

MEETING 13
LISTENING – LONG TALKS:
Who, What, Where, When, Why, and How

A. LEARNING OBJECTIVES

In this meeting, students will learn about *Who, Where, When, Why, and How* in long talks. At the end of the lesson, students are expected to be able to:

1. Understand what long-talk is
2. Answer the questions about Who, Where, When, Why, and How in long talks
3. Identify the questions about Who, Where, When, Why, and How in long talks

B. MATERIAL DESCRIPTION

1. ABOUT LONG-TALKS

Long talks are monologues (talks involving only one speaker). After each talk, there are from three to five questions. The questions are separated by a twelve-second pause. You have to decide which of the four answer choices in the test book best answers the question. There are three Long-Talks as the following.

The Introductory Comments

These comments tell you which questions the long-talks refer to and provide some brief information about the conversation:

"Questions 35 to 40: Listen to a lecture given at a botanical garden."

"Questions 31 to 35: Listen to a talk about the university's housing policy."

"Questions 35 to 3R: Listen to a lecture given in a history class."

The introductory comments tell you how many questions in your test book to preview at one time and give you a general idea of the topic of the talk.

You will hear:

M2 : Listen to this lecture given in a university classroom.

M1 : Students, this evening we'll have a chance to observe a phenomenon that we've discussed several times in class. Tonight there will be a lunar eclipse. As we've said, when an eclipse of the Moon occurs, the Earth passes between the Sun and the Moon. Therefore, the shadow of the Earth moves across the surface of the Moon and obscures it. Because you won't be looking at the Sun, it is not necessary to use the special lenses and filters that you need when observing a solar eclipse. You can observe a lunar eclipse with your unaided eye or with a telescope, and photograph it with an ordinary camera. So if the weather's not cloudy tonight, go out and take a look at this eclipse of the Moon. I'm sure you'll find it interesting.

You will hear:

M2 : In what course is this lecture probably being given?

You will read:

- (A) Philosophy.
- (B) Meteorology.
- (C) Astronomy.
- (D) Photography.

The answer is C. The lecture concerns a lunar eclipse, a topic that would typically be discussed in an astronomy class.

You will hear:

M2 : According to the speaker, which of the following occurs during a lunar eclipse?

You will read:

- (A) The Earth's shadow moves across the Moon.
- (B) Clouds block the view of the Moon.
- (C) The Moon moves between the Earth and the Sun.
- (D) The Sun is too bright to be observed without special equipment.

The speaker says "the shadow of the Earth moves across the Moon and obscures it. The best answer is therefore (A).

The Talks

The Long-Talks are usually somewhat more formal in style than the Long Conversations. Some of the talks resemble lectures given as part of a university course in history, literature, or biology, for example. Other Long-Talks resemble talks you would hear at a university, but not in a classroom. For example, you might hear talks about campus organizations, registration procedures, or the services at a campus medical center. Still others have nothing to do with university life; you may hear a tour guide speaking to a group of tourists or a curator speaking to visitors at a museum.

The Questions

As with the Long Conversations, the questions about Long-Talks may be overview questions or detail questions. The first question after the talk is usually an overview question. Overview questions require an understanding of the entire conversation. There are several types of overview questions:

Type of Overview Question	Sample Question
Topic/main idea/purpose questions	"What is the lecture mainly about?" "What is the speaker mainly talking about?" "What is the main idea of this lecture?" "Why is the speaker giving this talk?" "What is the main point of this lecture?"
Questions about setting	"In what course was this lecture probably

(course, time, and location)	given?" "Where was this talk probably given?" "When was this talk probably given?"
Questions about the speaker	"Who is the speaker?" "What is the speaker's occupation?"

You should listen carefully to the first few lines of the Long-talk to answer overview questions because this part of the talk often sets the scene. It often establishes the time and location of the conversation, the identity of the speaker, and the main idea of the rest of the conversation. Detail questions ask about specific points in the talk. Detail questions follow the order of information in the lecture. In other words, the first of these questions refers to a point made early in the lecture; the last asks about a point made near the end of the lecture. Most detail questions are factual questions; the answers are directly stated in the talk. Some factual questions begin with these phrases:

According to the speaker.....

According to the lecture.....

A few are inference questions. The answers to these are not directly stated in the talk; they are only suggested. These questions usually contain some form of the words *infer* or *imply* or the word *probably*.

What can be inferred about....?

What does the speaker imply about....?

What is probably true about...?

