

LISTENING

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Week 1



First things first!

- When you are listening, concentration is more important than being obsessed with TAKING NOTES! First, try to improve your concentration, patience and ability to keep track of information! *With regular practice, you will find improvement in your listening!*
- With practicing TPO passages, you will understand they are organized in ways that are most of the time quite predictable! (Pauses, questions and answers, examples, speakers' attitude, etc.)
- Details like dates, numbers, names, places, etc. are important when they are emphasized by the speaker!



LISTENING SECTION OVERVIEW

SECTION 1

- CONVERSATION
- LECTURE 1
- LECTURE 2

SECTION 2

- CONVERSATION
- LECTURE

SECTION 3

EXTENDED

- CONVERSATION
- LECTURE



To Practice and Improve Your Listening Skill

- First, listen to each passage in TPO tests once- like the actual test and answer the 5-6 questions that follow the passage.
- **Second, check the key to find the questions you answered incorrectly.**
- Third, listen again(once or twice) and try to identify your mistakes without checking the audio script.
- **Fourth, now you can check the audio script and LISTEN to the passage simultaneously. Make sure you check the parts you found ambiguous as well as the new words and expressions.**
- Finally, now you can listen to the passages that you have covered through the aforementioned steps regularly every day. You may increase the speed of the listening passage by using the TPO mobile app.
- **Remember you should practice listening regularly -preferably every day- to find improvement in your performance in the short time you have before your actual test.**



To practice and improve listening skill

- During listening
- Be an active listener, not a passive one. Show some reactions while listening (such as nodding, showing your surprise and other feelings). Try to focus on the main subject instead of the words..



QUESTION TYPES

- 1. Main idea Questions
- 2. Detail Questions
- 3. Inference Questions
- 4. Purpose Questions
- 5. Attitude Questions
- 6. Connecting Content/Table Questions



Main Idea(GIST) Questions

- The first question
- Gist of the listening
- **The purpose of conversation:**
- Asking for help on a problem
- Becoming familiar with campus policies
- **The purpose of lectures/discussions:**
- To define, to talk about causes/ effects, compare, contrast, refute, describe, classify, etc.



Gist-Content Questions

- Understanding the gist of a lecture or conversation means understanding the general topic or main idea. The gist of the lecture or conversation may be expressed explicitly or implicitly. Questions that test understanding the gist may require you to generalize or synthesize information from what you hear.



How to Recognize Gist-Content Questions

- Gist-Content questions are typically phrased as follows:
 - ❖ What problem does the man have?
 - ❖ What are the speakers mainly discussing?
 - ❖ What is the main topic of the lecture?
 - ❖ What is the lecture mainly about?
 - ❖ What aspect of X does the professor mainly discuss?



Tips for Gist-Content Questions

- Gist-Content questions ask about the overall content of the listening passage. Eliminate choices that refer to only small portions of the listening passage.
- Use your notes. Decide what overall theme ties the details in your notes together. Choose the answer that comes closest to describing this overall theme.



Gist-Purpose Questions

- Some gist questions focus on the purpose of the conversation rather than on the content. This type of question will more likely occur with conversations, but Gist Purpose questions may also occasionally be asked about lectures.



How to Recognize Gist-Purpose Questions

- Gist-Purpose questions are typically phrased as follows:
 - ❖ Why does the student visit the professor?
 - ❖ Why does the student visit the registrar's office?
 - ❖ Why did the professor ask to see the student?
 - ❖ Why does the professor explain X?



Tips for Gist-Purpose Questions

- Listen for the unifying theme of the conversation. For example, during a professor's office hours, a student asks the professor for help with a paper on glaciers. Their conversation includes facts about glaciers, but the unifying theme of the conversation is that the student needs help writing his paper. In this conversation the speakers are not attempting to convey a main idea about glaciers.
- In Service Encounter conversations, the student is often trying to solve a problem. Understanding what the student's problem is and how it will be solved will help you answer the Gist-Purpose question.



Main idea(GIST) questions

- Listen to the first 30-60 carefully! Most of the time the main idea is directly stated!
- However, conversations may-rarely- start with some ideas which are not the main idea! In this situation, you should wait to find what the student's problem/ question (MAIN IDEA) is!
- In lectures, the professor might review the ideas discussed in an earlier session, and then state the main idea!



