

# SKILL UP FOR THE TOEFL PRIMARY® TEST

## Teacher's Resources

### STEP 2



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## TOEFL Primary Step 2: A 16 Lesson syllabus

Class	Lesson	Classwork	Homework
1	Unit 1 Sentence Clues (p. 8-13)	* Word Study * Sample Questions * Question Solving - Practice Test / Mini Test	* Word Study Prep. (p. 22-29) * Students select 5 words of their choices and present them to the class in Lesson #2. The selected words should be described in English (students are encouraged to use an English-English dictionary and example sentences)
2	Unit 2 Reading Sets (p. 16-29)	* Word Test * Sample Questions * Question Solving - Practice Test  * Student may present their homework to the class	* Word Study Review * Word Study Prep. (p. 30-37) * The teacher finds short and easy informational texts used in Reading Parts such as graphs, time tables, diagrams and ask students to summarize them.
3	Unit 2 Reading Sets (p. 30-37)	* Word Test * Question Solving - Mini Test  * Students may present their homework (summary) to the class.	* Word Study Review * The teacher may give students additional reading passages (a passage with a Lexile Measure of 700 or higher). Find books with a Lexile Measure at: Check the information about this book at: <a href="https://lexile.com/book/details/9781432916893/">https://lexile.com/book/details/9781432916893/</a>
4	<b>Review Reading Unit 1-2</b>	* Review of Reading Unit 1 and 2 that need additional comments * Students may present their homework (summary) to the class.	* Workbook Review * Word Study Prep. (p. 42-45)
5	Unit 3 Listen to Directions (p. 40-47)	* Word Test * Sample Questions * Question Solving - Practice Test / Mini Test * Dictation: Student book p. 46-47	* Word Study Review * Workbook Review * Word Study Prep. (p. 52-55)
6	Unit 4 Details in Conversation (p. 50-57)	* Word Test * Sample Questions * Question Solving - Practice Test / Mini Test * Dictation: Student book p. 56-57	* Word Study Review * Workbook Review * Word Study Prep. (p. 62-65)
7	Unit 5 Short Messages (p. 60-67)	* Word Test * Sample Questions * Question Solving - Practice Test / Mini Test * Dictation: Student book p. 66-67	* Word Study Review * Workbook Review * Word Study Prep. (p. 72-75)
8	Unit 6 Listen Sets (p. 70-77)	* Word Test * Sample Questions * Question Solving - Practice Test / Mini Test * Dictation: Student book p. 76-77	* Word Study Review * Workbook Review * Word Study Prep: Students find a passage about the topics related to science or history and summarize the passage in his or her words. The summary must include i) keywords and important words, and ii) the main idea of the passage in several sentences. <i>For example, 'This text is about a person who invented the light bulb.' The light bulb was invented in 19xx by xxx.)</i>

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9	<b>Review Listening Unit 3-6</b>	<ul style="list-style-type: none"> <li>* Review of Listening Unit 3-6 that need additional comments</li> <li>* Students may present their homework (summary) to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Prep. (p. 91-100)</li> <li>* The teacher selects an academic passage for students based on the Lexile Measure. The students summarize the passage in several sentences including <b>i)</b> the main topic of the passage and <b>ii)</b> specific details of things or facts mentioned in the passage.</li> </ul>
10	Actual Test 1 Reading Parts (pp. 91-100)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> <li>* Student presentation: students present their summaries of the passage to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* The teacher gives additional reading materials and encourages them to write a brief summary of their reading.</li> </ul>
11	<b>Review Actual Test 1 Reading Parts</b>	<ul style="list-style-type: none"> <li>* Review of Reading Parts that need additional comments</li> <li>* Students may present their homework (summary) to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Word Study Prep. (p. 102-114)</li> <li>* In-depth Word Study: Finding Synonyms and antonyms</li> </ul>
12	Actual Test 1 Listening Parts (pp. 102-114)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* The teacher finds short and easy informational texts used in Reading Parts such as graphs, time tables, diagrams and asks students to summarize them.</li> </ul>
13	<b>Review Actual Test 1 Listening Parts</b>	<ul style="list-style-type: none"> <li>* Review of Listening Parts that need additional comments</li> <li>* Students present their summaries of the passage to the class. The teacher may help students with additional comments on their presentation.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Prep. (p. 119-141)</li> <li>* Students select 5 words of their choice and present them to the class. The selected words should be described in English.</li> </ul>
14	Actual Test 2 Reading Parts (pp. 119-141)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> <li>* Students present their lists of words to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Word Study Prep. (p. 142-154)</li> </ul>
15	Actual Test 2 Listening Parts (pp. 142-154)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> </ul>
16	<b>Actual Test 2 Review</b>	<ul style="list-style-type: none"> <li>* Review of Actual Test 2 questions that need additional comments</li> </ul>	<ul style="list-style-type: none"> <li>* Workbook Review</li> </ul>

## TOEFL Primary Step 2: A 8 Lesson syllabus

Class	Lesson	Classwork	Homework
1	Unit 1 Sentence Clues (p. 8-13)	* Word Study * Sample Questions * Question Solving	* Workbook Review * Word Study Prep. (p. 22-37)
2	Unit 2 Reading Sets (p. 16-37)	* Word Test * Sample Questions * Question Solving	* Word Study Review * Workbook Review * Word Study Prep. (p. 42-45)
3	Unit 3 Listen to Directions (p. 40-47)	* Word Study * Sample Questions * Question Solving	* Word Study Review * Workbook Review * Word Study Prep. (p. 52-55)
4	Unit 4 Details in Conversation (p. 50-57)	* Word Study * Sample Questions * Question Solving	* Word Study Review * Workbook Review * Word Study Prep. (p. 62-65)
5	Unit 5 Short Messages (p. 60-67)	* Word Study * Sample Questions * Question Solving	* Word Study Review * Workbook Review * Word Study Prep. (p. 72-75)
6	Unit 6 Listen Sets (p. 70-77)	* Word Study * Sample Questions * Question Solving	* Word Study Review * Workbook Review * Word Study Prep. (p. 81-114)
7	Actual Test 1	* Word Test * Question Solving	* Word Study Review * Workbook Review * Word Study Prep. (p. 119-154)
8	Actual Test 2	* Word Test * Question Solving	* Word Study Review * Workbook Review

## TOEFL Primary Step 2: A 12 Lesson syllabus

Class	Lesson	Classwork	Homework
1	Unit 1 Sentence Clues (p. 8-13)	<ul style="list-style-type: none"> <li>* Word Study</li> <li>* Sample Questions</li> <li>* Question Solving</li> </ul>	<ul style="list-style-type: none"> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 22-37)</li> </ul> <p>* Students select 5 words of their choices and present them to the class. The selected words should be described in English(students are encouraged to use an English-English dictionary and example sentences)</p>
2	Unit 2 Reading Sets (p. 16-37)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Sample Questions</li> <li>* Question Solving</li> </ul> <p>* Students present their homework (list of 5 words) to the class.</p>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 42-45)</li> </ul> <p>* The teacher finds short and easy informational texts used in Reading Parts such as graphs, time tables, diagrams and ask students to summarize them.</p>
3	Unit 3 Listen to Directions (p. 40-47)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Sample Questions</li> <li>* Question Solving</li> </ul> <p>* Finding synonyms and antonyms (with a dictionary)</p> <p>* Student Presentation: students present their choice of words to the class, e.g., 5 words with their definitions in English)</p>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 52-55)</li> </ul> <p>* The teacher collect students' lists of words and hand them out to the students. The students then study the words.</p> <p>* The teacher ask students to find and summary short informational texts such as invitation cards, time tables, advertisements and summarize them in a couple of sentences, using the expressions in those materials. <i>For example, 'The party will be (held) on November 16th.'</i></p>
4	Unit 4 Details in Conversation (p. 50-57)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Sample Questions</li> <li>* Question Solving</li> </ul> <p>* Student presentation: students present their homework (summary of an informational text) to the class.</p>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 62-65)</li> </ul>
5	Unit 5 Short Messages (p. 60-67)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Sample Questions</li> <li>* Question Solving</li> </ul> <p>* Students may present their collection of words to the class.</p>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 72-75)</li> </ul> <p>* Students find a short informational text and summarize it in a few sentences.</p>

6	Unit 6 Listen Sets (p. 70-77)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Sample Questions</li> <li>* Question Solving</li> <li>* Students present their homework (Word Study Prep) to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 81-100)</li> <li>* Reading Study Prep: Students find a passage about the topics related to science or history and summarize the passage in his or her words. The summary must include i) keywords and important words, and ii) the main idea of the passage in several sentences. <i>For example, 'This text is about a person who invented the light bulb.' The light bulb was invented in 19xx by xxx.)</i></li> </ul>
7	Actual Test Set 1 Reading Parts (pp. 81-100)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> <li>* Students present their summaries of the short passages, i.e., Reading Study Prep in homework to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 102-114)</li> <li>* Word Study Prep(as done for the previous lessons; i.e., word description in English)</li> </ul>
8	Actual Test Set 1 Listening Parts (pp. 102-114)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> <li>* Student presentation: students present their homework (Word Study Prep) to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Supplementary Reading: The teacher may give students additional reading passages (a passage with a Lexile Measure of 700 or higher)</li> <li>* Find books with a Lexile Measure at: Check the information about this book at <a href="https://lexile.com/book/details/9781432916893/">https://lexile.com/book/details/9781432916893/</a></li> </ul>
9	Actual Test 1 Review	<ul style="list-style-type: none"> <li>* Review of questions in Actual Test 1 for additional comments</li> <li>* Student presentation: as in previous lessons, students present their choice of words to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 119-141)</li> <li>* Students find a passage about the topics related to science or history and summarize the passage in his or her words. The summary must include i) keywords and important words, and ii) the main idea of the passage in one or two sentences. <i>For example, 'This text is about a person who invented the light bulb.' The light bulb was invented in 19xx by xxx.)</i></li> </ul>
10	Actual Test Set 2 Reading Parts (pp.119-141)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> <li>* Students present their summaries of the supplementary reading, i.e., homework</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 142-154)</li> <li>* The teacher give additional reading materials and encourage them to write a brief summary of their reading.</li> </ul>

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11	Actual Test Set 2 Listening Parts (pp.142-154)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> <li>* Students present their homework (Word Study Prep) to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> </ul>
12	Actual Test 2 Review	<ul style="list-style-type: none"> <li>* Review of questions that need additional comments</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review(Actual Tests 1, 2)</li> <li>* Final review of reading passages that posed difficulty</li> <li>* Final review of expressions in the listening parts of the tests.</li> </ul>

## TOEFL Primary Step 2: A 20 Lesson syllabus

Class	Lesson	Classwork	Homework
1	Unit 1 Sentence Clues (p. 8-13)	* Word Study * Sample Questions * Question Solving - Practice Test / Mini Test	* Workbook Review * Word Study Prep. (p. 22-29)
2	Unit 2 Reading Sets (p. 16-29)	* Word Test * Sample Questions * Question Solving - Practice Test	* Word Study Review * Word Study Prep. (p. 30-37) * The teacher finds short and easy informational texts used in Reading Parts such as graphs, time tables, diagrams and ask students to summarize them.
3	Unit 2 Reading Sets (p. 30-37)	* Word Test * Question Solving - Mini Test  * Students may present their homework (summary) to the class.	* Word Study Review * Workbook Review * The teacher may give students additional reading passages (a passage with a Lexile Measure of 700 or higher) Find books with a Lexile Measure at: Check the information about this book at: <a href="https://lexile.com/book/details/9781432916893/">https://lexile.com/book/details/9781432916893/</a>
4	<b>Review Reading Unit 1-2</b>	* Review of Reading Unit 1 and 2 that need additional comments  * Students may present their homework (summary) to the class.	* Workbook Review * Word Study Prep. (p. 42-45)
5	Unit 3 Listen to Directions (p. 40-47)	* Word Test * Sample Questions * Question Solving - Practice Test / Mini Test * Dictation: Student book p. 46-47	* Word Study Review * Workbook Review * Word Study Prep. (p. 52-55)
6	Unit 4 Details in Conversation (p. 50-57)	* Word Test * Sample Questions * Question Solving - Practice Test / Mini Test * Dictation: Student book p. 56-57	* Word Study Review * Workbook Review * Word Study Prep. (p. 62-65)
7	Unit 5 Short Messages (p. 60-67)	* Word Test * Sample Questions * Question Solving - Practice Test / Mini Test * Dictation: Student book p. 66-67	* Word Study Review * Workbook Review * Word Study Prep. (p. 72-73) * Students find a short informational text and summarize it in a few sentences.
8	Unit 6 Listen Sets (p. 70-73)	* Word Test * Sample Questions * Question Solving - Practice Test  * Students may present their summary to the class.	* Word Study Review * Workbook Review * Word Study Prep. (p. 74-75) * Students select 5 words of their choices and present them to the class. The selected words should be described in English (students are encouraged to use an English-English dictionary and

			example sentences)
9	Unit 6 Listen Sets (p. 74-77)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving - Mini Test</li> <li>* Dictation: Student book p. 76-77</li> <li>* Students may present their homework (list of 5 words) to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Students find a passage about the topics related to science or history and summarize the passage in his or her words. The summary must include <b>i)</b> keywords and important words, and <b>ii)</b> the main idea of the passage in several sentences. <i>For example, 'This text is about a person who invented the light bulb.' The light bulb was invented in 19xx by xxx.)</i></li> </ul>
10	<b>Review Listening Unit 3-6</b>	<ul style="list-style-type: none"> <li>* Review of Listening unit 3-6 questions that need additional comments</li> <li>* Students may present their summary to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Prep. (p. 81-88)</li> <li>* Students find a passage about the topics related to science or history and summarize the passage in his or her words. The summary must include i) keywords and important words, and ii) the main idea of the passage in one or two sentences. <i>For example, 'This text is about a person who invented the light bulb.' The light bulb was invented in 19xx by xxx.)</i></li> </ul>
11	Actual Test Set 1 Reading Parts 1, 2 (pp. 81-88)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> <li>* Students present their lists of words to the class. (5 words with descriptions and example sentences in English)</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 90-100)</li> <li>* The teacher selects an academic passage for students based on the Lexile Measure. The students summary the passage in several sentences including <b>i)</b> the main topic of the passage and <b>ii)</b> specific details of things or facts mentioned in the passage.</li> </ul>
12	Actual Test Set 1 Reading Part 2 (pp. 90-100)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> <li>* Student presentation: students present their summaries of the passage to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Word Study Prep. (p. 102-109)</li> </ul>
13	Actual Test Set 1 Listening Parts 1, 2, 3 (pp. 102-109)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Pattern Study and Drill(for Listening)</li> <li>* Question Solving</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review(L: Part A)</li> <li>* Workbook Review(Dictation tests)</li> </ul>
14	Actual Test Set 1 Listening Part 4 (pp. 110-115)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Pattern Study and Drill(for Listening)</li> <li>* Question Solving</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Students find a passage about the topics related to science or history and summarize the passage in his or her words. The summary must include <b>i)</b> keywords and important words, and <b>ii)</b> the main idea of the passage in one or two sentences. <i>For example, 'This text is about a</i></li> </ul>

			<i>person who invented the light bulb.' The light bulb was invented in 19xx by xxx.)</i>
15	<b>Actual Test 1 Review</b>	<ul style="list-style-type: none"> <li>* Review of questions in Actual Test for additional comments</li> <li>* Students present their summaries of the passage to the class. The teacher may help students with additional comments on their presentation.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Prep. (p. 119-126)</li> <li>* Students find a short informational text and summarize it in a few sentences.</li> <li>* Students select 5 words of their choices and present them to the class. The selected words should be described in English (students are encouraged to use an English-English dictionary and example sentences)</li> </ul>
16	Actual Test Set 2 Reading Parts 1, 2 (pp. 119-126)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> <li>* Students present their lists of words to the class. (5 words with descriptions and example sentences in English)</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p 128-141)</li> <li>* The teacher selects an academic passage for students based on the Lexile Measure. The students summary the passage in several sentences including <b>i)</b> the main topic of the passage and <b>ii)</b> specific details of things or facts mentioned in the passage.</li> </ul>
17	Actual Test Set 2 Reading Parts 2 (pp. 128-141)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> <li>* Student presentation: students present their summaries of the passage to the class.</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p. 142-149)</li> </ul>
18	Actual Test Set 2 Listening Parts 1, 2, 3 (pp. 142-149)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review</li> <li>* Workbook Review</li> <li>* Word Study Prep. (p 150-154)</li> </ul>
19	Actual Test Set 2 Listening Parts 4 (pp. 150-154)	<ul style="list-style-type: none"> <li>* Word Test</li> <li>* Question Solving</li> </ul>	<ul style="list-style-type: none"> <li>*vWord Study Review</li> <li>* Workbook Review</li> <li>* The teacher finds short and easy informational texts used in Reading Parts such as graphs, time tables, diagrams and ask students to summarize them.</li> </ul>
20	<b>Actual Test 2 Review</b>	<ul style="list-style-type: none"> <li>* Review of questions that need additional comments</li> </ul>	<ul style="list-style-type: none"> <li>* Word Study Review(Actual Tests 1, 2)</li> <li>* Final review of reading passages that posed difficulty</li> <li>* Final review of expressions in the listening parts of the tests.</li> </ul>

## Word Study Review #1- unit 1

[pp.08-13]

## Lesson #1

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	quit	
2	risk	
3	discard	
4	memory	
5	standardize	
6	heroic	
7	average	

### Korean → English

	Korean	English
1	총액, 총계	
2	존경하다, 칭찬하다	
3	어린 시절, 젊음, 청춘	
4	보상, 사례금, 보상(사례)하다	
5	버리다, 떠나다	
6	평화 주의자	
7	경멸하다	

[Grammar and Speaking Tips]

- **in need:** ‘어려움에 처한, 궁핍한’. (ex.) The organization raises money every year to help people **in need**. ‘그 단체는 매년 어려운 사람들을 돕기 위해 돈을 모금한다.’
- **sooner or later:** ‘조만간, 머지않아’. (ex.) **Sooner or later** we will go to Japan for field trip. Why don't we investigate Japan in groups? ‘조만간 우리는 일본으로 수학여행을 갈 거야. 우리 그룹을 지어서 일본에 대해 조사하는 게 어떨까?’
- **otherwise:** ‘(만약) 그렇지 않으면’. (ex.) Take your umbrella, **otherwise** you will regret it. ‘우산을 챙겨가지 않으면 후회 할 거야.’
- **looks like:** ‘~처럼 보인다’. (ex.) Helen wears a white dress. She **looks like** an angel! ‘Helen 은 흰 드레스를 입고 왔어. 그녀는 천사 같아 보여!’
- **depend on something:** ‘~에 의존하다’. (ex.) As time goes by, people began to depend on smartphone a lot. ‘시간이 지날수록, 사람들은 스마트폰에 많이 의존하기 시작하였다.’
- **miss something:** ‘miss’는 ‘~을 놓치다’라는 의미와 ‘~을 그리워하다’라는 의미로 가장 많이 쓰인다. (ex.) Matt woke up late and **missed** the last bus to school. ‘Matt 는 늦게 일어나서 학교로 가는 마지막 버스를 놓쳤다.’ 동사 ‘miss’는 ‘~을 그리워하다’라는 의미로 쓰일 때 ‘miss doing something’ 형태로 동명사와도 쓰인다. ex. We were certain that he would **miss working** with us. ‘우리 모두는 그가 우리와 함께 일하는 것을 그리워 할 것이라는 것을 알았다.’
- **come true:** ‘~이 현실이 되다/이루어 지다’. ex. You don't have to be disappointed with today's result. Believe that your dream will **come true** someday. ‘오늘의 결과에 실망할 필요는 없다. 언젠가 네 꿈을 이루어 질 것이다.’
- **admire:** ‘~을 존경하다’. [주의해야 할 용법] admire 는 현재 진행형으로는 사용하지 않는다. ex. I am **admiring the teacher**. admire 와 비슷한 뜻으로 쓰이는 단어로는 ‘to respect someone/ to look up to someone’ 등이 있다. ex. Many students in the school **look up to the Principal Palmer**. ‘학교의 많은 학생들이 Palmer 교장 선생님을 존경한다.’
- **abandon:** ‘~을 버리다/떠나다(=to give up)’. ex. He **abandoned** his car and ran away. ‘그는 자신의 차를 버리고 도망쳤다.’
- **pacifist:** 동사 ‘to pacify’의 명사형으로서 pacify 는 ‘진정시키다, 달래다 (=to make someone calm)’의 의미를 가지고 있다. 또한 ‘무력을 사용하는 것을 멈추게 하다/중재하다’의 뜻을 가지고 있다. 명사형인 ‘pacifist’는 ‘평화주의자/반전주의자’의 뜻을 가지고 있다.
- **admiration toward someone:** ‘~에 대한 존경’ 명사 admiration 과 자주 같이 쓰이는 표현으로는 ‘**deep/profound/open/mutual admiration**’등이 있다. ‘mutual admiration’은 ‘상호 존중’이라는 의미이다. admiration 과 자주 쓰이는 전치사는 존경의 대상이 사람일 때는 ‘toward’가 자주 쓰이고 어떤 특성이나 능력 등은 ‘admiration for his achievement in music’‘그의 음악적 성취에 대한 존경’처럼 ‘for’가 자주 쓰인다.

