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TEACHERS MANUAL LESSON 1

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LESSON 1

PART 1

Directions: For this task, you will be asked to speak about a topic that is familiar to you. You will hear a question. You will then have 15 seconds to prepare your response and 45 seconds to speak.

QUESTION: Talk about your country's national anthem or flag. Where is it used and where can it be found today? Include details and examples to support your response.

SAMPLE ANSWER

America's national anthem is called the Star Spangled Banner. It is an old song that was created by an American man as he watched British ships bombard an American fort in the American Revolutionary War. The national anthem talks about rockets and bombs that were shot at an American fort, but the fort didn't give up. And in the morning, the American flag could still be seen through all the smoke and rockets bursting in air. The national anthem can be heard before any sporting event in America. It is played before baseball games, football games, tennis matches, rodeos, and car races. It is a very famous song that has a very famous history.

PART 2

Directions: In this question, you will be asked to give your opinion about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Question: When faced with an emergency, some people take on the role of leader and others prefer to take on the role of followers. Which role do you prefer? Give details and examples to support your response.

SAMPLE ANSWER

I think, when I am faced with an emergency, it depends on the situation whether I become a leader or a follower. If I am familiar with the situation, I prefer to be a leader. If I really don't know much about what is happening, for example, there is a tornado coming through our community and sirens are blaring, I think it is best if I am just a follower. There is a lot of pressure on a leader in an emergency situation, and I wouldn't want the blame of a disaster on my head because I made a poor decision as a leader. If I think I could help people with my knowledge, or maintain calm better than another person, I would much rather lead someone than follow someone.

PART 3

Directions: In this question, you will read a short announcement and then listen to a dialogue on the same topic. You will then answer a question about them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Narrator: Springfield

University is planning another increase in tuition and fees.

Read the announcement from the president of the university.

You will have 45 seconds to read the announcement. Begin reading now.

Announcement from the President

For the past five years, there has been no increase in tuition and fees have remained the same, but now the university has decided to increase tuition by 5% each year for the next four years for all students. This raise in tuition will begin next fall semester. This increase is due to increased costs in construction for our new projects as well as the need to upgrade our existing equipment. The increased revenue from tuition will help keep this university in top form as well as help our students stay competitive in an increasingly competitive world.

Narrator: Listen to two students as they discuss the announcement.

Student 1(female): Four years of tuition increase to look forward too. Great!

Student 2(male): Yeah, but I think that's understandable. Paying only 5% more each year isn't that unreasonable, is it?

Student 1: Maybe it isn't unreasonable if the money goes to good use. But I don't want to be paying more just so the president can give herself a raise.

Student 2: I bet the money will go to help finish the library and the computer labs. They've been under construction since I got here, three years ago. It would be great if they could finish them before I graduate. I'd really like to use some of those new high-tech computers.

Student 1: That's right. You're gonna graduate soon. You won't have to pay all of the increases. You just have one more year to go. I still have at least three more years worth of tuition increases to worry about.

Student 2: Yeah, I won't have to pay for all of the increases so I don't mind so much, but I also won't get to use all the new equipment that you will.

Narrator: Now get ready to answer the question.

Question: The man expresses his opinion of the announcement about the tuition increase. State his opinion and explain the reasons he gives for holding that opinion.

SAMPLE ANSWER

The man thinks that the increase in tuition isn't such a bad thing. First of all, the increase isn't that much. It's only 5% for each year. The man thinks that increase isn't unreasonable. He explains that the money from the increase will be used to help improve the campus. When the man arrived at this university, he said the library and computer lab were under construction. That was three years ago and they still aren't finished. With this new money, the man thinks the university's projects will all be finished and the new library and computer lab will be really nice. The man also says that he won't have to pay all of the tuition increases because he is going to graduate soon. But, he is a little sad that he won't be able to use all the new equipment.

PART 4

Directions: In this question, you will read a short passage and then listen to a talk on the same academic topic. You will then answer a question about them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak. You have 45 seconds to read the passage.

Erik Erikson

In 1956, German psychologist Erikson used the term “identity crisis,” as being an important conflict human beings face in life. Erikson describes the identity crisis as first happening during ages 13 to 19. Overcoming the crisis in those teen years will help overcome identity crises later in their life. Today, the complexities of modern life create many stressful situations. People may experience identity crises more often now than in the time of Erikson.

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Narrator: Now listen
to part of a talk in a
psychology class.

Professor: Today's discussion will be about the human stages of identity crisis, developed by psychiatrist Erik Erikson. Let's look at those stages, beginning with infancy. Up to 18 months of age, with the mother's loving care and contact, an infant will learn to trust. The second stage is from 18 months to 3 years, when the child learns to master skills. Children learn to walk, talk and feed themselves, and become more independent. During the ages of 3 to 5 years old, children experience a desire to copy the adults around them. They also begin to use that wonderful word for exploring the world—"WHY?" During the fourth stage, 6 to 12 years of age, children are capable of learning, creating, and accomplishing many new skills and knowledge.

This is the stage when human beings develop confidence and self-esteem. According to Erikson, during the fifth stage is when we establish a philosophy of life. During this time, teenagers begin to struggle with the question, "Who am I?" A teenager is neither a child nor an adult, and life is definitely getting more complex as we attempt to find our own identity. During the stages of adulthood, the issues of crisis are intimacy, raising children, being successful in a career, and finding wisdom from our experiences. From here to late adulthood, development depends primarily upon what we do.

