Listening Strategy 16-

Listen for speakers to change their minds Sometimes you will hear speakers say something and then change their minds immediately. This is called a *reversal*. In the question, you will be asked what the speaker meant. The original idea—the mistake that the speaker made before the reversal—will be one of the incorrect choices. Apologetic phrases often signal a reversal. The most common phrases are listed below.

Uh oh,

Signal Words: Reversals Sorry, Oops

Oops, I mean, Wait,

Example Script

Advisor's Offi	ice you can take 100,		
Professor:	So I suggest that you take English 110 this semester and then you can take 100, sorry, 120, next semester.		
Student:	That sounds good. Who's teaching 110?		
Professor:	Well, there are several sections. Sutton, Richards, Rodgers, Freedman		
Student:	Not Freedman.		
Professor:	Okay. How about Richards? Did I say Richards? I meant Rodgers.		
	Rodgers has excellent teaching evaluations, and he is very organized.		
Student:	I like an organized class. You know, a class that is more structured.		
Professor:	That should be good, then.		
Student:	Is Rodgers a TA though? Last semester I had a TA for my English class and frankly, she wasn't very interested in our class, or at least, it seemed like she wasn't. She was always working on the research for her dissertation and		
Professor:	Well, most of the undergraduate writing classes are taught by TAs so		
Student:	Oh.		
Professor:	And most of the professor's sections are full by the end of preregistration. But anyway, let's look. Maybe one of Townsend's sections is still open. <u>Nowait</u> , here's one. It's at four-thirty on Tuesdays and Thursdays. Would that work for you?		
Student:	I think so. Let me check my schedule Yes, that would be great <u>Oops</u> . Not Thursdays. I have a lab then.		
Professor:	Too bad.		
Student:	Maybe I could change the class, I mean the lab. Then I could take the class.		

Practice 16

Listen for signal words that identify a reversal. Write down the information that you hear after the signal words. Check your answers in the Answer Key on page 335.

F180 18 320 194 # 20 ...

1	7	a l'éléped	
6	ø	Track 17	

Notes

1.	Signal words:	and the second se
	Reversal:	Count
0	signal words:	i hitti yaa hadaan oo axab daadee ahaa too gaareeen amaan ooreenji aagaa ahaan ahaan ahaan. Ah
2.	Reversal:	is been a very a vertice characteristic, as we no the cataly do topog the wing pro-
		in the second state of the area with the state of the state
3.	Signal word:	COA Transferrended a separation of a strain strains of an extra dia goals to sha a work to a state of the second strain of the second strains of a strain of a state of the second strains of the second strain of the second strain of the second strains of a strain of the second strains of the second strain
	Reversal:	neur en anie propia in principale de la servici de la s El servici de la servici de
	and another in a	it to notion the state is a factories of pitches and so as the state of the state of the state of the state of t the notion is a state of the state
4.	Signal words:	rates of in indicate sub- e why to be they we dont the set of set back to introduce of the rest.
	Doversal.	
	- dettas	(前の時代)10(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(
5.	Signal words: _	
	Reversal:	all the state of the state of the

Basic Strategy: Internet iBT Listening and Institutional ITP Listening **Bonus: iBT Speaking, Writing Speakers may use reversals in conversations and lectures in the Speaking and Writing sections of the iBT as well as in the Listening sections of both the iBT and the ITP.

Listening Strategy 17

Make connections between concepts and explanations or illustrations ou hear professor When you hear professors mention something that appears to be off topic, they may have a reason for refer have a reason for referring to it. It may be an example, a comparison that illustrates the concept, or some still concept, or some other related reference. Think about why the professor includes the reference. Try to make reference. Try to make a connection.

EXAMPLE SCRIPT

Fixed Wing Aircraft

Historically airplanes have been referred to as fixed wing aircraft. They are characterized by the wings, which can be either one wing for a monoplane or ... or two for a biplane. So besides the number of wings, we also look at the wing support, which can be braced, uh, that is, rigid ... or ... or something called cantilever, which is really just a flexible wing. Okay then. The angle of the wing is also a very important characteristic, as well as the variations along the wing and, of course, the shape, which we will talk about a little later in more detail. And, uh, most fixed-wing aircraft have a tail unit, uh, with vertical, and often horizontal, stabilizers.

Now a fixed-wing airplane is heavier than air, so how does it propel itself? And how does it stay airborne? Well, since the wings don't move, like, let's say a bird . . . a bird that flaps its wings in order to stay up ... and for the bird the flapping motion maintains ... the flapping propels the bird forward and it also keeps the bird in the air, I mean the flapping produces lift. Well an airplane doesn't rely on the motion of the wings for lift. It's actually the forward motion of the airplane that keeps it up. Here's how it works ... Lift is produced when lower pressure is exerted on the upper surface of an airplane's wing compared to the pressure on the wing's lower surface. That causes the wing to be lifted up. So now let's get back to the shape of the wing. The special shape of the airplane wing . . . the airfoil . . . so that special shape is designed so air flowing over it will have to travel a greater distance and also, uh, faster, and that creates a lower pressure area that lifts the wing up. To put that another way, lift is the force that opposes the force of gravity. Another thing to remember is that the engine reduces drag, that is, resistance to the forward motion of the airplane,

