



# LISTENING SESSION

# GENERAL STRATEGIES

- **Be familiar with the directions.**
- **Listen carefully to the conversations and talks.**
- **Know where the easier and more difficult questions are generally found.**
- **Never leave any questions blank on your answer sheet.**
- **Use any remaining time to look ahead at the answers to the questions that follow.**

# THE LISTENING PART A QUESTIONS

## STRATEGIES FOR THE LISTENING PART A QUESTIONS

- As you listen to each short conversation, focus on the second line of the conversation.
- Keep in mind that the correct answer is probably a restatement of a key word or idea in the second line of the conversation.
- Keep in mind that certain structures and expressions are tested regularly in Listening part A.
- Keep in mind that these questions generally progress from easy to difficult.
- Read the answers and choose the best answer to each question. Remember to answer each question even if you are not sure of the correct response.
- Even if you do not understand the complete conversation, you can find the correct answer.
- Never choose an answer because it sounds like what you heard in the conversation.

# SKILL 1: RESTATEMENT

- **Example**
- On the recording, you hear:
- (woman) *Steve, is something the matter? You don't look very good.*
- (man) *Oh, I'm feeling a little sick today.*
- (narrator) *What does the man mean?*
- In your test book, you read:
- (A) He's not very good-looking.
- (B) He's a bit ill.
- (C) He looks worse than he feels.
- (D) His feet are a little thick.



(woman) : I can't wait until finals are over.

(man) : Have you been studying much for  
your finals?

(woman) : I've been studying so much that I  
can't fit anything more in my brain.

(narrator) : What does the woman mean?

- (A) She can't feel any pain.
- (B) The feat has drained her.
- (C) She has prepared considerably.
- (D) It's finally plain that she can't ignore it.

