

# 誠信女大의 教養英語 教材

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## 1. 머리말

대학에서의 英語教育이 중요하다는 사실은 재론할 필요가 없으며 또 대학의 영어교육이 소기의 成果를 거두지 못하고 있음도 否認할 수 없다. 이에 대한 원인을 따지려면 一次的으로 中·高等學校에서의 英語教育의 양상을 비롯해 실로 여러 복합적인 要因이 들추어져야 할 것이다.

해마다 대학에 들어오는 신입생의 영어 實力이 1년 동안 영어를 가르쳐 대학에서 필요로 하는 수준에 이르게 하기 어려운 형편인데다가, 대학 교양영어 교육의 여건——英語科目에 배정된 절대 시간 수, 학급 규모, 教授方法, 시청각 시설 등——또한 그리 좋지 못한 게 現實이다.

그런데 이상에 언급된 여건 자체를 당장에 모두 改善하기란 거의 불가능하며, 주어진 여건하에서 영어교육을 개선하는 것이 당분간 어쩔 수 없는 조건인 듯하다. 또 교양영어 敎育과 관련된 여러 要件 중 한 학년 전체가 수강 대상이고 여러 교수가 참여하며 공동 실라버스(syllabus)로 관리되는 교양영어 교육의 내용과 방법은 教材의 성격에 가장 민감하게 영향을 받으므로 教材의 개선이 우선적으로 중요하다고 하겠다.

이와 같은 전제에서 우리가 받아들이는 신입생의 영어 실력을 토대로(대학에서 필요로 하는 수준과 내용의 獨해력과 聽해력을 측정하는 영

어 실력 테스트를 실시) 허락된 여건과(학급 규모 약 50명, 주당 강독 2시간, 실습 2시간의 두 학기) 4技能 중 아무래도 獨해력과 聽해력 신장에 우선을 둔 目標에 알맞은 교양영어 敎材를 개발하자는 것이었다.

## 2. 教材 改善의 前提

현 실정을 그대로 받아들이고 그것을 토대로 가능한 범위에서 개선 방법을 강구하자는 것이 출발점이었는데 아래와 같은 敎材 改善을 위한 기본 전제가 제시되었다.

### 1) 배정된 授業 시간의 善用

교양영어에 배정된 강독 2시간, 실습 2시간의 두 학기 시간의 양은 학생들이 학문 연구에 쓸 수 있도록 영어 능력을 키워주는 데 절대적으로 부족한 수업 시간 수이다. 그렇다고 대학이 교양영어 교육을 위해 더 많은 시간을 배정하기도 어려운 실정이다. 이 문제의 解決은 학생들이 수업 시간 이외에 많은 학습을 하도록 誘導하는 敎材와 敎수 方法의 개발이 지름길이 아닌가 한다. 많은 대학에서 흔히 보듯이 연습 문제가 전혀 없는 敎材로 원문만을 다루고 마는 것이 아니라, 많은 연습 문제를 푸는 速제 活動을 부과하고 또 이를 敎실에서 또는 퀴즈로 檢討하

고 확인하는 과정을 둔다면 훨씬 많은 학습량을 成就할 수 있을 것이다.

## 2) Workbook의活用

앞서 절대 학습량을 늘리기 위해서는 학생들에게 예습과 복습을 스스로 하지 않으면 안 되게 해야겠다고 했는데, 교실 밖에서의 학습 지도 방법은 workbook을 마련하는 것이 대표적인 경우라 하겠다. 새로 배우는 과를 학생들이 예습할 수 있도록 다양한 형태의 예습 문제를 提示하고, 수업 시간에는 예습을 위한 연습이 제대로 되어 있는지를 調査하고 또 필요한 점을 보완 설명하며, 수업이 끝난 뒤에도 workbook에 이미 마련되어 있는 여러 가지 연습 문제를 통하여 배운 것을 익히도록 지도하는 것이다. workbook의 활용은 먼저 중요한 문제로 여겨지는 학생들의 자율 학습을 유도할 뿐만 아니라 연습 문제의 성격에 따라서는 학생들의 영어 학습의 흥미를 유발하고 학습 동기를 높여 주는 구실도 하게 될 것이다.

