

토마토

TOEFL

iBT

LISTENING

ANSWER BOOK



- Answer** passage 1 > 1 (C) 2 (A) 3 (D) 4 (B) 5 (C)
 passage 2 > 1 (D) 2 (A) 3 (D) 4 (A), (D) 5 (D) 6 (C)
 passage 3 > 1 (D) 2 (B), (E) 3 (A) 4 (D) 5 (C) 6 (B)



MP3-01

passage 1. [1-5] Listen to part of a conversation between a nurse and a student.*Student (male)***Q1** Excuse me, is this where I sign up for a flu shot?*Nurse (female)*

Oh, hello. Yes, it is. Just give me one second while I put this away...[pause] OK. Sorry, so you wanted to get a flu shot today?

Student

Uh, well not today. I want a flu shot, but I'm not ready to take it now. I was hoping for sometime early next week.

Nurse

We aren't giving out free flu shots past this weekend though, so you'll have to do it beforehand. And as I look at the schedule...we only have time for it today. All the other time slots are booked. I'm sorry.

Student

[hesitant] Oh, but hmm...I don't know. There's really no time we can do it later?

Nurse

I'm afraid not. We only have a limited number of free shots and it seems everyone else has signed up for the later times. It's not such a big deal having it done now, is it?

*Student***Q2** It's just that I'm on the swim team and we have a meet tomorrow morning. I tend to get a bit weak and sick after the flu shot, so I'd prefer to do it when I don't have anything particular to do the following day.*Nurse*

I understand. However, I really can't do anything at the moment. It's today or, um, you can get it done after next week, but I'm afraid you'll have to pay for it.

Student

No way! I don't want to pay extra if I have health insurance. University is costing me an arm and a leg already as it is...

Nurse

I understand. [typing] I'm sorry, I didn't catch your name...what was it?

Student

Jeff. Jeff Gormley. Do you want my student ID?

Nurse

Yes, please. [typing on keyboard] Are you still living at 524 Albert St., apartment 401?

Student

Yeah.

Nurse

Alright, here's the thing. I really can't fit you in anywhere at this campus clinic...but I might be able to sign you up at the Bakersville clinic, off-campus.

Q4 **MP3-02** Would you be willing to go to the other clinic on Friday for your free shot? **Q5** It's only a short ten-minute bus ride away.*Student*

I guess so. Are you sure I can do that? Does my college health insurance policy cover it?

*Nurse***Q3** **Q5** **MP3-03** Yes. It's something we try to avoid if we can accommodate student needs on campus. However, if there are extenuating circumstances, we'll send them there. And you have a completely legitimate reason for wanting

to take the shot later.

Student

🎧🎧 So can I just show up at the clinic and they'll give me the shot?

Nurse

Well, don't forget your student ID. I signed you up for Friday at 11:00 a.m. Is that alright?

Student

Yes, that works for me. Thanks so much for your help.



MP3 • 10

sign up for ~을 등록하다

flu shot 독감 예방주사

give out ~을 나누어 주다

beforehand 사전에

time slot

(몇 시부터 몇 시까지의) 시간대

big deal 큰 일

meet (운동) 대회

cost an arm and a leg

막대한 돈이 들다

fit A in (일정에 맞추어) A를 예약

해 주다, 넣어주다

insurance policy

보험 증서[증권]

accommodate needs

필요를 충족시키다, 충족하다

extenuating

정상참작을 할 만한

legitimate 타당한, 정당한

show up 나타나다

◎ 해설

1. 학생이 진료소에 온 이유는?

- (A) 독감 예방주사 예약을 바꾸기 위해 (**not correct**)
- (B) 즉시 예방접종을 받기 위해 (**not correct**)
- (C) 독감 예방주사 예약을 하기 위해
- (D) 의료 보험에 대해 물어보기 위해 (**not correct**)

Main Idea

단서 Q1에서 오늘 주사 맞기를 원한다는 간호사의 질문에 학생은 오늘이 아니라 다음 주 초쯤에 맞고 싶다고 했다. 따라서 학생은 독감 예방주사 '예약'을 하기 위해 보건 진료소에 온 것으로 볼 수 있으므로 정답은 (C). 예방접종을 받는 것이 목적이지만 오늘 받기 원하는 것은 아니므로 (B)는 오답.

2. 학생이 특정일에 주사 맞지 않으려고 하는 이유는?

- (A) 다음 날 운동 경기가 있어서
- (B) 자신의 의료보험은 독감 예방주사에 적용되지 않아서 (**not correct**)
- (C) 독감 예방주사를 맞으려면 베이커스빌 진료소에 가야 해서 (**not correct**)
- (D) 교내 진료소에서는 더 이상 무료 독감 예방주사를 맞을 수 없어서 (**not correct**)

Detail

단서 Q2에서 학생은 내일 오전에 수영 대회가 있는데 독감 예방주사를 맞으면 기운이 빠지고 아픈 기미가 있어서(a bit weak and sick) 다음 날 특별히 할 일이 없을 때 접종하고 싶다고 했다. 따라서 정답은 (A). (B)의 경우 정해진 기간 내의 예방접종은 의료보험이 적용된다고 했으므로 사실이 아니다. 또한 (C)와 (D)는 대화 내용과 일치하는 선택지들이지만 이것이 예약을 꺼리는 이유는 아니므로 모두 오답.

3. 학교 학생이 베이커스빌 진료소에 갈 수 있는 경우는?

- (A) 교내 진료소가 수리 중일 경우 (**not mentioned**)
- (B) 학생이 유능한 대학 대표팀 선수일 경우 (**not mentioned**)
- (C) 학생이 우대 의료보험 혜택을 누리고 있는 경우 (**not mentioned**)
- (D) 교내 진료소에서 학생들의 요구를 처리할 수 없는 경우

Detail

단서 Q3을 보면, 교내 진료소가 학생들의 요구를 모두 충족시킬 수 없는 경우 베이커스빌 진료소로 학생들을 보낸다고 했다. 따라서 정답은 (D).

4. 간호사가 다음과 같이 말한 이유는?

It's only a short ten-minute bus ride away.

- (A) 그곳이 교내 진료소보다 더 편리하다는 것을 암시하기 위해
- (B) 그곳이 좋은 대안이라고 학생을 설득하기 위해
- (C) 학생에게 그 진료소까지의 정확한 거리를 알려주기 위해
- (D) 금요일에 학생이 그 진료소를 방문하지 못하도록 하기 위해

Function

간호사는 무료 주사를 맞으러 금요일에 베이커스빌 진료소에 가볼 생각이 있다고 물으면서 "It's only a short ten-minute bus ride away(버스를 타면 10분 밖에 안 걸리는 거리에 있어요)"라고 말했다. 이것은 굉장히 가까운 거리라는 것을 강조함으로써 베이커스빌이 좋은 대안이라는 것을 학생에게 알려주기 위해 말한 것으로 볼 수 있다. 따라서 정답은 (B).

5. 다음과 같이 말할 때 학생에 대해서 유추할 수 있는 것은?

So can I just show up at the clinic and they'll give me the shot?

- (A) 예약이 되어 안심하고 있다.
- (B) 왜 캠퍼스 밖으로 가야 하는지에 대해 혼란스러워 하고 있다.
- (C) 주사를 맞는 절차에 대해 잘 모르고 있다.
- (D) 그 진료소에 가는 방법을 확실히 모르고 있다.

Attitude

단서 Q5에서 간호사는 정상이 참작되면 베이커스빌 진료소로 학생들을 보낸다고만 했지 다른 정보는 주지 않고 있다. 그래서 학생은 자신이 진료소에 가서 어떻게 해야 할지를 모르기 때문에 "So can I just show up at the clinic and they'll give me the shot?(그럼 그 진료소에 가기만 하면 거기서 주사를 놓아주나요?)"라고 묻는 것이다. 그리고 학생의 질문 다음에 간호사가 학생증을 잊지 말라고 한 것은 진료소 예방접종 절차에 대한 부연설명을 알 수 있다. 따라서 정답은 (C).



MP3 • 04

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




Professor (male)

Is everyone ready to begin? Let's get started... **Q1** today's topic is a very interesting one: animal communication. Basically, what we're talking about here is any behavior carried out by an animal that has an effect on the behavior of another animal. The animal world is quite diverse, isn't it? Well, accordingly, the forms of communication we've found within it are also very diverse. **Q2** Probably the most obvious and best-known form of animal communication is body language, where animals move parts of their bodies in order to, um, to communicate with each other. One example of this form of communication is demonstrated by the herring gull—a gull commonly seen along the coast in Asia, Europe, and North America. Parent gulls, um, have distinctive body movements that enable them to, to communicate with their young about food. See, when a parent returns to its nest with food, it makes this motion with its beak—it taps its beak on the ground in front of its chick. When the chick sees this movement, it immediately starts a—a begging response, and then the parent regurgitates food for the young bird. So...body movement is one form of animal communication. Can anyone think of another form?

Student A (female)

What about birds' songs? Whenever I hear a bird singing, it always seems to me that it's communicating with other nearby birds. I don't know if that's actually the case...but is that an example of vocal animal communication?

Professor

Great. Yeah, bird songs are probably the most recognizable form of vocal communication in animals. **Q5**  **MP3-05** A lot of interesting research has been conducted on the possibility of bird songs actually being a language...with rules and structure.   Um, but I'm sort of getting off track here—that's not what I want to focus on today. Anyway, you're right about birds—their songs are certainly a form of vocal communication. But birds aren't the only animals that use vocal communication. I mean, other animals such as frogs and monkeys also use vocal calls.

Student B (male)


OK. Does anyone else have any ideas about other forms of animal communication? I'm not exactly sure what kind of communication this would be, but when dogs urinate to mark their territory—is that a means of communication?


Professor

Excellent. That's a very good example. **Q3** You're talking about olfactory communication—probably the form of animal communication that's least obvious to us. See, animals can deposit scents through their urine or feces...or through special scent glands on their bodies. Think of cats. Have you ever seen a cat rubbing against a chair or your leg? All right, **Q1** let's move on and talk a little about the function of animal communication.

Q4 There're actually lots of different functions of animal communication.

Q4(A) One function is to express aggression or submission, often in situations where two animals are competing over food, territory, or prospective mates. This sort of, um, behavior is known as agonistic behavior. Another function of animal communication is to, to initiate courtship rituals. See, many species attract or communicate with a potential mate by making certain displays...or—producing certain calls, for example. Pretty neat, huh? There're still other functions of animal communication—um, but we really can't cover them all today.

Q4(D) OK. There's one more, um, purpose of animal communication that I want to mention, though...and that's metacommunication. **Q6**  **MP3-06**

Metacommunication is a form of communication that changes the meaning of a separate communication the animal's about to perform.   Is that confusing?

I think it's sort of a difficult concept to understand without an example. Take dogs. Dogs can make a special signal—like a play face—that lets another dog know that the aggressive behaviors they're about to undertake are done in play...that they aren't actually meant to be interpreted as aggressive. Understand?

Student A

So...this metacommunication...it's always used in conjunction with another form of communication? To add information to the second communication?

Professor

Exactly...good. OK. Let's just finish up by talking briefly about interpreting animal communication. Can they communicate emotions, for example? Well...it's hard to know exactly. Some researchers may interpret it one way, and some the other. But I'd say the majority of scientists believe that animals use forms of communication to convey attitudes like excitement, playfulness, contentment...uncertainty...that sort of thing. It's surprisingly similar to human communication, isn't it?



MP3 • 11

carry out

실행하다, 수행하다

diverse 다양한**herring gull** [조류] 재갈매기**distinctive** 특유의, 특이한**tap** 가볍게 두드리다**chick** 새의 새끼**begging** 구걸하는**regurgitate** 토하다**recognizable**

인식할 수 있는, 알아볼 수 있는

urinate 오줌 누다

(←urine 오줌, 소변)

territory 영역, 텃새권**means** 방식, 수단**olfactory** 후각의**feces** 대변, 배설물**gland** 분비 기관, 분비샘**aggression** 공격**submission** 항복**compete over**

~을 두고 경쟁하다

prospective 장래의, 잠재**agonistic** 투쟁적인**initiate** 시작하다**courtship** 구애**ritual** 의식**undertake** 시작하다**interpret** 이해하다, 해석하다**in conjunction with**

~과 함께, ~과 연관되어

contentment 만족

◎ 해설

1. 논의의 주된 내용은?

- (A) 동물들 간에 음성을 이용한 의사소통 방식의 여러 유형 (**minor**)
- (B) 의사소통 행동이 동물의 짝짓기에서 하는 역할 (**minor**)
- (C) 동물들이 취하는 의사소통의 의미에 대한 다양한 해석 (**minor**)
- (D) 동물들의 의사소통 방식과 그 기능

Main Idea

교수는 오늘의 주제가 동물의 의사소통이라고 밝힌 뒤 바디랭귀지, 청각, 후각, 메타커뮤니케이션 등 의사소통의 여러 종류를 예로 들고 각각의 기능에 대해 설명했다. 따라서 정답은 (D). 나머지 선택지의 내용들은 모두 강의에서 언급되긴 했지만 부분적인 내용들이라는 데 주의하자. **main idea**문제의 효과적인 해결을 위해서는 전체 맥락을 관통하는 큰 흐름을 놓치지 않아야 하는데 이를 위해 첫 부분의 **today's topic is**와 같이 주제를 언급할 때 쓰는 신호어구들을 귀기울여 들을 필요가 있다.

2. 교수가 동물 바디랭귀지의 개념을 설명하는 방식은?

- (A) **흔한 갈매기에서 볼 수 있는 먹이 주는 행동 유형을 묘사하며**
- (B) 동물의 세계에서 보편적인 의미를 지니고 있는 몇몇 행동을 설명하며
- (C) 학생들이 이미 잘 알고 있는 특정 종류의 새를 떠올리게 하며
- (D) 재갈매기의 몸짓을 인간의 부모들이 하는 몸짓과 비교하며

Organization

교수는 단서 Q2에서 바디랭귀지는 동물들이 서로 의사소통하기 위해 몸의 일부를 움직이는 것이라고 설명을 한 후, 재갈매기를 예로 들어 이 어미 갈매기가 몸을 움직여 새끼들과 먹이에 관해서 의사소통을 한다고 했다. 즉 교수는 동물 바디랭귀지의 개념을 흔히 볼 수 있는 갈매기의 먹이 주는 행동 유형을 통해 설명하고 있으므로 정답은 (A).

3. 물체에 대고 몸을 비비는 고양이의 행동에 관해 교수가 암시하는 것은?

- (A) 개구리와 원숭이가 내는 소리와 기본적으로 같은 것이다. (**not mentioned**)
- (B) 애완동물에서만 관찰되는 것이다. (**not mentioned**)
- (C) 동물의 의사소통 방식 중에서 가장 잘 이해되는 사례이다. (**not correct**)
- (D) 냄새를 통해서 다른 동물에게 정보를 전달하는 방법이다.

Inference

단서 Q3에서 교수는 후각을 사용한 의사소통 방식을 이야기하면서 동물들이 소변이나 대변 또는 몸에 있는 특별한 냄새 분비기관을 통해 냄새를 남긴다고 했다. 그리고 나서 고양이를 예로 들어 고양이가 의자나 사람 다리에 몸을 문지르는 것을 본 적이 있다고 물은 것이므로 고양이가 후각을 사용한 의사소통 방식을 사용한다는 것

을 유추할 수 있다. 따라서 정답은 (D). 지문의 **scent**를 **smell**로, **communication**을 **conveying information to other animals**로 바꾸어 표현한 점을 확인해 두자. 소리와 후각을 이용한 커뮤니케이션이 같은 것이라는 언급은 없었고 후각을 사용한 의사소통 방식이 가장 알기 어렵다고 했으므로 (A)와 (C)는 오답.

4. 강의에서 언급한 동물 의사소통의 두 가지 중요한 기능은? 정답 두 개를 클릭하시오.

- (A) 다른 동물에게 대항하거나 양보하려는 의도를 전달
- (B) 주변의 먹잇감을 유인하려는 시도 (**not mentioned**)
- (C) 다른 동물의 의도에 대한 혼란스러움을 표현 (**not mentioned**)
- (D) 다른 동물에게 다음에 할 의사표현의 진짜 의미를 알림

Detail

교수는 강의에서 동물의 의사소통 기능으로 두 마리의 동물이 서로 경쟁하는 상황에서 보이는 공격이나 항복의 표시, 짝짓기를 위한 구애 의식, 개들이 특별한 신호를 보내 앞으로 할 공격적인 행동이 사실은 장난이란 것을 다른 개에게 알리는 것과 같은 **metacommunication** 등 총 세 가지를 소개했다. 이 중 첫 번째와 세 번째에 해당하는 내용인 (A)와 (D)가 정답. 단서 Q4(A)의 **aggression**과 **submission**은 선택지 (A)에서 각각 **stand up**과 **yield**로, 단서 Q4(D)의 **the meaning of a separate communication the animals about to perform**은 선택지 (D)의 **the true meaning of the next communication**으로 바뀌어 표현된 것에 주목하자.

5. 교수가 다음과 같이 말한 이유는?

Um, but I'm sort of getting off track here—that's not what I want to focus on today.

- (A) 토론의 새로운 주제를 소개하기 위해
- (B) 주요 이슈에서 벗어날 것임을 보여주기 위해
- (C) 자신이 이 주제를 잘 모른다는 것을 나타내기 위해
- (D) 주제에서 벗어난 논의를 그만두기 위해

Function

교수는 앞에서 동물의 여러 의사소통 방식에 관해 이야기를 하면서 새의 노래도 그 방식 중 하나라고 설명했다. 그리고 새들의 노래가 실제로 언어인지 아닌지에 관한 흥미로운 연구가 많이 이루어졌다는 말을 했는데 이것은 강의의 주제에서 벗어난 부분이므로 더 이상은 언급하지 않겠다는 뜻을 나타내기 위해 말한 것으로 볼 수 있다. 따라서 정답은 (D).

6. 다음과 같이 말할 때 교수가 의미하는 것은?

Is that confusing?

- (A) 학생들이 이 개념을 쉽게 파악할 수 있어야 한다고 생각한다.
- (B) 바로 다음에 언급할 사항에 학생들이 특히 집중해 듣기를 원한다.
- (C) 학생들이 자신의 논점을 이해하기 어려울 수도 있겠다고 생각한다.
- (D) 다른 주제로 넘어가기 전에 학생들의 질문에 답하길 원한다.

Attitude

교수는 메타커뮤니케이션이란 개념을 설명하면서 학생들에게 **Is that confusing?**(잘 모르겠나요?)라고 물었다. 그리고 나서 교수는 이것은 예 없이 이해하기엔 다소 어려운 개념이라고 생각된다면서 개를 예로 들고 있다. 이를 통해 교수가 메타커뮤니케이션이란 개념이 학생들이 이해하기 어려울 수도 있다고 생각하고 있음을 알 수 있으므로 정답은 (C).



Professor (male)

OK, what I'd like to talk about today is...I'd like to talk some more about the Mayans, about the ancient Mayan empire. The Mayans were, uh, were an advanced culture that inhabited a large area of Central America, basically from the Yucatan peninsula in what is now Mexico...all the way, all the way down to what is now Honduras, and they did so roughly during the period between 250 and 900 AD. They were a sophisticated culture, admired for their art, the architecture of their vast cities, and their fascination with astronomy.

Q1 But I don't want to talk about the Mayan civilization itself today. What I want to talk about is the collapse of the Mayan civilization and about a particular theory as to why it happened.

Q2(B) The mighty Mayan empire, with all its art and culture, more or less suddenly disappeared at, um, at some point between 800 and 900 AD...a thriving civilization, suddenly gone. Fifteen million people mysteriously left behind great cities to fall into ruin. But, um, an important distinction to make here before we go any further...is that contrary to some popular myths, the Mayans themselves, the Mayans themselves didn't actually disappear. In fact, they're still around today, living in Mexico and various countries in Central America. There are millions of descendants of the people who built those great cities that they later abandoned. Well, what disappeared was their civilization. While elements of the Mayan society continued on for hundreds of years, the civilization was never again the dominant force or the cultural center that it once was. And for quite some time, scientists and archeologists have been debating what actually happened.

There have been...um, there have been many theories discussed. **Q5** MP3-08 Some scientists have argued that it was due to, um, overpopulation, or to disease or war. And, uh, you can learn about these hypotheses in more detail in this week's reading. But I want to look at an interesting theory that recently received some hard scientific support—the climate change theory. There is now evidence that there was a 200-year period of drought, a series of extended droughts, actually. **Q2(E)** There were three consecutive severe droughts between 810 and 910 AD...and it is hypothesized that these droughts, which undoubtedly led to famine and disease, ultimately spelled the end of the great Mayan civilization.

Q3 Scientists have backed up this theory with data they acquired by examining sediment—that is, tiny particles of solid matter that accumulate in liquid—from the bottom of a lake in the Yucatan. Their studies showed that the sediment from the period of the Mayan collapse was particularly high in gypsum. Now the reason why—why this is significant—is that gypsum, a fairly common mineral, is known to generally dissolve in water before it can reach the bottom of a lake. Unless, of course, the water level of the lake is abnormally low...such as in a time of drought.

Q6 MP3-09 Now, uh, it's possible that a high level of gypsum could also indicate something else, like, uh, gypsum is often associated with volcanic activity, for instance. But let's just say that the most likely explanation for the unusual concentration of gypsum was an extended period of drought...a climate change.

So the, er, the next question...the next question that we should be asking ourselves is this: why would these droughts, as severe as they seem to have been, wipe out such a thriving civilization? Well, one possibility is the Mayans' great dependence on water. Most of the Mayan settlements, their cities and towns, relied on lakes, ponds, and rivers for their drinking water and for the water

to irrigate their crops...grow their food. In order to deal with the dry summers of the region, they built a system of canals and reservoirs to gather and store rainwater. **Q4** In fact, it was this control over reservoirs, it would seem, that gave the Mayans one of their many edges over competing civilizations.

But...as history seems to have proven, there is a fine line between control and dependence. If indeed this theory is true, uh, the Mayans had grown too dependent on water, and when the drought stretched on and on, they were forced, eventually, to abandon their cities, to dismantle their great empire and move on.



MP3 12

inhabit 거주하다

peninsula 반도

sophisticated 수준 높은, 고상한

fascination 매착, 매력

collapse 붕괴, 쇠락

thriving 번성하는

distinction 특징

descendant 자손, 후예

abandon 버리다

archeologist 고고학자

hypothesis 가설, 가정

(pl. hypotheses)

hard (증거, 정보 등이) 확실한

consecutive 연속적인

hypothesize 가설을 세우다

famine 기근

spell (결과를) 초래하다

back up (주장 따위를) 뒷받침하다

sediment 침전물, 퇴적물

accumulate 축적하다, 쌓이다

gypsum 석고

dissolve 용해하다

be associated with

~와 관련되다

concentration 농도

wipe out ~을 깨끗이 없애다

dependence on

~에 대한 의존(도)

settlement 정착지

irrigate (논 등에) 물을 대다

canal 운하, 인공 수로

reservoir 저수지

edge 우세, 유리

dismantle 해체하다

◎ 해설

1. 강의에서 교수가 고대 마야인들에 대해 초점을 두고 있는 측면은?

- (A) 남미로 이주한 마야인들에 관한 이론 (**not correct**)
- (B) 마야인들이 가뭄을 이겨내기 위해 사용했던 방법 (**minor**)
- (C) 마야의 문화적 영향력이 지속되고 있는 이유에 관한 이론 (**not mentioned**)
- (D) 마야 제국을 쇠락으로 이끈 것으로 추측되는 원인

Main Idea

교수는 단서 Q1에서 오늘 강의에서 이야기하고자 하는 것은 마야 문명 자체가 아니라 마야 문명의 몰락과 왜 그런 일이 일어났는지에 대한 특정 이론에 관한 것이라고 말했다. 따라서 정답은 (D). 여기서 서두에 등장하는 **but**과 같은 역점의 표시어를 잘 포착해 따라가는 것이 중요하다. (B)는 본문 중에 언급된 내용이지만 강의 전체의 주제라고 볼 수 없으므로 오답.

2. 교수가 기원후 800년에서 900년 사이에 마야인들에게 일어난 일로 말한 것은? 정답 두 개를 클릭하십시오.

- (A) 남미로 이주했다. (**not correct**)
- (B) 자신들의 도시를 버렸다.
- (C) 불가사의하게 사라졌다. (**not correct**)
- (D) 홍수로 전멸했다. (**not correct**)
- (E) 심각한 가뭄에 시달렸다.

Detail

단서 Q2(B)를 보면 기원후 800년과 900년 사이에 1천 5백만 명의 사람들이 대도시를 두고 떠났다고 했고, 단서 Q2(E)에서는 기원후 810년과 910년 사이에 세 차례의 극심한 가뭄이 잇달아 있었다고 했다. 따라서 정답은 (B)와 (E). 지문의 **left behind**가 (B)의 **abandoned**로 표현된 점에 주목하자. 강의에서 통념과는 달리 마야인들

자체는 사실 사라진 것이 아니라 오늘날에도 여전히 남아서 중미의 다양한 국가에 살고 있다고 했고, 마야 문명 종말의 원인으로는 가뭄이 초래한 기근이나 질병이라는 가설이 언급되었으므로 (A), (C), (D)는 오답.

3. 기후 변화 이론을 지지하는 주요 단서로 교수가 제시한 것은?

- (A) 호수 퇴적물의 석고 수치
- (B) 암층 내 화석에 대한 분석 (not mentioned)
- (C) 수로와 저수지가 그 지역에 만들어졌다는 증거 (not correct)
- (D) 기근과 질병에 대한 고고학적 증거 (not correct)

Detail

단서 Q3에서 교수는 과학자들이 유카탄의 한 호수 바닥에서 얻은 퇴적물에 대해 조사한 것을 주요 단서로 제시하고 있다. 즉, 마야 몰락 시기의 퇴적물에는 석고 농도가 특히 높는데 이는 쉽게 물에 용해되는 석고의 성질로 비추어 볼 때 이 시기의 물부족 현상을 추정하게 하는 증거가 된다. 따라서 정답은 (A). 마야인들이 수로와 저수지를 만들었다는 것은 역사적 사실일 뿐 기후 변화 이론을 입증할 단서로 제시된 것이 아니며, 가뭄이 기근과 질병으로 이어졌다는 것도 또 다른 추측일 뿐이므로 (C)와 (D)는 모두 오답이다.

4. 마야인들의 지역 수자원 관리에 대해 교수가 암시하는 것은?

- (A) 이를 통해 마야인들은 혹독한 기후 여건을 견뎌낼 수 있었다. (not correct)
- (B) 이는 마야인들의 물 공급이 절대 감소하지 않았음을 의미했다. (not mentioned)
- (C) 이 때문에 그 지역의 수자원이 광물에 오염되었다. (not mentioned)
- (D) 이는 마야인들이 물에 너무 지나치게 의존했음을 보여주었다.

Inference

단서 Q4에서 교수는 마야인들이 저수지를 관리했던 것이 경쟁 문명에 비해 마야인들이 지녔던 여러 우위요소 중 하나였지만 결과적으로 마야인들이 물에 지나치게 의존하게 된 원인이 되었다고 했다. 따라서 정답은 (D). 지문의 too dependent가 relied too heavily로 표현되었다. 마야인들은 건조한 여름을 나기 위해서 수로와 저수지 체계를 구축하고 통제하려 했지만 가뭄이 끝없이 계속 되자 물에 지나치게 의존적이었던 마야인들은 결국은 도시를 저버리게 되었다는 가설을 언급했으므로 (A)는 오답.

5. 교수가 다음과 같이 말한 이유는?

And, uh, you can learn about these hypotheses in more detail in this week's reading.

- (A) 학생들이 이 이론들에 대해 이미 읽었음을 확인하기 위해
- (B) 다음 수업에서 다른 이론들과 비교할 것임을 알려주기 위해
- (C) 강의에서 이 논점들에 대해 자세히 설명하지 않을 것임을 시사하기 위해
- (D) 이 이론들이 그다지 설득력 있다고 생각하지 않음을 보여주기 위해

Function

교수는 마야 문명의 몰락의 원인으로 추정되는 인구 과밀, 질병, 전쟁 같은 많은 이론들에 대해서는 읽기 자료를 통해 알 수 있다고 말하고, But 이하에서 이번 강의의 초점을 기후 변화 이론으로 맞추겠다고 정리함으로써 본 강의에서는 다른 이론들에 대해 설명하지 않을 것임을 시사하고 있다. 따라서 정답은 (C).

6. 교수에 대해서 유추할 수 있는 것은?

- (A) 기후 변화 이론을 뒷받침하는 데 쓰인 증거의 타당성을 의심하고 있다.
- (B) 기후 변화 이론이 상당히 설득력 있다고 생각하고 있다.
- (C) 당시에 중대한 기후 변화가 있었다는 것을 믿지 않는다.
- (D) 기후 변화 이외의 다른 요인들도 한 몫 했다고 확신하고 있다.

Inference

교수는 높은 석고 농도의 원인으로 화산 활동의 가능성도 언급하기는 했지만 let's just say~라고 말함으로써 가뭄을 신뢰할만한 원인으로 받아들이는 태도를 보이고 있다. 따라서 정답은 (B).

Answer level 1 > 1 (C) 2 (B) 3 (A) 4 (C) 5 (B) 6 (D) 7 (A) 8 (B)

level 2 > 1 (B) 2 (C)

level 3 > 1 (B) 2 (D) 3 (C) 4 (B)

level 1

 MP3-15 1. Listen to part of a lecture in a paleontology class.

Professor (female)

Q1 Class, you know the Pleistocene epoch...the period of geologic time that ended about 10,000 years ago. And, um, as it came to a close, some major events were happening. Namely, animal extinctions—a lot of them. Primarily large mammals...mammoth, sloths, big cats. **Q1** The problem for modern-day paleontologists is...we're not exactly sure what caused these species to disappear.

Q1 Some feel they were the result of climate change. Because...if you know something about the Pleistocene, it was an epoch of active glaciation...glaciers growing, shrinking. And this indicates some pretty dramatic shifts in climate that presumably would've been difficult for animals to adapt to. **Q1** OK, and there are others who think the spread of disease could've been responsible. But, um, to me the most intriguing theory is that these big mammals...they actually may've been hunted to extinction by humans. Interesting, isn't it?

Q1 강의의 주된 내용은?

- (A) 홍적세 기간의 기후 변화
- (B) 역사상 거대 포유류 종의 멸종
- (C) 홍적세에 있었던 멸종을 일으켰을 법한 원인
- (D) 빙하가 확장하고 후퇴하는 양상

 MP3-32

Pleistocene epoch

홍적세(플라이스토세라고도 함. 신생대 제4기 중 전반기에 해당하며, 인류의 조상이 나타난 시기)

come to a close 끝나다

extinction 멸종, 절멸

sloth 나무늘보

paleontologist 고생물학자

glaciation 빙하 작용, 빙결

glacier 빙하

shrink 줄어들다, 축소하다

intriguing

흥미로운, 호기심을 자극하는

 MP3-16 2. Listen to part of a lecture in an economics class.

Professor (male)

Q2 What's the primary goal of any commercial organization?

To bring in as much revenue as possible. So how do firms decide the best way to meet this goal? Well, there're a few basic concepts to be considered. The first is cost...the amount of money the firm must expend in order to manufacture its products. The second is output level, referring to the quantity of products that are produced. And finally, price. How much does the firm need to charge for its products? **Q2** The key is to balance these factors in such a way that the firm's costs are as small as possible...and its revenue is as

Q2 논의의 주된 내용은?

- (A) 최근에 정립된 경제학 이론
- (B) 기업들이 수익을 극대화하는 방법
- (C) 비용, 생산고, 가격 간의 관계
- (D) 일부 기업들이 이익을 창출하기 어려운 이유

 MP3-33

primary 최우선의, 가장 중요한

commercial 상업의, 거래의

revenue 수익, 세입

large as possible. And that's a simplified explanation of what we mean by profit maximization.

meet a goal 목표를 달성하다

output

(일정 기간 동안의) 생산고, 산출량

refer to ~을 가리키다, 지칭하다

quantity 양, 질량

charge 가격을 매기다, 요금을 부과하다

profit maximization 이익의 극대화

 MP3-17 **3. Listen to part of a lecture in an art class.**

Professor (female)

Q3 I'd like to continue on the topic of ancient sculpture today with a discussion of Egyptian statues. Um, although a lot of different types of material were used, such as clay, wood, and ivory, stone was the most common sculptural material. The artists of ancient Egypt tended to create statues that strongly resemble the cube shape of the original stone they were carved from; they were rigid, not particularly reminiscent of the round shapes you actually see when you look at the human form. So they don't appear very, um, naturalistic. But that wasn't really the point. See, we think Egyptian sculpture was mainly decorative in purpose because it usually adorned tombs and temples.

Q3 논의의 주된 내용은?

(A) 고대 이집트 조각의 특징

(B) 고대 이집트에서 만들어진 예술 작품에 나타난 자연주의

(C) 고대 이집트 조각상의 종교적 기능

(D) 고대 사회에서 조각가들이 즐겨 사용한 재료들

 MP3-34

sculpture 조각

statue (보통 큰 규모의) 조각상

carve 조각하다, 새기다

rigid 딱딱한

reminiscent 연상시키는

naturalistic 자연스러운

adorn 장식하다

 MP3-18 **4. Listen to part of a lecture in an astronomy class.**

Professor (male)

Q4 It's possible to make a generalization about the connection between a star's color and how fast it burns. Blue stars are usually pretty young stars, since blue indicates that the star is burning very hot and therefore very fast. Fast burning stars use up all of their fuel within a couple hundred million years, so they die relatively young as far as stars go. **Q4** Red stars, on the other hand, are quite cool and slow burning. They burn so slowly that they might survive for hundreds of billions of years. You can't tell the age of a red star by color alone—it could be very young or very old.

Q4 논의의 주된 내용은?

(A) 붉은 별과 푸른 별의 평균 수명

(B) 별의 온도가 색깔에 미치는 영향

(C) 별의 색깔이 연소 속도에 대해 나타내는 것

(D) 별들의 수명을 존속시키기 위해 필요한 연료의 양

 MP3-35

generalization 일반화, 보편화

connection 연결, 관계

relatively 비교적, 상대적으로

tell A by B

B로서 A를 구분하다, 구별하다



MP3 • 19

5. Listen to part of a lecture in a biology class.*Professor (female)*

Q5 Class, are you familiar with mutualism? It's the symbiotic relationship you sometimes find between organisms—uh, that's beneficial to both. One example of mutualism in animals is the kind you see between ungulates, or hoofed animals, and the bacteria in their digestive tract. See, these ungulates often eat food that contains cellulose, a plant carbohydrate that they're unable to break down on their own. But the bacteria in their intestinal tract possess the right enzymes to break down cellulose into a form that the hoofed animal can use. So both animals benefit. The ungulate gets food that it can use, and the bacteria receive nourishment and a place to live.

Q5 논의의 주된 내용은?

- (A) 상리공생과 다른 종류의 공생 관계와의 차이점
- (B) 두 생물체 사이의 상호 이익 관계
- (C) 유제동물 내에서 일어나는 셀룰로오스 분해작용
- (D) 유제동물의 소화 기관에서 발견되는 효소



MP3 • 36

mutualism 상리공생(다른 종류의 생물들이 서로 이익을 주고 받으면서 살아가는 관계)

symbiotic relationship 공생관계

organism 생물(체)

ungulate 유제동물

(=hoofed animal, 발굽이 있는 동물)

digestive tract 소화관

carbohydrate 탄수화물

intestinal 내장의

enzyme [생화학] 효소

nourishment 양분, 영양



MP3 • 20

6. Listen to part of a lecture in an architecture class.*Professor (male)*

In the mid-1800s, the city of New York was looking to establish its... its international credentials. One way city officials chose to do this was by imitating the famous European public grounds...like those in London and Paris. **Q6** This is how New York's Central Park was born. In the middle of Manhattan, 843 acres of rocky, swampy terrain were set aside by the city for the new park. There was a contest...different architects submitted their designs for the park, and a winner was selected. The winning design was in the English pastoral tradition. Rolling meadows punctuated with carriage paths, pedestrian and horse trails, manmade lakes...it was a pretty huge undertaking. After two years of construction, the park opened in 1859...and it's been a popular retreat for New Yorkers ever since.

Q6 센트럴 파크에 대해 교수가 주로 논의하고 있는 측면은?

- (A) 19세기 뉴욕 시의 생활에 끼친 영향
- (B) 런던 및 파리 공원들과의 유사점
- (C) 공원 설계도가 채택된 건축 경연 대회
- (D) 뉴욕 시 정부에 의해 추진된 기획 과 건설 공사



MP3 • 37

establish credentials

명성을 얻다, 신임을 받다

swampy terrain 습지대

set aside (정부 명령으로 토지 등이)

보존 구역으로 지정되다

pastoral 전원적, 시골적

rolling 완만한 경사를 이루는

meadow (넓은) 풀밭, 목초지

be punctuated with

~으로 인해 끊기다, 중단되다

pedestrian 보행자

trail 작은 길

manmade 인공의
undertaking 사업, 떠맡은 일
retreat 휴식처, 피서지

 MP3-21 **7. Listen to part of a lecture in an art class.**

Professor (female)

Q7 Class, the artist Marcel Duchamp is most often classified along with the Dadaists...those early-twentieth-century artists who shook up the art world. They liked to create pieces out of everyday objects, calling attention to the existence of art within the mundane. I mean...one of Duchamp's most famous works is simply a urinal, which he signed and titled "Fountain." But he remained a major artistic figure long after the end of Dadaism. **Q7** And...uh, one of his lasting legacies is his notion about interpreting art. You see, Duchamp never liked to explain the meaning behind his art. Instead, he preferred for viewers to create their own interpretations. These interpretations, he felt, were works of art in themselves...and more important than anything he could say about the art he made.

Q7 논의의 주된 내용은?

- (A) 한 예술가가 예술에 대한 사람들의 시각에 영향을 준 방식
- (B) 다다이스트들의 작품에 깔려있는 주요 철학
- (C) 20세기 동안 예술적 해석이 진화해 온 방식
- (D) 한 예술가가 혁신적인 예술 작품을 창조하기 위해 사용한 방법

 MP3-38

shake up ~에 큰 변화를 불러일으키다
call attention to

~에 대한 주의를 환기시키다

mundane 평범한, 일상적인

urinal 소변기

fountain 분수, 샘

Dadaism 다다이즘(1910년대 후반 유럽과 미국을 중심으로 일어난 허무주의적 예술 사조)

legacy 유산, 물려받은 것

notion 관념, 개념

 MP3-22 **8. Listen to part of a lecture in a psychology class.**

Professor (male)

Q8 If you've ever spent any time around infants, you've probably noticed that there's a really special, um, relationship between the baby and his or her primary caregiver. The baby seeks out contact with the caregiver and gets upset if the caregiver leaves. Psychologists believe that this attachment is really important in the development of the child—caregivers who're present and responsive, um, provide the infant with a sense of security, so they're more comfortable exploring the world. They know that if they encounter something frightening or threatening, the caregiver'll be there to offer protection. **Q8** This attachment the baby feels for its caregiver is essential for its survival.

Q8 논의의 주된 내용은?

- (A) 정상적인 유아 발달에 필요한 사항들
- (B) 유아와 돌보는 사람 사이의 정서적 유대
- (C) 아기와 돌보는 사람 모두에게서 보여지는 타고난 본능
- (D) 유아 곁에 있어주고 반응을 보여 주는 것의 중요성

 MP3-39

infant 유아, 갓난 아기

primary 주된, 일차적인

caregiver 돌보는 사람

attachment 애착, 애정

responsive

반응을 보이는, 관심을 갖는

level 2



MP3-23 1. Listen to a conversation between a student and a facilities coordinator.

- Student (female)** Hi. This is the...facilities office, isn't it?
- Coordinator (male)** That's right. What can I help you with?
- Student** Um... **Q1** I'm here to talk about an event at, at Danvers Auditorium.
- Coordinator** Oh, you must mean the graduation ceremony. Are you here to buy tickets, or did you need a program schedule?
- Student** What? Um, no... **Q1** I'm not here about graduation. It's regarding a music concert, actually...the university jazz band.
- Coordinator** Hmm...I'm not aware that any jazz band concert has been scheduled in Danvers Auditorium...
- Student** Right, I know. **Q1** Professor Cox, the bandleader, put me in charge of reserving the auditorium for our spring concert. It's supposed to be on May 2nd.
- Coordinator** Ah-ha. Now I understand. **Q1** So you need to book the auditorium for a university jazz band concert...on May 2nd...let me see...OK. According to my schedule, there's nothing taking place on that day at the auditorium. So it'll be all yours.
- Student** Great.
- Coordinator** So...can you give me a little information about the concert? I mean...how much space do you need...and how many people do you expect to attend?
- Student** Let's see. Well, there're 57 of us in the band. We've played at Danvers before, and I think we usually take up the whole stage. It's a big group.
- Coordinator** OK...we have some equipment stored on stage right at the moment, but I'll make sure that's put into storage before the performance, so you should have no problem fitting everyone on the stage. Also, how many people do you expect to attend?
- Student** Yeah...I'm not really sure about that. Professor Cox didn't mention anything to me.
- Coordinator** Don't worry about it. That's not really a big deal. Just...if there'll be a lot of people, we need to

Q1 학생이 시설과로 찾아간 이유는?

- (A) 무대에서 일부 장비를 치워달라고 요청하기 위해
- (B) 대학 재즈 밴드 공연을 할 강당을 예약하기 위해
- (C) 졸업식 입장권을 구매하고 일정표를 받기 위해
- (D) 얼마나 많은 사람들이 밴드 공연에 올지 알아보기 위해

MP3-40

facilities <복수형으로> 시설, 설비
coordinator 담당자, 관리자
auditorium 강당
graduation ceremony 졸업식
regarding ~에 관한
put A in charge of doing

A에게 ~할 책임을 맡기다

reserve 예약하다(=book)

take place

(행사나 공연이) 열리다, 개최되다

take up

(공간이나 시간을) 채우다, 차지하다

store 보관하다, 저장하다

(←**storage** 보관소, 창고)

right at the moment

지금 이 순간, 지금 현재

on hand

필요할 때 바로 이용할 수 있게, 가까이

prepare...have more staff on hand, that kind of thing. But I can contact Professor Cox about that and get the information myself.

Student OK, thanks. Do you need anything else?

Coordinator Nope. I think that's it.

Student Thank you very much.

 MP3 • 24 **2. Listen to part of a lecture in an engineering class.**

Professor (female)

Dictation 시작 Class, today we're gonna be talking about technology that helps us use ¹¹*sunlight to meet our energy needs*. Does anyone in here know what this—this technology is called? It's called photovoltaics. **Q2** Um, a lot of you are probably familiar with photovoltaics because you've seen ²¹*solar panels in use* or know how photovoltaic cells work. That's actually what I want to talk about today: the functioning of photovoltaic cells.

Q2 Basically, it's like this: light strikes the photovoltaic cells and causes ³¹*atoms to eject their electrons*...and when we capture these freed electrons, we've got an ⁴¹*electric current that can be used as electricity*.

Let me go over it a little further. Photovoltaic cells—um, I'm going to ⁵¹*abbreviate the term* 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 ⁶¹*electrically conductive under certain conditions*.

When sunlight hits the semiconductor, the energy sometimes ⁷¹*knocks an electron free from its atom*. So you have ⁸¹*a negatively charged electron* moving around the semiconductor, and you have a "hole" in the atom where the electron used to be.

It's actually possible to ⁹¹*treat a semiconductor with chemicals* 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 ¹⁰¹*contain two layers of semiconductors*: 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, ¹¹¹*there's an electrical field at the boundary* 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. **Q2** This is how PV cells provide us with electricity. Dictation 종료

Q2 교수가 광전지에 대해 주로 논의하고 있는 측면은?

- (A) 광전지가 전력 기술 장비에 사용되는 방식
- (B) 광전지가 반도체를 좀 더 효율적으로 만드는 방식
- (C) 광전지가 전류를 만들어내는 과정
- (D) 에너지 산업 분야에서의 광전지 개발 역사

 MP3 • 41

meet a need 요구를 충족시키다
photovoltaics [공학] 광전 변환 공학(태양광을 이용하여 태양 전지를 만드는 것처럼 빛 에너지를 전기 등의 다른 동력원으로 바꾸는 기술)

solar panel 태양 전지판
photovoltaic cell 광전지 (=photocell, 반도체에 빛을 가하면 전력이 일어나는 것을 이용하여 빛 에너지를 전기 에너지로 바꾸는 전지)

functioning 기능, 작용

atom 원자

eject 배출하다

electron 전자

electric current 전류

electricity 전기

abbreviate A to B A를 B로 줄여

말하다, A를 B라는 약어로 쓰다

semiconductor 반도체

conductive 전도성의, 전열성이 있는

under certain conditions

특정한 환경 하에서는

knock A free from B

A를 쳐서 B에서 떨어지게 하다

negatively charged 음극을 띠는

(←positively charged 양극을 띠는)

free electron 자유 전자

electrical field 전기장

level 3



MP3 • 25

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

Student (female) Hi...I need to speak to someone about renting rooms. Are you the facilities coordinator?

Coordinator (male) Yes, that's me. Renting rooms you say? What's this for?

Student Oh, let me explain. My name's Margaret Trent.
Q1 I'm the operations director this year for the annual "Women In Business Conference" held on campus.

Coordinator Yes, now that you mention it, I know of it. I saw posters up for it all last year. **Q1** So you're looking to book facilities, right?

Student That's right. It's not taking place until the end of the year, but I know I have to put in the request early.

Coordinator Definitely. Do you know how many attendees you're expecting, including speakers?

Student This year, we're expecting...hmmm...maybe 500? Last year we were in Shuster Hall, but it felt really crowded. This time, I was hoping to book Hartman Auditorium and Clement Hall. Could you put in the request for December 14th through the 17th, please?

Coordinator OK...let me check. *[pauses while looking at the computer database]* Hmmm...that's odd. It says here that Hartman Auditorium's already been booked on December 14 for a benefit performance.

Student Oh no, that's the night we wanted to hold our opening gala. *[frustrated]* I don't even know what group would be holding a charity event at that time. I checked with the Student Clubs Association, and they assured me nobody else was holding anything that would conflict with our conference.

Coordinator Yeah, I think it's a bit strange. I've been the only one here since March and nobody's come to see me about such an advanced booking. There must be some mistake. *[starts clicking on computer]*

Q1 학생이 서비스과에 온 이유는?

(A) 곧 있을 컨퍼런스에 대한 정보를 얻기 위해

(B) 행사를 위해 캠퍼스 내 장소를 예약하기 위해

(C) 강당을 확장하는 것에 대해 이익을 제기하기 위해

(D) 지난번 회의실 예약 상황을 변경하기 위해

MP3 • 42

operation 운영, 조정

put in ~를 제출하다, 신청하다

attendee 참석자, 출석인

benefit performance

(기금 마련을 위한) 자선 행사(=charity)

gala 특별 공연, 축제

assure 확신시키다

advanced booking 사전 예약

Student
Coordinator

What about Clement Hall? Is that available?
Yes, that location is free. I can schedule your conference there tentatively, and then it will need to be approved by the registrar. But that shouldn't be a problem. Now about Hartman...
[typing] Ah! Now I see...[somerly] It's not good news, I'm afraid.

Student
Coordinator

Who booked it?
Apparently, an external group has booked it. The City can access our system because it's a public college. It says here the Mackenzie Autism Foundation has booked it for a charity concert.

Student

I'm not sure what to do. What do you think?
Are there any other facilities that can hold more than 500 people on campus?

Coordinator
Student

Actually...do you know Ellis Auditorium?
Yes, but it's definitely not big enough. I had two classes there last semester.

Coordinator

Yeah, right now its capacity isn't as great as Hartman's. However, next month we're beginning an expansion project on Ellis Auditorium. So by mid-October, it'll be just as big, if not bigger, than Hartman.

Student

Really? That's perfect. Can you put in my request to book Ellis for the conference then?

Coordinator

[typing] OK, it's done. So, unless the registrar decides to cancel your booking for some reason, it should be fine. It's all yours.

Student

Great. Thanks for your help!

MP3-42

available

(물건이나 공간 등이) 사용 가능한
tentatively 잠정적으로, 임시로
registrar (대학의) 교무담당 직원
somerly 심각하게, 어두운 어조로
external 외부의

access

(컴퓨터 시스템 등에) 접속하다, 접근하다

autism 자폐증

capacity (건물 등의) 수용 규모, 수용력

expansion 확장, 확대



MP3-26

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

Professor (male)

Please come in, Sarah. How are you?

Student (female)

Hi, Professor Dalton. I have a favor to ask of you, if you don't mind.

Professor

[reluctantly] If this is about the final exam, I'm afraid I can't give out any hints. The departmental policy is very strict on fairness.

Student

Oh, it has nothing to do with that. **Q2** I was actually hoping you could write me a reference letter for my law school application.

Professor

[flattered] Oh, I'd be happy to do it, but I thought

Q2 학생이 교수를 찾아 간 이유는?

- (A) 기말 고사에 대해 문의하기 위해
- (B) 대학원 선택에 대한 조언을 듣기 위해
- (C) 석사 학위 과정에 대해 상의하기 위해
- (D) 추천서를 요청하기 위해

MP3-43

fairness 공정성, 형평성

have nothing to do with

~와 무관하다, 관련 없다

Student you were going to go for a master's in English literature. Your thesis was impressive, and I think you'd make an excellent candidate.

Professor Really? Thanks, but I've done a lot of thinking, and I think a law degree would serve me better in the future. *[sheepishly]* Sorry...it's just that... that I want to help out with my family business later on. Having a law background would be useful.

Student Oh, you don't need to apologize. I would just have been delighted to work with you next year. Now, back to the reference letter...do I need to fill out anything?

Professor Well, I have this here...*[shuffling papers]* You'll need to fill out this form. Then write a short letter of recommendation.

Student Alright, that's pretty standard. I enjoy writing these... Did you bring along a résumé?

Professor A résumé? No...why would you need my résumé?

Student Well, it's useful for me to refer to while I'm writing your recommendation. Then I could see what else you've done and what your interests are.

Professor Oh, I'm sorry. I didn't know it was important... When should I drop one off?

Student I'll be at an out-of-town conference until Friday night... Actually I should get going soon to make my train...so anyway, I won't be coming back to my office until after the weekend. You can just leave it in my mailbox and I'll pick it up when I get in on Monday.

Professor Monday? That might be a bit late. Hmm...my application is due next Friday and I wanted to have everything prepared early.

Student Well, I guess I could write the recommendation without your résumé. It would just be more helpful to me to make it more personal.

Professor I completely understand. Hmm...*[coming up with an idea]* What about e-mail? I could e-mail it to you later today, if that will help.

Student That's a good suggestion, I didn't think about that. Sure. E-mail it to me as soon as you can. Then I'll be able to work on the letter over the

reference letter 추천서

(=letter of recommendation)

application 지원서, 신청서

flattered 즐거워하는, 기뻐하는

master's 석사 학위

impressive 인상적인, 훌륭한

candidate 후보자, 지망생

sheepishly 부끄러워하며

later on 후에, 나중에

be delighted to do

~하는 것을 기뻐하다

fill out a form

양식을 채우다, 서식을 작성하다

résumé 이력서

drop off (물건 등을) 가져다 주다

out-of-town

시외의, 다른 도시에서

due (특정 기한으로) 예정된,

(특정 시점이) 마감인

Student

weekend and get it back to you on Monday.
OK. I will send it to you when I get home tonight.
Thank you so much again for helping me out.
Professor It's my pleasure.

 MP3 • 27 **3. Listen to part of a lecture in a literature class.**

Professor (male)

Well, let's get started. **Q3** Today we'll be talking about Pearl S. Buck, an American author. Maybe you've heard of her. She was an American author who lived...oh...from around—say, the 1890s to the 1970s.

There's something about this author that makes her stand out from other American authors. See, she grew up in China...and spent much of her life there. That qualifies as unusual, wouldn't you say? Now, what circumstances brought her to China? Well, when she was just a baby—about three months old. Her parents were missionaries, Presbyterian missionaries...and they moved the family to China from their home in West Virginia. Buck—well, at this point in her life, uh, before she was married, her name was Pearl Comfort Sydenstricker—anyway, she was a baby when she moved to China, so you can probably imagine that Chinese culture was, was basically her first culture. And the Chinese language was essentially her first language. But she spoke English, too. And it's a good thing she did...otherwise her novels would be inaccessible to a lot of Americans, right?

Q3 So...let's look at her writing, shall we? Buck once said, "I can only write what I know, and I know nothing but China, having always lived there," and, true to her words, she wrote a lot about China. See, after she got married in 1917, she moved with her husband to a rural town in the Anhui province. It was in this impoverished community that Buck gathered the principal material she would later use in her writings. **Q3** The book that she's most famous for is a...a novel called *The Good Earth*. It was published in, uh, in 1931. *The Good Earth* is a story that centers on the life of Wang Lung who is a Chinese peasant...a farmer around the year 1900. Wang Lung uses the earth to make a living, and the book follows his life...as he lives in poverty, then earns money...uh, and gradually loses his connection to the land... The book was very well received after its publication and it was translated into many languages. It even won the Pulitzer Prize in 1932.

I think I'll tell you a little about the writing style in this novel. It's something that a lot of people talk about when they bring up *The*

Q3 강의의 주된 내용은?

- (A) <대지>가 다른 미국문학 작품들과 구별되는 점
- (B) 백이 중요한 미국 작가로 간주되는 이유
- (C) 백의 독특한 배경과 그녀의 가장 유명한 책
- (D) 중국계 미국 작가들의 작품과 삶

 MP3 • 44

stand out 두드러지다

qualify 자격을 부여하다,

자격을 충족시키다

circumstances

<복수형으로> 상황, (생활) 환경

missionary 전도사, 선교사

Presbyterian

[종교] 정로교의, 장로회의

be inaccessible to

~에게 차단되다, ~가 접할 수 없다

province 주; 지방

impoverished 가난한, 궁핍한

principal 아주 중요한, 주된

center on ~에 중점을 두다

peasant 소작농, 영세 농민

connection to ~과의 연결, 관계

publication 출판, 발행

Good Earth. You see, Buck's writing style in this novel is very... well...it's rather plain; simple and direct. Not like...oh...stream-of-consciousness writing, which was pretty popular in the early twentieth century. There aren't really any subplots or anything either. The writing just—it just takes you from start to finish. And there's nothing wrong with that...but this kind of writing style has led people to wonder, "Why is it like that?" Some people think that the style is really, ah, really similar to the kind of style that you might find in Chinese novels. Other people suggest similarities with the writing in the Bible. And if you look at Buck's personal history, as I described it...you might see that it's certainly possible that, uh, that both of these sources could have influenced her writing style. Another aspect of her style is—well, since she's writing about a peasant farmer and his family, it's about people who might not be able to read or write...so her dialogue reflects the characters in her book. And her writing style seems appropriate for telling this story. The simplicity and directness—that might be based on how the main character Wang Lung, how he would have told his story himself...in his own words. Actually, *The Good Earth* is celebrated for its character portrayal. You see, Buck really tried to convey a full sense of the individuals in the story. Her characters are consistent... but they're also complex. They're not just stereotypes of peasants or anything like that. I think that her character portrayal is probably a big factor in making Buck such a classic and celebrated American author.

stream-of-consciousness

[문학] 의식의 흐름 기법을 사용한(감각이나 상념, 기억, 연상 등 주인공의 의식을 따라 소설이 진행되는 실험적인 글쓰기 방식을 '의식의 흐름 기법'이라고 함)

subplot

(희곡·소설 등의) 부차적인 줄거리

source

근원, 출처

reflect

반영하다

appropriate for

~에 적합한

celebrated

찬사받는

character portrayal

인물 묘사

convey

전달하다, 나르다

consistent

일관적인

stereotype

전형, 고정관념



MP3-28 4. Listen to part of a lecture in a biology class.

Professor (female)

Did you know there are about 3,000 types of venomous snakes in the world? And of those, um, those 3,000 types, about 500 are venomous. ^{Dictation 시작}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⁾immobilize their prey. And their venom is delivered through...fangs in the mouth.

Q4 ²⁾The most deadly venomous snakes 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⁾deliver venom through their hollow fangs. These fangs are, um, they're located at the front of the mouth...and the venom

Q4 논의의 주된 내용은?

- (A) 뱀에서 나오는 독액들 간의 차이점
- (B) 독사의 세 가지 종류
- (C) 뱀이 독액을 내뿜는 두 가지 방식
- (D) 세계에서 가장 치명적인 뱀 종류



MP3-45

venomous 독이 있는, 독액을 분비하는(←venom 독액, 독물)

saliva 침, 타액

immobilize

움직이지 못하게 하다, 마비시키다

fang (육식 동물의) 송곳니, 엄니

elapid 코브라과의 독사

range 다양한 범위에 이르다

scale 비늘, 껍질

pupil 눈동자, 동공

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 ⁴¹*slot in the mouth*. Elapid venom is usually a neurotoxin, um, which means that ⁵¹*it affects an animal's nerve cells*. As I said earlier, elapids are some of ⁶¹*the most deadly venomous snakes*. 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 ⁷¹*quite aggressive if it feels threatened*. 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. ⁸¹*It's appropriately named the fierce snake*, and its venom is quite—quite potent. The venom from ⁹¹*one bite of the fierce snake* could kill, um, about one hundred people—or 250,000 mice. ^{Dictation 종료} But the most venomous snake of all lives in the water. It's, of course, an elapid known as the Belcher's sea snake. The venom from this snake is, um, it's estimated to be actually a hundred times more powerful than any land snake's venom.

Q4 OK...let's talk about another family of venomous snakes—the viperids. Viperids are somewhat stocky and have short tails. Their heads are, um, are sort of distinctively shaped...uh, triangular, actually. And their pupils are thin slits...not round like elapids. Viperids eject their venom through hollow fangs, similar to elapids. They've also got venom glands that are, um, that are at the back of the upper jaw, but there's a big difference—uh, between the fangs of elapids and viperids. See, viperids' fangs are located on a bone that, um, that can actually rotate. This means that the fangs can fold back against the roof of the mouth. So, um, when a viperid isn't using its fangs, they get tucked away. And the venom of viperids isn't usually a neurotoxin like in elapids. No...instead of attacking nerve cells, what it does is, is break down an animal's tissue. Uh, actually, this is quite beneficial for viperids, um, because they're sort of bad at digesting things...so the venom actually helps out the digestive process by, um, by essentially digesting the prey from the inside out.

Q4 Now, there's just one more group of venomous snakes I want to—to mention. The family known as colubrids. A lot of colubrids aren't venomous...but I thought it was important to mention them, uh, because there are some types of—of venomous snakes that are colubrids. Colubrids are, uh, somewhat smaller than other snakes and have...oval-shaped heads.

Unlike elapids and viperids, colubrids usually have, um, have fangs that are in the back of their mouths. Uh, since many colubrids aren't venomous, I'll, um, I'll just tell you about a specific species of colubrid that is venomous: the boomslang. Like a typical colubrid,

hollow 비어 있는

emit 분출하다, 방사하다

slot 가늘고 긴구멍(=slit)

neurotoxin [의학] 신경독(신경을 마

비시키는 등 신경에 유독한 물질)

nerve cell 신경세포

toxic 유독한, 독성의

appropriately 적절하게, 어울리게

fierce 사나운

potent 강력한, 효과가 좋은

stocky 뚱뚱막한, 단단한

distinctively 독특하게

triangular 삼각형의

eject 뿜어 내다, 방출하다

tuck away ~을 숨기다

tissue (근육이나 신경 등의) 조직

oval-shaped 타원 모양의

grooved 홈이 있는, 홈이 팬

hemoglobin 헤모글로빈, 혈액소

molecule 분자

red blood cell 적혈구

the boomslang has fangs in the back of the mouth, and, uh, the fangs are grooved, not hollow. The venom from boomslangs is a hemotoxin. Now, that means that, um, the venom destroys an animal's hemoglobin, which is the molecule in your red blood cells that carries oxygen. So the boomslang's venom basically destroys its victim's blood.

Answer

level 1 > 1 (D) 2 (A) 3 (B) 4 (C) 5 (B) 6 (B) 7 (C) 8 (B)

level 2 > 1-1 (B), (C) 1-2 (D) 2-1 (B) 2-2 (B), (C)

level 3 > 1-1 (B) 1-2 (A), (D) 1-3 (B) 2-1 (C) 2-2 (A), (C) 2-3 (B) 2-4 (D)

level 1



MP3-48

1. Listen to part of a conversation between two students.

Student A (female) Greg, what's wrong? You look stressed out.**Student B (male)** Yeah, I've been trying to study for our biology final. I just know I'm gonna fail.**Student A** [reluctantly] Oh, do...do you need some help studying? I could help you go over the material.**Student B** Uh...no. I wouldn't want to impose like that. I know you have heaps of papers to write and exams coming up, too.**Student A** Uh, OK. If you insist. **Q1** Then, uh, why don't you find yourself a tutor? Like, one of the better students in our biology class. Or perhaps someone who took the course last year.**Student B** That's a thought.**Student A** Just post a note on the bulletin board in the biology department. I'm sure someone will reply soon.**Student B** Great idea!**Q1** 여학생이 시험 준비를 위해 남학생에게 제안한 방법은?

- (A) 수업 스터디 모임에 참여하기
- (B) 자신과 함께 공부하기
- (C) 학과에서 마련한 보충 강의 듣기
- (D) 개인 교습 받기



MP3-63

stressed out

(스트레스가 쌓여) 정신적으로 힘든

final 기말 시험**impose** 강요하다; 부과하다**heaps of** 많은**post** 게시하다, 공고하다**bulletin board** 게시판**reply** 답신하다, 응답하다

MP3-49

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

Professor (female)

So, what was the Sherman Antitrust Act of 1890 all about? Well, in order to understand it, we need to look back at why it was introduced, and the business practices that were common around the late 19th century. You see, a few large American corporations had set up cartels, which, uh, dominated a number of industries, most famously in the case of the railroads. These major companies were forming what were called "trusts"—which were, as I say, basically cartels—and, uh, the basic purpose was to fix prices. Obviously, uh, this wasn't very good for consumers, right? Because prices were kept artificially high by these arrangements. **Q2** So, uh, legislators

Q2 교수에 따르면, 셔먼독점금지법이 도입된 이유는?

- (A) 몇몇 큰 회사들이 담합하는 것을 금지하기 위해
- (B) 대기업들 간의 협력을 촉진하기 위해
- (C) 다양한 소비재의 가격을 고정시키기 위해
- (D) 19세기 미국의 산업 생산을 활성화하기 위해

decided to make it illegal for companies to...uh, to cooperate in this way, against the interests of consumers, by bringing in the Sherman Antitrust Act.

MP3-64

look back ~을 다시 들여다보다
business practice 사업 관행
corporation 회사, 법인 사업체
cartel 카르텔, 기업연합
fix (가격이나 이자 등을) 고정시키다
legislator 입법자
interests <복수형으로> 이익, 혜택
bring in ~을 도입하다

MP3-50 3. Listen to part of a talk in a botany class.

Professor (male) Q3 So you know stems grow up, and roots grow down, right? But why? Why do they grow this way?

Student A (female) Well, I guess it's just the way the seed is oriented in the soil. You know, soil's normally pretty flat.

Professor Really? What about plants that grow on steep mountains? The stems shoot up and the roots grow down there, too. In fact, if you turned a potted plant on its side, you would still find the stems growing up, and the roots down!

Student B (male) Then is it because of the sun? Plants need sunlight, so it could affect their growth.

Professor Good try. But that's not the answer I was looking for. Q3 The real reason is gravity. It's the Earth's gravitational force that determines the orientation of plant growth. So, uh, we call this phenomenon gravitropism.

Q3 교수에 따르면, 식물의 줄기와 뿌리가 자라는 방향에 영향을 주는 것은?

- (A) 씨앗의 방향성
- (B) 중력
- (C) 태양의 방향
- (D) 토양의 밀도

MP3-65

orient 일정 방향으로 향하게 하다
flat 평평한, 평지의
steep 가파른
potted 화분에 심은
gravity 중력
gravitational force 중력이 작용하는 힘
determine 결정하다
phenomenon 현상
gravitropism 굴지성

MP3-51 4. Listen to part of a conversation between a student and a financial aid advisor.

Advisor (female) Hi there. Welcome to the financial services desk.

Student (male) Hi. I need to organize a student loan. Uh...how do I go about it?

Advisor Well, firstly, let's establish whether you really need a loan. It's best to avoid getting in debt if possible, right?

Student Yeah, but, I'm pretty sure. I have no other choice, what with living costs and tuition and fees and everything.

Q4 재무 담당직원이 학생에게 문의처에 가보라고 한 이유는?

- (A) 대출 문의를 하기 위해
- (B) 장학금을 받을 수 있는지 확인하기 위해
- (C) 수당을 받을 자격이 되는지 알아보기 위해
- (D) 예산 관리에 대한 조언을 얻기 위해

Advisor

OK. So you've checked out all the scholarships available in your department?

Student

Yep.

Advisor

Q4 And you can't get a student allowance?

Student

Huh?

Advisor

Uh...students from underprivileged backgrounds are entitled to an allowance of up to \$150 a week.

Student

[sounding intrigued] Really?

Advisor

Could that apply to you?

Student

Well...maybe. How do I find out?

Advisor

Q4 Go visit the student help desk. They'll explain the system and let you know if you're eligible.

Student

OK. Thanks.



MP3 • 52

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

Professor (male)

OK, so we're losing more and more rainforest to logging and development. So what? What's the big deal? Well, for one thing, it robs the world of biological diversity. Lots of animal and plant species that used to thrive in the rainforest are either endangered or have died out completely. So, uh, the preservation of this diversity is one reason the rainforests are so important. **Q5** But, uh, from a selfish, human perspective, there's a more important reason than that. You see, plants absorb carbon dioxide—the main cause of the greenhouse effect, climate change...call it what you want. And rainforests are the biggest CO₂ consumers of all. So, uh, if we keep destroying our rainforests, carbon dioxide levels will skyrocket. And this could have disastrous consequences for conditions here on Earth.



MP3 • 66

financial 재정의

loan 대출

establish (사실성 여부를) 알아보다

in debt 빚을 진

living costs 생활비

allowance 수당

underprivileged

저소득층의, 혜택받지 못한

be entitled to ~을 받을 권리가 있다

apply to ~에 적용되다

eligible 자격이 되는



MP3 • 67

Q5 교수에 따르면, 사람들이 가장 걱정하게 될 일은?

(A) 세계 대부분 지역에서의 생물학적 다양성 손실

(B) 열대림 손실이 환경에 입히게 될 영향

(C) 개발 사업들로 인한 이산화탄소 배출

(D) 전세계 열대림의 기후 환경적 변화



MP3 • 67

rainforest 열대림

logging 벌목, 벌채

rob A of B A에게서 B를 빼앗다

biological diversity

생물학적 다양성

thrive 번성하다, 변화하다

endangered 멸종 위기에 처한

die out 멸종하다

preservation 보존, 보호

perspective 관점, 입장

absorb 빨아들이다, 흡수하다

greenhouse effect 온실 효과

skyrocket 치솟다

disastrous consequences

끔찍한 결과

conditions <복수형으로> 환경



MP3 • 53

6. Listen to part of a talk in a law class.

Professor (female) Uh, I thought I'd start off today's class with something fun. So, uh, who can tell me about the famous "animal trials?"

Student (male) Did they have something to do with animal rights?

Professor [with emphasis] No, not that. These were cases where the animals themselves were on trial.

Student (male) No way!

Professor [laughing] You see, back in the middle ages, in medieval Europe, people really put animals on trial for crimes. Like, uh, if a pig attacked someone, they'd be tried in court—like a proper case. As if they were human.

Student [jokingly] And were they found guilty?

Professor [laughing] Almost always. **Q6** And, uh, afterwards, they'd face a public execution. You know, to warn other animals...to, uh, to act as a deterrent to others! It just seems silly, doesn't it? These days, we have rules to defend animal rights. But we'd never try animals like people.

Q6 교수에 따르면, 중세 유럽에서 동물들이 공개 처형된 이유는?

- (A) 사람들이 동물들의 공격으로부터 안전하다고 느끼게 하기 위해
- (B) 다른 동물들이 범죄를 저지르는 것을 막기 위해
- (C) 동물 권리 보호론자들에게 경고하기 위해
- (D) 동물들에게 재판은 필요 없다는 것을 보여주기 위해

MP3 • 68

trial 심리, 재판(—try 재판하다)

medieval 중세의

court 법정

proper 진짜의, 실제와 같은

be found guilty 유죄 판결을 받다

afterwards 나중에

public execution 공개 처형

deterrent

(어떤 행위를 못하도록) 억제하는 것

defend 변호하다



MP3 • 54

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

Professor (male) Jenny, you wanted to see me?

Student (female) Yes. I, uh, need to get you to sign something for me.

Professor OK.

Student It's, uh...it's a form. You know, to say I'm dropping this class.

Professor [shocked] You're dropping this class? Why? Are you not enjoying it or something?

Student No, it's not that. **Q7** I just have too much going on now that I'm on the student council. I hardly have time to keep up with the weekly readings, let alone the assignments. You understand, right?

Professor You know this is a required class for English lit majors? You won't be able to graduate unless you complete it.

Student Yeah, I'm planning to take it next semester,

Q7 학생이 수강을 철회하려고 하는 이유는?

- (A) 강의 내용에 흥미를 느끼지 못해서
- (B) 학생회 선거에 출마하고 싶어서
- (C) 일정을 소화할 수 없어서
- (D) 전공을 변경할 계획이어서

MP3 • 69

drop (수강 등을) 철회하다

council 위원회, 의회

keep up with

(뒤떨어지지 않게) ~을 따라가다

let alone ~은 말할 것도 없이

required class 필수 과목

complete 완료하다

when I won't have such a busy schedule.

Professor OK, I see you've thought it through. Now, uh, where's this form you want me to sign?

Student Thanks, professor.

 MP3 • 55 **8. Listen to part of a lecture in an environmental science class.**

Professor (female)

Today's topic is biofuels—fuels like ethanol and biodiesel, which are extracted from plants. Now, you've probably all heard about some controversy surrounding biofuels. But, uh, I want to discuss their benefits first. And, uh, their primary advantage is that they're more environmentally friendly than traditional fossil fuels like coal and oil. **Q8** Specifically, biofuels produce much smaller greenhouse gas emissions—they reduce emissions by up to 60 percent. Pretty impressive, eh? It was initially hoped that biofuels could be completely carbon neutral—um, that the amount of carbon dioxide they emit could, uh, could actually be offset by the amount of carbon dioxide that the crops absorb. But, um, of course they need to use energy to process the fuel, too, so it doesn't quite work out. Uh, but anyway, the most important thing to note is that biofuels are much better for the environment overall.

Q8 교수에 따르면, 생물 연료가 환경에 이로운 이유는?

- (A) 사용시 탄소를 전혀 발생시키지 않는다고 입증되어서
- (B) 온실가스 배출량을 상당히 줄일 수 있어서
- (C) 화석 연료를 정제하는 것보다 더 효율적으로 생산할 수 있어서
- (D) 이산화탄소를 제외하고는 유해 가스를 배출하지 않아서

 MP3 • 70

biofuel 생물 연료

extract from ~로부터 추출하다

controversy 논란, 논쟁

surrounding ~을 둘러싼

environmentally friendly

환경 친화적인

fossil fuel 화석 연료

greenhouse gas 온실가스

emission 배출, 방출 (←emit 방출하다)

neutral 특정 화학 성분이 없는

offset 상쇄하다, 벌충하다

work out 제대로 작동하다, 작용하다

note 주목하다

level 2

 MP3 • 56 **1. Listen to part of a conversation in a library.**

Student (female) [hesitantly] Excuse me.

Librarian (male) Oh, hello. Welcome to the media resources department.

Student I'm not sure, but I think this is where I need to be—um, I need to watch a DVD for one of my classes...

Librarian Yes, you're in the right place.

Student Oh, good.

Librarian **Q1-1** OK, so what class do you need it for, and,

Q1-1 다음 중 사서가 학생에게 요구한 정보는? 정답 두 개를 클릭하시오.

- (A) 학생 이름
- (B) DVD가 필요한 수업
- (C) 교수 이름
- (D) DVD 자료 번호

- uh, who teaches that class?
- Student** The class is Introduction to Volcanology; Geology 201 with Professor Kaiser.
- Librarian** [confirming] Spelt K-A-I-S-E-R? OK. And the name of the DVD?
- Student** It's, ah...hang on. Let me check. [pause] It's called *Eruptions and their Impact on the Environment*.
- Librarian** OK, thanks. Let me go retrieve this for you. I'll be right back. [pause] [returning] You said this was on reserve for Professor Kaiser? I'm sorry... but we don't seem to have any materials for her class on reserve.
- Student** But she told me to come to the library to get this DVD.
- Librarian** Is it something that everyone in the class has to watch for an assignment?
- Student** No. I'm doing it for an extra credit, since I missed a class last week.
- Librarian** Ah-ha, that's why it's not on reserve. **Q1-2** See, professors usually put materials on reserve when they assign everyone in their class to watch it. That way, since no one person can check it out, everyone can come here and view it. But since you're the only one watching this particular DVD...your professor didn't put it on reserve. It's probably just in the general section. Wait a minute.
- Student** OK.
- Librarian** [returning] Yes, we do have it after all. And, uh, you can take it home with you if you like, since it's not on reserve.
- Student** I can check it out? Great.
- Librarian** OK. I just need your student ID.



MP3-57 2. Listen to part of a lecture in a botany class.

Professor (male)

Let's, uh—let's begin. I'm going to talk about garlic. That's right, garlic...the plant. I'm sure you all know a bit about it already. It's, uh, it's a plant that's related to onions and lilies and has a similar appearance...with a bulb and green shoots. And, of course, garlic

Q1-2 사서에 따르면, 도서관 자료를 지정자료로 배치하는 이유는?

- (A) 도서관 직원이 찾기 쉽게 하기 위해
- (B) 다른 수업을 듣는 학생들이 이용하는 것을 막기 위해
- (C) 추가 점수를 주는 과제에 이용하게 하기 위해
- (D) 모든 학생들이 이용할 수 있는 기회를 갖도록 하기 위해

MP3-71

media resources

(일간지나 음악, 영상 등의) 미디어 자료

retrieve (되)찾아오다, 회수하다

on reserve 지정[예약] 해 놓은

assignment 과제

(←assign 과제를 부여하다)

extra credit 추가 점수

check out (도서관에서) ~을 대출하다

Q2-1 마늘의 독한 맛에 대해 교수가 말한 것은?

- (A) 새나 곤충을 유인한다.
- (B) 마늘이 손상되었을 때 발생한다.
- (C) 어떤 동물들에게는 독이 된다.
- (D) 특정 종류의 마늘에만 존재한다.

has a distinctive flavor, so it's often used as a seasoning in cooking.

Q2-1 Interestingly, it actually makes that sharp garlic flavor when it gets damaged—for instance, when someone bites into it, or chops it up, or crushes it. See, when that happens, a process occurs in the cells of the garlic that, uh, that causes compounds in the, um, the garlic to break down. And that's what makes that—that hot flavor you taste when you bite into a, a raw piece of garlic. And you know what? That garlic flavor is actually a defense mechanism. It evolved for the purpose of—of defense against animals that would eat the plant...like birds or insects. You see, garlic is pretty unappetizing to most animals. [jokingly] But...well, that defense mechanism didn't work on humans, I guess.

Also, garlic is believed by many people to have some medicinal qualities...and it appears as a healing agent throughout history. Like, one particularly good example was in World War II. **Q2-2B** Medics used garlic when they were out of antibiotics...because it had been proven that garlic could kill germs. They used garlic to, ah, to fight against infections in the wounds, and it helped some of the injured soldiers to recover.

Q2-2C More recently, scientific research has shown that, um, that garlic can lower cholesterol and, um, reduce high blood pressure. Of course, high cholesterol and high blood pressure often lead to heart attacks as well as, uh, a whole host of other diseases. So, uh, you can see why this is causing excitement in the medical community, can't you?

Q2-2 교수에 따르면, 마늘이 의료 목적으로 이용된 용도는? 정답 두 개를 클릭하시오.

- (A) 근육 상해를 예방하기 위해
- (B) 항생제 대신에 상처를 치료하기 위해
- (C) 콜레스테롤 수치를 낮추기 위해
- (D) 심장마비를 일으켰던 환자의 회복을 돕기 위해

 MP3-72

bulb 구근(球根)

shoot 싹

distinctive 특유의

seasoning 양념, 조미료

chop 자르다, 썰다

compound 화합물

defense mechanism 방어 기제

unappetizing 식욕을 돋우지 않는

medicinal 약효 있는

healing agent 치료제

medic 의사

antibiotic 항생 물질

germ 세균, 병원균

infection 감염, 전염

a whole host of 많은 수의

level 3



MP3-58

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

Student (female) Can I talk to you for a minute?

Professor (male) Sure, have a seat.

Student **Q1-1** The thing is...I have a learning disability, and I'm having a little trouble keeping up in class.

Professor What kind of learning disability is it?

Student Dyslexia...I have trouble reading.

Professor I'm glad you came to talk to me so early in the term. We've actually got some great resources for students with dyslexia here at the university. Tell me, specifically which aspect of the course are you having problems with?

Q1-1 학생이 교수를 찾아간 이유는?

- (A) 수업의 읽기 목록에 자료가 너무 많다는 불만을 말하기 위해
- (B) 수업에 어려움이 있어 도움이 필요하다는 것을 설명하기 위해
- (C) 학습장애에 관한 논문을 쓰는 데 도움을 청하기 위해
- (D) 교내서점에 오디오 북이 없다는 것을 알리기 위해

Student Mainly the reading list. I go home and start reading as soon as I'm finished with classes, and sometimes I don't finish till midnight.

Professor I understand. And how are you doing in the actual lectures? Any trouble taking notes or understanding my handwriting?

Student No, if the class was based wholly on the lectures I would be fine.

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

Student That'd be great...but I don't think ¹¹ *I can afford to order* all those books.

Professor **Q1-2(A)** 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 ²¹ *in one of the special booths* in the library, or you can borrow them and take them home.

Student Really? I had no idea.

Professor **Q1-2(D)** You should also contact the student services office. They'll ³¹ *set you up with a free tutor*. You know, another student who's done the course before, who can help explain things. For free? That'd be great.

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

Professor Actually, I didn't ⁴¹ *report my disability on my application*.

Student Why not?

Professor 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 ⁵¹ *how much reading would be involved*.

Student 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. **Q1-3** Some students with learning disabilities are ashamed of it, and they shouldn't be. Then they ⁶¹ *get overwhelmed with the workload*. Sometimes

Q1-2 다음 중 교수가 학생이 이용할 수 있는 자료로 언급한 것은? 정답 두 개를 클릭하시오.

- (A) 도서관의 대출용 오디오 북
- (B) 읽기량이 적은 특별 수업
- (C) 서점에서 판매하는 오디오 북
- (D) 무료로 학생에게 도움을 줄 수 있는 개인교사

Q1-3 특별한 도움이 필요한 학생들에 대해 교수가 말한 것은?

- (A) 간혹 대학원의 더 힘든 공부를 해결하는데 어려움이 있다.
- (B) 과외의 도움이 없으면 학업량을 소화하는데 종종 힘들어한다.
- (C) 대개 미디어가 보조되는 수업을 들을 것이 권장된다.
- (D) 대학이 자료를 충분히 제공하지 않아서 불이익을 당한다.

 MP3-73

learning disability 학습장애
dyslexia 난독증
wholly 전적으로, 전체적으로
afford to do

~할 경제적 여유가 있다

booth (어학실습용) 부스

set up with ~을 마련해주다

treatment 대우, 대접

workload 업무량, 작업의 양

get overwhelmed with

~에 압도당하다

it's too late for them to catch up, and they end up having to repeat. Others ⁷¹get discouraged and drop out. Dictation 종료

Student Oh, that won't happen to me. I'm really determined to get a bachelor's degree. I don't know if I'll ever be able to go to grad school or anything but...

Professor [interrupting] Why not?

Student I don't know...that just seems impossible for someone like me.

Professor Not at all. From what I've seen, you seem like a very capable student.

Student [honored] Really?

Professor Absolutely. And if you keep working hard—and actually start using the resources available to you, you could make an excellent candidate for graduate school.

Student Wow! Thanks, professor.

MP3-73

catch up

(뒤진 것을) 만회하다, 따라잡다
end up doing 결국 ~하게 되다
drop out 낙제하다, 중퇴하다
be determined to do
 ~하기로 굳게 결심하다
bachelor's degree 학사학위
grad school 대학원
 (=graduate school)
capable 유능한

MP3-59 2. Listen to part of a talk in a marine ecology class.

Professor (female) **Q2-1** OK, class. I want you to write down a definition for a word I'm about to give you. Get ready...OK. "Sponge." [pause] Has everyone finished their definitions? OK, let's see. Fred, will you read me what you've written down?

Student A (male) I wrote: "A primitive sea animal belonging to the group porifera."

Professor So, sponges are animals.

Student A Right.

Professor [addressing the rest of the class] Is that correct? Let's see a show of hands. Are sponges animals? [counting hands]...four...five. OK. Who thinks sponges are plants? [counting again]...six...seven. Interesting. Um, Otis, can you tell me a little bit about why you've classified sponges as, um, as plants?

Student B (male) Right. I think sponges are plants because they... they resemble plants. **Q2-2(A)** They're sessile—y'know they don't move around and, uh, they don't have organs...

Professor Dictation 시작 **Q2-2** Well, you've ⁷¹summed up some of the reasons why people believe that sponges are...um, plants. **Q2-1** [pause] But, actually,

Q2-1 논의의 주된 내용은?

- (A) 스폰지의 다양한 쓰임
- (B) 식물과 스폰지의 차이점
- (C) 동물 스폰지의 특성
- (D) 스폰지에 대한 일반적인 오해

Q2-2 교수에 따르면, 사람들이 때때로 스폰지를 식물로 잘못 분류하는 이유는? 정답 두 개를 클릭하시오.

- (A) 움직이지 않아서
- (B) 먹이를 얻을 수 없어서
- (C) 기본적인 기관들을 갖고 있지 않아서
- (D) 작은 세포들로 이루어져 있어서

they're animals. [pause] They are sessile...and, uh, Q2-2C they don't have any, um ²⁾ *muscles or nerves or other organs*. Basically, they're a collection of cells working together. They're extremely simple...some of the most ³⁾ *primitive animals on the planet*, but they've evolved some special features. Like, uh, sponges have a pretty unique way of...uh...eating. They don't have mouths, right? Q2-3 So, they've got to get food some other way. And they do that by...by drawing water in through these, um, ⁴⁾ *these little pores on the sponge walls*. 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⁾ *The cells that filter out food in the water*—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.

So...spicules are ⁶⁾ *like the skeleton of the sponge*?

Yes, that's right. Dictation 종료

I'm curious... Are the sponges we use for cleaning the same as these...animal sponges?

Yes, sometimes. Of course, uh, most of the sponges available at stores are made from synthetic materials. But, uh, certain types of natural sponges have spongin skeletons—you know, like their skeletons are kinda soft and springy—and, uh, these skeletons are also used commercially. In fact, there are lots of different species of, um, of sponges that are used. Some of them are really, um, really soft...and others are coarser and used for, um, washing cars...or something like that. Um, see, all of the, uh, the animal matter gets taken off...and what's left is a sponge that can be used for household chores. Is it the same thing with loofah sponges? You

Q2-3 교수에 따르면, 스폰지 구멍의 용도는?

- (A) 스폰지 체내에 유입된 물의 정화
- (B) 스폰지의 먹이 획득
- (C) 천적으로부터의 방어
- (D) 몸체를 지탱하는 뼈대 제공

MP3 • 74

sponge 해면, 스폰지

primitive 원시의

porifera 해면동물

classify A as B A를 B로 분류하다

sessile 고착의, 착생의

sum up ~을 요약(정리)하다

pore (작은) 구멍, 기공

filter 거르다

nifty 멋진

porocyte 소공세포

choanocyte 동정세포

spicule 골편

rod (긴) 막대, 장대

skeleton 뼈대, 해골

synthetic 합성의

natural sponges 천연수세미

spongin 해면질

springy 탄력이 있는

coarse 결이 거친

household chores

(자질구레한) 집안 일

loofah sponge 수세미

ridge gourd [식물] 고랑박

xylem (식물의) 물관부

Student A

Professor

Student B

Professor

Student B

Professor

know, the ones people use in bathrooms.
Oh, um...they're a bit different. **Q2-4 They're natural sponges, but they aren't made from animal sponges. Loofah sponges are actually from a vegetable.** The vegetable has a couple of names...Chinese okra...the ridge gourd. Um, what happens is, everything but the xylem—that's the tissue that carries water throughout the plant—everything but that gets removed... and what you're left with is a natural spongy material.

Q2-4 교수에 따르면 루파 스폰지란?


- (A) 상업적으로 실용성을 가지기에는 너무 딱딱한 뼈대를 가진 천연 스폰지
- (B) 천연 스폰지보다 물 흡수력이 뛰어난 합성 스폰지
- (C) 해면질로 이루어진 부드러운 뼈대를 가진 동물 스폰지
- (D) 일종의 채소로 만든 천연 스폰지

- Answer** level 1 > 1 (B) 2 (A) 3 (C) 4 (A) 5 (A) 6 (C) 7 (C) 8 (C)
 level 2 > 1-1 (A) 1-2 (C) 2-1 (B) 2-2 (D)
 level 3 > 1-1 (C) 1-2 (B) 1-3 (D) 2-1 (C) 2-2 (D) 2-3 (A), (C)

level 1

 MP3-79 **1. Listen to a conversation between a student and a professor.**

Professor (female)

 MP3-100 **Q1** Kyle, you have a question about the upcoming group project?

Student (male)

Um...yeah. I'm not sure it's something you can help me with, though...

Professor

 **Well, there's only one way to find out.**

Student

OK. It's just...I've never written a research paper as part of a group before. How are we supposed to divide up the work?

Professor

Usually...um, usually what happens is everyone does research on their own, then you put together what you find and decide the direction of the paper.

Student

Oh...OK. That makes sense, I guess.

Professor

Of course, every group is different. But as long as you're open to listening to the ideas of your team members, I'm sure the assignment will go fine.

Q1 교수가 다음과 같이 말한 이유는?

Well, there's only one way to find out.

- (A) 그룹 프로젝트에 관한 것을 설명하기 위해
 (B) 걱정거리를 함께 나누자고 학생을 격려하기 위해
 (C) 학생의 문제를 해결하는 방법을 제시하기 위해
 (D) 학생을 도울 수 없는 것에 대해 사과하기 위해

 MP3-108

upcoming 다가오는, 이번의
research paper

연구보고서, 연구논문

be supposed to do


~하기로 되어 있다


divide up ~을 분할하다

put together ~을 모으다

 MP3-80 **2. Listen to part of a lecture in an astronomy class.**

Professor (male)

The prospect of life on Mars is pretty exciting. It's almost impossible not to wonder if maybe, at some point in the distant past, our rocky neighbor once supported life. **Q2**  MP3-101 **Some research on Mars meteorites that've landed on Earth once generated speculation that maybe the meteorites contained evidence of life on the red planet.**

 **However, um, those findings have been nothing but controversial.** Yet certain types of life forms on Earth provide scientists with hope that the extreme conditions on Mars aren't too inhospitable for life: hardy microbes known as "extremophiles"

Q2 교수가 다음과 같이 말한 이유는?

However, um, those findings have been nothing but controversial.

- (A) 연구의 타당성에 의문을 제기하기 위해
 (B) 화성 환경에 관한 최근 연구를 요약하기 위해
 (C) 중요한 연구가 처음에는 종종 거부당하기도 한다는 것을 지적하기 위해

survive in the most difficult environments on Earth. If there is life on Mars, maybe it would be similar in form to these types of organisms.

(D) 과학자들이 화성에 생명체가 존재하는 것에 대해 의문을 갖고 있음을 알려주기 위해

MP3-109

meteorite [지질] 운석
speculation 추론, 추측
red planet 붉은 행성(화성의 속칭)
controversial 논란이 되는
inhospitable 살기에 부적당한, 황량한
microbe 미생물
extremophiles 극한 미생물(생명체가 서식하기 어려운 극한 환경에 존재)

MP3-81

3. Listen to a conversation between a student and an advisor.

Advisor (female) So you've thought about the classes you want to take for your last semester?

Student (male) Yeah. I've got my ideal schedule all mapped out. Here's what I have so far.

Advisor [looking over the schedule] OK...let's see here. [pause] Looks pretty good so far. According to my records, you've already obtained the credits for your major and your general requirements for the College of Arts and Sciences.

Student That's right. Are there any other requirements I need to meet?

Advisor **Q3** **MP3-102** Um, there're the two cultural diversity classes that everyone in the university needs to take. East Asian art history will take care of one of them...but—have you taken a race relations class yet?

Student **[confused]** Uh...race relations?

Advisor Yeah, it looks like you need just one more class. How about Professor Sheldon's course on black poets of the twentieth century?

Q3 학생이 다음과 같이 말한 이유는?
[confused] Uh...race relations?

- (A) 교수의 말을 이해했다는 것을 보여주기 위해
- (B) 자신이 이미 채운 필수과목임을 스스로에게 상기시키기 위해
- (C) 자신이 그 필수과목을 수강하지 않았다는 것을 나타내기 위해
- (D) 시간표에 추가하고 싶은 과목을 제시하기 위해

MP3-110

map out (계획을) 면밀히 짜다
credit 학점
meet a requirement 필수학점을 채우다; 요건을 충족시키다
cultural diversity 문화적 다양성
take care of (일, 책임 등을) 처리하다

MP3-82


4. Listen to part of a lecture in an architecture class.

Professor (male) The idea of the garden as a place of beauty and calm goes back a long way...thousands of years. But not until ancient Rome did

Q4 교수가 다음과 같이 말한 이유는?
A virtual garden.

- (A) 자신이 방금 설명한 개념에 대한 용어를 제시하기 위해

gardens start appearing in the private homes of wealthy citizens. Statues, columns, pools, fountains...all kinds of architectural touches made these gardens exquisite places for their owners to relax.

Q4  MP3-103 But, uh, what about people with less money, those who couldn't afford to build such a garden? Well...what they did was hire a fresco painter to paint the image of a garden, complete with all the things I just mentioned—they'd have this painted on a wall somewhere in their house.   A virtual garden. And...the funny thing is, the virtual gardens lasted much longer than the real ones, and most of the things we know about Roman gardens come from the frescoes. The ruins of Pompeii, especially, contain many well-preserved garden paintings.

- (B) 논의를 다른 주제로 바꾸기 위해
(C) 그 주제에 대한 자신의 의견을 공유하기 위해
(D) 자신이 앞에서 소개한 용어를 반복해서 말하기 위해

 MP3-111

statue 조각상

column 기둥


exquisite 훌륭한

complete with

(특정 장비나 특징을) 갖춘, 완비한


virtual 가상의

ruins <복수형으로> 유적, 폐허

 MP3-83 5. Listen to a conversation between a student and an administrator.

Student (female) Hi...Mr. Singh?

Administrator (male) Yes? How can I help you?

Student **Q5**  MP3-104 I'm interested in going on the art department's field trip to the National Museum of Art. Professor Wilcox said I needed to see you about that.

Administrator Oh, OK.   Now...I assume you know the trip is only open to art majors...

Student Yeah...and I just switched over my major to art this semester.

Administrator Great. Then I need you to fill out this form with your personal information, and, um, I need to collect the trip fee from you now.

Student How much is that again?

Administrator Fifteen dollars...and I can only accept cash.

Student No problem. I have that right here.

Administrator Great. We'll see you bright and early this Saturday.

Q5 관리자가 다음과 같이 말한 이유는?

Now...I assume you know the trip is only open to art majors...

- (A) 학생이 요건을 충족시키는지 알아보기 위해
(B) 학생에게 전공을 예술로 변경하라고 권하기 위해
(C) 학생이 실수 했다는 것을 알려주기 위해
(D) 학생의 요청에 놀라움을 표하기 위해


 MP3-112

field trip 현장 학습, 답사

switch over 바꾸다

fill out a form 서식을 작성하다

bright and early 아침 일찍

 MP3-84 6. Listen to part of a lecture in a literature class.


