

## **CD 5, Track 2**

### Test 1: Listening

#### Color and Marketing

**Narrator:** Listen to a lecture in a web design class. The professor is talking about an element of visual communication.

**Professor:** Okay, so today we're going to be looking at color, one of the most important elements in visual communication. And while color holds meaning or associations for most people, it's also been shown to have actual physiological effects.

For instance, have you ever wondered why fast-food restaurants all use reds and oranges? Well, research shows that both colors are appetite enhancers. But, these same colors can cause restlessness if used to excess. That's why they're perfect for fast food outlets because they make customers want to eat quickly and leave. And this is exactly the type of behavior desired in the fast-food client. Are you aware of any other research on color?

**Student 1:** Well, I've read that pink is known for its calming effects. And apparently there was one experiment where the cells in one wing of a prison were painted pink. And what happened was that prisoners actually became less aggressive. And also, you'll notice that in hospitals, nurses usually dress in pastels such as pink and light blue due to the calming effect it has on patients. And another thing about hospitals—the walls are often painted green, because green is known for its healing properties.

**Professor:** That's right, and then there are children's toys. And these are usually produced in the primary colors of red, yellow, and blue because young children have shown a marked preference for these colors. And so they're more likely to be happy with these products. Children for the most part prefer bright colors while adults favor subdued tones. And then men prefer cool colors like green and blue while women show a preference for warm colors such as red and yellow. The list goes on and on. The idea here is to have some sort of knowledge of a particular market's color preferences so that your website and, in fact, all of a company's marketing materials, appeal to that particular segment of the population.

Now, let's look at the associations that colors evoke in the North American market. For instance, red symbolizes passion, excitement, strength, and power. For web design, it is perfect for those "buy now" buttons because it's a real attention grabber. Too much red, however, can be overwhelming. Red increases metabolism, respiration rate, and blood pressure. So it needs to be used sparingly. Can anyone guess the world's favorite color?

**Student 2:** Uh, blue?

**Professor:** That's right. Blue is the most preferred color, even in the global market. And this may be due in part to its calming effect. It actually releases 11 brain chemicals that serve to relax the viewer. So this color is especially suited to web sites where you want the customer to spend a lot of time exploring and researching. Hey, maybe that's why Google uses so much blue. Blue

represents dependability, trust, peace, harmony, and belonging. The only time you want to avoid blue is in a site related to food, because blue functions as an appetite suppressant.

And yellow—it's a happy color. It conveys happiness, sunshine, and warmth. It also relates to the creation of new ideas, and so it's suitable for the intellectual market.

And green, of course, relates to the environment and also to luck and money. It is the obvious choice for environmental products because of its associations with nature.

And what about black? What does black mean to you?

**Student 1:** Well for me, black signifies sophistication, power, elegance, and mystery.

**Professor:** That's right. And because of these connotations, it is useful in appealing to the higher-end market and is especially successful when mixed with gold and silver to reach prestige clients.

How about white?

**Student 2:** Uh...white as a ghost?

**Professor:** Well, maybe in some cultures, but in the North American market, it typically denotes goodness, purity, sterility, and simplicity. This makes it suitable in promoting medical products.

Your comment about the ghost brings me to another important point—cultural differences in the perception of color. I mean, while a color may mean one thing in one culture, it may mean something entirely different in another. The fact is that white is often associated with death and mourning in East Asia, but we would never make that association here. And while yellow relates to courage in Japan, it symbolizes sadness in Greece and jealousy in France. I can't stress enough how important it is to research the market and their color associations, for this is going to have a strong impact on the success or failure of your client's website.

### **CD 5, Track 3**

**Narrator:** Listen again to part of the lecture.

**Professor:** Blue is the most preferred color, even in the global market. And this may be due in part to its calming effect. It actually releases 11 brain chemicals that serve to relax the viewer. So this color is especially suited to web sites where you want the customer to spend a lot of time exploring and researching. Hey, maybe that's why Google uses so much blue.

