

**Intensive Academic English Course  
Pre-sessional Programme  
Listening Assessment –2009**

1. ***Before you listen, read this introductory text, which will help orientate you to the subject matter of the listening text, giving you general and background information. You have 2 minutes.***

*The excerpt from the lecture you are about to listen to has been taken from a module offered by the School of Arts and Education at Middlesex University in 2006 and is called **Exploring Communication and Media**. The module explores different forms of media and it analyses the language – or discourse – of media communication in all its forms. This enables us to understand the various ways in which important social topics and issues are presented and to develop critical awareness of how public perception and opinion are shaped by media texts, forms and organizations.*

*The section you are about to hear offers an overview of advertising and promotional language and aims to develop skills in analysing the communicative techniques used in different kinds of advertisement.*

- **Before you listen, think about the topic of Advertising. What would you expect to hear in a lecture on this topic? You have 2 minutes to note down your ideas.**

**Section 1 (10 marks)**

**You will listen twice to the first part of the excerpt [up to: ... hundreds of ordinary cases] and answer the following questions. Before you listen, you will have 2 minutes to read the questions.**

**After you listen, you will have one minute to complete your answers.**

1. Complete the following sentence, which expresses the **aims** of the lecture:

*'... the aim is to try to understand some aspects of advertising in a broader context and, in particular, to try to sharpen your \_\_\_\_\_ or abilities in \_\_\_\_\_ particular advertisements, so that you would be able to \_\_\_\_\_ an advert that you see, whether it's on TV or in a poster, to issues that may be about \_\_\_\_\_ regulation, or they may be about the \_\_\_\_\_ of advertising ...'*

(5)

2. The lecturer gives an outline of the **structure** of the lecture, which is in two parts. What are these?

a. ....

b. ....

(4)

3. Finish the following sentence with the most appropriate ending (a, b, c or d) below.

*The purpose of studying 'problematic adverts' is that ...*

a. ... they help you understand the politics of adverts.

b. ... they have more impact than ordinary adverts.

c. ... you can see how an advert works and are able to analyse it better.

d. ... they reflect problems in society.

(1)

**Section 2 (15 marks)**

***You will listen shortly to the following extract from the lecture and then fill the gaps with ONE word only.***

***Before you listen, you will have three minutes to read the text first and predict possible words.***

***You will hear the extract twice. After the second time, you will have two minutes to complete your answers.***

Let me begin, then, with some, er, general points about advertising, which, obviously, you can read up, er, afterwards, but, ah, which, ah, I'm going to just 1. \_\_\_\_\_ to here, so I'm not giving you a detailed 2. \_\_\_\_\_, I'm just pointing to various things. Let's start with the 3. \_\_\_\_\_ assumption that advertising is universal, that, wherever you go in the 4. \_\_\_\_\_, there is advertising, and it's an essential and 5. \_\_\_\_\_ part of the world that we live in. I would ask you to 6. \_\_\_\_\_ that, ah, assumption just a bit. Obviously you can question it 7. \_\_\_\_\_. So if you go back 200 years, the 8. \_\_\_\_\_ of advertising was very, very different. If you go back 9. \_\_\_\_\_ years and it was very different again (coughs). So, like all things with 10. \_\_\_\_\_, as soon as you look to 11. \_\_\_\_\_ period, you find that things are very different, and the inference that you need to 12. \_\_\_\_\_ from that is of course, ah, that, er, something that differs 13. \_\_\_\_\_ times is not, er, universal and 14. \_\_\_\_\_ the case. More importantly for our purpose, let's just think about the 15. \_\_\_\_\_.

**Section 3 – Preliminary Notetaking – (NOT ASSESSED)**

**You will shortly listen to an extended excerpt from the lecture. In Section 4, you will complete a short summary, which is on the next page.**

**Before you listen, take three minutes to read through the prompts below.**

**As you listen, use these prompts to help you make notes.**

**NB: Your answers to these prompts will NOT be assessed.**

1. What point does the lecturer make about the *historical* context of advertising?
2. The lecturer talks about the importance of the social and political systems of particular countries. For example, how does he classify the social systems of:
  - a. Turkey? .....
  - b. China ?.....
3. The lecturer suggests that advertising is *not* universal. What reason does he give for this?
4. With regard to China, the lecturer gives an example showing that *freedom of expression* is viewed not in a political sense but in terms of ...
5. What should students do if they wish to study the history of advertising?
6. The lecturer describes advertising as ‘a very broad social phenomenon’. What does this mean? How does he illustrate this?
7. How does the lecturer define *promotional*, as opposed to *news stories*? What example(s) does he give?
8. The lecturer describes capitalism as a ‘promotional culture’. In other words, many things that we see as ‘culture’ are in fact opportunities to .....
9. The purpose of a film or music award is two-fold. On one hand it is a news event. On the other, it is .....and gives attention to the..... of a particular artist.

**Section 4 – After Listening (15 marks)**

- Now complete the gapped summary text below using **one word only** in each space. You have **10 minutes**.

The lecturer introduces the topic of *advertising*. The main aims of the lecture are to understand some aspects of advertising and sharpen students' skills in 1.) \_\_\_\_\_ advertisements by looking at two particular adverts.

The first thing he does is 2) \_\_\_\_\_ the main points about advertising. He questions the assumption that advertising is 3) \_\_\_\_\_ and concludes that it is *not*, because advertising differs according to the 4) \_\_\_\_\_ system of a particular country. For example, China is described as Communist, but at the same time there is the freedom of expression to 5) \_\_\_\_\_ and sell things. Also, he points out that the same product may be 6) \_\_\_\_\_ in different ways in different countries. He then goes on to talk briefly about the 7) \_\_\_\_\_ of advertising, and how it developed over different periods, but advises students to study this area in more detail by going to a university 8) \_\_\_\_\_. Instead, he focuses on the present situation and stresses that advertising is a much more complex phenomenon than simply adverts on TV or in 9) \_\_\_\_\_. He talks of a 'spectrum', ranging from postcards in 10) \_\_\_\_\_ advertising bicycles for sale and rooms to rent, to adverts on the 11) \_\_\_\_\_.

The final section talks about the distinction between advertising and 12) \_\_\_\_\_, which he describes as being 'blurred'. He makes the point that *cultural* events - such as 13) \_\_\_\_\_ with celebrities in magazines or on TV - or 14) \_\_\_\_\_ events which detail celebrities' personal problems, are often opportunities for promoting a 15) \_\_\_\_\_.

15
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<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
<b>10</b>	<b>15</b>	<b>15</b>	<b>40</b>