

## **TOEFL Listening Basics**

2<sup>nd</sup> section of the TOEFL.

Take advantage of when the instructions are read out loud.

When you switch, you must give up all papers.

3 sheets of paper to use.

Your own pencil to use.

### **After August,**

Get 2 conversations and 3 lectures.

1 conversation and 1 or 2 lectures per set.

2 or 3 sets per listening

Experimental is 1 conversation and 1 lecture

1 conversation – 5 questions

1 lecture – 6 questions

6:30 for 1 conversation and 1 lecture (35 sec per question)

11:00 min for 1 conversation and 2 lectures (38 sec per question)

Same structure

Same number of questions per type

Same question types

Same timing

## **Question types you will see**

- 1. Main idea: nearly every listening**
- 2. Detail questions: every listening**
  - a. Sometimes: 2-3 choice, fill in a chart, put in order
- 3. Inference questions: rare**
- 4. Tone of voice question (what does the person mean when they say): nearly every listening**

All questions become dramatically easier with the following technique.

## Foundational TOEFL listening answering technique

1. Understand the question 100%.
2. Prephrase the answer.
  - a. Check your notes if necessary; to double check.
3. Compare answer choices with the yes-no-maybe technique.
  - a. "maybe" tends to be a long moment of thinking (avoid yes or no)
  - b. learn the balance of respect for your pre-phrased answer
  - c. respect with ultimate care each answer choice

Decide where to repeat the process if necessary (I'm being tricked).

If you repeat with 3 (or any), take a deep breath to reset.

After two cycles, use the better-worse technique.

## Listening 49 Set 2-1: Student's Paper

1-Why does the student go to see the professor?

- A. To ask if she can interview him for her paper
- B. To ask permission to extend the length of her paper
- C. To ask permission to change the topic of her paper
- D. To ask for more time to finish her paper**

2-What can be inferred about the student's work on her paper so far?

- A. She received a lot of help on the paper from professional musicians.
- B. She has found enough information to complete the paper.**
- C. She did not start working on the paper early enough.
- D. She is having difficulty finding sources for the paper.

3-Why does the student want to interview her friend's grandfather?

- A. *He has written articles about jazz music in New York City.*
- B. He has recordings of the musicians discussed in the woman's paper.
- C. He owned a historic jazz club in New York City.
- D. He was a jazz musician during the 1950s.**

4-What does the professor ask the student to do on the original due date of the paper?

Choose 2 answers

- A. Turn in her first draft**
- B. *Hand in an outline*
- C. Submit interview questions**
- D. Confirm that she has scheduled an interview

5-Listen again to part of the conversation. Then answer the question:

FEMALE STUDENT: I'm writing my paper on the history of jazz in New York City.

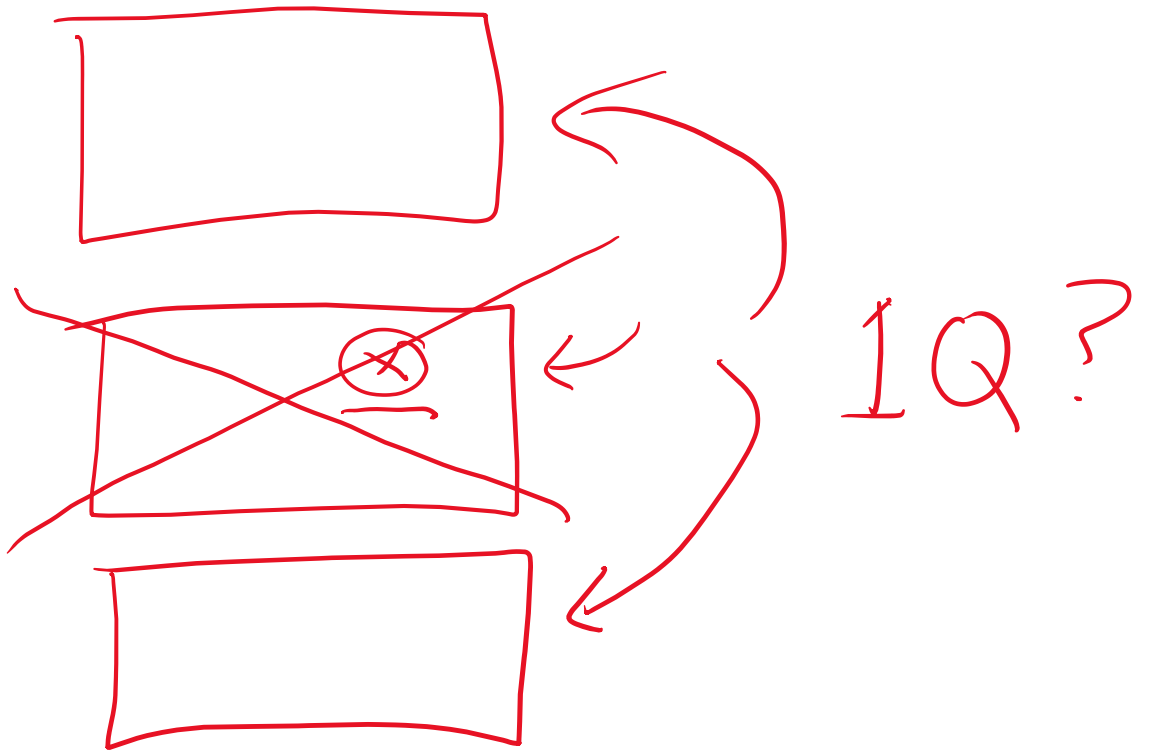
MALE PROFESSOR: Alright, well that's a pretty broad subject.