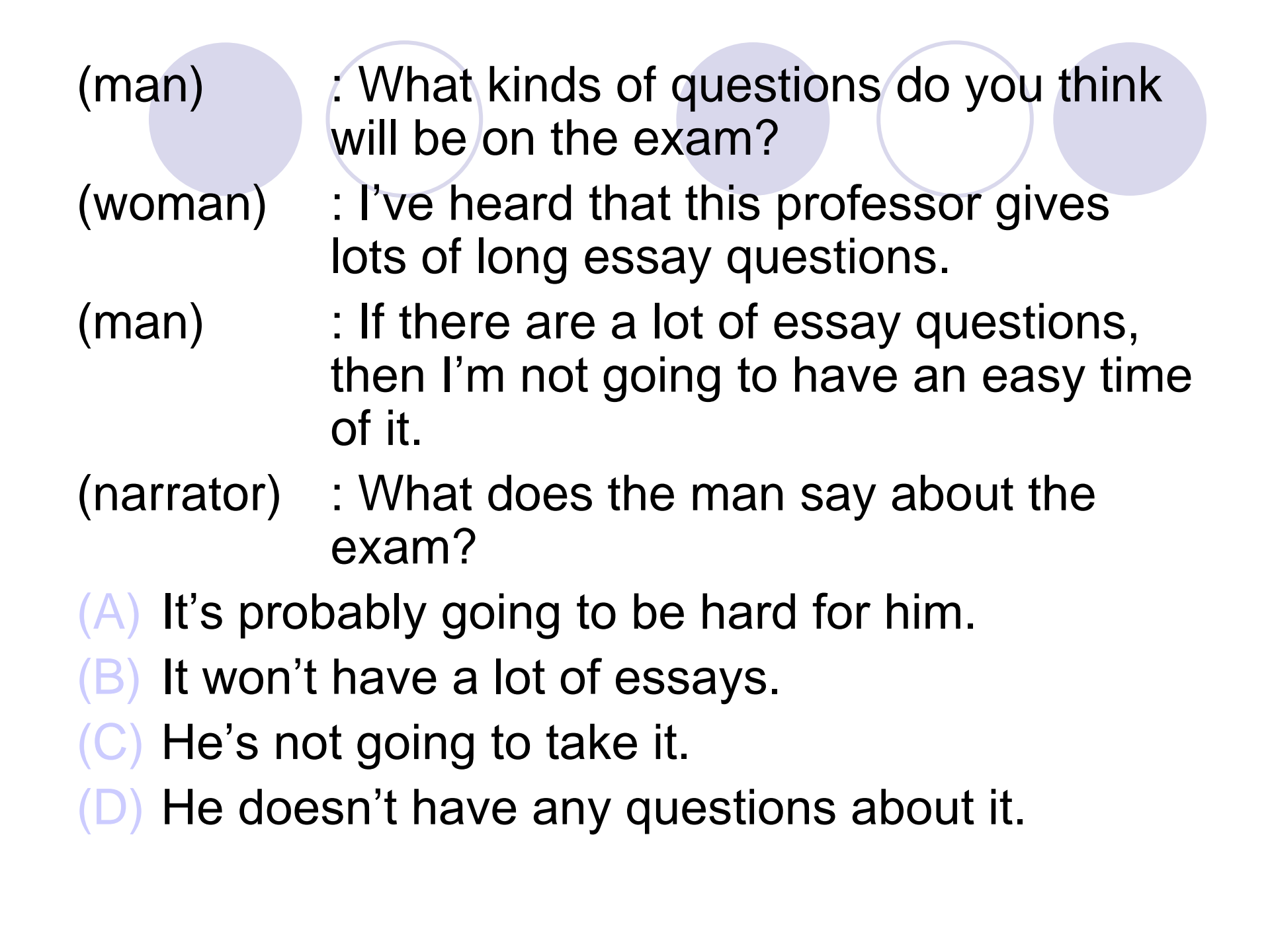
# CHOOSE ANSWERS WITH RESTATEMENTS

---

- ☐ As you listen to the second line of the conversation, you should focus on the key idea(s) in that line.
  - ☐ If you see a restatement of the key idea(s) in a particular answer, then you have probably found the correct answer.
  - ☐ Do not choose answers with words that sound similar to the words on the recording.
-

# SKILL 2: NEGATIVES

- **Example**
- On the recording, you hear:
- (woman) *Did you get a lot of work done at the library today?*
- (man) *I couldn't. It wasn't very quiet there.*
- (narrator) *What does the man mean?*
- In your test book, you read:
- (A) The library was noisy.
- (B) He got a lot done.
- (C) He couldn't quite get to the library today.
- (D) The library's a good place to work because it's quiet



(man) : What kinds of questions do you think will be on the exam?

(woman) : I've heard that this professor gives lots of long essay questions.

(man) : If there are a lot of essay questions, then I'm not going to have an easy time of it.

(narrator) : What does the man say about the exam?

(A) It's probably going to be hard for him.

(B) It won't have a lot of essays.

(C) He's not going to take it.

(D) He doesn't have any questions about it.



(man) : What kinds of questions do you think will be on the exam?

(woman) : I've heard that this professor gives lots of long essay questions.

(man) : If there are a lot of essay questions, then I'm not going to have an easy time of it.

(narrator) : What does the man say about the exam?

(A) It's probably going to be hard for him.

(B) It won't have a lot of essays.

(C) He's not going to take it.

(D) He doesn't have any questions about it.

# NEGATIVE SENTENCES

- Tom is *not sad* about the results.
- The door *isn't open*.
- Steve *did not pass* the class.
- Tom is *happy* about the results.
- The door is *closed*.
- Steve *failed* the class.

# SKILL 3: SUGGESTIONS

- **Example**
- On the recording, you hear:
- (man) *I haven't talked with my parents in a while.*
- (woman) *Why don't you call them now?*
- (narrator) *What does the woman suggest?*
- In your test book, you read:
- (A) Calling off his visit.
- (B) Talking about his parents.
- (C) Calling his parents in a while.
- (D) Phoning his family.



(woman) I'm going to change my major.

This major is too hard for me.

(man) It's common to feel this way when you start out. Why don't you wait a little while and see how things go before you make such a big decision?

(narrator) What does the man suggest?

- (A) Waiting until a decision has been made
- (B) Changing her major to something easier
- (C) Putting off the decision
- (D) Starting over again

(woman)

I'm going to change my major.  
This major is too hard for me.

(man)

It's common to feel this way when  
you start out. **Why don't you wait** a  
little while and see how things go  
**before you make such a big**  
**decision?**

(narrator) What does the man suggest?

- (A) Waiting until a decision has been made
- (B) Changing her major to something easier
- (C) **Putting off the decision**
- (D) Starting over again

Five decorative circles are arranged horizontally at the top of the slide. From left to right, they are: a solid light purple circle, a light purple circle with a thin white outline, a solid light purple circle, a light purple circle with a thin white outline, and a solid light purple circle.

