Day 4. Reference (2)

PRACTICE 02

Passage 6

1. The word It in the passage refers to

   A) ingredient
   B) eyelid
   C) kohl
   D) hygiene

2. The word Some in the passage refers to

   A) mothers
   B) kohl
   C) eyes
   D) infants

Eye makeup

It was common to find ancient Egyptians, both men and women, wearing the eye makeup, which was one of the most notable features of Egyptians of high status. Unlike present day makeup, which is simply used to make the wearer more attractive, ancient Egyptian makeup had other specific purposes, ranging from beauty to protection. Egyptians employed the ancient eye cosmetic 'kohl', a mixture made from a variety of ingredients to darken their eyelids. It was originally used to prevent the occurrence of eye ailments, and there was also a belief that darkening the surfaces near eyes would safeguard them against the harsh rays of the sun. Moreover, mothers would apply kohl to their infants' eyes soon after birth. Some did this because they thought it would strengthen the child's eyes. Others believed it could prevent the child from being cursed by the "evil eye", which was believed by many ancient cultures to cause injury or bad luck to those targeted by an envious person.

Passage 9

1. The word others in paragraph 1 refers to

   A) tasks
   B) animals
   C) environments
   D) senses

2. The word them in paragraph 2 refers to

   A) techniques
   B) sounds
   C) echoes
   D) animals

Echolocation

Most animals rely on their sense of sight to find their way around and perform important daily tasks. However, some animals live in dimly lit or dark environments which render their vision almost useless, while others have such poor vision that they have to rely on other senses to avoid obstacles and find food. Many of these animals, like whales, dolphins, bats, and shrews, rely on a technique called echolocation.

Animals that use this technique emit short, extremely high-pitched sounds and then listen for the echoes to bounce back to them. They then carefully interpret the echoes to determine an object's size, direction of movement, and distance from them. The time interval between the emission of the sound and the return of the echo indicates the distance to the object. The longer the interval is, the further away the object is. The volume of the echo tells the animal the size and texture of the object. In fact, echolocation is so effective that researchers have observed bats using it to locate and avoid thin wires while flying at great speeds.

Passage 12

1. The phrase the two in paragraph 1 refers to A) earth and the area B) core and crust C) crust and the thin layer D) mantle and the crust 2. The phrase this zone in paragraph 2 refers to A) the point B) the mantle C) the soft zone D) the rock 3. The word it in paragraph 3 refers to A) heat energy B) the core C) the surface D) the mantle	**Mantle** The first stage of terrestrial planetary evolution is *differentiation*, which is the separation of material based on its density. In this stage, heavier materials had steadily sink to the center of the bodies to form a solid, metallic core, which in turn is surrounded by a relatively-thin-surface crust. At present, the Earth is composed of three main layers; the hard yet thin layer where we currently dwell, generally known as the crust; a central ball of molten iron, which is the core; and the mantle, the area between the two, which actually represents two thirds of the Earth's matter. Unlike the hard crust, the nature of the mantle is quite flexible and it resembles a thick liquid. The mantle is not uniform but has three distinct structural areas. At the point where the crust and the mantle meet, both are a random mixture of different types of rock. Deeper into the mantle, the rock gradually becomes malleable, thus creating a soft zone. It is this zone that enables the tectonic plates of the crust to move about. Below the soft zone is the transition zone, where softer minerals become crystals, and it is the place through which slabs of surface rocks descend and slag from the core rises into the mantle. This area is in constant motion, so there are formations of thick and thin spots where heat energy can rise from the core, sometimes reaching the surface. Not much is known about the rest of the mantle because it cannot be studied directly but only through seismic measurements of earthquakes that can occur as far below the Earth's surface as the transition zone, but no deeper.

