

AESOP-ILAS 2 文本

1. 音位配列結構變異單詞 (Phonotactic variations from phonetically-rich

isolated words)

- 說明：此錄音作業共含 5,400 個單詞，每位語者僅錄製一部分。原則為：L1 語者朗讀 600 字，其中有 60 字與其他 L1 語者重疊；L2 語者朗讀 200 字，其中有 20 字與其他 L2 語者重疊。【此文本只呈現其中一範例，各語者詳細朗讀內容請見 corpus 資料夾】
- Introduction: This task includes 5400 words. These words were assigned to L1 and L2 speakers respectively. Each speaker covered 600/200 words, among which 60/20 words were overlapped with the other L1/L2 speakers. 【The following set of words is a sample. Please refer to the folder “corpus” for the reading details of each speaker.】

請以自然的速度與適當的音量，讀一遍下列單詞。請勿強調或加重任何特定音節或整個單字。

Read each word once at a natural speaking rate and volume. Try not to stress or emphasize any part of each word.

Sample: Set 1

crapshoot	starch	gifting
doubted	mask	tipped
agog	tanks	brevets
bind	bulk	prospered
blanketed	sip	recoiled
clenches	clays	screened
savants	olives	scuffed
blinks	dreamt	fluffs
triumphed	spacesuits	snack
wealth	drains	droplets
squadrons	yeasts	afield

haired	daunt	bandwagon
remorse	begged	insignificance
shack	scolds	reek
engrave	afoul	twirler
typed	wagged	shucked
inch	urged	shreds
fours	climbed	snide
bottomed	comforts	sprucing
hearth	buffered	giftware
nipped	shrill	liverworts
turf	gnash	bulldozed
athwart	dumps	cohort
sagged	entombed	oars
thump	dunks	lungs
baffled	wooing	womb
litigants	orchids	prune
vats	snuck	displaced
foal	disguised	trinket
hoodwinked	plight	bugged
bile	mothballed	malls
depth	zap	thundershowers
compels	explode	exemplum
berserk	revs	jerked
pomp	fluctuates	wails
hypocrite	comeuppance	downtowns

assured	zeal	curls
buttocks	dives	sprawling
millionths	boycott	lunged
blips	brute	alert
kilowatts	sidewalks	ripostes
wad	soothsayer	impound
foes	brash	anticline
moors	smoggiest	amassed
darkly	amends	husks
begrudge	flaunts	machined
handshake	truths	prances
nonplussed	stipends	squelching
uncomfortably	ancestral	aftertax
cherubic	franked	churned
belonged	drogue	scratch
aftermath	bicuspid	disgorge
launched	disciplines	wilds
lagged	stumps	voiced
cramped	disenchantment	arrogance
chastised	crunched	rebelled
erect	begot	unhorsed
foundries	saves	lad
gangs	bibs	frill
drabs	camp	airforce
flog	interpret	complete

sneered

growl

gulp

arthritic

absorbency

chimneys

affirmed

authenticate

jangle

armchairs

bathed

racked

adept

hominid

chides

casuals

hurtful

2. 寬／窄語意焦點語句 (Broad and narrow focus sentences)

- 說明：此錄音作業分為 Part A 及 Part B 二部分。L1 語者二部分皆須朗讀；L2 語者只須朗讀其中一部分，二部分人數平均分配。
- Introduction: This task was separated into Part A and Part B. L1 speakers had to read both parts, while L2 speakers were equally assigned to read either of the two.

Part A:

請以自然的速度與適當的音量，讀一遍下列句子，並依上下文強調或加重語句中特定單字。

Read each sentence once at a natural speaking rate and volume.
Emphasize the words that seem appropriate for each context.

A01. *Catherine comes to the party with Christopher.*

Can **SARAN** come with Christopher?

A02. Can Jane come with Manny?

A03. *Anna comes to the party with Burnell.*

Can Anna come with **CHRISTOPHER**?

A04. Catherine comes with Tom.

A05. *Who plays the clarinet in a class at school?*

DON plays the clarinet in a class at school.

A06. *What about Christopher, who can come with him?*

ANNA comes with Christopher.

A07. *What about Catherine, who can she come with?*

Catherine comes with **TOM**.

A08. Did the ship depart from Japan in the afternoon?

A09. *What about Burnell, who can come with him?*

ANNA comes with Burnell.

A10. Can Anna come with Burnell?

A11. *What happened?*

Don plays the clarinet in a class at school.

A12. *(ask Which city exports beef to Japan)*

TEXAS exports beef to Japan?

A13. *(ask what happened)*

Don plays the clarinet in a class at school?

A14. *Texas exports beef to Germany.*

Does Texas export beef to **JAPAN**?

A15. *What about Manny, who can come with him?*

CATHERINE comes with Manny.

A16. *Jane comes to the party with Burnell.*

Can **ANNA** come with Burnell?

A17. *What does Texas exports to Japan?*

Texas exports **BEEF** to Japan.

A18. *What does Texas exports to Germany?*

Texas exports **VIOLIN** to Germany.

A19. *From where did the ship depart in the morning?*

The ship departed from **GERMANY** in the morning.

A20. *(ask What does Don play in the class at school)*

Don plays the **CLARINET** in a class at school?

A21. *Guess from where did the ship depart in the morning?*

Did the ship depart from **GERMANY** in the morning?

A22. Catherine comes with Manny.

A23. Can Saran come with Tom?

A24. *Where does Texas export beef to?*

Texas exports beef to **JAPAN**.

A25. *Does Texas export beef to Japan?*

A26. *The ship departed from Japan in the afternoon.*

A27. *Where does Don play the clarinet?*

Don plays the clarinet in a class at **SCHOOL**.

A28. The ship departed from Germany in the morning.

A29. *Catherine comes to the party with Tom.*

Can Catherine come with **MANNY**?

A30. Jane comes with Manny.

A31. Did the ship depart from Germany in the morning?

A32. *Guess from where did the ship depart in the afternoon?*

Did the ship depart from **JAPAN** in the afternoon?

A33. *Texas exports beef to Germany.*

Does Texas export **VIOLIN** to Germany?

A34. *What does Texas exports to Japan?*

Texas exports **BEEF** to Japan.

A35. *What happened?*

Texas exported beef to Japan.

A36. *Saran comes to the party with Manny.*

Can **CATHERINE** come with Manny?

A37. *What about Jane, who can she come with?*

Jane comes with **BURNELL**.

A38. *(ask What does Texas exports to Japan)*

Texas exports **BEEF** to Japan?

A39. Which city exports beef to Japan?

TEXAS exports beef to Japan.

A40. *(ask Where does Don play the clarinet)*

Don plays the clarinet in a class at **SCHOOL?**

A41. *Where does Texas export beef to?*

Texas exports violin to **GERMANY.**

A42. *Jane comes to the party with Christopher.*

Can **ANNA** come with Christopher?

A43. *Anna comes to the party with Manny.*

Can **JANE** come with Manny?

A44. *Catherine comes to the party with Tom.*

Can **SARAN** come with Tom?

A45. *What about Tom, who can come with him?*

CATHERINE comes with Tom.

A46. *Saran comes to the party with Manny.*

Can Saran come with **TOM?**

A47. What does Don play in the class at school?

Don plays the **CLARINET** in a class at school.

A48. *Guess when did the ship depart from Germany?*

Did the ship depart from Germany in the **MORNING?**

A49. *What about Christopher, who can come with him?*

SARAN comes with Christopher.

A50. *What about Anna, who can she come with?*

Anna comes with **CHRISTOPHER**.

A51. *When did the ship depart from Japan?*

The ship departed from Japan in the **AFTERNOON**.

A52. *From where did the ship depart in the afternoon?*

The ship departed from **JAPAN** in the afternoon.

A53. Texas exports beef to Japan.

A54. Can Catherine come with Manny?

A55. Can Catherine come with Tom?

A56. *Texas exports violin to Japan.*

Does Texas export **BEEF** to Japan?

A57. *Guess when did the ship depart from Japan?*

Did the ship depart from Japan in the **AFTERNOON**?

