

Centre No.					
Candidate No.					

Surname		Initial(s)	
Signature			

Paper Reference(s)

4132

**London Tests of English
Certificate of Attainment**

Level 3

December 2004

Time: 2 hours

Examiner's use only

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Team Leader's use only

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Materials required for examination

Cassette Player
Cassette 1 per 10 Candidates

Items included with question papers

Perforated Information Sheet 1 and Sheet 2 for Task Three (pages 9-10)
Perforated Information Sheet 3 for Task Four (pages 11-12)

Question Number	Leave Blank
Task1	
Task2	
Task3a	
Task3b	
Task4a	
Task4b	
Task4c	
Task5	
Total	

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname and initials, and sign in the signature box.

Answer ALL questions in the spaces provided in this book.

Write answers in blue/black pen.

Information for Candidates

The total mark for this paper is 100. The marks for the various questions are shown in round brackets: e.g. (15 marks)
This paper has FIVE tasks.
All blank pages are indicated.

Advice to Candidates

Write your answers neatly.
Please **remove** the perforated sheet (pages 9-10) to answer Task Three and the perforated sheet (pages 11-12) to answer Task Four.

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Hello, everyone! Today's test is the London Tests of English Level Three. The theme of this test is Television. 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 the booklet. Good luck!

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Task One: What's On TV Tonight? (15 marks)

You are doing a class project on television. As part of your project, you want to know what is on TV tonight. Listen to this conversation in which you overhear two people discussing the evening's programmes and fill in the information in the table. **Do not write more than three words in any of the boxes.** Some of the information is provided to help you.

You will hear the conversation 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.

Tonight's TV Programmes

Starting time	Name of programme	Kind of programme	What programme is about
.....	soap opera
7.30
.....	escaped prisoner
.....	cartoon film
.....	Wonderful World

Task Two: Children and TV Violence (15 marks)

The next task for your project is to listen to a talk about children and TV violence. Listen to the talk and complete the notes. Write **four or fewer words** in each space in the notes. The first one is an example.

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: Amount of TV children in Britain watch daily? *4 hours*

1. Number of investigations there have been into the effects of TV violence on children:

.....

2. Children may begin to think that violence can

.....

3. If children identify with the victims of violence they may suffer from:

.....

4. Number of violent programmes that children need to watch before becoming more aggressive themselves:

.....

5. Kinds of TV violence children are most likely to imitate:

.....

and

.....

6. Kind of children most likely to be influenced by violence on TV:

.....

7. The effects of TV violence may not show themselves

.....

but could appear

.....

8. Two things parents could do with the TV set in a child's bedroom:

*Leave
blank*

.....
.....

9. Parents could usefully make contact with

so that they

10. Rather than watching TV, it would be better for children to spend time doing things that are more

.....

and

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

Task Three: Local TV News

Task Three (a): Reading (10 marks)

Your teacher has asked you to investigate the importance of local news broadcasting on television. You read an article on this subject in a current affairs magazine. The article is re-printed on **Perforated Information Sheet 1 for Task Three (a)**. Some sentences have been removed from the article. Choose which of the sentences, **a–h** below, fits each of the gaps **1–6** in the article. There are more sentences than you need. Write the letter in the appropriate box below.

The first one is an example.

Gap	Sentence
1 (Example)	<i>d</i>
2	
3	
4	
5	
6	

- a** If there is a major national issue, local television should tell viewers ahead of time, and say whom they should contact about the issue.
- b** Most news stories are just not relevant to people’s lives.
- c** For us to survive, we must be needed.
- d** It didn’t affect my life.
- e** TV news has a duty to educate to the best of its ability.
- f** This instrument can teach, it can illuminate, and yes it can inspire.
- g** Yes it makes for good pictures, it is what happened, it makes for breaking news, and you can make an argument for it being important.
- h** Stations should know what their local viewers are talking about today.

Task Three (b): Writing (20 marks)

*Leave
blank*

As part of your project on TV, you decide to respond to this announcement in an international magazine.

News on TV

We are concerned that many people today, particularly young people, are not watching either the local or national news on television any more. We would like to find out what you think of the news on television.

How important are different news sources for you in providing information about local and national news?

What do you like and what do you not like about the way the news is presented on TV?

How could local and national TV news programmes in your country be made more attractive for young people?

Write and give us your opinions.

Use the information on **Perforated Information Sheet 1 for Task Three (a)** and **Perforated Information Sheet 2 for Task Three (b)** to write to the magazine, giving your opinions as requested.

Write 120-150 words.

Write 120-150 words.

