AUSTRALIAN INSTITUTE of LANGUAGE

Re-tell Lecture Question Bank

Official Guide

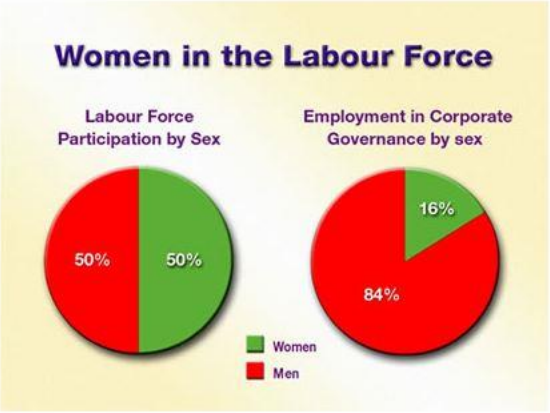
(Lauren Kennedy, 2012)

1.

World's Most Livable Countries (2006)	
1.	Norway
2.	Iceland
3.	Australia
4.	Ireland
5.	Sweden

The Human Development Index (HDI), published annually by the UN, ranks nations according to their citizens' quality of life rather than strictly by a nation's traditional economic figures. The criteria for calculation ranking include life expectance, educational attainment, and adjusted real income. The most liveable countries in 2006 were Norway, Iceland, Australia, Ireland and Sweden.

2.



There once was a time in American history when the thought of women working for complex, multi-national technology companies, giant advertising firms, and massive publishing houses was snickered at behind closed boardroom doors.
Today, women are running those companies – from some of those very same boardrooms. But although women make up almost half of America's labor force, as of 2005, only eight Fortune 500 companies have women CEOs or presidents, and 67 of those 500 companies don't have any women corporates officers.
Catalyst, the not-for-profit New York based women's research organization, points out that its data shows a change over the last ten years. In 1995, 8.7% of corporate officers in Fortune 500 companies were women. This percentage rose to 16.4% by 2005. While this is progress, they note that, at this rate, it would take 40 years for the number of female corporate officers to match the number of male officers.
For the few women who have reached the highest ranks, they'd [refer not to talk about their gender. To them it's no longer an issue. Their accomplishments represents significant milestones—not just for women in business—but for women all over the world making careers choices.

3.

More than one billion people in about 70 countries around the world observe Daylight Saving Time, "DST" in some form. Here are interesting facts about some of these countries:
Most of Canada uses Daylight Saving Time. Some exceptions include the majority of Saskatchewan and parts of northeastern British Columbia. In the fall of 2005, Manitoba and Ontario announced that like the United States, they would extend daylight time starting in 2007. The Attorney General of Ontario commented that "it is important to maintain Ontario's competitive advantage by coordination time changes with our major trading partner, and harmonizing our financial, industrial, transportation, and communications links. Other provinces have indicated that they may also follow suit.
It wasn't until 1996 that our NAFTA neighbors in Mexico adopted DST. Now all three Mexican time zones are on the same schedule as the United States.

4.

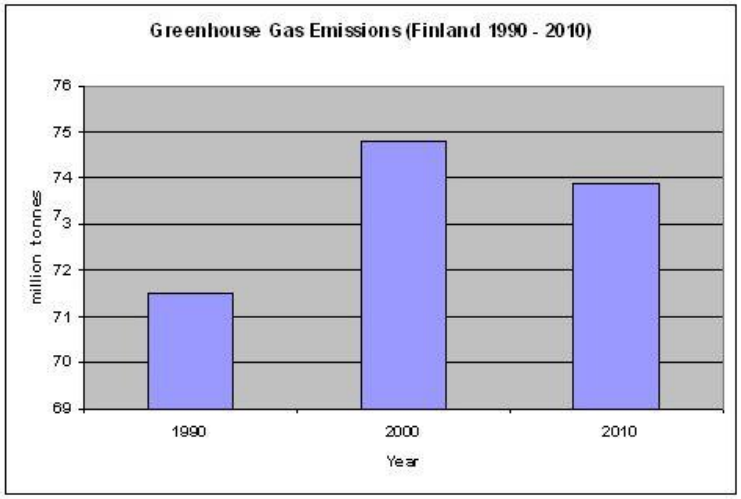
Most kids plug into the world of television long before they enter school. According to the Kaiser Family Foundation (KFF):

- Two-thirds of infants and toddlers watch a screen an average of 2 hours a day;
- Kids under age 6 watch an average of about 2 hours of screen media a day, primarily TV and videos or DVDs;
- Kids and teens 8-18 years spend nearly 4 hours a day in front of a TV screen and almost 2 additional hours on the computer (outside of schoolwork) and playing video games.

The American Academy of Pediatrics recommends that kids under 2 years old not watch any TV and that those older than 2 should watch no more than 1 to 2 hours a day of quality programming.