## Word Study Review #2 – unit 2

[pp.16-37]

## Lesson #2

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	invaluable	
2	associate	
3	immune	
4	quarrel	
5	backward	
6	hand in	
7	pray	

	Korean	English
1	(~한 상태로) 변하다, 변하게 만들다	
2	열대 지방의, 열대의	
3	(부탁, 요청 등을) 거절하다, 거부하다	
4	종류, 분류, 분류하다, 구분하다	
5	한결 같은, 거듭되는	
6	차이, 다름	
7	바느질하다	

[Grammar and Speaking Tips]

- **at least:** ‘최소한’. (ex.) If you purchase this phone, you will be able to enjoy **at least** 100 different services. ‘만약 당신이 이 전화기를 산다면, 최소한 100 가지 다른 서비스를 받을 수 있을 것이다.’
- **tend to do something:** ‘(~하는) 경향이 있다.’ (ex.) In recent times, people tend to become more self-centered. ‘최근 들어 점점 사람들이 자기중심적이 되어가는 경향이 있다.’
- **a number of 와 the number of 구분하기:** a number of 는 ‘많은’ 의 뜻으로 사용된다. (ex.) **A number of people** visit the tower every day. ‘매일 많은 사람들이 그 탑을 방문한다.’ \* **a number of** 뒤에는 복수 명사가 온다. 반면에 the number of 는 ‘~의 수’를 뜻한다. (ex.) Every year **the number of** tigers is decreasing. ‘매년 호랑이의 수가 줄어들고 있다.’
- **contrary to something:** ‘~에 반해서’. 여기서 to 는 전치사이기 때문에 뒤에 명사 상당어구가 와야 한다. (ex.) **Contrary to my expectations**, I could not enter the university. ‘내 기대와 달리, 난 그 대학에 입학하지 못했다.’
- **stop ~ing 와 stop to 부정사 구분하기:** stop + ~ing 는 ‘~하는 것을 멈추다’의 뜻으로 사용된다. (ex.) She **stopped complaining** about the weather. ‘그녀는 날씨에 대해 투덜거리는 것을 멈추었다.’ 반면에 stop + to 부정사는 ‘~하기 위해 멈추다’의 뜻으로 사용된다. (ex.) I **stopped to call** my brother. ‘난 형에게 전화하기 위해서 멈췄다.’
- **thank you for (doing) something:** ‘~에 대해 감사하다’. (ex.) **Thank you for helping** us today. ‘오늘 우리를 도와주신 것에 대해 감사 드립니다.’ **Thank you for your invitation.** ‘초대해 주셔서 감사합니다.’
- **sort something out:** ‘~을 정리하다’. (ex.) I think you have so much stuff to **sort out**. You'd better hurry up. ‘내 생각엔 네가 정리할 물건들이 많은 것 같아. 서두르는 게 좋겠어.’
- **현재완료진행 (have + 과거분사 + ing):** 과거 어느 시점부터 현재까지 ‘~해 오고 있는 중이다’의 의미로 사용된다. (ex.) It **has been snowing** for two hours. ‘2 시간 내내 눈이 내리고 있는 중이다.’ Sue **has been studying** Korean literature for 3 years. ‘Sue 는 한국 문학을 3 년째 공부하는 중이다.’

**Word Study Review #5 – unit 3**

[pp.40-47]

**Lesson #5**

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

**English → Korean**

	<b>English</b>	<b>Korean</b>
1	plate	
2	against	
3	treasure	
4	recipient	
5	bounce	
6	extremely	
7	brief	

	<b>Korean</b>	<b>English</b>
1	소화기	
2	증명, 논증	
3	어디에도 ~없다	
4	편안한, 쾌적한	
5	강사, 교관	
6	받침대, 선반	
7	병, 아픔	

SKILL UP FOR THE TOEFL PRIMARY TEST STEP 2 TEACHER'S RESOURCES

◆ **Workbook Review**

**Dictation: Lesson 5** (student book pp. 42-43)

1. Good afternoon, all. I am your swimming instructor Donovan. I **w**\_\_\_\_\_ **I**\_\_\_\_\_ ask all of you to wear swimming caps and goggles in the pool.
2. Billy, I am on the phone now. Can you go to the kitchen and **t**\_\_\_ **t**\_\_\_ **e**\_\_\_ **o**\_\_\_ please?
3. Ted, can you see the cookie crumbs on the carpet? I **w**\_\_\_\_\_ you **u**\_\_\_\_\_ a plate when you eat cookies.
4. Jimmy and Pam, you are **b**\_\_\_\_\_ the other runners. Can you two run to the side of the road to let the runners **b**\_\_\_ **y**\_\_\_ **p**\_\_\_\_\_?
5. Mia, you bought a new tennis shirt and shoes. The shoes look **n**\_\_\_\_\_ and **c**\_\_\_\_\_. However, the shirt looks a bit **t**\_\_\_\_\_ **y**\_\_\_\_\_. I think you'd better change it for a bigger one tomorrow.
6. Attention, all students! This is Principal Palmer. I **h**\_\_\_\_\_ **s**\_\_\_\_\_ that we cannot go to the basketball stadium today **d**\_\_\_\_\_ the **s**\_\_\_\_\_ **I**\_\_\_\_\_ of the school bus driver, Mr. Peterson. I am terribly sorry to say this but I request that you all watch the match on TV in your homerooms.
7. As **p**\_\_\_\_\_ **a**\_\_\_\_\_, first year students will do a treasure hunt activity after lunch. I ask all the first year students to gather **I**\_\_\_ **f**\_\_\_ **o**\_\_\_ the library at 1:30PM. The hunt will begin after a **b** **I**\_\_\_\_\_.
8. Alex, do you know that **w**\_\_\_\_\_ **y**\_\_\_\_\_ **s**\_\_\_\_\_ to the class you tend to keep your arms behind your back? I suggest you hang your arms naturally by your sides and **s**\_\_\_\_\_ **w**\_\_\_\_\_ **c**\_\_\_\_\_.

[Grammar and Speaking Tips]

- **had better do something:** ‘~하는 게 낫다’. (ex.) I think you’d better leave early and go to the hospital. ‘내 생각에 너는 조퇴하고 병원에 가보는 게 좋겠다.’
- **in front of something:** ‘~에 앞쪽에’. (ex.) I heard that there will be a new library in front of the school. ‘난 학교 앞에 새 도서관이 생길 거라 들었다.’
- **due to something:** ‘~때문에’의 의미로 사용된다. due to 는 전치사이므로 뒤에 명사 상당어구가 와야 한다. (ex.) The Jazz festival is canceled **due to** the weather conditions. ‘날씨 때문에 재즈 페스티벌은 취소 되었다.’
- **during 과 while 구분하기:** during 과 while 은 둘 다 ‘~하는 동안에’라는 의미를 가진다. 하지만 during 은 전치사로 쓰이며 ‘특정 기간 동안 어느 한 시점에 일어난 일’에 대해서 설명한다. (ex.) Alex will learn to ski during the winter vacation. ‘겨울 방학 동안에 Alex 는 스키를 배울 것이다.’ 반면에 while 은 접속사로 쓰이며 ‘두 가지 일이 동시에 일어나고 있을 때’에 대해서 설명한다. (ex.) The baby began to cry while I prepare for lunch. ‘내가 점심을 준비하는 동안에 아기가 울기 시작했다.’
- **plug something into:** ‘전기 기구을 ~에 연결하다’ ex. The man plugged his USB reader to the computer. ‘소년은 자신의 USB 리더를 컴퓨터에 연결시켰다.’
- **fill something out:** ‘종이나 문서에 필요한 정보를 기입하다’ ex. If you want to join the gym please **fill this form out** first. ‘체육관에 가입하고 싶으면 먼저 이 양식을 작성해 주세요.’
- **put something out:** ‘불을 멈추거나 끄다(=extinguish)’. All the villagers run out to **put out** the fire. ‘마을 주민들이 불을 끄기 위해 모두 뛰어 나왔다.’

**Word Study Review #6 – unit 4**

[pp.50-57]

**Lesson #6**

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

**English → Korean**

	<b>English</b>	<b>Korean</b>
1	break	
2	costume	
3	regular	
4	principal	
5	serve	
6	signal	
7	compliment	

	<b>Korean</b>	<b>English</b>
1	(식당 등에서 음식을) 제공하다, 차려 주다	
2	변명, 이유	
3	(가볍게) 던지다	
4	소고기	
5	문, 대문	
6	(수량이) 충분한, 필요한 만큼의	
7	식료품 잡화점	

◆ **Workbook Review**

**Dictation: Lesson 6** (student book pp. 52-53)

1.

**G:** Mr. Johnson, I'm s\_\_\_\_ t\_\_\_\_ s\_\_\_\_ this but I don't think I can h\_\_\_\_ i\_\_\_\_ the science homework by tomorrow.

**M:** Oh, is there any problem?

**G:** I m\_\_\_\_ a\_\_\_\_ and I was in the hospital for the last three days. I didn't have e\_\_\_\_ t\_\_\_\_ to do it. Can I hand it in by Thursday?

**M:** Oh, don't hurry Vivian. T\_\_\_\_ r\_\_\_\_ first. Give it to me any time next week.

2.

**B:** Mom, can you p\_\_\_\_ m\_\_\_\_ u\_\_\_\_ in the afternoon?

**W:** Yes, I can. Are you going somewhere?

**B:** I have a movie preview ticket and it s\_\_\_\_ 3:40. My school finishes at 3 PM and if I take the bus, I'll b\_\_\_\_ l\_\_\_\_ f\_\_\_\_ the preview.

**W:** Okay, I'll wait for you at the main gate.

3.

**G:** Tony, what a\_\_\_\_ you g\_\_\_\_ t\_\_\_\_ wear tomorrow?

**B:** What do you mean?

**G:** Oh, my! d\_\_\_\_ y\_\_\_\_ r\_\_\_\_ that we're going to a Halloween party at Linda's house?

**B:** Oh no! I c\_\_\_\_ f\_\_\_\_ about it. What are you going to wear?

**G:** I h\_\_\_\_ d\_\_\_\_ yet. But I have some Halloween costumes in the closet. My brother's costumes are also in the closet. If you want, you can have one of them.

**B:** Wow, that's great. Thank you, Vicky.

4.

**B:** Mom, w\_\_\_\_ f\_\_\_\_ dinner tonight?

**W:** It's beef stew and some salad. Why, are you hungry now?

**B:** No, I'm not. I'm on a diet and w\_\_\_\_ t\_\_\_\_ k\_\_\_\_ if I can have some fruit as well.

**W:** Yes, why not. I'll buy some fruit at the grocery store. It's good that you're controlling what you eat. But remember that g\_\_\_\_ r\_\_\_\_ exercise is also important.

**B:** I know. I'll g\_\_\_\_ j\_\_\_\_ at the park after dinner.

**W:** Good to hear that.

5.

SKILL UP FOR THE TOEFL PRIMARY TEST STEP 2 Teacher's Resources

**W:** Are you **l**\_\_\_\_\_ **u**\_\_\_\_\_ something?

**B:** Yes. I'm looking for a present for my parents' wedding anniversary.

**W:** Hmm. **H**\_\_\_\_\_ **a**\_\_\_\_\_ a jewel case for your mom and a necktie for your dad?

**B:** Well, they like **t**\_\_\_\_\_ **p**\_\_\_\_\_ and making their own photo albums.

**W:** Oh, then how about this photo album? It has a **n**\_\_\_\_-**l**\_\_\_\_\_ leather cover as well.

**B:** Wow! That sounds fantastic. Can you **w**\_\_\_\_\_ **I**\_\_\_\_\_ **u**\_\_\_\_\_ for me?

6.

**M:** Amy, I **w**\_\_\_\_\_ very **I**\_\_\_\_\_ your book report. Your writing is good, but your illustrations were **e**\_\_\_\_\_ **b**\_\_\_\_\_.

**G:** Oh, really? Thank you, Mr. Bronte.

**M:** I **s**\_\_\_\_\_ that you **p**\_\_\_\_\_ your book report at the annual student writing contest.

**G:** Thank you so much for your **c**\_\_\_\_\_ and **s**\_\_\_\_\_, Mr. Bronte. I'll **t**\_\_\_\_\_ **o**\_\_\_\_\_ and talk with you again.

7.

**M:** How can I help you?

**G:** I'm **I**\_\_\_\_\_ a book called "The Little Women".

**M:** Wait a minute. Oh, luckily we have **t**\_\_\_\_\_ **c**\_\_\_\_\_ the book.

**G:** That's nice. By the way, I **f**\_\_\_\_\_ **b**\_\_\_\_\_ my library card. Can I **c**\_\_\_\_\_ **o**\_\_\_\_\_ the book with my student ID card?

**M:** I'm afraid you can't. However, you can **e**\_\_\_\_\_ **t**\_\_\_\_\_ **I**\_\_\_\_\_ and read books with your student ID card.

**G:** I see. I' **b**\_\_\_\_\_ come again with my library card then. Thank you and bye.

8.

**G:** How are you Mr. Jackson, I' **l**\_\_\_\_\_ learn how to serve.

**M:** Basically, face the net and **t**\_\_\_\_\_ **a**\_\_\_\_\_ where you want the ball to go.

**G:** Like this? And then?

**M:** Then you toss the ball high in the air and hit it hard. But what is **m**\_\_\_\_\_ **i**\_\_\_\_\_ is that you stay in control when you hit the ball.

**G:** **L**\_\_\_\_\_ **m**\_\_\_\_\_ **t**\_\_\_\_\_. I tossed the ball up too high.

**M:** Well, that's normal for a beginner. Just practice **a**\_\_\_\_\_ **o**\_\_\_\_\_ **a**\_\_\_\_\_ you can. You'll make your first serve soon

[Grammar and Speaking Tips]

- **how to do something**: '~하는 방법'. (ex.) Researchers are studying **how to deal with** mosquito populations. '연구원들이 모기 개체 수를 다루는 방법에 대해서 연구 중이다.'
- **as + 형용사 원급 + as**: '~만큼'의 뜻으로 원급 비교 구문에 사용된다. (ex.) I'm **as tall as** you are. 난 너만큼 키가 커. He is **as clever as** Ron is. '그는 Ron 만큼 현명해.'
- **형용사 + enough(+to do something) / enough (+ 명사)**: enough 는 형용사, 명사와 올 때 어순이 정해져 있다. 형용사는 enough 앞에 위치한다. (ex.) You're **smart enough**. '넌 충분히 똑똑해.' 반면에 명사는 enough 뒤에 위치한다. (ex.) Don't worry. We have **enough time** to prepare for our summer trip! '걱정하지 마. 우리의 여름 여행을 준비할 시간은 충분해!'
- **pick someone up**: '누구를 차에 태워서 데려주다' ex. Okay, Matt, I will **pick up the visitor** at the airport. '알겠어, Matt. 내가 그 방문객을 공항에 태우러 갈 게.' 'pick up'은 일반적으로 '~을 집어 들다, 줍다, 선택하다'등의 의미로 아주 다양하게 쓰인다. ex. Tom, are you busy? **Pick up the phone** please. 'Tom, 바쁘니, 전화 좀 받아 줘.' ex. a pick-up truck '픽업 트럭'
- **be impressed with/by something**: '~에 감동하다/감명받다', impress 와 자주 사용되는 전치사는 'with/by'이다. ex. We **were very impressed with** his knowledge on art history. 우리는 그의 지구 예술사에 대한 지식에 감동을 받았다.'
- **compliment vs. complement**: complement 는 명사로서는 '칭찬'을 뜻하며 동사로서 '칭찬하다'의 뜻을 가지고 있다. 동사로 쓰일 때는 주로 **'to compliment on something'**의 형태로 쓰인다. 비슷한 철자를 가진 complement '보완(물)/ 보완하다'를 잘 구별하도록 한다.
- **check out the book**: '책을 대출하다', 회화에서 많이 쓰이는 표현이다. 이 외에도 check out 은 호텔 등의 숙소를 떠나는 것, 어떤 것을 점검/확인한다는 의미로도 많이 쓰인다. ex. If you have questions, please **check out our website later**. '질문이 있으면 나중에 우리 웹사이트를 확인해주세요.'
- **face the net**: face 는 동사로 쓰일 때는 '어떤 상황을 마주하다/ ~을 향하다'라는 의미로 쓰인다. ex. The family chose a hotel room **facing the sea**. 그 가족은 바다 쪽을 향하고 있는 방을 골랐다. ex. You better **face the problem** rather than avoid it. '너는 그 문제를 피하기 보다는 직시해야 한다.'
- **boring vs. bored**: boring 이 어떤 대상에 대한 것이며 bored 는 말을 하는 주체에 대한 것이다. cf. The lecture was boring. '그 강의는 지루했다.' ex. We **got bored with** his dull story. '우리는 그의 재미없는 이야기에 따분해졌다.'

