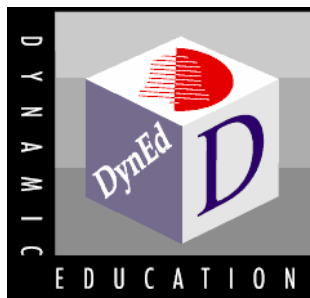


Advanced Listening

Listening Strategy Guide

Lectures 7-9

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Listening Strategy Guide

Lectures 7-9

This guide describes key strategies for improving your listening skills. As you complete this course, review these strategies carefully and often.

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Listening Topic 1: Pre-listening Strategies

Predicting the themes and vocabulary of a lecture before you listen can help to improve your comprehension of difficult listening segments.

First, look at the title of the lecture and any other clues you have (photos, maps, charts, outlines, etc.) and think of specific questions you think might be answered in the lecture. Next, think about possible answers to each of your questions. Discuss the questions with a partner, if possible. Here are some sample questions for Lecture 7, *The “Invention” of the Airplane*:

1. Who invented the airplane?
2. When and where was it invented?
3. Whose ideas were used in the development of the airplane?
4. Why is the word *invention* in quotation marks?
5. What is the definition of the word *invention*?
6. What are the necessary characteristics of an *airplane*?
7. How does an airplane work?

(This strategy also works for other listening situations, such as meetings, interviews, and any other instances in which you have clues to the content.)

Lectures 8 and 9 also have sample prediction questions listed later in this section. However, before you look at these sample lists, try to create your own lists of questions first. This is the best way to truly develop your prediction skills. If you are having trouble thinking of questions, consider the major question words (*who, what, when, where, why, how*) and ask yourself how they might apply to the lecture topic. Then, if you want, you can compare your questions with those provided here.

Note: You can use this prediction strategy *during the lecture* as well. That is, as often as you can, try to predict what kinds of information might come next. Even if some of your predictions are incorrect, this strategy will help you stay focused and give you a better chance of general comprehension.

Second, try to predict vocabulary you may hear in the lecture. To do this, you can analyze the main words in the title of the lecture. A dictionary and thesaurus will be very helpful.

For example:

Analysis of the word *invention*

Vocabulary

What are some synonyms of the word *invention*?

creation, discovery, innovation, breakthrough, new device or machine

What are some related words or phrases?

inventor, patent, historic, process

What are the “ingredients” of invention?

theories, research, experimentation, testing trial and error, planning, failure, support

What types of people commonly invent things? *scientists, engineers, geniuses, thinkers, tinkerers*

Analysis of the word *airplane*

What are some synonyms of the word *airplane*? *plane, aircraft*

What are some related words or phrases? *fly/flight, navigate, take off, land, crash, pilot, speed, altitude, drag, resistance, lift, thrust, propulsion, pitch, roll, yaw, air transportation*

What are some common parts of an airplane? *wing, tail, nose, propeller, cockpit, fuselage, controls, instruments, engine*

What are some important features of airplanes? *They fly in the air; they are heavier than air; they can be controlled; they can carry people.*

What are some related fields? *aviation, aeronautics, aerodynamics*

For the next lecture, try to think of your own list of vocabulary. Then, if you want, you can compare it with the vocabulary list provided below.

Pre-listening Lists for Lecture 8

Here are some sample pre-listening questions and vocabulary analyses for **Lecture 2, Principles of Child Psychiatry**:

1. What principles will the lecturer discuss?
2. How might these principles apply to teaching and parenting?
3. What is a child psychiatrist?
4. What does a child psychiatrist do?
5. What ages and types of children do a child psychiatrists work with?
6. What are the major debates or schools of thought within the field?
7. Who are/were the leading thinkers in the field?

Analysis of the word *principles*

Vocabulary

What are some synonyms of the word *principle*? *theory, belief, notion, idea, opinion, view, assumption, point of view, way of thinking*

Analysis of the word *child*

What are some synonyms of the word *child*? *kid, boy, girl, youngster*

What are some related words? *baby, toddler, adolescent, teenager, youth*

Analysis of the word *psychiatrist*

What are some synonyms of *psychiatrist*? *psychopathologist, shrink, analyst*

What are some related words? *psychologist, psychoanalyst, therapy, counseling, intervention*

What problems do psychiatrists deal with? *mental and emotional disorders, pathologies, neuroses, anxiety, depression, juvenile delinquency, abnormal behavior*

Pre-Listening Lists for Lecture 9

Here are some sample pre-listening questions and vocabulary analyses for **Lecture 9, *Women and Social Reform***:

1. What is *social reform*?
2. What types of social reform have women been involved in?
3. Who are/were these women?
4. Where and when has this social reform taken place?
5. Whom did this social reform benefit?
6. What obstacles have these social reform efforts been faced with?
7. How have women's reform efforts been different from those of men?

Analysis of the word *women*

Vocabulary

What are some synonyms? *female person, lady*

What are some related words and phrases? *man, gender*

Analysis of the word *social*

What are some synonyms? *public, societal, communal, national, civic*

Analysis of the word *reform*

What are some synonyms? *betterment, change, improvement, progress*

What are some related words and phrases?	<i>movement, legislation, laws, equality, rights</i>
What are some types of (social) reform efforts?	<i>abolitionism, suffrage, civil rights, human rights, women's rights, worker's rights, children's rights, immigrants' rights, social security</i>
What types of people are involved in reform?	<i>politicians, leaders, lawyers, professors</i>

Listening Topic 2: Identifying Main Ideas

There are four keys to identifying main ideas in lectures and presentations. First, a speaker may signal a main idea through **discourse markers**; that is, speakers often use certain phrases to mark or emphasize their main ideas. Here are some examples:

The point I want to make/cover here is...

