



我從很久以前就打算出國讀書，大三的時候，經由朋友介紹到了 The EGG 英語蛋 Daniel 老師這裡上課。來上課之前原本擔心像托福這樣難的考試題目，上起課來應該會很無趣又乏味，但來上了課之後，和我想像中的完全不同，Daniel 老師上課方式非常吸引人，讓原本很乏味的內容變得有趣多了！讓我變得非常喜歡上英文課，每個禮拜都很期待來上老師的課。老師也教了很多的聽力練習方法，以及閱讀的解題技巧，對我來說幫助非常大！非常的謝謝老師。

準備出國是一個很辛苦的過程，瑣碎的事情非常多，容易讓人覺得疲憊。但來這邊上課時，老師都會分享他以前在英國讀書的有趣或是特別的事，又讓大家燃起一定要出國唸書的鬥志！很嚮往老師說的外國留學生生活，經歷和在台灣完全不同的事。

我也很喜歡這樣小班制的環境，每個同學會在互相練習口說的時候進而認識彼此，分享大家申請學校的過程，你會覺得有很多的戰友，不是自己一個人孤單的！大家也會進行讀書會來監督彼此，幫助彼此，這是別的地方看不到的，讀書很重要的就是週邊的風氣，這裡能讓自己更努力往前走！

經過了好幾個月的錄音，準備文件，托福考試，以及最重要的到美國 **audition** 這些非常辛苦的過程之後，我上了我最想要的學校 **NYU**，讓我很想跟他上課的老師上課，一切辛苦的可貴了。但我知道，申請上了只是個開始，往後的留學生活會比那過程更辛苦的，但能為自己的夢想做努力是一件非常幸福的事。

綜合寫作

Passage 講述養魚場作為世界上主要的提供魚類食物的 **farm** 對環境可能會造成嚴重影響：

- 【1】 魚產生大量的 **by-product**，滋生細菌污染環境
- 【2】 一些飼養的魚逃跑跟野生魚交配產生存活能力低的後代
- 【3】 漁場浪費大量珍貴資源

professor 說事實上這些問題都有已經找到瞭解決辦法：

- 【1】 有一種細菌可以吃魚的排泄物，這種細菌會打出來
- 【2】 事實上人工飼養的魚由於基因變異不大可能跟野生的魚交配成功
- 【3】 科學家已經在找到方法通過 **recycle water** 使養蝦時使用的被污染的清水可以使用，而且一種生物(會打出來)可以在鹽水中生存

The reading passage criticizes fish farms for causing a number of problems to the local environment. However, in the lecture, the professor argues that solutions have already been found to address each problem.

The first problem is that fish raised in fish farms may produce large quantities of by-products and wastes that may contaminate the surrounding water. In the lecture, the professor points out that a kind of bacteria (也可能是 marine animal) has been introduced in fish farms to effectively break down (或 eat) the waste.

The second problem is that when the fish escape from the farms and breed with their

wild relatives, they could produce offspring with genetic weakness and low viability. However, according to the lecture, domestication has made fish in the farms genetically different, and their reproductive ability much lower than that of the wild fish, so successful breeding for the escaped fish in the wild is highly unlikely.

The third problem concerns the overconsumption of freshwater resources in fish farms. To address this problem, the lecture says, scientists have invented a water recycling system, in which water is continuously filtered and recycled so the amount of water needed to run a large-scale fish farm is minimized. Furthermore, a type of plant called () can be grown in salt water to help with the cleaning process.

Passage: microcredit 不能解決貧困問題。

- 1) borrower 沒有 business skill，做生意很容易失敗
- 2) 小額貸款會 increase 銀行的 administration cost，是 inefficient 的。
- 3) 如果政府把錢投入 microcredit 裡面，就不能投到其它方面了。

Lecture: 文章說得不對。

- 1) agencies 提供 other services，比如教 borrower 怎麼記帳，怎麼利潤最大化等等。
- 2) 文章說的問題很好解決：銀行可以把錢借給由 4-5 個人組成的 small groups，這樣在相同的 cost 下幫助了貧困的人。
- 3) 由於提供小額貸款的都是 agencies，政府其實在這方面 save 了 money，這樣政府就能把錢投到小型貸款不能融資的大型工程，比如建一棟樓什麼的。

Microcredit is a form of financial service which provides small loans to help the poor start their business. The reading passage points to three inherent problems with microcredit. The lecture, however, addresses each of these questions.