Professor (female)

The Epic of Gilgamesh...is quite possibly the oldest surviving work of literary fiction. This, um, this epic poem comes to us from the Sumerian civilization—around 3,000 BC. It's the story of a king...part



Q6 교수가 의미하는 것은?

- (A) 서사시 중 특정한 이야기에 초점을 맞추길 원한다.
(B) 학생들이 이야기에 흥미를 느낄거라고 생각하지 않는다.


god, part man...the story of this mighty king and his adventures.

Q6  **MP3 • 105** There're actually some pretty interesting tales contained in the epic, but I'll let you explore those on your own as you read the text at home. What I want to emphasize today is how influential *The Epic of Gilgamesh* has been. I mean, there are scholars who've shown that it had a tremendous impact on other ancient writings...Homer's *Odysseus*, for one. Possibly even the Bible!

MP3 • 85 **7. Listen to a conversation between a student and a professor.**

Student (female) Professor Ahman, can I speak with you?
Professor (male) Sure, Alison.
Student I was wondering, uh...would it be possible to get an extension on the due date for my interview report?
Professor Oh, Alison, I don't know...are you having trouble with it?
Student Yeah, kind of. The woman I'm interviewing... she keeps changing her schedule. As of now, I won't be able to meet with her until next Tuesday, which is just three days before the report's due.
Professor I see. And you don't think you could finish it in three days?
Student I'm not sure. I have a lot of work in my other classes.
Professor **Q7**  **MP3 • 106** Well, let's just see what happens. Try your best to get the report in on time, but if you really can't, I'll see about giving you a couple extra days.  **But... that's not the ideal scenario, OK?**

MP3 • 86 **8. Listen to part of a lecture in a biology class.**

Professor (female)
Most animals walk on either two legs or four. **Q8**  **MP3 • 107** Birds and primates like us have gone bipedal. But did you know that some

(C) 그 줄거리에 대해 이야기하는 데 시간을 할애하고 싶어하지 않는다.

(D) 학생들이 이미 본문을 읽었다고 생각한다.

MP3 • 113

The Epic of Gilgamesh

길가메시 서사시
epic poem 서사시
mighty 강력한
explore 조사하다
tremendous 대단한

Q7 다음과 같이 말할 때 교수가 의미하는 것은?

But...that's not the ideal scenario, OK?

(A) 학생에게 시간이 더 필요할 것이라고 생각한다.

(B) 학생이 제 시간에 보고서를 제출하겠다고 약속하길 바란다.

(C) 학생에게 기한을 연기해 주는 것을 원하지 않는다.

(D) 지금 당장 그것에 관해 의논하길 원하지 않는다.

MP3 • 114

extension (날짜의) 연기, 연장
due date 마감일
keep doing 계속 ~하다
as of now 현재로서는
on time 제 때에, 정시에
ideal 이상적인, 가장 좋은

Q8 다음과 같이 말할 때 교수가 의미하는 것은?

Surprising, I know.

(A) 학생들이 자신이 말한 것에 대해

lizards actually have two? 🎧🎧 **Surprising, I know.** When you think of a lizard, you picture a creature that walks on four legs, right? Well, that's not always the case for dragon lizards at least. Sure, most of the time you'll find them prowling around on four legs, but when they're in a hurry, they'll sprint on just two legs, taking a bipedal posture that somewhat resembles an upright dinosaur. Scientists think it's an evolutionary consequence of running faster; standing up moves their center of gravity and offers them more maneuverability.

놀라워한다고 생각하지 않는다.

(B) 학생들이 이미 도마뱀에 대해 얼마나 많이 알고 있는지 알고 싶어한다.

(C) 자신이 언급한 정보가 학생들에게 새롭다고 생각한다.

(D) 도마뱀이 어떻게 걷는지에 관한 자신의 질문에 학생들이 대답할지 원한다.

🎧 MP3 • 115

primate 영장류

bipedal 두 발의, 두 발을 가진

dragon lizard 코모도왕도마뱀

prowl 어슬렁거리다

sprint 전력 질주하다

upright 똑바로 선, 직립의

evolutionary 진화적인

consequence 결과

maneuverability 기동성

level 2

🎧 MP3 • 87 **1. Listen to part of a conversation between a student and a professor.**

Professor (male) Sam, thanks for agreeing to meet with me today.

Student (female) Oh, sure. *[somewhat nervously]* Um...I just hope you didn't call me here to talk about my term paper.

Professor Actually, that is why I wanted to talk to you today.

Student **Q1-1** 🎧🎧 MP3 • 88 *[very nervous now]* Oh no. Did I overlook one of your requirements or did I cite my sources incorrectly?

Professor 🎧🎧 *[chuckling]* Sam, calm down. Quite the opposite, actually. Your paper really impressed me.

Student *[relieved]* Wow! I'm so glad to hear that. I worked on it for so long...I don't even know what to think of it anymore.

Professor Well, I think there're lots of other scholars in our field who'd be interested in reading it. Have you heard about the big technology conference

Q1-1 교수가 다음과 같이 말한 이유는?

[chuckling] Sam, calm down.

Quite the opposite, actually.

(A) 걱정하지 않아도 된다고 학생을 안심시키기 위해

(B) 학생에게 얼마나 실망했는지 보여주기 위해

(C) 학생이 계속 추측해 보도록 유도하기 위해



(D) 학생의 걱정을 이해하고 있다는 것을 나타내기 위해

🎧 MP3 • 116

term paper 학기말 리포트[논문]

overlook 빠뜨리고 못보다

cite 인용하다

- that's going to be held here in October?
- Student** Yes...
- Professor** I was hoping you'd consider submitting a proposal to make a presentation at the conference, based on the research in your term paper.
- Student** Wow. [pause] I'm really honored that you think my term paper is, uh, good enough to be presented at the technology conference. [reluctantly] But, um, I just don't think I could do that. Give a presentation in front of thousands of people, I mean.
- Professor** I thought you might feel that way, but I strongly urge you to take some time and think it over. It'd be an excellent opportunity for you.
- Student** [not persuaded] It's just...I'm so afraid of speaking in public. I always have been.
- Professor** The audience is going to be very forgiving and understanding. There'll be other student presentations too, so you won't be the only student there.
- Student** Um...
- Professor** **Q1-2**  **MP3-89** You don't have to make up your mind now. I'll tell you what. Why don't you at least submit a proposal?  **You can always decide later on not to do it.**
- Student** OK. I guess I could do that.

Q1-2 다음과 같이 말할 때 교수가 의미하는 것은?

You can always decide later on not to do it.

(A) 학생이 그 제안에 대해 충분히 숙고했다고 생각한다.

(B) 학생이 제안서를 지금 제출하길 원한다.

(C) 학생이 그 아이디어를 당장 거절할 필요는 없다고 생각한다.

(D) 학생이 자신에게 제안서를 먼저 보여주길 원한다.

 **MP3-116**

submit a proposal

제안서를 제출하다

I'm honored 영광이라고 생각합니다

urge to do ~할 것을 권하다

take some time

(~하는 데) 시간을 갖다



think over 곰곰이 생각하다

forgiving 관대한

make up one's mind

결심하다, 결단을 내리다

 **MP3-90** 2. Listen to part of a talk in an art class.

- Professor (female)** **Q2-1**  **MP3-91** Class, we've been discussing photography as art, but...did you know there's always been a big debate about whether photography is indeed an art form?
- Student A (male)**  **That seems strange. I mean, all the pictures we've studied in class are very carefully crafted...very artistic.**
- Student B (male)** Well...I can see the other side of the argument too. Think about all those amateur photographers out there, snapping quick, random shots. You probably wouldn't consider those images art.
- Professor** Yes...you've pretty much summed up the

Q2-1 다음과 같이 말할 때 학생이 의미하는 것은?

That seems strange. I mean, all the pictures we've studied in class are very carefully crafted...very artistic.

(A) 교수가 예술적인 사진을 다시 보여주길 원한다.

(B) 사진술이 예술 형식으로서 확실히 자격이 있다고 생각한다.


(C) 교수가 논의의 여지가 있는 일부 영상들의 예를 보여주길 원한다.

debate right there. It all started back in the mid- to late 1800s, when photography was still very young. And people, um, most people saw it simply as a way to document real life. Its images were too sharp, too...well, real, to be art. But one group of photographers—the pictorialists—felt differently. So they decided to show the world just how artistic photography could be. Any idea how they did that?

Student A

Well, I guess they could've tried to model their photographs after established art...like paintings.

Professor

Q2-2  **MP3 • 92 Absolutely right. And what style of painting was popular around this time?**  **Come on...late 1800s...**

Student B

Um...impressionism?

Professor

Uh-huh. So the school of pictorialism...these photographers created images that looked strikingly similar to impressionist paintings. You know...shifting focus away from the main subject, concentrating on emotion instead of realism, representing light and shadow...

Student B

How did they do that?

Professor

Oh, there were various techniques. First of all, they'd compose their shots to mimic the composition of a painting. And then...um, they used special filters and coatings on their camera lenses, a softer focus to blur the image...making the details less sharp. And in the printing process, various chemicals were added to produce different effects. Even...um, they even made scratches on their prints to imitate etching marks or brushstrokes.

And so...they were successful, ultimately. The art world accepted photography, and you started seeing photographs alongside paintings in museums. Of course, the debate continues today, but pictorialism was the first successful argument in favor of photography as art.

(D) 수업시간에 보여준 영상들이 서로 너무 비슷하다고 생각한다.

Q2-2 교수가 다음과 같이 말한 이유는?

Come on...late 1800s...

- (A) 다른 주제로 넘어갈 것임을 학생들에게 알리기 위해
- (B) 사건이 일어난 정확한 날짜를 학생들이 말하게 하기 위해
- (C) 전에 공부했던 시대를 학생들에게 상기시키기 위해
- (D) 자신의 질문에 대한 답을 해보라고 학생들을 격려하기 위해

 **MP3 • 117**

photography 사진술

craft 정교하게 만들다

snap 사진을 찰칵하고 찍다

pictorialist 회화주의 사진작가

model A after B

A를 B처럼 만들다, 따라하다

established 기존의, 확립된

impressionism 인상주의

school 학파

strikingly 놀라울 정도로, 매우

concentrate on ~에 집중하다

mimic 흉내내다

blur 흐리게 하다

etching

에칭(부식 기법을 이용한 판화)

brushstroke 붓놀림

alongside ~옆에, ~와 함께

in favor of ~에 찬성하여



MP3 • 93 1. Listen to part of a conversation between a student and a professor.

Student (female)

Excuse me, can I talk to you for a minute?

Professor (male)

Sure, come on in. What seems to be the problem?

Student

There isn't a problem. **Q1-1** I was just wondering if you could write a reference letter for me.

Professor

[hesitant] A reference letter? Uh...you're asking me? Um...what's it for?

Student

I'm applying to grad school.

Professor

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

Student

Yes.

Professor

Dictation 시작 So, have you asked any other professors?

Student

No, you're the first one I've asked. I figure ¹since you're the head of the department it would look really good.

Professor

Well, actually, most students seek references from professors ²who are familiar with their work.

Student

I got a really good mark in your class.

Professor

Well, sure, but I have a lot of good students.

Q1-2 I would suggest you ³ask your thesis advisor...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 ⁴I'll maliciously make you sound bad, 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 ⁵a whole lot that's good.

Professor

Right...I mean...I can say that you are a hard

Q1-1 학생이 교수를 만나러 온 이유는?

- (A) 논문 지도교수와 의 문제에 대해 이야기하기 위해
- (B) 대학원 지원에 관한 조언을 얻기 위해
- (C) 추천서를 써달라고 부탁하기 위해
- (D) 좋은 추천서를 받는 방법을 알아 내기 위해

Q1-2 교수가 학생이 원하는 것을 해주기 꺼려하는 이유는?

- (A) 학생이 수업에서 성적을 향상시킬 필요가 있다고 생각해서
- (B) 가치 있는 정보를 전달 만큼 충분히 학생을 잘 알지 못해서
- (C) 학생이 논문 지도교수와 관계가 좋지 않다는 것을 알고 있어서
- (D) 학생을 돕기에는 학과의 업무들로 너무 바빠서



MP3 • 118 reference letter 추천서

apply to ~에 지원하다

presume 추정하다

head of the department 학과장

be familiar with ~을 잘 알다

mark 점수, 성적

thesis advisor 논문 지도교수

maliciously 고의로, 악의로

a whole lot 매우, 대단히

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⁾all the extra stuff 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⁾one of your random professors, and not from someone who has worked closely with you...what does that say?

Student I guess ⁸⁾it would seem like I had a bad relationship with those professors who I have worked closely with. Dictation 종료

Professor Exactly, it looks as if you are hiding something. Now, is there any particular reason you didn't ask your thesis advisor in the first place?





Student Well...yeah...I don't think she was very happy with my work.

Professor What didn't she like about it?

Student Well, she said my research was sloppy and my review of the literature was incomplete.

Professor Did you take her advice?

Student Yeah, of course.

Professor  **Q1-3**  **MP3-94** Listen to me...she's your advisor.   **It's her job to point out your mistakes. We don't expect you to do a perfect job on your first thesis, that's why we have advisors.**

Student I guess that makes sense.

Professor If I were you, I would go talk to her. You'll be able to tell if she's going to write you a good reference or not. If you still feel like it's a bad idea, come back and see me. We'll see if we can work something out.

Student OK, I'll do that. Thanks for the advice.

 **MP3-95** 2. Listen to part of a talk in an astronomy class.

Professor (female) If any of you happened to look up into the sky yesterday afternoon, you would've seen something quite extraordinary. Anyone know what I'm talking about?

Student A (male) My mom pointed out this enormous bright ring around the sun. It was actually really

Q1-3 다음과 같이 말할 때 교수가 의미하는 것은?

It's her job to point out your mistakes.

(A) 지도교수는 학생의 논문에 불필요한 수정을 제안해서는 안된다.

(B) 지도교수는 학생의 논문 작업에 매우 실망했다.

(C) 지도교수는 학생에게 좋은 추천서를 써 줄 의무가 있다.

(D) 지도교수의 코멘트가 반드시 학생의 논문을 싫어한다는 의미는 아니다.

 **MP3-118**

extra stuff 그 밖의 것들

random 임의의, 멋대로의

in the first place

첫째로, 처음으로, 애당초

sloppy 허술한, 엉성한

incomplete 불완전한, 불충분한

point out 지적하다


pretty...and not only that, but also, there were like, two bright spots on either side of this ring. Not sure if those were stars or comets or something...but I've never seen anything like it.

Professor


Dictation 시작 It really is quite something, huh?

Q2-1 A perfect example of today's topic! Sun halos. And we'll briefly look at sun dogs too. Does anyone know ¹¹anything about these atmospheric phenomena?

Student B (male)

Q2-2  MP3-96 I always thought those effects could be viewed from ²¹somewhere near the equator...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 ³¹within the polar zone in northern latitudes.** 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...OK, so anyone else? [pauses] Alright then, what appeared in the sky yesterday is called a sun halo. That's ⁴¹the giant, glowing ring around the sun...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 ⁵¹refracted by ice crystals in the atmosphere. 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 ⁶¹water crystallizes on dust particles 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 ⁷¹create this peculiar halo effect? Dictation 종료

Student A

Um...It must have something to do with the angle of refraction, right? I mean, when they get hit by sunlight.

Q2-1 논의의 주된 내용은?

- (A) 햇무리의 외관
- (B) 햇무리와 북극광의 유사점
- (C) 햇무리와 환일의 형성
- (D) 대기중의 먼지 결정체

Q2-2 교수가 다음과 같이 말한 이유는?

Just to clarify, the northern lights—more accurately known as aurora borealis—they can only be seen within the polar zone in northern latitudes.

- (A) 이전 강의 내용을 복습하기 위해
- (B) 중요한 강의 내용을 강조하기 위해
- (C) 앞에서 소개한 용어를 정의하기 위해
- (D) 학생의 그릇된 정보를 바로잡기 위해

 MP3-119

happen to do 우연히 ~하다

sun halo 햇무리(햇빛이 대기 속의 수 증기에 비쳐서 해의 둘레에 동글게 나타나는 빛깔이 있는 테두리)

sun dog 환일(태양의 양쪽에 나타나는 옅은 빛)

atmospheric 대기의

phenomenon 현상

(**pl. phenomena**)

equator 적도

aurora borealis 북극광

latitude 위도

aurora australis 남극광

refract 굴절시키다

(←**refraction** 굴절)

cirrus cloud 권운(푸른 하늘에 높이 떠 있는 하얀 섬유 모양의 구름)

crystallize 결정화하다

dust particle 먼지 입자

peculiar 특이한, 별난

Professor

That's right. The reason there's a hole in the center of the ring—you know, around where the sun is—the reason for that is that the sunlight is refracted at an angle. Usually when we see it, it's refracted at an angle of 22 degrees, or somewhere close to that figure. That's what we call the "minimum deviation angle"—the smallest angle at which light is refracted through the crystals. At this angle, the sunlight produces the strongest, most intense halo.

Student B

Uh...professor. I'm a little bit confused. If sunlight gets refracted like this by, um, by crystals, why can't we see sun halos all the time?

Professor

[with concern] Oh, did I not make this clear before? **Q2-3(C)** [assertively] Remember, I said you need a particular cloud formation to get the right kind of ice crystals—high, thin cirrus clouds. **Q2-3(A)** The crystals all need to be uniform in shape—they're flat-faced and hexagonal. Plus, the crystals should be the same size. It's only when they're uniform in size and shape that they refract light in the same way.

Student B

Ah, I see. So it's pretty rare that all these atmospheric conditions occur at the same time.

Professor

Well, reasonably rare...not common, at any rate.

Student A

Also, you said something before about sun dogs?

Professor

Right, thanks...I was just getting to them. Sun dogs. They're the bright spots on the halo, and they're always aligned with the horizon, on either side of the sun. And why do they occur? Well, they form when most of the ice crystals are orientated in a uniform way—when their flat faces are horizontal. So sun dogs occur when the crystals are lying horizontally, but when their orientation is random, you just see a halo...no dogs.

Student A

[confused] What? But yesterday I saw sun

Q2-3 교수에 따르면 햇무리가 발생하는 데 필요한 조건은? 정답 두 개를 클릭하시오.

- (A) 동일한 크기와 모양의 얼음 결정
- (B) 완전히 정제된 대기 조건
- (C) 넓고 높은 권운 형성
- (D) 낮은 방향각에 있는 태양

 MP3 • 119

deviation 편향

uniform 똑같은

hexagonal 육각형의

be aligned with

~과 (일직선으로) 평행하다

orientate 방향을 맞추다

(←**orientation** 방향)

horizontal 수평선상의

(←**horizon** 수평선)

dogs and a sun halo.

Professor

Yeah, well...I'm giving a fairly general account here. I mean, not all the crystals lie completely horizontal and still. At any one moment, there are always some crystals that are orientated in different directions. That's why you still see a bit of a halo when you get sun dogs.

Student A

Ah, OK. Got it.

Professor

Great. So I hope you found that introduction helpful. There's a, uh, a journal article in this week's reading list that I want you all to look at. It explains this topic in much more detail.

- Answer** level 1 > 1 (D) 2 (B) 3 (D) 4 (D) 5 (A) 6 (D) 7 (D) 8 (C)
 level 2 > 1-1 (B) 1-2 (D) 2-1 (D) 2-2 (B)
 level 3 > 1-1 (B) 1-2 (B) 1-3 (D) 2-1 (B) 2-2 (A), (B) 2-3 (B)

level 1



MP3-124

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

Student (female)

Professor Peterson, do you have a second to talk?

Professor (male)

As long as it's quick. I have a class in twenty minutes at Spaulding Hall.

Student

No problem. Would you consider being an advisor for a new club I'm starting? It's for raising awareness about autism.

Professor

Q1 MP3-145 [hesitating] I'm really honored that you're asking me...[discouragingly] but I don't have a lot of time this semester.

Student

[disappointed] Oh, I see. [pause] It's just, I've been so inspired by your class on autism. I thought this club might be something that would interest you. It actually wouldn't be much of a time commitment—we're only looking for an advisor because it's mandatory that new student clubs have an official advisor.

Professor

OK, well, let me think it over. I'll give you my answer tomorrow.

Q1 학생의 제안에 대한 교수의 태도는?

- (A) 그 학생 모임에 참가하는 것을 기쁘게 생각한다.
 (B) 자신이 동아리를 지도하기에 적합한 사람인지 의심스러워한다.
 (C) 새 동아리에 관한 학생의 의견에 흥미로워한다.
 (D) 학생 동아리에 관여하는 것에 대해 마음 내키하지 않는다.



MP3-153

raise awareness

인식을 높이다, 인지도를 높이다

autism 자폐증

inspire 영감을 주다, 고무시키다

time commitment 시간의 할애

mandatory 의무적인, 필수적인



MP3-125

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

Professor (female)

Q2 MP3-146 Class, you know what petroleum is, I'm sure. The raw material we take out of the ground to create products such as gasoline, plastics, fertilizers, and medicine. But, um...how does petroleum form? It all starts in a watery environment, where little pieces of dead organic matter mix with sediments like clays and

Q2 교수에 대해서 유추할 수 있는 것은?

- (A) 학생들이 석유로 만든 제품에 대한 더 많은 예를 들어주길 기대하고 있다.
 (B) 석유의 일반적인 특징들에 대해서는 이야기하지 않을 것이다.
 (C) 석유가 만들어지는 과정에 대해 확신하지 못하고 있다.

sands. Now, over time...as all this material gets buried deeper and deeper under the ground, the sediments get compressed into solid rock, trapping the organic particles...which basically get cooked by the heat present deep in the Earth. Almost like a rock oven. The eventual product is petroleum. In some cases, large amounts of petroleum build up in pockets in the rock called traps, and these traps are what oil companies drill into.

(D) 학생들이 석유에 대한 사전 지식이 없음을 걱정하고 있다.

MP3 • 154

petroleum 석유
raw material 원료, 원자재
fertilizer 비료, 거름
organic matter 유기물, 유기체
sediment 침전물, 앙금
compress A into B
 A를 B로 압축하다
particle 작은 입자
drill into ~을 뚫고 들어가다



MP3 • 126

3. Listen to a conversation between a student and a professor.

Student (male)

Professor, would it be possible for me to reschedule a time to take the upcoming exam? I won't be here on Friday because I'm on the lacrosse team and we have an early game.

Professor (female)

I see. Well, come in on Monday at 3:30—that's when my other class will be taking the exam.

Student

I have a chemistry lab then. Could I do it on Monday evening?

Professor

Q3 MP3 • 147 [annoyed] I'd have to make a whole new version of the test just for you, since I never administer the same test more than once.

Student

Oh, I didn't realize it would be such a big deal. I'll tell my chemistry teacher about the situation and see if I can work something out with him, so I can take your test at 3:30 on Monday.

Q3 학생에 대한 교수의 태도는?

- (A) 학생이 금요일 수업에 빠지겠다고 해서 실망하고 있다.
- (B) 학생이 시험을 치르는 대신 보충 과제를 해오기를 기대하고 있다.
- (C) 학생이 이 문제에 대해 더 일찍 말 해주지 않아서 실망하고 있다.
- (D) 학생이 다른 수업 학생들과 함께 시험 보지 못한다는 것에 대해 언짢아하고 있다.

MP3 • 155

reschedule (일정이나 약속을) 다시 정하다, 조정하다
upcoming 곧 있을, 다가오는
lacrosse
 라크로스(하키와 비슷한 구기 종목)
a whole new version of
 완전히 새로운 ~
administer 실시하다, 운영하다
big deal 큰 일, 심각한 문제



MP3 • 127


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

Professor (male)

Every society has certain, certain regulations or rules, and members of the society incur punishment for breaking them. Makes sense, right? It's about social order; rules keep societies functioning. So social control is universal, found in all societies. There're two forms

Q4 비공식적인 사회 통제 방법에 대한 교수의 의견은?

- (A) 공식적인 통제 방법보다 더 성공적이다.
- (B) 모든 사회에서 볼 수 있는 것은 아니다.

of social control I'd like to mention: formal and informal. Formal social control is carried out by officials, like the police and the court system. **Q4**  MP3 • 148 **Informal social control happens at the interpersonal level—when people judge others' behavior by shunning them or criticizing. Sounds simple enough but it works to some extent, since people tend to want to avoid disapproval.**

- (C) 집단의 모든 구성원들에게 효과가 있는 것은 아니다.
(D) 개인의 행동에 어느 정도 영향을 준다.

 MP3 • 156


regulation 규칙, 법규
incur (처벌이나 비난 등을) 초래하다
court system 사법 제도
interpersonal 대인 관계의, 개인 간의
shun 피하다, 멀리하다
to some extent 어느 정도까지는
disapproval 비난, 반대

 MP3 • 128 **5. Listen to a conversation between a student and a dormitory administrator.**

Administrator (female) Benjamin, I'm afraid there was a problem with your dorm room when we inspected it.

Student (male) Oh, no. You're kidding.

Administrator No...there's a large hole in the wall next to the door. I'm afraid we're going to have to charge you for the repairs.

Student **Q5**  MP3 • 149 **[upset] Wait a minute, that hole was there when I moved in at the beginning of the year.** I filed a report about it and was told I wouldn't be held responsible.

Administrator Oh, is that the case? I didn't notice anything about that when I looked at your move-in report, but I guess I could've missed it. Let me check again and get back to you. If I've made a mistake, I apologize.

Student That's OK...I just don't want to pay for those repairs.

Q5 학생에 대해서 유추할 수 있는 것은?

- (A) 관리자가 자신에게 한 말에 화가 났다.
(B) 관리자의 말을 잘 이해하지 못해서 걱정하고 있다.
(C) 관리자가 그 문제에 대해 자세히 설명해주기를 기대하고 있다.
(D) 자신의 방 상태에 대해 부끄러워하고 있다.

 MP3 • 157

dorm 기숙사(=dormitory)
inspect 조사하다, 검사하다
charge A for B
A에게 B(보통 요금이나 수수료 등)를 청구하다, 부과하다
file a report
신고하다, 보고서를 제출하다
hold A responsible
A에게 책임을 묻다, 책임지게 하다
move-in report 입주 신고

 MP3 • 129 **6. Listen to part of a lecture in an environmental studies class.**

Professor (female)

Are you familiar with Wangari Maathai? She won a 2004 Nobel Peace Prize for her work with the Green Belt Movement, which is actually what I'd like to focus on. It's a Kenya-based non-

Q6 그린벨트 운동에 대한 교수의 태도는?

- (A) 그 단체에 직접 참여하기를 원하고 있다.
(B) 그린벨트 운동이 실제보다 과대 평

governmental organization that started in 1977 when Dr. Maathai began a grassroots tree-planting program to help overcome deforestation. **Q6**  **MP3 • 150** Since then, more than 40 million trees have been planted in Africa, helping to prevent soil erosion, sustain water resources, and generate fair economic development. Another important result of the Green Belt Movement is the way it empowers the women who become involved, and that helps their communities too. So, as you can see, Maathai's work has been, um, pretty inspirational.

가되었다고 생각한다.

(C) 그린벨트 운동이 향후 몇 년간 매우 활성화될 것으로 기대하고 있다.

(D) 그린벨트 운동이 성취한 것들에 대해 깊은 감명을 받았다.

 **MP3 • 158**

non-governmental organization 비정부기구(=NGO)

grassroots 민중의; 풀뿌리의

deforestation 삼림파괴

soil erosion 토양 침식

sustain 존속시키다, 유지하다

empower

권리를 향상시키다, 힘을 실어주다

inspirational 고무적인, 감동을 주는

 **MP3 • 130** **7. Listen to a conversation between a student and an advisor.**


Advisor (male)

Well, Samantha...are you ready to choose your major?



Student (female)

I think so. I've given it a lot of thought, and I want to major in physics.

Advisor

Excellent. **Q7**  **MP3 • 151** Now, that's a pretty broad field, and here at the university we have several different majors within the physics department. Applied physics, theoretical physics, astronomy...which one did you have in mind?

Student

  **[caught off guard]** Uh...actually... that's news to me. I thought physics was a major in itself...that it covered all those subjects.

Advisor

Well, you'll be able to take classes in all of them, but you do need to decide on one particular area to major in.

Student

[unsure where to begin] OK...well...

Advisor

How about this? I have a packet of information from the physics department about the different major options. Why don't you browse through this and come back in a few days when you make your decision?

Student

Good idea. I think I need more time to decide.

Q7 다음과 같이 말할 때 학생에 대해서 유추할 수 있는 것은?

[caught off guard] Uh... actually...that's news to me. I thought physics was a major in itself...that it covered all those subjects.

(A) 지금 당장 세부 전공을 선택하고 싶어하지 않는다.

(B) 지도교수의 말을 정확하게 들은 건지 확신하지 못하고 있다.

(C) 물리학 과목이 전공으로 주어지지 않는다는 것을 알고 실망하고 있다.

(D) 세부 전공을 선택할 준비가 되어 있지 않다.

 **MP3 • 159**

give A a lot of thought

A에 대해 매우 신중하게 생각하다

broad 광범위한, 넓은

applied physics 응용물리학

theoretical physics 이론물리학

have A in mind A를 고려하다

catch A off guard (예상치 못하게)

A를 놀라게 하다, 허를 찌르다

That's news to me.

처음 듣는 얘기에요



MP3 • 131 8. Listen to part of a lecture in a literature class.

Professor (male)

In a lot of Native American lore you find this character repeatedly; the trickster. **Q8** MP3 • 152 Um, [pausing] you also find trickster-like characters in European-American traditions... [pause] um, but back to what I was saying—the trickster is a character who breaks the laws of nature or the gods, usually for some beneficial goal. Now, among Native American cultures, coyote is a pretty common trickster. He appears in a lot of stories, and he's always different. Sometimes he's an animal, sometimes a fool, sometimes a cultural hero, and sometimes even the Creator. This variability is an important aspect of the Native American trickster—he or she embodies the multiplicity of life in a way that you don't find in European-American trickster stories.

cover

(주제나 분야 등을) 다루다, 포괄하다

a packet of information

(한 묶음으로 된) 자료집, 안내 책자

browse through

~을 훑어보다, 대강 살펴보다

Q8 다음과 같이 말할 때 교수가 의미하는 것은?

[pause] um, but back to what I was saying—

(A) 학생들이 유럽계 미국 문학에 나타난 트릭스터에 대해 잘 알 것이라고 예상하고 있다.

(B) 학생들이 원주민 문학에 나타난 트릭스터에 대해 배운적이 없어서 걱정하고 있다.

(C) 유럽계 미국 문학에 나타난 트릭스터에 대해 지금은 논의하지 않을 계획이다.

(D) 트릭스터란 인물 유형에 대해 좀 더 설명할 필요가 있는지 확신하지 못하고 있다.

MP3 • 160

lore 민간 전승, 구전 지식

trickster 트릭스터(구전 소설이나 신화에 등장하는 장난꾸러기 또는 어릿광대, 동물)

the Creator [종교] 창조주

variability 다양성

embody 체현하다, 형상화하다

multiplicity 다양성, 다수

level 2



MP3 • 132 1. Listen to a conversation between a student and a university administrator.

Student (male)

[uncertain whether he is in the right place]

Q1-1 MP3 • 133 Um...hi. I'm looking for the, um, the administration office...

Administrator (female) Well, you've come to the right place. I'm a university administrator.

Q1-1 학생에 대해서 유추할 수 있는 것은?

(A) 행정 직원이 자신을 도와줄 수 있을지 의심스러워하고 있다.

(B) 행정실이 어디에 있는지 확신하지 못하고 있다.

Student [relieved] Oh, great. I'm pretty unfamiliar with this side of campus, so I was afraid I was lost. Um...anyway, Professor Kahn sent me over here from the theater department. I'm supposed to get some information for the drama club's upcoming performance.

Administrator Oh, OK. Is the performance taking place on the stage in Billing's Hall?

Student Yes, that's right. It's next Friday, Saturday, and Sunday. We're doing a modern remake of *Macbeth*.


Administrator Sounds great. That's one of my favorites. So...what kind of information do you need from me?

Student Well...we were curious about the university's policy on ticket sales. You see, we're trying to raise money for the annual club trip to London...to visit Shakespeare's Globe Theatre. And we thought if we could charge admission to our play, that'd really help us get closer to our fundraising goal. So...I guess our question is, are we allowed to sell tickets on our own, or does someone in the administration office have to approve it first?

Administrator I understand. OK. The drama club is part of the university's theater department, right?

Student That's right.

Administrator In that case, you can handle the ticket sales completely on your own. But, um, once you've collected all the proceeds, Professor Kahn will have to submit an earnings report here to the administration office. The club will get to keep all the money, but the university just needs a record of it.

Student **Q1-2**  MP3-134 Oh, that sounds good. So we just need a...[unfamiliar with the term] what was that again? An earnings report?

Administrator Yes. Here. I have a copy I can give you to take to Professor Kahn.

Student OK, then. I'll do that. Thank you very much for your help.

Administrator Not at all.

(C) 행정 직원과 잘 아는 사이가 아니어서 걱정하고 있다.
(D) 마침내 사무실을 제대로 찾아왔다고 확신하고 있다.

Q1-2 학생에 대해서 유추할 수 있는 것은?

(A) 양식을 작성해야 한다는 것에 대해 언짢아 하고 있다.
(B) 수익보고서가 문제가 될지도 모른다고 걱정하고 있다.
(C) 자신이 이미 수익보고서를 작성했을지도 모른다고 생각하고 있다.
(D) 행정 직원이 언급한 양식에 대해 잘 모르고 있다.

 MP3-161

administrator 행정 직원, 사무원
be unfamiliar with ~에 대해 잘 모르다, 친숙하지 않다
send A over (임무 등을 맡겨) A를 ~로 보내다, 파견하다
performance 공연; (업무) 수행
raise money 기금을 모으다
annual 연례의, 매년의
admission 입장; 입장료
fundraising 기금 조성, 기금 마련
approve 승인하다; 찬성하다
proceeds (물건 등을 팔고 벌어들인) 수익, 매상
earnings 수익, 소득



MP3 • 135

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

Professor (female)

Everyone...I'm sure all of you are aware that the temperature of the planet is...changing.

Student A (male)

Yeah. I'm curious—how much do you think the climate will warm by the end of the 21st century?

Professor

Q2-1 MP3 • 136 [hesitating] Uh...[with uncertainty] Maybe around three to seven degrees Fahrenheit...though it'd probably be safer to estimate between two and eleven degrees Fahrenheit. It's just—there're a lot of factors that could potentially affect how much the climate changes in the near future. Um, but I'd prefer to refrain from making any more guesses about the future temperature. Could someone, uh, give me an example of a factor that causes climate change?

Student B (male)

Well, one factor is greenhouse gas emissions, since greenhouse gases in the atmosphere prevent heat from dissipating into space.

Professor

You're right. Right now at least, greenhouse gases seem to be the main, um, the main cause of climate change. Particularly carbon dioxide, even though it's actually not the main greenhouse gas—water vapor is. Nonetheless, rising levels of carbon dioxide due to industrialization appear to be the, um, the primary culprit in terms of recent global warming. What else? Who has some other ideas about global climate change?

Student B

Professor

Um, what about variations in solar output? Well, that's a good point. If you look at the big picture, the sun has been getting brighter and putting out more energy over the course of our planet's history, so naturally that has an effect on Earth's temperature. Similarly, slight changes in Earth's orbit affect how much sunlight reaches the surface and where it hits.

Q2-2 MP3 • 137 Oh, and another cause of climate change that you haven't mentioned yet is volcanism.

Q2-1 교수에 대해서 유추할 수 있는 것은?

- (A) 이 문제가 논의와 관련이 있다고 생각하지 않는다.
- (B) 학생이 자신의 말을 오해했다고 우려하고 있다.
- (C) 학생이 질문에 대한 답을 알기를 기대하고 있다.
- (D) 대답해줄 정확한 수치 자료에 대해 확신하지 못하고 있다.

Q2-2 다음과 같이 말할 때 학생이 의미하는 것은?

[surprised] You can't mean that volcanoes affect the global climate.

- (A) 교수의 말을 제대로 들은 건지 확신하지 못하고 있다.
- (B) 교수의 주장에 대해 놀라고 있다.
- (C) 교수가 무엇에 대해 말하려고 하는지 확신하지 못하고 있다.
- (D) 교수가 어떤 정보를 생략했음을 우려하고 있다.



MP3 • 162

be aware that

~을 알고 있다, 인식하고 있다

estimate 예상하다, 추정하다

potentially 잠재적으로

refrain from doing

~하는 것을 삼가다, 피하다

dissipate into

~로 흩어져 없어지다, 사라지다

water vapor 수증기

primary culprit 주범, 주된 원인

variation 변화, 변동

output 배출물, 산출량

over the course of

~동안, ~의 과정에

volcanism 화산 활동, 화산 작용

eruption (화산) 폭발, 분출


massive 대규모의, 대량의

devastating 파괴적인, 압도적인

extinction 소멸, 멸종

initiate 시작하다, 일으키다

Student A

 [surprised] You can't mean that volcanoes affect the global climate.

Professor

Indeed they can. In fact, the biggest eruptions can influence the climate for millions of years. Scientists think massive eruptions may have caused devastating extinction events in Earth's history and initiated periods of global cooling.

level 3



MP3-138

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

Advisor (male)

So, Sandrine, how's your internship this semester working out? Has it been a worthwhile experience so far?

Student (female)

[hesitantly and with uncertainty] Um... well...I guess so.

Advisor

[concerned] Hmm...it sounds like it's not what you expected.

Student

Yeah, you could say that.

Advisor

Well, how does the internship differ from your expectations?

Student

Um, I guess I thought that I'd have a lot more responsibility...you know, actually getting to work with patients...like a real physical therapist, with a little guidance, of course.

Advisor

That sounds like a reasonable expectation. That hasn't happened?

Student

Not really. **Q1-1** I mean, I've been working with a therapist and helping her with her patients, but I don't feel like I'm really getting the hands-on experience I thought this internship would—would provide. I just sort of do what the therapist tells me...you know, instead of making decisions about treatments for patients. So I don't get to test my knowledge as a therapist.

Advisor

I see. Well, the point of the internship is to give you practical experience you can't get from your regular classes. It's an

Q1-1 학생의 문제는?

- (A) 인턴십 자리를 찾고 있다.
- (B) 하고 있는 인턴십에 만족하지 못하고 있다.
- (C) 인턴십 일이 너무 과중하다고 느끼고 있다.
- (D) 인턴십에서 좀 더 많은 지도를 받고 싶어한다.



MP3-163

worthwhile 보람 있는, 가치 있는
physical therapist 물리치료사
guidance 지도, 길잡이
reasonable 합당한, 합리적인
hands-on 실전의
regular class 정규 수업

essential part of your education as a physical therapist. So I think it's a big problem that you feel like you're not...um...benefiting from your time at the Freemont Rehabilitation Center.

Student Do you think I should...I don't know...drop the internship and try another one during the summer?

Advisor [discouragingly] Well...that's a pretty drastic step. I wouldn't recommend that until all other options have been, um, exhausted.

Student Oh, she's great, and I think we get along well. I can tell she's ¹⁾really knowledgeable and experienced.

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⁾that's the best part of the internship. I've met some wonderful people there.

Advisor Well, that's good news. When you have a ³⁾good working relationship with your employer and coworkers, you'd be surprised how much you can accomplish. **Q1-2 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⁾was set up a certain way, 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⁾felt uncomfortable handling patients on their own. **Q1-2 It's up to you to tell her that you ⁶⁾prefer a more hands-on method.**

Student **Q1-3** [concerned] I agree with what you're saying...but the last thing I want to do is seem ungrateful. I really,

Q1-2 학생이 문제를 해결하도록 지도 교수가 제안한 것은?

- (A) 지금 하고 있는 인턴십을 취소하고 여름에 다른 인턴십을 선택할 것
- (B) 훈련 과정에 대한 솔직한 의견을 물리치료사에게 말해줄 것
- (C) 자신이 더 잘 지낼 수 있는 다른 물리치료사와 일할 것
- (D) 물리치료사에게 자신의 걱정에 대해 이야기하기 위해 약속을 잡을 것

Q1-3 학생에 대해 유추할 수 있는 것은?

- (A) 물리치료사의 태도에 실망스러워하고 있다.
- (B) 물리치료사의 실력이 별로라고 느끼고 있다.
- (C) 또 다른 인턴과 함께 일하는 것에 대해 우려하고 있다.
- (D) 물리치료사와 이야기하는 것에 대해 걱정하고 있다.

 MP3 • 163

rehabilitation 재활, 사회 복귀
drop (수강을) 취소하다
drastic 급격한, 큰 폭의
exhausted 써버린, 소모된
get along well 잘 지나다
experienced 숙련된, 노련한
be set up 정해져 있다, 계획되어 있다
reservation 제한, 조건
handle 상대하다, 다루다
ungrateful 감사할 줄 모르는
volunteer to do ~하는 데 자원하다

really appreciate her help...and that ⁷¹she volunteered to take on an intern. 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 ⁸¹she'd be thrilled to hear them. Dictation 종료

Student

OK. I'll give it a try. How do you think I should bring it up?

Advisor

Maybe after an appointment with a patient. While you're helping her with the patient, think about tasks that you'd like to try handling on your own. Maybe you want to try showing the patient how to do a certain leg stretch or how to use the gymnastic ball. Well...after the appointment, just suggest that next time you'd like to try doing that on your own to test your skills and to...to build up your confidence. I'm sure she won't mind making adjustments to the internship if you express your suggestions.

Student

OK. I'll definitely talk to her when I go in on Thursday. I'm excited to find out what she'll think about my suggestions.



MP3 • 140

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

Professor (male)

Remember last time we were talking about, um, about male parental care...how some types of bony fish exhibit patterns of...of paternal care for offspring instead of maternal care? **Q2-1 We're going to continue that discussion of paternal care in fish. Let me give you a hint about our topic: seahorses.** Does anyone know what I might be referring to?

Student A (female)

Uh, I think seahorses are—they're like humans because, um, because they carry

take on

(사람을) 고용하다, (일을) 떠안다

be thrilled to do

~하는 것을 기뻐하다

bring up

(이야깃거리나 화제를) 꺼내다

gymnastic 체조의, 체육의

build up confidence

자신감을 키우다

make adjustment to

~을 조정하다

Q2-1 교수가 해마에 대해 주로 논의하고 있는 측면은?

- (A) 수컷과 암컷의 형태 차이
- (B) 번식하는 방식
- (C) 생장 주기
- (D) 해마가 보이는 구애 행동



MP3 • 164

parental 부모의, 부모의 책임이 있는

paternal 아버지의, 부성의

(← **paternity** 부성, 아버지임)

offspring 자손, 자식

Professor

developing offspring inside them. Um. But, uh, in seahorses, I think it's the male that gets pregnant. Maybe that's going to be the focus of the lecture.

Student B (male)

Exactly. Seahorses are sort of like an instance of male paternity to the extreme. It's not the female who carries the offspring, it's the male.

Professor

[expressing doubt] I have to admit...I've heard about male seahorses being the ones who get pregnant...but it just seems like a myth to me...

Student B

I'm not surprised to hear you say that. Seahorses are generally pointed out as a strange exception to a biological rule that female pregnancy is what normally happens in nature. So we hear about that so much that...I don't know...I think it makes male pregnancy in seahorses seem a little bit like a myth or a legend; too strange to be real. But it is indeed real.

Professor

So...is it the male or the female seahorse that produces eggs?

The female seahorse produces the eggs, just like in other animals. And she then deposits the eggs into the...the pouch in the male's body where he carries the offspring.

Q2-1 Uh, let me tell you a little bit about the overall reproduction process for seahorses.

First, males and females court for a few days. **Q2-2(A)** The kind of, um, of courtship behavior you might see could be...they'll

hold tails...or swim up close beside each other...or maybe circle the same, uh, the same piece of sea grass together. **Q2-2(B)** And the male might swish some water through his pouch to show that it's empty.

Dictation 시작 After the, um, ¹⁾ the courtship behavior, the male and female pair will float up toward the surface of the water. Then the female seahorse, um, ²⁾ deposits her eggs in the pouch of her...her male partner. The number of eggs she delivers may be around

Q2-2 논문에 따르면, 최초의 구애와 관련된 해마의 두 가지 행동은? 정답 두 개를 클릭하십시오.

(A) 꼬리 잡기

(B) 알주머니에 물을 통과시키기

(C) 짝을 이루어 수면 위에 떠 있기

(D) 아침마다 규칙적으로 만나기

MP3 • 164

maternal 어머니의, 모성의

seahorse 해마

refer to ~에 대해 언급하다

carry 새끼를 배다

developing 자라고 있는

get pregnant 임신하다

myth 허구의 이야기, 신화

legend 전설

indeed 정말로, 실제로

deposit 보관하다, 넣어두다

pouch 주머니

reproduction 번식; 재생

court 구애하다, 사귀다

courtship behavior[ritual]

(동물들이 번식기에 하는) 구애 동작
[의식]

sea grass 해초

swish 빠르게 이동시키다

float (물이나 공중에) 뜨다

deliver (알을) 낳다, (아기를) 출산하다

fertilize 부화시키다

nutrient 양분, 영양소


200, and they, um, they're ³¹*fertilized in the pouch*. 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 ⁴¹*the offspring aren't shocked by the seawater* when they're born.

Anyway, after the female deposits the eggs, she, um, she swims away. ⁵¹*Throughout the male's pregnancy*, 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 ⁶¹*hold each other's tails*. After that, the female leaves again for the day.

Now, when ⁷¹*the male goes into labor*, 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. ^{Dictation 종료} He can re-mate even just a couple of hours after giving birth. You see, when the female mate comes back for her morning visit, the two will probably start that initial courtship ritual again.

How long does a typical pregnancy last?

Usually about two to four weeks.

Q2-3  MP3-141 *[impressed]* So the male gives birth to 200 little babies and then right away gets pregnant again? It sounds tiring.

I agree. He gives birth...and then he's ready to start the whole process again right away. But what's even more impressive is that some species of seahorses actually give birth to more than that. Scientists found that one seahorse gave birth to, um, to 1,500 offspring at one time.

Q2-3 학생에 대해서 유추할 수 있는 것은?

- (A) 교수가 학생들에게 맞는 정보를 제공하고 있는지 의심스러워하고 있다.
- (B) 교수가 방금 제시한 정보에 대해 놀라워하고 있다.
- (C) 강의에서 다루어진 생물학적 사실들에 대해 이미 잘 알고 있다.
- (D) 이 사실을 밝혀내기 위해 과학자들이 사용했던 방법을 궁금해하고 있다.

 MP3-164

surrounding 주변의, 둘러싼

bonding (긴밀한) 유대

go into labor 출산 과정에 들어가다

mate 짝짓기를 하다; 배우자, 짝

give birth 출산하다

initial 처음의, 초반의

tiring 힘든, 피로하게 하는

Student B

Professor

Student A




Professor

- Answer** passage 1 > 1 (C) 2 (D) 3 (B) 4 (C) 5 (B)
 passage 2 > 1 (C) 2 (A) 3 (A), (C) 4 (B) 5 (B) 6 (C)
 passage 3 > 1 (C) 2 (B) 3 (D) 4 (A) 5 (B) 6 (B)



MP3 • 165 **passage 1. [1-5] Listen to part of a conversation in a professor's office.**

- Student (female)** Excuse me, Professor Ba?
- Professor (male)** [startled] Oh. Can I help you?
- Student** Uh, I'm in your pottery class, and I was wondering if you had a minute—
- Professor** **Q4** MP3 • 166 Well, I've got a meeting with the art department faculty at 10:00, so you'll have to make it brief...or you could always come back later. I'll be around for a while this afternoon.
- Student** Actually...that's OK. I mean, I think this won't take very long.
- Professor** OK then...well, come on in.
- Student** Thanks.
- Professor** So, what can I do for you?
- Student** Well...I remember you said you went to the University of Cellex...
- Professor** For grad school? Actually, it was Patton University. Wrong town...but the same state.
- Student** [disappointed] Oh...really? I thought it was the University of Cellex. **Q1** See, I was thinking about applying to one of their grad programs.
- Professor** Well, I didn't go there, but I do know a little bit about it. **Q1** Did you have a specific question? Or were you just looking for general information?
- Student** I guess just general info. Like, do they have a good ceramics program? I've been researching art grad schools, but it's hard to, uh, determine which schools have the best programs. I wanted to talk to someone who'd been in the program.
- Professor** Probably a good idea. I did have a couple of friends in the ceramics program at Cellex, and they had positive experiences with it. Actually, one of my friends who went there is featured in this month's *Potters' Guild*. You should check out her work—that's another good way to get an idea of the school. Look at the work of the students coming out of the program. You know, because you want to go to a good school, but on top of that, you want to go to a school that fits your style.
- Student** Yeah...that's a good point.
- Professor** Anyway, the ceramics program at the University of Cellex is quite small, but it's very good. **Q2** The professor-to-student ratio is really high, and the facilities are beautiful. Their art department recently added a lot of state-of-the-art technology.
- Student** But do you think it's better to go to a larger program, where you've got more students to interact with and learn from? I'm worried that a small program might feel a little bit...I don't know...stifling after a while.

- Professor** I'd say that depends on your personality. Like I said, my friends who attended the grad program there were really happy with it. Me, on the other hand, I probably wouldn't have liked it as much. The ceramics program at Patton University was much bigger. The art department was actually the biggest department on campus.
- Student** Well, **Q3** what do you think's the most important thing to consider when choosing a grad program?
- Professor** Hmm...It's really important to think about the faculty at the school you end up going to. You need to make sure the teachers have a good reputation, that's for sure. You're at a stage where you're just trying to develop your talent, and you need a good set of teachers to help you do that. **Q5**  **MP3-167** Then you'll really be able to grow as an artist.
- Student** Yeah, I know what you're saying. I guess I'll have to do some more research about...
- Professor**   **[interrupting and sounding rushed]** Look, uh, why don't you come back later on today? We can discuss your options in more detail then.
- Student** Ah, OK. Sure. Thanks.



MP3-174

pottery 도예(=ceramics);

도기류

faculty (대학의) 교수진

grad school 대학원

(=graduate school)

feature (잡지, 신문 등에) 크게 신다

check out 알아보기, 확인하다

on top of ~뿐만 아니라, 게다가

ratio 비, 비율

state-of-the-art

최신의, 첨단

stifling 답답한

on the other hand 반면에

end up doing 결국 ~하게 되다

have a good reputation

평판이 좋다

◎ 해설

1. 학생이 교수를 찾아간 이유는?

- (A) 교수가 어느 대학원을 나왔는지 알아보기 위해 (**minor**)
- (B) 한 예술 잡지에 실린 미술가에 대해서 묻기 위해 (**not correct**)
- (C) 대학원 과정에 대한 정보를 얻기 위해
- (D) 추천서를 부탁하기 위해 (**not mentioned**)

Main Idea

단서 Q1에서 학생이 셀렉스 대학원 과정에 진학을 고려 중이며 그 대학의 일반적인 정보를 원한다고 말한 점을 통해 교수를 방문한 목적이 대학원에 대해 문의하기 위 함임을 알 수 있다. 따라서 정답은 (C). 교수가 어느 대학 원을 나왔는지 물어보긴 했지만 그것을 알려고 찾아간 것이 아니므로 (A)가 될 수 없음에 유의하자. 도예 잡지 에 실린 인물에 대해 얘기를 꺼낸 것은 교수이므로 (B)도 오답.

2. 교수가 셀렉스 대학교에 대해 말한 것은?

- (A) 미술과가 그 대학교의 다른 어떤 과보다 크다. (**not correct**)
- (B) 그 학생은 그런 작은 대학교에서 만족하지 못할 것이다. (**not correct**)

Detail

단서 Q2에서 교수는 셀렉스 대학교의 도예과정은 교수 대 학생 비율이 정말 좋다고 했다. 따라서 정답은 (D). 대 화에 나온 **really high**가 정답에서 **very favorable**

(C) 그 학교의 미술과는 첨단기술을 들여놓을 재정적 여유가 없다.

(not correct)

(D) 도예과 과정의 교수 대 학생 비율이 매우 좋다.

로 paraphrasing되었다. 미술과가 가장 큰 학교는 패튼 대학교이며, 셀렉스 미술과는 최근에 많은 첨단 장비를 갖추었다고 했으므로 (A), (C) 모두 오답. (B)의 경우 수업규모가 작은 과정은 답답할 수 있다고 말한 것은 학생이지 교수가 아니므로 오답.

3. 교수가 대학원을 선택할 때 가장 중요하게 고려하는 것은?

(A) 대학원 과정의 규모 (not correct)

(B) 교수진의 수준

(C) 학교가 장려하는 연구 스타일 (not mentioned)

(D) 대학원생들의 성공 여부 (not mentioned)

Detail

단서 Q3에서 교수는 가고자 하는 학교의 교수진에 대한 평판이 좋은지 확인해 볼 필요가 있다고 이야기했다. 따라서 정답은 (B). 학생과 함께 대학원 과정의 규모에 대해 이야기하긴 했으나 가장 중요한 고려사항으로 언급된 것은 아니므로 (A)는 오답.

4. 다음과 같이 말할 때 학생이 의미하는 것은?

Actually...that's OK.

(A) 교수가 교수회의에 빠지는 것을 원치 않는다.

(B) 오후에 다시 오는 것이 좋겠다고 생각한다.

(C) 교수를 만나기 위해 나중에 다시 오기를 원치 않는다.

(D) 교수회의가 금방 끝날 것으로 생각한다.

Attitude

단서 Q4에서 학생이 **Actually...that's OK.** 라고 말한 바로 다음에 이야기가 오래 걸리지 않을 거라는(this won't take very long) 부연설명으로 미루어 보아 학생이 나중에 다시 방문하는 것보다 짧게라도 지금 얘기하길 원한다는 것을 알 수 있다. 따라서 정답은 (C).

5. 교수가 다음과 같이 말한 이유는?

[interrupting and sounding rushed] Look, uh, why don't you come back later on today?

(A) 그 주제에 관해 조사할 시간을 갖기 위해

(B) 다른 일을 해야 한다는 것을 알리기 위해

(C) 그 문제에 관해 학생 스스로 생각하라고 재촉하기 위해

(D) 학생에게 언제든지 이야기할 시간이 있다는 것을 알리기 위해

Function

대화 처음에 교수회의가 있어서 이야기를 짧게 할 수 밖에 없다고 이미 언급한 점과, 학생의 말을 중간에 끊으면 서 급하게 이야기한 것을 보면 다른 용무 때문에 더 이상 이야기를 할 수 없음을 알 수 있다. 따라서 정답은 (B).



MP3 • 168 **passage 2. [1-6]** Listen to part of a talk in an architecture class.

Professor (male) **Q1** Has anyone ever heard of the term "bungalow?"

Student A (female) Yes. It's a, a style of house. I'm not exactly sure what features it has...but I know it's a kind of house.

Professor

Q5 MP3 • 169 Well, you're right. It is a style of house. I'll talk more about the —uh—the typical, um, features of the bungalow in a minute, but first there's something else we've got to go over. **How much do you know about—about the British Empire?**




Student B (male) You mean the historic British Empire that had colonies all over the world?

Professor Yes, that's the one.

Student B Well...they had a lot of territory in a lot of regions. For a really long time. Um, they were particularly successful—[revising his statement] well...I wouldn't call the occupation of someone else's land a success—anyway, the British were able to

really establish themselves on the Indian subcontinent.

Professor

Good. That's exactly what I want to discuss—the British presence in India. Um, in the 1750s, the British...uh...who had been in India for a while at that time...um, they began to wage war in southern and eastern India. See, they really wanted control over the wealthy province of Bengal. When the British conquered Bengal they became, um, quite powerful. I mean, previously, they had—they had really just been, um, traders...you know, foreign traders in India. **Q6**  MP3-170 But once the British conquered the Bengal province, they took on a different role. As, um, well, as a ruling power. And,   well, I don't want this to turn into a history class or anything. So before that happens, can anyone guess why I might be giving you this historical background about India?

Student A

I guess it's somehow related to bungalows. Perhaps the, um, the style originated in India...The word "bungalow" sounds like it could be, um, from India, I guess.

Professor

Yeah, right. **Q1** The word is from India, and the bungalow style originated there...um, in Bengal. And because of the British, the bungalow style spread across the world. Let me explain. See, as the British started to settle in India, they—they just used whatever materials were around. They hired local builders to make traditional-style houses using traditional materials. So, um, so what they were living in were, um, bungalows—which had been built in India for a long time. **Q2** These bungalows were designed to, um, to be comfortable in the incredible Indian heat. They were one-story houses...with, um, with spacious rooms that let the air circulate well. They had a big veranda, too. Um, and often they would be, uh, set on stilts. The stilts had two purposes—to help increase, um, air ventilation and to—to keep bugs and snakes out of the house.

Well, **Q3** over time, the British started to, um, to change these bungalows so that they looked more like the, um, the houses they were used to in England. **Q3(C)** So they started having the bungalows made out of, of stone... **Q3(A)** um, and they added columns to the veranda. Um, I guess for the most part, though, the bungalow style remained, uh, quite similar to the original form. Because it was well suited for, for the heat in India. Um, eventually, the British brought the bungalow style back to England...and the style kept on spreading.

Student A

Professor

So...are these bungalows still built now?

Oh, sure. They're a pretty popular style in the U.S. There's a lot of variety...but bungalows in the U.S. have a couple of common features. They've got, um, a low roof with a really gentle slope. Um, they've got a porch with columns...they're usually one story or one-and-a-half stories tall...um, and usually there's a central living room, with bedrooms, a kitchen, a dining room, and bathrooms arranged around that central, um, that living room.

The first bungalow in the U.S. was built in, um, in 1879. **Q4** They became really popular during the 20th century because they, um, they fit the changing American lifestyle of that time. Families were starting to simplify their lives. I mean, families were working and taking care of the kids...uh, so old concerns—say, like entertaining visitors—these weren't really a part of their lifestyle

anymore. So families no longer wanted houses with lots of special rooms for—
for entertaining...like a parlor or a music room or a reception room...anything
like that. The bungalow design was what people were looking for in a house. And
house-design magazines sold a lot of blueprints for various bungalow designs.
Between, um, 1880 and 1930, bungalows were extremely popular in the U.S.
Although the bungalow craze is over, you can still see a lot of bungalow-style
architecture in—in houses made during that time period. And, of course, new
bungalows are still being made. The design is still quite appealing to, to some
people.



go over 검토하다, 논의하다

colony 식민지

occupation 점유, 점거

subcontinent 아대륙(주로

인도, 파키스탄, 방글라데시를

포함하는 대륙 전체를 일컫는 말)

wage war 전쟁하다

province 지방

originate 시작되다, 생기다

spacious 널찍한

circulate 순환하다

stilts <복수형으로> (가옥의) 지주

ventilation 환기

column 기둥

porch 현관

concerns <주로 복수형으로>

관심, 관심사

parlor 응접실

blueprint 설계도

craze (유행처럼 번지는) 열광

appealing 마음을 끄는, 매력적인

◎ 해설

1. 논의의 주된 내용은?

- (A) 미국에서 다시 인기를 끌고 있는 영국식 주택 스타일 (**minor**)
- (B) 미국의 방갈로형 주택들 (**minor**)
- (C) 인도에서 유래된 국제적으로 인기있는 주택 스타일
- (D) 인도의 전통적인 방갈로의 특징 (**minor**)

Main Idea

강의는 방갈로의 어원에 대해 언급한 뒤 이 주택 스타일이 인도에서 유래하여 세계적으로 퍼졌다고 설명하면서 영국과 미국의 사례를 들고 있다. 따라서 정답은 (C). (A), (B), (D)는 지문에서 언급된 내용이지는 하지만 부분적인 내용에 해당하므로 모두 오답이다.

2. 전통적인 방갈로의 주요 특징은?

- (A) 집 전체의 공기 흐름을 개선시키도록 고안된 특징을 가졌다.
- (B) 인도와 영국 식민지적인 면이 혼합되어 있다. (**not correct**)
- (C) 내부를 시원하게 하고자 열을 반사시키는 재료를 사용했다. (**not mentioned**)
- (D) 사람들에게 휴식처를 제공하기 위해 튼튼하게 만들어졌다. (**not mentioned**)

Detail

단서 Q2에서 방갈로는 더운 인도에서 편히 지낼 수 있도록 단층으로 되어 있고, 공기가 잘 통하게 방들이 널찍하다고 했다. 이를 통해 전통적인 방갈로가 집 전체의 공기 흐름을 개선시키도록 디자인된 것을 알 수 있다. 따라서 정답은 (A). 시간이 지나면서 영국인들이 전통적인 방갈로를 영국에 있는 집들과 비슷하게 변형시킨 했으나 대부분의 방갈로 스타일은 원래 형태를 많이 유지하고 있다고 했으므로 (B)는 오답.

3. 영국인들이 전통적인 방갈로를 변형시킨 방식은? 정답 두 개를 클릭하시오

- (A) 기둥을 더하여
- (B) 지주 위에 세워 (**not correct**)

Detail

영국이 전통적인 인도 방갈로의 특징을 변형시킨 부분에 대해 나오는 단서 Q3의 내용을 잘 들었어야 한다. 영국

- (C) 건축 자재로 돌을 이용하여
(D) 단층건물로 지어 (not correct)

인들은 방갈로를 돌로 만들고 베란다에 기둥을 세움으로써 변형시켰다고 했다. 따라서 정답은 (A), (C). 지주 위에 짓는 것은 전통적 스타일이며, 애초부터 단층집이었기 때문에 (B), (D)는 오답.

4. 교수에 따르면, 방갈로가 20세기에 미국에서 인기를 끈 이유는?

- (A) 짓는 데 돈이 더 적게 들어서 (not mentioned)
(B) 미국의 새로운 생활양식에 적합해서
(C) 설계도를 주택 잡지에서 팔아서 (not correct)
(D) 중앙에 거실이 있어서 (not correct)

Detail

방갈로가 당시 가족 생활 중심으로 변화하는 미국의 생활양식에 잘 맞았기 때문에 인기를 끌었다는 것이 핵심이다. 따라서 정답은 (B). 주택 건축 잡지들이 방갈로의 설계도를 판매한 것과 방갈로 중앙에 거실이 있는 것은 사실이지만 이것들이 20세기 미국에서 인기를 끌게 된 이유는 아니므로 (C), (D)는 오답.

5. 교수가 다음과 같이 말한 이유는?

How much do you know about—about the British Empire?

- (A) 그 정보에 대한 확신이 없음을 보여주기 위해
(B) 논의를 위한 주제를 소개하기 위해
(C) 학생들이 더 조사를 하도록 하기 위해
(D) 이전에 한 말을 명확히 하기 위해

Function

다시듣기 뒤에 이어지는 강의 내용을 통해 대영제국이 식민지였던 인도의 방갈로에 미친 영향과 그로 인한 방갈로의 전세계적 보급에 대해 얘기하기 위해서 대영제국 이야기를 꺼냈음을 알 수 있다. 따라서 교수의 이 말은 앞으로 논의하고자 하는 주제를 소개하기 위한 것이므로 정답은 (B).

6. 다음과 같이 말할 때 교수가 의미하는 것은?

well, I don't want this to turn into a history class or anything.

- (A) 학생들이 좀 더 현대의 발달사에 주목하기를 원한다.
(B) 학생들이 주택 발전의 역사에 관해 이미 알고 있다고 생각한다.
(C) 배경정보를 너무 많이 주기를 원하지 않는다.
(D) 학생들이 다른 수업시간에 이 내용을 다룰 것으로 생각한다.

Attitude

본 강의가 '건축학' 강의임을 환기해볼 것. 즉, 대영제국의 역사적 사실이 강의의 주제와 관련이 있어서 이야기를 꺼내긴 했지만 역사적 사실은 역사 수업에서 다룰 내용이므로 '건축'에 관련된 부분만 언급하겠다는 태도를 엿볼 수 있다. 따라서 교수는 역사와 관련된 배경정보를 너무 많이 다루길 원하지 않는다는 것을 알 수 있으므로 정답은 (C).



MP3-171

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



Professor (male)

Yesterday we took an in-depth look at the physical characteristics of primates, their shared DNA with humans...the opposable thumb...so if you're just joining us today, please make sure you read chapter 24 of your textbook. **Q1 Q5** **MP3-172** Today, we're going to focus on the mandrill...the most colorful monkey—or rather, it's not truly a monkey anymore...it's been classified as its own genus, mandrillus—but yes, the most colorful of primates...the mandrill. They are social creatures and have been observed by scientists to live and travel in packs of, uh, up to eight hundred individuals! **Can you imagine it?** Normally though, it's anywhere between twenty and two hundred. Um, so the mandrills live mostly on the primary forest ground, roaming about the floor looking for food. **Q2** On average they might cover around twenty square miles a day foraging.

And although most of their diet consists of plant matter...you know, like fruits, leaves, roots, bark, grasses...they are omnivorous, so they sometimes eat spiders, snails, worms, ants, and occasionally small ground rodents. What's interesting to note, yes, is that males feed on the ground, while, um, females and young mandrills climb into the trees to eat.

Q1 The way mandrills communicate has been an interesting focus of research for scientists... they have several types of communication. Uh, the most obvious ones are verbal, tactile, and visual. Verbal contact is, as maybe you can guess, when they make noises...oh, there are a variety... grunting, crowing, screaming, grinding, growling, and roaring, to name a few...they use these to warn one another, for mating, for guiding or directing, for threatening, or in general, to express the mood of a situation. Tactile communication is...touch. This is mostly used to signify grooming or announce reproductive availability and readiness. For example, uh, with social grooming...an individual will pick through another's fur using its tongue, fingers, and lips.

Visual communication is...hmm...it has a broad range of conveyances. It ranges from behavioral cues to their bright physical colors. As common with many other animals, **Q3** male mandrills are conspicuously more vividly colored than females. Adult males have a bright red nose, blue cheeks, and a rump in hues of blue, red, and purple. Females are similarly, um, colored but much duller and without red noses. Their fur, both males and females, is kind of a dull olive-grey-black shade. It's been postulated that the brilliant coloration allows mandrills to identify one another while foraging...also to follow and keep together while traveling through the forest.

Q6  MP3-173 Moving along...is everyone following me here?  I hope you're taking notes. Anyway, behavioral visuals include when the mandrill yawns, bares its teeth, threat jerks or rushes, or sits and looks a particular way to indicate a grooming or mating desire...these visual communications can have subtle differences, as researchers have noted. For example, um, a yawn. Sometimes, the animal yawns as a reflex because it's sleepy, very much like humans. But the adult male mandrill also has another type of yawn...an exaggerated, what scientists coin a tension yawn. In this case...uh, it occurs when a rival group or predator is approaching...the mandrill opens its mouth fully to reveal its canines and displays them for a prolonged period of around five seconds. Then it closes its mouth. This cue serves as a warning or threat... **Q4** which is the exact opposite of when the mandrill silently bares its teeth, its canines and premolars. There is a common misconception that this signifies a threat of aggression. In fact, it's actually a sign of friendliness, submission, or peace...kind of a like a grin. Infants perform this display during and before play activities.

OK, so...we've covered the obvious ones. Now, a lesser-understood form of communication between mandrills is olfactory communication...like smell. A mandrill will rub its chest area against a tree, the ground, a rock...a substrate area. They have a scent gland in their chest and can deposit unique scents. They will raise their chin when doing so...and yeah, all members of a group will do this. Well, all of them except for infants under seven months old. Usually the dominant males and females will repeatedly rub up and down on and return to the same spot. Nobody is sure yet or has come to a conclusion why this is so...but it's been observed. Researchers speculate that it has to do with the wide area of their domain...they almost always mark their sleeping sites. So perhaps marking areas with these scent glands helps facilitate orientation within their home range...

in-depth 면밀한, 상세한
opposable thumb 나머지 네 손가락과 마주보게 되어있는 엄지 손가락(흔히 영장류의 도구 사용과 관련하여 등장하는 특징 중 하나임)
genus [생물] 속(과와 종 사이의 분류)
roam 돌아다니다
foraging 수렵, 채집
bark 나무껍질
omnivorous 잡식성의
rodent 설치 동물
tactile 촉각의
grunt 꿀꿀거리다
crow 기뻐서 소리지르다

grind 이 가는 소리 내다
growl 으르렁거리다
roar 울부짖다
signify 알리다
grooming 털 고르기
conveyance 전달
cue 신호
conspicuously 눈에 띄게
rump 엉덩이
hue 색
dull 흐릿한
shade 색조
postulate 추정하다, 가정하다
coloration 천연색
jerk 갑자기 움직이다

reflex 반사작용
coin (신조어 등을) 만들어내다
canine 송곳니
prolonged 지속적인, 연장된
premolar 앞어금니
submission 복종
grin 싱글 웃음
olfactory 후각의
substrate 지면(=substratum)
gland 분비기관
speculate 추측하다
domain 영토, 영역
facilitate 용이하게 하다
orientation 방향

◎ 해설

1. 논의의 주된 내용은?

- (A) 후각을 이용한 의사소통 방식의 미스터리 (**minor**)
- (B) 맨드릴의 먹이선택 습성과 서식지 (**minor**)
- (C) 맨드릴의 의사소통 방식
- (D) 영장류의 다양한 행동신호 (**not mentioned**)

Main Idea

강의 도입부에서 교수는 강의 주제가 맨드릴에 관한 것이라고 밝힌 후, 맨드릴의 언어적, 촉각적, 시각적, 후각적 의사소통 방식에 대해 순차적으로 설명했다. 따라서 정답은 (C). 아직 확실한 이유가 밝혀지지 않은 후각을 이용한 의사소통 방식과 맨드릴의 먹이선택 습성과 서식지에 대해서도 언급하긴 했지만 이들 모두 너무 세부적인 내용이므로 (A)와 (B)는 정답이 될 수 없음에 유의하자.

2. 교수에 따르면, 맨드릴이 하루에 20평방 마일이나 이동하는 이유는?

- (A) 천적을 피하기 위해 (**not mentioned**)
- (B) 먹이를 찾기 위해
- (C) 작은 설치류를 사냥하기 위해 (**not correct**)
- (D) 자신의 영역을 표시하고 확장하기 위해 (**not correct**)

Detail

단서 Q2에서 맨드릴은 수렵(foraging)을 하기 위해 평균적으로 하루에 20평방 마일을 이동하기도 한다고 했다. 따라서 정답은 (B). 본문의 foraging이 선택지에서는 sustenance로 표현된 것에 주목하자. 잡식성이라 작은 설치류를 먹기도 하고 냄새를 풍겨 자신의 영역을 표시할 수도 있다는 점이 언급되었지만 이것들이 20평방 마일을 이동하게 하는 이유는 아니므로 (C)와 (D)는 정답이 될 수 없다.

3. 강의에서 언급된 수컷과 암컷 맨드릴의 차이는?

- (A) 볼 모양 (**not mentioned**)
- (B) 털의 감촉 (**not mentioned**)
- (C) 코 크기 (**not mentioned**)

Detail

교수는 수컷 맨드릴의 색이 암컷의 색보다 훨씬 눈에 띄게 화려하다고 설명했으므로 정답은 (D). 색채가 vivid하다는 것이 색의 밝기(brightness)를 표현한다는 점

(D) 신체 부위의 밝기

에 유의할 것. 볼과 코는 색상의 차이만 언급되었고, 털은 둘 다 같은 계열의 색상이라고 했을 뿐 감촉에 대한 언급은 없으므로 (A), (B), (C) 모두 오답.

4. 교수에 따르면, 흔히 잘못 해석되는 것은?

- (A) 맨드릴이 입술을 뒤로 당겨 이빨을 드러낼 때
- (B) 맨드릴이 털 고르거나 짝짓기 욕구를 보일 때 (**not correct**)
- (C) 성인 암컷 맨드릴이 나무에 가슴부위를 문지를 때 (**not correct**)
- (D) 가장 힘센 수컷 맨드릴이 다른 맨드릴의 털을 골라줄 때 (**not mentioned**)

Detail

교수는 맨드릴이 이빨을 드러내는 두가지 경우로 입을 길게 썩 벌리는 긴장된 하품(a tension yawn)과 조용히 이를 드러내는 것을 언급했다. 이 중 조용히 이를 드러내는 것이 위협으로 인식되는 경우가 많지만 알고 보면 일종의 미소(like a grin)라고 했으므로 사람들이 오해하는 부분은 (A)의 경우가 된다.

5. 다음과 같이 말할 때 교수가 의미하는 것은?

Can you imagine it?

- (A) 학생들이 이 주장을 반박하기를 원한다.
- (B) 이 숫자가 매우 엄청나다고 생각한다.
- (C) 이 정보가 믿을만하다고 생각하지 않는다.
- (D) 학생들이 스스로 추정해보기를 원한다.

Attitude

단서 Q5에서 교수가 맨드릴이 최대 8백 마리까지 무리를 지어 살고 이동하는 것이 관찰되었다고 한 후 “상상이 되나요?”라고 말한 것은 그 규모가 엄청나게 크다는 의미를 담고 있음을 알 수 있다. 따라서 정답은 (B).

6. 교수가 다음과 같이 말한 이유는?

I hope you're taking notes...

- (A) 학생들에게 실망했다는 것을 보여주기 위해
- (B) 강의 내용이 중요하다는 것을 알려주기 위해
- (C) 강의록을 원한다는 것을 학생들에게 상기시키기 위해
- (D) 학생들에게 시험이 다가오고 있음을 경고하기 위해

Function

교수는 강의 내용을 이해하고 있는지(is everyone following me?) 확인한 후에 I hope you're taking notes...(받아 적고 있으면 좋겠네요...) 라고 말을 했다. 이는 현재 진행하고 있는 강의 내용이 기록해 둘 만큼 중요하다는 의미이므로 정답은 (B).

- Answer** level 2 > 1-1 (A) 1-2 (B) 2-1 (B) 2-2 (C)
 3-1 (B) 3-2 (C), (D) 4-1 (A) 4-2 (B), (C)
 level 3 > 1-1 (B) 1-2 (C) 1-3 (C)
 2-1 (D) 2-2 (B), (D) 2-3 (D)

level 2



MP3 • 179

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

- Professor (female)** Ready to get started, everyone? **Q1-1** First...is anyone here color-blind?
- Student A (male)** Uh, I am.
- Professor** Great. Would you mind telling us a little bit about the condition?
- Student A** Sure, um...what would you like to know?
- Professor** Well...what type of color blindness do you have?
- Student A** **Q1-2** MP3 • 180 I'm red-green color-blind.
- Professor** Excellent. That's actually the most common type. **Now, what does it mean to be red-green color-blind?**
- Student A** Um, I'm unable to really distinguish reddish or greenish hues. They kind of look...gray to me, I guess.
- Professor** Uh-huh. That's because your retinas are missing some photoreceptors...specifically, the ones responsible for detecting red and green. Now, here's another question. Did you know there are advantages to being color-blind?
- Student A** Really? No, I had no idea.
- Student B (male)** Wait a minute...advantages? How can there be advantages to not being able to see color?
- Professor** Well, to answer that, let me describe a study that some researchers from the University of Calgary performed using...using capuchin monkeys. They took two groups of monkeys—one that was color-blind, and one that wasn't. They observed both groups as the individuals hunted for food...um, their food being various camouflaged insects. What they found was that

Q1-1 교수가 색맹에 대한 논의를 시작하고 있는 방법은?

- (A) 학생들 중 색맹인 사람이 있는지 물어봄으로써
 (B) 색맹의 몇 가지 다양한 종류를 열거함으로써
 (C) 색맹의 장점들을 지적함으로써
 (D) 꼬리감는원숭이의 특징을 설명함으로써

Q1-2 교수가 다음과 같이 말한 이유는?

Now, what does it mean to be red-green color-blind?

- (A) 학생이 적록색맹에 대해 완전히 이해하고 있는지 확인하기 위해
 (B) 학생에게 색맹에 대한 경험을 수업에서 말해달라고 부탁하기 위해
 (C) 자신이 실제 한번도 경험해보지 못한 상태에 대해 알아보기 위해
 (D) 학생이 생각하고 있는 적록색맹의 정의를 분명히 하도록 설득하기 위해

MP3 • 190

color-blind 색맹의

(← **color blindness** 색맹)

common type 일반적인 유형

hue 색조, 색상

retina 망막

Student B

Professor

the color-blind monkeys were better at spotting the hidden insects than those with normal vision. That's really strange. How did they explain the results?

Well, it's hard to know for sure, but the researchers think color blindness...it kind of renders the insects' camouflage useless. I mean, it's supposed to mimic the colors of the environment so the insects can blend in, right? But, um, if you can't see the colors, you might start to notice other things. Like...differences in texture and brightness between the insects and the background.

Now, humans don't go around hunting insects. But the fact that there are so many color-blind people suggests that it may have actually been, uh, advantageous for some early humans to be color-blind.



MP3 • 181 2. Listen to part of a lecture in a chemistry class.

Professor (male)

In 1995, Paul Crutzen won the Nobel Prize in Chemistry. Does anyone know, um, why he won the Nobel Prize? Well, he won for his work in, um, in atmospheric chemistry. Particularly for his work with, um, ozone. **Q2-1** See, in 1970, Crutzen showed that—that the, um, the chemical compounds of nitrous oxide— N_2O —um, these compounds speed up the destruction of ozone in the stratosphere. There wasn't really too much acceptance of his work at first, but it eventually helped other researchers who were also doing atmospheric research. Uh, like Mario Molina and Sherwood Rowland...who in 1995 also got the same award—the Nobel Prize in Chemistry for their work in atmospheric research in relation to ozone depletion. Let's put their work in context by talking for a little bit about, um, about ozone...and about, um, their field. OK. Ozone is a gas consisting of molecules that are made up of three atoms of oxygen. Everybody knows that ozone is important for life on Earth because it—it protects us from the sun's radiation. You're probably tired of hearing these facts over and over...but they're important...I've got to bring them up. We've all got to remember that the ozone, um, that we simply must protect it. That's why this kind of research is so important.

photoreceptor [생물] 광수용체(눈에 있는 간상세포처럼 빛에 의한 자극을 받아들이고 이를 신경세포로 보내는 기관)

detect 알아채다, 감지하다

capuchin monkey 꼬리감는원숭이

camouflage 변장(하다), 위장(하다)

spot (위치 등을) 알아차리다, 분간하다

vision 시력

render A useless

A를 쓸모없게 만들다

mimic 흉내를 내다, 따라 하다

blend in ~에 섞이다

texture 질감, 짜임새

Q2-1 크루첸이 한 획기적인 연구의 주제는?

(A) 오존 감소가 지구 대기에 미치는 영향

(B) 아산화질소가 오존층에 가하는 파괴적인 충격

(C) OH와 HO_2 가 오존층을 파괴하는데 하는 역할

(D) 오존의 형성에 영향을 주는 요소들

MP3 • 191

atmospheric 대기의, 공기의

compound 화합물

nitrous oxide(N_2O) 아산화질소

destruction 파괴

stratosphere

성층권(대류권 위의 대기층)

in relation to ~에 관하여

depletion 감소, 고갈

molecule 분자

radiation 방사선, 복사열

Q2-2 Now for a little bit of the history of their field...Back in 1930, Sidney Chapman, an English physicist, um, developed a theory about how sunlight causes different forms of oxygen to change into other forms. But the problem was that the theory predicted there would be much more ozone in the atmosphere than there actually is. So, there had to be some kind of process that reduced the amount of ozone. **Q2-2** Later, a Belgian scientist named Marcel Nicolet explained that OH and HO₂ caused an increase in ozone decomposition.

Q2-2 교수가 시드니 채프먼과 마르셀 니콜릿을 언급한 이유는?

- (A) 1995년 화학 분야에서 세 명의 과학자가 노벨상을 탄 이유를 설명하기 위해
- (B) 크루첸의 업적에 영향을 받은 연구가들의 사례를 제시하기 위해
- (C) 초기 오존 연구에 대한 배경 지식을 제공하기 위해
- (D) 크루첸과 함께 연구했던 두 명의 과학자들을 거론하기 위해

MP3 • 191

physicist 물리학자
decomposition 분해, 해체

MP3 • 182 3. Listen to part of a lecture in a geology class.

Professor (female)

So, how exactly do scientists predict when volcanic eruptions will happen? Well, earthquakes are the main seismic activity that they look for. Just prior to an eruption, there's a massive buildup of magma under the Earth, and, uh, this puts heaps of pressure on brittle rock in the Earth's crust. It forces it to crack, but, uh, usually not in a major or sudden or violent way. **Q3-1** More often than not, these earthquakes are what are called long-period oscillations—much less severe, but much longer in duration. They don't cause the ground to shake violently or anything. Instead you can just hear these strange clanging sounds coming from below the surface. The sound is a bit like when you hear something clanging in the pipes in your house.

OK. Another eruption warning sign is changes in gas emissions. Volcanoes constantly emit all types of gases, **Q3-2(C)** but when the emissions are found to include higher traces of sulfur dioxide, this is usually significant. See, sulfur dioxide is one of the key volcanic gases. There was a recent case in the Philippines, at, ah, Mount Pinatubo, where scientists...they noted that the amount of sulfur dioxide increased more than 10 times prior to an eruption.

What's next? Ah, right. Scientists can also use hydraulic measurements to predict likely volcanic activity. Hydraulic measurements—I guess you might not be familiar with the term? *[pausing to check]* Didn't think so. They're basically measurements of water levels. You might think it's a bit strange, right? What have water levels got to do with volcanoes? Well, most volcanoes have craters where rain

Q3-1 교수가 가정의 하수관에서 들리는 땡그랑 소리에 대해 언급한 이유는?

- (A) 과학자들이 지하 마그마의 흐름을 어떻게 추적할 수 있었는지 설명하기 위해
- (B) 오랫동안 지속되는 진동에 의해 발생하는 소음이 어떤 것인지 묘사하기 위해
- (C) 격렬한 지진이 주는 충격을 더 오래 가면서 강도는 약한 지진이 주는 충격과 비교하기 위해
- (D) 지표 아래에 있는 지층들이 화산 폭발로 인해 어떤 영향을 받는지 보여주기 위해

MP3 • 192

seismic activity 지진 활동
prior to ~에 앞서
heaps of 많은 ~
brittle 부서지기 쉬운, 깨지기 쉬운
crust (지구의) 표층, 지각
crack 갈라지다; 깨다
oscillation 진동, 진폭
clang (땡그랑, 철커덩 하고) 울리다
a trace of 미량의 ~

water collects. **Q3-2D** And, ah, a clear sign of an upcoming eruption is when there's a sudden rise in the water level in the crater lake, and then a sudden drop soon after. Why? Because changes in gas pressure underground cause the water level to spike.

Q3-2 교수에 따르면, 화산 폭발 이전에 일어나는 현상은? 정답 두 개를 클릭하십시오.

- (A) 강도 높은 지진이 발생한다.
- (B) 화산 봉우리에서 유독 가스가 분출되기 시작한다.
- (C) 이산화황 가스 배출 수준이 높아진다.
- (D) 분화구 호수의 수위가 치솟았다가 내려간다.

MP3 • 192

sulfur dioxide 이산화황
hydraulic 수력의, 수압의
crater (화산의) 분화구
spike 치솟다

MP3 • 183 4. Listen to part of a talk in an ecology class.

Professor (male) **Q4-1** So, around 250 million tires are discarded every year in America. Does anyone know what they're used for?

Student A (female) As a...a construction material. They build houses out of waste tires, right?

Professor **Q4-1** Sure. Tires can actually be used for roofing materials...insulation...sealants and so on. But today I want to tell you about another... more unusual way someone has found to reuse tires...or at least one specific material in the tires. One chemist has found a way to extract lemon oil from used tires.

Student B (male) [with disbelief] How is it done?

Professor First, Manfredi—that's the chemist's name, Kirk Manfredi—first he heats up shredded tires and collects the oil that's produced during the heating process. Next, he heats up the oil itself...and it eventually undergoes a structural change and...and becomes chemically identical to limonene—an oil found in citrus fruits like lemons and oranges. [assuringly] You know—that pungent oil in the peel.

Student A How much, uh...what did you say it was? Limonene? How much of that can be extracted from a tire?

Q4-1 교수가 페타이어의 용도에 대해 질문한 이유는?

- (A) 앞으로 정보를 더 제공하게 될 주제에 논의의 초점을 맞추기 위해
- (B) 학생들이 주제에 대해 좀 더 폭넓게 생각하도록 격려하기 위해
- (C) 환경 운동이 폐기물 관리에 미치는 영향력을 보여주기 위해
- (D) 맨프레디의 발견이 과학계에 미친 영향을 설명하기 위해

MP3 • 193

discard 폐기하다, 처분하다
construction material 건축 자재
insulation 단열재
sealant 방수제, 밀폐제
extract A from B
A를 B로부터 추출하다
shredded 분쇄된, 조각조각 찢어진
undergo 경험하다, 겪다
identical to ~과 동일한, 똑같은
limonene 리모넨(탄화수소의 한 종류. 오렌지와 비슷한 향기가 나 향료나 원료로 사용됨)
citrus 감귤류
pungent 특 쓰는, 찌르는 듯한
peel 껍질

Professor

Right now, Manfredi can convert about 2 percent of the weight of the tire into limonene, but in the future, he hopes to get to 10 percent.

Student B

Professor, I'm wondering...what can this lemon oil be used for?

Professor

Well, limonene is used as a cleaning solvent... as a fragrance...as a food flavoring...even as an insecticide to kill unwanted insect pests. What else? **Q4-2(B)** Um, actually, in 2005, some researchers at, at Cornell University discovered that it's possible to make plastics out of limonene. **Q4-2(C)** Oh, and recently, at the University of Wisconsin, they found out that limonene is one of several compounds present in plants that actually has the ability to inhibit cancer. So you can see there're a lot of potential applications for this substance.

Q4-2 교수에 따르면, 리모넨의 실용적인 용도가 될 수 있는 것은? 정답 두 개를 클릭하시오.

- (A) 주택 건축용
- (B) 플라스틱 생산용
- (C) 잠재적인 암 예방용
- (D) 자동차 엔진 오일의 첨가제용

 MP3 · 193

convert A into B A를 B로 바꾸다
solvent 용매, 용제
insecticide 살충제
insect pests 해충
inhibit 막다, 예방하다
application 적용, 응용
substance 물질, 재질

level 3

 MP3 · 184

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

Professor (female)

Class, tell me a little bit about dolphins.

Student A (male)

Well, they live in water, obviously, but they're mammals, aren't they?

Professor

Yes, and how do mammals get oxygen?

Student B (male)

By breathing air, right?

Professor

Yes. **Q1-1** Exactly—that's just what I want to discuss. [expressing wonderment for the sake of enthusiasm] How do they do that—breathe air while living in water?

Student A

Well, I guess I'm not really sure.

Professor

How about anybody else? Does anybody else have the answer? [pause] Oh, no? Well, I suppose I could share some information with you...let you in on the secret. ^{Dictation 시작} Dolphins breathe air, but they've got ¹⁾ a handy respiratory system that's—well, that's adapted to, to aquatic life of course. It allows dolphins to spend a while underwater before ²⁾ needing to come up to the surface 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

Q1-1 논의의 주된 내용은?

- (A) 인간과 돌고래 사이의 유사점
- (B) 돌고래가 호흡하고 수면을 취하는 방식
- (C) 자발적으로 호흡하는 생물과 비자발적으로 호흡하는 생물
- (D) 돌고래를 포유류로 분류하는 근거

 MP3 · 194

mammal 포유류
let A in on the secret
A에게 정보를 알려주다
handy 편리한
respiratory 호흡의
aquatic 물의, 물속의

breath, because it would be inconvenient ³¹if their bodies automatically inhaled while they were underwater, wouldn't it? **Q1-2** 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, ⁴¹your body can override your decision...uh, you'll fall into unconsciousness and start breathing again. This works out well for us, right? I mean, consider ⁵¹what a hassle it would be if our bodies didn't automatically breathe for us when we were asleep.

Q1-1 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 ⁶¹enter regular periods of unconsciousness—to sleep. So...what's the solution? Well, amazingly, a dolphin's brain only sleeps a half at a time. Um, ⁷¹by hooking up electrodes to dolphins' heads, 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 ⁸¹how they manage to maintain control over 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. Dictation 종료

Student A

When they're sleeping, where are the dolphins? I mean, they have to have access to the surface in order to breathe, so do they, uh, float on top of the water so that they can breathe whenever they have to?

Professor

Sometimes, yes. There are actually three ways dolphins commonly sleep. Sometimes they float

Q1-2 교수가 인간이 비자발적으로 호흡한다는 것을 언급하면서 내세운 점은?

- (A) 돌고래와 인간의 뇌는 유사하다.
- (B) 인간의 호흡 방식이 좀 더 정교하다.
- (C) 인간의 호흡 방식은 돌고래의 호흡 방식과 매우 다르다.
- (D) 돌고래는 주로 세 가지 방식으로 호흡한다.

 MP3 • 194

inhale 들이쉬다, 호흡하다

voluntary 자발적인

(↔ **involuntary** 비자발적인)

override 거부하다, 무시하다

unconsciousness 무의식

hassle 귀찮게 하는 것, 괴롭히는 것

hook up (전자 기기 등을) 연결하다

electrode 전극

float (물 위나 공기 중에) 떠다니다

at the surface, like you—like you suggested, and they have their, um, their blowhole exposed to the air. Other times they swim slowly—you know, guided by the half of their brain that's still awake—and, um, and they just come up to breathe every once in a while. And sometimes they sleep on the bottom—on the ground...um, if the water's shallow. And then they can just float up to the, uh, the surface when they need to.

Student B

Professor, do the scientists who study dolphins have any idea what this, this, uh, half-of-my-brain-is-asleep stage might feel like? It must be such a strange sensation!

Professor

Well, there've been some guesses made...I think it might be similar to, um, you know that feeling you have as you're falling asleep—you're still aware of some things, and you could wake up if you needed to, but you're just semi-conscious... Maybe it would feel like that.

Student A

So, does that mean that dolphins can have... um...waking dreams or something? Do they experience REM sleep just like humans do?

Professor

Well, as far as anyone can tell, um, dolphins don't seem to go through REM sleep, which... for those of you who aren't familiar with that, REM is the stage in human sleep when we have dreams. **Q1-3** At least, scientists haven't been able to detect the, uh, the kind of brain-wave activity in dolphins that they think, um, correlates with REM sleep.

Q1-3 수면 중인 돌고래의 뇌파 운동에 대한 과학자들의 의견은?

- (A) 깨어 있는 돌고래의 뇌파 운동과 비슷하다.
- (B) 돌고래가 꿈을 꿀 수도 있다는 점을 알려준다.
- (C) 렘 수면과 관련된 전형적인 패턴을 보여주지 않는다.
- (D) 자고 있는 돌고래는 주위 환경에 대해 알아차리지 못한다는 것을 시사한다.

 MP3 • 194

blowhole

(고래의) 물 뿜는 구멍, 바람 구멍

shallow 얕은

sensation 감각, 느낌

semi-conscious


반쯤 의식이 깨어있는

REM(Rapid Eye Movement)

sleep 렘 수면(얕게 잠이 든 상태로 뇌가 활성화되어 있어 안구가 움직이거나 꿈을 꾸는 상태)

brain-wave activity 뇌파 운동

correlate with ~과 서로 관련이 있다

 MP3 • 185 **2. Listen to part of a lecture in a geography class.**

Professor (male)

Q2-1 Everybody, picture a snow avalanche...a huge tide of snow and ice crumbling slowly down a mountainside, destroying everything in its path and picking up more snow along the way. Has everyone got this image in mind? Good. If you can picture this, then you will begin to understand what a "turbidity current" is.

Turbidity currents are very similar to that snow avalanche, but instead of snow, they are composed of sediment grains found in the sea. **Q2-2B** These turbidity currents characteristically occur in areas

Q2-1 교수가 학생들에게 눈사태를 떠올려보라고 한 이유는?

- (A) 저탁류를 구성하고 있는 물질들을 설명하기 위해
- (B) 해저에서 저탁류가 야기하는 위험을 강조하기 위해
- (C) 저탁류를 일으키는 지질학적 조건들을 설명하기 위해
- (D) 저탁류의 움직임을 친숙한 예를 들어 설명하기 위해

of seismic instability. So, when something like, um, an earthquake or tsunami, triggers a disturbance on the ocean floor, a turbidity current may sometimes follow. This is a landslide of seafloor sediment that cascades downslope, toward the continental shelf. Just like an avalanche, the currents can build up a large amount of speed and momentum. In fact, some turbidity currents have been recorded reaching speeds up to half the speed of sound. Once the slope of the tectonic plate begins to even out, this current begins to slow down. It loses so much energy it can't support the load of sediment it's carrying...and um, the particles begin to settle down onto the seafloor. This is the formation of what's called a "turbidite." More on that later.

