

Hello everyone! Today's test is the London Tests of English Level Three. The theme of this test is Hobbies and Pastimes. This test lasts two hours. There are five tasks. Tasks One and Two are listening. You must listen to the tape and write your answers in this booklet. Good luck!

1. Task One: Unusual Hobbies (15 marks)

You are doing some research for a project on different hobbies and pastimes people enjoy, and you hear a programme on the radio in which three people, Fiona, Rob and Joanne, talk about collecting things. Listen to the programme and fill in the information in the table below. Some information is given to help you.

You will hear the programme twice. Do as much as you can the first time and finish your work the second time

You have one minute to look at the table.

	FIONA	ROB	JOANNE
What he/she collects	stones	(f)	(k)
Reason for collecting	(a)	people gave them as presents	(l)
Age when he/she started collecting	(b)	(g)	(m)
Present size of collection	(c)	(h)	(n)
What he/she does with the collection	(d)	(i)	shows them in cabinets
Will he/she continue collecting?	(e) Yes <input type="checkbox"/>	(j) Yes <input type="checkbox"/>	(o) Yes <input type="checkbox"/>
Put a cross <input checked="" type="checkbox"/> in one box	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
	Not sure <input type="checkbox"/>	Not sure <input type="checkbox"/>	Not sure <input type="checkbox"/>

(Total 15 marks)

Q1



2. Task Two: A Talk on *Ikebana* (15 marks)

A visiting speaker, Angela Yamada, has come to your college to talk about her hobby, *ikebana* (the Japanese art of flower arranging). Listen to the first part of her talk and complete the notes below. You will hear the talk twice. Do as much as you can the first time and finish your work the second time.

You have one minute to look at the notes.

Example: Ikebana can be practised even by *non-Japanese people*

1. Ikebana is basically about the love of plants, their
 - (a)
 - (b), and especially their
 - (c)
2. Flowers have been appreciated for a long time:

in Ancient Egypt/Crete - given as gifts to nobles

in Middle Ages - flowers grown for medicine and to

 - (d)
3. First botanical garden opened in Italy in (e)
4. 100 years later there was (f)

in plants and seeds.
5. Japanese ideas and terms are hard to (g)
6. In eastern thought, natural things are not regarded as
 - (h)
7. Two basic principles in ikebana are:
 - (i) and
 - (j)

e.g. the use of (k) in ikebana and eastern art.
8. Japanese paintings often don't have (l)

Continued on p4



9. Windows in Japanese rooms often have different

(m)

and (n)

10. The best approach to ikebana is not mental but through

(o)

Q2

(Total 15 marks)

That is the end of the listening tasks. The other tasks test your reading and writing of English. Now go on to Task Three.



**London Tests of English
Certificate of Attainment
December 2005, Level 3**

PERFORATED INFORMATION SHEET 1 FOR TASK 3 (a)

An introduction to record collecting.

1.
We've moved from big bands and smooth singers, through rock and roll and punk to the present situation where anything seems possible and fashions seem to change almost by the week. Along with this journey there have been parallel changes in the formats that the music is released on. Back in the 1950s, the dominant format was those heavy (and very breakable) 10 inch records that you can still see in junk shops. Then for the next 25 years or so plastic (or, more exactly, vinyl) was king, and everyone was buying their music on 7 inch singles or on LP (Long Playing) records. The 1980s saw the introduction of CDs. They were convenient and, so we were told, virtually indestructible, and they were supposed to replace vinyl completely.

2.
When the music industry introduced the CD, the hope seemed to be that it would kill off the old-fashioned vinyl. If you wanted to buy new music, you simply had to have a CD player. Ideally, what record companies wanted older music lovers to do was to buy their whole collection all over again in the new format (and of course the equipment to play it on). But consumers are not always as easily influenced as the industry hopes, and many people kept hold of their old LPs and singles. Not only that, but more recently there has actually been an increase in new music being released in vinyl form, especially in the dance and indie rock scenes. Some record companies are now releasing new music exclusively on vinyl to cater for enthusiastic supporters of "good old black plastic".

3.
To some people, the look and feel of a record, its label and its cover make it almost a work of art in itself, far preferable to "those boring little shiny things called CDs". And, just like the world of art or antiques, there are collectors and dealers, with large amounts of money changing hands for rarer items. It was in the 1970s that record collecting began to take off. At first, it was old rock and roll records from twenty years before that attracted the attention of collectors. A little later, interest grew in the rock and pop music of the 1960s, especially in major artists like the Beatles and Rolling Stones. Then record companies started releasing special "limited edition" singles and the idea of the instant collectors' item was born.