(woman)

Do you have any suggestions on this project for biology class?

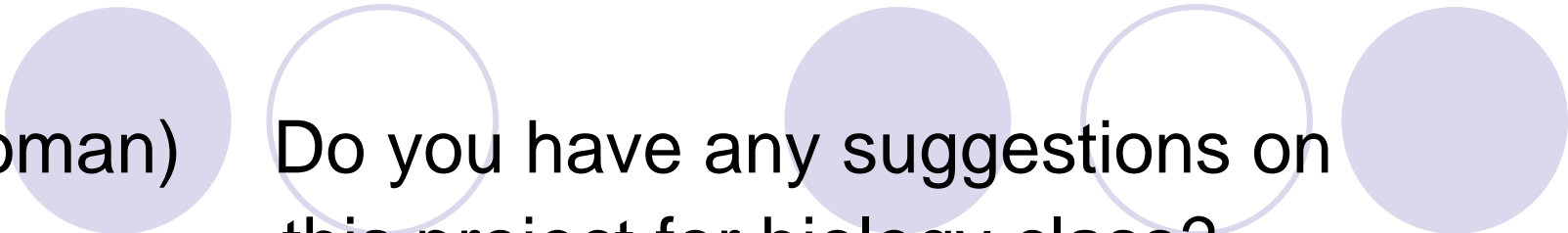
(man)

I do, but I have a lecture in five minutes. Let's talk about the project over lunch.

(narrator)

What does the man mean?

- (A) He has to attend a five-minute lecture.
- (B) They can discuss their ideas while they eat.
- (C) He will discuss the project after lunch.
- (D) They can attend the lecture together.

Five decorative circles are arranged horizontally at the top of the page. From left to right, they are: a solid light purple circle, an outlined light purple circle, a solid light purple circle, an outlined light purple circle, and a solid light purple circle.

(woman) Do you have any suggestions on this project for biology class?

(man) I do, but I have a lecture in five minutes. **Let's talk about the project over lunch.**

(narrator) What does the man mean?

- (A) He has to attend a five-minute lecture.
- (B) They can **discuss their ideas while they eat.**
- (C) He will discuss the project after lunch.
- (D) They can attend the lecture together.

# EXPRESSIONS OF SUGGESTION

- *Why...not...?*
- *Why not...?*
- *Let's...*



## SKILL 4: PASSIVES

### Example

On the recording, you hear:

(man) *Is that a new chair?*

(woman) Yes, we just bought it last week.

(narrator) *What does the woman mean?*

In your test book, you read:

(A) She brought the chair with her.

(B) The chair was lost for a week.

(C) The chair was purchased recently.

(D) She bought the last chair from the store.

# PASSIVE STATEMENTS

---

- If the conversation contains a *passive* statement, the answer to the question is often an *active* statement.
  - If the conversation contains an *active* statement, the answer to the question is often a *passive* statement.
-

# SKILL 5: *WHO* AND *WHERE*

## Example

On the recording, you hear:

(man)        *What do you do during your  
performances?*

(woman)    *I play the piano and sing.*

(narrator) *Who is the woman most likely to be?*

In your test book, you read:

(A) An athlete.

(B) A member of the audience.

(C) A clerk in a music store.

(D) A musician.



Man

What do you think I should be doing to improve my finances?

Woman

You definitely need to put a higher percentage of your salary into a savings account and it would also be a good idea to invest more in a retirement fund.

Who is the woman most likely to be?

- (A) A cashier
- (B) A receptionist
- (C) A financial advisor
- (D) A business professor



Man

What do you think I should be doing to improve my finances?

Woman

You definitely need to put a higher percentage of your salary into a savings account and it would also be a good idea to invest more in a retirement fund.

Who is the woman most likely to be?

- (A) A cashier
- (B) A receptionist
- (C) A financial advisor
- (D) A business professor

Woman I haven't been able to do the supplementary readings because the articles on reserve are always checked out.

Man Thanks for letting me know. I'll ask the librarian to put some more copies on reserve. That should help.

Who is the man most likely to be?

- (A) A librarian
- (B) A professor
- (C) A bookstore clerk
- (D) A student

Woman I haven't been able to do the supplementary readings because the articles on reserve are always checked out.