A58. *What about Saran, who can she come with?*

Saran comes with **TOM**.

A59. *Where does Texas export beef to?*

Texas exports beef to **JAPAN**.

A60. *What about Saran, who can she come with?*

Saran comes with **CHRISTOPHER**.

A61. *Saran comes to the party with Tom.*

Can **CATHERINE** come with Tom?

A62. Anna comes with Christopher.

A63. *Jane comes to the party with Tom.*

Can Jane come with **MANNY**?

A64. Saran comes with Christopher.

A65. *(ask what happened)*

Texas exported beef to Japan?

A66. Saran comes with Tom.

A67. What about Burnell, who can come with him?

JANE comes with Burnell.

A68. Anna comes with Burnell.

A69. *What about Anna, who can she come with?*

Anna comes with **BURNELL**.

A70. Does Texas export violin to Germany?

A71. *Catherine comes to the party with Manny.*

Can Catherine come with **TOM**?

A72. *Saran comes to the party with Burnell.*

Can Saran come with **CHRISTOPHER**?

A73. Can Jane come with Burnell?

A74. *When did the ship depart from Germany?*

The ship departed from Germany in the **MORNING**.

A75. *Anna comes to the party with Christopher.*

Can Anna come with **BURNELL**?

A76. *What about Tom, who can come with him?*

SARAN comes with Tom.

A77. *(ask Who plays the clarinet in a class at school)*

DON plays the clarinet in a class at school?

A78. *(ask Where does Texas export beef to)*

Texas exports beef to **JAPAN**?

A79. *What about Catherine, who can she come with?*

Catherine comes with **MANNY**.

A80. *Texas exports violin to Japan.*

Does Texas export violin to **GERMANY**?

A81. *What about Jane, who can she come with?*

Jane comes with **MANNY**.

A82. Can Anna come with Christopher?

A83. *Jane comes to the party with Christopher.*

Can Jane come with **BURNELL**?

A84. *What about Manny, who can come with him?*

JANE comes with Manny.

A85. *Anna comes to the party with Burnell.*

Can **JANE** come with Burnell?

A86. Texas exports violin to Germany.

A87. Jane comes with Burnell.

A88. Can Saran come with Christopher?

-----Part A

END-----

Part B:

請以自然的速度與適當的音量，讀一遍下列句子，並依上下文強調或加重語句中特定單字。

Read each sentence once at a natural speaking rate and volume.
Emphasize the words that seem appropriate for each context.

B01. Jane comes with Tom.

- B02. Does Texas export beef to Germany?
- B03. The ship departed from Germany in the afternoon.
- B04. *(ask what departed from France on Sunday)*
The **SHIP** departed from France on Sunday?
- B05. *Texas exports beef to Japan.*
Does Texas export **VIOLIN** to Japan?
- B06. *From where did the ship depart on Sunday?*
The ship departed from **FRANCE** on Sunday.
- B07. Can Jane come with Christopher?
- B08. *What departed from France on Sunday?*
The **SHIP** departed from France on Sunday.
- B09. *From where did the ship depart in the morning?*
The ship departed from **JAPAN** in the morning.
- B10. *What about Catherine, who can she come with?*
Catherine comes with **BURNELL**.
- B11. *What happened?*
Mark left the socks on the fence.
- B12. *What about Manny, who can come with him?*
ANNA comes with Manny.
- B13. *Texas exports violin to Germany.*
Does Texas export **BEEF** to Germany?
- B14. *Where did Mark leave the socks?*
Mark left the socks on the **FENCE**.
- B15. Anna comes with Manny.

B16. *Guess from where did the ship depart in the afternoon?*
Did the ship depart from **GERMANY** in the afternoon?

B17. *What about Saran, who can she come with?*
Saran comes with **MANNY**.

B18. *(ask from where the ship departed on Sunday)*
The ship departed from **FRANCE** on Sunday?

B19. Jane comes with Christopher.

B20. Can Jane come with Tom?

B21. *Texas exports beef to Japan.*
Does Texas export beef to **GERMANY**?

B22. *Saran comes to the party with Christopher.*
Can **CATHERINE** come with Christopher?

B23. Anna comes with Tom.

B24. *What about Anna, who can she come with?*
Anna comes with **MANNY**.

B25. *What about Christopher, who can come with him?*
CATHERINE comes with Christopher.

B26. *(ask What happened)*
Mark left the socks on the fence?

B27. *What about Jane, who can she come with?*
Jane comes with **TOM**.

B28. *From where did the ship depart in the afternoon?*
The ship departed from **GERMANY** in the afternoon.

B29. *Guess when did the ship depart from Japan?*
Did the ship depart from Japan in the **MORNING**?

- B30. *(ask what happened?)*
The ship departed from France on Sunday?
- B31. *Jane comes to the party with Burnell.*
Can Jane come with **CHRISTOPHER**?
- B32. *What about Burnell, who can come with him?*
CATHERINE comes with Burnell.
- B33. *Where does Texas export beef to?*
Texas exports beef to **GERMANY**.
- B34. *(ask Where did Mark leave the socks)*
Mark left the socks on the **FENCE**?
- B35. *Catherine comes to the party with Burnell.*
Can Catherine come with **CHRISTOPHER**?
- B36. *What did Mark leave on the fence?*
Mark left the **SOCKS** on the fence.
- B37. *What about Anna, who can she come with?*
Anna comes with **TOM**.
- B38. *What about Jane, who can she come with?*
Jane comes with **CHRISTOPHER**.
- B39. *Jane comes to the party with Manny.*
Can **ANNA** come with Manny?
- B40. Texas exports violin to Japan.
- B41. Did the ship depart from Germany in the afternoon?
- B42. Can Catherine come with Christopher?

- B43. *Texas exports violin to Germany.*
Does Texas export violin to **JAPAN**?
- B44. *Guess from where did the ship depart in the morning?*
Did the ship depart from **JAPAN** in the morning?
- B45. *What about Manny, who can come with him?*
SARAN comes with Manny.
- B46. *What about Burnell, who can come with him?*
SARAN comes with Burnell.
- B47. *(ask What did Mark leave on the fence)*
Mark left the **SOCKS** on the fence?
- B48. *Who left the socks on the fence?*
MARK left the socks on the fence.
- B49. *(ask on what day the ship departed from France)*
The ship departed from France on **SUNDAY**?
- B50. *Saran comes to the party with Tom.*
Can Saran come with **MANNY**?
- B51. Does Texas export violin to Japan?
- B52. *Guess when did the ship depart from Germany?*
Did the ship depart from Germany in the **AFTERNOON**?
- B53. Did the ship depart from Japan in the morning?
- B54. *When did the ship depart from Japan?*
The ship departed from Japan in the **MORNING**.
- B55. *Anna comes to the party with Manny.*
Can Anna come with **TOM**?
- B56. *Jane comes to the party with Manny.*

Can Jane come with **TOM**?

B57. *Jane comes to the party with Tom.*

Can **ANNA** come with Tom?

B58. *Saran comes to the party with Christopher.*

Can Saran come with **BURNELL**?

B59. Saran comes with Burnell.

B60. Can Saran come with Burnell?

B61. *What happened?*

The ship departed from France on Sunday.

B62. *What about Christopher, who can come with him?*

JANE comes with Christopher.

B63. *What does Texas exports to Japan?*

Texas exports **VIOLIN** to Japan.

B64. *Anna comes to the party with Tom.*

Can Anna come with **MANNY**?

B65. *Where does Texas export beef to?*

Texas exports violin to **JAPAN**.

B66. Texas exports beef to Germany.

B67. *Catherine comes to the party with Manny.*

Can **SARAN** come with Manny?

B68. Saran comes with Manny.

B69. *Saran comes to the party with Burnell.*

Can **CATHERINE** come with Burnell?

B70. *What about Catherine, who can she come with?*

Catherine comes with **CHRISTOPHER**.

B71. *On what day the ship departed from France?*

The ship departed from France on **SUNDAY**.

B72. Can Anna come with Manny?

B73. *What about Saran, who can she come with?*

Saran comes with **BURNELL**.

B74. *Anna comes to the party with Tom.*

Can **JANE** come with Tom?

