 정보를 입력하는 걸 잊어버렸을 가능성도 있어요. 만약 그렇다면 컴퓨터에 그 정보가 업데이트되지 않은 거네요. 연체료 낸 거 확실하죠? 대출한 다른 책의 연체료를 낸 게 아닌 거 확실해요?

M2: 확실해요. 도서관에 대출한 다른 책들은 이주 오래 전 일이거든요. 사실 연체료 냈던 걸 확실히 기억하는 게 도서관에 갔을 때 돈을 받은 직원이 제가 어릴 때 알았던 사람이었기 때문이에요. 45분이나 옛 이야기를 했다고요. 맞아요! 어쩌면 그 직원이 대화에 정신이 팔려 컴퓨터에 정보를 입력하는 걸 잊었나 봐요.

M1: 전에도 그런 일이 있어서 이번에도 같은 상황일 거라 생각되네요. 하지만 이 문제를 해결하는 유일한 방법은 캠퍼스 반대편에 있는 도서관에 가서 영수증을 받아오는 거예요. 오늘이 수강 신청 마지막 날이고 이미 정오가 지났으니 서둘러야 할 거예요?

M2: 오늘이 수강 신청 마감일이라고요? 그런 줄 몰랐네요. 마감일이 다음 주인 줄 알았어요.

M1: 아니에요. 오늘이 마감일이에요. 서두르면 도서관에 갔다가 사무실이 문을 닫는 오후 4시까지 여기에 올 수 있을 거예요. 하지만 만약 시간 안에 못 돌아오면 온라인 신청은 오후 10시까지 가능해요.

M2: 도서관까지 갔다가 4시 안에는 못 돌아올 것 같아요. 저녁 먹고 도서관에 갔다가 바로 집으로 가서 온라인으로 신청을 해야 할 것 같네요.

M1: 좋은 생각이에요. 도서관에서 영수증이 시스템에 입력되는 것을 꼭 확인하세요. 그러면 이름이 삭제 될 것예요. 그렇게 되면 온라인으로 신청할 수 있죠. 하지만 혹시 문제가 생길 때를 생각해서 우리가 문서상 기록을 가지고 있을 수 있게 내일 그 영수증을 여기에도 가져다주세요.

M2: 네. 그 사람들이 꼭 그렇게 하도록 하겠습니다. 도움 주셔서 대단히 감사합니다.

M1: 천만에요. 수강 신청 잘 하세요.

D 1. (B) 2. (C) 3. (A)

4. 2) physics, A) a tutor
   3) lab partners
   4) changing lab partners

5. [1]concerned about her grades [2]learning the new concepts [3]part-time tutor [4]lab partners [5]become upset [6]upcoming physics project

M: Hello, Sarah. Thank you for answering my e-mail and setting up a meeting with me. You are probably wondering why I've asked you to make an appointment.

W: I guess I am a little bit curious. Is it about the upcoming physics project?

M: Well, yes and no. You see, I am very worried about your grade in my class. You've failed the last two tests, and you've not been handing in your homework. Is there something going on outside of class that would cause your work to suffer like this? I looked into your records and see that you did fine in your entry level physics class.

W: Yes, I guess I have done pretty poorly lately, haven't I? It's a mixture of things, really. First off, to answer your question, I am finding the new things we are covering in your physics class to be very challenging. Before the last test, I stayed up and studied most of the night, but I was still having trouble understanding the concepts.

M: Well, we can definitely try to help remedy this particular part of the problem. In fact, I have just hired a part-time tutor. Perhaps you would be interested in meeting with the tutor for a few sessions until you can get caught up with the material.

W: That would be very helpful. Thank you.

M: Is there anything else that is affecting your performance in this class?

W: Well, I am also having some trouble with my lab partners. You see, we can never agree on a time to do our lab together because of our schedules, and so often we are left to do parts of the lab on our own. This causes some trouble for me, especially when I am left to do harder parts of the lab or equations that I am not familiar with. When we do finally get together to exchange information, instead of helping me, they get angry at me for not doing the work right and then complete it themselves without sharing the correct answers with me or showing me how to do it. I know you put the lab groups together, but do you think it's possible that I could change to

a different group?

M: Certainly, Sarah. I would be happy to move you into a different group. In fact, before you leave here today, if you could give me a copy of your schedule, then I can try to match it with some other students in the class who have similar schedules, so that you are all able to do the lab work together. Do you think meeting with a tutor and switching lab groups will help you get back on track again?

W: I think so. I will at least give it my best effort. Thank you for being so understanding, Professor Miller.

M: You are welcome, Sarah. I just wish you'd come to me sooner so that we could have sorted this out. You are going to have to work really hard now to salvage your grade this semester.

W: I know. I guess I was so embarrassed by how badly I was doing that I didn't want to say anything.

M: That is nonsense. You are always welcome in my office. I just want you to do the best that you can. In fact, I am going to extend the deadline for the upcoming project I assigned today in class just to give you enough time to try to catch up with the tutor.

W: Thank you, Professor Miller. I really appreciate it.

M: 안녕하세요, 새라. 내가 보낸 이메일에 답을 해주고 이렇게 찾아와 줘서 고마워요. 아마도 내가 왜 새라 양을 보자고 했는지 궁금해 할 거예요.

W: 약간 궁금하긴 해요. 앞으로 다가온 물리 프로젝트 때문인가요?

M: 반반이에요. 수업 성적 때문에 걱정이 되어서요. 지난 두 번의 시험에서 낙제 점수를 받았더군요. 그리고 과제물도 제출하지 않았고요. 학업 성적이 이렇게 나온 수밖에 없는 수업 외의 이유가 있기라도 한가요? 기록을 봤더니 처음 물리 시험에서는 잘 했더군요.

W: 예, 최근에 성적이 엉망이었죠. 사실 여러 가지 이유가 있어요. 우선 교수님 질문에 답하자면 물리 시간에 새로 다루는 부분들이 너무 어려워요. 지난 시험 전에 늦게까지 안자고 거의 밤을 새다시피 공부를 했는데도 개념을 이해하지 못하겠어요.

M: 그렇다면 이 구체적인 문제의 일부는 해결하도록 도움을 줄 수 있겠네요. 사실 방금 막 아르바이트 과외 교사를 구했거든요. 어쩌면 수업 내용을 이해할 수 있을 때까지 과외 교사랑 몇 번 만남을 가지는 것이 좋을 것 같군요.

W: 많은 도움이 될 거예요. 감사합니다.

M: 학업 활동에 영향을 주는 다른 이유가 있나요?

W: 실험 조원들과도 좀 문제가 있어요. 서로의 일정 때문에 한 번도 실험 일정에 의견 일치를 본 적이 없어서 실험의 일부를 각자 하기로 했어요. 이 때문에 문제가 생겼는데 특히 제가 해야 할 부분이 실험에서 더 어려운 부분이거나 잘 알지도 못하는 방정식인 경우는 더욱 더 그래요. 마침내 같이 모여 자료를 교환할 때도 저를 도와주는 대신 조원들은 과제를 제대로 못했다고 저에게 화를 내고 제게 정답을 알려주거나 어떻게 하라고 가르쳐 주지도 않은 채 과제를 완성해 버려요. 교수님이 조 배정을 하신 걸로 아는데 다른 조로 바꿔주실 수 있나요?

M: 물론이죠, 새라 양. 기꺼이 다른 조로 바꿔 주죠. 사실, 오늘 여기서 떠나기 전에 내게 새라 양의 시간표를 주면 실험을 같이 할 수 있도록 시간표가 비슷한 다른 학생들과 같은 조로 만들어 줄게요. 과외 교사의 도움을 받고 실험 조를 바꾸면 다시 예전처럼 잘 하는데 도움이 되리라 생각하나요?

W: 그럼요. 적어도 최선을 다할 수는 있을 거예요. 밀러 교수님, 잘 이해해 주셔서 감사합니다.

M: 천만에요, 새라 양. 이 문제를 해결하도록 좀 더 빨리 만남을 갖지 못한 게 아쉽네요. 이번 학기 성적을 끌어올리려면 정말 열심히 해야 할 거예요.

W: 알아요. 성적이 엉망이라 너무 창피해서 아무 말도 하고 싶지 않았던 것 같아요.

M: 그런 말이 어디 있어요. 언제라도 환영이에요. 나는 학생이 최선을 다하길 바래요. 사실, 학생이 과외 수업을 통해 수업 내용을 따라잡을 수 있는 충분한 시간이 생기도록 오늘 수업에서 내 준 프로젝트 마감기한을 연장해 줄 생각이에요.

W: 감사합니다, 밀러 교수님. 정말 감사해요.

Practice with Lectures

A 1. (B) 2. (A) 3. (D)

4. 1) development of theater
   2) ancient Greece
   3) amphitheaters, A) hillside, C) Attic Theater, D) bad
   4) A) amphitheaters

5. [1]Theater architecture [2]ancient Greeks [3]amphitheaters [4]round [5]hillsides [6]Athens [7]props [8]open air [9]octagonal [10]pit [11]trapdoors [12]London.

W: We have been talking a lot about different kinds of plays, but when did the idea of having theater develop?

M: That is a very excellent question. We can find the first theaters in the same place that Western drama was first developed – ancient Greece.

W: So the ancient Greeks had theaters like we have today... with a big curtain and comfortable seats and sometimes balconies?

M: Well, not exactly. You see, the first theaters were called amphitheaters. The word amphitheater comes from the Greek work *theatron*, which referred to the large wooden stands that the Greeks erected on hillsides so that an audience could watch the unfolding drama. By having spectators sit on the hillsides with the action taking place down slope from themselves in a hollowed out part of the hill, sounds such as actors' voices or music resonated better throughout the space so that the audience

was able to hear clearly. Another key feature of the amphitheater was that they were round in shape, again, so as to harness sounds better. The orchestra was situated on a raised platform near the actors that was also round in shape. Two of the earliest theaters were the theater at Delphi, also known as the Attic Theater, and the Theater of Dionysus in Athens.

W: But did the ancient Greeks have any props or a set?

M: Most of the early plays were done in the open air during the daytime with few or no props. Later, however, scene buildings were used, not only for the purpose of a set but also as a changing room for actors and a sounding board. Initially, the building was only temporary, put up and taken down each time a play was completed. Eventually, however, the building was left standing and served as a stage for all plays, like what we have today.

W: But we don't watch plays in amphitheaters now. Why did things change?

M: Well, just like other things in life, theaters evolved over time and through technology. For example, one of the drawbacks to performing plays in amphitheaters was that a play could not be performed in bad weather. Now, however, we can see a play any time of year regardless of the weather. What was not lost during the changes was that the most important thing about putting on a play is that you must make sure your audience can hear the performance. It's not like going to watch a movie, where the sound can be turned up to accommodate the crowd. A play is a living thing. It is not a recording. Actors are speaking, and musicians are playing live.

One of the most famous theaters in the world is William Shakespeare's Globe Theater. The Globe was built in London sometime around the year 1598. Just like the Greek amphitheaters, it is open-aired, though octagonal in shape. It is three stories high with enough seating for 3,000 people and a pit, or floor, for people to stand in. The stage itself is rectangular and has such features as trapdoors and other riggings for special effects.

W: Does the Globe Theater still exist?

M: Sadly, the original Globe Theater burned down in a fire in 1613; however a new one was built, an exact replica of the original, in the mid 1990s.

W: 여러 가지 종류의 희곡에 대해서 공부를 했는데 극장을 만들어야겠다는 생각을 한 건 언제죠?

M: 훌륭한 질문이에요. 서양 연극이 최초로 등장한 곳과 같은 곳에서 최초의 극장들이 출현했어요. 바로 고대그리스죠.

W: 그럼 고대그리스에 오늘날과 같이 큰 커튼에 편안한 좌석, 그리고 때로는 2층 특별석까지 갖춘 극장이 있었나요?

M: 정확히 그렇지는 않아요. 여러분도 아시다시피 최초의 극장은 원형극장이라고 불렸어요. 원형극장을 뜻하는 "amphitheater"란 말은 관객이 연극이 펼쳐지는 것을 볼 수 있도록 그리스인들이 언덕 위에 세운 대형 목재 관람석을 이르는 그리스어 "theatron"에서 나왔어요. 공연은 언덕의 움푹한 부분에 위치한 경사 아래쪽에서 진행되고 관객들은 언덕에 앉아 있었기 때문에 배우들의 목소리나 음악 소리가 공간에 더 잘 울려서 관객들이 분명하게 들을 수 있었어요. 원형극장의 또 다른 중요한 특징은 모양이 원형으로 되어 있어 소리가 더 잘 울렸다는 거예요. 오케스트라는 배우 근처의 높은 단상에 위치했는데 이 단상 역시 원형이었어요. 최초의 극장 가운데 두 개는 애틱 시어터라고도 알려진 델파이 극장과 아테네의 디오니소스 극장이에요.

W: 그런데 고대그리스인들은 소도구나 세트가 있었나요?

M: 대부분의 연극은 소도구가 거의 또는 전혀 없는 상태에서 낮 시간 동안 노천에서 상연되었어요. 하지만 나중에는 세트로 사용하기 위해서뿐만 아니라 배우들의 분장실과 공명판의 목적으로 무대 건물이 사용되었죠. 처음에 건물들은 연극을 할 때마다 세웠다가 해체하는 일시적 건물이었어요. 하지만 나중에는 건물을 그냥 두어 오늘날 볼 수 있는 것처럼 모든 연극을 위한 무대로 사용했죠.

W: 하지만 오늘날에는 원형극장에서 공연을 하지 않잖아요? 왜 바뀐 거죠?

M: 삶의 다른 부분들과 마찬가지로 극장 역시 시간이 흐르고 기술이 발전되면서 변화되었죠. 예를 들어 원형극장에서 공연을 하는데 있어 한 가지 결점은 악천후에서는 공연을 할 수 없다는 것이었죠. 하지만 지금은 날씨에 상관없이 일 년 내내 공연을 볼 수 있잖아요. 이러한 변화를 겪으면서도 바뀌지 않은 것은 연극 공연에 있어 가장 중요한 것은 관객이 공연의 내용을 들을 수 있어야 한다는 것이에요. 그건 관객들이 들을 수 있을 정도의 소리가 나오는 영화관에서 영화를 보는 것과 같아요. 연극는 살아있는 것이지 녹음된 것이 아니에요. 배우들은 라이브로 대사를 읊고 음악가들은 음악을 연주하죠.

세계에서 가장 유명한 극장은 윌리엄 셰익스피어 글로브 시어터예요. 이 극장은 1598년쯤에 런던에 세워졌어요. 그리스의 원형극장과 마찬가지로 노천극장인데 모양은 8각형이죠. 3층으로 되어 있으며 3,000명의 관객을 수용할 수 있고 아래층은 관객들이 서서 관람할 수 있었죠. 무대는 직사각형 모양으로 뚜껑문이나 특수효과를 위한 다른 장치와 같은 특징들이 있어요.

W: 글로브 시어터는 현존하나요?

M: 슬프게도 원래 글로브 시어터는 1613년에 화재로 타 버렸어요. 하지만 새 건물을 지었는데 원래 건물을 정확히 똑같은 건물이 1990년대 중반에 세워졌죠.

B 1. (D) 2. (B) 3. (A)

4. 1) Pearl Buck, A) China, B) forty
   3) *The Good Earth*, A) two million
   4) Nobel Prize

5. [1]Presbyterian missionaries [2]Three months [3]China [4]English [5]year 1910 [6]Virginia [7]Anhwei Province [8]teacher [9]was adopted [10]publisher [11]Pulitzer Prize

Today we are going to be discussing the life and work of the American literary figure Pearl S. Buck. Pearl was born in West Virginia in the year 1892 to Absalom and Caroline Sydenstricker. Pearls' parents were Presbyterian missionaries, and when Pearl was only three months old, they moved to China, where Pearl spent the better part of the first forty years of her life. From early childhood, Pearl was able to speak both English and Chinese, being taught by both her mother and a Chinese tutor, Mr. Kung. In 1910, Pearl enrolled in Randolph-Macon Women's College in Virginia. After graduation in 1914, Pearl returned to China for a short time, as her mother was seriously ill. The following year, Pearl met an agricultural biologist, Mr. John Lossing Buck, and the two married in 1917 and settled in the rural Chinese province Anhwei. Pearl worked as a teacher and also as an interpreter for her husband, whose job required that he travel around China. In the early 1920s, Pearl and her husband moved to Nanking, China, where Pearl took up a position teaching English and American literature at a university.

It was during these years in Nanking that Pearl gave birth to a daughter, Carol, who had a rare genetic disorder that left her mentally handicapped. During delivery, it was also discovered that Pearl had a tumor, and so she underwent a hysterectomy. In 1925, Pearl and her husband adopted a second daughter, Janice, but that did little to ease the strain of the stressful marriage between them. In 1926, Pearl returned to the United States with her first daughter, Carol, to seek medical attention for her condition, and it was during this time also that Pearl studied for and achieved a Master's degree in literature from Cornell University. The Bucks returned to China in the year 1927 only to be evacuated to Japan during the Chinese Civil War. Pearl was never to return to China again. In 1935, she divorced her husband and married her publisher, Richard Walsh, with whom she moved to Pennsylvania, and it was there that Pearl S. Buck penned her most famous novel, namely *The Good Earth*, which was published in 1931.

The Good Earth follows the life of Wang Lung, an impoverished man who eventually becomes a rich landowner. *The Good Earth* gained a worldwide audience, sold nearly two million copies in its first year of publication, earned her the Pulitzer Prize, and was eventually made into a motion picture. Many books were to follow, for example, *The Patriot* (1939) and *The Child Who Never Grew* (1950), with many stories and essays in between. In 1936, she was made a member of the National Institute of Arts and Letters, and, in the year 1938, she won the Nobel Prize for literature.

After the death of her second husband, Richard Walsh, she began a relationship with a young dance instructor, Ted Harris, who was forty years younger. She died at the age of eighty in Vermont on March 6, 1973. She is remembered for her work in literature but also her humanitarian work, for her candor, and for her faith in her fellow peers. In 1939, she said, "I feel no need for any other faith than my faith in human beings." Pearl's work spanned forty years, during which she published over eighty works of literature.

오늘은 미국의 문학인인 펄벅의 삶과 작품에 대해 공부해보도록 하죠. 펄벅은 1892년 웨스트 버지니아에서 압살롬 사이든스트리커와 캐롤린 사이든스트리커 사이에서 태어났어요. 펄벅의 부모님은 장로교 선교사로 펄벅이 겨우 3달 되던 때 중국으로 건너갔어요. 펄벅은 중국에서 초반 40년의 대부분을 보냈죠. 어려서부터 어머니와 중국어 가정교사였던 쿵 선생님의 도움을 받아 영어와 중국어 두 가지를 구사했죠. 1910년 펄벅은 버지니아에 있는 랜돌프-메이콘 여대에 등록했어요. 1914년 졸업을 한 후 펄벅은 잠시 동안 중국으로 돌아왔는데 어머니의 병이 위중했기 때문이에요. 이듬 해 펄벅은 농생물학자인 존 로싱 벅을 만나 1917년에 결혼을 해 중국의 시골 마을인 안훼이에 정착했어요. 펄벅은 교사일과 남편의 통역일을 했는데 남편은 직업상 중국 전역을 여행해야 했죠. 1920년대 초반 펄벅과 남편은 중국 난징으로 이사를 했는데 이곳에서 펄벅은 대학에서 영국 문학과 미국 문학을 가르치는 일자리를 얻었어요.

난징에서 생활하던 이 시기 동안에 펄벅은 딸 캐롤을 낳았는데 캐롤은 희귀한 유전 질환에 걸려 정신 장애를 앓았어요. 출산 중에 펄벅은 종양이 있다는 사실을 발견해 자궁절제술을 받았죠. 1925년에는 두 번째 딸 재니스를 입양했는데 이 입양이 결혼 생활의 긴장과 스트레스를 해결하는 데 거의 도움을 주지 못했어요. 1926년 펄벅은 장녀인 캐롤을 데리고 미국으로 건너가 치료를 받았어요. 그리고 이 시기에 펄벅은 코넬 대학에서 문학 공부를 해 석사 학위를 땄어요. 펄벅의 가족은 1927년 다시 중국으로 돌아갔지만 중국 국공내전으로 인해 일본으로 피난해야 했어요. 그리고 다시는 중국으로 돌아가지 못했죠. 1935년 남편과 이혼을 하고 담당 출판업자였던 리처드 월쉬와 재혼해 그와 함께 펜실베이니아로 가서 그곳에서 그녀의 가장 유명한 소설인 〈대지〉를 썼는데 이 책은 1931년 출판되었어요.

〈대지〉는 결국은 부유한 지주가 되는 가난한 왕룽의 일생을 다룬 소설입니다. 〈대지〉는 세계적인 독자층을 확보하면서 출간 첫 해에 2백만 부가 팔렸고 퓰리처상을 수상했으며 영화로도 만들어졌어요. 뒤이어 〈애국자〉(1939)나 〈자라지 않는 아이〉(1950)와 같은 많은 책이 나왔고 중간에 많은 소설과 에세이도 발표되었어요. 1936년 펄벅은 미국문예아카데미 회원이 되었으며 1938년에는 노벨문학상을 수상했어요.

그녀의 두 번째 남편인 리처드 월쉬가 사망한 이후 그녀는 젊은 댄스 강사인 테드 해리스와 사귀었는데 그는 그녀보다 마흔 살이나 젊었어요. 그녀는 1973년 3월 6일 버몬트에서 80세의 나이로 사망했어요. 그녀는 문학 작품으로도 기억되지만 박애주의적인 작품과 솔직함, 그리고 인간에 대한 신뢰로도 기억됩니다. 1939년 "인간에 대한 믿음 외에 어떠한 믿음도 필요하지 않다고 생각합니다."라는 말을 남겼어요. 펄벅은 40년에 걸쳐 80편의 작품을 남겼어요.

Ⓒ 1. Ⓑ 2. Ⓒ 3. Ⓒ

4. 1) the Latin alphabet
A) Roman alphabet, C) twenty-six - consonants
3) pronunciation
4) rules, exceptions

5. [1]Roman alphabet [2]twenty-three [3]twenty-six [4]smallest unit [5]five [6]act as vowels [7]long or short

W: We've been working really hard on spelling Latin words, but Latin pronunciation seems so hard to understand!

M: Well, first, before you get too frustrated, let's back up and talk a little bit about the alphabet in general. Can anyone tell me what alphabet we use?

W: The Roman alphabet?

M: Very good. But did you also know that the Roman alphabet is also known as the Latin alphabet?

W: Is it?

M: Yes. And the Latin alphabet was based upon the Etruscan alphabet, which had only twenty-three letters. Latin is the most widely used alphabet, its earliest known inscriptions starting somewhere around the 7th or 6th century B.C. While classical Latin only had twenty-three letters, the language later developed into the twenty-six letter alphabet system we have today. Now, each of the twenty-six letters represents a phoneme. A phoneme is the smallest unit in a language that conveys a distinct meaning. Can anyone give me an example of a phoneme, in terms of our alphabet?

W: Like the B sound in the word bat?

M: Yes, that is an excellent example. Now each of the twenty-six letters is made up of two types: consonants and vowels. There are five vowels (A, E, I, O, and U) and twenty-one consonants, with the letters Y and W – normally considered consonants – sometimes acting as vowels.

W: But each of the letters can have more than one sound, right? For instance, the letter A has a different sound in the word fate than it does in the word car. And the letter P has a different sound in the word happy than it does in the word photograph.

M: This is a very good observation. Traditionally, long and short vowels were not distinguished in Latin, meaning that the pronunciation was often the same despite the spelling of words or despite the coupling of one vowel with another. Today, however, each vowel's pronunciation can be termed long or short. Let us look at the letter I, for instance. In the word vine, the I has a long sound. In the word pin, the I makes a short sound.

W: But how are we supposed to know which sound it is making?

M: In the word vine, we know that the I *makes a long* sound because there is an E at the end of the word. When there is an E at the end of a word, it more often than not makes the vowel before it have a long sound.

W: Oh! And because the word pin does not have an E at the end of it, this means that the I makes a short sound?

M: Exactly. Now, of course, there are exceptions to the rule, just like there are in any language.

W: Can you give us an example?

M: Yes, and this time why don't we use a consonant as an example? How about the letter P? Now, the letter P starts all of these words: poke, photograph, and psychology, however, in each of these three words, the P makes a different sound. Regarding the word poke, the P makes its traditional phonetic sound. However, in the word photograph, the letter P coupled with the letter H makes the traditional F sound. And finally, in the word psychology, the P next to the letters S and Y makes the P totally silent.

W: Wow! So I guess that for one to master the Latin language, one must memorize both the exceptions and the rules.

W: 라틴어 철자법에 대해 정말 열심히 공부를 했지만 라틴어 발음은 정말 어려워요.

M: 낙담하기 전에 먼저 배운 내용을 복습해보고 전체적인 알파벳에 대한 얘기를 좀 해 보기로 하죠? 누가 어떤 알파벳을 사용하는지 알해 볼 사람?

W: 로마자요?

M: 잘 대답했어요. 로마자를 라틴어라고도 하는 거 알고 있나요?

W: 그래요?

M: 그렇습니다. 라틴어는 에트루리아 문자에 기초를 두고 있는데 에트루리아 문자는 23자밖에 없어요. 라틴어 문자는 가장 널리 사용되는 문자로 알려진 것 중 가장 빠른 것은 기원전 약 6세기와 7세기 사이에 만들어진 부분이 있어요. 고전 라틴어에는 23자밖에 없지만 지금과 같은 26자로 발전했죠. 그런데 이 26자의 알파벳은 각각 음소를 나타냅니다. 음소란 언어에서 개별적인 의미를 가지는 가장 작은 단위를 말합니다. 우리가 사용하는 알파벳에서 음소의 예를 한 번 말해볼 사람?

W: 박쥐(bat)에서의 "ㅂ(b)" 소리요?

M: 잘 대답했어요. 26자의 알파벳은 자음과 모음의 두 가지로 이루어집니다. 다섯 개의 모음(A, E, I, O, U) 과 일반적으로는 자음으로 생각하지만 때로는 모음 역할을 하기도 하는 Y와 W를 포함해 21개의 자음이 있어요.

W: 하지만 알파벳 하나하나가 한 개 이상의 소리를 내잖아요. 예를 들어 A는 "car"라는 단어와 "fate"라는 단어에서 다른 소리를 내잖아요. P 역시 "photograph"와 "happy"의 경우 소리가 다르잖아요.

M: 좋은 지적이에요. 보통 라틴어에서는 장모음과 단모음이 구별되지 않았는데 이 말은 단어의 철자 또는 한 모음과 다른 모음의 결합에도 불구하고 같은 발음을 했었다는 것을 의미합니다. 하지만 오늘날에는 각 모음의 발음이 장음 또는 모음으로 구분됩니다. 예를 들어 I라는 철자를 보죠. "Vine"의 경우에는 I가 장모음을 내지만 "pin"에서는 단모음이 납니다.

W: 그런데 이런 소리가 날지를 어떻게 알죠?

M: "Vine"의 경우에는 단어의 끝에 "e"가 있기 때문에 I가 장모음이 된 거라는 걸 알 수 있어요. 단어의 끝에 "e"가 있으며 종종 모음의 길이를 길게 만들죠.

W: 아 그러니까 "pin"은 끝에 "e"가 없어서 단모음이 되는군요.

M: 정확합니다. 물론 다른 모든 언어에서와 마찬가지로 이 규칙에는 예외가 있기 마련이죠.

W: 예를 들어 주시겠습니까?

M: 그러죠. 이번에는 자음을 예로 들어볼까요? P를 예로 들어보죠. P자는 poke, photograph, psychology 등의 단어의 첫 철자예요. 하지만 이 세 단어에서 P는 각기 다른 소리를 내고 있어요. Poke의 경우에는 "P"의 전통적인 소리를 냅니다. 하지만 photograph의 경우에는 P가 H와 함께 "F" 소리를 내죠. 마지막으로 psychology에서는 P가 S와 Y 옆에 있어 P가 묵음이 되죠.

W: 와! 그러니까 라틴어를 제대로 하려면 예외와 규칙을 다 외어야 되겠네요.

D 1. (B) 2. (C) 3. (D)

4. 1) white ant, A) termite, B) cockroach
   2) A) termites, B) – eggs, protect
   3) exterminate
5. [1]termite [2]cellulose [3]in damp timber
   [4]reproduction of young [5]grooming and feeding
   [6]digestive bacteria [7]damage [8]exterminator

Today, class, we are going to be taking a look at the insect known as a white ant. Actually, a white ant isn't an ant at all, but a termite, and in our case, we will be focusing specifically on the subterranean form. These termites are called white ants because, for the most part, they resemble ants, although they are more closely related to cockroaches. Now, before we look at their genetic make-up, let's talk about the living systems of these termites. White ants live in colonies and work in highly organized units. Within each colony there is a king and queen termite, soldiers, swarmers or alates, nymphs, and thousands of worker termites. White ants are mainly found in parts of Australia and can cause considerable damage to timber, homes, and commercial buildings because they feed on cellulose, which is a form of a plant tissue. These little creatures require contact with soil and with moisture, so they tend to make their nests in the ground, which stand out as visible mounds, or sometimes they build their nest in a damp and rotting tree. They have soft bodies and are relatively small, roughly half the size of a matchstick. It is only the worker white ants that can digest the cellulose due to a certain bacteria in their gut. Therefore, the workers are also responsible for feeding the other white ants by partly digesting the cellulose and then regurgitating it for the other ants. Imagine having to regurgitate your food to feed your brothers and sisters! It is also the responsibility of the worker ants to maintain the nest, to make subterranean tunnels from the nest to nearby food sources, to gather and distribute food, to groom themselves and all the other white ants, and to care for the young nymphs until they are adults. Now, compared to the worker white ant, the queen white ant has a much lazier lifestyle. Her sole responsibility is to lay eggs. She can live for more than twenty-five years, everyday laying up to 2,000 eggs, which are then tended to by the worker ants. Along with the worker white ants and queen ant, there are soldier white ants, who look slightly different from their worker counterparts, with an orange-colored head and pinchers to crush their enemies. Some of the solider white ants even have a pointed nose, which emits a sticky substance that helps to hold their prey. It is the job of the solider termites to protect the nest and all the other termites from other invading insects. The final type of white ant found in a colony is called a swarmer or alates. These white ants have wings and become the future king and queen termites of different colonies, as they are equipped with reproductive organs. Once a colony is well established, the swarmers fly in groups of thousands, land, shed their wings, and attract a mate by emitting chemical pheromones. It is the sight of these swarmers flying in large groups that signals that a white ant colony is well established. If this is the case in a house, the owners should call an exterminator as soon as possible! In their relationship with human beings, white ants cause considerable damage to homeowners and business owners in Australia. Millions of dollars are spent each year trying to keep these little timber-eaters from causing too much damage, especially structural damage. Professionals instruct people that if they find a white ant nest, they should refrain from disturbing it. White ants have very keen survival instincts and, if their colony is disturbed, they are likely to move on and cause further damage to a different part of the tree or building. If a white ant nest is found in rural or non-residential areas, the best thing to do is to stay away from it. If the colony is found in a residential or business area, the best thing to do is to contact a professional exterminator.

여러분, 오늘은 흰개미라고 알려진 곤충을 살펴보도록 하겠어요. 사실 흰개미는 개미와는 전혀 다르며 이 수업에서는 지하에 사는 종에 대해서만 구체적으로 살펴볼 거예요. 이 흰개미들은 개미보다는 바퀴벌레와 더 관련이 있지만 대부분 개미와 비슷하게 생겼기 때문에 그렇게 불리는 것이죠. 이제 흰개미의 유전적 구조를 살펴보기 전에 이 흰개미의 생활 구조를 살펴보도록 하죠. 흰개미들은 군락을 이루고 살며 대단히 조직화된 단위를 이루어 작업을 합니다. 각 군락에는 왕개미와 여왕개미가 있고 병정개미, 스워머, 유충, 수천 마리의 일개미가 있어요. 흰개미는 주로 호주에 서식하며 식물 조직의 일종인 섬유소를 먹고 살기 때문에 목재나 주택, 상용 건물 등에 상당한 피해를 입히기도 합니다. 이 작은 동물들은 흙이나 수분과 접촉해야 하기 때문에 땅에 눈에 띄는 둔덕 형태의 보금자리를 만들거나 축축한 썩은 나무에 보금자리를 만듭니다. 몸은 부드러우며 비교적 작아서 성냥개비의 약 반 정도 됩니다. 소화기관에 있는 특정 박테리아 때문에 단지 일개미만 섬유소를 소화시킬 수 있어요. 그래서 일개미들은 섬유소를 부분적으로 소화시켰다가 되새김질을 해서 다른 흰개미들 먹여 살리는 역할도 합니다. 먹었던 음식을 게워내서 형제자매들에게 먹인다고 상상해 보세요! 또한 보금자리를 유지하고, 보금자리에서부터 먹이가 있는 곳까지 지하 굴을 파고 먹이를 모으고 분배하고 자신들과 다른 흰개미들의 몸단장을 하고 유충이 다 자랄 때까지 돌보는 것도 일개미의 책임입니다. 그런데 일개미와 비교해 여왕개미는 훨씬 게으른 생활을 합니다. 여왕개미의 유일한 역할은 알을 낳는 것뿐이에요. 여왕개미는 매일 최고 2천 개의 알을 낳으면서 25년 이상을 사는데 이 알은 일개미들이 돌보게 됩니다. 일개미와 여왕개미 외에도 병정개미가 있는데 병정개미는 일개미와는 달리 적을 무찌르기 위한 한 쌍의 집게가 있고 머리가 오렌지색을 띱니다. 병정개미 가운데는 코가 뾰족한 것도 있는데 코에서는 적을 물리기 위한 끈적거리는 물질을 내뿜어요. 병정개미는 다른 곤충의 공격에 대비해 보금자리와 다른 흰개미를 지키는 역할을 합니다. 흰개미 군락에 있는 마지막 형태의 흰개미는 스워머라 또는 유시형 개미라고 하는 개미입니다. 이 개미들은 날개가 있으며 생식기관이 있어서 미래에 다른 군락의 왕개미나 여왕개미가 됩니다. 일단 군락이 잘 만들어지면 스워머들은 수천 마리씩 떼를 지어 날아가서 땅에 내려앉아 날개를 벗고 화학 유인 물질을 분비해 짝을 유혹합니다. 흰개미 군락이 잘 형성되었다는 것은 바로 엄청난 수로 떼를 지어 나는 이 스워머들을 보면 알 수 있어요. 만약 집안에서 이 스워머들을 보게 되면 가능한 한 빨리 해충구제업자를 불러야 합니다. 인간들과의 관계에서 보면 흰개미는 호주에 있는 주택 소유주와 사업자들에게 상당한 피해를 입힙니다. 목재를 먹어 치우는 이 작은 동물들이 특히 건축물에 피해를 입히지 않도록 하는데 매년 수백만 달러를 쓰고 있어요. 전문가들은 만약 흰개미의 둥지를 발견하면 건드리지 말라고 충고합니다. 흰개미는 매우 강한 생존 본능이 있기 때문에 군락을 건드리면 다른 곳으로 옮겨가 나무나 건물의 다른 부분에 보다 큰 피해를 입히게 됩니다. 흰개미를 시골이나 비주거 지역에서 발견하게 되면 가장 좋은 방법은 그 지역을 피하는 것입니다. 주거 지역이나 상업 지역에서 군락을 발견할 경우 가장 좋은 방법은 전문적인 해충구제업자에게 연락을 하는 것입니다.

Integrated Listening & Speaking

A

1. They are termites, so white ants eat away at the structural timber in homes and buildings.
2. White ants are small insects with soft, off-white bodies.
3. Soldier white ants are responsible for protecting the nest from enemies.

Last week we looked at the insect known as the white ant, otherwise known as a termite. White ants are mainly found in Australia. Each year these little creatures cause considerable damage to homes and commercial buildings due to their appetite for wood. White ants are small insects with soft, off-white bodies. They live in colonies, either in old, damp trees or mounded earth, with different white ants performing different duties. The king and queen white ants are solely responsible for reproduction while soldier ants protect the nest. Swarmer white ants, otherwise known as alates, are future king and queen white ants of other colonies, as they are born with reproductive organs. And finally, the worker white ants are responsible for a number of tasks within the colony, such as building and maintaining the nest, finding food, feeding and grooming, and caring for the young.

지난주에는 흰개미라고 하는 곤충에 대해 살펴보았습니다. 흰개미들은 주로 호주에 서식합니다. 이 작은 동물들은 나무를 좋아하기 때문에 매년 주택과 상용 건물에 상당한 피해를 입힙니다. 흰개미들은 부드러운 회백색의 몸을 가진 작은 곤충입니다. 흰개미는 오래 되고 축축한 나무나 둔덕으로 된 땅에 군락을 이루고 생활합니다. 왕개미와 여왕개미는 번식만 담당하며 병정개미는 둥지를 보호하는 역할을 합니다. 유시형 개미라고도 하는 스워머는 생식기관을 가지고 태어나기 때문에 미래에 다른 군락의 왕개미나 여왕개미가 됩니다. 그리고 마지막으로 일개미는 군락 내에서 보금자리를 만들고 유지하며 먹이를 구하고 다른 개미에게 먹이며 몸단장을 하기도 하고 새끼를 돌보는 등의 여러 가지 역할을 합니다.

B

1. The round shape of theaters helps with the sound so that the audience members can hear the performers better.
2. London, England
3. The audience was seated on high wooden seats on the hillside.

The other day I gave a lecture concerning the history of theater architecture. Initially, we identified ancient Greece as the origin of drama and then went on to discuss the architecture of Greek amphitheaters. We listed the qualities of amphitheater design, for example, that an amphitheater is round in shape and open-aired. There was a round platform for the orchestra, and the audience was seated on high wooden stands that were built into the hillside. The seating arrangement

allowed for better sound and sight quality during the performance. We then skipped ahead in time and saw that theater architecture had evolved. The modern theater we used as an example was Shakespeare's Globe Theater in London, England. The Globe Theater was octagonal in shape with wooden seating three stories high and a pit in the middle, in front of the stage, which was for standing room only. On stage, there were various trapdoors and riggings to aid with props and special effects during the performance.

며칠 전에는 극장 건축사에 관한 수업을 했습니다. 처음에는 고대그리스가 연극이 시작된 곳이라는 얘기를 하고 그리스 원형극장의 건축에 대한 토론을 했습니다. 예를 들어 원형극장은 원형으로 생겼으며 노천극장으로 되어 있다는 등의 원형극장의 구조적 특징에 대해 공부했습니다. 오케스트라를 위한 원형 단상이 있고 관객들은 언덕에 만들어진 높은 목재 관람석에 앉았습니다. 좌석 배치로 인해 공연 동안 보다 나은 시청각적 효과를 얻을 수 있었죠. 그런 다음 시간을 건너 뛰어 발전된 형태의 극장 건축을 살펴보았습니다. 현대식 극장의 예로 영국 런던에 있는 셰익스피어 글로브 시어터를 들었습니다. 글로브 시어터는 8각형 모양으로 되어 있으며 3층의 목재 관람석이 있고 무대 앞쪽으로 서서만 관람이 가능한 하층 관람석이 있었어요. 무대에는 공연 중의 소도구나 특수 효과를 내기 위한 여러 가지 장치들과 통풍 문이 있었어요.

TOEFL iBT Practice Test

A 1. Ⓑ 2. Ⓑ 3. Ⓓ 4. Ⓐ 5. Ⓓ

W1: Hello, Professor Adams. I was wondering if you could help me for a minute.

W2: Certainly, Heather. Come on in. What can I help you with?

W1: Well, I have chosen to write about Shakespeare's play *A Midsummer Night's Dream* for the literature project you assigned, but I am having a little trouble finding sources for my essay.

W2: Ah! *A Midsummer Night's Dream*, my favorite Shakespeare comedy! I am glad you have chosen that play. Before we talk about sources, why don't you tell me what aspect of the drama you are going to write about? That may help us in our search for source material.

W1: Well, I especially like *A Midsummer Night's Dream*, as it is a wedding play. I also like many of the characters in the play, especially the weaver, Bottom, and how he convinces his friends to put on their own play in the enchanted woods. I guess I just don't know how to combine these elements into one idea.

W2: One idea would be not only to read the play, as you have done, but also to look at it through another medium. I suggest you go to see a production of the play and also see it on film. There was a film version of *A Midsummer's Night Dream* done in 1999 by the director Michael Hoffman. I would suggest you familiarize yourself with both the written and visual material of the play before you begin. Now, after you have done that, you can decide how you wish to narrow your focus. You mentioned the aspect of marriage in the play.

W1: Yes, I was thinking that maybe I could talk about the treatment of women during those times in relationship to the marriages in the play, as marriages were decided by the father, and if the daughter did not obey and marry her father's choice of husband, then she could be put to death or sent to a nunnery under Athenian Law.

W2: That sounds like an excellent avenue to follow in terms of an essay. One book that I would highly recommend is called *A Midsummer Night's Dream Manual/Study Guide*. This book is full of information, not only about the play but also about Shakespeare. It has a timeline and many cross-references. What it also contains, which would be of considerable help to you, is a bibliography, which will list even more sources regarding the play.

W1: That sounds like the perfect reference book for my essay!

W2: Another thing I would suggest is to look online and in the encyclopedia, even, regarding the issue of marriage and the treatment of women during Elizabethan times. This way you will have some factual information about marriage tradition to compare to the themes of marriage and the treatment of women in the play.

W1: Thank you so much, Professor Adams! Now I not only have the play to take information from, but I also have a film to watch, a new book to order, and ideas on how to look up more information online and in the encyclopedia.

W2: You are very welcome, Heather. And good luck on your essay. I look forward to reading it!

W1: 안녕하세요, 애덤스 교수님. 잠시 시간 좀 내주실 수 있을까요?

W2: 물론이죠, 헤더 양. 들어와요. 무슨 일이죠?

W1: 교수님이 내 주신 문학 과제로 셰익스피어의 희곡인 "한여름 밤의 꿈"에 관해 쓰기로 했는데 에세이 자료를 찾는데 좀 어려움이 있어서요.

W2: 아! "한여름 밤의 꿈"은 셰익스피어 희극 가운데 내가 제일 좋아하는 작품이죠. 그 작품을 골랐다니 반갑네요. 자료에 대한 얘기를 하기 전에 그 작품의 어떤 면에 대해 쓸 건지 말해 볼래요? 그러면 자료를 찾는데 도움이 될 테니.

W1: 글쎄요. 우선은 결혼에 관한 작품이라 특히 이 작품이 맘에 들어요. 게다가 작품 속의 등장인물들이 맘에 드는데 특히 직공 보험이 맘에 들어요. 그리고 친구들에게 마법의 숲에서 자신의 연극을 상연하도록 설득시키는 과정이 좋아요. 그런데 이러한 요소들을 어떻게 하나의 아이디어로 연결시켜야 할지를 모르겠어요.

W2: 한 가지 방법은 헤더 양이 한 것처럼 연극을 읽기만 하는데 그치지 않고 다른 매체를 통해 그 작품을 보는 것이에요. 연극 작품을 보고 영화를 보는 것도 좋은 방법이에요. 1999년에 마이클 호프만 감독에 의해 "한여름 밤의 꿈"이 영화로 만들어졌어요. 과제를 시작하기 전에 책으로 된 작품과 영화로 된 작품 다에 익숙해지기를 권해요. 그렇게 하고 나면 중점적으로 다룰 부분을 정할 수 있을 거예요. 작품 속의 결혼 얘기를 했었죠.

W1: 작품 속에서는 주인공의 결혼이 그녀의 아버지에 의해 결정되었고 만약 아버지의 명령에 따라 아버지가 선택한 남편과 결혼을 하지 않으면 아테네 법에 따라 사형을 당하거나 수녀원에 보내질 수 있었기 때문에 당시 결혼과 관련해 여성의 처우에 대해 다룰까 생각했어요.

W2: 에세이적인 입장에서 볼 때 훌륭한 생각이에요. 정말 추천하고 싶은 책은 "한여름 밤의 꿈 매뉴얼/스터디 가이드"라는 책이에요. 이 책에는 그 작품에 관해서뿐만 아니라 셰익스피어에 관한 정보가 가득해요. 연대표와 많은 상호참조 부분들이 있어요. 게다가 참고문헌 부분이 상당히 도움이 될 텐데 그 작품과 관련한 훨씬 많은 자료들이 나와 있어요.

W1: 에세이를 쓰는데 완벽한 참고 문헌이 될 것 같네요.

W2: 다른 한 가지 제안은 엘리자베스 시대의 여성 처우나 결혼 문제와 관련해 온라인이나 백과사전도 살펴보세요. 그러면 작품 속의 결혼이나 여성 처우와 관련해 비교할 수 있는 결혼 전통에 관한 사실 정보를 얻을 수 있을 거예요.

W1: 에멀스 교수님, 정말 감사해요. 이제 정보를 얻을 수 있는 책뿐만 아니라 참고할 영화도 생겼고 책도 주문해야 하고 온라인이나 백과사전에서 더 많은 정보도 찾을 수 있게 됐어요.

W2: 천만에요, 헤더 양. 에세이 잘 쓰길 바래요. 그 에세이 읽게 될 날을 기대할게요.

B 1. Ⓑ 2. Ⓑ 3. Ⓒ 4. Ⓒ 5. Ⓐ 6. Ⓓ

W: Now, class, we have been discussing the Great Lakes in North America, and no lecture on this subject would be complete without mentioning the Erie Canal. Has anyone here heard of the Erie Canal or know where it is located?

M: The Erie Canal is a system of waterways, correct? Running through New York State?

W: Yes, that is correct. There are four main waterways that run through New York State – the Erie, the Champlain, the Oswego, and the Cayuga-Seneca – which are connected by a five-hundred-and-twenty-four-mile system of canals. What is most important about the Erie Canal, however, is that it allows boats to pass from the Hudson River into Lake Erie, one of the five Great Lakes.

M: When was the canal built and why?

W: Well, let's take your second question first. Can anyone tell me why it would be advantageous to have the Hudson River connect to the Great Lakes?

M: Well, it would be important for shipping because the Hudson River empties into the Atlantic Ocean, so it would mean that imports and exports could be transported through the waterways all the way from the East Coast of America to the Midwest.

W: Excellent. That is one of the main reasons that the canal was built. Another reason was that it was another method of transportation for the migration of American settlers westward. To address your first question, the Erie Canal was proposed by the governor of New York, Dewitt Clinton, around 1818. The idea was dismissed at first and dubbed "Clinton's Folly" because the project seemed impossible. What Clinton was proposing was to build a canal that would cut through three hundred and sixty-three miles of wilderness. When finished some seven years later in 1825, the Erie Canal had eighteen aqueducts and eighty-three locks.

M: What exactly is a lock?

W: A lock is a piece of engineering in a canal system that allows for a boat to go either uphill or downhill. This is why there are so many locks in the Erie Canal system – eighty-three – because Lake Erie sits five hundred and sixty-eight feet higher in elevation than the Hudson River.

M: Five hundred and sixty-eight feet higher! You mean a big ship can go that far uphill or downhill?

W: There are some length and height restrictions. A vessel up to three hundred feet long and forty feet wide can pass through the canal system; however, there are bridge clearance restrictions of fifteen and a half to twenty feet in height. Still, this allows for just about any boat or barge to go through the Erie Canal.

M: Is the system still used for imports and exports?

W: Well, transportation has come a long way in the last one hundred and fifty-some years. We can now transport goods by truck or plane, even by railroad. The Erie Canal is now mainly used for pleasure and recreation. It is a tourist hotspot, with many neat sites along the way. There are quaint inns and waterway restaurants along the way as well as canal museums and beautiful scenery to take in as you travel through the canal system.

W: 자, 여러분 북아메리카에 있는 5대호를 공부했는데 이리 운하 얘기를 하지 않고는 이 주제에 관해 공부했다고 할 수 없을 거예요. 누가 이리 운하에 관해 들어본 적이 있거나 어디에 있는지 아는 사람?

M: 이리 운하는 일종의 수로가 아닌가요? 뉴욕 주를 관통하는 수로요.

W: 맞아요. 뉴욕 주를 관통하는 네 개의 주요 수로는 이리, 챔플레인, 오스웨고, 케이유거-세네카로 이 수로들은 524마일에 이르는 운하로 연결되어 있어요. 하지만 이리 운하에 있어 가장 중요한 점은 허드슨 강으로부터 5대호의 하나인 이리호까지 배로 갈 수 있다는 점이에요.

M: 이리 운하는 언제 왜 건설되었나요?

W: 두 번째 질문을 먼저 살펴볼까요? 허드슨강과 5대호를 연결하면 어떤 점이 유익했는지 말해볼 사람?

M: 허드슨강은 대서양으로 흘러 들어가기 때문에 운송에 중요했어요. 미국의 동쪽 해안으로부터 중서부까지 수로로 상품을 운송할 수 있다는 것을 의미했어요.

W: 훌륭해요. 그게 바로 이리 운하를 건설한 중요한 이유 중의 하나예요. 다른 이유로는 미국 식민지 정착자들이 서부로 이동한 주요 교통수단이 되었다는 거죠. 학생의 첫 번째 질문에 대해서는 이리 운하는 1818년경 뉴욕의 주지사였던 드윗 클린턴이 제안을 했어요. 그 생각은 처음에는 기각을 당했고 불가능해 보인다는 이유로 "클린턴의 바보 제안"이라는 별명을 얻었죠. 클린턴의 생각은 363마일의 황무지를 관통하는 운하를 건설하자는 것이었죠. 수년이 흘러1825년 이리 운하가 완공되었을 때 이리 운하에는 18개의 수로와 83개의 수문이 있었어요.

M: 수문이란 게 정확히 뭐죠?

W: 수문은 배가 오르막 또는 내리막으로 가게 하는 운하의 기계 장치예요. 이리호는 허드슨강보다 고도가 568 피트나 높기 때문에 83개나 되는 수문이 있어요.

M: 고도가 568피트나 높다구요! 그러니까 선박이 그 정도 오르막이나 내리막을 이동할 수 있다는 말씀이신가요?

W: 길이나 높이 제한이 있긴 해요. 길이 300피트, 폭 40피트 이하의 선박만 운하를 통과할 수 있어요. 하지만15.5에서20피트의 교각 높이 제한이 있어요. 하지만 이 높이 제한에도 불구하고 거의 모든 선박이나 바지선이 이리 운하를 통과할 수 있죠.

M: 이 운하는 아직도 수입과 수출에 이용되나요?

W: 지난 150여 년간 운송기관은 많이 발달했어요. 지금은 트럭이나 항공기, 심지어 철도로도 상품을 운송하죠. 현재 이리 운하는 오락용으로만 주로 이용됩니다. 이리 운하는 주변에 많은 관광지가 있어 인기 있는 관광명소죠. 이리 운하를 따라 가면 아름다운 풍경과 운하 박물관뿐만 아니라 진기한 여관과 수상 식당이 있어요.

Vocabulary Review

A

1. salvage
2. reminisce
3. impoverished
4. hysterectomy
5. slope
6. harness
7. nymph
8. upheaval
9. unique
10. remedy
11. brilliance
12. drawback
13. invade
14. tutor
15. gather

B

1. This is one of twenty-one characters in the Latin alphabet. (consonant)
2. This was built in an octagonal shape with three stories. It was first built in London. (Globe Theater)
3. This term means living underground and is a characteristic of the white ant. (subterranean)
4. This was a structure first created by the ancient Greeks. (amphitheater)
5. This woman won the Pulitzer Prize for her work in literature. (Pearl S. Buck)

Unit 4 Understanding the Function of What Is Said

Practice with Conversations

A 1. (B) 2. (B) 3. (A)

4. 1) business card design
   2) car magazine cover
   3) wrong assignment
   4) useless
   5) A) networking, B) important
5. [1]another project [2]car magazine [3]designing business cards [4]an important marketing tool [5]networking [6]a project of his choice

M1: Pardeep, how is your design going? May I see it?

M2: Oh, sure... Here you are.

M1: What's this...? I don't understand... What are these photographs for? I just want to see the business card you designed. That's what this assignment is all about.

M2: Oh, uh... sorry... I, I, I changed my mind. I decided to do something more elaborate. I want to design a cover page for a car magazine. So that's why I... I have all these photos of classic cars. I love old cars

and I think they'd make a very nice cover page. But... I'm just not sure which ones to choose.

M1: Pardeep, I think you misunderstood what this assignment is all about. And it looks like you're already doing too much work. All you have to do is design a simple, basic business card.

M2: Yes, I know, but I decided to do something different and more beneficial even if that means doing extra work.

M1: Well, save that for another assignment. You'll get plenty of opportunity later on to choose your own project. You're getting too far ahead of yourself.

M2: Maybe, but anyone can make a business card, and they all look the same. Also, a business card isn't much of a marketing tool.

M1: Oh, I disagree with you. They're very valuable marketing tools... and... uh, businesspeople need them for networking and establishing contacts. You might have a customer that insists on a specific design, and it would be embarrassing if you couldn't design a card according to the purchaser's requirements. Business cards are very basic, but they're also very important, so that's why we're doing this for our first assignment.

M2: Oh, I didn't think about that. I had the impression business cards were not too important.

M1: You're not looking at the whole picture. Business cards are not just there for marketing. They're essential for conducting business. You might be busy during a meeting or conference, perhaps simultaneously talking to several people, many of whom are potential customers, and you'll want to maintain contact with them. There might not be enough time to exchange names and phone numbers, but if you have some business cards, you'll at least be able to maintain your contacts and develop further business relationships. Also, business cards need a variety of designs so that when people collect several cards, yours will be easy to identify. So that's why it's important for you to develop a unique design.

M2: Okay, I didn't think about that... So after we design a business card, may I work on a magazine cover?

M1: No, not yet. Our second assignment will be another business card assignment. For now, I just want you to keep things simple and think of ways to design basic business cards. But next month, I'll give everyone an opportunity to design their own product, and, of course, for your final project, you can do whatever you want.

M2: Okay. So you just want us to design a basic business card. Is that it?

M1: Yes, and next time, we'll do a more elaborate design.

M2: Okay, no problem.

M1: 파딥, 디자인은 어떻게 되어가고 있나요? 한번 봐도 될까요?

M2: 네, 물론이죠. 여기 있습니다.

M1: 이게 뭐죠? 잘 이해가 안 가는데. 이 사진들은 뭐예요? 내가 보고 싶은 건 학생이 디자인한 명함이에요. 명함 디자인이 과제였잖아요.

M2: 어, 어… 죄송해요. 생각이 바뀌었어요. 좀 더 정교한 작업을 해보고 싶다는 생각이 들었어요. 자동차 잡지의 표지를 디자인해보고 싶었어요. 그래서… 이 고전적 자동차의 사진을 사용한 거예요. 전 클래식 자동차를 좋아해서 이 사진을 사용하면 멋진 표지가 될 거라고 생각했어요. 그런데… 이런 사진을 고를지 확신이 없어요.

M1: 파딥, 과제가 무엇인지 오해했나 보군요. 상당히 노력한 것처럼 보이는데 과제는 단순하고 기본적인 명함을 만드는 거예요.

M2: 예, 알고 있습니다. 좀 더 노력을 하더라도 색다르고 유익한 것을 해보고 싶었어요.

M1: 그런 거라면 다른 과제에 시도해 보세요. 자신만의 프로젝트를 선택할 기회는 나중에 언제든지 있을 테니까요. 너무 앞서 나간 듯이 보이네요.

M2: 그럴지도 모르죠. 하지만 누구라도 명함은 만들 수 있고 명함은 거기서 거기잖아요. 게다가 명함은 그다지 마케팅 도구의 역할도 못하구요.

M1: 학생의 생각에 동의하지 않아요. 명함은 훌륭한 마케팅 도구여서… 어, 사업을 하는 사람들은 명함을 이용해서 인맥을 하고 인맥을 만들어요. 고객 가운데는 특정 디자인을 요구하는 고객이 있을 텐데 고객의 요구조건에 맞추어 명함을 디자인하지 못한다면 창피하겠죠. 명함은 대단히 기본적이지만 동시에 아주 중요한 역할을 해요. 그래서 첫 번째 과제로 명함 만들기를 하는 것이고요.

M2: 맞아요. 그 생각은 못 했어요. 전 명함은 그다지 중요한 게 아니라는 생각을 가지고 있었거든요.

M1: 전체 그림을 보지를 못하는군요. 명함은 마케팅을 위해서만 있는 게 아니에요. 사업 경영을 위해서도 없어서는 안 되는 게 명함이에요. 회의 중에 동시에 미래의 고객이 될 지도 모르는 여러 사람과 대화를 하느라 바쁜데 그들과 연락을 하길 원한다고 해 보죠. 이름과 전화번호를 교환할 만한 충분한 시간은 없지만 명함이 있다면 적어도 연락처를 건네고 사업 관계를 진척시킬 수 있을 거예요. 뿐만 아니라 사람들이 여러 장의 명함을 받았을 때 자기의 명함이 쉽게 눈에 띌 수 있도록 다양한 디자인이 필요해요. 그래서 독특한 디자인을 택하는 게 중요하죠.

M2: 그러네요. 그 생각도 미처… 명함 디자인을 하고 나면 잡지 표지 디자인을 해도 될까요?

M1: 아직은요. 두 번째 과제 역시 또 다른 명함 만들기예요. 지금으로서는 이것저것 생각하지 말고 기본적인 명함을 디자인하는 것에만 신경 쓰길 바래요.

M2: 알겠습니다. 그러니까 명함 디자인에만 집중하란 말씀이시죠? 맞죠?

M1: 맞아요. 그럼 다음 좀 더 정교한 디자인을 해 볼 거예요.

M2: 네, 잘 알겠습니다.

B 1. Ⓐ 2. Ⓐ 3. Ⓐ

4. 1) A) schedule, course outline
   2) orientation, B) trip planned
   3) familiar

5. [1]including a name tag [2]orientation [3]booked a vacation [4]around campus [5]gather [6]upcoming semester.

W1: Hi. I'm just checking to see if my schedule and course outlines are available.

W2: Your name, please?

W1: Yes, I'm Nancy.

W2: Oh! Nancy, I have a package for you. This package has everything you'll need: your schedule, your psychology syllabus, a campus map, a coupon book, your name tag for the orientation program, your orientation itinerary, and...

W1: Oh, I won't be here for the orientation.

W2: Sure, you will. Orientation day is the most enjoyable day on campus. You'll meet a lot of people, get a tour of the facilities, meet some of your professors, and receive valuable information about life here at the university. By the way, there's a variety of festivities... the free dinner, followed by the orientation night party.

W1: I know. But I won't be going.

W2: Why not? You don't have to worry about the costs. They're already included in your student activity fees.

W1: Yes, but the orientation festivities are during the final week of summer vacation. I worked all summer, so orientation week is my only chance to go on vacation. I've already paid for my airline ticket. I'm going to Quebec City and Niagara Falls.

W2: Aw... that's too bad. The program has a lot to offer. It's great that you get to go to Canada, but I'm worried that perhaps you'll have some difficulty adjusting to life on campus.

W1: Well, I think I'll be okay. My older brother graduated from this university, so I'm already familiar with the campus here. Uh, when I return from my trip, my brother can show me around if necessary. And another thing... I'm a transfer student. I've already completed two years of university, so I don't need the orientation as much as the freshmen do.

W2: Well, you should take this package just in case. I think some of it will be of use.

W1: Thanks.

W2: I really hope you have a good trip. I envy you. I've never been to Canada ... Anyway, since you won't be attending orientation, is there anything I can do for you?

W1: Yes, this package only has my psychology syllabus. Could you find out what textbooks I'll need and who my professors are?

W2: Okay. I'll try to gather whatever information I can. When are you leaving for your vacation?

