ANSWERING DETAIL QUESTIONS ABOUT EXTENDED CONVERSATIONS

Most of the questions in Part 2 are detail questions that require an understanding of specific points in the conversation. A majority of these questions are factual questions, asking *what, where, when, why,* and *how much*. To answer the question, you need to listen carefully.

Other questions are inference questions. As previously explained, the answers to inference questions are not directly stated, but are suggested by information in the lecture. Many of these questions begin, "What do the speakers imply about ... " or "What can be inferred from the conversation about ... "

Remember that the order of detail questions follows the order of the conversation. In other words, the first detail question will be about something mentioned early in the conversation while the last one is about something mentioned near the end of the conversation.

If anything in the conversation is emphasized, it will probably be asked about. In other words, if something one speaker says is repeated by the second speaker, or if one speaker talks about

something in an emphatic tone of voice, there will probably be a question about that information, as in this section of a conversation:

M1: My project for my film-making class took me six weeks to finish.
F1: Six weeks! I can hardly believe it. Doesn't the teacher realize you have other classes too?
You can be fairly sure that there will be a question such as this: "How long did the man's project take to complete?"

PRACTICE 5

Focus: Answering detail and inference questions based on specitk points in short portions of extended conversations.

Directions: You will hear three extended conversations, 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.

LIVEWORKSHEETS

1. **From what source did the woman get her information about exercising?**
   A. A doctor.
   B. A newspaper.
   C. A magazine.

2. **According to the woman, what is one of the disadvantages of jogging?**
   A. It's too tiring.
   B. It can cause injuries.
   C. It's not demanding enough.

3. **What form of exercise did the article recommend?**
   A. Downhill skiing.
   B. Jogging.
   C. Cross-country skiing.

4. **What can be inferred about cross-country skiing from this conversation?**
   A. It doesn't require much snow.
   B. It is a recently developed sport.
   C. It can be done in flat areas.

5. **What does the article suggest people to do if there isn't enough snow for skiing?**
   A. Use a cross-country ski machine.
   B. Travel to ski resorts.
   C. Take up jogging.

6. **What is one disadvantage of a cross-country skiing machine?**
   A. The expense.
   B. The weather conditions.
   C. The danger.

7. **Why is Steve tired?**
   A. He stayed up most of the night.
   B. He's been studying all morning.
   C. He took an exam last night.

LIVEWORKSHEETS

8. **How does Steve feel about the grade he received on the test?**
   A. It was an improvement.
   B. It was disappointing.
   C. It was unfair.

9. **Who are the Study Skills Center's seminars designed to help?**
   A. Undergraduate students.
   B. Teachers.
   C. Graduate students.

10. **How was the woman helped by the seminar that she took?**
   A. She learned how to do research.
   B. She was prepared for her sociology test.
   C. She learned teaching techniques.

11. **What is one type of seminar that the woman thinks Steve would find useful?**
   A. Basic scientific research.
   B. Business management.
   C. Test-taking skills.

12. **Where is the Study Skills Center's main office?**
   A. In the library.
   B. In the Physics Tower.
   C. In Staunton Hall.

LIVEWORKSHEETS

13. What does the woman suggest Steve do next?

A. Study for his next exam.

B. Go to the Study Skills Center.

C. Get some sleep.

14. Why is the television station trying to raise money?

A. To buy something at an auction.

B. To pay for employees' salaries.

C. To improve their broadcasts.

15. What does the woman suggest that Roger do?

A. Apply for a job at the station.

B. Donate his services for the station's auction.

C. Direct the construction of a new tower.

16. What excuse does the woman make for not donating a service?

A. She must work on her own research project.

B. She has to help her parents.

C. She must study for exams.

17. What does the woman imply about her parents?

A. They seldom attend auctions.

B. They might bid on the man's services.

C. They use the library often.

LIVEWORKSHEETS

MINI-TALKS

After each talk in Part 3, 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 Mini-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 Mini-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.

PRACTICE 6

Focus: Listening to the opening lines of Mini-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.

LIVEWORKSHEETS

1. **Who is the speaker?**
   A. A teacher.
   B. A tour guide.
   C. A photographer.
2. **What will the talk probably be about?**
   A. A description of the wildlife preserve.
   B. Advice about outdoor photography.
   C. The scientillc classillcation of buffaloes.

3. **What is the purpose of this talk?**
   A. To explain the traditions of handball.
   B. To give information about the rules of tennis.
   C. To discuss the rules of handball.

