



19강 어휘 (1) EXAMPLE 01 최저임금법의 필요성



*The Need of Minimum Wage Act*

〈1〉 Historical evidence points to workers being exploited by employers in the absence of appropriate laws.

〈2〉 This means that workers are not always compensated for their contributions—for their increased productivity—as economic theory would suggest.

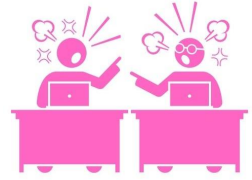
〈3〉 Employers will be able to exploit workers if they are not legally controlled.

〈4〉 Thus, the minimum wage laws may be the only way to prevent many employees from working at wages that are below the poverty line.

〈5〉 This point of view means that minimum wage laws are a source of correcting for existing market failure, enhancing the power of markets to create efficient results.



19강 어휘 (1) EXAMPLE 02 논쟁을 피하는 방법



*a way of avoiding argument*

〈1〉 It is important to remember that a misunderstanding is never ended by an argument but by a sympathetic desire to see the other person's view.

〈2〉 As Buddha said, "Hatred is never ended by hatred but by love."

〈3〉 Here is an example: Pat Duffy was selling cars for General Motors.

〈4〉 If a buyer made a negative remark about the car he was selling, Pat would get upset at the customer.

〈5〉 He would talk back to the customer and win lots of arguments, but he didn't sell many cars.

〈6〉 Finally, he learned to handle the customers and here is how.

〈7〉 If a customer said, "This GM car is no good!

〈8〉 I would rather buy a Ford car," Pat, instead of arguing, said, "Ford cars are good, and it is a fine company."

〈9〉 This made the customer speechless.

〈10〉 There was no room for argument.

〈11〉 Now instead of wasting time arguing about Ford cars, Pat got off that subject and concentrated on the GM cars he was selling.



19강 대비 (1) PRACTICE 01 코펜하겐 시의 자전거 이용 증진 정책



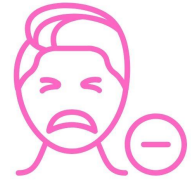
*The Policy for the Promotion of Bicycle Utilization in Copenhagen City*

- 〈1〉 The City of Copenhagen has been restructuring its street network for several decades, removing driving lanes and parking places in a deliberate process to create better conditions for bicycle traffic.
- 〈2〉 Year by year the inhabitants of the city have been invited to bike more.
- 〈3〉 The entire city is now served by an effective system of bike paths, separated by curbs from sidewalks and driving lanes.
- 〈4〉 City intersections have bicycle crossings painted in blue and, together with special traffic lights for bicycles that turn green six seconds before cars are allowed to move forward, make it considerably safer to cycle around the city.
- 〈5〉 In short, a whole-hearted invitation has been given to cyclists, and the results are reflected clearly in patterns of use.
- 〈6〉 Bicycle traffic doubled in the period from 1995 to 2005, and in 2008 statistics showed that 37% of personal transport to and from work was by bicycle.
- 〈7〉 The goal is to increase this percentage considerably in the years to come.



19강 대비 (1) PRACTICE 02 부정적인 꼬리표의 문제점

*the problem of negative labeling*



- 〈1〉 As a teacher, you will hear pupils being labelled by other teachers, and there are a lot of labels that are employed.
- 〈2〉 If the label is a positive one, then that is fine and should be encouraged.
- 〈3〉 Sadly that is a rarity; it is the poorly motivated and poorly self-disciplined pupils who often end up being labelled.
- 〈4〉 Eventually the pupil becomes the label.
- 〈5〉 If you tell a pupil often enough that he is a disruptive influence, he will surrender to the title and become it even more.
- 〈6〉 If you tell a pupil that she is a naughty little girl who constantly makes life difficult for everyone, she will eventually become that even more.
- 〈7〉 These are the very pupils we need to be positively affecting and we will not achieve that by sticking a label on them and reaffirming that label at every turn.



19강 대비 (1) PRACTICE 03 감정적 반응에서의 문화 차이



*Cultural Differences in Emotional Responses*

- 〈1〉 As one of many examples of complexity of motivationally anchored instruction, motivation is governed to a large extent by emotion.
- 〈2〉 A person working at a task feels frustrated and stops.
- 〈3〉 Another person working at a task feels joy and continues.
- 〈4〉 But what brings out a response of frustration or joy may differ across cultures, because cultures differ in their definitions of novelty, hazard, opportunity, gratification, and so forth.
- 〈5〉 It is also quite possible for another person with a different set of cultural beliefs to feel frustrated at a task and yet continue with further determination.
- 〈6〉 Depending on the cultural groups with which a person identifies, illness, for example, may be understood from the perspective of germs, God, anxiety, chance, or one's moral failure, and a person's emotional response to illness will reflect these beliefs.
- 〈7〉 Cultural groups vary in their beliefs about the meaning of emotional experiences, expressions, and behaviors.



19강 대비 (1) PRACTICE 04 아동의 음식 선택을 지도하는 방법



*How to guide children's food choices*

- 〈1〉 Forcing a young child to eat foods she or he does not like, or totally restricting access to favorite foods, can have lifelong negative effects on food preferences and health.
- 〈2〉 When attempts to get a child to eat a particular food turn the dinner table into a battleground for control, nobody wins.
- 〈3〉 Foods should be offered in an objective, nonthreatening way so that the child has a fair chance to try the food and make a decision about it.
- 〈4〉 Restricting access to, or prohibiting intake of, children's favorite "junk" foods tends to strengthen their interest in the foods and consumption of those foods when they get a chance.
- 〈5〉 Such prohibitions have the opposite effect of that intended because they make kids want the foods even more.