

SKILL UP TOEFL JUNIOR ADVANCED – CONTENTS

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SKILL UP TOEFL JUNIOR ADVANCED – SYLLABUS

| TOEFL Junior Advanced : A 8 Lesson Syllabus | | | |
|--|---|---|--|
| Class | Lesson | Classwork | Homework |
| 1 | Chapter 1 Listening Comprehension - Question types 1-7 & Practice Test 1 (p. 16-37) | * Word Study * Sample Questions * Question Solving | * Workbook Review * Word Study Prep. * Students prepare the presentation about the soil in workbook. |
| 2 | Chapter 1 Listening Comprehension - Practice Test 2 (p. 38-39) | * Word Test * Question Solving * Students present their homework (about the 'soil') to the class. | * Word Study Review * Workbook Review * Word Study Prep. |
| 3 | Chapter 2 Language Form and Meaning - Question types 1-7 & Practice Test 1 (p. 46-67) | * Word Study * Sample Questions * Question Solving | * Word Study Review * Workbook Review * Word Study Prep. * Students prepare the presentation their essay in workbook. |
| 4 | Chapter 2 Language Form and Meaning - Practice Test 2 (p. 68-70) | * Word Study * Question Solving * Students present their homework (essay) to the class. | * Word Study Review * Workbook Review * Word Study Prep. |
| 5 | Chapter 3 Reading Comprehension - Question types 1-6 & Practice Test 1 (p. 78-101) | * Word Study * Sample Questions * Question Solving | * Word Study Review * Workbook Review * Word Study Prep. * Students prepare the presentation their summary about the reading passage in workbook. |
| 6 | Chapter 3 Reading Comprehension - Practice Test 2 (p. 102-105) | * Word Study * Question Solving * Students present their homework (their summary) to the class. | * Word Study Review * Workbook Review * Word Study Prep. |
| 7 | Actual Test 1 | * Word Test * Question Solving | * Word Study Review * Workbook Review * Word Study Prep. |
| 8 | Actual Test 2 | * Word Test * Question Solving | * Word Study Review * Workbook Review |

SKILL UP TOEFL JUNIOR ADVANCED – SYLLABUS

| TOEFL Junior Advanced : A 16 Lesson Syllabus | | | |
|---|--|--|--|
| Class | Lesson | Classwork | Homework |
| 1 | Chapter 1 Listening Comprehension Question Types and Strategies 1-7 (p. 16-37) | * Word Study * Explain Question types and Sample Questions * Make some question sentences using the 'Question Formulas'. | * Word Study Prep. (SB - p. 38-39) * Students select 5 words of their choices and present them to the class next time. The selected words should be described in English (students are encouraged to use an English- English dictionary and example sentences) |
| 2 | Chapter 1 Listening Comprehension Practice Test 1 (p. 38-39) | * Word Test * Question Solving - Practice Test 1 * Student may present their homework (list of words) to the class | * Word Study Review * Word Study Prep. (SB - p. 40-41) * Workbook review * The teacher finds short and easy informational texts in workbook and ask students to present them next time. |
| 3 | Chapter 1 Listening Comprehension Practice Test 2 (p. 40-41) | * Word Test * Question Solving - Practice Test 2 * Students may present their homework to the class. | * Workbook review |
| 4 | Chapter 2 Language Form and Meaning Question Types and Strategies 1-7 (p. 48-65) | * Explain Question types and Sample Questions * Make some question sentences using the 'Question Formulas'. | * Word Study Prep. (SB - p. 66-67) * Workbook review * Students select 5 words of their choices and present them to the class next time. The selected words should be described in English (students are encouraged to use an English- English dictionary and example sentences) |
| 5 | Chapter 2 Language Form and Meaning Practice Test 1 (p. 66-67) | * Word Test * Question Solving - Practice Test 1 * Student may present their homework (list of words) to the class | * Word Study Review * Word Study Prep. (SB - p. 68-70) * Workbook review * The teacher finds short and easy informational texts in workbook and ask students to present them next time. |
| 6 | Chapter 2 Language Form and Meaning Practice Test 2 (p. 68-70) | * Word Test * Question Solving - Practice Test 2 * Students may present their homework to the class. | * Workbook review |
| 7 | Chapter 3 Reading Comprehension Question Types and Strategies 1-6 (p. 78-97) | * Word Study * Explain Question types and Sample Questions * Make some question sentences using the 'Question Formulas'. | * Word Study Prep. (SB - p. 98-101) * Workbook review * Students select 5 words of their choices and present them to the class next time. The selected words should be described in English (students are encouraged to use an English- English dictionary and example sentences) |

SKILL UP TOEFL JUNIOR ADVANCED – SYLLABUS

| | | | |
|----|---|--|--|
| 8 | Chapter 3 Reading Comprehension Practice Test 1 (p. 98-101) | * Word Test * Question Solving - Practice Test 1 * Student may present their homework (list of words) to the class | * Word Study Review * Word Study Prep. (SB - p. 102-105) * Workbook review * The teacher finds short and easy informational texts in workbook and ask students to present them next time. |
| 9 | Chapter 3 Reading Comprehension Practice Test 2 (p. 102-105) | * Word Test * Question Solving - Practice Test 2 * Students may present their homework to the class. | * Word Study Prep. (SB - p. 109-117) * Workbook review |
| 10 | Actual Test 1 Listening Part (pp. 109-117) | * Word Test * Question Solving * Student presentation: students present their summaries of the passage to the class. | * Word Study Review * Word Study Prep. (SB - p. 119-132) * Workbook review |
| 11 | Actual Test 1 Language Form and Meaning (pp. 119-132) | * Review of Reading Parts that need additional comments * Students may present their homework (summary) to the class. | * Word Study Review * Word Study Prep. (SB - p. 135-148) * Workbook review |
| 12 | Actual Test 1 Reading Part (pp. 135-148) | * Word Test * Question Solving | * Word Study Review * Word Study Prep. (SB - p. 153-161) * Workbook review |
| 13 | Actual Test 2 Listening Part (pp. 153-161) | * Review of Listening Parts that need additional comments * Students present their summaries of the passage to the class. The teacher may help students with additional comments on their presentation. | * Word Study Review * Word Study Prep. (SB - p. 163-177) * Workbook review |
| 14 | Actual Test 2 Language Form and Meaning (pp. 163-177) | * Word Test * Question Solving * Students present their lists of words to the class. | * Word Study Review * Word Study Prep. (SB - p. 179-192) * Workbook review |
| 15 | Actual Test 2 Reading Part (pp. 179-192) | * Word Test * Question Solving | * Word Study Review * Workbook review |
| 16 | Actual Test 1 & 2 Review | * Review of Actual Test 1 and 2 questions that need additional comments | * Workbook Review |

Word Study Review #1 – L/C PRACTICE TEST 1

pp 16-37

Lesson #1

Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|----------------|---------------|
| 1 | spare | |
| 2 | responsible | |
| 3 | ultimately | |
| 4 | government | |
| 5 | conversation | |
| 6 | thrive | |
| 7 | amount | |

Korean □ English

| | Korean | English |
|---|---------------------|----------------|
| 1 | 여러 가지의, 다양한 | |
| 2 | (땅을) 파다 | |
| 3 | 정책 | |
| 4 | 경제 | |
| 5 | 합성한, 인조의, 인조(합성) 물질 | |
| 6 | 통화(화폐)의 | |
| 7 | 기회 | |

◆ **Workbook Review**

Dictation: Lesson 1

[pp. 38-39]

1. Track 001

With summer **o**_____ starting next week, I'd like to remind you all of the school sun smart policy. During recess and lunchtime, as well as during **p**_____ education classes outside, all students must wear a hat or cap. If you **f**_____ to bring a hat, there are some spares **a**_____ in the staff room. Have a good weekend and see you next week.

2. Track 002

It's Friday afternoon everyone, and that means it's time to clean the classroom. Could students in the front row **t** the **to** to the dumpster? Second row students pick up any trash that's on the floor. The third row, you're responsible for **p**_____ everything **a**_____ and the fourth row for wiping down the tables and windows. Let's get busy.

[3-6] Track 003

B: Mrs. Coller, can we **g**_____ **o**_____ and play hockey this afternoon on the new hockey field?

W: Maybe, Francis. If we study **h** this morning, we should be able to go out in the afternoon. By the way, I didn't know that you **l** hockey.

B: Before I didn't like it but **a** they made the new hockey field I started to like it a lot **m**_____. When I look at the field, I just want to go and play on it. It's so **w**_____.

W: It is a very beautiful field. Our school is very **l**_____ to have it.

B: Mrs. Coller, I was **w**_____ something. I like the new hockey field. I like the **p**_____ synthetic grass. But why do they need to bring in synthetic grass? Why don't the **g**_____ just grow some beautiful natural green grass to play on **i**_____?

W: That's a great question and one of the reasons is **b** the seasons.

B: The seasons?

W: Yes, because it's so cold in winter, a lot of the grass dies and sometimes there's not enough rain in the other **m**_____. So the natural grass **r**_____ doesn't have a chance to be perfect. Also when we play hockey on there, with everyone running around, and hitting the **p**_____, the grass gets **d**_____ and **c**_____. It won't grow again very easily. So we have synthetic grass.

B: Thanks for the explanation. I do like real grass, but I like synthetic grass a lot also.

[7-11] Track 007

Let us now talk about **e**_____ and what governments try to do to help their people have the best possible **s**_____ economically. If an economy is going well, that's good news! It probably means that the government is doing a good job. But if it is not going **s**, there have traditionally been two main ways governments have **t**_____ step in and help. One of those ways is called fiscal policy. In **f**_____ policy, governments spend money on various projects, possibly more money than they normally would. They might build a road, or they might fix up a stadium, employ more **p**_____ or spend money on any number of **t**_____. The economist John Keynes was a big fan of this idea. One of the **q**_____ he is remembered for is, governments should pay people to dig a hole and then pay them to fill it back up again.

This would be an example of **e** fiscal policy. Governments also use **m**_____ policy to help their **s**_____. This refers to them toggling with the amount of money in the society and with interest rates. If they print more money, this can be a good thing in the sense that more money is available to spend. It can also be a bad thing because that money might now be worth a little less. Governments are always trying to use a **m**_____ of these two policies in order to improve their societies; to help more people find jobs and opportunities so the economy ultimately thrives.

GRAMMAR AND SPEAKING TIPS

p.18

- □ **step in**: '~의 해결을 위해 나서다/개입하다', ex. The regional education committee finally **stepped in** to solve the financial issues the small school is facing. '지역 교육 위원회는 마침내 그 학교가 당면하고 있는 재정문제를 해결하기 위해 개입했다.'
- □ **help someone/something do (something)**: 'help'동사는 주로 원형 동사를 목적보어로 가진다. p.18 본문에서도 여러 가지 예가 나타난다. ex. ... what governments try to do to help their people have the best possible situation economically. ex. ... governments also trying to use a mixture of these two policies in order to improve their societies; to help more people find jobs and opportunities . . .
- □ **"toggling with** the amount of money in the society ... ": 동사 'toggle'은 스위치 등을 켜다 껐다 한다는 의미이나 본문에서는 어떤 옵션이나 선택 사항을 가지고 이리 저리 맞추거나 사용한다는 의미로 사용되고 있다.

p.21

- □ **"I will no doubt** catch the opportunity . . . ": "no doubt"는 지문에서는 부사 역할을 하며 '아마, 틀림없이'의 뜻으로 많이 쓰인다. 회화에서도 많이 쓰이는 표현이다. 'no doubt about it'형태로도 자주 쓰인다. ex. We all believe that Sue will pass the entrance exam, there's **no doubt about it!** '우리 모두는 Sue가 입학 시험에 합격할 것이라고 믿는다. 거기에는 어떠한 의심도 없다.'

p.24

- □ **"It's time to clean the classroom."**: 'It's time to do ~'은 '~할 시간이다'라는 의미로 회화에서 자주 쓰이는 표현이며 여러 가지로 응용이 가능하므로 익혀둔다. ex. Everybody, it's time to get back to what we were discussing. 또한 **"It's time I was doing something/we ought to do something"**형태로도 쓰인다. ex. It's time I **was studying** for the mid-term exam. '이제 중간 고사 시험 공부할 시간이다.'
- □ **responsible for something**: 형용사 'responsible'은 주로 전치사 'for'와 자주 쓰이며 맥락에 따라 '~을 책임지고 있다' 혹은 '~에 대한 책임이 있다/~에 원인이 있다' 등으로 쓰이므로 지문이나 예문을 통해서 학습해둔다. ex. The police reported that he **is responsible for** the car accident. '경찰은 그가 그 자동차 사고에 책임이 있다고 보고했다' ex. Do you know who is **responsible for dealing with** product inquiries? '누가 상품문의를 담당하고 있는지 아십니까? 또한 부사로서도 자주 쓰인다.'

p.28

- □ ". . . **used to work** on a fishing boat": 'used to do something' 형태로 주로 과거에 반복적으로 진행되던 것이나 습관 등을 나타낸다. 비슷한 구문이지만 다른 뜻으로 쓰이는 것으로서 "be/get used to (doing) something"이 있는데 이는 '~에 익숙해지다'라는 의미로 쓰인다. ex. He **got used to doing** all the house chores himself. '그는 자신이 직접 모든 집안 일을 하는 것에 익숙해졌다.'

p.30

- □ **remind somebody to do something**: ~에게 ~을 상기시키다'라는 의미로 자주 사용되는 몇 가지 패턴을 알아 두면 LFM 에서 도움이 될 수 있다. 자주 사용되는 형식: remind somebody about something / remind somebody to do something / remind somebody that / remind somebody of something. ex. His poem reminds me of my childhood in the countryside.

p.37

- □ **I feel under the weather**": 숙어 표현으로서 '몸이 좀 편치 않다'라는 의미로 구어에서는 자주 사용되는 표현이다. ex. I took a day off work because I felt under the weather. '몸이 좋지 않은 것 같아서 일을 하루 쉬었다.'

Word Study Review #2 – L/C PRACTICE TEST 2

Lesson #2

Date _____ Class _____ Name _____

English ⇄ Korean

| | English | Korean |
|---|----------------|---------------|
| 1 | principal | |
| 2 | organic | |
| 3 | a variety of | |
| 4 | span | |
| 5 | microorganism | |
| 6 | antiseptic | |
| 7 | construction | |

Korean ⇄ English

| | Korean | English |
|---|----------------------|----------------|
| 1 | 액체 | |
| 2 | 혼한, 공동의 | |
| 3 | 표면 | |
| 4 | 잠깐, 순간 | |
| 5 | (끝부분을 단정하게) 밀어넣다(접다) | |
| 6 | 과정 | |
| 7 | 발표 | |

◆ **Workbook Review**

Dictation: Lesson 2

[pp. 40-41]

1. Track 012

As everyone knows, there are some c and the f going around at the moment. Therefore, I'd like to remind you all to wash your hands more o. There are taps in the bathrooms as well as outside some classrooms and we've put in some a soap for you to use.

Let's try to stay healthy.

2. Track 013

The uniform policy at school is that we wear uniforms at all times, even when travelling to and from school. Some local r have called the school r and noticed some of our students looking untidy. Please remember to keep your jackets on, your t done u and shirts t i. Thank you.

[3-6] Track 014

W: Alright John, have you ever tied a knot before?

B: I sure have Mrs. Raymond. I tie my shoes all the time.

W: Most people know h t tie that knot. It's called the shoelace knot, or the b. It's one of the most c knots in the world. It's great for t shoes and presents. You can tie it both l and tight. And you can double it over if you want it really tight. But do you know that in s or b or construction, there are many other kinds of knots?

B: I have some idea about that but I don't really know any of them. I've just s some of the knots you've made in class. By the way, how did you l to tie so many knots?

W: When I was young, a little bit older than you, I used to work on a fishing boat. And on the f boat we had to tie the boat up to the port and that n knots. Or we had to tie fishing lines or boxes or nets, and all those things needed knots. The captain was my Uncle's friend. He t me how to tie l o knots. Do you want to learn one knot?

B: Yes, please.

W: Alright, it's a pretty easy one, it's c the r knot.

B: It has a fishing name.

W: It does. So pick up that piece of string.

[7-11] Track 018

Today we're going to be talking about soil. Soil, the thin, fertile layer of m_____ and o_____ deposits that forms the top part of the earth's crust, is c_____. It gets created very slowly; over hundreds and thousands of millennia, by a variety of geological processes.

The c_____ of soil from rock happens through a process called w_____. Weathering is the b_____ up of rock into smaller pieces. Soil scientists distinguish three important types of weathering. The first is mechanical weathering, which refers to the action of e_____ forces such as wind, rain, hail and ice, as well as the extremes of heat and cold. The second, chemical weathering, involves the interaction of rocks and minerals with external gases and liquids, particularly the ones c_____ carbon dioxide and oxygen. It also i_____ interactions with acids from rocks.

The third and final form, s_____ weathering, is quite a b_____ different. It is a process that takes quite a lengthy span of time. It is the final disintegration of minerals into separate crystals. Once weathering has taken place, e_____ can carry away the small surface particles of the bigger pieces of rock. These get carried off by wind, water and gravity and eventually they s_____ a_____ the lowest point available.

In its fully m_____ state, soil consists of five major components mineral matter, organic matter, water, air and living things. The organic matter in the earth's soil comes from the remains of the many plants and animals for which the soil s_____ as home. All of these rework oxygen and nutrients into the soil and all get decomposed by microorganisms in the soil. Mineral matter and organic matter together make up the solid part of the soil; the g_____ in between act as tiny containers that allow for water and air to be held. Soil might seem a _____ thing at first, but it's not. It is something we r_____ o_____, and something that has been f_____ over millions of years.

GRAMMAR AND SPEAKING TIPS

p.38

- □ **forget to do something**: 동사 'forget'은 주로 to-부정사구를 요구한다. ex. Don't **forget to return** these books to the school library today. 회화에서 주로 wh-구문들과 함께 'forget how/where/when/what/why' 등과 자주 쓰인다. ex. I **forgot how to install** the software. 'forget to ~'는 '**forget about (doing something)**' 형태로도 자주 쓰인다. ex. I **forgot about calling** the branch manager yesterday. '나는 지점 매니저에게 전화하는 것을 잊어버렸다.'
- □ "If we study hard this morning, we **should** be able to go out in the afternoon.": 조동사 'should'는 의무를 나타내는 표현과 더불어 강한 추측을 나타내는 목적으로 빈번하게 쓰인다. 현재 지문에서는 '~을 할 수 있을 것이다'라는 강한 추측을 나타내는 용법으로 쓰였다. cf. You **should stay** quiet in the library. '도서관에서는 조용히 해야 합니다'. 이 문장에서 'should'는 의무를 나타내는 용법으로 쓰였다.
- □ "Also when we play hockey on there, **with everyone running around, and hitting the puck**, the grass gets dug up and cut up.": 'with+명사+현재/과거 분사' 형태로 쓰여 부대 상황을 나타내는 용법이다. 현 지문에서는 "with everyone running around, and hitting the puck" "모두가 이리저리 뛰어다니고 아이스하키 공을 치면서"라는 의미를 가진다고 볼 수 있다.

p.39

- □ **fiscal policy** vs. **monetary policy**: 'fiscal policy'는 정부가 세금(taxation) 등을 통하여 국가가 필요한 돈을 거두어 들이는 정책과 거두어 들인 재원을 어떻게 사용할 것인가에 대한 정책들을 의미한다. 'monetary policy'는 한 나라의 중앙 은행이 이자율 등을 통하여 한 나라 경제에서 화폐가 유통되는 양, 방식, 시기 등을 조절하는 정책을 뜻한다.
- □ **spend** money/time/resources **on** something: 동사 'spend'는 사용할 대상이 되는 것을 나타내기 위해 주로 전치사 'on'을 사용한다. ex. He **spends** most of his income **on** buying clothes. 전치사를 사용하는 것 외에도 "**spend time reading** comic books'처럼 현재분사 형태를 사용할 수도 있다.
- □ **thrive**: 'to become successful/to flourish'. 동사 'thrive'는 '번창하다, 잘 자라다'라는 뜻으로 쓰인다. ex. The country **thrived** for a long time due to the country's rich natural resources. 참고로 '**thrive on something**' 은 '남들이 별로 즐기지 않은 것을 즐기다/잘 한다'라는 의미를 가지고 있다. ex. Nick **thrives on running** in the early morning. 'Nick 은 이른 아침에 달리는 것을 좋아한다.'
- □ "Our school is very **lucky to have it**.": 영어에서는 [형용사+to-부정사] 형태가 아주 다양한 용법을 가지고 쓰인다. 본문은 "I am really **happy to see** you again."처럼 결과나 원인을 나타내는 의미로 사용되고 있다. TOEFL JUNIOR 의 LFM 영역에서는 형용사적 용법을 묻는 것으로 "It was a **difficult book to understand**."처럼 명사를 수식하는 용법으로 쓰이는 to-부정사를 선택하는 형태도 자주 나오고 있다.

◆ Presentation Project

Soil

In Number 7 of Practice Test 2 in the student book,

we heard that the teacher talking about the soil.

Find additional information on soil based on the questions suggested below.

Then, give a presentation on your research in class.

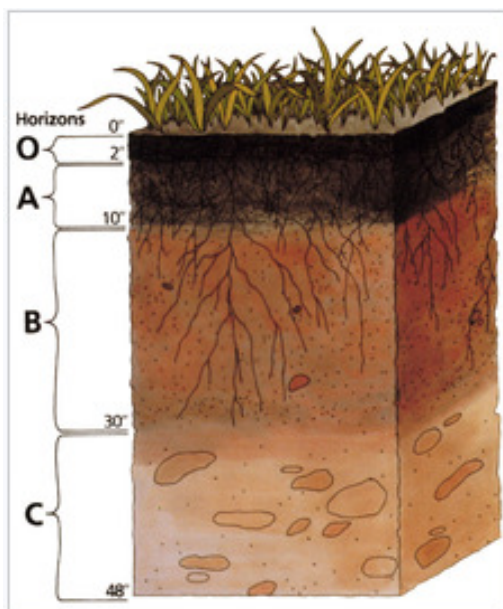
• *The things you find out*

- What is soil?

- What are general roles of the soil? (search two more)

- What is difference between soil and dirt?

- What is the Soil Profile?



[Image Source: Wikipedia Dictionary]

Word Study Review #3 – LFM PRACTICE TEST 1

pp.46-63

Lesson #3

Date _____ Class _____ Name _____

English ⇄ Korean

| | English | Korean |
|---|----------------|---------------|
| 1 | refer | |
| 2 | desperately | |
| 3 | a couple of | |
| 4 | last minute | |
| 5 | fill in | |
| 6 | plan | |
| 7 | thankful | |

Korean ⇄ English

| | Korean | English |
|---|-------------------------------|----------------|
| 1 | ~할 수 있다 | |
| 2 | 박탈(몰수) 당하다, 몰수된, 박탈당한, 벌금 몰수품 | |
| 3 | 운 좋게 | |
| 4 | 경기장 | |
| 5 | ~하는 동안에 | |
| 6 | 아무것, 무엇 | |
| 7 | 시작하다 | |

◆ **Workbook Review**

LFM: Complete the sentences: Lesson 3

[pp. 49-67]

A. Choose the correct answer.

Unfortunately where be able to

1. If you’re not doing anything tonight, would you _____ ill in for our basketball team?
2. _____ a couple of our players will be unable to make it and we would really hate to have to forfeit.
3. If you can make it down to the stadium _____ the game starts at 6:30, I would be forever thankful.

