

■ 다음 글의 빈칸에 주어진 철자로 시작하는 단어를 쓰고, 괄호 안의 표현을 바르게 배열하시오.

Greetings: Language and Culture

Most human interaction starts with a basic greeting. A main function of greetings is ⁽¹⁾_____ (make, someone, to, aware of) another person's existence. This comes from the fact that human beings are social ⁽²⁾b_____ n_____, and thus have an almost inherent need to communicate with each other.

Greetings are, ⁽³⁾h_____, not simply words and phrases. They also reflect culture and history. For example, one culture's most common greeting may ⁽⁴⁾p_____ r_____ t_____ an ancient god or king, while another culture's may ⁽⁵⁾r_____ t_____ social status. Let's take a look at greetings found in different languages.

In speech, one of the most well-known greetings in the world is "hello." It is used throughout the English-speaking world. In addition, some greetings in other languages are so ⁽⁶⁾s_____ to "hello" — for example, Germans often say "hallo" (/halo/) — that ⁽⁷⁾_____ (difficult, tell, to, is, it) the difference between them. But do you actually know ⁽⁸⁾_____ (means, the greeting, what, "hello"), or where it comes from? Some say that the word comes from an old form of German "halâ, holâ" (/hala hola/), which was used to draw people's ⁽⁹⁾a_____. Others connect it to the French word "holà" (/ola/), which roughly means "Hey, there!"

Simple greetings in some languages have interesting ⁽¹⁰⁾m_____. Take Zulu, for example. Zulu, a language with more than ten million speakers, is spoken mostly in South Africa. One common Zulu greeting is "sawubona" (/saubona/), ⁽¹¹⁾_____ (the listener, which, to, replies) "ngikhona" (/ngikona/). In English, they mean "I see you," and "I am here," ⁽¹²⁾r_____. The Zulu people seem to be saying, "Until you recognize me, I don't exist. You ⁽¹³⁾_____ (into, me, existence, bring) by recognizing me." A Zulu folk saying makes the meaning of the greetings clearer: "Umuntu ngumuntu ngabantu" (/oo-MOO-ntoo ngoo-MOO-ntoo ngah-BAH-ntoo/), which means "A person is a person because of other people." As a casual daily conversation opener, "sawubona" and "ngikhona" ⁽¹⁴⁾_____ (simple, as, be, may, as) "Hello. How are you?" and "Fine, thank you," but the words actually have much deeper and more interesting meanings.

The Italian greeting “ciao” (/chao/) also has a unique story. “Ciao,” just as greetings in many other languages, serves as both “hello” and “goodbye.” The word ⁽¹⁵⁾c_____ f_____ the Venetian phrase “sciào vostro” (/schao vostro/), which means “I am your slave.” Of course, this does not mean that a person who says “ciao” will actually become the slave of the listener. It is actually just an act of good will. A more modern translation of the word might be something like this: “Let me know if you ever need my help,” or “You can ⁽¹⁶⁾c_____ o_____ me.”

“안녕하세요”(/annyeonghaseyo/) is the most common modern-day greeting in Korea. It can be translated as “Are you safe?” or “Are you all right?” Its origin is not clear, but many say it is related to old customs. A long time ago, before modern medicine was developed, people often died of sudden diseases. So, people asked about the other person’s well-being when they met. Put simply, today’s language ⁽¹⁷⁾r_____ the culture of past generations.

In Mongolia, “sain baina uu” (/sen be no/) is ⁽¹⁸⁾_____ (a, greet, to, common, way) another person. Its literal meaning is “Your livestock are doing well, aren’t they?” In Mongolia, farm animals were and still are both a source of food and a means of farming and transportation. In other words, they are very important animals. This example also shows how language reflects culture — as livestock were so important, asking about the livestock’s well-being was ⁽¹⁹⁾_____ (become, enough, common, to) a daily greeting.

It is clear by now that greetings in different languages reflect the culture of the people who use them. Why don’t you do a bit of research and see ⁽²⁰⁾_____ (played, how, history and culture, have, a role) in the formation of other simple greetings? You may be surprised — there may be more to a greeting than you think!

Reading Master

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Trees Are Tree-rific!

Look at the picture of a forest and imagine that you are taking a walk through it. Can you feel the breeze and smell the fresh scent of the trees and the leaves? We get so many gifts from nature! Many people are aware that spending time in nature can ⁽¹⁾_____ (them, help, relaxed, feel).

