Skill 21: DRAW CONCLUSIONS ABOUT *WHO, WHAT, WHEN, WHERE*

As you listen to each conversation in Listening Part B, you should be trying to set the situation in your mind. You should be thinking the following thoughts:

- *Who* is talking?
- *When* does the conversation probably take place?
- *Where* does the conversation probably take place?
- *What* is the source of information for the conversation?

Example

On the recording, you hear:

(man)	Why do you have so many books?
(woman)	I need them for my paper on George Washington. Do you know how I can check them out?
(man)	Yes, you should go downstairs to the circulation desk and fill out a card for each book.

You think:

Who is probably talking?	(two students)
Where are they?	(in the library)
What course are they discussing?	(American History)

EXERCISE 21: Listen to the first part of each of the conversations and try to imagine the situation. Then answer the questions in the text.

🎧 Now begin the recording program at Exercise 21.

Conversation 1
1. Who is probably talking? _____

2. Where does the conversation take place? _____

Conversation 2
1. Who is probably talking? _____

2. When does the conversation take place? _____

3. What is the source of the man's information? _____

Conversation 3
1. Who is probably talking? _____

2. When does the conversation take place? _____

3. What is the source of the information? _____

Skill 22: LISTEN FOR ANSWERS IN ORDER

There are two possible methods to use while you listen to a conversation in the Listening Part B of the TOEFL test.

- *You can just listen to the conversation (and ignore the answers).*
- *You can follow along with the answers while you listen.*

Some students prefer to just listen to the conversation while it is being spoken, and if that method works well for you, then that is what you should do. Other students find that they can answer more questions correctly if they read along with the answers while the conversation is being spoken. Because the detail questions are answered in order, it is possible to read along while you listen to the conversation in the recording program.

Example

On the recording, you hear: In your test book, you read (same time):

(man)	Can I help you?	1.	(A) A checking account.
(woman)	I'm interested in opening an account.		(B) A savings account.
(man)	Well, we have several different types of accounts: checking accounts, savings accounts, money market accounts, time deposit accounts.		(C) A money market account.
			(D) A time deposit account.
(woman)	It's a checking account that I am interested in.		
(man)	I can help you with that. First, you have to fill out a form, and then I need to see some identification. That's about all there is to it.	2.	(A) A form.
			(B) An account.
			(C) A piece of identification.
			(D) A check.
(woman)	That sounds easy enough. Thanks for your help.		

On the recording, you hear:

| (narrator) | 1. | What type of account does the woman want? |
| | 2. | What does the man need for her to show him? |

When you read the answers to the first question, you can anticipate that the first question is: *What type of account?* As you listen, you determine that the woman wants *a checking account.* Therefore, you can anticipate that the best answer to the first question is (A).

When you read the answers to the second question, you can anticipate that the second question is going to ask *What thing . . . ?* In the conversation, the man asks her to fill out a *form* and show some *identification*, so as you are listening you can anticipate that the correct answer to the second question is either (A) or (C). When you hear the question, you can determine that the best answer is answer (C).