



H i g h I n t e r m e d i a t e C o u r s e

NEW EDITION

TOEFL[®] *i*BT
SPEAKING

LinguaForum

New Edition TOEFL iBT i-Speaking

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1판 3쇄 2011. 2. 25

교재문의 02) 3480-6627

대표전화 02) 3480-6614

등록번호 제2000-000335호

등록일자 2000. 5. 17

ISBN 978-89-5563-533-9 (94740)

가격 17,000원

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Printed in the Republic of Korea

R/N (CRnetFSG): 12280940KB/03191040KB/10221040KB/02251140KB



NEW EDITION

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Foreword

/ 머리말 /

토플 Speaking은 대체 어떻게 공부해야 고득점을 얻을 수 있을까? 토플을 치러야 하는 모든 학생들이 한번쯤은 해본 질문이었을 것이다. 한국인들에게 Speaking은 토플 시험에서 가장 어려운 영역 중에 하나이다. 그렇기 때문에 토플 Speaking이 요구하는 능력이 무엇인지 정확하게 잡고 넘어갈 필요가 있는 것이다.

토플 Speaking 영역에서는 대화능력을 테스트하고 있지 않다. 주어진 주제에 대해, 본인의 생각을 정리하여 혼자 말하는 능력을 테스트한다. 즉, 쌍방향 대화가 아닌 일방적으로 나의 생각을 말하는 것이다. 짧은 인터뷰나 프리젠테이션을 하는 것과 흡사하다. 그렇기 때문에 문제를 대할 때 최대한 나의 생각을 빨리 정리해서 조리 있게 말하는 데 초점을 두고 답을 준비해야 한다.

그렇다면 나의 생각을 빨리 정리해서 조리 있게 말할 수 있는 방법은 무엇일까? 무엇보다 토플 Speaking에서 다루는 주제를 정확하게 알아야 한다. 어떤 질문이 주어졌다 하더라도 그 질문에 대해 답을 하기 위해서는 생각을 해야 한다. 즉, 한국어로든 영어로든, 질문을 받았을 때 생각 없이 조리 있게 말을 하기는 어렵다. 만약 질문이 어렵다면 한국어로 답을 한다 할지라도 답하는 과정이 쉽지만은 않을 것이다. 이 때문에 토플러들은 무엇보다 먼저 각 Speaking task에서 다루지는 많은 문제 유형들을 비교분석하며 공부해야 한다. 문제에서 요구하는 것이 무엇인지 알면 각 문제를 어떻게 대해야 하는지 또한 알 수 있다. 문제에 답하는데 필요한 능력이 무엇인지 알 수 있다면 누구보다 효과적으로 TOEFL iBT를 준비할 수 있을 것이다.

TOEFL iBT Speaking을 치를 때 가장 중요한 능력은 요령이 아닌 기본기다. 아무리 시험을 치르는 기술이 훌륭해도 기본이 없이 토플 고득점을 획득하기란 거의 불가능하다고 봐야 한다. 여기서 말하는 기본기는 어휘가 50%, 문장 구성 능력 10%, 듣기 능력 10%, 그리고 말하기 능력 30% 정도로 구분할 수 있다. 시험을 준비함과 동시에 어휘를 공부해야 한다. 언어를 공부하는데 있어 어휘보다 더 중요한 것은 없다고 봐도 된다. 그만큼 어휘를 많이 알면 알수록 도움이 된다. 어휘를 공부하는 방법은 사람마다 다를 수 있다. 특별히 한가지 방법이 옳다고 말할 수는 없지만 어휘 암기에서 반복은 아주 중요하다. 무작정 쓰면서 암기하는 것 보다 의미나 분야별로 나뉜 어휘들을 반복해서 학습하다 보면 어휘를 자연스럽게 익힐 수 있다. 그리고 prefixes나 suffixes를 공부해서 정확한 어휘의 뜻을 모를 지라도 어휘의 뜻을 대략적으로 이해하면서 어휘 지식의 폭을 넓혀야 한다. 조금씩 아는 어휘가 많아지면 이때부터 독서를 통해 Context 안에서 어휘를 이해하고 자연스럽게 받아드리는 연습을 하면 된다.

독서를 하면 어휘 능력뿐 아니라 문장 구성 능력이 높아진다. 여기서 말하는 문장 구성 능력은 쉽게 말하면 읽기 능력이다. 짧고 긴 문장들을 꾸준히 읽으면서 문장 구성 요소들을 살피며 문장 구성 이해와 함께 독해력을 높이는 것이다. 기초적으로 주어+동사의 구조를 바탕으로 문장이 어떻게 길게 만들어 지는지를 관찰하고 파악하는 연습이다. 이 연습을 통해서 어렵고 복잡한 문장도 아주 간단한 문장 구조임을 알 수 있게 된다. 물론 많이 읽는 것도 중요하지만 TOEFL에서 다루는 내용들을 읽는 것이 훨씬 더 중요하기 때문에 읽기 자료로는 Lingua TOEFL iBT Core Topic Guide v. 1-4 권을 강력하게 추천한다. 이 4권의 책들을 통해 문장 구성 능력과 독해력을 높일 뿐 아니라

우리에게는 생소한 미국문화를 주제별로 아주 간단 명료하게 잘 설명해 놓았기 때문에 미국문화에 대해 깊이 있게 이해할 수 있게 될 것이다. Core Topic Guide는 토플을 준비하는 모든 수업생뿐 아니라 미국문화를 이해 하기 원하는 모든 이에게 큰 유익을 줄 것이다.

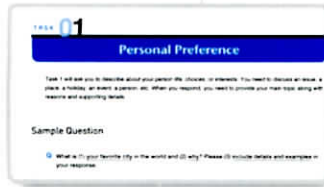
듣기 연습은 대학 강의를 추천한다. 미국의 많은 아이비리그 대학과 상위권 사립대학들은 인터넷 상에서 무료로 대학 강의를 들을 수 있도록 여러 많은 강의들을 제공하고 있다. 꾸준히 대학 수업을 듣다 보면 Integrated Tasks에서 다루는 대학 강의에 관한 문제들을 대하는 데도 많은 도움을 받을 수 있을 것이다.

그리고 마지막으로 말하기 능력이다. 말하기 능력은 하루 아침에 좋아지기는 힘들다. 많은 사람들이 원어민처럼 말하려고 노력한다. 원어민처럼 영어를 구사하면 좋겠지만 토플 Speaking 고득점을 위해서 꼭 원어민처럼 말해야 하는 것은 아니다. 영어를 모국어로 사용하지 않는 사람들을 위해 TOEFL Speaking이 제작 되었다는 것을 인지하고 질문에 대답을 할 때 외국인의 발음을 똑같이 흉내 내려고 하기 보다는 최대한 정확하게 발음해서 듣는 자가 내가 말하는 내용을 최대한 쉽게 이해할 수 있도록 일정한 속도로 분명하게 발음하며 말하는 연습을 거듭해야 한다. 실제로 토플 Speaking 수험생 중 발음은 원어민과 사뭇 다르지만 본인의 생각을 조리 있고 분명하게 발음하는 이들이 고득점이 많이 나온다. 무엇보다 자신 있고 당당하게 본인의 생각을 말할 수 있도록 꾸준히 연습하자.

LinguaForum TOEFL iBT i-Speaking New Edition은 수업생들이 무엇보다 TOEFL에 필요한 능력을 습득하는데 초점을 맞추고 제작되었다. 시험을 치르는데 가장 중요한 Skill을 선별하여 수험생이 직접 응용해서 사용하며 체계적으로 말하기 학습을 할 수 있도록 교재를 구성하였다. 그 외 시험에 필요한 모든 Skill들은 Workbook에 포함시켜 고득점을 노리는 학습자들을 위해 충분한 연습 문제를 제공하였다. 무엇보다 TOEFL을 공부할 때는 효율적으로 공부할 필요가 있다. 많은 내용을 공부하기 보다 선별된 자료를 체계적으로 공부해야 실질적인 도움을 받을 수 있다. 이 책의 안내에 따라 꼼꼼히, 그리고 충실히 문제를 풀어나가다 보면 어느덧 주어진 문제에 자신있게 영어로 답하는 자신의 모습을 발견하게 될 것이다.

Structure

/01 책의 구성과 특징/



PART A Independent Tasks

각 Task의 전반적인 설명과 Sample Q&A를 통해서 모든 문제를 정확하게 이해할 수 있도록 하였다. 그리고 Outlining → Speaking Grammar → Delivery의 단계적인 말하기 학습법을 통해 체계적으로 Independent Task를 대할 수 있도록 하였다.

■ Outlining

Brainstorming 단계를 통해 여러 가지 주제에 대해 폭넓게 생각해 보는 연습을 하고, Outlining을 통해 구체적으로 본인이 말하고자 하는 요점들을 정리하는 연습을 제공하였다.

■ Speaking Grammar

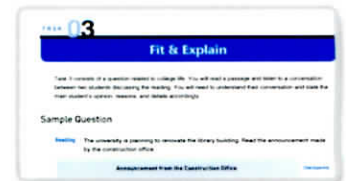
Outlining 단계에서 정해진 Key words를 사용하여 가장 기초적이고 효율적인 문법을 사용하여 시험에서 즉시 사용할 수 있는 문장을 만드는 방법을 제시하였다. 그와 함께 Template을 사용하여 자연스럽게 문장을 말할 수 있도록 기본 틀을 제공하였다.

■ Delivery

완성된 답을 알맞게 끊어 읽는 연습을 함으로써, 질문에 자연스럽게 답할 수 있는 연습 문제를 제공하였다. 또한 자세하게 분류된 Evaluation Sheet을 사용해서 본인 스스로, 혹은 친구나 선생님과 함께 수험생 자신의 답변을 채점할 수 있도록 하였다.

PART B Integrated Tasks

각 Task에 대한 전반적인 설명과 Sample Q&A를 통해서 모든 문제를 정확하게 이해할 수 있도록 하였다. 그리고 Outlining → Speaking Grammar → Delivery의 단계적인 말하기 학습법을 통해 체계적으로 Integrated Tasks를 연습할 수 있도록 하였다.



■ Outlining

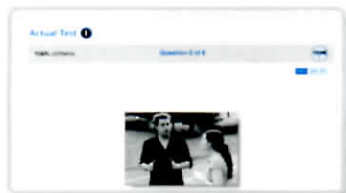
Task 3 & 5는 대학 생활에 관한 주제를 다룬다. 먼저 Task 3에서는 지문을 읽고 대화를 들은 후 Note-taking을 하며, Task 5에서는 대화만 듣고 Note-taking하는 연습을 한다. 그리고 Task 4 & 6는 대학 강의에 관한 주제에 다루며 Task 4에서는 지문을 읽고, 강의를 들은 후 Note-taking을 하고, Task 6에서는 강의만 듣고 Note-taking하는 연습을 한다.

■ Speaking Grammar

Outlining 단계에서 Note-taking에서 쓴 Key words와 가장 효율적인 문법을 사용하여 시험에서 즉시 사용할 수 있는 문장을 만드는 방법을 제시하였다. 그와 함께 Template을 사용하여 자연스럽게 문장을 말할 수 있도록 기본 틀을 제공하였다.

■ Delivery

완성된 답을 알맞게 끊어 읽는 연습을 함으로써 질문에 자연스럽게 답할 수 있는 연습문제를 제공하였다. 또한 자세하게 분류된 Evaluation Sheet을 사용해서 본인 스스로, 혹은 친구나 선생님과 함께 수험생 자신의 답변을 채점할 수 있도록 하였다.



PART C Actual Test

2회분의 Actual Test를 수록하여, 실전에서의 자신의 예상 점수를 가능해 보고 실전 적응력을 높일 수 있도록 하였다.

Workbook & Answer Key

시험에 필요한 모든 skills을 체계적으로 배울 수 있게 TOEFL에 필요한 skill관련 문제를 다량 수록하였다. 또한 Answer Key에는 Campus Tip를 제공하여 미국의 대학 생활에 대한 이해를 도울 수 있도록 하였다.

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Workbook

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Answer Key & Explanations

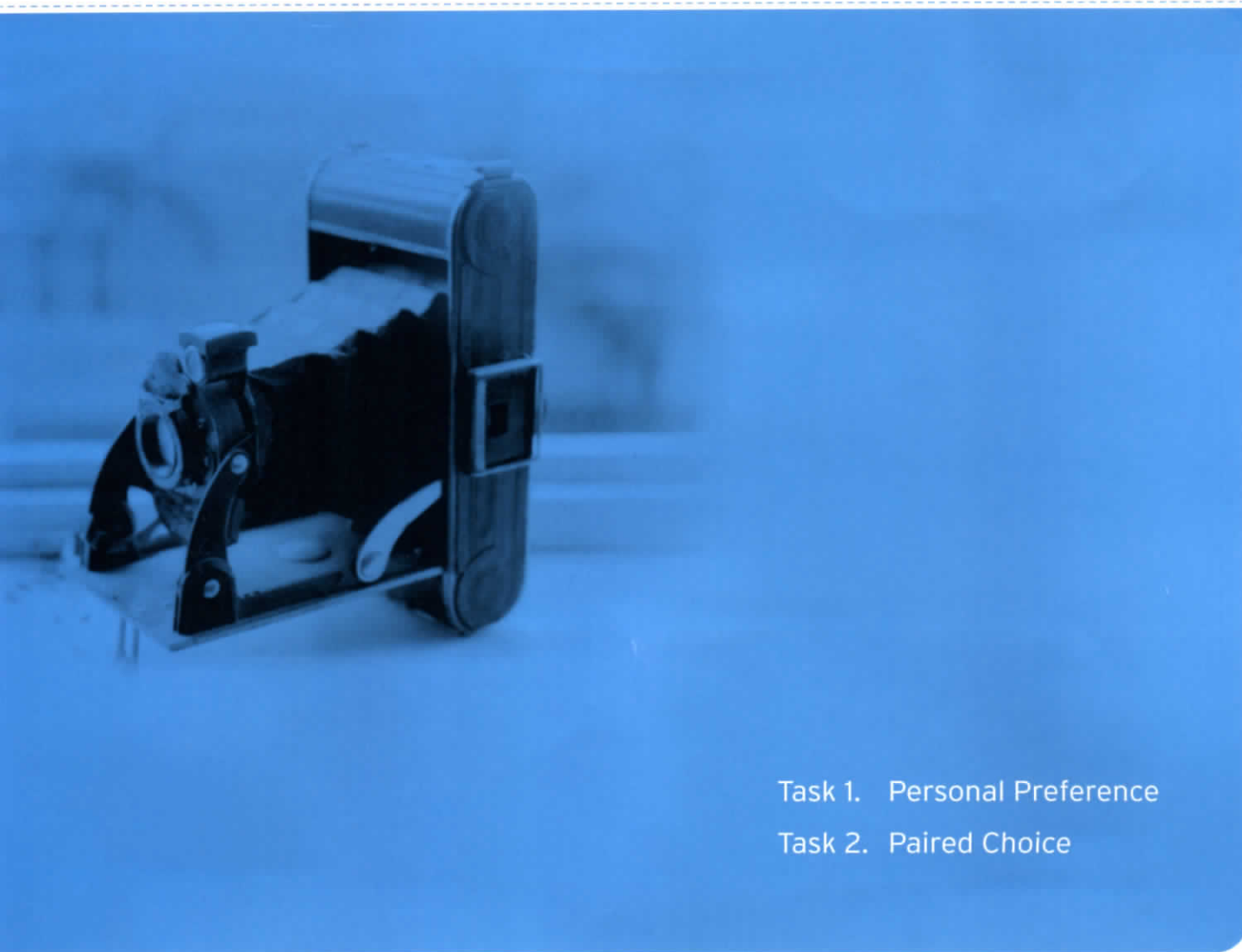
<http://test.linguaforum.com> 자료실에서 다양한 학습 자료를 볼 수 있습니다.

PART

A



Independent Tasks



Task 1. Personal Preference

Task 2. Paired Choice

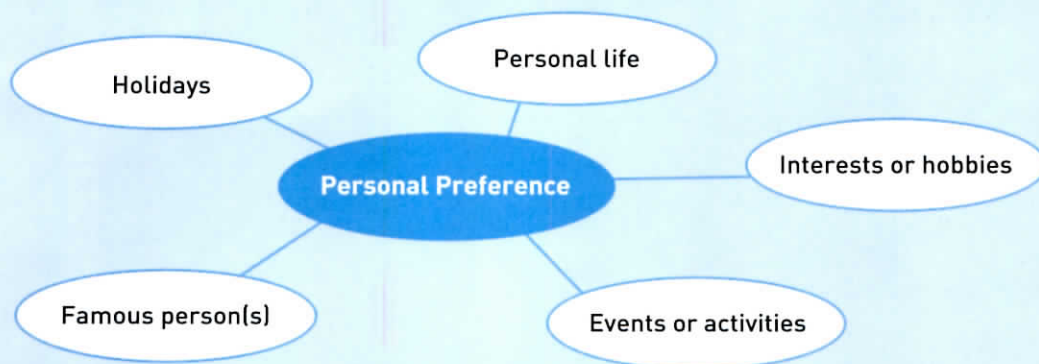
Independent Speaking Tasks

In this section, you will demonstrate your ability to discuss a variety of topics. You will provide speaking responses for Tasks 1 and 2 in the Independent Speaking section, and you will not be required to read a passage or listen to anything in order to answer the questions. Rather, you will base your responses on your own experiences and opinions.

Task 1

What does the question ask?

It asks you to talk about your personal hobbies, choices, interests, or events.



How much time do I have?

60 seconds

Preparation

15 seconds



Answer

45 seconds

Question Types for Task 1

- If you could only take one entertainment item with you on vacation, what would it be and why would you take it? Include details and examples in your response.
- Describe your favorite mode of transportation and why it is your favorite. Please include details and examples in your response.
- If you could change one policy at your school, what policy would you change and why would you change it? Include examples and details to support your explanation.
- Describe an interesting person you know and explain why you find that person interesting. Please include examples and details in your response.

Responding Process of Task 1

Understand the question



Brief brainstorming



Outline



Respond

Strategies for Task 1

- Quickly understand what the question asks you to do
- Produce many ideas through a brainstorming process
- Organize the ideas in an outline
- Practice expressing key ideas in complete sentences
- Relax and speak clearly and confidently
- Do not hesitate or mumble, even when you make mistakes
- Remember, your time is limited

Q What was the most important decision you made in your life?

Important
decision



Studying abroad
Going to medical school
Joining the navy
Getting married
Playing piano
Going to church
⋮



Making foreign friends
Studying English
Getting a degree from a foreign college
Having lots of experience
Trying foreign foods
⋮

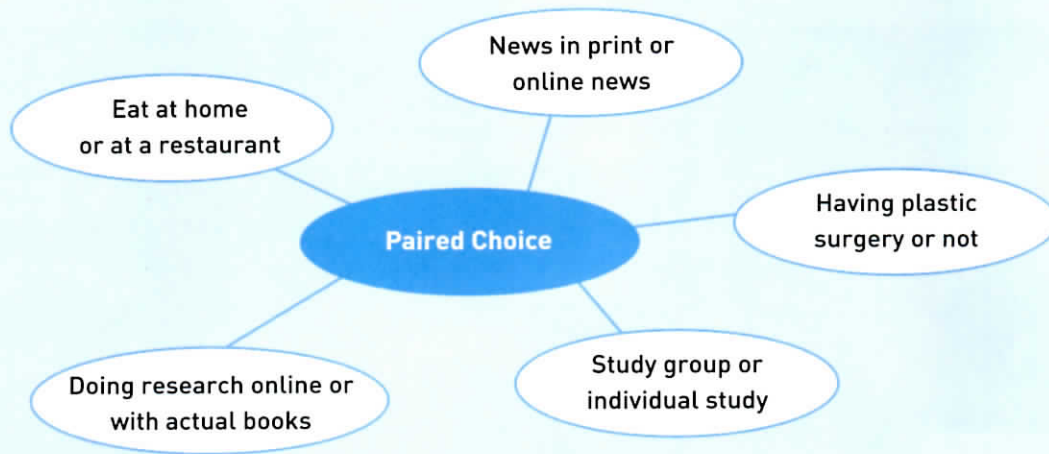


Fluent English, more chances for internships, etc
Social network, foreign friends, exciting experiences, etc

Task 2

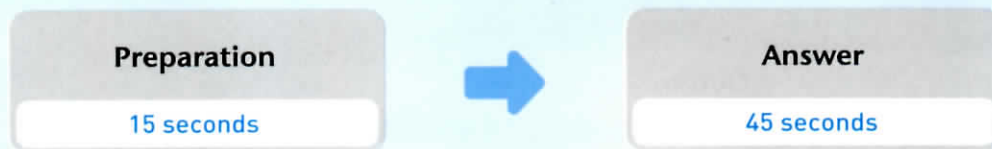
What does the question ask?

It asks you to choose one of two perspectives on an issue or one of two ways of doing something.



How much time do I have?

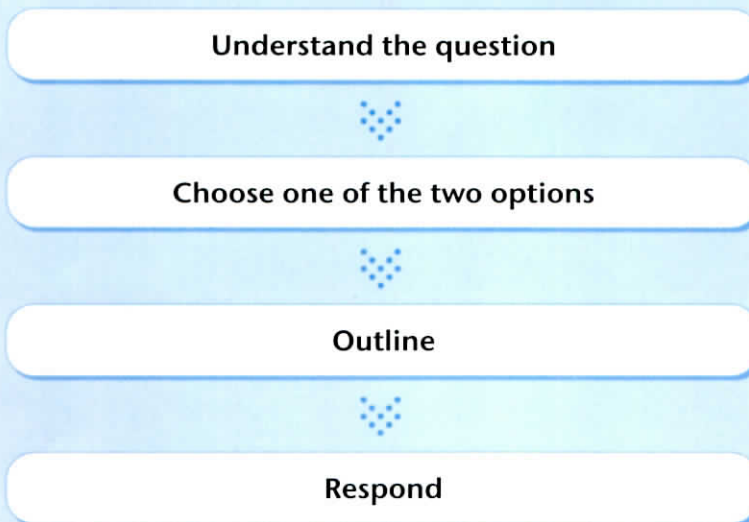
60 seconds



Question Types for Task 2

- Some people like to do activities (e.g. a picnic, a walk, a short trip, a game) during a holiday. Other people prefer to stay home and relax. Which way do you prefer and why?
- Some students prefer living with a roommate, while others prefer to live alone. Which do you prefer and why?
- Some people prefer to do extra work for more money, while others prefer to have more free time and spend less money. Which option do you prefer and why?
- Some people feel that a class grade should be determined by several tests, while others feel that a class grade should be determined by one research paper. Which opinion do you prefer and why?
- Some people feel that surplus food should be given to starving people, while others feel that surplus food should be sold for profit. Which opinion do you agree with and why?

Responding Process of Task 2



Strategies for Task 2

- Quickly understand what the question asks you to do
- Choose one of the two options as quickly as you can
- Produce many ideas through a brainstorming process
- Organize the ideas in an outline
- Practice expressing key ideas in complete sentences
- Relax and speak clearly and confidently
- Do not hesitate or mumble, even when you make mistakes
- Remember, your time is limited

Q Some people want to go to the mall with friends and others by themselves. Which of the two ways of shopping do you prefer and why?

Which way
of shopping
do you
prefer?



Go shopping with friends
Go shopping alone
⋮



Have lots of conversation
Get advice
Negotiate better
Borrow money from friends
⋮



Honest opinions about products, compare & contrast freely,
my friends negotiate for me, my supporters, etc

Personal Preference

Task 1 will ask you to describe your personal life, choices, or interests. You need to discuss an issue, a place, a holiday, a person, etc. The topics for Task 1 will vary, but you will always be asked to base your response on your personal opinions or experiences. When you respond, you need to provide your main topic along with reasons and supporting details.

Sample Question MP3 2

- Q** What is your favorite city in the world and why? Please include details and examples in your response.

Preparation time : 15 seconds

Response time : 45 seconds

| Responding process of Task 1 |

Topic

Reason 1 & Details

Reason 2 & Details

Make an outline

Topic	
New York	
Reason 1	Reason 2
Diversity	Convenience
Details	Details
<ul style="list-style-type: none"> - Various kinds of ethnic foods - Lots of people from all around the world 	<ul style="list-style-type: none"> - A good transportation system - Many shopping malls

Sample Response

New York

→ My favorite city in the world is New York.

Diversity – Various kinds of ethnic foods – Lots of people from all around the world

→ First, I like New York because of its diversity. Meeting lots of people from all around the world and tasting various kinds of ethnic foods are what I love about New York.

Convenience – A good transportation system – Many shopping malls

→ Second, to live in New York is to live among many conveniences. That I can live my life with a good transportation system and many shopping malls around is one of the greatest merits of living in New York.

It is very important that you practice making key ideas into complete sentences. As you practice more, you will gain confidence to respond to the questions of Task 1.

1 Outlining

» Read the questions and develop your ideas.

- 1** What is the most fascinating place you have ever visited and what made it so interesting? Please include specific details and examples in your response.

Place		Why		Details
Boston	→	Beautiful, ethnic food, convenient ...	→	Splendid buildings, transportation ...
Paradise Hotel	→	Huge, western style, delicious food ...	→	Gorgeous, cheap ...

- 2** Describe an activity you would like to do on weekends and explain why. Include details and examples to support your explanation.

Activity		Why		Details
	→		→	
	→		→	

- 3** If you could do one thing to improve your community, what would you do and why? Please include specific details and examples in your response.

Thing		Why		Details
	→		→	
	→		→	

- 4** What do you think is the most helpful device ever invented and why do you think so? Include details and examples to support your explanation.

Device		Why		Details
	→		→	
	→		→	

» Read the questions and fill in the blanks with key ideas.

- 1** What is the most fascinating place you have ever visited and what made it so interesting? Please include specific details and examples in your response.

Topic

Boston

Reason 1

Beautiful

Reason 2

Convenient

Details

Streets are filled with splendid buildings

Details

A well-organized transportation system

- 2** Describe an activity you would like to do on weekends and explain why. Include details and examples to support your explanation.

Topic

Reason 1

Reason 2

Details

Details

- 3** If you could do one thing to improve your community, what would you do and why? Please include specific details and examples in your response.

Topic

Reason 1

Reason 2

Details

Details

- 4** What do you think is the most helpful device ever invented and why do you think so? Include details and examples to support your explanation.

Topic

Reason 1

Reason 2

Details

Details

② Speaking Grammar

■ Sentence Structure: **Subject + Predicate**

Noun + Verb

My favorite activity **is** to play soccer.

To infinitive + Verb

To play soccer in front of thousands of fans **would be** my dream come true.

Gerund + Verb

Playing soccer **is** my favorite activity during weekends.

Noun clause + Verb

That playing soccer is my favorite activity **is known** to all my friends.

■ Templates

- Templates for Topic Sentences

As far as I'm concerned

As far as I'm concerned, my favorite activity is to play soccer.

In my opinion,

In my opinion, there is no better way to spend one's weekend than playing soccer.

- Templates for Reason Sentences

One reason is that...

One reason is that soccer is exciting.

The other reason is that...

The other reason is that playing soccer is a great way to enjoy spending my time.

- Templates for Detail Sentences

What I'm saying is that...

What I'm saying is that soccer is so fun that I even forget to eat while playing it.

In other words,

In other words, soccer is an excellent activity that I can enjoy with my friends.

» Complete and speak your answers.

1 What is the most fascinating place you have ever visited and what made it so interesting? Please include specific details and examples in your response.

Topic As far as I'm concerned, *Boston is the most fascinating place in the world.*

Reason 1 One reason is that *Boston is very beautiful.*

Details What I am saying is that *the streets in Boston are filled with splendid buildings.*

Reason 2 The other reason is that *Boston is very convenient.*

Details In other words, *Boston has a good transportation system. So, it's very convenient to commute in Boston.*

2 Describe an activity you would like to do on weekends and explain why. Include details and examples to support your explanation.

Topic In my opinion, _____

Reason 1 One reason is that _____

Details What I am saying is that _____

Reason 2 The other reason is that _____

Details In other words, _____

- 3** If you could do one thing to improve your community, what would you do and why? Please include specific details and examples in your response.

Topic As far as I'm concerned, _____

Reason 1 One reason is that _____

Details What I am saying is that _____

Reason 2 The other reason is that _____

Details In other words, _____

- 4** What do you think is the most helpful device ever invented and why do you think so? Include details and examples to support your explanation.

Topic In my opinion, _____

Reason 1 One reason is that _____

Details What I am saying is that _____

Reason 2 The other reason is that _____

Details In other words, _____

- Put a slash ("/") where you want to pause (before commas, prepositions, conjunctions, etc.) and respond slowly.

As far as I'm concerned, / Boston is the most fascinating place for me. / One reason is that / Boston is very beautiful. / What I am saying is that / the streets in Boston are filled with splendid buildings. / The other reason is that / Boston is very convenient. / In other words, / Boston has a good transportation system. / So, / it's very convenient to commute in Boston.

* As shown above, practice the delivery with your answers for Q2, Q3, & Q4.

Read the evaluation questions and check the level of your delivery. On a scale from 1 to 5 (1=very poor, 2=poor, 3=OK, 4=good, 5=very good), rank your delivery accordingly.

Could you complete your response?	1	2	3	4	5
Is your answer coherent and unified?	1	2	3	4	5
Do you find a sequence in your response?	1	2	3	4	5
How is the use of vocabulary?	1	2	3	4	5
Does your response show grammatical structures?	1	2	3	4	5
How is the use of idiomatic expressions?	1	2	3	4	5
Is your response fluent and smooth?	1	2	3	4	5
Is your pronunciation clear?	1	2	3	4	5
How is the use of stress and intonation?	1	2	3	4	5

* Use the extra evaluation sheets provided at the end of the main textbook (p.227) and evaluate your deliveries for Q2, Q3, & Q4.

Practice Questions

» Read the questions and speak your answers.

- 1 If you could only take one entertainment item with you on vacation, what would it be and why would you take it? Include details and examples in your response.

Preparation time : 15 seconds | Response time : 45 seconds

- 2 Describe your favorite mode of transportation and why it is your favorite. Please include details and examples in your response.

Preparation time : 15 seconds | Response time : 45 seconds

- 3** What was your proudest moment in school and why are you proud of that moment? Use specific examples and details in your response.

Preparation time : 15 seconds | Response time : 45 seconds

- 4** If you could change one policy at your school, what policy would you change and why would you change it? Include examples and details to support your explanation.

Preparation time : 15 seconds | Response time : 45 seconds

Practice Questions

- 5** Describe an interesting person you know and explain why you find that person interesting. Please include examples and details in your response.

Preparation time : 15 seconds | Response time : 45 seconds

- 6** Describe a musical instrument that you would like to learn to play and explain why you want to learn it. Use specific details and examples in your response.

Preparation time : 15 seconds | Response time : 45 seconds

- 7** Describe an event that was historically important for your country and explain why. Please include specific details and examples in your response.