Trees Can Reduce Stress and Make Us Happier!

Now, there is scientific evidence that nature actually has ⁽²⁾h_____ e_____. According to some studies, forests can ⁽³⁾r_____ stress and anger as well as ⁽⁴⁾i____ your mood and overall happiness. Other studies have shown that after stressful situations, people recover faster in natural environments than in man-made ones. In particular, blood pressure, heart rate, muscle tension, and stress level ⁽⁵⁾d_____ faster in natural settings.

A recent study has shown that a simple walk in the woods can bring about ⁽⁶⁾p_____ cognitive and emotional changes. Sixty college students in their twenties (35 males and 25 females) participated in the study. They were divided into two groups. Both groups took a walk for about 50 minutes, but one group took a walk in the woods and the other in the city. Their cognitive abilities and ⁽⁷⁾_____ (measured, levels, were, emotional) after they returned to the lab. The cognitive abilities of the participants who walked in the woods improved more than 20%. Their emotions such as depression, anger, and fatigue were ⁽⁸⁾r_____ by positive emotions, such as happiness. On the other hand, the cognitive abilities of the participants in the city group actually ⁽⁹⁾w_____, and they experienced more negative emotions.

"Trees are a luxury for all of us, and we need this luxury for our health, mind, and soul. Places become sad when there is no green, no life present. Trees ⁽¹⁰⁾b_____ our lives."

Karin Leitner, classical musician

Trees at Work in the City

Many cities are working hard to ⁽¹¹⁾e_____ areas where trees can be planted. This is due to the belief that trees can improve both the environment and the ⁽¹²⁾q_____ of life. Here are some ways trees help us.

Stay Cool and Warm

The tree branches provide ⁽¹³⁾s_____ areas where people can cool off during summer. Trees can also help reduce heating costs during winter by breaking the force of winter winds. Trees can reduce the annual energy use around buildings by

⁽¹⁴⁾a_____ m_____ a_____ 10%.

Keep It Down

Noise pollution is everywhere, and unpleasant noise negatively affects us. In ⁽¹⁵⁾n_____ areas such as near airports and train stations, trees can absorb sound and reduce noise ⁽¹⁶⁾_____ (effectively, stone walls, as, almost, as).

A Natural Air Filter

Trees can absorb and lock in carbon dioxide, keeping it from harming the environment. In fact, a large tree can provide enough ⁽¹⁷⁾o_____ for ten people. In addition, it traps dust and pollutants in its leaves. Trees have a positive impact on air quality, and help reduce stress-related illnesses.

A Defense Against Natural Disasters

The top layers of soil can be carried away by wind and water, and this can later cause floods and clog waterways. The strong ⁽¹⁸⁾r_____ of trees hold soil in place.

A Defense Against Crime

Trees can help reduce crime, too. A charity in the London Borough of Tower Hamlets has been planting trees along the street. The trees have made the street look pleasant, appealing, and ⁽¹⁹⁾l_____ t_____. Residents now use the street much more than before, so they feel safer on the street. As one resident says, "By planting trees along the street, they gave the street back to the community."

Trees in the cities are on the job around the clock every day, working for all of us. They help us live in a much more comfortable environment. They also keep us safe from natural disasters and help us create a stronger ⁽²⁰⁾b_____ with our communities. They work to make our urban environment a better place even when we are fast asleep.

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Jultagi: A Traditional Balancing Act

Have you ever seen traditional Korean tightrope walking, *jultagi*, in Korean Folk Village or on TV? *Jultagi* ⁽¹⁾r_____ a very talented individual to walk on a tightrope set up between two wooden tripods. The performer is expected to sing, dance, and sometimes even tell a story at the same time. *Jultagi* was ⁽²⁾r_____ on UNESCO's Intangible Cultural Heritage of Humanity Lists in 2011. Let's learn more about *jultagi* from one of its masters, Kim Daegyun.

Q How did you start to learn *jultagi*?