B. Put the words or phrases in the right order to complete the sentence.

1. < extra for time exercise finding >

□ Given that Mike is being assigned a lot of tasks to do at school, _____
_____ is extremely difficult.

2. < has to never been Paris >

□ Although he _____ before, he talks as if he has visited the city on many occasions.

3. < to meteorites distinguish >

□ One way _____ from ordinary rocks is to look for a darker outer layer that appears as if it was burned at high temperature.

4. < as as much five stronger times >

□ Contrary to popular belief, the gravity in space can be _____ than it is on Earth.

GRAMMAR AND SPEAKING TIPS

p.50

- □ **seek**: 동사 "seek"는 과거형과 과거분사형이 "sought"로 불규칙하게 변화하는 동사이므로 주의한다. 타동사이므로 용법은 seek 뒤에 목적어가 오는 일반적인 것(ex. seek shelter/advice/permission)과 "seek to do something"처럼 to-부정사와 같이 쓰이는 용법도 자주 쓰인다. ex. The company is **seeking to reduce** spending on travel. '그 회사는 여행 경비를 줄이려고 노력하고 있다.'

p.51

- □ **a sharp rise**: '급속한 증가'. 명사 'rise'가 자주 쓰이는 수식어들이 있는데 주로 'sharp/rapid/dramatic/steady'등이 자주 같이 쓰인다. LFM에서는 자주 같이 쓰이는 형태, 즉 연어(collocation)에 대한 문제가 자주 출제되므로 이런 부분도 평소에 학습해 두도록 한다.

p.52

- □ **as if/as though**: 'as if'는 크게 두 가지 뜻을 가지고 있는데 '~인 것처럼'으로 현재의 상황을 어디에 빗대어 말하는 경우와 강조의 용법으로서 사실이 아님에도 '~인 것처럼 ~한다'고 하는 용법이 있다. ex. She resumed talking **as if** nothing had happend. '그녀는 아무 일도 일어나지 않은 것처럼 이야기를 계속 했다.'

p.55

- □ **One way to distinguish meteorites from ordinary rocks is to look for a darker outer layer ...** : LFM에서는 현 예문처럼 주어를 수식하는 구조가 중첩되어 있고 주동사가 멀리 떨어져 있는 경우 주어와 주동사간의 수나 시제 등의 일치에 대한 문제가 출제되는 경향이 있다. 현재 지문에서는 주어는 "one way"이며 "to distinguish meteorites from ordinary rocks"는 단순히 주어 명사구 "one way"를 수식하는 역할을 하므로 주어와 주동사의 문법적 일치에 영향을 미치지 않는다. 따라서 주동사는 주어 "one way"가 3 인칭 단수에 해당하므로 "is"이다.

p. 58

- □ **After his experience volunteering in ...** : 이 구문에서 명사 'experience' 다음의 현재분사형 'volunteering'은 명사를 뒤에서 꾸며주는 역할을 하고 있다. LFM에서 명사를 뒤에서 수식하는 구조로는 관계 대명사를 제외하고 현재분사와 과거분사 그리고 to-부정사에 의한 방법, 이 세가지가 주요 용법이다.
- □ **affect vs. effect**: 두 명사 'affect'와 'effect'는 일견 형태와 뜻이 비슷해 보이기도 하며 잘못 쓰이는 경우가 많다. 실제 LFM의 어휘 선택에도 출제될 수 있는 유형의 문제이므로 용법과 뜻의 차이를 잘 정리해 두도록 한다. 'affect'는 타동사로서 '~에 영향을 미치다'이며 본문 지문에서처럼 주로 수동태형으로 사용되는 경우가 흔하다. 반면 'effect'는 명사로서 '영향,결과, 효과'등의 의미를 가지고 있으며 주로 '**effect on something**' 형태로 자주 쓰인다.

p. 59

- □ **suffer from scurvy**: 동사 'suffer'는 자동사와 타동사로 쓰이는데 주로 자동사로 쓰이며 전치사로 'from'이 쓰인다. ex. **suffer from** a rare disease '희귀한 병으로 고통 받다'. 명사

'scurvy'는 괴혈병을 가리키는데 주로 비타민 C의 결핍으로 인해 생기는 병이다.

- □ "a disease caused by long term exposure to a diet high in salted food and low in Vitamin C.": [구문]. 다소 긴 구문이지만 "a disease" 이후는 모두 명사구 "a disease"를 수식하는 구문이라고 볼 수 있으며 "a disease which/that is caused by..." 처럼 관계대명사가 생략된 형식으로 볼 수도 있다.
- □ "A recent technological breakthrough has made it possible for the company to build": [구문] 두 가지 구문 "make+목적어+목적보어(형용사)와 "for+명사+to 부정사" 형태가 결합된 것으로 볼 수 있다. 따라서 "기술적 진전(technological breakthrough)가 그 회사가 세계에서 가장 긴 해상 다리를 지을 수 있는 것을 가능하게 했다'라고 풀이할 수 있다.

p.63

- □ **annoying** vs. **annoyed**: 형용사 'annoying'은 'irritating'과 비슷한 뜻으로 어떤 대상 자체가 (누구에게) '짜증스럽거나 성가시다'라는 뜻이다. ex. His behavior at the meeting was **annoying**. 한편 과거분사형 형용사 'annoyed'는 언급하는 주체가 다른 대상에 의해 '짜증이 난다/약이 오른다'라는 의미를 가지며 주로 전치사와 같이 쓰이는데 다음과 같은 형태가 주로 쓰인다. 'be annoyed **with/at** somebody/something', 'be annoyed **about/by** something'.
- □ **without saying a word**: 전치사 뒤에는 명사 상당어구가 온다. 따라서 동사(구)가 전치사의 목적어로 올 때는 동명사형이 필요하다.

Word Study Review #4 – LFM PRACTICE TEST 2

pp.64-70

Lesson #4

Date _____ Class _____ Name _____

English ⇄ Korean

| | English | Korean |
|---|-------------|--------|
| 1 | tradition | |
| 2 | benevolence | |
| 3 | witness | |
| 4 | string | |
| 5 | narrowly | |
| 6 | policy | |
| 7 | privilege | |

Korean ⇄ English

| | Korean | English |
|---|------------------|---------|
| 1 | 금지하다 | |
| 2 | 남용, 오용, 남용하다 | |
| 3 | (위치가 ~보다) 아래에 | |
| 4 | (건물의) 층, (방의) 바닥 | |
| 5 | 부상을 입히다 | |
| 6 | 압수하다 | |
| 7 | 발표 | |

◆ **Workbook Review**

LFM: Complete the sentences: Lesson 4

[pp. 68-70]

A. Choose the correct answer.

taken an announcement traditionally

1. This is _____ that from now on, yoyos and such items will be banned from school.
2. _____ the school has taken a relaxed policy on the bringing of toys to school.
3. However, in recent times, some students have _____ advantage of that benevolence and abused that privilege.

B. Put the words or phrases in the right order to complete the sentence.

1. **< from floor second was dropped >**

□ There was the case where a yoyo _____ classroom window onto a student below.

2. **< practice students of wandering >**

□ We have witnessed the _____ around the schoolyard with scissors, cutting other students' yoyo strings.

3. **< there will be yoyos more no >**

□ For these reasons, we have decided that _____ at school.

4. **< a will be yoyo confiscating >**

□ From tomorrow, any teacher seeing _____ it.

GRAMMAR AND SPEAKING TIPS

p.64

- □ "sheer beauty of Roman architecture": 형용사 'sheer'는 명사 앞에서만 쓰이며 주로 "the sheer weight/size/amount/number of something"형태로 쓰이며 뒤에 오는 명사의 정도를 강조하는 역할을 한다. ex. The **sheer number of** applicants to the school was amazing. '그 학교의 지원자 수만해도 놀랄 만 했다.'
- □ "unable to **make it**": "make it"은 회화에서 빈번히 사용되는 어구로 '성공하다/간신히 해내다/ 시간 맞춰서 도착하다(참석하다)/ 이겨내다' 등의 다양한 뜻을 가지고 있다. ex. I am really sorry Terry. but I won't be able to **make it** to your birthday party. '미안하지만 Terry, 네 생일 파티에 참석할 수 없을 것 같아.'

p.66

- □ **forfeit**: 동사 'forfeit'은 타동사로서 '~을 박탈당하다, 몰수 당하라'라는 뜻을 가지고 있다. 주의할 점은 타동사이지만 자체적으로 수동의 뜻을 가지고 있다. ex. The official **forfeited his position** in the cabinet. '그 관리는 내각에서 그의 지위를 박탈당했다.'

p.68

- □ **take advantage of something**: 숙어구 'take advantage of something'은 '~을 잘 이용하다', '~기회를 잘 활용하다'라는 뜻을 가진다. ex. take advantage of his prior experience '그의 이전 경험을 잘 활용하다'. 한편 'take advantage of somebody'로 전치사의 목적어로 사람이 오면 다소 부정적인 뜻으로 '~를 이용하다/악용하다'라는 뜻을 가지고 있다. ex. Don't dare to **take advantage of** his generosity! '그의 선량함을 감히 이용하려 하지 마라!'

p.69

- □ **narrowly avoided**: 부사 'narrowly'는 구어에서 자주 쓰이는 표현이며 동사 avoid 와도 자주 같이 쓰이는 소위 연어(collocation)에 속한다. LFM 영역에서 어휘 문제로 출제될 수 있는 유형이다. 부사 'narrowly'와 자주 같이 쓰이는 동사들은 'narrowly avoided/defeated/escaped/lost/missed' 등이 있다.

p.70

- □ **confiscate**: 처벌의 한 형태로 '몰수/압수 하다'라는 의미를 가지고 있다. ex. All of his belongings **were confiscated** by the police. '그의 모든 소지품은 압수당했다.'

◆ **Write**

- **Theme:** school life, hobby, activity
- **Form:** an essay, a story, an email, a newsletter and so on
- **Direction:** 1. Choose a theme.
 2. Think about the form that you want to write.
 3. Write with introduction, body, and conclusion.

Word Study Review #5 – READING PRACTICE TEST 1

pp. 78-101

Lesson #5

Date _____ Class _____ Name _____

English ⇄ Korean

| | English | Korean |
|---|----------------|---------------|
| 1 | monthly | |
| 2 | excerpt | |
| 3 | similarity | |
| 4 | opposite | |
| 5 | owl | |
| 6 | select | |
| 7 | predominantly | |

Korean ⇄ English

| | Korean | English |
|---|--|----------------|
| 1 | 관습, 관례 | |
| 2 | 연간, 연례의 | |
| 3 | (출간된 책의 형태로 본) 판, (시리즈 가해물의 특징) 호 회 | |
| 4 | 구독하다 | |
| 5 | 유충, 애벌레 | |
| 6 | 접근하여, 바짝 | |
| 7 | 더듬이 | |

◆ **WORKBOOK REVIEW**

Reading Comprehension: Lesson 5

[Pp. 100-101]

Line A lot of people think that it’s quite easy to tell the difference between a moth and a butterfly but that might not always hold true. You might be outside in the park or in your garden and think you’re looking at a colorful looking butterfly, but actually it might be a humble moth. Let’s see how we can more accurately tell the difference between a moth and butterfly. There are a lot of similarities and differences
5 between these two animals.

For starters, both are insects, which means that they each possess three pairs of legs, or six legs in total. On top of that, both have four wings. Further, they both go through a consistent life cycle that includes four stages, from the egg to the larva to the pupa to the adult.

10 Because of all these similarities, it’s easy to mistake a butterfly for a moth. While there are these similarities, there are also some important differences.

On the one hand, moths have short hairy bodies, while butterflies have long smooth bodies.

15 Their habits are also somewhat different. Moths are active predominantly at nighttime while the opposite holds true of butterflies, which are busy in the daytime. This can hold true in some humans as well, where you have some people who are night owls and some who are morning people. The moths are the night owls.

Some scientists consider that the moth’s feelers are different in appearance to the butterfly’s feelers. This might be true but not 100% of the time.

The next time you see a beautiful butterfly or moth, look closely. Are you sure what it is?

1. What would be the best title for the passage?

- (A) The beautiful Butterfly
- (B) Predators in the Garden
- (C) Nighttime activity
- (D) Insects that are similar yet different

2. According to the passage, what is true about the two insects?

- (A) They have a different life cycle.
- (B) The third stage of their life cycle is being a pupa.
- (C) They eat meat.
- (D) They have the same bodies.

3. Which of the following is NOT mentioned in the passage?

- (A) The appearance of the insects
- (B) The eating patterns of the insects
- (C) The life cycle of the insects
- (D) The habits of the insects

4. What can be inferred from the article about the insects?

- (A) They are totally different.
- (B) Not all scientists agree on the feelers of the two insects.
- (C) The butterfly is harder to catch.
- (D) The moth eats more than the butterfly.

5. In line 12, the word predominantly is closest in meaning to _____.

- (A) occasionally
- (B) always
- (C) mostly
- (D) not at all

6. In line 13, the word which refers to _____.

- (A) moths
- (B) butterflies
- (C) nighttime
- (D) active

GRAMMAR AND SPEAKING TIPS

p.79

- □ The first climbers **to reach the summit of the mountain** . . . : to-부정사의 형용사적 용법으로서 주로 미래에 일어날 상황에 대해 사용하는 경우이다. '그 산 정상에 오르게 되는/오른' 정도로 풀이를 할 수 있다.

p.80

- □ **hold true**: 구어에서 자주 쓰이는 용법으로 '유효하다, 진실이다'의 의미를 가지고 있다. ex. The contract still holds true. '그 계약은 여전히 유효하다.'
- □ **on top of something**: 문자적 풀이는 '~의 위에'로서 위치를 가리키는 표현이지만 문어나 구어에서 주로 '게다가, 이에 더해'라는 의미로 자주 사용된다.

p.86

- □ which is no longer **in print**. . . . : 현 맥락에서 "in print"는 '더 이상 출판(인쇄)가 되지 않는'이라는 의미이다.
- □ **Included are** two free tickets to the convention . . . : 주어가 긴 명사구 등이 올 때 명확성을 위해서 혹은 강조를 위해서 도치되는 경우가 있는데 이러한 경우의 한 예이다.

p.87

- □ **take place** vs. **occur**: 'take place'는 주로 계획 혹은 준비된 일이 일어난다(혹은 개최된다)라는 의미로 많이 쓰인다. ex. The Olympic Games **take place** every four years. '올림픽 게임은 매 4년마다 열린다.' 한편 동사 'occur'는 단순히 어떤 일이 일어난다(happen)이라는 의미로 많이 쓰이는 경향이 있다. The eruption **occurred** late at night. '그 화산의 폭발은 밤늦게 일어났다.'

p.97

- □ **be sure to do something**: 구어나 주로 '~을 잘 기억하라/꼭 ~하라'는 뜻으로 자주 쓰인다. ex. **Be sure to call** your mom when you come home late. '집에 늦게 올 때는 꼭 엄마에게 전화해라.'

p.98

- □ **remains** one of **the most sought after** for readers of comic books.: 동사 'remain'에 명사, 형용사(과거분사), 부사 등과 결합한다. ex. Please **remain seated** until I come back. '내가 돌아올 때까지 자리에 앉아 있어라.'

p.100

- □ **mistake a butterfly for** a moth: 'mistake somebody/something for somebody/something' 형태로 '~을 ~으로 잘못 생각하다'라는 의미를 가지고 있다. ex. The woman **mistook me for** her student.

Word Study Review #6 – READING PRACTICE TEST 2

pp.102-105

Lesson #6

Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|----------------|---------------|
| 1 | mention | |
| 2 | auditorium | |
| 3 | solve | |
| 4 | context | |
| 5 | competition | |
| 6 | struggle | |
| 7 | discussion | |

Korean □ English

| | Korean | English |
|---|----------------------|----------------|
| 1 | (특정한 활동을 위한) 시간, 기간 | |
| 2 | 기회 | |
| 3 | 의사 소통하다 | |
| 4 | ~을 이용하다, ~을 기회로 활용하다 | |
| 5 | 개최되다, 일어나다 | |
| 6 | 마음을 사로잡다, 매혹하다 | |
| 7 | 구, 구절, 관용구 | |

◆ **Workbook Review**

Reading Comprehension: Lesson 6

[pp. 104-105]

Line People are very fascinated by all kinds of puzzles. Humans indeed are inherent problem solvers, and so the challenge of a puzzle tends to excite us.

 Have you ever solved or tried to solve a jigsaw puzzle? Trying to solve a jigsaw puzzle is a pastime that can be enjoyed by almost anyone.

5 A jigsaw can have as many as a handful of pieces, while some can have many thousands of pieces. Jigsaws can be completed in a matter of minutes in terms of the former or in the case of the latter, over a space of years.

 It can be both fun and frustrating while solving a puzzle to be trying to locate a missing piece. As such, the phrase, ‘a missing piece of the puzzle’ has worked its way into the English language and can be used in many contexts.

10 The jigsaw puzzle started with John Spielsbury who was a teacher in England. His students struggled to understand geography and so in 1767, he invented the world’s first jigsaw puzzle. He painted a map of Europe on a piece of wood and then he cut that out with a very good saw. It’s interesting because he cut the pieces exactly along the borders of the European countries. And so jigsaw puzzles began. While he started merely to help his students, later he sold his puzzles. He made puzzles about many different continents.

15 Jigsaw puzzles today still fascinate us. Many people even enjoy jigsaw competitions. Have you ever tried a jigsaw puzzle?

1. What is this passage mostly about?

- (A) John Spielsbury
- (B) The biggest Jigsaw
- (C) Puzzles
- (D) A kind of puzzle

2. According to the passage, what is true about John Spielsbury?

- (A) He was a builder.
- (B) He became rich.
- (C) He invented jigsaws.
- (D) He never married .

3. Which of the following is NOT mentioned in the passage?

- (A) The very first jigsaw
- (B) Geography
- (C) Continents
- (D) Mathematics

4. What can be inferred from the article about John Spielsbury?

- (A) He never profited from jigsaws.
- (B) He had a big house.
- (C) He had some tools.
- (D) He had a son.

5. In line 1, the word inherent is closest in meaning to _____.

- (A) struggle with
- (B) enjoy
- (C) natural
- (D) avoid

6. In line 9, the word its refers to _____.

- (A) a phrase
- (B) a piece
- (C) a puzzle
- (D) some wood

GRAMMAR AND SPEAKING TIPS

p.102

- □ **annual**: ‘happening once a year’, ‘yearly’ 등의 뜻을 가지고 있다. ex. annual conference ‘연례 학회’ ex. annual income ‘연간 소득’.
- □ “You don’t want to miss this opportunity **to see and learn from the best speakers in the world!**”: 명사구 the opportunity 뒤의 to 부정사구 ‘to see and learn ...’ 에 의해 수식되는 구조이다. LFM 영역에서 명사구를 수식하는 적절한 형태로 빈번하게 출제되는 형식이다. to-부정사의 여러 용법 중에서 미래를 나타내는 의미로 ‘~하게 될, 할 수 있는’ 정도의 의미로 명사를 뒤에서 수식하고 있다.
- □ **early bird discounts** : 속담 “the **early bird** catches the worm”에서 볼 수 있듯이 ‘일찍 일어나는 사람’을 가리키나 현재 문맥에서는 ‘일찍 ~을 하는 사람’ 혹은 ‘일찍 오는 사람’ 등을 가리킨다. ‘일찍 예약하는 사람을 위한 할인’을 가리킨다고 볼 수 있다.

p.104

- □ **tend to do** excite us: ‘(자주) ~하는 경향이 있다’라는 의미로 쓰인다. ex. John tends to stay up all night. So he feels tired during the day. ‘John 는 밤새 안자는 경향이 있다. 그래서 낮 시간 동안은 피곤함을 느낀다.’
- □ **in a matter of** something: ‘~만에/~만 지나면’ 라는 뜻으로 자주 쓰인다. ex. in a matter of seconds ‘몇 초 사이에’
- □ **while**: while 은 접속사로서 쓰일 때는 ‘~하는 동안/사이’를 나타내는 시간적 의미와 더불어 ‘하는 반면에’ 등으로 ‘대조’의 의미를 나타내는 접속사로도 많이 쓰인다. 특히 LFM 영역에서 대조의 의미를 가진 접속사 선택 문제로 자주 출제된다. ex. **While** the father wants to go fishing all other family members just want to stay at home. ‘아버지는 낚시를 가기 원하는 반면에 나머지 식구들은 그냥 집에서 머물기를 원했다.’

◆ Summarize

Are you ready for the 42nd Annual Speakers Convention? This year the convention will take place at the Gravagi Convention Center in Westingfield on Sat May 29th and Sun 30th. We have a wonderful line up of speakers, a great series of workshops, a buffet dinner, not to mention the speaking contest. You don’t want to miss this opportunity to see and learn from the best speakers in the world!

| TIME | The AUDITORIUM | SEMINAR ROOM | ROOM 102 |
|-----------------|---|---|---|
| May 29 13:30 | Bill Sermon: Use your body to communicate | Keynote speaker Douglas Vintany: Have more impact | Panel Discussion: The art of the stage |
| 14:30 | Margaret Lather: The Voice | Rhonda Clavent: Tell a powerful story | Panel Discussion: The art of the stage |
| 15:30 | Keynote speaker Douglas Vintany: Have more impact | Jessica Thomas: Coloring your speech | |
| May 30 09:00 | Networking session | | |
| 12:00 | Closing ceremony | | |
| 13:00 | Finish | | |

A Q&A with contestants will take place in the auditorium following the speech contest. Don’t miss it!

The buffet dinner will take place between 5:30 and 7:00 in the hall.

Until the 1st of May, special early bird discounts will be on offer. Regular convention tickets cost \$85 per person, but if you purchase before May 1st, you’ll receive a \$20 discount.

What’s more, we are offering a 10% discount for group bookings. So if you have 10 or more people, take advantage of this discount, also available until the month of May.

Both offers may be taken advantage of at the same time.

Summarize the passage.

- Think about the whole story and then find out what the main article is about.
- Remove or write shortly the matters that are not important in the flow of the story.
- Make a group with similar cases.

Word Study Review #7 – ACTUAL TEST 1

pp. 109-152

Lesson #7

Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|----------------|---------------|
| 1 | maintenance | |
| 2 | integral | |
| 3 | investment | |
| 4 | elimination | |
| 5 | untenable | |
| 6 | endeavor | |
| 7 | civilization | |

Korean □ English

| | Korean | English |
|---|--------------------|----------------|
| 1 | (사람, 철새 등의) 이주, 이동 | |
| 2 | 멸종 | |
| 3 | 진행하다 | |
| 4 | 관찰 | |
| 5 | 운송, 수송 | |
| 6 | 평판이 좋은 | |
| 7 | 진화 | |

◆WORKBOOK REVIEW

Dictation: Lesson 7

[pp. 106-107]

1. Track 023

We would like to announce some changes to the school cafeteria m____. For better health, sodas and colas will no longer be for sale. Instead we have some extra juices. We have also d_____ hamburgers and hotdogs and brought in some new c_____ of sandwich. Please e_____ the new foods and let us know how they are. Thank you.

2. Track 024

You have probably n_____ some construction going on at the back of the school. The school is expanding and getting better and better, and as such we are building some more classrooms. Please stay away from the b_____ areas and play in other a_____. We hope the buildings will be c_____ b spring. Thank you.

3. Track 025

The end of year drama production will be a story from Shakespeare, called Hamlet. If anyone is interested in performing or helping b_____, please come to the meeting and a_____ at lunch time on Thursday in the hall. We would love to have a_____ and e_____ involved. Let me now hand out some information about the play.