But first, just to give you an idea of the speeds turbidity currents can reach...there was an earthquake off the coast of Newfoundland in 1929. Several minutes after the actual earthquake hit, uh, transatlantic telephone cables began to break sequentially...they just kept on snapping...snapping downslope and away from the epicenter of the quake. Twelve cables snapped in twenty-eight places and this allowed investigators to record the locations and times of these occurrences. It was...it was found that a turbidity current had swept 400 miles down the continental slope from the epicenter at a rate of, uh, about 100 kilometers per hour, snapping the poles as it went.

Q2-2D Dictation 시작 **All right, now I want to talk a bit about ¹⁾the sedimentary deposits left by turbidity current—the turbidites. So these turbidites are clastic—you know, consisting of broken, mixed up fragments ²⁾derived from pre-existing rocks—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⁾made up of distinct layers. We can describe these layers using what's known as the Bouma Sequence—so-called because it was discovered by marine geologist Arnold Bouma. **Q2-3** **MP3-186** **So the, uh, turbidite ⁴⁾is comprised of five separate beds which make up the Bouma Sequence. They're labeled A, the very bottom, through E, the top. ⁵⁾You may want to jot down a mini-diagram. So at the bottom we have "A". These are massive sand grains with a very, um, gravelly base. "B" is ⁶⁾a mixture of parallel bedded sands. "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

Q2-2 강의에 따르면, 저탁류의 특징은? 정답 두 개를 클릭하시오.

- (A) 바다에서 해류의 흐름에 영향을 받는다.
- (B) 지질학적으로 활성화된 수중지역에서 발생한다.
- (C) 지진 혹은 기타 지진과 관련된 사태를 유발할 수 있다.
- (D) 뒤에 퇴적물을 남긴다.

MP3-195

avalanche (눈)사태, 산사태
crumble 부스러뜨리다, 잘게 뚫다
turbidity current 저탁류(모래와 흙을 함유한 고밀도의 물이 지진 등의 자극으로 인해 빠르게 흐르는 현상)
sediment 퇴적물, 침전(=deposit)
grain 알갱이, 작은 입자
seismic 지진의, 지진성의
instability 불안정
earthquake 지진(=quake)
tsunami 쓰나미, 지진해일
trigger a disturbance 소요를 일으키다
landslide 사태, 산사태
cascade 많은 양이 흘러내리다, 폭포처럼 떨어지다
downslope 내리막으로
continental shelf [지리] 대륙붕
momentum 추진력, 탄력
tectonic plate 텍토닉 플레이트(판상을 이루어 움직이고 있는 지각의 표층)
even out 평평해지다
turbidite 터비다이트(저탁류에 의해 운반되어 해저에 쌓인 물질)
transatlantic 대서양을 가로지르는
sequentially 연속적으로
snap 끊어지다, 끊다; 잡아채다
epicenter 진앙, 진원지
sweep 휩쓸다
continental slope [지리] 대륙 사면
at a rate of ~의 속도[비율]로
clastic [지질] 쇄설성의, 분해성의
be derived from ~로부터 생겨나다, 파생되다
jumble 뒤섞다
be made up of ~으로 구성되다 (=be comprised of)

why? [pause] Well, what do we know about turbidites? They're ⁷¹located near areas of seismic instability, right? And in these areas, turbidity currents are pretty common, right? You see, what happens is, new turbidity currents come along and ⁸¹erode the original deposit. Dictation 종료

So, uh, you know, you end up having overlapping turbidites in the same place. And this is what geologists find particularly useful about the study of turbidites. By looking at the layers and their composition, they're able to work out the sequence of seismic activity in an area. It gives them a much better idea of the region's geological history.

Q2-3 교수가 다음과 같이 말한 이유는?

You may want to jot down a mini-diagram.

- (A) 방금 언급한 내용을 자세히 설명하기 위해
- (B) 학생들이 내용을 이해하고 있는지 알아보기 위해
- (C) 학생들이 수업에 참여하도록 격려하기 위해
- (D) 다루고 있는 내용이 복잡한 개념이란 것을 알리기 위해

 MP3 • 195

layer 층, 겹

sequence 잇따라 일어남, 연속

bed 지층, 층(←bedded 층상의)

jot down

(정보 등을) 빠르게 적어두다, 기록하다

gravelly 자갈로 된

parallel 평행한

laminated

여러 겹의 얇은 층으로 된; 코팅된

silt 침적토(물에 의해 운반되어 강 주변

등에 쌓이는 모래나 흙)

erode 침식하다

overlap 겹치게 하다, 덧씌우다

- Answer** level 2 > 1-1 (B) 1-2 Birth of the Cool → (A), (E) / Kind of Blue → (C) / Bitches Brew → (B), (D)
 2-1 (C) 2-2 Hurricanes → (C), (D) / Tornadoes → (A), (B), (E)
 3-1 (A) 3-2 YES → (A), (C), (E) / NO → (B), (D)
 4-1 Cultural Relativism → (A), (C) / Cultural Absolutism → (B), (D) 4-2 (D)
 level 3 > 1-1 (A) 1-2 YES → (B), (C), (D) / NO → (A), (E) 1-3 (A)
 2-1 (B) 2-2 Pillow → (A), (B) / Sheet → (C), (E) / Lobate → (D) 2-3 (B)

level 2



MP3 • 198

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

Professor (male)

Today we're gonna—I wanna talk about my favorite jazz trumpeter of all time, Miles Davis. Even if you don't know his music, you've probably heard his name before, since he's pretty much one of the twentieth century's most influential jazz artists. **Q1-1 I mean, he was basically part of every developing movement in jazz during the whole second half of the twentieth century. Let me tell you about some of his major albums...**I'll start with *Birth of the Cool*, released in 1957.

Davis's *Birth of the Cool*, uh, was a fresh work that introduced the world to a new form of jazz, cool jazz. Cool jazz—it's like an intellectual form of jazz, understated yet challenging. **Q1-2(E) I mean, there was an emphasis on complex arrangements and intricate harmonies, and Q1-2(A) some of it was influenced by classical music.** *Birth of the Cool* featured some nontraditional instruments, too, like the tuba and the French horn.

In 1959, Davis released an album that received a great deal of acclaim. *Kind of Blue* is generally considered to be his best selling album, and many people think it's one of the finest jazz albums ever produced. **Q1-2(C) It's filled with a kind of freedom, which results from its improvisational nature, because musicians weren't working with a complete score, or even chord progressions. Instead, each musician received a set of scales to guide their improvisation.**

Davis's 1970 *Bitches Brew* is in some ways the opposite of *Kind of Blue*. **Q1-2(B) I mean, unlike the beloved *Kind of Blue*, *Bitches Brew* was terribly controversial.** The controversy centered on the use of electric instruments in jazz. See, **Q1-2(D) *Bitches Brew* included electric piano and guitar;** it represented a, um, a really unconventional

Q1-1 교수가 마일즈 데이비스의 업적을 설명한 방법은?

- (A) 그가 능숙하게 다루었던 다양한 악기들에 대해 기술함으로써
 (B) 가장 잘 알려진 일부 앨범들에 대해 상세히 설명함으로써
 (C) 그의 앨범 중 하나에서 보여줬던 스타일을 설명함으로써
 (D) 동시대의 재즈 뮤지션들이 그로부터 깊은 인상을 받았다는 것을 인용함으로써

Q1-2 강의에서 교수는 마일즈 데이비스의 세 개의 앨범을 설명한다. 아래에서 각 항목에 해당하는 앨범을 고르시오. 맞는 칸에 표시하십시오.

- (A) 부분적으로 고전음악에서 영감을 받았다. (*Birth of the Cool*)
 (B) 재즈계에서 엇갈린 반응을 얻었다. (*Bitches Brew*)
 (C) 자유롭고 일정한 체계가 없는 음이 특징이었다. (*Kind of Blue*)
 (D) 전자 음악 장비 사용이 특징이었다. (*Bitches Brew*)
 (E) 매우 정교한 구성으로 유명했다. (*Birth of the Cool*)

blending of jazz with electric rock... **Q1-2(B)** which upset some jazz fans, who considered it an insult to traditional jazz techniques. Nonetheless, it was groundbreaking stuff, and fortunately some audiences recognized it as that.

MP3 • 210

trumpeter 트럼펫 연주자
the second half 후반, 하반기
release 발매하다
understated 억제된
intricate 난해한
acclaim 환호
score [음악] 악보
chord [음악] 화음
scale [음악] 음계
improvisation 즉흥연주
controversial 논란이 되는
unconventional 비관습적인
groundbreaking 획기적인

MP3 • 199

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

Professor (female)

Q2-1 **Hurricanes and tornadoes...two of the most destructive weather phenomena.** They're extraordinary...both in their power and their ability to destroy lives and property.

Let's start with hurricanes. Um, as you know, hurricanes are massive storm systems that, that form over oceans. How they form...that's a topic for another time...but, um, just understand that a major factor is the presence of warm surface waters. Basically, waters need to be at least 80 degrees Fahrenheit to support a hurricane. **Q2-2(D)** So, obviously, we see hurricanes forming most often over warm, tropical waters...usually in the late summer season. And they're just massive. The distance between the central eye and the outermost bands of clouds...um, it can be anywhere from 135 to 550 miles. Wind speeds also vary, but the strongest hurricane winds ever measured were blowing at 195 miles per hour.

OK, and hurricanes...they won't disappear until their fuel source—warm ocean water—until that's no longer available. So either it moves into an area of cooler water, or it hits land. **Q2-2(C)** Most hurricanes last for several days, but they've been known to wander around the ocean for up to a month!

Great. Now...how are tornadoes different? Of course, they form over land, not water, but the major difference is tornadoes are part of a larger storm system, usually a huge thunderstorm called a supercell. Supercells often spawn these rotating columns of air that stretch vertically from the clouds down to the ground—a tornado.

Q2-2(E) They occur all over the world, but we see the vast majority forming in the U.S. and Canada.

Q2-1 논의의 주된 내용은?

- (A) 허리케인 형성에 필요한 요건들
- (B) 재해를 일으키는 다양한 종류의 기상 현상들
- (C) 허리케인과 토네이도의 형성과 그 특징들
- (D) 허리케인과 토네이도의 유사점

Q2-2 다음에 제시되는 각 내용이 허리케인과 토네이도 중 어떤 것에 관련 있는지 고르시오. 맞는 칸에 표시하십시오.

- (A) 크기가 수 피트부터 수 마일에 달한다. (토네이도)
- (B) 최고 풍속이 시속 300마일에 이른다. (토네이도)
- (C) 보통 며칠 동안 지속된다. (허리케인)
- (D) 따뜻한 수역에서 발생한다. (허리케인)
- (E) 북아메리카에서 가장 자주 일어난다. (토네이도)

MP3 • 211

phenomenon 현상
(pl. phenomena)
Fahrenheit 화씨의
outermost 가장 바깥쪽의
wander 돌아다니다

Tornadoes are relatively small... **Q2-2(A)** they can be anywhere from a couple feet to a couple miles wide. **Q2-2(B)** Their winds, though, are typically quite fast...the maximum ever measured being over 300 miles per hour. Really amazing. But they're pretty short-lived. On average, they only last around ten minutes before dissipating. Within that time, though, they destroy anything in their path.



MP3 • 200

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

Professor (male)

Good afternoon. You're all familiar with the idea of endangered species, aren't you? Of course. And for a species to be considered endangered, what has to happen? Well, scientists have to determine the population is so small...or falling so fast...that they're in danger of dying out forever. But...did you ever wonder how exactly scientists make those judgments?

Um...think about it. **Q3-1** Most animals, especially rare ones that are more likely to be endangered...um, they're not exactly the easiest subjects to observe. They live in varied, often inaccessible terrain. They move around a lot, and they mate and produce offspring. So how do you suppose scientists are able to get accurate data on population trends? Well...one tool that's proven particularly useful is the mark-and-recapture method. It's a bit complicated to explain... let me give you a specific example.

Take...whales. They live in the vast oceans, far from the watchful eyes of humans. And they travel...they're capable of traveling tremendous distances. Sounds pretty difficult to get an accurate population count, doesn't it? So here's how researchers would use the mark-and-recapture method to do so. **Q3-2(A)** First, um, a team would go into a specific region...aboard a ship, in this case. **Q3-2(C)** Over a period of days or weeks, they'd locate as many individual whales from the given species as possible and mark them—by shooting a small needle into a whales' skin...something like that. Then, several months later, the team goes back to the same region and does it again. Only this time, some of the whales they capture will already be marked. **Q3-2(E)** The researchers...they count how many whales are marked and how many are unmarked. Next, some complex mathematical formulas are applied...too complex to get into today. But, um, from these calculations, it's possible to get a fairly accurate estimation of population size, rate of growth or decline, migration trends...and of course, whether a species is endangered or not. Pretty neat, huh?

supercell 수퍼셀(계속되는 상승 기류를 동반한 맹렬한 뇌우)
spawn 일으키다
column 기둥
vertically 수직으로
dissipate 흩어져 없어지다

Q3-1 교수가 접근하기 어려운 지대를 언급한 이유는?

- (A) 멸종위기에 처한 동물의 개체수를 측정하는 어려움 중 하나를 설명하기 위해
- (B) 처음에 개체수가 멸종위기에 처해 있다고 간주될 때 취해야 할 조치들을 설명하기 위해
- (C) 표지재포획법이 개체수 정보를 모으는 많은 방법 중 하나일 뿐임을 강조하기 위해
- (D) 이따금씩 동물의 개체수를 추정하는 것이 왜 중요한지 설명하기 위해

Q3-2 강의에서 교수는 동물 개체수를 추정하는 표지재포획법을 설명한다. 다음 각 항목 중 그 과정의 단계에 해당하는 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 과학자들로 구성된 팀이 특정지역으로 이동한다. (YES)
- (B) 과학자들은 얼마나 많은 개체에 표시할지 결정하기 위해 복잡한 연산법을 쓴다. (NO)
- (C) 연구팀은 가능한 많은 종들을 찾아 표시를 해 둔다. (YES)
- (D) 동물들은 몇 달 동안에 걸쳐 관찰된다. (NO)
- (E) 이후 연구자들은 그 지역에서 표시된 동물과 표시되지 않은 동물 수를 기록한다. (YES)

endangered species

멸종위기에 처한 동식물의 종

die out 멸종되다**inaccessible** 접근하기 어려운**terrain** 지대, 지역**mark-and-recapture method**

표지재포획법(일정지역에서 포획된 생물을 표시 방사한 후 재포획하여 표시된 생물의 비율로 생물군집의 밀도를 추정하는 방법)

watchful 감시하는**migration** 이주, 이동MP3 • 201 **4. Listen to part of a talk in a sociology class.****Professor (female)** Class, what is value?**Student A (male)** Well...that depends on the context.**Professor** Very true. Then, what are cultural values?**Student B (male)** Cultural values—they're the things or behaviors or conditions that people within a society consider to be important. For example, wealth... or individualism.**Professor** OK...but do all societies consider wealth and, um, individualism to be valuable?**Student B** **Q4-2** MP3 • 202 No. Cultural values are relative. They're basically only applicable within their own society. There aren't any absolute values.**Professor** You're saying that there're no absolute rights or wrongs.**Student B** That's what I'm saying.**Professor** OK. What you've just described is the philosophy of cultural relativism. **Q4-1(C)** It's a philosophy that, um, says that theories about morality or ethics aren't universal moral truths. Rather, they're relative to different cultures and societies. **Q4-1(A)** So it doesn't make sense to make judgments about the morals of other cultures because morality is a relative concept, and there aren't any absolute rights and wrongs.**Student A** That sounds like a good philosophy in most cases, but what about when it comes to issues like, um, slavery or torture? What about**Q4-1** 강의에서 교수는 문화적 상대주의와 문화적 절대주의 철학에 대해 설명한다. 아래에서 각 항목이 설명하고 있는 이론을 고르시오. 맞는 칸에 표시하십시오.

(A) 무엇이 옳고 그른지에 관해 일반적인 합의가 있을 수 없다. (문화적 상대주의)

(B) 어떤 행동들은 그것이 일어난 배경에 상관없이 비난받아야만 한다. (문화적 절대주의)

(C) 모든 사회는 자체적인 문화에 기반을 둔 규범과 윤리를 가지고 있다. (문화적 상대주의)

(D) 중요한 가치들은 인간의 본성에서 유래되었다. (문화적 절대주의)

Q4-2 교수가 다음과 같이 말한 이유는? You're saying that there're no absolute rights or wrongs.

(A) 학생의 말에 동의한다는 것을 시사하기 위해

(B) 학생의 의견에 놀라움을 표현하기 위해

(C) 학생이 실수를 했다는 것을 암시하기 위해

(D) 학생의 관점을 요약하기 위해

Professor

apartheid and the holocaust? If we accept the premise of relativism, we have to accept that these violations of human rights aren't wrong—they're something we've simply got to tolerate. Our principle of tolerance forces us to accept these types of behaviors and practices, right? **Q4-1B** The issue you just pointed out is exactly what proponents of cultural absolutism criticize about cultural relativism. They argue that there most certainly are moral absolutes—rights and wrongs that we should judge human actions against. **Q4-1D** According to their philosophy, certain morals are rooted in human nature or the laws of the universe...and it doesn't matter what circumstances cause a culture to practice slavery or wage war—these are immoral actions that should be judged. It's actually from moral absolutism that we have the theory of human rights.

MP3 • 213

context 문맥
individualism 개인주의
applicable 적용할 수 있는
cultural relativism
문화적 상대주의
morality 도덕(←moral 도덕상의)
slavery 노예 제도
torture 고문
apartheid (흑인에 대한) 인종차별
[격리] 정책, 아파르트헤이트
holocaust 대학살, 홀로코스트
premise 전제
tolerate 묵인하다
(←tolerance 묵인, 관용)
proponent 지지자
cultural absolutism
문화적 절대주의
be rooted in ~에 뿌리박고 있다
human nature 인간 본성
wage war 전쟁을 벌이다
immoral 부도덕한
human rights 인권

level 3



MP3 • 203 1. Listen to part of a discussion in a health class.

Professor (female)

Dictation 시작 I'm sure you're all aware of ¹the importance of dental hygiene. 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. ²That's common knowledge, but exactly why is it so important to get rid of plaque?

Student (male)

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—³a colony of various kinds of bacteria. There can be up to 400 different species of bacteria in plaque. Oh, by the way, plaque does serve a function. It protects ⁴the tooth enamel from colonization by certain microorganisms. Anyway, even though it serves a function, it needs to be kept in check. I have a question. What's the difference between plaque and tartar?

Student

Q1-1 논의의 주된 내용은?

- (A) 치석 증가가 치아 손실로 이어지는 과정
(B) 치아의 에나멜을 보호하는 치석의 기능
(C) 치과 의사가 치아에서 치석을 제거하는 방법
(D) 치석과 석회화된 치석의 차이점

MP3 • 214

dental hygiene 치아 위생
floss 치실로 청소하다
plaque 치석
cavity 충치의 구멍
get rid of ~을 제거하다
bacteria 박테리아, 세균
(pl. bacterium)
a colony of ~의 군집체
serve a function 기능을 하다
enamel 에나멜, (치아 등의) 법랑질

Professor

Good question. Basically, tartar is plaque ⁶¹that's become calcified. 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 ⁶¹find a more hospitable home in the tartar, and the, uh, the problem gets worse. **Q1-1 Now, who can tell me what might happen if plaque is allowed to—to ⁷¹grow unchecked in the mouth?**

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 ⁸¹caused by plaque buildup. 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—**Q1-2(B) your gums become reddish in color...redder than normal, I mean... and will probably be very sensitive and bleed easily.** And ⁹¹you'll have bad breath. The good news is that gingivitis is reversible. It's possible to get rid of gingivitis by taking good care of your teeth. Dictation 종료

But, as I mentioned, **Q1-1 gingivitis is merely an early stage of gum disease. If it's not taken care of, it can progress into a much more serious gum disease: periodontitis.** If you don't treat it, you could eventually lose your teeth. In the early stages of periodontitis, things start happening to the sulcus, which is the space between your gums and your teeth. **Q1-2(C) The tissue around the sulcus swells up and provides still an even better place for bacteria to thrive.** And soon after, the bacteria actually—**Q1-2(D) they actually attack the ligaments that are holding the teeth in place.** **Q1-3** MP3 • 204 **Next, the gum line will erode and ligaments holding the teeth in**

Q1-2 강의에서 교수는 잇몸병과 관련된 질환들을 설명한다. 다음에 제시된 내용 중 병의 증상으로 언급된 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 박테리아가 입 속을 차지해서 석회화된 치석을 형성한다. (NO)
- (B) 잇몸이 짙은 빨간색이 되고 쉽게 피가 난다. (YES)
- (C) 치아 홈 주변의 조직이 부어 오른다. (YES)
- (D) 치아를 잡고 있는 인대가 약해진다. (YES)
- (E) 경구 감염이 몸의 다른 부분으로 퍼진다. (NO)

Q1-3 교수가 다음과 같이 말한 이유는?

You can imagine what the final step is.

- (A) 학생들이 결론을 내도록 유도하기 위해
- (B) 마지막 단계를 설명할 시간이 없다는 것을 알리기 위해
- (C) 학생들이 생각하는 것이 다음 단계가 아니라는 것을 암시하기 위해
- (D) 학생들이 보충설명을 필요로 하는지 알아보기 위해

 MP3 • 214

colonization (동식물의) 군체
microorganism 미생물
tartar 석회화된 치석
calcify 석회화하다
hospitable 살기 좋은, 적절한
gingivitis 치은염
gum disease 잇몸병
buildup 축적
inflammation 염증
reversible 되돌릴 수 있는
periodontitis 치주염
sulcus 홈
swell up 부어오르다
ligament 인대
erode 갉아먹다
inflamed 염증을 일으킨

place become inflamed. 🚑🚑 You can imagine what the final step is.

Student

The teeth become loose and fall out?

Professor

Yeah, or they will have to be removed by a dentist. Q1-1 So, as you can see—as if you didn't already know—poor dental hygiene is not only unattractive and unpleasant, it can lead to tooth loss.



MP3 • 205 2. Listen to part of a lecture in a geology class.

Professor (female)

OK, what do we remember from our last class about lava? It's hot—very hot...over 1,100 degrees Celsius, and of course, it comes from volcanoes when they erupt...it flows downhill, from the volcano, and keeps flowing until it cools and, um, solidifies, right? These lava flows solidify into rock, thereby adding to the—the size of the volcano. Now, usually when we think about volcano eruptions we think of the ones that happen on the Earth's surface, right? Last class we talked about two types of lava flows—uh, formations of lava—that occur on land. As you probably recall, a lot of the information we have about lava comes from studies of...of Hawaii. Do you remember those Polynesian words I told you about? There was *a'a* [pronounced ah-ah], lava that cools with a very rough and jagged surface...and there was *pahoehoe* [pronounced pa-hoy-hoy], lava that cools with a, um, gentle rolling surface.

Anyway, even though we most commonly picture lava flows on land, they actually occur underwater, too. A lot. In fact, most of the ocean's floor is made up of solidified lava.

Dictation 시작

Q2-1 So, lava flows underwater look a bit different from how they look on land. There are ¹three main shapes of underwater flows, 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, ²the effusion rate; B, the incline of the sea floor where the eruption occurs; and C, the viscosity of the lava, um, ³which is basically its stickiness. 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 ⁴like round lumps of lava. What happens is, when the eruption occurs...um, if it's a slow eruption...the outer

Q2-1 강의의 주된 내용은?

- (A) 해저 용암의 중요성
- (B) 여러 가지 해저 용암의 특징
- (C) 해저 용암과 육상 용암의 차이점
- (D) 해저층의 형성

Q2-2 강의에서 교수는 몇 가지 종류의 용암을 설명하고 있다. 아래에 제시된 각 항목이 베개용암과 시트용암, 그리고 로베이트용암 중 어떤 것과 관련 있는지 고르시오. 맞는 칸에 표시하시오.

- (A) 해저가 아주 평평한 곳에서 발생한다. (베개용암)
- (B) 물풍선처럼 팽창한다. (베개용암)
- (C) 굳기 전에 해저 위로 빠르게 움직인다. (시트용암)
- (D) 육상의 파쇄화 용암과 비슷하게 생겼다. (로베이트용암)
- (E) 보통 매끄럽고 고른 표면을 갖는다. (시트용암)

MP3 • 215

lava 용암

Celsius 섭씨

solidify 굳어지다

Polynesian 폴리네시아의

jagged 들쭉날쭉한

effusion 분출, 유출

incline 경사, 기울기(=slope)




viscosity 점도, 점성(=stickiness)

lump 덩어리

layer of the lava solidifies almost instantly, so you get something like a bubble of solidified lava with liquid lava on the inside. **Q2-2(B)** The liquid lava on the inside ⁵¹puts pressure on the outer layer 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. **Q2-2(A)** 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. Dictation 종료

Now, at the opposite end of the spectrum, we've got sheet lava. A high effusion rate, a low viscosity, and a steep incline for the lava to flow down means that the lava moves faster. **Q2-2(C)** Since it moves faster, it has a chance to flow further before solidifying. So the lava quickly spreads over the ocean floor, filling in cracks and creating sort of a sheet over the ocean floor. **Q2-2(E)** Sheet lava is usually pretty smooth and flat, but it can be covered in a kind of swirling pattern as well.

Then of course, somewhere in the middle, we've got lobate lava. The effusion rate is moderate, the incline is moderate, and the viscosity is high. **Q2-2(D)** You remember what I said about pahoehoe lava? Well, it looks similar to that...kind of bulbous...rolling...but the bulbs are more inflated.

Q2-3  MP3 • 206 Now, I hope you were taking notes because we're going to have a little quiz...   don't panic, it's just for fun. I'm going to show you some pictures of different types of lava flows, and you can tell me what they are and how they were formed.

Q2-3 다음과 같이 말할 때 교수가 의미하는 것은?

don't panic, it's just for fun.

(A) 학생들이 강의 내용을 재미없어해서 걱정한다.

(B) 학생들이 그 연습문제에 대해 너무 심각하게 생각하는 것을 바라지 않는다.

(C) 학생들이 그 문제풀이를 좋아하지 않을까봐 걱정한다.

(D) 이 내용이 기말시험에 나오지 않을 거라고 확신한다.

 MP3 • 215

inflate 부풀다, 팽창하다

at the opposite end of the spectrum 정반대의 경우로

crack 틈

swirl 소용돌이치다; 소용돌이

bulbous 납작하게 둥근 모양의

bulb (공 같이) 둥근 부분

panic 당황하다, 겁먹다

- Answer** level 1 > 1 (A) 2 (B) 3 (B) 4 (A) 5 (A) 6 (B) 7 (D) 8 (D)
 level 2 > 1-1 (A) 1-2 (C) 2-1 (D) 2-2 (A)
 level 3 > 1-1 (B) 1-2 (A) 1-3 (B) 2-1 (D) 2-2 (B) 2-3 (B), (D)

level 1



MP3 • 218 **1. Listen to part of a conversation between a student and a parking official.**

- Student (male)** I have a complaint to submit to the parking office.
- Official (female)** This is the parking office. What's the problem?
- Student** My car was towed yesterday from my dorm's parking lot...at Culver Hall.
- Official** OK...and your name is?
- Student** Mark Liszt. L-I-S-Z-T.
- Official** Let me just look that up... [pause] OK. It says here your car was towed because it had an expired parking permit.
- Student** Is that all? I know my permit was a couple of weeks expired, but I had no idea the car could be towed just for that.
- Official** **Q1** Well...the parking agreement you signed clearly states that you have two weeks to renew your permit after it expires. After that, your car can be towed. We can't afford to have students with expired permits parking at our dorms. There's just not enough space.
- Student** OK, I see. Then I'd better renew my permit, I guess. Otherwise I'll just run into more trouble.

Q1 대학의 주차 정책에 대해 유추할 수 있는 것은?

- (A) 행정처는 주차 정책을 강력하게 집행한다.
 (B) 2주 전에 시행되기 시작했다.
 (C) 많은 학생들이 정책에 대해 혼란스러워하고 있다.
 (D) 기숙사마다 서로 다르다.

MP3 • 238

complaint 불만
submit 제시하다
tow (자동차 등을) 견인하다
expire 만기가 되다
permit 허가증
renew 갱신하다



MP3 • 219 **2. Listen to part of a lecture in an art class.**

Professor (female)

Class, let's get started with today's lecture. OK? Naturalism was a style of painting that began during the middle of the nineteenth century in France. Naturalism, not surprisingly considering the name, is all about representing life accurately and naturally in art. It's about painting what the eye sees, not about idealizing

Q2 낭만주의에 대해 교수가 암시하는 것은?

- (A) 학생들은 나중에 낭만주의에 대해 좀 더 배울 것이다.
 (B) 주로 극적인 주제에 관심이 있었다.
 (C) 자연주의 사조에 뒤이어 나타났다.

life and dealing with elevated themes. Naturalists wanted to use, um, everyday characters and objects, and they avoided infusing their paintings with too much drama. **Q2** As you know, since we talked about Romanticism last week, an excess of drama was characteristic of the artistic movement that preceded Naturalism.

(D) 비교적 중요하지 않은 운동이었으므로 강의에서 깊게 다루지 않을 것이다.

MP3-239

Naturalism 자연주의
represent 묘사하다, 그리다
idealize 이상화하다
deal with ~을 다루다
elevated 고상한
infuse A with B
 A에게 B를 주입시키다, 부여하다
Romanticism 낭만주의
excess 초과, 과다
precede ~에 앞서다



MP3-220

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

Professor (male) Cassandra, I noticed you put in a request to change your lab partner...

Student (female) Yeah, my friend Yvonne just transferred into this class. I was wondering if I could switch to be with her.

Professor Ah, I see. But if you do that, what's going to happen to your current partner, Tim?

Student Oh, I guess there isn't anyone else in the class without a partner.

Professor No...um...but I think there's an easy solution. Why don't you keep Tim as a partner, and your friend Yvonne can join you two?

Student **Q3** So we can have a three-person team? Is that OK?

Professor It's no problem for me. Actually...you'll probably be thankful for the extra hands once you hear about next week's lab assignment. It's going to be...different. You'll see.

Student OK, that sounds great to me. I'll let Tim and Yvonne know.

Q3 다음주 실험 과제에 관해 교수가 암시하는 것은?

- (A) 학생들이 잘 모르는 주제에 대한 내용일 것이다.
- (B) 3명으로 된 팀은 과제를 끝내기가 더 쉬울 것이다.
- (C) 연구 대부분에서 자신의 도움이 필요할 것이다.
- (D) 2명으로 된 그룹은 해낼 수 없다.

MP3-240

put in ~을 제출하다
lab 실험실(=laboratory)
transfer 옮기다
extra hands 거들어 주는 사람
assignment 과제



MP3-221

4. Listen to part of a lecture in an astronomy class.

Professor (female)

Q4 There was a time not too long ago when Pluto was considered to be the ninth planet in our solar system. But that was before

Q4 명왕성에 대해 유추할 수 있는 것은?

- (A) 더 이상 태양계의 9번째 행성으로 간주되지 않는다.
- (B) 에리스보다 태양에서 더 멀리 돈다.

astronomers made several interesting discoveries after studying the far edge of our solar system. Uh, let's start with the discovery of Eris, a trans-Neptunian object. Eris's just an object that orbits the sun out toward the edge of the solar system. This object is bigger than Pluto, which started people thinking that maybe the ninth planet should be reclassified. Another issue was the size of its moon Charon, which is so big in comparison to Pluto that astronomers thought it should be considered a dwarf planet rather than a moon.

- (C) 실제로는 훨씬 더 큰 행성의 위성이다.
(D) 왜소행성으로서의 지위가 현재 의문 시되고 있다.

MP3-241

Pluto 명왕성
solar system 태양계
trans-Neptunian object

해왕성바깥천체
orbit 궤도를 그리며 돌다
Charon [천문] 카론(명왕성의 위성)
dwarf planet [천문] 왜소행성(소행성과 행성의 중간 단계)

MP3-222 5. Listen to part of a conversation between a student and a bookstore clerk.

Clerk (female) Hi there. How can I help you?
Student (male) I was wondering if you're hiring right now?
Clerk Well, at the moment we don't need anybody because the semester is coming to an end. But...are you going to be around this summer?
Student Yeah.
Clerk And have you worked in customer service before?
Student I've—well, I've had a couple of jobs before. but none of them were exactly in customer service.
Clerk That's OK. Let me take down your name and phone number. **Q5** **MP3-236** I'll speak with my manager and get back to you if there's a chance we'll be hiring someone to work here over the summer.

Q5 점원이 암시하는 것은?

- (A) 여름 동안 학생을 위한 일자리가 있을지도 모른다.
(B) 학생은 캠퍼스의 다른 곳에서 일자리를 찾아야만 한다.
(C) 학기가 끝나면 일을 그만둘지도 모른다.
(D) 서점은 현재 학생 점원을 채용하고 있다.

MP3-242

come to an end 끝나다
be around 부근에 있다
customer service 고객 서비스
take down ~을 적어 놓다

MP3-223 6. Listen to part of a lecture in a zoology class.

Professor (male)

Q6 **MP3-237** Do you know what a caribou looks like? If so, then you know what a reindeer looks like. They're basically Arctic deer that you'll find ranging through territories above 62 degrees North latitude. Since their habitat is so cold, they're well adapted for winter conditions. Um, they've got a special nasal structure that increases surface area inside the nostrils, so when the animal breathes in, cold air is rapidly warmed before entering the lungs. And what do

Q6 교수가 암시하는 것은?

- (A) reindeer의 생김새는 강의에서 중요하지 않다.
(B) "reindeer"와 "caribou"는 같은 동물을 지칭하는 두 개의 단어이다.
(C) 학생들은 caribou의 생김새를 잘 알고 있을 것이다.
(D) caribou는 reindeer보다 야생에서 더 흔하다.

you think they eat all winter long? Well, one of their main staples is something called reindeer moss, which is a hardy tundra lichen. When conditions are really bad, reindeer decrease their metabolism and reduce their intake of food.

MP3-243

caribou 순록(=reindeer)

North latitude 북위

nasal 코의(=nostril 콧구멍)

hardy 내한성의

MP3-224

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

Student (male) Professor Lee, you wanted to see me?

Professor (female) Yes, Jamal. First of all, I wanted to tell you your work so far in this graduate seminar has been outstanding.

Student Oh...thank you.

Professor In fact, I've been so impressed that I'd like to offer you an opportunity. How would you like to be a teaching assistant for one of my undergrad classes next semester?

Student A teaching assistant? Wow...I've never considered doing that before. **Q7** Um...my schedule for next semester's pretty busy...

Professor Actually, it sounds like it'd be a lot of work, but it really doesn't involve that much. All you have to do is lead a review session once a week and answer students' questions. But...why don't you think about it and get back to me?

Student OK, I'll do that. Thanks.

Q7 조교 자리에 관해 교수가 암시하는 것은?

(A) 학생이 자신의 수업에서 추가 점수를 받을 수 있게 된다.

(B) 조교는 주중에는 언제든지 학생들의 질문에 대답해 줄 수 있어야 한다.

(C) 자신의 대학원생들이 대부분 하는 것이다.

(D) 학생의 일정에 맞추는 것은 어렵지 않을 것이다.

MP3-244

first of all 첫째로

outstanding 우수한, 눈에 띄는

teaching assistant

수업 조교(=T. A.)

undergrad 대학생

(=undergraduate)

session 수업 (시간)

MP3-225

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

Professor (male)

Q8 There're many types of lakes in the world, but here's one you may not have heard of: oriented thaw lakes. One of the best examples of an oriented thaw lake system is in northern Alaska... picture it—thousands of oval-shaped lakes stretching over hundreds of square miles. OK. **Q8** For a long time, there were two big mysteries about these lakes. One...they're all oriented in the same direction, and two...they grow larger over time. It wasn't until recently that we solved these mysteries. So...it all has to do with the top layer of frozen soil that covers the ground up there. Sometimes, there's a sudden warm spell, and the frozen layer thaws rapidly. This causes it to weaken, and the soil surrounding the banks of the

Q8 알래스카의 한 방향으로 길게 발달하는 융해 호소에 관해 교수가 암시하는 것은?

(A) 반대 방향을 향하고 있다.

(B) 실제로 연구되지 않았다.

(C) 최근에 더 커진 것은 지구 온난화 때문이다.

(D) 형성 원리가 최근에 알려졌다.

MP3-245

oriented 한 방향으로 향하는

thaw lake 융해 호소(영구동토층이

국지적으로 녹아 함몰된 지면에 물이 고여 이루어진 호수)

lakes collapses...and they grow. The fact that the lakes are on gently sloping terrain means that their downhill banks collapse more easily...which is why they're all egg-shaped and all pointing the same direction.

oval-shaped 타원형의
(=egg-shaped)
spell (특정한 날씨가) 계속되는 기간
thaw 녹다
bank 비탈, 사면
collapse 붕괴하다
gently 완만하게
sloping 비탈진
terrain 지형

level 2



MP3 • 226

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

- Registrar (male)** Sandra Gomez? Thanks for coming to see me.
- Student (female)** Sure. The semester just started and I don't have too much work in my classes yet, so I have plenty of free time.
- Registrar** Good. **Q1-1** Well, it's actually your schedule I'd like to talk to you about. Specifically, the schedule of your class with Professor Ogawa... advanced finance.
- Student** Oh, really? OK. Um...I think that meets on Tuesdays and Thursdays at 9:30, right?
- Registrar** Yes...I mean, that's when it was initially scheduled for. But, you see, something important has come up for Professor Ogawa. He...he's no longer able to teach the class at that time.
- Student** Oh, no. Are you serious?
- Registrar** I'm afraid so.
- Student** Well...I have to take that class. It's a requirement for my major, and if I don't take it, I won't graduate. What am I going to do?
- Registrar** Don't worry, **Q1-1** we're arranging a new time for your session of the class. That's why I called you in today...to see if it'll work for you.
- Student** **Q1-2** I see. When is the new time?
- Registrar** It's Wednesdays and Fridays from 1:30 to 3:15.
- Student** [thinking] Wednesdays and Fridays from 1:30... [suddenly concerned] That's not my only option, I hope...
- Registrar** Oh...does that not work for you?
- Student** I have another class during that time. It's a required course too, so I can't drop it. Please

Q1-1 학적 담당자가 학생을 사무실로 부른 이유는?

- (A) 시간표가 변경된 것을 알려주기 위해
(B) 수업이 취소된 것을 알려주기 위해
(C) 전공 필수과목을 설명해주기 위해
(D) 졸업 후의 진로 선택에 대해 상의하기 위해

Q1-2 다음과 같이 말할 때 학생이 암시하는 것은?

[suddenly concerned] That's not my only option, I hope...

- (A) 그 수업에 등록한 가장 중요한 이유는 오가와 교수이다.
(B) 시간표 변경을 고려하지 않을 것이다.
(C) 학적 담당자가 말한 시간과 수업 시간이 겹친다.
(D) 고급재무론 수업의 변경은 불공평하다.



MP3 • 246

advanced 고급 과정의
initially 처음에, 초기에
come up 일어나다
requirement 필수 과목
(=required course)
drop 취소하다

Registrar tell me there's some other way to take advanced finance.

Registrar Well, yes, there is. Professor O'Connor...do you know her? She's teaching the same class. It's an evening class and it meets once a week...on Mondays, from 5:30 to 8 o'clock. How does that sound?

Student Um...I'm not usually very fond of evening classes, but...is that my only other choice?

Registrar I'm afraid it is.

Student I guess it'll have to do, then.

Registrar OK. Then I'll switch you over to Professor O'Connor's class. Monday evenings, 5:30 to 8. You'll receive confirmation by e-mail later today.

Student I understand. Well, thanks for taking care of that for me.

Registrar Certainly.

 MP3 • 228 **2. Listen to part of a talk in a history class.**

Professor (female) In some parts of the world, there's enough natural rainfall to, um, to support agriculture, but in arid regions like, um, like the kind you would've found in ancient Egypt, there just isn't enough natural precipitation to grow staple crops. Yet, somehow, agriculture of the civilization of ancient Egypt thrived there in the rainless Nile River Valley. Class, what do you know about the ancient Nile River?

Student A (male) Um, I've heard that it flooded annually.

Professor Right. It flooded its banks predictably every year, when heavy rains in Ethiopia drained downstream to Egypt. The Nile would overflow its banks starting in June, with its peak in September and October. The timing was the same year after year, so farmers knew what was coming. During the flood period, the, uh, the plains surrounding the Nile would be completely inundated. Then, at the end of the flood season—

Student B (male) [interrupting] You had conditions perfect for a crop season.

Professor That's right. The flood plains—they were perfect for farming. Obviously, **Q2-1** the Nile's seasonal

 MP3 • 246

be fond of ~을 좋아하다
switch A over to B
 A를 B로 바꿔주다
receive confirmation
 확인[확답]을 받다

Q2-1 매년 일어나는 나일강의 범람에 대해 교수가 암시하는 것은?
 (A) 덕분에 고대 이집트인들이 무역을 위해 주요 농작물을 모을 수 있었다.
 (B) 예측불가능한 강력한 장마에 의해 더 심해졌다.
 (C) 그로 인해 고대 이집트인들이 도시 주변에 홍수를 대비한 벽을 만들게 되었다.
 (D) 농부들에게 농작물을 키우는 데 필요한 물을 제공했다.

 MP3 • 247

arid 건조한
precipitation [기상] 강수(량)
staple 주요한
thrive 번성하다
predictably 예측할 수 있게
drain 흘러 나가다
downstream 하류로
inundate 범람시키다
 (=inundation 범람)

flooding was essential to ancient Egyptian farmers; I mean, in years where the floodwaters were lower—or even higher than usual, famines would result. Actually, the, um, the conditions of the annual flood were so important that estimates about how much water would come down the Nile during a year's flood season actually affected taxes. **Q2-2** To help get an idea of what to expect in any given year, people ended up building these, um, "nilometers" upriver. Can you guess what a nilometer did? They, um, helped people measure the volume of the river and predict what the annual flood would be like. At their simplest, nilometers were just columns marked with intervals and set in the water. They originated in ancient Egypt but continued to be used in various forms by later civilizations. Um, these days, though, the Nile has been bound by human engineering so the annual inundation doesn't happen anymore...so nilometers are pointless now.

Q2-2 교수가 나일강의 수위계를 언급한 이유는?

- (A) 나일강의 범람이 고대 이집트인들의 삶에 얼마나 중요했는지 설명하기 위해
- (B) 범람 예측이 세상에 어떤 영향을 미쳤는지 설명하기 위해
- (C) 나일강의 범람이 오늘날까지도 완벽하게 이해되지 않는다는 것을 시사하기 위해
- (D) 매년 있던 홍수가 어떻게 없어졌는지에 대해 논의하기 위해

 MP3 • 247

famine 기근
estimate 추정
nilometer 나일강의 수위계
upriver 상류에
interval 간격
be bound by ~에 의해 둘러싸이다
pointless 무의미한

level 3




MP3 • 229

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



Student (female) Are you free now, Professor Lerner?

Professor (male) Sure, Christine. What's up?

Student

Q1-1 It's about my thesis selection...The problem is I haven't chosen anything yet. **Q1-2**  MP3 • 230
 There are just too many topics and issues that I'm interested in.

Professor

Dictation 시작   I see. Hmmm...you know you have to ¹submit a thesis proposal on Monday, right?

Student

Yeah, which is why ²I'm getting a bit stressed out. 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. ³It's quite a commitment, so make sure you're truly interested in your

Q1-1 학생이 교수를 찾아가는 이유는?

- (A) 자신이 선택한 논문 주제에 대해 허락을 받기 위해
- (B) 논문 주제를 선택하는 것에 충고를 얻기 위해
- (C) 도널리 교수가 강의에 언제 초청될지 알아보기 위해
- (D) 지난 시간에 보여준 슬라이드에 관해 논의하기 위해

 MP3 • 248

thesis proposal 논문 제안서
stressed out 스트레스가 쌓인
narrow down ~을 좁히다
commitment 헌신; 공헌

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 ⁴¹*ancient Egyptian decorative symbolism*...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 ⁴¹*are perfect for the nature of this assignment*.

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 ⁴¹*probably benefit from in the future.* Dictation 종료

Tell me something, what other classes are you taking?

Student This semester?

Professor Yes.

Student Well, there's your class...and I'm also taking Romantic literature, Cognitive psych, British colonialism, Latin, and Greek mythology.

Professor You're in Classics 341 with Professor Donnelly?

Student Yes, that's Greek mythology. It's a great course, too. Do you know Professor Donnelly well?

Professor Sure...in fact, I'm planning on inviting him to be a guest lecturer in class next month. There are very particular elements and narratives in Greek artwork that stem from their mythology. Do you remember the slide we looked at last Friday? The ornate vase?

Student [*thinking*] Yeah, I think so. It had tree detailing, right? The artist had etched leaves at the neck and base.

Professor Uh-huh. See, that vase is based on the golden apple myth with Paris and the three goddesses, Aphrodite, Hera, and Athena. Anyway, I think we've stumbled onto the solution to your dilemma, wouldn't you say?

Q1-2 다음과 같이 말할 때 교수가 의미하는 것은?

I see. Hmmm...you know you have to submit a thesis proposal on Monday, right?

(A) 곧 제안서 제출마감이어서 걱정하고 있다.

(B) 학생의 제안서를 읽게 되어 들떠 있다.

(C) 학생이 예정보다 많이 늦어서 화났다.

(D) 학생의 설명을 듣는 데 관심이 있다.

 MP3 · 248

decorative 장식의

rich (불 거리 등이 많아) 흥미로운

cognitive psych 인지심리학

(=cognitive psychology)

colonialism 식민주의

narrative 서사, 이야기


stem from ~에서 기인하다

ornate 화려한

etch 새겨 넣다

stumble onto

(예기치 않게) ~과 마주치다, 발견하다

- Student** You're thinking I should work on the Greek pottery topic, right?
- Professor** Well, it seems the most logical choice now that we can draw a relation between my course and Professor Donnelly's. The information you learn in both classes will overlap.
- Student** You're right...wow, I'm surprised I didn't think of this before. I guess I was just too focused on this class and what exactly we've learned to consider the broader picture. This is good...so now my research can help me in both classes. Perfect, two birds with one stone.
- Professor** Hmm... **Q1-3**  **MP3 • 231** Remember, if you're required to write a thesis for Professor Donnelly, you'd better be very careful what you write about. In fact, you'd do better to write the paper on something completely different. The university policy is very strict on this.
- Student** Oh, of course. Don't worry about it! We just have a final and three tests for that course, anyway. No thesis, thank goodness. I'd be so worn out.
- Professor** All right, fine.
- Student** I'd better get running now. Thanks so much, sir.
- Professor** Thanks, Christine. Have a good day now.

Q1-3 학교에 대해서 유추할 수 있는 것은?

- (A) 학생들은 모든 고급과정 수업에서 논문을 제출해야 한다.
(B) 학생들이 한 개 이상의 수업에서 비슷한 논문을 쓰는 것을 금지한다.
(C) 다른 학생의 논문을 베끼는 것을 금하는 명백한 방침이 있다.
(D) 기한 내 과제를 끝내지 못하는 학생들에게 벌칙을 부과한다.

 **MP3 • 248**

worn out 지친, 기진맥진한

 **MP3 • 232** 2. Listen to part of a talk in an engineering class.

- Professor (female)** So...let's get started. **Q2-1** The thing I want to focus on today is a substance called a smart fluid. I bet that some of you have—have heard of it, right?
- Student A (male)** Yeah, we looked at smart fluids in one of my physics classes last year.
- Professor** Great, but I'll go over the topic at a basic level because I think there may be some students who—who've never studied this before. OK. Anyway, smart fluids are fluids that have a property that can be changed when—when an electrical field is applied...or when a magnetic field is applied. Oh...so...by "properties" I mean attributes of the fluid. So, uh, what sort of attributes am I talking about?
- Student A** Well, uh, I know...I remember the main one is

Q2-1 논의의 주된 내용은?

- (A) 두 가지 종류의 스마트 플루이드 발견
(B) 스마트 플루이드의 점도에 영향을 주는 방법
(C) 의학 기술에서 스마트 플루이드의 잠재적 용도
(D) 두 가지 종류의 스마트 플루이드와 몇 가지 용도

 **MP3 • 249**

substance 물질

smart fluid 스마트 플루이드(전기장이나 자기장을 가하면 점도와 같은 특성이 변하는 유체)

property 속성, 성질(=attribute)

electric field 전기장

magnetic field 자기장

Professor

the viscosity of the fluid.

Right, smart fluids can change their viscosity... their, um...basically, they can change their thickness. Uh, OK, but getting back to what I was saying...um, **Q2-1** I mentioned that there are two ways to—to affect a smart fluid. Uh... magnetic fields and electrical fields. The smart fluids that respond to magnetic fields are called **magneto-rheological fluids**. Um...commonly referred to as **MRFs**. And, uh, these MRFs—they're made up of suspensions of tiny little particles in a liquid...and what they do is... they—when a magnetic field is applied, the liquid thickens into a paste. On the other hand, when the magnetic field is taken away, uh, the paste turns back into a liquid. Pretty interesting, huh? **Q2-1** Uh, and, oh yeah—um, the other kind of smart fluid—the electrical-field kind... well, it's the same deal. So, in the presence of an electrical field, **electro-rheological fluids—or ERFs—they harden the same way...**

Student B (male)

The way you describe MRFs and ERFs, they seem to follow a pretty similar process. Are there any major differences between them?

Professor

Well, yeah, there are some differences. See, um, MRFs, they can tolerate really strong forces. And ERFs well, they're not so good with strong forces, but the good thing about ERFs is that the components that generate electrical fields can be really small. You know, compared to magnets, which have to be bigger. So they can be used for more delicate things. You see what I'm saying? **Q2-1** [confirming] MRFs and ERFs have slightly different properties, so they're useful for different applications.

Student B

[interrupting] Yeah, I was just going to ask about that. I mean, I think I understand how they work now, but how exactly are they used?

Professor

Dictation 시작 **Q2-2** [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,

Q2-2 교수가 과거의 스마트 플루이드에 대해 암시하는 것은?

- (A) 현재보다 다양한 산업에서 사용되었다.
- (B) 상업적으로 상용화할 수 있는 제품으로 고려되지 못했다.
- (C) 몇몇 세계 최고 공학자들에 의해 연구되었다.
- (D) 그 시절 기술로 만드는 것이 불가능했다.

MP3-249

viscosity 점도

MRFs(=magneto-rheological fluids) 자기점성유체(외부에서 자기장을 가함으로써 유체의 점도를 변화시킬 수 있는 기능성 액체)

suspension (액체 속의) 부유물

paste 분말 또는 반죽 등의 고체덩어리

ERFs(=electro-rheological fluids) 전기점성유체(외부에서 전기장을 가함으로써 유체의 점도를 변화시킬 수 있는 기능성 액체)

tolerate 견뎌내다, 참다

delicate 섬세한

application 적용

novelty 신기한 것, 진기함

automotive 자동차의

suspension system

[자동차] 서스펜션 장치, 구동장치

applications. But recently, there have been ¹⁾*improvements in the field of technology.* So now, **Q2-3(B)** *some of the uses of MRFs are, um, in automotive design...um, in the suspension system, which is* ²⁾*responsible for absorbing the shock* 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⁾*don't need to use as many mechanical parts* in their suspension systems. That's because MRFs can rapidly adapt. Um, they can ⁴⁾*adjust to fluctuating motion and shock* 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⁾*the car's exposed to.*

Student A

Q2-3(D) [*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⁾*in the joint of the limb... 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⁾*controlled by sensors* 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⁾*adjust its properties accordingly.* Dictation 종료

Uh, now switching over to ERFs...there's some really great technology being developed with these smart fluids, too. One of the most interesting things is the potential for training surgeons. You see, using ERFs that mimic the resistance of human skin and—and other tissues, it's possible to give new surgeons a really good idea of what it will feel like to actually, um, to operate on a person. So...you can tell just from these few examples that, uh, smart fluids have a lot of, uh, potential...in lots of fields. It's pretty impressive, I think.

Q2-3 다음 중 MRFs의 용도로 강의에서 언급된 것은? 정답 두 개를 클릭 하시오.

- (A) 인공적인 생체 조직
- (B) 자동차의 서스펜션 장치
- (C) 수술 도구의 내부 장치
- (D) 의족의 관절

 MP3 • 249

fluctuate 흔들리다, 변동하다

prosthetics [의학] 보철술(의족이나 인공치아 같이 인공적으로 신체의 일부를 만들어주는 의술)

artificial 인조의, 인공적인

joint 관절, 이음새

limb 팔다리

detect 탐지하다, 찾아내다

potential 가능성, 잠재력



mimic 흉내 내다

resistance 저항력

operate 수술하다

- Answer** passage 1 > 1 (C) 2 (A) 3 YES → (A), (B), (D) / NO → (C), (E) 4 (C) 5 (C)
 passage 2 > 1 (C) 2 (B) 3 (B) 4 YES → (A), (D), (E) / NO → (B), (C) 5 (D) 6 (C)
 passage 3 > 1 (C) 2 (A) 3 YES → (B), (C), (E) / NO → (A), (D) 4 (B), (C) 5 (C) 6 (A)

 MP3 • 250 **passage 1. [1-5]** Listen to part of a conversation between a student and a librarian.

- Student (male)** Excuse me.
Librarian (female) Hi. How can I help you?
Student **Q1** Is this where I come if I need help with citations?
Librarian Sure, I can help you out with that.
Student **Q1** I'm trying to cite these two books here. But I'm just not entirely sure how to do it. Last time I handed in a paper I was penalized for citing my sources improperly. I'm really worried about getting it right this time.
Librarian **Q4**  MP3 • 251 OK, sure. I can help you figure out what you need to do. What citation style are you using in your class?
Student  [confused, unfamiliar with the term] Citation style? Uh...
Librarian Yeah, you know, like MLA...APA...Chicago...
Student None of those sound familiar to me.
Librarian **Q2** OK, um...well, who is your teacher?
Student Professor Martin.
Librarian [recognizing the name] Oh, Professor Martin in the English Department? Yeah, he'll want you to be using the MLA format. MLA is what English professors usually require. Actually, it's the most commonly used style for humanities and liberal arts studies.
Student OK. So can you help me put these books into the MLA citation format? I've always had trouble with bibliographies. And I know the university takes this really seriously, so I don't want to mess it up and accidentally not acknowledge my sources.
Librarian Right. It's a big deal. Let me show you our collection of citation reference materials. We've got all styles covered, so, say you need help with a bibliography for a psychology class. You can come here to consult our APA style guides.
Student OK, thanks.
Librarian So here are all our guides. This whole shelf is full of information that'll help you figure out how to cite your sources.
Student OK. So what's a good book to help me with my MLA citations?
Librarian [looking over the titles] Uh...oh here's a good one. *The MLA Handbook for Writers of Research Papers*.
Student Great, thanks.
Librarian No problem. You'll see that the book is organized by types of sources. Um,

Student
Librarian
Student
Librarian

what's the title of one of your books?
Oh, um, this one's called *Race Relations in Chicago*.
And the author?
Eileen M. McMahon.
OK, so that's a single-author book. If you want to cite a book that was written by a single author, you'll look in the "One Author" section of the handbook.
Q3 It'll tell you how to format the entry in your bibliography...like what order to put things in, **Q3(B)** where to put the publishing date, **Q3(D)** what to italicize, **Q3(A)** where to put periods...that sort of thing. Or, for example, to cite an encyclopedia article, look in the "Encyclopedia" section. That handbook's pretty easy to follow.
Q5 Thanks a lot. This is really helpful. So where do I go to check out the handbook?
Oh...actually, these reference materials are meant to be kept available for all students. But you can go ahead and use them here in the library if you want. Feel free to use those tables over there.
OK, I'll do that. Thanks for your help.
Oh, it's no problem at all.

Student
Librarian
Student
Librarian



MP3 • 259

citation 인용(문)

(←cite 인용하다)

hand in 제출하다

penalize

패널티를 과하다, 벌칙을 적용하다

improperly 그릇되게, 부적절하게

figure out ~을 이해하다

humanities 인문학

liberal arts (대학의) 교양 과목

bibliography

참고 문헌 목록; 서지학

mess up ~을 망치다

acknowledge

인정하다; 승인하다

reference materials

참고 자료

encyclopedia 백과사전

check out ~을 대출하다

be meant to do

~하기로 되어 있다

go ahead 진행하다; 먼저하다

feel free to do

마음대로 ~해도 좋다

◎ 해설

1. 학생이 도서관에 간 이유는?

- (A) MLA 인용문 표기양식에 관한 책을 대출하기 위해 (**not correct**)
(B) 수업에서 요구하는 인용문 표기양식이 무엇인지 알아보기 위해 (**not correct**)
(C) 참고 문헌 표기양식에 대한 도움을 얻기 위해
(D) 어떤 표기양식 가이드를 이용할 수 있는지 알아보기 위해 (**not correct**)

Main Idea

단서 Q1에서 학생은 인용과 관련해 도움을 얻으려 왔다고 사서에게 밝힌 후, 갖고 있는 책을 인용하려고 하는데 어떻게 해야 할 지 모르겠다고 했다. 이를 통해 학생이 인용문 표기양식에 대한 도움을 얻기 위해 찾아왔다는 것을 알 수 있다. 따라서 정답은 (C). MLA 표기양식에 대한 책을 대출하려 한 것은 맞으나 이는 사서가 추천한 것이며 또한 수업에서 어떤 인용문 표기양식을 쓰고 있는지 물어본 것도 사서이므로 (A), (B)는 오답.

2. 사서가 학생에게 담당 교수의 이름을 물어본 이유는?

- (A) 어떤 인용양식을 사용해야 좋을지 결정하기 위해
(B) 표기양식 가이드가 지정되어 있는지 여부를 알아보기 위해
(not correct)
(C) 학생이 인용해야 할 참고 문헌의 수를 판단하기 위해 (not correct)
(D) 학생이 어떤 교재를 읽어야 하는지 알아보기 위해 (not correct)

Detail

사서는 학생을 도와주기 위해 수업에서 어떤 인용문 표기양식을 사용하는지 물어봤지만 학생은 그 양식들에 대해 알지 못했다. 그러자 사서는 그 학생이 필요로 하는 양식을 알기 위해서 담당 교수의 이름을 물어본 것이다. 따라서 정답은 (A).

3. 대화에서 얻은 정보를 바탕으로, 아래에서 <연구보고서 작성을 위한 MLA 핸드북>에 수록된 항목을 고르시오. 맞는 칸에 표시하십시오.

	예	아니오
(A) 참고 문헌 목록에서 마침표의 위치	✓	
(B) 출판년도를 기입하는 적절한 위치	✓	
(C) 저자가 여럿일 경우 기입하는 순서 (not mentioned)		✓
(D) 올바른 이탤릭체 사용법	✓	
(E) 표기양식 가이드 대출 절차 (not correct)		✓

Connecting Contents

단서 Q3을 보면 <연구보고서 작성을 위한 MLA 핸드북>에 참고 문헌을 표기하는 세부적인 방법들이 소개되어 있는데, 예를 들어 출판년도는 어디에 써야 하는지, 이탤릭체로 표기해야 하는 것은 무엇인지, 마침표는 어디에 찍어야 하는지 등에 관한 정보를 제공해 준다고 했다. 따라서 YES는 (A), (B), (D). 저자가 여럿일 경우 기입하는 순서에 관한 것은 언급되지 않았으므로 (C)는 NO. 사서가 학생에게 이러한 참고자료는 대출할 수 없다고 했지 책에 대출 절차가 나와 있는 것은 아니므로 (E)도 NO.

4. 다음과 같이 말할 때 학생에 대해 유추할 수 있는 것은?

[confused, unfamiliar with the term] Citation style?
Uh...

- (A) 사서의 말을 정확히 들었는지 확신하지 못하고 있다.
(B) 어떤 인용문 표기양식이 필요한지 기억해 내기 위해서 시간이 필요하다.
(C) 사서의 말이 무슨 뜻인지 이해하지 못하고 있다.
(D) 어떤 인용문 표기양식을 사용해야 하는지 사서가 알고 있기를 기대한다.

Attitude

단서 Q4에서 사서가 수업에서 어떤 인용문 표기양식을 사용하는지 묻자 학생은 "Citation style?(인용문 표기양식이요?)" 하고 되물었다. 이어서 사서가 몇 가지 예를 들어 보이며 부연 설명하고 있으므로 학생에게 citation style이라는 용어 자체가 낯선 것임을 알 수 있다. 따라서 정답은 (C).

5. 다음과 같이 말할 때 사서가 암시하는 것은?

Oh...actually, these reference materials are meant to be kept available for all students.

- (A) 참고 자료를 활용하기 위해 찾아오는 학생들이 거의 없다.
(B) 이제까지 참고 자료의 대출을 요청한 학생이 한 명도 없었다.
(C) 학생들은 참고 자료를 가지고 도서관 밖으로 나갈 수 없다.
(D) 참고 자료를 이용하는 데 오랜 시간이 걸리지 않는다.

Inference

단서 Q5에서 학생이 핸드북 대출 방법을 묻자, 사서는 이 책이 모든 학생들이 사용할 수 있게끔 되어 있다고 했다. 이는 곧 모든 학생들이 책을 볼 수 있어야 하므로 이 책을 대출해서 가지고 나갈 수는 없고 도서관 내에서만 열람 가능하다는 뜻으로 정답은 (C).



MP3-253

passage 2. [1-6] Listen to part of a lecture in an engineering class.

Professor (female) OK. Q1 Today—today we're going to get into ceramic materials. First, let's talk about what they are...a definition...and then later we'll talk about—about what their uses are. OK. A general definition of "ceramic" is, uh, inorganic, non-metallic material...that's formed as a result of heat. Uh—I should mention that glass is often considered to be a ceramic, even though it's a little bit different. Anyway, the word "ceramic" actually goes back to a Sanskrit root meaning "to

burn.” So the name “ceramic” refers to the fact that ceramics are a product of burning—of heat.


Now traditionally—traditionally we’ve used the word to talk about clay, and the—the products that we make with clay...like bricks, pottery, and tiles. As you know, clay can be shaped into different forms and then it’s heated—heated in a kiln. The high temperatures in the kiln cause permanent changes to the clay objects—um, making them hard and strong. OK. But I don’t want to go on defining ceramic materials for too long because—because we’ve got a lot of ground to cover in class today. Can someone tell me about the uses of ceramics?

Student A (male) Well, I think of clay and pottery, like you said...and I picture ceramics being used mainly for tableware, um, dishware...and maybe sometimes sculptures or jewelry.

Professor Right. Well, **Q4(A)** I’m sure many of you are probably picturing porcelain teacups, earthenware plates, decorative statuettes...that sort of thing. **Q1** But...although pottery may be one of the first things a lot of people think about when—when they hear the word “ceramic”...um, there’re plenty—plenty of other uses for ceramics. Many of them are quite...technical. Did you know ceramics are used for things like—like space shuttle components, construction, automobiles...get the idea?

Student B (male) Wow...ceramics are used on the space shuttles? Can you explain that a little more?

Professor Sure. OK. **Q2** So the first thing you need to understand is that ceramics can—can withstand really high temperatures. I mean, they remain very strong even when they’re exposed to—to, say, temperatures above 1,100 degrees Celsius. And this attribute of ceramics is what makes them useful in—in the space shuttles. Ceramics are used in the thermal protection system of the spacecraft. As you know, when space vehicles re-enter the Earth’s atmosphere, they’re in some, um, some pretty intense heat, right? Plunging through our thick atmosphere creates a whole lot of heat. Well, scientists designing the—the vehicles that we send into space...they wanted to figure out a way to protect the spacecraft during re-entry so they could be reused on future missions. And they turned to ceramics. So the bellies of the space shuttles—uh, that’s the part that’s exposed to the intense heat—they’re covered in tiles that have special ceramic coatings that—that resist the heat of re-entry...um, when the surface temperature of the craft might reach above 1,200 degrees Celsius. It protects the space shuttle so it’s not destroyed or heavily damaged during re-entry.

Student A **Q5**  **MP3 • 254** I had no idea about that. I mean...is the ceramic you’re talking about the same as your ordinary, everyday ceramic that’s used in, um, in pottery? Or is it more high-tech?

Professor Uh, yeah...of course there are some differences, but...look, we can talk more about this later, but now I—I really need to move on.

Anyway, let me get back on track here. What was I talking about? Oh, the—the other uses of ceramics. OK. **Q4(D)** So ceramics often serve a—a structural

purpose. **Q3** Ceramics include materials like bricks, cement...tile...the sorts of things we often use to—um, for construction. These are all really essential materials, right? **Q6**  **MP3 • 255** Take cement: it's used to make roads, bridges, dams, buildings...   you name it. **Q3** Brick's great for building with 'cause it's not affected by termites...it doesn't rot...doesn't warp...doesn't rust...doesn't burn...doesn't peel...and so on. Um, and tile...it's hygienic and durable, so it's good for indoor domestic uses like floors and countertops. As you can see, there are a lot of uses.

OK. And as I mentioned earlier, ceramics are also used in automobiles. And this goes back all the way to the—the 1920s, when they were used in spark plugs. And now, they've actually helped, um, reduce emissions in modern cars. See, there's a ceramic oxygen sensor in the engine that—that helps maintain optimal combustion levels...it makes things more efficient. And you know what else?

Q4(E) The kind of ceramic brake equipment that's usually found in racecars—because it's so light and heat resistant—um, well, this kind of brake system is starting to appear in high-performance passenger vehicles too. Apparently, these ceramic components are so durable that they're expected to—to last for the entire life of the car.



inorganic 무기성의, 무생물의
kiln 가마, 화로
permanent 영구적인, 오래가는
ground (연구) 분야, 문제
cover (특정 분야나 영역을) 다루다, 포함하다
picture (머리 속에) 떠올리다
tableware 식기류
dishware 접시류, 식기류
porcelain 자기류, 자기 제품
earthenware [집합적] 질그릇
statuette 작은 조각상

space shuttle 우주왕복선
component 부품, 부속
withstand 견디다, 참다
be exposed to ~에 노출되다
attribute 속성, 특징
thermal 열의, 보온이 잘되는
intense 강한, 강도 높은
plunge 뛰어들다, 돌진하다
re-entry 재진입, 재입장
high-tech 첨단 기술의
termite 흰개미
warp 뒤틀리다, 비뚤어지게 하다

rust 녹슬다
peel (페인트, 벽지 등이) 벗겨지다
hygienic 위생적인
durable 내구성 있는, 오래 가는
countertop 조리대
spark plug (자동차 등 내연 기관의) 점화 플러그, 점화전
emission 배기, 가스 배출
optimal 최적의
combustion 연소, 산화
heat resistant 내열성 있는

◎ 해설

1. 강의의 주된 내용은?

- (A) 우주왕복선 건조에 사용되는 자재 (**minor**)
- (B) 세라믹을 만들어내는 과정 (**minor**)
- (C) 세라믹의 몇 가지 주요 응용 사례
- (D) 세라믹 상품의 새로운 개발과 쓰임 (**not mentioned**)

Main Idea

강의 주제가 ceramics에 관한 것이라고만 알아서는 정답을 찾기 힘든 문제. 단서 Q1에서 "First, let's talk about what they are...a definition...and then later we'll talk about—about what their uses are.(우선, 세라믹이 무엇인지, 그러니까

세라믹의 정의에 대해 알아보고, 그 이후에 세라믹의 용도에 대해 이야기해보죠.)”라는 교수의 말을 통해 구체적으로 세라믹의 어느 측면에 초점을 맞추고 있는지 우선적으로 파악해야 한다. 교수는 짧게 세라믹에 대해 정의한 후 강의 전반에 걸쳐 일반적으로 알고 있는 용도가 아닌 특수한 용도, 즉 우주선, 건축, 자동차 등에서 세라믹이 어떻게 사용되고 있는지를 상술하고 있으므로 정답은 (C).

2. 우주왕복선에서 사용을 가능케 한 세라믹 코팅 타일의 특징은?

- (A) 저렴한 가격과 제조의 용이성 (not mentioned)
- (B) 극한 온도에서도 견딜 수 있는 내열성
- (C) 무제한적인 반복 사용 가능 (not mentioned)
- (D) 왕복선 내부에서 열을 유지할 수 있는 능력 (not mentioned)

Detail

단서 Q2의 “this attribute of ceramics is what makes them useful in—in the space shuttles (세라믹의 이러한 속성 때문에 우주 왕복선에서도 굉장히 유용하게 사용되고 있어요)”의 this attribute에 해당하는 내용은 바로 앞에서 언급한 섭씨 1,100도가 넘는 아주 고온에서도 견딜 수 있는 내열성을 가리키므로 정답은 (B).

3. 교수가 건축에서 세라믹의 중요성을 강조하는 방식은?

- (A) 한 건물과 그 속에서 세라믹이 어떻게 사용되고 있는지에 초점을 맞춰서
- (B) 특정 세라믹 자재들의 장점들을 나열하면서
- (C) 건축에서 세라믹 활용의 역사를 기술하면서
- (D) 세라믹과 다른 건축용 자재들을 비교하면서

Organization

교수는 cement, brick, tile을 건축 분야에서 활용되는 세라믹들의 예로 들며, 각 자재들의 장점을 이야기하고 있다. 이중에서도 특히 brick에 대해 “not affected by termites...it doesn’t rot...doesn’t warp...doesn’t rust...doesn’t burn...doesn’t peel...and so on(흰 개미에 의해 피해를 입지 않고, 썩거나... 뒤틀리거나... 녹이 슬거나... 불에 타거나... 벗겨지거나 하지 않는 등)”이라고 그 장점에 대해 상당히 구체적으로 열거하고 있다. 따라서 정답은 (B).

4. 다음 제시된 항목 중 강의에서 세라믹의 용도로 언급된 것을 고르시오. 맞는 칸에 표시하시오.

	예	아니오
(A) 장식용 자기 및 도자기류	√	
(B) 기계의 온도 측정기 (not mentioned)		√
(C) 최첨단 컴퓨터의 부품 (not mentioned)		√
(D) 주택 건축 시 외부면	√	
(E) 경주용 차량의 내부 부품	√	

Connecting Contents

교수는 Q4(A)에서 세라믹하면 많은 사람들이 자기로 된 찻잔, 질그릇, 장식용 조각상을 떠올린다고 했으며, Q4(D)에서 벽돌, 시멘트, 타일과 같은 자재를 포함하는 세라믹은 건축에서 사용된다고 했다. 그리고 마지막으로 Q4(E)에서 경주용 차량에서 세라믹으로 된 브레이크 부품을 발견할 수 있다고 했으므로 (A), (D), (E)가 YES.

5. 교수에 대해서 유추할 수 있는 것은?

- (A) 그 차이점들이 단지 사소한 것들이라고 생각한다.
- (B) 내용을 반복하기를 원하지 않는다.
- (C) 학생이 강의를 제대로 이해하지 못했다고 우려하고 있다.
- (D) 주제에서 벗어나고 싶어하지 않는다.

Attitude

교수가 “now I—I really need to move on.”이라고 한 것으로 미루어 보아 교수가 학생이 질문한 기술적인 용도의 세라믹과 일반적인 세라믹의 차이에 대해 상세히 답변해주기보다는 이 강의의 본 주제인 ‘세라믹의

용도'에 대한 강의를 계속 진행하려고 함을 알 수 있다. 즉 교수는 원래 계획된 강의 주제에 대해서만 설명하려는 의도이므로 정답은 (D). 참고로 **move on**은 강의나 연설 등에서 다른 화제로 넘어가거나 다음 순서로 계속 진행한다는 뜻으로 많이 쓰인다.

6. 교수가 다음과 같이 말한 이유는?

you name it.

- (A) 학생들이 더 많은 예를 생각해내도록 하기 위해
- (B) 요점의 중요성을 강조하기 위해
- (C) 시멘트가 다른 많은 용도로도 사용된다는 것을 보여주기 위해
- (D) 학생들에게 강의에서 쓰인 용어를 정의해보라고 하기 위해



Function

you name it(그밖에 뭐든지)은 비슷한 종류들을 여러 개 열거하고 난 후, 이보다 더 많은 종류들이 있다는 뜻을 나타낼 때 쓰는 관용적인 표현. 여기서도 **cement**가 사용된 예로 **roads, bridges, dams, buildings** 등을 말한 다음에 이 밖에 더 많은 예가 있다는 의미로 쓰였다. 따라서 정답은 (C). 설령 이 표현을 모른다 하더라도 시멘트가 사용되는 여러 사례를 열거한 후에 이어지는 말이므로 추가 사례가 더 있다는 의미를 유추해볼 수 있다.

 MP3-256 **passage 3. [1-6] Listen to part of a lecture in a literature class.**



Professor (female)

Q1 Class, the subject of today's lecture is the British writer Evelyn Waugh. He's considered by many to be one of the great satirical novelists of the twentieth century.

Uh, Waugh was born in 1903 to quite a literary family; his father was an author and editor, and his brother ended up being a writer, too. Waugh went to Oxford to study history, and scholars believe this phase of Waugh's life really influenced his later writings. **Q5**  MP3-257 As it turned out, Waugh didn't get a degree from Oxford, um, because his test scores were low...and he would've had to stay an extra semester.  **Probably due to the amount of time he spent drinking rather than studying.** I mean, he was certainly intelligent enough. He just lacked the discipline. Anyway, so instead of doing that, he left Oxford in 1924. Sometime later—um, this was after working a couple of jobs—uh, after that **Q1** he published the book that, um, earned him his reputation as an author. It was called *Decline and Fall*.

Some of you may already be aware of this if you've studied history... **Q2** but, um, the title *Decline and Fall* comes from another book—*The History of the Decline and Fall of the Roman Empire*, which is by Edward Gibbon. As the name suggests, Gibbon's book, uh, describes the decline...um, the decay of ancient Rome. In a way, Waugh parodies that idea...of the, um, decline of a civilization. He's using it to criticize the, the corruption he saw in the social institutions of his country. England. Um, so that's the general concept of the book. And then, uh, the ideas for some of the events in the novel come from his own experiences. Um, so Waugh's *Decline and Fall* is loosely autobiographical. It's based partly, um, on, well, his time at Oxford...and one of the jobs he had after leaving Oxford—a schoolmaster job.

Um, I'd like to talk more about *Decline and Fall* itself now, so let me introduce the main character a little bit. His name is Paul Pennyfeather. Pennyfeather is a quiet student at Oxford...someone who

stays out of trouble. Now, as I mentioned earlier, Evelyn Waugh was a satirist...and the first bit of satire in *Decline and Fall* comes at the beginning of the story...with an outrageous scenario involving Pennyfeather getting expelled from Oxford for indecency. [finding the idea humorous and strange] Indecency! See, Pennyfeather is minding his own business when some drunken upperclassmen basically assault him and steal his pants for a laugh. **Q3(B)** Pennyfeather, um, obviously the victim in the situation, gets in trouble for not wearing pants...um, and the college officials turn a blind eye toward the...the drunken exploits of the upperclassmen. Waugh uses Pennyfeather's expulsion to criticize Oxford, um, suggesting that the university has ridiculous priorities and displays favoritism. Um, remember, he was once a student at Oxford, and he left that institution somewhat unsatisfied. The next target of, um, Waugh's satirical style is English society at large. **Q3(C)** After getting kicked out of Oxford, Pennyfeather goes out into the, um, the real world and becomes a teacher. He meets a collection of strange characters...with odd, or negative character traits. To Waugh, these people represent the, um, the strangeness that society accepts so easily. Eventually, Pennyfeather gets involved with some members of the, uh, social elite... **Q6**  MP3-258 and here the novel starts to get really...fantastical. Pennyfeather is about to marry into the world of the social elite, but before that happens he gets...arrested.  **Q3(E)** Apparently, the rich woman he's engaged to earned her money through, well, human trafficking. Pretty strange, huh? Eventually, Pennyfeather returns to Oxford—uh, which is ironic considering that he got kicked out...and, um, how tarnished his name became after leaving Oxford. So, um, again, ironically, he's right back where he started at the beginning of the novel. He...he hasn't gotten anywhere.

Q4 Waugh...he wrote from a, um, moral perspective...and through his satire criticized social institutions that he thought had...had lost their morality, such as educational organizations...um, and the aristocracy. Waugh highlighted their lack of integrity, um, and he did it in a humorous way: through satire. After *Decline and Fall* was successfully received by the public, um, he published other novels satirizing England's high society...people who he saw as somewhat immoral. That was one of his major themes as a writer.



MP3-261

satirical 풍자적인

(← **satirize** 풍자하다)

turn out 결국 ~임이 드러나다

discipline 절제, 규율

decline 하락, 멸망

be aware of

~에 대해 알고 있다

decay 쇠퇴, 부패

corruption 부패

loosely 짜임새 없이

autobiographical

자전적인, 자서전의

schoolmaster 남자 교사

outrageous 엉뚱한, 괴이한

expel A from B (공식적으로)

A를 B에서 쫓아내다, 추방하다

indecency 외설, 추잡한 행위

mind one's own business

자신의 일에만 몰두하다

assault 공격하다, 폭행하다

turn a blind eye toward[to] A

A에 대해 고의로 눈감아주다

exploit 아슬아슬하고 신나는 행동

expulsion 퇴학, 제적, 추방

priority 우선 순위, 우선권

favoritism 편파주의, 편애

get kicked out of

~에서 쫓겨나다

odd 괴짜의, 이상한

trait (인물의) 성격, 특징

get involved with

~에 연루되다, 휘말리다

human trafficking 인신매매

tarnish (명성이나 이미지 등을)

더럽히다, 흠집 내다

moral prospective

도덕적인 관점

aristocracy 상류 계급, 귀족층

highlight 부각하다, 강조하다

integrity 고결

1. 논의의 주된 내용은?

- (A) 20세기 영국 문학의 보편적인 주제 (**not correct**)
- (B) 이블린 워의 옥스퍼드 학창 시절 (**minor**)
- (C) 한 영국 소설가의 삶과 그의 첫 번째 작품
- (D) 소설 〈쇠퇴와 타락〉의 성공 (**minor**)

Main Idea

단서 Q1에서 교수는 "the subject of today's lecture is the British writer Evelyn Waugh(오늘 강의의 주제는 영국 작가 이블린 워예요)"라고 주제를 분명히 밝히고 있다. 이후 이 작가의 첫 작품이면서 자전적인 소설인 *Decline and Fall*의 내용을 소개하면서 작가의 작품과 삶에 대해 초점을 맞추고 있으므로 (C)가 정답.

2. 교수가 〈쇠퇴와 타락〉의 기본적인 개념을 소개하고 있는 방식은?

- (A) 소설 제목의 기원을 설명하면서
- (B) 이블린 워의 가족에 대해 소개하면서
- (C) 워의 대학 중퇴 이후의 직업들을 나열하면서
- (D) 워가 소설을 썼던 시기의 생활에 대해 이야기하면서

Organization

단서 Q2의 "so that's the general concept of the book(이게 이 책의 전체적인 컨셉이죠)"라고 한 부분을 통해 알 수 있다. 교수는 워가 당시 부패한 영국 사회를 비판하기 위해 Edward Gibbon의 *The History of the Decline and Fall of the Roman Empire*란 책에서 제목을 차용하고 문명의 몰락에 대한 부분을 패러디했다고 했으므로 정답은 (A).

3. 강의에서 제시된 정보를 바탕으로 아래에서 〈쇠퇴와 타락〉의 주인공에 대한 진술에 해당하는 것을 고르시오. 맞는 칸에 표시하십시오.

	예	아니오
(A) 낮은 점수를 받아서 옥스퍼드 대학을 중퇴했다. (not correct)		√
(B) 대학 관계자들로부터 부당한 대우를 받았다.	√	
(C) 교직에 몸담았다.	√	
(D) 상류사회 여성과 결혼해서 부유층에 편입됐다. (not correct)		√
(E) 불법 행위에 연루된 여성과 약혼했다.	√	

Connecting Contents

작가 이블린 워가 아닌, 소설 속 주인공 Pennyfeather에 대해 묻고 있다는 점에 유의하면서 정답을 골라야 한다. 단서 Q3(B)에서 "the college officials turn a blind eye toward the...the drunken exploits of the upperclassmen(대학 관계자들은 상급생들이 술에 취해 저지른 과도한 행동들에 대해서는 눈감아 주었죠)"라고 했으므로 페니페더가 부당한 대우를 받았음을 알 수 있다. 또한 단서 Q3(C)의 "becomes a teacher"와 단서 Q3(E)의 "the rich woman he engaged to...human trafficking"을 통해 (C)와 (E)도 모두 맞는 진술임을 확인할 수 있다. 따라서 (B), (C), (E)가 YES. 낮은 성적 때문에 대학을 중퇴한 것은 이블린 워 작가 자신이고, 페니페더는 상류층 여성과 결혼하기 직전 경찰에 체포되므로 (A)와 (D)는 모두 NO.

4. 교수에 따르면, 〈쇠퇴와 타락〉이 비판하고 있는 영국 사회의 두 가지 측면은?

정답 두 개를 클릭하십시오.

- (A) 법 체계 (**not mentioned**)
- (B) 교육 기관
- (C) 사회 상류층
- (D) 인신매매 (**not correct**)

Detail

단서 Q4에서 볼 수 있듯이 교수는 부패한 사회제도의 예로 "such as educational organizations...um, and the aristocracy(교육 기관이나...음, 상류 사회처럼)"를 들고 있다. '상류층, 상류 계급'을 뜻하는 aristocracy가 the social elite로 바뀌어 표현된 것에 주목하자. 따라서 정답은 (B), (C). human

trafficking은 소설 속 주인공인 페니페더가 연루된 사건이었을 뿐, 작가가 이 사건을 비판의 대상으로 삼은 것이 아니므로 (D)는 오답.

5. 교수가 다음과 같이 말할 때 유추할 수 있는 것은?

Probably due to the amount of time he spent drinking rather than studying.

- (A) 워는 교수진들과 많은 문제가 있었다.
- (B) 워는 재능 있는 학생은 아니었다.
- (C) 워의 실패는 그 자신의 잘못 때문이었다.
- (D) 워에게는 분명히 어떤 성격적인 장애가 있었다.

Inference

이 다음에서 교수가 "I mean, he was certainly intelligent enough. He just lacked the discipline.(그게 그는 정말 총명했어요. 단지 절제하는 게 부족했던 거예요.)"라고 말한 것을 통해 워가 대학을 졸업하지 못한 것은 지적 능력이 부족해서가 아니라 무절제한 생활 때문임을 알 수 있다. 따라서 학업에서 성공적이지 못했던 이유는 그 자신의 책임이라는 것을 유추할 수 있으므로 정답은 (C).

6. 교수가 다음과 같이 말한 이유는?

And you'll never guess what he's arrested for:

- (A) 소설에서 이 부분이 특이하다는 점을 암시하기 위해
- (B) 워가 자신만의 문학적 스타일을 고안했음을 보여주기 위해
- (C) 다음에 이어질 내용에 대한 힌트를 주기 위해
- (D) 학생들이 소설의 구조에 대해 추측하게 하기 위해

Function

다시 들려진 부분에서 교수는 페니페더가 경찰에 체포된 이유가 the white slave trade라고 했는데, 상류층 여성과 결혼을 앞두고 있는 상황에서 백인 노예 거래를 했다는 것은 예측하기 힘든 내용이다. 따라서 교수가 "And you'll never guess what he's arrested for(그가 체포된 이유를 짐작도 못할 거예요)"라고 말한 것은 학생들이 그 이유를 추측할 수 없을 정도로 매우 특이하다는 의도로 한 말이므로 정답은 (A).

type A

Answer	01 legitimate 정당한, 타당한	02 credentials 명성	03 abbreviate 약어로 쓰다
	04 sediment 침전물	05 dissipating 사라지는	06 intriguing 흥미로운
	07 spectrum 범위, 분야	08 disturbance 소란, 소요	09 devastating 파괴적인
	10 stumble (우연히) 마주치다	11 submission 항복	12 dismantle 해체하다
	13 adorn 장식하다	14 retreat 휴식처, 피난처	15 deterrent 억제 장치
	16 emissions 배출, 방출	17 sprint 전력 질주하다	18 refracted 굴절된
	19 inspirational 고무적인	20 disapproval 비난, 반대	21 circulate 순환하다
	22 spawn 일으키다	23 formula 공식	24 solvent 용매, 용제
	25 nasal 코의	26 intake 섭취량	27 spell (특정한) 날씨의 지속 기간
	28 mimic 흉내내다	29 combustion 연소, 산화	30 reminiscent 떠오르게 하는

type B

Answer	01 (B)	02 (C)	03 (B)	04 (A)	05 (A)	06 (D)	07 (C)	08 (B)	09 (D)	10 (D)	11 (A)	12 (D)
	13 (A)	14 (C)	15 (B)	16 (A)	17 (B)	18 (D)	19 (C)	20 (D)	21 (C)	22 (A)	23 (C)	24 (A)
	25 (C)	26 (A)	27 (B)	28 (C)	29 (A)	30 (C)						

type B [SCRIPT]

01 associated with an animal's sense of smell

(A) nasal(코의) (B) **olfactory**(후각의) (C) organic(유기체의) (D) fragrant(향기가 나는)

02 to put forward an unproven theory to explain something

(A) rephrase(고쳐 말하다) (B) emphasize(강조하다) (C) **hypothesize**(가설을 세우다) (D) energize(격려하다)

03 connected with the countryside and agriculture

(A) emotive(감정의) (B) **pastoral**(전원 생활의) (C) serene(고요한) (D) ideal(이상적인)

04 normal and regular, not exciting

(A) **mundane**(평범한) (B) effective(효과적인) (C) frequent(잦은) (D) exhaustive(소모적인)

- 05 capable of conducting heat or electricity
(A) **conductive**(전도성의) (B) transferable(운반할 수 있는) (C) automatic(자동의) (D) receivable(받을 만한)
- 06 producing poison to kill prey
(A) atrocious(극악한) (B) respective(각각의) (C) aggressive(공격적인) (D) **venomous**(독이 있는)
- 07 an internal organ that produces hormones, sweat or saliva to help the body function
(A) substance(물질) (B) component(구성체) (C) **gland**(분비기관) (D) intestine(장)
- 08 having worse living conditions and fewer opportunities than most other people
(A) relative(상대적인) (B) **underprivileged**(저소득층의) (C) inadequate(부적합한) (D) deficient(부족한)
- 09 to ensure that the situation stays the same by opposing another force or action
(A) submit(제출하다) (B) vindicate(입증하다) (C) realize(실현시키다) (D) **offset**(상쇄하다)
- 10 to recover information stored in a computer's memory
(A) incorporate(법인으로 만들다) (B) exchange(교환하다) (C) inspect(검사하다) (D) **retrieve**(정보를 검색하다)
- 11 a small object made of rock or metal which has landed on Earth
(A) **meteorite**(운석) (B) phenomenon(현상) (C) pathogen(병원균) (D) comet(혜성)
- 12 a member of a particular group of mammals including humans, apes and monkeys
(A) gender(성) (B) community(집단) (C) species(종) (D) **primate**(영장류)
- 13 an official document that allows you to do something
(A) **permit**(허가증) (B) confirmation(확정) (C) receipt(영수증) (D) report(보고서)
- 14 to suffer a penalty or an unpleasant consequence for doing something wrong
(A) affect(영향을 미치다) (B) incite(자극하다) (C) **incur**(초래하다) (D) induce(유도하다)
- 15 to move something quickly through the air so that it makes a quiet sound
(A) faze(당황하게 하다) (B) **swish**(휘두르다) (C) veer(방향을 바꾸다) (D) grate(비비다, 갈다)
- 16 to help plants grow and develop
(A) **fertilize**(비옥하게 하다) (B) harvest(추수하다) (C) feed(먹이를 주다) (D) diversify(다각화하다)
- 17 being extremely hot and uncomfortable, making it difficult to breathe
(A) destructive(파괴적인) (B) **stifling**(숨막힐 듯한) (C) perpetual(영속하는) (D) pliable(유연한)

- 18 something done after no preparation
(A) expertise(전문적 지식) (B) groundwork(기본 원리) (C) impulsion(추진, 충동) (D) **improvisation**(즉흥으로 한 것)
- 19 to invent a new expression that becomes popular
(A) impart (나누어 주다) (B) fabricate(제작하다) (C) **coin**(신어 등을 만들어내다) (D) direct(지도하다)
- 20 to make a guess about a future event despite not having access to all the facts or details
(A) irritate(짜증나게 하다) (B) debate(논쟁하다) (C) contempt(경멸하다) (D) **speculate**(전망하다)
- 21 an area of land and its natural features
(A) soil(토양) (B) estate(소유지) (C) **terrain**(지역, 지대) (D) boundary(경계선)
- 22 a person who supports a particular side, or who persuades others to do something
(A) **proponent**(지지자) (B) supervisor(감독관) (C) commentator(논평자) (D) participant(참가자)
- 23 being friendly and helpful to visitors
(A) useful(유용한) (B) remedial(치료의) (C) **hospitable**(대접이 좋은) (D) appointed(지정된)
- 24 to occur or be present before something or someone, or to go before something in a series
(A) **precede**(선행하다) (B) facilitate(용이하게 하다) (C) forewarn(사전 경고하다) (D) imagine(상상하다)
- 25 being very clean and preventing bacteria or germs from spreading
(A) polluted(오염된) (B) intriguing(흥미로운) (C) **hygienic**(위생적인) (D) negligent(태만한)
- 26 behavior that is considered to be sexually offensive
(A) **indecent**(외설) (B) commitment(헌신) (C) brutality(잔인성) (D) provocation(도발)
- 27 very unusual and funny or shocking
(A) grateful(감사하는) (B) **outrageous**(영동한) (C) passionate(열정적인) (D) needy(가난한)
- 28 something you are given by someone after they die
(A) bereavement(사별) (B) reception(환영, 접견) (C) **legacy**(유산) (D) leftover(찌꺼기)
- 29 a performance or festival to celebrate an occasion
(A) **gala**(축제) (B) amusement(위락) (C) demonstration(시연) (D) memorial(기념물)
- 30 to move along a curved path around a far larger object
(A) descend(내려오다) (B) mobilize(동원하다) (C) **orbit**(궤도를 돌다) (D) vault(도약하다)

Answer	case example	> 1 (D) 2 (A) 3 (A) 4 (D) 5 (B)
	passage 1	> 1 (D) 2 (C) 3 (C) 4 (A), (B) 5 (B)
	passage 2	> 1 (C) 2 (A) 3 (C) 4 (A) 5 (A)
	passage 3	> 1 (D) 2 (A) 3 (A) 4 (D) 5 (A)

case example

 MP3 • 270 [1-5] Listen to part of a conversation between a student and a professor.

Student (male) Professor Stuart, do you have a minute?




Professor (female) Is that you, Miguel? Of course I do...come on in. This is the first time you've stopped by to see me during office hours, isn't it?

Student Yeah...I guess so.

Professor Do you have a question about something we covered in class yesterday? I know my lecture dealt with a lot of different issues...

Student Oh, no. It's nothing like that.

Professor OK. What can I do for you then?

Student  **Q4**  MP3 • 271 **Um...it's about graduation.**
 **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 Time goes by so fast, doesn't it?

Student It sure does. But...I'm kind of worried about it. You know... **Q1** **I have no idea what I'm going to do with my biology degree after I finish school.** It's like, um, I've been so busy worrying about getting good grades and learning the material...I haven't had any time to consider where it's leading me.

Professor **Q1** **So...are you looking for advice about how to use your biology degree to find a job?**

Student Yes, that's exactly what I'm wondering about.

Professor OK. I understand how overwhelming this process can be...especially when you're first starting to think about it. Um, hmm...I suppose the first step would be to find out what area of biology

Q1 학생이 교수를 찾아 간 이유는?

- (A) 어제 강의에 대해 이야기하기 위해
- (B) 다가오는 졸업에 대해 의논하기 위해
- (C) 제약회사 인턴십을 신청하는 방법을 알아보기 위해
- (D) 대학 졸업 이후 취업에 대한 조언을 듣기 위해

Q2 학생이 자신의 경력에 대해서 걱정하는 이유는?