W1: Two weeks from today.

W2: Okay. Maybe I can even arrange for you to meet some of your professors before you leave for Canada.

W1: That would be great.

W2: Also, you'll have to get a library card. That's usually done on orientation day. If you'd like, I'll arrange for you to come and get your photo before you leave, and then you won't have to do it when you return from Canada.

W1: Okay, I think I'll be back here next week. So I'll talk to you then.

W2: Sure, you have a nice day.

W1: Thanks. You, too!

W1: 제 시간표와 교과 과정 개요를 좀 확인할 수 있을까요?

W2: 이름이 어떻게 되시죠?

W1: 낸시요.

W2: 그렇군요! 낸시, 양. 이 봉투를 드릴게요. 이 봉투 안에 필요한 게 다 들어 있어요. 시간표, 심리학 교강표, 교내 지도, 쿠폰북, 오리엔테이션에서 사용할 이름표, 오리엔테이션 일정 등등이요.

W1: 그런데, 오리엔테이션에 참석 못 할 거 같아요.

W2: 꼭 오셔야 해요. 오리엔테이션 날이 대학 생활에서 가장 재미있는 날이에요. 많은 사람들도 만나고 학교 시설도 둘러보고 교수님도 뵙고 이곳 대학 생활에 관한 소중한 정보도 얻게 될 거예요. 그건 그렇고 무료 저녁 식사 뒤에 오리엔테이션 나이트 파티 같은 다양한 행사도 있어요.

W1: 알아요. 하지만 못 가요.

W2: 왜요? 비용은 걱정 안 해도 돼요. 이미 교내 활동비에 포함되어 있으니까요.

W1: 하지만 오리엔테이션 행사들이 여름 방학 마지막 주 동안인데 오리엔테이션 주가 휴가를 갈 수 있는 마지막 기회잖아요. 벌써 비행기 티켓 값을 지불했어요. 저는 퀘벡 시와 나이아가라 폭포에 갈 예정이에요.

W2: 정말 안됐군요. 프로그램에서 얻을 게 너무 많은데. 캐나다에 가는 건 너무 잘된 일이지만 대학 생활에 적응하는데 어려움이 있을까 봐 걱정이 되네요.

W1: 괜찮을 거예요. 제 오빠가 이 대학을 나와서 이 대학에 이미 익숙해요. 어, 필요하다면 여행에서 돌아오는 대로 오빠가 저에게 대학 구경을 시켜줄 거예요. 그리고 한 가지 더… 저는 편입생이에요. 이미 2년간 대학 생활을 했으니 신입생들만큼 오리엔테이션이 필요하지는 않을 거예요.

W2: 그렇더라도 만약의 경우에 대비해 이 봉투는 가져가세요. 일부 자료

는 도움이 될 거예요.

W1: 감사합니다.

W2: 좋은 여행이 되길 진심으로 바래요. 부럽네요. 전 한 번도 캐나다에 가본 적이 없어서요. 어쨌든, 오리엔테이션에 참석하지 못 한다니 뭐 도와드릴 일이 있을까요?

W1: 이 봉투에는 심리학 강의 요강만 있네요. 어떤 교재가 필요하고 교수님이 어떤 분들이신지 알 수 있을까요?

W2: 가능한 한 정보를 모아보죠. 휴가는 언제 떠날 예정이죠?

W1: 2주 후예요.

W2: 좋아요. 어쨌면 캐나다로 가기 전에 몇 분의 교수님들을 만나도록 해드릴 수 있을 거예요.

W1: 그렇다면 정말 감사하구요.

W2: 저다가, 도서관 카드가 있어야 해요. 보통 오리엔테이션 날 나와요. 원하시면 약속을 정해 여행을 떠나기 전에 와서 사진을 찍도록 해 드리죠. 그래야 캐나다에서 돌아와서 그럴 필요가 없을 테니까요.

W1: 좋아요. 다음 주에 다시 올게요. 그때 다시 뵙죠.

W2: 그래요. 좋은 하루 보내세요.

W1: 감사합니다. 좋은 하루 되세요.

C 1. Ⓐ 2. Ⓐ 3. Ⓐ

4. 2) France, C) bank
3) any bankers
4) businessman, B) an introduction

5. [1]A student told her professor [2]he lived in France as a teenager [3]banking jobs [4]a commerce major [5]she could find a job [6]arrange

W: Hi. Can... can I come in?

M: Most certainly! Come on in... I wasn't expecting anyone this early... Just a minute, and I'll clear my sofa so you can sit down... Okay, there we are. Please have a seat.

W: Thank you.

M: Can I get you anything?

W: No, I'm quite okay.

M: Now forgive me. I recognize your face, and I know you're in my Psych 420 class, but I don't remember your name.

W: I'm Michelle.

M: Yes! I'm sorry, Michelle.

W: It's no problem.

M: So, how are your classes going?

W: Everything is fine. I just thought I'd let you know that I'm looking for a job in France.

M: France! That's wonderful! I spent two years there when I was in high school.

W: Yes, you've said that a few times in class, so that's why I am mentioning it to you.

M: Can you speak French?

W: Oh, yeah! In fact, I've already been to France. I loved it. I fell in love with every element of French society.

M: What kind of job are you looking for?

W: Well, I'm mostly interested in working at a bank.

M: A bank. Wow! Are you sure you want to do that? Banking is a very complicated business, especially in Europe. The last time I was there, I met a few people who really complained about the complexities of it all. Have you studied banking?

W: Yes. In fact, psychology is not my major. My major is commerce. Prior to this semester, I hadn't taken any banking courses, but right now I'm taking a course in European banking.

M: Well, that's good. I'm sorry, but I don't really know anyone in the industry. If I did, I'd hook you up with them. Most of the people I know in Europe are in the social sciences.

W: Oh, I understand. But I'm wondering... I've never lived in France. Well, not really. I was in Paris for six weeks, but I stayed in a dormitory. I'm thinking of maybe moving there and then looking for a job. Do you have any suggestions as to where I could stay? And I'm also wondering if you have any advice on getting a banking job there.

M: Well, those are very good questions. But, unfortunately, I haven't lived in France for twenty-five years. When I lived there, I was still a teen and didn't have to worry about finding a place... Oh, hold on! I have an idea. I have a friend. I actually met him when I lived there, and his major was the same as yours, and now he's a businessman. He still has family living in France, and he spends most of his time there. His daughter is your age, and she's living there. He also does a lot of business there. I think he would be glad to help you out. And I'm sure if you talk to him, he can give you some good ideas and hook you up with some people. Maybe you can meet his daughter.

W: Oh, sure that would be great.

M: Here's his business card. His name is Frank.

W: Thanks.

M: But you don't have to call him. I'll talk to him, and then the next time we meet, I'll let you know the best way for you to contact him.

W: Okay, I'll talk to you about it next week.

W: 안녕하세요. 저기, 좀 들어가도 될까요?

M: 물론이죠. 들어와요. 이렇게 이른 시각에 누가 찾아오리라고 생각도 못 했네요. 잠시만 기다려 주세요. 앉을 자리를 만들기 위해 소파를 좀 치워야겠네요. 됐어요. 앉아요.

W: 감사합니다.

M: 뭐 마실 거라도?

W: 아니요. 괜찮아요.

M: 이런 미안하게 됐군요. 이제야 알아보겠네요. 심리학 420 수업을 듣는 학생이죠?

W: 미셸이라고 해요.

M: 그렇군요. 미안해요, 미셸 양.

W: 괜찮습니다.

M: 수업은 어때요?

W: 다 괜찮아요. 프랑스에서 일자리를 찾고 있다는 말씀을 드리고 싶어서요.

M: 프랑스라고요? 멋진 질요. 저도 고등학교 다닐 때 프랑스에서 2년을 보냈죠.

W: 수업 중에 몇 번 말씀하신 적이 있어요. 그래서 이 말씀을 교수님께 드리려고요.

M: 불어는 할 줄 안아요?

W: 그럼요! 프랑스에 가본 적이 있어요. 프랑스가 너무 맘에 들었어요. 프랑스의 모든 것이 마음에 쏙 들었죠.

M: 어떤 종류의 일을 찾고 있죠?

W: 제일 관심 있는 분야는 금융 쪽이에요.

M: 금융이라고요. 왜 금융 분야 일을 하고 싶은 거 확실해요? 금융 쪽 일은 대단히 복잡한데다 특히나 유럽은 더 하죠. 지난 번 프랑스에 갔을 때 몇 사람을 만났는데 금융업의 복잡성에 대해 불평을 쏟아내더군요. 금융 공부는 해 본 적이 있나요?

W: 예. 사실 심리학은 제 전공이 아니에요. 제 전공은 무역이에요. 이 학기 전에는 금융 수업을 안 들었는데 지금 현재 유럽 금융 수업을 듣고 있어요.

M: 잘 됐네요. 미안하지만 금융 쪽은 아는 사람이 거의 없어요. 언다면 소개를 시켜줄 텐데 말이에요. 내가 아는 대부분의 유럽인들은 사회 과학을 하는 사람들이에요.

W: 예. 알겠습니다. 그런데 프랑스에서 살아본 적이 없어서 그런데요. 잠깐 있기는 했지만요. 파리에 6주간 있었지만 기숙사에 있었거든요. 프랑스로 이사를 가서 일자리를 찾아볼까 생각 중이에요. 어디에서 머무르는 게 좋을지 혹시 추천할 만한 데가 있으신가요? 그쪽에서 금융 일을 하는데 있어 충고할 만한 게 없으신가 해서요.

M: 좋은 질문들이에요. 그런데 안타깝게도 25년간이나 프랑스를 떠나 있었어요. 내가 거기에 살았을 때도 나는 10대여서 집을 구할 걱정을 하지도 않았고요. 아, 잠깐만요! 좋은 수가 있어요. 친구가 한 명 있는데 거기에 산 때 만난 친구죠. 전공도 학생이랑 같고 지금은 사업을 하죠. 그는 가족이 아직도 프랑스에서 살고 있고 대부분의 시간을 거기에서 보내요. 딸이 학생 나이 정도 되고 거기에서 살아요. 그 친구는 그쪽에서 사업도 많이 하고 있으니 내 생각에 학생에게 도움을 줄 수 있을 것 같네요. 그 친구에게 얘길 하면 좋은 충고도 해 주고 사람들도 소개시켜 줄 거예요. 어쩌면 그 친구 딸도 만날 수 있을 거예요.

W: 그렇게 된다면 정말 좋겠네요.

M: 여기에 명함이 있네요. 이름이 프랭크예요.

W: 감사합니다.

M: 하지만 전화를 걸 필요는 없어요. 내가 전화를 해서 다음 번 만날 때 그 친구에게 연락할 제일 좋은 방법을 알려주도록 할게요.

W: 예. 다음 주에 뵙겠습니다.

D 1. Ⓓ 2. Ⓒ 3. Ⓑ

4. 1) ID card
   2) purse
   3) an urgent file
   4) driver's license, passport
   5) her friend

5. [1]retrieve an important file [2]The student told him [3]her driver's license [4]in her purse [5]the dormitory [6]Eventually [7]another person

M: Excuse me, Miss. I can't let you in. This is a high security building, and nobody is allowed in without an ID card.

W: I know, but I lost my purse, and I have no idea where it is. My ID card was in my purse.

M: I'm sorry. There's nothing I can do about...

W: But I traveled a long way to get here, and I really need to go in.

M: I'm sorry. I can't let you in without your ID card.

W: I know. I know, but I lost my purse, and my ID card was in my purse, and I traveled a long way to get here. Look! I really need to retrieve an important file inside the building, and I'm in a big hurry. This is very urgent! I have to attend a real important meeting.

M: Sorry. I just can't let you in.

W: Look! Don't you recognize me? I've already been in here many times.

M: Yes, but I have strict orders not to let anybody in without proper identification!

W: Please!

M: Sorry. I can't do that.

W: Well, what is proper identification?

M: If you don't have your ID, you at least need to show me your driver's license. Then I could let you go into the main foyer and arrange for you to make a temporary ID card... until you get a new one.

W: Oh, come on! I can't do that! My ID card is in my stupid purse, and I have no idea where it is. Maybe someone stole it.

M: Well, then, get your passport!

W: I can't!

M: Why not?

W: Because my passport is in the dormitory!

M: Well, then just go to the dormitory, and get your passport!

W: I can't. I can't get into the dormitory without my ID card!

M: Then I can't help you.

W: Oh, please don't say that! You have to help me!

M: There's nothing I can do. I know you. I've seen you here many times, but I'm simply not allowed to let

you in without proper identification.

W: Okay, wait! I have an idea. I just remembered something. Can I just give you my ID number?

M: Hmm... I don't know.

W: Look! My friend will be picking me up in a minute. How about you let her in with her ID card and let me go in with her. I'll give you my ID number. Is that okay?

M: Where's your friend. I don't see her?

W: She's going to pick me up. She'll be here in a minute.

M: Okay. Uh, if she has proper identification, I'll let you do that.

W: Oh, thank you! I really appreciate this.

M: 실례합니다만 학생, 들어가실 수 없어요. 여기는 보안 건물이라 학생증이 없이는 들어갈 수 없어요.

W: 알아요. 하지만 지갑을 잃어버렸는데 어디 있는지를 모르겠어요. 학생증도 지갑 안에 있어요.

M: 죄송합니다만 어떻게 해 드릴 수 있는 게 없네요.

W: 멀리서 왔는데 꼭 안으로 들어가야 해요.

M: 죄송합니다만 학생증 없이는 입장이 불가능합니다.

W: 알아요. 안다고요. 하지만 지갑을 잃어버렸고 학생증은 지갑 안에 있어요. 게다가 먼 길을 왔다고요. 이봐요! 건물 안에서 중요한 파일을 받아야 하는데 너무 급해요. 긴급 상황이라고요! 정말 중요한 회의에 참석해야 해요.

M: 하지만 입장이 불가능합니다.

W: 이봐요! 지 모르시겠어요? 여기에 여러 번 왔었어요.

M: 알겠습니다만 규정상 정확한 신분 확인이 안 된 상태에서는 어느 누구도 입장시킬 수 없습니다.

W: 제발 부탁이에요.

M: 죄송합니다만 안 됩니다.

W: 그러면 정확한 신분 확인이라는 게 뭐죠?

M: 학생증이 없으면 적어도 운전면허증이 있어야 해요. 그러면 메인 로비로 가서 임시 학생증을 발급해 드리도록 할 수는 있어요.

W: 이봐요! 그럴 수가 없어요. 내 학생증은 그 망할 놈의 지갑 안에 있고 지갑이 어디 있는지는 모르겠다고요. 누군가가 훔쳐갔다구요.

M: 그렇다면 여권을 가져오세요.

W: 그럴 수가 없어요.

M: 왜죠?

W: 여권은 기숙사에 있으니까요.

M: 그럼 기숙사로 가서 여권을 가져오세요.

W: 그럴 수가 없어요. 학생증이 없어서 기숙사에도 들어갈 수가 없어요.

M: 그렇다면 도와 드릴 수 있는 방법이 없네요.

W: 제발 그런 말은 하지 마세요. 꼭 도와 주셔야 해요.

M: 제가 할 수 있는 게 없네요. 얼굴은 알겠어요. 여기서 몇 번 뵌 기억이 나네요. 하지만 정확한 신분 확인이 없이는 입장이 불가능한 게 규정이에요.

W: 잠깐만요! 좋은 수가 있어요. 뭔가 생각이 났어요. 학생증 번호를 알려 드리면 되지 않나요?

M: 흠… 글쎄요.

W: 제발요! 제 친구가 좀 있다 저를 데리러 올 건데. 그 친구 학생증으로 들어갈 때 저도 같이 들어가면 안 되나요? 제 학생증 번호를 알려 드릴게요. 괜찮겠죠?

M: 어디에 있나요? 안 보이는데요.

W: 데리러 올 거예요. 조금만 있으면요.

M: 좋아요. 그 친구가 정확한 신분 확인이 되면 그렇게 해 드리죠.

W: 아. 감사합니다. 정말 감사합니다.

Practice with Lectures

A 1. D 2. C 3. D

4. 1) poem, B) rainbows
   2) A) satire, B) Romanticism
   3) A) Back-to-nature

5. [1]romanticist [2]it describes nature [3]emotional [4]contradicted [5]truth and reason [6]adulthood

M: All right... Uh, what I'm displaying now, uh, on the screen is, uh, as you can see, yet another poem. Please follow along as I read it to you:

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old;
Or let me die!
A child is father of the Man!
I could wish my days to be
Bound each to each by natural piety.

W1: Wow! That's a beautiful poem.

W2: Wonderful!

M: What's it about?

W1: It's about rainbows... how much he loves rainbows and how his love for rainbows and nature transcends time.

M: Okay. Now tell me... who wrote it?

W2: Well, it doesn't sound like Dryden or Pope.

M: Really?

W2: Yes, the first three poems we discussed were satires, but this one is something different. It's more about feelings and nature. It's more emotional.

M: Good observation. That's because it was written by William Wordsworth. Prior to Wordsworth, the major poets were busy writing, uh, satirical verses. But this poem is different than the other ones we just looked at because by the time Wordsworth came along at the end of the 18th century, poetry in England had entered a new phase and, uh, a new genre: romanticism.

W1: But what exactly is romanticism?

M: It was a back-to-nature movement. Poets such as Wordsworth described nature as a healing and spiritual force and they wrote very vividly about it. Their themes included walking along the sea, rowing across a lake, ascending a mountain, and admiring a rainbow.

W2: What's the name of that poem?

M: Should I tell you, or can you guess?

W2: Beautiful rainbows?

M: Not quite. But you're close! It's merely called *Rainbow*.

W2: Oh, very simple.

M: The romanticists typically wrote about the joy they derived from nature and its beauty. A perfect example is *Rainbow*.

W1: I like it.

M: And why is that?

W1: Because I love nature. And a rainbow is one of those things that everyone admires and gets excited about. It's pure. It's a symbol of sunshine and hope. And Wordsworth's attitude seems down to Earth. Did he write many poems?

M: Sure. In fact, I encourage you to read some. You should read *On the Banks of a Rocky Stream* and *To the Cuckoo*, and in a moment, we'll look at *To a Butterfly*. All of these poems typify the genre. They stress emotion, aesthetic experience, and the awe of nature. Prior to the romanticists, the emphasis was more on truth and reason. The romanticists became tired of that. So they, uh, they dismissed reason and embraced beauty, describing how it made them feel more peaceful. Wordsworth *himself* lived in a lake area where he spent most of his adulthood enjoying nature. His love for nature undoubtedly influenced his writing style.

M: 좋아요. 이제 화면에 보여줄 것은 여러분도 아시겠지만 또 한 편의 시예요. 제가 낭송하는 것을 들어보세요.

하늘의 무지개를 바라보면
내 마음은 뛰노나니
나 어리시 그러하였고,
어른 된 지금도 그러하거늘,
나 늙어서도 그러할지어다.
아니면 나의 목숨 거둬 가소서!
어린이는 어른의 아버지
원하노니 내 생애의 하루하루가
경건한 마음으로 이어지기를.

W1: 와! 아름다운 시네요.

W2: 멋지요.

M: 무엇에 관한 시죠?

W1: 무지개에 관한 시요… 얼마나 무지개를 사랑하는지 무지개와 자연에 대한 그의 사랑이 어떻게 시간을 초월하는지에 대한 시요.

M: 좋아요. 이 시를 쓴 사람이 누구죠?

W2: 드라이든이나 포프는 아닌 것 같은데요.

M: 그래요?

W2: 우리가 처음 공부한 시는 풍자시였는데 이 시는 약간 달라요. 이 시는 느낌과 자연에 관한 것이잖아요. 보다 감성적이에요.

M: 잘 지적했어요. 그건 윌리엄 워즈워스가 썼기 때문이에요. 워즈워스 전에 주요 시인들은 주로 풍자시를 썼어요. 하지만 이 시는 앞서 살펴본 시들과는 다르죠. 왜냐하면 18세기 말 워즈워스가 등장했을 때는 영국에서의 시가 새로운 단계 즉 낭만주의라는 새로운 장르로 들어갔기 때문이에요.

W1: 정확히 낭만주의란 게 뭐죠?

M: 자연으로 돌아가자는 운동이에요. 워즈워스 같은 시인들은 자연을 치유력이 있는 정신적인 힘으로 보았고 자연에 대해 매우 생동감 있게 썼어요. 이 시인들은 바닷가의 산책, 호수에서의 노젓기, 산 오르기, 무지개에 대한 감탄 등에 대해 썼어요.

W2: 이 시 제목이 뭐죠?

M: 말해 줄까요? 아니면 맞춰 볼래요?

W2: 아름다운 무지개요?

M: 정답은 아니에요. 그런데 거의 맞췄어요. 제목은 그냥 "무지개"예요.

W2: 정말 단순하네요.

M: 낭만주의 시인들은 자연과 자연의 아름다움에서 느끼는 환희에 대해 썼어요. 완벽한 예가 "무지개"죠.

W1: 맘에 들어요.

M: 어떤 점이 마음에 들어요?

W1: 전 자연을 좋아하거든요. 무지개는 모든 사람들이 감탄해 하고 좋아하는 것 중의 하나잖아요. 무지개는 순수해요. 햇빛과 희망의 상징이잖아요. 게다가 워즈워스의 태도가 현실적이에요. 워즈워스는 많은 시를 썼나요?

M: 물론이에요. 사실 및 편을 읽어보라고 권하고 싶네요. "바위투성이 강둑에서"와 "뻐꾸기에 부쳐"도 읽어봐야 하고 좀 있다가 "나비에게"도 살펴볼 거예요. 이 모든 시들이 낭만주의 시의 전형이라고 할 수 있어요. 감정, 심미적 경험, 자연에 대한 경외감 등이 잘 나타나 있어요. 낭만주의 시인 전에는 진리와 이성이 중시되었죠. 낭만주의 시인들은 거기에 싫증을 느꼈어요. 그래서 그들은 이성을 배제하고 아름다움을 택해 아름다움으로 인해 그들이 어떻게 보다 평화롭게 느끼는지를 묘사했죠. 워즈워스는 직접 호수가 있는 지역에 살면서 자연을 벗 삼아 성인기의 대부분을 보냈어요. 자연에 대한 그의 사랑이 작품 스타일에 영향을 미쳤다는 것은 의심의 여지가 없어요.

B 1. Ⓒ 2. Ⓑ 3. Ⓑ

4. 1) Nile, Amazon, B) Encourages
   2) A) a rain forest, B) diversity, C) ecosystem
   3) B) over six-feet
   4) vegetation
5. [1]the second longest river [2]tropical rain forest [3]surrounded [4]immense vegetation [5]creatures [6]canopy [7]undiscovered species

You probably learned in middle school that the Nile River is the longest river in the world and it's the cradle of civilization. But, more impressive, is the Amazon River, the second longest river in the world. As you know, I have spent a lot of time working along both of these rivers, doing research, filming, and sometimes just relaxing. If you ever get a chance to visit one of these rivers, go for it. However, if you have to choose between visiting the Amazon or visiting the Nile, then you should definitely visit the Amazon. In my opinion, it's way more interesting than the Nile! In fact, it's the most interesting place I've been to, and I've been everywhere, including all seven continents. In my opinion, it's more interesting than regular tourist destinations such as the Swiss Alps and the Himalayas.

The main reason why I think it's so interesting is that the Amazon delta is the largest tropical rain forest in the world. And where there's a rain forest, there's life. Plenty of it! The Nile flows mostly through dry desert, where there's little wildlife or plant life. Meanwhile, there's more life in the Amazon than in any other place in the world. For example, there are 500 species of mammals, one third of the world's bird population, hundreds of reptiles, 175 different kinds of lizards, up to 300 million types of insects, and immense vegetation. The trees are so dense that they form a canopy. The basin contains the Earth's richest and most varied ecosystem. It will startle your senses... your sight, your hearing, and your sense of smell.

Let me briefly describe for you some of the impressive creatures you'll see on the video next week. The first is the jaguar. It is the largest and most powerful cat in the western hemisphere. It measures up to six feet in length and weighs up to 350 pounds. Their powerful jaws can crush a turtle shell. I heard three of them roar one night as I was paddling in a stream a few hundred meters away. The sound was electrifying, though chilling. As you'll learn, they prefer to do their hunting at night, near the river and its streams. In the river, there are giant otters over six feet long, twenty species of piranha, and 300-pound dolphins. And not far away is the world's largest snake, the anaconda.

As I alluded to a moment ago, the Amazon basin is thick with vegetation, including a very dense forest of tall trees. By far the most amazing thing in the basin is the treetop world. The canopy, as scientists call it, is nine times bigger than Texas and home to millions of undiscovered species. It consists of trees, shrubs, vines, and other plants and covers much of the forest. 80% of the forest's food is found in the canopy. Most of the plants and animals live on the trees' branches. Many of the trees are 150 feet tall, with canopies exceeding 80 feet. The trees have narrow trunks and, therefore, can be described as top-heavy. Some scientists believe this canopy alone may contain half of the world's species!

Among these species is the harpy eagle, which has a six or seven-foot wingspan and is perhaps the most powerful bird in the world. It's big enough to carry a full-grown monkey and then eat it. There is the Macaw parrot, considered by many to be the largest and most beautiful of its species. The video will illustrate what I'm talking about.

여러분들은 아마도 중학교 때 나일강은 세계에서 가장 긴 강이며 문명의 발상지라는 것을 배웠을 것입니다. 하지만 나일강보다 더 인상적인 것은 세계에서 두 번째로 큰 강인 아마존강이에요. 여러분도 아시는 것처럼 저는 조사나 영화제작을 하면서 또는 휴식을 취하기도 하면서 두 강 근처에서 일하면서 많은 시간을 보냈습니다. 만약에 두 강 중 어느 한 강에 갈 기회가 된다면 꼭 가 보세요. 하지만 아마존강과 나일강 중에서 한 강을 선택해야 한다면 아마존강을 가봐야 해요. 제 생각에는 아마존강이 나일강보다 훨씬 흥미롭거든요. 사실 아마존강은 제가 가본 곳 가운데 가장 흥미로운 곳이에요. 전 7대륙을 포함해 안 가본 곳이 없어요. 개인적인 의견으로는 스위스의 알프스나 히말라야산맥과 같은 사람들이 즐겨 찾는 관광지보다도 흥미로운 곳이에요.

제가 아마존강이 그렇게 흥미로운 곳이라고 생각하는 이유는 아마존 삼각지가 세계에서 가장 큰 열대 우림이기 때문이에요. 열대 우림이 있는 곳에는 생명체가 살고 있어요. 그것도 아주 많이요! 나일강은 대부분 야생생물이나 식물이 거의 없는 건조한 사막 지대를 관통해요. 반면에 아마존에는 세계 어느 곳보다 많은 생명체가 살고 있어요. 예를 들어 500종의 포유류, 전 세계 조류 종의 3분의 1, 수백 종의 파충류, 175종의 도마뱀, 최고 3억 종의 곤충, 그리고 엄청난 수목이 분포하죠. 나무는 너무 울창해서 나무지붕을 이루고 있어요. 아마존 분지에는 지구의 가장 풍요롭고 다양한 생태계가 있어요. 여러분의 시각과 청각, 후각 등 감각을 깜짝 놀라게 만들 거예요.

다음 주 비디오에서 보게 될 놀라운 생물의 일부에 대한 얘기를 잠깐 해 주도록 하겠어요. 첫 번째는 재규어예요. 재규어는 서반구에서 가장 크고 힘센 고양이과 동물이에요. 길이는 최고 1.8미터, 체중은 160kg 정도 나갑니다. 강력한 이빨로는 거북이의 등껍질도 깨부술 수가 있어요. 어느 날 밤 강에서 노를 젓다가 수백 미터 떨어진 곳에서 재규어 세 마리가 울부짖는 것을 들은 적이 있어요. 서늘한 느낌과 함께 감동적인 느낌이 들었어요. 여러분도 알게 되겠지만 재규어는 야간 시간대에 강이나 개울 근처에서 사냥하기를 더 좋아해요. 강에는 1.8미터가 넘는 대형 수달, 20종의 피라니아, 135kg이 나가는 돌고래 등이 있어요. 세계에서 가장 큰 뱀인 아나콘다도 가까이 있죠.

조금 전에 언급한 것처럼 아마존 분지는 키 큰 나무가 빽빽이 들어찬 숲을 포함해 초목이 울창합니다. 아마존 분지에서 가장 놀라운 것은 나무 꼭대기 층이에요. 과학자들은 이곳을 수관 층이라고 하는데 수관 층은 텍사스의 9배나 되며 수백 만 종의 미발견 생명체의 보금자리가 됩니다. 수관 층은 수목, 관목, 넝쿨, 다른 식물들로 구성되며 열대 우림의 상당 부분을 덮고 있어요. 열대 우림에 있는 먹이의 80%는 수관 층에 있어요. 대부분의

식물과 동물들은 나뭇가지에 살고 있어요. 많은 나무들이 45미터나 되며 수관 층의 높이는 2.4미터가 넘어요. 나무들은 줄기가 가늘어서 윗부분이 무거워요. 과학자들은 수관 층에만 세계 생물 종의 절반이 있다고 믿고 있어요.

이 숲 가운데는 날개폭이 1.8-2.1미터나 되며 아마 지구상에 존재하는 조류 가운데 가장 강력한 조류인 하피수리가 있어요. 이 새는 하도 커서 다 자란 원숭이를 낚아채어 잡아먹기도 해요. 또한 많은 사람들이 앵무새 가운데 가장 크고 아름답다고 생각하는 마코앵무도 있어요. 비디오를 보면 제 말이 이해가 될 거예요.

C 1. (D) 2. (B) 3. (C)

4. 1) Native American culture
   2) powwows, B) singing, dancing, C) dances,
   D) half a day, one week, E) formal
5. [1]mainstream culture [2]Canadians [3]indigenous [4]the owl dance [5]drum music [6]organized by committees

M: I'm surprised by how little my students know about native culture. Although it's the oldest culture in North America, most people know very little about it.

W1: Well, isn't that because the native culture that existed prior to 1900, the type you see in the movies, has disappeared? Didn't these people give up their old ways and become totally assimilated into mainstream culture?

M: No, not at all! That's a popular misconception.

W2: Well, I once visited a native community, and it looked the same as any other community. The housing, schools, and buildings were the same. And the people were dressed the same.

M: You're not looking close enough.

W2: What do you mean?

M: They've retained a lot of their old culture.

W1: Well, they don't have long hair, and they don't wear deerskins anymore. They don't use bows and arrows... And they don't have powwows anymore.

M: You're half correct and half wrong. They don't use bows and arrows, and they don't wear deerskins, but many of them still have long hair, and they still have powwows.

W1: They do?

M: Sure!

W2: What exactly is a powwow?

M: A very good question, and I'm glad you asked it. Take a look at these photos. I'm going to pass a few photos out. You guys just pass them around. These are photos from a powwow. Basically, a powwow is a gathering of Native Americans or native Canadians, usually from the same tribe. Some of them are only for community leaders while others are for a variety of participants. These photos are from one of the bigger powwows. In many of the photos, you can see native people having a good time. These are often major socializing events with singing and traditional dancing, and in one photo, you can see a man playing a drum. Often the powwows have booths where you can buy food, supplies, arts, and crafts. Some of the food is indigenous.

W1: Do they still do the rain dance like you've seen them in some Westerns?

M: No, not a rain dance. But there are many others, such as the round dance, the crow hop, the gourd dance, the owl dance, and the snake and buffalo dance. In the snake and buffalo dance, the dancers imitate the motions of a snake and then later, the movements of a herd of buffalo. Most of these dances, such as the horse stealing song, are played with drum music. There are also various dance competitions where dancers are dressed in traditional attire, similar to what you see in the photos. Most of these dances originate from the glory days of the plains Indians in Canada and the U.S., when people lived at one with nature. It also explains the theme behind most of these songs.

W2: How long do they last?

M: Powwows vary in duration, from half a day to a week.

W2: How big are these events?

M: Again, the total varies, but it's possible that you could have up to a thousand people in attendance. Some of these are very formal events, organized by committees a year in advance and have sponsors, promoters, masters of ceremonies, arena directors, judges and so on... Have I answered your question?

W2: Yes, thank you. In fact, I want to learn more about native food. I didn't know they had special food.

M: Oh, that's good. And I'm happy you asked about powwows. They're a good example of how the native people still retain a lot of their culture, and in fact, it's a way of continuing their culture.

M: 학생들이 원주민 문화에 대해 거의 아는 게 없다는 사실에 놀랐어요. 원주민 문화는 북아메리카에서 가장 오래된 문화이지만 대부분의 사람들은 원주민 문화에 대해 거의 아는 게 없어요.

W1: 영화 속에서 보게 되는 1900년 이전에 존재했던 원주민 문화가 사라져 버렸기 때문 아닌가요? 이 사람들은 전통적인 방식을 버리고 주류 문화에 완전히 동화되어 버리지 않았나요?

M: 전혀 그렇지 않아요. 혼혈을 가지고 있는 오해죠.

W2: 한번은 원주민 마을을 방문한 적이 있었는데 다른 어느 사회와 다를 게 없었어요. 주택, 학교, 건물도 똑 같았어요. 사람들도 똑 같은 차림을 했더라고요.

M: 자세히 보지 않았을 거예요.

W2: 무슨 말씀이신가요?

M: 원주민들은 전통 문화의 상당 부분을 보존하고 있어요.

W1: 머리도 길지 않았고 사슴가죽으로 된 옷을 입고 있지도 않았어요. 활과 화살을 사용하지도 않았어요. 요즘에는 주술 의식도 안 하구요.

M: 반은 맞고 반은 틀렸어요. 활과 화살을 사용하지도 않고 사슴가죽으로 옷을 만들어 입지도 않지만 아직도 긴 머리를 하고 있고 주술 의식을 행해요.

W1: 그래요?

M: 물론이죠!

W2: 정확하게 주술 의식이란 게 뭔가요?

M: 좋은 질문이에요. 그 질문을 해 줘서 기쁘네요. 이 사진들을 보세요. 지금 사진을 돌릴 거예요. 사진을 전달하세요. 이 사진들은 주술 의식을 찍은 사진이에요. 기본적으로 주술 의식은 일반적으로 같은 종족의 미국 원주민들이나 캐나다 원주민들이 모이는 것을 말합니다. 지역 지도자만의 의식도 있고 다양한 참가자가 있는 의식도 있어요. 이 사진들은 비교적 규모가 큰 의식 때 찍은 사진들이에요. 많은 사진들에서 원주민들이 즐기고 있는 모습을 볼 수 있을 거예요. 의식은 노래와 전통 춤이 있는 중요한 사교적 행사로 한 사진을 보면 어떤 사람이 북을 치고 있는 게 보일 거예요. 때로는 의식에 음식물, 필수품, 공예품 등을 살 수 있는 부스가 있기도 해요. 음식물의 일부는 향토음식이에요.

W1: 몇몇 서부영화에서 본 것처럼 아직도 기우춤을 추나요?

M: 아니요, 기우춤을 추지는 않습니다. 하지만 원형 춤이나, 호리병춤, 부엉이춤, 뱀과 물소춤 등과 같은 다른 춤들은 있어요. 뱀과 물소춤에서는 춤을 추는 사람들이 뱀 동작을 흉내 내다가 시간이 흐르면서 물소 무리의 동작을 흉내 냅니다. 말씀드린 노래와 같이 이러한 춤의 대부분은 북 음악과 함께 연주됩니다. 지금 사진에 보이는 것과 비슷한 전통 의상을 입은 무용수들이 여러 가지 경쟁 춤을 추기도 합니다. 이 춤은 대부분 평원인디언들의 영광의 시대에 미국과 캐나다에서 생겨났는데 이때에는 사람들이 자연과 조화를 이루고 살았어요. 또한 춤은 이러한 노래 대부분의 주제를 설명하는 기능을 합니다.

W2: 의식은 얼마나 오래 계속 되죠?

M: 의식은 반나절에서 일주일까지 길이가 다양합니다.

W2: 이러한 행사의 규모는 어느 정도인가요?

M: 규모 역시 다양한데 때로는 천 명 정도가 참여하기도 합니다. 일부 의식은 매년 위원회에서 조직을 하고 후원자, 발기인, 진행자, 무대 감독, 판사 등이 있는 아주 공식적인 의식이기도 합니다. 제 설명이 대답이 되었나요?

W2: 예, 감사합니다. 그런데 원주민 음식에 대해 더 알고 싶어요. 그들만의 특별한 음식이 있는지를 몰랐거든요.

M: 잘 됐네요. 의식에 관한 질문을 해서 기뻤어요. 의식은 원주민들이 그들의 문화를 잘 간직하고 있는 좋은 예이고 사실 그들의 문화를 지속시키는 방법이기도 합니다.

D 1. (D) 2. (D) 3. (C)

4. 1) chestnut tree, A) eastern U.S., southern Canada, B) beech, oak
   2) 1940s
   4) A) hybrid trees, B) disease-resistant
5. [1]Some of these trees [2]a wonderful supply [3]swept across [4]American chestnut trees [5]a breeding program [6]The process is repeated [7]fully resistant

Until about 100 years ago, the American chestnut tree was an important tree spread throughout the forests of the eastern United States and in southern Canada. It was a majestic hardwood, belonging to the beech and oak tree family. Some of these trees reached up to 150 feet tall and were three meters in diameter. They were a valuable source of timber. Also, they were a wonderful supply of nuts, which fell to the ground in the fall, providing plenty of food for deer, bears, and other animals. At one time, these trees numbered in the hundreds of millions.

But, by the 1940s, these trees were virtually extinct! This was the result of a disease that had accidentally been imported to North America between 1900 and 1908. After that, it quickly spread through the forests, wiping out the American chestnut trees... By the way, when people sell roasted chestnuts in the United States, those chestnuts are not from the U.S.. They're imported.

Anyway, getting back to the disease... It is called the chestnut blight, a fungal disease that affects the bark of the chestnut trees. Sometimes it's called chestnut bark disease. Normally, the fungus will enter a wound in the tree and then get under the bark and grow. Gradually, it goes around the trunk, branch, or twig and kills the cambium. Now, cambium is the tissue that divides the bark from the wood. It also forms those rings you're all familiar with. I mean the annual rings that go around the tree's wood, making it possible for you determine the age of the tree. The fungal infection causes the tree trunk to split. Once the cambium is cut, the tree will die. However, the tree's root system is quite resistant to the blight. Sprouts will develop at the base of the tree, and, therefore, several small American chestnut trees still exist. But they are only shoots from existing bases. That's because before they can reproduce, the disease will eventually attack and infect the tree again. It dies, and then the process starts again. Are there any questions?

No questions? Okay then, I'll continue. Although the American chestnut tree is all but extinct, it's not totally

extinct. Efforts are now being made not only to thwart its extinction but also to revive the tree. One is a breeding plan conducted by the American Chestnut Foundation. It is known that Japanese trees and some Chinese trees are resistant to the fungus. Even when they're infected, they rarely die. This is because they have two genes that are resistant to chestnut blight. The foundation made simple hybrids of susceptible American trees with Asian trees. The results showed that the hybrids carried at least two genes resistant to chestnut blight. Then they started back-crossing, where the partially resistant hybrid trees were then crossed with the susceptible American trees. One fourth of the progeny inherited both of the resistant genes and was therefore resistant. These are then crossed with the American trees. This back-crossing process will be repeated over and over so that the percentage of American genes in the hybrids increases and insures passage of the resistance genes. Eventually, a final cross will be made between a pair of trees carrying two resistant genes. One out of sixteen of these trees will have four resistance genes, making them fully resistant to the blight fungus. In short, the foundation is breeding the trees for resistance to blight. Its goal is to reintroduce, within the next few decades the blight-resistant American chestnut tree to the forests of eastern North America.

약 100년 전까지 미국 밤나무는 미국의 동부와 캐나다 남부의 삼림지대 전역에 분포하는 중요한 수목이었어요. 이 나무는 너도밤나무와 참나무과에 속하는 웅장한 경목이었어요. 이 나무 가운데는 높이가 최고 45미터에 이르고 지름이 3미터나 되는 것도 있었어요. 이 나무는 아주 중요한 목재가 되었어요. 뿐만 아니라 가을이 되면 많은 양의 밤이 땅에 떨어져 사슴이며 곰, 다른 동물들에게 풍부한 먹이를 제공해 주었어요. 한 때는 이 나무가 수 억 그루에 이르기도 했어요.

하지만 1940년경 이 나무는 사실상 멸종 되었어요! 이것은 1900년과 1908년 사이에 북아메리카에 우연히 들어온 질병 때문이었죠. 그 후 이 질병은 숲 전역에 급속도로 퍼지면서 미국 밤나무를 멸종시켰죠. 그런데 미국에서 파는 밤은 미국산이 아니에요. 수입한 것이죠.

어쨌든 그 질병으로 다시 돌아가서… 그 질병은 밤나무줄기 마름병이라고 하는 병인데 밤나무 껍질에 영향을 미치는 균류에 의한 병이에요. 때로는 밤나무껍질병이라고도 합니다. 일반적으로 균류가 나무에 난 상처를 통해 나무 껍질 아래로 들어가 자랍니다. 서서히 줄기, 가지, 가는 가지로 옮겨가 형성층을 죽게 만듭니다. 그런데 형성층이란 수피와 목질부를 나누어주는 조직을 말합니다. 형성층은 여러분이 잘 아는 테를 만들기도 합니다. 나무의 나이를 알 수 있도록 나무의 목질부 주변에 생기는 나이테 말이에요. 균류 감염에 의해 나무줄기는 갈라집니다. 일단 형성층이 갈라지면 나무는 죽게 됩니다. 하지만 나무의 뿌리는 밤나무줄기 마름병에 상당히 내성이 있어요. 싹이 나무 아랫부분에서 자라기도 하는데 그래서 아직까지 소수의 작은 미국 밤나무들이 존재합니다. 하지만 남아있는 기부에서 싹이 자란 뿐이에요. 번식을 하기 전에 그 질병이 또 공격해와서 나무를 감염시켜 버리거든요. 나무가 죽으면 그 과정이 다시 시작되죠. 질문 있나요?

질문 없어요? 그러면, 계속 하도록 하죠. 미국 밤나무가 거의 멸종되긴 했지만 완전히 멸종되지는 않았어요. 멸종을 막으려는 시도뿐만 아니라 이 나무를 부활시키려는 노력들이 행해지고 있기 때문이죠. 한 가지 시도는 미국밤나무협회에서 하고 있는 품종개량 계획이에요. 일본 나무와 일부 중국 나무는 이 균류에 내성이 있는 것으로 알려져 있어요. 이 나무들은 감염이 되어도 잘 죽지를 않아요. 이것은 밤나무줄기 마름병에 내성이 있는 두 가지 유전자가 있기 때문이에요. 이 협회에서는 감염이 되기 쉬운 미국밤나무와 아시아 나무의 단순 교배종을 만들었어요. 그 결과 교배종은 밤나무줄기 마름병에 저항이 있는 두 가지 이상의 유전자를 갖게 되었죠. 그 결과 나온 종의 4분의 1은 두 가지 내성 유전자를 물려받았고 그 결과 내성이 생겼죠. 그런 다음 이 교배종을 미국 나무와 교배합니다. 이 역교배 과정을 계속해서 교배종의 미국 유전자의 비율이 증가시켜 내성 유전자가 유전되도록 합니다. 마침내 두 가지 내성 유전자를 가진 한 쌍의 나무 사이에서 최종 교배종을 만듭니다. 16그루의 나무 중에서 나온 한 그루의 나무는 네 개의 내성 유전자를 가지게 되어 줄기마름병 균류에 완전히 내성이 생기게 됩니다. 이 품종개량 계획의 목표는 다음 수십 년 안에 북아메리카 동부의 삼림지대에 줄기마름병에 내성을 가진 미국 밤나무가 다시 자라게 만드는 것입니다.

Integrated Listening & Speaking

A

1. The Amazon River is the second longest river in the world. It has the largest river basin in the world and is home to the largest tropical rain forest in the world. It's rich with life.
2. In the canopy (the treetops).
3. About 50 percent.

Last week, we talked about the Amazon River. I indicated to you that, although it isn't the largest river in the world, its basin is the largest one in the world, and it's also home to the world's largest tropical rain forest. Also, it's very rich with life, containing more life than any other place on Earth. The Amazon is home to 500 species of mammals, one third of the world's bird population, hundreds of reptiles, 175 different kinds of lizards, up to 300 million types of insects, and immense vegetation. The trees are so dense that their tops form a canopy. The Amazon is home to such creatures as the jaguar, the most powerful cat in the western hemisphere, 20 species of piranha, 300-pound dolphins, and the anaconda. The treetop canopy is nine times bigger than Texas and home to millions of undiscovered species. Some scientists believe this canopy alone may contain half of the world's species!

지난주에는 아마존강에 대해 공부했습니다. 아마존강이 세계에서 가장 큰 강은 아니지만 아마존 분지는 세계에서 가장 큰 분지로 세계 최대의 열대

우림 지역이라는 얘길 했습니다. 또한 아마존강은 지구상 어느 곳보다도 많은 수의 동물이 서식하고 있습니다. 아마존강에는 500종의 포유동물, 전 세계 조류의 3분의 1, 수백 종의 파충류, 175종의 도마뱀, 최고 3억 종의 곤충, 울창한 초목이 분포하고 있습니다. 수목도 대단히 울창해서 꼭대기 부분은 수관 층을 이루고 있어요. 아마존은 서반구에서 가장 힘센 고양이과 동물인 재규어, 20종의 피라냐, 135kg이나 나가는 돌고래, 아나콘다의 서식지이기도 합니다. 나무꼭대기 부분의 수관 층은 크기가 텍사스의 9배이며 미 발견된 수백 만 종의 보금자리이기도 합니다. 일부 과학자들은 이 수관층에만 세계 생물 종의 절반이 살고 있을 거라고 믿습니다.

B

1. It had a big emphasis on nature. It very vividly described the beauty of nature.
2. *Rainbow*
3. He enjoyed nature and the outdoors.

Okay, during our last class, we began to discuss a new form of poetry, romanticism. And we also read a beautiful poem, *Rainbow*, by William Wordsworth, who ushered in the romanticist movement in the late 18th century. The emphasis among these poets was on nature. The romanticists were a back-to-nature movement. Their poems were not concerned about politics, current events, or with truth and reason. They wrote about the mountains, the rivers, and the sea. They tried to capture nature's beauty and did it very vividly. Wordsworth himself really enjoyed the outdoors and spending his time in natural surroundings rather than in a big city.

좋아요. 지난 시간에는 새로운 형태의 시인 낭만주의 시에 대해서 살펴보았습니다. 그리고 18세기 낭만주의 운동을 소개했던 윌리엄 워즈워스가 쓴 아름다운 시 "무지개"도 읽어 보았습니다. 낭만주의 시인들은 자연을 강조했어요. 낭만주의는 자연으로 돌아가자는 운동이었어요. 이들의 시는 정치, 시사, 진리와 이성에는 관심이 없었어요. 그들은 산과 강, 바다에 대해 썼어요. 그들은 자연의 아름다움을 나타내려고 했고 아주 생동감 있게 표현했어요. 워즈워스는 야외를 정말로 좋아해서 대도시 대신 생을 자연 환경에서 보냈어요.

TOEFL iBT Practice Test

A 1. Ⓒ 2. Ⓑ 3. Ⓑ 4. Ⓒ 5. Ⓓ

M1: Professor Robertson!
M2: Barry, what are you doing on this bus?
M1: I'm going home.
M2: Me too. But first I have to get off at the subway station. How are you doing?
M1: I'm fine. Tomorrow, I'm going to a job interview.
M2: A job interview? What for?
M1: So I can get a job after I graduate.
M2: What kind of job?
M1: I'm looking for a teaching job.
M2: Oh, Barry, are you sure want to do that? Your writing is so good. You have too much potential. I'm sure you can get into any graduate school if you want to.
M1: I'm not sure I can afford to go to graduate school. It's too expensive.
M2: Too expensive! What are you talking about? You can get a full scholarship! It won't cost you a dime!
M1: What do you mean?
M2: Barry, Barry, Barry! I've been teaching at this university for twelve years. In those twelve years, I've only met one student that could write better than you, and now he's a bestselling author.
M1: You really think I'm that good?
M2: Sure! Why don't you enter some of your poems or essays in a competition? In about six weeks from now, there'll be a writing conference right here in town. It'll have two writing competitions... one for students and one for everyone else. And as I said before, you're one of the best I've ever seen. I think the first prize for students is a full scholarship to a top university. Second prize might be a full scholarship to a mid-level university, and the third prize is probably a partial scholarship. Furthermore, the conference will get you a lot of exposure, and it will be a great way to meet a lot of the top writers in this community and some other influential people. I think the mayor is going to be there too, so it'll be a wonderful opportunity for you.
M1: So how do I get into one of these conferences?
M2: Well, first you need a sponsor.
M1: A sponsor? How do I get a sponsor?
M2: Don't worry about that. If necessary, I'll sponsor you myself.
M1: You will?
M2: No, I won't have to. If you don't mind, I'd like to show some people your last essay. Is that okay?
M1: Sure.
M2: Okay, well, in that case, send it to me by e-mail. As soon as I start showing your essay to people, there'll quickly be a lot interest in sponsoring you.
M1: If I can afford to go to graduate school, what should I study?
M2: Anything... just so long as you to keep writing. It could be English, journalism, history, or even political science... but keep on writing! You have a gift, so make the most of it.

M1: Okay, here's your stop. I'll send you my essay just as soon as I get home.
M2: You do that. Take care.
M1: Thanks.

M1: 로버트슨 교수님!
M2: 배리, 이 버스에 어쩐 일이에요?
M1: 집에 가는 중이에요.
M2: 나도 마찬가지예요. 그런데 전철역에 먼저 내려야 해요. 잘 지내요?
M1: 예, 잘 지냅니다. 내일 면접시험이 있어요.
M2: 면접시험이요? 어떤 면접시험이요?
M1: 졸업 후에 직장을 고하려고요.
M2: 어떤 직장이요?
M1: 교사직을 알아보고 있어요.
M2: 오, 배리, 정말이에요? 글 솜씨가 좋잖아요. 잠재력이 너무 많아요. 원하기만 하면 아무 대학원이라도 갈 수 있을 거예요.
M1: 대학원은 갈 형편이 안 돼서요. 비용이 너무 많이 들잖아요.
M2: 비용이라고요! 무슨 얘기예요? 전액장학금을 받을 수 있어요. 땡전 한 푼들일 필요가 없어요.
M1: 무슨 말씀이신가요?
M2: 배리, 배리, 배리! 나는 이 대학에서 12년이나 교수 생활을 했어요. 그 12년 중에 배리 학생보다 글을 잘 쓰는 학생은 딱 한 명 봤는데 지금 그 학생은 베스트셀러 작가예요.
M1: 제가 그렇게 글쓰기에 소질이 있다고 생각하세요?
M2: 물론이죠. 학생이 쓴 시나 에세이를 출품해보지 그래요? 약 6주 후면 이 도시에서 글짓기 대회가 있어요. 두 종류의 경쟁 부문이 있는데 학생 부문과 일반 부문이죠. 전에 말했듯이 학생은 내가 이제까지 본 최고의 작가 가운데 한 명이에요. 1등상을 타면 일류 대학에 전액장학생이 될 수 있을 거예요. 2등상을 타더라도 중간 정도의 대학에는 전액장학생이 될 수 있고 3등상이면 반액장학생은 될 거예요. 게다가 대회에 참가하면 다른 사람에게 학생을 알리는 기회도 되어서 이 지역의 일류 작가들과 다른 영향력 있는 사람들도 만날 수 있는 훌륭한 기회가 될 거예요. 아마 시장도 올 거예요. 그러니 정말 좋은 기회가 될 거예요.
M1: 어떻게 그 대회에 참가하죠?
M2: 우선 후원자가 있어야 해요.
M1: 후원자요? 후원자는 어떻게 구하죠?
M2: 그 점은 걱정하지 말아요. 필요하면 내가 해줄 테니까요.
M1: 교수님이요?
M2: 아뇨. 제가 직접 후원하지는 않을 거예요. 괜찮다면 학생이 지난번에 쓴 에세이를 몇 사람에게 보여줄게요. 괜찮은가요?
M1: 물론이죠.
M2: 좋아요. 그렇다면 에세이를 이메일로 보내줘요. 에세이를 사람들에게 보여주면 곧바로 후원하겠다는 사람이 생길 거예요.
M1: 만약 대학원에 가게 되면 무슨 공부를 하죠?
M2: 어떤 것이라도 괜찮아요. 글쓰기를 계속하는 한은요. 영어, 신문방송, 역사, 심지어 정치학이라도 상관은 없지만 글쓰기는 포기하지 마세요. 학생은 재능이 있으니 최대한 이용하세요.
M1: 잘 알겠습니다. 교수님 내리실 정거장이네요. 집에 도착하는 대로 에세이를 보내도록 하겠습니다.
M2: 그러세요. 잘 가요.
M1: 감사합니다.

B 1. Ⓒ 2. Ⓑ 3. Ⓑ 4. Ⓐ 5. Ⓐ 6. Ⓑ, Ⓓ

During the 1930s, America was in the middle of the Great Depression. If one of us were to take a time machine back to the United Sates of the 1930s, it would have looked like a third world nation compared to what it is today. Despite the harshness of the era, it was also a time of gigantic architectural and engineering accomplishments. The Empire State Building, the Hoover Dam, and the Golden Gate Bridge were all erected during this period. These achievements were impressive, even by today's standards. We don't have much time left today, so I'll begin by talking about one of these, the Hoover Dam, and then next week we can discuss some of the other architectural accomplishments of the 1930s.

What I'm showing you on the screen now is a series of photos of the Hoover Dam. Some were taken before the dam was completed and then some others after its completion... The creators of the Hoover Dam wanted to build a modern façade, and they wanted to make the whole thing aesthetically pleasing. The dam's original design was very functional, but it was unbalanced with massive eagles. It had been designed by engineers, and, therefore, it wasn't modern or good-looking. To acquire a more modern and pleasant look, Gordon Kaufman, an architect from Los Angeles, was hired, and most of his suggestions were subsequently implemented. He simplified the design, giving it the modern and pleasing appearance that had been sought. He replaced the four unequal towers and the overhanging balcony with a series of observation niches and towers that were very balanced. You can see them in this photo I'm showing to you now, rising from the wall as they continue upward with no interference.

Now if you look to where I'm pointing, you can see that the new design emphasized a series of small vertical shadows and larger shadows from the elevator and utility towers. Kaufman treated this as part of the dam's face. Also, the four large towers, which you see, uh... up here, are reminiscent of a building we just looked at last week, the Los Angeles Times Building, with its cutback corners. But in this case, the corners and the towers have a simpler look. More modern! The two inner towers were public entrances to the dam, and the outer ones were for utilities and public washrooms.

By the way, the two inner towers contained an

ornament... Here it is... This was the only ornament on the dam. It's a large, concrete panel depicting various subjects, including irrigation, flood control, and some of the history of the area. The sculpture was a semi-classical cubist work. As you might have already guessed, this is an Art Deco sculpture, the modern style of art and architecture popular throughout the 1920s and 30s. Putting small ornaments on buildings was typical of the Art Deco style.

Now, as I think I mentioned earlier, the Hoover Dam was no minor undertaking. First, in 1930 or 1931, they had to install a town of houses and the infrastructure to support the four or five thousand workers that would to be needed to work on the dam. A railway was set up nearby to supply the town and the project. And a year or two before they started to pour any cement, tunnels had to be carved through the walls of the canyon so that water could be diverted away from the project. This took time. The employees worked different shifts so that the project continued twenty-four hours a day. The first bucket of cement was not poured until 1933. This continued for two years until the last bucket was poured in May of 1936. It was finally completed a year later. And, like the Empire State Building, it was completed ahead of time, two years ahead of schedule!

1930년대에 미국은 대공황을 겪었어요. 만약 우리 중의 한 명이 타임머신을 타고 1930년대의 미국으로 간다면 지금의 미국과 비교해 제 3세계 국가처럼 보였을 거예요. 당시의 시련에도 불구하고 그 시기는 대규모 건축과 공학적 성과들이 이루어진 때이기도 합니다. 엠파이어스테이트 빌딩이나 후버댐, 금문교 등이 모두 이 시기에 건설되었어요. 이러한 성과들은 오늘날의 기준으로 볼 때도 놀라워요. 오늘 수업 시간이 얼마 남지 않았으니 이 가운데 하나인 후버댐에 대해서 얘기를 해 보도록 하죠. 그런 다음 다음 주에 1930년대의 다른 건축물들을 살펴보도록 하겠습니다.

이제 스크린에 보여줄 것은 후버댐 사진들이에요. 일부는 댐이 완공되기 전에 촬영되었고 일부는 완공 후에 촬영된 것이에요. 후버댐을 만든 사람들은 현대적 외관을 갖춘 댐을 짓고 전체적으로 미적으로 보이기를 원했어요. 댐의 원래 설계는 매우 기능적이었지만 거대한 독수리들과 균형을 이루지 못했어요. 공학자들이 설계를 했던 탓에 현대적이지도 않았고 외관적으로 멋지지도 않았죠. 보다 현대적이고 멋진 외관을 갖도록 로스앤젤레스 출신의 건축가 고든 카우프만을 고용했는데 그가 한 대부분의 제안이 차례로 받아들여졌어요. 그는 설계를 단순화해서 현대적이고 멋진 외관이 되도록 했어요. 그는 네 개의 어울리지 않는 탑과 돌출된 전망대를 없애고 대단히 균형 잡힌 탑과 웅장한 전망대를 설치했어요. 지금 여러분께 보여드리는 사진에서 볼 수 있듯이 아무런 방해도 받지 않고 벽에서부터 위쪽으로 뻗어나가 있는 것을 볼 수 있어요.

지금 제가 가리키는 곳을 보면 수직의 작은 그림자들과 승강기, 그리고 다용도 탑에서 나온 좀 더 큰 그림자들이 강조되는 것을 알 수 있어요. 카우프만은 이것을 댐의 얼굴로 보았어요. 또한 네 개의 큰 탑이 보이는데 이 탑들은 지난주에 봤던 뾰족하게 잘린 로스앤젤레스 타임즈 빌딩을 연상시키죠. 하지만 이 경우는 뾰족하고 탑이 비슷하게 보입니다. 보다 현대적이죠. 두 개의 안쪽 탑은 댐으로 들어가는 입구고 바깥쪽 탑은 다목적 대중화장실이에요.

그런데 안쪽의 두 탑에는 장식품이 있어요. 여기 있네요... 이것은 댐 안의 유일한 장식품이에요. 이 장식품은 관개, 홍수 제어, 그 지역 역사의 일부 등의 다양한 주제를 보여주는 대형 콘크리트 판넬이에요. 조각은 반고전적인 입체파 작품이죠. 이미 짐작했겠지만 이것은 아르데코 조각으로 1920년대와 1930년대에 걸쳐 인기를 끌었던 현대적인 미술 건축 양식이에요. 작은 장식품을 건물에 두는 것은 아르데코 양식의 전형이라고 할 수 있어요.

이제 앞서 언급했듯이 후버댐은 결코 만만한 작업이 아니었어요. 우선 1930년과 1931년에 댐 건설에 필요한 4, 5천 명의 인부를 수용할 주택과 인프라를 갖춘 마을을 건설해야 했어요. 마을과 댐 건설에 필요한 물자를 공급하기 위해 근처에 철도가 건설되었어요. 처음 시멘트를 붓기 1, 2년 전에 물을 다른 곳으로 빼낼 수 있도록 협곡의 벽에 터널을 뚫어야 했어요. 이 작업은 상당한 시간이 필요했어요. 인부들은 24시간 쉬지 않고 교대로 작업을 했어요. 처음 시멘트를 붓기 시작한 것은 1933년이 되어서였어요. 마지막 시멘트 작업을 한 것은 1936년 5월의 일입니다. 그 뒤로 다시 1년이 지나서 댐은 완공되었어요. 엠파이어스테이트 빌딩과 마찬가지로 일정보다 2년이나 빨리 완공이 되었어요.