The first two years of life are considering a critical time for brain development. TV and other electronic media can get in the way of exploring, playing, and interacting with parents and others, which encourages learning and healthy physical and social development.

5.



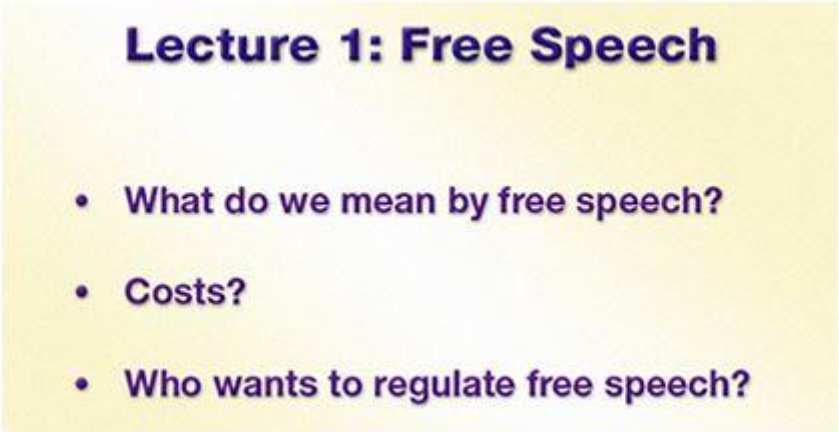
According to adjusted calculations published by Statistics Finland, Finland's greenhouse gas emissions in 1990, the benchmark year for the Kyoto Protocol, amounted to 71.5 million tonnes of carbon dioxide equivalent. This revised baseline figure is about a million tonnes higher than the previously calculated total of 70.5 million tonnes. This adjustment is due to improved calculation methods, and does not affect Finland's commitment under the EU's internal allocation of emission reduction obligations to get emissions back down to 1990 levels by the period 2008 to 2012.

Finland's latest emission figures from part of an inventory report submitted to the European Commission in mid January. The report has been compiled by Statistics Finland, the organisation responsible for the national greenhouse gas inventory system, and also features emission trends over the whole period 1990 to 2004. The report was additionally discussed by Finland's EU Affairs Ministerial Committee.

6.

Good to be with you today. Thanks for making the time available. To start, just the key things I wanted to cover today…related to this idea of assessment. And the main things I want you to think about – the take home message if you like – is that there are a number of different points in assessment. Well, starting on the left-hand side of the diagram we have the less structured ways to assess students, moving on to the right, the more structured methods. So we might go from, say, an informal observation about what is occurring in an incidental way, along to simply structured tools like questionnaires and observation reports, to things like students assessing themselves and moving forward, with greater complexity, case studies and the like and then on the far right-hand side things like formal exams, public tests and standardized tests, you know, the real high-stakes tests which many students, teachers and parents are concerned about.

7.



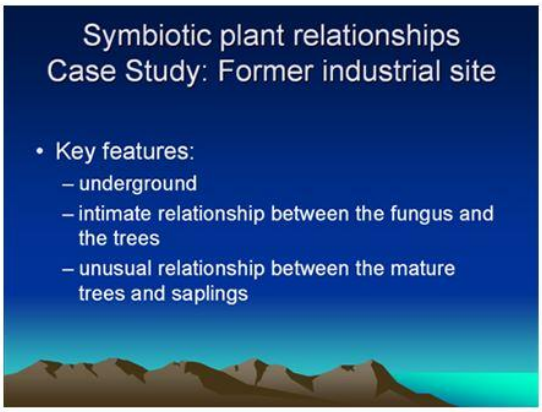
Q: Now the topic we are going to focus on today is free speech. Presumably, you often go to free speech at some level, but let's start by getting clear. What do we mean by free speech?

A: By free speech, I mean the need for restrictions on the way which governments can regulate speech. Whether speech is free on the further sense and whether people have opportunities is a very important thing, but it's not the issue of free speech.

Q: That's really interesting, because you measure it by talk about regulation and controlling. What can be said?

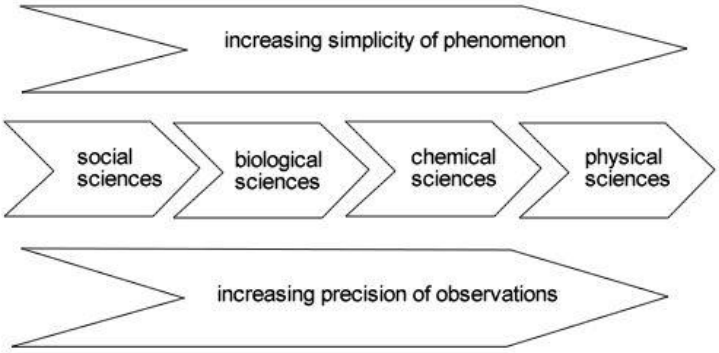
A: Speaking is not without costs. What people say can cause injury, can disclose private information, can cause harm for public information. It's not a free zone where you can do anything because nothing matters. Speech matters. But because it matters, it's very important that governments who want to regulate speech, for example to prevent things that would be embarrassing to politicians or otherwise upset the government, that's important that power should be restricted.