**Word Study Review #7 – unit 5**

[pp.60-67]

**Lesson #7**

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

**English → Korean**

	<b>English</b>	<b>Korean</b>
1	match	
2	chore	
3	conference	
4	label	
5	forecast	
6	translation	
7	donate	

	<b>Korean</b>	<b>English</b>
1	(액체 속에 푹) 담그다, 흠뻑 적시다	
2	거처, 숙소	
3	전형적인, 대표적인	
4	(상품이나 서비스를) 광고하다	
5	국가의, 전 국민의	
6	휴대가 쉬운, 휴대용의	
7	상의(의논)하다	

◆ **Workbook Review**

**Dictation: Lesson 7** (student book pp. 62-63)

1. Hi Lance, this is Joy. There is a big **f**\_\_\_\_\_ **m**\_\_\_\_\_ in town tomorrow. My brother **a**\_\_\_\_\_ me **t**\_\_\_\_\_ **w**\_\_\_\_\_ it with him and I promised to do so. If you're not going shopping tomorrow **g**\_\_\_\_\_ **m**\_\_\_\_\_ **c**\_\_\_\_\_.
2. Good evening, Tanya. This is Adrian. Do you know our **m**\_\_\_\_\_ **t**\_\_\_\_\_ phone number? I only have his email address. I **n**\_\_\_\_\_ **a**\_\_\_\_\_ him a quick question about a math problem. If you know his phone number, please **t**\_\_\_\_\_ **m**\_\_\_\_\_ me.
3. Hi, Erik, this is Viola. How's your study going? I'm **s**\_\_\_\_\_ **s**\_\_\_\_\_ this but I can't come to the history study meeting tomorrow. I' **h**\_\_\_\_\_ a headache since yesterday and it **w**\_\_\_\_\_ **g**\_\_\_\_\_ **a**\_\_\_\_\_. I may have to take a day off school tomorrow. Bye.
4. Hi, Nick. It's George. Did you see **t**\_\_\_\_\_ **w**\_\_\_\_\_ **f**\_\_\_\_\_ this morning? They say we will have **h**\_\_\_\_\_ **s**\_\_\_\_\_ from the late afternoon. **I**\_\_\_\_\_ **w**\_\_\_\_\_ **t**\_\_\_\_\_ the football ground will be **s**\_\_\_\_\_ **w**\_\_\_\_\_ water. So we need to discuss **c**\_\_\_\_\_ our training date. Let's talk about it later. Bye.
5. Hi Daniel, it's Sue. Suddenly, all the lights in my house **h**\_\_\_\_\_ **g**\_\_\_\_\_ **o**\_\_\_\_\_. The TV does not **t**\_\_\_\_\_ **o**\_\_\_\_\_ either. I'm afraid I'll have to **p**\_\_\_\_\_ **o**\_\_\_\_\_ going to the movies until next time. I have to stay at home with my mother instead. She's **a**\_\_\_\_\_ **b**\_\_\_\_\_ alone in the dark.
6. Allan, this is Dad. I'm going to the airport \_\_\_\_\_ **p**\_\_\_\_\_ **u**\_\_\_\_\_ a guest from India. It'll take \_\_\_\_\_ **c**\_\_\_\_\_ hours to take him to his accommodation. Your mother won't be home until late tonight because your grandma is \_\_\_\_\_ **t**\_\_\_\_\_ **h**\_\_\_\_\_ now. Your mother tells me Grandma is **g**\_\_\_\_\_ **b**\_\_\_\_\_. If you're hungry now I'll order some pizza for you.
7. Mom, how's your back now? It's lunch time now. I' \_\_\_\_\_ **w**\_\_\_\_\_ you're doing too many house chores these days. Did you see a doctor? Does it still hurt? Mom, give me a call when you get this message. I' \_\_\_\_\_ **c**\_\_\_\_\_ **w**\_\_\_\_\_ you to the doctor. Ah, Mom, don't **t**\_\_\_\_\_ **l**\_\_\_\_\_ anything. Bye.
8. Hey Jeremy. This is Max. Here is some **s**\_\_\_\_\_ **n**\_\_\_\_\_. Today I met a boy in fifth grade. Mr. Curtis told me he was last year's student chess master. It **m**

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**b** \_\_\_ **l** \_\_\_\_\_ for us to have such an excellent chess player in the same school. Why don't we meet him sometime and talk about chess? **C** \_\_\_\_\_ **m** \_\_\_\_\_ **b** \_\_\_\_\_ if you want to meet him.

[Grammar and Speaking Tips]

- **put something off:** '(시간, 날짜를) 미루다, 연기하다'. (ex.) Because of the company, he had to **put off** the hospital appointment date. '직장 때문에 그는 병원 진료 날짜를 미뤄야 했다.'
- **look after** someone: '~을 돌봐주다'. (ex.) Mom: Joe, do you have any plans after school? 'Joe, 방과 후에 약속이 있니?' Joe: Well, I don't know. What's the matter? '음, 없어요. 무슨 일이에요?' Mom: I think I should visit your grandmother this afternoon. Her voice was not good when I spoke to her last night. So, can you **look after Amy** after school? '난 오늘 오후에 할머니께 가 봐야 할 것 같아. 어제 밤 통화할 때 그녀의 목소리가 좋지 않았단다. 그러니 방과 후에 Amy 를 돌봐 줄 수 있겠니?' Joe: Oh, yes. I'll do that. '오, 알겠어요. 그렇게 할게요.'
- **promise to do something:** '~하기로 약속하다'. 동사 promise 가 자주 쓰이는 문형: 'promise to do something / promise (somebody) that / promise something to somebody / promise somebody something. (ex.) My dad **promised that** your science homework would be ready by today. '너는 과학 숙제가 오늘까지 끝날 것이라고 약속했다.'
- **discuss changing our training date:** 동사 'discuss'는 타동사이므로 'discuss about' 식으로 쓰지 않고 'discuss the problem/the question/the issue/the topic' 형태로 쓴다. (ex.) We will **discuss environmental** issues next time. '다음 번에는 환경 문제에 대해 토론할 것이다.' 회화체에서는 talk about 를 자주 쓴다.

## Word Study Review #8 – unit 6

[pp.70-77]

## Lesson #8

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	social	
2	fluffy	
3	snuggle	
4	involve	
5	particle	
6	dryness	
7	refer	

	Korean	English
1	간신히 해내다, (어떻게든) ~하다	
2	(증거 없이) 혐의를 주장하다	
3	관련시키다	
4	(어디를 가서) 가지고 오다, 데리고 오다	
5	가장자리, 모서리	
6	그저, 단지	
7	관습, 풍습	

## ◆ Workbook Review

**Dictation: Lesson 8 (student book pp. 72-73)**

1. Gordon **w**\_\_\_\_ **g**\_\_\_\_ **t**\_\_\_\_ the store to pick up some cooking oil. His mother was cooking a special dish but she had run out of oil and **a**\_\_\_\_ him \_\_\_\_ **f**\_\_\_\_ some. She gave him the money for it. He parked his bike near the supermarket. Next to the supermarket was a game. *You put a coin in and then you **p**\_\_\_\_ some **b**\_\_\_\_\_.* A claw would reach in and if you were lucky it picked up a prize. 'Just one game would be ok', Gordon thought. His mother had given him some extra money **j** **i**\_\_\_\_ **c**\_\_\_\_. He tried to pick up the **b**\_\_\_\_ **f**\_\_\_\_ **t**\_\_\_\_. It must have been valued at \$20. He just missed. He put in another coin. 'Just one more should be ok, I will get the cheaper oil or the smaller bottle', he thought. He almost got the toy. How unlucky! It was close to the edge, now. So **e**\_\_\_\_ **c**\_\_\_\_. It would be crazy to walk away now. If he left, someone else would get it. 'One last time, and it will be mine', he thought. He put in the money and it **f**\_\_\_\_ **a**\_\_\_\_ **f** his rasp. Gordon had no money left. He suddenly remembered he had to get the oil. He remembered it was a special day, Dad's birthday. Mom was cooking **s**\_\_\_\_ **s**\_\_\_\_ for him. Gordon **r**\_\_\_\_ **b**\_\_\_\_ **h**\_\_\_\_\_ very slowly. He knew there was trouble waiting for him.
2. One day, while she was in the back garden, Olivia noticed some clothes **h**\_\_\_\_ **f**\_\_\_\_ from the clothes line. They were on the ground **b**\_\_\_\_ **t**\_\_\_\_ **f**\_\_\_\_. She took them inside and her mother had to wash them again. Olivia thought, 'Oh it must have been the wind'. But then a few days later, the same thing happened **s**\_\_\_\_ **t**\_\_\_\_. A towel was on the ground. 'It must have been the wind', she thought again. But when it happened a third time and her nice green sweater was on the ground, she knew something was wrong. So she did some investigating. She got her little video camera, and she she **s**\_\_\_\_ **i**\_\_\_\_ **u**\_\_\_\_ in the garden. in the garden. The first night nothing happened. And for the next few days, nothing happened. But then one morning a sheet was by the fence. She **l**\_\_\_\_\_ the camera footage. A mother cat, an orange and white cat with a cut on her ear **h**\_\_\_\_ **c**\_\_\_\_ to the top of the clothesline and **p**\_\_\_\_ **d**\_\_\_\_ a towel from the line. Then she dragged it toward the fence. Olivia was angry at first but then she came to admire the skill of the mother cat. At the fence, her four tiny kittens **s**\_\_\_\_ **u**\_\_\_\_ **w**\_\_\_\_ her on the towel and there they spent the night in comfort. Olivia knew what to do about the cats. She went to her mother. "Mother," she said, "**d**\_\_\_\_ **w**\_\_\_\_ **h**\_\_\_\_ an old soft blanket that we are not using?"

[Grammar and Speaking Tips]

- **get accustomed to** something: ‘~에 익숙해지다’. (ex.) To explore Africa, you have to **get accustomed to** the tropical climate. ‘아프리카를 탐사하기 위해서 너는 열대 기후에 익숙해져야 한다.’ \* 이 구문에서 to 는 전치사 to 이므로 뒤에는 명사 상당어구가 따라와야 한다. (ex.) I gradually **got used to running** longer distances. ‘나는 긴 거리를 달리는 것에 점점 익숙해졌다.’
- **thing + 형용사**: ‘-thing’으로 끝나는 명사를 수식할 때 형용사는 뒤에 위치한다. (ex. ) We need **something interesting** to watch. 우리는 흥미로운 볼거리가 필요하다. I want **something special** for my summer vacation. 난 내 여름방학을 위한 특별한 것을 원한다. There is **nothing unusual** in his behavior. ‘그의 행동에는 평소와 다른 점이 전혀 없다.’
- **set up** something: ‘~을 세우다, 놓다’. (ex.) The police announced that they will **set up the barriers** to prevent serious accidents. ‘경찰은 심각한 사고를 막기 위해서 장벽을 설치할 것이라 발표했다.’
- **관계 대명사의 계속적 용법**: 선행사에 대한 부가적 설명을 덧붙일 때 쓰인다. (ex.) Mr. Brown will teach math this semester, **who** is newly appointed teacher this year. Brown 선생님이 이번 학기 수학을 가르칠 건데, 그는 올해 새로 부임한 선생님이다. \*\* 관계대명사 which, who 등이 계속적 용법으로 쓰일 수 있지만 that 은 쓰일 수 없다.
- **be related to** something: ‘~와 관련되어 있다’. (ex.) students’ academic achievement is closely **related to** their health. ‘학생들의 학업 성취는 그들의 건강과 밀접한 관련이 있다.’ related 와 자주 쓰이는 부사는 ‘closely/strongly/immediately/directly related’ 등이 있다. (ex.) I think his irregular life style is **indirectly related to** his illness. ‘나는 그의 불규칙한 생활 방식이 현재 그의 병과 간접적으로 연관되어 있다고 생각한다.’

## Word Study Review #10 – Actual test 1 R/C

[pp.91-100]

## Lesson #10

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	submit	
2	sheer	
3	facility	
4	enrollment	
5	pound	
6	funeral	
7	assault	

	Korean	English
1	거의, ~가까이	
2	바로, 꼭	
3	향기로운, 향긋한	
4	한쪽으로, 옆쪽에	
5	잠재적인, 가능성이 있는	
6	우화	
7	뚜껑	

[Grammar and Speaking Tips]

- **unanimously**: ‘만장일치로’. (ex.) The committee **unanimously** approved the project yesterday.  
‘위원회는 어제 만장일치로 그 계획을 승인했다.’
- **by+교통수단**: ‘~을 타고’의 뜻으로 이동방법을 언급할 때 사용된다. (ex.) I usually go to school **by bus**. ‘난 대개 학교에 버스를 타고 간다.’ We will visit grandparents **by train**. ‘우리는 기차를 타고 할머니 댁을 갈 거예요.’ \*\* ‘걸어서 가다’는 by 가 아닌 on 을 이용하여 ‘on foot’이라 표현한다.
- **be made from**: ‘~로 만들어지다.’ be made from 은 화학적 변화를 언급할 때 사용된다. (ex.) The wall and floor are **made from** a special strong glass. ‘벽과 바닥 모두 특수 강화 유리로 만들어졌습니다.’ I want to invent the car powered by fuel **made from** vegetables. ‘나는 야채로 만들어진 연료로 의해 움직이는 차를 발명하고 싶다.’
- **deal with** something: ‘~을 다루다’. (ex.) I don't like the way she **deals with** the problem. ‘나는 그녀가 그 문제를 다루는 방식이 마음에 들지 않아.’
- **or**: ‘~하거나 그렇지 않으면’. (ex.) You should wash your hand when you get home, **or** you'll catch a cold. ‘넌 집에 돌아왔을 때 손을 꼭 씻어야 해, 그렇지 않으면 감기에 걸릴 거야.’
- **simmer**: ‘~을 부글부글 끓이다(=to boil gently)’. (ex.) Simmer the soup just for about 20 minutes. ‘그 수프를 20 분 동안만 끓여라.’
- **cross one's arm**: ‘팔장을 끼다’. (ex.) She was **crossing her arms** and looked very angry. ‘그녀는 팔장을 끼고 있었고 매우 화간 난 듯 보였다.’ \*‘cross one's legs’는 ‘다리를 꼬고 앉다’라는 의미이다. \***cross-legged** 는 다리를 꼬고 앉은 상태를 나타내는 부사나 형용사로 쓰인다. They were **sitting cross-legged** on the grass. ‘그들은 잔디 위에 다리를 꼬고 앉았다.’
- **He must have dropped** it under the seat . . . : ‘must have p.p’는 과거에 대한 강한 추측을 나타낸다. ex. They **must have been** here before. 그들은 이전에 이 곳에 분명히 와 보았을 것이다.

## Word Study Review #12 – Actual test 1 L/C

[pp.102-114]

## Lesson #12

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	deserve	
2	fascinate	
3	identify	
4	correct	
5	procedure	
6	unique	
7	determine	

	Korean	English
1	비슷한, 유사한	
2	강제적인, 의무적인	
3	비극	
4	각각의, 개개의	
5	장학금	
6	겹치다, 포개지다	
7	거리	

◆ **Workbook Review**

**Dictation: Lesson 12 (student book pp. 102-104)**

1. Sally, I'll b\_\_\_\_ l\_\_\_\_\_ tonight. Can you take your Grandma to the food court and o\_\_\_\_\_ s  
for her?
  
2. Hello, everyone. Today, I'll t\_\_\_\_ you a \_\_\_\_\_ the rainforest. Rainforests are the Earth's oldest l  
e\_\_\_\_\_. The rainforest has been called 'the heart of the world.' To understand the rainforest m  
e\_\_\_\_\_, let's watch the video 'the history of the rainforest'.
  
3. Suzy, l\_\_\_\_\_ m\_\_\_\_\_ a cheese pretzel for the picnic. Here are some eggs, sugar, and flour. Can you  
mix the flour with the sugar and eggs? I'll bring some milk  
f\_\_\_\_\_ r\_\_\_\_\_. When the mix becomes a soft dough, we'll put some cheese on it.
  
4. Okay, we w\_\_\_\_ d\_\_\_\_\_ our families today. First of all, t\_\_\_\_\_ o\_\_\_\_\_ your family p\_\_\_\_\_ and  
start to draw it. After finishing, we will write about our families and m\_\_\_\_\_ p\_\_\_\_\_. If you do a  
good job, I'll give you a prize. Let's start!
  
5. Oh, Jamie. Are you busy now? I h\_\_\_\_\_ s\_\_\_\_\_ these flower pictures, but I don't have e\_\_\_\_\_ t  
to scan them. Can you scan these pictures for me? You can do it over here. Just c\_\_\_\_\_ a\_\_\_\_\_ u  
my computer.
  
6. Amy, I heard that school sports day will be on next week. W\_\_\_\_ d\_\_\_\_ w\_\_\_\_ go to the park and g\_\_\_\_  
some e\_\_\_\_\_ together? I think you n\_\_\_\_ t\_\_\_\_ p\_\_\_\_\_ for school sports day. If you do that, you  
will b\_\_\_\_ a\_\_\_\_ t\_\_\_\_ win a prize next week.
  
7. Attention, everyone! Before we g\_\_\_\_\_ and l\_\_\_\_\_ a\_\_\_\_\_ Gyeongbokgung Palace, you n\_\_\_\_\_ k  
the Visitors Guidelines. First, don't throw your trash on the ground. Also, don't y\_\_\_\_ l\_\_\_\_. It's  
important to consider other people. Okay, let's t\_\_\_\_\_ l\_\_\_\_\_ a\_\_\_\_\_ Gyeongbokgung Palace.
  
8.  

**B:** Mom, I w\_\_\_\_ t\_\_\_\_ g\_\_\_\_ to the winter camp.

**W:** But you don't like cold weather, and you h\_\_\_\_ n\_\_\_\_ b\_\_\_\_ to the winter camp before.

**B:** That's true. But I w\_\_\_\_ t\_\_\_\_ l\_\_\_\_\_ a winter sport. The winter camp offers free ski lessons to  
students. I u\_\_\_\_ t\_\_\_\_ s\_\_\_\_ at home every winter, so I got overweight.

**W:** Oh, Tony, I am happy to see you are d\_\_\_\_\_ t\_\_\_\_ l\_\_\_\_\_ weight and get healthy.

**B:** Thank you, mom.

◆ **Workbook Review**

Dictation: Lesson 12 (student book pp. 106-107)

9.

**M:** Jennifer, can you **t**\_\_\_\_ **w**\_\_\_\_ me for a few seconds?

**G:** Yes, I will. Can I ask you why?

**M:** I have **s**\_\_\_\_ **t**\_\_\_\_ you about your afterschool activities. You chose two activities. You **s**\_\_\_\_ **u**\_\_\_\_ **f**\_\_\_\_ two activities but the two classes overlap with each other.

**G:** Oh, I didn't know about it at all. What should I do?

**M:** You **s**\_\_\_\_ **c**\_\_\_\_ one. Your extra science is compulsory and you **a**\_\_\_\_ **r**\_\_\_\_ take it.

**G:** Oh, I see. Then, I will cancel the magic class.

10.

**G:** Hey, Nick. Did you **h**\_\_\_\_ **a**\_\_\_\_ Mary?

**B:** Do you mean that she will get a one year scholarship?

**G:** Yeah, you know about it. I wonder how she could get it. She doesn't **s**\_\_\_\_ **t**\_\_\_\_ **s**\_\_\_\_ ery hard.

**B:** Well, I think you're wrong. She studies very hard and gets good grades on most exams.

**G:** How do you know that?

**B:** Whenever I go to the library, she is studying surrounded by a pile of books. Do you know Jack?

Jack is working part-time at the library and he told me that Mary is always the last person to leave.

I think she **d**\_\_\_\_ **i**\_\_\_\_.

11.

**G:** Dad, I'm home.

**M:** Hi, my sweetie, your mom is not at home. She **w**\_\_\_\_ **o**\_\_\_\_ **f**\_\_\_\_ the reunion meeting.

**G:** Oh, right. I just forgot it. Dad, what should we have for dinner then? **H**\_\_\_\_ **a**\_\_\_\_ pizza or sandwiches?

**M:** Well, how about noodles? It is the only one that **c**\_\_\_\_ **m**\_\_\_\_.

**G:** It sounds good. And there are some dumplings in the refrigerator. **L**\_\_\_\_ **b**\_\_\_\_ them, too.

**M:** Oh, nice idea.

12.