4. Track 026

This is just a message to be careful. In recent days a stray dog has been entering the school grounds to l____ f____ food. Some students have apparently been feeding it. The dog may well be dangerous so if you do h_____ to see it, don't try to play or i_____ with it. Instead, tell a teacher so we can call the dog pound. Above all, please don't f_____ him. Thank you.

5. Track 027

Vera, I remember you played in the chess club last year and so I just wanted to g____ you a h____ up that it has started this year a____. The club is meeting every Tuesday at lunchtime in room 604 and guess what? They have some brand new hand made c_____ as well as some chess clocks!

6. Track 028

One of the most important things in the science room is s_____. When you come into the science room, please p____ o____ the safety goggles, even if you're n____ doing a____ experiments. Please also remember to put on a lab c____ and act responsibly at all times. Safety first and let's all enjoy science!

7. Track 029

Everyone, we’re going to start a geography project. What you have to do is plan a h_____ in at least 3 countries. D_____ the countries, including the places, cities and landmarks that you’ll v____ on your holiday and what things you will do there. Plan a wonderful t____. At the end of the month submit your project and get ready to present it to the class.

8. Track 030

I can see that your basketball went onto the roof. It’s pretty d_____ to c_____ up on the roof so why don’t you get another basketball from the s_____ room. I will tell the m_____ man to pick up the basketball when he can. Don’t worry, we’ll get your basketball down in the next few days.

9. Track 031

I’d now like to direct your a_____ to the big calendar on the wall. All of the months have a different number of days, don’t they? There’s a very good r_____ for that. A long time ago all the months had just 30 days and so the year was only 360 days long. B_____ of that the seasons started to change and e_____ summer became winter and winter became summer. So now the calendar looks like this one on the wall.

10. Track 032

Does anyone know why today is a special day? It’s a special day because tonight at 8:01 there will be an e_____ of the moon. This is also called a l_____ eclipse. What this means is that at 8:01, the moon will pass between Earth’s shadow. The good news is it’s safe to look at a lunar eclipse without eye protection. S_____ eclipses, however, are much more d_____ to view.

[11-14] Track 033

W: Hi, Brian, I see you’re about to throw away your paper cup. Why throw it away so early?

B: Because I’ve had a drink with it already. I don’t think it’s any good to me now.

W: You could save that paper cup and when you have another drink later on, it w_____ be possible to use it again. That way, in a small way, you can help the e_____.

B: But I’ve already used it. Isn’t a p_____ cup a cup that you can use o_____ once?

W: Yes, and no. You can’t reuse it o_____ and o_____ again but it is your paper cup. You could leave it next to your d_____ and g_____ it one more try later. How about it?

B: It’s a nice idea, Mrs. Canale, but no one e_____ is doing it, so I don’t know w_____ I should do it. Everybody has just one drink and then they t_____ a_____ their paper cup.

W: Come and have a look at my desk. Do you see this paper bag? It’s the s_____ paper bag I use for

my lunch every day. It c my lunch yesterday. And the day b that. It carried my lunch last week. And look under h. That’s my paper cup. I use it a and again.

B: Why don’t students reuse their cups?

W: I don’t know. But maybe they will see you and think it’s a very good idea and then they might follow you.

B: I never t a it like that, Mrs. Canale.

W: Great! So you’ll s the paper cup!

[15-17] Track 037

G: Hi, Mark, I heard you were in the Principal’s office this morning. Did you do something w?

B: No, I didn’t do anything w. You know I’m a good kid, Bella.

G: Then why were you in the p office? Felix said he saw you c out of the principal’s office and now everyone is talking about it.

B: It’s not that I did s wrong but that I did something right. What h d is the principal wants to give me a special a for helping someone. Outside the school this morning when I got off the bus there was an old lady with some s bags that looked really h

G: OK, so what did you do?

B: She was really s hard and I felt sorry for her. She was carrying vegetables and s like that. So I walked up to her and I asked her if I could help her and she was r happy. So I carried her b for her for a l bit. I think one of the teachers saw that.

G: That’s really cool, they must be really p o you, Mark.

B: Yeah, and the principal said when the lady got back home, she called up the school to say how happy she was. So that’s why I was in the principal’s o.

G: Wow, g j, Mark. I hope I can go to the principal’s office someday j like you!

[18-21] Track 040

- G:** George, welcome to the school radio station! We have a small team. There’s just you and me. Last year there was also Paula but she m t another school. We will be the school DJs for this term. It’s a really f job. Have you been a DJ before?
- B:** No, I’ve never done it for r before, but I talk a lot and I act like a DJ all the time at home.
- G:** Then you’ll be great! I have been a school DJ for 2 years and I’ve e every moment. And now that you’re here too, it will be a. You will bring in some new and f ideas.
- B:** Thanks for the warm welcome Wilma. I’m really excited! I have a lot of ideas and know a lot of songs but I don’t know how to use the e.
- G:** It’s pretty easy to use once you get used to it. There’s really only one thing to do. If you p this button down, anything you say gets b to the whole school – to the yard and to the classrooms. And when the button is up, then the music p. If the button is in the m nothing gets broadcast. So we have to be very c if it’s at the bottom. Like the time I was talking about Mr. Francis last year. I thought nothing w b broadcast but actually it was. We got in a lot of t over that. But don’t worry we w have any trouble. We’ll watch the button!
- B:** OK, great, I can’t wait for our first broadcast. When is that?
- G:** Our first one is this Thursday at lunchtime. You can c the music.

[22-25] Track 044

- M:** Eva, I think you’ve got too much weight on this exercise m. Why don’t you try a little bit less w
- G:** But Mr. McGee, in class you said that the only way to get s is by lifting up heavier and heavier weights each time.
- M:** Yes, I did say that, but you have to be careful when you’re at the g. It’s a good idea to pick up something that’s a little bit d, but you don’t want to p something up that’s extremely heavy or something you could d. You could really do a lot of d to y, the equipment or others around you.
- G:** I’m strong enough to carry it.
- M:** A lot of people think like that, but sometimes when people l things that are t heavy and drop them, it drops on their hand or on their f and they get i badly and we don’t want that. Do you want to get injured?
- G:** No, d not.
- M:** So, there are two things you can do in this s, Eva. You can either take some weight o or you can attempt to lift it but only with a friend helping you just in case you aren’t strong e. You’ve got to think safety first no matter what.
- G:** That’s great a, so could you help me with this?
- M:** OK, Eva, just this o I will.

[26-29] Track 048

In 1848 in a valley in northern California, the American dream began with an event that b_____ hundreds of thousands in search of a new l____: Somebody found gold. The d_____? To make a fortune? Rumors of gold just waiting to be f_____ began to pass throughout America, and many were w_____ to risk everything for the c_____ to be a part of it. By the winter of 1848, whispers of gold strike had drifted eastward across the country but few easterners believed them. The gold d_____ needed to be more than just a whisper, and in early December it was. President James Polk delivered a message that made m_____ excited. He described an abundance of gold in the far west. And so the gold rush began. Lives were abandoned; farmers left their fields, merchants closed their shops and soldiers left their posts. They all went to California. Newspapers described how, “f_____ lay upon the surface of the earth, as p_____ as the mud in the streets.” By early 1849, gold fever had become an epidemic. Discussions of gold could be heard a_____ in the c_____ and o_____ the country as well. Many foreigners also got caught up in the p_____ and were ready to make even longer journeys. Chinese, Chileans, Mexicans, Irish, Germans, French and Turks all travelled to California seeking their fortune. They were d_____ the “Forty-Niners’ because the m_____ began in 1849. Many never reached California and most of those who did found not gold but bitter disappointment. They soon discovered that the i_____ painted by the President and the media was very different to the r_____ of California. Gold was not scattered on the ground for the taking as they had been led to believe. It was there but g_____ it required a serious i_____ of time, e_____t and capital.

[30-33] Track 052

Extinction is a pretty popular topic these days. We estimate that before humans existed, the extinction rate was about one in every ten thousand s_____per year. The best e_____ we have for today’s level of species extinction is about a thousand times higher than that. And the rate is expected to rise very s_____ in the near future. No wonder we hear the phrase “mass extinction’ so often. But we may be w_____ in thinking that e_____ are all because of us or because of m_____ civilization. It is true that we have caused the d_____ of many plant and animal species over the last century or so. What is happening now is our doing. But extinction on a large s_____ isn’t a problem that s_____ w_____ Man. And from one point of view, it may not even be a problem. So, from our p_____ as humans, mass extinction is definitely a big problem and it could e_____ u_____ causing our own extinction. But from the broader perspective of life on this planet as a w_____, it might be as much an opportunity as a c_____. I know this sounds strange. How could the extinction of life be an opportunity for life? Let me explain. Extinction has played an active role in the evolution of life for at

least 600 million years. Over this h s of time there have been four or five episodes of mass extinction. We believe the largest mass extinction happened about 245 million years ago. It wiped out fifty percent of all plant and animal species on land and n all life in the oceans. Another, better known extinction was the one 65million years ago that finished off the dinosaurs. But what we’re concerned with is what happened a. The sudden e n of large numbers of species, like the dinosaurs, didn’t lead to l biology and diversity. In fact, it opened up new r for evolution to take. It gave some species, s a the first small mammals, a chance to climb the evolutionary ladder. Those small mammals may never have had that chance otherwise. We too may n have had the chance. The key question for us with all the c t extinctions is whether we’ll be around long enough to see what comes out of it. It’s pretty hard to say whether we’ll be one of the species that survives or one of the o that d.

[34-37] Track 056

We all like to see movies action, romance or thriller. A lot of movies are p in Hollywood, and all those stories begin with a script. There are many scriptwriters in Hollywood, and they all have scripts. They want to sell their s to a big movie studio. If so, they might m a lot of money and become famous. Scriptwriters send their stories to movie companies. From here, an agent at the movie company reads the script. This person has a special t for choosing good scripts. But w do movie scriptwriters get their ideas?

Movies like Gladiator, Alexander and Troy are b u ancient history. The movie Troy is based on the mythology b the Trojan War. Let me briefly tell you the story. In the city of Troy, near ancient Greece, there was a prince. He f in love w Helen, the wife of a Greek king and brought her back to Troy. So her husband took his Greek army a the ocean to Troy. But a huge wall s and d ed the city. In the movie, the Greek army sneaks into the city in a big wooden horse. The horse was over 10 meters tall. The Trojans thought the horse was a gift so they wheeled it through the front gates of the city. Unfortunately, it was a t. Inside the wooden horse were soldiers of the Greek army. W the Trojans were sleeping, the Greek soldiers secretly came out and a the city. If a movie script is accepted, the next step is to choose the right actors for the r. When the movie Troy was being written, the writers wanted a handsome and strong actor to play Achilles, the Greek hero. They c Brad Pitt. Brad Pitt needed to get in shape for a big fight scene. After they find the right actors and actresses, the movie d and other staff start shooting.

[38-42] Track 060

M: So, I think it would be a good time to talk about a special star. Who’s heard of Beta Pictoris? Beta Pictoris is a b star that can o be seen from the southern hemisphere. It’s also a fairly close star; if 63 light years away can be called “close’. At any rate, it’s close enough that some of our larger and more advanced telescopes can make very d observations of it. Exceptionally strong i energy comes from the direction of Beta Pictoris; the type of energy that usually comes from very young stars. Also, because it was formed only about 20 million years ago, Beta Pictoris is surrounded by a “disk,’ which is a huge collection of matter shaped like a p. It is the only star n us that has such a disk. We only expect to see these disks around r young stars because if a star is much o, the disk would have already disappeared. All that matter from the pancake would already have t i planets.

G: Excuse me. Are you saying that a star 20 million years old is young?

M: Yes, that’s exactly what I’m saying. You see, it’s important for us to keep things in perspective here. Twenty million years may not seem very y, but a star that old is really s just in its infancy. That might be a little hard to take in, I understand, but remember that our own star, the sun, is a l four and a half b years older.

G: Can we see any planets, or any signs that planets have b to form around Beta Pictoris?

M: That’s a good question. There are s that something is going on. From this, even though we can’t actually see them yet, many astronomers are concluding that Beta Pictoris is well along the way to developing its own family of orbiting planets. Beta Pictoris is probably the only place that’s close e f us to observe the stages of p formation and the other p that take place in the first 100 million years of a star’s life. That’s why it’s a special star.

◆ **Workbook Review**

LFM: Complete the sentences

[pp. 120-122]

A. Choose the correct answer.

While in here offering

1. Springtime is _____. That means it’s time to get in.
2. Flyer gym is _____ a special discount memberships in the month of May.
3. _____ you sign-up for a 3 month membership, you will get one more month free.

B. Put the words or phrases in the right order to complete the sentence.

1. < found white cat a caught >

□ They went out and _____ high in a tree.

2. < eventually the out took firemen >

□ _____ their ladder and climbed up to save the cat.

3. < no more ten than dollars cost >

□ I’m guessing the groceries will _____ but just in case here is a twenty dollar note.

4. < freshness by for picking up them >

□ Make sure you check the vegetables _____ and smelling them.

◆ **Workbook Review**

LFM: Complete the sentences

[pp. 123-127]

A. Choose the correct answer.

down must been

1. I hate to have to do this, but I _____ cancel our appointment tomorrow.
2. Unfortunately, I have come _____ with the flu.
3. That turned out not to be the case, and I have _____ in bed all week.

B. Put the words or phrases in the right order to complete the sentence.

1. < be its holding will >

□ Grantham elementary school _____ annual festival later this year.

2. < to showcase the opportunity >

□ The festival is where we take _____ some of the wonderful things that have been happening at the school.

3. < the from festival proceeds >

□ All _____ will be put back into Grantham Elementary school.

4. < donate your to time would like >

□ If you _____, expertise, or knowhow, please call Vice Principal Logan.

◆ **Workbook Review**

LFM: Complete the sentences

[pp. 128- 132]

A. Choose the correct answer.

much along easiest

1. These days one of the _____ chores we can do is the laundry.
2. A long time ago, the laundry process was a _____ more arduous and time consuming task.
3. The first washing machine came _____ in the 1700s.

B. Put the words or phrases in the right order to complete the sentence.

1. **< so in the world prevalent >**

□ Grass is _____, it’s easy to forget that it is even there.

2. **< essentially different three there are >**

□ In the world, _____ types of grasses.

3. **< we all on the time step >**

□ While grass is something that _____ it is in fact in a lot of foods that we like, for example, bread.

4. **< are than the different like to we ones >**

□ Of course, the kinds of grasses that we eat or drink _____ walk on.

◆ **Workbook Review**

Reading Comprehension

[pp. 138-139]

Line And now for a good news story! Marion and Theodore Croft, a retired couple that recently moved into the Pacific County Area, thought they had gotten a pretty good deal when they bought an old house in Richmond Street, Flemingvale.

5 “It was a little run down when we first saw it,” admitted Theodore, “but we could see there was a lot of potential. We decided to get it with the dream to fix it up and turn it into the home we’ve always wanted.”

They had only just begun to live in the abode and were starting renovations when in the basement under some floorboards, Marion found a box.

10 She brought it up and after prizing open the lid, discovered thousands of dollars worth of gold, jewelry and old coins.

 “I was expecting there to be old letters and scraps,” said Marion, “you know, stuff that isn’t worth anything but when I saw things glittering back at me, I couldn’t believe it and I called Theodore.”

15 The police are trying to track down the previous owners of the house.

 So far, none of the previous owners can provide any information about the find.

 The initial theory is that sometime in the house’s history, an owner hid the treasure chest under the floorboards.

 “Now we are starting to think someone buried it without telling the owners,” said Detective Frank Delroy from the Flemingvale Police Department.

20 If no one claims the haul within 90 days, it will all go to the Crofts.

 “We can’t wait to keep looking,” said the Crofts, “who knows what else we may find?”

1. What would be the best title for the Article?

- (A) The old coin
- (B) Under renovation
- (C) A lucky discovery
- (D) Flemingvale police Department

2. According to the passage, what is true about the Crofts?

- (A) They have lived at the same address for many years.
- (B) They are renovating a house.
- (C) They have many children.
- (D) They came to look for treasure.

3. Which of the following is NOT mentioned in the passage?

- (A) Jewelry
- (B) Coins
- (C) Silver
- (D) Gold

4. What can be inferred from the article about the crofts?

- (A) They are quite old.
- (B) They are very wealthy.
- (C) They are collectors of treasure.
- (D) They are expert builders.

5. In line 7, the word They refers to _____.

- (A) the police
- (B) the Crofts
- (C) the renovations
- (D) the treasure

6. In line 7, the word abode is closest in meaning to _____.

- (A) treasure
- (B) house
- (C) city
- (D) department

7. In line 20, the word haul is closest in meaning to _____.

- (A) all the treasure
- (B) the coins
- (C) the house
- (D) the owner

◆ **Workbook Review**

Reading Comprehension

[pp. 144-145]

Line If you have ever been to a busy city, you will have seen technology all around. You will have seen skyscrapers and power plants and apartment buildings. You will have seen all manner of infrastructure. Quite often what makes these things work are things that you can’t see - hidden things - that are under the ground.

5 In New York, for example, if you looked under the ground, you would find over 78,000 miles of electrical cables beneath the streets. These are crucial. They help drive the devices in the buildings and ensure the infrastructure above the ground works like clockwork.

 You would also find 6,000 miles of water lines under New York City. If it weren’t for those, people would struggle to survive. Where would they get their water? What would they drink?
10 How would they wash? What would happen to their gardens?

 You would also find over 4,000 miles of gas lines, which help people in their cooking and heating and other things.

 Additionally, you would find over 4000 miles of wires and pipes, some of which might be used as part of the sewerage system and which helps in the removal of waste. If it weren’t for those pipes,
15 the city definitely wouldn’t be a nice place to live!

 And what about the TV cables? You would surely find these under the ground, not to mention transportation networks such as subways and tunnels, which help people move.

 When you look around your wonderful city, try to imagine what’s below the surface.

1. What would be the best title for the passage?

- (A) The wonderful city
- (B) Electrical cables
- (C) The crucial underground
- (D) Transportation networks

2. According to the passage, what is true about the underground?

- (A) It includes cables.
- (B) It doesn’t include pipes.
- (C) Only New York city has such a system.
- (D) It’s safer to live underground.

3. Which of the following is NOT mentioned in the passage?

- (A) Water lines
- (B) Infrastructure
- (C) Wires
- (D) Clocks

4. What can be inferred from the article about the underground?

- (A) A lot of people live under there.
- (B) A lot of things grow under there.
- (C) Life would be unbearable if it were all removed.
- (D) Infrastructure can be installed there easily.

5. In line 2, the word all manner of is closest in meaning to _____.

- (A) some
- (B) many different
- (C) occasional
- (D) man-made

6. In line 6, the word drive is closest in meaning to _____.

- (A) monitor
- (B) share
- (C) operate
- (D) inspect

7. In line 9, the word their refers to _____.

- (A) pipes
- (B) city residents
- (C) builders
- (D) town planners

GRAMMAR AND SPEAKING TIPS

p.110

- □ **stay away from** something: 문자 그대로는 ‘~에서 떨어져’ 이지만 비유적인 의미를 ‘~을 멀리하다/하지 않다’의 의미로도 쓰인다. ex. Having regular meals helped him **stay away from** fast food. ‘규칙적인 식사를 하는 것이 그가 패스트푸드를 멀리하는 데 도움을 주었다.’
- □ **happen to do** something: ‘~우연히 ~하다’라는 의미로 구어에서 많이 쓰인다. ex. Yesterday, I **happened to see** Tommy at a fish market. ‘어제 나는 Tommy 를 생선 시장에서 우연히 보았다.’

p.116

- □ **Inside the wooden horse were** soldiers of the Greek army.: 영어에서 도치는 의문문 등의 문법적인 경우를 제외하고 부정사가 제일 처음에 올 때나 주어나 너무 길 때 혹은 강조의 용법 등으로 쓰인다. 현재 지문에서는 목마의 내부를 강조하기 위해 문장 처음으로 도치한 경우이다. 이런 용법의 경우 동사가 이어서 오며 주어는 동사 뒤를 따른다.

p. 121

- □ who tried to **get the cat to jump down.**: ‘get something to do something’의 형태로 쓰이는 구문으로서 의미는 ‘make something do something’의 의미를 가지고 있다. make 동사는 원형을 필요로 하는 반면에 get 동사는 to-부정사가 오는 차이점이 있다. ex. Neither of us couldn’t **get the washing machine to start.** ‘우리 중 아무도 세탁기가 작동하게 할 수 없었다.’

p.123-4

- □ That **turned out not to be** the case.: “turn out to be something” 형태로 ‘~으로 밝혀지다’ 형태로 쓰인다. ex. The broken switch **turned out to be the cause** of the problem. ‘고장 난 스위치가 문제의 원인으로 밝혀졌다.’

p.138-9

- □ “I was **expecting there to be** old letters and scraps.”: [구문] LFM 영역에서 Sentence Structure 형태로 자주 출제되는 유형으로 expect 동사는 목적보어로 to-부정사와 결합하는데 목적어가 허사인 there 이므로 there is 에서 be 동사 is 부분이 to be 형태로 되어 있는 경우이다.

pp.140-141

- □ Alex could do **nothing but wait** at the bus stop: ‘nothing but do something’형태로 ‘오직/단지 ~만 한다’라는 의미를 가지고 있다. 지문에서는 ‘Alex 는 버스 정류장에서 기다리는 것 말고는 아무 것도 할 수 없었다’라는 의미로 쓰이고 있다.
- □ **due to start**: ‘due to do something’은 주로 문어에서 많이 쓰이며 ‘~하기로 (예정)되어 있다’의 의미로 쓰인다. ex. The train is **due to start** in ten minutes. ‘기차는 10 분 후에 출발할 예정이다.’

pp 142-143

- □ **grabbing** her mom **by** the arm.: 사람의 신체 부위에 대한 동작은 주로 [동작명사+목적어+전치사+신체부위]의 구조를 가지고 있다. ex. **pat his son on** the back. ‘아들의 등을 쓰다듬다.’

pp. 144-145

- □ if it **weren't for** those pipes, the city definitely wouldn't be a nice place to live!: it if was/weren't for somebody/something’은 “if it hadn't been for somebody/something” 의 의미로 ‘~이 없었더라면’이라는 가정의 의미로 쓰이고 있다.

Word Study Review #8 – ACTUAL TEST 2

pp. 152-192

Lesson 8

Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|----------------|---------------|
| 1 | guarantee | |
| 2 | utilize | |
| 3 | vigorous | |
| 4 | primitive | |
| 5 | thoroughly | |
| 6 | uncanny | |
| 7 | comprise | |

Korean □ English

| | Korean | English |
|---|---------------|----------------|
| 1 | ~을 추정하다, 가정하다 | |
| 2 | 내려가다 | |
| 3 | 선사 시대의 | |
| 4 | 대안, 선택 가능한 것 | |
| 5 | 이행하다, 수행하다 | |
| 6 | (일부로) 포함하다 | |
| 7 | ~을 당연하게 여기다 | |

◆ **Workbook Review**

Dictation: Lesson 15

[pp. 138-139]

1. Track 065

OK, can everybody s___ working? We have got a b_____ bottle on the ground. And broken glass is r___ dangerous. So this is what we’ll do. Ted, can you go get a broom from the storage room? And can everybody else look at the ground near you? If there are any big p_____ of glass, carefully pick them up and put them into this trash can.