Man Thanks for letting me know. I'll ask the librarian to put some more copies on reserve. That should help.

Who is the man most likely to be?

- (A) A librarian
- (B) A professor
- (C) A bookstore clerk
- (D) A student

# CONCLUSIONS ABOUT *WHO* AND *WHERE*

It is common for you to be asked to draw the following conclusions in Listening Part A:

- ***Who*** is probably talking?
- ***Where*** does the conversation probably take place?



# SKILL 6: AGREEMENT

## Example

On the recording, you hear:

(man) *I thought that the meal was overpriced.*

(woman) *Me, too.*

(narrator) *What does the woman mean?*


In your test book, you read:

(A) There were too many spices in the meat.

(B) She has the same opinion of the meal as the man.

(C) She wants to share the man's meal.

(D) The price of the meal was great.

Five light purple circles are arranged horizontally across the top of the slide. The second and fourth circles from the left are hollow, while the first, third, and fifth are solid.

Man      Howard certainly is a talented journalist.

Woman    Isn't he though!

Narrator    What does the woman mean?

- (A) She doesn't know if Howard is a journalist.
- (B) She agrees that Howard is talented.
- (C) She read Howard's journal.
- (D) She doesn't think that Howard is talented.



Man

Howard certainly is a talented journalist.

Woman

Isn't he though!

Narrator

What does the woman mean?

- (A) She doesn't know if Howard is a journalist.
- (B) She agrees that Howard is talented.
- (C) She read Howard's journal.
- (D) She doesn't think that Howard is talented.



Woman

The university should make it easier for students to register for classes.

Man

I couldn't agree with you more!

Narrator

How does the man feel about the woman's idea?

- (A) He completely disagrees with it.
- (B) He doesn't believe the university will accept it.
- (C) He thinks it's a good one.
- (D) He wants more information about it.

Woman

The university should make it easier for students to register for classes.

Man

I couldn't agree with you more!

Narrator

How does the man feel about the woman's idea?

- (A) He completely disagrees with it.
- (B) He doesn't believe the university will accept it.
- (C) He thinks it's a good one.
- (D) He wants more information about it.



Man

I can't understand why Arthur dropped his chemistry class. He was doing so well in it.

Woman

Well, me neither, but he must have a good reason.

Narrator

What does the woman mean?

- (A) She thinks Arthur wasn't doing well in the class.
- (B) She's not sure why Arthur dropped the class either.
- (C) She believes Arthur dropped the class for no reason.
- (D) She decided to drop the class too.

Man I can't understand why Arthur dropped his chemistry class. He was doing so well in it.

Woman Well, me neither, but he must have a good reason.

Narrator What does the woman mean?

- (A) She thinks Arthur wasn't doing well in the class.
- (B) She's not sure why Arthur dropped the class either.
- (C) She believes Arthur dropped the class for no reason.
- (D) She decided to drop the class too.



Man Doctor Brighton's biology quizzes are short and tricky.

Woman Aren't they, though!

Narrator What does the woman mean?

- (A) She agrees with the man.
- (B) She thinks the quizzes are too short.
- (C) She doesn't like biology.
- (D) She thinks the quizzes aren't tricky.





Man Doctor Brighton's biology quizzes  
are short and tricky.

Woman Aren't they, though!

Narrator What does the woman mean?

- (A) She agrees with the man.
- (B) She thinks the quizzes are too short.
- (C) She doesn't like biology.
- (D) She thinks the quizzes aren't tricky.

# EXPRESSIONS OF AGREEMENT

- *So do I.*
- *I'll say.*
- *Isn't he/ she/ it though! (Didn't he/ Wasn't she/ Hasn't it though!)*
- *Me, too.*
- *You can say that again.*
- *I couldn't agree with you more.*
- *You bet!*
- *Who wouldn't?*
- *Neither do I.*
- *I don't either.*

# THE LISTENING PART B QUESTIONS

The conversations are often about

- some aspect of school (how difficult a class is, how to write a research paper; how to register for a course)
- General living (renting an apartment, playing sports, going to the bank)
- Topics currently in the news in the United States (desalination of the water supply, recycling of used products, damage from a storm or some other type of natural phenomenon).