**Narrator:** Why does the professor say this?

**Professor:** Hey, maybe that's why Google uses so much blue.

#### **CD 5, Track 4**

**Narrator:** Listen again to part of the lecture.

**Student 1:** Well for me, black signifies sophistication, power, elegance, and mystery.

**Professor:** That's right. And because of these connotations, it is useful in appealing to the higher end market and is especially successful when mixed with gold and silver to reach prestige clients.

How about white?

**Student 2:** Uh...white as a ghost?

**Narrator:** Why does the student say this?

**Student 2:** Uh...white as a ghost?

#### **CD 5, Track 5**

Test 1: Listening  
Conversation

**Narrator:** Listen to a student speaking to a clerk at a computer store.

**Student:** Hi.

**Clerk:** Hi. How can I help you?

**Student:** Well, I'm having trouble with the laptop I bought here. I was working on a research project, and suddenly the screen went black. Now every time I turn it on, I get this error message—something wrong with the C drive—and then it just shuts down.

**Clerk:** Hmm, when did you purchase the computer?

**Student:** Sometime last year. I'm not really sure.

**Clerk:** Well, check that. I mean, do you have the receipt? Because if it's under a year, your computer will still be under warranty, and all of your repairs will be cost-free.

**Student:** Sweet. What if I can't find the receipt?

**Clerk:** Well, if you can give us the approximate date, we may be able to track the purchase in our database.

**Student:** Sounds good. So what do you think the problem is?

**Clerk:** Um, have you been using the Internet a lot?

**Student:** Yeah, totally. I'm always online.

**Clerk:** Well, maybe you've contracted a virus. We can do a virus and spyware scan for you, no problem. You have been using an anti-virus program, right?

**Student:** Yeah, but it was freeware that I downloaded online. I didn't pay for it.

**Clerk:** Well, that may be your problem right there. You really need to have a top-of-the-line anti-virus solution these days.

**Student:** Yeah, maybe you're right.

**Clerk:** Is there anything else you can tell me about the problem? I mean, was the computer just working fine, and then it crashed or...

**Student:** Well, actually, now that I think of it, seems like it was just getting slower and slower all the time.

**Clerk:** Hmm, let's check your hard drive. Seems like it is almost completely full. Again, that could be an issue. Have you thought of getting rid of some of these files? That might help with the speed issue.

**Student:** Yeah, I guess I could do that, but right now the machine doesn't even start up properly.

**Clerk:** Right. Okay, leave the laptop with us for a day or two and we'll give you a call and tell you what the problem is and maybe by that time, you'll have found your receipt and we can get to work on fixing the machine so you can get back to your research project.

**Student:** Great. Thanks for all your help.

### **CD 5, Track 6**

**Narrator:** Listen again to part of the conversation.

**Student:** Well, I'm having trouble with the laptop I bought here. I was working on a research project and suddenly the screen went black. Now every time, I turn it on, I get this error message—something wrong with the C drive and then it just shuts down.

**Clerk:** Hmm, when did you purchase the computer?

**Narrator:** Why does the clerk say this?

**Clerk:** Hmm, when did you purchase the computer?

## CD 5, Track 7

### Test 1: Listening

#### Deception

**Narrator:** Listen to a lecture in a criminology class. The professor is discussing deception.

**Professor:** All right. So deception, lying. It's something we learn to do early in life to avoid punishment. And this ability is not limited to the human species. Take the example of Koko, the gorilla. When confronted by her guardians after ripping a steel sink out from its casing in a fit of anger, she signed in American sign language, "Cat did it!" and pointed at her pet kitten. Now, while this is rather funny, because it's clear that a kitten would never have the strength to dislodge a sink, it brings me to the methods criminologists use to figure out if a person is lying. In Koko's case, there's a definite inconsistency in her story. It doesn't make sense. This is a key indicator that a person, or in this case a gorilla, is not telling the truth. The same thing goes for people. Take the woman who says, "I heard four shots and then without looking, I ran for cover." The inconsistency here is that normally when we hear a loud noise, we direct our attention towards the location of that noise. So, when the woman said she didn't look towards the direction of the shots, she was probably lying.