Practice 17

Listen for the topic of a lecture and references that seem off topic. Why does the professor mention

A blog	in the Answer Key on page	mention 336
Track	18	2016 (1910)
	지수는 것이 같은 것이 아이가 잘 못 한 것이 있는 것이 물건하게 많아서 가지 않는 것이 것이 나는 것이 같이 있는 것이 같은 것이 잘 못했다.	
Notes	above of exercises of the construction of the construction and the second of the secon	i akons Sakella, lu
		Napper -
Topic:		
		PR DAMARY
	A DETERMINE AND A DETERMINE A	iten sys
References:	Happerdatig i olar filolo, put maybe Lakourd Unick about Alicipartitude). Politie Afordi	Healoy: Eur tilon'
oct?	 Eb tél: ebéve a gréup projecti - DA L'Witriden't (cluide regroup présil El géséprio 	Replay Function
Reason for the re	eferences:	-velcaR
	indunation of teachers	- Nitoriu [#]
·	and the second	- søslast
	Requirest	Cincistin a R
	Research with robot DR. David thirt it's warm in part of the con-	Rediay: Function:
		and an approximate of
	Presiĝin la tenstrikoa Assumption (Enemast betwaking latel)	Replay: Function
	 Researceed that my grade was on the protection. Complaint 	Rapiay: Function:
	the soley that you chees get shippen phatel. Regret but not applied:	Replay: ^c unchon:
	Do you'neally there and i'd bo samplesed without . Dearcoathaut	Reglay: Tuncion
	storpet iBT Listening and Institutional ITP Listening	el cal
Basic Strategy: I	nternet iBT Listening and Institutional ITP Listening	in a pick

****Bonus:** iBT Speaking, Writing The lectures in Speaking Tasks 4 and 6 as well as the lecture in the Integrated Writing Task on the iBT may include references like those in this strategy for the Listening sections of the iBT

and the ITP.

Listening Strategy 18-

Classify the functions of speech in replays A few of the questions on the Internet iBT allow you to listen again to part of the conversation or lecture. When you hear the selected part the second time, you should try to identify the function of the sentences and questions that you hear. Some of the most common examples of functions are agreement, apology, assumption, complaint, disagreement, interest, refusal, regret, request, and suggestion.

EXAMPLE SCRIPT

Replays

	think about it some more.
Replay:	I appreciate your help, but maybe I should think about it some more.
Function:	Polite refusal
Replay:	So how about a group project? OR Why don't you do a group project?
Function:	Suggestion
Replay:	You'll never guess the outcome of the experiment. OR So what do you think happened next?
Function:	Interest (to maintain attention)
Replay:	Can you make copies of the handout? OR Could you make copies of the handout?
Function:	Request
Replay:	It's a little warm in this room. OR Do you think it's warm in here?
Function:	Request (to turn on the air conditioner)
Replay:	The light is on in her office.
Function:	Assumption (She must be working late.)
Replay:	I was surprised that my grade was so low on the exam.
Function:	Complaint
Replay:	I'm sorry that you didn't get a higher grade.
Function:	Regret but not apology
Replay:	Do you really think so? I'd be surprised at that.
Function:	Disagreement
Replay:	I couldn't agree with you more.
Function:	Strong agreement

more

Practice 18

First, listen to a short exchange between two speakers. Then identify the function. Check your answers in the Answer Key on pages 337–338.

Track 19	A second se	A PARTY OF A PARTY AND A PARTY A
	A set of the set of	
2. Function:	the stand of the part of the part of the stand of the sta	nous data da
23 vitterate	N pero asito, and Vindo Semicator, diference, and competative and transforment of the competative and	The section decidence in the section of the section
4. Function:		and the second sec
5. Function:		EAN I SCHERE
6. Function: <u>9000000</u>	nt vol barn and grenal charter and for the abuse one of the control barner and the second method barner and as the former of the center and the the second as	D Br. Main Rose and the turnues of prices indicate of where underly a store of more that of south remained to a more that a south remained to a south or and the accession of the south of the south or a sout
7. Function:		foor an ar side of
8. Function: 9. Function:	Nell', menavo ndoa nuo rubor don topel avez Vide Una dina toresticial ottantello una, probably Vide Unozo terrece ob in sociore ritozoaren egen rege bodee n' 'qeeriqee	Chassification In ceneral the Lippo of planet. I are moult, that a Could are test shallarity to Barth. Ruck the plan composition. In syster, is effect.
10. Function	and national seam electronic terrain a inclusion and the seam event year donter, sociolar servicing inclusion electronic and an electronic and and year and electronic and an electronic and and and a service and a service and a service and a	where any work has not an a state of the second
	nen men all konservis Linke in tusci situda on bit et nguartiti, stratas i tuscificati, situ an bit et nguartiti, stratas i tuscificati, situ	A second a second se
*Bonus: iBT Speakin Although the replay qu strategy to identify fund	let IB1 Listening	ning section, you can use this