

토마토

TOEFL

iBT

LISTENING

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TOEFL
iBT
LISTENING

선임연구원	장진경
연구원	김현주, 최이령, 김유현, John Boswell, Henry Amen IV, Carey Groleau
마케팅	정영소, 김세연, 한기영, 이상현, 박정심
제작	류제양, 김민중, 장선진
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디자인	윤혜정, 윤성준, 조영남
일러스트	함영훈(www.haamyounghoon.com), 최성희, 신원백, 이해경
맥편집	김종희

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✦ 파본은 교환하여 드립니다.



2008년부터 국내 TOEFL시험이 iBT형식으로 전면 전환되면서 이제 TOEFL iBT는 TOEFL성적표가 필요한 모든 토플러들에게 유일한 가능성이 되었습니다. 쉽지 않은 시험 점수 방식, 부담스러운 수험료, 시험장에 도착해서 입실하기까지의 까다로운 절차, 총 4시간 이상 소요되는 긴 테스트 시간 등 모든 면들이 iBT를 까다롭고 접근이 쉽지 않은 시험으로 만들고 있습니다. 게다가 말하기와 쓰기 섹션이 필수로 추가되면서 토플러들의 부담감은 한층 가중되고 있는 실정입니다.

리딩과 리스닝의 경우 기존의 시험에 비해 지문의 길이가 두 배 이상 길어지고 단편적인 정보뿐만 아니라 지문 전체를 종합적으로 이해했는지 확인하는 유형들이 새롭게 추가된 것을 가장 큰 특징으로 꼽을 수 있습니다. 분명 보다 정확하게 해당 실력을 가늠할 수 있다는 긍정적인 측면도 있지만 이런 부담스러운 지문 길이와 새로운 문제 유형들은 수험자들에게 큰 고민거리가 되고 있습니다.

복잡한 문제 유형 정리조차 쉽지 않은 상황에서 토마토 토플 시리즈는 토플러들의 시행착오를 최소화하는 최적화된 TOEFL 가이드가 되고자 합니다. 토마토 TOEFL LISTENING은 ETS가 제시하는 문제 유형을 철저하게 따르면서 실제 적용이 가능한 문제유형별 해법을 일목요연하게 제시할 뿐 아니라, 충분히 실전 적용해 볼 수 있는 양질의 문제를 총 20회분 이상 다양한 케이스별로 엄선하여 실었습니다.

토마토 TOEFL 시리즈를 통해 모든 토플러들이 TOEFL 고득점이라는 고지에 안착하는 기쁨을 누리시기를 기원합니다.

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step-up training

테마별 - 어떤 지문이 나오나요?

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actual training

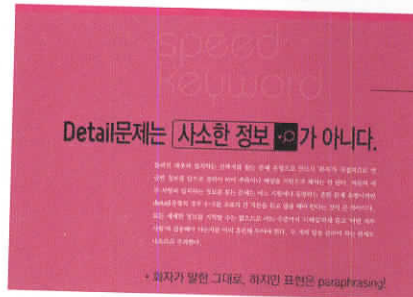
CD-Rom으로도 풀 수 있어요.

Day 23	Actual Test I	322
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how to use this book

기본 훈련인 유형 훈련을 마친 후 다양한 주제를 다뤄보는 테마 훈련으로 발전 학습합니다.
학습 능력을 최적화시킬 수 있는 다음의 코너 구성을 따라가며 학습하세요.

By Question Types

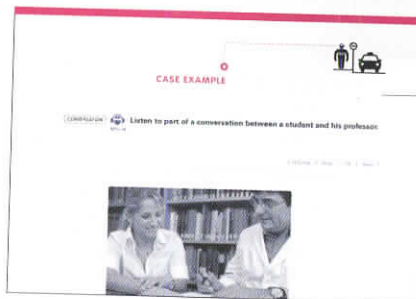
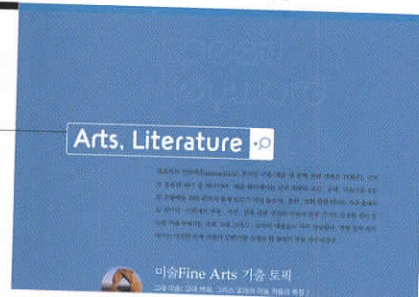


Speed Keyword

유형별 기본 개념 정리

테마별 기출 토픽 정리

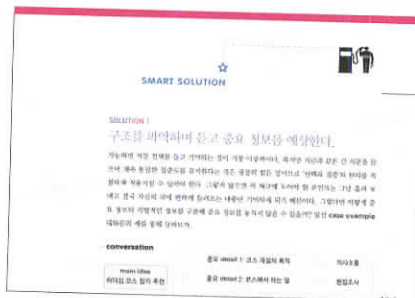
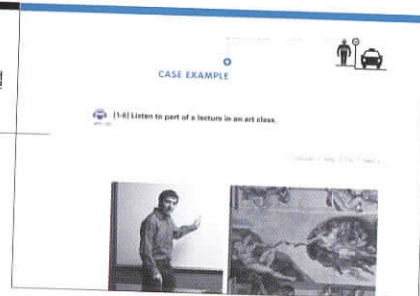
By Theme Types



Case Example

유형별 대표 문제와 해설

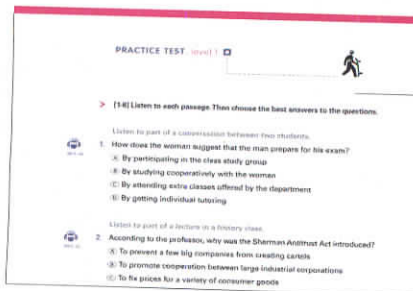
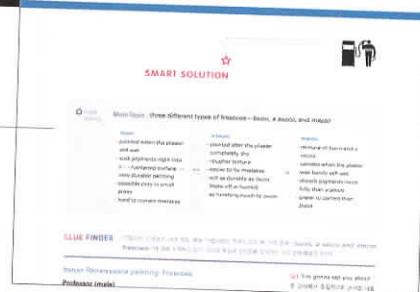
테마별 대표 지문



Smart Solution

유형별 전략 제시

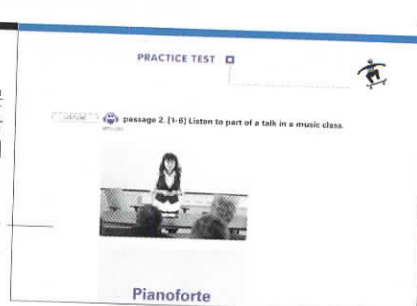
테마 지문 분석

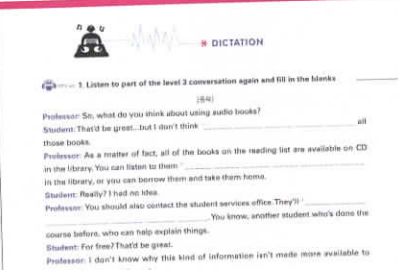


Practice Test

Level 1 → 2 → 3으로 문제의 난이도가 높아지는 단계별 유형 문제 풀이 훈련


기출 토픽을 다룬 다양한 지문으로 심화된 문제 풀이 훈련





Dictation
Oral expression

받아쓰기와 구어 표현 리스트를 통해 추가적인 듣기 훈련가능




Smart Source
기출 배경 지식을 통해 지문 이해도 높이기

Fine Arts 미술

1. Fresco painting 프레스코화
프레스코화는 벽화 중의 하나로, 수채색과 채색을 섞어 벽에 그려서 건조시켜서 벽에 붙여놓는 것을 말한다. 프레스코화는 벽화 중의 하나로, 수채색과 채색을 섞어 벽에 그려서 건조시켜서 벽에 붙여놓는 것을 말한다. 프레스코화는 벽화 중의 하나로, 수채색과 채색을 섞어 벽에 그려서 건조시켜서 벽에 붙여놓는 것을 말한다.

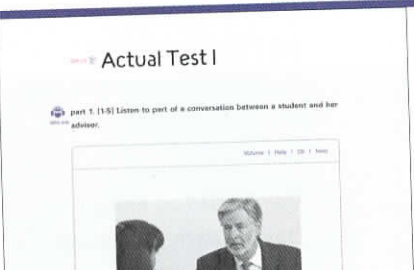
2. Cubism 입체파 / 입체주의 / 큐비즘
입체파는 20세기 초에 프랑스에서 발생한 미술 운동으로, 입체적인 형태를 2차원 평면에 표현하는 것을 특징으로 한다.



Review Test II DAY 02-05

◀ Review Test


앞장에서 풀어본 유형과 테마별 내용만을 모아 다시 복습할 수 있는 실전 테스트가 day 사이사이에 삽입되어 있으므로 앞서 학습한 내용을 일정량 모아 복습하는 용도로 풀어봅니다.



Actual Test I


◀ Actual Test

실제 시험과 동일한 난이도와 구성의 실전 테스트 3회분을 풀어봅니다.



Actual Test CD Rom

실제 시험과 동일한 환경에서 실전 테스트 3회분을 풀어 볼 수 있는 CD-Rom이 주어집니다.



Digital Book

책 내용과 동영상 강의, mp3를 고스란히 담은 digital book서비스를 통해 iBT적응력을 높일 수 있습니다.

scheduler

토마토 TOEFL Listening은 기본 25일 구성을 취하고 있으므로 이러한 기본 구성을 따라가는 것이 이상적이지만 개인의 수준이나 상황에 따라 다음과 같은 변형 플랜을 이용할 수도 있습니다.

day
12

12일 집중 완성

문제 풀이 중심으로 학습 일정을 단축하고자 하는 경우

시험이 얼마 남지 않았을 경우 문제 풀이 중심으로 학습할 수 있는 변형 플랜입니다. 쉬는 날 없이 12일 연속으로 학습해야 하고 이 집중 플랜대로 학습할 경우 하루 학습 시간은 평균 5~6시간 이상으로 추정되므로 일일 학습 시간을 확보하는 것이 매우 중요합니다.

Day		
1st Day 01. Diagnostic Test 풀이 및 현재 상태 점검	2nd Day 02. Main Idea 유형 Day 03. Detail 유형 Day 04. Function 유형	3rd Day 05. Attitude 유형 Day 06. Review Test I (앞의 4가지 유형 복습)
4th Day 07. Organization 유형 Day 08. Connecting Contents 유형	5th Day 09. Inference 유형 Day 10. Review Test II (유형 전체 복습)	6th Day 12. Office Hours Day 13. Arts, Literature Day 14. Life Science I
7th Day 15. Physical Science Day 16. Review Test III (앞의 4가지 테마 복습)	8th Day 17. Service Encounters Day 18. Life Science II Day 19. Social Science	9th Day 20. America Day 21. Review Test IV (앞의 4가지 테마 복습)
10th Day 23. Actual Test I 풀이 및 보충 학습	11th Day 24. Actual Test II 풀이 및 보충 학습	12th Day 25. Actual Test III 풀이 및 보충 학습

day
40

40일 완성

좀 더 여유 있게 학습하고자 하는 경우

처음 iBT 토플을 접하는 경우나 책의 모든 내용을 빠짐없이 마스터하고자 할 때 사용할 수 있는
플랜으로 주 5일 학습하고 이틀은 쉬는 구성입니다.

Week	Day				
1 st week	1 st Day 01 Diagnostic Test	2 nd Day 02 p. 24 ~ 31	3 rd Day 02 p. 32 ~ 37	4 th Day 03 p. 40 ~ 47	5 th Day 03 p. 48 ~ 53
2 nd week	6 th Day 04 p. 56 ~ 63	7 th Day 04 p. 64 ~ 69	8 th Day 05 p. 72 ~ 79	9 th Day 05 p. 80 ~ 85	10 th Day 06 Review Test I
3 rd week	11 th Day 07 p. 94 ~ 101	12 th Day 07 p. 102 ~ 107	13 th Day 08 p. 110 ~ 117	14 th Day 08 p. 118 ~ 123	15 th Day 09 p. 126 ~ 133
4 th week	16 th Day 09 p. 134 ~ 139	17 th Day 10 Review Test II	18 th Day 11 Word Brush-up	19 th Day 12 Case Example Smart Source	20 th Day 12 Practice Test
5 th week	21 st Day 13 Case Example Smart Source	22 nd Day 13 Practice Test	23 rd Day 14 Case Example Smart Source	24 th Day 14 Practice Test	25 th Day 15 Case Example Smart Source
6 th week	26 th Day 15 Practice Test	27 th Day 16 Review Test III	28 th Day 17 Case Example Smart Source	29 th Day 17 Practice Test	30 th Day 18 Case Example Smart Source
7 th week	31 st Day 18 Practice Test	32 nd Day 19 Case Example Smart Source	33 rd Day 19 Practice Test	34 th Day 20 Case Example Smart Source	35 th Day 20 Practice Test
8 th week	36 th Day 21 Review Test III	37 th Day 22 Word Brush-up	38 th Day 23 Actual Test I	39 th Day 24 Actual Test II	40 th Day 25 Actual Test III

about iBT TOEFL

2005년 9월부터 시행된 iBT(internet based test)는 인터넷을 통해 치뤄지며 수험자들의 토플점수에 비해 실제 영어사용 능력이 떨어진다는 종래의 단점을 보완하기 위해 말하기, 쓰기가 새롭게 추가된 것이 가장 큰 특징입니다.



iBT TOEFL 기본 정보

1. 시험의 구성

- ① 시험 영역: Reading, Listening, Speaking, Writing 총 4영역을 필수로 테스트한다.
- ② 진행 순서: Reading(60~100분) → Listening(60~90분) → 휴식(10분)
→ Speaking(20분) → Writing(50분)의 총 약 4시간 소요 구성
- ③ 점수 범위: 각 영역 0~30점으로 총점 0~120점

2. 응시 정보

- ① 응시료: \$170
- ② 등록 방법: www.ets.org 혹은 <http://www.toeflkorea.or.kr>에서 온라인 등록
- ③ 시험 장소: 전국 ETS 지정 시험 센터
- ④ 시험 일자 및 횟수: 토요일과 일요일 중 하루에 시행되며 대부분 한 달에 3~4회, 연 30~40회 시행된다.
- ⑤ 입실 시간: 9시 30분
- ⑥ 수험 준비물: 신분증(여권, 주민등록증, 운전면허증 중 택 1)
- ⑦ 성적 확인: 응시일로부터 15일 이후(주말, 공휴일 제외)에 온라인으로 성적 확인이 가능하며 우편 발송에는 4~5주가 소요된다.
- ⑧ 성적 유효기간: 2년
- ⑨ 수험장 유의 사항: 등록 번호에 따라 자신의 고사장을 확인하고, 이동하는 시간을 고려하여 입실 시간에 넉넉하게 고사장에 도착하도록 한다.

iBT TOEFL 영역별 구성

	지문 구성	문제 유형	문항수
Reading	기본 700자 길이 지문 3개 구성 part 1(지문 1) → part 2(지문 2,3) → 더미 지문(지문 4,5)	총 9개 유형	지문당 12~14문항, 기본 총 36~42문항 으로 가변적임
Listening	1set는 3분 길이 대화문 하나와 4~6분 길 이 강의문 두 개로 구성되며 기본 2set가 나오고 더미가 있을 경우 총 3set가 등장	총 7개 유형	대화문 5문항, 강의문 6문항으로 기본 총 34문항
Speaking	독립형 문제 2개 통합형 문제 4개	총 6개 유형	총 6문항
Writing	통합형 문제 1개(20분) 독립형 문제 1개(30분)	총 2개 유형	총 2문항

iBT TOEFL FAQ

• 시험을 취소하거나 날짜를 변경하려면 어떻게 하나요?

ETS 토플 시험 등록 사이트에서 로그인하여 등록을 취소하거나 시험 날짜를 변경할 수 있다. 시험 일자 변경은 시험일로 부터 최소 3일전에 해야 하며 취소시 시험 비용 \$170 중 \$85만 환불된다. 날짜 변경 비용은 \$50이다.

• 더미세트란 무엇인가요?

ETS에서 응시자들의 수준 평가와 문제 수준을 테스트하기 위해 만들어진 문제로 알려진 더미는 리딩이나 리스닝 중 한 영역에서 한 세트가 더 나오는 것을 말하며 푸는 동안 무엇이 더미인지 확실히 알 수는 없지만 마지막 세트에 나오는 경우가 많다. 일반적으로 더미는 점수에 포함되지 않는다는 의견이 지배적이다.

• 시험볼 때 청소년은 어떤 신분증을 가져가야 하나요?

우리나라에서는 유효 여권, 주민등록증, 운전면허증 중 하나가 신분증으로 이용 가능하지만 신분증이 없는 학생(미성년자)의 경우시험 당일 Letter of ID와 학생증을 함께 지참해야 한다. Letter of ID의 발급은 <http://www.toeflkorea.or.kr>에서 받을 수 있다.

• 등록번호를 잊어버렸을때는 어떻게 확인하나요?

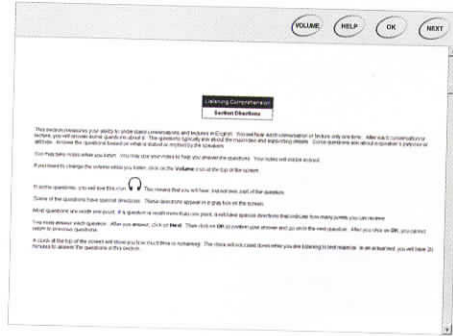
ETS 토플 접수 사이트에 로그인 한 후 '나의 시험(My Test)→'주문보기'(View Orders)로 이동하면 신청한 시험에 대한 정보들을 확인할 수 있다.

about iBT listening

iBT로 시행되는 시험인만큼 실제 시험 화면에 익숙해지는 것이 중요합니다.
주요 구성과 문제풀이 시 tip을 살펴봅시다.

iBT listening의 화면 구성

1. 지문과 문제 화면



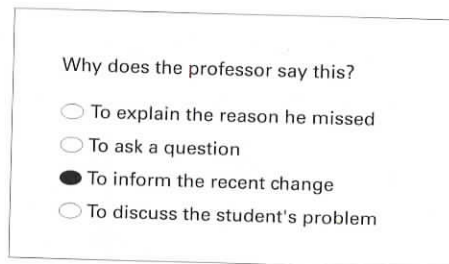
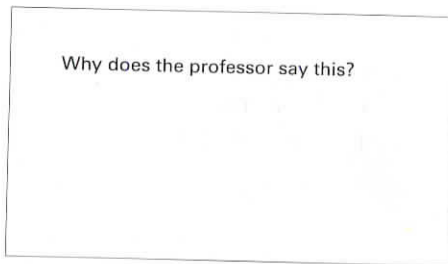
지시문에서 시험 구성이 설명된다.

2. 지문이 흘러나올 때의 화면



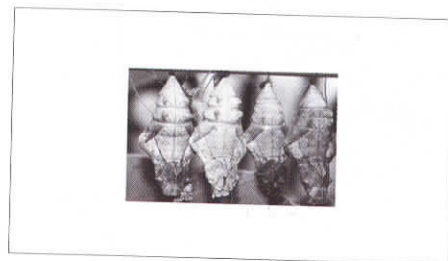
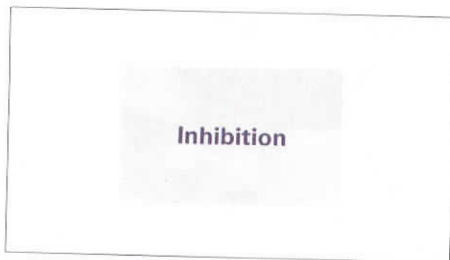
지문이 들려지는 동안 ①상황컷이 나오고 ②지문 진행 속도가 표시된다.

3. 문제 제시 화면



해당 문제로 이동하면 질문이 먼저 등장하고 선택지는 들려지지 않고 화면으로만 보여진다. 지문을 들으며 질문과 선택지를 미리 볼 수 없다는 것에 주의한다.

4. 이미지 제시 화면



강의문이 들려지는 동안 강의의 키워드나 슬라이드가 화면에 등장하기도 한다.

아래는 LC 지문 중 강의의 샘플 스크립트 예를 한 눈에 볼 수 있도록 구조화한 것입니다. 각 문제 유형이 어떤 식으로 분포되어 있으며 어떤 정보를 노트테이킹해야 할지를 살펴봅시다.

- Basic Comprehension Questions
- Pragmatic Understanding Questions
- Connecting Information Questions

다시 들려지는 function과 attitude유형은 마지막 문제로 등장하며 나머지 유형은 내용이 지문에 등장한 순서대로 문제화된다.

- Main Idea 기록

강의 도입부에 등장하는 내용을 듣고 앞으로 이어질 강의 내용의 구조를 예상하고 토끼를 간단하게 적는다.

Function 유형

구어적인 표현이나 말의 기능적 부분이 두드러지는
부분에서 흔히 다시 들려지는 방식으로 문제화되므
로 이를 미리 예상하고 들으면 되며 따로 적을 필요
는 없다.

Detail 사항 기록

강의 내용이 순차적으로 이어질 것으로 예상될 경우 평균 3~4가지 정도의 핵심 포인트가 한 강의 내에 등장하게 되므로 포인트별로 묶어 관련 내용을 적어 내려간다.

Connecting Contents 유형

반면 몇 가지 타입이나 그룹이 등장하는 경우는 항목별로 나누어 각각의 속성을 적을 준비를 한다.

Detail과 Connecting Contents문제 풀이를 위해서는 노트테이킹이 필수이다.

Organization 유형

본론을 벗어난 비유 등이 등장하는 부분에서 주로
화자의 의도를 묻는 Organization 문제가 출제된
다. 의도하는 바를 생각하면서 들으면 되고 따로 적
을 필요는 없다.

Attitude 유형

역시 다시 들려지는 부분으로 화자의 톤에 주의하면서 듣는 것으로 충분하다.

진단고사를 풀어보며 문제유형을 살펴보고 현재 실력을 점검해 보세요.



MP3-01

passage 1. [1~5] Listen to part of a conversation between a nurse and a student.

Volume | Help | Ok | Next



1. Why is the man at the health office?
 - Ⓐ To change his flu shot appointment
 - Ⓑ To take an immediate vaccination
 - Ⓒ To set up a flu shot appointment
 - Ⓓ To ask about the health insurance policy

2. Why does the man avoid getting his shot on a specific day?
 - Ⓐ He has an athletic competition the next day.
 - Ⓑ His health insurance will not cover the flu shot.
 - Ⓒ He must go to the Bakersville clinic for the flu shot.
 - Ⓓ There are no more free flu shots available at the campus clinic.

3. When can a student go to the Bakersville clinic?
 - Ⓐ If the campus clinic is under renovations
 - Ⓑ If the student is a competitive varsity athlete
 - Ⓒ If the student has premium health insurance coverage
 - Ⓓ If the campus clinic cannot handle its students' needs

Listen again to part of the conversation. Then answer the question.  MP3-02

4. Why does the woman say this:
 - Ⓐ To imply it is more convenient than the campus clinic
 - Ⓑ To convince the student it is a good alternative
 - Ⓒ To notify the student of the exact distance to the clinic
 - Ⓓ To discourage the student from visiting the clinic on Friday

Listen again to part of the conversation. Then answer the question.  MP3-03

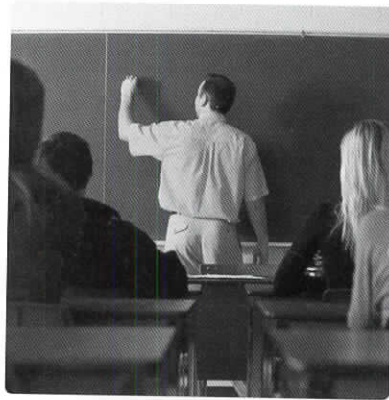
5. What can be inferred about the man when he says this:
 - Ⓐ He is relieved that the appointment has been booked.
 - Ⓑ He is confused about why he has to go off campus.
 - Ⓒ He is not sure about the procedure for getting a shot.
 - Ⓓ He is uncertain about how to get to the clinic.



MP3-04

passage 2. [1~6] Listen to part of a talk in a zoology class.

Volume | Help | Ok | Next



Metacommunication

1. What is the talk mainly about?
 - (A) Different types of vocal communication among animals
 - (B) The role communication behaviors play in animal mating
 - (C) Different interpretations of the meaning of animal communication
 - (D) The forms and functions of animal communication
2. How does the professor illustrate the concept of animal body language?
 - (A) By describing a type of feeding behavior exhibited by a common gull
 - (B) By explaining several gestures that have universal meanings in the animal world
 - (C) By reminding the class of a species of bird which the students are already familiar with
 - (D) By comparing the gestures of the herring gull with gestures made by human parents

3. What does the professor imply about the behavior of a cat rubbing against an object?
- Ⓐ It is essentially the same as the vocal calls of frogs and monkeys.
 - Ⓑ It is something that is only observed in domesticated pets.
 - Ⓒ It is one of the best understood examples of animal communication.
 - Ⓓ It is a way of conveying information to other animals through smell.
4. What are two key functions of animal communication mentioned in the talk? Click on 2 answers.
- Ⓐ Conveying an intent to either stand up or yield to another animal
 - Ⓑ Attempting to attract potential prey from the surrounding area
 - Ⓒ Expressing confusion about the intentions of another animal
 - Ⓓ Letting others know the true meaning of the next communication

Listen again to part of the talk. Then answer the question.  MP3-05

5. Why does the professor say this:
- Ⓐ To introduce a new theme for discussion
 - Ⓑ To show that he will deviate from the main issue
 - Ⓒ To indicate that he is unfamiliar with the subject matter
 - Ⓓ To terminate his digression from the main topic

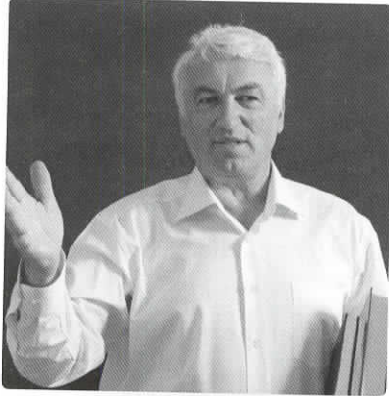
Listen again to part of the talk. Then answer the question.  MP3-06

6. What does the professor mean when he says this:
- Ⓐ He thinks the students should be able to grasp the idea easily.
 - Ⓑ He wants the students to pay particularly close attention to an upcoming point.
 - Ⓒ He thinks the students may be having trouble understanding his point.
 - Ⓓ He wants to answer students' questions before moving on to another idea.



passage 3. [1~6] Listen to part of a lecture in a history class.

Volume | Help | Ok | Next



Gypsum

1. What aspect of the ancient Mayans does the professor focus on in the lecture?
 - (A) A theory about Mayan migration into South America
 - (B) A method the Mayans used to deal with drought
 - (C) A theory about why Mayan cultural influence persists
 - (D) A possible cause of the Mayan empire's decline

2. What does the professor say happened to the Mayan people between 800 and 900 AD? Click on 2 answers.
 - (A) They migrated to South America.
 - (B) They abandoned their cities.
 - (C) They mysteriously disappeared.
 - (D) They were wiped out in a flood.
 - (E) They suffered from severe droughts.

3. What does the professor suggest is the primary evidence supporting the climate change theory?
- (A) Gypsum levels in lake sediment
 - (B) Analysis of fossils in rock formations
 - (C) Proof that canals and reservoirs were built in the region
 - (D) Archaeological evidence of famine and disease
4. What does the professor imply about the Mayans' control over local water sources?
- (A) It enabled them to withstand harsh weather conditions.
 - (B) It meant that their water supply never dropped to low levels.
 - (C) It caused their water supply to become polluted with minerals.
 - (D) It indicated that they relied too heavily on water.

Listen again to part of the lecture. Then answer the question.  MP3-08

5. Why does the professor say this:
- (A) To make sure that the students have already read about these theories
 - (B) To indicate that he will compare the different hypotheses next class
 - (C) To suggest that he will not elaborate on these points in the lecture
 - (D) To show that he does not think these theories are very convincing

Listen again to part of the lecture. Then answer the question.  MP3-09

6. What can be inferred about the professor?
- (A) He doubts the validity of the evidence used to support the climate change theory.
 - (B) He believes that the climate change theory is quite reasonable.
 - (C) He does not believe that there was a significant climate change at the time.
 - (D) He is sure that other factors besides climate change also played a role.

유형론

DAY02

Main Idea

- CASE EXAMPLE - 예제
- CASE EXAMPLE 해설 - 예제 해설
- ★ SMART SOLUTION - 유형별 전략 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기

speed keyword

Main Idea문제는 타이틀 달기 다.

지문 전체를 포괄하는 하나의 주제를 찾는 유형으로 들려진 지문에 어울리는 제목을 붙인다는 기본으로 답을 고르면 된다. conversation과 lecture문제 모두 이 질문 유형으로 시작하는데 conversation의 경우 주로 학생의 '방문 목적'을 묻는 질문으로 출제되며, lecture의 경우 '강의의 요지'를 묻는 질문이 일반적이다. 핵심을 첫 부분에서 짚고 가는 영미권의 논리 구조상 지문의 도입부에서 토픽이 제시되는 경우가 많지만 특히 강의의 경우 강의 전문을 듣고 내용을 종합해야 하는 경우도 있다.

- 지문 첫 부분을 놓치면 안돼!
- 매 지문마다 1번 문제로 꼭 등장!

An important early development in American film was the spread of nickelodeons shortly after the...uh, turn of the century. Popular interest in film was booming at the time, but there were few venues for screening. That's why lots of small, storefront, purpose-built movie theaters, known as nickelodeons, began popping up everywhere.

At first, small shops and restaurants were also converted into, ah, makeshift venues for showing movies. But nickelodeons—so-called after a "nickel," a five-cent coin, which was the price of admission, and "odeon," the Greek word for theater—uh...nickelodeons were much more suitable for watching movies. They generally had fewer than 200 seats.



What is the talk mainly about?

CASE EXAMPLE



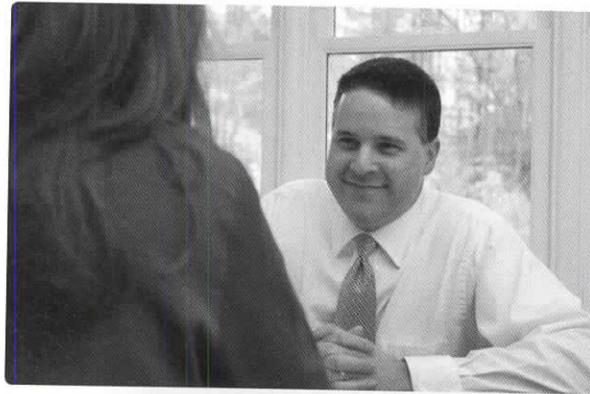
CONVERSATION



MP3-13

Listen to part of a conversation between a student and a professor.

| Volume | Help | Ok | Next |



note taking

학생이 교수실을 방문했군요. 교수가 학생을 교수실로 부른 이유에 초점을 맞추어 듣고 대화 요점을 적어보세요.

Topic:

- > Why did the professor call the woman to his office?
- (A) To draw her attention to a student grant
 - (B) To interview her for a graduate program
 - (C) To tell her that she got a student fellowship
 - (D) To talk about an upcoming assignment

LECTURE



MP3 • 14

Listen to part of a lecture in a film class.

| Volume | Help | Ok | Next |

note
taking

영화학 강의입니다. 교수가 핵심적으로 전달하려는 강의 주제를 적어보세요.

Topic:

form

> What is the talk mainly about?

- (A) A brief history of movie theaters around the world
- (B) A description of an early form of movie theaters
- (C) A comparison of different types of movie theaters
- (D) A timeline of the evolution of multiplex theaters

CASE EXAMPLE 해설

[SCRIPT] **Narrator** : Listen to part of a conversation **between a student and a professor.**
상황: Office Hours

Professor (male) : Come in, Erica. I wanted to talk to you about something...

Student (female) : [pre-empting her] Professor Klein, **if it's about the assignment on Newton's Laws, please don't worry.** I'm well ahead of schedule on that.
Distraction

Professor : That's good to hear...but no, **I actually wanted to talk about a new departmental fellowship.** It's being given to top students in the sciences next semester. It's worth 3,000 dollars towards tuition. **I wondered if you might be interested in applying for it.**
면담 목적: 키워드

Student : [enthusiastically] Sure. Absolutely. So, uh, what's this fellowship about?
실질적 면담 목적

Professor : It's a new initiative the department has launched to try and get more out of the top students.

● 대화 첫 부분을 통해 office hours인지 service encounters 상황인지 파악

● 특히 대화문에서는 수험자의 주의를 분산시키는 distraction이 일차적으로 등장하기도 함

● but 이하에 면담의 진짜 이유가 등장한다. I wanted to talk about~은 주제가 이어지는 대표적 신호 어구이다. 하지만 신호 어구 뒤에는 키워드만 등장하고 구체적인 내용은 다른 문장에 이어지는 경우가 많으므로 주의한다.

> 교수가 학생을 연구실로 부른 이유는?

Ⓐ 학생 장학금에 관심을 갖게 하기 위해

Ⓑ 대학원 프로그램에 대해 면담하기 위해

Ⓒ 학생 장학금을 받게 되었다는 사실을 말하기 위해

▶ 장학금 수령 결정이 아니라 지원 기회에 대해 얘기하고 있음

Ⓓ 다음 과제에 대해 말하기 위해 ▶ '과제'는 일차적인 distraction으로 등장한 내용

● 특히 Ⓒ를 고르지 않도록 주의한다. 지문의 키워드인 fellowship은 오답 선택지에도 등장하는데 수령이 결정된 장학금에 대해 얘기하는 것이 아니라는 점에 유의한다.

Answer Ⓐ

note taking

Topic : The opportunity to apply for the fellowship or 장학금 지원 기회 제안



[SCRIPT] **Narrator** : Listen to part of a lecture in a **film class**.
강의 분야: 영화학

Professor (male)

An important early development in American film was the spread of nickelodeons shortly after the...uh, turn of the century. Popular interest in film was booming at the time, but there were few venues for screening. That's why lots of small, storefront, purpose-built movie theaters, known as nickelodeons, began popping up everywhere.

At first, small shops and restaurants were also converted into, ah, makeshift venues for showing movies. But nickelodeons—so-called after a “nickel,” a five-cent coin, which was the price of admission, and “odeon,” the Greek word for theater—uh...nickelodeons were much more suitable for watching movies. They generally had fewer than 200 seats.

● 주어진 강의 분야를 통해 이어질 테마를 예상해 본다.

● 니켈로데온이라는 초기 극장 형태에 대한 얘기로 강의를 시작하고 있다. 도입부에 강의 주제가 등장할 경우 이어지는 내용이 모두 니켈로데온에 대한 설명인지를 확인하면서 듣는다.

● 니켈로데온의 어원과 특징을 설명 → 니켈로데온이라는 초기 극장 관련 지문임을 확인

➤ 논의의 주된 내용은?

- (A) 전 세계 극장들의 간략한 역사 ▶ 너무 포괄적임
(B) 초기 극장 형태에 대한 설명
(C) 여러 극장 형태들간의 비교 ▶ 니켈로데온 외에 등장한 극장 형태가 없음
(D) 멀티플렉스 극장의 진화 과정

● 오답 선택지 다수가 극장(theater)에 관련된 내용이므로 극장의 어떤 면에 대해서 다루는 지문인지를 좀 더 구체적으로 파악해야 한다. 특히 (A)처럼 너무 범위가 넓은 내용은 오답인 경우가 많다.

Answer (B)

○ note taking

Topic : nickelodeon – the early form of theater

sample

TIP Main Idea 유형의 핵심 정보가 되는 지문의 주제는 지문을 반 이상만 이해했다면 충분히 파악할 수 있는 내용이므로 필수적으로 노트테이킹해야 하는 것은 아니다. 다만 요점을 계속 받아 적으면 들리는 내용에 집중할 수 있는 효과가 있다.



SMART SOLUTION



SOLUTION 1

도입부에 “키워드”가 등장한다.

도입부를 놓치는 것은 문제 풀이에 치명적이다. 특히 강의의 경우 도입부에 그날 강의의 키워드가 등장하고, 대화문의 경우에도 초반에 방문 목적이 등장하는 경우가 많기 때문이다. 특히 화제를 소개하는 다음과 같은 신호어(signal words) 뒤에 지문 전체를 대표하는 키워드가 이어진다.

• 대화의 목적이 이어지는 신호 어구의 예

I am here to talk about ~ ~에 대해서 얘기하러 왔어요 : 방문 목적을 드러내는 가장 일반적 어구

I'm interested in ~ ~에 관심이 있습니다 : 특정 코스, 프로젝트 등에 대해 문의할 때

I've got some questions about ~ ~에 대해 질문이 있어요 : 강의 내용 등에 대해 질문할 때

I wonder if you can ~ ~해 주실 수 있을지 모르겠어요 : 과제의 검토 등을 부탁할 때

• 강의의 키워드가 이어지는 신호 어구의 예

Today, I want to talk about ~ 오늘은 ~에 대해서 이야기하고자 합니다.

In this class we are going to talk about ~ 이번 수업에서는 ~에 대해서 말해보려고 합니다.

Last time we discussed ~. Today, we are going to move on ~ 지난 시간에 우리는 ~에 대해서 얘기를 했죠. 오늘은 ~로 넘어가겠습니다. : 지난 시간 강의 주제가 함께 언급될 경우 사용되는 어구

SOLUTION 2

키워드가 반드시 답은 아니다.

하지만 키워드가 바로 정답이 되는 것은 아니다. 앞선 case example 대화문의 해당 부분을 다시 살펴보자.

I actually wanted to talk about a new departmental fellowship. It's being given to top students in the sciences next semester. It's worth 3,000 dollars towards tuition. I wondered if you might be interested in applying for it.

이 부분에서 키워드는 fellowship이다. 하지만 이것만으로는 정답과 연결시킬 수 없다. 모든 선택지에 키워드인 fellowship이 등장할 확률이 상당히 높기 때문이다. 정답과 오답을 구별해 주는 것은 바로 키워드에 대한 좀 더 세부적인 내용이다. 위의 경우 applying for it(fellowship) 부분이 화자의 의도를 밝히는 핵심 세부 내용이 된다. 특히 강의의 경우 초반

에는 강의의 키워드만 주어지고 주제는 지문 전체를 통틀어 종합해야 하는 경우가 대부분이므로 초반에 키워드를 들었다고 해서 방심하면 안된다. 정답은 “키워드+구체적 내용”으로 구성되므로 지속적으로 귀를 기울이면서 전체를 관통하는 주제를 확인한다.

SOLUTION 3

정답은 추상적으로 표현된다.

강의 주제의 경우 전체를 관통하는 내용을 한 마디로 표현해야 하므로 다소 추상적으로 표현된다. 역사, 차이, 비교, 방법, 과정 같은 서술 방법과 관련된 내용이 선택지에 등장한다.

The **history** of the early railroad 초기 철도의 역사

The **difference** between a tornado and a hurricane 토네이도와 허리케인의 차이

How **pearls** are formed 진주의 형성 방법

하지만 똑같은 키워드를 포함하고 있다면 네 개의 선택지 중 가장 구체적인 내용이 답일 확률이 높다. 4~6분짜리 강의이므로 너무 광범위한 내용은 담을 수 없는 짧은 시간이라는 점에 유의한다. 앞의 case example 강의의 선택지를 다시 살펴보자.

- Ⓐ A brief history of **movie theaters** around the world
- Ⓑ A description of an early form of **movie theaters**
- Ⓒ A comparison of different types of **movie theaters**
- Ⓓ A timeline of the evolution of multiplex **theaters**

키워드인 **theaters**는 모든 선택지에 등장하기 때문에 **theaters**의 어떤 측면을 다루었는지 초점을 좁혀 들어갈 수 있어야 한다. 정답 Ⓑ이 초기 극장 형태로 대상을 한정하고 있으므로 가장 구체적인 내용을 담고 있다.

SOLUTION 4

대표 오답 유형을 숙지한다.

main idea문제의 대표 오답 유형은 다음과 같다.

- 키워드나 세부 내용이 지문과 다른 경우: not correct
- 지문의 내용 일부만을 언급한 경우: minor

지문의 내용 일부를 포함하고 있더라도 지문 전체를 포괄하지 못하는 선택지는 주제로 적당하다고 볼 수 없으므로 특히 minor오답 유형이 아닌지 주의한다.



> [1-8] Listen to each passage. Then choose the best answers to the questions.

Listen to part of a lecture in a paleontology class.



MP3 • 15

1. What is the lecture mainly about?
 - (A) Climate changes during the Pleistocene epoch
 - (B) Historic extinctions of large mammal species
 - (C) Possible causes of the Pleistocene extinctions
 - (D) A pattern of advancing and retreating glaciers

Listen to part of a lecture in an economics class.



MP3 • 16

2. What is the talk mainly about?
 - (A) A recently formulated theory of economics
 - (B) How businesses maximize their earnings
 - (C) The relationship between cost, output, and price
 - (D) Why some firms have difficulty making a profit

Listen to part of a lecture in an art class.



MP3 • 17

3. What is the talk mainly about?
 - (A) The characteristics of ancient Egyptian statuary
 - (B) Naturalism in the artistic work produced in ancient Egypt
 - (C) The religious function of ancient Egyptian sculpture
 - (D) Materials commonly used by sculptors of the ancient world

Listen to part of a lecture in an astronomy class.



MP3 • 18

4. What is the talk mainly about?
 - (A) The average lifespan of red and blue stars
 - (B) How the temperature of a star affects its color
 - (C) What a star's color indicates about its rate of burning
 - (D) How much fuel is required to sustain stars

Listen to part of a lecture in a biology class.



MP3 • 19

5. What is the talk mainly about?
- (A) The differences between mutualism and other types of symbiosis
 - (B) The mutually beneficial relationship between two life forms
 - (C) The breakdown of cellulose as it occurs in ungulates
 - (D) The enzymes found in the digestive tracts of hoofed animals

Listen to part of a lecture in an architecture class.



MP3 • 20

6. What aspect of Central Park does the professor mainly discuss?
- (A) Its effects on life in nineteenth-century New York City
 - (B) Its similarities to public grounds in London and Paris
 - (C) The architectural contest by which its design was chosen
 - (D) Its planning and construction by New York officials

Listen to part of a lecture in an art class.



MP3 • 21

7. What is the discussion mainly about?
- (A) One way in which an artist influenced people's views about art
 - (B) The principal philosophy behind the artwork of the Dadaists
 - (C) How artistic interpretation evolved during the twentieth century
 - (D) The method an artist used to create revolutionary works of art

Listen to part of a lecture in a psychology class.



MP3 • 22

8. What is the talk mainly about?
- (A) The requirements necessary for normal childhood development
 - (B) The emotional bond between an infant and a caregiver
 - (C) The natural instincts displayed by both babies and their caregivers
 - (D) The importance of availability and responsiveness for babies

PRACTICE TEST_level 2

CONVERSATION



MP3 • 23

1. Listen to a conversation between a student and a facilities coordinator.



note taking

Why does the woman go to the facilities office?

- (A) To request that the department move some of its equipment off the stage
- (B) To reserve the auditorium for a performance by the university jazz band
- (C) To purchase tickets for the graduation ceremony and pick up a program
- (D) To find out how many people will be attending the band performance



LECTURE



MP3 • 24

2. Listen to part of a lecture in an engineering class.

note taking

form

What aspect of photovoltaic cells does the professor mainly discuss?

- Ⓐ How they are used to power technological devices
- Ⓑ How they have made semiconductors more efficient
- Ⓒ The process by which they create an electrical current
- Ⓓ The history of their development by the energy industry

PRACTICE TEST_level 3

CONVERSATION



MP3-25

1. Listen to part of a conversation in the student services office.

☐ note taking

Main Idea

Why is the student at the student services office?

- (A) To get information about an upcoming conference
- (B) To reserve campus space for an event
- (C) To file an objection to an auditorium expansion
- (D) To change her previous booking of a conference room

CONVERSATION



MP3-26

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

☐ note taking

Main Idea

Why does the student go to see the professor?

- (A) To inquire about the final exam
- (B) To get advice about graduate school options
- (C) To discuss a master's degree program
- (D) To request a letter of recommendation



LECTURE

**3. Listen to part of a lecture in a literature class.**

MP3 • 27

note taking

form

Main Idea

What is the lecture mainly about?

- (A) How *The Good Earth* differs from other works of American literature
- (B) Why Buck is considered an important American author
- (C) Buck's unique background and her most famous book
- (D) The writings and lives of Chinese-American authors

LECTURE

**4. Listen to part of a lecture in a biology class.**

MP3 • 28

note taking

form

Main Idea

What is the talk mainly about?

- (A) Differences among the venoms produced by snakes
- (B) Three families of venomous snakes
- (C) Two ways that snakes deliver venom
- (D) The most dangerous snake species in the world



* DICTATION



MP3 - 29

1. Listen to part of the level 2 lecture again and fill in the blanks.

Professor: Class, today we're gonna be talking about technology that helps us use ¹⁾ _____. Does anyone in here know what this—this technology is called? It's called photovoltaics. Um, a lot of you are probably familiar with photovoltaics because you've seen ²⁾ _____ or know how photovoltaic cells work. That's actually what I want to talk about today: the functioning of photovoltaic cells.

Basically, it's like this: light strikes the photovoltaic cells and causes ³⁾ _____.
⁴⁾ _____...and when we capture these freed electrons, we've got an _____.

Let me go over it a little further. Photovoltaic cells—um, I'm going to ⁵⁾ _____ to PV from now on, OK? So...PV cells are composed of semiconductors. For those of you who don't know, a semiconductor is a material that becomes ⁶⁾ _____.

When sunlight hits the semiconductor, the energy sometimes ⁷⁾ _____.
_____ So you have ⁸⁾ _____ moving around the semiconductor, and you have a "hole" in the atom where the electron used to be.

It's actually possible to ⁹⁾ _____ to increase the number of free electrons or the number of holes. Um, I'm not really going to explain this because we don't have much time. What's important to know is that PV cells ¹⁰⁾ _____: one that's been treated to increase the number of free electrons, and one treated to increase the number of holes. So...as a result, ¹¹⁾ _____ between the two layers that causes electrons to move in one direction. If we provide a path from one layer to the other, electrons will flow along it, providing us with a current or electricity. This is how PV cells provide us with electricity.

정답은 해설집 16p



MP3 - 30

2. Listen to part of the level 3 lecture again and fill in the blanks.

[중략]

Professor: OK. All venomous snakes, uh, they use...it's kind of like a saliva. They use this saliva-like venom to kill or, um, ¹⁾ _____. And their venom is delivered through...fangs in the mouth.

²⁾ _____ belong to a, um, a family called elapids.

Elapids can really range in size...from just eighteen centimeters to six meters in length. In appearance, elapids are long and thin. They also have smooth scales, and their— their eyes have round pupils.

Elapids ³⁾ _____. These fangs are, um, they're located at the front of the mouth...and the venom they emit comes from venom glands at the back of the upper jaw. When elapids have their mouths closed, their fangs, um, they fit into a kind of—a kind of ⁴⁾ _____. Elapid venom is usually a neurotoxin, um, which means that ⁵⁾ _____.

As I said earlier, elapids are some of ⁶⁾ _____. An elapid species known as the black mamba is considered to be the most dangerous snake in the world. Um, and it's fast...and really large. It can also be ⁷⁾ _____. Its venom—its venom isn't the most toxic, but when the black mamba bites, um, it delivers quite a bit of it. Now, the most venomous land snake is also an elapid. ⁸⁾ _____, and its venom is quite—quite potent. The venom from ⁹⁾ _____ could kill, um, about one hundred people—or 250,000 mice.

[중략]

정답은 해설집 21p

oral expression



MP3 • 31

Listen to the expressions and sentences in the script below and repeat.

come to a close

끝나다

As the Pleistocene epoch **came to a close**, some major events were happening.

put A in charge of doing

A에게 ~할 책임을 맡기다

Professor Cox **put me in charge of reserving** the auditorium for our spring concert.

It'll be all yours.

(전적으로) 마음대로 하다

There's nothing taking place on that day at the auditorium. **So it'll be all yours.**

big deal 큰 일, 중요한 문제

That's not really a **big deal**.

now that you mention it

그 말을 하니깐 생각나는데

Yes, **now that you mention it**, I know of it.

drop off ~에 가져다 놓다

When should I **drop** my résumé **off**?

It's estimated to be

~라고 추정되다

It's estimated to be actually a hundred times more powerful than any land snake's venom.

DAY03

Detail

- CASE EXAMPLE - 예제
- CASE EXAMPLE 해설 - 예제 해설
- ★ SMART SOLUTION - 유형별 전략 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기

speed keyword

Detail문제는 사소한 정보 🔍가 아니다.

들려진 내용과 일치하는 선택지를 찾는 문제 유형으로 반드시 '화자'가 직접적으로 언급한 정보를 답으로 골라야 하며 추측이나 예상을 기반으로 해서는 안 된다. 지문의 세부 사항과 일치하는 정보를 찾는 문제는 어느 시험에나 등장하는 흔한 문제 유형이지만 detail유형의 경우 4~6분 소요의 긴 지문을 듣고 답을 해야 한다는 것이 큰 차이이다. 모든 세세한 정보를 기억할 수는 없으므로 어느 수준까지 '디테일하게 듣고 어떤 세부 사항'에 집중해야 하는지를 미리 훈련해 두어야 한다. 두 개의 답을 골라야 하는 문제도 나오므로 주의한다.

- 화자가 말한 그대로, 하지만 표현은 paraphrasing!

An important early development in American film was the spread of nickelodeons shortly after the...uh, turn of the century. Popular interest in film was booming at the time, but there were few venues for screening. That's why lots of small, storefront, purpose-built movie theaters, known as nickelodeons, began popping up everywhere.

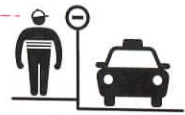
At first, small shops and restaurants were also converted into, uh, makeshift venues for showing movies. But nickelodeons—so-called after a "nickel," a five-cent coin, which was the price of admission, and "odeon," the Greek word for theater—uh...nickelodeons were much more suitable for watching movies. They generally had fewer than 200 seats.



According to the professor, what is ~?

주제를 뒷받침하는 정보만 문제화된다!

CASE EXAMPLE

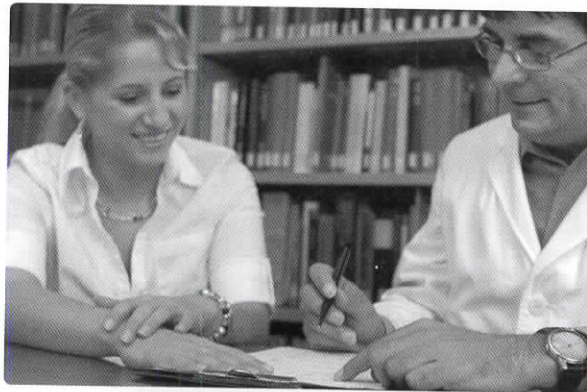


CONVERSATION



Listen to part of a conversation between a student and his professor.

| Volume | Help | Ok | Next |



note taking

학생이 교수실을 방문했군요. 교수는 한 가지 제안을 하기 위해 학생을 불렀습니다. 이 제안과 관련하여 등장하는 중요 정보 두 가지를 적어보세요.

Topic:

Details:

①

②

- > Why does the university offer the leadership course?
- (A) To teach students how to do field research
 - (B) To help students develop advanced leadership skills
 - (C) To reward students who show great achievement in their studies
 - (D) To facilitate communication between students and the administration

LECTURE



MP3-47

Listen to part of a lecture in a computer science class.

| Volume | Help | Ok | Next |

note
taking

컴퓨터 공학 강의에서 로봇 물고기에 대해 얘기하고 있습니다. 로봇 물고기의 특징을 세 가지로 요약해 적어보세요.

Topic:

Details:

①

②

③

> According to the professor, what are some features of the robotic fish at the London Aquarium? Click on 2 answers.

- ☐ A It moves without the aid of remote controls.
- ☐ B It is over one meter long.
- ☐ C It imitates the appearance of a real fish.
- ☐ D It locates charging stations and recharges its batteries.

CASE EXAMPLE 해설

[SCRIPT] **Narrator** Listen to part of a conversation between a **student** and his **professor**.
상황: Office Hours

Student (female) Professor Kho. You wanted to see me?

Professor (male) Yes, Rebecca. **It's about the university leadership course... I'd like to nominate you for it.**
키워드: 리더십 코스
 주제: 리더십 코스에 학생 추천

Student [curious] The university leadership course?

Professor Yeah, it's a course **designed to set up a...a kind of dialogue between the administration and the student body.** You know, so the university can find out how to meet the needs of the students.
Detail 1: 코스의 목적

Student [surprised] Ah, okay. And, uh, I'd be one of the student representatives?

Professor [confirming] Uh-huh. The enrollment is limited to students nominated by their professors.

Student [honored] Wow. That's a big responsibility. Uh, what would my role be as a...as a participant in the course?

Professor Essentially you'll be **doing field research—talking to students about campus issues and, uh, gathering their feedback.**
Detail 2: 코스에서 하는 일

● 대학 리더십 코스 참가 추천이라는 대화 주제가 일차적으로 소개된다.

● 학생은 리더십 코스에 대해 처음으로 설명을 듣는 상황이므로 코스 개설의 목적, 코스에서 하는 일 등이 필수 정보로 다뤄질 것임을 알 수 있다. 이런 핵심 정보 중 하나가 detail문제로 출제된다는 것을 예상하고 들어야 한다. **designed to**라는 신호 어구를 듣는 순간 목적과 관련된 내용이 이어진다는 것을 알 수 있다.

➤ 대학이 리더십 코스를 제공하는 이유는?

- (A) 학생들에게 현장조사하는 법을 가르치기 위해
 ▶ field research가 언급되었지만 과정의 목적은 아님
- (B) 학생들에게 고급 리더십 기술을 개발시키기 위해
- (C) 학업에서 큰 성과를 보이는 학생들에게 보상하기 위해
- (D) 학생과 행정처 간의 의사소통을 원활하게 하기 위해

● 질문부터 잘 이해하는 것이 중요하다. 리더십 코스를 개설하는 목적을 묻고 있으므로 코스에서 하는 일 등과 혼동하지 않도록 주의한다.

Answer (D)

○ note taking

Details : ① leadership course의 개설 목적 - 학생, 행정처간의 원활한 의사소통
 ② leadership course에서 하는 일 - field research, talk to students ab. campus issues

TIP 약어를 적절하게 사용하는 것이 시간 단축에 도움이 된다. 특히 빈번하게 등장하는 전치사는 about → ab., from → fr. 등으로 통일해 줄여 쓸 수 있다.



[SCRIPT] **Narrator** Listen to part of a lecture in a **computer science class**.
강의 분야: 컴퓨터 공학

Professor (male)

Scientists at the University of Essex—in the UK—they **developed a robotic fish** that runs on batteries. They introduced it to the London Aquarium in 2005, and, uh, since then, many visitors to the aquarium have been fooled into thinking it's a real fish. How? Well, firstly, it **looks just like a real fish**. It's been equipped with synthetic scales, 키워드 및 주제
Detail 1: 로봇 물고기의 특징 1 fins and everything. But **it also acts like a real fish**, too. It can Detail 1: 로봇 물고기의 특징 2 move around in the water in...in a natural way, darting around and changing direction quickly. **It's not controlled by another device**, Detail 1: 로봇 물고기의 특징 3 though. It uses **artificial intelligence, in the form of sensors**, to, uh, to control its own movement. The sensors help it to avoid obstacles and respond to changes in its environment. Uh, in the future, the scientists are hoping to improve on this intelligence. **They want to build a fish that can seek out charging stations and recharge its own battery, just like when a real fish looks for food.** Detail 2: 차후 개발 내용

● 강의 도입 부분에 주제 등장

● 로봇 물고기의 특징 세 가지:
핵심 강의 대상에 대해 나열되는 특징들은 거의 detail문제로 출제된다. 나열되는 항목은 노트테이킹이 필수이다.

➤ 교수에 따르면 런던 수족관에 있는 로봇 물고기의 특징은 무엇인가?

정답 두 개를 클릭하시오.

- Ⓐ 리모콘 없이 움직인다.
- Ⓑ 1미터가 넘는다.
- Ⓒ 실제 물고기의 모양을 흉내 냈다.
- Ⓓ 충전소를 찾아서 배터리를 재충전한다.

▶ 미래에 개발할 내용이므로 현재의 특징은 아님

● 정답 Ⓐ에서 본문의 **It's not controlled by another device**가 정답에서는 **moves without the aid of remote controls**로 paraphrasing 되었다는 것에 주의한다.

Answer Ⓐ, Ⓒ

○ note taking

Details : ① **looks like a real fish** or 진짜 같은 외양
② **acts like a real fish** or 진짜처럼 행동
③ **uses artificial intelligence** or 인공 지능 탑재

TIP 반드시 영어로 노트테이킹해야 하는 것은 아니다. 핵심 키워드만 영어로 적은 후 자신이 이해하기 쉽고 빨리 적을 수 있는 한국어를 이용하는 것도 효율적이다.



SMART SOLUTION

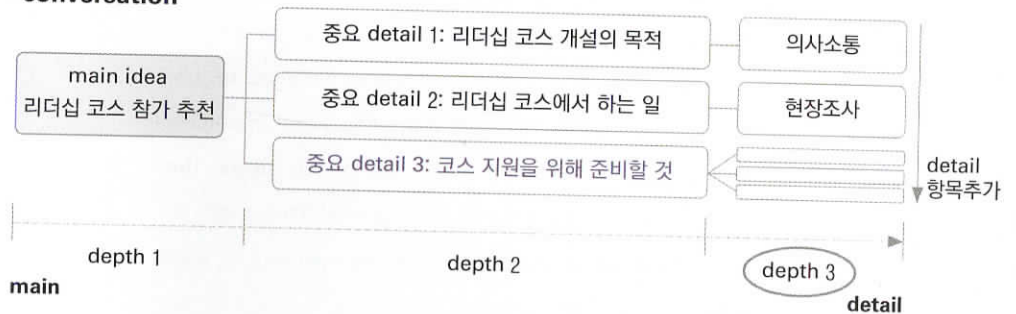


SOLUTION 1

구조를 파악하며 듣고 중요 정보를 예상한다.

가능하면 지문 전체를 듣고 기억하는 것이 가장 이상적이다. 하지만 지금과 같은 긴 지문을 들으며 계속 동일한 집중도를 유지한다는 것은 굉장히 힘든 일이므로 '선택과 집중'의 원리를 적절하게 적용시킬 수 있어야 한다. 그렇지 않으면 꼭 체크해 두어야 할 포인트는 그냥 흘려 보내고 결국 자신의 귀에 편하게 들려오는 내용만 기억하게 되기 때문이다. 그렇다면 어떻게 중요 정보와 지엽적인 정보를 구분해 중요 정보를 놓치지 않을 수 있을까? 앞선 case example 대화문의 예를 통해 살펴보자.

• conversation

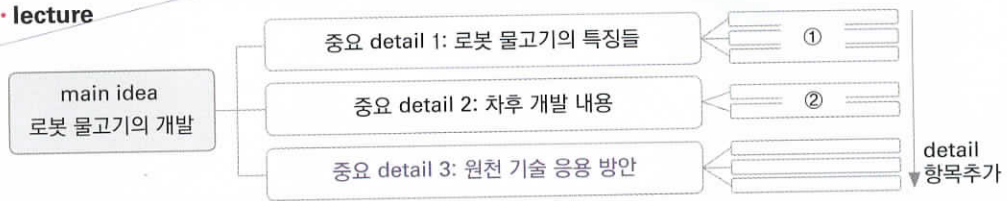


TOEFL detail유형 문제는 절대 지문의 주변부에서 출제되지 않는다. 위의 표에서 정보의 성격이 오른쪽으로 가면서 점점 세부적이 된다고 볼 때 detail문제가 주로 출제되는 정보의 수준은 주제에서 두 번 더 들어간 depth 3부분으로 전체 지문상에서 보면 주제와 직결되는 가장 실질적인 정보들이라고 할 수 있다. 이런 수준의 정보에 해당하는 것이 대화문에서는 학생의 고민이나 문제, 그에 대한 제안이나 해결책들이고, 강의문에서는 강의의 서너 가지 핵심포인트를 한 단계 더 자세하게 설명한 내용들이다.

SOLUTION 2

나열되는 특징이나 예, 원리 등은 노트테이킹한다.

지문을 다 이해했다고 생각했는데 막상 문제를 풀 수 없는 경우가 많다. 수험자는 depth 2까지 파악했을 경우 마치 지문 내용을 다 이해한 것처럼 느끼게 되는데 실제 문제화되는 부분은 여기서 한 단계 더 들어간 수준이므로 개략적인 흐름을 이해하는 것만으로는 문제 풀이에 정보 부족을 겪게 된다. 다시 앞선 case example 강의문의 예를 보자.



몇 가지로 나열되는 ①과 ②같은 내용들은 무조건 노트테이킹해야 한다. 들을 때는 모두 기억할 수 있을 것 같지만 지문을 끝까지 듣고 나면 여러 정보와 섞여서 내용이 희미해지기 때문이다.

SOLUTION 3

정답은 paraphrasing된다.

정답에서는 지문에 쓰인 표현이 그대로 사용되기보다는 거의 다른 표현으로 paraphrasing 된다. 따라서 지문에서 들린 단어가 그대로 선택지에 등장할 경우 일단 오답으로 의심을 해 볼 필요가 있다. case example의 정답이 지문에서 어떻게 바뀌어 표현되었는지 살펴보자.

example 지문	선택지 정답
designed to ¹⁾ set up a...a kind of dialogue	To ¹⁾ facilitate communication between ~
²⁾ looks just like a real fish	It ²⁾ imitates the appearance of a real fish.
It's ³⁾ not controlled by another device, though.	It ³⁾ moves without the aid of remote controls.

¹⁾set up a dialogue → facilitate communication

²⁾looks like → imitates the appearance

³⁾not controlled by another device → moves without the aid of remote controls

SOLUTION 4

대표 오답 유형을 숙지한다.

오답 선택지는 대화나 강의에서 사용된 단어가 일부 그대로 등장하지만 강의 내용과는 다른 내용으로 구성되는 경우가 가장 많다. detail문제의 대표 오답 유형은 다음과 같다.

- 대화나 강의 내용과 다르게 기술한 내용: not correct
- 대화나 강의에서 아예 언급되지 않은 내용: not mentioned
- 대화나 강의에서 언급되었으나 문제와 무관한 내용: 지문에 등장한 내용이지만 문제와는 직 결되지 않는 정보가 오답으로 등장하기도 한다.



> [1-8] Listen to each passage. Then choose the best answers to the questions.

Listen to part of a conversation between two students.



MP3 • 48

1. How does the woman suggest that the man prepare for his exam?
- (A) By participating in the class study group
 - (B) By studying cooperatively with the woman
 - (C) By attending extra classes offered by the department
 - (D) By getting individual tutoring

Listen to part of a lecture in a history class.



MP3 • 49

2. According to the professor, why was the Sherman Antitrust Act introduced?
- (A) To prevent a few big companies from creating cartels
 - (B) To promote cooperation between large industrial corporations
 - (C) To fix prices for a variety of consumer goods
 - (D) To boost industrial production in 19th century America

Listen to part of a talk in a botany class.



MP3 • 50

3. According to the professor, what affects the direction that plant stems and roots grow in?
- (A) The orientation of the seed
 - (B) The force of gravity
 - (C) The direction of the sun
 - (D) The density of the soil

Listen to part of a conversation between a student and a financial aid advisor.



MP3 • 51

4. Why does the advisor suggest that the man visit the student help desk?
- (A) To inquire about taking out a loan
 - (B) To check out the scholarships that are available
 - (C) To find out if he qualifies for an allowance
 - (D) To get advice on managing a budget



MP3 • 52

Listen to part of a lecture in a geography class.

5. According to the professor, what should people be most concerned about?
- Ⓐ The loss of biological diversity in most parts of the world
 - Ⓑ The environmental impact of losing rainforests
 - Ⓒ The carbon dioxide emissions from development projects
 - Ⓓ The changing climatic conditions in rainforests around the world



MP3 • 53

Listen to part of a talk in a law class.

6. According to the professor, why were animals executed in public in medieval Europe?
- Ⓐ To help people feel safe from animal attacks
 - Ⓑ To deter other animals from committing crimes
 - Ⓒ To send a warning to animal rights' defenders
 - Ⓓ To show that trials were not necessary for animals



MP3 • 54

Listen to part of a conversation between a professor and a student.

7. Why has the woman decided to drop the class?
- Ⓐ She does not find it interesting.
 - Ⓑ She wants to run for the student council.
 - Ⓒ She cannot fit it in her schedule.
 - Ⓓ She plans on changing her major.



MP3 • 55

Listen to part of a lecture in an environmental science class.

8. According to the professor, why are biofuels beneficial for the environment?
- Ⓐ Their usage is proven to be completely carbon neutral.
 - Ⓑ They can reduce greenhouse gas emissions substantially.
 - Ⓒ Their production is more efficient than the refinement of fossil fuels.
 - Ⓓ They do not emit any dangerous gases except carbon dioxide.

PRACTICE TEST_level 2

CONVERSATION



MP3 • 56

1. Listen to part of a conversation in a library.



note taking

1-1. Which of the following pieces of information does the librarian request from the student? Click on 2 answers.

