

**PART 1: Video****A. Watch the student's presentation and answer questions 1–8.**Questions 1–4

**Read the list of lecture language listening strategies. Mark the THREE strategies the student uses in her presentation.**

- \_\_\_\_\_ signalling citations
- \_\_\_\_\_ signalling a transition
- \_\_\_\_\_ signalling the topic
- \_\_\_\_\_ signalling a definition

Questions 5–8

**Read the statements and choose TRUE, FALSE, or NOT GIVEN.**

- |   |      |       |           |
|---|------|-------|-----------|
| 5. According to the lecture, IKEA now has thousands of stores worldwide.  | TRUE | FALSE | NOT GIVEN |
| 6. IKEA made a difference by selling furniture that wasn't too expensive. | TRUE | FALSE | NOT GIVEN |
| 7. IKEA furniture is generally easier to transport.                       | TRUE | FALSE | NOT GIVEN |
| 8. IKEA raises money for one important cause.                             | TRUE | FALSE | NOT GIVEN |

**B. Read the questions first. Then watch the lecture again. Answer questions 9–15.**Questions 9–15

**Choose the best answers.**

9. Which TWO items were covered in the previous class?
- A. harmony
  - B. colors
  - C. aesthetics
  - D. lines
10. Which TWO details are we NOT told about IKEA?
- A. its founder's name
  - B. when it was started
  - C. where it was started
  - D. their product range
11. Which TWO statements accurately describe IKEA's impact?
- A. It brought interior design experts together.
  - B. It changed how people viewed interior design.
  - C. It made affordable furniture.
  - D. It provided free transportation.
12. Which TWO statements accurately describe self-assembly?
- A. The item of furniture is not sold in one piece.
  - B. The customer assembles the piece of furniture at home.
  - C. Self-assembly is a trademark brand name.
  - D. The instructions are complicated and require an expert.

13. In which TWO ways does IKEA's business system benefit customers financially?
- A. It is available in most countries.
  - B. The furniture is very stylish.
  - C. Self-assembly keeps costs down.
  - D. The flat packs are quite easily transported.
14. According to the lecture, which TWO causes are important to IKEA?
- A. children
  - B. animal rights
  - C. the environment
  - D. literacy
15. Which of these is IKEA believed to be involved in?
- A. social clubs for children
  - B. fund-raising for charity
  - C. eco-tourism in Canada
  - D. solar panels for its stores

## **PART 2**

### Questions 16–21

**Read the excerpt from the lecture. Fill in the blanks to complete notes A and B.**

We've already spent some time discussing graffiti, so today I'd like to look at some other forms of street art. These days, two very popular forms of urban art are street installations and sticker art. Sticker art, as the name implies, involves designing stickers to convey the artist's message and posting these stickers in public places, sometimes in very large quantities. Street installations, on the other hand, involve the placement of objects, which might be everyday items, or they could be specially-made sculptures – in public.

Since both of these forms are usually done without permission, the street artists – who are very well-known and have cult followings worldwide, by the way – do not always go by their real names. For street installations, look up the work of Mark Jenkins, and for sticker art, do a search on Shepard Fairey.

## A

### 1 Street art

Street installations

Sticker art

- Urban
- Popular

### 2 Artists

- often don't seek **(16)** \_\_\_\_\_
- have cult **(17)** \_\_\_\_\_
- don't always use real **(18)** \_\_\_\_\_

## B

| STREET ART                             |                   |
|--|-------------------|
| <b>(19)</b> _____                      | Sticker art       |
| Objects (everyday items or sculptures) | <b>(20)</b> _____ |
| <b>(21)</b> _____                      | Shepard Fairey    |

### Questions 22–23

**Choose the best answers.**

22. What style are the notes in A?

- A. cause and effect
- B. annotated
- C. list-organized

23. What style are the notes in B?

- A. compare & contrast
- B. split-page format
- C. abbreviated

### Questions 24–27

**Choose the correct words to complete the text.**

In a presentation, remember that the ending is as important to its success as the beginning. A strong conclusion will make **(24)** *basic* / *key* points more memorable and help your audience to see how the ideas are relevant to their own lives. An effective ending will do three things: 1. signal that you are about to **(25)** *conclude* / *define*; **(26)** 2. *highlight* / *explain* the main ideas, and 3. deliver a “take-home message.” That message could be a **(27)** *new* / *final* thought, a recommendation, a prediction, a challenge, or a question. The take-home message encourages your audience to reflect on how your ideas connect to their personal lives, today’s world, and the future.

### Questions 28–31

**Match two correct examples of verbal or non-verbal signals with each purpose for using them. Three examples are not used.**

- |   |           |
|---|-----------|
| 28. to let others know you’re preparing to make a point | ___ / ___ |
| 29. to indicate that information is important           | ___ / ___ |
| 30. to show that you’re collecting your thoughts        | ___ / ___ |
| 31. to communicate effectively                          | ___ / ___ |

- A. use fingers to count out points
- B. Thank you.
- C. I’m not sure what to think.
- D. Hmmm, . . .
- E. use hand gestures to help the audience understand you
- F. point to information on the board
- G. Okay, so . . .
- H. That’s a good question.
- I. speak very quietly
- J. use facial expressions to show confidence
- K. That’s all then, . . .

### Questions 32–33

**Read the transcript of an academic discussion. Choose the best answers.**

Miya: I found the lecture on intelligence tests very interesting, and I think it's a great idea to discuss personality tests now.

Amro: Yes, I really liked your point about the development of the Rorschach Inkblot Test.

**(part A)** Miya: Well, let me add something to what I said before. It wasn't actually designed to serve as a personality test; it was originally created to diagnose schizophrenia.

Andre: I'm always amazed when I meet people who take personality tests like the Myers-Briggs Type Indicator seriously. I mean, you may as well take a random quiz in a magazine! I know someone who actually puts all her friends into Myers-Briggs types and . . .

**(part B)** Amro: Sorry, I think we're getting a bit off track here. Maybe we should get back to the question.

32. In part A, what is Miya doing?

- A. comparing her own idea
- B. defining her own idea
- C. expanding her own idea

33. In part B, what is Amro doing?

- A. paraphrasing the ideas of others
- B. keeping the discussion on topic
- C. expressing interest in a point

### Questions 34–39

**Read the transcript of a lecture with sentences A–F. Put the letters in the correct column.**

Well, we've covered sibling relationships in some detail so far. **(A)** Now I'd like to discuss how *placement* in the family affects human development. **(B)** The aspect I'm going to focus on today is the "middle child syndrome," and what I mean by "syndrome" is a group of conditions or symptoms that, together, make up a disorder. The middle child syndrome occurs when a child has both an older and a younger sibling, and feel feels left out by their parents. **(C)** They report favouritism shown to the oldest child—the first born—and, similarly, the youngest child is favoured for being the baby. **(D)** However, unlike the oldest and the youngest children, the middle one often feels forgotten about. **(E)** In the words of one mother, "The middle child just has to fight harder to get their parents' attention." **(F)** According to most psychologists, parents need to remember to praise all their children equally.

| Lecture Language        | Sentence |
|-------------------------|----------|
| quoting directly        |          |
| providing a definition  |          |
| signaling a contrast    |          |
| paraphrasing            |          |
| signaling the topic     |          |
| expressing a comparison |          |