Aside from inconsistencies in content, discrepancies between people's words and their facial expressions can also give them away. Paul Ekman is a well-known psychologist who has worked in the field of facial expressions and deception for over 40 years. He explains that liars often have to express emotions they don't actually feel and hide others that they do. In this process, they often give themselves away with inappropriate facial expressions. For instance, in pretending to be angry, they may fail to narrow the lips, which is a typical sign of true anger. Or they may smile without using the muscles around the eyes. In this way, they betray the insincerity of their smile. So when you note that a person is trying to fake emotions, that's one sure sign that they're not telling the truth.

Ekman's also done extensive work on microexpressions, or expressions that last no more than a fifth of a second. These usually occur when a person is trying to conceal an emotion. For instance, an individual may say, "Of course, I'd be happy to cooperate with the police investigation." But at the same time, a microexpression of anger flashes across their face. These microexpressions are telltale signs that a person's words do not match their feelings. According to Ekman, the feelings liars often try to conceal are... fear of getting caught... guilt at lying... and a certain delight at being able to convince another of something that is entirely untrue. The fact is that most people are more likely to listen to a person's words to determine if they are telling the truth. But Ekman explains that emotional leakage in the form of microexpressions and insincere emotions are better signs. These show that something is not quite right with a person's story.

Ekman also tells us that there is no one specific indicator of deception but rather that all types of clues must be taken into account. This includes facial expressions, paralinguistic clues such as tone of voice, content, and body language. For instance, if you're lucky enough to catch liars off-guard by asking them a question they weren't expecting, they may give themselves away by thinking too much in making up an answer. In so doing, they may hesitate, pause, look away, make more or fewer gestures than they normally make, and even speak in a monotone.

So in carrying out an investigative interview, it is important to question the suspect on rather benign topics initially in order to establish some sort of baseline behavior. After that, any deviations from this norm could be a sign of deceit.

Now it may surprise you to know that in an analysis of studies it was found that even FBI agents and drug enforcement officers could only identify a liar with 53 percent accuracy. So, Ekman devised a facial coding system. And when used with voice and speech analysis, this brings up the accuracy level to 90 percent. So for those of you with an interest, I strongly recommend this type of training. For your information, it is offered for second-year students registered in the criminology program.

## **CD 5, Track 8**

Test 1: Listening

Business Communication

**Narrator:** Listen to a lecture in a business communications class. The professor is discussing a popular form of business communication.

**Professor:** Good morning. All right. So, today we'll be looking at what has become the most popular form of business communication: the email. Electronic mail is a fast, convenient method of interacting with clients on an international basis. But since it's a relatively new business writing format, the conventions of email etiquette are misunderstood by many. A lot of people think it's a relatively informal mode of communicating that need not adhere to the standards of proper English. Nothing could be further from the truth.

First, as with any business communication, you're representing your company and your company's image. So, the correct use of English spelling, capitalization, grammar, punctuation, and paragraphing all strictly apply. What you need to do is apply your best letter-writing skills to the electronic format. Write in short block paragraphs. And if your program has a spell check, use it. Proofread all messages before you send. Remember, you're representing a professional organization.

Some individuals mistakenly believe that it's acceptable to write in lower case, incorporate acronyms such as BTW, meaning "by the way," or even use emoticons. This level of informality may work well in instant messaging or social networking sites. But it's completely unacceptable in the business email. Another fairly common mistake is to write in upper case. And in an online format, this is generally interpreted as yelling. So your basic rule of thumb here is to write an email message as you would a brief business letter.

One exception to this rule of business formality is the salutation. Whereas the typical letter begins, Dear Ms. So-and-so followed by a colon, a business email may begin with Hello or Hi followed by the person's first name and a comma. Of course, it is still acceptable to use Dear followed by the person's title and name, especially upon first contact. One sure way to gauge the correct level of formality is to note how the recipient addresses you in the reply. So if they use, "Hi Bob," then you can safely do the same.

Second, as in all business communication, it's essential to be clear and concise. Why? Number one: the typical email display screen is no larger than half a page. Number two: it's more difficult to read from a computer screen than from paper. And number three: business people sometimes receive hundreds of emails a day. And a lengthy email is somewhat of an imposition on one's time. In other words, it's common courtesy to be brief, professional, and to the point.