**W:** Did you finish your **b**\_\_\_\_-\_\_\_\_-**s**\_\_\_\_ preparation?

**B:** I think I'm almost done. Oh, did you **s**\_\_\_\_ **u**\_\_\_\_ **f**\_\_\_\_ school lunch for me?

**W:** Here it is. And I'll make **p**\_\_\_\_ snacks for you.

**B:** Thank you. Um, mom, I **n**\_\_\_\_ **t**\_\_\_\_ **b**\_\_\_\_ some stationery.

**W:** Okay. Why don't you go to the store after lunch?

**B:** Sure.

13.

**B:** Mom, look at this! I caught a big fish!

**W:** Wow! I'\_\_\_\_ **n**\_\_\_\_ **s**\_\_\_\_ such a big fish before.

**B:** Mom, can you **t**\_\_\_\_ **a**\_\_\_\_ of me holding this fish? With my smart phone? I'll send it to dad.

**W:** Your dad will \_\_\_\_ s \_\_\_\_\_. He has never caught a big fish like this.

**B:** Wow, I'm so lucky! Mom, what should we do with this fish?

**W:** Um, we can m \_\_\_\_\_ some g \_\_\_\_\_ f \_\_\_\_\_ or fish stew.

14.

**B:** Hey, Laura, d \_\_\_\_\_ y \_\_\_\_\_ w \_\_\_\_\_ the 'Walking Dead' series last night?

**G:** Yes, I did. But it was not as i \_\_\_\_\_ as the previous episode.

**B:** Oh, wasn't it? Hmm, did the survivors e \_\_\_\_\_ f \_\_\_\_\_ the zombie city?

**G:** Yes, they did. But one of them t \_\_\_\_\_ o \_\_\_\_\_ to be missing in the city. Rick, the leader went to the city and found the man. And they w \_\_\_\_\_ s \_\_\_\_\_ zombies.

**B:** Oh, dear! So what happened to them?

**G:** I don't know. It ended at that point and there was n \_\_\_\_\_ p \_\_\_\_\_ last night.

15. Hello, Mr. Brown. This is Emily's mother, Mrs. Green. I'm c \_\_\_\_\_ t \_\_\_\_\_ you that Emily had a car accident last night. She's \_\_\_\_ t \_\_\_\_ e \_\_\_\_\_ room now. The doctor said her leg is b \_\_\_\_\_ and she n \_\_\_\_\_ t \_\_\_\_ s \_\_\_\_\_ in hospital for two or three weeks. She w \_\_\_\_\_ b \_\_\_\_ a \_\_\_\_ to attend school from tomorrow on. I'll call you again later. Bye.

◆ **Workbook Review**

Dictation: Lesson 12 (student book pp. 108-109)

16. Dad, this is Jim. There will be a **p**\_\_\_\_\_ **d**\_\_\_\_\_ for me this afternoon, but I think I'll come home late because I have a soccer practice with friends. If you are home early today, would you please **r**\_\_\_\_\_ **i**\_\_\_\_\_ **f**\_\_\_\_\_ me? It is chilled food. Can you put it in the refrigerator **a**\_\_\_\_\_ **s**\_\_\_\_\_ **a**\_\_\_\_\_ you receive it, please? Thank you, Dad.
17. Hello, Tommy, it's Daisy. As you know, we'll **t**\_\_\_\_\_ **a**\_\_\_\_\_ the four great tragedies by Shakespeare at the gathering next week. But I have **n**\_\_\_\_\_ **r**\_\_\_\_\_ them **b**\_\_\_\_\_. And I don't have the books. I heard that you have all of those books. Can you **l**\_\_\_\_\_ **m**\_\_\_\_\_ **o**\_\_\_\_\_? I can drop by your house after dinner. Call me back.
18. Hi, Jinho. This is Mike. Can you guess **w**\_\_\_\_\_ **a**\_\_\_\_\_? I am in Seoul, Korea. Surprise! You wrote in the letter that you **w**\_\_\_\_\_ **l**\_\_\_\_\_ **t**\_\_\_\_\_ show me some nice attractions and experience some Korean **t**\_\_\_\_\_ **c**\_\_\_\_\_ together. So I decided to have a vacation in Korea with you. I am at the Crossroad Cafe in front of your school now. Please call me **a**\_\_\_\_\_ **s**\_\_\_\_\_ **a**\_\_\_\_\_ your class finishes.
19. Hello, Judy. This is William's mother. I'm **c**\_\_\_\_\_ **t**\_\_\_\_\_ **a**\_\_\_\_\_ you about William. Did he have any problems today at school? He came back home in a bad mood. I asked him **w**\_\_\_\_\_ **h**\_\_\_\_\_, but he didn't answer me. Did he get any punishment or quarrel with his friends? Can you tell me **w**\_\_\_\_\_ **t**\_\_\_\_\_ **m**\_\_\_\_\_ was with him at school?
20. Hello, Emily Meyers. This is Tom at the **l**\_\_\_\_\_ **a**\_\_\_\_\_ - **f**\_\_\_\_\_ center at Trinity Middle School. A boy kindly **h**\_\_\_\_\_ your wallet **i**\_\_\_\_\_ to us. He said he picked it up in the library. Your student card was in it, and I **c**\_\_\_\_\_ your phone number on the student list. Our center is open until 6:00 PM. You can **c**\_\_\_\_\_ to **p**\_\_\_\_\_ **u**\_\_\_\_\_ your wallet anytime.
21. Hi, Jamie, it's Allen. I'm **c**\_\_\_\_\_ **t**\_\_\_\_\_ **a**\_\_\_\_\_ you how to make a leather bag. My sister likes unique bags, so I would like to make a small bag for her graduation gift. I heard that you made your bag yourself and I saw it. It was really **n**\_\_\_\_\_ and **c**\_\_\_\_\_. Can you teach me **h**\_\_\_\_\_ **t**\_\_\_\_\_ **m**\_\_\_\_\_ one? If you tell me the things I need, I'll **p**\_\_\_\_\_ them and **c**\_\_\_\_\_ **o**\_\_\_\_\_ to your house.

◆ **Workbook Review**

Dictation: Lesson 12 (student book pp. 110-111)

22. Dad and Tom **h**\_\_\_\_ **b**\_\_\_\_ **p**\_\_\_\_ their camping trip for months. And now their tent was set up in the mountains and all their gear was prepared. But they **c**\_\_\_\_ **s**\_\_\_\_ their fire. There had been some rain in the forest and the **l**\_\_\_\_ **b**\_\_\_\_ wood they gathered were mostly wet. "I didn't think about this," Tom said. "**N**\_\_\_\_ **d**\_\_\_\_ I," said Dad, "I would have **m**\_\_\_\_ **s**\_\_\_\_ to bring some firewood from the shed if I knew it would be so wet." The night was getting **d**\_\_\_\_ and **c**\_\_\_\_. If there wasn't a fire there seemed no way to **g**\_\_\_\_ **t**\_\_\_\_ the night. In their planning they decided they'd get the tent set up and then build a fire and dad would use that fire in the morning to make breakfast. Suddenly they heard the sound of an animal. Maybe it was a bear or maybe it was a dog. It was a growling noise. Tom remembered from school that animals might see a fire and be attracted to it, but they would be **s**\_\_\_\_ **a**\_\_\_\_ if there were a fire. Tom didn't want to be the one to suggest going to the car and neither did Dad. But when they heard the animal growling again, they felt scared and both said, "let's go to the car!" Dad **t**\_\_\_\_ **t**\_\_\_\_ **c**\_\_\_\_. The heater felt so good. That night they slept in the warm car. The next day they had fun **h**\_\_\_\_ and **f**\_\_\_\_ in the mountains.

23. The big candy store on 11th street called Sweet Delight was having its annual candy **c**\_\_\_\_. They had a big glass box with lots of candies inside. If you could guess **h**\_\_\_\_ **m**\_\_\_\_ **c**\_\_\_\_ were inside, you could keep them all. Nobody had ever been correct. One year a boy guessed 2,385 candies and there were actually 2,386. Rutherford **h**\_\_\_\_ **b**\_\_\_\_ **s**\_\_\_\_ at the box for about 10 minutes. "Don't waste your time," said his friend Estel, "there are **t**\_\_\_\_ candies in there, too many to guess." "Oh, it's all mathematics," he said, "you can count them and you just need \_\_\_\_ **b**\_\_\_\_ luck." He thought about how many there were. He calculated how **l**\_\_\_\_, how **h**\_\_\_\_ and how **d**\_\_\_\_ the glass container was and got an approximate figure. From there, he thought, anything is possible. He went inside and wrote his name down and guessed that there were 9,087 candies. The next week they counted the candies and there **t**\_\_\_\_ **o**\_\_\_\_ **t**\_\_\_\_ be 9,164. "See," said Estel, "there's too much luck involved." "You're right," said Rutherford, "but my method did get me pretty close. I was less than a hundred away. Next year I will be **e**\_\_\_\_ **c**\_\_\_\_."

30. One of the **m**\_\_\_\_ **f**\_\_\_\_ land animals in the world is the giraffe and now I will tell you some interesting facts about it. First, the giraffe's scientific name - *Girrafacamelopardelis*, comes from the **A**\_\_\_\_ **G**\_\_\_\_ idea that the giraffe looked like a camel dressed in a leopard's coat. It might look to be **t**\_\_\_\_ and **a**\_\_\_\_ but the giraffe can actually run up to 35 miles an hour over a short distance. The giraffe also gets most of its water from the plants it eats and so it doesn't **n**\_\_\_\_ **d**\_\_\_\_ water every day. It can drink some water every few days, which is handy because **b**\_\_\_\_ **d**\_\_\_\_ to drink is not so easy and can actually be pretty dangerous if lions are around. **I**\_\_\_\_ **t**\_\_\_\_

their diet, which is mostly leaves, they eat 75 pounds a day. That's the reason they spend so much time eating. What's also interesting is that most 4- legged animals walk with a front left and back right leg **t** **s** **t** and then the opposite. But with the giraffe the 2 left legs move followed by the 2 right ones. Enjoy looking at giraffes next time you're in the wild or in the zoo.

33. One of the **m** **u** **I** of the modern era is the laser light. The laser light is used in many different ways. For example, you might see them on bar code readers, powering DVDs or CD players, or even in **m** **p**. Also, lasers are **c** **u** to accurately cut metals and fabric. So how do lasers work? Most of the lights that we see everyday have light that goes in different **w** and in different **d**. It's like in the lecture room if people get up and move in different ways. What the laser light does is focuses all the light and pinpoints it into one direction. So imagine if everybody in here **s** **u** at **e** the same time. That's like a laser - all the light moves in the same direction. There are laws and a need to be careful with lasers. They should **n** be **p** people's eyes. Lasers are a technology that can help us in many different ways.

36. Look closely at your fingers everybody. What you see are **I** **f**. Everybody has different fingerprints. The main reason we have fingerprints, which are little grooves in the skin, is to hold onto things. If we didn't have fingerprints, a lot of things might **s** **t** our hands. The police have been using fingerprints to **c** and **i** people for a long time. The first time it was used by police was in Argentina in 1892. The first time it was used successfully in America was in 1910 when a man who **b** **i** a house and shot the owner and put his hand on some wet paint on the way out. Even before this, the idea of fingerprint technology had been thought about. Mark Twain wrote about it in a book in 1883. We're not the only animals to have fingerprints. The koala has fingerprints that **I** very **s** to ours. Some people joke that a koala could do a crime and the police **m** **t** it was a person, just because the fingerprints are similar. The only problem with that is that the koala has 2 thumbs on each hand and we **o** **h** **o**. What do your fingerprints look like?

[Grammar and Speaking Tips]

- **whenever**: '~할 때마다'. (ex.) **Whenever** I get stressed out, I listen to music loudly. '나는 스트레스를 받을 때 마다 노래를 크게 듣는다.'
- **turn out to do something/that**: '(~인 것으로) 드러나다, 밝혀지다'. (ex.) The rumor **turned out to be** untrue. '그 소문은 거짓으로 밝혀졌다.'
- **a bit of** something: '소량의, 약간의'. (ex.) I'm having **a bit of** trouble with my sister these days. '난 요즘 내 여동생과 약간의 문제가 있다.'
- **determined to do** something: 형용사 'determined'는 주로 'determined to do something'형태로 자주 쓰인다. ex. The party leader is **determined to win** this year's local election. '그 정당 대표는 이번 해의 지방 선거에서 승리하기로 각오를 했다.' \*determined 가 명사를 수식하는 형용사로 쓰일 때는 '단호한, 완강한'의 의미를 가진다. (ex.) He made **a determined effort** to cut down on fatty foods. '그는 기름진 음식을 멀리하기로 단호한 결심을 했다.'
- **sign up for something**: '~에 등록하다' ex. I am going to **sign up for a chess class** next week. '나는 다음 주에 체스 수업에 등록하려고 한다.'
- The two classes **overlap with each other**:: 두 개 이상의 것(생각, 시간, 책임, 일정 등)이 동시에 일어나거나 서로 겹친다는 뜻으로 쓰인다. (ex.) Dad's vacation **overlaps with** my end of term exam. '아버지의 휴가가 내 기말 시험과 겹친다.'
- **compulsory**: '강제적인, 의무적인(=obligatory, necessary), (ex.) In many countries, elementary school education is compulsory. '많은 나라에서 초등학교 교육은 의무적이다.', \*(syn.) obligatory, mandatory, (ant.) optional, voluntary
- **break into** a house: 'to break into something'은 '침입하다'는 뜻이며 구어에서 자주 쓰인다. (ex.) Somebody **broke into Tom's shop** and stole expensive items. '어떤 사람이 Tom 의 가게에 침입해서 비싼 물건들을 훔쳐갔다.'

## Word Study Review #14 – Actual test 2 (R/C)

[pp.119-141]

## Lesson #14

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	instantly	
2	observation	
3	waterproof	
4	frequently	
5	precious	
6	certainly	
7	intensify	

	Korean	English
1	원시 사회의	
2	물질, 실체	
3	찌르기, 구멍을 뚫기	
4	포함하다	
5	명령, 명령하다, 지시하다	
6	배	
7	(특정 시스템 등을) 통하여	

[Grammar and Speaking Tips]

- **비교급 강조 표현:** 비교급을 강조할 때 앞에 ‘much, even, far, still’ 등의 부사가 올 수 있다.  
(ex.) Yuri has much **longer** hair **than** her sister. ‘유리는 그녀의 여동생보다 훨씬 머리가 길다.’ Harry could run even **faster than** Smith. ‘Harry 는 Smith 보다 훨씬 더 빠르게 달릴 수 있었다.’ \*\* 그러나 ‘very’는 비교급 강조 표현에 사용될 수 없다.
- **since 접속사/전치사 구분하기:** 접속사 since 는 ‘~하기 때문에’, 즉 이유를 나타낸다. (ex.) Smith couldn't participate in the competition **since** he had a car accident last Saturday. ‘Smith 는 지난 토요일에 차 사고를 당해서 그 경기에 참여하지 못했다.’ 반면에 전치사 since 는 ‘~이래로’의 뜻으로 현재완료 시제에 주로 쓰인다. (ex.) I have been lived in Paris **since** 1995. ‘난 1995 년부터 파리에서 살고 있다.’ \*\* since 가 현재완료 시제에서 쓰일 때는 ‘어떤 일이 시작된 시발점’을 언급할 때 주로 사용된다.’
- **used to do (something):** ‘~하곤 했다’. ‘과거에는 ~했으나 지금은 그렇게 하지 않는다’는 의미를 내포하고 있다. (ex.) I **used to drink** coke every day, but I'm not eating anymore. ‘전에는 매일 콜라를 마셨었는데, 요새는 안 먹고 있어.’ Emily **used to play** game all night, but now she doesn't. ‘Emily 는 밤새 게임을 하곤 했는데 이제는 안 그래.’
- **too~to:** ‘너무 ~해서 ~할 수 없다’. (ex.) I'm **too old to climb** the Mountain Everest. ‘난 너무 나이 들어서 에베레스트 산을 오를 수 없다.’ Sarah said that she was **too tired to go out** last night. ‘Sarah 는 그녀가 어제 밤에 너무 피곤해서 나갈 수 없었다고 말했다.’
- **in terms of something:** ‘~한 면에서, ~에 관해서’. (ex.) Our school is number one **in terms of soccer**. ‘우리 학교는 축구에 관해서는 최고다.’ I think you have two choices **in terms of solving the problem**. ‘난 네가 그 문제를 해결하는 것에 관해 두 가지 선택권을 가지고 있다고 생각한다.’

## Word Study Review #15 – Actual test (L/C)

[pp.142-154]

## Lesson #15

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	stall	
2	hesitate	
3	balance	
4	get rid of	
5	infect	
6	shade	
7	benefit	

	Korean	English
1	시각적인	
2	가능성, 가능함	
3	보완하다	
4	수평(선)의, 가로	
5	(전쟁, 질병 등의) 발생, 발발	
6	과수원	
7	동시대의	

◆ **Workbook Review**

Dictation: Lesson 12 (student book pp. 142-144)

1. Ted, I **w** \_\_\_\_ **i** \_\_\_\_\_ your essay on global warming. I especially liked that you focused on a specific example **c** \_\_\_\_\_ **b** global warming. Can you present your essay to the class tomorrow?
2. Charlie, the weather is nice today. I remember you **w** \_\_\_\_ **t** **p** \_\_\_\_ badminton in the park. This is the day. Bring the rackets and **l** \_\_\_\_ **g** **o** \_\_\_\_ and play badminton.
3. Brian. Your granddad will arrive at the airport at 5PM. Can you **g** \_\_\_\_ **t** \_\_\_\_ **a** \_\_\_\_ and take your granddad home? He will be with his puppy. **T** \_\_\_\_ **g** \_\_\_\_ **c** \_\_\_\_ of the dog, too.
4. Daniel, don't forget that we have an **a** \_\_\_\_\_ with the dentist this afternoon. He will **l** \_\_\_\_ **i** \_\_\_\_ your aching teeth. Remember you **n** \_\_\_\_ **t** **c** \_\_\_\_ down on sweets and chocolate. In addition, **d** \_\_\_\_ **f** \_\_\_\_ **t** \_\_\_\_ brush your teeth after every meal.
5. Lily, I am **h** \_\_\_\_ **t** **s** \_\_\_\_ you enjoy the amusement park. By the way, aren't you hungry? You **h** \_\_\_\_ **e** \_\_\_\_ anything since we entered here. Oh, look! There is a hot dog stall. Let's **t** \_\_\_\_ **r** \_\_\_\_ eating hot dogs.
6. Attention students. Next week, we **a** **g** \_\_\_\_ **o** \_\_\_\_ a school field trip to City Museum of Contemporary Art. I ask that you take this parents' agreement form home and **h** \_\_\_\_ **i** **s** \_\_\_\_ by your parents. If your parents have questions they **c** \_\_\_\_ **c** \_\_\_\_ Mrs. Peggy, the school administration officer.
7. Attention, everyone! Today we are **g** \_\_\_\_ **t** **t** \_\_\_\_ about dinosaurs as announced in our last class. I will give **e** \_\_\_\_ **o** **y** \_\_\_\_ a toy dinosaur. Can you find it in the dinosaur dictionary and tell us what you **h** \_\_\_\_ **f** \_\_\_\_ **o** \_\_\_\_ about it? Let me tell you what I have found. There were no **f** \_\_\_\_ **d** \_\_\_\_!

