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TOEFL SPEAKING TEACHERS MANUAL

LESSON 4

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LESSON 4

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 A SPECIAL PRESENT YOU RECEIVED AND WHY THAT PRESENT WAS IMPORTANT TO YOU. INCLUDE DETAILS TO SUPPORT YOUR RESPONSE.

SAMPLE ANSWER

A SPECIAL PRESENT I RECEIVED WAS A BASEBALL GLOVE WHEN I WAS LITTLE. BUT IT WAS NOT THE ACTUAL GLOVE THAT WAS SO SPECIAL TO ME, IT WAS THE BOX THAT IT WAS, OR WASN'T PACKAGED IN. I WAS VERY EXCITED TO OPEN MY PRESENT FOR MY BIRTHDAY, BUT THE BOX SEEMED A LITTLE LIGHT TO ME. LIKE MOST CHILDREN, I SHOOK THE BOX AND TRIED TO GUESS WHAT WAS IN IT, BUT IT DIDN'T MAKE A SOUND. I UNWRAPPED THE BOX AND OPENED IT, BUT ALL I FOUND WAS NEWSPAPERS. I WAS VERY CONFUSED ABOUT THE EMPTY BOX, BUT AFTER A GOOD LAUGH, MY PARENTS GAVE ME THE BASEBALL GLOVE THAT THEY WERE HOLDING BEHIND THEIR BACK. I USED THAT GLOVE FOR MANY YEARS, BUT I WILL ALWAYS REMEMBER HOW I GOT IT.

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 PEOPLE LIKE TO ALWAYS HAVE PEOPLE AROUND THEM. OTHERS WOULD RATHER SPEND TIME ALONE. WHICH WAY DO YOU PREFER TO SPEND YOUR FREE TIME AND WHY? USE DETAILS AND EXAMPLES IN YOUR CHOICE.

SAMPLE ANSWER

I PREFER TO SPEND MY FREE TIME WITH LOTS OF OTHER PEOPLE AND MY FRIENDS. I THINK THIS IS BECAUSE I WAS RAISED AROUND LOTS OF PEOPLE, AND ALL MY LIFE I HAVE LIVED IN A HOME WITH MANY PEOPLE, GONE TO SCHOOL WITH MANY PEOPLE, WORKED WITH MANY PEOPLE. I AM USED TO ALWAYS BEING AROUND PEOPLE. IT IS JUST NATURAL FOR ME TO – WHEN I HAVE FREE TIME – WANT TO SPEND IT WITH LOTS OF OTHER PEOPLE. IF I FIND MYSELF ALONE, SOMETIMES IT IS A LITTLE STRANGE... WITH THE QUIET AND ALL. I FEEL A LITTLE LONELY IF THERE ARE NOT TONS OF OTHER PEOPLE AROUND ME. YOU CAN ALSO HAVE A LOT MORE FUN IF YOU HAVE A LOT OF PEOPLE AROUND YOU. CAN YOU PLAY A GAME OF SOCCER WITH ONLY ONE PERSON?

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 BOARD OF TRUSTEES HAS SELECTED A NEW UNIVERSITY PRESIDENT. READ THE ANNOUNCEMENT ABOUT THE SELECTION. YOU WILL HAVE 45 SECONDS TO READ THE ANNOUNCEMENT. BEGIN READING NOW.

NEW PRESIDENT SELECTED BY BOARD

THE BOARD IS PLEASED TO ANNOUNCE THE SELECTION OF THE 23RD PRESIDENT OF STATE UNIVERSITY. MATT TALLENT HAS BEEN A PART OF THE STATE COMMUNITY FOR YEARS AS A BUSINESS OWNER AND CONTRIBUTOR TO THE UNIVERSITY. HE WILL SUCCEED TOM MACMASTER WHO IS STEPPING DOWN AS PRESIDENT THIS YEAR. TALLENT HAS RECENTLY GIVEN OVER HIS CEO TITLE OF HIS CHAIN OF KWIK FOODZ RESTAURANTS TO HIS SON. THE BOARD CITED TALLENT'S EXPERIENCE AS THE HEAD OF A MULTI-MILLION DOLLAR CORPORATION AS WELL AS HIS EXPERIENCE WITH RUNNING SEVERAL CHARITIES AS THE PRIMARY REASON FOR SELECTING HIM AS PRESIDENT.

NARRATOR: LISTEN
TO TWO STUDENTS AS
THEY DISCUSS THE
ANNOUNCEMENT.