The first problem is that receivers of microcredit usually do not possess the knowledge and skills necessary to run a business, so their business is likely to fail. However, according to the lecture, microcredit service is more than just providing loans. Borrowers are also taught many useful skills such as how to budget the balance and how to lower their cost. These, together with the credit they are given, will help receivers successfully run their business.

The second problem is that microcredit will increase the administrative cost of the bank, and therefore it is an inefficient practice. The lecture argues that this is not necessarily the case, since the bank often lends microcredit to a small group of 4 to 5 people at a time, rather than just to one individual, so the administrative cost involved

is significantly reduced, which means more loans can be provided to a larger number of people.

Finally, another problem with microcredit is that it takes away the valuable funds which the government could have invested in more important areas like education and infrastructure. The lecture, however, contends otherwise. It explains that microcredit is often financed by non-government institutions. So it does not decrease government fund. On the contrary, with small businesses being financed by microcredit, the government could focus its limited budget on financing larger projects.

侏羅紀時代的生物滅絕了，文章說可能是因為彗星撞地球，依據就是一些發現的古老的生物還是什麼的碎片，然後它們可以 **dating back to XXX** 年以前，並且在中國，日本還有某個國家都有發現，然後發現某個溝壑還是海峽有可能就是那個坑

speech 說第一那些碎片的化學物質沒有因為地殼運動受熱而改變，所以時間應該很短，應該沒有 **250-million-old** 這麼老。第二碎片只在那三個國家被發現過，如果衝擊力那麼強的話，那碎片應該是散落在全世界的。第三，類似那個坑的坑到處都是，火山運動也會是造成溝壑的原因，該是地球內部地質活動形成的。

The reading passage presents three pieces of evidence to support the theory that the Permian–Triassic mass extinction was triggered by a meteorite impacting Earth. However, the lecturer rejects this theory by pointing out its weaknesses.

The first evidence is the recent discovery of meteorite fragments containing mineral grains which dated to 250 million years ago, the same time when the extinction occurred. However, the lecturer rejects this theory as unconvincing, arguing that any substance would be transformed completely after 250 million years of gradual chemical process, so the minerals now preserved in the fragments must have been formed quite recently.

The second evidence is the scattered meteorite fragments in China, India and [], indicating the magnitude of a disastrous meteorite impact that could wipe out almost the entire species on Earth. Yet according to the lecture, the fact that the fragments were only found in three countries, and not in the rest of the world such as Europe, was actually proof that the meteorite collision was not strong enough to cause such a

massive extinction.

The third evidence is a large crater found off the coast of Australia. Its size matches that of a meteorite, indicating that it was an impact site for a meteorite collision. Nevertheless, the lecturer proposes a different theory. He explains that this crater may have been caused by Earth's internal forces such as volcanic activities.

閱讀：GM plant 有好處

【1】可以導入抗蟲基因，少用殺蟲劑，有利於保護環境

【2】可以耐乾旱，在非洲種可以提高農民收入

【3】可以讓大米里含更多維生素 a，防止維 a 缺乏。

聽力部分認為 gm 的好處被誇大了，因為：

【1】這種基因如果擴散到野草裡，那野草也該瘋長了，一樣破壞生態平衡

【2】農民往往用去年的種子播種，用 gm 種子的話就得年年買新種子，多花的錢也許比多賺的還多。

【3】含維生素 a 的蔬菜有的是，含量還比這種 gm 大米高，為什麼不建議人們吃蔬菜就得了。

閱讀材料說了防止 Asian carp 進入 Great Lakes 的三種方案

1. 閱讀說 construct walls in Great Lakes

聽力說這個對 shipping 有影響，cargo 要從一個船 reload 到另一個船上，增加了 cost.