◆ **Workbook Review**

Dictation: Lesson 12 (student book pp. 146-147)

8. **W:** Son, a \_\_\_\_\_ you r \_\_\_\_\_ go out?

**B:** Oh, wait a second, please. It w \_\_\_\_\_ b \_\_\_\_\_ long.

**W:** What's the matter? We should hurry if we want to catch the first train.

**B:** But mom, I c \_\_\_\_\_ f \_\_\_\_\_ my tie.

**W:** I told you it was on the table. Please hurry up. I'm afraid that we will b \_\_\_\_\_ l \_\_\_\_\_ f \_\_\_\_\_ your middle school entrance ceremony.

**B:** I got the tie. I'm done. Let's go, mom.

9. **G:** John, I heard that you will l \_\_\_\_\_ f \_\_\_\_\_ California tomorrow.

**B:** Yes, I will. I promised my mom that I would s \_\_\_\_\_ s \_\_\_\_\_ t \_\_\_\_\_ there.

**G:** What is the promise?

**B:** Well, my grandparents live in Fresno, California. They grow oranges. I p \_\_\_\_\_ that I would help them with their f \_\_\_\_\_ w \_\_\_\_\_ during this vacation.

**G:** Oh, I see. I've n \_\_\_\_\_ b \_\_\_\_\_ to an orange orchard, can I go there with you? I also w \_\_\_\_\_ w \_\_\_\_\_ in orchard.

**B:** Absolutely. You can come with me. But you should get your parents' p \_\_\_\_\_ f \_\_\_\_\_.

10.

**M:** Cecil, what is the name of this war?

**G:** It is W W Two.

**M:** That's right. Do you remember w \_\_\_\_\_ i \_\_\_\_\_ h \_\_\_\_\_?

**G:** Um.. isn't it a \_\_\_\_\_ t \_\_\_\_\_ 1930s?

**M:** Almost right. But to be e \_\_\_\_\_ i \_\_\_\_\_ h \_\_\_\_\_ in 1939. Then can you tell me when it was over?

**G:** Yes, I think I know the answer. In 1945.

11.

**W:** Hi, Larry, can you s \_\_\_\_\_ b \_\_\_\_\_ Jenny's house after school?

**B:** No, problem. But can I ask why?

**W:** As you know, she w \_\_\_\_\_ a \_\_\_\_\_ f \_\_\_\_\_ two days. It's because she went on a family trip. And she will come back this afternoon. Can you give her this newsletter?

**B:** Sure, I will. Is there a \_\_\_\_\_ e \_\_\_\_\_?

**W:** No, that's all. And thank you.

**B:** You're welcome.

12.

**M:** Jennifer, who do you **w**\_\_\_\_\_ **t**\_\_\_\_\_ **d**\_\_\_\_\_ the math team project with?

**G:** Um, I want to make a team with Adam.

**M:** But he has **a**\_\_\_\_\_ **m**\_\_\_\_\_ a team. Mia is his partner.

**G:** Oh, really? Then, **c**\_\_\_\_\_ you **r**\_\_\_\_\_ a person who can be my partner?

**M:** Well, how about Tony? You **a**\_\_\_\_\_ not **g**\_\_\_\_\_ a\_ math but Tony is. He can complement your weakness.

**G:** Oh, that's a great idea. Thank you, Mr. Jackson.

13.

**B:** Joanne, are you free?

**W:** Yes, I am. Do you have **s**\_\_\_\_\_ **t**\_\_\_\_\_ me?

**B:** Um, you are a good doll maker, right? I have a **s**\_\_\_\_\_ **f**\_\_\_\_\_ to ask of you.

**W:** Hmm, I really want to know what **m**\_\_\_\_\_ **y**\_\_\_\_\_ **h**\_\_\_\_\_. Do you have any problems?

**B:** Actually, I broke Emily's favorite doll. It was a present that she **r**\_\_\_\_\_ **f**\_\_\_\_\_ her grandmother. I **a**\_\_\_\_\_ **t**\_\_\_\_\_ her about it, and I told her that you could fix it. She **w**\_\_\_\_\_ very **g**\_\_\_\_\_ **t**\_\_\_\_\_ hear that. Can you do it for me?

14.

**W:** Excuse me, sir. Who are you and what **a**\_\_\_\_\_ you **d**\_\_\_\_\_ **h**\_\_\_\_\_?

**M:** Oh, I'm Edward Cameron. I'm **w**\_\_\_\_\_ **f**\_\_\_\_\_ my daughter.

**W:** Who is your daughter?

**M:** She is Lina Cameron, 3rd grade in this school. I thought she **f**\_\_\_\_\_ her class, but she didn't **c**\_\_\_\_\_ **o**\_\_\_\_\_ **y**\_\_\_\_\_.

**W:** I'm sorry. There are some strangers around the school these days, so I **m**\_\_\_\_\_ **m**\_\_\_\_\_ about you.

**M:** It's okay. I understand. You have to **b**\_\_\_\_\_ **c**\_\_\_\_\_ **a**\_\_\_\_\_ the safety of every child. Oh, my daughter is coming.

◆ **Workbook Review**

Dictation: Lesson 12 (student book pp. 148-149)

15. Hi, Dave, it's Nicole. I'm c \_\_\_\_\_ t t \_\_\_\_\_ you to return my book to me. When you borrowed the book a week ago, you said that you would read it for a day. I c \_\_\_\_\_ h \_\_\_\_\_ w \_\_\_\_\_ for you to return it before, but not now. I need that book right now because of my h \_\_\_\_\_ h \_\_\_\_\_. Would you tell me when you can g \_\_\_\_\_ the book b \_\_\_\_\_ t \_\_\_\_\_ me?
16. Hello, Michelle. This is Antonio. Did you h \_\_\_\_\_ a \_\_\_\_\_ the fundraising event? It is for our football team. The football team won t \_\_\_\_\_ s \_\_\_\_\_ p \_\_\_\_\_. They have to go to New Jersey to play the final game, but they can't. It's because of the b \_\_\_\_\_ d \_\_\_\_\_, they can't buy airline tickets. So at the event, the football team will sell muffins and cookies to g \_\_\_\_\_ d \_\_\_\_\_. And they will also have a concert. Can you g o t h e r e with me?
17. Hello, Nancy, it's your P.E. teacher. I h \_\_\_\_\_ b \_\_\_\_\_ o \_\_\_\_\_ your form in P.E. class, and I think that your movement and balance are very good. I s \_\_\_\_\_ t \_\_\_\_\_ you learn rhythmic gymnastics. Why don't you join our gymnastics team? I'm sure that it will be a g \_\_\_\_\_ e \_\_\_\_\_ in your school life. Can you t \_\_\_\_\_ a \_\_\_\_\_ it and tell me next time?
18. Hi, Jeremy. This is your aunt Hannah. I h \_\_\_\_\_ t \_\_\_\_\_ you want to learn leather crafts during winter vacation. Your mother a \_\_\_\_\_ me t \_\_\_\_\_ you and I said yes. Learning leather crafts is hard work. I w \_\_\_\_\_ you \_\_\_\_\_ r \_\_\_\_\_ a book about leather before you come here. Then you can learn it a l \_\_\_\_\_ e \_\_\_\_\_. Can you tell me the date when you will come? Then, I'll p \_\_\_\_\_ the m \_\_\_\_\_ for you.
19. Hello, Jessica, it's Lily. \_\_\_\_\_ y \_\_\_\_\_ k \_\_\_\_\_, I am the leader of the girls' soccer team. We need a new manager because the existing manager will quit soon. I heard that you a i \_\_\_\_\_ i \_\_\_\_\_ managing. How about joining us? If you join us, my team and I will \_\_\_\_\_ r \_\_\_\_\_ g \_\_\_\_\_. Please call me back soon.
20. Hi, Nathan, it's Ken. I'm c \_\_\_\_\_ t a \_\_\_\_\_ you a favor. I have a part-time job in a school cafeteria every day. By the way, my grandpa is i h \_\_\_\_\_, and there is no one to t \_\_\_\_\_ c \_\_\_\_\_ o \_\_\_\_\_ him. I have to be with him, and I've g t f \_\_\_\_\_ a fill-in while I'm off for three days. Nathan, can you please work those days? Call me a s \_\_\_\_\_ a \_\_\_\_\_ you get this message.
21. Hi, Beth, it's Joe. I'm c \_\_\_\_\_ t t \_\_\_\_\_ you to go to the new ice cream store tomorrow. They sell all of their ice creams a h \_\_\_\_\_ p \_\_\_\_\_. They will give us a free gift if we buy two ice cream cones. And

SKILL UP FOR THE TOEFL PRIMARY TEST STEP 2 Teacher's Resources

there is a brand new ice cream that i \_ m \_ o \_ vanilla and mint. I wonder what it tastes like. Please  
c \_ me b \_ s \_ .

◆ **Workbook Review**

Dictation: Lesson 12 (student book pp. 150-154)

- Macintyre took out his Ping-Pong bat and his Ping-Pong ball and went out the back of his house. His Ping-Pong table w p u against the wall in a way that let him p a the wall. One half of the table was h and the other was v. One, two, three, the wall n m. It always hit the ball back to him. Macintyre didn't miss much either. He w u p t his personal record, 400 hits without an error and still climbing. But the hardest thing for Macintyre was not the wall. It was the human. It was a man called Ted Astley. Last year in the State Championships Macintyre played Ted Astley in the final. It was a close game. The score was one set all. It was in the final set, the deciding set when Macintyre took a strong lead. He only needed one more point to win and he had a v e s. But fate stepped in. Just when Macintyre w a t hit the shot, someone in the audience sneezed, c him to m. From there, he lost to Ted. Next week, the championships would be on again. And Ted would be there to d h t. Macintyre kept hitting against the wall. He was up to a new record of 700 in a row and each time he hit, he felt m c that next week, he would beat Ted.
- Louise's family has quite a n house with a nice warm garden, some flowers and a white fence out the front. One day at the front of the house someone h l a very old chair. It was a red wooden chair. When her mother saw the chair, she g v u. "Louise," she cried, "someone dumped an old chair on us. Please go out and g r o it!" Louise went out to throw the chair away but she l a it and thought, "actually, it's quite a nice chair." She came inside and told her mother that she would t i a, but she wanted to look at it a little while more. A few hours later Louise l o the window and c b it. There was an old lady s o t c. Louise went out. She had seen the lady walking the streets before but had never spoken to her. "Hello," said the old lady, "I saw this chair and I really n a r. Is it ok if I sit down f a f m?" Louise smiled, "Oh it's fine." They started talking and it turned out that the old lady, whose name was Edna, used to work at the local library. She had also gone to the same middle school as Louise, but many years ago. When Louise went inside she told her mother that the chair was going to stay.
- Good afternoon everyone. Today, we' g t talk about the flu. Every year, somewhere between 5 and 20 percent of the population c t f. In case you didn't know, there are 3 different kinds of flu. There's A, B, and C. A is the m s one and can cause big o in birds and humans. This is the one the world is most c a. B is only found in humans, although it doesn't g p on that e. C can infect humans, dogs or pigs but it is the least common variety. In history there have been four major flu epidemics, all of which involved the A strain of the virus. These were the Spanish flu, Asian flu, the Hong Kong flu and most recently

Swine flu. The Spanish flu caused the m t d of all. It had a toll of about 20 million people worldwide in 1918. During the Spanish flu, it was d for doctors t k what to do. They told people to drink whisky or wine after a very hot bath. Some people even took baths in onions as a way to f t f. Today there are flu vaccines, which can help people not catch the flu.

4. When people think of umbrellas, they t a rain. But in the beginning, umbrellas protected people from the sun. The umbrella came from the Latin word that meant s or s. It was only later that they became a tool to d w the rain. Historically, the first people to make something that resembled an umbrella were the Chinese at around 21 AD. Interestingly, in the early days only women used umbrellas. It was n u the middle of the 1700s that men started to use umbrellas. Before then we can assume that men probably got wet more than women. Through the ages, people have c t about designing a better umbrella. Because of that there are now thousands and thousands of patents and plans for new ones. Some people h c flying umbrellas or dog umbrellas. Today, many of the world's umbrellas a m in the Chinese city of Songxia. In this city, there are more than 1000 factories making umbrellas, w t a worker making about 300 umbrellas a day. They make rain umbrellas or golf umbrellas and so on. The next time it rains, or is sunny, d f your umbrella.

5. Hello everybody, we now g t talk about Nano science and Nanotechnology. These were first thought of and introduced to the world in 1959 by Richard Feynman, who went on to win a Nobel Prize in Physics. Essentially, Nano d w small things. Very small things. The word Nano comes from the Greek word Nanos, which m d. A nanometer is actually a distance of o e b o a meter. To put that into perspective, think about seeing something in an electro microscope. Something like a piece of dust or maybe a fly. Well these microscopes deal with sizes in m o a meter. The nano scale is 1000 times smaller, or so small as to not be seen on that optical m. I'd like you to imagine one piece of human hair. The diameter of that hair is 80,000 nanometers. The reason Nano science is such an exciting field r t the possibilities. Imagine you could build something on such an e s scale, with nanotechnology. It would be extremely detailed. Already the technology is creating super fast computer chips and doing great things in the medical field. Who knows w b n will have down the road.

[Grammar and Speaking Tips]

- **focus on something:** ‘~에 초점을 맞추다’, ‘~에 주력하다’. (ex.) Allen removed his cell phone to **focus on his study**. ‘Allen 은 공부에 집중하기 위해서 휴대 전화를 없앴다.’
- **take a rest:** ‘휴식을 취하다’. (ex.) It is important to **take a moderate rest** between exercising. ‘운동하는 사이 적당한 휴식을 취하는 것은 중요하다.’
- **make + 목적어 + 목적격 보어:** ‘~가 ~하게 만들다’. (ex.) She **made me look for some information** about Greek mythology for the presentation. ‘그녀는 내가 발표를 위해 그리스 신화에 대한 정보를 찾게 하였다.’
- **be about to do (something):** ‘막 ~하려고 하다’. (ex.) Boy: Joy, can you help me to move these boxes? ‘Joy, 이 상자들을 옮기는 걸 도와줄 수 있니?’ Girl: Oh, I **am about to call** my mom. I’ll help you when the phone call is over. ‘오, 나 막 엄마께 전화를 하려던 참이었어. 통화가 끝나면 도와줄게.’
- **get rid of something:** ‘~을 제거하다, 없애다’. (ex.) Some scientists pointed out it will cost a lot of money to **get rid of waste** in the sea. ‘일부 과학자들은 바다에 쓰레기들을 없애는 것이 많은 비용이 들 것이라고 지적했다.’
- **cut down (on) something:** ‘을 줄이다’. (ex.) The new traffic lights system was implemented last month **to cut down on traffic accidents**. ‘지난 달에 교통 사고를 줄이기 위해 새로운 교통신호 체계가 도입되었다.’
- **have it signed by your parents:** ‘**have something ready/p.p**’ 형태는 ‘어떤 것을 ~하게 하다’라는 용법으로 자주 쓰인다. (ex.) We will **have your ordered item delivered** by Friday. ‘당신의 주문이 금요일까지 배송되도록 하겠습니다.’
- **deficit:** ‘적자/부족액’ 등을 말한다. (ex.) trade deficit ‘무역 적자’. 반대말: surplus ‘흑자’
- **in a row:** ‘여러 번/잇달아(=consecutively)’, (ex.) The football team won the League title three times in a row. ‘그 축구팀을 리그 우승을 세 번 연달아서 따냈다.’
- **pass on (to) somebody:** 병을 옮기거나 유전자적 특성을 물려주다. (ex.) Although the vaccine could help people suffering from the deadly virus doctors still worried that it would **pass on to** more vulnerable populations such as children and old people. ‘그 백신이 치명적인 바이러스로 고통을 받은 사람들을 도울 수는 있었지만 의사들은 그것이 어린이나 노약자 등 더 더 취약한 주민들에게까지 옮기지는 않을까 걱정했다.’

## **Answer Key and Appendix**

## **Answer Key for Word Study Review**

## Word Study Review #1- unit 1

[pp.08-13]

## Lesson #1

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	quit	(직장, 학교 등을) 그만두다
2	risk	위험
3	discard	(불필요한 것을) 버리다, 폐기하다
4	memory	기억(력)
5	standardize	표준화하다
6	heroic	영웅적인, 용감무쌍한
7	average	평균의, 평균

### Korean → English

	Korean	English
1	총액, 총계	amount
2	존경하다, 칭찬하다	admire
3	어린 시절, 젊음, 청춘	youth
4	보상, 사례금, 보상(사례)하다	reward
5	버리다, 떠나다	abandon
6	평화 주의자	pacifist
7	경멸하다	despise

## Word Study Review #2 – unit 2

[pp.16-37]

## Lesson #2

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	invaluable	매우 유용한, 귀중한
2	associate	연상하다, 연관 짓다
3	immune	(특정 질병에) 면역성이 있는
4	quarrel	(말)다툼, 다투다, 언쟁을 벌이다
5	backward	뒤의
6	hand in	(과제물 등을) 제출하다, 내다
7	pray	기도하다, 기원하다

	Korean	English
1	(~한 상태로) 변하다, 변하게 만들다	turn
2	열대 지방의, 열대의	tropical
3	(부탁, 요청 등을) 거절하다, 거부하다	refuse
4	종류, 분류, 분류하다, 구분하다	sort
5	한결 같은, 거듭되는	consistent
6	차이, 다름	difference
7	바느질하다	sew

## Word Study Review #5 – unit 3

[pp.40-47]

## Lesson #5

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	plate	접시, 그릇
2	against	~에 반대하여
3	treasure	보물, 귀중한 것
4	recipient	(어떤 것을) 받는 사람, 수령인
5	bounce	튀다, (빛, 소리가) 산란하다
6	extremely	극도로, 극히
7	brief	짧은, 잠시 동안의

	Korean	English
1	소화기	extinguisher
2	증명, 논증	demonstration
3	어디에도 ~없다	nowhere
4	편안한, 쾌적한	comfortable
5	강사, 교관	instructor
6	받침대, 선반	rack
7	병, 아픔	illness

## Word Study Review #6 – unit 4

[pp.50-57]

## Lesson #6

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	break	깨어지다, 부서지다
2	costume	의상(복장)
3	regular	규칙적인, 정기적인
4	principal	교장, 주요한, 주된
5	serve	(식당 등에서 음식을) 제공하다, 차려 주다
6	signal	(동작, 소리로 하는) 신호
7	compliment	칭찬, 찬사

	Korean	English
1	(식당 등에서 음식을) 제공하다, 차려 주다	serve
2	변명, 이유	excuse
3	(가볍게) 던지다	toss
4	소고기	beef
5	문, 대문	gate
6	(수량이) 충분한, 필요한 만큼의	enough
7	식료품 잡화점	grocery

## Word Study Review #7 – unit 5

[pp.60-67]

## Lesson #7

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	match	경기, 시합, 어울리다
2	chore	(정기적으로 하는) 일, 하기 싫은 일
3	conference	회의, 학회
4	label	상표, 꼬리표
5	forecast	예측, 예보
6	translation	번역, 통역
7	donate	기부하다, 기증하다

	Korean	English
1	(액체 속에 푹) 담그다, 흠뻑 적시다	soak
2	거처, 숙소	accommodation
3	전형적인, 대표적인	typical
4	(상품이나 서비스를) 광고하다	advertise
5	국가의, 전 국민의	national
6	휴대가 쉬운, 휴대용의	portable
7	상의(의논)하다	discuss