Vocabulary Review

A

1. infant
2. purchaser
3. simultaneously
4. indigenous
5. essential
6. thwart
7. beneficial
8. retain
9. gesture
10. retrieve
11. perhaps
12. arrange
13. mention
14. complain
15. exchange

B

1. William Wordsworth wrote this type of poetry that vividly described the beauty of nature. (romanticist)
2. This is the second longest river in the world and home to the world's largest tropical rain forest. (The Amazon River)
3. This is a gathering of North American Native people. (Pow-wow)
4. In the early 1900s, this disease spread throughout

the forests of eastern North America, killing almost all of the American chestnut trees. (Chestnut-blight)

5. This is a form of communication through body movements. (Gestures)

Unit 5 Understanding the Speaker's Attitude

Practice with Conversations

A **1.** (B) **2.** (A) **3.** (B)

4. 1) housing fine, B) quiet, clean
2) halogen lamp
4) fire hazards
5) new lamp today

5. [1]inquires about a fine [2]halogen lamp [3]pose a fire danger [4]buy a new lamp [5]stands by the school rules [6]brings the secretary

W1: Hello. My name is Rebecca. I was wondering if you could help me clear up a question.

W2: Yes, Rebecca. What can I do for you?

W1: Well, you see, I picked up my mail this morning to find that I've received some sort of housing fine. I keep a very clean dorm room and am generally quiet, so I have no idea what this fine is regarding. I was wondering if you could tell me what it is about.

W2: Okay. Please just bear with me one moment while I check my computer. Ah, it appears as though you are being fined for having a halogen lamp in your room. Is this true? Do you have a halogen lamp in your room?

W1: Yes, I do, but, are you saying I am being fined for having a lamp? Every student in my dormitory has a lamp in their room. How can it be that my lamp is more dangerous than the others? It doesn't make any sense at all!

W2: Well, you see, you are not being fined for having just any lamp. You happen to have a halogen lamp, and the school does not allow these because they are a hazard. If left on too long, they can reach very high temperatures and may cause a fire if they come into contact with curtains or papers or something of that nature.

W1: But it is only a little desk lamp that I use when I am studying late at night. It's tiny, and I make sure to place it as far away from any books or drapes as possible.

W2: I am sure that you are a very responsible young lady and try to be cautious, but I am afraid the school is very firm on this issue. A few years ago, a student disregarded this rule and unfortunately fell asleep with the halogen lamp on. The lamp was sitting very close to a pile of papers and ignited them. Two rooms in that dormitory burned down, and one student was taken to the hospital to be treated for minor burns. Did you not read the rules when you signed the dorm contract?

W1: There were so many rules, and I read it so fast... I must have missed the clause about the halogen lamps.

W2: The only thing I can suggest is that you stop using your halogen lamp immediately and buy a new desk lamp.

W1: But what about my fine? Fifty dollars seems like a lot for a fine!

W2: I'll make a deal with you, Rebecca. If you go out today and buy a new lamp and bring me the receipt as proof of your purchase, then I will waive your fine. Does that sound fair?

W1: Oh, yes! That sounds very fair. I will go out right now and buy a new desk lamp and then bring you the receipt. Thank you so much for being so understanding!

W2: You are very welcome, Rebecca.

W1: 안녕하세요. 저는 레베카라고 해요. 궁금한 게 있는데 좀 도와주시겠어요?

W2: 예, 레베카. 무슨 일이죠?

W1: 네, 아침에 우편물을 받았는데 주거 벌금인가를 물어야 한다고 되어 있더군요. 저는 방 청소도 잘 하는 편이고 보통 조용하게 지내는 편이라 왜 벌금이 나왔는지 모르겠어요.

W2: 예, 제가 컴퓨터로 확인을 하는 동안 잠시만 기다려 주세요. 방에 할로겐 램프를 설치한 데 대해 벌금이 부과된 것 같네요. 그런가요? 방에 할로겐 램프가 있어요?

W1: 예, 맞아요. 하지만 램프 하나 때문에 벌금을 물어야 한다는 말씀이신가요? 기숙사에 있는 학생들은 전부 방에 램프가 있어요. 어떻게 제 램프가 다른 학생 램프보다 위험하다는 말이죠? 말이 안 되잖아요!

W2: 그러니까, 아무 램프나 사용한다고 벌금을 물린 것은 아니에요. 학생은 우연히도 할로겐 램프를 설치했는데 학교에서는 위험 요소가 있기 때문에 할로겐 램프를 허용하지 않아요. 너무 오래 켜 둘 경우 아주 고온이 되기 때문에 커튼이나 종이, 가연성이 있는 것에 닿으면 화재의 위험이 있어요.

W1: 하지만 밤늦게 공부할 때만 사용하는 소형 책상 스탠드에 불과하잖아요. 크기도 작고 가능한 한 책이나 커튼 등으로부터도 떨어지게 해 둔단 말이에요.

W2: 학생이 이주 책임감 있고 조심성이 있다고 생각은 하지만 학교 측에서는 이 문제에 있어 완고해요. 몇 년 전에 한 학생이 이 규정을 무시하고 할로겐 램프를 켜 둔 채 깜빡 잠이 들었어요. 램프가 종이 더미 가까이에 있었고 불이 났죠. 기숙사의 방 두 칸이 탔고 학생 한 명이 가벼운 부상으로 병원에서 치료를 받았어요. 기숙사 계약서에 서명할 때 규정은 읽었나요?

W1: 규정이 너무 많았어요. 거기다 너무 빨리 읽어서… 할로겐 램프에 관한 규정은 놓쳤나 봐요.

W2: 즉시 할로겐 램프 사용을 중지하고 새 책상 스탠드를 사라고 권하고 싶네요.

W1: 50달러는 너무 심하잖아요.

W2: 레베카 양, 이렇게 하죠. 오늘 나가서 새 스탠드를 사고 그랬다는 구매 영수증을 가져오면 벌금을 면제해 줄게요. 괜찮은 제안인가요?

W1: 그럼요. 이주 괜찮은 제안이네요. 지금 당장 가서 새 책상 스탠드를 사서영수증을 가져 올게요. 이해해 주셔서 감사합니다.

W2: 천만에요, 레베카 양.

B: 1. (B) 2. (B) 3. (A)

4. 1) volunteering, A) visiting students
   2) A) around campus, C) courteous, enthusiastic
   4) 10-15
5. [1]host visiting students [2]on a tour [3]have the option [4]not obligatory [5]one of two mandatory [6]Monday [7]Thursday

M: Hello, Professor Harris. I am here to inquire about how I can volunteer to become a host for visiting students. My roommate said he did it last semester and had a great time meeting and helping new students.

W: Well, hello, David! I'm so glad you are willing to volunteer for this job. We are always looking for new students to help us with this, and you seem like a great candidate.

M: That is very kind of you to say, Professor Harris. But before I commit, can you tell me exactly what the job entails?

W: I would be happy to. Your main responsibility is to lead a group of prospective students around campus, show them all of the facilities, and answer any questions they might have along the way. You should be courteous and show enthusiasm when the students ask questions about our school.

M: I will show plenty of enthusiasm because I love our school! But would I be showing them not only dorms but also classrooms?

W: Oh, yes. We want visiting students to see as much of the campus as possible. We want the students to see everything from dorms and the cafeteria to classrooms and the recreation center. This way, the students can get a feel for the entire operation of our campus. It gives them an idea of how things are run.

M: That sounds like something I could do although I am not very good with big crowds. How many students are coming?

W: We have 200 prospective students scheduled to visit this coming week.

M: 200 students! I could never speak in front of that many people! I would be too nervous!

W: Oh, no, David, that is how many students are coming in total. We break the students down into smaller groups. Could you handle ten or fifteen in a group?

M: Oh, yes! That sounds much better! I thought you were asking me to lead a group of 200. That is about the same number of people who come to watch our dramatic performances, and I am no actor!

W: Wonderful. Now students also have another option, which is to sit in on any classes that interest them. So, say a student comes and says he is interested in chemistry and would like to sit in on a class. Then you would lead him to the appropriate lecture hall and retrieve him when the lecture is finished. This is optional, however, and not mandatory. You may have a lot of students who wish to sit in on a class in your group or you may have none at all. It just depends.

M: That sounds fair. I think I would like to do this. Is there anything else I need to know? What are the logistics of this particular group of 200 that is arriving?

W: There are two orientations scheduled during the week. One is on Monday afternoon, and one is on Thursday evening. These orientations are mandatory, so make sure everyone in your group goes to one or the other.

M: I will, Professor Harris, and thank you for considering me for this job!

W: You are welcome, David. I am sure you will do great!

M: 안녕하세요, 해리스 교수님. 방문 학생을 받는 자원봉사 신청을 하려면 어떻게 해야 하는지 문의 드리러 왔는데요. 제 룸메이트가 지난해에 했었는데 새 학생을 만나고 돕는 게 너무 좋았다고 하더군요.

W: 안녕하세요, 데이비드! 이 행사에 자원을 하겠다니 기쁘네요. 항상 이 행사에 참여할 새로운 학생을 찾고 있는데 훌륭한 지원자가 생겼네요.

M: 그렇게 말씀해 주시다니 감사합니다. 해리스 교수님, 약속을 하기 전에 정확하게 어떤 일을 하는지 말씀해 주시겠어요?

W: 물론 그리죠. 주로 하는 일은 미래의 이 학교 학생이 될지도 모르는 학생들을 데리고 다니며 학교 시설을 안내해 주고 그 과정에서 학생들의 질문에 대답을 해주는 거예요. 학생들이 학교에 대한질문을 할 때는 정중하면서도 열정적으로 대답해야 해요.

M: 학교를 좋아하니까 열정은 충분히 보여줄 수 있을 거예요. 하지만 기숙사만 구경시키는 게 아니라 강의실까지 구경시키나요?

W: 그래요. 방문학생들이 가능한 한 많은 부분을 볼 수 있길 바래요. 기숙사에서부터 교내식당, 강의실, 레크리에이션 센터까지 전부 보기를 바래요. 그래야 학생들도 우리학교에 대한 전체적인 느낌을 얻을 수 있잖아요. 그러면 학교생활이 어떤지도 알 수 있게 될 거구요.

M: 많은 사람들 앞에서는 잘 하는 편이 못 되긴 하지만 할 수 있을 것 같이 들리네요. 방문하는 학생 수는 많은가요?

W: 이번 주에 방문 예정인 학생은 200명 정도예요.

M: 200명이라고요? 그렇게 많은 사람 앞에서 말해 본 적이 한 번도 없어요. 너무 긴장될 것 같아요.

W: 아니에요, 데이비드. 그 수는 이 학교를 찾는 전체 학생 수예요. 소그룹으로 나눌 거예요. 10명이나 15명 정도면 괜찮을 것 같나요?

M: 예, 그 정도면 훨씬 괜찮겠네요. 저보고 200명을 데리고 다니라는 줄 알았어요. 그 정도면 우리공연을 보러 오는 사람의 수랑 같은데 저는 배우가 아니잖아요.

W: 잘 됐군요. 학생들은 또 다른 선택권이 있어요. 직선들이 관심 있어 하는 분야의 수업을 듣는 거죠. 그런데 한 학생이 와서 자기는 화학에 관심이 있는데 수업을 들어보고 싶다고 말한다고 해 보죠. 그러면 데이비드 학생은 그 학생을 해당 강의실에 데려다 주고 수업이 끝나면 데리러 가는 거예요. 하지만 이것은 선택사항이지 강제 사항은 아니에요. 학생 중에 수업을 듣고 싶어 하는 학생이 많이 있을 수도 있고 한 명도 없을 수도 있어요.

M: 공평하게 들리네요. 이 일을 해 보고 싶어요. 더 알아야 될 게 있나요?

W: 이주 동안 두 번의 오리엔테이션 일정이 잡혀 있어요. 한번은 월요일 오후, 다른 한번은 화요일 저녁에 있어요. 이 오리엔테이션은 강제적이기 때문에 조원들 전부 어느 한쪽의 오리엔테이션에 참석해야 해요.

M: 알겠습니다. 해리스 교수님. 이 일에 저를 참여시켜 주셔서 감사드립니다.

W: 천만에요, 데이비드. 잘 해낼 거라 믿어요.

C 1. (B) 2. (D) 3. (A)

4. 1) campus post office, A) a semester, B) receiving mail
   2) B) three months
   4) B) student newspaper subscription

5. [1]leaving the country [2]concerned [3]forwarded to Spain [4]up to three months [5]school newspaper [6]cancel her subscription

M: Yes, Miss, how can I help you?

W: Hello. My name is Cindy Anderson. I am going to study in Spain for three months next semester, and I am a little worried about my mail situation. I just don't want any of my mail to be misplaced while I am gone. What are my options for how my mail will be handled when I am away?

M: Well, Cindy, you have one of two choices. First, you can give us the address you will be living at in Spain, and we can have your mail forwarded there, or you can choose to have your mail held here at the post office.

W: You will hold my mail here indefinitely?

M: No, not indefinitely. We will only hold mail for an individual for three months, but that seems to be the exact time you will be gone. For three months, right?

W: Yes, I suppose that is an option. I guess I really don't know what to do. What would you decide to do if you were in my position?

M: Well, I guess that depends on if you have anything of value coming through the mail that you would urgently need within the next three months. If the answer to that question is yes, then I would suggest you have us forward your mail to Spain. If you are only receiving a few items in the mail as it is, and they are not very urgent, then I would suggest you just have us hold your mail, as it will take a while for your forwarded mail to arrive in Spain. I traveled to Italy when I was in college, and I chose to have my mail held until I returned.

W: I really don't have anything of urgency coming through the mail in the next three months, so I guess I will go ahead and have you hold my mail for me.

M: Okay, that sounds fine. If you could just fill out this form for me, that would be wonderful. Oh! I almost forgot. If you choose to have your mail held here, I must tell you that if you currently receive the school newspaper, I am afraid we cannot hold it, as it would take up too much room in our storage area.

W: Oh, that is okay. I will just go ahead and cancel my school newspaper subscription right now, as I don't read it regularly anyway. I would also like to cancel my subscription to any school event fliers, as I won't be here to go to the events anyway!

M: Excellent. That sounds good. You are all set. When you get back from Spain, just pop into the office, and we will have a tub of mail waiting for you.

W: Thank you very much. I appreciate your time.

M: You are very welcome, Cindy. And have a great trip!

M: 안녕하세요. 무엇을 도와 드릴까요?

W: 안녕하세요. 저는 신디 앤더슨이라고 해요. 다음 학기에 세 달 동안 스페인에서 공부를 할 계획인데 우편물이 좀 걱정이 되어서요. 제가 가고 없는 동안 우편물이 잘못 전달될까 봐서요. 제가 없는 동안 우편물을 어떻게 할 수 있죠?

M: 신디 양, 두 가지 선택권이 있어요. 우선은 스페인에 머물 주소를 우리에게 주면 그쪽 새 주소로 전송해 줄 수도 있고 여기 우체국에 보관해 줄 수도 있어요.

W: 무한정 보관해 주나요?

M: 아뇨, 그렇지는 않아요. 개인 우편물은 세 달까지만 보관이 돼요. 그런데 학생이 떠나 있는 시간이랑 정확히 같네요. 세 달이라고 했죠?

W: 예. 그런데 바뀔 수도 있어요. 어떻게 할 지 잘 모르겠어요. 만약 제 입장이라면 어떻게 하시겠어요?

M: 글쎄요. 다음 세 달 안에 급히 받아야 하는 중요한 우편물이 있는지에 달렸겠죠. 만약 그렇다면 우편물을 스페인으로 전송하라고 하겠어요. 그런데 그냥 몇 통의 우편물을 받을 예정이고 별로 긴급하지 않다면 우체국에 보관하는 쪽을 택하겠어요. 왜냐하면 우편물을 스페인으로 재전송하면 꽤 시간이 걸리니까요. 제가 대학 다닐 때 이탈리아로 여행을 갔는데 저는 돌아올 때까지 우체국에 보관하는 쪽을 택했어요.

W: 다음 세 달 간 긴급히 받아야 하는 우편물이 없으니 저도 우체국에 우편물을 보관할까 봐요.

M: 좋아요. 잘 선택했어요. 이 서류를 작성해 주시면 감사하겠어요. 아 깜빡 잊을 뻔 했네요. 우체국에 우편물 보관을 원하시는데 만약 현재 학교신문을 받고 계신 경우 자리를 너무 많이 차지하기 때문에 학교신문은 보관해 드릴 수가 없어요.

W: 아, 괜찮아요. 잘 읽지도 않아서 학교신문 구독 신청을 취소하려고요. 학교 행사에도 갈 수 없으니 다른 학교 행사 안내서 구독 신청도 취소해야겠어요.

M: 잘 생각했어요. 좋은 결정이에요. 스페인에서 돌아와 우체국에 들르면 한 꾸 가득 우편물이 기다리고 있을 거예요.

W: 감사합니다. 시간 내주셔서 감사해요.

M: 천만에요. 신디 양. 여행 잘 다녀와요!

D 1. (B) 2. (B) 3. (A)

4. 1) biology grade, A) low-score
   2) A) good, B) very bad
   3) importance of attendance
   4) important, C) hands-on experience

5. [1]confused [2]very good test scores [3]a third of her classes [4]problem [5]learning all of the material [6]lively discussions

W: Hello, John. I see you made an appointment with me today. What can I help you with?

M: Hello, Professor Higgins. Yes, I did make an appointment with you, and it is because I am slightly baffled by my final grade in your biology class, especially since I did so well on the last few tests. I felt like I understood all of the concepts this year and cannot understand why you marked me so poorly.

W: Well, let me just go into my computer, John, and check my records. You never know. I have been known to make mistakes in my grade book in the past! Let's see... yes, it looks like you had some outstanding scores on the last few tests, the last two in particular, when we were studying microorganisms.

M: Exactly! I really enjoyed learning about amoebas. Do you think it could be some kind of scoring error?

W: Possibly, but... Oops! Look here! When I view your attendance record for this semester, it shows that you were missing for more than a third of my classes. This is the reason that your grade is so low.

M: But, Professor Higgins, why does attendance matter? Isn't the important thing that I earned good test scores? It proves that I am learning the material!

W: Yes, John, you are learning the material that can be found in the textbooks I provide, but when you do not attend class, you are still missing out on the lively discussions we have that add to your overall knowledge of the material. For example, during one of the classes in which you were absent, a student brought in an interesting article about microbes that happened to be in the newspaper. We were then able to apply the concepts we learned through the lecture and out of the textbook to a current-events article that dealt with cutting-edge research. What good are all of the things I am teaching if they are never applied to the thoughts and research of today?

M: I guess I never thought that I'd miss too much from the discussions, but it's apparent that I did.

W: It also appears as though quite a few of the classes you missed were classes in which we conducted labs. These are a vital part to my course, as they provide hands-on experience. The fact that you missed them would be comparable to the analogy of getting 100% on a written driving exam but never having actually driven an automobile. Would I trust you to drive me around town? I don't think so!

M: I see your point, Professor Higgins. I am sorry I missed so many of your classes, and I now realize why my grade was lower than what I had anticipated.

W: It is okay, John. I just hope that our conversation has made you realize the importance of attending your classes.

W: 안녕하세요, 존. 오늘 나와 약속을 잡았죠. 무슨 일인가요?

M: 안녕하세요, 히긴스 교수님. 예, 교수님과 약속을 잡았는데 생물 수업 기말 고사 성적이 약간 의외라서요. 특히 지난 몇 번의 시험을 정말 잘 봤거든요. 올해 배운 모든 개념들을 이해했다고 생각했는데 성적이 왜 그렇게 낮게 나왔는지 이해할 수가 없어요.

W: 글쎄요. 컴퓨터에 들어가 기록을 한번 확인해 보죠. 과거에 성적표에 실수를 한 적이 있어서요. 가만 있자… 그래요. 지난 몇 번의 시험 점수가 굉장히 높았군요. 특히 미생물을 배웠을 때 본 마지막 두 번 시험 성적이 정말 좋군요.

M: 그렇다니까요. 아메바 수업이 정말 재미있었어요. 채점에 무슨 문제가 있었던 건가요?

W: 어쩌면요. 하지만… 이런! 여기 좀 봐요! 이번 학기 출석률을 보니까 전체 수업의 3분의 1 이상을 빠졌네요.

M: 하지만 히긴스 교수님, 출석률이 왜 중요하죠? 시험 성적이 잘 나왔다는 게 중요한 것 아닌가요? 교재를 잘 이해하고 있다는 얘기잖아요.

W: 그래요, 존. 내가 준 교재에 나온 내용을 잘 이해하고 있긴 하지만 수업에 참여하지 않으면 내용을 전체적으로 이해하는 데 필요한 활발한 토론에 참여하지 못하잖아요. 예를 들어 학생이 결석했던 어떤 수업

에 한 학생이 신문에 난 미생물에 대한 흥미로운 기사를 가져왔어요. 그래서 강의 중에 그리고 교재에서 배운 개념들을 최첨단 연구를 다룬 시사 기사에 적용시킬 수 있었어요. 오늘날의 사고와 연구에 적용을 시키지 못한다면 내가 가르치는 모든 것들이 무슨 소용이 있겠어요?

M: 토론에서 그렇게 많은 것들을 놓치리라곤 생각지도 못했는데 그런 것 같네요.

W: 게다가 학생이 놓친 수업 중 몇몇 수업은 실험 수업이에요. 실험 수업을 통해 실제 경험을 얻기 때문에 이 과목은 실험 수업이 꼭 필요해요. 실험 수업을 빼먹었다는 건 운전 면허시험에서 필기시험은 100점을 받고 한 번도 실제 운전을 해본 적이 없는 거랑 똑같아요. 학생이 운전하는 차를 타고 도시를 한 바퀴 돌 수 있을까요? 그렇지 않을 거예요.

M: 무슨 말씀이신지 알겠습니다. 히긴스 교수님, 수업에 너무 많이 빠져서 죄송합니다. 기대했던 것보다 성적이 낮게 나온 이유를 알겠어요.

W: 좋아요, 존. 이 대화를 통해 수업에 참석하는 것이 얼마나 중요한지를 알게 되었길 바래요.

Practice with Lectures

A 1. Ⓒ 2. Ⓑ 3. Ⓓ

4. 1) gliomas, A) tumors, B) central nervous system, C)- neurons, support, nutrition
   2) A) aggressive
   3) malignant
   4) B) eighteen months
5. [1]glial cells [2]central nervous system [3]affect ependymal cells [4]very aggressive [5]less aggressive [6]numbness in the extremities [7]radiation

M1: Continuing our discussions regarding the human brain, recall that yesterday we finished our lecture talking about neurons. Carrying on from that, today we are going to be discussing gliomas. Does anyone here know the definition of a glioma?

W: Isn't a glioma a kind of tumor that affects the central nervous system?

M1: That is a very good start. More specifically, a glioma is a primary type of tumor that affects the central nervous system, as you stated, but gliomas arise only from glial cells. Now, before we go on to discuss gliomas, can someone also enlighten us as to what a glial cell is?

M2: Glial cells are cells found in the central nervous system which are not neurons but are cells that provide support and nutrition to the neurons.

M1: Excellent. So gliomas are tumors found in the central nervous system, arising out of glial cells. This, of course, is a very serious matter. No one wants to discover that they have a tumor in any part of their body, let alone their central nervous system.

M2: But some gliomas are different than others, right? Some are more aggressive while others are slower growing, right?

M1: This is also very true. Gliomas are classified by grade. For instance, a low grade glioma is less aggressive, and therefore the patient may be granted a better prognosis for recovery. On the other hand, a patient may undergo a pathologic evaluation on his tumor and find that he has a high-grade glioma, which means the glioma is more aggressive and therefore the prognosis for recovery is not as good.

W: My uncle underwent aggressive therapy for his glioma because the doctors said it was malignant. What does malignant mean?

M1: Malignant tumors are cancerous, which means that they can invade neighboring cells and organs other than the ones they first originated in. If a patient is found to have a malignant glioma then the doctors would classify it as high-grade.

W: Yes, that's right. They did classify it as has high grade. High-grade and a number four, but I never understood what the number four meant. I guess I was too worried about him to listen very closely to the doctors.

M: Your uncle must have had an astrocytoma, which is a form of glioma, as the number system that you speak of refers to high-grade astrocytomas. You see, there are different types of gliomas, depending on the type of cells they resemble. For example, ependymyomas is a glioma of the ependymal cells. Astrocytoma is a glioma of the astrocytes. Your uncle's diagnosis was the most serious of all astrocytomas. I do not mean to be insensitive, but how did your uncle manage the prognosis?

W: Oh, he was very frightened when he learned of his condition. The doctors gave him only a twelve-month period to live. We were all very worried for him. He responded very well to the treatment initially, however, he succumbed to the disease eighteen months later.

M1: I am very sorry for your loss. If it is not too painful for you, do you think you can share with the class the kind of treatment your uncle underwent for his glioma?

W: Yes, I believe so. My uncle underwent a combination of radiation therapy and chemotherapy.

M1: Let us clarify that radiation therapy utilizes the use of x-rays while chemotherapy utilizes the use of chemicals to help combat the tumor. Can you

also tell the class what his symptoms were that prompted him to visit his doctor?

W: Initially, my uncle was experiencing headaches, which he initially disregarded, as he'd experienced minor headaches in the past. However, they eventually grew worse, and when he started vomiting, he knew it was time to go to the hospital.

M1: Thank you very much for sharing this with us. In summary, a glioma is a tumor found in the central nervous system that affects non-neuron cells called glial cells.

M1: 인간의 뇌와 관련한 공부를 계속하면서 어제 뉴런에 대해서 배웠던 내용들을 기억해 보기 바래요. 오늘은 거기에서 더 나아가 신경교종에 대해 공부할 거예요. 누가 신경교종이 무엇인지 아는 사람?

W: 신경교종은 중추신경계에 영향을 미치는 종양의 일종 아닌가요?

M1: 출발이 좋네요. 좀 더 구체적으로 신경교종은 학생이 말한 대로 중추신경계에 영향을 미치는 원발성 종양이에요. 하지만 신경교종은 아교세포에서만 생겨요. 신경교종에 대해 공부하기 전에 아교세포가 무엇인지 누가 발표해 볼까요?

M2: 아교세포는 중추신경계에 있는 세포로 뉴런은 아니지만 뉴런에 영양을 공급해주는 세포입니다.

M1: 잘 대답했어요. 그러니까 신경교종은 아교세포에서 생기고 중추신경계에 나타나는 종양이에요. 물론 이 질환은 심각한 질병이에요. 어느 누구도 몸 어딘가에 종양이 있다는 것을 알게 되길 바라지 않을 거예요. 중추신경계는 말할 것도 없구요.

M2: 하지만 일부신경교종은 다른 신경교종과 다르지 않나요? 어떤 것은 좀 더 공격적이고 어떤 것은 좀 더 천천히 자라지 않나요?

M1: 그것 또한 맞는 말이에요. 신경교종은 여러 단계로 분류합니다. 예를 들어 낮은 단계의 신경교종은 덜 공격적이어서 환자들이 회복될 예후가 좋아요. 하지만 종양의 병리적 진단을 받았는데 높은 단계의 신경교종 진단을 받았다면 이것은 좀 더 공격적이고 따라서 회복의 예후가 그만큼 좋지 않다는 얘기예요.

W: 제 삼촌도 의사가 악성종양이라고 해서 신경교종의 적극적 치료를 받았어요. 악성이 뭐죠?

M1: 악성종양은 암과 같은데 다시 말해 종양이 시작된 세포나 기관 외에 인접 세포와 기관에 침입할 수 있다는 얘기죠. 환자가 악성종양이 있는 경우 의사는 고단계 종양으로 분류합니다.

W: 예, 맞아요. 고단계로 분류했어요. 4단계요. 하지만 4라는 숫자가 무엇을 의미하는지 몰랐어요. 삼촌이 너무 걱정이 되어서 의사가 하는 얘기를 자세히 들을 수가 없었어요.

M: 학생이 말한 숫자는 고단계 성상세포종을 말하는 것이기 때문에 학생 삼촌은 분명히 신경교종의 일종인 성상세포종을 앓았을 거예요. 세포의 모양에 따라 여러 종류의 신경교종이 있어요. 예를 들어 상의세포종은 상의세포의 신경교종이고 성상세포종은 성상세포의 신경교종이에요. 불안정하게 말할 생각은 아닌데 학생삼촌은 예후를 어떻게 받아들였나요?

W: 당신 상태를 아셨을 때 무척 놀라셨어요. 의사가 12개월이라는 시한을 줬거든요. 모두 걱정을 했어요. 처음에는 치료에 잘 적응하셨지만 결국 18개월 후에 돌아가셨어요.

M1: 그 얘길 들으니 안됐군요. 너무 힘들지 않다면 삼촌이 신경교종 때문에 어떤 치료를 받았는지 친구들에게 얘기해 줄래요?

W: 그럴 거요. 삼촌은 방사선 치료와 화학치료를 함께 받았어요.

M1: 방사선 치료는 X레이를 사용하고 화학치료는 화학물질을 이용해 질병을 치료한다는 것을 확실히 해 두죠. 어떤 증상이 있어서 병원에 찾아가게 되었는지 얘기해 줄래요?

W: 처음에 삼촌은 두통이 있었는데 과거에도 가벼운 두통을 앓았었기 때문에 처음에는 신경 쓰지 않았어요. 그런데 구토가 시작되자 병원에 가 봐야겠다고 생각하셨어요.

M1: 얘길 들려줘서 너무 고마워요. 요약해서 말하자면 신경교종은 중추신경계에 생기는 종양으로 아교세포라고 하는 비뉴런 세포에 영향을 미칩니다.

B 1. Ⓒ 2. Ⓐ 3. Ⓑ

4. 1) Martian Dust Devils, B) a tornado, C) cooler air, D) Australia
   2) B) rotates, swirling, C) funnel
   4) satellite
5. [1]very hot air [2]forms an updraft [3]creates a swirling motion [4]air speed and friction [5]ten times higher [6]cleaned the solar panels

W1: Today we are going to take our discussion about weather phenomenon to the planet Mars by discussing a Martian Dust Devil.

M: A Martian Dust Devil! That sounds like a cartoon character!

W1: It does, doesn't it? However, a Martian Dust Devil is far from an animated character. First, before we talk about this phenomenon as it appears on Mars, let's first discuss dust devils as they appear on Earth. Does anyone know what a dust devil is?

W2: Is a dust devil a tornado?

W1: Well, not exactly, or at least not on such a grand scale. A tornado forms a downdraft from a thundercloud while a dust devil forms an updraft when hot air from the surface of the Earth rises quickly into a pocket of cooler, low pressure air. And for the most part, dust devils are relatively harmless, but I doubt anyone here would call a tornado harmless!

M: I think I've seen a dust devil before! We were on a trip in Australia, and I saw this swirling cloud of dust moving over the ground!

W1: Yes, from your description, what you saw was a dust devil. In fact, they are very prevalent in Australia.

M: I still don't understand what you mean when you describe a dust devil as an updraft of hot air. I cannot visualize this.

W1: Let me elaborate further so that we are clear. A

dust devil forms when very hot air rises quickly and passes through cooler air. This causes the air to rotate, thus creating the swirling effect. The air swirls in a column, and the dust devil stays intact as more hot air rushes toward the vortex to replace the moving air.

W2: So it ends up looking like a sort of funnel?

W1: Exactly. Think of a fully formed dust devil looking sort of like a funnel-shaped chimney.

W2: But what causes it to move over the ground?

W1: The fast spinning or swirling gives the dust devil momentum, and that is what causes it to appear as though it is gliding over the ground. Most dust devils are only a few meters in height, but the dust devils that were filmed on Mars were much larger.

M: But how did scientists get pictures of dust devils on Mars? I didn't think Mars could sustain human life as it is now.

W1: It can't. The images were taken by a satellite on several space missions. What was crucial for astronauts and space engineers to discover was that because dust devils on Mars can be up to fifty times wider and up to ten times higher than dust devils on Earth, Martian Dust Devils posed a serious threat to terrestrial technology sent to Mars. However, on one occasion, a Martian Dust Devil actually helped clean the solar panels of the robot, Spirit Rover.

W2: So the dust devil actually helped the space mission?

W1: It did indeed, and it also gave scientists valuable information about how dust devils on Mars compare to dust devils on Earth.

W1: 오늘은 화성 회오리바람에 대해 살펴봄으로써 화성의 기상 현상에 관해 토론해 보고자 합니다.

M: 회오리 바람이라고요? 만화 주인공 같이 들리네요!

W1: 정말 그렇죠? 하지만 화성 회오리바람은 만화영화 주인공하고는 거리가 멀어요. 우선, 화성에 나타나는 이 현상에 대해 공부하기 전에 지구에 나타나는 회오리바람 얘길 먼저 해 볼까요?

W2: 회오리바람은 토네이도 아닌가요?

W1: 정확하게 똑 같지는 않은데 적어도 그렇게 큰 규모는 아니죠. 회오리바람은 지표면으로부터 뜨거운 공기가 재빨리 서늘하고 기압이 낮은 공기 속으로 올라갈 때 상승기류를 형성하는 반면 토네이도는 뒤운으로부터 하강기류를 형성하죠. 그리고 대부분의 경우 회오리바람은 비교적 무해하지만 누구도 토네이도를 무해하다고 보지는 않으리라 생각해요.

M: 전에 회오리바람을 본 적이 있는 것 같아요. 예전에 호주에 여행을 갔을 때 땅 위로 먼지 구름이 회오리 모양으로 이는 것을 봤어요.

W1: 학생의 설명을 들어보니 회오리바람을 본 것이 맞는 것 같네요. 사실 호주에서는 회오리바람이 자주 일어나요.

M: 회오리바람을 뜨거운 공기의 상승기류라고 할 때 무슨 말인지 여전히 잘 모르겠어요. 머릿속에 잘 그려지지가 않아요.

W1: 확실하지도록 좀 더 자세하게 설명을 해 주죠. 회오리바람은 대단히 뜨거운 기체가 재빨리 상승해 보다 차가운 공기를 통과할 때 일어납니다. 이 때문에 공기가 회전하게 되어 회오리 효과가 일어나게 되죠. 공기는 원기둥 모양으로 소용돌이를 그리는데 보다 많은 뜨거운 기체가 소용돌이 쪽으로 몰려와 이동하는 기체를 대신하기 때문에 회오리바람은 원래 모양을 그대로 유지하게 됩니다.

W2: 그래서 끝에는 깔때기 모양이 되지 않나요?

W1: 정확히 맞췄어요. 완벽한 모양을 한 회오리바람은 깔때기 모양의 굴뚝처럼 보여요.

W2: 하지만 무엇 때문에 땅 위에서 움직이는 건가요?

W1: 빠른 회전이나 소용돌이 때문에 회오리바람에 힘이 생기는데 이 때문에 마치 땅 위를 미끄러지는 것처럼 보이게 되죠. 대부분의 회오리바람은 높이가 몇 미터밖에 되지 않지만 화성에서 촬영된 회오리바람은 규모가 훨씬 큽니다.

M: 그런데 과학자들은 화성의 회오리바람을 어떻게 촬영했나요? 화성에는 현재로는 사람이 살 수 없다고 알고 있는데요.

W1: 살 수 없죠. 몇 번의 우주 계획에서 위성으로 촬영한 거죠. 우주비행사들과 항공우주공학자들이 발견한 중요한 사실은 화성의 회오리바람이 지구에 비해 폭은 최고50배, 높이는 최고 10배나 되기 때문에 화성에 보낸 지구 기술에 심각한 위협이 된다는 사실이죠. 하지만 한 번은 화성의 회오리바람 덕분에 스피릿 로버 로봇의 태양 전지판이 깨끗해진 적도 있었어요.

W2: 그래서 회오리바람이 우주 계획에 도움을 주었다고요?

W1: 실제로 그런 일이 있었어요. 또한 과학자들에게 화성의 회오리바람이 지구의 회오리바람과 비교해 어떤지에 대한 소중한 정보를 주기도 했죠.

C 1. ③ 2. ⓒ 3. ⓓ

4. 1) Industrial Revolution, A) late eighteenth century, C) manufacturing, capitalism, D) machine power
   2) A) faster, C) steam engines
   3) A) manufacturing, C) cotton mill
   4) A) protect

5. [1]socioeconomic [2]Britain [3]man or horsepower [4]allowing machinery [5]protect the working class [6]steam engine locomotive [7]Industrial Revolution

Today, class, I am going to be speaking to you about the Industrial Revolution. The term "industrial revolution" refers to the technological, social, economic, and cultural changes that occurred in England in the late eighteenth century. This change eventually spread around the world, creating many big cities based upon the ideals of manufacturing and capitalism. Prior to the Industrial Revolution, the production and harvesting of products was completed through manual labor. The Industrial Revolution replaced this manpower with

machine power.

One of the initial, and perhaps most important, developments of the Industrial Revolution was the steam engine. This advance in transportation allowed for the faster delivery of manufactured goods. However, the steam engine wasn't only used for transportation but instead for the construction of machine engines that enabled faster production. For example, before the Industrial Revolution, most tasks were undertaken by either wind or water power or by the sheer strength of man or horse. But, in 1698, a man by the name of Thomas Savery constructed the first steam-powered engine in London. His idea was to create a machine that would pump water from mines. Different types of steam engines were created over the following hundred years, culminating with a Cornish blacksmith's (Richard Trevithick) work on steam boilers, which eventually led to the production of locomotive steam engines.

The development of the steam engine sparked a host of other changes technologically, socially, and economically within British culture. Steam engine technology led to the development of factories, where products were turned out in the hundreds or even thousands. The first manufacturing change involved the production of textiles in the English city of Manchester. Before the revolution, British textile manufacturing was handled by individual artisans who did spinning and weaving in their own homes. This meant that the process of making a pair of pants or a shirt could take days or even weeks depending on how fast the artisan was at his trade. Imagine having to wait weeks for a new pair of pants, when the only pair of pants you owned was suddenly un-wearable! In the mid-eighteenth century, two Englishmen from Birmingham, Lewis Paul and John Wyatt, advanced the process slightly by developing a roller spinning machine and the fly-and-bobbin system of making clothes; however it wasn't until Richard Awkright created the cotton mill, which ultimately utilized steam power for its production, that cotton production became a mechanized industry.

The factory industry eventually gave rise to what we now know as the modern city. Manchester, for example, due to its cotton mills, became known as Cottonopolis because there were so many factories producing textiles. However, these early cities were not as clean or well kept as the ones we are familiar with today. Along with the growth of industry came the proliferation of sometimes harsh or dirty living conditions. Children were forced to work long hours in factories until the Factory Act of 1833 came into effect, which stated that children under nine were not allowed to work and children over nine were not to work at night or for more than twelve-hour shifts. Trade unions were also born out of the Industrial Revolution, giving workers rights and freedoms that they had not had in the past.

Prior to the Industrial Revolution, working conditions for British workers was not favorable. Men, women, and children worked long hours for little money. The poor conditions of the working class prompted many educated British historians and authors to write Marxist and communist manifestos lamenting the state of the working class. And even those that were not British, such as Friedrich Engels, a German political philosopher, used England as a model for change when he wrote *The Condition of the Working Class in England in* 1844. Within this text, Engels spoke of the Industrial Revolution and how it was to change the whole fabric of society.

여러분, 오늘은 산업혁명에 대해서 공부해 볼까 해요. "산업혁명"이라는 용어는 18세기 말 영국에서 일어난 기술적, 사회적, 경제적, 문화적 변화를 가리키는 말입니다. 이 변화는 결국 세계 전 지역으로 퍼졌고 제조업과 자본주의라는 이상에 기초해 많은 대도시들이 생겨났어요. 산업혁명 이전에는 제품을 생산하고 수확하는데 사람들의 노동력을 사용했어요. 산업혁명으로 인해 이러한 인력이 기계로 대체되었죠.

산업혁명 초기의 발전이자 어쩌면 가장 중요한 발전 중의 하나는 증기기관일 거예요. 수송기관의 이러한 진보로 인해 생산된 제품을 보다 빨리 운송할 수 있게 되었어요. 하지만 증기기관은 운송수단으로만 이용되지 않고 보다 빠른 생산을 가능하게 했던 기계엔진을 만드는 데에도 이용되었어요. 예를 들어, 산업혁명 이전에는 대부분의 일을 풍력이나 수력 또는 사람이나 말의 힘을 그대로 이용해 했었어요. 하지만 1698년 토머스 새버리라는 사람이 런던에서 최초의 증기기관을 만들었어요. 그의 생각은 광산에서 물을 퍼 올릴 수 있는 기계를 만드는 것이었어요. 이후 백 년 간 여러 종류의 증기기관이 발명되었는데 콘월 지방의 대장장이였던 리처드 트레비식이 스팀 보일러를 개발하면서 절정에 이르렀고 이로 인해 기관차 증기엔진이 탄생하게 되었어요.

증기기관의 개발은 영국 내에서 기술적, 사회적, 경제적으로 많은 변화들을 일으켰어요. 증기기관 기술 덕분에 공장이 발전해 제품들이 수백 개씩 심지어 수천 개씩 쏟아져 나왔어요. 제조업 분야의 최초의 변화로는 맨체스터라는 영국 도시에서의 직물 생산을 들 수 있어요. 산업혁명 전의 영국에서는 자기 집에서 직접 실을 잣고 직물을 짰던 장인들만 직물을 생산했어요. 다시 말해 바지 한 벌이나 셔츠 한 벌을 만드는 데 장인의 솜씨가 얼마나 좋은가에 따라 며칠에서 심지어는 몇 주까지 걸리곤 했어요. 한 벌밖에 없던 바지가 곧 입게 되었는데 새 바지 한 벌을 사기까지 몇 주를 기다려야 한다고 생각해 보세요. 18세기 중반에 두 명의 버밍험 출신 영국인인 루이스 폴과 존 와이어트는 옷을 만드는 플라이앤보빈 시스템과 롤러 방적기를 개발해 그 과정에 약간의 진보를 가져왔어요. 하지만 리처드 오크라이트가 궁극적으로는 증기기관을 이용한 방적공장을 건설하고 나서야 면 생산이 기계화되기 시작했어요.

마침내 공장 산업은 오늘날 우리가 현대 도시라고 알고 있는 도시를 만

생시켰어요. 예를 들어 맨체스터는 방직공장 덕분에 코트노폴리스라고 알려지게 되었는데 직물을 생산하는 공장이 너무 많았기 때문이에요. 하지만 이러한 초기 도시들은 오늘날 우리가 잘 알고 있는 도시만큼 깨끗하지도 관리가 잘 되지도 않았어요. 산업 성장과 함께 불쾌하고 불결하기까지 한 생활환경도 확산되었죠. 1833년 공장조례가 발효되기 전까지는 아이들도 장시간 공장에서 일해야 했어요. 이 조례에는 9세 미만의 아동은 일을 해서 안 되며 9세 이상의 아동도 야간 근무를 하거나 12시간 이상노동을 해서는 안 된다고 규정하고 있어요. 산업혁명으로 인해 노동조합이 결성되어 노동자들이 과거에는 누리지 못한 권리와 자유를 누리게 되었어요.

산업혁명 이전에는 영국 노동자의 노동 조건이 좋진 못했어요. 남자, 여자, 아동이 품삯을 받고 장시간 노동을 했죠. 노동 계급의 열악한 환경은 교육을 받은 많은 영국역사가와 작가들로 하여금 노동계층의 상태를 한탄하며 마르크스주의 및 공산주의 성명을 발표하게 만들었어요. 영국에서 태어나지 않은 독일 정치철학자인 프리드리히 엥겔스 같은 사람들조차도 (1844년 영국 노동자 계급의 상태)라는 책을 썼을 때 영국을 변화 모델로 삼았어요. 이 책 안에서 엥겔스는 산업혁명과 사회 구조 전체를 변화시키는 것이 어떠한가에 대해 적고 있어요.

D 1. (B) 2. (A), (B) 3. (A)

4. 1) symbiosis A) dissimilar, C) symbiont
   2) A) – fish, shrimp
   3) beneficial
5. [1]form of symbiosis [2]benefit [3]eats the parasites [4]potentially fatal parasites [5]merge into parasitism [6]will draw blood

M1: Carrying on with our discussion of symbiosis, today we are going to be talking about one of the forms of symbiosis, mutualism. However, before we begin, can someone please define symbiosis for us again?

W: Symbiosis is when two dissimilar organisms interact either in a very intimate living situation or when they merge together and live as one unit.

M1: Very good. And if the two organisms happen to merge, what were the terms used to describe this situation?

M2: The larger, or macro, organism is called the host and the smaller, or micro, organism is called the symbiont.

M1: Excellent. So give me an example of this relationship as it was discussed yesterday.

W: Well, yesterday we talked about parasites and how, when we contract a virus, we are the host, and the virus is the symbiont.

M1: This is a wonderful example. And so today we are going to move on with our discussion of symbiosis and talk about the form, mutualism. Mutual symbiosis, or mutualism, is a relationship between two differing organisms in which both organisms profit from the relationship. A very famous incidence of mutual symbiosis is the relationship between the Egyptian Plover bird and a crocodile. One would think that a relationship between these two organisms would be impossible. Surely the crocodile would eat the Egyptian Plover if it got too close to its jaws! However, this is not the case. The Egyptian Plover bird depends on certain parasites for food, which in turn feed upon crocodiles. Because the parasites are potentially lethal to the crocodile, the crocodile allows the Egyptian Plover to search its body for these parasites, even opening its jaws and letting the bird pluck parasites from its mouth. Now, going back to the definition of mutualism, someone tell me what both of these organisms are gaining from their relationship to one another.

M2: The crocodile is benefiting because the Egyptian Plover bird is eliminating the harmful parasites from its body, and the Egyptian Plover is benefiting because he is getting an easy meal.

M1: Yes. Another example is the relationship between the goby fish and shrimp. The shrimp is responsible for digging out a burrow in the sand for both the goby fish and the shrimp to cohabitate. In return, because the shrimp has such poor vision, the goby fish keeps a lookout for predators, and when under threat, the goby fish touches the tail of the shrimp to warn it of the impending danger.

W: Does their relationship ever change? For example, what if food was scarce for the crocodile and the crocodile decided to start eating the Egyptian Plovers?

M1: This is a great question. The scenario you provide is highly unlikely. However forms of symbiosis are not always exclusive but are often fluid with each other. For example, it was often thought that the relationship between the Oxpecker bird of Africa and certain African mammals, such as the buffalo or zebra, shared a relationship based on mutualism. The Oxpecker would eat the parasites off of the buffalo or zebra and, in turn, the Oxpecker would get a meal. However, it was found that sometimes, when the Oxpeckers are feeding on the parasites, they are also opening wounds on the animals and drinking the blood. This changes their relationship from one of mutualism to one of parasitism, which is like the example that was given at the beginning of class between a parasite and its host.

M1: 공생에 대한 공부를 계속하면서 공생의 한 가지 형태인 상리공생에 대해 산책보도록 하죠. 그런데 시작에 앞서 누가 공생이 무엇이었는지 발표해 볼까요?

W: 공생은 두 가지 서로 다른 유기체가 매우 친밀한 생체 환경 속이나 서로 합쳐져 하나의 단위를 이루면서 상호작용을 하는 것을 말합니다.

M1: 잘 대답했어요. 그런데 두 가지 유기체가 합쳐지면 이것을 무엇이라고 할까요?

M2: 더 큰 쪽의 생물은 숙주라고 하고 더 작은 쪽의 생물은 공생자라고 해요.

M1: 훌륭해요. 어제 공부했던 이런 관계의 예를 하나 들어 볼까요?

W: 예, 어제 기생충에 대해서 배웠는데 우리가 바이러스와 접촉하면 우리가 숙주이고 바이러스가 공생자예요.

M1: 예를 아주 잘 들었어요. 오늘은 공생관계에 대한 얘기를 계속하면서 한 가지 형태인 상리공생에 대해서 이야기해 보기로 하겠습니다. 상리공생은 두 가지 다른 생물이 서로 이익을 얻는 관계를 말합니다. 아주 잘 알려진 상리공생의 예는 악어와 악어새의 관계입니다. 사람들은 이 두 가지 생물 간의 관계가 불가능하리라고 생각할 거예요. 악어새가 악어에게 너무 가까이 다가오면 악어가 악어새를 잡아먹어 버릴 테니까요! 하지만 그렇지 않습니다. 악어새는 특정 기생충을 잡아먹고 사는데, 이 기생충은 악어에 기생해 삽니다. 악어에게는 기생충이 잠재적으로 치명적일 수 있기 때문에 악어는 악어새가 몸속의 이 기생충들을 찾을 수 있도록 입지어 턱을 벌려 입에서 기생충을 찾아먹도록 합니다. 이제 상리공생의 정의로 돌아가서 누가 이 두 가지 동물이 이 관계에서 서로 어떤 이익을 얻는지 한번 이야기해 볼까요?

M2: 악어는 악어새가 몸에 있는 해로운 기생충을 제거해 주니까 이익이고 악어새는 쉽게 먹이를 구할 수 있으니까 이익이죠.

M1: 맞았어요. 또 다른 예는 망둥이와 새우의 관계예요. 새우는 망둥이와 새우가 함께 살 수 있도록 모래에 굴을 팝니다. 그런데 새우는 시력이 아주 나쁘기 때문에 망둥이가 포식자가 오지 않는지 망을 보고 위험에 처하면 위험이 닥쳤다는 경고를 하기 위해 새우의 꼬리를 건드립니다.

W: 그런 관계가 바뀌기도 하나요? 예를 들어 악어의 먹이가 부족해서 악어가 악어새를 잡아먹는 경우는 없나요?

M1: 좋은 질문이에요. 학생이 생각한 경우는 대단히 확률이 낮아요. 어떠한 공생 관계도 항상 배타적일 수만은 없이 서로 유동적이에요. 예를 들어 이프리카 소등쪼기새 그리고 물소나 얼룩말 같은 아프리카 포유동물 사이의 관계는 상리공생에 기초한 관계를 이룬다고 알려져 있어요. 소등쪼기새는 물소나 얼룩말의 기생충을 잡아주고 그 대가로 먹이를 얻는 셈이죠. 하지만 때로는 소등쪼기새가 기생충만 잡아먹는 것이 아니라 그 동물들에게 상처를 내고피를 빨아먹기도 하는 것이 관찰되었어요. 이렇게 되면 이 관계는 상리공생에서 기생으로 바뀌어 수업 시작 때 들었던 기생충과 숙주 사이의 관계와 같아지죠.

Integrated Listening & Speaking

A

1. A glial cell is a non-neuron cell of the central nervous system that provides nourishment and support to the neurons.
2. Low-grade describes the glioma as less aggressive in nature and provides a better prognosis for the patient.
3. Radiation therapy, chemotherapy, surgery, and experimental treatments

Last week, we discussed tumors of the central nervous system called gliomas. These tumors are called gliomas because they are particular to glial cells, which are cells in the central nervous system that are not neurons but provide nourishment and support to the neurons. When a patient is diagnosed with a glioma, the doctor must first identify the type. For example, an ependymyoma is a glioma that affects the ependymal cells. Once the doctor identifies the type, he or she must also list the glioma as low-grade or high-grade. A low-grade glioma is less aggressive and has a better prognosis for the patient. A high-grade glioma is more aggressive and has a poorer prognosis. One particular type of glioma, astrocytomas, is such an aggressive high grade glioma that upon diagnosis the disease is also numbered. The numbers range from 1-4, with 1 indicating the least aggressive and 4 indicating the most aggressive. The symptoms of a glioma include, but are not limited to, headaches, vomiting, seizures, and weakness. There are new treatments being developed everyday for gliomas, but the most common forms are surgery, chemotherapy, and radiation.

지난주에는 신경교종이라고 하는 중추신경계 종양에 대해서 공부했어요. 이 종양은 중추신경계 내에 있으며 뉴런은 아니지만 뉴런에 양분을 공급하는 아교세포에만 특징적이기 때문에 신경교종이라고 합니다. 환자에게 신경교종 진단을 내릴 때 의사는 종류를 확인해야 합니다. 예를 들어 상의세포종 은 상의세포에 영향을 미치는 신경교종입니다. 일단 종류를 확인하면 낮은 단계인지 높은 단계인지를 결정해야 합니다. 낮은 단계의 신경교종은 덜 공격적이며 환자의 예후가 나은 편입니다. 높은 단계의 신경교종은 보다 공격적이며 예후가 더 좋지 않습니다. 한 가지 특별한 형태인 성상세포종은 공격적인 고단계 신경교종으로 진단 시 단계가 매겨집니다. 숫자는 1-4까지이며 1은 가장 가벼운 경우를 4는 가장 심한 경우를 나타냅니다. 신경교종의 증상에는 두통, 구토, 발작, 허약 등이 있는데 이 외의 증상이 나타나기도 합니다. 매일 신경교종에 대한 새로운 치료법이 개발되고 있지만 가장 일반적인 치료법은 수술, 화학치료, 방사선치료입니다.

B

1. Parasitism – the virus is benefiting from the relationship, but you are not.
2. The Egyptian Plover is getting an easy meal.
3. If the Oxpecker starts to draw and drink the buffalo's blood, then the relationship is parasitic.

Yesterday, we explored the idea of mutualism. Mutualism is a form of symbiosis where two dissimilar organisms benefit from a close relationship or even an invasive relationship. An example of mutualism is the

relationship between the Egyptian Plover bird and a crocodile. The Egyptian Plover eats parasites that live on the crocodile's body. The Egyptian Plover benefits from the relationship by getting an easy meal, and the crocodile benefits from the relationship by having the parasites removed from its body. Mutualism sometimes *merges* into parasitism if one of the organisms begins harming the other. The Oxpecker bird, for example, usually eats bugs and other parasites off the backs of certain African land mammals, but, once in a while, the Oxpecker will draw blood from the mammals to drink and so therefore benefits when the mammal does not.

어제, 상리공생에 대해 공부해 보았습니다. 상리공생은 두 가지 서로 다른 생물이 아주 긴밀한 관계나 심지어 침습성 관계에서 서로 이익을 얻는 관계를 말합니다. 상리공생의 예는 악어와 악어새의 관계입니다. 악어새는 악어의 몸에 있는 기생충을 잡아먹습니다. 악어새는 이 관계에서 쉽게 먹이를 얻고 악어는 몸에서 기생충을 제거할 수 있는 이익을 얻습니다. 상리공생에서 두 종 중의 한 쪽이 다른 쪽 생물에게 해를 미치면 이 관계는 기생 관계로 되기도 합니다. 예를 들어 소등쪼기새는 보통특정 아프리카 육상동물의 등에서 해충이나 기생충을 잡아먹지만 가끔씩은 그 동물들에게서 피를 뽑아먹곤 하는데 이렇게 되면 포유동물은 아무런 이익도 얻지 못하는 반면 등쪼기새만 이익을 얻게 됩니다.

TOEFL iBT Practice Test

A 1. Ⓓ 2. Ⓑ 3. Ⓐ 4. Ⓑ, Ⓒ 5. Ⓑ

M: Good afternoon, Erika. It's nice seeing you outside of class. What can I help you with?

W: Hi, Professor Phillips. Well, I thought I would come to you for some help and advice because I am having such trouble deciding which graduate school to apply to!

M: Well, let me try to help you. The last thing you need is to be stressed by such a process. Applying to graduate schools should be fun and exciting. Let's start off with you telling me what kind of subject you hope to pursue.

W: My Bachelor's degree is going to be in education with a minor in psychology. I've enjoyed both of them so much and was hoping I could combine the two subjects by getting a Master's degree in education so that I could either teach or be a school counselor.

M: This certainly sounds like a great career choice. There is such a great need for teachers right now, especially teachers who have a background in psychology. Would you like to teach elementary students, high school kids, or even college students?

W: Oh, I much prefer working with younger students. I enjoy teaching little children so much and love the way their faces light up when they discover a new concept. I have been student teaching six and seven-year-old children the last two semesters and have really enjoyed it.

M: Okay, so now you know what kind of thing you would like to pursue in graduate school. The next big consideration is to ask yourself where you would like to live. My philosophy about graduate school, or even undergraduate school, is to try and take advantage of a new place. That way you not only learn at the school of your choosing but you also learn so much in the way of meeting new people, seeing new places, and perhaps experiencing a different culture.

W: Where did you go to graduate school?

M: I did my undergraduate work in the United States, but when it came to applying to graduate schools, I decided I would like to be in a new country. I settled on a very good program in Britain and got to live in the exciting city of London.

W: London! Wow! I am from a small town, so I cannot imagine the size and pace of a city like London.

M: Well, now's your chance to experience something new. I am not advocating London in particular, but perhaps a big city experience would be good for you. The best thing to do is to pick two or three top education graduation school programs in two or three different settings. For example, I'd say you should pick a graduate school to apply to that is located in a rural location, one that is located in a large city, and one that is located in a foreign country. This way you spread your options, and, if accepted to all three, then you can really sit down and think about what new things you want to experience.

W: That sounds like a great idea. Do you have any pamphlets specific to graduate schools that specialize in education?

M: I sure do. Here are half a dozen or so education programs in different parts of the world. Review these, and when you have narrowed your choices to three or four, come back to my office, and I will help you fill out the applications.

W: Thank you so much! Is there anything else I need to do before I come back in?

M: Yes, if you could find three people to write recommendations for you, that is one of the things required to be submitted with each application. I would suggest getting two letters of recommendation

from professors and one from an employer.

W: Okay, I can do that. Would you be willing to write one of my letters of recommendation?

M: Of course, Erika! I was hoping you would ask. You have always been one of my best students.

W: Thank you so much. I will see you soon!

M: 안녕하세요, 에리카. 강의실 밖에서 보니까 반갑네요. 무슨 일이죠?

W: 안녕하세요, 필립스 교수님. 어떤 대학원에 지원을 할지 결정을 못 내려서 조언을 좀 받을까 하고 찾아왔어요.

M: 도움을 줄 수 있도록 해 보죠. 그런 과정 때문에 스트레스를 받아선 안 돼요. 대학원에 지원하는 것은 즐겁고 신나는 일이 되어야 해요. 어떤 학과에 관심이 있는지부터 알아볼까요?

W: 학사학위는 교육학이고 부전공은 심리학이에요. 두 가지 다 좋아하는데 교육학에서 석사 학위를 받아 두 가지를 결합해 교사일 을 하거나 학교 상담선생님이 될 수 있었으면 해요.

M: 아주 좋은 선택이에요. 지금 현재로서는 교사에 대한 수요가 많아요. 특히 심리학 전공을 한 교사요. 초등학교 교사를 할 생각인가요, 아니면 고등학교, 그것도 아니면 대학교에서 가르칠 생각인가요?

W: 이런 학생들을 가르치고 싶어요. 꼬마 아이들을 좋아하고 아이들이 뭔가 새로운 것을 발견했을 때 얼굴이 환해지는 것이 너무 좋아요. 지난 두 학기 동안 6, 7세 아동들을 상대로 교생실습을 했는데 너무 좋았어요.

M: 잘 됐네요. 이제 대학원에서 어떤 공부를 하고 싶은지는 파악이 됐네요. 다음으로 고려할 점은 어디에 살고 싶은가 하는 것이에요. 대학원 또는 대학에 대한 내 생각은 새로운 곳에 적응해 보고 그 경험에서 뭔가 이익을 얻자는 거예요. 그렇게 하면 학교 선택에서만 배우는 게 아니라 새로운 사람들을 만나고 새로운 장소를 보고 어쩌면 새로운 문화를 경험하는 데서도 많은 것을 배울 수 있어요.