## 3) 학생들 수준에 대한考慮

영어 강독의 경우 독해의 요소로 다루어져야 할 영역은 어휘적(lexical)·구문적(structural)·문화적(cultural) 그리고 조직적(organizational)인 면으로 要約될 수 있으며, 이 중 주어진 글의 정확한 독해를 위해 가장 중요한 문제로 대두되는 것은 어휘와 구문의 파악이다. 또 가능한 신속히 글 전체의 內容과 要旨를 파악하고 세부 사실을 이해하는 문제가 중요하다고 말할 수 있다.

이런 관점에서 입학 직후 고3 교과서 후반부 정도의 수준으로 실력고사를 실시하였다(청해력 테스트도 별도로 실시함). 그 결과를 자세히 언급할 필요도 지면도 없는데, 결론적으로 말해 중심 사상(main idea)에 관한 문제, 세부 내용에 대한 문제, 어휘와 숙어에 대한 문제 전반에 걸쳐서 아주 저조한 형편이었으며 구문과 문법 문제도 마찬가지로 나올 것이 없었다.

이런 사실은 영어 강독의 경우 독해력 증진을 위해 어휘, 구문 및 독해의 세 영역에 대한 훈련이 고루 필요하다는 結論에 이르게 되었다. 혼

히 본문만 읽고 번역하고 끝나는 종전 방식의 교재와 교수법으로는 독해력 신장을 도저히 기대할 수 없음이 드러났다.

여기서 독해력 테스트의 결과가 좋지 못한 理由를 간단히 살펴 보면, 문법·번역(grammar-translation) 위주의 공부를 하였기 때문에 읽어서 이해하는(reading for comprehension) 연습을 제대로 하지 않은 데 있는 것으로 생각된다. 영문 독해란 우리말의 해석을 거치지 않고 직접 영문의 내용을 파악하는 것을 意味하는데, 번역을 거쳐야 뜻이 파악된다는 것은 그만큼 불필요하고 비효율적인 작업이고, 이 경우 영어 자체를 익히는 공부는 성립되지 못한다. 讀解 연습의 미흡은 독해가 아닌 해독(deciphering)을 낳고 해독만 하는 활동은 독해 훈련을 막는 악순환을 계속하게 한다.

신입생이 고등학교에서 배운 영어 낱말이 3,000~4,000 개라고 하는데, 그 낱말들을 어떻게 배웠느냐가 문제이다. 보통 학생들이 예습할 때 새로 나온 낱말을 노트에다 옮겨 적고, 영한 사전을 찾아서 우리말 定義를 쓰고 그 낱말의 뜻을 외우거나 참고하면서 읽는 글을 해석하는 작업에 임한다. 글을 읽으면서 한 낱말이 문맥 속에서 어떤 의미를 나타내고 있는가를 認知하는 연습 과정이 결여되어 있다. 대부분의 학생들이 해석 위주의 낱말 공부에 依存하고 있는 듯한데 이러한 방식은 독해나 의사 소통(communication)을 위한 영어 학습에 도움이 되지 못한다. 낱말의 뜻을 문맥 속에서 익히고 그 낱말이 사용된 용법(usage)을 따라 연습을 하도록 지도해야 할 것이다.

문법 학습의 문제도 마찬가지이다. 문법을 형식에 置重하여 다루었기 때문에 학생들이 의미를 망각하고 패턴에만 신경을 쓰는 것 같다. 말은 의미 전달이 주목적이므로 패턴 연습이나 그 밖의 문법 연습은 항상 의미를 먼저 생각해야 하고 그렇게 指導해야 한다. 즉 문법 규칙도 문맥 속에서 이해하고, 이해한 형식을 따라 연습하고 익혀야 할 것이다. 예를 들어 시제(tense)의 경우에는 영어가 가지는 시간에 대한 概念을 먼저 정확히 이해시킨 후 문맥 속에서 실제의 용법을 통해서 형식의 연습을 해야 할 것이다.

