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TOEFL SPEAKING TEACHERS MANUAL

LESSON 9

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LESSON 9

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:

Describe an important time in your life. Talk about why this time was important and how it has affected you. Use details and examples in your response.

SAMPLE ANSWER

An important time in my life has come recently. After being a college student for 8 years, I have finally graduated with my bachelor's degree. This last semester has been a very special time for me. Many things happened in my last semester of college. I got married a few days before the semester started, and I also found a real job, or should I say a career.

...umm...So many new things have happened to me. This time is like no other in my life. It has helped me to grow and prosper. I have many new experiences now because of my wife, my new career, and finally changing my status from student to graduate.

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:

Some students prefer to study for an exam alone. Others prefer to study for an exam with classmates. Which method do you prefer and why? Give details and examples in your response.

SAMPLE ANSWER

I prefer to study for an exam alone. I am easily distracted, and it is better for me if I have less distractions. When I study with another person, sometimes I would rather chat with them or talk to them instead of keeping my mind focused on the material at hand. If I can study by myself, I can also focus on the parts of the material that I need help with. When I study with another person, I must go over the things that I don't understand as well as go over the things that they don't understand. It would take more time to study with more people. I can save a lot of time by just going over the parts of the material that I can't remember and the parts that I don't understand clearly. Also, when there are fewer distractions and other things to think about, I can concentrate on my studying rather than what funny hat my study partner is wearing.

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: The Central State University's Computer Networking Department has posted a notice. Read the announcement about the new policy. You will have 45 seconds to read the announcement. Begin reading now.

Network Sharing Announcement

Due to the recent rise in the usage of on-line student storage space, limits and restrictions are being placed on student spaces. Students are no longer allowed to share music files or video files from their on-line campus storage spaces. Students will have until the end of next week to remove all such files from their online spaces. Also, a cap of 50 mb will be placed on all spaces. Violations of this new policy will result in deletion of your space.

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

Student 1(female): Good! Maybe now I will be able to surf the web at a decent speed.

Student 2(male): Good? What do you mean? They are restricting our online access!

Student 1: Well, all the uploading and downloading of these files has been taking up bandwidth and disrupting my usage of the Internet. I've been trying to work on my computer science project on the internet in the dorms, but I can't get anything done because everything is so slow.

Student 2: Well, I guess some restrictions are ok, but they are limiting our space so much. I think I'm sharing like one or two gigs of files on my space.

Student 1: I think 50 mega bytes is plenty of room to share files with. This storage space was originally intended for students to share reports and projects with each other to facilitate learning. But now, people are taking advantage of that by sharing music and movies and videos so that those of us who actually need to use the Internet for schoolwork can't.

Student 2: I didn't realize it had become such a problem.

Narrator: Now get ready to answer the question.

QUESTION: The woman expresses her opinion about a new university policy. State her opinion and explain the reasons she gives for holding that opinion.

SAMPLE ANSWER

The woman is very happy about the new restrictions that the university is placing on students' online space. The woman thinks that too many students are using these online storage spaces on the university's network for things other than studying and are sharing too many non-school related files. She agrees that all this is making the Internet slow. The woman wants to use the online storage space for homework and projects, like she says the university intended this space to be used for, but she can't because other students are taking advantage of the online space and are sharing really large files like music and movies. The woman also thinks that the size limit of 50mb is a good size and is appropriate for what the space should be used for. She thinks that homework and other online projects should be able to fit within this size.

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.

Sigmund Freud

The terms “id,” “ego,” and “super ego” were coined by the German psychologist Sigmund Freud. For Freud, these terms described the division between conscious and unconscious. The “id,” being fully unconscious, deals with primal drives and urges, such things repressed by the consciousness. The “ego,” being mostly conscious, deals with external reality and everyday actions. And the “super ego,” which is partly conscious, is the moral judge that works internally as a conscience.

Narrator: Now listen to part of a talk about psychology.

Professor: Freud coined the terms *id*, *ego*, and *super ego* in reference to our psyche and how our brain makes decisions. The *id* is responsible for our basic impulses and drives such as hunger, thirst, sex, and aggression. We can think of a very young child as completely id driven. When the child wants something, it must have it. It ignores morals, logic, time, and being told “no.” It will stop at nothing until its needs are satisfied. The super-ego stands against the id as its moral superior. The super-ego is the conscience that thinks of social appropriateness. The laws of society and what is morally acceptable come into play with the super-ego. It keeps the id in check. If something is socially wrong or legally wrong to do, for example, steal from someone, it is the super ego that will remind us this is not the best path to take. The natural balance between these two is the ego. The ego mediates between what the id wants and what the super-ego says is ok or not. The ego tries its best to satisfy the wants of the id, while at the same time minimizing the consequences to the individual. Its main priority is the safety of this individual.