The main point is...

The important thing here is...

What I'm trying to show is...

What I'm going to talk about today is...

The purpose of my remarks is ...

This afternoon I'd like to explain/focus on...

In the next 50 minutes, I'm going to outline/trace/review...



See [Listening Topic 5](#) for more information on discourse markers.

Similarly, speakers often use **rhetorical questions** to signal main ideas, topics, and themes. These are questions that the speaker asks out loud, and that the speaker plans to answer in his/her presentation. In general, rhetorical questions *will always be answered in the lecture or presentation*. Therefore, rhetorical questions are important discourse markers to pay attention to. For example, in Part 1 of Lecture 7, Professor Vicenti asks, "What does one require of an airplane? So if you're going to invent the airplane...what does an airplane have to do?" Here, the professor is using rhetorical questions to introduce the main ideas of his talk.

Another key to identifying main ideas is **repetition**, or how many times a word or phrase is repeated. If something is repeated several times, it suggests importance. For example, in Part 1 of Lecture 9, the word "women" is repeated ten times; the words "history," "American" and "reform" are each repeated four times; the name Miriam Van Waters is heard twice; and the phrases "social reform movements" and "female reform tradition" are heard two times each. These repetitions accurately reflect the main ideas of this segment:

- Professor Freedman will discuss the topic of women's social reform movements in American history.
- More specifically, she will talk about what she has called "the female reform tradition" and will use the story of Miriam Van Waters to illustrate this tradition.

The third key to identifying main or important ideas is **pace**. Pace is the speed of speech. Unimportant points or small details are usually spoken about more quickly. Important points, such as main ideas, are usually spoken about more slowly and clearly. Therefore, you should make an effort to increase listening intensity during more slowly spoken segments; alternatively, you should try not to get anxious or panicked if you miss a line which is spoken very quickly.

For example, Part 1 of Lecture 8 ends with the following line: "...As your kids age, they become more and more complex, or, from a parental perspective, difficult to manage." The

phrase “from a parental perspective” is a somewhat unnecessary, parenthetical point. That is, this phrase is less important than the rest of the sentence. When you listen to this sentence in the lecture, you will notice that this phrase is spoken much more quickly than the rest of the sentence.

A few moments later, at the beginning of Lecture 8, Part 2, the professor comments:

“The behaviorists notion, which most of us, I think, were raised with, especially in this country – I grew up in Europe, so it’s a little different there – have this idea: that kids, when they’re born, are essentially an empty slate.”

Can you guess which part of this is spoken more slowly and clearly? Here it is again, with the slow, deliberate phrases underlined:

The behaviorist notion, which most of us, I think, were raised with, especially in this country – I grew up in Europe, so it’s a little different there – have this idea: **that kids, when they’re born, are essentially an empty slate.**

Finally, a lecturer’s visual aids, such as outlines, lists or drawings, often provide obvious clues to a speaker’s main points. For example, in Lecture 7, Professor Vicenti draws a diagram which demonstrates an important concept in aeronautics. In Lecture 8, Professor Steiner shows a slide which summarizes the main points of his talk. These types of visual aids should be taken advantage of. In fact, there is an old piece of academic advice which states that when a speaker has made the effort to write something on the board, you should make the effort to write it in your notes!

Listening Topic 3: Note Taking

Taking notes effectively is crucial to success in academic and professional environments. There are **four** important components to successful note taking.

1. **Language.** Take notes in the language in which you will need to use the notes. That is, if you are in a business meeting in New York with U.S. companies and you will need to use your notes to write memos, letters, or contracts in English, then take notes in English, not in your native language. Similarly, if you are in a class where you will be tested in English or if you will need to discuss the information in English, take notes in English. This will help you remember precise language and context in note-taking situations. In addition, it will help develop your English skills. Finally, and most important, after you become an efficient note taker in English, you will be able to take notes more quickly and accurately than if you constantly translated everything.
2. **Speed.** Effective note taking requires you to quickly record information. To do this, good note takers **DO NOT WRITE DOWN EVERY WORD** or try to take notes in neat sentences; instead, they write only *key words* and phrases. In addition, good note takers use *shorthand* when they take notes. In other words, they use symbols to represent words or ideas. Here are some common examples:

>	is more than	w/	with
<	is less than	w/o	without
=	is equal to	b/c	because
≠	isn't equal to	K	thousand (40K = 40,000)
~	is approximately equal to	/	per, out of (1/25 = 1 per 25)
Δ	to change to, a change	+, &	and
→	leading to, causing	∴	therefore, consequently
←	to be caused by, as a result of	♂	man, men
↑	to go up, increases	♀	woman, women
↓	to go down	i.e.	for example
@	each, at	vs.	versus, compared to

When you take notes, try using some of these symbols as well as any others you can think of. Everyone has a different system of note-taking shorthand, so feel free to be creative!

Here is an example of efficient note taking which reflects a short passage from Lectures 9. Notice that ideas have been reduced to key words and that shorthand symbols are used extensively.

You hear:

Now some historians have suggested that this female reform tradition was especially strong in the United States, in contrast to some European countries, because in the United States the labor movement was weaker than in England or France or Germany.

