Day 15

Task4

General / Specific <Academic>

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1. Skill Practice 1 - Basic Templates
2. Skill Practice 2 - Reading/Note-Taking/Expressions
   - Listening/ Note-Taking/Expressions
   - Speaking with Templates
   - Full Response

Template 1

1) Topic + 2 examples

→ The lecture is mainly about

→ The professor explains this by giving two examples.

→ First, he talks about

→ As for the second example, the professor talks about

→ So, these are the examples of

Template 2

2) topic + 2 sub topics + (2 examples)

→ The lecture is mainly about

→ According to the professor, there are two types (of ~)

→ (The first one is A, and the second one is B.)

→ (First, as for A, the professor explains ~)

* The lecture is mainly about

According to the professor, there are two types.

The first one is A, and he gives an example of ~/ he explains that ~

Template 3,4

3) topic + exP. (personal experience)

→ The lecture is mainly about

→ The professor explains this by giving his personal experience

(as an example).

→ When he/she ~ 결론

4) topic + exT. (one experiment)

→ The lecture is mainly about

→ The professor explains this by giving one experiment (as an example).

→ In the experiment, 피실험자 be + p.p (실험세팅)

→ (The result was that ~) 결론

1. Skill Practice 1

Reading-45sec

The Peak-End Rule

When people are asked to describe certain events that have happened in their lives, a psychological phenomenon termed as the peak-end rule often comes into play. The peak-end rule states that a person is most likely to focus on the highlights or the last parts of his or her experience and discard virtually all other information when describing the event as a whole. The main reason is that people have a tendency to recall their experiences with ease when strong, either negative or positive, emotions are attached to them. Minor emotions and information are often disregarded in the process of remembering and describing the overall experience of the event.

Note-Taking

- Peak-end rule:

when describing certain events, focus on more on highlights or last parts of exP.

Expressions

be asked to V	~하도록 요구 받다
come into play	활동하기 시작하다
discard	버리다
as a whole	전체로써
have a tendency to	~하는 경향이 있다
term	이름하다
attached (to)	~에 부착된
disregard	묵살하다
in the process of	~의 과정에서
with ease	쉽게

Listening

Um…. Memory is often unreliable. This is because we tend to filter certain parts of an event and focus on the parts that made a strong impression on us. In remembering the event as a whole we often end up remembering only the highlights or peaks of an event rather than remembering the rest of the event as well. Let me give you a few examples. My family took a road trip a couple of years ago, and we wanted to visit this famous restaurant. Anyways, on the way there we realized there was something wrong with the directions, and we ended up getting lost. It took a really long time for us to finally find the restaurant.

When we eventually got to the place, we realized why the restaurant had such a good reputation; the food and service was just perfect. The restaurant was impeccable! Our entire experience at that restaurant was just amazing! And when we were asked about the trip later on, um..and I've noticed myself doing this too , our family rarely mentioned any other parts of the trip, but only talked about how great that restaurant was. Everybody in my family thought it was a good trip just because of this restaurant. Here's another example. My friend and I once watched this movie together. As we were watching, the movie was pretty boring for the most part. Then all of a sudden, there were several dramatic turns of events in the second half of the movie, and there was a really great action scene towards the end of the movie. Because of these parts of the movie, we both thought the movie was great overall. This is how we remember things based on the 'peak-end rule.'

Note-Taking

- R: Peak-end rule

  when describing certain events,

  focus more on highlights or last parts of exP.

- L 설명 (부주제 / 예시) 1. 설명 (부주제 / 예시) 2.

1.ex) family trip lost, took long time restaurant – great → remember only X other experiences	2. ex) movie w/ his friend X good at first → sec. half – turns of events / action scenes → entire movie - great

Expressions

filter	여과하다
make an impression (on sb)	(~에게) 인상을 주다
in ~ing	~하는데 있어서
end up ~ing	(결국) ~하는 상태로 끝나다
highlight	가장 흥미로운 부분
peak	절정, 최고점
road trip	(장거리) 자동차 여행
take a trip	여행하다
dramatic turn of events	극적인 반전
impeccable	흠 잡을 데 없는

Sample Answer

The lecture is mainly about the peak-end rule, which means that people tend to focus more on the highlights or the latter parts of their experience when they describe an event as a whole. The professor explains this by giving two examples. First, he talks about his family trip. When his family went on a trip, they went to a really famous restaurant. Even though they got lost along the way and took a very long time to get there, they only remembered and talked about the good experience at the restaurant. The second example is similar to the first one. The

professor and his friend went to see a movie, and it was not that great at first. However, because of some dramatic turns of events and good action scenes in the second half of the movie, the movie was remembered as a good one overall. (These examples demonstrate how when we talk about our experiences, we usually remember the parts that we gained a good or strong impression from.)

