Day 16. Conversation _ Function

▣ 학습목표

대화에서 화자의 말에 내재된 의도와 목적을 파악하는 법을 배운다!

▣ Lesson Point

Point 1.

감각을 활용해서 문맥에 집중해 듣는다. 이 때, 화자의 어조와 뉘앙스에 주의해야 한다.

Point 2.

빈출 표현과 생소한 표현은 반드시 정리하여 숙지한다.

Point 3.

Typical Questions

- What does the student mean when he says ~?
- Why does the student say this?
- What does the professor imply by saying ~?
- Why does the professor say ~?

▣ 핵심전략

빈출 표현을 알아두자.

To provide information

- Let's review some of the key terms.
- We should clarify some of the major concepts first.
- It's important to consider this before we move on.
- It might be a good idea to explore

To attract attention

- So, what do you think, surprising enough?
- This should really capture your mind.

To draw participation from audience

- Anyone?
- So... um... the next one should be?
- Anyone care to add to this?
- Maybe some of you could fill in the rest for us

To summarize

- So far, we've looked at...
- What this boils down to is

▣ Practice.

Passage: Registrations Office

[Note-Taking]

1. What is the conversation mainly about?

(A) To organize a part-time job

(B) To discuss the quality of professors

(C) To discuss a change in class times

(D) To talk about a business schedule

2. Why does the student need to change her class?

(A) She has decided to change her major.

(B) She is trying to graduate at the end of the semester.

(C) She has a conflict with her work schedule.

(D) She wants to take another professor's class.

3. What is the likely outcome of the conversation?

(A) The student will take the business law class but not enjoy it.

(B) The principles of management class will be too difficult for the student.

(C) The original class time will be changed back to evening.

(D) The student will take a new class and graduate in the spring.

4. Why does the registrar say this:

(A) He is wondering why the professor has changed the schedule.

(B) He wants to know why the student needs rescheduling.

(C) He thinks it is common for that professor to change the schedule.

(D) He is implying that the professor has a good reputation.

5. What does the student imply when she says this:

(A) She is frustrated for not registering sooner.

(B) She is expressing relief for just beating the deadline.

(C) She is complaining about the change in schedule.

(D) She is satisfied with the professor that she requested

1. C 2. C 3. D 4. C 5. B

▣ Test Practice.

[Note-Taking]

1. Why does the student go to see the professor?

(A) The student wants to change his status in class from graded to audit.

(B) The student wants to drop the class and take it again next semester.

(C) The student is struggling with the material in class and wants extra help.

(D) The student wants to delay taking the mid-term until after exam week.

2. What is the key feature of the class regarding the grading system?

(A) The course contains two main papers and a final exam.

(B) The course is graded on participation only.

(C) The course is graded on class participation and quizzes.

(D) The course contains no formal grading system.

3. What will the student likely do next?

(A) He will change his status to audit.

(B) He will drop the class and go backpacking in the summer.

(C) He will drop the class and retake it later.

(D) He will stay in the class and try harder.

4. Why does the professor say this:

(A) She does not want to talk to the student.

(B) She is sure that the student is in the wrong place.

(C) She is not sure of the student's name.

(D) She expects the student to call her beforehand.

5. What does the student mean when he says this:

(A) The other courses cost too much money, so he has to drop a class.

(B) The course load is much more than what the student had expected.

(C) He wants to sign up for another class before the deadline.

(D) He is planning to travel to Europe and is therefore taking the semester off

1. A 2. C 3. C 4. C 5. B

▣ Today's Review

Function: 지문의 문맥을 파악하라!

1. 전체 문맥과 내용을 이해해야 한다.

2. 화자의 어조, 억양, 뉘앙스에 집중하라.

▣ Day 16. 강의 Script

Practice

Listen to part of a conversation between a student and a registrar.

S : Hello. I have a problem with the scheduling of some of my classes. Is it still possible to change my schedule?

R : You just beat the clock! Tomorrow is the final day, so let's see if we can fix your problem.

S : That's good! I signed up for Principles of Management, BUS 320, with Dr. Pearl, and originally that class was scheduled to take place in the afternoon, but when I accessed my schedule on-line last night, I noticed that it was changed to 9 o'clock in the morning.

R : Hmm... Let's see. [accessing the computer] It wouldn't surprise me if he did reschedule. Yeah, you're right BUS 320 has been moved from the afternoon to the morning. Is that going to be a problem for you?

S : I was afraid of that. Unfortunately, I work mornings, so I schedule all of my classes for the afternoon.

R : Hmm... So, what are you thinking? Can you afford to drop it?

S : [disappointed] Well I don't have much of a choice. But I'm definitely going to need to take a class to make up for that one. I've gotta take a standard schedule in order to graduate in the spring.

R : I got it. So you'll be looking for a business elective that counts the same as BUS 320, and it has to be in the afternoon or evening. Is that right?

S : That's correct. Also, if it's at all possible, I would still like to take one of Dr. Pearl's classes. I heard his lecture is really good.