- (A) 그 동안 했던 일 중에서 전공과 관련된 것이 전혀 없기 때문에
- (B) 과거에 생물학 분야에서 일하는 데 어려움을 겪었기 때문에
- (C) 자원 봉사로 일한 경험이 전부이기 때문에
- (D) 교수가 학생의 경력이 가치있다고 생각하지 않기 때문에

 MP3 • 284

deal with (주제나 사안 등을) 다루다
start over 처음부터 다시 시작하다
the other day 어느 날, 일전에
overwhelming 버거운, 힘든

- you'd be interested in working in. Have you narrowed it down at all?
- Student** Actually, yes. That's one thing I've considered.
- Professor** Excellent. In fact, that's probably the most important part right there. So what field looks good to you?
- Student** Well, I can see myself working in the pharmaceutical industry. The idea of developing new medicines...that's really appealing. Ideally, I'd like to find a position where I could utilize my minor, too...which is in business administration.
- 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.
- 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.
- Q5** But there are some things you can do to increase your odds. Um...one of the best is to do an internship.
- Student** [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. In fact, Anderson Pharmaceuticals

Q3 학생의 봄학기 계획에 관해 유추할 수 있는 것은?

- (A) 제약 회사에서 인턴십 하는 것을 희망한다.
(B) 한 수업에서 현장실습을 수행할 예정이다.
(C) 대학원 입학 신청서를 제출하려고 한다.
(D) 취업 기회를 알아보기 시작할 것이다.

Q4 학생이 다음과 같이 말한 이유는?

No—I mean...let me start over.

- (A) 앞서 했던 말을 다시 반복하기 위해
(B) 복잡한 사안에 대해 의논하고 싶다는 것을 보이기 위해
(C) 문제의 심각성을 강조하기 위해
(D) 자신이 방금 말했던 것을 분명히 하기 위해

 MP3 • 284

narrow down (범위나 영역을) 좁히다

pharmaceutical 제약의, 조제의

appealing 매력적인, 호소력 있는

utilize 활용하다, 이용하다

minor 부전공

business administration

경영(학)

bring on board (회사 등의 특정 조

직에) 들어오게 하다, 입사시키다

related field 관련 분야

tons of 아주 많은

matter 문제가 되다, 중요하다

odds 확률, 가능성

here in the city accepts people for fall and spring internships. **Q3** I think the application period for the one in the spring is still open, if you're interested in that. Of course, that might be difficult if you're going to be busy during your final semester.

Student

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.

Student

Thanks so much. I'll do some, um, preliminary searching and let you know what I find out.

Professor

Sounds good. But I don't want to let you go without discussing another option too.

Student

Oh...what's that?

Professor

Have you considered grad school? I know lots of schools offer specialized programs combining biology and business...which is just what you want to do. And they typically involve a lot of field research...which would give you plenty of experience for when you're ready to apply for a job.

Student

That's a good point too. Wow. Obviously I have a lot to think about. Why don't I look into this more and come back and see you in a few weeks?

Professor

That sounds great. I hope I was able to help.

Student

Oh, definitely. Thank you so much again, and I'll see you in class tomorrow.

Professor

Great, see you then.

Q5 학생에 대해서 유추할 수 있는 것은?

(A) 대학원에 진학하는 것에 대해 기뻐하고 있다.

(B) 인턴십을 할 가능성에 대해 확신하지 못하고 있다.

(C) 자신이 인턴십을 할 자격이 되는지 의심스러워 하고 있다.

(D) 너무 많은 다른 학생들이 인턴십을 하고 있다고 걱정하고 있다.

 MP3 • 284

application period

지원[신청] 기간

stipend 월급, 보수

participant 참가자

preliminary 초기의, 예비의

specialized 전문의

involve 포함시키다, 관계시키다

plenty of 많은 ~, 풍부한 ~

obviously 분명히, 명백히

(=definitely)

passage 1



MP3 • 273

[1-5] Listen to part of a conversation between a student and a professor.

Student (male) Professor Tananger, do you have a moment to talk?
Professor (female) Oh—hello, An. Yes, I have a few minutes free. Why don't you come on in and have a seat. Tell me...what can I help you with today?

Student **Q2** Well, as you know, a lot of my graduate training has focused on programs at the laboratory for cancer research... Well, I've—I've come to the conclusion that I'd like to make a career out of it.

Professor You do seem to have the personality for that kind of work. All the work that you've produced here has been of an exceptional standard, so I've got high hopes for you.

Student Thank you. **Q1** The reason I'm here is—well I know how important grants are for researchers... and since you come from a research background, maybe you could give me some tips about how to apply for grants?

Professor Sure, I'm more than happy to give you some pointers. Let's see...where to start? Um, well, the first thing you'll want to do is determine where your research belongs. Seek out institutions that are going to value and support your work.

Student I've come up with a list of institutions that are already supporting and funding the kind of research I want to get involved in. I'm hoping to continue working in cancer research.

Professor Very good. I'm happy to hear you've already started the process. Uh, have you identified any grants to apply for?

Student A couple so far. I'm pretty sure I'll apply for a grant from the National Institutes of Health.

Professor An NIH grant? Well, that'll limit where you can conduct your research. Universities and businesses are eligible for NIH grants...but some federal institutions aren't.

Student OK. That's good to know. **Q3** I'm hoping to continue my work here, or at another university

Q1 학생이 교수에게서 필요로 하는 것은?

- (A) 취업을 위한 추천서
- (B) 다양한 암 연구소에 대한 정보
- (C) 들어갈 연구 분야 추천
- (D) 연구 보조금 신청에 대한 조언

Q2 학생의 진로 목표에 관해 교수가 암시하는 것은?

- (A) 학생은 나중에 진로 목표에 대한 마음이 바뀔지도 모른다.
- (B) 진로 목표들을 실현하기 어려울 수도 있다.
- (C) 학생은 진로 목표를 실현하는 데 성공할 것이다.
- (D) 학생은 진로 목표를 달성하기 위해 보다 구체적인 계획이 필요하다.

Q3 학생이 일하고 싶어하는 곳은?

- (A) 연방 기관
- (B) 보조금 심사위원회
- (C) 지역 대학
- (D) 의료 업체

MP3 • 285

come to the conclusion that

~라는 결론에 이르다

make a career 경력을 쌓다

exceptional 뛰어난

grant 보조금

apply for 신청하다

pointer 조언

seek out ~을 찾다

come up with ~을 찾아내다

get involved in ~에 관여하다

be eligible for ~을 받을 자격이 있다

Professor


in the region.

Dictation 시작 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⁾any restrictions and internal procedures they have for the application process.


Student

Got it.

Professor

Q5  MP3 • 274 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⁾there're some you wouldn't qualify for...

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⁾in terms of time, resources, and budget. I'm assuming you're not at this stage yet...?

Student

No...I'm really just ⁴⁾at the very preliminary stages. 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. Q4(B) ⁵⁾Keep your audience in mind. The first people who review your proposal are going to make the decision about ⁶⁾whether your project deserves further consideration. Chances are, the primary reviewers aren't going to be familiar with your field. Q4(B) So you have to present your proposal in a way that'll ⁷⁾make sense and seem valuable to people who don't really know anything about cancer research.

Student

I see. That sounds pretty difficult.

Professor

Yes, it can be. Q4(B) 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⁾appeal to experts and peers too.

Student

You've given me a lot to think about. Are there any last pointers you have for me?

Professor

Q4(A) Um, well, above all, make sure ⁹⁾your

Q4 보조금 제안서 작성과 관련해 교수가 학생에게 해 준 두 가지 조언은? 정답 두 개를 클릭하십시오.

- (A) 주제가 너무 광범위하지 않도록 할 것
- (B) 다양한 수준의 전문성을 가진 심사 위원들에 맞춰 작성할 것
- (C) 자신의 연구 분야에서 벗어나지 않도록 할 것
- (D) 가능한 포괄적이고 심도있게 작성할 것

Q5 학생이 다음과 같이 말한 이유는? Right, I know. So when it comes time to actually apply, what sorts of things do I need to be thinking about?

- (A) 교수가 방금 이야기한 것에 대해 좀 더 자세한 설명을 부탁하기 위해
- (B) 보조금 종류를 선택하는 것보다 신청 자체에 더 관심이 있다는 것을 보여주기 위해
- (C) 자신이 아직 진로를 결정하지 못했다는 것을 교수에게 알리기 위해
- (D) 자신이 어떤 보조금을 받을 자격이 있는지에 대해 조사를 많이 했다는 것을 증명하기 위해

 MP3 • 285

restriction 제약, 제한
internal procedures 내부 절차
qualify for

~에 대한 자격 요건을 충족하다

define 정의를 내리다

in terms of ~면에서

preliminary 준비의

keep A in mind A를 명심하다

deserve ~할 가치가 있다

primary 첫째의, 1차의

be familiar with ~을 잘 알다

go over ~을 검토하다

appeal to ~의 마음에 들다

peer 동료

above all 무엇보다도

proposal has a sharp focus. 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⁾sketching out your research plan.

Student

Thanks. You've been really helpful. Dictation 종료

cover ground

분야나 주제를 포함하다

leave out ~을 빼다

sketch out ~의 개략을 쓰다

passage 2



MP3 • 275

[1-5] Listen to part of a conversation between a student and a professor.

Professor (male)

Hello, Tara. You're right on time for our appointment. Please, have a seat.

Student (female)

Q1 Thank you, Professor Sandler. Did you have a chance to go over the rough draft of my short story?

Professor

Yeah, I went over the draft you sent me on Tuesday, and I have a couple of pointers for you to think about while you're revising it.

Student

Great. I think the story still needs a lot of work.

Professor

Well, it's coming along well so far, I think. It's not quite polished yet, but it'll get there.

Student

So, what kind of feedback do you have?

Professor

Overall, the plot is interesting and the story is well written.

Student

OK, thanks.

Professor

However, I'm interested in why you chose to write the story in the first person, and from a male character's perspective.

Student

Yeah...I wanted to try something new. Usually I write in the third person, so I wanted to break out of my usual routine. You don't think it was very successful?

Professor

Q2 Well, I thought that the narrator's voice was, um, inconsistent at times. I mean, sometimes the narrator was very informal and used colloquial speech. But at other times the very literary narrative style I'm used to seeing in your writing showed through. You might want to read through the story a couple of times looking for these sorts of inconsistencies.

Q1 학생이 교수를 찾아가 이유는?

- (A) 수업을 위해 읽은 문학 작품에 대해 논의하기 위해
- (B) 작문 과제의 마감일에 대해 물어 보기 위해
- (C) 창작한 글을 개선시키는 데 있어서 의견을 듣기 위해
- (D) 단편 소설을 쓰는 방법에 관한 조언을 듣기 위해

Q2 소설의 화자에 대한 교수의 의견은?

- (A) 여조에 더 일관성이 있어야 한다.
- (B) 행동을 더 상세하게 설명해야 한다.
- (C) 인물에 대한 소개는 불필요하다.
- (D) 여성으로 교체되어야 한다.



MP3 • 286

on time 정시에

rough draft 초안

revise 수정하다

(→revision 수정, 교정)

come along 잘 진행되다

polished 다듬어진, 완성된

plot 줄거리

first person [문학] 1인칭

perspective 관점, 시점

third person [문학] 3인칭

routine 관행, 일상

inconsistent 일관성이 없는

(→inconsistency 불일치)

colloquial 구어체의

narrative 이야기체의

be used to doing

~하는데 익숙하다

Student

Consider what kind of mood you want to convey and which narrative technique is best suited for the, um, the mood of your piece.

Professor

OK. I'll do that. But you definitely prefer the, um, the idea of a third-person narrator?

Well, that's not exactly what I'm saying. The first-person narrator in this draft wasn't, um, wasn't real to me because of the inconsistencies I mentioned. If you were able to improve on those, I'm not sure how I'd feel. I'm leaving that up to you.

Student

All right. Thanks, I'll think about it.

Professor

Q3 Another issue I had was with the way you established the setting. I think there was too much direct explanation. I don't want to read sentences like "It was extremely hot out that day." I want to get the impression of heat. Convey it in a more indirect way. For example, you could talk about the character's shirt being sticky with sweat, or you could describe the way grass looks after a couple days of a heat wave. Do you see what I'm saying?

Student

Yeah. That makes sense to me. I tried to use that technique to explain the character's personality and appearance...but I guess I lost my focus while I was writing about the setting.

Professor

Yes. **Q3** You did a great job with your explanation of the character. I never felt like you were directly explaining his personality.

Student

OK. Great. So I should just take that further... apply it to the whole piece.

Professor


Right.

Student


Um, is there anything else I should think about while I revise this draft?

Professor

Um...I think that's about all. Oh—wait.

Q4  MP3-276 Um, what about getting rid of the first paragraph entirely?

Student

 **Really? I thought there needed to be a little bit of, um, introduction before the main sequence of events begins.**

Professor

I don't agree. **Q5**  MP3-277 I think the second paragraph is much more interesting. Sometimes, it's a good idea to just throw your reader into

Q3 배경 묘사가 등장인물에 대한 묘사와 다른 점은?

- (A) 등장인물 설명이 더 현실적이다.
- (B) 등장인물 묘사가 더 미흡하다.
- (C) 배경 묘사가 좀 더 직접적이다.
- (D) 배경 묘사에서 좀 더 많은 비유를 사용하고 있다.

Q4 학생이 다음과 같이 말한 이유는?

Really? I thought there needed to be a little bit of, um, introduction before the main sequence of events begins.

- (A) 자신이 그렇게 쓴 이유를 설명하기 위해
- (B) 교수가 실수했다는 것을 보여주기 위해
- (C) 자신의 글에 문제가 있다는 것을 인정하기 위해
- (D) 교수가 자신의 의도를 오해했다는 것을 시정하기 위해

 MP3-286

convey 전달하다

leave it up to you 네게 맡기다
establish 설정하다, 자리잡게 하다
setting (소설, 연극 등의) 배경
sticky 들러붙는

heat wave 열기, 열파

sequence of events

연속되는 일련의 사건들

look forward to doing


~하기를 기대하다

final version 최종본

due 기한

the action without explaining too much about what's going on.

Student

 **Q1** OK. I do like that idea now that you mention it. I wouldn't have thought to do that on my own, though. Thanks.

Professor

Oh, sure. I'm looking forward to seeing your next draft. The work you produce in class is always top quality.

Student

Thanks a lot. I'm really enjoying creative writing this semester. Oh—when is the final version due again?

Professor

It has to be finished by next Friday. You still have plenty of time to revise your draft.

Student

Great. Thanks so much for your suggestions. I think I'll go get started on my revisions.

Q5 다음과 같이 말할 때, 학생이 암시하는 것은?

OK. I do like that idea now that you mention it. I wouldn't have thought to do that on my own, though. Thanks.

- (A) 교수가 제안한 대로 수정할 것이다.
(B) 교수가 제안한 것보다 다른 작문 스타일을 더 선호한다.
(C) 교수가 말한 것을 처음에는 이해하지 못했다.
(D) 교수의 조언을 좀 더 깊이 생각해 봐야 할 것이다.

passage 3



MP3 • 278 [1-5] Listen to part of a conversation between a student and a professor.

Professor (male)

Laura, good evening.

Student (female)

Professor Ellis, hi. Thanks for taking time to meet with me after class.

Professor

It's no problem.


Student

Q1 Um...so...I wanted to ask you about some things you talked about in class tonight.


Professor

OK, sure. What do you have a question about?

Student

Um...well...pretty much all of it. The transference of culture...how a small group over time, um, tends to absorb the culture of the larger group surrounding it. **Q4**  MP3 • 279 I understand the basic idea, but...a lot of the details you were talking about...they were kind of difficult for me to pick up. I was wondering if you could just quickly explain them to me again.

Professor

 [unsure how to proceed] Um...OK...well, I can't go over everything with you again right now. Let's see...did you do the reading assignment for the class?

Student

No, actually...I haven't had time to do that yet.

Professor

Ah, well that explains it. **Q2** In my lecture, I was assuming everyone had done the reading...

Q1 학생이 교수를 찾아간 이유는?

- (A) 가산점을 받을 수 있는지 문의하기 위해
(B) 다음 강의 결석에 대해 의논하기 위해
(C) 과제를 소홀히 한 것에 대해 사죄하기 위해
(D) 강의 내용에 대해 다시 설명을 듣기 위해



MP3 • 287

transference 전이

um, so I skipped over all the fundamental stuff so I'd have time to go into more depth on certain issues. But if you didn't do the background reading first, I can see why you felt lost.

Student

Yeah, I'm sorry. I guess I should make sure to always prepare for class.

Professor

Dictation 시작 Well, I ¹do assign the readings for a reason. 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 ²fill in any gaps from there.

Student

OK, thanks, I'll do that. If I still have questions afterward, can I come see you again?

Professor

Sure. **Q5** Now, make sure you also do next week's reading before you show up to class, OK?

We'll be ³continuing our discussion of cultural transference, 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 ⁴becomes isolated from its original culture, it starts to ⁵adopt things from the dominant culture around it. But in this case, we're talking about speech...a way of speaking, and that's called a dialect.

Student

[surprised] ⁶How weird... 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. **Q3** 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

Q2 교수가 문화 전이에 관한 자신의

오늘 강의에 대해 말하고 있는 것은?

(A) 주제에 대해 이미 읽어온 학생들에게 맞춰졌다.

(B) 수업시간에 다루게 될 가장 어려운 주제 중 하나이다.

(C) 학생의 룸메이트들과의 경험과 밀접한 관계가 있다.

(D) 수업에 참여하는 다른 많은 학생들에게도 어려웠다.

Q3 학생이 자신의 룸메이트들에 관해 암시하는 것은?

(A) 방언의 수용을 보여주고 있다.

(B) 문화 전이에 관해 몇 가지 질문을 가지고 있다.

(C) 자신이 말하는 방식에서 변화를 알아챘다.

(D) 자신의 말투를 이해하는 데 어려움을 겪고 있다.

MP3 • 287

skip over 건너뛰다

fundamental 기본적인

assign (과제를) 부여하다

as long as ~하는 한

fill in ~을 메우다, 채우다

dialect 방언

accommodation 수용

isolate from ~로부터 고립시키다

dominant 우세한

Deep South 미국의 최남부 지방

(Georgia, Alabama, Mississippi, Louisiana 주 등)

distinct 구분되는, 독특한

- Student experience...⁷⁾ *to be exposed to two completely different accents* like that all the time.
- Student Yeah, it really is. Q3 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⁾ *some things that sound more like me* than like their original accent. You know... 'cause I don't really have an accent.
- Professor Very interesting. You know what? Q3 ⁹⁾ *This ties in perfectly with next week's lecture. 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⁾ conform to the larger group. That's pretty much what dialect accommodation is all about.* Dictation 종로 Of course, dialects are more than just accents...but it's the same idea.
- Student How funny. I guess I'll be more prepared for next class than I thought.
- Professor [laughing] I guess so. In fact...are you at all interested in an extra-credit opportunity?
- Student Really? Yeah, I can always use some extra credits.
- Professor Great. If you can put together a short presentation about your roommates' accents...you know, really analyze the changes you've observed...what's changed and what hasn't and how long it took...um, just a quick five-minute presentation. If you'll present it next class, I'll give you ten extra points on our next test.
- Student [excited] It's a deal!
- Professor Excellent. Q5 MP3-280 Oh, and Laura... I still expect you to do the reading for next week as well.
- Student Don't worry, Professor. I won't miss another one. Thanks so much for helping me out.
- Professor My pleasure. See you next week.

Q4 다음과 같이 말할 때 교수에 대해 유추할 수 있는 것은?

[unsure how to proceed]
Um...OK...well, I can't go over everything with you again right now.

- (A) 다른 시간에 학생에게 도움을 주고 싶어한다.
(B) 도움 없이도 학생이 강의내용을 이해할 수 있다고 확신한다.
(C) 학생이 수업시간에 더 열심히 해주기를 바란다.
(D) 학생의 요청을 들어주는 것을 내켜하지 않는다.

Q5 교수가 다음과 같이 말한 이유는?
Oh, and Laura...I still expect you to do the reading for next week as well.

- (A) 학생에게 자신이 앞서 이야기했던 것을 상기시키기 위해
(B) 수업 준비를 하지 않은 것에 대해 학생을 나무라기 위해
(C) 학생에게 과제를 추가로 주기 위해
(D) 학생에게 큰 기대를 하고 있다는 것을 알려주기 위해

MP3-287

tie in with ~과 일치하다
be in the minority 소수에 속하다
conform to ~에 따르다, 순응하다
extra-credit 가산점
put together ~을 구성하다
analyze 분석하다
It's a deal. 좋아요, 찬성이예요

Answer	case example	> 1 (D) 2 (A) 3 YES → (A), (D), (E) / NO → (B), (C) 4 (B) 5 (B) 6 (C)
	passage 1	> 1 (B) 2 (B), (D) 3 (B) 4 (D) 5 (D)
	passage 2	> 1 (D) 2 (C) 3 (B), (D) 4 (D) 5 YES → (A), (C), (E) / NO → (B), (D) 6 (A)
	passage 3	> 1 (A) 2 (B), (C) 3 (B) 4 YES → (A), (D) / NO → (B), (C) 5 (C) 6 (A)

case example



MP3-288 [1-6] Listen to part of a lecture in an art class.

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. **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.



Q5 MP3-289 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...I can't really get into it now. Just remember that plaster was always applied to the surface, and it helped absorb the colors of the paint and make them stick. OK?

Q1 논의의 주된 내용은?

- (A) 부온 프레스코의 제작 과정
- (B) 이탈리아 르네상스 시대 화가들의 영향
- (C) 프레스코 회화 기법의 몇몇 장점들
- (D) 이탈리아 르네상스 시대 회화 기법 중 하나

Q2 교수가 시스틴 대성당을 언급한 이유는?

- (A) 쉽게 알 수 있는 프레스코화의 예를 들기 위해
- (B) 프레스코가 한때 가장 인기 있었던 이탈리아 예술 형태였음을 시사하기 위해
- (C) 어느 르네상스 회화의 거장에 대한 배경 지식을 소개하기 위해
- (D) 몇몇 이탈리아 르네상스의 위대한 작품들을 거론하기 위해

MP3-302

fresco 프레스코 화법(갓 칠한 회반죽 벽토에 수채로 그리는 벽화 기법), 프레스코화

back up 보충 설명하다, 입증하다

plaster 회반죽, 벽토

gypsum 석고



lime 석회

fiber 섬유, 섬유질

absorb 흡수하다, 빨아들이다

Where was I? Ah, the *buon fresco*. **Q3(A)** 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(E)** *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(D)** 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. They usually had about seven to nine hours of working time on each *giornata*. After that, the plaster would harden, and if they weren't finished...well, unfortunately they'd have to scrape off the plaster—along with all their hard work—and start over the next day. Likewise, if they made a big mistake, um...there was no real way to correct mistakes without scraping off the plaster.

Q6  MP3-290 Now, there's a second type of fresco known as a *secco*.  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. Why? Well, the rougher texture made it easier for the paint pigments to seep into the plaster. But no matter how rough the surface, a *secco* painters always had to use an additional substance, a binder...mixed with the paint to make it stick. Typically, this was made out of egg yolk and some other type of gum or glue.

Q3 다음 중 강의에서 부온 프레스코의 특징으로 언급된 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 바른지 얼마 되지 않아 아직 채 마르지 않은 회반죽 위에 그린다. (YES)
- (B) 거칠게 다듬어진 회반죽 표면이 필요하다. (NO)
- (C) 실수하게 되어도 큰 어려움 없이 다시 칠할 수 있다. (NO)
- (D) 한번에 작은 부분에만 작업이 가능하다. (YES)
- (E) 르네상스 시대의 다른 회화 작품들보다 보존 상태가 더 좋다. (YES)

Q4 강의에 따르면, 메초 프레스코의 주요 장점들은?

- (A) 색깔을 선명하게 표현하고 내구성이 뛰어나다.
- (B) 물감을 꽤 잘 흡수하고 쉽게 수정할 수 있다.
- (C) 수세기 동안 지속되고 한꺼번에 작업할 수 있다.
- (D) 모래나 전색제를 사용할 필요가 없다.

 MP3-302

suck 빨아들이다
pigment 물감, 안료
durable 오래 가는, 내구성 있는
scrape off (칼 등을 이용해서) 껍질이나 표면을 벗겨내다
texture 질감, 조직
seep into ~로 스며들다, 침투하다
substance 물질, 내용물
binder [미술] 전색제(물감이 잘 퍼지고 빨리 마르도록 물감에 섞어 쓰는 물질)
egg yolk 계란 노른자

The benefit of working *a secco* was that you weren't limited by the drying time of the plaster...and it was a lot easier to fix mistakes. You'd just paint over them. The problem, though, was that *a secco* frescoes weren't nearly as durable as *buon* frescoes. The paint never really integrated into the plaster, so over time it'd flake off, especially in humid conditions. A lot of times, the *a secco* method was just used to add finishing touches to *buon* frescoes...to hide tiny mistakes and make colors more accurate. Because, well, sometimes color would look different in wet plaster than it would after the plaster dried. Blue, for example, was really hard to represent with a *buon* fresco by itself. Um, there're also frescoes done completely *a secco*, but these weren't as common.

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.

Q5 다음과 같이 말할 때 교수가 의미하는 것은?

Oops, wait a second. Let me back up.

- (A) 학생들에게 새로운 용어에 대해 더 잘 설명해줄 필요가 있다고 생각한다.
- (B) buon 프레스코로 넘어가기 전에 다른 내용에 대해 논의하고 싶어한다.
- (C) 강의 중에 buon 프레스코에 대해 이야기하고 싶어하지 않는다.
- (D) buon 프레스코에 대한 중요한 부분을 놓치고 넘어간 것을 알아차렸다.

Q6 교수가 다음과 같이 말한 이유는? **Anyone here speak Italian?**

- (A) 학생들에게 자신이 이탈리아어가 서툴다는 것을 주지시키기 위해
- (B) 학생들에게 프레스코화가 어디서 기원했는지 알려주기 위해
- (C) 특정 용어에 대한 이탈리아어 뜻을 소개하기 위해
- (D) 세코의 사전적인 의미에 대해 도움을 받기 위해

 MP3 • 302

be limited by ~에 의해 제한을 받다
integrate into

~에 합쳐지다, 통합되다

flake off (칠 등이) 벗겨지다,
(부스러져) 떨어지다

humid 습한, 물기가 찬

finishing touch 마무리 손질

barely 거의 ~하지 않은

not as much as ~만큼은 아닌

passage 1



MP3 • 291 [1-5] Listen to part of a conversation between a student and a professor.

- Professor (female)** Oh, hello. Come on into my office, Franco.
- Student (male)** Thanks, Professor Taylor. Are you sure it's all right to talk now? I could always come back later.
- Professor** Oh, that's not necessary. It's important to me to be available for my students...after all, that's why I have office hours—so anyone can drop by to get a little extra help.
- Student** Great. Thanks a lot.
- Professor** I'm guessing you're here to talk about the last exam.
- Student** Well...honestly...I wasn't expecting to do very well on it.
- Professor** Yes...you missed several classes during the past month.
- Student** Yeah...I got the flu this semester and fell way behind in all my classes.
- Professor** I see.
- Student** **Q1** Anyway, I did the readings and tried to keep up with your class, but I'm not really very good at learning by reading. Honestly, I remember information a lot better when someone is explaining it to me in class.
- Professor** You're not alone. In fact, I'm the same kind of learner. **Q1** I'd be more than happy to go over some of the concepts you missed while you were out sick.
- Student** Thanks so much. I really think that'd help me out.
- Professor** **Q1** Is there something specific you'd like to start with?
- Student** Um, yeah. **Q4** MP3 • 292 The last chapter I read in the textbook was about camera angles, and how they can be used for different effects. I just couldn't really picture it all.
- Professor** Oh yes. In class, we looked at several clips from movies that demonstrated examples of some different camera angles. I'm sure seeing examples of the camerawork would make it a

Q1 학생이 교수를 찾아가 이유는?

- (A) 지난 시험의 성적에 대해 불만을 표하기 위해
- (B) 어떤 교재 내용을 이해하는데 도움을 요청하기 위해
- (C) 학습에 더욱 도움이 될 교재 추천을 부탁하기 위해
- (D) 지난 달에 여러 번 수업에 빠진 것을 사과하기 위해

Q2 교수가 언급한 로우 앵글 화면의 두 가지 기능은? 정답 두 개를 클릭하십시오.

- (A) 인물의 나약함을 보여준다.
- (B) 관객으로 하여금 보고 있는 대상에 대해 두려움을 느끼게 한다.
- (C) 관객에게 동작을 파노라마로 보여준다.
- (D) 인물에게 힘을 부여해준다.



MP3 • 303

drop by 들르다

fall way behind 뒤처지다

keep up with

(뒤처지지 않고) ~을 따라가다

go over 되풀이하다

be out sick 아파서 결석하다

clip (영화나 비디오 등의) 동영상

demonstrate 보여주다, 시연하다

camerawork 카메라 촬영법

Student
Professor

lot easier to understand.

Yeah.

That's OK, though. We can talk about some of the principles right now, and then I can recommend a couple of films you should check out at the library. That way you'll be able to see some examples too.

Student
Professor

That sounds good.

OK. Well, the first thing you should know about camera angles is that most movies and television shows use angles that represent eye level. These are called straight-angle shots. People are accustomed to seeing the action this way. It's like you're actually watching it through your own eyes.


Student

OK. So when I'm watching a film, the characters would appear directly in front of me pretty much. I wouldn't really be looking up at them or, or down at them.


Professor
Student
Professor

That's right.

But isn't that pretty limiting for filmmakers?

Q5  **MP3-293** Well, I can understand why you might think that, but the audience's expectations about camera angles also create a lot of opportunities. See, if the camera angle is anything other than a straight angle, the people watching feel a little bit uncomfortable.

Student

 **So you're saying that, just by using a different kind of camera angle, a filmmaker can cause the audience to feel a certain way?**

Professor

Exactly. The filmmaker can convey moods or emotions this way. For example, if a low camera angle is used—

Student
Professor

Like you're looking up at the characters?

Right. **Q2(B)** If the camera angle is low, the audience will feel awe or reverence, or even fear about what they're seeing.

Student

OK. So when would you want to use this kind of low-angle shot?

Professor

Q2(D) Imagine you were filming a movie about Queen Elizabeth. If you were showing her addressing the nation, you might use a low-angle shot to establish her as a powerful and...

Q3 교수가 학생에게 나중에 이메일을 보내주려는 이유는?

- (A) 자신의 교수실 재실 시간이 언제인지 알려주기 위해
- (B) 학생이 수업 시간 외에 볼 수 있는 몇 가지 자료를 제안하기 위해
- (C) 학생이 결석했던 수업의 강의 노트를 보내주기 위해
- (D) 지난 시간에 학생들에게 내준 과제에 대해 말해주기 위해

Q4 다음과 같이 말할 때 교수가 암시하는 것은?

I'm sure seeing examples of the camerawork would make it a lot easier to understand.

- (A) 많은 학생들이 다양한 카메라 촬영법에 관한 강의를 이해하지 못했다.
- (B) 학생이 다양한 카메라 앵글의 용도를 공부하는 데 어려움이 없을 것이다.
- (C) 학생이 수업시간에 카메라 촬영법의 예를 이미 봐서 다행이다.
- (D) 학생이 동영상을 보지 않고 카메라 앵글을 이해하는 것은 어려울 것이다.

 **MP3-303**

principle 원리

check out ~을 대출하다

be accustomed to doing

~하는 데 익숙하다

convey 전달하다

awe 두려움

reverence 존경

address 연설하다

- Student** and respected figure.
- Professor** Or like in *Star Wars*, when Darth Vader is seen towering above the camera? OK, I get it.
- Professor** Great. **Q2(D)** That's another great example, because Darth Vader is an extremely powerful figure. Plus, the low-angle shot can sometimes hint that the character has a sinister side.
- Student** So then does a high-angle shot do the opposite?
- Professor** Yep. Exactly. Where the low-angle shot shows, um, power, the high-angle shot expresses vulnerability. Um, do you think you could come up with an example of a scene where a high-angle shot might be appropriate?
- Student** Um...let's see. [pause] Vulnerability? [coming up with an idea] Yeah. If you had a scene where some traveler finds himself stranded in the desert...I can imagine the camera looking down on this small figure in the sand and producing a mood of despair and hopelessness.
- Professor** That's a perfect example. **Q3** Um, let me put together a list of films you might want to watch in order to see some of these camera angles in action. Give me a couple hours to work on that tonight and I'll send you an e-mail later. How does that sound? I'll include other kinds of camera shots that we haven't gone over yet in class, just so you can get a head start on the material.
- Student** Oh, wonderful. Thanks so much for your help.

Q5 학생이 다음과 같이 말한 이유는?

So you're saying that, just by using a different kind of camera angle, a filmmaker can cause the audience to feel a certain way?

- (A) 최근 교수에게서 배운 것에 대해 문제를 제기하기 위해
(B) 교수가 사용하고 있는 용어들을 잘 모른다는 것을 설명하기 위해
(C) 교수가 한 말에 대해 확신이 없음을 나타내기 위해
(D) 교수의 요점을 제대로 이해했는지 확인하기 위해

 MP3-303

towering 우뚝 솟은
sinister 사악한
vulnerability 취약성
come up with ~을 생각해내다
appropriate 적절한
stranded 고립된
put together ~을 모으다
in action 실제로 쓰이는
head start 앞선 출발

passage 2

 MP3-294

[1-6] Listen to part of a talk in a music class.

- Professor (female)** Class, I want you to think back to the beginning of the eighteenth century. Some of you may know...there was something that happened around this time that changed the course of Western music forever. Anybody?
- Student A (male)** Well, wasn't it around then that the piano was invented?... as a replacement for the harpsichord, I think.
- Professor** Yes, you got it pretty much exactly right. **Q1**

Q1 논의의 주된 내용은?

- (A) 피아노 곡을 쓴 18세기 작곡가들
(B) 피아노와 하프시코드의 차이점
(C) 18세기 건반현악기의 인기
(D) 초기 피아노의 발명과 발전

The introduction of the piano—that's exactly the eighteenth-century event I was referring to. **Q2** And it did replace earlier versions of stringed keyboard instruments, like the harpsichord. There was another one called the clavichord, but we don't need to get into that today. All you need to understand is that these earlier instruments...they worked on the same principle as the piano, but they weren't as, as versatile.

Student B (male)

Professor...what is that principle? I've never been entirely sure how the piano is able to make the sound that it does.

Professor

That's a good question...I was just about to go over that. Remember that in stringed keyboard instruments, you produce sound by pressing down on the keys, right? When you do this—um, in the case of the piano, pressing a key triggers a small wooden hammer to strike one or more of the strings housed within the instrument. And this produces a sound...a note...got it?


Student A

You said that the harpsichord...and...[struggling for the term] the other one...the...


Professor

The clavichord...

Student A

Q6  MP3-295 Right. Well, you said those two weren't as versatile as the piano. What do you mean?

Professor

 Hmm...let me answer that by telling you something else about the piano. Its full name is the pianoforte. [pause] Any ideas?

Student B

Oh...well, piano means "soft" in Italian, and forte means "loud." Right? That's why the piano was so revolutionary, I think. Because the players could control the volume of the music they were playing.

Professor

Precisely. Due to some innovations in the design of the hammer mechanism, the piano allowed musicians to play both soft and loud notes...depending on how hard they pressed the key, and this opened up a whole new world of possibility for stringed keyboard instruments.

Dictation 시작

So let me talk a little about how all this came about. An instrument designer by

Q2 교수가 하프시코드와 클라비코드에 관해 말한 것은?

- (A) 서양 음악에 다른 어떤 악기들보다 많은 변화를 가져왔다.
- (B) 피아노보다 기능은 적었지만 인기가 더 많았다.
- (C) 피아노에 의해서 대체된 초기 건반 현악기였다.
- (D) 다른 악기를 연주하는 음악가 그룹들과 종종 협연했다.

Q3 교수에 따르면, 크리스토포리의 피아노가 근대의 피아노와 다른 점은?

정답 두 개를 클릭하십시오.

- (A) 이동할 수 없었다.
- (B) 더 가는 줄을 사용했다.
- (C) 더 큰 소리를 냈다.
- (D) 더 약한 몸체를 갖고 있었다.

 MP3-304

replacement 대체

harpsichord 하프시코드(16~18세기
의 건반악기로 피아노의 전신)

refer to 언급하다

stringed keyboard instrument

건반현악기

clavichord 클라비코드(피아노의 전신)

versatile 기능이 많은

trigger 유발하다, (일을) 일으키다

house (특정 장소나 공간 안에) 보관하다

note (피아노 등의) 키, 음

revolutionary 혁명적인

the name of Bartolomeo Cristofori, who lived in Italy...um, ¹¹*he's credited with building the first piano...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. Q3(D) Um, its body was small and rather delicate, Q3(B) its strings were thinner, and it was somewhat quiet compared to today's pianos...although it still ²¹*offered a considerable volume increase 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 ³¹*made a bunch of improvements* on the harpsichord? Q4 Why didn't people like it?

Professor

It was a little rough. Um...like, some notes were always softer than others, ⁴¹*no matter how hard you struck the keys. 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 ⁵¹*started playing around with* Cristofori's design...getting all the bugs out of it. Q5(E) In particular, there were some German and Austrian companies that began producing pianos more like what we see today—a large, sturdy body, with ⁶¹*thicker strings that made a fuller sound 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 ⁷¹*started living up to its potential. Q5(C) 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 ⁸¹*accompany groups of musicians playing other instruments too.***

Student B

So is this Viennese model the same piano we usually see today?

Q4 교수가 요한 세바스찬 바흐를 언급한 이유는?

- (A) 피아노의 영향력을 보여주기 위해
- (B) 하프시코드의 한계를 설명하기 위해
- (C) 피아노의 초기 지지자의 실례를 들기 위해
- (D) 피아노가 처음에는 인기가 없었다는 것을 강조하기 위해

Q5 다음의 항목 중 크리스토포리의 피아노 설계를 후에 개선한 것으로 논의에서 언급된 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 7 옥타브 이상으로 건반의 확장 (YES)
- (B) 나무로 된 특수 해머의 도입 (NO)
- (C) 특수 효과를 위한 풋 페달의 도입 (YES)
- (D) 나무 해머를 금속 채로 교체 (NO)
- (E) 독일과 오스트리아 회사들이 비엔나풍의 피아노 생산 (YES)

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be credited with ~로 평가 받다
delicate 연약한; 섬세한

a bunch of 많은

be impressed with ~에 감동하다

play around with

(재미삼아) ~을 가지고 놀다

bug 결함

sturdy 튼튼한

Viennese 비엔나풍의

piece 악곡

live up to A's potential

A의 모든 잠재력을 발휘하다

accompany 동반하다, ~와 함께 하다

Not quite. There were still a lot of ⁹¹improvements being made throughout the 1800s. Um, that's when English and American builders began introducing popular piano designs. **Q5(A)** Also, you started to see expanded keyboards, ones that ¹⁰¹comprised seven or more octaves as opposed to the, the older models with just five.

Dictation 종표

Other changes were things like new materials for the hammers...different pedal effects...things like that. And then there was the rise of the two main piano configurations—the grand piano, which had its strings laid out horizontally, making it a very large instrument...and the upright, whose strings run vertically. Those are usually much smaller.

OK, that's it for now, but next time I'll be discussing how the Industrial Revolution affected the development of pianos...mainly by making them much more affordable. But that's next class, OK?

Q6 교수가 다음과 같이 말한 이유는?

Hmm...let me answer that by telling you something else about the piano. Its full name is the pianoforte. [pause] Any ideas?

- (A) 학생들이 정답을 찾는 데 도움이 될 힌트를 주기 위해
- (B) 학생들이 피아노의 완전한 명칭을 아는지 물어보기 위해
- (C) 학생의 질문에 대답해주기 위해
- (D) 학생들이 피아노에 관해 이미 알고 있는 것을 알아보기 위해

MP3 • 304

comprise ~으로 이루어지다
as opposed to ~와 대조적으로
configuration 형태
lay out ~을 펼치다
horizontally 수평으로
upright 직립형
vertically 수직으로
affordable 가격이 적당한

passage 3



MP3 • 296 [1-6] Listen to part of a lecture in a literature class.

Professor (male)

Dictation 시작

Class, last time we went over the life and work of William Butler Yeats, remember? **Q1** 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? **Q4(D)** 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 ¹¹equally well-known for his wit...and his celebrity. I mean, he was...he was ²¹a real personality...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, ³¹adopted some behaviors that attracted attention, 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. **Q5**  MP3 • 297 **Aestheticism**—

Q1 강의의 주된 내용은?

- (A) 오스카 와일드의 생애와 작품에 대한 상세한 이야기
- (B) 오스카 와일드가 동시대 다른 작가들에게 미친 영향
- (C) 동성애자의 권리를 지지하는 오스카 와일드의 작품
- (D) 오스카 와일드의 에세이 문제

MP3 • 305

dramatist 극작가
celebrity 명성
peacock 공작
flamboyant 화려한
aestheticism 유미[탐미]주의
for A's sake A를 위한

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⁾utilitarian or moral purpose—the only reason it needs to exist is to be beautiful; to be art.

This movement was ⁵⁾really influential at the time, and Wilde became a kind of, um, spokesperson for it. **Q2(C)** 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. **Q2(B)** And he put out a series of essays that expanded on his beliefs about aestheticism. **Q4(A)** At the same time, though, he was starting to make it big as a playwright. Um...he ⁶⁾published some satirical witty plays that became very popular: *Lady Windermere’s Fan*, *A Woman of No Importance*, um...*An Ideal Husband*, and *The Importance of Being Earnest*.

Q1 Q3 All of these plays were successful, but *The Importance of Being Earnest* is ⁷⁾often regarded as his best work. 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⁾duty and being a respectable citizen. Wilde represents Victorian morality as hypocritical, um, by making Jack into a very hypocritical character. Jack ⁹⁾spurns the values he pretends to uphold by creating himself an alter-ego...so he is free to ¹⁰⁾behave immorally without fear of ruining his, um, his reputation. Dictation 종료

Q3 Now, the secondary character in the story—who may be more the “hero” than Jack—is a man named Algernon Moncrieff. While Jack represents hypocritical Victorian society, Algernon exemplifies aestheticism. He doesn’t worry about morality, he’s occupied with his appearance...and all he wants to do is live a beautiful life—characteristics of aestheticism. Um, I really don’t want to delve into the plot too much, so suffice it to say that Wilde creates these parallels between Jack and Algernon in order to, uh, compare the two men, and what they represent. Jack deceives people in his life and evades moral constraints while preserving his moral reputation. Algernon, on the other hand—Wilde is almost suggesting that Algernon’s deceptions are a form of art. **Q4(A)** Do you see how, on some level, the play was a criticism of the morals and values of Oscar Wilde’s society...values which he despised?

Q1 OK. But let’s get back to what I was saying about how this play fits into Wilde’s life overall. *The Importance of Being Earnest* essentially marked the top of his career. However, being such a,

Q2 오스카 와일드가 유틸리티주의 운동에 참여했던 두 가지 방법은? 정답 두 개를 클릭하시오.

- (A) 자신의 몇몇 희곡 작품에서 유틸리티주의에 대해 썼다.
- (B) 유틸리티주의에 관한 에세이를 집필했다.
- (C) 여러 나라에서 유틸리티주의에 대한 강연을 했다.
- (D) 공작 깃털을 이용한 예술 작품을 창작했다.

Q3 교수가 와일드의 가장 유명한 작품을 설명한 방식은?


- (A) 그 이야기에 대한 역사적 배경을 제공함으로써
- (B) 주요 등장 인물들을 살펴봄으로써
- (C) 작가 자신의 실제 생활에 얼마나 바탕을 두고 있는지를 설명함으로써
- (D) 와일드가 쓴 다른 작품들과 대조시킴으로써

Q4 강의에서 교수는 오스카 와일드의 경력을 설명하고 있다. 다음 중에서 그의 경력에 해당하는 것을 고르시오. 맞는 칸에 표시하시오.

- (A) 사회적 가치관을 비난했던 극작가 (YES)
- (B) 당대 존경 받았던 소설가 (NO)
- (C) 런던의 대학 학장 (NO)
- (D) 개성과 유머로 유명했던 저명 인사 (YES)

 MP3-305

utilitarian 실용적인
spokesperson 대변인
put out 출판하다
make it big 성공하다
playwright 극작가
satirical 풍자적인
Victorian 빅토리아 시대의
hypocritical 위선적인
spurn 경멸하다; 쫓아내다
uphold 지지하다
alter-ego 또 다른 자아

um, a prominent personality made him a target for criticism...and trouble. Wilde had a male partner...and the father of this partner was very homophobic, so he continually harassed Wilde. Wilde finally tried to press charges against the father, but this just created a huge scandal. **Q6**  MP3 • 298 [disapprovingly] Um, unfortunately, homosexual acts were punishable by prison at that time, so Wilde was tried and sent to jail for two years...simply for his partnership with a man. It pretty much brought an end to his career, and...um, sadly, Wilde died just two years after getting out of jail. He was only 46 at the time. Well, I'm afraid we've run out of time today, but I'd like you to read Wilde's essay *The Decay of Lying* for next class.

Q5 다음과 같이 말할 때 교수가 의미하는 것은?

well, what's that mean?

- (A) 용어를 정의할 필요가 없다고 생각한다.
- (B) 유미주의에 대해 더 이상 논하고 싶어하지 않는다.
- (C) 유미주의라는 개념에 대해 좀 더 설명이 필요하다고 생각한다.
- (D) 학생들에게 과제를 내주고 싶어한다.

Q6 교수에 대해서 유추할 수 있는 것은?

- (A) 와일드에게 적용되었던 법에 반대한다.
- (B) 와일드의 작품은 즐겨 읽지만 그의 사생활에 대해서는 비판적이다.
- (C) 학생들과 이 주제에 대해 논의하는 것을 불편해한다.
- (D) 와일드의 인생 말년에 어떤 일이 일어났는지 잘 모른다.

 MP3 • 305

exemplify ~의 예가 되다

be occupied with ~에 열매이다

delve into ~을 깊게 파고들다

suffice it to say that

(지금은) ~이라고만 말해두죠

parallel between

~사이의 비교[상관] 관계

deceive 속이다

(←deception 속임, 사기)

evade 피하다

constraint 제약

despise 경멸하다

prominent 유명한

homophobic 동성애를 혐오하는

harass 괴롭히다

press charge 고소하다

homosexual 동성애의

punishable 처벌 가능한

try 재판하다

bring an end to ~을 끝내다

Answer	case example	> 1 (A) 2 (A), (C) 3 YES → (B), (D) / NO → (A), (C), (E) 4 (A) 5 (B) 6 (D)
	passage 1	> 1 (A) 2 (D) 3 (D) 4 YES → (A), (C), (D) / NO → (B), (E) 5 (C) 6 (D)
	passage 2	> 1 (D) 2 (A) 3 (C) 4 (A), (D) 5 (B) 6 (B)
	passage 3	> 1 (C) 2 (D) 3 (A), (B) 4 YES → (A), (C), (D) / NO → (B), (E) 5 (D) 6 (C)

case example



MP3-306 [1-6] Listen to part of a discussion in a botany class.

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?

Student A (female)

I didn't realize there was a debate. Everything I've heard about introduced species is negative. You know...like they're a threat to biodiversity. And native species aren't. It seems clear to me.

Professor

OK. Before I respond, could you explain "biodiversity," in case some of your classmates are unfamiliar with the word?

Student A

Sure. Biodiversity is...the variety of life on Earth. Right, and um, most people agree that more biodiversity equals a healthier environment.

Professor

Q1 Q5 MP3-307 **Getting back to your comment...it's true that introduced species have a bad reputation. 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)

Why are introduced species so destructive compared to native species?

Q1 논의의 주된 내용은?

- (A) 외래종의 가치에 대한 두 가지의 상반된 견해
- (B) 토착종과 외래종 간의 비교
- (C) 기존의 환경에 가장 적합한 종을 선택하는 방법
- (D) 외래종의 확산을 통제하기 위한 시도

Q2 외래종이 환경을 어지럽히는 방식의 예로 언급된 두 가지는? 정답 두 개를 클릭하십시오.

- (A) 습지대 물의 자연적인 흐름을 바꿈으로써
- (B) 농작물에 기생하는 생물 종에게 먹이를 제공함으로써
- (C) 빠르게 성장하여 토착종들을 제거함으로써
- (D) 토착종에게 외부 질병을 퍼뜨림으로써

MP3-320

exotic 외래의, 이국적인
introduced species 외래종
native species 토착종
biodiversity 생물학적 다양성
bring up (문제를) 제기하다
may as well ~하는 것이 좋다
eliminate 제거하다, 없애다
upset 뒤엎다
ecosystem 생태계
interfere with ~을 저해하다, 방해하다

Professor

Well, introduced species often have no, um, no natural predators in the place where they're introduced. No natural competitors...no natural diseases...no natural parasites...which means they have no natural form of population control. Native species, on the other hand, are subject to population control by these factors, because they've been a part of the environment for a long time and are deeply intertwined with the cycles of life there. **Q2(C) But introduced species have no limiting factors and can grow out of control, unchallenged.**

Student B

Oh...now I understand. **Q2(C) So introduced species essentially take over and end up replacing native populations that just can't compete with them.**

Professor

That's right. So some people say you should only plant native species, since they fit the ecosystem and have built-in population control—unlike introduced species, which in some cases completely transform native ecosystems.

Student A

Like purple loosestrife?

Professor

Yeah. That's a good example.

Student B

What's purple loosestrife?

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(A) 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.**

Student B

Wow...all those problems are caused by one introduced species?

Professor

That's right. That's where this side of the argument comes from. I mean, if introduced species are capable of, um, of really destroying an ecosystem in this way...well, then we should avoid them at all cost, and make sure only native species are allowed to grow.

Student B

But, obviously if this is a debate, there must be another side, right? Some redeeming qualities

Q3 강의에서 교수는 사람에게 이로운 몇 가지 외래종에 대해 언급하고 있다. 다음 각 항목 중 이로운 외래종에 해당하는 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 털부처순 (NO)
- (B) 토마토 (YES)
- (C) 참익새류 풀 (NO)
- (D) 동남아시아 밀 (YES)
- (E) 미국부용 (NO)

Q4 교수가 플로리다에서의 작물의 경제적 역할에 대해 논의하는 이유는?

- (A) 외래종을 제거해야 한다는 것에 대해 반론을 제기하기 위해
- (B) 어떻게 외래종이 자연스럽게 도입될 수 있는지 설명하기 위해
- (C) 몇몇 지역은 외래종에게 더 취약하다는 것을 보여주기 위해
- (D) 외래종의 확산을 방지할 경우 발생할 위험을 설명하기 위해

 MP3-320

predator 천적

parasite 기생 동물, 기생충

population control 개체 수 통제

be subject to ~하에 놓여 있다

be intertwined with ~과 얽혀있다

take over (대신해서) 우세해지다

purple loosestrife [식물] 털부처순

multiply 증식하다, 증가시키다

tremendous 엄청난, 굉장한

wetlands <보통 복수형으로> 습지대

swamp rose mallow

[식물] 미국부용

endangered

(동식물이) 멸종될 위기에 이른

orchid 난초

amphibian 양서류

algae

<주로 복수형으로> (해초와 같은) 조류

at all cost 어떤 일이 있어도, 어떤 대가를 치르더라도

redeeming


(결점을) 보충하는, 벌충하는

Professor

of exotic species?

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.

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  MP3 • 308 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(D)** wheat native to Southeast Asia, and rice from Asia and Africa—all of it introduced to the United States from other places.

Then there’s the question of what a native species really is. Some people suggest that any plant growing in the United States before the arrival of European immigrants is a native plant...regardless of its prior history—even if it was introduced to the region by people who arrived before Europeans. What’s more, if you look at fossil evidence, you’ll find that plenty of species were once “native” to regions far away from the regions where they are considered to be “native” now. Do you see what I’m getting at? You mean species can be introduced to a new region naturally?

Student A

Professor

Yes. So if we actively prevent the introduction of new species, we’re, um, we’re stopping a natural process. **Q3(B)** **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?

Q5 교수가 다음과 같이 말한 이유는?

Since you brought it up, we may as well start off by discussing this side of the debate—

- (A) 학생이 한 말에 대해 불만을 표하기 위해
- (B) 학생들에게 다음에 논의할 내용에 대해 알려주기 위해
- (C) 학생들에게 그 사안에 대해 같이 토론할 것을 요청하기 위해
- (D) 학생이 말한 내용에 대해 부연 설명할 것을 요청하기 위해

Q6 교수에 대해서 유추할 수 있는 것은?

- (A) 학생들이 이 사실을 이미 알고 있다고 확신한다.
- (B) 수치에 대해 매우 자신하고 있다.
- (C) 학생들이 이 정보를 확실히 적어 두기를 원한다.
- (D) 자신이 언급하고 있는 수치가 놀랍다고 생각한다.

 MP3 • 320

label A as B A를 B라고 명명하다,
꼬리표를 붙이다

invasive 침략하는, 침해의

Mesoamerica 중앙 아메리카

immigrant 이주민, 이민

prior 이전의, 앞선

pose a threat to

~에게 위협을 가하다

sawgrass [식물] 참억새류의 풀

eradicate 뿌리째 뽑다, 근절하다

passage 1



MP3-309 [1-6] Listen to part of a talk in a zoology class.

Professor (female) So, class...what've we been talking about for the last week or so?

Student A (male) **Q1** Well, the main subject's been, um...the adaptations animals have evolved that protect them from the harsh conditions of their environment.

Professor Excellent...well put. **Q1** We're gonna continue with that theme today as we discuss dormancy in animals.

Student A **Q5** MP3-310 Dormancy...you mean like when bears hibernate for the winter?

Professor *[thinking about how to phrase her response]* Well, um...uh, kind of. Um, hibernation is one specific type of dormancy, but its popular association with bears is somewhat...misleading. But before I get into that, I'd like to introduce the two basic categories of dormancy.

OK. So basically, you can think of dormancy as a period of rest for the animal's body, oftentimes extreme rest, which you'll see later in the case of hibernation. Animals enter these dormant periods in order to avoid something in their environment. Usually, we're talking about temperature extremes. It could also be **Q4(C)** a lack of water or food. These are conditions that... um, if an animal had to face them, it might not survive. So what that animal does is become dormant. It ceases all physical activity, its heart rate and metabolism slow...its body temperature drops. In this dormant state, the animal is conserving its resources. It can survive for long periods sheltered from the outside world...without taking in food or water. Got it?

Student B (male) That makes sense, Professor. But you were saying there're two categories of dormancy...?

Professor Right. So...there are two ways an animal can enter dormancy, and the, the first is called predictive. That means it anticipates its environment is about to turn inhospitable...and

Q1 논의의 주된 내용은?

- (A) 동물들이 힘든 환경에 대처할 수 있도록 해주는 휴면 형태
- (B) 포유동물이 동절기 환경을 견딜 수 있게 해주는 적응 형태
- (C) 다양한 포유동물들의 동면 유형
- (D) 예측적 휴면과 결과적 휴면의 차이점

Q2 교수가 북미산 졸다람쥐를 언급한 이유는?

- (A) 졸다람쥐가 대다수 사람들이 알고 있는 것보다 훨씬 더 곰과 밀접한 관계가 있다는 것을 시사하기 위해
- (B) 작은 포유동물만이 휴면 상태에 들어갈 수 있는 이유를 설명하기 위해
- (C) 육지 포유동물의 신진대사에 관한 배경지식을 전달하기 위해
- (D) 동면이 특정 동물에게 어떤 영향을 미치는지 실례를 들기 위해

MP3-321

adaptation 적응, 순응

evolve 진화시키다, 발달시키다

dormancy (동, 식물의) 휴면 상태

(←dormant 휴면 상태의)

hibernate 동면하다

(←hibernation 동면)

association 관련, 연상되는 것

misleading 오도하는, 현혹시키는

oftentimes 종종, 자주

temperature extremes 극단적인

온도 상태(평균적인 기온의 범위 내에서 최고 온도와 최저 온도)

cease 정지시키다, 멈추다

heart rate 심장 박동(수)



metabolism 신진대사

conserve 보존하다, 유지하다

shelter 피난하다, 숨다

predictive 예측의, 예측하는

anticipate 예기하다, 예상하다

it becomes dormant before this happens. **Q4(D)** For example, as the animal observes a steady drop in temperature and a decrease in day length, it knows winter is approaching and can enter dormancy early to make sure it avoids those conditions. **Q6**  **MP3-311** Um, now the opposite is called consequential dormancy, and...  well, what do you think that means?

Student B

Uh, I'd guess that's when the animal becomes dormant after the conditions occur...as a response or something.

Professor

Yes, that's exactly it. Consequential dormancy occurs as a result—a consequence—of extreme conditions the animal is already experiencing.

Student A

Professor...I'm sorry. I'm still curious about the hibernation of bears being misleading. Can you talk about what you mean by that?

Professor

Sure, let's move on to that now. So...hibernation is one, um, one manifestation—one kind of dormancy. And, as you probably all know, it happens during the winter. Um, hibernation can be either predictive or consequential, depending on the species. In other words, some animals sense winter coming and they go into hibernation. **Q4(C)** Others...um, they may wait until it really gets cold and food becomes scarce...then they'll start to hibernate.

Q2 And, um, what happens to animals when they hibernate? Their bodies go through some major changes. Heart rate, metabolism, temperature...all these go way down. Let's take the chipmunk as an example. Ordinarily, chipmunks breathe around 100 times a minute and their body stays at about 100 degrees Fahrenheit. But in hibernation, they breathe less than once a minute, and their body temperature falls to 39 degrees. We're talking major changes here, right? They've completely shifted their life processes so they can get by on as few resources as possible, and they're very, very hard to, to rouse from this state. OK...and in mammals, it's usually only the smallest species

Q3 교수가 곰에 대해 말한 것은?

- (A) 일종의 결과적 휴면 상태를 겪는다.
- (B) 휴면 상태에 들어간다는 점에서 다른 덩치 큰 포유동물과 다르다.
- (C) 더위에 취약하기 때문에 기온이 극도로 높은 시기에 여름 동면에 들어갈 수도 있다.
- (D) 겨울에 휴면 상태에 들어가지만 실제로 동면을 하는 것은 아니다.

Q4 다음 항목 중 강의에서 휴면 상태를 유발시키는 원인으로 언급된 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 평균 기온보다 온도가 높은 시기 (YES)
- (B) 해당 지역에 새로운 천적의 등장 (NO)
- (C) 강수량의 부족과 먹이의 희소성 (YES)
- (D) 햇빛의 계절적 감소 (YES)
- (E) 때아닌 기온의 변화 (NO)

 **MP3-321**

inhospitable (환경이나 상황이)

적합하지 않은, 우호적이지 않은

approaching

(계절이나 특정 시기가) 다가오는

consequential

결과로서 일어나는, 결과의 manifestation 형태, 뚜렷한 징후

depending on ~에 따라서

scarce 드문, 희귀한

chipmunk 북미산 줄다람쥐

shift 바꾸다

get by on ~로 그럭저럭 지내다

rouse from (잠에서) 깨어나다

Student A
Professor

that experience true hibernation.

Q3 So you're saying bears don't hibernate?

Well, technically they don't. You don't see nearly as much change in body functions in bears. They...um, it's more like they're in a very sound sleep. Their heart rate...temperature...these don't drop much, they don't stay asleep all winter like chipmunks. No, they'll get up and look for food on warm days...and, um, females of some species actually give birth during the winter. So, while you can say bears become dormant in winter, it's not correct to say they hibernate. Understand?

Student A

Yeah. That's certainly a big misconception, because I think most people call bears hibernators.

Professor

Yes, you're right. Now, before we run out of time today, I want to mention another kind of dormancy...one that scientists know a lot less about. It's called estivation and, as opposed to hibernation...um, estivation occurs in the summer. Any ideas why?

Student B

Well, in hot climates like deserts, the summer months bring extreme temperatures...less rainfall. Some animals probably can't survive in that.

Professor

Uh-huh. Temperature and lack of water are the main conditions causing species to estivate. Um...like I said, we don't know too much about estivation, but it's probably a consequential form of dormancy. **Q4(A)** So whenever there's a period of higher-than-normal temperature, **Q4(C)** or less-than-average rainfall...this triggers estivation in many reptiles especially, since they're very vulnerable to heat. Insects, uh, the lungfish...a couple of squirrel and lemur species...they estivate too. Just as in other types of dormancy, their body functions slow, allowing their temperatures to fall and helping them survive on less food and water.

Q5 교수가 다음과 같이 말한 이유는?

[thinking about how to phrase her response] Well, um...uh, kind of.

- (A) 학생에게 자신이 말한 예에 대해 자세히 설명해보라고 하기 위해
- (B) 이 문제를 둘러싼 논쟁이 있음을 알려주기 위해
- (C) 학생의 말이 아주 정확하지는 않다는 것을 시사하기 위해
- (D) 학생이 자신의 실수를 정정할 수 있는 기회를 주기 위해

Q6 다음과 같이 말할 때 교수가 의미하는 것은?

well, what do you think that means?

- (A) "결과적 휴면"이라는 용어가 학생들에게 친숙하다고 생각하지 않는다.
- (B) 결과적 휴면을 다루는 데 많은 시간을 할애하고 싶어하지 않는다.
- (C) 학생들에게 지난 시간에 배운 것을 상기시키고 싶어한다.
- (D) 학생들이 결과적 휴면의 의미를 유추할 수 있다고 생각한다.

 MP3-321

sound (수면이) 충분한, 깊은
misconception 잘못된 상식, 오해
run out of time 시간이 다 되다
estivation 여름나기, 하면
as opposed to ~와는 대조적으로
rainfall 강수량, 강우량
trigger 유발시키다, 촉발하다
reptile 파충류
be vulnerable to ~에 취약하다
lungfish 폐어
lemur 여우원숭이

passage 2


 MP3 • 312 [1~6] Listen to part of a lecture in a zoology class.

Professor (female)

Q2 Well, class...are you ready to continue our discussion of North American carnivores? Good. Um, so far we've covered a lot of the larger animals—bears, canines like the wolf and the coyote, and the, the big cats...mountain lion and lynx. And, um, chances are you already knew a lot about these species. They get a lot of, uh... well, a lot of publicity, because they're seen as majestic somehow. But today we're gonna shift gears a bit and focus on a smaller, less-appreciated carnivore—the American badger.

You all know what a badger generally is, don't you? It's in the same family of mammals as the ferret and the weasel...and the wolverine too. They're stocky little animals, standing low to the ground on short, sturdy legs. They grow to be between 23 and 30 inches long, with the females weighing around, um 15 pounds...and the males averaging 20 pounds. Badgers are very talented diggers. **Q4(D)** Um, their paws are equipped with long, curved claws that they use to remove dirt, either for making a burrow for shelter or for catching prey. Uh...badgers can't run very fast, so they catch most of their food by going after it under the ground. Squirrels, worms, frogs, insects, snakes...um, these are some of the badger's most common food options. They catch most of them at night—they're nocturnal.

Dictation 시작 OK, so that's a ¹basic description of the American badger for you. **Q1** 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 ²many of the same physical traits—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. **Q5**  MP3 • 313 Their cheeks are ³white with a brownish or black patch...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 ⁴is primarily dark but has a bright white stripe that starts at the

Q1 강의의 주된 내용은?

- (A) 다양한 유형의 오소리들과 각각의 특징
- (B) 오소리가 능숙하게 땅을 팔 수 있게 된 적응 형태
- (C) 오소리와 덩치 큰 육식동물들 간의 유사점
- (D) 오소리 털의 색상 패턴

Q2 교수가 오소리에 대한 논의를 시작한 방법은?



- (A) 몇몇 잘 알려진 북미 육식동물들을 언급함으로써
- (B) 오소리의 가장 뚜렷한 신체적 특징들을 나열함으로써
- (C) 사람들이 오소리에 대해 흔히 잘못 알고 있는 것을 반박함으로써
- (D) 학생들이 이 포유동물에 대해 이미 알고 있는 것을 물어봄으로써

Q3 교수가 오소리 얼굴의 마스크에 대해 말한 것은?

- (A) 스컹크의 색상을 모방하는 방식으로 진화했다.
- (B) 각각의 오소리마다 독특한 특징을 가지고 있다.
- (C) 천적이 접근하지 못하도록 경고한다.
- (D) 오소리가 일부 천적들에게 치명적 임을 드러내준다.

snout and runs straight up between the eyes and onto the top of the head. Um...in some species, this stripe ⁵⁾extends all the way down the animal's back.

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⁾evolutionary principle was at work here?

Q6  MP3-314 Well, to answer that question, I have to explain the idea of aposematism.  Um...you might have heard of this ⁷⁾biological concept by another name—warning coloration.

Q3 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⁾let predators know they taste bad...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⁾By spraying a potent and unpleasant scent. Now, the badger does have glands that produce a similar scent, but it can't actually spray it like the skunk. **Q3**

Instead, the badger's mask is warning predators that it's a fierce fighter and will defend itself and ¹⁰⁾its young to the death. Dictation 종료

Q4(A) Their large, sharp fangs and powerful jaws are perfectly designed for battle. Badgers have been known to successfully fight off much larger animals...even bears. So when a would-be predator sees that black and white badger mask, it knows it better look elsewhere for a meal.

 MP3-322

carnivore 육식 동물; 식충 식물
canine (개, 늑대 등) 갯과의 동물
lynx 스라소니
get[receive] publicity 잘 알려지다
majestic 크고 멋진
shift gears 방향을 바꾸다
badger 오소리
ferret 흰 족제비
weasel 족제비
stocky 땅딸막한
sturdy 튼튼한, 악센
burrow (두더지나 토끼 등이 판) 굴

nocturnal 야행성의
solid 무늬가 없는
patch 반점; 형감 조각
snout (동물의) 코, 주둥이
aposematism
 (생물 생존 방식의 하나로써의) 경계
warning coloration (생물의) 경계색
moth 나방
poisonous 치명적인, 독성이 있는
potent 강력한; 능력 있는
gland 분비 기관, 샘
fang 엄니, 송곳니

Q4 강의에 언급된 오소리의 두 가지 특징은? 정답 두 개를 클릭하시오.

- (A) 천적을 물리치는 데 쓰이는 날카로운 엄니와 강력한 턱
- (B) 빨리 달리기에 적합한 튼튼한 다리와 커다란 발
- (C) 몸의 상당 부분을 덮고 있는 붉은 빛 도는 갈색 털
- (D) 땅을 파고 먹이를 사냥하는 데 적합하게 생긴 위력적인 발톱

Q5 교수가 암시하는 것은?

- (A) 오소리가 이러한 반점을 갖고 있는 유일한 동물은 아니다.
- (B) "badger"라는 명칭의 기원에 대해 다소 불확실한 점이 있다.
- (C) "badger"란 용어는 이 종을 통칭하는 이름에서 유래되었을 수 있다.
- (D) 오소리의 털은 보통 세 가지 색깔로 된 색상 배열을 특징으로 한다.

Q6 교수가 다음과 같이 말한 이유는?

Um...you might have heard of this biological concept by another name—warning coloration.

- (A) 요점을 받아적고 싶어할지도 모른다고 학생들에게 알려주기 위해
- (B) 학생들에게 좀 더 친숙한 용어를 소개하기 위해
- (C) 학생들에게 다른 수업 시간에 경계에 대해 배웠다는 것을 상기시키기 위해
- (D) 학생들에게 생물학적 개념을 찾아보도록 하기 위해



MP3-315 [1~6] Listen to part of a lecture in a biology class.

Professor (male)

Class, um, could everyone take their seats? I'm ready to get started. Today we're going to be discussing a special phenomenon in the world of biology: bioluminescence. It's the production of, um, of light through a chemical reaction. **Q2** Oh—this might be new to you—*luminescence* refers to light that's produced at low temperatures. Um, it's distinct from *incandescence*, which is light emission that results from high temperatures. Obviously, luminescence is more efficient than incandescence because it doesn't use or produce much heat.

So...what kinds of animals luminesce? Anyone? You may be accustomed to thinking of bioluminescence as a—an aquatic phenomenon, which is reasonable since around 90 percent of deep-sea marine life produces bioluminescence. But the reality is that bioluminescence can be found all over the planet...among all sorts of organisms. On land, the trait's less common than in the oceans, but there're still plenty of—of different examples of bioluminescence. Fireflies and glow worms are probably the best known...but there're lots of insects and arachnids that can glow.

Dictation 시작

Q1 If you're wondering ¹why organisms luminesce—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.

Q3(A) For example, there're a couple of species of earthworms that, that ²secrete this luminescent material—and we just don't know why. I mean, there isn't any apparent reason to it. **Q3(B)** 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.

Q6 MP3-316 Anyway, we're not, um, ³really sure why these tiny organisms glow. 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. **Q1** One main purpose of bioluminescence is camouflage...um, particularly among marine organisms. The ability to glow helps these organisms ⁴blend in with their environment. 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

Q1 교수가 생물발광에 대해 주로 논의하고 있는 측면은?

- (A) 생물발광하는 동물들의 특징
- (B) 동물계에서 위장술로서의 쓰임
- (C) 여러 생물에서 생물발광의 이유
- (D) 생물발광의 진화론적 기원을 설명하는 이론

Q2 교수가 "발광"이라는 용어의 의미를 설명하는 방식은?

- (A) 발광이 육상에서보다 수중에서 더 일반적인 이유를 논의함으로써
- (B) 발광을 일으키는 화학적 반응을 설명함으로써
- (C) 그 용어에 대한 더 쉽고 친숙한 어휘를 제시해줌으로써
- (D) 발광과 다른 유형의 빛 발산과 대조시킴으로써

Q3 과학자들이 아직 규명해내지 못한 생물발광의 예로 제시된 생물은? 정답 두 개를 클릭하십시오.

- (A) 특정 유형의 지렁이
- (B) 바다 속의 작은 플랑크톤
- (C) 특정 반딧불이 종
- (D) 곤충과 거미류



MP3-323

bioluminescence 생물발광(생물체가 스스로 빛을 발하는 현상)

luminescence 발광, 냉광
(←luminesce 냉광을 발산하다)

incandescence 백열광, 고온 발광
be accustomed to ~에 익숙하다
firefly 반딧불이

glow worm 반딧불이의 유충
arachnid (거미, 진드기 등의) 거미류

secrete 분비하다, 배출하다

dinoflagellate 와편모조류(단세포성 식물성 플랑크톤의 일종)

camouflage 위장, 변장

if you look upward, toward the surface? It's very bright...isn't it?

Q4(C) When viewed from below, organisms in the ocean really ⁵¹stand out as dark silhouettes against the bright background. However...if they emit light on the underside of their bodies, they're better able to ⁶¹fool predators looking up at them from below.

OK. **Q1** 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 ⁷¹in order to find a mate. They use their flashes to locate one another. **Q5** 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, ⁸¹accidentally attracts a mate of a different species.

Q1 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 **Q4(D)** 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 ⁹¹lure that protrudes from their head. It's a filament that has a little bioluminescent growth at the end of it. The anglerfish can ¹⁰¹wiggle the glowing lure around in order to attract prey. Dictation 종료

Q1 I think we're about out of time for today, but before we finish up I'd like to add one more function of bioluminescence. It's essentially the, um, the opposite of attraction: repulsion. **Q4(A)** Some squid possess luminescent chemicals they can release to scare off or confuse an attacker. Similarly, on land, firefly larvae glow because it helps discourage or repel predators who might be interested in eating them.

Class, please do the reading I assigned in your syllabus—next time we'll be talking about another unusual biological phenomenon: chromatophoral color changes.



MP3 • 323

blend in with (구분되지 않게) ~와 섞이다

counterintuitive 반(反)직관적인

murky 흐릿한, 침침한

species-specific 종 특이적인, 종 특유의

anglerfish 아귀

lure 유인물, 유혹; 유혹하다

protrude from ~에서 튀어나오다, 돌출되다

wiggle 흔들다, 몸부림치다

repulsion 격퇴, 거절

scare off 겁을 주어 쫓아내다

larva 애벌레, 유충 (*pl. larvae*)

repel 쫓아버리다, 물리치다

syllabus 강의계획표

chromatophoral

색소 세포에 의한, 색소체의

Q4 강의에서 교수는 동물의 구체적인 생물발광의 용도를 몇 가지 언급하고 있다. 다음 항목 중 그 용도에 해당하는 것을 고르시오. 맞는 칸에 표시하십시오.

(A) 공격자들을 쫓아냄 (YES)

(B) 먹이의 위치에 대한 메시지 전달 (NO)

(C) 천적이 위에서 해엄치고 있는 물고기를 보기 어렵게 만들 (YES)

(D) 유력한 먹잇감이 다가오도록 유인 (YES)

(E) 어두운 물 속에서 동물이 눈에 띄게 도와줌 (NO)

Q5 교수에 따르면, 반딧불이가 종마다 특정한 형태의 불빛을 발산하는 이유는?

(A) 태어난 직후의 어린 새끼들과 의사소통을 하기 위해

(B) 짝짓기 철 동안 특정 종별로 영역을 정하기 위해

(C) 천적이 유충을 먹어 치우지 못하게 하기 위해

(D) 동일한 종에 속하는 반딧불이끼리만 짝짓기를 하도록 하기 위해

Q6 교수가 다음과 같이 말한 이유는? **But—that's enough about what we don't know.**

(A) 생물발광에 대한 일부 과학적 자료에 대해 의구심을 표하기 위해

(B) 학생들이 해당 주제를 이미 배웠다는 것을 시사하기 위해

(C) 자신이 이 문제에 대한 논의를 끝냈음을 학생들에게 알리기 위해

(D) 생물발광에 대한 자신의 지식이 부족한 것에 대해 사과하기 위해

- Answer** case example > 1 (D) 2 YES → (A), (C) / NO → (B) 3 (B) 4 (A) 5 (A) 6 (C)
- passage 1 > 1 (C) 2 (D) 3 (B) 4 (D) 5 (B)
- passage 2 > 1 (C) 2 (C) 3 (D) 4 (A) 5 (D) 6 (B)
- passage 3 > 1 (B) 2 (B) 3 (C) 4 (D) 5 (B) 6 (D)

case example



MP3-324 [1-6] Listen to part of a talk in a geography class.

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.

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(A)** 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. **Q6** MP3-325 They get their shape because of downcutting. You all know what I mean by downcutting, don't you? [surprised] No? [annoyed] It was one of the main topics in this week's reading... [pause] Downcutting is the vertical erosion that is caused by rivers. You see, rivers flow down a gradient, from their highest point to their base level—that is, the lowest level at which they can still flow, either sea level or else the elevation of the lake which it flows to. Anyway, as the river flows, it picks up rocks and sand from the bottom and takes them downstream, where they're deposited in a wide floodplain. The channel of the stream gets deeper and deeper as more material is eroded from the riverbed, and over time, this creates a valley.

Q2(C) Of course, the steeper the gradient of the river, the faster this process occurs, and the steeper the valley is, too. So, uh, take the Black Canyon of the Gunnison National Park, as an example. It's one of the steepest and most impressive valleys in North America—it's uh, really breathtaking. If you ever get a chance to visit that part of the country, I recommend you pay it a visit. [pausing before getting

Q1 강의의 주된 내용은?

- (A) 고산지대 빙하의 형성
- (B) 강에 의한 침식 작용의 영향
- (C) 미국과 유럽의 지리학적 차이
- (D) 계곡이 형성되는 방식

Q2 강의에 나온 정보들을 바탕으로

다음 중 하식형 계곡의 형성에 적용되는 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 확연한 V자형이 특징이다. (YES)
- (B) 크기는 주로 강의 깊이에 의해 결정된다. (NO)
- (C) 강의 경사도가 계곡이 만들어지는 속도에 영향을 미친다. (YES)

Q3 교수에 따르면, 그랜드 캐니언이 예가 될 수 있는 것은?

- (A) 급경사진 강에 의해 형성된 계곡
- (B) 용기와 하방침식의 혼합 작용에 의해 형성된 계곡
- (C) 가장 깊은 곳이 해수면보다 낮은 계곡
- (D) 빙하가 지나간 후에 남겨진 계곡



MP3-337

formation 형성, 구성

fluvial 하식의(강의 하류 작용에 의한)

glacial 빙하의, 빙하에 의한

cross section 단면

downcutting 하방침식

back on track] Anyway, the Black Canyon formed that way because the, uh, Gunnison River—the river that created the valley—has an incredibly steep gradient. It drops about 43 feet per mile. That's about five times faster than the descent the Colorado River makes.

Q3 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, and, uh, with a combination of these forces, we ended up with the Grand Canyon.

Q4 Oh, and just before we move on to talk about glacial valley formation, 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.

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. This is because glacial ice exerts an enormous amount of pressure and force as it slowly moves down slope. **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. Uh, one of the most famous U-shaped valleys is the Yosemite Valley in California, which has been filled by large glaciers on and off for 30 million years.

And, uh, one last point of difference—you'll want to write this down—the size and shape of a glacial valley is determined by the size of the glacier. For instance, if the ice in the glacier was deep, then the valley is high. Or if it was wide, the valley it left behind is wide, too. So, while the Yosemite is very big, there are, for example, a number of smaller U-shaped valleys in Scotland, known locally as

Q4 교수에 따르면, 보통 강바닥에 있는 바위의 종류가 영향을 미치는 것은?

- (A) 계곡의 형태
- (B) 범람원의 크기
- (C) 강의 경사도
- (D) 운하의 길이

Q5 교수가 빙하 얼음의 작용을 설명하는 방식은?

- (A) 현대식 기계의 한 종류에 빗대면서
- (B) U자형 계곡의 규모에 대해 알려주면서
- (C) 다른 자연 현상과 대조시키면서
- (D) 다양한 빙하의 크기를 비교하면서

Q6 다음과 같이 말할 때 교수가 의미하는 것은?

[annoyed] It was one of the main topics in this week's reading...

- (A) 이번 주 읽기 자료가 어려웠다고 생각하지 않는다.
- (B) 학생들이 다음 주에 자료를 읽어 오기를 원하고 있다.
- (C) 학생들이 이미 이 정보를 알고 있었어야 한다고 생각한다.
- (D) 예전 강의를 다시 복습할 생각이 없다.

MP3 • 337

erosion 침식 (작용), 부식
(←erode 침식하다)

gradient 경사, 기울기

elevation 높이, 고도

downstream 강하류로

deposit 퇴적시키다, 쌓다

floodplain 범람원

channel 수로, 해협

riverbed 강바닥

brehtaking 장관인, 아주 멋진

pay a visit 방문하다, 들르다

"glens." They were created by smaller glaciers during previous ice ages. It, uh, it has nothing to do with the steepness of the glacier's gradient.

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descent 강하, 하강
uplift [지질] 융기(높게 일어난 부분)
rejuvenate
 원상태로 돌리다, 회복시키다
collision 충돌, 대립
tectonic plate
 [지질] 텍토닉 플레이트(판상을 이루어 움직이고 있는 지각의 표층)
be resistant to ~에 잘 견디다
limestone 석회암
tributary 지류(강의 작은 물줄기)
exert (힘을) 가하다, (압력을) 행사하다
flatten 평평하게 하다
gouge out ~을 파내다
divot (잔디 등이) 패여서 생긴 자국
recede 물러가다, 멀어지다
glen 계곡, 협곡
have nothing to do with
 ~과 아무 관련이 없다

passage 1

MP3 • 326

[1-5] Listen to a conversation between a student and a professor.

Student (female) Professor Chang? Hi, I'm Gillian Willis from your advanced chemistry class.

Professor (male) Oh, yes. Hi, Gillian. What can I do for you?

Student Well, I was hoping to steal a minute of your time.

Q1 It's just...I've been thinking about the report we have to write before mid-semester break, and, well, I need a bit of help.

Professor No problem, Gillian. You've caught me at a good time. I was supposed to go to a departmental meeting, but it's been postponed.

Student That's lucky. **Q5** Uh...look, I know you said we could write about anything from the course...

Professor Yeah, I don't want to impose any limits on you guys. **Q6** Once students get to the advanced level, I think it's good for them to explore the topic for themselves.

Student **Q1** I get that, but, uh, I'm having a hard time picking just one thing to focus on. I was hoping

Q1 학생이 교수를 찾아온 이유는?

- (A) 수업 논문의 요건들을 확실히 알아보기 위해
- (B) 학기 중간 보고서에 대한 피드백을 받기 위해
- (C) 과제의 주제를 선택하는 데 도움을 얻기 위해
- (D) 프로젝트 마감 시한을 연장해 달라고 요청하기 위해

MP3 • 338

mid-semester break

학기 중 (짧은) 방학

impose A on B

A를 B에 부여하다, 부과하다

Professor

Student

Professor

Student

Professor

Student

Professor

Student

Professor

you'd have some advice.

OK, what have you narrowed it down to?

Well, I'm interested in inorganic reactions, and I, ah, I also enjoyed the class on thermochromism. I've been reading ahead in the textbook, and, ah, spectroscopy looks like a fascinating topic, too.

Q2 Well, I'm pleased you're going ahead and doing some extra reading, but, uh, I wouldn't recommend getting into the stuff about spectroscopy just now. We're going to cover that in much more detail after the mid-semester break. And, ah, as for inorganic reactions...well, there's nothing wrong with the topic itself, it's just that about half the students in the class do their reports on that. You know, it's hard to be original. But thermochromism...that sounds like a topic with a lot of potential.

OK...but would it be better to just talk about thermochromism generally? You know, I could just give a definition and then focus on some of the most important details like, uh, comparing the use of liquid crystals and leuco dyes, or something like that.

[sounding worried] Well, it's important to know the broad differences between the two—that leuco dyes produce more vibrant colors, but are more sensitive and difficult to work with. But, uh...

[interrupting] Oh, don't worry professor. I'll cover it in a lot more detail than that.

Q3 *[still unimpressed with the proposal]* Yeah, but...well, in my experience, the best reports are normally the ones that focus on a specific application. They're often a lot of fun to write about, and I certainly enjoy reading them more, too.

You think so?

For sure. Especially with a topic like thermochromism, because there are a ton of things to choose from. For example, you could talk about mood rings, which change color depending on the temperature of the wearer. Or, uh, the color

Q2 교수가 분광학을 제외시킬 것을 권고한 이유는?

- (A) 교과서에서 다루고 있지 않아서
- (B) 자신이 해당 분야의 전문가가 아니어서
- (C) 과제의 주제로 독창성이 떨어져서
- (D) 분광학에 대해서 아직 수업에서 배우지 않아서

Q3 교수가 일반적인 내용들로 작성한 보고서에 대해 암시하는 것은?

- (A) 작성하기에 매우 어렵다.
- (B) 대체적으로 읽기에 지루하다.
- (C) 세부적인 면이 부족하다.
- (D) 적정 수준으로 내용을 담기에 너무 광범위하다.

Q4 학생이 초점을 두기로 결정한 것은?

- (A) 류코 염료와 액정의 차이점
- (B) 배터리의 색 표시기
- (C) 열변색성에 관한 전반적인 정보
- (D) 온도에 따라서 색이 변하는 병 라벨

 MP3 • 338

narrow down 범위를 좁히다

inorganic reactions 무기반응

thermochromism 열변색성(물질의 온도가 바뀔 때 따라 색이 변하는 성질)

spectroscopy

분광학(빛의 스펙트럼을 해석하여 물질의 성질에 대해 연구하는 광학의 한 분야)

liquid crystal 액정

dye 염료, 물감

vibrant 선명한, 활기찬

a ton of 굉장히 많은

mood ring 무드링(사람의 감정이나

체온의 변화에 따라 색이 변하는 반지)

color indicator 색 표시기

run out (배터리나 연료 등이) 닳다,

다 바닥나다

trust A to do

A가 ~할 줄 알았다, ~할 것이 뻔하다

- indicators on batteries that let you know when the battery is running out.
- Student** **Q4** Or what about that thing you talked about in last week's lecture? You know, those new labels on beer bottles—the ones that change color so you can tell if your beer's still cold or not.
- Professor** [laughing] Trust you to remember that example. But yeah, beer bottle labels could make for a really interesting report.
- Student** **Q4** Great. I'll start working on it.
- Professor** Excellent. And, ah, if you have any problems or questions, you know where my office is.
- Student** Thanks, professor.

Q5 교수가 다음과 같이 말한 이유는?



Once students get to the advanced level, I think it's good for them to explore the topic for themselves.

- (A) 학생에게 고급 과정은 매우 정형화되어 있다는 것을 알려주기 위해
(B) 학생들에게 구체적인 가이드라인을 주지 않은 자신의 결정을 뒷받침하기 위해
(C) 자신은 학생에게 조언을 해주기에 책임자가 아니라는 것을 암시하기 위해
(D) 주제의 범위가 얼마나 광범위한지 강조하기 위해

passage 2

 MP3 • 328 [1-6] Listen to part of a lecture in a geology class.

Professor (male)

So...class. OK, everyone please take out your books. Let's get started. **Q1** Um, the topic this afternoon is—um, it's about Mars... but, well, a specific part of Mars: a volcano. **Q5**  MP3 • 329 

Now, I wouldn't be surprised if some of you have heard of this volcano before—it's the largest volcano in the whole solar system. So that makes it pretty important, huh? **Q1** The name of this volcano is Olympus Mons.

So just how big is Olympus Mons? It's twenty-seven kilometers high...and...let's compare it to the tallest peak on Earth, Mt. Everest. Olympus Mons is three times taller than Everest, but the most noteworthy aspect of the volcano's size is its width. It's got a huge girth. In fact, Olympus Mons is as wide as the whole state of Missouri. So we covered height and width...and there's one more thing I want you to keep in mind when we're talking about the size of this Martian volcano. You see, it's extremely large for the, uh, the size of the planet. Um, Mars is actually three times smaller than Earth...so you can imagine that this volcano is just huge relative to the size of the planet.

OK. So, Olympus Mons is categorized as a shield volcano. Now, on Earth, shield volcanoes are some of the biggest volcanoes we have. **Q2** Typically, uh, these volcanoes are very wide, with a relatively gentle slope—more like a, a hill rather than a sharp peak. They're

Q1 강의의 주된 내용은?

- (A) 화산 형성 시 지각의 표층 역할
(B) 지구와 화성에서의 열점의 존재
(C) 올림푸스몬스와 지구의 순상 화산 간의 차이점
(D) 하와이제도의 순상화산들

Q2 교수에 따르면, 순상화산이 봉우리보다는 구릉에 가까운 이유는?

- (A) 수백만 년 동안 침식되었기 때문에
(B) 폭발성 용암 분출을 자주 하지 않기 때문에
(C) 매우 유동성 있는 용암을 분출하기 때문에
(D) 대륙보다는 바다에 형성되기 때문에


Q3 교수가 판구조론에 대해 논의한 이유는?

- (A) 화성보다 지구에 화산이 더 많다는 것을 강조하기 위해
(B) 순상화산이 분출하기 전에 일어나는 상황을 상술하기 위해

not real steep, and, um, that's because the lava that typically comes out of shield volcanoes is very fluid. It flows right downhill, so there isn't much buildup of material at the top of the volcano. The lava cools and expands the, um, the width of the volcano rather than the, the height. Dictation 시작

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 ¹¹explosively bursting up into the air. Do you understand? The, the Hawaiian Islands are examples of shield volcanoes on Earth.

Q1 Q3 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 ²¹the only planet in the solar system 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, **Q1** so let me get back to comparing Olympus Mons with Earth volcanoes.

You see, many shield volcanoes are formed over "hotspots," which are ³¹fixed places on the globe 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 ⁴¹surface crust in constant motion over a hotspot. So no single area of crust is ever...uh...permanently over a hotspot. **Q6**  MP3-330

And this means that, over time, um, volcanoes that were ⁵¹created by the hotspot become dormant. 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 ⁶¹see a trail of islands that are actually the remains of volcanoes that formed as the tectonic plate traveled over the hotspot. **Q4** Hawaii, the big island, is the youngest...so it's still right over the hotspot, and it, it hasn't ⁷¹had very much time to erode. Older islands at the end of the chain are smaller because they've become dormant and had a longer time to erode.

Q3 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

- (C) 올림푸스몬스화산의 생성을 가능하게 한 동력을 설명하기 위해
(D) 지구의 화산들이 올림푸스몬스화산보다 훨씬 더 작은 이유를 설명하기 위해

Q4 하와이제도 끝에 있는 섬들에 대해서 교수가 암시하는 것은?

- (A) 오래 전에 열점 위에 있었다.
(B) 앞으로 다시 활화산이 될 것이다.
(C) 아직 열점을 통과하지 못했다.
(D) 과거에 지금의 하와이보다 더 컸다.

Q5 다음과 같이 말할 때 교수가 의미하는 것은?

Now, I wouldn't be surprised if some of you had heard of this volcano before—

- (A) 이 사안에 대한 학생들의 의견을 듣고 싶어한다.
(B) 새로운 정보로 학생들을 놀라게 해 주고 싶어한다.
(C) 오늘의 주제가 학생들의 흥미를 불러 일으킬 것이라고 생각한다.
(D) 이 주제가 친숙한 것일 수도 있다고 생각한다.

 MP3-339

Olympus Mons

올림푸스몬스화산(화성에 있는 태양계 최대 규모의 화산)

noteworthy 주목할만한, 두드러진 **girth** 폭, 치수

Martian 화성의, 화성인

relative to ~에 비해

be categorized as ~로 분류되다

shield volcano 순상(방패형) 화산

lava 용암

fluid 유동적인, 액체성의

buildup 쌓이는 것, 퇴적물

then they ⁸¹ *move away and start to erode.* Dictation 종료 But scientists think that the, um, the situation on Mars is different. Well, you see, they don't think Mars has tectonic plates...which would mean that Olympus Mons has remained over a hotspot for its entire existence. So, of course, it had the opportunity to get a lot bigger than, for example, the Hawaiian Islands could.

MP3 • 339

erupt 분출하다, 내뿜다

explosively 폭발적으로

burst up into ~로 터져나가다

plate tectonics 판구조론

tectonic plate [지질] 텍토닉 플레이트

(판상을 이루어 움직이고 있는 지각의 표층)

hotspot

열점(맨틀 심부의 마그마가 고정된 지점)

surface crust (지구의) 표층

in constant motion

끊임없이 움직이는

permanently 영원히, 영구적으로

dormant 휴지 상태의, 휴면의

trail of islands 열도

remains <주로 복수형으로> 잔해, 잔여물

Q6 다음과 같이 말할 때 교수가 의미하는 것은?

Actually, the Hawaiian Islands illustrate this fact beautifully.

(A) 하와이제도가 한동안 휴지상태였다는 것을 학생들이 알기 원한다.

(B) 하와이제도가 지각의 표층이 화산에 미치는 영향을 잘 보여주는 예라고 생각한다.

(C) 판구조론과 직접적으로 연관되지 않은 사안을 논의하고 싶어한다.

(D) 교육적인 목적으로 하와이제도를 방문할 가치가 있다고 생각한다.

passage 3

MP3 • 331

[1-6] Listen to part of a discussion in an astronomy class.

Professor (male)

Now, when astronomers first set out to map the, uh, way galaxies are distributed in the sky, they found something that was...pretty strange. Of course, they were expecting to see a relatively random scattering of galaxies, but they observed something...uh...pretty different. Any guesses about what these astronomers might have, um...noticed?

Student A (female)

Well, from what you've said, I've gathered that the distribution of galaxies wasn't totally even... which makes me think that there was an area where there were far more or far fewer galaxies than anywhere else...



Professor

Good. You're on the right track.

Student A

Q5  MP3 • 332 Are you talking about those huge clouds where stars form? Nebulae?

Professor

  **No...actually, I think we may be having some slight...confusion. Nebulae are components of galaxies. I'm not talking about the distribution of stuff within a single galaxy...I'm talking about the distribution of galaxies themselves, a much**

Q1 논의의 주된 내용은?

(A) 우주 전체에 걸친 은하의 분포

(B) 하늘에서 은하가 없는 것처럼 보이는 부분

(C) 적외선과 X선을 이용한 은하수 관측

(D) 은하회피대의 형성

Q2 교수에 따르면, 은하회피대의 형성 원인은?

(A) 지구 대기권 내의 가스

(B) 은하수 내의 물질

(C) 거대한 블랙홀

(D) 우주에서 별들이 형성되는 거대한 구름

Student A

Professor

Student B (male)

Professor

Student B

Professor

Student B

Professor

Student B

Professor

Student A

Professor

bigger scale.

Oh, right. I see what you're saying. OK.

Dictation 시작

Q6



MP3 • 333

Any other guesses, then?



11

I'll venture another...how about a region where there just weren't any galaxies?