Narrator: Now get ready to answer the question.

QUESTION: The professor describes the functions of the three divisions of psyche. How do the id, ego, and super-ego function in our everyday decision making? Use examples and details in your response.

SAMPLE ANSWER

Freud developed the terms id, ego and super-ego to describe how we make decisions. The id ...umm...is responsible for our basic impulses such as ...um...thirst and hunger. A child is id driven...um...because it will not stop until it gets what it needs. The super-ego keeps the id in place by reminding the id of...umm...what is appropriate or not ...umm... in society. The balance between the id and the super-ego is the ego. The ego is in the middle between what the id wants and what the super-ego says is OK. ...umm...The ego always wants to keep the individual safe.

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(female): Hey, Steve, what's wrong?

Student 2(male): Hey, Jen. I have a problem. I want to be two places at one time.

Student 1: Uh, I don't think I can help you with that.

Student 2: Well, listen. You know I am graduating soon, so I have to find a job quickly. I got a job interview with a big company next Monday afternoon at 2:00. But, there is a lecture I really want to attend on campus at the same time. I can't go to both.

Student 1: Steve, if you are graduating soon, why would you still bother going to a school related lecture? Wouldn't a job interview be more important than a lecture? I think you should go to the interview.

Student 2: You're right, but the thing is, a very famous biology professor is coming to give the lecture, and I heard he is looking for students to help him in his next research project.

Student 1: Hey, you're a biology major. Are you thinking you could work with him?

Student 2: Yes, I hope so. A job related to my major would be a lot more enjoyable than a boring desk job at just another big company. And maybe, if I get the job with the professor, I could use him as a reference to get into graduate school.

Student 1: I don't know. That doesn't sound very likely to happen.

Narrator: Now get ready to answer the question.

QUESTION: The students discuss two possible solutions to the man's problems. Describe the problem. Then state which solution you prefer and explain why.

SAMPLE ANSWER

The man has the difficult problem of wanting to do two things that are happening at the same time. The man wants to go to a job interview with a big company because he is graduating soon, and he also wants to attend a lecture from a famous biology professor who is in town. The man heard that the professor is looking for some students to help him with his research. It sounds like both options are for a job interview, but with the professor...uh...it is not a formal job interview. With both situations, the man hopes to have a job. I think I agree with the woman's idea that the man should go to the real job interview. I think the man worked hard to get his first interview, so he should go to that one. Maybe later he could go find the professor and talk to him.

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: Now listen to a talk from an American folklore class.

Professor: In today's America, the southeastern area, or as we call it, "the South," has retained more of its identity than the North has. Before, there were a lot of things which could be identified as being strictly southern in America. Certain types of architecture, foods, customs, and clothing used to be just southern things. Over time, the South's identity is slowly becoming more uniform with that of the North, and the strictly southern things of before are being forgotten altogether.

There are two main reasons why the South kept its folklore history more alive than the North. The first reason is that southern people traditionally stayed where they were born and raised. When you were born in the South, you stayed there your whole life. Several generations stayed in the same area. Maybe you moved to a different community down the road, but you stayed in the same general area. This is a theory why some people in the south refuse to abandon their homes when hurricanes come. They are rooted to their homes like a tree is rooted to the earth. When you have the same people living in the same areas for so long, they pass their ways and culture down through the generations.

The other reason why the South kept up its identity until recently is related to why the North lost its. Many new immigrants to America all used to move to the North. Those new people brought their own customs and cultures with them. The North is very mixed now in races and cultures. But people have started to also come and populate the South. This new influx of people is introducing many new cultures and customs which are being incorporated into the southern culture to create a newer American culture.

Narrator: Now get ready to answer the question.

QUESTION: Why was the South able to keep its culture and identity for so long and why is it slowly disappearing now? Use examples from the lecture.

SAMPLE ANSWER

The South was able to keep its culture for a long time because people in the South don't move. When the children grow up, they live in the same area. The children go to school, work, and marry in the same area and live in the same place all their lives. People in the North move around and live in different places. The South also kept its culture for a long time because all of the same people lived there. No new people were moving to the South. It was just the same people passing down the same culture with no interlopers. But, the South's identity is slowly becoming more uniform with the rest of America because now, lots of people, other Americans and recent immigrants, are moving there and bringing their own culture and identity with them. The South's identity is slowly becoming an American identity, which is the same as the rest of America.