Preparation time : 15 seconds | Response time : 45 seconds

- 8** Describe a person that you think has a great influence on people's lives today. Include specific details and examples in your response.

Preparation time : 15 seconds | Response time : 45 seconds

- **spare time** free time
- **talent** *n.* ability, gift
- **dream job** desirable job
- **hiking** *n.* climbing
- **genealogy** *n.* family tree
- **surfing the Internet** using the Internet
- **babysitting** *n.* taking care of children
- **enthusiasm** *n.* passion, zeal
- **attempt** *n.* try
- **look up to** to admire
- **a lifetime friend** a close friend
- **study abroad** study in a foreign country
- **go to the theater** watch a movie
- **hang out** spend time socially
- **egocentric** *adj.* selfish
- **ambitious** *adj.* aspiring
- **determined** *adj.* strong minded
- **hilarious** *adj.* very funny
- **hasty decisions** quick decisions
- **coincidence** *n.* accidental happening
- **kind-hearted** *adj.* compassionate
- **self-assured** *adj.* confident
- **reluctant** *adj.* unwilling
- **conservative** *adj.* traditional
- **discern** *v.* tell the difference
- **sluggish** *adj.* lazy
- **insolent** *adj.* rude
- **stimulate** *v.* motivate
- **skillful** *adj.* having skills
- **thoughtful** *adj.* caring
- **vigorous** *adj.* strong
- **pleasant** *adj.* pleasing
- **adorable** *adj.* lovable
- **chore** *n.* everyday jobs
- **beware** *v.* be careful
- **vulnerable** *adj.* weak
- **tardy** *adj.* late
- **urgent** *adj.* needing immediate attention
- **feel at home** feel comfortable
- **stressed out** exhausted

A Choose the word which is closest in meaning to the vocabulary listed below.

- | | | |
|-----------------|---|-------------------------|
| 1. Genealogy | • | (a) Confident |
| 2. Determined | • | (b) Tell the difference |
| 3. Vigorous | • | (c) Rude |
| 4. Discern | • | (d) Strong minded |
| 5. Self-assured | • | (e) Family tree |
| 6. Sluggish | • | (f) Lazy |
| 7. Vulnerable | • | (g) Strong |
| 8. Insolent | • | (h) Weak |
| 9. Pleasant | • | (i) Late |
| 10. Tardy | • | (j) Pleasing |

B Complete the sentences by filling in the blanks.

hilarious
egocentric

reluctant
genealogy

enthusiasm
conservative

kind-hearted
pleasant

looked up to
chores

1. People who have _____ are very diligent and passionate in whatever they do.
2. The _____ party did not want him to be the president of the U.S.A.
3. The Indians were _____ to eat the pizza because they didn't like instant food.
4. Most students in the class _____ their teacher.
5. An _____ person rarely cares about the thoughts and feelings of others.

Paired Choice

Task 2 asks you to choose one of two perspectives on a given issue or one of two alternative ways of doing something. Choose one point of view as quickly as you can and prepare your response. When you respond, you need to provide your main topic along with reasons and supporting details.

Sample Question MP3 3

- Q** Some course grades are largely based on students' individual projects, while other courses put great importance on team projects. Which way of grading do you prefer and why? Please include details and examples in your response.

Preparation time : 15 seconds

Response time : 45 seconds

| Responding process of Task 2 |

Topic

Reason 1 & Details

Reason 2 & Details

Make an outline

Topic	
Individual Projects	
Reason 1	Reason 2
Fairer way to grade students	Better results
Details	Details
- Team project: only 1 or 2 stud. work hard.	- Ind. proj. motivate stud. to study harder
- Everyone gets the same grade: Not fair!	- Team papers tend to be short & superficial

Sample Response

Individual projects

→ In my opinion, individual projects should be considered more important than team projects when grading students' performances.

Fairer way to grade students - Team project: only 1 or 2 stud. work hard. - Everyone gets the same grade: Not fair!

→ This is because I believe the grading system based on individual work is a fairer way to grade students. Nine times out of ten, only one or two students really work hard on a team project. So, it is not fair if every member of a team gets the same grade regardless of their contribution.

Better results - Ind. proj. motivate stud. to study harder - Team papers tend to be short & superficial

→ Another reason is that focusing on individual projects can derive better results from students. Individual projects give students motivation to study harder, since students are aware that they're going to be graded based on their own work, while team papers tend to be relatively short and superficial.

It is very important that you practice making key ideas into complete sentences. As you practice more, you will gain confidence to respond to the questions of Task 2.

1 Outlining

» Read the questions and develop your ideas.

- 1** Some people like listening to music while they study, and others would rather not listen to music while studying. Which do you prefer and why?

Study with music		Why		Details
Listen to music	→	Makes studying fun, blocks other noise ...	→	Keeps me awake, time goes fast, TV, family talking ...
No music	→	Concentrate better, studying is priority ...	→	No sounds, study only, understand ↑

- 2** Some people like eating dinner at home on their birthdays, while others like going out to nice restaurants for their birthdays. Which do you prefer and why?

Where to eat		Why		Details
	→		→	
	→		→	

- 3** Some people would like one four-month summer vacation from school, while other people would like separate, shorter vacations. Which option do you prefer and why?

Kind of vacation		Why		Details
	→		→	
	→		→	

- 4** Some people prefer to work during the day, while others prefer to work at night. Which way do you prefer and why?

When to work		Why		Details
	→		→	
	→		→	

» Read the questions and fill in the blanks with key ideas.

- 1** Some people like listening to music while they study, and others would rather not listen to music while studying. Which do you prefer and why?

Topic	
Listen to music	
Reason 1	Reason 2
Makes studying fun	Blocks other noise
Details	Details
- Keeps me awake	- TV
- Time goes fast	- Family talking

- 2** Some people like eating dinner at home on their birthdays, while others like going out to nice restaurants for their birthdays. Which do you prefer and why?

Topic	
Reason 1	Reason 2
Details	Details

- 3** Some people would like one four-month summer vacation from school, while other people would like separate, shorter vacations. Which option do you prefer and why?

Topic	
Reason 1	Reason 2
Details	Details

- 4** Some people prefer to work during the day, while others prefer to work at night. Which way do you prefer and why?

Topic	
Reason 1	Reason 2
Details	Details

② Speaking Grammar

■ Sentence Structure: Comparatives

1 & 2 syllables: **adj. + -er**

Living in a small town is wiser than living in a big city.

3 syllables: **more + adj.**

People who live in a small town feel more comfortable than people who live in a big city.

Descriptive adj. (awake, alike, alone): **more + adj.**

People living in a small town are more aware of the quality of living than people living in a big city are.

■ Templates

- Templates for Topic Sentences

I would say that

I would say that people living in a small town are wiser than people living in a big city.

I believe that...

I believe that people living in a small town feel more comfortable than people living in a big city.

- Templates for Reason Sentences

That's because...

That's because it's especially better to raise kids in a small town.

Furthermore,

Furthermore, people who live in a small town feel more comfortable than people who live in a big city.

- Templates for Detail Sentences

I mean...

I mean our kids can benefit from a safe environment and a friendly neighborhood.

Especially,

Especially, clean air and pure water can help maintain good health.

» Complete and speak your answers.

1 Some people like listening to music while they study, and others would rather not listen to music while studying. Which do you prefer and why?

Topic I would say that listening to music while I study is more helpful than not listening to music.

Reason 1 That's because music makes studying fun.

Details I mean I can stay awake while studying if I listen to music that I love. Besides, I feel that time flies when I listen to my favorite music while studying.

Reason 2 Furthermore, I won't be disturbed by noise if I listen to music when I study.

Details Especially, my family and relatives often gather together to watch TV and have talks. If I listen to music while studying, I won't be annoyed by noise outside my room.

2 Some people like eating dinner at home on their birthdays, while others like going out to nice restaurants for their birthdays. Which do you prefer and why?

Topic I believe that _____

Reason 1 That's because _____

Details I mean _____

Reason 2 Furthermore, _____

Details Especially, _____

- 3** Some people would like one four-month summer vacation from school, while other people would like separate, shorter vacations. Which option do you prefer and why?

Topic I would say that _____

Reason 1 That's because _____

Details I mean _____

Reason 2 Furthermore, _____

Details Especially, _____

- 4** Some people prefer to work during the day, while others prefer to work at night. Which way do you prefer and why?

Topic I believe that _____

Reason 1 That's because _____

Details I mean _____

Reason 2 Furthermore, _____

Details Especially, _____

- Put a slash ("/") where you want to pause (before commas, prepositions, conjunctions, etc.) and respond slowly.

I would say that listening to music / while I study is more helpful than not listening to music. / That's because / music makes studying fun. / I mean / I can stay awake while studying / if I listen to music that I love. / Besides, / I feel that time flies / as I listen to my favorite music while studying. / Furthermore, / I won't be disturbed by noise / if I listen to music when I study. / Especially, / my family and relatives often gather together to watch TV / and have talks. / If I listen to music while studying, / I won't be annoyed by noise / outside my room.

* As shown above, practice the delivery with your answers for Q2, Q3, & Q4.

Read the evaluation questions and check the level of your delivery. On a scale from 1 to 5 (1=very poor, 2=poor, 3=OK, 4=good, 5=very good), rank your delivery accordingly.

Could you complete your response?	1	2	3	4	5
Is your answer coherent and unified?	1	2	3	4	5
Do you find a sequence in your response?	1	2	3	4	5
How is the use of vocabulary?	1	2	3	4	5
Does your response show grammatical structures?	1	2	3	4	5
How is the use of idiomatic expressions?	1	2	3	4	5
Is your response fluent and smooth?	1	2	3	4	5
Is your pronunciation clear?	1	2	3	4	5
How is the use of stress and intonation?	1	2	3	4	5

* Use the extra evaluation sheets provided at the end of the main textbook (p.227) and evaluate your deliveries for Q2, Q3, & Q4.

Practice Questions

» Read the questions and speak your answers.

- 1 Some students prefer living with a roommate, while others prefer to live alone. Which do you prefer and why?

Preparation time : 15 seconds | Response time : 45 seconds

- 2 Some people like to do activities (e.g. a picnic, a walk, a short trip, playing a game) on a holiday. Other people prefer to stay home and relax. Which way do you prefer and why?

Preparation time : 15 seconds | Response time : 45 seconds

- 3** Some people think that schools should emphasize the learning of art, while others think that the learning of science is more important. Which opinion do you agree with and why?

Preparation time : 15 seconds | Response time : 45 seconds

- 4** Some people prefer to do extra work for more money, while others prefer to have more free time and spend less money. Which option do you prefer and why?

Preparation time : 15 seconds | Response time : 45 seconds

Practice Questions

- 5** Some people think that colleges should not keep students for more than five years, while others think colleges should allow students to attend as long as necessary. Which opinion do you agree with and why?

Preparation time : 15 seconds | Response time : 45 seconds

- 6** Some people feel that a class grade should be determined by several tests, while others feel that a class grade should be determined by one research paper. Which opinion do you prefer and why?

Preparation time : 15 seconds | Response time : 45 seconds

- 7** Some people like riding in carpools, while others like riding alone. Which option do you prefer and why?

Preparation time : 15 seconds | Response time : 45 seconds

- 8** Some people feel that surplus food should be given to starving people, while others feel that surplus food should be sold for profit. Which opinion do you agree with and why?

Preparation time : 15 seconds | Response time : 45 seconds

- **eat out** having meals at a restaurant
- **trivial** *adj.* insignificant
- **go through** undergo
- **preference** *n.* liking
- **appreciation** *n.* thanks

- **convenience** *n.* easy
- **intelligence** *n.* cleverness
- **cost-effective** *adj.* cheap
- **vice versa** *adv.* conversely
- **hold your horses** be patient

- **pick up your ears** listen carefully
- **judgmental** *adj.* critical
- **expectant** *adj.* expecting for something good
- **awesome** *adj.* very amazing
- **skeptical** *adj.* doubtful

- **self-centered** *adj.* selfish
- **high-spirited** *adj.* full of joy
- **anxious** *adj.* worried
- **tip of the iceberg** a small visible part
- **to make a long story short** to simplify

- **prejudiced** *adj.* biased
- **outdated** *adj.* old-fashioned
- **endurance** *n.* patience
- **magnificent** *adj.* very good
- **educated** *adj.* having gained knowledge at school

- **opinionated** *adj.* expressing one's opinion strongly
- **passionate** *adj.* having strong zeal
- **optimistic** *adj.* positive
- **hesitation** *n.* pause due to uncertainty or fear
- **idealistic** *adj.* believing in something good

- **outgoing** *adj.* sociable
- **pathetic** *adj.* causing sadness or sympathy
- **gifted** *adj.* outstanding
- **termination** *n.* end, stop
- **modify** *v.* change

- **intervene** *v.* intentionally get involved
- **give it a try** attempt
- **come up with** suggest
- **at the end of the day** in the long run
- **long for** desire

A

Choose the word which is closest in meaning to the vocabulary listed below.

- | | | |
|------------------|---|-------------------|
| 1. Prejudiced | • | (a) Very good |
| 2. Outgoing | • | (b) Attempt |
| 3. Trivial | • | (c) Sociable |
| 4. Give it a try | • | (d) Insignificant |
| 5. Self-centered | • | (e) End |
| 6. Termination | • | (f) Critical |
| 7. Magnificent | • | (g) Biased |
| 8. Judgmental | • | (h) Suggest |
| 9. Come up with | • | (i) Patience |
| 10. Endurance | • | (j) Selfish |

B

Complete the sentences by filling in the blanks.

pathetic
awesome

anxious
come up with

skeptical
long for

optimistic
convenience

outdated
educated

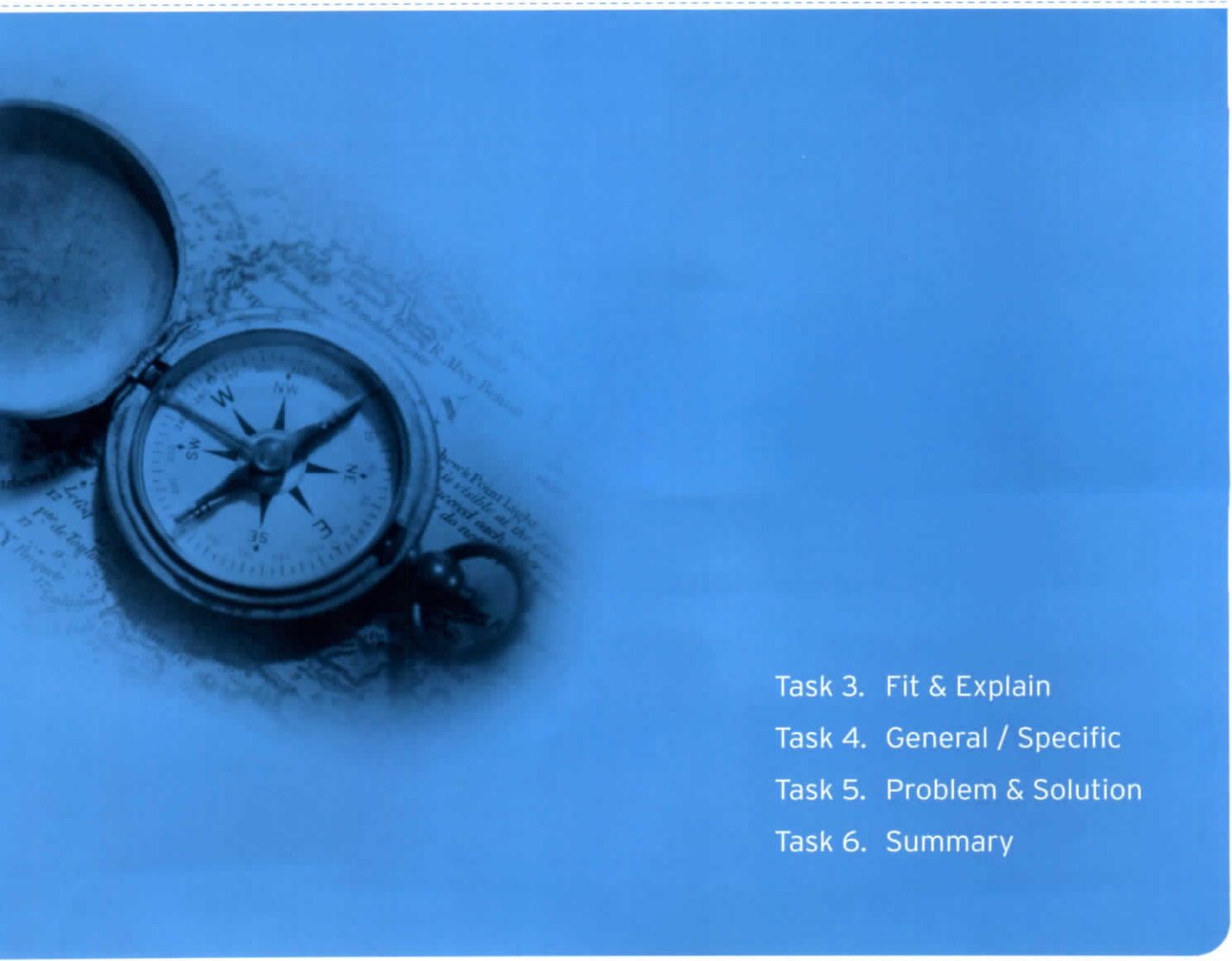
- The _____ man was so knowledgeable that he could answer all the questions asked.
- Though he did very poorly on his mid-term test, he was _____ about the result of the test.
- I couldn't _____ any solution to handle that situation because I was completely lost at that time.
- I am so lucky that a(n) _____ store is located right next to my house.
- The concert ticket was very expensive, but the performance was _____ last night.

P A R T

B



Integrated Tasks



Task 3. Fit & Explain

Task 4. General / Specific

Task 5. Problem & Solution

Task 6. Summary

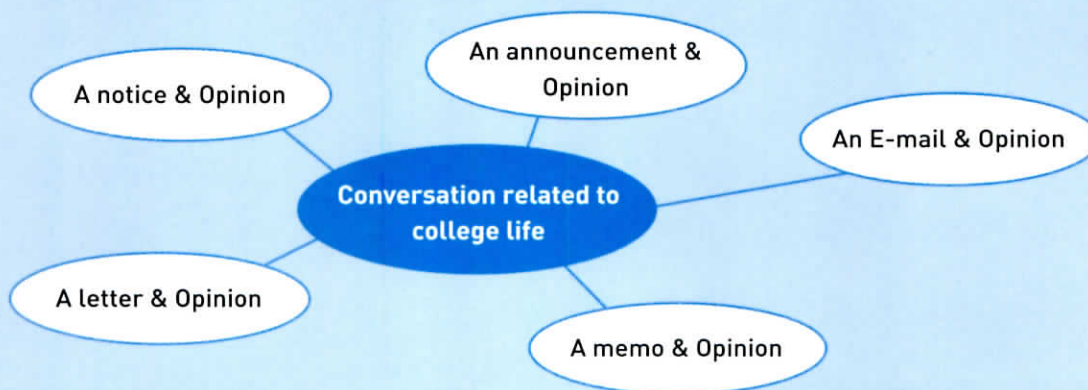
Integrated Speaking Tasks

In this section, you will demonstrate your ability to synthesize and paraphrase the listening and/or reading passages. In the Integrated Speaking section you will respond to tasks 3, 4, 5, and 6. Tasks 3 and 4 contain both reading and listening passages, and tasks 5 and 6 contain listening passages only. Tasks 3 & 5 ask questions related to campus life, and tasks 4 and 6 ask questions related lectures. With the exception of Task 5, you are not basing your responses on your personal opinions or experiences but solely on information from the listening and/or reading passages.

Task 3

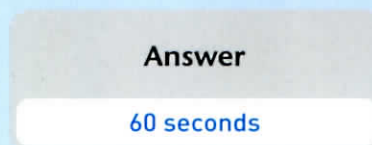
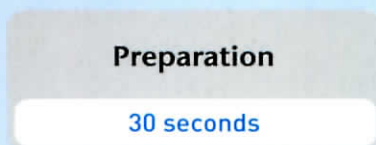
What does the question ask?

- It asks you to read an announcement, a notice, an E-mail, or even a memo left on a bulletin board. After reading, you will listen to a conversation between a male and a female student. They will discuss the reading and one of the two students will explain his or her opinions about the reading. Your task is to explain the reading and restate the main student's opinion, providing sufficient reasons and details.



How much time do I have?

- 90 seconds



Question Types for Task 3

- The man expresses his opinion of the announcement made by the Athletics Office. State his opinion and explain the reasons he gives for holding that opinion.
- The woman expresses her opinion of the school's plan for the book sale. State her opinion and explain the reasons she gives for holding that opinion.
- The woman expresses her opinion of the announcement made by the university library. State her opinion and explain the reasons she gives for holding that opinion.
- The man expresses his opinion of the announcement about the car ban for freshmen. State his opinion and explain the reasons he gives for holding that opinion.

Responding Process of Task 3

Understand the question



Read the passage & Take notes



Listen to the conversation & Take notes

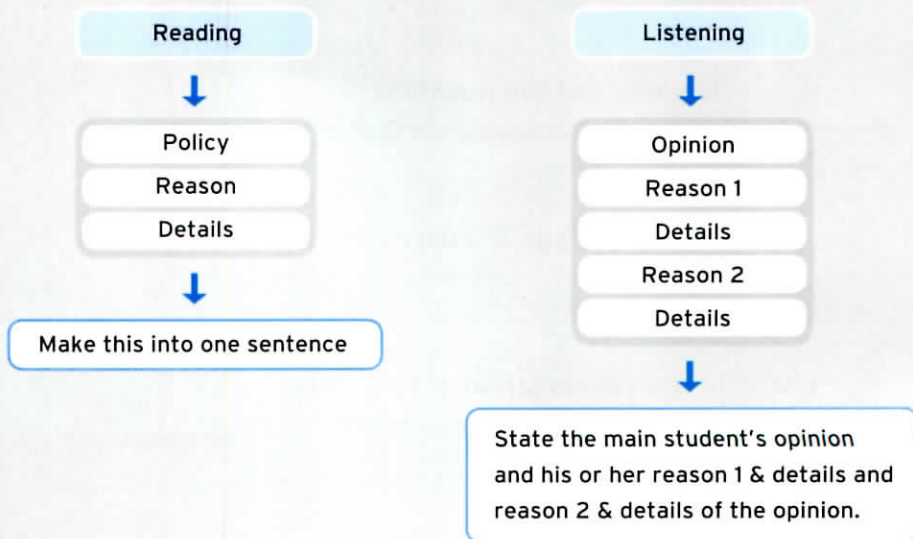


Respond

Strategies for Task 3

- Quickly understand what the question asks you to do
- Find the main student when listening to the conversation
- As you read and listen, organize the major ideas in an outline
- Practice expressing key ideas in complete sentences
- Relax and speak clearly and confidently
- Do not hesitate or mumble, even when you make mistakes
- Remember, your time is limited

Q The man expresses his opinion of the university's policy on academic probation. State his opinion and explain the reasons he gives for holding that opinion.

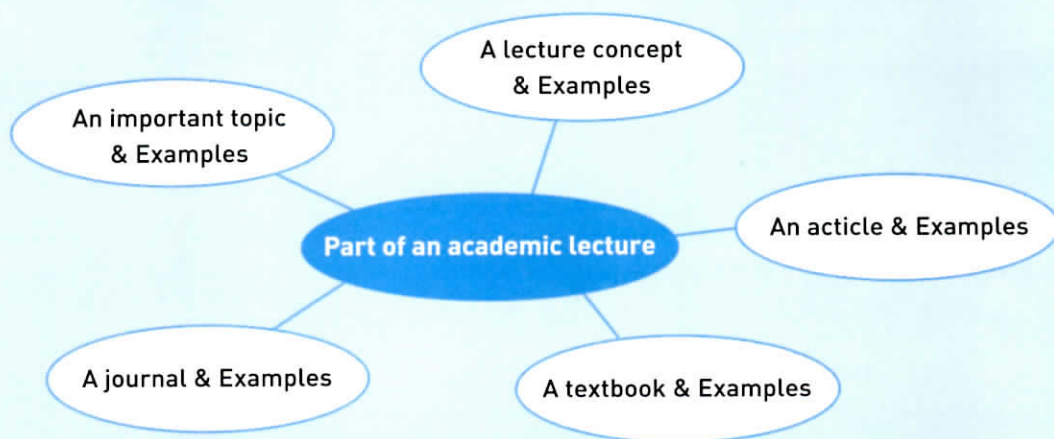


Tip When reading, try to understand the main idea of a policy change, a student's writing, etc. Then, jot down an opinion, reasons, and supporting details of the main student when you listen to the conversation between the two students.

Task 4

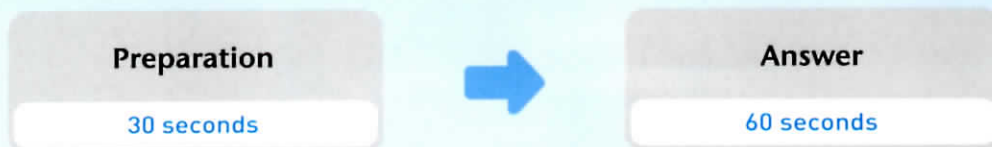
What does the question ask?

- It asks you to read an article, a textbook, or a journal. After reading, you will listen to part of a lecture. Your task is to understand the main idea of the reading passage and listen to the lecture that provides two examples of the main idea. The question will ask you to integrate the reading and listening passages and explain how the lecture is related to the reading.



How much time do I have?

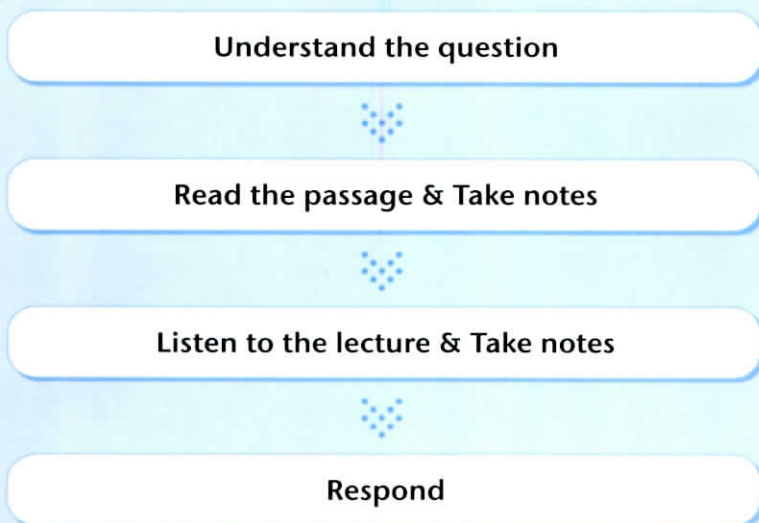
- 90 seconds



Question Types for Task 4

- The professor explains the principle of mountain-building through folding by giving examples. Explain how the examples illustrate the concept of mountain-building through folding.
- The professor talks about why entrepreneurs study public demand for certain goods. Explain how this relates to the concept of opportunity costs.
- The professor talks about voluntary and involuntary organic functions in humans. Explain how this demonstrates the functioning of the nervous system.
- The professor describes the halo effect by providing two examples. Explain how these examples demonstrate how the halo effect works and how it is applied.

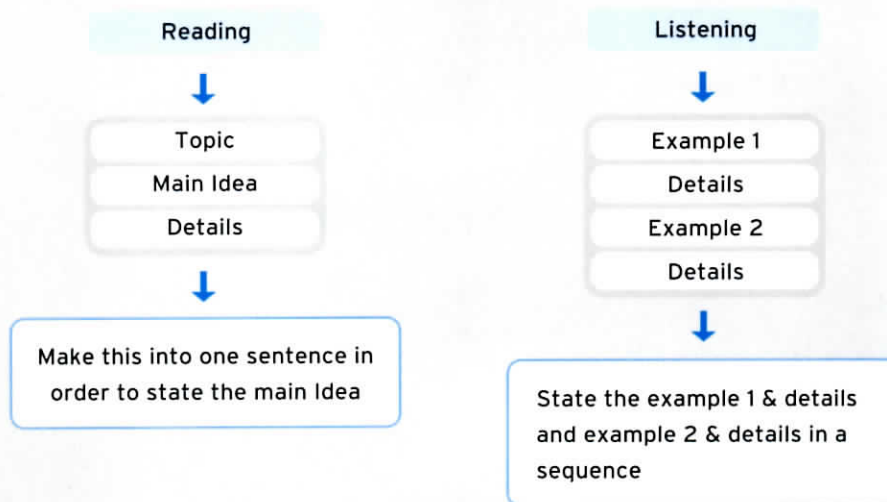
Responding Process of Task 4



Strategies for Task 4

- Quickly understand what the question asks you to do
- Find the two examples of the main idea when you listen to the lecture
- As you read and listen, organize the major ideas in an outline
- Practice expressing key ideas in complete sentences
- Relax and speak clearly and confidently
- Do not hesitate or mumble, even when you make mistakes
- Remember, your time is limited

Q The professor describes the halo effect by providing two examples. Explain how these examples demonstrate how the halo effect works and how it is applied.

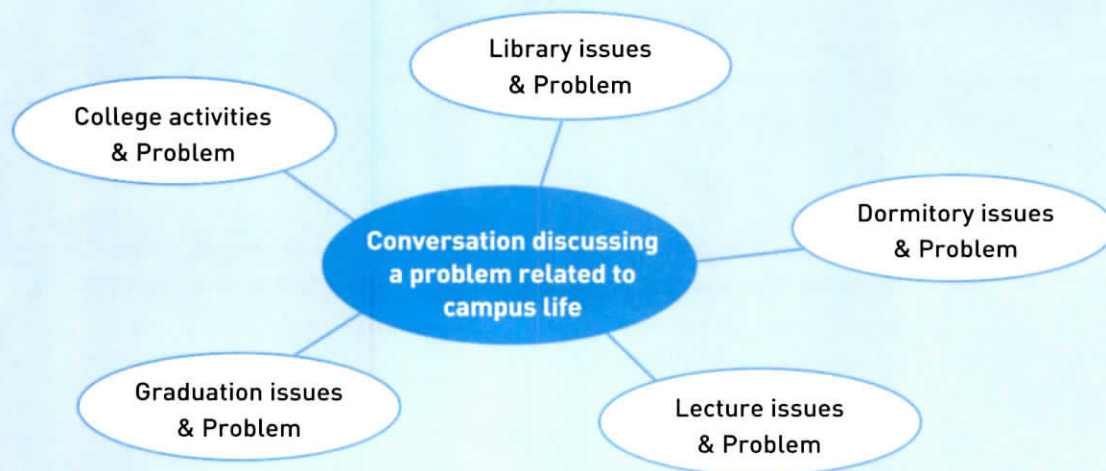


Tip Try to understand the main idea of the reading passage and jot down two examples of the main idea as you listen to the lecture. It is very important to logically connect the main idea of the reading with the given examples in the lecture when responding to the question.