2. Track 066

It’s just a_____ time for our class to go over for school photos. Check that your uniforms are neat and your hair is tidy. If anyone needs a jacket or tie there will be some s___es by the photographer. When you’re r_____, please line up at the f_____ of the classroom by the d___ from smallest to tallest. Then we will make our way to where the photographer is.

3. Track 067

Today is the school’s a_____. Our school was f_____ 67 years ago. Because it’s the anniversary, we’re all going to go d_____ to the gymnasium after lunch with all the other classes and have a celebration. The principal will give a _____, we will listen to a live band play some music and there will also be a magic show. Are you excited?

4. Track 068

Before we start our game, we need to do a few w___ u_ exercises to l_____ our muscles. So first, we’ll jog on the s___ for a few minutes and then we’ll do some stretches. We’ll stretch our leg muscles, our hamstrings and calves, our s_____ and back. After that we’ll be in good shape to play a game of football.

5. Track 069

This summer, students will be a_____ to wear sports shoes d_____ break time and lunchtime if they’re playing sports outside. Feel free to bring some sports shoes to school. However, when you travel to and from school, make sure you w___ your black school shoes. That way everyone will l_____ very nice out in the community. Also remember to keep your shoes clean and nicely shined each day.

6. Track 070

The school speech c _____ is coming up next month. We’re looking to get a student from each class to go in the speech contest. You can talk about a _____ g you want. You will have to give a speech that l _____ between 4 and 5 minutes. As a special i _____, whichever student does the speech for our class will get a very special prize. Put your hand up if you’re interested.

7. Track 071

At lunchtime this week, the Parent’s Group will be s _____ freshly b _____ cookies. You can buy a cookie for 50cents or 3 for a dollar. There are c _____ cookies, plain cookies and other cookies. All the money that g _____ r _____ this week is going to help us to buy some new equipment for the sports room.

8. Track 072

This term during Thursday afternoon sports time you can choose what a _____ you’d like to do. The choices include l _____ golf, going bowling, making go karts and going rock climbing as well as playing t _____ sports like tennis and baseball. I’m going to hand you out a form now. You have to w _____ down from 1-3 your top choices. We can’t guarantee you’ll get your top choice but we’ll try.

9. Track 073

Hello, everybody. I’m Bill and I’m the m _____ of this farm. It’s a dairy farm, which means we have a lot of cows and from those cows we make a lot of d _____ products. Some of the cheese or milk or cream you eat at home may have been p _____ right here! The cows are usually milked in the morning and afternoon. We used to do that by hand but we have m _____ to do that now. At the moment we have around one thousand cows on the property and if you look over to the left you’ll see a very t _____ baby cow that was born just 2 days ago.

10. Track 074

Recycling is a very important part of life for h _____. Because of global w _____ and the greenhouse effect, it is clear that we have to try and change some of our h _____. We used to just throw everything away but now we are attempting to re-use more and more things in order to save the environment. At school also, we’ve got a new r _____ program. If you have any papers, plastics or

books to t_____ away, you can take them outside to the recycle bins. There’s one for papers and plastics and also for cans. We no longer throw those things in the r_____ trashcan. The environment can be saved if we all work together.

◆ Workbook Review

[pp. 138-139]

[11-14] Track 075

G: Gary, isn't this a great baseball stadium we have at our school?

B: Yeah, it is. I just w I could play baseball and then I would be able to actually play on the wonderful s.

G: What do you think about the new scoreboard?

B: I really like it, but I don't understand all of it.

G: What don't you understand? I go to the baseball stadium with my dad all the time and he explains all the parts of the scoreboard. It's r fascinating.

B: I don't know, I just kind of know that the batters name is up there and the score. And you can see how many s they got. But those other numbers I don't really understand.

G: What they put up are different pieces of i that they think people may be interested in. There are different s about the various players. You've got the game score, which inning it is and so forth. A long time ago scoreboards were m. There were people up there who had to c the numbers by hand. And those numbers were really big and heavy. It was a busy job to do. But it would have been pretty e, don't you think?

B: I do. Thanks for introducing those things. Hey I can't read that s at the bottom, what is that all about?

G: Oh, don't worry about that, it's not a a baseball. That's just a message from an a!

[15-17] Track 079

G: Zach, what are you doing on your hands and knees like that?

B: Oh, hi, Fiona. I'm actually trying to get my keys back. What happened is that I was w home from school and I took out my keys and when I did they fell through the grate here. Now they're down there, below the g and I don't know how to g them back.

G: That's really bad luck! I have never heard of anything so u!

B: Right! I can seem to get my hand t the grate just a little of the way, but I can't quite reach my keys. I'm f inches short of my keys. That's f.

G: I can see your keys. It looks like there are a lot of t. Tell me, why are t so many keys?

B: Two of the keys are for my house and then there's a key for my bike. There's also a really old key that I f and I just like the l of, and then there's a key for my grandmother's house. So

these keys are really i _____ to me. There’s no way I can get by without them.

G: I see.

B: I’ve also got some a _____ on my key ring. Can you see the tiny blue key-light?

G: I see it. Anyway, can I h _____ you get the keys?

B: I’d love some help! Do you have any i _____?

G: I think it’s d _____ trying to l _____ the grate or s _____ your hand in. What happens if your hand gets stuck? But why don’t we try to reach in with a t _____ stick? It’s safer and there’s more chance of f _____ your keys.

B: Good idea, Fiona, let’s give it a go!

[18-21] Track 082

B: Excuse me, Mrs. Albright. Are you busy?

W: Not at the moment, Scott. What can I do for you? Are you having some kind of p _____ with class?

B: Actually, I w _____ to talk to you about the book.

W: You want to talk about the book? The science book we u _____ in our class, I p _____ume. Sure, what about it?

B: I just want to say that I have been reading it on my own, and I think it’s very fascinating.

W: I’m glad you like it, but ... what ... I’m sure you didn’t come here j _____ to tell me that.

B: No, I didn’t. Actually, I read the whole book and it h _____ m _____ me very interested in Science and Biology and I was wondering if you could r _____ any similar books that I could read in my spare time.

W: I’m very happy to h _____ this. I didn’t know you were so i _____ d in science, Scott.

B: Actually I used to hate science. It was my least p _____ subject. But since I’ve been studying science in your class, and with this book, I have f _____ it to be my favorite class.

W: That’s excellent news! And it’s very fortunate that you s _____ by when you did. Here is a book I’ve been reading. It’s s _____ to our textbook. I’m sure that if you like our textbook you’ll find this equally fascinating. Please enjoy r _____ it and if you like it, bring it back and I’ll find something e _____ for you to read.

B: Thanks so much, Mrs. Albright

[22-25] Track 086

G: Hey, Shaun, wasn’t that a difficult Art test?

B: Yes, it really was. I s _____ all night last night. I d _____ sleep a _____ a _____ because I was trying to get

ready for it. And still it was tough.

G: So, were you feeling good b_____ the test?

B: Well, although I studied a lot, there were still some things I wasn’t really feeling that c_____ t about. Like the section on Post Impressionism.

G: That was a pretty easy p___ for me. I really like Van Gogh and Monet and a lot of the a_____ who were a part of that artistic movement. Most of the art on my bedroom w___ is from that e___.

B: Then what part of the test was difficult for you?

G: Oh, definitely it was the part about Surrealism. You know, e_____ Dali. I don’t know much about him. And I have never found that kind of art to be very a_____.

B: Are you kidding?? That’s the most interesting part. I think his works are some of the MOST accessible. T___ f___ e_____ he piece called, Soft Clocks. It’s really nice.

G: I disagree. Anyway, did you guess many of the answers?

B: Yeah, I had to make quite a lot of guesses.

G: Maybe s___ o___ t___ will be right, if you’re lucky. The good thing is, if you guess wrong you don’t lose any points.

B: You’re right, that is good n____. Let’s c_____ our f_____ and hope for a good score, Robin!

G: Yes, let’s!

◆ Workbook Review

[pp. 138-139]

[26-29] Track 090

Lloyd’s of London was the first organized i _____ company, but it would be w _____ to say that it was the first provider of insurance. We know from historical records that ancient merchants in the Mediterranean r _____ went to great lengths to protect the goods they shipped. In fact, they would actually travel with their m _____ to make sure it a _____ safely! This must have cost them a lot of time and money, and I’m sure it was pretty dangerous a w _____. So someone came up with a better s _____. Sometime around 3000 BC, the earliest form of insurance b _____ in the form of b _____, which is a form of insurance that is no longer used. The idea was taken a step f _____ when another t _____ o _____ insurance called the general a _____ was created. Between the 11th and the 18th centuries, more new ideas came along. In 1255, a system of charging insurance premiums was used for the f _____ time in Venice. The income from this was p _____ o _____ to those traders who experienced l _____ during shipping. When transoceanic trade became commonplace in the seventeenth century; the owners of ships obtained loans from investors to finance their trading expeditions. If a ship was lost, the owners were not r _____ for paying b _____ the loans. They could be o _____ money on g _____ terms like these for the same reason that insurance still works today - payouts were r _____ y rare; most of the ships did make it safely to p _____. The interest paid on the l _____ by many ship owners more than c _____ for the loss of a few ships to storms or pirates. As worldwide trade grew, so did the amount of money, and so did the d _____ for this kind of protection. All that money to be made eventually led to formally o _____ insurance companies. Lloyd’s of London started is around 1688. Strangely, it didn’t start out as an insurance company at all. It was just a s _____ London coffeehouse where merchants and bankers often h _____ meetings. At these meetings, insurers w _____ offer contracts to shippers. They would write their names u _____ the s _____ amount of risk they would accept in exchange for a certain payment. They were soon known as underwriters. This informal association continued for quite a long time. It wasn’t until 1769, d _____ later, that Lloyd’s of London became more than j _____ a coffeehouse. That’s when an incorporated group of u _____ was finally formed from the people who had been meeting t _____.

[30-33] Track 094

Most food and drinks c _____ calories. There are various kinds of delicious food in the world: Greek salads, French pastries, Chinese n _____, American hamburgers, Italian p _____ and Japanese sushi. But a lot of these f _____ have many calories. All of these have fat in them. And where there is fat,

there are calories. A calorie is a unit of e ____ y. But when you eat too many calories in one day, your b ____ becomes u ____ y. Fat from a greasy hamburger or cheese on pizza has many calories. Peanuts also contain many calories. There are 427 calories in a h ____ of peanuts. However there are very few in vegetables like tomatoes or lettuce. That is because vegetables and f ____ are m ____ comprised of water. There is a relationship between how many calories a person eats and how easily they get fat. Most children in school need 1,600 to 2,500 calories per day to stay healthy. And young people like to eat fast food. If you consume too many hamburgers, chocolate bars, too much soda pop and deep fried food, you will gain weight. You might even get fat. But we all want to s ____ h ____ . So when we exercise, we can get rid of some calories. Some types of exercise help burn off more calories than others. For example, riding a bicycle up a s ____ mountain r ____ will help you lose more calories than w ____ for an hour. Here are some tips to stay healthy and b ____ o ____ the calories that you eat. It is a great idea to be vigorous for at least one hour every day. If you eat a chocolate bar, play a sport for more than one h ____ . If you drink a milk shake, ride your bicycle for one hour. If you have some French fries and a hamburger, go jogging for more than one hour.

[34-37] Track 098

W: Mammoth Cave is a popular t ____ destination that draws people from all over America and even the world. The cave is a g ____ wonder but today we will focus on a less w ____ aspect of it, its prehistoric archeological significance. As it t ____ out, we’re sure our p ____ ancestors knew about the cave as early as 3,000 years ago. They s ____ t ____ have been as attracted to its mysteries and what it had to offer.

B: What would the caves have had i ____ that prehistoric people wanted? Wouldn’t they have b ____ a ____ o ____ them and stayed away?

W: Interesting questions. If they went in just for shelter, they wouldn’t have had to go in very deep. But we know that they did go far down into the cave n ____ . Apparently, they did this in search of m ____ s. Primitive mining tools have been found in parts of the cave that s ____ this conclusion. Cane torches, digging sticks, and other simple tools were found deep inside the cave, the kinds of things that would have been used 25 or 30 centuries ago by early miners as they searched for minerals and d ____ them out. E ____ caves is still dangerous today. But can you imagine what it was like 3,000 years ago? G ____ those minerals must have been extremely difficult and h ____ . One prehistoric miner who wasn’t careful enough - a man who’s crushed and dried out remains were found along the r ____ through the cave in 1935 -

apparently crawled under a big b when he met his death.

B: But what were these people willing to risk death to find? What minerals were they m

W: There was no gold, silver or diamonds in the cave, to b s. But there were things they wanted.

Two s minerals are found there that could have been of interest to them - mirabilite and epsomite. We will talk about those in d in a a discussion.

[38-42] Track 102

M: Now, let’s briefly discuss one of the less well-known alternatives to burning fossil fuels to produce electricity. There really aren’t m that are t renewable and predictable. Tidal power is one c that does have both advantages. What I am talking about now is actually using the o t to generate electricity. I doubt any of us have ever seen one, but there are already tidal power stations in o producing e. How one works is simple: Tidal power plants work the same way as hydropower generation facilities: They trap water behind a dam and c e when they release that water. Both make use of the same energy source…which is?

G1: G, of course.

M: Correct! A tidal power plant is b just a dam with a power house and turbines that is constructed across a tidal flat, e, or bay instead of a river. The area behind the dam is called a “headpond.” Floodgates can be opened and the b is allowed to fill when the t is on the rise. As the tide reaches its maximum height, the floodgates are closed. This traps water behind the dam and creates a reservoir of stored energy. When the tide drops, special ducts can be opened and the water is a to f outward through the turbine blades. This spins the turbines and g s electricity. It’s unrealistic to think that t p will solve all our energy problems. The method has some big limitations. First, there are not that many suitable sites. To be economically f, tidal power production r a difference between high and low tides of about 5 meters. For all the thousands upon thousands of miles of coastline in the world, there are only about 40 places that r have tidal c this d tic. The next issue is the effect tidal power generation has on the environment. What do you think that c b?

G1: I can’t see that it would have an effect.

G2: But that doesn’t mean it won’t affect the e_____. Look at the hydroelectric dams that operate basically the same way. They s___ have an effect.

G1: Okay, but we’re talking about the ocean here, not some river.

M: Well, there may not be m___ pollution, but there are still environmental issues, and they’re pretty significant ones. Tidal power facilities are expensive to build and they a___ the surrounding water ecology. Removing energy from the tide by storing it b_____ a dam will change water circulation p_____ in the headpond, and between the headpond and the ocean. It isn’t hard to imagine how this could have a negative effect on organisms living in those areas.

◆ **Workbook Review**

LFM: Complete the sentences

[pp. 164- 167]

A. Choose the correct answer.

apologize to be nicer earlier

1. Don, I'd like to ask you _____ to your fellow students. .
2. The way you spoke to Jessica a little _____ was mean.
3. Why don't you go over and _____ to her and try to be more considerate next time?

B Put the words or phrases in the right order to complete the sentence.

1. **< a bit offer them and >**

□ I'm hoping you can help them out _____ some support.

2. **< working will also with them >**

□ I'm certain that _____ help reinforce your own mastery of fractions.

3. **< if you wondering have any >**

□ I was _____ special plans for the upcoming long weekend next weekend.

4. **< you're please join us interested >**

□ I am not sure if you like to ski but if _____

◆ **Workbook Review**

LFM: Complete the sentences

[pp. 168-172]

A. Choose the correct answer.

meanwhile given when

1. Today was the day _____ Dad got everybody to stay home and paint the fence.
2. Sandra was _____ the job of painting the bottom part while her older sister Fiona got the top part.
3. Dad, _____, was painting the gate by himself.

B. Put the words or phrases in the right order to complete the sentence.

1. **< place be in taking >**

□ The interschool sports day will _____ late September.

2. **< in any of participants looking for >**

□ As such, we’re _____ the abovementioned sports.

3. **< basketball in any talent >**

□ If you have _____, ping pong or badminton, try outs will be taking place in July.

4. **< another sports campaign successful >**

□ Let’s get ready to have _____ .

◆ **Workbook Review**

LFM: Complete the sentences

[pp. 173-177]

A. Choose the correct answer.

entire a lot of his visit to

1. Born in 1756, Mozart quickly gained _____ attention for his musical prowess.
2. When he was still a teenager of only fourteen years, he wrote ____ first opera.
3. Sometime after this, Mozart took a _____ the Vatican where he was able to hear a piece by Allegri in the Sistine Chapel.
4. Mozart went away and wrote the _____ piece down from memory.

B. Put the words or phrases in the right order to complete the sentence.

1. **< care of for taking >**

□ Scarecrows _____ to protect their fields from birds for over three thousand years.

2. **< even more than like you >**

□ Scarecrows _____ parts of the world.

3. **< was from school absent >**

□ For example, the Egyptians installed them along the Nile River _____

4. **< missed important any or information lessons >**

□ _____ Greek history, you also find the existence of scarecrows being used.

◆ **Workbook Review**

Reading Comprehension

[pp. 184-185]

Line Gina loved to see the postman come to her house. She’d run outside and receive the mail
 from the postman even though most of the time, the letters and boxes were for her mother or father.
 Sometimes she got a letter from her penpal or from Uncle Max. Those were great days full of delight. It was the
 best feeling in the world for there to be a letter with her name on it.

5 Her birthdays were wonderful because Uncle Max knew she liked letters and he always
 wrote hand written letters and sent packages.
 Today Gina ran out to see the postman. “It’s your lucky day,” he said, handing Gina a handful of letters. She
 quickly rifled through them but not a single one was for her. “Why is it my lucky day?” Asked Gina. “Wait a
 10 minute,” replied the postman. He reached into his bag and pulled out a big box. He handed it to Gina and then left.
 Gina ran inside with the box that had her name on it. She also carried the letters. She looked at the back of the
 box and it said, “from Uncle Max.”
 But it wasn’t Christmas or her birthday. She ripped open the box. There was a letter.
 “I saw these and thought you might like them,” it said.

15 Inside was a pair of beautiful pink shoes! Gina put them on and showed her mother, and then she picked up the
 telephone.

1. What is the story mainly about?

- (A) An uncle
- (B) A parent
- (C) A phone
- (D) A delivery

2. According to the passage, what is true about today?

- (A) It is Christmas.
- (B) It is Gina’s birthday.
- (C) The postman came.
- (D) Gina bought some new shoes.

3. Which of the following is NOT mentioned in the passage about the box?

- (A) Its size
- (B) What was on it
- (C) What was in it
- (D) Its color

4. What will Gina probably do next?

- (A) Put on the shoes
- (B) Make a phone call

- (C) Take off the shoes
- (D) Thank her mother

5. According to the passage, what is true about Gina’s Uncle?

- (A) He is her mother’s brother.
- (B) He has posted things to Gina previously.
- (C) He is her father’s brother.
- (D) He has children of his own.

6. In line 8, the word rifled is closest in meaning to _____.

- (A) broke
- (B) searched
- (C) cut
- (D) wrapped

7. In line 13, the word ripped is closest in meaning to _____.

- (A) broke
- (B) tore
- (C) cut
- (D) glued

8. In line 14, the word these refers to _____.

- (A) shoes
- (B) boxes
- (C) letters
- (D) cards

◆ Workbook Review

Reading Comprehension

[pp. 190-191]

Line We attribute a lot of things to animals. We can learn a lot from how they move. From how they eat. From how they catch their prey. One interesting thing we don’t fully understand is how some animals are able to sense impending danger.

5 Take, for example, the humble rat. In 373 BC, people noted that a lot of rats departed the Greek town of Helice a few days before an earthquake struck. Those people wondered back then, just as we do now, how might the rats have known or foretold the disaster?

10 Other examples abound. On October 16, 1989, Pachy, a 12-year-old house cat that lived in the San Francisco Zoo, was acting very weirdly. He would not go into the building that he shared with elephants. At the same time however, all the other animals acted normally. The next day an earthquake occurred in San Francisco.

Once again, how could Pachy have known? This is not an isolated cat example. In 2011, for example, a magnitude-9-earthquake hit Japan. A university there used the disaster as an opportunity to study cats, specifically how they might be able to foretell such an event.

15 They monitored a number of cats and what they found was intriguing. Up to 6 days prior to the earthquake, the cats’ behavior started to undergo vast change. They became restless, frustrated and scared. It was uncanny, as though they realized what was to come.

20 In Africa in a wildlife reserve, a herd of protected elephants also acted very weirdly one day. They all moved to one corner of their habitat in a very frightened and nervous way. The reason is very intriguing. Many kilometers away, at the very same time that the elephants were frightened and moving to the corner of their habitat, poachers were slaughtering another group of elephants.

We might not know exactly how these animals sensed danger but the implications and indeed the opportunities are clear to us. Already, humans do utilize some animals in regards to safety.

25 For example, dogs are used all the time by law enforcement departments to detect dangerous materials like weapons and explosives. Most people have heard of sniffer dogs fulfilling this function, although honeybees could also get the job done.

It is estimated that honeybees can detect explosives up to one part per trillion. The major issue however in utilizing them instead of dogs is how to manage them. How would we train them to work with us?

30 Ultimately, we are able to benefit from the skills of some animals. But what about for disasters that are harder to detect, like earthquakes? How can we enlist animals to help with those too?

1. What would be the best title for the passage?

- (A) Amazing cats
- (B) Surviving earthquakes
- (C) Sensing danger
- (D) A great pet

2. According to the passage, what is true about earthquakes?

- (A) Cats can sense their arrival.
- (B) Elephants can sense their arrival.
- (C) Honeybees can sense their arrival.
- (D) They are usually magnitude-9.

3. Which of the following is NOT mentioned in the passage?

- (A) Detecting earthquakes
- (B) Detecting a slaughter
- (C) Detecting a storm
- (D) Detecting explosives

4. In the passage, the author uses sniffer dogs as an example of _____.

- (A) an animal that helps people
- (B) a brave animal
- (C) an animal that will someday help us
- (D) a reliable pet

5. What can be inferred from the article about honeybees?

- (A) They have no sense of smell.
- (B) They can detect an earthquake.
- (C) There are a trillion of them.
- (D) They are not easy to work with.