4.
It's no longer just the major artists who are collectable, and interest isn't confined to particular types of music or even just older records. Those markets have become more and more specialised as collectors concentrate on certain bands, singers or record labels. Meanwhile, many of the newer styles have attracted their own following, along with more obscure areas like jazz, comedy or film soundtracks. It's not just records either - some CDs have also become valuable, especially the earlier releases that haven't been re-issued. In fact, it's fair to say that for almost any style you can think of there's someone somewhere who's collecting it.

5.
At the top end of the market, there are auction sales which treat records just like valuable antiques. They attract bidders from all over the world, willing to pay incredible amounts of money (we're talking about thousands of pounds) for the really rare items. At lower levels, many countries have regular "record fairs" and magazines devoted to the buying and selling of second-hand records. In Britain, the Rare Record Price Guide is published every year, listing over 100,000 items with values ranging from £5 to over £2,000.

6.
The first thing to say is that in this field there's no such thing as a fixed value - the price of a record is governed quite simply by how much someone somewhere is prepared to pay for it. Values go up and down according to country or region and also over time in line with fashion. It also depends on where and how you offer it for sale. If you sell a record to a shop or dealer, you can only expect to get about half what you might make by selling it at a Record Fair. The best way to ensure a top price is to offer records directly to collectors through one of the specialist magazines.

(Source: Adapted from *Record Collector Rare Record Price Guide*, Parker Mead, 1998)

3. Task Three: Collecting Old Records

Task Three (a): Reading (10 marks)

In the college library you find a book about collecting old records. The introduction is printed on **Perforated Information Sheet 1 for Task 3(a)**. The first sentence of each paragraph has been removed. Choose which of the sentences **a-h** below fits the gaps 1–6 by putting a cross (☒) in the appropriate box. Be careful. There are more sentences than you need.

The first sentence for paragraph one (d) is an example.

FIRST SENTENCE	GAP NUMBER					
	1	2	3	4	5	6
(a) Clearly, it's not just the music people are keen on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) So, if you have a collection of records, how much are they worth?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) The music itself is the most important thing, though.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) The last fifty or sixty years have been an amazing journey in popular music.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) It didn't quite work out like that, though.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Nowadays, the collecting scene is wide open.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) The future of record collecting is looking good.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) The trade in rare records is now big business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total Q3(a) 10 marks)

Q3(a)

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PERFORATED INFORMATION SHEET 2 FOR TASK 3 (b)

How to value your records

The condition of a second-hand record is a vital factor in its value. To assist everyone who buys and sells rare records, Record Collector Magazine has originated a set of standards that can be used to state what amount of wear and tear the record and cover have been subject to. The standard categories and a description of what each one means are listed below.

- MINT:** The record itself is in brand new condition with no surface marks or deterioration in sound quality. The cover and any extra items such as a booklet or poster are in perfect condition.
- EXCELLENT:** The record shows some signs of having been played but there is very little lessening of sound quality. The cover and packaging might have slight wear.
- VERY GOOD:** The record has obviously been played many times but there is no major deterioration in sound quality, despite noticeable surface marks and the occasional light scratch. Normal wear on the cover is acceptable.
- GOOD:** The record has been played so much that there is some distortion and mild scratches. The cover and any extra items suffer from folding, splits or discolouration.
- POOR:** The record will not play properly due to scratches etc. Cover and contents are badly damaged or missing.

Record Collector's grading guide will help you to work out the value of a record in any condition. For example, if you see a record valued at £10 in Mint condition but you consider it to be only Very Good, you can work out the appropriate price - in this case £5. As very few collectors are interested in records in Poor condition, we consider that any record worth less than £10 in Mint condition is effectively worthless in Poor condition.

