

Centre No.					
Candidate No.					

Surname	Initial(s)
Signature	

Paper Reference(s)

**4132**

# London Tests of English

## Certificate of Attainment

Level 3

May 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  
for Task Three (pages 5-6)  
Perforated Information Sheet 2  
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.  
Page 9 is blank.

**Advice to Candidates**

Write your answers neatly.  
You are advised to **remove** the perforated sheet (pages 5-6) to answer Task Three.  
You are advised to **remove** the perforated sheet (pages 11-12) to answer Task Four.

Printer's Log. No.  
**N19198A**



Hello everyone! Today's test is the London Tests of English Level 3. The theme of this test is Music. 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!

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**Task One: Me and my Music (15 marks)**

Listen to these three people talking about activities connected with music and complete the table below. Write **no more than 3 words** in each space. Two answers have been done for you as examples. You will hear the recording 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 and read what you have to do.

	<b>Ben</b>	<b>Gloria</b>	<b>Adam</b>
	listens to music	plays piano	goes to pop concerts
<b>When they started doing it</b>	Example: <i>aged 9</i>	3.	7.
<b>How often they do it</b>	1.	4.	8.
<b>Where they do it</b>	2.	5.	9.
<b>How they feel about it - like / dislike / mixed feelings</b>	Example: <i>likes</i>	6.	10.

**Task Two: A Radio DJ (15 marks)**

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blank*

You are going to hear a magazine journalist talking to a radio DJ. Listen to the conversation and finish the journalist's notes. Write **no more than 4 words** to complete each sentence. The first one is an example. 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 notes and read what you have to do.

**Example:** Interviewed Bob at Bob's home.

1. Travels to studio by \_\_\_\_\_.
2. Listens to CDs to get \_\_\_\_\_  
for the show.
3. Enjoys his job because he can put people \_\_\_\_\_  
\_\_\_\_\_.
4. Listeners contact him (mainly by) \_\_\_\_\_  
\_\_\_\_\_.
5. to tell him how much \_\_\_\_\_  
and to talk about current issues.
6. This helps him to adapt the show to \_\_\_\_\_  
\_\_\_\_\_.
7. This week on the show: \_\_\_\_\_.
8. After work he \_\_\_\_\_,  
listens to music
9. or \_\_\_\_\_.
10. One problem is he always has to \_\_\_\_\_  
\_\_\_\_\_.

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**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: All About the Proms**

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blank*

**Task Three (a): Reading (10 marks)**

The attached **Perforated Information Sheet 1 for Task Three (a)** contains information about the Proms (classical music concerts in London). Read each paragraph and decide what information it contains. Look at the categories of information below and write the appropriate letter in the box next to each paragraph number. You will need to use each letter more than once.

**Please ensure that you write your answer in the Answer Box on this page.**

**The categories of information are:**

- A. What are the Proms?
- B. History of the Proms
- C. Going to the Proms
- D. What to see at the Proms

The first one is an example.

**Answer Box:**

<b>PARAGRAPH NUMBER</b>	<b>CATEGORY</b>
<b>Example: 1</b>	<b>A</b>
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

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

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PERFORATED INFORMATION SHEET 1 FOR TASK THREE (a)

## The Proms

**1** The BBC Proms is an annual music festival running from mid-July to mid-September and comprising over seventy Prom concerts. The BBC Proms takes place at the Royal Albert Hall in London.

**2** To avoid disappointment we always recommend booking in advance, as a number of Proms sell out before their performance date. However, even for sell-out concerts at the Royal Albert Hall, over 500 promming places are available on the door for only £4 each.

**3** The death of Prokofiev 50 years ago is marked with a concert featuring his lyrical Sonata played by renowned cellist Steven Isserlis.

**4** Yet although the scope of the Proms has increased enormously since 1895, the original concept for the season remains largely unaltered: to present the widest possible range of music, performed to the highest standards, to large audiences.

**5** The first Proms recital took place in 1997, and there have been special events such as 'Choral Day' (1998), '1000 Years of Music in a Day' (1999), 'Proms Millennium Youth Day' (2000) and Proms celebrating music from the worlds of jazz, film and stage musicals.