The Answer Choices

The four choices are all plausible answers for the question. Usually the answer choices are mentioned in some way in the talk. As with the conversations, it is better to read over the answer choices in the test book while listening so that you can preview the answer choices than to look away or close your eyes.

Tactics for Long-talks

- Be familiar with the directions, but remember that you cannot turn the page to look over answer choices while the directions are being read.
- Pay attention to the introductory comment for each talk. These comments will tell you which items each talk refers to and may give you an idea of what the talk will be about.
- Preview the answer choices while the talks are being read and during the pauses between questions. Try to guess what the questions and the topic will be.
- Listen for overall concepts:
 - Who is giving the talk?
 - Where and when is the talk being given?
 - What is the main topic or purpose of the talk?

The answers to these questions are often suggested in the first few lines of the talks.

- You are not permitted to take written notes, but try to take "mental notes" on specific details: facts, figures, dates, places, and so on. You can sometimes check the information you think you hear against information you read in the answer choices while you are previewing.
- Answer items right away.
- Never leave any blanks on your answer sheet. Always guess.

2. ANTICIPATING QUESTIONS ABOUT LONG-TALKS

You should preview the items and try to anticipate what the questions will be by the form of the answer choices. You may not be able to guess exactly what the questions will be, but you can guess what type of question will be asked. For example, if the four answer choices are the names of places, a "Where ..." question will be asked; if the answer choices are times of day or dates, you will hear a "When ..." question.

If you have some idea of what the question will be, you can focus your listening during the talks.

3. ANSWERING OVERVIEW QUESTIONS ABOUT LONG-TALKS

There are three or four questions. Usually the first question is an overview question. To answer this type of question, you need an understanding of the whole talk rather than of any specific point.

Overview Questions for the Long-Talks

- What is the main idea/main point/main topic of the lecture?
- What is the purpose of this talk?
- Where was this lecture given?
- When was this talk given?
- In what course was this lecture given?
- What is the speaker's occupation?
- Who is the audience for this talk?

Main idea, main topic, and main point questions must correctly summarize the talk. Incorrect answers for these questions are usually too general, too specific, or incorrect according to the lecture.

Although these questions require an overall understanding of the talks, the first few sentences often "set the scene." In other words, the opening lines of the talk frequently establish the time, place, and main topic. Read the opening lines of the Long-Talk given below:

Good morning, everyone. As you probably know, this class is a continuation of a course that began last term. Last term we focused on American writers of the nineteenth century. Today we'll begin our study of twentieth-century novelists with a look at Ernest Hemingway.

From this introduction, we know that

.....the speaker is a teacher
.....the audience is a group of students
.....the course is in American literature
.....the talk will concern Ernest Hemingway

Not all talks will begin with so much detail. However, it is important to concentrate on the opening lines to learn this kind of information.

4. ANSWERING DETAIL QUESTIONS ABOUT LONG-TALKS

Most of the questions about Long-talks are detail questions that ask about specific points in the talk. The majority of these questions are factual questions, asking about facts, reasons, places, or dates mentioned by the speaker. This type of question often begins, "According to the speaker..." Incorrect answers are often mentioned at some point in the talk but are not appropriate answers to the questions as asked.

You are not permitted to take written notes while listening to the lecture.

A few questions about Long-talks are inference questions. Many of these questions begin,

"What does the speaker imply about ..."or "What can be inferred from the lecture about ..."

As in Part B, if a speaker emphasizes a point in the lecture by going back to it or repeating it, there will probably be a question about it.

M: ... Now, in the days of the California Gold Rush, the journey by ship from the East Coast to San Francisco took about six months. Can you imagine that-gold-seekers spent six months at sea just getting to California!

There will almost certainly be a question about how long it took to get from the East Coast to San Francisco during the Gold Rush.

C. EXERCISES: COMPREHENSION QUESTIONS

PART I.

Focus: Guessing what questions will be asked by looking at the answer choices.

Directions: Look over the answer choices below. First try to guess the general type of question that will be asked about each item. Then look at the list of questions after each group of items and match the letter of the appropriate question with the item. One question in each set will not be used.

There is no audio material for this exercise.

1. _____ (A) The life of Clara Barton.
_____ (B) A short history of the American Red Cross.
_____ (C) The role of nurses in the Civil War.
_____ (B) The writings of Clara Barton.
Question: _____
2. _____ (A) In Virginia.
_____ (B) In Switzerland.

_____ (C) In Massachusetts.

_____ (D) In Texas.

Question: _____

3. _____ (A) Teacher.

