토플 적중 90 SPEAKING DAY 14.

Pre-Study

1. Vocabulary

1. external	왜곡된
2. misinterpreted	명백히 하다
3. cast doubt on	외적인
4. clarify	~에 의심을 가지다
5. ominous	불길한
6. extend	완전히 파괴하다
7. raze	연장하다
8. albeit	비록 ~일지라도
9. herbivore	초식동물

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

❖ **Understanding**

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

❖ **Expert**

the ____ has extensive experience on the subject matter. As a result, he will understand the situation and provide the most effective solution/advice for the problem.

Lecture Actual Test 7

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

◆ Actual Test 7

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

Attribution Theory

Attribution theory deals with how people explain their own behavior or that of other people by making causal judgments. This usually happens in one of two ways, which are referred to as internal attribution and external attribution. In cases of internal attribution, you assume someone did something because of an internal factor, typically that person's personality or their abilities. External attribution is the opposite, where you assume that someone acted in a certain way due to external factors, things that the person experienced. Attribution can reveal much about the person making the judgment.

Now listen to a part of a lecture.

❖ ***Listening Script***

Professor: Today we are going to discuss a very common but often misinterpreted topic: attribution theory. Simply put, when people are faced with positive or negative situations, they try to figure out what caused that situation. They may point to internal factors, which is called internal- or dispositional- attribution, or external factors, which is called external attribution. As the first category implies, internal attribution deals with people's personalities, abilities and flaws, and emotions...things that we see as within their control. And, external attribution deals with things that happened to the person that were out of their control. I'll give you some examples to clarify.

Let's say that you go to the Department of Motor Vehicles office to renew your driver's license, but the clerk is very rude to you. There are many ways you can react to this treatment. You might assume that she is simply a rude person, making a judgment of her character, which is internal attribution. Or, you might guess that she has had to deal with many difficult customers, which has caused her stress. This is something she could not control, and would therefore be external attribution. On the other hand, you might assume that you have made some mistakes in filling out the form, casting doubt on your own abilities, which is internal attribution. Or, you might guess that you filled out the form incorrectly, but you blame it on the form being too difficult to fill out.

This places the blame on the person who made the form and not on you, making it external attribution. This also applies to positive situations. Maybe the clerk was nice to you, so you assume that this is because she is a nice person- or that you are the nice person. This would be internal attribution again. You might also guess that something just happened, like she talked to a friend on the phone, or the previous customer gave her a compliment...it could be anything. Still, a positive factor outside of her or your control made her happy. This assumption would be external attribution.

❖ **Question**

The professor gives some examples of attribution theory. Explain how they demonstrate it.

2. Task 4 Brainstorming

❖ **Note-Taking**

Topic	Attribution theory deals with how people explain their own behavior or that of other people by making causal judgments.
Point 1 Details	Internal Attribution Rude = rude person Making judgment on character
Point 2 Details	External Attribution Deal w/ difficult customers + stress = rude Situation X control

3. Task 4 Response

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

- (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 ~

❖ **Full Response**

Attribution theory deals with how people explain their own behavior or that of other people by making causal judgments. And, the professor further elaborates by presenting a few examples. First of all, the professor explains about internal attribution. According to the professor, it means that people make a judgment of the person's character. For example, when someone is rude to you, you may just consider her rude. Secondly, the professor explains about external attribution. To explain, it refers to a situation that you cannot control. For example, a person may be rude if they had to deal with difficult people. This is a good example of external attribution. Therefore, the professor explains the concept of the attribution theory.

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: Hello, Taryn. How are you this morning?

W: I'm alright, I guess. I need to talk to you about something.

M: That sounds ominous. Is something wrong?

W: Do you remember that I said I could cover your shift at the library tomorrow night?

M: Yes, of course I do! I'm going to visit my friend on Saturday. Since you're covering my shift I don't have to drive there and back in one day. Why, did something come up?

W: You could say that. Um, you know that I'm in the orchestra?

M: Yes, you play cello, right?

W: Yes, I do. The conductor decided to extend the run of the symphony we've been performing. So, we have to practice tomorrow night.

M: Which means that you cannot cover my shift…?

W: Yes, I'm really sorry. I had no idea that this would happen. If you want, I could contact everyone else who works at the library to see if any of them can cover your shift instead.

M: I understand, but that may not work. Most of them probably already have plans for the weekend as well. There's no way you could skip the rehearsal? I really don't want to do that much driving in one day. Plus I'd have to get up really early on Saturday to get there on time.

W: I know, and I'm really sorry about that. But, I've already missed a few rehearsals this week, so the conductor is not happy with me.

M: If you explained the situation to him, do you think he would understand?

W: He might, or he might not let me perform at all.

M: Oh, I see. I don't want that to happen to you. It's not your fault that he made that decision. But, it does mean that you and your fellow musicians are good, otherwise there would be no reason to extend the run.

W: Yeah, but I promised you. Oh, what should I do?

❖ ***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	Has to cover man's work shift at the library. Conducted decided to extend the run of their symphony during that time.
Solution 1 Solution 2	Find someone else to cover the shift Explain the situation to the conductor
My Opinion Reason 1 Reason 2	Second Expert 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 has to cover the man's work shift at the library. However, the problem is that the conductor of her orchestra decided to extend the run of their symphony. 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 else to cover the man's shift. And, the second option is to explain the situation to the conductor. Well, personally, I would choose the second option. This is because the conductor may have extensive experience on the subject matter. As a result, he will understand the situation and provide the most effective solution for the problem. Also, after listening to the woman's situation, I'm sure that he'll be more than happy to help. Therefore, I highly recommend the second 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:

Contrary to popular belief, forest fires are not just forces of destruction. In fact, they provide many benefits to the forest ecosystem, which would be much worse off without them. When fires burn through a forest, they do not raze everything to the ground, far from it, actually. Many of the trees are actually still healthy, albeit singed, and some have had dead wood burned out of them, leaving hollow spaces. These voids inside the trees offer shelter to many types of birds, including woodpeckers. They can build their nests inside the trees and keep their young and themselves protected from the weather and many predators.

On a broader scale, fire also reduces the amount of old underbrush and dead vegetation that litters the forest floor. This carpet of plant material covers the soil and prevents new plants from taking root. Small wild fires remove it, and allow new saplings to sprout. These younger plants are good for deer and other herbivores because they are more tender and nutritious than fully-grown plants.

❖ ***Question***

In the lecture, the professor describes forest fire. Explain what kind of benefits it could bring to the forest ecosystem.

2. Task 6 Brainstorming

❖ ***Note-Taking***

Topic	Benefits of forest fire
Point 1 Details	X burn all trees Still healthy Burns dead wood Birds make shelter easily.
Point 2 Details	Reduces old underbrush and dead vegetation. New plants grow Good for animals b/c young plants +nutritious

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 benefits of forest fires. And, the professor further elaborates by presenting a few examples. First of all, the professor explains that forest fires do not burn all the trees. According to the professor many of the trees are still healthy and some trees' dead wood is burned out of them. As a result, this allows birds to make shelters easily. Secondly, the professor explains that forest fire reduces the amount of old underbrush and dead vegetation. To explain, after the fire burns the old underbrush and dead vegetation, new plants can grow. And, the young plants are good for animals because they are more nutritious. Therefore, the professor explains benefits of forest fire.