**6** The Last Night of the Proms is one of the most popular classical music concerts in the world, watched and listened to by an audience of many millions around the globe. This season's Last Night kicks off at a breathtaking pace with the colourful Roman Carnival Overture by Berlioz whose bi-centenary is celebrated at the Proms this year.

**7** Latecomers will not be admitted into the auditorium until there is a suitable break in the music. There is a video monitor with digital audio relay in the foyer at Door 6.

**8** A Prom means a Promenade Concert, or a concert where part of the audience stands in a "promenade" area of the hall. Today there are still over 1,000 standing places available at each Prom. The traditionally low prices allow you to enjoy world-class concerts for just £4!

**9** Take off on a magical journey with the Blue Peter Prom - there'll be music from 'Harry Potter' composer John Williams, as well as music from The Planets.

**10** A limited number of parking spaces is available from 6.00pm in the Imperial College Car Park (Prince Consort Road entrance). These are bookable in advance from the Royal Albert Hall Box Office. Limited off-street/metered parking is also available in nearby streets.

**11** The first Proms concert took place on 10 August 1895 and was the brainchild of the impresario Robert Newman, manager of the newly built Queen's Hall in London. While Newman had previously organised symphony orchestra concerts at the hall, his aim was to reach a wider audience by offering more popular programmes, adopting a less formal promenade arrangement, and keeping ticket prices low.

Next month's highlights:

**Prom 53 - Beethoven**

Friday 29th August 7.30pm - 9.20pm

One of the most exciting and sought-after conductors in the world today, who gave an unforgettable performance of Dvorak's 'New World' Symphony at last year's Proms, Mariss Jansons is making his farewell European tour with the Pittsburgh Symphony Orchestra, of which he has been Music Director since 1997. In the first of their two Proms, they pair Beethoven's sunny but powerful Second Symphony with Tchaikovsky's fateful but lyrical Fourth.

BOOKING AND TRAVEL INFORMATION

**BOOKING**

**Buying tickets by phone:**

Telephone booking opens on 16 June.  
Call the Royal Albert Hall Box Office on  
020 7589 8212 between 9.00am and  
9.00pm daily.

**Buying tickets in person:**

Visit the Royal Albert Hall Box Office  
from 16 June between 9.00am and  
9.00pm daily.

**TRANSPORT**

**By Underground**

South Kensington (District and  
Piccadilly lines)

**By Bus**

No. 9 (to Charing Cross or  
Hammersmith)

No. 10 (to Euston, King's Cross or  
Hammersmith)

No. 52 (to Victoria, Notting Hill Gate or  
Willesden)

**Task Three (b): Writing to a Friend (20 marks)**

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blank*

You have read the preview of **Prom 53 - Beethoven** on the **Perforated Information Sheet 1 for Task Three (b)** and want to go to the concert. Using all the information on the attached **Perforated Information Sheet 1 for Task Three (b)** write a letter to a friend of yours in London, inviting him/her to see the concert with you.

You must include all of the following points:

- invite your friend to Prom 53
- say briefly what the Proms are
- ask him/her to buy tickets - give details
- suggest a place to meet before the Prom
- suggest other Proms events that might be interesting

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

Write 120 - 150 words.

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*Leave  
blank*

Lined writing area consisting of 20 horizontal lines.



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**Task Four: Music Makers (20 marks)**

Read the article on the attached **Perforated Information Sheet 2 for Task Four** and complete the tasks below.

**Task Four (a): (6 marks)**

Put a cross (X) next to the best answer. The first one is an example.

**Example:** Professional instrument makers work:

- (a) on their own
- (b) in shops and schools
- (c) at home
- (d) in a variety of settings

1. This article is from:

- (a) a general interest magazine
- (b) a careers guide
- (c) a biography
- (d) a professional magazine

2. The main aim of the author is to:

- (a) tell you how to make instruments
- (b) give biographies of some people who make instruments
- (c) introduce an unusual career
- (d) discuss the problems involved in making instruments

3. The author:

- (a) would like to make instruments herself
- (b) thinks instrument makers are lazy
- (c) thinks instrument makers work hard
- (d) thinks instrument making is a fashionable occupation

4. Which speaker started his own school?

- (a) David Rattray
- (b) Kerry Boylan
- (c) Danny Paul
- (d) Norman Reid

5. What impression do the four speakers give about instrument making?

- (a) it's easy but not well paid
- (b) it's hard work and not well paid
- (c) it's hard work but well paid
- (d) it's easy and well paid