- ☐ (A) The student's name
- ☐ (B) The class the DVD is for
- ☐ (C) The name of the student's professor
- ☐ (D) The reference number for the DVD

1-2. According to the librarian, why are library materials placed on reserve?

- ☐ (A) To make them easier for the library staff to locate
- ☐ (B) To prevent students from other classes from using them
- ☐ (C) To make them available for extra-credit projects
- ☐ (D) To ensure that all students have a chance to use them



LECTURE

**2. Listen to part of a lecture in a botany class.**

note taking

form

2-1. What does the professor say about the sharp taste of garlic?

- (A) It is attractive to birds and insects.
- (B) It is created when garlic is damaged.
- (C) It is toxic to some animals.
- (D) It is present only in certain types of garlic.

2-2. According to the professor, how has garlic been used for medicinal purposes? Click on 2 answers.

- (A) To prevent muscular injuries
- (B) To treat wounds in place of antibiotics
- (C) To reduce cholesterol levels
- (D) To help patients recover after heart attacks

PRACTICE TEST_level 3

CONVERSATION



MP3-58

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

☐ note taking

Main Idea 1-1. Why does the woman go to see her professor?

- (A) To complain that there is too much material on the reading list
- (B) To explain that she is having trouble in class and needs some help
- (C) To ask for help with her paper on learning disabilities
- (D) To report that there are no audio books in the campus bookstore

Detail 1-2. Which of the following does the professor mention as resources available to the student? Click on 2 answers.

- (A) Audio books on loan at the library
- (B) Special classes that have a smaller reading component
- (C) Audio books for sale in the bookstore
- (D) A tutor available at no cost to the student

Detail 1-3. What does the professor say about students with special needs?

- (A) They sometimes have difficulty handling the extra demands of graduate school.
- (B) They often struggle to cope with the workload if they do not seek extra help.
- (C) They are usually advised to take classes that include media assistance.
- (D) They are disadvantaged because the college does not provide enough resources.



LECTURE



MP3 • 59

2. Listen to part of a talk in a marine ecology class.

note taking

form

Main Idea 2-1. What is the discussion mainly about?

- (A) Different uses of sponges
- (B) The differences between plants and sponges
- (C) The characteristics of animal sponges
- (D) Common misconceptions about sponges

Detail 2-2. According to the professor, why do people sometimes mistakenly classify sponges as plants? Click on 2 answers.

- (A) They are immobile.
- (B) They cannot obtain food.
- (C) They lack basic organs.
- (D) They are comprised of tiny cells.

Detail 2-3. According to the professor, what is the purpose of the pores of sponges?

- (A) To purify the water that enters the body of the sponge
- (B) To obtain food for the sponge
- (C) To defend the sponge against predators
- (D) To provide the sponge with skeletal support

Detail 2-4. According to the professor, what are loofah sponges?

- (A) Natural sponges with skeletons too hard to be useful commercially
- (B) Synthetic sponges that absorb more water than natural ones
- (C) Animal sponges with soft skeletons made of spongin
- (D) Natural sponges made out of a type of vegetable



* DICTATION



MP3 • 60 1. Listen to part of the level 3 conversation again and fill in the blanks.

[중략]

Professor: So, what do you think about using audio books?

Student: That'd be great...but I don't think ¹⁾ _____ all those books.

Professor: As a matter of fact, all of the books on the reading list are available on CD in the library. You can listen to them ²⁾ _____ in the library, or you can borrow them and take them home.

Student: Really? I had no idea.

Professor: You should also contact the student services office. They'll ³⁾ _____ . You know, another student who's done the course before, who can help explain things.

Student: For free? That'd be great.

Professor: I don't know why this kind of information isn't made more available to students with special needs.

Student: Actually, I didn't ⁴⁾ _____ .

Professor: Why not?

Student: I guess I didn't want anyone to think I wanted special treatment. And it never gave me too much trouble in high school...of course I had to work a little harder... I thought I could handle a university workload, too. I guess I was wrong. I just didn't realize ⁵⁾ _____ .

Professor: First of all, it's not special treatment. It's the law for schools to provide services to students with disabilities...all types of disabilities. Look, I'm really glad you told me about this. Some students with learning disabilities are ashamed of it, and they shouldn't be. Then they ⁶⁾ _____ . Sometimes it's too late for them to catch up, and they end up having to repeat. Others ⁷⁾ _____ .

[중략]

정답은 해설집 31p



MP3 • 61 2. Listen to part of the level 3 lecture again and fill in the blanks.

[중략]

Professor: Well, you've ¹⁾ _____ why people believe that sponges are...um, plants. [pause] But, actually, they're animals.

[pause] They are sessile...and, uh, they don't have any, um, ²⁾ _____.
_____. Basically, they're a collection of cells working together. They're
extremely simple...some of the most ³⁾ _____,
but they've evolved some special features. Like, uh, sponges have a pretty unique way
of...uh...eating. They don't have mouths, right? So, they've got to get food some other
way. And they do that by...by drawing water in through these, um, ⁴⁾ _____
_____. So, as the water goes through the
pores and into the sponge, um, food particles are filtered out of the water. The water
gets, um, it gets passed out of the sponge through other openings in the, um, the
sponge body. Nifty, eh?

The cells that make up the sponge's pores are called porocytes...and they're just, um,
one of many different types of cells that can be found in sponges. ⁵⁾ _____
_____—those are
called, um, choanocytes. Um, and then there are the spicules...those are rods that are
used for, um, for structure...or for defense.

Student A: So...spicules are ⁶⁾ _____?

Professor: Yes, that's right.

[중략]

정답은 해설집 32p

oral expression



MP3 • 62

Listen to the expressions and sentences in the script below and repeat.

stressed out 정신적으로 힘든	What's wrong? You look stressed out .
come up 다가오다	I know you have heaps of papers to write and exams coming up .
keep up with ~을 뒤지지 않고 따라가다	I hardly have time to keep up with the weekly readings.
put A on reserve A를 예약해 두다	Professors usually put materials on reserve when they assign everyone in their class to watch it.
can afford to do ~할 경제적 여유가 있다	I don't think I can afford to order all those books.
available to A A가 이용할 수 있는	You should start using the resources available to you.
write down ~을 적어두다, 메모해두다	I want you to write down a definition for a word I'm about to give you.

DAY04

Function

- CASE EXAMPLE - 예제
- CASE EXAMPLE 해설 - 예제 해설
- ☆ SMART SOLUTION - 유형별 전략 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기

speed keyword

Function문제는 **행간 읽기** 다.

LC지문은 실제 구어(spoken language)적 특징이 그대로 살아 있는 conversation과 lecture로 이뤄져 있다는 것을 항상 염두에 두어야 한다. 아카데믹한 내용을 다루고 있지만 구어만의 독특한 표현이 사용되고, 억양·어조 등이 의미 파악에 중요한 역할을 한다. function문제 유형은 대화나 강의의 본론에 해당하는 부분이 아닌, 이야기를 진행시키는 구어의 기능적 측면에 초점을 맞추는 문제 유형이므로 대화의 맥락을 잘 따라가면서 정확한 상황 파악을 하는 것이 가장 중요하다.

- 다시 들려준다.
- 숨은 뜻이나 화자의 의도를 알아내자!

An important early development in American film was the spread of nickelodeons shortly after the...uh, turn of the century. Popular interest in film was booming at the time, but there were few venues for screening. That's why lots of small, storefront, purpose-built movie theaters, known as nickelodeons, began popping up everywhere.

At first, small shops and restaurants were also converted into, uh, makeshift venues for showing movies. But nickelodeons — so-called after a "nickel," a five-cent coin, which was the price of admission, and "odeon," the Greek word for theater — uh...nickelodeons were much more suitable for watching movies. They generally had fewer than 200 seats.

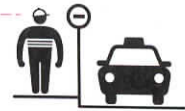


Why does the professor say this:

What does the professor mean when he says this:

지문당 1~2 문제씩 등장

CASE EXAMPLE

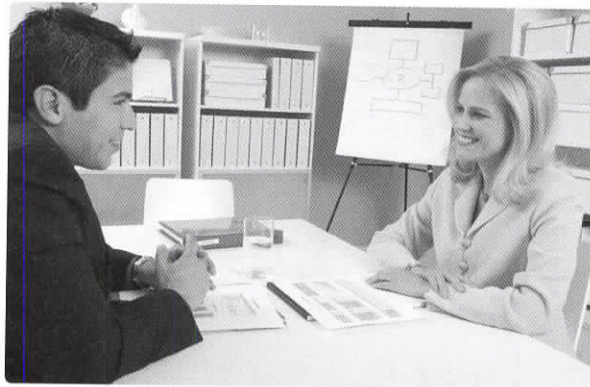


CONVERSATION



Listen to part of a conversation between a student and a director of a dormitory.

| Volume | Help | Ok | Next |



note taking

한 학생이 기숙사장을 찾아가 나누는 대화입니다. 어떤 행사에 대해 이야기하고 있는지, 문제가 되고 있는 부분은 무엇인지 적어보세요.

Event:

Issues:

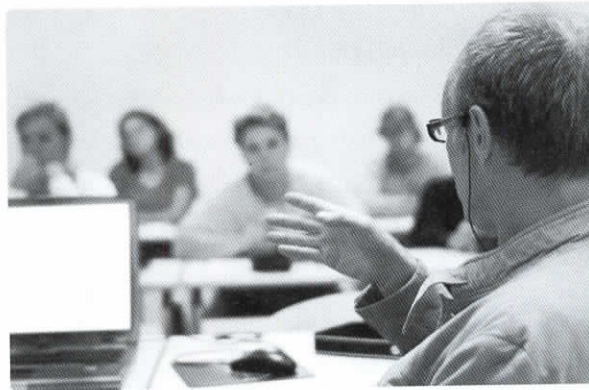
Listen again to part of the conversation. Then answer the question.  MP3-76

- > What does the student mean when he says this:
- (A) Food will not be served at the open-mic night.
 - (B) The residents are unlikely to want food or beverages.
 - (C) The open-mic night will be fairly easy to coordinate.
 - (D) It will be too complicated to prepare tea and coffee.



Listen to part of a lecture in an art history class.

| Volume | Help | Ok | Next |



note taking

미술사 강의입니다. 강의의 소재와, 소재와 관련해 중요하게 언급된 용어를 하나 적어보세요.

소재:

용어:

Listen again to part of the lecture. Then answer the question. MP3 • 78

- > Why does the professor say this:
- (A) To define a term he just introduced
 - (B) To emphasize an important point in the lecture
 - (C) To indicate that the information will be tested
 - (D) To remind students of a concept from earlier in the course

CASE EXAMPLE 해설

[SCRIPT] **Narrator** Listen to part of a conversation **between a student and a director of a dormitory.**
상황: Service Encounters


Student (male) Ms. Hines, I was thinking about starting a community event here in the dorm.


Director (female) *[interested]* I'm listening...

Student I thought **an open-mic night** would be a good idea.

Director Great idea. Hmm...but where could you stage it?
대화 주제: 오픈 마이크 행사

Student How about in the main lounge? It's usually empty after 5.

Director OK. Good.  **MP3-76** And were you thinking about having some beverages or food available at the open-mic night?

Student  *[hesitantly]* Well, that would make things a little more complicated...but it might be possible to serve coffee and tea or something. Something simple.
다시 듣기: 우회적 표현의 진의 파악

Director Right. That sounds better than trying to coordinate some sort of food service.

● 대화 주제 등장

● 지금처럼 두 번 들려주면 문제화된 문장이 맥락의 영향을 많이 받는 경우이다. 맥락과 어조를 고려하여 표면적인 의미 너머의 속뜻이 무엇인지 파악해야 한다.

> 대화의 일부를 다시 듣고 물음에 답하시오.

다음과 같이 말할 때 학생이 의미하는 것은?

[머뭇거리며] 글썄, 그러면 일이 좀 복잡해질 것 같아요...하지만 커피나 차 같이 간단한 건 가
 능하겠죠.

- Ⓐ 오픈마이크의 밤에 음식은 제공되지 않을 것이다.
- Ⓑ 기숙사생들은 음식이나 음료를 원하지 않을 것이다.
- Ⓒ 오픈마이크의 밤은 준비하기 꽤 쉬운 것이다.
- Ⓓ 차나 커피를 준비하는 것이 너무 복잡할 것이다.

● "커피나 차 같이 간단한 건 가
 능하겠죠."라는 우회적인 표현을
 통해 가벼운 음료만 제공될 것이
 며 본격적인 음식은 준비하지 않
 을 것이라는 점을 알 수 있다.

Answer Ⓐ

note
taking

Event: a community event in the dorm → open-mic night
 Issues: preparing food → just simple beverages



[SCRIPT] **Narrator** Listen to part of a lecture in an **art history** class.

강의 분야: 미술사

Professor (male)

This week we'll be discussing **Paleolithic art**, and the first thing I want to say about Paleolithic art is that... 강의 주제: 구석기 시대의 예술 **well, whenever art historians discuss Paleolithic art, there's always a focus on its portability.** 다시 듣기: 화자의 의도 파악 **So, remember, when we're talking about Paleolithic art, um, we'll be getting into the issue of...portability.**

Let me clarify what I mean by portability. The art that comes from the Paleolithic Period is really small—small enough to pick up and carry. Paleolithic art isn't characterized by those large figure sculptures we associate with...say...Greek art. No. We're talking about miniature three-dimensional sculptures.

● 강의 주제 등장

● 구석기 시대의 예술 중에서도 휴대성 문제를 다룰 것임을 whenever, when we are talking about 등의 표현을 사용하여 강조하고 있다. function문제를 해결하기 위해서는 구체적 표현의 다양한 용례를 잘 알아두어야 한다.

➤ 강의의 일부를 다시 듣고 물음에 답하십시오.

교수가 다음과 같이 말한 이유는?

그러니까, 기억하세요. 우리가 구석기 시대의 예술에 대해 얘기할 때는, 음, 휴대성의 문제를 다루게 됩니다.

- Ⓐ 방금 소개한 용어를 정의하기 위해
- Ⓑ 강의의 핵심 포인트를 강조하기 위해
- Ⓒ 이 내용이 시험에 나올 것임을 알려주기 위해
- Ⓓ 이전 강의에서 나왔던 개념을 학생들에게 상기시키기 위해

● remember라는 말이 나온 것으로 미루어 구석기 시대 예술의 핵심적 특징을 '휴대성'으로 보고 이 점을 강조하고자 하는 것임을 알 수 있다.

Answer Ⓑ

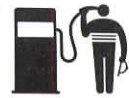
○ note taking

소재: Paleolithic art or 구석기 예술
용어: portability or 휴대성

TIP function유형은 지문의 본론이 아닌 말의 기능적 측면을 이해했는지 질문하는 것이므로 이 유형을 위한 노트 테이킹은 따로 필요하지 않다. 다만 지문의 흐름을 잘 따라가면서 상황을 이해해야 화자의 의도나 숨은 속 뜻을 제대로 파악할 수 있으므로 흐름을 짚어가는 요점 정리가 필요하다.



SMART SOLUTION



SOLUTION 1

function 유형 내에도 두 종류가 있다.

function 내에서도 크게 다음 두 가지 유형으로 나눌 수 있으며 각 유형은 질문과 선택지의 형태를 통해 쉽게 구분할 수 있다.

	질문의 형태	선택지의 형태
화자의 의도 파악	Why does A say this:	to 부정사 구문으로 의도 표현 e.g. (A) To define a term he just introduced (B) To emphasize an important point in the lecture (C) To indicate that the information will be tested (D) To remind students of a concept from earlier in the course
표현의 진의 파악	What does A mean when A says this:	다양한 주어로 구성된 문장 e.g. (A) Food will not be served at the open-mic night. (B) The residents are unlikely to want food or beverages. (C) The open-mic night will be fairly easy to coordinate. (D) It will be too complicated to prepare tea and coffee.

SOLUTION 2

상황 이해가 중요하다.

다시 들려주는 부분에서는 다양한 의미로 해석될 수 있는 표현이 자주 등장하므로 상황별로 빈출 표현을 체크해 두면 지문을 들을 때 상황별 구어 표현에 보다 집중할 수 있게 된다. 평소 지문을 반복해 들으면서 흐름을 꾸준히 따라가다가 구어적인 표현이 나오거나 어조가 바뀌는 부분을 놓치지 않고 듣는 훈련을 해 두는 것이 도움이 된다. 시험에 자주 출제되는 상황을 정리해 보면 다음과 같다.

• 강의 중에 학생의 대답을 유도하는 경우

Come on, we've already dealt with this point last class. 자, 이미 지난 시간에 다뤘던 거잖아요?

come on은 일반적으로 상대방의 행동을 유도할 때 사용되며 go ahead, I'm listening 등의 표현도 비슷한 경우에 사용된다.

• 강의 중에 본론에서 벗어나는 것을 막는 경우

I don't want to get too far off topic here. 본론에서 너무 벗어나고 싶지는 않군요.

We've got a lot to get through today and only limited time. 시간은 한정되어 있는데 오늘 다룰 게 너무 많군요.

• 본론으로 되돌아올 경우

Getting back to what I was saying, 다시 원래 하던 얘기로 돌아오면요,

• 말을 정정할 경우

We're going to review the details next Tuesday...I'm sorry...hm...next Thursday.

세부적인 부분에 대해서는 다음 주 화요일, 미안해요...음...다음 주 목요일에 살펴보도록 할게요.

• 학생들이 이해했는지를 확인할 경우

I don't need to explain the difference between them, do I? 둘 사이의 차이를 설명할 필요는 없겠조, 그렇지?

화자가 알고 있는 것이 맞는지 확인하는 경우 부가의문문이 자주 사용된다. 부가의문문이 지문에 등장할 경우 문제화될 가능성이 높으므로 일단 긴장하는 것이 좋다.

• 학생을 격려하는 경우

The thing is, you are the expert on this issue. 중요한 건, 네가 이 문제에 대해 제일 잘 안다는 거야.

다루고 있는 문제에 대해 학생이 가장 잘 알고 있음을 강조하고 격려하는 상황에 자주 사용된다.

SOLUTION 3

화자의 의도를 드러내는 다양한 동사를 숙지한다.

화자의 의도를 묻는 질문의 경우, 선택지는 to부정사 구문으로 구성되는데 이 때 일반적으로 사용되는 동사들은 describe, demonstrate, express, explain, address, show, tell 등이며 기능별로 정리하면 다음과 같다.

- | | |
|-------------------------|--------------------------------|
| • 대조하기: contrast | • 예시하기: give an example |
| • 강조하기: emphasize | • 알려주기: remind, let A know |
| • 정의하기: define, clarify | • 정정하기: correct |
| • 사과하기: apologize | • 질문하기: ask, inquire |
| • 요청하기: request | • 거절하기: avoid, decline, refuse |



> [1-8] Listen to each passage. Then choose the best answers to the questions.



MP3 • 79

Listen to a conversation between a student and a professor.

1. Why does the professor say this:
- (A) To explain something about the group project
 - (B) To encourage the man to share his concern
 - (C) To suggest a way to solve the man's problem
 - (D) To apologize for being unable to help the man



MP3 • 80

Listen to part of a lecture in an astronomy class.

2. Why does the professor say this:
- (A) To cast doubt on the validity of the research
 - (B) To summarize recent research about conditions on Mars
 - (C) To point out that important research is often resisted at first
 - (D) To indicate that scientists doubt there is life on Mars



MP3 • 81

Listen to a conversation between a student and an advisor.

3. Why does the student say this:
- (A) To show he understood the professor's statement
 - (B) To remind himself of the requirements he has already met
 - (C) To indicate that he has not taken the required course
 - (D) To suggest a course he would like to add to his schedule



MP3 • 82

Listen to part of a lecture in an architecture class.

4. Why does the professor say this:
- (A) To provide a term for the concept he just described
 - (B) To shift the discussion to a different topic
 - (C) To share his opinion about the subject matter
 - (D) To repeat a term he introduced earlier



Listen to a conversation between a student and an administrator.

5. Why does the administrator say this:
- Ⓐ To inquire whether the woman meets the requirement
 - Ⓑ To encourage the woman to change her major to art
 - Ⓒ To indicate that the woman has made a mistake
 - Ⓓ To express surprise at the woman's request



Listen to part of a lecture in a literature class.

6. What does the professor mean?
- Ⓐ She wants to focus on a particular tale from the epic.
 - Ⓑ She does not think the stories will interest the students.
 - Ⓒ She does not want to spend time discussing the plot.
 - Ⓓ She thinks the students have already read the text.



Listen to a conversation between a student and a professor.

7. What does the professor mean when he says this:
- Ⓐ He thinks the woman will require extra time.
 - Ⓑ He wants the woman to promise to hand in the report on time.
 - Ⓒ He does not want to grant the woman an extension.
 - Ⓓ He does not want to discuss the issue right now.



Listen to part of a lecture in a biology class.

8. What does the professor mean when she says this:
- Ⓐ She does not think the students are surprised by her statement.
 - Ⓑ She wants to know how much the students already know about lizards.
 - Ⓒ She thinks the information she just mentioned is new to the students.
 - Ⓓ She wants the students to answer her question about how lizards walk.

PRACTICE TEST_level 2

CONVERSATION



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

MP3 • 87



☐ note taking

Listen again to part of the conversation. Then answer the question.  MP3 • 88

1-1. Why does the professor say this:

- (A) To assure the woman she should not be worried
- (B) To show how disappointed he is with the woman
- (C) To encourage the woman to keep guessing
- (D) To indicate that he understands the woman's concern

Listen again to part of the conversation. Then answer the question.  MP3 • 89

1-2. What does the professor mean when he says this:

- (A) He thinks the woman has fully considered the offer.
- (B) He wants the woman to turn in her proposal now.
- (C) He does not think the woman should reject the idea immediately.
- (D) He wants the woman to show him her proposal first.



LECTURE



2. Listen to part of a talk in an art class.

DAY 04



note taking

form

Listen again to part of the talk. Then answer the question.  MP3 • 91

2-1. What does the man mean when he says this:

- (A) He wants the professor to display the artistic pictures again.
- (B) He thinks that photography certainly qualifies as an art form.
- (C) He wants the professor to give examples of some controversial images.
- (D) He thinks the images shown in class have been too similar to each other.

Listen again to part of the talk. Then answer the question.  MP3 • 92

2-2. Why does the professor say this:

- (A) To let the students know that she is moving on to another topic
- (B) To get the students to tell her the specific date of the occurrence
- (C) To remind the students of a time period they have previously studied
- (D) To encourage the students to try to answer her question

PRACTICE TEST_level 3

CONVERSATION



MP3-93

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

note taking

Main Idea 1-1. Why does the woman go to see her professor?

- (A) To talk about the problems she is having with her thesis advisor
- (B) To get advice about applying to grad school
- (C) To ask him to write a letter of reference
- (D) To find out how to get a good letter of recommendation

Detail 1-2. Why is the professor reluctant to do what the woman wants?

- (A) He thinks that she needs to improve her performance in class.
- (B) He does not know her well enough to report worthwhile information.
- (C) He knows that she had a bad relationship with her thesis advisor.
- (D) He is too busy with his departmental responsibilities to help her.

Listen again to part of the conversation. Then answer the question. MP3-94

Function 1-3. What does the professor mean when he says this:

- (A) The advisor should not suggest unnecessary changes to the student's thesis.
- (B) The advisor was very disappointed with the student's work on the thesis.
- (C) The advisor is obligated to write the student a good recommendation.
- (D) The advisor's comments do not necessarily mean she dislikes the student's work.



LECTURE



2. Listen to part of a talk in an astronomy class.

MP3 • 95

DAY 04

note taking

form

Main Idea 2-1. What is the discussion mainly about?

- Ⓐ The physical appearance of sun halos
- Ⓑ Similarities between sun halos and aurora borealis
- Ⓒ The formation of sun halos and sun dogs
- Ⓓ Atmospheric dust crystallization

Listen again to part of the talk. Then answer the question. MP3 • 96

Function 2-2. Why does the professor say this:

- Ⓐ To review material from a previous lecture
- Ⓑ To emphasize important lecture material
- Ⓒ To define a term she introduced earlier
- Ⓓ To correct the student's misinformation

Detail 2-3. According to the professor, what are two necessary conditions for the creation of a sun halo? Click on 2 answers.

- Ⓐ Ice crystals of identical size and shape
- Ⓑ Completely still atmospheric conditions
- Ⓒ Thin and high cirrus cloud formations
- Ⓓ The sun being at a low angle of orientation



* DICTATION



MP3-97

Listen to part of the level 3 conversation again and fill in the blanks.

[중략]

Professor: So, have you asked any other professors?

Student: No, you're the first one I've asked. I figure ¹⁾ _____ it would look really good.

Professor: Well, actually, most students seek references from professors ²⁾ _____.

Student: I got a really good mark in your class.

Professor: Well, sure, but I have a lot of good students. I would suggest you ³⁾ _____...someone who knows you personally and who knows your work. Someone who has actually worked with you.

Student: So...you'd rather not?

Professor: Look, I'll be honest with you. I'll do it, but it won't be a good reference. It's not like ⁴⁾ _____, but I just don't know enough about you to make it sound good. I'll tell you something about reference letters. Nobody writes a bad one, but the people reading the letters read more into what you don't say than what you do say. See what I'm saying?

Student: Yeah...even if you don't say anything bad, it still looks bad if you don't say ⁵⁾ _____.

Professor: Right...I mean...I can say that you are a hard worker and a good student, but your grades already say that for you. What the grad schools are looking for in a reference letter is ⁶⁾ _____ that your grades don't say.

Student: OK, I see what you mean.

Professor: And...think about it...if they get a reference from ⁷⁾ _____, and not from someone who has worked closely with you...what does that say?

Student: I guess ⁸⁾ _____ with those professors who I have worked closely with.

[중략]

정답은 해설집 42p



MP3-98

Listen to part of the level 3 lecture again and fill in the blanks.

[중략]

Professor: It really is quite something, huh? A perfect example of today's topic! Sun halos. And we'll briefly look at sun dogs too. Does anyone know ¹⁾ _____

_____?

Student B: I always thought those effects could be viewed from ²⁾ _____.
_____...or from the North Pole—like the northern lights. But if people
here saw it yesterday, then I guess not.

Professor: Just to clarify, the northern lights—more accurately known as aurora
borealis—they can only be seen ³⁾ _____.
_____. You can also see something similar—called aurora australis—you can
see that near the South Pole too. Uh...anyway, those effects aren't what I was referring
to...Okay, so anyone else? [pauses] Alright then, what appeared in the sky yesterday is
called a sun halo. That's ⁴⁾ _____,

...and those two spots...those are sun dogs...but I'll talk about those later.

Sun halos are formed...they're formed when light from the sun is ⁵⁾ _____.
_____. These, um, ice crystals are found
in thin, upper level cirrus clouds. Maybe, uh...three to six miles straight up. There, the
temperature is so low that ⁶⁾ _____ to form
ice...and these ice crystals, they act like prisms. There are millions of these crystals
in that atmospheric layer. OK. Now, can anyone tell me...why do these ice crystals

⁷⁾ _____?

[중략]

정답은 해설집 44p

oral expression



MP3 • 99

Listen to the expressions and sentences in the script below and repeat.

I presume 아마 ~인 것 같다

I see...um...in psychology, I **presume**?

be honest with you

솔직히 말하자면(부정적 내용)

I'll **be honest with you**. It won't be a good reference.

it would seem like

마치 ~인 것처럼 보일 것이다

I guess **it would seem like** I had a bad relationship with those
professors.

work out

(계획, 일 등을) 해내다

We'll see if we can **work** something **out**.

quite something

대단한 것

It really is **quite something**, huh?

what I was referring to

앞서 언급했던 것

Uh...anyway, those effects aren't **what I was referring to**.

give an account 설명하다

Yeah, well...I'm **giving** a fairly general **account** here.

DAY05

Attitude

- CASE EXAMPLE - 예제
- CASE EXAMPLE 해설 - 예제 해설
- ☆ SMART SOLUTION - 유형별 전략 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기

speed keyword

Attitude문제는 **화자의 심리** 파악이다.

function문제 유형과 마찬가지로 구어의 기능적 측면에 초점을 맞추고, 상황을 잘 이해해야 하지만 화자의 톤이나 억양에 더욱 주의를 기울이며 직접적으로 표현되지 않은 화자의 심리를 이해해야 한다는 점에서 function유형과는 다소 구별된다. 즉 화자가 태상을 바라보는 관점을 이해해야 하므로 화자의 확신 정도, 감정, 신호와 같은 심리상태를 맥락과 어조를 종합하여 판단하도록 한다. 대화에서 직접적으로 드러나지는 않지만 말하는 대상에 대해 화자가 취하고 있는 특정한 입장을 파악하는 것은 성공적인 커뮤니케이션의 필수 요소이므로 평소 다양한 대화를 들으면서 이런 구어적 요소에 익숙해져야 한다.

• 갑자기 어조가 달라지거나 강조되는 부분에 주의!

An important early development in American film was the spread of nickelodeons shortly after the...uh, turn of the century. Popular interest in film was booming at the time, but there were few venues for screening. That's why lots of small, storefront, purpose-built movie theaters, known as nickelodeons, began popping up everywhere.

At first, small shops and restaurants were also converted into, ah, makeshift venues for showing movies. But nickelodeons—so-called after a “nickel,” a five-cent coin, which was the price of admission, and “odeon,” the Greek word for theater—uh...nickelodeons were much more suitable for watching movies. They generally had fewer than 200 seats.



What can be inferred about the professor?

What is the professor's attitude toward ~?

지문당 0~1문제씩 등장

CASE EXAMPLE



CONVERSATION



MP3-120

Listen to part of a conversation between a student and a clerk.

| Volume | Help | Ok | Next |



note taking

학생이 대학 서비스 센터를 방문했습니다. 학생의 방문 목적과 직원의 반응을 적어보세요.

Purpose:

Clerk's response:

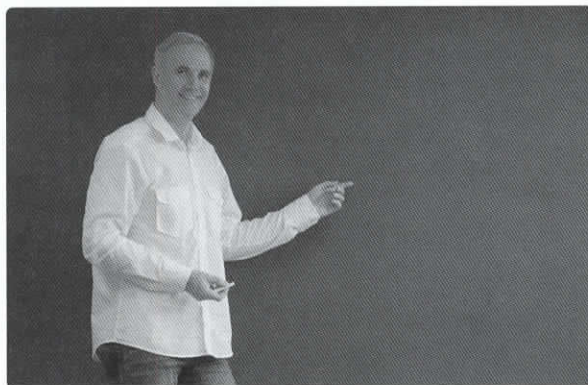
Listen again to part of the conversation. Then answer the question.  MP3-121

- > What does the clerk mean when she says this:
- (A) She expects the man to provide proof of his registration.
 - (B) She doubts that the group is large enough to be officially recognized.
 - (C) She does not want the man to proceed with the fundraiser.
 - (D) She is worried that the man's group might not be registered.



Listen to the following discussion in part of a literature class.

| Volume | Help | Ok | Next |



note taking

문학 강의에서 한 미국 작가와 작품을 다루고 있습니다. 언급된 작가 및 작품과 대표적 특징 두 가지를 적어보세요.

작가 및 작품:

특징:

①

②

Listen again to part of the lecture. Then answer the question.  MP3 • 123

- > What does the professor imply when he says this:
- Ⓐ He is not sure about the detail that the student referred to.
 - Ⓑ He feels that the student's answer is not relevant to the topic.
 - Ⓒ He is impressed at the extent of the student's background knowledge.
 - Ⓓ He expects students to elaborate on their submissions in class.

CASE EXAMPLE 해설

[SCRIPT] **Narrator** Listen to part of a conversation between a **student** and a **clerk**.
상황: Service Encounters

Clerk (female) Hello. Welcome to the university services center. What can I do for you?

Student (male) Hi. I'm here on behalf of the Colleges Combating Cancer organization. We're planning a **fundraiser** for next semester, and I just wanted to make sure we've got everything in order.

Clerk  MP3 • 121 **Colleges Combating Cancer? Is that a new group?**
주제: 행사 준비 상황 점검
1st Replay

Student Yeah. We formed this semester, actually.

Clerk Is your group registered with the university?  **[doubtfully]**
2nd Replay

Only registered organizations can fundraise on campus...

Student **[assuredly]** Don't worry—we're official.
정답 유추 단서

Clerk Great. Now the first thing you need to obtain is written approval from our office.

● 학생이 기금 모금 행사 준비를 위해 대학 서비스 센터를 방문한 상황

● 화자의 톤이 특별하고 속뜻이 따로 내포되어 있는 경우이다. 어조가 두드러지는 부분에서 문제에 대한 단서가 드러나는 경우가 많으므로 처음 들을 때부터 주의할 것.

> 대화의 일부를 다시 듣고 질문에 답하시오.

다음과 같이 말할 때 직원이 의미하는 것은?

[미심쩍어하며] 등록된 단체만 학내에서 기금 모금을 할 수 있는데...

- (A) 학생이 등록 증빙을 내기 바란다.
- (B) 단체가 공식적으로 인정을 받기에 충분한 규모인지 의심하고 있다.
- (C) 학생이 기금 모금을 진행하기 원하지 않는다.
- (D) 학생의 단체가 등록되지 않은 것일까 봐 우려한다.

● 등록된 단체인지를 물은 후 등록단체만 기금 모금 행사를 할 수 있다고 말하는 것은 혹시 비등록 단체일까봐 우려하는 태도로 볼 수 있다.

Answer (D)

note taking

Purpose: preparing for the fundraiser or 기금 행사 준비

Clerk's response: wanna make sure if the org. is reg. or 등록 단체인지 확인하고자 함

TIP 노트테이킹 내용은 자신만 알아볼 수 있으면 되므로 긴 단어는 앞 부분만 적어놓는다.

organization은 org.로 registered는 간단하게 reg.로 적어도 문제풀이 시 충분히 식별이 가능하다.



[SCRIPT] **Narrator** Listen to the following discussion in part of a literature class.

강의 분야: 문학

Professor (male) Today we're looking at **Jack Kerouac's *On the Road***.
주제 및 키워드
Tell me, what did you notice about the book?

Student A (female) Well, the writing is very free, and...unstructured.

Professor Yeah, it's basically just a stream of consciousness, right? Or as Kerouac himself called it: "spontaneous prose." So, uh, can you guess what influenced him? MP3-123 **What other cultural trends were occurring in the early 50s, when the book was written?**

Student B (male) [uncertainly] Maybe rock'n'roll?

Professor Uh, well...it's true that rock'n'roll was coming onto the scene then. ^{2nd Replay} But, think about the characteristics of spontaneous prose—the improvisation, free association...

Student A [enthusiastically] You must mean jazz music!

Professor Right!

● 잭 케루악의 작품에 대한 토론으로 교수가 일방적으로 설명을 하는 것이 아니라 학생들에게 질문을 던져 학생들 스스로 중요한 포인트를 알아내도록 하고 있다.

● 학생의 답이 교수가 의도했던 내용이 아닌 상황에서 attitude 나 function 유형의 문제가 자주 출제된다. 우회적인 표현과 톤에 주의할 것.

➤ 강의의 일부를 다시 듣고 질문에 답하시오.

다음과 같이 말할 때 교수가 암시하는 것은?

어, 글썄... 그 때 락앤롤이 등장하기 시작한 것은 맞지.

- (A) 학생이 언급한 것에 대해 자세히 모른다.
(B) 학생의 대답이 주제와 맞지 않는다고 생각한다.
(C) 학생의 배경 지식이 풍부한 것에 깊은 인상을 받았다.
(D) 학생들이 강의 중에 낸 자신들의 의견에 대해 더 자세히 설명하기를 바란다.

● 교수의 Uh, well...과 같은 망설이는 표현과 학생의 대답에 덧붙여 길게 설명을 하는 것으로 보아 학생의 대답이 교수가 기대했던 내용이 아님을 알 수 있다.

Answer (B)

○ note taking

작가 및 작품: 잭 케루악의 <On the road>

특징: ① free / unstructured / stream of consciousness / spontaneous prose

② influenced by jazz

TIP ①번 항목과 같이 하나의 주제에 대한 특징으로 여겨지는 것은 한 항목에 정리하는 것이 좋다.



SMART SOLUTION

SOLUTION 1

특별한 어조와 감정 표현이 등장하는 부분을 놓치지 않는다.

구어에서는 화자가 자신의 감정 상태를 표현하기 위하여 특별한 어조(tone of voice)나 억양(intonation)을 사용하게 되는데 지문을 들을 때 일차적으로 이런 부분을 놓치지 않아야 한다. 바로 이런 특별한 어조가 들어간 부분이 문제화되기 때문이다. 스크립트에서는 바로 [] 속의 지시문으로 표시되거나 감정을 드러내는 형용사, 망설이는 표현 등으로 다양하게 나타난다.

- 감정 상태(feelings)

[doubtfully] Only registered organizations can fundraise on campus...

상대방에 대해 완전히 믿지 못해 의심스러워 하는 상황

- 확신 정도(degree of certainty)

[unsure] Uh...just a minute, let me check the list again.

내용을 정확하게 기억하지 못하기 때문에 명단을 다시 확인하려는 상황

- 선호(likes and dislikes)

The material the class deals with...that part's great.

수업 내용에 대해서는 만족하고 있음을 표현하는 상황

- 의견(personal opinion)

Is there any way to prove the theory?

이론을 증명할만한 근거가 없다고 생각함을 완곡하게 표현하는 상황이다. 이와 같이 강의에서 어떤 이론을 설명한 후 이 이론이 논란의 여지가 있는 것인지(disputed) 일반적으로 받아들여지고 있는 것인지(generally accepted)는 전체 정보에서 중요한 부분이므로 자주 문제화된다. 같은 의문문이라도 어조를 통해 질문하는 것인지 의문을 표하는 것인지 잘 판단해야 한다.

- 망설임을 통한 부정적 의견

Hmm...I guess some scientists actually subscribe to that theory.

Uh, well...it's true that rock'n'roll was coming onto the scene then.

망설임을 통해 상대방이 말한 답이 자신이 생각한 것이 아님을 표현하는 상황

SOLUTION 2

선택지에 등장하는 감정 표현을 숙지한다.

attitude유형에서는 다양한 방식으로 질문이 주어지기 때문에 문제만으로는 유형 구별이 쉽

지 않지만 선택지를 통해 attitude 유형임을 쉽게 파악할 수 있다. 항상 화자를 주어로 하며, 화자의 감정이나 태도를 표현하는 선택지가 등장하는데 이 때 선택지에 빈번하게 등장하는 표현들을 미리 알아두는 것이 좋다.

태도	화자	태도 관련 표현
긍정적 감정	She / He	is interested 흥미를 느끼다 is impressed 인상 깊어하다 is amused / is excited 즐거워하다 likes 좋아하다 / wants 원하다
부정적 감정		is surprised 놀라다 / is confused 당황하다 is embarrassed 당혹해 하다, 난처해 하다 is worried / is concerned 걱정하다, 우려하다 is upset / is annoyed 화가 나다 is frustrated 실망하다 is reluctant 내키지 않아 하다
확신의 정도		is unsure / is uncertain 확신하지 못하다 is doubtful 의심쩍어하다 / is confident 확신하다

SOLUTION 3

대표 오답 유형을 숙지한다.

function 유형과 마찬가지로 표면적으로 드러나는 내용과 그 기저에 놓인 의미가 다른 경우가 대부분이므로 말의 표면적 의미(literal meaning)를 나타내는 선택지는 일단 오답으로 간주한다.

Student A(male): Deborah, are you done with the biology report?

데보라, 생물 리포트 다 썼어?

Student B(female): Oh my gosh! Isn't it supposed to be done by next week?

오, 밍소사. 그거 다음 주까지 아니었어?

지금과 같은 예에서 여학생은 리포트의 마감 시한을 확인하려는 것이 아니라 자신이 리포트 쓰는 것을 잊고 있었던 데에 대해 깜짝 놀라는 상황이다. 이 때 반드시 말의 표면적 의미를 드러내는 선택지도 등장하지만 오답으로 간주한다.

- 표면적 의미: She wants to make sure of the due date of the report. (대표 오답)
- 내포적 의미: She is surprised to be reminded of the deadline of the report. (정답)



> [1-8] Listen to each passage. Then choose the best answers to the questions.



MP3 • 124

Listen to a conversation between a student and a professor.

1. What is the professor's attitude toward the student's proposal?
- (A) He would be pleased to be involved with the student's group.
 - (B) He doubts that he is the appropriate person to advise the club.
 - (C) He is excited about the student's idea for a new club.
 - (D) He is reluctant to make a commitment to the student's club.



MP3 • 125

Listen to part of a lecture in an environmental studies class.

2. What can be inferred about the professor?
- (A) She expects the students to offer more examples of petroleum products.
 - (B) She will not talk about the general characteristics of petroleum.
 - (C) She is uncertain of the process by which petroleum forms.
 - (D) She is concerned that students have no background knowledge of petroleum.



MP3 • 126

Listen to a conversation between a student and a professor.

3. What is the professor's attitude toward the student?
- (A) She is frustrated that the student will be missing class on Friday.
 - (B) She expects the student to do a makeup assignment instead of taking the test.
 - (C) She is disappointed with the student for not telling her about the problem earlier.
 - (D) She is annoyed that the student cannot take the test with her other class.



MP3 • 127

Listen to part of a lecture in a social science class.

4. What is the professor's opinion of informal social control?
- (A) It is more successful than formal control.
 - (B) It is not found in all societies.
 - (C) It does not work with all the members of a group.
 - (D) It affects a person's behavior to some degree.



MP3 • 128

Listen to a conversation between a student and a dormitory administrator.

5. What can be inferred about the man?
- Ⓐ He is upset about what the woman told him.
 - Ⓑ He is concerned that he misunderstood the woman.
 - Ⓒ He expects the woman to elaborate on the problem.
 - Ⓓ He is embarrassed about the condition of his room.



MP3 • 129

Listen to part of a lecture in an environmental studies class.

6. What is the professor's attitude toward the Green Belt Movement?
- Ⓐ She would like to be personally involved in the organization.
 - Ⓑ She feels that the Green Belt Movement receives more credit than it deserves.
 - Ⓒ She expects that the Green Belt Movement will thrive for many years to come.
 - Ⓓ She is impressed by the accomplishments of the Green Belt Movement.



MP3 • 130

Listen to a conversation between a student and an advisor.

7. What can be inferred about the woman when she says this:
- Ⓐ She does not want to choose a specific major right now.
 - Ⓑ She is not sure she has heard the advisor correctly.
 - Ⓒ She is disappointed to see physics is not provided as a major.
 - Ⓓ She is unprepared to select a specific major.



MP3 • 131

Listen to part of a lecture in a literature class.

8. What does the professor mean when he says this:
- Ⓐ He expects that the students are familiar with European-American tricksters.
 - Ⓑ He is concerned that the students have not studied Native American tricksters.
 - Ⓒ He is not planning to discuss European-American tricksters at this time.
 - Ⓓ He is not sure if he needs to explain the trickster character more.

PRACTICE TEST_level 2

CONVERSATION



1. Listen to a conversation between a student and a university administrator.

MP3 • 132



note taking

Listen again to part of the conversation. Then answer the question.  MP3 • 133

1-1. What can be inferred about the student?

- (A) He doubts that the administrator will be able to help him.
- (B) He is not sure where the administration office is located.
- (C) He is concerned that he is not acquainted with the administrator.
- (D) He is certain he has finally arrived at the correct office.

Listen again to part of the conversation. Then answer the question.  MP3 • 134

1-2. What can be inferred about the student?

- (A) He is annoyed that there is a form to fill out.
- (B) He is worried that the earnings report will pose a problem.
- (C) He thinks he may have already filled out an earnings report.
- (D) He is not familiar with the form the administrator mentioned.



LECTURE



2. Listen to part of a talk in a meteorology class.

MP3 • 135



note taking

form

DAY 05

Listen again to part of the talk. Then answer the question.  MP3 • 136

2-1. What can be inferred about the professor?

- (A) She does not consider this issue relevant to the discussion.
- (B) She is concerned that the student has misunderstood her.
- (C) She expects that the student knows the answer to the question.
- (D) She is not sure about the exact numerical data for the answer.

Listen again to part of the talk. Then answer the question.  MP3 • 137

2-2. What does the student mean when he says this:

- (A) He is not sure he heard the professor correctly.
- (B) He is surprised by the professor's claim.
- (C) He is unsure what point the professor is trying to make.
- (D) He is concerned the professor has omitted some information.

PRACTICE TEST_level 3

CONVERSATION



1. Listen to part of a conversation between a student and an advisor.

MP3 • 138

note taking

Main Idea 1-1. What is the student's problem?

- (A) She needs to find an internship.
- (B) She is dissatisfied with her internship.
- (C) She feels the internship is too demanding.
- (D) She wants more guidance in her internship.

Detail 1-2. How does the man suggest that the woman overcome the problem?

- (A) By dropping her current internship and picking up another one in the summer
- (B) By providing the therapist with informal feedback about the training
- (C) By working with another therapist that she gets along with better
- (D) By setting up an appointment to talk to the therapist about her concerns

Listen again to part of the conversation. Then answer the question. MP3 • 139

Attitude 1-3. What can be inferred about the student?

- (A) She is frustrated by the therapist's attitude.
- (B) She is unimpressed by the therapist's skills.
- (C) She is concerned about working with another intern.
- (D) She is worried about speaking with the therapist.



LECTURE



MP3 • 140

2. Listen to part of a discussion in an oceanography class.

note taking

form

DAY 05

Main Idea 2-1. What aspect of seahorses does the professor mainly discuss?

- (A) The distinct male and female shapes
- (B) The way that they reproduce
- (C) The lifecycle they go through
- (D) The courtship behavior they exhibit

Detail 2-2. According to the discussion, what are two behaviors associated with the initial seahorse courtship? Click on 2 answers.

- (A) Holding tails
- (B) Moving water through the egg pouch
- (C) Floating to the surface in pairs
- (D) Meeting regularly every morning

Listen again to part of the discussion. Then answer the question. MP3 • 141

Attitude 2-3. What can be inferred about the student?

- (A) She is doubtful the professor is giving valid information to the students.
- (B) She is surprised at the information that the professor has just provided.
- (C) She is already familiar with the biological facts covered in the lecture.
- (D) She is curious about the method scientists used to discover this fact.



* DICTATION



MP3 • 142

Listen to part of the level 3 conversation again and fill in the blanks.

[중략]

Advisor: Tell me about your relationship with the therapist you're working with.

Student: Oh, she's great, and I think we get along well. I can tell she's ¹⁾ _____.

Advisor: So your problem is with the internship itself—not with the Freemont Rehabilitation Center or the staff there?

Student: [thinking] Yeah. That's right. The people definitely aren't the problem. In fact, ²⁾ _____, I've met some wonderful people there.

Advisor: Well, that's good news. When you have a ³⁾ _____, you'd be surprised how much you can accomplish. Why don't you just talk to them about it?

Student: You're right. I guess I didn't think about that before. I felt like the internship ⁴⁾ _____, and I was powerless to, um, to change it.

Advisor: Well, that's certainly not the case. You know, the therapist you're working with may not even realize that you've got some...reservations about the internship. Other interns she had in the past may have ⁵⁾ _____.

It's up to you to tell her that you ⁶⁾ _____.

Student: [concerned] I agree with what you're saying...but the last thing I want to do is seem ungrateful. I really, really appreciate her help...and that ⁷⁾ _____. If I express dissatisfaction with the internship, she may...I don't know...think I don't appreciate her help.

Advisor: I don't think that'll be an issue. She's a professional, and above all, she wants to help you get the experience you need to become a physical therapist. So if you have some ideas about how the internship could help you reach that goal, I'm sure ⁸⁾ _____.

[중략]

정답은 해설집 55p



MP3 • 143

Listen to part of the level 3 lecture again and fill in the blanks.

[중략]

Professor: After the, um, ¹⁾ _____, the male and female pair

will float up toward the surface of the water. Then the female seahorse, um, ²⁾ _____ of her...her male partner. The number of eggs she delivers may be around 200, and they, um, they're ³⁾ _____. While inside the pouch, the eggs get nutrients and oxygen...and the temperature is kept just right. Over the course of the pregnancy, the, um, the environment inside the pouch changes a little bit...so that at the end of the pregnancy, it's pretty much the same as the surrounding seawater. That way ⁴⁾ _____ when they're born. Anyway, after the female deposits the eggs, she, um, she swims away. ⁵⁾ _____, the female seahorse will, um, she'll come back to visit her partner every morning. But most of the time she's not around. On her morning visits, the two seahorses do this...this other kind of bonding, I guess. It lasts for about six minutes or so, and the seahorses might swim around together and, uh, change color and ⁶⁾ _____. After that, the female leaves again for the day. Now, when ⁷⁾ _____, it's usually at night. He pushes the offspring out of the pouch, and then he'll be ready for a new pregnancy right away.

[중략]

정답은 해설집 57p

oral expression



MP3 • 144

Listen to the expressions and sentences in the script below and repeat.

have a second to do

잠깐 짬을 내어 ~하다

Professor Peterson, do you **have a second to talk**?

Would you consider

doing ~해주실 수 있을까요?

Would you consider being an advisor for a new club I'm starting?

be much of 많이 ~한 편이다

It actually wouldn't **be much of** a time commitment.

come to the right place

맞게 찾아오다

You've **come to the right place**. I'm a university administrator.

be supposed to do

~하기로 되어 있다

I'm **supposed to get** some information for the drama club's upcoming performance.

You could say that. 그렇

다고 볼 수 있죠. (완곡한 긍정)

A: It sounds like it's not what you expected.

B: **You could say that.**

the last thing I want to do

가장 피하고 싶은 일

The last thing I want to do is seem ungrateful.

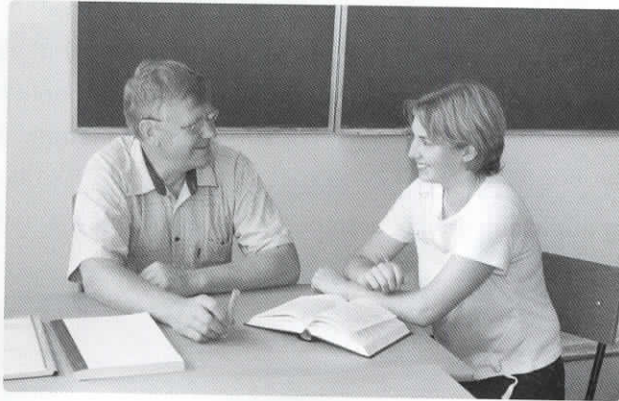
리뷰테스트를 풀어보며 앞에서 학습한 문제 유형을 복습합니다.



MP3 • 165


passage 1. [1~5] Listen to part of a conversation in a professor's office.

Volume | Help | Ok | Next



1. Why does the woman go to see her professor?
- (A) To find out where he went to graduate school
 - (B) To ask about an artist featured in an art magazine
 - (C) To get information about a graduate program
 - (D) To ask for a letter of recommendation

2. What does the professor say about the University of Cellex?
- Ⓐ The art department there is bigger than any other department on the campus.
 - Ⓑ The student will probably feel unhappy at such a small university.
 - Ⓒ The art department there is unable to afford state-of-the-art technology.
 - Ⓓ The ratio of professors to students in its ceramics program is very favorable.
3. What does the professor believe is the most important consideration when choosing a graduate school?
- Ⓐ The size of the graduate program
 - Ⓑ The quality of the professors
 - Ⓒ The style of work promoted by the school
 - Ⓓ The success of its graduates

Listen again to part of the conversation. Then answer the question.  MP3 • 166

4. What does the student mean when she says this:
- Ⓐ She does not want the professor to miss his faculty meeting.
 - Ⓑ She thinks it would be best to come back in the afternoon.
 - Ⓒ She does not want to return to meet with the professor later.
 - Ⓓ She thinks the professor's faculty meeting will be brief.

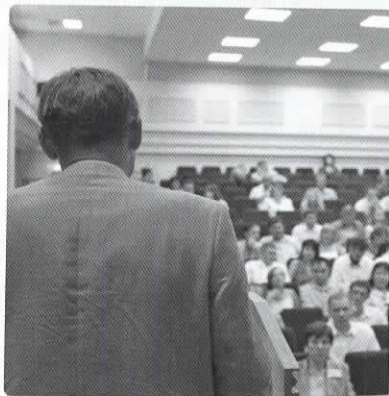
Listen again to part of the conversation. Then answer the question.  MP3 • 167

5. Why does the professor say this:
- Ⓐ To give himself time to research the topic
 - Ⓑ To indicate that he needs to attend to other matters
 - Ⓒ To urge the student to think about the issue by herself
 - Ⓓ To let the student know he is available to talk any time



passage 2. [1~6] Listen to part of a talk in an architecture class.

Volume | Help | Ok | Next



Bungalow

1. What is the discussion mainly about?
 - (A) A style of British house that is becoming popular again in the U.S.
 - (B) Bungalow houses in the United States
 - (C) An internationally popular house style that originated in India
 - (D) The features of traditional bungalows in India
2. What was the main characteristic of the traditional bungalow?
 - (A) It had features designed to improve the flow of air through the house.
 - (B) It included a mixture of Indian and British colonial aspects.
 - (C) It made use of materials that reflected heat to keep it cool inside.
 - (D) It was sturdily built to provide people with shelter.

3. How did the British change the traditional bungalow? Click on 2 answers.

- Ⓐ By adding columns
- Ⓑ By placing it on stilts
- Ⓒ By using stone as a building material
- Ⓓ By making it a one-story building

4. According to the professor, why did bungalows become popular in the United States in the 20th century?

- Ⓐ They were cheaper to build.
- Ⓑ They were appropriate for the new American lifestyle.
- Ⓒ Their blueprints were sold in housing magazines.
- Ⓓ They had a central living room.

Listen again to part of the discussion. Then answer the question.  MP3 • 169

5. Why does the professor say this:

- Ⓐ To show his uncertainty about the information
- Ⓑ To introduce the topic for discussion
- Ⓒ To encourage the students to conduct more research
- Ⓓ To clarify a previous comment

Listen again to part of the discussion. Then answer the question.  MP3 • 170

6. What does the professor mean when he says this:

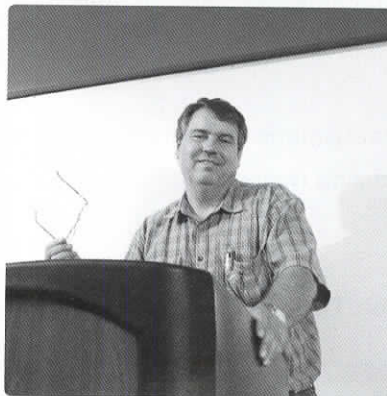
- Ⓐ He wants the students to focus on more modern developments.
- Ⓑ He thinks the students already know the history of housing developments.
- Ⓒ He does not want to give too much background information.
- Ⓓ He thinks the students will cover this material in another class.



MP3 • 171

passage 3. [1~6] Listen to part of a lecture in a zoology class.

Volume | Help | Ok | Next



Mandrill: Mandrillus

1. What is the talk mainly about?
 - (A) The mystery of olfactory communication
 - (B) The feeding habits and locations of mandrills
 - (C) Mandrill communication methods
 - (D) Differences in the behavioral cues of primates

2. According to the professor, why do mandrills travel up to twenty square miles a day?
 - (A) They are eluding predators.
 - (B) They are searching for sustenance.
 - (C) They are hunting small rodents.
 - (D) They are marking and increasing their domain.

3. What difference between male and female mandrills is mentioned in the talk?

- Ⓐ The shape of their cheeks
- Ⓑ The texture of their fur
- Ⓒ The size of their noses
- Ⓓ The brightness of their features

4. According to the professor, what is commonly misconstrued?

- Ⓐ When a mandrill draws back its lips and reveals its teeth
- Ⓑ When a mandrill shows a grooming or mating desire
- Ⓒ When an adult female mandrill rubs her chest against a tree
- Ⓓ When a dominant male mandrill picks through another's fur

Listen again to part of the talk. Then answer the question.  MP3 • 172

5. What does the professor mean when he says this:

- Ⓐ He wants the students to challenge this assertion.
- Ⓑ He thinks this number is very impressive.
- Ⓒ He does not think this information is reliable.
- Ⓓ He wants the students to make their own estimate.

Listen again to part of the talk. Then answer the question.  MP3 • 173

6. Why does the professor say this:

- Ⓐ To show he is disappointed in his students
- Ⓑ To indicate the lecture material is important
- Ⓒ To remind students he wants a transcript of his lecture
- Ⓓ To warn students exam time is drawing near

DAY07

Organization

- CASE EXAMPLE - 예제
- CASE EXAMPLE 해설 - 예제 해설
- ★ SMART SOLUTION - 유형별 전략 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기

speed keyword

Organization문제는 **부분의 역할** 파악이다.

organization문제는 수험자가 지문의 파편적인 정보뿐만 아니라 전체 맥락을 파악하며 들었는지를 확인하는 문제 유형으로 전체 지문의 구성 방식이나 한 단락 내의 구성 방식, 가장 빈번하게는 특정 부분이 주변과의 맥락 속에서 어떤 역할을 하고 있는지를 묻는 문제가 등장한다. 원칙적으로 conversation과 lecture 모두에 등장할 수 있지만 보다 논리적으로 구성되는 lecture에 주로 등장한다.

• 전체에서 부분이 담당하고 있는 역할에 주목한다!

An important early development in American film was the spread of nickelodeons shortly after the...uh, turn of the century. Popular interest in film was booming at the time, but there were few venues for screening. That's why lots of small, storefront, purpose-built movie theaters, known as nickelodeons, began popping up everywhere.

At first, small shops and restaurants were also converted into, uh, makeshift venues for showing movies. But nickelodeons—so-called after a “nickel,” a five-cent coin, which was the price of admission, and “odeon,” the Greek word for theater—uh...nickelodeons were much more suitable for watching movies. They generally had fewer than 200 seats.



Why does the professor mention ~ ?

주로 강의문에 평균 1문제씩 출제된다.

CASE EXAMPLE



CONVERSATION



MP3 • 177

Listen to part of a conversation between a student and a professor.

| Volume | Help | Ok | Next |



note
taking

리포트 작성에 대해 교수의 조언을 구하는 내용입니다. 학생의 문제와 교수의 제안 내용을 적어보세요.

Problem:

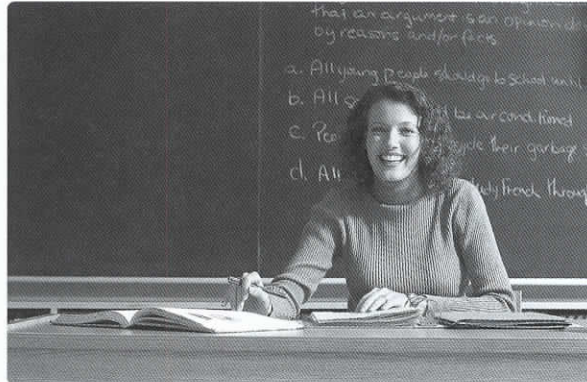
Suggestion:

- > How does the professor explain that the student's proposal is a bad idea?
- (A) By contrasting it with successful papers written by other students
 - (B) By mentioning the problems with gathering data for case studies
 - (C) By explaining that his proposed topic is far too broad
 - (D) By reiterating the name and main purpose of the course



Listen to part of a lecture in a history class.

| Volume | Help | Ok | Next |



note
taking

고대 피라미드 건축에 대한 역사학 강의입니다. 교수가 노동력을 제공한 사람들에 대해 언급한 내용을 적어보세요.

About laborers:

- > Why does the professor mention movies about ancient Egypt?
- (A) To give an example of the importance of ancient Egyptian architecture
 - (B) To correct a common misconception about the construction of the pyramids
 - (C) To illustrate what a pyramid construction site probably looked like
 - (D) To trace the history of pyramid construction in ancient Egypt

CASE EXAMPLE 해설

[SCRIPT] **Narrator** Listen to part of a conversation between a **student** and a **professor**.
상황: Office Hours

Student (female) Professor Mboto, can I have a word? It's about the **final paper**.
키워드: 기말 리포트

Professor (male) Sure. What about it?

Student Well, I'm writing about the negative environmental consequences of urban spread.

Professor Sounds interesting.

Student Yeah, **but I'm not quite sure how to attack it...** you know, because there's so much data about different cities all over the world.
주제: 기말 리포트 작성 방식

So, uh, I thought **maybe I might focus on a particular city as a case study**. Like, say, LA or Mexico City.
학생의 입장

Professor Hmm...**this class is called "Global Environmental Issues."** I think **your focus should be broader**.
교수의 의견 및 제안

Student So it's better to talk about international trends?

Professor I think so. I'm afraid you'll have to look through lots of data sets and employ your analytical skills.

Student OK.

● 학생의 고민은 기말 리포트 작성 방식에 대한 것으로, 보고서에 서 수많은 도시를 다 다룰 수 없기 때문에 한 개의 도시만 선택해 집중적으로 다루는 것이 어떨지 물어본다.

● 교수는 강의의 본래 의도를 상기시키면서 보다 광범위하게 다룰 것을 제안하고 있다.

➤ 교수가 학생이 제안한 바가 좋은 생각이 아님을 설명하는 방식은?

- (A) 다른 학생들이 쓴 훌륭한 보고서와 비교하면서
- (B) 사례 연구용 데이터 수집의 문제점을 언급하면서
- (C) 학생이 제안한 주제가 너무 폭넓은 것임을 설명하면서
- (D) 강의의 이름과 주요 목적을 다시 반복하면서

● 교수는 강의명을 언급하면서 "global"이라는 강의명에 걸맞게 좀 더 폭넓은 내용을 다뤄야 한다고 설득한다.

Answer (D)

note taking

Problem: Too many cities to deal with → want to focus on a particular city
 Suggestion: Global Environmental Issues → focus should be broader



[SCRIPT] **Narrator** Listen to part of a lecture in a **history class**.

강의 분야: 역사학

Professor (female)

We're still puzzling over **how the Egyptians managed to construct the pyramids**. Without any modern machinery, they transported, lifted and positioned literally millions of stone blocks, each weighing around two and a half tons. *[impressed]* It's just an amazing feat of engineering.

We think it probably took about 20,000 people 20 years just to complete the Great Pyramid at Giza. And where did all these laborers come from? **You may have seen some movies about ancient Egypt that show slaves building the pyramids...but, actually, we think now that slaves probably weren't involved.** Peasant farmers probably did most of the construction labor.

● 고대 이집트의 피라미드 건축의 미스터리에 대해 설명하는 강의이다.

● 실제 피라미드 건축에 동원된 인부들은 영화에서 보는 것처럼 노예가 아니라 농노들이었음을 밝히고 있다.

> 교수가 고대 이집트에 관한 영화를 언급한 이유는?

- (A) 고대 이집트 건축의 중요성에 대한 예를 들기 위해
- (B) 피라미드의 건축에 관한 일반적인 오해를 정정하기 위해
- (C) 피라미드 건축 현장이 어떤 모습이었는지를 설명하기 위해
- (D) 고대 이집트 피라미드 건축의 역사적 자취를 짚어보기 위해

● 예로 든 영화가 전체 구성상에서 어떤 역할을 하고 있는지 묻고 있는데, 이 예는 영화에서 보던 내용이 사실과는 다르다는 것을 설명하기 위해 등장한 것이다.

Answer (B)



About laborers: slaves in movies (X) → possibly peasant farmers (O)

TIP 간단한 약어를 효과적으로 사용하면 후에 의미파악이 쉽다.
흔히 인과는 →로, 비교나 대조는 ↔로 표시한다.



SOLUTION 1

문제화될 지문 내 포인트를 예측한다.

organization문제의 경우 강의에서 다루는 내용적 부분(what is said)이 아닌 설명 방식(how it's said)에 초점을 맞추므로 단지 강의 내용을 노트테이킹하는 것으로는 해결할 수 없고 어떤 포인트가 문제화될 것인지를 예측하며 듣는 것이 매우 중요하다.

• 강의의 도입이나 마무리 부분

모든 강의가 Today I'm going to talk about ~ 다음에 그 날의 주제를 직접적으로 밝히며 시작되고 다음 강의의 주제를 밝히며 마무리되는 것은 아니다. 실제로는 학생들에게 질문을 던져 주의를 끌거나, 특정한 예를 들면서 시작할 수도 있고 교수가 또 다른 문제를 제기하면서 끝나는 경우도 많으므로 도입부와 결론에 특이 사항이 없는지 확인한다. 이 포인트에서 문제화되는 방식은 다음과 같다.

e.g. How does the professor introduce the topic?

- By asking some questions to the students
- By contrasting A and B

• 새로운 개념을 설명하는 부분

강의에서 새로운 개념이나 용어가 등장할 경우 단순히 "A means B"로 설명되는 경우는 거의 없다. 교수는 보다 쉽게 새로운 개념을 설명하기 위한 다양한 시도를 하게 되므로 그 설명 방식에 주목한다.

e.g. How does the professor explain "A"?

- By giving a general definition of A
- By demonstrating the difference between A and B

• 본문과 동떨어져 보이는 예나 비유가 등장하는 부분

흔히 설명을 좀 더 쉽고 설득력 있게 하기 위해서 예나 비유를 드는 경우가 많은데 이런 부분은 가장 자주 문제화되는 부분이다.

e.g. Why does the professor mention A?