B75. Can Catherine come with Burnell?

B76. *(ask Who left the socks on the fence)*

MARK left the socks on the fence?

B77. Can Anna come with Tom?

B78. *Catherine comes to the party with Christopher.*

Can Catherine come with **BURNELL**?

B79. *What does Texas export beef to?*

Texas exports **BEEF** to Germany.

B80. *When did the ship depart from Germany?*

The ship departed from Germany in the **AFTERNOON**.

B81. Can Saran come with Manny?

B82. The ship departed from Japan in the morning.

B83. *Catherine comes to the party with Burnell.*

Can **SARAN** come with Burnell?

B84. *What about Tom, who can come with him?*

ANNA comes with Tom.

B85. Catherine comes with Christopher.

B86. *What about Tom, who can come with him?*

JANE comes with Tom.

B87. Catherine comes with Burnell.

B88. *Anna comes to the party with Christopher.*

Can **JANE** come with Christopher?

-----Part B

END-----

3. 長篇段落「灰姑娘」 (The Cinderella Fairy Tale)

請以自然的速度與適當的音量，讀出灰姑娘的故事。

Read the following passage aloud at a natural speaking rate and volume.

Once upon a time there was a girl called Cinderella. But everyone called her Cinders. Cinders lived with her mother and two stepsisters called Lily and Rosa. Lily and Rosa were very unfriendly and they were lazy girls. They spent all their time buying new clothes and going to parties. Poor Cinders had to wear all their old hand-me-downs! And she had to do the cleaning!

One day, a royal messenger came to announce a ball. The ball would be held at the Royal Palace, in honor of the Queen's only son, Prince William. Lily and Rosa thought this was divine. Prince William was gorgeous, and he was looking for a bride! They dreamed of wedding bells!

When the evening of the ball arrived, Cinders had to help her sisters get ready. They were in a bad mood. They'd wanted to buy some new gowns, but their mother said that they had enough gowns. So they started shouting at Cinders. "Find my jewels!" yelled one. "Find my hat!" howled the other. They wanted hairbrushes, hairpins and hairspray.

When her sisters had gone, Cinders felt very down, and she cried. Suddenly, a voice said: "Why are you crying, my dear?" It was her fairy godmother!

The girl poured her heart out: "Lily and Rosa have it all!" she cried, "even though they're awful, and fat, and they're dull! And I want to go to the ball, and meet Prince William!" "You will, won't you?" laughed her fairy godmother. "Go into the garden and find me a pumpkin". Cinders went, and found a splendid pumpkin which the fairy changed into a dazzling carriage.

"Now bring me four white mice," the godmother said. The girl went, and found one... two...three...four mice. The fairy godmother changed the mice into four lovely horses to pull the carriage.

Then the girl looked at her old rags. “Oh dear!” she sighed. “Where will I find something to wear? I don't have a gown!” “Hmmm...” said the fairy: “Let's see, what do you need? You'll need a ballgown... you need jewelry... you need shoes, and... something needs to be done about your hair. And would you like a blue gown or a green gown?”

For the third time, Cinders' godmother waved her magic wand. A ballgown, a robe and jewels appeared. And there were some elegant glass slippers. “You look wonderful,” her fairy godmother said, smiling. “Just remember one thing: the magic only lasts until midnight!” And off Cinders went to the ball.

In the Royal Palace, everyone was amazed by the radiant girl in the beautiful ballgown. “Who is she?” they asked. Prince William thought Cinders was the most beautiful girl he had ever seen. “Have we met?” he asked. “And may I have the honor of this dance?”

Prince William and Cinders danced for hours. Cinders was so glad that she failed to remember her fairy godmother's warning. Suddenly the clock chimed midnight! Cinders ran from the ballroom. “Where are you going?” Prince William called. In her hurry, Cinders lost one of her slippers. The Prince wanted to find Cinderella, but he couldn't find the girl. “I don't even know her name,” he sighed. But he held on to the slipper.

After the ball, the Prince was resolved to find the beauty who had stolen his heart. The glass slipper was his only clue. So he declared: “The girl whose foot will fit this slipper shall be my wife” . And he began to search the kingdom. Every girl in the land was willing to try on the slipper. But the slipper was always too small. When the Royal travelers arrived at Cinders' home, Lily and Rosa tried to squeeze their feet into the slipper. But it was no use; their feet were enormous! “Do you have any other girls?” the Prince asked Cinders' mother. “One more,” she replied. “Oh no,” cried Lily and Rosa. “She is much too busy!” But the Prince insisted that all girls must try the slipper.

Cinders was embarrassed. She didn't want the Prince to see her in her old apron. And her face was dirty! “This is your daughter?” the Prince

asked, amazed. But then Cinders tried on the glass slipper, and it fitted perfectly!

The Prince looked carefully at the girl's face, and he recognised her. "It's you, my darling isn't it?" he yelled. "Will you marry me?" Lily and Rosa were horrified. "It was you at the ball, Cinders?" they asked. They couldn't believe it! Then Cinders married William, and they lived happily ever after.

4. 特定情境設計誘發性對話 (DCT Situational Dialogue)

請模擬於不同情境下對話，你會先後擔任對話中的 A 與 B。對話時，你會從耳機裡聽到另一位角色的語音，同時螢幕也會以文字呈現他說話的內容。你回答的文字提示，也會呈現於螢幕上，協助你完成錄音工作。

Conduct simulated dialogues by playing one of the two speakers (role A and B). During each dialogue, you will hear the other speaker's voice through the headset while the text of what s/he says will also appear on the screen at the same time. The prompts of your reply will appear on the screen to help you complete the task.

Context: Introducing yourself and getting to know each other

A: Hi. My name is Ping-ping Su. Call me Ping.

B: Nice to meet you, Ping. I'm Li Chang. Call me Li. Where are you from?

A: I'm from Taiwan. Are you from China?

B: Yes. I'm from Beijing. I came to Taiwan last year. I'm a sophomore now. What year are you in?

A: I'm a freshman.

<End>

Context: Greeting people

A: How are you doing, Li?

B: I'm fine. How about you?

A: Not bad.

<End>

Context: Asking about meaning or explaining words and expressions

A: What did you do last weekend, Mary?

B: I went to Taipei 101 for kua-nian.

A: I don't understand. What do you mean?

B: Kua-nian means the New Year count-down.

A: Sounds like fun!

<End>

Context: Listening actively and continuing conversations

A: Hi Mari, how' s it going?

B: Fantastic. I just got back from Seoul last night. The food was great.

A: Really? That sounds good.

B: Yeah, it was. How was your weekend?

A: Not so good. I had a fight with my girlfriend. She' s very angry with me now.

B: I' m sorry to hear that.

<End>

Context: Asking and describing daily routines

A: Do you always have breakfast?

B: Yes, I always have breakfast around 7 o' clock.

A: What do you usually have?

B: I usually have toast and coffee.

<End>

Context: Talking and explaining likes and dislikes

A: Ping, what do you think about KTV?

B: I really enjoy it. It' s so much fun. Do you like it, Li?

A: Yeah, I love it. What kind of songs do you like to sing?

B: I like hip-hop.

A: Really? I can' t stand hip-hop. I like rock.

B: Oh, I see.

<End>

Context: Asking and describing feelings and events

A: What' s the matter, Ping?

B: I' m really upset. I lost my wallet yesterday.

A: Really? I' m sorry to hear that.

B: It's no big deal. What did you do last weekend?

A: I went hiking in the mountains. The view was impressive, but it was really tiring.

<End>

Context: Describing places and talking about neighborhood features

A: What's your new neighborhood like?

B: It's a convenient place to live. There are a lot of great shops nearby, and there are also some good restaurants. The only problem is that there aren't any parks. Are there any parks in your neighborhood?

A: No, there aren't any parks. There is a highway near my house, so it's much polluted. Near the station, there are a few KTV, so it's noisy.

<End>

Context: Using times and dates to make arrangements

A: Hey, do you have any plans on the 21st in the evening?

B: Friday the 21st? I have piano lesson. Why?