6. The author thinks the main advantage of the job is:

- (a) it allows people to change their career
- (b) it is in demand all over the world
- (c) it allows people to do something creative and artistic
- (d) it allows people to work with music

PERFORATED INFORMATION SHEET 2 FOR TASK FOUR

## Music Makers

*It's hard work and the pay won't make you wealthy. But there is one career that could truly be **instrumental** in changing the way you lead your life*

*Tucked away in attics and workshops, sheds and shops around the UK is an unsung band of craftspeople - many leaders in their field - hard at it creating and restoring musical instruments.*

\* \* \* \* \*

There are plenty of people who **shun** hard work. They look for jobs that involve the least amount of effort, the cushiest terms and the highest pay. But what if this **cosy** life loses its appeal? There are other jobs that involve a little more **graft** and do things that office life rarely can - like bring out someone's artistic side.

The British have a longstanding tradition of making musical instruments - some of our violin makers, for example, are in demand from customers all over the world.

The British Violin Makers Association has 500 members; there are an estimated 80 professional guitar makers and 450 outfits making organs. This doesn't take into account the numerous people lovingly creating and restoring everything else from Northumbrian smallpipes to the odd clavichord, harpsichord, flute or viola.

It doesn't seem very twenty-first-century - spending their working days agonising over the right wood, varnish or which way to twist that bit of recalcitrant metal? It hardly sounds like a get-rich-quick scheme either.

According to David Rattray, a violin player and maker who is the instrument custodian at the Royal Academy of Music, if you get it right and have a reasonable clientele, you can make a "reasonable" income.

However, says Mr Rattray, "it is not an easy option and, if you have a family, it could be a long time before you can sustain them. It will be 10 years before people will take you as seriously as, say, a violin maker and often makers won't have the necessary marketing skills."

On the plus side, Mr Rattray concedes that despite it often being a solitary occupation, you do have control over your own time - "and you are working on the most beautiful of objects."

Places and courses that will teach you how to actually start making your chosen instrument are scarce, but the best known is the Newark and Sherwood College Violin School - recognised as one of the finest in the world. The school's programme manager, Kerry Boylan, says there is no limit for entry. "Half of our students are mature and looking for a change in career," he says. "We have had nuclear scientists, directors of public companies and accountants on the course."

Mr Boylan takes 28 students each year and is two or three times oversubscribed. You kick off by making a six stringed viola d'amore (designed for people with no skill base) and graduate through violins to cellos or guitars. "It's a funny world, violin making. People are very serious. It is not something you do on a whim," says Mr Boylan.

He tells his students from the beginning that although it sounds wonderful to make instruments, it is hard graft. They are competing in a tough commercial world and not all students will make it. Having said that, Mr Boylan reckons he has former students all over the world. "There is probably a Newark student in most of the major violin houses from London to the States and Canada," he says.

Like Mr Rattray, Kerry Boylan says you don't do this to become rich. "You have to be dead for 200 years for that." However he points out, "there is no such thing as retirement as long as you have the ability. Stradivarius made instruments until he was 91."

Danny Paul trained originally in instrument repair at Stevenson College in Edinburgh and left in 1987 when he was 25. He now works for London-based All Flutes Plus which primarily restores and repairs old and modern flutes. He warns that it is hard work and a lot less romantic than people think. "You really have to be committed to it, but the main buzz is when you take an old wreck and restore it to its finished state," he says.

Mr Paul maintains that you don't have to be able to play the instrument to work with it, but it obviously helps to understand music generally.

Norman Reid was a wannabe guitarist until he realised he would not make top grade and switched his energies to making them. "I built my first guitar from a book," he recalls.

Having spent two years at the London College of Furniture, Mr Reid subsequently moved to Devon in the late 1970s and began making lutes. "For the first 15 years I made and sold guitars and lutes," he says. "You can survive but you can't buy a house and raise a family."

Recognising there were few outlets to learn the skills, Mr Reid set up the Totnes School of Guitar Making in 1985. He takes 18 students each year - half from the UK and the rest from abroad. Previous occupations of students have ranged from a policeman to the sexton of a Swedish church.