TEST PRACTICE

TEST 2

1. The word approximately in paragraph 2 is closest in meaning to

A) easily
B) naturally
C) appropriately
D) roughly

2. The word it in paragraph 3 refers to

A) glass
B) bowl
C) child
D) milk

The Stages of Cognitive Development

The most influential theory in the history of developmental psychology is Piaget's theory of cognitive development, which is concerned with one's ability to think and understand. Jean Piaget, a Swiss psychologist, centered his theory on the development of intelligence. His theory is concerned with the emergence and acquisition of schemata, methods of how a person views the world. According to Piaget, children pass through distinct stages as they acquire new ways of mentally representing information. He conceived of four stages of childhood development and described the level of awareness of the external world children exhibit at each stage.

The Sensorimotor stage is the first of the four stages described by Piaget and lasts from birth to approximately two years of age. According to his theory, this is the time when children build up a general understanding of their surroundings. First, the child develops basic reflexes, which slowly become voluntary actions over the first six weeks, and then develops habits through the repetition of actions. At this time, infants will intentionally try to grab objects. Also, from twelve to eighteen months, children conduct simple experiments to find new ways of overcoming challenges.

The Preoperational stage is the second of Piaget's four stages of cognitive development and lasts from approximately age two to age seven. By observing children at play, Piaget was able to identify several events in which new thought processes occur. During this stage, children display symbolic functioning, characterized by their use of symbols, words, or pictures to represent something that is not physically present. Piaget found that children lack perception of conservation of mass, volume, and number if the original form changes at this stage. Furthermore, a child can only focus on a singular aspect of a stimulus or situation. For example, if you pour a tall glass of milk into a shallow bowl, the child will think that the amount of milk has decreased because it is "lower." It is possible for children to think intuitively, that is, they have the ability to have quick insights, to believe something without understanding the reasons why.

3. The word their in paragraph 4 refers to A) aspects B) children C) problems D) objects 4. The word initiates in paragraph 5 is closest in meaning to A) modifies B) evolves C) starts D) affords 5. The word They in paragraph 5 refers to A) objects B) children C) problems D) adolescents	The Concrete Operational stage, from age seven to age eleven, is the third stage of Piaget's theory. It is characterized by using logic aptly and involves several distinct processes. First, children take several aspects into account when solving problems. Second, they are aware that objects can be changed and then returned to their original form depending on situations or surroundings. Finally, it is this stage when egocentrism disappears, and children are capable of understanding something from another point of view. The final stage in Piaget's theory is the Formal Operational stage. It initiates between ages eleven to fifteen and continues into adulthood. This stage is characterized by the ability to think abstractly and to draw conclusions from available information. As a result of thinking more abstractly, adolescents are able to imagine their ideal selves and situations. They contemplate their future and their goals. In addition, problem solving is more systematic, and they can hypothesize outcomes. Deductive reasoning complements their greater problem solving abilities.

Summary

- ✓ Sensorimotor Stage [감각 운동기]
  AGE- birth- 2 yrs
  Characteristic;
  1) Basic reflexes, voluntary actions, habit
  2) Grab objects
  3) Learning ways to overcome challenges

- ✓ Preoperational Stage [전조작기]
  AGE- 2-7 yrs
  Characteristic;
  1) Symbolic functioning
  2) Lack perception of conservation of mass, volume, and number
  3) Only focus on singular aspect of a stimulus
  4) Intuitive thoughts

- ✓ Concrete Operational Stage [구체적 조작기]
  AGE- 7-11 yrs
  Characteristic;
  1) Logic
  2) Another point of views
  3) Awareness of changes of things

- ✓ Formal Operational Stage [형식적 조작기]
  AGE- 11/15-adulthood yrs
  Characteristic;
  1) Think abstractly
  2) Imagine ideal situations
  3) Think future and goals
  4) Systematic problem solving
  5) Deductive reasoning

6. **Directions**: Complete the table by matching the phrases below. Select the appropriate phrase from the answer choices and match them to the developmental stage to which they relate. **TWO** of the answer choices will **NOT** be used. ***This question is worth 3 points.***

Preoperational Stage	Concrete Operational Stage
•	•
•	•
•	

Answer Choices

A) Children can categorize objects according to a particular trait.