2. 閱讀說利用 electrical charged device to eliminate Asian carp.

聽力說這樣無法覆蓋全面，carp 可以遊到 other side 從而進入 lake

3. 閱讀說 two-step measure. First, 通過 toxic chemicals 把所有的魚毒死。Second, 再引進 native species.

教授說這種做法總來試過，unpredictable, dangerous. 而且利用 toxic chemical 之後可能會導致 whole ecosystem 發生變化，不利於魚類生長。

The reading passage introduces three methods to prevent the Asian carp from entering the Great Lakes area. However, the lecture points to the problems associated

with each method.

The first method is to construct walls in the Great Lakes to block the passage of the Asian carp. However, the lecture points out that this would negatively influence the shipping industry in the area because cargo ships would also be blocked and have to unload the cargo at one side of the wall and reload the cargo at the other side, significantly increasing cost of transportation.

The second method is to use electrical devices to eliminate the Asian carp. However, according to the lecture, this method would not work successfully because small fish could still swim through the device, and continue to grow and reproduce in the other side of the lake.

The third method is a two-step approach involving the poisoning of the Asian carp first and then the introduction of new species. Yet the professor argues that this measure is too drastic and could have unpredictable results. The toxic chemicals released would lead to changes in the whole ecosystem that are dangerous to the fish population in the area.

Reading passage 說 T.Rex 這種食肉恐龍能跑，原因：

- 1 · 吃其他跑的很快的食草動物。
- 2 · 胯骨和跑的很快的老虎一樣。
- 3 · 現的化石上證明腳趾大，兩個腳分的遠，站著感覺很強壯，所以跑的快。

Speaker 就不同意了，她說：

- 1 · 吃死的食草動物，因為它鼻子厲害，能聞到死屍味道。
- 2 · 胯骨雖然長的和老虎一樣，但是骨頭要脆要弱。
- 3 · 肌肉不是能跑的肌肉，弱的很。

There has been some controversy over whether or not T. rex could run fast. The reading passage provides three pieces of evidence to prove that T. rex was a fast runner.

However, the lecturer argues that none of the evidence is convincing.

First, the reading suggests that T. rex must have been a capable runner because it fed on herbivorous animal which could run very fast. However, the lecturer argues that this may not serve as valid proof, because T. rex had very acute sense of smell so they could detect and scavenge on the dead bodies of small animals instead of having to chase them.

Secondly, the reading draws comparison between the leg bones of T. rex and a fast running tiger. Yet the lecturer rejects such comparison. He argues that in spite of the similarity, the bones of T. rex were too fragile to sustain the high pressure caused by high-speed running.

Finally, fossil evidence shows that T. rex had two powerful legs and large toes. Relatives of the T. rex that shared these features, like the [M-], were fast runners. Again this is disproved by the professor, who argues that in order to run, a T. rex would have needed to carry 86% of its huge body mass as supportive muscles in its legs, which could not have been possible.

【主題】Stone 為什麼能夠被搬到很遠的地方

Reading : (1)風吹的;(2)ice 把 stone 包裹起來，滑下去的時候帶動 stone 移動;(3)人為 move。

Listening : 反駁 : (1)石頭有移動的痕跡，說明阻力很大，由於石頭很重，不可能有這麼大的風能吹動。(2)那個地方不會有那麼大的冰層，temperature 不夠低，水不夠充足;(3)因為是泥地，如果有人存在，會有痕跡，但是沒有痕跡。並沒有人或馬的腳印留下來。

The reading passage tries to explain why some stones in desert areas show signs of moving slowly across the surface. However, all the three theories proposed in the reading are refuted by the lecturer.

The first theory is that the stones are moved by the forces of winds. This is made possible by powerful windstorms in the valley and muddy and slippery surfaces on rainy days. However, the professor argues that winds strong enough to move a rock have never been recorded on Earth. Furthermore, there's evidence showing that part of the stones is beneath the muddy surface, indicating that the stones are not sliding

on the surface.