W: 교수님은 대학원을 어디에서 나오셨어요?

M: 나는 미국에서 대학을 나왔는데 대학원 지원 때 외국에 가서 공부해 보고 싶다는 생각을 했어요. 영국에 있는 아주 좋은 프로그램을 알게 되었고 런던이라는 흥미진진한 도시로 가게 되었죠.

W: 런던이라고요! 와! 전 소도시 출신이라 런던 같은 도시의 크기나 생활 방식이 잘 상상이 안 돼요.

M: 지금이 새로운 것을 경험할 수 있는 기회예요. 런던을 특별히 옹호하는 것은 아니지만 대도시에서의 경험이 도움이 될 거예요. 가장 좋은 방법은 두세 군데에 있는 두세 가지 최고 교육 프로그램을 선택하는 거예요. 예를 들어 하나는 시골 지역에 있는 걸로, 하나는 대도시에 있는 걸로, 하나는 외국에 있는 걸로 선택을 해 보세요. 그러면 선택폭이 넓어지게 되고 만약 세 군데 모두 합격이 되면 기민히 앉아서 어떤 새로운 것을 경험하고 싶은지 생각해 보세요.

W: 정말 좋은 생각이네요. 혹시 교육학 전공의 대학원만 다룬 팸플릿이 있으신가요?

M: 물론이죠. 여기에 전 세계 여러 지역의 6, 7개의 교육 프로그램이 있어요. 한번 훑어보고 선택폭을 좁히면 다시 찾아와요. 그러면 지원서를 쓰는 것을 도와줄게요.

W: 너무 감사합니다. 다시 찾아 뵙기 전에 해야 할 게 있나요?

M: 네. 가능하다면 추천장을 써 줄 사람을 세 사람 정도 찾아봐요. 각 지원서를 낼 때마다 필요하니까요. 두 명은 교수님이면 좋고 한 명은 일했던 곳의 상사가 좋을 거예요.

W: 알겠어요. 그렇게 하죠. 교수님이 추천장 하나를 써 주시면 안 될까요?

M: 물론이죠, 에리카! 내심 기대하고 있었어요. 학생은 제가 가르친 학생 중에서도 최고에 속하니까요.

W: 감사합니다. 다시 찾아 뵐게요.

B 1. Ⓒ 2. Ⓒ 3. Ⓐ 4. Ⓒ 5. Ⓐ 6. Ⓒ

W1: Good morning, class. Today we are going to continue our life sciences lectures with a discussion on the introduction of new species within the plant world. More specifically, we are going to be looking at the effects of introducing exotic plants, also known as naturalized plants, into an area containing established native plants, also known as endemic plants. Someone start off our discussion by telling us what I mean when I say introduced. How does a plant become introduced?

W2: Introduced simply means that the plant has been brought into an area that it has not previously been before.

W1: Good. Who is bringing it and how?

W2: Well, the plant can be brought into an area either deliberately, with the intention of planting it, or accidentally, by a human being.

W1: Very good.

M: But sometimes introducing a plant species could be a bad thing, right? For instance, what if a scientist introduced a new plant to an area it had never previously been before, and the introduced plant killed off an endemic plant?

W1: Sadly, this can happen, and oftentimes it does. Before we develop this idea, however, let us think about why people would want to introduce exotic plants into other areas in the first place. Ideas?

W2: Well, I guess maybe when people immigrate to other countries. They want to be able to take the plants they are familiar with to make it feel like home.

W1: An excellent example and one that has happened quite often. Can someone list another reason?

M: Maybe someone would introduce a new plant just for aesthetic reasons? For example, a new park is being built and the landscape artist wants certain colored flowers.

W1: Again, this answer is also correct, and I can give an even more specific answer. The Norway maple is a very beloved tree in Scandinavia, and, when Scandinavians began migrating to Canada, they brought their Norway maple with them. Fortunately, the Norway maple has thrived well in Canada,

eventually spreading to all of North America with little harm to other native species; however sometimes a well-intentioned introduction has led either to an overpopulation of the introduced species or a curbing or even completely killing off of other native species.

M: Can you give us an example of this?

W1: Certainly. The purple loosestrife is an herbaceous perennial plant that grows in colonies and produces a lovely, reddish-purple flower. The purple loosestrife has been introduced into non-native habitat because of its beautiful flower; however, what people did not know was that it can easily escape horticultural control because of its rapid and widespread growth, and, when it does, the purple loosestrife chokes off all other plant life in the area. When a plant escapes control like this, it is termed invasive.

W2: Can another reason for introducing new species also be because certain plants help maintain a particular habitat?

W1: Absolutely. The flowering plant known as the Garlic Mustard is a plant that helps combat erosion control. It is native to Europe, parts of Africa, and Asia, but was introduced to North America in the mid-nineteenth century after people found that when Garlic Mustard was planted, it helped combat soil washouts and wind erosion.

M: What about national parks? Sometimes plants are protected there, correct? Are they native plants or introduced plants?

W1: Both. National parks are great places to foster the life of both native and non-native plants, as the areas can be tightly controlled and monitored. Oftentimes the introduction of exotic plants into these areas is for means of protection since there are very specific rules governing land and growth in national parks. Whether an endemic plant or introduced plant, what is most important is that all plants be protected in their best possible environment to prevent absolute and irreversible outcomes such as extinction.

W1: 안녕하세요, 여러분. 오늘은 식물계의 새로운 종의 도입에 관한 생명과학 강의를 계속하도록 하겠어요. 무엇보다도 토착종이라고 하는 기존 자생종이 있는 지역에 귀화종이라고도 하는 외래종 도입에 따른 효과를 살펴볼 거예요. 먼저 도입이 무슨 뜻인지 누가 발표해 볼까요? 식물은 어떻게 도입이 되죠?

W2: 도입이라는 것은 이전에는 없었던 지역에 식물을 들이오는 것을 말합니다.

W1: 맞아요. 누가 어떻게 들여올까요?

W2: 식물을 심을 생각으로 의도적으로 들여오거나 우연히 들여옵니다.

W1: 잘 했어요.

M: 하지만 때로는 식물 종을 도입하는 것이 나쁜 결과를 초래하기도 하지 않나요? 예를 들어서 어떤 과학자가 이전에는 그 식물이 없었던 지역에 새 식물을 들여왔다고 했을 때 들여온 그 식물이 토착종을 죽이기도 하잖아요.

W1: 안타깝게도 그런 일이 일어날 수 있고 실제로 종종 일어납니다. 하지만 이 토론을 진행하기 전에 우선 왜 사람들이 외래종을 도입하고 싶어 하는지에 대해 생각해 보기로 하죠. 의견 있는 사람?

W2: 제 생각에 사람들이 다른 국가로 이민을 갈 때 같은데요. 고국에 있는 듯하다 느낌을 주는 친숙한 식물들을 가져가길 원할 수도 있잖아요.

W1: 예를 아주 잘 들었는데 꽤 자주 그런 일이 일어납니다. 누가 다른 예를 들어볼 사람?

M: 누군가 심미적인 이유로 새로운 식물을 도입하기도 하지 않을까요? 예를 들어 새로운 공원을 만들고 있는데 조경사가 어떤 유채색 꽃을 원하는 경우요.

W1: 다시 한 번 좋은 예를 말했네요. 좀 더 구체적인 예를 들어주도록 하죠. 노르웨이단풍은 스칸디나비아반도에서는 아주 사랑 받는 나무예요. 그런데 스칸디나비아 반도 사람들이 캐나다로 이주하면서 노르웨이단풍을 가져갔어요. 다행히 노르웨이단풍은 캐나다에서 잘 자라서 마침내 다른 자생종에 거의 해를 끼치지 않고 북아메리카 전역으로 퍼졌어요. 그런데 좋은 의도로 도입했는데 도입종의 수가 과도하게 증가하거나 다른 자생종의 성장을 방해 또는 아주 멸종시켜 버리기도 하죠.

M: 그런 예를 하나 들어주시겠어요?

W1: 물론이죠. 털부처꽃은 군락을 이루어 분포하며 아름다운 자주색의 꽃을 피우는 다년생 초본입니다. 털자주꽃은 꽃이 아름다워 자생지가 아닌 곳에 도입이 되었는데 이 초본이 성장 속도가 빨라서 쉽게 원에 관리에서 벗어나며 그럴 경우 그 지역의 다른 식물들을 죽게 만든다는 것을 사람들은 몰랐어요. 이처럼 관리에서 벗어나게 되는 경우를 침습성이 있다고 해요.

W2: 어떤 식물이 특정 서식지 유지에 도움을 주는 것도 새로운 종을 도입하는 또 다른 이유가 되나요?

W1: 물론이죠. 갈릭 미스타드는 침식 작용을 이겨내는데 도움을 주는 식물이에요. 이 식물은 유럽, 아프리카 일부와 아시아에 자생하지만 이 식물이 토양침식이나 풍식을 이겨내는데 도움을 준다는 것을 발견한 뒤 19세기 중반에 북아메리카에 소개되었어요.

M: 국립공원은 어떤가요? 때로 거기에 있는 식물들은 보호를 받잖아요. 거기에 있는 식물들은 자생종인가요 외래종인가요?

W1: 두 가지 다예요. 국립공원은 아주 잘 관리, 관찰할 수 있기 때문에 넓은 지역에 자생종과 비자생종이 다 살고 있어요. 때로는 국립공원 내의 토양 관리와 성장에 관한 아주 구체적인 규정이 있기 때문에 보호 목적상 이 지역에 외래종을 도입하기도 해요. 자생종이건 외래종이건 간에 아주 중요한 점은 멸종과 같은 절대적이고 회복 불가능한 결과가 생기기 않도록 가능한 한 최고의 환경에서 모든 식물을 보호한다는 사실이에요.

Vocabulary Review

A

1. clause
2. merge
3. momentum
4. terrestrial
5. diagnosis
6. aggressive
7. cadence
8. extraneous
9. urgent
10. lament
11. apply
12. minor
13. responsible
14. harmless
15. model

B

1. This is a form of symbiosis in which two organisms both benefit from a close relationship. (mutualism)
2. This is the term used for a plant that is being introduced into a new habitat. (exotic species)
3. This is found in the central nervous system and provides nourishment and support to neurons. (glial cell)
4. This is created when very hot air spirals upward from the ground and forms a swirling column. (dust devil)
5. This was something created during the Industrial Revolution to protect men, women, and children working in factories. (trade union)

Unit 6 Understanding Organization

Practice with Conversations

A 1. (A) 2. (B), (D) 3. (C)

4. 2) letter of recommendation, A) student's advisor
   4) letter of recommendation, B) student's personal information - Résumé
   5) information
   6) graduate studies
5. [1]inquires [2]recommendation [3]out of the country [4]resume [5]e-mail [6]mentions

M1: Dr. Drexler, may I speak with you for a moment, please? You're not too busy right now, are you?

M2: No, not at all, Adrian. Come into my office, and have a seat... So, tell me... What's on your mind right now?

M1: Well, you may or may not know this, but I'm applying to several different graduate schools, so I was hoping that you would be able to write a few letters of recommendation that I could send out along with my applications.

M2: I'm honored that you've asked me, Adrian, and I'm more than happy to help you out, but don't you think you ought to ask Professor Smith instead? After all, he is your advisor, and he's the professor that you've worked with the longest in all of your years here. I would think that he would be able to write the best, most comprehensive letter of recommendation for you.

M1: Yes, sir. You're absolutely right. The only problem is that I can't get in touch with Professor Smith at this moment. Apparently, he is still at that conference somewhere in Europe, and I don't know when he's coming back. I left him a couple of voice messages, and I've e-mailed him several times, but he hasn't responded to any of them.

M2: Ah, yes, I can see how that would be a problem. I had forgotten that he was going to that conference. As far as I know, he won't be back until sometime next week. Are these letters urgent? If they can't wait until he gets back, I'd be more than happy to write them up for you.

M1: Actually, all of my applications need to be submitted within the next couple of days... Friday to be exact. So if you don't mind, I'd love for you to be able to write my recommendation letters for me.

M2: Sure, sure. I don't mind at all. But since you're not my advisee, I'm going to need to see your records. Do you think you could give me a copy of your resume as well as a comprehensive list of all the classes that you've taken in the Physics Department? That would be extremely helpful and enable me to write the best possible letter for you.

M1: Oh, sure. I've got my resume on my computer, so I'll send that to you by e-mail just as soon as I get back to my dorm room. And I'll provide a class list with the names of the professors I've taken and all the grades that I've received in them. Oh, and I'll send you the abstract for my senior research project so that you'll know exactly what I'm doing in the lab all the time.

M2: Excellent, excellent. You know, I had no idea that you were planning to attend graduate school. What made you decide to do so?

M1: Well, there are just so many fascinating things to study in the world of physics. I am just not ready to give up on the academic side of things and get a job in industry.

M2: Yes, that makes perfect sense. Are you going to be applying to our program?

M1: Yes, sir. Actually, this school is first on my list. If I get accepted, I will definitely come here. I already know most of the teachers, and I'm really comfortable.

M2: I'm glad to hear that. Well, I'd say your chances of getting in are pretty good. But I don't want to guarantee anything.

M1: I understand completely. Well, I'm going to run back home and send you the files you need. Thanks a lot for your help.

M2: Don't mention it. I'm just glad to help.

M1: 드렉슬러 교수님, 잠시 시간 좀 내주실 수 있나요? 지금 너무 바쁘신 건 아닌가요?

M2: 전혀요. 에이드리언, 들어와서 앉아요. 그래… 무슨 걱정이 있어요?

M1: 혹시 아시는지 모르겠는데 몇 군데 대학원에 지원을 했어요. 그래서 혹시 교수님께서 지원서에 동봉할 추천서를 몇 통 써 주실 수 있는지 해서요.

M2: 낙한테 부탁을 해줘서 영광이에요. 기꺼이 도와주겠지만 나대신 스미스 교수님한테 부탁을 드려야 하는 것 아닌가요? 궁극적으로는 스미스 교수님이 학생의 담당 교수고 여기 학교생활을 하는 동안 가장 오랫동안 같이 작업을 했잖아요. 학생의 경우라면 스미스 교수님이 가장 종합적이면서도 멋진 추천서를 써 주실 것 같은데.

M1: 예, 교수님. 그렇긴 해요. 그런데 문제는 지금 현재 스미스 교수님 연락이 안 된다는 거예요. 유럽 어딘가에서 컨퍼런스에 참석하고 계신 건 분명한데 언제 돌아오시는지를 모르겠어요. 음성 메시지도 두 번 남겼고 이메일도 몇 통 보냈는데 아직 아무런 답이 없어요.

M2: 아, 그렇군요. 스미스 교수님이 컨퍼런스에 가신 걸 깜빡 하고 있었네요. 내가 아는 한은 다음 주중에 돌아오실 거예요. 추천서가 아주 급한가요? 교수님이 돌아오실 때까지 기다릴 수 없다면 내가 대신 써 주죠.

M1: 사실 지원서는 전부 며칠 내에 내야 해요. 정확하게는 금요일까지요. 그래서 괜찮으시다면 추천서를 좀 써 주셨으면 해요.

M2: 물론 그렇게 하죠. 상관없어요. 하지만 제 담당 학생이 아니니까 학생 기록을 좀 봐야겠네요. 물리학과에서 들은 수업 목록 전부와 이력서 사본을 주겠어요? 그래야 학생에게도 아주 도움이 되고 나도 가능한 한 추천서를 잘 쓸 수 있으니까요.

M1: 물론이죠. 컴퓨터에 이력서가 있으니 기숙사에 돌아가는 대로 이메일로 보내드릴게요. 그리고 교수님 성함이랑 제가 받은 점수와 함께 수업 목록을 가져올게요. 아, 그리고 제가 평소에 실험실에서 어떤 작업을 하는지 아실 수 있게 제 졸업 연구 논문 초록도 보내 드릴게요.

M2: 좋아요. 대학원에 진학하려는 계획이 있는 줄은 몰랐어요. 어떻게 그런 생각을 하게 되었어요?

M1: 물리 분야에는 연구할 만한 흥미진진한 것들이 너무 많아요. 학문적인 것들을 포기하고 그 분야의 직업을 구할 준비가 안 되어 있어요.

M2: 멋진 답이군요. 그래서 우리 학교 대학원에 지원할 건가요?

M1: 예, 교수님. 이 학교가 1순위에요. 만약 합격된다면 당연히 여기에 다닐 거예요. 이미 교수님도 대부분 다 아니까 정말 편안하게 다닐 수 있을 거예요.

M2: 그 말 들으니 기쁘군요. 합격될 가능성이 아주 클 겁니다. 하지만 아무 것도 장담하고 싶진 않아요.

M1: 충분히 이해해요. 그럼 돌아가서 필요한 서류를 보낼게요. 도움 주셔서 감사합니다.

M2: 천만에요. 도움이 됐다니 기쁘군요.

B 1. Ⓒ 2. Ⓑ 3. Ⓓ

4. 1) a reserved article
   2) a library fine
   3) ten
   4) A) disabled
   5) pays money
   6) article

5. [1]an outstanding fine [2]she would be allowed to sign [3]The student asked the librarian [4]gave her several reasons [5]hearing disability [6]insisted

W1: Have you been taken care of?

W2: No, I want to sign out a reserved article for Psych 420.

W1: Sure, could you give me the title of the article please?

W2: *Modern Personality Theories.* The professor is Jennifer Putman.

W1: May I see your library card, please?

W2: Here you are.

W1: Hmm... The computer's showing that you have a late fee.

W2: That can't be right.

W1: You can't sign out books or reserve articles if you still have a late fee pending... just a minute... Okay, it says you signed out *Every Woman's Guide to Weight Training.* You signed it out on September 9.

W2: Yes, that's probably true, but I've already returned the book.

W1: When?

W2: I think it was a week ago.

W1: Yes, you're right. It was exactly a week ago today. But a week ago today, which was last Tuesday, it was already a week overdue.

W2: Come on! Only a week? That's all?

W1: Yes.

W2: I don't have any money right now. How much is the

fine?

W1: Ten dollars

W2: Ten dollars! I don't have ten dollars. I shouldn't have to pay ten dollars!

W1: Why not?

W2: It's too much. And I'm a disabled student.

W1: What do you mean disabled?

W2: I have a hearing impairment. The university has to accommodate my disability.

W1: Well, you're not making much sense. Ten dollars is nothing. If you really need the use the article, you may sign it out for an hour, but you'll have to pay five dollars first.

W2: What about my disability?

W1: What about it?

W2: I mean, maybe you can just let the fine slide this time. I promise I won't do this again.

W1: Why did you return the book so late?

W2: I was busy and didn't have time to come the library.

W1: I'm sorry, but I can't help you. Your disability has nothing to do with the reason why you returned the book late. And ten dollars is nothing.

W2: Ah! You mean you're going to make me go find a bank machine just so I can withdraw ten dollars to pay the fine.

W1: No, I'm just telling you that I can't loan you the article until you pay your fine.

W2: I only need it for a minute!

W1: That doesn't matter.

W2: The book I borrowed wasn't important! It was just a weightlifting book! And there were probably several copies of it in the library.

W1: No, that's our only copy. And all books here are treated with equal importance.

W2: This is so ridiculous!

W1: If you'd like, I can let you speak to the head librarian. She's in right now.

W2: No, that's okay. Here's the money. Now give me the article!

W1: Just a minute.

W2: What now?

W1: Your signature, please.

W2: Huh! Here it is.

W1: Thank you. Please return it within an hour.

W2: Weren't you listening to me? I just told you I only need it for a minute. I'll be right back!

W1: 도와 드릴까요?

W2: 예. 심리학 420 교재를 대출하려고 하는데요.

W1: 교재 제목을 말씀해 주시겠어요?

W2: "현대적 인격 이론"이요. 교수님 성함은 제니퍼 푸트먼이에요.

W1: 도서관 카드 좀 보여 주시겠어요?

W2: 여기 있어요.

W1: 흠… 컴퓨터에 연체료가 있다고 나오네요.

W2: 그럴 리가 없어요.

W1: 연체료가 있으면 일반 교재나 수업 교재를 대출할 수 없어요… 잠깐만요… "웨이트 트레이닝 여성용 가이드"를 대출한 걸로 되어 있네요. 대출 날짜는 9월 9일이에요.

W2: 아마 맞을 거예요. 하지만 반납했어요.

W1: 언제요?

W2: 일주일 전이었다고 생각 되는데요.

W1: 예. 맞네요. 정확히 일주일 전이네요. 하지만 일주일 전 오늘은 화요일이었고 벌써 일주일 연체에요.

W2: 이보세요! 겨우 일주일이요? 그것 가지고 그래요?

W1: 예.

W2: 지금 당장은 돈이 없어요. 연체료가 얼마죠?

W1: 10달러요.

W2: 10달러라고요? 지금은 그 돈이 없어요. 전 10달러를 낼 수 없어요.

W1: 왜죠?

W2: 너무 비싸잖아요. 전 장애인이에요.

W1: 장애가 있으시다구요?

W2: 예, 청각 장애가 있어요. 대학은 제 장애를 고려해 줘야 하지 않나요?

W1: 말이 안 되잖아요. 10달러는 그리 많지 않은 금액이에요. 만약 교재가 필요하시다면 한 시간은 대출하실 수 있어요. 하지만 먼저 5달러를 내셔야 해요.

W2: 제 장애는 고려하지 않나요?

W1: 장애가 무슨 관련이 있죠?

W2: 제 말은 이번에만 연체료를 안 물게 해 주시면 안 되냐는 거죠. 다시는 이런 일이 생기지 않도록 할게요.

W1: 책을 늦게 반납한 이유는 뭔가요?

W2: 바빠서 도서관에 올 시간이 없었어요.

W1: 죄송합니다만 어쩔 수 없네요. 장애는 책 반납이 늦어진 이유와는 아무 상관이 없어요. 그리고 10달러가 큰 금액도 아니잖아요.

W2: 아니! 연체료를 내기 위해 10달러를 찾으려고 은행 자동인출기까지 가야 한단 말인가요?

W1: 아뇨. 전 단지 연체료를 내기 전에는 교재를 대출해 드릴 수 없다는 얘길 하는 거예요.

W2: 전 일분만 그 책을 보면 된다고요.

W1: 그건 제가 알 바 아니죠.

W2: 내가 대출했던 책은 중요한 책도 아니었어요. 헬스 관련 책이잖아요. 게다가 도서관에 같은 책이 여러 권 있었을 걸요.

W1: 아뇨. 그 책은 단 한 권 밖에 없어요. 도서관에 있는 모든 책들은 똑같이 중요하게 취급됩니다.

W2: 말도 안 돼!

W1: 정 그러시다면 수석 사서에게 얘길 해야겠군요. 지금 도서관에 계시거든요.

W2: 아뇨. 됐어요. 돈 여기 있어요. 이제 교재 주세요!

W1: 잠시 만요.

W2: 뭐죠?

W1: 서명을 하셔야죠.

W2: 여기요.

W1: 감사합니다. 한 시간 내에 반납하셔야 해요.

W2: 내 말 못 들었어요? 일분이면 된다고 말씀 드렸을 텐데요. 곧 돌아올게요.

C 1. (A) 2. (D) 3. (B)

4. 1) A) his grade
   3) list
   4) wrong file
   5) wrong
   6) Apologizes

5. [1]the suspected [2]had made a mistake [3]according to [4]professor [5]calculating grades [6]he found the right list [7]the correct grade

M2: Professor Sabharwal, I need to talk to you about something.

M1: Oh, please come into my office, young man. How might I help you?

M2: Yes, I'm in your quantum physics class and looked at my grade. I think you must have made some kind of mistake when you calculated it.

M1: Nonsense, young man. I never make mistakes with grades!

M2: Really!

M1: Ha ha ha! No, not at all. I must admit, from time to time, I do make errors. What makes you think there's an error?

M2: Well, you gave us a spreadsheet with our updated grades, right? And right now my score is 72, which should be impossible because on the midterm exam I got 85, and on the quiz I got 90. So I think my score should be about 86!

M1: Oh goodness! Let me take a look at your scores... just a minute, please... Why don't you sit down? I'll need a minute just to locate the file... Aha! I got it... What is your student number?

M2: It's 2-0-0-6-1-1-8-7.

M1: Please say that again, more slowly, please.

M2: It's 2-0-0-6-1-1-8-7.

M1: I'm sorry. I can't seem to find it... I'm really sorry. Could you please say it one more time?

M2: Sure. It's 2-0-0-6-1-1-8-7.

M1: This is very strange... very very very strange... I can't find you! You're not on my list! It's as if you don't exist!

M2: Well, I'm in your morning class, every Tuesday and Thursday at 10:00 a.m.

M1: Oh, I believe you, and I remember you... but I just can't seem to find you... Did you say Tuesday and Thursday? At 10:00?

M2: Yes!

M1: Oops! I'm looking at the wrong file. Just a minute... It's 2-0-0-6-1-1-8-7, right?

M2: Yes!

M1: Okie-dokie. I got it. Your midterm exam was 85, and you got a 90 on your quiz. Does that sound correct?

M2: Yeah! That's what I've been trying to tell you. My midterm was 85, and I got 90 on the quiz.

M1: Well, you're doing very well! And you're right! I did make a mistake. Your score should be 86 right now. That's a good score! It's one of the highest in the class.

M2: So you'll change my grade, right?

M1: Yes, of course! I'm really sorry I caused you such an inconvenience. Next time, if you have any problems, just call me, okay? You don't have to come all the way down here. You can even talk to me about it during class time. I don't mind. And don't hesitate to ask me any questions in class.

M2: Okay. But I didn't have to go out of my way or anything.

M1: Well, I'm truly sorry. I did the grades late at night, probably well past my bedtime. I hope I didn't make many other mistakes like that. And thank you for bringing this to my attention.

M2: It's no problem. Thanks for your help.

M1: No, no, no, no! I thank you!

M2: Okay. See you next Tuesday.

M1: Okay. I'd better check with the other students in case I made more mistakes like that... In any event, have a nice weekend.

M2: Thank you.

M2: 사바왈 교수님, 잠깐 얘기 좀 드렸으면 하는데요.

M1: 안으로 들어오세요, 무슨 일인가요?

M2: 교수님의 양자 역학 수업을 듣고 있어요. 성적을 봤는데 채점에 무슨 문제가 있는 듯해서요.

M1: 무슨 소리예요? 전 절대 채점 실수 같은 건 안 해요.

M2: 정말이에요.

M1: 하하하! 절대 없지는 않아요. 때로는 나도 실수를 한다는 걸 인정해야겠네요. 무슨 실수가 있었다고 생각하나요?

M2: 최근 성적이 나온 채점표를 주셨잖아요. 제 점수가 72점으로 되어 있는데 중간고사에서 85점을 받았고 퀴즈에서 90점을 받았는데 이런 점수가 나올 수가 없잖아요. 전 86점정도 나오리라고 생각했어요.

M1: 이런! 학생 점수를 좀 보죠… 잠깐만요… 좀 앉지 그래요? 파일을 찾아야 하니까 잠시 만요… 얏 여기 있네요… 학번이 어떻게 되죠?

M2: 2-0-0-6-1-1-8-7이요.

M1: 다시 한 번 불러 줄래요? 좀 더 천천히요.

M2: 2-0-0-6-1-1-8-7이요.

M1: 미안한데 안 보이네요. 정말 미안해요. 한 번만 더 불러 줄래요?

M2: 예. 2-0-0-6-1-1-8-7이요.

M1: 진짜 이상하네… 이해가 안 되는군요. 없어요! 제 파일에 없어요. 마치 없었던 학생처럼요.

M2: 매주 화요일과 목요일 오전 10시 수업을 들어요.

M1: 그래요. 기억해요. 그런데 안 보이네요. 화요일과 목요일이라고 했죠? 오전 10시요?

M2: 예!

M1: 이런! 잘못된 파일을 보고 있었네요. 2-0-0-6-1-1-8-7, 맞죠?

M2: 예!

M1: 알았어요. 여기 있네요. 중간고사 85점, 퀴즈 90점. 맞나요?

M2: 예! 제가 말씀 드리려던 거예요. 중간고사 점수는 85점, 퀴즈 점수는 90점이에요.

M1: 성적이 정말 좋군요. 학생 맞아요. 실수를 했네요. 지금 당장 점수를 86점으로 고쳐 줄게요. 성적이 좋군요. 그 반에서 가장 성적이 좋은 편에 속하는군요.

M2: 성적 정정해 주시는 거죠?

M1: 물론이죠! 불편을 끼쳐 정말 미안해요. 다음 번에 무슨 문제가 있으면 전화를 해요. 여기까지 찾아올 필요 없어요. 이메일 수업 중에 이야기를 해도 되고요. 그리고 수업 중에 질문이 있으면 주저하지 말고 하세요.

M2: 알았어요. 그런데 일부러 찾아오고 할 필요가 없었네요.

M1: 정말 미안해요. 지난밤에 채점을 했는데 아마 내 취침 시간이 훨씬 지나서 그랬을 거예요. 다른 실수는 안 했어야 할 텐데. 지적해 줘서 고마워요.

M2: 천만에요. 도와 주셔서 감사합니다.

M1: 천만에요. 내가 오히려 감사하죠.

M2: 네. 다음 주 화요일에 뵙겠습니다.

M1: 똑 같은 실수를 안 했는지 다른 학생들 점수도 살펴봐야겠네요. 어쨌든 주말 잘 보내요.

M2: 감사합니다.

D 1. Ⓒ 2. Ⓐ 3. Ⓒ

4. 1) library, A) renew, B) bring books with him
3) A) research project, B) buy it
4) A) call number, B) book is not there

5. [1]to renew [2]his ID card [3]his research project [4]checked out [5]its availability [6]on the shelves

M: Good afternoon, ma'am. I think that my books are almost due, so I'd like to renew them if that's possible. I don't have to bring them here to the library to do that, do I?

W: Oh, no, of course you don't have to do that. Just let me see your student ID card, and I can call up your record on the screen.

M: You have no idea how much of a relief it is to hear those words come out of your mouth. I've got a ton of books checked out, so lugging them up here wouldn't be too fun. Here's my card.

W: Okay, let's take a look... Your name is Jason Stevens, right? And you have... Wow... That's a lot of books you have checked out. Thirty-five in total? You must be some kind of a bookworm!

M: Not really. It's just that I have this upcoming report due in one of my classes, so I'm trying to do as much research as I can. Oh, so when are the books due now?

W: They aren't due until November 29. That's four weeks from today, so you should have plenty of time to finish everything up by then.

M: Excellent. You've been quite a lot of help... Say, I have a question for you if you don't mind. I've been trying to find this book... It's really crucial to my research, but it appears to have been checked out by someone. If it's not too much of a problem, do you think that you could check to see if it's actually been returned yet?

W: Oh, of course, I don't mind at all. That's exactly what I'm here for. Why don't you give me the title of the book so that I can call it up onto the screen?

M: Sure, I can do that. The title of the book is *Exploring New Methods in Historiography*.

W: Hmm, I didn't know that there were any new methods in history. But I guess that you're the expert, huh?

M: Yeah, it's not exactly the most fascinating topic in the world, but without it, I don't know what I'll do. I guess that I'd have to purchase it from a bookstore, but considering that it costs around fifty dollars, I'd much rather check it out instead. So, what's the verdict on the book?

W: I'd have to say that today is your lucky day. It appears that whoever had it checked out just returned it to the library. Here's the call number for the book. Let me write it down for you... Now here's something you need to keep in mind. Since it just got returned, it might not have been shelved yet. Why don't you head down to the stacks and take a look? If it's not where it should be, come back up here, and I'll go to find it in the returned books section.

M: Wow. That is some seriously awesome news. Thanks a lot.

W: You don't have to thank me. I'm just doing my job.

M: 안녕하세요. 대출한 책 반납일이 거의 다 된 것 같아서 가능하면 갱신을 하려고요. 도서관에 가져오지 않아도 되죠?

W: 물론이에요. 그러실 필요 없어요. 학생증만 주시면 컴퓨터로 기록을 조회해 보죠.

M: 그렇다니 정말 다행이네요. 책을 하도 많이 대출해서 그 무거운 책을 끌고 다니기가 장난이 아니거든요. 여기 학생증이요.

W: 좋아요. 한번 보죠. 이름이 제이슨 스티븐스, 맞죠? 학생은… 와… 책을 엄청 많이 대출 하셨네요. 전부 35권인가요? 사람들이 말하는 책벌레신가 봐요?

M: 꼭 그렇지는 않아요. 저가 듣는 수업 중에 곧 리포트를 내야 하는 게 있어서요. 가능한 한 조사를 많이 하려고요. 그런데 책 반납일이 언제죠?

W: 11월29일까지는 괜찮아요. 오늘부터 4주 후니까 그 때까지는 모든 작업을 마무리할 충분한 시간이 있겠네요.

M: 잘 됐네요. 큰 도움이 될 거예요… 그런데 괜찮으시다면 한 가지 여쭤보고 싶은 게 있어요. 이 책을 좀 찾으려고 하는데… 조사에 정말 중요한 책인데 누군가 이미 대출을 한 것 같아요. 너무 수고스럽지 않다면 아직 반납이 안됐는지 확인 좀 해 주실래요?

W: 물론이죠. 당연히 해 드리죠. 그게 저가 하는 일이니까요. 컴퓨터 조회를 위해서 책 제목을 좀 말씀해 주시겠어요?

M: 그러죠. 책 제목은 "역사문헌의 새로운 방법 연구"예요.

W: 역사에 뭐 그리 새로운 방법이 있기나 했는지 모르겠네요. 하지만 학생은 전문가겠죠?

M: 예. 세상에서 가장 매력적인 주제라고는 할 수는 없지만 그 책이 없으면 어떻게 해야 할지 모르겠어요. 서점에서 책을 구매해야 할 것 같은데 아마 가격이 50달러쯤 되겠죠. 시는 대신 대출을 할 수 있다면 좋겠는데요. 그런데 컴퓨터에 보라고 나왔나요?

W: 오늘 운이 좋으시네요. 대출을 했던 사람이 방금 막 도서관에 반납을 했네요. 이게 그 도서 청구번호예요. 적어 드리죠. 말씀 드릴 게 있어요. 방금 반납이 돼서 이직 책장에 안 꽂혀 있을지도 몰라요. 서고로 내려가서 찾아보세요. 만약 있어야 할 곳에 없으면 여기로 다시 오세요. 제가 반납 도서 코너에서 찾아드릴게요.

M: 이런, 정말 반가운 소식이네요. 대단히 감사합니다.

W: 감사 인사는요. 그냥 제 일인 걸요.

Practice with Lectures

A 1. Ⓒ 2. Ⓑ 3. Ⓒ

4. 1) free trade, A) goods and services, C) wealth
   3) A) trading, B) tariffs
   4) A) manufacturing, C) economies
5. [1]absence of tariffs [2]flow of business [3]protective policies [4]One major advantage [5]at the same time [6]domestic businesses [7]goods and services

M1: So what is free trade?

M2: Free trade means no tariffs and no quotas between countries that trade goods with one another.

M1: Good answer. But, it's not only a free flow of goods. It also means the free flow of services between nations. It's a system that allows people to buy and sell whatever they desire with whomever they desire. Advocates argue that total free trade will result in a net gain in wealth for both trading partners. Some of the characteristics of free trade are… uh, let me list them for you… First, the absence of tariffs, which are taxes on imported goods and services. Second is the absence of quotas and other trade barriers. Third… the free flow of labor between two trading partners. Fourth… the free flow of capital between the two trading partners. And fifth is the absence of subsidies and regulations on locally produced goods and services that give businesses in the home country an advantage over those of a foreign country. Now having said all this, keep in mind that free trade is a relatively loose term that means different things to different people. For instance, it can be any combination of these characteristics I just mentioned to you, and, typically, it's never completely 100% free. When you have a free trade agreement between two countries, there are usually some protective policies in place.

Protectionism, on the other hand, means government restraint on trade between two nations. Protective trade or protective tariffs are a nation's efforts to prevent its own people from trading. Such protective measures include tariffs on imported goods and services, restrictive quotas on imported goods and services, government regulations which discourage imports, anti-dumping laws, and subsidies for local producers.

There are a number of advantages to free trade. Perhaps the most important advantage of free trade is that it lowers the costs of goods and services. This is possible for a number of reasons. For example, production can take place in nations where labor and other operating costs are lower. Nike might manufacture in developing nations where labor costs are much cheaper. Likewise, it allows cheaper foreign manufactured goods from foreign businesses easily to be imported into a country where manufacturers cannot produce goods as cheaply. An example would be garment manufacturers in China. Also, jobs can be outsourced to other countries where labor is much cheaper. This explains why a lot of telephone call centers are located in India. So, with free trade, consumers can pay lower prices for foreign manufactured goods or foreign services rather than pay higher costs to local high-cost producers. Free trade also attracts investors to developed nations, improving the economies of those nations. It allows corporations easily to operate across borders. And it also results in social advantages such as the spread of democratic ideas to developed nations and the reduction of the likelihood of war between

developed nations.

Despite its apparent advantages, there are a number of critics of free trade. Many people prefer protectionism. And, as I mentioned a moment ago, in the real word, even when we have free trade or a free trade agreement, there's still some protectionism. Protectionists feel it's better for local consumers to pay higher prices and thereby maintain quality jobs. So, protectionism protects businesses, jobs, and wages, but it also means higher prices.

M1: 자유무역이란 무엇을 말하나요?

M2: 자유무역은 두 국가 사이에 거래되는 물건에 관세도 쿼터제도 없는 것을 말합니다.

M1: 잘 대답했어요. 자유무역은 상품뿐만 아니라 국가 사이에 서비스도 자유롭게 거래하는 것을 말합니다. 자유무역은 사람들로 하여금 원하는 상대방과 원하는 것을 무엇이나 사고 팔 수 있도록 해 줍니다. 자유무역 옹호자들은 완전한 자유무역은 무역 당사자 간에 부의 획득을 의미한다고 주장합니다. 자유무역의 특징으로… 가만… 첫째로 수입 재화나 용역에 부과되는 세금인 관세가 없다는 것을 들 수 있어요. 두 번째는 쿼터제가 없거나 다른 무역 장벽이 없다는 것을 들 수 있어요. 세 번째 특징은… 두 무역 당사국 간에 노동력이 자유롭게 이동한다는 것입니다. 네 번째 특징은… 무역 당사국 간의 자유로운 자본 흐름을 들 수 있어요. 그리고 다섯 번째는 외국 기업에 대해 자국 기업을 유리하게 하는 자국 재화와 용역에 보조금이나 규제가 없다는 것입니다. 자유무역의 특징들을 이야기했는데 자유무역은 서로 다른 사람에게 서로 다른 것을 의미하는 비교적 불명확한 용어예요. 예를 들어 방금 여러분에게 얘기한 이러한 특징 가운데 어떤 특징들을 접할 수도 있으며 일반적으로 완벽한 100% 자유무역이란 없습니다. 두 국가 간에 자유무역 협정을 체결한다면 대부분은 약간의 보호 정책이 있기 마련입니다.

한편 보호무역주의란 정부가 두 국가 간의 무역에 규제를 가하는 것을 의미합니다. 보호무역이나 보호관세는 한 국가가 자국민들을 무역에서 보호하고자 하는 노력이라고 할 수 있습니다. 그러한 보호무역 조치에는 수입 재화와 용역에 부과하는 관세, 수입 재화와 용역에 정하는 제한 쿼터제, 수입을 막는 정부 규정, 반 덤핑법, 자국 기업에 주는 보조금 등이 있어요.

자유무역은 여러 가지 이점이 있어요. 아마도 가장 중요한 이점은 재화와 용역의 가격을 낮춘다는 것을 들 수 있을 겁니다. 이것은 여러 가지 이유로 가능합니다. 예를 들어 노동력과 다른 운영비가 낮은 국가에서 제품을 생산합니다. 나이키는 인건비가 훨씬 싼 개발도상국에서 제조를 합니다. 이런 식으로 외국에서 생산한 보다 값싼 제품들이 그만큼 저렴한 가격에 제품을 생산할 수 없는 국가로 쉽게 수입이 됩니다. 한 가지 예는 중국의 의류 제조입니다. 또한 인건비가 훨씬 저렴한 다른 국가에서 작업을 아웃 소싱하기도 합니다. 많은 전화 콜센터가 인도에 있는 것도 바로 이 이유에서입니다. 따라서 자유무역 하에서는 소비자들이 자국에서 생산된 고가 제품을 사는 것보다 저렴한 비용으로 외국에서 생산된 재화나 용역을 구매할 수 있는 것이죠. 자유무역은 또한 부자가들을 선진국으로 끌어들임으로써 선진국들의 경제를 향상시킵니다. 기업들은 쉽게 국경을 넘어 기업 활동을 할 수 있습니다. 또한 선진국에 민주주의적 사고를 확산시키고 선진국 간의 전쟁 가능성을 감소시키는 것과 같은 사회적 이점도 있습니다.

자유무역은 분명한 이점이 있음에도 불구하고 자유무역을 비판하는 사람들이 있어요. 좀 전에 언급한 것처럼 실제 세계에서는 심지어 자유무역이나 자유무역 협정이 있는 경우라 하더라도 어느 정도의 보호무역이 있어요. 보호무역주의자들은 자국 소비자들이 더 높은 가격을 치르고서라도 양질의 일자리를 유지하려고 합니다. 이렇게 보호무역주의는 기업과 일자리, 임금을 보호하긴 하지만 보다 높은 비용을 치러야 합니다.

B 1. (D) 2. (C) 3. (C)

4. 1) history of camera, A) Chinese and Greek, B) all colors, C) darken
   2) A) didn't fade
   3) negative-positive
   5) 1900s
5. [1]familiar with [2]exposure to light [3]at least eight hours [4]in salt [5]photographic plates [6]invented [7]only required a few seconds [8]made it possible

Before we get into details about the art of photography and discuss the mechanics of cameras, I want to give you a brief history of some of the major events in the development of photography so that you'll have a greater appreciation for the art and technology that we have today.

You might have already read in your textbooks that in the fourth and fifth centuries B.C., philosophers in China and Greece described the basic principles of *cameras*. Now, this might not seem like a big deal because they were still far from inventing a camera, but what is of particular interest here is that they were already familiar with the basic principles of optics. In the 1660s, Isaac Newton discovered that white light was actually composed of different colors. By this time, darkrooms had already existed as a tool to assist in drawings. Then in 1727, we get our first important chemical discovery. Johann Heinrich Schulze discovered that exposure to light would darken silver nitrate. Finally, in 1814, a Frenchman, Joseph Nicéphore Niépce, became the first person to create a photographic image. However, his discovery wasn't a very practical one because his image needed to be exposed to light for at least eight hours! And, more importantly, the image quickly faded. However, after this, the development of photography quickly snowballed, and, within a generation, we had what very closely resembled modern day photography. Niépce died in 1833. But his business partner, Louis Daguerre, continued to experiment.

Finally, in 1837, Daguerre performed possibly

the greatest or most important feat in the history of photography when he became the first successfully to capture an image that did not fade. In other words, this was the first permanent image. He accomplished this by immersing the image in salt. Also, he developed photographic plates, which significantly reduced the required exposure time to thirty minutes. As a result of this, many artists at that time felt that this would seriously jeopardize their livelihoods, and some predicted that painting would cease to exist.

In 1841, William Henry Talbot developed the first negative-positive process, which made it possible to have multiple copies of the same image. But exposure times still took three to fifteen minutes. Modern-day photography is based on the same principles that he used. Finally, in 1851, Frederick Scott Archer invented the Collodion process, in which images only required a few seconds of light exposure. This was also cheaper and therefore made it possible for most middle class people to have their portraits done. The first mass-market camera was sold in 1900. It was called the Brownie. In 1913, the first 35mm still camera was developed, and then, in 1927, General Electric invented the first modern flashbulb. Polaroid cameras were first marketed in 1948. In 1973, instant cameras were introduced, and then, in the mid 1980s, we had the arrival of digital cameras.

사진에 대해 좀 더 자세히 살펴보고 사진기의 역학에 대해 알아보기 전에 오늘날 우리가 찍을 수 있는 사진 예술과 기술을 보다 잘 감상할 수 있도록 사진술의 발달에 있어서 주요 사건들을 간략히 살펴보도록 하겠어요.

여러분은 이미 교재에서 기원전 4세기와 5세기에 중국과 그리스의 철학자들이 사진기의 기본 원리를 설명했다는 내용을 읽었을 줄로 압니다. 이것이 사진기 발명과는 여전히 상당한 거리가 있었기 때문에 대단하게 느껴지지 않을 지도 모르지만 여기서 특히 관심을 모으는 점은 그들이 광학의 기본 원리를 이미 잘 알고 있었다는 점입니다. 1660년대에 아이작 뉴턴은 흰색의 빛이 여러 가지 색깔로 이루어져 있다는 것을 알았습니다. 이때쯤 그림의 보조 도구로 이미 암실이 존재했어요. 그러다가 1727년 최초의 중요한 화학적 발견이 있었어요. 요한 하인리히 슐체가 빛에 노출되면 질산은이 어둡게 된다는 것을 발견했어요. 마지막으로 1814년 프랑스인 조셉 니세포르 니엡스는 최초로 사진 영상을 만들었어요. 하지만 이미지를 적어도 8시간 이상 빛에 노출시키야 했기 때문에 그의 발전은 별로 실용적이지 못했어요. 그리고 보다 중요한 사실은 영상이 재빨리 사라졌다는 점입니다. 하지만 이 뒤에 사진술이 급속도로 발전하면서 한 세대가 지나기 전에 현대의 사진과 아주 비슷한 사진을 찍을 수 있게 되었어요. 니엡스는 1833년 사망했는데 사업 파트너였던 루이 다게르가 실험을 계속했어요.

마침내 1837년 다게르는 사진 역사상 가장 위대하고 중요한 업적을 이루어냈어요. 바로 사라지지 않는 영상을 포착하는데 성공한 것입니다. 다시 말해 이것이 최초의 영구적 사진이었어요. 그는 영상을 소금에 적셨어요. 또한 인화지를 개발했는데 이로 인해 노출시간이 30분으로 줄어들었죠. 이 결과 당시의 많은 화가들은 생계에 심각한 위협을 느끼고 그림이 사라지게 될 것이라는 예언을 하기도 했어요.

1841년 윌리엄 헨리 탤봇은 최초의 음화-양화 처리법을 개발했었는데 이로 인해 같은 이미지를 여러 장 얻을 수 있게 되었어요. 그러나 노출시간은 여전히 3분에서 15분 정도였어요. 현대식 사진술은 그가 사용했던 것과 동일한 원리에 기초하고 있어요. 마침내 1851년 프레드릭 스콧 아처는 콜로디온 처리법을 발명했는데 이 방법으로는 빛에 몇 초만 노출시키면 영상을 얻을 수 있었어요. 이 방법은 가격도 저렴해서 대부분의 중산층이 초상사진을 찍을 수 있게 되었죠. 최초의 대중시장용 사진기가 판매된 것은 1900년의 일입니다. 이 사진기는 브라우니라고 불렸어요. 1913년에는 최초의 35mm스틸카메라가 개발되었고 1927년에는 GE에서 최초의 현대식 섬광전구를 발명했어요. 폴라로이드 사진기가 처음 판매된 것은 1948년의 일입니다. 1973년에는 즉석사진기가 소개되었고 그리고가 1980년 중반에 와서 디지털카메라가 등장하게 되었습니다.

C 1. (B) 2. (B) 3. (D)

4. 1) archeology, A) ancient cultures, human activities, B) ancient remains
   2) A) endangered areas, C) cities
   3) A) Mexico
5. [1]ancient remains [2]source of knowledge [3]digging or excavating [4]examination of sites [5]a lot of erosion [6]with no deadlines [7]all over the world

W1: I'm glad you've all done your reading assignment... So now, um, perhaps, someone can remind us what archelogy is about!

W2: Well, according to what we have read, it's a science which studies ancient cultures and past human activities.

W1: And how do we study these ancient activities?

W2: Well, the ancients left little or no written history, but archeologists can learn a lot by examining ancient remains such as buildings, tools, graves, artifacts, and stuff like that. They use these to reconstruct the past.

W1: Yes. And these remains are our chief source of knowledge of prehistoric and ancient cultures. Where do archeologists get their information?

W2: They get it by digging.

W1: Yes. They excavate the ground. Usually, this means digging a big hole. They expose, process and record the remains of each archeological site. One kind of archeology is rescue archeology, which is sometimes referred to in your readings as salvage archeology or preventive archeology. Rescue archeology is the survey and excavation of areas of archeological interest that have recently been revealed and are threatened by land development or construction. Usually, development is imminent, so archeologists must urgently excavate so that

they don't impede the developers. In other words, they have to rescue the site before the bulldozers move in. Uh... these archeologists have to operate with tight deadlines. This means they need to record the details of the remains quickly. The actual fieldwork is conducted by an army of mobile, professional archeologists who are skilled in this type of work. Rescue archeology is more common in cities because that's normally where ancient civilizations were located and where the remains lie. It's also where development usually occurs.

The bulldozer is not the only concern for rescuers. Many sites have suffered a lot of erosion, which adds to the peril of the situation. This is another reason for the urgent need to rescue. The excavation becomes an exercise in damage control, where the team tries to limit the amount of damage that has or will inevitably occur. We call this damage control.

M: Is there always such an urgency to excavate? Don't they ever take their time?

W1: Oh, of course. What I described were the urgent cases. Often there is no emergency or deadlines so they indeed have a lot more time and can examine things more closely. We call this research excavation. During research excavation, the archeologists have a lot more resources to assist in their work. They can work at a relaxed pace, and they can excavate more fully. Time is simply not of the essence. Usually, the people working on such sites are the academics and private societies who have sufficient labor and funding.

M: So where does excavation occur?

W1: Right now, as we speak, there are thousands of digs taking place all over the world.

M: But, I mean, are there any near here?

W1: No, not around here. Not in this state.

M: So where are all of the excavations occurring?

W1: Well, surprisingly, despite their size, there are not many excavation sites in Canada and the U.S.. In fact, right now, Mexico has more digs than anywhere else in the Americas. The countries where extensive ancient civilizations were located tend to have more archeological sites. In the Americas, Mexico and Peru have the most excavations. But at any given time, you would likely find a lot of digging in places like Iran, Egypt, Greece, and Italy. Ah, a good example would be Pompeii, the ancient Roman city that was destroyed by a volcano in 79 A.D. It was rediscovered in 1748, and ever since that time, a lot of excavations have been going on there, even as we speak.

W1: 모두들 자료를 읽어오라는 과제를 다 해 와서 기쁘네요. 누가 고고학이 무엇인지 한 번 얘기해 볼까요?

W2: 읽은 바에 의하면 고고학은 고대 문화와 과거 인류의 활동을 연구하는 학문이에요.

W1: 이러한 고대 활동을 어떻게 연구하죠?

W2: 고대인들은 문서 기록을 지의 혹은 전혀 남기지 않았지만 고고학자들은 건물이나 도구, 무덤, 공예품, 기타 등등의 물건과 같은 고대 유적을 조사해 많은 것을 알아냅니다.

W1: 맞아요. 이런 유적들은 선사 문화와 고대 문화에 대한 지식을 얻을 수 있는 주요 자료가 되죠. 고고학자들은 어디에서 정보를 얻을까요?

W2: 땅을 파서요.

W1: 맞아요. 고고학자들은 발굴 작업을 하죠. 보통은 큰 구덩이를 팝니다. 각 고고학 유적지의 유적들을 노출시켜 처리를 하고 기록을 합니다. 고고학 분야의 하나로 구제고고학이 있는데 때로는 자료에서 구조고고학 또는 예방고고학이라는 단어를 쓰기도 했을 거예요. 구제고고학은 최근에 발굴되었지만 토지 개발이나 건설로 인해 위협을 받는 고고학 지역을 조사하거나 발굴하는 것을 말합니다. 일반적으로 개발이 임박했기 때문에 고고학자들은 개발업자들에게 방해가 되지 않도록 긴급히 발굴작업을 해야 합니다. 다시 말해 불도저가 밀고 들어오기 전에 유적지를 구조해야 하는 것이죠. 어… 이 고고학자들은 빠듯한 마감시한을 가지고 작업을 해야 합니다. 이는 유적의 세부 사항을 재빨리 기록해야 한다는 얘기죠. 실제 현장작업에는 이런 작업에 익숙한 다수의 기동력 있는 전문적 고고학자들이 참여합니다. 구제고고학은 도시에서 보다 쉽게 볼 수 있는데 그것은 고대 문명이 위치했고 유적이 남아 있는 곳이 보통 도시이기 때문이에요. 또한 개발이 일어나는 곳도 도시이기 때문이죠.

구제고고학자들이 걱정하는 것은 불도저만이 아닙니다. 많은 유적지는 침식을 받는데 이것이 상황을 더욱 악화시킵니다. 그것은 긴급히 구조를 해야만 하는 또 다른 이유가 됩니다. 발굴작업은 피해 대책의 연습 과정이라고 할 수 있어요. 왜냐하면 발굴 팀은 어쩔 수 없이 일어났고 일어날 피해의 양을 줄이려고 하기 때문입니다. 이것을 피해 대책이라고 합니다.

M: 항상 그렇게 발굴은 시간을 다투나요? 느긋하게 하는 때는 없나요?

W1: 물론 있죠. 제가 설명한 것은 긴급 상황이에요. 아무런 긴급 상황이나 마감시한이 없이 실제로 아주 느긋하게 보다 자세히 조사를 하는 경우도 있어요. 이것을 조사발굴이라고 합니다. 조사발굴의 경우에는 고고학자들이 작업에 보다 많은 자원을 사용하게 됩니다. 느긋하게 일하기 때문에 좀 더 완전한 발굴 작업이 일어나죠. 시간은 중요한 문제가 아닙니다. 보통 발굴지에서 일하는 사람들은 인력과 자금이 충분한 학술 또는 민간단체 소속인 경우가 많아요.

M: 발굴 작업은 어디에서 하죠?

W1: 수업을 하고 있는 바로 이 순간 세계 곳곳에 있는 수천 개의 발굴지에서 이루어지고 있어요.

M: 그러니까 이 근처에도 있나요?

W1: 아뇨. 이 근처에는 없어요. 이 주에는요.

M: 그렇다면 발굴 작업은 전부 어디에서 진행되는 거죠?

W1: 놀랍게도 그 규모에도 불구하고 캐나다나 미국에는 발굴지가 별로

없어요. 사실 현재로서는 아메리카 대륙에서 멕시코가 가장 발굴지가 많아요. 광범위한 고대 문명이 존재했던 나라들은 고고학적 유적지가 더 많아요. 아메리카 대륙에서는 멕시코와 페루가 가장 많죠. 하지만 어떤 시기에는 이란, 이집트, 그리스, 이탈리아 등에서 많은 유적지가 나왔죠. 아, 좋은 예가 기원 후 79년에 화산 폭발로 파괴된 고대 로마 도시 폼페이가 되겠네요. 폼페이는 1748년 다시 발견되었는데 그 이후로 많은 발굴이 진행되었으며 지금 이 순간에도 일어나고 있어요.

D 1. Ⓒ 2. Ⓒ 3. Ⓑ

4. 1) ceramics, A) clay, B) pottery, C) kitchenware
   2) A) potter's wheel, hands, D) firing again
5. [1]combination [2]various minerals [3]it's the oldest form of art [4]is mass produced in factories [5]shapes it with his hands [6]This hardens the clay

M: So we've discussed and looked at architecture, sculptures, and a number of paintings. Are there any other art forms?

W1: Yeah, we didn't discuss literature yet.

M: Nor have we discussed ceramic arts. A lot of art students are not interested in this art form because they don't see it as being glamorous. But I think it does deserve some of our attention. What exactly is ceramics?

W1: It's made from clay. It's things like mugs, cups, plates, pots, tiles, and I think bricks, too.

M: Yes! Generally, ceramic arts, which are sometimes referred to as pottery, are pieces made from a combination of inorganic non-metallic materials and heat. In other words, it's earthenware. And indeed, the most common ingredient is clay, but it's usually mixed with various minerals. Typically, pottery is something you've been using your entire life. I mean it's usually kitchenware and various other kinds of containers. It usually has utilitarian purposes, and sometimes it's designed purely for decorative reasons. Because of its practicality and durability, it's probably the oldest form of art. Many pieces date back several thousand years to the age of prehistoric man. Early man had little time for decorative art but developed pots primarily for practical reasons. Imagine drinking water all these centuries without cups or eating without plates!

W2: How do they make it look so refined? What you see in the stores and museums hardly looks like clay!

M: Oh, I'm glad you asked that question. First, much of the kitchenware that you see in stores is mass produced in factories. But making beautiful, refined-looking pottery is not difficult. Many pots are made in old fashioned, modest studios as they were hundreds of years ago. And they're made by hand. Potters might use a potter's wheel, but that's all. The potter starts with a hunk of clay, shapes it with his hands, and then lays it out to dry. Later, the potter heats it up in an oven, which we call a kiln. This hardens the clay. Once it's heated, the shape becomes permanent and can no longer be modified. This is why pottery is so endurable. Pots are usually heated at an extremely high temperature, which varies with the purpose. Sometimes, the pots are heated twice, but they're always glazed before the final firing, which gives them that refined look and makes it non-porous. Also, when painters use pots or plates as a canvas and devote a lot of attention and detail to the design, that works wonders, too.

W1: So how high do the pots have to be heated?

M: Well, as I said, that depends on the purpose of the art form. If the temperature is heated to more than 1200℃, it will essentially turn the clay into manmade stone. We call this stoneware. It's hard enough to resist scratching. A lot of fancy plates are made this way, and, with the touch of a skilled painter, they can be made to look very beautiful. There are other types of pottery, such as earthenware and porcelain. Earthenware is heated below 1200 degrees.

M: 이제까지 건축, 조각, 그리고 많은 회화들을 살펴봤어요. 이 밖에 다른 예술 형태가 있나요?

W1: 예, 문학을 다루지 않았어요.

M: 도예도 다루지 않았죠. 많은 학생들이 도자기를 아름답다고 생각하지 않기 때문에 도예에는 별로 관심을 두지 않아요. 하지만 도예는 주목을 받을 만하다고 생각해요. 도기란 정확히 어떤 것일까요?

W1: 점토로 만들어요. 잔이나 컵, 접시, 항아리, 타일 같은 거요. 벽돌도 해당된다고 생각해요.

M: 맞습니다. 일반적으로 도예를 도기라고도 하는데 비금속 무기물질에 열을 가해 만듭니다. 다시 말해 흙으로 만든 제품이죠. 사실 대부분 성분은 점토이지만 여러 가지 광물과 혼합을 합니다. 전형적으로 도기는 일상생활에서 이용되는 것입니다. 그러니까 일반적으로 부엌용품과 다양한 종류의 용기를 말합니다. 보통은 실용적 목적이 있지만 때로는 단순히 장식적인 목적으로 만들기도 합니다. 실용성과 내구성 때문에 아마도 가장 오래된 예술 형태 중의 하나가 아닐까 해요. 많은 작품들은 수천 년을 거슬러 올라가 선사시대에 만들어졌어요. 초기 인류는 장식 예술을 할 만한 시간이 거의 없었지만 주로 실용적인 목적으로 항아리를 만들었어요. 수 세기 동안 컵도 없이 물을 마시고 접시도 없이 음식을 먹었다고 생각해 보세요!

W2: 어떻게 그렇게 세련된 모양을 만들죠? 상점이나 박물관에서 보게 되는 도자기는 전혀 점토 같지가 않던데요.