4. **When is this talk being given?**
   A. At the end of a tournament.
   B. Before an exhibition game.
   C. During a game.

5. **Who is the audience for this talk?**
   A. Factory workers.
   B. Visitors to a factory.
   C. Management trainees.

6. **What will the main topic for this talk probably be?**
   A. The process of canning soft drinks.
   B. Management-labor teamwork.
   C. The life cycle of plants.

7. **What will the main topic of this talk probably be?**
   A. The physical rewards of dancing.
   B. The importance of the program to the university.
   C. The disadvantages of being in the program.

LIVEWORKSHEETS

8. **What is the speaker's probable occupation?**
   A. Director of a dance program.
   B. Professor of psychology.
   C. Athletics coach.

9. **Who is the speaker?**
   A. A host at a party.
   B. The president of a society.
   C. The captain of a ship.

10. **What will this talk probably concern?**
   A. The role of the State Historical Society.
   B. The history of New England.
   C. The story of some shipwrecks.

ANSWERING DETAIL. QUESTIONS ABOUT MINI-TALKS

Most of the questions about Part 3 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 the Part 3 talks are inference questions. Many of these questions begin, "What does the speaker imply about ... " or "What can be inferred from the lecture about ... "

LIVEWORKSHEETS

As in Part 2, 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.

PRACTICE 7

Focus: Answering detail and inference questions based on specific points in Part 3 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. **What does the speaker imply about the course?**
   A. It covers some difficult topics.
   B. It's unlike other biology courses.
   C. It has never been offered by this department.

2. **How will students do research in this class?**
   A. By visiting a coral reef.
   B. By going to the library.
   C. By going to a farm.

3. **Which of the following will be studied in a formal classroom setting?**
   A. Diving.
   B. Photography.
   C. Biology.

4. **How does the speaker characterize tropical reefs?**
   A. As harmful.
   B. As easily damaged.
   C. As frightening.

LIVEWORKSHEETS

5. **What will the department provide the students in this class?**
   A. Transportation.
   B. Housing.
   C. Basic equipment.

6. **What does the speaker suggest for those who might have problems with the costs of this course?**
   A. Traveling by ship.
   B. Trying to get financial aid.
   C. Applying to another university.

Talk B

7. **The speaker suggests that bears are interesting to humans for what reason?**
   A. They have such impressive appetites.
   B. They sometimes walk on two legs.
   C. They frequently attack people.

8. **What does the speaker imply about the eating habits of bears?**
   A. They will eat anything except plants.
   B. They eat only honey.
   C. They aren't limited to a few types of food.

9. **How tall can kodiak bears be when they are standing?**
   A. Five feet.
   B. Ten feet.
   C. Fifteen feet.

10. **Where do most grizzly bears live?**
    A. In Alaska.
    B. In Yellowstone National Park.
    C. Allover the United States.

LIVEWORKSHEETS

11. What is the most common type of bear in the United States?

A. The kodiak bear.

B. The grizzly bear.

C. The black bear.

12. Which of the following can be inferred from the lecture about black bears?

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. When did orbital debris first become a problem?

A. In the 1950's.

B. In the 1970's.

C. In the 1990's.

14. What happens to most pieces of orbital debris?

A. They fly off into deep space.

B. They remain in orbit forever.

C. They burn up in the atmosphere.

15. How many orbital bodies are being monitored today?

A. Three to four hundred.

B. Eight thousand.

C. Half a million.

LIVEWORKSHEETS

16. Why is it impossible to monitor most pieces of orbital debris?

A. They are too small.

B. They are too far away.

C. They are moving too fast.

17. Which of the following is probably most dangerous to astronauts on a spacecraft?

A. A large booster rocket.

B. A piece of metal the size of an aspirin.

C. A tiny fleck of paint.

18. What makes particles in space so dangerous?

A. Their high speed.

B. Their jagged shape.

C. Their tremendous size.

19. What did the speaker bring with her?

A. An aspirin.

B. A piece of debris.

C. A model of the debris collector.

20. What role do the cones play in the device described in this portion of the talk?

A. They detect the debris.

B. They store the debris.

C. They collect the debris.

21. What can be inferred about the device described in this portion of the talk?

A. It has already been tested on Earth.

B. It has not been built yet.

C. It has already been used on a spacecraft.

LIVEWORKSHEETS