

PART 1: Video**A. Watch the student presentation and answer questions 1–6.**Questions 1–4**Choose the best phrase to complete the sentence.**

1. The main point of this lecture is to (*trace the development of submarine cables / contrast submarine cables today with those of the past*).
2. The Transatlantic Cable laid in 1858 came ashore in (*London and New York / Newfoundland and Ireland*).
3. The celebration held in New York was in honor of (*the election of James Buchanan / the completion of the Transatlantic Cable*).
4. According to Simon Winchester, the eruption of the Krakatoa Volcano was (*the basis of the first global news story / the most terrible natural disaster in human history*).

Questions 5–8**Number the events (1-4) involving submarine cables in the order in which they occurred.**

- _____ Britain and the Netherlands are connected.
- _____ Cables cross the Pacific.
- _____ Europe and North America are connected.
- _____ Britain and France are connected.

B. Read the questions first. Then watch the presentation again. Answer questions 9–15.Question 9**Choose the best answer.**

9. Which expression does the author use to clarify the idea of “the Victorian Internet?”
- A. “So, what I’m saying is . . .”
- B. “In other words, . . .”
- C. “What I mean is . . .”

Questions 10–15

Mark the THREE topics you would include in a brief summary of the lecture.

- _____ Queen Victoria's message to President Buchanan
- _____ The impact of submarine cables in the 19th and early 20th century
- _____ The Transatlantic Cable: a triumph
- _____ The speed of steamships
- _____ Early cables connect Britain and other European countries
- _____ Celebrations in New York

PART 2

Questions 16—23

Read the expressions from lectures, presentations, and discussions. What is the function of each? Match the expression with the correct classification. One function does not have an expression.

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| 16. _____ Let me back this up with a little story. | A. Using inclusive language to connect with an audience in a presentation |
| 17. _____ In my experience, . . . | B. Providing a transition in a presentation |
| 18. _____ Okay, we've talked about . . . but what about . . .? | C. Asking a follow-up question after a presentation |
| 19. _____ Let me say that another way. | D. Supporting a generalization in a lecture |
| 20. _____ What's your take on this? | E. Asking for an opinion in a discussion |
| 21. _____ Wow, no way! | F. Expressing interest in a discussion |
| 22. _____ I know what you are thinking. | G. Using repetition for clarification in a lecture |
| 23. _____ Can you tell me more about . . . | H. Giving an opinion in a discussion |
| | I. Expressing surprise in a discussion |

Questions 24—25

Read the lecture excerpts. Choose the one in which key words, and only key words, are underlined.

24.

A.

In the early 1960's, if you wanted to listen to recorded music, the only real option you had was to listen to what we called records. Today these are usually called vinyl discs. There were two main types: forty-fives and LP's, which stood for "long-playing." Forty-fives were smaller and had only one song on each side. They were called 45's because they spun around 45 times in one minute. LP's were larger, and usually had about six songs on each side, and they spun around thirty-three times a minute.

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25.

A.

In the 1980's, music began to be recorded on compact discs. These are optical discs that store digital data—in this case, music. The next major breakthrough was the MP3 player. The most successful one of these was of course Apple's iPod. Music is generally downloaded from the Internet or from CD's. One iPod can hold thousands of songs but is small enough to fit in your pocket.

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