Task 5

What does the question ask?

- It asks you to listen to a conversation between two students. They will discuss an issue related to campus life. After listening to the conversation, the question will ask you to state the main student's problem along with two possible solutions to the problem mentioned in the conversation. Then, you will be asked to choose one of the two solutions and explain why you chose it.



How much time do I have?

- 80 seconds



Question Types for Task 5

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

Responding Process of Task 5

Understand the question



Listen to the conversation & Take notes

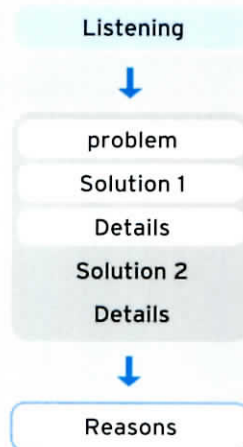


Respond

Strategies for Task 5

- Quickly understand what the question asks you to do
- Note the problem and two solutions when you listen to the conversation.
- Quickly choose a solution you prefer and provide reasons for it
- Practice expressing key ideas in complete sentences
- Relax and speak clearly and confidently
- Do not hesitate or mumble, even when you make mistakes
- Remember, your time is limited

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

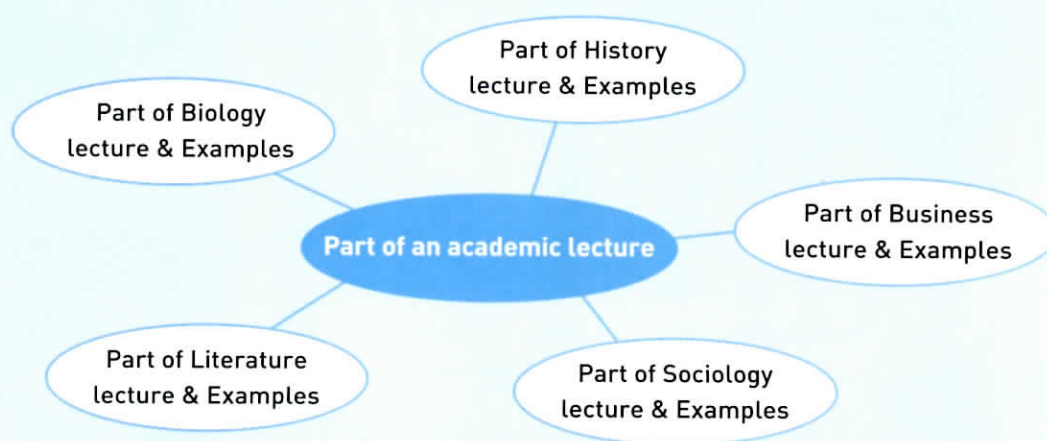


Tip While listening, try to understand the main student's problem and the two possible solutions to the problem as quickly as you can. Then, choose one of the two solutions that you think is better and provide reasons for your choice.

Task 6

What does the question ask?

- It asks you to listen to part of a lecture taken from an academic field such as Psychology, Biology, Sociology, Anthropology, Music, Literature, Business, American history, et cetera. When you listen to the lecture, you need to understand the main idea of the lecture and the two following examples of the main point. Your main task is to organize the lecture content and rephrase the lecture points in your own style.



How much time do I have?

- 80 seconds



Question Types for Task 6

- Using points and examples from the talk, explain how the desire for more land and taxation without representation led to the American Revolution.
- Using points and examples from the talk, explain how sublimation and activism have motivated writers to create literature.
- Using points and examples from the talk, explain how the ability to build a resistance to toxins is harmful to humans.
- Using points and examples from the talk, explain how the situations of Presidents Nixon and Bush illustrate the concept of checks and balances.

Responding Process of Task 6

Understand the question



Listen to the lecture & Take notes

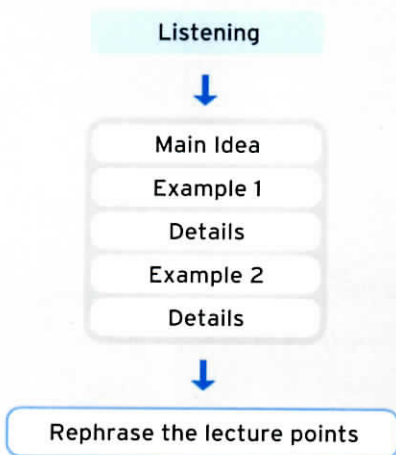


Respond

Strategies for Task 6

- Quickly understand what the question asks you to do
- Note the main idea of the lecture and the two following examples with specific details
- As you listen, organize the major ideas of the lecture and make a clear outline
- Practice expressing key ideas in complete sentences
- Relax and speak clearly and confidently
- Do not hesitate or mumble, even when you make mistakes
- Remember, your time is limited

Q Using points and examples from the talk, explain how the electric guitar and the multi-track recorder illustrate the role of technology in music.



Tip As you listen to the lecture, you need to write down a few things in abbreviated forms. Jot down only key ideas that best describe the lecture. Always listen carefully for the main idea along with its explanation and the two following examples with specific examples or details. Your task is to rephrase the lecture points in an orderly manner.

Fit & Explain

Task 3 consists of a question related to college life. You will read a passage and listen to a conversation between two students discussing the reading. You will need to understand their conversation and state the main student's opinion, reasons, and details accordingly.

Sample Question MP3 4

Reading The university is planning to renovate the library building. Read the announcement made by the construction office.

Announcement from the Construction Office

Due to the lack of adequate space, the college will restructure the top three floors of its library for renovation. Over the next three months, we will be working on these floors in order to create space for more rows of bookshelves. Because of safety concerns, we will have to close this area off to anyone who isn't on the construction crew. If students need to retrieve materials from these floors, they must submit a request form to the library's main circulation desk. The floors will be closed starting today.

Checkpoints

- ☐ Policy
- ☐ Reason
- ☐ Details

Listening Now listen to two students as they discuss the announcement.

M: Tammy! Hey, how are you doing?

W: I'm doing okay, but I'm a little annoyed about the library.

M: Oh, you mean that announcement about closing the top three floors?

W: Yeah. I mean, they don't have to close off portions of the library just to make more space for books. They have a lot of room in the library's basement, which is mostly unused storage. If they cleared that out, then they could put all of their older books down there. Instead, they've made parts of the library inaccessible, so now students can't get books from the top floors when they need them.

M: Well, you can get them, but you just have to ask the circulation desk for them.

W: Have you ever requested a book at the circulation desk? It can take a long time for them to find certain books, and sometimes they can't find your book at all. I would much rather have a small number of books I can find than a large number of books that I can't find.

Checkpoints

- ☐ Opinion
- ☐ Reason 1
- ☐ Details
- ☐ Reason 2
- ☐ Details

- Q** The woman expresses her opinion of the announcement made by the Construction Office. State her opinion and explain the reasons she gives for holding that opinion.

Preparation time : 30 seconds

Response time : 60 seconds

Responding process of Task 3

Opinion

Reason 1 & Details

Reason 2 & Details

Reading note

Policy
Library reno.

Reason
Lack of space

Details
- Top 3 fls. to be closed for 3 months.
- Submit a req. form to get matls.

Listening note

Opinion
Disagree

Reason 1
Closing: not necessary

Details
- Can use space in the basmt.

Reason 2
Rather have a small number of books she can find

Details
- Circ. desk: takes a long time / can't find books sometimes.

Sample Response

Disagree

→ The woman is against the university's plan to temporarily close off part of the library.

Closing: not necessary – can use space in the basement

→ She opposes the plan because she thinks that the closing is not really necessary. She says that the university can use the space in the library's basement to keep their older books, instead of closing the top floors.

Rather have a small number of books she can find – circ. desk: takes a long time / can't find books sometimes

→ She also says that she would rather have a small number of books she can find than a large number of books that she can't find. That is because it takes a long time for the people at the circulation desk to find books, and sometimes they can't even find the books at all.

1 Outlining

» Take notes as you read the passage and listen to a conversation.

1

Reading The university is planning to extend the running time of its campus buses. Read the announcement from the Office of Student Services.

Announcement from the Office of Student Services

Due to the increase in passengers, the university has decided to run its campus buses past 6:00 p.m. Buses will run until 9:00 p.m. in an effort to accommodate passengers who attend late night classes and other various campus activities. This means that there will be more pedestrians walking in the dark. To discourage dangerous driving in these conditions, speed limits will be strictly enforced, and there will be a major increase in fines for traffic violations on campus.

Listening Now listen to two students discussing the announcement. **MP3 5**

Reading note

Policy

Buses run til 9

Reason

More riders

Details

- More peds. at night/ Higher spd. fines

Listening note

Opinion

Disagree

Reason 1

Will be late for class

Details

- Can't drive fast w/ buses

Reason 2

No need for buses

Details

- Never sees anyone at night

2

Reading The university is planning a ban on loud music in the dormitories after 6:00 p.m. Read the letter sent to the school newspaper.

Letter to the Editor

I would just like to say thank you to the school for banning loud music in the dorms after 6:00 p.m.

I have had trouble studying, sleeping, and even talking on the phone because of people down the hall who blast their music at all hours—up until the early morning! The noise also drowned out fire alarms when we had fire drills. Now we'll be able to hear them if there's actually a fire in the middle of the night.

A concerned student

Listening Now listen to two students discussing the announcement. **MP3 6**

Reading note

Policy

Opinion

Reasons

Listening note

Opinion

Reason 1

Details

Reason 2

Details

② Speaking Grammar

■ Sentence Structure: Simple, compound, & complex sentences

Simple sentences:

S + V

The man agrees with the university's policy.

The woman disagrees with the university's policy.

Compound sentences:

S + V, (FANBOYS) S + V

The letter is opposed to the university's policy, but the woman agrees with the university's policy.

Complex sentences:

Independent + Dependent

The man disagrees with the policy because he believes students have rights to express their opinions.

• FANBOYS: For, And, Nor, But, Or, Yet, and So

• Subordinators: (When, After, Because, Although, Since, etc.) can be placed in front or middle.

■ Templates

- Templates for Opinion Sentences

The man / woman agrees with...

The man agrees with the university's policy to limit the number of audit students in each class.

The man / woman disagrees with ...

The woman disagrees with the university's policy to limit the number of audit students in each class.

- Templates for Reason Sentences

First, she points out that...

First, she points out that the class quality has been very poor because of an excessive number of audit students.

Second, she mentions that...

Second, she mentions that audit students do not concentrate on lectures because they have no need to take exams and write papers.

- Templates for Detail Sentences

What he means is that...

What he means is that audit students have no pressure to do well in class. Thus, they discourage students who need to study hard to pass the course.

For instance,

For instance, many audit students ask questions that aren't directly related to lectures. So, it bothers students who are taking the class for credits.

» Complete and speak your answers.

1 Notes for Question 1

Reading note

Policy

Buses run til 9

Reason

More riders

Details

- More peds. at night/ Higher spd. fines

Listening note

Opinion

Disagree

Reason 1

Will be late for class

Details

- Can't drive fast w/ buses

Reason 2

No need for buses

Details

- Never saw anyone at night

Policy The university has decided to run busses until 9 p.m. because there are many passengers who attend late night classes and campus activities.

Opinion The man disagrees with the announcement that campus buses will run until nine in the evening.

Reason 1 First, he points out that the buses will prevent him from driving quickly enough to get to class on time.

Details What he means is that speed limits will be enforced more and fines for traffic violations will increase, too. So, he will get into trouble if he drives as fast as he'd like to.

Reason 2 Second, he mentions that the policy change is unnecessary.

Details For instance, he argues that he never saw pedestrians or drivers on campus at night, so he doesn't think the buses will help any extra passengers.

2 Use your Notes for Question 2.

Reading note

Policy

Reason

Details

Listening note

Opinion

Reason 1

Details

Reason 2

Details

Policy

Opinion The woman disagrees with

Reason 1 First, she points out that

Details What she means is that

Reason 2 Second, she mentions that

Details For instance,

- Put a slash ("/") where you want to pause (before commas, prepositions, conjunctions, etc.) and respond slowly.

The university / has decided to run buses until 9 p.m. / because there are many passengers / who attend late night classes / and campus activities. / The man disagrees / with the announcement / that campus buses will run until nine / in the evening. / First, / he points out that the buses will prevent him / from driving quickly enough to get to class on time. / What he means is that speed limits / will be enforced more / and fines for traffic violations will increase, too. / So, he will get in trouble / if he drives as fast as he'd like to. / Second, / he mentions that the policy change is unnecessary. / For instance, / he argues that he never saw pedestrians / or drivers on campus at night, / so he doesn't think / the buses will help any extra passengers.

* As shown above, practice the delivery with your answer for Q2.

Read the evaluation questions and check the level of your delivery. On a scale from 1 to 5 (1=very poor, 2=poor, 3=OK, 4=good, 5=very good), rank your delivery accordingly.

Could you complete your response?	1	2	3	4	5
Is your answer coherent and unified?	1	2	3	4	5
Do you find a sequence in your response?	1	2	3	4	5
How is the use of vocabulary?	1	2	3	4	5
Does your response show grammatical structures?	1	2	3	4	5
How is the use of idiomatic expressions?	1	2	3	4	5
Is your response fluent and smooth?	1	2	3	4	5
Is your pronunciation clear?	1	2	3	4	5
How is the use of stress and intonation?	1	2	3	4	5

* Use the extra evaluation sheet provided at the end of the main textbook (p.227) and evaluate your delivery for Q2.

Practice Questions

1

MP3 7

Announcement from the Athletics Office

Due to the arrival of basketball season, the locker rooms in the university stadium will be off limits to anybody who isn't on the men's or women's basketball teams. This policy is the result of the locker rooms being vandalized recently, and the school wants to keep these facilities clean and orderly not only for our team but for visiting teams, as well. Anyone who tries to enter the locker rooms will be escorted off the premises by security.



The man expresses his opinion of the announcement made by the Athletics Office. State his opinion and explain the reasons he gives for holding that opinion.

Preparation time : 30 seconds

Response time : 60 seconds

2

MP3 8

Book Sale This Friday

This is just a reminder to all students that the campus book store will be holding a special sale for all used textbooks this Friday. None of the items on sale will be required for any classes next year. All used textbooks on sale will be marked down by thirty percent, and all of the proceeds from this special sale will go to local charities. If any students would like to donate any used textbooks, please drop them off at the book store before Wednesday.



The woman expresses her opinion of the school's plan for the book sale. State her opinion and explain the reasons she gives for holding that opinion.

Preparation time : 30 seconds

Response time : 60 seconds

3

MP3 9

Announcement from the Academic Office

Due to the large number of new students arriving, the university has decided to offer freshmen three-hour long courses next year. These classes will only meet one day a week for three hours, and they will be offered for every introductory class in all departments. It should be noted that the university is only offering these classes, not requiring them. This only means that freshmen will have more options in arranging their academic schedules.



The man expresses his opinion of the announcement made by the Academic Office. State his opinion and explain the reasons he gives for holding that opinion.

Preparation time : 30 seconds

Response time : 60 seconds

4

MP3 10

Letter to the Editor

I am not happy that the school decided to replace our parking stickers with tags. Why did they feel that this was necessary? Now, I have to hang this new tag on my rear view mirror, and it gets in the way of my view. At least the old stickers were tucked away in a windshield corner where you couldn't see them. Oh, and these tags fall off all the time. At least a parking sticker stays stuck to the car window!

A Sophomore



The man expresses his opinion of the letter published in the school newspaper. State his opinion and explain the reasons he gives for holding that opinion.

Preparation time : 30 seconds

Response time : 60 seconds

- **maintenance office** office for staff members
- **off campus** outside of campus
- **postgraduate** *n.* graduate student
- **resident assistant** dormitory staff
- **mid term test** test taken in the middle of a semester
- **tuition** *n.* education fee
- **transcript** *n.* record
- **alumni** *n.* graduates of the school
- **applicant** *n.* a person who applies for something
- **assistant professor** beginning level professor
- **audit student** a student taking classes for no credits
- **loan** *n.* borrowed money
- **gymnasium** *n.* sports hall
- **extracurricular activities** activities performed by students
- **academic year** the spring and the winter semesters
- **final test** a test taken at the end of a college course
- **handout** *n.* a copied set of readings or exercises
- **withdrawal** *n.* giving up taking classes
- **job fair** an exposition for recruiters and employers to meet with prospective job seekers
- **academic adviser** someone who guides students to academic success by providing informed advice
- **student council** student committee
- **add/drop form** a form for adding or dropping courses
- **academic warning** notice that a student's scholastic record is unsatisfactory
- **admissions committee** a group of admission officials
- **circulation desk** the service point for library uses to check in & check out books
- **advance registration** registering for classes early
- **study abroad program** studying in a foreign country for a limited time
- **research paper** a type of paper dealing with investigation of a significant topic
- **prerequisite course** required course
- **liberal arts** academics focused on broadening general knowledge and developing intellectual capabilities
- **inter-library loan** a system through which one can borrow books or receive photocopies of documents owned by another library
- **undergraduate** *n.* education taken prior to gaining a bachelor's degree
- **writing sample** writing example
- **international student office** an office providing services for foreign students and study abroad programs

A

Choose the word which is closest in meaning to the vocabulary listed below.

- | | | |
|-------------------------|---|------------------------------------|
| 1. Loan | • | (a) Required course |
| 2. Student council | • | (b) Student committee |
| 3. Prerequisite course | • | (c) A group of admission officials |
| 4. Postgraduate | • | (d) Sports hall |
| 5. Admissions committee | • | (e) Borrowed money |
| 6. Transcript | • | (f) Graduate student |
| 7. Withdrawal | • | (g) Education fee |
| 8. Tuition | • | (h) Giving up taking classes |
| 9. Off campus | • | (i) Outside of campus |
| 10. Gymnasium | • | (j) Record |

B

Complete the sentences by filling in the blanks.

academic warning
academic adviser
research paper

circulation desk
audit students
extracurricular activities

alumni
job fairs

assistant professor
off campus

- I have to visit my college because I am a member of the _____ association.
- Many people believe that _____ are becoming a more common method of entry level recruiting and initial screening.
- Freshmen are easily placed on _____ because they are not accustomed to studying hard.
- You should listen to your _____ because he can assist you in choosing the proper classes to succeed in college.
- All of my friends live _____, so that I don't have anyone to play soccer with on campus.

General / Specific

In Task 4, you will read an article, a textbook, or a journal. As soon as the reading time expires, you will listen to part of a lecture. Here, you need to integrate information from both the reading and listening passages and answer the question accordingly.

Sample Question MP3 11

Reading Now read a passage about role conflict.

Role Conflict – Topic

Every person has different roles to play in life. A man may be both a father and a husband. Each of these roles carries its own set of responsibilities that the man must try to fulfill. Role conflict occurs when the responsibilities imposed by one role directly contradict the responsibilities of another role, making it impossible to fulfill the responsibilities of both roles. Role conflicts must be resolved by abandoning the responsibilities of one role.

Checkpoints

- ☐ Topic
- ☐ Main Idea
- ☐ Details

Listening Now listen to part of a lecture in a sociology class.

Today we are going to talk about situations in which a person's professional duties conflict with his personal ones. If you look at lawyers, for example, there are many times when a lawyer may know his client is guilty of the crime he has been accused of. Now, it is the lawyer's job to make sure his client gets the best possible defense, meaning that the lawyer has to try to make sure his client doesn't go to jail. But obviously, as a responsible citizen, the lawyer doesn't want to help a criminal go free. So what can he do in this situation? In most cases, the lawyer tells himself that his duties as a lawyer are more important and works to free his client. Psychologists face similarly difficult situations. One of the duties of a psychologist is to keep everything a patient tells him a secret. But let's say that a patient tells his psychologist that he is planning to hurt himself. Again, the psychologist's professional responsibility is to keep this secret, but obviously, as a caring person, the psychologist is going to want to tell someone to stop the patient from hurting himself. In this case, the psychologist may tell himself that his ultimate responsibility is to protect his patient, even if that means violating the patient's trust.

Checkpoints

- ☐ Example 1
- ☐ Details
- ☐ Example 2
- ☐ Details

- Q** The professor discusses problems faced by lawyers and psychologists. Explain how these problems relate to the concept of role conflict.

Preparation time : 30 seconds

Response time : 60 seconds

Responding process of Task 4

Main Idea

Reason 1 & Details

Reason 2 & Details

Reading note

Topic

Role conflict

Main Idea

When resp. of 1 role conflict w/ other roles

Details

- Everyone has diff. roles w/ diff. responsibilities.
- Impossible to play both roles in role conflict.
- 1 role must be abandoned

Listening note

Example 1

Lawyer: aware of client's guilt

Details

- Job: protect client & Citiz.: put crim. in jail.
- Chooses job over citz.

Example 2

Psychologist: knows patient's going to hurt self

Details

- Job role: keep pat. secrets & Caring role: tell secrets
- May have to tell pat. secrets to help him

Sample Response

Role conflict – when resp. of 1 role conflict w/ other roles

- The professor explains the concept of role conflict by talking about situations where a person's professional responsibilities and personal ones are in conflict.

Lawyer: aware of guilt - Job: protect client - Citiz.: put crim. in jail - Usu. chooses job over citz.

- The professor provides two examples. The first one is the situation in which a lawyer knows that his client is guilty. In this situation, the lawyer's job is to protect his client, while his role as a responsible citizen tells him not to do that.

Psychologist: knows patient's going to hurt self - Job role: keep pat. secrets - Caring per. role: stop pat. from hurting self - May have to tell pat. secrets to help him

- The second example is a situation faced by a psychologist who knows his patient is planning to hurt himself. As a psychologist, he has a duty to keep this fact a secret, but since he is also a caring person, he feels that he should let this fact be known so that he can save his patient. The lawyer or the psychologist must give up one role to resolve role conflict.

1 Outlining

❖ Take notes as you read the passage and listen to a lecture.

1

Reading Now read the passage about omnivorous advantage.

Omnivorous Advantage

Omnivorous animals feed on all kinds of organisms, including animals, plants, fungi, and decomposing materials. Being omnivorous provides these animals with a crucial advantage. While the bodies of purely carnivorous animals can only assimilate nutrients from other animals, omnivores have the ability to consume any available organic matter. Thus, they have the flexibility to obtain necessary sustenance should environmental changes cause their food source to become unavailable. Even if an omnivore relies primarily on meat or vegetables, it can resort to an alternative food source if its normal diet is disrupted.

Listening Now listen to part of a lecture on this topic in a zoology class. **MP3 12**

Reading note

Topic

Omnivorous advantage

Main Idea

- Omniv. animals eat meat & veg.

Details

- Can get nutr. from any org. source
- Can eat if env. destroys main food
- Adv. over anmls. That rely on only meat or veg.

Listening note

Example 1

Large cats; e.g. lions (non-omniv.)

Details

- Rely on gazelles
- Can only dig. meat
- Die if all gazelles die

Example 2

Wild dogs (omniv.)

Details

- W. dogs mainly eat meat
- Can subsist on nuts, berries
- Can survive if gazelles die

2

Reading Now read the passage about tragic flaw.

Tragic Flaw

A tragic flaw is the characteristic of a literary or dramatic character that leads to his destruction. While the character is in some way remarkable, his tragic flaw is either a moral imperfection in his character or a mistake he makes, and it is always an essential part of this character's personality. Additionally, because the character is remarkable, he is also very powerful. Because he wields so much power, his tragic flaw has disastrous consequences for both him and the story's other characters.

Listening Now listen to part of a lecture on this topic in a literature class. **MP3 13**

Reading note

Topic

Main Idea

Details

Listening note

Example 1

Details

Example 2

Details

② Speaking Grammar

■ Sentence Structure: **Subject** + **Predicate**

Subject: **Who, That, Which**

He is the man **who** proved the behavior of SUV drivers is related to risk compensation.

Object:
Who, Whom, That, Which

The fact **that** the behavior of SUV drivers is related to risk compensation is not logical to the professor.

Possessive: **Whose**

The result includes people **whose** behaviors are related to risk compensation.

■ Templates

- Templates for Definition Sentences

(A) refers to...

Symbiosis **refers to** a close relationship between two organisms living together.

(A) is seen when

Animal deception **is seen when** animals adopt certain characteristics in order to protect themselves from predators.

- Templates for Citation Sentences

According to the reading...

According to the reading, creative destruction renders old products obsolete.

The professor says that...

The professor says that humans and gut flora get mutual benefits through their relationship.

- Templates for Explanation Sentences

The professor discusses (A) and (B) to illustrate (C).

The professor **discusses** computers and automobiles **to illustrate** creative destruction.

The first example of (A) discussed by the professor is (B).

The first example of animal deception **discussed by the professor is** mimicry.

» Complete and speak your answers.

1 Notes for Question 1

Reading note

Topic

Omnivorous advantage

Main Idea

Omniv. animals eat meat & veg.

Details

- Can get nutr. from any org. source
- Can eat if env. destroys main food
- Adv. over anmils. That rely on only meat or veg.

Listening note

Example 1

Large cats; e.g. lions (non-omnv.)

Details

- Rely on gazelles
- Can only dig. meat
- Die if all gazelles die

Example 2

Wild dogs (omnv.)

Details

- W. dogs mainly eat meat
- Can subsist on nuts, berries
- Can survive if gazelles die

Definition Omnivorous animals are species that feed on all kinds of organisms including animals, plants, etc.

Citation According to the reading, omnivorous advantage is the advantage in surviving that omnivores have over non-omnivores.

Explanation The professor discusses wild cats and wild dogs to illustrate how omnivores have an advantage over non-omnivores. First, wild cats and other felines are solely carnivorous. This is because their digestive system can only digest meat. The professor says if gazelles, which lions eat, were to die off, the lions would eventually starve to death because they can only absorb nutrients from other animals. Second, the professor says that wild dogs are omnivorous, so they can consume any organic matter, such as fruits, nuts, and grass. Even though wild dogs may hunt gazelle as their main food source, they would have an advantage over lions if the gazelle population died off because dogs can resort to an alternative food source.

2 Use your notes for Question 2.

Reading note

Topic

Main Idea

Details

Listening note

Example 1

Details

Example 2

Details

Definition

Citation

Explanation

- Put a slash ("/") where you want to pause (before commas, prepositions, conjunctions, etc.) and respond slowly.

Omnivorous animals are species / that feed on all kinds of organisms / including animals, plants, etc. / According to the reading, / omnivorous advantage is the advantage / in surviving that omnivores have over non-omnivores. / The professor discusses wild cats / and wild dogs to illustrate how omnivores have an advantage over non-omnivores. / First, / wild cats and other felines / are solely carnivorous. / This is because their digestive system / can only digest meat. / The professor says if gazelles, / which lions eat, / were to die off, / the lions would eventually starve to death / because they can only absorb nutrients from other animals. / Second, / the professor says that / wild dogs are omnivorous, / so they can consume any organic matter, / such as fruits, nuts, and grass. / Even though wild dogs may hunt gazelle / as their main food source, / they would have an advantage over lions / if the gazelle population died off / because dogs can resort to an alternative food source.

* As shown above, practice the delivery with your answer for Q2.

Read the evaluation questions and check the level of your delivery. On a scale from 1 to 5 (1=very poor, 2=poor, 3=OK, 4=good, 5=very good), rank your delivery accordingly.

Could you complete your response?	1	2	3	4	5
Is your answer coherent and unified?	1	2	3	4	5
Do you find a sequence in your response?	1	2	3	4	5
How is the use of vocabulary?	1	2	3	4	5
Does your response show grammatical structures?	1	2	3	4	5
How is the use of idiomatic expressions?	1	2	3	4	5
Is your response fluent and smooth?	1	2	3	4	5
Is your pronunciation clear?	1	2	3	4	5
How is the use of stress and intonation?	1	2	3	4	5

* Use the extra evaluation sheet provided at the end of the main textbook (p.227) and evaluate your delivery for Q2.

1

MP3 14

Behavior Modification

Behavior modification is a technique that administrators use in psychotherapy to attempt to change or control a person's behavior. An administrator can modify a person's behavior through two different methods: reinforcement and punishment. Reinforcement involves rewarding the person when he behaves in a way the administrator desires. Punishment, on the other hand, involves creating unpleasant conditions for a person when he behaves undesirably. Both kinds of behavior modification are used to help people adapt to all kinds of situations and conditions.



The professor talks about rewarding and punishing students. Explain how this relates to the concept of behavior modification.

Preparation time : 30 seconds

Response time : 60 seconds

2

MP3 15

Opportunity Costs

Opportunity costs are the losses someone must undergo when choosing to produce or purchase one product over another product. These losses can be either materials or opportunities. The choice between the two different products must be made because the person lacks the resources needed to get both options. Because the person cannot have both options, he will normally choose the option where either the quality or the quantity of the chosen product's benefits outweighs the loss of the other product.



The professor talks about why entrepreneurs study public demand for certain goods. Explain how this relates to the concept of opportunity costs.

Preparation time : 30 seconds

Response time : 60 seconds

3

MP3 16

Nervous System

The nervous system is a network of nerves that essentially regulates all of the body's voluntary and involuntary organ functions and muscle movements. One of the most important features of this system is that it divides body functions into voluntary and involuntary actions. Body functions that are necessary to maintain life are controlled by the nervous system automatically and humans essentially have no control over them. However, the system also allows a person direct conscious control over certain muscles. This allows the person to perform helpful auxiliary tasks of his own volition.



The professor talks about voluntary and involuntary organic functions in humans. Explain how this demonstrates the functioning of the nervous system.

Preparation time : 30 seconds

Response time : 60 seconds

4

MP3 17

Short Term Memory

Short term memory is the part of a person's memory used to store small bits of information for a short period of time. Information in the short term memory is immediately available for someone, but it can vanish through two different ways: decay and interference. Decay is the gradual disappearance of information in the short term memory that isn't repeatedly applied. Interference is the blocking of short term information with the learning or memorizing of new information.



The professor talks about ways to study for a chemistry exam. Explain how her discussion of this relates to short term memory.