Basic Templates

Reading: The lecture is mainly about, ~ .

According to the reading passage.

Listening: The professor explains this by giving two examples.

이유 1: First, he talks about ~ .

이유 2: As for the second example, the professor talks about ~ .

마무리: These two examples demonstrate ~ .

Speaking with Templates

1. Reading

The lecture is mainly about, the peak-end rule.

According to the reading passage, this means that when people are asked to describe certain events that have happened in their lives, they are most likely to focus on the highlights or the latter parts of the experience.

2. Listening

The professor explains this by giving two examples.

First, He talks about his own personal experience as an example. When he went on family trip, even though they experienced some difficulties along the way, they enjoyed the whole trip and remembered only the peak parts of the event.

As for the second example, the professor talks about a movie he went to with his friend. Just like the first example, he didn't like the first part of the movie at all, but the movie became exciting towards the end, so he and his friend remembered the movie as a good one as a whole.

3. Conclusion

These two examples demonstrate the peak-end rule.

(These are the examples that the professor talked about in the lecture.)

Full Response 1

The lecture is mainly about the peak-end rule. According to the reading passage, this means that when people are asked to describe certain events that have happened in their lives, they are most likely to focus on the highlights or the latter parts of the experience. The professor explains this by giving two examples. First he talks about his own personal experience as an example. When he went on family trip, even though they experienced some difficulties along the way, they enjoyed the whole trip and remembered only the peak parts of the event. As for the second example, the professor talks about a movie he went to with his friend. Just like the first example, he didn't like the first part of the movie at all, but the movie became exciting towards the end, so he and his friend remembered the movie as a good one as a whole. These are the examples that the professor talked about in the lecture.

Full Response 2

The lecture is mainly about the peak-end rule. According to the reading passage, people tend to focus more on the highlights or the end parts of their experience when describing something. The professor explains this by giving two examples. First, he talks about his family trip. When he went on his family trip, they wanted to go to this famous restaurant. But they had difficulty finding the place, but in the end they could find the place and had good experience there. So they remembered the overall trip as a good one.

As for the second example, the professor talks about movie. The professor and his friend went to see a movie, but it was really boring. However, the movie became exciting as it goes on to the last parts. So, he thought the whole movie was great overall. (These examples demonstrate the concept of peak-end rule.)

2. Skill Practice 2

Fixed Action Patterns

In the animal kingdom, there are some species that show a fixed action pattern, that is, complex instinctive behavior produced in individuals of the species in response to specific stimuli. One important aspect is that the stimulus is normally elicited by a set of perceptions, such as shapes, color combinations, or specific smells, rather than by specific objects in the environment. Another important feature is that, once started, a fixed action pattern does not stop until the entire action sequence is completed, even if the stimulus is no longer present.

Note-Taking

- **fixed action patterns – behavs. produced by specific stimuli**
  - **elicited by perceptions**
  - **doesn't stop until the entire sequence is done**

Expressions

fixed	고정된
in response to	~에 반응하여
stimulus (pl. stimuli)	자극
aspect	양상, 면
elicit	도출하다
sequence	순서, 차례
present	존재하는

Listening

Some organisms have instinctive behaviors called fixed action patterns. Don't get this confused with habitual behaviors in humans. Of course, similar kind of recurring behaviors can be exhibited by human beings, but they're different from animals' in that they are not fixed or programmed to last until the entire behavioral sequence is completed. What I am talking about is animal behaviors that are completely fixed that the animals cannot even make an attempt to quit or change them. One thing about fixed action patterns is that they are triggered by a stimulus, like a specific color combination or a smell, and not by a specific object. Take the stickleback fish for example. Every spring, the belly of the male stickleback turns bright red, and it becomes very territorial. When this happens, the male stickleback will attack any other male that comes into the area. But what's interesting is that if you put anything red near this stickleback, even if it looks nothing like a fish, the fish is going to become aggressive. Therefore, in essence, it's the color, and not the sight of another male stickleback, that triggers the behavior. Another important aspect of a fixed action pattern is that once it is

triggered, it will continue to the end. A well-known example of this is the graylag goose. If a graylag goose sees one of its eggs fallen out of the nest, it will instinctively roll the egg back into the nest with its beak. However, if you show it the egg and then take it away right in front of its eyes, the goose will still go through that action sequence and roll an imaginary egg back to its original place. Once the sight of the displaced egg triggers its rolling behavior, the removal of the egg from its sight cannot make the goose stop its action since it's kind of a reflex behavior. The action pattern continues to the end once it has started.