M: 그 질문을 해 줘서 반갑네요. 우선 상점에서 파는 대부분의 부엌용품

은 공장에서 만들어요. 하지만 아름답고 멋진 도기를 만드는 것은 어렵지 않아요. 많은 도자기들이 수백 년 전과 같은 구식의 초라한 작업실에서 만들어집니다. 그리고 그것들은 손으로 제작되죠. 도공들은 물레를 사용하긴 하지만 그게 다예요. 도공들은 손으로 점토 덩어리의 모양을 만든 다음 건조가 되도록 둡니다. 그런 다음 가마라고 하는 화덕에 굽습니다. 일단 열을 가하면 모양은 영구적으로 되어 더 이상 변형시킬 수가 없게 되죠. 그렇기 때문에 도자기는 그렇게 내구성을 갖게 됩니다. 도자기는 일반적으로 엄청난 고온에서 굽는데 용도에 따라 온도는 변합니다. 때로는 도자기를 두번구이를 하기도 하는데 항상 마지막으로 굽기 전에 유약을 바릅니다. 유약을 바르면 세련되게 보이고 구멍도 없어지게 됩니다. 또한 화가들이 도자기나 점시를 캔버스로 사용해 공을 들여 세부적인 그림을 그리면 정말 환상적인 도자기가 탄생합니다.

W1: 얼마나 높은 온도로 구워야 하나요?

M: 이미 말한 것처럼 용도에 따라 달라져요. 온도가 1200℃ 이상 되면 점토가 인공석으로 바뀝니다. 이것을 돌 세공품이라고 하죠. 이것은 굽어도 상처가 생기지 않을 정도로 단단합니다. 많은 좋은 도자기들을 이 방법으로 만드는데 숙련된 화가의 손길에 의해 아주 멋진 작품이 탄생하기도 합니다. 토기나 자기와 같은 다른 형태의 토기도 있어요. 토기는 1200℃ 이하의 온도로 굽습니다.

Integrated Listening & Speaking

A

1. It is the free flow of goods and services between nations.
2. Protectionism
3. Stronger domestic businesses, more domestic jobs, and higher domestic wages.

As I mentioned to you, there'll be a number of questions about free trade and protectionism on next week's exam. So keep in mind that free trade is basically the free flow of goods and services between nations. Usually, this means the absence of tariffs, quotas, subsidies, and restrictive regulations which limit the flow of business between two nations. Protectionism is the government restraining trade between two nations. It is basically the opposite of free trade and includes such protective measures as tariffs, quotas, government regulations, anti-dumping laws, and subsidies. One major advantage of free trade is that it keeps prices down, but at the same time, it can hurt domestic businesses and reduce domestic wages. Protectionism protects domestic businesses, domestic jobs, and domestic wages while keeping prices higher.

여러분에게 이야기 한 것처럼 다음 주 시험에는 자유무역과 보호무역주의에 관해 여러 문제가 나올 거예요. 그러니까 자유무역이 기본적으로는 국가 간의 재화와 용역의 자유로운 이동이라는 것을 기억하세요. 일반적으로 자유무역이란 국가 간의 무역 흐름을 제한하는 관세, 쿼터제, 보조금, 제한 조치 등이 없는 것을 말합니다. 보호무역이란 정부가 두 국가 간의 무역에 제한을 가하는 것을 말합니다. 보호무역은 기본적으로는 자유무역의 반대 개념이며 관세, 쿼터제, 정부 규제, 반 덤핑법, 보조금 등과 같은 무역 보호 조치가 있습니다. 자유무역의 한 가지 큰 이점은 가격을 낮추는 것이지만 동시에 자국 기업에 해를 끼치고 국내 임금 수준을 떨어뜨리게 됩니다. 보호무역주의는 자국 기업, 국내 일자리, 국내 임금 수준을 보호하는 역할을 하지만 가격을 상승시키게 됩니다.

B

1. They use it for bowls and plates and other practical reasons.
2. Shape some clay, let it dry, cook it in a kiln, and let it harden.
3. It is the process that makes pots look nice.

Ceramic arts, or pottery, are items that are made from various natural ingredients like clay and other minerals. Most pottery has a practical use, like for bowls and plates. So, how do we make pottery? Well, if doing so by hand, first the potter uses a potter's wheel to mold a piece of clay into the shape he wants. Then he lets it dry, and, after that, he bakes it in an oven called a kiln. When the clay is heated, it hardens, thereby making its shape permanent. After that, the pot is done. Of course, sometimes the potter heats it again, but not before glazing the pot. That's a process which gives pots that nice look that most of them have. It sounds like a difficult process, but it's really not that hard at all.

도예, 즉 도기는 점토와 기타 광물질과 같은 여러 가지 자연 성분으로 만든 것을 말합니다. 대부분의 도기는 그릇이나 접시와 같이 실용적인 목적이 있습니다. 그런데 도기는 어떻게 만들까요? 손으로 작업을 하는 경우에는 우선 도공은 물레를 사용해 점토를 원하는 모양으로 만듭니다. 그런 다음 건조시키고 그 다음에는 가마라고 하는 화덕에 굽습니다. 점토가 구워지면 딱딱해져서 영구적인 모양을 갖게 됩니다. 그렇게 하면 도자기가 완성됩니다. 물론 때로 다시 굽기도 하지만 유약을 바르고 다시 굽게 됩니다. 유약을 바르면 대부분의 도자기처럼 멋진 광채가 납니다. 어려운 과정처럼 들리지만 실제로는 그렇게 어렵지 않습니다.

TOEFL iBT Practice Test

A 1. (D) 2. (B) 3. (C) 4. (B) 5. (C)

M: Excuse me. Do you work here?
W: Oh sure. What can I do for you?
M: I'm looking for the law books?
W: Law's in Section G... over there!
M: I was just there. I saw only a few books there.
W: I know. Most of the law books are sold directly from

the law school. Which book were you looking for?
M: *Principles of European Business Law*.
W: Oh, sorry. We're not carrying that one anymore.
M: That can't be right. Are you sure?
W: Just a minute. Let me look on the computer... You said *Principles of European Business Law*, right?
M: Yup.
W: The author is Roman... Roman Picard?
M: That's it
W: Yeah, I'm afraid we don't have it.
M: I need it for one of my courses.
W: Are you a law student?
M: No, I'm in business.
W: Well the semester is half over. Why are you looking for it now?
M: I know, but I didn't have time to read it yet, so I didn't bother buying it. The midterm exam is next week, so now I have read it.
W: Our shelf space is very limited. So, often four or five weeks into a semester, we send unsold books back to our supplier or directly to the publisher, especially if the textbook is not required for the next semester. This one's probably not required next semester.
M: Yeah, you're right. This course is offered next semester, but I think it's with a different professor, and he'll probably use a different textbook.
W: Perhaps you could find it in the library. From my understanding, the university is required to put one copy of each textbook in the library.
M: I didn't know that, but I prefer to buy a copy. This way I can mark it up. Can you order another copy?
W: No. Not for just one student.
M: Well, what should I do?
W: Why don't you ask your professor to contact us? We can order single copies for professors. Maybe he'd be willing to cooperate.
M: Okay, but he's out of town today, and I'm not sure when he's coming back. Are there any other options?
W: Well, law books are usually difficult to find. You'd never find them in a regular bookstore. You could check some other universities that have law schools, but unfortunately, they probably don't use the same textbook.
M: Hmm
W: I have a thought. The book was used last year, so you might be able to find a copy of it at one of the used bookstores.
M: Oh, good idea! I didn't think of that.
W: Yes, there are two used bookstores on campus. O'Hara's is in the Student Building, and there's also Bargain Books, which is next door to us.
M: Okay. Are there any other used bookstores on campus?
W: No, but it wouldn't hurt to check out Spider Books. It's just a block south of campus, and it carries a lot of used textbooks from this university. It's the biggest used bookshop in the city.
M: Okay, and if that doesn't work, are there any other alternatives?
W: Yeah, just do what my sister and a lot of her friends are doing.
M: What's that?
W: They're buying a lot of their textbooks online. Check the online bookstores. Check Amazon and E-Bay. They've got just about everything, including textbooks. And they ship things very quickly.
M: Oh good idea. Thanks a lot.
W: No problem. Good luck.

M: 실례하겠습니다. 여기서 일하시는 분이세요?
W: 그런데요. 뭘 도와 드릴까요?
M: 법률 서적을 찾고 있어요.
W: 법률 서적은 "G" 코너에 있어요… 저쪽이요!
M: 방금 그 쪽에 갔다 왔는데요. 책이 몇 권 밖에 없었어요.
W: 그래요. 대부분의 법률 서적은 법대에서 직접 판매해요. 어떤 책을 찾고 계신데요?
M: 〈유럽 기업법의 원칙〉이요.
W: 죄송합니다만 다 나갔어요.
M: 그럴 리가요. 확실한가요?
W: 잠깐만요. 컴퓨터로 조회해 볼게요. 〈유럽 기업법의 원칙〉이라고 하셨죠?
M: 예.
W: 저자가 로먼… 로먼 피카드 맞나요?
M: 예, 맞습니다.
W: 맞아요. 다 나갔네요.
M: 수업에 필요해서 그런데요.
W: 법대 학생인가요?
M: 아니요. 경영학과요.
W: 학기가 절반이나 지났는데 왜 지금 그 책이 필요하시죠?
M: 알아요. 하지만 아직 읽을 만한 시간이 있어서 사는 것도 괜찮을 것 같아서요. 중간고사가 다음 주라서 읽으려고요.
W: 책장 공간이 상당히 제한돼 있어요. 그래서 학기 시작 4, 5주가 되면 팔리지 않은 책은 공급업자나 출판업자에게 돌려보내요. 특히 해당 교재를 다음 학기에 선택하지 않는 경우에는 말이에요. 이 교재는 아마 다음 학기에 선택 교재가 아닐가 봐요.
M: 맞아요. 이 수업을 다음 학기에도 하긴 하는데 다른 교수님이 하셔서 아마 다른 교재를 사용할 거예요.
W: 어쩌면 도서관에 가면 있을 거예요. 내가 아는 한 대학 도서관에는 모든 교재를 한 권씩은 비치하게 되어 있으니까요.
M: 그건 몰랐네요. 그런데 이왕이면 사려고요. 그래야 책에 표시도 할 수

있으니까요. 주문을 해 주실 수는 있나요?

W: 아뇨. 지금은 주문을 할 수가 없어요.

M: 그럼 어떻게 하죠?

W: 교수님께 부탁을 드려 저희한테 연락을 주시라고 하세요. 교수님이 원하시는 경우에는 한 권도 주문이 가능하거든요. 아마 도와주실 거예요.

M: 좋아요. 그런데 교수님이 오늘은 출장을 가셨는데 언제 돌아오시는지 잘 모르겠어요. 다른 방법은 없나요?

W: 법률 서적은 보통 구하기가 힘들어요. 일반 서점에서는 살 수가 없어요. 법대가 있는 다른 대학을 알아볼 수도 있겠지만 아마 같은 교재를 사용하지는 않을 거예요.

M: 흠.

W: 좋은 수가 있어요. 그 책이 작년에도 교재였으니 중고서점에 가면 구할 수 있을지도 모르겠네요.

M: 좋은 생각이네요. 왜 그 생각을 못 했을까요?

W: 교내에 중고서점은 두 곳이 있어요. 오하라는 학생빌딩에 있고 바진스 서점은 이 서점 바로 옆에 있어요.

M: 알았어요. 교내에 다른 중고서점이 또 있나요?

W: 아뇨. 없어요. 하지만 스파이더북스 서점도 가 보세요. 학교에서 남쪽으로 한 블록 떨어져 있는데 이 대학 중고 교재가 많아요. 이 도시에서는 가장 큰 중고서점이니까요.

M: 알겠습니다. 그런데 만약 없으면 다른 방법이 있을까요?

W: 있죠. 제 언니나 친구들이 즐겨 쓰는 방법이죠.

M: 뭔데요?

W: 사람들은 책을 온라인으로 많이 구매하더라고요. 온라인 서점에 가 보세요. 아마존이나 이베이요. 교재뿐만 아니라 없는 게 없으니까요. 배송도 빠른 편이에요.

M: 좋은 생각이에요. 감사합니다.

W: 천만에요. 행운을 빌어요.

B 1. (D) 2. (C) 3. (B)
4. (A) Torpor Hibernators (B) Deep Hibernators
(C) Torpor Hibernators (D) Deep Hibernators
5. (B) 6. (A)

M: So for these reasons, when you're camping, be sure you take all of the necessary precautions to avoid bear encounters.

W1: I have a question.

M: Please, go ahead.

W1: This winter, I'll be going camping. It'll be the first time I've ever tried winter camping. I was wondering, um, since bears usually hibernate during the winter, do we ah, do we still have to take the same precautions as when we go camping in the summer?

M: Yes! First of all, you don't know when bears are going to start hibernating, and you don't know when they're going to stop hibernating, and most importantly, bears don't hibernate!

W1: Oh! Really?

M: Yes, really. The stories you were told as a child about bears hibernating are not true. Bears are not true hibernators. Let me repeat that. Bears don't hibernate! True hibernation essentially means total inactivity for several days or weeks. It's a state or a phase that some animals experience when the days become very short, the temperature cools, and food quantities are limited. Furthermore, there are different kinds of hibernators. True hibernation is also referred to as deep hibernation because the animal's body is inactive for a very long period, its body temperature decreases to five degrees or less, its metabolism decreases, and its breathing slows down. True hibernation is a survival mechanism during the long, cold winter season when food is scarce. Deep hibernation allows the animal to conserve its energy. Their sleep is so deep that they cannot be awakened. This allows animals to skip over the cold, stressful winter. Bears are not true hibernators! They can awaken during the winter. Please remember that!

W1: Ah, so what happens to bears during the winter?

M: Well, bears are torpor hibernators. This means they are not true hibernators like some smaller animals. Torpor hibernators are inactive only for a short time, perhaps during the coldest hours of the night. They don't sleep for several weeks like true hibernators, and their temperature never drops to five degrees. In fact, bears' temperatures rarely drop below thirty degrees. When an animal is in torpor, it's capable of quick arousal. Some bears will sleep for several weeks, but even if they do, they are capable of waking up very quickly. That's why bears are dangerous all year round!

W2: How do animals know when to hibernate?

M: Well, some hibernators, like reptiles, are capable of predictive dormancy, which means that as the days decrease in length, they can anticipate winter approaching, and then they begin hibernating automatically. Because they can anticipate cold weather, they can avoid the potentially lethal cold season by going into hibernation. Other animals are not capable of this anticipation. They're only capable of consequential dormancy. In other words, they don't hibernate until they've been exposed to cold weather. If the winter is mild or the animal is located in an area where the seasonal weather conditions are unpredictable, it might stay active all winter if conditions permit. If it gets too cold, it can start hibernating.

W2: So which animals are deep hibernators?

M: Some of the deep hibernators are chipmunks, woodchucks, snakes, box turtles, and toads. Torpor hibernators include bears, raccoons, and skunks. The non-hibernators are red foxes, gray squirrels, and wild turkeys.

M: 그래서 이런 이유 때문에 캠핑을 할 때는 곰을 만나지 않도록 할 수 있는 필요한 예방 조치를 다 해야 해요.

W1: 질문이 있어요.

M: 하세요.

W1: 이번 겨울에 캠핑을 갈 생각이에요. 겨울 캠핑은 처음이에요. 그래서 그런데 겨울 동안에 곰은 동면을 하는데 여름에 캠핑을 갈 때와 마찬가지로 똑 같은 예방 조치를 해야 하는지 궁금해요.

M: 그럼요! 우선, 곰이 언제 동면을 시작할지 모르고 언제 동면에서 깨어날지도 모르잖아요. 무엇보다도 곰은 동면을 하지 않아요.

W1: 정말이에요?

M: 그럼요. 정말이죠. 여러분이 어려서 들은 겨울잠을 자는 곰 이야기는 사실이 아니에요. 곰은 진성 동면을 하지는 않아요. 다시 한 번 얘기해 주죠. 곰은 동면을 하지 않습니다! 진성 동면은 며칠 또는 몇 주 동안 완전히 활동을 하지 않는 것을 의미합니다. 낮이 짧아지고 기온이 내려가 먹이가 적어지면 일부 동물들이 동면을 하죠. 게다가 동면동물에는 여러 가지 종류가 있어요. 진성 동면은 아주 장기적으로 활동을 하지 않기 때문에 체온이 5℃ 이하로 내려가고 대사량이 줄어들며 호흡이 느려지기 때문에 깊은 동면이라고도 합니다. 진성 동면은 먹이가 부족한 길고 추운 겨울 동안의 생존 방식이에요. 깊은 동면을 통해 동물들은 에너지를 보존할 수 있어요. 매우 깊은 잠을 자기 때문에 깨어나지 않아요. 이렇게 춥고 힘든 겨울을 날 수 있는 것이죠. 곰은 진성 동면동물이 아닙니다! 곰은 겨울 동안 깨어나기도 합니다. 절대 잊지 말기 바랍니다!

W1: 곰은 겨울 동안 어떻게 지내나요?

M: 곰은 휴면 상태에 들어갑니다. 다시 말해 다른 덩치가 작은 동물들처럼 진성 동면동물은 아니란 얘기죠. 휴면 동물들은 잠시 동안, 아마도 밤에 온도가 가장 내려가는 동안에만 활동을 하지 않아요. 곰은 진성 동면동물처럼 수 주씩 잠을 자지는 않아서 체온이 5℃까지 떨어지는 일이 없어요. 사실 곰의 체온은 30℃이하로는 거의 떨어지지 않아요. 동물이 휴면 상태가 되면 빨리 일어날 수 있어요. 어떤 곰은 수 주 동안 자기도 하지만 그런다고 해도 아주 빨리 잠에서 깨어날 수 있어요. 그러니 곰은 1년 내내 위험한 동물입니다.

W2: 동물들은 언제 동면할지를 어떻게 알죠?

M: 파충류와 같은 일부 동면동물들은 예견적 동면을 하는데 다시 말해 낮이 짧아지면 겨울이 온다는 것을 알고 자동적으로 동면을 시작한다는 얘기예요. 추운 겨울을 예견할 수 있기 때문에 동면 상태에 들어감으로써 혹한의 겨울을 피할 수 있는 거죠. 다른 동물들은 이런 예견을 할 수 없어요. 이런 동물들은 귀결적 동면을 합니다. 다시 말해 이들은 추운 겨울이 오고 나서야 동면을 한다는 얘기죠. 만약 날씨가 온화하거나 계절적 기후 조건이 예측 불가능한 지역에 있을 경우는 상황이 허락하는 한 겨울 내내 활동을 합니다. 그러다가 날씨가 너무 추워지면 동면을 시작하죠.

W2: 깊은 동면을 하는 동물들로는 어떤 동물들이 있죠?

M: 깊은 동면을 하는 동물로는 줄무늬다람쥐, 우드척, 뱀, 상자거북, 두꺼비 등이 있어요. 휴면 동물로는 곰, 너구리, 스컹크 등이 있죠. 동면을 하지 않는 동물로는 붉은 여우, 회색다람쥐, 야생칠면조 등이 있어요.

Vocabulary Review

A

1. furor
2. subsidize
3. jeopardize
4. resemble
5. reconstruct
6. incinerator
7. dwindle
8. disabled
9. erosion
10. durable
11. upset
12. make
13. accomplish
14. snowball
15. quantum

B

1. This is the digging of a big hole to expose ancient remains and other findings so that we can learn more about ancient cultures. (Excavation)
2. This activity saves energy and natural resources and reduces greenhouse gas emissions. (Recycling)
3. This is a government policy that allows people to trade whatever they want with whomever they want, without any government interference. (Free trade)
4. This art is made from clay and other materials. Usually, it requires a very hot kiln. (Pottery)
5. This technology slowly developed over several hundred years but finally started to capture images in the 19th century. (Photography)
6. This science is the study of ancient cultures by examining ancient remains. (Archeology)

Unit 7 Connecting Content

Practice with Conversations

A **1.** (B) **2.** (B) **3.** (A)

4. 1) B) to explain more
2) high altitude sickness, A) going high up, B) oxygen, C) lightheadedness, nausea
4) Hydration

5. [1]understand a concept [2]ascend into the atmosphere [3]oxygen molecules [4]40% fewer [5]ways to acclimatize [6]of refraining from strenuous activity

M1: Hello, Professor Cronkite. I was just wondering if I could speak to you for a few minutes.

M2: Certainly, Patrick. What can I do for you?

M1: Well, I guess I had a little trouble understanding your lecture today when we were discussing mountaineering and the dangers of high altitude sickness. Could you go over what causes high altitude sickness again if it's not too much trouble?

M2: Of course, Patrick. It's no trouble at all. Let me start at the beginning so there is no confusion. First of all, high altitude sickness refers to an illness that can occur in people when they travel above a certain number of feet, say, if they are driving a car up a steep mountain, mountain climbing, or flying in an airplane. Was that part of the lecture clear this morning?

M1: Oh yes. I only started getting confused when you began discussing the chemistry behind it and what happens inside the body.

M2: Okay, so what causes high altitude sickness is the lack of oxygen in the atmosphere the higher you ascend. The concentration of oxygen in the air that most people are used to is around 21%, and the barometric air pressure is around 760mmHG. Now, as you ascend, the concentration of oxygen in the air does not change, but what does change is that the number of oxygen molecules per breath is reduced due to a lower barometric pressure. For example, if you were to climb a mountain that peaked at 12,000 feet, you would be inhaling 40% fewer oxygen molecules per breath at the top than you would at the bottom of the mountain.

M1: I see. So a person feels ill because he cannot get as much oxygen into his bloodstream as he is used to. But how does a person know he has high altitude sickness? What kinds of symptoms does he display?

M2: Well, if you've ever ridden on an airplane, you know that there is always one or two people on board who feel lightheaded or nauseous. However, others on the plane may not show any symptoms since they are acclimatized to the conditions.

M1: I know you talked about it in class, but what does acclimatized mean again?

M2: Acclimatized means that you've allowed yourself to become used to the conditions little by little. There are some simple things each person can do to become acclimatized to altitude, especially if you are doing something like hiking. The main cause of high altitude sickness is that you ascend too quickly, so your body has no time to adjust, but here are some things you can do to help you acclimatize. Try to start your ascent under 10,000 feet, and ascend slowly. If you are flying, try not to do anything too strenuous the following day. Always try to stay well hydrated.

M1: What does hydration have to do with preventing high altitude sickness?

M2: Oftentimes, the process of acclimatization is accompanied by fluid loss, so staying properly hydrated will help replenish your body.

M1: Thank you very much for your time, Professor Cronkite. I think I understand high altitude sickness much better now.

M2: You're very welcome, Patrick. And thank you for being brave enough to come by and ask for my help. So many students are too embarrassed to admit they need help, but that is what we are here for... to make sure you understand the concepts and help you realize your full potential.

M1: 안녕하세요, 크롱카이트 교수님. 잠시 시간 좀 내 주실 수 있으신가요?

M2: 물론이죠, 패트릭. 무슨 일이죠?

M1: 오늘 수업 내용 중 등산과 고산병의 위험에 대한 내용이 잘 이해가 안 가서요. 너무 번거롭지 않으시다면 고산병이 왜 일어나는지 다시 한 번 말씀해 주시겠어요?

M2: 물론이죠, 패트릭. 전혀 번거롭지 않아요. 혼란스럽지 않도록 처음부터 시작하도록 하죠. 우선, 고산병은 자동차를 타고 가파른 산을 가거나 등산을 하거나 비행기를 타는 경우처럼 일정 고도 이상 올라가는 사람에게 일어나는 질병이에요. 오늘 아침 강의에서 그 부분은 이해가 됐나요?

M1: 예. 고산병의 신비한 원리와 체내에서 일어나는 현상을 얘기할 때 혼란이 왔어요.

M2: 좋아요. 고산병이 일어나는 이유는 고도가 높아지면 대기 중의 산소가 부족해지기 때문이에요. 대부분의 사람들이 익숙한 대기 중 산소

농도는 약 21%이며 기압은 760mmHG 정도예요. 그런데 높은 곳에 올라가면 대기 중의 산소 농도는 변하지 않는데 기압이 낮기 때문에 한번 호흡할 때마다 산소 분자의 수가 감소하게 되죠. 예를 들어, 12,000피트 높이의 산을 오른다고 하면 산 아래쪽에 비해 정상에서는 호흡당 40% 적은 산소 분자를 들이마시게 되죠.

M1: 알겠어요. 그러니까 익숙했던 것만큼 많은 산소가 혈액 속으로 들어가지 않기 때문에 고산병이 생기는 거군요. 그런데 고산병에 걸렸다는 것을 어떻게 알죠? 어떤 증상이 일어나나요?

M2: 비행기를 타본 적이 있다면 항상 탑승객 중에 한두 사람쯤은 현기증이 나거나 멀미를 하는 것을 보았을 거예요. 하지만 다른 사람들은 그런 환경에 적응이 되었기 때문에 아무런 증상이 나타나지 않죠.

M1: 수업 중에 말씀하셨던 것 기억이 나요. 하지만 적응이 된다는 게 무슨 뜻이죠?

M2: 적응이 된다는 것은 조금씩 그 상황에 익숙해진다는 것을 말해요. 특히 하이킹 같은 것을 하는 경우에는 고도에 적응하기 위해 할 수 있는 간단한 것들이 있어요. 고산병의 주요 원인은 너무 급히 산을 올라 몸이 적응할 시간이 없다는 것이에요. 적응을 하기 위해 할 수 있는 것들이 몇 가지 있어요. 10,000피트 이하의 산에서 시작하고 천천히 산을 오르세요. 비행기를 탔다면 다음 날 너무 격렬한 활동은 하지 마세요. 수분을 충분히 섭취하세요.

M1: 고산병 예방과 수분은 어떤 관련이 있나요?

M2: 종종 적응 과정은 유체 손실을 동반하기 때문에 충분한 수분을 섭취해야 몸을 보충할 수 있어요.

M1: 시간 내 주셔서 감사합니다. 크롱카이트 교수님. 이제 고산병이 훨씬 더 잘 이해가 되네요.

M2: 천만에요, 패트릭. 이렇게 찾아와 도움을 청하다니 용감하군요. 일부 학생들은 너무 창피해서 도움이 필요하다는 걸 인정하려 하지 않죠. 하지만 학생들이 개념을 이해하고 능력을 완전히 발휘할 수 있도록 하기 위해 교수들이 있는 거잖아요.

B 1. Ⓐ 2. Ⓑ 3. Ⓐ

4. 1) housing office, A) stay in dormitory longer
   2) foreign student
   4) foreign student
   5) understands
5. [1]extra semester [2]complete her student teaching [3]foreign student [4]find new housing [5]This angers the student [6]help them get comfortable [7]needs a roommate.

M: Hello. How may I be of assistance?

W: Hi. My name is Sally Morgan, and I am a senior on campus. I'm here because I would like to extend my stay in my dorm room for one more semester.

M: And why is it that you need to extend your stay?

W: Well, you see, I am getting my major in education, and I thought I would be through with all of my classes by this winter, but my professor reminded me that I need to remain in the area for one more semester to do my student teaching. Student teaching is the main part of my degree.

M: Okay, can you tell me what dormitory you currently live in?

W: Carter Dormitory.

M: Okay, let me check my computer here to see what it says about the Carter Dormitory. Oh, I'm sorry, but it looks like we have allocated all of the rooms in your dorm to some incoming foreign students next semester. I am afraid you will have to make other arrangements.

W: But why can't I stay? I am a paying student, and this is my fourth year. I have to remain in the areal If I don't do my student teaching here, then I forfeit my degree!

M: I understand that, Sally, however you must remember that you signed an agreement last semester stating that you would not need your dorm room after the term. Do you remember that agreement? We have given that room to a foreign student.

W: But can't you just tell the foreign student that you made a mistake? She could live off campus or in another dorm! Surely I should have first choice since I have been here the longest.

M: All of the other dorm rooms are accounted for, and to have the foreign student try to fend for himself off campus would be very irresponsible on the part of this university. Imagine if you were only just learning Chinese and decided to study abroad in China for one semester. Do you think you could take it upon yourself to find your own housing if your student housing fell through? How would that make you feel?

W: I suppose I would feel very alone and scared. Oh... I see your point.

M: I am sorry you cannot live in your dorm room next term, but think about it this way. Those dorm rooms are due for an upgrade. You see how old they are and how desperately they need repair work done. I am sure you can find a really nice place off campus, perhaps with your friends, where your room is much nicer than the one you are in right now.

W: Yeah, I guess so. My friend did say that she needed another roommate for next semester. Sorry I was so spiteful initially. I apologize.

M: That's no problem, Sally. Thank you very much for understanding the situation.

M: 안녕하세요. 무엇을 도와 드릴까요?

W: 안녕하세요. 저는 샐리 모건이라고 해요. 이 학교 4학년이에요. 한 학기 더 기숙사 생활을 하고 싶어 연장 신청을 하려고요.

M: 왜 연장이 필요한가요?

W: 그러니까, 전 교육학 전공인데 이번 겨울이면 수업이 다 끝날 줄 알았는데, 교수님이 교생실습을 하기 위해서는 한 학기 더 있어야 한다고 하셔서요.

M: 좋아요. 현재 살고 있는 기숙사가 어디죠?

W: 카터 기숙사요.

M: 좋아요. 컴퓨터로 카터 기숙사에 대해 알아볼게요. 죄송합니다만 다음 학기에는 그 기숙사에 있는 모든 방을 새로 들어오는 유학생들에게 배정을 했네요. 다른 데 방을 알아 봐야겠네요.

W: 왜 안 된다는 거죠? 공짜로 있는 것도 아니고 전 4학년이에요. 한 학기를 더 있어야 한다고요! 교생실습을 안 하면 학위도 받을 수가 없어요.

M: 샐리 양, 이해하지만 지난 학기에 한 학기 이상은 기숙사가 필요하지 않다는 계약에 서명을 하셨던 거 기억 안 나세요? 그 계약 잊어버리실 거 아니죠? 벌써 유학생에게 그 방을 배정했어요.

W: 그 유학생에게 실수가 있었다고 말해주시면 안 되나요? 그 학생은 학교 밖이나 다른 기숙사에서 생활해도 되잖아요. 여기에 가장 오래 있었으니 제가 우선순위 아닌가요?

M: 나머지 기숙사의 방들도 다 배정이 되었어요. 유학생을 학교 밖으로 나가게 한다는 것은 학교 측에서 봤을 때 상당히 무책임한 조치죠. 학생이 중국어를 배우기 위해 한 학기 동안 중국에서 유학을 한다고 쳐 보세요. 학생이 머물 곳이 마땅치 않아 혼자 숙소를 찾아야 한다면 할 수 있을 것 같나요? 어떤 기분이 들겠어요?

W: 외롭기도 하고 무서기도 할 것 같아요. 무슨 말인지 알겠어요.

M: 다음 학기에 기숙사 생활을 못 하게 되어서 유감이에요. 하지만 이렇게 생각해 보세요. 그 기숙사는 리모델링을 할 예정이에요. 아주 낡아서 보수 작업이 절대적으로 필요하죠. 학교 밖에서 정말 좋은 숙소를 찾을 수 있을 거예요. 친구랑 방을 같이 구할 수도 있겠죠. 아마 이곳보다 훨씬 낫을 거예요.

W: 예, 그렇겠네요. 제 친구 한 명이 다음 학기에 룸메이트가 필요하다고 했어요. 처음에 그렇게 무례하게 군 것 죄송해요. 사과 드려요.

M: 천만에요. 샐리 양. 상황을 이해해 줘서 정말 고마워요.

C 1. Ⓒ 2. Ⓑ 3. Ⓓ

4. 1) noise, B) piano playing
3) practice for concert
4) different piano

5. [1]complains to the official [2]cannot hear [3]making too much noise [4]are necessary [5]one week [6]six weeks [7]compromise [8]written permission

W: Excuse me?

M: Yes, Miss. Can I help you?

W: I certainly hope so! My name is Cherie, and I have booked a room in Lincoln Hall to practice the piano. However, when I went in the room just now, I heard a large group of men working on the building. They are making so much noise pounding and sawing that I can hardly hear myself play!

M: Oh, yes. I am so sorry for the inconvenience, Cherie, but I am afraid we are in the middle of renovating the hall, and we need to get this construction done before the big concert. I know it seems very inconvenient for you, but now was the best time for the construction crew to come in.

W: But I am also preparing for the concert, and it's only six weeks away! I have decided to play a challenging Bach piece and I need all the practice I can get. Can't the construction workers come in after hours or early in the morning?

M: Well, perhaps the construction workers coming in during the early morning or evening would be convenient for you, but I doubt it would be very convenient for all of the students trying to sleep in the dorms next door. No one wants to hear the sound of a hammer or saw at midnight! I do not want to sound rude, but you are not the only person who is involved with the concert. There are many students who seem to be making other arrangements while the men finish the work.

W: Yes, but I don't want to hear the sound of a hammer or a saw when I am practicing! And of course it may be easier for other students to practice. A flutist can take his flute wherever he wants to practice, but a piano is not very mobile!

M: Again, I understand that this is an inconvenience, but the construction workers will only be here for one week, so we decided that if they need to be here for a week, we would at least book them early enough before the big concert so that everyone would be guaranteed good, silent practice times five weeks prior to the performance.

W: But what am I supposed to do? I need a full six weeks of practice to get this Bach piece polished.

M: How about we make a compromise? There is a piano in the basement of the theater building that is utilized during stage musicals that is not being used at the moment. I could give you written permission to get into the building for one week so that you can practice your piece in silence while these construction workers are finishing up. Does that sound fair?

W: Oh, yes, that sounds wonderful! I am sorry for being so pushy about this, but it is the final performance of my senior year, and I want it to go perfectly! Thank you very much!

M: You are welcome.

W: 실례합니다.

M: 예, 뭘 도와 드릴까요?

W: 예, 좀 도와주세요. 저는 셰리라고 하는데 피아노 연습을 하기 위해 링컨 홀의 방을 예약했어요. 하지만 방금 막 그 방에 갔다가 그 건물에서 많은 사람들이 일하는 소리를 들었어요. 두드리고 톱질하는 소리가 너

무 커서 제가 연주하는 소리도 들리질 않아요.

M: 아, 그랬군요. 불편을 끼쳐 죄송합니다. 셰리 양. 하지만 그 홀을 리모델링하는 중이에요. 큰 콘서트가 있기 전에 공사를 끝내야 해요. 더우 불편하겠지만 지금이 조용 틈이 공사를 할 수 있는 최적기라서요.

W: 하지만 저 역시 연주회 준비를 해야 하요. 6주밖에 안 남았어요. 어려운 바흐의 곡을 택해서 최대한 연습을 해야 해요. 공사 인부들이 몇 시간 뒤에 오거나 아침에 오면 안 되나요?

M: 인부들이 이른 아침이나 저녁에 오면 학생한테는 편할지 모르지만 바로 옆 기숙사에서 생활하는 학생들은 그렇지 못할 거예요. 아무도 한밤중에 해머나 톱 소리를 듣는 걸 좋아하지 않을 테니까요. 기분 나쁘게 들릴 지도 모르지만 연주회를 하는 사람이 학생만 있는 건 아니잖아요. 인부들이 작업을 끝낼 동안에 다른 데서 연습을 하는 학생들이 많아요.

W: 예, 하지만 전 연습할 때 해머나 톱 소리를 듣고 싶지 않아요. 물론 다른 학생들은 연습하기가 더 쉬운지 모르죠. 플루트 같은 경우는 어디에 가서나 연습을 할 수도 있지만 피아노는 들고 다닐 수가 없잖아요.

M: 다시 한 번 말씀 드리지만 불편하신 건 이해해요. 하지만 인부들은 일주일간만 공사를 할 예정이라 공사가 일주일 만에 끝나면 학생들이 연주회에 앞서 5주간의 편안하고 조용한 연습 시간을 가질 수 있도록 연주회 전에 충분하게 미리 예약을 해 드릴 거예요.

W: 하지만 저는 어떻게 하죠? 이 바흐 곡을 제대로 연주하려면 꼬박 6주 동안 연습을 해야 해요.

M: 이렇게 하는 건 어때요? 뮤지컬에 사용하는데 지금은 사용하지 않는 피아노가 극장 건물 지하실에 있어요. 인부들이 공사를 끝내는 동안 조용하게 연습을 할 수 있도록 1주일간 그 건물에 들어갈 수 있는 허가증을 써 줄게요. 괜찮은 제안인가요?

W: 예, 너무 좋아요! 너무 빡빡하게 굴어서 죄송해요. 하지만 4학년 마지막 연주회라서 완벽하게 연주하고 싶거든요. 대단히 감사합니다.

M: 천만에요.

D 1. (B) 2. (A) 3. (B)

4. 1) A) go on field trip, B) denied
   2) skipped
   3) A) popular
   4) graduate
   5) show up

5. [1]could not understand [2]submitted an application [3]had not shown up [4]call in and inform [5]forfeited his chance [6]must be a way [7]wait at the bus stop [8]fill a vacancy

M: Excuse me, but can I ask you a question?

W: Yes, what can I do for you?

M: My name is Charlie Myers. I applied to go on the ecology field trip to Inglewood Forest next week, but for some reason my application was denied and returned to me in the mail. I can't seem to figure out why it would be denied, as I should have preferential admissions for this trip since I am in the class. I was just wondering if you knew why I was denied.

W: Ah, yes, Charlie Myers. When I look into your file, it says here that you applied to go on this same field trip last term but did not go. Is this information correct?

M: Yes, that is correct. I signed up to go on the field trip last term but came down with a bad case of the flu. I was too sick to make the trip that day. It took me one week to get over my illness, and that excluded any possibility to go to Inglewood.

W: Did you call the office to let anyone know you were sick, or did you cancel your application? Did you let your professor know so that he could delete your entry for the trip?

M: No, I'm afraid I didn't. I asked a friend to cancel my application for me, but he forgot. I was also going to call myself, but I lost my voice due to my illness.

W: That is too bad. I am so sorry you came down with the flu, but I'm afraid that, due to the popularity of this field trip, the science office has a policy that you must call and cancel your application if you cannot attend. The waiting list is always long for this trip, and, had you called, we could have filled your spot. I'm afraid that because you did not call, you've now forfeited your chance to attend the field trip. It is the office policy.

M: But this field trip is a crucial part of my major! If I don't go on it, I won't graduate! You must be able to let me go!

W: I'm sorry, Charlie, but you should have read the application more closely. The only consolation I can offer is that there are generally one or two students, like yourself, that cannot make the trip for whatever reason. On the morning of the field trip, wait at the bus stop, and, if a student does not show up, you can fill that vacancy. I would suggest that you get up early, however, as the vacancies are filled on a first-come, first-served basis, so you will want to make sure you are first in line.

M: Okay, if this is the only way, then I will do it. But I am going to make sure I am first in line!

W: That sounds like a good idea, Charlie. Sorry I cannot do more.

M: 실례합니다만 뭘 좀 여쭤봐도 될까요?

W: 물론이죠. 무슨 일이신가요?

M: 저는 찰리 마이어스라고 합니다. 다음 주에 있는 잉글우드 포레스트의 생태학 현장학습 신청을 했는데 어떤 이유로지 신청이 거절당해 우편으로 돌아왔어요. 그 수업을 듣고 있어서 이 여행에 우선권이 있는 것으로 아는데 왜 거절을 당했는지 모르겠어요. 혹시 제가 거절당한 이유를 아시나요?

W: 아, 예, 찰리 마이어스 학생. 파일을 보니까 지난 학기에 동일한 현장학습 신청을 하고는 안 갔더군요. 맞나요?

M: 예, 맞습니다. 지난 학기에 현장학습 신청을 했는데 심한 독감에 걸렸어요. 그 날 몸이 너무 안 좋아 여행을 가질 못했어요. 몸이 회복되는데 1주일이나 걸려 잉글우드에 갈 엄두도 못 냈어요.

W: 사무실에 전화를 해서 누구에게라도 아프다는 사실을 알렸거나 신청을 취소했나요? 현장학습 신청을 취소할 수 있게 교수님께 연락을 했나요?

M: 아니요, 안 했어요. 친구한테 신청을 취소해 달라고 부탁했는데 그 친구가 잊어 버렸어요. 직접 취소를 하려고 했는데 아파서 목소리가 나오질 않았어요.

W: 안됐군요. 독감에 걸렸었다니까요. 하지만 이 현장학습은 참가하고 싶어 하는 사람들이 많기 때문에 과학부에서는 참석하지 않을 경우 전화를 해서 신청을 취소해야 한다는 규정을 두고 있어요. 이 행사는 대기자 명단이 길기 때문에 만약 학생이 전화를 해 줬더라면 누가 대신 갈 수도 있었을 거예요. 전화를 안 했기 때문에 현장학습에 참가할 기회를 박탈당한 거예요. 그것이 이곳 규정이에요.

M: 하지만 현장학습은 제 전공에 중요한 부분이에요. 안 가면 졸업을 할 수 없다고요! 제발 가게 해 주세요.

W: 찰리, 미안하지만 신청서를 좀 더 자세히 읽어봤어야죠. 제가 해줄 수 있는 유일한 위로는 학생처럼 무슨 이유에선지 여행에 못 가는 사람이 한두 사람은 있다는 거예요. 안 나타나는 학생이 있으면 그 학생 대신 갈 수 있어요. 현장학습일 아침에 버스정류장에서 기다리세요. 하지만 선착순으로 공석이 채워지니까 아침에 일찍 오는 게 좋을 거예요. 그래야 줄을 서서 기다리는 학생 중 첫 번째가 될 테니까요.

M: 알았어요. 방법이 없으니 그렇게 할게요. 하지만 꼭 제일 먼저 줄을 설 거예요.

W: 좋은 생각이에요. 찰리. 달리 도와줄 방법이 없어 미안해요.

Practice with Lectures

A 1. (A) Negative display (B) Negative display (C) Positive display (D) Negative display (E) Positive display

2. (D) 3. (C)

4. 1) inhibition, A) negative, B) - Housefly
2) inhibitions, A) – bad, good

5. [1]to follow through [2]to get to food [3]fly's instinct [4]finding another method [5]viewed as negative [6]problem solving [7]risking the child's safety [8]make a safer choice.

Good morning, class. Today we are going to be looking at a concept in psychology called inhibition. Inhibition is a mental state in which a person is unable or hesitant to complete a certain action. Oftentimes, the action in question is one that is instinctual. Inhibition can be either a positive or negative response, depending on the situation. For example, a housefly, seeing food on the other side of a window pane, will repeatedly bash itself against the window in an effort to try to reach the food. Because the fly has no higher form of intellect, it cannot exercise inhibition. In this case, it would be to stop bashing itself against the window, overriding its instinct for food. Therefore we would deem the fly's lack of inhibition in this instance to be negative. It is expending energy to no avail in an effort to retrieve food that it cannot possibly obtain. Let us take a look at another example. A young boy is so fascinated and unafraid of fire that he tries to enter a burning building. Now, most people have a healthy relationship with fire, using it responsibly for everything from warmth to preparing food, but when a fire rages out of control, our instinct tells us not to approach it since it could burn or possibly even kill us. In the case of the little boy, his lack of inhibition means that his brain does not send a signal to his body to avoid danger or possibly injury. If the little boy learns how to exert some inhibition over the situation, perhaps he would make a good firefighter in the future, but until he learns how to do this, his lack of inhibition for fire may mean that he will perish before he reaches adulthood.

Now, we all know that our natural instinct to do one thing or another is sometimes very hard to control. Just like the fly, we too, as human beings, have a strong instinct to consume food so that we do not starve to death. However, because of our higher state of thinking, we realize that if a glass door separates us from our food, bashing ourselves against the door will not help solve the problem. Our minds must inhibit ourselves long enough to delay our gratification for the food whilst we figure out how to open the door. In this way, our inhibition helps solve problems. However, just like a total lack of inhibition is not always a good thing, too much inhibition can often be detrimental to a situation. Let us take the case of little Sally, who is starting school for the very first time. Sally is so shy, or inhibited, that she is afraid to speak to her teacher or to any of her peers on the first day of school and cries until her mother comes to pick her up. Sally's inhibition means that she does not make any new friends on the first day of school. Sally also does not allow her teacher – a trustworthy and helpful adult – to comfort her or introduce her to her new classmates or ideas. In this instance, little Sally's inhibition does not help her solve the problem of meeting new people. Okay, now let's change the scenario for little Sally. Say she was on the playground bouncing a ball, and the ball rolled into the street. Sally's instinct would be immediately to race out into the street to retrieve the ball, but now her inhibition is a good thing, as her mind tells her body

to pause long enough to wait and watch for passing cars. Let us take the situation one step further. Sally stopped and watched for cars, and now she is crossing the street to retrieve her ball. On the sidewalk stands an older man who asks Sally if she would like to go for a ride in his car. Sally has never seen this man before. He is a stranger. Because she is so shy, Sally runs from the man back to the playground. Sally's shyness, an inhibition that was seen negatively inside the classroom, is now viewed as something positive since it means she did not approach the stranger and get into his car with him.

안녕하세요, 여러분 오늘은 억제라고 하는 심리학 개념에 대해 살펴보도록 하겠어요. 억제란 어떤 동작을 할 수 없거나 하기를 주저하는 정신 상태를 말합니다. 종종 해당 동작이 본능적일 때가 있어요. 억제는 상황에 따라 긍정적일 수도 부정적일 수도 있어요. 예를 들어 집파리가 창문의 반대쪽에서 먹이를 보고 먹이에 다가가기 위해 계속해서 창문에 부딪치는 경우를 생각해 봅시다. 파리는 지능이 높지 않기 때문에 억제를 할 수가 없어요. 그래서 이 경우 파리가 억제를 하지 못하는 것이 부정적으로 작용합니다. 손에 넣지도 못할 먹이를 구하려고 헛되이 노력을 낭비하는 것이죠. 꼬마 아이는 불에 매료되어 두려움 없이 불타고 있는 건물 안으로 들어가려고 합니다. 대부분의 사람들은 불을 잘 사용하며 난방에서부터 음식 조리에 이르기까지 모든 면에서 확임감 있게 사용하지만 화재가 걷잡을 수 없이 번질 때에는 우리에게 화상을 입히거나 심지어 사망에 이르게 하기도 하기 때문에 본능적으로 불에 다가가지 않게 됩니다. 꼬마아이의 경우 억제가 없기 때문에 뇌가 신체에 위험 또는 그로 인해 생길 수 있는 부상을 피하도록 신호를 보내지 않습니다. 만약 꼬마아이가 상황에 대한 억제를 배운다면 어쩌면 미래에 좋은 소방관이 될 수도 있겠지만 이것을 배우기 전까지는 불에 대한 억제의 부재로 인해 성인이 되기도 전에 죽고 말 거예요.

이제 우리 모두 어떤 일을 하고자 하는 본능이 때로는 매우 제어하기 힘들다는 것을 압니다. 집파리의 경우와 마찬가지로 우리 인간들도 굶어 죽지 않도록 무엇인가를 먹고자 하는 강한 욕구가 있어요. 하지만 높은 사고 수준 덕분에 우리는 유리문이 음식과 우리 사이를 가로막고 있어서 문에 부딪치는 것이 문제를 해결하는데 아무런 도움이 되지 않는다는 것을 깨닫죠. 우리의 이성은 문을 열 방법을 찾아낼 동안 음식에 대한 감상을 지연시킬 만큼 오래 우리를 억제시켜 줍니다. 하지만 억제가 완전히 없는 것이 늘 좋은 것만은 아니듯이 억제를 너무 많이 하는 것도 상황을 악화시킬 수 있어요. 지금으로 학교에 간 꼬마 샐리의 경우를 예로 들어보죠. 샐리는 너무 수줍음을 타고 억제가 심해서 입학 첫날 선생님이나 친구들에게 말도 걸지 않은 채 엄마가 데리러 올 때까지 울기만 합니다. 샐리가 억제를 했기 때문에 입학 첫날 새로운 친구도 사귀지 못 했습니다. 또 샐리는 믿을만하고 도움을 주는 어른인 선생님이 위로를 하게 하지도, 친구들이나 새로운 생각들과 만나게 하지도 못하게 했습니다. 이 경우 꼬마 샐리의 억제는 새로운 사람들을 만나는 문제를 해결하는데 도움을 주지 못 했어요. 좋아요. 꼬마 샐리의 상황을 좀 바꿔서 얘기해 보죠. 샐리는 운동장에서 공치기를 하고 있는데 공이 도로로 굴러갑니다. 샐리는 본능적으로 공을 가져오기 위해 도로로 달려 나갔겠죠. 하지만 억제 때문에 기다리고 지나가는 차가 없는지 확인을 할 만큼 멈추도록 하기 때문에 이 경우 억제는 긍정적 효과를 냅니다. 상황을 한 단계 더 진행시켜 보죠. 샐리는 멈춰 서서 차가 오는지를 살핍니다. 그리고는 공을 주워오기 위해 길을 건넙니다. 인도에 서 있던 나이든 남자가 샐리에게 자기 차를 타겠느냐고 물어봅니다. 샐리는 이 사람을 전에 한 번도 본 적이 없습니다. 낯선 사람이죠. 샐리는 수줍음이 많기 때문에 남자에게서 달아나 운동장으로 다시 뛰어옵니다. 교실에서는 부정적으로 보였던 억제에 해당하는 샐리의 수줍음이 낯선 사람에게 다가가서 같이 차를 타지 않게 해 주었기 때문에 이제는 긍정적인 것으로 비춰집니다.

B 1. (A) Baleen, Migrates (B) Teeth, Migrates (C) Teeth, Migrates (D) Baleen, Migrates
2. (C) 3. (B)
4. 1) whales, B) Blue
2) A) plankton
3) B) Bottlenose, C) Killer
4) B) mating
5) C) complex sounds
5. [1]those with baleen [2]keratin [3]blue whale [4]sperm whale [5]to breed and give birth [6]to feed [7]work together in groups

W1: This afternoon, we are going to talk about one of the largest mammals on Earth, which just so happens to live in the ocean. Does anyone know what mammal I am talking about?

W2: A whale?

W1: Yes, a whale. And during today's discussion, we are going to focus not only on the different types of whales and their body structures, but we will also discuss whale migration and intelligence. Can anyone here name a type of whale and then tell us about one of its distinct features?

M: There is the humpback whale, and they are called that because, well, they have a hump on their back.

W1: Good. The distinguishing feature of a humpback whale is pretty self-evident in its name, isn't it? Another type of whale is the blue whale, which happens to be the largest living animal in the world. Blue whales can grow up to thirty meters in length and have exceeded 177 metric tons in weight! You have named two whales that also share something in common, something that is used to divide all whales into two different groups. Does anyone here know what these two whales have in common that also separates them from different whales?

W2: Is it baleen? I think a blue whale has baleen, but I am not sure about the humpback whale.

W1: Yes, it does. Can you elaborate on that? What is baleen?

W2: I'm not really sure. I think it is something that is found in a whale's mouth.

W1: You are on the right track. Baleen is a sieve-like structure in a whale's mouth that filters the water from the plankton that it eats. It is made of out of

keratin. Non-baleen whales, such as the sperm whale, are known as toothed whales because they have teeth, and so they feed on larger creatures such as fish or squid.

M: Can you name some more toothed whales?

W1: There is the bottlenose whale and the killer whale. We already named blue whales and humpback whales as two types of whales that have baleen.

W2: Do whales need to travel far for food? They are so big... It must be hard for them to swim far!

W1: Oh, on the contrary, it is not hard for whales to swim far for food, and indeed they do! Whale migration is a complex and time consuming event in the life of whales. Each type of whale varies slightly, but the two main reasons for migration are for mating and for feeding. Now, does anyone have an idea as to why a whale must migrate for these activities and why they do not just stay in one region?

M: Aren't some of the waters they live in too cold for giving birth?

W1: That is part of the reason, yes. Typically, whales travel to warmer water to give birth and colder water to feed. Whales are known to travel for thousands of miles to complete these activities. One type of whale, the southern right whale, lives along the southern coasts of Africa during its mating season and then will swim all the way to waters near Antarctica in the summer so that it can feed.

W2: But that doesn't seem to make any sense. A whale must expend so much energy to get to its food source. Wouldn't it be safer and smarter for the whale to just try to find food where it is?

W1: One would think so, but once the whale gets to where it is going, it is able to gorge itself on the plentiful food, thus gaining more energy than it ever would if it were to stay in one type of water year round. And let us not forget that whales are very intelligent mammals. First of all, they have a larger brain than any mammal, including human beings. Whales are highly social animals, able to communicate with each other through complex sounds, and, if need be, they will form into groups and swim together as a means of protecting each other. Evidence of this can be noted when whales are under threat by whaling ships. The whales will either find new migration routes or they will swim in a tight formation to try to protect each other.

W1: 오늘 이 시간에는 지구상에서 가장 큰 포유동물 가운데 한 가지에 대해서 공부해 보도록 하겠어요. 제가 어떤 포유동물을 이야기 하는지 알겠나요?

W2: 고래 아닌가요?

W1: 맞습니다. 고래예요. 오늘 수업 중에 고래의 여러 가지 종류와 신체 구조뿐만 아니라 이동과 지능에 대해서도 살펴보기로 하겠어요. 고래의 종류와 특징에 대해서 발표해 볼 사람?

M: 혹등고래는 등에 혹이 있어서 그런 이름이 붙었어요.

W1: 잘 대답했어요. 혹등고래의 특징은 이름 자체에 이주 잘 나타나 있죠? 다른 종류의 고래로 흰 수염고래가 있는데 이 고래는 현존 동물 가운데 세상에서 가장 큰 동물이에요. 흰 수염고래는 길이가 30미터까지 자라는데 무게가 177톤이나 나가기도 해요. 여러분은 또한 공통점을 가진 두 가지 고래의 이름을 말했어요. 이 공통점은 모든 고래를 두 종류로 나눌 때 사용되는 특징이죠. 누가 이 두 고래의 특징이자 다른 고래들과 구별되는 특징을 아는 사람?

W2: 고래수염 아닌가요? 흰 수염고래는 고래수염이 있는 것 같은데 혹등고래는 확신이 안서네요.

W1: 있어요. 좀 더 자세하게 설명해 볼까요? 고래수염이 뭐죠?

W2: 정확하게는 모르겠는데 입 안에 있는 것 같은데요.

W1: 잘 맞췄어요. 고래수염은 고래 입 안에 있는 채 모양의 구조로 고래가 먹는 플랑크톤에서 물을 걸러내죠. 고래수염은 각질로 되어 있어요. 향유고래처럼 고래수염이 없는 고래들은 이빨이 있기 때문에 이빨고래라고 하는데 물고기나 오징어 같은 보다 큰 동물들을 잡아먹죠.

M: 이빨고래의 예를 더 들어 주시겠어요?

W1: 병고고래와 범고래가 있어요. 이미 고래수염이 있는 고래의 종류로는 흰 수염고래와 혹등고래를 언급했죠.

W2: 고래는 먹이를 찾기 위해 먼 거리를 이동하나요? 덩치가 엄청 커서 멀리 헤엄을 치기도 쉽지 않을 것 같아요.

W1: 그렇기는커녕 먹이를 찾아 멀리까지 헤엄을 치는 것은 고래에게 힘든 일이 아니에요. 실제로 고래는 먼 거리를 헤엄을 칩니다. 고래의 이동은 고래 일생에 있어 복잡하고 시간 소모적인 일이죠. 각 종류마다 약간씩 다르긴 하지만 이동을 하는 두 가지 중요한 이유는 짝짓기와 먹이 때문이에요. 그런데 누가 왜 고래가 이런 활동을 위해 이동을 하고 왜 한 지역에 머무르지 않는지 아는 사람 있어요?

M: 고래가 사는 곳이 새끼를 낳기에는 너무 차가워서 그런 게 아닐까요?

W1: 그것도 부분적인 이유가 됩니다. 일반적으로 고래는 새끼를 낳기 위해서는 보다 따뜻한 지역으로, 먹이를 구하기 위해서는 보다 추운 지역으로 이동합니다. 고래는 이러한 활동을 하기 위해 수천 마일씩 이동하는 것으로 알려져 있어요. 남방긴수염고래는 짝짓기 계절에는 아프리카 남해안 쪽에 있다가 여름철이 되면 먹이를 구하기 위해 남극까지 이동을 합니다.

W2: 하지만 이해가 안 되네요. 고래는 먹이가 있는 곳까지 가는데 엄청난 에너지를 소비해야 하잖아요. 자기가 사는 곳에서 먹이를 구하는 게 더 안전하고 똑똑한 행동 아닌가요?

W1: 누구라도 그렇게 생각할 수 있어요. 하지만 일단 목적지에 도달하면 엄청난 양의 먹이가 있어서 일 년 내내 한 곳에 머무를 때보다 더 많은 에너지를 얻을 수 있어요. 그리고 고래가 똑똑한 동물이라는 사실도 기억하기 바래요. 무엇보다도 고래는 인간을 포함해 어떤 포유동물보다 큰 뇌를 가지고 있어요. 고래는 대단히 사회성이 높기 때문에 복잡한 소리를 이용해 서로 의사소통을 할 수 있어서 필요할 경우 때

를 지어 함께 헤엄치며 서로를 보호하기도 합니다. 포경선의 위협을 받는 경우 고래가 이렇게 행동하는 것을 볼 수 있어요. 고래는 새로운 이동 경로를 찾거나 서로를 보호하기 위해 촘촘한 대형을 이루고 헤엄을 칩니다.

C 1. Ⓒ 2. Ⓓ 3. Ⓐ

4. 1) Mount Rushmore, B) Sculptures C) tourism
   2) A) crown, B) France D) symbols
5. [1]South Dakota [2]granite hillside [3]Black Hills [4]bring more tourists [5]holding a stone tablet [6]gesture of friendship [7]pure copper [8]New York Harbor.

This morning I am going to be giving a lecture on the differences in the origins of two American landmarks, Mount Rushmore and the Statue of Liberty. To start off, let's talk about Mount Rushmore. Mount Rushmore is a national memorial located in South Dakota. The monument represents the first one hundred and fifty years of the American presidency and is comprised of sixty-foot-tall sculptures of four United States presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. One interesting fact about Mount Rushmore is that it was originally known to the Lakota tribe of Native Americans as Six Grandfathers. At that time, the most notable point of the Black Hills was Harney Peak, the highest mountain in the range. It wasn't long, however, before American settlers eventually moved through and into the area, at that time giving Harney Peak a succession of names: Cougar Mountain, Sugarloaf Mountain, Slaughterhouse Mountain, and Keystone Cliffs. In 1885, the peak was renamed Mount Rushmore after a New York lawyer who was representing a mining company in the Black Hills area. Looking to increase tourism into the Black Hills area, in 1923, the historian Doane Robinson conceived of the idea of chiseling the visages of different United States presidents into the granite hillsides. The following year, Robinson was able to persuade the sculptor Gutzon Borglum to complete the task. It took Borglum and a group of 400 other workers over fourteen years, from October 4, 1927, to October 31, 1941, to complete the sculptures on Mount Rushmore. Mount Rushmore became part of the National Park Service in 1933, with the total cost of the project very nearly reaching one billion dollars. Remarkably, no workers died during the project despite some very precarious working situations.

The second monument I'd like to discuss is the Statue of Liberty. This monument, also known as Liberty Enlightening the World, is a statue of a woman dressed in a robe and wearing a crown while holding a stone tablet in her left hand and a flaming torch in her right hand, that was given to the United States by the Parisian-based Franco-American Union in 1885. The statue was given to the United States by the French as a gesture of friendship and goodwill between the two nations. The Statue of Liberty stands on Liberty Island in New York Harbor as a welcome to all visitors and immigrants and returning Americans. If anyone has ever seen this monument, it is a welcoming sight to behold! The statue is made of pure copper, with the exception of the torch flame, which has a coating of gold leaf. Etched on the tablet that the woman is holding is the text July IV MDCCLXXVI, which was the date of the United States' Declaration of Independence, July 4, 1776. The Statue of Liberty was constructed by two Frenchmen, the sculptor Frederic Auguste Bartholdi and the architect Alexandre Gustave Eiffel, who was also the designer of the Eiffel Tower. During July of 1884, the Statue of Liberty was completed in France and broken down into three hundred and fifty pieces and crated so that it could be stacked onto the French frigate Isere and shipped to America. It arrived in New York Harbor on June 17, 1885. Reassembly took four months to complete, but finally, on October 28, 1886, the Statue of Liberty was dedicated by President Grover Cleveland. For the first sixteen years that it stood in New York Harbor, the Statue of Liberty served as a lighthouse. Now, the Statue of Liberty is one of the most recognizable American icons, and millions of tourists visit the monument each year.