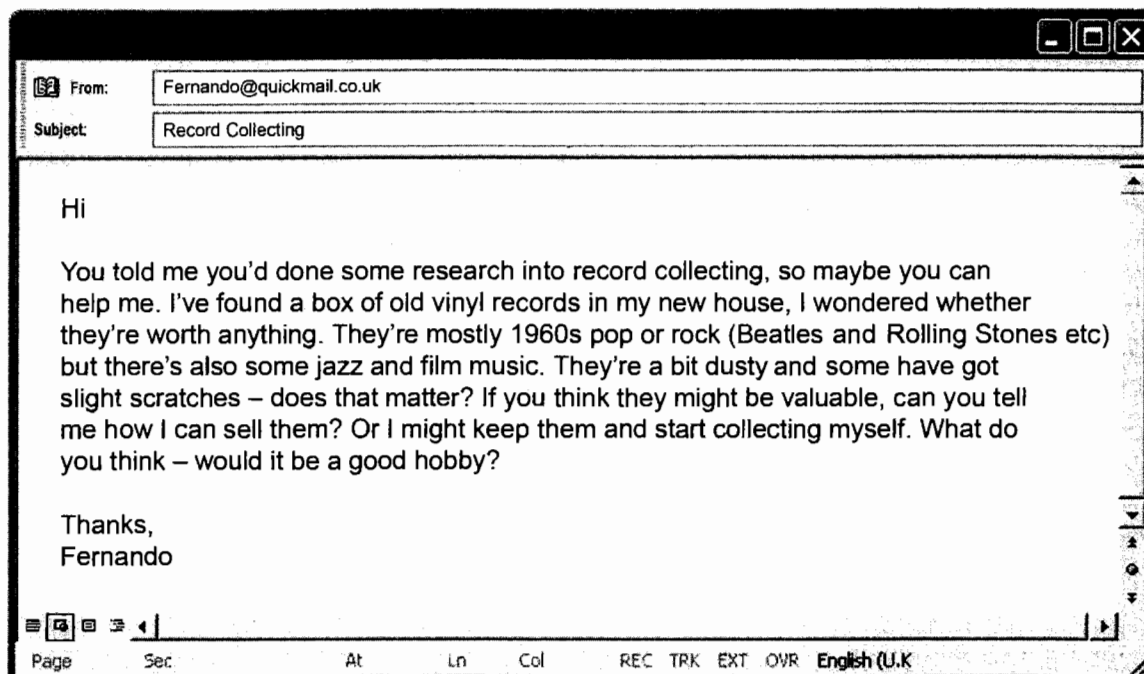
RECORD COLLECTOR PRICE GUIDE

MINT £	EXCEL- LENT £	VERY GOOD £	GOOD £	POOR £
1000	800	500	300	80
500	400	250	150	40
250	200	125	75	20
100	80	50	30	8
50	40	25	15	4
30	25	15	9	2.50
20	16	10	6	1.50
10	8	5	3	
5	4	2.50	1.50	

(Source: Adapted from *Record Collector Rare Record Price Guide*, Parker Mead, 1998)

Task Three (b): Reading and Writing (20 marks)

Your friend Fernando has heard about your research and emailed you with some questions.



Use the information on **Perforated Information Sheet 1 for Task 3(a)** and **Perforated Information Sheet 2 for Task 3(b)** to write a reply to Fernando, giving him advice about the records. In your email, you must comment on

- the condition of the records
- their possible value
- different ways of selling them
- whether he should keep the records or sell them

Write your reply on p12



Do not copy exact phrases from the texts.

Write 120 – 150 words.

Q3(b)

(Total Q3(b) 20 marks)



PERFORATED INFORMATION SHEET 3 FOR TASK 4

Article A

Hobbies and your Child

Benefits of hobbies

A hobby can provide many benefits for your child including:

- keeping boredom away
- inspiring new ways of thinking
- releasing stress
- feeding a child's ego
- enhancing competence

How to support your child's efforts

Even if you couldn't care less about motorcycles, your child's interest in them can take her far. Unless you have an overriding moral or safety reason to **ban** a hobby, **get behind** your child and help her pursue the chosen hobby in whatever way you can. Help collect motor cycle magazines and books and find people who ride motorcycles for your child to interview.

Avoid taking over. This is your child's hobby, not yours. Sure, you can probably help your child sew a better skirt by hovering over her, giving directions and saving her time by making sure she doesn't make mistakes, but that can **zap** the joy out of your child, not to mention her learning experience.

Enlarge the **scope** of your child's interest by taking her to a motorcycle museum, a motorcycle club, a movie with motor cyclists in it. If possible, take a behind-the-scenes tour of a motorcycle shop. If your child isn't sure what excites her make a list together of possible places to visit. Once you agree, make an appointment with her to visit a local police station, bakery, library, farm, hospital, museum, or whatever place intrigues your child.

If your child can't identify places that **intrigue** him, try to provide exposure to the larger world. Take him to a musical instrument store and let him see, touch and maybe even play several instruments. Take him to an arts and craft shop and browse. Take him to a concert and point out the different instruments in the band. Help him choose one, start taking lessons and join a school band. Take your child bowling, biking, camping, to play and watch tennis and other sports, to the airport and nature party. Give your child dozens of possibilities to whet his appetite for more.

