

Listening Strategy 10

Listen for verbal signals to pay attention

When you hear verbal signals in a lecture or discussion, listen carefully and take notes. You will probably find the information that you hear after the signal in one of the test questions. Examples of the most common verbal signals are listed below.

Signal Words: Attention

Now this is important...

The point is . . .

Remember that . . .

The basic concept is . . .

The issue is . . .

EXAMPLE SCRIPT

Interchangeable Parts

. . . so we see that before the late 1700s, interchangeable parts were not part of the manufacturing process. Every item—guns, clocks, wagons—you name it . . . every item was crafted by hand with parts that were made specifically for that item. It was not only an expensive process, but . . . and this is important, it was not a very reliable process. In the case of guns, for example, they commonly misfired and had to be sent away for repair, which was inconvenient on the farm but disastrous on the battlefield. So several gun manufacturers came up with the idea of making guns with interchangeable parts. In fact, one of the inventors, Eli Whitney, who had previously invented the cotton gin . . . he made ten guns with standardized parts that . . . that were interchangeable. And he took the guns to a session of Congress to demonstrate how the process would work. First he disassembled all of the guns and mixed up the parts. Then he reassembled them and he proved that all of the parts could be used interchangeably in the guns. So when a soldier's gun needed repair, he could put in a new part that would fit perfectly instead of sending the gun to a craftsman for a lengthy repair.

Okay, today the process seems well, just logical, but at the time, it was a revolutionary idea to manufacture standard replacement parts. The point is that interchangeable parts set the stage for the Industrial Revolution because it was a short step from the idea that parts could be standardized to the idea that items could be mass produced on an assembly line. Remember that the parts for Whitney's guns still had to be made by a craftsman, but to rigid specifications, of course, and the craftsman made all of the individual parts for the gun. In an assembly line, workers specialized in making just one part which allowed them to use a limited number of tools and to work more efficiently. And the basic concept here is that the items could be mass produced at a lower price and made more available to the public . . .

Practice 10

First, listen for the signal words and identify the important information. Write down the information that you hear after the signal words. Check your answers in the Answer Key on page 327.



Track 11

Notes

1. Signal words: _____

Important information: _____

2. Signal words: _____

Important information: _____

3. Signal words: _____

Important information: _____

4. Signal words: _____

Important information: _____

5. Signal words: _____

Important information: _____

Basic Strategy: Internet iBT Listening and Institutional ITP Listening

★★ Bonus: iBT Speaking, Writing

In addition to the lectures on the ITP and iBT Listening section, you can also use this strategy to identify important information in short lectures in Tasks 4 and 6 of the iBT Speaking section and the lecture in the Integrated Essay of the iBT Writing section.

Listening Strategy 11

Pay careful attention when you hear repetition and restatement

When you hear repetition and restatement in a lecture or discussion, you know that the information is important. *Repetition* is saying the same thing in the same way. *Restatement* is saying the same thing in a different way. Sometimes the repetition or restatement is introduced with a signal phrase like those listed below.

Signal Words: Repetition

Let me say that again . . .

Let me repeat that . . .

Transition Words: Restatement

I mean . . .

To say that another way . . .

In other words . . .

EXAMPLE SCRIPT

Olber's Paradox

From the answers on the last quiz, I see that some of you are still having problems with Olber's paradox, so I'm going to explain it in a different way today. First, let's review the question: **Why is the sky dark at night?** If the universe is static and eternal, and if it is infinite and uniformly filled with stars, then we should be able to look in any direction in the sky, and we should be looking at a star, regardless of how far away it might be. Let me repeat that: If the universe is static and eternal, and if it is infinite and uniformly filled with stars, then we should be able to look in any direction in the sky, and we should be looking at a star, regardless of how far away it might be. Okay, now if that is so, then the line of sight from the Earth will end at the surface of a star. So the sky at night should be bright, not dark. Right? But clearly, this contradicts the fact that the night sky is dark.