Narrator: Now get ready to answer the question.

Question: How is the identity crisis reflected in the life stages defined by Erikson?

SAMPLE ANSWER

The psychiatrist Erikson developed the idea that human beings go through life in 8 stages. The first stage is during infancy, when how you are treated by your parents affects the development of a sense of trust. During the second stage, humans learn how to walk and talk, and become independent.

The third stage, we begin to ask the question "Why." The fourth stage, according to Erikson, is when we develop our confidence and self-esteem. When we are between 13 and 19 years in the fifth stage, Erikson believes that this is when many people experience identity crisis because they are no longer children, but they aren't adults yet either.

PART 5

Directions: For this task, you will listen to a dialogue. You will hear a question about it. You will then have 20 seconds to prepare your response and 60 seconds to speak.

Narrator: Listen to a conversation between two students.

Student 1(male): Hey, Denise. Are you ready for spring break?

Student 2(female): You bet I am Charlie. I'm just not sure where I'll be going yet. My roommates and I have been talking about going to the beach in the Bahaman Islands since last spring break, but it isn't exactly cheap, and only Pat and I were able to save up enough money to go. These last few weeks Bo worked extra shifts at the restaurant, but he still couldn't make enough money. We all feel really bad because we all wanted to go together. I don't think we could go without him.

Student 1: Well, can't you let him borrow some money so that you can all go together?

Student 2: I think we could do that. If me and Pat both pitched in and lent him some money, he might have enough. But I don't know if he'd want to borrow money from us. He doesn't usually do that.

Student 1: Well, maybe you just need to find another place to go then. If you all already have some money saved up, you should be able to find a closer, cheaper destination for spring break, right?

Student 2: I suppose we could, but it really just wouldn't be the same.

Student 1: You should look around. Maybe you can find a place like the Bahamas, just without the Bahamas price.

Narrator: Now get ready to answer the question.

Question: The students discuss two solutions to the woman's problem. Which solution do you prefer and why? Provide examples to support your choice.

SAMPLE ANSWER

I think that the best solution would be to find a cheaper place to go. Denise says that everybody has been saving money up for a while, but only Bo doesn't have enough. But if he has been saving money up, he should have some, at least. The three really wanted to go together, so they should just find some place in all of their price ranges and just go to the Bahamas some other time. I think this situation is better than lending Bo money because it is not always a good idea to lend friends money. Sometimes, very close friends will think they do not need to pay back a loan from a friend. Also, lending money to someone is the best way to cause problems in the relationship. I have had several friends who lent money to other friends and that money was never repaid. It has been years since the money was lent out, and they never received it back. I myself have lent money to other friends, and it caused problems in our relationship. The only way to fix a relationship after you lend money out is to just forget about it and say goodbye to the money. Also, to take a vacation to the Bahamas would be rather expensive. Maybe the loan would have to be a big loan.

PART 6

Directions: For this task, you will hear a short academic talk. You will hear a question about it. You will then have 20 seconds to prepare your response and 60 seconds to speak.

Narrator: Listen to
part of a talk in a
United States history
class.

Professor: The end of the 19th century was known as the “Gilded Age” in the U.S. Every person had the chance to earn a fortune, and those who did celebrated it extravagantly. For example, in New York, the wealthy spent a great deal of time throwing grand parties and visiting the theater and opera house. The elites spent money in a way that had never been seen before. While they did this, others—the working class—struggled in rags. At the turn of the century, the average national income was a meager \$380 a month, and most of the nation’s families earned less than \$1200 per year, far below the poverty line.

Newly arrived immigrants and Americans who once lived in rural areas rushed to find jobs in urban areas of overcrowded squalor. Cheaply made and poorly run tenements filled the city with crime and filth. While Americans had phonographs, sewing machines, electric lights, and even skyscrapers, most worked and lived in extreme poverty and could not take advantage of these things. In response to the disparity, many laborers in mills, factories, and sweatshops began to express unrest. Violent strikes became commonplace, and many people turned to political machines. During the early 20th century, many politicians helped the poor in exchange for their votes.

Corruption began to reach up through high levels of the U.S. government. Some reports even implicated Ulysses S. Grant's administration in political schemes like the Gold Conspiracy and the Salary Grab. In response to this, many Europeans expressed shock and felt that despite America's money and factories, the country remained without a sophisticated culture.

Narrator: Now get ready to answer the question.

Question: Explain the role poverty played in the development of U.S. culture during the “Gilded Age.” Use details and examples from the lecture to support your explanation.

SAMPLE ANSWER

Poverty played a big role in development of U.S. culture. The majority of people were poor, but there were some people who were incredibly rich. It seems the rich were getting richer but the poor stayed poor. In New York, the rich had great parties, but the poor had nothing. Many poor people started to move from rural areas, and immigrants from other countries moved to the cities too. This made the cities very dirty and unsafe. Poor people were very numerous and were not treated very well at their factories and other types of manual labor jobs. Many people looked to big political organizations for help, but these political groups would only help the poor if the poor said they would vote a certain way. This type of corruption was very common.