8.



We've known about symbiotic relationships of course for quite a long time. This is a more usual example. In that it's so large an area, it's underground. And there seems to be such a close and intimate relationship between the fungus and the trees. And so it's rather different from the examples that have been studied before. It's extremely interesting to think about the possibilities that this web of inter-relationship opens up. And certainly you can imaging almost that the large trees are feeding the small ones. The small ones are managing to grow, perhaps not as fast as they would if they had access to all the light from above. But they are kept going. And it's almost as if the large trees are keeping them going, until such time as a hole develops in the canopy and they can grow away to their full height. So that relationship between the large mature trees and the young saplings is most unusual. And I think there's a lot more that we need to understand about the precise links between them, and how much material is passed from the adult trees into the new saplings.

9.



I started being interested yonks back, when I was about eight, when I got a chemistry set and a copy of Charles Darwin's Origin of Species as birthday presents. Because they seemed to be ways not merely of trying to understand the world, and explaining how humans had emerged, but also to control the world. You could do experiments. You could control things. You could work out what might happen. You could test it. Knowledge and power, understanding the world and controlling, predicting bits of the world are really what being a scientist is about. I think one of the problems often that natural scientists have, social scientists have, and a lot of the philosophers of science have, is that there's one thing called science. And the physical sciences and the biological sciences, the chemical sciences are all doing the same sorts of things. We're not. Physics and chemistry deal with really rather simple matters, with a high degree of precision. The essence of biological living systems is complexity, and non-reproducibility. The arrow of time works only in one direction for biology. And processes are always irreversible. That makes life very very difficult indeed.

Practice Test Plus

(Kate Chandler, 2013)

1.

Transcripts:

In today's lecture I'm going to talk about changes in air pollution since the middle of the last century and what has created these changes.

So, um - by the 1950s, air pollution was very visible with frequent thick black fogs known as 'smogs' in many large cities around the world. The main source of this pollution was from factories and it caused severe health problems. For example, a particularly severe smog in London in 1952 caused over four thousand deaths. Obviously something had to be done and in 1956 a Clean Air Act was introduced in Britain. This addressed the pollution from factories and the smogs soon disappeared,

However, as you know, these days air pollution is still a big issue. The main difference between now and the 1950s is that you can't see it - it's invisible. Also, the main source of pollution now is from cars and lorries, and although these don't produce visible signs, this air pollution is still a significant risk to health. And one of the key factors in the rise of this type of pollution is that we have all become much more vehicle-dependent, there are far more cars and lorries, trains and planes than in the I 950s and this is now the main source of air pollution around the world.

2.

Transcripts:

OK - to help you with your research, I just wanted to give you some tips today on using Focus Groups. These are groups of people that you get together to find out about their opinions and attitudes, for example, to review a piece of work or just basically provide some collective input to help you with whatever you're researching.

First of all, how large should a focus group be! Well, I would say that an ideal number of participants is around six or seven. If it's any bigger, what quite often happens is they break into side-conversations and the focus is lost. If it's any smaller, you may not get the range of views that you need to get a really good discussion.

Secondly, it's important that you have a moderator for the group, who's able to facilitate and guide the discussions. The moderator must ensure that everyone participates and stop anyone

dominating. And also, the moderator needs to make sure that the discussions don't go off in the wrong direction.

And thirdly, in order to help the group focus on what's required, some basic materials should be used particularly to kick-start the discussions. This may be in the form of pictures, photos, diagrams, graphs, etc. and will help the group to understand the context of what needs to be discussed.

3.

Transcripts:

Hello everyone. Today's lecture is about setting up a website. I'm going to be focusing on things that you need to consider to ensure your website really adds value to the people using it.

So - there are three main areas you need to think about. The first and most important thing is who is your target audience? When you're creating a new website you really need to think about who the users are and what information they'll be looking for. What we do when we set up websites is to group users based on their needs. So, for a website in the academic community, for example, we may have groups such as researchers and administrators, and this helps us design the site and add information that is relevant to each group.

The second point is accessibility. The main thing here is to ensure your website can be found. And you can do this by making sure it can be reached from areas on the web where your target audience are also active. So this may mean providing links on other websites or maybe using social media.

And thirdly - retention - making sure your target audience return to your website regularly. You do this by ensuring it gives them a reason to come back. So it's important to keep the site up-to-date and make sure it provides the latest news and interesting information and so on.

4.

Transcripts:

I've been asked to speak today about the purpose of museums and I think that's something we often take for granted, that we have museums and we need museums. But with $0 much information available now online, people have access to whatever it is they want to know so I think we need to consider carefully just what it is that we expect of our museums today. What makes them relevant in the information age.