You write:

Historians: ♀reform trad in US > Euro countries b/c
 Labor mvment in US < UK, France, Germany

3. **Organization.** Your notes should reflect which of the lecturer's points are main points and which are details. Sometimes the details are also broken down into smaller categories or sub-details, and your notes must show this as well.

There are many effective ways to represent lecture organization in your notes. One common technique is to write the main ideas close to the left margin of the page, the details below the main ideas and a little bit to the right, smaller details below and to the right of the larger ones, and so on.

- MAIN IDEA 1
 - Detail 1 of Main Idea 1
 - Supporting information for Detail 1
 - Supporting information for Detail 1
 - Detail 2 of Main Idea 1
 - Supporting information for Detail 2
- MAIN IDEA 2
- ...and so on

There are many other systems of note taking. If the above approach of note taking does not suit you, ask your teacher for other suggestions.

A final note: Clear, organized note taking requires practice. Furthermore, your opportunities for practice do not have to end when the lectures in this program end: the best note takers often *rewrite* their notes to show the ideas and organization more clearly.

4. **Accuracy.** Are your facts correct? Did you write down all the main points and a sufficient number of details? Can you read your notes and understand what you wrote? These skills take time and practice, but you can achieve a lot of success through good pre-listening preparation (see [Listening Topic 1](#)), efficient note taking using shorthand, and a clear pattern of organization.

In addition, accurate note taking requires *stamina*. That is, you must be able to concentrate for long periods of time. The more you practice, the more your note-taking stamina will develop. Finally, there will be times when you miss information. Don't worry – this happens to all of us! If you do miss information, make a guess about what you missed and try to maintain your focus. Fortunately, lecturers often repeat important information, so if you miss something, there is a good chance you will hear it again.

Listening Topic 4: Processing Details

Advanced Listening requires you to comprehend many different types of details in several different contexts. Consequently, this listening strategy topic is presented in three parts, each discussing a different aspect of understanding details.

1. Aural Skimming: Listening for a Particular Detail

Our goals in listening often involve understanding or “catching” one crucial detail; this typically requires pulling one particular detail out of a larger set of details. For instance, while listening to someone talk at a business meeting, you might have a special interest in a particular budget figure or a date for a certain event, but have little interest in other details. Other common examples include listening for particular pieces of information in weather reports or in airport announcements. Similarly, in *Advanced Listening* you are often asked to listen for a particular detail within a lecture segment.

The most important strategy for this type of listening is *prediction*. That is, before listening, try to predict what may signal or mark the information you are listening for. For example, what words might the speaker use when giving this detail? If you are listening for a particular number, think about what type of number you expect: Will it be in the hundreds or the millions? Will it be a fraction? A decimal? A percentage? The more you focus yourself before you listen, the better chance you have to succeed in the listening task. (See [Listening Topic 1](#) for more discussion about prediction.)

2. Understanding and Recalling Details

Just as we enter some listening situations with the goal of comprehending one crucial detail, we also come out of listening situations with the need to remember or process pieces of information we have heard. Here are two strategies to help you understand more details while you listen as well as to help you remember more details after you have listened.

- **Maintain your focus.** It is easy to become distracted while listening, especially when the language is not one you natively speak. One way to maintain your focus is to continue to actively predict what may come next in the lecture.
- **Take detailed notes.** Not only does note taking help you stay focused, but it will also provide your best reference to what has been said. In academic and other listening situations which require the understanding and recall of large numbers of details, it is absolutely necessary to take the best notes you can. Studies have found that efficient, detailed note taking is a key predictor of academic success (See [Listening Topic 3](#)).

3. Strategies for Making Inferences

Some questions you hear in the Interactive Listening section are *inference* questions. An inference is an assumption made from information that we have. That is, in the case of listening comprehension, an inference is an interpretation or a conclusion based on the information that we hear. Making inferences is a critical skill because not all important information is clearly or explicitly stated; therefore, even if we understand all the words in a listening segment, we still may not have complete comprehension.

For example, in Part 2 of Lecture 8, Professor Steiner gives the following example from his psychiatric practice:

A lot of the parents, when they come to our clinics, fully expect that we will blame them at some point in treatment. They're all just sort of waiting, you know. When is he going to drop it on us that really it's our fault that this happened? And if he doesn't do it in the first session, he'll do it by the tenth, so we've got to be watching out for this guy. And the fact is, it never comes that way.

In this passage, the professor does not directly state the main purpose of his story. Rather, we must infer it. That is, we must be able to deduce that the *reason* the parents feel they will be blamed is that they believe that a child is an “empty slate” (this concept is explained in the lecture) and that if there are problems with a child’s development, the parents must be at fault for allowing that empty slate to become filled with problematic material.

How can we make inferences successfully? Here are two ways improve to your inferencing skills.

- **Review your pre-listening strategies carefully and apply them** (see [Listening Topic 1](#)). Inferences are largely based on background knowledge. The more you know about the subject and the more you have predicted about the listening passage, the better able you will be to make inferences.
- **Trust your instincts and don't be afraid to guess!** If you guess wrong, try to determine why you were wrong and move on. That's what learning is all about.

Listening Topic 5: Determining the Relationships of Ideas

A lecture is a series of smaller ideas which are put together in a particular way to form larger ideas. In other words, lectures and other styles of communication are built upon the relationships of ideas. *Discourse markers*, also called *organizational cues*, *transitions*, or *signposts*, can help you determine these relationships. In fact, these markers can help you figure out the meanings of words or ideas which you would not have understood otherwise.