6. In line 2, the word prey is closest in meaning to _____.

- (A) a friend
- (B) a potential meal
- (C) a rival
- (D) a great action

7. In line 15, the word vast is closest in meaning to _____.

- (A) great
- (B) minor
- (C) a little
- (D) somewhat

8. In line 12, the word there refers to _____.

- (A) by the earthquake
- (B) in Japan
- (C) in the city
- (D) at the zoo

GRAMMAR AND SPEAKING TIPS

p. 156-157

- □ **give it a go**: ‘한 번 해보다, 한 번 시도해보다(=try to do something/an attempt to do something)’라는 의미로 구어체에서 자주 사용된다. ex. Don’t be afraid, just **give it a go!** ‘두려워하지 말고 한 번 해봐!’. 연관된 표현으로서 ‘**have a (good) go at (doing) something**’으로도 쓰인다. ex. I am ready and let me **have a go!** ‘이제 준비 됐어, 한 번 해볼게’. ‘have a good go’에서 ‘good’은 열심히(try hard)의 의미를 가진다.
- □ “I was **wondering if** you could recommend any similar books”: ‘~인지 궁금하다’라는 표현으로 ‘wonder(ing) if’는 자주 같이 쓰이는 표현으로 LFM 영역에서도 자주 출제되는 문제이다. 주로 공손하게 질문을 하거나 부탁을 할 때 쓰이는 표현이다. “I am **wondering if/whether** you could help me find the post office?” ‘제가 우체국 찾는 것을 좀 도와주실 수 있는지요?’
- □ **find it difficult/hard/to do something**: 동사 ‘find’가 주어 ‘it’과 함께 쓰여서 ‘~로 생각하다/여기다’라는 의미로 쓰인다. ex. I **find it difficult to study** in this noisy cafe. ‘나는 이 시끄러운 카페에서 공부하는 것이 어렵다.’

p.159

- □ So someone **came up with** a better solution.: ‘come up with’는 ‘to produce/to think of an idea’ 즉 어떤 것을 ‘만들어내’나 ‘생각/고안해낸다’는 의미를 가지고 있다. ex. She **came up with a nice plan** for the upcoming festival. ‘그녀는 곧 있을 페스티벌을 위해 좋은 계획을 만들어냈다.’
- □ comprised of water: “be comprised **of** something’ 형태로 ‘~으로 구성되어 있다(= be made up of something)’라는 의미를 가진다. 비슷한 의미를 가진 단어로서 ‘**to consist of something**’이 있는데 차이점은 주로 수동형(be comprised of)으로 쓰인다는 점이고 ‘consist’는 자동사로서 전치사 ‘of’와 결합해서 쓰인다. ex. The football club **consists of** students from Scandinavian countries. ‘그 축구 클럽은 북유럽 출신의 학생들로 구성되어 있다.’

p.164

- □ go over something: ‘~에 대해 깊이 생각하다(= to consider/to think very carefully about something)’는 의미와 ‘점검하다(=to examine)’의 의미로도 쓰인다. ex. Let us **go over** our travel plan again. ‘우리의 여행 계획을 다시 한 번 점검하자.’ ex. Don’t **go over** too much what Sally said to you yesterday. ‘어제 Sally 가 네게 한 말을 너무 깊이 생각하지 마.’

p. 169

- □ a pizza delivery man **turned up**: ‘turn up’은 ‘나타나다’의 의미로도 쓰인다. ex. Surprisingly nobody **turned up** at her party. ‘놀랍게도 아무도 그녀의 파티에 나타나지 않았다.’

p.170

- □ **prefer (not) to do** something: ‘prefer’동사는 어떤 것을 선호한다는 의미로 선호되는 대상은 주로 ‘prefer somebody/something to somebody/something’ 혹은 ‘prefer to do something’ 형태로 자주 쓰인다. ex. Max **prefers** meat **to** vegetables. ‘Max 는 채소보다는 고기를 더 좋아한다.’, ex. She **prefers to hang out** with his friends on the weekend. ‘그녀는 주말이면 친구들과 시간을 보내기를 좋아한다.’

- □ **take something for granted**: ‘~을 당연하게 생각하다/여기다’, 주로 이 형태로 고정되어 쓰이나 예문처럼 “take it for granted that+절’ 의 형태로 사용되기도 한다. ex. **Don’t take it for granted that** you would be elected as class president. ‘네가 학급반장으로 다시 선출될 것이라도 당연하게 여기지 마라.’
- □ **at 8 AM sharp**: 시간 등을 가리키는 상황에서 ‘sharp’는 정확하게(=exactly)의 뜻으로 쓰인다. 회화에서 자주 쓰이는 표현이다. 같은 지문에 나오는 ‘at 8 o'clock **on the dot**’ 역시 정각이나 정확한 시각을 뜻하는 의미로 자주 쓰인다.

p.190

- □ **attribute somebody/something to something**: ‘~을 ~의 결과로 보다’라는 의미로 학술적 지문에서 자주 등장하는 구문이다. 또한 LFM 영역에서도 어휘 관련 문제로 나올 가능성도 있는 문제로 관련 구문들을 잘 익혀두도록 한다. ex. He **attributed his win to** the coach’s help. ‘그는 자신의 승리를 지도 선생님의 도움으로 돌렸다.’
- □ **uncanny**: ‘strange/mysterious’ 의 의미를 가지고 있다. 자주 같이 쓰이는 표현들로는 ex. **uncanny feeling/experience/ability** 등이 있다.LFM 에서 어휘 선택 문제나 독해에서 뜻을 묻는 문제로 출제될 수 있는 어휘이므로 뜻을 잘 익혀둔다.

????? ????p??p

WORD STUDY REVIEW #1 – L/C PRACTICE TEST 1

pp 16-37

Lesson #1

Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|--------------|---------------------|
| 1 | spare | (현재 쓰지 않아서) 남는, 여분의 |
| 2 | responsible | ~에 대해 책임이 있는 |
| 3 | ultimately | 궁극적으로 |
| 4 | government | 정부 |
| 5 | conversation | 대화 |
| 6 | thrive | 번창하다, 잘 자라다 |
| 7 | amount | 양, 액수, 총액 |

Korean □ English

| | Korean | English |
|---|---------------------|-------------|
| 1 | 여러 가지의, 다양한 | various |
| 2 | (땅을) 파다 | dig |
| 3 | 정책 | policy |
| 4 | 경제 | economy |
| 5 | 합성한, 인조의, 인조(합성) 물질 | synthetic |
| 6 | 통화(화폐)의 | monetary |
| 7 | 기회 | opportunity |

WORD STUDY REVIEW #2 – L/C PRACTICE TEST 2

Lesson #2

Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|----------------|----------------------|
| 1 | principal | 교장 |
| 2 | organic | 유기농의, 유기체에서 나온 |
| 3 | a variety of | 여러 가지의 |
| 4 | span | (어떤 일이 지속 되는) 기간, 시간 |
| 5 | microorganism | 유기체 |
| 6 | antiseptic | 소독이 되는 n. 소독제(약) |
| 7 | construction | 건설 |

Korean □ English

| | Korean | English |
|---|----------------------|----------------|
| 1 | 액체 | liquid |
| 2 | 흔한, 공동의 | common |
| 3 | 표면 | surface |
| 4 | 잠깐, 순간 | moment |
| 5 | (끝부분을 단정하게) 밀어넣다(접다) | tuck |
| 6 | 과정 | process |
| 7 | 발표 | announcement |

WORD STUDY REVIEW #3 – LFM PRACTICE TEST 1

pp.46-63

Lesson #3

Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|----------------|------------------|
| 1 | refer | 언급하다 |
| 2 | desperately | 절망적으로, 자포자기하여 |
| 3 | a couple of | 둘의, 두 사람의 |
| 4 | last minute | 최후의 순간, 막판 |
| 5 | fill in | ~을 채우다, 서신을 작성하다 |
| 6 | plan | 계획 |
| 7 | thankful | 고맙게 생각하는, 감사하는 |

Korean □ English

| | Korean | English |
|---|--------------------------------|----------------|
| 1 | ~할 수 있다 | be able to |
| 2 | 박탈(몰수) 당하다, 몰수된, 박탈당한, 벌금, 몰수품 | forfeit |
| 3 | 운 좋게 | luckily |
| 4 | 경기장 | stadium |
| 5 | ~하는 동안에 | while |
| 6 | 아무것, 무엇 | anything |
| 7 | 시작하다 | start |

WORD STUDY REVIEW #4 – LFM PRACTICE TEST 2

pp.64-70

Lesson #4

Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|-------------|--------------|
| 1 | tradition | 전통 |
| 2 | benevolence | 자비심, 자선, 선행 |
| 3 | witness | 목격하다 |
| 4 | string | 끈, 줄 |
| 5 | narrowly | 가까스로, 아슬아슬하게 |
| 6 | policy | 정책 |
| 7 | privilege | 특권 |

Korean □ English

| | Korean | English |
|---|------------------|--------------|
| 1 | 금지하다 | ban |
| 2 | 남용, 오용, 남용하다 | abuse |
| 3 | (위치가 ~보다) 아래에 | below |
| 4 | (건물의) 층, (방의) 바닥 | floor |
| 5 | 부상을 입히다 | injure |
| 6 | 압수하다 | confiscate |
| 7 | 발표 | announcement |

WORD STUDY REVIEW #5 – READING PRACTICE TEST 1

pp. 78-101

Lesson #5

Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|----------------|-------------------------------|
| 1 | monthly | 매월의, 한 달에 한 번의 |
| 2 | excerpt | (글, 영화, 음악 등의) 발췌, 인용 |
| 3 | similarity | 공통점 |
| 4 | opposite | (보통 마주 보고 있는 둘 중) 다른 편의, 건너편의 |
| 5 | owl | 올빼미 |
| 6 | select | 선택하다 |
| 7 | predominantly | 대개, 대부분 |

Korean □ English

| | Korean | English |
|---|--------------------------------------|----------------|
| 1 | 관습, 관례 | convention |
| 2 | 연간, 연례의 | annual |
| 3 | (출간된 책의 형태로 본) 판, (시리즈 가행목의 특정) 호 | edition |
| 4 | 구독하다 | subscribe |
| 5 | 유충, 애벌레 | larva |
| 6 | 접근하여, 바짝 | closely |
| 7 | 더듬이 | feeler |

WORD STUDY REVIEW #6 – READING PRACTICE TEST 2

pp.102-105

Lesson #6

Date _____ Class _____ Name _____

English ⇄ Korean

| | English | Korean |
|---|----------------|-----------------------|
| 1 | mention | 언급하다 |
| 2 | auditorium | 대강당 |
| 3 | solve | (문제, 곤경을) 해결하다 |
| 4 | context | (어떤 일의) 맥락, 전후 사정, 문맥 |
| 5 | competition | 경쟁, 대회 |
| 6 | struggle | 투쟁(고투)하다, 힘겹게 나아가다 |
| 7 | discussion | 토론, 토의 |

Korean ⇄ English

| | Korean | English |
|---|----------------------|-------------------|
| 1 | (특정한 활동을 위한) 시간, 기간 | session |
| 2 | 기회 | opportunity |
| 3 | 의사 소통하다 | communicate |
| 4 | ~을 이용하다, ~을 기회로 활용하다 | take advantage of |
| 5 | 개최되다, 일어나다 | take place |
| 6 | 마음을 사로잡다, 매혹하다 | fascinate |
| 7 | 구, 구절, 관용구 | phrase |

WORD STUDY REVIEW #7 – ACTUAL TEST 1

Lesson #7

Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|----------------|----------------|
| 1 | maintenance | (수준, 상태 등의) 유지 |
| 2 | integral | 필수적인, 필요불가결한 |
| 3 | investment | 투자 |
| 4 | elimination | 제거 |
| 5 | untenable | 옹호될 수 없는 |
| 6 | endeavor | 노력, 시도 |
| 7 | civilization | 문명 |

Korean □ English

| | Korean | English |
|---|--------------------|----------------|
| 1 | (사람, 철새 등의) 이주, 이동 | migration |
| 2 | 멸종 | extinction |
| 3 | 진행하다 | proceed |
| 4 | 관찰 | observation |
| 5 | 운송, 수송 | transportation |
| 6 | 평판이 좋은 | reputable |
| 7 | 진화 | evolution |

WORD STUDY REVIEW #8 – ACTUAL TEST 2

Lesson 8

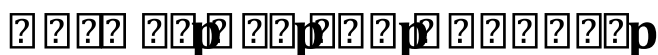
Date _____ Class _____ Name _____

English □ Korean

| | English | Korean |
|---|----------------|-----------------------|
| 1 | guarantee | 보장하다 |
| 2 | utilize | 활용하다, 이용하다 |
| 3 | vigorous | 활발한, 격렬한 |
| 4 | primitive | 원시 사회의 |
| 5 | thoroughly | 대단히, 완전히 |
| 6 | uncanny | 이상한, 묘한 |
| 7 | comprise | ~으로 구성되다, 이뤄지다 |

Korean □ English

| | Korean | English |
|---|---------------|-------------------------|
| 1 | ~을 추정하다, 가정하다 | presume |
| 2 | 내려가다 | descend |
| 3 | 선사 시대의 | prehistoric |
| 4 | 대안, 선택 가능한 것 | alternative |
| 5 | 이행하다, 수행하다 | fulfill |
| 6 | (일부로) 포함하다 | incorporate |
| 7 | ~을 당연하게 여기다 | take for granted |



◆ **Workbook Review**

Dictation: Lesson 1
[pp. 38-39]

1. Track 001

With summer officially starting next week, I'd like to remind you all of the school sun smart policy. During recess and lunchtime, as well as during physical education classes outside, all students must wear a hat or cap. If you forget to bring a hat, there are some spares available in the staff room. Have a good weekend and see you next week.

2. Track 002

It's Friday afternoon everyone, and that means it's time to clean the classroom. Could students in the front row take the trash out to the dumpster? Second row students pick up any trash that's on the floor. The third row, you're responsible for putting everything away and the fourth row for wiping down the tables and windows. Let's get busy.

[3-6] Track 003

B: Mrs. Coller, can we go out and play hockey this afternoon on the new hockey field?

W: Maybe, Francis. If we study hard this morning, we should be able to go out in the afternoon.
By the way, I didn't know that you liked hockey.

B: Before I didn't like it but after they made the new hockey field I started to like it a lot more.
When I look at the field, I just want to go and play on it. It's so wonderful.

W: It is a very beautiful field. Our school is very lucky to have it.

B: Mrs. Coller, I was wondering something. I like the new hockey field. I like the perfect synthetic grass. But why do they need to bring in synthetic grass? Why don't the gardeners just grow some beautiful natural green grass to play on instead?

W: That's a great question and one of the reasons is because of the seasons.

B: The seasons?

W: Yes, because it's so cold in winter, a lot of the grass dies and sometimes there's not enough rain in the other months. So the natural grass really doesn't have a chance to be perfect. Also when we play hockey on there, with everyone running around, and hitting the puck, the grass gets dug up and cut up. It won't grow again very easily. So we have synthetic grass.

B: Thanks for the explanation. I do like real grass, but I like synthetic grass a lot also.

[7-11] Track 007

Let us now talk about economics and what governments try to do to help their people have the best possible situation economically. If an economy is going well, that's good news! It probably means that the government is doing a good job. But if it is not going strongly, there have traditionally been two main ways governments have tried to step in and help. One of those ways is called fiscal policy.

In fiscal policy, governments spend money on various projects, possibly more money than they normally would. They might build a road, or they might fix up a stadium, employ more people or spend money on any number of things. The economist John Keynes was a big fan of this idea. One of the quotes he is remembered for is, governments should pay people to dig a hole and then pay them to fill it back up again. This would be an example of employing fiscal policy. Governments also use monetary policy to help their societies. This refers to them toggling with the amount of money in the society and with interest rates. If they print more money, this can be a good thing in the sense that more money is available to spend. It can also be a bad thing because that money might now be worth a little less. Governments are always trying to use a mixture of these two policies in order to improve their societies; to help more people find jobs and opportunities so the economy ultimately thrives.

◆ **Workbook Review**

Dictation: Lesson 2

[pp. 40-41]

1. Track 012

As everyone knows, there are some colds and the flu going around at the moment. Therefore, I'd like to remind you all to wash your hands more often. There are taps in the bathrooms as well as outside some classrooms and we've put in some antiseptic soap for you to use.

Let's try to stay healthy.

2. Track 013

The uniform policy at school is that we wear uniforms at all times, even when travelling to and from school. Some local residents have called the school recently and noticed some of our students looking untidy. Please remember to keep your jackets on, your ties done up and shirts tucked in. Thank you.

[3-6] Track 014

W: Alright John, have you ever tied a knot before?

B: I sure have Mrs. Raymond. I tie my shoes all the time.

W: Most people know how to tie that knot. It's called the shoelace knot, or the bowknot. It's one of the most common knots in the world. It's great for tying shoes and presents. You can tie it both loose and tight. And you can double it over if you want it really tight. But do you know that in shipping or building or construction, there are many other kinds of knots?

B: I have some idea about that but I don't really know any of them. I've just seen some of the knots you've made in class. By the way, how did you learn to tie so many knots?

W: When I was young, a little bit older than you, I used to work on a fishing boat. And on the fishing boat we had to tie the boat up to the port and that needed knots. Or we had to tie fishing lines or boxes or nets, and all those things needed knots. The captain was my Uncle's friend. He taught me how to tie lots of knots. Do you want to learn one knot?

B: Yes, please.

W: Alright, it's a pretty easy one, it's called the reef knot.

B: It has a fishing name.

W: It does. So pick up that piece of string.

[7-11] Track 018

Today we're going to be talking about soil. Soil, the thin, fertile layer of mineral and organic deposits that forms the top part of the earth's crust, is complex. It gets created very slowly; over hundreds and thousands of millennia, by a variety of geological processes.

The creation of soil from rock happens through a process called weathering. Weathering is the breaking up of rock into smaller pieces. Soil scientists distinguish three important types of weathering. The first is mechanical weathering, which refers to the action of external forces such as wind, rain, hail and ice, as well as the extremes of heat and cold. The second, chemical weathering, involves the interaction of rocks and minerals with external gases and liquids, particularly the ones containing carbon dioxide and oxygen. It also includes interactions with acids from rocks.

The third and final form, spontaneous weathering, is quite a bit different. It is a process that takes

quite a lengthy span of time. It is the final disintegration of minerals into separate crystals. Once weathering has taken place, erosion can carry away the small surface particles of the bigger pieces of rock. These get carried off by wind, water and gravity and eventually they settle at the lowest point available.

In its fully mature state, soil consists of five major components mineral matter, organic matter, water, air and living things. The organic matter in the earth's soil comes from the remains of the many plants and animals for which the soil serves as home. All of these rework oxygen and nutrients into the soil and all get decomposed by microorganisms in the soil. Mineral matter and organic matter together make up the solid part of the soil; the gaps in between act as tiny containers that allow for water and air to be held. Soil might seem a simple thing at first, but it's not. It is something we rely on, and something that has been forming over millions of years.

◆ Presentation Project

Soil

In Number 7 of Practice Test 2 in student book, we heard that the teacher talking about the soil.

Would you research more information about some questions below?

Then, give a presentation on your research in class.

• The things you find out

- What is soil?

Soils are complex mixtures of minerals, water, air, organic matter, and countless organisms that are the decaying remains of once-living things.

Soils are complex mixtures of minerals, water, air, organic matter, and countless organisms that are the decaying remains of once-living things. It forms at the surface of land – it is the “skin of the earth.”

Soil is capable of supporting plant life and is vital to life on earth.

- What are general roles of the soil? (search two more)

1. Soils serve as media for growth of all kinds of plants.
2. Soils modify the atmosphere by emitting and absorbing gases (carbon dioxide, methane, water vapor, and the like) and dust.
3. Soils provide habitat for animals that live in the soil (such as groundhogs and mice) to organisms (such as bacteria and fungi), that account for most of the living things on Earth.
4. Soils absorb, hold, release, alter, and purify most of the water in terrestrial systems.
5. Soils process recycled nutrients, including carbon, so that living things can use them over and over again.
6. Soils serve as engineering media for construction of foundations, roadbeds, dams and buildings, and preserve or destroy artifacts of human endeavors.
7. Soils act as a living filter to clean water before it moves into an aquifer.

- What is difference between soil and dirt?

The soil is the unconsolidated mineral or organic material of the earth that serves as a natural medium for the growth of land plants.

On the other hand, dirt is what gets on our clothes or under our fingernails. It is soil that is out of place in our world – whether tracked inside by shoes or on our clothes. Dirt is also soil that has lost the characteristics that give it the ability to support life – it is “dead.”

- What is the Soil Profile?

There are different types of soil, each with its own set of characteristics. Dig down deep into any soil, and you'll see that it is made of layers, or horizons (O, A, E, B, C, R). Put the horizons together, and they form a soil profile. Like a biography, each profile tells a story about the life of a soil. Most soils

have three major horizons (A, B, C) and some have an organic horizon (O).

O – (humus or organic) Mostly organic matter such as decomposing leaves. The O horizon is thin in some soils, thick in others, and not present at all in others.

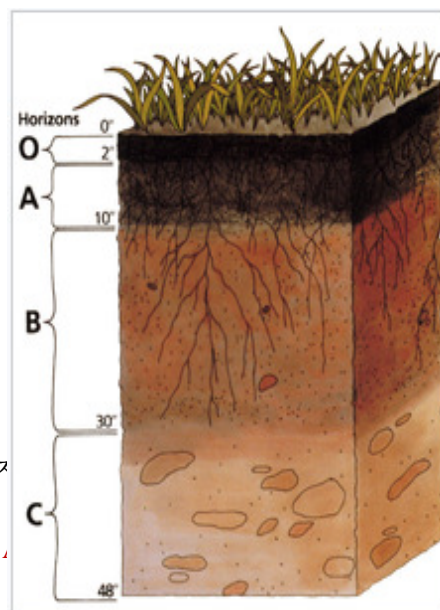
A - (topsoil) Mostly minerals from parent material with organic matter incorporated. A good material for plants and other organisms to live.

E – (eluviated) Leached of clay, minerals, and organic matter, leaving a concentration of sand and silt particles of quartz or other resistant materials – missing in some soils but often found in older soils and forest soils. [이미지]

B – (subsoil) Rich in minerals that leached (moved down) from the A horizon here.

C – (parent material) The deposit at Earth's surface from which the soil developed.

R – (bedrock) A mass of rock such as granite, basalt, quartzite, limestone or sandstone that forms the parent material for some soils – if the bedrock is close enough to the surface to weather. This is not soil and is located under the C horizon.



◆ Workbook Review

LFM: Complete the sentences: Lesson 3

[pp. 49-67]

A. Choose the correct answer.

| |
|--|
| Unfortunately where be able to |
|--|

1. If you're not doing anything tonight, would you be able to fill in for our basketball team?
2. Unfortunately a couple of our players will be unable to make it and we would really hate to have to forfeit.
3. If you can make it down to the stadium where the game starts at 6:30, I would be forever thankful.

B. Put the words or phrases in the right order to complete the sentence.

1. < extra for time exercise finding >
 Given that Mike is being assigned a lot of tasks to do at school, finding extra time for exercise is extremely difficult.
2. < has to never been Paris >
 Although he has never been to Paris before, he talks as if he has visited the city on many occasions.
3. < to meteorites distinguish >
 One way to distinguish meteorites from ordinary rocks is to look for a darker outer layer that appears as if it was burned at high temperature.
4. < as as much five stronger times >
 Contrary to popular belief, the gravity in space can be as much as five times stronger than it is on Earth.

◆ Workbook Review

Complete the sentences: Lesson 4

[pp. 68-70]

A. Choose the correct answer.

| | | |
|-------|-----------------|---------------|
| taken | an announcement | traditionally |
|-------|-----------------|---------------|

1. This is an announcement that from now on, yoyos and such items will be banned from school.
2. Traditionally the school has taken a relaxed policy on the bringing of toys to school.
3. However, in recent times, some students have taken advantage of that benevolence and abused that privilege.

B. Put the words or phrases in the right order to complete the sentence.

1. < from floor second was dropped >

There was the case where a yoyo was dropped from a second floor classroom window onto a student below.

2. < practice students of wandering >

We have witnessed the practice of students wandering around the schoolyard with scissors, cutting other students' yoyo strings.

3. < there will be yoyos more no >

For these reasons, we have decided that there will be no more yoyos at school.

4. < a will be yoyo confiscating >

From tomorrow, any teacher seeing a yoyo will be confiscating it.

◆ Write

- Theme: school life, hobby, activity
- Form: an essay, a story, an email, a newsletter and so on
- Direction: 1. Choose a theme.
2. Think about the form that you want to write.
3. Write with introduction, body, and conclusion.

<Example_Nesletter; Skill Up TOEFL Primary step 2 p. 122>

Welcome to the Thanksgiving Potluck!

Come! Parents, Teachers and Students!

We will celebrate our good harvest.

The food theme this year is world food.

We will share various foods from other countries and do fireworks at night.