The second theory is that the rocks move because of the floating ice sheets that surround the rocks. However, this theory is also not possible because, as the speaker says, the desert area is extremely dry, so it lacks the amount of water to form large ice sheets. Even though ice could possibly form during the night when the temperature drops, during the day the ice would melt. Therefore, ice sheets could not have been the forces at play.

Finally, there is the possibility that human or animal intervention rather than natural forces made this happen. However, if this were true, the professor says, then there would have been traces left of humans or animals moving the rocks, and these traces would not have been easily removed in such muddy places. Yet the fact is that neither the traces of humans nor those of horses exist near the moving rocks. So the human intervention theory is highly unlikely.

閱讀文章：

在 Rhone river 的河底，考古學家發現了一個 bust（就是一種頭部雕塑），人們認為這個 bust 是 Julies Caesar 的。有幾個理由：

【1】 style of the sculpture: 頭像的藝術風格正好是 Caesar 的那個年代的，叫“realist style”

【2】 resemblance to Caesar's other portraits : Caesar 年代的 silver coin 上有他的頭像，和考古發現的這個 bust 非常相似，特別是頭髮

【3】 location of the bust found: Caser 後來被推翻，所以民眾不敢在新的國王統治下還保留 Caesar 的頭像，所以就扔河裡了，很說得通。

聽力講座教授反對：

【1】 realism 又不是在 Julius Caesar 的時代才有，在 Julius Caesar 死後還持續了很久，可能 bust 是其他人的作品

【2】 僅僅是與 coin 上 hair 一樣，bust 的鼻子卻和 coin 上的不同，要是出自同一人，all features should be consistent with each other

【3】被人扔在河邊也不是因為政治因素，只是單純的廢品。人們不可能很早就埋好了這個半身像，為了顯示自己對 Julius Caesar 的崇敬。

The lecture and the reading passage both talk about a life-size marble bust, found during an archaeological excavation and retrieved from the bed of the river Rhone. While the author of the passage attributes this bust to Julius Caesar, the lecturer refutes each of the arguments presented in the reading.

First, the style of the portrait could not be used as evidence to show that this bust was that of Julius Caesar. Although the bust was made in a style very popular during Caesar's time, this style continued to be popular many years after Caesar died. Therefore, this bust could very well have been made in a much later time for someone other than Caesar.

Second, the similarities between the bust and the portrait of Caesar on silver coins were rather limited to the hair only. In other features such as the neck and the nose, there are many obvious differences. If the bust was Caesar's, then it should have looked the same in all features to other portraits of Caesar.

Finally, the location where the bust was found could not prove anything. Archaeological study also excavated other items from the same place including a sculpture for the God of Neptune. This indicates that people could have thrown things into the river because they have become useless rather than because of political reasons, as what the reading suggests.

閱讀部分：

講 congestion pricing。說為了緩解交通擁堵，想要在 city 中的某個區域收費，這樣就能緩解一下。

1. 這樣做可以 improve time(主要就是說節省時間)
2. 可以改善環境 improve that area's environment
3. 收的 fee 可以用於 revenue。 the city 可以再修路，修橋什麼的

聽力反駁：

1. 這樣做有些司機不願意花錢走這個區域就得繞路，更浪費時間。舉了個例子：送快遞的，他們要省錢，所以送快遞的時候會變長。
2. 在收費區裡面環境可能會好點，但是周圍的車相對就會增多，noise and air pollution 就會多。所以不是整個 city 都能環境變好
3. 有的人不能 afford 這個費用了，就會去坐 subway，政府就得出更多的錢維護 subway，這樣一來收的那點錢可能還不夠維護的，所以也不能起到幫助修橋，修路什麼的作用了。

The policy of congestion pricing is enforced in some urban areas in order to alleviate traffic congestion. The reading passage explains the benefits of congestion pricing, while the lecture warns that this policy has a number of negative effects.

The reading suggests that congestion pricing reduces traffic so drivers can reach their destination in less time. However, the lecturer contends that not all people will find it time-saving. Some drivers will go round the pricing zone in order to avoid congestion surcharges. For example, delivery drivers will take a longer route to avoid this additional cost, so the delivery time is increased.