- To give an example of X
- To show that ~
- To emphasize the importance of X

TIP 이 때 to 이하에 사용된 동사로 정답을 판단하지 않도록 주의한다. 즉 예시가 등장했다고 해서 무조건 To give an example of X를 선택해서는 안 된다는 말이다. 이 때 판단해야 할 핵심 사항은 to부정사 부분이 아니라 X가 무엇인가 하는 것이다.

SOLUTION 2

강의의 몇 가지 기본 서술 방식에 익숙해진다.

강의의 논리를 전개해가는 서술 방식은 몇 가지로 정리될 수 있다. 강의는 저마다 다르게 전개되는 것 같지만 실제로는 아래에 정리된 몇 가지 방식에서 크게 벗어나지 않으며 강의의 전체나 일부에서 어떤 식으로 적용되냐에 따라서 차이가 난다.

• 전체적으로 이용되는 서술 방식

순차적 서술 방식: 가장 일반적인 서술 방식으로 한 대상이나 개념에 대해 중요 포인트별로 서술해 나간다. 이 때 하나의 화제에서 다음 화제로 넘어가는 지점에 주의를 기울인다. **let's move on to~, another thing we need to discuss** 등의 신호어가 나온다.

연대기적 서술 방식: 역사적 사건의 진행 과정이나 발전 과정 등을 설명할 때 주로 사용된다. 숫자, 때를 나타내는 부사구 등을 신호어로 포인트를 순차적으로 정리한다.

소항목별 서술 방식: 몇 가지 항목을 대조, 비교하면서 서술하는 방식이다. 어떤 항목이 어떤 특징을 지니는지 항목별로 정리하는 것이 중요하다. **on the other hand, in contrast to, unlike** 등 비교-대조의 신호어가 사용될 확률이 높다.

• 부분적으로 이용되는 서술 방식

전체적으로 적용되는 위의 서술 방식 외에도 부분적으로 정의, 열거, 인과, 예시, 비교 및 대조의 방법이 다양하게 혼용되어 사용된다.

SOLUTION 3

다양한 질문 형태를 훈련한다.

똑같은 포인트에 대해 질문하더라도 문제와 선택지가 구성되는 방식은 다양할 수 있다. 따라서 질문의 형태가 달라진다 하더라도 듣고 바로 **organization** 유형임을 알아차릴 수 있어야 한다. 앞의 **case example** 강의 문제를 예로 들어보자.

e.g. Why does the professor mention movies about ancient Egypt?

→ To correct a common misconception about the construction of the pyramids

How does the professor explain the construction of the pyramids?

→ By contrasting it with Hollywood depictions

What point does the professor make when he mentions movies about ancient Egypt?

→ The people who constructed the pyramids were peasants not slaves.

LECTURE



1. Listen to part of a talk in a zoology class.

MP3 • 179



note taking

1-1. How does the professor introduce her discussion of color blindness?

- (A) By asking the students if any of them are color-blind
- (B) By listing several different types of color blindness
- (C) By pointing out the advantages of being color-blind
- (D) By describing the characteristics of capuchin monkeys

Listen again to part of the talk. Then answer the question.  MP3 • 180

1-2. Why does the professor say this:

- (A) To make sure that the student fully understands red-green color blindness
- (B) To ask the student to describe his experience with color blindness to the class
- (C) To find out about a condition that she has never actually experienced
- (D) To persuade the student to clarify his definition of red-green color blindness



LECTURE



MP3 • 181

2. Listen to part of a lecture in a chemistry class.



note taking

form

DAY 07

2-1. What was the subject of Crutzen's groundbreaking research?

- (A) The effect of ozone depletion on the Earth's atmosphere
- (B) The devastating impact of nitrous oxide on ozone
- (C) The part played by OH and HO₂ in ozone decomposition
- (D) The factors that influence the formation of ozone

2-2. Why does the professor mention Sidney Chapman and Marcel Nicolet?

- (A) To explain why three scientists won the Nobel Prize in Chemistry in 1995
- (B) To give examples of researchers who were influenced by Crutzen's work
- (C) To provide background information about early ozone research
- (D) To name two scientists who researched together with Crutzen

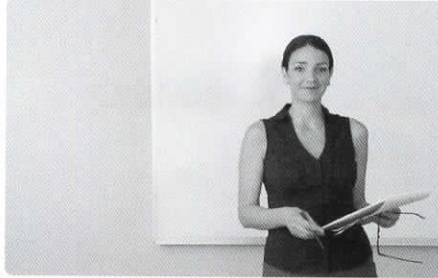
PRACTICE TEST_level 2

LECTURE



3. Listen to part of a lecture in a geology class.

MP3-182



note taking

3-1. Why does the professor mention the sound of clanging in house pipes?

- (A) To explain how scientists can track the flow of magma underground
- (B) To illustrate the kind of noises that are made by long-period oscillations
- (C) To compare the impact of violent earthquakes with those of longer and milder ones
- (D) To show how the layers under the surface are affected by volcanic eruptions

3-2. According to the professor, what phenomena occur before a volcanic eruption? Click on 2 answers.

- (A) There is a violent earthquake.
- (B) The volcanic cone begins to emit toxic gases.
- (C) There are elevated sulfur dioxide emission levels.
- (D) The water level in the crater lake spikes and dips.



LECTURE



4. Listen to part of a talk in an ecology class.

MP3 • 183



 note taking

form

4-1. Why does the professor ask about uses for waste tires?

- (A) To focus the discussion on a topic he will provide more information about
- (B) To encourage the students to think more broadly about the subject
- (C) To show the impact of the environmental movement on waste management
- (D) To describe the effect of Manfredi's discovery on the scientific community

4-2. According to the professor, how can limonene be used for practical purposes?

Click on 2 answers.

- (A) In the construction of houses
- (B) In the production of plastics
- (C) As a potential prevention of cancer
- (D) As an additive in motor oil

DAY 07

LECTURE



1. Listen to part of a talk in a marine biology class.

MP3 • 184

note taking

Main Idea

1-1. What is the talk mainly about?

- (A) The similarities between humans and dolphins
- (B) The way dolphins breathe and sleep
- (C) Voluntary breathers and involuntary breathers
- (D) Why dolphins are classified as mammals

Organization

1-2. What point does the professor make when she mentions that humans are involuntary breathers?

- (A) The brains of dolphins and humans are similar.
- (B) Human respiratory systems are more sophisticated.
- (C) The breathing behavior of humans is very different from that of dolphins.
- (D) Dolphins breathe mainly in three different ways.

Detail

1-3. What do scientists believe about the brain-wave activity of sleeping dolphins?

- (A) It is similar to the brain-wave activity of conscious dolphins.
- (B) It indicates that dolphins likely experience dreams.
- (C) It does not reflect the typical patterns associated with REM sleep.
- (D) It suggests that sleeping dolphins are not aware of their surroundings.



LECTURE



2. Listen to part of a lecture in a geography class.

MP3 • 185

note taking

form

DAY 07

Organization 2-1. Why does the professor tell the students to picture a snow avalanche?

- (A) To demonstrate the composition of the materials in a turbidity current
- (B) To emphasize the dangers posed by turbidity currents on the ocean floor
- (C) To explain the geological conditions that trigger turbidity currents
- (D) To use a familiar illustration to explain how turbidity currents behave

Detail 2-2. According to the lecture, what are the characteristics of turbidity currents?

Click on 2 answers.

- (A) They are affected by the flow of currents in the sea.
- (B) They occur in geologically active underwater regions.
- (C) They can trigger earthquakes or other seismic events.
- (D) They leave behind accumulations of sediments.

Listen again to part of the lecture. Then answer the question. MP3 • 186

Function 2-3. Why does the professor say this:

- (A) To elaborate on the idea that he has just mentioned
- (B) To check whether the students understand the material
- (C) To encourage the students to participate in the class
- (D) To indicate the content that he is covering is complex



* DICTATION



MP3 • 187 Listen to part of the level 3 talk again and fill in the blanks.

[중략]

Professor: Dolphins breathe air, but they've got ¹⁾ _____ that's—well, that's adapted to, to aquatic life of course. It allows dolphins to spend a while underwater before ²⁾ _____ for air. Oh...about thirty minutes, I'd say. Much better than your average human, right? OK, so dolphins have to have control over their breath, because it would be inconvenient ³⁾ _____ while they were underwater, wouldn't it? So, they aren't like humans... they're what we call "voluntary breathers." You know... humans don't have to think about taking a breath every time they need to...it just happens automatically. We're "involuntary breathers." So, actually, even if you decide not to breathe, ⁴⁾ _____ ...uh, you'll fall into unconsciousness and start breathing again. This works out well for us, right? I mean, consider ⁵⁾ _____ if our bodies didn't automatically breathe for us when we were asleep.

But, actually, that brings me to an interesting point about dolphins...how do they sleep? If they're voluntary breathers...that means they have to be conscious in order to breathe. But one of the characteristics of mammals that, uh, that you didn't mention earlier is that they need to ⁶⁾ _____ —to sleep. So... what's the solution? Well, amazingly, a dolphin's brain only sleeps a half at a time. Um, ⁷⁾ _____, scientists have been able to measure the electrical activity in dolphins' brains. And, um, so based on electroencephalography—that's what the technique is called—uh, we've learned that half of a dolphin's brain can be asleep while the other half is awake. And that's ⁸⁾ _____ their, their voluntary breathing process and yet, um, still get enough, uh, enough sleep—and they go to sleep like this for about eight hours a day.

[중략]

정답은 해설집 72p



MP3 • 188 Listen to part of the level 3 lecture again and fill in the blanks.

[중략]

Professor: All right, now I want to talk a bit about ¹⁾ _____ turbidity current—the turbidites. So these turbidites are clastic—you know, consisting of broken, mixed up fragments ²⁾ _____

—and so not really a specific type of rock or anything...nope, they are a jumbled mix of whatever was picked up from the seafloor by the turbidity current.

Uh...but what's really interesting about these turbidites is the way they're ³⁾ _____. We can describe these layers using what's known as the Bouma Sequence—so-called because it was discovered by marine geologist Arnold Bouma. So the, uh, turbidite ⁴⁾ _____. which make up the Bouma Sequence. They're labeled A, the very bottom, through E, the top. ⁵⁾ _____. So at the bottom we have "A." These are massive sand grains with a very, um, gravelly base. "B" is ⁶⁾ _____. "C"...are you following me? "C" has cross-laminated sands..."D" has, um, laminated silts. And finally, "E" is mainly comprised of deep-sea muds. You got all that down? Uh, while it's useful to know about the Bouma Sequence, it's rare to see a turbidite which follows this exact sequence. Can anyone guess why? Well, what do we know about turbidites? They're ⁷⁾ _____, right? And in these areas, turbidity currents are pretty common, right? You see, what happens is, new turbidity currents come along and ⁸⁾ _____.

[중략]

정답은 해설집 75p

oral expression



MP3 • 189

Listen to the expressions and sentences in the script below and repeat.

be better at doing

~을 더 잘하다

The color-blind monkeys **were better at spotting** the hidden insects than those with normal vision.

put in context

~의 맥락에서 살펴보다

Let's **put** their work **in context** by talking for a little bit about ozone.

more often than not

자주, 대개

More often than not, these earthquakes are what are called long-period oscillations.

let A in on the secret

A에게 정보를 알려주다

Well, I suppose I could share some information with you...**let you in on the secret**.

get the image in mind

형상을 떠올리다

Has everyone **got this image in mind**?

get down

~을 적다, 기록하다

And finally, E is mainly comprised of deep-sea muds. You **got** all that **down**?

end up doing

결과적으로 ~이 되다

So, you **end up having** overlapping turbidites in the same place.

DAY08

Connecting Contents

- CASE EXAMPLE - 예제
- CASE EXAMPLE 해설 - 예제 해설
- ★ SMART SOLUTION - 유형별 전략 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기

speed keyword

Connecting Contents문제는 **정보의 연결** 이다.

이 유형은 detail유형과 마찬가지로 지문에 직접적으로 노출된 정보를 단서로 한다. 다만 connecting contents라는 타이틀에서 드러나듯이 흩어져 있는 개별 정보들을 공통점이나 차이에 근거하여 분류하거나, 순서대로 나열하여 입체적인 망(web) 형태로 이해할 수 있어야 한다는 점에서 detail문제와 구별된다. 즉 풀이 과정에서 보면 '정보의 파악' 뿐만 아니라 '정보간의 연결'이라는 하나의 처리과정을 더 거치게 되는 셈이다.

- 도표 형태로 등장한다.
- 비교나 대조, 분류의 내용이 등장할 경우 주목!

An important early development in American film was the spread of nickelodeons shortly after the...uh, turn of the century. Popular interest in film was booming at the time, but there were few venues for screening. That's why lots of small, storefront, purpose-built movie theaters, known as nickelodeons, began popping up everywhere.

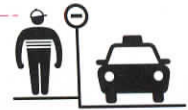
At first, small shops and restaurants were also converted into, uh, makeshift venues for showing movies. But nickelodeons—so-called after a "nickel," a five-cent coin, which was the price of admission, and "odeon," the Greek word for theater—uh...nickelodeons were much more suitable for watching movies. They generally had fewer than 200 seats.



Click in the correct box for each phrase.

지문당 0~1문제씩 등장하며 배점이 1점 이상인 경우도 있다.

CASE EXAMPLE



CONVERSATION



MP3 - 196

Listen to part of a conversation between a student and a receptionist.

| Volume | Help | Ok | Next |



note taking

학생이 학교 행정 사무실을 찾았습니다. 학생의 문제와 직원이 알려준 두 가지 준비물과 필요하지 않은 것을 써 보세요.

Problem

Required

Not Required

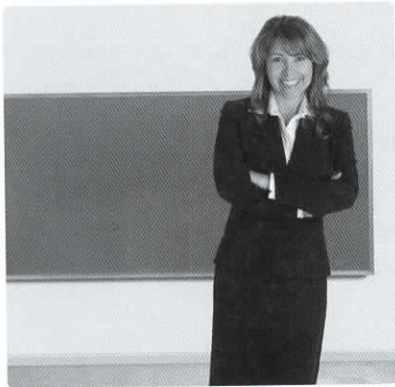
- > In the conversation, they discuss what the man will need to bring to the vehicle impound to retrieve his car. Indicate whether each of the following is Required or Not required by clicking in the correct boxes.

	Required	Not required
(A) A vehicle release form		
(B) A driver's license		
(C) Car registration details		
(D) Payment for the penalty charge		



Listen to part of a lecture in an anthropology class.

| Volume | Help | Ok | Next |



note
taking

인류학 강의에서 한 부족의 마스크에 대해 얘기하고 있습니다. 눈과 입의 두 가지 항목으로 나누어 특징을 나열해 보세요.

1. Eyes

2. Mouth

- > In the lecture, the professor mentions some specific characteristics of the facial features of Pwo masks. Indicate which characteristic refers to each feature by clicking in the correct boxes.

	Eyes	Mouth	Both
(A) Remains slightly open			
(B) Sticks out from the rest of the face			
(C) Conveys a sad image			
(D) Resembles an oval in shape			

CASE EXAMPLE 해설

[SCRIPT] **Narrator** Listen to part of a conversation between **a student** and **a receptionist**.

상황: Service Encounters

Student (female) [sounding annoyed] Excuse me. I parked in front of Charlotte Hall—and now **my car's been towed**.

문제

Receptionist (male) Ah, you parked in one of the temporary spaces?

Student [sheepishly] Yep...**So how do I get it back?**

방문목적: 견인 차량 회수

Receptionist Well, the campus administration uses a local towing company, Jake's Impound.

Student I know...they're located just up the road, aren't they?

Receptionist Right.

Student So, uh, **what do I need to show them...car registration details?**

Distraction

Receptionist No, just your **driver's license**. And you'll **have to pay to** get your car out of the impound.

준비물1

준비물2

Student Of course.

Receptionist And for the car release charge...that's \$80.

Student \$80! Oh man! I should have just paid for parking in the first place.

● 교내에서 불법 주차로 견인된 차량을 되찾기 위해 해당 사무실 방문

● 견인된 차를 되찾기 위해 준비해야 하는 것들은 학생의 방문 목적과 직결되는 중요 정보일 뿐만 아니라 몇 가지 항목으로 나열되므로 반드시 문제확된다고 보고 노트테이킹해야 한다.

> 대화문에서 학생과 행정 직원이 견인된 차를 되찾기 위해서 차량보관소에 가져가야 할 것들에 대한 대화를 나누고 있다. 다음 항목들 중 필요한 것과 필요하지 않은 것을 골라 맞는 칸에 클릭하시오.

	Required	Not required
(A) 차량 양도 서식		✓
(B) 운전면허증	✓	
(C) 차량 등록 정보		✓
(D) 벌금 지불금	✓	

● (C)는 **distraction**으로 등장한 선택지이며 (A)는 지문의 **car release**를 그대로 사용하여 혼동을 유발하고 있다.

note taking

Problem: **towed car** or 차 견인
Required: **driver's license / fee**
Not Required: **car registration info.**

TIP 나열되는 항목을 표시하는 자신만의 기호를 정하는 것이 좋는데 일반적으로는 /를 많이 사용한다.

sample



[SCRIPT] **Narrator** Listen to part of a lecture in an **anthropology class**.
강의 분야: 인류학

Professor (female)

The **masks that are made to represent Pwo**, they're said to symbolize the, um, the ideal mother and woman. **The eyes are usually almond-shaped and appear to be, um, half closed**. There are—there're pronounced eye sockets. They're sort of sunken into the mask. Often there are **tears falling from the eyes**. **These tears—they represent the sadness mothers experience** when—when their sons enter adulthood. **As for the mouth, well it's usually open just a little**. This means you can see some teeth that are triangular in shape. The, uh, the lips are quite full and fleshy...they protrude quite a long way out.

● Pwo부족의 마스크에 대해서 이야기하고 있다.

● 이목구비 중 눈과 입의 특징이 여러 가지 등장하므로 각각의 특징끼리 연결시키는 문제가 나올 것이라는 점을 쉽게 예상할 수 있다. 눈과 입의 항목으로 나누어 노트테이킹해야 한다.

> 강의에서 교수는 포 마스크 얼굴 각 부분상의 특징들을 언급한다. 어떤 특징들이 어떤 부분을 나타내는지 골라 해당하는 칸에 표시하시오.

	눈	입	모두
Ⓐ 살짝 벌어져 있다.			√
Ⓑ 얼굴에서 튀어나와 있다.		√	
Ⓒ 슬픈 느낌을 전달한다.	√		
Ⓓ 모양은 타원형이다.	√		

● Both 항목에 주의한다. 각각의 특징을 알아야 할 뿐 아니라 이들의 공통점을 연결시켜 정리할 수 있어야 한다. 모든 표현은 지문에서 약간씩 **paraphrasing**되었다.

○ note taking

1. Eyes: ① almond-shaped

② half closed

③ sunken into the mask or 함몰됨

④ tears → mother's sadness

2. Mouth: ① open a little → can see teeth

② lips → protrude or 돌출됨

TIP 지금처럼 대등한 몇 가지 항목과 각 항목에 따른 특징들이 나열될 것으로 예상될 경우 서로 쉽게 비교가 가능하도록 정리하고 상부 항목과 세부 특징이 서로 섞이지 않도록 주의한다.



SMART SOLUTION



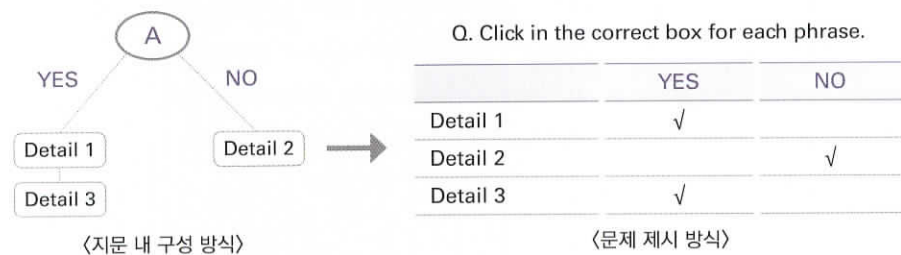
SOLUTION 1

기본적인 정보의 연결 방식을 알아둔다.

정보간에 관계가 형성되기 위해서는 두 가지 이상의 비교쌍이 있거나 정보가 순차적인 흐름으로 연결되어야 하는데 도식화하면 아래와 같다.

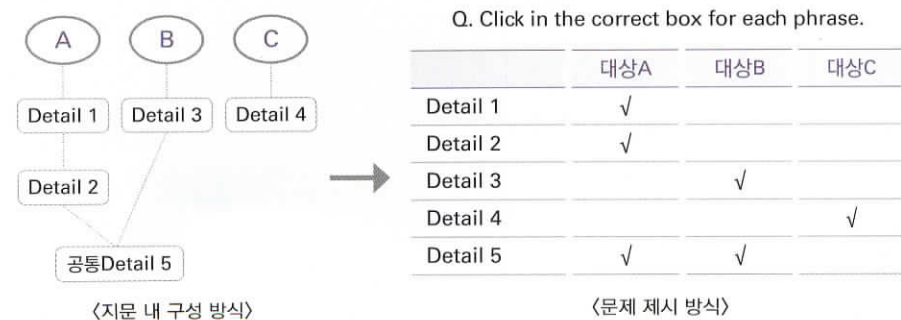
• YES / NO

하나의 대상에 대해 해당되는 내용과 그렇지 않은 내용이 열거될 때 YES와 NO항목으로 분류하는 것으로 경우에 따라 REQUIRED / NOT REQUIRED형태로 등장하기도 한다.



• 항목별 분류

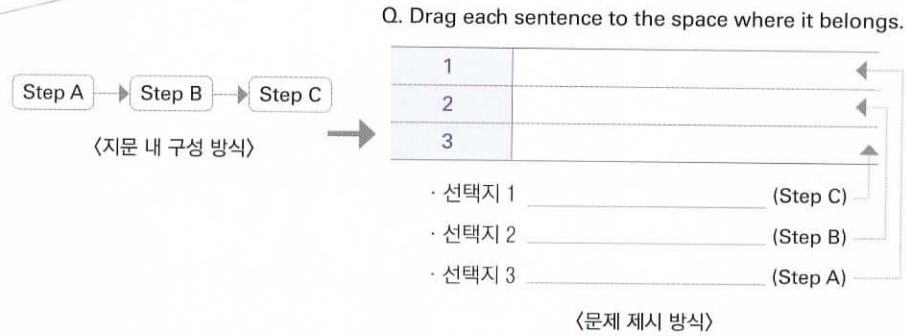
몇 가지의 소주제 항목이 주어지고 각 소주제의 특징이나 속성이 여러 가지로 나열될 경우 대상과 해당 속성을 서로 연결시킬 수 있어야 한다.



이 때 항목별로 특징이 나열될 것임을 알아차릴 수 있는 신호어는 다음과 같다.

- 공통 요소를 나열할 때: **similarly, likewise, and**
- 대조나 차이를 드러낼 때: **on the contrary, on the other hand, however, whereas, in comparison to[with], 비교급**

• 순차적인 과정



지문에 순차적 관계가 등장할 경우 박스 외부에 주어진 해당 선택지를 순서에 맞게 박스 속 1, 2, 3칸에 끌어넣는다. 지문 내 순차적 관계를 나타내는 신호어는 다음과 같다.

- 첫 순서: primarily, first, first of all
- 이전 순서: prior to, before
- 다음 순서: then, later, next, subsequently

SOLUTION 2

지문 구성을 예상하고 이에 적절한 노트테이킹을 한다.

질문의 단서가 여러 곳에 흩어져 있으므로 지문 첫머리에서 어떤 구성의 지문이 등장할지 미리 예상하고 노트테이킹하는 것이 매우 중요하다. SOLUTION 1에 등장한 세 가지 정보 연결 방식을 옆두에 두고 지문의 서두와 맥락에 따라 구성 방식을 예상하는 훈련을 한다.

• YES / NO 방식

가장 흔하게 등장하는 유형으로 하나의 대상에 대해 대립되는 속성이 열거될 경우 두 항목으로 나누어 노트테이킹한다. 앞선 case example 대화문이 대표적인 경우이다.

• 항목 분류 방식

포괄적인 내용에서 구체적인 정보로 이동하는 영어의 논리구조상 서두에 classify, type, group과 같은 단어가 등장하여 몇 개의 항목이 등장할지를 밝히는 경우가 많다. 등장할 항목의 개수에 초점을 맞추고 이에 맞게 노트테이킹을 준비한다. 강의의 경우 교수는 주로 다음과 같은 표현을 사용한다.

e.g. Let me explain 3 types of A A의 세 가지 유형을 설명할게요.

This can be divided into two groups: A and B 이것은 A와 B의 두 가지 집단으로 나뉘집니다.

• 순차적 설명 방식

순차적 설명 방식은 시간의 흐름 순으로 설명하는 연대기나 어떤 대상의 형성이나 발전 과정을 설명하는 지문에서 흔히 등장한다.

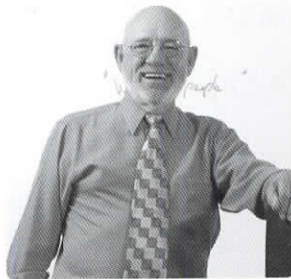
e.g. 거짓기억(false memory)이 형성되는 과정, 사구(sand dune)의 형성 과정

LECTURE



1. Listen to part of a lecture in a music class.

MP3 • 198



note taking

1-1. How does the professor explain the achievements of Miles Davis?

- (A) By describing the range of instruments he mastered
- (B) By going into detail about some of his best-known releases
- (C) By explaining the style he demonstrated on one of his albums
- (D) By citing contemporary jazz musicians' impressions of him

1-2. In the lecture, the professor describes three of Miles Davis's albums. Match the phrases below to the album they describe. Click in the correct box for each phrase.

	<i>Birth of the Cool</i>	<i>Kind of Blue</i>	<i>Bitches Brew</i>
(A) Took inspiration partly from classical music			
(B) Received mixed reactions from the jazz community			
(C) Was characterized by a free and unstructured sound			
(D) Featured the use of electronic equipment			
(E) Was noted for its highly elaborate composition			



LECTURE



MP3 • 199

2. Listen to part of a lecture in a meteorology class.



note taking

form

DAY 08

2-1. What is the talk mainly about?

- (A) The requirements necessary for the formation of hurricanes
- (B) The various types of disastrous weather phenomena
- (C) The formation of hurricanes and tornadoes and their characteristics
- (D) The similarities between hurricanes and tornadoes

2-2. Indicate whether each of the following phrases is related to hurricanes or tornadoes. Click in the correct box for each phrase.

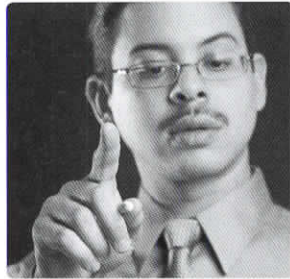
	Hurricanes	Tornadoes
(A) Range in size from several feet to a couple of miles		
(B) Reach maximum wind speeds of 300 miles per hour		
(C) Generally persist for several days		
(D) Develop over warm bodies of water		
(E) Occur most frequently in North America		

LECTURE



3. Listen to part of a lecture in a biology class.

MP3 • 200



note taking

3-1. Why does the professor mention inaccessible terrain?

- (A) To explain one of the difficulties of gauging the populations of endangered animals
- (B) To illustrate the actions that must be taken when a population is first deemed endangered
- (C) To emphasize that mark-and-recapture is only one of many techniques for gathering population data
- (D) To describe why it is so important that populations of animals be estimated from time to time

3-2. In the lecture, the professor describes the mark-and-recapture method of estimating animal populations. Indicate whether each of the following is a step in the process. Click in the correct box for each phrase.

	YES	NO
(A) A team of scientists situate themselves in a specific area.		
(B) Scientists use complicated algorithms to determine how many individuals to mark.		
(C) The team finds as many species as possible and marks them.		
(D) The animals are observed over the course of several months.		
(E) Later, the researchers note the number of marked and unmarked animals in the region.		



LECTURE



4. Listen to part of a talk in a sociology class.

MP3 • 201



note taking



DAY 08

4-1. In the lecture, the professor describes the philosophies of cultural relativism and cultural absolutism. Match the sentences below to the theory they describe. Click in the correct box for each phrase.

	Cultural Relativism	Cultural Absolutism
(A) There can never be a general consensus about what is right and wrong.		
(B) Some actions should be condemned regardless of the context in which they are performed.		
(C) Every society has its own culturally-based norms and ethics.		
(D) Essential values can be derived from human nature.		

Listen again to part of the talk. Then answer the question.  MP3 • 202

4-2. Why does the professor say this:

- (A) To suggest that she agrees with the man
- (B) To express surprise at the man's opinion
- (C) To imply that the man has made an error
- (D) To summarize the man's point of view

PRACTICE TEST_level 3

LECTURE



1. Listen to part of a discussion in a health class.

MP3 • 203

note taking

Main Idea

1-1. What is the discussion mainly about?

- (A) How the growth of plaque can lead to tooth loss
- (B) The function of plaque in protecting tooth enamel
- (C) How a dentist removes plaque from teeth
- (D) The differences between plaque and tartar

Connecting
Contents

1-2. In the discussion, the professor describes the problems associated with gum disease. Indicate whether each of the following is mentioned as a symptom of the disease. Click in the correct box for each phrase.

	YES	NO
(A) Bacteria colonize the mouth and form tartar.		
(B) Gums become a deeper red and bleed easily.		
(C) Tissue surrounding the sulcus becomes swollen.		
(D) The ligaments holding teeth are weakened.		
(E) The oral infection spreads to other parts of the body.		

Listen again to part of the discussion. Then answer the question. MP3 • 204

Function

1-3. Why does the professor say this:

- (A) To invite the students to draw a conclusion
- (B) To indicate that there is no time to explain the final step
- (C) To imply that the next step is not what students would think
- (D) To find out if the students need extra explanation



LECTURE



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

MP3 • 205

note taking

form

DAY 08

Main Idea


2-1. What is the lecture mainly about?

- (A) The importance of underwater volcanoes
- (B) The characteristics of different types of underwater lava
- (C) The differences between underwater lava and lava on land
- (D) The formation of the ocean floor

Connecting
Contents

2-2. In the lecture, the professor describes several different types of lava. Indicate whether each of the following phrases relates to pillow, lobate, or sheet lava. Click in the correct box for each phrase.

	Pillow	Sheet	Lobate
(A) Occurs in places where the sea floor is quite flat			
(B) Expands like a water balloon			
(C) Moves quickly over the ocean floor before solidifying			
(D) Looks similar to surface pahoehoe lava			
(E) Has a surface that is usually smooth and even			

Listen again to part of the lecture. Then answer the question.  MP3 • 206

Attitude

2-3. What does the professor mean when she says this:

- (A) She is worried that the students are not enjoying the lecture material.
- (B) She does not expect the students to take the exercise too seriously.
- (C) She is concerned that the students will not like the activity.
- (D) She is sure that this content will not appear in the final exam.



* DICTATION



MP3 • 207

Listen to part of the level 3 discussion and fill in the blanks.

Professor: I'm sure you're all aware of ¹⁾ _____. We—we need to brush and floss regularly and visit our dentist once a year in order to clean away plaque and to have cavities filled. ²⁾ _____, but exactly why is it so important to get rid of plaque?

Student: Well, it causes cavities, for one thing. I think it's a type of bacterium.

Professor: Actually, it's more than one type. It's like a—³⁾ _____. There can be up to 400 different species of bacteria in plaque. Oh, by the way, plaque does serve a function. It protects ⁴⁾ _____. Anyway, even though it serves a function, it needs to be kept in check.

Student: I have a question. What's the difference between plaque and tartar?

Professor: Good question. Basically, tartar is plaque ⁵⁾ _____. That means that it becomes hardened, and it really sticks to teeth. So, whereas plaque can pretty much be removed with a toothbrush, you'll probably have to see your dentist to remove tartar. And once you have tartar the situation gets worse. You see, tartar is rough, unlike the tooth surface. The rough surface provides a much—a much better home for plaque. So the bacteria ⁶⁾ _____ in the tartar, and the, uh, the problem gets worse. Now, who can tell me what might happen if plaque is allowed to—to ⁷⁾ _____?

Student: You could develop gingivitis.

Professor: Very good. And what's that? What is gingivitis?

Student: It's a, um, a gum disease, I think.

Professor: That's true. Gum disease is...well, it's a disease that affects your gums. And it's ⁸⁾ _____. Now, gingivitis is an early form of gum disease. It's an, um, an inflammation of the gums. The earliest sign of gingivitis is, well, inflammation—your gums become reddish in color...redder than normal, I mean...and will probably be very sensitive and bleed easily. And ⁹⁾ _____. The good news is that gingivitis is reversible. It's possible to get rid of gingivitis by taking good care of your teeth.

[중략]

정답은 해설집 81p



MP3 • 208

Listen to part of the level 3 lecture again and fill in the blanks.

[중략]

Professor: So, lava flows underwater look a bit different from how they look on land.

There are ¹⁾ _____, and they're called pillow lava, lobate lava, and sheet lava. The factors that affect the shape of the lava flow are: A, the speed of the eruption—that is, ²⁾ _____; B, the incline of the sea floor where the eruption occurs; and C, the viscosity of the lava, um, ³⁾ _____. So a liquid with a high viscosity moves very slowly. Remember that. High viscosity equals slow movement. Got that? So, pillow lava, as the name suggests, looks like a pillow. It has a high viscosity so it's slow moving, and it solidifies very quickly into formations that are ⁴⁾ _____. What happens is, when the eruption occurs...um, if it's a slow eruption... the outer layer of the lava solidifies almost instantly, so you get something like a bubble of solidified lava with liquid lava on the inside ⁵⁾ _____ and causes it to inflate, sort of like when you fill a balloon with water. Sometimes the inner lava will burst through, and a new pillow will be created much like the first. Pillow formations generally occur when there's very little incline, or uh, slope, of the ocean floor. So again, we've got a low effusion rate, a pretty flat sea floor, and high viscosity.

[중략]

정답은 해설집 83p

oral expression



MP3 - 209

Listen to the expressions and sentences in the script below and repeat.

start with ~부터 이야기를 시작하다	I'll start with <i>Birth of the Cool</i> , released in 1957.
be considered to ~라고 간주되다	<i>Kind of Blue</i> is generally considered to be his best selling album.
be more likely to 더 ~일 것 같다	Most animals, especially rare ones are more likely to be endangered.
pretty neat 근사하다	It's possible to get a fairly accurate estimation of whether a species is endangered or not. Pretty neat , huh?
That's what I'm saying. 제 말이 그 말이예요.	A: You're saying that there're no absolute rights or wrongs. B: That's what I'm saying.
when it comes to A A에 관해서는, A의 측면에서	What about when it comes to issues like slavery or torture?
for one thing 우선, 첫째는	A: But exactly why is it so important to get rid of plaque? B: Well, it causes cavities, for one thing.

DAY09

Inference

- CASE EXAMPLE - 예제
- CASE EXAMPLE 해설 - 예제 해설
- ★ SMART SOLUTION - 유형별 전략 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기

speed keyword

Inference문제는 **정보의 종합** 이다.

한 대상에 대해 지문 전반에 산재해 있는 detail정보를 모아 명시적으로 나타나지 않은 내용을 유추해 내는 유형이다. 해당 대상에 대해 올바른 결론을 유추해내기 위해서는 무엇보다 유추하기에 충분할 만큼의 정확한 정보가 축적되어야 하며, 이 모인 정보들을 효과적으로 종합할 수 있어야 한다. 화자의 태도를 묻는 attitude유형과 유사한 형태의 질문도 있지만 inference문제는 보다 복합적인 정보의 종합을 기반으로 한다는 점에서 차이가 있다.

- 유추한다. 하지만 지문 내에 근거 문장들이 있다.

An important early development in American film was the spread of nickelodeons shortly after the...uh, turn of the century. Popular interest in film was booming at the time, but there were few venues for screening. That's why lots of small, storefront, purpose-built movie theaters, known as nickelodeons, began popping up everywhere.

At first, small shops and restaurants were also converted into, ah, makeshift venues for showing movies. But nickelodeons—so-called after a “nickel,” a five-cent coin, which was the price of admission, and “odeon,” the Greek word for theater—uh...nickelodeons were much more suitable for watching movies. They generally had fewer than 200 seats.



What does the professor imply about X ?

about이하에 이어질 유추 대상을 예상한다.
지문당 0~1문제씩 등장

CASE EXAMPLE



CONVERSATION



MP3 • 216

Listen to part of a conversation between a student and an administrator.

| Volume | Help | Ok | Next |



note
taking

학생이 학교 직원을 방문했습니다. 어떤 문제로 방문했는지 적어보세요.

Problem:

- > What can be inferred about the man?
- (A) He was assigned the wrong room at the beginning of the year.
 - (B) He would prefer not to live in a university dormitory again.
 - (C) He has not yet tried to work out his housing problem on his own.
 - (D) He is already familiar with the official policy on room changes.

LECTURE



MP3 • 217

Listen to part of a lecture in a zoology class.

| Volume | Help | Ok | Next |



DAY 09

note
taking

교수는 동물학 강의에서 정온동물과 변온동물에 대해 얘기합니다. 요지 문장과 예의 내용을 요약해 보세요.

Topic:

Example:

- > What can be inferred from the professor's description of human behaviors?
- Ⓐ People imitate behaviors normally exhibited by ectotherms.
 - Ⓑ Humans rely on internal factors to regulate temperature.
 - Ⓒ The distinction between endothermic and ectothermic is not rigid.
 - Ⓓ An animal's classification is largely based on its behavior.

CASE EXAMPLE 해설

[SCRIPT] **Narrator** Listen to part of a conversation between a **student**

and an **administrator**.

상황: Service Encounters

Administrator (female) Hello. How can I help you today?

Student (male) Hi. I've come to discuss my housing situation.
키워드: 주거 문제

Administrator [encouraging him to go on] Sure—

Student [pause] The thing is, I wanna move to a new dorm.
문제: 기숙사 이동

Administrator [disapprovingly] In the middle of the semester?

Student Yes, I understand that can be arranged.
근거

Administrator [with emphasis] Only in a few specific cases. Room assignments are meant to be for the entire school year. The school prefers you find a way to work out whatever problem you're facing.

Moving to a new room is considered a—a final option.

Student Yeah. It says that several times in the student handbook.
근거2

● 학기 중 기숙사 이동 요청에 대해 직원은 까다로운 학사규정을 내세우며 부정적인 입장을 보이지만 학생의 반응들로 미루어 볼 때 학생은 이미 그러한 학교의 원칙에 대해서는 잘 알고 있다는 것을 알 수 있다.

➤ 학생에 대해 유추할 수 있는 것은?

- (A) 그는 연초에 방을 잘못 배정받았다.
▶ 기숙사 이동의 이유에 대해서는 언급되지 않았으므로 오답
- (B) 그는 대학 기숙사에 다시 살고 싶어하지 않는다.
▶ 단지 이동을 원할 뿐이므로 오답
- (C) 그는 숙소 문제를 혼자서 해결할 시도를 아직 하지 않았다.
▶ 지문에 언급되지 않았으므로 오답
- (D) 그는 방 변경에 대한 공식적인 방침을 이미 잘 알고 있다.

● 유추의 대상이 학생이므로 학생의 말을 근거로 하여 답을 선택해야 한다. 학생의 말에서 추론할 수 있는 내용은 (D)뿐이다.

Answer (D)

○ note taking

Problem: wanna move to a new dorm or 기숙사 이동

sample



[SCRIPT] **Narrator** Listen to part of a lecture in a **zoology class**.
강의 분야: 동물학

Professor (female)

We classify an animal as **endothermic** if it regulates its temperature internally. Whereas an **ectotherm**, it regulates its temperature externally—by lying in the sun to warm up, or going in the water to cool down...those sorts of things. **But actually, it's a little more complicated than that.** Endotherms also employ a lot of ectothermic responses to regulate their temperature.

Just think about humans. Broadly speaking, **we're endothermic, but** we rely on lots of outside factors to keep our temperature steady. **We swim to cool off in summer. And, uh, in winter, we wear warm clothes. These are [with emphasis] ectothermic responses.** You see what I'm saying?

● 정온동물과 변온동물의 기본적인 정의

● but이라는 연결어에 주목한다. 본격적인 주제가 드러나고 있다.

● 정온동물도 변온동물적 특징을 보인다는 점을 인간의 행동을 예로 들어 설명하고 있다.

> 교수가 인간의 행동에 대해 묘사한 것으로부터 유추할 수 있는 것은?

(A) 인간은 주로 변온동물에게서 보여지는 행동들을 모방한다.

▶ 일부 변온동물적 특징을 보인다는 것이므로 오답

(B) 인간은 체온을 조절하기 위해서 내적인 요소에 의존한다.

▶ 상식적인 내용은 오답일 가능성이 크다.

(C) 정온동물과 변온동물의 차이가 고정된 것은 아니다.

(D) 동물 분류는 주로 행동에 근거한다.

▶ 강의 초반에 **classify**라는 단어가 등장했지만 일반적인 동물 분류가 강의의 핵심은 아니므로 오답

● 인간의 행동이 무엇의 예로 등장했는지 그 문맥을 읽고 있어야 한다. 바로 앞부분에 정온동물과 변온동물의 특성이 서로 혼재해 있다는 내용이 등장했으므로 정답은 (C).

Answer (C)

○ note taking

Topic: endotherm / ectotherm의 구분은 복합적임

Example: Human behaviors: 변온동물적 특징을 보임(여름 → 수영, 겨울 → 따뜻한 옷)

sample



SMART SOLUTION

SOLUTION 1

유추의 대상을 예상하며 듣는다.

문제로 등장할 유추의 대상을 예상하며 듣는 것이 가장 중요하다. 유추의 대상은 대부분 지문 전체의 핵심 개념과 연관된 경우가 많으므로 지문의 몇 부분에서 드러난 단서들을 종합하여 새로운 결론을 도출해야 한다.

가장 일반적인 질문 형태는 동사 **imply**나 **infer**를 이용한 다음과 같은 것들이다.

- What does the professor **imply** about X?
- What can be **inferred** about X?

이 때 핵심은 유추의 대상인 X에 무엇이 오는가 하는 것인데 **conversation**의 경우 대화의 주요 화제 중 하나, **lecture**의 경우 강의에 등장한 핵심 개념이나 용어가 가장 대표적이다.

- What does the professor imply about **enrolling in the course**?
대화의 핵심 화제에 대해 유추
- What can be inferred about the **respiratory systems of plants**?
강의의 핵심 개념에 대해 유추

이와 같이 지문 전체 내용과 관련된 대상에 대해 유추하기 위해서는 지속적으로 긴 지문을 들으며 여러 정보를 종합하여 처리하는 훈련을 하는 것이 가장 중요하다.

SOLUTION 2

정답과 오답의 유형을 정리해 둔다.

기본적으로 유추란 여러 가지 정보를 종합하는 복잡한 프로세스를 거치게 되므로 정, 오답의 성격이 눈에 띄게 드러나지 않는 면이 있지만 다음 몇 가지 힌트를 이용하면 도움이 된다.

- 정답은 지문에서 들려진 내용들을 종합하여 완전히 재진술(**restatement**)된다.
- 유추해야 하므로 지문의 표현뿐만 아니라 내용이 그대로 반복되는 경우도 답이 아닌 경우가 많다.
- 논리적 비약이 있는 '추측'은 답이 아니다. 철저하게 지문에 드러난 '사실'을 근거로 유추해야 하므로 지문에서 근거 부분을 댈 수 있어야 한다.

SOLUTION 3

기본적인 유추의 방식을 이해한다.

정보를 연결시켜 종합하는 방법에는 여러 가지가 있지만 가장 대표적인 경우는 다음 두 가지이다.

• 인과 관계(cause and effect)

원인을 통해 결과를 추론하는 것은 가장 일반적인 유추 방식에 해당한다.

Junk foods are full of bad things like fat and salt which of course, cause heaps of health problems, so the junk food consumption is beginning to decrease.

정크푸드는 지방과 염분 같은 건강상에 수많은 문제를 일으키는 유해 물질이 잔뜩 포함되어 있기 때문에 소비량이 감소하기 시작하고 있죠.

→ There's more awareness now about the benefits of a nutritious diet.

이제 건강한 식이습관의 이점에 대한 인식이 점점 높아지고 있다.

• 일반화(generalization)

보다 구체적인 사실이나 예를 통해 일반적인 결론을 도출할 수 있다.

Water, land and air are getting increasingly polluted and soil erosion is leading to desertification. 물, 대지, 공기가 점점 오염되고 있고 토양의 침식은 사막화로 이어지고 있죠.

→ The planet's natural ecosystems are being severely degraded.

지구의 자연 생태계가 심각하게 붕괴되고 있다.

SOLUTION 4

미래 행동을 유추하는 문제를 놓치지 않는다.

가끔은 앞으로의 행동이나, 미래의 일을 예측하는 경우도 등장한다. 이 때 화자가 다음에 할 행동이나 다음 강의의 주제 등을 예측하는 문제는 주로 지문의 끝 부분에 그 단서가 등장하게 된다. 미래 행동과 관련된 내용이 등장하면 문제화될 가능성이 있으므로 특별히 주의를 기울인다.

	상황	질문
conv.	학생이 다음 주에 교수에게 들러 리포트 초안을 보여주기로 한 상황이 학생의 말을 통해 드러나는 경우 I'll be here to show you my first draft next week.	What will the student probably do next week?
lecture	교수가 강의 말미에서 다음 강의의 주제에 대해 언급한 상황 Let me finish the last part of this topic next class.	What might the professor discuss next class?



> [1-8] Listen to each passage. Then choose the best answers to the questions.

Listen to part of a conversation between a student and a parking official.



MP3 • 218

1. What can be inferred about the college's parking policy?

- (A) The administration strictly enforces it.
- (B) It was implemented two weeks ago.
- (C) Many students are confused by it.
- (D) It varies from dorm to dorm.

Listen to part of a lecture in an art class.



MP3 • 219

2. What does the professor imply about Romanticism?

- (A) It is something that the students will learn more about later.
- (B) It was mainly concerned with dramatic themes.
- (C) It followed immediately after the Naturalism movement.
- (D) It was a fairly minor movement that she will not cover in depth.

Listen to part of a conversation between a student and a professor.



MP3 • 220

3. What does the professor imply about next week's lab assignment?

- (A) It is going to address subject matter that is unfamiliar to the students.
- (B) A three-person team will have an easier time completing it.
- (C) Much of the work will require help from him.
- (D) It cannot be done by a group of two people.

Listen to part of a lecture in an astronomy class.



MP3 • 221

4. What can be inferred about Pluto?

- (A) It is no longer regarded as the ninth planet in the solar system.
- (B) Its orbit is further from the sun than Eris's is.
- (C) It is actually the moon of a much larger planet.
- (D) Its status as a dwarf planet is currently under question.



MP3 • 222

Listen to part of a conversation between a student and a bookstore clerk.

5. What does the clerk imply?
- Ⓐ There may be a job available for the student during the summer.
 - Ⓑ The student should look for jobs elsewhere on campus.
 - Ⓒ She may be quitting her job after the semester ends.
 - Ⓓ The bookstore is currently hiring student employees.



MP3 • 223

Listen to part of a lecture in a zoology class.

6. What does the professor imply?
- Ⓐ The appearance of reindeer is not important to the lecture.
 - Ⓑ "Reindeer" and "caribou" are two terms for the same animal.
 - Ⓒ The students should be familiar with the appearance of caribou.
 - Ⓓ Caribou are more common in the wild than reindeer.



MP3 • 224

Listen to part of a conversation between a student and a professor.

7. What does the professor imply about the teaching assistant position?
- Ⓐ It will enable the man to receive extra credits in her class.
 - Ⓑ It requires the assistant to be available for questions on weekdays.
 - Ⓒ It is something that most of her graduate students do.
 - Ⓓ It would not be difficult for the man to fit into his schedule.



MP3 • 225

Listen to part of a lecture in a geography class.

8. What does the professor imply about Alaska's oriented thaw lakes?
- Ⓐ They are oriented in opposite directions.
 - Ⓑ They have not been studied in person.
 - Ⓒ Their recent growth is due to global warming.
 - Ⓓ Their formation was understood recently.

PRACTICE TEST_level 2

CONVERSATION



1. Listen to part of a conversation between a student and a registrar.

MP3-226



note taking

1-1. Why did the registrar call the woman into his office?

- (A) To notify her of a change in her schedule
- (B) To inform her that her class has been canceled
- (C) To explain the requirements for her major
- (D) To discuss her options after graduation

Listen again to part of the conversation. Then answer the question.  MP3-227

1-2. What does the woman imply when she says this:

- (A) Professor Ogawa is her primary reason for enrolling in the course.
- (B) She will not consider changing her schedule around.
- (C) She has a time conflict with the period the registrar mentioned.
- (D) The change in her advanced finance class is unfair.



LECTURE



2. Listen to part of a talk in a history class.

MP3 • 228



note taking

form

DAY 09

2-1. What does the professor imply about the annual flooding of the Nile?

- (A) It allowed the ancient Egyptians to accumulate staple crops for trade.
- (B) It was supplemented by an unpredictable and powerful rainy season.
- (C) It led the ancient Egyptians to create flood barriers around their cities.
- (D) It provided farmers with the water they needed to grow crops.

2-2. Why does the professor mention nilometers?

- (A) To illustrate how important the Nile's flooding was in ancient Egyptian life
- (B) To explain how predictions about the floods affected taxes
- (C) To suggest that the flooding of the Nile is still not fully understood today
- (D) To discuss how the yearly floods were stopped

PRACTICE TEST_level 3

CONVERSATION



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

MP3 • 229



Main Idea

1-1. Why does the student go to see the professor?

- (A) To get approval on her chosen thesis topic
- (B) To receive advice on selecting a thesis subject
- (C) To find out when Professor Donnelly will guest lecture
- (D) To discuss a slide shown in the last class

Listen again to part of the conversation. Then answer the question.  MP3 • 230

Attitude

1-2. What does the professor mean when he says this:

- (A) He is concerned because the proposal is due soon.
- (B) He is excited to read her proposal.
- (C) He is annoyed the student is so far behind schedule.
- (D) He is interested to hear the student's explanation.

Listen again to part of the conversation. Then answer the question.  MP3 • 231

Inference

1-3. What can be inferred about the university?

- (A) It requires students to submit a thesis for every advanced course.
- (B) It forbids students from writing similar papers for more than one class.
- (C) It has a clear policy against copying from other students' papers.
- (D) It penalizes students who do not complete assignments on time.



LECTURE



2. Listen to part of a talk in an engineering class.

MP3 • 232

note taking

form

Main Idea

2-1. What is the talk mainly about?

- (A) The discovery of the two different kinds of smart fluids
- (B) The ways to affect the viscosity of smart fluids
- (C) The potential uses of smart fluids in medical technology
- (D) The two types of smart fluids and some of their uses

Inference

2-2. What does the professor imply about smart fluids in the past?

- (A) They were used in a wider variety of industries than they currently are.
- (B) They were not thought of as practical commercial products.
- (C) They were studied by some of the world's top engineers.
- (D) It was not possible to create them with the technology of the time.

Detail

2-3. Which of the following are mentioned in the lecture as uses of MRFs?

Click on 2 answers.

- (A) As artificial biological tissues
- (B) In the suspension systems of automobiles
- (C) In the inner mechanics of surgical tools
- (D) In the joints of prosthetic legs

DAY 09



* DICTATION



MP3 • 233

Listen to part of the level 3 conversation again and fill in the blanks.

[중략]

Professor: I see. Hmmm...you know you have to ¹⁾ _____ on Monday, right?

Student: Yeah, which is why ²⁾ _____. I mean, it's not like I haven't been thinking about it...I just can't seem to narrow it down. Maybe you could help get me started?

Professor: That's what I'm here for. Remember to choose something you are willing to research over the course of five months. ³⁾ _____, so make sure you're truly interested in your topic. What are some of the topics you've been considering?

Student: Well, um...I guess I've tried narrowing it down to something on, er, the original influences of Byzantine art, or, um, the meaning of ⁴⁾ _____...and yeah, the last one was about, uh, the achievement of color in ancient Greek pottery.

Professor: Very interesting...I really like your idea about exploring Egyptian symbolism. It's a very rich topic. Although, all three ⁵⁾ _____.

Student: Yeah...that's the problem. I'm equally interested in all three. I wonder if there's something you'd prefer reading...

Professor: Me? Oh, [chuckling] I would find pleasure in reading about any of those. What's important is that you focus on something that you enjoy and can ⁶⁾ _____.

[중략]

정답은 해설집 91p



MP3 • 234

Listen to part of the level 3 talk again and fill in the blanks.

[중략]

Professor: [chuckling] Well...at one time, these smart fluids were considered to be, um, nothing more than a—a novelty. Something that was really interesting to study...but that probably wouldn't have any real, uh, applications. But recently, there have been ¹⁾ _____. So now, some of the uses of MRFs are, um, in automotive design...um, in the suspension system, which is ²⁾ _____ that's, uh, that's transmitted from the road to the car.

You see...well, this isn't really what I want to focus on today, but, uh... *[changing his mind]*
Well, it's important, so I'll just briefly tell you about some of the advantages. Um, by
using MRFs, automotive designers ³⁾ _____
_____ in their suspension systems. That's because MRFs can rapidly
adapt. Um, they can ⁴⁾ _____ 500 times in one
second. So, in a car's suspension system then, the MRF can change its, its viscosity to
best absorb the, uh, specific amounts of shock that ⁵⁾ _____.

Student A: *[interrupting enthusiastically]* I remember reading about some kind of
technology that's been used in prosthetics—like artificial legs or something—um, and
it uses a smart fluid ⁶⁾ _____ ... Do you know what
I'm talking about?

Professor: Yes, you're right. It is related to MRFs. Some artificial limbs, um, use MRFs
⁷⁾ _____ that can automatically detect the—the wearer's
walking speed. And it can even detect things like, um, whether the wearer is walking
up stairs or—or going up a slope, and it'll ⁸⁾ _____.

[중략]

정답은 해설집 94p

oral expression



MP3 • 235

Listen to the expressions and sentences in the script below and repeat.

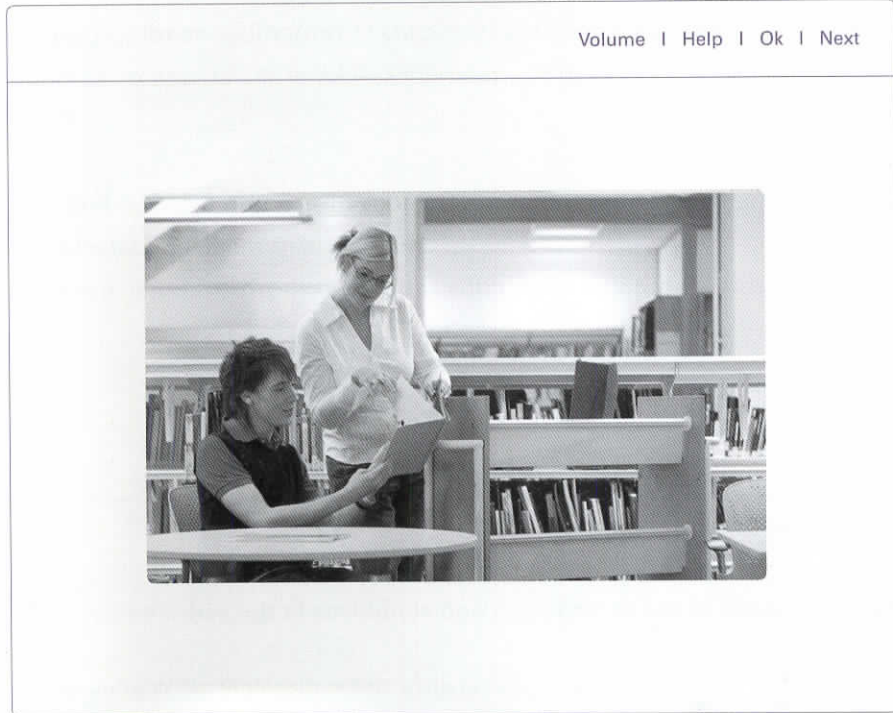
not surprisingly 짐작할 수 있듯이	Naturalism, not surprisingly considering the name, is all about representing life accurately and naturally in art.
I was wondering if ~ ~인지 아닌지 궁금하다	My friend Yvonne just transferred into this class, and I was wondering if I could switch to be with her.
not too long ago 얼마 전까지만 해도	There was a time not too long ago when Pluto was considered to be the ninth planet in our solar system.
be impressed that ~하게 되어 기쁘다 ~에 대해 감명을 받다	In fact, I've been so impressed that I'd like to offer you an opportunity.
narrow down (범위나 영역을) 좁히다	I've tried narrowing it down to something on the original influences of Byzantine art.
stumble on[onto] (우연히, 뜻하지 않게) ~을 발견하다	Anyway, I think we've stumbled onto the solution to your dilemma.
be worn out 지치다, 기진맥진하다	No thesis, thank goodness. I'd be so worn out .

리뷰테스트를 풀어보며 앞에서 학습한 문제유형을 복습합니다.



MP3 • 250

passage 1. [1~5] Listen to part of a conversation between a student and a librarian.



1. Why does the man go to the library?
 - (A) To check out a book about the MLA citation format
 - (B) To find out which citation style is required in the class
 - (C) To ask for assistance in formatting his bibliography
 - (D) To find out what style guides are available

2. Why does the librarian ask for the name of the man's professor?
- (A) To decide what citation style would be best to use
 - (B) To check whether the style guide has been reserved
 - (C) To determine how many sources he will need to cite
 - (D) To find out which course books he is required to read
3. Based on information from the dialogue, indicate whether each of the following would be covered in *the MLA Handbook for Writers of Research Papers*. Click in the correct box for each phrase.

	YES	NO
(A) The placement of periods in a bibliography		
(B) The proper location for the publishing date		
(C) The order in which multiple authors should be listed		
(D) The correct use of italics		
(E) The procedure for checking out style guides		

Listen again to part of the conversation. Then answer the question.  MP3 • 251

4. What can be inferred about the student when he says this:
- (A) He is not sure he heard the librarian correctly.
 - (B) He needs time to remember which citation style is required.
 - (C) He is uncertain what the librarian means.
 - (D) He expects the librarian to know what citation style to use.

Listen again to part of the conversation. Then answer the question.  MP3 • 252

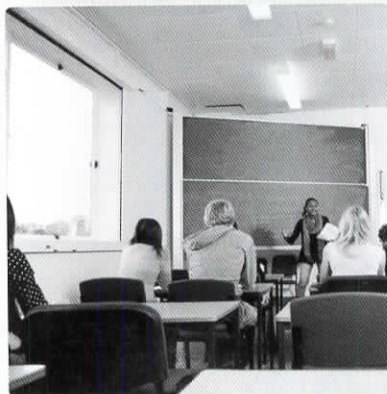
5. What does the librarian imply when she says this:
- (A) Few students come in to use the reference materials.
 - (B) No one has ever asked to check out the reference materials.
 - (C) Students cannot take the reference materials out of the library.
 - (D) It does not take long to use the reference materials.



MP3 • 253

passage 2. [1~6] Listen to part of a lecture in an engineering class.

Volume | Help | Ok | Next




Ceramics

1. What is the lecture mainly about?
 - (A) Construction materials used in space shuttles
 - (B) The process for creating ceramic materials
 - (C) Some important applications of ceramics
 - (D) New developments in ceramic products and use


2. What characteristic of ceramic-coated tiles explains their use in spacecraft?
 - (A) The low cost and ease of their construction
 - (B) Their ability to withstand extreme temperatures
 - (C) The fact that they can be reused indefinitely
 - (D) Their capacity to maintain heat inside the craft

3. How does the professor emphasize the importance of ceramics in construction?
- (A) By focusing on a single building and how ceramics are used in it
 - (B) By listing the positive aspects of specific ceramic materials
 - (C) By describing the history of ceramic use in the industry
 - (D) By comparing ceramics to other construction materials
4. Indicate whether each of the following is mentioned in the lecture as a use for ceramics. Click in the correct box for each phrase.

	YES	NO
(A) Ornamental china and pottery		
(B) Temperature gauges in machinery		
(C) Components in high-tech computers		
(D) Surfaces in home design		
(E) Internal parts of racing vehicles		

Listen again to part of the lecture. Then answer the question.  MP3 • 254

5. What can be inferred about the professor?
- (A) She thinks the differences are just trivial.
 - (B) She doesn't want to be repetitive.
 - (C) She is concerned the man has misunderstood the lecture.
 - (D) She does not want to get off topic.

Listen again to part of the lecture. Then answer the question.  MP3 • 255

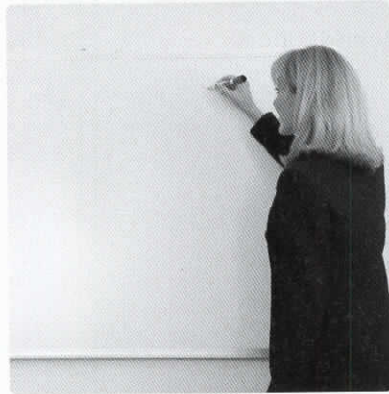
6. Why does the professor say this:
- (A) To get the students to come up with more examples
 - (B) To emphasize the importance of the point
 - (C) To show that there are a lot of additional uses
 - (D) To ask the students to define a term from the talk



MP3-256

passage 3. [1~6] Listen to part of a lecture in a literature class.

Volume | Help | Ok | Next



Evelyn Waugh

1. What is the talk mainly about?
 - Ⓐ Common themes in twentieth-century British literature
 - Ⓑ Evelyn Waugh's education at Oxford University
 - Ⓒ The life of a British novelist and his first work
 - Ⓓ The success enjoyed by the book *Decline and Fall*


2. How does the professor introduce the basic concept of *Decline and Fall*?
 - Ⓐ By explaining the origin of the book's name
 - Ⓑ By describing Evelyn Waugh's family
 - Ⓒ By listing Waugh's post-university jobs
 - Ⓓ By discussing Waugh's life while writing the book

3. Based on information in the lecture, indicate whether the statements below about the main character are included in *Decline and Fall*. Click in the correct box for each sentence.

	YES	NO
(A) He received low grades and dropped out of Oxford.		
(B) He was mistreated by college officials.		
(C) He took up a career in teaching.		
(D) He married into high society and became wealthy.		
(E) He was engaged to a woman involved in illegal activities.		

4. According to the professor, what two aspects of English society are criticized in *Decline and Fall*? Click on 2 answers.

- (A) The legal system
- (B) Educational institutions
- (C) The social elite
- (D) Human trafficking

Listen again to part of the lecture. Then answer the question.  MP3 • 257

5. What can be inferred when the professor says this:
- (A) Waugh had a lot of problems with his professors.
 - (B) Waugh was not a very talented student.
 - (C) Waugh's failure was his own fault.
 - (D) Waugh clearly had some kind of personality disorder.

Listen again to part of the lecture. Then answer the question.  MP3 • 258

6. Why does the professor say this:
- (A) To imply this part of the story is remarkable
 - (B) To show Waugh invented his own literary style
 - (C) To hint at what will come next
 - (D) To make the students guess about the plot

type A. [1~30] Listen and fill in the blanks. When the word is repeated add the Korean meaning.



MP3 • 262 [1~5]

- 01 have a completely _____ reason _____
- 02 establish international _____
- 03 _____ the term to NGO _____
- 04 _____ from the bottom of a lake _____
- 05 prevent heat from _____ into space _____



MP3 • 263 [6~10]

- 06 the most _____ theory _____
- 07 at the opposite end of the _____
- 08 trigger a _____ on the ocean floor _____
- 09 cause _____ extinction events _____
- 10 _____ onto the solution to your dilemma _____



MP3 • 264 [11~15]

- 11 starve a country into _____
- 12 be forced to _____ their great empire _____
- 13 usually _____ tombs and temples _____
- 14 a popular _____ for New Yorkers _____
- 15 act as a _____ to others _____



MP3 • 265 [16~20]

- 16 produce greenhouse gas _____
- 17 _____ on just two legs
- 18 sunlight that is _____ by ice crystals
- 19 Maathai's pretty _____ work
- 20 have a tendency to avoid _____



MP3 • 266 [21~25]

- 21 let the air _____ well
- 22 _____ rotating columns of air
- 23 some complex mathematical _____
- 24 be used as a cleaning _____
- 25 feature a special _____ structure



MP3 • 267 [26~30]

- 26 reduce the _____ of food
- 27 a sudden warm _____
- 28 _____ the resistance of human skin
- 29 maintain optimal _____ levels
- 30 _____ of 17th century

type B. [1~30] Listen the definition for each word and choose the correct word.