Where : The playground, Eastern School

When : Saturday, November 18th

6:00 PM ~ 10:00 PM

Sign up by filling out the form on the back.

Please let us know what country or state your food is from.

- For more information: Call Ms. Adams at 235-7896 or 235-7897

◆ Workbook Review

Reading Comprehension: Lesson 5

[pp. 100-101]

Line A lot of people think that it's quite easy to tell the difference between a moth and a butterfly but that might not always hold true. You might be outside in the park or in your garden and think you're looking at a colorful looking butterfly, but actually it might be a humble moth. Let's see how we can more accurately tell the difference between a moth and butterfly. There are a lot of

5 similarities and differences between these two animals.

 For starters, both are insects, which means that they each possess three pairs of legs, or six legs in total. On top of that, both have four wings. Further, they both go through a consistent life cycle that includes four stages, from the egg to the larva to the pupa to the adult.

 Because of all these similarities, it's easy to mistake a butterfly for a moth. While there are

10 these similarities, there are also some important differences.

 On the one hand, moths have short hairy bodies, while butterflies have long smooth bodies. Their habits are also somewhat different. Moths are active predominantly at nighttime while the opposite holds true of butterflies, which are busy in the daytime. This can hold true in some humans as well, where you have some people who are night owls and some who are morning

15 people. The moths are the night owls.

 Some scientists consider that the moth's feelers are different in appearance to the butterfly's feelers. This might be true but not 100% of the time.

 The next time you see a beautiful butterfly or moth, look closely. Are you sure what it is?

1. What would be the best title for the passage?

- (A) The beautiful Butterfly
- (B) Predators in the Garden
- (C) Nighttime activity
- (D) Insects that are similar yet different**

2. According to the passage, what is true about the two insects?

- (A) They have a different life cycle.
- (B) The third stage of their life cycle is being a pupa.**
- (C) They eat meat.
- (D) They have the same bodies.

3. Which of the following is NOT mentioned in the passage?

- (A) The appearance of the insects
- (B) The eating patterns of the insects**
- (C) The life cycle of the insects
- (D) The habits of the insects

4. What can be inferred from the article about the insects?

- (A) They are totally different.
- (B) Not all scientists agree on the feelers of the two insects.**
- (C) The butterfly is harder to catch.
- (D) The moth eats more than the butterfly.

5. In line 12, the word predominantly is closest in meaning to _____.

- (A) occasionally
- (B) always
- (C) mostly**
- (D) not at all

6. In line 13, the word which refers to _____.

- (A) moths
- (B) butterflies**
- (C) nighttime
- (D) active

◆ Workbook Review

Reading Comprehension: Lesson 6

[pp. 104-105]

Line People are very fascinated by all kinds of puzzles. Humans indeed are inherent problem solvers, and so the challenge of a puzzle tends to excite us.

Have you ever solved or tried to solve a jigsaw puzzle? Trying to solve a jigsaw puzzle is a pastime that can be enjoyed by almost anyone.

5 A jigsaw can have as many as a handful of pieces, while some can have many thousands of pieces. Jigsaws can be completed in a matter of minutes in terms of the former or in the case of the latter, over a space of years.

10 It can be both fun and frustrating while solving a puzzle to be trying to locate a missing piece. As such, the phrase, ‘a missing piece of the puzzle’ has worked its way into the English language and can be used in many contexts.

The jigsaw puzzle started with John Spielsbury who was a teacher in England. His students struggled to understand geography and so in 1767, he invented the world’s first jigsaw puzzle. He painted a map of Europe on a piece of wood and then he cut that out with a very good saw. It’s interesting because he cut the pieces exactly along the borders of the European countries. And so jigsaw puzzles began. While he started merely to help his students, later he sold his puzzles. He made puzzles about many different continents.

15 Jigsaw puzzles today still fascinate us. Many people even enjoy jigsaw competitions. Have you ever tried a jigsaw puzzle?

1. What is this passage mostly about?

- (A) John Spielsbury
- (B) The biggest Jigsaw
- (C) Puzzles
- (D) A kind of puzzle

2. According to the passage, what is true about John Spielsbury?

- (A) He was a builder.
- (B) He became rich.
- (C) He invented jigsaws.
- (D) He never married .

3. Which of the following is NOT mentioned in the passage?

- (A) The very first jigsaw
- (B) Geography
- (C) Continents
- (D) Mathematics

4. What can be inferred from the article about John Spielsbury?

- (A) He never profited from jigsaws.
- (B) He had a big house.
- (C) He had some tools.
- (D) He had a son.

5. In line 1, the word inherent is closest in meaning to _____.

- (A) struggle with
- (B) enjoy
- (C) natural
- (D) avoid

6. In line 9, the word its refers to _____.

- (A) a phrase
- (B) a piece
- (C) a puzzle
- (D) some wood

◆ Summarize

Are you ready for the 42nd Annual Speakers Convention? This year the convention will take place at the Gravagi Convention Center in Westingfield on Sat May 29th and Sun 30th. We have a wonderful line up of speakers, a great series of workshops, a buffet dinner, not to mention the speaking contest. You don't want to miss this opportunity to see and learn from the best speakers in the world!

| TIME | The AUDITORIUM | SEMINAR ROOM | ROOM 102 |
|-----------------|---|---|---|
| May 29 13:30 | Bill Sermon: Use your body to communicate | Keynote speaker Douglas Vintany: Have more impact | Panel Discussion: The art of the stage |
| 14:30 | Margaret Lather: The Voice | Rhonda Clavent: Tell a powerful story | Panel Discussion: The art of the stage |
| 15:30 | Keynote speaker Douglas Vintany: Have more impact | Jessica Thomas: Coloring your speech | |
| May 30 09:00 | Networking session | | |
| 12:00 | Closing ceremony | | |
| 13:00 | Finish | | |

A Q&A with contestants will take place in the auditorium following the speech contest.

Don't miss it!

The buffet dinner will take place between 5:30 and 7:00 in the hall.

Until the 1st of May, special early bird discounts will be on offer. Regular convention tickets cost \$85 per person, but if you purchase before May 1st, you'll receive a \$20 discount.

What's more, we are offering a 10% discount for group bookings. So if you have 10 or more people, take advantage of this discount, also available until the month of May.

Both offers may be taken advantage of at the same time.

Summarize the passage.

- Think about the whole story and then find out what main articles are.
- Remove or write shortly the matters that are not important in the flow of the story.
- Make a group with similar cases.

This is about the announcement of annual Speakers Convention.

There will have a wonderful line up of speakers, a great series of workshops, a buffet dinner, not to mention the speaking contest.

Many people can participate and enjoy learning from the best speakers in the world.

It has a special event about cost.

Until the 1st of May, special early bird discounts will be on offer. Regular convention tickets cost \$85 per person, but if you purchase before May 1st, you'll receive a \$20 discount.

What's more, we are offering a 10% discount for group bookings. So if you have 10 or more people, take advantage of this discount, also available until the month of May.

Both offers may be taken advantage of at the same time.

If there will be an event like this around my community, I would like to participate.

◆ Workbook Review

Dictation: Lesson 7

[pp. 106-107]

1. Track 023

We would like to announce some changes to the school cafeteria menu. For better health, sodas and colas will no longer be for sale. Instead we have some extra juices. We have also discontinued hamburgers and hotdogs and brought in some new choices of sandwich. Please enjoy the new foods and let us know how they are. Thank you.

2. Track 024

You have probably noticed some construction going on at the back of the school. The school is expanding and getting better and better, and as such we are building some more classrooms. Please stay away from the building areas and play in other areas. We hope the buildings will be completed by spring. Thank you.

3. Track 025

The end of year drama production will be a story from Shakespeare, called Hamlet. If anyone is interested in performing or helping backstage, please come to the meeting and audition at lunch time on Thursday in the hall. We would love to have anyone and everyone involved. Let me now hand out some information about the play.

4. Track 026

This is just a message to be careful. In recent days a stray dog has been entering the school grounds to look for food. Some students have apparently been feeding it. The dog may well be dangerous so if you do happen to see it, don't try to play or interact with it. Instead, tell a teacher so we can call the dog pound. Above all, please don't feed him. Thank you.

5. Track 027

Vera, I remember you played in the chess club last year and so I just wanted to give you a heads up that it has started this year again. The club is meeting every Tuesday at lunchtime in room 604 and guess what? They have some brand new hand made chessboards as well as some chess clocks!

6. Track 028

One of the most important things in the science room is safety. When you come into the science room, please put on the safety goggles, even if you're not doing any experiments. Please also remember to put on a lab coat and act responsibly at all times. Safety first and let's all enjoy science!

7. Track 029

Everyone, we're going to start a geography project. What you have to do is plan a holiday in at least 3 countries. Describe the countries, including the places, cities and landmarks that you'll visit on your holiday and what things you will do there. Plan a wonderful trip. At the end of the month submit your project and get ready to present it to the class.

8. Track 030

I can see that your basketball went onto the roof. It's pretty dangerous to climb up on the roof so why don't you get another basketball from the storage room. I will tell the maintenance man to pick up the basketball when he can. Don't worry, we'll get your basketball down in the next few days.

9. Track 031

I'd now like to direct your attention to the big calendar on the wall. All of the months have a different number of days, don't they? There's a very good reason for that. A long time ago all the months had just 30 days and so the year was only 360 days long. Because of that the seasons started to change and eventually summer became winter and winter became summer. So now the calendar looks like this one on the wall.

10. Track 032

Does anyone know why today is a special day? It's a special day because tonight at 8:01 there will be an eclipse of the moon. This is also called a lunar eclipse. What this means is that at 8:01, the moon will pass between Earth's shadow. The good news is it's safe to look at a lunar eclipse without eye protection. Solar eclipses, however, are much more dangerous to view.

◆ Workbook Review

Dictation: Lesson 7

[pp. 106-107]

[11-14] Track 033

- W:** Hi, Brian, I see you're about to throw away your paper cup. Why throw it away so early?
- B:** Because I've had a drink with it already. I don't think it's any good to me now.
- W:** You could save that paper cup and when you have another drink later on, it would be possible to use it again. That way, in a small way, you can help the environment.
- B:** But I've already used it. Isn't a paper cup a cup that you can use only once?
- W:** Yes, and no. You can't reuse it over and over again but it is your paper cup. You could leave it next to your desk and give it one more try later. How about it?
- B:** It's a nice idea, Mrs. Canale, but no one else is doing it, so I don't know why I should do it. Everybody has just one drink and then they throw away their paper cup.
- W:** Come and have a look at my desk. Do you see this paper bag? It's the same paper bag I use for my lunch every day. It carried my lunch yesterday. And the day before that. It carried my lunch last week. And look under here. That's my paper cup. I use it again and again.
- B:** Why don't students reuse their cups?
- W:** I don't know. But maybe they will see you and think it's a very good idea and then they might follow you.
- B:** I never thought about it like that, Mrs. Canale.
- W:** Great! So you'll save the paper cup!

[15-17] Track 037

- G:** Hi, Mark, I heard you were in the Principal's office this morning. Did you do something wrong?
- B:** No, I didn't do anything wrong. You know I'm a good kid, Bella.
- G:** Then why were you in the principal's office? Felix said he saw you coming out of the principal's office and now everyone is talking about it.
- B:** It's not that I did something wrong but that I did something right. What happened is the principal wants to give me a special award for helping someone. Outside the school this morning when I got off the bus there was an old lady with some shopping bags that looked really heavy.
- G:** OK, so what did you do?
- B:** She was really struggling hard and I felt sorry for her. She was carrying vegetables and stuff like that. So I walked up to her and I asked her if I could help her and she was really happy. So I carried her bags for her for a little bit. I think one of the teachers saw that.
- G:** That's really cool, they must be really proud of you, Mark.
- B:** Yeah, and the principal said when the lady got back home, she called up the school to say how happy she was. So that's why I was in the principal's office.
- G:** Wow, good job, Mark. I hope I can go to the principal's office someday just like you!

[18-21] Track 040

- G:** George, welcome to the school radio station! We have a small team. There's just you and me. Last year there was also Paula but she moved to another school. We will be the school DJs for this term. It's a really fun job. Have you been a DJ before?
- B:** No, I've never done it for real before, but I talk a lot and I act like a DJ all the time at home.
- G:** Then you'll be great! I have been a school DJ for 2 years and I've enjoyed every moment. And now that you're here too, it will be awesome. You will bring in some new and fresh ideas.
- B:** Thanks for the warm welcome Wilma. I'm really excited! I have a lot of ideas and know a lot of songs but I don't know how to use the equipment.
- G:** It's pretty easy to use once you get used to it. There's really only one thing to do. If you press this button down, anything you say gets broadcast to the whole school – to the yard and to the classrooms. And when the button is up, then the music plays. If the button is in the middle nothing gets broadcast. So we have to be very careful if it's at the bottom. Like the time I was talking about Mr. Francis last year. I thought nothing was being broadcast but actually it was. We got in a lot of trouble over that. But don't worry we won't have any trouble. We'll watch the button!
- B:** OK, great, I can't wait for our first broadcast. When is that?
- G:** Our first one is this Thursday at lunchtime. You can choose the music.

[22-25] Track 044

- M:** Eva, I think you've got too much weight on this exercise machine. Why don't you try a little bit less weight?
- G:** But Mr. McGee, in class you said that the only way to get stronger is by lifting up heavier and heavier weights each time.
- M:** Yes, I did say that, but you have to be careful when you're at the gymnasium. It's a good idea to pick up something that's a little bit difficult, but you don't want to pick something up that's extremely heavy or something you could drop. You could really do a lot of damage to yourself, the equipment or others around you.
- G:** I'm strong enough to carry it.
- M:** A lot of people think like that, but sometimes when people lift things that are too heavy and drop them, it drops on their hand or on their foot and they get injured badly and we don't want that. Do you want to get injured?
- G:** No, definitely not.
- M:** So, there are two things you can do in this situation, Eva. You can either take some weight off or you can attempt to lift it but only with a friend helping you just in case you aren't strong enough. You've got to think safety first no matter what.
- G:** That's great advice, so could you help me with this?
- M:** OK, Eva, just this once I will.

◆ Workbook Review

Dictation: Lesson 7

[pp. 106-107]

[26-29] Track 048

In 1848 in a valley in northern California, the American dream began with an event that brought hundreds of thousands in search of a new life: Somebody found gold. The dream? To make a fortune? Rumors of gold just waiting to be found began to pass throughout America, and many were willing to risk everything for the chance to be a part of it. By the winter of 1848, whispers of gold strike had drifted eastward across the country but few easterners believed them. The gold discovery needed to be more than just a whisper, and in early December it was. President James Polk delivered a message that made millions excited. He described an abundance of gold in the far west. And so the gold rush began. Lives were abandoned; farmers left their fields, merchants closed their shops and soldiers left their posts. They all went to California. Newspapers described how, “fortune lay upon the surface of the earth, as plentiful as the mud in the streets.” By early 1849, gold fever had become an epidemic. Discussions of gold could be heard anywhere in the country and outside the country as well. Many foreigners also got caught up in the passion and were ready to make even longer journeys. Chinese, Chileans, Mexicans, Irish, Germans, French and Turks all travelled to California seeking their fortune. They were dubbed the “Forty-Niners” because the migration began in 1849. Many never reached California and most of those who did found not gold but bitter disappointment. They soon discovered that the image painted by the President and the media was very different to the reality of California. Gold was not scattered on the ground for the taking as they had been led to believe. It was there but gathering it required a serious investment of time, effort and capital.

[30-33] Track 052

Extinction is a pretty popular topic these days. We estimate that before humans existed, the extinction rate was about one in every ten thousand species per year. The best estimates we have for today’s level of species extinction is about a thousand times higher than that. And the rate is expected to rise very sharply in the near future. No wonder we hear the phrase “mass extinction” so often. But we may be wrong in thinking that extinctions are all because of us or because of modern civilization. It is true that we have caused the destruction of many plant and animal species over the last century or so. What is happening now is our doing. But extinction on a large scale isn’t a problem that started with Man. And from one point of view, it may not even be a problem. So, from our perspective as humans, mass extinction is definitely a big problem and it could end up causing our own extinction. But from the broader perspective of life on this planet as a whole, it might be as much an opportunity as a crisis. I know this sounds strange. How could the extinction of life be an opportunity for life? Let me explain. Extinction has played an active role in the evolution of life for at least 600 million years. Over this huge span of time there have been four or five episodes of mass extinction. We believe the largest mass extinction happened about 245 million years ago. It wiped out fifty percent of all plant and animal species on land and nearly all life in the oceans. Another, better known extinction was the one 65 million years ago that finished off the dinosaurs. But what we’re concerned with is what happened afterwards. The sudden elimination of large numbers of species, like the dinosaurs, didn’t lead to less biology and diversity. In fact, it opened up new routes for evolution to take. It gave some species, such as the first small mammals, a chance to climb the evolutionary ladder. Those small mammals

may never have had that chance otherwise. We too may never have had the chance. The key question for us with all the current extinctions is whether we'll be around long enough to see what comes out of it. It's pretty hard to say whether we'll be one of the species that survives or one of the ones that disappears.

[34-37] Track 056

We all like to see movies action, romance or thriller. A lot of movies are produced in Hollywood, and all those stories begin with a script. There are many scriptwriters in Hollywood, and they all have scripts. They want to sell their scripts to a big movie studio. If so, they might make a lot of money and become famous. Scriptwriters send their stories to movie companies. From here, an agent at the movie company reads the script. This person has a special talent for choosing good scripts. But where do movie scriptwriters get their ideas?

Movies like *Gladiator*, *Alexander* and *Troy* are based upon ancient history. The movie *Troy* is based on the mythology behind the Trojan War. Let me briefly tell you the story. In the city of Troy, near ancient Greece, there was a prince. He fell in love with Helen, the wife of a Greek king and brought her back to Troy. So her husband took his Greek army across the ocean to Troy. But a huge wall surrounded and defended the city. In the movie, the Greek army sneaks into the city in a big wooden horse. The horse was over 10 meters tall. The Trojans thought the horse was a gift so they wheeled it through the front gates of the city. Unfortunately, it was a trap. Inside the wooden horse were soldiers of the Greek army. While the Trojans were sleeping, the Greek soldiers secretly came out and attacked the city. If a movie script is accepted, the next step is to choose the right actors for the role. When the movie *Troy* was being written, the writers wanted a handsome and strong actor to play Achilles, the Greek hero. They chose Brad Pitt. Brad Pitt needed to get in shape for a big fight scene. After they find the right actors and actresses, the movie director and other staff start shooting.

[38-42] Track 060

M: So, I think it would be a good time to talk about a special star. Who's heard of Beta Pictoris? Beta Pictoris is a bright star that can only be seen from the southern hemisphere. It's also a fairly close star; if 63 light years away can be called "close". At any rate, it's close enough that some of our larger and more advanced telescopes can make very detailed observations of it. Exceptionally strong infrared energy comes from the direction of Beta Pictoris; the type of energy that usually comes from very young stars. Also, because it was formed only about 20 million years ago, Beta Pictoris is surrounded by a "disk," which is a huge collection of matter shaped like a pancake. It is the only star near us that has such a disk. We only expect to see these disks around relatively young stars because if a star is much older, the disk would have already disappeared. All that matter from the pancake would already have turned into planets.

G: Excuse me. Are you saying that a star 20 million years old is young?

M: Yes, that's exactly what I'm saying. You see, it's important for us to keep things in perspective here. Twenty million years may not seem very young, but a star that old is really still just in its infancy. That might be a little hard to take in, I understand, but remember that our own star, the sun, is at least four and a half billion years older.

G: Can we see any planets, or any signs that planets have begun to form around Beta Pictoris?

M: That's a good question. There are signs that something is going on. From this, even though we can't actually see them yet, many astronomers are concluding that Beta Pictoris is well along the way to developing its own family of orbiting planets. Beta Pictoris is probably the only place that's close enough for us to observe the stages of planetary formation and the other processes that take place in the first 100 million years of a star's life. That's why it's a special star.

◆ Workbook Review

LFM: Complete the sentences: Lesson 7

[pp. 120-122]

A. Choose the correct answer.

| |
|---------------------------------------|
| While in here offering |
|---------------------------------------|

1. Springtime is here. That means it's time to get in.
2. Flyer gym is offering a special discount memberships in the month of May.
3. While you sign-up for a 3 month membership, you will get one more month free.

B. Put the words or phrases in the right order to complete the sentence.

1. < found white cat a caught >
 They went out and found a white cat caught high in a tree.
2. < eventually the out took firemen >
 Eventually the firemen took out their ladder and climbed up to save the cat.
3. < no more ten than dollars cost >
 I'm guessing the groceries will cost no more than ten dollars but just in case here is a twenty dollar note.
4. < freshness by for picking up them >
 Make sure you check the vegetables for freshness by picking them up and smelling them.

◆ Workbook Review

LFM: Complete the sentences: Lesson 7

[pp. 123-127]

A. Choose the correct answer.

| |
|--------------------------|
| down must been |
|--------------------------|

1. I hate to have to do this, but I must cancel our appointment tomorrow.

2. Unfortunately, I have come down with the flu.

3. That turned out not to be the case, and I have been in bed all week.

B. Put the words or phrases in the right order to complete the sentence.

1. < be its holding will >

□ Grantham elementary school will be holding its annual festival later this year.

2. < to showcase the opportunity >

□ The festival is where we take the opportunity to showcase some of the wonderful things that have been happening at the school.

3. < the from festival proceeds >

□ All proceeds from the festival will be put back into Grantham Elementary school.

4. < donate your to time would like >

□ If you would like to donate your time, expertise, or knowhow, please call Vice Principal Logan.

◆ Workbook Review

LFM: Complete the sentences: Lesson 7

[pp. 128- 132]

A. Choose the correct answer.

| |
|------------------------------|
| much along easiest |
|------------------------------|

1. These days one of the easiest chores we can do is the laundry.
2. A long time ago, the laundry process was a much more arduous and time consuming task.
3. The first washing machine came along in the 1700s.

B. Put the words or phrases in the right order to complete the sentence.

1. < so in the world prevalent >
 Grass is so prevalent in the world, it's easy to forget that it is even there.
2. < essentially different three there are >
 In the world, there are essentially three different types of grasses.
3. < we all on the time step >
 While grass is something that we step on all the time it is in fact in a lot of foods that we like, for example, bread.
4. < are than the different like to we ones >
 Of course, the kinds of grasses that we eat or drink are different than the ones we like to walk on.

◆ Workbook Review

Reading Comprehension: Lesson 7

[pp. 138-139]

Line And now for a good news story! Marion and Theodore Croft, a retired couple that recently moved into the Pacific County Area, thought they had gotten a pretty good deal when they bought an old house in Richmond Street, Flemingvale.

5 “It was a little run down when we first saw it,” admitted Theodore, “but we could see there was a lot of potential. We decided to get it with the dream to fix it up and turn it into the home we’ve always wanted.”

They had only just begun to live in the abode and were starting renovations when in the basement under some floorboards, Marion found a box.

10 She brought it up and after prizing open the lid, discovered thousands of dollars worth of gold, jewelry and old coins.

 “I was expecting there to be old letters and scraps,” said Marion, “you know, stuff that isn’t worth anything but when I saw things glittering back at me, I couldn’t believe it and I called Theodore.”

15 The police are trying to track down the previous owners of the house.
So far, none of the previous owners can provide any information about the find.

 The initial theory is that sometime in the house’s history, an owner hid the treasure chest under the floorboards.

20 “Now we are starting to think someone buried it without telling the owners,” said Detective Frank Delroy from the Flemingvale Police Department.