Clearly, we've got to move beyond the early twentieth century concept of a warehouse full of old, remarkable, untouchable objects. This warehouse idea does very little to inspire people. What museum professionals need to do - what they should be doing, is make their collections and programs work towards the purpose of education. So whether that means having more hands-on exhibits, becoming involved with other community organisations, they should be doing whatever it takes to think about their visitors, to engage people, to educate them. And in that way, they can be instruments of social change. If they have knowledge and understanding of the people who visit, and the people [hey want to come and visit, they can take this as a starting point for providing exhibitions and services that are relevant to people's lives.

5.

Transcripts:

I suppose more and more, people are starting to see graffiti as a form of art. Now there are still many who would beg to differ - and they'd point to the destructive scribblings that we see on our

bus shelters and our public buildings. These often take the form of tags which are fancy, scribble-like versions of someone's name or nick-name. Tags generally have no aesthetic appeal and they are the scourge of the high street shopkeeper in many a town. I can certainly see where the shopkeepers and property owners are coming from.

But the fact is, graffiti has been around for a very long time indeed. People left their mark on cave walls back in prehistoric times and it's been found too on ancient monuments in Egypt and Rome. But New York style graffiti - which is really the forerunner of a lot of the graffiti that's getting done now - New York graffiti took off in the late 19605. That's when the advent of the spraycan allowed the humble tag to evolve into more complex styles. In the mid to late 70s, subway trains became the new forum for graffiti artists to display their skills. For many young people it became a medium to express their disillusionment with a system from which they felt excluded. Now of course, the art establishment embraces graffiti artists and some of these artists have actually taken on cult status.

6.

Transcripts:

We often think of technology and invention and research as being somehow more sophisticated a proposition than nature - but actually, when we think about it, there are lots of really useful concepts that technology can take from the natural world. People are beginning to remember that other organisms on earth are doing things in a very similar way to what we need to do. And they're looking closely at what we can learn from nature.

Take the bright screens on our mobile phones - now, this brightens, this effect that they've managed to achieve there, came partly as a result of research into the iridescence of the wings of butterflies and the antireflective coatings that moths have on their eyes. And it doesn't end there. They're looking at what makes a spider's web so strong, how glow worms produce light with almost zero energy. The list goes on. And this area of research is called biomimicry - that's 'bio', as in biology or life and 'mimicry', copying or imitating. It's a very interesting field of study.

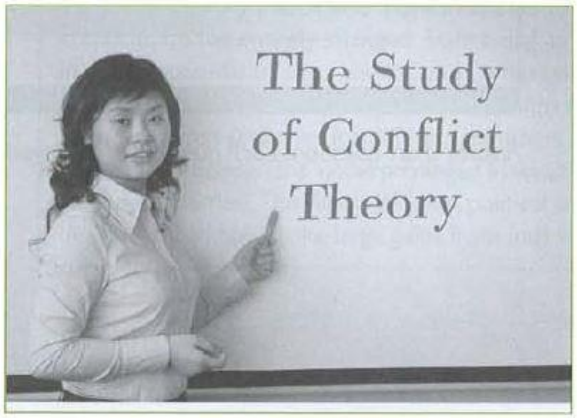
7.

Transcripts:

Now as we all know, it has long been the habit in many countries that teachers give homework to school children of all ages. Despite the fact that a minority of educators don't agree with this practice, it has never seriously been questioned or challenged before.

However, it may be that the tide is turning. These days, more people are becoming convinced that homework is of virtually no benefit, particularly for children in the younger age group. So, why have teachers always given homework? Well, the answer seems to be because they are obliged to. Most teachers don't really believe it has any real value. And the latest research supports the teachers' feelings about this. Not only does homework have very little impact on children's learning but it also puts unnecessary obligations and responsibilities onto the parents. These days not all families have the time or the necessary knowledge to help their offspring. So it would seem that now, senior educators want to start a new initiative. Rather than giving homework, they plan to encourage reading books of any kind, just reading, and they claim that this is a far more effective method of consolidating learning than wading through piles of written homework.

8.



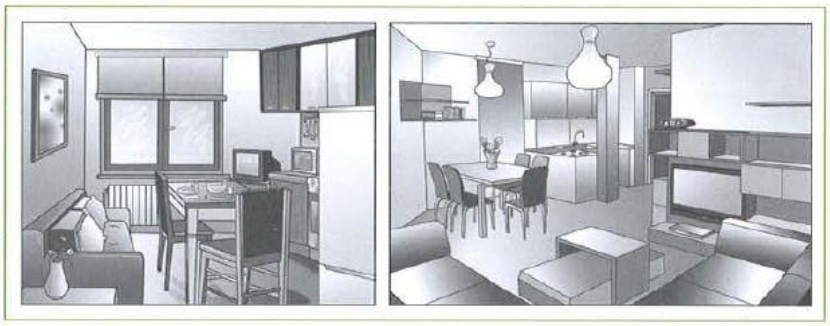
Transcripts:

Some years ago a group of academics from different disciplines recognized the necessity of studying conflict as a phenomenon. They were interested in the distinct properties of conflict as it occurred in international relations, national politics, industrial relations, communities or even in the domestic setting. These academics believed that approaches from different disciplines could be applied to the study of conflict with a view to better understanding its causes, effects and solutions.