Note-Taking

➢ : fixed action patterns – behavs. produced by specific stimuli

- elicited by perceptions
- doesn't stop until the entire sequence is done
- L 설명(부주제/예시) 1. 설명(부주제/예시) 2.

1. stickleback : belly color – red territorial → anyth red → aggressive	2. (graylag) goose: if egg → fall out/→ roll egg back to nest imaginary even though egg is removed

Expressions

organism	유기체, 생물
action pattern	행동 양식

(S+V) in that (S+V)	~라는 점에서
make an attempt	시도하다
trigger	촉발시키다
combination	조합
turn + Adj.	(~한 상태로) 변하다
territorial	영역의, 텃세를 부리는
come into	~에 들어오다
in essence	본질적으로
well-known	잘 알려진
reflex behavior	반사 행동
sign	신호
take sth away	가져가다

Sample Answer

The lecture is mainly about fixed action patterns, which are kinds of instinctive behaviors that are produced in response to specific stimuli. The professor explains this by giving two examples. First, she talks about the stickleback fish. During the spring season, the belly of male stickleback fish become red. When they see anything red in their territory, they become very aggressive even without the actual presence of another male. As for the second example, the professor discusses the graylag goose, which also has a certain fixed behavior. When the goose sees that one of its eggs fallen out of the nest, it will try to roll the egg back in. However, even if the egg is taken away, that rolling action continues to the end because it's a reflex response.

Basic Templates

Reading: The lecture is mainly about, ~ .

According to the reading passage.

Listening: The professor explains this by giving two examples.

Example 1: First, he talks about ~ .

Example 2: As for the second example, the professor talks about ~ .

Conclusion: These two examples demonstrate

Speaking with Templates

1.Reading

The lecture is mainly about fixed action patterns.

According to the reading passage, these are basically complex behaviors that are produced in response to specific stimuli.

2. Listening

The professor explains this by giving two examples.

First, she talks about This type of fish responds to a certain color and not to objects. To be more specific, every spring, the belly of the male stickleback fish turns bright red, so whenever it sees anything red, it becomes aggressive.

As for the second example, the professor talks about the graylag goose. Once this goose sees that one of its eggs has fallen out of the nest, it instinctively starts to roll the egg back to its nest. However, even if the egg is taken away right in front of its eyes, it still continues its rolling behavior. So, basically the action pattern continues to the end once it has started.

3. Conclusion

These two examples demonstrate the concept of fixed action patterns.

Full Response 1

The lecture is mainly about fixed action patterns. According to the reading passage, these are basically complex behaviors that are produced in response to specific stimuli. The professor describes this by giving two examples. First, she talks about the stickleback fish. This type of fish responds to a certain color and not to objects. To be more specific, every spring, the belly of the male stickleback fish turns bright red, so whenever it sees anything red, it becomes aggressive. As for the second example, the professor talks about the graylag goose. Once this goose sees that one of its eggs has fallen out of the nest, it instinctively starts to roll the egg back to its nest. However, even if the egg is taken away right in front of its eyes, it still continues its rolling behavior. So, basically the action pattern continues to the end once it has started. These two examples demonstrate the concept of fixed action patterns.

Possible Sentences

1. Once a graylag goose starts the action of rolling, it cannot stop its action until the whole process is completed.
2. When an egg has fallen out of the nest, this goose starts to roll it back to the nest. But even if the egg is removed from the goose's sight, this goose still continues the same behavior because it's a kind of reflex response.
3. When they see an egg out of nest, they roll it back to the nest But once they start the action, they cannot stop even though there is no egg to roll.