R : Yeah, everybody seems to think so. I took a class with him when I was a graduate student. He's top in his field.

S : Is that a fact?

R : You better believe it. He has written most of the definitive texts on management and accounting. [checking the schedule] All right! This class might work for you. Dr. Pearl teaches Business Law 380 from 6-9 on Thursday nights. It's a long class, but that might serve your purpose. How about that?

S : That would be perfect! Is the class still open?

R : Well, it's an honors class, so enrollment is limited to 15 students, and there are already 12 in

there. Do you want me to sign you up?

S : Absolutely! That should work out nicely.

R : Okay. Let me repeat this back to you. You want to drop BUS 320 at 9 a.m. on Mondays and Fridays and pick up BUS 380 on Thursdays from 6~9. Is that right?

S : [relieved] That"s it. Just in the nick of time!

학생과 학적부 직원 사이의 대화 일부를 들으시오.

남자: 학적부 직원 여자: 학생

여: 안녕하세요. 수강 계획을 세우는 데 문제가 좀 생겨서요. 아직도 시간표 변경이 가능한가요?

남: 제때 찾아왔어요! 내일이 마지막 날이니까, 학생의 문제를 해결할 수 있는지 보죠.

여: 잘됐네요! 펄 교수님의 비즈니스 320 수업인 '경영의 원칙'에 등록했어요. 원래는 그 수업이 오후로 일정이 계획되어 있었는데, 제가 어젯밤에 수업 일정을 확인하려고 접속했더니, 아침 9시로 변경되었더라고요.

남: 흠... 어디 봅시다. [컴퓨터에 접속하며] **그 교수님이 시간표를 변경했다는 건 별로 놀랄 일이 아니죠.** 맞아요, 학생 말이 맞네요. 비즈니스 320 수업이 오후에서 오전으로 바뀌었군요. 그게 학생에게 문제가 되나요?

여: 그걸 걱정했어요. 공교롭게도 제가 아침에 일을 해서 모두 오후 수업으로 정했거든요.

남: 흠... 그럼 어떻게 할 생각인가요? 수강을 포기할 수 있어요?

여: [실망하며] 글쎄요, 선택의 폭이 넓지 않네요. 하지만 그 수업을 대체할 수업을 꼭 들어야 해요. 봄에 졸업하려면 정규 시간표에 따라야 하거든요.

남: 알겠어요. 그럼 학생은 비즈니스 320과 같은 학점의 비즈니스 선택과목 가운데 오후나 저녁 수업을 찾아야겠군요. 맞죠?

여: 맞아요. 그리고, 만약 가능하다면, 펄 교수님 수업 가운데 하나를 꼭 듣고 싶어요. 그분 수업이 좋다고 들었거든요.

남: 네, 모두 그렇게 생각하는 것 같아요. 제가 대학원을 다닐 때 그분 수업을 들었었죠. 그분은 이 분야에서 최고예요.

여: 정말이에요?

남: 그럼요, 믿으세요. 그분은 경영과 회계분야에서 권위 있는 교과서 대부분을 집필해오셨어요. [시간표를 확인하며] 좋아요! 이 수업이 학생에게 괜찮겠어요. 펄 교수님이 목요일 저녁 6시부터 9시까지 비즈니스 법률 380 수업을 가르치세요. 긴 수업이지만 학생의 조건에 알맞을 것 같은데요. 어때요?

여: 완벽해요! 그 수업 아직도 등록할 수 있나요?

남: 음, 이건 우등생 수업으로 15명 정원인데 벌써 12명 등록했네요. 대신 등록해 줄까요?

여: 물론이죠! 그러면 좋을 것 같아요.

남: 좋아요. 확인할게요. 월요일과 금요일 오전 9시 수업인 비즈니스 320 수업의 수강 신청을 취소하고, 목요일 저녁 6시부터 9시까지인 비즈니스 380 수업을 선택했어요. 맞죠?

여: [안심하며] 맞아요. 아슬아슬하게 때를 맞췄네요!

Test Practice

Listen to part of a conversation between a student and a professor.

S : Hi professor. My name is John Watson. I was wondering if you had a moment to talk.

P : [confused] John Watson? I must say that the name doesn't ring a bell.

S : That's part of the reason I wanted to talk to you. I'm in your movie history class.

P : [still confused] Movie history? [realizing] Oh! That's a very large class; I usually don't remember many students unless they are very active in class.

S : Yeah, you probably won't remember me then. [sheepishly, expecting to be scolded] I've only been there two days since the beginning of the semester.

P : [expecting an unreasonable request] Umm. I see. And what did you want to talk to me about?

S : Well, I'm really enjoying the class, but I have a situation, and I would really like to change my status in that class. You see, I"m taking four other courses and they turned out to be more than I bargained for.

P : That's only five classes. That's pretty standard. I don't see what the problem is.

S : You see, the four others are required classes that I have to take for my major. Therefore, I would like to focus on them, but I would really still like to audit your class.