In doing so, however, pay attention to the tone of your message. You need to be polite and respectful. Remember that whatever you write in an email is not confidential and may be forwarded to a third party, printed up in a company newsletter, or even used as evidence in a court case. Stay away from negative statements concerning specific individuals. And never use an email to vent anger or hostility.

So we've talked a fair bit about the body of the message, but what about some of the features that differentiate email from the typical business letter? For one thing, email gives you the advantage of summarizing the content of your message in the subject line. Make the best use of this option by being very specific about the content of your email in a way that captures the reader's attention. For example, say "Input Needed on Financial Report." And in any email exchange, change the subject line every time the subject changes. Don't just hit the reply button. By changing the subject, you make it easier for both you and your recipient to find relevant messages if need be.

And that brings us to replies. Standard business etiquette necessitates a speedy reply within 24 hours of delivery and, if possible, on the same business day. If this is not feasible, write a quick note to let the person know you have received the email. And let the sender know you intend on responding as soon as you can. This will tell clients that their messages are being given high priority. Another tip about replies is never to leave out the message thread for it provides the recipient with a context for the message, which may need clarification. This will save time for the clients who may have had to scan their inbox to find related information from the deleted message thread.

Finally, you need to sign off professionally. Do this by using a formal signature block with your name, position, company address, fax, and phone. This will open up new avenues of communication and allow the person to contact you in any variety of ways.

## **CD 5, Track 9**

Test 1: Listening  
Conversation

**Narrator:** Listen to a student talking to her professor.

**Student:** Hi Professor Shipman.

**Professor:** Hi Rebecca, what can I do for you?

**Student:** Well, I'm here because of the internship requirement in the film program.

**Professor:** Uh-huh.

**Student:** I've found a placement that really interests me, but there's a lot of competition. And I was wondering if you could write me a letter of recommendation.

**Professor:** So, what position are you interested in?

**Student:** Well, it's an editing post at the Women's Cable Network. I heard about it through a friend and it sounds perfect. I mean, it would give me the work experience I'm going to need to land a job. And I really like the philosophy of the station. And to tell you the truth, I actually wouldn't mind working there when I graduate next year.

**Professor:** Well I'd be happy to recommend you. I mean you have been an exemplary student. And that last piece you did on breast cancer awareness alone could serve as a recommendation in itself. I really hope you are planning to send them a demo reel of your work. You know, an application accompanied by real samples of your filmmaking abilities—I think that might really be your best recommendation.

**Student:** Do you really think so?

**Professor:** Definitely; it'll make a big difference. I mean, it will really show them just what kind of work they can expect from you. And that'll sell them without a recommendation from anyone.

**Student:** Yeah, but it wouldn't hurt to have a word or two from you.

**Professor:** No problem.

**Student:** Great. So, I'm thinking of handing my application in sometime next week. Can I count on you to have something ready for, let's say...Tuesday?

**Professor:** Yeah, I think I can manage that. But if I were you, though, I'd also write my own letter.

**Student:** What do you mean?

**Professor:** Give them a personal statement about why working at the Women's Network in particular is of interest to you. Tell them about your career aspirations. I'm sure they'd be interested in having someone do an internship who actually wanted to work at the station. That way, they'd save on training costs. I mean, think about it.

**Student:** You've got a point. Okay, so I'll put together a demo reel and I'll write a personal statement. This internship really means a lot to me.

**Professor:** Great, so I'll see you next Tuesday then.

**Student:** Tuesday. Thanks again.

**CD 5, Track 10**

Test 1: Listening

Electromagnetic Radiation

**Narrator:** Listen to a professor in a physiology class. He is discussing electromagnetic radiation from cellphones and wireless Internet.

**Professor:** Okay. So today we're going to be talking about cellphones and wireless computer networks, which operate using radio waves and emit electromagnetic radiation. Now according to some experts, and often those supported by the trillion-dollar wireless industry, these technologies are completely safe. But what we're finding is that there have been an alarming number of reputable studies and reports that dispute this. And so it seems that these new technologies may, in fact, have serious health risks.