B) Children can think intuitively.

C) The child doesn't understand that a change in shape does not equal a change in amount.

D) Children can understand abstractions.

E) Children can use symbols to identify objects.

F) Children can reverse the process of how something is done and restore it to its original state.

G) The child repeats actions to develop habits.

Answers

[Practice 02]

Passage 6 1. C) 2. A)

눈 화장	Eye makeup
고대 이집트에서는 남자와 여자 모두 눈 화장을 하는 것이 흔했는데, 그것은 높은 지위를 나타내는 이집트인들의 눈에 띄는 특징 중 하나였다. 오늘날에는 화장을 하는 것이 단지 하나의 매력을 보여주는 수단인 것과는 달리, 고대 이집트인들의 화장은 아름다움에서 보호에 이르기까지 다른 특정한 목적들이 있었다. 이집트 인들은 눈꺼풀을 어둡게 하기 위해 콜이라는 다양한 범위의 재료로 만들어진 고대의 눈 화장품을 사용하였다. 그것은 원래 눈 질병 발병을 예방하기 위해 사용되었으며, 또한 눈 주위 표면을 어둡게 하는 것이 혹독한 태양광선으로부터 눈을 보호할 수 있다는 믿음이 있었다. 더욱이 엄마들은 신생아가 태어나면 머지않아 콜을 눈에 발랐다. 몇몇은 그것이 아이의 눈을	It was common to find ancient Egyptians, both men and women, wearing eye makeup, which was one of the most notable features of Egyptians of high status. Unlike present day makeup, which is simply used to make the wearer more attractive, ancient Egyptian makeup had other specific purposes, ranging from beauty to protection. Egyptians employed the ancient eye cosmetic 'kohl', a mixture made from a variety of ingredients, to darken their eyelids. It was originally used to prevent the occurrence of eye ailments, and there was also a belief that darkening the surfaces near the eyes would safeguard them against the harsh rays of the sun. Moreover, mothers would

튼튼하게 하리라고 여겼기 때문에 그렇게 하였다. 다른 이들은 이렇게 하는 것이 아이를 '사악한 눈'의 저주로부터 보호할 수 있다고 믿었다. 사악한 눈은 오랫동안 많은 문화에서 반감이나 질투를 이유로 직접적으로 사람에게 피해나 불운을 초래할 수 있다고 믿어졌다.

1. 지문의 단어 It(그것)이 가리키는 것은

A) 성분
B) 눈꺼풀
C) 콜
D) 향기

2. 지문의 단어 some(몇몇)이 가리키는 것은

A) 엄마
B) 콜
C) 눈
D) 신생아

apply kohl to their infants' eyes soon after birth. Some did this because they thought it would strengthen the child's eyes. Others believed it could prevent the child from being cursed by the "evil eye", which was believed by many ancient cultures to cause injury or bad luck to those targeted by an envious person.

1. The word It in the passage refers to

A) ingredient
B) eyelid
C) kohl
D) scent

2. The word some in the passage refers to

A) mothers
B) kohl
C) eyes
D) infants

어휘

wear makeup 화장하다 | **feature** [fíːtʃər] 특징, 특성 | **fragrance** [fréigrəns] 향기, 향 | **ailment** [éilmənt] 질병
curse [kəːrs]저주를 내리다 | **notable** [nóutəbl] 주목할 만한, 눈에 띄는 | **hygiene** [háidʒiːn] 위생
ingredient [ingríːdiənt] 재료, 구성요소 | **whilst** [wailst] 반면에(= while)

Passage 9 1. B) 2. D)

반향 위치 측정

많은 동물들은 길을 찾거나 중요한 매일의 업무를 수행하기 위해 그들의 시각에 의지한다. 그러나 몇몇의 동물들은 그들의 시력을 거의 쓸모 없게 하는 흐릿한 빛이나 어두운 환경에서 사는 반면에 다른 것들은 좋지 않은 시력을 가지고 있어 장애물을 피하거나 음식을 찾는 데 다른 감각에 의존해야만 한다. 고래, 돌고래, 박쥐, 뾰족뒤쥐 같은 이러한 많은 동물들은 반향 위치 측정이라 불리는 기술에 의존한다.