오늘 아침에는 미국의 두 이정표라고 할 수 있는 러시모어산과 자유의 여신상의 기원의 차이에 대해 공부해 보기도 하겠어요. 우선 러시모어산부터 시작해 보죠. 러시모어산은 사우스 다코타에 있는 국립기념관이에요. 이 기념비는 미국 대통령의 최초150년사를 보여주고 있는데 조지 워싱턴, 토머스 제퍼슨, 시어도어 루스벨트, 아브라함 링컨 네 대통령의 18미터 높이 조각으로 이루어져 있어요. 러시모어산에서 흥미로운 점은 처음에는 라코타 원주민들에게 6인의 조상으로 알려졌었다는 사실이에요. 그 당시에는 블랙힐스의 가장 눈에 띄는 부분이 산에서 그 산악지역에서 가장 높은 산인 하니피크였어요. 하지만 얼마 지나지 않아 미국 식민지 정착자들이 이 지역으로 이주하자 하니피크에 쿠거산, 슈거로프산, 슬로터하우스산, 키스톤클리프 같은 이름을 붙였어요. 1885년에 하니피크는 블랙힐스 지역의 광산회사의 대표였던 뉴욕 변호사의 이름을 따 러시모어라고 이름이 붙여졌어요. 1923년 블랙힐스로 오는 관광객 수를 늘리기 위해 역사가였던 돈 로빈슨이 화강암 산허리에 여러 명의 미대통령 얼굴을 조각할 생각을 했어요. 이듬 해 로빈슨은 조각가 거츤 보글럼을 설득해 이 일을 하도록 했어요. 보글럼과 400명의 인부는 1927년 10월 4일부터 1941년 10월 31일까지 15년에 걸쳐 러시모어산에 조각을 완성했어요. 러시모어산은 1933년 미국국립공원관리부의 일부가 되었으며 총 소요비용은 거의 10억 달러에 육박했어요. 상당히 위험한 작업 환경이었음에도 불구하고 단 한

명의 인부도 사망하지 않았다는 것은 놀라운 일입니다.

두 번째 기념비는 자유의 여신상입니다. 이 기념비는 법복과 가운을 입은 여인이 왼손에는 서판을 오른쪽에는 횃불을 들고 있기 때문에 "세계를 밝히는 자유"라고도 알려져 있습니다. 이것은 1885년 파리에 본부를 둔 미불 조합이 미국에 기증한 것입니다. 이 자유의 여신상은 프랑스인들이 양국 간의 우호증진의 표시로 선사했습니다. 자유의 여신상은 모든 방문객과 이민자, 그리고 귀국하는 미국인들을 환영하는 표시로 뉴욕항의 리버티아일랜드 우뚝 솟아 있습니다. 이 조각상을 한 번이라도 본 적이 있다면 이 말이 이해가 될 거예요. 이 조각상은 순동으로 만들어져 있는데 횃불 부분만 예외적으로 금박이 입혀져 있습니다. 여인이 들고 있는 서판에는 July IV MDCCLXXVI이라는 글이 새겨져 있는데 이는 미국의 독립 기념일인 1776년 7월 4일을 의미합니다. 자유의 여신상은 두 명의 프랑스인, 조각가 프레데리크 오귀스트 바르톨디와 에펠탑의 설계자이기도 한 건축가 알렉산드르 구스타프 에펠에 의해 만들어졌습니다. 자유의 여신상은 1884년 7월에 프랑스에서 완성되어 350조각으로 분해한 뒤 나무 상자에 넣어 프랑스 프리깃함 이제흐에 실어 미국으로 운반되었어요. 1885년 7월 17일 뉴욕 항에 도착했습니다. 재조립을 하는 데만 네 달이 걸렸고 1886년 10월 28일에 그로버 클리브랜드 대통령이 자유의 여신상 제막식을 가졌습니다. 처음 16년간은 자유의 여신상은 뉴욕항에서 등대의 역할을 했습니다. 지금은 미국의 가장 유명한 상징 가운데 하나가 되었으며 해마다 수백 만 명의 관광객들이 찾는 관광명소가 되었습니다.

D 1. Ⓒ 2. Ⓓ 3. Ⓒ

4. 1) tyranny, B) helping poor, C) archaic period
2) B) monarchies
3) A) tyrant, B) poor people, C) equal representation

5. [1]unjust exercising [2]absolute ruler [3]known as populists [4]poor people [5]mistreated [6]was to bribe them

W1: Good morning, class. Today, for our history lecture, we are going to be discussing the rise of tyranny that occurred in ancient Greece around the 7th century B.C. A good way for us to begin is for someone to give us the definition of tyranny. Anyone?

W2: Doesn't tyranny refer to the unjust exercising of power by one ruler?

W1: Yes, good. This is the definition that we use nowadays. Harsh, isn't it? However, the origins of this type of power were not quite this brutal. This form of government began in ancient Greece, when aristocrats found that they could gain power over others first by securing the support of the poor people either by giving them land or money or even freeing them from slavery or prison. Eventually, the aristocrat was able to gain absolute power because the people he had previously bribed for their support were now beholden to him.

M: But that is such an unfair form of gaining power! How did the poor people allow that?

W1: Well, it was unfair, but people did not have the same rights as we do now, and let's try to approach it from the point of view of a poor ancient Greek. 7th century B.C. Greece fell into what has come to be called the archaic period. New political structures were only just beginning to be formed following the previous period, which didn't have much structure. The rise of democracy was in its infancy, and the population was booming, from hundreds of thousands of people to millions. Originally, Greek cities were monarchies – a rich land owner had control over the subjects that worked his land – however the monarchies were soon to be overthrown by groups of populist aristocrats from outlying rural areas because these particular groups of populists, also known as tyrants, were promising the poor money or freedom.

M: Populists? What is a populist? I thought we were talking about tyrants?

W1: A tyrant is a type of populist leader. A populist is a person who believes in standing up for the little guy or poor man. A populist wants equal representation between the elite and the underclass. That is why the populists became so popular with the poor... They were speaking on the poor person's behalf. If you were poor or perhaps a slave, what would look more appealing to you... to be offered money or freedom if you supported the populist, or to stay and work on a piece of land for little or no money?

W2: I guess I understand why a poor person would support the populist initially, but doesn't the word tyrant conjure up negative connotations?

W1: Nowadays, yes. When we refer to a tyrant, we are referring to a leader who has ridden roughshod over his people, making empty promises along the way, and ruling with an iron fist of absolute power. Initially, however, tyrants were trying to buoy the poor people against the elite. However, as it happens in many situations, those who had lofty and moral aspirations in the beginning were gradually corrupted by power. Eventually, the ancient Greek tyrants, like the Greek monarchs before them, abused their positions over the people, and the term tyrant gained the definition that we use today.

W1: 안녕하세요, 여러분. 오늘 역사 수업 시간에는 기원전 7세기경 고대 그리스에서 일어났던 참주 정치에 대해서 공부해 보도록 하겠어요. 오늘 수업을 시작하면서 누가 참주 정치의 정의에 대해 발표해 볼까요? 발표해 볼 사람?

W2: 참주 정치는 한 사람의 지배자가 부당한 권력을 행사하는 것을 말하지 않나요?

W1: 맞아요. 잘 대답했어요. 이것은 오늘날 우리가 사용하는 정의입니다. 무자비하지 않나요? 어쨌든 이러한 형태의 권력은 이 정도로 비인도적이지는 않았어요. 귀족들이 가난한 사람들에게 땅이나 돈, 심지어는 노예제도나 감옥생활로부터 자유롭게 해 줌으로써 다른 사람에 대한 권력을 행사할 수 있다는 것을 알게 되면서 고대 그리스에서 이 형태의 정부가 시작되었어요. 마침내 이전에는 귀족들이 후원을 얻기 위해 녹봉을 주었던 사람들이 이제는 신세를 지게 되면서 절대 권력을 행사하게 되었죠.

M: 하지만 그건 부당한 형태의 권력 획득이잖아요! 어떻게 가난한 사람들이 그것을 허락했죠?

W1: 글쎄요. 부당하긴 했지만 사람들은 오늘날과 같은 권리를 갖고 있지 않았기 때문에 가난했던 고대 그리스의 관점에서 접근을 해야 합니다. 7세기의 그리스는 고대라고 하는 시기에 해당됩니다. 별다른 정치 구조가 없었던 전시대를 이어 새로운 정치 구조가 이제 막 형성되기 시작했죠. 민주주의가 싹트기 시작했고 인구가 수십 만 명에서 수백 만 명으로 불어나기 시작했어요. 원래 그리스 도시들은 군주정치를 했어요. 부유한 지주가 지주의 땅을 경작했던 백성들을 지배했죠. 하지만 군주정치는 참주라고 하는 특정 인민주의자들이 가난한 사람들에게 돈과 자유를 약속해 주었기 때문에 곧 외뢰의 인민주의 귀족에 의해 전복되었어요.

M: 인민주의자라고요? 인민주의자란 어떤 사람들을 말하나요? 참주 얘길 하고 있다고 생각했어요.

W1: 참주란 일종의 인민주의 지도자를 말해요. 인민주의자란 가난한 약자들의 편에 서는 사람을 말합니다. 인민주의자는 지식인층과 하층계급 사이를 동동하게 대변하길 원합니다. 그래서 인민주의자들은 가난한 사람들에게 인기가 있었어요. 그들은 가난한 사람의 편에 서서 말했어요. 만약 여러분이 가난하거나 노예인 경우 인민주의자를 지지하는 대가로 돈이나 자유를 제공받는 것과, 거의 또는 전혀 돈을 받지 못한 채 자그마한 땅에서 일하는 것 두 가지 중 어떤 쪽에 더 매력을 느낄 것 같나요?

W2: 가난한 사람들이 처음에 왜 인민주의자들을 지지해야 하는지 알았을 것 같아요. 그런데 왜 참주라는 말이 부정적 의미를 갖게 되었나요?

W1: 요즘에는 그렇습니다. 참주라는 말은 백성들에게 지키지도 않을 공약만을 내세우고 절대 권력을 휘두르며 백성을 함부로 다루는 독재자를 말합니다. 하지만 처음에 참주들은 지식계층에 대해 가난한 사람들이 힘을 갖게 하려고 노력했어요. 하지만 많은 경우 그랬던 것처럼 처음에는 고귀하고 도덕적인 열망을 가졌던 사람들이 점점 권력에 의해 타락하게 되죠. 결국 이전의 그리스 군주들과 마찬가지로 고대 그리스 참주들도 백성들에 대한 자신들의 지위를 남용했고 참주라는 말은 오늘날 우리가 사용하는 의미를 갖게 된 것입니다.

Integrated Listening & Speaking

A

1. South Dakota
2. The first one hundred and fifty years of the American presidency
3. A stone tablet and a flaming torch

Last week, we took a look at two different national monuments in the United States: Mount Rushmore in South Dakota, and the Statue of Liberty in New York Harbor. The monument at Mount Rushmore is a giant sculpture of four United States presidents that is etched into the highest peak in the Black Hills mountain range. George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are the featured presidents, and the monument represents the first one hundred and fifty years of the American presidency. The monument was first conceived as a way to lure tourists to the Black Hills. The monument was sculpted by a man named Gortzon Borglum and four hundred workers. It was completed in 1941. The Statue of Liberty is a monument of a woman wearing a robe and crown and holding a stone tablet and a flaming torch. It sits on a small island in New York Harbor. The Statue of Liberty was given as a gift of friendship to the Americans by the French in 1884. The designer of the Statue of Liberty was Alexandre Gustave Eiffel, the man also responsible for designing the Eiffel Tower.

지난주에는 미국에 있는 두 가지 기념비 즉, 사우스다코타에 있는 러시모어산과 뉴욕 항에 있는 자유의 여신상에 대해 살펴보았습니다. 러시모어산에 있는 기념비는 블랙힐스의 가장 높은 봉우리에 네 명의 미대통령을 조각한 대형 조각입니다. 네 명의 대통령은 조지 워싱턴, 토머스 제퍼슨, 시어도어 루스벨트, 아브라함 링컨으로 기념비는 미대통령사의 최초 150년을 나타냅니다. 이 기념비는 처음에 블랙힐스로 오는 관광객을 유치하기 위해 고안되었습니다. 거슨 보글럼과 400인의 인부가 이 작업에 참여했습니다. 완공은 1941년에 이루어졌습니다. 자유의 여신상은 법복과 가운을 입고 서판과 횃불을 들고 있는 여인 모습의 기념비입니다. 이 조각상은 뉴욕항의 작은 섬에 서 있습니다. 자유의 여신상은 1884년 프랑스인들이 우호의 표시로 미국인들에게 선물한 것입니다. 자유의 여신상 설계자는 알렉산드르 구스타프 에펠로 에펠탑을 설계하기도 했던 사람입니다.

B

1. The tyrants promised money, property, or freedom.
2. Eventually, power corrupted the tyrants, and they no longer made good on the promises they made to the lower class.
3. It originated in ancient Greece.

During the last class period, I gave a lecture on the rise of tyranny in Ancient Greece. We started the lecture by identifying today's definition of tyranny as the unjust exercising of power by one absolute ruler. The origin of tyranny, however, was not quite so harsh. The rise of tyranny came about in ancient Greece, when a certain group of aristocrats, known as populists,

were unhappy with the way poor people were treated under monarchies. A populist is simply a person who advocates not just for the elite but also for the poor; He wants representation for all people. The tyrants gained the support of the poor, and slaves, by promising them money, freedom, or both. Initially, the tyrants ruled by the ethics they first believed in, but eventually the power they gained led to corruption and the bribery of poor people without fulfilling the early promises became commonplace.

지난 수업 시간에는 고대 그리스에서 참주 정치의 부흥에 대해 공부했어요. 먼저 한 사람의 절대 권력자가 권력을 행사하는 것을 참주 정치라고 한다는 얘기로 수업을 시작했습니다. 하지만 참주 정치의 시작은 그다지 무자비하지 않았어요. 참주 정치는 인민주의자로 알려진 일련의 귀족들이 군주정치 하에서 가난한 사람들이 취급 당하는 방식에 불만을 가지면서 고대 그리스에서 생겨났어요. 인민주의자란 지식층만이 아니라 가난한 사람들도 옹호하는 사람을 말합니다. 인민주의자는 모든 사람을 대변하는 사람입니다. 참주는 가난한 사람들과 노예들에게 돈, 자유, 또는 두 가지 다를 약속해 주고 지지를 얻었어요. 처음에 참주들은 자신들이 믿었던 윤리에 의해 통치를 했지만 결국 권력을 손에 넣으면서 타락의 길도 들어섰고 가난한 사람들이 준 뇌물은 초기에 했던 약속 이행도 없이 끝나는 경우가 빈번했어요.

TOEFL iBT Practice Test

A 1. (B) 2. (A) 3. (C) 4. (D) 5. (A)

W: Hi there, Mark. How are you! What are you doing here in the library?

M: Hey, Nancy! Good to see you! I'm doing fine. Just in the library to pick up a few books for my English class. How are you?

W: Oh, I'm good. I'm just here checking out some books for my art history project.

M: Sounds like you have just as much work as I do!

W: No kidding! It's been a very busy semester, and, speaking of a busy semester, I don't think I've seen you in our communications class lately. Did you switch sections so that you could take it at a different time?

M: Oh, no! Actually, I dropped that class in favor of this new class that was being offered. It's called Interviewing: Preparing For Your Career. It's the best class I've ever taken!

W: Really? It sounds so dull! What kinds of things do you do in class?

M: Oh, it's not dull at all. In fact, it's been very exciting. It's a class that focuses purely on practicing for job interviews. We do a lot of role playing. For instance, just last week I got to pretend I was the CEO of a major company and interviewed two of my classmates. One of them got so nervous he had to leave the room, and we were only role playing!

W: Wow! Was he okay? I'll bet it's helping him get over his fear of being interviewed though.

M: Yes, he was fine, but, as the professor pointed out, it just goes to show you how much practice you really need to feel comfortable and prepared for an interview. The guy who got nervous and had to leave was being very cocky beforehand and going on and on about how well he was going to do. He did no preparation whatsoever, and it showed. I asked him a question about how much he thought he deserved as a starting salary and he started sputtering and got red in the face!

W: Oh my goodness! I could use a class like that since I tend to get very nervous before any kind of interview or public speaking engagement. What other kinds of things do you work on in class?

M: Well, we also talk a lot about how to write a good resume, how to dress for an interview, and how to write follow-up letters. The professor also explained to us that, despite how wonderful you may appear on your resume, an interviewer will make his overall impression of you in the first few seconds of an interview based upon things such as how smartly you dress, how firmly you shake his hand, and how articulate and polite you are.

W: Gosh, I wish I could take this class. I never knew it was being offered. Is there any chance I could get in?

M: I am pretty sure there are a few more spots open, and you probably didn't hear about it because it's a class being offered through the College Community Center. Just stop by there sometime this afternoon, and they should have an application. If you have any problems, find Professor Smith, and tell her that Mark recommended you for the class. She loves new students and believes everyone could use these skills.

W: Thanks, Mark! I will be sure to stop in this afternoon right after lunch. Thanks for the tip, and, if I get in, I shall be seeing a lot more of you again!

M: No problem, Nancy. Good luck! And I hope to see you in class soon!

W: 안녕, 마이크. 잘 지냈니? 도서관에는 어쩐 일이니?

M: 안녕, 낸시! 반가워. 난 잘 지내. 영어 수업에 쓸 교재를 몇 권 대출하려고. 잘 지내니?

W: 응, 잘 지내. 난 미술사 과제에 필요한 책을 좀 대출하려고.

M: 나처럼 과제가 많은 것처럼 들리는구나.

W: 그걸 말이라고 하니? 이번 학기 내내 바빴어. 학기 얘길 하니까 말인데, 커뮤니케이션 수업 때 널 못 본 것 같아. 다른 시간대로 시간을 옮긴 거니?

M: 아 사실은, 지금 듣는 이 수업 때문에 취소했어. "면접: 취업 준비"라는 수업이야. 들어본 수업 중에 제일 나아.

W: 정말이니? 엄청 재미없게 들리는데. 수업 시간은 어떤 걸 하니? 지겹게 들리는데.

M: 전혀 지루하지 않아. 사실, 너무 재미있어. 취직 면접 연습에만 중점을 두는 수업이야. 역할극을 많이 해. 예를 들어 지난 주에는 내가 대기업의 사장을 하고 두 명의 친구들 면접을 봤지. 두 친구 중에 한 명은 너무 긴장한 나머지 강의실을 나가고야 말았어. 우린 단지 연습을 하고 있었을 뿐이었는데 말이야.

W: 와! 그 친구는 괜찮았어? 그래도 면접 공포감을 극복하는 데는 확실히 도움이 되겠구나.

M: 응, 괜찮았어. 하지만 교수님이 지적한 대로 면접 준비가 되고 편안하다고 느끼기 위해 얼마나 많은 연습이 필요한지를 보여주는 것 같아. 긴장을 해서 밖으로 나가야 했던 친구는 전에는 긴장을 떨며 자기가 얼마나 자신 있는지에 대해서 떠들고 다녔거든. 하지만 준비가 전혀 안 되어 있었고 그게 드러난 거지. 초봉으로 얼마를 받아야겠다고 생각하는지를 물었는데 다급히 지껄이기 시작하더니 얼굴이 새빨개지는 거야!

W: 맙소사! 나도 면접이나 대중들 앞에서 말하기 전에 초조해지는 경향이 있는데 그 수업이 도움이 되겠구나. 수업 시간에 다른 건 뭘 하니?

M: 응, 이력서를 잘 쓰는 법, 면접의 바른 복장, 확인 편지를 쓰는 법 등에 대해 많이 토론해. 교수님이 또 이력서가 얼마나 화려하더라도 얼마나 깔끔하게 옷을 잘 입었느냐, 얼마나 힘차게 악수를 하느냐, 얼마나 똑똑하게 말하고 예의 바르게 행동하느냐 등에 기초해 처음 몇 초 동안 면접관은 전체적인 인상을 받게 된다고 말씀도 해 주셨어.

W: 정말 멋지구나. 나도 그 수업 들었으면 좋겠어. 그런 수업이 있는 줄도 몰랐어. 아직 그 수업 등록 안 끝났니?

M: 아직 몇 자리 여유가 있을 거야. 대학 커뮤니티 센터를 통해 제공되는 수업이라 아마 들어보질 못 했을 거야. 오늘 오후쯤에 등록만 접수할 수 있을 거야. 문제가 생기면 스미스 교수님을 찾아 그리고 내가 이 수업을 추천해 줬다고 말씀 드려. 새 학생들을 반기시고 누구라도 이 기술을 활용할 수 있다는 믿음을 갖고 계신 분이야.

W: 고마워, 마크. 점심 먹은 직후에 돌려봐야겠어. 충고 고마워. 수업 듣게 되면 좀 더 자주 볼 수 있겠네.

M: 천만에. 낸시. 행운을 빌어. 곧 수업에서 볼 수 있길 바랄게.

B 1. Ⓑ 2. Ⓐ 3. Ⓐ 4. Ⓒ 5. Ⓑ 6. Ⓑ

M1: Today, class, we are going to be learning about John Dewey, an American educational reformer who was also a psychologist and philosopher. Has anyone here heard of John Dewey?

W: I think I have. Wasn't he one of the men who supported the idea of progressive education?

M1: Yes, very good. We will get to that in today's lecture. But let's start with a little background. John Dewey was born during the late nineteenth century in the state of Vermont. He received his bachelor's degree from the University of Vermont and then went on to get his PhD from the Krieger School of Arts and Sciences at Johns Hopkins University in Baltimore, Maryland. Starting in 1904, John Dewey taught philosophy at Columbia University. It was during these years that Dewey began forming his ideas about psychology and education. In his book *Democracy and Education*, John Dewey formulized his educational philosophy. Dewey believed that the development of the human mind was a communal process and that a person only became truly meaningful when they fully engaged within his or her society. John Dewey strongly believed that children should not be taught by rote, nor should they learn simply by having a teacher regurgitate facts. Dewey believed in the process we know as learning by doing. Can someone tell me what this means?

M2: Well, let's say you were teaching us a concept in chemistry. Learning by rote would mean that you would stand in front of us and perhaps read us something or write something about the concept on the board. John Dewey's way of teaching us the concept would be to have us actually do something in the laboratory, correct?

M1: That is a very good way of putting it. Yes, John Dewey believed in more of a hands-on approach to learning and also in having the students be involved with the society they lived in, so the idea of field trips or talking to professionals outside of school would be something that he would also support.

W: When was John Dewey spreading his ideas? Did many people accept his new approach to education?

M1: Excellent question. Dewey was continuously formulating his ideas in the early part of the twentieth century, and initially, his idea of progressive education was popular and widely accepted. During the 1950s, however, during the Cold War years, there was a slight reaction against progressive education, as many Americans felt that students in other parts of the world, namely the Soviet Union, were accelerating faster in the classroom than Americans. In the post-Cold War period, Dewey's ideas reemerged, and they have thrived in classrooms ever since.

M2: Can you elaborate on the concept of progressive education? What does that mean?

M1: Of course. Educational progressivism is the idea that because humans are social animals, we learn better if we are involved in real-life activities with other people. John Dewey had a five step approach to learning. First, become aware of the problem. Second, define the problem. Third, propose a hypothesis or set of propositions to solve the problem. Fourth, evaluate the consequences of the problem from one's past experience, and fifth, test the most likely solution.

W: Hey! That sounds just like the step-by-step process we use in laboratory experiments!

M1: And well it should as this model of evaluating a problem is the one that is most widely used in classrooms.

M2: So, if you could summarize John Dewey's philosophy on education, what would it be?

M1: The main concept behind John Dewey's educational philosophy is that the most important part of learning is the broadening of the intellect and the strengthening of critical thinking and problem solving skills as opposed simply to memorizing facts from a book. For instance, if John Dewey were alive today, he might put it to us this way... Would you learn more about swimming if you were to read about some man's exploits of swimming in a book, or would you learn more about swimming if you actually got into the water yourself?

M1: 오늘은 심리학자이면서 철학자이기도 했던 미국의 교육 개혁가 존 듀이에 대해 공부해 보도록 하겠습니다. 여기서 누구 존 듀이에 대해 들어본 적이 있는 사람 있습니까?

W: 들어본 것 같아요. 진보주의 교육을 옹호했던 사람 중의 한 명 아니었나요?

M1: 예. 아주 잘 대답했어요. 오늘 수업에서 그 점에 대해 살펴볼 거예요. 하지만 우선 약간의 배경 지식부터 시작해 보도록 하죠. 존 듀이는 19세기 말 버몬트 주에서 출생했어요. 버몬트대학에서 학사학위를 받은 뒤 메릴랜드 주볼티모어에 있는 존홉킨스대학 크리거 인문사회과학대학에 진학해 박사 과정을 밟았습니다. 1904년부터 존 듀이는 콜롬비아 대학에서 철학을 가르쳤어요. 이 시기 동안에 존 듀이는 심리학과 교육에 대한 사고를 형성하기 시작했어요. 존 듀이는 저서 〈민주주의와 교육〉에서 자신의 교육 철학을 명확히 했어요. 듀이는 인간 지성의 발달은 사회적인 과정이며 자신이 속한 사회 내에서 안전한 관계를 이룰 때 한 인간은 진정한 의미를 지닐 수 있다고 믿었습니다. 듀이는 주입식 암기법으로 아동들을 가르쳐서도 안 되며 교사가 사실을 반복하게 함으로써 학습을 해서도 안 된다는 확고한 믿음을 가지고 있었어요. 듀이는 우리가 실천에 의한 학습이라고 알고 있는 과정을 믿었어요. 누가 이것이 무슨 뜻인지 발표해 볼까요?

M2: 교수님이 저희들에게 화학의 개념을 가르치고 있다고 칠게요. 주입식 암기법으로 학습을 한다면 아마도 강단에 서서 개념에 관한 내용을 칠판에 쓰시거나 읽어주시겠죠. 존 듀이의 교수법이라면 실험실에서 실제로 무언가를 해 보게 하겠죠, 그렇지 않나요?

M1: 애를 잘 들었어요. 맞아요. 존 듀이는 실제 실험을 통한 학습법을 옹호했으며 또 학생들이 속해있는 사회와 관계를 맺도록 했어요. 따라서 현장학습을 가거나 학교 외의 장소에서 전문가들과 대화를 하는 것 등의 방법 역시 옹호했어요.

W: 존 듀이가 자신의 주장을 폈던 때는 언제인가요? 많은 이들이 교육에 대한 새로운 접근법을 받아들였나요?

M1: 훌륭한 질문이에요. 듀이는 20세기 초반에 끊임없이 자신의 생각을 주장해 처음에는 진보주의 교육에 대한 그의 생각이 대중의 인기를 얻고 폭넓은 지지를 획득했어요. 하지만 냉전 기간이었던 1950년대에는 많은 미국인들이 지구의 다른 지역, 즉 소련에 있는 학생들이 미국 학생들보다 교실에서 더 빠른 진전을 보인다고 느끼면서 진보주의 교육에 대한 약간의 반발이 일어났어요. 냉전 후에 재등장해 그 이후 널리 보급되었어요.

M2: 진보주의 교육의 개념에 대해 좀 더 자세하게 말해 주시겠어요? 진보주의 교육이 무슨 뜻이죠?

M1: 물론 대답해 드리죠. 교육 진보주의란 인간은 사회적 동물이기 때문에 타인과의 실제 생활과 관련이 될 때 보다 잘 배울 수 있다는 사고입니다. 존 듀이는 학습에 관한 5단계 접근법을 주장했어요. 첫 번째 단계는 문제 인식입니다. 두 번째는 문제 규정, 세 번째는 문제 해결을 위한 가설 또는 명제 설정입니다. 네 번째는 자신의 과거 경험으로부터 문제의 결과 예측, 그리고 다섯 번째는 가장 그럴듯한 해결책을 시험해 보는 것입니다.

W: 실험실에서 우리가 사용하는 단계적 과정과 상당히 비슷하네요.

M1: 문제 평가를 위한 이 모델이 학교에서 가장 널리 사용되는 것이니 당연한 일이겠죠.

M2: 교육에 대한 존 듀이의 철학을 요약한다면 어떻게 될까요?

M1: 존 듀이의 교육 철학의 주된 개념은 학습의 가장 중요한 부분이 단순히 책에서 지식을 암기하는 것이 아니라 비판적 사고와 문제 해결 능력을 강화하고 지식을 넓혀나가는 것이라는 점입니다. 예를 들어, 존 듀이가 오늘날 살아 있었다면 이런 식으로 물었겠죠. 수영을 배울 때 책으로 누군가가 멋지게 수영하는 모습을 보고 배우겠습니까 아니면 직접 물에 들어가서 수영에 대해서 더 많은 것을 배우겠습니까라구요.

Vocabulary Review

A

1. encompass
2. peers
3. obtain
4. persuade
5. inconvenience
6. upgrade
7. perish
8. conjure
9. visage
10. distinguish
11. tourist
12. connotation

13. gorge
14. tedious
15. pushy

B

1. This is a philosophy of teaching and learning that emphasizes a hands-on approach and integration into society. (Progressive Education)
2. This is a monument in South Dakota that features the sculpted faces of four American presidents. (Mount Rushmore)
3. This concept defines what happens when the brain stops the body from reacting instinctively. (Inhibition)
4. This was a type of ruler that gained support from the poor by promising them money. (Tyrant)
5. This is a field of science that looks at the effect people have on large weather patterns. (bioclimatology)

Unit 8 Making Inferences

Practice with Conversations

A 1. D 2. B 3. C
4. 1) bookstore, A) textbooks
2) high price, A) 25, B) 50
5) 25
5. [1]box of textbooks [2]original purchase prices [3]The student asked [4]unwilling [5]25%

M1: Hi. I want to get rid of these books.
M2: Wow! That's a lot of books. You want to get rid of the whole box?
M1: Yeah, the whole thing.
M2: They look brand new! Didn't you use them?
M1: No, I never went to any classes, so I never read them.
M2: Well... Why don't you return them to Campus Books?
M1: It's too late. I bought them about fourteen months ago.
M2: Oh, so they're already a year old... That's a real shame. These textbooks must have cost you about four hundred bucks. And they are in mint condition!
M1: Yeah, I think if you add it up, they cost 430 dollars, but I'll sell them for 300.
M2: 300! We can't afford to pay 300.
M1: Well how about 250? That's almost a 50% discount.
M2: No, I'm sorry. I can't do that.
M1: But that's a great price! How much did you pay for all of these other books?
M2: We paid 25% of their original prices.
M1: Well what about for the newer looking books?
M2: No, that's what we pay for all used books. We pay 25% for each one. That's 25% of the original purchase prices.
M1: You mean it doesn't matter what condition the books are in?
M2: That's right.
M1: Well, why's that?
M2: That's our policy.
M1: Can't you pay more than 25%? That's only about a hundred and five bucks. So little!
M2: I'm sorry. Most of the books here are in good condition. And from our experience, twenty-five percent is generally considered to be a fair price.
M1: What makes you think 25% is a fair price?
M2: Well, we used to negotiate a price with every individual that brought books in, but 25% is what we usually ended up agreeing on, so after a while, we decided to stop wasting time negotiating, and we made 25% our across-the-board policy.
M1: What if the book is falling apart?
M2: If a book is falling apart, we won't accept it. If it's in good condition, we pay 25%.
M1: But still... 25% doesn't seem fair.
M2: Well, I'm not trying to rip you off. If you worked here, you'd understand what I'm talking about. People are simply not interested in paying a lot for used books. It's the same at every used bookstore. They're looking for bargains and very few of them will pay more than 50%. So we usually sell our books for 50% of the original price. Basically, we sell them all for half price. If we paid more than 25% to get them, we'd go out of business.
M1: I see.
M2: The fact that your books are almost brand new doesn't help us. Even if they're in mint condition, our customers still want a big discount. And remember, textbooks quickly become obsolete.
M1: Okay, okay. I'll take 25% then.
M2: Are you sure?
M1: Yes, I'm not going to find another buyer. And I don't want to carry this box everywhere.
M2: Okay, I'll give you $110 for them. Go to the register, and our cashier will pay you.
M1: Thank you.

M1: 안녕하세요. 이 책을 다 팔고 싶은데요.
M2: 와, 책이 상당히 많네요. 박스 전체를 팔 생각이세요?
M1: 예, 전체 다요.
M2: 완전히 새 책처럼 보이는데 사용 안 했어요?
M1: 수업을 하나도 안 들어서 읽을 기회도 없었어요.
M2: 그러면… 캠퍼스북스 서점에서 환불을 받지 그래요?
M1: 너무 늦어서요. 산지가 열 흘, 달이나 되었거든요.
M2: 그러니까 벌써 일 년도 더 지났군요… 안 됐네요. 이 교재들을 다 사려면 400달러는 줬겠네요. 책들이 사용도 안 한 상태군요.
M1: 예, 다 더하면 430달러는 될 거예요. 그런데 300달러에 팔리고요.
M2: 300달러요? 그렇게는 줄 수가 없어요.
M1: 그럼 250달러는 어때요? 그러면 반값이잖아요.
M2: 죄송해요. 그렇게는 안 되겠는데요.
M1: 하지만 그 정도면 싸잖아요. 다른 책들은 얼마에 구매하신 거예요?
M2: 정가의 25%를 주고 구매하죠.
M1: 하지만 훨씬 더 새 것처럼 보이는 책의 경우는요?
M2: 모든 중고도서들의 구매 가격이에요. 모든 중고도서는 25%에 구매해요. 정가의 25%죠.
M1: 그러니까 책의 상태는 상관없다는 말씀이신가요?
M2: 예, 그래요.
M1: 왜 그런 건가요?
M2: 그게 규칙이에요.
M1: 25% 이상은 쳐 주질 수 없나요. 그러면 겨우 105달러데 너무 적잖아요.
M2: 죄송합니다만, 여기 있는 책들은 대부분 상태가 좋아요. 경험상으로 25%는 적정 가격이에요.
M1: 이렇게 해서 25%가 적정 가격이라는 거죠?
M2: 과거에는 책을 가져오는 모든 학생들과 가격 협상을 했었는데 보통은 20%선에서 마무리가 지어졌죠. 그래서 시간이 흐른 뒤 시간 소모적인 협상 대신 일률적으로 25%를 구매 가격으로 결정하게 되었어요.
M1: 만약에 책이 다 찢어진 경우에는요?
M2: 책이 다 찢어졌다면 사질 않죠. 상태가 좋으면 25%를 지불하죠.
M1: 하지만 아무리 그렇다고 해도… 25%는 심하네요.
M2: 바가지를 씌우려는 게 아니에요. 여기서 일한다면 제 말이 무슨 만인지 알 거예요. 사람들은 중고서적인 경우 비싸게 사려 하질 않아요. 그건 아무 중고서점이나 마찬가지일 거예요. 아주 저렴한 값에 사려 하고 50% 이상 지불하려는 학생은 거의 없어요. 그래서 저희는 정가의 50%를 받아요. 기본적으로 저희 쪽의 판매 가격이 50% 선이에요. 25% 이상을 주고 구매한다면 가격을 할 수도 없겠죠.
M1: 알겠어요.
M2: 책이 거의 새 책이라고 해도 달라지는 건 없어요. 따끈따끈한 새 책이라고 하더라도 사는 사람 입장에선 할인을 많이 해 주길 바랄 거예요. 그리고 교재는 금새 중고가 된다는 걸 잊지 마세요.
M1: 좋아요. 25%에 팔게요.
M2: 확실하죠?
M1: 다른 곳에는 안 가보려고요. 이 책을 끌고 여기저기 다니고 싶질 않거든요.
M2: 110달러를 드리죠. 계산대로 가면 책값을 줄 거예요.
M1: 감사합니다.

B 1. Ⓐ 2. Ⓑ 3. Ⓓ
4. 1) drop off CD
2) B) library
4) student's information
5) CD
5. [1]a week earlier [2]she borrowed from the library [3]he had not seen it [4]nobody [5]her name [6]he wasn't going to charge her

W: Excuse me. I want to return this CD.
M: Oh, next time, you can just deposit it in the drop-off box as you come in.
W: I know, but there's a problem.
M: A problem?
W: I had intended to drop this CD off last week. It was due then. So I came here and I dropped it off and went about my business. Then yesterday, my brother asked me where his CD was. I looked all over the house, but I couldn't find it. Then this morning, when I was getting ready for school, I decided to take my backpack. As soon as I opened it up, I saw this CD in it. Suddenly, I realized what must have happened. Last week, I returned my brother's CD! You might still have it.
M: Oh. I hope your brother wasn't too angry.
W: Oh... Well, I haven't told him yet. So now I want to return this CD and possibly get my brother's CD back.
M: What's your brother's CD?
W: It's MLB06, a baseball game. It looks almost the same as this CD. It has a lot of red and blue print on the cover. There's no photo or drawing, but it says something like MLB06 on it. I think you might be able to find it because you don't have many computer games here.
M: No, we don't. When did you return it?
W: I think it was last Monday.
M: Okay, well, nothing has been brought to my attention. But sometimes miscellaneous books, cassettes, CDs, and DVDs get tossed in with our library materials. Yours is not the first one. Eventually, someone will notice it and toss it into our miscellaneous basket. In fact, let me take a look... No, it's not in there.
W: Ah, too bad.
M: But that doesn't mean it's not in here somewhere. This is a big library, and it's possible that nobody has noticed it yet.
W: Or someone kept it.
M: Yes, that's certainly possible, too. But most workers

in here probably aren't interested in your computer game. If it was something more generic and useful, like a dictionary or an atlas, they'd be more likely to take it.

W: Okay.

M: Why don't you give me your name and number, and, if I see it, I'll call you?

W: Okay. My name is Maria... My phone number is 4-6-8... 7-9-7-9.

M: 4-6-8... seventy-nine, seventy-nine?

W: Yes, that's it. What about my library fine?

M: What fine?

W: The fine for returning this CD so late.

M: Don't worry about it. I'm not going to charge you. I understand your problem, and you've already lost a CD.

W: Oh great! Thank you very much. I appreciate it.

M: No problem. If I have a chance, I'll mention your brother's CD to the other workers. If someone comes across it, I'll call you at 4 6 8, seventy-nine, seventy nine.

W: Thanks again.

W: 실례합니다만 이 CD를 반납하려고요.

M: 다음 번에는 들어오신 때 반납함에 넣어주시면 됩니다.

W: 알아요. 그런데 문제가 생겼어요.

M: 무슨 문제죠?

W: 지난주에 이 CD를 반납할 생각이었는데 못 했어요. 그 때가 반납 기일이었거든요. 그래서 여기에 와서 반납하고 경영학 수업을 들으러 갔어요. 그런데 이제 남동생이 자기 CD를 어디다 뒀냐고 물더군요. 집 안을 찾아봤는데 찾을 수가 없었어요. 그런데 오늘 아침 학교 갈 준비를 하다가 배낭을 메려고 열 때 보니까 안에 CD 가 있는 거예요. 문득 무슨 일이 일어났는지 깨닫게 되었죠. 지난 주 남동생의 CD를 반납했나 봐요. 아마 아직 여기에 있을 거예요.

M: 남동생이 화가 너무 많이 나지 않았어야 할 텐데요.

W: 남동생한테는 아직 얘기하지 않았어요. 그래서 지금 이 CD를 반납하고 남동생 CD를 찾으려고요.

M: 남동생 CD는 어떤 CD죠?

W: MLB06 CD요, 야구 게임 CD예요. 이 CD랑 거의 비슷하게 생겼어요. 표지에 빨간색과 파란색이 많아요. 사진이나 그림은 없고 그냥 MLB06라고만 쓰여 있어요. 여기에는 컴퓨터 게임 CD가 별로 없으니까 찾을 수 있을 거예요.

M: 아니요. 없어요. 언제 반납했죠?

W: 지난 주 월요일이었던 것 같아요.

M: 아무 주의도 들은 적이 없어요. 때로는 기타 서적, 카세트테이프, CD, DVD 등이 도서관 책 속에 섞여 있기도 하죠. 학생이 처음은 아니에요. 그런데 누군가 그걸 보고 잠동사니 바구니에 던져 넣었나 봐요. 한번 찾아보죠. 아니, 여기에도 없네요.

W: 어쩌죠?

M: 그렇다고 해서 없다는 얘기는 아니에요. 도서관이 크니까 아직 아무도 보지 못했을 가능성도 있어요.

W: 아니면 누군가가 가져갔을 수도 있고요.

M: 물론 그럴 수도 있죠. 하지만 여기에서 일하는 사람들은 대부분 컴퓨터 게임에는 관심이 없어요. 사전이나 지도책처럼 좀 더 일반적이고 유용하다면 사람들이 가져갈 가능성이 크겠죠.

W: 그렇겠군요.

M: 이름이랑 전화번호를 알려 주세요. 만약 찾게 되면 연락을 드릴게요.

W: 제 이름은 마리아고 전화번호는 4-6-8의 7-9-7-9.

M: 4-6-8의 7-9-7-9요?

W: 예, 맞아요. 도서관 연체료는 어떻게 되나요?

M: 무슨 연체료요?

W: CD 반납이 늦어진 연체료요.

M: 걱정하지 마세요. 연체료를 물리진 않을 거니까요. 사정을 참작할게요. 학생도 CD를 잃어버렸잖아요.

W: 다행이네요. 정말 감사합니다.

M: 천만에요. 기회가 되면 다른 사람들에게 남동생 CD를 못 봤는지 물어볼게요.

W: 정말 고마워요.

C 1. Ⓒ 2. Ⓑ 3. Ⓐ

4. 1) upcoming interview, A) interviews, B) McDonald's 3) orphanage, B) work experience

5. [1]asked his professor [2]he was nervous [3]he didn't have any experience [4]he worked at KFC [5]smiling person

M1: Brian! What's up?

M2: I have an interview tomorrow with Social Services. I'm very nervous.

M1: Why?

M2: Well, I have no experience doing social work, and I'm not used to doing job interviews. I think the last time I had an interview was about six years ago when I applied for a job at McDonald's.

M1: Oh, how did that go?

M2: Well, probably not well. I wasn't hired.

M1: Ha ha ha! You mean McDonald's rejected you?

M2: Yes.

M1: Wow! You never had a job before?

M2: Sure. I was a cook at KFC, but I didn't do an interview there because my sister got me that job.

M1: How was it?

M2: Well... ah... actually... ah... to tell you the truth, it was, ah... it was great! I had a lot of fun. I really enjoyed cooking chicken, and I made some nice friends there. I met my first girlfriend there! Everyone got along well with one another.

M1: How long did you work there?

M2: Two years.

M1: Okay, that's great. That's the kind of thing your interviewers want to hear, and those are the kind of questions they'll ask you. You don't have to

tell them about McDonalds... Don't volunteer any negative information about yourself. Just tell them what you did. Don't tell them what you didn't do.

M2: But should I mention KFC? It has nothing to do with social work.

M1: Yes! They're going to ask you about that. They know you're young. They know you've got no experience as a social worker. But they'll understand. Because you have no experience, they're mostly interested in knowing about you! They want to see what your attitude is like. They're going to ask you what it was like to be a cook at KFC. If you smile and speak positively about your job at KFC and you tell them that you got along well with your co-workers, they'll be happy to hear that.

M2: Really?

M1: Yes. Often when employers interview university students or people just graduating from university, they realize the interviewee has little experience. But many of them are looking for bright, positive, easygoing people who are good team players. Tell them you're a good team player. Smile a lot. Have they seen your resume?

M2: Yes.

M1: May I see it?

M2: Sure. Here you are.

M1: Hmm... You also worked at an orphanage for two summers?

M2: Well, ah... actually, that, ah... that was a volunteer job. My mother works there. She made me do that.

M1: Well, thank God for your mother! When you go home tonight, give her a big hug. And then tomorrow tell the interviewers you worked at an orphanage. What did you do there?

M2: Well, I helped them take the children on field trips and special outings. Also, I help organize special events at the orphanage. For example, baseball games, soccer games, and birthday parties. Some of the kids were disabled, so I taught them to play wheelchair basketball. Sometimes, I took the blind children for a walk.

M1: Fantastic! You've barely mentioned this in your resume. Make sure you tell them tomorrow! Tell them about all of your work experience! Tell them you enjoyed your work! Tell them you're a great team player! And smile a lot! You'll do fine.

M2: Oh, thank you, Professor Baker.

M1: 브라이언! 어떻게 지냈어요?

M2: 내일 사회복지 기관 면접이 있는데 너무 긴장 되요.

M1: 왜요?

M2: 사회 복지 쪽 일은 해 본적이 없어서 취업 면접을 하는 게 익숙하지가 않거든요. 지난 번 6번 전에 맥도널드에 지원해서 면접을 했을 때가 생각나요.

M1: 어떻게 됐어요?

M2: 잘 못 봤어요. 취직이 안 됐거든요.

M1: 하하하! 맥도널드에서 거절당했단 말이에요?

M2: 예.

M1: 놀랍군요! 학생은 한 번도 일자릴 가져 본 적이 없어요?

M2: 있긴 있어요. KFC에서 주방 일을 한 적은 있었는데 누나가 소개시켜 줘서 면접은 안 했어요.

M1: 어땠어요?

M2: 네… 어…실제로는…어… 사실대로 말하자면 그러니까… 정말 좋았어요! 너무 재미있었거든요. 닭요리 하는 것도 좋았고 친구를 사귄 것도 좋았어요. 거기서 첫 번째 여자 친구를 만났어요. 모두 좋은 관계로 잘 지냈어요.

M1: 얼마 동안 그 일을 했는데요?

M2: 2년 정도요.

M1: 대단하군요. 면접관들은 그런 얘길 듣고 싶어 하고 그런 질문들을 할 거예요. 맥도널드에 대해 말할 필요는 없어요… 학생에 관한 부정적인 정보를 애써 제공할 필요는 없으니까요. 학생이 한 것만 얘기해요. 하지 않은 것까지 했다고 하진 말고요.

M2: 하지만 KFC 얘긴 해야 할까요? 사회 복지랑 아무 관계도 없잖아요.

M1: 해야죠! 그 사람들이 그것에 대해 물어볼 거예요. 면접관들은 학생이 젊다는 것을 알아요. 그들은 학생이 사회 복지사로서 아무 경험이 없다는 것도 알아요. 하지만 이해할 거예요. 학생이 경험이 없기 때문에 학생이란 사람을 알려고 할 거예요. 어떤 태도를 가진 사람인지도 궁금해 할 거예요. KFC에서 일했던 게 어땠는지 물어보겠죠. 미소를 띠고 KFC에서의 일을 긍정적으로 말하고 동료들과도 관계가 좋았다고 말하면 좋아할 거예요.

M2: 정말요?

M1: 그럼요. 고용주들이 대학생들이나 대학에서 방금 졸업한 사람들을 인터뷰할 때는 인터뷰 받는 사람들이 경험이 거의 없다는 것을 알아요. 하지만 많은 사람들이 좋은 팀원이 될 밝고 긍정적이고 편안한 사람을 찾죠. 그들에게 학생이 좋은 팀원이 될 거라고 말해요. 가능하면 많이 웃어요. 이력서는 냈어요?

M2: 예.

M1: 한번 봐도 될까요?

M2: 물론이죠. 여기 있어요.

M1: 흠… 두 해 여름 동안 고아원에서 일했어요?

M2: 예… 사실… 그것은 자원 봉사였어요. 어머니가 거기에서 일하시거든요. 어머니께서 그러라고 하셨어요.

M1: 어머니께 정말 감사해야겠군요. 오늘밤 집에 가거든 꼭 한번 안아드리세요. 그리고 내일 면접관에게 고아원에서 일한 적이 있다고 말해요. 거기서는 무슨 일을 했어요?

M2: 아이들이 현장학습이나 특별 외출 하는 걸 도와 줬어요. 또 고아원 행사를 진행하는 것도 도와 주구요. 예를 들면 야구 경기, 축구 경기, 생일 파티 같은 거 말이에요. 일부 아동은 장애우라 휠체어 농구를 가르쳐 주기도 했어요. 때로는 시각 장애 아동을 산책을 시키기도 하고요.

M1: 정말 잘 했군요. 이력서에는 봉사 활동에 대해 거의 언급을 안 했네

요. 내일 꼭 얘기 하세요. 봉사 활동 경험에 대한 얘기를 빼놓지 말고 하세요. 정말 봉사 활동이 즐거웠다고 얘기 하세요. 훌륭한 팀원이 될 거라고도 말하세요. 많이 웃는 것 잊지 말고요. 학생은 잘 해낼 거예요.

M2: 감사합니다. 베이커 교수님.

D 1. (D) 2. (D) 3. (B)

4. 1) A) her failing test, B) some topics
   2) exam
   3) visit before next test

5. [1]she failed [2]an essay question [3]most of the topics [4]two of the three questions [5]she did well [6]next time [7]the final exam

W1: Andrea, may I speak to you for a moment?

W2: Sure, Dr. Jenson.

W1: I was very surprised with your exam. Why did you fail?

W2: I didn't understand some of the topics

W1: In class, you seemed to understand.

W2: Yes, I understood most of them. But there were two topics I didn't understand. The exam had three questions. Each was an essay, and by coincidence, two of the questions were on the topics I didn't understand.

W1: I see... Perhaps, you had some bad luck. It happens... And maybe your study methods need some adjustment. When you study for essay exams, you need to know at least a little about each topic. Don't just read and get to know some of the topics well. That's too risky.

W2: I know. I know. I just assumed that because I understood most of the topics, there would be at least two questions on the topics I understood. Usually I have no problem.

W1: Well, let's go over the questions.

W2: Okay.

W1: The first question was, "Explain the events that led to hostilities in the American colonies." Here you did great! You got twenty-eight out of thirty-three. You made one mistake. You included George Washington as one of the participants at Bunker Hill. In fact, Washington was nowhere near Bunker Hill. He was still in Virginia at that time.

W2: Oh! That's right! I forgot!

W1: That's okay. Let's look at number two.

W2: Yeah, I couldn't understand what you were asking here.

W1: The question was, "Explain Benjamin Franklin's mission to Paris." Here, I only gave you five points. You just wrote that he sought the help of the Marquis de Lafayette. Didn't you come to class when we spoke about Franklin's work in France?

W2: No, I was absent that day.

W1: Ah! Well, Franklin, on behalf of the Continental Congress, sought the support of the French. The Americans wanted to be recognized as a nation, and they desperately needed money, supplies, and military assistance from the French.

W2: Oh, I see.

W1: And the last question..."Give your opinion about the British tactics in New York." Don't you know what that was about?

W2: Well, we studied that the British occupied New York for a few years. But I wasn't sure what tactics you were referring to.

W1: Well, I'm talking about the initial battle of New York. The British could have won the war at that time but, instead of pursuing the disorganized and fleeing rebels, they delayed. These delays might have cost them the war.

W2: Oh, I see. I vaguely remember us talking about that, but I had forgotten about the delay.

W1: Well, I gave you ten points for that question because you at least mentioned that the British overran the Americans in New York and occupied New York City for a long period.

W2: Thank you.

W1: Next time, speak to me before you take the final exam, okay? You're doing well. Your assignment was good, and your participation is good. I want to make sure you're on the right track. And try not to study topics in detail or memorize the details until you at least have a basic understanding of each issue. I'll be glad to give you more guidance before the final exam.

W2: Oh, that would be great.

W1: 안드레아, 잠시 얘기 좀 할 수 있을까요?

W2: 물론이죠. 젠슨 교수님.

W1: 시험 성적보고 깜짝 놀랐어요. 왜 낙제 점수를 받았죠?

W2: 주제의 일부를 이해하지 못 했어요.

W1: 수업 중에는 이해하는 줄 알았어요.

W2: 대부분은 이해가 됐는데 두 부분이 이해가 안 됐어요. 시험은 세 문항에 각 문항이 서술형이었는데 우연히도 두 문항이 제가 이해 못한 부분의 문제였어요.

W1: 알겠어요… 운이 나빴군요. 그런 일이 있죠. 어쩌면 공부 방법을 좀 바꿔야 할지도 모르겠네요. 서술형 주관식 시험공부를 할 때는 각 주제마다 적어도 약간씩은 알고 있어야 해요. 일부 주제만 읽고 잘 알아선 안 되죠. 너무 위험하니까요.

W2: 알아요. 당연히 알죠. 대부분의 주제를 이해했기 때문에 제가 이해하는 주제에 관한 문제가 적어도 두 문제는 나오리라고 생각했어요. 보

풍은 아무 문제가 없었거든요.

W1: 그럼 문제를 한번 짚어보죠.

W2: 좋아요.

W1: 첫 번째 질문은 "미국 식민지에서 적대감을 준 사건들을 설명하라"였어요. 이 문제에는 답을 잘 했어요. 33점 중에 28점을 받았으니까요. 한 가지 실수를 했죠. 벙커힐 전투 참가자 가운데 한 사람으로 조지 워싱턴을 포함시켰더군요. 사실 워싱턴은 벙커힐 근처에도 안 갔어요. 그 당시 그는 여전히 버지니아에 있었으니까요.

W2: 아! 맞아요! 깜빡 했네요.

W1: 좋아요. 다음 2번 문항.

W2: 무엇을 묻는 질문인지 이해를 못 했어요.

W1: 질문은 "벤자민 프랭클린의 파리 임무를 설명하라."였어요. 여기에서는 5점 밖에 못 받았어요. 라파예트 후작의 도움을 청했다고만 적었어요. 프랑스에서의 프랭클린의 업적에 대해 공부했을 때 수업에 빠졌나요?

W2: 예, 그날 결석을 했어요.

W1: 그랬군요. 대륙회의 대표로 프랭클린은 프랑스의 원조를 요청했죠. 미국인들은 국가로 인정받길 원했고 프랑스로부터 자금과 물자, 군사력 등의 지원을 몹시도 필요로 했어요.

W2: 그랬군요.

W1: 그리고 마지막 문제는 "뉴욕에서의 영국 전술에 대한 의견을 피력하라."였죠. 무슨 일이 있었는지 모르나요?

W2: 영국이 뉴욕을 몇 년 동안 지배했다고 공부했어요. 하지만 무슨 전술을 말씀하시는지 확신이 가질 않았어요.

W1: 전 뉴욕의 첫 전투를 말한 거예요. 영국은 그 당시에는 전쟁에서 이겼지만 도망치는 지리멸렬의 반란군을 쫓지 않고 늑장을 부렸잖아요. 그로 인해 그 전쟁에 지고 말았잖아요.

W2: 맞겠어요. 어렴풋하게 그 내용을 배웠던 기억이 나네요. 하지만 늑장 사건은 생각이 안 났어요.

W1: 적어도 영국군이 뉴욕에서 미국인들을 무찌르고 오랜 기간 뉴욕을 점령했었다는 사실을 언급했기 때문에 그 질문에는 10점을 줬어요.

W2: 감사합니다.

W1: 다음 번에는 기말고사를 보기 전에 나랑 얘기를 좀 하도록 해요. 학생은 잘 하고 있어요. 과제물 성적도 좋고 수업 참여도 점수도 좋아요. 제대로 잘 하고 있는지 확실히 해야 할 것 같으니까요. 각 이슈에 대해 적어도 기초적인 내용을 알 때까지는 주제를 너무 자세하게 공부하거나 세부 사항을 암기하지 말기 바래요. 기말고사 전에 좀 더 충고를 해 주도록 할게요.

W2: 정말 감사합니다.

Practice with Lectures

A 1. Ⓐ 2. Ⓒ 3. Ⓑ

4. 1) Inuit art, A) Arctic areas, B) Canada, C) artwork
   2) B) miniature, C) realistic, E) many raw materials
5. [1]Inuit carvings [2]permanent settlements [3]realistic [4]sometimes birds [5]unique characteristic [6]available from the land [7]green to black

Another form of indigenous art is Inuit art, which has flourished in recent years, both in quantity and commercial demand. The Inuit are the northern people who live in the Arctic areas of Canada, Alaska, Russia, and Greenland. We used to call them Eskimos, but today, that term is regarded by many Inuit as derogatory. The Inuit seem to be associated with Canada more than with any other country, possibly because the Canadian government has incorporated and promoted Inuit culture as part of Canada's cultural identity. If you have ever been a tourist in Canada and you've visited a souvenir shop there, you'll know exactly what I'm talking about because they seem to overflow with Inuit art, which may include sculptures, paintings, prints, and so on. As for architecture, you're all familiar with the igloo.

But I want to focus more specifically on Inuit sculptures, which have become very commercialized in the last few decades. Prior to the 1950s, the carvings were small enough to hold inside your fist. When a Canadian government official visiting the Artic in the 1940s was approached by an Inuit carrying a piece inside his fist, the official mistakenly believed the Inuit individual was going to start a fistfight. The official was so impressed with the miniature carving that he bought all of the sculptures in the community. And thus began the commercialization of Inuit carvings. So today, many of the carvings are very small because historically the Inuit were a nomadic people who traveled lightly. Since the 1950s, many carvings have become bigger because the Inuit have settled into permanent settlements and because many buyers prefer larger sculptures. Today, we have miniatures and larger sculptures. Also, since the 1980s, the carvings have become more polished and realistic, again because of market demands in Canada and internationally, where they are now considered a fine art.

The subjects of these carvings are usually animals and humans. Some pieces are very realistic looking while others have less detail and are cruder or more primitive in appearance. The animals are bears, seals, whales, walruses, and sometimes birds. Some of the carvings I mentioned are now very polished while others are still very unpolished or dull. The themes may be humorous, such as the waving walrus and the dancing bear. Others are more serious, such as the hunting scenes. The characteristics of these carvings vary from region to region and with the specific artist.

A unique characteristic of Inuit carvings is that they're never made of wood. This is because there are no

trees in the Arctic. So the artists use whatever raw materials are available from the land and sea. Animal bone, ivory, and, most commonly, stone are the primary ingredients. Soapstone is very soft, but most areas in the Arctic don't have soapstone. So most Arctic artists use serpentine, which is not as soft. It's available in a range of colors from green to black. Other stones used includes marble, quartz, and dolomite. Finished sculptures are sometimes imbedded with metallic minerals. In recent years, soapstone has been imported from other countries, causing the perception of being less authentic. But many successful Inuit artists use the imported stone.

We're running out of time, so next class we'll continue our discussion of Inuit carvings and also look at Inuit art prints and Inuit baskets.

또 다른 형태의 토속예술은 이뉴잇 예술인데 이 예술은 이 예술은 양적으로나 상업적 수요적인 측면에서나 최근 들어 번성하고 있습니다. 이뉴잇족은 캐나다 북극 지방, 알래스카, 러시아, 그린란드에 사는 북부 민족을 말합니다. 과거에는 이들을 에스키모라고 불렀지만 오늘날에는 많은 이뉴잇족들이 에스키모라는 말을 경멸적이라고 생각합니다. 이뉴잇족은 캐나다 문화를 캐나다 문화의 일부로 받아들이고 진흥시켰기 때문에 다른 어느 국가보다도 캐나다와 밀접한 관련이 있습니다. 여러분이 캐나다에 한 번이라도 갔다 온 적이 있으면 그곳에서 선물가게에 들러 봤을 테고 선물가게는 이뉴잇 예술품으로 가득하기 때문에 제가 무슨 말을 하는지 정확하게 알 거예요. 여기에는 조각품, 그림, 인쇄물 등등이 있어요. 건축에 관련해서는 여러분 모두가 이글루에 대해 잘 알고 있을 거예요.