이상과 같은 문제들은 문법 설명과 문장 해석이 교사나 학생이 쉽고 빠르게 영어를習得할 수 있다는 그릇된 判斷과 안이함에서 비롯된 것이며, Rivers(1981: 268~86)가 제시한 독해를 위한 6개의 발전 단계 ① Introduction to Reading ② Familiarization ③ Acquiring Reading Techniques ④ Practice ⑤ Expansion ⑥ Autonomy 중 어느 한 단계라도 뛰어 넘으면 독해 습득에 장애가 온다는 사실에 注目해야 할 것이다.

### 3. Lesson 構成의 方向

교양영어는 신입생들의 독해력과 청해력을 배당된 극히 制限된 시간 수를 최대한으로 활용하여 向上시키는 데 목표를 두었기 때문에 교재가 이 목표 실현에 부응하도록 꾸며져야 한다고 했다. 이런 방향을 실현시키는 핵심은 알맞은 글을 選定하고 꼼꼼하고 세심한 배려에 의해 적합한 연습 문제를 考案하는 것이었다.

workbook의 형식이든 본문 뒤에 오는 Exercises 형식이든 연습 문제는 학생들의 興味와 학습 動機 유발을 비롯해 교실 밖에서의 자습, 그리고 결과적으로 독해력 또는 청해력의 향상에 기여할 수 있는 성격이 되어야 한다. 이러한 전제를 바탕으로 강독 교재와 실습 교재의 편찬 原則을 다음과 같이 세웠다.

#### 1) 講讀 教材

- ① 주당(2시간) 1과 진도로 학습할 수 있게 한다.
- ② 첫 학기에 다룰 I부는 독해 능력을 發展시키기 위하여 필요한 기본 문제들과 주로 문장의 구조에 관한 문제들을 다루고, 2학기에 다룰 II부는 글의 중심 사상 및 세부 사항 파악 등 直讀直解에 주력하는 방향으로 학습 내용을 꾸며 I부와 II부의 단계적 수준과 특색이 드러나게 한다.
- ③ 글 선정시 어휘와 구문을 비롯한 난이도의 문제를 고려하여 학생 수준에 알맞은 글로 비전문적이며 교양적인 다양한 내용으로 한다.

④ workbook은 학생들이 수업에 임하기 전에 예습을 하도록 하는 pre-class preparation과 수업 후 복습을 하도록 하는 follow-up assignments로 구별되는 연습 문제를 제시한다.

⑤ pre-class preparation은 학생들이 읽은 내용을 스스로 確認해 볼 수 있도록 하는 내용 파악에 관한 질문(대체로 선다형)과 새로운 어휘 및 속어를 소개한다. follow-up assignments는 어휘, 문장 구조, 내용 파악, 작문 등 다양한 내용과 형태의 연습 문제를 제시한다.

#### 2) 實習 教材

① 매 시간당 1과를 끝내도록 構成하며 3과마다 테스트를 실시하여 2주당 3과의 진도로 한다.

② 과마다 focal points가 있어 배울 내용을 분명히 하고, 단계적으로 꾸며진 연습 과정을 통해 적절히 반복되도록 한다.

③ 연습 문제의 양식은 다양하되 학생 스스로 실제로 풀고 확인해 보도록 꾸민다.

④ 낱말이나 문장이나 페리그래프를 聽解하도록 연습시키기 위해 음운론적·문법적 양상에 대한 연습 문제 이외의 메시지의 의미와 의사 소통 상황을 파악하는 연습을 위한 dialogue를 많이 넣는다.

⑤ 수동적인 듣기 위주의 認識技能이 중심이지만 능동적인 表出技能(말하기) 활동도 이루어지도록 배려한다.

⑥ 수업 이외 주변의 다양한 청취 능력 배양의 기회(TV, VTR, 라디오, 카세트, 영화 등)를 활용하도록 유도하며 lab 시설은 two-way system으로 하여 자신의 목소리를 녹음하고 연습할 수 있도록 한다.