Preparation time : 30 seconds

Response time : 60 seconds

Psychology

- **intuition** *n.* instinctive knowledge
- **amnesia** *n.* memory loss
- **retarded** *adj.* mentally deficient
- **empathy** *n.* the act of having compassion
- **insight** *n.* profound understanding
- **egocentric** *adj.* self-centered
- **illusion** *n.* daydream or fantasy
- **cognition** *n.* conscious mental process
- **insanity** *n.* madness
- **impulse** *n.* a strong desire to do something

Biology

- **replicate** *v.* copy
- **absorb** *v.* to take in something
- **stimulate** *v.* arouse someone to feel excited
- **inhibit** *v.* restrain or slow down
- **bipolar** *adj.* relating two opposing elements
- **deprive** *v.* without or deny something
- **discriminate** *v.* treat unequally
- **cacophony** *n.* a mixture of noise
- **velocity** *n.* speed
- **receptive** *adj.* easily approachable

Business / Economics

- **acquisition** *n.* gain
- **facilitate** *v.* promote
- **conflict** *n.* disagreement, fight
- **enthusiasm** *n.* zeal
- **socialize** *v.* meet other people socially
- **subsidize** *v.* to pay part of the cost of something
- **tariff** *n.* a charge for goods entering a country
- **welfare** *n.* the state's help given to people below the poverty line
- **monopoly** *n.* complete control over something
- **prosperity** *n.* success or great wealth

Art & Literature

- **catharsis** *n.* the release of strong sentiments through a particular experience
- **explicit** *adj.* open, obvious
- **spontaneous** *adj.* suddenly happening without any planning
- **fallacy** *n.* misleading notion or belief
- **inference** *n.* belief that something is true on the basis of information presented
- **extrinsic** *adj.* coming from outside
- **resentment** *n.* anger
- **suppress** *v.* hold back or hide
- **integrity** *n.* honesty
- **manifest** *adj.* apparent

A Choose the word which is closest in meaning to the vocabulary listed below.

- | | | |
|---------------|---|---------------------------------|
| 1. Enthusiasm | • | (a) Disagreement, fight |
| 2. Manifest | • | (b) Profound understanding |
| 3. Suppress | • | (c) Misleading notion or belief |
| 4. Conflict | • | (d) Zeal |
| 5. Absorb | • | (e) Instinctive knowledge |
| 6. Amnesia | • | (f) Apparent |
| 7. Explicit | • | (g) Open, obvious |
| 8. Fallacy | • | (h) Hold back or hide |
| 9. Insight | • | (i) Memory loss |
| 10. Intuition | • | (j) To take in something |

B Complete the sentences by filling in the blanks.

discriminate	egocentric	catharsis	stimulate	facilitate
replicate	integrity	explicit	spontaneous	manifest

- The professor found the fact that most people are not aware that they _____ against others on the basis of their race.
- It seemed her outburst wasn't planned, but _____.
- The government official says IT industries will _____ distributing knowledge.
- There is no one who can _____ Nature's beauty.
- Abraham Lincoln was a man of _____.

Problem & Solution

Task 5 consists of a conversation between two speakers. One of the two speakers will explain his or her problem related to campus life. Your task is to summarize the problem and state the two possible solutions mentioned in the conversation. Then, choose a solution that you think is better and explain why.

Sample Question MP3 18

Listening Now listen to a conversation between two students.

M: Hi, Helen! How are you doing today?

W: I'm okay, but I've got a bit of a problem.

M: Oh? And what would that be?

W: Well, I have this English paper due Friday, and I have to find a certain book to use for quotations. The trouble is that the library doesn't have this book, so I really don't know what to do.

M: Well, I have a suggestion. You could buy the book from a nearby bookstore. We have a lot of bookstores on and around campus that may very well have what you're looking for. You can even make notes on the pages once you buy it.

W: Yeah, but I don't know if I want to spend money on a new book.

M: Another option you have is to go on the Internet and see if you can find selected passages from the book. There are many academic websites that have pages and sometimes entire chapters from different books. They might have the information you need for your paper. Plus, it doesn't cost anything.

W: I'm not really sure what to do right now.

Checkpoints

- ☐ Problem
- ☐ Solution 1
- ☐ Details
- ☐ Solution 2
- ☐ Details

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

Preparation time : 20 seconds

Response time : 60 seconds

Responding process of Task 5

Problem

Solutions

Reasons

Listening note

Problem

Book missing from lib – need quotes for Eng. paper

Solution 1

Buy book

- Can leave notes on pgs.
- Have entire book, cost \$

Solution 2

Find pass. On I-net

- Find pgs. & chs. w/ quotes
- No cost, not entire book

Reasons

- 1) May not find info. online. It's wasting time.
- 2) Buy book: Use it again in the future wherever she needs it.

Sample Response

Book missing from lib. – need quotes for Eng. paper

→ The woman's problem is that a book she needs to write her English paper is missing from the library.

Buy book vs. Find pass. on I-net

→ The man suggests that she either buy the book at a bookstore or find the passages she needs on the Internet.

(1) Safer – may not find info on I-net → waste of time (2) can use it again

I prefer buying the book over finding the passages on the Internet. That's because she may not be able to find the exact information she wants on the Internet. If that is the case, she'll only be wasting her time. Also, if she buys the book, she can use it again in the future whenever she needs it.

1 Outlining

» Take notes as you listen to a conversation.

1

Listening Now listen to a conversation between two students. **MP3 19**

Listening note

Problem

Interview w/ a professor

- Intv. History prof. for project – Hist. prof. is on a field trip

Solution 1

Interview him later

- More time to prepare questions
- Work on rest of proj. til ten

Solution 2

Interview diff. prof. now

- Have to change questions
- More time to work on proj.

Reasons

- 1) Already have questions for the prof. – Int. will not be difficult
- 2) The prof. will come back soon – Finding ano. prof. and preparing intv. might take longer

2

Listening Now listen to a conversation between two students. **MP3** 20

Listening note

Problem

Solution 1

Solution 2

Reasons

2 Speaking Grammar

■ Sentence Structure: Adverb Clauses

Time: Before, after, when, etc	The professor had left before the student arrived.
Cause & Effect: Because, since, as, etc	He works a lot of overtime because he is expecting to be promoted this year.
Opposition: Although, whereas, as, etc	Although his math class was extremely difficult, he managed to pass the course with a good grade.

■ Templates

- Templates for Problem Sentences

The man's problem is that...	The man's problem is that he doesn't get along with his girlfriend because she has serious attitude problems.
The woman is having problems ~ing...	The woman is having problems finding an apartment to live in next semester.

- Templates for Solution Sentences

The man suggests that she either... or...	The man suggests that she either get some sleep at home or go see a doctor.
The woman advises that he should... or...	The woman advises that he should get a job or join the Peace Corps.

- Templates for Reason Sentences

I think the first solution is better because...	I think the first solution is better because he won't have to worry about other people disturbing him.
I think (A) is better than (B). That is because...	I think getting another roommate is better than living alone. That is because he would never get lonely if he has someone to talk to.

» Complete and speak your answers.

1 Notes for Question 1

Listening note

Problem

Interview w/ a professor

- Intv. History prof. for project - Hist. prof. is on a field trip

Solution 1

Interview him later

- More time to prepare question.

- Work on rest of proj. til then

Solution 2

Interview diff. prof. now

- Have to change questions

- More time to work on proj.

Reasons

1) Already have questions for the prof. – Int. will not be comparatively easy

2) The prof. will come back soon – Finding ano. prof. and preparing int. might take longer

Problem The man's problem is that he has to interview his history professor for a project due in one week, but the professor is on a field trip.

Solution The woman suggests that he either interview him later while working on the project or change his questions and interview a different professor now.

Reason I think the first solution is better because he already has prepared questions for the professor. He can work on strengthening his questions until his professor comes back. Then the interview will be comparatively easy, since he is well-prepared to interview the history professor. Also, the professor may return soon, so he could be back in less time than the student would have to find another professor and change his questions.

2 Use your notes for Question 2.

Listening note

Problem

Solution 1

Solution 2

Reasons

Problem

Solution

Reason

- 1 Put a slash ("/") where you want to pause (before commas, prepositions, conjunctions, etc.) and respond slowly.

The man's problem is that / he has to interview his history professor / for a project due in one week, / but the professor is on a field trip. / The woman suggests that / he either interview him later / while working on the project / or change his questions / and interview a different professor now. / I think the first solution is better / because he already has prepared questions / for the professor. / He can work on strengthening his questions / until his professor comes back. / Then the interview will be comparatively easy, / since he is well-prepared / to interview the history professor. / Also, / the professor may return soon, / so he could be back in less time / than the student would have to find another professor / and change his questions.

* As shown above, practice the delivery with your answer for Q2.

Read the evaluation questions and check the level of your delivery. On a scale from 1 to 5 (1=very poor, 2=poor, 3=OK, 4=good, 5=very good), rank your delivery accordingly.

Could you complete your response?	1	2	3	4	5
Is your answer coherent and unified?	1	2	3	4	5
Do you find a sequence in your response?	1	2	3	4	5
How is the use of vocabulary?	1	2	3	4	5
Does your response show grammatical structures?	1	2	3	4	5
How is the use of idiomatic expressions?	1	2	3	4	5
Is your response fluent and smooth?	1	2	3	4	5
Is your pronunciation clear?	1	2	3	4	5
How is the use of stress and intonation?	1	2	3	4	5

* Use the extra evaluation sheet provided at the end of the main textbook (p.227) and evaluate your delivery for Q2.

Practice Questions

1

MP3 21



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

Preparation time : 20 seconds

Response time : 60 seconds

2

MP3 22



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

Preparation time : 20 seconds

Response time : 60 seconds

Practice Questions

3

MP3 23



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

Preparation time : 20 seconds

Response time : 60 seconds

4

MP3 24



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

Preparation time : 20 seconds
Response time : 60 seconds

- **syllabus** *n.* a course outline
- **snack bar** *a* small restaurant
- **override** *v.* permission to take the class
- **assignment** *n.* homework
- **credit hours** *n.* the number of credit units
- **curriculum** *n.* the course of study
- **lab** *n.* short for laboratory
- **dean** *n.* a leader in charge of a college, faculty, or division
- **probation** *n.* a trial period to improve grades before disciplinary action
- **course withdrawal** *a* policy that removes a student from official registration
- **matriculation** *n.* acceptance in a degree-granting program
- **college catalog** *a* catalog for perspective students
- **study lounge** *a* quiet area of a dormitory where students can study
- **tenure** *n.* an academic rank that guarantees permanent status
- **distance learning** *receiving* instruction through a computer
- **advisor** *n.* a faculty member or counselor assigned to help students for academic success, career planning, etc.
- **coed** *adj.* having men and women study together
- **minor** *n.* a secondary area of study
- **tuition hike** *a* n increase in fees for instruction
- **term paper** *a* n assigned paper in each class
- **GPA** *n.* Grade Point Average
- **sorority** *n.* an organization for female students
- **pop quiz** *a* quiz given without notice
- **intercollegiate sports** *sports* teams that compete with other colleges' sports teams
- **pass/fail grade** *a* grading policy that allows students to earn either a pass grade or a fail grade
- **placement service** *a* campus office that assists students in finding jobs
- **practicum** *n.* an evaluation in which students must perform specific required tasks
- **professor/academic rank** *a* system of evaluating faculty members
- **semester** *n.* the length of time during which a class is offered
- **shuttle service** *free* transportation offered by a school.
- **plagiarism** *n.* using someone else's work without giving the person credit
- **work-study** *n.* a program that lets students work on campus when they have no classes.

A

Choose the word which is closest in meaning to the vocabulary listed below.

- | | | |
|-----------------|---|-------------------------------------------|
| 1. Override | • | (a) A small restaurant |
| 2. Study lounge | • | (b) Grade Point Average |
| 3. Lab | • | (c) The course of study |
| 4. Tuition hike | • | (d) A quiet area where students can study |
| 5. Snack bar | • | (e) Homework |
| 6. Syllabus | • | (f) Permission to take the class |
| 7. GPA | • | (g) An increase in fees for instruction |
| 8. Curriculum | • | (h) Short for laboratory |
| 9. Credit hours | • | (i) The number of credit units |
| 10. Assignment | • | (j) A course outline |

B

Complete the sentences by filling in the blanks.

dean
term paper

work-study
probation

sorority
matriculation

coed
override

intercollegiate sports
placement service

- Some people believe _____ schools are better than single-sex schools.
- A(n) _____ is a social organization of women students at a college or university.
- He is worried because he must submit his _____ by this Thursday.
- The advisor explained that a(n) _____ allows students to enroll in a class.
- Many student job seekers do not know how the _____ can help them.

Summary

Task 6 contains a lecture on an academic subject. After listening to the lecture, you need to summarize the content of the lecture and state the topic, examples, and supporting details.

Sample Question MP3 25

Listening Now listen to part of a lecture in a music history class.

When we think of classical music, we tend to think of a large and complex orchestra. Now, how many of you have ever wondered how the orchestra grew to such a large size? Well, what we know is that the modern orchestra expanded gradually over the past four hundred years. However, two developments helped the modern orchestra expand in its early days. One was the introduction of the opera; the other was the invention of valves. Opera became a popular form of musical theater in the early seventeenth century. Before opera, many rich European families hired groups of musicians for personal performances, but these were fairly small groups. When opera came along, composers began to write music for a theatrical audience, and this required not only more musical instruments, but also specific written parts for those instruments. The Italian composer Claudio Monteverdi was one of the first to assemble considerably larger orchestras and give them specific parts. This set a standard for later composers, who further increased the orchestra's size for operas they wrote. New inventions like the valve also led to the expansion of the modern orchestra. In the early eighteenth century, the valve was added to brass instruments. This made it easier to change the pitch, which provided players with a new range of pitches. Valves eventually led to the use of several improved brass instruments, such as the trumpet, cornet, and tuba. All of these new instruments would be added to the modern orchestra, providing it with not only more instruments, but also a greater variety of sounds.

Checkpoints

- ☐ Main idea
- ☐ Example 1
- ☐ Details
- ☐ Example 2
- ☐ Details

- Q** (1) Using points and examples from the talk, (2) explain how the invention of the opera and valves helped create the modern orchestra.

Preparation time : 20 seconds

Response time : 60 seconds

Responding process of Task 6

Main Idea

Example 1 & Details

Example 2 & Details

Listening note

Main Idea

How orchestra became large & complex
- 2 inventions: opera & valves

Example 1

Opera (early 17th century)

Details

- Eur. families paid small mus. groups
- Opera req. more players, spec. parts
- Monteverdi exp. size of orch. early on

Example 2

Valves (early 18th century)

Details

- New invention on brass inst.
- Easier to change pitch, wider range
- Improved inst: tuba, cornet, & trumpet
- More inst. & var. of sounds

Sample Response

How orchestra became large & complex - 2 inventions: opera & valves

- In her lecture, the professor discusses two factors that brought about an increase in the size and complexity of the orchestra. Those two factors were the invention of the opera and valves.

Opera (early 17th C) - Eur. families paid small mus. groups - Opera req. more players, spec. parts

- Monteverdi exp. size of orch. early on

- According to the lecture, the opera became popular in the early seventeenth century in Europe. Since the opera required a greater number of players and specific parts for each instrument, the orchestra became larger and more complex.

Valves (early 18th C) - New invention on brass inst. - Easier to change pitch, wider range - Improved inst: tuba, cornet, & trumpet - more inst. & var. of sounds

- Another factor was the invention of the valve that occurred in the early eighteenth century. The professor says that the valve eased the way for brass instruments to change the pitch, creating a new range of pitches. As a result, newly improved instruments, such as the trumpet, cornet, and tuba, were added to the orchestra, providing it with a variety of sounds.

1 Outlining

» Take notes as you listen to a lecture.

1

Listening Now listen to part of a lecture on water circulation. **MP3** 26

Listening note

Main Idea

Water circulation

- Lots of water const. circ.
- Endless cycle refr. water sources

Example 1

Solar radiation

Example 2

Geothermal activity

Details

- Heats up oceans, makes vapor
- Vapor rises, becomes precip.
- Scatters on land as rain & snow

Details

- Magma heats up sea floor
- Hot water rises, cold water sinks
- Creates currents, like in North Atl.

2

Listening Now listen to part of a lecture in a botany class. **MP3** 27

Listening note

Main Idea

Example 1

Example 2

Details

Details

② Speaking Grammar

■ Sentence Structure: Participle phrases

Present Participle:
Ends with “~ing”

We didn't know that our mother was a **working** woman.

Past Participle:
Ends with “~ed”

Because of the car accident, he has an **injured** arm.

Perfect Participle:
Ends with “having + ~ed”

Having improved her English pronunciation, she could communicate with native English speakers much more smoothly.

■ Templates

- Templates for Topic Sentences

The lecture is mainly about...

The lecture is mainly about the use of perspective in Renaissance paintings.

The professor discusses...

The professor discusses the effects of the Industrial Revolution.

- Templates for Example Sentences

He gives two examples of...
One is... The other is...

He gives two examples of artistic imitation. **One** is exaggerated drawings in newspapers. **The other** is impersonation, wherein good imitators try to look and to act like their subjects.

(A) is another example of...

Reducing humidity is **another example** of preventing food deterioration.

- Templates for Detail Sentences

(A) enabled (B).

The development of technology **enabled** distance learning and teaching.

(A) is the most important factor in...

According to the professor, an experience one has early in life is **the most important factor** in determining one's personality.

» Complete and speak your answers.

1 Notes for Question 1

Listening note

Main Idea

Water circulation

- Lots of water const. circ.
- Endless cycle refr. water sources

Example 1

Solar radiation

Details

- Heats up oceans, makes vapor
- Vapor rises, becomes precip.
- Scatters on land as rain & snow

Example 2

Geothermal activity

Details

- Magma heats up sea floor
- Hot water rises, cold water sinks
- Creates currents, like in North Atl.

Main Idea The professor discusses two power sources that help water circulation around the planet.

Example 1 He gives two examples of water circulation. One is solar radiation and the other is geothermal activity. According to the professor, heat from solar radiation will evaporate water and cause it to rise into the atmosphere, where it loses heat to cooler air. This transforms the water into precipitation that is scattered over the earth, such as rain or snow.

Example 2 Geothermal activity is another example of water circulation. This activity heats up deep ocean water, usually with the heat from magma flowing beneath the earth's crust. As the warm water rises, cooler waters in the ocean begin to sink, and these actions form ocean currents. Currents like the ones in the North Atlantic Ocean then enable water distribution throughout the planet's oceans.

2 Use your notes for Question 2.

Listening note

Main Idea

Example 1

Details

Example 2

Details

Main Idea

Example 1

Example 2

- Put a slash ("/") where you want to pause (before commas, prepositions, conjunctions, etc.) and respond slowly.

The professor discusses two power sources / that help water circulation / around the planet. / He gives two examples / of water circulation. / One is solar radiation / and the other is geothermal activity. / According to the professor, / heat from solar radiation will evaporate water / and cause it to rise into the atmosphere, / where it loses heat to cooler air. / This transforms the water into precipitation / that is scattered / over the earth, / such as rain or snow. / Geothermal activity / is another example of water circulation. / This activity heats up deep ocean water, / usually with the heat from magma flowing beneath the earth's crust. / As the warm water rises, / cooler waters in the ocean begin to sink, / and these actions form ocean currents. / Currents like the ones / in the North Atlantic Ocean / then enable water distribution / throughout the planet's oceans.

• As shown above, practice the delivery with your answer for Q2.

Read the evaluation questions and check the level of your delivery. On a scale from 1 to 5 (1=very poor, 2=poor, 3=OK, 4=good, 5=very good), rank your delivery accordingly.

Could you complete your response?	1	2	3	4	5
Is your answer coherent and unified?	1	2	3	4	5
Do you find a sequence in your response?	1	2	3	4	5
How is the use of vocabulary?	1	2	3	4	5
Does your response show grammatical structures?	1	2	3	4	5
How is the use of idiomatic expressions?	1	2	3	4	5
Is your response fluent and smooth?	1	2	3	4	5
Is your pronunciation clear?	1	2	3	4	5
How is the use of stress and intonation?	1	2	3	4	5

• Use the extra evaluation sheet provided at the end of the main textbook (p.227) and evaluate your delivery for Q2.

Practice Questions

1

MP3 28



Using points and examples from the talk, explain how reliability and external appearance help determine the products a consumer buys.

Preparation time : 20 seconds
Response time : 60 seconds

2

MP3 29



Using points and examples from the talk, explain how sublimation and activism have motivated writers to create literature.

Preparation time : 20 seconds
Response time : 60 seconds

Practice Questions

3

MP3 30



Using points and examples from the talk, explain how direct advertisements and indirect advertisements contribute to the success of a small company.

Preparation time : 20 seconds

Response time : 60 seconds

4

MP3 31



Using points and examples from the talk, explain how the desire for more land, and taxation without representation, led to the American Revolution.

Preparation time : 20 seconds

Response time : 60 seconds

Psychology

- **assertive** *adj.* self-confident
- **cynical** *adj.* believe that people are only interested in themselves and are not sincere.
- **panic** *n.* terror
- **phobia** *n.* irrational fear
- **subconscious** *n.* the part of your mind that remembers information that you're not aware of
- **agnosia** *n.* inability to recognize objects due to brain damage
- **delusion** *n.* belief in something that is not true
- **extroverted** *adj.* outgoing or sociable
- **perception** *n.* the process or act of understanding
- **stimulus** *n.* something that rouses action

Biology

- **adaptation** *n.* The process of adjusting to a new environment
- **ferment** *v.* to cause a chemical change through the action of living substances such as yeast.
- **optical** *adj.* having to do with sight
- **plasticity** *n.* ability to be changed into a new shape
- **sequence** *n.* a process
- **gravity** *n.* the force that makes things fall to the ground
- **particle** *n.* a small piece of matter
- **reinforce** *v.* to make something stronger
- **enlargement** *n.* extension in height or width
- **capture** *v.* seize or to take captive

Business / Economics

- **transaction** *n.* the process of buying or selling something
- **accumulation** *n.* collection over time
- **patent** *n.* a legal right to make and sell a newly created item
- **privilege** *n.* a special right or opportunity that only a selected individual or group(s) can enjoy
- **portable** *adj.* small enough to carry around
- **device** *n.* a method, machine, or invention
- **equivalent** *adj.* having the same amount, quality, or value
- **continuity** *n.* uninterrupted succession
- **substitution** *n.* replacement
- **monopoly** *n.* complete control over something

Art & Literature

- **aesthetic** *adj.* beauty in an artistic sense
- **absurd** *adj.* unreasonable
- **applied art** the application of design to objects of function and everyday use
- **evoke** *v.* to cause someone to remember something
- **paradox** *n.* contradiction
- **probability** *n.* likelihood
- **literate** *adj.* able to read and write
- **tangible** *adj.* able to be seen or touched
- **allegory** *n.* a story that uses heavy symbolism
- **calligraphy** *n.* the art of fine handwriting

A Choose the word which is closest in meaning to the vocabulary listed below.

- | | | |
|-----------------|---|----------------------------------|
| 1. Paradox | • | (a) The art of fine handwriting |
| 2. Literate | • | (b) A small piece of matter |
| 3. Portable | • | (c) Self-confident |
| 4. Substitution | • | (d) Able to read and write |
| 5. Particle | • | (e) Small enough to carry around |
| 6. Phobia | • | (f) Irrational fear |
| 7. Extroverted | • | (g) Replacement |
| 8. Calligraphy | • | (h) Contradiction |
| 9. Assertive | • | (i) Seize or take captive |
| 10. Capture | • | (j) Outgoing or sociable |

B Complete the sentences by filling in the blanks.

monopoly
adaptation

equivalent
transaction

reinforce
portable

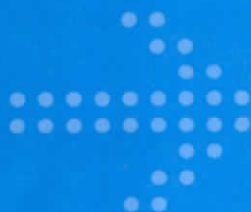
cynical
patent

aesthetic
plasticity

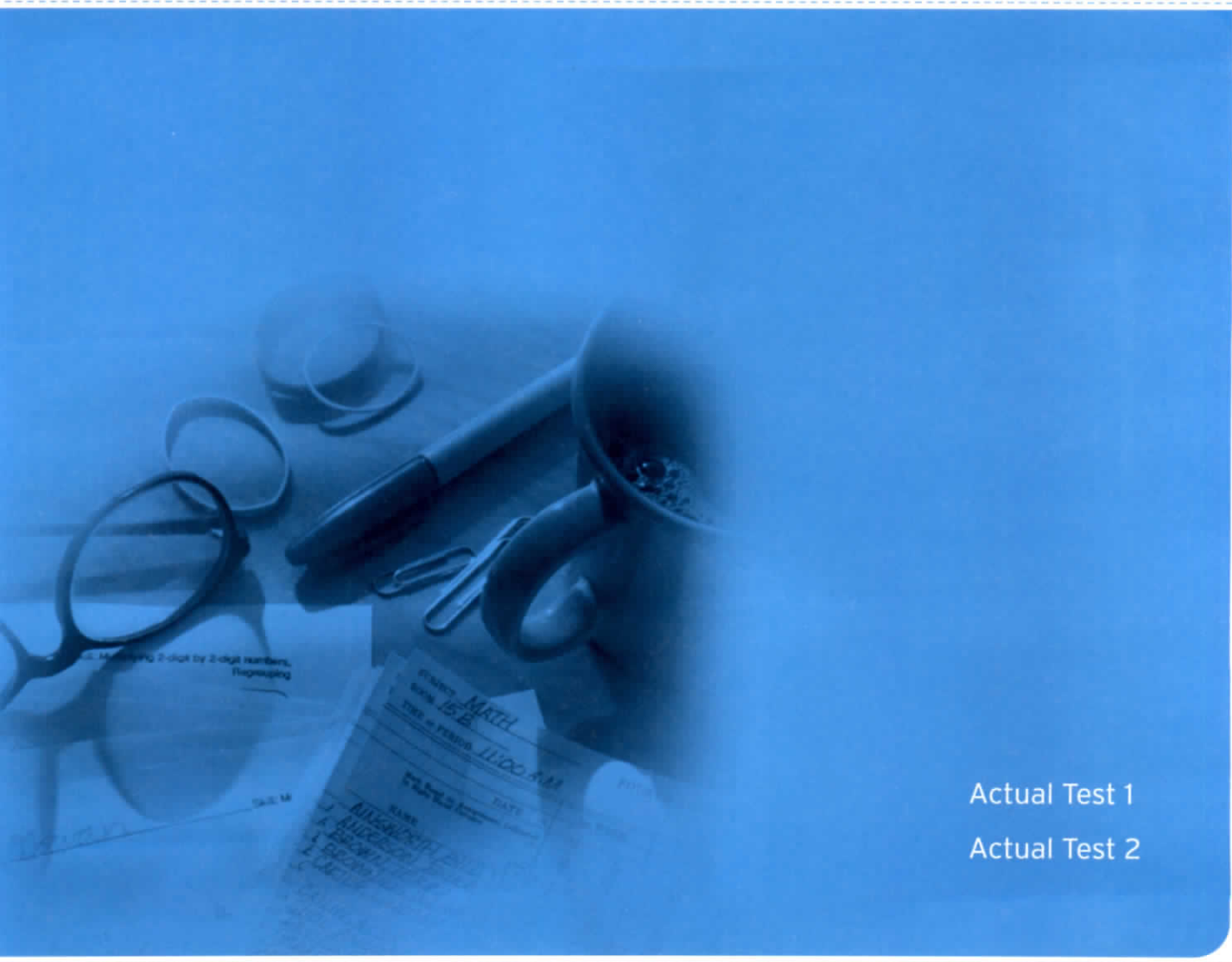
- I noticed that she was _____ about everything except friendship.
- In biology, _____ is the process through which an organism becomes better adjusted to its habitat.
- A(n) _____ exists when an individual or a company has complete control over a particular product.
- The Japanese Defense Ministry wants to _____ its army with more aircraft.
- I found out that there was an unauthorized _____ made by the bank two weeks ago.

PART

C



Actual Test



Actual Test 1

Actual Test 2

Actual Test 1

TOEFL SPEAKING

CONTINUE

VOLUME

Speaking Section Directions

In this section of the test, you will be asked to demonstrate your ability to speak about a variety of topics. You will answer six questions by speaking into the microphone. Answer each of the questions as completely as possible.

In questions 1 and 2, you will speak about familiar topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In questions 3 and 4, you will first read a short text. The text will go away and you will then listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you have read and heard.

In questions 5 and 6, you will listen to part of a conversation or a lecture. You will then be asked a question about what you have heard. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your response. Listen carefully to the directions for each question. The directions will not be written on the screen.

For each question, you will be given a short time to prepare your response. A clock will show how much preparation time is remaining. When the preparation time is up, you will be told to begin your response. A clock will show how much response time is remaining. A message will appear on the screen when the response time has ended.

Click on **Continue** to go on.



Describe your favorite item of clothing and why it is your favorite. Please include specific details and examples in your response.

Preparation time : 15 seconds

Response time : 45 seconds

Some people think that a company should only promote people who work hard, while other people believe that a company should promote people who have worked there a long time. Which opinion do you agree with and why?

Preparation time : 15 seconds

Response time : 45 seconds

Reading Time : 45 seconds

Announcement from the Residence Office

Due to increasing safety concerns, the college will no longer allow students to keep personal microwaves in dorm rooms, starting next semester. This policy is being issued because of the possibility that microwaves could ignite any flammable items and start a fire in one of the dorm rooms. Any microwaves that are found in dorm rooms next semester will be confiscated by the director of the dormitory, and the owner will be fined one hundred dollars.



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

Preparation time : 30 seconds

Response time : 60 seconds

Reading Time : 45 seconds

Vision Disorders

Among various vision problems, the most common conditions are related to refractive disorders. Refractive disorders occur when the shape of the eye is not a perfect sphere and cannot bend light correctly. The retina of the eyeball is the membrane that processes signals we receive to form images. When light rays hit the middle of the eye and don't reach the retina, a person will only be able to see close objects. If light does pass the retina, only distant objects will be clearly seen. Although such disorders can be attributed to genetic inheritance, they can be treated with corrective procedures.



The professor describes vision problems in humans. Explain how the two problems discussed by the professor relate to the way in which light strikes the retina.

Preparation time : 30 seconds

Response time : 60 seconds



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

Preparation time : 20 seconds

Response time : 60 seconds



MP3 37



Using points and examples from the talk, explain how growing opposition to slavery and cultural differences between Northern and Southern states led to the American Civil War.

Preparation time : 20 seconds

Response time : 60 seconds

Actual Test 2

TOEFL SPEAKING

CONTINUE

VOLUME

Speaking Section Directions

In this section of the test, you will be asked to demonstrate your ability to speak about a variety of topics. You will answer six questions by speaking into the microphone. Answer each of the questions as completely as possible.

In questions 1 and 2, you will speak about familiar topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In questions 3 and 4, you will first read a short text. The text will go away and you will then listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you have read and heard.

In questions 5 and 6, you will listen to part of a conversation or a lecture. You will then be asked a question about what you have heard. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your response.

Listen carefully to the directions for each question. The directions will not be written on the screen.

For each question, you will be given a short time to prepare your response. A clock will show how much preparation time is remaining. When the preparation time is up, you will be told to begin your response. A clock will show how much response time is remaining. A message will appear on the screen when the response time has ended.

Click on **Continue** to go on.



Describe one thing you regret not doing in your life and explain why you regret not doing it. Please include specific details and examples in your response.

Preparation time : 15 seconds

Response time : 45 seconds

Some people believe that students should be allowed to graduate from high school early, while other people believe that students should all graduate at the same time. Which opinion do you agree with and why?