A: There is a new Italian restaurant in Taipei 101. Would you like to go out for dinner?

B: Sounds great. Where should we meet?

A: Why don't we meet at Taipei City Hall? Is six o'clock okay?

B: Six o'clock isn't good for me. My lesson finishes at six-thirty. How about seven?

A: Seven is fine with me. So, that's seven o'clock at Taipei City Hall on Friday.

B: Yes. See you then.

<End>

Context: Talking about food and taste

A: What's oden?

B: It's a Taiwanese version of a Japanese stew.

A: How is it cooked?

B: It's stewed.

A: What does it taste like?

B: It's bland.

A: Oh, I see.

<End>

Context: Ordering food

A: Are you ready to order?

B: Yes, I'll have the chicken. Does it come with a salad?

A: Yes, it does. Which dressing would you like?

B: French, please.

A: Would you like anything to drink?

B: Yes, I'd like a glass of orange juice.

<End>

Context: Ordering problems and apologies

A: Excuse me. I ordered the chicken, not the fish.

B: I'm sorry. I'll take care of it right away.

A: Thank you.

<End>

Context: Asking and describing appearance

A: What does your brother look like?

B: He's tall and slim. He has shoulder-length blonde hair and wears glasses.

A: How tall is he?

B: About 190 centimeters.

A: Wow! He's really tall. What color eyes does he have?

B: He has blue eyes. Actually, he looks a lot like my father.

<End>

Context: Talking about vacation activities and asking for recommendations

A: I'd like to take scenic pictures of Taiwan. Where do you think I should go?

B: How about Sun Moon Lake?

A: Maybe, but Sun Moon Lake is so far and it's expensive to get there.

B: Well, you could go to Yangmingshan. It's beautiful all year round.

A: That sounds good.

<End>

Context: Going shopping and asking for prices

A: May I help you?

B: Yes. Do you sell sweaters?

A: Yes, they're over there.

B: How much is the blue one?

A: It's \$95.50.

B: Do you have anything less expensive?

A: How about this one? It's \$85.

B: Okay, I'll take it.

A: Cash or charge?

B: Cash, please.

<End>

Context: Asking and describing personality

A: What are your brother's good points?

B: He's friendly and very funny.

A: I see. What are his bad points?

B: He's selfish and lazy.

A: Why do you think he is selfish?

B: He never lets me play any of his video games.

<End>

Context: Making and responding to requests

A: Could you bake a cake for Mina's birthday party?

B: I guess so, but wouldn't it be better if we bought one?

A: She loves your cakes. You're really great at baking.

B: Well, okay. Then, can you wrap her present? I'm terrible at wrapping.

A: Sure. No problem.

<End>

Context: Expressing and responding to opinions

A: I think that studying English is very important. What do you think?

B: I don't think so. It's not very important if you live in Taiwan.

A: Maybe, but I think that Taiwan is becoming more and more international, so English is becoming more important.

B: I disagree. I think that more people should study Chinese.

A: I'm not so sure about that. English is the best way to communicate with everyone.

<End>

Context: Talking about plans and getting more information

A: What are you going to do after this course is over?

B: I want to go to graduate school. If possible, I'd like to study abroad.

A: Wow! That sounds great. What do you want to study?

B: I hope to study linguistics.

A: When are you going to apply?

B: At the end of September.

A: Good luck.

<End>

Context: Greeting people and getting to know each other

A: We haven't met before, have we?

B: No, we haven't. My name is Sam.

A: I'm Mika. Nice to meet you.

B: Nice to meet you, too.

A: What are you studying, Sam?

B: I'm majoring in business. What about you?

A: I'm studying Japanese history. Where are you from?

B: I'm from Taipei.

<End>

Context: Responding with the AAA (Answer, Add and Ask) technique

A: What do you do in your free time?

B: I like to play the harp and...

A: The harp? Are you serious?

B: Yes, it's really relaxing. I'm a member of a local orchestra. Do you play a musical instrument?

A: No, I don't, but I like listening to classical music.

B: Really? There's a concert on Thursday. Would you like to come?

A: I'd love to, but I have to visit my grandma. She has a broken leg.

B: That's too bad.

<End>

Context: Interrupting and asking for repetition or explanation

A: How was your weekend?

B: I went to my brother's commencement in...

A: What's a commencement?

B: It's a graduation ceremony. I saw Brad Pitt because...

A: Who did you see?

B: Brad Pitt. He's a famous actor.

A: I don't get it. Why was he there?

B: He's a graduate of the university, so he made a speech.

<End>

Context: Talking about pastimes and their frequency and continuity

A: Do you play any sports?

B: I love playing baseball.

A: How often do you play?

B: Every Wednesday.

A: I see. How long have you been playing baseball?

B: I started about eight years ago in my first year of junior high school.

<End>

Context: Describing places

A: I'm going to Vancouver on holiday next week. What's it like?

B: It's a great city. The architecture is very modern, but there are some historical areas too.

A: I've heard it's quiet dangerous.

B: Oh no. Vancouver is very safe. It's also a friendly city. The people are great.

A: I see. What's the weather like?

B: It can be very warm in summer, and it's snowy in winter.

<End>

Context: Asking, making, and responding to suggestions

A: I want to take my girlfriend somewhere romantic. Do you have any suggestions?

B: Why don't you take her to Maokong? It's scenic, relaxing, and there's a zoo nearby.

A: I'd rather not. My girlfriend doesn't like zoos. Do you have any other ideas?

B: You could go to the Taipei Art Museum. It's a really quiet and

interesting place.

A: That's a great idea. My girlfriend loves museums.

<End>

Context: Exchanging opinions and making explanations

A: Personally, I feel that watching TV is a waste of time. Most of the programs are really boring.

B: Do you really think so? I think TV can be entertaining and educational.

A: I disagree. In my view, reading books and newspapers is more entertaining and educational than watching TV.

<End>

Context: Asking and responding to advice

A: I need some advice about my part-time job. My boss makes me work so hard. I'm too tired to study.

B: If I were you, I'd talk to your boss. You could ask to work fewer hours.

A: I've already tried that, but she said if I don't like working hard, I should get a new job.

B: Have you considered finding another job?

A: Yeah, but I really like my co-workers and the salary is great. Do you have any other advice?

B: Why don't you talk to your co-workers about it? Maybe they can help.

A: That's good advice. Thanks.

<End>

Context: Asking and describing objects

A: I heard you bought a new coffee table. How big is it?

B: It's about one and half meters long by one meter wide.

A: What's it made of?

B: It's made of wood and glass.

A: What shape is it?

B: It's rectangular.



<End>

Context: Asking for location and direction, and giving directions to a specific location

A: Excuse me. Could you tell me where the post office is?

B: There' s one not far from here. It' s on Main Street.

