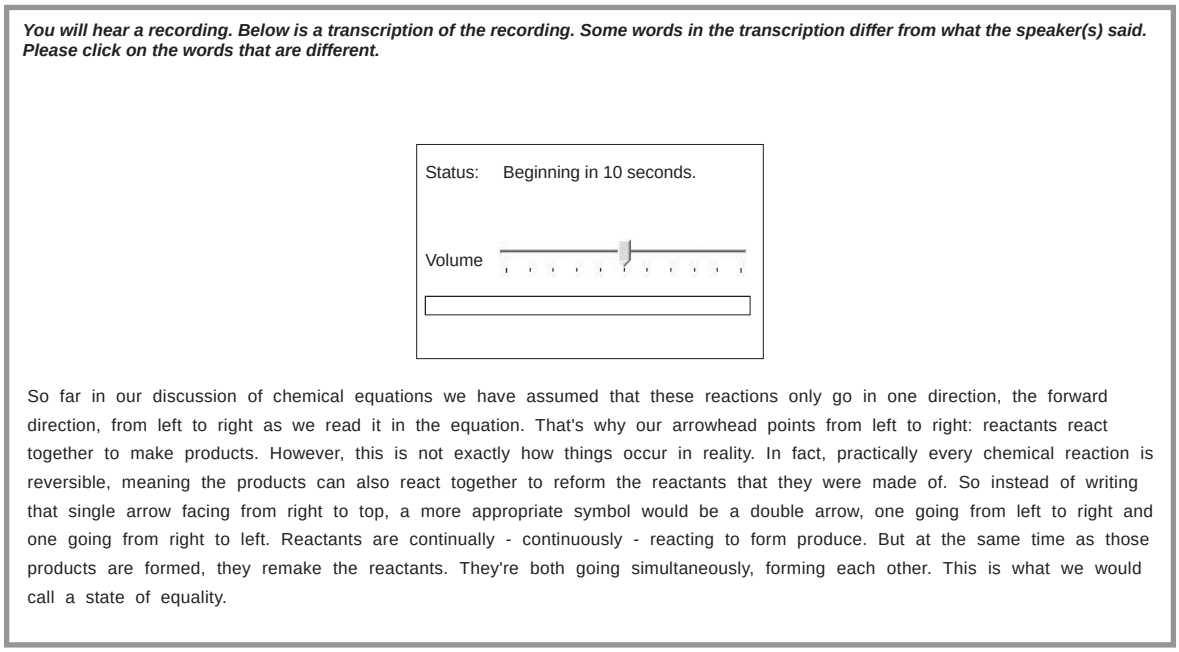
Highlight incorrect words

This is an item type that integrates listening and reading skills, and requires you to listen for and point out the differences between a recording and a transcription.



Item Type Strategies

Strategy 1 You only have ten seconds to read through the text before the recording starts. Focus on quickly reading and working out the pronunciation of the content words.

Strategy 2 As you listen, concentrate on every single content word you hear, i.e., nouns, verbs, adjectives and adverbs. Pay attention not only to words that carry the sentence stress, but also to those that may not be emphasized.

Strategy 3 As you listen, silently read each content word on the screen, and quickly compare what you hear to what you see.

Explanation and Practice of Each Strategy

Strategy 1

You only have ten seconds to go through the text, so you should focus on the content words while reading and ignore grammar words such as prepositions or articles. The incorrect words will most likely be nouns, verbs, adjectives or adverbs, such as easily-confused words that are similar in sound, spelling or meaning, e.g., *accept* and *except*, *jealous* and *zealous*, *south* and *north*, *colonize* and *conquer*, *accomplished* and *unaccomplished*.

As you read the text, try to sound out the content words silently. Working out the pronunciation of the written words will help you figure out the incorrect words when you hear the recording and compare the written and spoken forms.

To practice this strategy, do the following activities:

- Search for some easily-confused words on the Internet, such as *affect, allusion, climactic, credible, ingenious, official, reluctant.* Read the words out loud.

- Get someone to dictate some words to you that look or sound alike, e.g., *effect, illusion, climatic, credulous, ingenuous, officious, reticent*, and write each word next to the one that sounds similar.
- Look at Item 1. Read the text silently, working out the pronunciation of any unfamiliar words.

Strategy 2

You will hear the recording only once, so you should concentrate while listening and try not to miss any words as you quickly move through the text. Reember that the wrong words are most likely to be content words such as nouns, verbs, adjectives and adverbs, and that not all content words will carry the sentence stress. This is why you should also listen to words that are pronounced quickly or not emphasized by the speaker.

To practice this strategy, do the following activities:

- Look at these sentences, e.g., *Global climate change is the greatest environmental challenge we face. We have at most a few decades to make the necessary investments to prevent the most serious impacts of climate change. Future generations will judge us based on the investments we are considering now.* Read them aloud naturally, and identify the content words that are not emphasized.
- Look at Item 1. Play the audio [L19_Highlight_incorrect_words_1], and follow the text as you listen to every single content word.

