토플 적중 90 SPEAKING DAY 04.

Pre-Study

1. Vocabulary

1. bygone
2. feasible
3. conclusively
4. director
5. picky
6. cast
7. uproot
8. intertwine
9. unpalatable

실현 가능한
공연감독
지나간
결정적으로
까다로운
뿌리 뽑다
출연자들
뒤얽히다
맛이 없는

2. Frame Template

❖ **Task 4**

(Topic Sentence) EX: Topic means that ~
And, the professor further elaborates by presenting ~
First of all, the professor explains about/that ~
According to the professor ~
Secondly, the professor explains about/that ~
To explain ~
Therefore, the professor explains the concept of ~

❖ **Task 5**

According to the conversation, the man / woman ~
However, the problem is that ~
And, he doesn't know what to do.
So, the man and the woman discuss the possible solutions.
The first option is to ~
And, the second option is to ~
Well, personally, I would choose the first / second option.
This is because ~ 이유1
Also, ~ 이유2
Therefore, I highly recommend the first / second option.

❖ **Task 6**

In the lecture, the professor talks about ~
And, the professor further elaborates by presenting ~
First of all, the professor explains about/that ~
According to the professor ~
Secondly, the professor explains about/that ~
To explain ~
Therefore, the professor explains ~

3. 금 덩어리 Template

❖ **Characteristics**

(Responsibility) shows that I really care about others and it allows (me) to gain a positive reputation.

❖ **Understanding**

I'm sure that <u>he or she</u> will understand the situation and will be more than happy to help.

Lecture Actual Test 2

Task4 Academic Summary / Task5 Problem and Solution / Task6 Lecture Summary

◆ Actual Test 2

Task 4 Academic Summary
Task 5 Problem and Solution
Task 6 Lecture Summary

-Question
-Brainstorming
-Response

1. Task 4 Question

❖ 구성

- Task 4은 대학강의에 나올만한 주제에 관한 지문을 읽고 그와 관련된 강의를 들은 후 그 내용을 바탕으로 제시되는 질문에 답을 하는 문제유형이다.

- 준비시간 30초 말하기시간 60초

Experimental Archaeology

The ultimate goal of archaeology is to understand how the people in past societies lived, worked, and died. Scientists do this by examining artifacts like ruins, tools, trash heaps, and burials. However, in order to gain a more complete picture of what it was like to live in the past, they sometimes take things a step further. They try to reproduce old weapons and tools to test their effectiveness, recreate old structures using contemporary building techniques and materials, and even replicate the clothing and diets of bygone cultures. This hands-on branch of study is referred to as experimental archaeology, and it serves to test our theories about the past.

Now listen to a part of a lecture.

❖ ***Listening Script***

Professor:

In the 1940s, Norwegian explorer and writer Thor Heyerdahl wanted to figure out how people came to settle on tiny Easter Island. Inspired by native legends that suggested contact between the Pacific Islanders and South America, and encouraged by drawings and old reports made by the Spanish conquistadores, he developed his own theory. He believed that members of South American tribes had set out across the vast Pacific Ocean on rafts and eventually settled on the island. To prove his theory, Heyerdahl decided to construct his own raft using only materials and techniques that would have been available to the ancient people of South America.

The raft he built was constructed mainly from balsa logs, bamboo, hemp ropes, and banana tree foliage. It had a mast with a sail and a crew cabin located behind it. No metal was used in the raft's construction. Although some of the supplies and navigational equipment they carried were modern, Heyerdahl and his crew also carried water stored in sealed bamboo poles and local fruit to try to replicate the past as accurately as possible. The raft, which he called Kon-Tiki, set sail from Callao, Peru on April 28, 1947. Heyerdahl and his crew of five followed the Humboldt Current for 101 days, travelling at around 3 kilometers per hour.