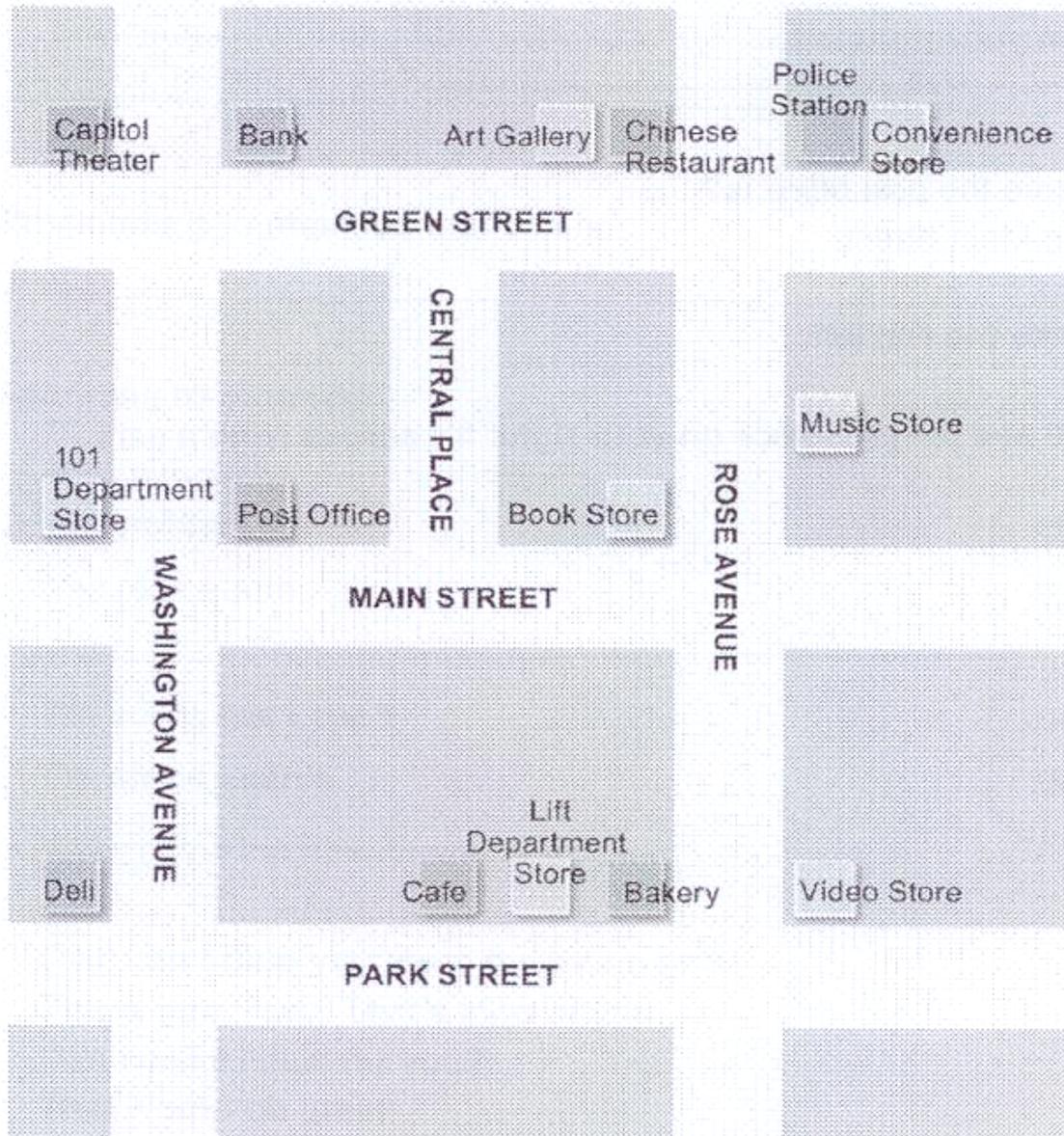
A: How do I get there?

B: Go straight along this street and take the first left.

A: The first left, okay.

B: Then go straight along that street. You' ll see the post office on your right. It' s across from a park.

A: Okay, great. Thank you.



<End>

Context: Requesting help and responding to requests or offers

A: Dad, can I help you clean the bathroom?

B: Thank you, Fred. That's very kind of you.

A: Can I make lunch for you?

B: That would be great.

A: Oh, by the way, could you lend me \$50?

B: No, I'm afraid I can't.

<End>

Context: Making and responding to complaints

A: Excuse me. There seems to be a problem with the TV in my room. I can only get one channel. Could you please take a look at it?

B: I'm sorry about that, sir. I'll send someone to fix it.

A: That would be great. I'd also like to complain about the view from my room. I can't see the Eiffel Tower.

B: I apologize, but we don't have any rooms with a view of the Eiffel Tower.

<End>

Context: Asking and discussing similarities and differences

A: What are some similarities between Taipei and Kaohsiung?

B: Well, Taipei and Kaohsiung have many things in common. Both Taipei and Kaohsiung are large cities. There are many touristy places, restaurants and shops. And they both have famous universities.

A: What are some differences between them?

B: Kaohsiung has a smaller population and a lower cost of living than Taipei.

<End>

Context: Asking for permission, and explaining rules

A: Excuse me. Is it okay to smoke here?

B: I'm afraid not. Smoking is not permitted in the restaurant.

A: No problem. Is smoking allowed on the terrace?

B: Yes. You can also smoke in front of the building.

A: Thanks.

<End>

Context: Asking and giving instructions

A: Can you tell me how to use this electric oil burner?

B: Sure. It's really easy.

A: What do I do first?

B: Well, first make sure that it's plugged in.

A: Okay.

B: Next, put two or three drops of essential oil and some water on the top plate. Then, turn it on.

A: I see.

B: Oh, and be careful not to put too much oil in and make sure to put the burner on a flat surface.

A: All right. Thanks.

<End>

Context: Taking and leaving messages over the telephone

A: Good afternoon. Sunflower Enterprises.

B: Hello, may I speak with Ms. Costa, please?

A: I'm afraid she's not available at the moment. Would you like to leave a message?

B: Sorry. I didn't catch that. Could you repeat that, please?

A: Certainly. Would you like to leave a message?

B: Yes. My name is Robert Brooks, and I can be reached at my office.

A: Okay, I'll give her the message.

B: Thank you. Goodbye.

<End>

Context: Talking and describing entertainment

A: You have to see Planet Rock. It's a bit weird but very funny.

B: Really? What's the story like?

A: It's a little bit confusing, but very imaginative.

B: How are the special effects?

A: They're groundbreaking, and the music is fantastic!

B: Is there anything bad about it?

A: Well, the alien characters are a little disappointing because they aren't

very believable.

<End>

Context: Asking and making predictions with time references

A: What will you do if you get your Australian working holiday visa?

B: I will definitely go to Australia within the next year. I will probably look for a job when I get to Sydney. After I have worked for about six months, I might travel around Australia.

<End>

Context: Talking about sports

A: Do you play any sports?

B: Yeah. Sometimes I go jogging in the park.

A: I see.

B: Do you ever go jogging?

A: No, actually I injured my knee, so I can't run.

B: That's too bad.

A: ...But I love swimming.

B: Really? Where do you usually go swimming?

A: Well, I usually swim at the university pool because I'm on the swim team. Last week, I finished first in a competition.

B: Wow! That's great.

<End>

Context: Greeting and chatting with people

A: Hi Mary. How are you?

B: Pretty good, thanks.

A: Isn't the weather beautiful today?

B: Yeah, it's great. I might go swimming this afternoon.

A: Have you ever been to Jinshan? I hear it's great.

B: Yeah, I've been there several times. It's really fun.

A: By the way, have you heard that a new French restaurant has opened near the station?

B: Yeah, I saw it this morning. We should go there sometime. Speaking of French restaurants, what was the name of that place you recommended in Taipei 101?

A: It's Café Paris.

<End>

Context: Talking about personal plans and recent experiences

A: Are you busy this week?

B: Yeah, I just got back from an expensive trip. I have to start working again to save money.

A: Oh. Well, did you have a good time?

B: Actually, it was a bit disappointing.

A: Really? Why?

B: Well, the nightlife was boring, and the food was awful.

A: Was there anything good about your trip?

B: The scenery in the countryside was amazing, and the people were cool. So, what are you up to this week?

A: I'm going to a concert. I'm really looking forward to it.

B: Sounds good.

<End>

Context: Asking and describing places with highlighting features

A: What are people in Taipei like?

B: The people are generally friendly, even though it's a big, busy city.

A: Tell me more about Taipei.

B: One of the things I like most about Taipei is that there are so many department stores. The thing I like least about Taipei is that some areas are really crowded.

<End>

Context: Describing food and giving or following cooking instructions

A: The tandoori chicken you made is really good. It's spicy and tender.

B: Thank you. I like Pasta too. It's so tasty.

A: Thanks. I used organic tomatoes. They're so sweet and fresh.

B: Could you tell me how you make it?

A: Sure. First, wash and cut up some tomatoes, then slice some garlic.

B: Okay.

A: Then heat some oil in a frying pan.

B: Got it. What do you do next?

A: Sauté the garlic for a few minutes, then add the tomatoes.

B: Uh-huh.

A: While you're doing that, boil some water in a pot and cook the spaghetti.

B: Okay.

A: Then drain the spaghetti, put it in a bowl, and pour the sauce over the spaghetti.

B: Thanks. I'll try it.