Full Response 2

The lecture is mainly about fixed action patterns. According to the reading passage, these are basically complex behaviors that are produced in response to certain stimuli. The professor describes this by giving two examples. First, she talks about the stickleback fish. This fish responds to the red color. So, whenever it sees anything red, it becomes aggressive. As for the second example, the professor talks about the graylag goose. When it sees that an egg has fallen out of the nest, the goose rolls it back to the nest. But once this animal starts the action, it cannot stop until the end, because it's a fixed action patterns. These are the examples of fixed action patterns.

해설

Skill Practice 1

읽기지문 해석

픽-엔 법칙	***The Peak-End Rule***
사람들이 본인의 삶에서 일어난 특정한 일들을 기술해야 할 때, 주로 픽-엔드 법칙이라고 명하는 심리학 현상이 일어납니다. 픽-엔드 법칙은 어떤 사건의 전체를 설명할 때, 본인의 경험의 중요한 부분 혹은, 마지막 부분에만 집중하고 사실상 나머지 다른 정보는 다 무시하는 경향을 말합니다. 이것에 대한 주요 이유는 사람들이 부정적이든, 긍정적이든 강한 감정이 결부되어 있을 때 그것들을 더 쉽게 기억하는 강한 경향이 있다는데 있습니다. 사소한 감정들이나 정보는 주로 사건의 전체적 경험을 기술하거나 기억하는 과정에서 묵살됩니다.	When people are asked to describe certain events that have happened in their lives, a psychological phenomenon termed as the peak-end rule often comes into play. The peak-end rule states that a person is most likely to focus on the highlights or the last parts of his or her experience and discard virtually all other information when describing the event as a whole. The main reason is that people have a tendency to recall their experiences with ease when strong, either negative or positive, emotions are attached to them. Minor emotions and information are often disregarded in the process of remembering and describing the overall experience of the event.
어휘 **a strong tendency** 강한 경향 I **recall** 상기시키다 I **as a whole** 전체로써 I **be likely to** ~하기 쉽다, ~할 가능성이 있다 I **come into play** 활동하기 시작하다 I **term** 이름하다 I **psychological phenomenon** 심리학적 현상 I **have a tendency to** ~하는 경향이 있다 I **discard** 버리다 I **virtually** 사실상 I **disregard** 묵살하다 I **attached (to)** ~에 부착된 I **in the process of** ~의 과정에서 I **with ease** 쉽게	

듣기지문 해석

이제 심리학 수업에서 이 주제에 대한 강의의 일부를 들어보세요.	**Now listen to part of a talk on this topic in a psychology class.**
기억은 종종 믿을 만한 것이 되지 못합니다. 이것은 우리가 사건의 특정 부분들을 여과시키고 우리에게 강한 인상을 남긴 것들만 집중하기 때문입니다. 전체로써 사건을 기억하는데 있어서 우리는 사건 전체의 나머지까지도 다 기억하기 보다는 가장	Um.... Memory is often unreliable. This is because we tend to filter certain parts of an event and focus on the parts that made a strong impression on us. In remembering the event as a whole we often end up remembering only the highlights or peaks of an event