They eventually struck a reef in the Tuamotu island group 6,980 kilometers from their starting point. While his voyage did not conclusively prove that the inhabitants of Easter Island came from South America, it did prove that it was at least technically feasible that they could have.

❖ **Question**

The professor explains experimental archaeology by giving an example. Explain how the example demonstrates the topic in the reading passage.

2. Task 4 Brainstorming

❖ **Note-Taking**

Topic	This hands-on branch of study is referred to as experimental archaeology, and it serves to test our theories about the past.
Example	An Explorer wanted to find out how people came to settle on Easter Island.
Details	1. Theory = members of South American tribes came to Easter Island on rafts. 2. Recreated the past = used same materials available at the time 3. Explorers sailed for more than 100 days, travelling 7,000 km. 4. Proved maybe possible for the South Americans to have traveled to Easter

3. Task 4 Response

❖ **Frame Template (*유창한 답을 위해 미리 틀은 외워두자*)**

-(Topic Sentence) 'Topic' means that ~

-And, the professor further elaborates by presenting ~

-To start with, the professor talks about a situation of

-The theory was that

-To test this theory,

-During the test,

-As a result, the explorers found out that

-Therefore, the professor explains the concept of

❖ **Full Response**

Experimental archaeology refers to a hands-on branch of study which serves to test our theories about the past. And, the professor further elaborates by presenting an example. To start with, the professor talks about a situation of when an explorer wanted to find out how people came to settle on Easter Island. The theory was that members of South American tribes came to Easter Island on rafts. To test this theory, the explorers built a raft using the same materials that were available at the time. During the test, the explored sailed for 100 days and travelled for about 7,000 kilometers. As a result, the explorers found out that it may be possible for South Americans to have traveled to Easter Island. Therefore, the professor explains the concept of experimental archaeology.

1. Task 5 Question

- Task5는 문제-해결 유형으로 '듣기-말하기' 형태의 문제
- 20초의 준비시간을 가지고, 60초 동안 말한다.

Now listen to a part of a conversation.

❖ ***Listening Script***

M: Good morning, Jennifer. Did you study for today's exam?

W: Hello, David. Yes, I did, but I'm still nervous.

M: I know what you mean. Oh, did you see this ad in the campus newspaper?

W: Hmm? No, I haven't looked at the paper. What is it?

M: The director and cast decided to give an encore performance tonight. Didn't you say you wanted to see that play?

W: Really? Yes, I did. I mean, I do want to see it. I tried to see the last performance on Sunday, but the play was already sold out. I couldn't get a ticket. That's... oh no...that's terrible.

M: What? I don't understand.

W: I have to work tonight. I'm a scholarship student, so I have a part time job on campus. I tutor students who are having problems with mathematics. I'm supposed to work a four hour shift tonight.

M: Why don't you ask someone else to cover your shift for you? You aren't the only tutor, are you? You can cover their next shift.

W: I could try that, I guess. Our supervisor isn't too picky about our work schedule as long as we work the right number of hours and there is always someone in the lab. But, I don't have everyone's contact information.

M: Why don't you just tell the supervisor that you have an emergency? I'm sure he will understand.

W: Well...since this isn't exactly an emergency, I feel kind of bad for lying.

M: Well, it's either that or miss the play. And this is an encore performance, so it's extremely unlikely that they will ever perform it again.

W: Yeah, I know...I really want to see it...it's so hard to decide.

❖ ***Question***

Briefly summarize the woman's problem. Then state which of the solutions given in the conversation would be better for the woman and explain why.

2. Task 5 Brainstorming

❖ ***Note-Taking***

Problem	Wants to see a play Has to go to a tutoring job
Solution 1 Solution 2	Find someone to cover her shift Tell her supervisor that she has an emergency
My Opinion Reason 1 Reason 2	First She shouldn't lie to her supervisor+ Characteristics Template Understanding Template

3. Task 5 Response

❖ ***Frame Template (조리 있게 답하기 위해 미리 외워 두자!)***

-According to the conversation, the man / woman ~

-However, the problem is that ~

-And, he doesn't know what to do.