이런 기술을 사용하는 동물들은 짧고 높은 음조의 소리를 내고 난 후 그들에게 다시 튀어 오는 소리의 반향을 듣는다. 그런 다음 그들은 반향을 통해 물체의 크기나 움직임의 방향, 그리고 그들로부터의 거리를 신중히 해석한다. 소리를 발성하는 순간과 울림이 돌아오는 순간의 시간 차는 물체와의 거리를 나타낸다. 그 간격이 길면 길수록 물체도 더 멀리 있다. 반향의 음량은 동물의 크기와 물체의 질감을 나타낸다. 사실 연구원들이 관찰한 것에 따르면 반향 위치 측정은 박쥐가 엄청난 속도로 날면서 얇은 전선을 찾고, 그것을 피하는 데 사용할 만큼 대단히 효과적이다.

1. 단락 1의 단어 others(다른 것들)가 가리키는 것은

A) 업무
B) 동물
C) 환경
D) 감각

2. 단락 2의 단어 them(그들에게)이 가리키는 것은

Echolocation

Most animals rely on their sense of sight to find their way around and perform important daily tasks. However, some animals live in dimly lit or dark environments which render their vision almost useless, while others have such poor vision that they have to rely on other senses to avoid obstacles and find food. Many of these animals, like whales, dolphins, bats, and shrews, rely on a technique called echolocation.

Animals that use this technique emit short, extremely high-pitched sounds and then listen for the echoes to bounce back to them. They then carefully interpret the echoes to determine an object's size, direction of movement, and distance from them. The time interval between the emission of the sound and the return of the echo indicates the distance to the object. The longer the interval is, the further away the object is. The volume of the echo tells the animal the size and texture of the object. In fact, echolocation is so effective that researchers have observed bats using it to locate and avoid thin wires while flying at great speeds.

1. The word others in paragraph 1 refers to

A) tasks
B) animals
C) environments
D) senses

2. The word them in paragraph 2 refers to

A) 기술 B) 소리 C) 울림, 반향 D) 동물	A) techniques B) sounds C) echoes D) animals

어휘
dimly [dɪmli] 어둑하게 | **shrew** [ʃru:] 뾰족뒤쥐 | **emit** [i|mɪt] 내뿜다 | **echo** [ekoʊ] 메아리 | **bounce** [baʊns]튀다, 산란하다
locate [loʊkeɪt] 찾다 | **render** [rendə(r)] 만들다 | **echolocation** [ekoʊloʊ|keɪʃn] 반향 위치 측정 | **high-pitched** 아주 높은
interval [ɪntərvl] 간격 | **texture** [tekstʃə(r)] 질감, 감촉

Passage 12 1. B) 2. C) 3. D)