MP3 • 268 [1~15]

- 01 (A) nasal (B) olfactory (C) organic (D) fragrant
- 02 (A) rephrase (B) emphasize (C) hypothesize (D) energize
- 03 (A) emotive (B) pastoral (C) serene (D) ideal
- 04 (A) mundane (B) effective (C) frequent (D) exhaustive
- 05 (A) conductive (B) transferable (C) automatic (D) receivable
- 06 (A) atrocious (B) respective (C) aggressive (D) venomous
- 07 (A) substance (B) component (C) gland (D) intestine
- 08 (A) relative (B) underprivileged (C) inadequate (D) deficient
- 09 (A) submit (B) vindicate (C) realize (D) offset
- 10 (A) incorporate (B) exchange (C) inspect (D) retrieve
- 11 (A) meteorite (B) phenomenon (C) pathogen (D) comet
- 12 (A) gender (B) community (C) species (D) primate
- 13 (A) permit (B) confirmation (C) receipt (D) report
- 14 (A) affect (B) incite (C) incur (D) induce
- 15 (A) faze (B) swish (C) veer (D) grate

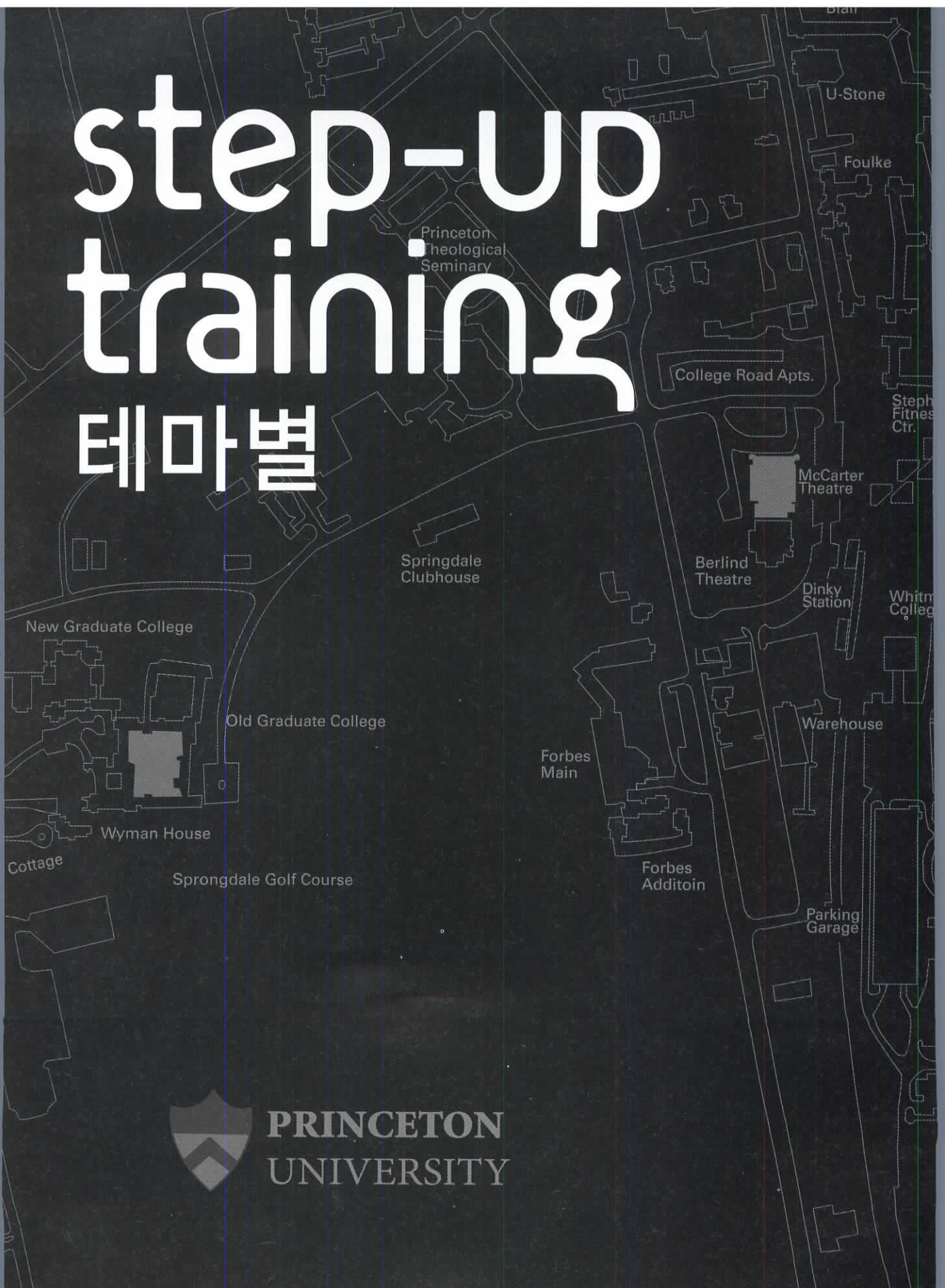


MP3 • 269 [16~20]

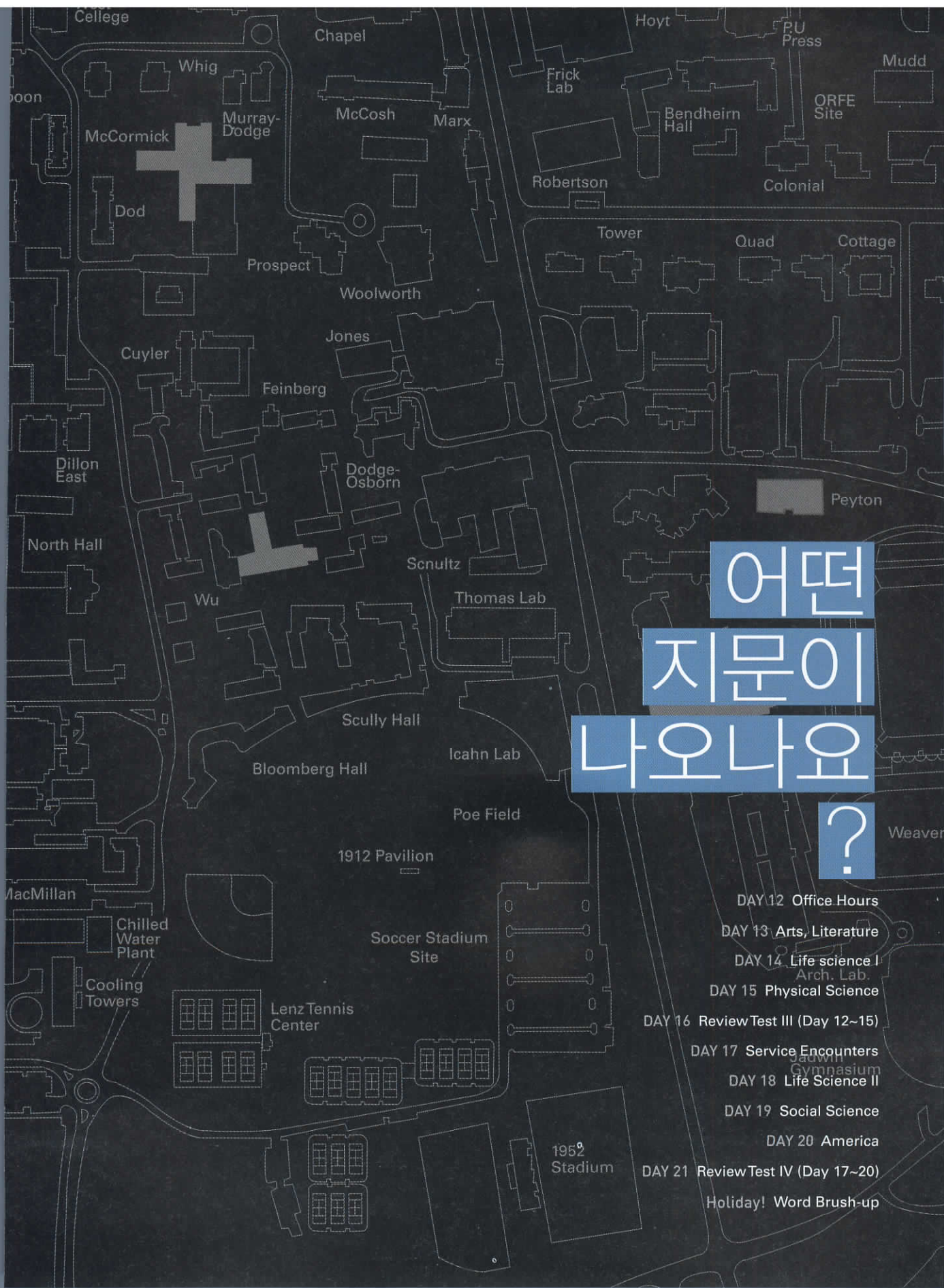
- 16 (A) fertilize (B) harvest (C) feed (D) diversify
- 17 (A) destructive (B) stifling (C) perpetual (D) pliable
- 18 (A) expertise (B) groundwork (C) impulsion (D) improvisation
- 19 (A) impart (B) fabricate (C) coin (D) direct
- 20 (A) irritate (B) debate (C) contempt (D) speculate
- 21 (A) soil (B) estate (C) terrain (D) boundary
- 22 (A) proponent (B) supervisor (C) commentator (D) participant
- 23 (A) useful (B) remedial (C) hospitable (D) appointed
- 24 (A) precede (B) facilitate (C) forewarn (D) imagine
- 25 (A) polluted (B) intriguing (C) hygienic (D) negligent
- 26 (A) indecency (B) commitment (C) brutality (D) provocation
- 27 (A) grateful (B) outrageous (C) passionate (D) needy
- 28 (A) bereavement (B) reception (C) legacy (D) leftover
- 29 (A) gala (B) amusement (C) demonstration (D) memorial
- 30 (A) descend (B) mobilize (C) orbit (D) vault

step-up training

테마별



PRINCETON
UNIVERSITY



어떤 지문이 나오나요?



- DAY 12 Office Hours
- DAY 13 Arts, Literature
- DAY 14 Life science I
Arch. Lab.
- DAY 15 Physical Science
- DAY 16 Review Test III (Day 12~15)
- DAY 17 Service Encounters
Gymnasium
- DAY 18 Life Science II
- DAY 19 Social Science
- DAY 20 America
- DAY 21 Review Test IV (Day 17~20)
- Holiday! Word Brush-up



DAY12

Office Hours

- CASE EXAMPLE - 예제
- ★ SMART SOLUTION - 테마별 보충 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기
- SMART SOURCE - 테마별 기출 토픽

speed keyword

Office Hours



단어 그대로 해석하면 교수의 근무 시간 중 학생이 교수와 개인적인 대화를 나눌 수 있는 면담 시간을 뜻하며, 대부분의 미국 대학들에서는 교수마다 office hours를 정해놓거나, 메일을 통하여 교수와의 면담 시간을 예약하도록 되어 있다. TOEFL에서는 학생이 여러 가지 학업 관련 주제에 대해 교수와 나누는 대화문을 가리키는데 대화의 주제는 크게 학업 내적인 부분과 학사 관리 연관 내용으로 나눌 수 있다. 미국 대학에서는 강의를 진행하는 교수뿐만 아니라 신입생의 상담을 맡는 지도 교수(advisor)가 따로 있어서 학업 전반이나 학사에 대해 상담하기도 하므로 이와 관련된 내용도 자주 등장한다.



학업Academics 관련 기출 토픽

과제물에 대한 조언 / 과제 제출 기한 연장 / 시험 관련 문의, 성적 문의 / 강의 내용 질문



과목 이수Course requirements 관련 기출 토픽

과목 선택에 대한 상담 / 진로 문제 상담 / 재정 지원 상담

CASE EXAMPLE



[1-5] Listen to part of a conversation between a student and a professor.

MP3 • 270

| Volume | Help | Ok | Next |



note
taking



1. Why does the student go to see his professor?
 - (A) To talk about yesterday's lecture
 - (B) To discuss his upcoming graduation
 - (C) To find out how to apply for a pharmaceutical internship
 - (D) To get advice about finding a job after college

2. Why is the student worried about his work experience?
 - (A) None of his jobs have been related to his major.
 - (B) He has had trouble working in the field of biology in the past.
 - (C) He has only worked in volunteer positions.
 - (D) The professor does not think his jobs were valuable.

3. What can be inferred about the student's plans for the spring semester?
 - (A) He hopes to do an internship with a pharmaceutical company.
 - (B) He is going to perform some field work for one of his classes.
 - (C) He intends to submit his application for graduate school.
 - (D) He will begin looking for employment opportunities.

Listen again to part of the conversation. Then answer the question.  MP3 • 271

4. Why does the student say this:
 - (A) To repeat something he stated earlier
 - (B) To show that he wants to discuss a complex issue
 - (C) To emphasize the seriousness of the problem
 - (D) To clarify something he just said

Listen again to part of the conversation. Then answer the question.  MP3 • 272

5. What can be inferred about the student?
 - (A) He is excited about going to graduate school.
 - (B) He is uncertain about the prospect of doing an internship.
 - (C) He doubts that he is qualified to do an internship.
 - (D) He is concerned that too many other students do internships.



SMART SOLUTION

note taking

Main Topic : advice on job-searching in pharmaceutical fields

Purpose

- asking for advice on job searching after grad



Problem

- want to work in phar. fields after grad, but no work experience



Solution

- positive about
① internship
② grad school

TIP 대화문의 경우 학생은 대부분 문제를 안고 교수와 상담하게 되므로 미리 위의 세 가지 박스(purpose, problem, solution)를 준비해 놓고 듣기를 시작해도 좋다.

CLUE FINDER

학생이 제약업계에 취업하기를 희망하지만 관련 분야의 현장 경험이 없어 고민이라고 하자, 교수가 이를 위한 해결책으로 인턴십과 대학원 진학이라는 두 가지 제안을 하고 있다.

...

Purpose: asking for advice on job searching after grad

Professor(female) OK. What can I do for you then?

Student(male) Um...it's about graduation. **Q4 No—I mean... let me start over.** Um, it just occurred to me the other day that...that I'm going to graduate in less than a year.

...

Professor **Q1 So...are you looking for advice about how to use your biology degree to find a job?**

Student Yeah, that's exactly what I'm wondering about.

...

Professor Right. That certainly is a popular field to get into these days. A lot of those pharmaceutical corporations are...hugely influential...in the world of medicine. And they're always looking for well-educated people to bring on board.

OK. **Q2 The next thing I'll ask is whether you have any specific work experience...either in pharmaceuticals or in a related field.**

Q1 대부분 지문 서두에 등장하는 "What can I do for you?"는 학생의 방문 이유에 대한 신호어가 되는 질문으로 이에 대한 대답에 1번 문제의 단서가 드러난다.

1번 Main Idea문제 출제

여기서는 학생이 다소 우회적인 표현을 사용하고 있으므로 이를 확인하는 교수의 말을 통해 방문 목적을 더 확실하게 알 수 있다.

Q4 "I mean..."과 같은 구어체 표현이 등장하는 부분에서 화자의 의도를 묻는 문제가 자주 출제된다.

4번 Function문제 출제

"I mean"은 앞선 내용을 보충 설명할 때 사용하는 표현이므로 '출업'이 왜 고민거리인지 좀 더 구체적으로 다시 설명하겠다는 의도임을 알 수 있다.

Q2 모든 conversation유형은 학생의 '문제'와 '해결책'을 중심으로 구성되므로 이 두 정보는 반드시 문제화 된다.

Problem: no work experience

Student Um, no...and that's one of the things I'm, uh, most concerned about. I mean...every job I've ever had is totally unrelated, uh...waiting tables, working in the university bookstore. Nothing I've done even comes close to the kind of position I hope to get after school.

Professor I see. But you know...that might not be as big a problem as you think it is. A lot of firms don't expect recent college graduates to have tons of experience. The quality of your education and your academic performance matter a lot...and I'd say you're doing pretty well in those categories.

But there are some things you can do to increase your odds. Um...one of the best is to do an internship.

Student Q5 [unsure] An internship? Don't students usually do those during the summer? It's September now, and I graduate next May.

Professor Well...you're right that summer internships are pretty popular. But there are plenty of organizations that offer them during the rest of the year too.

...

Solution: positive about internship

Student Q3 Actually, my schedule next semester should be pretty light, and that internship sounds like an excellent opportunity. Thanks for letting me know about it.

Professor Oh, of course. And don't forget...you can always apply for internships after you graduate as well. Some of them give stipends to participants...in case you're worried about money. I'll be more than happy to help you research your options if you'd like.

...

Answer 1 (D) 2 (A) 3 (A) 4 (D) 5 (B)

2번 Detail문제 출제

이 학생의 경우 제약업계에 일하고 싶어 하지만 관련 분야에서 일해본 경험이 전무하기 때문에 취업을 할 수 있을지 우려하고 있다.

Q5 [unsure]처럼 톤이 변화하는 부분에서 화자의 태도를 묻는 문제가 출제된다.

5번 Attitude문제 출제

교수가 관련 업계에서 제공하는 인턴십에 대해 언급했을 때 학생의 반응에 주목하자. 미심쩍어하는 어조와 시기적으로 적당치 않을 것 같다는 내용을 종합해 볼 때 교수의 제안이 실현될 수 있을지 확신하지 못하고 있음을 알 수 있다.

Q3 제안된 해결책 중에서 학생이 어떤 것을 선택하는가 하는 것 역시 핵심 정보 중 하나로 빈번히 문제해된다. 특히 앞으로 하게 될 행동일 경우 두 사람의 대화를 통해 유추해야 하는 경우가 많다.

3번 Inference문제 출제

다음 학기의 수업 일정이 비교적 여유롭고, 교수가 제안한 인턴십 자리가 좋은 기회가 될 것이라고 한 것으로 보아 학생이 불확기 중에 인턴십을 하게 되길 바라고 있다는 것을 유추할 수 있다.

PRACTICE TEST



CONVERSATION



MP3 • 273

passage 1. [1-5] Listen to part of a conversation between a student and a professor.



 note taking

1. What does the man need from his professor?
 - (A) A letter of reference for an employment opportunity
 - (B) Information on different cancer research institutes
 - (C) A recommendation for a field of study to enter
 - (D) Advice on applying for funding for his research

2. What does the professor imply about the man's career goals?
 - (A) He might change his mind about them later.
 - (B) They may be difficult to realize.
 - (C) It is likely he will be successful with them.
 - (D) He needs a more detailed plan to realize them.

3. Where does the man plan to work?
 - (A) In a federal institution
 - (B) On a grant review board
 - (C) At a local university
 - (D) With a medical company

4. What are two tips the professor gives the man about creating his grant proposal?
Click on 2 answers.
 - (A) Make sure its focus is not too broad.
 - (B) Write it for audiences with different levels of expertise.
 - (C) Do not let it distract you from your research.
 - (D) Make it as comprehensive and thorough as possible.

Listen again to part of the conversation. Then answer the question.  MP3 • 274

5. Why does the man say this:
 - (A) To ask the professor to elaborate on a point she just made
 - (B) To indicate he is more interested in the application itself than in choosing a grant
 - (C) To let the professor know that he has not decided on a career path yet
 - (D) To prove he has done a lot of research about which grants he is eligible for

PRACTICE TEST

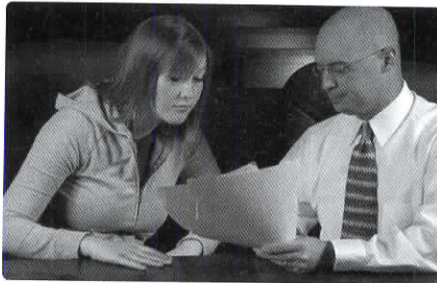


CONVERSATION



MP3 • 275

passage 2. [1-5] Listen to part of a conversation between a student and a professor.



 note taking

1. Why does the woman go to see her professor?
 - (A) To discuss a piece of literature she read for class
 - (B) To ask about the deadline for a writing assignment
 - (C) To hear suggestions on improving a creative writing piece
 - (D) To get advice on how to write a short story

2. What does the professor think about the narrator of the story?
 - (A) His voice should be more uniform.
 - (B) His actions should be explained in greater detail.
 - (C) The introduction to his character is unnecessary.
 - (D) He should be changed to a woman.

3. How did the writing about the setting differ from that about the character?
 - (A) The explanation of the character is more realistic.
 - (B) The writing about the character is less successful.
 - (C) The descriptions of the setting are more direct.
 - (D) The writing about the setting uses more imagery.

Listen again to part of the conversation. Then answer the question.  MP3-276

4. Why does the woman say this:
 - (A) To explain the reasoning behind her work
 - (B) To show that the professor has made a mistake
 - (C) To acknowledge a problem with her writing
 - (D) To suggest that the professor misunderstood her

Listen again to part of the conversation. Then answer the question.  MP3-277

5. What does the woman imply when she says this:
 - (A) She will make the change that the professor recommended.
 - (B) She prefers a different style of writing than the professor.
 - (C) She did not understand what the professor was saying at first.
 - (D) She will have to think further about the professor's advice.

PRACTICE TEST



CONVERSATION



MP3 • 278

passage 3. [1-5] Listen to a conversation between a student and a professor.



 note taking

1. Why does the student go to see her professor?
 - (A) To inquire about an extra-credit opportunity
 - (B) To discuss an upcoming lecture she will miss
 - (C) To apologize for neglecting an assignment
 - (D) To review the content of a lecture

2. What does the professor say about today's lecture on cultural transference?
 - (A) It was designed for students who had already read about the topic.
 - (B) It is one of the most difficult topics they will cover in class.
 - (C) It is closely related to the student's experience with her roommates.
 - (D) It was problematic for many other students in the class.

3. What does the student imply about her roommates?
 - (A) They demonstrate dialect accommodation.
 - (B) They have some questions about cultural transference.
 - (C) They have noticed changes in the way she speaks.
 - (D) They have trouble understanding her accent.

Listen again to part of the conversation. Then answer the question.  MP3 • 279

4. What can be inferred about the professor when he says this:
 - (A) He would prefer to help the student at another time.
 - (B) He is certain the student can understand the material without help.
 - (C) He hopes the student will try harder in class.
 - (D) He is reluctant to fulfill the student's request.

Listen again to part of the conversation. Then answer the question.  MP3 • 280

5. Why does the professor say this:
 - (A) To remind the student of something he mentioned earlier
 - (B) To criticize the student for failing to prepare for class
 - (C) To give the student an extra homework assignment
 - (D) To let the student know he has high expectations for her



* DICTATION



MP3-281

1. Listen to part of the practice test conversation again and fill in the blanks.

[중략]

Professor: In that case, you should visit the office of sponsored research at whatever institution you plan to be working with. They'll let you know about ¹⁾ _____ they have for the application process.

Student: Got it.

Professor: Oh, another thing to consider is what kind of grant is best for you. Even though you know you want to apply for an NIH grant, there're still a lot of options. Um, at this point in your career ²⁾ _____

Student: [interrupting] Right, I know. So when it comes time to actually apply, what sorts of things do I need to be thinking about?

Professor: You'll want to clearly define your project ³⁾ _____, _____, _____. I'm assuming you're not at this stage yet...?

Student: No...I'm really just ⁴⁾ _____. But I'm hoping to design my research project this semester, and I want to be thinking about this stuff as I develop my proposal.

Professor: That's a good idea. Well, after you've defined your plan, it's time to write the proposal. ⁵⁾ _____. The first people who review your proposal are going to make the decision about ⁶⁾ _____. Chances are, the primary reviewers aren't going to be familiar with your field. So you have to present your proposal in a way that'll ⁷⁾ _____ who don't really know anything about cancer research.

Student: I see. That sounds pretty difficult.

Professor: Yes, it can be. But you've also got to keep in mind that after the primary reviewers see your proposal, experts in your field will go over it. So, your proposal has to ⁸⁾ _____ too.

Student: You've given me a lot to think about. Are there any last pointers you have for me?

Professor: Um, well, above all, make sure ⁹⁾ _____. Don't try to cover too much ground. And leave out anything that's not absolutely essential. I can help you with that when you get to that point. For now, I'd recommend working on ¹⁰⁾ _____.

Student: Thanks. You've been really helpful.

정답은 해설집 113p



MP3 • 282

2. Listen to part of the practice test conversation again and fill in the blanks.

[중략]

Professor: Well, I ¹⁾ _____.
However, uh, as long as you took good notes during my lecture...um, once you go back and do the reading, you should be able to ²⁾ _____.

Student: OK, thanks, I'll do that. If I still have questions afterward, can I come see you again?

Professor: Sure. Now, make sure you also do next week's reading before you show up to class, OK? We'll be ³⁾ _____, and I'll need everyone to be caught up.

Student: OK, I definitely will. Um...what'll we be covering, if you don't mind my asking?

Professor: Next week's topic is dialect accommodation.

Student: Dialect accommodation...could you give me a little preview of what that is? It might help me prepare for class better.

Professor: Sure, OK. Dialect accommodation is what happens when...um, as we saw tonight, when a small group ⁴⁾ _____, it starts to ⁵⁾ _____. But in this case, we're talking about speech...a way of speaking, and that's called a dialect.

Student: [surprised] ⁶⁾ _____... I've been thinking a lot about dialects lately.

Professor: Really? Why's that?

Student: Well, um, I have two roommates in my dorm room. One's from New York City, and the other's from the Deep South...and, well, they both have these totally different and, uh, distinct accents. It's like nothing I've ever heard before...I mean, except on TV.

Professor: Ah, I see. That must be a very interesting experience... ⁷⁾ _____ like that all the time.

Student: Yeah, it really is. But the strange thing is, as the semester's gone on, um, I've noticed that their accents are changing. Like...each of my roommates has started saying ⁸⁾ _____ than like their original accent. You know... 'cause I don't really have an accent.

Professor: Very interesting. You know what? ⁹⁾ _____. You see...most students here speak with a fairly... sort of...standard accent, I guess you could call it. So, yeah, your roommates are both in the minority, and they're starting to trade in some of their native speech patterns to, to ¹⁰⁾ _____. That's pretty much what dialect accommodation is all about.

[중략]

정답은 해설집 117p

Academics 학업

1 Faculty 교수진

대학의 교수진은 직급으로 보면 단과대학의 행정적 우두머리인 대학장dean을 비롯하여 학과장director 이 있고 일반 교수professor, 부교수associate professor, 조교수assistant professor, 강사 lecturer 등으로 나뉜다. 또한 상담, 지도를 담당하는 지도교수advisor가 따로 있으며 특별히 학위 논문을 지도해 주는 교수는 thesis advisor / director라고 한다.

2 Assignment 과제물

‘과제물 관련’ 내용은 대화문에서 빈번하게 등장하는 토픽이다. 학생은 교수에게 과제물의 주제subject와 개요outline 잡기에 대한 의견을 묻기도 하고, 최종본을 제출하기hand in a final copy 전에 자신이 작성한 과제물의 초안rough draft을 가져와 수정revision 방향에 관한 조언을 구하기도 한다. 그러면 교수는 학생에게 과제 작성에 도움이 될만한 참고 자료reference를 알려주거나 조사research 방법에 대해 도움을 주게 된다. 이 때 자주 등장하는 교수의 조언 내용은 찾은 자료data / resources를 단순 나열하지 말고 반드시 자신의 생각대로 재구성하고 개인적인 의견을 덧붙이라는 것과, 인용 부분을 밝혀주라cite a reference는 것이다. 또 과제 작성에 도움을 구하는 내용 외에도 학생이 과제물의 제출 기한을 연장하기 위해to request an extension on a due date 교수실을 방문하기도 한다.



●과제물을 나타내는 표현: assignment(과제), report / paper(보고서), term paper(기말 보고서), research paper(연구 보고서), essay(에세이), thesis(논문), dissertation(학위 논문) 등으로 다양하다.

3 Class 수업

수업 중 이해하기 힘든 내용이나 질문사항이 있었을 경우 학생이 교수를 찾아와서 설명을 부탁하게 된다. 이 때 교수는 보충 설명detailed explanation을 해주기도 하고, 수업과 관련된 참고 자료reference를 추천해 주거나 읽기 과제reading assignment를 부과해 수업내용의 이해를 도운다. 이외에도 학생이 개인적인 이유로 강의를 빠져miss the class 강의 유인물handout이나 강의 자료를 요청하기 위해 들르는 경우가 있으며, 수강신청 취소drop a course / withdraw from a course를 의논하기 위해 방문하는 경우도 있다.

● **다양한 수업 방식:** 미국대학의 수업은 교수가 다수의 학생들 앞에서 학습 내용을 일방적으로 전달하는 강의lecture 형식뿐만 아니라 교수, 학생 간의 활발한 커뮤니케이션이 이뤄지는 토론 수업discussion, 보다 연구 중심의 워크숍workshop, 세미나seminar 등 다양한 방식을 취한다.

4 Test & Grade 시험과 성적

학생이 시험 관련 질문을 위해 교수 연구실을 방문하는 경우도 자주 등장한다. 보통 수업시간 중에 짧게 진행되는 퀴즈quiz나 중간고사midterm exam, 기말고사final exam의 주제나 범위를 물어보기도 하고 오픈북 시험open-book test[exam]이나 자택시험take-home test[exam]과 같은 시험 방식에 대해 질문하기도 한다. 만약 학생이 개인적인 사정으로 시험을 못 보게 된 경우에는 보충시험make-up test을 보거나 보고서report / paper로 대체하는 내용도 등장한다. 여기서 테스트 등을 통한 평가evaluation의 결과는 GPA(Grade Point Average)로 나타나는데 학생이 자신의 성적에 대해 납득하지 못할 때는 교수에게 성적 변경changing the grade을 요청하기도 한다.

● **학기term를 나타내는 표현:** 대부분의 미국 대학은 2학기제와 4학기제 중 하나를 취하고 있는데 2학기제는 semester로 표현하며 9월~12월(fall term), 1월~6월(spring term)로 구성되고 각 학기는 12주간 계속된다. 반면 4학기제는 quarter로 표현하며 10월, 1월, 4월, 7월에 시작하여 각각 10주간 계속된다. 여름학기summer session(7월~9월)를 통해서는 학생들이 학점credit을 미리 따거나 보충할 수 있다.

Course Requirements 과목 이수

5 Undergraduate / Graduate Studies 학부와 대학원

대학의 과정은 크게 학부와 대학원 과정으로 나뉘볼 수 있다. 학부는 4년으로 구성되고 4년 과정을 모두 이수할 경우 전공에 따라 인문계Humanities는 B.A.(Bachelor of Arts), 자연계Science는 B.S.(Bachelor of Science)의 학위degree가 주어진다. 대학원으로 진학하여 석사과정을 이수할 경우 역시 전공 계열에 따라 M.A.(Master of Arts)나 M.S.(Master of Science)가 주어지고 전공 분야에서 전문적인 연구를 진행할 경우 최종 학위로 박사학위Ph.D.(Doctor of Philosophy)가 주어진다.



● **학부의 학년을 부르는 표현:** 1학년은 freshman, 2학년은 sophomore, 3학년은 junior, 4학년은 senior로 부르며, 4학년이 되면 흔히 senior essay로 불리는 졸업 논문을 제출해야 한다.

6 Course Selection 과목 선택

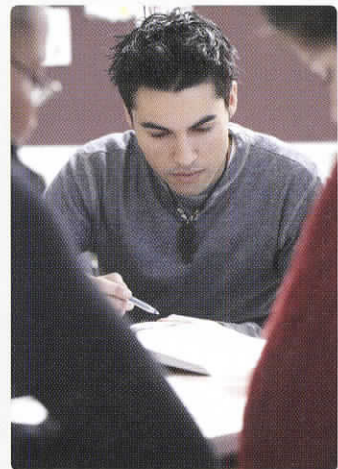
학생이 어떤 수업을 선택하는 것이 좋을지 상담하기 위해 교수를 방문하는 경우도 많다. 수강 과목은 교양 필수에 해당하는 core curriculum 혹은 general education, 전공으로 선택하기 위해 1, 2학년 때 미리 필수적으로 수강해야 하는 선수 과목prerequisite, 졸업에 필수적인 필수 과목requirement, 자신의 의사대로 선택할 수 있는 선택 과목elective 등이 있다. 교수는 수업의 난이도나 학생의 수준, 전공과의 연결성, 전공 학점으로 인정되는지count toward the major 등을 고려하여 필요한 조언을 해 준다.

●수강 승인서proof of approval: 일부 수업의 경우 학생의 중도 탈락을 최소화하기 위해 수강 신청을 하기 전에 강의 담당교수나 지도교수에게서 승인서를 받아오도록 한다.

7 Career Planning 진로

학생이 진로 상담career counseling을 위해 지도교수 advisor를 찾는 상황도 자주 등장한다. 보통 교수는 진로에 대해 대학원graduate school이나 전문대학원professional school 진학, 인턴십internship, 복수 전공double major, 교수진과의 프로젝트project with the faculty 참여, 교환학생exchange student 등의 몇 가지 대안을 주고 학생 스스로 여러 가지 가능성을 고려해 본 후 자신에게 가장 적합한 것을 선택할 수 있게 한다.

때로 학생은 교환학생exchange student이나 어학연수 language course abroad / language study abroad, 인턴십internship에 관한 구체적인 정보를 얻거나 그와 관련된 서류document가 필요하여 교수를 방문하기도 하는데 전반적인 정보general information를 얻기 위한 경우에는 교수가 지원절차나 자격 등을 알려주고, 서류와 관련된 사안일 경우 필요한 서류의 종류를 알려주거나 추천서a letter of reference / a letter of recommendation를 직접 써 주거나 작성된 커버레터cover letter, 자기소개서a letter of self-introduction, 이력서résumé 등을 검토해 주기도 한다.



8 Financial Aid / Assistance 재정 지원

대부분의 미국 대학은 다양한 재정 지원 프로그램financial aid program이 있기 때문에 학생이 장학금scholarship이나 보조금grant 같은 재정 지원을 받기 위해 교수의 연구실을 방문하는 경우도 잦다. 이 때 학생은 장학금이나 보조금에 대한 정보를 구하기도 하고 이를 위한 추천서a letter of reference / a letter of recommendation를 교수에게 요청하기도 한다. 학업 성과가 좋은 학생의 경우 교수가 지원application을 독려하고 추천해 주기 위해 직접 학생을 연구실로 부르는 경우도 있다. 실제 시험에 서는 장학금 지급 관련 내용이 등장할 때 학생이 단지 추천을 받은 상황인지 장학금 수혜가 결정된 상황인

지 정확하게 파악할 필요가 있다.

● **다양한 장학금**: 장학금 지급 상황은 대학마다 다양하지만 특히 박사과정 Ph. D. 학생에게는 학비 tuition, 의료비 health care, 주거비 housing를 포함한 생활비 living cost 등을 포괄하는 장학금 패키지 fellowship package나 전액 장학금 full funding이 지급되는 경우도 많다. 특히 보조금 grant은 연구비를 지원하는 것으로 이를 신청하기 위해서는 특정 분야를 연구하고 싶은 이유와 구체적인 연구 과제, 그리고 졸업 후의 계획을 포함한 학업계획서 statement of purpose를 제출해야 submit 한다. fellowship, grant, financial support 등도 장학금을 나타내는 표현들이며, 학생이 연구나 인턴십 등에 참여하여 보수로 받는 stipend도 구분해서 알아두자.



MP3 • 283

Theme Vocab

Faculty 교수진

dean (단과대) 학장
lecturer 강사
advisor 지도 교수

Assignment 과제

rough draft 초안
hand in a final copy 최종안을 제출하다
cite a reference 인용 부분을 밝히다
request an extension on a due date
제출일 연기를 요청하다
term paper 기말 보고서
dissertation 학위 논문
senior essay 학부 졸업 논문
miss the class 결석하다
drop a course / withdraw from a course
수강 철회하다

Test 시험

take-home test 자택시험
make-up test 보충시험

Courses & Career 과목과 진로

credit 학점
prerequisite 선수과목
requirement 필수과목
elective 선택과목
count toward the major 전공 학점으로 인정되다
proof of approval 수강 승인서
double major 복수전공
project with the faculty 교수진과의 프로젝트
exchange student 교환학생
a letter of reference / a letter of recommendation 추천서
cover letter 커버레터(주요 경력이 약화된 지원 서류)
résumé 이력서

Financial Aid / Assistance 재정 지원

scholarship, fellowship 장학금
stipend 연구비, 보수
grant 연구비 지원
tuition 학비
health care 의료비
housing 주거비
full funding 전액 장학금

DAY13

Arts, Literature

- CASE EXAMPLE - 예제
- ★ SMART SOLUTION - 테마별 보충 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기
- SMART SOURCE - 테마별 기출 도픽

speed keyword

Arts, Literature

대표적인 인문학(humanities) 분야인 각종 예술 및 문학 관련 내용은 TOEFL 강의의 중요한 테마 중 하나이다. 예술 분야에서는 단연 회화와 조각, 공예, 미술가를 포함한 조형예술 관련 테마의 출제 빈도가 가장 높으며, 음악, 영화 관련 테마도 자주 출제되는 편이다. 이외에도 무용, 사진, 건축 관련 강의와 미술사 관련 강의도 등장한 적이 있는데 미술사에서는 주로 고대 그리스·로마의 예술들이 자주 언급된다. 한편 문학 영역에서는 다양한 문학 작품과 작가를 소재로 한 강의가 주로 다루어진다.



미술Fine Arts 기출 토픽

고대 미술: 고대 벽화, 그리스 로마의 미술 작품과 특징 /
시대 사조별 미술 작품: 입체파의 피카소와 조르주 브라크, 다다이즘 /
회화 기법: 프레스코화



영화Movies와 사진Photo 기출 토픽

영화의 발달 과정 / 다양한 앵글 / 니켈로데온 / 은판 사진



음악Music 기출 토픽

시대 사조별 클래식 음악 / 피아노의 역사 / 재즈: 래그타임(ragtime)



무용Dance 기출 토픽

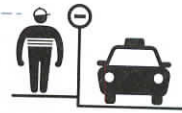
무용가인 이사도라 던컨 / 대표적 현대 무용가 마사 그레이엄



문학Literature 기출 토픽

시대 사조별 문학 작품 / 주요 영미 작가: 오스카 와일드 / 마크 트웨인

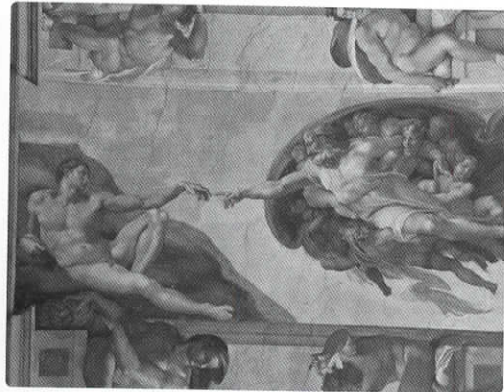
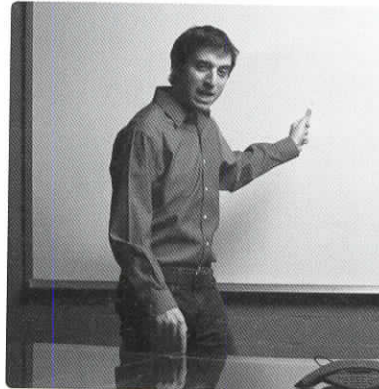
CASE EXAMPLE



[1-6] Listen to part of a lecture in an art class.

MP3 • 288

| Volume | Help | Ok | Next |



note
taking

form

1. What is the talk mainly about?
 - (A) The process of creating a *buon* fresco
 - (B) The influence of the artists of the Italian Renaissance
 - (C) Some of the advantages of fresco painting
 - (D) A type of Italian Renaissance painting

2. Why does the professor mention the Sistine Chapel?
- (A) To give an example of a fresco that is easily recognizable
 - (B) To suggest that frescoes were once the most popular kind of Italian art
 - (C) To introduce some background information about a master Renaissance painter
 - (D) To name some of the great works from the Italian Renaissance
3. Indicate whether each of the following is mentioned in the lecture as a feature of *buon* frescoes. Click in the correct box for each phrase.

	YES	NO
(A) Are painted on recently laid plaster that has not yet dried		
(B) Require a plaster surface that has been roughened		
(C) Can be repainted without too much trouble if a mistake is made		
(D) Can only be worked on in small sections at a time		
(E) Are better preserved than other types of Renaissance paintings		

4. According to the lecture, what are the main advantages of *mezzo* frescoes?
- (A) They represent colors accurately and are very durable.
 - (B) They absorb pigments quite well and can be corrected easily.
 - (C) They last for centuries and can be painted all at once.
 - (D) They did not require the use of sand or a binder.

Listen again to part of the lecture. Then answer the question.  MP3 • 289

5. What does the professor mean when he says this:
- (A) He thinks the students need a better explanation of the new term.
 - (B) He wants to discuss something else before moving on to *buon* frescoes.
 - (C) He does not want to talk about *buon* frescoes during the lecture.
 - (D) He realized he skipped important points about *buon* frescoes.

Listen again to part of the lecture. Then answer the question.  MP3 • 290

6. Why does the professor say this:
- (A) To warn the students that his Italian is poor
 - (B) To let the students know where frescoes originated
 - (C) To introduce the Italian meaning of the term
 - (D) To get help with the literal meaning of *a secco*

SMART SOLUTION



note taking

Main Topic : three different types of frescoes—*buon*, *a secco*, and *mezzo*

buon

- painted when the plaster still wet
- suck pigments right into it → hardened surface → very durable painting
- possible only in small areas
- hard to correct mistakes

a secco

- painted after the plaster completely dry
- rougher texture
- easier to fix mistakes
- not as durable as *buon* (flake off in humid)
- as finishing touch to *buon*

mezzo

- mixture of *buon* and *a secco*
- painted when the plaster was barely still wet
- absorb pigments more fully than *a secco*
- easier to correct than *buon*

CLUE FINDER

이탈리아 르네상스 시대 주요 회화 기법이었던 프레스코의 세 가지 종류—*buon*, *a secco* and *mezzo* frescoes—에 대해 소개하고 있다. 각각의 특징과 장단점을 파악하는 것이 문제 해결의 포인트.

Italian Renaissance painting: Frescoes

Professor (male)

OK, class...we've been talking a lot this week about Italian Renaissance painting. **Q1** But there's a type we haven't discussed yet, and it's one of the most important: frescoes. They're the paintings—often quite large—the ones done on the walls and ceilings of churches and government buildings.

Fresco화의 대표 예: Michelangelo's painting on the Sistine Chapel ceiling

Q2 I know everyone's familiar with Michelangelo's giant painting on the Sistine Chapel ceiling...that's a fresco. **Q1** Obviously, um, frescoes were a big part of Italian Renaissance painting, and I'm gonna tell you about a couple of different kinds.

So...let's start with the *buon* fresco—or "true fresco." **Q5** Oops, wait a second. Let me back up. We need to take a look at how frescoes were made first. Before painting on a fresco could start, the surface needed to be prepared. I'm talking about the wall, the ceiling...whatever...and the painter would put a plaster mixture on it. Do you have an idea what this is, plaster? It's a mixture of gypsum or lime, water, sand...maybe some fibers...

Q1 "I'm gonna tell you about~"은 강의에서 중점적으로 논의할 내용을 알려주는 중요한 신호 어구.

1번 Main Idea문제 출제

"a couple of different kinds"라고 한 것으로 미루어 보아 구체적인 프레스코화의 종류에 대해 이야기할 것임을 알 수 있다.

Q2 예시가 등장할 경우 이것이 전체 지문상에서 어떤 역할을 하고 있는지 생각하며 집중한다.

2번 Organization문제 출제

시스티나 대성당을 예로 제시한 것은 이 성당 천장에 가장 널리 알려진 프레스코화가 있기 때문이다. 학생들에게 이미 익숙한 예를 통해 생소한 '프레스코화'의 개념을 설명하려고 하고 있다.

Q5 강의 중간에 다른 이야기가 끼어들거나 내용을 반복하는 부분을 주의 깊게 듣는다.

5번 Function문제 출제

"Oops, wait a second.(이런, 잠깐 만요.)"를 통해 부온 프레스코에 대해 구체적으로 설명하기에 앞서 잠고 넘어가려는 사항이 있음을 알 수 있다.

Features of *buon fresco*

Where was I? Ah, the *buon fresco*. **Q3** So, *buon frescoes* were painted onto a smooth layer of plaster before it had a chance to dry. And because the plaster was still wet, it sucked the color pigments right into it. Then, when it dried, the pigments were trapped within the hardened surface...making a very durable painting. **Q3** *Buon frescoes* are the ones that've been best preserved since the time of the Renaissance.

Of course, this type of fresco had its, its disadvantages. **Q3** Since it had to be painted before the plaster dried, only small areas could be done at a time. These were called *giornata*, meaning "day's work." Um, each day, a layer of plaster was spread over the *giornata* and...um, and that was the area the painter worked on all day.

...

Features of a *secco fresco*

Now, there's a second type of fresco known as a *secco*. **Q6** Anyone here speak Italian? Um, *secco* means "dry," and that tells you a lot about this painting style. These frescoes were painted on that same mixture of plaster...but after it had completely dried. Typically, um, the plaster layer would be left rough—it wouldn't be smoothed down as much. And after it was dry, the painter would rub it with sand to roughen it up even more.

...

Features of *mezzo fresco*

OK, real quick, let me tell you about a third type of fresco—*mezzo fresco*. Basically, think of it as a mixture of *buon* and a *secco* frescoes...with a combination of the, the advantages and disadvantages of both. **Q4** Um, *mezzo frescoes* were painted when the plaster was just barely still wet, meaning the pigments were absorbed more fully than in a *secco* frescoes...but not as much as in *buon* frescoes. But the painter could correct mistakes in a *mezzo fresco* easier than in a *buon fresco*. Um, the *mezzo fresco* style became really popular at the end of the sixteenth century, after the Renaissance...but we'll be talking more about that era next week.

Q3 buon 프레스코의 특징이 나열되는 부분이다. 어떤 대상의 특징이 세 가지 이상으로 나열될 경우 detail이나 connecting contents 유형으로 문제 제화될 가능성이 높다. 나열되는 내용을 노트테이킹하는 것이 좋다.

3번 Connecting Contents 문제 출제

connecting contents 문제에서 정답은 대부분 paraphrasing 된다는 것을 기억하자. 지문에서 buon 프레스코의 특징으로 언급된 "before it had a chance to dry", "best preserved", "small areas could be done"이 3번 문제의 YES 항목에서 각각 "has not yet dried", "better preserved than other types", "be worked on in small sections"로 바뀌어 표현되었다.

Q6 "Anyone here speak Italian?"

처럼 교수가 강의 중 학생들에게 직접 던지는 질문은 다시 듣기로 자주 문제 확되는 부분이다. 질문에 대한 직접적인 답을 원하는 것이 아니므로 문자 그대로 질문을 해석하기보다는 숨겨진 의도를 파악하는 것이 포인트.

6번 Function 문제 출제

*secco*의 이탈리아어 뜻을 아는 것만으로도 이 프레스코화의 특징을 알 수 있기 때문에 교수는 바로 이 점을 지적하기 위해 질문을 던진 것이다.

Q4 메초 프레스코의 여러 특징들이 나열되는 부분.

4번 Detail 문제 출제

부운과 세코 프레스코의 방식을 함침으로 써 얻는 장점이 무엇인지 파악하는 것이 포인트이다.

Answer 1 (D) 2 (A) 3 YES → (A), (D), (E) / NO → (B), (C) 4 (B) 5 (B) 6 (C)

PRACTICE TEST

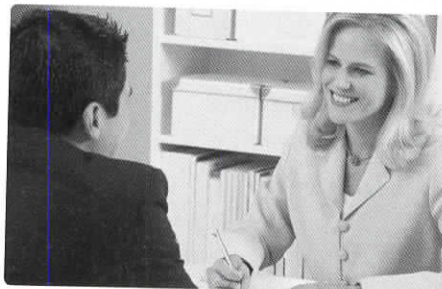


CONVERSATION



MP3 • 291

passage 1. [1-5] Listen to part of a conversation between a student and a professor.



 note taking

1. Why does the man go to see his professor?
 - (A) To complain about his grade on the last exam
 - (B) To request help with understanding some material
 - (C) To ask for a textbook that will help him learn more
 - (D) To apologize for missing so many classes last month

2. What are two functions of low-angle shots mentioned by the professor?
Click on 2 answers.
 - (A) Showing the vulnerability of a character
 - (B) Causing the audience to feel fear about what they are seeing
 - (C) Displaying action to the audience panoramically
 - (D) Establishing that a character possesses power

3. Why will the professor e-mail the man later?
 - (A) To let him know when her office hours are
 - (B) To suggest some materials he can view outside of class
 - (C) To provide him with notes from the lectures he missed
 - (D) To tell him about an assignment she gave students in the last class

Listen again to part of the conversation. Then answer the question.  MP3 • 292

4. What does the professor imply when she says this:
 - (A) Many students could not follow her lecture on the different types of camerawork.
 - (B) The man should have no problem learning the purpose of different camera angles.
 - (C) The man is fortunate to have already seen examples of the camerawork in class.
 - (D) It will be difficult for the man to understand camera angles without seeing the clips.

Listen again to part of the conversation. Then answer the question.  MP3 • 293

5. Why does the man say this:
 - (A) To raise questions about what he recently learned from the professor
 - (B) To explain that he is unfamiliar with the terms the professor is using
 - (C) To indicate uncertainty about what the professor said
 - (D) To make sure he has grasped the professor's point

PRACTICE TEST



LECTURE




MP3 • 294

passage 2. [1-6] Listen to part of a talk in a music class.



Pianoforte

 note taking

1. What is the talk mainly about?
 - (A) Eighteenth-century composers who wrote music for the piano
 - (B) The differences between the piano and the harpsichord
 - (C) The popularity of stringed keyboard instruments during the eighteenth century
 - (D) The invention and development of the early piano

2. What does the professor say about the harpsichord and the clavichord?
- (A) They changed Western music more than any other instrument.
 - (B) They were less versatile than the piano but more popular.
 - (C) They were early stringed keyboard instruments replaced by the piano.
 - (D) They often accompanied groups of musicians playing other instruments.
3. According to the professor how did Cristofori's piano differ from modern pianos?
Click on 2 answers.
- (A) It was not movable.
 - (B) It used strings that were narrower.
 - (C) It produced louder sounds.
 - (D) It had a more fragile body.
4. Why does the professor mention Johann Sebastian Bach?
- (A) To demonstrate the influence of the piano
 - (B) To explain the limitations of the harpsichord
 - (C) To give an example of an early proponent of the piano
 - (D) To emphasize that the piano was not popular at first
5. Indicate which of the following are mentioned in the talk as later improvements on Cristofori's piano design. Click in the correct box for each phrase.

	YES	NO
(A) Expansion of the keyboard to include seven or more octaves		
(B) The introduction of special wooden hammers		
(C) The introduction of foot pedals for special effects		
(D) The replacement of wooden hammers with metal mallets		
(E) The production of the Viennese model by German and Austrian companies		

Listen again to part of the talk. Then answer the question.  MP3 • 295

6. Why does the professor say this:
- (A) To give the students a hint that will help them figure out the answer
 - (B) To ask the students if they know the full name of the piano
 - (C) To provide an answer to the student's question
 - (D) To find out what the students already know about the piano

PRACTICE TEST

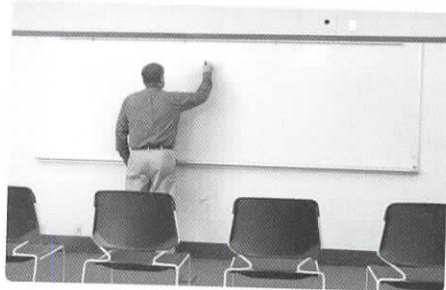


LECTURE



passage 3. [1-6] Listen to part of a lecture in a literature class.

MP3 • 296



Oscar Wilde

 note taking

1. What is the lecture mainly about?
 - (A) Details about the life and work of Oscar Wilde
 - (B) Oscar Wilde's influence on other writers of the time
 - (C) The work of Oscar Wilde to support gay rights
 - (D) The writing style of Oscar Wilde's essays

2. What are two ways in which Wilde was involved with aestheticism?

Click on 2 answers.


- ☐ A He wrote about it in some of his plays.
- ☐ B He authored essays on the subject.
- ☐ C He spoke about it in different countries.
- ☐ D He created art using peacock feathers.

3. How does the professor explain Wilde's most famous work?

- ☐ A By providing historical background for the story
- ☐ B By going over the key characters
- ☐ C By describing how it was based on his real life
- ☐ D By contrasting it with other things he wrote

4. In the lecture, the professor describes Oscar Wilde's career. Indicate whether each of the following belongs to his career. Click in the correct box for each phrase.

	YES	NO
<input type="radio"/> A A playwright who criticized social values		
<input type="radio"/> B An honored novelist of his time		
<input type="radio"/> C A president of a university in London		
<input type="radio"/> D A celebrity famed for his personality and humor		

Listen again to part of the lecture. Then answer the question.  MP3 • 297

5. What does the professor mean when he says this:

- ☐ A He does not think it is necessary to define the term.
- ☐ B He does not want to discuss aestheticism further.
- ☐ C He thinks the idea of aestheticism requires more explanation.
- ☐ D He wants to give the students a homework assignment.

Listen again to part of the lecture. Then answer the question.  MP3 • 298

6. What can be inferred about the professor?

- ☐ A He disagrees with the law that Wilde was subjected to.
- ☐ B He enjoys Wilde's writing but disapproves of his private life.
- ☐ C He is uncomfortable discussing this subject with the class.
- ☐ D He is uncertain what happened to Wilde at the end of his life.



* DICTATION



MP3 • 299

Listen to part of the music talk again and fill in the blanks.

[중략]

Professor: So let me talk a little about how all this came about. An instrument designer by the name of Bartolomeo Cristofori, who lived in Italy...um, ¹⁾ _____
_____...sometime just after 1700, but it's important to understand this was a bit different than what we would recognize as a piano today. Actually, it really resembled the harpsichord more than the modern piano. Um, its body was small and rather delicate, its strings were thinner, and it was somewhat quiet compared to today's pianos...although it still ²⁾ _____
_____ over the harpsichord. Another fact to keep in mind is that Cristofori's piano wasn't well received at first.

Student A: Wait...but didn't you say it ³⁾ _____
on the harpsichord? Why didn't people like it?

Professor: It was a little rough. Um...like, some notes were always softer than others, ⁴⁾ _____
_____. Johann Sebastian Bach was actually one of the first musicians to try out the piano, and he wasn't impressed with it.

But, you see, as the eighteenth century went on, other instrument makers ⁵⁾ _____
_____ Cristofori's design...getting all the bugs out of it. In particular, there were some German and Austrian companies that began producing pianos more like what we see today—a large, sturdy body, with ⁶⁾ _____
_____ when they were struck. They created the so-called Viennese model, which is what Mozart wrote all his piano pieces on. I mean...this is when the piano really ⁷⁾ _____
_____. Composers realized it allowed them to express so much emotion...by playing at different volumes as well as through special effects made possible by using foot pedals. And its full sound meant it could be played for audiences in large concert halls...and ⁸⁾ _____
_____ playing other instruments too.

Student B: So is this Viennese model the same piano we usually see today?

Professor: Not quite. There were still a lot of ⁹⁾ _____
the 1800s. Um, that's when English and American builders began introducing popular piano designs. Also, you started to see expanded keyboards, ones that ¹⁰⁾ _____
_____ the, the older models with just five.

[중략]

정답은 해설집 125p



Professor: Class, last time we went over the life and work of William Butler Yeats, remember? Well, today we're gonna continue our study of nineteenth-century, um, Irish poet-dramatists, with a discussion of Oscar Wilde. Is everyone ready to begin? I suppose I should start off by letting you know that, um, as well-known as Oscar Wilde was for his...his literature, he was ¹⁾ _____ and his celebrity. I mean, he was...he was ²⁾ _____...someone lots of people had heard of. It's almost as though Wilde became famous for being famous! OK. Well, Wilde first started to develop his, um, reputation while he was studying at universities in Ireland and England. He, uh, ³⁾ _____, like decorating his room with peacock feathers...and dressing in flamboyant costumes. What you have to understand is this: Oscar Wilde was involved in a movement known as aestheticism. Aestheticism—it basically promoted the idea of "art for art's sake." I know some of you must be wondering, "Well, what's that mean?" It's a slogan for people who believe that art doesn't need to have some kind of ⁴⁾ _____—the only reason it needs to exist is to be beautiful; to be art.

This movement was ⁵⁾ _____, and Wilde became a kind of, um, spokesperson for it. In 1879, he began teaching aestheticism in London, and in the 1890s he toured the United States and Canada too, giving lectures related to the movement. And he put out a series of essays that expanded on his beliefs about aestheticism. At the same time, though, he was starting to make it big as a playwright. Um...he ⁶⁾ _____ that became very popular: *Lady Windermere's Fan*, *A Woman of No Importance*, um...*An Ideal Husband*, and *The Importance of Being Earnest*.

All of these plays were successful, but *The Importance of Being Earnest* is ⁷⁾ _____. Let me tell you a little bit about the story of the play before I go on to discuss, um, how it fits into Wilde's life and career. The main character's name is Jack Worthing. He basically represents the society that Wilde lived in, and its Victorian values...things like ⁸⁾ _____. Wilde represents Victorian morality as hypocritical, um, by making Jack into a very hypocritical character. Jack ⁹⁾ _____ by creating himself an alter-ego...so he is free to ¹⁰⁾ _____ his, um, his reputation.

[중략]

정답은 해설집 127p

Fine Arts 미술

1 Fresco painting 프레스코화

프레스코는 회화기법 중의 하나로, 프레스코 벽화로 많이 알려져 있다. 이는 벽에 회반죽plaster을 바르고 안료pigment 가루를 물에 개어서 그리는 것을 가리킨다. 프레스코에는 부온 프레스코(습식 프레스코)buon fresco, 세코 프레스코(건식 프레스코)a secco fresco, 메초 프레스코mezzo fresco 등의 세가지 기법이 있다. 회반죽 벽이 마르기 전에 그리는 것을 부온 프레스코, 회반죽이 다 마른 후에 그리는 것을 세코 프레스코라고 하며 두 가지 기법을 혼합한 방식이 바로 메초 프레스코이다. 유명한 프레스코 작품으로는 미켈란젤로가 로마 바티칸의 시스틴 성당Sistine Chapel 천장에 그린 <천지창조God creates Adam>가 있다.



2 Cubism 입체파 / 입체주의 / 큐비즘

입체파는 20세기 초기에 프랑스에서 활동한 유파로 파블로 피카소(Pablo Picasso)와 조르주 브라크(Georges Braque)에 의해 창시되었다. 자연의 여러 형태를 기본적인 기하학적 형상으로 분해하여 2차원 평면으로 재구성한 것이 특징이다. 입체파는 후기 미술과 디자인, 건축 등에 많은 영향을 끼쳤다.

● 파블로 피카소

피카소는 회화, 조각, 석판, 도기 등 모든 미술의 영역에서 활동하며 20세기 현대미술의 발전에 크게 기여했다. 피카소의 작품은 크게 초기시대, 청색시대Blue Period, 도색시대(장미빛시대)Rose Period, 입체파Cubism, 고전주의Classicism, 초현실주의Surrealism로 나눌 수 있다. 특히 브라크와 함께 입체파를 대표하며 20세기 최대의 거장이 되었다. 대표작으로는 입체파의 시대를 연 작품인 <아비뇰의 처녀들>과 <게르니카>가 있다.

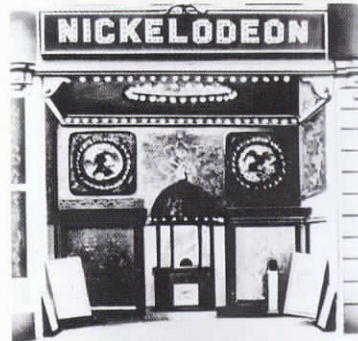
● 조르주 브라크

피카소와 함께 입체파를 창시하고 발전시킨 작가로 20세기 미술에 결정적인 역할을 했다. 초기에는 야수파fauvisme 화가였지만 1907년 피카소의 <아비뇰의 처녀들>을 보고 충격을 받은 이후 피카소와 함께 입체파를 창시하고 큐비즘을 분석적 큐비즘analytic cubism에서 종합적 큐비즘synthetic cubism으로 전개했다. 대표작으로는 <기타를 든 남자>, <바이올린과 주전자>, <에스타크의 집> 등이 있다.



3 Nickelodeon 니켈로데온

니켈로데온은 5센트짜리 극장이라는 뜻으로 20세기 초기의 작은 동네 영화관을 말한다. 1905년 Harry Davis와 John P. Harris가 피츠버그에서 '니켈로데온'이라는 이름으로 입장료 5센트에 계속 영화가 상영되는 영화관을 열었는데 이것이 성공하여 니켈로데온이 극장을 나타내는 말이 되었다. 니켈로데온은 보통 15분에서 20분 정도의 길이로 된 다양한 스타일과 주제의 영화를 상영했는데, 도시들이 커지고 극장업계가 통합됨에 따라 더 크고 편한 극장들이 만들어지면서 쇠퇴하게 되었다.



4 Angle 앵글 (카메라 각도)

영화에서 앵글은 카메라로 대상을 촬영할 때 유지하는 각도를 말하는데 보통 5가지 앵글로 나눈다.

앵글	정의	주요 용도	예
아이 레벨 eye level	피사체의 눈 높이와 카메라 렌즈의 높이가 동일	피사체에 대한 가장 정확한 시각이며, 일상적인 상황이나 장면 해설에 이용	
하이 앵글 high angle	피사체보다 높은 카메라 위치에서 관객들의 시선을 아래로 향하게 함	일련의 장면들을 지배하게 되는 느낌으로, 피사체가 위험에 처해 있거나 무력한 상태임을 암시함	
로우 앵글 low angle	피사체를 크게 부각시키고 움직임을 가속화시킴	피사체의 중요성을 상승시킴으로써 공포감, 경외심, 존경심을 표현해서 선전영화나 영웅영화에서 많이 사용	
사각 앵글 oblique angle	카메라를 한쪽으로 기울여지게 하여 촬영	심리적 긴장이나 변화, 움직임을 표현해서 폭력이나 혼란한 장면 등에 사용	
버즈 아이 뷰 bird's eye view	새가 하늘에서 보는 시각과 같이 극단적인 하이 앵글을 말함	전능한 신과 같이 장면 위를 날아다니며 보여주며 대담하고 무모한 표현력을 지님	

Music 음악

5 The history of Piano 피아노의 역사

● 하프시코드 Harpsichord or 쳄발로 Cembalo



피아노의 전신으로 격철로 현을 뜯어 소리를 내는 건반 악기의 일종이다. 16~18세기에 발달되어 유럽의 가장 중요한 악기 중의 하나였지만 소리의 강약을 조절할 수 있는 피아노가 개발되고 대중화되면서 맥이 끊겼다.

● 클라비코드 Clavichord



피아노를 발명하기 전까지 하프시코드와 함께 사용되었던 악기로 건반을 누르면 끝에 있는 작은 금속 조각이 현을 때려 소리가 난다.

● 피아노 Piano



대표적인 건반악기 keyboard instrument인 피아노는 피아노포르테 pianoforte의 준말인데 이는 강약을 표현할 수 있다는 데서 유래된 것이다. 큰 공명 상자에 85개 이상의 금속 현 string을 치고 이와 연결된 건반을 누르면 나무로 된 작은 망치 wooden hammer가 현을 때려서 소리를 내는 원리로 18세기 초 크리스토포리(Cristofori)가 발명했다.

• 건반현악기: 피아노, 하프시코드, 클라비코드 모두 건반악기 keyboard instrument에 속하지만 음을 내는 데 현도 사용되기 때문에 건반현악기 stringed keyboard instrument라고도 한다.

Literature 문학

6 Epic of Gilgamesh 길가메시 서사시

세계에서 가장 오래된 바빌로니아의 서사시로 12개의 점토판 clay tablet에 췌기문자 cuneiform로 씌어져 있다. <길가메시 서사시>는 길가메시에 관한 이야기인데 그는 도시국가 우르크를 다스린 전설적인 왕으로 3분의 2는 신, 3분의 1은 인간이었다. 서사시 안에는 인간의 운명에 항거하는 투쟁과 사랑, 모험의 이야기가 펼쳐지며 여러 이야기 중 '대홍수' 이야기는 창세기의 '노아의 방주 Noah's ark' 이야기와 비슷해서 유명하다.



7 Oscar Wilde 오스카 와일드



아일랜드의 극작가, 소설가, 시인, 단편 작가로 후기 빅토리아 시대 가장 성공한 극작가playwright로 알려져 있다. 그는 또한 유미주의aestheticism의 대표 작가로서 뛰어난 재기와 화려한 행동으로 주목을 끌었으며 좌담과 강연에도 능했다. 그러나 동성애적 성벽으로 인해 재판을 받게된 '퀸즈베리 사건'을 계기로 작가로서 몰락하게 되었다. 결국 재판에서 패소하여 2년의 실형을 치른 뒤 영국에서 도망하여 파리에서 비참한 생을 마쳤다.

8 Evelyn Waugh 이블린 워



영국의 작가로 <쇠퇴와 타락Decline and Fall>, <사악한 육신Vile Bodies>, <한줌의 먼지A Handful of Dust> 등의 풍자소설satirical novels로 유명하다. 그의 소설은 대부분 직접 경험한 것을 바탕으로 씌어졌는데, 그는 초기에 주로 부유한 상류층을 신랄하게 풍자하는 데 주력했으나 후기에는 인간의 부조리에 대한 풍자적 시각을 유지하면서 현대 세계에서 가톨릭의 의미를 진지하게 탐구하였다.