For example, in Part 1 of Lecture 8 you hear:

There's also the temporal context that you have to consider. In other words, nobody in our field believes that when you start out as a child of 3, 4, 5, 6, that you can be held to the same standards of ethical and moral behavior as when you're 25.

The most important word in the first sentence, “temporal,” is a seldom-used academic term, and you may not have known its meaning when you first read it above. However, because of the discourse marker the professor uses in the next sentence, you should be able to determine the general meaning of this word. Specifically, the next sentence begins with the phrase “that is,” which tells you an explanation of the previous sentence is coming. The professor then compares a child of 3-6 with an adult of 25. Therefore, we know that *temporal* refers to time, and that the “temporal context” refers to the age of the person being considered. In this case, the discourse marker *that is* allows us to make this inference easily and to understand the professor’s purpose instantly as he moves from the first sentence to the second.

Here are some common discourse markers and the relationships of ideas they indicate:

Markers of Addition

Also, ...
Another point (reason, factor, explanation, etc.) is ...
Furthermore, ...
In addition, ...
Moreover, ...

Markers of Consequence (Cause and Effect)

...because...
...because of...
...(be) caused/affected by....
...(be) due to...
...(be) due to the fact that...
The reason for this is...

Indicate a cause of the previous action/idea (or, in other words, that the previous idea is a consequence of the second action/idea)

As a result...
Because of this,...
Consequently,...
For this reason,...
So,...
Therefore,...
The result/outcome of this is...
Thus,...



*Indicate an effect or consequence
of the previous action/idea*

Markers of Clarification/Explanation

In fact,...
In other words,...
That is,...
What do I mean by _____?
Which is to say,...

Markers of Classification/Categorization

There are 2 (3, 4, several, many, etc.) types/kinds/forms/categories/classifications/groups of _____.
This comes in/takes 2 (3, 4, etc.) forms.
_____ can be divided/subdivided/broken down/classified into 2 (3, 4, etc.) types.

Markers of Comparison and Contrast

Along the same lines,...
In the same way,...
Like _____, ...
Likewise, ...
Similarly, ...
To put this in perspective/context, ...



Indicate similarity

Although/though _____, ...
However, ...
In contrast, ...
Instead, ...
Nevertheless, ...
On the other hand, ...
To put this in perspective/context, ...
Unlike _____, ...



Indicate contrast

Markers of Definition

_____ means...
We can define _____ as...
What do I mean by _____?
What is _____?

Markers of Digression

As an aside,...
By the way,...
Incidentally,...

Markers of Exemplification

An example of _____ is....
For example,...
For instance,...
In fact,...
...such as...

Markers of Sequence of Events

How did this develop/occur/happen/come about?
Next/Then/Later/After that,...
There are _____ steps to _____...
We can trace this process/development...

Of course, speakers do not always use discourse markers to link their ideas. In the cases where there are no sign posts or organizational cues, listeners must rely on common sense and on their skills to predict information ([Listening Topic 1](#)), make inferences ([Listening Topic 4](#)), and determine meaning from context ([Listening Topic 6](#)).

Listening Topic 6: Guessing Vocabulary from Context

Guessing meaning from context is an important skill. Even native speakers often hear unknown words in speech and must try to guess the meaning through context. Those who are successful at this skill usually use many of the other strategies discussed in the *Listening Strategy Guide* to help them guess the meaning of new words and phrases:

- they make predictions and prepare themselves before they listen ([Listening Topic 1](#));
- they pay attention to the repetition of key words ([Listening Topic 2](#));
- they use their intuition to make inferences ([Listening Topic 4](#));
- they pay attention to discourse markers ([Listening Topic 5](#)).

In addition to the above, here are 4 strategies that will help you make better guesses about the meanings of words you don't know.

1. Use the words and phrases surrounding the unknown word to make quick guesses about its general meaning. For example, in Part 2 of Lecture 7, Professor Vicenti discusses the result of trying to identify the inventors of certain things:

Countries vie with each other and argue about it. And there's.... somehow it rarely seems to be settled.

You might not be familiar with the verb *vie*, but because you know what *argue* means and because you may understand the phrase “rarely seems to be settled,” you can infer that *vie* must refer to some form of conflict or disagreement. (This inference would be correct, of course, as *vie* means *compete*.) When guessing, however, you should not worry if you don't know exactly what type of conflict or disagreement *vie* may refer to. When you are listening, you need to make very fast guesses regarding the general meanings of words. If you stop to think about a word for too long, you will probably sacrifice your understanding of the speaker's next point. In sum, make your guesses quickly and learn to be comfortable with less than 100% certainty. Also, be confident! You will see from the exercises in *Advanced Listening* that, with practice, your guesses will usually be right!

2. Recognize when the speaker offers a definition or an explanation of an unknown word. For example, in Part 5 of Lecture 7, Professor Vicenti says, “Moving forward in this direction – right to left – would cause resistance, which is called drag.” Here, the professor is explicitly defining *drag* as *resistance*. Similarly, Professor Vicenti says in Part 13:

Now by stability, you mean that the airplane, when it has some kind of a chance disturbance by a gust or whatever – not a control by the pilot – when it has a disturbance that throws it out of equilibrium, there is something that will return it to that ... automatically... to that direction.

In this way, he is telling us directly that *stability*, in aeronautical terms, is the characteristic that enables an airplane to return to a balanced state after a natural disturbance. (See [Listening Topic 5](#) for a list of discourse markers that signal a definition or explanation.)