맨틀 지구의 모든 행성 진화단계 중 가장 첫 번째는 분화이며, 이것은 그것의 밀도에 따라 구성 요소가 분리되는 것이다. 이 단계에서 무거운 물질은 지속적으로 중심부를 향해 가라앉아 단단하고 금속성을 지닌 핵을 형성하며, 마침내 상대적으로 얇은 지각에 의해 둘러싸이게 된다. 현재 지구는 세 개의 주요 층으로 구성되어 있다. 우리가 현재 살고 있는 단단하지만 얇은 층은 일반적으로 지각으로 알려져 있다. 용해된 철로 된 중앙의 구는 핵이다. 그리고 맨틀은 두 가지 사이에 있는 영역으로, 사실상 지구 성분의 2/3를 차지한다. 단단한 지각과는 달리 맨틀의 본성은 꽤 유동적이며 밀도가 높은 액체와 비슷하다. 맨틀은 균일하지 않지만 세 가지 다른 구조적 영역을 지니고 있다. 지각과 맨틀이 만나는 지점에는 다양한 종류의 암석들이 마구잡이로 뒤섞여 있다. 하지만 맨틀 깊숙이 들어갈수록 암석은 점차 부드러워지면서 용암 지대(암석이 용융된 지대)를 만들어낸다. 지각을 구성하고 있는 지각의 지질 구조판을 움직일 수 있게 하는 것이 바로 이 지대이다. 이 용암 지대 아래는 변천 지대(transition zone)로, 더 연한 광물질들이 결정체로 변하는 곳이며, 그곳은 암석 표면의 판이 침강하고 화산암 재가 중심 핵으로부터의 맨틀로 융기되는 부분이다. 이 지대는 끊임없이 움직이는 지대이기 때문에 열에너지가 중심 핵으로부터 상승하거나, 가끔 지표면까지 전달되기도 하는 두껍고 얇은 지점이 형성된다. 맨틀의 나머지 부분에 대해서는 알려져 있는 것이 많지 않은데, 이는 그것을 직접 조사할 수 없고, 지표면에서 변천 지대까지만 닿는 지진 측정을 통해서만 연구될 수 있기 때문이다. **1. 단락 1의 구 the two(그 둘 사이)가 가리키는 것은** A) 지구와 그 지역 B) 중심부와 지각 C) 지각과 얇은 층 D) 맨틀과 지각	**Mantle** The first stage of terrestrial planetary evolution is *differentiation*, which is the separation of material based on its density. In this stage, heavier materials steadily sunk to the center of the bodies to form a solid, metallic core, which in turn is surrounded by a relatively-thin-surface crust. At present, the Earth is composed of three main layers; the hard yet thin layer where we currently dwell, generally known as the crust; a central ball of molten iron, which is the core; and the mantle, the area between the two, which actually represents two thirds of the Earth's matter. Unlike the hard crust, the nature of the mantle is quite flexible and it resembles a thick liquid. The mantle is not uniform but has three distinct structural areas. At the point where the crust and the mantle meet, both are a random mixture of different types of rock. Deeper into the mantle, the rock gradually becomes malleable, thus creating a soft zone. It is this zone that enables the tectonic plates of the crust to move about. Below the soft zone is the transition zone, where softer minerals become crystals, and it is the place through which slabs of surface rocks descend and slag from the core rises into the mantle. This area is in constant motion, so there are formations of thick and thin spots where heat energy can rise from the core, sometimes reaching the surface. Not much is known about the rest of the mantle because it cannot be studied directly but only through seismic measurements of earthquakes that can occur as far below the Earth's surface as the transition zone, but no deeper. **1. The phrase the two in paragraph 1 refers to** A) earth and the area B) core and crust C) crust and the thin layer (D) mantle and the crust

2. 단락 2의 구 this zone(이 지대)이 가리키는 것은 A) 그 지점 B) 맨틀 C) 부드러운 부분 D) 암석 **3. 단락 3의 단어 it(그것)이 가리키는 것은** A) 열에너지 B) 중심부 C) 표면 D) 맨틀	**2. The phrase this zone in the paragraph 2 refers to** A) the point B) the mantle C) the soft zone D) the rock **3. The word it in paragraph 3 refers to** A) heat energy B) the core C) the surface D) the mantle

