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In this unit, we will focus on *replay questions*. Some questions on the listening test include a portion of a conversation or academic lecture/discussion. Replay questions test your ability to understand the real meaning of these recorded portions.

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Replay Questions

Replay questions test your ability to:

- Understand a speaker's underlying reason for saying something as relates to the overall organizational structure of an academic lecture. For example, a speaker may say something to introduce a topic, offer a supporting example of a key point, or summarize something.
- Understand the function of a speaker's statement. For example, a speaker may apologize for something, show agreement/disagreement, or seek clarification.
- Understand what the speaker implies when he or she says something. For example, you may need to understand the meaning of an idiomatic phrase or commonly used expression.
- Understand a speaker's real meaning by listening to his or her tone of voice and the context in which it appears.
- Understand a speaker's position on a certain issue or point made in the passage. For example, a speaker may like or dislike something, may be impartial about something, or may be annoyed by something.

Replay questions take two forms:

1. Some replay questions are general in nature. The narrator introduces several lines of a lecture or conversation, upon which the replay question is based.
2. Some replay questions are more specific. The narrator asks you to listen to several lines of a conversation or lecture. Then the narrator returns and asks you about a *specific part*—maybe only a few words—of the replay.

Here are some examples of typical replay questions:

- Why does the [professor] mention this . . . ?
- What does the [student] imply when [she] says this . . . ?
- What does the [man] mean when [he] says this . . . ?



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Replay-Question Answer Choices

- The correct answer choice:

Accurately describes the speaker's real meaning, purpose, or position.

- The incorrect answer choices:

Can incorrectly describe the speaker's real purpose. For example, if the professor says something to *introduce* a topic, the wrong answer choice might say that the professor said something to *give an example* of the topic.

Can incorrectly describe the speaker's meaning. For example, if an *idiomatic phrase* is given, an incorrect answer choice might give the *literal meaning* of the speaker's words.

Can incorrectly describe a speaker's position. For instance, a speaker may feel that a theory he or she is talking about is *valid*. An incorrect answer choice may say that the speaker *disagrees* with the theory.



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Sample 1

Listen to the following excerpts from four different conversations. In each conversation, a speaker uses the phrase "Yeah, right" for a different reason.

Listen to the following short dialogues. The phrase "Yeah, right" has different meaning in each context. Make note of these differences.



Click to listen to the audio

Here, the phrase is used sarcastically, because the student does not believe the dean will help her.



Click to listen to the audio



Click to listen to the audio

This time, the phrase is used to agree with what was said; the student is confirming that the project requires a speech.



Click to listen to the audio

Here, the phrase is used to indicate that the student is remembering that the project is due earlier than she had thought.



Click to listen to the audio

In this conversation, the phrase is used to indicate that the student is interested in what her friend has to say; she is prompting him to continue.



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Hints

- Listen very closely to each replay. Failing to hear even one word of the replay can make selecting the correct answer choice difficult in some cases.
- Take notes as you listen to the replay. Write down as much as you can word-for-word.
- The literal meaning of the speaker's words can be given in an incorrect answer choice.



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Sample 2

Listen to part of a lecture in a government class and take notes as you listen. Sample notes are given. Then answer the replay question.



<input type="radio"/>	
<input type="radio"/>	
	<i>Professor</i>
	<i>Unitary sys. of gov't.: national has more power.</i>
	<i>Smaller, local gov'ts. given power by nat'l.</i>
	<i>Larger can take back powers.</i>



Click to listen to the audio

Question: Why does the professor say this?

- ☐ He is explaining the time frame a unitary system has to work within.
☐ He is encouraging students to figure out the way a unitary body governs.
☒ He is emphasizing that the larger government is more powerful.
☐ He is suggesting that a unitary system is more effective if it is larger.

Answer Choice Breakdown:

- The professor mentions nothing about time frames.
- The professor is not encouraging the students to figure out the way a unitary body governs; he is telling them directly.
- This is the correct answer choice; the professor is emphasizing this fact and even slows down to show emphasis.
- The professor mentions larger and smaller government bodies, but doesn't add anything about their effectiveness.