_____ (B) Superintendent of a hospital.

_____ (C) Clerk in a government office.

_____ (D) Diplomatic official.

Question: _____

4. _____ (A) In 1845.

_____ (B) During the American Civil War.

_____ (C) During a trip to Europe.

_____ (D) In 1881

Question: _____

5. _____ (A) To help wounded soldiers.

_____ (B) To provide relief for hurricane victims.

_____ (C) To prevent famines.

_____ (D) To publish books about nursing.

Question: _____

Questions for items 1-5

a) What was Clara Barton's first occupation?

b) What is this talk mainly about?

c) Where was Clara Barton born?

d) When did Clara Burton found the American Red Cross?

e) What was the original purpose of the American Red Cross?

f) When was this lecture probably given?

6. _____ (A) To honor a student.

_____ (B) To introduce a speaker.

_____ (C) To discuss the creative writing program.

_____ (D) To criticize a new book.

Question: _____

7. _____ (A) A science fiction novel.

_____ (B) Poetry.

_____ (C) Criticism.

_____ (D) A collection of short stories.

Question: _____

8. _____ (A) A cash prize.

_____ (B) Publication of his works..

_____ (C) A free trip

_____ (D) A scholarship.

Question: _____

Questions for items 6-8

- a) How does the speaker feel about Jim McKee?
- b) What award did Jim McKee receive?
- c) What kind of writing has Jim McKee done?
- d) What is the main purpose of this talk?

9. _____ (A) A radio announcer.
_____ (B) A waitress.
_____ (C) A television announcer.
_____ (D) A chef

Question: _____

10. _____ (A) Vegetarian food.
_____ (B) Food from New Mexico.
_____ (C) Food from Louisiana.
_____ (D) Fresh seafood.

Question: _____

11. _____ (A) On Atlantic Avenue.
_____ (B) On a boat.
_____ (C) On a dock.
_____ (D) On First Street.

Question: _____

12. _____ (A) Most of the dishes are reasonably priced.
_____ (B) All but a few of the dishes are delicious.
_____ (C) The service has improved lately.
_____ (D) It's not too crowded on weekday nights.

Question: _____

Questions for Items 9-12

- a) What does the speaker say about the Tangerine Cafe?
- b) What kind of food does the Tangerine Cafe mainly serve?
- c) What problem did the speaker have when she went to the Tangerine Cafe?
- d) Who is the speaker?
- e) Where is the Tangerine Cafe located?

PART II

Focus: Listening to the opening lines of Long-Talks and answering overview questions about the main ideas, speakers and audiences, settings, and so on.

Directions: Listen to the introductions and the questions about them. Then mark the answer choice-(A), (B), or (C)-that correctly completes the sentence.

))) Now start the audio.

- 1. (A) A teacher.
(B) A tour guide.
(C) A photographer.
- 2. (A) A description of the wildlife preserve.

- (B) Advice about outdoor photography.
- (C) The scientific classification of buffaloes.
- 3. (A) To explain the traditions of handball.
(B) To give information about the rules of tennis.
(C) To discuss the rules of handball.
- 4. (A) At the end of a tournament.
(B) Before an exhibition game.
(C) During a game.
- 5. (A) Factory workers.
(B) Visitors to a factory.
(C) Management trainees.
- 6. (A) The process of canning soft drinks.
(B) Management-labor teamwork.
(C) The life cycle of plants.
- 7. (A) The physical rewards of dancing.
(B) The importance of the program to the university.
(C) The disadvantages of being in the program.
- 8. (A) Director of a dance program.
(B) Professor of psychology.
(C) Athletics coach.
- 9. (A) A host at a party.
(B) The president of a society.
(C) The captain of a ship.
- 10. (A) The role of the State Historical Society.
(B) The history of New England.
(C) The story of some shipwrecks.
- 11. (A) Composition.
(B) Fine arts.
(C) Architecture.
- 12. (A) The use of blueprints.
(B) Methods of organization.
(C) Editing papers.
- 13. (A) Experienced skiers.
(B) Ski instructors.
(C) Beginning skiers.
- 14. (A) The fundamentals of skiing.
(B) Championship skiers.
(C) The development of ski resorts.
- 15. (A) Law.
(B) Economics.
(C) Classical languages.
- 16. (A) A few weeks after the beginning of class.

- (B) In the first class meeting.
- (C) During the final exam.
- 17. (A) On a boat.
- (B) At an aquarium.
- (C) On a plane.
- 18. (A) The habits of whales.
- (B) Types of whales.
- (C) Efforts to protect whales.
- 19. (A) Students who own bicycles.
- (B) New members of the campus police force.
- (C) Pedestrians concerned about safety.
- 20. (A) To describe some recent accidents.
- (B) To introduce a new program.
- (C) To provide safety and security hints.