TIPS

- You are supposed to jot down key words to help you answer questions. **DO NOT write down everything:** it might make you fail to comprehend.
- Pay attention to the first **30-60** gold **seconds** of the passage either in **conversations** or in **lectures**: [find the **KEY** to solve the puzzle!] you need to be **patient enough** to get the gist of the passage and then jot it down.



CLASS PRACTICE: TPO 40 LISTENING SECTION

- Listen to a conversation between a student and a business professor.



CLASS PRACTICE

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

- To find out all the requirements for a project
- To discuss a service gap at a restaurant
- To get help understanding concepts relevant to his project
- To get help with designing a business plan



CLASS PRACTICE

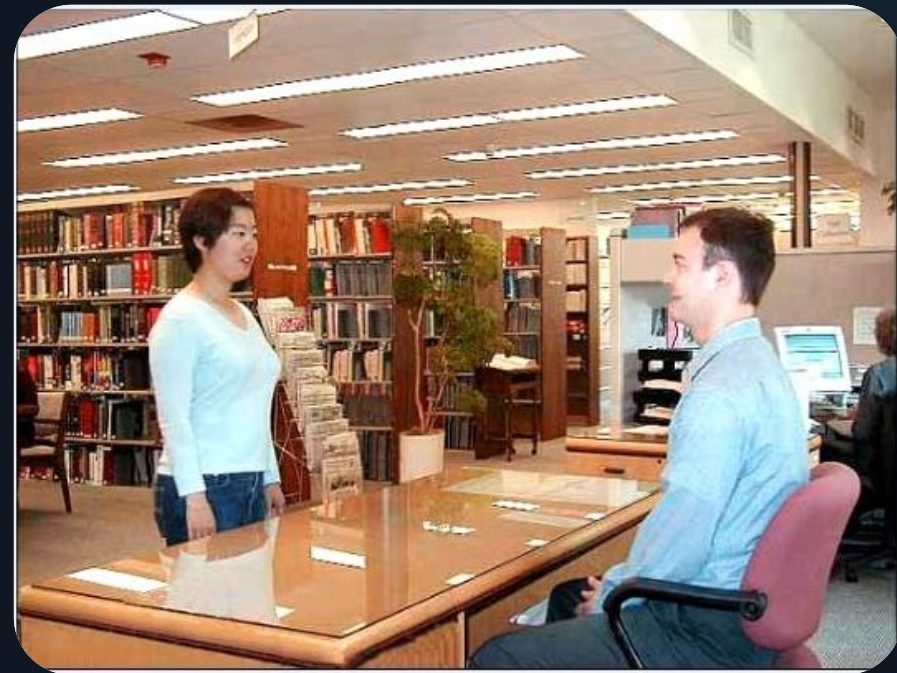
2. Why does the professor mention a student in another class?

- To describe an interesting topic for a project
- To explain the cause of her initial confusion
- To point out that she has not received e-mails from all her students yet
- To indicate that she has several students doing projects about restaurants



CLASS PRACTICE: TPO 40 LISTENING SECTION

- Listen to part of a conversation between a student and a university librarian.



CLASS PRACTICE

1. Why does the woman go to see the man?

- To ask for his help in getting a job off campus
- To apply for a job in the library archives
- To find out if the man has received her letter of reference
- To get help on a project she is doing with a professor



CLASS PRACTICE: TPO 40 LISTENING SECTION

- Listen to part of a lecture in an environmental conservation class.
- Cod Fish



CLASS PRACTICE

What is the discussion mainly about?

- Results of privatization in the cod-fishing industry
- Laws that regulate the cod-fishing industry
- A recent study on cod-fishing techniques
- Problems related to the overfishing of cod



CLASS PRACTICE: TPO 40 LISTENING SECTION

- Listen to a part of a lecture in an environmental science class.



CLASS PRACTICE



- What is the main purpose of the lecture?

- To argue that carbon emissions today are not the only factor responsible for global warming
- To provide evidence that rates of global carbon emissions fluctuate over time
- To show the importance of distinguishing between different types of carbon emissions
- To describe different ways carbon is removed from the atmosphere



CLASS PRACTICE: TPO 41 LISTENING SECTION

- Listen to part of a lecture in an astronomy class.
- **Exoplanets**



CLASS PRACTICE



- 1. What do the speakers mainly discuss?
 - Whether life could exist outside a star's habitable zone
 - Techniques used by researchers to detect exoplanets
 - Exoplanets that share certain characteristics with Earth
 - Characteristics of several recently discovered red dwarf stars