## Word Study Review #8 – unit 6

[pp.70-77]

## Lesson #8

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	social	사회의, 사회적인
2	fluffy	솜털의, 솜털로 뒤덮인
3	snuggle	바짝 파고들다, 파묻다
4	involve	수반하다, ~을 포함하다
5	particle	(아주 작은) 입자, 조각
6	dryness	건조한 상태, 무미건조
7	refer	지시하다, 나타내다

	Korean	English
1	간신히 해내다, (어떻게든) ~하다	manage
2	(증거 없이) 혐의를 주장하다	relate
3	관련시키다	relate
4	(어디를 가서) 가지고 오다, 데리고 오다	fetch
5	가장자리, 모서리	edge
6	그저, 단지	merely
7	관습, 풍습	custom

## Word Study Review #10 – Actual test 1 R/C

[pp.91-100]

### Lesson #10

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

#### English → Korean

	English	Korean
1	submit	(서류, 제안서 등을) 제출하다
2	sheer	순수한, 순전한
3	facility	편의 시설, 편리
4	enrollment	등록, 기재
5	pound	두드리다, 치다
6	funeral	장례식
7	assault	폭행(죄), 폭행하다

	Korean	English
1	거의, ~가까이	approximately
2	바로, 꼭	precisely
3	향기로운, 향긋한	fragrant
4	한쪽으로, 옆쪽에	aside
5	잠재적인, 가능성이 있는	potential
6	우화	fable
7	뚜껑	lid

## Word Study Review #12 – Actual test 1 L/C

[pp.102-114]

## Lesson 12

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	deserve	~을 받을 만하다, 누릴 자격이 있다
2	fascinate	마음을 사로잡다, 매혹하다
3	identify	(신원 등을) 확인하다, 알아보다
4	correct	맞는, 정확한
5	procedure	절차
6	unique	독특한, 유일무이한
7	determine	결정하다, 확정하다

	Korean	English
1	비슷한, 유사한	similar
2	강제적인, 의무적인	compulsory
3	비극	tragedy
4	각각의, 개개의	individual
5	장학금	scholarship
6	겹치다, 포개지다	overlap
7	거리	distance

## Word Study Review #14 – Actual test 2 (R/C)

[pp.119-141]

## Lesson 14

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	instantly	즉각, 즉시
2	observation	관찰, 관측, 감시
3	waterproof	방수의
4	frequently	자주, 흔히
5	precious	귀중한, 값비싼
6	certainly	틀림없이, 분명히
7	intensify	(정도, 강도가) 심해지다, 심화시키다

	Korean	English
1	원시 사회의	primitive
2	물질, 실체	substance
3	찌르기, 구멍을 뚫기	puncture
4	포함하다	include
5	명령, 명령하다, 지시하다	command
6	배	tummy
7	(특정 시스템 등을) 통하여	via

## Word Study Review #15 – Actual test (L/C)

[pp.142-154]

## Lesson 15

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	stall	가판대, 좌판
2	hesitate	망설이다, 주저하다
3	balance	균형, 평형
4	get rid of	~을 처리하다(없애다)
5	infect	감염시키다
6	shade	그늘
7	benefit	혜택, 이득

	Korean	English
1	시각적인	optical
2	가능성, 가능함	possibility
3	보완하다	complement
4	수평(선)의, 가로	horizontal
5	(전쟁, 질병 등의) 발생, 발발	outbreak
6	과수원	orchard
7	동시대의	contemporary

## **Answer Key for Dictation Tests**

## Lesson 1. (book p. 42-43)

1. Good afternoon, all. I am your swimming instructor Donovan. I would like to ask all of you to wear swimming caps and goggles in the pool.
2. Billy, I am on the phone now. Can you go to the kitchen and turn the egg over please?
3. Ted, can you see the cookie crumbs on the carpet? I want you to use a plate when you eat cookies.
4. Jimmy and Pam, you are blocking the other runners. Can you two run to the side of the road to let the runners behind you pass?
5. Mia, you bought a new tennis shirt and shoes. The shoes look nice and comfortable. However, the shirt looks a bit tight on you. I think you'd better change it for a bigger one tomorrow.
6. Attention, all students! This is Principal Palmer. I have to say that we cannot go to the basketball stadium today due to the sudden illness of the school bus driver, Mr. Peterson. I am terribly sorry to say this but I request that you all watch the match on TV in your homerooms.
7. As previously announced, first year students will do a treasure hunt activity after lunch. I ask all the first year students to gather in front of the library at 1:30PM. The hunt will begin after a brief introduction.
8. Alex, do you know that when you speak to the class you tend to keep your arms behind your back? I suggest you hang your arms naturally by your sides and speak with confidence.

## Lesson 2. (book p. 52-53)

1.

**G:** Mr. Johnson, I'm sorry to say this but I don't think I can hand in the science homework by tomorrow.

**M:** Oh, is there any problem?

**G:** I broke my arm and I was in the hospital for the last three days. I didn't have enough time to do it. Can I hand it in by Thursday?

**M:** Oh, don't hurry Vivian. Take a rest first. Give it to me any time next week.

2.

**B:** Mom, can you pick me up in the afternoon?

**W:** Yes, I can. Are you going somewhere?

**B:** I have a movie preview ticket and it starts at 3:40. My school finishes at 3 PM and if I take the bus, I'll be late for the preview.

**W:** Okay, I'll wait for you at the main gate.

3.

**G:** Tony, what are you going to wear tomorrow?

**B:** What do you mean?

**G:** Oh, my! Don't you remember that we're going to a Halloween party at Linda's house?

**B:** Oh no! I completely forgot about it. What are you going to wear?

**G:** I haven't decided yet. But I have some Halloween costumes in the closet. My brother's costumes are also in the closet. If you want, you can have one of them.

**B:** Wow, that's great. Thank you, Vicky.

4.

**B:** Mom, what's for dinner tonight?

**W:** It's beef stew and some salad. Why, are you hungry now?

**B:** No, I'm not. I'm on a diet and want to know if I can have some fruit as well.

**W:** Yes, why not. I'll buy some fruit at the grocery store. It's good that you're controlling what you eat. But remember that getting regular exercise is also important.

**B:** I know. I'll go jogging at the park after dinner.

**W:** Good to hear that.

5.

**W:** Are you looking for something?

**B:** Yes. I'm looking for a present for my parents' wedding anniversary.

**W:** Hmm. How about a jewel case for your mom and a necktie for your dad?

**B:** Well, they like taking photos and making their own photo albums.

**W:** Oh, then how about this photo album? It has a nice-looking leather cover as well.

**B:** Wow! That sounds fantastic. Can you wrap it up for me?

6.

**M:** Amy, I was very impressed with your book report. Your writing is good, but your illustrations were even better.

**G:** Oh, really? Thank you, Mr. Bronte.

**M:** I suggest that you present your book report at the annual student writing contest.

**G:** Thank you so much for your compliment and suggestion, Mr. Bronte. I'll think it over and talk with you again.

7.

**M:** How can I help you?

**G:** I'm looking for a book called "The Little Women".

**M:** Wait a minute. Oh, luckily we have two copies of the book.

**G:** That's nice. By the way, I forgot to bring my library card. Can I check out the book with my student ID card?

**M:** I'm afraid you can't. However, you can enter the library and read books with your student ID card.

**G:** I see. I'd better come again with my library card then. Thank you and bye.

8.

**G:** How are you Mr. Jackson, I'd like to learn how to serve.

**M:** Basically, face the net and think about where you want the ball to go.

**G:** Like this? And then?

**M:** Then you toss the ball high in the air and hit it hard. But what is most important is that you stay in control when you hit the ball.

**G:** Let me try. I tossed the ball up too high.

**M:** Well, that's normal for a beginner. Just practice as often as you can. You'll make your first serve soon

### Lesson 3 (book p. 62-63)

1. Hi Lance, this is Joy. There is a big football match in town tomorrow. My brother asked me to watch it with him and I promised to do so. If you're not going shopping tomorrow give me a call.
2. Good evening, Tanya. This is Adrian. Do you know our math teacher's phone number? I only have his email address. I need to ask him a quick question about a math problem. If you know his phone number, please text it to me.
3. Hi, Erik, this is Viola. How's your study going? I'm sorry to say this but I can't come to the history study meeting tomorrow. I've had a headache since yesterday and it won't go away. I may have to take a day off school tomorrow. Bye.
4. Hi, Nick. It's George. Did you see the weather forecast this morning? They say we will have heavy snow from the late afternoon. I'm worried that the football ground will be soaked with water. So we need to discuss changing our training date. Let's talk about it later. Bye.
5. Hi Daniel, it's Sue. Suddenly, all the lights in my house have gone off. The TV does not turn on either. I'm afraid I'll have to put off going to the movies until next time. I have to stay at home with my mother instead. She's afraid of being alone in the dark.
6. Allan, this is Dad. I'm going to the airport to pick up a guest from India. It'll take a couple of hours to take him to his accommodation. Your mother won't be home until late tonight because your grandma is in the hospital now. Your mother tells me Grandma is getting better. If you're hungry now I'll order some pizza for you.
7. Mom, how's your back now? It's lunch time now. I'm worried you're doing too many house chores these days. Did you see a doctor? Does it still hurt? Mom, give me a call when you get this message. I'll come with you to the doctor. Ah, Mom, don't try to lift anything. Bye.
8. Hey Jeremy. This is Max. Here is some surprising news. Today I met a boy in fifth grade. Mr. Curtis told me he was last year's student chess master. It might be lucky for us to have such an excellent chess player in the same school. Why don't we meet him sometime and talk about chess? Call me back if you want to meet him.

**Lesson 4. (p. 72-73)**

1. Gordon was going to the store to pick up some cooking oil. His mother was cooking a special dish but she had run out of oil and asked him to fetch some. She gave him the money for it. He parked his bike near the supermarket. Next to the supermarket was a game. *You put a coin in and then you pressed some buttons. A claw would reach in and if you were lucky it picked up a prize.* 'Just one game would be ok', Gordon thought. His mother had given him some extra money just in case. He tried to pick up the big fluffy toy. It must have been valued at \$20. He just missed. He put in another coin. 'Just one more should be ok, I will get the cheaper oil or the smaller bottle', he thought. He almost got the toy. How unlucky! It was close to the edge, now. So easy to catch. It would be crazy to walk away now. If he left, someone else would get it. 'One last time, and it will be mine', he thought. He put in the money and it fell away from his grasp. Gordon had no money left. He suddenly remembered he had to get the oil. He remembered it was a special day, Dad's birthday. Mom was cooking something special for him. Gordon rode back home very slowly. He knew there was trouble waiting for him.
2. One day, while she was in the back garden, Olivia noticed some clothes had fallen from the clothes line. They were on the ground by the fence. She took them inside and her mother had to wash them again. Olivia thought, 'Oh it must have been the wind'. But then a few days later, the same thing happened a second time. A towel was on the ground. 'It must have been the wind', she thought again. But when it happened a third time and her nice green sweater was on the ground, she knew something was wrong. So she did some investigating. She got her little video camera, and she set it up in the garden. The first night nothing happened. And for the next few days, nothing happened. But then one morning a sheet was by the fence. She looked at the camera footage. A mother cat, an orange and white cat with a cut on her ear had climbed to the top of the clothesline and pulled down a towel from the line. Then she dragged it toward the fence. Olivia was angry at first but then she came to admire the skill of the mother cat. At the fence, her four tiny kittens snuggled up with her on the towel and there they spent the night in comfort. Olivia knew what to do about the cats. She went to her mother. "Mother," she said, "do we have an old soft blanket that we are not using?"

## Lesson 5 (p. 102-104)

1. Sally, I'll be late tonight. Can you take your Grandma to the food court and order something for her?
2. Hello, everyone. Today, I'll tell you about the rainforest. Rainforests are the Earth's oldest living ecosystems. The rainforest has been called 'the heart of the world.' To understand the rainforest more easily, let's watch the video 'the history of the rainforest'.
3. Suzy, let's make a cheese pretzel for the picnic. Here are some eggs, sugar, and flour. Can you mix the flour with the sugar and eggs? I'll bring some milk from the refrigerator. When the mix becomes a soft dough, we'll put some cheese on it.
4. Okay, we will draw our families today. First of all, take out your family photo and start to draw it. After finishing, we will write about our families and make a presentation. If you do a good job, I'll give you a prize. Let's start!
5. Oh, Jamie. Are you busy now? I have to scan these flower pictures, but I don't have enough time to scan them. Can you scan these pictures for me? You can do it over here. Just come and use my computer.
6. Amy, I heard that school sports day will be on next week. Why don't we go to the park and get some exercise together? I think you need to practice for school sports day. If you do that, you will be able to win a prize next week.
7. Attention, everyone! Before we go and look around Gyeongbokgung Palace, you need to know the Visitors Guidelines. First, don't throw your trash on the ground. Also, don't yell loudly. It's important to consider other people. Okay, let's take a look around Gyeongbokgung Palace.
8.  
**B:** Mom, I want to go to the winter camp.  
**W:** But you don't like cold weather, and you have never been to the winter camp before.  
**B:** That's true. But I want to learn a winter sport. The winter camp offers free ski lessons to students. I used to stay at home every winter, so I got overweight.  
**W:** Oh, Tony, I am happy to see you are determined to lose weight and get healthy.  
**B:** Thank you, mom.

## Lesson 6. (p.106-107)

9.

**M:** Jennifer, can you talk with me for a few seconds?

**G:** Yes, I will. Can I ask you why?

**M:** I have something to tell you about your afterschool activities. You chose two activities. You signed up for two activities but the two classes overlap with each other.

**G:** Oh, I didn't know about it at all. What should I do?

**M:** You should cancel one. Your extra science is compulsory and you are required to take it.

**G:** Oh, I see. Then, I will cancel the magic class.

10.

**G:** Hey, Nick. Did you hear about Mary?

**B:** Do you mean that she will get a one year scholarship?

**G:** Yeah, you know about it. I wonder how she could get it. She doesn't seem to study very hard.

**B:** Well, I think you're wrong. She studies very hard and gets good grades on most exams.

**G:** How do you know that?

**B:** Whenever I go to the library, she is studying surrounded by a pile of books. Do you know Jack? Jack is working part-time at the library and he told me that Mary is always the last person to leave. I think she deserves it.

11.

**G:** Dad, I'm home.

**M:** Hi, my sweetie, your mom is not at home. She went out for the reunion meeting.

**G:** Oh, right. I just forgot it. Dad, what should we have for dinner then? How about pizza or sandwiches?

**M:** Well, how about noodles? It is the only one that I can make.

**G:** It sounds good. And there are some dumplings in the refrigerator. Let's boil them, too.

**M:** Oh, nice idea.

12.

**W:** Did you finish your back-to-school preparation?

**B:** I think I'm almost done. Oh, did you sign up for school lunch for me?

**W:** Here it is. And I'll make a pack of snacks for you.

**B:** Thank you. Um, mom, I need to buy some stationery.

**W:** Okay. Why don't you go to the store after lunch?

**B:** Sure.

13.

**B:** Mom, look at this! I caught a big fish!

**W:** Wow! I've never seen such a big fish before.

**B:** Mom, can you take a photo of me holding this fish? With my smart phone? I'll send it to dad.

**W:** Your dad will be surprised. He has never caught a big fish like this.

**B:** Wow, I'm so lucky! Mom, what should we do with this fish?

**W:** Um, we can make some grilled fish or fish stew.

14.

**B:** Hey, Laura, did you watch the 'Walking Dead' series last night?

**G:** Yes, I did. But it was not as interesting as the previous episode.

**B:** Oh, wasn't it? Hmm, did the survivors escape from the zombie city?

**G:** Yes, they did. But one of them turned out to be missing in the city. Rick, the leader went back to the city and found the man. And they were surrounded by zombies.

**B:** Oh, dear! So what happened to them?

**G:** I don't know. It ended at that point and there was no preview last night.

15. Hello, Mr. Brown. This is Emily's mother, Mrs. Green. I'm calling to tell you that Emily had a car accident last night. She's in the emergency room now. The doctor said her leg is broken and she needs to stay in hospital for two or three weeks. She won't be able to attend school from tomorrow on. I'll call you again later. Bye.

## Lesson 7. (p.108-109)

16. Dad, this is Jim. There will be a package delivery for me this afternoon, but I think I'll come home late because I have a soccer practice with friends. If you are home early today, would you please receive it for me? It is chilled food. Can you put it in the refrigerator as soon as you receive it, please? Thank you, Dad.
17. Hello, Tommy, it's Daisy. As you know, we'll talk about the four great tragedies by Shakespeare at the gathering next week. But I have never read them before. And I don't have the books. I heard that you have all of those books. Can you lend me one? I can drop by your house after dinner. Call me back.
18. Hi, Jinho. This is Mike. Can you guess where I am? I am in Seoul, Korea. Surprise! You wrote in the letter that you would like to show me some nice attractions and experience some Korean traditional culture together. So I decided to have a vacation in Korea with you. I am at the Crossroad Cafe in front of your school now. Please call me as soon as your class finishes.
19. Hello, Judy. This is William's mother. I'm calling to ask you about William. Did he have any problems today at school? He came back home in a bad mood. I asked him what happened, but he didn't answer me. Did he get any punishment or quarrel with his friends? Can you tell me what the matter was with him at school?
20. Hello, Emily Meyers. This is Tom at the lost and- found center at Trinity Middle School. A boy kindly handed your wallet in to us. He said he picked it up in the library. Your student card was in it, and I checked your phone number on the student list. Our center is open until 6:00 PM. You can come to pick up your wallet anytime.
21. Hi, Jamie, it's Allen. I'm calling to ask you how to make a leather bag. My sister likes unique bags, so I would like to make a small bag for her graduation gift. I heard that you made your bag yourself and I saw it. It was really nice and cool. Can you teach me how to make one? If you tell me the things I need, I'll prepare them and come over to your house.

**Lesson 8. (p.110-111)**

22. Dad and Tom had been planning their camping trip for months. And now their tent was set up in the mountains and all their gear was prepared. But they couldn't start their fire. There had been some rain in the forest and the little bits of wood they gathered were mostly wet. "I didn't think about this," Tom said. "Neither did I," said Dad, "I would have made sure to bring some firewood from the shed if I knew it would be so wet." The night was getting darker and colder. If there wasn't a fire there seemed no way to get through the night. In their planning they decided they'd get the tent set up and then build a fire and dad would use that fire in the morning to make breakfast. Suddenly they heard the sound of an animal. Maybe it was a bear or maybe it was a dog. It was a growling noise. Tom remembered from school that animals might see a fire and be attracted to it, but they would be scared to approach if there were a fire. Tom didn't want to be the one to suggest going to the car and neither did Dad. But when they heard the animal growling again, they felt scared and both said, "let's go to the car!" Dad turned the car on. The heater felt so good. That night they slept in the warm car. The next day they had fun hiking and fishing in the mountains.

23. The big candy store on 11th street called Sweet Delight was having its annual candy counting competition. They had a big glass box with lots of candies inside. If you could guess how many candies were inside, you could keep them all. Nobody had ever been correct. One year a boy guessed 2,385 candies and there were actually 2,386. Rutherford had been staring at the box for about 10 minutes. "Don't waste your time," said his friend Estel, "there are thousands of candies in there, too many to guess." "Oh, it's all mathematics," he said, "you can count them and you just need a bit of luck." He thought about how many there were. He calculated how long, how high and how deep the glass container was and got an approximate figure. From there, he thought, anything is possible. He went inside and wrote his name down and guessed that there were 9,087 candies. The next week they counted the candies and there turned out to be 9,164. "See," said Estel, "there's too much luck involved." "You're right," said Rutherford, "but my method did get me pretty close. I was less than a hundred away. Next year I will be even closer."