That's it. Q1 The astronomers discovered this ...this band in the sky where there were hardly any galaxies. Pretty strange, they thought. They ²¹ended up giving it a name, 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?

Well, could it be like...like a huge black hole or something?

Uh...no. Let me give you a hint. The zone of avoidance isn't ³¹caused by the absence of galaxies...

Maybe there's something covering up the galaxies...so that we can't see them, even though they're there.

Yes. That's correct. So...what is it that's covering up ⁴¹this band of sky from astronomers' telescopes?

Is there something in the Earth's atmosphere that's...that's ⁵¹obscuring our view of space?

No...it's not in the Earth's atmosphere. Any last guesses?

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?

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. Q2 ⁶¹It's a big spiraled disk with 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 ⁷¹to see what's beyond. That's what the zone of avoidance is...it's the dust and gas clouds in the band of the Milky Way. It

Q3 논의에 따르면, 고에너지 X선이 할 수 있는 일은?

(A) 멀리 떨어져 있는 은하 내의 블랙홀들을 탐지할 수 있다.

(B) 적외선 신호를 되받아서 데이터를 저장할 수 있다.

(C) 우리 은하계 내의 먼지와 가스 층을 투과할 수 있다.

(D) 전자기파를 발산할 수 있다.

Q4 교수가 2MASS와 찬드라 X선 관측에 대해서 언급한 이유는?

(A) 은하회피대 발견에 관한 배경 지식을 제공하기 위해

(B) 왜 과학자들이 은하수를 관통해서 관측할 수 없는지 설명하기 위해

(C) 은하회피대가 어떻게 천문학적 발견을 방해하는지에 대한 예를 들기 위해

(D) 과학자들이 은하회피대 너머 존재하는 것에 대해 어느 정도 알고 있음을 보여주기 위해



MP3 • 340

astronomer 천문학자

set out to do ~하기 시작하다

map ~을 지도로 그리다

galaxy 은하계

be distributed in ~에 분포되어 있다

random 무작위의

scatter 흩뿌리다, 흩어지다

be on the right track

맞는 생각을 하고 있다

nebula 성운(구름 모양으로 퍼져 보이는 천체)(pl. nebulae)

venture

(의견이나 생각을) 시험삼아 말해보다

band 띠, 끈

end up doing

(계획에 없이) 결과적으로 ~하게 되다

zone of avoidance 은하회피대

(우리 은하계 중 성간 티끌에 의한 소광 효과 때문에 외부 은하들이 보이지 않는 부분)

cover up ~을 가리다, 덮다

obscure 어둡게 하다, 흐릿하게 하다

Student B

Professor

blocks about 20 percent of the sky beyond our galaxy.

Wow. So we don't have any information about 20 percent of the sky outside the Milky Way?

Well, not exactly. See, even though we can't see through it, uh—^{B)} *infrared radiation can detect* a lot more of what's behind all the dust and gas.

Q4 Between, um, 1997 and 2001, the Two Micron All-Sky Survey, also known as "2MASS,"⁹⁾ *mapped out the whole sky and discovered new galaxies that had been, well, hidden behind the zone of avoidance.* Dictation 종료

Q3 X-rays...high-energy x-rays can also pass through a lot of the gas and dust. **Q4**

In 2001, astronomers used the Chandra x-ray observatory to see through all of those layers of clouds and dust. The...the Chandra observation took place in the year 2000 and lasted for...for 28 hours. It was aimed at the zone of avoidance and collected light from the stars behind the blank spot.

Student B

So, what did the Chandra observation tell us about, uh, about what lies beyond the zone of avoidance?

Professor

Q4 The Chandra x-ray observatory recorded thirty-six new galaxies beyond the Milky Way. I'd like to talk more about this next time, but for now we're out of time. For homework, I'd like everyone to research the results of the Chandra observation.

Q5 교수가 다음과 같이 말한 이유는?

No...actually, I think we may be having some slight... confusion.

(A) 자신이 학생의 말뜻을 이해하지 못했다는 것을 나타내기 위해

(B) 학생의 대답이 틀렸다는 것을 시사하기 위해

(C) 이 문제에 관련해 과학적 불확실성이 있음을 드러내기 위해

(D) 학생이 좀 더 자세히 설명하도록 유도하기 위해

Q6 다음과 같이 말할 때 학생이 의미하는 것은?

I'll venture another...

(A) 다음 주제로 넘어가기를 원한다.

(B) 자신의 짐작이 옳다고 확신한다.

(C) 교수가 질문을 반복해주시기를 원한다.

(D) 의견을 제시하려고 한다.

 MP3 · 340

Milky Way 은하수, 우리 은하계 (=our galaxy)

light year [천문] 광년

spiral 나선형을 그리다

disk (납작한) 원반, 원반 모양의 물건

float around 주위를 떠다니다

plane 평면, 수평면

infrared radiation 적외선

observatory 관측소

blank 비어 있는, 내용물이 없는

out of time 시간이 다 된



- Answer** passage 1 > 1 (C) 2 (B) 3 (D) 4 (C) 5 (A)
 passage 2 > 1 (C) 2 (B) 3 (B) 4 (C) 5 (D) 6 (B)
 passage 3 > 1 (C) 2 (B) 3 (A) 4 (D) 5 (A) 6 (C)



MP3-341

passage 1. [1-5] Listen to part of a conversation between a student and a professor.

- Professor (female)** **Q1** Are you here to pick up last week's take-home exam? The one you were absent for?
- Student (male)** That's right. I heard from someone in the class that we could drop by your office between 2:00 and 4:00 to pick it up.
- Professor** You heard correctly. The exams are in a pile on the table by the door. Go ahead and grab one.
- Student** **Q4** MP3-342 OK. [pause] So I...[looking for more information] I just go home and take the test and...
- Professor** This must be your first take-home exam?
- Student** Yeah. I've never done one of these before. Just in-class exams. I'm not really sure what I've got to do.
- Professor** OK. Why don't you take a seat right here and I'll go over the rules for take-home exams.
- Student** I appreciate it. Thanks.
- Professor** Well, what you're gonna be doing with this exam is describing an environmental contaminant in two different environments.
- Student** Right. I remember you saying that would be the topic of the exam.
- Professor** Now, I want you to compare and contrast the two environments in as many ways as you can come up with.
- Student** Any way? Can you give me some examples?
- Professor** There are some examples on the exam, actually. You can check them out when you start researching your topic.
- Student** Great.
- Professor** This is your opportunity to impress me with the amount of information you've retained from our class. So try to be creative about fitting in topics, procedures, principles, and things that we've gone over in class. And you'll want to put as much quantitative data into the paper as you can. If you include a calculation, I want to see the numerical data. Graphics are OK to use, too.
- Student** All right. Is there a word length...or a page length?
- Professor** [remembering suddenly] Oh, yes. **Q2** There certainly is a page length...a maximum page length. It should be less than ten pages long. And there's no minimum length. I want you to be concise. Cover all the important points, but don't include any irrelevant commentary.

- Student** I see.
- Professor** **Q3** Don't forget to cite all of the sources you consult.
- Student** **Q5**  MP3-343 Of course. Are there a certain number of sources I have to use? Are Internet sources acceptable?
- Professor** As for sources—use your judgment.  How many sources do you think are necessary to support your paper? And Internet sources are OK to use, but make sure that you don't rely on Internet sources exclusively.
- Student** No problem.
- Professor** You should use footnotes in the paper, too.
- Student** All right. I can do that.
- Professor** OK. There's just one final thing I want to add. Obviously you're going to be using outside sources to write your paper. So that's fine. But I would prefer that you don't talk to other people in the class to find out how they did the exam. Just do what you think is best. I mean, use sources of your choosing, use a topic that you're interested in...I don't want you getting your ideas from someone else, got it?
- Student** Yes. So I have to have it back to you in twenty-four hours, right?
- Professor** Yes. That's right. You can email it to me if you'd like, or you can bring a printed copy here to my office.



MP3-350

take-home exam 시험지를 집에 가져가서 작성해 오는 시험

drop by 들르다, 방문하다

contaminant 오염물질

compare and contrast 비교 및 대조하다

come up with (방법이나 생각 등을) 찾아내다, 알아내다

retain 잊지 않고 있다

procedure 절차

principle 원칙, 원리

quantitative 양적인

calculation 계산

numerical 숫자로 된, 수의

concise 간결한

irrelevant 관련 없는

commentary 설명, 주석

cite 인용하다

source 자료

consult 참고하다; 상담하다

rely on ~에 의존하다

exclusively 독점적으로

footnote 각주

a printed copy 출력한 사본

◎ 해설

1 학생이 교수를 찾아간 이유는?

- (A) 테이크 홈 시험의 주제를 알기 위해 (**not correct**)
- (B) 앞으로 써야 할 에세이의 아이디어를 얻기 위해 (**not correct**)
- (C) 테이크 홈 시험지를 가져가기 위해
- (D) 다음 주 시험에 빠지게 될 상황을 설명하기 위해 (**not mentioned**)

Main Idea

"Are you here to pick up last week's take-home exam?(지난 주의 테이크 홈 시험지를 가지러 왔나?)"이란 교수의 물음에 학생이 "That's right(맞아요)"이라고 대답하고 있다. 따라서 정답은 (C). 테이크 홈 시험 주제와 시험 에세이 서술 아이디어에 대한 언급이 있긴 하나 이것이 학생이 교수를 찾아간 목적은 아니므로 (A)와 (B)는 답이 될 수 없음에 유의하자.

2 보고서 분량에 대해 교수가 말한 것은?

- (A) 보고서 분량에 대해서는 정해진 조건이 없다. (not correct)
- (B) 보고서 분량이 10페이지 이상이 되어서는 안 된다.
- (C) 최소한 몇 페이지라는 제한은 있으나 최대 분량에 대한 제한은 없다. (not correct)
- (D) 페이지의 최소 분량은 5페이지이다. (not correct)

Detail

단서 Q2에서 교수가 보고서 분량에 대해 "It should be less than ten pages long. And there's no minimum length.(길이는 열 페이지 미만으로 하렴. 그런데 최소한 몇 페이지 이상이어야 된다는 제한은 없어.)"라고 했으므로 최대 9페이지까지만 가능하다는 것을 확인할 수 있다. 따라서 정답은 (B). 최대 페이지 수 제한은 있고, 최소 페이지 수 제한이 없는 것이므로 (C)는 교수가 언급한 내용과 반대이다. 에세이, 보고서 제출 등과 관련하여 작성 분량은 중요한 세부 정보이므로 이 부분을 미리 귀 기울여 들어야 한다.

3 참고 자료에 관해서 교수가 말한 것은?

- (A) 수업을 듣는 다른 학생들과 상의해도 좋다. (not correct)
- (B) 인터넷 자료를 이용하는 것은 허용되지 않는다. (not correct)
- (C) 외부 자료를 이용하는 것은 적절하지 않다. (not correct)
- (D) 이용한 자료는 모두 출처를 밝혀야 한다.

Detail

단서 Q3에서 교수가 "Don't forget to cite all of the sources you consult.(참고한 자료의 출처는 꼭 밝혀야 한다.)"라고 명시하고 있다. 따라서 정답은 (D). cite는 '다른 참고 자료로부터 인용하다'라는 의미로 보고서 작성과 관련하여 자주 등장하는 어휘이다. 교수는 다른 학생들에게 시험에 관해 물어보지 말라고 했고, 외부 자료를 이용하는 것이 괜찮다고 했으므로 (A)와 (C)는 오답. 인터넷 자료에 전적으로 의지하면 안 된다고 했지, 인터넷 자료의 이용 자체를 금한 것은 아니므로 (B) 역시 오답이다.

4 다음과 같이 말할 때 학생이 의미하는 것은?

So I...[looking for more information] I just go home and take the test and...

- (A) 자신의 시험 계획에 대해 교수가 알기를 바란다.
- (B) 자신이 시험을 어디서 볼지 교수가 알 필요가 있다고 생각한다.
- (C) 교수가 더 상세한 정보를 주기를 원한다.
- (D) 교수가 보고서 쓰는 기간을 며칠 더 주어야 한다고 생각한다.

Attitude

학생의 이 말을 듣고 교수는 테이크 홈 시험이 처음이나고 물었고 학생은 그렇다고 대답하면서 무엇을 해야 할지 모르겠다고 말하고 있다. 또한 어조를 통해 망설이며 자신 없어 하는 분위기를 읽을 수 있으므로 학생이 새로운 시험 방식에 대해 더 많은 정보를 원하고 있음을 유추할 수 있다. 따라서 정답은 (C).

5 교수가 다음과 같이 말한 이유는?

How many sources do you think are necessary to support your paper?

- (A) 학생에게 참고 자료의 수는 본인이 정해야 한다는 것을 알려주기 위해
- (B) 학생이 이용하려는 자료의 수가 얼마나 되는지 알아보기 위해
- (C) 자료의 수를 정해주기 전에 학생의 의견을 물어보기 위해
- (D) 학생이 이용할 최소 자료수를 이미 알고 있어야 한다는 것을 암시하기 위해

Function



다시 들려진 부분의 "As for sources—use your judgment.(참고자료에 관해선 네가 판단해보렴.)"란 표현을 통해 교수의 질문이 학생의 답을 듣기 위해서가 아니라 학생 스스로 필요한 자료의 분량을 결정하라는 의도임을 알 수 있다. 따라서 정답은 (A). 이처럼 화자의 의도를 묻는 문제에서는 화자의 말을 문자 그대로 해석하기보다는 그 이면에 숨겨진 의도를 파악할 수 있는지를 가능하는 경우가 많다.



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passage 2. [1-6] Listen to part of a discussion in an astronomy class.

- Professor (male)** If you've been following along the course outline, **Q1** you'll know that today we're going to be talking about Trojan asteroids. Right. Can anyone offer up a guess to why these asteroids have such a name?
- Student A (female)** Ah, I guess maybe it has something to do with the Trojan War.
- Professor** Right, the Trojan War. You all know about that, right? The war between the Greeks and the Trojans from Greek mythology. I'm sure some of you've covered it in uh, classics or literature classes. **Q5** MP3 • 345 But how do you think the asteroids might relate to the Trojan War?
- Student B (male)** Is it because they have unique core compositions...like something is hidden inside? Kind of like the famous Trojan Horse.
- Professor** Great try, but I'm afraid the answer is more mundane than that... It's just due to the names of the asteroids. Pretty obvious, huh? **Q2** You see the guy who discovered the first of these asteroids was a German astronomer named Max Wolf. He had a really simple, but effective technique to find asteroids. Basically he would take photographs of the night sky, then compare two photos taken on different nights to see if any stars had moved. Can you imagine that? Such a basic observation and yet, yet he was able to discover many asteroids. Anyway, Max Wolf named the first one he found Achilles, after the great Greek hero from the Trojan War stories. And, uh, well, the trend continued from there. All subsequent discoveries were named after a famous character from either the Greek or Trojan camps. And here's the thing, just like the Trojan War characters are divided into two camps—the Greeks and the Trojans—the Trojan asteroids are also divided into clusters.
- Student B** I guess that means all the asteroids with Trojan names are in one cluster, and all the ones with Greek names are in another.
- Professor** Bingo! OK, **Q1** now we've covered the origin of the name, we really need to get onto the more detailed astronomical stuff. So, uh, the interesting thing about these asteroids is that they follow the same circular orbit as Jupiter...
- Student A** A circular orbit? That's not what normally happens with asteroids, is it? I thought they tended to follow an elliptical orbit.
- Professor** Right, but not the Trojans. What happens is, the combined gravitational pull of the sun and Jupiter act on these asteroids. So, uh, you've got the sun pulling them in from the center, but you've also got the gravity of Jupiter pulling at them from the side, too. The overall effect keeps their position fixed on Jupiter's circular orbit.
- Student A** Is that why the asteroids are in two camps? Like, each cluster has been pulled onto either side of Jupiter?
- Professor** Exactly. The two clusters are positioned at what we call in astronomical jargon Lagrangian Points. Uh, Lagrangian Points are places where the combined gravitational pull of two relatively larger masses provides the exact amount of centripetal force required for the small object to rotate on their orbital axes. The Trojan camp, they're at L4—Lagrangian Point 4 on Jupiter's orbit. And the Greeks,

- they're at L5.
- Student B** [sheepishly] So, well, I hope this isn't a stupid question... **Q4** But if the asteroids are clustered at set points on the orbit, then why don't they, like, collide with Jupiter? You know, when it crosses them in its orbit.
- Professor** [realizing he might be going too fast for some students] Ah, sorry. I should've made it clear that the asteroid clusters also circle the sun. L4 and L5 aren't fixed points on the orbit. [with emphasis] They're fixed points relative to Jupiter on the orbit. Do you see what I'm saying?
- Student B** [still unclear] Um, well, I think so...
- Professor** **Q3** OK...[thinking about how to explain it] Here's a good way to look at it. Just imagine that Jupiter's orbit is the face of a clock. Then the Trojan camp is always 2 hours ahead of Jupiter on this clock, and the Greek camp, it's always 2 hours behind. So when Jupiter is at 10 o'clock on the orbit, the Trojan camp is at 12, and the Greek camp is back at 8.
- Student B** **Q4** Ah, now I get it! So the clusters orbit the sun at exactly the same speed as Jupiter. [with emphasis] Relative to Jupiter, the asteroids don't look like they're moving.
- Professor** Yeah. I mean, actually it's a little more complicated than that. The asteroids sort of arc within a small area on the orbit. Like, if you see a picture of the Trojan or Greek camps, you'll notice there's a slightly elongated distribution of asteroids along the orbit. **Q6**  MP3 • 346 This is caused by perturbations from other large bodies, usually other planets in the solar system.  [stopping himself from getting too sidetracked] But, uh, these arcs are very minor in the scheme of things, and I'm worried it might all be a bit overwhelming. Um...all you need to know at the moment is that the asteroids are pretty much stationary relative to Jupiter.



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Trojan asteroids

트로이소행성군

mythology 신화

classics 고전학

core [지질] 중심핵

composition 구성 물질

mundane 평범한

subsequent 이후의, 나중의

name after

~의 이름을 따서 짓다

cluster 무리, 때; 무리짓다

astronomical 천문학상의

circular orbit 원형 궤도

elliptical 타원형의

gravitational 중력의

(←gravity 중력)

jargon (전문) 용어

Lagrangian point [천문]

라그랑주점(두 천체 사이의 인력과

원심력이 균형을 이루는 점)

mass 큰 덩어리

centripetal force 구심력

rotate on ~을 중심으로 돌다

axis 축(pl. axes)

collide with ~와 충돌하다

face (시계 등의) 문자판, 앞면

relative to ~를 기준으로 볼 때,

~에 비하여

arc 호를 그리다; 호

elongated (길게) 늘어진

distribution 퍼짐, 분포

perturbation [천문] 섭동(가까이

지나가는 천체의 중력이나 이 천체

와의 충돌로 인해 생기는 천체 운동

의 편차)

scheme 체계

overwhelming 굉장한, 압도적인

stationary

움직이지 않는, 정지된

1 논의의 주된 내용은?

- (A) 최근에 발견한 트로이소행성군 (minor)
- (B) 트로이전쟁과 천문학 간의 유사점 (not mentioned)
- (C) 트로이소행성군의 위치와 분포 상태
- (D) 고대 이후 천문학의 발전 과정 (not mentioned)

Main Idea

교수는 강의 초반에 "today we're going to be talking about Trojan asteroids(오늘은 트로이소행성군에 대해서 배울 거예요)"라는 말을 통해 주제가 트로이소행성군에 대한 것임을 밝히고 있다. 이후 강의에서 트로이소행성군이라는 명칭의 기원과 왜 목성의 원형 궤도상에 위치하고 있는지, 궤도를 따라 어떻게 분포하고 있는지에 대해 설명하고 있으므로 정답은 (C).

2 맥스 울프가 소행성을 찾아낸 기술과 관련해 흥미로운 사실은?

- (A) 특별한 카메라 장비가 필요했다. (not correct)
- (B) 정말 기초적인 방법이었다.
- (C) 오늘날에도 천문학 전문가들이 사용하는 방법이다. (not mentioned)
- (D) 수년간 비밀로 지켜져 왔다. (not mentioned)

Detail

단서 Q2에서 교수는 맥스 울프가 소행성을 발견한 방법이 "really simple, but effective technique(굉장히 단순하지만 효과적인 방법)"이었다고 했으며, 이후 이를 다시 "basic observation(기초적인 관찰 방법)"이었다고 정의하고 있다. 선택지 (B)의 rudimentary는 장비나 기술 등이 복잡하지 않고 매우 간단하고 단순하다는 뜻으로, 울프가 소행성을 발견한 방법에 가장 어울리는 표현이다. 따라서 정답은 (B).

3 교수가 트로이소행성군의 궤도를 설명하는 방식은?

- (A) 다른 소행성군의 궤도와 비교하면서
- (B) 일상적으로 사용하는 물건을 예로 들면서
- (C) 학생들에게 통계 데이터를 제시해 주면서
- (D) 목성의 궤도와 대조하면서

Organization

단서 Q3에서 교수가 "Just imagine that Jupiter's orbit is the face of a clock.(목성의 궤도를 시계의 앞면이라고 상상해 봐요.)"라고 한 부분에 주목하자. 교수는 학생이 목성과 소행성의 궤도 간의 상관관계에 대해 좀 더 쉽게 이해할 수 있도록 시계 바늘이 움직이는 메커니즘을 이용해서 설명하고 있다. 따라서 정답은 (B). 본문의 시계(clock)를 선택지에서는 "household object"로 표현했다. 학문적으로 다소 어려운 개념을 친숙한 소재에 빗대어 설명했다.

4 트로이소행성군이 목성과 충돌하지 않는 이유는?

- (A) 소행성군이 목성보다 태양에 더 가까이 끌리기 때문에 (not correct)
- (B) 소행성군은 원형 궤도가 아닌 타원형 궤도를 따르기 때문에 (not correct)
- (C) 소행성군은 목성과 같은 속도로 태양 주위를 돌기 때문에
- (D) 소행성군은 이동 시 다른 천체들로부터의 섭동에 영향을 받기 때문에 (not correct)

Detail

단서 Q4에서 교수는 "the asteroid clusters also circle the sun."이라고 하면서 목성이 태양 주위를 공전하는 것처럼 소행성군도 태양 주위를 돌고 있기 때문에 둘 간에 충돌이 일어나지 않는다고 했고, 교수의 설명을 듣고 난 후 학생이 "So the clusters orbit the sun at exactly the same speed as Jupiter.(그러니까 소행성 무리들은 목성과 똑같은 속도로 태양 주변을 공전하는 거군요.)"라고 말함으로써 이 사실을 다시 한번 확인시켜 주고 있다. 따라서 정답은 (C).

소행성군의 Trojan camp와 Greek camp는 목성을 사이에 두고 목성과 같은 속도로 이동하기 때문에 목성의 입장에서 보았을 때 궤도가 고정되어 있다고 볼 수 있으나 태양계 전체 상에서 볼 때에는 고정된 궤도가 아닌란 점이 강의에서 핵심 정보 중 하나로 등장했다.

5 교수가 다음과 같이 말한 이유는?

but I'm afraid the answer is more mundane than that...

- (A) 주제가 다소 복잡하다는 점을 미리 학생들에게 알려주기 위해
- (B) 트로이의 목마에 대한 심층 논의로 들어가기 위해
- (C) 학생의 대답에 실망했다는 것을 보여주기 위해
- (D) 용어의 기원이 의외로 단순하다는 것을 알려주기 위해

Function

단서 Q5의 교수 설명에 의하면 Trojan asteroids란 명칭은 이곳 소행성들이 트로이 전쟁에 등장하는 인물들의 이름을 따르고 있기 때문에 붙여진 것임을 알 수 있다. 이는 학생이 앞에서 추측한 내용에 비해 단순한 이유이므로 교수의 말은 바로 이점을 지적하기 위한 것. 따라서 정답은 (D).

6 다음과 같이 말할 때 교수에 대해서 유추할 수 있는 것은?

[stopping himself from getting too sidetracked] But, uh, these arcs are very minor in the scheme of things, and I'm worried it might all be a bit overwhelming.

- (A) 더 언급하기 전에 사실관계를 알아볼 필요가 있을 것이다.
- (B) 중요하지 않은 사항들로 학생들을 혼란스럽게 하고 싶어하지 않는다.
- (C) 학생들이 이 정보를 이미 알고 있다고 생각한다.
- (D) 이 점에 관해서는 다음 시간에 이야기하고 싶어한다.

Attitude

단서 Q6의 다시 들려진 부분 중 마지막에 교수는 "all you need to know at the moment is that the asteroids are pretty much stationary relative to Jupiter(지금 단계에서는 소행성들이 목성을 기준으로 할 때 움직이지 않는거나 마찬가지로 사실만 알면 되요)"라고 말하고 있다. 이를 통해 주변적인 내용을 너무 자세하게 설명함으로써 강의의 초점을 흐리는 것이 아닐까 우려하는 교수의 태도를 엿볼 수 있으므로 정답은 (B).


 MP3-347 **passage 3. [1-6] Listen to part of a lecture in a biology class.**


Professor (female)



Alright class, let's get started. **Q1** Today you're going to learn about the very unique characteristics of, um, mangroves. **Q2** As you should know from your geography class, the word "mangroves" is often used to define a saltwater forest that grows on coastal mud flats—basically waterlogged swamps—and this fragile area is flooded with water usually, uh, once or twice a day, depending on the local tide periods. Anyway, I'm not really going to be talking about the mangrove ecosystem, but rather...yeah, rather we're going to look at the mangrove trees themselves. This is the species that is indigenous to this habitat. **Q1** These mangrove trees live in areas where everything is constantly in flux—like water levels and salinity—they've evolved over time and developed many special features to help them adapt.

The most important feature is their upward growing roots, known as aerial roots. Not only do they provide support for the trees in such unstable soils, enabling them to withstand strong currents and storms, but they also help in breathing. **Q3** On the surface of these aerial roots, uh, they have special tiny pores called lenticels. Water and soil can't penetrate these lenticels, uh, only air can. Also, the lenticels contain large pockets of air that provide a reservoir of air during periods of

high tide, when all the aerial roots are, um, underwater. So, the function of the aerial roots is to, to absorb air and provide structural support.

Q5  MP3-348 The biggest problem mangroves face is their nutrient uptake. Barely any free oxygen is available in the damp, muddy soil and definitely not in the water. So, uh, in addition to having roots that breathe air, they also have root modifications that block salt and draw in water, carbon dioxide, oxygen, and other nutrients essential to photosynthesis. The gases the aerial roots absorb and store get sent down to the roots that grow in oxygen-deficient parts of the soil.

 Hopefully you haven't forgotten your middle school science...photosynthesis requires fresh water, right? So um, obviously in the kind of environment mangroves inhabit, this can be a bit of a problem. However, the mangrove has developed a few solutions. It can block salt from the root system, create high tissue salt concentrations, and secrete excess salt. Actually, most mangroves, they um, they block out most of the salt right at the root system. The mangroves just then dispose of the remaining salt by depositing it in bark or leaves that have grown out of maturity. Some of the plants even secrete salt directly out of the leaves. On their underside there are these specialized pores that use hairs to guide the concentrated salt solution away from the plant while keeping in the freshwater for the leaves. It's really an amazing adaptation.

Q6  MP3-349 OK, let's focus now on one of the mangroves' most distinct aspects —as if their roots weren't special enough, right? Well, mangroves actually reproduce viviparously. Can anyone guess what viviparous reproduction is? No? Well, this means a mangrove tree produces seeds that germinate on the plant, unlike most botanical species. They do this via the production of a propagule. This, um, propagule requires water and carbon dioxide from its parent, so it grows directly on it. However, the propagule can actually photosynthesize on its own. Eventually it falls off the parent tree and drops into the water, where it can travel great distances. The wonderful thing for these propagules is that they can survive desiccation—uh, that's when they sort of dry out—they can survive and remain in this kind of dormant state for more than a year until they arrive in a suitable environment. And uh, once a propagule has found this environment and is ready to root, it will change its floating position from horizontal to vertical so that in this elongated shape, it can lodge into the mud and root more easily. **Q4** It actually can change its density to determine if it will float horizontally or vertically! So uh, yeah, if the propagule doesn't root, it can revert again to a horizontal position to float off again in search of better rooting conditions.



mangrove 맹그로브(열대습지에 사는 삼림성 식물)
mud flat 갯벌
waterlogged 물에 잠긴
swamp 습지
fragile 무른, 약한
indigenous 토착의, 지역 고유의
habitat 서식지, 거주지
flux 변동, 변화
salinity 염도

aerial root [식물] 기근(뿌리가 땅속에 있지 않고 공기 중에 빠져 나와 기능을 수행하는 뿌리)
unstable 불안정한
withstand 견디다, 버티다
pore 기공, 구멍
lenticel 껍질눈, 피목
penetrate 통과하다
reservoir 저장소
uptake 흡수, 빨아들임

barely 거의 없는
damp 젖은
modification 변형, 수정
photosynthesis 광합성 (←
photosynthesize 광합성하다)
deficient 부족한
tissue 조직
concentration 농축, 농도(←
concentrated 농축된, 진한)
secrete 배출하다, 분비하다



dispose of ~을 처리하다, 없애다
salt solution 소금용액
viviparous [식물] 모체 발아의
reproduction 번식
germinate 발아하다, 싹이 트다

botanical 식물의
propagule 주아(어린 새끼 식물)
desiccation 건조, 탈수
dormant 휴면 상태의
horizontal 수평의

vertical 수직의
lodge into 자리를 잡다
density 밀도
revert (본래 상태로) 되돌아가다

◎ 해설

1 강의의 주된 내용은?

- (A) 맹그로브 뿌리의 다양한 기능 (**minor**)
- (B) 맹그로브의 생존을 위협하는 요소 (**not mentioned**)
- (C) 생존하기 위한 맹그로브의 적응 방법
- (D) 모체발아 번식의 이점 (**minor**)

Main Idea

강의 도입부에서 교수는 "Today you're going to learn about the very unique characteristics of, um, mangroves.(오늘은 그러니까, 맹그로브의 아주 독특한 특성을 배울 거예요.)"라고 강의의 주제를 밝힌 후, "they've evolved over time and developed many special features to help them adapt.(맹그로브 나무들은 시간이 지나며 진화를 했고, 적응하기 좋게 특별한 속성들을 발달시켰어요.)"라고 말함으로써 환경에 적응할 수 있도록 고안된 맹그로브의 생물학적 기능에 초점을 맞추고 있다. 따라서 정답은 (C). (A)와 (D) 역시 언급되고는 있으나 모두 맹그로브의 여러 가지 적응 방법 중 일부에 해당하므로 지문 전체의 주제를 묻는 질문에 대한 답이 될 수 없다.

2 교수가 염수 수림과 물에 잠긴 늪에 관해서 이야기하며 강의를 시작한 이유는?

- (A) 맹그로브 서식지에 대한 이전 수업 내용을 복습하기 위해
- (B) 맹그로브의 어떤 측면에 대해 논의할지 분명히 하기 위해
- (C) 이전 수업에서 학생이 질문한 것에 답하기 위해
- (D) 맹그로브를 다른 일반적인 염수 식물들과 비교하기 위해

Organization

단서 Q2에서 교수는 오늘 강의에서 "the mangrove trees themselves(맹그로브 나무 자체)"에 대해 알아보겠다고 명시하고 있다. 교수는 학생들이 이미 지리학 수업을 통해 맹그로브에 대해 배웠다는 사실을 염두에 두고, 오늘 강의 내용은 saltwater forests나 waterlogged swamps와 같은 "the mangrove ecosystem(맹그로브 숲의 생태 환경)"이라는 지리학적 측면이 아니라 맹그로브 나무의 생물학적 측면에 초점을 둘 것이란 점을 분명히 하기 위해 이들을 언급한 것이므로 정답은 (B).

3 교수에 따르면, 껍질눈이 중요한 이유는?

- (A) 식물이 공기를 흡입하고 저장할 수 있게 해주어서
- (B) 염수에서 찾은 영양분을 모아 변화시켜서 (**not mentioned**)
- (C) 식물 주변의 토양을 단단하게 해주어서 (**not correct**)
- (D) 지상에 있는 대기 중 산소량을 증가시켜서 (**not mentioned**)

Detail

단서 Q3에서 교수가 "the lenticels contain large pockets of air that provide a reservoir of air(껍질눈은 공기 저장소 역할을 하는 큰 공기 주머니를 포함해요.)"라고 말한 것을 통해 껍질눈이 이 식물에게 공기를 제공하는 역할을 한다는 것을 알 수 있다. 따

라서 정답은 (A). 참고로 겹질논의 역할은 토양을 단단하게 하는 것이 아니라 공기를 흡입해서 식물체가 토양 위에서 잘 지탱할 수 있도록 하는 것이므로 (C)는 오답.

4 교수에 따르면, 주아의 특별한 점은?

- (A) 어미 식물을 통해 광합성을 한다. (not correct)
- (B) 거의 어떤 종류의 흙에서도 뿌리를 내릴 수 있다. (not correct)
- (C) 앞에 있는 특별한 기공을 통해 잉여 염분을 배출한다. (not correct)
- (D) 떠다니다 뿌리를 내리기 위해 자체의 밀도를 바꿀 수 있다.

Detail

교수가 맹그로브의 주아에 대해서 언급한 몇 가지 특징들 중 해당하는 것을 고르는 문제. 단서 Q4에서 교수는 "It actually can change its density to determine if it will float horizontally or vertically!"(주아는 사실상 수평 상태로 떠다닐 것인지, 아니면 수직 상태로 떠다닐 것인지를 결정하기 위하여 자체의 밀도를 바꿀 수 있어요!)라고 했으므로 (D)가 정답. 주아는 어미 식물의 도움 없이 자체적으로 광합성을 할 수 있다고 했고, 뿌리를 내리기에 적합한 환경을 발견할 때까지 물 위를 떠다니한다고 했으므로 (A)와 (B)는 모두 오답. (C)는 주아가 아닌 일반 맹그로브에 대한 설명이므로 역시 오답.

5 교수가 다음과 같이 말한 이유는?

Hopefully you haven't forgotten your middle school science.

- (A) 학생들이 이런 기초적인 정보는 알 것으로 기대한다는 것을 보여주기 위해
- (B) 수업 내용이 학생들에게 너무 쉽다는 것을 암시하기 위해
- (C) 학생들이 이전에 배운 이론에 의문을 제기하기 위해
- (D) 자신의 강의에 대한 학생들의 반응을 이끌어내기 위해

Function

단서 Q5에서 교수는 이 말을 한 후, 광합성이 담수를 필요로 한다는 사실을 언급했다. 이를 통해 학생들이 광합성에 대한 기초적인 지식은 이미 가지고 있다는 사실을 확인하려는 의도임을 알 수 있으므로 정답은 (A).

6 다음과 같이 말할 때 교수가 의미하는 것은?

—as if their roots weren't special enough, right?


- (A) 뿌리 시스템은 자세히 논의하기에 너무 복잡하다.
- (B) 맹그로브 번식은 훨씬 더 흥미로운 주제다.
- (C) 맹그로브 나무에는 독특한 특성이 많이 있다.
- (D) 번식 시스템은 뿌리 구조와 깊이 연관되어 있다.

Inference



단서 Q6은 교수가 앞에서 맹그로브 뿌리의 특징에 대해 설명하고 난 후 다른 특징으로 화제를 전환하기 위해 한 말로, 이를 통해 맹그로브의 뿌리에도 독특한 특성이 많지만 뿌리가 아닌 그외 다른 부분에서도 특이점을 찾아볼 수 있다는 것을 추측할 수 있다. 실제로 교수의 이 말 바로 다음에 맹그로브의 독특한 번식 방법인 모체발아 번식이 소개되고 있으므로 정답은 (C).

- Answer** case example > 1 (B) 2 (C) 3 (C) 4 (A) 5 (B)
 passage 1 > 1 (D) 2 (C) 3 (C) 4 (A) 5 (B)
 passage 2 > 1 (D) 2 (A) 3 (B), (C) 4 (C) 5 (B)
 passage 3 > 1 (A) 2 (D) 3 (B), (C) 4 (C) 5 (D)

case example

 MP3-353 [1-5] Listen to part of a conversation between a student and a librarian.



Librarian (female) **Q4**  MP3-354 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.   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. **Q5**  MP3-355 Um, what's the circulation policy for, um, for items in Media Collections?

Librarian Well, that depends. Are you a student here?

Student   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.

Student **[disappointed]** Oh, I see.

Librarian However, you're welcome to use the viewing rooms here in the library to watch or listen to anything you like.

Student Really?

Librarian Yes. It's just—we can't loan you any media items for use outside the library...unless you're a student at the college.

Student Well, that could work. See, **Q1** I'm taking a

Q1 학생이 도서관에서 필요로 하는 것은?

- (A) 소장 영화 목록이 있는 온라인 카탈로그 이용
- (B) 수업용으로 감상할 스페인어 영화
- (C) 대학 도서관 회원증 교체
- (D) 도서 대출 정책에 관한 정보

Q2 온라인 카탈로그에 대해 사서가 암시하는 것은?

- (A) 학생이 도서관에 오기 전에 확인해야 했다.
- (B) 미디어 자료에 대한 목록은 포함되어 있지 않다.
- (C) 직접 자료를 찾는 것보다 더 편리하다.
- (D) 학생들이 도서와 영화를 대출하기 위해 이용할 수 있다.

 MP3-368

collection (도서관, 미술관 등의) 소장품, (시나 소설 등의) 전집

occupy

(장소나 자리 등을) 차지하다, 점유하다

browse around

~을 훑어보다, (정보를) 검색하다

resources <복수형으로> 자료, 자원

circulation 도서 대출; 발행 부수

That depends. 경우에 따라 달라요

be ineligible to do

~할 자격이 안되다

valid 유효한, 정당한

loan 대여해주다, 빌려주다

Spanish class at the community college—

- Librarian** [interrupting] At CCN?
- Student** That's right.
- Librarian** Well, CCN is one of our affiliate institutions. If you can present a CCN ID, you can check out materials from Media Collections.
- Student** That's great. I happen to have my CCN ID on me right now. So I can check out anything I want?
- Librarian** As long as it's not reserved for a class or something like that.
- 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?
- 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** OK, sounds good. As for the films you're looking for...just give me the titles, and I'll look them up and make sure we have them and they're available for checkout.
- Student** OK. The first one's called *Como agua para chocolate*.
- 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.
- Librarian** Ah ha. Directed by Alfonso Arau?
- Student** Um, yeah.
- Librarian** Yes, we do have *Como agua para chocolate*, and it's currently available. The call number is DVD 726.
- Student** Great. The other one I'd like to check out if possible is *Días contados*.
- Librarian** All right. Let me look. [typing] *Días contados*. Yes...we have a listing for it. Directed by Imanol

Q3 학생이 지금 영화 한 편만을 대출하려는 이유는?

- (A) 나머지는 이미 수업용으로 예약되어 있음을 알았기 때문에
(B) 도서관의 감상실에서 다른 한편을 볼 것이기 때문에
(C) 허용된 시간 내에 두 편의 영화를 볼 수 없기 때문에
(D) 한번에 한 편 이상의 대출이 허용되지 않기 때문에

Q4 학생이 다음과 같이 말한 이유는? **This is Media Collections, right?**

- (A) 자신이 제대로 찾아왔는지 확인하기 위해
(B) 사서에게 무언가에 대해 조언을 구하기 위해
(C) 자신이 도서관에 온 이유를 설명하기 위해
(D) 사서에게 자신이 길을 잃었다는 것을 알리기 위해

 MP3 • 368

affiliate 자매기관, 가맹[가맹]자
institution 기관, 협회
check out (도서 등을) 대출하다
happen to 마침 ~하다, 우연히 ~하다
status 상태; 지위
retrieve 다시 찾아오다, 만회하다
Hang on one second.
잠시만 기다리세요.


- Uribe, right?
- Student** Yes. Is it currently available?
- Librarian** Yeah. So you'll take them both?
- Student** Right. Where do I find them?
- Librarian** Our DVDs are stored out back—I'll retrieve them for you. Just hang on one second.
- 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.
- Librarian** Which one would you prefer to check out first?
- Student** Uh, how about *Como agua para chocolate*?
- Librarian** OK. I'll be right back with the DVD.
- Student** Thank you so much.


Q5 다음과 같이 말할 때 학생에 대해서 유추할 수 있는 것은?

Uh, no. I just live in the community. [concerned]
Am I ineligible to borrow from the library?

- (A) 사서가 자신은 예외적으로 허용해 주길 기대하고 있다.
(B) 도서관을 이용할 수 없을지 모른다고 걱정하고 있다.
(C) 사서가 자신에게 준 정보로 인해 기뻐하고 있다.
(D) 도서관에서 어떤 자료도 대출하지 않을 계획이다.

passage 1

 MP3 • 356 [1-5] Listen to part of a conversation between a student and a Residence Life clerk.

- Clerk (male)** Hi. Can I help you with something today?
- Student (female)** [frustrated] Um...maybe. I'm having an issue with the campus maintenance department. But I thought maybe you guys at Residence Life could help.
- Clerk** Are you a resident of Claremont Hall?
- Student** Yeah, um, I live here in the undergraduate wing.
- Clerk** Then I may be able to help you out. What's the problem?
- Student** Dictation 시작 **Q1** Um, the paint in the common room of my suite is peeling off all over the place. ¹⁾Paint chips are getting everywhere. 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. **Q4**  MP3 • 357 When ²⁾did you submit your request?
- 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.

Q1 학생이 기숙사 직원을 찾아간 이유는?

- (A) 기숙사 페인트공들과 연락하기 위해
(B) 다른 기숙사로 옮기는 것을 신청하기 위해
(C) 페인트공들에게 기숙사 방문을 열어드리라고 부탁하기 위해
(D) 보수공사가 지연되는 것에 관해 문의하기 위해

Q2 두 명의 페인트공들이 벽칠을 할 수 없었던 이유는?

- (A) 보수 신청서가 해당 사무실로 접수되지 않았다.
(B) 잘못된 주소를 전달받았다.
(C) 방 안으로 들어가게 해 줄 사람이 없었다.
(D) 예정된 서비스 시간에 늦게 왔다.

Clerk It's already November 4th and we still haven't seen anyone from the maintenance department.

Student OK. Let me just look for ³¹the maintenance request documents you submitted, and I'll see if I can figure out what the problem is here.


Clerk 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]

Q5  MP3-358 Um...it looks like ⁴¹everything's in order with these forms. And according to what it says here, two painters were sent to suite 301 after all.

Student  [surprised] What? Then why hasn't ⁵¹our wall been repainted yet?

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]

Q2 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. ⁶¹We're all in class during the middle of the day. 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 ⁷¹unlock your suite for maintenance personnel.

Student Oh...so that's the problem.

Clerk **Q3** Yeah. Just an oversight. Would you like to fill out another request form? Hopefully ⁸¹this time things will work out. Dictation 종료

Student Yes. I suppose I'd better fill out another form.

Q3 학생이 보수 신청서를 다시 작성한 이유는?

- (A) 관리실 직원에 대해 불만을 제기하기 위해
- (B) 자신의 방에 있는 두 번째 벽에 다시 페인트칠을 하기 위해
- (C) 이전의 보수 신청서에서 빠뜨렸던 것을 수정하기 위해
- (D) 룸메이트 이름 외에 자신의 이름을 추가하기 위해

Q4 학생에 관해 유추할 수 있는 것은?

- (A) 반복해서 신청서를 접수해야 했던 것에 화가 나 있다.
- (B) 직원이 자신이 신청서를 접수하는 것을 도와 줄 것이라고 기대하고 있다.
- (C) 신청서가 언제 접수되었는지 직원이 알고 있어야 한다고 생각한다.
- (D) 신청서가 언제 접수되었는지 정확히 기억하지 못한다.

 MP3-369

maintenance department

관리과

undergraduate 학부의; 대학생

wing 윙(중심 건물에서 옆으로 늘인 부속 건물)

common room (교수나 학생들이 공동으로 쓰는) 휴게실

suite 스위트(거실과 화장실, 2~3개의 침실이 딸린 아파트 스타일의 방)

peel off 벗겨지다

chip 조각, 부스러기

submit a request

신청서를 접수시키다

figure out ~을 알아내다

in order 적절한

fill out a form 서식을 작성하다

personnel 직원

oversight 빠뜨리고 못 봄

work out

(일이) 잘되다, (문제가) 해결되다

Clerk OK, sure. Here you go.

Student So I just check this box right here?

Clerk Yeah, that's the one. This time, when a maintenance employee shows up we'll be able to let him or her right into your suite, even if no one's home.

Student Thanks a lot. I'm so relieved that we'll finally get the walls repainted.

Clerk Yeah, I'm sorry it's taken so long.

Student Well, I know it's not your fault. Thanks for helping me figure out the issue.

Clerk No problem. Is there anything else I can help you with today?

Student No—I think that's it. Thanks.

Q5 학생이 다음과 같이 말한 이유는?


[surprised] What?

- (A) 직원의 말을 잘못 이해한 것에 대해 사과하기 위해
- (B) 직원이 알려준 정보에 놀라움을 표현하기 위해
- (C) 직원이 한 말을 듣지 못했다는 것을 알리기 위해
- (D) 직원에게 다시 정보를 확인할 것을 요청하기 위해

 MP3 • 369

relieved 안심한, 걱정을 덜은


passage 2



 MP3 • 359 **[1-5] Listen to part of a conversation between a student and a bookstore employee.**

Student (female) Um...hi. This is the section for English courses, isn't it?

Employee (male) Yes, that's right.

Student Oh, that's what I was afraid of. **Q1** Um...do you think you could help me find something?

Employee Well, I can certainly try. **Q4**  MP3 • 360 What are you looking for?

Student It's right over here. Or...   I mean, it should be. It's a book for Professor Lawson's class on literary theory. I think the course number is... yeah, E-N, 4-1-9.

Employee Hmm...yeah, I see where it should be. There's the tag with the course information. The class is called Contemporary Literary Analysis?

Student Right.

Employee Well, I don't think there are any more left.

Student Don't you have any other copies out back in storage or something?

Employee No, I'm sorry. The semester's two weeks old now, so most students already have all the books they need. We haven't had a chance to reorder anything yet. **Q2** Why did you wait so long to come look for this?

Q1 학생이 서점 직원에게 다가간 이유는?

- (A) 영어 수업을 위해 필요한 책을 파악하기 위해
- (B) 출판사에 책을 주문하는 것에 대해 알아보기 위해
- (C) 현재 책을 어디에서 구입할 수 있는지 알아보기 위해
- (D) 수업에 필요한 책을 찾는 데 도움을 얻기 위해




Q2 학생의 교재 구입이 늦은 이유는?

- (A) 학기가 시작된 후에 수업을 듣게 되었어서
- (B) 교수가 학생의 책을 주문하기로 되어 있어서
- (C) 그 수업에 교재가 필요하다는 것을 알지 못해서
- (D) 로슨 교수가 최근에야 그 책을 선정해서

Student

Oh...I just transferred into the class yesterday. Yeah, I didn't realize when I arranged my schedule last semester, but it turns out I need this class to graduate. So...um, I really need this book. It's the main text for the whole class. What am I supposed to do?

Employee

Q5  MP3-361 Well, it shouldn't be any problem to order another one for you. Let me just take down the ISBN number from the tag here, and I can...wait a minute... *[inspecting something]*   Oh, that's unfortunate.

Student

Why...what is it?

Employee

This book was specially ordered by your professor. I mean, he ordered it from the publisher directly. And, uh, we had nothing to do with it here at the bookstore.

Student

OK, but what does that mean?

Employee

Well, it's up to your professor to order more copies. We can't do it. **Q3C** So...I'm afraid you'll have to go talk to him about getting a copy for you. And, um, usually...it usually takes longer to get in orders made by professors than the stuff we order. You know, because we have a special system set up with the publisher, and your professor doesn't.

Student

[dismayed] Oh, no. How long will it take?

Employee

About one to two weeks, I think.

Student

That's so long. I won't be able to do any of the reading assignments until I get the book. This is really going to affect my grade... I can't believe it...

Employee

Well...hold on. You have some other options here.

Student

[curious] I do? What do you mean? What else can I do?

Employee

Um, there's always the used bookstores downtown. A lot of times, students will sell their books at those stores once they finish the semester. So there might be some used copies there from students who took the class last term.

Student

A used copy? I don't know. I don't like using books that someone else has already written

Q3 학생의 문제에 대해 서점 직원이 제안한 두 가지 해결책은? 정답 두 개를 클릭하십시오.

- (A) 도서관에서 교재를 대출하기
- (B) 학생 게시판을 체크하기
- (C) 교수에게 교재를 주문해줄 것을 부탁하기
- (D) 학내 서점에 주문을 하기

Q4 다음과 같이 말할 때 학생이 암시하는 것은?

I mean, it should be.

- (A) 책들이 순서대로 정돈되어 있는 것 같지 않다.
- (B) 직원은 그 책이 어디에 있는지 알 것이다.
- (C) 자신이 찾는 책이 제자리에 없다.
- (D) 책이 어디에 있는지 이미 알고 있다.

 MP3-370

tag (해당 물품에 대한 정보가 담긴)

꼬리표, 보관표

contemporary 현대의; 동시대의

copy (한)권, 부수

transfer 옮기다

turn out 결국 ~임이 드러나다

what am I supposed to do?

제가 어떻게 해야 돼요?

take down 적다

publisher 출판사, 발행인

have nothing to do with

~와 아무 관련이 없다

be up to A A에게 달려 있다

hold on (보통 명령법으로) 기다려 봐,

잠깐만

used bookstore 헌책방

Employee

in. I take a lot of notes in mine, so I need all the blank space I can get.

Student

Well, that still might be your best bet if you're looking to get the book quickly.

Employee

I suppose so... It's just that, um...not only that, but all the stores in town are kind of inconvenient to get to. I'd have to take the bus... then walk a ways. It's such a hassle.

Uh...you know, you might not have to go all the way there to get a used copy. There's always a chance that a student here on campus might be looking to sell one. That happens sometimes... like maybe someone just transferred out of the class. If so, they're probably looking to get rid of the book, since they don't need it anymore.

Q3(B) Why don't you check the student message boards around campus and see if anyone's advertising it?

Student

Hey, that's not a bad idea.

Employee

I mean...you have a better chance finding one downtown, but it couldn't hurt to check on campus first.

Student

Yeah, definitely. I'll go do that right now.

Employee

Good. I hope you find what you're looking for.

Student

Thanks. So do I.

Q5 직원이 다음과 같이 말한 이유는?

Oh, that's unfortunate.

(A) 다른 선택방안이 있다는 것을 알려주기 위해

(B) 책을 주문하는 데 문제가 있을지도 모른다는 것을 나타내기 위해

(C) 학생의 상황에 대해 공감을 표현하기 위해

(D) 미리 그 책을 주문하지 않은 것을 사과하기 위해

 MP3 • 370

best bet 안전하고 확실한 방법

hassle 성가심, 골치 아픈 일

passage 3



MP3 • 362 [1-5] Listen to part of a conversation between a student and a basketball coach.

Coach (male)

Kim, can I talk to you for a minute?

Student (female)

Sure, Coach. What is it?

Coach

Well, first of all, how was your visit with your family over the weekend?

Student

Oh...it was great, thanks. Unfortunately, my flight was delayed, so I didn't arrive at my parent's place until Saturday. But once I actually got there, it was a lot of fun.

Coach

Hmm...that's too bad about the flight, but I'm glad you had a good time.

Student

Dictation 시작 Thanks. **Q1** I hope I didn't miss too much at practice while I was away.

Q1 코치가 학생과 이야기하고 싶어 하는 이유는?

(A) 학생이 없는 동안 있었던 결정에 대해 최근 소식을 전해주기 위해

(B) 학생이 집에 잘 다녀왔는지 알아 보기 위해

(C) 팀의 유니폼을 변경하는 것에 대한 의견을 얻기 위해

(D) 학생이 지난 연습에 빠진 이유에 관해 이야기하기 위해

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*expressed their interest in changing our team uniforms.*


Student Ah, you talked about that already? **Q2** 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*bring it up so soon.*


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*He's approved our proposal...*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 **Q4**  MP3-363 Good. Now...there was one other thing that was decided during the team meeting. And...um, it has ⁴*a great deal to do with you.*

Student  [*surprised and nervous*] M—me?

Coach You were ⁵*elected to be team captain* 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*certainly deserve to be captain*, 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. **Q3** There're a lot of ⁷*duties and responsibilities that come with being team captain.* Dictation 종료

Student OK, I'm ready. What exactly do I need to do?

Q2 팀이 유니폼을 바꾸고 싶어한 이유는?

- (A) 디자인을 단순하게 하기 위해
- (B) 좀 더 편한 유니폼을 갖기 위해
- (C) 학교 마스코트를 그려넣기 위해
- (D) 학교를 상징하는 색을 더 두드러지게 하기 위해

Q3 코치가 말한 팀 주장의 두 가지 의무는? 정답 두 개를 클릭하십시오.

- (A) 팀이 연습하는 동안 훈련 운동을 준비하는 것
- (B) 코치와 팀 간의 의사소통을 원활히 하는 것
- (C) 어려움이 닥쳤을 때 팀이 긍정적인 태도를 갖게 돕는 것
- (D) 팀에 추가할 새 선수들을 뽑는 것

 MP3-371


feature 특색으로 삼다
plain 평범한, 단순로운
bring up (이야기나 화제 등을) 꺼내다
approve 찬성하다
in time 때 맞추어
have a great deal to do with ~와 많은 관련이 있다
you bet 당연하죠
look up to ~를 따르다, 존경하다
deserve to do ~할 만하다

Coach

Q3(B) Well, most importantly, you have to be the link between me and the team. If there are ever any problems or concerns among the girls, I'll expect you to tell me about them immediately. I understand.

Student

Coach

Q3(C) You're also going to have to get used to acting as a leader; help out the younger players during practices and games, boost morale, give them guidance for developing their skills... that kind of thing. **Q5**  **MP3-364** As captain, they're all going to be looking at you to take control and direct the dynamic of the group, understand?

Student

I think so. I just hope I have what it takes to be there for them.

Coach

Well, I know you do. So...for your first task as team captain, I'd like you to give everybody the happy announcement about the uniforms. Let them know that Mr. Sato gave the plan a green light. OK? They should all be in the locker room getting dressed for practice by now.

Student

OK, Coach. Thanks so much for all your support. I'm really excited about my new position...and the new uniforms!

Coach

Good, Kim. I know we're going to have a great year.

Q4 학생이 다음과 같이 말한 이유는?

[surprised and nervous]

M-me?

(A) 코치가 자신에게 이야기하고 있는지 확인하기 위해

(B) 그 결정에 반대한다는 것을 나타내기 위해

(C) 코치가 의미하는 것을 설명하도록 하기 위해

(D) 코치가 한 말을 제대로 이해했는 것을 보여주기 위해

Q5 코치에 대해서 유추할 수 있는 것은?

(A) 학생이 팀을 이끌 수 없을까 봐 두렵워한다.

(B) 학생이 자신이 한 말을 심사숙고해 보기를 바란다.

(C) 팀 주장이 되는 것에 대한 학생의 의구심을 이해한다.

(D) 학생의 팀을 이끄는 능력을 신뢰한다.

 **MP3-371**

link 연결하는 것[사람]

concern 걱정거리

get used to doing

~하는 데 익숙해지다

boost morale 사기를 북돋우다

dynamic 동력, 활력

have what it takes to be

~일 자질이 있다

give a green light

정식 허가를 내주다

- Answer** case example > 1 (C) 2 (A) 3 YES → (B), (C), (E) / NO → (A), (D) 4 (B), (C) 5 (B) 6 (D)
- passage 1 > 1 (D) 2 YES → (A), (D) / NO → (B), (C) 3 (A) 4 (B), (E) 5 (B) 6 (B)
- passage 2 > 1 (B) 2 (B) 3 YES → (A), (D) / NO → (B), (C), (E) 4 (C) 5 (D) 6 (B)
- passage 3 > 1 (D) 2 YES → (A), (B), (C) / NO → (D), (E) 3 (B) 4 (B), (C) 5 (A) 6 (D)


case example

 MP3-372 [1-6] Listen to part of a talk in a paleontology class.

Professor (male) I have a question for you, class. **Q1** Dinosaurs —were they warm-blooded or cold-blooded?

Student A (female) **Q5**  MP3-373 Um—they were cold-blooded, of course.

Professor Are you sure?

Student A  [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 Well, up until about the 1970s, it was sort of generally assumed that dinosaurs were, um, were huge lumbering creatures that were... well, slow and dumb. 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.

Student A Um...but what does that have to do with them being warm- or cold-blooded?

Professor Err, if an animal has a high metabolism, there's a good bet that it's warm-blooded because its body is generating its own heat.

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

Q1 교수가 공룡에 대해 주로 논의하고 있는 측면은?

- (A) 일부 종이 나머지 다른 종들과 다른 이유
(B) 수백만 년에 걸쳐 특이 성질을 진화시킨 방법
(C) 두 가지 생리학적 유형 중 해당 유형
(D) 자체적으로 체내에서 열을 내는 방법

Q2 교수가 공룡은 분명 냉혈동물이었다는 오해를 바로잡고 있는 방식은?

- (A) 지난 수십 년에 걸친 고생물학자들의 연구를 논의함으로써
(B) 동물의 신진대사 과정을 설명함으로써
(C) 그 견해를 반박하는 확실한 증거를 언급함으로써
(D) 유사한 근대 동물의 사례를 인용함으로써

 MP3-387

warm-blooded 온혈의
(→cold-blooded 냉혈의)

assume 추측하다, 가정하다
(→assumption 가정, 추정)

metabolism 신진대사, 물질대사

good bet 높은 가능성

generate 발생시키다, 일으키다

superiority 우월, 탁월

assertion 주장, 고집


others began looking into the possibility that dinosaurs may have been, um, warm-blooded creatures.

Um, before I go on, I'd like to just introduce some more specific terminology to talk about the physiology of dinosaurs. The words "warm-blooded" and "cold-blooded" aren't really accurate enough for our purposes. First, there's endothermic, which refers to animals that, like birds and mammals, generate internal heat to control their body temperature. Then there's ectothermic, which means an animal uses its external environment or its behavior to regulate its body temperature. Um, most reptiles are ectothermic. So that's some better terminology for you to use in our conversation today.

Student B (male)

Professor, could you go over some of the specific pieces of evidence that support, um, the hypothesis that dinosaurs are, um... endothermic?

Professor

Absolutely. **Q3(E)** 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. **Q6**  MP3-374 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

 Well, that doesn't really seem like, um, hard evidence.

Professor

True. It's not. Honestly, we just don't know enough about dinosaurs to make definite conclusions about them. So keep that in mind as I go on. There're problems with every one of the, um, lines of evidence that I'm presenting here. **Q3(B)** So, another piece of the puzzle that would seem to support the hypothesis of endothermy is their posture. It's erect—you know, more up and down than side to side. There's sort of a general correlation between upright posture and endothermy. If you look at modern animals, it's pretty much only, um, endotherms like

Q3 강의에서 교수는 공룡이 정온동물이었다는 이론을 뒷받침하는 증거들을 열거하고 있다. 다음 항목들 중 이 이론에 해당하는 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 주변 환경에 의해 체온이 조절되었다. (NO)
- (B) 사지를 이용하여 직립 자세를 취할 수 있었다. (YES)
- (C) 대다수 종들은 몸집이 크고 비교적 수명이 짧았다. (YES)
- (D) 공룡들마다 대사율에 상당한 차이를 보였다. (NO)
- (E) 오늘날의 빠르게 움직이는 종들은 대다수가 정온동물이다. (YES)

Q4 교수가 공룡이 변온동물일 수도 있다는 근거로 제시한 두 가지 이유는? 정답 두 개를 클릭하십시오.

- (A) 빠른 속도로 성장했다.
- (B) 당시에는 더운 기후였다.
- (C) 피부가 현대의 변온동물들과 유사하다.
- (D) 근대 파충류들이 비슷한 행동적 특징을 보인다.

 MP3-387

terminology 전문 용어

accurate 정확한, 적합한

endothermic 정온동물의

(←ectothermic 변온동물의)

regulate 통제하다

hypothesis 가설, 가정

range of 다양한 종류의

metabolic rate 대사율(기초 대사

상태에서 단위 시간당 이용되는 에너지의 양)

be proportional to ~에 비례하다

hard evidence 확실한 증거

definite 정확한, 명확한

posture 자세, 체위

correlation 상관관계

upright 직립의, 똑바로 서 있는

(=erect)

birds and mammals that have erect limbs.

Q3(C) 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. 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?

Student A

But do we know how long dinosaurs usually lived? Could they have been ectothermic animals that grew slowly but had long lives, so they reached very large sizes?

Professor

Yeah, that's certainly a possibility. We don't know for sure how long dinosaurs lived. **Q3(C)** However, the oldest Tyrannosaurus we've come across so far was 28 years old. And the oldest sauropod was 38...so it seems that they had rather short lifespans.

Student B

So does everyone pretty much agree that dinosaurs are, um, endotherms? Or is there still some controversy?

Professor

Oh, well sure. Nothing's been decided yet. **Q4(B)** 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. **Q4(C)** Furthermore, from what we can tell about dinosaurs' skin, they had scales...which is just like today's modern ectotherms.

In light of the evidence that's available, paleontologists have taken a number of different positions on the issue of endothermy and ectothermy in dinosaurs. Yes, some believe that dinosaurs were endotherms...others think that maybe they were something in between modern endotherms and ectotherms. And still others believe that dinosaurs must've been

Q5 다음과 같이 말할 때 학생에 대해서 유추할 수 있는 것은?

[uncertainly] Well, that's what I'd always assumed. But, uh, I guess you wouldn't have asked us if it were that simple.

(A) 처음 대답한 것이 옳다고 확신하고 있다.

(B) 그 문제에 대한 자신의 의견을 재고하고 있다.

(C) 교수의 질문을 잘못 이해했다.

(D) 교수의 판단에 동의하지 않는다.

Q6 학생이 다음과 같이 말한 이유는?

Well, that doesn't really seem like, um, hard evidence.

(A) 교수가 하는 말을 이해하고 있다는 것을 분명히 하기 위해

(B) 교수의 논점에 동의한다는 것을 보여주기 위해

(C) 이 논의에 대해 덧붙일 것이 있다는 것을 나타내기 위해

(D) 교수의 주장에 문제를 제기하기 위해

 MP3 • 387

limb 사지(팔과 다리)

reptile 파충류

lifespan 수명

controversy 논쟁, 논란


Mesozoic era 중생대

scale 비늘

in (the) light of ~을 바탕으로,
~을 고려하여



ectotherms. We just don't know...and we may never know.

passage 1

 MP3-375 [1-6] Listen to part of a lecture in a marine biology class.

Professor (male)

OK, everyone. **Q1** I'm looking forward to today's lecture, which is about one of my favorite underwater creatures—the octopus.

Q5  MP3-376 Now, there're about 300 individual species, but I'm just gonna discuss those in the suborder of Incirrina. 

Do I need to write that on the board? [writing] Here it is. Um, the Incirrina suborder includes most octopus species...and they're the ones you're probably most familiar with. The body is made up of two basic parts—the mantle and the arms. The mantle is the large... um, bulbous part where the eyes are located, and the mouth. It also houses the octopus's vital organs. Then you have the arms shooting off from the mantle. How many are there? Yes...eight, of course. Each arm is equipped with a double row of suction cups... I'll talk more about those later.

One of the most interesting things about the octopus, though, is what it lacks—solid structures. Pretty much the entire body is soft... no shells, no bones...um, the only solid structure is the beak. You know, like a bird's beak...that's what the octopus uses to smash the shells of its prey—mostly crabs and scallops. **Q2(A)** Anyway, with no rigid body parts, the octopus can do some amazing things... like squeeze its body through tiny cracks in rocks or coral to escape predators. **Q1** And, um...this is what I want to focus on—characteristics of the animal that help it survive.

Dictation 시작 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? **Q2(D)** Well, it turns out the animal is ¹a very gifted impersonator...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 ²it looks like a clump of seaweed...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. **Q6**   MP3-377 But what if the predator isn't fooled? In that case, ³the octopus might shift into high gear. It

Q1 강의의 주된 내용은?

- (A) 문어의 지능과 기억력
- (B) 낙지아목류들이 주로 사용하는 위장술의 형태
- (C) 문어가 먹잇감을 잡기 위해서 사용하는 방법들
- (D) 문어가 포식동물들을 피하기 위해 쓰는 방법들

Q2 다음 중 강의에서 문어의 생존 기술로 언급된 것을 고르시오, 맞는 칸에 표시하십시오.

- (A) 바위나 산호의 작은 틈 속으로 슬쩍 빠져나가기 (YES)
- (B) 먹잇감의 감각을 혼란시키기 위해 먹물 방출 (NO)
- (C) 촉수 중 하나에서 해로운 독성 물질 분비 (NO)
- (D) 생명이 없는 파편 조각인 것처럼 위장 (YES)

Q3 교수가 문어의 시력에 대해 언급한 이유는?

- (A) 문어의 감각이 보기 드문 자질임을 강조하기 위해
- (B) 문어의 화학 수용기를 비슷한 감각들과 비교하기 위해
- (C) 수중 동물들의 환경에 대한 뛰어난 적응 능력을 설명하기 위해
- (D) 문어에게 다양한 방어 속임수가 필요한 이유를 설명하기 위해

has another method of locomotion, which, um...it's called jet propulsion. It'll draw in water through its gills, and then ⁴¹blast it out at high pressure through 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 ⁵¹a few more defensive tricks. 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 ⁶¹marine predators rely on scent during hunting. So the ink cloud basically throws the predator off the octopus's trail. OK, then...one more. In, um, ⁷¹in extreme circumstances, 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, ⁸¹hopefully distracting the predator long enough for the octopus to escape. Oh...and conveniently, the arms grow back.

Q3 Now...how about avoiding predators all together? This is where the octopus's ⁹¹somewhat unique senses come into play. 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 ¹⁰¹located on opposite sides of its mantle, greatly increasing its field of vision. ^{Dictation 종료} And then...remember those suction cups I mentioned? Each one has a chemoreceptor—an organ that senses and analyzes chemical particles...kind of similar to our senses of smell and taste. Um, mostly the octopuses use this when touching objects to identify prey, but recent studies show it can also sense chemicals in the water...from a distant source.

All right...there's one more characteristic I should mention...and it's certainly related to the octopus's survival abilities. **Q4** Unlike other invertebrates...and, well, most other marine animals...um, the octopus is very intelligent. Some people place it on the same level as a house cat. **Q4(E)** It has a good memory, **Q4(B)** and it's highly advanced at solving problems. Just ask someone who's kept one as a pet, um...they may've had a hard time keeping it in the tank.

MP3 • 388

octopus (문어, 낙지 등) 문어목의 동물
suborder 아목(생물 분류상 목(order)의 하위 그룹)
Incirrina 낙지류의 일종
mantle [생물] 외피, 외막
bulbous 구근 모양의
house 수용하다

shoot off from ~에서 쪽 뺨어 나오다
a row of 한 줄의, 일렬의
suction cup 빨판
beak 주둥이, 부리
smash 때려부수다
scallop 가리비
squeeze (작은 틈이나 구멍 안으로 억지로) 밀어 넣다

Q4 교수에 따르면, 문어가 다른 무척추동물들과 다른 점은? 정답 두 개를 클릭하십시오.

- (A) 물 속에서 화학물질의 존재를 감지할 수 있다.
- (B) 문제해결 능력이 잘 발달해 있다.
- (C) 후각과 미각을 갖고 있다.
- (D) 특수한 생존 기술을 많이 갖고 있다.
- (E) 정보를 기억할 수 있다.

Q5 다음과 같이 말할 때 교수가 의미하는 것은?

Do I need to write that on the board?

- (A) 학생들이 앞으로 있을 시험에 대비해 이 단어를 배우기를 바란다.
- (B) 이 용어가 학생들에게 친숙하지 않을 것이라고 생각한다.
- (C) 학생들에게 용어들을 적어주는 데 시간을 보내고 싶어하지 않는다.
- (D) 학생들이 이미 이 용어를 공부한 적이 있다고 생각한다.

Q6 교수가 다음과 같이 말한 이유는?
But what if the predator isn't fooled?

- (A) 자신이 방금 논의한 것과 다른 의견들이 있다는 것을 암시하기 위해
- (B) 문어가 포식동물을 피할 수 있는 또 다른 방법을 소개하기 위해
- (C) 문어의 지능과 포식동물의 지능을 비교하기 위해
- (D) 학생들에게 문어의 행동에 대해 추측해보라고 하기 위해

coral 산호
impersonator 배우, 흉내 내는 사람
crawl along ~를 따라 기어가다
a clump of 한 더미의
debris 파편, 작은 조각
in sync with ~과 함께, 동시에
drift away 떠내려가다
none the wiser 여전히 모르는
shift into high gear 박차를 가하다
locomotion 이동, 여행
jet propulsion (로켓식) 분사 반동 추진
gill 아가미
blast out 분사하다, 내뿜다

tire out 녹초가 되다
obscure 흐릿하게 하다, 가리다
scent 냄새, 향기
in extreme circumstances
 극단적인 상황에서
detach 잘라내다, 분리시키다
wiggle (몸 등을) 뒤흔들다
distract 주의를 돌리다, 어지럽게 하다
come into play 작용하다
chemoreceptor 화학 수용기(화학적 자극
 을 받아들이는 감각기관)
invertebrate 무척추동물

passage 2



MP3 • 378 [1-6] Listen to part of a lecture in an environmental studies class.

Professor (female)

Well, class, we've been going over the global fishing industry...and the environmental problems that it causes. Today, let's get more specific. I'm going to give you some information about a particular species of fish...one that's quite popular with consumers: salmon. If you eat fish, you've probably sampled this one. **Q1 But did you know the world's wild salmon populations are in big trouble? They've been on the decline since the beginning of the twentieth century, but, um, recently this trend has picked up alarming speed.**

There're two major wild salmon populations...based on geography. One is the Atlantic, living along the eastern coasts of the U.S. and Canada. The other is the Pacific. These guys are found from California up to Alaska...and then over on the other side, off the coast of Russia and down by Japan. **Q2 The Atlantic population is certainly worse off...in fact, it's pretty much disappeared.**

Take the U.S. Every river north of Connecticut used to be full of salmon. Now...it's estimated only 50 to 100 individuals inhabit this region. Quite a change. **Q2 Pacific wild salmon...the situation's not as dire for them, but they're struggling**—particularly in the southern reaches...California, Japan, and **Q1 to explain why this fish is vanishing...there're quite a few factors, most of them human related.**

OK. **Q3(A) Issue number one is dams.** Here's how the salmon lifecycle works: They're born far upstream in a river and swim down into the sea. They stay there until it's time to mate...then, in one of nature's amazing feats, they battle the current and swim back

Q1 강의의 주된 내용은?


- (A) 최근 몇 년간 야생연어가 다시 되돌아올 수 있었던 방법
- (B) 인간 활동으로 인한 야생연어의 개체 수 감소
- (C) 연어 양식장과 환경 간의 관계
- (D) 야생연어와 양식연어의 개체 수 차이



Q2 교수가 태평양 야생연어에 대해서 이야기한 것은?

- (A) 태평양 연어들에 비해 상황이 덜 심각하다.
- (B) 태평양 야생연어보다 더 긴박한 상황에 놓여 있다.
- (C) 현재 보호구역인 강과 호수에서만 발견된다.
- (D) 20세기 초에 개체 수가 크게 감소했다.

upstream to where they were born. Once there, they mate...and die. And what does this have to do with dams? **Q3(A)** Well, when you dam the rivers, the salmon can no longer make it back to their birthplaces to reproduce. No reproduction, no more salmon population. So that's a huge problem.

What else? **Q3(D)** Um...habitat loss. With an increase in human activities, you tend to see a decrease in salmon habitat. Logging, farming, urban development...all of these are changing the environment. Um, agricultural pesticides and other waste products filter into the rivers, killing off salmon or, um, or otherwise disrupting their migrations. And where habitat remains, you have the problem of overfishing...people taking out more salmon than can be replaced by natural processes.

And...OK, the last cause of wild salmon decline I want to mention is an interesting one. **Q5**  **MP3-379** All this time, I've made sure to specify that we're talking about wild salmon, because...um, as any of you who've bought salmon at the grocery store probably know, there's wild salmon and there's farmed salmon. Those are salmon raised in specially designed facilities—farms...with the sole purpose of producing consumable fish. But the interesting thing is, these farmed salmon may be contributing to the decline of wild populations. Studies show wild populations living near salmon farms are shrinking faster than populations that don't have a salmon farm in the area. Why? **Q4** Well, we think that when farmed salmon escape the farms...which they, um, almost certainly do...when this happens, they mix with nearby wild populations and introduce all kinds of strange parasites and diseases. Diseases that were born in the close confines of the farm and which the wild salmon have no immunity to. That poor salmon that manages to escape the farm...he's actually responsible for killing off a lot of his wild relatives.

Good. So you understand the problem. **Q6**  **MP3-380** But you still might be asking, why should we care about wild salmon populations? Well, apart from the human interest here—the economy revolving around salmon is huge...  I mean billions-of-dollars huge. Um, apart from that, there're some significant issues hinging on the disappearance of wild salmon. Salmon are really one of the biological foundations of their ecosystems. All of those fish migrating upstream to the headwaters of these rivers... they're bringing vital nutrients to habitats that otherwise...uh, wouldn't have many. They provide food to all kinds of animals—birds, bears...many of which are vanishing themselves. And when the salmon die...you know, after reproducing...um, their carcasses

Q3 다음 항목들 중 강의에서 야생연어의 개체 수 감소에 영향을 미치는 요소로 언급된 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 연어의 번식을 방해하는 강물의 댐 (YES)
- (B) 연어 양식장에 도입하기 위한 야생 연어 포획 (NO)
- (C) 곰과 새가 사라지면서 강물의 영양분 부족 (NO)
- (D) 인간의 개발로 인한 서식지 소실 및 황폐화 (YES)
- (E) 최근 수십 년간의 오랜 가뭄으로 인한 강물의 감소 (NO)

Q4 교수에 따르면, 양식연어가 야생연어에 영향을 미치는 방식은?

- (A) 먹이와 다른 자원들을 두고 야생연어와 경쟁함으로써
- (B) 감소하고 있는 야생연어의 개체수를 늘림으로써
- (C) 야생연어들이 면역성이 없는 질병들을 들여옴으로써
- (D) 유전자들에 회복력이 뛰어난 유전자를 더함으로써

Q5 다음과 같이 말할 때 교수가 암시하는 것은?

All this time, I've made sure to specify that we're talking about wild salmon,

- (A) 연어가 처한 상황이 처음 보여진 것만큼 나쁘지는 않다.
- (B) 이 수업에서는 야생연어에 대해서만 집중적으로 다룰 것이다.
- (C) 다른 야생 어류들도 감소추세에 있다.
- (D) 야생연어와 양식연어는 다른 환경에 처해 있다.

provide nutrients to all the plants and animals living in the rivers. Without salmon, entire river ecosystems could very likely collapse, and no one would argue that's a good thing.

MP3 • 389

sample 시식하다; 시음하다
inhabit 서식하다
dire 비참한
reach 구역, 범위
feat 묘기, 기술
habitat 서식지
logging 벌목

agricultural pesticide 농약
filter into 새어 나오다
disrupt 혼란시키다
facilities <주로 복수형으로> 설비, 시설
parasite 기생충
confine 경계, 영역
apart from ~이외에
carcass 시체, 잔해

passage 3

MP3 • 381

[1-6] Listen to part of a lecture in a biology class.

Professor (female)

Good morning, everyone. I'd like to get started right away because we've got a lot to cover. I thought we'd go over neurons today and, um...then we'll get into neurology a little bit. **Q1** Um, I think it'd be helpful to start with something in the way of a reminder about what neurons are...their structure and their function in our bodies.

Q5 I know you've probably learned about them already in your, um, your introductory biology courses, but how about a refresher?

So...a general explanation of neurons is that they're cells that make up the nervous system. The nervous system—this ¹⁾includes the central nervous system, basically the spine and the brain...and then there's the peripheral nervous system, which includes nerves that run throughout the body. **Q1** Anyway, um, neurons...they ²⁾have the job of transmitting information 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⁾typical cell components, like DNA, ribosomes, and mitochondria. **Q2(C)** The axon is sort of like a long strand... and it's the axon that's ⁴⁾responsible for sending signals to other neurons. Then there are the dendrites—little branch-like threads that, um, stick out of the neuron. **Q2(A)** Most neurons have thousands of dendrite branches, and, um, their job is to receive messages from

Q6 교수가 다음과 같이 말한 이유는?

I mean billions-of-dollars huge.

- (A) 양식연어에 의한 환경 피해를 정량화하기 위해
- (B) 연어산업의 경제적 가치를 강조하기 위해
- (C) 학생들이 이 문제를 보다 심각하게 받아들이도록 하기 위해
- (D) 야생연어와 관련해서 자신이 이전에 한 말을 바로잡기 위해

Q1 강의의 주된 내용은?

- (A) 뉴런이 지금과 같은 구조를 가지게 된 이유
- (B) 신경학 역사에 남은 주요 획기적인 발견들
- (C) 최근 발견된 심각한 신경계 질환 치료법
- (D) 인간의 신경계 내에서 뉴런이 정보를 전달하는 방법


Q2 강의에서 교수는 시냅스에 의한 전달 과정에 대해 묘사하고 있다. 다음 중 이 과정 중에 일어나는 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 뉴런의 수상돌기가 신호를 받는다. (YES)
- (B) 신호들이 시냅스라는 뉴런들 사이의 빈 공간을 통과한다. (YES)
- (C) 뉴런의 축색돌기가 메시지를 다른 뉴런으로 전달한다. (YES)
- (D) 뉴런의 세포체는 시냅스와 직접 메시지를 주고받는다. (NO)
- (E) 뇌는 각각의 뉴런들이 보낸 신호를 받는다. (NO)

other neurons. Axons send, dendrites receive. Got it?

Q1 OK, that ⁵¹brings us to synaptic transmission...which is the process by which neurons transmit information. So...what's a synapse? **Q2(B)** 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 ⁶¹connect neurons into a network that, um, that makes the components of our nervous system function, for example, our brain. **Q2(B)** What happens is ⁷¹electrical and chemical messages cross this gap 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 ⁸¹a system of separate cells—separate neurons that aren't, um, physically connected. And yet they can ⁹¹communicate with each other via synaptic transmission.

Actually, you know...at one point, we used to think the brain was more of a connected, um, meshwork. **Q3** 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 ¹⁰¹known as the neuron doctrine...and now it's pretty much universally accepted, though it did ¹¹¹take a little while to catch on. Dictation 종료

Great. **Q6**  MP3-383 So how is all this knowledge about neurons being applied today? Well, a big subject of study in medical fields right now deals with neurologic diseases...with, um, with a prominent example being Alzheimer's. And diseases such as Alzheimer's have a lot to do with our neurons...or, actually the damage that's caused to them. Um, there's a lot we still don't know about Alzheimer's...but what we have found is that it, it damages brain cells. **Q4(C)** Um, it results in the loss of neurons and synapses in the brain...in the cerebral cortex, which is the part of the brain that handles memory, attention, thought, and language. This causes the brain to lose some of its ability to perform synaptic transmission...so not as much information is being shared between neurons...or, um, perhaps incorrect information is being shared. Over time, a person suffering from Alzheimer's may develop symptoms like, um, like disorientation, difficulty with abstract thinking, problems finding the right word...let's see, personality changes too, **Q4(B)** and problems doing familiar tasks. Because the necessary information just isn't making it where it needs to go. Um, that's a quick overview of Alzheimer's. Unfortunately, I don't

Q3 교수가 산티아고 라몬 이 카할을 언급한 이유는?

- (A) 신경학 연구의 창시자를 밝히기 위해
- (B) 뉴런과 시냅스 발견이 이루어진 시점을 알려주기 위해
- (C) 과학자들이 뉴런을 연구하는 과정을 설명하기 위해
- (D) 뉴런에 대한 연구가 여전히 논란의 여지가 있다는 것을 시사하기 위해

Q4 강의에서 알츠하이머병의 특징으로 언급된 것은? 정답 두 개를 클릭하십시오.

- (A) 파킨슨병의 발병을 초래할 수 있다.
- (B) 사람들이 익숙한 일을 수행하는데 어려움을 초래한다.
- (C) 뇌에서의 시냅스 전달을 방해한다.
- (D) 주요 증상은 운동 제어능력이 점차 퇴행하는 것이다.

Q5 교수가 다음과 같이 말한 이유는? but how about a refresher?

- (A) 일부 학생들이 이미 배웠을 수도 있는 내용을 복습하겠다는 것을 알리기 위해
- (B) 학생들이 생물학 입문 과정을 이수했는지의 여부를 확인하기 위해
- (C) 자신이 방금 제시한 일부 내용에 대해 학생들의 의견을 묻기 위해
- (D) 학생들이 강의 주제를 이해하기 어려울 수도 있다는 점을 시사하기 위해

have time to tell you more about it...or other neurological diseases such as Parkinson's. But maybe we can revisit the topic again next class, OK?



MP3 • 390

neuron 뉴런(신경계의 단위)

neurology 신경학

reminder 상기시켜 주는 것(=refresher)

introductory 입문의

central nervous system 중추신경계

spine 척추, 등뼈

peripheral 말초의, 주변적인

run throughout ~의 전체에 이어지다

transmit 전송하다, 전달하다

break down into ~로 분류하다

cell body 세포체

axon (신경 섬유) 축삭돌기

dendrite (신경 섬유) 수상돌기

ribosome 리보솜(세포 안의 RNA와 단백질의 복합체)

mitochondrion 미토콘드리아

(*pl. mitochondria*)

strand 가닥, 끈

stick out of ~에서 뻗어나오다

synaptic transmission

시냅스에 의한 전달

synapse 시냅스(한 뉴런의 축삭돌기 말단과

다음 뉴런의 수상돌기 사이의 부위)

meshwork 네트워크

breakthrough (과학 연구에 있어서) 획기

적인 발견, 큰 발전

doctrine 학설, (정치적) 사상

catch on ~을 이해하다, 받아들이다

prominent 두드러지는, 현저한

Alzheimer's 알츠하이머병(노인에게 주로

나타나는 치매 질환 중 하나)

cerebral cortex 대뇌피질

symptom 증상, 징후

disorientation 방향 감각 상실

abstract 추상적인, 관념적인

Parkinson's

파킨슨병(중추신경계의 퇴행성 질환)

Q6 교수에 대해서 유추할 수 있는 것은?

(A) 뉴런에 대한 지식이 응용되는 방식을 비판하고 싶어한다.

(B) 학생들이 현재 진행 중인 의학 연구에 대해 잘 알고 있다고 생각한다.

(C) 학생들이 과제로서 신경계 질환에 대해 읽어야 한다고 생각한다.

(D) 신경학의 다른 측면에 대한 논의를 시작하고 싶어한다.

- Answer** case example > 1 (B) 2 (C) 3 (D) 4 Corporation → (A), (C) / Partnership → (D) / Neither → (B) 5 (A) 6 (B)
 passage 1 > 1 (A) 2 (C) 3 (A), (C) 4 YES → (B), (C), (E) / NO → (A), (D) 5 (A) 6 (A)
 passage 2 > 1 (B) 2 (B) 3 (B) 4 YES → (A), (B) / NO → (C), (D), (E) 5 (D) 6 (C)
 passage 3 > 1 (B) 2 (C) 3 (B), (D) 4 Ancient Sumer → (B), (E) / Qin Dynasty → (A), (C) 5 (A) 6 (C)

case example



MP3-391 [1-6] Listen to part of a lecture in a business studies class.

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 concept is actually a pretty old one. I mean, businesspeople figured out early on that there were some basic advantages to forming a company. 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.



MP3-392 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. We don't know a whole lot about these early companies, but it's clear they were formed for the purpose of conducting business. Moreover, they were subject to certain laws that were drawn up with the specific intent of...of governing such organizations.

Q1 강의의 주된 내용은?

- (A) 애초에 회사가 등장하게 된 이유
- (B) 회사의 역사와 일반적인 유형
- (C) 주식회사와 회사 간의 차이점
- (D) 회사의 가장 보편적인 세 가지 유형

Q2 교수가 영국의 동인도회사를 언급한 이유는?

- (A) 회사들이 전세계적으로 미치는 영향을 강조하기 위해
- (B) 회사들이 영국의 식민지배 성공에 기여했다는 것을 말하기 위해
- (C) 잘 알려진 식민지 시대의 회사를 예로 들기 위해
- (D) 회사가 오래된 독립체라는 것을 시사하기 위해

MP3-404

take a step back 뒤로 물러나다,

(하고 있던 일에서) 벗어나다

ongoing 진행 중인, 현재 일어나고 있는

fundamental 기본적인, 근간이 되는

take it for granted

당연하게 생각하다

founder 설립자, 창립자

set out ~을 마련하다, 세우다

entrepreneur 기업가, 경영인

pool resources

자본을 끌어들이다, 자금을 마련하다

a whole lot 매우 많이

be subject to ~에 의해 제한을 받다

intent 목적, 의도

govern 통제하다, 지배하다

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. Shareholders, limited liability...I'll talk more about these ideas in a minute. Um, these companies were chartered; founded—with permission from their home government, and their purpose was basically to go into other parts of the world and make money by extracting resources and monopolizing trade there. **Q2** Think of the British East India Company...probably the most famous example of this type of business organization—and the most powerful. For about 250 years, it ruled over England's colonies in Asia and made tremendous profits.

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...and I'm sure you can come up with many examples of these, but we don't have time for that right now.

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(A)** 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. In other words, if the corporation goes bankrupt, no single person is fully responsible for it. The shareholders—the people who invest in the corporation by buying shares—um, they'll lose the money they invested, and the corporation's employees...they'll lose their jobs. **Q4(C)** But beyond that, no one is financially responsible for the corporation's failure. Understand?

Q3 교수가 오늘날의 회사들에 대해서 이야기하고 있는 것은?

- (A) 세금 문제가 대다수 기업 조직에 변화를 촉진하고 있다.
- (B) 소비자 급증으로 인해 소규모 기업이 더 많이 생겨났다.
- (C) 산업혁명기에 시작됐던 추세는 대체적으로 끝난 상태이다.
- (D) 대규모의 회사들이 자주 더 작은 회사들을 인수하고 있다.

Q4 교수는 주식회사와 합명회사의 차이점에 대해 기술하고 있다. 다음 각 항목이 강의에서 주식회사와 합명회사 중 어느것의 특징으로 언급되고 있는지 고르시오. 맞는 칸에 표시하십시오.




- (A) 소유주들로부터 독립된 법적 실체로 존재한다. (Corporation)
- (B) 파산 시 주주들이 투자금의 손실을 보는 것을 막아준다. (Neither)
- (C) 사업을 실패할 경우 누구도 재무적인 책임을 지지 않도록 해준다. (Corporation)
- (D) 소유주들이 세금 혜택을 누릴 수 있게 해준다. (Partnership)

MP3-404

colonial 식민지의
shareholder 주주
limited liability 유한 책임
charter (인가나 특허를 받고 회사 등을) 설립하다; 전세 내다
extract 이용하다; 뽑아내다
monopolize 독점하다
East India Company 동인도회사
rule over ~을 통치하다, 지배하다
take off (경기 등이) 상승하기 시작하다
the Industrial Revolution 산업혁명
step in to ~하기 시작하다, (다음 단계 등으로) 넘어가다
consolidation 합병, 통합
come up with (아이디어나 생각 등을) 짜내다, 도출해내다
corporation 주식회사, 법인(대기업처럼 회사에 대해 간접적이고 유한한 책임을 진 주주들로 구성된 회사의 형태)

Now, contrast that with a partnership. In a partnership, the owner or owners are fully responsible for the company. If it goes into debt, the partners are legally required to pay all the money owed by the company. So...um, they could potentially lose not only the money they invested in the company, but also any other, uh, personal savings or assets they have. Obviously, being a partner is much less secure than being a shareholder, right? Because legally the company is a part of you; it's not a separate entity like a corporation.

Q4(D) 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.

Q6  **MP3-393** 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.   That's a very simplified explanation, but I'm afraid it's all we have time for today.

Q5 교수가 암시하는 것은?

- (A) 교수가 언급했던 이유들로 인해 과거 기업인들은 회사를 세울 수 밖에 없었다.
- (B) 근대 학자들은 최초의 회사들이 왜 그러한 방식으로 진화했는지에 대해 완전히 알지는 못한다.
- (C) 고대 인도와 로마에서는 최초의 회사들이 비교적 늦게 나타났다.
- (D) 회사라는 개념은 인도와 로마에서 동시에 생겨났다.

Q6 다음과 같이 말할 때 교수가 의미하는 것은?

That's a very simplified explanation, but I'm afraid it's all we have time for today.

- (A) 이 개념이 이해하기 쉽다고 생각한다.
- (B) 나중에 이 정의에 대해 좀 더 설명하고 싶어한다.
- (C) 학생들이 이 문제에 대해서 스스로 조사하기를 바란다.
- (D) 이 문제가 중요하지 않다고 생각한다.

 **MP3-404**

entity 존재, 실제

go bankrupt 파산하다

share 주식

contrast A with B

A와 B를 대비시키다

partnership 합명회사(소수인으로 이루어진 공동기업처럼 모든 사원이 연대하여 회사에 대한 무한의 책임을 지는 회사의 형태)

go into debt 빚지다(=owe)

savings <복수형으로> (은행에 예치되어 있는) 예금

assets <보통 복수형으로> 자산

passage 1

 MP3-394 [1-6] Listen to part of a talk in a psychology class.

Professor (male) **Q1** Class, I'd like to begin by asking you for a definition of a—a keyword in today's lecture: Inhibition. Would someone be willing to provide a definition for the word "inhibition?"

Student A (female) Um, I can. Inhibition is...um, the control of our basic, our basic intuitive impulses or reactions; self-control.

Professor Yes. **Q2** Self-control—that's a good way to describe it. I'm sure all of you have experienced a situation like this: um, you're at the post office, waiting in a long line, when someone cuts in front of you. Your initial reaction might be very angry, but instead of swearing or yelling or making a scene, you politely direct the person to the back of the line. Uh, in this situation, your social inhibition—your self-control—has caused you to, um, to tone down your initial reaction and to respond in a way that's more socially acceptable. Do you see what I'm saying?

Student B (male) **Q4(C)** You mean social inhibition is what helps us, um, behave in socially acceptable ways?

Professor Yes, that's right.

Student B **Q6**  MP3-395 So if self-control is closely related to, um, to social behavior and expectations... wouldn't that mean that it's really affected by, um, culture? Since different cultures have different social rules and norms?

Professor Yes, certainly. Self-control is measured differently in different cultures...and even in different time periods within the same culture.  **I mean, the social expectations that guided your grandparents are different than the ones you're familiar with.**

OK. Um...I think I should give you a brief overview of the history of the research in this field of social psychology—the study of social inhibition. One of the most famous researchers is Walter Mischel, a psychologist

Q1 논의의 주된 내용은?

- (A) 인간 행동을 조절하는 심리적 현상
- (B) 심리학자들의 다양한 충동조절 장애 연구
- (C) 논란이 많았던 이론을 입증한 기념비적인 실험
- (D) 문화가 인간의 자제력에 영향을 미치는 방식

Q2 교수가 자제력에 대한 설명을 시작하는 방식은?

- (A) 자제력 연구의 역사에 대한 세부적인 정보를 제시함으로써
- (B) 많은 동물들에게서 자제력이 관찰되어 왔다고 시사함으로써
- (C) 보편적인 경험을 예로 들어 설명함으로써
- (D) 수업 중 일어났던 상황을 학생들에게 상기시킴으로써

 MP3-405

inhibition 억제, 금지

(←inhibit 금지시키다)

intuitive 직관에 의한, 직관적인

impulse 충동, 자극

(←impulsiveness 충동성)

reaction 반응, 반작용

self-control 자제력, 극기

cut in 끼어들다, 새치기하다

initial 처음의, 최초의

swear 욕을 하다, 불경한 말을 하다

make a scene

(공공 장소에서) 싸움을 하다

direct ~에게 길을 가리키다

tone down (목소리나 말투를) 누그

러뜨리다, 부드럽게 하다

acceptable 용인될 수 있는

norm 규범, 표준

brief overview 개괄적인 요약

associated with Columbia University. Well, um, in the 1960s, he carried out his famous “marshmallow experiment,” which tested the self-control of young children. Here’s how it worked. Children were given a marshmallow and told that they could eat it whenever they wanted...but if they waited for a certain period of time to eat it, like 15 or 20 minutes, they’d get another marshmallow. **Q3(C)** The marshmallow experiment showed that different people have different levels of self-control. Some children were able to wait long enough to receive a second marshmallow, while others weren’t able to wait. They didn’t control their desire to eat the first marshmallow.