이상에서 밝힌 편찬 의도를 가능한한 수용해 보려는 노력과 함께 꾸며진 sample lesson을 감히 뒤에 소개한다. 여기서는 지면 관계상 강독 교재의 sample lesson만을 소개하기로 한다. 이런 試圖가 우리나라 대학 教授英語 교재 개선에 조그만 보탬이 되었으면 할 뿐이다.

**TEXT**

**X. Greek Philosophers**

In ancient Greece, scholars did not specialize in just one or two particular areas of study as they do today. Each Greek scholar studied mathematics, physics, logic, music, astronomy, and the use of language in speech and writing. They inquired into the proper ways to govern, the workings of the universe, the relationship between mathematics and music, and almost every other concern of an active and imaginative mind. A scholar who studied all these things was called a Sophist, which means "one who works at being wise."

The Sophists took nothing for granted. They asked: How can anyone really be sure of anything in this world? How can anyone be sure the gods really exist when no one can see, hear, feel, taste, or smell them? And if there are no Gods to tell us what is the right thing to do, can we depend on the laws of the people who govern us? Will they be just laws? And for that matter, what kind of people should be allowed to write the laws others have to obey? From these questions it is easy to see why the Sophists were not always popular with the city's leaders or many of its citizens.

The most famous of all the philosophers was a short, snub-nosed man called Socrates. Socrates lived from 469 B.C. to 399 B.C. He was at the height of his popularity during and immediately following the Peloponnesian War. Unfortunately for Socrates, his popularity was mostly with the young people.

Socrates asked questions about everything, including religion, politics, and the proper behavior of one person toward another. He believed that the only way people could arrive at the truth was by questioning their own opinions. He said they should never place confidence in their traditions or the things they had been told by others. Only by continually questioning their beliefs, forming their own answers, and then discussing those answers with others did Socrates believe people could gain knowledge. This kind of inquiry is called the Socratic method of inquiry.

None of the writings of Socrates have survived and scholars know about him only through the writings of others. The period in which Socrates lived was one of great unrest and hardship for Athens. The city was struggling against heavy odds in the war with Sparta at that time. And Socrates was encouraging the young people to question the very foundations of the Athenian way of life. Socrates was thought to be very dangerous to the city of Athens because of his influence on the young people. He was considered a threat to Athens' stability during this critical time in his city's history.

Socrates was brought to trial in 399 B.C. for not being loyal to the state. The citizens of Athens charged him with disrespect to the gods and with corrupting the youth of Athens. Socrates was sentenced to die by drinking a cup of hemlock, which is poisonous. It is believed that Socrates preferred death to exile. If a citizen of Athens moved or was exiled to another city, he was considered to be a "foreigner" and was unable to take part in the political life of his new homeland. To Socrates and many other Athenians, exile would have been the same as death. Politics was thought to be one of the most important of human activities.

Historians know about the teachings of Socrates mainly through the writings of another great philosopher, Plato. This famous pupil of Socrates wrote about the great philosophical problems that people have faced for centuries. He asked what kind of government would produce the most good, what love was, how a person could behave ethically, and many other questions that have

concerned people through the ages. His writings are in the form of dialogues, compositions in which two or more characters have a conversation. Socrates poses questions to a group of his students. The students reply to Socrates and also discuss the answer among themselves. But Socrates never tells them what the answer to the problem is. He answers each question from the students with another question. In this way, the students are forced to continually question themselves and others in an effort to reach the truth.

One of the most famous of Plato's dialogues is the Republic. In it, Plato outlines his plan for an ideal society. This ideal society would contain three main groups of people: the scholars; the soldiers; and the farmers, artisans, and merchants. The scholars had the most knowledge and intelligence, according to Plato. So they would be the rulers. The soldiers would defend the country. The class of merchants, artisans and farmers would produce and distribute goods for the whole community. The group to which a person belonged would be decided by that person's intelligence rather than by birth.