Preparation time : 15 seconds

Response time : 45 seconds

Reading Time : 45 seconds

Letter to the Editor

I am just writing to say how angry I am that the school will no longer allow students to walk their dogs on campus after 6:00 p.m. The only nearby park where I can take my dog out for a walk is the university campus, and I don't get out of class until after 6:00. Why doesn't the university just change the policy so that people are required to have their dogs on leashes? It would make the campus safer and also allow people to walk their dogs here.

A concerned student



The man expresses his opinion of the letter published in the school newspaper. State his opinion and explain the reasons he gives for holding that opinion.

Preparation time : 30 seconds

Response time : 60 seconds

Reading Time : 45 seconds

Learned Helplessness

Learned helplessness is a psychological condition in which a person has been repeatedly exposed to unpleasant experiences and, as a result of these past experiences, believes that he is helpless in all unpleasant situations. The person's initial experience would have been one in which he truly had no control, and the constant exposure to such unpleasant conditions has caused him to become passive and resigned to his fate. As a result of this, his defensive behavior will vanish so that he instinctively becomes helpless in future situations that he could actually control.



The professor discusses why many women who were abused as children also get abused as adults. Explain how this relates to the concept of learned helplessness.

Preparation time : 30 seconds

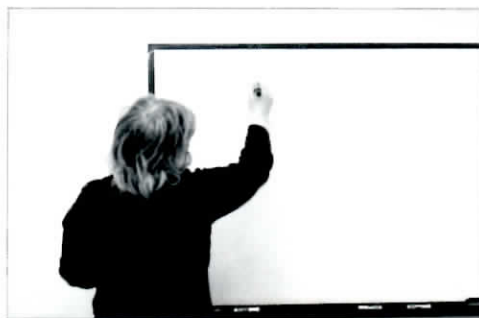
Response time : 60 seconds



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

Preparation time : 20 seconds

Response time : 60 seconds



Using points and examples from the talk, explain how setting up physical barriers and preserving vegetation can prevent soil erosion.

Preparation time : 20 seconds

Response time : 60 seconds

Workbook



1. Independent Task Skills
2. Integrated Task Skills
3. Pronunciation
4. Grammar

01

Independent Task Skills

- Exercise 1. 뜻이 비슷한 단어
- Exercise 2. 모양·발음이 비슷한 단어
- Exercise 3. 능동 vs. 수동
- Exercise 4. 함께 쓰는 단어
- Exercise 5. 숙어(Phrasal Verbs)
- Exercise 6. 콩글리쉬(Broken English)
- Exercise 7. 풀어말하기
- Exercise 8. 동사의 패턴
- Exercise 9. 부사절이 포함된 문장
- Exercise 10. 명사절이 포함된 문장
- Exercise 11. 형용사절이 포함된 문장
- Exercise 12. 둘 이상의 종속절이 포함된 문장

i - Speaking

Exercise 1 뜻이 비슷한 단어

비슷한 뜻의 어휘를 모아서 정리해 놓은 “thesaurus” 사전을 본 적이 있을 것이다. 그러나 같은 그룹에 속하더라도 그 단어들을 아무렇게나 바꾸어 쓸 수 있는 것이 아니다. 뜻이 비슷하더라도 쓰임새가 저마다 다르기 때문이다. 어휘력을 향상시키기 위해서는 머리 속에 각자의 thesaurus를 만들어 가야 한다. 비슷한 뜻을 갖는 단어들을 한 그룹으로 모아 생각하되, 각각 어떤 경우에 쓰이는지 구별할 수 있어야 한다.

A 다음 문장의 빈칸에 가장 적합한 말을 괄호 안에서 골라 써 보자.

1. It's hard to understand Cheryl because of her British accent.
(accent / intonation / pronunciation)
2. We are not able to communicate well, and it has become a big _____.
(matter / problem / question / affair)
3. I think the professors should hold a calm, reasonable _____.
(quarrel / argument / fight / debate)
4. What he said was _____, but how he said it was very rude.
(real / genuine / true)
5. My father doesn't _____ why I want to go to university in a different city.
(realize / understand)
6. It seems rather _____ that you got sick before your test.
(comfortable / convenient)
7. There was a _____ misunderstanding about why Mr. Deane was not at the meeting.
(total / whole)
8. In her first book, the author took us on an emotional _____ that ended in betrayal.
(travel / trip / journey)
9. Due to problems with her health, Susan is _____ to participate in sports.
(unable / impossible)
10. Give me one good _____ why I should finish school.
(cause / reason)

B 영어 문장의 빈칸을 채워 우리말과 같은 뜻이 되도록 말해 보자.

1. 우체국에서 그의 편지를 받았니?
→ Did you receive his letter from the post office?
2. 그 컴퓨터는 비쌀 거야.
→ That computer will cost a lot of money.
3. 그 사고 이후, 그의 외상은 빠르게 나았으나, 정신적으로는 여전히 회복되고 있는 상태였다.
→ After the accident, his physical wounds healed quickly, but emotionally he was still recovering.
4. 인생에서 어떤 길을 가야 할지 결정하는 일은 대개 쉽지 않다.
→ It is often not easy to decide upon which path to take in life.
5. 프랑스에서 산 것은 나의 프랑스어 듣기와 말하기 실력을 향상시키는 데 매우 효과적인 방법이었다.
→ Living in France was a very effective way to improve my French listening and speaking skills.
6. 나의 아버지는 내가 의학과 법학 중에 선택하길 바라시지만, 나는 공학을 공부하고 싶다.
→ My father wants me to choose between medicine and law, but I want to study engineering.
7. 군대에 가기로 결정하는 것은 쉬웠으나, 힘들었던 부분은 기초 훈련이었다.
→ The decision to join the military was easy; the hard part was basic training.
8. 나는 그 기업이 환경 파괴에 대해 시민들에게 보상할 것이라는 것을 믿어 의심치 않았다.
→ I had no doubt that the company would compensate the citizens for the environmental damage.
9. 그 식당은 위생 기준을 개선해야 해. 안 그러면 문을 닫게 될 거야.
→ The restaurant must improve its health standards, or it will be closed.
10. Emily는 예절 수업을 들어서 매우 예절이 바르다.
→ Emily took lessons in etiquette, so she has very good manners.

Exercise ② 모양 · 발음이 비슷한 단어

모양이나 발음이 비슷해서 혼동되는 단어들은 따로 정리하여 두고, 쓸 때마다 주의를 기울일 필요가 있다.
아래에 제시된 혼동하기 쉬운 주요 단어를 익혀 두도록 하자.

• affection	애정	• *gold	금으로 만든
• affectionation	가식	• *golden	아주 좋은
• alone	혼자 있는	• human	인간의, 인류의
• lone	고독한	• humane	자비로운, 인도적인
• *base	(건물의) 기초	• loose	느슨한
• *basis	(세상의) 기초, 근거	• lose	잃다
• beside	~의 옆에	• noble	귀족
• besides	게다가	• novel	소설
• casual	태평한, 격이 없는	• precede	~ 보다 먼저 일어나다
• causal	인과관계의, 원인이 되는	• proceed	앞으로 나아가다
• *classic	전형적인	• persecute	박해하다
• *classical	클래식 풍의	• prosecute	집행하다
• conscious	의식이 있는	• quiet	조용한
• conscientious	양심적인	• quite	아주, 꽤
• *continual	반복적으로 지속되는	• resource	자원
• *continuous	(선 등이) 끊김 없는	• source	근원
• corpse	시체	• respectable	훌륭한, 존경받는
• course	강의, 시간의 흐름	• respective	각각의
• decent	우아한, 훌륭한	• rise	오르다, 올라가다
• descent	하강, 자손	• raise	올리다
• decreased	감소된, 줄어든	• sensible	이성적인, 자각 있는
• deceased	죽은, 고인이 된	• sensitive	예민한
• delusion	망상	• shade	그늘
• illusion	환상	• *shadow	그림자
• desert	버리다, 사막	• *sociable	사교적인
• dessert	디저트, 후식	• *social	사회의
• eminent	저명한	• terrible	끔찍한
• imminent	긴급한, 임박한	• terrific	광장히 좋은
• extend	연장하다, 확장하다	• transfer	옮기다, 옮겨 가다
• expand	늘어나다, 팽창하다	• transform	변형시키다

* 표시가 있는 단어들은 경우에 따라 같은 뜻으로 사용되기도 한다. 본 리스트에서는 편의상 다른 뜻으로 쓰이는 경우의 뜻을 표시하였다.

A 다음 문장의 빈칸에 적합한 말을 괄호 안에서 골라 써 보자.

1. Gas will expand when it gets hot.
(extend / expand)
2. After my travels through China, I'd like to finish my journey with a _____ trip.
(desert / dessert)
3. What, _____ first-rate skiing, does the city have to offer tourists?
(beside / besides)
4. I think the fact that he was driving a sports car was a _____ factor in why the police stopped him.
(casual / causal)
5. Samuel thought it best for the meeting to _____ the luncheon, so that people could leave when they were finished eating. (precede / proceed)
6. The students were disappointed because their principal decided to _____ school into the summer. (expand / extend)
7. The government will _____ the old fish market into a tourist attraction.
(transform / transfer)
8. The theme of the detective novel was a _____ case of mistaken identity.
(classical / classic)
9. I don't think there is anything _____ about preventing refugees from leaving the camps
(human / humane)
10. Over the last 10 years, the population in the rural farming areas has _____ significantly.
(decreased / deceased)
11. My biggest _____ of inspiration came from my grandfather; he was a musician, too. (resource / source)
12. Due to the irreversible effects of global warming, a change to alternative sources of energy is _____.
(eminent / imminent)
13. The doctors in the refugee camp tried to provide adequate medical care, but recurring shortages in clean water was a _____ problem. (continual / continuous)
14. If James continues to _____ Ralph, I know it will end in violence.
(prosecute / persecute)
15. It was _____ how Mary Anne was able to gain the trust of the clients so quickly. (terrible / terrific)

Exercise ③ 능동 vs. 수동

동사에서 파생된 형용사 중에는 능동의 의미를 갖는 것과 수동의 의미를 갖는 것이 있다. 형용사가 현재 분사의 형태이면 능동의 의미이고, 과거분사의 형태이면 수동의 의미이다. 예를 들어, “disappointing”은 “실망스러운”(=실망하게 하는)이란 뜻이 되고, “disappointed”는 “실망한”이란 뜻이다.

예외 delightful (NOT delighting), impressive (NOT impressing)

A 다음 문장에서 밑줄 친 단어가 올바르게 사용되었으면 빈칸에 OK로 표시하고, 잘못된 경우에는 바르게 고쳐 써 보자.

- The audience was amazing by the enthusiastic performance of the band.
→ amazed
- Larry was annoying everyone with his rude, inappropriate behavior.
→ _____
- The instructor felt the students were bored with the material, so he assigned a special group project. → _____
- Vivian felt that the exam questions were confused, and so she thinks she may have failed.
→ _____
- Kevin thought it was depressed to see how much of the forest had been cleared for housing.
→ _____
- Alexander had been hesitant to attend; but it turned out to be a delightful party.
→ _____
- My parents must have felt embarrassed when they saw me scolded by my teacher.
→ _____
- The spectators at the soccer game became more and more exciting as the game went into the second half. → _____
- Darren feels that by impressing the boss with his knowledge of the competition, he can get promoted quickly. → _____
- How could I ever forget such an inspired song? → _____

B 우리말과 같은 뜻이 되도록 영어 문장의 빈칸에 알맞은 말을 넣어 문장을 완성해 보자.

1. Jacob은 밖에서 들리는 소음 때문에 짜증이 나서 공부에 집중할 수 없었다.

→ Jacob couldn't concentrate on his studies because he was annoyed by the noise from outside.

2. 나는 그에게 그 일자리에 관심이 있다고 말했다.

→ I told him that I was _____ the job offer.

3. 그 어린이 자선단체는 금전적인 지원과 더불어 더 많은 자원봉사자를 요청하는 매우 감동적인 탄원을 했다.

→ The children's charity made a very _____ plea for more volunteers as well as monetary assistance.

4. 사장님이 당신의 발표를 흠족해 하시는 것 같다.

→ It seems the boss is _____ your presentation.

5. 뒤뜰에 있는 테라스에서 쉬면서, 나는 내가 직접 이것을 만들었다는 것을 만족스럽게 생각했다.

→ While I was relaxing on the patio in the backyard, I found it _____ that I had built it with my own two hands.

6. 그 사이클 선수가 기록 단축을 위해 약물을 복용한 것이 사실로 드러났다고 들었지만 그다지 충격적이지 않았다.

→ It was not all that _____ to hear that the cyclist was found guilty of using performance enhancing drugs.

7. 나는 공항에서 호텔까지 가는 데 실제로 걸린 시간에 대해 놀랐다.

→ I was _____ by the time it had taken to actually travel from the airport to the hotel.

8. Jade는 어릴 때 무서운 경험을 해서 그네를 타지 않는다.

→ Jade doesn't go on swings because she had a _____ experience when she was little.

9. 나는 연습에 참가하지 않음으로써 코치 선생님을 실망시켰다.

→ I made my coach _____ by not participating in the training session.

10. 그 영화는 너무도 강렬해서 영화가 끝나고 났을 때 나는 정신적으로 아주 기진맥진해 졌다.

→ The movie was so powerful that by the time it was over, I was emotionally _____.

Exercise 4 함께 쓰는 단어

“Win a lottery (복권이 당첨되다)”, “shake hands (악수하다)” 처럼 함께 쓰이는 동사와 명사가 있다. 이들을 ‘연어 (collocation)’라고 한다. 어떤 단어들이 함께 쓰이는지를 기억해 놓으면 자동적으로 구(phrase)를 말할 수 있게 되므로 영어의 유창함(fluency)이 크게 향상된다.

A 주어진 명사와 함께 쓰일 수 있는 동사들을 보기에서 골라 구(phrase)를 3개씩 만들어 보자.

보기

make	break	lose	shut out	can't stand
get	pick up	look for	cause	become
suffer	relieve	suffer from	prevent	keep
cope with	from	have	tell	meet

1. habit → break a habit pick up a habit become a habit
2. stress → _____
3. job → _____
4. noise → _____
5. damage → _____
6. secret → _____
7. disease → _____
8. appointment → _____
9. friend → _____
10. heart → _____

B 앞에서 만든 구(phrase) 중에서 다음 빈칸에 알맞은 것을 골라 써 보자. (필요한 경우에는 동사의 시제를 변형시켜야 한다.)

1. I've made an appointment with the dentist for 10:30 tomorrow morning.
2. Listening to music helps me _____ caused by my job.
3. I began to _____ so I could pay my rent.
4. When you study, you must _____ so you can concentrate.
5. Termites can _____ to your house.
6. You have to be careful of what you say when you _____.
7. If I ever _____, I hope that someone can take care of me.
8. She was so beautiful that I _____ to her when we met.

C 다음 문장의 빈칸에 알맞은 동사를 써 보자.

1. My wife and I both share an interest in animals, so we have many pets.
2. The teacher always makes us laugh when she _____ a joke.
3. I'm tired from work, so I'd like to _____ a holiday.
4. I damaged my friend's car, so I had to _____ an apology to her.
5. It took a long time, but we finally _____ progress on our research project.
6. If you want to learn Spanish, you must _____ an effort to study it.
7. Once we _____ the end of our long drive, we decided to have a picnic.
8. If someone is sad, you can _____ the situation by being nice to him or her.

Exercise ⑤ 속어 (Phrasal Verbs)

Phrasal verbs란 동사에 전치사나 부사가 합쳐져서 마치 하나의 동사처럼 쓰이는 것을 말한다. Phrasal verbs를 사용하면 적은 수의 기본 동사를 활용하여 다양한 표현을 할 수 있으며, 관용적인 영어 (idiomatic English)를 구사하는 능력을 보여 줄 수 있어 시험에서 가산 점수를 받을 수 있는 요소가 된다. Phrasal Verbs를 사용할 때는 뜻뿐 아니라 자동사인지 타동사인지를, 분리되어 사용할 수 있는지 없는지 등을 정확히 알고 사용하도록 하자.

1) **동사 + 부사**: Phrasal Verbs가 목적어를 취하지 않고 자동사처럼 쓰이는 경우.

- | | | | |
|--------------|-------------|--------------|--------------------|
| • blow up | 폭발하다 | • break down | 고장나다 |
| • close down | 문을 닫다, 폐점하다 | • give in | 굴복하다 |
| • eat out | 외식하다 | • go on | 계속되다, (어떤 일이) 일어나다 |
| • get away | 도망치다 | • slow down | 느려지다, 속도를 줄이다 |
| • go off | 폭발하다, 상하다. | • show off | 자랑하다 |

2) **동사 + 목적어 + 전치사/부사**: 목적어가 명사일 때는 위치가 자유롭다. (목적어가 대명사일 때는 항상 가운데에 들어감)

- | | | | |
|----------------|-----------------------|------------------|--------------------------|
| • bring O ↔ up | (어떤 문제를) 꺼내다, ~을 키우다 | • put O ↔ off | ~을 연기하다, 미루다 |
| • give O ↔ up | ~을 포기하다, (담배 등을) 끊다 | • take O ↔ up | (취미를) 시작하다 |
| • let O ↔ down | ~을 실망시키다 | • think O ↔ over | ~에 대해 곰곰이 생각해 보다 |
| • look O ↔ up | ~을 (컴퓨터, 사전 등에서) 찾아보다 | • turn O ↔ down | (열, 소리를) 줄이다, (제안을) 거절하다 |
| • make O ↔ up | ~을 지어내다, 꾸며내다 | • wear O ↔ out | ~을 닳을 때까지 쓰다 |
| • pick O ↔ up | ~을 집어 들다, 배우다, 습득하다 | • write O ↔ down | ~을 적다, 메모하다 |

3) **동사 + 전치사/부사 + 목적어**: Phrasal Verbs가 하나의 타동사처럼 쓰이면서 분리될 수 없는 경우.

- | | | | |
|-----------------|-----------------------------------|----------------|-------------|
| • account for O | (비중을) 차지하다, ~의 이유를 설명하다, 출석을 확인하다 | • get over O | ~을 극복하다 |
| • come across O | ~을 우연히 만나다, 발견하다 | • go through O | ~을 겪다 |
| • count on O | ~에 의지하다 | • look after O | ~을 돌보다 |
| • deal with O | ~을 다루다, 처리하다 | • look into O | ~을 조사하다 |
| • do without O | ~없이 지내다 | • run into O | ~와 우연히 마주치다 |
| | | • take after O | ~을 닮다 |

4) **동사 + 전치사/부사 + 전치사/부사 + 목적어**: Phrasal Verbs가 하나의 타동사처럼 쓰이면서 분리될 수 없는 경우.

- | | | | |
|--------------------|-----------------|-------------------|----------------|
| • carry on with O | ~을 계속하다 | • get away with O | ~에 대한 처벌을 모면하다 |
| • catch up with O | ~을 따라잡다 | • make up for O | ~을 보상하다 |
| • cut down on O | ~의 양을 줄이다 | • put up with O | ~을 참고 견디다 |
| • come up with O | ~을 떠올리다, 생각해 내다 | • run out of O | ~이 떨어지다 |
| • find out about O | ~에 대해 알아내다 | • speak up for O | ~을 위해 목소리를 내다 |

A 다음 문장의 밑줄 친 부분과 바꾸어 쓸 수 있는 표현을 보기에서 골라 보자.

보기

breaks down

carry on with

get over

run out of

let down

blows up

put up with

speak up for

1. When I graduated from the university, I decided not to disappoint my parents again.
→ (let down)
2. My teacher let me continue my drawing because I wasn't distracting anyone.
→ ()
3. If that microwave explodes, it could cause a fire.
→ ()
4. We used up the milk, so I'm going to buy some more at the store.
→ ()
5. If we don't speak in support of neglected animals, then who will help them?
→ ()
6. When a car stops working, it can cost a lot to repair it.
→ ()
7. You must soothe your anger over losing the game and just try harder next time!
→ ()
8. I've lived with that noise for a month, but I am finally tired of it.
→ ()

B 어떤 phrasal verbs는 둘 이상의 뜻이 있다. 다음 문장에서 밑줄 친 phrasal verbs의 뜻을 괄호 안에서 골라 보자.

1. (A) When you do roll call, make sure you can account for all the students. (설명하다 / 출석을 확인하다)
(B) Can you account for the missing money? (설명하다 / 출석을 확인하다)
2. (A) I want to bring up my son the same way my parents raised me. (키우다 / (문제를) 꺼내다)
(B) Please don't bring up politics around Amy, or she'll argue. (키우다 / (문제를) 꺼내다)
3. (A) He needs to give up his job as a waiter and go back to college. (포기하다 / 끊다)
(B) I've heard that it's difficult to give up smoking, but people can quit. (포기하다 / 끊다)
4. (A) Please turn down the air conditioner, because it is too cold in here. (거절하다 / (소리, 열 등을) 줄이다)
(B) I hate to turn down your invitation, but I have other plans. (거절하다 / (소리, 열 등을) 줄이다)
5. (A) We need to check out of the hotel before we can pay the bill. (확인하다 / 체크아웃 하다)
(B) Let's check out the newspaper to see who won the game. (확인하다 / 체크아웃 하다)

Exercise ⑥ 콩글리쉬 (Broken English)

한국인이 콩글리쉬를 쓰게 되는 것은 한국어와 같은 패턴으로 영어를 사용하기 때문이다. 콩글리쉬를 쓰지 않기 위해서는 영어식 사고 방식에 익숙해져야 하며, 이를 위해서는 영어환경에 스스로를 많이 노출시켜야 한다. 하지만 무작정 읽고 듣기만 한다고 되는 것이 아니다. 콩글리쉬를 빨리 뿌리뽑으려면 영어로 말할 때 자신의 말에 귀를 기울여야 한다. 말이든 글이든, 항상 자신이 사용한 표현 중에 어떤 것이 콩글리쉬인지 확인하고 그것을 자연스러운 영어 표현으로 고치는 연습을 해야 한다. 그러다 보면 어떤 표현이 머리 속에 떠오를 때 '아, 이건 콩글리쉬야' 하고 감이 올 것이다.

A 다음 우리말 문장을 영어로 표현한 두 문장 중 더 자연스러운 표현을 골라 보자.

1. Alice의 눈은 아름답고 파란 색이며, 머리는 곱슬거리고 갈색이다.
(A) Alice's eyes are beautiful and blue, and her hair is curly and brown.
(B) Alice has beautiful blue eyes and curly brown hair.
2. 엠파이어 스테이트 빌딩의 꼭대기에서 아래를 내려다 보았을 때, 나는 현기증을 느꼈다.
(A) I felt dizzy when I looked down from the top of the Empire State Building.
(B) I felt dizziness when I looked below the top of the Empire State Building.
3. 매우 부자인 Kane씨는 세계에서 두 번째로 비싼 자동차를 소유하고 있다.
(A) Mr. Kane, a very rich man, owns the second most expensive car in the world.
(B) Mr. Kane, a very rich man, is owning the secondly most expensive car in the world.
4. 교통량이 많지 않으면 내가 학교까지 가는 데는 대략 한 시간이 걸린다.
(A) I spend about an hour to go to school if there are not many cars on the road.
(B) It takes me about an hour to get to school if there's not much traffic.
5. 벨기에 작가인 Amélie Notomb는 일본에서 태어나 5살까지 살았기 때문에 일본을 고국으로 생각한다.
(A) The Belgian writer Amélie Nothomb thinks Japan as her real country, because she was born in Japan and lived 5 years.
(B) The Belgian writer Amélie Nothomb considers Japan her mother country, because she was born there and stayed until she was 5 years old.

B 다음 문장의 밑줄 친 부분은 어색한 표현이다. 자연스러운 표현이 되도록 고쳐 말해 보자.

1. Only high people are allowed in this club. (상류층 사람들만 이 클럽에 입장할 수 있다.)

→ upper class people

2. We need to reference other countries' policies. (우리는 다른 나라의 정책을 참고해야 한다.)

→ _____

3. I don't spray perfume because I am too sensitive to scents.

(나는 향기에 너무 민감해서 향수를 뿌리지 않는다.)

→ _____

4. This one is a service. (이번 잔은 서비스입니다.)

→ _____

5. Children usually spend their time under the sight of their parents.

(아이들은 부모가 지켜보는 가운데 많은 시간을 보낸다.)

→ _____

C 다음 문장은 어색한 표현이 사용되었다. 자연스러운 문장이 되도록 고쳐 말해 보자.

1. Parents can afford to give valuable lessons to their children.

(부모는 아이들에게 귀중한 교훈을 가르쳐 줄 수 있다.)

→ Parents can teach valuable lessons to their children.

2. This way, I could know studying ways of friends.

(이렇게 해서 나는 친구들로부터 공부 방법을 배우게 되었다.)

→ _____

3. A telescope shows the universe to us more closely.

(사람들은 망원경을 통해 우주를 더 자세히 관찰할 수 있다.)

→ _____

4. Riding a bicycle gives much benefit than driving a car.

(자전거를 타면 차를 운전하는 것보다 많은 이점이 있다.)

→ _____

5. It is important for adults to express positive words toward their spouses in front of children.

(성인들이 아이들 앞에서 배우자에 대해 긍정적인 말을 하는 것이 중요하다.)

→ _____

Exercise ⑦ 풀어 말하기

어떤 단어가 영어로 무엇인지 모르거나, 알더라도 금방 생각나지 않을 때에는 다른 말로 그 단어를 설명할 수 있어야 한다. 예를 들어 “목격자 (witness)” 단어가 생각나지 않을 경우, “someone who has seen a crime or an accident”라고 풀어 설명할 수 있다. 이렇게, 정확한 단어를 알지 못하더라도 풀어 말할 수 있는 것은 자신의 의사를 전달하는 데 있어 꼭 필요한 능력이다.

A 다음 단어를 영어로 풀어 설명해 보자.

1. tuition

→ the money you pay for attending school

2. majority

→ _____

3. vandalize

→ _____

4. aggravate

→ _____

5. premises

→ _____

6. pedestrian

→ _____

7. scholarship

→ _____

8. inaccessible

→ _____

9. donate

→ _____

10. deforestation

→ _____

B 다음 우리말 단어에 해당하는 영어 단어를 아는 경우에는 (A)에 그 단어를 쓰고 (B)에 그 뜻을 영어로 풀어 써 보자. 해당 영어 단어를 모르는 경우에는 (A)를 빈 칸으로 남겨 두고 (B)에서 다른 말로 풀어 영어로 설명해 보자.

1. 수족관 (A) aquarium
(B) a building where people go to look at water animals
2. 지출 (A) _____
(B) _____
3. 고고학 (A) _____
(B) _____
4. 표절 (A) _____
(B) _____
5. 보상하다 (A) _____
(B) _____
6. 잠재력 (A) _____
(B) _____
7. 상호작용 (A) _____
(B) _____
8. 습도 (A) _____
(B) _____
9. 만성적인 (A) _____
(B) _____
10. 혁신 (A) _____
(B) _____

Exercise 8 동사의 패턴

많은 학생들이 동사의 뜻만 암기하고 그 동사를 안다고 생각한다. 예를 들면 'remind'는 '~을 떠올리게 하다'라고 외우고 마는 것이다. 그러나 막상 '그 축제는 내게 2009년 인천 세계 도시 축전을 떠올리게 했다.'라는 문장을 영어로 정확히 말할 수 있는 학생은 많지 않다. 이것은 'remind'가 'remind A of B' 패턴으로 사용되는 것을 잘 모르기 때문이다. 이처럼, 동사는 뜻과 함께 그 패턴을 반드시 기억해야 한다.

A 괄호 안의 두 동사 중에서 알맞은 것을 골라 보자.

1. I (suggested / advised) my sister to visit Paris because it is a nice city.
2. I (think / regard) Jim as a good friend because he helped me out when I was in trouble.
3. He could not (explain / tell) the model well enough for me to understand how to apply it to my research.
4. In order to (discuss / talk) issues about effective economies, we first need to have a basic understanding of economics.
5. The ice on the road (made / caused) me to lose control of the car.

B 괄호 안에 주어진 동사를 빈칸에 알맞은 형태로 써 보자.

1. I asked the waiter to bring some more water, but he hasn't yet. (bring)
2. Donald considered _____ in a consultant so that we could finish the project before the deadline. (call)
3. I suggested that we _____ a long lunch break because we had worked so much. (take)
4. My daughter was spending too much time on the computer, so I tried to encourage her _____. (read)
5. If you commit yourself to _____ the piano, you will be a talented pianist. (play)

C

빈칸에 알맞은 전치사를 써넣어 보자.

1. You must communicate with your colleagues in order to do a good job.
2. Mom tried to prevent Dad from buying a new car.
3. Did you contribute any money to charity last year?
4. I can relate to Billy because we both have vision problems.
5. I really prefer watching TV to taking out the garbage.

D

우리말과 같은 뜻이 되도록 영어 문장의 빈칸을 채워 말해 보자.

1. Chang 교수님은 우리에게 소그룹으로 협력하여 공부하라고 조언하셨다.
Professor Chang advised us to study collaboratively in small groups.
2. 이 연구 논문 쓰는 것을 피할 수 있었으면 좋겠어.
I wish I could avoid this research paper.
3. 우리는 우리 치약이 최고라는 것을 고객들에게 확신시켜야 한다.
We have to convince customers that our toothpaste is the best.
4. 전에 Darrel 은 내가 대학에 조기 입학 지원을 하는 게 좋겠다고 말했지만, 언제 지원할지는 말해주지 않았다.
Darrel mentioned one day that I should apply for early admission to the university, but he didn't advise me when to apply.
5. 나의 교수님은 한 연구 프로젝트를 진행 중이신데, 내가 조사를 하나 맡아 주었으면 좋겠다고 말했다.
My professor is involved in a research project, and she mentioned that she would like me to a survey.
6. 법에 따라 모든 운전자는 운전면허증을 소지해야 한다.
The law requires all drivers to a drivers license.
7. 나는 어떤 하키 선수가 최고인지에 대해 내 친구들과 늘 언쟁을 한다.
I always argue with my friends about which hockey player is the best.
8. 정확히 어쩌다 그 일이 일어났는지 이해가 잘 안 된다. Vanessa에게 그 사고에 대해 더 물어봐야겠다.
I'm not sure exactly how it happened, so I need to ask Vanessa more about the accident.

Exercise 9 부사절이 포함된 문장

부사절은 문장에서 부사와 같은 역할을 하며, if, when, because, although와 같은 종속접속사로 시작된다. 때로는 as soon as와 같이 둘 이상의 단어가 모여 종속접속사의 역할을 하기도 한다. 다음은 부사절을 이끄는 대표적인 종속접속사와 그 의미이다.