STUDENT 1(FEMALE): WHO IS THIS GUY AND WHY IS HE OUR NEW PRESIDENT AT THE UNIVERSITY?

STUDENT 2(MALE): YOU HAVEN'T HEARD OF MATT TALLENT BEFORE? HE'S KINDA LIKE A LOCAL CELEBRITY.

STUDENT 1: NO, I'VE NEVER HEARD OF HIM. BUT, I DID HEAR THAT HE NEVER EVEN GRADUATED FROM COLLEGE. WHY WOULD THE BOARD SELECT A PRESIDENT TO RUN A UNIVERSITY WHO HAS NEVER EVEN GRADUATED?

STUDENT 2: DO YOU KNOW THAT HIS CHAIN OF RESTAURANTS STARTED OUT ONLY 40 YEARS AGO IN THE LOCAL MALL? HE'S BUILT IT UP TO A NATION-WIDE CHAIN THAT HAS EARNED MILLIONS OF DOLLARS. HE ALSO RUNS SEVERAL VERY HUGE CHARITIES.

STUDENT 1: BUT WHAT DOES HE KNOW ABOUT UNIVERSITIES? WHAT DOES ALL THAT HAVE TO DO WITH RUNNING A UNIVERSITY?

STUDENT 2: WELL, YOU KNOW, UNIVERSITIES ARE BECOMING MORE AND MORE LIKE BUSINESSES. MAYBE HE CAN HELP OUR SCHOOL EARN MORE MONEY FOR MORE IMPROVEMENTS. ALSO, IF HE CAN RUN SO MANY SUCCESSFUL CHARITIES, MAYBE HE CAN GET PEOPLE TO DONATE MONEY TO OUR UNIVERSITY FOR SCHOLARSHIPS.

STUDENT 1: HE DOES SEEM TO BE RATHER BUSINESS-SAVVY. MAYBE IT WILL BE GOOD FOR OUR UNIVERSITY.

NARRATOR: NOW GET READY TO
ANSWER THE QUESTION.

QUESTION: THE MAN EXPRESSES
HIS OPINION OF A RECENT
DECISION MADE BY THE
UNIVERSITY. STATE HIS OPINION
AND EXPLAIN THE REASONS HE
GIVES FOR HOLDING THAT
OPINION.

SAMPLE ANSWER

THE MAN SEEMS TO THINK THAT THE DECISION THE BOARD OF TRUSTEES MADE TO SELECT MATT TALLENT AS THE NEW UNIVERSITY PRESIDENT WAS A GOOD ONE. THE MAN THINKS THAT EVEN THOUGH THE NEW PRESIDENT OF THE UNIVERSITY HAS NEVER GRADUATED FROM COLLEGE, HE WOULD STILL MAKE AN EXCELLENT PRESIDENT. THE NEW PRESIDENT TURNED A LOCAL RESTAURANT INTO A NATIONALLY RECOGNIZED CHAIN OF RESTAURANTS THAT NOW MAKES MILLIONS OF DOLLARS. THE NEW PRESIDENT ALSO RUNS MANY SUCCESSFUL CHARITIES. THE MAN THINKS THAT UNIVERSITIES ARE BECOMING MORE AND MORE LIKE BUSINESSES, SO WHO IS BETTER TO RUN A BUSINESS THAN AN INCREDIBLY SUCCESSFUL BUSINESSMAN? IF THE NEW PRESIDENT CAN GET LOTS OF PEOPLE TO DONATE MONEY TO CHARITIES, THE MAN THINKS THAT MAYBE THE PRESIDENT CAN GET LOTS OF PEOPLE TO DONATE MONEY TO THE COLLEGE. OVERALL, THE MAN THINKS THAT IT WOULD BE GOOD TO HAVE A PERSON WHO IS GOOD WITH MONEY BECOME THE PRESIDENT OF THE UNIVERSITY.

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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.