FEMALE STUDENT: Well, actually I'm focusing on a specific decade—the 50s

Why does the student say this:

FEMALE STUDENT: Well, actually I'm focusing on a specific decade—the 50s

- A. To address the professor's concern**
- B. To explain a change in approach to her paper
- C. To restate the professor's point
- D. To request approval of her topic



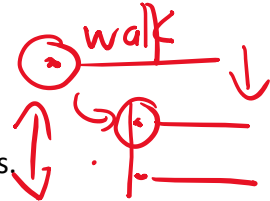
## Listening 49 Set 2-2: Reindeer's Adaptation

1-What is the lecture mainly about?

- A. Explanations for a recent increase in the reindeer population
- B. Adaptations that enable reindeer to live in cold climates**
- C. Differences between newborn reindeer and adult reindeer
- D. Changes in the reindeer's food supply

2-According to the professor, why is it necessary for newborn reindeer to be able to walk and run almost immediately?

- A. Newborn reindeer face intense competition from older reindeer.
- B. Reindeer herds have to travel long distances every day.**
- C. Running and walking help reindeer maintain a stable body temperature.
- D. Running is the only way reindeer can protect themselves from predators.



3-What does the professor say about the lower part of a reindeer's legs?

- A. It stays warmer than the upper part of the leg.
- B. It is able to maintain the same temperature as the main part of the reindeer's body
- C. It contains fat that changes texture at lower temperatures.
- D. It contains fat that is different from the fat in the upper part of the leg.**

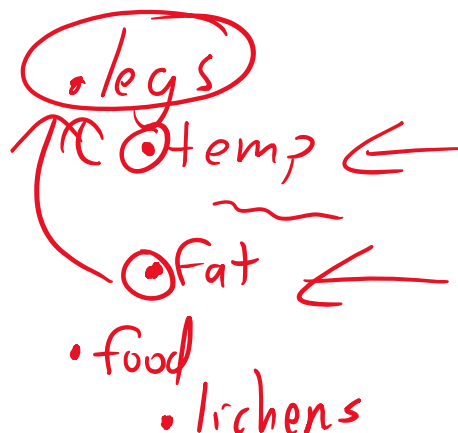
legs

4-What does the professor imply about lichens?

- A. They need reindeer in order to survive.
- B. They are more abundant than other arctic plants during the winter.**
- C. They are more important to cows and sheep than they are to reindeer.
- D. They are the object of fierce competition among arctic animals.

5-What does the professor say about the microbes in a reindeer's digestive system?

- A. Some of the microbes protect the reindeer against harmful bacteria.
- B. Many of the microbes are transported into the reindeer's body on lichens that the reindeer eats.
- C. The proportion of various microbes changes to accommodate changes in the reindeer's diet.**
- D. The microbes found in a newborn reindeer's digestive system are very different from those found in an adult reindeer.



Listen again to part of the Lecture. Then answer the question:

FEMALE PROFESSOR: But lichens are actually quite complex. They are not just a single organism. They're actually a kind of combination of some sort of a fungus and some sort of algae that live together in a symbiotic relationship. Anyway. Okay, reindeer.

Why does the professor say this:

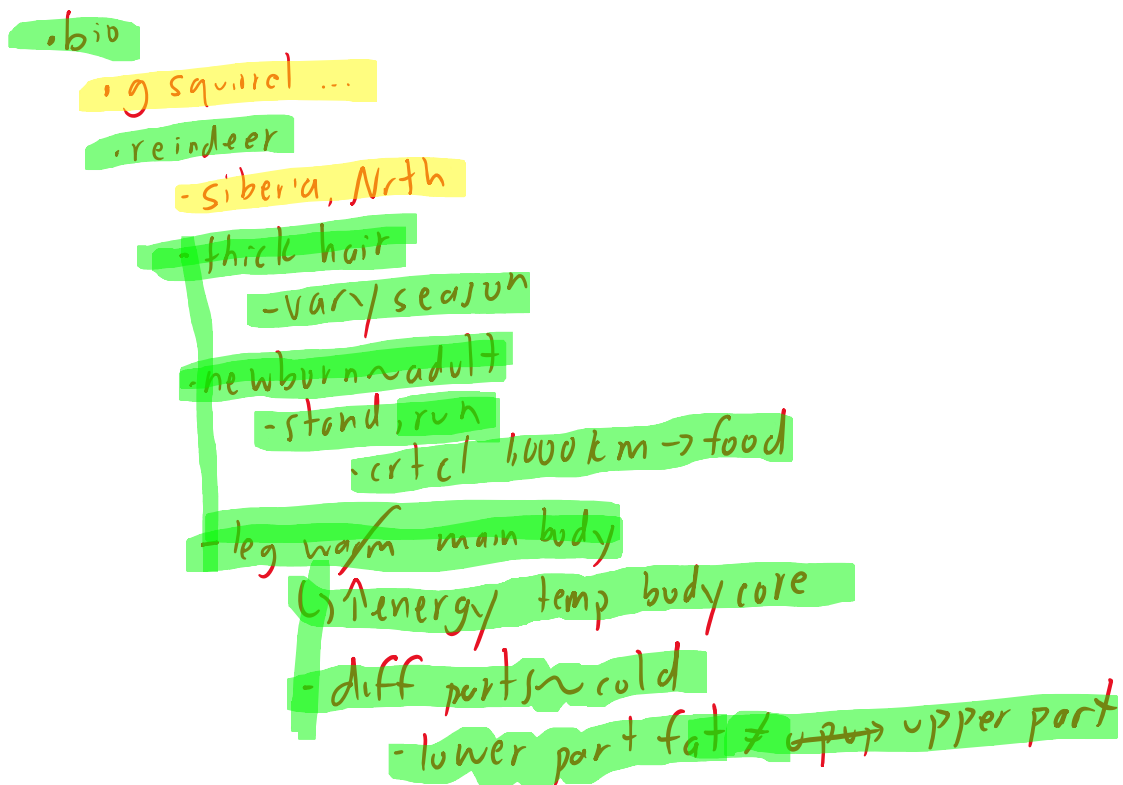
FEMALE PROFESSOR: Anyway. Okay, reindeer.

A. She wants to emphasize the importance of her previous point.

B. She wants to explain her previous point with an example.

**C. She wants to return to the main topic of the lecture.**

D. She wants to clarify her previous statement.



### **Major Takeaway Aug 19<sup>th</sup>**

1) Pay attention to the transition from one point to another

### **Major Takeaway Aug 20<sup>th</sup>**

1) Trust prephrased answer



## Listening 49 Set 2-3: Pottery Found at the Excavation Sites

1-What is the lecture mainly about?

- A. Changes over time in the functions of pottery
- B. Comparisons of three types of pottery
- C. *Kinds of archaeological evidence that pottery provides***
- D. Improved techniques used for dating pottery

2-Why does the professor list several reasons that pots were traded?

- A. *To support her claim that pottery provides evidence of distribution***
- B. To clarify what she means when she uses the term "pottery"
- C. To explain how archaeologists determine changes to pottery overtime
- D. To indicate why certain pottery designs were more popular than others

3-According to the professor, what is one reason it is important to study the material from which pottery was made?

- A. It can help archaeologists determine why some types of pottery have not been preserved.
- B. It can help archaeologists establish where the pottery came from.**
- C. It can reveal how pottery-making techniques advanced from one period to the next.
- D. It can provide evidence about the trade value of pottery.

4-According to the professor, why is it difficult to gain information on the function of a pot?  
Choose 2 answers

- A. Not all pots found in the same location have the same function.**
- B. Not all pots used to perform the same function look alike.
- C. Pots are usually broken into many small pieces.
- D. Pots are rarely found in the places in which they were used.**

5-What is a skeuomorph?

- A. An object with a similar function as another, but with a different design
- B. A copy of an object, but made from a different material**
- C. An exact copy of an object made hundreds of years earlier
- D. An object designed to have multiple functions

Listen again to part of the Lecture. Then answer the question:

FEMALE PROFESSOR: So if I ask you what most archaeologists do with all those pieces of broken pottery they find at the excavation sites, you'd probably say that they help establish the time period of the site. Pretty obvious. Huh?

Why does the professor say this:

FEMALE PROFESSOR: Pretty obvious. Huh?