 If no one claims the haul within 90 days, it will all go to the Crofts.

 “We can’t wait to keep looking,” said the Crofts, “who knows what else we may find?”

1. What would be the best title for the Article?

- (A) The old coin
- (B) Under renovation
- (C) A lucky discovery**
- (D) Flemingvale police Department

2. According to the passage, what is true about the Crofts?

- (A) They have lived at the same address for many years.
- (B) They are renovating a house.**
- (C) They have many children.
- (D) They came to look for treasure.

3. Which of the following is NOT mentioned in the passage?

- (A) Jewelry
- (B) Coins
- (C) Silver
- (D) Gold

4. What can be inferred from the article about the crofts?

- (A) They are quite old.
- (B) They are very wealthy.
- (C) They are collectors of treasure.
- (D) They are expert builders.

5. In line 7, the word They refers to _____.

- (A) the police
- (B) the Crofts
- (C) the renovations
- (D) the treasure

6. In line 7, the word abode is closest in meaning to _____.

- (A) treasure
- (B) house
- (C) city
- (D) department

7. In line 20, the word haul is closest in meaning to _____.

- (A) all the treasure
- (B) the coins
- (C) the house
- (D) the owner

◆ Workbook Review

Reading Comprehension: Lesson 7

[pp. 144-145]

Line If you have ever been to a busy city, you will have seen technology all around. You will have seen skyscrapers and power plants and apartment buildings. You will have seen all manner of infrastructure. Quite often what makes these things work are things that you can't see - hidden things - that are under the ground.

5 In New York, for example, if you looked under the ground, you would find over 78,000 miles of electrical cables beneath the streets. These are crucial. They help drive the devices in the buildings and ensure the infrastructure above the ground works like clockwork.

You would also find 6,000 miles of water lines under New York City. If it weren't for those, people would struggle to survive. Where would they get their water? What would they drink?

10 How would they wash? What would happen to their gardens?

You would also find over 4,000 miles of gas lines, which help people in their cooking and heating and other things.

Additionally, you would find over 4000 miles of wires and pipes, some of which might be used as part of the sewerage system and which helps in the removal of waste. If it weren't for

15 those pipes, the city definitely wouldn't be a nice place to live!

And what about the TV cables? You would surely find these under the ground, not to mention transportation networks such as subways and tunnels, which help people move.

When you look around your wonderful city, try to imagine what's below the surface.

1. What would be the best title for the passage?

- (A) The wonderful city
- (B) Electrical cables
- (C) The crucial underground**
- (D) Transportation networks

2. According to the passage, what is true about the underground?

- (A) It includes cables.**
- (B) It doesn't include pipes.
- (C) Only New York city has such a system.
- (D) It's safer to live underground.

3. Which of the following is NOT mentioned in the passage?

- (A) Water lines
- (B) Infrastructure
- (C) Wires
- (D) Clocks**

4. What can be inferred from the article about the underground?

- (A) A lot of people live under there.
- (B) A lot of things grow under there.
- (C) Life would be unbearable if it were all removed.
- (D) Infrastructure can be installed there easily.

5. In line 2, the word all manner of is closest in meaning to _____.

- (A) some
- (B) many different
- (C) occasional
- (D) man-made

6. In line 6, the word drive is closest in meaning to _____.

- (A) monitor
- (B) share
- (C) operate
- (D) inspect

7. In line 9, the word their refers to _____.

- (A) pipes
- (B) city residents
- (C) builders
- (D) town planners

◆ Workbook Review

Dictation: Lesson 8

[pp. 138-139]

1. Track 065

OK, can everybody stop working? We have got a broken bottle on the ground. And broken glass is really dangerous. So this is what we'll do. Ted, can you go get a broom from the storage room? And can everybody else look at the ground near you? If there are any big pieces of glass, carefully pick them up and put them into this trash can.

2. Track 066

It's just about time for our class to go over for school photos. Check that your uniforms are neat and your hair is tidy. If anyone needs a jacket or tie there will be some spares by the photographer. When you're ready, please line up at the front of the classroom by the door from smallest to tallest. Then we will make our way to where the photographer is.

3. Track 067

Today is the school's anniversary. Our school was founded 67 years ago. Because it's the anniversary, we're all going to go down to the gymnasium after lunch with all the other classes and have a celebration. The principal will give a speech, we will listen to a live band play some music and there will also be a magic show. Are you excited?

4. Track 068

Before we start our game, we need to do a few warm up exercises to loosen our muscles. So first, we'll jog on the spot for a few minutes and then we'll do some stretches. We'll stretch our leg muscles, our hamstrings and calves, our shoulders and back. After that we'll be in good shape to play a game of football.

5. Track 069

This summer, students will be allowed to wear sports shoes during break time and lunchtime if they're playing sports outside. Feel free to bring some sports shoes to school. However, when you travel to and from school, make sure you wear your black school shoes. That way everyone will look very nice out in the community. Also remember to keep your shoes clean and nicely shined each day.

6. Track 070

The school speech contest is coming up next month. We're looking to get a student from each class to go in the speech contest. You can talk about anything you want. You will have to give a speech that lasts between 4 and 5 minutes. As a special incentive, whichever student does the speech for our class will get a very special prize. Put your hand up if you're interested.

7. Track 071

At lunchtime this week, the Parent's Group will be selling freshly baked cookies. You can buy a cookie for 50cents or 3 for a dollar. There are chocolate cookies, plain cookies and other cookies. All the money that gets raised this week is going to help us to buy some new equipment for the sports room.

8. Track 072

This term during Thursday afternoon sports time you can choose what activities you'd like to do. The choices include learning golf, going bowling, making go karts and going rock climbing as well as playing traditional sports like tennis and baseball. I'm going to hand you out a form now. You have to write down from 1-3 your top choices. We can't guarantee you'll get your top choice but we'll try.

9. Track 073

Hello, everybody. I'm Bill and I'm the manager of this farm. It's a dairy farm, which means we have a lot of cows and from those cows we make a lot of dairy products. Some of the cheese or milk or cream you eat at home may have been produced right here! The cows are usually milked in the morning and afternoon. We used to do that by hand but we have machines to do that now. At the moment we have around one thousand cows on the property and if you look over to the left you'll see a very tiny baby cow that was born just 2 days ago.

10. Track 074

Recycling is a very important part of life for humans. Because of global warming and the greenhouse effect, it is clear that we have to try and change some of our habits. We used to just throw everything away but now we are attempting to re-use more and more things in order to save the environment. At school also, we've got a new recycling program. If you have any papers, plastics or books to throw away, you can take them outside to the recycle bins. There's one for papers and plastics and also for cans. We no longer throw those things in the regular trashcan. The environment can be saved if we all work together.

◆ Workbook Review

Dictation: Lesson 8

[pp. 138-139]

[11-14] Track 075

G: Gary, isn't this a great baseball stadium we have at our school?

B: Yeah, it is. I just wish I could play baseball and then I would be able to actually play on the wonderful stadium.

G: What do you think about the new scoreboard?

B: I really like it, but I don't understand all of it.

G: What don't you understand? I go to the baseball stadium with my dad all the time and he explains all the parts of the scoreboard. It's really fascinating.

B: I don't know, I just kind of know that the batters name is up there and the score. And you can see how many strikes they got. But those other numbers I don't really understand.

G: What they put up are different pieces of information that they think people may be interested in. There are different statistics about the various players. You've got the game score, which inning it is and so forth. A long time ago scoreboards were manual. There were people up there who had to change the numbers by hand. And those numbers were really big and heavy. It was a busy job to do. But it would have been pretty exciting, don't you think?

B: I do. Thanks for introducing those things. Hey I can't read that sentence at the bottom, what is that all about?

G: Oh, don't worry about that, it's not about baseball. That's just a message from an advertiser!

[15-17] Track 079

G: Zach, what are you doing on your hands and knees like that?

B: Oh, hi, Fiona. I'm actually trying to get my keys back. What happened is that I was walking home from school and I took out my keys and when I did they fell through the grate here. Now they're down there, below the ground and I don't know how to get them back.

G: That's really bad luck! I have never heard of anything so unfortunate!

B: Right! I can seem to get my hand through the grate just a little of the way, but I can't quite reach my keys. I'm a few inches short of my keys. That's frustrating.

G: I can see your keys. It looks like there are a lot of them. Tell me, why are there so many keys?

B: Two of the keys are for my house and then there's a key for my bike. There's also a really old key that I found and I just like the look of, and then there's a key for my grandmother's house. So these keys are really important to me. There's no way I can get by without them.

G: I see.

B: I've also got some accessories on my key ring. Can you see the tiny blue key-light?

G: I see it. Anyway, can I help you get the keys?

B: I'd love some help! Do you have any ideas?

G: I think it's dangerous trying to lift the grate or sticking your hand in. What happens if your hand gets stuck? But why don't we try to reach in with a thin stick? It's safer and there's more chance of fetching your keys.

B: Good idea, Fiona, let's give it a go!

[18-21] Track 082

B: Excuse me, Mrs. Albright. Are you busy?

W: Not at the moment, Scott. What can I do for you? Are you having some kind of problem with class?

B: Actually, I wanted to talk to you about the book.

W: You want to talk about the book? The science book we use in our class, I presume. Sure, what about it?

B: I just want to say that I have been reading it on my own, and I think it's very fascinating.

W: I'm glad you like it, but ... what ... I'm sure you didn't come here just to tell me that.

B: No, I didn't. Actually, I read the whole book and it has made me very interested in Science and Biology and I was wondering if you could recommend any similar books that I could read in my spare time.

W: I'm very happy to hear this. I didn't know you were so interested in science, Scott.

B: Actually I used to hate science. It was my least preferred subject. But since I've been studying science in your class, and with this book, I have found it to be my favorite class.

W: That's excellent news! And it's very fortunate that you stopped by when you did. Here is a book I've been reading. It's similar to our textbook. I'm sure that if you like our textbook you'll find this equally fascinating. Please enjoy reading it and if you like it, bring it back and I'll find something else for you to read.

B: Thanks so much, Mrs. Albright

[22-25] Track 086

G: Hey, Shaun, wasn't that a difficult Art test?

B: Yes, it really was. I studied all night last night. I didn't sleep at all because I was trying to get ready for it. And still it was tough.

G: So, were you feeling good before the test?

B: Well, although I studied a lot, there were still some things I wasn't really feeling that confident about. Like the section on Post Impressionism.

G: That was a pretty easy part for me. I really like Van Gogh and Monet and a lot of the artists who were a part of that artistic movement. Most of the art on my bedroom wall is from that era.

B: Then what part of the test was difficult for you?

G: Oh, definitely it was the part about Surrealism. You know, especially Dali. I don't know much about him. And I have never found that kind of art to be very accessible.

B: Are you kidding?? That's the most interesting part. I think his works are some of the MOST accessible. Take for example the piece called, Soft Clocks. It's really nice.

G: I disagree. Anyway, did you guess many of the answers?

B: Yeah, I had to make quite a lot of guesses.

G: Maybe some of them will be right, if you're lucky. The good thing is, if you guess wrong you don't lose any points.

B: You're right, that is good news. Let's cross our fingers and hope for a good score, Robin!

G: Yes, let's!

◆ Workbook Review

Dictation: Lesson 8

[pp. 138-139]

[26-29] Track 090

Lloyd's of London was the first organized insurance company, but it would be wrong to say that it was the first provider of insurance. We know from historical records that ancient merchants in the Mediterranean region went to great lengths to protect the goods they shipped. In fact, they would actually travel with their merchandise to make sure it arrived safely! This must have cost them a lot of time and money, and I'm sure it was pretty dangerous as well. So someone came up with a better solution. Sometime around 3000 BC, the earliest form of insurance began in the form of bottomry, which is a form of insurance that is no longer used. The idea was taken a step further when another type of insurance called the general average was created. Between the 11th and the 18th centuries, more new ideas came along. In 1255, a system of charging insurance premiums was used for the first time in Venice. The income from this was paid out to those traders who experienced losses during shipping. When transoceanic trade became commonplace in the seventeenth century; the owners of ships obtained loans from investors to finance their trading expeditions. If a ship was lost, the owners were not responsible for paying back the loans. They could be offered money on generous terms like these for the same reason that insurance still works today - payouts were relatively rare; most of the ships did make it safely to port. The interest paid on the loans by many ship owners more than compensated for the loss of a few ships to storms or pirates. As worldwide trade grew, so did the amount of money, and so did the demand for this kind of protection. All that money to be made eventually led to formally organized insurance companies. Lloyd's of London started is around 1688. Strangely, it didn't start out as an insurance company at all. It was just a simple London coffeehouse where merchants and bankers often held meetings. At these meetings, insurers would offer contracts to shippers. They would write their names under the specific amount of risk they would accept in exchange for a certain payment. They were soon known as underwriters. This informal association continued for quite a long time. It wasn't until 1769, decades later, that Lloyd's of London became more than just a coffeehouse. That's when an incorporated group of underwriters was finally formed from the people who had been meeting there.

[30-33] Track 094

Most food and drinks contain calories. There are various kinds of delicious food in the world: Greek salads, French pastries, Chinese noodles, American hamburgers, Italian pasta and Japanese sushi. But a lot of these foods have many calories. All of these have fat in them. And where there is fat, there are calories. A calorie is a unit of energy. But when you eat too many calories in one day, your body becomes unhealthy. Fat from a greasy hamburger or cheese on pizza has many calories. Peanuts also contain many calories. There are 427 calories in a half-cup of peanuts. However there are very few in vegetables like tomatoes or lettuce. That is because vegetables and fruits are mainly comprised of water. There is a relationship between how many calories a person eats and how easily they get fat. Most children in school need 1,600 to 2,500 calories per day to stay healthy. And young people like to eat fast food. If you consume too many hamburgers, chocolate bars, too much soda pop and deep fried food, you will gain weight. You might even get fat. But we all want to stay healthy. So when we exercise, we can get rid of some calories. Some types of exercise help burn off more calories than

others. For example, riding a bicycle up a steep mountain road will help you lose more calories than walking for an hour. Here are some tips to stay healthy and burn off the calories that you eat. It is a great idea to be vigorous for at least one hour every day. If you eat a chocolate bar, play a sport for more than one hour. If you drink a milk shake, ride your bicycle for one hour. If you have some French fries and a hamburger, go jogging for more than one hour.

[34-37] Track 098

W: Mammoth Cave is a popular tourist destination that draws people from all over America and even the world. The cave is a geological wonder but today we will focus on a less well-known aspect of it, its prehistoric archeological significance. As it turns out, we're sure our prehistoric ancestors knew about the cave as early as 3,000 years ago. They seem to have been as attracted to its mysteries and what it had to offer.

B: What would the caves have had inside that prehistoric people wanted? Wouldn't they have been afraid of them and stayed away?

W: Interesting questions. If they went in just for shelter, they wouldn't have had to go in very deep. But we know that they did go far down into the cave network. Apparently, they did this in search of minerals. Primitive mining tools have been found in parts of the cave that support this conclusion. Cane torches, digging sticks, and other simple tools were found deep inside the cave, the kinds of things that would have been used 25 or 30 centuries ago by early miners as they searched for minerals and dug them out. Exploring caves is still dangerous today. But can you imagine what it was like 3,000 years ago? Gathering those minerals must have been extremely difficult and hazardous. One prehistoric miner who wasn't careful enough - a man who's crushed and dried out remains were found along a route through the cave in 1935 - apparently crawled under a big boulder when he met his death.

B: But what were these people willing to risk death to find? What minerals were they mining?

W: There was no gold, silver or diamonds in the cave, to be sure. But there were things they wanted. Two sulfate minerals are found there that could have been of interest to them - mirabilite and epsomite. We will talk about those in detail in another discussion.

[38-42] Track 102

M: Now, let's briefly discuss one of the less well-known alternatives to burning fossil fuels to produce electricity. There really aren't many that are totally renewable and predictable. Tidal power is one choice that does have both advantages. What I am talking about now is actually using the ocean tides to generate electricity. I doubt any of us have ever seen one, but there are already tidal power stations in operation producing electricity. How one works is simple: Tidal power plants work the same way as hydropower generation facilities: They trap water behind a dam and create energy when they release that water. Both make use of the same energy source...which is?

G1: Gravity, of course.

M: Correct! A tidal power plant is basically just a dam with a power house and turbines that is constructed across a tidal flat, estuary, or bay instead of a river. The area behind the dam is called a “headpond.” Floodgates can be opened and the basin is allowed to fill when the tide is on the rise. As the tide reaches its maximum height, the floodgates are closed. This traps water behind the dam and creates a reservoir of stored energy. When the tide drops, special ducts can be opened and the water is allowed to flow outward through the turbine blades. This spins the turbines and generates electricity. It’s unrealistic to think that tidal power will solve all our energy problems. The method has some big limitations. First, there are not that many suitable sites. To be economically feasible, tidal power production requires a difference between high and low tides of about 5 meters. For all the thousands upon thousands of miles of coastline in the world, there are only about 40 places that regularly have tidal changes this dramatic. The next issue is the effect tidal power generation has on the environment. What do you think that could be?

G1: I can’t see that it would have an effect.

G2: But that doesn’t mean it won’t affect the environment. Look at the hydroelectric dams that operate basically the same way. They sure have an effect.

G1: Okay, but we’re talking about the ocean here, not some river.

M: Well, there may not be much pollution, but there are still environmental issues, and they’re pretty significant ones. Tidal power facilities are expensive to build and they alter the surrounding water ecology. Removing energy from the tide by storing it behind a dam will change water circulation patterns in the headpond, and between the headpond and the ocean. It isn’t hard to imagine how this could have a negative effect on organisms living in those areas.

◆ Workbook Review

LFM: Complete the sentences: Lesson 8

[pp. 164- 167]

A Choose the correct answer.

| | | |
|-----------|-------------|---------|
| apologize | to be nicer | earlier |
|-----------|-------------|---------|

1. Don, I'd like to ask you to be nicer to your fellow students. .
2. The way you spoke to Jessica a little earlier was mean.
3. Why don't you go over and apologize to her and try to be more considerate next time?

B Put the words or phrases in the right order to complete the sentence.

1. < a bit offer them and >
 I'm hoping you can help them out a bit and offer them some support.
2. < working will also with them >
 I'm certain that working with them will also help reinforce your own mastery of fractions.
3. < if you wondering have any >
 I was wondering if you have any special plans for the upcoming long weekend next weekend.
4. < you're please join us interested >
 I am not sure if you like to ski but if you're interested please join us.

◆ Workbook Review

LFM: Complete the sentences: Lesson 8

[pp. 168-172]

A Choose the correct answer.

| | | |
|-----------|-------|------|
| meanwhile | given | when |
|-----------|-------|------|

1. Today was the day when Dad got everybody to stay home and paint the fence.
2. Sandra was given the job of painting the bottom part while her older sister Fiona got the top part.
3. Dad, meanwhile, was painting the gate by himself.

B Put the words or phrases in the right order to complete the sentence.

1. < place be in taking >
 The interschool sports day will be taking place in late September.
2. < in any of participants looking for >
 As such, we're looking for participants in any of the abovementioned sports.
3. < basketball in any talent >
 If you have any talent in basketball, ping pong or badminton, try outs will be taking place in July.
4. < another sports campaign successful >
 Let's get ready to have another successful sports campaign.

◆ Workbook Review

LFM: Complete the sentences: Lesson 8

[pp. 173-177]

A. Choose the correct answer.

| | | | |
|--------|----------|-----|----------|
| entire | a lot of | his | visit to |
|--------|----------|-----|----------|

1. Born in 1756, Mozart quickly gained a lot of attention for his musical prowess.
2. When he was still a teenager of only fourteen years, he wrote his first opera.
3. Sometime after this, Mozart took a visit to the Vatican where he was able to hear a piece by Allegri in the Sistine Chapel.
4. Mozart went away and wrote the entire piece down from memory.

B. Put the words or phrases in the right order to complete the sentence.

1. < care of for taking >
 Scarecrows have been employed by farmers to protect their fields from birds for over three thousand years.
2. < even more than like you >
 Scarecrows have been used in different parts of the world.
3. < was from school absent >
 For example, the Egyptians installed them along the Nile River to frighten flocks of quail.
4. < missed important any or information lessons >
 Similarly, when you look at Greek history, you also find the existence of scarecrows being used.

◆ Workbook Review

Reading Comprehension: Lesson 8

[pp. 184-185]

Line Gina loved to see the postman come to her house. She'd run outside and receive the mail from the postman even though most of the time, the letters and boxes were for her mother or father. Sometimes she got a letter from her penpal or from Uncle Max. Those were great days full of delight. It was the best feeling in the world for there to be a letter with her name on it.

5 Her birthdays were wonderful because Uncle Max knew she liked letters and he always wrote hand written letters and sent packages.

Today Gina ran out to see the postman. "It's your lucky day," he said, handing Gina a handful of letters. She quickly rifled through them but not a single one was for her. "Why is it my lucky day?" Asked Gina. "Wait a minute," replied the postman. He reached into his bag and pulled out a big box. He

10 handed it to Gina and then left.

Gina ran inside with the box that had her name on it. She also carried the letters. She looked at the back of the box and it said, "from Uncle Max."

But it wasn't Christmas or her birthday. She ripped open the box. There was a letter. "I saw these and thought you might like them," it said.

15 Inside was a pair of beautiful pink shoes! Gina put them on and showed her mother, and then she picked up the telephone.

1. What is the story mainly about?

- (A) An uncle
- (B) A parent
- (C) A phone
- (D) A delivery

2. According to the passage, what is true about today?

- (A) It is Christmas.
- (B) It is Gina's birthday.
- (C) The postman came.
- (D) Gina bought some new shoes.

3. Which of the following is NOT mentioned in the passage about the box?

- (A) Its size
- (B) What was on it
- (C) What was in it
- (D) Its color

4. What will Gina probably do next?

- (A) Put on the shoes
- (B) Make a phone call**
- (C) Take off the shoes
- (D) Thank her mother

5. According to the passage, what is true about Gina’s Uncle?

- (A) He is her mother’s brother.
- (B) He has posted things to Gina previously.**
- (C) He is her father’s brother.
- (D) He has children of his own.