Okay. First, let's talk about the technology. How prevalent is it? Well, there are currently about 50 million wireless Internet users internationally. But this does not compare to the 3.3 billion cellphone users worldwide. We're talking half the global population. Cellphones now outnumber land lines three to one.

And the reason they're so popular is because they connect people together anywhere anytime in a highly personal way. But cellphone features do not stop there. With a cell, you can text someone, send a photo, make a video call, download media from the Internet, watch TV news, play a game, listen to music, and access your email. You can even take secret photos or video...covertly record conversations...irritate others by having loud, personal exchanges in public...annoy them with your ring tones, interrupt classes...movies...live performances. The technology is virtually limitless.

But worst of all, cellphones and wireless Internet may make you sick!

In a report from the BioInitiative Working Group that reviewed over 2000 studies, scientists explain that human beings function using bioelectrical signals. And they add that the interference of electromagnetic radiation with this innate system can lead to distress and disease. Now, I understand a number of you have prepared summaries of the key findings in this report. Julie, can we start with you?

**Julie:** Sure. Well, first of all, these researchers note that the body reacts to radio waves with a stress response. What they believe happens is that...the body produces stress proteins to aid in defending against what it sees as an attack. And because scientists can measure the level of stress proteins in an organism, it has become clear that the body views electromagnetic radiation as a toxic stressor similar to say heavy metals, high temperatures, or a lack of oxygen. And with chronic exposure to a specific substance, the stress response drops off. And so the protective mechanism no longer works. And so the researchers see this as a problem for individuals who are exposed to electromagnetic fields over a long period of time. Why? Because the body can no longer protect itself against potential damage.

And second, various studies point out that electromagnetic fields damage DNA structures. This is very serious because if the damaged DNA replicates, it can lead to cancer. And what's worse is that both a stress response and DNA damage may occur at exposure levels far below current industry safety standards.

**Professor:** And what about all these tumors I've been hearing about...David?

**David:** Well, some researchers have found evidence to suggest that people who use cellphones for 10 years or more have a 20 percent chance of getting a malignant brain tumor—that is if the cellphone is used on both sides of the head. But if used on one side only, this figure jumps to 40 percent. That means you are twice as likely to get cancer in the form of a brain tumor if you use a cellphone on one side of the head for a long period of time.

And also there's believed to be a 310 percent increase in the risk of acoustic neuroma or a life-threatening tumor on the auditory nerve. So, because of these serious health risks, tumors, these researchers argue that the safety standards we have now are just not good enough. In fact, they claim that the levels of electromagnetic radiation are a thousand times higher than they should be.

**Professor:** And what do the authors of this report have to say about children's use of wireless and cellphones? Liz?

**Liz:** Well, they're very concerned about the impact of electromagnetic fields on children. They forecast problems with memory, learning, and decision-making. The thing is that children's brains are not yet fully developed. And so exposure to electromagnetic fields could be even more dangerous. So for this reason, wireless Internet in schools and even for entire cities has recently come under fire. And there's also a worry about the large number of school-aged children who have cellphones. Why? Because these kids stand to be exposed to electromagnetic radiation for the duration of their lives.

**Professor:** Yes, and I understand that the UK Ministry of Health at one point was cautioning against cellphone use by children.

**Liz:** That's right, plus I've also heard of government warnings in France, Sweden, India, and Israel.

## **CD 5, Track 11**

### **Test 1: Speaking Task 1**

**Narrator:** You will now be asked a question about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Describe the person with whom you communicate best, and explain why. Please give details and examples to support your response.

Begin to prepare after the beep. **(15 seconds silence.)**

Begin your response after the beep. **(45 seconds silence.)**

End of response time.

### **CD 5, Track 12**

Test 1: Speaking Task 2

**Narrator:** You will now be asked to give your opinion about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Some students choose a university where English is the language of instruction. Others prefer an institution where they can speak their native language. Which environment would you prefer and why? Please give details and examples to support your response.

Begin to prepare after the beep. **(15 seconds silence.)**

Begin your response after the beep. **(45 seconds silence.)**

End of response time.