*Leave
blank*

A series of 20 horizontal dotted lines for writing.

LONDON EXAMINATIONS
London Tests of English
Certificate of Attainment
December 2004 Level 3

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PERFORATED INFORMATION SHEET 1 FOR TASK THREE (a)

HOW CAN WE CHANGE LOCAL TV TO BRING VIEWERS BACK?

(A guest commentary by Joe Barnes, former news director, KOMO-TV, Seattle)

People aren't watching local television news because most of the stories are just not relevant to their lives. Why? After all, people in every newsroom work so hard to cover the news.

Here are some possibilities why viewers don't find local television newscasts relevant, and some suggestions for change:

Possibility number one: No context. Before working in TV I was a consultant for 12 years. Despite my love for television news, I found I could miss newscasts in my local market.**1**..... Yes, it covered what happened, and there were some interesting items, but in not watching TV news my life went on just fine. I learned that "covering the day's local news" isn't enough. It gets down to how you cover the news and who covers the news. I want information from someone who knows what they are talking about.

Possibility number two: Crime. There is too much crime on the news and it is a downer.**2**..... But the fact remains that unless you can help the viewer understand why this crime is important, or how it will affect their lives, or who is working on solutions for that crime it doesn't resonate with your viewers. Unless you make those connections, and add context, crime is irrelevant to viewers unless it's in their backyards.

Possibility number three: Unhelpful news. Stations should empower their viewers.**3**..... People want to participate in government, but TV news doesn't help them learn how to do that.

Possibility number four: Disconnected journalists.**4**..... Not just the biggest story, but what they are talking about at breakfast, in cars, on buses, in restaurants, etc. One of the best things I ever did as a consultant at one station was to go to the local café each morning before the assignment desk meeting to listen to what people were talking about. Listening to what they are talking about can guide you to a story every day.

Possibility number five: Choices. Every day viewers have more choices for information, whether on TV or somewhere else in their lives. We are not competing against other news organizations. We are competing for the survival of local television news.**5**..... We must be relevant. We must cover news that affects the lives of our viewers. We must have investigative stories that push for positive changes in the community.

Edward R. Murrow said it best when he talked about TV: "**6**..... But it can do so only to the extent that humans are determined to those ends. Otherwise it is nothing but wires and lights in a box."

<http://www.newslab.org/articles/changetv.htm>

PERFORATED INFORMATION SHEET 2 FOR TASK THREE (b)

SHRINKING AUDIENCES FOR TV NEWS

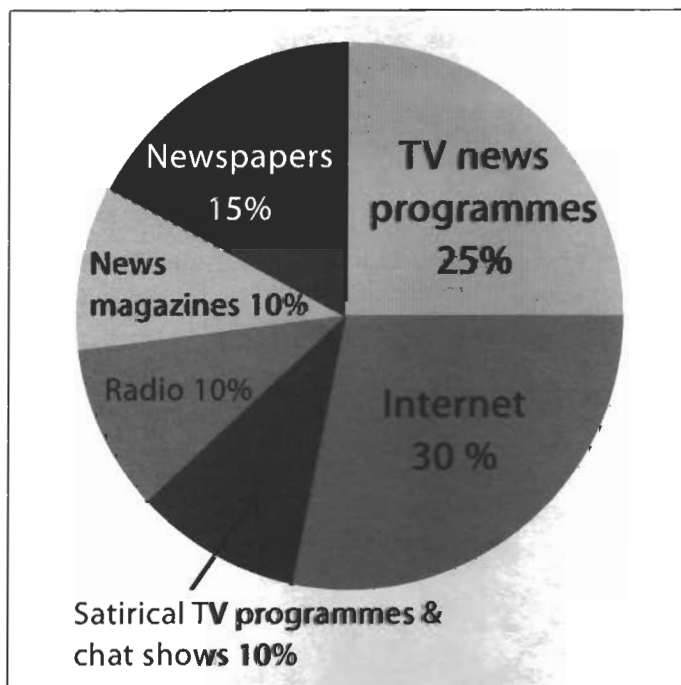
Television stations – with their aging news formats using handsome older man with pretty younger woman as anchor people – are under intense pressure to make themselves more attractive for the younger generation.

Already, there are clear signs that the dominance of television news is declining – with increasing numbers of young people turning elsewhere for their information.

New information from the Pew Research Centre illustrates the problem. The Internet, a relatively minor source for news in 2000, is now used as frequently as more traditional news sources such as public television broadcasts, Sunday morning news programmes and the weekly magazines.

Young people, by far the hardest-to-reach group in the political news audience, are abandoning mainstream sources and increasingly using alternative sources of information, including humorous and satirical TV programmes.