<End>

Context: Expressing and responding to opinions

A: The way I see it, watching TV is a waste of time. There are too many advertisements, and most of the programs are all the same. What do you think?

B: Hmm... I'm not so sure. I'd say you are right about most shows being pretty much the same, but I think some of the ads are really creative. The phone Max ad with the talking pandas is amazing! What do you think of the news?

A: I think it's too conservative. What does everyone else think?

<End>

Context: Asking, describing and explaining daily activities

A: How are your classes this semester?

B: They' re all right, even though some of my professors are really demanding. My European history class is cool, though. The lectures are really insightful. Do you like all of your classes?

A: Most of them are excellent, but Russian is challenging, and the assignments are time-consuming.

<End>

Context: Talking about what to wear to a wedding party

A: Do you know what you' re going to wear to the wedding party?

B: Well, it' s semi-formal, so I' ll probably wear a nice blouse and pants. I can' t decide between my black pants and pink pants though. How about you? What are you planning to wear?

A: I' m thinking about wearing my new purple dress and black heels.

B: Sounds good.

<End>

Context: Describing symptoms and suggesting remedies

A: You look pale today. What' s the matter?

B: I feel nauseous. I have a sore throat and a bad headache.

A: Since when?

B: Since last night. My head is killing me...

A: That' s too bad. You should take some medicine. And be careful about what you eat.

B: Thanks. I will.

<End>

Context: Describing homes, neighborhoods and commenting

A: What' s your place like?

B: It' s a cozy single-story house. It has hardwood floors, and it gets a lot of sunlight. The kitchen is in bad condition and needs to be renovated, though.

A: Where is it?

B: It's in a safe and quiet neighborhood, but more people have discovered it recently... How about you? Where do you live?

A: I live in the city now, but I'd prefer to live in the suburbs.

B: Really? Why?

A: Well, the suburbs would be better because the suburbs are safe and quieter.

B: That's true. It makes sense to live in a place where you feel comfortable.

<End>

Context: Talking about personality and making generalizations

A: Have you noticed anything special about people who have studied abroad?

B: In my experience, people who've studied abroad tend to be outgoing and confident.

A: I agree. Generally, they're also responsible and optimistic.

B: I'm really pessimistic, but maybe I'll change if I study abroad.

<End>

Context: Talking and describing movies and TV series

A: Have you seen a movie called Double Check?

B: No, I haven't. Who's in it?

A: Joe Brown is in it.

B: What kind of movie is it?

A: It's a historical drama about the Cold War.

B: What's it about?

A: It's about a KGB agent who falls in love with an American spy.

B: What's it like?

A: It's tragic and all the characters are so believable.

B: What makes you say they're believable?

A: Well, the story is realistic, and the acting is excellent.

B: What's the soundtrack like?

A: It's original, but kind of weird.

<End>

Context: Telling a story and describing feelings

A: When I was going home on the bus, I saw this really good-looking guy. As soon as I saw him, I fell in love with him.

B: Really?

A: After a while, I noticed he was looking at me, so I got nervous. Suddenly, he sat next to me and said, "Hi Wendy!"

B: No way! How did he know your name?

A: It turns out that he was an elementary school classmate of mine. I hadn't seen him in a long time, but he remembered me.

B: Really? How did you feel?

A: I was a bit embarrassed.

B: What happened then?

A: Well, in the end, he said, "Let's meet again sometime," and got off the bus.

B: That sounds romantic. Do you think he'll call you?

<End>

Context: Asking about importance and explaining degrees of importance

A: What do you look for in a gym?

B: In my opinion, it has to have good facilities. Also, the quality of the instructors is really important.

A: Really? Why do you think facilities are so important?

B: I like to do different kinds of exercise, and I'm not that concerned about membership fees.

<End>

Context: Introducing problems and giving or responding to advice

A: Hey, George. How' s it going?

B: All right, but I' m not sure what to do about my major. I' m not very interested in the subject, but my parents want me to study it.

A: Have you discussed it with your parents?

B: That won' t work because they' re really stubborn.

A: I understand, but if I were you, I' d try explaining how you feel.

B: I don' t know. I' ll have to give it some more thought.

<End>

Context: Offering and responding to solutions

<At a university dormitory>

A: Oh no. The air conditioner is not working again. What should we do about it?

B: Maybe we should ask the dorm manager to fix it.

A: We can' t do that because he' s not here today. Would it be possible to fix it by ourselves?

B: Remember, we tried last time, but we couldn' t fix it.

A: Well then why don' t we just use the fan instead. It' s healthier, and we can save electricity.

B: That sounds reasonable. Let' s do that.

<End>

Context: Supporting and restating opinions

A: If you ask me, global warming is the most important issue facing us today. Just look at how weird the weather has been recently.

B: Do you really think that global warming is having a serious effect on the weather?

A: My point is that the weather is changing, and we should do something about it. What does everyone else think?

<End>

Context: Starting and directing the flow of conversations

A: Did you watch the documentary on TV last night about Jamaica? It was really good.

B: No, I didn't. It's funny you should ask, though. We're learning about Jamaican culture in my social science class.

A: I see. Is it interesting?

B: Yes, it is. Their cultural life is extremely rich. I'd like to go there someday.

A: Getting back to the documentary. The filmmakers interviewed some older reggae singers and...

B: You know, I'd love to stay and chat, but I have to go to the library. How about if I call you later?

A: Okay. Talk to you later.

<End>

Context: Talking about experiences and asking follow-up questions

A: Have you ever traveled by yourself?

B: Yeah. When I was a high school student, I went backpacking in Hualian for three weeks.

A: Really? What was it like to travel alone?

B: Well, it was definitely a life-changing experience. Have you ever traveled alone?

A: I've always wanted to, but I haven't had the chance yet. It still sounds a little scary to me.

<End>

Context: Expressing, agreeing or disagreeing with opinions

A: What do you think about the government?

B: The way I see it, the country's problems will never be solved if politicians are always arguing.

A: Yes, that's true, but politicians argue because they're discussing the issues that people care about.

B: I don't see it that way. If you ask me, most politicians are only concerned about their own power.

A: Maybe, but it's important to remember that some politicians truly want to make the country a better place.

B: I suppose my point is that the political parties should work together more closely.

<End>

Context: Recommending places, accepting or declining recommendations

A: What do you recommend to eat when I visit your hometown?

B: It depends on what you like. If you like seafood, I recommend Sushi King.

A: Hmm. Actually, I don't really like raw fish. Do you know of any other places?

B: Why don't you try Sunny Steak House? They have really good steak, and their prices are reasonable.

A: Sounds perfect. I'll try it.

<End>

Context: Talking about mistakes, making and responding to an apology

A: Listen, there's a problem. I forgot to order the food for the party tonight.

B: Oh no! How did that happen?

A: I was going to order it on Monday, but I got really busy with homework this week and forgot all about the party. I'm sorry for causing so much trouble.

B: I really wish you hadn't forgotten.

A: I'm so sorry.

B: Well, it's not the end of the world... We'll just have to get some food from the convenient store.

<End>

Context: Describing and making comparisons

A: If you compare Electra's latest compact camera with the previous model, you'll see that they have a lot in common. For instance, they're both lightweight and user-friendly.

B: But the new model is nowhere near as green as the old one. The new camera is more powerful, but the battery runs out much faster. So, if you ask me, the older model is definitely the better deal.

<End>

Context: Persuading people to reach a compromise

A: Can I persuade you to join a gym with me?

B: No way! That's not going to happen. I hate exercising.

A: Look at this way. You can get fit and have fun.

B: I don't think so. I don't have time to lift weights. You know how busy I am with school.

A: You're looking at it the wrong way. It's more than just lifting weights. If I help you with your homework, will you join with me?

B: Well, if you take yoga classes at the gym with me, then, I'll join.

A: Okay. It's a deal. Let's sign up next weekend.

<End>

Context: Talking about personality and making generalizations

A: What personality traits do you think a good shop assistant should have?

B: Generally, people who are reliable and diplomatic make good shop assistants.

A: I see. What makes you say that?

B: Managers have to trust them to be on time and not to steal money. And they should be diplomatic because they often have to deal with customer complaints.