9 Mark Twain 마크 트웨인

마크 트웨인의 본명은 새뮤얼 랭혼 클레멘스(Samuel Langhorne Clemens)이지만 마크 트웨인이라는 필명pen name으로 더 유명한 미국 소설가이다. 그는 플로리다에서 태어나 4살 때 미시시피 강변의 소도시로 이사를 갔는데 이 미시시피강 주변의 자연은 그의 유년기에 깊은 인상을 남겨 후일 작가 형성에 큰 영향을 주었다. 그의 걸작인 <톰소여의 모험Adventures of Tom Sawyer>, <미시시피 강의 생활Life on the Mississippi>, <허클베리 핀의 모험Adventures of Huckleberry Finn>은 미국적이고 자유로운 영혼에 대한 찬가라고 할 수 있으며, 사회 풍자가Satirist로서 <아서 왕궁의 코네티컷 양키A Connecticut Yankee in King Arthur's Court>와 <왕자와 거지The Prince and the Pauper>등도 썼다. 마크 트웨인은 다른 어떤 미국 작가보다도 적극적으로 문학의 힘을 발견했고, 미국적 장면과 영어의 가능성을 발견한 작가이다. 헤밍웨이(Ernest Hemingway)는 "모든 미국 문학은 <허클베리 핀의 모험>에서 시작되었다"고 칭송했다.



10 Paleolithic Art 구석기 시대 미술

다양한 동굴 벽화cave paintings와 빌렌도르프의 비너스 석상Venus of Willendorf이 남아 있다. 동굴 벽화들은 주로 들소나 사슴 등의 동물을 묘사했는데, 이 그림들은 사냥에서 짐승들을 쉽게 잡을 수 있기를 기원하는 주술의 목적으로 그린 것으로 추정된다.

●라스코 동굴The Cave of Lascaux

프랑스 도르도뉴 지방의 라스코 동굴에서 발견된 이 벽화는 기원전 15,000~10,000년 전에 그려진 것으로 추정하고 있다. 라스코 동굴벽화는 동굴 깊숙한 벽면에 말, 소, 사슴 등 여러 동물들이 무리 지어 그려져 있어서 미적 관상용 그림이 아니라 주술적, 제의적, 종교적 기능을 한다는 것을 알 수 있다. 벽화 속의 동물들은 살아 있는 듯 힘차고 생생하게 그려져 있다.



●알타미라 동굴The Cave of Altamira

알타미라 동굴은 스페인 북부에 있는 동굴로 길이가 270m인데 이곳에서 소와 사슴, 말, 돼지 등의 여러 동물들이 바위의 울퉁불퉁한 느낌을 이용하여 현실감 있게 묘사되어 있으며 풍요와 다산을 기원하는 주술적인 내용으로 구석기시대 회화의 최고 수준을 보여 준다.



●빌렌도르프의 비너스Venus of Willendorf



빌렌도르프의 비너스는 오스트리아 빌렌도르프에서 발견된 석회암limestone으로 만들어진 높이 11cm의 조각상statuette이다. 이 여인상은 머리는 세밀하게 조각되었으나 얼굴의 윤곽은 무시되어 있고, 젖가슴과 배, 엉덩이는 풍만하지만 팔과 발은 빈약하여 비례proportion가 맞지 않는 형상인데, 이로 미루어 볼 때 풍요와 다산을 기원하는 주술적 부적이었을 가능성이 크다.

11 Architecture of Ancient Greece 고대 그리스 건축 양식

●도리아 양식Doric Style

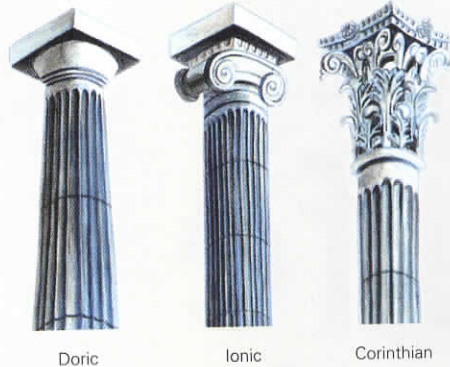
이오니아 건축과 코린트 건축 등 세 건축 양식 중에서 가장 오래된 것으로 간결함과 웅장함을 특징으로 하는 건축 양식이다.

● 이오니아 양식Ionic Style

오리엔트 세계의 영향을 받아서 여성적인 경쾌함과 우아함을 특징으로 하며 기둥column이 높고 가늘며 세부에 걸쳐 조각 장식이 많이 있어서 남성적인 도리스 양식과는 크게 대조를 이룬다.

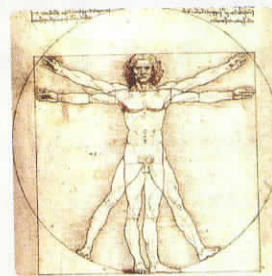
● 코린트 양식Corinthian Style

도리스, 이오니아 양식보다 발생이 늦으며 아름다운 아칸서스 잎Acanthus leaves을 묶은 듯한 모양의 주두가 특징이다. 전반적으로 이오니아식과 비슷하지만 더 화려하다.



12Renaissance Art 르네상스 예술

르네상스Renaissance란 '재생'이나 '부활'이란 뜻으로, 르네상스 미술은 15세기에서 16세기에 유럽 전역에서 회화나 조각sculpture 등에 일어난 혁신적인 변화를 말한다. 이 르네상스 미술은 15세기 초 이탈리아 피렌체를 중심으로 시작되었으며 인간성의 부활, 자연의 재발견, 개성의 해방 등을 표방했고 대표적인 작가로는 보티첼리(Botticelli), 레오나르도 다빈치(Leonardo da Vinci), 라파엘로(Raffaello), 미켈란젤로(Michelangelo) 등이 있다. 이 시대부터 회화에서는 원근법perspective을 사용하기 시작했고 과학적인 방법으로 인간의 신체에 대한 연구가 활발하게 진행된 것도 큰 특징으로 볼 수 있다.



Theme Vocab



MP3 • 301

Fine Arts / 미술

painting 회화

sculpture 조각

pigment 안료

Cubism 입체파

cave paintings 동굴 벽화

style 양식

Film / 영화

perspective 원근법

proportion 비례

oblique angle 사각 앵글

Music 음악

string 현

stringed keyboard instrument 건반현악기

Literature 문학

epic 서사시

clay tablet 점토판

cuneiform 쐼기문자, 설형문자

aestheticism 유태주의

playwright 극작가

satirical novels 풍자소설

pen name 필명

DAY14

Life Science+

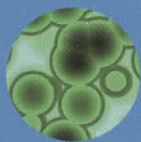
- CASE EXAMPLE - 예제
- ★ SMART SOLUTION - 테마별 보충 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기
- SMART SOURCE - 테마별 기출 토픽

speed
keyword

Life Science I



자연 속에 존재하는 다양한 생명체에 대해 연구하는 생명과학 분야는 다루는 대상에 따라 식물학, 동물학, 곤충학, 조류학, 해양생물학, 미생물학 등으로 세분화되고 고생물의 화석을 연구하는 고생물학 일부와 생물의 계통과 분류에 초점을 맞춘 분류학(taxonomy) 역시 생명과학의 범주 내에서 연구된다.



생물학 일반 General Biology 기출 토픽

생태계의 물질 순환 / 동물과 식물 세포의 구성



식물학 Botany 기출 토픽

수분을 통한 식물의 생식 / 광합성을 통한 물질대사 / 식물의 굴성 / 식충식물: 파리지옥



동물학 Zoology 기출 토픽

동면 / 공생 / 변온동물과 정온동물 / 사막 동물의 특징과 생태 / 철새의 이동 방식



곤충학 Entomology 기출 토픽

꿀벌의 8자춤 / 곤충의 보호색: 나방 / 개미 사회의 계급 / 곤충의 변태



고생물학 Paleontology 기출 토픽

지질 시대별 특징: 홍적세 / 공룡의 멸종 이유 / 고대 화석: 꽃화석

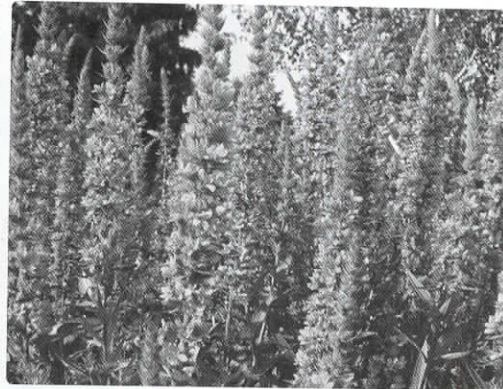
CASE EXAMPLE



[1-6] Listen to part of a discussion in a botany class.

MP3 - 306

| Volume | Help | Ok | Next |



note
taking

1. What is the discussion mainly about?
 - (A) Two opposing views on the value of exotic species
 - (B) A comparison of native and invasive species
 - (C) How to choose the best species for a given environment
 - (D) Attempts made to control the spread of introduced species

2. What are two examples of the way that introduced species can disrupt an environment? Click on 2 answers.
- (A) By altering the natural flow of water in wetlands
 - (B) By providing food for species of agricultural parasites
 - (C) By growing quickly and killing off native species
 - (D) By spreading non-native diseases among native species
3. In the lecture, the professor mentions some introduced species that are beneficial to humans. Indicate whether each of the following is a beneficial introduced species. Click in the correct box for each phrase.

	YES	NO
(A) Purple loosestrife		
(B) Tomatoes		
(C) Sawgrass		
(D) Southeast Asian wheat		
(E) Swamp rose mallow		

4. Why does the professor discuss the economic role of crops in Florida?
- (A) To argue against the eradication of introduced species
 - (B) To explain how species can be introduced naturally
 - (C) To show that some regions are more vulnerable to introduced species
 - (D) To describe the risks of allowing introduced species to spread

Listen again to part of the discussion. Then answer the question.  MP3-307

5. Why does the professor say this:
- (A) To express dissatisfaction with the student's comment
 - (B) To give students an idea of what he will discuss next
 - (C) To ask students to debate an issue with him
 - (D) To request that the student elaborate on her comment

Listen again to part of the discussion. Then answer the question.  MP3-308

6. What can be inferred about the professor?
- (A) He is sure the students are already aware of this fact.
 - (B) He is very confident about the figure.
 - (C) He wants to make sure the students write down the information.
 - (D) He finds the figure he is relating to be amazing.

SMART SOLUTION



note taking

Main Topic : pros and cons of introduced species(exotic plants)

cons

- reduce biodiversity by killing off native plants
- destroying an ecosystem
e.g. purple loosestrife(change water flow)



pros

- food supply
e.g. corn, wheat, rice
- natural process
- economic role
e.g. tomato, citrus in Florida

CLUE FINDER 식물 외래종에 대한 강의로, 생태계 파괴의 원인이 되기 때문에 없애야 한다는 입장과 식물 공급과 경제적 부가 가치 창출이라는 긍정적인 면 때문에 박멸에 반대한다는 상반된 입장을 소개하고 있다.

Native species vs. Introduced species

Professor (male)

Q1 Class, I thought we'd, uh, spend some time today going over the issue of native versus introduced—or exotic—plants.

It's been a debate in the world of biology, and a lot of questions have been raised—how should we feel about introduced species? Is it better to plant only native species?

...

Disadvantages of introduced species

Professor

Getting back to your comment...it's true that introduced species have a bad reputation. **Q5** Since you brought it up, we may as well start off by discussing this side of the debate—the side that says native plants are best and introduced species are bad and should be, um, eliminated. It's a logical position when you consider that introduced species can upset entire ecosystems, interfere with agriculture, and—as you said—reduce biodiversity by killing off native plants.

...

Student B (male)

Oh...now I understand. **Q2** So introduced species essentially take over and end up replacing native populations that just can't compete with them.

Q1 "We'd spend some time today going over~"는 강의 주제를 알리는 대표적인 신호어로 다음에 어떤 토픽이 다뤄지게 될지 체크한다.

1번 Main Idea문제 출제

native species와 exotic species를 단순 비교하는 것이 아니므로 (B)는 오답임에 유의. 단순히 외래종과 토착종을 비교하는 것이 아니라 외래종은 모두 제거해야 한다는 것에 대한 찬반 양론을 소개하고 있다.

Q5 "Since you brought it up(이왕 말을 꺼냈으니)" 이하에서 논의의 흐름이 전환되고 있으므로 이와 같은 구어 표현의 기능적 측면에 주목한다.

5번 Function문제 출제

한 학생이 마침 외래종의 부정적인 면에 대한 이야기를 꺼냈으므로 이에 대한 논의부터 시작하려는 교수의 의도를 알 수 있다.

Q2 외래종에 대해 찬성하고 반대하는 각각의 입장은 강의를 이끌어가는 두 개의 핵심축이다. 따라서 이에 대한 근거들은 반드시 문제화될 것임을 예상하고 노트테이킹 해두자.

Professor

It's an introduced species from Europe that grows and multiplies at a tremendous rate in wetlands and brings about drastic changes. Plants native to the United States—like swamp rose mallow and endangered orchids—**Q2 they can't compete and lose a lot of their habitat to purple loosestrife, which actually ends up changing the water flow and affecting other species in the ecosystem—birds, amphibians...algae.**

Professor

Exactly. **Q1 On the other side of the debate are people who question the labeling of introduced species as "bad" and, um...they actually take issue with the whole "native versus introduced" opposition. They feel it's just not that simple.**

Advantages of introduced species

You see, the thing is, not all introduced species are the same. There are a few that are aggressive and invasive, but most of them aren't. Actually, we rely on introduced species every day for things like food, shelter, and medicine. **Q6 Consider this: 98 percent of the U.S. food supply comes from introduced species. 98 percent!** Among other things, there's corn that originated in Mesoamerica, **Q3 wheat native to Southeast Asia,** and rice from Asia and Africa—all of it introduced to the United States from other places!

Professor

Yes. So if we actively prevent the introduction of new species, we're, um, we're stopping a natural process. **Q3 Q4 Besides, is there really any harm in planting tomatoes and citrus trees in Florida, a place where they aren't native? Those two introduced crops have an economic role...and, more importantly, they don't pose a threat to important native plants like sawgrass.** If an introduced species gets along well with native plants and doesn't disturb the ecosystem, is there really any reason why it should be eradicated?

2번 Detail문제 출제

본문의 changing the water flow가 정답 (A)의 altering the natural flow of water로 take over and end up replacing native populations는 정답 (C)의 killing off native species로 각각 바뀌어 표현되었다.

Q6 "98 percent!"의 느낌표가 보여 주듯이 특별한 억양이 들어가 있는 부분이므로 이 부분에서 화자의 감정 상태를 묻는 질문이 등장할 확률이 높다.

6번 Attitude문제 출제

앞서 식량의 상당 부분을 외래종에 의존하고 있다는 내용이 나온 후 98%라는 수치가 등장했으므로 이 수치가 놀라울 정도로 높다고 생각하고 있음을 알 수 있다.

Q3 introduced species를 제거해야 한다는 입장과 이에 반대하는 입장의 근거들이 제시되고 있다. 두 입장에 해당하는 세부 사항을 연결시키는 문제가 나올 가능성이 있음을 예상하면서 들어야 한다.

3번 Connecting Contents문제 출제

Q4 플로리다의 토마토와 감귤류가 예시로 등장하고 있다. 예시 등장 부분은 일단 긴장하면서 전체적인 맥락 속에서 예시의 역할을 파악하도록 하자.

4번 Organization문제 출제

플로리다의 토마토와 감귤류는 경제적으로 이익이 되는 외래종의 예로 등장한 것이므로 외래종 제거에 대한 반론을 제기하려는 의도임을 알 수 있다.

Answer 1 (A) 2 (A), (C) 3 YES — (B), (D) / NO — (A), (C), (E) 4 (A) 5 (B) 6 (D)

PRACTICE TEST



LECTURE



MP3 • 309

passage 1. [1-6] Listen to part of a talk in a zoology class.



Dormancy

 note taking

1. What is the talk mainly about?
 - (A) Forms of dormancy that help animals deal with difficult environments
 - (B) Adaptations that enable mammals to cope with winter conditions
 - (C) Types of hibernation in different species of mammals
 - (D) The differences between predictive and consequential dormancy

2. Why does the professor mention chipmunks?
- (A) To suggest that they are more closely related to bears than most people realize
 - (B) To illustrate why only small mammals can enter a state of dormancy
 - (C) To give background information about the metabolism of land mammals
 - (D) To give an example of how hibernation affects a specific animal
3. What does the professor say about bears?
- (A) They experience a form of consequential dormancy.
 - (B) They are unlike other large mammals because they become dormant.
 - (C) They are vulnerable to heat and may estivate during periods of extreme heat.
 - (D) They become dormant in the winter but do not actually hibernate.
4. Indicate whether each of the following is mentioned in the lecture as a cause that triggers dormancy. Click in the correct box for each phrase.

	YES	NO
(A) Periods of above-average temperatures		
(B) The arrival of a new predator in the region		
(C) Lack of rainfall and scarcity of food		
(D) A seasonal decrease in sunlight		
(E) An unseasonable change in temperature		

Listen again to part of the talk. Then answer the question.  MP3 • 310

5. Why does the professor say this:
- (A) To encourage the student to elaborate on his example
 - (B) To indicate that there is some debate surrounding this issue
 - (C) To suggest that the student's statement is not entirely accurate
 - (D) To give the student a chance to correct his mistake

Listen again to part of the talk. Then answer the question.  MP3 • 311

6. What does the professor mean when she says this:
- (A) She does not think "consequential dormancy" is a familiar term to the students.
 - (B) She does not want to spend a lot of time going over consequential dormancy.
 - (C) She wants to remind the students of what they learned last time.
 - (D) She thinks the students can infer the meaning of consequential dormancy.



LECTURE



MP3-312

passage 2. [1-6] Listen to part of a lecture in a zoology class.

 note taking

1. What is the lecture mainly about?
 - (A) Different types of badgers and their characteristics
 - (B) Adaptations that make badgers skillful diggers
 - (C) Similarities between badgers and large carnivores
 - (D) The pattern of coloration in badgers' fur

2. How does the professor introduce her discussion of the badger?
- (A) By mentioning some well-known North American carnivores
 - (B) By listing the animal's most notable physical characteristics
 - (C) By disproving a common misconception people have about the badger
 - (D) By asking the students what they already know about the mammal
3. What does the professor say about badgers' face masks?
- (A) They evolved to mimic the coloration of skunks.
 - (B) They are unique to individual badgers.
 - (C) They warn predators to keep their distance.
 - (D) They indicate that badgers are poisonous to some predators.
4. What are two characteristics of badgers mentioned in the lecture? Click on 2 answers.
- (A) Sharp fangs and strong jaws for fending off predators
 - (B) Sturdy legs and large paws suitable for sprinting
 - (C) Reddish-brown fur covering the main portion of the body
 - (D) Dangerous claws that are designed for digging and obtaining prey

Listen again to part of the lecture. Then answer the question.  MP3 • 313

5. What does the professor imply?
- (A) Badgers are not the only animals to display this kind of patch.
 - (B) There is some uncertainty about the origin of the name "badger."
 - (C) The term "badge" was likely derived from the common name of the species.
 - (D) Badgers generally feature tri-colored patterns on their fur.

Listen again to part of the lecture. Then answer the question.  MP3 • 314

6. Why does the professor say this:
- (A) To let the students know that they might want to write down the point
 - (B) To introduce a term that is more familiar to the students
 - (C) To remind the students that they studied aposematism in another class
 - (D) To encourage the students to look up a biological concept

PRACTICE TEST



LECTURE



MP3-315

passage 3. [1-6] Listen to part of a lecture in a biology class.



Bioluminescence

○ note taking

1. What aspect of bioluminescence does the professor mainly discuss?
 - Ⓐ The characteristics of animals that produce it
 - Ⓑ Its use as camouflage in the animal kingdom
 - Ⓒ The purposes it serves in different species
 - Ⓓ A theory explaining its evolutionary origins

2. How does the professor explain the meaning of the term "luminescence?"
- (A) By discussing why it is more common in water than on land
 - (B) By illustrating the chemical reaction responsible for it
 - (C) By providing a simpler and more familiar word for it
 - (D) By contrasting it with a different type of light production
3. Which organisms are given as examples of bioluminescence that scientists have yet to understand? Click on 2 answers.
- (A) a certain type of earthworm
 - (B) tiny plankton in the ocean
 - (C) specific species of fireflies
 - (D) insects and arachnids
4. In the lecture, the professor mentions several specific uses of bioluminescence in animals. Indicate whether each of the following is one of these uses. Click in the correct box for each phrase.

	YES	NO
(A) Chasing away attackers		
(B) Sending messages about the location of a food source		
(C) Making it difficult for predators to see a fish swimming above it		
(D) Enticing potential prey to approach		
(E) Helping an animal to stand out in dark waters		

5. According to the professor, why does each species of firefly exhibit a specific pattern of flashes?
- (A) To communicate with their young shortly after birth
 - (B) To establish species-specific territories during the mating season
 - (C) To discourage predators from feeding on their larvae
 - (D) To ensure that only individuals from the same species mate with each other

Listen again to part of the lecture. Then answer the question.  MP3 • 316

6. Why does the professor say this:
- (A) To cast doubt on some scientific data about bioluminescence
 - (B) To suggest that students have already studied the topic
 - (C) To let students know he has finished discussing the issue
 - (D) To apologize for his lack of knowledge about bioluminescence



* DICTATION



MP3-317

Listen to part of the zoology lecture again and fill in the blanks.

[중략]

Professor: OK, so that's a ¹⁾ _____
for you. But what I'm going to focus on today is more about their physical appearance...
specifically, their coloration. Because badgers..., um, this isn't just true for American
badgers, other species in Europe and Asia share ²⁾ _____
_____—badgers have a very interesting color pattern in their fur.
Let's see. So, most of the badger's body is a single, solid color: grayish-silver usually.
But, um, when it comes to their heads...things get more interesting. See, badgers have
a very interesting pattern of black and white stripes on their faces. Their cheeks are
³⁾ _____...um, this patch is also
called a badge and may have something to do with how the animal got its name. Each
cheek has a darkish patch. Then, the center of the face ⁴⁾ _____
_____ that starts at the snout and runs
straight up between the eyes and onto the top of the head. Um...in some species, this
stripe ⁵⁾ _____.
This pattern of colored fur makes for a very distinctive face...also called a mask. And
the big question is: why do badgers have these strange masks? What ⁶⁾ _____
_____ here? Well, to answer that question, I have
to explain the idea of aposematism. Um...you might have heard of this ⁷⁾ _____
_____—warning coloration. Basically, some species
develop distinctive color patterns that serve as visual warnings to other animals—
particularly predators—to stay away. You know...for example, certain moths display
color patterns that ⁸⁾ _____...that they aren't
worth catching and eating. Or, um, poisonous snakes and frogs may be brightly colored
to warn animals that any encounter with them will mean trouble. That's aposematism.
Oh, and another good example of this is the skunk, which is actually similar in many
ways to the badger. Um, the skunk has its own color patterns of black and white stripes
...and this warns other animals that it's capable of defending itself. ⁹⁾ _____
_____. Now, the badger does have glands
that produce a similar scent, but it can't actually spray it like the skunk. Instead, the
badger's mask is warning predators that it's a fierce fighter and will defend itself and
¹⁰⁾ _____.

[중략]

정답은 해설집 136p



[중략]

Professor: If you're wondering ¹⁾ _____ —why they glow, you're not the only one. Scientists have long been studying the purpose of, um, of bioluminescence. There's been a lot of progress, but we're still uncertain about some things. For example, there're a couple of species of earthworms that, that ²⁾ _____ —and we just don't know why. I mean, there isn't any apparent reason to it. Oh, and in the ocean there's the mystery of dinoflagellates—single-celled plankton—that glow when disturbed, often lighting up huge areas in the ocean. Think the size of the state of Connecticut. Anyway, we're not, um, ³⁾ _____. But—that's enough about what we don't know. Why don't we move on to our, um, theories about the function of bioluminescence? All right. One main purpose of bioluminescence is camouflage...um, particularly among marine organisms. The ability to glow helps these organisms ⁴⁾ _____. It sounds counterintuitive, doesn't it? That glowing could actually help an animal blend in...but that's how it works. Just imagine you're swimming underwater in the ocean. What do you see when you look below you? Everything is dark and murky, right? What if you look upward, toward the surface? It's very bright... isn't it? When viewed from below, organisms in the ocean really ⁵⁾ _____. However...if they emit light on the underside of their bodies, they're better able to ⁶⁾ _____.

OK. Another very important use of bioluminescence is for communication. If you've ever seen fireflies flashing outside at night, you've witnessed this. Male and female fireflies exchange flashes ⁷⁾ _____. They use their flashes to locate one another. The interesting thing about firefly flashes is that they're species specific. I mean, different species have different flash patterns—that way no one, um, ⁸⁾ _____. Actually, I guess the behavior of fireflies that I just mentioned is very similar to another function of bioluminescence: attraction. Fireflies use their bioluminescent capabilities to attract mates, while other types of organisms—especially marine ones—they luminesce in order to attract prey. The anglerfish...maybe you've seen pictures of anglerfish before—they've got a very odd, very distinctive appearance, so I'm sure you'd remember it. See...they have this, this ⁹⁾ _____. It's a filament that has a little bioluminescent growth at the end of it. The anglerfish can ¹⁰⁾ _____ in order to attract prey.

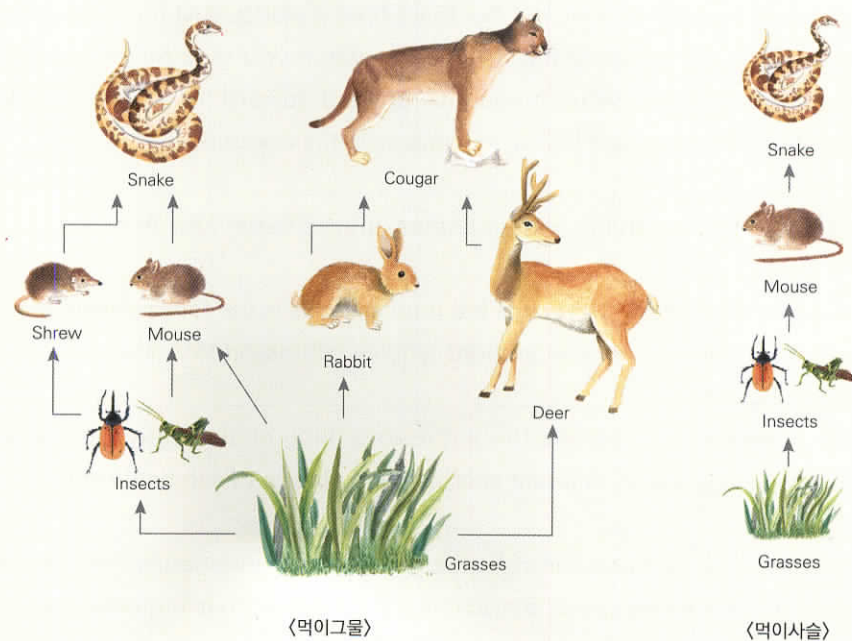
[중략]

정답은 해설집 138p

General Biology 생물학 일반

1 Ecosystem, Ecological system 생태계

특정 지역 내 모든 생물 구성원과, 이들을 둘러싸고 있는 빛, 기후, 토양 등의 무기적 환경을 말한다. 생물이 생활하고 있는 장소 전체를 생물권biosphere이라고 하며, 생물의 군집 단위로서 주로 기후 조건에 따라 구분된 생물대를 생물군계biome라고 한다. 생물은 생산자producer와 소비자consumer, 분해자decomposer로 나뉘는데, 태양열을 이용하여 스스로 에너지를 생산하는 녹색 식물, 생산자가 만들어낸 유기물을 소비하는 동물들, 생산자나 소비자의 사체나 배설물을 분해하는 세균이나 균류가 각각의 예에 해당한다.



- **물질순환cycle of material:** 생태계 내 생물 간 혹은 생물과 비생물 간 물질 이용의 메커니즘을 체계화한 것. 생물에 필요한 모든 물질은 비생물 환경으로부터 생산자로 들어오고, 먹이사슬food chain을 통해 소비자로 옮겨가며, 마침내 분해자에 의해 다시 생물 환경으로 되돌아가는 사이클을 말한다.
- **먹이그물food web:** 대부분의 생물들이 다양한 먹이를 먹기 때문에 단일한 먹이사슬food chain이 존재하는 일은 거의 없고 먹이그물을 형성함.

2 Cell 세포

생명체를 구성하는 형태 및 기능상의 기본 단위. 원형질protoplasm로 이루어져 있으며, 원형질은 핵nucleus과 세포질cytoplasm을 포함한다. 핵 안에는 염색사chromatin thread와 인phosphorus이 있는데, 염색사에는 디옥시리보핵산deoxyribonucleic acid이, 인에는 리보핵산ribonucleic(RNA) acid이 많이 함유되어 있다.

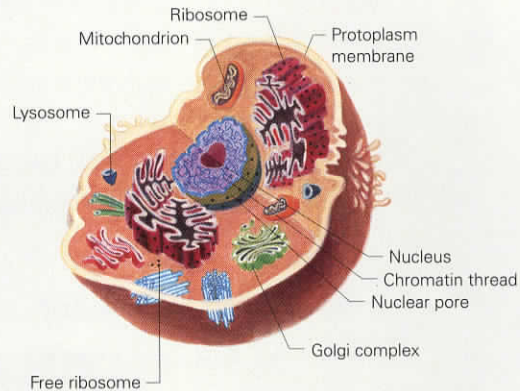
●원형질protoplasm: 핵, 세포질을 포함하는 세포 내의 '살아있는 물질계'를 칭함. 물, 단백질, 지질, 기타 유기물, 무기이온 등으로 구성.

●후형질metaplasm: 세포질 내의 비활동적 물질로 액포, 탄수화물, 단백질, 지방, 지질, 결정 등이 이에 해당하며 생명현상과 직접 관계가 없다는 점에서 원형질과 구별됨.

●액포vacuole: 주머니 모양의 세포기관으로 속에 세포액이 들어 있음.

●디옥시리보핵산deoxyribonucleic acid: DNA, 유전자의 본체.

●염색체chromosome: 세포 분열 시 핵 속에 나타나는 굵은 실타래나 막대 모양의 구조물로 유전 물질을 담고 있음.



〈동물 세포의 구조〉

Botany 식물학

3 Anabolism 동화작용과 Catabolism 이화작용

생체 내에서 일어나는 물질대사metabolism 중 합성이 진행되는 과정을 말한다. 녹색 식물이 빛에너지를 이용하여 이산화탄소와 물로부터 유기물organism을 합성하는 광합성photosynthesis이나, 토양 속에 있는 질산이온 NO_3^- 이나 암모늄이온 NH_4^+ 을 이용하여 단백질protein을 합성하는 질소동화과정 이 동화작용anabolism의 대표적인 예. 동화와 반대로 고분자 유기물organic matter을 저분자 물질로 분해하는resolve 과정을 이화작용catabolism이라 하며, 호흡respiration이 이에 해당한다.

●광합성Photosynthesis: 녹색식물이 빛 에너지를 이용해 이산화탄소와 물로부터 유기물을 합성하는 작용. 빛의 세기, 이산화탄소의 농도, 온도 이 세 가지 요인에 의해 영향을 받음.

4 Tropism 식물의 굴성

식물이 자라면서 나타나는 생장운동의 일종으로서, 여러 가지 자극stimulation에 의해 특정한 방향으로 휘어지는bend 현상을 말한다. 굴성은 자극의 종류에 따라 여러 가지로 구분된다.

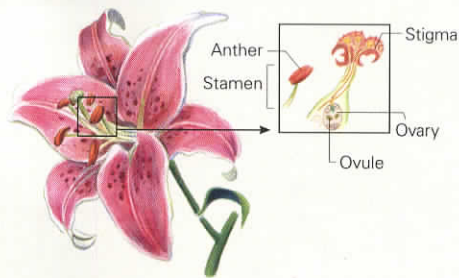
- 굴중성gravitropism: 식물이 중력gravity에 반응해 뿌리는 아래 방향으로, 줄기는 위쪽으로 자라는 현상
- 굴수성hydrotropism: 식물이 물에 반응해 일어나는 굴성
- 굴광성phototropism: 식물이 빛의 자극에 반응해 일어나는 굴성

5 Insectivorous[insect-eating] Plants 식충식물

곤충 등의 작은 동물을 잡아 특별한 기관organ을 통해 소화시킴으로써 양분을 얻는 식물을 통칭한다. 벌레insect를 잡고 소화시키는 기관에 따라 3가지 종류로 나뉘는데, 잎이 변형된 주머니꼴의 기관인 포충낭을 가진 종류, 끈끈이주걱 같은 개폐 기구인 포충엽을 가진 종류, 점액mucus을 분비하는 선모 glandular hair를 가진 종류로 나뉜다. 실제 시험에서는 식충식물 중 하나인 파리지옥flytrap에 대한 지문이 출제되었다. 'flytrap'이란 이름이 파리를 비롯한 곤충을 잡는 데에서 유래했고 척박한 장소에서 자생하기 때문에 광합성이나 뿌리로부터 충분한 영양을 공급받지 못해서 곤충을 잡아먹음으로써 필요한 영양분을 얻는다는 점이 소개되었다.

6 Pollination 수분

‘꽃가루받이’라고도 하며, 종자식물seed plant의 수술stamen에서 만들어지는 꽃가루pollen를 암술대style의 밑에 있는 밑씨ovule로 운반하는 과정을 말한다. 수술의 꽃가루가 암술머리stigma 위에 떨어지면 꽃가루는 꽃가루관pollen tube을 만들고, 꽃가루관은 계속해서 아래쪽으로 자라 씨방ovary 안에 있는 밑씨에 다다른다. 그러면 꽃가루관 속에 있는 2개의 정핵이 밑씨 안에 있는 난세포의 핵 및 극핵과 각각 결합하여 수정란을 만들게 되는 것이다. 이 수정란은 배embryo와 배젖endosperm으로 이루어지며, 이것이 자라 열매가 된다. 이때 2개의 정핵이 수정에 참여하기 때문에 중복수정double fertilization이라고 부른다.



〈수술의 구조〉

Zoology 동물학

7 동물의 Dormancy 휴면

동물들은 해가 짧아지고 기온이 낮아져서 먹이prey를 구하는 것이 어렵게 되면 에너지를 보존하고 숨고

긴 겨울을 나기 위해 동면hibernation에 들어간다. 보통 동물들이 완전한 동면true hibernation 상태가 되면 체온이 5℃ 이하로 내려가고 대사량이 줄어들며 호흡breathing이 느려진다. 깊은 동면deep hibernation을 취하는 동물로는 두꺼비, 뱀, 거북이, 줄무늬다람쥐chipmunk 등이 있다. 이와는 구별되게 휴면dormancy은 동면보다는 깊이가 덜한 비활동 상태를 뜻한다. 일반적으로 동면을 한다고 알려진 곰이나 너구리raccoon, 스컹크는 겨울 동안이라도 온도가 높아지면 깨어나서 활동을 하기도 하므로 휴면 동물로 봐야 정확하다. 반면 여름과 같이 온도가 매우 높거나 강수량이 부족할 경우 휴면 상태가 되는 것을 하면estivation이라고 한다.

●예측적 휴면predictive dormancy: 낮이 짧아지는 것을 통해 겨울이 온다는 것을 미리 알고 자동적으로 동면을 시작함.

●결과적 휴면consequential dormancy: 날씨를 예측할 수 없어 겨울이 오고 난 이후에 동면에 들어가기 때문에 기온이 높거나 기타 기후 조건이 허락하면 겨울이어도 활동을 함.

8 Endotherm 정온동물과 Ectotherm 변온동물

포유류mammal와 조류bird처럼 외부의 기온과 관계없이 체온body temperature을 일정하게 유지하는 동물들을 항온동물endotherm이라고 한다. 이들은 외부의 온도가 낮을 경우에는 체내에서 열을 발생시키고, 외부 온도가 높을 경우에는 땀perspiration을 흘리거나 호흡respiration을 빠르게 함으로써 열을 배출하는emit 방식으로 체온을 유지한다. 반면 파충류reptile와 양서류amphibian 같은 변온동물ectotherm들은 외부 환경external environment에 의해 체온이 변하고 자체적으로 체온을 조절하는 능력에 한계가 있다. 따라서 몸의 온도가 어느 정도 이상 올라가거나 내려가게 되면 신진대사metabolism가 원활하지 못하게 되므로 개구리나 도마뱀lizard, 뱀 같은 일부 동물들은 휴면dormancy이나 하면estivation을 하게 된다.

9 Meerkat 미어캣

토양soil이 딱딱하고 돌이 많은 건조한arid 지역에서 생활하며, 30마리까지 무리herd지어 굴cave 속에서 산다. 자신을 먹이prey로 삼는 큰 맹금류birds of prey를 경계guard하려고 두 발로 서서 주위를 살피는 까닭에 사막의 파수꾼으로 불린다. 번식기breeding season는 9~10월이고 출산기는 11~12월이며 한배에 2~5마리의 새끼를 낳는다. 잡식성omnivorous이며, 주로 거미, 딱정벌레, 메뚜기 같은 곤충을 먹는다. 앙골라 남서부에서 남아프리카까지 분포dispersion하고, 기르기가 쉬워서 남아프리카공화국에서는 집쥐를 박멸elimination하기 위해 종종 사육되기도 한다. 미어캣은 천적natural enemy으로부터 종족을 보호하기 위해 보초를 서는 행동때문에 이타적인altruistic 습성이 있다고 알려져 왔으나 이에 대한 반론도 있다.

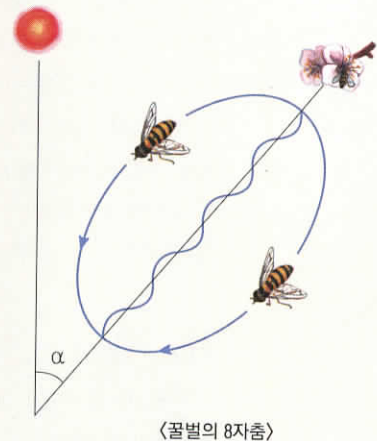


¹⁰Termite 흰개미와 Leaf-cutter Ant 가위개미

흰개미는 흰개미목의 곤충으로 일반 개미와는 달리 내장 속에 나무의 섬유질fiber을 소화할 수 있도록 돕는 미생물microorganism이 살고 있기 때문에 나무 속을 갉아먹어 목조 주택 등 가옥에 해를 입히기도 하여 보통 해충vermin으로 여겨진다. 일반 개미처럼 여왕개미, 일개미, 병정개미로 구성되어 사회생활을 하는데, 개미나 꿀벌과는 다르게 여왕 외에 왕도 존재한다. 천적natural enemy으로는 침팬지, 땅돼지, 개미 등이 있으며 이중 일반 개미는 번식reproduction에 필요한 여왕 개미까지 죽이기도 하므로 흰개미에게는 무서운 천적이다. 반면 가위개미leaf-cutter ant는 몸길이가 약 25mm로 주로 중앙 아메리카의 열대우림tropical rain forest에 살며 가위처럼 생긴 길고 뾰족한 턱으로 나뭇잎을 잘게 썰어 거기에 버섯을 재배해 식량으로 쓴다.

¹¹Honey bee communication 꿀벌의 의사소통

독일의 곤충학자 칼 폰 프리쉬(Karl Ritter von Frisch)는 꿀벌 honey bee 집단 중 먹이를 모으는 일벌들이 꿀을 발견하면 벌집 beehive으로 돌아와 약간의 꿀을 토해서 다른 벌들이 맛볼 수 있게 하고, 그 위치와 방향을 알려주기 위해 춤을 춘다는 것을 알아냈다. 연구에 의하면 꿀의 위치가 벌집에서 80~100m 이내일 경우 원형 춤round dance을 추고, 100m 이상의 먼 거리에 있는 경우에는 8자형을 이루는 흔들기춤waggle dance을 춘다. 다른 일벌들은 꿀의 맛과 춤의 종류를 통해 먹이가 있는 곳으로 날아가게 되는데, 이때 방향을 판단하는 중요한 기준은 바로 태양이다. 꿀벌은 태양의 움직임에 따라 시간을 인지recognition할 수 있는 능력이 있기 때문에 태양을 기준으로 방향을 설정하여 먹이의 위치를 판단하게 된다.



Paleontology 고생물학

¹²Pleistocene Epoch 홍적세

플라이스토세라고도 한다. 지질 시대는 크게 선캄브리아대Precambrian era, 고생대Paleozoic era, 중생대Mesozoic era, 신생대Cenozoic era로 구분하는데, 이중 제 4기에 해당하는 신생대는 다시 2개의 세epoch인 홍적세와 충적세Alluvial epoch로 나뉜다. 홍적세의 구체적인 시간 경계는 약 1만~250만년 전이라는 설과 1만~160만년 전이라는 설이 있는데, 이 시기에 화산 활동이 뚜렷이 나타나고 인류의 조상이 나타난 것으로 알려져 있다. 또한 빙하기glacial epoch와 간빙기interglacial epoch가 반복되는 주기적인periodical 기후 변화가 일어나, 아메리카 전역에서 번성하던 매머드류나 숲에 살

던 마스토돈, 툰드라 지대의 털매머드 등이 절멸했고, 소, 낙타, 코끼리류, 코뿔소와 같은 새로운 종류의 포유류가 출현하는 등 지구상의 동식물계에 큰 변화가 일어난 시기이다.

13 Flower Fossil 꽃 화석

꽃 화석은 동물 화석에 비해 비교적 최근부터 발견되기 시작했다. 2002년 중국 베이징 북동부에서 발견된 꽃 화석의 연대는 최소한 1억 2,500만년 전으로 추정되고estimate 있는데, 이러한 꽃 화석의 발견 discovery로 고대ancient 꽃에 대한 연구가 가능해지게 되었다. 특히 세계에서 가장 오래된 꽃 화석에 들어있는 꽃이 수중underwater에서 서식했다는 사실이 밝혀지면서 꽃이 수중 식물에서 진화했다는 주장이 제기되기도 했다. 이는 꽃을 피우는 식물flowering plant이 지금껏 알려진 것처럼 지상에서 진화한evolve 것이 아니라 수중에서 진화했을지도 모른다는 가설에 과학적 근거scientific evidence를 제공하기 때문이다. 실제 시험에서는 꽃 화석의 크기가 실제 꽃의 크기를 반영하는지에 대해서 명확히 규명되지 않고 있다는 내용이 나왔다. 보통 꽃 화석은 추정되는 실제 꽃의 사이즈보다 작는데, 그 원인으로 꽃이 크게 진화되었거나 산불로 인해 꽃이 마르면서 줄어든 후 그 상태로 화석화되었을 수도 있다고 보는 두 가지 가설을 소개했다.

Theme Vocab



General Biology 생물학 일반

ecosystem, ecological system 생태계
biome 생물군계
producer 생산자
consumer 소비자
decomposer 분해자
nucleus 핵
chromosome 염색체

Botany 식물학

anabolism 동화작용
catabolism 이화작용
metabolism 물질대사, 신진대사
photosynthesis 광합성
protein 단백질
tropism (식물의) 굴성
insectivorous plants 식충식물
mucus 점액
pollination 수분
double fertilization 중복수정
stamen 수술
pollen 꽃가루

Zoology 동물학

dormancy (동물의) 휴면, 비활동상태
estivation 하면
hibernation 동면
perspiration 땀
respiration 호흡
reptile 파충류
amphibian 양서류
omnivorous 잡식성

Entomology 곤충학

vermin 해충
beehive 벌집
waggle dance 흔들기춤, 8자춤

Paleontology 고생물학

Paleozoic Era 고생대
Mesozoic Era 중생대
Cenozoic Era 신생대
Pleistocene Epoch 홀ocen세
Alluvial Epoch 충적세

DAY15

Physical Science

○ CASE EXAMPLE - 예제

★ SMART SOLUTION - 테마별 보충 특강

□ PRACTICE TEST - 연습문제

* DICTATION - 받아쓰기

● SMART SOURCE - 테마별 기출 토픽

speed
keyword

Physical Science



Life Science가 생명체를 연구 대상으로 하는 반면 Physical Science는 자연 속에 존재하는 무생물과 물질 간의 역학을 연구하는 학문 영역으로 물리학, 화학, 천문학, 지질학 등이 그 대표 분야이다. 이 분야는 평소 익숙하지 않은 내용을 다루는 경우가 많으므로 세부 기출 토픽별로 배경 지식을 정리해 두면 문제를 푸는 데 많은 도움이 된다.



천문학Astronomy / 우주과학Cosmology 기출 토픽

별의 생성 / 별의 나이 측정 / 화성 탐사 / 트로이소행성군



지질학Geology / 지진학Seismology / 지리학Geography 해양학Oceanography 기출 토픽

대륙이동설 / 툰드라 지대의 영구동토층 / 사막 지대의 특징 / 화산 활동과 용암 / 암석의 생성과 종류별 특징 / 방사성탄소 연대측정법을 이용한 암석의 지질학적 나이 측정



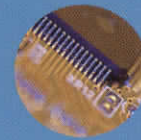
화학Chemistry 기출 토픽

물질의 기본 특성과 물질간 변화 / 무기 화학



물리학Physics 기출 토픽

빛의 속성 / 열의 속성 / 소리의 속성 / 전자기파 / 진공의 발견



공학Engineering 기출 토픽

세라믹 / 대체 에너지 / 컴퓨터의 발전 과정

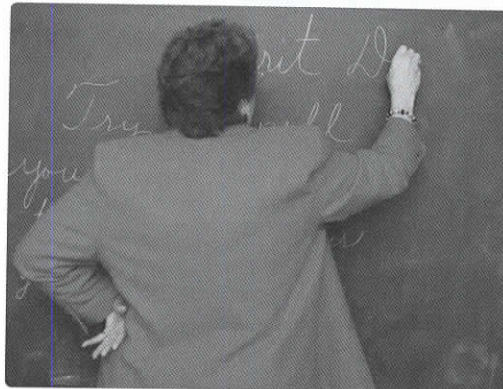
CASE EXAMPLE



MP3-324

[1-6] Listen to part of a talk in a geography class.

| Volume | Help | Ok | Next |



note
taking

form

1. What is the lecture mainly about?
 - (A) The formation of alpine glaciers
 - (B) The impact of water erosion caused by rivers
 - (C) The geographical differences between America and Europe
 - (D) The ways valleys are created

2. Based on the information in the lecture, indicate whether the statements below apply to the formation of river valleys. Click in the correct box for each statement.

	YES	NO
(A) They are characterized by a distinctive V-shape.		
(B) Their size is mainly determined by the depth of the river.		
(C) The river's gradient affects the speed with which they develop.		

3. According to the professor, what is the Grand Canyon an example of?
- (A) A valley created by a river with an extreme gradient
 - (B) A valley formed by the combined effects of uplift and downcutting
 - (C) A valley which is lower than sea level at its deepest point
 - (D) A valley left behind after a glacier has receded
4. According to the professor, what does the type of rock in the riverbed usually affect?
- (A) The shape of the valley
 - (B) The size of the floodplain
 - (C) The gradient of the river
 - (D) The length of the channel
5. How does the professor explain the impact of glacial ice?
- (A) By likening it to a piece of modern machinery
 - (B) By reporting the dimensions of U-shaped valleys
 - (C) By contrasting it with other natural phenomena
 - (D) By comparing the sizes of different glaciers

Listen again to part of the talk. Then answer the question.  MP3 • 325

6. What does the professor mean when she says this:
- (A) She does not think this week's reading was difficult.
 - (B) She wants the students to do the reading next week.
 - (C) She thinks the students should already know this information.
 - (D) She is not going to look back over old material.

SMART SOLUTION



note taking

Main Topic : two ways that valley are formed

Fluvial formation

- V-shaped
- by downcutting(vertical erosion)
- steeper gradient → faster process
→ steeper valley
- geological uplift + downcutting
→ e.g. Grand Canyon
- its shape depends on the type of rocks on the riverbed → e.g. Finger Lakes

Glacial formation

- U-shaped
- by glacial ice
- enormous pressure & force by glacier
→ slowly move down slope
* like giant bulldozer
- huge divot behind
→ e.g. Yosemite Valley



CLUE FINDER

하식형 계곡과 빙하형 계곡의 형성 원리에 대해 설명하고 있다. 각 유형별로 계곡이 생겨나는 원리와 계곡 형태 상의 차이를 구분할 수 있어야 한다.

Two ways that valleys are formed: fluvial vs. glacial

Professor (female)

All right, class. **Q1** Today we're going to be talking about the formation of valleys. This topic was used as the essay question on the final exam last year, so it's definitely a good idea to pay close attention. It's a, uh, really important and interesting topic. **Q1** So, uh, anyway, there are basically two ways that valleys are formed. There's fluvial formation—that's formation by a river—and there's glacial formation.

fluvial formation: 하식형 계곡의 형태와 원인

We'll start by looking at fluvial formation, because it's a little more complex. The first thing I want you to note is the shape of river valleys. **Q2** If you took a cross section of one, you'd notice it would come to a narrow point at the bottom, right? So, uh, this is why river valleys are known as V-shaped valleys. They get their shape because of downcutting. You all know what I mean by downcutting, don't you? [surprised] No? **Q6** [annoyed] It was one of the main topics in this week's reading... [pause] Downcutting is the vertical erosion that is caused by rivers.

...

Q1 "Today we're going to be talking about~" 이 주제를 소개하는 신호 어구로 등장하고 있다.

1번 Main Idea문제 출제

정답은 **D** The ways valleys are created로 본문의 formation, formed가 created로 표현되었다.

Q2 두 가지 계곡 형성 방식을 설명하면서 각 특징들이 몇 가지 나열되고 있다. 따라서 각 유형별로 특징들을 구분할 수 있는지를 확인하는 detail이나 connecting contents문제로 출제 가능성이 높다.

2번 Connecting Contents문제 출제

Q6 [annoyed]에서 알 수 있듯이 화자의 억양이 강하게 들어가고 강의 흐름과 관련 없는 내용이 등장하는 부분은 화자의 태도나 말의 기능을 묻는 문제로 출제될 확률이 높다.

6번 Attitude문제 출제

이번 주 읽기 자료의 주제였다고 했으므로 학생들이 제대로 읽어왔다면 당연히 알고 있어야 하는데 모른다는 반응에 안짱음을 나타내고 있다.

Fluvial valley의 예 1과 2: Black Canyon & Grand Canyon

Q2 Of course, the steeper the gradient of the river, the faster this process occurs, and the steeper the valley is, too. ... But, uh, speaking of the Colorado...it helped create the Grand Canyon, which is a good example of another type of valley. You see, other dramatic river valleys can occur when there is also geological uplift in the region. We say this, uh, "rejuvenates" the river. So, the Colorado River had reached its base level thousands of years ago, but then there was uplift created by the Rocky Plateau. This increased the Colorado's gradient, and then it started downcutting again. At the same time, the land kept being pushed up by the collision of two tectonic plates, **Q3** and, uh, with a combination of these forces, we ended up with the Grand Canyon.

Fluvial valley의 예 3: Finger Lakes

Oh, and just before we move on to talk about glacial valley formation, **Q4** there's one further point I'd like to cover: how the type of material on the riverbed can have an impact on the shape of a river valley. It's pretty obvious, really. Some types of rock are more resistant to erosion than others. So, uh, a riverbed comprised mainly of soft rocks like limestone for instance, tends to erode very quickly. On the other hand, harder stone erodes pretty slowly. So, uh, some of the tributaries that run into the Finger Lakes of New York, for instance, have created fairly wide and flat-bottomed valleys, even though their gradients are fairly steep.

Glacial formation

OK, so that's all clear? Good. Let's take a look at glacial formation now then. Rather than a V-shape, glaciers tend to form U-shaped valleys. ... **Q5** In fact, I want you to think about glaciers as being like giant bulldozers. I use this image because a glacier has so much weight and power behind it. You see, using this massive force, it acts like a bulldozer on the earth around it. Like a bulldozer, it flattens everything in its path, gouging out a huge divot where it has been. Then, when the glacier recedes, the wide, flat bottomed U-shaped divot remains—and we have a valley.

...

Answer 1 (D) 2 YES → (A), (C) / NO → (B) 3 (B) 4 (A) 5 (A) 6 (C)

Q3 계곡 각각의 세부적인 특징과 대표적인 예 등을 노트테이킹해 두어야 한다. 이 부분에서는 그랜드 캐년을 예로 들어 그 독특한 형성 방식에 대해 자세히 설명하고 있으므로 이에 대한 문제가 출제될 수 있다는 것을 예상할 수 있다.

3번 Detail문제 출제

하식형 계곡의 한 예로 제시된 그랜드 캐년은 용기와 하방침식이 혼합된 방식으로 형성된다고 했으므로 정답은 (B)이다.

Q4 "there's one further point I'd like to cover"를 통해 새로운 포인트가 등장한다는 것을 알 수 있다. 새로운 포인트가 등장할 때마다 새로운 단락의 요점을 메모해 두어야 한다.

4번 Detail문제 출제

강바닥의 재질이 계곡의 모양에 미치는 영향을 설명하는 부분이다. 강바닥이 단단한 돌로 이루어지면 "wide and flat-bottomed valleys"가 생긴다고 했으므로 강바닥의 바위가 어떤 종류인지에 의해 영향을 받는 것은 바로 계곡의 형태이다.

Q5 비유나 예시가 등장하는 부분은 거의 organization문제로 출제된다. 특히 전문 지식이 요구되는 어려운 개념을 친숙한 소재에 비유해서 설명하는 것은 토플 강의 지문에서 흔하게 등장하는 강의 방식.

5번 Organization문제 출제

빙하가 지표면을 누르는 힘을 불도저에 비유해서 설명하고 있다. 따라서 정답은 (A).

PRACTICE TEST



CONVERSATION



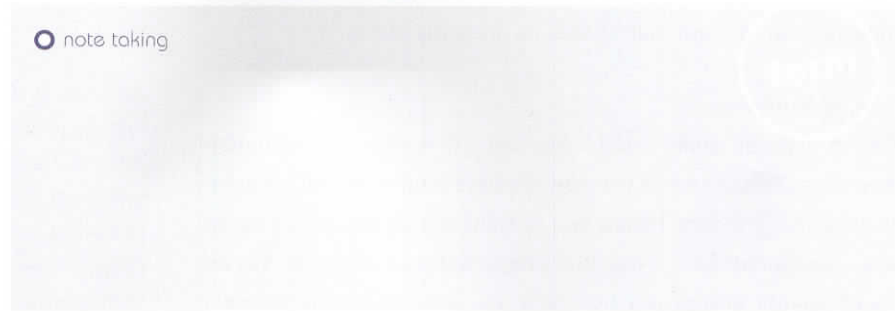
MP3 • 326

passage 1. [1-5] Listen to a conversation between a student and a professor.



Chemistry Report

 note taking



1. Why does the student go to see the professor?
 - (A) To clarify the requirements for a course paper
 - (B) To receive feedback on her mid-semester report
 - (C) To get help choosing a topic for an assignment
 - (D) To request an extension on a project deadline

2. Why does the professor recommend avoiding spectroscopy?
 - (A) It is not covered in the course textbook.
 - (B) He is not an expert in the subject.
 - (C) It is too unoriginal as an assignment topic.
 - (D) The class has not studied it yet.

3. What does the professor imply about general reports?
 - (A) They are very challenging to write.
 - (B) They are usually boring to read.
 - (C) They are not detailed enough.
 - (D) They are too broad to cover issues properly.

4. What does the student decide to focus on?
 - (A) The differences between leuco dyes and liquid crystals
 - (B) Color indicators on batteries
 - (C) General information about thermochromism
 - (D) Bottle labels that change color according to the temperature

Listen again to part of the conversation. Then answer the question.  MP3 • 327

5. Why does the professor say this:
 - (A) To let the student know that advanced level courses are very prescriptive
 - (B) To justify his decision not to give students specific guidelines
 - (C) To imply he is not the right person to give the student some advice
 - (D) To emphasize how wide-ranging the subject area is

PRACTICE TEST

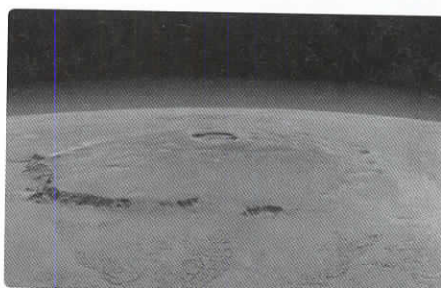
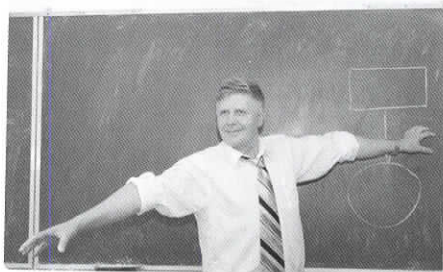


LECTURE



MP3-328

passage 2. [1-6] Listen to part of a lecture in a geology class.



☐ note taking

1. What is the lecture mainly about?

- (A) The role of tectonic plates in the formation of volcanoes
- (B) The existence of hotspots on Earth and Mars
- (C) Differences between Olympus Mons and Earth's shield volcanoes
- (D) Shield volcanoes of the Hawaiian Islands

2. According to the professor, why are shield volcanoes more like hills than peaks?
- (A) They have been eroded for millions of years.
 - (B) They do not often produce explosive eruptions.
 - (C) They expel lava that is very fluid.
 - (D) They form in oceans rather than on continents.
3. Why does the professor discuss plate tectonics?
- (A) To emphasize that Earth has more volcanoes than Mars
 - (B) To describe the event that occurs before a shield volcano erupts
 - (C) To illustrate the force responsible for the creation of Olympus Mons
 - (D) To explain why volcanoes on Earth are much smaller than Olympus Mons
4. What does the professor imply about the islands at the end of the Hawaiian Island chain?
- (A) They were over the hotspot a long time ago.
 - (B) They will become active volcanoes again in the future.
 - (C) They have not yet passed over the hotspot.
 - (D) They were once larger than the big island is now.

Listen again to part of the lecture. Then answer the question.  MP3 • 329

5. What does the professor mean when he says this:
- (A) He wants to hear the students' opinion on this issue.
 - (B) He wants to surprise the students with some new information.
 - (C) He thinks today's topic will arouse the students' interest.
 - (D) He thinks the subject matter might be familiar.

Listen again to part of the lecture. Then answer the question.  MP3 • 330

6. What does the professor mean when he says this:
- (A) He wants the students to know that the Hawaiian Islands have been dormant for some time.
 - (B) He thinks the Hawaiian Islands are a good example of the effect of tectonic plates on volcanoes.
 - (C) He wants to discuss a point that is not directly related to plate tectonics.
 - (D) He thinks the Hawaiian Islands are worth visiting for their educational value.



LECTURE



MP3-331

passage 3. [1-6] Listen to part of a discussion in an astronomy class.

Zone of Avoidance

 note taking

1. What is the discussion mainly about?
 - (A) The distribution of galaxies throughout space
 - (B) The portion of the sky that appears to be devoid of galaxies
 - (C) Infrared and x-ray observations of the Milky Way
 - (D) The formation of the zone of avoidance

2. According to the professor, what is responsible for the zone of avoidance?
- (A) Gas in the Earth's atmosphere
 - (B) Matter in the Milky Way
 - (C) A massive black hole
 - (D) Large clouds where stars form in space
3. According to the discussion, what can high energy X-rays do?
- (A) They can detect black holes in distant galaxies.
 - (B) They can retrieve infrared signals and store the data.
 - (C) They can penetrate through the dust and gas in our galaxy.
 - (D) They can emit electromagnetic waves.
4. Why does the professor mention 2MASS and the Chandra x-ray observatory?
- (A) To provide background information about the discovery of the zone of avoidance
 - (B) To explain why scientists are unable to see through the Milky Way
 - (C) To give an example of how the zone of avoidance prevents astronomical discoveries
 - (D) To demonstrate that scientists have some knowledge of what is beyond the zone of avoidance

Listen again to part of the discussion. Then answer the question.  MP3 • 332

5. Why does the professor say this:
- (A) To indicate that he does not understand what the woman means
 - (B) To suggest that the woman's answer is not correct
 - (C) To show that there is scientific uncertainty about the issue
 - (D) To encourage the woman to elaborate further

Listen again to part of the discussion. Then answer the question.  MP3 • 333

6. What does the student mean when he says this:
- (A) He wants to move on to the next point.
 - (B) He is certain his guess is correct.
 - (C) He wants the professor to repeat the question.
 - (D) He is offering a suggestion.



* DICTATION



MP3-334

Listen to part of the geology lecture again and fill in the blanks.

[중략]

Professor: Another thing about these shield volcanoes is that they don't really... uh...explode, when erupting. So the lava coming out of shield volcanoes isn't, isn't ¹⁾ _____. Do you understand? The, the Hawaiian Islands are examples of shield volcanoes on Earth. But, you might ask, why is Olympus Mons so much larger than volcanoes on Earth? Well, we think it's probably related to plate tectonics. As you know, Earth's surface is composed of these huge tectonic plates that are constantly moving. And, as far as anyone can tell right now, Earth is ²⁾ _____ that experiences this. We aren't really sure, but it's possible that some planets might have once had, um, this kind of plate-tectonic activity in the past...but probably, probably with some differences from what we see on Earth. OK, uh...but that's not really the topic for today, so let me get back to comparing Olympus Mons with Earth volcanoes. You see, many shield volcanoes are formed over "hotspots," which are ³⁾ _____ where, where conditions deep within the planet cause volcanic activity at the surface. For example, the Hawaiian Islands are over one of Earth's hotspots. Now, the reason I mentioned plate tectonics is that, on Earth, tectonic plates keep the ⁴⁾ _____ over a hotspot. So no single area of crust is ever...uh...permanently over a hotspot. And this means that, over time, um, volcanoes that were ⁵⁾ _____. Right? Because the tectonic plate they're on moves away from the heat source—the hotspot. Actually, the Hawaiian Islands illustrate this fact beautifully. See, this island chain has been formed as its tectonic plate—the Pacific plate—has slowly moved over a hotspot. Now, the speed of the plate is, of course, uh, pretty slow...about 52 kilometers per every million years. But as a result of this, um, movement, we can ⁶⁾ _____ that are actually the remains of volcanoes that formed as the tectonic plate traveled over the hotspot. Hawaii, the big island, is the youngest...so it's still right over the hotspot, and it, it hasn't ⁷⁾ _____. Older islands at the end of the chain are smaller because they've become dormant and had a longer time to erode. So that's why there's a limit to the size of these volcanoes on Earth. They remain over hotspots for...for a period of time, and then they ⁸⁾ _____.

[중략]

정답은 해설집 145p



[중략]

Professor: Any other guesses, then?

Student B: ¹⁾ _____ ...how about a region where there just weren't any galaxies?

Professor: That's it. The astronomers discovered this...this band in the sky where there were hardly any galaxies. Pretty strange, they thought. They ²⁾ _____, uh, the "zone of avoidance" because it's...it's almost as though, um, as though galaxies just avoid the region. What do you think the cause of this...this zone of avoidance might be?

Student B: Well, could it be like...like a huge black hole or something?

Professor: Uh...no. Let me give you a hint. The zone of avoidance isn't ³⁾ _____

Student B: Maybe there's something covering up the galaxies...so that we can't see them, even though they're there.

Professor: Yes. That's correct. So...what is it that's covering up ⁴⁾ _____?

Student B: Is there something in the Earth's atmosphere that's...that's ⁵⁾ _____?

Professor: No...it's not in the Earth's atmosphere. Any last guesses?

Student A: Oh, I think I know. Is it our galaxy that's causing the problem? I mean, is it part of the Milky Way that's preventing us from seeing clearly outside our own galaxy?

Professor: That's exactly what the problem is. See, the Milky Way is very large. I mean, it's between 80,000 and 100,000 light years wide. And about, um, about 1,000 light years thick. ⁶⁾ _____ a lot of gas and dust floating around in the plane of the disk, so there's an awful lot of stuff in the way if you're trying to look out across the, uh, the plane of the Milky Way ⁷⁾ _____. That's what the zone of avoidance is...it's the dust and gas clouds in the band of the Milky Way. It blocks about 20 percent of the sky beyond our galaxy.

Student B: Wow. So we don't have any information about 20 percent of the sky outside the Milky Way?

Professor: Well, not exactly. See, even though we can't see through it, uh—⁸⁾ _____ a lot more of what's behind all the dust and gas. Between, um, 1997 and 2001, the Two Micron All-Sky Survey, also known as "2MASS," ⁹⁾ _____ and discovered new galaxies that had been, well, hidden behind the zone of avoidance.

[중략]

정답은 해설집 147p

Astronomy 천문학

1 Star Formation 별의 생성

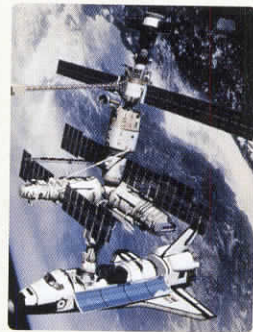
우주 공간을 가득 채운 먼지나 가스 등의 성간 물질interstellar matter이 은하의 회전, 별의stellar 인력gravitation, 빛에 의한 압력pressure과 같은 영향을 받으면 조밀하게 모이면서 성운nebula을 형성한다. 이러한 성운이 밀도density가 커지면 전체적으로 중심을 향한 인력이 발생하여 회전spin하면서 수축하게contract 된다. 점점 밀도가 커지고 회전속도가 빨라지면 성운 안에는 밀도의 짙고 얇은 부분들이 생기는데 밀도가 짙은 부분을 중심으로 계속 중력gravity이 작용하여 성단star cluster을 이루게 된다.