THE CORN LAW

THE CORN LAW WAS FIRST INTRODUCED IN BRITAIN IN 1804, WHEN THE LANDOWNERS, WHO DOMINATED PARLIAMENT, SOUGHT TO PROTECT THEIR PROFITS BY IMPOSING A DUTY ON IMPORTED CORN. DURING THE NAPOLEONIC WARS, IT WAS NOT POSSIBLE TO IMPORT CORN FROM EUROPE. THIS LED TO AN EXPANSION OF BRITISH WHEAT FARMING AND TO HIGH BREAD PRICES. FARMERS FEARED THAT WHEN THE WAR ENDED IN 1815, THE IMPORTATION OF FOREIGN CORN WOULD LOWER PRICES. BRITISH LANDOWNERS APPLIED PRESSURE ON MEMBERS OF PARLIAMENT TO TAKE ACTION TO PROTECT THE PROFITS OF THE FARMERS. PARLIAMENT RESPONDED BY PASSING A LAW PERMITTING THE IMPORT OF FOREIGN WHEAT DUTY FREE ONLY WHEN THE DOMESTIC PRICE REACHED 80 SHILLINGS PER 8 BUSHELS OF CORN. THE PRICE OF THESE GOODS REMAINED HIGH.

NARRATOR: NOW
LISTEN TO PART OF A
TALK IN AN
ECONOMICS CLASS.

PROFESSOR: THE CORN LAW WAS PASSED BY THE BRITISH IN THE EARLY 1800S, BUT IT RESEMBLES SOME OF THE TRADE ISSUES WE HAVE TODAY. DURING THE NAPOLEONIC WARS, WHICH GREAT BRITAIN FOUGHT WITH FRANCE FROM 1803 TO 1815, IT HAD NOT BEEN POSSIBLE TO IMPORT CORN FROM EUROPE. THIS LACK OF CORN LED THE BRITISH TO LOOK FOR AN ALTERNATIVE. IT ENDED UP BEING WHEAT. THIS CREATED AN EXPANSION OF BRITISH WHEAT FARMING AND TO HIGH BREAD PRICES.

FARMERS FEARED THAT WHEN THE WAR CAME TO AN END IN 1815, THE IMPORTATION OF FOREIGN CORN WOULD LOWER PRICES. THIS FEAR WAS JUSTIFIED AND THE PRICE OF CORN FELL. BRITISH LANDOWNERS APPLIED PRESSURE ON MEMBERS OF THE PARLIAMENT TO TAKE ACTION TO PROTECT THE PROFITS OF THE FARMERS. PARLIAMENT RESPONDED BY PASSING A LAW PERMITTING THE IMPORT OF FOREIGN WHEAT FREE OF DUTY ONLY WHEN THE DOMESTIC PRICE REACHED 80 SHILLINGS PER EIGHT BUSHELS. DURING THE PASSING OF THIS LEGISLATION, THE HOUSES OF PARLIAMENT HAD TO BE DEFENDED BY ARMED TROOPS AGAINST A LARGE ANGRY CROWD.

THIS LEGISLATION WAS HATED BY THE PEOPLE LIVING IN BRITAIN'S FAST-GROWING TOWNS WHO HAD TO PAY THESE HIGHER BREAD PRICES. THE INDUSTRIAL CLASSES SAW THE CORN LAWS AS AN EXAMPLE OF HOW PARLIAMENT PASSED LEGISLATION THAT FAVORED LARGE LANDOWNERS. THE MANUFACTURERS, IN PARTICULAR, WERE CONCERNED THAT THE CORN LAWS WOULD RESULT IN A DEMAND FOR HIGHER WAGES.

THERE WAS A DREADFUL HARVEST IN 1816. THIS CAUSED BREAD PRICES TO INCREASE RAPIDLY. THIS WAS FOLLOWED BY WORKERS DEMANDING HIGHER WAGES IN ORDER TO PAY FOR THE INCREASED FOOD PRICES. THERE WERE FOOD RIOTS ALL OVER BRITAIN. DESPITE ALL THIS PROTEST, THE CORN LAW WAS NOT OVERTURNED UNTIL THE 1840S.

NARRATOR: NOW GET READY TO
ANSWER THE QUESTION.

QUESTION: THE PROFESSOR
DISCUSSES THE CORN LAW. USING
INFORMATION FROM THE LECTURE
AND THE READING, EXPLAIN WHY
THE CORN LAW WAS ENACTED,
AND WHY SOME PEOPLE OPPOSED
IT.