• when	~할 때	• while	~하는 동안, ~한 반면
• as	~하므로, ~하면서, ~하듯이	• before	~하기 전에
• after	~한 후에	• since	~한 이래로
• until	~할 때까지	• if	~한다면
• unless	~하지 않는다면	• so that/in order that	~하도록
• because	~하기 때문에	• since	~하기에, ~한 이래로
• though/although	비록 ~하지만, ~함에도 불구하고	• even if/though	~하더라도
• where	~하는 곳에서	• the way	~하는 방식으로

A 빈칸에 알맞은 종속접속사를 괄호 안에서 골라 보자.

1. After they saw the suspect, the police officers tried to catch him.
(After / If)
2. The police were busy controlling the crowd, _____ the firefighters fought the blaze.
(though / while)
3. We need to educate the public on matters of public health and safety, _____ we can reduce incidences of illness and injury.
(because / so that)
4. _____ criminals show regret or not, they need to serve the full term of their sentence. (Because / Whether)
5. Fossil fuel deposits will be depleted _____ we begin to seriously develop alternative fuel supplies.
(unless / if)
6. The fire damage to the house was so severe _____ it had to be torn down and re-built.
(that / when)
7. I will continue my physical therapy _____ my leg has healed completely and I can walk without crutches.
(until / unless)
8. The inmate was denied parole _____ he had served his minimum sentence and was a model prisoner. (the way / even though)

B 다음 두 문장 중 하나를 부사절로 만들어 두 문장을 한 문장으로 합쳐 보자.

1. We went sailing yesterday. + We got caught in a rainstorm.

→ We went sailing yesterday though we got caught in a rainstorm.

2. Polar bears come from there. + Climate is ideal for walruses and seals.

→ _____

3. Price of land near the lake has fallen. + They discovered deposits of toxic chemicals in the area.

→ _____

4. The oranges will freeze and the crop will be destroyed. + There is an early frost.

→ _____

5. There was a 10-car pile up. + The snow storm caused zero visibility.

→ _____

C 주어진 문장에 적절한 내용의 부사절을 첨가하여 좀 더 구체적인 내용이 되도록 말해 보자.

1. I believe most people are honest.

→ Although some people take advantage of others, I believe most people are honest.

2. This place seems familiar.

→ _____

3. I took the bus instead of driving yesterday.

→ _____

4. My sister and I have a lot of things in common.

→ _____

5. I'd rather live in my own country than live abroad.

→ _____

Exercise 10 명사절이 포함된 문장

명사절은 문장 내에서 명사의 역할, 즉 주어, 목적어, 보어, 전치사의 목적어 역할을 한다. 가장 흔히 사용되는 명사절을 정리해 보면 다음과 같다.

- 1) 타동사의 목적어 역할을 하는 that절 (that은 생략 가능)

Ex I can't believe (that) you guys haven't met before.

- 2) Be동사의 보어 역할을 하는 that절 (that은 생략 가능)

Ex The fact is (that) nobody wants to waste time and money.

- 3) 동격으로 사용된 that절 (that은 생략 불가능)

Ex I agree with the idea that high school students should be allowed to vote.

- 4) 형용사 (sure, afraid, aware, sorry, etc) 뒤에 나오는 that절 (that은 생략 가능)

Ex I'm not sure (that) this is the shortest way.

- 5) 의문사절 - Can you tell me what you think of this poem?

- 6) If 또는 whether로 시작하는 명사절 - I don't know if I did the right thing.

A 다음 문장의 빈칸에 가장 적합한 말을 괄호 안에서 골라 보자.

1. I think that you should've left a phone number.
(that / if)

2. I can't wait to see _____ my grandmother lived as a child.
(why / where)

3. The problem is _____ our car hit a very expensive car.
(that / what)

4. Do you know _____ I can borrow that book?
(where / what)

5. I expressed the idea _____ every child has the right to education.
(which / that)

6. Max was disappointed _____ not many people showed up at the party.
(that / why)

7. My fondest memory is of _____ we ate at that little Italian restaurant.
(how / when)

8. I'm not quite sure _____ day it is to do the laundry, mine or yours.
(who / whose)

9. I will support your decision _____ you decide to go to school.
(whatever / wherever)

B 괄호 안에 있는 명사절을 밑줄 친 대명사 대신 삽입하여 문장을 다시 써 보자.

1. is a tough choice. (whether I should drive or walk)

→ Whether I should drive or walk is a tough choice.

2. won't be revealed until tomorrow. (where the actress is to be married)

→ _____

3. I can't believe! (that the woman has not stopped talking)

→ _____

4. will not be made public. (what is talked about in the meeting)

→ _____

5. They now know. (why the world's climate is warming)

→ _____

C 괄호 안의 단어들을 적절히 배열하여 다음 문장의 빈칸에 들어갈 내용을 써 보자.

1. Today we learned how pretzels are made.
(are, pretzels, made)

2. The professor expressed the hope that _____.
(students, the program, join, more, would)

3. Do you know _____?
(he, made, him, what, that, sick, ate)

4. Scientists say _____.
(can, in front of, cancer, that, microwave, cause, a working, standing)

5. The disagreement began over _____, the husband's or the wife's.
(priorities, were, important, whose, more)

6. The police found _____.
(stolen, hid, the criminal, where, the bank, from, the money)

형용사절은 관계절(relative clause)이라고도 하며, 관계대명사나 관계부사가 이끄는 절을 말한다. 형용사는 명사를 앞에서 수식하지만, 형용사절은 명사를 뒤에서 수식한다. 형용사절을 사용하면 문장을 쉽게 확장할 수 있다. 한국어는 형용사절이 흔히 사용되는 구조가 아니어서 한국인들은 부사절이나 명사절에 비해 형용사절을 잘 활용하지 못하는 경향이 있고, 그래서 더 많은 연습이 필요하다.

A 다음 문장에서 밑줄 친 형용사절이 꾸며 주는 선행사를 찾아 동그라미 쳐 보자.

1. I want to invest in an apartment that I can rent out to a nice family.
2. The area where the typhoon caused such damage has been declared a disaster area.
3. The car that was used in the robbery was stolen from a parking lot.
4. I was trying to find the book that my grandfather had given me as a child.
5. I am concerned about the environment, so I want to buy a car that also uses electrical power.
6. I can't remember exactly the year when my whole family had a reunion.
7. A child that had been lost for a week in the mountains was finally found.
8. An artist whose art is too abstract might have a difficult time being accepted by the general public.

B 다음 문장에서 밑줄 친 선행사를 꾸며 주는 형용사절을 찾아 동그라미 쳐 보자.

1. For many young lovers, love is the only thing that matters.
2. In the case of many car accidents, it's not the volume of traffic that is at fault, but how people drive that really causes the problem.
3. In many cultures around the world, it is the eldest son who must bear the responsibility of maintaining family unity.
4. It was not the acting, but the subject matter of the movie that really offended me.
5. As a nature photographer, I wanted to take pictures of eagles, so I had to hike up into the mountains where they made their nests.
6. Many parents look forward to the day when their children marry and move away from home, so that they can enjoy traveling.

C 다음 문장을 읽고 괄호 안에서 알맞은 관계사를 골라 보자.

1. My biology professor is the woman (whom / who) received a grant to study cancer cells.
2. I'm not sure yet if the new governor is a man in (whom / that) people can put their trust.
3. I'd like to live in a city (where / which) I can afford to buy a home as well as have easy access to cultural facilities.
4. I remember, with great pride, the time (which / when) my husband sold his first painting.
5. It was the summer of 2002 (when / where) Korea co-hosted World Cup soccer with Japan.
6. I can't remember the name of the dish (that / what) we had at the Indian restaurant, but it was delicious.
7. Yellow dust, (which / when) comes from the Gobi Desert in the spring, is the source of tremendous air pollution all over Asia.
8. The picture in the newspaper was of the woman (whose / who) identity was stolen.

D 괄호 안의 단어들을 적절히 배열하여 다음 문장의 빈칸에 들어갈 내용을 써 보자.

1. 서울은 도시의 이점을 충분히 누릴 수 있는 도시이다.
→ Seoul is a city where you can fully enjoy the advantages of city life.
2. 파리는 박물관, 연극, 오페라와 같은 무한한 문화적 활동을 제공하는 도시이다.
→ Paris is a city _____.
3. 박지성은 영국 프리미어 리그(Premier League)에서 활동하는 유명한 한국 축구 선수이다.
→ Park Ji Sung is a famous Korean soccer player _____.
4. Margaret Atwood는 캐나다 작가로, 종종 페미니스트 작가로 일컬어진다.
→ Margaret Atwood is a Canadian writer _____.
5. 새벽에 일어나 일출을 보는 것은 내가 올해 하고 싶은 일 중 하나이다.
→ Waking up at dawn to see a sunrise is one of the things _____.

Exercise 12 둘 이상의 종속절이 포함된 문장

둘 이상의 종속절이 포함된 문장을 틀리지 않고 구사할 수 있다면 상당한 영어 실력을 가졌다고 자부해도 좋다. Speaking 시험에서도 이런 문장들이 자주 사용된 응답은 높은 점수를 받는다. 앞에서 학습한 부사절과 명사절, 그리고 형용사절을 자유롭게 섞어 쓸 수 있도록 꾸준히 연습하자.

A 다음 문장에서 종속절을 모두 찾아 밑줄을 쳐 보자.

1. I love the times when I hang out with my old friends, because we share a lot of common interests.
2. Which career you choose will determine the classes that you decide to take.
3. When Dad's favorite football team wins, he brags to his friends who don't like that team.
4. Let's see the movie you told me about after we eat dinner.
5. This building, which was constructed a hundred years ago, will endure whatever conditions weather can create.

B 괄호 안에 주어진 내용을 종속절로 만들어 제시된 문장을 좀 더 구체적으로 만들어 말해 보자.

1. The couch that you bought will look nice. (우리가 그 소파를 놓을 장소를 찾는다면)
→ The couch that you bought will look nice when we find a place for it.
2. Whoever wants a ticket must wait. (판매원이 올 때까지)
→ _____
3. Even though it will rain today, students want to go on a picnic.
(소풍이 재미있을 거라고 생각하기 때문에)
→ _____
4. Students who had low grades need extra lessons. (그 보충 수업은 도움이 될 것이다)
→ _____
5. The factory is where most people in town work. (그 공장에서는 자동차를 만든다)
→ _____

C 다음 문장은 하나의 종속절을 포함하고 있다. 여기에 하나 이상의 종속절을 더 삽입하여 문장을 다시 말해 보자.

1. In Korea, you are not allowed to drive until you are eighteen.

→ In Korea, you are not allowed to drive until you are eighteen, which is one or two years
older than in the US.

2. Mary learned how fractions work.

→ _____

3. What his uncle said was very clever.

→ _____

4. I am scared of driving because of a car wreck.

→ _____

5. You'll have to travel with whomever you can find.

→ _____

6. The road is where these two streets separate.

→ _____

7. While the children are asleep, let's set out the presents.

→ _____

8. Whatever you want to discuss is fine.

→ _____

9. Whether the professor approves of your project or doesn't, you can be proud of the great effort.

→ _____

10. Some scientists are convinced that global warming is due to human activity.

→ _____

02

Integrated Task Skills

- Exercise 1. 비슷한 말 (Synonym)로 바꾸어 말하기
- Exercise 2. 문장 구조를 바꾸어 말하기
- Exercise 3. 내용을 단순화시키기
- Exercise 4. 다양한 Paraphrase
- Exercise 5. 기호·약어 사용하기
- Exercise 6. 중요한 내용 찾기
- Exercise 7. 대화 듣고 Note-taking 하기
- Exercise 8. 강의 듣고 Note-taking 하기
- Exercise 9. 주제 (Main Idea) 찾기
- Exercise 10. 뒷받침 내용 (Supporting Points) 찾기
- Exercise 11. 노트 보고 요약하기(독해)
- Exercise 12. 노트 보고 요약하기(청취)

i - Speaking

Exercise ① 비슷한 말 (Synonym)로 바꾸어 말하기

문장의 일부를 비슷한 말로 바꾸어 표현하는 것은 가장 쉽고 기본적인 paraphrasing 방법이다. 일반적으로 paraphrasing은 어떤 문장을 머리 속에서 이해하여 표현하는 것이므로, 원래 문장보다 쉽고 간단한 표현으로 이루어진다.

Ex They installed the new computer network at last.

→ They finally set up the new computer network.

A 다음 문장의 밑줄 친 표현을 비슷한 말로 바꾸어 문장을 다시 써 보자.

1. Plant life generates oxygen in abundant quantities.

→ Plant life produces lots of oxygen.

2. The escalating tension between Russia and America jeopardized peace.

→ _____

3. Now, who knows what the miscellaneous causes of the bubonic epidemic were?

→ _____

4. I've exhausted all of my money on tuition for classes.

→ _____

5. All organisms must utilize water to survive.

→ _____

6. Can you locate my residence hall on that campus map?

→ _____

7. I checked out a good deal of resources from the library.

→ _____

8. If you perspire too much during gym, take a sip of water.

→ _____

B 다음 문장의 일부를 비슷한 말로 바꾸어 표현해 보자.

1. The Berlin Wall was a partition that didn't prevent people from leaving East Berlin.

→ The Berlin Wall was a barrier that didn't stop people from leaving East Berlin.

2. I had a quarrel with my roommate, and now she is snubbing me.

→ _____

3. Freud speculated that our dreams manifest our deepest yearnings.

→ _____

4. You have a lot of liberty in a democracy, but you must be cautious when using it.

→ _____

5. The accumulation of dust in the atmosphere creates clouds.

→ _____

C 들려주는 문장을 듣고 비슷한 표현을 써서 paraphrasing을 해 보자. MP3 44

1. 

→ Space travel may be limited, but it can give us important information.

2. 

→ _____

3. 

→ _____

4. 

→ _____

5. 

→ _____

Exercise ② 문장 구조를 바꾸어 말하기

문장의 구조를 바꾸어 말함으로써 paraphrasing을 할 수 있다. 이것은 비슷한 말을 사용하는 것보다 좀 더 어려운 방법이다. 문장의 구조를 바꾼다는 것은 능동태를 수동태로 표현한다거나 구(phrase)를 절(clause)로 풀어 쓴다거나 하는 것을 말한다.

Ex Careful planning for the future can ensure that technology will improve the quality of life.

→ Technology can improve the quality of life if we plan carefully for the future.

A 주어진 문장의 첫머리에 맞추어 다음 문장을 변형해 보자.

1. Abuse of power by the czar incited the Russian Revolution.

→ The Russian Revolution was incited by the czar's abuse of power.

2. Stinging tentacles are mechanisms that jellyfish use to defend themselves.

→ Jellyfish use _____.

3. The assignment that we received yesterday is difficult.

→ We received _____.

4. The place where President Lincoln was assassinated was Ford's Theater.

→ President Lincoln _____.

5. Clouds of cosmic dust will eventually compress in order to form stars.

→ Stars form _____.

6. It is required that new students attend the orientation that takes place next week.

→ New students must _____.

7. The graduation test must be taken by seniors who are graduating.

→ Seniors are _____.

8. Back in medieval Europe, the belief that the sun orbited the Earth was very popular.

→ A popular belief in medieval Europe _____.

B 다음 문장의 구조를 바꾸어 paraphrasing을 해 보자.

1. If there are any problems, they can be reported to your Resident Assistant.

→ *You can report any problems to your Resident Assistant.*

2. There are a variety of meal plans that are available for you to choose from.

→ _____

3. In order to override a presidential veto, a two-thirds majority is required of Congress.

→ _____

4. Something that may have made the dinosaurs go extinct, or so many scientists believe, is a meteorite.

→ _____

5. Next Tuesday would be a good time for you to move into the dorm.

→ _____

C 들려주는 문장을 듣고 문장 구조를 바꾸어 paraphrasing을 해 보자. MP3 45

1. 

→ *The student council will meet once a week.*

2. 

→ _____

3. 

→ _____

4. 

→ _____

5. 

→ _____

Exercise ③ 내용을 단순화시키기

길고 복잡해 보이는 문장이지만 다 읽고 보면 단순한 아이디어를 담고 있는 경우가 많다. 어려운 표현으로 된 문장의 내용을 단순화시켜 가능한 한 짧고 간결한 표현으로 말하는 연습을 해 보자. 이것은 paraphrasing뿐 아니라 note-taking과 summarizing에도 도움이 된다.

Ex The average global temperature is increasing.

→ It's getting hotter all around the world.

A 주어진 문장의 첫머리에 맞추어 다음 문장을 단순화시켜 보자.

1. The hours of service for the computer lab have ended for today.

→ The computer lab is now closed.

2. Only one vote can be attributed to each individual who votes in the United States.

→ Each American voter _____.

3. It takes me too long to walk to English class.

→ My English class _____.

4. My calculus professor has a real strict policy about whispering in class.

→ We can't _____.

5. A massive super continent once consisted of all the land masses on earth.

→ All of the earth's land was _____.

6. One result of emotional trauma is the persistent recurrence of nightmares.

→ Emotional trauma can _____.

7. Rocket technology made great advancements during World War II.

→ Improved rockets were _____.

8. Taking pop quizzes is an effective method of getting prepared for tests.

→ Pop quizzes are _____.

B 다음 문장의 내용을 단순화시켜 paraphrasing을 해 보자.

1. The shower stalls in that dorm could benefit from a good scrubbing.

→ *The dorm's showers are overly dirty.*

2. Turtles possess shells that function as a buffer against different kinds of dangers.

→ _____

3. Metaphors are used to illustrate similarities between two different objects or ideas.

→ _____

4. Jonathan Swift often made humans' irrational behavior the target of his ridicule.

→ _____

5. Not only does this essay cover complex material, but it also has to be at least ten pages!

→ _____

C 들려주는 문장을 듣고 문장 구조를 바꾸어 paraphrasing을 해 보자. **MP3 46**

1. 

→ *The Treaty of Versailles ended World War I.*

2. 

→ _____

3. 

→ _____

4. 

→ _____

5. 

→ _____

Exercise ④ 다양한 Paraphrase

하나의 문장에 대한 paraphrase는 하나뿐이 아니다. 또한 앞에서 배운 세 가지 방법 중 어느 하나만을 사용해야 하는 것도 아니다. 세 방법을 적절히 혼합하여 다양한 paraphrase를 만드는 연습을 하면 어떤 문장에 대해서도 쉽게 paraphrasing을 할 수 있게 될 것이다.

Ex The global average temperature is increasing due to global warming.

- It's getting hotter all around the world because of global warming.
- Global warming makes the earth hotter.
- Global warming causes the world's temperature to rise.
- The world's temperature is getting higher as global warming takes hold.

A

빈칸을 채워 주어진 문장에 대한 다양한 paraphrase를 만들어 보자.

1. Corporations rely on private investors for financing.

- Private investors finance corporations.
- Businesses rely on private investors for funding.
- When they need financial assets, corporations turn to private investors.

2. Few people are on campus on Friday afternoons, so lunch isn't served then.

- _____ since no one's on campus.
- The campus is _____ on Friday afternoons, so lunch is _____.

- 3.** While sailing for India, Columbus found North America.

- Columbus _____ North America while _____ for India.
- _____, Columbus stumbled upon North America.

4. Citric acid has numerous applications, including cleaning surfaces and healing cells.

- Citric acid can _____ and _____.
- _____ can be done with citric acid.
- Citric acid has many uses, like _____.

5. When a person joins the fraternity, he or she has to promise to keep its secrets.

- Fraternity members _____.
- When _____ is _____ into the fraternity, he or she has to _____ to keep its secrets.
- Anyone _____ has to promise to keep its secrets.

B 다음 문장에 대해 둘 이상의 paraphrasing을 해 보자.

1. Several nations in Europe adopted the euro as their primary currency.

→ *Many European nations mainly use the euro.*

→ *The euro was adopted by a number of European nations as their main currency.*

2. Class presidents have a lot of power.

→ _____

→ _____

3. College radio DJs must work around their classes.

→ _____

→ _____

4. The Cherokee tribe developed its own alphabet and published a newspaper.

→ _____

→ _____

5. Due to an oncoming thunderstorm, softball practice has been called off.

→ _____

→ _____

C 들려주는 문장을 듣고 문장 구조를 바꾸어 paraphrasing을 해 보자. **MP3 47**

1. 

→ *The bookstore sells chemistry lab notebooks.*

→ *Chemistry lab manuals can be purchased at the bookstore.*

2. 

→ _____

→ _____

3. 

→ _____

→ _____

Exercise 5 기호 · 약어 사용하기

Note-taking의 기본은 짧은 시간 내에 많은 내용을 적는 것이다. 이를 위해서는 긴 단어나 문장을 그대로 받아 적지 않고 기호와 약어를 사용하여 간단히 표시하는 것이 필요하다. 다음은 흔히 사용되는 기호와 약어들이다. 이 외에 자신만 알아볼 수 있는 기호와 약어를 사용할 수도 있다. 중요한 것은 꾸준한 note-taking 연습을 통해 이러한 약어와 기호의 사용에 익숙해지는 것이다.

기호	의미	약어	의미
→	leads to, results in (결과)	w/	with
←	is a result of (원인)	w/o	without
↑	increases (증가)	b/c	because
↓	decreases (감소)	e.g.	for example
+ 또는 &	and, plus, in addition (추가)	esp.	especially
=	equals, is the same as (같음)	dept.	department
≠	is not the same as (같지 않음)	b/w	between
→ ←	is the opposite of (반대)	wt.	weight
>	is more than (이상)	ht.	height
<	is less than (이하)	sth.	something
/	per (~당)	sb.	somebody
#	number (숫자)	ASAP	as soon as possible

A 기호와 약어를 적절히 사용하여 다음 문장에 대한 노트를 작성해 보자.

1. The Department of Justice is managed by the United States Attorney General.

→ US Atty. Gen. Runs Dept. of Just.

2. Not only do plants provide nutrients, but they also produce oxygen.

→ _____

3. The distance from Earth to Jupiter is farther than a shuttle can travel.

→ _____

4. I can't make the college basketball team because I'm less than six feet tall.

→ _____

5. If you finish your research paper by Friday afternoon, you'll pass the class.

→ _____

6. Because of drought, farms can't produce any crops; therefore, they usually close down.

→ _____.

7. Public works might benefit if they were purchased by corporations.

→ _____.

8. I lost my backpack, so I'll have to attend class without my textbook.

→ _____.

9. Your risk of getting heart disease increases if you eat fatty foods, especially red meat.

→ _____.

10. The art department is showing some student art on Wednesday to raise money for the art center.

→ _____.

B

들려주는 문장을 듣고 기호와 약어를 적절히 사용하여 노트를 작성해 보자. MP3 48

1. 

→ *bikes to class b/c wants wt.* _____

2. 

→ _____

3. 

→ _____

4. 

→ _____

5. 

→ _____

Exercise 6 중요한 내용 찾기

Note-taking을 할 때 읽거나 듣는 내용을 모두 적으려고 하는 경우가 있는데, 모든 내용을 다 적을 시간도 없을 뿐더러, 그래야 할 필요도 없다. 지문을 읽거나 들으면서 핵심적인 내용이 무엇인지 파악하여 적는 것이 효과적인 note-taking이다. 적어야 할 내용은 다음과 같다.

- 1) 토픽 (Topic): 글의 소재 또는 무엇에 대한 내용인지를 간단히 적는다.
- 2) 주제 (Main idea): 글의 전체 내용 및 방향을 요약해서 완전한 문장이 아닌 주요 어구 위주로 간단히 적는다.
- 3) 뒷받침 내용 (Supporting points): 주제를 뒷받침하거나 주제와 밀접한 관련 내용을 간단히 적는다.

Ex Humans have a skeletal system inside their bodies. In contrast to this, an ant has an exoskeleton, or a thick shell on the outside of its body. This exoskeleton essentially maintains the shape of the ant's body and holds it together, but it also serves as a kind of armor, protecting the body from harm. When ants must grow, they will shed these exoskeletons and grow new ones. The system of an exoskeleton can also be found in most insects, spiders, and many other animals like lobsters and turtles.

Sample Note

Topic	exoskeleton of ants . shell surrounding ant's body
Main idea	maintains body shape + protects body from harm
Supporting Ideas	ants grow → shed & grow new ones

A 다음 지문을 읽고 아래 노트를 완성해 보자.

1. The development of the Sputnik satellite was one of the most important events after World War II. First, it was a big turning point in the race for technological superiority between Russia and America. Not only that, but the Sputnik satellite also made history as being the first object launched into orbit around the Earth. This new occurrence helped inspire the desire to explore space further.

Topic

Main idea

Supporting Ideas

2. Medieval Europeans launched the Crusades in an attempt to take the city of Jerusalem back from the Muslims who controlled it. Many attempts were made over the centuries, but none was very successful. However, the knights who returned from the Crusades brought back new ideas in science and philosophy from the Middle East. These new ideas would lead to the Renaissance, where arts and science would advance.

Topic

Main idea

Supporting Ideas

3. A form that most sixteenth century British writers used in their plays was blank verse. Blank verse is poetry in which each line has ten syllables, and there is no rhyme scheme. British writers predominantly used blank verse because it fit into the natural rhythm of spoken English, and because the lack of rhymes made it sound more like normal speech. Thus, it was both poetic and believable.

Topic

Main idea

Supporting Ideas

Exercise 7 대화 듣고 Note-taking 하기

일반적으로 두 사람의 대화를 듣고 **note-taking**을 할 때에는, 어떤 사람이 어떤 말을 했는지 구분하여 표시해 두는 것이 좋다. 이를 위해 두 가지 **note-taking** 방법을 사용할 수 있다. 대화가 이루어지는 순서를 그대로 따라서 남녀 화자의 말을 번갈아 기록하는 방법이 있고, 처음부터 남자와 여자 화자를 구분한 후 각 화자가 말한 내용을 해당 공간에 적는 방법이 있다. 본인에게 맞는 방법을 택하도록 한다.

순서대로 적는 방법

W: A term paper due end of vac.; visit home during vac.; need books to write pap.

M: Borrow books from lib.; no limits on days

W: What if books must be returned? Fine \$2/day

M: Mail books to lib.

W: Shipping = expensive

M: But less than fine; vacation is long

화자를 나누어 적는 방법

Woman

A term paper due end of vac.; visit home during vac.; need books to write pap.
What if books must be returned? Fine \$2/day
Shipping = expensive

Man

Borrow books from lib.; no limit on days
Mail books to lib.
But less than fine; vacation is long

A 들려주는 대화를 듣고 노트를 작성해 보자.

1.  MP3 49

2.  MP3 503.  MP3 51

Exercise ⑧ 강의 듣고 Note-taking 하기

학술적인 내용의 강의는 대부분 같은 순서로 구성된다. 도입부에서 토픽과 주제를 제시한 후, 본문에서 주제를 뒷받침하는 내용을 전개한다. 결론은 제시되기도 하고 제시되지 않을 수도 있다. 내용이 전환되는 것을 알리는 표현들을 signal words라고 한다. 일반적으로 signal words 뒤에 나오는 내용은 중요한 내용이다. 그러므로 signal words를 알아 두고 주의를 기울이면 note-taking해야 할 내용이 무엇인지 보다 쉽게 판단할 수 있다. 다음은 강의에서 흔히 사용되는 signal words이다.

1) 토픽을 소개할 때 사용하는 표현

- This is called ...
- Okay, now let's talk about ...
- Today we are going to discuss ...
- Today we are going to talk about ...
- That brings us to ...
- This is what we call ...
- I'd like to tell you about ...
- One of the ... is ...

2) 내용을 전환할 때 사용하는 표현

- However ...
- But ...
- On the other hand ...
- On the contrary ...
- Then ...
- Next, I want to mention ...
- Now let's consider ...
- Another point is ...

3) 예를 들 때 사용하는 표현

- For example ...
- Let's look at an example.
- Take ... for example.
- For instance ...
- Let's talk about the case of ...
- Take another example ...
- My other example is ...
- Let's consider the case of ...
- Let's say that ...

4) 강조할 때 사용하는 표현

- Most importantly ...
- Especially ...
- Significantly ...
- One important factor/ cause/point/problem is ...
- Amazingly ...
- Please note that ...
- Be sure to note that ...
- Pay special attention to ...

A 들려주는 강의를 듣고 노트를 작성해 보자.

1.  **MP3** 52

2.  **MP3** 53

3.  **MP3** 54

Exercise 9 주제 (Main Idea) 찾기

요약의 기본은 내용의 주제(main idea)를 찾는 것이다. 글의 주제는 대부분 주제문(topic sentence)을 변형·확장한 것이다. 주제문은 맨 처음에 제시되는 경우가 가장 일반적이거나, 중간이나 끝에 제시되는 경우도 있다. "However" 같은 signal word가 나오면서 내용이 전환될 경우에는 그 다음에 나오는 내용이 주제문일 경우가 많다. 하지만 반드시 그런 것은 아니므로 기계적으로 찾기보다는 글 전체의 내용을 이해하여 주제문을 찾도록 하자. 간혹 주제문이 제시되지 않는 경우도 있는데, 이런 경우에는 글 전체의 내용을 종합하여 요약하도록 한다.

A 다음 짧은 글을 읽고, 글의 내용을 한 문장으로 요약해 보자.

1. According to the weather forecast, there's a very good chance that it will rain on campus this Saturday. Hopefully it won't rain, because we have our graduation ceremony outside on Saturday. If it does, we'll have to move the ceremony from the football field to the gymnasium. Unfortunately, that will mean that we have less room for seating, and the light will be dimmer in there.

→ _____

2. Like hair, nails on the fingers and toes are constantly growing, and they must be trimmed. However, if these nails are not trimmed properly, then they can become ingrown, or curved so that they grow into the flesh surrounding a finger or toe. An ingrown nail may cut into the surrounding flesh, making the area susceptible to germs and possibly causing an infection.

→ _____

3. When we think of dreams, we may think of strange images that don't make sense. Sigmund Freud, however, argued that dreams do make sense. He believed that a person's dreams are really symbols that represent wishes that are so secret that the person may not realize he or she has them. Freud argued that dreams must then be interpreted symbolically in order to understand what a person's secret wishes are.

→ _____

B 들려주는 내용을 듣고, 그 내용을 한 문장으로 요약해 보자.

1.  MP3 55

→ _____

→ _____

2.  MP3 56

→ _____

→ _____

3.  MP3 57

→ _____

→ _____

Exercise 10 뒷받침 내용 (Supporting Points) 찾기

짧은 글을 요약할 때는 주제(main idea) 한 문장만 쓰면 되지만, 긴 글을 요약할 때에는 여러 문장으로 이루어진 summary가 필요하다. 이 때 summary에 포함되는 것은 주제(main idea)와 뒷받침 내용(supporting points)이다. 뒷받침 내용은 주제를 직접 뒷받침하거나 주제와 밀접하게 관련된 내용이다. 주제와 직접적인 관련이 없는 내용은 summary를 할 필요가 없다. 좋은 summary란 주제와 중요한 내용을 포함하는 것이며, 잘못된 summary는 내용이 원글과 다르거나 중요하지 않은 내용을 포함한 것이다.