The second benefit mentioned in the reading is that congestion pricing improves urban environment. However, the lecturer points out that this may be true for areas within the charging zone because there is less traffic there. But in the surrounding areas, pollution and noise may become worse as a result of increased level of traffic that moves to those areas.

Finally, according to the reading, congestion charges are a source of city revenue which can be used by the government to improve public facilities such as roads and bridges. Yet the lecturer argues that this policy will lead some people to switch from driving to using public transportation such as the subway. This will entail an additional cost for subway maintenance, which may even exceed the revenue from congestion pricing. Therefore the policy will not help improve roads and bridges.

閱讀：

一個什麼動物在很久以前身軀很大的原因：那時候氧氣含量很多 plant 很多 warm climate

listening :

1. 氧氣含量其實比現在還少（很多百分比，聽糊塗了，這樣不確定）
2. plant 是很多，但是營養很少
3. warm climate is actually a disadvantage, because they needed to cool off

The lecture raises objections to the three reasons presented in the reading passage as to why [animal name] had a giant body.

First, the lecturer says that higher levels of oxygen could not have been the reason because in the earth's earlier history, the oxygen level was actually considerably lower than it is today. This is because active volcanic activities on early earth would release large quantities of poisonous gas into the atmosphere, making it difficult for animals to breathe.

Second, the lecturer argues that although there were sufficient plants for [animal name] to feed on, they do not adequately support the growth of a large body because these plants were actually very low in nutrition.

Finally, according to the lecture, the warm climate back when [animal name] lived was actually a disadvantage when it comes to controlling body temperature. [animal name] needed to cool off constantly and a large body size constrained their efforts to do so.

閱讀說關於大象有三種很奇幻的說法：

- 1，大象能預知自己將死，並找到水邊獨自死去，形成“grave”。
- 2，大象有藝術和繪畫的能力，能拿筆劃畫。（能用鼻子畫個花）
- 3，大象怕小老鼠（有個實驗把 他和老鼠放在一起）。

聽力裡駁斥

- 1，大象是因為老了而牙齒脫落，要軟的食品，只能吃軟的草，而在水邊才容易

找到。body 多在水邊發現，並不是他們能感知死亡

2，大象會畫畫是因為有人訓練它 教它動作（訓象人用摸耳朵的方式）並不是它真的有能力。（只是記住了 line 沒有創作）

3，大象不是怕老鼠，是因為它對沒見過的東西警覺，這是動物本能，因為它突然冒出來了，本能躲了一下。熟悉了之後就不怕了。當動物園裡的大象（對老鼠熟悉了），就根本不在乎了。

The reading passage presents three interesting myths that people often have about certain abilities and behaviors of elephants. However, the lecturer dispels these myths using evidence and facts.

The first myth is that an elephant seems to be able to predict(anticipate) its death and that it goes to special elephant graveyards to die, which is often near the water. However, the fact is that as elephants grow old, their teeth are gradually worn down, so old elephants usually start looking around for softer vegetation at the water's edge. This is where most elephants eventually die.

The second myth is that elephants have natural talents in drawing. They can hold a brush with their trunk and draw pictures such as flowers. However, according to the lecture, this ability is trained. Trainers teach elephants how to paint and guide their painting by touching elephants' ears. An elephant is not really painting a picture out of its mind, it is simply creating fixed patterns of lines. (據網上一些資料顯示，訓練手段有時很殘忍，例如：When the elephant paints incorrectly they are beaten as punishment, often a hook is rammed into the elephants ear or they are hit on their head or trunk，所以以後大家到泰國旅遊別買大象畫的畫啊！)

The third myth is that elephants fear mice. In an experiment, an elephant backed off when it saw a mouse. Yet the lecturer argues that this is not fear. It's an animal's natural instinct to be cautious when it sees something unfamiliar. Elephants that live in the zoo are not scared of mice at all because they are familiar with the presence of mice there.