<End>

Context: Describing customs, etiquette and talking about stereotypes

A: Where I'm from, it's common to say hello to strangers, but here it's considered weird to do that.

B: I don't notice because I grew up there, but that's true. It's rare for people to greet each other or smile when they pass each other on the street.

A: I know. I also read somewhere that it's considered rude to finish all the food on your plate when you have dinner at someone's house. Is that true?

B: Yeah, that's generally the case, especially for people of my parents' generation.

<End>

Context: Talking about health and nutrition

A: I've been having trouble sleeping lately. I've got too much to do!

B: You should try drinking carrot juice. A friend of mine told me it helps prevent fatigue. It's also high in antioxidants, so it'll strengthen your immune system and reduce fatigue.

A: That sounds okay, but what I really need to do is find a way to relieve stress. I think my sleeping problems stem from constantly feeling stressed out.

<End>

Context: Talking about what needs to be done and asking for suggestions

A: Have you taken Introduction to Art History?

B: Yeah, I took it last fall. Why?

A: I have to start on the final essay this weekend. What should I have to do first?

B: More than anything, it's vital that you meet with the professor before deciding on an essay topic.

A: Hmm. I don't know if I have time.

B: But if you don't meet with her, you might end up choosing a topic that's impossible to research.

A: I suppose another thing I could do is to send the professor an outline by e-mail. That way, she' ll be able to see what my general idea is.

B: Yeah, you should definitely do that.

<End>

Context: Describing trends and making predictions

A: I' ve heard the number of small, family-run grocery stores has declined recently.

B: Yeah, it' s probably because the number of people who shop at supermarkets has increased dramatically.

A: Do you think the situation will get better or worse?

B: I' m fairly sure that it won' t get better any time soon. It looks like the number of supermarkets and departments stores will continue to increase.

<End>

Context: Stating problems, offering and responding to solutions

A: Video games are a major problem these days; kids spend too much time playing them.

B: I agree. A related problem is that parents are too busy to spend time with their kids.

A: One solution is to encourage parents to take their kids outdoors more often.

B: The problem is that a lot of parents are so busy with their jobs that they don' t have time. One thing that software companies could do is to develop more educational video games.

A: Yeah, that would probably work.

<End>

Context: Telling and reacting to new stories

A: Did you hear about the Badgers? Their star pitcher has been accused of using steroids.

B: Yeah, it was a disturbing story, but it doesn' t surprise me. A lot of top athletes use illegal drugs to improve their performance.

A: That's true. The report raised some important issues about the way managers and coaches pressure high-paid athletes to win.

B: What the report said about pro-sport salaries is outrageous, isn't it? Now that's definitely an issue.

<End>

Context: Developing arguments and restating opinions

A: As far as I'm concerned, professional athletes are overpaid. If you really think about it, high salaries don't necessarily lead to better performance or teamwork. Another thing you have to consider is that high salaries make tickets more expensive.

B: So your basic argument is that talented athletes don't deserve to be paid more than their team mates?

A: Let me put it another way. The point I'm trying to make is that huge amounts of money don't add anything to the game itself.

B: Well, you've got a point there, but just think about how important a successful sports team is for tourism and economic development.

<End>

Context: Talking about hypothetical situations and their advantages and disadvantages

A: What would happen if all the Internet servers in the world broke down?

B: Without a doubt, there would be absolute chaos. Do you think there would be any advantages to the situation?

A: Well, one plus would be that people would rely on their own ideas more.

B: Maybe, but the biggest disadvantage would be inefficiency. There's no denying that the Internet increases productivity.

<End>

Context: Talking about preferences and continuing conversations

A: Name one of your favorite restaurants.

B: I'm really into a restaurant in Taipei 101. The atmosphere is relaxing, and the food is very good. It's a kind of Asian-Western fusion. Do you like eating out?

A: Yeah, I do, but lately I've been doing a lot of cooking at home.

B: Really? Why's that?

A: Well, I've been saving money because I'm planning to travel around Europe next summer. I'm going to backpack in France and Switzerland. Have you ever been there?

B: No, I'm not that crazy about traveling. Actually, I have a fear of flying.
<End>

Context: Describing leisure time, hobbies, interests with follow-up questions

A: My sister is totally obsessed with Hawaiian culture.

B: Really? When did she start getting into that?

A: I guess about five years ago, after my family went to Hawaii. Since then, she's kept herself busy with hula, ukulele, and Hawaiian cooking lessons. She's even taken up surfing recently.

B: Wow. What makes her so crazy about Hawaiian culture?

A: Well, her job is pretty stressful. She told me that she finds it refreshing to get into a tropical state of mind.

B: I see. So it's sort of therapeutic.

A: Yeah, and what's cool about it for me is that I get to try all the incredible Hawaiian food that she cooks.

B: Nice!

<End>

Context: Describing personal character and discussing compatibility

A: I'm looking for a roommate. Do you know of anyone who'd be interested in sharing an apartment?

B: What kind of people do you tend to get along with?

A: Generally, I seem to click with people who are inventive — you know, people who do creative work. I guess I enjoy being around them because they tend to be fairly single-minded and intense. Narrow-minded people get on my nerves.

B: Hmm...I know my friend Rita was thinking about moving to the city. You'd probably get along with her. She's a photographer and, though

she comes off as pretentious, she's quite charming once you get to know her.

<End>

Context: Telling the story and listening actively

A: This happened in Mexico about two years ago, when my friend and I were at a street market.

B: Uh-huh.

A: There was this absolutely stunning woman walking down the street.

B: Hang on. When was this again?

A: Two years ago. So this stunning woman was looking over at us, smiling.

B: Then what happened?

A: All of a sudden, she ran up to us, grabbed my camera and took off down a side street.

B: No way! So then what did you guys do?

<End>

Context: Talking about problems and accepting or rejecting blame

A: I don't mean to be annoying, but I've got a problem with you guys practicing music at this hour.

B: I really don't see what the problem is. All we're doing is playing a bit of jazz.

A: That's cool, but would it be possible for you to turn your amps down?

B: Maybe, but we'll only be practicing for another half hour or so. Do you think you could chill out till we finish?

A: Normally, I'd say okay, but I'm absolutely exhausted and need to get some rest. It would really be better if you kept it down.

B: Yeah, okay. Not to make excuses, but we've been practicing for an important gig. Anyway, sorry about the noise, man.

<End>

Context: Exchanging and supporting opinions

A: What's your opinion on the six-day school week?

B: Well, to my mind, it's too long for the majority of students. If you think about it, weekends give children time to pursue other interests.

A: I understand what you mean, but I definitely believe that more intensive study can help raise test scores.

B: I disagree, because studies have shown the opposite: that a balance between fun and study actually boosts academic performance. Just look at the way overworked students often lack confidence and energy in class.

<End>

Context: Making decisions and discussing advantages or disadvantages

A: What are our options for presentation topics?

B: I suppose the obvious choices are ancient Greece, ancient Rome, or ancient Egypt.

A: Ancient Greece would be manageable, but I'm not so sure about Egypt. What do you think?

B: I agree. The fact that there is more research material available on ancient Greece is definitely a plus. But I'm wondering if it would be better to do a presentation related to Asian culture, rather than European culture.

A: What would the advantages of doing that be?

B: The main benefit is that our audience will have more background knowledge of Asian history.

A: It's decided then: let's start researching something like the Tang dynasty in China.

<End>

Context: Describing art and highlighting elements, and explaining tastes and impressions

A: I've recently started getting into Su Tong's novels.

B: Really? I've never read any of his books. What are they like?

A: Well, I found his most recent one very compelling. Mainly, it went into

the conflict between romance and reality.

B: I see. I've read mixed reviews of his work. Some people love his writing's surreal, experimental nature, but other people think it's melodramatic and superficial.

A: Yeah, if there was one thing I didn't like about his most recent novel, I'd have to say it was the ending. It was like a soap opera — really corny. I didn't really get what he was trying to say.

<End>

Context: Talking about medical care policies and discussing changes in values

A: Have there been many changes in the area of medical care?