P : Well, John, I see a couple of problems with auditing my class. First, the majority of the sessions in movie history require participating in the discussions after we view the films. If you audit the class, you will be required not to say anything in class. Therefore, you'll just have to sit there and...

S : That's not a big problem for me. I've gone a couple of times, and I haven't said anything.

P : You didn't let me finish. I was going to say that that's the way I give the grades. If you consult your syllabus, you'll see that 40% of the grade comes from class participation and the other 60% comes from quizzes. If you audit, I won't have an accurate gauge of your abilities.

S : [coming around] I see. Do you have any recommendations if I decide to drop?

P : Let's examine what your options are. What's your major again?

S : English literature with a minor in film.

P : Okay in that case, my class is important and you should definitely not audit it. I think your best option is to withdraw from the class before the deadline and then retake it next semester.

S : But that's the summer! I was planning on going backpacking with my friends in Europe!

P : I think you're going to have to learn to make some sacrifices. Either your education is important and you focus on it, or you only take the minimum classes per semester and graduate

later.

S : [despondent but finally understands] Okay. You've given me a lot to think about. I guess I'll do what I have to do and get back to you later.

학생과 교수 사이의 대화 일부를 들으시오.

남자: 학생 여자: 교수

남: 안녕하세요, 교수님. 제 이름은 존 왓슨입니다. 잠시 얘기할 시간이 있으신지 알고 싶어요.

여: [당황해 하며] 존 왓슨? 이름이 낯선데.

남: 그게 바로 제가 교수님과 이야기를 하고 싶은 이유 중 하나예요. 저는 교수님의 영화사 수업을 듣고 있습니다.

여: [여전히 당황해 하며] 영화사라고요? [깨달았다는 듯] 오! 그게 아주 큰 강의죠. 학생의 수업 참여도가 높지 않은 이상 많은 학생들의 이름을 외우지는 못해요.

남: 네, 그렇다면 저를 기억하지 못하실 거예요. [소심하게, 꾸중들을 걸 예상하면서] 이번 학기 시작하고 나서 여태 이틀밖에 못 갔거든요.

여: [말이 안 되는 요청을 할 거라고 예상하면서] 음, 알겠어요. 그래서 나한테 하려는 말이 뭐죠?

남: 음, 교수님 수업을 재미있게 듣고 있긴 한데, 사정이 좀 있어서요. 수강 형태를 청강으로 바꾸고 싶어요. 제가 네 과목을 더 듣고 있는데요, 그 과목들이 제가 생각했던 것보다 너무 힘들어요.

여: 수업이 다섯 과목밖에 안 되잖아요. 그 정도면 보통이에요. 뭐가 문제인지 잘 모르겠군요.

남: 그게요, 네 과목은 제 전공을 위해서 들어야 하는 필수 과목이에요. 그렇기 때문에 저는 그 과목들에 집중하고 싶어요. 하지만 교수님 과목도 계속 청강하고 싶고요.

여: 글쎄요, 존, 내 수업을 청강하면 몇 가지 문제들이 생길 수 있어요. 첫째로, 영화사 수업의 대부분에서는 영화를 보고 난 후 토론에 참가해야 해요. 만약 학생이 수업을 청강하게 되면, 수업시간에 말을 해선 안 되죠. 그러니까 학생은 그냥 앉아 있기만 하게 될 테니까...

남: 그건 제게는 별 문제가 되지 않아요. 벌써 몇 번 갔는데 아무 말도 안 했어요.

여: 말을 끝까지 들으세요. 내가 하려던 말은 내가 그렇게 점수를 매긴다는 거였어요. 학생이 강의계획서를 봤다면 알겠지만, 성적의 40%가 수업 참여도이고 나머지 60%가 시험이에요. 만약 학생이 청강을 한다면, 학생의 능력을 평가할 정확한 잣대가 없는 셈이죠.

남: [이해한 듯] 알겠습니다. 제가 수강 취소를 한다면 혹시 추천하실 다른 과목 있으세요?

여: 어떤 선택이 가능할지 같이 알아보죠. 전공이 뭐라고 했죠?

남: 영문학 전공이고 영화가 부전공이에요.

여: 좋아요, 이 경우에는 내 수업이 중요하기 때문에 청강을 해서는 안 돼요. 내 생각에 학생이 할 수 있는 최선의 선택은 마감 기한 전에 수업료를 환불 받고, 다음 학기에 다시 듣는 거예요.

남: 하지만 그럼 여름이잖아요! 친구들과 유럽으로 배낭여행을 가기로 되어 있어요!

여: 내 생각에 학생은 희생이 필요하다는 걸 배워야 할 것 같군요. 학업이 중요하다면 거기에 집중을 하세요. 아니면, 학기마다 최소 학점만 이수하고 천천히 졸업하든가요.

남: [의기소침하지만 결국 이해를 하고] 알겠습니다. 저에게 생각할 거리를 많이 주셨네요. 우선 제게 주어진 일을 하고 나중에 다시 찾아 뵙겠습니다.