The main point is that television broadcasters – both network and local – are steadily losing young viewers for their news programming. Just 23 percent of young people aged 15–29 say they regularly learn something about national and international news from the nightly TV news, down from 39 percent in 2000. The figure for local TV news is down 13 percent.



'Popularity of different news sources among young people'

(adapted from web site http://www.technology.com/features/Big-picture/f_fb_big_picture-02.18.04.shtml)

PERFORATED INFORMATION SHEET 3 FOR TASK FOUR

Working in Journalism at the BBC

1 If you're looking for a career in journalism, either as a beginner or an experienced hand, there's no better place than the BBC. Our news networks span the world, and our national and regional newsrooms are uniquely placed to ensure events are reported accurately, objectively and quickly.

2 Our global network of 200 correspondents puts us on the scene faster, with more background knowledge of events on the ground. But those are by no means the only roles we have to offer. Our journalists work across a range of broadcast services in three key media: radio, television and online. The range and size of our specialist teams make a crucial difference – we're expert at communicating our knowledge to our tremendous variety of audiences.

It often surprises people just how many outlets we serve.

3 Television

Assisting the main London News Centre are thirteen UK newsrooms and seven overseas bureaux. In addition to daily news bulletins on BBC One and BBC Two, we provide material for a range of current affairs and political programmes. BBC News 24 is our continuous news service, and our bureaux in Scotland, Wales and Northern Ireland create their own local and regional news programmes.

4 Radio

Our six network channels each have their own distinctive news service. With the national radio stations together with 40 additional local stations, we're able to work at the heart of communities, ensuring that audiences have the information which affects their daily lives and local environment.

5 New Media

www.bbc.co.uk is one of Europe's most visited websites, offering a unique, 24-hour online public news service; and BBCi is launching new products and features almost continuously.

6 World Service

BBC World Service is the world's reference point – a global hub for high-quality information, communication and entertainment. Available on radio and online, it is the best known and most respected voice in international broadcasting. Over 150 million people listen regularly to BBC World Service's programmes of news, information, education and entertainment in 43 languages. World Service is a multimedia broadcaster and content provider through the Internet, offering a combination of audio, video, text and graphics in key languages.

7 BBC Worldwide

BBC Worldwide Ltd., which is the commercial arm of the BBC, employs journalists for work on Radio Times and other magazines associated with programmes such as 'Top of the Pops' and 'Top Gear'.

Working in Programme Making at the BBC

- 8 We have an outstanding worldwide reputation for making programmes of the very highest quality. Our programmes, whether for radio, television or our interactive website, deliver consistently excellent output that is admired throughout the world.
- 9 As a public broadcaster we have a unique responsibility to deliver imaginative, high-quality programmes – always upholding our editorial integrity. Your scope will be infinite, since we make content for all our Radio, Television and Online services. Since 1922, we've always worked at the cutting edge of technology to create programmes that inform, entertain and educate. And if your work wins an award, you'll enjoy an extra level of satisfaction – one that all of us will share.
- 10 No matter where you work, you'll have a tremendous opportunity to make your mark. We need talented people who share our passion for delivering imaginative, high-quality programmes to a vast and varied audience, always upholding the editorial integrity which has made us famous.
- 11 **Where to begin?**
Approximately 80 trainees are currently on Production Making Trainee Schemes nationwide, with others on department/programme-specific training. For this comprehensive, fast-track development across all media, you'll work alongside the industry greats. You'll learn on-the-job on some of our most popular programmes, as well as shows on newer channels and networks.
- 12 But don't forget that a large number of people get their first break through opportunities as runners, researchers, or in an administrative role. You can also gain experience through our work placement scheme, or in the independent production sector.
- 13 As you might expect, competition for places on the schemes is fierce, and past trainees have become some of the most senior people in the UK broadcasting industry. You must be ready for a very competitive selection process, with practical assessments, discussions and debate about your ideas with programme makers and creative directors.
- 14 Above all, you must show original ideas which can be realised. This means you'll need a critical appreciation for output across all media and a real understanding of the audiences' tastes.
- 15 Your skills will be further developed off the job, through a tailored training programme. In addition, you'll be mentored by senior programme makers, with plenty of networking opportunities for you to exploit.

(<http://www.bbc.co.uk/jobs/gettoknowus/journalism.shtml>)

Task Four: Working in Television (20 marks)

After working on your project, you decide that you might like to work in television. You find some information on the BBC (British Broadcasting Corporation) website about working for them. Read the text on **Perforated Information Sheet 3 for Task Four** and complete the tasks in sections (a), (b) and (c).