하지만 오늘 수업은 이뉴잇 조각품에 좀 더 초점을 맞추려고 하는데 이뉴잇 조각품은 지난 수십 년 사이에 많이 상용화되었어요. 1950년대 이전에는 조각이 손 안에 쥘 수 있을 정도로 크기가 작았어요. 1940년대에 북극 지방을 방문했던 캐나다 정부 관리는 주먹 안에 뭔가를 쥐고 있는 이뉴잇족 사람이 다가오자 주먹싸움을 하려는 것으로 오해를 했어요. 그 관리는 소형 조각품에 너무 감동을 받은 나머지 그 마을에 있는 조각품을 전부 샀어요. 이렇게 해서 이뉴잇 조각품이 상용화되기 시작했죠. 그래서 오늘날 이뉴잇 조각품의 대부분이 크기가 상당히 작은 이유는 역사적으로 이뉴잇족은 유목 민족이라 가볍게 이동을 했기 때문이에요. 1950년대 이후로 이뉴잇족이 영구적인 정착생활을 하게 되었고 구매자들이 보다 큰 조각품을 더 선호하기 때문에 조각품의 크기가 더 커졌어요. 오늘날에는 소형 조각품과 보다 큰 조각품 두 가지를 만날 수 있어요. 또한 1980년대 이후로는 이 조각품들이 미술품으로 간주되는 캐나다와 국제 시장의 수요로 인해 보다 세련되어지고 현실적이 되었어요.

이러한 조각품의 주제는 보통 동물이나 인간입니다. 어떤 조각품은 아주 현실적이긴 반면 다른 조각품은 세부적 묘사가 떨어져 모양이 좀 더 거칠거나 원시적입니다. 조각을 하는 동물로는 곰, 물개, 고래, 바다코끼리, 때로는 새 등이 있습니다. 제가 언급한 조각품 중의 일부는 매우 세련된 반면 일부는 대단히 거칠고 단조롭습니다. 주제는 손을 흔드는 바다코끼리나 춤추는 곰과 같이 우스꽝스럽기도 하고 사냥 장면처럼 진지한 경우도 있습니다. 이러한 조각품의 특징은 지역마다 다르며 조각가에 따라서도 다릅니다.

이뉴잇 조각의 독특한 특징은 절대 나무로 만들지 않는다는 점입니다. 북극지방에는 나무가 없기 때문이죠. 그래서 조각가들은 육지나 바다에서 얻을 수 있는 모든 재료들을 이용합니다. 동물의 뼈, 상아, 그리고 가장 흔하게 돌을 주재료로 이용합니다. 비누석은 연하지만 북극의 대부분 지역에서는 비누석이 나지 않습니다. 그래서 대부분의 북극 조각가들은 연하지 않은 사문석을 사용합니다. 사문석은 녹색에서 검정색까지 색깔이 다양합니다. 이 외에 사용하는 돌로는 대리석, 석영, 백운석 등이 있습니다. 마무리를 한 조각은 때로 금속성 광물로 테를 두르기도 합니다. 최근에 와서는 비누 석을 외국에서 수입해서 쓰는데 이로 인해 토속성이 없어지게 됩니다. 하지만 성공한 조각가 중에 많은 이들이 수입 석을 사용합니다.

시간이 다 됐으니 다음 시간에 계속 이뉴잇 조각에 대해서 살펴보고 이뉴잇 인쇄물과 바구니제품에 대해 살펴보기로 하겠습니다.

B 1. (B) 2. (C) 3. (A)

4. 1) meteorology
   2) A) warm water, B) 5-8, C) fish and plant life in area
   3) A) cold water, B) El Nino
   4) El Nino
5. [1]Pacific Ocean [2]unusual weather phenomena [3]South America [4]water [5]the amount of plant life [6]hurricane development

M1: You should realize that not all weather phenomena are perfectly understood by meteorologists. That's one reason why we can't always make accurate forecasts. You will read a number of explanations in your textbook as to what causes El Nino and La Nina, but, in reality, nobody knows for certain what causes these phenomena.

W: Sorry, uh, I get El Nino and La Nina confused. Which one occurs in the northern hemisphere, and which one is in the southern hemisphere?

M1: They both originate in the southern hemisphere, and both take place in the Pacific Ocean. And they both cause major temperature changes in the surface waters of the Pacific Ocean, and eventually they trigger unusual weather phenomena worldwide.

W: So what's the difference between the two?

M1: Okay, perhaps, this might help. El Nino brings warm water to the west coast of South America, and La Nina brings cold water to the west coast of South America. El Nino occurs every five to eight years. La Nina occurs about half as frequently. El Nino causes changes to the currents of the ocean by bringing uncharacteristically warm water to the coast of South America, particularly in the northern areas of South America. Warm water spreads from the Western Pacific, moves eastward, and eventually reaches the coast of South America. By

the time the warm water reaches the coastal waters of Peru, it rises and replaces the cool nutrient-rich seawater at the surface. Because the warmer water has no nutrients, it drastically reduces the amount of plant life and fish in the area.

El Nino's impact can be felt worldwide, causing unusual weather in many different areas. For instance, it can cause droughts from Indonesia to Mexico and Central America. Its impact on the United States is less obvious, but it can cause or at least contribute to excessive rainfall in the Gulf states and in California. In 1982-83, much of California suffered record amounts of rainfall and consequent floods and mudslides. Some of the mudslides obliterated communities in a flash, killing many people. It also brings rain to deserts in South America, which normally don't receive rain in non-El Nino years. This causes floods, a subsequent swarm of musquitos, and then disease. Flooding occurs in Bolivia, Peru, Ecuador, Cuba, and the Gulf states.

M2: Does El Nino have any positive impact?

M1: Good question. It's my understanding that El Nino can snuff out hurricanes with its warm winds at 40,000 feet above sea level. Ah, La Nina, because of its cool water, can dramatically change upper-level air currents, contributing to storm development. La Nina can also affect winter weather in the United States. As an example, it can cause Florida, which is already dry, to become warmer and drier in the winter, which may increase the number of forest fires. In the winter, it tends to accentuate regular weather patterns, causing colder areas to become colder and warm areas to beome warmer.

M1: 기상학자들도 모든 기상 현상을 완벽히 이해하고 있지는 않다는 사실을 알아야 합니다. 그렇기 때문에 항상 정확한 일기예보를 할 수만은 없는 것이죠. 교재에서 엘니뇨와 라니냐의 원인에 대한 여러 가지 설명을 공부하겠지만 아무도 이러한 현상에 대한 확실한 이유는 모르고 있어요.

W: 죄송한데, 엘니뇨와 라니냐가 헷갈려요. 어떤 게 북반구에서 일어나는 거고 어떤 게 남반구에서 일어나는 거죠?

M1: 두 가지 다 남반구에서 시작되고 둘 다 태평양에서 발생합니다. 그리고 두 가지 다 태평양의 표층수에 큰 온도 변화를 유발해 전 세계적으로 비정상적인 기후 현상을 일으킵니다.

W: 그럼 두 현상 사이의 차이점은 무엇인가요?

M1: 아마도 이렇게 설명할 수 있을 거예요. 엘니뇨는 남아메리카 서해안에 따뜻한 물을 가져오고 라니냐는 남아메리카 서해안에 찬물을 가져옵니다. 엘니뇨는 5년에서 8년 간격으로 일어나며 라니냐는 그것보다 반 정도 빈번히 발생합니다. 엘니뇨는 남아메리카 해안 특히 남아메리카의 북쪽 해안에 비정상적으로 따뜻한 물을 가지와서 해류에 변화를 유발합니다. 따뜻한 물은 서태평양으로부터 시작되어 동쪽으로 이동해 마침내 남아메리카 해안 지역에 도달합니다. 따뜻한 물이 페루의 해안 지역에 도착할 때쯤이면 물어올라 수면에 있는 양분이 풍부한 차가운 물을 밀어내게 됩니다. 따뜻한 물에는 양분이 없기 때문에 그 지역의 식물과 어류의 양이 급격하게 감소하게 됩니다.

엘니뇨는 많은 지역에 비정상적인 날씨 변화를 초래하기 때문에 그 효과는 전 세계적으로 느낄 수가 있어요. 예를 들어 인도네시아에서부터 멕시코와 중앙아메리카에 이르기까지 가뭄을 일으킵니다. 미국에 미치는 영향은 좀 적은 편이지만 걸프 연안국과 캘리포니아에 폭우를 유발하거나 부분적 원인이 되기도 합니다. 1982년과 83년 사이 캘리포니아의 상당 지역에 기록적인 양의 강우가 내렸고 그로 인해 홍수와 이류가 발생했어요. 이류의 일부는 눈 깜짝할 사이에 마을을 집어삼키면서 많은 이들의 목숨을 앗아갔어요. 또한 엘니뇨가 발생하지 않는 해에는 보통 비가 내리지 않는 남아메리카 지역의 사막에 비를 뿌리기도 합니다. 이 때문에 홍수가 나고 엄청난 양의 모기 떼가 생기면서 질병이 발생합니다. 볼리비아, 페루, 에콰도르, 걸프 연안국들에서는 홍수가 발생합니다.

M2: 엘니뇨는 긍정적 효과는 없나요?

M1: 좋은 질문이에요. 엘니뇨는 해수면 위 40,000 피트 상공에서 따뜻한 바람이 불기 때문에 허리케인을 잠재울 수 있을 거라 생각해요. 아, 라니냐는 물의 온도가 차갑기 때문에 폭풍 발달에 영향을 미치는 상층 기류를 급격히 변화시킵니다. 또한 라니냐는 미국의 겨울 날씨에 영향을 미치기도 합니다. 한 가지 예로 이미 건조한 플로리다가 겨울이 되면 더 따뜻해지고 건조해져 산불이 증가하게 됩니다. 겨울에는 정상적인 날씨 패턴을 더 두드러지게 해 추운 지역은 더 추워지고 따뜻한 지역은 더 따뜻해지게 됩니다.

C 1. Ⓒ 2. Ⓑ 3. Ⓓ

4. 1) write memoir
   2) Explains biography, B) writer's own life
   3) A) autobiography, D) important people, E) narrative
5. [1]a detailed story [2]personal history [3]a lot of research [4]a part of your life [5]a public figure [6]military leaders

W1: Hi. I hope everyone had a nice weekend. The weather is beautiful!

M: Let's go outside!

W1: Ha ha ha! That would be nice, but unfortunately, there's nowhere to sit and write out there.

M: That's okay.

W1: But, what I can do for you is finish early so that you can all go outside and start your next writing assignment.

W2: Excellent! What's the next assignment?

W1: Your assignment is to write a memoir. I'm going to explain to you what a memoir is and then give you some suggestions as to how you can write it. It's essentially a story about one part of your life.

W2: Wait! What's the difference between a memoir and a biography?

W1: Don't write a biography! That's not your assignment. A biography is an account of another person's life rather than your own. I want you to write only about your own life. And don't write an autobiography! That's different, too. It would take too long. An autobiography is a detailed story of your life, usually from childhood to old age. It's a chronological, personal history that requires a lot of research and interviews. You're just writing a memoir. That doesn't require any research!

For your information, memoirs are a type of autobiography. An autobiography typically requires a lot of detailed research to reconstruct a detailed chronological story of your whole life. Memoirs, on the other hand, have a more narrow focus. You merely write what you recall. So you don't have to look anything up. You don't have to go to the library. You don't have to use the Internet. You can literally go outside, sit down, and start writing. But remember! Don't write about your whole life! Just write about part of it. Let me repeat. You are not writing an autobiography.

Ah, as I said, a memoir is restricted in scope, and it can be short. You focus on part of your life which you feel was important or significant to you. And don't be afraid to describe your feelings because a memoir is usually an intimate account that gets into the writer's head, describing his or her emotions, as they relate to certain periods and events in his or her life.

M: Aren't memoirs are just for famous people?

W1: Historically, they were usually written by world leaders, politicians, government officials, and military leaders to explain their thinking during critical moments in their public lives. Leon Trotsky, Albert Speer, Mahatma Gandhi, Richard Nixon, and, most recently, Bill Clinton, have all written their memoirs. Some memoirs are eyewitness reports by private citizens who participated in significant historical events. Among these are American slaves and holocaust survivors... All you need to do is tell a story based on what you can recall about an important time in your life. And keep in mind that memoirs are usually written in narrative form. So you can include a lot of the usual elements of storytelling... plot, characterization, imagery, conflict, flashback, foreshadowing, symbolism, irony, and anything else you think will make it an interesting read. While writing a memoir, a writer usually contemplates the meaning of events in retrospect. So it can be a very therapeutic experience, especially for those who focus on stories of survival and hardship. Perhaps, you'll feel the same.

Oh! And to answer your question, you don't have to be a famous person to write a memoir. Until twenty years ago, they were written mostly by famous people, but that seems to be changing. Look at Franck McCourt! He was an ordinary person, yet he wrote *Angela's Ashes*.

W1: 모두 주말 잘 보냈기를 바래요. 날씨가 정말 좋죠?

M: 아의 수업해요!

W1: 하하하! 그러면 좋겠지만 안타깝게도 앉아서 쓸 데가 없잖아요.

M: 괜찮아요.

W1: 그렇지만 밖에 나가서 다음 작문 과제를 할 수 있도록 좀 빨리 끝내 주도록 할게요.

W2: 좋아요! 다음 과제물이 뭔가요?

W1: 다음 과제는 회고록을 쓰는 것입니다. 회고록이 무엇인지를 설명하고 회고록을 쓰는 방법에 대한 몇 가지 제안을 해 줄 거예요. 당연히 회고록은 여러분 자신의 한 부분에 관한 이야기겠죠.

W2: 잠깐만요. 회고록과 전기는 어떤 차이가 있죠?

W1: 전기를 쓰지는 마세요! 과제는 전기가 아니에요. 전기는 자기 자신보다는 다른 사람의 삶에 대해서 쓰는 것입니다. 그것이 차이점이죠. 그리고 너무 오래 걸릴 거예요. 자서전은 어릴 때부터 시작해 늙어서까지 여러분의 인생에 대해 자세하게 쓰는 것입니다. 전기는 연대기적인 개인사로 많은 조사와 인터뷰가 필요합니다. 여러분은 그냥 회고록을 쓰는 거예요. 아무런 조사도 필요하지 않아요.

한 가지 정보를 준다면 회고록은 일종의 자서전이에요. 자서전은 일반적으로 여러분의 인생 전체의 자세한 시간 별 기록을 재구성하기 위해 많은 세부 조사를 해야 해요. 하지만 회고록은 보다 좁은 부분에 초점을 둡니다. 단순히 기억나는 것을 쓰는 것이죠. 그래서 아무 것도 찾아볼 필요가 없어요. 도서관을 찾을 필요도 없죠. 인터넷 검색도 필요하지 않아요. 문자 그대로 밖에 나가서 앉아서 그냥 쓰기 시작하면 됩니다. 하지만 잊지 마세요. 인생 전체에 대해서 쓰는 게 아니에요. 인생 중 일부분에 대해서만 쓰세요. 한 번 더 얘기하는데 자서전을 쓰는 게 아니에요.

아, 제가 말한 것처럼 회고록은 범위가 제한되어 있어서 짧은 편입니다. 여러분이 느끼기에 자신에게 중요하다고 생각되는 인생의 부분에 초점을 두고 쓰세요. 회고록은 일반적으로 인생의 특정 시기나 사건과 관계가 있어 그 때의 감정을 묘사하면서 작가의 머릿속을 들여다보는 아주 친밀한 작업이니까 느낌을 표현하는 걸 두려워 마세요.

M: 회고록은 유명인들만 쓰는 거 아닌가요?

W1: 역사적으로 흔히 세계 지도자, 정치가, 정부 관리, 군 지도자들의 공적 삶에서 중요한 순간에서의 그들의 생각을 설명하기 위해 쓴 경우가 많았죠. 레온 트로츠키, 알베르트 슈페어르, 마하트마 간디, 리처드 닉슨 그리고 보다 최근에는 빌 클린턴에 이르기까지 모두 회고록을 썼어요. 어떤 회고록은 중요한 역사적 사건에 참가했던 개인이 쓴

직접적인 기록인 경우도 있어요. 미하 노예와 대학살 생존자 들이 여기에 해당되죠… 여러분이 할 것은 여러분의 인생에서 중요한 시기에 대해 생각나는 것에 기초해 이야기를 하는 것입니다. 회고록은 서술적인 형태로 써야 한다는 것을 잊지 마세요. 그렇기 때문에 플롯, 인물 묘사, 심상, 갈등, 회상, 전조, 상징, 아이러니 그리고 글을 흥미롭게 만들 수 있다고 생각되는 모든 스토리텔링의 일반 요소들이 많이 들어가야 해요. 회고록을 쓸 때 작가는 보통 사건들이 갖는 의미에 대해 회고하게 됩니다. 이 경험은 아주 치료 효과가 있는데 특히 생존과 역경의 이야기에 초점을 두는 사람들에게는 그렇습니다. 아마도 여러분도 같은 느낌을 받을 거예요.

어떤 학생의 질문에 답을 하자면 회고록은 반드시 유명인만 쓰는 것은 아니에요. 20년 전까지는 대부분 유명한 사람들이 회고록을 썼지만 요즘은 변하고 있어요. 프랭크 맥코트를 보세요. 그는 보통 사람이지만 "안젤라스 애쉬스"를 썼잖아요.

D 1. Ⓒ 2. Ⓑ 3. Ⓑ

4. 1) lithosphere, A) the crust, B) ocean floor
   2) A) molten rock material, C) tectonic plates
   3) A) earthquakes, C) 7 ,12
5. [1]Earth's exterior [2]the upper part [3]about 5km thick [4]slide along [5]the extremely hot interior [6]seven major plates [7]a few inches

To understand earthquakes, you first need to understand the content and workings of the lithosphere and asthenosphere. So, I'll begin by describing the lithosphere.

The lithosphere is the Earth's exterior. It's the crust. It includes all of the continents, the rocks, and the ocean floor. It also includes the upper part of the asthenosphere, or mantle, located just below the crust. On the continents, the crust is about 80km deep, but below the ocean it's only about 5km thick.

The lithosphere is very much like a giant puzzle. In fact, if you were to buy one of those puzzle globes… I mean those puzzles that are shaped like a globe, it would give you a pretty good idea of what the lithosphere is like. The exterior of the Earth, therefore, is like a puzzle broken up into giant plates that fit around Earth as though it were a jigsaw puzzle. We call these giant pieces tectonic plates. The continents rest on these plates, and the plates move about two inches every year. Their movement is a sliding motion as they glide along the upper part of the asthenosphere, which is not as solid as the surface.

The asthenosphere consists of a semi-plastic molten rock material, which is like silly putty. It is more fluid, and it moves as it responds to the churning motions of the extremely hot interior of the Earth below. These movements inside the asthenosphere cause the tectonic plates to move as they glide or float on the moving asthenosphere. The plates, by the way, are made of rock, but these plates are lighter than the denser, fluid layer beneath. This allows them to flow on top of the denser material.

Over millions of years, the movement of the plates has given the surface the look that it has today. This movement of the tectonic plates is called plate tectonics, and, as we'll learn later, plays a major role in earthquakes and other Earth-shaping events. An example of how the movement shapes the surface is when two plates collide head-on with one another, followed by an upward movement of the edge of the plates. This lifting of the crust is how mountain ranges form. The Rocky Mountains formed as a result of two plates crashing head-on, and then their edges moving upwards and lifting the crust. The resulting uplift is the Rockies.

There are seven major plates and about twelve minor plates. The plates also have been given names, usually according to their geographic location. For example, there is the Pacific plate, the North American plate, the African plate, the Australian plate, the Philippine plate, and so on. Because the plates only move a few inches a year, it takes millions of years for the continents to move. But at one time, the continents and oceans were in different locations, and, about 250 million years ago, the continents were mostly connected together.

Remember that the interior of Earth is extremely hot. It is this heat that generates movement above. However, the core is expected, someday, millions of years from now, to cool off. When that happens, movement of the asthenosphere will stop, causing the tectonic plates to stop moving and thereby stabilizing the surface. In other words, the continents will stop moving. This has already happened on the moon, on Mars, and on other planets and satellites.

지진을 이해하기 위해서는 먼저 암석권과 암류권의 구성과 작용에 대해서 알아야 합니다. 우선 암석권부터 살펴보기로 하겠어요. 암석권은 지구의 외부를 이룬니다. 지각을 말하죠. 여기에는 모든 대륙, 암석, 그리고 해저가 해당됩니다. 또한 지각 바로 아래 위치한 암류권 상부인 맨틀이 해당됩니다. 대륙에서는 지각의 깊이가 약 80km 정도이지만 해양의 경우에는 두께가 약 5km 정도 밖에 되지 않습니다.

암석권은 거대한 퍼즐과도 같습니다. 사실 만약 여러분이 그 퍼즐 지구본, 제 말은 지구본처럼 생긴 퍼즐 말입니다. 그 퍼즐을 살 생각이라면 암석권이 어떻게 생겼는지를 잘 알아야 합니다. 따라서 지구의 외부는 마치 직소 퍼즐처럼 꼭 들어맞는 거대한 판으로 쪼개져 있는 퍼즐과 같습니다. 이 거대한 조각들을 지판이라고 합니다. 대륙은 이 판 위에 있으며 판들은 일 년에 5cm 정도씩 움직입니다. 지판은 지표만큼 단단하지 않은 암류권의 상부를 따라 미끄러지기 때문에 활주하듯 일어납니다.

암류권은 고무찰흙과도 같은 반소성 용융 암석 물질로 되어 있습니다. 암석권에 비해 보다 유동적이어서 지구 하부의 대단히 뜨거운 내부의 교반 운동에 반응해 움직입니다. 암류권 내의 이 운동으로 지판은 움직이는 암류권 위를 미끄러지거나 떠다니게 됩니다. 그런데 지판은 암석으로 되어 있지만 아래층의 보다 밀도가 높은 액체 층보다 더 가볍습니다. 그래서 보다 밀도가 높은 물질의 위쪽으로 이동할 수 있는 것이죠.

수백 년 간 지판이 움직인 결과 오늘날의 지표 모습을 갖게 되었어요. 이런 지판의 운동을 판구조론이라고 하는데 나중에 배우겠지만 지진과 지형을 형성하는 다른 현상들에 있어 중요한 역할을 합니다. 두 판이 정면으로 충돌해 지판의 가장 자리가 상방으로 움직이면서 어떻게 지표가 형성되는지를 보여줍니다. 이러한 지각의 융기로 인해 산맥이 형성되게 됩니다. 로키산맥은 두 판이 정면충돌해 가장자리가 상방으로 움직이면서 지각이 융기되어 만들어졌어요. 그 융기의 결과가 바로 로키산맥입니다.

지구에는 7개의 큰 지판과 약 12개의 작은 지판이 있어요. 이 판들은 각각 이름이 있는데 보통 지리학적인 위치에 따라 붙여집니다. 예를 들어 태평양판, 북아메리카판, 아프리카판, 호주판, 필리핀판 하는 식이죠. 지판은 일 년에 몇 센티미터씩 밖에 움직이지 않기 때문에 대륙이 움직이는 데는 수백 만 년이 걸립니다. 하지만 한 때는 대륙과 해양들의 위치가 달랐고 약 2억 5천만 년 전에는 대륙이 대부분 하나로 연결되어 있었어요.

지구의 내부는 대단히 뜨겁다는 사실을 기억하세요. 위쪽의 운동이 일어나게 만드는 것이 바로 이 열입니다. 하지만 지금으로부터 수백만 년 후 언젠가는 식게 될 것으로 예상됩니다. 그런 일이 일어나면 암류권 운동이 정지되어 지판들이 움직이지 않게 되어 지표가 안정되겠죠. 다시 말해 대륙 이동이 멈추게 된다는 의미입니다. 달과 화성 그리고 다른 행성과 위성에서는 이미 이런 현상이 일어났어요.

Integrated Listening & Speaking

A

1. They are small enough to fit in the palm of your hand.
2. They live in the Arctic areas of Canada, Alaska, Russia, and Greenland.
3. They are made of stones like serpentine, marble, quartz, dolomite, and soapstone.

Today, we're going to continue talking about Inuit baskets and paintings. Last week, if you'll recall, I told you that the Inuit are the northern people who live in the Arctic areas of Canada, Alaska, Russia, and Greenland. I mentioned to you the different kinds of Inuit art, but we spoke mostly about Inuit carvings. Prior to the 1950s, Inuit carvings were small enough to hold inside your fist. Today, some are much bigger to satisfy market demand and because the Inuit are no longer nomadic. Also, since the 1980s, Inuit carvings have become more polished and realistic looking. The subjects of these carvings are usually animals and humans. The animals are bears, seals, whales, walruses, and sometimes birds. Some of the sculptures are humorous, such as the dancing bear. Others are more serious. Because of a lack of trees, Inuit carvings are never made of wood. The artists use whatever raw materials are available. The most common substance is a stone called serpentine. It's available in a range of colors from green to black. Other stone used includes marble, quartz, and dolomite. Also soapstone is imported from other countries.

오늘은 이뉴잇의 바구니제품과 그림에 관한 이야기를 계속해 보도록 하겠습니다. 지난 주 배운 내용을 떠올려 보면 이뉴잇족은 캐나다 북극 지방, 알래스카, 러시아, 그린란드에 사는 북부 민족이라고 얘기했었죠. 여러 가지 종류의 이뉴잇 예술품을 언급했지만 대부분은 이뉴잇 조각품에 대해 얘기했습니다. 1950년대 이전에는 이뉴잇 조각품들이 손 안에 쥘 수 있을 만큼 작았어요. 오늘날에는 시장 수요를 충족시키고 이뉴잇족이 더 이상 유목생활을 하지 않기 때문에 크기가 큰 조각품도 있어요. 또한 1980년대 이후로 이뉴잇 조각품들은 보다 세련되고 현실적인 형태를 띄게 되었습니다. 조각품의 주제는 보통 동물이나 인간입니다. 곰, 물개, 고래, 바다코끼리, 때로는 새 등의 동물이 이에 해당됩니다. 춤추는 곰처럼 일부 조각품은 우스꽝스럽기도 하며 일부 조각은 진지하기도 합니다. 북극에는 나무가 없기 때문에 이뉴잇 조각품은 목재로 만드는 경우가 전혀 없습니다. 조각가들은 사용 가능한 모든 재료를 사용합니다. 가장 흔히 사용되는 재료는 사문석이라고 하는 돌입니다. 이 돌은 녹색부터 검정색까지 색깔이 다양합니다. 다른 돌로는 대리석, 석영, 백운석 등이 있습니다. 또 외국에서 비누석을 수입하기도 합니다.

B

1. Autobiographies describe one's entire life while memoirs only focus on part of a person's life.
2. There's no research required to write a memoir.
3. Historically, they were written by world leaders, military leaders, politicians, and other famous people.

There are a few more things I'd like to review with you before we have our... ah, written examination, next week... One of thing you'll need to do during the exam is distinguish autobiographies from memoirs. Remember that an autobiography is a detailed story of your own life, usually from childhood to old age. It's a chronological, detailed, personal history that requires a lot of research and interviews. It takes a lot of work. A memoir is a type of autobiography which focuses on only a part your life. The writer merely needs to recall some events that have occurred in his life. It doesn't require any research. You don't have to go to the library or use the Internet. It's usually shorter than an autobiography and focuses on events that are significant to the writer. If you're a public figure, then you will probably write your recollections and emotions regarding some of the important public events of your life. Historically, they were written by world leaders, politicians, military leaders, and other famous people, but that's now changing.

다음 주 필기시험을 보기 전에 몇 가지 복습할 사항이 있습니다. 시험 중에 해야 할 것은 자서전과 회고록을 구별하는 것입니다. 자서전은 자신의 삶을 아동기부터 노년까지 자세하게 쓰는 것입니다. 자서전은 많은 조사와 인터뷰가 필요한 자세한 연대기적 개인사입니다. 자서전은 쓰는데 많은 노력이 필요합니다. 회고록은 자서전의 일종이지만 일생의 한 부분에만 초점을 둡니다. 작가는 인생에 일어났던 몇 가지 사건들을 떠올립니다. 아무런 조사도 필요하지 않습니다. 도서관에 가거나 인터넷 검색을 할 필요도 없습니다. 보통 자서전보다 길이가 짧으며 작가에게 중요한 사건에만 초점을 맞춥니다. 만약 공인이라면 일생 중 몇 가지 중요한 공적 사건에 관련한 회상과 감정을 쓸 수도 있습니다. 역사적으로 세계적인 지도자나 정치가, 군 지도자, 그리고 다른 유명인들이 회고록을 썼지만 요즘은 바뀌고 있습니다.

TOEFL iBT Practice Test

A 1. Ⓒ 2. Ⓓ 3. Ⓐ 4. Ⓓ 5. Ⓐ

W: Hello, you look a little lost. Is there anything that I can help you with?

M: Er, yes. I'm new here. I just transferred from another college this semester, and I was wondering about the school's gym. Is anyone able to use it?

W: Well, that depends on what your enrollment status is. Here, let me see your ID card, and I can tell you exactly what kind of usage you're allowed.

M: Oh, yeah, sure. Let me just find it here in my wallet... Uh, why can I never find this thing when I need it...? Aha! Here it is. Take a look at it.

W: Okay, according to your ID card, you are a full-time student here at the school, so that means you are able to use just about every single one of our facilities for free. Let me tell you what that means... You can use both of the basketball courts... when there isn't a game or practice going on, of course. And you can use the squash and racquetball courts as well. They are located on the second floor. And you can also use the swimming pool on the third floor.

M: Wow, that sounds pretty cool. At my last school, we had to pay extra money just to use the facilities there. It's really nice not to have to do that here.

W: I'm glad that you're happy about our arrangements. If you don't have any more questions, then I should...

M: Wait a minute! How about using the locker rooms? Do we get our own lockers or what?

W: No, only members of the school's athletic teams get their own lockers. But don't worry about your stuff. You can get a temporary locker anytime. All you have to do is talk to the attendant outside the locker room... That's me, by the way... And I'll give you a key that you can use for a locker to store your clothes and valuables in. Once you're finished, just give the key back to me. And no, it doesn't cost a thing either.

M: That's great. You know, some of my stuff at my last school got stolen when I was working out before. Somebody just came in and took my wallet and a few CDs right from my bag. That was unbelievable!

W: I'm sorry to hear that. So... do you have any more questions for me?

M: Er, yes, I do. Sorry to be taking up all of your time. But I'm a little curious about the weight room. Can anyone use it, or do we need a membership?

W: Okay, that's a good question. We actually have two different weight rooms. The big one is called Collier Gym. That's open to the entire school. It has pretty much everything that you could possibly need to work out. And it won't cost you a single dime. The smaller one is called Peterson Gym. It's located up on the fifth floor. It's much more specialized and has some really cool equipment. But it's only open to members of the athletic teams and other members. If you want to become a member of that gym, it will run $200 a semester. Are you interested in that?

M: Oh, no, I don't think so. Not at that price at least. I just like to get in a light workout every now and then. I'm not that serious about it.

W: Yeah, most people are satisfied with Collier Gym. It's really nice. That's where I work out most of the time.

M: Great. Well, you've been a real fountain of knowledge. Thanks so much for all of your help. I'll see you around.

W: See you later.

W: 안녕하세요. 약간 당황스러워 하는 것 같은데 뭐 도와드릴 일이라도 있나요?

M: 아, 예, 여기 새로 왔어요. 이번 학기에 다른 대학에서 편입했는데 이 학교 체육관 시설이 궁금해서요. 누구라도 사용 가능한가요?

W: 등록 상태에 따라 달라요. 학생증을 보여주시면 어떻게 사용하실 수 있는지 알려 드릴게요.

M: 그러죠. 잠깐만 지갑에서 찾아볼게요… 어, 꼭 이렇게 필요할 때는 안 보인단 말이야. 아, 여기 있네요. 보세요.

W: 좋아요. 학생증을 보니까 이 학교 풀타임 등록을 했네요. 그 경우 이 시설 전체를 무료로 사용할 수 있어요. 무슨 말인가 하면 두 개의 농구 코트도 쓸 수 있어요. 물론 경기나 연습이 없을 때 말이죠. 그리고 스쿼시와 라켓볼 코트도 사용할 수 있어요. 스쿼시와 라켓볼 코트는 2층에 있어요. 3층에 있는 수영장도 이용할 수 있어요.

M: 와, 정말 대단하네요. 전에 다녔던 학교에서는 해당 시설을 이용하려면 요금을 내야 했거든요. 여기서는 무료라니 정말 좋네요.

W: 그러시다니 저도 기쁘네요. 더 질문이 없으시면 저는 이만…

M: 잠깐만요. 사물함은 어떻게 사용하죠? 개인 사물함 같은 게 있나요?

W: 학교 선수들만 개인 사물함이 있어요. 하지만 보관함 걱정은 안 하셔도 되요. 일반 사물함이 있으니까요. 사물함 밖에 있는 직원에게 말씀만 하시면 돼요. 그게 바로 저죠. 그건 그렇고… 옷이나 귀중품을 보관할 수 있도록 사물함 열쇠를 드리죠. 다 끝나면 열쇠는 제게 반납해 주세요. 사물함도 무료예요.

M: 잘 됐군요. 이전 학교에서 전에 운동하다가 물건을 도난 당한 적이 있었어요. 누군가 들어와서는 가방에서 지갑이랑 CD 몇 장을 꺼내간 거예요.

W: 그런 일이 있었군요. 그런데… 다른 질문은 없으신가요?

M: 있어요. 시간을 너무 많이 뺏어서 죄송해요. 그런데 헬스장 이용이 궁금해서요. 누구라도 사용 가능한가요? 아니면 회원제로 운영이 되나요?

W: 잘 물었어요. 사실 헬스장이 두 군데 있어요. 큰 방은 클럽에 짐이라고 해요. 거기는 전체 학생들에게 개방하죠. 운동하는데 필요한 건 웬만하면 다 있을 거예요. 비용도 무료구요. 좀 더 규모가 작은 헬스장은 피더슨 짐이라고 하죠. 4층에 있어요. 좀 더 전문적이고 정말 좋은 설비들이 있죠. 기긴 선수들과 다른 회원들에게만 개방해요. 만약 그쪽 헬스장 회원이 되고 싶으면 학기당 200달러예요. 관심 있으세요?

M: 아니요. 적어도 그 가격에는 생각이 없어요. 이따금씩 가볍게 운동하기를 좋아하거든요. 운동에 빠져 사는 편이 아니라서요.

W: 대부분의 사람들은 클럽에 짐에 만족해요. 정말 좋거든요. 저도 대부분 거기서 운동을 해요.

M: 그렇군요. 정말 여러 가지를 알려 주셨네요. 도움 주셔서 정말 감사합니다. 다음에 또 뵙게요.

W: 다음에 봐요.

B 1. Ⓒ 2. Ⓒ 3. Ⓓ 4. Ⓑ, Ⓓ 5. Ⓑ 6. Ⓒ

W1: There are at least 34,000 species of spiders known to scientists. This is the seventh most diverse species in the world. Scientists believe that many species of spiders have not been discovered yet, especially in the tropics. Some arachnologists believe that we've only discovered about 20% of the total existing number of spider species...Here is a question. Are spiders predators?

W2: Yes! That's why they have webs. They catch prey with their webs and then eat it.

W1: Okay, good. In fact, spiders are the world's most diverse species of predators. And their webs are made of silk. The silk is a thin but very strong protein strand. Can anyone tell me where it comes from?

M: I think the spider shoots it from his hand.

W1: Ha ha ha! I think you've been watching too many Spiderman movies! Spiders don't have hands or anything like hands! They have eight legs. And the silk... Well, the silk actually comes from their spinnerets. These are at the end of the abdomen. They're more like fingers, not like hands or limbs.

W2: You mentioned that spiders can kill prey with their silk or webs. Is the silk only used to kill prey? Also, I'm wondering, do all spiders produce silk?

W1: Oh, yes! All spiders produce silk. But not all species spin webs. And the silk has a number of functions, not just trapping and killing insects. They can use it to climb, wrap prey, build egg sacs, rear their young, make shelter, and to temporarily hold sperm.

M: Can spiders hunt without silk?

W1: Most species can hunt without silk, but some cannot. Most species can inject venom, which they use to kill prey or for self-defense. So, most species can kill without spinning webs. They simply wait and pounce on their prey.

M: Can they kill people with their venom?

W1: Only 200 species can harm humans with their bites. Most of the injuries that people sustain are very minor. Occasionally, a wound from a minor bite might become infected which could be a concern. But usually spiders are not a serious threat to humans unless their venom is very toxic. Toxicity of venom varies from spider to spider. Very few species possess enough toxicity to endanger humans. Usually, the humans most susceptible to spider venom are children and the infirm. By far the most dangerous species to mankind are the widow spiders, for example, the black widow. The female will bite if its web is tampered with or if it feels threatened. They have killed more humans than any other spider.

W2: How do spiders reproduce?

W1: Okay. For sexual reproduction, male spiders transfer sperm to the females by using a special appendage near the mouth, called pedipalps. In fact, this is how we distinguish male spiders from the females. Female pedipalps look like short legs while male pedipalps look like boxing gloves. Eventually, the female will lay a batch of eggs. Then they wrap these in silken egg sacs. Spiderlings eventually hatch within the sac and then leave to begin feeding. Spiders have to molt their external skeleton before they can grow larger. Molt means shed. Most species of spider tend to live about one or two years. And most species of spider molt about five or six times as they grow. Once they become adults, they stop growing and no longer molt.

W1: 과학자들이 발견한 거미는 적어도 34,000종이 됩니다. 거미는 세상에서 7번째로 다양한 종이 있는 동물이죠. 과학자들은 아직도 발견하지 못한 거미들이 많다고 믿는데 특히 열대지방에 많이 분포하죠. 일부 거미학자들은 존재하는 전체 거미 종 중의 약 20% 정도만 발견되었다고 믿습니다. 한 가지 질문을 할게요. 거미는 포식동물일까요?

W2: 그럼요! 그래서 거미줄이 있는 거잖아요. 거미줄로 먹이를 잡아서 먹어요.

W1: 잘 대답했어요. 사실 거미는 세상에서 가장 다양한 종을 가진 포식동물이에요. 거미줄은 실크로 만들어져 있어요. 실크는 얇지만 대단히 튼튼한 단백질 실이에요. 이 실크가 어디에서 나오는지 아는 사람?

M: 손에서 실크를 내는 것 같은데요.

W1: 하하하! 스파이더맨 영화를 너무 많이 봤군요. 거미는 손도 없지만 손이랑 비슷한 것도 없어요. 8개의 다리가 있죠. 그리고 실크는… 실크는 사실 방적돌기에서 나옵니다. 방적돌기는 배의 끝 부분에 있어요. 손이나 팔다리라기보다는 손가락에 가깝죠.

W2: 거미는 바닥 속 거미줄로 먹이를 잡는다고 말씀하셨잖아요. 거미줄은 먹이를 잡는 데만 이용하나요? 또 모든 거미가 실크를 내나요?

W1: 맞아요. 모든 거미는 실크를 냅니다. 하지만 모든 종이 거미줄을 짜지는 않아요. 실크는 곤충을 잡아가두는 역할 뿐만 아니라 여러 가지 기능이 있어요. 기어오르는 데도 사용하고 먹이를 감싸거나 알 주머니를 만들거나 새끼를 키우거나 보금자리를 만들거나 때로 장애물을 임시로 보관하는데도 사용하죠.

M: 거미는 거미줄 없이도 사냥을 할 수 있나요?

W1: 대부분의 종은 거미줄이 없이도 사냥을 하지만 일부 종은 거미줄이 없이는 사냥을 못 해요. 대부분은 독을 뿜어서 먹이를 죽이거나 자기 방어를 하죠. 그래서 대부분의 종은 거미줄을 만들지 않고도 먹이를 사냥할 수 있어요. 가만히 기다리고 있다가 먹이에게 달려들죠.

M: 독으로 사람도 죽일 수 있나요?

W1: 단 200종만 사람에게 해를 입힐 수 있어요. 사람들이 입는 대부분의 부상은 매우 경미합니다. 때로는 가볍게 물린 상처가 감염이 되어 문제가 되기도 합니다. 하지만 대부분의 거미는 독이 매우 유독하지 않은 한 사람에게 심각한 위험이 되지는 않아요. 사람을 위험에 빠뜨릴 만큼의 맹독을 지닌 종은 아주 드물어요. 일반적으로 거미의 피해를 가장 입기 쉬운 사람들은 아이들과 노인들이에요. 인간에게 가장 위험한 종은 이를 테면 검은과부거미 같은 과부거미들이에요. 누가 거미줄을 건드리거나 위협을 받으면 암컷은 적을 물죠. 어떤 다른 거미보다 과부거미에게 물려 사망에 이르는 경우가 많습니다.

W2: 거미는 어떻게 번식하나요?

W1: 좋아요. 번식의 경우 수컷은 입 근처의 촉수라고 하는 특수한 부속기관을 사용해서 암컷에게 정액을 보냅니다. 사실 촉수를 보고 수컷과 암컷을 구별합니다. 암컷의 촉수는 짧은 다리처럼 생겼고 수컷의 촉수는 권투 글러브같이 생겼어요. 마침내 암컷이 알을 낳습니다. 그러면 이것을 실크 알 주머니로 감쌉니다. 알 주머니 안에서 새끼들이 부화해 먹이를 먹기 위해 나옵니다. 거미들은 더 자라기 전에 외골격을 탈피해야 합니다. 탈피라는 것은 껍질을 벗는다는 것을 의미합니다. 대부분의 거미 종은 1년에서 2년 정도 삽니다. 그리고 대부분은 자라면서 대여섯 번 정도 탈피를 합니다. 일단 다 자라면 성장이 멈추고 더 이상은 탈피를 하지 않아요.

Vocabulary Review

A

1. fluid
2. glide
3. nomads
4. tactic
5. flourish
6. derogatory
7. obsolete
8. obliterate
9. foreshadow
10. authentic
11. buck
12. orphanage
13. core
14. meteorologist
15. disposal

B

1. This is a type of autobiography which describes only a part of your life. (Memoir)
2. These people live in the Arctic. They produce various forms of art including many carvings. (Inuit)
3. This weather phenomenon brings warm water to the west coast of South America and causes strange weather all over the world. (El Nino)
4. This is the seventh most diverse species in the world and it uses silk to capture and kill prey. (spiders)
5. This part of the Earth includes the crust, continents, ocean floor, tectonic plates and the upper part of the asthenosphere. (Lithosphere)

Actual Test 01

Conversation 1~5

1. Ⓒ 2. Ⓐ 3. Ⓑ 4. Ⓓ 5. Ⓑ

M1: Uh, excuse me. You work for the school, right?

M2: That's right. Can I help you with something? Looking for a classroom?

M1: No, no. I need to get a lab key so I can get into the lab to finish up an assignment for my chemistry lab. Can you help me out with that?

M2: What happened? Did you, uh, lose yours?

M1: No, not exactly. I just need to get in there for fifteen minutes tops to finish this assignment.

M2: Well, I'm going to need to see both your student ID and your registration card for the chemistry lab before I can issue you a new lab key. Do you have those with you?

M1: Sure, here's my student ID.

M2: Okay, and the registration card for the lab?

M1: I don't have that one with me.

M2: Well, I am not authorized to issue you a new lab key until I have proof that you are officially enrolled in the class. Why don't you just go get your registration card, bring it back to the lab office, and then we'll be able to issue you a new lab key?

M1: Well, that's the thing. I'm not officially enrolled in the class yet. Not yet, but I will be soon. The professor has already said that he's going to allow me to take the class even though it is full.

M2: Like I said, I can't issue you a lab key without proof. If I did and something happened in the lab or something was stolen, I would be responsible for it, and it could possibly cost me my job. Understand me? I need that registration card.

M1: I see. See, uh, the thing is, I'm on the waiting list for the class. I'll be officially enrolled in the class next week at the end of drop/add week. It's just that I can't attend until that happens. In the meantime, I'm trying to get a head start on the lab work. The professor gave me a syllabus already, so I'm, uh, trying to keep up with the first week's assignments, lectures, and homework. I just need to get into the lab to clarify some calculations, and then I'll be out of there.

M2: Look. I sympathize with your situation, but you aren't listening to me very well. I'll lose my job if I give you that key!

M1: I know. I know. I don't want to jeopardize your job or anything like that. I'm just trying to figure out how I can get in there for a little while.

M2: Listen, do you have any friends in the class? Do you know anyone else with a lab key?

M1: Sure, my girlfriend is in the class. Why?

M2: Newsflash! Borrow your girlfriend's key!

M1: Can I do that? I mean it sounds kind of sketchy. They wouldn't bust me for false representation or anything like that?

M2: Not at all. They rarely check anybody once they are in the lab, and plus, if anything should happen, I wouldn't be responsible for it.

M1: Hey, that's a great idea. I should have thought of that in the first place. My girlfriend is over laying out on Landis Green. I'll just run over there and get it from her and come back and take care of business.

M2: No problem. I'm glad I was able to help you out. I was in a similar situation back in my day, and, unfortunately, I was unable to get into a lab, and it really affected my lab grade. It was my fault because I waited until the last minute. Anyways, I'm rambling. Glad that I could, uh, help. Good luck!

M1: Thanks. I'll see you later! Hey, uh, wait!

M2: Yeah.

M1: What time does the lab close up? It's already 4, and it'll take me at least thirty minutes to run over and get my girlfriend's lab key. Will I have enough time?

M2: Oh, no worries about that. The lab is open from 6 a.m. until 1 a.m. 365 days a year, holidays included. If you needed to get something done on Christmas Eve, we'd be open. Until 1 that is. We're the only lab on campus that does that. Not the physics, astronomy, or biology labs. Those guys even close up on the weekends! Can you believe that?

M1: Uh, sure. Well, thanks again. I've got to run! See you!

M1: 실례합니다만 직원 맞으신가요?

M2: 네 맞습니다. 무엇을 도와 드릴까요? 강의실을 찾으시나요?

M1: 아니에요. 화학 실험 수업 과제를 끝마치기 위해 실험실에 들어가야 하는데 실험실 열쇠가 필요해요.

M2: 무슨 일이죠? 열쇠를 잃어버렸나요?

M1: 아니요. 그건 아니고요. 과제를 끝내기 위해 실험실에 최고 15분만 들어가야 해서요.

M2: 새 실험실 열쇠를 내주기 전에 화학 수업 등록 카드와 학생증을 보여 주세요. 가지고 있겠죠?

M1: 물론이죠. 학생증 여기 있어요.

M2: 네, 그리고 실험 수업 등록 카드를 주세요.

M1: 그건 지금 없는데요.

M2: 그 수업에 등록했다는 증거를 제출하기 전에는 새 열쇠를 줄 수가 없어요. 가서 등록 카드를 가져오면 새 열쇠를 주도록 하죠.

M1: 그게 바로 문제예요. 아직 수업 등록을 하지 않았거든요. 아직은 안 했지만 곧 등록을 할 거예요. 교수님도 학생 수가 다 차긴 했지만 수업에 저를 받아 주시겠다고 말씀을 하셨어요.

M2: 제가 말씀 드린 대로 증거를 제출하지 않으시면 실험실 열쇠를 드릴 수가 없어요. 그랬다가 실험실에서 무슨 일이 생기거나 없어지는 물건이라도 있으면 제가 책임을 져야 하고 어쩌면 잘린 지도 모르거든요.

M1: 알겠어요. 그런데 문제는 제가 대기자 명단에 있다는 거죠. 다음 주인 수강 취소/추가 모집 주 말이면 수업에 등록할 수 있을 거예요. 그 때까지만 수업에 등록을 못하는 거예요. 실험에서 다른 학생들보다 유리하게 시작하려고요. 교수님도 이미 강의 요강을 주셨고 첫 번째 주의 과제물과 강의 숙제까지 빠지지 않고 하려고요. 몇 가지 계산이 분명하지 않아서 그런데 잠깐만 실험실에 들어갔다 나오면 되요.

M2: 이봐요. 학생 상황은 이해가 가지만 내 말을 잘 듣질 않았군요. 열쇠

물 쐤다간 내가 잘릴 지도 모른단 말입니다.

M1: 알아요. 안다고요. 아저씨 일자리를 잃게 한 생각은 없어요. 단지 어떻게 하면 잠깐만 들어갔다 나올 수 있나 생각 중이에요.

M2: 그 수업 듣는 친구 없어요? 실험실 열쇠가 있는 학생 중에 누구라도 아는 사람 없어요?

M1: 물론 있죠. 제 여자 친구가 그 수업을 들어요. 왜요?

M2: 잘 됐군요. 여자 친구에게 열쇠를 빌리세요.

M1: 그래도 되나요? 너무 간단해서요. 잘못된 행동이나 그런 걸로 걸리는 건 아닌가요?

M2: 전혀요. 일단 수업을 듣는 학생이면 거의 확인을 하지 않아요. 게다가 무슨 일이 일어나더라도 내가 책임을 질 필요는 없으니까요.

M1: 좋은 생각이네요. 왜 그 생각을 못 했을까요? 제 여자 친구가 랜디스 그린에 있어요. 가서 열쇠를 받아와 일을 봐야겠네요.

M2: 그러세요. 도움이 돼서 다행이네요. 나도 학교 다닐 때 비슷한 경우가 있었는데 불행히게도 실험실에 못 들어가서 실험 점수가 정말 안 좋았죠. 마지막 순간까지 기다렸으니 제 잘못이죠. 이쨌든 얘기가 길어졌네요. 도움이 돼서 기쁘네요. 행운을 빌어요.

M1: 감사합니다. 나중에 뵙게요. 어, 저기요!

M2: 예.

M1: 실험실은 몇 시에 닫나요? 벌써 4신데 가서 여자 친구 열쇠를 받아오면 적어도 30분은 걸릴 것 같은데요. 시간은 충분한가요?

M2: 그건 걱정하지 마세요. 공휴일을 포함해서 1년 365일 새벽 6시부터 새벽 1시까지 열려 있어요. 크리스마스이브에 뭔가 할 생각이라도 실험실은 열려 있어요. 1시까지요. 그런 실험실은 여기밖에 없어요. 물리학, 천문학, 생물학 실험실은 그렇지가 않아요. 그 실험실들은 주말에도 문을 닫죠. 알아져요?

M1: 어, 그렇군요. 다시 한 번 감사 드려요. 뛰어갔다 와야겠어요. 안녕히 계세요!

Lecture 6~11

6. Ⓓ 7. Ⓒ 8. Ⓑ 9. Ⓐ 10. Ⓓ
11. Ⓐ No Ⓑ Yes Ⓒ No Ⓓ No Ⓔ No Ⓕ No

If you could please sit down, I'd like to start today's lecture now...uh, let's see, right, on the methods of auditioning performing artists. Okay. What's an audition, you may ask? Well, an audition is a sample performance by an actor, singer, musician, dancer, or other performing artist. It is used in the casting process to demonstrate the level and range of a performer's talent and functions as a, well, let's put it this way, a job interview for the performing arts. A typical audition involves the performer displaying his talent through a, um, a previously memorized and rehearsed solo piece. One example would be a monologue used for actors.

Generally speaking, for actors, the audition piece is typically, um, not from the show being considered. For example, um, an actor wishing to be cast in, let's say, *Hamlet*, would not likely do a monologue from that play. However, most performers do have a, um, range of audition pieces and select something appropriate. For instance, an actor auditioning for *Hamlet* would have a dramatic Shakespearean monologue ready and not perform a monologue from an Oscar Wilde comedy or a contemporary playwright.

But for the most part, the most important method of auditioning an actor is through the use of the monologue. A monologue is a, um, speech made by one person speaking his or her thoughts aloud or directly addressing a reader, audience, or character. It is a common feature in drama. Monologues are also a feature of, um, opera when an aria, recitative, or other sung section may carry out a function similar to that of spoken monologues in the theater. Also, comic monologues have become a standard element of entertainment routines on stage and television. Everyone got this? Good!

Well, there's more to this than just doing a monologue. Some auditions involve cold reading or performing from a script that the actor is not familiar with. Sight-reading is a much-needed requirement in drama, where it is often used in conjunction with improvisations to gauge a performer's ability to perform new works. It is particularly useful during auditions. A good drama sight reader is able to communicate with fluency and clarity and to project speech rhythms and rhymes well. He or she should also be able to bring out the intent, mood, and characterization of a piece through appropriate articulation and body language.

Why do actors have to go through all of this anyways, you may ask? Well, in the performing arts, casting is a vital pre-production process for selecting a cast of actors, dancers, singers, models, and other talent for a live or recorded performance. It typically involves a series of auditions before a, um, casting panel, composed of individuals such as the producer, director, and choreographer.

In the early stages of the process, candidate performers often may present, um, prepared audition pieces such as monologues or songs. Later stages may involve groups of candidates, um, attempting material from the work under consideration in various combinations. The casting panel considers both the talent of the individual actors and the chemistry of their combination. Depending on the prestige of the role, casting calls may go out to the public at large, um, which is typically done for community theater. In the production of film and television, a similar process is followed.

However, especially for, um, major productions, the process of selecting candidates for sometimes hundreds of parts and possibly thousands of extras may often require specialized staff. While the last word remains with the, ah, people in artistic and production charge, a casting director may be in charge of most of the daily work involved in this recruiting process during pre-production. In addition, the casting director may also remain as a liaison between the director, actors, and their agents once the parts have been cast.

자, 모두 자리에 앉은 다음 오늘 수업을 시작하도록 하겠습니다. 어디더라. 그래요, 오디션 공연의 방법에 관해 이야기해 볼까요? 오디션이란 무엇일까요? 오디션이란 배우, 가수, 음악가, 무용수, 또는 다른 공연 예술가들이 하는 샘플 공연이라고 할 수 있어요. 이를테면 공연 예술의 면접시험으로 공연가의 재능이나 기능 정도와 범위를 보여주기 위해 캐스팅 과정에서 사용합니다. 전형적인 오디션에서는 공연가들이 이미 암기하고 연습을 한 소로 작품을 사용해 재능을 보이죠.

일반적으로 말해서 배우의 경우에는 고려중인 작품에서 오디션 내용을 선택하지 않아요. 예를 들어 햄릿에 캐스팅되기를 원하는 배우라고 해서 햄릿의 독백 연기를 하지는 않아요. 하지만 대부분의 공연가는 어느 정도의 오디션 작품 선택 범위가 있어 그 가운데 적절한 작품을 선택합니다. 예를 들어 햄릿 작품에 오디션을 받는 배우라면 극 형식의 셰익스피어 독백을 선택하지 오스카 와일드의 희극이나 현대 희곡의 독백을 하지는 않는다는 얘기죠.

하지만 대부분의 경우 배우의 오디션을 보는 가장 중요한 방법은 독백을 이용하는 것입니다. 독백이란 독자나 관객, 또는 등장인물에게 큰 소리로 직접 자신의 생각을 말하는 것입니다. 희곡에서는 흔히 사용되는 특징입니다. 독백은 오페라의 특징이기도 한데 오페라에서는 아리아, 서창, 또는 다른 노래 부분이 극장에서 말로 하는 독백과 비슷한 기능을 합니다. 또한 희극적인 독백은 무대와 텔레비전 오락의 일상적인 부분이 되었어요. 다들 이해하죠? 좋아요!

하지만 오디션 방법에 독백만 있는 것은 아닙니다. 어떤 오디션에서는 즉석 낭독이나 배우가 익숙하지 않은 대본을 읽게 하기도 합니다. 즉석낭독은 연극에서는 대단히 필요한 부분으로 새로운 작품을 공연할 수 있는 공연가의 능력을 평가하기 위해 즉석연기와 함께 자주 이용되죠. 이것은 오디션에서 특히 유용합니다. 즉석낭독을 잘 하는 사람은 유창하고 분명하게 의사전달을 하며 말의 리듬과 운율 잘 이용합니다. 적절한 발음과 몸동작을 통해 작품의 의도, 분위기, 극중 인물의 성격 묘사 등을 표현할 수 있어야 해요.

왜 배우들은 이런 단계를 거쳐야 하는지 궁금할 거예요. 우선, 공연 예술에서는 캐스팅이 라이브 공연 혹은 녹음 공연을 위한 배우, 무용수, 가수, 모델 또는 다른 예능 출연진 선택에 있어 필수적인 제작 준비 과정입니다. 이 과정에는 일반적으로 제작자, 감독, 안무가와 같은 개인들로 구성된 캐스팅 단 앞에서 오디션이 이루어집니다.

이 과정의 초반부에는 후보자들이 종종 독백이나 노래와 같이 사전에 준비한 오디션 작품을 선보입니다. 나중에는 여러 명의 후보들에게 다양한 조합으로 고려중인 작품의 내용을 연기해 보게 합니다. 캐스팅 단에서는 배우 개인의 재능과 공동 작업의 조화를 봅니다. 역할의 중요도에 따라서 캐스팅이 일반 대중을 상대로 진행되기도 하는데 이것은 일반적으로 지역 극단에서 사용하는 방법입니다. 영화나 텔레비전 프로그램 제작에서도 비슷한 과정을 거칩니다.

하지만 특히 대규모 제작에서 수백 가지 배역, 그리고 때로는 수천 명의 엑스트라 후보를 선정하는 과정에서는 캐스팅 전문가들이 있기도 합니다. 마지막 결정은 미술 감독이나 제작을 맡은 사람들이 하지만 캐스팅 감독이 제작 준비 과정 동안 이렇게 배역을 모집하는 것과 관련된 일상적인 일의 대부분을 책임자게 됩니다. 또한 캐스팅 감독은 감독, 배우, 그리고 일단 캐스팅이 되고 나면 배우들의 에이전트 사이의 연락 역할을 맡게 됩니다.

Lecture 12~17

12. Ⓑ 13. Ⓑ 14. Ⓒ 15. Ⓒ 16. Ⓑ
17. Ⓐ False Ⓑ False Ⓒ False Ⓓ True Ⓔ False Ⓕ True

M1: Well, if you are all ready, I'd like to continue our discussion on pollution, focusing in particular on water pollution for this class. We can begin by defining water pollution as a large set of negative effects upon water bodies like lakes, rivers, oceans, and groundwater, caused by human activities.

M2: Um, you mean all water pollution is caused by man? That's news to me.

M1: Well, no. Although natural phenomena such as, um, volcanoes, storms, and earthquakes also cause major changes in water quality and the ecological status of water, these are not deemed pollution. Nature has a way of taking care of its own problems, but it's much more difficult for Mother Nature to take care of man-made problems. So, let's just stick with man-made water pollution for this class.

W: Okay. Can you tell us one of the worst man-made pollutants?

M1: Well, water pollution has many causes and characteristics. Let's begin with, ah, organic wastes introduced into the water system by man. These wastes include sewage and farm wastes which put high oxygen demands on the receiving water reservoir, like a river. This leads to oxygen depletion, or... loss of oxygen within the river system, with potentially severe impacts on the whole ecosystem.

M2: What about industry? I thought they were the worst polluters of all?

M1: You bet! Industries discharge a variety of pollutants in their wastewater including heavy metals, organic toxins, oils, nutrients, and solids. Discharges can also have thermal effects, especially those from power stations, and these too reduce the available oxygen within the system.

W: So we have industry and, um, organic waste put into the water system by man. Are there any other causes of water pollution?

M1: Sure. Silt-bearing runoff, or dirt if you like, from many activities, including construction sites, forestry, and farms can stop the penetration of sunlight through water. This restricts photosynthesis and causes the, ah, blanketing of lake or riverbeds, which in turn damages the ecology. And if that isn't enough, pollutants in water include a wide spectrum of chemicals, pathogens, and physical chemistry or sensory changes. Many of the chemical substances are toxic or even carcinogenic. Pathogens can obviously produce...um, waterborne diseases in either human or animal hosts.