어휘

terrestrial [tə|restriəl] 지구의 | **relatively** [rélətivli] 상대적으로 | **metallic** [mə|tælɪk] 금속성의 | **reside** [rɪ|zaɪd] 살다, 거주하다
uniform [júːnəfɔ̀ːrm] 획일적인, 통일된 | **scramble** [skræmbl] 뒤죽박죽 섞다 | **constant** [kɑ́nstənt] 불변의, 일정한
slab [slæb] 판 | **density** [densəti] 밀도 | **crust** [krʌst] 지각 | **core** [kɔːr] 핵, 중심 | **flexible** [fléksəbl] 유동적인
tectonic [tektɑ́nik] 지질 구조의, 지각 변동 운동의 | **malleable** [mǽliəbl] (금속이) 가단성이 있는 | **slag** [slæg] 화산암재
seismic [sáizmik] 지진의, 지진에 의한

Test 2

1. D) **2.** D) **3.** D) **4.** C) **5.** D)
6. Preoperational Stage: B), C), E) / Concrete Operational Stage: A), F)

인지 발달 단계 발달 심리학의 역사상 가장 영향력 있는 이론은 Piaget의 인지 발달 이론, 즉 생각하고 이해하는 능력의 발달에 관한 이론이다. 스위스의 심리학자인 장 Piaget는 이론의 초점을 지능 발달에 맞추었다. 그의 이론은 스키마타, 즉 인간이 세계를 보는 방식의 발현 및 습득에 대해 다룬다. Piaget에 따르면, 어린이는 정보의 지적 표현 방법을 새로이 습득하며 뚜렷이 구분되는 네 단계를 거친다. 그는 아동 발달의 네 단계를 상정하고 각 단계에서 아동이 보여주는 외부 세계 인지 수준을 묘사하였다. 감각 운동기는 Piaget가 설명한 4단계 중 첫 번째로 출생에서부터 대략 2세까지 지속된다. 그의 이론에 따르면, 이 시기는 아이들이 주변에 대한 포괄적인 이해력을 발달시키는 시기이다. 우선 아이는 기본적인 반사 행동을 나타내며, 이것은 첫 6주에 걸쳐 서서히 자발적인 행동이 되고, 그런 다음 아이는 행동의 반복을 통해 습관을 발달시킨다. 이 시기에 유아는 의도적으로 물체를 잡으려고 노력할 것이다. 또, 12개월에서 18개월 사이에 아이는 간단한 실험을 통해 도전 과제를 극복하기 위한 새로운 방법을 찾는다. 전조작기는 Piaget의 인지 발달 4단계 중 두 번째로서 대략 2세에서 7세까지 지속된다. Piaget는 놀고 있는 어린이를 관찰함으로써 새로운 사고 과정이 이루어지는 몇 가지 사건들을	**The Stages of Cognitive Development** The most influential theory in the history of developmental psychology is Piaget's theory of cognitive development, which is concerned with one's ability to think and understand. Jean Piaget, a Swiss psychologist, centered his theory on the development of intelligence. His theory is concerned with the emergence and acquisition of schemata, methods of how a person views the world. According to Piaget, children pass through distinct stages as they acquire new ways of mentally representing information. He conceived of four stages of childhood development and described the level of awareness of the external world children exhibit at each stage. The Sensorimotor stage is the first of the four stages described by Piaget and lasts from birth to approximately two years of age. According to his theory, this is the time when children build up a general understanding of their surroundings. First, the child develops basic reflexes, which slowly become voluntary actions over the first six weeks, and then develops habits through the repetition of actions. At this time, infants will intentionally try to grab objects. Also, from twelve to eighteen months, children conduct simple experiments to find new ways of overcoming challenges. The Preoperational stage is the second of Piaget's four stages of cognitive development and lasts from approximately age two to

확인할 수 있었다. 이 시기에 어린이는 상징 기능을 보이는데, 이것은 물리적으로 존재하지 않는 무언가를 표현하기 위해 어린이가 상징, 단어, 그림을 사용하는 현상으로 특징지어진다. Piaget는 원래의 형태가 바뀌어도 양, 부피, 수가 유지된다는 개념이 이 단계의 어린이들에게 부족하다는 사실을 발견했다. 게다가, 어린이는 자극이나 상황의 한 가지 측면에만 집중하거나 주의를 기울이기도 한다. 예를 들어, 긴 유리잔에 든 우유를 납작한 그릇에 부으면 아이는 그것이 '더 낮아졌기' 때문에 양이 줄었다고 생각할 것이다. 어린이들이 직관적으로 사고를 하는 것은 가능하다, 즉 이유를 납득하지 않고도 어떤 것을 믿을 수 있는 빠른 직관 능력이 있다.