Student A

OK. I get the experiment, but I don’t really understand the significance. So some people have more self-control than others. Does it really matter all that much?

Professor

Well, that’s a valid question. The truth is, most of the research approaches the issue with the belief that self-control is better than, um, impulsiveness. Self-control is, um, viewed as a desirable personality trait. Actually, there’s good reason for this belief. So in the marshmallow experiment, for example, children who demonstrated more self-control grew up to be better adjusted and more dependable. **Q3(A)** They even averaged higher scores on the SAT.

Student A

That’s interesting. **Q4(B)** So self-control, in our society at least...it, uh, seems to influence how successful you are.

Student B

I’m curious about something. Are humans the only animals who have this ability or do other animals exhibit—control as well?

Professor

Good question. It’s tempting to assume that self-control is exclusively a, um, a human skill... but that’s not the case. In fact—remember that marshmallow experiment I told you about? Well, researchers replicated that same kind of experiment with pigeons—and they came up with similar results to Mischel’s experiment. Evidently, self-control in pigeons is quite similar

Q3 월터 미셸의 마시멜로 실험의 두 가지 중요한 발견으로 강의에서 언급된 것은? 정답 두 개를 클릭하십시오.

- (A) 자제력은 지적 능력 시험의 성취도와 관련이 있다.
- (B) 비둘기는 인간에 비해 자제력이 더 약하다.
- (C) 사람들마다 자신의 행동을 통제하는 능력에 차이를 보인다.
- (D) 사회는 충동성보다는 자제력에 더 가치를 둔다.

Q4 강의에서 교수는 인간의 사회적 행동억제의 몇 가지 기능들을 설명하고 있다. 다음 중 사회적 행동억제의 기능에 해당하는 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 인간의 선천적인 생존본능을 강화시킨다. **(NO)**
- (B) 인생에서 성공할 가능성을 높여준다. **(YES)**
- (C) 타인들과 긍정적인 방식으로 상호작용할 수 있게 해준다. **(YES)**
- (D) 옳고 그른 것의 차이를 구분하는데 도움을 준다. **(NO)**
- (E) 계획을 수립하고 생각을 정리하는데 도움을 준다. **(YES)**

 MP3 • 405

carry out ~을 실시하다, 수행하다

valid 타당한; 유효한

personality trait

성격상 특징, 성격 특징

well adjusted (사고나 행동 등이)

유연한, 적응을 잘 하는

dependable 신뢰할 수 있는

exhibit (성격이나 자질, 능력 등을)

보이다, 드러내다

tempting 마음이 끌리는

replicate 똑같이 하다, 모방하다

Student A

to self-control in humans. Pretty interesting, huh? Um, does anyone else have any questions? Um, getting back to human self-control...what happens when a person has a problem with self-control?

Professor

Well, there's no simple answer... **Q5** but self-control appears to be linked to psychological disorders like, um, obsessive gambling, or attention-deficit/hyperactivity disorder. With attention-deficit/hyperactivity disorder, researchers and experts are starting to recognize that **Q4(E)** self-control, which helps people plan, organize, and think... **Q5** self-control may be behind some of the symptoms of the condition—like the inability to pay attention in certain situations.

Um, I'm afraid we've got to stop here for today. Please read chapter 11 in your textbooks—it picks up where we're leaving off and discusses other impulse-control disorders in more depth.

Q5 도박 중독과 집중력 결핍/과잉행동 장애에 대해 교수가 암시하고 있는 것은?

- (A) 행동억제 결핍의 잠재적인 결과이다.
- (B) 심리치료를 통해서 치료될 수 있다.
- (C) 정신적인 충격을 준 어린 시절 사건으로 인해서 촉발된다.
- (D) 다른 충동조절 장애들이 발병 원인이다.

Q6 교수가 다음과 같이 말한 이유는?
I mean, the social expectations that guided your grandparents are different than the ones you're familiar with.

- (A) 방금 자신이 말한 논점을 뒷받침하기 위해
- (B) 이미 잘 알고 있는 주제라는 것을 암시하기 위해
- (C) 학생이 도출한 결론에 이의를 제기하기 위해
- (D) 학생의 실수를 정정하기 위해

 MP3 • 405

be linked to ~과 연관이 있다
psychological disorder

심리적 장애
obsessive gambling

강박적 도박, 도박 중독
attention-deficit/hyperactivity disorder

주의력 결핍/과잉행동 장애

passage 2

 MP3 • 396 [1-6] Listen to part of a talk in a history class.


Professor (female) **Q1** OK, class, as we've been learning over the past few weeks, the world's ancient civilizations invented many of the everyday objects that're so important in our lives today: paper, pottery, the wheel... Well, today, I'd like to add one more item to the list—glass.


Q1 논의의 주된 내용은?

- (A) 고대 두 문명의 발생
- (B) 유리 생산의 역사적 발전
- (C) 고대 시대 공예의 용도
- (D) 유리제조에 관한 두 가지 획기적인 사건

Student A (male) You mean ordinary glass, like we use in windows ...and to make things like bottles?

Professor Um...yes, but the earliest glass didn't, uh, didn't look much like the consistent, clear varieties we're used to. Furthermore it was nowhere near as common as it is today. In fact, it was quite rare and therefore very valuable.

Student B (male) **Q6**  MP3-397 **So where did glass first appear? Was it in China, India...the Middle East?**

Professor  **Well, that's the question everyone would like to have answered.** Unfortunately, we might never learn the truth, because there just isn't enough evidence to prove when and where glass manufacturing first occurred. However, we do have a rough idea.

Student A Professor...doesn't glass occur naturally, like in volcanic eruptions and other, um, natural events?

Professor Yes, you're right about that. We also know that ancient humans sculpted natural glass into things like knife blades...and maybe jewelry.

Q2 But what I want to focus on right now is the actual manufacture of glass by humans. OK, where was I? Right. Dictation 시작 **Q2** ¹⁾ *The earliest evidence of manmade glass we have comes in the form of pottery glaze...the stuff added to the outside of ceramic pottery that* ²⁾ *gives it that bright sheen.* 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⁾ *certain substances that lower the melting point* and add strength and color.

Q3 So, as I was about to say, the first true human-made glass appeared around 2500 BC ⁴⁾ *in the form of decorative beads.* **Q4(B)** The problem for historians, though, is they're found in both Egypt and Mesopotamia...and no one knows for sure where they appeared first.

Q2 교수가 도자기에 바르는 유약을 언급한 이유는?

- (A) 유리제조술 이전에 있었던 공예 기술의 예를 들기 위해
- (B) 인공 유리의 존재를 입증한 최초의 증거를 거론하기 위해
- (C) 연구할만한 초기 유리 표본들이 거의 없는 이유를 설명하기 위해
- (D) 유리의 제조 성분을 소개하기 위해

Q3 교수가 BC 2500년으로 거슬러 올라가 장식용 구슬에 대해 이야기하고 있는 것은?

- (A) 화산 폭발로 생성된 유리를 깎아서 만들었다.
- (B) 진정한 의미에서 인공 유리의 최초 표본들이다.
- (C) 유럽의 도자기보다 시기적으로 앞선다.
- (D) 이집트나 메소포타미아에서는 발견되지 않았다.

 MP3-406

consistent 고른, 연속적인
rough 대략적인, 대충의
volcanic eruption 화산 폭발
sculpt 조각하다
blade 칼날
glaze 유약
sheen 광택, 윤
ingredient 성분, 재료
silica 실리카, 이산화규소
melting point 녹는점
decorative 장식용의
bead 구슬, 유리알
crafter 공예 기술자
hollow 속이 텅 빈, 공허한
core (주물로 된) 모형, 심
mold (공예나 건축용) 거푸집, 주형
dip A into B A를 B에 담그다

For the next 1,500 years, development in glassmaking in both of these places seems to ⁵¹have followed a similar course. In 1500 BC, glass crafters figured out how to make hollow containers out of glass. They did this ⁶¹by creating a core mold from hardened clay, 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, ⁷¹leaving patches of residue that made the glass pretty impure. 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 ⁸¹whether these innovations in glassmaking happened in Egypt or Mesopotamia.

Why is it so hard to tell?

Q4(A) 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 ⁹¹how to make hollow glass vases, this knowledge would've been very quickly transported to Egypt, ¹⁰¹and vice versa. Dictation 종료

Some historians claim that Egyptians never actually produced their own glass, they just purchased it from Mesopotamia and worked with it to create different objects. But when the ruins of the Egyptian city Amarna were uncovered in the late 1800s, archaeologists found the remains of what many believe was a glassmaking facility. So certainly there's evidence for Egyptian glass manufacturing.

Professor, you mentioned earlier that glass during this time was pretty rare. When did it become more commonplace?

Good question. **Q5** There were a couple of key events that led to an explosion in glass manufacturing, and the first was the discovery of glassblowing in the first century BC. This

Q4 다음 중 강의에서 유리제조술의 기원지가 어디인지 판단하기 어렵게 만드는 요인들로 언급된 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 메소포타미아와 이집트는 무역으로 긴밀하게 연결되어 있었다. (YES)
- (B) 역사학자들이 각기 다른 두 지역에서 초기 유리를 발견했다. (YES)
- (C) 유리제조 시설이 이집트에서는 발견됐지만 메소포타미아에서는 발견되지 않았다. (NO)
- (D) 고대의 유리 장신구들이 제대로 보존되어 있지 않다. (NO)
- (E) 화산 활동에 의해 생기는 유리가 사람들이 자체적으로 유리를 생산할 줄 알게 되기 훨씬 전부터 쓰였었다. (NO)

Q5 유리가 일상적인 제품이 된 혁신적인 사건에 대해 교수가 암시하는 것은?

- (A) 보다 광범위한 산업혁명으로 가기 위한 중요한 진전이었다.
- (B) 유럽과 중동지역 간의 문화 교류에 의해 활성화되었다.
- (C) 유럽 사회에서 종교적 영향력이 커지면서 탄력을 받았다.
- (D) 유리제조를 보다 효율적으로 만든 새로운 기술의 결과였다.

Q6 교수가 다음과 같이 말한 이유는? Well, that's the question everyone would like to have answered.

- (A) 다른 학생들도 같은 문제를 궁금해하는지 알아보기 위해
- (B) 유리의 역사가 아직 완전하게 연구되지 않았다는 것을 시사하기 위해
- (C) 이 사실에 대해서 아무도 확실히 단정짓지 못하고 있음을 드러내기 위해
- (D) 학생들에게 스스로 이 문제를 연구해보도록 하기 위해

Student B
Professor

Student A

Professor

occurred somewhere along the Mediterranean's east coast. Basically, by creating intricate molds and blowing molten glass into them with thin metal tubes, the process of producing glass items was revolutionized.

Then, as the Roman Empire expanded across much of the known world, it took the knowledge of glassblowing with it, and many cultures adopted the craft. Throughout the next millennium, new innovations took place slowly in Europe and other parts of the world. Sheet glass first started to appear in northern Europe in the 11th century, leading to the first use of glass in windows. Stained glass production became a major industry...which, um, is still evident in old European churches. Later, the Industrial Revolution made possible the mass production of glass, turning it into the everyday object we're familiar with.

MP3 • 406

patch 얼룩, 반점
residue 남은 파편, 잔여물
impure 혼탁한, 깨끗하지 못한
vice versa 반대의 경우도 마찬가지
ruins <복수형으로> 유적(지)
uncover 발견하다, 드러내다
remains <복수형으로> 잔존, 유적
commonplace 평범한, 흔한
explosion 급증, 폭발적인 증가
glassblowing 유리 불어 만들기
intricate 복잡한, 얽힌
blow A into B
 A를 B 안으로 불어넣다
molten 녹은
revolutionize 혁신시키다
sheet glass 판유리
mass production 대량생산

passage 3

MP3 • 398 [1-6] Listen to part of a lecture in a politics class.
 Professor (male)

Q2 Are any of you members of the armed forces? Even if you're not, you still probably know a little bit about the military and can picture what the organizational structure is like, right? The military is known for its rules and its hierarchy. It's also a good example of a sociological concept that **Q1** I want to discuss today: bureaucracy.

Q5 **MP3 • 399** Do all of you understand what I'm talking about when I say "bureaucracy?" **The word carries with it a negative connotation, doesn't it?** In the United States at least, our popular culture represents bureaucracies as inefficient and—and negative. So let me clarify: **Q2** 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⁾ a set of standardized regulations that control how just about all the procedures within the organization are carried out. Bureaucracy also ²⁾ divides the organization into a hierarchy and allocates different powers to different, um, offices or groups within the organization. The, um, the point of bureaucracy is to, to have everything organized

Q1 강의의 주된 내용은?



- (A) 관료주의의 폐단과 위험성
- (B) 관료주의의 역사와 특징
- (C) 오늘날 관료주의에 대한 보편적인 오해
- (D) 세계 최초 관료주의의 발전

MP3 • 407

armed forces 군대
hierarchy 계층화된 서열, 위계
bureaucracy 관료주의
negative connotation
 부정적인 함의
popular culture 대중 문화
inefficient 비효율적인
clarify 분명히 하다, 명확히 하다
standardized regulations
 표준화된 규정
procedure 절차, 과정
office 직책, 직무
allocate A to B
 A를 B에 할당하다, 배분하다

in the most efficient way possible.

Q3 One of the most famous scholars of bureaucracy, Max Weber ...he identified certain characteristics that, um, that define a bureaucracy. Here they are: **Q3(D)** First, it has written rules that help ³⁾ensure operations in the organization run smoothly.

Q6  MP3-400 **Q6** 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⁾based on their expertise or their performance on an entrance examination. Fifth, record keeping and communication within the organization must be ⁵⁾formal and impartial. **Q3(B)** And finally...um, staff within the organization must be paid for their work.

Q1 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⁾how this concept originated. 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. **Q4(B)** In fact, its development seems to be ⁷⁾closely linked to the origin of writing. **Q4(E)** 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. **Q4(B)** Of course, none of this would've been possible without written records...and the Sumerians are ⁸⁾considered to have one of the oldest written languages. 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. Dictation 종료

A more, um, modern style of bureaucracy arose under the Qin Dynasty in China...um, which lasted from 221 BC to 206 BC. **Q4(C)** The Qin created a, um, a central bureaucracy and established an intricate code of law that listed punishments for all sorts of crimes. The bureaucracy that formed during this period of time was adopted by later successful dynasties. **Q4(A)** Later on, imperial entrance examinations became an important part of bureaucratic life in China, and scholar-bureaucrats had to, um, to pass these difficult exams before they could become officials.

After the Industrial Revolution, bureaucracies became larger and more complex...and, naturally, some problems developed. In

Q2 교수가 군대를 언급한 이유는?

- (A) "관료주의"라는 용어의 기원을 밝히기 위해
- (B) 다른 관료주의와 취지를 대비시키기 위해
- (C) 관료주의적 조직의 개념을 설명하기 위해
- (D) 관료주의가 대체적으로 비판 받는 이유를 설명하기 위해

Q3 막스 베버에 따르면 관료주의의 두 가지 특징은? 정답 두 개를 클릭하십시오.

- (A) 구성원들은 서면 추천을 바탕으로 선발된다.
- (B) 업무에 대한 임금을 받는 고용인들에 의해 운영된다.
- (C) 특정 개인에게 권력이 주어진다.
- (D) 문서화된 규정에 따라 절차적으로 운영된다.

Q4 교수는 강의에서 고대 수메르와 중국 진 왕조의 역사적인 관료주의 기능을 설명하고 있다. 다음 기능을 해당하는 문명과 연결하십시오. 항목 중 하나는 쓰이지 않음. 맞는 칸에 표시하십시오.

- (A) 관료 선발을 위한 과거제도 확립 (Qin Dynasty)
- (B) 문자 언어의 발전 촉진 (Ancient Sumer)
- (C) 형벌 체계 수립 (Qin Dynasty)
- (D) 정부 기관의 부패 통제
- (E) 세금 징수를 용이하게 함 (Ancient Sumer)

 MP3-407

identify 파악하다, 인식하다
expertise 전문성, 전문 지식
performance on ~에 대한 성취도
record keeping 기록 보존
impartial 공정한, 편파적이지 않은
priest 사제, 신부
property 재산, 부동산
collect tax 세금을 징수하다

government bureaucracies, this meant that there was more and more money involved, and so corruption became a bigger and bigger issue. Actually, around the end of the 19th century, it became necessary to actually, um, impose some reforms to deal with the problems of corruption in government bureaucracies. In the United States, the Pendleton Civil Service Reform Act was created in 1883 to help make sure that government employees were being hired because of their qualifications and service records...not just because they voted for the people in power. Nonetheless, the word "bureaucracy" still conjures a negative image...as I was saying earlier.

Q5 교수가 다음과 같이 말한 이유는?

The word carries with it a negative connotation, doesn't it?

- (A) 한 용어와 연관된 보편적인 편견을 확인하기 위해
- (B) 미국과 다른 국가들을 대비시키기 위해
- (C) 관료주의에 대한 자신의 의견을 말하기 위해
- (D) 대중적인 의견에 대한 의혹을 제기하기 위해

Q6 다음과 같이 말할 때 교수가 의미하는 것은?

You know what I mean by "hierarchy," right? Good.

- (A) 그 개념이 강의 주제에 중요하지 않다고 생각한다.
- (B) 학생들이 앞으로 이야기할 내용에 특별한 주의를 기울여주기를 바란다.
- (C) 그 용어를 설명할 필요가 없다고 생각한다.
- (D) 그 단어를 설명하기에 지금은 적당한 때가 아니라고 생각한다.

 MP3 • 407

cuneiform 설형문자

inscribe (돌 등에) 새기다, 파다

clay tablet 점토판

arise 발생하다, 일어나다

Qin Dynasty (중국의) 진나라 왕조

imperial 제국의, 황제의

bureaucrat (정부의) 관료, 관리

corruption 부정 부패

impose 조치를 취하다, 처벌을 내리다

reform 개혁, 수정

the Pendleton Civil Service

Reform Act 펜들턴공무원인사개

혁법

conjure

(생각이나 아이디어가) 떠오르게 하다

- Answer** case example > 1 (D) 2 YES → (A), (B), (E) / NO → (C), (D) 3 (B) 4 (D) 5 (B) 6 (A)
 passage 1 > 1 (D) 2 (B), (C) 3 (D) 4 (B) 5 (A)
 passage 2 > 1 (A) 2 (D) 3 (B) 4 YES → (B), (C) / NO → (A), (D), (E) 5 (C), (D) 6 (A)
 passage 3 > 1 (C) 2 (D) 3 YES → (B), (D) / NO → (A), (C), (E) 4 (C) 5 (C) 6 (C)

case example



MP3-408 [1-6] Listen to part of a talk in an American history class.

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?

Student A (male) Um...well, he was the third U.S. president...

Professor And...?

Student A And he concluded the Louisiana Purchase with France that pretty much doubled the size of the country at the time.

Student B (male) Also, he was the main author of the Declaration of Independence. So he played a major role in, in helping the country achieve independence from England.

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. You see, he was also a philosopher—a thinker...and one of the subjects he contributed greatly to was architecture. **Q5** In fact, one of his designs has been recognized by the American Institute of Architects as being the country's most significant architectural achievement.

But I'll get to that in a second.

What's interesting to think about is that Jefferson was a, a self-taught architect. Yes, he attended college, but at that time there were no programs in the U.S. concentrating on architecture. So he ...most of his knowledge on the subject came

Q1 논의의 주된 내용은?

- (A) 제퍼슨이 미국 학계에 미친 영향
 (B) 제퍼슨이 미국 건국 과정에서 했던 역할
 (C) 제퍼슨의 프랑스 대사 시절 경험
 (D) 제퍼슨이 건축가로서 이론 업적

Q2 다음 중 강의에서 신고전주의의 특징으로 언급된 것을 고르시오. 맞는 칸에 표시하십시오.

- (A) 프랑스의 건축에서 볼 수 있었다.
 (YES)
 (B) 고대 로마의 테마에서 영감을 받았다. (YES)
 (C) 유럽과 아시아 전통의 특징을 통합했다. (NO)
 (D) 태동하던 미국의 이상에서 태어났다. (NO)
 (E) 현대 시대에도 적합하도록 의도되었다. (YES)



MP3-422

sum up ~을 요약 정리하다

refresh A's memory

A의 기억을 되살리다

conclude (조약이나 거래를) 체결하다, 마무리 짓다

the Declaration of



Independence 미국 독립 선언서

republicanism 공화주의

shift focus 초점을 바꾸다

profound 심오한, 강한

contribute to ~에 기여하다

from books, especially those written by the Italian Renaissance architect Andrea Palladio. Then of course, Jefferson also got to—well, hold on. **Q6**  MP3-410 **He was also able to study classical architecture firsthand, and you all should be able to tell me when that was.**  **Anybody?**

Student B

Um...he...went to France, right? As the U.S. ambassador? That was in the 1780s, I think. Maybe he got to study some of the architecture over in Europe.

Professor

Right...that's exactly what I meant. As we discussed, Jefferson was the American ambassador to France from 1785 to '89. **Q2(A)** **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

Q2(B) **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. Q2(E) Proponents of neo-classicism wanted to take them and reinterpret them for modern times. That's something Jefferson was very interested in. After all...he was closely involved with the founding...the "design," we could say, of a brand-new nation, right?

Student B

So...what are some examples of Jefferson's architectural work? Are any of his buildings still around?

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.

Student A

You're saying he founded it and designed the

Q3 버지니아 대학 교정의 건축물에 대해 교수가 이야기하는 것은?

- (A) 그리스와 로마 역사의 웅장함을 되살리도록 설계되었다.
- (B) 토론과 학습을 장려할 의도였다.
- (C) 프랑스식 설계가 두드러졌다.
- (D) 워싱턴 D.C.의 주요 건물들을 본떠 만들어졌다.

Q4 교수가 미 연방 정부 건물들의 건축 양식에 대해 언급한 이유는?

- (A) 자신이 앞서 언급했던 신고전주의적 이상의 중요성을 설명하기 위해
- (B) 제퍼슨의 정치적 성향이 건축에 대한 그의 접근 방식에 영향을 주었음을 시사하기 위해
- (C) 제퍼슨의 잘 알려지지 않은 몇몇 작품들의 예를 나열하기 위해
- (D) 미국 건축에서 버지니아 대학교가 지니는 중요성을 설명하기 위해

 MP3-422

concentrate on ~에 초점을 맞추다

Italian Renaissance

이탈리아 문예부흥운동

firsthand 직접, 바로

school (학문·예술 등의) 파, 학파

neo-classicism 신고전주의

ideal 이상; 이상적인

proponent 추종자, 지지자

reinterpret 재해석하다

found (개념을) 정립하다; 설립하다

brand-new 완전히 새로운

Professor

buildings?

Correct. Let me describe the layout of this campus. There's a rectangular open area called the Lawn. On either side of the Lawn, there's a row of buildings...intended to be places where both students and professors would live, teach, and learn. And these buildings show a variety of influences, from Greek to French to Italian... even some Chinese themes are thrown in there. But everything is synthesized into a very neo-classical arrangement. Then, at the north end of the Lawn stands the main structure, the Rotunda...pretty much a miniature replica of the Pantheon in Rome. This houses the library. 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.

Student B

OK, I think I understand what Jefferson was going for... **Q4 but why is this campus considered to be the most important work in American architecture?**

Professor

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. The Greek pillars...the symmetrical shapes. Jefferson is largely responsible for the adoption of this style throughout the country.

There's also the Virginia State Capitol building, which Jefferson modeled after the Maison Carree, an ancient Roman temple he saw in France. And of course his home, Monticello, which features many of the same neo-classical elements. These are just the most famous examples of Thomas Jefferson's architecture. I mean, he created many other designs for buildings that he never got around to

Q5 교수가 다음과 같이 말한 이유는?

But I'll get to that in a second.

- (A) 제퍼슨의 설계 중 구체적인 한 가지에 대한 논의를 시작하기 위해
- (B) 아직 중요한 논점에 대해 논의할 준비가 되지 않았음을 알리기 위해
- (C) 자신이 앞서 언급한 내용이 강의와 관련이 없음을 시사하기 위해
- (D) 다음 수업에서 무엇을 배우게 될지 학생들에게 알려주기 위해

Q6 다음과 같이 말할 때 교수가 의미하는 것은?

Anybody?

- (A) 제퍼슨이 어떻게 건축학을 공부했는지 학생들이 추론해내기를 원한다.
- (B) 학생들이 주제에 대해 지금보다 더 많이 알아야 한다고 생각한다.
- (C) 학생들이 "고전 건축"의 정의를 이야기해보기를 원한다.
- (D) 수업을 듣는 학생들 중 일부가 고전 건축을 공부한 적이 있을 거라고 생각한다.

 MP3 • 422

layout 배치, 배열

rectangular 직사각형의, 직각의

a row of 한 줄의, 일렬로 늘어선

synthesize 통합하다, 종합하다

arrangement 배열, 정리

replica 복사본, 복제품

house (공간을) 갖추다, 수용하다

devote oneself to ~에 전념하다

courthouse 법원

federal 연방 정부의

strikingly 두드러지게, 눈에 띄게

pillar 기둥

symmetrical 대칭의, 균형 잡힌

adoption 채택, 선택

model after ~을 본으로 삼다

get around to doing (오랫동안

계획해 온) ~하는 것에 착수하다

constructing. But, as I've explained, the work he did complete had a huge impact.

passage 1



MP3-411 [1-5] Listen to part of a conversation between a student and a librarian.

Student (male) Hello, I was wondering if you could help me with something.

Librarian (female) Oh, of course. What is it you need help with today?

Student **Q1** Um...I'm just getting started on my senior thesis.

Librarian OK, so you're looking for resources to help you map out your project?

Student Right. Um, my professor said that I should come to the library and look through some journals in order to get an idea of, um, of what I might want to spend the rest of the year writing about.

Librarian That's good advice. So, have you narrowed down your, um, your subject at all?

Student Well...the thing is, I couldn't really find many journals here in the library. I mean, I saw a handful of options...but I guess I was expecting that there'd be a lot more to look through.

Librarian Well, we've got tens of thousands of e-journals available... [pause] You browsed around the library's online database?

Student [confused] Online database? No...I was just looking through the journals up on the third floor, in the Sheldon Wing.

Librarian [understanding] Oh, well that's the problem, yeah, we really don't have many journals up there...just a couple current issues of some of the most popular ones. For specialized research—like the kind you'll be doing for your thesis—it's not very helpful. You'll be doing most of your research through the online database.

Student Oh.

Librarian See, these days the library just can't afford to

Q1 학생이 도서관에서 필요로 하는 것은?

- (A) 도서관이 보유하고 있는 학술지 목록
- (B) 도서관의 정기간행물 데이터베이스에 접근할 수 있는 허가
- (C) 정기간행물을 대출하는 방법에 대한 조언
- (D) 중요한 과제를 위한 학술 자료

Q2 사서에 따르면, 실제로 비치된 정기간행물 대신 전자 정기간행물을 보유하는 것의 두 가지 혜택은? 정답 두 개를 클릭하십시오.

- (A) 전자 정기간행물은 가장 최신의 논문들을 포함한다.
- (B) 전자 정기간행물에서 논문 전문을 열람하는 것이 더 쉽다.
- (C) 전자 정기간행물은 도서관에서 공간을 많이 차지하지 않는다.
- (D) 도서관이 전자 정기간행물을 확보하는 데에 비용이 전혀 들지 않는다.




MP3-423

senior thesis 졸업 논문
map out ~의 계획을 세밀히 세우다
journal 잡지, 정기 간행물
narrow down ~을 좁히다
a handful of 소량의, 약간의
look through ~을 훑어보다
browse (around) (~을) 둘러보다, 검색하다
wing 윙(중심 건물에서 옆으로 늘인 부속 건물)
specialized 전문적인
can't afford to do ~할 여력이 없다



house all of the journals we'd like to offer our students. **Q2(C)** There're so many academic journals out there—we just don't have space here for comprehensive archives.

But lucky for us, many journal titles have been digitized—it's much more efficient to subscribe to online sources like JSTOR and LexisNexis. See, these kinds of archives have the same benefit as physically storing journals in the library: having them available for long-term use. **Q2(B)** But with online archives there's an additional benefit—it's a lot easier to search the full text of articles.

Student

Yeah, I see how that makes sense for the library... **Q4**  MP3-412 but, well, I've actually visited the JSTOR site online before...but you have to pay to access the articles.

Librarian

 Oh no, no. As long as you're a student here, you have free access. The university pays for a subscription, so we can offer our students free access to all of the journals in the database. It's easy to log in with the computers in the lab on the third floor. Um, there's an icon on the desktop for the e-journal page of the library website. **Q5**  MP3-413 From there, you can browse online journals that are available for students through different sources...and if you'd like to look at the full text of an article, all you have to do is enter your university ID and password. Got it?

Student

Uh...OK. *[sounding uncertain]* So, uh, I go to the library website, and, uh, then I click on...uh...

Librarian

Here, let me show you on my computer. Just click on the button that says "e-research." It's that easy. Let's go even further and find a journal that might be useful for your thesis. What's your field of study?

Student

Oh, I'm an American history major. As far as my thesis goes...um, I read this really interesting article over spring break about, um, Karr v. Schmidt—you know, that, um, that case in the '70s about that student who wasn't allowed to enroll in school because his hair was too

Q3 학생이 논문에서 다룰 주제는?

- (A) 미국 교육제도에서 최근에 개선된 점
- (B) 디지털 시대 학술용 정기간행물의 특징
- (C) 1960년대와 70년대 미 법원판례
- (D) 미국 소수 단체들의 표현의 자유

Q4 사서가 다음과 같이 말한 이유는?

Oh no, no.

- (A) 학생이 JSTOR 사이트를 방문할 필요가 없다는 것을 알려주기 위해
- (B) 학생이 사이트 접속을 위해 돈을 낼 필요가 없다는 것을 알려주기 위해
- (C) 온라인 사이트를 이용하려는 학생의 요청을 거절하기 위해
- (D) 학생이 사이트를 이용할 자격이 없다는 것을 설명하기 위해

 MP3-423

house 수용하다, 수납하다

comprehensive 종합적인

archive 보관소

digitize 디지털화하다

subscribe to ~을 (예약) 구독하다

(←subscription 예약 구독)

physically 실제로

long-term 장기의

access 열람하다; 열람(권)

field 분야

spring break 봄 방학

enroll in ~에 등록하다

long... **Q3** Well, that got me thinking about the history of freedom of expression...in the '60s and '70s, um, especially as it pertains to, to social groups that have faced persecution in American culture, like the gay community...and black students. I'd really love to write about that for my thesis, but I just wasn't sure if there'd be enough, um, enough source material to work with.

Librarian

Well, I just did a quick search and came up with a couple of possibilities. Here's an article called *Personhood: The Right to be Let Alone*, and here's another one: *Flaunting the Freak Flag: Karr v. Schmidt and the Great Hair Debate in American High Schools, 1965-1975*. Seems like that one might be pretty useful for you.

Student

Thanks, that's a great place to start.

Librarian

If you need to do a little more brainstorming on your topic and need some inspiration, you might want to check out *Reviews in American History*, *The Journal of American History*, and *The American Historical Review*. They're all great journals.

Student

I really appreciate your help. I think I'll go up to the third floor computer lab and see what kind of sources I can find.

Q5 학생에 대해서 유추할 수 있는 것은?

(A) 사서가 설명한 과정에 혼란스러워한다.

(B) 자신의 컴퓨터 능력에 자신 없어한다.

(C) 사서의 설명이 틀렸다고 생각한다.

(D) 도서관 웹사이트에 접속하는 법을 잘 모른다.

 MP3-423

pertain to ~에 관련하다

persecution 박해

come up with ~을 발견하다

personhood 인간성

flaunt (기 등을) 뽐내다

freak 기이한

brainstorming 브레인스토밍(아이디어를 쏟아내어 최선책을 결정하는 방식)

inspiration 영감, 자극



MP3-414 [1-6] Listen to part of a lecture in an American art class.

Professor (female)

Class, we've been talking about the Inca all this month, but today I'd like to focus on another culture, one that occupied that same region...uh, roughly modern-day Peru. Only, they were there long before the Inca. I'd like to spend today's period discussing the Nazca.

Q2 Maybe some of you are familiar with the Nazca culture because you've seen a documentary about—or even visited, maybe—the Nazca lines in Peru. Um, in case you haven't heard of the Nazca lines before, they're these huge geoglyphs—drawings on the ground in the high desert of Peru. They're really impressive—drawings of monkeys, hummingbirds, fish...and other animals too. The images were made by, uh, by removing the dark-colored pebbles that cover the desert surface...which exposed a contrasting lighter-colored surface beneath. But enough about that—um, it's just one part of the Nazca culture...and it's not the main focus of my lecture today.

OK. Well. It's important to point out that the Nazca culture fits into a period in the history of the Andes region known as the Early Intermediate Period, when societies like the Nazca and its contemporaries were developing advanced artistic heritages. In fact, we sometimes refer to them as "Master craftsman" cultures, since the quality of their art is so impressive. **Q1** And it's one of their art forms that I want to talk about today, in fact, their pottery.

Nazca ceramics are referred to as polychrome, which literally means "many colored." When we're talking about pottery, polychrome refers to work that's, uh, that's got three or more colors on it. So keep that in mind as we go on. Dictation 시작 Um, Nazca pottery is known for its use of color. **Q3** 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⁾all kinds of examples of their iconography. 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⁾there're supernatural themes, which sort of anthropomorphize or give human-like features to the different spirits the Nazca believed in.

Q6 MP3-415 From what we can tell, Nazca ceramics were used for ³⁾a pretty wide variety of purposes. Oh, some of it was ceremonial...some of it was used in burial contexts...and some of it

Q1 교수가 나스카에 대해 주로 논의하고 있는 측면은?

- (A) 그들이 창조한 도자기 예술의 특징
- (B) 잉카 및 다른 안데스 민족들과의 관계
- (C) 그들의 도자기 디자인에 도해법이 미친 영향
- (D) 그들의 예술에서 볼 수 있는 몇몇 중심 주제

Q2 교수가 나스카 라인을 언급한 이유는?

- (A) 모든 나스카 예술에 존재하는 특정 개념을 소개하기 위해
- (B) 나스카의 환경에 대한 배경지식을 주기 위해
- (C) 무엇이 나스카 문명을 사라지게 했는지 설명하기 위해
- (D) 학생들이 나스카 문화에 대해 들어 봤을 수도 있는 이유를 제시하기 위해

Q3 교수가 나스카 도자기를 장식한 그림에 관해 말한 것은?

- (A) 단색으로 그려졌다.
- (B) 문자 언어 대신 사용되었다.
- (C) 수세기 동안 크게 변하지 않았다.
- (D) 나스카 라인에서 보이는 것들과 달랐다.



MP3-424

geoglyph 지리문자

hummingbird 벌새

pebble 자갈

contrasting 상반되는, 대조적인

fit into ~에 꼭 들어맞다

contemporary 동시대인

heritage 문화유산


master craftsman 명장

polychrome 여러 가지 색채의

iconography

도해법(그림을 그려서 풀이하는 방법)

shows scratches and wear from use—so ⁴¹obviously not all of it was devoted to, 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 ⁵¹utilitarian forms most of us are familiar with, 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 ⁶¹most detailed drawings of supernatural features of all the Nazca pottery forms. **Q4(C)** 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. **Q4(B)** The culture began around 100 BC, and early Nazca pottery was ⁷¹mostly plain and undecorated, 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 ⁸¹decorative paint made out of watery clay. **Q5(D)** 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. **Q5(C)** For quite some time, um, naturalism and realism prevailed in Nazca ceramic designs. Eventually, though, ⁹¹supernatural motifs became more prominent. Later pottery designs suggest that the culture experienced some changes in social organization as well...and they perhaps ¹⁰¹witnessed a transfer of power from the coastal region to the highlands. Dictation 종료

Um, we're out of time for now. Next time, we're going to pick up where we're leaving off today and talk about some specific Nazca motifs, like, uh, the Mythical Killer Whale...and the Harvester.

 MP3-424

motif 주제, 테마

supernatural 초자연의

anthropomorphize

(신이나 동물을) 인격화하다

burial 매장

context 배경, 환경

be devoted to ~을 위한 용도로 쓰이다

utilitarian 실용적인

effigy vessel 상형 토기

esteemed 높이 평가되는, 존경 받는

spout (주전자 등의) 주둥이

jug 물병

assortment 분류

panpipe 팬파이프(길고 짧은 파이프를 길이 순으로 늘어놓은 악기)

whistle 호각

adorn 장식하다

uneven 울퉁불퉁한

slip 슬립(도자기 제조에 쓰이는 고체 점토액)

prevail 유행하다, 성행하다

highland 고지대

leave off 그만하다

mythical 신화의

killer whale 범고래

harvester 장님거미

Q4 강의에서 교수는 나스카 도자기의 특징을 설명한다. 아래 각 항목 중 나스카 도자기 특징에 해당하는 것을 고르시오. 맞는 칸에 표시하십시오.

(A) 대부분 식물, 동물, 그리고 다른 자연 형태와 유사했다. (NO)

(B) 초기 병들은 인체 모양으로 만들어졌다. (YES)

(C) 일부는 소리를 내기 위해 만들어졌다. (YES)

(D) 매장 의식에서 사용된 것들은 주둥이가 두 개인 물병이었다. (NO)

(E) 대부분은 실용적인 목적으로 사용되지 않았다. (NO)

Q5 시간이 지나면서 나스카 도자기 양식이 변화한 두 가지 방식은? 정답 두 개를 클릭하십시오.

(A) 신화적인 범고래를 강조하다가 장님거미에 집중함

(B) 해안 주제만 보여주다가 다른 고지대 이미지를 포함함

(C) 사실적인 디자인에 집중하다가 좀 더 초자연주의적인 모티브로 전환함

(D) 세 가지 표준 색상을 사용하다가 좀 더 다양한 색을 사용함

Q6 교수가 다음과 같이 말한 이유는?
Oh, we haven't talked much about the shapes of Nazca pottery,

(A) 다음에 다룰 내용을 알려주기 위해
(B) 일부 정보를 빼먹은 것을 사과하기 위해

(C) 일반적인 오해를 파악하기 위해
(D) 학생들이 지금까지의 내용을 다 이해했는지 확실히 하기 위해

passage 3



MP3-416 [1-6] Listen to part of a talk in an American history class.

Professor (male) Class, I'm pretty excited today, because we're going to be exposing one of the biggest misconceptions about American history. Are you ready? **Q5** MP3-417 So...someone please tell me when democracy was introduced to America.

Student A (female) Well, that would be 1776, wouldn't it? With the Declaration of Independence and the...uh, the formation of the new American government.

Professor That's exactly what I wanted you to say ...but I'm afraid your answer isn't correct. You see, as I'm about to explain, democracy existed in America long before the colonists decided to, uh—break from England.

Student B (male) Professor, are you referring to Native American societies? I've read that they were run in a pretty democratic way.

Professor No, that's not the topic for today, but I'm glad you brought it up. You're right—most Native American tribes made decisions very democratically. You'll learn all about that in our next unit. **Q1** But, no...today's lecture is dedicated to the forms of government established by British American colonists—in the original thirteen colonies.

Student A **Q6** MP3-418 Oh...so you're saying the colonies were democracies, even though they were part of England?

Professor That's right. But, um...let me just make sure we're clear on something. The term "democracy" is pretty broad. I mean, there're several different types. Take ancient Greece, for example...which is where this form of government first appeared. The Greek city-states were examples of direct democracies. In other words, each person had one vote on all issues. Obviously, that's different than the democracies we know today, yes?

Student B Yeah, I think modern democracies are mostly

Q1 논의의 주된 내용은?

- (A) 민주적인 미국 원주민 사회
- (B) 1776년 미국 정부의 형성
- (C) 식민지 미국에서의 정부 체계
- (D) 영국 의회의 구조

Q2 교수가 영국 의회를 언급한 이유는?

- (A) 미국과 영국 민주주의의 차이점을 지적하기 위해
- (B) 영국이 그리스 민주주의의 전통을 계승했음을 시사하기 위해
- (C) 공화국과 군주국 간의 연관성을 강조하기 위해
- (D) 영국 군주제의 민주주의적 요소를 환기시키기 위해

MP3-425

misconception 오해, 잘못된 생각
democracy 민주주의

(=democratic 민주주의의)

the Declaration of Independence 독립선언(서)

colonist 식민지 개척자

Native American 미국 원주민

tribe 부족, 종족

be dedicated to ~에 전념하다

city-state 도시국가

direct democracy 직접 민주주의

- representative democracies, right?
- Professor** Dictation 시작 Exactly. And what's a representative democracy?
- Student B** Um, ¹the general public elects certain people to represent them...and their interests. Like the U.S. Congress.
- Professor** Uh-huh. And these representatives, while they're ²charged with representing the interests of the people, they don't just carry out ³the exact will of the people. 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** Q3(B) 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 ⁴choose a method of governance...they simply went with what they knew. Q2 And England—it was a monarchy, yes, but partially democratic as well. There was the English Parliament, ⁵a body of elected ministers responsible for, 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...⁶in the pursuit of profit from agriculture. 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.

Q3 다음 중 강의에서 미국 식민지 정부의 특징으로 언급된 항목을 고르시오. 맞는 칸에 표시하십시오.

- (A) 모든 시민들이 정치적 이슈에 투표하는 것을 허용했다. (NO)
- (B) 대의 민주주의로서 기능했다. (YES)
- (C) 국내 농업으로부터 이윤을 얻기 위해 수립되었다. (NO)
- (D) 사소한 지역 문제에 대해 의사결정을 내렸다. (YES)
- (E) 1600년대 영국 군주제와의 충돌에 연루되었다. (NO)

Q4 교수에 따르면, 영국이 처음부터 미국 식민지들에 대해 자치를 허락한 이유는?

- (A) 식민지들이 영국 정부를 본떠 자신들의 정부를 만드는 데 합의해서
- (B) 영국은 해외에서 영국의 법을 집행할 수 없어서
- (C) 영국이 일시적으로 국내 혼란상태에 정신이 팔려 있어서
- (D) 자치가 원격 통치보다 더 효율적이어서

MP3 • 425

representative democracy
대의 민주주의

representative
대표자, 대리인; 대표하는

be charged with ~할 책임이 있다

carry out ~을 실행에 옮기다

take action 조치를 취하다

governance 통치

monarchy 군주제, 군주국

partially 부분적으로

parliament 의회

minister 장관

pass a law 법안을 통과시키다

commercial 상업상의

the pursuit of profit 이윤 추구

Student B

Q4 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, ⁷¹by governing them directly.

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 ⁸¹somewhat preoccupied at the time. ^{Dictation 종료} See, not long after most of these colonies were founded, English society got caught up in civil conflict. Interestingly enough, the issue at the center of the conflict had to do with democracy. It was basically the king versus the parliament, with parliament wanting more limits on the king's power and the king...well, he obviously wanted to keep his power. This struggle turned into an all-out civil war in 1642. So on the one hand, England was too busy at home to exercise total control in America.

Then on the other hand...um, the fact is that ultimate control of the colonies was still in England's hands. **Q3D** Um, yes, the colonies had their own representative governments, but these were involved only with local issues. All major decisions were made by the colonial governors—who were appointed by England... or by the English Parliament. And, as you probably already know, the colonies didn't get to elect representatives to the parliament in England.

Student A

Professor

That's what led to the Revolutionary War, I think. Yes, that was a big part of it. The English Parliament started passing these tax laws to get more money from the colonists. And the colonists thought that was pretty unfair since their interests weren't being represented in parliament. And, um, the rest is history.

Q5 다음과 같이 말할 때 교수가 암시하는 것은?

That's exactly what I wanted you to say...but I'm afraid your answer isn't correct.

- (A) 학생이 좀 더 주의를 기울였어야 했다.
- (B) 학생이 수업 준비를 제대로 해오지 않았다.
- (C) 학생이 교수가 밝히고자 하는 잘못된 생각을 드러냈다.
- (D) 학생의 답은 거의 정답에 가까웠다.

Q6 교수가 다음과 같이 말한 이유는?

The term "democracy" is pretty broad.

- (A) 민주주의가 가장 널리 행해지는 정부 형태 중 하나임을 시사하기 위해
- (B) 학생들이 잘 모를 것 같은 단어를 정의하기 위해
- (C) 학생들에게 그들의 민주주의에 대한 이해가 완벽하지 않을 수 있다는 것을 깨우쳐주기 위해
- (D) 학생들에게 그들이 생각하는 민주주의 정부의 개념을 묻기 위해

 MP3 • 425

preoccupied (다른 데에) 정신이 팔린
get[be] caught up in

~에 휘말려 들다

civil conflict 내란

versus ~대

struggle 투쟁, 악전고투

all-out war 전면적인 전쟁

exercise control 통제권을 행사하다

ultimate 궁극적인

governor 통치자

appoint 임명하다

the Revolutionary War

미국 독립전쟁

Answer passage 1 > 1 (B) 2 (D) 3 (B) 4 (C) 5 (C)

passage 2 > 1 (D) 2 YES → (A), (C), (D) / NO → (B), (E) 3 (B) 4 (A) 5 (D) 6 (C)

passage 3 > 1 (C) 2 (A), (B) 3 YES → (A), (C) / NO → (B), (D) 4 (A) 5 (D) 6 (D)



MP3-426

passage 1. [1-5] Listen to part of a conversation between a student and an administrator.

Student (male)

Q4



MP3-427

Hi. This is the Information Technology Services Center, isn't it?

Administrator (female)

Yes, it is. But if you're here to use a computer, you have to go to the lab down the hall. This is just the office. For like technical questions and networking issues.

Student

OK. Actually, that's what I'm here for.

Administrator

Well then, come on in. How can I help you?

Student

Q1

I'm thinking about setting up a webpage, and heard that every student at the university has space on the servers here. So I was wondering how I take advantage of it.

Administrator

Well, you're right. A lot of the students don't take advantage of the server space allocated to them unless they're in a technology class, but it's true that everyone has some space.

Student

[excited] That's great. So, what do I have to do?

Administrator

First of all, you have to make sure you know your username and password.

Student

Where do I find that information?

Administrator

Well, you may already know them. Do you use your campus e-mail address?

Student

Yeah, I do.

Administrator

Well, you should just use the same login name and password. They give you access to your university web space.

Student

OK. So once I have those...what's next?

Administrator

[thinking] Next...um, you use them to access the ITSC Login Service—oh, but first you have to make sure you have access to the ITSC Login Service. Uh, do you live on campus?

Student

Yeah, I live over in Purham Hall.

Administrator

Ah, great. Then you'll have no problem with that. All the campus dorms have access to the ITSC Login Service. So, what you'll do is log in to the server and then...um, wait, maybe I can find you some instructions for doing that. It's a little bit complicated the first time. You might want to have some written instructions to refer to.

Student

That would be great, thanks.

Administrator

Q5



MP3-428

[looking through papers, trying to find the appropriate instructions] If you don't mind my asking, what are you creating a webpage for? I'm guessing it's not for a class—you'd probably already have all this information.

Student

No, it's not for a class, just an independent project. **Q2** I'm thinking about starting up a knitting company with a couple of people who live in my dorm. Just something really small. We've been selling stuff locally, and it's going pretty well so far. So we thought we'd use our free university web space to try selling our stuff online.

Administrator

[interested] Huh, that's really an interesting idea. Good luck with that. Here...I found the instructions I was telling you about. This sheet of paper has everything you need to know about using the ITSC Login Service.

Student

Great! Thanks.

Administrator

Those're pretty much the basics. Next, you just have to design the actual webpage. Have you, um, ever designed a webpage before? **Q3** If you've never done it before, you might find it a little bit overwhelming...but it's nothing you can't handle. There are tons of resources online...lots of tutorials. And once you're done with that, you'll use the ITSC Login Service to upload your webpages...and that's it.

Student

I really appreciate your help. Thanks so much!

Administrator

Oh, sure. When you get your webpage up and running, I'd love to check it out.

Student

All right, I'll drop by sometime and let you know how it turns out.



set up 구축하다, 세우다

take advantage of

~을 활용[이용]하다, 이득을 얻다

allocate A to B

A를 B에게 할당하다

have access to (컴퓨터 시스템

등에) 접근하다(=access)

on campus 교내에

instructions

〈복수형으로〉안내문, 설명서

complicated 복잡한

refer to ~을 참고하다

knitting (뜨개질 등의) 니트, 편물

locally (특정) 지역 내에서

overwhelming 힘든, 압도적인

tons of 상당량의

nothing you can't handle

감당하지 못할 정도는 아닌 것

tutorial

(이용 방법 등이 담긴) 설명서

up and running

(기계 등이) 작동하기 시작하는

turn out

결과가 나오다, 드러나다

◎ 해설

1. 학생이 IT 서비스 센터를 방문한 이유는?

- (A) 랩실에서 컴퓨터를 사용할 수 있는지 알아보기 위해 (**not correct**)
- (B) 자신에게 할당된 대학 서버 공간을 어떻게 이용할 수 있는지 알아보기 위해
- (C) 학교 이메일 주소와 패스워드를 알아내기 위해 (**not correct**)
- (D) 자신의 웹페이지 제작에 필요한 설명서를 요청하기 위해 (**not correct**)

Main Idea

학생이 교수나 직원을 방문한 목적은 보통 대화 초반에 등장한다. 단서 Q1에서 학생은 재학생들에게 할당된 웹서버에 대해 언급한 뒤 "So I was wondering how I take advantage of it.(그래서 그걸 어떻게 이용할 수 있는지 알아보려고요.)"라고 말하며 방문 목적을 밝히고 있다. 따라서 정답은 (B). (A)는 직원이 학생의 방문 목적을 짐작한 것이고, (C)와 (D)는 학생이 웹페이지를 만드는 과정에서 필요한 사항들이지 학생이 처음부

터 이를 알아보기 위해 센터를 방문한 것은 아니므로 모두 오답이다.

2. 학생이 웹페이지를 개설하려고 하는 이유는?

- (A) 웹 디자인에 대해 좀 더 알고 싶어서 (**not correct**)
- (B) 수업 과제용으로 완성해야 해서 (**not correct**)
- (C) 자신의 기숙사 온라인 커뮤니티를 개설하기 위해서 (**not correct**)
- (D) 인터넷 상에서 물건을 판매하는 데 이용하기 위해서

Detail

단서 Q2에서 학생이 "So we thought we'd use our free university web space to try selling our stuff online. (그래서 우리는 학교의 무료 웹 공간을 활용해서 제품을 온라인에서 판매해보기로 했어요.)"라고 했다. 대학 친구들과 knitting company(니트 사업)를 시작할 생각인데, 상품을 온라인에서 팔기 위해서는 웹페이지를 만들 서버 공간이 필요하므로 학교에서 학생들에게 무료로 할당해주는 서버를 이용하려고 하는 것. 따라서 정답은 (D).

3. 행정 직원이 웹페이지 제작에 대해서 말하고 있는 것은?

- (A) 대학 웹사이트에서 그에 관한 많은 관련 자료를 찾아볼 수 있다. (**not correct**)
- (B) 경험이 없는 사람이 만들기에는 어려울 수도 있다.
- (C) 정식 교육을 받지 않으면 할 수 없다. (**not mentioned**)
- (D) 직원이 제작법에 대한 서면으로 된 설명서를 줄 수 있다. (**not correct**)

Detail

단서 Q3에서 행정 직원이 "If you've never done it before, you might find it a little bit overwhelming...(만약 이번이 처음 만드는 거라면, 학생한테 조금 힘들 수도 있어요...)"라고 했다. 따라서 정답은 (B). 대학 웹사이트가 아니라 온라인에 많은 설명서들이 있다고 했으므로 (A)는 오답. 또한 정식 교육 과정을 이수해야만 할 수 있는 작업이란 언급은 없었고, 직원이 찾아준 설명서는 IT 서비스 센터 로그인 서비스 이용 방법에 대한 것이지, 웹페이지 제작에 관한 것은 아니므로 (C)와 (D)도 모두 오답이다.

4. 행정 직원에 대해 유추할 수 있는 것은?

- (A) 학생이 기술적 질문을 할 것이라고 추측하고 있다.
- (B) 학생이 컴퓨터 랩실의 직원과 이야기하기를 원하고 있다.
- (C) 학생이 컴퓨터 랩실을 이용하기 위해서 찾아왔다고 생각하고 있다.
- (D) 학생의 질문에 답변해주고 싶어하지 않는다.

Attitude

행정 직원이 학생에게 컴퓨터 랩실의 위치를 알려주면서 이 서비스 센터에서 하고 있는 일에 대해 설명하고 있는 것을 통해 랩실로 갈 학생이 잘못 찾아왔다고 생각하고 있음을 알 수 있다. 따라서 정답은 (C).

5. 다음과 같이 말할 때 행정 직원이 암시하는 것은?

I'm guessing it's not for a class—you'd probably already have all this information.

- (A) 학생은 이러한 정보를 얻기 위해 수업을 들어야 한다.
- (B) 자신은 학생이 어떤 수업을 듣고 있는지 알 수 없다.
- (C) 교수들이 수업 시간에 서버 사용에 대해 설명해준다.
- (D) 학생들 스스로가 이러한 정보를 찾는 것은 쉽다.

Inference

행정 직원이 "수업에 필요한 것은 아닌것 같은데... 수업 때문이라면, 이런 건 모두 이미 알고 있을 테니까 말이에요."라고 한 말을 뒤집어서 생각해보면, 만약 학생이 수업 때문에 웹페이지를 개설하려고 했다면 교수가 수업 시간에 이에 필요한 사항들을 모두 가르쳐주었을 것이란 뜻을 알 수 있다. 따라서 정답은 (C).

**Professor (male)**

In the United States, the bald eagle is considered to be an important symbol. Uh, some people feel like it represents the nation. **Q1** Actually, the bald eagle has even earned itself the, um, the title of "National Emblem," which means, um, you know...it's the official symbol of the nation. Uh, back in 1782, the bald eagle became the national emblem because it was believed to be long-lived, strong, um, good-looking...and, um, people incorrectly assumed that it only lived in North America. This isn't true...but, um, **Q5** MP3 • 430 I think of the 100,000 bald eagles that currently exist, um, about half that population lives in Alaska. So North America does have a... sizable population of bald eagles. [uncertainly] I think that's right... **does anyone have their book open?**

Student A (female)

Uh, I have a different question...I don't really understand why the United States adopted a national emblem in the first place. What purpose does it serve?

Professor

Uh...the national emblem...well, it actually came into being when the U.S. designed the Great Seal of the United States. Do you know what I mean by seal? It's a kind of meaningful picture that, uh, represents a person or group of people. And it's often made into a stamp. So the Great Seal is like an official seal that's used to, um...for one thing, to stamp government documents...to show that they're authentic...that sort of thing.

I guess many of you already know what the American national seal looks like. Before I give you a more detailed description of it, let me show you a slide of it first. [pause while he looks for it] Here it is. So, as you can see, the Great Seal is circular in shape, and in the middle there's a design that features the bald eagle. **Q2(A)** The, um, the wings and feet of the bald eagle are, um, fully extended. **Q2(C)** In one claw, the, um, the eagle has a bunch of arrows. There are thirteen arrows, which—does anyone know what the thirteen arrows stand for?

Student B (male)

Probably the thirteen original American colonies.

Professor

Right. Now, in the other claw, the bald eagle has an olive branch...and that, um, that of course symbolizes peace. **Q2(D)** On the breast of the bald eagle there's a shield. It, um, it kind of looks like the U.S. flag. Uh, with a blue part on top and then some red and white stripes. Again, there are thirteen stripes...for the thirteen original colonies. Um, in its beak, the bald eagle has a yellow ribbon...or banner, or something, and it's got the Latin words *E pluribus unum* on it...which means "out of many, one." OK, finally, above the eagle there's a circular design with white stars on a blue background. So, that's the Great Seal of the United States...and that's the, um, the first instance of the eagle being used as a national symbol. The national emblem, as I mentioned earlier.

Student A

Uh, so I'm just wondering...that little symbol on the one-dollar bill, that's the Great Seal, right?

Professor

Right, exactly. **Q3** The Great Seal isn't just used by government officials, it's something that's pretty visible to us all. It's also on passports. And, uh, you can see the bald eagle—I mean, not as part of the Great Seal—you can see it on coins like the dollar and the half-dollar.




Student B

Professor, there's something I heard once, um...the bald eagle may look impressive and everything, but, um, isn't it just a scavenger bird? I don't really understand why a nation would want to adopt that kind of animal as its, um, what did you call it? National seal?

Professor

National emblem. Well, you're not the only person to express dissatisfaction with the, um, the decision to make the bald eagle the national emblem.

Q4 One notable objector was Benjamin Franklin. Um, there's this famous letter he wrote, um, to his daughter, I think...anyway, he explains all about how he thinks the bald eagle is an inappropriate choice. I have a few quotes from his letter...there're actually some pretty harsh, uh, criticisms of the bird. Let me read a little to you.

OK, he starts off by saying that the bald eagle is "a bird of bad moral character." Then he describes how the bald eagle makes a living dishonestly, um, and gives an example of how the bald eagle watches the hawk do its fishing, and then, uh, when the hawk gets a fish, the bald eagle goes after the hawk and steals the fish away. **Q6**  **MP3-431** Franklin says a little more about how the bird is lousy and then adds, "Besides he is a rank coward."   [amazed] I'm not kidding—that's actually in the letter. Next, Franklin suggests that maybe the turkey would make a better, um, a better national bird than the bald eagle. Interesting, huh? How do you think the U.S. would be different today if, uh, if the turkey were its national emblem?



MP3-436

bald eagle 흰머리독수리

represent 대표하다, 나타내다

national emblem 국가 문장

assume 추측하다, 가정하다

currently 현재

sizable 상당히 많은, 꽤 큰

in the first place 처음에

serve (목적물) 채우다, 만족시키다

come into being 생성되다

the Great Seal 국가의 인장

authentic 진짜의, 진품의

detailed 상세한

circular 원형의; 순환의

extended 펼쳐진, 확장된

claw (짐승의) 날카로운 발톱

a bunch of 한 묶음의

stand for ~을 나타내다, 상징하다

colony 식민지

shield 방패

beak (조류의) 부리

scavenger 썩은 고기를 먹는 새

notable 눈에 띄는, 저명한

objector 반대자

inappropriate

부적절한, 부적합한

quote 발췌문, 인용

harsh 신랄한, 무자비한

dishonestly

부당하게, 부정직하게

hawk 매

lousy 비열한, 혐오스러운

rank (명사 앞에서) 고약한, 심한

coward 겁쟁이

1. 논의의 주된 내용은?

- (A) 미합중국 국가의 인장의 기원 (**minor**)
- (B) 북미 지역 흰머리독수리의 역사 (**not mentioned**)
- (C) 국가의 인장 디자인에 담겨 있는 상징들 (**minor**)
- (D) 미국의 국가적 상징으로 쓰인 흰머리독수리

2. 아래 항목들 중 국가의 인장에 담겨 있는 이미지로 강의에서 언급된 것을 고르시오. 맞는 칸에 표시하십시오.

	예	아니오
(A) 날개와 다리를 넓게 펼치고 있는 독수리	√	
(B) 독수리가 앉아 있는 올리브 나무 (not correct)		√
(C) 식민지를 상징하는 화살들	√	
(D) 미국 국기와 비슷한 모양이 새겨진 방패	√	
(E) 평화를 상징하는 줄무늬 배너 (not correct)		√

3. 교수가 국가 문장에 대해 언급하고 있는 것은?

- (A) 국기를 디자인할 때 처음 고안되었다. (**not correct**)
- (B) 국가의 인장의 일부로 쓰이기도 하고 개별적으로 쓰이기도 한다.
- (C) 평화와 도덕성을 상징화하기 위해 채택되었다. (**not mentioned**)
- (D) 정부에서 국가 문장을 결정하는 데 오랜 시간이 걸렸다.
(**not mentioned**)

4. 교수가 벤자민 프랭클린이 쓴 편지에 대해 이야기한 이유는?

- (A) 국가 문장으로 흰머리독수리를 사용하는 것에 일부가 찬성하지 않은 것을 보여주기 위해
- (B) 국가 문장을 선정하고 국가의 인장을 만든 과정에 대해 상세히 말해주기 위해
- (C) 흰머리독수리가 건국 이래 줄곧 국가의 문장이었다는 점을 주장하기 위해
- (D) 왜 새가 국가 문장으로 선정되었는지에 대한 학생의 질문에 대답하기 위해

Main Idea

강의 서두 단서 Q1의 내용을 통해 미국의 국가 상징으로서의 흰머리독수리에 대한 내용이 전개될 것임을 알 수 있다. 본론의 내용들은 흰머리독수리가 국가의 상징으로 선택된 이유, 국가의 인장에 사용된 배경, 국가의 인장 디자인에 담긴 상징들로 초반에 제시된 주제를 보충하고 있다. 따라서 정답은 (D).

Connecting Contents

단서 Q2(A)에서 국가의 인장에 그려진 흰머리독수리의 날개와 다리가 **fully extended**(완전히 펼쳐진) 한 상태라고 했고, 단서 Q2(C)에서는 흰머리독수리의 발톱에 미합중국이 된 초기 13개의 식민지를 상징하는 화살이 쥐어져 있으며, 단서 Q2(D)에서는 흰머리독수리의 가슴에 **kind of looks like the U.S. flag**(마치 미국 국기처럼 생긴)인 **shield**(방패)가 그려져 있다고 했다. 따라서 (A), (C), (D)는 YES. 흰머리독수리는 **olive tree**에 앉아 있는 것이 아니라 **olive branch**(올리브 가지)를 쥐고 있다고 했으므로 (B)는 NO. 또한 줄무늬 배너가 아닌 **"a yellow ribbon...or banner**(노란 리본 같은 배너)"이며 평화를 상징하는 것은 올리브 가지라고 했으므로 (E) 역시 NO에 해당한다.

Detail

단서 Q3을 통해 국가 문장이 정부 문서에만 사용되는 것이 아니라 여권이나 동전 등에서도 쓰임을 확인할 수 있다. 따라서 (B)가 정답. 국기를 디자인할 때가 아닌 국가의 인장을 만들 때 처음 사용된 것이며, 국가 문장이 도덕성을 상징한다거나, 고안하는 데에 오랜 시간이 걸렸다는 언급은 없으므로 (A), (C), (D)는 모두 오답이다.

Organization

강의 중 특정 인명이나 지명 등의 고유 명사가 등장하고 관련 설명이 이어질 경우, 그 키워드에 대한 문제가 출제될 가능성이 매우 높다. Benjamin Franklin은 흰머리독수리가 국가 문장의 상징으로 사용된 것에 불만을 가진 **"notable objectors**(눈에 띄는 반대자들)" 중 한 명으로, 편지에서 그는 흰머리독수리가 왜 국가의 상징으로서 부적합한지에 대해 역설하고 있다. 따라서 정답은 (A). 왜 하필 흰머리독수리가 선택되었는지에 대한

학생의 질문에 명확한 대답을 하지는 않았으므로 (D)는 오답이다.

5. 교수가 다음과 같이 말한 이유는?

does anyone have their book open?

- (A) 학생들이 교과서를 참고하지 못하게 하기 위해
- (B) 학생들이 다 읽었는지 알아보기 위해
- (C) 교과서에 있는 한 부분에 대해 설명하기 위해
- (D) 특정 통계 수치에 대한 확인을 요청하기 위해

Function

교수가 "I think that's right..."이라고 말했다 때 어조가 불확실한 것으로 미루어보아 교과서를 펴놓은 사람이 있느냐고 묻는 이유는 방금 자신이 언급한 수치 정보가 정확한지를 책에서 확인하기 위함임을 알 수 있다. 따라서 정답은 (D).

6. 다음과 같이 말할 때 교수에 대해 유추할 수 있는 것은?

[amazed] I'm not kidding—that's actually in the letter.

- (A) 그 편지가 농담이라고 생각하고 있다.
- (B) 학생들이 진지해지기를 원하고 있다.
- (C) 편지 내용이 놀라우리만큼 신랄하다고 생각하고 있다.
- (D) 편지에 실수가 있다고 생각하고 있다.

Attitude

국가의 상징으로 사용된 동물에 대해 "a rank coward (아주 고약한 겁쟁이)"라고 비난한 것에 대한 반응으로 가장 적절한 것을 고른다. 교수가 놀라워하는 어조로 실제로 이 말이 편지에 쓰여 있었음을 강조하는 것으로 보아 교수는 그 표현이 매우 신랄하다고 생각하고 있음을 알 수 있다. 따라서 정답은 (C).





MP3 • 432 **passage 3. [1-6]** Listen to part of a lecture in an environmental studies class.

Professor (female)


Q1 OK, um, tonight I wanted to start off with a discussion of charcoal. I'm sure you're all familiar with the substance? You're all familiar with it. You've most likely seen charcoal being used at—a barbecue. And if so, you're acquainted with charcoal as a form of fuel. You see, its use as a fuel is one of the major functions of charcoal. Charcoal has been used as a—as a fuel source for a really long time. Some people claim that, um, that it was used in Europe more than 5,000 years ago. That's quite a long time ago.

Q1 It, um—when it burns, charcoal is cleaner than wood, and it burns at a higher temperature, too. Um...I'll tell you more about that in a second, but first I'll give you some information about, uh, about how charcoal is made. What's it made from? Wood. The key to making charcoal is burning wood but, um, depriving it of oxygen at the same time. The most basic way to accomplish that is by covering a pile of—of wood with dirt before burning it. Of course, there're also special ovens that are, um, designed for this purpose. You see, the main thing is, you don't want the carbon in the wood to—to burn. But now, um, what this "baking" process does do is burn away a lot of, um, of things you don't want in a fuel source. **Q2(A)** See...water in the wood gets burned away—and that's good because the, um, the presence of water lowers the temperature at which your fuel burns. **Q2(B)** Other bad stuff that you get rid of in the charcoal-making process—are, um, methane, hydrogen, and, tars... When the process is finished, what's left is about 20 to 25 percent of the original size—of the wood. And it's mainly carbon. As I said before, this product burns cleaner and hotter than wood...so that's why people go through the effort of making charcoal—even though they could just use wood as a fuel source.

Q1 I'd like to spend a minute, um, going over the advantages of burning charcoal, um, instead

of wood. **Q5**  **MP3-433** OK...let's look at a place that currently burns a lot of wood for fuel... um, such as sub-Saharan Africa. Their reliance on wood creates some big problems...You know, it's estimated that by 2030, almost, um, almost 10 million people in the region will die from, um, from exposure to wood smoke.  **[concerned]** That's a shocking statistic. And there's another issue—pollution. Scientists expect that cooking fires fueled by wood will release 6.7 billion tons of carbon into the atmosphere. And you know what that means—we've talked before about the, um, the effects of greenhouse gases in the atmosphere. So, in light of the negative effects of using wood as a fuel source, it makes sense to convert wood into cleaner-burning charcoal, doesn't it?

Q3 I do have to point out a couple of problems associated with charcoal, though. **Q3(A)** You see, back when charcoal was extremely popular in Great Britain, um, the demand for charcoal led to a lot of—of trees being cut down, because the raw wood was needed to make charcoal. So charcoal use is linked to, um, to deforestation. **Q3(C)** The other drawback of using charcoal is that you still have a lot of pollution that's created when you bake the wood to make charcoal. Remember how I told you about all the—the bad stuff that gets burned off? Well that bad stuff, of course, pollutes the air.

So then, what's the point? **Q6**  **MP3-434** What's the point of making charcoal if you still have some pretty bad drawbacks to deal with? Well, it comes down to deciding which fuel source is the cleanest...the lesser of two evils. And that's charcoal. **Q1** Despite the negative consequences, um, with a little planning, charcoal can still be an overall better option. If you implement responsible forestry practices, the impact of—of deforestation can be reduced. And the other thing—it's possible to minimize the pollution from processing charcoal. Uh, there's technology out there that can control the emissions. So, if we use better forestry management and more sophisticated kilns, um, charcoal is a much better fuel than wood. **Q4** Getting back to the example of sub-Saharan Africa... scientists think that switching from wood to charcoal would, um, would prevent around 3 million premature deaths...and it would, um, lower the region's greenhouse-gas emissions by 65 percent.



charcoal 숯, 목탄
substance 물질, 재료
be acquainted with
 ~에 대해 잘 알고 있다
deprive A of B
 A로부터 B를 제거하다, 빼앗다
a pile of ~의 한 더미
fuel source 연료원
methane 메탄
tar 타르(석탄, 목재 등을 건류하여 얻은 검은 기름 같은 액체)
sub-Saharan Africa
 사하라 사막 이남에 위치하고 있는 아프리카
reliance 의존도, 의지

estimate 예상하다, 예측하다
wood smoke 나무 훈연(장작 등 나무를 태울 때 발생하는 연기)
release 방출하다
greenhouse gas 이산화탄소나 메탄처럼 온실효과로 인해 방출되는 가스
in light of ~의 면에서 보면
convert A into B
 A를 B로 바꾸다
be linked to ~와 연결되다
deforestation 삼림파괴
drawback 단점, 결점
come down to ~로 귀착되다
evil 해악, 악

consequence 결과, 귀결성
overall 전반적인, 전체의
implement 실행하다, 구축하다
forestry 삼림, 임업
practice (사업 등의) 관행, 관례
minimize 최소화하다
process
 (기술적으로) 처리하다, 공정하다
emission 방출, 배출
sophisticated
 첨단인, 기술적으로 더 발전된
kiln 가마, 화덕
switch from A to B
 A에서 B로 전환하다, 옮겨가다
premature death 조기 사망

1. 강의 주된 내용은?

- (A) 나무를 연료원으로 사용할 때 발생하는 부작용 (**minor**)
- (B) 사하라사막 이남 아프리카에서 사용되는 연료원들 (**minor**)
- (C) 숯의 생산과 그 장점
- (D) 유럽 및 아프리카에서의 숯 사용의 역사 (**not mentioned**)

Main Idea

처음 교수가 "tonight I wanted to start off with a discussion of charcoal.(오늘 강의는 숯에 대한 논의로 시작하겠어요)"라고 말한 것을 통해 강의 주제가 charcoal(숯)이란 것을 바로 알 수 있다. 그러나 이것만 알아서는 정답을 고를 수 없고, 강의 전체적인 내용을 통해 구체적으로 숯의 어떤 측면에 대해 논의하고 있는지를 파악하는 것이 관건. 강의에서 교수는 숯이 어떻게 만들어지는지 설명한 후에 숯의 환경친화적 특성에 대해 설명하고 있으므로 정답은 (C). 나무를 연료원으로 이용하는 것의 단점과 사하라사막 이남 아프리카에서 나무를 연료로 사용하는 것을 언급했지만 어디까지나 부분적인 내용이므로 (A)와 (B)는 오답.

2. 숯을 제조하기 위해 나무를 굽는 과정에서 발생하는 두 가지 이점은? 정답 두 개를 클릭하십시오.

- (A) 수분이 감소된다.
- (B) 메탄, 수소 및 타르가 제거된다.
- (C) 탄소량이 감소된다. (**not correct**)
- (D) 연소점이 낮아진다. (**not correct**)

Detail

단서 Q2(A)에서 "water in the wood gets burned away(나무 속의 수분이 불에 타서 증발하는데요)"라고 했고, Q2(B)에서 "Other bad stuff that you get rid of in the charcoal-making process(숯을 만드는 과정에서 제거되는 또 다른 유해한 요소)"의 예로 methane, hydrogen, tars 등을 들고 있다. 따라서 (A)와 (B)가 정답. 숯을 만들기 위해서는 탄소 성분을 그대로 유지하는 것이 중요하고 숯은 거의 탄소로 이루어져 있다고 했으며, 나무보다 연소점이 높아져 청정 연료라는 장점을 가지게 되는 것이므로 (C)와 (D)는 모두 오답임에 유의하자.

3. 다음 각 항목들 중에서 강의에서 숯을 연료원으로 사용할 때 발생하는 손실로서 언급된 것을 고르시오. 맞는 칸에 표시하십시오.

	예	아니오
(A) 숯 제조의 원료인 나무를 사용함으로써 야기되는 삼림파괴	√	
(B) 숯 연소 시 독성 가스 배출 (not correct)		√
(C) 숯 제조 과정에서 방출되는 여러가지 대기오염 물질	√	
(D) 처리 시설을 세울 때 발생하는 높은 비용 (not mentioned)		√

Connecting Contents

교수는 단서 Q3(A)에서 과거 영국에서 숯 사용의 증가로 인해 발생한 삼림파괴에 대한 예를 들면서 "So charcoal use is linked to, um, to deforestation(숯의 사용은 곧 삼림파괴와 직결되죠)"라고 했고, Q3(C)에서 숯을 만들기 위해 나무를 태울 때 방출되는 유해한 요소들을 언급하면서 "that bad stuff, of course, pollutes the air(그 온갖 유해한 요소들이 바로 대기를 오염시키거든요)"라고 했다. 따라서 (A)와 (C)가 YES. 숯이 아닌 나무를 연소할 때 독성 가스가 배출되며, 처리 시설을 세울 때 드는 비용에 대한 언급은 없으므로 (B)와 (D)는 NO.

4. 교수가 사하라사막 이남 아프리카 지역의 조기 사망에 대해 언급한 이유는?

- (A) 나무 대신 숯을 이용하는 것의 중요성을 부각시키기 위해
- (B) 그 지역의 사망률을 다른 지역과 비교하기 위해
- (C) 사하라사막 이남 아프리카 지역의 다양한 연료 사용을 지지하기 위해
- (D) 연료원으로서 숯에 의존하는 것의 심각한 단점을 부각시키기 위해

5. 다음과 같이 말할 때 교수에 대해서 유추할 수 있는 것은?

[concerned] That's a shocking statistic.

- (A) 상황이 겉에서 보는 것만큼 심각하지 않다고 확신하고 있다.
- (B) 문제를 풀 수 있는 해결책이 있을 것이라고 기대하고 있다.
- (C) 통계 결과의 정확성에 대해 확신하지 못하고 있다.
- (D) 그 지역 상황에 대해 우려하고 있다.

6. 교수의 말에서 유추할 수 있는 것은?

- (A) 숯과 나무 모두 지속적으로 이용할만한 연료원은 아니다.
- (B) 숯은 연료원으로서 몇 가지 극복될 수 없는 단점이 있다.
- (C) 대부분의 사람들이 이제 숯 대신 대체 연료를 사용한다.
- (D) 나무를 숯으로 바꾸어 사용하는데 공을 들일 만한 가치가 있다.

Organization

단서 Q4 부분에서 교수는 현재 그 지역에서 사용하고 있는 나무 연료를 숯으로 바꾸는 것을 통해 거의 3백만 명에 이르는 조기 사망을 예방할 수 있을 것으로 생각한다고 했다. 수많은 사람의 생명을 구할 수 있다고 말함으로써 나무 대신 숯의 사용이 얼마나 중요한지 역설하고 있으므로 정답은 (A).

Attitude

사하라사막 이남 아프리카 지역 사람들이 **wood smoke**(나무 훈연)에 노출되어 가까운 미래에 약 천만 명 정도가 사망할지도 모른다는 것은 나무를 연료로 사용하는 것의 위험성을 보여주는 일례가 된다. 교수의 어조나 통계치의 심각성을 고려했을 때 교수가 이 상황에 대해 매우 우려하고 있음을 알 수 있으므로 정답은 (D).

Inference

교수는 **"the cleanest...the lesser of two evils** (가장 깨끗하고 덜 해악을 미치는 것)"은 바로 숯이라고 하고 있다. 즉 숯을 사용하는 것에도 몇 가지 단점이 있긴 하지만 나무 연료와 비교했을 때 더 청정하고 부정적인 영향을 덜 미치므로 숯을 사용하는 것이 더 나은 선택이라고 보고 있는 것. 이를 통해 교수가 번거롭더라도 나무를 숯으로 바꾸어 사용하는 수고를 감수할 만한 가치가 있다고 생각함을 알 수 있으므로 정답은 (D).

type A

Answer	01 debris 잔해, 잔여물	02 implant 이식하다	03 intertwined 얽혀 있는
	04 redeeming 보충하는	05 trigger 초래하다, 일으키다	06 potent 강력한
	07 protrude 돌출하다	08 erosion 침식	09 exert (힘을) 가하다
	10 gradient 경사(도), 기울기	11 exclusively 오로지, 오직	12 elongated 길게 늘어진
	13 indigenous 토착의, 현지의	14 circulation 대출	15 retrieve 되찾아오다
	16 morale 사기, 의욕	17 proportional 비례하는	18 correlation 상호연관성
	19 locomotion 이동	20 extract 뽑아내다	21 monopolize 독점하다
	22 intuitive 직관적인	23 consolidation 합병, 통합	24 trait 특징, 성질
	25 conjure 연상시키다	26 browse 검색하다	27 persecution 박해, 억압
	28 assortment 분류	29 preoccupied ~에 여념이 없는	30 deforestation 삼림파괴

type B

Answer	01 (A)	02 (C)	03 (A)	04 (C)	05 (C)	06 (B)	07 (A)	08 (B)	09 (D)	10 (B)	11 (C)	12 (B)
	13 (A)	14 (C)	15 (A)	16 (C)	17 (A)	18 (B)	19 (B)	20 (D)	21 (A)	22 (C)	23 (D)	24 (D)
	25 (B)	26 (C)	27 (A)	28 (B)	29 (A)	30 (C)						

type B [SCRIPT]

01 a regular allowance granted to students

(A) stipend(연구비, 장학금) (B) feat(위업) (C) fund(기금) (D) practice(실행)

02 be more advanced and delicate

(A) patterned(무늬가 있는) (B) virtual(가상의) (C) sophisticated(세련된, 정교한) (D) supposed(가정의)

03 looking up to someone or worshipping them

(A) reverence(존경) (B) deity(신) (C) temptation(유혹) (D) increment(증가)

04 being able to use various skills

(A) established(설립된) (B) numerous(수많은) (C) versatile(다재다능한) (D) encouraging(격려하는)

- 05 the rearrangement of the parts of something
(A) fracture(파열) (B) dependence(의존) (C) **reconfiguration**(재구성) (D) realization(실현)
- 06 being colored brightly in order to be easily noticed
(A) diverse(다양한) (B) **flamboyant**(현란한) (C) sufficient(충분한) (D) cheerful(쾌활한)
- 07 acting differently from what you say or claim to believe
(A) **hypocritical**(위선적인) (B) irrelevant(관련이 없는) (C) redeemable(되찾을 수 있는) (D) elective(선택할 수 있는)
- 08 a course that must be taken to gain entry to an advanced course
(A) admission(입장, 입학) (B) **prerequisite**(선수과목) (C) manual(취급설명서) (D) provision(조항)
- 09 to go under water
(A) descend(내려오다) (B) surge(쇄도하다) (C) waver(흔들리다) (D) **submerge**(물속에 가라앉다)
- 10 a substance produced by part of a plant or animal
(A) core(핵심) (B) **secretion**(분비물) (C) production(생산) (D) creature(생물, 창조물)
- 11 payments made after a war by a defeated country
(A) remains(유적) (B) details(세부 사항) (C) **reparations**(배상금) (D) premises(토지, 부동산)
- 12 the processing of food by the body to generate energy
(A) physiology(생리학) (B) **metabolism**(신진대사) (C) capability(능력) (D) immunity(면역)
- 13 eating both plants and meat
(A) **omnivorous**(잡식성의) (B) ambivalent(양면 가치의)
(C) bilingual(2개 국어를 할 줄 아는) (D) egalitarian(평등주의의)
- 14 the state of being completely filled with something so that no more can be added
(A) replenishment(보충) (B) congestion(밀집, 과잉) (C) **saturation**(포화) (D) opposition(반대)
- 15 to surround something with a material that prevents electricity or heat from entering or escaping
(A) **insulate**(절연하다) (B) offend(공격하다) (C) protect(보호하다) (D) circulate(순환하다)
- 16 to destroy or dispose of something completely
(A) buttress(지지하다) (B) repeal(무효로 하다) (C) **eradicate**(박멸하다) (D) invade(침략하다)
- 17 not offering pleasant conditions, making it difficult to stay
(A) **inhospitable**(거주하기에 부적당한) (B) reliant(신뢰하는) (C) covert(은밀한) (D) local(지역의)

- 18 active at night
(A) impressive(인상적인) (B) **nocturnal**(야행의) (C) inferior(열등한) (D) deluxe(호화로운)
- 19 a glowing light
(A) bloom(꽃) (B) **luminescence**(발광) (C) enlightenment(계발, 계몽) (D) infection(감염)
- 20 the way an animal's coloration or shape makes it difficult for others to see it
(A) reproduction(번식) (B) inference(유추) (C) disease(질병) (D) **camouflage**(위장)
- 21 deserving attention as something which is interesting or important
(A) **noteworthy**(주목할만한) (B) responsive(민감한) (C) calculating(타산적인) (D) relentless(냉혹한)
- 22 not currently active, but may possibly become active again later
(A) geographical(지리학적인) (B) sterile(멸균의) (C) **dormant**(휴지 상태에 있는) (D) logical(논리적인)
- 23 brief, containing no unnecessary words
(A) exceptional(예외적인) (B) opposing(맞서는) (C) fragile(깨지기 쉬운) (D) **concise**(간결한)
- 24 to start to grow or develop
(A) consider(고려하다) (B) peruse(속독하다) (C) occur(발생하다) (D) **germinate**(싹이 트다)
- 25 the part of a substance that is left after most of it has gone
(A) silence(고요함) (B) **residue**(잔여) (C) dispersion(분산) (D) property(자산)
- 26 going in separate directions
(A) urgent(긴급한) (B) distinct(다른, 독특한) (C) **divergent**(갈라지는) (D) impeccable(결점 없는)
- 27 the shape of the outline of something
(A) **contour**(윤곽) (B) measurement(측정) (C) impact(충격) (D) physique(지형, 체격)
- 28 having a common center
(A) repellant(혐오감을 주는) (B) **concentric**(동심원의) (C) reflective(반사하는) (D) defective(불완전한)
- 29 bold and bright
(A) **vibrant**(선명한) (B) convex(볼록한) (C) located(입지한) (D) intentional(의도적인)
- 30 a short story about a real personal experience
(A) fable(우화) (B) bibliography(서지학) (C) **anecdote**(일화) (D) conjecture(추측)

- Answer** part 1 > 1 (C) 2 (B) 3 (A) 4 (C) 5 (B) 6 (A) 7 (D) 8 (A) 9 (C) 10 (A) 11 (A) 12 (B) 13 (B)
14 (B), (C) 15 (D) 16 (C) 17 (A)
- part 2 > 1 (A) 2 (D) 3 (A) 4 (C) 5 (D) 6 (D) 7 (C) 8 (B), (D) 9 (A) 10 Trade winds → (A) /
Rain-shadow → (C) / Coast → (B) 11 (A) 12 (D) 13 (B) 14 (D) 15 Stanislavski → (A),
(C), (E) / Strasberg → (B), (D) 16 (C) 17 (C)

part 1



MP3-446 [1-5] Listen to part of a conversation between a student and her advisor.

- Advisor (male)** Good afternoon, Elle. Come on in and have a seat. It's sure been a long time since I've met with you, hasn't it?
- Student (female)** Yeah...I haven't seen you since I signed up for classes at the end of last year. It's been a whole semester, I guess.
- Advisor** And how are your chemistry classes going? Are you still happy that you chose chemistry as your major?
- Student** Oh yeah. I love it. My chemistry classes this semester are going great. Actually, that's not what I'm here to talk to you about.
- Advisor** **Q4** MP3-447 Well, what can I help you with today?
- Student** It's a problem with the elective I'm taking.
- Advisor** [trying to remember] Hmm...your elective...which is, um...er...
- Student** [reminding her advisor] Art history.
- Advisor** Oh, that's right. Well...what's wrong?
- Student** **Q1** It's just—this is the first time I've ever taken a seminar...and, I don't know...the class format is so different from what I'm used to.
- Advisor** In what way? You mean because it's not a lecture-oriented class?
- Student** Exactly. I mean, I'm comfortable with lecture-style classes because that's what my chemistry classes are always like. And all my other math and science classes, too. **Q1** But I feel so out of place in my art history seminar.
- Advisor** I see. Seminar-style classes do take a little bit of getting used to, especially if you've only had lecture classes before. **Q5** MP3-448 The whole point of the seminar is to get students to talk about their opinions and really get involved with the subject matter, rather than just listening to the professor talk. So, um, participation is essential to your grade.
- Student** Yeah—exactly. That's why I'm worried. I mean, give me a report to do or a research assignment. I'm good at those things. And I've always received high grades on them. **Q1** But I got an e-mail yesterday from my art history professor saying that I've got to step up my participation in class or my grade is going to suffer.

- Advisor** Are you having trouble understanding the subject matter?
- Student** No, that's not it at all. I'm really interested in what we're studying. We just finished a unit on the Impressionist painters, and we talked about a lot of paintings that I've always liked. You know...by people like Claude Monet and Mary Cassatt. And the next unit is on the early twentieth-century painters, which sounds fascinating.
- Advisor** Good. I can see you're certainly enthusiastic about the class material.
- Student** Definitely...I think it's really neat. And I feel like I have a good handle on everything we're learning. **Q2** My only problem is that I, um, I seem to have this fear of participating.
- Advisor** Well...I know you're a good student, so I'm confident you'll be able to overcome the problem. But you'll have to step outside your comfort zone and speak up in class more.
- Student** **Q1** But I just don't know how to do that. Do you have any ideas?
- Advisor** **Q3** Here...why don't you do this? Start out by voicing one comment per class. When you're preparing for your next class and doing the readings on twentieth-century painters, make notes about possible points you could bring up during the seminar. Like...um, things that make one painter's work different from the others. Or find one painting that you really like and talk about why you like it.
- Student** **Q3** OK. I could do that.
- Advisor** Yeah. Don't put too much pressure on yourself. You're not going to be graded on the quality of your comments or anything. You just need to show your professor that you're thinking about the material and you're engaged in the class. Then, after a few classes, try moving from one comment to two...and so on.
- Student** That's a great idea. Thanks so much.
- Advisor** Of course. And make sure to let me know how it works out.



sign up for classes

수강신청하다

elective 선택과목

-oriented (연결형) ~중심의,
~한 경향의

feel out of place

적응을 못하다, 어디에 속하지
못하고 겉도는 것처럼 느끼다

get involved with

~에 관여하다, 참여하다

step up ~을 향상시키다

Impressionist

인상파 화가, 인상주의자

have a good handle on

~을 잘 이해하고 있다

comfort zone

편한 방식, 안주하는 곳

speak up

의견을 말하다, 목소리를 높이다

bring up (화제나 이야기를) 꺼내다

put pressure on

~에 압력을 가하다, 스트레스를 주다

be engaged in

~에 참여하고 있다, 관련되어 있다

1. 학생이 지도교수를 찾아가 이유는?

- (A) 새로운 선택과목을 골라도 되는지 묻기 위해 (**not correct**)
 (B) 다음 학기 세미나 수업에 등록하기 위해 (**not correct**)
 (C) 미술사 과목 성적을 향상시키기 위한 조언을 듣기 위해
 (D) 전공을 화학에서 미술사로 변경하기 위해 (**not mentioned**)

Main Idea

학생은 자신의 선택과목인 미술사의 세미나식 수업방식에 적응하기 힘들고, 그 과목의 교수로부터 수업시간에 더 참여하지 않으면 좋은 성적을 받기 힘들 것이라는 이메일을 받고 지도교수에게 어떻게 해야 하는지 조언을 구하고 있다. 따라서 정답은 (C). (A)의 경우 선택과목에 문제가 있어 찾아온 것은 사실이지만 선택과목을 바꾸려고 하는 것은 아니므로 오답. 학생의 전공은 화학이지만 현재 선택과목으로 세미나 수업인 미술사를 수강하고 있으므로 (B), (D) 역시 모두 오답.

2. 학생이 수업에서 어려움을 겪고 있는 면은?

- (A) 수업 주제의 복잡성 (**not correct**)
 (B) 수업시간에 요구되는 학생의 참여도
 (C) 연구과제물의 수 (**not correct**)
 (D) 교수의 특이한 강의 방식 (**not mentioned**)

Detail

단서 Q2를 보면 유일한 문제는 자신이 수업에 참여하는 것을 두려워하는 것이라고 했다. 따라서 정답은 (B). 수업 주제는 정말 재미있다고 했으며, 교수의 강의 방식이 특이하다는 언급은 없었으므로 (A), (D)는 오답. 또한 리포트 등의 과제물을 제출하는 것은 자신있다고 했으므로 (C) 역시 본문과 대립되는 내용이다.

3. 다음 미술사 수업시간에 학생이 하려는 행동은?

- (A) 토론 수업을 하는 동안 의견 하나를 낸다.
 (B) 참여도를 높이는 방법에 관한 조언을 교수에게 구한다.
 (**not mentioned**)
 (C) 좋아하는 인상파 화가에 대해 이야기한다. (**not correct**)
 (D) 가능한 한 많은 의견을 표현한다. (**not correct**)

Inference

학생이 조언을 부탁하자 지도 교수는 수업시간마다 의견을 하나씩 이야기하는 것부터 시작해 보라고 제안했고, 학생은 그렇게 할 수 있을 것 같다고 대답했다. 따라서 정답은 (A). 인상파 화가는 지난 시간에 다룬 내용이며, 한 번에 한 가지씩 이야기하는 것에서 시작하기로 했으므로 (C), (D)는 모두 오답.

4. 교수가 다음과 같이 말한 이유는?

[trying to remember] Hmm...your elective...which is, um...er...

- (A) 학생의 말을 제대로 들었는지 확신이 없다.
 (B) 학생의 문제를 이미 알고 있다.
 (C) 학생이 수강하고 있는 선택과목이 무엇인지 잘 알지 못한다.
 (D) 학생의 상황을 염려하고 있다.

Attitude

현재 수강하고 있는 선택과목 때문에 조언이 필요하다는 학생의 말에 머뭇거리는 어조로 대답하고 있는 것으로 보아 교수는 학생의 선택 과목명을 기억하고 있지 못함을 알 수 있다. 이어서 학생이 다시 자신의 선택과목이 미술사라는 것을 확인해주고 있으므로 정답은 (C). 화자의 어조와 앞 뒤 문맥을 종합하여 정답을 유추할 수 있어야 한다.

5. 학생이 다음과 같이 말한 이유는?

I mean, give me a report to do or a research assignment. I'm good at those things. And I've always received high grades on them.

- (A) 수업에서 높은 성적을 받을 것이라고 교수를 안심시키기 위해

Function

세미나 방식의 수업에 적응하기 힘들다고 하면서 리포트 과제나 연구 과제를 하는 편이 수업시간에 참여하는 것보다는 쉽겠다는 예를 든 것은 세미나 방식 수업의 어려움을 한층 강조하고자 하는 의도이다. 따라서 정답은 (B).

- (B) 세미나 수업방식에 익숙하지 않다는 것을 강조하기 위해
 (C) 교수가 자신에게 과제물을 충분히 내주지 않고 있다는 것을 시사하기 위해
 (D) 특정 수업 과제물에 도움을 요청하기 위해



MP3-449 [6-11] Listen to part of a talk in a biology class.

Professor (male) Good morning, class. Let's get started. **Q6** Uh, what I wanted to talk with you about today is the formation of pearls. More specifically, I'd like to compare two ways that pearls form: naturally...and with human help. Let's start by talking about how pearls form naturally. I suppose most of you already have an idea how pearls develop in oysters, but let's just go over the process to clear up any misconceptions you may have and make sure we're all working with the same information. OK? Natural pearls begin with a nucleus.

Student A (male) You mean like a grain of sand or something? I've heard that pearls form around a tiny grain of sand that gets into an oyster's shell. Is that true?

Professor Well, the nucleus could be a grain of sand...a tiny parasite...a particle of plant material—just something that finds its way into an oyster's shell when it's open for the purpose of feeding or respiration. But the thing is...this nucleus, whatever it is, it irritates the oyster. When this foreign particle becomes lodged between the oyster's shell and its mantle—um, which is the membrane that surrounds its soft body—when this happens, the oyster responds to protect itself from the particle. **Q7** So what it does is coat the particle in nacre. And what's nacre? Nacre is that calcium carbonate material that covers the inside of an oyster shell. You know...the shiny stuff. Over and over, the original nucleus gets covered in layers of nacre. And when these layers build up enough, they form what we recognize as a pearl. **Q8** If you looked at a cross section of a natural pearl, you'd see a series of concentric circles, like the growth rings of a tree. And it all started with that tiny foreign particle that got inside the oyster's shell.