Strategy 3

Remind yourself of Strategy 1, i.e., you should be able to pronounce each content word in the transcription of the text. This will help you quickly compare what you hear with what appears on the screen, and identify the incorrect words.

After the recording finishes, you should not re-read the text and try to correct any responses you made. Remember that even the incorrect words may fit into the text logically and grammatically, and unless you are absolutely certain that there is a factual error, or the same name is repeated in the text (e.g., the *Northwest Pasture* is referred to as the *Northwest Passage* later in the transcription), you should not make any corrections based on context or intuition.

To practice this strategy, do the following activities:

- Look at Item 1. Play the audio [L19_Highlight_incorrect_words_1] again, read the text silently and circle the incorrect words.
- Compare your answers with the correct ones.

Respond to a Highlight Incorrect Words Item

You will now respond to a test item simulating the test conditions. You will have ten seconds to skim the transcription, listen to the recording and give your response. Remind yourself of the three strategies for this item type and apply them.

Look at Item 2. Play the audio [L19_Highlight_incorrect_words_2], and circle the incorrect words.

Assess your Response

Were you able to use the strategies? Which one was the most difficult to apply? Which one was the most useful?

Then check your answers with the correct ones and play the audio again.

Item 1

You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. Please circle the words that are different.

So far in our discussion of chemical equations we have assumed that these reactions only go in one direction, the forward direction, from left to right as we read it in the equation. That's why our arrowhead points from left to right: reactants react together to make products. However, this is not exactly how things occur in reality. In fact, practically every chemical reaction is reversible, meaning the products can also react together to reform the reactants that they were made of. So instead of writing that single arrow facing from right to top, a more appropriate symbol would be a double arrow, one going from left to right and one going from right to left. Reactants are continually - continuously - reacting to form produce. But at the same time as those products are formed, they remake the reactants. They're both going simultaneously, forming each other. This is what we would call a state of equality.

Item 1: Transcript and Answer Key

Transcript

So far in our discussion of chemical reactions we have assumed that these reactions only go in one direction, the forward direction, from left to right as we read it in the equation. That's why our arrow points from left to right: reactants react together to make products. However, this is not exactly how things occur in nature. In fact, practically every chemical reaction is reversible, meaning the products can also react together to reform the reactants that they were made of. So instead of writing that single arrow facing from left to right, a more appropriate symbol would be a double arrow, one going from left to right and one going from right to left. Reactants are continually - continuously - reacting to form products. But at the same time as those products are formed, they remake the reactants. They're both going simultaneously, forming each other. This is what we would call a state of equilibrium.

Answers

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Item 2

You will hear a recording. Below is a transcription of the recording. Some words in the transciption differ from what the speaker(s) said. Please circle the words that are different.

I think the importance of creativity today really reflects a fundamental rift in the nature of the economy. You know, in the old days, wealth was created because in the industrial era, you manufactured everything, you got economies of scale, you had long production runs, you were really effective - you know, you could get a Model T, any color just so long as it was black. Right? So there was centralization. And there was a whole set of presumptions about how to manage, how to create an organization - you know, a typical kind of hierarchical organization - to make sure that things ran smoothly. Well, that may be great for a relatively stable era of history - relatively stable - but now things are functionally unstable - and so we need less economies of scale and more economies of recovery. Which means that the management approach, the organizational approach, has got to shift as well.

Item 2: Transcript and Answer Key

Transcript

I think the importance of creativity today really reflects a fundamental shift in the nature of the economy. You know, in the old days, wealth was created because in the industrial era, you manufactured something, you got economies of scale, you had long production runs, you were really efficient - you know, you could get a Model T, any color just so long as it was black. Right? So there was standardization. And there was a whole set of assumptions about how to manage, how to create an organization - you know, a typical kind of hierarchical organization - to make sure that things ran smoothly. Well, that may be great for a relatively stable era of history - relatively stable - but now things are fundamentally unstable - and so we need less economies of scale and more economies of discovery. Which means that the management approach, the organizational approach, has got to shift as well.

Answers

I think the importance of creativity today really reflects a fundamental rift in the nature of the economy. You know, in the old days, wealth was created because in the industrial era, you manufactured everything, you got economies of scale, you had long production runs, you were really effective - you know, you could get a Model T, any color just so long as it was black. Right? So there was centralization. And there was a whole set of presumptions about how to manage, how to create an organization - you know, a typical kind of hierarchical organization - to make sure that things ran smoothly. Well, that may be great for a relatively stable era of history - relatively stable - but now things are functionally unstable - and so we need less economies of scale and more economies of recovery. Which means that the management approach, the organizational approach, has got to shift as well.