## 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.

***Signal Words: Reversals***

Sorry, Oops, I mean, Wait, Uh oh,

### Example Script

***Advisor's Office***

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. No . . . wait, 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...Oops. 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.

**Track 17**

**Notes**

1. Signal words: _____

   Reversal: _____

2. Signal words: _____

   Reversal: _____

3. Signal word: _____

   Reversal: _____

4. Signal words: _____

   Reversal: _____

5. Signal words: _____

   Reversal: _____

**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**

When you hear professors mention something that appears to be off topic, they may have a reason for referring to it. It may be an example, a comparison that illustrates the concept, or some other related reference. Think about why the professor includes the 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, but the engine doesn't create lift . . .

## Practice 17

Listen for the topic of a lecture and references that seem off topic. Why does the professor mention the reference or references? Compare your answers with those in the Answer Key on page 336.

**Track 18**

**Notes**

Topic: _____

References: _____

Reason for the references: _____

_____

_____

_____

**Basic Strategy:** Internet iBT Listening and Institutional ITP Listening

★★**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***

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

## 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**

1. Function: _____
2. Function: _____
3. Function: _____
4. Function: _____
5. Function: _____
6. Function: _____
7. Function: _____
8. Function: _____
9. Function: _____
10. Function: _____

**Basic Strategy:** Internet iBT Listening
**★Bonus:** iBT Speaking
Although the replay questions only appear on the Internet iBT Listening section, you can use this strategy to identify functions in conversations, lectures, and discussions on the ITP Listening section as well as on the iBT Speaking section.