

주 간



Keep It Simple and Short

2019학년도 수특영어 W6(28~30, Test1)

해당 자료의 지문 자체를 제외한 모든 내용
즉, 요약, 변형 포인트, 어휘 정리, 직독직해의 내용은
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이를 출력하여 다수에게 나눠주는 행위는,
사교육이지만 그래도 ‘선생’이라는 타이틀을 가지고 일하는 사람으로서
‘일말의’ 양심이 있다면 자제해주시고,
과외 혹은 학원 등에서 다수에게 이 자료를 배포할 경우,
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필자가 잘 못 먹고, 잘 못 자가면서 만든 창작물을,
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마지막으로,
해당 자료에 해당하는 저자의 무료 강의를 유튜브에서 보실 수 있습니다.
Shean EBS 치시면 바로 나옵니다.

Shean.T 드림.

Shean's KISS EBS

수특영어 28강: 어법, 1번

Self-esteem is the **appreciation** of one's worth and importance in society. Oftentimes having a lot of confidence means a high level of self-esteem, but just because they may be related does not necessarily mean one leads to the other. Just because one has confidence does not guarantee they will feel good about themselves. A simple way of looking at how much you like yourself is standing in front of the mirror, liking what you see, and how you feel about what you see (without **distorting** your image, both **figuratively** and **literally**). The more you like about what you see, the more able and willing you may be to put yourself out there in the public eye. It is easier said than done. The bottom line is establishing a level of self-esteem that allows you to be confident enough to make your own choices as **opposed to** having them made for you by others.

Summary

1. 대체로 자신감이 높으면 자존감이 높아지는 건 맞지만, 둘이 인과관계는 아님
2. 자존감을 확인하는 방법: 거울 앞에 서서 내 모습이 얼마나 맘에 드는가 확인.
3. 말이야 쉽긴 하지만,, anyway 다른 이의 시선이 아니라 주체적인 선택을 하도록 자존감 키우자!

KEY Point

1. 아침, 저녁으로 거울을 보며 나는 할 수 있다, 를 외치는 것도 혹은 노트에 적는 것도, 참 좋은 방법 ☺

Vocabulary

1. appreciation: 감사, 감상
2. distort: 왜곡하다
3. figuratively: 비유적으로
4. literally: 말그대로
5. it is easier said than done: 말이 쉽다
6. bottom line: 결론
7. opposed to N: ~에 반대하여

Self-esteem is the appreciation of one's worth and importance in society. Oftentimes having a lot of confidence means a high level of self-esteem, but just because they may be related does not necessarily mean one leads to the other. Just because one has confidence does not guarantee they will feel good about themselves. A simple way of looking at how much you like yourself is standing in front of the mirror, liking what you see, and how you feel about what you see (without distorting your image, both figuratively and literally). The more you like about what you see, the more able and willing you may be to put yourself out there in the public eye. It is easier said than done. The bottom line is establishing a level of self-esteem that allows you to be confident enough to make your own choices as opposed to having them made for you by others.

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자존감은 자신의 가치와 중요성에 감사하는 것이다 / 사회에서. / 때때로 많은 자신감을 가진다는 것은 의미한다 / 높은 수준의 자존감을, / 하지만 이 둘이 연관되어 있다고 해서 / 서로 인과관계라는 것은 아니다. / 자신감이 있다고 해서 / 보장하지 않는다 / 자신에게 좋은 감정이 있다는 것을. / 너 자신을 얼마나 좋아하는지 보는 하나의 간단한 방법은 / 거울 앞에서 서서, / 보는 것을 좋아하고, / 니가 보는 것에 대해 느끼는 감정을 좋아하는 것이다 / (니 이미지를 왜곡하지 않고, / 비유적으로나 있는 그대로나). 니가 보는 것을 더 좋아할수록, / 너는 더 너 자신을 대중의 시선에 두고 싶게 될 것이다. / 말하는 건 참 쉽다. / 결론은 바로 자존감을 세우는 것이다 / 널 자신감 있게 하는 / 너 자신의 선택을 할 만큼 / 선택이 다른 이들에 의해 내려지는 것이 아니란.