As a result, research groups developed, and universities and academic journals began to publish papers on 'conflict theory', as it came to be called. Unfortunately many other academics didn't welcome this new discipline; they couldn't reconcile it with traditional scholarly practices because it had both a practical nature and an analytical approach.

Nevertheless, the new discipline continued to develop and the field grew and spread and conflict theory now has the same prestige as other academic areas of research and study, despite the early criticism it attracted.

9.



Transcripts:

Now as urban planners, what we really need to start considering is the amount of space allocated for residential areas within a city or town. And when I say 'space' I'm talking about space within a dwelling or home rather than the actual size of residential areas. There's growing concern that the internal space of new homes is becoming far smaller. Too small, in fact.

Maybe you're thinking: Is it important for residents to have sufficient space? Is it merely a preference to have more space or are there more serious implications? Is there, in fact, any evidence to suggest cramped living conditions affect residents' physical or mental well-being or their day to day life?

Well, research from a number of sources indicates that this is an important issue which needs addressing. Cramped conditions can lead to aggressive behaviour, to family tensions, psychological anguish and, in the more extreme cases, physical illness as well. Not only this but there is a proven link between overcrowding and the social and emotional development of children as well as their educational attainment. So, the main issue here is that residents require enough individual space to be able to live and function together but with sufficient private space for personal time within the home.

10.

Transcripts:

So today we're continuing to talk about the social history of foodstuffs, and we're going on to consider next the importance of salt and the significant role it has played.

Salt was a highly valued commodity in ancient times. Not because it made food taste nicer, but because of the way it could be used to preserve food. This meant that people were not so dependent on seasonal variations in what was available for them to eat - they could preserve what they produced and consume it as required. It also meant that food could be transported long distances.

Salt was not easy to obtain and so prices for it were high. It was often necessary to transport it long distances and it is believed that one of the reasons for building some of the roads that led to the ancient city of Rome was to make it easier to bring salt to the city from various parts of the Roman empire. Roman rulers took financial advantage of the population's need for salt. When they wanted to raise money for some war or another, they raised the price of salt.

Elsewhere salt was important too. In Africa, for example, caravans consisting of up to forty thousand camels are said to have travelled four hundred miles across the Sahara to transport salt to the inland markets of places like Timbuktu.

11.

So today we're going to talk about children's literature and the role it plays in society. Throughout history adults have used the power of stories to entertain and amuse their children. But stories are not used merely to entertain youngsters, they have a significant educational purpose. They serve to

teach the moral values of their society. In sociological terms, stories are one of the means by which children are socialized.

How does this work in practice! Well, it often makes use of heroes, the characters in the stories who the children will admire and want to be like. The heroes of children's stories, therefore, exemplify the qualities valued by that society - they will typically demonstrate courage in the face of difficulty, honesty, consideration for others, loyalty to their family and friends, a respect for work and so on. You can see this happening from the fables of ancient societies through fairy tales and folk tales right up to modern day children's stories.

For example, the hard-working ant in Aesop's fable is shown to succeed in comparison with the grasshopper who spends the summer singing and has nothing to eat when winter comes. Similarly, it is Cinderella, the honest, hard-working sister, who wins the Prince rather than her cruel, lazy step-sisters. However, there is still usually something to entertain children, even in the most morally instructive of stories.

12.

This week I'd like to start by talking a bit about electric vehicles. Although we tend to think of electric cars as being something completely modern, they were in fact some of the earliest types of motorized vehicle.

At the beginning of the twentieth century electric cars were actually more popular than cars with an internal combustion engine as they were more comfortable to ride in. However, as cars fuelled by petrol increased in importance, electric cars declined. The situation became such that electric vehicles were only used for certain specific purposes - as fork-lift trucks, ambulances and urban delivery vehicles, for example.

Although electricity declined in use in road vehicles, it steadily grew in importance as a means of powering trains. Switzerland, for example, was quick to develop an electrified train system, encouraged in this no doubt by the fact that it had no coal or oil resources of its own.

Nowadays there is renewed interest in electricity as a means of powering road vehicles. Why is this the case? Well, undoubtedly economic reasons are of considerable importance. The cost of oil has risen so sharply that there is a strong financial imperative to look for an alternative. However, there are also environmental motivations. Emissions from cars are blamed in large part for - among other things – the destruction of the ozone layer and the resultant rise in temperatures in the polar regions. A desire not to let things get any worse is also encouraging research into designing effective electric transport.