### **CD 5, Track 13**

Test 1: Speaking Task 3

**Narrator:** Now listen to two students discussing the policy.

**Woman:** Did you see the new cellphone policy?

**Man:** Yeah, I saw it, and you know what? I really think it goes too far.

**Woman:** Yeah, what's with the ban on texting?

**Man:** That's right. Texting doesn't disturb anyone, and sometimes you really need to touch base with someone, especially in the case of an emergency. Like, last week when my girlfriend texted me in Medieval History to say she was in the hospital. I mean there are situations.

**Woman:** Yeah, I don't get the ban on texting either.

**Man:** And what's with this idea that professors can enforce the policy any way they like. I can just see how Professor Franklin is going to interpret that. He'll probably throw you out of the class for the entire term.

**Woman:** Yeah, that's where the ban on videotaping comes in. I do believe someone posted one of his rants on YouTube last month and apparently it was very embarrassing for the university administration.

**Man:** Huh! Serves them right.

**Narrator:** Now get ready to answer the question.

The man expresses his opinion about the university policy on cellphones. State his opinion and the reasons he gives for holding that opinion.

Begin to prepare after the beep. **(30 seconds silence.)**

Begin your response after the beep. **(60 seconds silence.)**

End of response time.

### **CD 5, Track 14**

Test 1: Speaking Task 4

**Narrator:** Now listen to part of a lecture in an ethology class. The professor is discussing language acquisition in dogs.

**Professor:** So today, we're going to be looking at language acquisition in animals. And specifically we are going to discuss an experiment which demonstrates that a border collie named Rico successfully learned over 200 words. It was Rico's owners who brought him to the attention of animal researchers. And they said that the dog knew the names of 200 items—mainly small toys and balls that he could fetch upon request.

The researchers, however, were rather concerned that the dog's supposed knowledge was due to the Clever Hans Effect. So in order to eliminate this possibility, they set up a controlled experiment with strict parameters to test the animal. First, they arranged the 200 items in random groups of 10 items each. Then they made sure the dog and the owner could not see each other by positioning them in adjacent rooms. Next, it was the experimenter, not the owner, who placed the first set of objects in the experimental room. Afterwards, the owner joined Rico and asked him to bring back a specific item from the experimental room. And of course, Rico could not see the owner while he was conducting his search. So with these parameters in place, the experimenters had successfully controlled for the Clever Hans Effect.

And all in all, in testing four sets of objects, Rico successfully retrieved 37 out of 40 items. And this means that he had, in fact, learned the names of these items. And since the items were randomly placed in groups and the experimenter, and not the owner, chose the four groups tested, we can reasonably assume that the dog knew the names for all 200 objects.

**Narrator:** Now get ready to answer the question.

The professor describes an experiment involving the study of language acquisition in dogs. Explain how researchers demonstrated an understanding of the Clever Hans Effect in testing Rico to determine if he knew the names of 200 items.

Begin to prepare after the beep. **(30 seconds silence.)**

Begin your response after the beep. **(60 seconds silence.)**

End of response time.

### **CD 5, Track 15**

#### Test 1: Speaking Task 5

**Narrator:** In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

**Man:** Hi Samantha, how's it going?

**Woman:** Oh, not so good. I'm having some kind of communication problem with my roommate. I told her that I needed to have quiet in the evening so I could study, but she won't listen. She says I should go to the library or the study hall because she wants to have her friends over. It's really getting on my nerves because when she has her friends over, I can't study.

**Man:** Hmm. That's a drag. Why don't you talk to the residence manager and see if you can switch roommates?

**Woman:** Thing is, it may be too late. I think there might be some kind of deadline—like a month after moving in—and we've been roommates for about a month and a half. Interestingly, though, this problem just started happening about two weeks ago.

**Man:** Well, they may be able to make some kind of exception. You never know. Or maybe you could talk to her and make some kind of deal where you go to the study hall on certain days and you are entitled to quiet on others. Maybe that kind of compromise might appeal to her. What do you think?

**Woman:** Maybe, but things are pretty tense between us these days. We're hardly talking and I'm not really sure I want to put up with her friends at all.

**Man:** But you won't have to if you are in study hall. Work it out. She gets some days and you get others—some kind of equitable agreement.