Task Four (a): (7 marks)

Which numbered paragraph gives you the following information? Write the number of the paragraph in the box below.

The first one is an example.

Information	Paragraph
Example: The number of BBC news correspondents employed around the world.	2
The BBC's pride in being technically advanced.	
The audience for BBC broadcasts overseas.	
The qualities needed if you want to train as a programme maker.	
The name of a magazine produced by the BBC.	
What you can find on the BBC web site.	
How applicants are selected to train as programme makers.	
The size of the BBC's TV news operations.	

Task Four (b): (5 marks)

*Leave
blank*

Explain what these phrases mean as they are used in the text.

The first one is an example.

Example: an experienced hand (paragraph 1)

...someone who has already worked in news reporting...

1 background knowledge of events on the ground (paragraph 2)

.....

2 to make your mark (paragraph 10)

.....

3 the industry greats (paragraph 11)

.....

4 competition for places ... is fierce (paragraph 13)

.....

5 you'll be mentored (paragraph 15).

.....

Task Four (c): (8 marks)

*Leave
blank*

Find words from the text that match the definitions provided. Write the word/s in the box below.

The first one has been done for you as an example.

Definition	Word or phrase
Example: cover (para. 1)	<i>span</i>
principal (para. 2)	
24-hour (para. 3)	
centre (para. 6)	
range of opportunities (para. 9)	
enormous (para. 10)	
roughly (para. 11)	
former (para. 13)	
specially made (para. 15)	

Task Five: Writing (20 marks)

*Leave
blank*

At the end of your project your teacher asks you to do a piece of writing relating to the theme of Television.

Choose ONE of the following tasks.

EITHER

- (a) Write an article for your college magazine about a television programme that both entertains and educates.

You must include all of the following points:

- Describe the content of the programme
- Explain why you find it entertaining
- Explain why you consider it educational
- Say how successful it is at being both entertaining and educational

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

OR

- (b) Write an essay for your teacher entitled “The Effects of Television on Modern Life”

You must include all the following points:

- Some positive effects of television
- Some negative effects of television
- Some examples of the effects of television on your own life
- Your opinion on whether the effects are mainly positive or mainly negative

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

Write 140–170 words.

Write 140–170 words.

*Leave
blank*

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THAT IS THE END OF THE TEST

Task One

1 mark for each of the emboldened items in the grid

Starting time	Name of programme	Kind of programme	What programme is about
6.30	Family Life	soap opera	wedding
7.30	Sporting Time(s)	Sport	History of tennis
8.15	Why Me?	Thriller / Film	Escaped prisoner
9.45	Cat and Mouse	Cartoon film	(typical) school day
10.00	Wonderful World	Documentary	Animals' sleeping habits

Total 15 marks

Task Two

1	hundreds	1
2	solve problems	1
3	nightmares / feeling upset	1
4	one /single	1
5	realistic	1
	unpunished	1
6	with emotional problems	1
7	immediately	1
	years later	1
8	remove it	1
	make video only	1
9	other parents	1
	enforce similar rules	1
10	useful	1
	creative	1

Total 15 marks

Task Three (a) 2 marks for each correct answer

Gap	Sentence
1 (Example)	(d)
2	G
3	A
4	H
5	C
6	F

Total 10 marks**Task Three (b)**

Mark according to writing criteria

Total 20 marks**Task Four (a)**

INFORMATION	PARAGRAPH
The number of BBC news correspondents employed around the world. (Example)	2
The BBC's pride in being technically advanced.	9
The audience for BBC broadcasts overseas.	6
The qualities needed if you want to train as a programme maker.	14
The name of a magazine produced by the BBC.	7
What you can find on the BBC web site.	5
How applicants are selected to train as programme makers	13
The size of the BBC's TV news operations.	3

Total 7 marks

Task Four (b)

(Example) someone who has already worked in news reporting

- | | | |
|---|--|---|
| 1 | with an understanding of what is happening in a specific place | 1 |
| 2 | to show what you know / to make an impression | 1 |
| 3 | the most successful people in the field / in TV | 1 |
| 4 | it is difficult to get a place because so many people want to have one | 1 |
| 5 | you'll be guided/taught/helped | 1 |

Total 5 marks

Definition	Word or phrase
principal	key
24 hour	continuous
centre	hub
range of opportunities	scope
enormous	Vast / tremendous
roughly	approximately
former	past
advised	tailored

Total 8 marks

Task Five

Mark according to marking criteria.

Total 20 marks
Paper Total 100 marks