30. One of the most fascinating land animals in the world is the giraffe and now I will tell you some interesting facts about it. First, the giraffe's scientific name - *Girrafacamelopardelis*, comes from the Ancient Greek idea that the giraffe looked like a camel dressed in a leopard's coat. It might look to be tall and awkward but the giraffe can actually run up to 35 miles an hour over a short distance. The giraffe also gets most of its water from the plants it eats and so it doesn't need to drink water every day. It can drink some water every few days, which is handy because bending down to drink is not so easy and can actually be pretty dangerous if lions are around. In terms of their diet, which is mostly leaves, they eat 75 pounds a day. That's the reason they spend so much time eating.

What's also interesting is that most 4-legged animals walk with a front left and back right leg at the same time and then the opposite. But with the giraffe the 2 left legs move followed by the 2 right ones. Enjoy looking at giraffes next time you're in the wild or in the zoo.

33. One of the most useful inventions of the modern era is the laser light. The laser light is used in many different ways. For example, you might see them on bar code readers, powering DVDs or CD players, or even in medical procedures. Also, lasers are commonly used to accurately cut metals and fabric. So how do lasers work? Most of the lights that we see everyday have light that goes in different wavelengths and in different directions. It's like in the lecture room if people get up and move in different ways. What the laser light does is focuses all the light and pinpoints it into one direction. So imagine if everybody in here stood up at exactly the same time. That's like a laser - all the light moves in the same direction. There are laws and a need to be careful with lasers. They should never be pointed at people's eyes. Lasers are a technology that can help us in many different ways.<sup>36</sup> Look closely at your fingers everybody. What you see are individual fingerprints. Everybody has different fingerprints. The main reason we have fingerprints, which are little grooves in the skin, is to hold onto things. If we didn't have fingerprints, a lot of things might slip through our hands. The police have been using fingerprints to catch and identify people for a long time. The first time it was used by police was in Argentina in 1892. The first time it was used successfully in America was in 1910 when a man who broke into a house and shot the owner and put his hand on some wet paint on the way out. Even before this, the idea of fingerprint technology had been thought about. Mark Twain wrote about it in a book in 1883. We're not the only animals to have fingerprints. The koala has fingerprints that look very similar to ours. Some people joke that a koala could do a crime and the police might think it was a person, just because the fingerprints are similar. The only problem with that is that the koala has 2 thumbs on each hand and we only have one. What do your fingerprints look like?

## Lesson 9. (book p.142-144)

1. Ted, I was impressed by your essay on global warming. I especially liked that you focused on a specific example caused by global warming. Can you present your essay to the class tomorrow?
2. Charlie, the weather is nice today. I remember you wanted to play badminton in the park. This is the day. Bring the rackets and let's go out and play badminton.
3. Brian. Your granddad will arrive at the airport at 5PM. Can you go to the airport and take your granddad home? He will be with his puppy. Take good care of the dog, too.
4. Daniel, don't forget that we have an appointment with the dentist this afternoon. He will look into your aching teeth. Remember you need to cut down on sweets and chocolate. In addition, don't forget to brush your teeth after every meal.
5. Lily, I am happy to see you enjoy the amusement park. By the way, aren't you hungry? You haven't eaten anything since we entered here. Oh, look! There is a hot dog stall. Let's take a rest eating hot dogs.
6. Attention students. Next week, we are going on a school field trip to City Museum of Contemporary Art. I ask that you take this parents' agreement form home and have it signed by your parents. If your parents have questions they can contact Mrs. Peggy, the school administration officer.
7. Attention, everyone! Today we are going to talk about dinosaurs as announced in our last class. I will give each of you a toy dinosaur. Can you find it in the dinosaur dictionary and tell us what you have found out about it? Let me tell you what I have found. There were no flying dinosaurs!

### Lesson 10. (p. 146-147)

8.

**W:** Son, are you ready to go out?

**B:** Oh, wait a second, please. It won't be long.

**W:** What's the matter? We should hurry if we want to catch the first train.

**B:** But mom, I can't find my tie.

**W:** I told you it was on the table. Please hurry up. I'm afraid that we will be late for your middle school entrance ceremony.

**B:** I got the tie. I'm done. Let's go, mom.

9.

**G:** John, I heard that you will leave for California tomorrow.

**B:** Yes, I will. I promised my mom that I would spend some time there.

**G:** What is the promise?

**B:** Well, my grandparents live in Fresno, California. They grow oranges. I promised that I would help them with their farm work during this vacation.

**G:** Oh, I see. I've never been to an orange orchard, can I go there with you? I also want to work in an orchard.

**B:** Absolutely. You can come with me. But you should get your parents' permission first.

10.

**M:** Cecil, what is the name of this war?

**G:** It is World War Two.

**M:** That's right. Do you remember when it happened?

**G:** Um.. isn't it around the 1930s?

**M:** Almost right. But to be exact it happened in 1939. Then can you tell me when it was over?

**G:** Yes, I think I know the answer. In 1945.

11.

**W:** Hi, Larry, can you stop by Jenny's house after school?

**B:** No, problem. But can I ask why?

**W:** As you know, she was absent for two days. It's because she went on a family trip. And she will come back this afternoon. Can you give her this newsletter?

**B:** Sure, I will. Is there anything else?

**W:** No, that's all. And thank you.

**B:** You're welcome.

12.

**M:** Jennifer, who do you want to do the math team project with?

**G:** Um, I want to make a team with Adam.

**M:** But he has already made a team. Mia is his partner.

**G:** Oh, really? Then, can you recommend a person who can be my partner?

**M:** Well, how about Tony? You are not good at math but Tony is. He can complement your weakness.

**G:** Oh, that's a great idea. Thank you, Mr. Jackson.

13.

**B:** Joanne, are you free?

**W:** Yes, I am. Do you have something to tell me?

**B:** Um, you are a good doll maker, right? I have a special favor to ask of you.

**W:** Hmm, I really want to know what makes you hesitate. Do you have any problems?

**B:** Actually, I broke Emily's favorite doll. It was a present that she received from her grandmother. I apologized to her about it, and I told her that you could fix it. She was very glad to hear that. Can you do it for me?

14.

**W:** Excuse me, sir. Who are you and what are you doing here?

**M:** Oh, I'm Edward Cameron. I'm waiting for my daughter.

**W:** Who is your daughter?

**M:** She is Lina Cameron, 3rd grade in this school. I thought she finished her class, but she didn't come out yet.

**W:** I'm sorry. There are some strangers around the school these days, so I made a mistake about you.

**M:** It's okay. I understand. You have to be careful about the safety of every child. Oh, my daughter is coming.

## Lesson 11. (p.148-149)

15. Hi, Dave, it's Nicole. I'm calling to tell you to return my book to me. When you borrowed the book a week ago, you said that you would read it for a day. I could have waited for you to return it before, but not now. I need that book right now because of my history homework. Would you tell me when you can give the book back to me?
16. Hello, Michelle. This is Antonio. Did you hear about the fundraising event? It is for our football team. The football team won the second place. They have to go to New Jersey to play the final game, but they can't. It's because of the budgetary deficit, they can't buy airline tickets. So at the event, the football team will sell muffins and cookies to get a donation. And they will also have a concert. Can you go there with me?
17. Hello, Nancy, it's your P.E. teacher. I have been observing your form in P.E. class, and I think that your movement and balance are very good. I suggest that you learn rhythmic gymnastics. Why don't you join our gymnastics team? I'm sure that it will be a good experience in your school life. Can you think about it and tell me next time?
18. Hi, Jeremy. This is your aunt Hannah. I heard that you want to learn leather crafts during winter vacation. Your mother asked me to teach you and I said yes. Learning leather crafts is hard work. I want you to read a book about leather before you come here. Then you can learn it a little easier. Can you tell me the date when you will come? Then, I'll prepare the materials for you.
19. Hello, Jessica, it's Lily. As you know, I am the leader of the girls' soccer team. We need a new manager because the existing manager will quit soon. I heard that you are interested in managing. How about joining us? If you join us, my team and I will be really glad. Please call me back soon.
20. Hi, Nathan, it's Ken. I'm calling to ask you a favor. I have a part-time job in a school cafeteria every day. By the way, my grandpa is in hospital, and there is no one to take care of him. I have to be with him, and I've got to find a fill-in while I'm off for three days. Nathan, can you please work those days? Call me as soon as you get this message.

21. Hi, Beth, it's Joe. I'm calling to tell you to go to the new ice cream store tomorrow. They sell all of their ice creams at half price. They will give us a free gift if we buy two ice cream cones. And there is a brand new ice cream that is made of vanilla and mint. I wonder what it tastes like. Please call me back soon.

## Lesson 12. (p.150-154)

1. Macintyre took out his Ping-Pong bat and his Ping-Pong ball and went out the back of his house. His Ping-Pong table was propped up against the wall in a way that let him practice against the wall. One half of the table was horizontal and the other was vertical. One, two, three, the wall never missed. It always hit the ball back to him. Macintyre didn't miss much either. He was up to his personal record, 400 hits without an error and still climbing. But the hardest thing for Macintyre was not the wall. It was the human. It was a man called Ted Astley. Last year in the State Championships Macintyre played Ted Astley in the final. It was a close game. The score was one set all. It was in the final set, the deciding set when Macintyre took a strong lead. He only needed one more point to win and he had a very easy shot. But fate stepped in. Just when Macintyre was about to hit the shot, someone in the audience sneezed, causing him to miss. From there, he lost to Ted. Next week, the championships would be on again. And Ted would be there to defend his title. Macintyre kept hitting against the wall. He was up to a new record of 700 in a row and each time he hit, he felt more confident that next week, he would beat Ted.
2. Louise's family has quite a nice house with a nice warm garden, some flowers and a white fence out the front. One day at the front of the house someone had left a very old chair. It was a red wooden chair. When her mother saw the chair, she got very upset. "Louise," she cried, "someone dumped an old chair on us. Please go out and get rid of it!" Louise went out to throw the chair away but she looked at it and thought, "actually, it's quite a nice chair." She came inside and told her mother that she would throw it away, but she wanted to look at it a little while more. A few hours later Louise looked out the window and couldn't believe it. There was an old lady sitting on the chair. Louise went out. She had seen the lady walking the streets before but had never spoken to her. "Hello," said the old lady, "I saw this chair and I really needed a rest. Is it ok if I sit down for a few minutes?" Louise smiled, "Oh it's fine." They started talking and it turned out that the old lady, whose name was Edna, used to work at the local library. She had also gone to the same middle school as Louise, but many years ago. When Louise went inside she told her mother that the chair was going to stay.
3. Good afternoon everyone. Today, we're going to talk about the flu. Every year, somewhere between 5 and 20 percent of the population catches the flu. In case you didn't know, there are 3 different kinds of flu. There's A, B, and C. A is the most serious one and can cause big outbreaks in birds and humans. This is the one the world is most concerned about. B is only found in humans, although it doesn't get passed on that easily. C can infect humans, dogs or pigs but it is the least common variety. In history there have been four major flu epidemics, all of which involved the A strain of the virus. These were the Spanish flu, Asian flu, the Hong Kong flu and most recently

Swine flu. The Spanish flu caused the most deaths of all. It had a toll of about 20 million people worldwide in 1918. During the Spanish flu, it was difficult for doctors to know what to do. They told people to drink whisky or wine after a very hot bath. Some people even took baths in onions as a way to fight the flu. Today there are flu vaccines, which can help people not catch the flu.

4. When people think of umbrellas, they think about rain. But in the beginning, umbrellas protected people from the sun. The umbrella came from the Latin word that meant shade or shadow. It was only later that they became a tool to deal with the rain. Historically, the first people to make something that resembled an umbrella were the Chinese at around 21 AD. Interestingly, in the early days only women used umbrellas. It was not until the middle of the 1700s that men started to use umbrellas. Before then we can assume that men probably got wet more than women. Through the ages, people have constantly thought about designing a better umbrella. Because of that there are now thousands and thousands of patents and plans for new ones. Some people have considered flying umbrellas or dog umbrellas. Today, many of the world's umbrellas are made in the Chinese city of Songxia. In this city, there are more than 1000 factories making umbrellas, with the average worker making about 300 umbrellas a day. They make rain umbrellas or golf umbrellas and so on. The next time it rains, or is sunny, don't forget your umbrella.
5. Hello everybody, we're now going to talk about Nano science and Nanotechnology. These were first thought of and introduced to the world in 1959 by Richard Feynman, who went on to win a Nobel Prize in Physics. Essentially, Nano deals with small things. Very small things. The word Nano comes from the Greek word Nanos, which means dwarf. A nanometer is actually a distance of one billionth of a meter. To put that into perspective, think about seeing something in an electro microscope. Something like a piece of dust or maybe a fly. Well these microscopes deal with sizes in millionths of a meter. The nano scale is 1000 times smaller, or so small as to not be seen on that optical microscope. I'd like you to imagine one piece of human hair. The diameter of that hair is 80,000 nanometers. The reason Nano science is such an exciting field relates to the possibilities. Imagine you could build something on such an extremely small scale, with nanotechnology. It would be extremely detailed. Already the technology is creating super fast computer chips and doing great things in the medical field. Who knows what benefits nanotechnology will have down the road.

## **Vocabulary List**

## TOEFL Primary Step 2 Vocabulary List 1

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Vocabulary	Definition	Check
calculator	n. 계산기	
quit	v. (직장, 학교 등을) 그만두다	
memory	n. 기억(력)	
admire	v. 존경하다, 칭찬하다	
risk	n. 위험	
heroic	adj. 영웅적인, 용감무쌍한	
youth	n. 어린 시절, 젊음, 청년	
reward	n. 보상, 사례금 v. 보상(사례)하다	
experience	n. 경험 v. 경험하다, 겪다	
amount	n. 총액, 총계	
abandon	v. 버리다, 떠나다	
discard	v. (불필요한 것을) 버리다, 폐기하다	
standardize	v. 표준화하다	
pacifist	n. 평화 주의자	
consider	v. 고려하다, ~을 ~로 여기다(생각하다)	
average	adj. 평균의 n. 평균	
despise	v. 경멸하다	
support	v. 지지하다, 옹호하다 n. 지지, 지원	
magnet	n. 자석	
hunger	n. 굶주림, 배고픔	

## TOEFL Primary Step 2 Vocabulary List 2

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Vocabulary	Definition	Check
annual	adj. 매년의, 연례의	
hand in	제출하다	
associate	v. 연상하다, 연관 짓다	
accuracy	n. 정확(도)	
tropical	adj. 열대 지방의, 열대의	
swallow	v. (음식 등을) 삼키다	
immune	adj. (특정 질병에) 면역성이 있는	
pray	v. 기도하다, 기원하다	
invaluable	adj. 매우 유용한, 귀중한	
refuse	v. (부탁, 요청 등을) 거절하다, 거부하다	
turn	v. (~한 상태로) 변하다, 변하게 만들다	
quarrel	n. (말)다툼 v. 다투다, 언쟁을 벌이다	
sort	n. 종류, 분류 v. 분류하다, 구분하다	
sew	v. 바느질하다	
backward	adj. 뒤의	
consistent	adj. 한결 같은, 거듭되는	
difference	n. 차이, 다름	
truth	n. 사실, 진실	
breathe	v. 호흡하다, 숨을 쉬다	
method	n. 방법	

## TOEFL Primary Step 2 Vocabulary List 3

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Vocabulary	Definition	Check
instructor	n. 강사, 교관	
crumb	n. (빵, 케이크의) 부스러기	
plate	n. 접시, 그릇	
comfortable	adj. 편안한, 쾌적한	
illness	n. 병, 아픔	
request	v. 요청하다, 요구하다 n. 요청, 신청	
announce	v. 발표하다, 알리다	
treasure	n. 보물, 귀중한 것	
brief	adj. 짧은, 잠시 동안의	
container	n. 그릇, 용기	
extinguisher	n. 소화기	
demonstration	n. 증명, 논증	
against	prep. ~에 반대하여	
remind	v. 상기시키다	
bounce	v. 튀다, (빛, 소리가) 산란하다	
neighbor	n. 이웃	
nowhere	adv. 어디에도 ~없다	
rack	n. 받침대, 선반	
recipient	n. (어떤 것을) 받는 사람, 수령인	
extremely	adv. 극도로, 극히	

## TOEFL Primary Step 2 Vocabulary List 4

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Vocabulary	Definition	Check
break	v. 깨어지다, 부서지다	
enough	adj. (수량이) 충분한, 필요한 만큼의	
preview	n. 시사회, 예고	
gate	n. 문, 대문	
remember	v. 기억하다(나다)	
costume	n. 의상(복장)	
beef	n. 소고기	
grocery	n. 식료품 잡화점	
regular	adj. 규칙적인, 정기적인	
wrap	v. (포장지 등으로) 싸다, 포장하다	
impress	v. 깊은 인상을 주다, 감명을 주다	
illustration	n. 삽화	
compliment	n. 칭찬, 찬사	
toss	v. (가볍게) 던지다	
serve	v. (식당 등에서 음식을) 제공하다, 차려 주다	
normal	adj. 보통의, 평범한	
signal	n. (동작, 소리로 하는) 신호	
principal	n. 교장 adj. 주요한, 주된	
excuse	n. 변명, 이유	
opportunity	n. 기회	

## TOEFL Primary Step 2 Vocabulary List 5

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Vocabulary	Definition	Check
match	n. 경기, 시합 v. 어울리다	
quick	adj. 빠른, 신속한 adv. 빨리, 신속히	
forecast	n. 예측, 예보	
soak	v. (액체 속에 푹) 담그다, 흠뻑 적시다	
discuss	v. 상의(의논)하다	
accommodation	n. 거처, 숙소	
chore	n. (정기적으로 하는) 일, 하기 싫은 일	
portable	adj. 휴대가 쉬운, 휴대용의	
donate	v. 기부하다, 기증하다	
typical	adj. 전형적인, 대표적인	
national	adj. 국가의, 전 국민의	
conference	n. 회의, 학회	
advertise	v. (상품이나 서비스를) 광고하다	
receive	v. 받다, 받아들이다	
label	n. 상표, 꼬리표	
translation	n. 번역, 통역	
wonder	v. 궁금하다, 궁금해하다	
mosquito	n. 모기	
pumpkin	n. 호박	
wallet	n. 지갑	

## TOEFL Primary Step 2 Vocabulary List 6

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Vocabulary	Definition	Check
<b>cultural</b>	adj. 문화적인	
<b>social</b>	adj. 사회의, 사회적인	
<b>custom</b>	n. 관습, 풍습	
<b>elder</b>	adj. 나이가 더 많은 n. 어른들, 나이가 많은 사람	
<b>fetch</b>	v. (어디를 가서) 가지고 오다, 데리고 오다	
<b>claw</b>	n. (동물, 새의) 발톱	
<b>fluffy</b>	adj. 솜털의, 솜털로 뒤덮인	
<b>edge</b>	n. 가장자리, 모서리	
<b>investigate</b>	v. (상황, 사건 등에 대해) 수사하다, 살피다	
<b>snuggle</b>	v. 바짝 파고들다, 파묻다	
<b>infamous</b>	adj. 악명 높은, 오명이 난	
<b>involve</b>	v. 수반하다, ~을 포함하다	
<b>allege</b>	v. (증거 없이) 혐의를 주장하다	
<b>relate</b>	v. 관련시키다	
<b>particle</b>	n. (아주 작은) 입자, 조각	
<b>merely</b>	adv. 그저, 단지	
<b>fungus</b>	adj. 균류(곰팡이)에 의한	
<b>dryness</b>	n. 건조한 상태, 무미건조	
<b>manage</b>	v. 간신히 해내다, (어떻게든) ~하다	
<b>refer</b>	v. 지시하다, 나타내다	

