토플 적중 90 SPEAKING DAY 02.

Pre-Study

1. Vocabulary

1. ethology
2. socket
3. rush through
4. tough call
5. precipitation
6. hibernate
7. secrete
8. geology
9. toad

푹 들어간 곳
힘든 결정
동물 행동학
~ 을 서둘러 하다
강수량
지질학
동면하다
분비하다
두꺼비

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

❖ **Focus on Studies**

As a student, academics should be the top priority. Nothing else matters because we are often evaluated by our academic records.

❖ **Spending more time**

As the Great Wall of China was not built in a day, the amount of time I invest in _____ will make positive results.

Lecture Actual Test 1

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

◆ TASK 4-6 유형정리

◆ Actual Test 1

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

-Question
-Brainstorming
-Response

1. Task 4 유형정리

❖ 읽기 지문

-주제에 대한 개념과 이론에 대해 노트한다.

-주로 출제되는 강의 주제: 생물, 경제, 심리, 미술, 사회, 역사

-45초 동안만 읽을 수 있고 읽기 지문은 다시 볼 수 없다. (읽기지문 후 바로 듣기가 시작된다.)

❖ 듣기 지문

-듣기에서 남자 또는 여자교수가 독백으로 강의를 한다.

-듣기에서 교수는 독해지문에서 읽은 주제의 이해를 돕기 위해 예시와 구체적인 세부사항을 제시한다.

2. Task 4 Question

Fixed Action Patterns

Instinct is the inheritable and unconscious tendency to have a complex and specific response to stimuli. These responses are called fixed action patterns, and they are unchangeable sequences of behavior that continue until they are completed. They are produced in a part of the nervous system called the innate release mechanism when it is triggered by a certain stimulus in the animal's environment. Fixed action patterns are particularly useful in ethology, which is the study of animal behavior under natural conditions and in an objective manner. The scientists who study ethology focus upon a particular type of behavior, so they usually study a group of unrelated organisms. Their main goal is to study the most basic of animal behaviors to determine which are instinct and which are learned.

Now listen to a part of a lecture.

❖ ***Listening Script***

Professor:

As I mentioned in class yesterday, all animals have instinctual reactions to stimuli in their environment, including humans. By definition, these reactions are so deeply ingrained in our neural network that we do not commit them consciously. Not only that, but you will almost always complete certain sequences of behavior, regardless of whether stimuli really existed or not. We refer to such responses to stimuli as fixed action patterns, and they are the essence of instinct. Fixed action patterns are useful to organisms because they help ensure their survival. If they had to think about how they respond to every

stimulus, they probably wouldn't last very long. For example, geese have displayed a fixed action pattern that helps them keep their young safe.

If a goose sees an egg outside of its nest, it will leave the nest and roll the egg back in with its bill. The response is automatic, and once it has been initiated, the goose will complete the sequence. Even if the egg is taken away, it will continue moving toward the nest in the same position as though the egg were still there. Sometimes, a goose will attempt to move other round objects in this way, even ones that are larger than its eggs. Toads also exhibit fixed action patterns when they are feeding. Toads cannot move their eyes in their sockets like humans do, so when they notice movement, their innate release mechanism makes an instant decision as to whether the movement was food, a predator, or nothing important.

If it decides that it was food, the toad begins a sequence of behaviors. It turns to face the moving object, closes the gap between them, and aligns itself so that both eyes can see the prey. Then it strikes, swallows the food, and wipes its mouth with a front foot. However, even if the prey escaped, it will still complete the process, complete with wiping its mouth clean.

❖ **Question**

The professor explains fixed action patterns by giving some examples. Explain how geese and toads demonstrate the topic in the reading passage.

3. Task 4 Brainstorming

❖ **Note-Taking**

Topic	unchangeable sequences of behavior that continue until they are completed.
Point 1 Details	Geese Egg outside - roll back Same other round objects
Point 2 Details	Toads See prey = turn towards prey = Strike = swallow = wipe mouth w/F-foot Escape = Same action

4. Task 4 Response

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

-(Topic Sentence) '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 ~

❖ **Full Response**

Fix action pattern refers to unchangeable sequences of behavior that continue until they are completed. And, the professor further elaborates by presenting two examples First of all, the professor explains about geese. According to the professor if a goose sees an egg outside of its nest, it will roll the egg back into the nest; they even do this to other round objects. This is because it is unchangeable sequences of behavior that continue until they are completed. Secondly, the professor explains about toads. To explain, when a toad sees its prey, they will turn towards its prey. After that, it will strike, swallow the prey, and wipe its mouth with a front foot. Even if the prey escapes, the toad will go through the same action. This is because it is unchangeable sequences of behavior that continue until they are completed. Therefore, the professor explains the concept of fixed action pattern.

1. Task 5 유형정리

(1) Task5는 제목에서 알 수 있듯이 문제-해결 유형으로 '듣기-말하기' 형태의 문제이다.

(2) 일반적으로 두 사람의 대화에서 한 사람은 문제점을 말하고 또 다른 사람은 해결책 두 지를 제시한다.

(3) 그 내용을 정리해서 말하고, 해결책 중 수험자가 선호하는 것을 골라 이야기 하고 그

이유를 설명해야 한다.

(4) 20초의 준비시간을 가지고, 60초 동안 말한다.