Plato was mostly concerned with the idea of good. He thought there was an ideal virtue and that human good was only a reflection of this ideal. Plato said that people should continually try to improve themselves so that they might come nearer to this ideal good. Aristotle, another famous philosopher and a student of Plato, saw the search for truth differently. While Socrates believed in continual questioning and discussion and Plato believed in ideal good as the way to truth, Aristotle approached truth through the study of the natural world around him. He was the first to use modern scientific methods. He classified living things into groups, much as is done in biology today, and then he extended this system into other kinds of inquiry. He classified governments, for example, according to whether they were headed by one man, by a few men, or by many men, and showed how there were good and bad governments.

Aristotle differed from Plato in his idea of the best kind of government. He thought that a society should be ruled by a large middle class and that the government should provide money to help the poor. Aristotle also believed that it was best for people to live moderately and avoid excess in every part of their lives.

## WORKBOOK

### Pre-class preparation

#### I. Understanding the Main Idea

1. What is the main idea of this story
  - a. That ancient Greek thinkers were interesting people.
  - b. That ancient Greek thinkers constantly caused trouble in society.
  - c. That ancient Greek thinkers influenced much of modern Western thought.
  - d. That ancient Greek thinkers are still famous even today.
2. Which of the following statements about early Greek philosophers is true?
  - a. They specialized in only one field.
  - b. They were very similar to present-day scholars.
  - c. They were very wise men.
  - d. They had a very broad range of knowledge.
3. What is the main feature of the Socratic method of inquiry?
  - a. To continually question and discuss one's beliefs.
  - b. To give up all of one's opinions.
  - c. To try to discover the ideal good.
  - d. To put everything into the form of a dialogue.
4. What was the primary reason that Athens put Socrates to death?

- a. He was an incredibly ugly man.
  - b. He was extremely popular with the young people.
  - c. He threatened the political stability of the state.
  - d. He wanted to become the political leader of Athens.
5. One of the most important techniques of Plato's dialogues was
- a. to answer a question with another question.
  - b. to search for the truth.
  - c. to avoid excess in all things.
  - d. to develop the ideal society.
6. Which was of the greatest importance in Plato's ideal society?
- a. That a person's status would be decided by birth.
  - b. That one's age was most important.
  - c. That a person's status would be decided by intelligence.
  - d. That society should be divided into different groups.
7. What was a major point of difference between Aristotle and both Plato and Socrates?
- a. He wanted to search for truth.
  - b. He used modern scientific methods.
  - c. He believed in continual questioning and discussion.
  - d. He tried to find the ideal good.
8. What could you say about the development of Greek science?
- a. It depended greatly upon the ideas of other cultures.
  - b. It depended largely on its own.
  - c. It never developed very much at all.
  - d. It relied primarily on myths.

### II. Recalling Details

1. The scholars known as "those who worked at being wise" were called
- a. Socratics
  - b. Platonics
  - c. Hittites
  - d. Sophists
2. Socrates was most popular with
- a. youth
  - b. scholars
  - c. the middle class
  - d. the political leaders
3. Why was it that Athenians regarded exile to be the same as death?
- a. They could no longer practice their religion.
  - b. They could no longer be with their families.
  - c. They could no longer take part in politics.
  - d. They could no longer meet their friends.
4. What was the reason that Socrates never told his students the answer to a problem?
- a. To make them angry.
  - b. He didn't know himself.
  - c. He wanted to make them continue questioning everything.
  - d. He wanted to confuse them.
5. Which group did Plato believe should rule in society?
- a. The soldiers
  - b. The merchants
  - c. The farmers
  - d. The scholars
6. How did Aristotle feel that people should live?
- a. They should live moderately.
  - b. They should go to extremes.
  - c. They should give their money away.
  - d. They should do as they wish.

### III. Definitions of the New Words

- (1) area(of study)—a field or division of research.
- (2) universe—the entire world and totality of existence known to man.

- (3) scholar—a person who studies a particular subject deeply and extensively.
- (4) sophist—an ancient Greek scholar with broad interests and a questioning approach to everything.
- (5) concern—something which we feel is important and of interest to us.
- (6) tradition—a long-held belief or practice of a society.
- (7) inquiry—a questioning and probing of some matter to understand it.
- (8) intelligence—the capacity of a person to think and understand.
- (9) distribute—to give out a supply of something to the members of a group.
- (10) excess—to go beyond what is thought to be normal or acceptable.
- (11) virtue—that quality which is thought good and admirable by people.

