

VIDEO SCRIPT:

OK, last time we talked about television dramas and comedies. For right now, what I want to discuss is a newer type of television program: reality TV. In the past 10 to 20 years, the popularity of reality TV has been absolutely incredible. Today we'll look at some of the reasons why.

For a long time, it was believed that people used TV to escape the difficulties and boredom in their everyday lives. They wanted to escape into the fun and excitement they saw on their TV screens. But reality TV has surprised many experts by uncovering the public's interest in very ordinary lives, much like their own.

Now that we've talked about the background, let's move on to some of the reasons behind this fascination with reality TV. A very important point is people's curiosity. I'll say that again: People are naturally curious. Actually, the bottom line is that human beings are pretty nosy! We like knowing other people's business, and reality TV lets us do just that. Another key point—please write this down—is that reality TV makes things seem possible. When real people accomplish things or overcome obstacles, it gives the rest of us hope.

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

Choose the best answer. (1 point each)

1. Which of these topics was NOT covered in the previous class?
 - A. dramas
 - B. comedies
 - C. reality TV**

2. What does the lecturer imply about the popularity of reality TV programs?
 - A. Everyone expected this level of popularity.
 - B. The level of popularity has surprised everyone.**
 - C. It's unlikely that the level of popularity will last.

3. When did reality TV become extremely popular?
 - A. 10 years ago
 - B. 20 years ago
 - C. between 10 and 20 years ago**

4. What did TV producers think people wanted to forget about?

- ☒ A. their everyday lives
- ☐ B. reality TV
- ☐ C. dramas and comedies

5. What has been surprising about reality TV?

- ☐ A. People don't believe what they see on TV.
- ☒ B. People are interested in ordinary lives.
- ☐ C. People want to escape from their lives.

B. Read the questions first. Then watch the lecture again. Answer questions 6–12.

Questions 6–9

Read the statements and choose TRUE, FALSE, or NOT GIVEN. (1 point each)

6. The professor provides three main reasons for the popularity of reality TV.

TRUE ☒ FALSE NOT GIVEN

7. According to the lecture, human curiosity is NOT a reason for the popularity of reality TV.

TRUE ☒ FALSE NOT GIVEN

8. According to the lecture, reality TV lets people believe in possibilities for themselves.

☒ TRUE FALSE NOT GIVEN

9. The professor believes that reality TV is a good thing.

TRUE FALSE ☒ NOT GIVEN

Questions 10–12

Choose the best answers. (2 points each)

10. Which TWO excerpts from the lecture signals the big picture?

- ☒ A. "Right now what I want to discuss is . . ."
- ☐ B. "For a long time, it was believed . . ."
- ☒ C. "Today we'll look at . . ."
- ☐ D. "But reality TV has surprised many . . ."

11. Which TWO excerpts from the lecture signals a transition?
- A. "They wanted to escape . . ."
 - B. "Now that we've talked about . . ."
 - C. "Let's move on to some . . ."
 - D. "People are naturally . . ."
12. Which TWO excerpts from the lecture signals important information?
- A. "When real people . . ."
 - B. "We like knowing other people's . . ."
 - C. "Another key point . . ."
 - D. "Actually, the bottom line is . . ."

PART 2

Questions 13–24

Read the types of lecture language (T, BP, TR, DEF, EX, EXPL, I). Then read the lecture. Fill in the blanks with the correct type of lecture language. (1 point each)

T = Topic

BP = Big Picture

TR = Transition

DEF = Definition

EX = Example

EXPL = Explanation

I = Important information

(13) T As I said in our last class, today we are going to discuss the pyramids of ancient Egypt. (14) BP I'm going to talk about two different types of Egyptian pyramids. (15) DEF So, what are the pyramids, exactly? Well, as you probably know, they are huge structures built as tombs for Pharaohs—the rulers of ancient Egypt; they included storage rooms, treasure chambers, secret passageway, and all sorts of clever traps designed to catch robbers who broke into the pyramids.

(16) TR First let's talk about step pyramids. Pharaohs began building mounds of earth on top of simple square tombs called mastabas. They wanted to make their tombs grander.

(17) DEF These evolved into step pyramids: in other words, a series of stone platforms, each smaller than the one below, stacked one on top of another. (18) EX To illustrate, let's

consider Zoser's step pyramid at Saqqara, which is the oldest surviving large-scale stone structure in the world.

(19) TR Next let's look at true pyramids. (20) EX Some early attempts at true pyramids were built not far from Saqqara—for instance, the Bent Pyramid and the Red Pyramid. The most famous of the true pyramids are the three pyramids at Giza.

A couple of other points I want to mention about the Pyramids. (21) TR For one thing, they were all built during Egypt's Old Kingdom. (22) EXPL Let me clarify: ancient Egyptian history is divided into 3 periods, the Old Kingdom, the Middle Kingdom, and the New Kingdom. (23) I Therefore—and you should write this down—the most famous monuments in Egypt were built in the very earliest period. (24) I

Questions 25-31

Mark the FIVE types of word that you should generally write down when you are taking notes. (7 points)

- ☒ nouns (erosion, video games, planet, microscope, discount stores)
- ☐ prepositions (by, for, on, over, at, into)
- ☒ verbs (demonstrating, restore, looked at, imply, remembered, allowing)
- ☒ adjectives (important, limited, gigantic, extraordinary, decisive, rewarding)
- ☐ helping verbs (is, will, had, have, being, did)
- ☒ adverbs (slowly, significantly, occasionally, definitely, additionally, carefully)
- ☒ negative words (not, no, never, without, seldom)

Questions 32—36

Read the excerpts from a lecture. Then choose the best notes. (1 point each)

32. "Now, as we we've discussed before, the production process always involves a number of factors. These production factors include labor and various types of raw materials. Are you with me so far?"