SAMPLE ANSWER

DURING WARTIME, CORN WAS NOT IMPORTED FROM EUROPE TO BRITAIN, SO BRITISH FARMERS GREW MORE WHEAT. THIS INCREASED THE COST OF THINGS SUCH AS BREAD. THE CORN LAW WAS PASSED BY THE BRITISH...UM... PARLIAMENT IN THE EARLY 1800S TO PROTECT THE PROFITS OF THE LAND-OWNING FARMERS. WHEN THE WARS ENDED, CORN COULD AGAIN BE EXPORTED TO BRITAIN. PARLIAMENT PERMITTED THE IMPORT OF FOREIGN CORN AND WHEAT, DUTY FREE, ONLY WHEN THE ...UMM...HIGHER PRICE OF WHEAT IN BRITAIN HAD BEEN MET. MANY PEOPLE PROTESTED THE HIGH COST OF BREAD, ESPECIALLY THE WORKERS IN TOWNS AND CITIES AND MANUFACTURERS. THERE WERE MANY...UMM.. FOOD RIOTS DURING THE BEGINNING OF THE 1800S, BUT BY THE 1840S THE CORN LAW WAS OVERTURNED.

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): WOW, I ALWAYS GET FIRED UP AND EXCITED WHEN I HEAR ONE OF THOSE POLITICAL SPEECHES BY SENATOR BILL.

STUDENT 2(FEMALE): WELL, IF YOU ENJOY THEM SO MUCH, THEN WHY DON'T YOU GO WORK ON HIS CAMPAIGN? I THINK THEY'RE LOOKING FOR PEOPLE TO HELP.

STUDENT 1: I REALLY WANT TO, BUT I ALREADY HAVE A JOB, AND LOTS OF CLASSES. I DON'T THINK I'D BE ABLE TO JUGGLE TWO JOBS, GOING TO CLASS, AND STUDYING.

STUDENT 2: WHY DON'T YOU QUIT YOUR JOB AND GO WORK FOR THE SENATOR IF YOU BELIEVE IN HIM SO MUCH?

STUDENT 1: WELL, I'VE BEEN WORKING AT THE BOOKSTORE FOR SO LONG NOW. IT'D FEEL LIKE I WAS ABANDONING MY BOSS. I REALLY DON'T MAKE SO MUCH THERE, BUT AFTER GRADUATION, THAT REFERENCE WILL LOOK REALLY GOOD ON MY RÉSUMÉ.

STUDENT 2: DON'T YOU THINK A RECOMMENDATION FROM A POLITICAL CANDIDATE WOULD BE EVEN BETTER FOR A RÉSUMÉ THEN A LOCAL BOOKSTORE OWNER'S?

STUDENT 1: YEAH, IT WOULD, BUT WORKING AT THE BOOKSTORE IS ALSO A GOOD JOB TO HAVE WHILE I'M IN SCHOOL. IT'S USUALLY PRETTY SLOW AROUND THERE, SO I CAN CATCH UP ON MY HOMEWORK WHILE I'M AT WORK. I THINK WORKING ON A CAMPAIGN WOULD BE RATHER TIME CONSUMING.

STUDENT 2: WELL, I DON'T THINK THAT WOULD BE A PROBLEM FOR YOU. IT'S LIKE YOU LOVE TO STAY BUSY. WHENEVER I COME GET YOU TO GO TO A PARTY OR TO GO OUT, YOU'RE ALWAYS WORKING OR STUDYING. I THINK YOU ENJOY BEING SO BUSY.

NARRATOR: NOW GET READY TO ANSWER THE QUESTION.

QUESTION: THE WOMAN TRIES TO PERSUADE THE MAN TO DO SOMETHING. SAY WHAT SHE TRIES TO PERSUADE HIM TO DO. THEN STATE WHICH OF THE SOLUTIONS YOU PREFER AND WHY.

SAMPLE ANSWER

THE WOMAN TRIES TO PERSUADE THE MAN TO GET A NEW JOB. THE MAN HAS JUST HEARD A SPEECH GIVEN BY A POLITICIAN, A...UH...SENATOR. THE WOMAN THINKS THAT THE MAN SHOULD GO WORK FOR THE SENATOR'S CAMPAIGN. SHE SAYS THAT IT WOULD LOOK BETTER THAN THE RECOMMENDATION THE MAN WOULD GET FROM WORKING AT HIS CURRENT JOB AT THE BOOKSTORE. THE WOMAN ALSO SAYS THAT THE MAN REALLY LIKES TO HEAR THE SENATOR SPEAK, SO THE MAN SHOULD GO WORK FOR HIM, AND THEN HE CAN HEAR THE SENATOR SPEAK ALL THE TIME. THE MAN THINKS HE WOULDN'T HAVE ENOUGH TIME FOR HIS NEW JOB, BUT THE WOMAN SEEMS TO THINK THAT THE MAN REALLY LIKES TO KEEP HIMSELF BUSY AND ENJOYS ALWAYS DOING THINGS.