Student B (female) So...natural pearls are formed just by accident, really? I mean, the oyster doesn't intentionally create the pearl for any reason?

Professor That's right. Pretty interesting, huh? The creation of natural pearls is just a response to an irritating particle. Um...also, since they form under such specific circumstances, natural pearls are very rare, as you can imagine. **Q9** But what's even rarer is a natural pearl that's perfectly round. And since a perfectly round pearl is nicer to look at than an irregular one, um...round natural pearls tend to be really expensive.

Student B **Q11** MP3-450 But nowadays pearls are more affordable in general...because we have the ability to manufacture them, right? And it's easy to make them perfectly round.

Professor Well, yes. Pearls that form with help from humans are known as cultured pearls. But, uh, manufacture probably isn't the right term. It's not like we're

Student A

Professor

building them in a factory. Cultured pearls form in much the same way as natural pearls—I mean, we still rely on oysters to create them.

So how does the process work...the process of making a cultured pearl? Do people actually, um, insert nuclei into oysters?

That's right. The technology to create cultured pearls was developed during the beginning of the twentieth century. And it basically works just like you described it. **Q10 A nucleus is surgically implanted inside an oyster's shell. Um, this nucleus...they're usually made from a piece of the shell of an oyster... or another shelled mollusk.** And...well, once the nucleus is in, the oyster pretty much takes over from there. The process is essentially the same as natural pearl formation. Nacre coats the nucleus and a pearl forms.

Uh, aside from the fact that cultured pearl formation involves humans inserting a nucleus, the main difference between natural and cultured pearl formation is the size of the nucleus. Natural pearls begin with a rather tiny particle, and the bulk of the pearl is made of nacre—layers and layers of it. Well, in cultured pearls the opposite is true. Most of a cultured pearl's mass is made up of the artificial nucleus, and the nacre coating on the outside is just a thin layer. Because of this, the nuclei of cultured pearls are really more like beads than tiny particles. They're nearly the same size and shape as the final pearl. **Q8 If you looked at a cross section of a cultured pearl, it'd seem pretty different from the cross section of a natural pearl. As I said before, natural pearls have tiny growth rings. You know, just like a tree has growth rings every year as it gets bigger, or uh, shells get growth rings as they develop.** But, uh, if you looked at the cross section of a cultured pearl, you wouldn't see any growth rings, just a thin layer around the nucleus. Most of the interior would just be solid nucleus bead. Got it?



oyster 진주 조개, 굴
misconception 잘못된 생각, 오해
nucleus 핵, 세포핵(*pl. nuclei*)
a grain of 한 알의
parasite 기생 동물
particle 작은 입자
respiration 호흡, 호흡 작용
irritate 자극하다, 귀찮게 하다
foreign 외부의, 이질적인; 외국의
lodge 자리잡다, 들러붙다
mantle 외투막, 외피
membrane 얇은 막, 조직

coat 표면을 덮다, 씌우다
(←**coating** 코팅, 겔에 씌운 것)
nacre 진주층
calcium carbonate 탄산칼슘
layer 층, 겹
cross section 횡단면, 단면도
concentric circle 동심원
growth ring 나이테
(=annual ring)
intentionally 의도적으로, 고의로
under specific circumstances
특정 상황에서

affordable 값이 저렴한
cultured pearl 양식 진주
surgically (아주) 정확하게
implant 이식하다
mollusk 연체동물
take over
~을 넘겨받다, 인수하다
aside from ~이외에
involve 연루시키다, 관계시키다
the bulk of ~의 많은 부분
bead 작은 구슬
solid 단단한, 굳은

6. 논의의 주된 내용은?

- (A) 천연 진주와 양식 진주의 생성 과정
- (B) 진주 형성과 관련된 몇 가지 일반적인 오해 (**not correct**)
- (C) 양식 진주 생산 기술의 발전 (**not mentioned**)
- (D) 진주 조개에서 진주가 형성되는 이유에 대한 생물학적 설명 (**minor**)

Main Idea

단서 Q6에서 교수가 "More specifically, I'd like to compare two ways that pearls form: naturally...and with human help.(좀 더 구체적으로 말하면, 진주가 만들어지는 두 가지 방법에 대해서 비교하려고 하는데, 바로 자연 생성과 인공 생성에 관한 겁니다.)"라고 한 것을 통해 알 수 있다. 이후 강의 전반에 걸쳐 천연 진주와 양식 진주의 생성 과정의 차이에 초점을 두고 강의가 전개되고 있으므로 정답은 (A). 강의 초반에 나오는 **misconception**이라는 단어만 듣고 (B)를 선택하지 않도록 주의한다.

7. 진주 생성 과정에서 진주층이 담당하는 역할은?

- (A) 천연 진주가 생성되는 주변에 핵을 제공한다. (**not correct**)
- (B) 칼슘 코팅으로 조개 껍데기의 외부를 보호한다. (**not correct**)
- (C) 조개의 부드러운 몸체를 덮고 있는 막에 침투한다. (**not correct**)
- (D) 빛나는 물질로 진주의 바깥층을 형성한다.

Detail

nacre(진주층)는 진주의 생성 과정을 이해하는 데 반드시 필요한 키워드 중 하나. 단서 Q7에서 **nacre**가 "shiny stuff(광택이 나는 물질)"라고 했고, "the original nucleus gets covered in layers of nacre(진주층이 원래의 핵을 겹겹이 감싸게 되지요)"란 말을 통해 핵 바깥을 덮은 여러 겹의 층이란 사실을 확인할 수 있다. 따라서 이와 같은 특징을 가장 잘 담고 있는 (D)가 정답. 지문의 the shiny stuff가 정답에서 the luminous substance로 paraphrasing되었다. 조개의 몸체에 침투해 핵 역할을 하는 것은 foreign particle(외부 입자)이고 진주층은 조개 껍데기 외부를 보호하는 것이 아니라 내부를 덮고 있으므로 (A), (B), (C)는 모두 오답이다.

8. 교수가 나무의 나이테를 언급한 이유는?

- (A) 천연 진주의 생성을 학생들이 잘 알고 있는 것에 비유하기 위해
- (B) 진주의 나이테와 생물체의 나이테 간의 차이점을 보여주기 위해
- (C) 천연 진주보다 양식 진주에서 좀 더 빈번하게 일어나는 과정을 부각시키기 위해
- (D) 과학자들이 천연 진주의 나이를 판별하기 쉬운 이유를 설명하기 위해

Organization

교수는 강의 중 growth rings(나이테)에 대해 총 두 번 언급하고 있다. 먼저 첫 번째 단서 Q8에서 천연 진주의 횡단면이 "a series of concentric circles, like the growth rings of a tree(나무의 나이테와 같은 일련의 동심원 모양)"이라고 했고, 두 번째 단서 Q8에서는 "shells get growth rings as they develop.(조개 껍질이 성장하면서 나이테를 갖게 됩니다.)"라고 했다. 즉 **nacre**(진주층)가 외부에서 침투한 핵을 겹겹이 감싸며 천연 진주로 자라나는 동안 여러 개의 동심원이 생기게 되는데 교수는 이 동심원이 생기는 원리를 학생들이 이해하기 쉽도록 모양이 유사한 나무의 나이테를 예로 들고 있는 것이다. 따라서 정답은 (A).

9. 교수가 원형의 천연 진주에 대해 말하고 있는 것은?

- (A) 과거만큼 매력적으로 보이지 않는다. (not mentioned)
(B) 과거에 비해 좀 더 흔해졌다. (not correct)
(C) 사람들은 이를 구입하기 위해 기꺼이 큰 돈을 지불하려고 한다.
(D) 어떻게 형성되는지에 대해 확실히 아는 사람이 없다. (not correct)

Inference

교수가 단서 Q9에서 "완벽한 원형 진주가 불규칙한 형태의 진주보다 보기에 더 좋기 때문에, 음...원형의 천연 진주는 대체적으로 굉장히 비싸죠."라고 말한 점에 주목하자. 즉 원형의 천연 진주는 매우 보기 드문데, 그 가격은 매우 비싸다고 한 점으로 미루어 많은 사람들이 비싼 금액을 지불해서라도 사고 싶어한다는 사실을 유추할 수 있다. 따라서 정답은 (C).

10. 보통 양식 진주의 핵으로 사용되는 것은?

- (A) 연체동물의 껍데기 조각
(B) 큰 모래알 (not correct)
(C) 식물 입자 (not correct)
(D) 작은 기생 동물 (not correct)

Detail

단서 Q10에서 cultured pearl(양식 진주)을 만들기 위해서 nucleus(핵)를 진주 조개 안에 이식한다고 하면서, 이 핵은 보통 진주 조개나 다른 연체 동물의 껍데기 조각으로 만든 것이라고 했다. 따라서 정답은 (A). 지문의 a piece of the shell of another shelled mollusk가 정답에서는 A fragment of mollusk shell로 바뀌어 표현되었다. (B), (C), (D)는 모두 natural pearls(천연 진주)의 핵이 되는 것들이다.

11. 교수가 다음과 같이 말한 이유는?

But, uh, manufacture probably isn't the right term. It's not like we're building them in a factory.

- (A) 여학생이 양식 진주의 생성 과정을 오해하지 않게 하기 위해
(B) 양식 진주의 제조는 여전히 부정확한 과학임을 말하기 위해
(C) 양식 진주를 제조하는 과정에 대해 확신이 없음을 표현하기 위해
(D) 천연 진주와 양식 진주 형성의 기술적 차이를 명확히 보여주기 위해

Function

manufacture는 주로 공장 등에서 기계로 제품을 제조하거나 가공하는 것을 말한다. 양식 진주의 경우 조개 껍데기 안에 이물질(이물질)을 삽입하는 것만 인위적일 뿐 진주 조개 자체의 자연적인 활동에 의해 진주를 만드는 것이므로 manufacture는 이 생성 과정에 어울리지 않는 표현이다. 교수가 "It's not like we're building them in a factory.(공장에서 진주를 만드는 것은 아니니까요.)"라고 말한 것은 바로 이러한 생산 방법의 차이를 지적한 것. 따라서 교수의 의도를 가장 잘 표현한 정답은 (A).



MP3 • 451 [12-17] Listen to part of a lecture in an American history class.

Professor (male)


All right...so last time we discussed the Navajo migration to the American Southwest, which probably occurred between 1300 and 1500 AD. Today we'll be addressing that theme again, but

Q12 I'd like to go into a little more depth about one aspect of Navajo culture: their textiles.

According to anthropologists, Navajo weavers likely picked up their skills after arriving in the Southwest...probably from neighboring Pueblo peoples, who'd been creating cotton textiles for several hundred years. In turn, these Pueblo weavers were probably influenced by Spanish weavers, who first brought wool to North America.

Q13 Now...there's an important event in Pueblo history that I want to mention here, because

it explains why there was so much, um, cultural interchange between them and the Navajo. The Pueblo Revolt of 1680. That's when many Pueblo people started a rebellion against their Spanish occupiers. But the Spanish weren't driven out completely and ended up re-conquering the territory.

Q16  **MP3 452** After this, some Pueblo people fled to Navajo territory...um, bringing their weaving traditions with them. And this is what led to the development of Navajo weaving.


OK. Getting back to what I was saying... we know the Navajo have been weaving for at least the past 300 years, but we don't really know too much about the history of Navajo weavers before that time. And, unfortunately, there aren't many surviving examples of Navajo weavings from before the nineteenth century. But despite that, experts have managed to define some, uh, general characteristics of early Navajo textiles...which were mostly blankets. They refer to the years between about 1680 and 1865 as the Classical Period.

The earliest Navajo textiles from the **Q12 Classical Period** are extremely close in style to Pueblo weavings of the same era. **Q14(B)** Patterns generally featured, um, plain stripes or terraces—simpler versions of patterns they developed later. **Q14(C)** In terms of color, the earliest Classical Period textiles made use of the natural colors of different wools. You'd see a range from white to brown. Gradually, Navajo weavers began using dyes, some of which they obtained through trade—like indigo—and some they made from local plants. At first, dyes were mainly blue, yellow, and green. But, um, by the eighteenth century, Navajo weavers were using a vibrant red they got by unraveling imported cloth.


In the nineteenth century, two important factors influenced Navajo textiles and started making them different from Pueblo textiles. Both of these influences were imported: Hispanic weaving motifs and factory-dyed yarns. Textiles from this period are considered to be a style of their own. So, um, weavings created between about 1865 and 1880 are part of the **Q12 Late Classical Period**. This period is characterized by a movement toward brighter colors and more complex geometric patterns that included diamonds and zigzags. In addition, weavers began producing small, decorative blankets that could be used as saddle blankets, which they traded with soldiers.

The next period in Navajo textiles is called the **Q12 Transitional Period**, and it covers the years between, um, 1880 and 1895. Well, it probably started a little earlier...a gradual shift...but that's not important. **Q15** During this era, the U.S. government tried to seize control of Navajo lands and move the people to a reservation. They killed thousands of people and destroyed crops and livestock. Without their sheep, the Navajo had no wool to make their textiles. Eventually, as reparation, the government ended up providing Navajo weavers with factory-produced yarns. So, uh, as a result, textiles made during the Transitional Period showed a lot of chemically produced colors, like bright reds, oranges, and yellows.

Between 1895 and 1950, Navajo textiles passed through a phase known as the **Q12 Rug Period**. During this period, Navajo textiles took on a new purpose. While previously they were mainly used for blankets and clothing, tourism opened up a new market...um, for decorative rugs. Traders recognized the opportunity and encouraged Navajo weavers to develop original styles that could be sold to the rest of the nation. As the traders made special requests for certain, um, styles and colors they thought their customers would appreciate, traditional Navajo textile styles branched off into regional styles...named for the trading posts where they developed.

OK, finally...textiles produced after 1950 are part of the **Q12 Contemporary Period**, which is still going today. **Q17**  **MP3 453** Contemporary Period textiles are mainly used as wall hangings, not

floor coverings. So they've taken on a bigger role as art...rather than something that people use.

 **I don't need to explain that distinction, do I?** Good. Well...and today, works of art created by Navajo weavers can be seen in art museums all over the country.



textile 직물

anthropologist 인류학자

weaver 직물 짜는 사람, 직조공

neighboring 인접한, 이웃의

interchange 교류, 교환

revolt 폭동, 반란

rebellion 반기, 저항

occupier 정복자, 점유인

conquer 정복하다

territory 영토, 땅

flee(-fled - fled)

달아나다, 도망치다

terrace 계단 모양

in terms of

~의 면에서, 관점에서

range from A to B

A에서 B에 이르는 범위

dye 염료

indigo 남색

local 토착의, 현지의

vibrant 선명한; 활기찬

unravel (얽힌 실 등을) 풀다;

(문제를) 해결하다

motif 디자인의 (주된) 요소; 동기

yarn 직물을 짜는 실, 방사

geometric 기하학적인

decorative 장식적인

saddle 안장

transitional 과도기의, 변천하는

gradual 점차적인

shift 변화, 변동

seize control of ~을 장악하다,

~에 대한 주도권을 잡다

reservation 보호 구역

livestock 가축(류)

reparation 배상금, 보상

phase 단계, 시기

branch off

~으로 분화되다, 갈라지다

contemporary 현대의; 동시대의

wall hanging

벽걸이, 벽에 거는 장식품

take on a role 역할을 맡다

distinction 차이, 특이점

◎ 해설

12. 교수가 나바호 직물과 관련하여 주로 논의하고 있는 측면은?

(A) 오늘날 나바호 인디언들에 의해 어떻게 사용되고 있는지

(not mentioned)

(B) 각기 다른 시기를 거치면서 스타일이 어떻게 변화했는지

(C) 푸에블로 족들의 직물과 어떻게 다른지 (not mentioned)

(D) 푸에블로 족들에게 어떻게 영향을 받았는지 (minor)

Main Idea

도입부를 통해 강의 주제가 Navajo textiles임을 아는 것만으로는 정답을 찾을 수 없는 문제. 전체적으로 강의 내용을 들은 후에 Navajo textiles의 어떤 면에 대해서 논의하고 있는지 파악해야 한다. 단서 Q12로 표시된 Classical period(고전기), Late Classical Period(후기 고전기), Transitional Period(과도기), Rug Period(양탄자 시기), Contemporary Period(현대 직물기)를 통해 알 수 있듯이 이 강의에서는 나바호 직물이 각 시기별로 어떤 스타일의 변화를 겪어왔는지에 대해 연대기순으로 설명하고 있다. 따라서 정답은 (B). (C)의 푸에블로 직물과의 차이점은 따로 언급된 바 없으며, (D)의 푸에블로 족이 나바호 직물에 미친 영향은 강의 전반부에 잠깐 언급된 사항이므로 답이 될 수 없다.

13. 교수가 1680년 '푸에블로 폭동'을 언급한 이유는?

(A) 푸에블로 직조공들이 직면했던 어려움의 일례를 들기 위해

Organization

단서 Q13에서 교수가 "because it explains why

- (B) 초기 나바호 직물에 미친 중요한 영향을 설명하기 위해
 (C) 아메리카 원주민들에게 직물이 갖는 문화적 중요성을 설명하기 위해
 (D) 나바호 직물이 푸에블로 직물보다 얼마나 더 우수한지를 보여주기 위해

there was so much, um, cultural interchange between them and the Navajo.(이 사건이 중요한 이유는 그들과 나바호 인디언들 간에 왜 그렇게, 음, 많은 문화적 교류가 있었는지 설명해 주기 때문이에요.)”라고 말한 부분을 보면 알 수 있다. '푸에블로 폭동'의 결과 푸에블로 족이 이웃한 나바호 인디언들의 영토로 유입되게 되고, 이때 푸에블로 족의 직조기술이 나바호 인디언들에게 전파되어 나바호 직물의 발전을 이끌었다고 했다. 즉 교수는 푸에블로 족이 나바호 직물에 중요한 영향을 끼치게 된 계기를 설명하기 위해 이 사건을 언급한 것이므로 정답은 (B).

14. 강의에 따르면, 고전기에 생산된 직물의 특징은? 정답 두 개를 클릭하시오.

- (A) 대개 수입된 천으로 만들어졌다. (not correct)
 (B) 디자인의 무늬가 단순했다.
 (C) 초기 디자인은 천연 섬유색을 특징으로 했다.
 (D) 기본적인 물품을 얻기 위해 다른 부족들과 직물을 교환했다.
 (not mentioned)

Detail

단서에서 확인할 수 있듯이 이 시기의 직물들은 plain stripes or terraces(밋밋한 줄무늬나 계단무늬)와 같은 단순한 무늬가 주를 이루었고 the natural colors of different wools(다양한 양모의 자연적인 색깔)로 색을 냈다고 했다. 따라서 이 두 가지 내용에 해당하는 (B)와 (C)가 정답. 수입된 천으로 직물을 만든 것이 아니라, by unraveling cloth(천을 다시 풀어서) 선홍색 등의 색상을 얻었다고 했으므로 (A)는 오답임에 유의하자.

15. 과도기 직물이 공장에서 생산된 실로 직조된 이유는?

- (A) 나바호 인디언들이 그들의 직물에 더 많은 색깔을 도입하고 싶어했기 때문에 (not mentioned)
 (B) 공장에서 생산된 실이 천연 양모보다 저렴해지고 획득하기 쉬워졌기 때문에 (not mentioned)
 (C) 직물을 짜는 나바호 인디언들의 수가 크게 줄었기 때문에 (not mentioned)
 (D) 나바호 인디언들의 가축이 살육 당한 후 이용할 수 있는 유일한 재료였기 때문에

Detail

단서 Q15에서 교수가 "미국인들은 수천 명의 나바호 인디언들을 살해하고 그들의 직물과 가축들을 없애버렸죠. 양을 잃은 나바호 인디언들은 직물을 생산할 양모를 얻을 수 없었어요. 결국 보상책으로 미국 정부는 나바호 직조공들에게 공장에서 생산된 실을 공급하게 되었죠."라고 한 것으로 미루어 보아 공장에서 만든 실이 직물을 팔 수 있는 유일한 수단이었음을 알 수 있다. 따라서 정답은 (D)이다. 나머지 선택지의 내용들은 과도기 직물을 소개하는 단락에서 전혀 언급되지 않았다.

16. 다음과 같이 말할 때 교수가 의미하는 것은?

OK. Getting back to what I was saying...

- (A) 학생들이 푸에블로 족에 대해 알 필요가 없다고 생각한다.
 (B) 자신이 조금 전에 한 말에 대해 학생들이 의견을 내놓기를 원한다.
 (C) 자신이 중심 주제에서 벗어나 있었다고 생각한다.
 (D) 푸에블로 족과 나바호 인디언 간의 교류에 대해 좀 더 이야기하고 싶어한다.

Function

다시 들려진 부분은 The Pueblo Revolt(푸에블로 폭동)에 대한 내용으로 강의에서 이 사건은 푸에블로 족의 직조기술이 나바호 인디언들의 직물에 미친 영향을 설명하기 위해 언급되었다. 따라서 교수가 "Getting back to what I was saying..."라고 말한 데에는 이 사건 자체에 대해 더 자세히 들여다보기보다는 나바호 인디언들의 직물에 영향을 주게 된 계기였다는 것 정도까지만 설명하고, 다시 본 강의 주제인 나바호 직물의 특징

17. 교수가 다음과 같이 말한 이유는?

I don't need to explain that distinction, do I?


- (A) 학생들이 그 차이를 이미 알고 있어야 한다는 것을 나타내기 위해
- (B) 학생들에게 이 정보를 굳이 외울 필요가 없다는 것을 알려주기 위해
- (C) 두 쓰임새의 차이가 과장되어 있다는 것을 암시하기 위해
- (D) 강의에서 사용된 용어들을 설명할 시간이 없다는 것을 강조하기 위해



Function

나바호 인디언들의 직물이 현대에 와서 바닥 덮개가 아닌 벽걸이 용으로 주로 사용되면서 과거의 실용적인 용도에서 예술적인 용도로 그 쓰임이 바뀌었다는 것은 학생들이 충분히 알 수 있는 내용이다. 따라서 교수는 이 용도상의 변화에 대해서는 더 이상 설명하지 않으려는 의도가 있음을 추측할 수 있다. 특히 "do I?"라고 반문한 것은 자신이 굳이 이 점에 대해 부연 설명을 할 필요가 없다는 것을 재확인하려는 의도이므로 정답은 (A).

part 2

 MP3-454 [1-5] Listen to part of a conversation between a student employee and his manager.

- Student (male)** Ms. Hathaway, do you have a minute? **Q1** *If you're not busy right now, I'd like to talk with you about my work schedule for next semester.*
- Manager (female)** Um, yeah. Sure. **Q4**  MP3-455 *Do you have a problem with your schedule?*
- Student** *[struggling to find the right words]* Well, um...see, the thing is...
- Manager** *[encouragingly]* Go on.
- Student** OK. See, I just found out that I was invited to join the jazz band next semester. And I'm really excited about it—I tried out last year but didn't get accepted. So this is an opportunity I'd really love to take advantage of.
- Manager** Well, congratulations. That sounds like a great opportunity for you. I know you're majoring in music, so I'm sure being in the jazz band will look good on your resume.
- Student** Right. I think so too. The only thing is, um, the band practices in the evening, from 5:00 to 6:30. Every night.
- Manager** Oh, I get it now. And that conflicts with your schedule as a waiter here in the cafeteria.
- Student** That's right.
- Manager** Hmm...I'm afraid that is a problem.
- Student** I know. **Q1** *So I was wondering if there are any other, um, shifts I could work. Instead of the dinner shift. I mean...do you need anyone to come in at lunch? Or breakfast?*
- Manager** *[apologetically]* Oh...I'm afraid the only opportunities we have for part-time waiters like yourself is the dinner shift.
- Student** OK. I was worried that might be the case.
- Manager** I understand. Your studies are your top priority, right? **Q2** *It's just a shame for us, that's all. It won't be easy finding a replacement.*
- Student** I've really enjoyed working in the cafeteria, too. That's why I thought I'd talk

- to you before I gave my two weeks' notice. I wasn't sure if there might be some other option I hadn't thought of.
- Manager** [suddenly coming up with an idea] Oh! Well, maybe there is another way.
- Student** [excitedly] Really? What is it?
- Manager** **Q5**  **MP3-456** Well, if you don't have your heart set on waiting tables, there might be something you could do in the kitchen instead. Employees in the kitchen have a lot of work to do before the dinner rush starts. And I'm always looking for more part-time people in the kitchen. If you were willing to work back there, you could come in earlier and leave in time to make it to your jazz band practice.
- Student**  [hesitantly] Oh...that's very nice of you to offer. But...well. I don't really have any experience working in a kitchen. You know...I mean, I worked as a waiter all through high school, and now in college. I know what I'm doing with that. But the kitchen...I don't know.
- Manager** **Q3** I don't think you need to worry about it. There's nothing too hard about kitchen work. Basically, you'll just be chopping up vegetables, putting things in the oven, washing some dishes...that kind of thing. The head cook's a really great guy, and he'll help you get used to everything.
- Student** OK...well, if you think I can do it, I guess I'll give it a shot, then. When can I start?
- Manager** I can give you your new schedule next week, so...um, just finish the rest of this week waiting tables, and we can work out the rest of the details in the next couple of days.
- Student** OK, great. Thanks so much for giving me another option.



MP3-465

take advantage of

(좋은 기회 · 사실을) 이용하다

major in ~을 전공하다

conflict with

~와 상충되다, 충돌하다

shift 교대조, 교대시간, 교체

the case 실정, 사정(이 의미로

사용될 때 항상 정관사 the와

함께 옴)

top priority 최우선 순위

replacement 후임자; 대체물

two weeks' notice

2주전 퇴사 고지

come up with an idea

좋은 생각이 나다

have one's heart set on

~을 매우 원하다(=set one's

heart on)

rush 바쁜 시간대, 혼잡한 시기

chop up ~을 잘게 썰다

head cook 조리장

give it a shot

한번 해보다, 시도하다

1. 학생이 매니저를 만나러 온 이유는?

- (A) 서빙 시간을 좀 더 앞당길 수 있는지 물어보기 위해
 (B) 주방으로 일자리를 옮겨줄 것을 요청하기 위해 (not correct)
 (C) 학교 카페테리아에서 일하는 것을 그만두기 위해 (not correct)
 (D) 재즈 밴드에 들어가는 것을 허락 받기 위해 (not correct)

Main Idea

학생은 다음 학기 근무 스케줄과 관련해서 이야기를 하고 싶으며 매니저를 찾아왔고 저녁 교대시간 대신 점심이나 아침시간에 일할 수 있을지 물어보았다. 따라서 정답은 (A). 주방으로 일자리를 옮기는 것을 제안한 것은 매니저이며 학생은 이미 재즈 밴드에 들어간 상태이므로 (B), (D)는 오답.

2. 매니저가 학생에 대해 생각하고 있는 것은?

- (A) 학생이 좀 더 일찍 자신에게 이야기했어야 한다.
 (not mentioned)
 (B) 학생이 스스로 우선순위를 결정해야 한다. (not correct)
 (C) 학생은 재능 있는 음악가이다. (not mentioned)
 (D) 학생은 웨이터로서 일을 잘 했다.

Inference

단서 Q2에서 매니저가 "It's just shame for us(다만 우리에게 유감스런 일이지)"라고 말하며 아쉬워하는 것을 통해 학생이 웨이터로서 업무를 훌륭히 수행했다고 생각한다는 것을 유추할 수 있다. 따라서 정답은 (D). 매니저 스스로가 학생에게 공부나 최우선 순위라고 했고, 학생 전공이 음악이기 때문에 재즈 밴드 활동이 이력에 도움이 될 것이라고만 했으므로 (B), (C)는 오답.

3. 매니저가 학생이 주방에서도 일을 잘 할 것이라고 여기는 이유는?

- (A) 요리와 설거지 등의 기본적인 기술만을 요하는 일이기 때문에
 (B) 식당 주방에서 일한 경험이 있기 때문에 (not correct)
 (C) 혼잡한 저녁시간에 대처할 수 있을 만큼 일손이 빠른 직원이기 때문에
 (not mentioned)
 (D) 현재 주방에서 일하는 직원들과 원만한 관계를 유지하고 있기 때문에
 (not mentioned)

Detail

학생이 주방 일을 잘 할 수 있을지 걱정하자 매니저는 주방 일도 전혀 어렵지 않다고 하면서 기본적으로 야채 썰고, 준비된 음식을 오븐에 넣고, 빈 접시를 닦는 등의 간단한 일만 하면 된다고 말했다. 따라서 정답은 (A). 학생은 주방에서 일해본 경험은 없고 계속 웨이터 아르바이트만 했다고 했으므로 (B)는 오답. 또한 단서 Q2에서 학생이 좋은 웨이터였다는 것을 추정할 수 있을 뿐 (C)의 내용이 구체적으로 언급된 적은 없으므로 오답.

4. 학생에 대해서 유추할 수 있는 것은?

- (A) 매니저가 이야기할 시간이 없을까봐 걱정하고 있다.
 (B) 예기치 못한 반응에 당황하고 있다.
 (C) 자신의 문제를 어떻게 이야기하는 게 가장 좋을지 잘 모르고 있다.
 (D) 매니저가 자신의 말을 오해할까봐 걱정하고 있다.

Attitude

근무 스케줄과 관련해서 문제가 있냐는 매니저의 질문에 학생이 머뭇거리는 부분이다. 말의 어조와 다른 시간대로의 교체를 원하는 이후 대화 내용 등을 고려할 때, 자신의 스케줄 관련 문제를 매니저에게 어떻게 이야기할지 몰라 망설이고 있음을 알 수 있다. 따라서 정답은 (C).

5. 학생이 다음과 같이 말한 이유는?

[hesitantly] Oh...that's very nice of you to offer. But...well.

- (A) 매니저가 그녀의 제안에 대해 자세하게 설명하도록 하기 위해
 (B) 매니저의 제안을 수락하기 위해
 (C) 매니저가 잘못 생각하고 있다는 것을 알려주기 위해
 (D) 매니저의 생각에 대해 공손하게 의구심을 표시하기 위해

Function

학생은 매니저가 자신을 위해서 주방에서 일하는 것을 제안한 것에 대해 감사하다고 말한 뒤 "But...well."이라고 망설이듯 덧붙임으로써 그 생각에 대해 의구심을 나타내고 있다. 따라서 정답은 (D). "감사하긴 하지만"이라는 표현과 뒤에 이어지는 주방 경험이 없어서 걱정하는 내용이 정답을 고르는 두 가지 좋은 단서가 된다.



MP3 • 457 [6-11] Listen to part of a talk in a geology class.

Professor (male)

Q6 So today I thought we'd focus our discussion on deserts—different types of deserts...how they form...that sort of thing. I suppose we should probably start by defining deserts. You no doubt already know that deserts are tracts of land that receive meager amounts of annual rainfall. On average, they're places that get less than 250 millimeters of rain a year. That...or they lose more water than they receive. Some other typical features of deserts include sand dunes and ergs—sand "seas," full of shifting sand dunes. They also have rocky plateaus. And mineral deposits that were created by evaporation. A general term for these is evaporites...minerals that are left behind when surface water evaporates. Uh, some typical evaporites would be...gypsum, and different salts. OK. Did you realize that deserts account for about a third of the Earth's land surface? Pretty amazing, isn't it? It makes sense if you think about it, though.



Q11 MP3 • 458 Look at a map...you'll see deserts covering huge sections of Africa and Asia—and then there's Antarctica...

Student A (female) That's a desert?

Professor

Well...yes. But I can understand why you might be confused. There're actually quite a variety of deserts...not just the sandy ones that you might think of first. Typically, we classify all these different types of deserts according to how they form. And this can be the result of their geographical location...meaning the major features of the surrounding land. Or their dominant weather patterns. Let's take that second idea...weather patterns...and I'll give you an example.

Q7 Trade winds. It'll be good to start with trade winds, because they're actually what's caused the formation of the world's best-known desert. Do you know which one I'm referring to?

Student B (male)

It's gotta be the Sahara. I'm pretty sure that's the largest desert on Earth.

Professor

You're right about the Sahara being the desert I'm thinking of, but it's actually the world's second-largest desert...next to Antarctica. **Q10(A)** The Sahara is a trade-wind desert that was created by the movement of trade winds across northern Africa.

Student B

Um, could you just quickly explain what you mean by trade winds? I'm familiar with the term, um, from other geography classes I've taken, but I don't really know much about them.

Professor

[surprised] Oh. Uh, this isn't something you've studied in detail before? Uh, OK. Sure. Trade winds are the winds that you find near the equator...blowing almost constantly through the tropics. From the subtropical regions, actually, to the tropics. In the northern hemisphere, they blow from the northeast. In the southern hemisphere, they blow from the southeast.

OK. Back to what I was saying about the Sahara. Trade winds traveling toward the equator cross the Sahara, picking up every last bit of moisture in the land. And, since they're moving toward the equator and warming up, their capacity for holding water is increasing. Because hot air has the capacity to hold a lot of water. At the same time, though, these trade winds are very dry. When they pass

Student A

over the Sahara, they pick up what little water there is. The result is, the land is left with almost no water at all. It can't support plants...it becomes a desert. So you're saying the Sahara turned into a desert not just because it doesn't get much rain, but...um, also because these trade winds blow across it and suck out the moisture?

Professor

Absolutely right. See how that works? All right. So trade winds are one of the causes of deserts. Let's move on to another weather pattern that causes deserts. The "rain-shadow effect." **Q8(B)** The name "rain-shadow" has to do with the location of these deserts...in the shadow of huge mountain ranges. Uh, here's how it works. Moist air currents blowing from the sea sweep across land, until they run into a mountain range. The shape of the mountains basically forces the moist air to move upward, where it cools, its moisture condenses, and rain falls. **Q8(D)** All of the moisture is released on the ocean-facing side of the mountain range. And by the time it reaches the opposite side of the range, the air is almost totally dry—no more rain. **Q10(C)** In extreme cases, this rain-shadow causes the opposite side of the mountains to turn into a desert. The Mojave Desert in the United States is affected by this phenomenon.

Moving on...let's consider coastal deserts. Like rain-shadow deserts, they're influenced by the ocean, though the method is somewhat different. They most often occur along the western edges of continents, where huge, cold currents in the ocean run parallel to the coast. **Q9** What happens is that cold ocean currents keep rain clouds from forming. They don't provide much moisture, and as a result, the coastal region becomes very dry. **Q10(B)** A good example of a coastal desert is the Atacama in Chile, which is actually one of the driest places on Earth.

OK, class. I think we're about out of time for today, but next time we'll begin with polar deserts and discuss Antarctica in greater detail.



no doubt 물론, 의심할 바 없이
tract 지역
meager 불충분한
annual rainfall 연간 강수량
sand dune 사구
erg [지질] 에르그(흔히 모래사막을 부르는 말로 모래사막에서 볼 수 있는 사구는 바람이 부는 쪽으로 위치를 계속 이동하는 것이 특징임)
plateau 고원
mineral deposit 광물 침전물
evaporation 증발
(←**evaporate** 증발시키다, 사라지다)

evaporite [지질] 증발 잔류암(물에 갇힌 해수가 증발할 때 생긴 침전물에 의해 만들어진 퇴적암의 총칭)
gypsum 석고
account for
(~의 비율을) 차지하다, 구성하다
Antarctica 남극 대륙
trade wind(s) 무역풍
refer to ~을 지칭하다, 일컫다
equator 적도
the tropics 열대지방
subtropical 아열대의, 아열대성의
northern[southern]
hemisphere 북[남] 반구

capacity 수용력, 용량
suck out ~을 빨아들이다
have to do with
~과 관계가 있다
mountain range 산맥
air current 기류
sweep across 휩쓸다
condense 응결하다
phenomenon 현상
cold current 한류
run parallel 나란히 뻗다
polar desert 극지사막

6. 논의의 주된 내용은?

- (A) 사막을 정의하는 일반적인 특징 (**minor**)
 (B) 모든 종류의 사막이 공통적으로 지닌 특성 (**minor**)
 (C) 사막이 지구 기후에 미치는 영향 (**not mentioned**)
 (D) 사막을 형성하게 하는 다양한 요인

Main Idea

강의를 시작하면서 교수는 사막을 주제로 다양한 사막의 종류와 그러한 종류의 사막이 생성되는 방식을 이야기해 보자고 했고 강의 전반에 걸쳐 기상과 지역 조건에 따른 사막의 형성에 대한 다양한 예들을 들고 있으므로 정답은 (D). 사막에 대한 정의와 사막의 공통적인 특징들은 강의 초반에만 언급된 부분적인 내용이므로 (A), (B)는 오답.

7. 교수가 무역풍을 언급한 이유는?

- (A) 아열대 지역에 사막이 없는 이유를 보여주기 위해 (**not mentioned**)
 (B) 모래 사막과 다른 사막의 차이점을 명확히 하기 위해 (**not mentioned**)
 (C) 가장 큰 사막 중 하나의 생성 방식을 설명하기 위해
 (D) 비그늘효과와 원인을 설명하기 위해 (**not correct**)

Organization

단서 Q7에서 교수는 세계에서 가장 유명한 사막이 무역풍 때문에 생성되었기 때문에 무역풍을 먼저 다루는 것이 좋겠다고 이야기하고 있다. 따라서 정답은 (C). (D)의 비그늘효과는 사막을 생성하는 또 다른 유형의 기상 패턴이므로 무역풍과는 무관하다.

8. 논의에서 언급된 비그늘사막의 두 가지 주요 특징은? 정답 두 개를 클릭하십시오.

- (A) 아열대 지방에 주로 생성된다. (**not mentioned**)
 (B) 산맥 옆에 위치한다.
 (C) 일조량이 적다. (**not mentioned**)
 (D) 습한 기류로부터 차단되어 있다.

Detail

단서 Q8(B)와 Q8(D)에서 비그늘사막은 거대한 산맥의 그늘에 자리잡고 있으며, 모든 습기는 산맥이 바다에 면하고 있는 곳에서 방출되고 기류가 산맥의 반대편에 도착할 즈음에는 공기가 거의 완전히 건조해져 있기 때문에 산맥 반대편을 사막화시킬 수 있다고 했다. 따라서 정답은 (B), (D).

9. 대양의 한류가 사막을 만드는 이유는?

- (A) 비구름이 쌓이는 것을 막는다.
 (B) 식물이 자라기에 너무 춥게 만든다. (**not mentioned**)
 (C) 비그늘효과를 일으킨다. (**not correct**)
 (D) 대륙의 서쪽 가장자리에 습기를 품게 만든다. (**not correct**)

Detail

단서 Q9에서 대양의 한류는 비구름 형성을 막기 때문에 습기가 많이 공급되지 않아서 해안 지역에 사막을 만든다고 했다. 따라서 정답은 (A). 대양의 한류는 비그늘효과와는 무관한 내용이고, 한류는 대륙의 서쪽 가장자리를 건조하게 한다고 했으므로 (C)와 (D)는 모두 오답.

10. 강의에서 교수는 세계 각지의 사막을 예로 들고 있다. 다음 사막이 어떠한 지리적 혹은 기후적인 특징으로 형성되었는지 고르시오. 1개의 선택지는 사용되지 않음. 맞는 칸에 표시하십시오.

	무역풍	비그늘	해안
(A) 사하라사막	√		
(B) 아타카마사막			√
(C) 모하비사막		√	
(D) 남극 대륙			

Connecting Contents

강의 전반에 걸쳐 사막이 생성되는 지리적, 기후적 조건 세 가지를 설명하고 그 각각의 예를 언급하고 있다. 생성 조건과 각 사막의 예를 연결시켜 보면 사하라사막은 무역풍에 의해 형성되었으며, 아타카마사막은 해안사막의 좋은 예이고, 모하비사막은 비그늘효과에 의해 나타나게 되었다고 했다. 따라서 정답은 Trade winds → (A) / Rain-shadow → (C) / Coast → (B). 남극도 사막이라고 했지만 그 형성 원인은 언급되지 않았다.

11. 학생에 대해서 유추할 수 있는 것은?

That's a desert?

- (A) 교수가 말한 사실에 놀라고 있다.
- (B) 교수의 말을 잘못 들었을까봐 염려하고 있다.
- (C) 교수가 방금 사용한 용어를 잘 모르고 있다.
- (D) 논의를 따라가는 것을 힘겨워하고 있다.



Attitude

교수가 지구 표면적의 1/3이 사막으로 이루어져 있다는 사실을 설명하면서 대표적인 사막의 예로 아프리카와 아시아 그리고 남극 대륙을 들자 학생은 그것도 사막인지 되묻고 있으므로 남극 대륙이 사막으로 분류된다는 사실에 놀라워하고 있다는 것을 짐작할 수 있다. 따라서 정답은 (A).

 MP3 • 459 [12-17] Listen to part of a lecture in a theater class.

Professor (female)

Who's seen *Rebel Without a Cause*? You know, the classic James Dean movie...the one where he plays a troubled teenager. Dean gives an intense performance, doesn't he? He broods, he screams, he looks wide-eyed and angry. It's like he's not acting—it's like he actually *is* the character. Well, Dean was using a famous technique called method acting. And, uh, that's what we're going to talk about today.



Method actors try to understand the psychology of their character. They want to personally identify with the character they're playing. Here's an example of what I mean. **Q16**  MP3 • 460  **If you were playing a character whose grandfather died, you would want to recall a similar experience in your own life—like the death of someone you knew—and try to relive that experience...replicate those emotions onstage. Is that clear?**

Q12 Good. So, uh, today I'll be discussing two major figures in the development of method acting. First, there's Constantin Stanislavski, a Russian actor and director who essentially laid the foundation for method acting. Then there's Lee Strasberg, an American teacher and director who, um, guided by Stanislavski's ideas, introduced method acting as we know it today.

Q13 First, to understand Stanislavski's ideas, we've got to look at Russian theater of the time...the early 1900s. Czar Nicholas II's censorship policies really stifled creativity. Um...nobody was willing to experiment with new material in the theater. They stuck with things they knew would be acceptable—plays translated from French and German melodramas or vaudevilles. Really, there wasn't much room for creative expression or experimentation because actors basically specialized in a certain kind of role and had to follow these, um, set formulas for that role. Roles like...the amorous lover...or the clumsy father. They were always played the same way.

Q13 **Q15(E)** Stanislavski wanted a change—he wanted to raise the standards for actors and get away from this predictable theater. **Q15(C)** So he started studying the techniques of actors he admired and developing some theories and exercises on how to act. These came to be known as the "Stanislavski system." **Q15(A)** One principle of this system was that the actor must use his or her own experiences to make the role real—more than just a performance. Instead of imitating emotions, Stanislavski wanted actors to try to experience the emotions of their characters more fully. He saw this as introducing "truth" to theater. Um, this idea was appealing, especially in the U.S., and it spread quickly. Drama schools adopted it, simplified it, and began teaching it to their actors. **Q14** Pretty soon, Stanislavski's method was a major part of American theater.

Why did this happen? Well, you've got to understand that, um, during the twentieth century, there was a kind of cultural change occurring in the United States. It had to do with American society's

growing interest in originality...and individuality. **Q17**  **MP3-461**  **Um, I don't want to get too far off the topic here, so suffice it to say that as a result of these changes, Americans were rejecting the idea of imitation...um, fakeness—in favor of authenticity.**

Q14 So there was a growing desire for, for authenticity in all aspects of American culture, including theater. This, um, cultural shift really created the right conditions for Stanislavski's theories about acting to take hold. Through the beginning of the twentieth century, his ideas spread and evolved in American theater until the 1940s and '50s, when a New York organization called the Actors Studio essentially...um, they evolved the Stanislavski system into what we now know as method acting. Lee Strasberg, the director of the Actors Studio in the '50s...he gets much of the credit for developing this technique, um, which is sometimes shortened to "the Method."

Like Stanislavski, Strasberg believed that actors should try to empathize with their characters in order to give authentic performances. He also encouraged actors to focus on their own pasts—their own experiences...to find emotions and experiences that fit the context of the role and could be brought to life onstage. But Strasberg took Stanislavski's idea further. He wanted emotions from an actor's past to be relived exactly, in order to come across as authentic during a performance. **Q15(B)**

He called memories like these, um, which were useful for reliving during a performance, "affective memories." So, according to Strasberg's method, actors needed to store up a variety of affective memories that they could relive when necessary to produce a range of emotions. **Q15(D)** These teachings changed the course of American theater, and some of the most famous Hollywood actors were students of Strasberg, like Jack Nicholson, Marlon Brando, James Dean, and Al Pacino.



Rebel Without a Cause

[영화] 이유 없는 반항
brood 수심에 잠기다
wide-eyed 깜짝 놀란
identify with
 ~와 동일시하다, 공감하다
recall 상기하다
relive 재현하다
replicate 재현하다
onstage 무대에서
censorship 검열
stifle 억압하다
stick with ~을 고수하다

vaudevilles 보드빌(음악이 있는 짧은 희극, 가벼운 희극)
set formula 정해진 공식
amorous 사랑의
get away from ~에서 벗어나다
imitate 모방하다, 흉내내다
adopt 받아들이다
suffice it to say that
 (지금은) ~이라고만 말해 두자, ~라고 말하면 충분하다
authenticity 진실성, 진정성
 (←authentic 진정한, 진짜의)
take hold 확립되다, 뿌리를 내리다

get the credit for

~의 공로를 인정받다

empathize with

~에 감정이입하다, 공감하다

affective 감정적인, 정서적인

store up ~을 간직하다

12. 논의의 주된 내용은?

- (A) 메소드 연기의 결과로 인해 유명해진 배우들 (minor)
- (B) 근대 미국 연극에서의 메소드 연기에 대한 다양한 접근법들 (not mentioned)
- (C) 20세기 러시아 연극의 역사 (minor)
- (D) 메소드 연기 발전 과정에서의 중요한 두 인물

Main Idea

교수는 메소드 연기 발전 과정에서 중요한 두 인물인 Constantin Stanislavski와 Lee Strasberg에 관해 논의하고 있다. 따라서 정답은 (D). 강의의 마지막에 메소드 연기로 지도를 받은 유명 배우들에 대해 나와 있고 강의 중간쯤 20세기 러시아 연극 역사에 대한 언급이 있긴 하지만 강의 전반을 아우르는 내용이 아니므로 (A)와 (C) 모두 오답임에 유의하자.

13. 교수가 러시아 황제 니콜라스 2세의 검열정책을 언급한 이유는?

- (A) 20세기에 러시아 문화에서 연극이 중요한 부분을 차지했었다는 것을 시사하기 위해
- (B) 스타니슬라브스키가 연기에 대한 자신의 아이디어를 발전시키게 된 배경을 설명하기 위해
- (C) 스타니슬라브스키가 특정 배우들을 선정해서 연구 분석한 이유를 설명하기 위해
- (D) 스타니슬라브스키의 이력이 러시아 문화에 미친 영향을 설명하기 위해

Organization

교수는 니콜라스 2세의 검열정책이 독창성을 억압했기 때문에 스타니슬라브스키가 변화를 원했던 것이라고 설명하고 있다. 즉 당시에 혁신적인 연기 방식이 등장하게 된 시대적 배경을 설명하기 위해 러시아 황제의 정책을 언급한 것이므로 정답은 (B).

14. 교수에 따르면, 미국에서 메소드 연기가 인기를 얻게 된 이유는?

- (A) 유럽의 주지주의 및 상류사회와 관련이 있어서 (not mentioned)
- (B) 할리우드에서 인기 있었던 연기 이론에 기반을 두고 있어서 (not mentioned)
- (C) 액터스 스튜디오와 같은 영향력 있는 단체에서 메소드 연기의 활용을 장려해서 (not correct)
- (D) 메소드 연기의 도입이 진실성을 추구하려는 문화적 변화와 때를 같이 해서

Detail

단서 Q14에 따르면, 20세기를 거치면서 미국은 모방이나 거짓을 거부하고 진실성을 추구하고자 하는 문화적 변화를 경험했는데, 이 변화의 결과 스타니슬라브스키의 연기 이론이 뿌리를 내릴 수 있는 알맞은 환경이 조성되었다고 했다. 따라서 정답은 (D). 액터스 스튜디오의 책임자였던 리 스트라스버그가 스타니슬라브스키의 연극 시스템을 발전시켜 메소드 연기가 탄생했으므로 (C)는 오답이다.

15. 강의에 제시된 정보를 바탕으로 아래 특징들이 각각 어느 인물에 해당하는지 고르시오. 맞는 칸에 표시하십시오.

	스타니슬라브스키	스트라스버그
(A) 배우는 진실성을 추구해야 한다는 아이디어를 처음 주창했다.	√	
(B) 배우들에게 무대에서 재현할 수 있는 정서적 기억을 간직할 것을 촉구했다.		√
(C) 자신의 이름을 딴 연기 "시스템"을 확립했다.	√	
(D) 미국의 많은 유명 배우들의 연기를 지도했다.		√
(E) 전통적인 연기 방법을 혁신시키고자 했다.	√	

Connecting Contents

두 인물의 특징 설명이 강의의 핵심을 이루고 있으므로 이 둘의 차이점과 공통점을 구분하여 정리하는 능력이 요구된다. 스타니슬라브스키는 전통적 연기방식에 반기를 든 메소드 연기의 첫 창시자이고 스트라스버그는 미국에서 이를 더 발전시키고 유명 배우들을 지도했다는 것으로 둘의 특징이 요약될 수 있다.

16. 교수가 다음과 같이 말한 이유는?

If you were playing a character whose grandfather died, you would want to recall a similar experience in your own life—

- (A) 학생들 중 메소드 연기를 해본 사람이 있는지 알아보기 위해
- (B) 학생들에게 무대 연기에 대한 지도를 하기 위해
- (C) 메소드 연기를 응용한 예를 학생들에게 설명해주기 위해
- (D) 학생들에게 이전 시간의 강의 내용을 상기시키기 위해

Function

교수는 이 말을 하기 전에 메소드 연기를 하는 배우들은 등장인물의 심리를 이해하기 위해 자신이 연기하고 있는 인물과 혼연일체가 되기를 원한다고 했다. 그에 대한 예를 들어보겠다고 하면서 "If you were playing a character whose grandfather died(할아버지가 돌아가신 인물을 연기한다면)"이라고 가정을 해서 학생들이 이해하기 쉽도록 설명한 것이다. 따라서 정답은 (C).

17. 다음과 같이 말할 때 교수가 의미하는 것은?

Um, I don't want to get too far off topic here,

- (A) 학생들이 이해하지 못할 경우 솔직히 말해주기를 원한다.
- (B) 그 이야기가 강의 주제와 관련이 없다고 생각한다.
- (C) 그 이야기에 대해 더 자세히 설명하고 싶어하지 않는다.
- (D) 학생들이 강의 주제에 대해 충분히 이해하고 있다고 생각한다.




Attitude

강의의 주제는 메소드 연기의 선구자인 두 인물에 관한 것이므로 20세기를 거치면서 미국이 경험한 문화적 변화의 결과에 대해서는 더 이상 깊이 들어가지 않겠다는 의도로 이와 같이 말했다고 볼 수 있다. 따라서 정답은 (C). (B)의 경우 완전히 강의 주제와 동떨어진 내용이라고 볼 수는 없으므로 오답이다.

- Answer** part 1 > 1 (C) 2 (D) 3 (B) 4 (C) 5 (D) 6 (B) 7 (D) 8 (A), (C) 9 YES → (A), (D) / NO → (B), (C)
 10 (B) 11 (D) 12 (A) 13 (A) 14 YES → (A), (C) / NO → (B), (D) 15 (A), (B) 16 (C) 17 (C)
- part 2 > 1 (D) 2 (C) 3 (B) 4 (A) 5 (D) 6 (B) 7 YES → (A), (B), (C) / NO → (D), (E) 8 (B) 9 (C)
 10 (B) 11 (D) 12 (D) 13 (B) 14 YES → (B), (C), (E) / NO → (A), (D) 15 (A), (C) 16 (A)
 17 (B)

part 1

 MP3 • 468 [1-5] Listen to part of a conversation between a student and his professor.

- Student (male)** **Q4**  MP3 • 469 Professor Williams, I know it's a couple of minutes before our scheduled appointment, but I got out of class early, so I thought I'd just drop by to see if you were available...
- Professor (female)** Oh—hello, Andrew.  I was just looking over some student papers—nothing I can't finish later on.
- Student** Great. Thanks. I really appreciate it.
- Professor** Of course. It's no problem. So, what can I do for you today? Are you here to talk about your grade on the last big exam? I know a lot of students have questions about how I graded some of the essay questions...
- Student** Actually, I haven't gotten my exam back yet. I was out sick all last week, so I just took the test this Monday, remember?
- Professor** Oh, that's right. Sorry I forgot. I should have it graded for you in the next couple of days.
- Student** That's no problem. I think I did pretty well...I didn't have any trouble with the essay questions.
- Professor** Good. So, **Q5**  MP3 • 470 what do you need today?
- Student** Well, it's about the final project for the class.
- Professor** Ah. *[surprised]* On community economic development? You know... the due date for that's still quite far away.
- Student** Oh, I know, but...I just like to get ahead of schedule when I can. And I don't have much work right now in my other classes. Might as well take advantage of it, you know?
- Professor** Yes, that's a good idea. Um...the final project. Like I mentioned at the beginning of the semester, it's a pretty open assignment...you can pursue whatever concepts from the class you're interested in, in terms of community economic development. And in whatever form is most suitable for presenting your work. That could be a research paper...um, a website...anything like that.
- Student** Right. I've been thinking about the assignment, and, um, I've come up with an

idea I think will work.

Professor Great. Tell me about it.

Student OK. I'd like to base my final project on an interview of someone in the local business community. Um, since I'm interested in starting up a small business when I graduate from school.

Professor Hmm...that sounds like a great idea. I don't think any of my students have ever done that for this project. Yeah, that's good. Let me see...if you're looking for guidance with conducting an interview, I have a great collection of resources you might want to look at. And I'd be happy to recommend some other books that I don't personally own but you can check out from Truman Library.

Student Oh, thanks. That'd be really helpful. Actually, though, that's not the part that I'm having trouble with.

Professor Oh?

Student **Q1** Well, I'm not too worried about the actual interview itself...but I can't seem to figure out where to start in order to find a local businessperson to meet with. It seems like it'd be easy to do...but I just don't know the best way to go about it.

Professor Well, that's understandable. Um, OK...let's see if I can come up with any suggestions for you. **Q2** Hmm...I guess the best person to interview would be someone who's already doing what you're interested in doing after college.

Student Yeah, I think that'd be best. That really narrows down the possibilities. Um, my dream is to open a business as a kayak guide. You know, leading kayak tours on the rivers upstate.

Professor Great. OK. I know there're a couple of local companies who provide that kind of service. I recommend you start by speaking with the owners of those companies and finding out if they'd be willing to share their experiences in an interview with you.

Student Do you think that'd work? I mean...just going in and asking them like that?

Professor I bet it would. They'd probably be flattered actually. Most businesspeople I know are more than happy to talk about how they started out...the challenges they faced and how they overcame them...those kinds of things.

Student OK. I'll try it.

Professor If for some reason that doesn't work out, **Q3** you could also get in touch with the local small business association. See if they could help you contact some community business owners. Many of the businesses affiliated with that organization are really interested in community and economic development, and they'd probably be enthusiastic in helping you with your project.

Student Thanks. Those are some great suggestions. I'll start with the ideas you mentioned and get back to you if I need help after that.

Professor Good luck, Andrew.

available

시간이 있는, 바쁘지 않은

due date 마감일

get ahead of schedule

예정보다 앞서다

might as well ~하는 편이 낫다

open 제한 없는

pursue 추구하다

in terms of

~의 관점에서, ~란 면에서

suitable for ~에 적합한

present 나타내다, 발표하다

come up with (아이디어나 생

각 등을) 짜내다

base on ~에 바탕을 두다

local 지역의, 현지의

conduct an interview

인터뷰를 하다

personally 개인적으로

have trouble with

~에 어려움이 있다

narrow down 범위 등을 좁히다

kayak 카약(가죽으로 만든 스포츠

용 소형 배 혹은 이 배를 타고 하는

경기)

upstate 북쪽의

be willing to do

기꺼이 ~하려고 하다

flattered (칭찬이나 아첨을 듣고)

기뻐하는, 우쭐해진

get in touch with

~와 연락하다

association 협회

affiliated with

~에 가입되어 있는

enthusiastic

열성적인, 열정이 있는

◎ 해설

1. 학생이 교수를 찾아가 이유는?

- (A) 최근 시험에서 받은 성적에 대해 상의하기 위해 (**not correct**)
- (B) 수업의 기말 프로젝트가 무엇이 될지 알아보기 위해 (**not correct**)
- (C) 인터뷰할 사업가를 찾는 데 도움을 얻기 위해
- (D) 인터뷰하는 것에 관한 자료를 요청하기 위해 (**not correct**)

Main Idea

모든 선택지가 본문에서 언급된 내용이지만, 단서 Q1을 보면 학생은 기말 프로젝트의 주제로 지역 사업가를 인터뷰하고 싶은데 어떻게 시작해야 할지 모르겠다고 말하고 있다. 따라서 정답은 (C). 교수가 먼저 인터뷰에 도움이 될 만한 자료를 빌려주겠다고 제안했으므로 (D)는 답이 될 수 없다. 보통 대화문에서는 학생이 교수를 찾아가는 목적이 앞부분에서 드러나지만, 여기서는 중반 이후에 방문 목적이 나오고 있다는 점에 유의하자.

2. 교수가 카약 여행사의 사장과의 이야기해보라고 제안한 이유는?

- (A) 학생이 그곳에서 일자리를 구할 수 있을 거라고 생각해서 (**not correct**)
- (B) 학생이 이미 몇몇 지역 가이드들과 친분이 있어서 (**not correct**)
- (C) 여행사들이 지역 개발에 관심이 있다고 여겨서 (**not correct**)
- (D) 학생이 졸업 후에 그와 비슷한 사업을 시작하는 데 관심이 있어서

Detail

교수가 인터뷰로 가장 적합한 상대는 **someone who's already doing what you're interested in doing after college**(졸업 후에 내가 하고 싶어하는 일을 이미 하고 있는 사람)라고 하자 학생은 졸업 후 **a business as a kayak guide**(카약 가이드 사업)를 하는 것에 관심이 있다고 했고, 그러자 교수는 그 사업을 운영하고 있는 경영인을 만나보는 것이 좋겠다고 했다. 따라서 (D)가 정답.

3. 교수가 지역 중소기업 협회에 대해 말한 것은?

- (A) 지역 사업가들은 종종 본인들의 경험을 논의하기 위해 가입한다. (**not correct**)
- (B) 학생이 사업가를 만나는 것을 협회에서 도와줄 수도 있다.

Detail

단서 Q3에서 교수는 **"Many of the businesses affiliated with that organization are really interested in community and economic**

(C) 학생은 사업을 시작할 때 협회에 도움을 요청해야 한다.

(not mentioned)

(D) 협회 사람들은 이전에 그 교수의 수업을 듣는 학생들을 도와준 적이 있다.

(not mentioned)

development, and they'd probably be enthusiastic in helping you with your project.(그 협회에 가입되어 있는 사업체 중에는 지역과 경제 개발에 관심 있는 경우가 많아서 아마도 너의 프로젝트를 열성적으로 도와줄 거야.)"라고 말한 것이 결정적인 단서. 따라서 정답은 (B). 지금처럼 대화문에서 문제의 해결책에 대한 정보는 거의 문제화되므로 구체적으로 기억해두어야 한다.

4. 교수가 다음과 같이 말한 이유는?

I was just looking over some student papers—nothing I can't finish later on.

(A) 학생이 나중에 다시 올 수 있는지 알아보기 위해

(B) 어떤 일을 하던 중이라는 것을 알리기 위해

(C) 학생과 이야기할 시간이 있다는 것을 알리기 위해

(D) 학생이 너무 오래 머무르지 않도록 하기 위해

Function

교수가 말한 "nothing I can't finish later on(나중에 끝낼 수 있는 것들이란다)"은 학생이 오기 전에 하고 있던 일은 나중에 해도 된다는 의미이고, 이는 곧 지금 학생과 이야기할 시간이 있다는 뜻으로 해석할 수 있다. 따라서 정답은 (C). 이중 부정 표현이 나타내는 의미에 주의하자.

5. 교수에 대해서 유추할 수 있는 것은?

(A) 학생이 기말 프로젝트에 관해 이야기하길 원해서 기뻐하고 있다.

(B) 학생이 기한 내에 프로젝트를 끝내지 못할까 봐 걱정하고 있다.

(C) 학생이 프로젝트를 왜 시작하지 않았는지 궁금해하고 있다.

(D) 학생이 벌써 기말 프로젝트에 착수한 것에 대해 놀라워하고 있다.

Attitude

교수의 어조가 놀라움을 표하고 있고, 무엇보다도 "the due date for that's still quite far away(그 프로젝트 마감일은 아직 멀었는데)"라고 말한 것으로 미루어 보아 아직 마감일이 한참 남은 프로젝트에 대해 이야기를 꺼낸 것에 대해 놀라워하고 있음을 알 수 있다. 따라서 (D)가 정답.



MP3-471 [6-11] Listen to part of a talk in a botany class.

Professor (female) Q7 Class, I have a question for you. What's a sugar bush?

Student A (male) A sugar bush? Isn't that a species of bush that you can get, um, sugar water out of? For making syrup?

Student B (male) No, no...it's not a bush. A sugar bush is a, a grove of maple trees, and those trees are used to produce the maple syrup.

Professor You got it. Q6 And that's what I want to talk to you about today: maple syrup production. Now, some of you are probably really familiar with the process. Especially if you're from somewhere like Quebec or Vermont...or anywhere else in northeastern North America. 'Cause that's a center for maple syrup production. Canada makes the vast majority of the world's maple syrup: 80%. Vermont is the largest producer in the United States, followed by Maine and New York. But even if you don't live in the Northeast, you still might've had the opportunity to see maple syrup being made, because it can basically be produced wherever maple trees grow.

Student A But are some types of maple trees better for making syrup than others? There

Professor

are lots of types of maple trees, aren't there?

Yes. That's a good point. Most of the time, maple syrup is made from sugar maples or black maples—since their sap has a pretty high sugar content. About 2%. Sap—you know what that is, right? It's the fluid that runs through the vascular system of plants. It's a mixture of sugar, water, salts, and minerals. And it's the raw form of maple syrup.

So how does the process work? Well, maple syrup production usually happens in early spring. This could be February, March, or April, depending on the region and the weather conditions. **Q9(A) Basically, you need to have nights where the temperature drops to below freezing and then days that are pretty warm.**



Conditions like these cause the sap in maple trees to start running. When the temperature drops below freezing, water gets taken in from the soil. Then when the temperature rises above freezing, the sap starts to flow. So when maple syrup producers drill a hole in the trunk of a maple tree, the sap will run right out of it. It usually flows for a period of about, um, 4 to 6 weeks.

I already mentioned which species of maple trees are best to tap, but there're other considerations as well. Experts look for trees that are, um, out in the open. Trees that don't have to deal with a lot of competition from other trees nearby. These kinds of trees produce a lot more sap than trees that grow in crowded forests. Um, for example, 15 to 20 gallons of sap in a season compared to just 10 gallons a season for forest-grown trees.

Once the trees have been selected, there's some setting up that has to be done.

Q8 It really only takes some basic equipment like Q8(A) a bucket for collecting the sap and Q8(C) a spout for directing it as it runs out of the tree. Of course, larger operations use more sophisticated equipment like, um, plastic tubing and pipelines to make the process more efficient. But the basic idea doesn't change. You drill a hole in the trunk of the tree, insert the spout, and position the container to collect the sap as it runs out. Oh, and if you're doing this year after year, it's important to remember that you have to drill a new hole every time... 'cause each hole is good for just one year.

Student A

Q10  MP3-472  **But didn't you say that the tree sap is only 2% sugar? I don't know how much sugar is in maple syrup, but I know it's more than that! How do you turn sap into syrup?**


Professor

Well, after collecting the sap, you have to process it to get the product we'd recognize as maple syrup. And this is pretty simple too. All you do is boil the sap down for a long time until it gets really concentrated.

Student B

Hmm...so it sounds like you end up with a smaller amount of syrup than you had of sap, right?

Professor

Yes. **Q11**  MP3-473 **Actually, it takes forty gallons of sap to make just one gallon of syrup, if you can believe that.**

Student B

[in disbelief] Forty gallons?

Professor

Uh-huh. Well, it depends to some extent on the sugar content of the sap you start with. It can vary between about 20 and 60 gallons. **Q9(D) And...this**

processing of maple syrup, it usually takes place in a special building called a sugar house. See, since so much steam is produced while the sap boils down, processing it anywhere else could cause damage to the walls of the structure. Sugar houses are designed to deal with and vent all that steam. When the sap boils down to a concentration of about 66% to 67% sugar, you're done. All you do then is filter it, and then it's ready for use on pancakes and waffles.



sugar bush

슈거부시(사탕 단풍의 숲)

grove 작은 숲

maple tree 단풍나무

process (제조) 과정; 가공하다

the vast majority of

대부분의, 대다수의

sap 수액, 식물의 액즙

content 함유량, 내용물

fluid 액체

vascular system

[식물] 관다발계

raw 가공하지 않은, 날것의

depending on ~에 따라서

below[above] freezing

영하[영상]

drill a hole 구멍을 뚫다

trunk (나무) 줄기

tap ~의 구멍을 뚫어 즙[액]을 받다

consideration 고려사항

competition 경쟁

compared to ~과 비교해서

spout 관, 주둥이

operation 운영, 조정

sophisticated

(기계 장치 등이) 복잡한, 정교한

tubing 튜브, 관

position 위치시키다, 두다

concentrated 농축된

(←concentration 농축, 농도)

to some extent

어느 정도까지는

take place 일어나다, 발생하다

vent 환기시키다

filter 거르다

◎ 해설

6. 논의의 주된 내용은?

- (A) 메이플 시럽 산업으로 알려진 지역들 (**minor**)
- (B) 메이플 시럽 제조
- (C) 메이플 나무가 수액을 만드는 과정 (**not correct**)
- (D) 메이플 시럽 산업의 역사 (**not mentioned**)

Main Idea

단서 Q6에서 교수가 "오늘 여러분에게 이야기하려는 것은 메이플 시럽 제조에 관한 겁니다."라고 말하고 있다. 또한 글 전체적으로 단풍나무에서 메이플 시럽을 얻는 방법에 대해 상세하게 설명하고 있으므로 (B)가 정답. (A) 역시 지문에서 잠깐 언급되고 있지만 전체 내용에 대한 주제로 볼 수는 없으므로 모두 오답이다.

7. 교수가 강의 주제를 소개하는 방식은?

- (A) 메이플 시럽의 최고 생산업체들을 열거하며
- (B) 메이플 시럽에 대한 일반적인 오해를 바로잡으며
- (C) 학생들에게 지난 수업 시간의 주제를 상기시키며
- (D) 학생들에게 관련된 용어를 정의해 보라고 하며

Organization

강의 주제를 소개한 방식을 묻고 있으므로 강의의 도입부를 우선적으로 떠올려야 한다. 교수가 학생들에게 "What's a sugar bush?"라고 묻는 부분에 주목해 보면, 교수는 메이플 시럽의 주원료가 되는 sugar bush에 대해 묻고 학생들 스스로 답하게 함으로써 자연스럽게 강의의 본 주제인 메이플 시럽 제조에 대한 이야기로 넘어가고 있다. 따라서 정답은 (D).

8. 교수에 따르면, 단풍나무 수액을 모으는 데 필요한 두 가지 도구는? 정답 두 개를 클릭하시오.
- (A) 수액이 나무 밖으로 흐를 때 담을 통
(B) 수액을 슈가 하우스로 직접 옮기기 위한 플라스틱 배관 (not correct)
(C) 나무로부터 흐르는 수액을 나르는 작은 파이프관
(D) 수액을 모으기 위해 나무 뿌리에 연결된 파이프관 (not correct)

Detail

단서 Q8에서 교수는 단풍나무 수액을 모으려면 "some basic equipment(기본적인 도구)"가 필요하다고 하면서 bucket과 spout를 예로 들고 있다. 지문의 a bucket for collecting the sap(수액을 모으기 위한 양동이)이 (A)의 A container for holding sap으로, 지문의 a spout for directing it as it runs out of the tree(수액이 나무 밖으로 흐를 때 방향을 잡아주는 관)가 (C)의 A small pipe to channel the flow of sap from the tree로 각각 paraphrasing되었다.

9. 다음 항목 중 강의에서 메이플 시럽을 만들기 위한 조건으로 언급된 것을 고르시오. 맞는 칸에 표시하시오.

	예	아니오
(A) 따뜻한 낮 기온과 영하로 내려가는 추운 밤 기온	√	
(B) 나무가 밀집한 숲에서 자란 단풍나무 (not correct)		√
(C) 당도가 66%이상인 수액을 만들어내는 블랙 메이플이나 슈가 메이플 (not correct)		√
(D) 당도가 높은 시럽이 될 때까지 수액을 끓일 공간	√	

Connecting Contents

메이플 시럽을 만들기 위해 필요한 조건 중 맞게 기술된 항목을 찾는 문제. 시럽을 만들기 위한 조건으로 여러 가지가 언급되었으나 선택지 중 지문과 일치하는 내용은 단서 Q9에 드러난 (A)와 (D)뿐이다. 나무가 밀집한 숲보다는 한적한 숲에서 자란 나무에서 수액을 더 많이 얻을 수 있다고 했고, 단풍나무에서 얻어지는 수액은 2% 정도라고 했으므로 (B)와 (C)는 모두 틀린 내용이다.

10. 다음과 같이 말할 때 학생이 의미하는 것은?

How do you turn sap into syrup?

- (A) 논의의 주제를 바꾸고 싶어한다.
(B) 교수가 강의에서 그 점을 자세히 설명해주길 원한다.
(C) 교수가 이미 말한 무엇인가를 기억해내려고 한다.
(D) 교수가 잘못 말한 것을 정정하기를 원한다.

Function

학생이 "How do you turn sap into syrup?(수액을 어떻게 시럽으로 바꾸죠?)"라고 묻는 것을 통해 당도가 2%밖에 되지 않는 단풍나무 수액이 어떻게 매우 단 맛을 가진 메이플 시럽이 될 수 있는지 궁금해하고 있음을 알 수 있다. 학생은 바로 이 점에 대해 교수가 더 설명해주기를 원하는 것이므로 학생의 의도를 가장 잘 드러낸 선택지는 (B)이다.

11. 학생에 대해서 유추할 수 있는 것은?

- (A) 교수의 말에 혼란스러워 하고 있다.
(B) 교수가 잘못 말한 것을 우려하고 있다.
(C) 교수가 이 정보를 왜 언급하는지 궁금해하고 있다.
(D) 교수가 알려준 수처에 놀라고 있다.


Attitude




시럽 1갤런을 얻기 위해 단풍나무 수액 40갤런이 필요하다는 정보를 듣고 난 후 학생이 보일 반응으로는 놀라움일 확률이 가장 높다. 교수가 앞서 "if you can believe that(믿을 수 있을지 모르겠지만요)"라고 한 것과 학생이 놀란 어조로 교수가 말한 수치를 반복해서 말한 점 등이 정답 선택에 좋은 단서가 된다. 따라서 정답은 (D).

Professor (male)

OK. Let's get to work, class. **Q12** Today we're—we're going to be talking about an extremely important idea in geology: continental drift. The slow movement and reconfiguration of the continents on Earth's surface.

It all began pretty early...well, I mean, back in the sixteenth century. **Q14(C)** Scholars had observed that, um, that the contours of the continents on opposite sides of the Atlantic Ocean, um, bore some resemblance to one another. They wondered if maybe there was some way the continents had "drifted" apart over time...but since there wasn't any kind of feasible theory that could explain how huge landmasses like continents could move at all—much less move across the entire region now occupied by the Atlantic Ocean—um, since there weren't any good theories to account for that, um, it just remained an unsolved mystery.

That is, until 1912, when a German scientist called Alfred Wegener proposed his theory of "continental drift." **Q13** Wegener discovered that not only were the coastlines on either side of the Atlantic Ocean similar, the fossils contained in their crusts were too. Theories at the time tried to account for the similarity between fossils by suggesting that a land bridge once existed between the continents, but, to Wegener, this just didn't seem like enough evidence. He couldn't get it out of his head that the continents might have once been joined. He gathered a great deal of evidence to support his belief and eventually went public with it. In 1912, he announced his theory of continental drift to...well, we'll call it an incredibly unreceptive scientific community. The thing is, even with all his evidence, um, Wegener failed to convince his peers of the validity of his theory, because he couldn't come up with a plausible mechanism for continental drift, an explanation of how continents might move. So...all throughout the 1920s and 1930s, scientists ridiculed the idea of continental drift, calling it unscientific. It simply didn't fit into their set of beliefs about how the world worked, and so they rejected it, ignoring the evidence that supported it instead of looking for new reasons to explain how it might occur. **Q16**  MP3-475 Little did they know, within the next 40 years...the theory of continental drift would become universally accepted.

What changed?   **Q14(A)** What caused this thoroughly despised theory to gain such popularity? Well, as you might have guessed, the change was the result of a new explanation for the mechanism behind continental drift. I'll tell you how it happened. Um, in the 1960s, the notion of seafloor spreading arose...suggesting that the seafloor actually, um, grew—or spread out—from places on the ocean floor. And as the ocean floor expanded, the continents were carried along. Soon, experts were constructing a picture of a dynamic planet, one gradually transformed by large-scale movements of pieces of its rocky crust. **Q14(A)** Their new theory, known as plate tectonics, explained what the theory of continental drift never did—how continents could move around on Earth's surface. And here's how. The theory of plate tectonics sees the surface of our planet as an outer shell, which covers a softer layer beneath. This—this lower layer, which is called the asthenosphere, uh, it's pretty solid...but on a geologic timescale, it basically, um, flows. **Q17**  MP3-476 I know this notion may be a little strange to you, but I don't want to get into it right now because it's really a topic for another lecture...so just try to imagine that because of the properties of the asthenosphere, pieces of the Earth's outer shell—called "tectonic plates"—can move around over really, really long periods of time. **Q15(A)** In some places, two plates are slowly moving away from each other, and these spots are known as divergent boundaries. **Q15(B)** In other places, two plates are colliding, usually causing

one of the plates to submerge. These zones are referred to as convergent boundaries.

So...with all this new information, scientists were forced to reexamine the idea of continental drift. Considered in the new light of plate tectonics, it seemed quite plausible. Plate tectonics basically just updated the theory of continental drift...and many concepts that were rejected when Wegener put them forward are now universally accepted as true.



continental drift (지구 표면에
서의) 대륙 이동
reconfiguration 재구성, 재설정
contour 윤곽선, 외형
bear a resemblance to
~와 닮다, 비슷한 면이 있다
drift apart 표류하여 뿔뿔이 흩
어지다
feasible 마땅한, 타당성 있는
landmass 땅덩어리, 대륙
account for 설명하다; 구성하다
crust 지각, 지구의 표층
land bridge [지리] 육지다리
(두 개의 육지를 연결하는 좁고 잘록
한 땅)
go public with ~을 공개하다
incredibly 상상할 수 없을 정도
로, 매우

unreceptive 융통성 없는, 이해
심 없는
peer (동종 업계의) 동료
validity 타당성, 유효성
plausible 설득력 있는, 그럴싸한
ridicule 비웃다, 조롱하다
fit into ~에 꼭 들어맞다
thoroughly 완전히, 철저히
despise 무시하다, 경멸하다
notion 주장, 설
seafloor spreading 해저확장
arise 일어나다, 발생하다
carry along 실어가다
transform 변형시키다
plate tectonics 판구조론(지구
표면이 여러 개의 판으로 이루어져
있고, 이 판들이 움직임으로써 여러
지층 현상이 일어난다는 이론)

asthenosphere [지질] 연약권
timescale 시간의 척도, 시간대
property 특성, 속성
tectonic plate 지각판(판상을
이루어 움직이는 지각의 표층)
divergent boundary
발산경계(맨틀 대류에 의해 판이
이동을 하는데 이때 판이 갈라지는
부분)
collide 충돌하다
submerge 가라앉다, 침몰하다
refer to A as B
A를 B라고 부르다
convergent boundary
수렴경계(두 판이 만나 충돌하거나
섭입하는 부분)
reexamine 재검토하다
put forward ~을 제안하다

◎ 해설

12. 논의의 주된 내용은?

- (A) 대륙이동설의 역사
- (B) 대륙이 이동하는 메커니즘 (**minor**)
- (C) 지질학적 시간대의 구성 (**not mentioned**)
- (D) 판구조론의 약점 (**not mentioned**)

Main Idea

강의 도입부에서 교수가 "Today we're—we're going to be talking about an extremely important idea in geology: continental drift. (오늘은 지질학에서 매우 중요한 이론인 대륙이동설에 대해 이야기하겠습니다.)"라고 말한 부분만 제대로 들었다면 쉽게 정답을 찾을 수 있는 문제. "Today we're going to be talking about ~"은 강의 주제를 알리는 대표적인 신호어구이다. 글 전체적으로 대륙이동설이 처음 제안된 때부터 기정 사실로 받아들여지기까지의 역사에 대해 기술하고 있으므로 (A)가 정답. (B)는 지문에서 대륙이동설을 뒷받침하고자 잠깐 언급된 사항들이므로 글 전체의 주제로 보기 어렵다.

13. 교수가 화석을 언급한 이유는?

- (A) 베게너가 이론을 발전시킬 때 사용했던 증거를 설명하기 위해
- (B) 베게너가 이전의 과학자들에게서 아이디어를 빌려왔다는 것을 제시하기 위해 (**not correct**)
- (C) 베게너가 처음에 어떻게 지질학에 관심을 갖게 되었는지 설명하기 위해 (**not mentioned**)
- (D) 대부분의 과학자들이 왜 베게너의 이론을 비웃었는지 보여주기 위해 (**not correct**)

Detail

화석에 대해 언급한 부분인 단서 Q13에서 확인할 수 있다. 베게너는 대서양 양편의 해안선뿐 아니라 지층에 묻혀 있는 화석들이 서로 유사하다는 것을 발견하고 대륙들이 한 때 서로 연결되어 있었을지도 모른다는 생각을 하게 된 것이다. 이 부분을 통해 화석이 바로 베게너의 대륙이동설을 뒷받침한 증거 중 하나임을 알 수 있으므로 정답은 (A). 과학자들이 베게너의 이론을 비웃은 이유는 화석 증거 때문이 아니라 기존의 과학적 신념에 부합하지 않아서였으므로 (D)는 오답임에 유의하자.

14. 다음 항목 중 대륙이동설을 지지하기 위한 증거로 강의에서 언급된 것을 고르시오. 맞는 칸에 표시하시오.

	예	아니오
(A) 표류하는 내부층이 압식 지각층을 이동시키고 있음을 발견	✓	
(B) 해류가 대륙 분포에 영향을 미친다는 것을 제시한 새로운 연구 (not correct)		✓
(C) 대륙 운곽선의 유사성	✓	
(D) 대륙을 움직이게 하는 매커니즘에 대한 베게너의 발견 (not correct)		✓

Connecting Contents

대륙이동설을 뒷받침하는 결정적인 증거는 바로 지표 아래에 있는 층이 움직이면서 대륙을 이동시키고 있다는 **plate tectonics**(판 구조론)이다. 표의 항목 중에서 이에 해당하는 것은 (A), (C)는 화석과 함께 베게너가 대륙이동설의 증거로 제시한 것으로 역시 판 구조론과 관계있다. 지구 대륙의 분포는 해류가 아닌 **asthenosphere**(연약권)의 흐르는 특성 때문이고, 대륙을 움직이게 하는 매커니즘을 설명하지 못한 것이 베게너의 결정적 한계로 언급되었으므로 (B)와 (D)는 모두 오답이다.

15. 다음 중 판 구조론의 요소로 강의에서 언급한 것은? 정답 두 개를 클릭하시오.

- (A) 지구의 외층 두 조각이 갈라지는 곳에 생기는 경계
- (B) 판 한 개가 다른 판 밑으로 움직이며 생기는 지역
- (C) 해양과 그 외 수역의 확장 (**not mentioned**)
- (D) 대륙을 연결하는 육지다리의 존재 (**not correct**)

Detail

단서 Q15에서 볼 수 있듯이 **plate tectonics**의 두 가지 유형으로 두 개의 판이 서서히 멀어지면서 갈라지는 **divergent boundaries**(발산경계)와 두 개의 판이 충돌하여 하나가 밑으로 가라앉는 **convergent boundaries**(수렴경계)를 언급하고 있다. 따라서 정답은 (A), (B). 강의를 듣는 동안 **plate tectonics**에 대한 내용을 노트테이킹 해두었다면 한결 쉽게 정답을 찾을 수 있는 문제. (D)의 **land bridge**(육지다리)는 대륙이동설에서 베게너가 대륙간에 존재하는 화석의 유사성을 설명하기 위해 언급한 것이므로 오답.

16. 교수가 다음과 같이 말한 이유는?

What caused this thoroughly despised theory to gain such popularity?

- (A) 특정 이론에 대한 대중의 부정적인 반응을 감소하기 위해
- (B) 과학계의 행태에 불만을 나타내기 위해
- (C) 과학적 의견에 변화가 생긴 이유를 소개하기 위해
- (D) 학생들에게 자신이 설명한 이론에 대해 의견을 묻기 위해

Function

다시 들린 부분 다음에는 발표 당시만 해도 과학계에 서 철저히 무시당했던 베게너의 대륙이동설이 **plate tectonics**로 인해 재검토되었다는 내용이 나오고 있다. 따라서 교수의 이 같은 질문은 학생들의 대답을 듣기 위해서가 아니라, 대륙이동설의 과학적 견해를 바꾸게 한 새로운 발견에 대한 내용을 소개하기 위해서라고 보아야 한다. 따라서 정답은 (C).

17. 교수에 대해서 유추할 수 있는 것은?

- (A) 학생들이 더 질문하는 것을 원치 않는다.
- (B) 그 개념에 대해 시간을 들여 이야기할 가치가 있다고 생각하지 않는다.
- (C) 학생들이 그 개념을 이해하지 못하더라도 받아들이기를 원한다.
- (D) 학생들이 자신이 논의하는 개념을 잘 알고 있다고 생각한다.

Attitude


이 강의에서 중요한 것은 plate tectonics의 원리 자체가 아니라 이 이론이 기존에는 공식적으로 받아들여지지 않던 대륙이동설을 입증해 주었다는 사실이다. 교수가 "so just try to imagine that"이라고 한 점 등을 미루어 볼 때 학생들이 tectonic plates란 지구의 연약권층이 흘러 다닌다는 생소한 매커니즘을 자세히 이해하기보다는 개념 자체를 단순화하여 받아들이는 것만으로도 충분하다고 생각함을 알 수 있다. 따라서 정답은 (C).

part 2



MP3 477 [1-5] Listen to part of a conversation between a student and her academic advisor.

- Student (female)** Hi, Professor Cho.
- Advisor (male)** Hello, Angeline. Come on in. Have a seat.
- Student** Thanks.
- Advisor** **Q1** When you made your appointment, you mentioned that you wanted to talk about the possibility of studying abroad?
- Student** That's right. That's why I'm here. I just need some general information about the whole process.
- Advisor** OK. That's great. Whenever students tell me they want to study abroad, I do everything I can to encourage it. For this time in your life, I just think it's a really valuable experience. I mean, sometimes people don't have this kind of opportunity again.
- Student** Yeah—that's why I want to do it. I really don't want to miss this chance to live and study in another country. Besides that, I think it'll help me with my major.
- Advisor** What did you declare as your major? International law? I've forgotten what you decided.
- Student** Yeah, I almost went with international law, but I ended up settling on Spanish.
- Advisor** So, may I assume you want to study in a Spanish-speaking country?
- Student** Right.
- Advisor** Oh yes, well in that case, I'm sure that studying abroad will really help you become more proficient in the language. It'll certainly be an asset for you as a Spanish major.
- Student** Yeah. One of my roommates studied in Mexico last semester, and she came back practically fluent in Spanish. I was so impressed by the amount she, um, learned while she was living abroad. That's part of the reason I want to go abroad.
- Advisor** So, are you interested in studying in Mexico as well?
- Student** **Q2** Actually, I'd rather go to Spain. My family is originally from there...so I've always had an interest in the country and culture.
- Advisor** Well, that's certainly a possibility. In fact, there're tons of study-abroad programs

based in Spain. **Q5**  MP3-478 Do you have any ideas about what you want to get out of your experience?

Student [unsure of what the man means] Um, uh...what...can you give me an example?
Advisor Well, what kind of language skills do you have at the moment and where do you want them to be by the end of your experience? Um, do you want to live in a dorm? With a local family? How long do you want to spend abroad?

Student Well, my Spanish skills are intermediate, I'd say. I could probably get by taking classes in Spanish...but I'd definitely have some difficulties. **Q3** I'm looking for a relatively structured program. One that offers housing with other exchange students. Preferably in a dorm, I guess. I want to have my own space. And I think that spending one semester abroad would fit best into my schedule. If I want to go abroad again, I could always do that later on...in my junior or senior year.

Advisor OK. Good. Sounds like you have some specific ideas about what you're looking for. **Q3** Let me just point out that while there're some advantages to a program like that, there're also some disadvantages. If you live in a dorm with other exchange students, you'll be somewhat isolated from people in the local culture. Which may make it more difficult to really learn the language.

Student [considering the idea] Yeah...I could see how that might happen.

Advisor That doesn't mean you shouldn't do a program like that, but it's just something to consider. Besides, if you go into the situation determined to learn the language, there're other ways you can meet locals and participate in the culture.

Student Maybe I should think about it more before I decide. Do you think I could look at a few brochures for some of the programs? I'd like to read up on my options. I thought I knew what I wanted, but maybe I shouldn't rule out any possibilities at this point.

Advisor Sure. **Q4** Let me put together a folder with information about a variety of programs based in Spain. I can have that for you by tomorrow, if you want to drop by then. And later, we can talk more about the general study-abroad requirements...like getting a letter of approval from a professor in your language department.

Student **Q4** OK, that sounds great. I'll stop by tomorrow. Thanks a lot for your help!
Advisor You bet.



MP3-487

declare 정하다; 선언하다

almost go with 거의 ~에 이르다

end up doing 마침내는 ~하기
로 되다

settle 정하다

proficient 유창한

asset 자산

practically 실제로

tons of 상당량의, 많은

get out of (이익 등을) 얻어내다

dorm 기숙사(=dormitory)

intermediate 중간 정도 수준의

get by 그럭저럭 해나가다

structured program (숙식

같은 부대 조건들이 함께 짜여져
있는) 교육이나 여행 프로그램

housing 숙소

exchange student 교환학생

preferably 되도록이면

junior 대학 3학년생

senior 대학 4학년생, 최상급생

point out ~을 지적하다

be isolated from
~로부터 고립되다

◎ 해설

1. 학생이 교수를 찾아가는 이유는?

- (A) 유학 승인서를 받기 위해 (**not correct**)
- (B) 전공을 바꾸는 데 도움을 요청하기 위해 (**not correct**)
- (C) 외국어를 배우는 방법에 관해 조언을 얻기 위해 (**not correct**)
- (D) 유학 기회에 대한 정보를 얻기 위해

Main Idea

단서 Q1을 보면 학생은 교수와 만날 약속을 정할 때 이미 유학에 대해 상담하고자 하는 의도를 밝혔음을 알 수 있다. 여기에 더해 학생은 그 전반적인 과정에 대해 알고 싶다고 했으므로 정답은 (D).

2. 학생이 스페인에 관심이 있는 이유는?

- (A) 스페인 문화가 멕시코와 비슷하다고 생각해서 (**not mentioned**)
- (B) 룸메이트가 지난 학기에 스페인에서 공부해서 (**not correct**)
- (C) 혈통적으로 스페인계라서
- (D) 스페인에서 국제법을 공부한 적이 있어서 (**not correct**)

Detail

단서 Q2에서 학생은 가족이 원래 스페인 출신이어서 스페인과 그곳 문화에 항상 관심이 있었다고 했다. 따라서 정답은 (C). 멕시코는 룸메이트가 공부한 곳으로 언급되었을 뿐이며, 원래 국제법을 전공하려다 스페인어를 전공하기로 최종 결정을 했다고 했지 스페인에서 국제법을 공부한 것은 아니므로 (B)와 (D)는 오답.

3. 학생이 말한 프로그램에 관해 교수가 암시하는 것은?

- (A) 학생이 공부하고 싶어하는 나라에는 그런 프로그램이 없다.
(**not correct**)
- (B) 언어를 배우고 싶어하는 사람들에게는 최상의 선택이 아닐 수도 있다.
- (C) 숙박비는 일반적으로 프로그램 비용에 포함되어 있지 않다.
(**not mentioned**)
- (D) 그 프로그램에 참여했던 대부분의 학생들은 좋아하지 않았다.
(**not mentioned**)

Inference

단서 Q3에서 교수는 교환학생들과 기숙사 생활을 하면서 지역 문화와 사람으로부터 단절되어 언어를 제대로 배우기가 어려울 수도 있다고 지적했다. 이것은 그 프로그램이 언어를 배우고 싶어하는 사람들에게 최상의 선택이 아닐 수도 있다는 것을 의미한다. 따라서 정답은 (B). 교수가 프로그램의 장단점을 언급한 것으로 보아 이러한 프로그램이 있는 것은 맞으므로 (A)는 답이 될 수 없다.

4. 학생이 내일 교수를 만나려는 이유는?

- (A) 유학 프로그램에 관한 자료를 받아가기 위해
- (B) 언어학과 교수와 약속을 정하기 위해 (**not correct**)
- (C) 유학에 필요한 요건을 논의하기 위해 (**not correct**)
- (D) 스페인에서의 여행 계획을 짜기 위해 (**not correct**)

Detail



교수가 스페인에서 하는 다양한 유학 프로그램에 관한 정보를 내일까지 준비해 놓겠다고 했으므로 정답은 (A). 언어학과 교수님에게 승인서를 받는 것과 같이 일반적인 사항은 나중에 이야기하자고 했지 내일 그것 때문에 지도교수를 만나는 것은 아니므로 (B)와 (C)는 오답.

5. 학생에 대해서 유추할 수 있는 것은?

- (A) 교수가 자신이 해야 할 일련의 행동을 제안해주길 원한다.
- (B) 자신이 원하는 것을 교수가 이해하지 못한다고 생각한다.
- (C) 유학 계획 세우는 것을 교수가 도와주기를 원한다.
- (D) 교수가 원하는 정보가 무엇인지를 모른다.

Attitude

교수가 유학 경험을 통해 무엇을 얻고 싶냐고 묻자 학생은 대답을 어떻게 해야 할지 주저하면서 예를 들어 줄 수 있냐고 되물었다. 이에 교수는 여러 가지 예시를 뒤에 들어 주었다. 즉 학생은 교수의 질문이 정확히 무엇인지 몰랐던 것이므로 정답은 (D).