M2: Gee, it sounds like what you are saying is that our water systems are in pretty big trouble.

M1: Absolutely! What's worse is that water pollution is now a serious global problem. It's been suggested that it is the leading worldwide cause of death and disease and that it accounts for the deaths of more than, get this, 14,000 people daily.

W: Really? I had no idea it was that bad. I mean, that's scary!

M1: Well, it is scary. Let's look at it this way. Most water pollutants are eventually carried by the rivers into the oceans. In some areas of the world, the influence can be traced, um, hundred of miles from the mouth of a river by studies using hydrology transport models.

W: They can do that?

M1: Gee, where have you been? Sure they can! Advanced computer models have been used in many locations worldwide to examine the effect of pollutants in aquatic systems. For example, filter feeding species such as crayfish have also been used to study the effects of pollution, um, in the New York Bight. In this study, the highest toxin loads were not directly at the mouth of the Hudson River but sixty miles south since several days are required for incorporation into planktonic tissue. Further south were areas of oxygen depletion caused by chemicals using up oxygen and by algae blooms caused by excess nutrients from algal cell death and decomposition.

M2: So, what you're saying is the loss of oxygen in the water system has negative effects on all living water creatures?

M1: You've got it! It's a vicious cycle. Fish and shellfish kills were reported because toxins climb the food chain after small fish consume copepods like crayfish, then large fish eat smaller fish, and, well, you get the point. Each step up the food chain concentrates certain toxins like heavy metals and DDT by approximately a factor of, um, ten. Well, are there any questions?

M1: 자, 다 준비가 되었으면 이 시간에는 오염, 특히 수질오염에 대해 공부해 보도록 하겠습니다. 인간 활동 때문에 호수나 강, 해양, 지하수 등에 일어나는 부정적인 효과를 수질오염이라고 합니다.

M2: 모든 수질오염이 인간에 의해 생긴단 말씀이신가요? 처음 듣는 얘긴데요.

M1: 물론, 아닙니다. 화산, 폭풍, 지진과 같은 자연 현상도 수질과 물의 생태에 큰 변화를 초래하긴 하지만 이것을 오염이라고 하지는 않습니다. 자연은 문제를 스스로 해결하는 능력이 있긴 하지만 인간이 만든 문제를 해결하기는 훨씬 어려워요. 그래서 이 시간에는 인간이 초래한 수질오염에 대해서만 살펴보도록 하겠습니다.

W: 예, 인간이 초래한 최악의 오염물질 한 가지만 예를 들어 주시겠어요?

M1: 예, 수질오염에는 많은 원인과 특징이 있어요. 우선, 인간에 의해 물에 유입되는 유기폐기물을 예로 들어보죠. 여기에는 강과 같이 폐기물을 받아들이는 측에서 높은 산소요구량을 갖는 하수폐기물과 농업 폐기물 등이 해당됩니다. 이로 인해 강 속의 산소가 고갈 즉 없어지게 되는데 특히 잠재적으로 전체 생태계에 심각한 영향을 미치게 됩니다.

M2: 기업은 어떤가요? 기업이 제일 오염물질을 많이 배출하는 줄로 알고 있는데요.

M1: 물론이에요. 기업은 중금속과, 유기 독성물질, 기름, 양분, 고형물질에 이르기까지 다양한 오염물질을 배출합니다. 이러한 오염물질 배출로 인해 열적 효과도 일어나는데 특히 발전소의 경우가 심합니다. 이 오염물질은 해당 생태계 내의 유효 산소량을 감소시키기도 합니다

W: 그러니까 인간들이 기업과 유기 폐기물을 통해 수원을 오염시키고 있는 것이군요. 수질오염의 다른 원인이 있나요?

M1: 물론이죠. 공사장이나 삼림지, 농장 등을 포함한 인간 활동에서 생긴 흙 또는 침니를 가진 빗물도 햇빛이 물을 관통하지 못하게 하는 원인이 됩니다. 이렇게 되면 광합성이 제대로 일어나지 않아 호수나 강 바닥을 블랭킷 현상이 일어나고 이로 인해 생태계가 파괴됩니다. 그뿐만 아니라 물 속 오염물질로는 다양한 화학물질, 병균, 물리 화학적 또는 감각적 변화들이 있습니다. 물론 병균들은 인간이나 동물 숙주에게 수인성 질병을 일으킬 수 있습니다.

M2: 얘기를 들으니 수질이 상당히 위기에 처한 듯이 느껴지네요.

M1: 맞는 말이에요. 전상가상으로 수질오염은 현재 심각한 전 지구적 문제입니다. 수질오염은 세계적인 사망과 질병의 주요 원인이며 매일 14,000명 이상의 사망 원인이 되기도 하는 것으로 알려졌어요.

W: 정말인가요? 그 정도로 심각한 줄은 몰랐네요. 정말 끔찍하군요.

M1: 끔찍하죠. 이렇게 생각해 봅시다. 대부분의 수질 오염물질은 결국 강에서 바다로 흘러 들어갑니다. 세계의 일부 지역에서는 수문 이동 모델을 이용한 연구로 강 하구로부터 수백 마일 떨어진 곳까지 효과를 추적할 수 있어요.

W: 그게 가능한가요?

M1: 수업을 듣긴 한 거죠? 물론 가능합니다. 전 세계적으로 여러 지역에서 발전된 컴퓨터 모델을 이용해 수중 오염물질의 효과를 연구합니다.

예를 들어 뉴욕 만에서는 가재와 같은 여과섭식 종을 이용해 오염물질의 효과를 연구하기도 합니다. 이 연구에서 가장 많은 독성물질이 검출된 곳은 허드슨 강의 하구가 아니라 60마일 떨어진 곳으로 나타났는데 이는 플랑크톤 조작에 결합하는데 수일이 소요되기 때문입니다. 보다 남쪽 지역은 산소를 고갈시키는 화학물질과 조류 시포의 소멸과 분해로 인해 생긴 과도한 양분 때문에 생긴 적조현상으로 산소 고갈 현상이 발생했어요.

M2: 그러니까 교수님 말씀은 수중의 산소 고갈은 모든 수중 생물에게 부정적 효과를 미친단 말씀이시죠?

M1: 맞았어요. 악순환의 연속인 거죠. 작은 어류들이 가재와 같은 요각류를 먹고 큰 어류들이 작은 물고기를 잡아먹기 때문에 독성물질이 먹이사슬을 타고 올라가기 때문에 어류와 조개류의 폐사가 보고되었어요. 학생이 잘 이해했다고 볼 수 있어요. 먹이 사슬의 각 단계마다 중금속이나 DDT 같은 특정 독성물질이 대략 10배 정도씩 쌓이게 되죠. 질문 있나요?

Conversation 18~22

18. Ⓒ 19. Ⓐ 20. Ⓑ 21. Ⓒ 22. Ⓐ

W1: Uh, excuse me, Professor? You said you wanted to speak to me after class?

W2: Yes, please come in. Do you have a few minutes?

W1: Sure, I'm done with classes for today. I hope there's nothing wrong.

W2: Oh no. Nothing like that.

W1: Wow, that's a huge relief. Ever since you said you wanted to see me in your office, I've been sweating over what exactly it could be!

W2: Oh, my dear, I'm so sorry. I did not mean to cause you, uh, any anxiety. I just wanted to discuss your first draft of the writing assignment with you one on one. I try to do this with each student early in the semester to give you all tips on your writing, constructive criticism I guess you could say. So don't feel singled out! Everyone will be in here with me at one point, just like you!

W1: Oh, I see. Well, I feel much better now. I almost didn't even show up! Anyways...

W2: Good, now let's see if we can find your assignment somewhere in this pigsty of mine masquerading as a lit professor's office.

W1: Well, it looks a lot like my dorm room actually. It seems we are kindred spirits of messiness!

W2: That's funny. I think I remember a similar kind of humor in your writing, which was very fresh and free. Where is that, ah, here it is. Well, uh, first of all, I want you to know that I enjoy reading your work. It has an effortless quality to it and you definitely have a way with words. The way you combine images is stunning at times.

W1: Thank you so much, Professor! That means a lot to me, especially coming from you!

W2: Now, what I like to have students do is a kind of self-criticism of their work. What would you describe is the weakest part of your short story?

W1: Hmm, let me think for a minute. I'd probably have to say that the weakest part of the story is how I characterize... how I develop the main character, Judd. I had a hard time giving him his own voice and making him a believable character.

W2: Well, I'm going to have to agree with you on that one.

W1: Really?

W2: Yes. I, uh, thought that Judd wasn't as complete as you could have made him. And I think what you do is tell the reader what kind of person he is instead of showing the reader.

W1: I think I know what you mean. I spent a lot of time describing him, and I think I overdid it a bit.

W2: Exactly. It is okay to describe a character to a certain degree, but you must leave room for the characters to develop and grow as well as allow the reader to make their own mental image of them. That's what makes literature a creative field, on both the writer and reader's side. It is a dual process.

W1: I see.

W2: Now, don't get me wrong. I like Judd. I think he is a very interesting and unique character. I just think you need to have him talk less and say more if you understand what I mean. A technique you could use is the internal monologue. Write what he is thinking, which can give the reader a different portal into his character and personality.

W1: Yeah, I think I get it, Professor. Describe his actions, and what Judd says will help make him a more fully rounded character. Is that it? Am I on the right track?

W2: You sure are. Don't try to force your characters. Try to allow them to evolve somewhat on their own. You don't need to spoon-feed the reader. They are more often very intelligent and intuitive, so allow them to be so. They like that.

W1: That's great advice, Professor. I'll definitely do that in my next draft.

W2: Great.

W1: Is there anything else, Professor? Anything else I need to be aware of?

W2: Well, along with the character development, I think

you need to understand the importance of editing your own work. Don't be afraid to cut out lines, paragraphs, and even entire pages if they don't work or fit your story or are just plain bad writing.

W1: Okay.

W2: Many young writers have this idea that once a word is on a page, it is etched there for eternity. That's not the case at all. Writing is a mutable process, ever in flux, always changing and mutating.

W1: Okay. I see what you mean. Less is more, right?

W2: Well, it depends, but in general I would have to agree with that until you develop your own distinct voice. Many people consider Faulkner to be too wordy or complex and think that it undermines the quality of his work while others consider his style his genius. Just try to remember that every word should contribute to the story as a whole, and if it doesn't, you might want to consider taking it out. Okay?

W1: I've got it, Professor. Thank you so much. If there isn't anything else, I'd like to get back to my dorm and start revising this story while it is fresh in my mind.

W2: Sure. That's all I wanted to talk to you about. And keep up the good work!

W1: Okay, Professor. I'll see you in class!

W1: 실례합니다만 교수님, 수업 후에 할 얘기가 있다고 하셔서요.

W2: 예, 들어와요. 잠깐 시간 있죠?

W1: 예, 오늘 수업은 다 끝났어요. 무슨 잘못된 일이라도 있나요?

W2: 아, 아니에요. 전혀 그런 건 아니에요.

W1: 안심이 되네요. 교수님 방으로 찾아오라는 얘기를 하신 뒤로 어떤 일인지 걱정이 돼서 안절부절 했거든요.

W2: 그랬군요. 미안해요. 걱정하게 만들 의도는 없었어요. 단지 작문 과제 초안에 대해 한 가지 한 가지씩 짚어볼 생각이었어요. 작문 과제물인 건설적 비판에 관한 충고를 하기 위해 학기 초반에 각 학생과 면담을 하고 있어요. 학생 혼자만 부른 건 아니에요. 학생처럼 다른 학생들도 한 번씩은 전부 여기에서 나와 면담을 하게 될 거예요.

W1: 알겠습니다. 기분이 한결 낫네요. 안 올까 생각도 했어요. 어쨌든…

W2: 좋아요. 돼지우리 같은 문학 교수 방 어딘가에 학생의 과제물이 있을 텐데.

W1: 사실 제 기숙사 방도 비슷해요. 이렇게 보면 교수님이랑 저랑은 무질서의 피를 나눈 동족 같네요.

W2: 재미있네요. 학생 과제에서 비슷한 유머를 읽었던 게 기억나는데 신선하면서도 자유로운 느낌이었죠. 어디 있더라. 이 여기 있네요. 우선 정말 잘 읽었다는 얘길 하고 싶어요. 꾸미지 않은 듯하다 느낌이 들고 학생한테는 단어를 요리하는 능력이 있다는 생각이 드네요. 때로 이미지를 결합하는 능력도 놀라워요.

W1: 교수님, 너무 감사합니다. 교수님이 해 주시는 칭찬이라 특히나 의미가 있네요.

W2: 제가 하고 싶은 것은 학생들 각자가 자신들의 작품에 대해 자기비판을 하도록 하는 거예요. 학생이 쓴 단편소설에서 가장 약한 부분이 무엇이라고 생각을 하나요.

W1: 잠시 만요. 아마도 제 단편소설의 가장 약점은 등장인물의 성격 묘사, 그러니까 주인공인 주드의 묘사 방법일 거예요. 주드만의 목소리를 갖게 하고 그럴싸한 인물로 만드는데 애를 먹었거든요.

W2: 그 점에서는 나도 동의해요.

W1: 정말이세요?

W2: 예, 주드를 학생이 할 수 있는 만큼 완벽한 인물로 만들지 못한 느낌이에요. 제 생각에는 독자에게 주드가 어떤 사람인지 보여주는 대신 말로 설명하는 느낌이 들어요.

W1: 무슨 말씀이신지 알겠어요. 주드 묘사에만 많은 시간을 할애했는데 약간 과했던 것 같은 생각이네요.

W2: 정확히 말했어요. 등장인물에 대해 어느 정도 묘사를 하는 것은 괜찮지만 등장인물 들이 발전하고 커갈 수 있는 여지를 남겨둬야 하고 독자들에게 등장인물에 대한 그들만의 생각을 만들어나갈 여지 역시 주어야 해요. 그렇기 때문에 문학은 작가의 입장에서나 독자의 입장에서나 독창적인 분야가 될 수 있죠. 문학 작품은 쌍방적인 과정이에요.

W1: 알겠어요.

W2: 내 말 오해하지 말길 바래요. 난 주드가 마음에 들어요. 아주 재미있고 독특한 인물이죠. 내 말을 이해한다면 단지 주드가 말 지껄이는 대신 더 표현하게 하라는 거예요. 한 가지 기술로 내적독백이라는 것이 있어요. 생각하는 내용을 적으세요. 그러면 독자에게 등장인물의 성격과 개성을 알 수 있게 하는 색다른 방법이 될 거예요.

W1: 예, 무슨 말씀이신지 알겠어요. 행동을 묘사하게 되면 주드가 표현하는 것이 그를 보다 원만한 인간으로 만들게 된다는 말씀이시죠, 맞죠? 제가 제대로 이해한 거죠?

W2: 맞아요. 인물을 너무 억지로 만든다는 느낌을 주지 말아요. 인물들이 어느 정도 스스로 발전해 나가도록 하세요. 독자들에게 손가락으로 떠먹여줄 필요까진 없어요. 독자들은 때로는 대단히 똑똑하고 직관적이니 그렇게 되도록 여지를 주세요. 독자들은 그 편을 더 좋아하니까요.

W1: 좋은 충고 감사합니다. 다음 원고에서는 꼭 반영하도록 할게요.

W2: 좋아요.

W1: 다른 충고사항 있으신가요? 제가 알아야 할 사항이요.

W2: 인물 전개와 함께 작품 마무리의 중요성도 이해해야 할 거예요. 전체 작품에 도움이 안 되거나 안 어울린다고 생각되거나 단지 잘못 쓴 경우라면 몇 줄이나 몇 단락, 심지어 몇 페이지 전체를 잘라내는 것도 두려워해서는 안 돼요.

W1: 알겠습니다.

W2: 많은 젊은 작가들은 일단 단어를 적고 나면 영원히 새겨진다는 생각을 갖고 있어요. 하지만 전혀 사실이 아니죠. 글을 쓴다는 것은 끊임없는 변화의 과정이며 항상 변하고 변천하는 유전의 과정이죠.

W1: 무슨 말씀이신지 알겠어요. 고치라는 게 때로는 더 낫다는 말씀이시죠?

W2: 글쎄요. 경우에 따라 다르긴 하겠지만 학생이 자신만의 분명한 목소리를 낼 수 있기 전까지는 학생 의견에 동의해요. 일부 사람들은 포커너의 문체가 천재적이라고 생각하는 반면에 많은 사람들은 그가 너무 장황하고 복잡하며 문체가 작품의 질을 떨어뜨린다고 생각하죠.

단어 하나하나가 작품 전체에 빛을 내야하며 만약 그렇지 못하다면 뺄 것을 고려해봐야 한다는 사실을 잊지 마세요. 알겠죠?

W1: 예, 알겠습니다. 대단히 감사해요. 달리 말씀하실 게 없으시면 기숙사로 돌아가서 교수님의 충고가 생생한 동안 소설을 수정해야겠어요.

W2: 그러세요. 할 얘기는 다 했으니까요. 계속 좋은 작품 쓰세요.

W1: 예, 교수님. 수업 시간에 뵙게요.

Lecture 23~28

23. Ⓒ 24. Ⓑ 25. Ⓓ 26. Ⓑ 27. Ⓑ 28. Ⓐ

Okay. For this morning's lecture, um, I have some pretty technical stuff to discuss, so I will try to give this to you as simply as possible. I will allow voice recorders for this as well, so... Well, ready or not, here we go. You probably have all seen or read news stories about fascinating ancient artifacts. For example, at an archaeological dig, a wooden tool is unearthed, and the archaeologist finds it to be 5,000 years old. A child mummy is found high in the Andes, and the archaeologist says the child lived more than 2,000 years ago. With this in mind, you may be asking yourself, how do scientists know how old an object or human remains are? First, let me go through a process which will help us understand how we can date old objects.

Well, the fact is that all plants and animals on Earth are made principally of carbon. How is this possible? Well, carbon goes through many living things because it's part of the cycle of life. Let's start at the beginning of this cycle. During the period of a plant's life, the plant is taking in carbon dioxide through photosynthesis, which is how the plant makes energy and grows. Animals eat plants, and some eat other animals in the food chain. Carbon follows this pathway through the food chain on Earth so that all living things are using carbon, which is building their bodies until they die. Does everyone follow me so far? Great!

Moving on then, a tiny part of the carbon on Earth is called carbon-14, or radiocarbon. It is called radiocarbon because it is radioactive. This means that, ah, its atomic structure is not stable and there is an uneasy relationship between the particles in the nucleus of the atom itself. Eventually, a particle is emitted from the carbon-14 atom, and the carbon-14 disappears. Most of the carbon on Earth exists in a slightly different atomic form although it is, chemically speaking, identical to all carbon. How are we doing up to this point? So far so good? Excellent!

Now that we know carbon atoms follow many living things through the food chain, I can now explain how carbon-14 dating works. In the 1940s, scientists succeeded in finding out how long it takes for radiocarbon to disappear or decay from a sample of carbon from a dead plant or animal. A scientist named Willard Libby first measured the half-life of radiocarbon. Now here's an important definition, so write this down. The half-life refers to the amount of time it takes for half the radiocarbon in a sample of bone or shell or any carbon sample to disappear.

Well, Libby found that it took 5,568 years for half the radiocarbon to decay. After twice that time, or, about 11,000 years, another half of that remaining amount will have disappeared. After another 5,568 years, again another half will have disappeared. You can work out so that after about 50,000 years of time, all the radiocarbon will have gone. Libby figured out that radiocarbon dating is not able to date anything older than 70,000 years old.

Since carbon is very common on Earth, um, there are a lot of different types of material which can be dated by scientists. For example, Libby tested the new radiocarbon method on carbon samples from prehistoric Egypt whose age was known. A sample of, um, acacia wood from the tomb of the pharaoh Zoser was dated, for example. Zoser lived during the Third Dynasty in Egypt. Libby figured that since the half-life of carbon-14 was 5,568 years, they should obtain a radiocarbon amount of about 50% of that, which was found in living wood because Zoser's death was about 5,000 years ago. The results they obtained indicated this was the case. Many other radiocarbon dates were conducted on samples of wood of known age. Again, the results were good. In 1949, Libby and his team published their results.

So as you can see, radio carbon dating is a... very important field of science. The carbon-14 method has been and continues to be applied and used in many different fields, including hydrology, atmospheric science, oceanography, geology, paleo-climatology, archaeology, and biomedicine. Whew! Now that I'm finished, are there any questions?

좋아요. 오늘 아침 수업에서는 좀 전문적인 얘기를 할 거예요. 그래서 가능한 한 간단하게 설명을 하도록 할 거예요. 자 지금부터 녹음기를 쓴 사람을 뽑아도 좋아요. 준비가 됐건 아니건 이제 시작을 해 보도록 하죠. 아마도 여러분 모두가 놀라운 고대 유물에 관한 뉴스를 보거나 읽은 적이 있을 줄로 압니다. 예를 들어 고고학 유적지에서 목재 도구가 발굴되었는데 고고학자는 그것이 5,000년이 된 것이라는 것을 밝혀냅니다. 아이의 미이라가 안데스 산맥 고지에서 발견되었는데 그 아이가 2000년도 더 전에 살았던 아이라고 말합니다. 이것을 염두에 두고 여러분 스스로에게 물어보세요.

어떻게 이들은 어떤 물건이나 인류 유적이 얼마나 오래 된의 것인지를 알아낼까요? 우선 오래된 물건들의 연대를 추적하는 방법을 이해하는데 도움이 될 과정부터 살펴보도록 하겠습니다.

사실은 지구상에 존재하는 모든 동물과 식물은 원칙적으로 탄소로 되어 있어요. 어떻게 이런 일이 가능하냐고요? 탄소는 생활 주기의 일부분이기 때문에 많은 생물을 거쳐 갑니다. 이 생활 주기의 처음부터 시작해보죠. 식물의 생활 주기 동안에 식물은 에너지를 얻고 성장을 하는 과정인 광합성을 통해 이산화탄소를 흡수합니다. 먹이 사슬에서 동물들은 식물을 먹는데 일부 동물은 다른 동물을 잡아먹기도 합니다. 탄소는 지구상의 먹이 사슬을 통해 이 경로를 따라가게 되는데 모든 생물은 탄소를 이용하게 되고 생물이 죽는 순간까지 탄소는 생물의 몸을 구성하게 됩니다. 여기까지는 이해가 되나요? 좋습니다.

그럼 좀 더 나아가서 지구상에 존재하는 탄소의 일부는 탄소 14 혹은 방사성탄소라고 하는 탄소에요. 이 탄소는 방사성을 띠기 때문에 방사성탄소라고 불립니다. 다시 말해 이는 원자 구조가 안정하지 못하고 원자 내의 핵에 있는 입자간의 관계가 불안정하다는 것을 의미합니다. 결국 탄소 14 원자에서 이 입자가 방출되면서 탄소 14가 사라지게 됩니다. 지구상의 탄소는 화학적으로 말하면 모두 동일하지만 대부분이 약간씩 다른 원자 형태를 띱니다. 여기까지는 이해가 되나요? 다 이해가 됐나요? 좋아요!

먹이 사슬을 따라 탄소 원자가 많은 생물을 거친다는 것을 아는 상황에서 어떻게 방사성탄소 연대측정을 하는지를 설명해 드리겠습니다. 1940년대에 과학자들은 죽은 식물이나 동물에서 얻은 탄소 샘플에서 방사성탄소가 사라지거나 붕괴되는데 얼마나 오랜 시간이 걸리는지를 알아냈어요. 윌러드 리비라는 과학자가 최초로 방사성탄소의 반감기를 측정했어요. 여기 중요한 정의를 이야기할 테니 받아 적기 바랍니다. 반감기란 퍽나 딱딱한 껍질 또는 모든 탄소 샘플 속에 있는 방사성탄소의 양이 반으로 줄어드는데 걸리는 시간을 말합니다.

리비는 방사성탄소의 반이 붕괴되는데 5,568년이 걸린다는 것을 알아냈어요. 그 두 배의 시간인 약 11,000년이 지나면 남아 있는 양의 반이 다시 붕괴됩니다. 또 다시 5,568년이 지나면 다시 반으로 줄어듭니다. 그래서 약 50,000년이 지나면 모든 방사성탄소가 사라진다는 계산을 해낼 수 있을 거예요. 리비는 방사성탄소 연대측정법으로는 70,000년 이상 된 것의 연대는 측정할 수 없다는 것을 알아냈어요.

지구상에서 탄소는 흔하기 때문에 과학자들이 연대를 측정할 수 있는 많은 다른 종류의 물질들이 있어요. 예를 들어 연대를 알고 있는 선사 시대 이집트 탄소 샘플에 이 새로운 방사성탄소법을 실험해 보았어요. 한 가지 예로 파라오 조세르의 무덤에서 나온 아카시아 나무의 샘플의 연대를 측정했어요. 조세르는 이집트의 세 번째 왕조 때 살았던 인물입니다. 리비는 방사선탄소의 반감기는 5,568년인데 조세르가 사망한 지 약 5,000년이 되었기 때문에 살아 있는 나무에서 발견된 방사성탄소 양의 약 50퍼센트가 나와야 했죠. 나온 결과는 이 추정치와 일치했어요. 이미 시대를 알고 있는 나무 표본을 대상으로 많은 실험을 했죠. 또 결과는 맞아 떨어졌어요. 1949년 리비 팀은 그 결과를 발표했어요.

이제 여러분도 아다시피 방사성탄소 연대측정법은… 매우 중요한 학문 분야가 되었습니다. 방사성탄소법은 수문학, 대기과학, 해양학, 지질학, 고기후학, 고고학, 생물의학 등을 포함한 많은 분야에 사용되어왔고 앞으로도 사용될 것입니다. 휴! 수업은 이걸로 끝이 났는데 질문 있는 사람 있나요?

Lecture 29-34

29. (B) 30. (A) 31. (D) 32. (B) 33. (C) 34. (A)

W1: So, what are we going to learn about today, Professor?

W2: Well, today we will learn about the history of American theater.
So, if you're all ready, I'll begin. Ah, excuse me, yes, you, are you in this class? Then take a hike! Then maybe I can get this lecture started. Okay, if you're ready? Taken from a historical context, the birth of professional theater in America is usually thought to have begun with the Lewis Hallan troupe, which arrived in Williamsburg, Virginia in 1752.

M: It started that far back?

W2: Of course. How do you think the early settlers entertained themselves? Gee! Anyways, there was a drawback to this form of entertainment because throughout the 18th century there was widespread opposition to theatrical performances. For example, in the puritanical climate of the time, especially in the North, the theater was considered a "highway to hell." Laws forbidding the performing of plays were passed in Massachusetts in 1750 and in Rhode Island in 1761, and they were banned in most states during the American Revolutionary War at the urging of the Continental Congress.

W1: Certainly you are kidding.

W2: Certainly I am not. Anyways, by the early 19th century, theater became more common in the United States, and many celebrity actors from Europe toured the United States. The Walnut Theater is the oldest, um, continuously-operating theater in America, located in Philadelphia, Pennsylvania. It was built in 1809.

M: You mean Philadelphia was the only city in America with a theater at that time?

W2: Oh no. But most cities only had a single theater. Productions were much more rudimentary then, and sometimes plays would be staged in barns or dining rooms when no theater was available. Provincial theaters frequently lacked heat and even minimal props and scenery. Kind of basic really. Anyways, as the Westward Expansion of the country progressed, some entrepreneurs staged, um, floating theaters on boats which would travel from town to town. Eventually, towns grew to the size that they could afford long runs of a production, and, in 1841, a single play was

shown in New York City for an unprecedented three weeks.

W1: What kind of plays did they perform?

W2: Well, ah, Shakespeare was the most commonly performed playwright, along with other European authors. American plays of the period were mostly melodramas, often weaving in local themes or characters such as the heroic but ill-fated Indian. The most enduring melodrama of this period was, um, you guessed it, *Uncle Tom's Cabin*.

M: Other than the kinds of plays you already mentioned, did they do anything else?

W2: Sure. A popular form of theater during this time was the minstrel show, arguably the first uniquely American style of performance. These shows featured white actors dressed in blackface and playing up racial stereotypes. Ah, another type of performance was the burlesque show. Burlesque became a popular form of entertainment in the middle of the 19th century. Originally a form of farce in which females in male roles mocked the politics and culture of the day, burlesque was condemned by opinion makers for its sexuality and outspokenness. The form was hounded off the legitimate stage and found itself relegated to saloons and barrooms.

W1: Well, how did the modern theater come about in America?

W2: By the 1880s theaters on Broadway in New York City and along 42nd Street took on a flavor of their own, giving rise to new stage forms such as the Broadway musical. These were strongly influenced by the feelings of immigrants coming to New York with great hopes and ambition, many of whom went into the theater. New York became the organizing center for theater throughout the U.S.

M: So, we can say Broadway was the most influential part of what we call modern American theater?

W2: Well, that's partly correct, but there are other important factors that have influenced the modern theater in America. For example, vaudeville was common in the late 19th and early 20th centuries and is notable for heavily influencing early film, radio, and television productions. This was born from an earlier American practice of having singers and novelty acts perform between acts in a standard play. Anyways, that about covers it.

W1: 교수님, 오늘 수업은 무엇에 관한 것인가요?

W2: 오늘 수업에서는 미국 연극사에 관해 공부해 보도록 할 거예요. 다들 준비 됐으면 시작해 볼까요? 실례지만 학생, 이 수업 듣는 학생 맞나요? 아니면 가세요. 그러면 수업을 시작해 보도록 하죠. 좋아요. 준비 됐죠? 역사적 맥락에서 본다면 미국에서 전문적인 연극이 탄생한 것은 아마도 1752년 버지니아 윌리엄스버그에 도착한 루이스 한랜 극단에서부터였을 거예요.

M: 그렇게나 오래 됐나요?

W2: 물론이죠. 초기의 식민지 정착자들은 어떻게 오락생활을 했을 것 같아요? 어쨌든, 18세기 동안은 연극 공연에 대한 반감이 만연했기 때문에 연극 형태의 오락에도 침체기가 있었어요. 예를 들어 당시의 청교도적인 분위기에서 특히 북부 지방에서는 극장이 "지옥으로 가는 고속도로"로 간주되었어요. 연극 공연을 금하는 법령이 1750년에는 매사추세츠에서, 1761년에는 로드 아일랜드에서 통과되었고 미국 독립전쟁과 대륙회의 촉구 기간 동안에는 대부분의 주에서 금지되었어요.

W1: 농담이시겠죠.

W2: 전혀 농담이 아니에요. 어쨌든 19세기 초반에는 연극이 미국에서 보다 보편화되면서 유럽에서 온 많은 유명 배우들이 미국에서 순회공연을 했어요. 원넛 시어터는 펜실베이니아 주 필라델피아에 있는데 미국에서 가장 오래되고 지속적인 상영을 하는 극장이에요. 만들어진 것은 1809년의 일이죠.

M: 그 당시에 극장이 있었던 곳이 미국에서는 필라델피아밖에 없었다는 말씀이신가요?

W2: 그런 말이 아니에요. 대부분의 도시에는 극장이 하나씩밖에 없었어요. 당시에는 제작이 초보적인 수준이었으며 극장이 없을 때는 때로 헛간이나 응접실에서 연극을 상연하기도 했어요. 지방 극장은 난방도 안 된 경우가 많았고 심지어 최소한의 소도구나 무대장치가 없는 경우도 흔했죠. 정말 초보적인 수준이었어요. 어쨌든, 서부개척이 진행되면서 몇몇 사업가들이 이 마을에서 저 마을로 이동이 가능한 수상 극장에 무대를 만들었어요. 그리다 마을이 한 작품을 장기 상연할 여유가 있는 규모로 키웠고 1841년에 사상 유례없이 한 작품이 뉴욕시에서 3주 동안 상연되기도 했죠.

W1: 연극은 어떤 종류의 공연이었나요?

W2: 셰익스피어의 작품이 가장 흔히 무대에 올랐고 다른 유럽 작가의 작품들도 무대에 올라갔죠. 당시의 미국 연극은 대부분 신파극이었는데 영웅적이지만 불행했던 인디언과 같은 지역 인물이나 주제를 짜 맞추었죠. 당시에 가장 인기를 끌었던 연극은 여러분도 짐작하겠지만 "톰 아저씨의 오두막집"이에요.

M: 이미 언급한 종류의 연극 외에 다른 공연도 했나요?

W2: 물론이죠. 이 시기 동안 인기를 끌었던 또 다른 형태의 연극은 버라이어티쇼로 어쩌면 최초의 독특한 미국식 공연이었을 거예요. 이 쇼에는 흑인분장을 한 백인 배우들이 나와서 인종적 고정관념을 강조했어요. 아, 또 다른 공연 형태로 벌레스크쇼가 있었어요. 벌레스크는 19세기 중반에 인기를 끌었어요. 원래는 남자 분장을 한 여자가 당시의 정치와 문화를 조롱했던 소극의 일종이었지만 벌레스크는 외설성과 관련함 때문에 여론 형성가들의 비난을 받았어요. 이 형태는 합법적인 무대에서 쫓겨나 술집과 바에서 밀려나는 신세가 되었어요.

W1: 현대 연극은 어떻게 미국에서 생겨나게 되었나요?

W2: 1880년대경 뉴욕시의 브로드웨이와 42번가를 따라서 극장들이 생겨나기 시작해 브로드웨이 뮤지컬이라는 새로운 형태의 공연을 선보이게 되었어요. 이 공연들은 원대한 희망과 포부를 가지고 뉴욕에 온 이민자들의 느낌을 잘 표현했는데 이들의 상당수가 극장을 찾았죠.

뉴욕은 미국 전체 극장들의 중심적 역할을 하게 되었어요.

M: 그러니까 브로드웨이가 현대 미국 연극에서 가장 큰 영향력을 가졌단 말씀이시죠?

W2: 틀린 말은 아니겠지만 미국 현대 연극에 영향을 미친 다른 중요한 요소들이 있어요. 예를 들어 보드빌은 19세기 말과 20세기 초반에 인기가 있었는데 초기 영화, 라디오, 텔레비전 방송 계작에 상당한 영향을 미쳤어요. 보드빌은 원래 연극의 막 사이에 가수나 새로운 극을 공연하게 하던 미국의 초기 전통에서 탄생했어요. 어쨌든 이 정도면 대충 얘기가 다 된 것 같네요.

Actual Test 02

Conversation 1~5

1. (C) **2.** (D) **3.** (D) **4.** (B) **5.** (B)

W: Hi, there. How can I help you today?

M: Uh... hi. I came to talk to you about a problem I'm having. Is this visit confidential... It's sort of embarrassing.

W: Of course it's confidential. That is university policy concerning all counselors. Nothing you say to me here will leave this office.

M: Oh, good. Well, my problem is... I don't have any money. I don't even have enough to buy a packet of instant noodles. I'm dead broke.

W: Oh, I see. Well, that is a problem. But it's not so bad. Let's talk about the source of your problem. First of all, when you do get money? Where does it come from?

M: Oh yeah... Uh... My parents send me an allowance. They send me $400 each month. But it's never enough. I always manage to spend it in the first week or two.

W: Sure, I hear this problem all the time. You know, there are a lot of students here whose parents give them no money! Some of them have to work two jobs plus attend classes just to get by.

M: Yeah, well, I... uh... I'm a microbiology major, so I study too much to have even one part-time job. There's just no way I can balance the two.

W: Okay, I understand that you need your time to study. Microbiology is not easy. So let's go back to your $400 allowance and see if we can figure out some creative budgeting solutions. Four hundred bucks. That equals a hundred bucks a week. So, in a given week, what are you spending your money on?

M: Well, I stop and have a coffee at Starbucks every morning, and then...

W: Wait a minute! You have a coffee at Starbucks every morning? Seven days a week?

M: No, I don't usually make it on weekends.

W: Okay, even five days a week... A coffee at Starbucks costs at least three dollars.

M: Try four... The prices went up recently.

W: Okay, four dollars a day, five days a week... that means that twenty percent of your overall weekly budget is going to coffee in the morning.

M: Okay... I hadn't really thought about that... It's just coffee after all.

W: Yeah, but it really adds up. Try going over to McDonald's, where a cup of coffee is only one dollar... or, better yet, buy some coffee at the grocery store... or just drink water. How about your other expenses?

M: Well, then there's lunch, which I usually have at a pub or get some fast food.

W: There you go again with eating out. Do you have a card for the cafeteria?

M: Yeah, but the food there is terrible! I probably spend about ten bucks a day on lunch.

W: Okay, well, why don't you start buying some cheap groceries and making your lunch at home? You could save at least eight dollars a day, which would add up to forty per week. Between your lunches and coffee, we're up to about sixty percent of your weekly budget.

M: And then there's a pack of cigarettes a day...

W: Cigarettes? Those cost at least five dollars a pack! You have to quit smoking or get a job! I would recommend quitting altogether. That's an expensive habit.

M: Yeah, I guess you're right. I could cut down at least.

W: Well, it's obvious to me that you have a consumption problem. You consume too much and much more than you need. If you want to survive on this budget, start eating at home, cut down on the smoking and other luxuries, and try to do fun activities that are free, like going to the library or campus events, and go to the park instead of a pub, where you won't be paying five or ten bucks an hour just to sit there.

M: I'm going to try all of these solutions. Thanks.

W: No problem. Good luck, and I'll see you next time.

W: 안녕하세요? 뭘 도와 드릴까요?

M: 음… 저 상담을 좀 받을 게 있어서 왔는데요. 이 상담을 비밀로… 좀 당

황스럽네요.

W: 물론 비밀입니다. 상담원과 하는 모든 상담은 교칙상 비밀로 하고 있습니다. 저와 하는 상담 내용은 단 한 가지도 이 문 밖으로 새어나가지 않아요.

M: 다행이네요. 제 문제는… 돈이 하나도 없어요. 라면 한 봉지 살 돈도 없어요. 완전히 알거지예요.

W: 알겠습니다. 그게 문제군요. 하지만 그렇게 걱정할 건 없어요. 문제의 원인에 대해 얘기를 좀 해 볼까요? 우선 돈은 어디서 생기나요? 돈을 받는 곳이 있나요?

M: 어, 네… 부모님이 용돈을 주세요. 매달 400달러씩이요. 하지만 매번 부족해요. 첫 주나 둘째 주면 다 써 버리거든요.

W: 당연하겠죠. 학생만의 문제는 아니니까요. 부모님께 용돈을 받는 학생들이 많아요. 몇몇 학생들은 생활을 꾸려가기 위해 수업을 들으면서 두 가지 아르바이트를 하기도 해요.

M: 예, 어… 전 미생물학 전공을 하고 있는데 학습량이 너무 많아서 아르바이트를 하나도 할 수가 없어요. 두 가지에 균형을 맞출 방법이 없어요.

W: 공부할 시간이 필요하다는 건 알겠어요. 미생물학은 쉽지가 않죠. 그러니 400달러씩 받는 용돈 얘기를 해 보죠. 창의적인 예산 계획을 세울 수 있는지 한번 보기도 하죠. 400달러라. 그렇다면 한 주에 100달러씩이군요. 매주 어디에 돈을 쓰죠?

M: 아침마다 스타벅스에 들러 커피를 마시고 그런 다음…

W: 잠깐만요! 아침마다 스타벅스에서 커피를 마셔요? 1주일에 7일이요?

M: 아니요. 일반적으로 주말에는 마시지 않아요.

W: 좋아요. 그러면 일주일에 5일. 스타벅스 커피는 적어도 3달러는 하겠네요.

M: 4달러예요. 최근에 가격이 올랐어요.

W: 좋아요. 하루에 4달러씩, 일주일에 5일. 그러면 일주일 전체 예산의 20퍼센트가 모닝커피로 가네요.

M: 그러네요. 그 생각은 미처 못 했어요. 그래 봤자 그냥 커피잖아요.

W: 그렇긴 해도 모이면 만만치 않은 액수죠. 맥도널드로 가 봐요. 거기에는 커피 한잔에 1달러 밖에 안 하거든요. 더 좋은 방법은 가게에서 커피를 사든지 아니면 그냥 물을 마셔요. 다른 데는 어디다 돈을 쓰나요?

M: 그런 다음에는 점심을 먹죠. 대부분 술집에서 먹거나 간단한 페스트푸드를 먹죠.

W: 외식이 또 문제군요. 구내식당 카드는 없어요?

M: 있긴 해요. 하지만 구내식당 음식은 정말 먹을 게 없어요. 하루에 점심값으로 10달러쯤 쓰는 것 같아요.

W: 저렴한 가게에서 재료를 사서 집에서 점심을 만들어 먹는 건 어때요? 하루에 적어도 8달러는 아낄 수 있을 거고 그러면 1주일에 40달러가 절약 되죠. 점심과 커피로만 주당 60달러 정도를 아낄 수 있겠네요.

M: 그리고는 하루에 담배 한 갑…

W: 담배라고요? 담배는 한 갑에 적어도 5달러는 하잖아요. 담배를 피우려면 일자리를 구해야겠군요. 담배를 완전히 끊는 게 좋아요. 흡연은 비용이 만만찮은 습관이죠.

M: 예, 선생님 말씀이 맞아요. 최소한 줄이기라도 해야겠어요.

W: 소비 행태에 문제가 있는 게 분명없네요. 소비가 너무 많고 필요 이상으로 소비를 하네요. 이 예산으로 살 생각이라면 집에서 식사를 하고 담배를 줄이고 다른 사치품도 줄이세요. 그리고 도서관에 가거나 학교 행사에 참여하는 것과 같이 비용이 들지 않는 흥미로운 활동을 하세요. 술집 대신 공원에 가 보세요. 그러면 그냥 앉아 있는데 시간당 5달러에서 10달러씩 내는 일을 없을 테니까요.

M: 이 모든 해결책들을 시도해 봐야겠어요. 감사합니다.

W: 천만에요. 행운을 빌어요. 그리고 다음에 봐요.

Lecture 6~11

6. (B) 7. (D) 8. (A) 9. (B) 10. (C)
11. (A) Yes (B) No (C) Yes (D) Yes (E) No (F) Yes

M1: Okay, class. Today we are going to talk all about badgers. We're going to discuss their natural habitats, their feeding habits, their families, and, most interestingly, their coloration. So, to get started, what can you tell me about badgers' habits and habitats?

W: They are nocturnal creatures that hunt at night, usually by digging. They are also carnivores and feed on several species of insects and small mammals. They live in marshlands across North America and the U.K. They're great tunnel diggers and they hibernate through the winter.

M1: Very good, uh, except, contrary to popular belief, it has been proven that badgers do not hibernate. But they do have adaptations that allow them to survive on less food during the hard winter months when their regular diet of earthworms and grubs is in shorter supply

W: Aha, I see. They're adapted for leaner winter months.

M1: That's correct. Badgers live in underground tunnel networks called setts. Setts are usually found on sloping ground where there is some cover. They dig these with their incredibly strong front claws. They live in groups of about fifteen and are led by a dominant male and female. These setts usually have one or two main entrances and several lesser used entryways. Now, who else can tell me something about the badger?

M2: Uh... males are called... I think... boars?

M1: That's right, and what about the females?

M2: They're called... uh... sows?

M1: Yes, boars and sows. Now, the males are tough. They are also very territorial and are known to patrol their setts constantly, especially during the mating season. Let's talk about badger mating.

W: Uh, isn't their method a little different than that of most animals?

M1: Yes, they reproduce through delayed implantation. They can mate at any time of year, but the embryo does not implant into the womb and start growing

until winter. This means that all cubs are born around the same time of year, between January to March. Litter sizes range from one to five cubs but usually average about three.

M2: Ha! They are so cute when they're born!

M1: Sure, they're blind and pink with white, silky fur. They suckle for about eight weeks, and once they have sufficient fat reserves, begin to achieve independence from their mother, which doesn't usually fully occur until their fifteenth week. Now, let's talk about the badger's coloration. What can you tell me about that?

W: Well they've got those black and white stripes on their heads and faces. I'm not sure why though.

M1: That's a good point... Why do they have those strange, sharp lines of color on their heads? Is it just the randomness of nature that they have those markings?

M2: Wouldn't it have something to do with an adaptation to disguise them?

M1: Close, but not exactly. You could definitely say that those markings are an adaptation but not to disguise them from predators. Instead, they are a warning to any animal that might want to mess with a badger. Those sharp black and white stripes are one of nature's ways of saying, "Stay back! Don't mess with me!" And you can see similar color markings on other animals that have them as a warning, such as certain snakes, the skunk, and even some insects.

M2: Aha, so those markings are like a danger sign.

M1: Exactly. Danger! Do not touch me! But remember, not all badgers are lucky enough to have this built-in defense system. It all depends on the amount of melanin pigmentation in the badger's skin and fur. That is the genetic chemical which decides whether the badger has the warning stripes on its head or if its an albino or black or even ginger colored. So that's all for today. Don't forget to study your notes for next week's quiz.

M1: 좋아요, 여러분. 오늘은 오소리에 관한 모든 것을 공부해 보도록 하겠어요. 오소리의 자연서식지, 식습관, 가족, 그리고 무엇보다 흥미로운 것은 천연색에 대해서 살펴보도록 할 거예요. 자 시작에 앞서 오소리의 습성과 서식지에 대해 발표해 볼까요?

W: 오소리는 야간 시간대를 이용해 주로 땅을 파서 사냥을 하는 야행성 동물입니다. 또한 육식동물로 몇 가지 종류의 곤충이나 작은 포유동물을 잡아먹어요. 북아메리카와 영국 전역의 습지에 서식하고 있어요. 굴을 아주 잘 파며 겨울에는 동면을 해요.

M1: 아주 잘 발표했어요. 그런데 일반적인 생각과는 달리 오소리는 동면을 하지 않아요. 하지만 오소리의 주요 먹이가 되는 지렁이나 구더기가 부족해지는 추운 겨울 동안에는 먹이가 적어도 생존할 수 있도록 하는 다른 방법이 있어요.

W: 아, 알겠어요. 먹이가 부족한 겨울에 맞게 적응을 하는군요.

M1: 맞아요. 오소리들은 오소리굴이라고 하는 지하 터널에서 생활해요. 오소리굴은 입구가 있는 경사진 땅에 있어요. 오소리는 엄청나게 튼튼한 앞 발톱을 이용해 굴을 파죠. 오소리는 약 15마리 정도 무리를 이루어 생활을 하며 대장 역할을 하는 암컷과 수컷이 있어요. 이 오소리굴은 보통 한두 개의 주요 출입구가 있고 보다 작은 여러 개의 출입구가 있어요. 이제 오소리에 대해 말해 볼 사람?

M2: 수컷은 boar라고 하지 않나요?

M1: 맞아요. 그러면 암컷은 뭐라고 할까요?

M2: 암컷은… 어, sow요.

M1: 그래요. Boar와 sow요. 그런데 수컷이 더 거칠어요. 자기 영역을 의식하기 때문에 게슴해서 오소리굴 주위를 살피는데 특히 짝짓기 계절에는 더욱 더 그래요. 오소리 짝짓기에 대한 얘기를 해 볼까요?

W: 짝짓기 방법이 다른 동물들과 약간 다르지 않나요?

M1: 착상지연으로 번식을 하죠. 연중 어느 때라도 짝짓기를 할 수 있어요. 새끼는 자궁에 착상을 하지 않고 겨울까지 자라기 시작해요. 다시 말해 모든 새끼들이 1월과 3월 사이의 비슷한 시기에 태어난다는 얘기죠. 새끼는 한 마리에서 다섯 마리까지 되는데 평균적으로는 세 마리가 태어납니다.

M2: 와! 새끼가 아주 귀엽겠네요.

M1: 물론이죠. 어릴 때는 눈도 안보이고 하얀색의 비단 같은 털이 나 있는데 분홍색을 띠죠. 새끼들은 약 8주 동안 젖을 빨다가 충분한 지방을 저장하고 나면 어미로부터 독립적으로 행동하는데 이것은 약 15주가 되어야 가능합니다. 이제, 오소리의 천연색에 대해서 얘기해 볼까요? 누가 오소리의 천연색에 대해 말해 볼 사람?

W: 머리와 얼굴에 흑백의 줄무늬가 있잖아요. 그런데 이유는 모르겠어요.

M1: 잘 지적했어요. 머리에 왜 그런 이상하고 날카로운 선이 있을까요? 그냥 어쩌다 보니 그런 무늬가 생긴 걸까요?

M2: 위장을 하기 위한 적응과 관련 있지 않나요?

M1: 비슷하지만 정답은 아니에요. 오소리의 무늬가 적응과 관련이 있기는 하지만 포식자들로부터 위장을 하기 위해서는 아니에요. 대신에 오소리를 귀찮게 하는 다른 동물들에게 경고를 하기 위해서죠. 그런 날카로운 흑백의 줄무늬는 오소리가 "물러 서, 나를 귀찮게 하지 말란 말이야!"라는 오소리의 경고죠. 뱀이나 스컹크, 그리고 심지어 일부 곤충들의 경우에도 경고의 표시로 비슷한 색깔의 무늬가 있는 동물들을 볼 수 있어요.

M2: 그러니까 그 무늬들은 위험 표시 같은 거네요.

M1: 정확해요. 위험! 날 건드리지 마! 하지만 모든 오소리들이 이런 내부 방어 시스템이 있지는 않다는 걸 기억하세요. 이 무늬는 전적으로 오소리의 피부와 털에 있는 멜라닌 색소의 양에 따라 결정되죠. 이 유전물질이 오소리의 머리에 경고성 줄무늬가 있을 건지 아니면 백변종 혹은 흑변종 또는 심지어 황갈색을 띨 건지를 결정하게 되죠. 오늘 수업은 여기까지 하도록 하겠어요. 다음 주 퀴즈가 있으니 필기 내용 공부하는 거 잊지 마세요.

Lecture 12~17

12. Ⓑ 13. Ⓐ 14. Ⓒ 15. Ⓓ 16. Ⓓ
17. Ⓐ Yes Ⓑ No Ⓒ No Ⓓ Yes Ⓔ No Ⓕ No

All right, everybody. I suggest you turn on your voice recorders now. I'm going to give you an overview on the topic of attachment theory, which covers the way we establish bonds with our caregivers when we're babies and how that continues into our adolescent and adult life. This theory is especially important when exploring psychology since it affects each and every one of us at such a core level of our personalities. Now, the basis of attachment theory hinges on what psychologists call an affectional bond. This is a type of attachment behavior an individual has for another individual. This bond is most typically held between a mother and her child. In this type of bond, the mother and child are partners, and they tend to remain within proximity of one another. The term was developed by psychologist John Bowlby, who published an important paper in 1958 entitled "The Nature of the Child's Tie to His Mother." According to Bowlby, there are five main criteria that must be present for an affectional bond to be established and a sixth for it to last.

The first of the main criteria is that an affectional bond is persistent rather than transitory. This means that it lasts. It doesn't come and go like less meaningful relationships. The second criterion is an affectional bond involves one particular person. The person cannot be interchanged or replaced with anybody else. The third is that the affectional bond involves a relationship that is emotionally significant. And, uh... the fourth criterion is that the individual who has established the bond wants to remain physically close or within proximity of the person with whom he is bonded. Fifth, and last of the main criteria is that the individual will become saddened or distressed if he is involuntarily separated from the person to whom he is bonded. Does this remind you of being a kid with your mom?

Okay... moving along... after the five main criteria, it's important to tack on this extra sixth one, which is a characteristic of a true attachment bond. This is that the person who's formed the bond will always seek security and comfort in the relationship.

Now, the other important paper that was published in 1958 was by Harry Harlow. It was entitled "The Nature of Love." This seminal work was based on a series of groundbreaking experiments with infant rhesus monkeys.

These experiments showed that the baby monkeys preferred an emotional attachment with the object of their affectional bond rather than life sustaining food. In short, the experiment worked like this: the baby monkeys were separated from their mothers at birth. Then they were introduced to two surrogate mothers. The first mother was made of cold metal wire mesh. The second mother was the same mesh frame, but it was covered in soft cloth and foam. The cold metal mother also contained a bottle with milk, and the soft mother had nothing. What Harlow found was that the young monkeys would quickly drink the milk from the cold metal mother and then quickly seek contact with the soft mother, with whom they'd already formed affectional bonds.

This study showed that babies ultimately desire their mother's warmth rather than their physical survival needs. But even the soft doll did not totally satisfy the baby monkey's needs. Later on, the baby monkeys that were raised apart from their natural mothers proved to be maladjusted to social situations with the other monkeys. They... uh... acted abnormally when placed in these situations. In most cases, they were either very fearful of the other monkeys or responded with unprovoked aggression.

Also, the female monkeys who were raised in isolation often abused and neglected their own infants when they too became mothers. These experiments were very important, especially since such long-running and deep-seeded tests such as these could never be ethically performed on human beings. And, as researchers have found in so many cases, these Rhesus monkeys serve as excellent analogues to human beings, especially in the infantile stages.

So, uh... now that we've discussed Bowlby and Harlow's scientific contributions to establishing the field of attachment theory, let's call it a day. Tomorrow we'll cover the positives and negative aspects of affectional bonding.

좋아요, 여러분. 지금부터 녹음기를 켭기 바래요. 우리가 아기일 때 보호자와 어떻게 유대감을 형성하고 사춘기와 성인기로 이어지는지를 다룬 애착 이론에 대한 요약을 해 주도록 하겠어요. 이 이론은 인격의 핵심적 형성기라고 할 수 있는 때의 모든 이들에게 영향을 미치기 때문에 심리학 연구에서 있어 특히 중요합니다. 그런데, 애착 이론의 기초는 심리학자들이 정서적 유대감이라고 부르는 것에 의거하고 있어요. 이 유대감은 개인들이 다른 사람들에 대해 가지는 애착 행동의 일종입니다. 이 유대감은 주로 엄마와 아기 사이에서 형성됩니다. 이 형태의 유대감에서는 엄마와 아기가 파트너 관계를 이루며 서로 가까이에 머무릅니다.

이 용어를 처음 사용한 사람은 1958년 "아이와 엄마의 유대감의 본질"

time... Okay?

Normally, the accommodative process of the crystalline lens is smooth and effortless. When one changes one's focus from far to near, the ciliary muscle quickly contracts, causing the crystalline lens to accommodate become thicker and the object at a near distance to become clear. Then, when looking back again at a far distance, the ciliary muscle immediately relaxes, causing the crystalline lens to revert to a thin shape and one's far-distance vision to become clear again.

Now, I know I just hit you with a mouthful. But I hope you've got it covered in your notes because your final exam is coming up next week. Don't be afraid to come to my office in case you want to ask any questions. Or feel free to drop me an email.

이제 수정체에 대해 좀 더 얘길 해 보도록 하죠. 수정체는 눈에 있는 투명한 양면 볼록렌즈인데 각막과 함께 빛을 굴절시켜 망막에 상이 맺히도록 합니다. 수정체의 작용은 인공 광학렌즈와 비슷합니다. 무슨 말인지 알겠어요?

그런데, 어… 태아기 동안에 수정체는 유리질동맥에 의해 발달이 됩니다. 성인의 경우 수정체는 전적으로 수양액과 유리액에서 양분을 받죠. 수정체의 가장 중요한 특징으로는 재생 불가능하며 투명하고 혈관과 세포기관이 없다는 것을 들 수 있어요.

인간의 경우 자연적 환경에서 수정체의 굴절력은 약 15디옵터 정도인데 눈의 전체 굴절력의 4분의 1정도에 해당됩니다.

수정체는… 그러니까… 크리스탈린이라고 하는 투명 단백질로 이루어져 있어요. 렌즈 단백질의 평균 농도는 다른 세포간 단백질 농도의 두 배 정도이며 수정체에서 구조적 역할을 하는 것으로 알려져 있어요. 수정체는 성인의 경우 두께가 약 5mm 정도, 지름은 약 9mm 정도입니다. 하지만 이 수치는 달라질 수 있어요. 단백질은 약 2만 개의 얇은 동심 층으로 배열되어 있는데 굴절률은 중심 층이 약 1.406에서부터 수정체의 밀도가 낮은 피질 부분은 1.386에 이르기까지 다양합니다. 이 굴절률의 변화는 수정체의 광파워를 증가시킵니다. 수정체는 모양체소대에 의해 유지되는 수정체낭 안에 들어 있어요.

수정체는 호르몬을 분비하는 세포에서 나오는 섬유로 이루어져 있어요. 사실 이 세포의 세포질이 수정체의 투명 물질을 이룹니다. 수정체는 표면에서부터 중심부까지 네 층으로 되어 있어요. 네 개의 층은 낭, 낭하 상피, 피질, 핵이에요.

수정체낭은 투명한 막 같은 구조로 탄성이 있는데 탄성 덕분에 끊임없이 장력이 작용하게 됩니다. 그 결과 수정체는 자연적으로 둥글어지고 보다 구형을 띠는 경향이 있는데 근거리에서 초점을 맞출 때 이런 모양을 취하게 됩니다. 모양체소대로 알려진 가늘지만 아주 튼튼한 현수인대는 한쪽 끝은 수정낭에 다른 쪽 끝은 눈의 안쪽 주변에 원형 섬모체의 섬모체돌기에 연결되어 있어 수정체를 고정시키는 역할을 합니다.

멀리 있는 물체를 볼 때 평행한 광선이 눈으로 들어가도록 하기 위해 섬모체 내의 섬모체근이 이완됩니다. 섬모체돌기는 모양체소대를 잡아당기고 다시 적도 주변의 수정체낭이 당겨지게 됩니다. 이로 인해 수정체 전체가 납작해지면서 덜 볼록하게 되어 수정체가 멀리 있는 물체에서 온 빛의 초점이 맺히게 합니다. 반대로 섬모체근이 수축하면 현수인대에 가해지는 장력이 약해지고 수정체낭에 가해지는 장력 역시 약해져 수정체의 앞면이 보다 볼록해져서 가까운 곳에 초점이 맺히게 됩니다.

좋아요. 그런데 렌즈는 유연하고 만곡은 모양체소대를 통해 섬모체근에 의해 조절이 됩니다. 수정체의 만곡을 변화시켜 다른 거리에 있는 물체에 눈의 초점을 맞출 수가 있어요. 이 과정을 순응이라고 합니다. 수정체의 노화 과정을 이해하는 것이 아주 중요하기 때문에 이 부분의 설명을 잘 들어야 합니다. 수정체는 일생 동안 계속해서 자라는데 오래 된 세포 위에 새 세포가 생겨나 수정체는 점점 뻣뻣해지게 됩니다 나이가 들수록 수정체는 점점 순응력을 잃게 됩니다.

초점 조절 능력을 상실한 눈을 노안이라고 합니다. 미래에 광학 분야에서 여러분이 할 일의 상당 부분이 환자들로 하여금 시간에 따른 순응 과정의 변화에 적응하도록 하는 것이기 때문에 순응 과정의 원리를 숙지하는 것이 대단히 중요합니다. 알겠어요?

정상적으로는 수정체의 순응과정이 순조로우며 아무런 노력이 요구되지 않습니다. 먼 곳에서 가까운 곳으로 초점을 옮기면 섬모체근이 재빨리 수축해 수정체가 순응을 해서 더 두꺼워지면서 가까이 있는 물체가 선명하게 보입니다. 그러다가 다시 멀리 있는 물체를 보게 되면 섬모체근이 즉시 이완해 수정체가 얇아지면서 먼 곳에 있는 물체가 선명하게 보입니다.

이쯤 하면 꽤 많은 것을 배웠죠? 하지만 방금 배운 내용들을 잘 필기했길 바래요. 기말고사가 다음 주니까요. 질문이 있으면 언제든지 내 방으로 찾아와도 좋아요. 혹은 이메일을 보내도 좋고요.