- A. Prod proc involve # of factors, incl. labor & raw mats
- B. Now discussed before—production process invls numb facts including labor r u w/ me so far?

33. "The law of diminishing returns says that, if you increase one factor of production, and all the other factors remain the same, after a certain point, the results will be less and less favorable."

A. Law of dimin rtns says → one fact, all other the same, after cert point the results ls & ls favor

B. Law says: ↑ 1 factor, others =, after cert pt, ↓ favorable

34. "Let's look at an example: if a farmer grows wheat, there are certain production factors: the farmer's labor, seeds, water, fertilizer. If the farmer increases the number of seeds, at first, his production will increase. But if he plants too many seeds ... well, plants compete with each other for water, sunshine, space, minerals so if he plants too many seeds, his production will actually decrease."

A. Lk @ example: fa gr wh = certain pr, f's if f incr num sds at first, pr incr but if pl 2 many s's well, pl com for w, s, m, so if 2 many his pr act dec

B. e.g., farmer grows wheat, prod factors: labor, sun, etc. If ↑ # seeds, @1st, prod ↑ ... too many seeds, plants compete for H2O sun, etc. if too many, prod ↓

Questions 35–39

Read the excerpts from a student presentation. Then choose the best answer.

35. "Good afternoon, everyone. I'd like to start off by telling you a story. This happened back in the late 1980's in Buenos Aires, my hometown. My parents were out to eat one evening. The menu at the restaurant was written on a blackboard. As soon as my parents sat down, the manager came out and erased the prices for all the dishes and wrote down new ones. Then, after dinner, my parents were having coffee and waiting for their bill, and the manager came out and changed the prices *again*. Why did he do this? What was going on here? Well, during my presentation, you'll find out."

Why is the presenter telling this story?

A. To make her audience curious about the ideas in her presentation

B. To connect with her audience by sharing a memory of an experience that her audience has probably had themselves.

36. "At the beginning of 1975, the highest denomination of currency in Argentina was 1,000 pesos. In late 1976, the highest denomination was 5,000 pesos. In early 1979, the highest denomination was 10,000 pesos. By the end of 1981, the highest denomination was 1,000,000 pesos. Does everyone understand the significance of this, and why I bring it up?"

What is the presenter doing in this excerpt?

- A. She is making a point, and asking the audience to support it.
- B.** She is making a point, and asking the audience if they understand it.

37. "But there have been even more traumatic cases of hyperinflation. For example, in Zimbabwe in November of 2008 . . . this gets a little tricky ... because the numbers . . . are so unbelievable . . . the daily inflation rate . . . was 98.7. . . . In other words . . . prices almost doubled . . . every 24 hours . . . Incredible, right?"

Why is the presenter speaking so slowly?

- A.** She is pacing her speech by grouping her words and pausing in order to help the audience follow a difficult part of her presentation.
- B. She is slowing down her presentation by speaking in groups of words in order to emphasize the trauma of hyperinflation.

38. "So, to wrap things up, I started by describing the trauma of hyperinflation in Argentina, the causes of the problem, and the means by which the government brought inflation under control. Finally, I talked about how inflation is once again becoming a problem."

What is the presenter doing in this excerpt?

- A. She is previewing the main points of her upcoming presentation.
- B.** She is concluding her presentation with a summary.

39. "OK, if there aren't any more questions for me, at this point I'd like to turn things over to my friend Mehmet, who will tell us how his country, Turkey, coped with a similar problem."

What is the presenter doing in this excerpt?

- A. She is signaling a transition to the next part of her presentation.
- B.** She is signaling a transition between presenters.

Questions 40-47

Match the excerpt from the academic discussion with the correct strategy. One strategy will not be used. (1 point each)

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| 40. <u>C</u> Can you add something here, Minh? | A. Bringing the group to consensus |
| 41. <u>I</u> I'd like to go back to what Fatima mentioned before. | B. Entering the discussion |
| 42. <u>A</u> Let's take a vote. Raise your hand if you agree with this point. | C. Encouraging another student to participate |
| 43. <u>E</u> I think we're getting way off track—can we please get back to the original question? | D. Supporting an opinion |
| 44. <u>D</u> Well, that's what I think, and let me tell you two reasons why. | E. Keeping the group focused |
| 45. <u>F</u> I can definitely see the point Ricardo is trying to make, but . . . | F. Disagreeing with another student |
| 46. <u>B</u> Could I please add my two cents here? | G. Interrupting and asking for clarification |
| 47. <u>G</u> I'm sorry, Michelle, what did you mean by that, exactly? | H. Agreeing with another student |
| | I. Connecting an idea to the idea of another student |