

VIDEO SCRIPT:

Good morning. I asked everyone to go online and look at the report from the Pew Research Institute about how people get their news.

As you saw, 41% of people now get their news from the Internet. Only 29% get theirs from newspapers. The greatest number of people—66%—watch news on television, though that number is declining. And only about 17% of people get their news from radio. Not surprisingly, the 18-29 year old group said overwhelmingly that the Internet was their primary source of news—65%, in fact.

Now, here's a surprise. I thought people who got their news online would go to sources like the *New York Times Online Edition*. Was I right? Nope, not at all—75% of online news consumers get their news from emails or from messages on social media. Let me repeat that: 75% get their news from emails or from social media like Facebook and Twitter! So, people are now playing a larger role in creating, distributing, and commenting on news themselves.

PART 1: Video**A. Watch the professor's lecture and answer questions 1–4.**Questions 1–4

Choose the best answer. (1 point each)

1. What assignment did the professor give the students for today's class?
 - A. to write a short report
 - B. to read an article on the Internet**
 - C. to look over a chapter in their textbooks

2. What is the main topic of this lecture?
 - A. the decline in newspaper readership
 - B. the importance of social media such as Facebook
 - C. statistics about people's sources of news**

3. Which age group has the highest percentage of people who get their news from the Internet?
 - A. 18-29 years old**
 - B. 30-41 years old
 - C. 42-65 years old

4. What information did the professor find surprising?

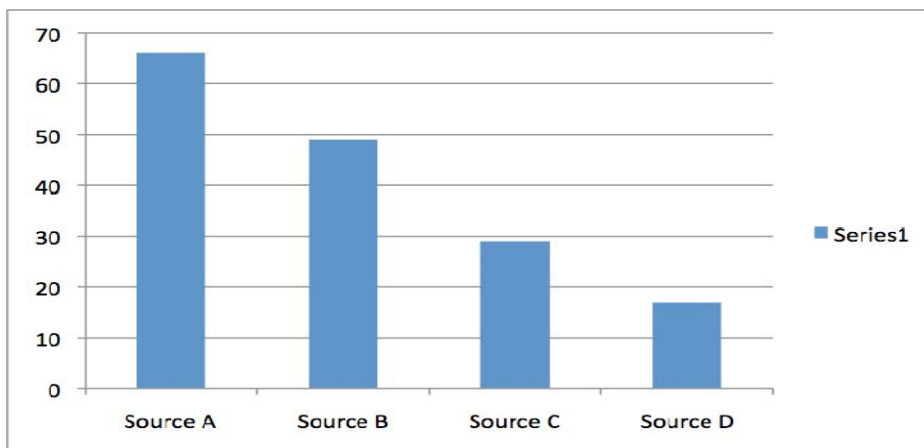
- A. that so many people get their online news from emails and social media
- B. that the importance of television news is decreasing
- C. that online newspapers are the main source of Internet news

B. Read the questions first. Then watch the lecture again. Answer questions 5–10.

Questions 5–10

Look at the graph. Match the information on the graph with the correct news source.

(1 point each)



- | | |
|------------------------|----------------|
| 5. <u>ii</u> Source A | i. newspapers |
| 6. <u>iv</u> Source B | ii. television |
| 7. <u>i</u> Source C | iii. radio |
| 8. <u>iii</u> Source D | iv. Internet |

Questions 9–10

Choose the best answer. (1 point each)

9. What non-verbal cue does the speaker use to signal her surprise?

- A. She shakes her head and walks towards the class.
- B. She stands up and points to the white board.
- C. She pounds her hand on the podium.

10. What expression does the speaker use to signal an important point?

- A. "Pay attention to this."
- B. "Let me repeat that."**
- C. "I'll say that again."

PART 2

Questions 11–18

Mark the FOUR excerpts from a lecture which include information that the lecturer thinks is important. (8 points)

- ☒ 11. "The inventors of radio thought that it would be used for one-on-one communication—for example, between ships and shore. They had no idea it would become a mass medium, providing entertainment and information for millions of people. Let me repeat that—the inventors just didn't realize they were creating a mass medium."
- ☐ 12. "In the 1920's, business entrepreneurs created the first radio networks. These were chains of individual radio stations that all transmitted the same programming. Some stations were owned by the networks, some were independently owned but were still affiliated with the network."
- ☒ 13. "Now listen to this: Unlike most forms of entertainment available at the time, such as live theater, baseball games, circuses—radio was free, 100% free—as long as people had own radio receiver. How was this possible? Well, programmers made their profits by selling blocks of time to advertisers who sold their products on the air."
- ☐ 14. "In the early days, advertisers generally sponsored an entire half-hour show. They placed their commercials at the beginning or end of the show, so that the entertainment portion of the show was uninterrupted."
- ☐ 15. "*Laurdagsbarnetimen*, a Norwegian children's show, which premiered in 1924, is still being broadcast every week, which makes it the longest running radio show in the world."
- ☒ 16. "I want to point out here how very important radio was during the economic depression of the 1930's. Remember what I said earlier—radio was free! In those days, not every family could afford to go to movies or live shows every night, but they could gather in the living room and listen to dramas, comedies, music, and news."

X 17. "OK, here's the bottom line. Television did not, of course, kill radio in the 1950's, as many people predicted it would. But it did more or less kill radio shows. All those great comedies, detective shows, adventure shows, variety shows and so on, they virtually disappeared in the decade after television became popular."

_____ 18. "Radio shows had a huge influence on television. In fact, many popular radio shows simply migrated from radio to television. Many of the same actors and musicians who were known for their radio work became early television stars."

Questions 19–21

Choose the best words to complete the summary. (1 point each)

In addition to words, a professor may use (19) *non-verbal* / *verbal* cues to indicate what is important in a lecture. These signals include (20) *signs and symbols* / *gestures and movements*. For example, the speaker may count off points on his fingers, write down information, or (21) *pound* / *sit* on the desk.

Questions 22-25

Read the notes below. Mark the notes I if the note contains important information and A if it contains an annotation. One is neither. (Mark three answers.) (4 points)

Wikipedia

I 22. *Not first Internet encyclopedia, but first written by users, not experts

A 23. As of July, 2012, 22 million articles in 285 languages written by 3.5 million contributors

(?? check current figures)

_____ 24. Formally launched Jan. 2001

I 25. Wikipedia 6TH MOST POPULAR SITE on Internet; many users directed there by Google & other search engine