



Listening • Office Hours • 'Research Paper'

3-07 • p.292 (answers: p.850) (transcript: p.748) (CD track: 102)

● **Vocabulary**

1. **research** (n) 研究 [9]
2. **leave out** (v) 除く
3. **exceed** (v) 超える
4. **development** (n) 発展 [7]
5. **accurate** (adj) 正確な
6. **minor** (adj) 小さな [43]
7. **background** (adj) 背景 [27]
8. **random** (adj) あてのない
9. **selection** (n) 選集
10. **requirement** (n) 必須条件
11. **determine** (v) 決める [14]
12. **describe** (v) 説明する [10]
13. **function** (v) 機能する [13]
14. **logical** (adj) 論理的な
15. **establish** (v) 立証する [14]
16. **extensive** (adj) 広域にわたる [44]
17. **appreciate** (v) 感謝する [27]
18. **transition** (n) 変える [43]
19. **basis** (n) 基礎 [18]
20. **political** (adj) 政治的な [8]
21. **overwhelmed** (adj) 圧倒された
22. **correction** (n) 修正
23. **structure** (n) 構造 [13]
24. **section** (n) セクション [14]
25. **narrow** (v) しぼる
26. **overall** (adj) 全体の [23]
27. **devote** (v) 充てる
28. **sketch** (v) 概略を示す
29. **timeline** (n) 年代順
30. **eliminate** (v) 取り除く [43]
31. **revolution** (n) 革命 [42]
32. **shift** (n) 移行 [26]
33. **academic** (adj) 学問の [37]
34. **journal** (n) 刊行物
35. **post** (v) 提供される [20]
36. **source** (n) 資料 [13]
37. **concept** (n) 構想 [24]
38. **portion** (n) 量
39. **cover** (v) 触れる [10]

● **Key Phrases**

1. **feel overwhelmed** 気が遠くなる
2. **political structure** 政治構造
3. **narrow it down** それを絞る
4. **exceed forty pages** 40ページを超える
5. **sketching a timeline** 年表の概略を述べる
6. **historical timeline** 歴史年表
7. **major power shifts** 大きな権力の変化
8. **academic sources** 学術的な情報源
9. **Set a goal** 目標を決める
10. **keep you on the right track** あなたを正しい方向に保つ



● **Collocations**

(A. feel overwhelmed) (B. political structure) (C. narrow it down) (D. exceed forty pages)
(E. sketching a timeline) (F. historical timeline) (G. major power shifts) (H. academic sources)
(I. Set a goal) (J. keep you on the right track)

1. That should help (**J. keep you on the right track**).
2. Well, since the overall paper is not supposed to (**D. exceed forty pages**), including footnotes and all, you could devote around ten pages to the history.
3. I mean, you mentioned that you wanted a section on the country's history, but France has so many years of history! I just don't know how to (**C. narrow it down**).
4. (**I. Set a goal**) for a certain number of pages to complete each day.
5. All of your information should be from (**H. academic sources**).
6. I decided to cover the (**B. political structure**) of France.
7. Just put in the big events, like the French revolution, or any other (**G. major power shifts**).
8. I (**A. feel overwhelmed**).
9. Try going through the research and (**E. sketching a timeline**) for the development of France.
10. it would take forever to make an accurate (**F. historical timeline**).

● **Key Sentence:** *Write the sentence you hear.*

(Subject) (verb) that (noun phrase) include(s) (noun), (noun), and (noun), but (clause).

I know that the requirements for the paper include the history, the country's future political outlook, and how the different parts of the government interact, but I don't see how that will transition very well.

1. Most applicants understand that the job application process includes an interview, a personality test, and reference checks, but few really know how to do well in the interview.
2. Research says that job satisfaction includes adequate salary, reasonable vacation time, and meaningful projects, yet many employers fail to provide all three of them.
3. Reports say that the dangers of fast food include cardiovascular disease, obesity, and depression, yet the draw of convenience is still strong for many people.
4. Most lawyers agree that "pain and suffering" includes trauma, sleeplessness, and missed opportunities, but they rarely agree on a dollar value for these types of claims.
5. The teacher stressed that good presentations include solid research, carefully prepared slides, and audience engagement, but some of the students didn't follow her advice and only read from their notes.

● **Key Question**

1. Listen again to part of the conversation. Then answer the question Why does the student say this:

- (A) To explain her difficulties with the project
- (B) To argue that she should not have to do the paper
- (C) To make the professor feel sorry for assigning the project
- (D) To illustrate why she has not started researching yet



The above is an example of what common TOEFL® iBT question type? (Choose one)

ANSWER: **Function**



Which of the following statements are true about this type of TOEFL® iBT question?

1. This type of question asks why the speaker has said something. ☒ **True** / ☐ False
2. ~~This type of question may ask you to read part of the conversation or lecture again.~~ ☐ True / ☒ **False**
This type of question may ask you to listen to part of the conversation or lecture again.
3. ~~To get the correct answer, focus only on the speaker's words; ignore the speaker's tone of voice, stress on a certain word or phrase, and intonation.~~ ☐ True / ☒ **False** To get the correct answer, pay attention to tone of voice, emphasis on a certain word or phrase, and intonation.
4. Incorrect answer choices may include reasons not supported by the speaker's words. ☒ **True** / ☐ False
5. ~~The following is an example of this type of question: 'What aspect of X does the professor mainly discuss?'~~ ☐ True / ☒ **False** Incorrect answer choices may include reasons that don't match the tone (mood) of the speaker's voice.

● **Answers to Question(s)**

1. A W: "Kind of. It's just so long... I feel overwhelmed. I don't really know where to start on it. I've been working on the research for a while, but I don't know what to include and what to leave out."
2. B
M: "Try going through the research and sketching a timeline for the development of France."
W: "I'm not sure how that will help... it would take forever to make an accurate historical timeline."
3. C
M: "You should have a good portion of it—at least twenty pages—written already. It's worth fifty percent of your grade, after all."

● **Summary**

The student goes to see the professor in order to discuss an upcoming **1 research paper**. The professor suggests narrowing down the **2 sources** by using a **3 timeline** to figure out the most important **4 events**. He then suggests using academic sources, such as **5 journal articles**. He also proposes working in an order that **6 builds** on what the readers know, slowly introducing them to more **7 information**.