Well, think about this. In order to explain Olber's paradox, we have to look at the assumptions in the paradox. In other words, the assumptions are incorrect. So let's try to break down the assumptions. In the first place, galaxies are not static. They are moving away from us, which explains why the energy cannot be detected. Second, the universe is not eternal since it was created in a moment. Remember one of the theories for the origin of the universe is referred to as the Big Bang. To say that another way, if the universe was created at some specific point in time, maybe light from the most distant stars has not had enough time to reach the Earth. Or, perhaps the universe is eternal, but stars have only existed for part of that time, so then only starlight from a certain distance would reach the Earth. By that I mean that while the universe may contain an infinite number of stars, we can probably only see those that lie within our limited horizon. So you see . . .

Practice 11

Listen for signal words that identify repetition or restatement. Write down the information that you hear after the signal words. Check your answers in the Answer Key on page 328.



Track 12

Notes

1. Signal words: _____

Restatement: _____

2. Signal words: _____

Repetition: _____

3. Signal words: _____

Restatement: _____

4. Signal words: _____

Restatement: _____

5. Signal words: _____

Repetition: _____

Basic Strategy: Internet iBT Listening and Institutional ITP Listening

★★**Bonus:** iBT Speaking, Writing

In addition to the Listening sections on the ITP and the iBT, you can also use this strategy to identify important information in short lectures in Tasks 4 and 6 of the iBT Speaking section and the lecture in the Integrated Essay of the iBT Writing section.

Listening Strategy 12

Identify the purpose of questions

You need to understand why a professor asks a question during a lecture or discussion. Sometimes professors ask real questions to encourage participation and student responses, but other times they ask rhetorical questions that they expect to answer themselves to clarify or expand on the information they are presenting. When professors ask rhetorical questions, they want you to think about the answers without offering verbal responses. When you hear a rhetorical question, it may also be a signal that the information in the answer is important.

EXAMPLE SCRIPT

Cognitive Dissonance Theory

Cognitive dissonance theory was developed in the late 1950s by social psychologist Leon Festinger. Actually, it is a fairly simple concept, but it remains a very important one. First, let me explain *cognition*, which is just knowledge of a fact. I am a woman. This is a psychology class. Okay, so we all have a lot of cognitions, countless cognitions, in our heads at the same time, and most of them don't have any relationship to each other. But, some of them, well they *are* related in some way. Let's say, for example, that I want to be healthy, and I eat healthy snacks. That follows, right? But what if I have two thoughts that don't go together? What if I want to be healthy, but I smoke? With these conflicting ideas, I will probably start to feel uneasy. That's dissonance. So cognitive dissonance then, is holding inconsistent attitudes, beliefs, opinions, or values simultaneously, and that inconsistency—that causes inner conflict.

I have already alluded to a classic example of cognitive dissonance, that is, the smoker who believes that smoking is unhealthy. Okay, so how can the smoker resolve the conflict? How can he deal with the cognitive dissonance? Well first, the smoker may rationalize the behavior. For example, the smoker may deny the amount of smoking that he actually engages in or he may refute the research because it is done with laboratory animals, not humans. Or the smoker may deny that people who smoke die of lung cancer because he does not know anyone personally who smoked and who had terminal lung cancer. Probably the most common rationalization is that although smoking is unhealthy for most people, the smoker sees himself as an exception. Or, instead of rationalizing, the smoker may introduce another factor that could affect the outcome. For example, he may claim that he exercises more than the people who get lung cancer, or he takes vitamins or supplements that protect him in some way.

But, interestingly enough, the most common way that people deal with cognitive dissonance is to ignore it or avoid it. The smoker simply refuses to read studies on smoking or listen to information about it. So a person must recognize that the inconsistency exists in order to experience enough psychological pressure to be motivated to change either the attitude or the conflicting behavior . . .

Practice 12

First listen for three rhetorical questions. Then write down the answers to the questions. Compare your answers with those in the Answer Key on page 329.



Track 13

Notes

1. Rhetorical question: _____

Answer: _____

2. Rhetorical question: _____

Answer: _____

3. Rhetorical question: _____

Answer: _____

Basic Strategy: Internet iBT Listening and Institutional ITP Listening
★ Bonus: iBT Speaking
 You can also use this strategy in the Speaking section. Ask and answer a rhetorical question when you are summarizing the lecture in Task 6.