A When I was 9, my father had a job in Korean Folk Village, and my family moved there. I ran around the village with my friends while my father worked. I naturally ⁽³⁾c_____ a_____ traditional Korean performances like *pansori* or *nong-ak* every day. The traditional performances were very interesting. ⁽⁴⁾_____ (this period, was, during, it) that I became interested in tightrope walking. I started to learn the skills from *jultagi* master and the first Human Cultural Asset in the art, Kim Youngcheol, with a few other kids my age. I ⁽⁵⁾_____ (the only one, be, out, turned, to) who continued to practice into ⁽⁶⁾a_____. I've been performing *jultagi* for the last 30 years.

Q How did you practice *jultagi* when you first started it?

A Before I tried to walk on a rope ⁽⁷⁾s_____ in the air, I laid a rope on the ground and practiced breathing, focusing my eyes, and shifting my weight as if I were on a real tightrope. Then I practiced on the tightrope in the same way ⁽⁸⁾_____ (had, I, on the ground, as). I practiced for about 8 hours a day and repeated the same motions thousands of times.

Q What is the greatest attraction of *jultagi*?

A I'd say autonomy in creating *jaedam*, or ⁽⁹⁾w_____ d_____. There are two performers (*julgwangdae* and *eoritgwangdae*) in *jultagi* accompanied by traditional Korean music. We create witty dialog out of any story, without ⁽¹⁰⁾r_____. I think that is the greatest attraction of *jultagi*. The *julgwangdae* might say, "People used to tell me if I can walk on the rope, then I can succeed in everything. Well, I started to do *jultagi* when I was 9, but I'm ⁽¹¹⁾l_____ w_____ n_____ but a sore bottom." Then the *eoritgwangdae* might reply, "But there's one good thing about being a *jultagi* performer: Everybody looks up to you."

Q What do you think is the most important part of *jultagi*?

A Breathing. There are single motions and connected motions in the performance. Each motion must be finished within 30 seconds, so ⁽¹²⁾_____ (to, critical, maintain, is, it) consistent breathing.

Q Why do you use a folding fan in *jultagi*?

A It helps me keep my balance. We do 35 different motions. Motions 16 through 35 ⁽¹³⁾i_____ big movements and require a lot of strength. For those motions, the fan is especially helpful. The fan also makes those motions look more graceful.

Q What is the audience's role in *jultagi*?

A It's not just the performer on the rope that is important. In *jultagi*, the performers, the rope, and the audience all act together. In other words, they breathe together, and the harmony of the three is the key to success. Without such interactions, ⁽¹⁴⁾_____ (*jultagi*, not, any longer, it's). It's just a circus.

Q How would you compare *jultagi* and Western tightrope walking?

A Western tightrope walking is just acrobatics. Balancing and juggling ⁽¹⁵⁾d_____ the performance. On the other hand, traditional Korean tightrope walking is ⁽¹⁶⁾_____ (art, of, a, complex, consists, that) not only acrobatic skills but also dance, music, and creative dialog.

Q Tell us about the difficulties you have experienced while keeping this traditional Korean art form alive.

A Unlike *samullori* or *nong-ak*, in which there are many performers, *jultagi* has only a couple of performers. As a result, I often feel pressured to take full ⁽¹⁷⁾r_____ for the performances. Sadly, the general public knows little about *jultagi*, and such public ⁽¹⁸⁾i_____ worries me. There is no fixed place where we can practice and perform *jultagi*, for example. I sincerely hope there will be a center for traditional art and culture in the near future. People ⁽¹⁹⁾_____ (to, should, experience, able, be) different types of Korean culture and art more easily.

Q One last question. Do you have any advice for the young generation?

A I've learned two things throughout my life as a tightrope performer. First of all, once you make a decision, you should keep going with a sense of purpose. I don't think I've given up anything in the middle of it. Secondly, it's important to be passionate. If you have passion, you can achieve ⁽²⁰⁾w_____ you want. Just keep working toward your goal with passion. That's all you have to do to succeed in your chosen field.

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RICHARD FEYNMAN: A Brilliant Scientist

Richard Phillips Feynman, born in New York in 1918, was probably one of the most brilliant and influential physicists of the 20th century. Feynman ⁽¹⁾ _____ (developing, famous, is, for) a theory about the interaction between light and matter which ⁽²⁾ a _____ the way science understood the nature of waves and particles. In 1965, he ⁽³⁾ _____ (the Nobel Prize, was, in, awarded, Physics) for this work. Besides his achievements as a physicist, he is also well known for the many interesting stories about his life.