Test Builder

(Taylor, 2012)

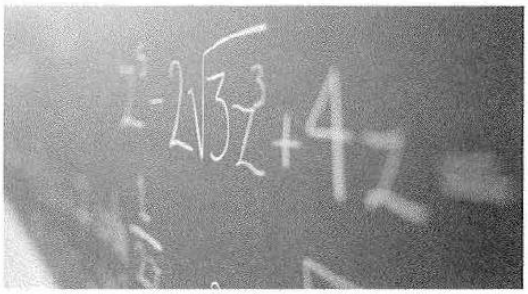
1.

So, continuing our series of lectures on Modernism, we now turn 10 architecture and, in particular, to the work of Frank O. Gehry. Now, I'm not going to go into his career in detail; it is enough to say that early on he was, like other modernist architects, tied to the rectangle, the straight line, and so on. Often their buildings would have this basic shape and they would just, um, add bits of decoration like splashes of colour or pointless balconies. Soon enough, Gehry wanted to break away from straight lines and grid-like designs. He wanted the freedom to experiment with other shapes - curves and unusually-angled roofs.

What helped him with this was the computer, which allowed him to visualize and experiment with complex shapes, and to work on the whole design as one piece, without the added decoration being thrown in as an afterthought. Architecture as art, if you like ... or, or sculpture even. He himself said that he had struggled with crossing the line between architecture and sculpture.

Now, I want to talk about one building in particular ... um ... the Guggenheim Museum in Bilbao, which I think you'll agree is a masterpiece.

2.



Now, you might think it strange that in a lecture on biology, I will be talking a lot about mathematics ... um ... If I may digress a bit ... When I was a student, mathematics, the language of clear abstraction, had nothing to do with life sciences like biology, the sphere of messy organic

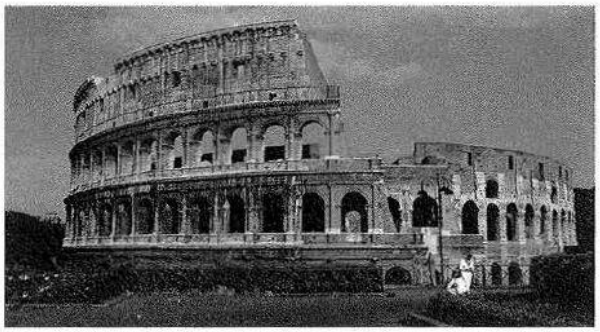
forms, cutting up frogs in the lab, and so on ... um ... In fact, I started doing biology precisely to avoid maths and physics. So, I've had a lot of catching up to do.

We are all aware of how the sciences have come to inter-relate more and more, and not only will mathematics impinge more and more on biology but also, I am told, in the 21" century, the driving force behind mathematics will be biology. This is partly because mathematicians are always on the lookout for more areas to conquer. But a far greater reason is that the subject has been boiled down to physics and chemistry – obvious attractions for mathematicians.

A number of mathematical fields can be applied to biology. For example, knot theory is used in the analysis of the tangled strands of ONA, and abstract geometry in four or more dimensions is used to tell us about viruses. Again, neuroscience appears to be maths-friendly and equations can also explain why hallucinogenic drugs cause the users to see spirals.

So, if mathematicians are taking such a keen interest in biology, the least we can do as biologists is return the compliment.

3.



Most of what the general public knows about daily life in ancient Rome comes from art, architecture and literature, which tell us more about the elites, especially ... um ... the goings-on of the emperors . .. but how much do we know of the lives of ordinary Romans? Did they have a voice, apart, that is, from what we can gather from graffiti? The usual picture is one of time spent at festivals, baths and, typically, the games. However, for many Romans, terrible living conditions, poverty, debt and the chance of being sold into slavery at any moment - that is, if they weren't slaves already – left no time or energy for such forms of entertainment, or for any interest in politics, for that matter.

Indeed, after the death of Augustus, executive power was taken from the elected assemblies of the Roman people. Now ii was the emperor's job to look after the people, and his generosity often depended on the mood and behaviour of the people - on how often and how violently they protested and rioted.

One example would be Claudius ensuring a steady grain supply, even in winter, after rioters pelted him with stale crusts of bread. There is an anecdote about, um, Hadrian. While touring the provinces, an old lady approached him with a complaint; he made excuses and tried to get away. She said that if he wouldn't give her a hearing, he shouldn't be emperor. She got her hearing.

4.

Alexis de Tocqueville

Alexis de Tocqueville, as we have noted, appears to have had some appeal to both ends of the political spectrum - left and right – or rather, both have found him to be useful for their purposes in certain circumstances. His rational acceptance of the new forces of democracy brought about by the American and French revolutions made him an icon of left-wing liberals. However, during the Cold War - that is, from the end of World War II until the collapse of communism - he was adopted by some leading thinkers on the right. So, there are two sides to his political philosophy, and the man himself, that we need to look at.