7세에서 11세에 해당하는 구체적 조작기는 Piaget 이론의 세 번째 단계다. 논리를 적절히 이용하는 것이 특징이며, 몇 가지 과정이 뚜렷이 나타난다. 첫째, 어린이는 문제를 해결할 때 여러 가지 측면을 고려한다. 둘째, 그들은 상황이나 환경에 따라 물체가 변할 수 있고 그것들의 원래 형태로 되돌아갈 수 있다는 것을 이해한다. 마지막으로, 자기 중심성이 사라지는 것도 이 단계이며, 어린이는 대상을 다른 시각에서 이해할 수 있게 된다.

Piaget 이론의 마지막 단계는 형식적 조작기다. 이 단계는 약 11세에서 15세 사이에 시작되어 성인기까지 지속된다. 이 단계에서는 추상적으로 사고하고 이용 가능한 정보로부터 결론을 도출하는 능력으로 특징 지어진다. 생각을 보다 추상적으로 함에 따라 청소년들은 이상적인 자아상과 상황들을 가정할 수 있게 된다. 그들은 자신들의 미래와 목표에 대해서도 심사 숙고하게 되며, 문제를 보다 체계적으로 해결하고 결과에 대해서도 가정할 수 있다. 뿐만 아니라, 연역적 추론은 그들의 문제 해결 능력을 좀 더 향상시킬 수 있도록 보완해 준다.

1. 단락 2의 단어 approximately(대략)와 가장 유사한 의미를 가진 것은

A) 쉽게, 용이하게
B) 당연히
C) 적당하게, 알맞게
D) 대략, 거의

2. 단락 3의 단어 it(그것)이 가리키는 것은

A) 유리
B) 그릇
C) 어린이
D) 우유

age seven. By observing children at play, Piaget was able to identify several events in which new thought processes occur. During this stage, children display symbolic functioning, characterized by their use of symbols, words, or pictures to represent something that is not physically present. Piaget found that children lack perception of conservation of mass, volume, and number if the original form changes at this stage. Furthermore, a child can only focus on a singular aspect of a stimulus or situation. For example, if you pour a tall glass of milk into a shallow bowl, the child will think that the amount of milk has decreased because it is "lower." It is possible for children to think intuitively, that is, they have the ability to have quick insights, to believe something without understanding the reasons why.

The Concrete Operational stage, from age seven to age eleven, is the third stage of Piaget's theory. It is characterized by using logic aptly and involves several distinct processes. First, children take several aspects into account when solving problems. Second, they are aware that objects can be changed and then returned to their original form depending on situations or surroundings. Finally, it is this stage when egocentrism disappears, and children are capable of understanding something from another point of view.

The final stage in Piaget's theory is the Formal Operational stage. It initiates between ages eleven to fifteen and continues into adulthood. This stage is characterized by the ability to think abstractly and to draw conclusions from available information. As a result of thinking more abstractly, adolescents are able to imagine their ideal selves and situations. They contemplate their future and their goals. In addition, problem solving is more systematic, and they can hypothesize outcomes. Deductive reasoning complements their greater problem solving abilities.