2 Calculating a star's age 별의 나이 측정

별은 나이가 들면서 파란색→흰색→노란색→주황색→붉은색 순으로 변하게 되는데, 보통 파란색을 떠는 별의 경우 50,000℃, 붉은색 별은 3,500℃ 가량 된다고 한다. 즉 별은 나이가 들수록 그 온도temperature가 내려간다. 또한 최근에는 별에 존재하는 베릴륨beryllium이 시간이 지날수록 증가한다는 점을 이용하여 별의 나이를 측정measurement하기도 했다. 2004년 한 국제연구팀은 첨단state-of-the-art 망원경telescope으로 이 베릴륨의 양을 측정하여 우리 은하계our galaxy(=Milky Way)의 나이가 약 1백 36억살(± 8억년)정도 될 것이라고 공식 발표한 바 있다.

3 Mars exploration 화성 탐사

화성 탐사는 미국의 마리너호에 의해 처음 실현되었다. 마리너 4호는 1965년에 화성을 근접 관측observation하여 화성 표면surface에 많은 화구fireball가 존재한다는 것을 보여 주었으며, 마리너 9호는 화성면을 촬영하여 화구 외에 화산volcano도 존재한다는 것을 밝혔다. 1970년대에는 소련의 무인 탐사선 마스 3호와 미국의 탐사선 바이킹 1호와 2호가 잇달아 화성에 연착륙하여 화성 표면을 직접 탐사하였다. 1997년 미국 항공우주국NASA의 우주선spacecraft 패스파인더Pathfinder는 분광기spectral apparatus를 탑재한 로봇 소저너Sojourner와 함께 화성 표면에서 83일간 운행하며 화성의 지질, 화학 조성 및 대기에 대한 방대한 양의 정보를 지구로 전송transmission해 왔다.



4 Trojan Asteroid 트로이소행성군

태양Sun 및 목성Jupiter과 함께 정삼각형equilateral triangle의 꼭지점vertex을 이루는 곳, 즉 라그랑주점Lagrangian Point에 위치한 소행성군이다. 라그랑주점은 태양과 목성의 중력이 균형

balance을 이루는 지점으로 수십 개의 소행성asteroid들이 목성의 앞과 뒤에서 무리cluster를 이루고 있다.

Geology 지질학 / Seismology 지진학 / Geography 지리학

5 Continental drift 대륙이동설

알프레도 베게너(Alfredo Wegener)가 제시한 이론으로, 현재의 대륙은 판게아Pangaea라는 초기의 커다란 대륙에서 갈라져 이동했다는 설이다.

●tectonic plate: 판상을 이루어 움직이고 있는 지각crust의 표층. 지구 내부의 구성 성분 중 지각과 맨틀 최상부를 포함한 암석권lithosphere에 해당한다. 지구 표면이 여러 개의 판으로 이루어졌다는 판구조론plate tectonics에 근거하고 있다.

6 Tundra 툰드라

1년 중 대부분의 기간 동안 지표가 얼어 있으며, 식물vegetation의 생육 기간이 60일 이하, 최고온도의 달이 10도 이하, 연간 강수량precipitation이 380mm이하인 지대. 북극 극지방의 툰드라arctic tundra는 전체 지구의 약 1/10에 달하며, 혹한으로 인해 영구동토층permafrost이라고 불리는 깊이 약 90~456m에 이르는 토양층이 형성되어 있다. 약 2개월 간의 여름 동안 지표면이 약간 녹으면서 thaw 땅이 습해지고soggy 부드러워지는데, 식물들은 주로 이 기간 동안 성장하게 된다. 그러나 생육 기간 자체가 짧으므로 주로 이끼lichen, 작은 초본류 식물, 키 작은 관목 등이 자란다.

●영구동토층permafrost: 월 평균기온average temperature이 영하below freezing인 달이 반년 이상 계속되어 땅속이 1년 내내 얼린 상태로 있는 지대.

7 Desert 사막

사막 표면을 형성하는 물질에 따라 암석 사막rocky desert과 모래 사막sand desert으로 구분된다. 암석 사막은 강한 바람의 침식 작용erosion process에 의한 것으로, 기온 변화에 따라 암석의 표면이 붕괴된destroyed 세립물질이 바람에 의해 운반되면서 형성된다. 암석 사막은 암설detritus(암석의 침식, 풍화작용에 의해 생긴 작은 암석 조각)이 분포되어 있어 자갈 사막pebble desert이라고 하며, 모래를 찾아볼 수 없는 게 특징이다. 모래 사막은 암반이나 돌덩이가 오랫동안의 풍화작용weathering으로 부서져 생긴다. 작은 알갱이가 된 모래들은 쌓이면서 사구sand dune를 형성하게 되는데, 이 사구가 다시 바람에 의해 이동하면서 점점 더 넓은 사막이 형성되게 된다.



8 Lava 용암

화산volcano이 분출eruption하는 동안 지하 깊은 곳에서 생성된 마그마magma(고온에서 녹은 암석 물질)가 밖으로 배출된 것. 용암lava에는 매우 유동성liquidity이 높은 것이 있는 반면에, 거의 유동하지 않고 점성viscosity이 높은 것도 있는데 용암의 점성은 그 화학 조성chemical composition, 가스의 함량, 온도 및 결정화crystallization의 정도에 의해 좌우되며, 점성의 정도에 따라 형성되는 화산의 종류가 달라진다. 점성이 높은 용암 한 장의 두께는 600m에 이르나 피복면적(대지를 덮는 면적)은 그다지 크지 않고 종상화산tholoid나 탐상화산belonite을 형성한다. 중간 정도의 점성을 가진 용암은 원추형circular cone의 화산체를 이루며(e.g. 필리핀의 마운산, 일본의 후지산), 점성이 낮은 용암은 한 장의 두께가 수 미터밖에 안되지만 피복면적이 크고, 경사가 완만한 순상(방패형)화산shield volcano을 형성한다(e.g. 하와이의 마우나로아산). 점성이 아주 낮은 용암은 막대한 양이 한꺼번에 분출되어 광대한 면적을 뒤덮는다(e.g. 미국의 컬럼비아강 현무암, 인도의 테칸고원 현무암).

9 Rock 암석

- 퇴적암sedimentary rock: 풍화와 퇴적에 의한 퇴적물sediment이 중력에 의해 낮은 곳으로 이동하여 굳어진 암석
- 변성암metamorphic rock: 지구 내부의 높은 온도와 압력에 의한 변성작용에 의해 고체 상태에서 변화한 암석. 편마암, 석회암, 대리석 등이 대표적
- 화성암igneous rock: 역시 높은 온도와 압력의 작용으로 만들어지는 것이지만 고체 상태가 아닌 액체 상태의 뜨거운 마그마가 식으면서 만들어진 암석



sedimentary rock



metamorphic rock



igneous rock

- 심성암plutonic rock: 화성암의 일종으로 마그마가 지하 깊은 곳에서 굳으면서 형성되었기 때문에 결정crystal의 크기가 큰 것이 특징
- 현무암basalt: 화학조성상 심성암인 반력암에 해당하는 것으로 무수규산물을 50% 정도 함유하는 화성암으로 가벼운 것이 특징
- 종유석stalactite: 동굴cave의 천정에 고드름처럼 매달린 광물질로, 석회암limestone 동굴에 매달린 석회암질인 경우가 많음
- 석순stalagmite: 동굴 천정에서 떨어지는 물방울에 들어 있던 석회질 물질이 동굴 바닥에 쌓여 원주형cylindrical으로 위로 자라 돌출된protuding 것
- 석화작용lithification: 생물의 유해나 퇴적물이 돌처럼 딱딱해지는 작용

10 Radiocarbon dating method 방사성탄소 연대측정법

생태계에서 식물은 에너지를 얻고 성장을 하기 위해 광합성photosynthesis을 하는 동안 이산화탄소

carbon dioxide를 흡수하게 되는데, 먹이사슬food chain 과정을 통해 동물이 식물을 먹고, 그 동물을 다른 동물이 잡아먹게 되면서 기본적으로 탄소가 모든 생물의 몸을 구성하게 된다. 이 탄소 중에 방사성을 띠는radioactive 종류를 방사성탄소radiocarbon라고 하는데, 생물체가 죽는 순간 방사성탄소는 파괴되기 시작한다. 1940년에 과학자들이 죽은 식물이나 동물에서 얻은 방사성탄소가 사라지거나 disappear 붕괴되는데decay 얼마나 오랜 시간이 걸리는지 알아내게 되었고, 윌러드 리비(Willard Libby)란 과학자가 이를 이용해서 최초로 방사성탄소의 반감기the half-life of radiocarbon를 측정해냈다. 반감기란 뼈나 딱딱한 껍질shell 또는 탄소 샘플 속에 있는 방사성탄소의 양이 반으로 줄어드는 데 걸리는 시간을 말한다. 이후 이 방사성탄소를 이용한 연대측정법은 지질학은 물론 해양학, 대기과학, 고고학 등의 여러 학문 분야에서 활용되고 있다.

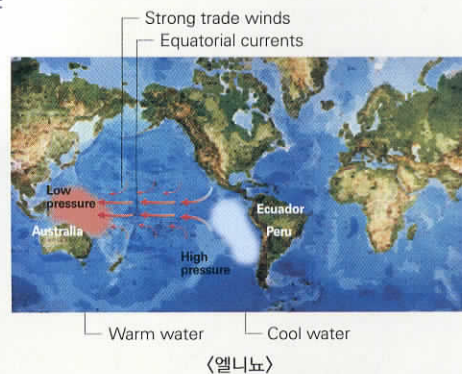
Oceanography 해양학

11 Upwelling 용승 현상

해수 표면에 있던 바닷물seawater이 바람이 불어서 이동하게 되면 물이 빠져나간 부분을 채우기 위해 심층에 있던 바닷물이 표면으로 올라오는데, 이를 용승 현상이라고 한다. 아래쪽에서 올라온 심층수 deep water는 수온water temperature이 낮고 밀도density가 높다. 특히 해수 표면에 있던 많은 유기물organic matters이 가라앉으면서 광합성photosynthesis 등을 통해 분해decomposition 되어 식물성플랑크톤phytoplankton의 양분nutrients이 되므로 용승 현상이 일어나면 해수면의 식물성플랑크톤이 급격히 증가하게 된다. 해양 생태계에서 생산자에 해당하는 플랑크톤이 많아지면 자연적으로 정어리나 멸치 등의 어류가 풍부해지게 되므로 용승 현상이 일어나는 곳upwelling zone에는 황금어장productive fisheries이 형성되게 된다. 용승이 일어나는 대표적인 해역은 페루 연안, 칠레 연안, 미국 캘리포니아 연안, 아프리카 남서 해안, 아라비아해 등이다.

12 El Nino 엘니뇨 / La Nina 라니냐

태평양에서 발생하는 이상 기후 현상abnormal climate change이다. 엘니뇨는 남아메리카 페루 및 에콰도르의 서부 열대tropical region 해상에서 수온water temperature이 평년보다 높아지는 현상을 말하고, 라니냐는 동태평양에서 엘니뇨와는 반대로 평년보다 0.5℃ 낮은 저수온 현상이 5개월 이상 일어나는 것을 말한다. 엘니뇨가 발생하면 따뜻한 물이 양분이 풍부한 차가운 물을 밀어내기 때문에 그 지역의 식물과 어류의 양이 급격하게 감소하게decline 된다. 라니냐는 엘니뇨보다 빈번하게 발생하며 수온이 낮기 때문에 추운 지역을 더 춥게 만들고 장마monsoon, 가뭄drought 등의 이상 기후 현상의 원인이 된다.



Chemistry 화학

¹³solution 용액 / solvent 용매 / solute 용질

용액solution은 두 종류 이상의 물질이 고르게 섞여 있는 혼합물mixture을 뜻하지만 일반적으로는 기체gas, 액체liquid, 고체solid 상태의 용질solute이 액체 상태의 용매solvent에 녹아 있는 혼합물을 말한다. 용매는 용질을 녹여 용액을 만드는 물질로 대개 액체인 경우가 많다. 용질은 용매에 함유된 다른 성분ingredient을 말한다. 또한 일정한 조건에서 어떤 물질이 더 이상 용해liquefaction되지 않는 상태를 포화saturation라고 한다.

Physics 물리학

¹⁴Vacuum 진공

이탈리아의 과학자였던 에반젤리스타 토리첼리(Evangelista Torricelli)가 처음 발견했다. 한쪽이 막힌 길이가 약 1m인 유리관에 수은mercury을 가득 넣고, 막히지 않은 쪽을 손으로 막은 후 따로 수은을 넣은 용기container 속에 거꾸로 넣어 세우면 유리관 속의 수은면이 내려와서 일정한 높이(약 760 mm)에서 멎는데, 이것은 관 속의 수은주가 용기 속의 수은면에 작용하는 대기압atmospheric pressure에 의해 받쳐져 있기 때문이다. 이때 관의 위쪽에 미량의 수은 증기steam 외에는 아무것도 존재하지 않는 진공vacuum이 생긴다.

¹⁵Infrared rays 적외선 / Ultraviolet rays 자외선 / 가시 광선 Visible rays

- 적외선infrared rays: 햇빛을 스펙트럼spectrum으로 분산dispersion시켰을 때, 적색 스펙트럼의 끝보다 더 바깥쪽에 있는 전자기파electromagnetic wave이다. 가시광선이나 자외선보다 열작용이 강해 열선thermic rays이라고도 한다.
- 자외선ultraviolet rays: 햇빛을 스펙트럼으로 분산시켰을 때, 가시광선보다 파장wavelength이 짧아 눈에 보이지 않는 전자기파로, 화학작용chemical reaction이 강해 화학선이라고도 한다.
- 가시 광선visible rays: 사람의 눈에 보이는 범위의 파장을 가진 전자기파.

Engineering 공학

¹⁶Ceramics 세라믹

열을 가해서 만들어진 무기질inorganic의 비금속non-metallic 재료material를 통칭한다. 금속metallic 재료에 비해 화학적 결합이 안정되어 있어 견고하고 높은 온도에서도 잘 견디는 특성을 가지고 있다. 일반적인 도자기류pottery나 시멘트cement, 벽돌brick, 타일tile 등의 건축 자

재construction material, 절연체insulation, 더 나아가 로켓이나 인공위성satellite의 부품 component 등으로 광범위하게 사용된다. 최근에는 세라믹을 구성하고 있는 미세한minute 결정 입자particle들을 조절함으로써 일반 도자기처럼 잘 깨진다는 결점drawback을 보완complement하여 일반 금속을 사용할 수 없는 부분에 필수적으로 사용되는 신소재new material로 각광받고 있다.

17 Alternative energy 대체 에너지

점차 고갈되고 있는 석유petroleum나 석탄coal, 원자력atomic energy, 천연가스natural gas 등의 화석연료fossil fuel를 대체할 수 있는 에너지로, 재생에너지renewable energy라고도 한다. 최근 지구상의 환경오염environmental pollution이 심각한 문제로 대두됨에 따라 화석연료에 비해 환경오염을 현저히 줄일 수 있는 청정에너지clean energy로도 각광받고 있다.

● **바이오에너지biofuel**: 태양광sun rays을 이용하여 광합성하는 유기물organic matter(주로 식물체)과 그 유기물을 소비하여 생성되는 모든 생물 유기체biomass를 이용한 에너지를 말한다. 곡물crops, 감자류, 초본, 임목, 벼짚, 왕겨, 사탕수수sugar cane, 사탕무sugar beet와 같은 농산물produces은 물론 동물의 배설물excretion, 사체dead body와 음식쓰레기까지 에너지원으로 사용될 수 있다. 대두유, 팥유, 폐식용유 같은 식물성기름vegetable oil을 원료로 만들어지는 바이오 디젤bio-diesel이 대표적인 예이다.

● **연료전지fuel cell**: 수소, 메탄 및 메탄올 등의 연료를 산화시켜서 생기는 화학에너지를 전기에너지로 변환시킨 것.

Theme Vocab



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Astronomy 천문학

interstellar matter 성간 물질
nebula 성운
star cluster 성단
galaxy 은하계
asteroid 소행성

Geology 지질학 / Seismology 지진학 / Geography 지리학

crust 지각
plate tectonics 판구조론
precipitation 강수량
permafrost 영구동토층
erosion 침식
sand dune 사구
lava 용암
sedimentary rock 퇴적암
metamorphic rock 변성암
igneous rock 화성암

Chemistry 화학

solution / solvent / solute 용액 / 용매 / 용질
gas / liquid / solid 기체 / 액체 / 고체
saturation 포화

Physics 물리학

atmospheric pressure 대기압
infrared rays / ultraviolet rays 적외선 / 자외선

Engineering 공학

inorganic 무기질의
insulation 절연체
alternative energy 대체 에너지
fossil fuel 화석 연료

Review Test III



MP3-341

passage 1. [1~5] Listen to part of a conversation between a student and a professor.

Volume | Help | Ok | Next



1. Why does the man go to see his professor?
 - Ⓐ To find out the topic of the take-home exam
 - Ⓑ To get ideas for the upcoming essay
 - Ⓒ To pick up a copy of the take-home exam
 - Ⓓ To explain that he will miss next week's exam

2. What does the professor say about the length of the paper?
 - Ⓐ There are no official requirements for the length of the paper.
 - Ⓑ The paper should not be more than ten pages in length.
 - Ⓒ There is a minimum page length but no maximum page length.
 - Ⓓ The minimum page length is five pages.

3. What does the professor say about sources?
 - Ⓐ It is OK to consult with other people in the class.
 - Ⓑ It is not acceptable to use Internet sources.
 - Ⓒ It is inappropriate to use outside sources.
 - Ⓓ It is necessary to cite whatever sources are used.

Listen again to part of the conversation. Then answer the question.  MP3 • 342

4. What does the student mean when he says this:
 - Ⓐ He wants the professor to know what his plan for the exam is.
 - Ⓑ He thinks the professor needs to know where he will take the test.
 - Ⓒ He wants the professor to provide more instructions.
 - Ⓓ He thinks the professor should give more days to finish the paper.

Listen again to part of the conversation. Then answer the question.  MP3 • 343

5. Why does the professor say this:
 - Ⓐ To inform the student that he should choose the number of sources
 - Ⓑ To find out how many sources the student plans to use
 - Ⓒ To ask for the student's opinion before setting a requirement for sources
 - Ⓓ To imply that the student should already know about the minimum number of sources



passage 2. [1~6] Listen to part of a discussion in an astronomy class.

Volume | Help | Ok | Next



Trojan Asteroids

1. What is the discussion mostly about?
 - (A) Recent discoveries of new Trojan asteroids
 - (B) Parallels between the Trojan War and astronomy
 - (C) The location and distribution of Trojan asteroids
 - (D) The development of astronomy since ancient times

2. What is so interesting about Max Wolf's technique for finding asteroids?

- Ⓐ It required special camera equipment.
- Ⓑ It was especially rudimentary.
- Ⓒ It is still used today by astronomy experts.
- Ⓓ It was kept a secret for many years.

3. How does the professor explain the orbit of the Trojan asteroids?

- Ⓐ By comparing it to that of other asteroids
- Ⓑ By using the example of a household object
- Ⓒ By providing the students with statistical data
- Ⓓ By contrasting it with Jupiter's orbit

4. Why do the Trojan asteroids not bump into Jupiter?

- Ⓐ They are pulled closer to the sun than Jupiter.
- Ⓑ They follow an elliptical rather than circular orbit.
- Ⓒ They circle the sun at the same speed as Jupiter.
- Ⓓ Their movement is affected by perturbations from other planets.

Listen again to part of the discussion. Then answer the question.  MP3-345

5. Why does the professor say this:

- Ⓐ To warn the students that the subject matter is rather complicated
- Ⓑ To lead into further discussion on the Trojan Horse
- Ⓒ To show he is disappointed with the student's answer
- Ⓓ To indicate that the origin of the term is surprisingly simple

Listen again to part of the discussion. Then answer the question.  MP3-346

6. What can be inferred from the professor when he says this:

- Ⓐ He will need to check his facts before commenting further.
- Ⓑ He does not want to confuse the students with minor details.
- Ⓒ He thinks the students probably already know this information.
- Ⓓ He wants to talk about this point in a later lecture.



passage 3. [1~6] Listen to part of a lecture in a biology class.

Volume | Help | Ok | Next



Mangroves

1. What is the lecture mainly about?
 - (A) Various functions of mangrove roots
 - (B) The threat of mangrove endangerment
 - (C) Mangrove adaptations for survival
 - (D) The benefits of viviparous reproduction

2. Why does the professor begin the lecture with a talk about saltwater forests and waterlogged swamps?
 - (A) To review a previous lesson on mangrove habitats
 - (B) To clarify which aspect of mangroves he will discuss
 - (C) To answer a question someone posed in the previous class
 - (D) To compare mangroves to other common saltwater plants

3. According to the professor, why are lenticels important?
- Ⓐ They allow the plant to take in and store air.
 - Ⓑ They collect and convert nutrients found in saltwater.
 - Ⓒ They stabilize the soil surrounding the plants.
 - Ⓓ They increase the amount of oxygen in aboveground air.
4. According to the professor, what is special about propagules?
- Ⓐ They photosynthesize through their parent plant.
 - Ⓑ They are able to root in almost any type of soil.
 - Ⓒ They can expel excess salt via special pores in their leaves.
 - Ⓓ They can change their density to float and root.

Listen again to part of the lecture. Then answer the question.  MP3 • 348

5. Why does the professor say this:
- Ⓐ To indicate she expects the students to know this basic information
 - Ⓑ To imply that the course material is too easy for the students
 - Ⓒ To discredit a theory the students were taught before
 - Ⓓ To solicit responses to her lecture from the students

Listen again to part of the lecture. Then answer the question.  MP3 • 349

6. What does the professor mean when she says this:
- Ⓐ The root system is too complicated to discuss in detail.
 - Ⓑ Mangrove reproduction is a far more interesting topic.
 - Ⓒ Mangrove trees possess many unique characteristics.
 - Ⓓ The reproduction system is closely related to the root structure.

DAY17

Service Encounters

- CASE EXAMPLE - 예제
- ★ SMART SOLUTION - 테마별 보충 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기
- SMART SOURCE - 테마별 기출 토픽

speed keyword

Service Encounters

대학 캠퍼스에서 학생이 대학 직원이나 각종 업무 담당자와 나누는 대화를 말한다. 대화 상대자는 주로 학교의 직원이지만 아르바이트 상황에서 지배인과 나누는 대화나 학과 동료와의 대화가 등장하기도 한다. 어떤 경우든 일상적인 수다가 아니라 학생은 해결해야 할 뚜렷한 문제를 가지고 대화하고 있다는 것을 반드시 기억하자.



학사과Division of Academic Affairs 관련 기출 토픽

수강신청이나 변경 혹은 수강취소 / 계절학기 / 학점 확인 / 졸업 요건 확인



학생서비스센터Student Services Center

관련 기출 토픽

각종 증명서 발급 / 어학 연수, 인턴십, 아르바이트 등의 상담 / 현장 학습 참가 문의



도서관Library, 미디어센터Media Center

관련 기출 토픽

책이나 미디어 등의 참고 자료 대출이나 연체



기숙사Dormitory / Residence hall 관련 기출 토픽

방 변경 / 시설 수리 문제 / 주차장 이용



보건진료소Health care center 관련 기출 토픽

예방 접종 / 진료



교외활동Extracurricular activities 관련 기출 토픽

동아리 활동 / 자선모금 및 자선파티 등의 행사 준비

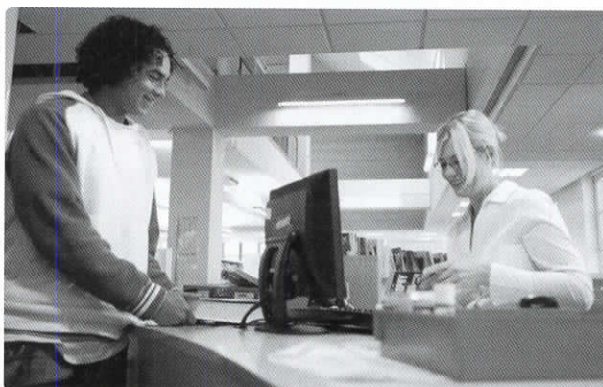
CASE EXAMPLE



MP3 • 353

[1-5] Listen to part of a conversation between a student and a librarian.

| Volume | Help | Ok | Next |



note
taking

form

1. What does the man need from the library?
 - Ⓐ Access to the online catalogue for the film collection
 - Ⓑ Spanish-language films to watch for his class
 - Ⓒ A replacement college library card
 - Ⓓ Information about the library's circulation policies

2. What does the woman imply about the online catalogue?
 - Ⓐ The man should have checked it before coming to the library.
 - Ⓑ It does not contain listings for Media Collections.
 - Ⓒ It is more convenient than checking on a resource in person.
 - Ⓓ Students can use it to check out books and films.

3. Why will the man check out only one film now?
 - Ⓐ He found the others are already reserved for a class.
 - Ⓑ He plans to watch another one in the library's viewing room.
 - Ⓒ He cannot watch two films in the time allotted him.
 - Ⓓ He is not allowed to check out more than one at a time.

Listen again to part of the conversation. Then answer the question.  MP3-354

4. Why does the man say this:
 - Ⓐ To make sure he is in the correct area
 - Ⓑ To ask the woman's advice about something
 - Ⓒ To explain why he has come to the library
 - Ⓓ To let the woman know he is lost

Listen again to part of the conversation. Then answer the question.  MP3-355

5. What can be inferred about the man when he says this:
 - Ⓐ He expects the woman to make an exception for him.
 - Ⓑ He is worried that he may not be able to use the library.
 - Ⓒ He is pleased by the information the woman gives him.
 - Ⓓ He is not planning to borrow anything from the library.



SMART SOLUTION



○ note taking

Main Topic : checking out media resources from a library

initial check

circulation
policy at Media
Collections



purpose

looking for three
Spanish films for
a class



problems & solutions

- not a student at the Univ. → can check out as an affiliate borrower
- can borrow only two films at a time → two films first, the third one later
- *using the online catalogue first
- should return within 1 day → just take one at this time

CLUE FINDER

어느 대학 도서관의 미디어 자료실에서 다른 학교 학생이 세 편의 DVD를 대여하려고 하는 상황. 이용하려는 자료와 외부인으로서 자료를 대출하기 위한 규정 등이 주요 내용이다.

Checking circulation policy

Librarian (female) Can I help you find something in the library's film and music collections?

Student (male) Um, I'm not sure. I've actually never been to this part of the library before. **Q4 This is Media Collections, right?**

Librarian Yep. We occupy the entire ground floor of the Norton-Oliver Library. We have videos, DVDs, CDs, LPs...Are you, um, just browsing around or are you looking for something specific? I can answer whatever questions you have about the film and music resources here.

Student Thanks. Um, what's the circulation policy for, um, for items in Media Collections?

Librarian Well, that depends. Are you a student here?

Student **Q5 Uh, no. I just live in the community.** **[concerned] Am I ineligible to borrow from the library?**

Librarian Well...I'm afraid you won't be able to take any films or music outside the library if you don't have valid university identification.

도서관 자료 열람 문의는 대화문에서 자주 등장하는 상황. 특정 자료의 열람, 도서관 이용 방법 등에 문의하는 경우가 많다.

미디어 자료 이용에 관련된 내용이다. 초반에 방문 목적이 직접적으로 등장하지 않고 대출과 관련된 기본 사항을 먼저 확인한 것이 특징이다.

Q4 "This is Media Collections, right?"은 상황에 따라 다르게 해석될 수 있는 여지가 있는 문장이므로 문제 화를 염두에 두고 듣는다. 대화 전후의 맥락과 상황을 종합하여 그 말에 담긴 화자의 의도를 파악하는 것이 관건.

4번 Function문제 출제

해당 문장만 본다면 상대방에게 이곳이 어디인지 상기시키는 말로도 들릴 수 있으나, 학생이 이 도서관에 처음 왔다는 상황을 통해 자신이 맞게 찾아왔는지 확인하기 위해 묻고 있음을 알 수 있다.

Q5 두 사람의 대화 중 어조가 달라지는 부분은 문제화될 가능성이 매우 높다. **[concerned]**라는 화자의 심리상태를 들으며 파악할 수 있어야 한다.

Student [disappointed] Oh. I see.

...

Purpose of the visit

Student OK. Q1 Well, I'm looking for three Spanish films my teacher said I could find here. Do you have, like a, a foreign-language section?

Problems and solutions

Librarian Yes, we do, but, um...I'm afraid affiliate borrowers are only permitted to check out two items at once.

Student That's OK. I'll just pick up the third one when I return the first two.

...

Librarian Let me just type that in here. [while typing]
Q2 Are you familiar with the online catalogue? You can view all of our books and DVDs and videos online by going to the library website and clicking on the link to the catalogue. That way you can check the status of a book or film or whatever before you come over to the library. You know...to make sure it's not already checked out.

Student OK, great. I'll do that next time.

...

Student Thanks. Oh, wait a minute. Q3 How long can I check them out for?

Librarian Um, you get them for one night. They have to be back by noon tomorrow.

Student Oh, really? I don't think I'm going to have enough time to watch two films tonight. I'd better just check out one of them.

...

5번 Function문제 출제

이 학교 학생이 아니기 때문에 자료를 대여할 자격이 되지 않을 수도 있음을 걱정하고 있다.

Q1 "I'm looking for~"는 방문의 구체적인 목적을 나타내는 신호어구이다.

1번 Main Idea문제 출제

학생은 이 도서관 자료실을 처음 이용하기 때문에 앞부분에서 일단 circulation policy(대출 규정)부터 문의하고 있다. 그러나 학생이 실제 도서관에 온 이유는 수업을 위해 봐야 할 스페인어 영화를 대여하기 위한 것이라 점에 유의하자.

Q2 online catalogue라는 새로운 포인트가 등장하는 곳이다. 자료실 이용과 관련하여 중요한 정보 중 하나이므로 꼭 들어야 하는 부분이다.

2번 Inference문제 출제

온라인 카탈로그를 통해 도서 대출 여부를 미리 확인해 볼 수 있다고 했으므로 직접 자료를 찾는 것보다 쉽다는 뜻이 내포되어 있다.

Q3 문제 해결에 관련된 부분. 특히 행동에 변경 사항이 생기게 되는 경우 바뀐 행동이 무엇인지, 또는 그 이유를 묻는 문제가 자주 등장한다.

3번 Detail문제 출제

원래 영화 두 편을 대여하려고 하다가 대여 기간이 하루라는 것을 알고, 두 편을 볼 시간이 없다면서 이번에는 한 편만 대여하겠다고 했다.

Answer 1 (B) 2 (C) 3 (C) 4 (A) 5 (B)

PRACTICE TEST



CONVERSATION



MP3 • 356

passage 1. [1-5] Listen to part of a conversation between a student and a Residence Life clerk.



 note taking

1. Why does the woman go to see the Residence Life clerk?
 - Ⓐ To get in contact with the painters of the dorm
 - Ⓑ To request a transfer to a different residence hall
 - Ⓒ To ask the clerk to unlock her room for some painters
 - Ⓓ To inquire about a delay in a maintenance project

2. Why were the two painters unable to work on the wall?
 - Ⓐ The forms were not filed with the correct office.
 - Ⓑ They were given an incorrect address.
 - Ⓒ No one was available to let them in.
 - Ⓓ They were late for the scheduled service.

3. Why does the woman fill out another maintenance request form?
 - Ⓐ To complain about the maintenance staff
 - Ⓑ To have a second wall in her suite repainted
 - Ⓒ To rectify an omission on the previous one
 - Ⓓ To add her name to her roommate's

Listen again to part of the conversation. Then answer the question.  MP3 • 357

4. What can be inferred about the woman?
 - Ⓐ She is upset at having had to submit requests repeatedly.
 - Ⓑ She is hopeful that the man will help her submit a request.
 - Ⓒ She thinks the man should know when the requests were submitted.
 - Ⓓ She does not remember exactly when the requests were submitted.

Listen again to part of the conversation. Then answer the question.  MP3 • 358

5. Why does the woman say this:
 - Ⓐ To apologize for misinterpreting the man's statement
 - Ⓑ To express surprise at the information the man shared
 - Ⓒ To indicate that she did not hear what the man said
 - Ⓓ To ask the man to check the information again

PRACTICE TEST



CONVERSATION



MP3-359

passage 2. [1-5] Listen to part of a conversation between a student and a bookstore employee.



○ note taking

1. Why does the student approach the bookstore employee?
 - (A) To determine which books she needs for her English classes
 - (B) To see about ordering a book from a publisher
 - (C) To find out where to purchase a used book
 - (D) To get help finding a book for her class

2. Why is the student late in purchasing her book?
 - (A) She joined the class after the semester started.
 - (B) Her professor was supposed to order her a copy.
 - (C) She did not realize there was a textbook for the course.
 - (D) Professor Lawson did not assign the book until recently.

3. What are two possible solutions to the woman's problem suggested by the bookstore employee? Click on 2 answers.
 - (A) Borrowing the textbook from the library
 - (B) Checking the student message boards
 - (C) Asking her professor to order her a copy
 - (D) Placing an order with the campus bookstore

Listen again to part of the conversation. Then answer the question.  MP3 • 360

4. What does the student imply when she says this:
 - (A) The books do not appear to be shelved in order.
 - (B) The employee should know where to find the book.
 - (C) The book she is looking for is not in its proper place.
 - (D) She already knows where the book is located.

Listen again to part of the conversation. Then answer the question.  MP3 • 361

5. Why does the employee say this:
 - (A) To let the student know she has other options
 - (B) To indicate that there may be a problem ordering the book
 - (C) To express sympathy for the student's situation
 - (D) To apologize for not ordering the book beforehand

PRACTICE TEST

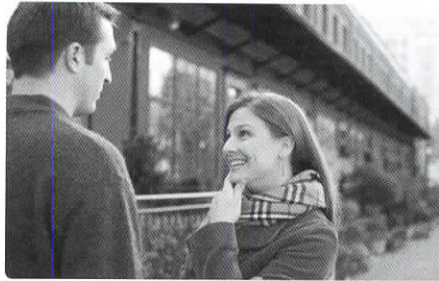


CONVERSATION



MP3-362

passage 3. [1-5] Listen to part of a conversation between a student and a basketball coach.



 note taking

1. Why does the coach want to speak with the woman?
 - Ⓐ To update her about decisions made while she was gone
 - Ⓑ To find out if she had a good trip home
 - Ⓒ To get her opinion about changing the team's uniforms
 - Ⓓ To talk about why she missed the last practice

2. Why did the team want to change their uniforms?
 - Ⓐ To simplify the design
 - Ⓑ To get more comfortable uniforms
 - Ⓒ To feature the university's mascot
 - Ⓓ To make the school colors more obvious

3. What are two duties of the team captain mentioned by the coach? Click on 2 answers.
 - Ⓐ Organizing training activities during team practices
 - Ⓑ Facilitating communication between the coach and the team
 - Ⓒ Helping the team stay positive in the face of adversity
 - Ⓓ Choosing new players to add to the team

Listen again to part of the conversation. Then answer the question.  MP3 • 363

4. Why does the student say this:
 - Ⓐ To verify that the coach is talking to her
 - Ⓑ To express her disagreement with the decision
 - Ⓒ To encourage the coach to explain what he means
 - Ⓓ To show the coach she understood what he said

Listen again to part of the conversation. Then answer the question.  MP3 • 364

5. What can be inferred about the coach?
 - Ⓐ He fears that the student will not be available to lead the team.
 - Ⓑ He hopes the student thinks over what he says.
 - Ⓒ He understands the student's doubts about being team captain.
 - Ⓓ He has confidence in the student's ability to lead the team.



* DICTATION



MP3-365

Listen to part of the practice test conversation again and fill in the blanks.

[중략]

Student: Um, the paint in the common room of my suite is peeling off all over the place.
¹⁾ _____. My roommates and I have been trying to get maintenance up to our suite to repaint the wall, but it's been more than two weeks and nothing's happened.

Clerk: I see. When ²⁾ _____?

Student: Actually, we submitted two requests. One right after it happened...um, on the 21st. And then we submitted a second request on the 28th. It's already November 4th and we still haven't seen anyone from the maintenance department.

Clerk: OK. Let me just look for ³⁾ _____, and I'll see if I can figure out what the problem is here. What's your name?

Student: It's Sam Russo, but I didn't submit the documents. It was my roommate, Denise Lombardi.

Clerk: [looking through some papers] OK. Denise Lombardi... [pause] Are you in suite 301?

Student: Yeah, that's our suite.

Clerk: OK. Yeah, I have the documents here. One submitted on the 21st and the other submitted on the 28th. [scanning the documents] Um...it looks like ⁴⁾ _____. And according to what it says here, two painters were sent to suite 301 after all.

Student: [surprised] What? Then why hasn't ⁵⁾ _____?

Clerk: Well, I'm not sure. Let me give the maintenance department a call and find out what happened. This will just take a minute... I'll be right back. [pause] I spoke with the maintenance department on the phone, and they said the first painter went to the suite on Thursday the 23rd at 10:30 in the morning, and the second painter went up there on Wednesday the 29th at two in the afternoon.

Student: Oh. Well no one was home then. ⁶⁾ _____. Couldn't someone from Residence Life here let the painters into our suite?

Clerk: Well, yes, we can do that. If we have the permission of someone in the suite. But when your roommate...um, when Denise filled out the form she didn't check the permission box to let us ⁷⁾ _____.

Student: Oh...so that's the problem.

Clerk: Yeah. Just an oversight. Would you like to fill out another request form? Hopefully

8) _____

[중략]

정답은 해설집 161p



MP3 • 366

Listen to part of the practice test conversation again and fill in the blanks.

[중략]

Student: Thanks. I hope I didn't miss too much at practice while I was away.

Coach: Actually, that's why I need to talk with you. You see, there was a team meeting after practice on Saturday afternoon, and...well, the rest of the girls ¹⁾ _____

_____ our team uniforms.

Student: Ah, you talked about that already? Yeah, we were all thinking that it'd be better to have uniforms that feature the school colors more...instead of the plain purple ones we have now. But I didn't realize the team was going to ²⁾ _____

Coach: Yeah, they felt it'd be best to get started on it as soon as possible.

Student: So...what did you think of the idea?

Coach: I think it's fantastic. In fact, I've already spoken with the university athletic director, Mr. Sato. ³⁾ _____...um, the new design and everything. The new uniforms should be here in time for our first game.

Student: [*excited*] Oh, that's great! Well, then, I'm glad the girls brought it up with you...even if I had to miss the discussion.

Coach: Good. Now...there was one other thing that was decided during the team meeting. And...um, it has ⁴⁾ _____

Student: [*surprised and nervous*] M—me?

Coach: You were ⁵⁾ _____ this year!

Student: [*shocked*] Ah! Really? I can't believe it! That's so wonderful!

Coach: I thought you'd be excited.

Student: You bet I am. Oh, that's such a wonderful honor. I mean...I know I've been on the team for three years and a lot of the girls look up to me, but...I just can't believe it.

Coach: Well, you should. You ⁶⁾ _____ and I can't think of anyone else I'd rather have in the position.

Student: Thanks so much, Coach. That means a lot.

Coach: Now, it's not simply a title, you know. There're a lot of ⁷⁾ _____ being team captain.

[중략]

정답은 해설집 165p

1 Division of Academic Affairs 학사과

학생은 여러 가지 학사academic affairs 관련 업무로 학사과를 방문하여 학적계 직원registrar과 이야기를 나눈다. 보통 수강신청apply / sign up / register, 수강변경change a shedule, 수강취소withdraw나 수강포기drop 같은 수강registration 관련 업무가 가장 흔하며 계절학기summer session / winter session나 전과transfer, 졸업graduation과 관련해서 학점credit을 확인하러 오는 상황도 나온다.

2 Student Services Center 학생서비스센터

학생서비스센터는 학생들의 효율적인 대학 생활을 돕기 위한 기관으로 성적증명서transcript나 졸업증명서certificate of graduation, 학위diploma를 비롯한 증명서academic certificates와 학생증student ID card 발급issue을 담당한다. 또한 학사 및 상담 서비스counseling services도 맡고 있으며 우편 보관mailing service 등의 사소한 업무에서부터 어학연수language study[course] abroad, 교환 학생exchange student, 인턴 기회internship 제공 같은 실질적인 도움을 주기도 한다.

3 Library / Media center 도서관 / 미디어 센터

신입생freshman이나 새로 편입한transfer 학생이 도서관이나 미디어 센터를 찾아와 사서librarian에게 도서의 대출check out이나 반납return 등 이용방법에 대해 문의하는 경우가 많다. 특히 대출의 경우 교수가 자신의 강의를 수강하는 학생들을 위해 미리 책이나 미디어 같은 참고자료를 예약해 두는 put material on reserve 경우가 많은데 이를 찾으러 오는 상황이 자주 등장한다. 대출 기한을 넘길 overdue 경우에는 연체료fine / late fee를 내야한다.

4 Dormitory / Residence hall 기숙사

학생은 기숙사 이용과 관련해서 기숙사 담당자housing officer나 건물 관리인maintenance staff과 주로 대화를 나눈다. 룸메이트roommate와의 불화나 소음noise으로 인한 방 변경 요청이나 방학 중 기숙사를 비우는 문제, 내부시설facilities 문제 등 기숙사에 살면서 발생할 수 있는 여러 불편사항inconvenience에 관해 이야기를 나누게 된다. 많은 미국 대학은 학내on campus나 인근에 기숙사를 운영하는 경우가 대부분이며 기숙사에서 인터넷, 케이블 TV 등의 시설을 이용할 수 있고 교내 식당cafeteria에서 식단이 짜여진 식사meal plans를 이용할 수도 있다. 흔히 건물 이름이 Williams Hall이나 McGill Hall처럼 고유명사로 등장하는 경우도 많으므로 이를 사람 이름으로 혼동하지 않도록 유의한다.



5 Part-time job 아르바이트

학생은 아르바이트 part-time job로 식당 근무 waiting tables나 상점 직원 retail clerk을 하거나 학내 근무 campus job를 하기도 한다. 특히 학내 근무를 하는 경우 도서관, 서점, 교내 식당 등에서 일하는 경우가 많은데 이때 시험이나 급한 사정 때문에 스케줄을 조정하는 상황이 많이 등장한다.

6 Campus bookstore 교내 서점

수업에 필요한 교재를 구매하거나 주문하기 위해 학생이 교내 서점을 방문하여 서점 직원과 대화를 나누는 상황이 나온다. 여기서 학생이 찾는 책이 재고가 없는 경우 out-of-stock가 자주 등장하는데 이 때 서점 직원은 추가 주문 reorder을 하거나, 복사 copy를 하거나 헌책 used book 구매 등의 몇 가지 해결책을 제시해 준다.

7 Health care center 보건진료소

학생은 진료를 받거나 독감 flu, B형 간염 hepatitis B 등의 예방접종 vaccination / immunization을 받기 위해 교내 보건진료소 campus clinic를 방문할 수도 있다. 예약을 하는 경우 간호사와 시간 조정을 하는 상황 등이 등장한다.

8 Extracurricular activities 교외 활동

실제 미국 대학에서는 학생들이 학업 외에도 다양한 교외 활동을 하고 있기 때문에 동아리 club나 학생회 student government [council]가 주최하는 host 다양한 축제 festival, 동문 alumni의 모교방문 행사 homecoming day, 모금자선파티 fund-raising party, 학술대회 academic conference 등의 행사에 관한 대화가 자주 등장한다. 대부분 행사 준비에 대한 내용으로 교내 장소 venue 예약과 관련하여 직원과 장소의 크기, 일정, 다과 refreshments 준비 등을 논의하는 경우가 많다.

Theme Vocab



MP3 • 367

Division of Academic Affairs 학사과

registrar 학적계 직원
sign up 수강신청하다(=register)
transfer 전과, 편입

Student Services Center 학생서비스센터

transcript 성적증명서
certificate 증명서
issue a student ID card 학생증을 발급하다
check out 대출하다
return 반납하다
put material on reserve (교수가) 자료를 예약해 두다
fine / late fee 연체료

Dormitory / Bookstore 기숙사 / 서점 등

on campus 학내
meal plans 식단이 짜여진 식사
out-of-stock 재고가 없는
reorder 추가 주문하다
health care center 보건진료소
vaccination 예방접종(=immunization)

Extracurricular activities 교외 활동

student government[council] 학생회
alumni 동문

DAY18

Life Science II

- CASE EXAMPLE - 예제
- ★ SMART SOLUTION - 테마별 보충 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기
- SMART SOURCE - 테마별 기출 토픽

speed
keyword

Life Science II



이미 살펴보았듯이 생명과학은 미생물부터 인간까지 모든 생명체를 다루는 광범위한 학문이다. Life Science I에서 미생물과 동식물 관련 토픽을 알아봤다면 이번 장에서는 해양생물과 인체를 대상으로 한 내용들과 요즘 중요하게 대두되고 있는 환경, 생태 관련 빈출 토픽들을 정리해 본다.



해양생물학Marine Biology 기출 토픽

다양한 해양생물들의 생태 / 발광생물



생리학Physiology 기출 토픽

인체 / 인체 구성 기관의 특징: 뇌, 호르몬, 감각기관



보건학Public health 기출 토픽

수면 / 생체 리듬 / 운동 반사 신경 / 각종 영양소가 인체에 미치는 영향



환경학Environmental Studies, 생태학Ecology 기출 토픽

각종 오염: 대기오염과 수질오염 / 생태 파괴와 멸종 위기의 생물들 / 부영양화

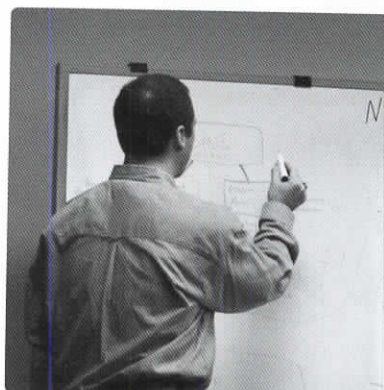
CASE EXAMPLE



[1-6] Listen to part of a talk in a paleontology class.

MP3 • 372

| Volume | Help | Ok | Next |



Endotherm
Ectotherm

note
taking

form

1. What aspect of dinosaurs does the professor mainly discuss?
 - (A) Why some species were different than others
 - (B) How they evolved special features over millions of years
 - (C) Which of two physiological types they were
 - (D) How they were able to generate their own body heat

2. How does the professor correct the misconception that dinosaurs were certainly cold-blooded?

(A) By discussing the work of paleontologists in past decades
(B) By explaining the process of animal metabolism
(C) By mentioning hard evidence that contradicts this notion
(D) By citing the example of a similar modern animal

3. In the lecture, the professor lists evidence in support of the theory that dinosaurs were endothermic. Indicate whether each of the following is evidence for the theory. Click in the correct box for each statement.

	YES	NO
(A) The surrounding environment controlled their body temperature.		
(B) Their limbs gave them an erect posture.		
(C) Most species were large and had relatively short lifespans.		
(D) Their metabolic rates may have varied substantially.		
(E) Today's fast-moving species are mostly endothermic.		

4. What are two reasons the professor gives for why dinosaurs could have been ectothermic? Click on 2 answers.

(A) They grew at a rapid rate.
(B) A hot climate existed at the time.
(C) Their skin is similar to that of the modern ectotherms.
(D) Modern reptiles exhibit similar behavioral characteristics.

Listen again to part of the talk. Then answer the question.  MP3 • 373

5. What can be inferred about the woman when she says this:

(A) She is sure that her initial answer was correct.
(B) She is reconsidering her opinion on the issue.
(C) She misunderstood the professor's question.
(D) She disagrees with the professor's assessment.

Listen again to part of the talk. Then answer the question.  MP3 • 374

6. Why does the man say this:

(A) To make sure he understands what the professor is saying
(B) To express agreement with the professor's point
(C) To indicate he has something to add to the discussion
(D) To raise a question about the professor's argument

SMART SOLUTION



note taking

Main Topic : a long debate about whether dinosaurs were warm-blooded or cold-blooded

Dinosaurs were warm-blooded (endothermic)?

- *reconsider that dinosaurs were cold-blooded(since Bakker's article in 1968)
- move at fast speeds → high metabolic rates
- erect limbs(like modern endotherms)
- fast growth rate(large body) & short lifespan

Dinosaurs were cold-blooded (ectothermic)?

- warm climate of the Mesozoic era
- scales like modern ectotherms



CLUE FINDER 공룡이 온혈동물(정온동물)인지 냉혈동물(변온동물)인지에 대한 논쟁을 소개한다. 객관적인 입장에서 두 가지 주장에 대한 각각의 근거를 제시하되, 정온동물이라는 가설에 좀 더 무게를 두고 있다.

Long debate about dinosaurs: warm-blooded or cold-blooded?

Professor (male) I have a question for you, class. **Q1 Dinosaurs —were they warm-blooded or cold-blooded?**

Student A (female) Um—they were cold-blooded, of course.

Professor Are you sure?

Student A **Q5 [uncertainly]** Well, that's what I'd always assumed. But, uh, I guess you wouldn't have asked us if it were that simple.

Professor ...But in the past couple of decades, most of the evidence we've been finding suggests that the opposite might actually have been true. Dinosaurs might've been fast and active, with high metabolisms.

...

First assertions that dinosaurs were warm-blooded

Student A **Q2** OK. So what caused scientists to reconsider their belief about dinosaurs being cold-blooded?

Professor Well, a young paleontologist named Robert Bakker had a lot to do with it. He published an article in 1968 called "The Superiority of Dinosaurs," which suggested that dinosaurs were much more active than generally believed...and warm-blooded. Bakker's assertions generated a lot of interest, and soon others

Q1 강의의 주제는 '무엇을 이야기하겠?'는 신호어에 이어 직접적으로 제시되는 경우만 있는 것은 아니다. 특히 대화체 강의에서는 학생들에게 질문을 던지면서 강의에서 다룰 핵심 내용을 알려주는 경우도 많다.

1번 Main Idea문제 출제

Q5 강의의 내용과 상관없이 대화의 구어체적 특성이 두드러지는 부분은 거의 문제화된다고 생각하는 것이 좋다. [uncertainly]라는 억양과 상황을 종합하여 화자의 감정을 알아차려야 한다.

5번 Attitude문제 출제

교수가 공룡이 냉혈동물이란 점에 확신할 수 있는지 다시 반문하자, 학생이 자신의 의견에 확신을 잃고 있다는 것을 알 수 있다.

Q2 본론으로 넘어가는 시점으로 앞선 내용과의 관계에 집중하며 듣는다. 공룡이 온혈동물일 가능성을 제기했으므로 이어 근거 내용들이 나올 것임을 기대할 수 있다.

2번 Organization 문제 출제

공룡이 온혈동물일 가능성을 뒷받침하는

began looking into the possibility that dinosaurs may have been, um, warm-blooded creatures.

...

Evidence for "warm-blooded" hypothesis

Professor Absolutely. **Q3** First, when we look at the range of modern animals around the globe, there's a certain trend: metabolic rate is proportional to speed. From what we know about dinosaurs, it seems that they were designed to move at fast speeds. So there's a natural assumption, then, that dinosaurs might've also had high metabolic rates, as that would fit the trend we see among modern animals.

Student B **Q6** Well, that doesn't really seem like, um, hard evidence.

Professor ... **Q3** If you look at modern animals, it's pretty much only, um, endotherms like birds and mammals that have erect limbs. Oh, and another factor that supports the endothermic theory is their growth rate. As you know, some of them grew to be extremely large, so they probably had to grow quite quickly. And what we know about modern animals tells us that endothermic animals grow faster than ectothermic animals. From what we can tell, dinosaurs seem to have had faster growth rates than similarly sized modern reptiles, and similar growth rates to modern endothermic animals. Does everyone follow?

...

Evidence for "cold-blooded" hypothesis

Professor Oh, well sure. Nothing's been decided yet. **Q4** Some people look at the climate of the Mesozoic era—which was probably a lot warmer than today's climate—and they take that as a sign that dinosaurs probably didn't need to be endothermic because the climate was so mild. They would've been warm enough. Furthermore, from what we can tell about dinosaurs' skin, they had scales...which is just like today's modern ectotherms.

...

Answer 1 (C) 2 (A) 3 YES → (B), (C), (E) / NO → (A), (D) 4 (B), (C) 5 (B) 6 (D)

내용으로 구체적인 이론과 학자의 예를 들고 있다.

Q3 온혈동물임을 뒷받침할 수 있는 근거가 나열되고 있다. 이처럼 몇 가지 포인트가 나열될 경우 일단 노트 테이킹 해두도록 한다. detail이나 connecting contents 문제로 등장할 확률이 높다.

3번 Connecting Contents 문제 출제

지문의 내용이 표의 YES 항목에서 어떻게 페러프레이즈 되었는지 눈여겨 봐두자. (move at fast speeds → fast-moving species / have erect limbs → limbs gave them an erect posture)

Q6 완곡 어법으로 부정의 의사를 전달하는 부분에 주목한다.

6번 Function 문제 출제

hard evidence는 '확실한 증거'를 의미하는데 교수가 온혈동물론의 근거로 제시한 것이 충분하지 못하다는 부정적 의견을 전달하는 부분이다.

Q4 이 강의는 공룡의 온혈동물론을 비중있게 다루고 있지만 냉혈동물론에 대한 근거도 함께 제시하고 있다. 이 같은 대조 방식으로 진행되는 강의에서는 반론 역시 중요한 논점이므로 이와 관련된 세부 정보를 확인하는 문제가 자주 출제된다.

4번 Detail 문제 출제



LECTURE



MP3 • 375

passage 1. [1-6] Listen to part of a lecture in a marine biology class.



Incirrina

 note taking

1. What is the lecture mainly about?
 - (A) The intelligence and memory of the octopus
 - (B) Forms of camouflage common among the suborder of Incirrina
 - (C) Methods the octopus uses to capture prey
 - (D) Ways the octopus manages to elude predators

2. Indicate whether each of the following is mentioned in the lecture as one of the octopus's survival techniques. Click in the correct box for each phrase.

	YES	NO
(A) Slipping away through small openings in rocks or coral		
(B) Releasing a cloud of ink to confuse prey's senses		
(C) Secreting a harmful toxin from one of its tentacles		
(D) Taking on the appearance of an inanimate bit of debris		

3. Why does the professor mention the eyesight of the octopus?
- (A) To emphasize the unusual quality of the octopus's senses
 - (B) To compare the octopus's chemoreceptors with similar senses
 - (C) To illustrate the special adaptations aquatic animals have to their environment
 - (D) To explain why the octopus needs so many defensive tricks
4. According to the professor, how does the octopus differ from other invertebrates?
Click on 2 answers.
- (A) It can detect the presence of chemicals in the water.
 - (B) It has well developed problem-solving skills.
 - (C) It has a sense of smell and a sense of taste.
 - (D) It has a number of special survival techniques.
 - (E) It is capable of memorizing information.

Listen again to part of the lecture. Then answer the question.  MP3 • 376

5. What does the professor mean when he says this:
- (A) He wants the students to learn the word for an upcoming test.
 - (B) He thinks the term is probably unfamiliar to the students.
 - (C) He does not want to spend time writing down terms for the students.
 - (D) He thinks the students have already studied the term.

Listen again to part of the lecture. Then answer the question.  MP3 • 377

6. Why does the professor say this:
- (A) To imply there are different opinions on what he has just discussed
 - (B) To introduce another way the octopus can escape a predator
 - (C) To compare the intelligence of the octopus with that of its predators
 - (D) To ask the students to make a guess about the behavior of the octopus



LECTURE



MP3-378

passage 2. [1-6] Listen to part of a lecture in an environmental studies class.



Salmon

 note taking

1. What is the lecture mainly about?

- (A) How wild salmon have made a comeback in recent years
- (B) The decline of wild salmon populations due to human activities
- (C) The relationship between salmon farms and the environment
- (D) The differences between wild and farmed salmon populations

2. What does the professor say about Atlantic wild salmon?

- (A) They are less hardy than their relatives in the Pacific Ocean.
- (B) Their situation is more dire than that of Pacific wild salmon.
- (C) They are currently only found in protected rivers and lakes.
- (D) Their populations were drastically reduced in the early 20th century.

3. Indicate whether each of the following is mentioned in the lecture as a factor contributing to the loss of wild salmon populations. Click in the correct box for each phrase.

	YES	NO
(A) The damming of rivers, which inhibits salmon reproduction		
(B) The capture of wild salmon for introduction into salmon farms		
(C) A lack of nutrients in the water due to the disappearance of bears and birds		
(D) Habitat loss and habitat degradation caused by human development		
(E) Water loss caused by prolonged periods of droughts in recent decades		

4. According to the professor, how do farmed salmon affect wild salmon?

- (A) By competing with them for food and other resources
- (B) By bolstering their dwindling wild populations
- (C) By introducing diseases to which they have no immunity
- (D) By adding more resilient genes to the gene pool

Listen again to part of the lecture. Then answer the question.  MP3 • 379

5. What does the professor imply when she says this:

- (A) The situation for salmon is not as bad as it might at first appear to be.
- (B) Her discussion will be solely focused on wild salmon.
- (C) Other wild species of fish are also on the decline.
- (D) Wild salmon and farmed salmon deal with different circumstances.

Listen again to part of the lecture. Then answer the question.  MP3 • 380

6. Why does the professor say this:

- (A) To quantify the environmental damages caused by farmed salmon
- (B) To emphasize the economic value of the salmon industry
- (C) To encourage the students to take the problem more seriously
- (D) To correct her previous comment about wild salmon



LECTURE



MP3-381

passage 3. [1-6] Listen to part of a lecture in a biology class.



Neuron

☐ note taking

1. What is the lecture mainly about?
- (A) Why the neuron is structured the way that it is
 - (B) Major breakthroughs in the history of neurology
 - (C) Newly discovered treatments for serious neurological diseases
 - (D) How neurons relay information in the human nervous system

2. In the lecture, the professor describes the process of synaptic transmission. Indicate whether each of the following occurs in the process. Click in the correct box for each statement.

	YES	NO
(A) A neuron's dendrites receive a signal.		
(B) Signals pass over gaps between neurons called synapses.		
(C) The axon of a neuron transmits a message to another neuron.		
(D) A neuron's cell body communicates directly with a synapse.		
(E) The brain receives a signal sent by individual neurons.		

3. Why does the professor mention Santiago Ramón y Cajal?
- (A) To identify the founder of the study of neurology
 - (B) To provide a timeframe for a discovery about neurons and synapses
 - (C) To describe the process by which scientists study neurons
 - (D) To suggest that research into neurons is still controversial
4. What are the features of Alzheimer's mentioned in the discussion? Click on 2 answers.
- (A) It can lead to the onset of Parkinson's disease.
 - (B) It causes people to struggle while performing familiar tasks.
 - (C) It inhibits synaptic transmission in the brain.
 - (D) Its main symptom is a gradual loss of motor control.

Listen again to part of the lecture. Then answer the question.  MP3 • 382

5. Why does the professor say this:
- (A) To indicate that she will go over information some students may have already learned
 - (B) To check whether or not the students have completed introductory biology courses
 - (C) To ask for students' opinions on some of the information she just presented
 - (D) To suggest that the students may have difficulty understanding the lecture topic

Listen again to part of the lecture. Then answer the question.  MP3 • 383

6. What can be inferred about the professor?
- (A) She wants to criticize how knowledge about neurons is applied.
 - (B) She thinks the students are familiar with ongoing medical research.
 - (C) She thinks the students should read about neurological diseases for homework.
 - (D) She wants to begin discussing a different aspect of neurology.



* DICTATION



MP3-384

Listen to part of the biology lecture again and fill in the blanks.

[중략]

Professor: Let's continue with the idea of escaping predators for a minute. Um, what does an octopus do if there aren't any rocks or coral around to hide in? How can it get away? Well, it turns out the animal is ¹⁾ _____ ...it can make itself appear to be something else. For example, say an octopus is crawling along the seafloor...which, by the way, is how they usually travel. Um, so it's crawling along, and suddenly a predator shows up. The octopus can arrange its body in such a way that ²⁾ _____ ...or some other uninteresting piece of debris. Moving slowly, in sync with the waves, it'll gradually just drift away, and the predator will be none the wiser.

Pretty neat. But what if the predator isn't fooled? In that case, ³⁾ _____. It has another method of locomotion, which, um...it's called jet propulsion. It'll draw in water through its gills, and then ⁴⁾ _____ its mouth. This'll send the creature shooting forward at up to 25 miles per hour. That's pretty fast, but the drawback is the octopus can only use its jet propulsion for a short time before tiring out.

Luckily, it has ⁵⁾ _____. One of these...the octopus can release a cloud of dark ink into the water. Um, not only does this obscure the vision of the predator, it also obscures smell...important since a lot of ⁶⁾ _____ during hunting. So the ink cloud basically throws the predator off the octopus's trail. OK, then...one more. In, um, ⁷⁾ _____ the octopus will actually detach one or more of its arms. That's right...just let them go. They'll wiggle around in the water, ⁸⁾ _____ for the octopus to escape. Oh...and conveniently, the arms grow back. Now...how about avoiding predators all together? This is where the octopus's ⁹⁾ _____. First of all, it has fairly good eyesight...which is a bit unusual for undersea creatures. Um...its eyes aren't positioned like ours. They're ¹⁰⁾ _____, greatly increasing its field of vision.

[중략]

정답은 해설집 171p



[중략]

Professor: So...a general explanation of neurons is that they're cells that make up the nervous system. The nervous system—this ¹⁾ _____, basically the spine and the brain...and then there's the peripheral nervous system, which includes nerves that run throughout the body. Anyway, um, neurons... they ²⁾ _____ within the nervous system.

But let's get a little more specific, OK? Starting with the structure of neurons. You can break them down into three parts: the cell body, the axon, and the dendrites. Is any of this sounding familiar to you? The cell body has the ³⁾ _____ like DNA, ribosomes, and mitochondria. The axon is sort of like a long strand...and it's the axon that's ⁴⁾ _____ to other neurons. Then there are the dendrites—little branch-like threads that, um, stick out of the neuron. Most neurons have thousands of dendrite branches, and, um, their job is to receive messages from other neurons. Axons send, dendrites receive. Got it?

OK, that ⁵⁾ _____...which is the process by which neurons transmit information. So...what's a synapse? Well, you see...neurons aren't actually in physical contact with each other. They're separated by a small gap, and it's this gap that's called a synapse. Um, synapses essentially ⁶⁾ _____ that, um, that makes the components of our nervous system function, for example, our brain. What happens is ⁷⁾ _____

_____ in order to travel from one neuron to the next. There're 100 billion neurons in the brain, all making connections with other neurons... and that's, um, basically how our brains work—how we think. Fascinating, isn't it? I mean, your entire nervous system is actually ⁸⁾ _____

_____—separate neurons that aren't, um, physically connected. And yet they can ⁹⁾ _____ synaptic transmission.

Actually, you know...at one point, we used to think the brain was more of a connected, um, meshwork. It wasn't until the late nineteenth century that the breakthrough discovery of neurons was made. It was a Spanish physician named Santiago Ramón y Cajal who first realized that—that neurons were separated by gaps—synapses. His theory about neurons became ¹⁰⁾ _____...and now it's pretty much universally accepted, though it did ¹¹⁾ _____

[중략]

정답은 해설집 175p

Marine Biology 해양생물학

1 Dolphin communication 돌고래의 의사소통

돌고래dolphin는 다른 돌고래와 의사소통communication을 할 때 독특한 주파수frequency를 가지고 의사를 교환하는데, 돌고래 종마다 그 주파수가 다르다. 돌고래는 물속에서 음파sound wave를 내보내고 받아들이는 기능이 매우 발달되어 있는데, 돌고래가 내보내는 음파는 머리 앞부분에 있는 타원형oval의 melon이라는 기관organ을 통해 외부로 나가게 된다. 반대로 돌아오는 음파는 턱 아랫부분에 있는 acoustic window란 부분에서 받아들이고 그 신호를 분석하여 의사소통을 하게 되는 것이다. 또한 초음파가 물체에 부딪힌 후 돌아오는 속도, 소리, 음량 등을 통해 주변에 어떤 종류의 물체가 있는지 또 어느 방향에 있는지도 가능할recognize 수 있다. 실제 시험에서는 돌고래가 의사소통을 위해 사용하는 세 가지의 소리 유형에 대해 설명한 뒤, 각각의 예를 연결하도록 하는 문제가 출제되었다.



2 Bioluminescence 생물발광

반딧불이firefly처럼 생물이 스스로 빛을 내는 것을 말한다. 발광생물은 세균bacteria, 갑충류bug에서 어류fish까지 그 종류가 매우 다양하다. 특히 해양oceanic 동물에서 많은 예를 찾아볼 수 있는데, 강장동물coelenterate 중에는 바다해파리, 바다선인장, 관해파리 등이 있으며, 연체동물mollusk 중에는 갈매기조개, 불뚱뚱기, 불오징어가 대표적이다. 주로 포식자predator로부터 신체를 보호하고자defense하는 목적을 가지고 있는 것으로 알려져 있지만 발광의 상세한 메커니즘mechanism에 대해서는 아직 뚜렷하게 규명된 바가 없고 생물의 종species에 따라 그 메커니즘도 서로 차이를 보인다. 현재까지는 루시페린(발광소)luciferin이란 물질이 생물의 체내에서 산화oxidation될 때 생기는 것으로 알려져 있다. 실제 시험에서는 신체 보호를 목적으로 발광을 하는 생물들의 두 가지 타입에 대한 강의가 소개되었다. 먼저 포식자가 나타나면 순간적으로 빛을 발생시켜 포식자를 혼란스럽게distract 한 뒤 달아나는 생물과, 수면 위의 포식자가 존재를 알아차리지 못하도록 어두운 물 속에서 밝은 빛을 내어 위장camouflage하는 생물을 예시를 통해 설명하고, 이와 관련된 각각의 세부 사항을 묻는 문제가 출제되었다.



