

PART 1: Video**A. Watch the professor's lecture and answer questions 1–9.**Questions 1–5

Read the excerpts A–G from the lecture. Then answer questions 1–5. Two excerpts are not used.

- A. "Mass communication is at an all-time high . . ."
- B. "Now let's move on to discuss . . ."
- C. "You've all thought about this afternoon's lecture topic, yes?"
- D. ". . . by which I mean a . . ."
- E. "First we'll look at current technologies and then we'll talk about . . ."
- F. ". . . we've stopped thinking for ourselves."
- G. ". . . today we're going to discuss the question . . ."

- 1. Which excerpt activates background knowledge? _____
- 2. Which excerpt signals the topic? _____
- 3. Which excerpt signals the big picture? _____
- 4. Which excerpt signals a transition? _____
- 5. Which excerpt signals a definition? _____

Questions 6–9

Choose the best answer.

- 6. What is the topic of the lecture?
 - A. Is technology impacting our lives?
 - B. Is technology improving our lives?
 - C. Is technology affecting our lives?
- 7. What does the professor mean when she says mass communication is at an *all-time high*?
 - A. It has stayed the same as it was before.
 - B. It has decreased from what it was before.
 - C. It has increased from what it was before.

8. What does the professor say is central to all the items she mentions?
- A. the Internet
 - B. electronics
 - C. technologies
9. Which of these statements best summarizes the professor's attitude toward technology?
- A. Mass communication is decreasing in popularity.
 - B. All electronic gadgets are damaging us.
 - C. We've become too dependent on technology.

B. Read the questions first. Then watch the lecture again. Answer questions 10–18.

Questions 10–12

Choose the best word to complete the summary.

First, the lecturer examines types of **(10)** *communication / technology*, and then she explores how they have **(11)** *affected / accessed* our lives. Overall, according to the lecturer, their impact on us is **(12)** *negative / positive*.

Questions 13–18

Read the list of items 13–18 that technology makes available to us. Then match each one to its result A–H, according to the information in the lecture. Two results are not used.

- | | |
|--|-------|
| 13. having easy access to online information | _____ |
| 14. electronic calendars | _____ |
| 15. emails | _____ |
| 16. text messages | _____ |
| 17. being permanently connected | _____ |
| 18. using social-networking sites | _____ |

- A. we put less thought into our communications
- B. we're experiencing far more stress
- C. we're not separating work from leisure
- D. has made us lazy
- E. is making our real friendships suffer
- F. people are losing their jobs
- G. has made us poor at remembering our appointments
- H. language skills are getting worse

PART 2

Questions 19–24

Choose the best answer.

19. In lectures, what do we mean when we talk about *the big picture*?
- A. the layout of the university
 - B. the general plan of the lecture
 - C. the overall plan for the course
20. When a professor signals the topic at the beginning of a lecture, what are they telling you?
- A. what the course will be about
 - B. what will be on the next test
 - C. what the lecture will be about
21. Which strategy do you use to identify what a lecture is about?
- A. recognize when the subject is being changed
 - B. notice when the lecturer emphasizes a word
 - C. listen for language that signals the topic
22. Which of these does NOT use an expression to signal the big picture?
- A. "An important example of successful branding is maintaining one image."
 - B. "First we'll look at products and then we'll discuss strategies."
 - C. "Today I'm going to look at several ways in which global brands developed."
23. Which of these is NOT a function of indentation as a note-taking strategy?
- A. to show organization of ideas
 - B. to show the details related to the main ideas
 - C. to show ideas of equal importance
24. Which of these is NOT a reason for leaving space in your informal outline?
- A. to add more information later
 - B. to skip what you do not find interesting
 - C. to make the important points stand out

Questions 25–30

In note-taking, some words are important enough to write down and others can usually be left out. Read the parts of language 25–30 and put them into the correct column.

Write down (words with the most meaning)	Leave out (words that are not very meaningful)

- 25. pronouns
- 26. nouns
- 27. conjunctions
- 28. verbs
- 29. adjectives
- 30. prepositions

Questions 31–35

Read the statements and choose TRUE or FALSE.

- | | | |
|--|------|-------|
| 31. In presentations you should show authority and confidence. | TRUE | FALSE |
| 32. After a presentation, don't open the floor to questions. | TRUE | FALSE |
| 33. A rapport with your audience means a friendly relationship. | TRUE | FALSE |
| 34. A transition in a lecture tells you that a new idea is coming. | TRUE | FALSE |
| 35. Taking a poll is the same thing as greeting your audience. | TRUE | FALSE |

Questions 36–39

Read the excerpt. Then choose the best answer.

36.

“Hi Karl, we missed you today. Professor Conway’s lecture was really interesting! She talked about developments in mass communication. She said that mass communication is only about 500 years old and then she discussed various forms of it. She gave two good examples of developments in printing and explained why a wide reach was slow at first. After that she wrapped up with a discussion of newspapers in the 20th century. She told us to read Unit 7 of the textbook for next week.”

What is the speaker doing?

- A. assessing her notes
- B. leading the group discussion
- C. summarizing the lecture

37.

Massimo: Let’s talk about how companies get their ideas for products.
Juan: I noticed that the professor emphasized thinking outside the box.
Massimo: Right, that’s true.
Juan: I thought that was interesting because it tells us how companies need to innovate.

What is Juan doing?

- A. interrupting the group discussion
- B. contributing ideas to the discussion
- C. asking for clarification

38.

Use your hands in ways that do not distract your audience, but keep everyone focused on your ideas. Your hand movements should help your audience follow what you are saying. Try not to play with things such as notes, pens, or coins, when you are speaking.

What is the topic of this advice?

- A. using posture as a presentation strategy
- B. using gestures as a presentation strategy
- C. using note-cards as a presentation strategy

39.

Vida: So, that looks like a good list of ideas for further study.

Fleur: Um, could I say something here?

Vida: Yes, of course.

Fleur: Well, I was thinking we should probably cover some newer global brands.

Vida: I think that's an excellent idea.

Fleur: And can I add something else to that . . .

What is Fleur doing?

- A. entering the group discussion
- B. asking for more information
- C. leading the group discussion

Questions 40–46

Read the excerpt from a lecture about global brands. Then rewrite the notes using abbreviations from the box. Two abbreviations are not used.

est	esp	e.g.	diff	i.e.	yr	avg	ea	btwn
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“Adidas and Reebok are each leaders in marketing campaigns, especially for their global brands. For example, last year we estimate that Adidas reached between 350 and 370 million people—in other words, more than half of all next-generation consumers.”

Adidas and Reebok are **(40)** _____ leaders in marketing campaigns, **(41)** _____ for their global brands. **(42)** _____ last **(43)** _____ we **(44)** _____ that Adidas reached **(45)** _____ 350 and 370 million people—**(46)** _____ more than half of all next-generation consumers.

Questions 47–50

Match the expressions A–E with their strategies 47–50. One expression is not used.

- 47. leading the group discussion _____
- 48. summarizing the lecture _____
- 49. asking for more information _____
- 50. asking for clarification _____

- A. Excuse me, before we go on, . . .
- B. Well, the professor talked about . . .
- C. Pardon me, but I need to leave . . .
- D. Sorry, could you say more about . . .
- E. Rico, what do you think about . . .