흥미로운 부분이나 최고점의 부분만 기억하는 데만 그칠 때가 많습니다. 몇 가지 예를 들어보겠습니다. 우리 가족은 몇 년 전에 자동차 여행을 가서 유명한 레스토랑을 방문하고 싶었습니다. 그런 유명한 레스토랑 있지요. 그 주변지역에 가면 꼭 들려야만 하는 그런 곳이요? 어쨌든, 길 안내가 뭔가 잘못되어서 결국 길을 잃게 되었습니다. 어쨌든, 그 레스토랑을 찾는데 정말 오래 걸렸습니다. 하지만 우리가 결국 그곳에 도착했을 때, 우리는 깨닫기 시작했지요. 레스토랑이 명성을 얻은 이유가 있었다는 것을요. 음식이나 서비스가 정말 완벽했고, 그 레스토랑은 흠잡을 데가 없었어요. 그리고 그 레스토랑에서 있었던 전체 경험은 모두 정말 좋았습니다. 나중에, 우리가 여행에 대해서 질문을 받을 때, 우리는, 음.. 저도 제가 이런다는 것을 알게 됐지만.. 어쨌든, 우리 가족은 여행에 대한 다른 부분에 대한 언급은 거의 없고 레스토랑이 얼마나 좋았는지에 대한 이야기만 했습니다. 우리 가족들은 오로지 이 식당 때문에 그 여행이 좋았다고 생각했던 것입니다. 또 다른 예가 있습니다. 제 친구랑 저는 이 영화를 함께 보게 되었어요. 불행하게도 영화가 대부분 정말 재미가 없었습니다. 하지만 갑자기 중간부분부터 극적인 반전 몇몇이 있었고, 영화 끝부분으로 갈수록 정말 좋은 액션 장면이 있었습니다. 영화의 그 부분 덕분인지, 우리 둘 다는 전체적으로 다 좋다고 생각했지 뭡니까. 이것이 우리가 픽-엔 법칙에 기초하여 기억하는 방법입니다.	rather than remembering the rest of the event as well. Let me give you a few examples. My family took a road trip a couple of years ago, and we wanted to visit this famous restaurant. Anyways, on the way there we realized there was something wrong with the directions, and we ended up getting lost. It took a really long time for us to finally find the restaurant. When we eventually got to the place, we realized why the restaurant had such a good reputation; the food and service was just perfect. The restaurant was impeccable! Our entire experience at that restaurant was just amazing! And when we were asked about the trip later on, um..and I've noticed myself doing this too , our family rarely mentioned any other parts of the trip, but only talked about how great that restaurant was. Everybody in my family thought it was a good trip just because of this restaurant. Here's another example. My friend and I once watched this movie together. As we were watching, the movie was pretty boring for the most part. Then all of a sudden, there were several dramatic turns of events in the second half of the movie, and there was a really great action scene towards the end of the movie. Because of these parts of the movie, we both thought the movie was great overall. This is how we remember things based on the 'peak-end rule.'

어휘

filter 여과하다 I **make an impression (on sb)** ~에게 인상을 주다 I **in ~ing** ~하는데 있어서 I **as a whole** 전체로써 I **end up ~ ing** (결국) ~하는 상태로 끝나다 I **highlight** 가장 흥미로운 부분 I **peak** 절정, 최고점 I **road trip** (장거리) 자동차 여행 I **take a trip** 여행하다 I **dramatic turn of events** 극적인 반전 I **impeccable** 흠 잡을 데 없는 I **reputation** 명성 I **take a trip** 여행을 가다

Skill Practice 2

읽기지문 해석

고정적 행동 양식	***Fixed Action Patterns***
동물계에서는 고정적 행동 양식, 혹은 본능적 행동, 즉, 특정 자극에 반응하여 그 종의 개체에서 생기는 복합적 행동 양식을 지니는 몇몇 종들이 있습니다. 하나 중요한 점은 종에게 주어지는 자극이라는 것이 보통 주위의 특정 대상보다는 모양, 색상 조합이나 특정 냄새와 같은 일련의 지각에 의해 도출된다는 것입니다.. 또 다른 주요 특성은 일단 시작되면 전체 행동 순서가 완료될 때까지 고정 행동을 멈추지 못한다는 점입니다. 자극이 더 이상 존재하지 않는다 하더라도 그 종은 여전히 똑 같은 행동 양식을 보일 것입니다. 그것은 일종의 반사 반응 이기 때문입니다.	In the animal kingdom, there are some species that show a fixed action pattern, that is, complex instinctive behavior produced in individuals of the species in response to specific stimuli. One important aspect is that the stimulus is normally elicited by a set of perceptions, such as shapes, color combinations, or specific smells, rather than by specific objects in the environment. Another important feature is that, once started, a fixed action pattern does not stop until the entire action sequence is completed, even if the stimulus is no longer present.
어휘 **fixed** 고정된 I **in response to** ~에 반응하여 I **stimulus** 자극 (pl. – stimuli) I **aspect** 양상, 면 I **elicit** 도출하다 I **sequence** 순서, 차례 I **present** 존재하는	