(Source: Adapted from www.bellaonline.com)

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Article B

The Benefits of Hobbies

Not long ago, speaking to a large Midwestern audience, I asked, “How many of you, when you were children, had a hobby?” Nearly everyone raised a hand. I then asked them to keep their hands in the air if at least one of their children had a hobby, which I distinguished from organized, adult-directed, after-school activities. Most of the hands went down.

Thirty-odd years ago, almost every kid in my neighborhood had some sort of hobby. Collecting and trading baseball cards was a popular pastime (one that’s making a strong comeback today), as were coin and stamp collecting. One of my friends was into photography (he’s now a photographer), another was into building radios (he’s now an electrical engineer). Hobbies benefit children in numerous ways. Because they are expressions of personal accomplishment and a means of self-discovery, hobbies help build self-esteem.

Hobbies are educational tools, as well. For example, a child who becomes interested in rocketry — one of the most popular hobbies, by the way — learns about propulsion and aerodynamics. By working on hobbies, children learn to set goals, make decisions, and solve all sorts of problems. Finally, hobbies often mature into lifelong interests, even careers. If all of that sounds good, and you’d like to help your child develop and **sustain** a hobby interest, try these suggestions:

Set a good example. Scott Harris, a hobby shop buyer and hobby workshop leader in Gastonia, North Carolina, finds that children with hobbies **tend to** have parents with hobbies.

Be prepared to sacrifice space. Your child will need work space for his or her hobby projects. **Designate** a particular room, a corner of the basement, part of the garage, or similar area. Regardless of where you set up the space, your child should be able to walk away from the hobby and come back to it later. The work space should also allow for plenty of paint spills, scratches, and other hobby-related accidents — the inevitable by-products of creative activity.

Provide some guidance. “Nothing will kill a child’s enthusiasm for a hobby quicker than lots of frustration during the learning stage,” **cautions** hobby expert Harris. Help your child get off to a good start by demonstrating how to closely follow a set of directions, and how to handle sometimes-delicate hobby materials with proper care.

Limit television watching. Since 1955, when it became a fixture in America’s households, television has come to dominate the spare time of the American child. By age 15, the average child has spent more time watching television than sitting in a classroom. Let’s face it, it’s impossible to work on a hobby and watch TV (or play video games) at the same time.

For want of spare time, a hobby may never develop. But find a hobby, and a talent may be born, a life enriched.

(Source: Adapted from *Better Homes and Gardens* <http://netscape.bhg.com/bhg/story>)

4. Task Four: Children and Hobbies

During your research, you find two articles on the internet about the benefits to children of having a hobby. Read the articles on **Perforated Information Sheet 3 for Task 4** and complete the tasks in sections (a), (b) and (c).

Task Four (a): (8 marks)

Which article contains the information below? Put a cross (☒) in the appropriate box(es) next to each piece of information to indicate Article A or Article B, or both.

Note: some pieces of information are in both articles. The first one is an example.

	A	B
Example: Collecting sources of information.	☒	☐
1. Learning about science and technology	☐	☒
2. Advice for parents	☐	☒
3. Making a mess	☐	☒
4. Hobbies leading to jobs	☐	☒
5. Outdoor activities	☐	☒
6. Popular hobbies from the past	☐	☒
7. Psychological benefits	☐	☒
8. Suggestions of places to go	☐	☐

Q4(a)

(Total Q4(a) 8 marks)

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Task Four (b): (4 marks)

Read the questions below and put a cross (☒) in the box next to the best answer.

1. What advice does the writer of **Article A** give to parents?

- (a) Help your child to produce better results.
- (b) Resist the temptation to interfere too much.
- (c) Ensure your child doesn't make too many mistakes.

2. According to **Article A**, what are the best places for a child to visit?

- (a) Places the parent believes will be educational.
- (b) Places where the child can be physically active.
- (c) Places that provide opportunities for inspiration.

3. What point is the writer making in the first two paragraphs of **Article B**?

- (a) Fewer children have hobbies than before.
- (b) Old hobbies never lose their popularity.
- (c) People usually end up in careers related to their hobbies.

4. In **Article B**, how does Scott Harris think parents can encourage their children to have a hobby?

- (a) By having their own hobby.
- (b) By providing clear instructions.
- (c) By tidying up when the child has finished.