#### IV. Important Phrases

- (1) specialize in: Nowadays most doctors specialize in a particular field of medicine. After freshman year college students begin to specialize in their major.
- (2) inquire into: The police are going to inquire into the circumstances of the murder. If you are planning to buy a house, you should inquire into getting a mortgage.
- (3) take something for granted: Young Koreans today take it for granted that they will always have enough to eat. One leading cause of divorce is that husband and wife come to take each other for granted.
- (4) be popular with: T-shirts and blue jeans are quite popular with college co-eds. Travel by train is no longer popular with most Americans.
- (5) be at the height of: To win an Olympic gold medal an athlete must be at the height of his athletic performance. At the height of their popularity the Beatles could make a hit song out of anything.
- (6) bring somebody to trial: After a person is arrested and charged with a crime, he should be brought to trial as quickly as possible. In a just society the wicked and corrupt should be brought to trial.
- (7) place confidence in: Parents usually place their confidence in the teacher to educate their children. Every time you board an airplane you place your confidence in the pilot.
- (8) in an effort to: In an effort to protect his feelings I was unable to tell him my honest opinion. Many charitable groups raise funds in an effort to assist the needy.
- (9) classify things into: It is the method of the scientist to classify everything that he sees into specific categories. Jane tends to classify people into those she likes and those she doesn't.
- (10) be concerned with: A lot of people today are concerned with the effect of industrial pollution on the environment. A priest or minister is always concerned with the spiritual welfare of his parishioners.
- (11) extend into: If warm weather extends into the fall, it is known as Indian summer. Over the past few thousand years the influence of China has extended into Korea and Japan.

#### Follow-up Assignments

##### I. Substitution Drill

- (1) The only way people could arrive at the truth was by questioning their own opinions.  
(conclusions, decisions, beliefs)
- (2) The gods(teachers, parents, professors) tell us what is the right thing to do.
- (3) They inquired into the proper ways to govern.(the workings of the universe, the relationship.

between mathematics and music, all the other concerns of the human mind)

- (4) He asked questions about the proper behavior (attitude, manners, feelings) of the person toward another.
- (5) A scholar who studied all these things was called a Sophist. (a physicist, a psychologist, a chemist)
- (6) How can anyone be sure the gods really exist? (life on earth will go on forever, the earth will come to an end, a nuclear war will destroy everything)
- (7) He was considered (thought, believed, recognized) to be very dangerous to the country.
- (8) The citizen of Athens charged him with disrespect to the gods. (corrupting the young people, defying the authorities, murdering a man)
- (9) It is believed that Socrates preferred death to exile. (honesty to dishonesty, honor to dishonor, truth to untruth)
- (10) He asked what kind of government would produce the most good. (what kind of education would be good for people, what kind of life would be recommendable, how a person could behave ethically)
- (11) Aristotle saw the search for truth (fortune, fame, happiness) differently.
- (12) Students asked questions about everything, including religion. (art, music, philosophy)

## II. Difficult Structures

- (1) Word order reversal: Observe the following expressions and the difference in word order.
  1. Only by continually questioning their beliefs did Socrates believe people could gain knowledge.  
Socrates believed people could gain knowledge only by continually questioning their beliefs.  
Socrates believed that the only way people could gain knowledge was by questioning their own beliefs.
  2. So rapidly does he speak that no one can catch all the words.  
He speaks so rapidly that no one can catch all the words.
  3. For you to give him the money was foolish.  
It was foolish of you to give him the money.
  4. Never have I seen a more beautiful sight.  
I have never seen a more beautiful sight.Exercise: Rewrite the following sentences in different word order.
  1. The commander judged they could cross the river only by boat.
  2. Our teacher said we could carry out the task only with a carefully worked out plan.
  3. We seldom see a man who is not interested in money.
  4. It was your idea for us to go by bus.
  5. I could discover the truth from this experience.
- (2) Present perfect Tense: Observe the following sentences and the difference between Simple Past and Present Perfect.
  1. I met John in high school. I have known him since high school.
  2. The man died two months ago. He has been dead for two months.
  3. Sam has left the house. He left ten minutes ago.
  4. Nancy has caught a cold. She caught it yesterday.
  5. I have met Susie before. I met her in 1965.
  6. Plato wrote about the great philosophical problems that people have faced for centuries.