Understanding the Essence of Things

This story is about his father, who tried to teach Feynman to have a scientific ⁽⁴⁾ p _____.

One day, when I was little, I was playing in a field and a kid said to me, “See that bird? What kind of bird is that?” I said, “ I don’t know ⁽⁵⁾ _____ (is, what, it, bird, kind of).” He answered, “It’s a brown-throated thrush. Your father doesn’t teach you anything!”

But it was the ⁽⁶⁾ o _____. My father had already taught me: “See that bird?” he said. “It’s a Spencer’s warbler. Well, in Italian, it’s a *Chutto Lapittida*. In Portuguese, it’s a *Bom Da Peida*. In Chinese, it’s a *Chung-long-tah*, and in Japanese, it’s a *Katano Tekeda*.” I knew he didn’t know the real name. “You can know the name of that bird in all the languages of the world, but you’ll know absolutely nothing about the bird. So, let’s look at the bird and see what it’s doing — that’s what ⁽⁷⁾ c _____.”

He said, “Look. The bird pecks at its feathers all the time. ⁽⁸⁾ _____ (do, think, why, birds, you, peck) at their feathers?” I answered, “Well, maybe they mess up their feathers when they fly, so they’re pecking at them in order to straighten them out.” “All right,” he said. “If that were the case, then they would peck a lot just after they’ve been flying. Let’s look and see if they peck more just after they land.”

It wasn’t hard to tell: There was not much difference between the birds that had been walking around a bit on land and those that had just ⁽⁹⁾ l _____. So I said, “I give up. Why does a bird peck at its feathers?” “Because there are bugs bothering it,” he said. “The bugs eat flakes of protein that come off its feathers. Everywhere there’s a source of food, there’s some form of life that finds it.” ⁽¹⁰⁾ _____ (the difference, that, was , it, then, learned, I) between knowing the name of something and knowing something.

Enjoying Observations and Experiments

This story is about how Feynman enjoyed observing nature in action and how he could solve a problem through a simple experiment.

When I was at Princeton, I had a little hand microscope. I pulled the ⁽¹¹⁾m_____ piece out of it, and would hold it in my pocket like a magnifying glass. I once took it out of my pocket to look at some ants that were ⁽¹²⁾c_____ around on some leaves. What I saw was an ant and an aphid. In nature, ants protect aphids from ladybugs and carry them from plant to plant. The ants, in return, get partially digested aphid juice called “honeydew.” I already knew that, but I had never seen it.

The ant ⁽¹³⁾p_____ the aphid with its feet — all around the aphid, pat, pat, pat. I could not believe my eyes! Then the juice came out of the back of the aphid. As it was magnified, it looked like a big, beautiful ball because of the surface tension. The ant took this ball in its two front feet, ⁽¹⁴⁾_____ (the aphid, it, off, lifted), and held it. The ants probably have a ⁽¹⁵⁾g_____ material on their legs that doesn't break the surface tension of the juice. Then the ant broke the surface of the drop with its mouth and ate the honeydew. I was simply ⁽¹⁶⁾_____ (happen, amazed, this whole thing, to see)!

Around the same time, the ants found my food, which was quite a distance from the window. A long line of ants crawled along the floor across the living room. It was when I was doing several experiments on the ants. I said to myself, “What can I do to stop them from coming to my food without killing any of them? No ⁽¹⁷⁾p_____; I don't want to harm the ants!”

What I did was this: In ⁽¹⁸⁾p_____, I put a bit of sugar about 20 centimeters from their entry point into the room, which they didn't know about. Then I made a paper ferry and put it on their trail. Whenever an ant returning with food walked onto my little ferry, I would carry the insect over and put it on the sugar. ⁽¹⁹⁾_____ (the food, any ant, toward, coming) that walked onto the ferry, I also carried over to the sugar. Eventually, the ants found their way from the sugar to their hole, so this new trail was being used more and more, while the old trail was being used less and less. Half an hour later, the old trail dried up, and in an hour the ants were out of my food. I didn't wash the floor; I didn't do anything but ferry ants.

Through these experiences, I came to know the joy of observing things and solving problems through ⁽²⁰⁾e_____.

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Egypt at a Glance

Egypt is located in Africa but has been culturally closer to the Middle East for thousands of years. Egypt is filled with ancient ⁽¹⁾r_____ and has various cultures and religions. People say that the whole country is like a museum.