(Total Q4(b) 4 marks)

Q4(b)

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Task Four (c): (8 marks)

Find the word or phrase (A–L) below that has the same meaning for each word (1–9) below as used in the text. Words (1–9) are highlighted in the texts.

The first one (say no to) is an example.

Put a cross (☒) in the appropriate box. Be careful, there are more words or phrases than you need. Do not put a cross (☒) under a letter more than once.

- | | |
|------------------------|-----------|
| A support | G remove |
| B often | H warns |
| C say no to | I study |
| D look at | J variety |
| E fascinate | K choose |
| F keep up | L dangers |

WORDS AND PHRASES	A	B	C	D	E	F	G	H	I	J	K	L
1. ban (Article A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. get behind (Article A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. zap (Article A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. scope (Article A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. intrigue (Article A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. sustain (Article B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. tend to (Article B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. designate (Article B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. cautions (Article B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total Q4(c) 8 marks)

Q4(c)



5. Task Five: Writing about Hobbies and Pastimes (20 marks)

Choose ONE of the following tasks.

At the end of your project, you see a writing competition in a magazine called “Hobbies Today”. The magazine is offering prizes for the best article or story. You decide to enter.

Either

- (a) Write an article describing a hobby or pastime that you enjoy or used to enjoy in the past.

Your description should include

- when you started this hobby
- why you chose it
- what is involved in doing it
- its attractions or benefits

You may refer to but do not copy information, ideas or exact phrases from other parts of the test.

Or

- (b) Here are the opening lines of a story:

“The chances of finding something like this were very small, but after years of collecting, there it was right in front of me. I couldn’t believe what I was looking at....”

Continue the story. Your story should include a description of

- what you found
- how you felt
- what happened next

You may refer to but do not copy information, ideas or exact phrases from other parts of the test.



Leave
blank

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Q5

(Total 20 marks)

TOTAL FOR PAPER: 100 MARKS

THAT IS THE END OF THE TEST



KEY
LONDON TESTS OF ENGLISH

December 2005
Level Three

Listening

Task 1 – Unusual Hobbies (15 marks)

- a there are so many different sorts
- b six
- c just under 1000
- d she polishes and arranges them
- e X-Yes
- f penguin models / ornaments
- g twelve
- h a houseful /house full
- i he puts them around the house
- j X-No
- k teapots
- l she likes drinking tea
- m fifteen
- n hundreds
- o X-Not sure

Listening

Task 2 - A Talk on Ikebana (15 marks)

- Ex non-Japanese people*
- a colours
 - b perfumes
 - c forms
 - d decorate the church
 - e 1543
 - f international trade
 - g translate into European languages
 - h separate
 - i harmony
 - j simplicity
 - k empty space
 - l frames
 - m sizes
 - n heights
 - o the senses

Task 3 Collecting Old Records

Task 3a - Reading (10 marks)

Two sentences not used.

First Sentence	Gap
a	3
b	6
c	
<i>d-Example</i>	<i>1</i>
e	2
f	4
g	
h	5

Task 3b Reading and Writing (20 marks)

Bulleted points required.

Task 4 Children and Hobbies

Task 4a (8 marks)

Information	Article
<i>Example: sources of information</i>	<i>A</i>
1. Science	B
2. Advice	A B
3. Mess	B
4. Jobs	B
5. Outdoor activities	A
6. Past	B
7. Psychological	A B
8. Suggestions	A

Task 4b (4 marks)

	A	B	C
1		X	
2			X
3	X		
4	X		

Task 4c (8 marks)

1	<i>børn</i>	<i>c</i>	<i>say no to</i>
2	<i>get behind</i>	<i>a</i>	<i>support</i>
3	<i>zap</i>	<i>g</i>	<i>remove</i>
4	<i>scope</i>	<i>j</i>	<i>variety</i>
5	<i>intrigue</i>	<i>e</i>	<i>fascinate</i>
6	<i>sustain</i>	<i>f</i>	<i>keep up</i>
7	<i>tend to</i>	<i>b</i>	<i>often</i>
8	<i>designate</i>	<i>k</i>	<i>choose</i>
9	<i>cautions</i>	<i>h</i>	<i>warns</i>

Task 5 Writing about Hobbies and Pastimes (20 marks)

In both tasks, bulleted points should be included. Refer to, but do NOT copy information, ideas or exact phrases from parts of the test.

NB – Teachers may want to discuss how to ‘refer to’ (also quote and credit) without copying.