❖ **문제점 말하기**

- 한 사람이 자신의 처한 상황에 대해 문제점을 언급한다.
- 보통 두 사람은 남자와 여자인데, 남자가 문제점을 이야기 하면 여자가, 여자가 문제점을 이야기 하면 남자가 해결책 두 가지를 제시하게 된다.

❖ **해결책 말하기**

- 문제점을 들은 대화상대(남자or여자)가 해결책을 두 가지 제시한다.
- 이 부분을 잘 듣고 note-taking을 잘 해 놓는 것이 중요하다.

2. Task 5 Question

Now listen to a part of a conversation.

❖ ***Listening Script***

W: Hello, Colin.

M: Huh? Oh, hi, Grace.

W: Am I interrupting something?

M: No, not really. I just have a decision to make.

W: What are your options? Maybe I can help you decide.

M: Well, you know how we have a paper due for our geology class on Friday?

W: Yep, I already finished mine. Wait; don't tell me you have yet to start yours!

M: Oh, No. No, I've done all of my research, I just have to write it.

W: Good, then you've already finished the hard part. So, what's the problem?

M: My friend Seth just called me, and offered to take me to a concert with him. He was going to go with his sister, but she has to work tonight. Since I am a huge fan of the band, he called me.

W: Ah, I see. So, you want to go to the concert, but you should write the paper tonight.

M: Exactly. I know I really should get started on the essay tonight, but who knows when I'll get another opportunity to see this group live? They don't tour very often, so this could be my only chance.

W: See the band and rush through your paper tomorrow, or skip the concert and take your time writing a good paper. That's a tough call to make.

❖ ***Question***

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

3. Task 5 Brainstorming

❖ ***Note-Taking***

Problem	Go concert w/ friend Finish R paper
Solution 1 Solution 2	Go concert = finish paper later Miss the concert = finish paper

My Opinion	Finish paper
Reason 1	Focus on studying
Reason 2	Spending more time

4. 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 man wants to go to a concert. However, the problem is that he has to finish writing his research paper. And, he doesn't know what to do. So, the man and the woman discuss the possible solutions. The first option is to go to the concert and finish his paper later. And, the second option is to miss the concert to finish his paper. Well, personally, I would choose the second option. This is because as a student, academics should be the top priority. Nothing else matters because he will be evaluated by his academic records. Also, as the Great Wall of China was not built in a day, the amount of time he spends on his research paper will make positive results. Therefore, I highly recommend the second option.

1. Task 6 유형정리

(1) Task 6는 마지막 유형으로 듣기-말하기 유형이다.

(2) Task 4와 다르게 지문이 없기 때문에 듣기에서 중요한 내용을 잘 파악해야 한다.

(3) 듣기에서 나오는 교수님은 하나의 주제에 대해 설명을 시작한다. 주로 예시를 들어 설명하나 비유 혹은 다른 방법으로도 종종 출제 되니 긴장하면서 들어야 한다.

(4) 답변을 할 때, 듣기에서 교수님이 언급하는 주제에 대한 예시와 특징을 핵심만 잘 설명해야 한다. 20 초의 준비시간을 가지고, 60초 동안 말해야 한다.

❖ ***Task 6 통합형 과제 단계별 말하기***

- Task 6 답변을 할 때에는 조리 있게 잘 전달하기 위해서, 독립형처럼 '서론본론결론'의 구조로 말을 한다.

- 단지, 조금 구체화시켜서 '서론(주제와 개념>본론(부 주제, 예시, 세부사항) 결론(마무리)'의 구조로 말을 하는 것이 좋다. 시간이 없으면 결론은 생략 가능하다.

2. Task 6 Question

Now listen to a part of a lecture

❖ ***Script***

Professor:

Many organisms live in areas where there is little to no precipitation for extended periods. In order to survive in such harsh environments, these animals have developed various techniques to conserve their bodily moisture. Like many other species, snails will often go dormant during such periods. They are extremely sensitive to moisture, and prefer wet habitats. However, simply retreating into their shells and waiting is not enough to ensure their survival. Instead, they secrete a mucous covering over the opening of their shell called an epiphragm. This layer keeps them from drying out, and is often used to stick them to walls or trees if the ground is too hot to stay on.

In some cases, the layer will also contain a large amount of calcium carbonate, the same material that their shells are made from. This makes the covering tough and rigid, allowing them to hibernate for a long time. It also serves to protect them from predators. The covering has a small opening in it that allows the snail to keep breathing. When precipitation increases, the snails will shed their epiphragms and become active again.

❖ ***Question***

In the lecture, the professor describes how snails go dormant to survive dry environment. Explain the features of a snail, which help it survive in area with little to no precipitation.

3. Task 6 Brainstorming

Topic	Uses of mucous covering = Epiphragm
Point 1 Details	Used to stay wet Sticking to walls = avoid hot ground
Point 2 Details	Allows snails to hibernate Makes covering stronger when going dormant.

4. 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 a snail, which help it survive in area with little to no precipitation. And, the professor further elaborates by presenting the mucous covering called epiphram. First of all, the professor explains that it is used to keep themselves wet. According to the professor it is used for sticking to walls or trees to avoid the hot ground surface. Secondly, the professor explains that the epiphram allows snails to hibernate for a long time. To explain it makes the covering of the snail stronger to survive in harsh environments. Therefore, the professor explains the features of a snail, which help it survive in area with little to no precipitation.