**Woman:** Oh, I don't know. I'm going to have to think about this. Thanks for your advice, though. I appreciate it.

**Narrator:** Now get ready to answer the question.

The speakers discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Begin to prepare after the beep. **(20 seconds silence.)**

Begin your response after the beep. **(60 seconds silence.)**

End of response time.

## **CD 5, Track 16**

### Test 1: Speaking Task 6

**Narrator:** In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. After you hear the questions, you will have 20 seconds to prepare your response and 60 seconds to speak.

**Professor:** Think of it! Only four centuries ago, in Shakespeare's day, the English language was limited to a remote corner of the globe and spoken by a mere 5 to 7 million individuals. Today, however, it's used on every continent on earth by some 1.8 billion people, approximately 400 million of them native speakers. English is the lingua franca of the modern world. It has an undisputed influence in the spheres of business, science, technology, diplomacy, tourism, aviation, and the Internet. So what were the factors that led to the rapid rise of English as the predominant international language?

Well first, there were Britain's pioneering efforts in world exploration, beginning as early as the 15<sup>th</sup> century. And this led to the foundation of a vast number of colonies, where English was given status as either the official language or one of the official languages. And by the early 20<sup>th</sup> century, the British Empire had power over approximately 450 million individuals or 25 percent of the global population. They also controlled a quarter of the world's land, some 36.7 million square kilometers. So, at the height of Britain's reign, people would often say, "The sun never sets on the British Empire." And the reason they said this was because at any given hour of the day, the sun would be shining on one of the country's many colonies. This was the first step in English gaining a foothold in the world.

Second, after World War II, the US was the largest former colony of the British Empire. It had emerged as a rising military and economic superpower with a sweeping cultural influence. The US established English as the language of business, science, technology, and entertainment. It also displaced French as the language of diplomacy by becoming the dominant working language of the United Nations. It should be noted that all of the world's major scientific journals are published in English and that most computing vocabulary in other languages is borrowed from English. And many professions such as medicine now require a working knowledge of the language. And for this reason, it is the most commonly taught second language in the world.

**Narrator:** Now get ready to answer the question.

Using points and examples from the lecture, explain how English has become the international language of the modern world.

Begin to prepare after the beep. **(20 seconds silence.)**

Begin your response after the beep. **(60 seconds silence.)**

End of response time.

### **CD 5, Track 17**

Test 1: Integrated Writing

**Narrator:** Now listen to part of a lecture on the topic you just read about.

**Professor:** Okay. So today, we're going to be examining peer-to-peer networking and why it's come under fire. First, the music industry is suffering. And with CD sales dropping by more than 50 percent in the first decade of the 21st century, the International Federation of the Phonographic Industry points the finger at peer-to-peer software. This recording industry organization claims that there is an average of one billion songs illegally downloaded each month. And according to them, the music industry loses \$4.3 billion annually to music piracy.

The sharing of music files through peer-to-peer computer networking software is called music piracy because it is the equivalent of stealing. For example, in a landmark ruling a US judge shut down Napster, a peer-to-peer software program, for the very reason that it encouraged the unregulated distribution of MP3 music files. The judge ruled that the concept of "fair use" only applies to situations like lending a CD to a friend, for instance. It in no way constitutes the sharing of music files with thousands of complete strangers. And the reason for this is because these strangers would then have their own personal copy of the material, which they could easily burn onto CD or download onto an MP3 player. The sharing of files on the Internet takes away from the royalties an artist receives from his or her creative work. Such sharing implies not only a lack of respect for artists, but denies them their very livelihood.

And while some people raise the argument that peer-to-peer software is a way for new artists to gain popularity, there is absolutely no foundation to this claim. Evidence heard in the Napster trial revealed that in a random sampling of songs, only 14 out of 1150 songs were from unknown artists. For the most part, illegal downloads were for mainstream artists. And these artists have worked hard to achieve success and deserve to benefit from the fruits of their labor.

**Narrator:** Now get ready to answer the question.

Summarize the main points in the lecture, making sure to show how they cast doubt upon points made in the reading passage.

You must finish your answer in 20 minutes.