In addition, speakers sometimes define words or phrases using *appositives*. An “appositive” is any word or phrase – a noun, pronoun, noun clause, infinitive phrase, prepositional phrase, etc. – which stands after another word or phrase without a grammatical link. For instance, in Part 6 of Lecture 8 we hear:

Starting from about early school age on – six, seven – what begins to weigh in is what we call personality characteristics.

Here, Professor Steiner clarifies the phrase “early school age” with the appositive “six, seven.”

3. Pay attention to body language. A speaker’s gestures (movements) often provide obvious clues to the meaning of words or phrases. For example, in the last part of Lecture 7, Professor Vicenti purposefully uses physical movements to illustrate the terms *yaw*, *pitch*, and *roll*. That is, he demonstrates with his hands and arms (and his model airplane) the three aeronautical movements mentioned above.

Of course, there are other visual clues in addition to body language. For instance, speakers often provide the meaning of words and phrases by referring to pictures, photographs, notes on the board, and other types of visual aids. In Part 9 of Lecture 7, for example, Professor Vicenti says, “Some of them were monoplanes; some of them were biplanes, as this one.” Here, the professor refers to a photograph, *showing us* that a biplane is an airplane with two sets of parallel wings. In sum, listening is a multi-sensory activity, so make sure to have your eyes open, as well as your ears!

4. Finally, try to build your vocabulary as quickly and broadly as possible, since the more words you know, the easier it is to guess unknown words from context. As you complete this course, keep a vocabulary log of the new words and idioms you learn, and review this log frequently.

Listening Topic 7: Reported Speech and Summarizing

This course would not be complete without addressing one of the most important post-listening skills you will need in your career: the ability to report what you have heard. This skill is essential in order to both reflect back details with precision and summarize the points or attitudes of the speaker.

To report speech effectively, you need three basic ingredients:

1. an accurate understanding of the original or “direct” speech;
2. an awareness of the grammatical contexts of reported speech; and
3. the ability to select an appropriate reporting verb.

Since the first six listening topics in this guide have dealt with ingredient #1, let us now discuss ingredients #2 and #3.

The Grammar of Reported Speech

Traditionally, the verb tenses we use in reported speech are governed by what is called “the sequence of tenses.” This is a system for shifting tenses when moving from quoted speech (also called *direct speech*) to reported speech. Here is a summary of the most common tense shifts:

Quoted Speech →	Reported Speech
<i>simple present</i> “My professor <i>writes</i> books.”	<i>simple past</i> She said (that) her professor <i>wrote</i> books.
<i>present progressive</i> “My professor <i>is writing</i> a book.”	<i>simple past</i> She said (that) her professor <i>was writing</i> a book.
<i>simple past</i> My professor <i>wrote</i> a book.	<i>past perfect</i> She said (that) her professor <i>had written</i> a book.
<i>past progressive</i> My professor <i>was writing</i> a book.	<i>past perfect progressive</i> She said (that) her professor <i>had been writing</i> a book.
<i>future</i> My professor <i>will write</i> a book.	<i>conditional</i> She said (that) her professor <i>would write</i> a book.
<i>present perfect</i> My professor <i>has written</i> a book.	<i>past perfect</i> She said (that) her professor <i>had written</i> a book.
<i>past perfect</i> My professor <i>had written</i> a book	<i>past perfect</i> (no change) She said (that) her professor <i>had written</i> a book.
<i>Modals</i> “I <i>can write</i> a book” “I <i>may write</i> a book.” “I <i>might write</i> a book.” “I <i>must write</i> a book.” “I <i>have to write</i> a book.”	 She said that she <i>could write</i> a book. She said (that) she <i>might write</i> a book. She said (that) she <i>might write</i> a book. (no change) She said (that) she <i>had to write</i> a book. She said that she <i>had to write</i> a book.

“I *should write* a book.”
“I *ought to write* a book.”

She said (that) she *should write* a book. (no change)
She said (that) she *ought to write* a book. (no change)

commands

Write a book!
Don't write a book!

She told me *to write* a book.
She told me *not to write* a book.

The above rules for tense shifting commonly apply when we use a reporting verb in the past tense (i.e., She said that...; She explained that...; She told us that...; etc.). **However**, when we use a reporting verb in the **present tense**, we do not shift the tense later in the sentence. For example:

“My professor *is writing* a book.” → She says that her professor *is writing* a book.

You might choose to use the present tense to report speech if 1) you are reporting someone's remarks immediately after that person made them, or 2) you want to emphasize that the condition described in the sentence is still true or continues to exist.

You will find both present tense and past tense reporting verbs within the Reported Speech exercises in *Advanced Listening*.

Note: Although **you will always be correct** if you apply the above rules about tense shifting, there are several cases in which tense shifting is *optional*. Unfortunately, these exceptions to tense shifting, though fairly common, are not applied consistently to either written or spoken English. Therefore, these exceptions have not been integrated into the exercises in this program. Nevertheless, you should be familiar with them:

- The first of these exceptions involves “general truths.” A general truth is an idea or statement that is universally acknowledged to be a fact. When speakers/authors *wish to emphasize* their reference to a universal truth, they will sometimes refrain from shifting tenses. For example:

→ “Venus and Mercury *don't* have any moons.”
→ The professor said that Venus and Mercury *don't* have any moons.”