閱讀：越來越多的人對在大公司上班失去了興趣，轉而自己開公司(self-employed)：

1，大公司上班有太多 bureaucracy，難以實現自己的 idea。

2，大公司上班工作穩定感大大不如從前。

3，大公司最近幾年不提供 **extra benefits**，比如退休金，更低的醫療保險。

聽力裡駁斥

1，自己開公司要面對的手續會更多。

2，自己開公司明顯更有風險，穩定感更不強。

3，自己開公司 **extra benefits** 更沒有保證。

An increasing number of people choose to start their own business instead of working for a company. The reading passage explains why self-employment has become so popular, while the lecturer points out several risks associated with this trend.

First, the reading says that big companies often have too many bureaucratic regulations and rules, making it difficult for individual employees to pursue their own ideas. However, the lecturer argues that starting one's own business involves even more rules during the process of business registration.

Second, the reading states that employment by big companies nowadays is not as stable as it used to be, leading to a decreased sense of security among employees. However, the lecturer refutes this point by saying that starting up a new company involves far more risks and far less stability because it could mean the loss of personal investment or other assets.

Finally, the reading suggests that recently there is a trend for big companies to stop offering extra benefits, such as pension or medical insurance, to their employees. Yet the lecturer points out that these extra benefits are even less likely to be found in a start-up company.

The reading passage introduces three solutions that can be used to prevent birds from flying into window glass on modern buildings. However, according to the lecture, none

of the solutions will work effectively.

The first solution, replacing regular glass with one-way glass, creates a new problem. From the outside, a one-way glass surface reflects like a mirror. However, birds don't understand mirrors. If they see reflections of the sky in a mirror or of a tree in the mirror, they think the reflection is the sky or is the tree and they will fly right into it.

The second solution, painting colorful stripes on regular glass, also has problems. As the reading says, these designs include openings so people inside the buildings can see out. But birds will perceive these unpainted openings as open holes and they'll try to fly right through them. To prevent birds from doing this, the unpainted spaces in a window would have to be extremely small, but then it would make the rooms of the building too dark for the people inside.

The third solution, creating an artificial magnetic field, won't work very well either. While it's true that the birds use magnetic fields to help them navigate, they use this only when they are migrating over long distances. But this ability isn't used to go over short distances such as going from one side of the city to another. For short trips, birds use their eyes and natural light to determine where to go, so magnetic signals from buildings won't have much effect.

In the reading, three theories are given to explain why moths often fly towards artificial lights. However, in the lecture, the speaker rejects these theories and argue that none of them seem convincing.

First, according to the reading passage, when moths see a predator, they often fly away from the predator and fly towards the moon. So moths could have mistakenly thought that artificial lights were coming from the moon and so fly towards these lights. However, in the lecture, the professor asserts that moths often circle around the artificial light and even collide into each other when flying. They also fly much longer than necessary, long after the predator is already gone. So this shows that they are certainly not making their way to the moon.

The second possible theory is that moths take man-made lights as the light from flowers so they fly into them to find nectar. However, the lecturer argues that moths

can detect the CO₂ emitted from flowers and are drawn to these flowers. So they fly to the flowers not because of light but because of CO₂. Research shows that a moth can detect the amount of CO₂ around them and know the source and variety of flowers that are nearby. Apparently artificial light does not release any CO₂, so the second theory is also not convincing.

Finally, the reading passage claims that moths fly to artificial light to heat themselves in cold environment. This seems plausible but the professor states that if this theory was rational, moths would be flying to warmer lights more than to colder lights. For instance, they would fly into fluorescent light much less frequently because fluorescent light is cold. However, it seems that the moths prefer fluorescent lights to other kinds of lights.

There is fear that wind turbines may kill flying creatures such as bats. The reading passage proposes three solutions to prevent wind turbines from causing deadly injuries to bats. However, the lecture argues that none of these solutions will work.

The first solution is to build wind turbines on sites that are not on the migratory path of bats, so migrating bats will not collide with these turbines. However, the lecture argues that wind turbines need to be constructed where there is wind such as on mountains. Many bats live close to mountains so they will inevitably be affected.