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 IN
AN ECONOMICS
CLASS.

PROFESSOR: THE LAW OF DIMINISHING RETURNS IS PERHAPS THE MOST FAMOUS AND RECOGNIZED OF ALL ECONOMIC CONCEPTS OR “LAWS.”

DEPENDING ON WHOM YOU TALK TO, IT COULD BE CALLED BY SEVERAL DIFFERENT NAMES: DIMINISHING MARGINAL RETURNS OR LAW OF INCREASING OPPORTUNITY COSTS. IT ESSENTIALLY MEANS THAT AS YOU INCREASE INPUT, ADD MORE AND MORE RESOURCES TO THE PRODUCTION, YOUR OUTPUT WILL INCREASE BY LESS AND LESS. THE OUTPUT WILL STILL INCREASE, BUT BY LESS AND LESS AS YOU ADD TO YOUR PRODUCTION OR INPUT. LET ME GIVE YOU AN EXAMPLE...SAY YOU OWN A PENCIL FACTORY. NOW, IT IS A VERY BASIC FACTORY. YOU HAVE PEOPLE MAKE THE PENCILS BY HAND.

THERE ARE 10 ROOMS IN YOUR FACTORY AND THERE ARE 10 PEOPLE IN EACH ROOM MAKING PENCILS FOR YOU. LET'S SAY EACH PERSON CAN MAKE 100 PENCILS EVERY DAY. WELL, YOU WANT TO HIRE MORE PEOPLE SO THEY CAN MAKE MORE PENCILS. IT MAKES SENSE, RIGHT? SO YOU SLOWLY START TO HIRE MORE AND MORE PEOPLE. IN SOME OFFICES YOU HAVE TWENTY OR THIRTY PEOPLE MAKING PENCILS NOW, BUT THE EMPLOYEES CAN'T ALL MAKE 100 PENCILS EVERY DAY ANYMORE. IN SOME OF THE ROOMS, THERE JUST ISN'T ENOUGH ROOM TO WORK EFFICIENTLY. IT GETS MORE AND MORE CROWDED.

IF YOU KEEP ADDING MORE PEOPLE TO EACH ROOM, THERE WILL BE LESS AND LESS SPACE FOR EMPLOYEES TO WORK; SO, THEY WILL GO SLOWER AND SLOWER. AT FIRST, EACH EMPLOYEE HAD PLENTY OF SPACE TO WORK AND COULD MAKE 100 PENCILS. BUT NOW, THEY KEEP BUMPING INTO EACH OTHER, AND EACH EMPLOYEE CAN ONLY MAKE 60 OR 70 PENCILS EACH DAY. AFTER A WHILE, ADDING ANOTHER PERSON DOESN'T MEAN THAT THEY WILL BE ABLE TO MAKE 100 PENCILS THANKS TO THE LAW OF DIMINISHING RETURNS.

NARRATOR: NOW GET READY TO
ANSWER THE QUESTION.

QUESTION: THE PROFESSOR
DESCRIBES THE LAW OF
DIMINISHING RETURNS. EXPLAIN
THIS CONCEPT AND HOW IT WORKS
USING EXAMPLES FROM THE
LECTURE.

SAMPLE ANSWER

THE LAW OF DIMINISHING RETURNS SAYS THAT AS INPUT INCREASES, OUTPUT WILL INCREASE BY LESS AND LESS. THE OUTPUT WILL STILL INCREASE, BUT IT IS NOT PROPORTIONAL TO THE INPUT. UMM, IF THERE IS A PENCIL FACTORY AND YOU HAVE 10 WORKERS IN A SMALL ROOM, EACH PERSON CAN PRODUCE 100 PENCILS IN A DAY...THAT'S 1000 PENCILS A DAY. IF YOU ADD ANOTHER PERSON, THAT MAKES 11, MAYBE THERE WOULD BE TOO MANY PEOPLE WORKING IN THAT AREA AND IT WOULD AFFECT PRODUCTION. ALL 11 EMPLOYEES WILL STILL BE ABLE TO PRODUCE MORE THAN 1000 PENCILS PER DAY, BUT NOT 1100 LIKE THE MATH WOULD SUGGEST. ALL THE PEOPLE CAN STILL PRODUCE MORE PENCILS OVERALL, BUT IT IS NOT PROPORTIONAL.