

VIDEO SCRIPT:

Today I'm going to discuss one of the most important people in international trade—and I'll bet you've never heard of him. Anyone ever heard of Malcom McLean? No? He developed the shipping container. McLean owned a successful trucking company, but wanted to start shipping goods by sea—that's the most economical way. In 1955, he designed big steel boxes that can be carried by trucks or railroads and easily loaded on or unloaded from ships. These containers are only opened when they reach their final destination. Since then, container ships have been specially designed to transport containers. What I mean is, they can carry thousands of containers securely on long voyages.

Containerization has almost entirely replaced the old style of cargo handling, break-bulk shipping, because it is more efficient. Let me back that up with a few facts. In the days of break-bulk shipping, each barrel, bag, and box had to be loaded onto ships. That would take about five days. Before containerization, cargo spent only 50% of its time actually moving. Shipments sat in warehouses or on stationary ships. With cargo containers, goods are moving 90% of the time. As you can imagine, this saves money—more than 25%. So, thanks to Malcom McLean, there has been a dramatic boom in international trade.

PART 1: Video**A. Watch the professor's lecture and answer questions 1–6.**Questions 1–2**Choose the best answer. (1 point each)**

1. What is the main point of this lecture?
 - A. to contrast two types of ships
 - B. to discuss an important development in shipping**
 - C. to talk about the career of Malcom McLean

2. What does the professor imply about Malcom McLean?
 - A. He was not the first person to design cargo containers.
 - B. His trucking business was not very profitable.
 - C. He is not very well known despite his important contribution.**

Questions 3–6

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

3. Malcom McLean sold his trucking business in order to invest in container ships.

TRUE FALSE **NOT GIVEN**

4. The most economical way to ship goods is by truck.

TRUE **FALSE** NOT GIVEN

5. Cargo containers can be carried either by trains or by trucks.

TRUE FALSE NOT GIVEN

6. Cargo containers must be opened and unpacked when they are unloaded from ships.

TRUE **FALSE** NOT GIVEN

B. Read the questions first. Then watch the lecture again. Answer questions 7–15.

Questions 7–8

Choose the best answer. (1 point each)

7. Which expression does the professor use to explain that container ships are designed to carry containers?

A. “What I mean is, . . .”

B. “Let me say that another way.”

C. “So, what I’m saying is . . .”

8. Which expression does the professor use to introduce support for the idea that containerization is more efficient than break-bulk shipping?

A. “How can we prove this?”

B. “We can infer from this that . . .”

C. “Let me back that up with a few facts.”

Questions 9–15:

Put the sentences A–G related to the lecture in the correct column. (1 point each)

Containerization	Break-bulk Shipping
C	A
D	B
F	E
G	

- A. Loading a ship requires four to six days.
- B. It is older than the other form of shipping.
- C. It was first introduced in 1955.
- D. It is 25% less expensive than the other form of shipping.
- E. Cargo spends much of its shipping time in warehouses and on unmoving ships.
- F. Cargo spends 90% of its time actually moving.
- G. It led to an increase in international trade.

PART 2

Questions 16–19

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

One very useful way of organizing your notes is to use an informal **(16)** (*underline* / *outline*). This is a really good system for **(17)** (*visually* / *virtually*) representing the relationships between ideas. Space and indentation will show which ideas are main points and which are **(18)** (*supporting* / *unimportant*) points. Making this differentiation clearly will help you to study more **(19)** (*effortlessly* / *effectively*).

Questions 20–24

Match the sentence-endings with the correct sentence-beginnings. Four endings are not used. (1 point each)

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|---|----------|
| 20. In presentations, it's not only the words you use that are important, | <u>F</u> |
| 21. Non-verbal aspects of communication can help you | <u>A</u> |
| 22. The way you hold your body is called posture, | <u>D</u> |
| 23. Maintaining eye-contact with your audience | <u>I</u> |
| 24. The volume at which you speak is another way | <u>H</u> |

- A. to keep your audience's attention.
- B. demonstrates your note-taking skills.
- C. but also your previous grades.
- D. and it communicates how alert you are.
- E. of showing your notes.
- F. but also how you say them.
- G. and it communicates how well you can speak English.
- H. of showing your energy and enthusiasm.
- I. demonstrates your confidence in presenting.