-So, the man and the woman discuss the possible solutions.

-The first option is to ~

-And, the second option is to ~

-Well, personally, I would choose the first / second option.

-This is because ~ 이유1

-Also, ~ 이유2

-Therefore, I highly recommend the first / second option.

❖ ***Full Response***

According to the conversation, the woman wants to see an encore performance of a play. However, the problem is that she has to go to her tutoring job at the same time. And, she doesn't know what to do. So, the man and the woman discuss the possible solutions. The first option is to find someone to cover her shift and, the second option is to tell her supervisor that she has an emergency. Well, personally, I would choose the first option. This is because she shouldn't lie to her supervisor. What I mean is that honesty shows that she really cares about her job and it will allow her to gain a positive reputation. Also, I'm sure that someone will understand the woman's situation and will be more than happy to cover for her. Therefore, I highly recommend the first option.

1. Task 6 Question

- Task 6는 마지막 유형으로 듣기-말하기 유형

- 20 초의 준비시간을 가지고, 60초 동안 말해야 한다.

- 독립형 처럼 '서론-본론-결론'의 구조로 말 한다.

Now listen to a part of a lecture

❖ ***Script***

Professor:

The General Sherman is the largest tree in the world. It is an example of the sequoia family. Sequoia trees are not only the tallest trees in the world, but they are also some of the oldest, living for thousands of years. How are they able to live so long and grow so tall?

Well, these trees have some adaptations that allow them to achieve such towering achievements. Firstly, they have an incredible root system. Since they live on the west coast of the United States, mostly in California and parts of Oregon, they are constantly subjected to wind, and wind is the enemy of trees.

Big storms can uproot trees, pulling them completely out of the ground, which means death for the trees. Redwoods, however, have roots that plunge up to seven meters straight down into the soil. In addition, their roots also spread out horizontally, often intertwining with the roots of their neighboring trees. This extensive network of roots makes these giant trees very stable and allows them to resist most wind. The next most significant threat that sequoias have to deal with is insects. Like many other plants, they employ a chemical that deters insects from feeding on them called tannin.

Tannin is an astringent chemical, which means that it causes the mucous membranes to contract when they come into contact with it. The redwoods, much like other evergreen trees, have very high tannin content, making them unpalatable to insects. Basically, they taste very bitter, so the insects don't like to eat them. Together, these adaptations have allowed the sequoia to become the giants that they are.

❖ ***Question***

In the lecture, the professor describes the General Sherman, the largest tree in the world. Explain the features of this tree that make it live long and grow tall.

2. Task 6 Brainstorming

❖ ***Note-Taking***

Topic	The features of the General Sherman tree that make it live long and grow tall.
Point 1 Details	Root system Live in windy areas = deep root system Resist wind
Point 2 Details	Chemical that deters insects Chemical tastes bitter Insects avoid feeding on the tree

3. Task 6 Response

❖ ***Frame Template (유창한 답을 위해 미리 틀은 외워두자)***

-In the lecture, the professor talks about ~

-And, the professor further elaborates by presenting ~

-First of all, the professor explains about/that ~

-According to the professor ~

-Secondly, the professor explains about/that ~

-To explain ~

-Therefore, the professor explains ~

❖ ***Full Response***

In the lecture, the professor talks about the features of the General Sherman tree that make it live long and grow tall. And, the professor further elaborates by presenting a few examples. First of all, the professor explains about the root system. According to the professor, since the trees mostly grow in windy areas, they have roots that are deep into the ground. As a result, this helps the trees to resist strong wind. Secondly, the professor explains about a chemical that deter insects. To explain, the General Sherman has a thin layer of chemical that tastes bitter. So, insects avoid feeding on the tree. Therefore, the professor explains features of the General Sherman tree that make it live long and grow tall.