듣기지문 해석

이제 생물학 수업에서 이 주제에 대한 강의의 일부를 들어보세요.	**Now, listen to part of a talk on this topic in a biology class.**
일부 유기체는 본능적 행동을 지니고 있는데, 이것을 고정적 행동 양식이라고 합니다. 인간에게 일어나는 습관적 행동과 혼돈하지 마시기 바랍니다. 물론 비슷한 종류의 반복적으로 일어나는 행위는 인간에게서도 발견이 되기는 하나, 그들이 영구적으로 고정이 되었거나 정해졌다는 것이 아니라는 점에서 동물의 행동과는 다릅니다. 제가 말씀 드리고자 하는 것은 완전이 고정이 된 행동이라 동물이 그것들을 없애거나 혹은 바꾸려는 시도조차 할 수 없는 행동을 말합니다. 고정적 행동 양식에 대해서 한 가지 알아두어야 할 것은 그 행동 양식이 특정 대상이 아니라 특정 색상 조합이나 냄새와 같은 자극에 의해 유발된다	Some organisms have instinctive behaviors called fixed action patterns. Don't get this confused with habitual behaviors in humans. Of course, similar kind of recurring behaviors can be exhibited by human beings, but they're different from animals' in that they are not fixed or programmed to last until the entire behavioral sequence is completed. What I am talking about is animal behaviors that are completely fixed that the animals cannot even make an attempt to quit or change them. One thing about fixed action patterns is that they are triggered by a stimulus, like a specific color combination or a smell, and not by a specific object.

는 점입니다. 큰가시고기를 예로 들어봅시다. 매년 봄, 수컷 큰가시고기는 배가 밝은 적색으로 변하고 영역 보호적 습성을 강하게 갖게 됩니다. 그리고 자기 영역에 들어오는 다른 모든 수컷을 공격하는 것을 의미합니다. 하지만 이 큰가시고기는 자극의 신호 인지하기 때문에, 다른 수컷 큰가시고기의 물리적인 존재가 없더라도, 여전히 굉장히 공격적인 태도로 반응합니다. 제 말은 큰가시고기 근처에 붉은 색의 아무 물체, 전혀 물고기처럼 보이지도 않는 그러한 물체를 놓아 둔다고 할지라도, 큰가시고기는 공격적으로 변합니다. 본질적으로 이런 행동을 유발하는 것은 다른 수컷 큰가시고기의 모습이 아니라 바로 색깔입니다. 고정적 행동 양식의 또 다른 중요한 점은 일단 행동이 유발되면 그 행동이 끝까지 계속된다는 점입니다. 이것으로 잘 알려진 예는 회색 기러기입니다. 회색 기러기가 만약 자신의 알 중 하나가 둥지 밖으로 떨어지는 것을 보면 본능적으로 부리로 알을 굴려 원래 둥지로 되돌립니다. 하지만 만약 당신이 기러기에게 알을 보여주고 바로 눈앞에서 사라지게 해도, 회색 기러기는 여전히 같은 동작을 연속으로 행할 것이며, 상상의 알을 원래의 장소로 다시 굴릴 것입니다. 알의 위치가 이탈된 것을 보고 굴리는 행동이 시작이 되었지만, 알이 없어지는 것을 보는 것은 기러기로 하여금 그 동작을 멈추게 하지 못합니다. 왜냐하면 그것은 일종의 반사 행동이기 때문입니다. 일단 동작이 시작되면 동작 양식이 끝까지 계속됩니다.	Take the stickleback fish for example. Every spring, the belly of the male stickleback turns bright red, and it becomes very territorial. When this happens, the male stickleback will attack any other male that comes into the area. But what's interesting is that if you put anything red near this stickleback, even if it looks nothing like a fish, the fish is going to become aggressive. Therefore, in essence, it's the color, and not the sight of another male stickleback, that triggers the behavior. Another important aspect of a fixed action pattern is that once it is triggered, it will continue to the end. A well-known example of this is the graylag goose. If a graylag goose sees one of its eggs fallen out of the nest, it will instinctively roll the egg back into the nest with its beak. However, if you show it the egg and then take it away right in front of its eyes, the goose will still go through that action sequence and roll an imaginary egg back to its original place. Once the sight of the displaced egg triggers its rolling behavior, the removal of the egg from its sight cannot make the goose stop its action since it's kind of a reflex behavior. The action pattern continues to the end once it has started.

어휘

organisms 유기체, 생물 I **fixed** 고정된 I **action pattern** 행동 양식 I **in that** ~라는 점에서 I **make an attempt** 시도하다 I **trigger** 촉발시키다 I **stimulus** 자극 I **combination** 조합 I **stickleback** 큰가시고기 I **turn** 변하다 I **territorial** 영역적인 I **come into** ~에 들어오다 I **in essence** 본질적으로 I **well-known** 잘 알려진 I **graylag goose** 회색 기러기 I **reflex behavior** 반사 행동 I **sign** 신호 I **take sth away** 가져가다