- Another exception is for events or conditions which remain true in the eyes of the speaker/author. That is, when speakers/authors *wish to emphasize* that the condition is still true or existent, they will sometimes refrain from shifting tenses. For example:

→ “We *are not doing* enough about pollution.”
→ The professor argued that we *are not doing* enough about pollution.

- Finally, sometimes speakers will forego the sequence of tenses when they are giving immediate reports. For example:

Speaker A: “The election is next month.”

Speaker B: “What did he say?”

Speaker C: “He said that the election is next month.”

Reported speech also involves an understanding of noun clauses and pronouns. While it is not practical to review all of the applicable grammar rules of these two topics, here are a few key points:

- Remember to use correct noun-clause word order in reported speech.

*Incorrect: The professor explained how **had the problem been** solved.*
*Correct: The professor explained how **the problem had been** solved.*

- Remember to use *if* or *whether* when reporting yes/no questions.

“Has anyone here in the audience heard of Sir George Cayley?”
→ The professor asked **if** his audience had heard of Sir George Cayley.

- Remember to make necessary changes to pronouns and time/place references in reported speech.

“I will not raise taxes **this** year.”
→ The president said **he** would not raise taxes **that** year.

Selecting the Right Reporting Verb

The selection of the most appropriate reporting verb is essential in order to reflect the speaker’s intention or attitude correctly. For example, let’s say a speaker says, “The translation method is not the best way to learn a language for most people.” Which of these sentences would best reflect the speaker’s remark?

1. The speaker said that the translation method was not the best way to learn a language for most people.
2. The speaker admitted that the translation method was not the best way to learn a language for most people.
3. The speaker predicted that the translation method was not the best way to learn a language for most people.

The answer is... It is impossible to know which reporting verb is best without hearing this quote in context! This should tell you how important reporting verbs are! For example, how do you expect your listener (or reader) to know what the intent of the original speaker/author was if you do not provide guidance with an accurate reporting verb?

Let’s try the above exercise again, but this time, here is more of what the speaker said:

“After years and years trying to learn French by translating every word to English, I continued to insist to my friends and colleagues that this was the best way. Everyone said that I was wrong. However, I kept trying until I finally gave up, completely frustrated and still unable to speak French fluently. Now, years later, I realize that the translation method is not the best way to learn a language for most people.”

Which of the three sentences above best reflects the speaker’s intention? Number 2! The speaker is *admitting* that, after all those years, he had been wrong. The speaker is not making a prediction, so sentence #3 would not be accurate. Sentence #1 (The speaker *said*...) would not be inaccurate, but it would clearly not provide the best picture of the speaker’s meaning.

From the above example, we can see that **good summarizing skills require you to be able to select the right reporting verb**. You cannot simply rely on “says” or “said.” Therefore, in the Reported Speech exercises in *Advanced Listening*, you will be given practice with a wide variety

of reporting verbs. Here is a list of the reporting verbs you will see. Your first homework assignment is to learn their meanings!

*All verbs in this list can be followed by “that” (i.e., *The professor acknowledged that...*).

acknowledge	explain	promise
admit	hope	propose
affirm	hypothesize	recognize
argue	imply	recommend
assert	infer	remark
believe	insist	report
claim	joke	say
comment	make clear	show
conclude	maintain	speculate
contend	mention	state
decide	note	suggest
declare	observe	tell (tell + indirect obj. + that: <i>She told <u>us that</u>...</i>)
demonstrate	point out	want to know
deny	predict	
emphasize	prefer	

*These verbs cannot be followed by “that,” but are nevertheless useful reporting verbs.

apologize	contrast
attribute	describe
cite	discuss
characterize	

Appendix:



Practice Exercises for developing the Listening Strategies

The following exercises will help you get a structured start to your comprehension and application of the listening strategies. There are exercises for each part of Lecture 7. All exercises are designed to be used with the **Presentation** section of each lecture part.

It is a good idea to look at these exercises before you do the Presentation section for any given lecture part. This is because some of the exercises are designed to be completed before you watch. Other exercises, however, are meant to be completed while you watch the lecture or after you watch the lecture. Read the direction line at the top of each exercise for instructions.

An **Answer Key** for selected exercises is located at the back of this guide.

Overview of Exercises

Lecture Part (all from Lecture 7)	Listening Strategy Focus
Part 1	Listening Strategy 1: Pre-listening Strategies
Parts 2-3	Listening Strategy 2: Identifying Main Ideas
Parts 4-5	Listening Strategy 3: Processing Details Listening Strategy 4: Note Taking
Parts 6-7	Listening Strategy 5: Determining the Relationships of Ideas
Parts 8-9	Listening Strategy 6: Guessing Vocabulary from Context
Part 10-11	Listening Strategy 7: Reported Speech and Summarizing
Parts 12-13	Listening Strategies 1-7

Note: These exercises may be printed or photocopied.

Lecture 7: *The “Invention” of the Airplane* Part 1

Listening Strategy Focus:

Listening Topic 1: Pre-listening Strategies

Before You Watch

1. Write at least three questions you think may be answered in the lecture. Then, try to predict what the answers to these questions might be. (For help, review [Listening Topic 1.](#))

Question: _____

Possible answers:

Question: _____

Possible answers:

Question: _____

Possible answers:

2. Predict at least 10 words you might hear in the lecture and list them here. You may use a dictionary or thesaurus to help you.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lecture 7: *The “Invention” of the Airplane* Parts 2-3

Listening Strategy Focus:

Listening Topic 2: Identifying Main Ideas

While You Watch & After You Watch

1. Watch Part 2 once or twice and choose the three most repeated words/phrases from the box below. Next, write at least three sentences with these words to reflect the main ideas of this lecture segment. (See [Listening Topic 2](#) for details about the importance of repetition.)

the Wright brothers	airplane	invention
achievement	cumulative	enormous
theory	argue	breakthrough

Most repeated words:

- 1) _____ 3) _____
2) _____ 4) _____

Questions/Statements:

- 1) _____
2) _____
3) _____

2. Watch Part 3 once or twice. What does the professor say to signal you to the main ideas and emphases of his lecture?

Which of the points from [Listening Topic 2](#) do you see reflected in this part of the lecture?