PART III

Focus: Answering detail and inference questions based on specific points in long- talks.

Directions: You will hear three talks, each one divided into several short portions. After each portion, there will be a number of questions based on that part of the talk. Mark the best answer choice-(A), (B), or (C)-for each question.

))) Now start the audio.

Talk A

- 1. (A) It covers some difficult topics.
- (B) It's unlike other biology courses.
- (C) It has never been offered by this department.
- 2. (A) By visiting a coral reef.
- (B) By going to the library.
- (C) By going to a farm.
- 3. (A) Diving.
- (B) Photography.
- (C) Biology.
- 4. (A) As harmful.
- (B) As easily damaged.
- (C) As frightening.
- 5. (A) Transportation.
- (B) Housing.
- (C) Basic equipment.
- 6. (A) Traveling by ship.
- (B) Trying to get financial aid.
- (C) Applying to another university.

Talk B

7. (A) They have such impressive appetites.
(B) They sometimes walk on two legs.
(C) They frequently attack people.
8. (A) They will eat anything except plants.
(B) They eat only honey.
(C) They aren't limited to a few types of food.
9. (A) Five feet.
(B) Ten feet.
(C) Fifteen feet.
10. (A) In Alaska.
(B) In Yellowstone National Park.
(C) All over the United States.
11. (A) The kodiak bear.
(B) The grizzly bear.
(C) The black bear.
12. (A) They are sometimes not as friendly as they seem.
(B) They are much more dangerous than grizzly bears.
(C) They look dangerous but are usually friendly.

Talk C

13. (A) In the 1950's.
(B) In the 1970's.
(C) In the 1990's.
14. (A) They fly off into deep space.
(B) They remain in orbit forever.
(C) They burn up in the atmosphere.
15. (A) Three to four hundred.
(B) Eight thousand.
(C) Half a million.
16. (A) They are too small.
(B) They are too far away.
(C) They are moving too fast.
17. (A) A large booster rocket.
(B) A piece of metal the size of an aspirin.
(C) A tiny fleck of paint.
18. (A) Their high speed.
(B) Their jagged shape.
(C) Their tremendous size.
19. (A) An aspirin.
(B) A piece of debris.
(C) A model of the debris collector.

20. (A) They detect the debris.
(B) They store the debris.
(C) They collect the debris.
21. (A) It has already been tested on Earth.
(B) It has not been built yet.
(C) It has already been used on a spacecraft.

PART IV

Focus: Answering detail questions about complete Long-talks.

Directions: You will hear a number of Long-Talks. After each talk, there will be a number of questions based on that part of the talk. Mark the best answer choice-(A), (B), or (C)-for each question.

))) Now start the audio.

1. (A) Two years.
(B) Three years.
(C) Five years.
2. (A) Student fees.
(B) Room-and-board charges at the dormitory.
(C) Student insurance rates.
3. (A) Its tuition rates are going up faster than the ones at Hambleton University.
(B) It has the highest tuition rates in the state.
(C) Its tuition rates are still lower than those at Hambleton University.
4. (A) An executive on the Student Council.
(B) A member of the Board of Regents.
(C) A spokesperson for the administration.
5. (A) A new dormitory will not be built.
(B) The proposal to increase student services will not be adopted.
(C) The tuition will not be raised.
6. (A) A starfish.
(B) A salamander.
(C) A mammal.
7. (A) A snake sheds its skin and grows a new one.
(B) An insect grows a new limb.
(C) A baby gets its first set of teeth.
8. (A) Embryonic cells.
(B) Specialized cells.
(C) Nerve cells.
9. (A) To treat diseases among animals.
(B) To learn to speed up the process among lower animals.
(C) To apply what they learn to human medicine.
10. (A) Before the Revolutionary War.

- (B) During the Revolutionary War.
- (C) After American independence.
- 11. (A) His military service.
- (B) His political philosophy.
- (C) His dictionary.
- 12. (A) T-H-E-A-T-R-E instead of T-H-E-A-T-E-R.
- (B) L-A-B-O-U-R instead of L-A-B-O-R.
- (C) N-I-F instead of K-N-I-F-E.

D. REFERENCES

Rogers, Bruce. 2011. *The Complete Guide to the TOEFL Test PBT Edition*. USA: Heinle Cengage Learning