The Nile River Flows

The Nile, ⁽²⁾_____ (civilization, to, which, gave, Egyptian, birth), flows through Cairo, the capital of Egypt. Cairo is a city that has both a traditional and ⁽³⁾m_____ look. Standing by the river and looking toward the city made me feel as if I were standing on the banks of the Han River.

“My Son Is Not for Sale”

The Friday market seemed to have everything. It sold not only household items such as ⁽⁴⁾h_____ a_____, clothes and dishes, but also animals such as pigeons and rabbits. I found a man who was selling nails, hammers, and other tools. A boy was sleeping on the man's table. He ⁽⁵⁾_____ (been, tired, have, so, must) from working in the market with his dad. The man also looked really tired, but he had ⁽⁶⁾_____ (be, strength, to, humorous, enough) and say, “My son is not for sale.”

The Camel Guarding the Pyramids

⁽⁷⁾_____ (mind, first, what, came, to) when I thought of Egypt were the pyramids. The pyramids have been used as the setting for many books and movies because of their ⁽⁸⁾g_____ s_____ and the mysteries related to them. So, the pyramids seemed familiar, but what was unfamiliar was a police officer riding a camel. As I watched the big-eyed camel blinking and walking slowly, I wondered how the police officer could ever catch a thief. ⁽⁹⁾_____ (thieves, have, many, escaped, may) because of the slow camel. Despite my worries, the camel walked faithfully around the pyramids ⁽¹⁰⁾_____ (it, if, as, knew) it had to guard them.

The Newly Assembled Abu Simbel Temples

The Abu Simbel temples were built by Ramses II around 3,200 years ago. On each side of the temples' entrance, we can see his 20-meter-high statues that show ⁽¹¹⁾_____ (powerful, how, was, the king). In fact, these temples

were in danger of being flooded because of the Aswan High Dam. So, they were separated into small blocks in the early 1960s and ⁽¹²⁾r_____ in a new location in 1968. The temples now sit on land that is 60 meters higher than their ⁽¹³⁾o_____ s_____. The surprising fact is that you can't tell they were ever moved.

No Driver's License Necessary!

In the desert, there seems to be nothing but sand, stone, and the hot sun. But people can live there because of the oasis. There are big and small villages ⁽¹⁴⁾s_____ it. In these villages, mules and camels are important for transportation, and I usually took wagon taxis led by mules. The speed was so slow, but it was fun. I met ⁽¹⁵⁾_____ (children, wagon, some, riding, a) on their way home from school. In the oasis villages, both children and adults knew how to ride mules well. Without a driver's license, of course!

The Black Desert and the White Desert

I had thought that there was only one kind of desert. But ⁽¹⁶⁾_____ (traveling, I, Egypt, in, while, was), I found out that there are many different kinds. These are pictures of the Black Desert and the White Desert in the region of Bahariya. The Black Desert has become black because the ⁽¹⁷⁾l_____ iron from volcanic activity affected the soil. Everything was black as if I were in a coal mine. On the other hand, the White Desert ⁽¹⁸⁾i_____ c_____ i_____ limestone. It looked as if white paint had been spilled everywhere.

The Sunset on the Nile

People along the Nile have caught fish and used the river for agriculture and transportation for thousands of years. The Nile is ⁽¹⁹⁾_____ (a river, life, not just, the source, but, of) for Egyptians. My parents told me that in the old days in Seoul, people caught fish and washed their clothes in the Han River. We can't find people fishing on the Han River anymore, but we can still see a lot of people catching fish on the Nile. At sunset, I looked out at the beautiful scenery that seemed like a gift from the sky to the Egyptians who work hard every day. I wondered how the sunset on the Han River would look. ⁽²⁰⁾_____ (go, I, Korea, back, when, to), I will make sure to go and see the sunset on the Han River.

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Two Artists in Arles

Many people believe that Vincent van Gogh (1853-1890) and Paul Gauguin (1848-1903) were the greatest painters of the late 19th century. But did you know that they once worked together for nine weeks? Well, they did. Their friendship, ⁽¹⁾r_____, and passion for art stand out in the history of modern art.