Shean's KISS EBS

수특영어 28강: 빈칸, 2번

As parents we offer our children not only experiences that help shape their developing minds but also ourselves. Children learn from us by watching us and **modeling** what we do. If teaching were telling, the job would be easy. Children will learn what's important to us and what we value by living with us, not just by hearing what we say. Who we are, the **nature** of our character, **is revealed in** how we live and how we make decisions about what we do. No matter how much we reflect and deepen our introspection, ultimately how we act in the world gives the true message of our values. Children observe these **outward** expressions of our character and remember, imitate, and recreate these ways of being in the world. The **old saying**, "Do what I say, not what I do" is only **wishful thinking** on the part of parents. Our children watch us because they want to know who we are.

* introspection: 자기 성찰

Summary

1. 부모님은 아이들에게 말로만 가르치는 것이 아니라 직접 행동을 보여줌으로써 가르치는 것
2. 아이들은 우리가 하는 결정, 행동을 보고 기억하고, 따라하면서 성장함
3. 아이들은 우리를 '보고' 배우니까 좀 똑바로 행동하자 ^^

KEY Point

1. 아이들이 보고 배우니까,

Vocabulary

1. model(v): 본 따라
2. nature: 본질, 본성
3. be revealed in: ~에서 보여지다
4. outward: 밖으로 향하는
5. old saying: 옛 속담
6. wishful thinking: 희망사항

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부모님으로서 / 우리는 아이들에게 제공한다 / 경험 뿐만 아니라 / 성장하는 정신을 형성하는 데 도움을 주는 / 우리 자신을.
/ 아이들은 우리로부터 배운다 / 우리를 봄으로써 / 그리고 우리가 하는 걸 따라함으로써. / 만약 가르치는 일이 말로 하는
거라면, / 그 일은 쉬울 것이다. / 아이들은 우리에게 중요한 걸 배울 것이고 / 우리와 같이 삶으로써 가치있는 것을 배울 것
이다, / 단순히 우리가 말하는 걸 들어서가 아니라. / 우리가 누구인지, / 즉 우리 성격의 본질은, / 우리가 사는 방식에서 보
여지고 / 우리가 하는 일을 결정하는 데서 보여진다. / 우리가 아무리 많이 자기 성찰을 깊이 하더라도, / 결국 세상에서 우
리가 하는 행동 방식이 준다 / 우리 가치의 진정한 메시지를. / 아이들은 이러한 밖으로 보여지는 우리의 성격으로 표현된
것을 관찰하고 / 기억하고, 따라하고, 재창조한다 / 세상에서 이러한 존재의 방식을. / 옛 속담인, / “내가 말하는 대로 해,
내가 하는 대로 말고”는 희망사항이다 / 부모 입장에서. / 아이들은 우리를 본다 / 우리가 누군지 알고 싶기 때문에.

Shean's KISS EBS

수특영어 28강: 제목, 3번



As individuals **go through** life, they build up sets of beliefs about who they are and how the world works. (C These sets might include specific beliefs such as “Heart trouble only affects people older than I.” The problem, of course, is that events in the real world can **challenge** such beliefs. When the challenge is great enough, individuals may be forced to drop their beliefs and develop new ones.) (B It is in this context that growth can occur. **Subsequent** to the trauma, individuals may rebuild their assumptions in ways that map more closely onto the world as it is for them now, and this, in turn, may **facilitate** future **coping**. Individuals may also be provided with opportunities they did not see before (e.g., new careers, new relationships.) (A In these ways, and others, it is possible for individuals to experience some growth **alongside of**, and because of, the loss and pain associated with the trauma. The growth (e.g., improvements in social support) may in fact result from the individuals’ attempts to **deal with** the trauma.)