**A. She expects that the students are already familiar with the point about how archaeologists use pottery.**

B. She has described a problem that is easily solved by archaeologists.

C. She wants to know whether students believe it is easy to determine the time period of a site.

D. She is indicating that the assertion she just made about the function of pottery is, in fact, false.

## **Answers Listening 49 Set 2**

Set 2-1: DBD BC A

Set 2-2: BBDBCC

Set 2-3: CAB AD BA

## Listening 49 Set 2-2: Reindeer's Adaptation Transcript

NARRATOR: Listen to part of a lecture in a biology class.

FEMALE PROFESSOR: **Okay**, so that's how the arctic ground **squirrel** is able to cope in this extreme **environment**. **Now let's talk about** your reading assignment, about **reindeer**, also typically found in **Siberia** and other far-northern regions. Who'd like to start off? Yes, Mike?

MALE STUDENT: **Well, for one thing**, they've got **thick hair** all over their **body**, even on their noses.

FEMALE PROFESSOR: Yes. They are very **well insulated**, and the thickness of their fur **varies** depending on the **season**. Good. Yes?

FEMALE STUDENT: Um... **newborn** reindeer are very adult-like, like they can **stand** as soon as they're born, and by their second day they can already **run** as **fast** as a human.

FEMALE PROFESSOR: **Critical. Food** is very scarce in the far north, so reindeer herds have to cover lots of **ground**, every day. And in the fall they might easily trek a thousand kilometers or more to get to their **winter feeding** site. So if you're a newborn, you've got to get up to **speed fast**. **Okay, other adaptations?**

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MALE STUDENT: **Also**, reindeer don't have to **keep** their **legs** as **warm** as their main body, so they don't have to use up as much energy keeping them warm.

FEMALE PROFESSOR: **Yes, so that means** they can allocate less energy to **heating** their **extremities**, and more energy to maintaining stable temperature in their body core, where their **vital organs** are located. **And you know** I don't think it's mentioned in your textbook, but even different parts of a reindeer's **leg** are adapted for optimal **cold weather performance**. The fat in the lower part of their legs—the part that gets **coldest**—that **fat** has a different chemical structure from the fat in the upper parts of the leg, so it **doesn't** get **hard**; even at temperatures down around freezing; it stays kind of **gel-like**, kind of oily. **Okay, good. What about food?** What do you remember about that?

FEMALE STUDENT: Well, they're pretty **flexible**.

FEMALE PROFESSOR: **Okay. Can you explain that a little more?**

FEMALE STUDENT: Well, they can eat a lot of **different** kinds of **plants**, so that improves their chances of coming across something they can eat. I think they said that they found that the reindeer in one herd had eaten something like **37 different** kinds of **plants**.

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FEMALE PROFESSOR: OK, Yes. \*You've really done your reading. And reindeer also eat a number of different plant species that most animals are not very interested in. \*Which means...

FEMALE STUDENT: They don't have a lot of competition when it comes to that food.

FEMALE PROFESSOR: That's right. In particular, your reading mentions lichens.

Lichens are plants you'll find growing on rocks in the far north, sometimes referred to as "reindeer moss." They look pretty basic, you know, just a little moss on a rock. But lichens are actually quite complex. They are not just a single organism, they're actually a kind of combination of some sort of a fungus and some sort of algae that live together in a symbiotic relationship. \*Anyway. Okay, reindeer. \*Oh, yes, and one more thing about lichens. They crank out a lot of chemicals, which is probably at least part of the reason why they are not considered all that tasty by most animals. Anyway. Does anyone remember what your reading said about them?

MALE STUDENT: Yeah, somehow, when reindeer eat lichens, they're able to draw a lot more nutrients from them than other animals. Like if a cow or a sheep eats lichens, they're only going to get like half as much nutrition out of them as a reindeer would.


FEMALE PROFESSOR: That's right, and in winter, lichens are crucial for reindeer because they supply energy, but they don't have all the proteins and minerals the reindeer need.

Um, so when reindeer get to the end of the long winter, they're often very thin, with low levels of minerals. In spring they have to eat different plants and replenish what they've lost over the winter. So what reindeer have done is, they've developed the ability to digest different plants in different seasons by adjusting the microbes in their digestive systems.

As you know, microbes are microorganisms, like bacteria, that help to digest or break down food. And well, what's interesting About reindeer is that they change the proportion of different microbes in their digestive system. Uh, so you...so the reindeer might have more of one kind of microbe in winter to help digest the plants it eats then, and in the summer, uh, it would have more of another kind of microbe to help it digest summer plants. That way the reindeer gets more nutrition out of different foods at different times of the year.

squirrel environment

reindeer Siberia

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- thick hair body
  - well insulated varies season
  - newborn stand run fast
  - Critical Food
    - ground winter feeding
    - speed fast
  - keep legs warm
    - heating extremities
    - vital organs
    - leg cold performance
    - coldest fat doesn't hard
    - gel-like
  - food flexible
    - different plants
    - 37 different plants