Van Gogh and Gauguin first met in Paris in the autumn of 1887. Both were ⁽²⁾s_____ a new way to paint. They learned that they shared the belief that art should be pursued away from big cities like Paris. The following year, van Gogh moved to Arles in southern France and founded the “studio of the south.” Through the studio, ⁽³⁾_____ (as, the, also, Yellow House, known), he wanted to create a space where artists could work together, ⁽⁴⁾i_____ one another.

Van Gogh asked Gauguin to join him in the small town. After ⁽⁵⁾r_____ r_____, Gauguin finally arrived at the studio on October 23, 1888. Van Gogh was thankful because now he was able to work with another gifted painter. ⁽⁶⁾_____ (his, show, to, gratitude), van Gogh decorated Gauguin’s room with his painting of sunflowers, a symbol of happiness and light in van Gogh’s life.

Gauguin’s arrival started a period of close interaction. At the Yellow House, the two painters discussed and shared ideas about art. They ⁽⁷⁾e_____ w_____ many new ideas. One of them was to paint on jute, a fabric commonly used for making rope and curtains. The new canvas was tough. So, the artists were able to ⁽⁸⁾a_____ paint more thickly and use heavier brush strokes, ⁽⁹⁾_____ (to, feel, their paintings, a, unique, introducing).

The two artists produced many great paintings while they were together in Arles. Their paintings from this period show the friendship between van Gogh and Gauguin. Van Gogh took Gauguin to beautiful places in Arles, and the two shared models and ⁽¹⁰⁾l_____ m_____. ⁽¹¹⁾_____ (wonder, is, it, no), then, that common subjects often appear in the paintings by both artists.

However, there were some differences between the two painters. Van Gogh liked to be realistic. He painted landscapes, people, and plants as they appeared to him. He painted on the spot, often ⁽¹²⁾_____ (the same subject, several, of, producing, versions). Gauguin’s approach was different. Taking ⁽¹³⁾c_____ time, Gauguin made numerous sketches to capture the features of his subjects. After gathering visual details of his subjects on the spot, he went back to the studio where he began painting based on his memory and imagination.

The different approaches are ⁽¹⁴⁾r_____ in what the two painters produced. Dynamic colors and clearly visible brush strokes are the distinct features of van Gogh's works. In contrast, Gauguin used flat colors and sometimes rubbed the paint into the canvas, ⁽¹⁵⁾_____ (strokes, no trace, leaving, of, behind).

The two artists differed not just in the way they painted. They also had sharply contrasting views on important issues. All this ⁽¹⁶⁾_____ (frequent, into, conflicts, turned, harmony). Gauguin repeatedly pushed van Gogh to use his memory and imagination more. Although van Gogh tried to paint in Gauguin's manner, he was unable to change his style. The two artists found it hard to work together again. By mid-November, they no longer worked or ate together.

The conflicts between the two are ⁽¹⁷⁾e_____ in what they created. For instance, Gauguin's portrait of van Gogh depicts him as a weak, worn-out painter. Van Gogh is holding a thin brush while the sunflowers hang loosely like the artist's body. In this way, Gauguin wanted to insult van Gogh and his art.

The relationship worsened day by day. After ⁽¹⁸⁾_____ (van Gogh, a terrible accident, injured himself, which, in), Gauguin decided to leave the studio. He left for Paris on December 26, 1888. After that, they never saw each other again. Although van Gogh and Gauguin stopped working together, they exchanged letters until van Gogh's death in 1890.

The collaboration at the Yellow House lasted for only nine weeks. Nevertheless, the ⁽¹⁹⁾s_____ c_____ greatly affected the painters. Gauguin continued to use jute as a canvas and yellow, van Gogh's favorite color. On the other hand, van Gogh's works became less realistic than before. He probably tried hard to paint ⁽²⁰⁾_____ (his friend, the way, paint, used to). Together, the two artists wrote one chapter of modern art history.

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Are You Moneywise?

Suppose you were in the following situations.

Situation A

You go to an ⁽¹⁾e_____ store to buy a laptop which sells for \$2,000. At the store, you discover that the same laptop is on sale for \$1,980 (1% off the original price) at another store ⁽²⁾_____(by, an, bus, away, hour). Would you go to the other store to buy it at the lower price?

Situation B

Now you go to the same electronics store to buy a cellphone which sells for \$100. At the store, you discover that you can buy the same cellphone for \$80 (20% off) at another store an hour-long bus ride away. Would you go to the other store to get the lower price?