- Professor (male)** **Q6** Class, during the late nineteenth century, there was a movement going on in American literature. I'm talking about the period roughly between 1860 and the turn of the century. Can anyone name the movement I'm talking about?
- Student A (female)** Yeah...that was the period when realism dominated American literature.
- Professor** Exactly. And can you...um, describe any characteristics of American realism?
- Student A** Sure. During that time, writers were focusing on, um, representing reality as accurately as they could. That's why it's called realism, I guess.
- Professor** Right. In one sense, realism is a technique writers used to convey details about the world around them. **Q7(A)** But in another sense, it's also a certain kind of subject matter—the life of middle-class Americans. **Q7(C)** Um, it was a response to—or a reaction against—the style of writing that was popular in American literature during the early nineteenth century. That was romanticism—and it was all about nature, art, inspiration, and spirituality. So realism was, in a way, resisting the ideas of romanticism. **Q7(B)** Instead, realism prized the scientific method, systematic investigation, and rationality above all else.
- Q8** I think it's important to place realist literature in a historical context, so let's spend a minute talking about what was going on in American society during the mid-to-late nineteenth century. Would anyone be willing to venture a suggestion?
- Student B (male)** Well, one major event was the Civil War. 1861 to 1865, right?
- Professor** Great. You're absolutely right. The Civil War had a huge effect on American society and identity. It changed everything. I mean, look at the South—the war really destroyed a lot of the South. Another result of the war was a rise in technology, which had been developed for use in the war but ended up leading into a period of industrialization. Oh, and let's not forget the way the war directly influenced literature—it created a new market for books and articles that featured everyday people as subjects, like soldiers, the working class, and the poor.
- Student B** **Q10**  MP3-480 Yeah, I studied that in my American history class last year. Some of the men who, uh, served in the war became really famous because, you know, they'd, uh...
- Professor**  **[interrupting]** Uh...I'll stop you there, Martin. We've got a lot to get through today and only limited time. So, uh, tell me—what else was happening in American society at the time?
- Student A** I know there were also lots of important scientific developments and, uh, breakthrough theories being developed back then. Maybe they had an effect.
- Professor** That's a great point! **Q9** Things like the publication of Darwin's book, *On the Origin of Species*, which, uh, you know, challenged people's fundamental understanding of the world...these sorts of things made a big impact on American culture. And this shift interested writers, who explored related topics in their work. Anyway, what I'm getting at here is the idea that there was an awful lot of change occurring during this period of American history, and it was all happening rather quickly. Some have argued that realism was, in essence,

a way of, um, analyzing and digesting those changes...changes that could've seemed a little bit frightening or even threatening at the time.

OK. And here's how all of that translates into realist literature—these are some of the...characteristics of realist literature. First of all, it was very true to life—to the details of reality—to the point where, um, authors were making sacrifices in terms of plot development just so they can keep their writing as “real” as possible. Another feature of realist literature is the way it rejects formal or overly sophisticated prose in favor of more authentic, spoken styles of language. It was mainly written in vernacular English. **Q7(A) Oh, another thing that was common among realist writings was a focus on class—mainly the middle class, which had recently begun to grow in size.**

Now, can anyone name an author who wrote during this period?

Student B
Professor

[uncertainly] Um...Emerson wasn't a realist writer...was he?

Ralph Waldo Emerson? No...he actually falls into the period right before realism—romanticism.

Student B
Professor

OK. How about Mark Twain?

Yes! **Q11** **MP3-481** **Mark Twain was indeed a realist author. His contribution to American literature was quite important, too. Some people credit Twain with helping American writers find their own voice.**

See, around Twain's time—or immediately before it, rather—American authors were struggling to prove themselves. They were, um, intimidated...by the legacy of England's literary figures, and they basically felt that, as American authors, they were working in the shadow of British writers. Wanting to prove themselves, they went overboard with, um, exaggerated styles of writing. But Twain—he pioneered a new style, one that American writers could claim as their own. Twain's two greatest novels—*Adventures of Huckleberry Finn*, and *The Adventures of Tom Sawyer*—they represented this new style, or, uh, voice. And, uh, their most important feature was their use of authentic, colloquial American speech. Twain's writing—because it was so concerned with capturing what was real...true in his culture—it helped Americans come to a better understanding of who they were.



MP3-488

roughly 대충, 개략적으로

realism 사실주의

dominate 지배하다

convey 전달하다

romanticism 낭만주의

inspiration 영감

spirituality 영적임, 정신적임

resist 저항하다

prize 높이 평가하다

systematic 면밀한, 잘 짜여진

rationality 합리성

context 맥락, 문맥

venture 과감히 ~하다

the Civil War 미국 남북전쟁

industrialization 산업화

get through

(일 따위를) 끝내다, 완수하다

breakthrough 획기적인 발전;

대약진

fundamental 근본적인

shift 변화

in essence 본질적으로**digest** (지식 등을) 잘 이해하다**make sacrifice** 희생하다**prose** 산문체**in favor of** ~을 위해서**authentic** 실제의, 진짜의**vernacular**

(언어가) 자국의; (그 땅에) 고유한

class 계층, 계급**fall into** ~에 해당하다**credit** (공로 · 명예를) ~에게 돌리다**intimidated**

주눅 든, 자신감 없는

legacy 유산**figure** (중요한) 인물, 명사**go overboard** 극단으로 나가다**exaggerated** 과장된**pioneer** (새 분야를) 개척하다**colloquial** 구어체의

◎ 해설

6. 논의의 주된 내용은?

- (A) 남북전쟁이 미국문학에 끼친 영향 (**minor**)
 (B) 19세기 후반 미국문학의 한 가지 장르
 (C) 미국의 사실주의가 미국사회에 영향을 미친 방식 (**not mentioned**)
 (D) 마크 트웨인이 쓴 문학 작품들 (**minor**)

Main Idea

교수는 19세기 후반 미국문학에서 대세를 이루었던 사실주의에 대해 이야기하고 있다. 따라서 정답은 (B). 강의에서는 미국 사실주의가 생겨나게 된 배경을 다루고 있으며, 사실주의가 미국 사회에 끼친 영향에 대해서 언급하고 있지는 않으므로 (C)는 오답.

7. 다음 항목 중 강의에서 미국 사실주의 특징으로 언급된 것을 고르시오, 맞는 칸에 표시하십시오.

	예	아니오
(A) 중산층의 소소한 일상에 비중을 둬	✓	
(B) 체계적 조사와 과학적 탐구를 높이 평가	✓	
(C) 영적이거나 영감을 주는 개념을 거부	✓	
(D) 산문을 쓰기 위한 형식적이고 우아한 기법에 대한 관심 (not correct)		✓
(E) 남북전쟁에서 일어난 사건들에 중점을 둬 (not mentioned)		✓

Connecting Contents

단서 Q7에서 사실주의 문학은 미국 중산층들의 삶을 주제로 다루었고, 영감과 영적인 면을 중시한 낭만주의에 대한 반발이었으며, 낭만주의와는 달리 과학적인 방법이나 면밀한 관찰조사에 의한 창작을 높이 평가했다고 했다. 따라서 (A), (B), (C)가 YES. 사실주의 작가들의 경우 형식적이거나 지나치게 세련된 형식의 산문은 거부했다고 했으며, 남북전쟁이 미국 사회와 주제성에 큰 영향을 끼쳤다고 했지 남북전쟁을 문학의 주요소재로 다루었다는 언급은 없으므로 (D)와 (E)는 모두 NO.

8. 교수가 미국 사실주의의 역사적 맥락에 대한 논의를 시작하는 방식은?

- (A) 1800년대 후반의 영국과 미국 문학을 비교하며
 (B) 학생들에게 19세기 후반의 중요한 사건들을 열거해보라고 하며
 (C) 미국의 사실주의가 현대 미국문학에 끼친 영향을 설명하며
 (D) 사실주의의 대표 주자로 평가되는 작가의 약력을 간략히 소개하며

Organization

교수는 단서 Q8에서 사실주의 문학을 역사적 맥락에서 살펴보기 위해 19세기 중후반에 미국사회에 무슨 일이 일어났는지 이야기해보자고 하면서 "Would anyone be willing to venture a suggestion?(한번 과감하게 이야기해 볼 사람?)" 하고 물었다. 따라서 정답은 (B).

9. 교수에 따르면, 다윈의 〈종의 기원〉과 미국 사실주의의 관계는?

- (A) 중산층이 부상하며 생긴 사회문제들에 주의를 환기시켰다.
 (**not mentioned**)
 (B) 미국작가들이 낭만주의 원칙에 신념을 잃도록 만들었다.

Detail

단서 Q9에서 〈종의 기원〉은 사람들이 세계를 이해하는 근본적인 방식에 문제를 제기해서 미국문화에 큰 영향을 미쳤고, 이러한 변화에 관심을 가진 작가들이 관련된 주

(not mentioned)

(C) 작가들의 관심을 사로잡았던 미국문화의 변화에 기여했다.

(D) 미국작가들이 과학적으로 쓸모가 있는 작품을 집필하도록 자극을 주었다.

(not mentioned)

제를 탐구하기 시작했다고 했다. 따라서 정답은 (C). 낭만주의에 대한 반발로 사실주의가 부흥했으며 <종의 기원>이 미국 사실주의에 영향을 미쳤다는 사실만 나와 있을 뿐 <종의 기원>과 낭만주의 쇠퇴 사이의 직접적인 연관성은 지문에 드러나 있지 않으므로 (B)는 오답.

10. 교수가 다음과 같이 말한 이유는?

[interrupting] Uh...I'll stop you there, Martin.

(A) 학생이 다른 생각을 일깨워 주었다는 것을 보여주기 위해

(B) 토론의 초점을 중심 주제로 다시 되돌리기 위해

(C) 수업이 끝날 시간이 다 되었음을 알리기 위해

(D) 학생이 방금 언급한 점을 설명하기 위해

Function

교수는 학생에게 얘기를 그만하라고 하면서 짧은 시간 안에 오늘 다루어야 할 게 많다고 했다. 그리고 나서 자신이 앞에서 언급했던 미국사회에 당시 무슨 일이 일어나고 있었는지를 다시 묻는 것으로 미루어 학생이 논의의 주제를 벗어나서 다른 이야기를 하려는 것을 막고 다시 원래의 주제로 돌아가기 위한 의도임을 알 수 있다. 따라서 정답은 (B).

11. 다음과 같이 말할 때 교수가 암시하는 것은?

(A) 트웨인 이전에는 미국에서 관심을 받을 만한 작품이 거의 없었다.

(B) 트웨인 시대까지 미국문학은 독자적인 스타일과 목소리를 발전시켜왔다.

(C) 작가로서 트웨인의 견해는 동시대 미국문학 작가들과 달랐다.

(D) 트웨인의 영향으로 미국작가들은 자신들의 존재를 입증해야 한다는 걱정을 덜게 되었다.

Inference

다시 들려진 부분의 내용을 보면 트웨인 시대 직전에 미국작가들은 영국 작가들과 구분되는 자신들의 정체성을 찾기 위해 고민하고 있었고, 트웨인이 나타나면서 비로소 미국작가들이 자신의 목소리를 찾을 수 있었다고 했으므로 이는 트웨인의 영향으로 미국작가들이 스스로의 존재를 입증하려는 걱정을 덜게 되었다는 것을 의미한다. 따라서 정답은 (D).



MP3-482

[12-17] Listen to part of a talk in an entomology class.

Professor (female)

Good afternoon, everyone. **Q12** Today we're gonna discuss the development of butterflies and how—as I'm sure most of you already know—they progress through four distinct stages: egg, larva, pupa, and adult. It's a rather unique lifecycle, one that sets butterflies apart from many other organisms. Um, you may not be aware of this, but there's a term that describes this kind of lifecycle—we call it "holometabolism." **Q17** **MP3-483** Holometabolism—literally meaning, um, "total change"—refers to the complete metamorphosis that occurs in organisms like butterflies, as they progress through the four stages of their lifecycle, starting as an embryo within an egg and ending as an adult imago...

Student A (male)



What was that you said...imago?

Professor

Is that term new to you? Imago. In insects, the imago is the last stage of development. In butterflies, it's the stage where they become sexually mature and develop fully functional wings—the stage where they actually become a...a butterfly. Got it?

OK. **Q13** So let's just jump right into the topic then, starting with the stage of

development where the butterfly is an egg. Uh, I think I'll talk specifically about the lifecycle of monarch butterflies—to represent the lifecycle of butterflies in general. So, the whole process of development in monarchs—from egg to adult—takes about a month. It all begins when an adult monarch lays a single egg on the leaf of a milkweed plant. Um, usually it's on the underside of the leaf, near the top of the plant. We aren't exactly sure how many eggs an adult female will lay during the course of her lifetime, but scientists suspect that it may be from 100 to 300. Anyway, after about four days, these tiny little eggs—they're about a millimeter long—these tiny little eggs hatch. **Q13** And once they've hatched, monarchs enter the larval stage.

Student A

Is this the stage where they're known as caterpillars?

Professor

That's right. **Q14(C)** This is the stage where the monarch exists as a caterpillar—caterpillars are butterflies in larval form. **Q14(E)** Um, you could basically say that caterpillars are little more than eating machines. That's pretty much all they do—eat. Eat and grow, I should say. That's because during the larval stage, butterflies do all of their growing. For two weeks, caterpillars just sit around on milkweed leaves and eat and eat and eat. **Q14(B)** Periodically, monarch caterpillars actually outgrow their skin! So they molt—that is, they lose their skin and grow a new one. At the beginning of the larval phase, monarch caterpillars are about 2 to 6 millimeters long, but by the end of it, they're anywhere from 25 to 45 millimeters in length.

Professor

Q13 After the larval stage, the monarch proceeds into the pupal stage. Uh, let me show you some slides so you can see what this really looks like. So, uh, first here's the egg...then, this one shows the larval stage...and here, this is the slide I wanted you to see. It's in what we call the pupal stage. Quite a transformation, isn't it?

Student B (male)

That's also got another name, right? Uh...chrysa...chrysalis!

Professor

Right. It's also called the chrysalis stage. So, about two weeks have passed since the monarch hatched from its egg, and now it's in the chrysalis—or pupa—stage. Um, to enter this stage, the caterpillar hangs upside down from a branch, um, gripping it with its two hind legs. Next, it molts again, covering itself with a green exoskeleton that'll protect it while it undergoes the changes that'll turn it into an adult. For the next ten days or so, there'll be very little movement from inside the protective casing. **Q15(C)** Because it's relatively defenseless during this stage, the chrysalis is usually well camouflaged to help protect the pupal monarch from predators. **Q15(A)** When it's fully developed—and this happens about 28 days after hatching from its egg—the monarch will emerge from its shell and expand its wings for the first time. **Q13** It's reached the imago stage and is now an adult.

The most important task for adult monarchs is to mate and produce offspring that will start the whole lifecycle all over again. **Q16** Adult monarchs actually have a pretty short lifespan—two to five weeks for generations born in the summer. However, the last generation of the summer, which matures in late

summer or early fall...they live a lot longer—eight to nine months—and they migrate south to warmer places like Mexico or California. After the winter is over, they return and reproduce before dying.



larva 유충(←larval 애벌레의)
pupa 번데기(←pupal 번데기의)
adult 성충(=imago)
set apart from ~과 구별하다
lifecycle (동식물의) 생애주기
holometabolism 완전변태
metamorphosis 변태
embryo [생물] 배아, 태아
mature 성숙한; 성숙하다

monarch butterfly 제왕나비
milkweed 유액을 분비하는 식물
hatch 부화하다
caterpillar 애벌레
periodically 주기적으로
outgrow ~보다 커지다
molt 탈피하다
chrysalis 고치
upside down 거꾸로

hind leg 뒷다리
exoskeleton 외골격
undergo
 (변화 등을) 겪다, 경험하다
camouflage 위장하다
offspring 자손, 후손
lifespan 수명
migrate (철새 등이) 이동하다, 이주하다

◎ 해설

12. 교수가 나비의 성장과정에 대해 주로 논의하고 있는 측면은?

- (A) 성충이 번식을 위해 생애주기를 바꾸는 방법 (**not correct**)
- (B) 다른 완전변태 생물과 나비의 유사성 (**not mentioned**)
- (C) 애벌레에서 성충으로의 형태 변화 (**minor**)
- (D) 나비가 자라며 겪게 되는 구체적인 네 단계

Main Idea

단서 Q12에서 확인할 수 있듯이 교수는 강의를 시작하면서 나비의 성장과정과 나비가 어떻게 알, 유충, 번데기, 성충의 각기 다른 네 단계를 거치는지에 관해 이야기하겠다고 말했고, 강의 전반에 걸쳐 각각 단계별로 구체적으로 설명하고 있다. 따라서 정답은 (D).

13. 교수가 나비의 생애주기를 설명하는 방식은?

- (A) 나비가 알 속에서 어떤 모습일지에 초점을 맞추며
- (B) 성장과정을 시간상 순서에 따라 설명하며
- (C) 다른 곤충의 생애주기와 비교하며
- (D) 제왕나비가 따르는 이동 경로를 논의하며

Organization

나비의 생애주기 동안의 변화과정에 대해 설명하는 강의이므로 생애주기를 설명하는 방식은 강의 전체의 구성 방식과 일치한다. 교수는 나비의 생애주기를 알인 단계부터 시작해서 유충단계, 번데기단계 그리고 성충단계까지 시간상의 순서로 설명하고 있다. 따라서 정답은 (B).

14. 강의에서 교수는 나비의 성장과정에서 유충단계를 묘사한다. 다음 항목 중 나비의 유충단계에 해당하는 것을 고르시오. 맞는 칸에 표시하십시오.

	예	아니오
(A) 거꾸로 매달려서 잔다. (not correct)		√
(B) 자라면서 겹질을 교체한다.	√	
(C) 애벌레로 알려져 있다.	√	
(D) 보호해주는 외피 안에 머물러 있다. (not correct)		√
(E) 먹이를 먹는 데에 대부분의 시간을 보낸다.	√	

Connecting Contents

단서 Q14에서 유충단계에 있는 나비는 오직 먹어대면서 주기적 탈피를 한다는 것을 알 수 있다. 따라서 정답은 (B), (C), (E). 외골격에 씌여 나무에 매달려 있는 것은 세 번째 번데기단계의 특징이므로 (A)와 (D)는 유충단계 특징에 해당하지 않는다.

15. 강의에서 언급한 번데기단계의 두 가지 특징은? 정답 두 개를 클릭하시오.

- (A) 애벌레에서 나비로 변한다.
- (B) 28일 동안 고치 안에 남아 있다. (not correct)
- (C) 주위환경과 섞여 보이도록 색깔을 바꾼다.
- (D) 여러 번 껍질을 벗는다. (not correct)

Detail

세 번째 단계인 번데기단계의 특징은 무방비 상태의 고치를 보호하기 위해 색을 바꾸어 위장하는 것과 단계 말기에 나비가 되어 나오는 것이므로 정답은 (A)와 (C)이다. 고치 상태로 존재하는 기간은 약 열흘 정도이며 28일은 알에서 애벌레가 부화한 후 완전히 나비로 변하기까지의 기간이므로 (B)는 오답. (D)는 유충단계의 대표적 특징이므로 역시 오답이다.

16. 제왕나비의 수명을 결정하는 것은?

- (A) 성충이 되는 시기
- (B) 낳는 알의 수 (not mentioned)
- (C) 사는 환경 (not mentioned)
- (D) 먹이의 양 (not mentioned)

Detail

교수는 단서 Q16에서 여름에 태어난 제왕나비 세대는 2주에서 5주 정도 밖에 못 살지만 여름이 끝날 때쯤이나 초가을에 태어나서 생장할 경우 8개월에서 9개월까지 산다고 했다. 따라서 정답은 (A).

17. 학생이 다음과 같이 말한 이유는?

What was that you said...imago?

- (A) 교수가 다른 주제로 빗나가고 있다는 것을 암시하기 위해
- (B) 교수가 사용한 단어의 뜻을 명확히 알려줄 것을 요청하기 위해
- (C) 교수가 더 크게 말할 필요가 있음을 알리기 위해
- (D) 교수가 말한 것에 대해 의문을 나타내기 위해

Function

교수가 imago(성충)를 언급하자, 학생이 imago란 단어에 대해서 반문하고 있으므로 그 단어의 뜻을 알고 싶어서 질문한 것임을 알 수 있다. 또한 학생의 이 질문에 교수가 바로 용어 설명을 해주고 있다는 것도 힌트. 따라서 정답은 (B).

Answer

part 1 > 1 (B) 2 (B), (C) 3 (A) 4 (D) 5 (D) 6 (B) 7 (D) 8 (B) 9 Georgia → (A), (C) / California → (B), (D) 10 (D) 11 (C) 12 (B) 13 (D) 14 (A) 15 YES → (A), (C), (E) / NO → (B), (D) 16 (C) 17 (D)

part 2 > 1 (D) 2 (B) 3 (D) 4 (A) 5 (A) 6 (B) 7 (B) 8 (C) 9 YES → (A), (C), (D) / NO → (B), (E) 10 (A) 11 (A) 12 (C) 13 (D) 14 (D) 15 YES → (B), (C), (D) / NO → (A), (E) 16 (A) 17 (C)

part 1



MP3-490 [1~5] Listen to part of a conversation between a student and her professor.

Student (female)

Q1 Hello, Professor Paulson. You wanted to talk to me?

Professor (male)

Aliyah, come on in. I'm glad you were able to make it on such short notice. I was worried I wouldn't get a chance to talk with you before the weekend.

Student

Yeah. Luckily, I checked my email between classes, so I got your message before leaving campus for the evening. I just got out of my last seminar. I'm surprised you're here so late.

Professor

Oh, I usually am on Fridays. I like to review the weekly writing assignments my graduate students turn in before I leave for the weekend.

Student

I have to admit...I'm a little bit nervous. What's the reason you wanted to talk with me...

Professor

Well, actually, it's very good news. So you don't need to be nervous.



Q4 MP3-491 I asked you to drop by because I received a letter from the Sterns-Baugh Foundation this morning. You've been nominated for their Women in Sciences Scholarship.

Student

[amazed] Are you serious? That's a...a pretty big scholarship, isn't it?

Professor

Yep. It's worth \$36,000, and it's renewed annually for up to four years.

Student

[shocked] What? That's amazing!

Professor

Congratulations. Your hard work hasn't gone unnoticed. I'm obviously not the only one who thinks you're an outstanding scholar.

Student

Wow. I can't believe I have a chance at this scholarship. I never dreamed I'd be nominated for it! I just can't believe it!

Professor

I think you have an excellent chance of winning it. There are only four other students in the country that've been nominated. I can't imagine any of them have a résumé that would outshine yours. In all my years as a teacher, you're one of the most promising young scientists I've ever had the pleasure of teaching.

Student

Thanks so much for your encouragement, Professor Paulson. Wow. [struggling for words] Um...what, um, what do I need to do at this point? Is there an

- application I need to fill out?
- Professor** Well, kind of. **Q2(B)** You're going to need to get a letter of recommendation from the dean of the College of Science.
- Student** **Q5** MP3 • 492 Oh, OK. Is there some kind of form she has to fill out? Or is it just a general letter of recommendation? Oh—and I don't really know her at all. I don't think I've ever met her, actually. **How is she going to be able to write me a letter of recommendation?**
- Professor** Don't worry about that. She knows you better than you might think—you're one of the top students in the College of Science. She'll consult with your professors as she writes your letter of recommendation, so she'll be able to personalize it even though you two don't really know each other. And, uh...there's no specific form she needs to fill out. She'll know what to do.
- Student** OK. And is there an essay I need to write? I remember writing dozens of essays when I originally applied for college scholarships...
- Professor** You're right. **Q2(C)** You'll need to write a statement of purpose. It should outline your future plans and give concrete examples of your experiences, explaining clearly how that makes you the most deserving student for the award.
- Student** OK, great! I'll get started on that this weekend.
- Professor** Sounds good. **Q3** If you could bring me a rough draft by the end of next week, I'd like to go over what you've written and help you finalize your draft before you turn it in.
- Student** Thanks. I'd really appreciate having another critical eye go over my essay. It's always good to get someone else's input.
- Professor** Well, congratulations again. Have a wonderful weekend. I'm looking forward to seeing your draft.
- Student** Thank you!



MP3 • 507

short notice 갑작스러운 통보

turn in ~을 제출하다

drop by (장소 등에) 들르다

nominate A for B

A를 B에 대한 후보로 지명하다

renew 갱신하다

annually 매년, 해마다

unnoticed 알아차리지 못한

obviously 분명히, 명백히

outstanding 뛰어난, 눈에 띄는

outshine (다른 것과 비교해서)

~보다 더 나아 보이다, 더 빛나다

promising

유망한, 장래가 촉망되는

encouragement 격려

application 신청서, 지원서

fill out (양식 등을) 작성하다

letter of recommendation

추천서

dean (대학의) 학장

personalize 자기 것으로 만들다,

(특정 개인에게) 맞춤화하다

specific 특정한, 자세한

dozens of 많은, 수십 개의

statement of purpose

학업계획서

outline 요약하다, 개괄하다

concrete 구체적인, 명확한

deserving 자격이 있는

rough draft 초안

finalize

최종적으로 완성하다, 확정하다

critical 비판적인

go over ~을 세밀히 검토하다

input 투입, 입력

1. 학생이 교수를 만나러 간 이유는?

- (A) 자신이 수업 시간에 잘 하고 있는지 알고 싶어서 (**not mentioned**)
- (B) 교수실로 오라는 이메일을 받아서
- (C) 교수의 추천서가 필요해서 (**not correct**)
- (D) 연구장학금을 신청할 생각이 있어서 (**not correct**)

Main Idea

방문 목적이나 이유를 묻는 것은 대화문에서 거의 빠짐없이 등장하는 질문 중 하나로, 보통 정답의 단서는 대화 초반에 등장한다는 점을 명심하자. 단서 Q1을 통해 교수가 이메일로 학생에게 급히 만나자고 했음을 알 수 있으므로 정답은 (B). 학생이 교수를 찾아간 시점만 해도 학생은 장학금 후보자로 지명된 일이나 추천서의 필요성에 대해서는 전혀 모르고 있는 상황이므로 (C)나 (D)는 답이 될 수 없다.

2. 학생이 스타트스-바우 재단에 제출해야 하는 것은? 정답 두 개를 클릭하시오.

- (A) 과학대학 지도교수의 승인서 (**not correct**)
- (B) 단과대학 학장의 서면 추천서
- (C) 향후 목표와 그 동안의 성과 내용을 요약한 에세이
- (D) 자신의 가장 중요한 학문적 성과를 부각시킨 이력서 (**not correct**)

Detail

교수가 말한 바에 의하면, 학생은 장학금을 신청하기 위해 과학대학 학장의 a letter of recommendation(추천서)과 학업 목표와 학업 성과 등이 담긴 a statement of purpose(학업계획서)를 제출해야 하므로 정답은 (B), (C). 지문의 a letter of recommendation from the dean of the College of Science와 future plans and concrete examples of your experiences가 각각 정답의 A written testimonial from the head of her college와 goals and past accomplishments로 바뀌어 표현되었다.

3. 학생이 다음 주에 교수실에 다시 오는 이유는?

- (A) 교수가 검토할 수 있도록 에세이 초안을 제출하기 위해
- (B) 과학대학 학장과 인사하기 위해 (**not correct**)
- (C) 장학금 신청 서류들을 받기 위해 (**not correct**)
- (D) 여성과학자 위원회에서 온 편지를 받기 위해 (**not correct**)

Detail

단서 Q3에서 교수가 장학금 신청을 위한 rough draft(초안)를 제출하기 전에 한번 봐주겠다고 제안하자 학생이 "I'd really appreciate having another critical eye go over my essay."라고 답하고 있다. 직역하면 다른 비판적인 눈이 에세이를 검토하게 된 것에 감사하다는 말로, 이는 곧 교수가 검토해주어서 감사하다는 뜻. 이를 통해 학생이 에세이 초안을 가지고 다시 교수실로 찾아올 것임을 알 수 있다. 따라서 정답은 (A).

4. 학생에 대해서 유추할 수 있는 것은?

[amazed]Are you serious?

- (A) 교수가 한 말을 의심하고 있다.
- (B) 교수의 말로 인해 화가 나 있다.
- (C) 교수의 말을 제대로 듣지 못했다고 걱정하고 있다.
- (D) 방금 들은 소식에 놀라고 있다.

Attitude

교수가 하게 될 이야기가 무엇인지 전혀 모른 채 교수를 방문한 학생이 교수로부터 "You've been nominated for their Women in Sciences Scholarship."이라는 말을 들었을 때 학생의 반응이 어떠한지 생각해본다면 금세 답을 찾을 수 있다. 다시 들려진 부분의 학생 어조나 상황으로 미루어 볼 때 학생이 예상치 못한 소식에 놀라워하고 있는 것이 분명하므로 정답은 (D).

5. 학생이 다음과 같이 말한 이유는?

How is she going to be able to write me a letter of recommendation?

- (A) 학장에게 어떻게 요청할지 조언을 구하기 위해
- (B) 추천서를 꼭 학장이 써야 하는지 확인하기 위해
- (C) 추천서를 전해 받을 수 있는 절차를 물어보기 위해
- (D) 추천서를 받는 것에 관해 걱정을 표하기 위해

Function

장학금을 신청하려면 과학대학 학장의 추천서가 필요한데, 학생은 이전에 학장을 한번도 만난 적이 없다고 했다. 따라서 다시 들려진 부분의 학생의 질문은 말 그대로 추천서를 받기 위한 구체적인 절차나 방법을 묻는 것이라기보다는 개인적인 친분이 없는 학장이 과연 추천서를 써줄지에 대한 우려감의 표현으로 봐야 한다. 따라서 정답은 (D).



MP3·493

[6~11] Listen to part of a talk in an American history class.

Professor (female) Is everyone ready to begin? Well, let me start by saying it all started in Dahlonega, Georgia.

Student A (male) Huh? What started there?

Professor I'm getting to that. **Q10** **MP3·494** But first, does anyone have any idea what I'm talking about? Dahlonega, Georgia, is known for somethi—

Student B (male) *[interrupting]* Oh! I know! Dahlonega is where the gold rush started!

Student A **Wasn't that in California?**

Professor You're both right. **Q6** Georgia was the site of a gold rush...and California was too. That's actually what I want to talk about today: these two North American gold rushes.

I guess you could say that a zeal for gold has, um, long been a part of the national psyche of the United States. If you think about it, the prospect of gold was basically what brought colonists here in the first place. **Q9(A)** As early as the sixteenth century, the Spanish and French may have been mining gold in Georgia, but the real gold rush didn't begin until much later. Um, 1829, to be more precise.

Q7 So how did the gold rush officially start? Well, we don't quite know for certain...and there're a couple of different, um, anecdotes about it. One suggests that someone named Frank Logan discovered some gold in Dukes Creek. A similar story indicates that the gold found in Dukes Creek was actually discovered by a guy named John Witheroods. Yet another tale credits the discovery of gold to Jesse Hogan, who found gold near Dahlonega. Whatever the case may be, gold was discovered in Georgia in 1828...tales of riches spread quickly throughout the nation, and soon prospectors from all over the country were suffering from "gold fever"...packing up their belongings and heading to Georgia to get rich.

Q11 **MP3·495** Dahlonega was the center of it all. Actually, the name "Dahlonega" is from the Cherokee word for gold. Within a couple of years, the population of Dahlonega swelled to 15,000 miners —um, according to the 2000 census, it has a population of less than 4,000 people today.

Student B When you mentioned that Dahlonega comes from the Cherokee language, it

Professor

reminded me of something I studied last year in American history: the Trail of Tears. Is that in any way related to the, um, the gold rush in Georgia?

That's an excellent question. You're absolutely right. It's important to remember that the land where all of this gold was being discovered was actually Cherokee territory. The miners' obsession with gold led to a lot of trespassing in Cherokee tribal lands, and this caused tensions to increase between the U.S. national government and the Cherokee nation. **Q9(C)** Eventually, the U.S. government became so desperate for the resources possessed by the Cherokee nation—I'm talking about the gold—that they actually seized the land. **Q8** The government sent in the military in 1838 to forcibly remove the Cherokee people. But it was more than that...the Cherokees were actually forced to walk all the way from Georgia to Oklahoma. Four thousand of the 15,000 people who were made to take this journey died. For that reason, it is referred to as the, um, the Trail of Tears.

OK. I don't want to run out of time without discussing the California gold rush, so I'm afraid we have to move on now. The California gold rush began in much the same way as the Georgia gold rush—with someone finding gold...and madness ensuing. It was 1848, and the person who made the discovery was James Marshall. Three hundred thousand people caught gold fever this time around, coming from all over the world: Latin America, Asia, Europe, Australia... These people earned the nickname "forty-niners," because they arrived in 1849 after hearing the news.

Student A

Professor...were there any negative effects of this gold rush? You know...like you mentioned about the one in Georgia.

Professor

Well, yes, but first let me mention that some of the effects of the California gold rush were relatively beneficial. I mean, **Q9(D)** the state underwent a lot of growth, and new roads, churches, and schools were created to serve the new population. **Q9(B)** In addition, transportation was constantly improving, as people traveled west in steamships and by railroad.

But, as I think you're suggesting, some of the things that happened in Georgia occurred in California as well. I mean, the gold rush in California had a severely negative impact on the local Native American population. Disease, starvation, and violent attacks resulting from the gold rush caused their population to drop from 150,000 people in 1845 to 30,000 in 1870. The gold rush made many victims of other minorities as well. People from all kinds of different backgrounds were forced to compete for limited resources...and that turned some people against each other. Unfortunately, gold-rush boom towns were a lawless frontier, where racial tensions often escalated to violence. And there was no one to maintain order.



gold rush 골드러시(금광을 찾기

위해 사람들이 몰려드는 일)

zeal for ~에 대한 열광, 열망

psyche 정서, 심적 상태

prospect 기대, 전망

colonist 식민지 개척자

in the first place

매당초, 처음부터

mine 채굴하다

(←miner 광부)

to be more precise

좀더 정확히 말하자면

anecdote 일화, 기담

credit A to B

A의 공을 B에게 돌리다

prospector 시굴자(금이나 석유,

광물 등을 찾아 다니는 사람)

fever 열병

head to ~로 향하다

Cherokee 체로키(북미인디언)

swell 증가하다, 팽창하다

territory 땅, 영토

obsession with ~에 대한 집착

trespass 무단 침입하다

tribal 부족의, 종족의

tension 긴장

desperate 필사적인, 간절한

seize 강탈하다, 빼앗다

forcibly 강제로

ensuing 다음에, 뒤이은

undergo 경험하다, 겪다

steamship 증기선

severely 심하게, 가혹하게

starvation 기아, 굶주림

victim 희생자

minority 소수 민족

boom town 새롭게 번성한 도시

frontier 개척지, 전선

escalate 악화되다, 증가하다

◎ 해설

6. 논의의 주된 내용은?

- (A) 미국 원주민들의 금광 채굴 (**not mentioned**)
- (B) 조지아 주와 캘리포니아 주의 금광 채굴 열풍
- (C) 미국 전역에서 일어났던 서부로의 이동 (**minor**)
- (D) 조지아 주에서의 원주민 학대 (**minor**)

Main Idea

단서 Q6에서 교수가 말한 "That's actually what I want to talk about today: these two North American gold rushes.(사실 그게 바로 오늘 이야기하려는 것입니다. 북미 지역에서 있었던 두 번의 골드러시요.)"가 결정적인 단서. 강의 전반에 걸쳐 조지아 주와 캘리포니아 주에서 일어난 골드러시와 그 결과에 대해 논의하고 있다. 따라서 정답은 (B). (C)와 (D)는 모두 부분적으로만 언급된 내용이므로 강의 전체의 주제로 보기 힘들다.

7. 교수가 조지아에서 금광 열풍이 시작된 것을 설명하는 방식은?

- (A) 미국정부와 체로키 부족 간의 관계를 논의하면서
- (B) 1828년에 달로네가로 이주한 광부들을 부르는 용어를 설명하면서
- (C) 광부들이 달로네가에서 얼마나 많은 돈을 벌 수 있었는지 알려주면서
- (D) 1828년에 그 곳에서 발견된 금과 관련된 몇 가지 이야기를 말해주면서

Organization

단서 Q7에서 교수가 "Well, we don't quite know for certain...and there're a couple of different, um, anecdotes about it.(음, 정확히는 모르지만, 그와 관련된 몇 가지 일화들이 있긴 해요.)"라고 말한 부분에 주목하자. 조지아 주에서의 골드러시의 시작으로 추정되고 있는 세 가지 관련 일화를 소개하고 있다. 따라서 정답은 (D).

8. 눈물의 길에 관해 교수가 말한 것은?

- (A) 미국 정부가 무법 지대에서 법을 집행한 방식이었다. (**not correct**)
- (B) 그로 인해 강제로 이주해야 했던 체로키 족 수천 명이 죽었다.
- (C) 많은 광부들이 조지아 주에서 캘리포니아 주로 올 때 택했던 경로였다.

Detail

지문에서 단서가 되는 부분인 "the Cherokees were actually forced to walk all the way from Georgia to Oklahoma. Four thousand of the 15,000 people who were made to take

(not correct)

(D) 골드러시의 좌절로 많은 사람들이 궁핍해졌을 때 생겨났다.

(not correct)

9. 교수는 조지아 주와 캘리포니아 주에서 일어난 두 번의 골드러시에 관해서 논의하고 있다. 각 골드러시의 특징에 해당하는 것을 고르시오. 맞는 칸에 표시하시오.

	조지아 주	캘리포니아 주
(A) 미국에서 발생한 첫 번째 골드러시가 되었다.	✓	
(B) 지상 교통 수단의 발전을 가져왔다.		✓
(C) 미국 정부가 체로키 족의 영토를 강탈하는 결과를 초래했다.	✓	
(D) 지역 기반시설의 발전을 촉진시켰다.		✓

10. 다음과 같이 말할 때 학생에 대해서 유추할 수 있는 것은?

Wasn't that in California?

- (A) 골드러시에 대해서 잘못 알고 있어서 부끄러워한다.
(B) 자신의 정보가 올바른지에 대해 확신이 없다.
(C) 강의에서 사건의 연대별 순서에 혼란을 느낀다.
(D) 골드러시에 관해 앞의 학생이 한 말에 동의하지 않는다.

11. 교수가 다음과 같이 말한 이유는?

—um, according to the 2000 census, it has a population of less than 4,000 people today.

- (A) 달로네가가 골드러시 이후 수십 년 동안 별로 변하지 않았다는 것을 알려주기 위해
(B) 골드러시 동안 눈에 띄게 부각되었던 도시에 관해 자세한 배경 설명을 하기 위해
(C) 골드러시가 달로네가 인구에 미친 영향을 강조하기 위해
(D) 골드러시 도시들이 초기 골드러시가 끝난 이후에도 오랫동안 계속 번성했다는 것을 시사하기 위해

this journey died.(체로키 족은 조지아 주에서 오를라호마 주까지 그 먼 길을 걸어가야만 했어요. 쫓겨간 만 5천 명 중에서 4천 명이 죽었죠.)”에 해당하는 선택지는 바로 (B)이다. 학생이 질문한 **Trail of Tears**는 이 강의 중요 키워드 중 하나로, 지금까지 강의에서 새로운 용어가 등장할 때는 그에 대한 설명이 강의 속에서 주어지고 반드시 문제화되므로 강의 내용에 근거해 답을 고르도록 해야 한다.

Connecting Contents

단서 Q9(A)에서 교수는 골드러시가 1829년에 조지아 주에서 처음 본격적으로 시작되었다고 했고 단서 Q9(C)에서는 달로네가가 원래는 금광을 채굴하기 위해 미국 정부가 강제로 빼앗은 체로키 족의 영토였다고 했으므로 (A)와 (C)는 조지아 주에 관한 내용. 반면에 단서 Q9(B)의 “transportation was constantly improving”과 단서 Q9(D)의 “new roads, churches, and schools were created”를 통해 교통 수단과 지역 기반시설의 발전은 캘리포니아 주에 해당하는 내용임을 알 수 있다. 이처럼 두 가지 이상의 축으로 강의가 진행될 경우 각각의 세부 항목을 맞게 연결시킬 수 있는지를 묻는 문제가 자주 출제된다.

Attitude

앞에서 다른 학생이 조지아 주의 달로네가에서 골드러시가 시작되었다고 하자, 캘리포니아 주가 아니냐고 반문하는 것은 앞의 학생이 언급한 정보에 반론을 제기할 의사가 있다고 보는 것이 가장 타당하므로 정답은 (D).

Function

골드러시가 성행하던 1800년대 당시에 만 5천 명이 넘는 인구가 2000년 현재 4천 명으로 줄어 있다면 달로네가의 인구는 골드러시로 인해 증가하고, 이 골드러시가 사라지자 인구수도 함께 감소했을 것임을 추측할 수 있다. 교수가 당시에 현재의 인구에 대해 구체적인 수치를 들어 비교한 것은 바로 이러한 골드러시의 영향력을 강조하기 위한 것이므로 정답은 (C).




Professor (male)



Q12 Today, we'll be continuing with our theme of Arctic environments by discussing permafrost. I suppose you've come across this term before in your Earth science classes...but I'll provide a quick definition anyway. Permafrost is ground—like rock or soil—that remains below zero degrees Celsius, or at zero, for at least two years. Zero degrees is, of course, the freezing point of water. Quite simply, the designation "permafrost" is based only on temperature.

Naturally, permafrost is commonly found in the higher latitudes, um, the ones nearer to the North and South Poles—places like Greenland, for example, which stretches all the way to 84 degrees north. But elsewhere in the Northern Hemisphere, um, most permafrost lies between about 60 and 68 degrees north. See, above that, it's mainly the Arctic Ocean—no land. **Q13** However, there's also such a thing as "alpine" permafrost too, which can be present at much lower latitudes because it's found at high altitudes, where the temperature is colder. Um, for example, this happens in the Himalayas, which are at a relatively low latitude. All totaled, permafrost accounts for about 24% of the planet's landmass. Um, that's about 22.79 million square kilometers of Earth's exposed land.

Q15(A) Q15(C) In many areas, permafrost is covered by a thin layer of soil that's subject to thawing during warmer months and refreezing during the winter. This layer is known as the active layer. It's usually about 0.6 to 4 meters thick; the depth depends a lot on the region and the conditions there. The characteristics of the permafrost layer itself can vary a little bit. Sometimes—if it's composed of a nonporous material like bedrock—it won't contain any ice at all. In other cases, it'll contain up to 30% ice. Sometimes, permafrost may be covered by snow...and sometimes it isn't. There's a huge range of thickness, too. It may be just a meter in thickness, but at its thickest, permafrost can be 1,000 meters deep.

Q16  **MP3-497** Interestingly enough, even though it's relatively easy to classify permafrost —the ground surface has to be at zero degrees or less for two years, remember—it's not so easy to exactly map its distribution. Common sense might tell us that permafrost should be found in places where the air temperature remains below freezing for most of the year, and that's generally true...but, as it turns out, it's not entirely that simple. Permafrost doesn't always exist where air temperatures remain below freezing. Even beneath glaciers, where the air temperature is certainly very cold, there's no guarantee that there'll be permafrost.

Q12 Permafrost can be divided into two main categories. First, there's discontinuous permafrost. This is the kind of permafrost you'd find in a region where the temperature barely stays below freezing throughout the year. If the annual surface temperature averages between 0 and -5 degrees Celsius, permafrost is only intermittent. It's discontinuous. Now, since this makes for a broad category—I mean, in some places you could have just tiny little patches of permafrost, with most of the land unfrozen...and in other places there might be mainly permafrost with tiny patches of unfrozen ground. **Q14** To account for these differences, the category of discontinuous permafrost is further divided into "extensive" discontinuous permafrost—where permafrost covers between half and ninety percent of the land—and "sporadic" permafrost...where permafrost covers less than half of the landscape. Um, the extensive discontinuous permafrost zone generally has temperatures that average between -2 degrees Celsius and -4 degrees Celsius. **Q15(E)** Sporadic permafrost makes up the warmer zones of discontinuous permafrost, where average temperatures are between zero and -2 degrees Celsius.

Q17  **MP3 • 498** The other main category of permafrost...um, as opposed to discontinuous...the other category is continuous permafrost. By now, you must've guessed that this refers to places where there's no unfrozen ground—where permafrost covers the entire landscape.  **Yep—you're right.** The boundary between continuous permafrost and discontinuous permafrost has actually moved north in recent years as a result of global warming. In the Yukon in Canada, the boundary has receded by about 100 kilometers in the past century or so. On the other hand, during the Earth's last major period of glaciation, permafrost could be found a lot farther south than it is now. Back then, continuous permafrost extended as far south as Beijing, China. We'll talk more about the last major glaciation period in our next class.



MP3 • 509

Arctic 북극의

permafrost 영구동토층

come across

~을 접하다, 마주치다

below zero 영하의

Celsius 섭씨

freezing point

빙점(물이 어는 온도)

designation 명칭

latitude 위도

stretch 넓게 뻗다

northern hemisphere 북반구

Arctic Ocean 북극해

alpine 고산 지대의

altitude 고도

account for ~을 구성하다, 차지

하다; ~을 설명하다

landmass 대륙

thaw 녹다, 해빙되다

active layer [지질] 활동층(영구

동토층의 표면을 구성하는 층으로

여름에 해빙되는 지표 부분)

nonporous

기공이 없는, 통기성이 없는

bedrock 암반, 바위 바닥

distribution 분포, 분배

glacier 빙하

discontinuous 불연속적인

barely 간신히, 가까스로

intermittent 간헐적인

patch 구획, 좁은 땅

extensive 광범위한

sporadic 부분적인, 산발적인

boundary 경계(선)

global warming

지구 온난화 현상

recede 물러나다, 멀어지다

period of glaciation 빙하기

◎ 해설

12. 강의 주된 내용은?

- (A) 북극 환경에서 영구동토층의 역할 (**not mentioned**)
- (B) 영구동토층의 특성과 분류
- (C) 영구동토층이 형성되는 자연적인 과정 (**not mentioned**)
- (D) 영구동토층의 두 가지 주요 유형 (**minor**)

Main Idea

강의 도입부의 단서 Q12에서 "by discussing permafrost(영구동토층을 이야기하면서)"란 표현을 통해 이 강의가 일단 영구동토층에 대한 것임을 알 수 있다. 이후 영구동토층의 위치와 특징, 유형들에 대해 차례로 언급하고 있으므로 정답은 (B). 강의 후반부에 영구동토층의 유형에 대해 언급하고 있기는 하나 강의 전체 내용 중 일부에 해당하므로 (D)는 오답. 이처럼 main idea를 묻는 문제의 경우 강의 안의 세부적인 소주제들을 모두 포괄하는 선택지가 정답이 된다는 점에 유의하자.

13. 교수가 히말라야의 영구동토층을 언급한 이유는?

- (A) 영구동토층이 형성되기 위해서 특정 조건들이 필요하다는 것을 설명하기 위해

Organization

단서 Q13을 보면 기본적으로 영구동토층은 영하의 온도가 지속되는 고위도에 분포하지만, alpine

- (B) 영구동토층은 많은 사람들이 생각하는 것보다 더 흔하다는 것을 시사하기 위해
- (C) 지구 온난화로 인해 영구동토층에 발생한 변화를 강조하기 위해
- (D) 고산 지대의 영구동토층은 저위도에서도 찾아볼 수 있다는 것을 설명하기 위해

14. 교수가 불연속적인 영구동토층에 대해 말한 것은?

- (A) 광범위하거나 부분적인 두 가지 유형으로 다시 나뉜다.
- (B) 지구 온난화나 빙하 시기를 알려주는 초기 신호이다. (not correct)
- (C) 지구 대륙의 약 24%를 덮고 있다. (not correct)
- (D) 영구동토층의 가장 일반적인 형태이다. (not mentioned)

15. 다음 중 강의에서 영구동토층의 특징으로 언급된 것을 고르시오. 맞는 칸에 표시하십시오.

	예	아니오
(A) 얇은 토양층으로 덮여 있을 수 있다.	✓	
(B) 두께가 비교적 일정한 편이다.		✓
(C) 여름에 녹는 "활동층" 밑에서 종종 발견된다.	✓	
(D) 고위도의 주요 고산 지대 이외에서는 찾아볼 수 없다.		✓
(E) 온도가 0도 정도로 유지되는 곳에서는 대개 부분적으로 보인다.	✓	

16. 교수가 다음과 같이 말한 이유는?

—the ground surface has to be at zero degrees or less for two years, remember—

- (A) 학생들이 배운 것을 기억할 수 있는지 시험해 보기 위해
- (B) 수업 초반에 잊고서 이야기하지 않은 것을 추가하기 위해
- (C) 학생들에게 자신이 이전에 언급한 사실들을 환기시키기 위해
- (D) 중요한 내용이 이어질 것임을 학생들에게 알려주기 위해

permafrost(고산 지대의 영구동토층)의 경우 저위도에 위치하고 있어도 고도 자체가 높기 때문에 영구동토층이 발견된다고 말하고 있다. 히말라야는 이러한 예외적인 경우를 설명하기 위해 예로 든 것이므로 정답은 (D).

Detail

강의 후반부에서 영구동토층의 유형에 대해 자세히 기술하고 있는데 각 유형별 특징을 묻는 문제로 출제될 가능성이 상당히 높은 부분이다. 단서 Q14를 보면 교수는 discontinuous permafrost는 언 땅 부분이 전체 면적에서 차지하는 비율에 따라 "extensive" discontinuous permafrost(광범위한 불연속 영구동토층)와 "sporadic" permafrost(부분적인 영구동토층)로 나뉜다고 설명하고 있다. 따라서 정답은 (A). (B)는 연속적인 영구동토층과 불연속적인 영구동토층의 경계에 대한 설명이며, (C)의 24%는 지구상에서 영구동토층이 지표면을 차지하고 있는 비율이므로 모두 오답.

Connecting Contents

(A)와 (C)는 각각 단서 Q15(A)와 Q15(C) 부분의 "permafrost is covered by a thin layer of soil"과 "soil that's subject to thawing during warmer months and refreezing during the winter. This layer is known as the active layer."를 바꾼 표현이다. 또한 (E)의 where the temperature stays around freezing은 단서 Q15(E)의 "where average temperatures are between zero and -2 degrees Celsius"에 해당하는 부분적 영구동토층의 내용이므로 (A), (C), (E)가 YES. 강의에서 영구동토층의 두께는 다양하다고 했으며, 고위도가 아닌 저위도의 고산 지대에서 예외적으로 영구동토층이 발견된다고 했으므로 (B)와 (D)는 모두 NO이다.

Function

교수는 강의 도입부에서 영구동토층이란 바위나 흙 같은 지표의 온도가 적어도 2년 동안 항상 섭씨 0도 이하인 곳이라고 이미 정의한 바 있다. 다시 들려진 부분에서 교수가 "remember(기억나죠)"라고 한 것은 지금 말하고 있는 내용이 앞에서 이미 언급되었던 사실임을 상기시키려는 의도이므로 정답은 (C). 학생들의 대답을 들은 의도로 질문을 던진 것이 아니므로 (A)는 오답.

17. 다음과 같이 말할 때 교수가 의미하는 것은?

Yep—you're right.

- (A) 학생들이 이미 알고 있는 것에 대해 시간을 낭비하고 싶어하지 않는다.
- (B) 학생들이 수업시간에 발표하는 것에 대해 편하게 느끼기를 원한다.
- (C) 그 주제가 중요하지 않기 때문에 다시 살펴볼 필요가 없다고 생각한다.
- (D) 학생들이 그 주제에 대해서 맞게 추측했다고 생각한다.

Attitude

교수가 continuous permafrost(연속적인 영구동토층)는 언 땅과 녹은 땅이 공존하는 discontinuous permafrost와 반대되는 개념이라고 했으므로 학생들은 이곳이 항상 얼어 있는 땅이라는 것을 어렵지 않게 추측할 수 있음을 알 수 있다. 교수의 "Yep—you're right."에는 이처럼 학생들이 연속적인 영구동토층의 특징에 대해 이미 충분히 예상하고 있다는 전제가 깔려 있으므로 정답은 (D).

part 2



MP3 • 499 [1~5] Listen to part of a conversation between a student and a librarian.

Librarian (male) Hello. Can I help you find something?

Student (female) Um...I guess so. The problem is, I just transferred here from another school, and I'm really unfamiliar with this library. I just don't know where anything is.

Librarian Oh, well I can certainly help you out with that. Are you looking for something specific? Or would you just like a general overview of the organization of our library?

Student **Q1** Yeah...I'm actually looking for something specific I guess. I'm writing a research paper for my Latin American history class. So, um, I need to find some sources that're related to, uh, the history of Latin America.

Librarian Have you worked out what you want to do for your paper...what specific topic you want to focus on?

Student **Q4** MP3 • 500 Uh...no. I thought I'd come to the library and just browse the Latin American history section. I just, um—when I got here, I realized I don't know where that is. I don't even know what floor to go to.

Librarian Well, let me tell you a little bit about how the library's set up. Then I'll show you where you can go to browse the Latin American history section.

Student OK, that'd be really helpful. Thanks.

Librarian Our university library uses the Library of Congress Classification...I don't know if you're familiar with it—maybe you've used the Dewey Decimal Classification at your local public library...or maybe you're familiar with the Library of Congress Classification from your old university.


Student Uh, I'm not really sure. They both sound somewhat familiar, but I couldn't tell you which one I used last.

Librarian Well, the Library of Congress Classification is organized by subject, so you shouldn't have any trouble browsing the Latin American history section. All the information related to that will be right there in the same place.

Student OK, great.

Librarian **Q2** Letters of the alphabet are used to designate the most general


categories—which are called classes. So the call numbers on our books begin with a letter of the alphabet. For example, the letter A is used for general works, the letter H means social sciences, the letter K means law, and so on.

Q5  **MP3-501** You'll be looking for the letter F—that's the class that contains subject matter related to the history of the Americas.

Student

OK. So I'm looking for books with call numbers that begin with F.

Librarian

Right.  **But the history of the Americas is a pretty huge subject.** You'll want to look for books in the subclass of Latin America, which is designated by [checking something]...let's see...yeah. It's F1201 through F3799.

Student

And all those books are pretty much in the same area, right?

Librarian

Right. As you're browsing through the subclass, you'll see that our holdings are further organized by region. Um, Colombia, for example, is between F2251-2299. Argentina is F2801-3021.

Student

All right. I feel a little bit more confident about navigating my way through the library now.

Librarian

Good. Um, the more you use the library, the more comfortable you'll feel browsing around.

Student

Q3 Well, I have a pretty busy schedule this semester, so I'm sure you'll see me back here quite often.

Librarian

Are you a history major?

Student

Yeah, that's right.

Librarian

Well, you'll probably figure out pretty quick that the classes C, D, E, and F contain books about history...and after a while you'll probably just automatically go over to that section when you're looking for sources for a history paper.

Student

OK. And where are those classes located? I mean, which floor are they on?

Librarian

Actually, they're on this floor. Just head down that row, all the way to the back wall...then take a left.

Student

Thanks so much for your help!

Librarian

It's no problem. Let me know if you have any more questions.



MP3-510

transfer 편입하다, 전학하다

general overview

전반적인 설명

research paper 연구 논문

browse 대강 훑어보다; 열람하다

set up ~을 구성하다

Library of Congress

Classification

미의회도서관 분류법(LCC)

Dewey Decimal

Classification

듀이 10진 분류법(DDC)

be organized by

~을 기준으로 정리되다

have trouble doing

~하는 데 어려움을 겪다

designate 지정하다

class (분류된) 분야

call number 도서 청구 번호

subclass class의 하위 분류

holding(s)

보유물(여기서는 장서를 말함)

navigate A's way through

(길 등을) 찾아 돌아다니다

figure out ~을 이해하다

head 나아가다, 전진하다

row 열, 줄

1. 학생이 사서와 이야기한 이유는?

- (A) 타학교 학생으로서 책을 대출받는 데 도움을 요청하기 위해
(not correct)
- (B) 도서관의 배치에 관한 전반적인 설명을 듣기 위해 (not correct)
- (C) 다양한 방식의 도서관 분류 시스템에 관한 정보를 얻기 위해
(not correct)
- (D) 연구과제와 관련된 학습 자료에 관해 묻기 위해

Main Idea

단서 Q1에서 확인할 수 있듯이 학생은 남미 역사 수업시간에 필요한 보고서를 쓰고 있어서 남미 역사와 관련된 자료들을 찾고 있다. 따라서 정답은 (D). 학생은 얼마 전에 이 학교로 편입했으며, 도서관에 관한 전반적인 설명을 원했던 것은 아니고 특별히 찾는 자료가 있었으므로 (A)와 (B)는 오답. (C) 역시 사서가 자발적으로 도서관 분류 시스템에 대해 알려준 것이므로 학생이 찾아온 의도로 볼 수 없다.

2. 이 도서관에서 다양한 주제들이 정리되어 있는 방식은?

- (A) 모든 주제는 각각 특정한 10진 코드가 할당되어 있다. (not correct)
- (B) 일반적인 각각의 카테고리에는 알파벳 문자로 지정되어 있다.
- (C) 관련된 주제는 층별로 함께 배치되어 있다. (not mentioned)
- (D) 클래스라고 부르는 주요 주제에는 번호가 부여되어 있다.
(not correct)

Detail

이 대학도서관은 미의회도서관 분류법을 사용하는데 단서 Q2에서 이는 주제별로 분류하여 알파벳 머리글자를 매긴 방식이라고 했으므로 정답은 (B). 이 도서관은 듀이 10진 분류법이 아닌 미의회도서관 분류법을 사용하며, 관련된 주제는 함께 정리되어 있다고만 했지, 이것이 층별로 정리되어 있다고 말하지는 않았다. 또한 클래스라고 부르는 주요 주제에는 번호가 아니라 알파벳 문자가 매겨져 있기 때문에 (A), (C), (D)는 모두 오답.

3. 학생이 이번 학기 자신의 수업일정에 대해 암시하는 것은?

- (A) 도서관에서 책 읽을 자유시간이 많을 것이다. (not correct)
- (B) 대부분의 수업에서 보고서 쓰는 일이 없을 것이다. (not mentioned)
- (C) 수업일정이 꽤 바빠서 도서관에 오기 힘들 것이다. (not correct)
- (D) 수업일정상 도서관에서 조사할 일이 많을 것이다.

Inference

단서 Q3에서 학생은 사서에게 이번 학기에 수업이 많기 때문에 도서관에서 자기를 자주 보게 될 것이라고 말했다. 이는 곧 도서관에서 할 일이 많다는 것을 암시한다. 따라서 정답은 (D). 학생은 도서관에서 자유시간을 보내는 것이 아니라 수업과 관련된 책을 찾아서 볼 것이고, 도서관에서 자주 보게 된다는 것은 그만큼 자주 온다는 것이므로 (A), (C)는 오답. 또 (B)의 내용에 대해서는 정확히 언급된 바 없지만 현재도 보고서를 위한 자료를 찾으러 왔다고 했으므로 본문과 상반되는 내용이라고 추정할 수 있다.

4. 사서가 다음과 같이 말한 이유는?

Well, let me tell you a little bit about how the library's set up. Then I'll show you where you can go to browse the Latin American history section.

- (A) 학생의 문제를 해결하기 위한 일련의 방법을 제안하기 위해
- (B) 학생이 도서관에 익숙하지 않은 것에 대해 실망감을 표현하기 위해
- (C) 도서관에서 학생을 도와줄 수 있는 사람이 누구인지 알려주기 위해
- (D) 지금 학생을 도와줄 시간이 없다는 것을 나타내기 위해

Function

학생이 남미 역사 코너를 찾고 있으나 어디로 가야 할지 모르고 있자 사서는 우선 도서관이 어떻게 구성되어 있는지 알려주고 남미 역사 코너의 위치를 알려준다고 했다. 이는 학생의 문제를 보다 근본적으로 해결해 주기 위해 일련의 순차적인 방법을 제시한 것이라고 할 수 있다. 따라서 정답은 (A).

5. 다음과 같이 말할 때 사서가 의미하는 것은?

But the history of the Americas is a pretty huge subject

- (A) 학생이 검색대상을 좁혀야 한다고 생각한다.
- (B) 절차를 보여주기 위해 더 쉬운 주제를 선택하길 원한다.
- (C) 학생이 그 정보를 쉽게 찾을 수 있을 거라고 생각한다.
- (D) 자신이 알려준 것을 학생이 이해하지 못한다고 생각한다.

Attitude

사서의 말에 따르면 아메리카 대륙사를 다루고 있는 부분은 F클래스이지만 학생이 찾고 있는 라틴아메리카의 경우 아메리카 대륙사의 하위 분류에 해당하므로 그냥 F에서 찾는 것보다는 조사대상의 범위를 좁혀서 찾는 것이 나을 것이라는 의도에서 한 말임을 알 수 있다. 따라서 정답은 (A).



MP3 • 502 [6~11] Listen to part of a lecture in an earth science class.

Professor (female) Class, let's jump right into the lecture for today. **Q7** Let me start by telling you an interesting fact that's relevant to the rest of the lecture: the energy released by the impact of a large asteroid on our planet is equivalent to several million nuclear weapons. Tell me, why is this information important—from a historical perspective?

Student A (male) Well, if an impact like that can release as much energy as—as millions of nuclear weapons...well, **Q7** that's catastrophic enough to explain extinction events in Earth's history.

Professor Exactly. Now by "extinction events" we're referring to periods in the planet's history when there's a very...a very marked decrease in the number of species. Um, and it happens within a relatively short period of time—at least on a geological timescale. There've been a handful of extinction events during the past 540 million years, but—but the one that's, um, generated the most interest—because it killed the dinosaurs—um, it's the most recent one, the K-T extinction event...which happened 65 million years ago.

Student B (male) **Q8** Professor, what does "K-T" mean?

Professor Oh, "K-T." Well, "K" is a standard abbreviation for the Cretaceous Period. And "T" is the standard abbreviation for the Tertiary Period. Does anyone want to take a guess, then, about the meaning of the name "K-T"?

Student A Does it mean the extinction event occurred, um, during the Cretaceous and Tertiary Periods?

Professor Sort of. Of course, we aren't exactly sure how long the K-T extinction event lasted. Could've been a few years...could've been a few thousand years...or could've been even longer. But for a general figure, we date the K-T extinction event to around the end of the Cretaceous Period and the beginning of the Tertiary Period. It's basically seen as the dividing line between the two. And **Q6** what we're going to talk about today is the reason why this extinction event happened. Which goes back to what I mentioned earlier—asteroid impacts can be extremely destructive.

Uh, before I go on, **Q11** I just want to emphasize that no one knows what caused the K-T extinction event...and there're many hypotheses. The asteroid hypothesis is of course just one of many. Could've been volcanic activity,

climate change, or sea-level changes...just to name a few theories.








But, anyway, let's get back to the asteroid hypothesis. OK. Now even before there was any, um, evidence for an asteroid impact causing mass extinctions, um, people were talking about the possibility. In 1980, though, we got our first glimpse of evidence that really backed the idea of an asteroid causing—causing the K-T extinction event. A group of researchers led by Luis Alvarez discovered an interesting, um, stripe...uh, in the sedimentary layers of Earth's crust that date back to the end of the Cretaceous Period and the beginning of the Tertiary Period. At the boundary of these two, um, layers—we call it the K-T boundary—there were deposits of a very rare element: iridium. Alvarez and his team discovered that, um, the stripe of iridium was global...it appeared at the K-T boundary in sedimentary layers all over the world. Alvarez and his team wondered about the cause of the iridium deposits and, um, suggested that the iridium might have been the result of an asteroid impact that occurred around that time.

The theory was based on the fact that, uh, that certain types of asteroids contain a percentage of, um, iridium. So the Alvarez team made some calculations... assuming that the K-T asteroid had the, um, the usual amount of iridium. They came up with a size for the hypothetical asteroid—ten kilometers in diameter. That's about the size of Manhattan. An asteroid that size would've hit Earth with a force about 2 million times greater than the most powerful bomb ever tested by humans! Unimaginable.



Student B

That blast would've immediately killed life all over the planet?

Professor

Well, not exactly like that.    MP3-503 There'd be a huge dust cloud that would actually—it would actually block out sunlight and prevent photosynthesis from happening on the surface of the planet.   Bad news for plants...and for everything that eats plants...and for everything that eats things that eat plants.  There also might've been, um, global firestorms. Produced by—by flaming debris from the blast. And if there were widespread fires, well,  there would've been a lot of CO₂ in the atmosphere...um, and as a result—a temporary greenhouse effect. So, um, some of the species that survived the initial blast would've been killed off by all that.

Student A

  MP3-504 An asteroid impact like that would've made a pretty huge dent in the Earth, wouldn't it? I mean, is there any evidence of a crater from the K-T asteroid?

Professor

Actually, there is. It's on Mexico's Yucatan coast. So there's certainly a lot of evidence supporting the asteroid theory of the K-T extinctions. Still—no one knows for sure.



jump into ~로 들어가다, 뛰어들다
be relevant to ~와 관련되다
asteroid 소행성
be equivalent to
 ~과 같다, ~에 상응하다
nuclear weapon 핵무기
from a ~ perspective
 ~의 관점에서
catastrophic 대재앙의, 비극적인
marked 현저한, 두드러진
timescale 시간의 척도, 시간대
a handful of 소량, 소수의
abbreviation 약자, 약어
Tertiary Period [지질] 제 3기
destructive 파괴적인

hypothesis 가설
 (pl. hypotheses)
volcanic activity 화산 활동
sea-level 해수면
mass extinction 대량 멸종
get a glimpse of
 ~을 어렵듯이 보다
back 뒷받침하다
sedimentary layer 퇴적층
crust [지질] 지각
date back to
 ~로 (시기를) 거슬러 올라가다
deposit 침전물, 퇴적물
come up with
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hypothetical 가상의, 가설의
diameter 직경
blast 폭발, 돌풍
block out ~을 가리다, 막다
photosynthesis 광합성
flame 타오르다
debris 파편, 잔해
temporary 일시적인
greenhouse effect 온실 효과
kill off ~을 멸종시키다
make a dent
 움푹 들어가게 하다
crater
 (운석이 떨어져 생긴) 구멍, 분화구

◎ 해설

6. 교수가 K-T 멸종사건에 대해 주로 논의하고 있는 측면은?

- (A) 처음으로 발견한 과학자들 (**minor**)
- (B) 원인일 가능성이 있는 한 가지 현상
- (C) 이전의 멸종사건과의 유사성 (**not mentioned**)
- (D) 지구에 끼친 장기적인 영향 (**not mentioned**)

Main Idea

소행성의 지구 충돌은 K-T 멸종사건과 함께 강의 전반에 걸쳐 계속 언급되는데 이 둘의 관계가 무엇인지 파악하는 것이 강의의 주제를 찾는 핵심이다. 교수는 K-T 멸종사건의 '원인'으로 추정되는 여러 가지 가설 중 소행성 충돌에 초점을 맞추어 강의를 전개시키고 있다. 따라서 정답은 (B). 단서 Q6에 "이러한 멸종사건이 일어난 원인(the reason why this extinction event happened)"에 대해서 이야기하겠다는 강의의 주제가 직접적으로 드러나 있다.

7. 교수가 소행성 충돌의 파괴력을 묘사하면서 강의를 시작한 이유는?

- (A) 초창기 지구상의 극단적인 환경을 설명하기 위해
- (B) 지구 역사상 대량 멸종에 대한 설명을 뒷받침하기 위해
- (C) 인류의 행위가 지구에 위협이 되고 있다는 것을 암시하기 위해
- (D) 멸종사건이 시기적으로 단기간에 발생했다는 것을 강조하기 위해

Organization

예나 비유 등이 등장할 때는 그 부분이 전체 맥락에서 어떤 역할을 하고 있는지 묻는 문제가 자주 출제되므로 특히 주의를 기울인다. 강의에서 다루고 있는 소재는 어디까지나 'K-T 멸종사건'이지만 소행성의 파괴력을 핵무기와 비교하면서 강의를 시작한 이유는 단서 Q7의 학생의 말에서도 유추할 수 있듯이 소행성의 대단한 파괴력이 지구 대량 멸종사건의 원인일 수도 있다는 가능성을 암시하기 위해서라고 볼 수 있으므로 (B)가 정답. 멸종사건의 기간과 소행성의 파괴력 간의 연관성에 대한 언급은 없으므로 (D)는 오답.

8. 교수가 K-T 멸종사건의 명칭에 대해 말한 것은?

- (A) 사건이 지속된 해수에 근거하고 있다. (not correct)
- (B) 사건의 영향을 받은 생물들의 종류를 가리킨다. (not mentioned)
- (C) 사건이 언제 발생했는지에 관한 정보를 준다.
- (D) 사건을 잘못 이해한 데서 지어졌다. (not mentioned)

9. 교수는 K-T 소행성 충돌에 의해 일어났는지 모르는 대량 멸종에 대해 여러가지 직접적인 이유들을 설명했다. 다음 중 강의에서 언급된 이유를 고르시오, 맞는 칸에 표시하십시오.

	예	아니오
(A) 온실가스 양의 증가	✓	
(B) 지구 표면 전체를 뒤덮은 잔해 (not correct)		✓
(C) 햇빛을 차단하는 거대한 먼지구름	✓	
(D) 전 세계적으로 발생한 대 화재	✓	
(E) 대기 중에 산소의 부족 (not mentioned)		✓

10. 교수가 다음과 같이 말한 이유는?

Bad news for plants...and for everything that eats plants...and for everything that eats things that eat plants.

- (A) 거대한 먼지구름이 치명적이었음을 강조하기 위해
- (B) 학생들에게 먹이사슬의 중요성을 보여주기 위해
- (C) 광합성의 과정을 묘사하기 위해
- (D) 멸종이 발생한 순서를 설명하기 위해

11. 소행성 충돌에 대해서 교수가 암시하는 것은?

- (A) 널리 인정받는 이론이지만, 아직 과학적으로 증명되지는 않았다.
- (B) 과학자들은 지구와 충돌한 소행성의 크기에 대해 의견이 엇갈린다. (not correct)
- (C) 교수 개인적으로는 믿지 않는 가설이다. (not mentioned)
- (D) 다른 이론에 비해 충분히 연구되지 않았다. (not mentioned)

Detail

단서 Q8에서 K-T가 무엇인지 묻는 학생의 질문과 이에 대한 교수의 대답을 통해 알 수 있다. 교수가 K는 백악기(Cretaceous Period), T는 제 3기(Tertiary Period)의 약어라고 설명해 주고 학생이 다시 그렇다면 K-T는 두 시기 사이에 일어난 멸종사건이라고 반문하는 부분을 통해 K-T라는 이름이 사건이 발생한 시기와 관련되어 있다는 것을 알 수 있다. 따라서 정답은 (C). (A)의 멸종 사건이 지속된 해수는 정확히 알 수 없다고 했으므로 오답.

Connecting Contents

강의 후반 학생이 소행성 충돌 후 모든 생물체가 즉사했는지 질문하는 부분 이후부터 실제적인 멸종의 원인들이 등장한다. 교수는 충돌 그 자체가 아니라 (C) 햇빛을 차단한 먼지 구름으로 식물의 광합성 불가, (D) 불붙은 잔해에서 비롯된 대화재(global firestorms produced by flaming debris → intense blazes across the world), (A) 대기중 이산화탄소의 증가로 인한 일시적인 온실 효과 이 세 가지를 생물체가 멸종된 직접적인 원인으로 설명했다. 특히 (D)의 경우 본문의 표현들이 정답에서 다른 표현으로 바뀌었다는 데 주의하자. (B)의 경우 강의에서 언급된 사실이지만 잔해 자체가 멸종을 가져왔다고 볼 수는 없으므로 오답이다.

Function

소행성 충돌 후 생물체가 대량 멸종하게 된 직접적인 원인들 중 하나를 설명하는 부분이다. 먼지구름(dust cloud)으로 인해 식물이 광합성을 못하게 되면서 생물체에 연쇄적으로 일어난 현상들을 열거함으로써 먼지구름이 얼마나 치명적이었는지 강조하고 있다. 따라서 정답은 (A). 얼핏 보면 먹이사슬에 대한 설명처럼 보이지만 function문제는 항상 해당 지문의 맥락 속에서 생각해야 한다는 것을 잊지 말자.

Inference

강의 중반에서 K-T 멸종사건의 원인에는 다양한 가설이 있다고 말한 점과 다시 들려진 부분에서 "Still-no one knows for sure."라고 말하며 강의를 마무리한 점 등으로 미루어 아직 과학적으로 증명되지 않은 가설임을 알 수 있다. 따라서 정답은 (A). 소행성 크기에 대해서는 이리듐의 양으로 추정했을 때 10km였으며, 다른 가설들은 앞쪽에서 이름만 언급되었으므로 (B), (D)는 각각 오답.



Professor (male) **Q12** Class, what I want to talk about today is guilds. Um, so I was wondering if someone could start us off with a...a definition.

Student A (female) Yeah. A guild is...um, it's like a group of people who have the same kind of occupation. I think it's generally used in a historical sense. I mean, I wouldn't call an association of, um, autoworkers a guild—I'd call them a union. But if I were talking about an association of medieval European potters, I think the word "guild" would be appropriate.

Professor Good. You raised some good points. Now, um, I want you to realize that guilds certainly still exist today—ever heard of the Screen Actors Guild or the Writers Guild of America? **Q12** But the fact is I do want to focus today on historical guilds...not modern guilds. **Q13** Um, like you pointed out, guilds and workers' unions do overlap in some ways, but I suppose it would be an oversimplification to say they're the same thing. They both exist to...to protect workers, but guilds have an additional, um, instructional function: they help craftspeople master the skills of their trade, promoting them from apprentices to journeymen to master craftspeople.

Student B (male) **Q17** [uncertain] Um...journeymen? Are we supposed to know these terms already?

Professor Well, I assumed that some of you had probably heard of them, but if you're not familiar with these terms, don't worry about it because we're going to go over their meaning in today's class. I'll, um, I'll get to that when I start talking about how guilds are organized. But for now, I'd like to discuss the history of guilds.

Q14 So, early guilds—this was a long time ago—they were essentially associations of craftspeople who worked in the same trade, such as masons, glass workers, or carpenters. There's a history of guilds all over the world. There were probably guilds in China as early as the Han Dynasty, which was between 206 BC and 220 AD. In India, guilds of the Gupta Empire—320 AD to 550 AD—were called shreni, and they may have been based on earlier guild-like organizations. The first mention of German guilds appeared in the 10th century, and, um, by the 12th century, there were guilds in France and England too. **Q15(B)** These European guilds were likely inspired by earlier Roman guilds.

In some cities in Europe, guilds tightly controlled the way things ran—how goods were produced, the way people worked...that sort of thing. **Q15(D)** In fact, sometimes they received special, um, entitlements...directly from monarchs or heads of state. These might grant a guild the right to monopolize a certain industry. Actually, these letters from political leaders formed the basis for the patent and trademark systems, which developed later on. With this kind of power, guilds could influence local authorities...and sometimes uprisings occurred if people thought the guilds had a little too much power.




Q15(C) But guilds did more than control labor and production. They controlled knowledge about their trade as well. Actually, in places where guilds were in control, it could be quite difficult for new people to get into business...because guilds made it tough for them to get the raw materials and training they

Student B

Professor

needed. Anyone who wanted to learn the trade of a certain guild was subject to a long period of apprenticeship, where they would learn about a craft by working—as cheap labor—for a master craftsman in the guild.

OK. So someone new to a craft would start out as an apprentice, then become a journeyman, and then become a master craftsman? Just like working your way up the corporate ladder?

Yeah, you've got the right idea. Apprentices performed tasks for a master for several years, all the while refining their skills in the trade. Um, but they typically would only learn the most basic stuff—you know, none of the trade secrets. Not yet. **Q17**  **MP3-506** After a couple of years, promising apprentices would get promoted to the position of journeyman.   [addressing Student B] Remember? You wanted to know what this was. Well, uh, journeymen were actually certified with official papers, um, and they could take these papers to other towns and study with different masters. Sometimes they would travel quite far...perhaps to the other side of Europe. Hence the origin of the term. Then, after gaining a couple of years of experience as a journeyman, a person was eligible to become a master craftsman. Of course, this was a promotion that had to be approved by all the masters of the guild. Plus, the, um, **Q16** the potential master had to produce a masterpiece as proof of their skills. OK. Next time we'll talk more about the decline of the guild system and, um, what modern guilds are like.



MP3-512

guild 길드, (중세의) 상인 단체

occupation 직업, 생업
(=trade)

association 협회, 단체

autoworker 자동차 공장 노동자

medieval 중세의

potter 도자기공

overlap 겹치다, 공통되다

oversimplification

지나친 단순화

instructional 교육적인

craftsperson 장인, 숙련공

(pl. craftspeople)

apprentice 도제(훈련생)

(←apprenticeship 도제살이)

journeyman

(도제 수업을 마친) 기능공

master

숙달하다; (최고 수준의) 장인, 명인

mason 석공

carpenter 목수

dynasty 왕조

be inspired by

~의 영향을 받다

entitlement 권리

monarch 군주

grant 주다, 수여하다

monopolize 독점하다

patent 특허

trademark 상표

local authority

지방 정부, 지역 당국

uprising 폭동

raw material 원자재

be subject to

(의무적으로) ~을 해야하다

work one's way up

~로 기어오르다

corporate ladder

(기업 등) 특정 조직내 계층적 서열

refine 다듬다, 정제하다

get promoted 승진하다

(←promotion 승진, 승급)

be certified with

~로 자격을 입증받다

be eligible to do

~할 자격이 있다

potential 가능성이 있는

masterpiece 걸작

decline 쇠락, 몰락

12. 논의의 주된 내용은?

- (A) 고대 중국과 인도의 길드 제도 (**minor**)
- (B) 초기 길드와 현대 길드 간의 차이점 (**not mentioned**)
- (C) 초기 길드의 기능과 조직
- (D) 길드 회원의 진급 방식 (**minor**)

Main Idea

교수는 길드에 관해 이야기하고 싶다고 하며 강의를 시작했고, 집중적으로 다루고 싶은 것은 현대의 길드가 아니라 역사적 맥락의 길드라고 했다. 따라서 정답은 (C). 고대 중국과 인도의 길드가 시작된 시점과 길드의 진급 방법에 관해서도 언급했지만 이것은 모두 부분적인 정보이므로 (A)와 (D)는 오답이다.

13. 교수가 노조를 언급한 이유는?

- (A) 길드가 담당한 교육적 역할의 일례를 들기 위해
- (B) 길드에 관한 일반적인 오해를 바로잡기 위해
- (C) 길드가 현대 사회에도 여전히 존재한다는 것을 설명하기 위해
- (D) 노조와 길드가 유사한 정도에 한계가 있다는 것을 인식시키기 위해

Organization

단서 Q13에서 교수는 길드와 노조 모두 노동자들을 보호하기 위해서 존재하지만 길드는 노조에 없는 교육적인 부가기능이 있기 때문에 이 둘이 완전히 같다고 보기는 힘들다고 하면서 과거 길드와 노조의 차이를 드러내고 있다. 따라서 정답은 (D). 교수는 강의 중에 길드에 교육적인 기능이 있다는 것과 길드가 현대 사회에도 존재한다는 것을 언급 하긴 했지만 이것이 노조를 언급한 이유는 아니기 때문에 (A)와 (C)는 오답.

14. 교수가 한 왕조와 굽타 제국에 대해 말한 것은?

- (A) 시민들이 길드를 조직하는 것을 금지했다. (**not mentioned**)
- (B) 유럽의 길드에 영향을 미친 것으로 인정받는다. (**not correct**)
- (C) 유럽식 형태의 영향을 받은 길드 제도가 있었다. (**not correct**)
- (D) 가장 초기의 길드 형태를 보여줬다고 할 수 있다.

Detail

교수는 단서 Q14에서 초기 길드가 아주 오래 전에 만들어졌다고 하면서 중국 한 왕조 때와 인도의 굽타 제국의 모델을 가장 초기 길드의 예로 들고 있다. 따라서 정답은 (D). 유럽의 길드는 로마의 길드에서 영향을 받았다고 했고, 한 왕조와 굽타 제국의 길드는 모두 이전 시대의 길드 비슷한 조직체에 기반을 두고 있다고 했으므로 (B)와 (C)는 모두 오답이다.

15. 강의에서 교수는 유럽 길드의 특징을 설명한다. 다음 각 항목 중에서 유럽 길드의 특징에 해당하는 것을 고르시오. 맞는 칸에 표시하시오.

	예	아니오
(A) 대개 군주가 반대했다. (not correct)		√
(B) 이전에 로마인이 고안한 모델에 기초를 두었다.	√	
(C) 특정 업종에 관해 지식을 소유하지 못하게 제한했다.	√	
(D) 때로는 그 산업분야를 완전히 장악했다.	√	
(E) 일반 대중들도 전문적인 훈련을 받을 수 있었다. (not mentioned)		√

Connecting Contents

단서 Q15의 내용들을 참조하면 유럽 길드는 이전 시대인 로마의 길드에서 영향을 받은 것 같다고 했으며, 자신들의 업종에 관한 지식도 관리해서 실제로 길드가 통제하고 있는 곳에서는 신참자가 그 사업을 시작하기가 상당히 어려웠고, 또한 군주에게서 특정 산업을 독점할 (**monopolize**) 권리를 부여받았다고 했다. 따라서 (B), (C), (D)가 YES. 군주로부터 특별한 권리를 부여받기도 했다고 했으므로 (A)는 NO. 또한 누구나 길드의 전문적인 훈련을 받을 수 있었는지 여부는 지문 내용만으로는 알 수 없으므로 (E) 역시 NO이다.

16. 기능공이 명인이 되기 위해서 꼭 해야 할 일은?

- (A) 다른 명인들이 검증할 수 있도록 수준 높은 작품을 만들어내기
- (B) 그 업종에 대해서 더 배우기 위해 먼 지역까지 가기 (not correct)
- (C) 모든 길드 회원이 치려야 하는 획일화된 필기시험 통과하기 (not mentioned)
- (D) 같은 업종에 있는 후배 도제들의 양성을 돕기 (not mentioned)

Detail

기능공이 명인의 반열에 들려면 자신의 기술을 입증하기 위해 걸작품(masterpiece)을 만들어내야만 했다. 따라서 정답은 (A). 기능공이 다른 마을에서 배우는 것은 명인이 되기 위한 필수조건이 아닌 선택사항이며, 승급을 위한 필기시험에 대해서는 강의에서 언급된 바가 없으므로 (B)와 (C)는 오답.

17. 교수가 다음과 같이 말한 이유는?

[addressing Student B] Remember? You wanted to know what this was.

- (A) 학생들이 앞에서 나온 중요한 정보를 기억하고 있는지 확인하기 위해
- (B) 학생들 중 한 명에게 설명을 더 자세히 해보라고 하기 위해
- (C) 그 학생에게 앞에서 한 질문에 대답하고 있음을 알려주기 위해
- (D) 학생들에게 수업의 중요한 사항을 상기시키기 위해

Function

단지 다시 들려주는 부분뿐만 아니라 앞선 맥락을 이해할 필요가 있는 문제이다. 앞에서 교수가 강의 중에 journeymen이란 단어를 사용하자 학생은 그 용어에 대해 배운적이 있었는지 교수에게 물었고 교수는 나중에 그 뜻을 살펴보겠다고 했었다. 교수는 이제 journeymen에 대해서 자세히 설명할 시점에 이르자 자신이 아까 그 질문에 대해 지금부터 설명하겠다는 것을 학생에게 알려줄 의도로 이 말을 하고 있다. 따라서 정답은 (C).

강의를 시작하거나 새 주제를 소개할 때

OK

OK, ready to get started, everyone? 자, 모두 시작할 준비가 됐나요?

OK, what do we remember from our last class about lava?

자, 지난 시간 배운 용암에 대해서 기억나는 게 뭐가 있죠?

Alright

Alright class, let's get started. 자, 여러분, 시작합니다.

So

So, class...what've we been talking about for the last week?

자, 여러분...지난 주 동안 무슨 이야기를 하고 있었죠?

Well

Well, class...are you ready to continue our discussion of North American carnivores?

음, 여러분...북미의 육식 동물에 대해 논의할 준비가 됐나요?

의문문

Good afternoon. You're all familiar with the idea of endangered species, aren't you?

안녕하세요. 위기에 처한 종에 대해서는 모두 많이 들어봤을 거예요, 그렇지요?

Do you know what a caribou look like? 삼림순록이 어떻게 생겼는지 알아요?

Who's seen *Rebel Without a Cause*? <이유없는 반항>을 본 사람 있나요?

지시문

Class, I want you to think back to the beginning of the eighteenth century.

여러분, 18세기 초로 돌아가 생각해 보세요.

Everybody, picture a snow avalanche. 여러분, 눈사태를 머릿속에서 그려보세요.

Tell me a little bit about dolphins. 돌고래에 대해 좀 얘기해 보세요.

지난 시간에 다룬 주제 언급

Class, last time we went over the life and work of William Butler Yeats, remember?

지난 시간에 윌리엄 버틀러 예이츠의 생애와 작품을 살펴보았죠, 기억나나요?

All right...so last time we discussed the Navajo migration to the American Southwest, which probably occurred between 1300 and 1500 AD. Today we'll be addressing that

theme again, but I'd like to go into a little more depth about one aspect of Navajo culture: their texties.

자...지난 시간에는 1300년에서 1500년 사이에 발생한 나바호 인디언의 미국 서부 이주에 대해서 논의했죠. 오늘은 그 주제에 대해 다시 이야기 해볼까 하는데 나바호 문화의 한 측면을 좀 더 깊이 있게 다뤄보겠어요. 바로 나바호 직물에 관한 것입니다.

예를 들거나 나열할 때

one example of ~

One example of this form of communication is demonstrated by the herring gull.

이런 종류의 의사소통을 보여주는 예로 재갈매기를 들 수 있어요.

take ~ for example

Take ancient Greece, **for example**...which is where this form of government first appeared. 이런 종류의 정부가 처음으로 나타난 곳인 그리스를 예로 들어보죠.

in the case of

A few large American corporations had set up cartels, which, uh, dominated a number of industries, most famously **in the case of** the railroads.

미국의 몇몇 대기업들이 카르텔을 조직해서 많은 산업을 지배했고 가장 잘 알려진 것으로는 철도를 들 수 있죠.

for instance

It's possible that a high level of gypsum could also indicate something else, like, uh, gypsum is often associated with volcanic activity, **for instance**.

석고 농도가 높다는 것은 그 밖의 다른 것의 신호가 되기도 하는데 예를 들어 석고는 화산 활동과 자주 연관됩니다.

such as

But birds aren't the only animals that use vocal communication. I mean, other animals **such as** frogs and monkeys also use vocal calls. 하지만 새가 소리로 의사소통하는 유일한 동물은 아니에요. 제 말은 개구리나 원숭이 같은 다른 동물들도 역시 소리로 의사소통을 한다는 거예요.

부연 설명할 때

I mean

Self-control is measured differently in different cultures...and even in different time periods within the same culture. **I mean**, the social expectations that guided your grandparents are different than the ones you're familiar with.

자제심은 문화에 따라 다르게 측정되죠...그리고 같은 문화라고 하더라도 시대에 따라 다릅니다. 즉 조부모가 따랐을 사회적 기대와 여러분이 익숙한 사회적 기대는 다르다는 말이에요.

in other words

Well, everyone involved with the corporation enjoys something called limited liability. **In other words**, if the corporation goes bankrupt, no single person is fully responsible for it. 음, 회사에 관련된 모든 사람들이 유한 책임이라고 하는 것을 누립니다. 바꾸어 말하면 회사가 파산하면 한 사람이 모든 책임을 지는 게 아니라는 말이에요.

namely

As the Pleistocene epoch came to a close, some major events were happening. **Namely**, animal extinction. 홍적세가 끝날 무렵 중대한 사건들이 발생합니다. 즉 동물의 멸종 사건이죠.

내용을 첨가할 때

moreover

We don't know a whole lot about these early companies, but it's clear they were formed for the purpose of conducting business. **Moreover**, they were subject to certain laws that were drawn up with the specific intent of...of governing such organizations. 우리는 이 초기 회사에 대해서 많은 것을 알지는 못하지만 이것이 사업을 목적으로 형성되었다는 것은 확실합니다. 게다가 그런 단체들을 통제할 목적으로 제정된 특정 법을 따랐습니다.

furthermore

But the earliest glass didn't look much like the consistent, clear varieties we're used to. **Furthermore** it was nowhere near as common as it is today. 하지만 가장 초기의 유리는 우리가 잘 아는 매끄럽고 투명한 종류와는 많이 달랐습니다. 게다가 오늘날처럼 그렇게 주변에 흔하지도 않았죠.

I'd like to add ~

I'd like to add one more function of bioluminescence. It's essentially the, um, the opposite of attraction: repulsion. 생물발광의 기능을 하나 더 덧붙이자면요. 본질적으로 음, 유인하는 것과는 반대인데요. 바로 물리치는 기능입니다.

there's one further point I'd like to cover

Oh, and just before we move on to talk about glacial valley formation, **there's one further point I'd like to cover**. 아, 그리고 빙하 계곡의 형성에 대해 얘기하기 전에 한 가지 더 짚고 넘어가고 싶은 게 있어요.

before I go on

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.

희곡이 와일드의 생애나 경력과 어떻게 맞아떨어지는지 얘기하기 전에 희곡 내용에 대해서 조금만 얘기할게요.

여담 후 본론으로 돌아올 때

let me get back to

OK, uh...but that's not really the topic for today, so **let me get back to** comparing Olympus Mons with Earth volcanoes.

좋아요, 음...하지만 그게 오늘의 진짜 주제는 아니니까 올림푸스몬스와 지구의 화산을 비교하는 걸로 다시 돌아가보죠.

let me get back on track

We can talk more about this later, but now I—I really need to move on. Anyway, **let me get back on track here**. 그것에 대해서는 나중에 더 얘기할 수 있을 거예요. 지금은 하던 얘기를 계속 해야 할 것 같네요. 어쨌든, 원래 얘기로 되돌아가보면요.

anyway

There can be up to 400 different species of bacteria in plaque. Oh, by the way, plaque does serve a function. It protects the tooth enamel from colonization by certain microorganisms. **Anyway**, even though it serves a function, it needs to be kept in check. 플라그에는 다양한 박테리아 종들이 400가지까지 있을 수 있어요. 아, 그런데, 플라그도 기능이 없지는 않아요. 특정 미생물들의 군체로부터 치아의 법랑질을 보호해 주죠. 어쨌든 기능이 없지는 않지만 계속 검사를 해 줄 필요는 있어요.

where was I?

OK, **where was I?** Right. The earliest evidence of manmade glass we have comes in the form of pottery glaze...the stuff added to the outside of ceramic pottery that gives it that bright sheen. 좋아요, 어디까지 얘기했죠? 그렇죠. 가장 초기 수공 유리의 증거물은 도자기 유약의 형태로 나옵니다. 도자기의 외부에 바르는 그 물질이 도자기에 밝은 광택을 주죠.

iBT	PBT	CBT
120	677	300
120	673	297
119	670	293
118	667	290
117	660-663	287
116	657	283
114-115	650-653	280
113	647	277
111-112	640-643	273
110	637	270
109	630-633	267
106-108	623-627	263
105	617-620	260
103-104	613	257
101-102	607-610	253
100	600-603	250
98-99	597	247
96-97	590-593	243
94-95	587	240
92-93	580-583	237
90-91	577	233
88-89	570-573	230
86-87	567	227
84-85	563	223
83	557-560	220
81-82	553	217
79-80	550	213
77-78	547	210
76	540-543	207
74-75	537	203
72-73	533	200
71	527-530	197

iBT	PBT	CBT
69-70	523	193
68	520	190
66-67	517	187
65	513	183
64	507-510	180
62-63	503	177
61	500	173
59-60	497	170
58	493	167
57	487-490	163
56	483	160
54-55	480	157
53	477	153
52	470-473	150
51	467	147
49-50	463	143
48	460	140
47	457	137
45-46	450-453	133
44	447	130
43	443	127
41-42	437-440	123
40	433	120
39	430	117
38	423-427	113
36-37	420	110
35	417	107
34	410-413	103
33	407	100
32	400-403	97
30-31	397	93
29	390-393	90

iBT	PBT	CBT
28	387	87
26-27	380-383	83
25	377	80
24	370-373	77
23	363-367	73
22	357-360	70
21	353	67
19-20	347-350	63
18	340-343	60
17	333-337	57
16	330	53
15	323-327	50
14	317-320	47
13	313	43
12	310	40
11	310	37
9	310	33
8	310	30
7	310	27
6	310	23
5	310	20
4	310	17
3	310	13
2	310	10
1	310	7
0	310	3
0	310	0

Score Comparison		
iBT	PBT	CBT
30	67-68	30
30	66	29
29	65	28
28	63-64	27
27	62	26
26	60-61	25
25	59	24
23	58	23
22	56-57	22
21	55	21
19	54	20
18	53	19
17	52	18
16	51	17
15	50	16
14	49	15
13	48	14
12	47	13
11	46	12
10	45	11
9	44	10
7	42-43	9
6	41	8
5	40	7
4	38-39	6
2	36-37	5
1	34-35	4
1	32-33	3
0	31	2
0	31	1
0	31	0

Range Comparison		
iBT	PBT	CBT
29-30	65-68	28-30
26-28	60-64	25-27
22-25	56-59	22-24
18-21	53-55	19-21
15-17	50-52	16-18
12-14	47-49	13-15
9-11	44-46	10-12
5-7	40-43	7-9
1-4	34-39	4-6
0-1	31-33	0-3