A 다음 글을 읽고, 글의 내용을 요약한 두 summary 중 올바른 것을 골라 보자.

1. You are probably wondering why there are so many school buses in the front parking lot. That's because there's a class visiting campus. Some students from the local middle school wanted to take a tour of this school so they could see what an average university was like. It's interesting to see the kids, but it does create a problem in trying to park around here. I mean, I had to walk all the way over from the other side of campus because the school buses are taking up all of the nearby lots.

| Summary A | The speaker at first wonders where all the school buses came from. The speaker then becomes annoyed after realizing that children are visiting the university.

| Summary B | Students from the local middle school went on a field trip to the university to see an average college. The speaker is annoyed because their school buses have taken all of the nearby parking spaces.

2. If you are going to graduate next semester and you aren't sure of what job you'd like to get after college, then you should go to the career fair being held this weekend. The career fair will have people representing different companies and fields. These representatives will speak with you about jobs that are related to the field you are studying. However, you must make sure that you fill out an application by Wednesday with all your student information on it, particularly your major and any careers you're interested in.

| Summary A | The career fair this weekend will help graduating students decide which jobs they'd like. There, representatives from different fields will help students find careers related to their studies. Interested students must apply by Wednesday, listing majors and career interests.

| Summary B | A career fair is being held on Wednesday, and students who attend will get information on jobs they would like after college. Students can meet representatives who took the same college courses, and the jobs they are offering have high salaries. Students need to fill out the application and turn it in at the career fair.

B 들려주는 내용을 듣고, 내용을 요약한 두 summary 중 올바른 것을 골라 보자.

1.  MP3 58

| Summary A | Marsupials like kangaroos are animals that carry and protect their offspring in pouches on their bodies. A marsupial needs this pouch because it gives birth to its offspring quickly, and the baby must nurse from the mother for a long time.

| Summary B | Kangaroos are famous for having pouches on the front of their bodies, and they use these to carry their offspring. Kangaroos give birth to these offspring quickly, which distinguishes this creature from other marsupials. In an attempt to protect its newborn, a kangaroo can enfold its offspring in its pouch.

2.  MP3 59

| Summary A | Because bison were so numerous and grazed all over North America, the Plains Indians hunted them for food. However, the Plains Indians began to commercially hunt the bison, so this animal became completely extinct. Even though the government tried to stop this and help the Plains Indians, they lost their main source of food and eventually had to leave their land.

| Summary B | American hunters commercially hunted the large North American bison population to the brink of extinction. The United States government decided not to protect the bison because it wanted to take land from the Plains Indians, who relied on bison for food, clothing, and other basic needs.

긴 글을 요약할 때에는 중요한 내용을 모두 기억할 수 없으므로, 중요 내용을 **note-taking** 한 후 그것을 기초로 하여 **summary**를 작성하는 것이 효율적이다. 또한 노트를 작성하면 글의 구조를 더욱 확실히 이해하게 되므로 내용 요약에 도움이 된다.

A

다음 글에 대한 노트를 바탕으로 요약문을 작성해 보자.

1. In the late nineteenth century, there was some debate in the United States over what to do with the vast amount of western land. Many Americans wanted to settle this land and use it for agriculture, but there were already many different native tribes living in the West. Thus, Americans came up with the idea of Manifest Destiny. Manifest Destiny was the American belief that their society was destined to cover all of North America, so conquering the West was both inevitable and morally right. Manifest Destiny eventually became an excuse to drive Indian tribes off their homelands.

Manifest Destiny: Amer. dest. to conq. N. Amer. + conq. of west was right
 - 19th c US deb. what to do w/ west? tribes alr. there
 - Man. Des. was exc. to take land from tribes

→ _____

2. The earth's crust is composed of a number of tectonic plates, and these plates drift on a layer of magma just below the crust. Now, the boundaries of these plates are constantly grinding against each other, and sometimes they will strain while grinding and suddenly slip, releasing energy waves that rattle the earth's surface. This is an earthquake. Earthquakes can be very intense and cause a lot of damage. As a result, some cities located near grinding plate boundaries, such as San Francisco, have been destroyed almost completely by earthquakes.

Earthquake
 - tect. plates drif. on mag.; plate bou. grind each other; can strain & slip
 → ener. waves shakes sur.
 - e. quakes are int. & dam. + destroy cities

→

B 다음 글에 대한 노트를 작성한 후, 그것을 바탕으로 요약문을 작성해 보자.

1. In the business world, a corporation can be made and destroyed by people who might invest money in its stock. Now, an executive in this company can influence an investor by giving him private company information that affects the price of stock. This is called insider trading. Most forms of insider trading are illegal because executives can abuse their power. For instance, the executive might tell his friends to invest in another company's stock because he plans on selling his business to this second company. These traders would profit while the employees of the company would lose their jobs.

Exercise 12 노트 보고 요약하기 (청취)

청취 내용을 요약하는 경우에는 note-taking의 중요성이 더욱 크다. Signal words에 주의를 기울이고 강의의 흐름을 잘 따라가면서 주제와 뒷받침 내용을 찾아 note-taking한다. 이 때 주의할 점은, 강의의 주제를 직접 뒷받침하는 중요한 예는 summary에 포함시켜야 하며, 주제와 직접 관련없는 예는 포함시키지 않아야 한다는 것이다. 항상 주제를 중심으로 생각하면 어떤 것이 중요한 내용인지 판단할 수 있다.

A 들려주는 강의에 대한 노트를 바탕으로 요약문을 작성해 보자.

1.  MP3 60

Possible impact of asteroid collision

- impact may or may not kill all life dep. on size
- any imp. kicks up lots of dust _ dust block out sun _ new ice age

→

2.  MP3 61

UN Security Council

- creation of UN: after WW2 - to avoid war + resolve conflict
- 5 fund. nat = Am., Russ., Brit., China, France = perm. mem. of U.N. Sec. Coun.
- can veto enf. plans

→

B 들려주는 강의에 대한 노트를 작성한 후, 그것을 바탕으로 요약문을 작성해 보자.

1.  MP3 62

→

2.  MP3 63

→

3.  MP3 64

→

03

Pronunciation

Exercise 1. 자음 & 모음

Exercise 2. 묵음 & 강조

Exercise 3. 문장 강조

i - Speaking

Exercise ① 자음 & 모음

A 들려주는 두 단어의 발음이 똑같은 경우에는 O로, 다른 경우에는 X로 표시해 보자. **MP3 65**

1. _____ X _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____

B 들려주는 단어가 다음 중 어느 것인지 골라 보자. **MP3 66**

- | | | |
|-----------------------|-----------------|-----------------|
| 1. leaf, <u>leave</u> | 2. word, world | 3. lay, ray |
| 4. bear, bell | 5. really, lily | 6. size, thighs |
| 7. think, sink | 8. that, dad | 9. some, thumb |
| 10. sued, soothe | | |

C 박스 안에 있는 단어의 밑줄 친 s와 같이 발음되는 단어의 번호를 빈칸에 써 보자. **MP3 67**

① cos <u>me</u> tic	② tran <u>s</u> parent	③ ple <u>a</u> sure
sil <u>en</u> t ②	stand <u>ing</u> _____	tele <u>vi</u> sion _____
sc <u>a</u> red _____	conservat <u>i</u> ve _____	neigh <u>bo</u> rs _____
enorm <u>ou</u> s _____	confus <u>ing</u> _____	un <u>usu</u> al _____
ans <u>we</u> r _____	close <u>d</u> _____	close <u>ly</u> _____
		phase _____

(오디오 파일을 듣고 자신의 분류가 정확한지 확인하여 보자.)

D 다음 문장을 듣고 밑줄 친 자음 중 잘못 발음된 것을 가려내 보자. **MP3 68**

- We had a really great time.
- Meredith is going to leave for Switzerland tomorrow.
- This song is written by the lead vocalist of the band.
- John, please stop talking nonsense. I've had enough.
- He's forgotten about getting to the village.
- The only thing we can do is keep trying.

E 다음을 듣고 밑줄 친 모음의 발음이 나머지 세 단어와 다른 것 하나를 골라 보자. **MP3 69**

1. add, addition, adjust, adopt
2. caught, lost, fall, dawn
3. driven, slip, prison, life
4. most, cope, sport, pole
5. drag, wake, sanity, class
6. civilized, running, credit, practically
7. behave, have, locate, great
8. younger, but, future, discuss
9. please, teacher, pleasant, feature
10. thirsty, mistake, until, wish

F 박스 안에 있는 단어의 밑줄 친 a와 같이 발음되는 단어의 번호를 빈칸에 써 보자. **MP3 70**

① <u>a</u> dvertise	② <u>a</u> parents	③ <u>a</u> mend
Asian <u>a</u> _____	anthropology _____	ancient _____
Saturday _____	satellite _____	sacred _____
compatible _____	lateral _____	gravity _____
label _____	literature _____	narrative _____
		calligraphy _____
		age _____
		human _____
		narrator _____

오디오 파일을 듣고 자신의 분류가 정확한지 확인하여 보자.

G 다음 문장을 듣고 밑줄 친 모음 중 잘못 발음된 것을 가려내 보자. **MP3 71**

1. The author has written four novels and two plays.
2. The old man poured hot liquid iron into the mold.
3. The owl is a nocturnal bird that hunts at night.
4. Valves eventually led to the use of several improved brass instruments.
5. Magma leaks out of holes in the ocean floor.

Exercise ② 묵음 & 강조

A 다음 단어 중 묵음인 부분에 밑줄을 쳐 보자. **MP3 72**

- | | | |
|--------------|--------------|-----------------|
| 1. numb | 2. knight | 3. fasten |
| 4. chalk | 5. doubt | 6. debt |
| 7. receipt | 8. pneumonia | 9. psychiatrist |
| 10. climbing | | |

B 다음 단어의 강세를 표시해 보자. **MP3 73**

- | | | |
|--------------|-----------------|---------------|
| 1. technique | 2. advertising | 3. eventually |
| 4. adjust | 5. photographer | 6. indirect |
| 7. garage | 8. display | 9. allies |
| 10. detail | | |

C 괄호 안에 주어진 품사에 따라 강세를 표시해 보자.

- | | | |
|-------------------|---------------------|-------------------|
| 1. object (verb) | 2. record (noun) | 3. present (verb) |
| 4. address (verb) | 5. discharge (noun) | 6. export (verb) |

D 괄호 안에 주어진 품사에 따라 강세를 표시해 보자. **MP3 74**

- | | | |
|-------------------------|----------------------|-----------------------------|
| 1. apply, application | 2. occur, occurrence | 3. contribute, contribution |
| 4. arrive, arrival | 5. pursue, pursuit | 6. hostile, hostility |
| 7. desire, desirable | 8. emit, emission | 9. ecology, ecological |
| 10. resolve, resolution | | |

E

다음 문장에서 밑줄 친 단어들의 강세를 표시해 보자. **MP3 75**

1. The Civil War was the bloodiest conflict ever fought in America.
2. Today we will discuss something that's always been a serious threat to agriculture.
3. Physical barriers set up on farmland absorb or deflect natural agents of erosion.
4. This is why many agricultural communities reforest areas by planting new trees.
5. Even before slavery was outlawed, there were several ways people could defy slavery.
6. The runaway slaves took long, indirect routes through desolate areas.
7. Snakes can bite animals and inject them with venom.
8. It's the school's responsibility to replace them with louder alarms.
9. There are situations in which a person's professional duties conflict with his personal ones.

A 들려주는 문장을 듣고 크고 높은 소리로 들리는 단어들만 받아 적어 보자. MP3 76

1. What, up, lately _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B 들려주는 문장을 듣고 강세가 오는 단어에 밑줄을 쳐 보자. MP3 77

1. Did you hear about those new three-hour courses being offered to freshmen?
2. With the tag, at least a campus cop knows to check for it on your rear view mirror.
3. Sometimes animals will go extinct because they can't adapt to subtle habitat changes.
4. This would have dramatic effects on the animals that prey on these gazelles.
5. Without any animals to feed on, they too would become extinct.
6. Othello becomes enraged when he mistakenly believes that she is unfaithful to him.
7. Before an entrepreneur can make his fortune, he must decide on what kind of business he'd like to start.
8. If they decide to build cars, then they probably won't be able to build houses as well.
9. He will usually see which industry has the most customers at a certain place or time.
10. Humans, like most other animals, have a series of different organs, all used for different tasks.

C 다음 응답을 듣고 강세가 오는 단어에 밑줄을 쳐 보자.

1. MP3 78

I prefer to do activities on a holiday rather than just stay home and relax. One reason I prefer doing activities is that I have something to discuss with friends when I do an activity on a holiday. For example, I can tell stories about the time I went to the countryside for a picnic or rode my bicycle down a new trail. Moreover, I believe it is a waste of time to sit around and do nothing, because a holiday is such a good time to do things I want to do. I feel like I wasted a whole day when I just sit around and watch TV. In other words, it can be a more meaningful way of spending time if you do something worth doing.

2. MP3 79

I personally think that a person that has a great influence on people's lives today is Bill Gates. To start, he sells a lot of computer programs, more than anyone else. This means that people rely on him for their computers to work, and computers are needed for almost everything that we do. Next, Bill Gates donates lots of money to charity. He has given billions of dollars to help people in Africa. By using his money and power like this, he can influence others to give too, and this can help everyone. In conclusion, Bill Gates is someone who has a great influence on people's lives today.

04

Grammar

- Exercise 1. 주어 동사 일치
- Exercise 2. 자동사와 타동사
- Exercise 3. 사역동사
- Exercise 4. 감각을 표현하는 동사
- Exercise 5. 동사의 시제
- Exercise 6. 간접 의문문
- Exercise 7. To부정사와 -ing를 취하는 동사
- Exercise 8. 울타리 표현 (Hedging)
- Exercise 9. 비교급과 최상급
- Exercise 10. 형용사의 쓰임

i - Speaking

Exercise ① 주어 동사 일치

- 1) And로 연결된 주어: 복수 취급한다.
- Your enthusiasm and participation have been much appreciated.
- 2) Or로 연결된 주어: 동사와 가까운 주어에 일치시킨다.
- Either you or your boss has to attend the meeting.
- 3) 주어에 수식어구가 따라 나오는 경우: 혼동하지 않도록 주의한다.
- Engaging in team sports builds character and self-esteem.
- 4) 관계절의 동사: 선행사에 일치시킨다.
- Rupert is one of those people who are late for everything.
- 5) 기간이나 수량을 나타내는 말: 한꺼번에 말할 때는 단수 취급, 하나 하나를 강조할 때는 복수 취급
- Three hours is plenty of time.
- 6) Either, neither, everything, everybody, anything, anybody, each, every: 항상 단수 취급
All, more, most, some, any: 복수 명사와 함께 쓰이면 복수 취급, 단수 명사와 함께 쓰이면 단수 취급
- Neither of them wants to go. / Some children don't like to dance.
- 7) Staff, family, couple, police와 같은 집합 명사: 집단 전체로 말할 때는 단수로, 개개인을 강조할 때는 복수로 취급한다.
- The couple get along very well together. / The couple has adopted an orphan.
- 8) 특이한 형태의 명사: s로 끝나도 단수인 명사가 있는가 하면, s로 끝나지 않아도 복수인 명사가 있음에 주의
Ex phenomena, criteria, graffiti, customs, mathematics, data
- The media influence us as individuals and as a society.

A 괄호 안에서 알맞은 동사를 골라 보자.

1. The moon and the north star (was, were) shining brightly last night.
2. Food and water (is, are) necessary for survival.
3. The singer and the band (was, were) waiting backstage.
4. The soccer team and their coach (is, are) standing over there.
5. Either the bus or the subway (is, are) the best way to get downtown.
6. Either the doctors or the nurses (is, are) going to take care of the patients.
7. The complicated directions Francine gave me (was, were) impossible to understand.
8. The fall of ancient Rome and other powerful empires (was, were) not due to a single reason.

9. A dozen eggs (is, are) probably too many.
10. Everybody (asks, ask) me that question.
11. Most of my friends (lives, live) close by.
12. Ethiopia is one of several African countries that (has, have) been hit by drought.
13. I bought one of the two items that (was, were) recommended by the sales clerk.
14. New data (shows, show) a steady increase in childhood obesity.
15. The police (is, are) investigating reports of an abandoned car found nearby.

B 다음 문장 중 주어와 동사가 일치되지 않는 것을 찾아 바르게 고쳐 보자. 올바른 문장은 OK로 표시하자.

1. I believe that teachers ~~has~~ have more educational knowledge and experience than parents do.
2. One reason why I prefer doing outdoor activities are that I can breathe fresh air.
3. I think that parents are the best teachers for their children.
4. I have seen a lot of television programs that shows the suffering of children who have disabilities.
5. Most of the causes of these problems have been identified.
6. The newly elected president has certain characteristics that is seen among great leaders.
7. One of the best ways to improve your writing skills are to write in a journal every day.
8. I think mathematics is the most challenging subject for many students.
9. Some people say five years are not long enough to master a foreign language, but I think it depends on how much effort you put in.
10. Both the reading passage and the lecture discusses the causes of the Iraq War.

Exercise 2 자동사와 타동사

1) 자동사로만 사용되는 동사: 목적어를 취하지 않으며, 뒤에 명사가 나올 때는 전치사와 함께 쓰인다.

Ex sleep, rise, coincide, consent, wait, come, remain

- Stress is a big reason people can't sleep at night.

2) 타동사로만 사용되는 동사: 항상 동사 바로 뒤에 목적어를 취한다.

Ex access, accompany, affect, analyze, attribute, discuss, devote, request, contact

- Let's discuss your problem this afternoon. (O)

- Let's discuss about your problems this afternoon. (X)

3) 자동사로도 사용되고 타동사로도 사용되는 동사: 많은 영어 동사는 경우에 따라 자동사로 사용되기도 하고 타동사로 사용되기도 한다.

Ex compensate, adapt, adjust, approach, assist, comment, communicate, focus, marry

- Anna is very good at writing. (O)

- Do you know who wrote *Moby Dick*? (O)

- Andre wrote about his family in one of his essays. (O)

A

다음 빈칸에 알맞은 전치사를 넣어 보자. 전치사가 필요 없는 경우에는 X표를 하여 보자.

1. I couldn't access _____ X _____ my banking information online because I couldn't remember my password.
2. The insurance company will compensate _____ you for any goods lost in the fire.
3. Sheila asked her boyfriend to accompany _____ her to the concert.
4. Given enough time, a person can adapt _____ most changes in his life.
5. It took my eyes a while to adjust _____ wearing glasses.
6. Global problems such as climate change affect _____ everyone in the world.
7. The study analyzed _____ the spending habits of teenagers across the country.
8. It's a good idea to approach _____ strange dogs with caution.
9. I offered to assist _____ my professor with her research so that I could get some lab experience.
10. My doctor attributed _____ my weight gain to lack of exercise and poor diet.
11. My visit to China in two years will coincide _____ the summer Olympics in Beijing.
12. I don't like it when people comment _____ my appearance.

13. The ability to communicate _____ your coworkers well is a necessary skill in the professional world.
14. Karen did not consent _____ having her house searched by the police.
15. I tried to talk to Paul about our argument, but he didn't want to discuss _____ it.
16. Many scholars devote _____ themselves to one area of study for their entire lives.
17. It can be difficult to focus _____ a task if there are many distractions around.
18. I called the airline to request _____ a special meal during my flight to Europe.
19. I will contact _____ you later in the week to set up a meeting.
20. Maria has no desire to marry _____ anyone.

B

다음 문장에서 동사의 사용이 잘못된 부분을 찾아 바르게 고쳐 보자. 올바른 문장은 OK로 표시하자.

1. Marco Polo's book, *Il Milione*, is valuable because he vividly described about the Orient.
2. Since Ben has never traveled Asia, he is planning to visit an Asian country this summer.
3. The professor mentions two important factors in conflict resolution.
4. I didn't note at any difference between the two pictures.
5. Marco Polo didn't really socialize with Chinese people.
6. I strongly oppose to the idea that she is a feminist writer.
7. My mom, who was very angry about my behavior, shouted at me and started to talk how rude I was.
8. It contradicts with the fact that there were other European visitors at that time.
9. The professor does not discuss about Chinese traditions such as tea drinking and foot binding.
10. Ken was accused of writing his essay by simply copying from books.

Exercise 3 사역동사

- 1) **Let + O + do something:** 목적어(O)가 무엇을 하도록 허락하는 것을 말한다.
- I let Jana do all the work herself.
- 2) **Have + O + do something:** 목적어가 무엇을 하도록 만들거나 시키는 것으로, make와 비슷하지만 어감이 약하다.
- I usually have the maid do my laundry.
- 3) **Make + O + do something:** 목적어가 무엇을 하도록 만들거나 시키는 것으로 강제적인 의미를 내포한다.
- I can't make you do something you don't want to do.
- 4) **Get + O + to do something / get + O + doing something:** 목적어 뒤에 동사 원형이 아닌 to부정사나 -ing를 취한다. 의미는 have와 구분 없이 쓰이기도 하지만, 대체적으로 have보다 좀 더 적극적인 사역의 의미를 담고 있다.
- I'll get one of my co-workers to do this. (O)
- I'll get one of my co-workers doing this. (O)
- I'll get one of my co-workers do this. (X)
- 5) **Help + (O) + (to) do something:** 목적어가 무엇을 하는 것을 돕는 것으로 동사 원형과 to 부정사 중 어느 것이든 올 수 있으며, 목적어가 생략되기도 한다.
- My sister helped me clean the house. (O)
- My sister helped me to clean the house. (O)
- My sister helped clean the house. (O)
- My sister helped to clean the house. (O)
- 6) **Get / have + O + p.p.:** 제3자가 어떤 일을 하는 것을 나타낼 때, 또는 시간과 노력을 들여서 어떤 일을 하는 것을 나타낼 때 사용된다.
- I had my computer fixed by a local store. (제3자의 행위임을 나타낼 때)
- I need time to get things settled. (시간과 노력을 들여서 어떤 일을 할 때)

A

괄호 안에 주어진 동사를 빈칸에 알맞도록 변형해 보자. 변형할 필요가 없는 경우에는 원형 그대로 쓰도록 한다.

1. Cora has a hairdresser do her hair once a week. (do)
2. Desmond let his wife do the planning for their party. (do)
3. Gerri had some books recommended to her by the librarian. (recommend)
4. I had my messages forwarded to my cell phone. (forward)
5. John might get someone do his report for him. (do)
6. Melanie wants to get her hair styled for the party. (style)

7. The university had tours _____ for prospective students. (arrange)
8. Peter has his secretary _____ all the boring tasks. (do)
9. Ramon had to get his work _____ before going home. (do)
10. We tried to get another copy of the form _____ to us. (send)

B

다음 문장 중 [사역동사 + 목적어 + 동사] 부분이 올바르지 않은 것을 찾아 바르게 고쳐 보자. 올바른 문장은 OK로 표시하자.

1. She finally made my younger brother to take part in a math contest.
2. A good sense of humor can help a leader being more effective in building harmony among group members.
3. Lowering taxes can create more jobs and make people live better lives.
4. Indifference to elections can make the country to collapse.
5. Because I can't spare a moment right now, I'll have one of my co-workers to work on it.
6. Have you ever succeeded in getting someone to stop smoking?
7. Mrs. Smith got the children to clean their room after they finished playing.
8. Josh works so fast that he gets done everything and still has time left.
9. You may make a request to have the book return.
10. We hope to have this project finishing by this Thursday.

Exercise 4 감각을 표현하는 동사

감각	수동적 의미	능동적 의미	Linking Verb
시각	see	look (at), watch	look
청각	hear	listen (to)	sound
촉각	feel	touch, feel	feel
후각	smell	smell	smell
미각	taste	taste	taste

1) **See:** 어떤 것이 눈에 보이는 것, 혹은 볼 수 있는 능력을 나타낼 때 쓰인다.

- Can you see dust floating in the air?

Look (at), watch: 어떤 것을 의식적으로 보는 행위를 가리킨다.

- I looked at the map to find the directions. / I watched the children playing outside.

Look [linking verb]: '~하게 보인다' '~해 보인다' 는 의미

- You look great in that suit.

2) **Hear:** 어떤 소리가 귀에 들리는 것, 혹은 들을 수 있는 능력을 나타낸다.

- I can hear birds singing in the trees outside.

Listen (to): 어떤 소리를 의식적으로 듣는 행위를 가리킨다.

- Please stop talking and listen to me.

Sound [linking verb]: '~하게 들린다' 는 의미

- Visiting a museum sounds boring to me.

3) **Feel:** ① 어떤 것이 느껴지는 수동적 의미 - I feel pain in my eyes.

② 어떤 것을 만져서 느끼는 능동적 의미 - Feel this sand. It's so soft!

③ '~하게 느껴진다' 는 의미 (linking verb) - Your forehead feels warm.

Touch: 어떤 것을 만져서 느끼는 능동적 의미 - Don't touch the wall. It's just been painted.

4) **Smell:** ① 어떤 냄새를 느끼는 수동적 의미 - I smell gas inside this house.

② 일부러 냄새를 맡는 능동적 의미 - Tania is smelling her new perfume.

③ '~한 냄새가 난다' 는 의미 (linking verb) - What are you cooking? It smells like heaven.

5) **Taste:** ① 어떤 맛이 나는 것을 느끼는 수동적 의미 - Can you taste salt in it?

② 일부러 맛을 보는 능동적 의미 - Jennifer keeps tasting the food while she's cooking.

③ '~하게 느껴진다' 는 의미 (linking verb) - The food tasted very good.

▶ 감각을 표현하는 동사가 수동적 의미로 쓰이거나 linking verb로 쓰일 때는 진행형을 취하지 않는다.

- I'm smelling gas inside this house. (X)

- The food is tasting very good. (X)

▶ See나 hear가 감각을 표현하는 것이 아닌 다른 의미로 쓰일 때는 진행형으로 쓰일 수 있다. (see의 경우 '만나다', hear의 경우 '소식을 듣다')

- I'm seeing the doctor tomorrow morning. (O)

- I've been hearing a lot about you. (O)

A 괄호 안에서 알맞은 동사를 골라 보자.

1. Sharon (felt, touched) a cool wind blowing outside.
2. I can (hear, listen to) thunder coming from the west.
3. I (see, have been seeing) this guy for 6 months, and I like him a lot.
4. My cat likes to (see, look at) birds for hours.
5. Emily and Luke (see, watch) several hours of television each day.
6. William says he (feels, touches) pain around his ears.
7. I like to touch silk because it (feels, is feeling) so nice.
8. Martine can't (hear, listen) well with her right ear.
9. Students cannot (hear, listen to) MP3 players while in class.
10. I (could smell, was smelling) the roses before I could see them.

B 다음 문장 중 감각을 표현하는 동사가 잘못 사용된 것을 찾아 바르게 고쳐 보자. 올바른 문장은 OK로 표시하자.

1. The first time I tasted honey, I didn't like it. → OK
2. The anthropologist used some of the stories she listened from the local people.
3. The theory isn't sounding persuasive anymore because it has been opposed by many scholars.
4. These days, it's not unusual to look at a man wearing pink.
5. A national leader must hear public opinions and share his ideas with people.
6. The wound is not looking serious, but you'd better show it to a doctor.
7. Ellen didn't know what the assignment was because she wasn't hearing what the teacher was saying.
8. I haven't heard from Alice for a while, so I'm a little worried.
9. This soup is tasting weird. Is it safe to eat?
10. I wasn't really listening to the song clearly because of the noise from outside.

1) 단순 현재 vs. 현재 진행형

- ① 단순 현재: 습관이나 일과를 나타낼 때 (usually, every day, sometimes, often 등의 빈도 부사와 종종 함께 쓰임)
- I usually get up around 7 in the morning.
- ② 현재 진행형: 현재 진행 중인 동작을 나타낼 때, 또는 가까운 미래를 나타낼 때
- I can't talk to you right now, because I'm watching a movie.
- Henry is driving me to the airport *tomorrow morning*.

2) 단순 과거 vs. 현재 완료

- ① 단순 과거: 현재와 관련 없는 과거의 일에 대해 말할 때 (구체적인 시간을 나타내는 표현과 함께 쓰임)
- I went to visit a friend in Busan *last week*.
- ② 현재 완료: 현재까지 지속되고 있는 일에 대해 말하거나, '지금까지 살면서' 라는 의미로 말할 때 (before, ever, since, for와 같은 말과 함께 쓰임)
- It's been raining *since* yesterday. / Have you ever been to New Zealand?

3) 시간을 나타내는 부사절에서 현재가 미래를 대신하는 경우: 주절이 미래 시제일 때, 시간을 나타내는 부사절에서는 시제가 미래를 대신한다. (시간을 나타내는 부사절은 when, if, after, as soon as, before, once, the moment, the minute, unless, until, by the time 등의 접속사로 시작함)

- I'm going to start looking for a job when I become a senior. (O)
- I'm going to start looking for a job when I will become a senior. (X)

A

괄호 안에서 알맞은 동사를 골라 보자.

1. Patrick (works, is working) at the supermarket in the evening.
2. My brother (gives, is giving) good advice to people.
3. I (usually take, am usually taking) the subway home after work.
4. I (take, am taking) the entrance exam for the third time.
5. I (go, am going) to the movie theater now.
6. Jen (walked, has walked) home after the party because she had no money with her.
7. Those two (hated, have hated) each other since they broke up.
8. I (lost, have lost) my wallet this morning.
9. He (was, has been) angry at me for weeks now.

10. I'm going to take a cab if the bus (doesn't come, won't come) soon.
11. They will go to the beach when the weather (warms up, will warm up).
12. Ingrid will travel to Europe unless she (can't afford, won't be able to afford) a plane ticket.

B 다음 문장 중 동사의 시제가 잘못된 것을 바르게 고쳐 보자. 올바른 문장은 OK로 표시하자.

1. I am eating fruit for breakfast if I don't have time to cook.
eat
2. She has lived there for as long as I can remember.
3. The horse has run away when he got scared.
4. We ate well ever since we hired a cook.
5. Alison has given me this scarf for my birthday.
6. Beautiful flowers have blossomed here before.
7. I won't go home before I will go out for the evening.
8. Tamara is going to call me while she will be on vacation.
9. The workers won't finish today if they waste time talking.
10. Rob's going to work out before he will go to class.

Exercise 6 간접 의문문

1) Wh - question → 의문사 + 주어 + 동사

- Where is Patrick? → She asked me where Patrick was. (O)
- She asked me where was Patrick. (X)

2) Yes / no question → whether / if + 주어 + 동사

- Do you know her name? → He asked me if I knew her name.

3) 의문사 + to부정사

[의문사 + 주어 + can / should / have to / need to / ought to + 동사]로 이루어진 간접의문문을 [의문사 + to 부정사]의 형태로 바꿔 쓸 수 있다.

- Could you tell me where I can buy that CD? → Could you tell me where to buy that CD?