Studies tell us that more people would go to the other store to save on the cellphone than ⁽³⁾_____ (save, on, would, they, to, the laptop). Most people think that a long bus ride to save 1% on a laptop is ⁽⁴⁾u_____. On the other hand, the same people would argue that an hour on a bus to save 20% on a cellphone is reasonable. ⁽⁵⁾A_____ a_____, both situations offer you the same ⁽⁶⁾e_____ choice: Would you take an hour-long bus ride to save \$20? Both situations involve a saving of \$20 and the cost of some inconvenience.

Many of us have ⁽⁷⁾_____ (of, money, valuing, the, bad habit) in relative terms. As shown in Situations A and B, ⁽⁸⁾_____ (by, the phrase, are, we, deceived) “the original price.” A saving of \$20 seems to have more value next to the original price of \$100 (20%) than \$2,000 (1%). That is why a discount of \$20 has a greater impact when the price of the item that you buy is lower. Unfortunately, most shoppers ⁽⁹⁾f_____ i_____ t_____ t_____ of looking at “the original price” and buy things without much thinking. If you were a financially responsible person, you would probably make consistent decisions: ⁽¹⁰⁾_____ (not taking, taking, or, either) the trip to the other store in both cases.

Now consider another pair of situations.

Situation C

You are on your way to a concert with a \$20 bill and a \$20 ticket in your wallet. But when you arrive at the concert, you realize that you’ve lost your ticket. Do you buy a new one?

Situation D

Now imagine that instead of a \$20 bill and a \$20 ticket, you have two \$20 bills in your wallet. You arrive at the box office, but this time you've lost one of the bills on the way. Do you buy a concert ticket?

⁽¹¹⁾ _____ (like, were, most, people, you, if), you would probably answer "no" to the first question and "yes" to the second. Once again, both cases involve a loss of \$20 and ⁽¹²⁾ _____ (to be entertained, another \$20, the prospect, spending, of). For most people, the first situation is understood as a total entertainment cost of \$40 — two actual tickets, each costing \$20. This seems like too much, even for a good concert. On the other hand, the loss of \$20 in cash and the \$20 cost of the ticket are somehow ⁽¹³⁾ c _____ s _____. More people would be willing to spend the remaining \$20 on the ticket.

The example illustrates one of the most common and costly money mistakes: valuing some dollars less than others. Too often we forget that all dollars are created ⁽¹⁴⁾ e _____. Every dollar has the same value attached to it. An important step toward smarter spending is ⁽¹⁵⁾ _____ (of, the habit, money, breaking, valuing) differently.

Here is the last situation for you.

Situation E

Suppose you received twenty dollars as ⁽¹⁶⁾ e _____ a _____, found a twenty-dollar bill on the street, or got back twenty dollars your friend had borrowed. What would you do with it?

Doesn't it just make you smile thinking about this situation? ⁽¹⁷⁾ _____ (tempted, you, spend, to, are) the money right away? Then think again! You are just about to fall into another trap of ⁽¹⁸⁾ l _____ your money. People tend to spend more freely and without care when they label money as "unexpected."

⁽¹⁹⁾ _____ (get, you, money, next time, some, unexpected), do not spend it right away. Deposit the money into a bank account instead. Tell yourself that you can do whatever you want with that cash, but only after two weeks. Most likely, by the time the due date comes around, you will view this money as "⁽²⁰⁾ h _____" savings not to be wasted. This will surely help you think more carefully and lead you to smarter spending. It is important that you learn to view all money equally.

■ 다음 글의 빈칸에 주어진 철자로 시작하는 단어를 쓰고, 괄호 안의 표현을 바르게 배열하시오.

The Copy

It was the best day of my life. Fiona agreed to ⁽¹⁾g_____ o_____ w_____ me. Every boy at Hamilton High, especially Mat Hodson, would be jealous. He always got A's, and as captain of the school's football team, he was handsome and tough. He also liked Fiona.

I ⁽²⁾h_____ o_____ to see Dr. Woolley. I always visited my old friend when something important happened. He was always inventing something in his lab. I gave the secret knock at Dr. Woolley's door — three slow, three fast. "Come in, Rodney," he said. "Tim," I corrected. He always called me by the wrong name. I didn't mind it, though; I was ⁽³⁾_____ (allowed, his lab, into, the only person).