Now, I would suggest that de Tocqueville's biography is important here. You must always bear in mind when reading him that he was an aristocrat, and one whose family had suffered in the French Revolution. He wasn't your typical aristocrat because his politics differed from others of his family and social rank. He abandoned the Catholic church and married beneath his class. Yet he never quite threw off the prejudices of that class. However, and what is important, he did recognize and believe that the tendency of history, which in those days could be traced back to the Middle Ages, was towards the levelling of social ranks, and more equal and democratic conditions. The French Revolution had in the end brought Napoleon, whom he hated, but democracy would inevitably come to France. His trip to America was to see democracy in practice, make note of its shortcomings and errors, and then find safeguards against them.

5.

What I want to look at today is the question of how much technology - if, um, a pen can indeed be called technology ... perhaps I should say the instrument of writing - affects a writer's style and level of production. I also want to consider other factors that may have an effect on prose style, such as personality, educational background, and so on.

Now, production levels aren't so hard to measure in relation to the writing instrument used. The quill pen, for instance, would need continual re-filling and resharpening, which led to a leisurely, balanced style of prose full of simple sentences. Writing took a lot longer than now and the great novelists of the 18th century - Fielding, Smollett, Richardson - had a relatively small output, though some of their books ran to enormous length.

By the middle of the 19th century, the fountain pen had been invented. It didn't need such constant refilling, which can account for the more flowing, discursive style of, say, Dickens and Thackeray, as well as their tremendous output. Then came the typewriter, whose purpose, once you got the hang of it, was to speed up the writing process and was therefore much favoured by journalists. This, it seems to me, gave rise to a short-winded style characterized by short sentences. A short prose style, if you like. Dictating machines and tape recorders Jed, as one novelist complained, to writers becoming too conversational, rambling and longwinded. Henry James, although he didn't use these machines, dictated his later novels and, well, some might agree with this accusation.

Well, it looks as though we're going to have to leave word processors, computers and, of course, the way film and its narrative techniques have affected writing style for another day.

6.

It is almost impossible these days not to include photography in a course on the history of art. I disagree with people such as Walter Benjamin who suggest that technology and art don't go well together. Photography, with its realism, its accurate representation of the thing in front of you, initially deprived many artists of their subject matter, forcing them to look in new ways - no bad thing. True, mass produced images of, say, the Mona Lisa, obviously can't provide the same experience as seeing the real painting. On the other hand, there are photographs which, to my mind, are far more thought-provoking and have greater emotional impact than a painting of the same subject could.

Some people say that the traditional idea of an artist with a trained hand and eye is old-fashioned. They no longer believe that an artist needs specialist knowledge, but rather that he or she can simply

point a camera at a scene and record it. However, on the one hand, that ignores the creative skill involved in producing photographs. On the other hand, it also ignores the fact that even in the past, painters used various technological aids. For example, the Dutch painter, Vermeer, used a camera obscura to help him create his images. We'll go into that later, but for now, I want to look at the documentary and cultural value of photography.

7.

We appear to take it as a rule, or as a law of nature, that each species is adapted to the climate of its own home. For example, species from the Arctic, or even a temperate region, could not survive in a tropical climate, nor could a tropical species last long if it found itself at the South Pole. But it is true to say there's too much emphasis placed on the degree of adaptation of species to the climates where they live.

We assume that this adaptation - if all species are descended from a single form - must have taken place over millions of years, yet a large number of plants and animals brought from different countries remain perfectly healthy in their new home. Also, there are several examples of animal species that have extended their range, within historical times, from warmer to cooler latitudes and the other way round. Rats and mice provide good examples: they have been transported by man to many parts of the world and now have a far wider range than any other rodent, and they can be found living in the cold climate of the Faroe Islands to the north through the tropical zones to the Falklands in the south.

It is possible to see adaptation to any climate as a quality that is part of an inborn flexibility of the physical and mental constitution of most animals. Therefore, the ability to survive in the most different climates by both man and his domestic animals, and the fact that elephants once existed in an ice age while living species live in tropical areas, should not be seen as deviations from the rule, but as examples of this flexibility being brought into action under particular circumstances.

8.

Today, I want to look at some research that has been done into what motivates people and, um, particularly on what is called the 'mind set' - or more simply the mental attitude - that highly motivated people have. And, of course, the attitude of those who aren't so motivated, or who lose their motivation. Now, it's obvious that motivation is crucial to performance, but that doesn't tell us where it comes from. Why is it that some people work hard and do well while others can work just as hard and don't, why some are committed to what they are doing and others aren't? Finding answers to this question would be extremely useful to educators, as well as in other areas of life. Businesses, for example, have long believed that financial incentives - bonuses, perks, pay rises - are the great motivators, and to an extent they can make a difference, but what we are calling the mindset is more important.

What has made it difficult to find out what the causes of motivation are, is that motivation and the capacity for hard work can be mistaken for talent - thinking it's a gift. Either you've got it or you haven't. People who believe this have a fixed mind set and are not only going to perform less well than they could, but it's also an attitude that will affect their whole outlook on life.