Summary

1. 세상을 살아가면서 본인만의 기준, 신념이 생기게 되는데, 때로는 이 신념이 무너지고 새로운 기준이 생김
2. 이러한 ‘불일치’ 즉 트라우마 상황에서 자신의 가치를 수정하게 되고 새로운 기회를 보게 됨
3. 즉 개인의 성장은 이러한 트라우마, 고통을 극복하려는 노력에서 나옴

KEY Point

1. 변형: 순서. 대명사의 사용은 말할 것도 없거니와, 순서 단락에 따른 내용 흐름도 짱짱맨!! 오랜만에 아주 좋은 순서 변형 ☺

Vocabulary

1. go through: ~을 겪다
2. challenge: ~에 이의를 제기하다
3. context: 맥락, 상황
4. subsequent: 뒤따르는
5. facilitate: 촉진시키다
6. cope: 대처하다
7. alongside of: ~와 나란히
8. deal with: ~을 다루다

Shean's KISS EBS

수특영어 28강: 제목, 3번

As individuals go through life, they build up sets of beliefs about who they are and how the world works. These sets might include specific beliefs such as “Heart trouble only affects people older than I.” The problem, of course, is that events in the real world can challenge such beliefs. When the challenge is great enough, individuals may be forced to drop their beliefs and develop new ones. It is in this context that growth can occur. Subsequent to the trauma, individuals may rebuild their assumptions in ways that map more closely onto the world as it is for them now, and this, in turn, may facilitate future coping. Individuals may also be provided with opportunities they did not see before (e.g., new careers, new relationships). In these ways, and others, it is possible for individuals to experience some growth alongside of, and because of, the loss and pain associated with the trauma. The growth (e.g., improvements in social support) may in fact result from the individuals’ attempts to deal with the trauma.

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사람들은 삶을 살아가면서, / 일련의 신념들을 쌓아간다 / 그들이 누구이고 세상이 어떻게 돌아가는 지에 대해. / 이러한 신념들은 특정한 믿음들을 포함한다 / “심장병은 나보다 나이 든 사람에게만 생겨”와 같은. / 당연히 문제는 바로 / 현실의 사건들은 그러한 믿음과 반대될 수 있다는 것이다. / 그러한 반대가 충분히 클 때, / 사람들은 자신들의 믿음을 버리게 되고 / 새로운 믿음을 만들 수 있다. / 바로 이러한 상황이다 / 성장이 발생하는 것은. / 트라우마를 겪은 후에, / 사람들은 자신의 가설들을 재설정할 수 있다 / 세상을 더욱 밀접하게 보여줄 수 있는 / 현재 그들에게 그 자체로서, / 이는 결과적으로, / 미래의 대처 방식들에 도움을 줄 수 있다. / 사람들은 또한 기회가 주어질 수 있다 / 전에는 보지 못했던 / (예를 들어, 새로운 커리어나 관계). / 이러한 방식으로, 또는 다른 방식으로, / 사람들은 가능하다 / 성장을 겪는 것이 / 고통과 상실과 함께, 혹은 때문에 / 트라우마와 연관된. / 성장은(사회적 지지의 증가와 같은) / 사람들의 시도에서 나온다 / 트라우마에 대한.

Shean's KISS EBS

수특영어 28강: 문장 삽입, 4번



Relationships would be a lot easier if people were completely honest in telling one another how they are feeling and what they are thinking. In reality, this happens very rarely so we are left to **read between the lines**, **detect overtones** or pick up visual cues from one another's **facial expressions** or body movements. However, not everyone is aware of how to **decode non-verbal** communication, and not everyone is emotionally **expressive** and therefore easy to 'read'. (1) False reading of other people's emotions and the **failure to** detect incongruity between another person's emotions and his/her behaviour can result in **mistaken** action and reaction on our part. (2) For example, we may react strongly to our **misinterpretations** and act **defensively** to **perceived** emotional threats that simply do not exist. (3) These **are** sometimes **referred to as** 'false negatives'. (4) For example, students may react angrily and **aggressively** to a peer who 'looked at me funny', or a teacher may feel **outrage** when a student **refuses to** make eye contact during a reprimand.