1. The word approximately in paragraph 2 is closest in meaning to

A) easily
B) naturally
C) appropriately
D) roughly

2. The word it in paragraph 3 refers to

A) glass
B) bowl
C) child
D) milk

3. 단락 4의 단어 their(그것들의)가 가리키는 것은

A) 측면, 양상
B) 어린이
C) 문제
D) 과정

4. 단락 5의 단어 initiates(시작되어)와 가장 유사한 의미를 가진 것은

A) 수정하다, 변경하다
B) 발달하다
C) 시작하다
D) 여유가 되다

5. 단락 5의 단어 they(그들)가 가리키는 것은

A) 측면, 양상
B) 어린이
C) 문제
D) 청소년

6. 다음 문장들을 알맞게 넣어 다음 표를 완성하라. 선택지들 중 적절한 문장들을 골라, 관련이 있는 발달 단계와 연결하라. 선택지 두 개는 정답이 될 수 없다. 이 문제의 배점은 3점이다.

전조작기
• B) 어린이들은 직관적으로 생각할 수 있다.
• C) 어린이는 모양의 변화가 양의 변화와 같지 않다는 것을 이해하지 못한다.
• E) 어린이들은 물체를 확인하기 위해 상징물을 이용할 수 있다

구체적 조작기
• A) 어린이들은 특정한 특징에 따라 물체를 분류할 수 있다.
• F) 어린이들은 어떤 것을 완성하는 과정을 뒤바꿀 수 있고, 다시 그것을 원래대로 복원할 수 있다.

D) 어린이들은 추상적 개념을 이해할 수 있다.
G) 어린이는 습관을 만들기 위해 행동을 반복한다.

3. The word their in paragraph 4 refers to

A) aspects
B) children
C) problems
D) objects

4. The word initiates in paragraph 5 is closest in meaning to

A) modifies
B) evolves
C) starts
D) affords

5. The word they in paragraph 5 refers to

A) aspects
B) children
C) problems
D) adolescents

6. Directions: Complete the table by matching the phrases below. Select the appropriate phrase from the answer choices and match them to the developmental stage to which they relate. **TWO** of the answer choices will **NOT** be used. ***This question is worth 3 points.***

Preoperational Stage
• B) Children can think intuitively
• C) The child doesn't understand that a change in shape does not equal a change in amount.
• E) Children can use symbols to identify objects.

Concrete Operational Stage
• A) Children can categorize objects according to a particular trait.
• F) Children can reverse the process of how something is done and restore it to its original state.

D) Children can understand abstractions.
G) The child repeats actions to develop habits.

어휘

cognitive development 인지 발달 | **developmental psychology** 발달 심리학 | **emergence** [imə́:rdʒəns] 출현
acquire [ə|kwaɪə(r)] 획득하다 | **reflex** [|ri:fleks] 반사 | **infant** [|ɪnfənt] 유아 | **grab** [græb] 움켜쥐다 | **insight** [ínsàit] 통찰
stimulus [stímjuləs] 자극 | **egocentrism** [ì:gouséntrizm] 자기 중심성 | **conservation** [kɑ̀nsərvéiʃən] 보존 | **volume** [vɑ́lju:m] 부피
aptly [ǽptli] 적절하게 | **formal operational stage** 형식적 조작기 | **hypothesize** [haipɑ́θisàiz] 가설(가정)을 세우다
deductive [dɪ|dʌktɪv] 연역적인 | **influential** [|ɪnflu|enʃl] 영향력 있는 | **intelligence** [ɪn|telɪdʒəns] 지성 | **distinct** [dɪ|stɪŋkt] 분명한
sensorimotor stage 감각 운동기 | **voluntary** [|vɑ:ləntəri] 자발적인 | **intentionally** [intén̩ʃənəli] 의도적으로
deliberate [dilíbərət] 계획적인 | **preoperational stage** 전조작기 | **decrease** [dikrí:s] 감소하다 | **tendency** [téndənsi] 경향
mass [mæs] 양 | **concrete operational stage** 구체적 조작기 | **quantity** [kwɑ́ntəti] 양 | **systematic** [sìstəmǽtik] 체계적인
outcome [|aʊtkʌm] 결과 | **complement** [|kɑ:mplɪment] 보충하다