## TOEFL Primary Step 2 Vocabulary List 7

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Vocabulary	Definition	Check
haunt	v. ~에 자주 가다, 출몰하다	
submit	v. (서류, 제안서 등을) 제출하다	
funeral	n. 장례식	
fable	n. 우화	
recover	v. (건강이) 회복되다	
sheer	adj. 순수한, 순전한	
potential	adj. 잠재적인, 가능성이 있는	
enrollment	n. 등록, 기재	
facility	n. 편의 시설, 편리	
aside	adv. 한쪽으로, 옆쪽에	
fragrant	adj. 향기로운, 향긋한	
pound	v. 두드리다, 치다	
lid	n. 뚜껑	
approach	v. 다가가다, 접촉하다	
approximately	adv. 거의, ~가까이	
precisely	adv. 바로, 꼭	
military	adj. 군사의, 무력의	
assault	n. 폭행(죄) v. 폭행하다	
navigation	n. 항해(술), (배, 항공기의) 운항	
device	n. 장치, 기구	

## TOEFL Primary Step 2 Vocabulary List 8

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Vocabulary	Definition	Check
ecosystem	n. 생태계	
overweight	adj. 과체중의, 비만의	
determine	v. 결정하다, 확정하다	
compulsory	adj. 강제적인, 의무적인	
surround	v. 둘러싸다, 에워싸다	
deserve	v. ~을 받을 만하다, 누릴 자격이 있다	
tragedy	n. 비극	
attraction	n. (사람을 끄는) 명소, 명물	
fascinate	v. 마음을 사로잡다, 매혹하다	
procedure	n. 절차	
individual	adj. 각각의, 개개의	
identify	v. (신원 등을) 확인하다, 알아보다	
similar	adj. 비슷한, 유사한	
distance	n. 거리	
correct	adj. 맞는, 정확한	
turn out	~인 것으로 드러나다, 밝혀지다	
unique	adj. 독특한, 유일무이한	
emergency	n. 비상(사태)	
scholarship	n. 장학금	
overlap	v. 겹치다, 포개지다	

## TOEFL Primary Step 2 Vocabulary List 9

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Vocabulary	Definition	Check
via	prep. (특정 시스템 등을) 통하여	
liquid	n. 액체 adj. 액체 형태의	
instantly	adv. 즉각, 즉시	
tummy	n. 배	
occur	v. 일어나다, 발생하다	
exact	adj. 정확한, 정밀한	
observation	n. 관찰, 관측, 감시	
puncture	n. 찌르기, 구멍을 뚫기	
strand	n. 가닥 v. 오도 가도 못 하게 하다	
waterproof	adj. 방수의	
substance	n. 물질, 실체	
frequently	adv. 자주, 흔히	
ability	n. 능력	
primitive	adj. 원시 사회의	
intensify	v. (정도, 강도가) 심해지다, 심화시키다	
precious	adj. 귀중한, 값비싼	
command	n. 명령 v. 명령하다, 지시하다	
certainly	adv. 틀림없이, 분명히	
include	v. 포함하다	
immediately	adv. 즉시, 즉각	

## TOEFL Primary Step 2 Vocabulary List 10

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Vocabulary	Definition	Check
specific	adj. 구체적인, 명확한, 분명한	
stall	n. 가판대, 좌판	
contemporary	adj. 동시대의	
administration	n. 관리, 행정	
orchard	n. 과수원	
permission	n. 허락, 허가	
complement	v. 보완하다	
hesitate	v. 망설이다, 주저하다	
balance	n. 균형, 평형	
horizontal	adj. 수평(선)의, 가로	
vertical	adj. 수직의, 세로	
sneeze	v. 재채기하다	
get rid of	~을 처리하다(없애다)	
outbreak	n. (전쟁, 질병 등의) 발생, 발발	
infect	v. 감염시키다	
shade	n. 그늘	
optical	adj. 시각적인	
possibility	n. 가능성, 가능함	
benefit	n. 혜택, 이득	
resemble	v. 닮다, 비슷하다	

## Index

### A

a pair of 한 짝의  
 abandon 버리다, 떠나다  
 ability 능력  
 accept 받아들이다  
 acceptance 받아들임, 수락  
 accident 사고  
 according to ~에 따라서  
 accuracy 정확성  
 accurately 정확하게  
 adapt 맞추다, 조정하다  
 add 더하다  
 additional 추가의  
 admiration 감탄, 존경  
 admire 존경하다  
 admission 가입, 입장  
 advertisement 광고  
 advice 조언, 충고  
 affect 영향을 미치다  
 afraid 두려워하는  
 agreed 동의하여  
 alien 외계인  
 amount 총액, 총계  
 ancient 고대의  
 angle 각도  
 announce 발표하다, 알리다  
 annual 연간, 연례의  
 application form 신청 용지  
 approach 다가가다, 접근하다  
 approximately 거의, 가까이  
 arrive 도착하다

assault 폭행, 공격  
 associated 관련된  
 attend 참석하다  
 attraction 명소, 명물  
 audition 오디션  
 authority 권위  
 average 평균  
 awesome 어마어마한

### B

backward 뒤의  
 bake (빵 등을) 굽다  
 banknote 지폐  
 barbecue 바비큐 파티  
 battery 건전지  
 beep 삐 소리가 나다  
 belief 믿음  
 belong ~에 속하다  
 bend 구부리다  
 beneficial 유익한, 이로운  
 billion 10 억  
 biography 전기  
 bite 물다  
 bitter 맛이 쓴  
 blanket 담요  
 blow 불다  
 borrow 빌리다  
 bowl 움푹 패인 그릇  
 bowling 볼링  
 brief 짧은  
 brochure 안내용 책자  
 brush 빗

built in 붙박이의  
 business 사업

### C

calculator 계산기  
 calorie 열량  
 camel 낙타  
 cancer 암  
 carefully 조심스럽게  
 occur 일어나다  
 cell 세포  
 ceremony 의식  
 certainly 틀림없이  
 championship 선수권 대회  
 chess 체스  
 chore 하기 싫은 일  
 clip 핀, 클립  
 clothesline 빨랫줄  
 coal 석탄  
 cold-blooded 냉혈한, 냉혈의  
 come true 이루어지다  
 comfortable 편안함  
 command 명령하다  
 committee 위원회  
 common 흔한, 공통의  
 commonly 흔히, 보통  
 communicate 의사 소통하다  
 community 지역사회  
 compare 비교하다  
 competition 대회, 경쟁  
 complete 완료하다  
 completely 완전히

SKILL UP FOR THE TOEFL PRIMARY TEST STEP 2 Teacher's Resources

compliment 칭찬	decent (수준, 질이) 괜찮은	element 요소
conference 회의, 학회	decide 결정하다	elementary 초급의
confidence 자신감	decorate 장식하다	emergency 비상(사태)
confident 자신 있는	defend 방어하다	emphasize 강조하다
congratulation 축하	delivery 배달	enable ~을 할 수 있게 하다
consider ~라고	depend 의존하다	encourage 격려하다
여기다(생각하다)	describe 묘사하다	enemy 적
consistent 한결 같은	deserve ~을 받을 만 하다	energy 힘
console 위로하다	despise 경멸하다	engaging 호감이 가는
container 그릇, 용기	dessert 디저트	enjoyable 즐거운
contest 경연, 대회	detail 세부 사항	enrollment 등록
continue 계속하다	detect 발견하다, 감지하다	entrance (출)입구
contrary to ~에 반해서	detector 탐지기	entry 입장, 등장
corn 옥수수	determined 단호한	environment 환경
correct 맞는, 정확한	develop 발달하다	epidemic 유행병
cosmetic 화장품	device 장비	especially 특히
costume 의상, 복장	diary 일기	essay 과제
count (수를) 세다	dig (땅을) 파다	eventually 결국
count on ~을 믿다, 확신하다	dinosaur 공룡	exact 정확한
county 국가, 나라	direction 방향	exceptional 특출한, 예외적인
craft (수)공예	discard 버리다, 폐기하다	excited 신이 난
create 창조하다, 만들다	disinfectant 소독약, 살균제	excitement 흥분, 신남
crew 승무원	distance 거리	exhibition 전시회
crucial 중대한, 결정적인	distilled 증류하여 얻은	existing 기존의
crumb (빵 등의) 부스러기	donation 기부	expect 기대하다
crush 으스러뜨리다	download 내려 받다	expensive 비싼
cultural 문화적인	drag 끌다	experience 경험
culture 문화	draw 그리다, 끌다	experimentation 실험
currently 현재, 지금	dreamer 몽상가	expert 전문가
custom 관습, 풍습	dust 먼지, 먼지를 털다	express 표현하다
cut 자르다		extremely 극도로, 극히
	E	
D	eat off 먹어 치우다	F
dandruff 비듬	eat out 외식 하다	fabric 직물
dangerous 위험한	efficient 효율적인	facial 얼굴의
debate 토론하다	elder 나이가 더 많은	facility 편의 시설

SKILL UP FOR THE TOEFL PRIMARY TEST STEP 2 Teacher's Resources

factory 공장	fridge 냉장고	heart rate 심박동수
fair 타당한	fundraising 모금	hearty (마음이) 따뜻한
fairy (이야기 속의) 요정	funeral 장례식	heater 난방기
famous 유명한		heavy 무거운
fantastic 환상적인	G	hero 영웅
fascinating 매력적인	gesture 손짓	heroic 영웅적인
faulty 흠이 있는	get off 떠나다	hiss 쉬익 하는 소리를 내다
favorite 가장 좋아하는	get ready 준비를 하다	hole 구멍
fear 공포, ~을 무서워하다	get used to ~에 익숙해지다	hook 고리, 걸이
feature 특색, 특징	ghost 유령	huge 거대한
fence 울타리	giraffe 기린	hurry 서두르다
fetch 가지고 오다, 데리고 오다	give up on 포기하다, 단념하다	hurt 다치게 하다
fiction 소설, 허구	glass 유리	I
figure 수치, 숫자	glitter 반짝반짝 빛나다	illustration (책 등에 실린 각각의) 삽화
file 파일, 서류철	glue 풀	imaginable 상상할 수 있는
fill out 더 커지다, 등그레지다	go bad 썩다, 나빠지다	immediately 즉시
final 마지막의, 최종적인	go on (공연을) 시작하다	impressive 인상적인
fingerprint 지문	grab 붙잡다, 움켜잡다	include 포함하다
firewood 장작	graduation 졸업	indicate 나타내다
firework 폭죽	grasp 꼭 잡다, 움켜잡다	individual 개인의
flat 평평한	grocery 식료품 잡화점	indoor 실내의
flea 벼룩	groove (음악의) 리듬	insect 곤충
flea market 벼룩시장	growl 으르렁거리다	insert 넣다, 삽입하다
flu 감기	guard 지키다, 보호하다	instant 즉각적인
fluffy 솜털의	guess 추측하다	instantly 즉시
fold 접다	gymnastic 체조의	instead 대신에
footage (특정 사건을 담은) 장면, 화면	H	intensify 심해지다, 강화하다
forecast 예측, 예보	habit 취미	interested in ~에 관심 있는
foreign 외국의	hanger 옷걸이	introduce 소개하다
fork 포크, 쇠스랑	harvest 수확	invaluable 매우 유용한
form 종류, 형성되다	have in common (관심사, 생각 등을) 공통적으로 지니다	investigate 수사하다, 조사하다
fortunately 다행스럽게도	headache 두통	invite 초대하다
fragrant 향기로운		involve 수반하다
frequently 자주, 흔히		

SKILL UP FOR THE TOEFL PRIMARY TEST STEP 2 Teacher's Resources

J	medical 의학의	O
jar 단지	medicine 약	observation 관찰
joke 농담	memory 기억	observe 관찰하다
jolt 갑자기 거칠게 움직이다	mention 말하다, 언급하다	ocean 대양, 바다
	message 전갈, 성명	offer 제공하다
K	messy 지저분한, 엉망인	opportunity 기회
knowledge 지식	metal 금속	opposite 건너편의
koala 코알라	method 방법	orchard 오두막
	microscope 현미경	original 원래의, 본래의
L	military 군사, 무력의	ornament 장식품
lake 호수	miss 놓치다, 그리워하다	overnight 밤사이에
landscape 풍경	missing 없어진, 실종된	P
last 마지막의, 계속되다	mistake 실수, 오해하다	pacifist 평화주의자
laundry 세탁물	mixture 혼합물	pack (짐을) 싸다
layer 층	modern 현대의	painting (물감으로 그린) 그림
leaf (나뭇)잎	moisturize 촉촉하게 하다	palm 손바닥
leather 가죽	monitor 감시하다	panel 금속판
leopard 표범	mood 분위기	participate 참여하다
liar 거짓말쟁이	mosquito 모기	particularly 특히
lid 뚜껑	mountaintop 산꼭대기	partner 동반자
liquid 액체	mummy 미라	part-time 시간제
lion 사자	museum 박물관	passing (시간, 세월의) 경과
loop (올가미나 동그라미 모양의) 고리	mysterious 불가사의한	pat 쓰다듬다, 토닥거리다
lose 잃어버리다, 분실하다	mystery 불가사의	pattern 양식, 패턴
loss 분실, 상실	myth 신화	pave 포장하다
loud 큰, 시끄러운		perfume 향수
	N	perhaps 아마도
M	name after ~의 이름을 따서 이름 짓다	pet 애완동물
magnet 자석	natural 자연의, 정상적인	petal 꽃잎
make up with ~와 화해하다	navigation 항해	photocopier 복사기
mallet 나무망치	needle 바늘	phrase 구, 구절
manager 경영자, 관리자	net 그물	pin 핀, 고정시키다
material 직물, 재료	normal 보통의, 정상적인	pitch 던지다
maze 미로	normally 보통 때는	place 장소
meal 식사	notice 주목, ~을 알아차리다	plant (꽃 등을) 심다
measure 측정하다		

plastic 플라스틱	purchase 구매하다	ride 타다, 승마하다
plate 접시, 그릇	purpose 목적, 의도	rinse 씻다
pleasure 즐거움		risk 위험
point 의견, 주장	Q	rival 경쟁자, 경쟁상대
poisonous 유독한	quarrel 다툼, 언쟁	robe 예복
policy 정책, 방침	quit 그만두다	role 역할
polygraph 복사기		roofing 지붕 재료
popular 인기 있는	R	rope 밧줄
possible 가능한	race 경주	round 둥근, 동그란
pot 냄비	rainbow 무지개	rule 규칙
potential 잠재적인	rate 속도	ruler 자
pound 두드리다, 치다	raw 날것의	S
pour 붓다, 따르다	realist 현실주의자	sadness 슬픔
practice 연습하다, 수행하다	reason 이유	safety 안전
praise 칭찬, 칭찬하다	receive 받다, 받아들이다	salty 맛이 짠
pray 기도하다	record 기록하다, 기록	sandcastle 모래성
precious 소중한	recover (건강이) 회복되다	saying 속담, 격언
predator 천적	rectangle 직사각형	scale 저울
prefer to ~보다 선호하다	refer 언급하다, 인용하다	scare 겁주다, 겁먹게 하다
prepare 준비하다	refuse 거절하다	scary 무서운, 겁나는
present 선물, 현재의, 수여하다	regard ~을 ~으로 여기다	scholar 학자
presentation 제출, 제시	region 지역	scholarship 장학금
preservation 보존	regret 후회하다	scratch 긁다
press 언론, 누르다	regular 정기적인, 규칙적인	sculpture 조각품
preview 시사회	religiously 종교적으로	seafood 해산물
previously 이전에, 미리	rely 의지하다, 신뢰하다	seam 솔기
prey 먹이	remember 기억하다	secure 안심하는
primitive 원시 사회의	remove 제거하다	sensitive 세심한
principal 교장	reply 대답하다	sentence 문장
project 계획, 기획	reptile 파충류	serious 심각한
promise 약속하다, 약속	request 요청하다	sew 바느질하다
property 재산, 소유물	resemble 닮다	shade 그늘
protection 보호	respect 존경하다	shake 흔들다
publish 출판하다	response 대답, 응답	shape 모양, 형태
pumpkin 호박	reward 보상	share 공유하다
	rhythmic 율동적인	

SKILL UP FOR THE TOEFL PRIMARY TEST STEP 2 Teacher's Resources

sharp 날카로운	strike 치다, 부딪치다	translate 번역하다
sheer 완전한	string 끈, 줄	trap 덫, 올가미
shipping 선박	submit (서류, 제안서 등을) 제출하다	travel 여행하다
shortly 얼마 안 되어, 곧	substance 물질	trick 장난, 속임수
sign 징후, 조짐	sudden 갑작스러운	tropical 열대 지방의, 열대의
sign up (강좌에) 등록하다	suggest 제안하다, 암시하다	trust 신뢰, 신임
simmer 부글부글 끓다	suggestion 제안	tummy 배
situation 상황	support 지지하다	turn on ~에 달려있다
skewer (요리용) 꼬치	surprise 놀라게 하다, 놀라움	U
slice 조각	surprised 놀란	umbrella 우산
slight 약간의, 조금의	Surprising 놀라운, 놀랄	uncomfortable 불편한
slip 미끄러지다	surrounding 인근의, 주위의	unexpected 예기치 않은
sneeze 재채기하다	survive 살아남다	unit 구성 단위
social 사회적인	swallow 삼키다	V
soft 부드러운	sweet 달콤한, 단	vacation 휴가
sole 유일한, 단 하나의	T	vaccine 백신
sooner or later 조만간	tanning 햇볕에 탐	various 여러 가지의
sort out ~을 정리하다	tend to ~하는 경향이 있다	via ~을 통해서
sour 맛이 신	tent 천막	vibration 떨림, 진동
spicy 양념 맛이 강한	terrible 끔찍한, 소름 끼치는	vigorously 발랄하게, 힘차게
spread 펼치다, 퍼다	Thanksgiving 추수감사절	visual 시각의, (눈으로) 보는
spy 정보원, 첩자	theme 주제	volunteer 자원 봉사자
squeeze 꼭 짜다	theorist 이론가	W
standardize 표준화하다	think highly of ~을 높이 평가하다	wardrobe 옷장
state 상태, 국가	thread 실	warning 경고(문)
stationery 문구류	thumb 엄지손가락	wash off 씻겨 없어지다
stay up 늦게까지 깨어있다	tightly 단단히, 딱	water-tight 철두철미한
step on 남의 감정을 해치다	tiny 아주 작은	wave 파도
stick to ~을 계속하다, 고수하다	toast 건배, 토스트	wax 밀랍
stove 난로	totally 완전히, 전적으로	weather forecast 일기예보
straighten 똑바르게 되다(하다)	towel 수건, 타월	wicked 못된, 사악한
strainer 여과기	traditional 전통의	witch 마녀
strand (실, 머리카락 등의) 가닥		wonder 궁금하다, 궁금해하다

SKILL UP FOR THE TOEFL PRIMARY TEST STEP 2 Teacher's Resources

wood 나무, 목재

wooden 나무로 된, 목재의

wrap 포장하다

Y

yacht 요트

yucky 역겨운, 구역질 나는

yummy 아주 맛있는