The second solution is to shut down the wind turbines at night, so they will not interfere with bats. However, according to the lecture, bats are particularly attracted by tall structures and they would choose to sleep in these tall structures. So when bats sleep in the turbines at night and when the turbines start working in the daytime, they will be harmed.

Finally, the reading states that people can use radars to drive bats away. But the lecturer points out a danger with this solution: the radar signals can damage the reproductive system of bats.

關於佛蘭克林遠征船隊的鉛中毒死亡。有人認為是灌裝視頻裡的鉛中毒引起。

文章說不是這樣的（不是因為鉛中毒死亡），理由：

【1】 因為罐頭食物不可能有毒

【2】沒有接到同一時期的其他鉛中毒船員的 reports

【3】可能海水清潔 system 的鉛 pipe 讓船用的飲用水有毒

聽力部分反駁，教授說

【1】罐頭食物可能是有毒的，因為員工 pressure 時間緊迫，鉛 ran down into ；

【2】鉛中毒的症狀比如頭疼可能被認為是海上的 common symptom ；

【3】水清潔系統和飲用水系統是 separately 的，不可能是污染了飲用水

The famous expedition led by Captain John Franklin ended in the death of all crew members aboard the ship after it became icebound in the arctic territory. It is suggested that the cause of the crew's death was lead poisoning from contaminated canned food. The reading passage refutes this theory, but the lecturer argues that there is reason to believe in this theory.

First, the reading states that because the tin containers did not have direct contact with the food, food poisoning from lead was not possible. However, according to the lecture, the order for the canned food was rushed, so the workers who were processing the food might be careless and sloppy in handling the food. As a result, a significant portion of the expedition's canned food might have been contaminated by lead in the canning process.

Second, the reading points out that there were no lead poisoning reports of crew members. This indicates that lead poisoning was not the real cause. However, the lecturer argues that the lack of such reports may be due to the similarity between symptoms of lead poisoning and symptoms of other normal sea sicknesses. For example, if a crew member suffers headache caused by lead poisoning, it may well be viewed as a common symptom of sea sickness.

Finally, the reading indicates another potential source of lead poisoning-the ship's fresh water system which used lead pipes. The lecturer does not agree with this explanation either. He says that this water system was used not for drinking and cooking. It was used for providing steam to propel the ship's engine. The crew had

another separate system for drinking water, so the fresh water system that the reading mentioned could not have been the cause of lead poisoning.



我從很久以前就打算出國讀書，大三的時候，經由朋友介紹到了 The EGG 英語蛋 Daniel 老師這裡上課。來上課之前原本擔心像托福這樣難的考試題目，上起課來應該會很無趣又乏味，但來上了課之後，和我想像中的完全不同，Daniel 老師上課方式非常吸引人，讓原本很乏味的內容變得有趣多了！讓我變得非常喜歡上英文課，每個禮拜都很期待來上老師的課。老師也教了很多的聽力練習方法，以及閱讀的解題技巧，對我來說幫助非常大！非常的謝謝老師。

準備出國是一個很辛苦的過程，瑣碎的事情非常多，容易讓人覺得疲憊。但來這邊上課時，老師都會分享他以前在英國讀書的有趣或是特別的事，又讓大家燃起一定要出國唸書的鬥志！很嚮往老師說的外國留學生生活，經歷和在台灣完全不同的事。

我也很喜歡這樣小班制的環境，每個同學會在互相練習口說的時候進而認識彼此，分享大家申請學校的過程，你會覺得有很多的戰友，不是自己一個人孤

單的！大家也會進行讀書會來監督彼此，幫助彼此，這是別的地方看不到的，讀書很重要的就是週邊的風氣，這裡能讓自己更努力往前走！

經過了好幾個月的錄音，準備文件，托福考試，以及最重要的到美國 **audition** 這些非常辛苦的過程之後，我上了我最想要的學校 **NYU**，讓我很想跟他上課的老師上課，一切辛苦的可貴了。但我知道，申請上了只是個開始，往後的留學生活會比那過程更辛苦的，但能為自己的夢想做努力是一件非常幸福的事。