Some say that if talent is something people are born with and you're unlucky enough not to have any, then there's not much point in putting in all that extra effort for no real reward. However, research has shown that, if you put in the hours, practice brings the same level of achievement as talent. It's a question of changing this fixed attitude and adopting a growth attitude, which includes seeing mistakes and failures as opportunities to improve.

9.

I suppose that it has always been the case for the majority of us that the first test of a work of art or literature or music is how much pleasure it gives us, and we don't want to bother with analysing why or how it has had such an emotional impact on us. It's always good to know what your pleasures are in the positive sense - and not as easy as some people think - as opposed to only really knowing what you don't like and complaining about it, though presumably there's some kind of pleasure to be had from that too. But now that you've chosen to take a course on the novel, I'm afraid that evaluating literature on the basis of how you feel about a book won't count as an intelligent critical response to the work being studied.

It is, however, useful to remind yourselves from time to time that we all fall for trash every now and again. For instance, you might actually enjoy listening to a catchy pop song, but you'd find it hard to explain in critical terms that it is good, or better than something else, just because it is enjoyable.

So, you're here to sharpen up your critical knives, as it were, among other things of course.

10.

Nicolo Machiavelli (1469-1527)

Machiavelli lived from 1469 to 1527. The philosopher Bertrand Russell referred to Machiavelli's most well-known book, The Prince, as a "gangsters' handbook". And while there's no doubt that certain people have read and used it as such, I think that if we put it into the context of when it was written, which was Italy, especially Florence, in the 15111 and 16111 centuries, it will be easier to judge Machiavelli's reasons for writing it.

Now, the Italy of that period was made up of a number of city states, often at war with each other. Add to that threats from foreign powers, especially France, and it was a very unstable and dangerous situation. Machiavelli loved his home city, Florence, and wanted to protect its culture, history and above all independence at all costs. One way to do this was to establish an army of Florentines loyal to the city state of Florence.

Much of Machiavelli's career was taken up with this issue. It must be remembered, though, that he led an active civic life, was deeply into politics, and was an ambassador for Florence. In this way, he got to meet and observe some of the key players of the time and through this came to understand the nature of power and how to hold on to it. The Prince was an attempt to teach Florence the lessons he had learnt.

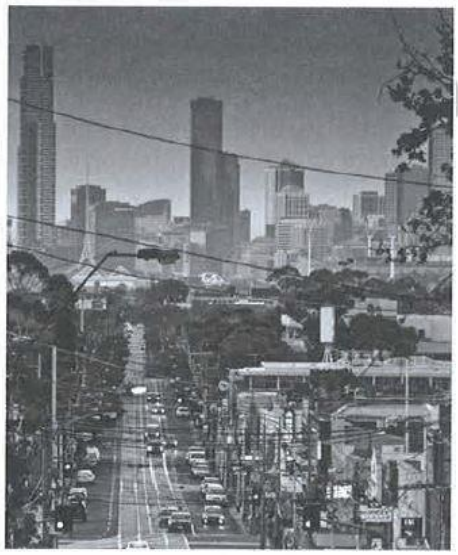
11.

There was a time when the subject of happiness was the business of philosophers, as part of their discussion of what makes for the good life. Then, much later, psychologists and sociologists got in on

the act, and now, it seems, so has the government. I understand that governments should have the welfare and well-being of those it governs at heart from the purely practical point of view of keeping people quiet, a t home enjoying their gadgets and comfort, rather than on the streets rioting. But surely it's not something you can legislate for.

Today there are numerous journals on the topic and it is even included in the curriculum at some universities and colleges. Surveys are done, statistics compiled, graphs drawn, yet all they seem to "prove" is what most people have concluded themselves from personal experience. An obvious example would be that having a lot of money doesn't necessarily make you happy. We all wish to be happy and have ideas about what it is we think would make us so. But we also know or suspect that it's not that easy. Most of us learn that it is a by-product of something else, usually being totally absorbed or involved in some task or pastime, and can only be reached that way. These activities, of course, must be worthwhile in themselves.

12.



We have briefly looked at some of the problems involved in running a biggish city like, say, Melbourne, keeping the road and rail systems running, policing, providing food and housing, and so on. In another lecture, I'm going to deal with what we must now call the megalopolis - cities with populations of ten million or more. However, first I want to go back in history to when the population of cities could be numbered in the thousands rather than millions.

One of the earliest theorists of the city was, of course, Plato, who created an ideal city in his text, The Republic. The population of this city would be around twenty-five to thirty thousand at most. Oddly enough, the same figures were chosen by Leonardo da Vinci for his ideal cities. Now, of these twenty five to thirty thousand inhabitants only about five thousand would be citizens. A reason for this might be that it is the largest number that could be addressed publicly at one time and by one person, and makes a voting system much easier to manage. Also, perhaps the numbers are kept

deliberately low because a large population would be harder to control, or because, in practical terms, fewer inhabitants are easier to feed from local supplies without having to depend on outside sources.

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