Lecture 7: *The “Invention” of the Airplane* Parts 4-5

Listening Strategy Focus:

Listening Topic 4: Processing Details

While You Watch

1. Watch the first 10 seconds of Part 4. Then hit the “pause” button. Before hitting the “play” button again, predict the words and themes you may hear during the rest of the lecture part. Write your predictions below.

After You Watch

2. How did your predictions from question #2 help you to separate the professor’s main points from his minor points and digressions?

Listening Strategy Focus:

Listening Topic 3: Note Taking

Before You Watch

3. Watch the end of Part 4 again. Then, write what basic information you expect to have in your notes at the conclusion of Part 5.

4. Now watch Part 5 and, on your own paper, take notes carefully from beginning to end. Review the points in [Listening Topic 3](#) before you start. In addition, think about the following questions as you take notes: *If you hear the main ideas which you predicted in question #3 above, do these points show prominently in your notes? That is, can you easily separate these main ideas from the smaller details when you look at your notes?*

When you finish, compare your notes with the sample notes at the end of the Appendix.

Lecture 7: *The “Invention” of the Airplane* Parts 6-7

Listening Strategy Focus:

Listening Topic 5: Determining the Relationships of Ideas

After You Watch

1. Watch Parts 6 and 7. Then, use the words from the box to connect or complete the ideas below. (You will not use all the words.) Watch the lecture again and check your answers.

as a result of	✓ consequently
next	that is
as opposed to	due to the fact that
define	although
in fact	on the other hand

Before Cayley, most people had not separated the idea of lift from that of thrust.

(a) Consequently, many people had proposed ornithopters as the best way for humans to fly. We can (b) _____ an ornithopter as a flapping-wing aircraft.

(c) _____ this approach does not work for humans, birds fly quite well this way. (d) _____ Cayley’s ideas, people who came later were able to visualize the problems of flight. (e) _____ Cayley was

the first to truly understand the main concepts of flight, it is possible to consider him as the “inventor” of the airplane. (f) _____, if an idea alone is enough to equate to an “invention,” then Cayley might deserve credit as the inventor of the airplane.

(g) _____, if the inventor of the airplane is required to demonstrate sustained flight under power (but not required to carry a human), then Penaud can be considered as its inventor. In other words, (h) _____ Cayley, Penaud physically demonstrated the possibilities of flight. (i) _____, Penaud flew his model airplane as far as 180 feet.

2. For each item above, write the relationship of ideas that the discourse marker indicates. Review [Listening Topic 5](#) if you need help. Write your answers below.

- | | |
|-----------------------|----------|
| a. <u>consequence</u> | f. _____ |
| b. _____ | g. _____ |
| c. _____ | h. _____ |
| d. _____ | i. _____ |
| e. _____ | |

Lecture 7: *The "Invention" of the Airplane*
Parts 8-9

Listening Strategy Focus:

Listening Topic 6: Guessing Vocabulary in Context

While You Watch

1. Watch parts 8 and 9, and listen for the following words. For each word, try to guess its meaning. Then write what type of clues helped you guess the meaning. For example, was the meaning determined by the context of nearby words, an appositive, body language, a visual aid, or an explicit definition?

Word: ***wealthy*** (Part 8)

Definition: _____

Type of clue: _____

Word: ***controversy*** (Part 8)

Definition: _____

Type of clue: _____

Word: ***glider*** (Part 9)

Definition: _____

Type of clue: _____

Word: ***surface*** (Part 9)

Definition: _____

Type of clue: _____

Lecture 7: *The “Invention” of the Airplane*
Parts 10-11

Listening Strategy Focus:

Listening Topic 7: Reported Speech and Summarizing

After You Watch

1. Change the quoted speech from the lecture into reported speech. Try to use at least four different reporting verbs in your answers. Review [Listening Topic 7](#) before you begin.

2.

a. “Lilienthal was most important for his philosophy.”

Professor Vicenti noted that Lilienthal had been most important for his philosophy.

b. “The birdmen were the ones that succeeded.”

c. “If the Wright brothers hadn’t done it, somebody else would have fairly soon.”

d. “The Wright brothers deserve enormous credit.”

e. “I don’t know when this photograph was taken.”

f. “The Wright brothers lived in Dayton, Ohio.”

g. “One evening, the Wright brothers were arguing vigorously.”

h. “Wilbur persuaded Orville, and Orville persuaded Wilbur.”

Lecture 7: *The “Invention” of the Airplane* Parts 12-13

Listening Strategy Focus:

Listening Topics 1-4

Before You Watch, While You Watch, & After You Watch

1. Consider this question: *What separated the Wright brothers from those who had come before them? That is, why were the Wright brothers unique or special?* Predict what information the professor might give to answer this. Then watch Part 12 and take notes. Answer the question using your notes.
2. Watch Part 12 again and fill in your notes. Add the details that help explain the Wright brothers' accomplishments.