●경계색warning color: 경고색이라고도 하며, 주위의 빛깔에 비해 눈에 잘 띄는 강렬하고 화려한 색채의 몸 빛깔을 말함. 자신이 위험한 생물이라는 것을 포식자에게 알려 위험으로부터 벗어나려는 데 목적이 있음.

3 Fin 물고기의 지느러미

물고기의 지느러미는 평행parallel 또는 방사상으로 뻗어있는 지느러미살에 의해 지지되는데, 이 지느러미살은 지느러미뼈가 지탱한다. 물고기의 지느러미는 크게 홀지느러미unpaired fin와 쌍지느러미paired fins로 나뉜다.

●홀지느러미unpaired fin: 몸의 정중앙에 위치하면서 등으로부터 꼬리를 돌아 항문anus까지 이어지는데, 중간에 끊겨 등지느러미dorsal fins, 꼬리지느러미tail fins, 뒷지느러미anal fins로 다시 나뉜다. 꼬리지느러미는 몸을 추진propulsion시키고 키잡이 역할을 하며, 등지느러미와 뒷지느러미는 방향을 유지하는 기능을 한다.

●쌍지느러미paired fin: 몸의 양쪽에 쌍을 이루어 나 있는 지느러미를 가리키며, 가슴지느러미pectoral fins와 배지느러미pelvic fins 두 종류가 있다. 가슴지느러미는 보통 아가미gill줄의 바로 뒤에 있으며, 배지느러미는 보통 항문의 좌우에 위치한다. 이러한 쌍지느러미의 경우 원래 몸 쪽에 연속적인 형태의 한 개의 지느러미가 있었는데, 중간부가 없어지고 남은 양쪽이 각각 가슴지느러미와 배지느러미가 되었다는 설도 있다. 쌍지느러미는 포유류와 같은 네 발 달린 동물들의 다리와 같은 기능을 한다.

Physiology 생리학

4 Organ systems 기관계

동물의 몸을 구성하는 주요 기관은 서로 영양 관계에 있고, 독립적으로 기능할 수 없지만 주요 역할에 따라 분류가 가능하다.

●소화계digestive system: 섭취한 음식물을 잘게 부수어break down 영양분nutrients을 흡수absorb시키고 남은 물질은 배설excrete한다.

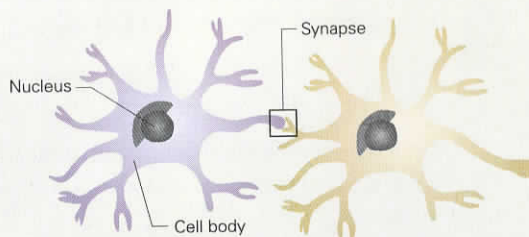
●신경계nervous system: 몸 안팎의 변화로 인한 자극을 빠르게 전달transmission하여 그에 대한 반응을 생성하는 기관들로 신경세포nerve cell로 구성되어 있다. 뉴런neuron이 신호 전달의 가장 기본적인 세포이며 글리안 세포glial cell라고 불리는 보조적 역할을 하는 신경세포도 있다.

●호흡계respiratory system: 이산화탄소CO₂를 배출emission하고 산소O₂를 흡수하는 기관들로, 입, 기관지bronchus, 폐lung 등이 대표적인 기관이다.

●순환계circulatory system: 혈액blood과 림프액lymph을 만들고 그것을 전신에 순환시키는 circulate 역할을 한다.

5 Synapse 시냅스

뉴런neuron은 자극이나 흥분을 전달하는 신경계의 단위로, 핵nucleus이 있는 세포 부분인 신경세포체cell body와, 다른 세포로부터 신호를 받는 수상돌



기dendrite, 다른 세포에 신호를 보내는 축색돌기axon의 세 부분으로 이루어져 있다. 뉴런과 뉴런은 서로 직접 연결된 것이 아니라 한 뉴런의 축색돌기 말단과 다음 뉴런의 수상돌기 사이에 20mm 정도의 틈이 벌어져 있는데 이 부분을 바로 시냅스synapse라고 한다. 축색돌기 말단에서 아세틸콜린acetylcholine이라는 화학 물질이 분비되어 시냅스를 거쳐 수상돌기로 전달되는데, 이를 통해 자극과 흥분이 신경세포에 전달된다.

Public Health 보건학

6 Sleep disturbance 수면 장애



수면이 양적quantitative, 질적qualitative 요인으로 장애를 받는 것을 말한다. 수면의 양과 동반되는 증상이나 이상 행동에 따라 여러 종류로 나뉜다.

●불면증insomnia: 잠드는 데 30분 이상 걸리거나, 하룻밤 사이에 자다 깨는 것을 5회 이상 반복하는 것, 너무 이른 아침에 깨는 경우가 주 2~3회 이상인 경우. 소음noise이나 기온 등 환경적인environmental 요인이나 통증ache, 가려움itchness, 수면 시 무호흡 등의 신체적인physical 요인, 또한 뇌동맥경화증나 조울증, 정신분열증 같은 정신적mental 요인이 원인이 됨.

●과면증hypersomnia: 지나치게 잠을 많이, 오래 자는 경우. 자는 동안 발작을 일으키거나 환각, 꿈, 수면 마비 등의 증세가 나타남.

●REM 수면 행동장애 sleep behavior disorder: 팔을 휘두르거나 발로 차는 등, 꿈속에서의 행동을 수면 상태에서 실제로 하는 것. 근육 운동을 담당하는 뇌 부위에 손상을 입었거나 스트레스가 심한 경우 나타남.

●기면증narcolepsy / somnolence: 갑작스럽게 잠이 쏟아져 깨어 있지 못하고 순간적으로 잠이 드는 현상. 청소년에서 청년기에 주로 생기며 대부분의 경우가 유전 질환genetic disease임.

●시차병jet lag: 장거리 항공 여행이나 밤낮이 바뀐 교대 근무자에게 나타남. 숙면을 취하지 못하고, 만성피로, 스트레스, 우울증 등의 증상이 나타남.

7 Dementia 치매

대뇌cerebrum의 신경세포가 광범위하게 손상되어 지능intelligence이 현저하게 감퇴decline된 상태를 말한다. 기억력 및 이해 능력, 계산calculation 능력 등 전반적인 사고 능력이 저하되고, 특정 행동을 되풀이 하는 행동 장애behavioral disorder 및 심리적으로psychological 매우 불안한 상태가 되는 감정 장애도 수반된다.

●알츠하이머병Alzheimer's disease: 퇴행성 뇌질환으로 노인층에게 주로 나타남. 뇌의 전반적인 위축, 뇌실의 확장 등이 원인이 되며 지적 능력이 감퇴하고 행동 장애, 감정 장애 등 전형적인 치매 증상을 보이면서 결국에는 죽음에 이른다.

● **파킨슨병 Parkinson's disease**: 중추신경계 central nervous system의 퇴행성 질환으로 치매와 함께 치명적인 노인성 질환으로 알려져 있으며 유전적인 요소도 고려되고 있음. 주요 증세는 운동 장애로, 점진적인 근육 마비 paralysis로 인해 팔, 다리를 쓸 수 없어 일상의 동작이 거의 불가능해지고, 심한 경우 눈도 깜빡일 수 없고 표정도 없는 상태에 이르게 됨.

8 Oral plaque 치태

치아 표면에 생기는 노란색의 끈적끈적한 박테리아 bacteria 막. 치태 plaque 자체에 독성 toxicity이 있어서 위험하기보다는 양치질을 통해 깨끗이 정리하지 않을 경우, 충치 cavities 또는 치주염 periodontis, 치은염 gingivitis과 같은 질환으로 발전할 수 있다. 치태를 규칙적으로 제거하지 않고 방치해두면 굳어서 치석 tartar이 되는데, 심해지면 잇몸 gum에서 피가 나는 치은염이 된다. 침 saliva이 입 속의 산성 환경을 중화시키는 역할을 하는데, 시간이 지날수록 치태가 점점 더 축적 accumulation되면 중화작용 neutralization이 힘들어지게 되고, 결국 치태 안의 미생물 microorganism이 산 acids을 분비해 치아 표면을 덮고 있는 법랑 enamel질에 손상을 입히는 것이다.



Theme Vocab



Marine Biology 해양생물학

frequency 주파수
bioluminescence 생물발광
firefly 반딧불이
predator 포식자
oxidation 산화
warning color 경계색
fin 물고기의 지느러미
unpaired fin 홀지느러미
paired fins 쌍지느러미
gill 아가미
anus 항문

Physiology 생리학

organ system 기관계
digestive system 소화계
nervous system 신경계
respiratory system 호흡계
circulatory system 순환계
dendrite 수상돌기
axon 축삭돌기

Public Health 보건학

sleep disturbance 수면장애
insomnia 불면증
itchiness 가려움
hypersomnia 과면증
narcolepsy, somnolence 기면증
genetic disease 유전 질환
dementia 치매
cerebrum 대뇌
behavioral disorder 행동 장애
oral plaque 치태
cavities 충치
gum 잇몸
saliva 침
neutralization 중화작용
microorganism 미생물

9 Water pollution 수질오염

- 생물학적 산소요구량(BOD): Biology Oxygen Demand. 호기성 미생물(산소를 필요로 하는 미생물)이 일정 기간 동안 물속에 있는 유기물을 분해할 때 사용하는 산소의 양. 물의 오염된 정도를 표시하는 지표로 사용됨.
- 화학적 산소요구량(COD): Chemical Oxygen Demand. 오염된 물의 수질을 나타내는 지표.
- 질소성 산소요구량(NBOD): Nitrification Biochemical Oxygen Demand. 하천이나 하수, 공장폐수 등의 오염 농도를 나타내는 지표. 질산화 세균에 의한 산소 소비량을 말함.

10 Salmon farming 연어양식

양식연어 어장salmon farm으로 인한 생태계ecosystem 파괴가 최근 큰 문제가 되고 있다. 연어양식의 경우 어느 정도 연어가 성장하고 나면 방생release을 하게 되는데 양식연어farmed salmon가 자연산 연어wild salmon와 섞이면서 자연산 연어에게는 면역력immunity이 없는 바이러스나 질병을 옮기는 경우가 발생하고 있다. 또한 양식종과 자연종은 서로 다른 형질trait을 띠기 때문에 둘 간의 다름이 일어나기도 하여 자연산 연어의 수가 급감하고 결과적으로 생물학적 다양성biodiversity을 해치게 된다. 실제 시험에서는 연어가 멸종 위기에 처해 있는endangered 것인지에 대해서 논란controversy이 많으며, 양식종까지 고려하면 전체 수는 문제가 되지 않지만 순수 자연산 연어는 이미 멸종 수준에 이르렀다는 내용이 출제되었다.

11 Eutrophication 부영양화

강, 바다, 호수 등의 수중 생태계oceanic ecosystem 내 영양 물질이 증가하여 조류algae가 급속히 증식proliferation하는 현상. 강이나 바다 등에 생활 하수나 산업 폐수waste water, 가축livestock의 배설물feces 등이 유입되면 물 속에 질소nitrogen과 인phosphorous과 같은 영양 물질이 많아지게 된다. 이런 영양 물질이 증가하면 영양소의 순환circulation 속도도 빨라져 해조류의 광합성photosynthesis량이 급격히 증가하게 되고, 그 결과 성장growth과 번식reproduction이 매우 빠르게 진행되면서 부영양화 상태가 되는 것이다. 부영양화가 된 물은 그 원인이 되는 생물종에 따라 붉은색, 녹색, 갈색을 띠게 되는데, 해조류의 급격한 증식proliferation으로 인해 해수가 붉은색을 띠게 되는 경우를 적조red tide 현상이라고 한다. 실제 시험에서는 부영양화의 정의와 특징, 원인 등에 대한 전반적인 설명과 함께, 부영양화를 막기 위한 사회 전반의 노력이 필요하다는 것을 언급하였다.



12 Bioremediation 바이오레메디에이션(생물정화)

미생물을 이용해서 오염된contaminated 토양 및 수자원을 정화purification시키는 방식을 말한다. 산업폐기물industrial waste 같은 오염물질pollutant이 급속도로 증가하면서 생태계가 지닌 자정작용self-purification이 한계에 다다르게 되자 이에 대한 해결책으로 도입되었다. 생물학적으로 유해한harmful 물질을 분해하거나decompose 구조를 단순화시켜simplify 안전한 물질로 변화시키는 것이 기본 원리이다. 미생물microorganism은 성장에 필요한 탄소carbon와 전자electron 등을 얻기 위해 질산염, 황산염, 철과 같은 주변의 오염물질pollutant을 활용하게 되는데, 이점을 이용하여 오염이 심한 지역에 유해물질toxic substance을 분해하는 미생물을 키우는 것이다. 최근에는 방사성 물질radioactive material 및 중금속heavy metal으로 오염된 지역을 복원하는restore 데에도 사용되고 있다. 2차 오염secondary pollution의 우려가 비교적 적고, 현장에서on-site 처리가 가능하며, 적은 에너지만 투입해도 된다는 장점이 있다.

Theme Vocab



MP3 • 386

Environmental Studies 환경학

water pollution 수질오염

Biology Oxygen Demand(BOD)

생물학적 산소요구량

release 방생하다

farmed 양식의(← wild)

immunity 면역력

trait 형질

biodiversity 생물학적 다양성

endangered 멸종 위기에 처한

eutrophication 부영양화

algae (해)조류

waste water 산업 폐수

nitrogen 질소

phosphorous 인

growth and reproduction 성장과 번식

proliferation 증식

red tide 적조

contaminate 오염시키다

purification 정화

self-purification 자정작용

decompose 분해하다

pollutant 오염물질

toxic substance 유해물질

radioactive material 방사성 물질

heavy metal 중금속

restore 복원하다

secondary pollution 2차 오염

on-site 현장에서

DAY19

Social Science

- CASE EXAMPLE - 예제
- ★ SMART SOLUTION - 테마별 보충 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기
- SMART SOURCE - 테마별 기출 토픽

speed keyword

Social Science



사회과학은 여러 사회 현상을 경험적인 방식으로 이해하고자 하는 학문으로 경제학, 역사학, 정치학 등을 포괄한다. TOEFL에서는 고대 사회에서부터 현대 사회에 이르기까지 경제적, 심리적, 역사적 측면에서 사회 문제에 접근하는 강의들이 등장한다.



경제학Economics / 경영학Business Management 기출 토픽

미국 대공황 / 뉴딜정책 / 후버담 / 독점과 과점 / 여러 가지 경제 이론



심리학Psychology 기출 토픽

피아제의 인지발달단계 / 행동주의 / 존 듀이의 교육 이론 / 성격



역사History 기출 토픽

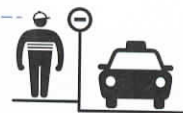
고대 문명: 수메르, 이집트의 역법 / 중세의 봉건제도 / 구텐베르크의 활판인쇄술
산업혁명을 거친 산업 양상의 변화 / 도시화와 산업화가 사회에 미친 영향



인류학Anthropology 기출 토픽

다양한 지질시대 인류의 진화 / 선사시대 생활 방식 / 원시 사회 생활상

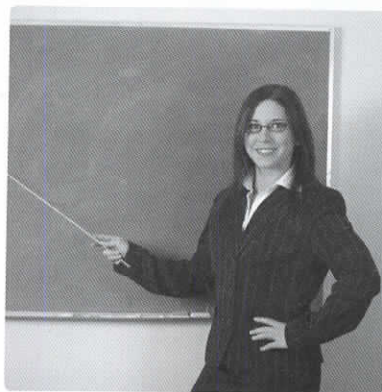
CASE EXAMPLE



MP3 • 391

[1-6] Listen to part of a lecture in a business studies class.

| Volume | Help | Ok | Next |



Company

note
taking

form

1. What is the lecture mainly about?
 - (A) Why companies originally developed
 - (B) The history of companies and common types
 - (C) Differences between corporations and companies
 - (D) The three most popular types of companies

2. Why does the professor mention the British East India Company?
- (A) To emphasize the global impact of companies
 - (B) To note that companies contributed to Britain's colonial success
 - (C) To give an example of a famous colonial company
 - (D) To suggest that companies are ancient entities
3. What does the professor say about companies in today's world?
- (A) Tax issues are promoting changes in the organization of most companies.
 - (B) The explosion of consumer products has led to the creation of more small companies.
 - (C) Trends that began during the Industrial Revolution have largely ended.
 - (D) The largest companies often acquire smaller companies.
4. The professor describes the differences between corporations and partnerships. Indicate whether each of the following is mentioned in the lecture as a characteristic of a corporation or a partnership. Click in the correct box for each phrase.

	Corporation	Partnership	Neither
(A) Exists as a legal entity separate from its owners			
(B) Prevents shareholders from losing their investments in the event of bankruptcy			
(C) Does not make anyone financially responsible for its failure			
(D) Allows its owners to save money on tax payments			

Listen again to part of the lecture. Then answer the question.  MP3 • 392

5. What does the professor imply?
- (A) The reasons she mentioned compelled ancient businesspeople to form companies.
 - (B) Modern scholars are not entirely sure why the first companies evolved the way they did.
 - (C) Ancient India and Rome were relatively late in developing their first companies.
 - (D) The concept of the company was simultaneously developed in India and Rome.

Listen again to part of the lecture. Then answer the question.  MP3 • 393

6. What does the professor mean when she says this:
- (A) She thinks the concept is easy to understand.
 - (B) She wants to expand on this definition later.
 - (C) She wants the students to research more on the issues by themselves.
 - (D) She does not think the issue is important.



SMART SOLUTION

note taking

Main Topic : The history of companies and the three types of modern companies

Early Co.

conduct business effectively (e.g. India & ancient Rome)



Colonial Co.

- similar to modern Co.
- permission from home government
- extracting resources and monopolizing trade (e.g. British East India company)



Modern Co. (after the Industrial Revolution)

corporation	partnership	limited liability Co.
- legally separate entities	- owners are fully responsible - tax benefits	- combination of corporation and partnership

CLUE FINDER 회사(company)의 기원과 변화해 온 모습을 연대기순으로 개괄한 후, 오늘날 가장 대표적 유형인 '주식회사(corporation)', '합명회사(partnership)', '유한책임회사(limited liability Co.)'를 소개하고 있다.

The origin of companies

Professor (female)

I'd like to...to take a step back from our ongoing discussion of the global economy to give you a little background on something that's so, um, fundamental to us that it's...it's hard not to take it for granted. **Q1** I'm talking about the company. Where did companies come from...and why?

...

The history of companies

First of all, it gave their business a life of its own. Even if the founders of the business died, the, uh, the company would live on. Also, it set out a fair and structured method for entrepreneurs to pool their resources in order to conduct their business more effectively.

Q5 So, um...it's no wonder then that we see companies appearing well over 2,000 years ago—in India, ancient Rome of course...perhaps even before that.

...

Companies in the colonial period

Moving forward...it wasn't really until the colonial period that we started seeing companies with a lot of the features we might recognize today. ...

Q1 "I'm talking about the company."를 듣고 강의 주제가 "회사"에 대한 것임을 알 수 있다. 포괄적 주제만이 언급된 것이므로 구체적으로 회사의 어떤 측면이 논의될 것인지 전체를 듣고 종합해야 한다.

1번 Main Idea문제 출제

(A)와 (D)는 강의 일부분만을 다룬 전형적인 오답 선택지의 예이다.

Q5 "it's no wonder(놀라운 일도 아니죠)"처럼 개인적인 평가가 들어가는 부분은 화자의 말에 함축된 의미를 파악하는 문제로 출제될 가능성이 높다.

5번 Inference문제 출제

사람들이 회사를 설립한 이유에 대한 보충 예시로 2,000년 전의 인도나 고대 로마를 언급하면서 회사가 생겨날 수 밖에 없었던 필연성을 설명하고 있다.

Q2 Think of the British East India Company...probably the most famous example of this type of business organization—and the most powerful.

...

The trend of modern companies

OK, then...um, the rise of the modern company really took off after the Industrial Revolution, which, um...it made so many new technologies possible, and companies stepped in to deliver these countless new products to the public. **Q3** In recent history, we've seen a trend toward consolidation. That is, a powerful company will buy up other smaller companies and form a super-company...

...

The most common types of modern companies

Q1 What I do want to talk about quickly are the...the three most common types of companies in today's world...at least, in the U.S. Um...often when we call an organization a "company," we're really talking about a "corporation." **Q4** The key feature of corporations is they exist independently of their founders, their employees, and their shareholders. They're legally defined as separate entities. What does that mean? Well, everyone involved with the corporation enjoys something called limited liability. ... **Q4** But beyond that, no one is financially responsible for the corporation's failure. Understand?

Now, contrast that with a partnership. In a partnership, the owner or owners are fully responsible for the company. ...

Q4 But, um, then partnerships also have some benefits that corporations lack...mainly dealing with the taxes they have to pay. In short, corporate profits are often taxed twice—once as income for the corporate entity, and again as income for the shareholders. General partnerships...their income's only taxed once.

OK, very quickly...there're also limited liability companies, and these basically combine the good points of both corporations and partnerships. Um, owners have limited liability, but they also get the tax benefits enjoyed by partnerships. **Q6** That's a very simplified explanation, but I'm afraid it's all we have time for today.

Q2 강의 포인트가 식민지 시대의 회사 부분으로 넘어가면서 다시 예시가 등장하고 있다.

2번 Organization문제 출제

식민지 시대 회사의 대표적 예로 잘 알려진 영국의 동인도회사를 언급했다.

Q3 식민지 시대의 회사에 대한 논의에 이어 현대의 회사에 대해 언급을 시작하고 있다. 이를 통해 회사의 변화양상이 연대기순으로 설명된다는 것을 알 수 있다. 각 시기별 특징에 대해 문제화될 가능성이 높다.

3번 Detail문제 출제

Q4 회사의 기원과 시대별 특징에 대해 개괄한 다음 오늘날 회사 유형 중 가장 대표적인 세 가지 형태에 대해 소개하고 있다. 이렇게 두 가지 이상의 항목이 등장하면서 비교될 경우 각 항목별 특징을 매칭시키는 connecting contents 유형으로 문제화될 가능성이 높다. 관련 세부 사항을 정리할 수 있도록 노트테이킹이 필요하다.

4번 Connecting Contents문제 출제

대조되는 부분(예: 주식회사와 합명회사 간 주주나 사원의 책임 소재 여부, 세금 혜택 여부 등)에 중점을 두면서 듣는 것이 문제를 해결하는 노하우.

Q6 강의 마무리 부분의 구어적 표현에 주목. "I'm afraid ~"는 무언가를 할 수 없어 아쉬워하는 화자의 감정이 담겨 있는 구어체 표현으로 다음 시간에 limited liability companies에 대해 좀더 설명하고자 하는 의도를 엿볼 수 있다.

6번 Function문제 출제

Answer 1 (B) 2 (C) 3 (D) 4 Corporation — (A), (C) / Partnership — (D) / Neither — (B) 5 (A) 6 (B)



LECTURE



MP3 • 394

passage 1. [1-6] Listen to part of a talk in a psychology class.

Inhibition

 note taking

1. What is the talk mainly about?

- Ⓐ A psychological phenomenon that regulates human behavior
- Ⓑ Different impulse-control disorders studied by psychologists
- Ⓒ A landmark experiment that proved a controversial theory
- Ⓓ The ways in which culture affects self-control in humans

2. How does the professor introduce his description of self-control?

- (A) By giving details about the history of its study
- (B) By suggesting that it has been observed in many animals
- (C) By elaborating on a commonplace experience as an example
- (D) By reminding students of a situation that took place in the classroom

3. What are two key findings of Walter Mischel's marshmallow experiment mentioned in the lecture? Click on 2 answers.

- (A) Self-control is related to performance on intelligence tests.
- (B) Pigeons demonstrate less self-control than humans do.
- (C) There are variations in people's ability to control their actions.
- (D) Society values self-control over impulsiveness.

4. In the lecture, the professor describes some functions of social inhibition in humans. Indicate whether each of the following is a function of social inhibition. Click in the correct box for each phrase.

	YES	NO
(A) Enhances our natural survival instincts		
(B) Increases our chances of experiencing success in life		
(C) Allows us to interact with others in a positive way		
(D) Assists us in telling the difference between right and wrong		
(E) Helps us create plans and organize our thoughts		

5. What does the professor imply about obsessive gambling and attention-deficit/hyperactivity disorders?

- (A) They are potential results of a lack of inhibition.
- (B) They can be cured through psychological treatment.
- (C) They are triggered by traumatic childhood events.
- (D) They are caused by other impulse-control disorders.

Listen again to part of the talk. Then answer the question.  MP3 • 395

6. Why does the professor say this:

- (A) To support a point he just made
- (B) To imply that the topic is already a familiar one
- (C) To question the conclusion drawn by the man
- (D) To correct a mistake the man made

PRACTICE TEST



LECTURE



MP3 • 396

passage 2. [1-6] Listen to part of a talk in a history class.



○ note taking

1. What is the talk mainly about?
 - (A) The inventions of two ancient civilizations
 - (B) The historical development of glass production
 - (C) Uses of crafts in the ancient world
 - (D) Two breakthroughs in glass manufacturing

2. Why does the professor mention glazes on ceramics?
- (A) To give an example of a craft that preceded glassmaking
 - (B) To name the first evidence of manmade glass
 - (C) To explain why there are few early examples of glass to study
 - (D) To introduce the components that make up glass
3. What does the professor say about decorative glass beads dating to 2500 BC?
- (A) They were carved out of volcanically produced glass.
 - (B) They are the first true examples of synthetic glass.
 - (C) They predate ceramic pottery in Europe.
 - (D) They have not been found in Egypt or Mesopotamia.
4. Indicate whether each of the following is mentioned in the lecture as a factor that makes it difficult to determine where glassmaking originated. Click in the correct box for each phrase.

	YES	NO
(A) Mesopotamia and Egypt were closely linked by trade.		
(B) Historians have found early glass in two different places.		
(C) Glassmaking facilities have been found in Egypt but not Mesopotamia.		
(D) Ancient glass ornaments have not been adequately preserved.		
(E) Volcanic glass was available long before people learned to produce it themselves.		

5. What does the professor imply about the revolution that made glass a commonplace product?
- (A) It was an important step toward the larger Industrial Revolution.
 - (B) It was facilitated by cultural exchange between Europe and the Middle East.
 - (C) It was prompted by an increase in the influence of religion in European society.
 - (D) It was the result of new techniques that made glassmaking more efficient.

Listen again to part of the talk. Then answer the question.  MP3 • 397

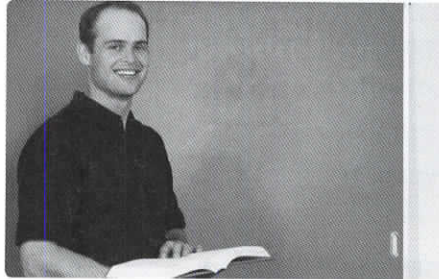
6. Why does the professor say this:
- (A) To find out if other students are wondering the same thing
 - (B) To suggest that the history of glass has not been thoroughly studied
 - (C) To indicate that no one has determined this fact for certain
 - (D) To encourage the students to research the issue on their own



LECTURE



MP3 • 398

passage 3. [1-6] Listen to part of a lecture in a politics class.

Bureaucracy

 note taking


1. What is the lecture mainly about?
- (A) Problems and dangers associated with bureaucracies
 - (B) The history and features of bureaucracies
 - (C) Popular misconceptions about bureaucracies today
 - (D) The development of the world's earliest bureaucracies

2. Why does the professor mention the military?
- (A) To identify the origin of the term "bureaucracy"
 - (B) To contrast its purpose with that of other bureaucracies
 - (C) To illustrate the concept of bureaucratic organization
 - (D) To explain why bureaucracies are widely criticized
3. What are two characteristics of bureaucracies according to the scholar Max Weber?
Click on 2 answers.
- (A) Their members are chosen based on written referrals.
 - (B) They are run by employees who receive payment for their work.
 - (C) Power is held by specific individual members.
 - (D) Their operations proceed according to documented regulations.
4. In the lecture, the professor describes the functions of historical bureaucracies in ancient Sumer and China's Qin Dynasty. Match each function to the correct civilization. One choice will not be used. Click in the correct box for each phrase.

	Ancient Sumer	Qin Dynasty
(A) Establishing an entrance examination system for officials		
(B) Promoting the development of written language		
(C) Setting up a system of criminal punishments		
(D) Controlling corruption in government agencies		
(E) Facilitating tax collection		

Listen again to part of the lecture. Then answer the question.  MP3 - 399

5. Why does the professor say this:
- (A) To identify a common bias associated with a term
 - (B) To contrast the United States with other countries
 - (C) To offer his own opinion about bureaucracies
 - (D) To cast doubt on a popular idea

Listen again to part of the lecture. Then answer the question.  MP3 - 400

6. What does the professor mean when he says this:
- (A) He thinks the concept is unimportant to the lecture topic.
 - (B) He wants the students to pay close attention to the next point.
 - (C) He does not think he has to explain the term.
 - (D) He thinks it is not the right time to explain the word.



* DICTATION



MP3-401 Listen to part of the history lecture again and fill in the blanks.

[중략]

Professor: ¹⁾ _____ we have comes in the form of pottery glaze...the stuff added to the outside of ceramic pottery that ²⁾ _____. We're talking as early as 5000 BC here.

Student B: Are glazes considered to be glass? The two things sound pretty different to me.

Professor: Yes, well, that's very true. But what the glazes represent is the ability to create glass, because the ingredients are pretty much the same. There's the silica first of all—sand, in other words. Then to that you add ³⁾ _____ and add strength and color.

So, as I was about to say, the first true human-made glass appeared around 2500 BC ⁴⁾ _____. The problem for historians, though, is they're found in both Egypt and Mesopotamia...and no one knows for sure where they appeared first.

For the next 1,500 years, development in glassmaking in both of these places seems to ⁵⁾ _____. In 1500 BC, glass crafters figured out how to make hollow containers out of glass. They did this ⁶⁾ _____

_____, then either dipping this core into melted glass...uh, or spreading the liquid glass over the core with a special tool. Once the glass cooled, the clay core would be removed. Now...this often worked better in theory than reality. A lot of times, it was impossible to remove the core completely, ⁷⁾ _____

_____. So, as I was saying earlier, the first glass looked a lot different from the stuff we're used to.

But back to the big debate. We're just not sure ⁸⁾ _____ happened in Egypt or Mesopotamia.

Student B: Why is it so hard to tell?

Professor: Well, these civilizations were very close to one another, and they traded with each other all the time. So, for example, if Mesopotamian glassmakers figured out ⁹⁾ _____, this knowledge would've been very quickly transported to Egypt, ¹⁰⁾ _____

[중략]

정답은 해설집 184p



[중략]

Professor: Bureaucracy is simply the formal control structure found in large organizations ...like the military, as I mentioned, and also in organizations like governments, corporations, schools...that kind of thing. In a bureaucracy, there's ¹⁾ _____

_____ that control how just about all the procedures within the organization are carried out. Bureaucracy also ²⁾ _____

_____ to different, um, offices or groups within the organization. The, um, the point of bureaucracy is to, to have everything organized in the most efficient way possible.

One of the most famous scholars of bureaucracy, Max Weber...he identified certain characteristics that, um, that define a bureaucracy. Here they are: First, it has written rules that help ³⁾ _____.

Second, there's a clear hierarchy—you know what I mean by "hierarchy," right? Good.

Third, power in the organization is associated with certain positions and offices, not the individuals themselves. Fourth, new employees are hired ⁴⁾ _____

_____ on an entrance examination. Fifth, record keeping and communication within the organization must be ⁵⁾ _____.

And finally...um, staff within the organization must be paid for their work.

OK, so now you have a basic idea of what bureaucracy is, and some of its features. Let's move on and talk a little bit about ⁶⁾ _____. Well...

the term itself came from the word "bureau," which, um, during the 18th century, was used in Western Europe to mean an office. The second half of the term, the "cracy" part, comes from the Greek "kratos," um, which means something like "power" or "rule."

Now, although the concept of bureaucracy has changed over time, the basic idea has been around for quite a while. In fact, its development seems to be ⁷⁾ _____

_____. One of the earliest examples of, um, of bureaucracy can be found back in ancient Sumer, where a bureaucracy made up of priests developed to deal with, well, property-related issues and to collect taxes. That sort of thing. Of course, none of this would've been possible without written records...and the Sumerians are ⁸⁾ _____

_____. They used picture-like characters known as cuneiforms, which they inscribed on, uh, on clay tablets to produce the official written records for their early bureaucracy.

[중략]

정답은 해설집 186p

1 The Great Depression 대공황

제1차 세계대전 후의 미국은 표면적으로는 경제적 번영을 누리고 있는 것처럼 보였지만, 과잉생산 overproduction과 대규모 실업unemployment으로 인해 취약한 경제 상태에 놓여 있었다. 그러던 중 1929년 10월 24일 뉴욕 월가(街)의 '뉴욕증권거래소(New York Stock Exchange)'에서 주가 대 폭락stock market crash이 일어나자, 물가가 폭등inflation하고 기업 도산bankruptcy이 속출하면서 실업자가 늘어나 국가 경제 활동은 거의 마비 상태에 이르게 된다. 이는 특히 공업 부문에 큰 타격을 주어 기술 발전의 일시적인 퇴보를 불러왔으며, 유럽을 비롯해 전세계적으로 악영향을 미치게 되었다.

●**뉴딜정책The New Deal:** 루즈벨트(Franklin Delano Roosevelt) 대통령이 경제 대공황the Great Depression을 타개하기 위해 제시한 정책으로 3R(Relief, Recovery, Reform) 정책이라고도 함. 독점monopoly기업을 통제하고 농산물 과잉 생산을 조정하는 등 정부가 적극적으로 시장에 개입intervention함으로써 경제 회복을 꾀하고자 했으며 테네시강 유역 개발과 후버댐Hoover Dam 건설 등, 대규모 공공사업public work을 통해 일자리를 창출하고create jobs 지역 개발을 단행하였다.

●**더스트 보울Dust Bowl:** 1930년대에 경제 공황의 여파로 미국 중남부의 오클라호마, 텍사스, 캔자스, 콜로라도, 뉴멕시코 지역에서 무분별하게 대규모 농장이 개발되자 심각한 토양 침식erosion과 가뭄drought, 모래 폭풍dust storm이 일어나 농가에 큰 피해가 발생한 사건, 혹은 그 시기를 가리키는 말. 이로 인해 많은 사람들이 캘리포니아 지역으로 이주하게 되어 결과적으로 캘리포니아가 정치적, 경제적으로 발전하는 계기가 되었다.



2 Monopoly and Oligopoly 독점과 과점

시장지배적 사업자로서, 특정 시장에서 점유율이 지나치게 높거나 경쟁자competitor가 별로 없는 경우를 가리킨다. 시장 점유율market share, 진입 장벽의 존재 및 정도, 경쟁 사업자의 상대적 규모를 종합적으로 고려해서 독과점 여부를 판단하고 있다.

●**독점monopoly:** 시장에서 개인이나 기업이 특정 제품이나 서비스에 대해 배타적 권한을 가지게 되는 것. 독점기업은 구매자의 사정은 고려하지 않고 자신의 이익을 극대화할maximize profit 수 있도록 가격을 책정할 수 있고 정당한 경쟁fair competition이 부재한다는 점에서 문제가 될 수 있다.

●**과점oligopoly:** 소수의 공급자가 특정 물품을 공급한다는 점에서 독점 시장과 유사한 형태. 보통 소수의 거대 기업supercompany이 공급량의 대부분을 장악하고 있으며 이들은 가격 담합collusion을 통한 기업연합cartel이나 기타 각종 협정을 통해 공존하고 있다. 이동전화 시장, 석유시장, 가전제품, 자동차 시장 등이 대표적인 예이다.

3 Moratorium and Default 모라토리엄과 디폴트

모라토리엄moratorium은 한 국가가 전쟁이나 천재지변natural disaster, 공황 등의 이유로 외국에서 빌려온 차관loan을 상환하는 것이 어려워진 경우, 정부가 나서서 일정 기간 채무 이행을 연기하는 것을 말한다. 반면 디폴트default는 상환 기간이 도래했지만 빚을 갚을 능력이 없어 갚지 못하는 지불불능insolvency 상태를 말한다. 보통 디폴트가 예상되면 정부가 대외적으로 모라토리엄을 선언하고 차관의 상환 시기를 재조정하게 되는데, 지불 기간이 유예된다 하더라도 국제적으로 신용이 하락하여 대외거래에 있어 불이익을 당하게 된다.

● 리스케줄링rescheduling: 향후 채무 상환redemption of a debt 가능성을 높이기 위해 채무국이 외국계 채권금융기관과 협의해 부채를 탕감받거나 만기를 연장하는 등의 채무 재조정 과정.

4 Green Marketing 그린마케팅



기업들이 과거에 상품 판매 전략을 고객의 요구나 수요 충족에만 초점을 맞추었던 것과는 달리 사회생태학적 균형Social-ecological Balance과 환경적 안전성environmentally safety을 지향하는 기업 마케팅 활동을 말한다. 테이프 등의 화학제품을 생산하는 3M사에서 3P(Pollution, Prevention, Pays) 프로그램을 통해 공해 방지 운동을 벌여온 것이 대표적인 예라고 할 수 있다. 3M은 환경 오염을 예방하는 것이 궁극적으로 수익과 연결된다는 인식 하에 제품 설계 단계부터 환경친화적인eco-friendly 제품을 생산하기 위해 노력한 결과 환경 오

염도를 절반 이상 감축시킬 수 있었다. 또한 세계적인 패스트푸드 업체인 맥도널드사도 3R(Reduce, Recycle, Reuse) 원리를 적용한 프로그램을 도입하고 막대한 양에 달하는 각종 포장 용기를 재활용하는 등의 캠페인을 운영하고 있는데, 이 역시 그린마케팅의 사례에 해당한다.

Psychology 심리학

5 The theory of cognitive development 인지발달단계 이론

인지cognition란 외부로부터 들어온 정보를 부호화 하는 등 여러 가지 방법으로 변형하여 기억 속에 저장한 다음, 그것을 사용할 경우 다시 인출하는 것을 말한다. 스위스의 심리학자 피아제Jean Piaget는 인간은 크게 4단계의 인지발달단계를 거치며 지적으로 성숙한다고 보았는데, 그의 이론에 따르면 전체적인 인지발달단계는 감각 운동기sensory-motor period, 전조작기preoperational period, 구체적 조작기concrete operations period, 그리고 형식적 조작기formal operations period로 이루어진다.

● 감각운동기sensory-motor period: 0~2세. 주로 감각과 동작에 의한 학습 행태를 보임. 모방이나 기억 등의 사고 활동을 시작하고 단순 반사 행동에서 목적을 가진 행동으로 발전.

● 전조작기preoperational period: 2~7세. 언어가 점차적으로 발달하고 상징적인 형태로 사고를 하기 시작. 이 시기의 사고와 언어는 자아중심적인 특징을 보임.

- 구체적 조작기concrete operations period: 7~11세. 논리적으로 구체적인 문제를 해결할 수 있음. 여러 가지 정보를 서열화하거나 분류할 수 있음.

- 형식적 조작기formal operations period: 11세 이상. 논리적으로 추상적인 문제를 해결할 수 있고, 사고가 점차 과학적이 됨. 복잡한 언어과제나 가설적인 문제를 해결할 수 있음.

6 Attachment 애착

영국의 아동정신분석학자 J.M.볼비가 정의한 용어로 사랑하는 대상과 관계를 유지하려는 행동을 지칭한다. 서로에게 무한한 애정affection을 주고 받는 아기와 어머니가 대표적인 예로, 포유류나 조류는 태어나는 순간부터 본능적으로 어머니에 대한 애착을 가지며 동시에 낯선 대상에 대해서는 두려움을 갖는다고 한다. 인간의 경우 생후 6개월 정도가 되면 특정 인물에 대해 애착을 가지며 동시에 알지 못하는 것에 대해 막연한 두려움을 갖게 되는데, 이때 큰 공포나 불안을 경험할 경우 나중에 정서적 장애emotional disorder를 유발할 수도 있다. 실제 시험에서는 아기를 돌보는 사람이 아기를 혼자 두고 자리를 비웠을 때 아이가 보이는 반응을 살피는 실험을 통해 애착의 두 가지 종류인 positive attachment와 negative attachment를 소개하고 애착이 아동의 정신적 성장에 어떤 영향을 미치는지에 대해서 언급했다.

7 Grice's Cooperative Principle(=Gricean Maxims)

그라이스의 협동 원리

언어철학자인 폴 그라이스가 정의한 것으로 자연스러운 대화가 이루어지는 데 꼭 필요하다고 여겨지는 네 가지 대전제를 말한다. 그러나 실제 대화를 하는 상황에서는 이 네 가지 원리를 반드시 지키기보다는 어느 하나를 배제하거나, 혹은 부각시키는 방법을 통해 의사를 전달하는 것이 더 효율적인 대화의 기술이라는 것이 정설이다.

- 질의 격률Maxim of Quality: 진실된 정보만을 제공해야 한다.
- 양의 격률Maxim of Quantity: 현재 이루어지고 있는 대화의 목적에 필요한 만큼만의 정보를 제공해야 한다.
- 관련성의 격률Maxim of Relation: 대화의 주제와 관련이 있는 정보만을 제공해야 한다.
- 방법의 격률Maxim of Manner: 모호한 표현이나 중의적인 의미가 담긴 말은 사용하지 말고 논리 정연하게 말해야 한다.

History 역사

8 Medieval Feudalism 중세의 봉건제도

약 9세기에서 13~14세기까지의 서유럽의 통치 체제를 가리키는 말. 정치적 관점에서는 주군lord은 봉신vassal에게 봉토fief를 주며 신상을 보호해주고 그 대가로 봉신은 주군에게 충성fealty을 맹세하고 군사력을 제공military service하는 계약contract 관계를 말한다. 또한 경제적인 관점에서는 영주와 농노peasant가 토지land를 매개로 봉건 지대feudal dues를 수취 또는 수납하는 지배-예속 형태의 생



산 체제를 뜻하기도 한다. 보통 봉건제도는 영주가 농노를 극심하게 속박restriction하고 수탈exploitation한다는 점에서 타파되었어야 할 구제도(앙시앵 레짐Ancien Régime)로 평가받고 있지만, 정치적인 면에서 볼 때 주군과 봉신은 서로 상호보완적인complimentary 관계에 바탕을 두고 있다는 점에서 사회 발전에 기여했다는 긍정적인 면도 있다.

9 Egyptian Calendar 이집트의 역법

고대 이집트에서는 나일강의 범람The Nile inundation 시기가 매우 규칙적이란 점을 이용하여 일찌감치 자체 역법을 발전시킬 수 있었다. 보통 하늘에서 제일 밝은 항성fixed star인 시리우스Sirius가 해뜨기 직전 동쪽 하늘에 떠오를 때부터 나일강이 범람하곤 했는데, 이를 토대로 1년이 365.25이라는 것을 계산calculation했다. 즉, 시리우스 별이 뜨는 때를 연초로 보고, 여기에 매월 30일의 역월 12개와 연말에 5일을 덧붙여 365일을 1년이라고 본 것이다. 그러나 별을 기준으로 삼았기 때문에 윤일leap day이 없다는 점에서는 태양력solar calendar과 차이가 있다. 이집트와 에티오피아의 일부 콥트 교회에서 아직까지 사용하고 있다.



10 Sumer 수메르

BC 3000년경 세계 최고의 문명civilization이 발생한 곳으로 오늘날 티그리스 강과 유프라테스 강이 만나는 이라크 지역에 해당한다. 수메르인들은 그림문자pictograph에서 발전된 설형문자cuneiform를 발명했고, 12진법duodecimal system과 태음력lunar calendar을 사용했으며 수메르법이라는 법전을 만들었다. 그 외에도 많은 유물relic들을 통해 수메르인들의 높은 기술 수준과 예술적인 우수함을 확인할 수 있는데, 가장 오래된 서사epic 문학으로 알려진 <길가메시 서사시Epic of Gilgamesh>가 대표적이다. 이 지역에서는 점토 이외의 자원resource은 산출되지 않았기 때문에 광석ore이나 귀금속precious metal 등은 전부 무역trade에 의존했는데, 그 무역 범위range는 동쪽으로는 인더스강 유역, 서쪽으로는 아나톨리아, 시리아, 이집트에까지 이르렀으며 바로 이러한 원거리 무역이 수메르 문명Sumerian culture이 오리엔트 각지로 전파spread over될 수 있었던 동력이었다. BC 2000년경에 최고의 전성기renaissance를 이루었으나, 메마른arid 기후로 인해 토양의 염분salinity 함량이 높아 지자 농업agriculture 기반이 무너지면서 쇠퇴decline하게 되었다.

11 Gutenberg's movable type printing 구텐베르크의 활판인쇄술

7~8세기경 중국에서 글자 여러 개를 나무판에 찍는 목판인쇄술woodblock printing이 발명되었고, 유럽에도 전래되어 14세기까지 사용되었다. 그러나 목판인쇄의 경우 수명이 짧고 글씨가 선명하지 못하며, 부피가 크고 부드러운 유럽의 종이에 적합하지 않다는inappropriate 문제점drawback을 안



고 있었다. 당시 유럽에서는 시민 의식citizenship이 성장하면서 일반 대중public들 사이에 지식욕thirst for knowledge이 점차 커지고 있었고, 출판물publication에 대한 수요demand가 매우 높은 상태였다. 독일의 보석 세공사였던 구텐베르크(Johannes Gutenberg)는 마인츠에 인쇄 공장을 열고 본격적인 금속활판인쇄movable metal type printing를 시작했는데, 더 견고하고rigid 표준화된standardized 이 인쇄술은 유럽의 서적 제작book-making 과정 자체를 혁신시켰다revolutionize. 이 기술을 통해 서적의 대량 생산mass production이 가능해지면서 종교개혁the Protestant Reformation과 문예부흥the Renaissance의 원동력이 되었던 것으로 보고 있다.

12 Industrial Revolution 산업혁명



1760년에서 1840년경 영국에서 시작된 생산 기술의 혁신innovation과 그로 인한 사회적 경제적 변화를 말한다. 영국은 일찍부터 해외 무역overseas trade과 상업commerce이 발달해서 기술을 발전시킬 만한 충분한 자본capital을 축적accumulation하고 있었고, 해외 식민지colony로부터의 풍부한abundant 자원 및 연료를 공급supply받을 수 있었다. 또한 공유지를 사유화한 인클로

저 운동enclosure으로 인해 농촌으로 떠날 수 밖에 없었던 수많은 농민들이 도시로 들어오면서 풍부한 노동력labor force을 제공받을 수 있었다. 당시 면직물cotton fabrics의 수요가 급증하게 되자 기계의 발명과 기술의 혁신을 통해 자연스럽게 면직물 공업이 발전하게 되었고, 이를 시작으로 기계 공업machine industry과 제철업iron industry 및 석탄 산업이 급속도로 발전하게 되었다. 와트(James Watt)의 증기기관steam engine의 발명은 교통transportation 및 운송 수단에 일대 혁신을 불러왔는데, 이 또한 산업 발전의 기폭제로 작용했다. 이후 영국에서 시작된 산업혁명은 유럽뿐 아니라 세계 전역에 영향을 미쳤고, 그 결과 19세기 말 미국과 독일에서 2차 산업혁명이 일어나게 되어 철강, 화학, 자동차, 전기 등 공업 분야가 크게 발전했다.

Anthropology 인류학

13 Human evolution 인류의 진화

인류 진화에 대해서는 학계에서 많은 주장이 엇갈리고 있으나, 신생대 제4기의 홍적세Pleistocene Epoch에 도구를 사용하고 직립 보행하는walk erect 인류가 처음 나타난 것으로 보고 있다. 홍적세는 네 차례의 빙하기glacial age와 간빙기interglacial epoch가 번갈아 일어나면서 기후와 동식물의 종류가 오늘날과 거의 비슷하게 변화한 시기로, 이 때 나타난 인류mankind는 출현 시기에 따라 오스트랄로피테쿠스Australopithecus, 자바원인Java man과 북경원인Peking man, 네안데르탈인Neanderthal man, 호모사피엔스Homo sapiens로 구분된다. 가장 원시적인primitive 인류로 보이는 오스트랄로피테쿠스는 200만년 또는 100만년 전에, 자바원인과 북경원인은 40~50만년 전인

제2간빙기에, 네안데르탈인은 제3간빙기에서 제4간빙기 초까지 각각 살았던 것으로 추정되며, 오늘날 인류와 가장 비슷한 호모사피엔스는 홍적세 마지막 빙하기에 출현했다고 보고 있다.

14 Prehistory 선사시대

선사시대prehistory란 문헌 사료가 존재하지 않는 인류의 원시시대primitive times를 말한다. 보통 고고학적으로는 인류 역사가 '구석기 시대Paleolithic era → 신석기 시대Neolithic era → 청동기 시대Bronze Age → 철기 시대Iron Age' 순으로 발전한 것으로 보고 있으나, 지역에 따라 문헌이 나타나는 시기가 다르



고 문화나 기술 발전의 양상에도 차이가 있기 때문에 명확한 구분은 어렵다. 그러나 최소한 처음 펜석기knapped stone tool라는 도구가 등장한 구석기 시대와 농경agriculture을 시작한 신석기 시대를 선사시대로 보는 것에는 의견이 일치한다. 선사시대의 생활 모습을 살펴보면, 구석기 시대에는 주로 무리를 지어 이동 생활을 했고, 계급hierarchy이 없는 평등 사회egalitarian society였다. 이 시기에는 아직 농경이 도입되지 않았기 때문에 주로 수렵hunting이나 어로fishing, 채집gathering/foraging으로 생활하였으며, 동굴이나 강가에 움막mud hut을 짓고 생활하였다. 신석기 시대에는 간석기sharpened stone와 뼈로 만든 도구를 사용했다. 특히 농경을 시작하고 정착 생활을 하게 되면서 인류 생활 상에 많은 변화가 일어났는데, 이를 두고 '신석기 혁명Neolithic Revolution'이라고 한다. 농경 생활을 하게 되면서 같은 핏줄의 씨족들이 모여 부족tribe을 형성하게 되고, 이것이 후에 사회와 국가의 기원origin이 되었다.

Theme Vocab



MP3 • 403

Economics경제학 & Business Management경영학

stock market crash 주가 대폭락
public work 공공사업
create jobs 일자리를 창출하다
monopoly 독점 / **oligopoly** 과점
collusion 담합 / **cartel** 기업 연합
insolvency 지불 불능

Psychology 심리학

cognition 인지
sensory 감각의
attachment 애착

History 역사

feudalism 봉건제도
cuneiform 설형문자
duodecimal system 12진법
movable type printing 활판인쇄술
woodblock printing 목판인쇄술
mass production 대량생산
The Protestant Reformation 종교개혁
accumulate capital 자본을 축적하다
glacial age 빙하기
interglacial epoch 간빙기
Paleolithic era 구석기 시대
Neolithic era 신석기 시대



DAY20

America

- CASE EXAMPLE - 예제
- ★ SMART SOLUTION - 테마별 보충 특강
- ▣ PRACTICE TEST - 연습문제
- * DICTATION - 받아쓰기
- SMART SOURCE - 테마별 기출 토픽

speed keyword

America



TOEFL이 미국 대학에서의 학업 수행 능력을 테스트하는 시험인 만큼 아메리카 대륙에 관련된 소재들이 상당히 자주 등장한다. America가 단지 현대 미국을 가리키는 것이 아니며 흔히 인디언으로 부르는 미국 대륙의 원주민, 라틴 아메리카 대륙의 고대 문명까지를 포괄하는 폭넓은 개념으로 사용된다는 것에 주의해야 하며 미국 독립 전과 독립 후로 나누어 대륙 내 주요한 역사적 흐름을 이해하는 것이 가장 중요하다. 뿐만 아니라 문화, 예술, 산업적 측면에서의 핵심적 변화를 함께 정리해 두는 것이 좋다.



미국사US History 기출 토픽

영국 식민지 시대 / 독립 초기의 미국: 독립선언, 토마스 제퍼슨 대통령과 루이스 클라크 탐험 / 서부 개척: 프런티어, 골드러쉬 / 남북전쟁과 링컨 대통령 / 남북전쟁 후 대륙횡단 철도 건설 / 경제공황: 루즈벨트 대통령과 뉴딜 정책, 후버담 건설



아메리카 원주민Native American 기출 토픽

북미 최초의 문화로 알려진 고대 클로비스 문화 / 푸에블로족 / 나바호 인디언



라틴 아메리카Latin America 기출 토픽

고대 마야 문명 / 페루의 나스카 문화

CASE EXAMPLE



MP3-408

[1-6] Listen to part of a talk in an American history class.

| Volume | Help | Ok | Next |



**Thomas
Jefferson**

note
taking

10/18

1. What is the talk mainly about?

- Ⓐ The influence Jefferson had on American academia
- Ⓑ The role Jefferson played in founding the United States
- Ⓒ Jefferson's experiences as an ambassador in France
- Ⓓ Jefferson's achievements as an architect

2. Indicate whether each of the following is mentioned in the lecture as a characteristic of neo-classicism. Click in the correct box for each phrase.

	YES	NO
(A) Could be seen in the architecture of France		
(B) Was inspired by themes from ancient Rome		
(C) Combined features from European and Asian traditions		
(D) Was born of the ideals of the emerging United States		
(E) Was intended to be relevant for modern times		

3. What does the professor say about the architecture of the University of Virginia campus?
- (A) They were designed to evoke the grandeur of Greek and Roman history.
 - (B) They were intended to stimulate discussion and learning.
 - (C) They were predominantly French in design.
 - (D) They were modeled after important buildings in Washington D.C.
4. Why does the professor mention the architecture of U.S. federal buildings?
- (A) To illustrate the significance of the neo-classical ideals she mentioned earlier
 - (B) To suggest that Jefferson's politics affected his approach to architecture
 - (C) To list some lesser known examples of Jefferson's work
 - (D) To explain the importance of the University of Virginia in American architecture

Listen again to part of the talk. Then answer the question.  MP3 • 409

5. Why does the professor say this:
- (A) To initiate a discussion of a specific one of Jefferson's designs
 - (B) To indicate that she is not ready to discuss an important point yet
 - (C) To suggest that her previous comment is not relevant to the lecture
 - (D) To let the students know what to expect for next class

Listen again to part of the talk. Then answer the question.  MP3 • 410

6. What does the professor mean when she says this:
- (A) She wants the students to deduce how Jefferson studied architecture.
 - (B) She thinks the students should know more about the topic than they seem to.
 - (C) She wants the students to provide a definition of "classical architecture."
 - (D) She thinks some of the students in the class have studied classical architecture.



SMART SOLUTION



note taking

Main Topic : Thomas Jefferson's architectural achievements

1) background

- mostly self-taught (by books)
- study classical arch. in France
- *neo-classicism(reinterpret ideals of ancient Greek & Rome)

2) his architectural works

- e.g. campus of the Univ. of Virginia → synthesize various influences into neo-classical arrangement
- *"academical village"

3) influences

- huge impact → determine the direction of American design
- e.g. govt. bldg. & univ. campus → feature neo-classical elements

CLUE FINDER

미국의 3대 대통령이자 정치가로 유명한 토마스 제퍼슨의 건축학적 업적을 설명한 강의. 그에게 영향을 끼친 신고전주의, 그가 설계한 건축물의 예, 미국 건축사에서 갖는 의의 등 크게 세 가지에 초점을 두고 있다.

Professor (female) Well, class. I think we did a pretty good job last time summing up the political achievements of Thomas Jefferson. Who wants to list some of those, just to refresh our memories?

...

Thomas Jefferson as an architect

Professor Very good. And don't forget his influential views on the philosophy known as republicanism. **Q1** But today I want to shift our focus slightly. Because...it's obvious Jefferson had a profound impact on America as a politician. But, you see, he was also a philosopher—a thinker...and one of the subjects he contributed greatly to was architecture. In fact, one of his designs has been recognized by the American Institute of Architects as being the country's most significant architectural achievement. **Q5** But I'll get to that in a second.

...

Background

... He was also able to study classical architecture firsthand, and you all should be able to tell me when that was. **Q6** Anybody?

Student B (male) Um...he...went to France, right? As the U.S. ambassador? That was in the 1780s, I think. Maybe he got to

Q1 "today I want to shift our focus slightly(오늘은 초점을 바꿔 보겠어요)"는 강의의 주제를 알려주는 신호어. 특히 이 표현을 통해 지금까지와는 다른 관점에서 논의가 진행될 것임을 예상할 수 있다.

1번 Main Idea문제 출제

미국 제 3대 대통령인 토마스 제퍼슨은 일반적으로 정치가로 알려져 있지만 이 강의에서는 그가 건축가로서 미국 건축에 미친 영향에 대해 주로 논의하고 있다.

Q5 논의의 전개 흐름과 관련된 신호어들에 주목한다. "I'll get to that in a second(그 부분은 잠시 후에 이야기하기로 하죠)"는 하던 논의를 잠시 덮어두고 다른 내용으로 넘어갈 때 자주 쓰는 표현이므로 앞으로 나올 내용이 건축학적 업적에 관련된 것이 아니라는 것을 알 수 있다.

5번 Function문제 출제

토마스 제퍼슨의 건축학적 업적에 대해 구체적으로 논의하기 전에 그의 건축 스타일에 대한 배경지식부터 전달하려고 하고 있다.

study some of the architecture over in Europe.

His architectural works

Professor Right...that's exactly what I meant. As we discussed, Jefferson was American ambassador to France from 1785 to '89.

Q2 So some of the architectural styles he read about—um, much of which belonged to the school of neo-classicism—a lot of that type of architecture was on display in Paris and other parts of France. Do you all know what neo-classicism refers to?

Student A (male) It's based on, um, Roman ideals, isn't it? Styles and, and ideals that were popular in ancient Rome?

Professor Yeah, pretty much. "Ideals" is a good word. Neo-classicism emphasizes the ideals of the classical world... ancient Greece and Rome, but it doesn't just seek to copy those ideals. Proponents of neo-classicism wanted to take them and reinterpret them for modern times. That's something Jefferson was very interested in.

...

Professor Yes, they sure are. I mentioned just a minute ago that one of his works has been called the most significant architectural achievement in America, remember? And that would be the central campus of the University of Virginia, a school which Jefferson actually founded.

...

Professor ... Jefferson referred to this campus as his "academical village," where residents could devote themselves to the pursuit of knowledge. **Q3** All the diverse styles he included in the buildings...they were meant to inspire debate and encourage academic investigation.

...

The influence of his works

Professor **Q4** Because it really determined the direction of American design. That's why most government buildings in the U.S., from town halls to courthouses to the federal buildings in Washington...as well as college campuses everywhere—they all feature this strikingly neo-classical style.

...

Q6 질문을 던지면서 강의를 진행시키는 교수의 방식에 주목할 것.

6번 Function문제 출제

제퍼슨이 건축학을 직접 접한 시기를 알고 있는지 확인하는 문장이므로 건축학을 직접 접하게 된 경위에 대해 학생들이 알고 있는 바를 말해줄기를 바라는 것을 알 수 있다.

Q2 제퍼슨의 건축 설계가 neo-classicism(신고전주의)으로 부터 크게 영향을 받았다는 것은 주제와 관련된 중요한 사실이므로 이와 관련된 문제가 나올 가능성이 높다.

2번 Connecting Contents문제 출제

(지문에 나온 neo-classicism의 특징)

- 1) was on display in Paris and other parts of France
- 2) emphasizes the ideals of the classical world such as ancient Greece and Rome
- 3) reinterpreted ancient ideals for modern times

Q3 제퍼슨이 설계한 건축물의 예로 버지니아 대학의 교정 배치에 대해 설명하고 있다. 지나치게 세부적인 정보를 확인하는 문제는 잘 출제되지 않으므로 건물들의 배치를 일일이 기억하려고 하기보다는 그 설계가 궁극적으로 의도한 바가 무엇인지에 초점을 맞춰 듣는 것이 중요하다.

3번 Detail문제 출제

Q4 제퍼슨의 건축 스타일이 반영된 구체적인 예가 등장하고 있다.

4번 Organization문제 출제

제퍼슨의 건축 설계가 미국 건축사의 한 흐름을 결정시켰다는 것의 일례로 대다수의 미국 공공서 건물들이 신고전주의 스타일이란 점이 언급됐다.

Answer 1 (D) 2 YES → (A), (B), (E) / NO → (C), (D) 3 (B) 4 (D) 5 (B) 6 (A)

PRACTICE TEST



CONVERSATION



MP3-411

passage 1. [1-5] Listen to part of a conversation between a student and a librarian.



○ note taking

1. What does the man need from the library?
 - Ⓐ A list of academic journals kept by the library
 - Ⓑ Permission to access the library's journal database
 - Ⓒ Advice on how to check out journals
 - Ⓓ Research resources for a major assignment

2. According to the woman, what are two benefits of having digital journals instead of physical ones? Click on 2 answers.
 - Ⓐ Digital journals contain the most up-to-date articles.
 - Ⓑ It is easier to access complete articles in digital journals.
 - Ⓒ Digital journals do not take up as much space in the library.
 - Ⓓ It does not cost the library anything to obtain digital journals.

3. What topic will the man's thesis address?
 - Ⓐ Recent advancements in the American education system
 - Ⓑ Characteristics of research journals in the digital age
 - Ⓒ The decisions of U.S. courts in the 1960s and '70s
 - Ⓓ Freedom of expression for American minority groups

Listen again to part of the conversation. Then answer the question.  MP3 • 412

4. Why does the woman say this:
 - Ⓐ To suggest that the man does not need to visit the JSTOR site
 - Ⓑ To indicate that the man does not need to pay for access
 - Ⓒ To deny the man's request to use the online site
 - Ⓓ To explain that the man is not eligible for the site

Listen again to part of the conversation. Then answer the question.  MP3 • 413

5. What can be inferred about the man?
 - Ⓐ He is confused about the process described by the woman.
 - Ⓑ He does not feel confident about his computer skills.
 - Ⓒ He suspects that the woman's instructions are incorrect.
 - Ⓓ He is not sure how to access the library website.



LECTURE



passage 2. [1-6] Listen to part of a lecture in an American art class.

MP3 • 414



Nazca

 note taking

1. Which aspect of the Nazca does the professor mainly discuss?
- Ⓐ The characteristics of the ceramic art they created
 - Ⓑ Their relationship to the Inca and other peoples of the Andes
 - Ⓒ The influence of their iconography on their pottery designs
 - Ⓓ Some of the central themes found in their art

2. Why does the professor mention the Nazca lines?
- Ⓐ To introduce certain concepts present in all Nazca art
 - Ⓑ To give background information about the Nazca's environment
 - Ⓒ To explain what caused the Nazca civilization to disappear
 - Ⓓ To suggest why students may have heard of the Nazca culture
3. What does the professor say about the pictures adorning Nazca pottery?
- Ⓐ They were created with solid colors.
 - Ⓑ They were used in place of a written language.
 - Ⓒ They remained largely unchanged over the centuries.
 - Ⓓ They were different than those seen in the Nazca lines.
4. In the lecture, the professor describes the features of Nazca pottery. Indicate whether each of the following is true about the features of this culture's pottery. Click in the correct box for each sentence.

	YES	NO
Ⓐ Most resembled plants, animals, and other natural forms.		
Ⓑ Early bottles were made in the shape of the human body.		
Ⓒ Some were created in order to produce sound.		
Ⓓ Those used in burial rituals were double-spouted jugs.		
Ⓔ They most often did not serve utilitarian purposes.		

5. What are two ways in which the style of Nazca pottery changed over time? Click on 2 answers.
- Ⓐ From emphasizing the Mythical Killer Whale to focusing on the Harvester
 - Ⓑ From displaying only coastal themes to including different highland images
 - Ⓒ From a concentration on realistic designs to more supernatural motifs
 - Ⓓ From the use of three standard colors to a greater variety

Listen again to part of the lecture. Then answer the question.  MP3 • 415

6. Why does the professor say this:
- Ⓐ To indicate what she will discuss next
 - Ⓑ To apologize for omitting some information
 - Ⓒ To identify a common misconception
 - Ⓓ To make sure the students have understood everything so far



LECTURE



MP3 • 416

passage 3. [1-6] Listen to part of a talk in an American history class.



Democracy

 note taking

1. What is the talk mainly about?
 - (A) Democratic Native American societies
 - (B) The formation of the U.S. government in 1776
 - (C) The system of government in colonial America
 - (D) The structure of the English Parliament

2. Why does the professor mention the English Parliament?
- (A) To point out the differences between the U.S. and English democracies
 - (B) To suggest that England inherited democracy from Greece
 - (C) To emphasize the connection between republics and monarchies
 - (D) To call attention to a democratic element of the English monarchy
3. Indicate whether each of the following is mentioned in the lecture as a characteristic of U.S. colonial governments. Click in the correct box for each phrase.