Questions 25–30

Read the sentences A–K from a lecture. Then choose the best answers. (1 point each)

(A) Alright, everyone, last time we looked at how technology has been changing the music industry. (B) What I'm interested in discussing today is how technology is affecting the way we listen to and experience music. (C) When I was young—OK, that was a very long time ago!—we listened to the radio and then saved up to buy the records we liked. (D) Right now in the 21st century, major developments in technology might lead us to believe that the situation is vastly different. (E) But is it really? (F) Radio may have gone digital, but people still listen to the radio, right? (G) And even though vinyl records are more of a cult item nowadays, people download a file instead to add songs to their music collection. (H) So, what can we infer from this? (I) Well, it demonstrates that the basic process is pretty much the same as it's always been. (J) Let me back this up with a story from the respected magazine, *The Atlantic*. (K) Renowned music critic, Sasha Frere-Jones, claimed in a 2010 article that the future of listening to music was looking a lot like 1960 . . .

25. Which sentence signals the topic and plan for the lecture?

A. Sentence A

B. Sentence B

C. Sentence C

26. Which sentence signals what the previous class was about?

A. Sentence A

B. Sentence B

C. Sentence C

27. Which sentence contains a rhetorical question?

A. Sentence C

B. Sentence D

C. Sentence E

28. Which sentence signals that a generalization is coming?

A. Sentence G

B. Sentence H

C. Sentence I

29. Which sentence signals support for a generalization?

A. Sentence H

B. Sentence I

C. Sentence J

30. Which other sentence signals support for a generalization?

A. Sentence H

B. Sentence J

C. Sentence K

Questions 31–38

Read statements A–H of the academic discussion. Put the number of each statement in the correct column in the chart of strategies. Use only one statement per strategy. (1 point each)

- (A) Jose: So, the main idea of our discussion is that acupuncture is now widely accepted globally.
- (B) Keiko: OK, but don't you think we should mention that acupuncture also has some serious critics? I mean, scientific *proof* of its effectiveness is still in question.
- (C) Jose: Oh, that's a good point. It's important to note both sides of the debate.
- (D) Prita: Yes, I think the critics just see acupuncture as a placebo effect.
- (E) Marcel: Sorry, what does "placebo effect" mean?
- (F) Keiko: It's not telling a patient that the medical treatment they're given is known to be ineffectual.
- (G) Marcel: Right, but how does that work?
- (H) Prita: Well, the placebo effect is when the patient actually believes their condition is improving, in spite of not getting an active drug. Um, what's your take on this . . . ?

Academic Discussion Strategy	Item number
31. Asking for clarification	E
32. Expressing an opinion	D
33. Politely disagreeing	B
34. Expressing an idea	A
35. Explaining a point	F
36. asking for others' opinion	H
37. agreeing with a point made	C
38. asking for elaboration	G

Questions 39–44

Fill in the blanks to complete the text. Write one word in each space. Four words are not used. (1 point each)

separately	fast	letter	pace	idea	slow	frequently	separate	speech	pause
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When you give a presentation, it's important that you speak at a comfortable (39) pace in order to be understood by your audience. To help with your pacing, you should learn to (40) pause effectively. If you pause too (41) frequently or for too long, your speech will sound slow and choppy. If you don't pause enough, your speech will sound too (42) fast. Either way, your audience will have difficulty following you.

Good speakers divide their speech into thought groups. Thought groups are groups of words that go together to form one (43) idea. They are often grammatical phrases or clauses, but sometimes they are just one word, such as a transition word. Pausing after thought groups will help you to speak at a good pace and to (44) separate your speech into meaningful units which your audience can easily understand.

Questions 45–50

Read the statements and choose TRUE or FALSE. (1 point each)

45. Using your background knowledge to make predictions about what the professor will discuss is considered to be a bad idea. TRUE FALSE

46. When a professor uses repetition in a lecture, it is usually to clarify or emphasize an important point. TRUE FALSE

47. Telling a brief story to asking a question to get the audience involved is a good technique for catching the audience's attention at the start of your presentation. TRUE FALSE

48. Compromising and reaching consensus in an academic discussion is a sign that the discussion was not a success. TRUE FALSE

49. Using a split-page format to take your notes is recommended. TRUE FALSE

50. Transitions are the words and expressions that professors use to indicate when they are moving on to a new idea. TRUE FALSE