7. He also asked many questions that have concerned people through the ages.

Exercise: Write a sentence to fit the time expression given.

1. for two days now.    2. last year.    3. since 1980.    4. a long time ago.  
5. up to now.    6. lately.    7. so far.    8. last June.

(3) SO THAT-MAY(CAN)=in order that: Observe the following expressions.

1. People should continually try to improve themselves so that they might come nearer to this ideal good.
2. Students should study hard so that they may pass the college entrance examination.
3. He works on Sundays so that he can earn enough to pay his tuition.

Exercise: Rewrite the following sentence using SO THAT.

1. John is driving faster in order to get to school in time.
2. John and Nancy are working even on Sundays in order that they can have their own house.
3. You should submit your assignment before the deadline in order not to be scolded by the teacher.
4. Would you stop by my house in order that we may go together?

(4) Preposition+WHICH: Observe the analysis.

The group to which a person belonged would be decided by that person's intelligence rather than by birth.

Analysis: The group \_\_\_\_\_ would be decided by that person's intelligence...

to the group a person belonged

a person belonged to the group

to which a person belonged

Exercise: Combine the two sentences into one.

1. A. The period was one of great unrest and hardship for Athens.  
B. Socrates lived in the period.
2. A. His writings are in the form of dialogues.  
B. Two or more characters have a conversation in the form of dialogues.
3. A. The temple stood on top of the peak.  
B. We were climbing toward the temple.
4. A. The danger seemed to be chasing us.  
B. We were trying to get away from the danger.

(5) Preposition: With, To, Through, Among, On. Observe the examples.

From these questions you can see why the Sophists were not always popular with the city's leaders.

For Socrates, his popularity was mostly with the young people.

Scholars know about him only through the writings of others.

People have asked questions through the ages.

The students discuss the problem among themselves.

Socrates never tells his students what the answer to the problem is.

Exercise: Fill in the blank with the proper preposition.

1. Socrates was thought to be very dangerous \_\_\_\_\_ the city of Athens because of his influence \_\_\_\_\_ the young people.
2. He was considered a threat \_\_\_\_\_ Athens' stability during this critical time.
3. Aristotle approached truth \_\_\_\_\_ the study of the natural world.

4. His popularity\_\_\_\_\_his neighbors helped him enjoy a great success.

5. You must settle the matter\_\_\_\_\_yourselves.

### III. Making a Judgment

1. If an ancient Greek scholar could meet a modern scholar, he would probably
  - a. find him fascinating.
  - b. find him not very interesting.
  - c. be unable to understand him.
  - d. have the same interests.
2. What might be the reason that the Sophists weren't well liked?
  - a. They were very arrogant.
  - b. They questioned all the accepted beliefs.
  - c. They made up dangerous plans.
  - d. They were very dishonest.
3. Why did Plato put his writings into the form of dialogues?
  - a. It was more interesting.
  - b. That was the style of writing at the time.
  - c. It was a good way to inquire into a problem.
  - d. He was a follower of Socrates.
4. Which statement would most accurately reflect Aristotle's view of society?
  - a. He said that man should be ruled by a noble class.
  - b. He felt that the poor should rule society.
  - c. He felt that all forms of government were equal.
  - d. He thought that the middle class should rule society.

### IV. Write two short sentences using the phrase.

1. inquire into
2. take something for granted
3. place confidence in
4. in an effort to
5. be concerned with

### V. Translate the following into English.

1. 올바른 통치법
2. 우주가 하는 일들
3. 수학과 음악의 관계
4. 누가 세상 일에 대하여 과연 확신이 있는가?
5. 소크라테스의 글은 하나도 남아 있지 않다.
6. 사람들은 분수에 맞게 살고 과분함을 피하는 것이 가장 좋다.