Listening Strategy Focus:

Listening Topic 5: Relationships of Ideas

While You Watch & After You Watch

3. Watch Part 13 and identify at least three discourse markers in each of the last two lecture parts. Then write sentences (or pairs of sentences) with each one, paraphrasing what you heard in the lecture.

Listening Strategy Focus:

Listening Topic 6: Guessing Vocabulary from Context

While You Watch & After You Watch

4. Define the words *control*, *dihedral* and *gust* as they are used in Part 13. For each one, explain how you were able to deduce their meanings.

Listening Strategy Focus:

Listening Topic 7: Reported Speech and Summarizing

While You Watch & After You Watch

5. From Part 13, select three of the professor's points/statements to report. Choose from these reporting verbs: *contrast*, *define*, *demonstrate*, *explain*, *point out*, and *show*.

Answers to Selected Exercises

Parts 2-3

Ex. 1: *invention* (repeated 11 times), *theory* (repeated 5 times), *argue* and *cumulative* (repeated twice each)

Sample sentences:

- The professor identifies two theories of invention.
- Under the heroic theory of invention, people argue about who deserves credit for particular inventions.
- On the other hand, the social theory of invention views this process as a cumulative achievement by a number of people.

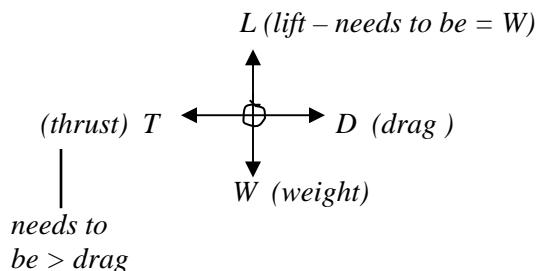
Ex. 2: The professor says, “I’m going to trace...” two times. This is a discourse marker which signals a main idea. Professor Vicenti also asks his audience questions which they should think about during the lecture. For example, he asks, “How do we define what it means to fly an airplane?” and “How is invention cumulative and communal, in the sense of being a community activity?” These rhetorical questions tell us that these themes are central to the professor’s lecture.

Parts 4-5

Ex. 2: Much of Part 4 is incidental information that is not critical to the professor’s main idea. For example, Cayley’s background, his portrait, and his invention of the tractor are all interesting pieces of information, but have little to do with the invention of the airplane. If you had been prepared to listen for Cayley’s role in inventing the airplane, you would have clearly noticed when the professor ended his digressions and said, “But for our purposes, he was the first person to clearly define the technical problems of mechanical flight as we look at them today, leading up to the modern airplane.”

Ex. 4: Sample notes:

Cayley = 1st to define problems of flight
- wrote paper “On Aerial Navigation” (1809-10)
- “to make a surface support a given weight by the applic. of power to the resistance of air”
★ - separated lift from thrust ← Cayley 1st to do this



Parts 6-7

Ex. 1: a. Consequently, b. define, c. Although, d. As a result of, e. Due to the fact that, f. That is, g. On the other hand, h. as opposed to, i. In fact

Ex. 2: a. consequence, b. definition, c. contrast, d. consequence, e. consequence, f. exemplification, g. contrast, h. contrast, i. exemplification

Parts 8-9

Ex. 1:

wealthy:

Definition: rich

Type of clue: the surrounding vocabulary (“...financial success...”)

controversy:

Definition: a situation that causes public disagreement or debate

Type of clue: the surrounding vocabulary (“...will dispute that quite violently...”)

glider:

Definition: a non-engine-powered aircraft which is controlled by a person shifting his/her weight

Type of clue: the professor’s reference to a photograph

surface:

Definition: the exterior boundary or aspect of something

Type of clue: appositive, body language, reference to a model airplane

Parts 10-11

Ex. 1: (answers will vary depending on the choice of reporting verbs and their tenses)

- a. Professor Vicenti noted that Lilienthal had been most important for his philosophy.
- b. The professor explained that the birdmen had been the ones that had succeeded.
- c. The professor asserted that if the Wright brothers had not done it, somebody else would have fairly soon.
- d. Professor Vicenti maintains that the Wright brothers deserve enormous credit.
- e. The professor didn’t know when that photograph had been taken.
- f. Professor Vicenti stated that the Wright brothers had lived in Dayton, Ohio.
- g. The professor explained that one evening the Wright brothers had been arguing vigorously.
- h. Professor said that Wilbur had persuaded Orville, and Orville had persuaded Wilbur.

Parts 12-13

Ex. 1: The Wright brothers were more analytic and systematic than anyone who had come before them. Most importantly, they were the first ones to achieve complete control in flight.

Ex. 2: Sample notes:

Wright bros. – v. analytic + systematic

> than anyone before them

- Improved wings, propellers

- designed + built their own gas engines

Main accomplishment: 1st to achieve complete control in flight

- used Lilienthal's birdman philosophy

- 1900-1902 – glider flights in Kitty Hawk, NC (strong, steady winds there)

Ex. 4:

Word: *control*: ability to deviate purposefully from a path or established direction

Comprehension clue: Professor Vicenti provides the definition (“...you also want control, which enables you do deviate...”).

Word: *dihedral*: the angle between the upwardly inclined wings of an airplane

Comprehension clue: body language, professor's definition (“...these two wings make an angle, which is known in aviation parlance is dihedral...”)

Word: *gust*: a burst of wind

Comprehension clue: body language