"I've almost perfected the Cloner," whispered Dr. Woolley, pointing at a machine with wires hanging out of it. It had two red buttons, labeled COPY and REVERSE. He placed a pine cone into the Cloner and pressed COPY. There was a ⁽⁴⁾w_____ s_____ and a puff of smoke. Then, amazingly, another pine cone, exactly the same as the first, appeared. The image lasted for about ten seconds and ⁽⁵⁾f_____ a_____. He said, "It's unstable, but I can fix it. We'll soon be able to copy everything. All we need is time."

I didn't see Dr. Woolley for some time because I was busy with Fiona. Sometimes, I was worried, though, that Mat would flatten me for ⁽⁶⁾_____ (the girl, going, with, out, likes, he).

About a month later, I wondered ⁽⁷⁾_____ (had perfected, if, the Cloner, Dr. Woolley). I went to see Dr. Woolley. His door was open, so I ⁽⁸⁾l_____ m_____ i_____. There was no sign of him! The place was a mess. It looked as if there had been a fight. On a chair, I found a letter which read: "If you find this letter, something terrible has happened. You must destroy the Cloner at once. Woolley." Below the chair was another letter, which was exactly the same as the first. What had happened? Why did he want me to destroy the invention? Most importantly, where was Dr. Woolley?

The REVERSE button on the Cloner was shining. I ⁽⁹⁾s_____ it over to COPY; I just wanted to know if it worked. I threw a book into it, and immediately an exact copy of the book appeared. I switched it to REVERSE and threw the two books inside. They just ⁽¹⁰⁾v_____. Had Dr. Woolley been pushed into the machine and disappeared in this way? There were signs of a struggle!

The next day I took my mother's hairpin to the lab without telling her. I made a copy for Fiona. I also experimented with a frog and produced a copy. Strangely, the original had a black patch on its right side, ⁽¹¹⁾ _____ (on its left, the copy, whereas, one, had). In any case, this Cloner was wonderful! I spent hours in Dr. Woolley's lab, making copies of everything.

In the evening, I left the lab with the hairpin for Fiona. I never ⁽¹²⁾ m _____ i _____ t _____ Fiona's house, though. Mat was waiting outside. He said, "I told you to stay away from my girl." "She's not your girl, and she's now my" I never finished the sentence. He ⁽¹³⁾ _____ (me, the stomach, in, punched), and I collapsed. He laughed and went off.

I was mad, and I had to think of a way to stop him. I thought, "I should make a copy of myself, and together we could flatten Mat." I switched the Cloner to COPY and jumped in. In a second, there was another "me" standing there — the same jeans, the same jacket, and the same brown eyes.

We stood ⁽¹⁴⁾ s _____ for a while and then said ⁽¹⁵⁾ s _____, "Hello, there, welcome to Earth." How did he know what I was going to say? He knew everything I had ever done before I stepped into the Cloner. We shared the same past.

We agreed to face Mat first. Mat was coming out of the locker room. "Look," he shouted, "It's little Tim and his twin brother." Suddenly, he looked very big. I ⁽¹⁶⁾ f _____ l _____ r _____, and so did the Copy. I could see he was about to turn around and run, leaving me on my own. We both turned and fled.

At home, we were arguing. Then the doorbell rang. "I'll get it," snapped the Copy. He ran down the stairs and answered the door. I could hear Fiona's voice. The Copy went outside. I raced over to the window and looked out. ⁽¹⁷⁾ _____ (made, boil, saw, I, what, my blood) — the Copy was holding hands with Fiona!

When the Copy came back, I said, "Let's talk." He agreed, and we walked all the way to the lab in silence.

Secretly I turned the Cloner to REVERSE. I thought, "I can just push him straight into the Cloner, and ⁽¹⁸⁾ _____ (back, be, to, everything, normal, will)." Suddenly, the Copy grabbed me and started to push me. As we fought, I realized what had happened to Dr. Woolley. Minutes later, he fell into the Cloner and vanished ⁽¹⁹⁾ w _____ a _____ t _____.

Mom and Dad were watching TV as I came home. Dad looked up and said, "Tim, fill out this form for the school camp." I took the form and ⁽²⁰⁾ _____ (to, out, it, fill, started). Dad was staring at me in a funny way. "What's up?" I asked. "You're writing with your left hand," said Dad. "So?" "You've used your right hand all your life!"