6. In line 8, the word rifled is closest in meaning to _____.

- (A) broke
- (B) searched**
- (C) cut
- (D) wrapped

7. In line 13, the word ripped is closest in meaning to _____.

- (A) broke
- (B) tore**
- (C) cut
- (D) glued

8. In line 14, the word these refers to _____.

- (A) shoes**
- (B) boxes
- (C) letters
- (D) cards

◆ Workbook Review

Reading Comprehension: Lesson 8

[pp. 190-191]

| | |
|------|---|
| Line | We attribute a lot of things to animals. We can learn a lot from how they move. From how they eat. From how they catch their <u>prey</u> . One interesting thing we don't fully understand is how some animals are able to sense impending danger. |
| 5 | Take, for example, the humble rat. In 373 BC, people noted that a lot of rats departed the Greek town of Helice a few days before an earthquake struck. Those people wondered back then, just as we do now, how might the rats have known or foretold the disaster? |
| 10 | Other examples abound. On October 16, 1989, Pachy, a 12-year-old house cat that lived in the San Francisco Zoo, was acting very weirdly. He would not go into the building that he shared with elephants. At the same time however, all the other animals acted normally. The next day an earthquake occurred in San Francisco. |
| 15 | Once again, how could Pachy have known? This is not an isolated cat example. In 2011, for example, a magnitude-9-earthquake hit Japan. A university <u>there</u> used the disaster as an opportunity to study cats, specifically how they might be able to foretell such an event. They monitored a number of cats and what they found was intriguing. Up to 6 days prior to the earthquake, the cats' behavior started to undergo <u>vast</u> change. They became restless, frustrated and scared. It was uncanny, as though they realized what was to come. |
| 20 | In Africa in a wildlife reserve, a herd of protected elephants also acted very weirdly one day. They all moved to one corner of their habitat in a very frightened and nervous way. The reason is very intriguing. Many kilometers away, at the very same time that the elephants were frightened and moving to the corner of their habitat, poachers were slaughtering another group of elephants. |
| 25 | We might not know exactly how these animals sensed danger but the implications and indeed the opportunities are clear to us. Already, humans do utilize some animals in regards to safety. For example, dogs are used all the time by law enforcement departments to detect dangerous materials like weapons and explosives. Most people have heard of sniffer dogs fulfilling this function, although honeybees could also get the job done. |
| 30 | It is estimated that honeybees can detect explosives up to one part per trillion. The major issue however in utilizing them instead of dogs is how to manage them. How would we train them to work with us? Ultimately, we are able to benefit from the skills of some animals. But what about for disasters that are harder to detect, like earthquakes? How can we enlist animals to help with those too? |

1. What would be the best title for the passage?

- (A) Amazing cats
- (B) Surviving earthquakes
- (C) Sensing danger
- (D) A great pet

2. According to the passage, what is true about earthquakes?

- (A) Cats can sense their arrival.
- (B) Elephants can sense their arrival.
- (C) Honeybees can sense their arrival.
- (D) They are usually magnitude-9.

3. Which of the following is NOT mentioned in the passage?

- (A) Detecting earthquakes
- (B) Detecting a slaughter
- (C) Detecting a storm
- (D) Detecting explosives

4. In the passage, the author uses sniffer dogs as an example of _____.

- (A) an animal that helps people
- (B) a brave animal
- (C) an animal that will someday help us
- (D) a reliable pet

5. What can be inferred from the article about honeybees?

- (A) They have no sense of smell.
- (B) They can detect an earthquake.
- (C) There are a trillion of them.
- (D) They are not easy to work with.

6. In line 2, the word prey is closest in meaning to _____.

- (A) a friend
- (B) a potential meal
- (C) a rival
- (D) a great action

7. In line 15, the word vast is closest in meaning to _____.

- (A) great
- (B) minor
- (C) a little
- (D) somewhat

8. In line 12, the word there refers to _____.

- (A) by the earthquake
- (B) in Japan
- (C) in the city
- (D) at the zoo

Word List

????g ?g ????g????g????g??g ????g??g??g
 ??????tU

| ?????t | ?????t | ????t |
|--------|-----------------------|-------|
| ?????t | □ 발표 □ | □ |
| ??t | □ 금지하다 □ | □ |
| ?????t | □ 전통 □ | □ |
| ?????t | □ 규율 등에 대해 관대한 너그러운 □ | □ |
| ?????t | □ 정책 □ | □ |
| ?????t | □ 자비심 □ 자선 □ 선행 □ | □ |
| ?????t | □ 남용 □ 오용 □ 남용하다 □ | □ |
| ?????t | □ 특권 □ | □ |
| ?????t | □ 위치가 □ 보다 □ 아래에 □ | □ |
| ?????t | □ 목격하다 □ | □ |
| ?????t | □ 압수하다 □ | □ |
| ?????t | □ 끈 □ 출 □ | □ |
| ?????t | n. (건물의) 층, (방의) 바닥 | □ |
| ?????t | □ 가깝스로 □ 아슬아슬하게 □ | □ |
| ?????t | v. 부상을 입히다 | □ |

SKILL UP TOEFL Junior advanced chapter Actual test 1

U

| TOEFL Junior | TOEFL Junior | TOEFL Junior |
|--------------|----------------|--------------------------|
| TOEFL Junior | 노력 시도 | <input type="checkbox"/> |
| TOEFL Junior | 수준 상태 등의 유지 | <input type="checkbox"/> |
| TOEFL Junior | 탐정 | <input type="checkbox"/> |
| TOEFL Junior | 사람 철재 등의 이주 이동 | <input type="checkbox"/> |
| TOEFL Junior | 투자 | <input type="checkbox"/> |
| TOEFL Junior | 자본의 자본 수도 | <input type="checkbox"/> |
| TOEFL Junior | 을 기대하다 | <input type="checkbox"/> |
| TOEFL Junior | 멸종 | <input type="checkbox"/> |
| TOEFL Junior | 문명 | <input type="checkbox"/> |
| TOEFL Junior | 관점 시각 | <input type="checkbox"/> |
| TOEFL Junior | 진화 | <input type="checkbox"/> |
| TOEFL Junior | 제거 | <input type="checkbox"/> |
| TOEFL Junior | adj. 기이한, 놀라운 | <input type="checkbox"/> |
| TOEFL Junior | 혼잡 | <input type="checkbox"/> |
| TOEFL Junior | 몹시 힘든 고된 | <input type="checkbox"/> |
| TOEFL Junior | 처음의 초기의 | <input type="checkbox"/> |
| TOEFL Junior | 최근에 얼마 전에 | <input type="checkbox"/> |
| TOEFL Junior | n. 세계 | <input type="checkbox"/> |
| TOEFL Junior | 응호될 수 없는 | <input type="checkbox"/> |
| TOEFL Junior | 하수도 | <input type="checkbox"/> |

t

t

pppppppp

A

a great deal of 다량의
 ability 능력
 abode 거주지, 집
 abound 아주 많다
 abuse 남용(하다)
 accident 사고
 achieve 성취하다
 acre 에이커(약 4,050 평방미터에 해당하는 크기의 땅)
 actual 실제의
 admire 존경하다
 admit 인정하다
 advantage 평균
 affect 영향을 미치다
 afford ~할 여유가 되다
 affordable 줄 수 있는
 agency 대행사, 대리점
 agree with ~에 동의하다
 aid 원조, 지원
 allegedly 주장한 바에 의하면
 allow 허락하다
 amazing 놀라운
 amount 총액, 총계
 ancestor 조상
 ancient 사고
 announcement 발표
 annoy 짜증나게 하다
 annual 연간의
 antiseptic 소독제(약)
 apologize 사과하다
 apparently 분명히
 appearance 생김새
 apply 지원하다

appointment 약속
 approach 접근하다
 approximately 대략
 architecture 건축학
 arduous 몹시 힘든, 고된
 arrival 도착
 aspect 양상
 assignment 과제
 assist 도와주다
 attempt 시도(하다)
 attire 의복, 복장
 attribute ~의 탓이라고 하다
 audition 오디션
 automatic 자동의
 available 이용 가능한
 average 평균
 avoid 피하다
 award 보상

B

bake (빵을) 굽다
 bandage 붕대
 bare 벌거벗은
 barely 간신히
 barn 곳간, 헛간
 barrier 장벽
 be inconvenienced 아쉬움을 느끼다
 be responsible for ~에 책임이 있다
 be surprised 놀란
 behavior 행동
 belief 믿음
 believe 믿다
 bemused 어리벙벙한
 benefit 이득, 이점
 benevolence 자비심
 billion 10 억
 bone 뼈

boss (직장의) 상사
 bother 방해하다
 bowknot (넥타이 등의) 나비 매듭
 brake 제동 장치
 break 부수다, 부서지다
 breakthrough 돌파구
 broadcast 방송하다
 brochure (안내, 광고용) 책자
 burn 태우다
 bury 묻다

C

cabin (배의) 객실, 선실
 campaign 캠페인
 capacity 용량, 수용력
 captain 선장
 capture 잡다
 carbon dioxide 이산화탄소
 career 직업
 cave 동굴
 certainly 틀림없이, 분명히
 challenge 도전(하다)
 chapel 예배실
 cheap 값이 싼
 check out ~을 확인하다
 chemical 화학의
 chemistry 화학
 circuit 순환(로)
 civilization 문명
 claim 주장하다
 cliff 절벽
 climax 절정
 climb 오르다
 clockwork 시계(태엽) 장치
 closely 접근하여, 단단히
 cockroach 바퀴벌레
 cold 차가운, 추운
 college 대학

| | | |
|----------------------|-------------------------|----------------------|
| comfy 편안한 | defense 방어 | economically 경제적으로 |
| community 지역사회 | definitely 명백히 | economics 경제학 |
| compete 경쟁하다 | delight 기쁨 | economist 경제학자 |
| competition 경쟁, 대회 | delivery 배달(하다) | economy 경제 |
| complain 불평하다 | dentist 치과의사 | edition (시리즈 등의)호, 판 |
| complete 완벽한, 완료하다 | depart 떠나다, 출발하다 | efficient 능률적인 |
| component 요소, 부품 | department 부서, 학과 | elbow 팔꿈치 |
| composer 작곡가 | descend on ~에 몰려들다 | electrical 전기의 |
| composition 구성 요소들 | design 설계, 디자인 | employ 고용하다 |
| concentrate on 집중 | desperately 절망적으로 | employment 고용 |
| concerned 걱정하는 | despise 경멸하다 | encourage 격려하다 |
| confident 자신감 있는 | destination 목적지 | endeavor 노력 |
| confiscate 몰수(압수)하다 | detailed 상세한 | energy 힘 |
| congestion 혼잡 | detect 감지하다 | enforcement (법률의) 시행 |
| consider ~을 ~라고 생각하다 | develop 개발하다 | ensure 반드시 ~하게 하다 |
| consistent 한결 같은 | deviate (일, 예상 등을) 벗어나다 | entire 전체의 |
| construction 건설 | diet 식단 | environment 환경 |
| consult 상담하다, 참고하다 | differing 상이한 | equal 동일한, 같은 |
| consumption 소비 | dig (땅을) 파다 | equilibrium 평형 |
| contestant 참가자 | dinosaur 공룡 | equipment 장비 |
| continue 계속하다 | directly 곧장, 똑바로 | especially 특히 |
| cornfield 곡물을 재배하는 밭 | director 감독, 지시자 | essential 필수적인 |
| crawl 기다 | disagree 동의하지 않다 | estimate 추정, 추산 |
| creative 창의적인 | disaster 재앙 | except ~을 제외하고 |
| credit 신뢰성 | discover 발견하다 | exist 존재하다 |
| crop 곡식 | disease 질병 | existence 존재 |
| crucial 중요한 | displeased 화난 | expect 기대하다 |
| current 현재의 | distant 먼, 멀리 떨어져있는 | expensive 비싼 |
| cut 자르다 | distinguish 구분하다 | experience 경험 |
| | donate 기부하다 | expert 전문가 |
| D | donation 기부 | expertise 전문 지식(기술) |
| dairy 일기 | donor 기부자 | explain 설명하다 |
| danger 위험 | due to ~때문에 | explorer 탐험가 |
| dangerous 위험한 | | explosive 폭발성의 |
| dare to 건방지게 ~하다 | E | exposure 노출 |
| day-out (하루 동안의) 여행 | earn (돈을) 벌다 | extent 정도, 크기 |
| deal 나누어 주다, 분배하다 | Earth 지구 | extinct 멸종된 |
| decide 결정하다 | earthquake 지진 | extinction 멸종 |
| deeply 깊게 | eclipse (일식, 월식의) 식 | |

extra 여분의
 extreme 극도의
 extremely 극도로

F
 facility (생활 편의를 위한) 시설
 factor 요소, 요인
 fare (교통) 요금
 fear 공포, 두려움
 fearlessness 겁 없음
 fence 울타리
 festival 축제
 fill (가득) 채우다
 finally 마침내
 financial 재정적인
 find 찾다, 발견하다
 fire 불, 화재
 fiscal 국가 재정의
 flick (손가락 등으로) 튀기다
 flight ticket 항공권
 flock (양, 염소, 새의) 떼
 floodgate 방조문, 수문
 floorboard 마룻장
 flu 감기
 focus on 집중하다
 foreign 외국의, 대외의
 foretell 예언(예지)하다
 forfeit 몰수(박탈)당하다
 form 유형, 형성되다
 formation 형성(과정)
 fortunately 운 좋게
 fossil 화석
 fraction 부분, 일부
 frighten 겁먹게 만들다
 frightened 겁먹은
 frustrated 좌절한
 frustrating 좌절감을 주는
 fuel 연료
 fulfill 이행하다, 수행하다

G
 gas 기체, 가스
 gel (머리, 피부에 바르는) 젤
 gem 보석
 get in the way of 방해되다(하다)
 glee 신이 남, 고소한 기분
 glitter 반짝반짝 빛나다
 gobble up ~을 눈 깜짝할 사이에
 쓰다(잡아먹다)
 government 정부
 grant 승인(허락)하다, 보조금
 gravity 중력
 greenish 녹색을 띠
 gym 체육관, 체조

H
 habit 버릇, 습관
 habitat 서식지
 handmade 손으로 만든
 hang 걸다, 매달다
 harvest 수확
 haul 취급, 획득(물)
 have something in common
 공통점이 있다
 healthy 건강한
 hemisphere (지구의) 반구
 herd (짐승의) 떼
 hidden 숨겨진
 historian 역사가
 hockey 하키
 hold true 진실이다, 유효하다
 hole 구멍
 honeybee 꿀벌
 household 가정
 humble 겸손한
 hunger 배고픔
 hunt 사냥하다

I
 imagine 상상하다
 immediately 즉시
 impending 임박한
 implication 영향, 결과
 importance 중요성
 impressionism 인상주의
 improve 개선하다
 in terms of ~에 관해서
 in total 통틀어
 increase 증가하다
 indeed 정말, 확실히
 infrastructure 사회기반시설
 inhabitant (특정 지역의) 주민
 initially 처음에
 injure 부상을 입다(입히다)
 injury 부상
 insect 곤충
 insight 통찰력
 install 설치하다
 instead of ~대신에
 insurance 보험
 integral 필수적인
 intensity 강렬함, 강함
 interest rate 이자율
 interview 인터뷰
 intriguing 아주 흥미로운
 invest 투자하다
 isolated 고립된

J
 jet-black (머리가) 새까만
 jewelry 보석

K
 knot 매듭

L
 lab 실험실(laboratory)

ladder 사다리
 ladybug 무당벌레
 landmark 주요 지형지물, 랜드마크
 larva 유충, 애벌레
 laundry 세탁물
 layout (책, 건물 등의) 배치
 lecture 강의
 lend 빌려주다
 lift (위로) 들어 올린다
 light 밝은, 가벼운
 limit 한계, 한도
 loan 대출(융자)(금)
 local 지역의, 현지의
 locate ~의 정확한 위치를 찾아내다
 lock (자물쇠로) 잠그다, 잠기다
 look for ~을 찾다
 look forward to ~을 기대하다
 look out (자신의 물건 중에서) ~을 찾다
 luckily 운 좋게도

M

machine 기계
 machinery 기계 부품들, 기계(류)
 magnitude (엄청난) 규모
 maintain 유지하다
 maintenance 유지, 지속
 majority 가장 많은 수(다수)
 make sure 반드시 ~하다, ~을 확실히 하다
 manage 간신히 해내다, 어떻게든 ~하다
 man-made 사람이 만든 manner (일의) 방식
 marathon 마라톤
 mastery 숙달, 통달
 match fit 맞다

material 물질, 재료
 mechanical 기계로 작동되는
 memory 기억
 messenger 전달자
 meteorite 운석
 method 방법
 million 100 만
 mineral 광물(질)
 mining 채굴, 채광
 minor 별로 중요하지 않은, 작은
 mixture 혼합물
 monetary 통화(화폐)의
 monitor 감시하다, 화면
 moth 나방
 musical 음악의

N

narrowly 가까스로, 간신히
 nationality 국적
 natural 자연스러운
 nearby 인근에
 necessarily 어쩔 수 없이, 필연적으로
 needle 바늘
 negotiation 협상, 교섭
 neighborhood 이웃
 nervous 당황스러운
 nervousness 신경과민
 note 메모, 쪽지
 notice 주목, ~을 알아채다
 noticeably 두드러지게

O

obvious 분명한, 명백한
 occasion 때, 기회
 occasional 가끔의
 occur 일어나다
 ocean 대양, 바다
 odd 이상한

offer 제공하다
 officially 공식적으로
 off-season 철이 지난
 on the dot 정확히 시간 맞춰
 operate 작동(가동)되다
 opinion 의견
 opportune 적절한
 opportunity 기회
 ordinary 보통의
 organic 유기농의
 organisms 유기체
 organize (어떤 일을) 준비하다
 outstanding 뛰어난
 owner 주인, 소유주
 oxygen 산소

P

painkiller 진통제
 passion 열정
 per ~당, 마다
 performance 공연
 perfume 향수
 phobia 공포증
 physical 신체의, 물리적인
 pick 고르다, 뽑다
 pier 부두
 pipe 배관, 파이프
 planet 행성
 planner 도시 계획 설계자
 poacher 밀렵꾼
 policy 정책
 popular 인기 있는
 port 항구(도시)
 possess 소유(보유)하다
 possible 가능한
 postman 우편집배원
 potential 잠재적인
 pour (물 등을) 붓다

poverty 가난, 빈곤
 power 힘, 권력
 power plant 발전소
 predator 천적
 prefer 선호하다
 premiership 수상직, 수상임기
 prepare 준비하다
 president 대통령
 prevail 만연하다
 prevalence 널리 퍼짐, 유행
 prevalent 일반적인
 prevent 예방하다, 방지하다
 previous 이전의
 prey 먹이, 사냥감
 prick 찌르다
 print 인쇄하다, 프린트를 하다
 prior to ~에 앞서, 먼저
 privilege 특권
 probably 아마도
 proceeding 소송(법적) 절차
 process 과정
 product 상품
 professional 전문적인
 profitable 수익성이 있는
 promote 촉진하다, 홍보하다
 properly 적절히
 propose 제안하다
 protect 보호하다
 provide 제공하다
 prowess 기량, 솜씨
 pull out ~을 떼어내다
 pull up 멈추다(서다)
 pupa 번데기
 puzzled 어리둥절해하는

Q
 quail 메추라기
 quote 인용하다

R
 range 범위, 다양성
 rarely 드물게
 rat 쥐
 rate 비율
 reach ~에 닿다
 realize 깨닫다
 reason 이유
 receive 받다
 recent 최근의
 recently 최근에
 recess (의회 등의) 휴회 기간
 recognize 인식하다
 recommendation 권고
 record-breaking 기록을 깨뜨림
 region 지역
 regulation 규제
 reinforce 강화하다
 relative 상대적인, 친척
 relaxed 느긋한
 remain 계속~이다, 남다
 remaining 남아 있는, 남은
 remains 유물
 remember 기억하다
 remind ~를 상기시키다
 removal 제거
 remove 제거하다
 renewable 재생 가능한
 renovate 혁신하다
 renovation 혁신
 rent 방세, 임차하다
 reply 답하다
 reputable 평판이 좋은
 require 요구하다
 reserve 예약하다
 resident 거주자
 responsibly 책임감 있게
 restless 가만히 못 있는

retire 은퇴하다
 reuse 재사용하다
 ride (차량, 자전거 등을) 타고
 달리기
 rifle 샅샅이 뒤지다
 rock 바위
 rotor (기계의) 회전자
 round trip 왕복 여행
 route 길, 경로
 row 열, 줄
 rush 서두르다, 급히 움직이다

S
 safely 안전하게
 safety 안전
 sail 항해하다
 sailor 항해사
 satellite 위성
 save 구하다, 저축하다
 scare 겁주다
 scarecrow 허수아비
 scoreboard 점수판
 scorpion 전갈
 scrap 조각, 폐기하다
 scratch 긁다
 script 원고
 scurvy 괴혈병
 search 찾다
 seed 씨앗
 seek 찾다
 select 선택하다, 고르다
 sense 감각, 느끼다
 session (특정 활동을 위한) 시간
 sewerage 하수도
 sharp 날카로운
 sheer 순수한, 순전한
 shelter 주거지, 대피처
 shipping (집합적인) 선박

shipwreck 난파, 조난사고
 shoelace 신발끈
 shortly 즉시
 shower 샤워기, 샤워실
 sick 아픈
 sight 시력
 similarity 유사성, 닮음
 situation 상황
 skill 기술
 skyscraper 고층 건물
 slaughter 도살, 도축
 slightly 약간, 조금
 slope 경사지
 sluggish 느릿느릿 움직이는
 snake 뱀
 sniffer (냄새) 탐지기
 soak (액체 속에) 푹 담그다
 soil 토양, 흙
 solar 태양의
 solar eclipse 일식
 somewhat 어느 정도, 다소
 species 종
 specifically 분명히, 명확하게
 spider 거미
 stadium 운동장
 stall 가판대, 좌판
 standard 수준, 기준
 stationery 문구류
 steady 꾸준한, 한결 같은
 stipulate 규정하다
 stitch 바늘땀
 storage 저장
 storm 태풍
 strict 엄격한
 string 끈, 줄
 struggle 투쟁하다
 studio (방송국의) 스튜디오
 stuff 물건, 물질

sub ~의 아래에
 subway 지하철
 suffer from ~로 고통 받다
 suggest 제안하다, 암시하다
 suit 정장, 맞다
 support 지지하다
 supporter 지지자
 surface 표면
 surprise 놀라게 하다
 survive 살아 남다
 swap 바꾸다, (이야기 등을)
 나누다

T
 take a rest 쉬다, 자다
 take place 개최되다, 일어나다
 tap (가볍게) 툭툭 두드리다
 task 일
 technician 기술자
 technological 기술의
 technology 기술
 temporary 일시적인, 임시의
 territory 영토, 지역
 thankful 고맙게 생각하는
 theory 이론
 thrive 번창하다
 tidal 조수의
 tie 묶다
 timetable 시간표
 total 전체의
 toughness 단단함, 역셈
 track down ~을 찾아내다
 trader 상인, 거래자
 tradition 전통
 traditional 전통적인
 traditionally 전통적으로
 traffic congestion 교통 혼잡
 train 기차
 training 교육, 훈련

transportation 운송, 수송
 travel agency 여행사
 treasure 보물
 tremendous 엄청난
 trillion 1 조
 tunnel 터널
 turn out to ~라고 판가름이 나다
 typically 일반적으로

U
 ultimately 궁극적으로
 unanswered 해답이 나오지 않은
 unconventional 색다른 undergo
 겪다
 underground 지하의
 underwriter 보험사
 underwriting 보험업
 unfortunately 불행하게도
 unique 독특한
 unknown 알려지지 않은
 unsustainable 지속 불가능한
 untenable 방어 될 수 없는
 untidy 단정치 못한
 upcoming 다가오는
 updated 최신의
 utilize 이용하다

V
 various 다양한, 여러 가지
 vehicle 탈 것
 velocity 속도
 venom (뱀 등의) 독
 visual 시각
 volunteer 자원 봉사자, 자원하다
 voyage 여행

W
 wander 돌아다니다, 헤매다
 waste 낭비하다

watch-maker 시계 기술자
 water source 수자원
 waterfront 해안가, 물가
 weakness 약함, 나약함
 wealthy 부유한
 wear (옷을) 입다
 weather forecast 일기예보
 weathering 풍화(작용)
 weird 이상한

well known 잘 알려진
 wildlife 야생 동물
 wipe 닦다
 wire 철사
 witness 목격하다
 wolf down 먹어 대다
 wonder 궁금하다
 wonderful 멋진
 wooden 나무의

worry about ~을 걱정하다
 worth ~할 가치가 있다
 wrist 손목
 wristwatch 손목 시계

Y
 yard 마당, (학교의) 운동장
 yell 소리지르다