	YES	NO
(A) Allowed every citizen to vote on political issues		
(B) Functioned as representative democracies		
(C) Were established to gain profits from domestic agriculture		
(D) Made the decisions on small local matters		
(E) Engaged in conflict with the English monarchy in the 1600s		

4. According to the professor, why did England permit self-governance among the U.S. colonies from the outset?
- (A) The colonies agreed to model their governments after England's.
 - (B) England was unable to enforce its own laws from overseas.
 - (C) England was temporarily preoccupied with domestic disorder.
 - (D) Self-governance was more efficient than ruling from a distance.

Listen again to part of the talk. Then answer the question.  MP3 • 417

5. What does the professor imply when he says this:
- (A) The student should have been paying closer attention.
 - (B) The student did not prepare properly for class.
 - (C) The student has revealed the misconception he wants to expose.
 - (D) The student's answer was almost correct.

Listen again to part of the talk. Then answer the question.  MP3 • 418

6. Why does the professor say this:
- (A) To suggest that democracy is one of the most widely practiced forms of government
 - (B) To define a word that the students are likely unfamiliar with
 - (C) To warn the students their understanding of democracy may not be complete
 - (D) To ask the students for their interpretations of the concept of democratic government



* DICTATION



MP3 419

Listen to part of the American art lecture again and fill in the blanks.

[중략]

Professor: Um, Nazca pottery is known for its use of color. It's also important to note that the Nazca had no system of writing. Instead, they used iconography—or symbolic signs and images—to communicate. In studying Nazca pottery...um, it gives us a chance to study ¹⁾ _____.

Some of the iconography seen on Nazca ceramics is based in nature, with motifs like, uh, like plants, animals, birds—that sort of thing. Then ²⁾ _____, which sort of anthropomorphize or give human-like features to the different spirits the Nazca believed in.

From what we can tell, Nazca ceramics were used for ³⁾ _____. Oh, some of it was ceremonial...some of it was used in burial contexts...and some of it shows scratches and wear from use—so ⁴⁾ _____,

um, burial practices and such. OK, moving on... Oh, we haven't talked much about the shapes of Nazca pottery, so let's do that. Well, there're the kind of ⁵⁾ _____,

like bowls and jars and plates and things like that, but there're also interesting effigy vessels, which resemble human or animal figures. The most esteemed shape of all was the, uh, the double spout bottle—sort of like a round jug with two spouts on top. These jugs generally had the ⁶⁾ _____

of all the Nazca pottery forms. And there was also an assortment of other types of ceramic shapes, like panpipes, drums, and whistles.

As you might imagine, Nazca pottery changed over time. The culture began around 100 BC, and early Nazca pottery was ⁷⁾ _____, usually, um—thin-walled vessels...most commonly bottles in the shape of a human effigy. Sometimes it would be adorned with, uh, thick and uneven slip—uh, that's a ⁸⁾ _____.

Um, and remember how I said Nazca pottery is polychrome? Well, at first only three colors were used—red, white, and black. But later on, as many as 12 colors were used. For quite some time, um, naturalism and realism prevailed in Nazca ceramic designs. Eventually, though, ⁹⁾ _____.

Later pottery designs suggest that the culture experienced some changes in social organization as well...and they perhaps ¹⁰⁾ _____.

[중략]

정답은 해설집 195p



[중략]

Professor: Exactly. And what's a representative democracy?

Student B: Um, ¹⁾ _____ to represent them...and their interests. Like the U.S. Congress.

Professor: Uh-huh. And these representatives, while they're ²⁾ _____, they don't just carry out ³⁾ _____. No. They have the power to take actions that they feel will benefit the people they represent. And that's what we mean by representative democracy.

Student A: So I guess the governments of the American colonies were representative democracies...not direct ones.

Professor: Yes, that's right. Any idea why that would be? Where that influence came from? No? Well, England of course. I mean, the people founding these colonies were English after all. So when it came time to ⁴⁾ _____...they simply went with what they knew. And England—it was a monarchy, yes, but partially democratic as well. There was the English Parliament, ⁵⁾ _____, um, for passing laws and such. We saw something similar in the colonies.

Student B: So all of the colonies shared the same type of government?

Professor: Well...they were all similar in that they were representative democracies. But beyond that there were actually a lot of differences. Because...um, each colony was founded by a different group...and for a different purpose. Take, uh, the Jamestown colony in Virginia. That was set up in 1607 by a commercial organization...⁶⁾ _____. Shortly after that, in New England, several colonies were established with a focus on religion. But then...in both of these cases, the colonists chose to form representative democracies based on the English model.

Student B: Why did England let the colonies have their own governments in the first place? It seems like they'd want to have more control over them...you know, ⁷⁾ _____.

Professor: Yeah, that's a good point. In fact, the colonies were given a lot more liberties than you'd expect, partly because England was ⁸⁾ _____.

[중략]

정답은 해설집 198p

US History 미국사

1 Colonial period 식민지 시대

영국의 아메리카 대륙에 대한 식민활동은 스페인이나 프랑스보다 늦은 편이어서 1607년에서야 버지니아Virginia에 최초의 영속적 식민지colony가 건설되었다. 그 뒤 1733년까지 영국은 북아메리카에 13개의 식민지thirteen colonies를 만들었고 1754년부터 1763년까지의 프랑스 인디언 전쟁French and Indian War에서 승리하여 북아메리카에서 프랑스 세력을 몰아내게 된다. 그 결과 대영제국의 영토territory가 확장되는 듯 했으나 미국 식민지와의 대립이 격화되어 1775년 독립전쟁the Revolutionary War에서 미국이 승전하고 1776년에 독립선언the Declaration of Independence을 하게 된다. 이후 1783년 파리조약Treaties of Paris에 의해 미국 독립은 공식적으로 승인되었다.

2 Frontier 프런티어

미국 역사상 서부 개척지를 프런티어라고 한다. 애초 프런티어는 1제곱 마일의 지역에 인구 2~6명인 지역과 그 이하 지역의 경계선boundary line / border line을 가리켰는데 대개 문명화되지 않은 uncivilized 지역을 가리키는 말로 사용되었다. 이 프런티어는 동부 13주에서 시작해 애팔래치아산맥Appalachian Mountains에서 미시시피강Mississippi River, 그레이트 대평원Great Plains을 지나 서쪽으로 이동해 갔는데 무엇보다 경제적 생활 향상에 목적을 두었다. 19세기 중엽에 미국이 태평양 연안Pacific coast의 영토를 획득하고, 캘리포니아에서는 금광gold mine이 발견되어 골드러시Gold Rush가 일어나자 이를 거점으로 동부로 향하는 프런티어도 생겨났다.

3 Gold Rush 골드러시

19세기 미국 일부 지역에서 금광이 발견되자 사람들이 금광을 찾아 몰려든 현상을 골드러시라고 한다. 1828년 조지아의 골드러시Georgia Gold Rush를 시작으로 1848년 캘리포니아 주에서 금이 발견되어 소문이 퍼지자 서부에 골드러시 열풍이 일어나 미국뿐만 아니라 유럽, 중남미, 하와이 등지에서 약 10만 명의 사람들이 캘리포니아 주로 이주해왔다. 이것을 캘리포니아 골드러시California Gold Rush라고 한다.



4 National Emblem of the United States 미국 국장

1782년부터 미국 정부의 공식 문서에 미국 국장이 그려진 인장the Great Seal이 공식적으로 사용되었다. 국장은 전면obverse과 후면reverse으로 구성되어 있는데, 전면에는 큰 흰머리독수리bald eagle

가 그려져 있다. 이 독수리의 가슴 부위에는 미국 국기가 있으며 왼 발에 13개의 잎이 달린 올리브 나뭇가지olive branch를, 오른발에는 13개의 화살arrow을 쥐고 있다. 머리 위에는 13개의 별이 있는데 이 모든 13이라는 숫자는 미국 독립선언에 참여한 13개 식민지 주thirteen colonies를 상징한다. 미국 국장은 미국을 상징하는 표식으로 사용되고 있으며 미국의 1달러 지폐one-dollar bill의 뒷면, 여권passport 등에도 인쇄되어 있다.



5 Thomas Jefferson 토머스 제퍼슨



토머스 제퍼슨은 미국의 3대 대통령third President of the United States으로 1776년 미국이 독립선언을 할 때 독립선언문을 기초했고 frame 재임 중에 종교, 언론, 출판의 자유 확립에 주력했으며, 루이지애나 구입Louisiana Purchase과 루이스 클라크 탐험Lewis and Clark Expedition을 실현시켰다. 정계에서 은퇴한 뒤에는 1819년 버지니아대학교University of Virginia를 설립했는데, 직접 건물들을 설계하고 교육과정curriculum을 편성했을 정도로 버지니아 대학에 애정을 쏟았다. 그는 생

전에 자신이 직접 쓴 묘비명epitaph “미국 독립선언의 기초자, 버지니아 신교 자유법의 기초자, 버지니아 대학교의 아버지 토머스 제퍼슨 여기에 잠들다”라는 글귀로 유명하다.

● 루이지애나 구입 Louisiana Purchase

1803년 미국 대통령 토머스 제퍼슨이 나폴레옹 1세로부터 북아메리카 대륙 중남부의 광대한 프랑스령French territory 루이지애나를 구입한 일을 말한다. 이는 뉴올리언스 항port of New Orleans으로 미국 무역선이 출입하는 것을 막으려는 프랑스와 스페인에 위협을 느껴 이뤄진 일로, 이를 계기로 프랑스의 위협이 해소되었을 뿐만 아니라 미국 영토가 2배로 확장되었으며 후일 서부 개척의 자극제가 되었다.



● 루이스 클라크 탐험 Lewis and Clark Expedition

토머스 제퍼슨은 루이지애나 구입 이후 탐험대를 조직해 미주리강Missouri River을 따라 태평양Pacific Ocean에 이르는 지역을 1804년에서 1806년까지 탐험하도록 했는데, 그 탐험대를 이끈 사람이 바로 메리웨더 루이스(Meriwether Lewis)와 윌리엄 클라크(William Clark)였기 때문에 이들의 이름을 따 루이스 클라크 탐험이라 부른다. 이는 최초의 서부west coast 탐사로 그 지역의 수로waterway, 동식물 표본zoological and botanical specimens과 광물 표본mineral specimens 수집 및 인디언 부족Indian tribes의 실태 조사에 많은 도움이 되었으며, 과학적 지식의 축적에 공헌하였고 서부로의 이주와 교역을 촉진시키는 결과를 가져왔다.

6 Sherman Antitrust Act 셔먼 반트러스트법

1890년 미국 연방의회U.S. Congress에서 독점monopoly 및 기업연합cartel을 금지하기 위해 제

정legislation한 미국 최초의 독점금지법이다. 19세기 당시 주요 산업이었던 석유, 철도 등에서 소수의 대자본가가 시장을 독점하고 경쟁을 말살하는 등 병폐가 심해지자 오히려오주 상원의원senator인 존 셔먼John Sherman이 반독점금지법안을 상정한 것에서 유래되었다. 이것은 8조로 된 간단한 내용의 규정이지만 미국 반트러스트법의 중요한 법원sources of law이며, 그 후에 제정된 클레이턴법Clayton Act(1914)이나 연방거래위원회법Federal Trade Commission Act과 함께 각국의 독점금지규제의 모델이 되었다.

Native American 아메리카 원주민

7 Clovis Culture 클로비스 문화

미 대륙 최초 거주민inhabitant은 베링해Bering Sea를 넘어온 아시아인이라는 것이 정설인데 그들의 석기가 뉴멕시코의 클로비스 근처에서 최초로 발굴되었기 때문에 이 문화를 클로비스 문화라고 부르며 팔레오 인디언 문화Paleoindian culture라고도 한다. 클로비스 문화는 돌날로 만들어진 정교한 창촉spearhead이나 화살촉arrowhead을 사용했다. 이런 양식은 동북아에서 발견되지 않은 아메리카 특유의 양식이며 주로 매머드mammoth를 도살하는 데 사용되었다. 이들은 돌연 약 1만3천년 전 북미 대륙 상공에서 초대형 운석meteorite이 폭발해 매머드와 같은 대형 포유류mammal와 함께 멸종extinction한 것으로 알려지고 있으며 최근 클로비스 유물relics에 대한 방사성탄소연대측정radiocarbon dating 결과 이들이 미 대륙 최초의 거주민이 아닐 수도 있다는 주장이 제기되고 있다.

8 Pueblo 푸에블로족



아메리칸 인디언Native American 종족의 하나로 선사시대 Prehistory 아나사지Anasazi 족의 후예이다. 이들은 미국의 애리조나와 뉴멕시코 주 등지에 주로 살았으며, 대부분 옥수수 재배 등의 농경 생활을 했고, 점토clay를 굳혀 만든 아파트식 취락에서 살았다. 원래는 모계사회였으나 건조지역arid region에 살았기 때문에 관개irrigation 농업이 발달하게 되면서 이전보다도 강력한 통제력이 필요하게 되었고, 촌락 단위로 결합이 강화되자 쌍계적(雙系的) 친족 조직 형태로 바뀌게 되었다. 1600년에 스페인의 침입에 대항하여 반란revolt을 일으켰으나 곧 진압되었다. 이들은 17세기에 가톨릭교도catholic가 되었지만, 여전히 전통적인 종교 행사를 계속하고 있으며, 지금도 백인과의 결혼을 기피하고, 미국 문명에 동화assimilation되지 않은 채 독자적인 문화를 발전시키고 있다.

요하게 되었고, 촌락 단위로 결합이 강화되자 쌍계적(雙系的) 친족 조직 형태로 바뀌게 되었다. 1600년에 스페인의 침입에 대항하여 반란revolt을 일으켰으나 곧 진압되었다. 이들은 17세기에 가톨릭교도catholic가 되었지만, 여전히 전통적인 종교 행사를 계속하고 있으며, 지금도 백인과의 결혼을 기피하고, 미국 문명에 동화assimilation되지 않은 채 독자적인 문화를 발전시키고 있다.

9 Navajo textiles[weaving] 나바호 직물

북아메리카 인디언 중 하나인 나바호족Navajo people은 직물로 유명한데 그 중에서도 특히 담요blanket와 깔개rug가 대표적이다. 나바호 직물은 원래 실용적인utilitarian 목적으로 만들어졌지만 19세기 말이 되면서 직조공weaver



들은 관광tourism과 수출export을 위해 직물을 만들기 시작했다. 나바호 직물은 기하학적 무늬 geometric pattern와 화려한 색상으로 유명하다.

Latin America 라틴아메리카

¹⁰ Nazca Culture 나스카 문화

나스카 문화는 페루 남부 나스카 지방을 중심으로 번영한 선사시대의 문화(BC300~AD800)로 다채로운 토기pottery와 직물textile 및 금속공예가 뛰어났다. 특히 나스카 도자기는 새, 물고기, 인간, 신의 모습 등의 문양으로 유명하다. 또한 사막 가운데 그려놓은 나스카 라인Nazca line은 추상적인 선 또는 동물 문양으로 생각되는데 비행기에서만 그림의 전체를 볼 수 있을 정도로 거대하다.



¹¹ Mayan Civilization 마야 문명

마야 문명은 중앙아메리카 과테말라 고지highland에서 유카탄 반도peninsula에 걸쳐 나타난 마야족의 고대 문명으로 기원전 2천년 전부터 존재했던 것으로 추측되며 300년에서 900년까지가 마야 문명의 황금기였다. 마야 문명은 천체 관측법과 역법calender이 발달했으며, 신전 역할을 한 피라미드pyramid와 수많은 석조 건축물들이 있다. 숫자는 0과 20진법base-20 / vigesimal을 사용했다. 그러나 마야 문명은 9세기 이후 갑자기 멸망했는데 이 원인으로는 비생태적 가설non-ecological theory과 생태적 가설ecological theory이 있다. 비생태적 가설은 인구과잉overpopulation, 외부 침입foreign invasion, 농민 반란peasant revolt, 주요 무역로trade route 붕괴 등을 이유로 보며, 생태적 가설은 자연재해environmental disaster, 전염병epidemic disease, 기후 변화climate change 등을 멸망의 이유로 추정하지만 아직 확실한 증거가 제시된 바는 없다.

Theme Vocab



MP3 • 421

US History 미국사

Colonial period 식민지 시대

the Revolutionary War 독립전쟁

the Declaration of Independence 독립선언(서)

frontier 프런티어(서부 개척지)

gold mine 금광

Gold Rush 골드러시

National Emblem of the United States 미국 국장

bald eagle 흰머리독수리

Native American / Latin America

아메리카 원주민 / 라틴 아메리카

Navajo people 나바호족

textile 직물

rug 깔개

weaver 직조공

geometric pattern 기하학적 무늬

prehistory 선사시대

Mayan Civilization 마야 문명

base-20 20진법

Review Test IV



MP3-426

passage 1. [1~5] Listen to part of a conversation between a student and an administrator.

Volume | Help | Ok | Next



1. Why does the man go to the Information Technology Services Center?

- Ⓐ To ask if he can use a computer in the lab
- Ⓑ To learn how to use his share of university server space
- Ⓒ To find out his campus e-mail address and password
- Ⓓ To request a tutorial about building his own webpage

2. Why does the man want to create a webpage?

- Ⓐ He wants to learn more about website design.
- Ⓑ He needs to complete it as part of a class project.
- Ⓒ He will set up an online community for his dormitory.
- Ⓓ He will use it to sell items over the Internet.

3. What does the woman say about designing webpages?

- Ⓐ Many resources on it can be found on the university website.
- Ⓑ It may be difficult to do without any experience.
- Ⓒ It cannot be done without formal instruction.
- Ⓓ She can give the student written instructions on it.

Listen again to part of the conversation. Then answer the question.  MP3 • 427

4. What can be inferred about the woman?

- Ⓐ She assumes the student has a technical question.
- Ⓑ She wants the student to talk with someone in the computer lab.
- Ⓒ She thinks the student has come to use the computer lab.
- Ⓓ She does not want to help the student with his question.

Listen again to part of the conversation. Then answer the question.  MP3 • 428

5. What does the woman imply when she says this:

- Ⓐ He should join a class to get this information.
- Ⓑ She cannot figure out which classes he attends.
- Ⓒ The professors explain the instructions in class.
- Ⓓ It is easy for students to find this information themselves.



passage 2. [1~6] Listen to part of a talk in an American history class.

Volume | Help | Ok | Next




The Great Seal

1. What is the talk mainly about?
 - (A) The origin of the Great Seal of the United States
 - (B) The history of the bald eagle in North America
 - (C) The symbols contained in the design of the Great Seal
 - (D) The use of the bald eagle as a national symbol in America
2. Indicate whether each of the following is mentioned in the lecture as being an image included in the Great Seal. Click in the correct box for each phrase.

	YES	NO
(A) An eagle with its wings and legs spread out		
(B) An olive tree with an eagle perched on it		
(C) Arrows that represent the colonies		
(D) A shield that bears a design like the U.S. flag		
(E) A striped banner that symbolizes peace		

3. What does the professor mention about the national emblem?
- (A) It was first devised for the design of the national flag.
 - (B) It is used either as part of the Great Seal or individually.
 - (C) It was chosen to symbolize peace and morality.
 - (D) It took a long time for the Government to select it.
4. Why does the professor discuss a letter written by Benjamin Franklin?
- (A) To demonstrate that some did not approve of using the bald eagle as the national emblem
 - (B) To give details about the process of selecting a national emblem and creating the Great Seal
 - (C) To argue that the bald eagle has been the national emblem since the country's founding
 - (D) To answer the student's question about why a bird was selected as the national emblem

Listen again to part of the talk. Then answer the question.  MP3-430

5. Why does the professor say this:
- (A) To discourage the students from consulting their books
 - (B) To see whether the students have done the reading
 - (C) To explain a section from the students' textbook
 - (D) To request confirmation of a particular statistic


Listen again to part of the talk. Then answer the question.  MP3-431

6. What can be inferred about the professor when he says this:
- (A) He thinks the letter is a joke.
 - (B) He wants the students to be serious.
 - (C) He thinks the letter is surprisingly harsh.
 - (D) He thinks there is a mistake in the letter.



passage 3. [1~6] Listen to part of a lecture in an environmental studies class.

Volume | Help | Ok | Next




Charcoal

1. What is the lecture mainly about?
 - (A) The negative effects of using wood as a fuel source
 - (B) The fuel sources used in sub-Saharan Africa
 - (C) The production of charcoal and its advantages
 - (D) The history of charcoal use in Europe and Africa
2. What are two beneficial events that occur when wood is baked to make charcoal? Click on 2 answers.
 - (A) Water content is diminished.
 - (B) Methane, hydrogen, and tars are removed.
 - (C) Carbon volume is reduced.
 - (D) The burning point gets lowered.


3. Indicate whether each of the following is mentioned in the lecture as a cost of using charcoal as a fuel source. Click in the correct box for each phrase.

	YES	NO
(A) Deforestation caused by sourcing wood to make charcoal		
(B) The emission of toxic gases as it burns		
(C) Various air pollutants emitted during the formation of charcoal		
(D) High costs incurred in building its processing facilities		

4. Why does the professor mention premature deaths in sub-Saharan Africa?
- (A) To emphasize the importance of using charcoal instead of wood
 - (B) To compare the region's death rate to those of other areas
 - (C) To support the use of various fuel sources in sub-Saharan Africa
 - (D) To highlight a serious drawback of relying on charcoal for fuel

Listen again to part of the lecture. Then answer the question.  MP3 • 433

5. What can be inferred about the professor when she says this:
- (A) She is sure the situation is not as bad as it seems.
 - (B) She is hopeful about a solution to the problem.
 - (C) She is not confident about the accuracy of the result.
 - (D) She is concerned about the situation.

Listen again to part of the lecture. Then answer the question.  MP3 • 434

6. What can be inferred from the professor's comment?
- (A) Both charcoal and wood are unsustainable as sources of fuel.
 - (B) Charcoal has a few irreversible drawbacks as a fuel source.
 - (C) Most people now use alternate fuels instead of charcoal.
 - (D) It is worthwhile making the effort to convert wood into charcoal.

type A. [1~30] Listen and fill in the blanks. When the word is repeated, add the Korean meaning.



- 01 flaming _____ from the blast _____
- 02 _____ the nucleus inside an oyster's shell _____
- 03 be deeply _____ with the cycles of life _____
- 04 some _____ qualities of exotic species _____
- 05 _____ estivation in many reptiles _____



- 06 spray a _____ and unpleasant scent _____
- 07 lures that _____ from anglerfish's head _____
- 08 vertical _____ that is caused by rivers _____
- 09 _____ an enormous amount of pressure _____
- 10 the steepness of the glacier's _____



- 11 rely on Internet sources _____
- 12 a slightly _____ distribution of asteroids _____
- 13 a species that is _____ to the habitat _____
- 14 the _____ policy for items in Media Collections _____
- 15 _____ books and DVDs stored out back _____



MP3 • 441 [16~20]

- 16 boost _____ among the younger players _____
- 17 _____ to the amount of the property _____
- 18 _____ between the species and the posture _____
- 19 another method of _____ called jet propulsion _____
- 20 _____ resources from the subcontinent _____



MP3 • 442 [21~25]

- 21 _____ trade in the region _____
- 22 control the basic _____ impulse _____
- 23 see a trend toward _____
- 24 a desirable personality _____
- 25 words that _____ a negative image _____



MP3 • 443 [26~30]

- 26 _____ around the library's online database _____
- 27 face _____ in American culture _____
- 28 an _____ of other types of ceramic shapes _____
- 29 _____ with civil conflict at that time _____
- 30 reduce the impact of _____

type B. [1~30] Listen the definition for each word and choose the correct word.



- 01 (A) stipend (B) feat (C) fund (D) practice
- 02 (A) patterned (B) virtual (C) sophisticated (D) supposed
- 03 (A) reverence (B) deity (C) temptation (D) increment
- 04 (A) established (B) numerous (C) versatile (D) encouraging
- 05 (A) fracture (B) dependence (C) reconfiguration (D) realization
- 06 (A) diverse (B) flamboyant (C) sufficient (D) cheerful
- 07 (A) hypocritical (B) irresponsible (C) redeemable (D) elective
- 08 (A) admission (B) prerequisite (C) manual (D) provision
- 09 (A) descend (B) surge (C) waver (D) submerge
- 10 (A) core (B) secretion (C) production (D) creature
- 11 (A) remains (B) details (C) reparations (D) premises
- 12 (A) physiology (B) metabolism (C) capability (D) immunity
- 13 (A) omnivorous (B) ambivalent (C) bilingual (D) egalitarian
- 14 (A) replenishment (B) congestion (C) saturation (D) opposition
- 15 (A) insulate (B) offend (C) protect (D) circulate



MP3 445 [16~20]

- 16 (A) buttress (B) repeal (C) eradicate (D) invade
- 17 (A) inhospitable (B) reliant (C) covert (D) local
18. (A) impressive (B) nocturnal (C) inferior (D) deluxe
- 19 (A) bloom (B) luminescence (C) enlightenment (D) infection
- 20 (A) reproduction (B) inference (C) disease (D) camouflage
- 21 (A) noteworthy (B) responsive (C) calculating (D) relentless
- 22 (A) geographical (B) sterile (C) dormant (D) logical
- 23 (A) exceptional (B) opposing (C) fragile (D) concise
- 24 (A) consider (B) peruse (C) occur (D) germinate
- 25 (A) silence (B) residue (C) dispersion (D) property
- 26 (A) urgent (B) distinct (C) divergent (D) impeccable
- 27 (A) contour (B) measurement (C) impact (D) physique
- 28 (A) repellant (B) concentric (C) reflective (D) defective
- 29 (A) vibrant (B) convex (C) located (D) intentional
- 30 (A) fable (B) bibliography (C) anecdote (D) conjecture

Actual Training

실전문제

CD-ROM 으로 풀어보세요

DAY 23 Actual Test I

DAY 24 Actual Test II

DAY 25 Actual Test III



MP3 • 446

part 1. [1~5] Listen to part of a conversation between a student and her advisor.

Volume | Help | Ok | Next



1. Why does the woman go to see her advisor?
 - (A) To ask if she can choose a new elective class
 - (B) To enroll in a seminar class for next semester
 - (C) To get advice on improving her art history grade
 - (D) To change her major from chemistry to art history

2. What aspect of her course is the woman having trouble with?
 - (A) The complexity of the subject matter
 - (B) The student input required in class
 - (C) The number of research assignments
 - (D) The professor's unusual lecture style

3. What will the woman do during her next art history class?
 - (A) Contribute a single comment during the class discussion
 - (B) Ask her professor for tips on how to participate more
 - (C) Talk about her favorite Impressionist painters
 - (D) Voice as many of her opinions as she can

Listen again to part of the conversation. Then answer the question.  MP3-447

4. What does the man mean when he says this:
 - (A) He is not sure he has heard the woman correctly.
 - (B) He already knows about the woman's problem.
 - (C) He is uncertain which elective the woman is taking.
 - (D) He is concerned about the woman's situation.

Listen again to part of the conversation. Then answer the question.  MP3-448

5. Why does the woman say this:
 - (A) To assure the man that she will get a high grade in the class
 - (B) To emphasize that the format of seminar classes is unfamiliar to her
 - (C) To suggest that her professor is not giving her enough work
 - (D) To request help with some of her specific class assignments



MP3 • 449

part 1. [6~11] Listen to part of a talk in a biology class.

Volume | Help | Ok | Next



Nacre

6. What is the talk mainly about?
- Ⓐ The processes by which natural and cultured pearls are created
 - Ⓑ Some common misconceptions about the formation of pearls
 - Ⓒ The development of a technology to produce artificial pearls
 - Ⓓ A biological explanation of why pearls form in oysters

7. What role does nacre play in the formation of pearls?
- Ⓐ It provides the nucleus around which a natural pearl develops.
 - Ⓑ It is a calcium coating that protects the outside of the oyster's shell.
 - Ⓒ It penetrates the membrane covering the oyster's soft body.
 - Ⓓ It is the luminous substance that forms the pearl's outer layers.
8. Why does the professor mention growth rings in trees?
- Ⓐ To compare natural pearl development to something the students are familiar with
 - Ⓑ To show the contrast between growth rings in pearls and those in living organisms
 - Ⓒ To highlight a process that occurs more frequently in cultured pearls than natural pearls
 - Ⓓ To explain why it is easy for scientists to determine the age of natural pearls
9. What does the professor say about round natural pearls?
- Ⓐ They do not look as attractive as they used to.
 - Ⓑ They have become more common than they once were.
 - Ⓒ People are willing to pay large amounts of money for them.
 - Ⓓ No one is entirely sure how they are formed.
10. What is usually used as the nucleus for a cultured pearl?
- Ⓐ A fragment of mollusk shell
 - Ⓑ A large grain of sand
 - Ⓒ A particle of plant material
 - Ⓓ A tiny parasite

Listen again to part of the talk. Then answer the question.  MP3 • 450

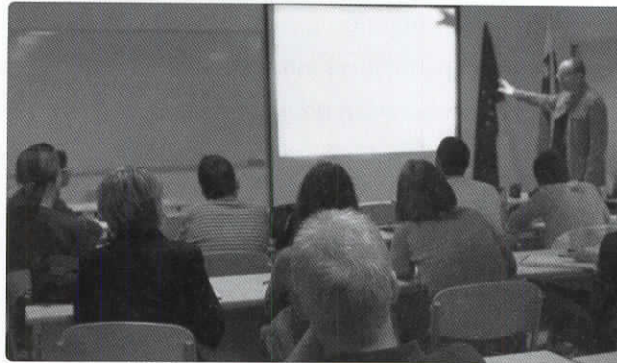
11. Why does the professor say this:
- Ⓐ To make sure the woman does not misunderstand how cultured pearls are made
 - Ⓑ To indicate that the manufacture of cultured pearls is still an inexact science
 - Ⓒ To express uncertainty about the process used to manufacture cultured pearls
 - Ⓓ To define the technical differences in the formation of natural and cultured pearls



MP3 • 451

part 1. [12~17] Listen to part of a lecture in an American history class.

Volume | Help | Ok | Next



Navajo textiles

12. What aspect of Navajo textiles does the professor mainly discuss?

- Ⓐ How they are used by the Navajo people today
- Ⓑ The transformations in style over different periods
- Ⓒ The ways in which they differ from Pueblo textiles
- Ⓓ How they were affected by the Pueblo people

13. Why does the professor mention the Pueblo Revolt of 1680?

- Ⓐ To give an example of the difficulties Pueblo weavers faced
- Ⓑ To explain an important influence on the earliest Navajo textiles
- Ⓒ To illustrate the cultural significance of weaving to Native American peoples
- Ⓓ To show how Navajo textiles were superior to the Pueblo's

14. According to the lecture, what are some characteristics of textiles from the Classical Period? Click on 2 answers.

- Ⓐ They were mostly made from imported cloth.
- Ⓑ Their patterns were simple in design.
- Ⓒ The designs initially featured natural fiber colors.
- Ⓓ They were traded to other tribes for basic goods.


15. Why were Transitional Period textiles made from factory-produced yarns?

- Ⓐ The Navajo were interested in introducing more colors to their work.
- Ⓑ Factory products become cheaper and easier to acquire than natural wools.
- Ⓒ The number of Navajo people who weaved textiles significantly decreased.
- Ⓓ These were the only materials available after the Navajo livestock were killed.

Listen again to part of the lecture. Then answer the question.  MP3 -452

16. What does the professor mean when he says this:

- Ⓐ He does not think the students need to learn about the Pueblo.
- Ⓑ He wants the students to comment on what he has just said.
- Ⓒ He thinks he has digressed from the main subject.
- Ⓓ He wants to talk more about interactions between the Pueblo and Navajo.

Listen again to part of the lecture. Then answer the question.  MP3 -453

17. Why does the professor say this:

- Ⓐ To indicate that students should already understand these differences
- Ⓑ To notify students that it is not essential to memorize this information
- Ⓒ To imply that the distinction between the two usages is overstated
- Ⓓ To emphasize that he does not have time to define terms used in the talk



MP3 • 454

part 2. [1~5] Listen to part of a conversation between a student employee and his manager.


Volume | Help | Ok | Next



1. Why does the man go to see his manager?
 - Ⓐ To ask if he can wait tables earlier in the day
 - Ⓑ To request a transfer to the kitchen staff
 - Ⓒ To quit his job in the school cafeteria
 - Ⓓ To get permission to join the jazz band

2. What does the woman imply about the man?
 - Ⓐ He should have talked to her sooner.
 - Ⓑ He has to set his priorities.
 - Ⓒ He is a talented musician.
 - Ⓓ He has performed well as a waiter.

3. Why does the woman feel that the man will be a capable kitchen hand?
 - Ⓐ The position only requires basic cooking and cleaning skills.
 - Ⓑ He has some previous experience in a restaurant kitchen.
 - Ⓒ He is a fast worker who will be able to deal with the dinner rush.
 - Ⓓ He gets along with all the staff who work in the kitchen now.

Listen again to part of the conversation. Then answer the question.  MP3 • 455

4. What can be inferred about the man?
 - Ⓐ He is concerned that the woman does not have time to talk.
 - Ⓑ He is puzzled by the unexpected response.
 - Ⓒ He is uncertain of the best way to explain his problem.
 - Ⓓ He is worried the woman will misunderstand him.

Listen again to part of the conversation. Then answer the question.  MP3 • 456

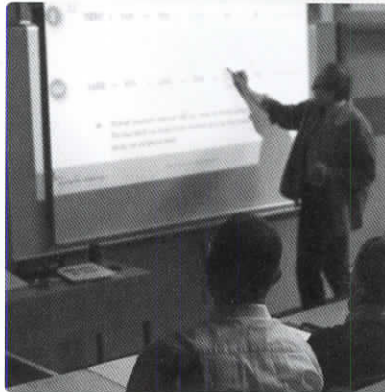
5. Why does the man say this:
 - Ⓐ To encourage the woman to elaborate on her suggestion
 - Ⓑ To accept the woman's proposal
 - Ⓒ To indicate that the woman is mistaken
 - Ⓓ To politely express doubt about the woman's idea



part 2. [6~11] Listen to part of a talk in a geology class.

MP3-457

Volume | Help | Ok | Next



- 1. Trade winds**
- 2. Rain-shadow**
- 3. Coast**

6. What is the discussion mainly about?
- (A) General features used to define what deserts are
 - (B) Characteristics shared by all types of deserts
 - (C) The effects of deserts on the global climate
 - (D) Different factors that lead to the formation of a desert
7. Why does the professor mention the trade winds?
- (A) To show why there are no deserts in subtropical regions
 - (B) To clarify the distinction between sandy deserts and other types
 - (C) To explain the formation of one of the largest deserts
 - (D) To elaborate on what causes the rain-shadow effect

8. What are two key features of rain-shadow deserts mentioned in the discussion?

Click on 2 answers.

- (A) They occur mostly in subtropical regions.
- (B) They lie next to mountain ranges.
- (C) They receive only a small amount of sun.
- (D) Their exposure to moist air currents is blocked.

9. Why do cold coastal currents create deserts?

- (A) They prevent the accumulation of rain clouds.
- (B) They make it too cold for plants to grow.
- (C) They cause the rain-shadow effect to occur.
- (D) They keep moisture contained on a continent's western edge.

10. In the talk, the professor provides several examples of deserts from around the world.

Indicate which geographical or climatic feature formed these deserts. One of the answer choices will NOT be used. Click in the correct box for each phrase.

	Trade winds	Rain-shadow	Coast
(A) The Sahara			
(B) The Atacama			
(C) The Mojave			
(D) Antarctica			

Listen again to part of the talk. Then answer the question.  MP3-458

11. What can be inferred about the woman?

- (A) She is surprised by the fact the professor shared.
- (B) She is concerned that she misheard the professor.
- (C) She is not sure about a term the professor just used.
- (D) She is having trouble following the discussion.



part 2. [12~17] Listen to part of a lecture in a theater class.

Volume | Help | Ok | Next



Method acting

12. What is the talk mainly about?

- Ⓐ Actors who became famous as a result of method acting
- Ⓑ Different approaches to method acting in modern American theater
- Ⓒ The history of Russian theater in the twentieth century
- Ⓓ Two important figures in the development of method acting

13. Why does the professor mention the censorship policies of Czar Nicholas II?

- Ⓐ To suggest that theater was a major part of Russian culture in the twentieth century
- Ⓑ To establish the context in which Stanislavski developed his ideas about acting
- Ⓒ To explain why Stanislavski chose certain actors to study and analyze
- Ⓓ To describe the impact that Stanislavski's career had on Russian culture

14. According to the professor, why did method acting take off in the United States?

- (A) It was associated with European intellectualism and high society.
- (B) It was based on theories about acting that were popular in Hollywood.
- (C) Its use was encouraged by influential organizations like the Actors Studio.
- (D) Its introduction coincided with a cultural shift toward authenticity.

15. Based on information in the lecture, indicate which features below belong to each person. Click in the correct box for each sentence.

	Stanislavski	Strasberg
(A) He pioneered the idea that actors should aim for authenticity.		
(B) He urged actors to gather emotional memories to be relived on stage.		
(C) He established an acting "system" that bore his name.		
(D) He trained many famous American movie stars.		
(E) He wanted to revolutionize the traditional acting method.		

Listen again to part of the lecture. Then answer the question.  MP3-460

16. Why does the professor say this:

- (A) To find out if any of the students have used method acting
- (B) To give the students instructions about a stage performance
- (C) To illustrate for students an application of method acting
- (D) To remind the students of something from a previous lecture

Listen again to part of the lecture. Then answer the question.  MP3-461

17. What does the professor mean when she says this:

- (A) She wants the students to speak up if they do not understand.
- (B) She does not think the concept is relevant to the lecture topic.
- (C) She does not want to explain the concept in any more detail.
- (D) She thinks the students have a good understanding of the lecture's theme.



MP3 • 468

part 1. [1~5] Listen to part of a conversation between a student and his professor.

Volume | Help | Ok | Next



1. Why does the man go to see his professor?
 - Ⓐ To discuss the grade he received on a recent exam
 - Ⓑ To find out what the final project for the class will be like
 - Ⓒ To get help finding a businessperson to interview
 - Ⓓ To ask for resources about conducting an interview

2. Why does the professor suggest speaking with an owner of a kayak tour company?
 - Ⓐ She thinks it will be possible for the man to get a job working there.
 - Ⓑ The man is already familiar with several of the local guides.
 - Ⓒ She believes that tour companies are interested in community development.
 - Ⓓ The man is interested in opening a similar business after he graduates.

3. What does the professor say about the local small business association?
 - Ⓐ Local business owners often join to discuss their experiences.
 - Ⓑ They might be able to help the student contact a business owner.
 - Ⓒ The student should ask them for help when he opens his new business.
 - Ⓓ People there have helped out students in her classes in the past.

Listen again to part of the conversation. Then answer the question.  MP3 • 469

4. Why does the professor say this:
 - Ⓐ To find out if the student can return at a later time
 - Ⓑ To express that she is in the middle of something
 - Ⓒ To indicate that she has time to talk with the student
 - Ⓓ To discourage the student from staying for too long

Listen again to part of the conversation. Then answer the question.  MP3 • 470

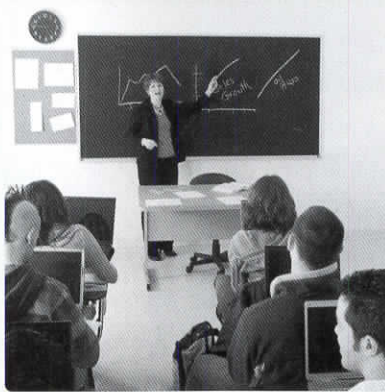
5. What can be inferred about the professor?
 - Ⓐ She is pleased that the student wants to talk about the final project.
 - Ⓑ She is concerned that the student will not finish the project before the due date.
 - Ⓒ She is curious about why the student has not started on the project.
 - Ⓓ She is surprised that the student is already working on the final project.



MP3 471

part 1. [6~11] Listen to part of a talk in a botany class.

Volume | Help | Ok | Next



Sugar bush

6. What is the discussion mainly about?
- (A) Regions that are known for their maple syrup industries
 - (B) The production of maple syrup
 - (C) The process by which maple trees produce sap
 - (D) The history of the maple syrup industry
7. How does the professor introduce the lecture topic?
- (A) By listing the top producers of maple syrup
 - (B) By correcting a common misconception about maple syrup
 - (C) By reminding the students of the topic from last class
 - (D) By asking the students to define a related term

8. According to the professor, what are two pieces of equipment necessary for collecting maple sap? Click on 2 answers.

- (A) A container for holding sap as it runs out of the tree
- (B) Plastic tubing for transporting sap directly to the sugar house
- (C) A small pipe to channel the flow of sap from the tree
- (D) Pipelines that are connected to the tree roots to collect sap

9. Indicate whether each of the following is mentioned in the lecture as a requirement for making maple syrup. Click in the correct box for each phrase.

	YES	NO
(A) Warm days and cold nights when the temperature drops below freezing		
(B) Maple trees that grow in densely forested areas		
(C) Black maples or sugar maples that produce sap that is over 66% sugar		
(D) A space to boil sap until it forms a sugary syrup		

Listen again to part of the talk. Then answer the question.  MP3-472

10. What does the man mean when he says this:

- (A) He wants to change the topic of the talk.
- (B) He wants the professor to elaborate on a point in the lecture.
- (C) He is trying to remember something the professor already said.
- (D) He wants to correct some mistakes that the professor made.

Listen again to part of the talk. Then answer the question.  MP3-473

11. What can be inferred about the student?

- (A) He is confused by the professor's comment.
- (B) He is concerned that the professor has misspoken.
- (C) He is curious as to why the professor mentioned this information.
- (D) He is amazed at the figure presented by the professor.



MP3 - 474

part 1. [12~17] Listen to part of a lecture in a geology class.

Volume | Help | Ok | Next

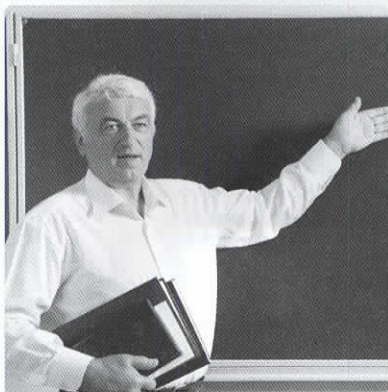


Plate tectonics

12. What is the talk mainly about?

- (A) The history of the continental drift theory
- (B) The mechanism by which continents move
- (C) The construction of a geologic timeline
- (D) The flaws of the plate tectonics theory

13. Why does the professor mention fossils?


- (A) To describe the evidence Wegener used to develop his theory
- (B) To suggest that Wegener borrowed ideas from earlier scientists
- (C) To explain how Wegener first became interested in geology
- (D) To show why most scientists ridiculed Wegener's theory

14. Indicate whether each of the following are mentioned in the lecture as evidence in support of the theory of continental drift. Click in the correct box for each phrase.

	YES	NO
(A) The discovery that the flowing inner layer transports pieces of rocky crust		
(B) New research suggesting that ocean currents affect landmass distribution		
(C) The resemblance between the contours of the continents		
(D) Wegener's finding of a mechanism that causes continents to move		

15. Which of the following ideas are mentioned in the passage as elements of the theory of plate tectonics? Click on 2 answers.

- (A) Boundaries where two pieces of the Earth's outer shell diverge
- (B) Zones where one tectonic plate moves under another
- (C) The expansion of oceans and other bodies of water
- (D) The existence of a land bridge that connected continents

Listen again to part of the lecture. Then answer the question.  MP3 • 475

16. Why does the professor say this:

- (A) To emphasize the negativity of the public's reaction to a certain theory
- (B) To complain about the behavior of the scientific community
- (C) To introduce a reason for a shift in scientific opinion
- (D) To ask the students their opinion of a theory he described

Listen again to part of the lecture. Then answer the question.  MP3 • 476

17. What can be inferred about the professor?

- (A) He does not want the students to ask any more questions.
- (B) He does not think the idea is worth spending time talking about.
- (C) He wants the students to accept the idea even if they do not understand it.
- (D) He thinks the students are familiar with the concept he is discussing.



MP3-477

part 2. [1~5] Listen to part of a conversation between a student and her academic advisor.

Volume | Help | Ok | Next



1. Why does the woman visit the man?
 - Ⓐ To pick up a letter of approval for studying abroad
 - Ⓑ To ask for assistance with changing her major
 - Ⓒ To receive advice on how to learn a foreign language
 - Ⓓ To get information on study-abroad opportunities

2. Why is the woman interested in Spain?
 - Ⓐ She thinks its culture is similar to Mexico's.
 - Ⓑ Her roommate studied there last semester.
 - Ⓒ She has familial connections to the country.
 - Ⓓ She studied international law there.

3. What does the man imply about the type of program the woman mentions?
 - Ⓐ There are none available in the country where she wants to study.
 - Ⓑ It may not be the best choice for someone interested in language learning.
 - Ⓒ Housing costs are usually not included in the program price.
 - Ⓓ Most students who have participated in one did not enjoy it.

4. Why will the woman see the man again tomorrow?
 - Ⓐ To pick up some documents about study-abroad programs
 - Ⓑ To set up a meeting with a language department professor
 - Ⓒ To discuss the requirements for students studying abroad
 - Ⓓ To plan her travel itinerary for her trip to Spain

Listen again to part of the conversation. Then answer the question.  MP3-478

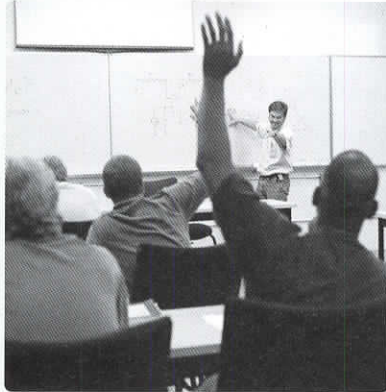
5. What can be inferred about the woman?
 - Ⓐ She wants the man to suggest a course of action for her.
 - Ⓑ She does not think the man understands what she wants to do.
 - Ⓒ She wants the man to help her plan studying abroad.
 - Ⓓ She does not know what information the man is looking for.



MP3-479

part 2. [6~11] Listen to part of a talk in an American literature class.

Volume | Help | Ok | Next

**Mark Twain**

6. What is the talk mainly about?
- (A) The effect of the Civil War on American literature
 - (B) A genre in American literature of the late nineteenth century
 - (C) The way in which American realism influenced U.S. society
 - (D) The body of literature written by Mark Twain
7. Indicate whether each of the following is a characteristic of American realism mentioned in the lecture. Click in the correct box for each phrase.

	YES	NO
(A) Emphasis on the details of daily life among the middle class		
(B) Appreciation for methodical investigation and scientific inquiry		
(C) Rejection of the notions of spirituality and inspiration		
(D) Interest in formal and elegant techniques for presenting prose		
(E) A focus on events that had taken place during the Civil War		

8. How does the professor introduce his discussion of the historical context of American realism?
- Ⓐ By comparing the literature of Britain and the United States in the late 1800s
 - Ⓑ By asking the students to list important events of the late nineteenth century
 - Ⓒ By describing the effect of American realism on modern American literature
 - Ⓓ By outlining the career of an author considered to be a representative figure of realism

9. According to the professor, how was Darwin's *On the Origin of Species* related to American realism?
- Ⓐ It called attention to social issues generated by the rise of the middle class.
 - Ⓑ It caused American writers to lose faith in the principles of romanticism.
 - Ⓒ It contributed to changes in American culture that captured the attention of writers.
 - Ⓓ It challenged American authors to produce works of scientific merit.

Listen again to part of the talk. Then answer the question.  MP3 • 480

10. Why does the professor say this:
- Ⓐ To show that the student has reminded him of another idea
 - Ⓑ To shift the focus of the discussion back to the main topic
 - Ⓒ To indicate that the class might run over time
 - Ⓓ To explain a point just mentioned by the student

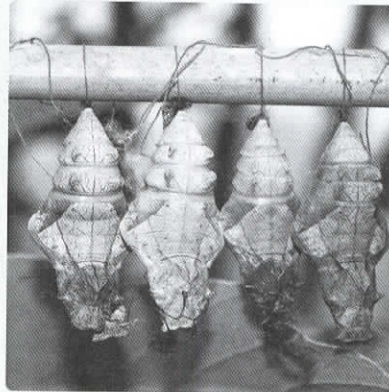
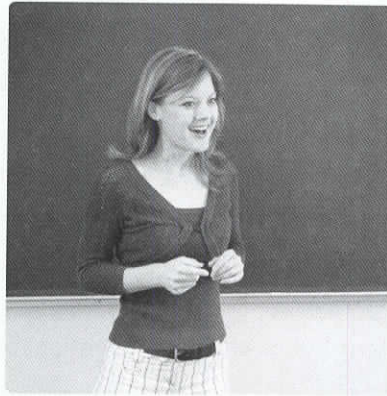
Listen again to part of the talk. Then answer the question.  MP3 • 481

11. What does the professor imply?
- Ⓐ Before Twain, few works produced in the United States were worthy of attention.
 - Ⓑ By Twain's time, American literature had developed a style and voice all its own.
 - Ⓒ Twain's outlook as an author was unlike his contemporaries' in American literature.
 - Ⓓ Twain's influence alleviated American authors' concerns about proving themselves.



part 2. [12~17] Listen to part of a talk in an entomology class.

Volume | Help | Ok | Next



12. What aspect of butterfly development does the professor mainly discuss?

- Ⓐ The way in which adults alter their lifecycle to reproduce
- Ⓑ Their similarity to other holometabolic creatures
- Ⓒ Their transformation from caterpillars into adult imagoes
- Ⓓ The four specific phases they experience as they grow

13. How does the professor explain the lifecycle of butterflies?

- Ⓐ By focusing on what they are like in the embryo stage
- Ⓑ By describing their development in chronological order
- Ⓒ By comparing it to the lifecycles of other insects
- Ⓓ By discussing the migration routes followed by monarchs

14. In the lecture, the professor describes the larval stage of butterfly development. Indicate whether each of the following is true of butterflies in this stage. Click in the correct box for each phrase.

	YES	NO
(A) Sleep while hanging upside down		
(B) Replace their skin as they grow		
(C) Are known as caterpillars		
(D) Stay inside a protective casing		
(E) Spend most of their time consuming food		

15. What are two features of the pupal stage mentioned in the discussion? Click on 2 answers.

- (A) The organism changes from a caterpillar to a butterfly.
- (B) The organism remains within a chrysalis for 28 days.
- (C) The organism is colored to blend into its surroundings.
- (D) The organism sheds its skin multiple times.

16. What determines the length of a monarch butterfly's life?

- (A) The time at which it matures
- (B) The number of eggs it produces
- (C) The environment where it lives
- (D) The amount of food it eats

Listen again to part of the talk. Then answer the question.  MP3 • 483

17. Why does the man say this:

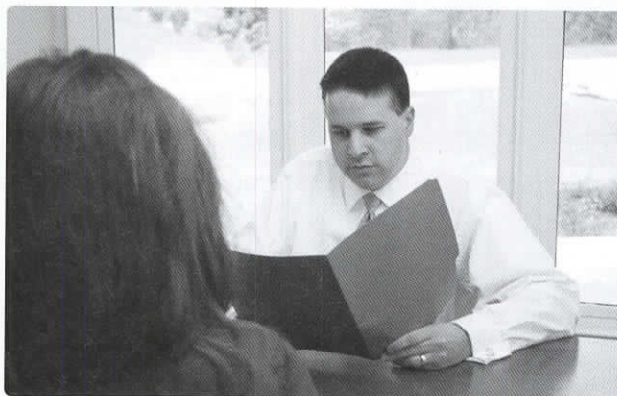
- (A) To imply that the professor is digressing onto another topic
- (B) To request clarification of a term the professor used
- (C) To indicate that the professor needs to speak up
- (D) To express doubt about something the professor said



MP3 • 490

part 1. [1~5] Listen to part of a conversation between a student and her professor.

Volume | Help | Ok | Next



1. Why does the woman go to see her professor?
 - Ⓐ She wants to know how she is doing in his class.
 - Ⓑ She received an email summoning her to his office.
 - Ⓒ She needs him to write her a letter of recommendation.
 - Ⓓ She is considering applying for a research scholarship.

2. What is the woman required to submit to the Sterns-Baugh Foundation?
Click on 2 answers.
 - Ⓐ A letter of approval from her advisor in the College of Science
 - Ⓑ A written testimonial from the head of her college
 - Ⓒ An essay that outlines her goals and past accomplishments
 - Ⓓ A resume highlighting her most significant academic achievements

3. Why will the woman return to the professor's office next week?
 - Ⓐ To turn in a draft of her essay for review
 - Ⓑ To introduce herself to the dean of the College of Science
 - Ⓒ To collect her scholarship application materials
 - Ⓓ To pick up a letter from the Women in Sciences committee

Listen again to part of the conversation. Then answer the question.  MP3 • 491

4. What can be inferred about the woman?
 - Ⓐ She is suspicious about something the professor said.
 - Ⓑ She is annoyed by the professor's comment.
 - Ⓒ She is worried she did not hear the professor correctly.
 - Ⓓ She is amazed at the news she just received.

Listen again to part of the conversation. Then answer the question.  MP3 • 492

5. Why does the woman say this:
 - Ⓐ To ask for advice about how to present her request to the dean
 - Ⓑ To confirm whether it needs to be the dean who writes the letter
 - Ⓒ To inquire about the process for getting the letter back
 - Ⓓ To express concern about obtaining the letter of recommendation



part 1. [6~11] Listen to part of a talk in an American history class.

Volume | Help | Ok | Next



Gold Rush

6. What is the talk mainly about?
- (A) The gold mining operations among the Native Americans
 - (B) The gold-mining frenzies in Georgia and California
 - (C) The westward movement across the United States
 - (D) The mistreatment of the Native Americans in Georgia
7. How does the professor explain the commencement of the rush for gold in Georgia?
- (A) By discussing the relationship between the U.S. government and the Cherokee people
 - (B) By explaining the term used to label miners who moved to Dahlonega in 1828
 - (C) By indicating how much money a miner could make in Dahlonega
 - (D) By telling several accounts of the discovery of gold there in 1828

8. What does the professor say about the Trail of Tears?
- (A) It was the U.S. government's way of enforcing law in a lawless territory.
 - (B) It caused the deaths of thousands of Cherokee people who were forced to relocate.
 - (C) It was the route many miners followed when they left Georgia for California.
 - (D) It occurred when the collapse of the gold rush left many people impoverished.
9. The professor discusses two cases of gold rush that occurred in Georgia and California. Indicate the features of each event. Click in the correct box for each phrase.

	Georgia	California
(A) Became the first gold rush to occur in the United States		
(B) Led to improvements in overland transportation		
(C) Resulted in the U.S. government seizing Cherokee territory		
(D) Encouraged the development of regional infrastructure		

Listen again to part of the talk. Then answer the question.  MP3 • 494

10. What can be inferred about the man when he says this:
- (A) He is ashamed of his misconception about the gold rush.
 - (B) He is uncertain of the validity of his information.
 - (C) He is confused about the chronology of events in the lecture.
 - (D) He disagrees with the other student's statement about the gold rush.

Listen again to part of the talk. Then answer the question.  MP3 • 495

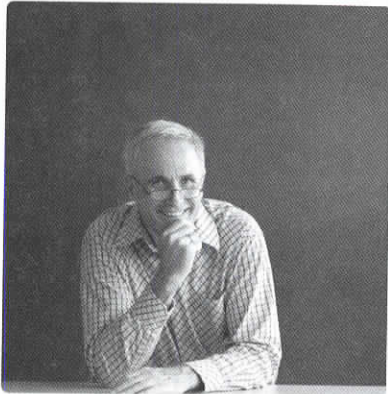
11. Why does the professor say this:
- (A) To indicate that Dahlonega has changed little in the decades since the gold rush
 - (B) To provide background details about a city that figured prominently in the gold rush
 - (C) To emphasize the effect that the gold rush had on the population of Dahlonega
 - (D) To suggest that gold rush cities continued to prosper long after the initial rush ended



part 1. [12~17] Listen to part of a lecture in a geology class.

MP3 • 496

Volume | Help | Ok | Next



Permafrost

12. What is the lecture mainly about?

- (A) The role of permafrost in Arctic environments
- (B) The characteristics and classification of permafrost
- (C) The natural process by which permafrost forms
- (D) Two main categories of permafrost

13. Why does the professor mention permafrost in the Himalayas?

- (A) To explain that certain conditions are necessary for the formation of permafrost
- (B) To suggest that permafrost is more common than many people believe
- (C) To emphasize the changes in permafrost that have occurred due to global warming
- (D) To illustrate that alpine permafrost can be found at low latitudes

14. What does the professor say about discontinuous permafrost?

- (A) It is subcategorized as either extensive or sporadic.
- (B) It is an early indicator of periods of global warming or glaciation.
- (C) It covers approximately 24% of Earth's land area.
- (D) It is the most common form of permafrost.

15. Indicate whether each of the following is mentioned in the lecture as a feature of permafrost. Click in the correct box for each phrase.

	YES	NO
(A) May be covered by a light layer of dirt		
(B) Is relatively uniform in terms of its thickness		
(C) Is often found beneath an "active layer" that thaws in the summer		
(D) Does not exist outside of major alpine areas in higher latitudes		
(E) Tends to be patchy in areas where the temperature stays around freezing		

Listen again to part of the lecture. Then answer the question.  MP3 • 497

16. Why does the professor say this:

- (A) To test whether the students can remember what they have learned
- (B) To add something he forgot to mention in his introduction
- (C) To remind the students of some facts that he mentioned before
- (D) To let the students know that an important detail is coming up

Listen again to part of the lecture. Then answer the question.  MP3 • 498

17. What does the professor mean when he says this:

- (A) He does not want to waste time on something the students already know.
- (B) He wants the students to feel comfortable about speaking up in class.
- (C) He does not think he needs to go over the topic because it is not critical.
- (D) He thinks the students have made a correct assumption about the topic.



MP3 • 499

part 2. [1~5] Listen to part of a conversation between a student and a librarian.

Volume | Help | Ok | Next



1. Why does the woman talk to the man?
 - (A) To request help in checking out books as a student of another university
 - (B) To receive a general overview about the layout of the library
 - (C) To get information about different library classification systems
 - (D) To ask about study resources relevant to her research assignment

2. How are the different subjects in the library organized?
 - (A) Every subject is allocated its own special decimal code.
 - (B) Each general category is assigned a letter of the alphabet.
 - (C) Related topics are grouped together by floor.
 - (D) Numbers are given to the major subjects, called classes.

3. What does the woman imply about her class schedule for the semester?
 - (A) It will allow her plenty of free time to read in the library.
 - (B) Most of her classes will not involve the writing of research papers.
 - (C) It will be hard to visit the library because her schedule is pretty busy.
 - (D) It will require her to conduct a lot of research at the library.

Listen again to part of the conversation. Then answer the question.  MP3-500

4. Why does the man say this:
 - (A) To suggest a course of action for solving the woman's problem
 - (B) To express frustration that the woman is unfamiliar with the library
 - (C) To let the woman know who will be available to help her in the library
 - (D) To indicate that he does not have time to assist the woman now

Listen again to part of the conversation. Then answer the question.  MP3-501

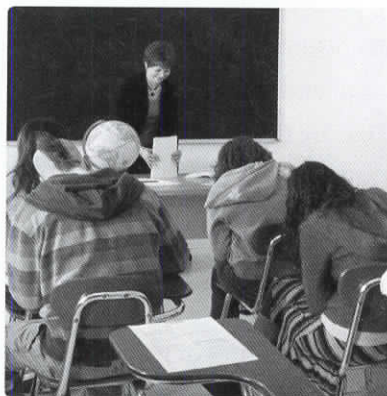
5. What does the man mean when he says this:
 - (A) He thinks the woman should narrow down her search.
 - (B) He wants to choose an easier subject to demonstrate the process.
 - (C) He thinks the woman will be able to find the information easily.
 - (D) He does not think the woman understands his instructions.



MP3-502

part 2. [6~11] Listen to part of a lecture in an earth science class.

Volume | Help | Ok | Next



K-T extinction

6. What aspect of the K-T extinction event does the professor mainly discuss?
- (A) The scientists who first discovered it
 - (B) A phenomenon that could have caused it
 - (C) Its similarities with prior extinction events
 - (D) Its long-term effects on the planet
7. Why does the professor begin the lecture by describing the destructive force of an asteroid impact?
- (A) To illustrate the violent conditions present on the early Earth
 - (B) To support an explanation for mass extinctions in Earth's history
 - (C) To imply that human activities are threatening the planet
 - (D) To emphasize the short timeframe of extinction events

8. What does the professor say about the name of the K-T extinction event?

- Ⓐ It is based on the number of years the event lasted.
- Ⓑ It refers to the kinds of species that were affected by it.
- Ⓒ It gives information about when the event occurred.
- Ⓓ It was created from an incorrect understanding of the event.


9. The professor explained many direct causes of the mass extinctions that were supposedly produced by the K-T asteroid impact. Indicate which causes are mentioned in the lecture. Click in the correct box for each phrase.

	YES	NO
Ⓐ An increase in greenhouse gas levels		
Ⓑ Debris covering the whole surface of the Earth		
Ⓒ A massive cloud of dust that blocked sunlight		
Ⓓ Intense blazes across the world		
Ⓔ A lack of oxygen in the atmosphere		

Listen again to part of the lecture. Then answer the question.  MP3 • 503

10. Why does the professor say this:

- Ⓐ To emphasize the deadliness of a huge dust cloud
- Ⓑ To show students the importance of the food chain
- Ⓒ To describe the process of photosynthesis
- Ⓓ To explain the sequence the extinctions occurred in

Listen again to part of the lecture. Then answer the question.  MP3 • 504

11. What does the professor imply about the asteroid impact?

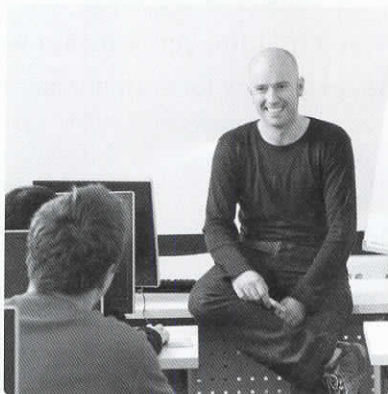
- Ⓐ It is a widely accepted theory, but not scientifically proven yet.
- Ⓑ Scientists disagree about the size of the asteroid that hit the planet.
- Ⓒ It is something which he does not believe in personally.
- Ⓓ It is less fully researched than other theories.



MP3 • 505

part 2. [12~17] Listen to part of a talk in a social science class.

Volume | Help | Ok | Next



Guild

12. What is the talk mainly about?

- (A) The guild systems of ancient China and India
- (B) The differences between early and modern guilds
- (C) The function and organization of early guilds
- (D) The method of advancement for guild members

13. Why does the professor mention workers' unions?

- (A) To give an example of the instructional role of guilds
- (B) To correct a common misconception about guilds
- (C) To explain that guilds still exist in the modern world
- (D) To acknowledge that they share limited similarities with guilds

14. What does the professor say about the Han Dynasty and the Gupta Empire?


- Ⓐ They prohibited the formation of guilds by their citizens.
- Ⓑ They are credited with influencing the guilds of Europe.
- Ⓒ They had guild systems inspired by the European model.
- Ⓓ They likely witnessed the formation of the earliest guilds.

15. In the lecture, the professor describes characteristics of European guilds. Indicate whether each of the following is a characteristic of these guilds. Click in the correct box for each phrase.

	YES	NO
Ⓐ Were often opposed by heads of state		
Ⓑ Were based on a model devised earlier by the Romans		
Ⓒ Restricted possession of knowledge about particular trades		
Ⓓ Were sometimes able to completely dominate their industries		
Ⓔ Made professional training available to the general public		

16. What was a journeyman required to do in order to become a master craftsman?

- Ⓐ Create a high-quality work for inspection by other masters
- Ⓑ Travel to distant regions to learn more about a trade
- Ⓒ Pass a standardized written exam given to all guild members
- Ⓓ Help to train junior apprentices in their trade

Listen again to part of the talk. Then answer the question.  MP3 • 506

17. Why does the professor say this:

- Ⓐ To make sure the students remember important information from earlier
- Ⓑ To encourage one of the students to expand on his explanation
- Ⓒ To point out to a student that he is answering a previous question
- Ⓓ To remind the students of a crucial point from the class

| 토마토 TOEFL iBT LISTENING을 만든 사람들 |

김현주

연세대학교 독어독문학과 졸업, 서울대학교 인문대학원 수료
토마토 READING 1st edition, SPEAKING FLOW, WRITING FLOW 공동 저술

최이령

이화여자대학교 영어영문학 전공, 동대학원 석사
토마토 INTENSIVE READING, VOCACHIP, COMPACT PART 5/6 공동 저술

김유현

숙명여자대학교 영어영문학과 졸업
토마토 TOEFL iBT VOCABULARY 공동 저술

John Boswell

BA Honors (First Class) from the University of Auckland, New Zealand
TOEIC and TEPS teacher, In-house writer and editor at Neungyule Education

Henry John Amen IV

The University of Vermont, Bachelor of Arts in English
Quality Assurance Editor/Proofreader for McGraw-Hill, Harcourt Assessment Inc.

Carey Groleau

The University of Vermont, Bachelor of Arts in English
Quality Assurance Editor/Proofreader, Harcourt Assessment Inc.

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펴 낸 이	김준희
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