* incongruity: 불일치 ** reprimand: 질책, 비난

Summary

1. Cause: 사람들이 감정을 그대로 드러내지 않음, Effect: 비언어적 요소들을 통해 숨겨진 의도를 읽어야 함
2. However, 감정을 잘못 읽는 경우 잘못된 행동이나 반응으로 이어질 수 있음
3. 이러한 '부정 오류'에는 학생 간의 오해, 쌤과 학생 간의 오해가 포함됨

KEY Point

1. 변형: 흐름 X. (1)~(4)는 모두 다른 이의 감정을 잘못 읽어서 생기는 문제들. 딱 헛소리 문장 들어가면 탈락!

Vocabulary

1. read between the lines: 행간을 읽다
2. detect: 탐지하다
3. overtone: 함축적 의미
4. facial expression: 얼굴 표정
5. decode: 이해하다
6. non-verbal: 비언어적인
7. expressive: 나타내는
8. failure to v: ~하지 못하다
9. mistaken: 잘못된
10. misinterpretation: 오해
11. defensively: 수동적으로
12. perceived: 인지된
13. be referred to as: ~라고 불리다
14. false negative: 부정 오류
15. aggressively: 공격적으로
16. outrage: 분노
17. refuse to v: ~하기를 거부하다

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[illegible]

Relationships would be a lot easier if people were completely honest in telling one another how they are feeling and what they are thinking. In reality, this happens very rarely so we are left to read between the lines, detect overtones or pick up visual cues from one another's facial expressions or body movements. However, not everyone is aware of how to decode non-verbal communication, and not everyone is emotionally expressive and therefore easy to 'read'. False reading of other people's emotions and the failure to detect incongruity between another person's emotions and his/her behaviour can result in mistaken action and reaction on our part. For example, we may react strongly to our misinterpretations and act defensively to perceived emotional threats that simply do not exist. These are sometimes referred to as 'false negatives'. For example, students may react angrily and aggressively to a peer who 'looked at me funny', or a teacher may feel outrage when a student refuses to make eye contact during a reprimand. * incongruity: 불일치 ** reprimand: 질책, 비난

관계는 더욱 쉬워질 것이다 / 만약 사람들이 완전 정직하다면 / 서로에게 말할 때 / 느끼는 점을 / 그리고 생각하는 것을. / 실제로, / 이는 거의 발생하지 않는다 / 그래서 우리는 사람들이 말하는 것의 행간을 읽게 되고, / 함축적 의미를 포착하거나 / 시각적 단서를 캐치한다 / 서로의 표정과 몸짓을 통해. / 하지만, 모두가 알고 있지는 않다 / 어떻게 비언어적 의사소통을 해석하는지를, / 그리고 모두가 감정적으로 표현하는 타입도 아니고, / 그래서 마음을 '읽기' 쉬운 것도 아니다. / 다른 이의 감정을 잘못 읽는 것은 / 그리고 불일치 파악을 못하는 것은 / 다른 이의 감정과 행동 사이의 / 잘못된 행동과 반응을 낳을 수 있다 / 우리에게 있어. / 예를 들어, / 우리는 우리의 오해에는 강하게 반응하고 / 수동적으로 반응할 것이다 / 인지된 감정적 위협에는 / 아예 존재하지도 않는. / 이러한 반응은 '부정 오류'라고 불린다. / 예를 들어, 학생들은 분노에 차서 공격적으로 반응할 수 있다 / 나를 '놀리며 바라본' 친구에게, / 혹은 짬은 분노를 느낄 수 있다 / 질책하는데 눈을 안 마주치면.