B: Yeah, there have been some relatively big changes. My dad told me that 30 or 40 years ago, people tended to take their doctors' advice more seriously. But little by little, people's attitudes towards conventional medicine have shifted.

A: Really? Why?

B: Personally, I think the change coincided with the popularity of self-help medical sites on the Internet.

<End>

Context: Discussing trends and influences

A: I read in a magazine that there's been a growing trend towards simple living. The government did a survey that said people are less inclined to go out and spend money on clothes and things.

B: I believe it. The economic crisis has definitely altered my ideas about what's important in life. What sort of impact has the situation had on you and people you know?

A: That's a difficult question, and I'm not really sure how to answer it. I guess I'd say that my interest in material things and making money has faded a bit recently. Generally speaking, though, I can't tell whether it's had a noticeable effect on my friends' attitudes or not.

B: A lot of people I know seem pretty confident that the government will manage to reverse the current trend of unemployment somehow.

<End>

Context: Summarizing new stories, then discussing issues and concerns

A: The way the article suggests that income gaps may be widening is particularly surprising. For instance, the article mentions the case of a female sales representative who earns less than her male colleagues.

B: To my mind, the most startling thing about the article is the fact that she's been the company's top seller for three years in a row. Do you see any underlying issues in this?

A: Oh, absolutely. Obviously, overcoming sexist attitudes is among the major problems facing women in the workplace. At the same time, one of the crucial issues the article brings up is the difficulty of altering entrenched attitudes about the role of women in society.

<End>

Context: Discussing and interpreting statistics and preconceptions

A: Overall, the survey indicates that students are mostly concerned about their job prospects. Are you surprised by these results?

B: Absolutely. I would've thought that more students would be concerned about environmental issues. Based on the available data, you might conclude that students have become apathetic about global issues.

A: That's a fair assessment, but the survey doesn't really give you the whole picture. For instance, it doesn't give you any idea of whether students aren't concerned at all about the environment, or whether their job prospects are simply the more immediate concern.

<End>

Context: Giving and commenting on short talks

A: The Taiwanese computer game industry is a topic I've read a lot about recently. First, it's worth noting that games developed in the U.S. have become more popular than those developed in Taiwan. In fact, one of the most interesting things about the current situation is that Taiwanese game designers are trying to create games with mass appeal.

B: Sorry to interrupt, but the point you just brought up about appealing to

more people was interesting. Could you elaborate on that a bit?

A: Sure. A key difference is that games from the U.S. tend to be virtual and open-ended, whereas Taiwanese games often have simple objectives. The real question for Taiwanese designers is this: how to make games that have a Taiwanese identity and incorporate ideas that appeal to Western sensibilities.

B: That sounds like a challenge.

A: It is, but what does all this mean for the future of the computer game industry in Taiwan? I suppose you could sum up the situation by saying it's an important moment for Taiwanese computer game designers. Of course there's risk involved because new ideas can fail. At the same time, there's an opportunity to create something truly unique and accessible.

<End>

Context: Describing and commenting on other's viewpoints

A: What do you make of this commentary?

B: Well, my initial reaction is one of surprise. The speaker can't be serious when he says people were happier without everyday conveniences and modern medicine.

A: I see what you mean. It's a bit extreme, although I do believe he's put some thought into his main argument. In particular, he makes some convincing observations about how technology makes life more complicated.

B: Right, right, but I wonder if that's actually the case. To my mind, it's a bit simplistic to suggest people should resist anything new. Progress isn't necessarily a bad thing, is it?

<End>

Context: Introducing, supporting, challenging and conceding arguments

A: Not everyone would agree, but it's clear to me that financial success is the key to happiness.

B: Oh yeah?

A: Definitely. To begin with, there's little doubt that money gives you freedom to live exactly as you want. You could even take it one step further

and argue that society measures success solely in terms of money and status.

B: Hold on. Are you really suggesting that if other people see you as successful, you' ll be happier?

A: Actually, that' s not quite what I mean. Let me try putting it another way: it would be difficult to argue against the idea that the freedom to do many things in life, like traveling and having a nice place to live, is not a measure of success.

<End>

Context: Explaining accomplishments and regrets, then talking about the future

A: What are some things you feel you' ve accomplished?

B: Well, I don' t mean to brag, but I' m proud of the fact that my essay was awarded a prize in a literary competition.

A: Wow! That' s cool. When was that?

B: Oh, when I was a sophomore, but since then I' ve sort of stopped writing. In hindsight, I should have kept it up a bit more.

A: Can you see yourself picking it up again in the future?

B: I' m not sure about writing essays, but I hope to do more short story writing during summer vacation.

A: Who knows? There' s always a chance you' ll be able to publish your work somewhere down the line.

<End>

5. 中文短篇段落「北風與太陽」(The North Wind and the Sun – Mandarin

Chinese)

- 說明：僅 L2 語者參與錄製。
- Introduction: Only L2 speakers were assigned to complete this task.

請以自然的速度與適當的音量，讀出北風與太陽的故事。

Read the following passage aloud at a natural speaking rate and volume.

有一回北風跟太陽正在那兒爭論誰的本事大。說著、說著，來了一個走道兒的，身上穿著一件厚袍子。他們倆就商量好了，說，誰能先叫這個走道的把他的袍子脫下來，就算誰的本事大。

好，北風就拼命的刮呀、刮呀，可是他刮得越厲害，那個人就把袍子裹得越緊。到末了兒，北風沒了法子，只好就算了。一會兒，太陽就出來使勁兒一曬，那走道兒的馬上就把袍子脫了下來。所以北風不得不承認，到底還是太陽比他本事大。

附錄：發音人基本資料一覽表

AESOP-ILAS 2 發音人基本資料

Number	Gender	Native Language	Edu. level	Discipline	English Proficiency	Years of English Training
F1001	F	English	Master	Social science	Excellent	44
F1002	F	English	Master	Education	Excellent	49
F1003	F	English	College	Arts	Excellent	29
F1004	F	English	College	Business Adm.	Excellent	20
F1005	F	English	PhD	Humanity	Excellent	42
F2001	F	Mandarin	Master	Arts	Good	15
F2002	F	Mandarin	Master	Social science	Average	18
F2003	F	Mandarin	Master	Engineering	Average	13
F2004	F	Mandarin	Master	Arts	Average	10
F2005	F	Mandarin	Master	Science	Good	20
F2006	F	Mandarin	Master	Arts	Average	14
F2007	F	Mandarin	College	Business Adm.	Good	12
F2008	F	Mandarin	Master	Science	Average	15
F2009	F	Mandarin	Master	Social science	Good	13
F2010	F	Mandarin	Master	Arts	Good	30
F2011	F	Mandarin	Master	Social science	Average	22
F2012	F	Mandarin	Master	Arts	Average	13
F2013	F	Mandarin	Master	Arts	Average	20
F2014	F	Mandarin	Master	Education	Good	20
F2015	F	Mandarin	PhD	Science	Good	20
M1001	M	English	College	Engineering	Excellent	30
M1002	M	English	PhD	Education	Excellent	57
M1003	M	English	Master	Other	Excellent	51
M1004	M	English	College	Humanity	Excellent	23
M1005	M	English	College	Other	Excellent	20
M2001	M	Mandarin	College	Humanity	Excellent	13
M2002	M	Mandarin	Master	Engineering	Average	11
M2003	M	Mandarin	Master	Engineering	Average	10
M2004	M	Mandarin	College	Education	Good	11

M2005	M	Mandarin	Master	Arts	Average	20
M2006	M	Mandarin	Master	Engineering	Average	13
M2007	M	Mandarin	Master	Education	Good	17
M2008	M	Mandarin	Master	Humanity	Good	15
M2009	M	Mandarin	College	Engineering	Good	12
M2010	M	Mandarin	College	Engineering	Good	10
M2011	M	Taiwanese	Master	Science	Average	27
M2012	M	Mandarin	PhD	Social science	Average	7
M2013	M	Mandarin	College	Arts	Average	10
M2014	M	Mandarin	Master	Engineering	Average	15
M2015	M	Mandarin	College	Engineering	Good	12