# **STRATEGIES FOR THE LISTENING PART B QUESTIONS**

- **If you have the time, preview the answers to the Listening Part B questions.**
- **Listen carefully to the first line of the conversation.**
- **As you listen to the conversation, follow along with the answers in your test book, and try to determine the correct answers.**
- **You should guess even if you are not sure.**
- **Use any remaining time to look ahead at the answers to the questions that follow.**

# SKILL 7: THE QUESTIONS

## Example

In your test book, you read:

(A) On Monday.

(B) Next week.

(C) Tomorrow.

(D) After class.

You try to anticipate the question:

*When will something happen?*

# SKILL 8: THE TOPIC

## Example:

On the recording, you hear:

(narrator) *Listen to the conversation between two students.*

(man) *What did you think of that history exam?*

(woman) *That was the hardest exam I've ever seen.*

(man) *And it wasn't just hard! It was long, too.*

You think:

*The topic of conversation is a very and difficult history exam.*

# SKILL 9: THE ORDER OF THE ANSWERS

## Example

On the recording you hear

(narrator): **Questions 1 and 2.** Listen to two students on a university campus.

*Can you help me? I'm lost.*

*Sure. Where are you trying to go?*

*I have a class in Stanfield Hall at 3:00. I thought I knew where I was going, but I guess I was wrong.*

*You certainly are lost. Stanfield Hall is on the other side of the university. I'm heading in that direction. Come on with me and I'll show you the way.*

*Thanks. You're a lifesaver.*

On the recording, you hear  
(narrator) 1. *What problem does the man have?*  
2. *Where is Stanfield Hall?*

In your test book, you read (same time):

1. A. He's sick.  
B. He's lost.  
C. He's tired.  
D. He's broke.
2. A. Directly in front of them.  
B. To the left.  
C. Quite nearby.  
D. On the other side of campus.



# THE LISTENING PART C QUESTIONS

## STRATEGIES FOR THE LISTENING PART C QUESTIONS

- If you have time, preview the answers to the Listening Part C questions.
- Listen carefully to the first line of the talk.
- As you listen to the talk, follow along with the answers in your test book and try to determine the correct answers.
- You should guess even if you are not sure.
- Use any remaining time to look ahead at the answers to the questions that follow.

# SKILL 10: THE QUESTIONS

## Example

In your test book, you read:

(A) For a week.

(B) Since yesterday.

(C) For two days.

(D) Since 10:00 this morning.

You try to anticipate the question:

*How long has (something) been going on?*

# SKILL 11: THE TOPIC

## Example

On the recording, you hear:

(narrator) *Listen to a talk at the start of a meeting.*

(woman) *I'd like to call this meeting to order now. This is the third monthly meeting of the science club this semester, and today we need to discuss the upcoming science fair.*

You think:

*The topic of the talk is a meeting of the science club to discuss the science fair.*



# **SKILL 12: THE ORDER OF THE ANSWERS**

| <b>Example</b><br>On the recording you hear  | In your test book, you read (same time):  |
|--|---|
| <div> <div>(narrator)</div> <div>(woman)</div> </div> <p><b>Questions 1 through 3.</b> Listen to a talk about cats.</p> <p>Many people are allergic to cats. If they come in contact with cats, <u>they sneeze</u>, their skin turns red, and their eyes begin to burn. However, it is not only people who suffer from allergies. <u>Cats may also be allergic</u> to pollen, dust, and perfumes, many of the same agents that cause allergies in people. Perhaps your cat is sneezing and has watery eyes. If you think that your cat has some allergies, a <u>veterinarian can prescribe medication</u> to help solve the problem.</p> | <div> <div>1.</div> <div>2</div> <div>3.</div> </div> <div> <div>A. They shout.</div> <div>B. They drive red cars.</div> <div>C. <u>They sneeze.</u></div> <div>D. They close their eyes.</div> <div>A. They often wear perfume.</div> <div>B. <u>They can have allergies.</u></div> <div>C. They don't ever suffer.</div> <div>D. They like dust and pollen.</div> <div>A. Nothing.</div> <div>B. Bathe it frequently.</div> <div>C. Put it outside.</div> <div>D. <u>Give it medicine.</u></div> </div> |
| On the recording, you hear<br><div> <div>(narrator)</div> <div>1. What happens to people who suffer from allergies?</div> <div>2. What is mentioned about cats?</div> <div>3. What can someone do with a cat that has allergies?</div> </div>  |   |