4) If와 whether의 차이

- 간접의문문을 이끌 때에는 if와 whether 중 어떤 것을 사용해도 좋다.
 - Did she say if she was going to be late? (O)
 - Did she say whether she was going to be late? (O)
- "Or not"을 첨가하여 말할 때에는 주로 whether를 사용하며, if를 사용해도 틀리지는 않지만 자주 사용되지 않는다. 또한 if 뒤에는 "or not"이 바로 올 수 없다.
 - I wasn't sure whether I should wake him up or not. (O)
 - I wasn't sure if I should wake him up or not. (Δ)
 - I wasn't sure whether or not I should wake him up. (O)
 - I wasn't sure if or not I should wake him up. (X)
- Whether 뒤에는 to 부정사가 올 수 있지만 if 뒤에는 올 수 없다.
 - I don't know whether to accept the offer or not. (O)
 - I don't know if to accept the offer or not. (X)
- 전치사 뒤에는 whether를 쓴다.
 - Hamlet was indecisive about whether to take revenge on his uncle Claudius for his father's death.
- 특정 동사들은 if보다 whether와 함께 더 자주 사용된다.

Ex inspect, discuss, ponder, argue, inquire

 - They discussed whether spanking is child abuse or not.

A

괄호 안에 주어진 직접 의문문을 간접 의문문으로 바꾸어 빈칸에 써 보자.

- Toby asked Maria if she was free for dinner. ("Are you free for dinner?")
- She demanded to know where you have been. ("Where have you been?")
- He wanted to know what your favorite color is. ("What is your favorite color?")
- Could someone tell me where the elevator is? ("Where is the elevator?")

5. Why don't you tell me _____? ("What do you think of this poem?")
6. Jack asked me if _____. ("Can you drive me home?")
7. Do you know _____? ("How old is Danielle?")
8. Sam asked the bus driver _____. ("How can I get downtown?")
9. Elise inquired _____. ("Can I renew my passport?")
10. Please tell me _____. ("Do you need anything?")

B

다음 문장의 밑줄 친 부분을 [의문사 + to부정사]의 형태로 바꾸어 써 보자.

1. I didn't know what I should do first because there were so many things to be done.
→ what to do
2. Bella forgot how she could work her camera because she rarely used it.
→ _____
3. Gina told us what we should bring to the picnic on Saturday.
→ _____
4. Callie wasn't sure where she should go first when she arrived in London.
→ _____
5. Peter didn't know when he should call the doctor about his back pain.
→ _____
6. I can't remember how I can bake cookies because I haven't done it in years.
→ _____
7. The airport is very confusing, and many passengers don't know where they have to go.
→ _____
8. My cat knows how he can find his way home because he is very clever.
→ _____
9. Liam can tell you what you can expect when you travel overseas.
→ _____
10. I have no idea whom I need to see regarding this form I received.
→ _____

Exercise 7 To 부정사와 -ing 를 취하는 동사

1) 동사 + to 부정사: 동사 뒤에 목적어가 나오지 않고 바로 to 부정사가 나오는 경우

Ex aim, attempt, afford, decide, deserve, hope, intend, learn, long, manage, plan, prepare, pretend, refuse, seem, tend, wish

- Anne refused to listen to her father.

2) 동사 + (목적어) + to 부정사: 동사와 to 부정사 사이에 목적어가 나오기도 하고 나오지 않기도 하는 경우

Ex ask, choose, expect, help, need, pay, prefer, want, would like

- Dan asked me to dance with him. / Karen asked to go home.

3) 동사 + 목적어 + to 부정사: 동사 뒤에 목적어가 나오고 그 뒤에 to 부정사가 나오는 경우

Ex allow, choose, convince, enable, encourage, force, order, remind, teach, train, urge

- My parents allowed me to drink the day I graduated from high school.

4) 동사 + -ing: 동사 뒤에 -ing 형태를 취하는 경우

Ex avoid, stand, consider, detest, dislike, mind, enjoy, fancy, finish, give up, imagine, keep, miss, risk

- Can you imagine traveling to other planets in the future?

4) 동사 + to 부정사 / -ing: to 부정사와 -ing를 모두 취할 수 있는 동사

Ex begin, start, like, love, hate, continue, try, stop, remember, forget

▶ try, stop, remember, forget은 to 부정사와 -ing를 취할 때 각각 의미가 다르다.

① try + to 부정사: ~하려고 노력하다 - Brandon tries to gain some weight.

try + -ing: 시험삼아 ~해 보다 - Why don't you try living alone for a while?

② stop + to 부정사: ~하기 위해 멈추다 - Rob stopped to help me.

stop + -ing: ~하는 것을 멈추다 - Could you please stop making that noise?

③ remember / forget + to 부정사: ~해야 할 것을 기억하다 / 잊다 - I keep forgetting to send this letter.

remember / forget + -ing: ~했던 것을 기억하다 / 잊다

- I remember having lunch with you guys every day when I used to work there.

A 괄호 안에서 알맞은 동사 형태를 골라 보자.

1. I am learning (to play, playing) the cello.
2. We asked (to see, seeing) the dress in another color.
3. Many people enjoy (to swim, swimming) for exercise.
4. Several years ago, my father quit (to smoke, smoking).
5. She suggested (to meditate, meditating) as a good way to relax.
6. I miss (to eat, eating) my grandmother's home-cooked meals.

7. The coach encouraged (the players to try, the players trying) their best.
8. A lot of people forget (to count, counting) their blessings.
9. Don't forget (to give, giving) your phone number to her next time you see her.
10. Lila always remembers (to tidy up, tidying up) before she leaves.

B 다음 문장 중 동사의 패턴이 잘못된 것을 찾아 바르게 고쳐 보자. 올바른 문장은 OK로 표시하자.

1. Ben's dog likes to play catch. → OK
2. Holly stopped to run after she injured her knee.
3. Ian hesitated a lot when he told the story, and this led the police to doubt his word.
4. Emma's essay is coherent and well-written, but she fails reaching a logical conclusion.
5. I started making dinner fifteen minutes ago.
6. I miss to stay up late and hang out with my friends like I did when I was in school.
7. It is easy to forget to praise and reward your dog.
8. I wished having an excellent birthday, but I was not able to do so because an exam fell on that day.
9. No one could convince the old man to leave his house.
10. Citizens want improving the quality of their lives in a more active way.

Exercise ⑧ 올타리 표현 (Hedging)

- 1) 올타리 표현 (hedging): 어떤 사실에 대해서 너무 단정적이지 않게 들리도록 표현하는 것을 hedging이라 한다. 즉, hedging은 말하고자 하는 사실에 약간의 거리를 두는 것이라 할 수 있다.
- 2) 특정 동사를 이용한 hedging: seem, appear
 - ① - It seems that / It appears that
 - It seems that the war is going to be over soon.
 - It appears that the news report is true.
 - ② 주어 + seem(s)/appear(s) + to 부정사
 - The machine appears to have flaws.
 - The weather seems to be changing.
- 3) 수동태를 이용한 hedging: 수동태로 말하면 능동태로 말하는 것보다 객관적인 느낌을 줄 수 있다. 가령 "I believe that"보다 "It is believed that" 말하는 것이다. 이 때 generally, widely와 같은 부사도 종종 함께 사용된다.
 - It is generally believed that diamonds cannot be broken.
 - It is widely recognized that dwarf galaxies are the most common galaxies in the universe.
 - It is not known how Stonehenge was built.
- 4) 기타: 다음과 같은 문장 구조를 사용하여 완곡하게 표현할 수 있다.
 - ① There is little/some/no doubt that
 - There is little doubt that Sam wrote the letter.
 - There is some doubt that this solution could be effective.
 - ② There is little/some evidence of/that
 - There is little evidence that personality is simply genetic.

A 빈칸에 알맞은 단어를 아래 보기에서 골라 보자. 답이 두 개 이상인 경우도 있을 수 있다.

보기

believed	appears	proof	seems	known
recognized	doubt	seem	appear	little

1. It appears / seems that no one told Ethan about today's meeting.
2. The computers _____ to stop working at least once a week.
3. It is _____ that most people don't get enough exercise.
4. It _____ that a mistake was found in your paperwork.
5. It is _____ that stress is a major health threat.
6. It is _____ that global temperatures are on the rise.

7. There is no _____ that life can sometimes be difficult.
8. There is no _____ that the man stole your bag.
9. Most people _____ to support the mayor's initiatives.
10. There is _____ evidence of life on Mars.

B

괄호 안에 주어진 표현을 첫머리로 하여 주어진 문장을 다시 써 보자.

1. You were misinformed about the cost of our services. (It seems that)
→ It seems that you were misinformed about the cost of our services.
2. The airline lost your luggage. (The airline appears to)
→ _____
3. This work will have to be redone by someone else. (It appears that)
→ _____
4. My sister is losing weight. (My sister appears to)
→ _____
5. Greta thinks nothing is ever her fault. (Greta seems to)
→ _____
6. Human activity is responsible for global warming. (It is recognized that)
→ _____
7. Many experts believe that the economy will gradually improve. (It is believed that)
→ _____
8. Everyone knows that eating a lot of fast food contributes to obesity. (It is known that)
→ _____
9. Some people doubt that Michael is the most qualified person for the job. (There is some doubt that)
→ _____
10. Most people think that scientists will eventually discover a cure for cancer. (There is little doubt that)
→ _____

Exercise 9 비교급과 최상급

1) 틀리기 쉬운 형용사의 비교급과 최상급

① 2음절 형용사 중 일부는 more를 붙이지 않고, 형용사에 -er/-est을 붙인다.

- prettier, prettiest, scarcer, scarcest, ruder, rudest, fairer, fairest

② 불규칙 비교급, 최상급

good	- better	- best
well		
bad	- worse	- worst
badly		
ill		
many	- more	- most
much		
little	- less	- least

far	farther further	- farthest (거리) - furthest (정도)
late	later latter	- latest (시간) - last (정도)

③ 어떤 형용사에는 비교급이나 최상급 표현을 쓸 수 없다. Ex perfect, unique

- I think Helen's work is more unique than mine. (X)

- My mother is the most perfect woman in the world! (X)

2) 원급 비교

① as ... as

- The energy issue is as important as the food issue.

② as ... as possible

- Please drive as quickly as possible, because we are running out of time.

③ 배수 as ... as

- Jane earns nearly twice as much as her husband does.

3) 최상급과 함께 흔히 사용되는 표현: of the two, of all of us, of the year, in the world, in the country, you've ever made, one of

- China is the most populated country in the world.

- What was the happiest moment in your life?

4) Rather

① would rather ... than ...

- I'd rather sleep all day than go to an amusement park.

② rather than

- The food was a scrambled egg rather than an omelet.

A 괄호 안에서 알맞은 표현을 골라 보자.

1. Stephanie is (taller, the tallest) than all of her friends.
2. My grandfather is (older, the oldest) person in my family.
3. This book is (less, as) interesting than the last one I read.
4. The world's (biggest, the biggest) lake is in Russia.
5. They say that this summer is going to be almost (hotter than, as hot as) last summer.
6. These are (more delicious, the most delicious) grapes I've ever eaten.
7. The Tokyo subway system is (the busiest, the most busy) in the world.
8. My apartment has a better view than (you, yours).
9. I (would rather, had better) go out tomorrow than tonight.
10. (Rather than, More than) take a cab, Sophie walked home.

B 다음 문장 중 비교급이나 최상급 표현이 잘못된 것을 찾아 바르게 고쳐 보자. 올바른 문장은 OK로 표시하자.

1. Ostriches can run more faster than lions.
faster
2. Last winter was the coldest in fifty years.
3. Today is the worst day of my life! It is even more bad than when I got lost in Japan last year.
4. My university science classes are more hard than I expected.
5. Many people consider that actress most beautiful woman alive.
6. I will do it myself, than ask someone else.
7. Electric guitars are much louder as acoustic ones.
8. A study shows that military veterans are twice as likely to commit suicide than ordinary people.
9. That was funny movie I have ever seen.
10. Jeanette would rather eat pizza than any other food.

1) 형용사 + to부정사

- ① It's + 형용사 + to부정사
- It's difficult to master a foreign language.
- ② 주어 + be + 형용사 + to부정사
- This car is not likely to last not long because it's used.

2) 형용사 + for + 목적어 + to부정사: for 뒤의 목적어가 to부정사의 의미상 주어가 된다.

- It's easier for me to study at night because I can concentrate better.

3) 형용사 + 전치사: 흔히 함께 사용되는 형용사와 전치사를 외워 두는 것이 좋다.

- | | |
|---------------------------------|--------------------------------|
| ① certain about: ~을 확신하는 | ⑤ afraid of: ~을 두려워 하는 |
| optimistic about: ~에 대해 낙관적인 | fond of: ~을 좋아하는, ~에 호감이 있는 |
| serious about: ~에 대해 진지한 | proud of: ~을 자랑스러워 하는 |
| ② good at: ~을 잘하는 | ⑥ dependent on: ~에 의존하는 |
| bad/poor at: ~을 못하는 | keen on: ~을 좋아하는 |
| horrible/terrible at: ~을 아주 못하는 | reliant on: ~에 의지하는 |
| hopeless at: ~에 가망이 없는 | ⑦ accustomed to: ~에 익숙한 |
| useless at: ~에 쓸모가 없는 | allergic to: ~에 알레르기가 있는 |
| ③ famous for: ~으로 유명한 | sensitive to: ~에 예민한 |
| late for: ~에 늦은 | essential to/for: ~에 반드시 필요한 |
| ready for: ~에 대한 준비가 된 | ⑧ angry with: ~에 화가 난 (사람에 대해) |
| ④ interested in: ~에 관심이 있는 | fed up with: ~에 질린 |
| lacking in: ~이 없는 | |

A 빈칸 앞에 있는 형용사에 유의하여 빈칸에 알맞은 전치사를 넣어 보자.

1. I'm not certain about the exact location of the art gallery.
2. I finally got serious about my studies when I started university.
3. Kirk's never been good at public speaking.
4. My roommate is hopeless at using computers.
5. Marta was fed up with George's chronic lateness.
6. Kelly was interested in learning more about politics.
7. Cafeteria food is generally lacking in flavor and creativity.
8. Although I didn't like Simon at first, I've become quite fond of him.

9. Bradley was angry _____ Joanne because she broke his MP3 player.
10. Many people are allergic _____ dust and pollen.

B 괄호 안에 주어진 말을 첫머리로 하여 문장을 다시 써 보자.

1. Small children can't stay up late. (It's hard)
→ It's hard for small children to stay up late.
2. Everyone needs to have an occasional break. (It's necessary)
→ _____
3. She doesn't like to clean up after the kids each day. (It's annoying)
→ _____
4. I don't like to do the same thing every day. (It's boring)
→ _____
5. Jim felt unpleasant to remember that time in his life. (It was unpleasant)
→ _____
6. You had better have a good role model. (It's beneficial)
→ _____
7. The sun doesn't usually shine so late into the day. (It's unusual)
→ _____
8. I enjoyed reading the book. (The book was)
→ _____
9. People who love traveling get excited about visiting new countries. (It is exciting)
→ _____
10. Julie is stressed out by working such long hours every day. (It's stressful)
→ _____

Orientation



- I. TOEFL /BT/ Next Generation TOEFL
- II. 점수 환산 기준

I. TOEFL iBT/Next Generation TOEFL

2005년 9월을 기점으로 1998년 미국에서부터 시행된 TOEFL CBT는 인터넷을 기반으로 하는 TOEFL iBT 체제로 바뀌었다. 일부에서는 새롭게 시행되는 토플에 한국인들이 특히 강한 문법이 없어지고 한국인들이 상대적으로 약한 Speaking이 추가되어 이제 토플로 고득점을 획득하기는 어려울 것이라 생각하는 경우가 있는 것 같다. 하지만 새로운 토플을 면밀히 분석하여 그에 맞는 공부 방법으로 철저히 대비한다면 iBT에서도 고득점을 얻는 것이 충분히 가능하다.

TOEFL이란?

TOEFL (Test of English as a Foreign Language)은 영어가 모국어가 아닌 사람(EFL학습자 또는 non-native speakers of English)이 미국, 캐나다 등 영어 사용권 국가의 대학이나 대학원에 입학할 경우 치러야 하는 영어 사용 능력 검정시험이다. TOEFL시험은 미국 New Jersey주의 Princeton에 본부를 둔 ETS (Educational Testing Service)의 주관으로 전세계적으로 시행되고 있으며 5,000여 대학이나 교육기관에서 공인시험으로 인정하고 있다.

* What is ETS?

ETS는 Educational Testing Service의 약자다. ETS는 1947년에 설립된 미국 북동부의 New Jersey에 위치한 국가공인 시험 전문 비영리기관(Nonprofit Institution)이다. ETS는 TOEFL 등 영어에 대한 시험뿐만 아니라 미국의 고등학교, 대학교, 대학원 입학에 관련된 영어, 수학, 논리, 전공에 대한 시험을 주관한다. ETS에서 주관하는 대표적인 시험으로는 SAT (미국 대학 입학 능력 평가), GRE (미국 대학원 입학 능력 평가), GMAT (미국 경영대학원 입학 능력 평가), LSAT (미국 법대 입학 능력 평가) 등이 있다. 합격 또는 불합격에 대한 판정은 하지 않으며 단지 해당 시험 분야에 대한 능력만을 평가한다.

2 TOEFL iBT란?

2006년부터 전세계적으로 새롭게 시행되고 있는 인터넷 기반의 새로운 토플 시험을 Next Generation TOEFL(차세대 토플) 또는 TOEFL iBT(Internet-based Test)라고 한다.

* TOEFL iBT는 2005-2006년에 걸쳐 순차적으로 전세계적으로 시행되었다.

- ✓ 2005년 9월 - 미국에서 시행
- ✓ 2005년 10월 - 캐나다, 독일, 프랑스, 이탈리아 등 4개국에서 시행
- ✓ 2006년 - 한국을 포함, 전세계적으로 시행(한국에서는 2006년 9월 시행)

* TOEFL iBT는 인터넷을 기반으로 ETS에서 지정한 날짜(주로 금요일과 토요일)에 연중 30-40회 정도 시행이 되며, 시험장소가 대폭 확대되어 가까운 곳에서 편리하게 시험을 볼 수 있다.

* TOEFL iBT의 시험 등록은 인터넷, 메일, 전화 등 다양한 매체를 통해 가능하며, 비용은 \$140~\$170이다.

3 TOEFL iBT의 주요 변화

□ 문법(Structure)이 없어지고 Speaking이 추가

새로운 토플에서는 기존의 structure 평가영역이 사라지고 실제 의사소통 기능을 갖는 통합형 평가 방식 위주의 speaking이 보강되었다.

* 이는 문법이나 영어구조에 대한 학습은 중요하지 않고 speaking이 더 중요하다는 의미는 아니다. 우리와 같이 제한된 시간에만 영어에 노출되어 있는 EFL 환경에서는 문법과 어휘 등 언어구조에 대한 학습이 필수적이라는 인식에는 이견이 없다. 따라서 새로운 토플체제하에서도 문법학습은 여전히 중요하다고 할 수 있다.

□ 통합형 문제(Integrated Tasks)의 도입

영어를 사용하는 실제 환경의 구현을 위해 [읽고+듣고+쓰기]와 같은 실제 의사소통 기능을 갖는 통합형 평가 방식(Integrated-Skills Approach)의 문제가 출제된다. 새롭게 도입된 통합형 문제 유형은 다음과 같다.

Read / Listen / Speak

Listen / Speak

Read / Listen / Write

□ Core Academic Skills Assessment 강화

기존의 영어시험이 제시된 영어문장의 이해도를 주로 평가하는 것이라면 새로운 토플은 note taking, paraphrasing, synthesizing, summarizing 등과 같은 영어로 수업을 진행하는데 필요한 실질적인 능력(Core Academic Skills)을 요구하고 있다.

□ Reading과 Listening의 난이도는 현재의 CBT와 같은 수준

외형상 새로운 토플에 많은 변화가 있기는 하지만 Reading과 Listening은 대부분 기존에 익숙한 CBT 문제 유형을 그대로 사용하고 있다. 또한 새로운 토플에 등장하는 문장의 구조나 어휘범위, 토플 범위, Writing Topics 등이 기존의 CBT와 동일한 수준이다.

	Reading (독해)	Listening (청취)	Speaking (말하기)	Writing (작문)
구 성	<ul style="list-style-type: none"> • 총 지문 수: 3-5개 • 총 문제 수: 36-70개 • 각 지문 당 문제 수: 12-14개 • 각 지문 당 단락 수: 4-8개 • 각 지문 당 어휘 수: 약 700단어 	<ul style="list-style-type: none"> • Conversation: 2-3개 • Lecture: 4-6개 (Interactive Lecture 2-3개, Academic Lecture 2-3개) • Conversation은 2-3분 정도 (400-500단어의 길이), Lecture는 4-5분 정도 (600-800단어의 길이) • 2-3개의 Conversation (각 5문제씩)과 4-6개의 Lecture (각 6문제씩)에서 총 34-51문제 출제 	<ul style="list-style-type: none"> • Independent Speaking (개별 말하기): 2문제 • Integrated Speaking (통합형 말하기시험): 4문제 (읽고 듣고 말하기 2문제, 듣고 말하기 2문제) • Integrated Speaking의 독해 지문은 75-100단어 수준으로 45초의 읽기시간이 주어진다. • Integrated Speaking의 듣기 지문은 150-280단어 수준으로 1-2분 정도의 길이이다. • 총 6문제 출제 	<ul style="list-style-type: none"> • Integrated Writing (통합형 작문): 1문제(20분 동안 150-225단어 정도 작성) - Integrated Writing의 독해 지문은 230-300단어 수준으로 3분의 읽기시간이 주어진다. - Integrated Writing의 듣기 지문은 230-300단어 수준으로 2분 정도의 길이이다. • Independent Writing (개별 작문): 1문제(30분 동안 최소한 300단어 이상 작성) • 총 2문제 출제
시 간	총 60-100분 (각 지문당 20분씩)	대략 60-90분 정도(듣는 시간을 제외하고 실제 문제를 푸는데 걸리는 시간은 20-30분)	대략 20분	대략 50분 (Integrated Writing: 20분; Independent Writing: 30분)
문 제 유 형	(1) Vocabulary Questions (2) Reference Questions (3) Sentence Simplification Questions (4) Factual Information Questions (5) Negative Fact Questions (6) Inference Questions (7) Rhetorical Purpose Questions (8) Insert Text Questions (9) Prose Summary Questions (10) Classifying, Categorizing, and Organizing Information Questions	(1) Main Idea Questions (2) Supporting Detail Questions (3) Organization Questions (4) Organization-Rhetorical Connection Questions (5) Content-Identifying Relationship Questions (6) Content-Linking Questions (7) Stance / Attitude Questions (8) Function-Purpose Questions	(1) Independent Speaking Personal Preference (2) Independent Speaking Paired Choice (3) Reading / Listening / Speaking Campus Situation Topic (4) Reading / Listening / Speaking Academic Course Topic (5) Listening / Speaking Campus Situation Topic (6) Listening / Speaking Academic Course Topic	(1) Reading / Listening / Writing Academic Course Topic (2) Independent Writing based on Experience & Knowledge
특 징	<ul style="list-style-type: none"> • Glossary (어휘사전) 제공: 단어를 클릭하면 해당 단어의 설명이 나타난다. • Review (복습) 기능: 체크한 답과 그렇지 않은 답의 상태를 알 수 있어 그냥 지나간 문제를 확인할 수 있다. • 각 지문의 제목이 제시된다. • 문제는 보통 지문의 순서대로 주어지며, 문제가 왼쪽에, 지문이 오른쪽에 제시된다. 	<ul style="list-style-type: none"> • Note Taking (받아적기) 가능: 듣는 동안에 요점을 종이에 쓸 수 있다. • 강의의 핵심 구문을 모니터 상에 제시한다. • 들은 내용을 그대로 다시 들려 주고 푸는 Replay Item을 도입했다. 	<ul style="list-style-type: none"> • Note Taking을 이용해 효율적으로 Speaking Task의 답변을 준비할 수 있다. • Independent Speaking은 일상 생활의 경험에 관한 질문 등 매우 익숙한 토픽에 대한 질문이다. • Integrated Speaking은 읽고 들은 내용을 바탕으로 Speaking Task가 주어진다. • 각 문제당 15-30초 정도의 답변 준비 시간이 주어지고 실제 답변 시간은 45초 또는 60초다. 	<ul style="list-style-type: none"> • Note Taking을 이용해 효율적으로 Writing Task의 답변을 준비할 수 있다. • Independent Writing의 주제는 기존의 CBT TOEFL의 185 Writing Topics와 거의 동일하다. • Integrated Writing은 읽고 들은 내용을 바탕으로 Writing Task가 주어진다.

□ Next Generation TOEFL Scores

Four skill scores

Reading: 0 – 30

Listening: 0 – 30

Speaking: 0 – 30

Writing: 0 – 30

Total score: 0 – 120

* 각 영역별(Reading, Listening, Speaking, and Writing)로 0-30의 scale로 할당되며 total 120 scale이 만점이다. 또한 성적 통지표에는 4개의 영역 점수(four skill scores)와 더불어 total score난이 별도로 표기된다.

* Score Report는 테스트 후 15일 이후에 온라인에서 확인하거나 우편으로 받아볼 수 있다.

□ 각 영역별 배점체계

	Reading (독해)	Listening (청취)	Speaking (말하기)	Writing (작문)
구 성	<ul style="list-style-type: none"> • 보통 문제당 1점의 원점수가 주어진다. • Prose Summary Questions나 Classifying, Categorizing, and Organizing Information 문제 유형은 부분 점수가 부여되는 Partial-Credit Item으로 0-4점 사이의 원점수가 부여된다. • 모든 원점수를 합하여 30점 만점으로 환산한다. 	<ul style="list-style-type: none"> • 보통 문제당 1점의 원점수가 주어진다. • 일부 Supporting Detail Questions 문제의 경우 2점의 원점수가 주어질 수 있다. 이 경우, 해당 문제에 점수기준이 명시되어 있다. • 모든 원점수를 합하여 30점 만점으로 환산한다. 	<ul style="list-style-type: none"> • Scoring Rubrics를 바탕으로 각 문제당 0-4점 사이의 원점수가 주어진다. • 6명의 human raters에 의해 채점된다. • 모든 원점수를 합하여 30점 만점으로 환산한다. 	<ul style="list-style-type: none"> • Scoring Rubrics를 바탕으로 각 문제당 0-5점 사이의 원점수가 주어진다. • 2명의 human raters에 의해 채점된다. • 모든 원점수를 합하여 30점 만점으로 환산한다.
문제 수	36-70	34-51	6	2
환산점수	0-30	0-30	0-30	0-30

* 한국인의 토플 평균 점수는 200-210점(CBT기준)으로 추산된다. 이는 링구아 토플시리즈의 i-TOEFL 단계에 해당하는 수준으로 약 5,000-6,000단어 정도의 어휘력을 갖는 것으로 추정하며, 이를 링구아 토플 중급학습자로 분류한다.

* 보통 미국 대학에서 요구하는 토플 점수는 213점(CBT기준)으로 TOEFL iBT 80점에 해당하는 점수이다.

II. 점수 환산 기준

TOEFL Total Score Comparison

Internet-based Total	Computer-based Total	Paper-based Total
120	300	677
120	297	673
119	293	670
118	290	667
117	287	660-663
116	283	657
114-115	280	650-653
113	277	647
111-112	273	640-643
110	270	637
109	267	630-633
106-108	263	623-627
105	260	617-620
103-104	257	613
101-102	253	607-610
100	250	600-603
98-99	247	597
96-97	243	590-593
94-95	240	587
92-93	237	580-583
90-91	233	577
88-89	230	570-573
86-87	227	567
84-85	223	563
83	220	557-560
81-82	217	553
79-80	213	550
77-78	210	547
76	207	540-543
74-75	203	537
72-73	200	533
71	197	527-530
69-70	193	523
68	190	520
66-67	187	517
65	183	513
64	180	507-510
62-63	177	503
61	173	500
59-60	170	497
58	167	493
57	163	487-490
56	160	483
54-55	157	480
53	153	477
52	150	470-473
51	147	467
49-50	143	463
48	140	460
47	137	457
45-46	133	450-453
44	130	447
43	127	443
41-42	123	437-440
40	120	433

Internet-based Total	Computer-based Total	Paper-based Total
39	117	430
38	113	423-427
36-37	110	420
35	107	417
34	103	410-413
33	100	407
32	97	400-403
30-31	93	397
29	90	390-393
28	87	387
26-27	83	380-383
25	80	377
24	77	370-373
23	73	363-367
22	70	357-360
21	67	353
19-20	63	347-350
18	60	340-343
17	57	333-337
16	53	330
15	50	323-327
14	47	317-320
13	43	313
12	40	310
11	37	310
9	33	310
8	30	310
7	27	310
6	23	310
5	20	310
4	17	310
3	13	310
2	10	310
1	7	310
0	3	310
0	0	310

Range Comparison

Internet-based Total	Computer-based Total	Paper-based Total
111-120	273-300	640-677
96-110	243-270	590-637
79-95	213-240	550-587
65-78	183-210	513-547
53-64	153-180	477-510
41-52	123-150	437-473
30-40	93-120	397-433
19-29	63-90	347-393
9-18	33-60	310-343
0-8	0-30	310

Converting Rubric Scores to Scaled Scores
Speaking Section of the New TOEFL iBT Test

Speaking Rubric Mean	Scaled Score
4.00	30
3.83	29
3.66	28
3.50	27
3.33	26
3.16	24
3.00	23
2.83	22
2.66	20
2.50	19
2.33	18
2.16	17
2.00	15
1.83	14
1.66	13
1.50	11
1.33	10
1.16	9
1.00	8
	6
	5
	4
	3
	1
	0

Notes

Evaluation Sheet

Read the evaluation questions and check the level of your delivery. On a scale from 1 to 5 (1=very poor, 2=poor, 3=OK, 4=good, 5=very good), rank your delivery accordingly.

Could you complete your response?	1	2	3	4	5
Is your answer coherent and unified?	1	2	3	4	5
Do you find a sequence in your response?	1	2	3	4	5
How is the use of vocabulary?	1	2	3	4	5
Does your response show grammatical structures?	1	2	3	4	5
How is the use of idiomatic expressions?	1	2	3	4	5
Is your response fluent and smooth?	1	2	3	4	5
Is your pronunciation clear?	1	2	3	4	5
How is the use of stress and intonation?	1	2	3	4	5

Read the evaluation questions and check the level of your delivery. On a scale from 1 to 5 (1=very poor, 2=poor, 3=OK, 4=good, 5=very good), rank your delivery accordingly.

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Is your response fluent and smooth?	1	2	3	4	5
Is your pronunciation clear?	1	2	3	4	5
How is the use of stress and intonation?	1	2	3	4	5



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How is the use of stress and intonation?	1	2	3	4	5