So is this a mainly male occupation? Mr Reid concedes that despite the fact that physically there is no barrier to women becoming instrument makers, there are few female takers. "We have had one female out of 18. The violin world seems to have more women in it. Perhaps that is because the guitar has a more male following."

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NB instrument = what you make music with, for example, violin, piano, guitar, etc.

**Task Four (b): (10 marks)***Leave  
blank*

Read the statements about the information in the text. Put a cross (X) in the correct column in the table below to indicate whether the statement is TRUE, FALSE or NOT STATED.

The first one is an example.

STATEMENT	TRUE	FALSE	NOT STATED
<b>Example:</b> Instrument makers mainly work at home.			X
1. People from many countries buy British-made violins.			
2. There are 80 people in Britain who make guitars.			
3. The Newark and Sherwood College Violin School prefers to take people who have had other jobs first.			
4. More than 50 people apply for places at the Newark and Sherwood College Violin School each year.			
5. Viola d'amores are easier to make than violins.			
6. Students from the course at Newark are all very successful.			
7. Old age needn't affect one's ability to make violins.			
8. All Flutes Plus doesn't make new flutes.			
9. Guitars are not difficult to make.			
10. Norman Reid thinks that it's harder for women to make guitars.			

**Task Four (c): (4 marks)**

*Leave blank*

Match each of the words below, highlighted in the first three paragraphs of the text, with the correct definition by writing the appropriate letter in the box next to the word.

The first one is an example.

**Be careful! There are more definitions than you need. Do not use any letter more than once.**

Word	
<b>Example:</b> instrumental	D
1. shun	
2. cosy	
3. graft	
4. tucked away	

Definition
A. comfortable
B. hidden
C. like
D. significant
E. success
F. avoid
G. hard work

**Task Five: Writing (20 marks)**

Choose one of the following tasks.

**EITHER**

An English-language magazine is publishing a series of articles called "My Music", about musical tastes around the world. You have been asked to write an article on your own musical tastes.

Write your article and include all the following points:

- What kind of music you like and why
- Any favourite singers/musicians/bands and why you like them
- Any one piece of music or song and why it is special to you
- A memorable experience connected with music, e.g. playing an instrument, going to see a band, etc.

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

**OR**

You are taking part in a story writing competition. Here is the opening paragraph of a story you have to complete:

Anna opened the envelope with shaking hands. Inside was an official-looking letter on headed notepaper with her name on it. "Congratulations," it said, "You are through to the finals of the competition. We look forward to seeing you and your band again next week."

Now continue the story. Include all the following points:

- Who was the letter from?
- What competition had Anna entered?
- What sort of music did Anna play with her band?
- What happened when they played in the final of the competition?
- What was the result of this?

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

**Write 140 - 170 words.**

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**Task One**

- |  |     |
|--|-----|
| 1. Every day   | 1.5 |
| 2. (In) his room/bedroom                                 | 1.5 |
| 3. (Aged) 5 or over/20 years ago                         | 1.5 |
| 4. Twice a year  | 1.5 |
| 5. Parties/weddings                                      | 1.5 |
| 6. Dislike   | 1.5 |
| 7. 1998  | 1.5 |
| 8. Once a week or 10-20 (times) a term/weekly/every week | 1.5 |
| 9. University or University Union or Union               | 1.5 |
| 10. Mixed feelings                                       | 1.5 |

**Total 15 marks****Task Two**

(Example) Bob's home

- |  |     |
|--|-----|
| 1. car   | 1.5 |
| 2. Ideas (for new music)                                   | 1.5 |
| 3. In a good mood/the right mood                           | 1.5 |
| 4. Text (messages)/SMS                                     | 1.5 |
| 5. They like/appreciate/enjoy the show/him/his music       | 1.5 |
| 6. (Suit) people's tastes/what people like/audience tastes | 1.5 |
| 7. Two movie stars/film stars (not music, media etc.)      | 1.5 |
| 8. Goes shopping (for CDs)/buys CDs                        | 1.5 |
| 9. Meets/Invites friends (for lunch)                       | 1.5 |
| 10. Go to bed early  | 1.5 |

**Total 15 marks****Task Three (a)**

- |                |   |
|----------------|---|
| 1. (Example) A |   |
| 2. C           | 1 |
| 3. D           | 1 |
| 4. A           | 1 |
| 5. B           | 1 |
| 6. D           | 1 |
| 7. C           | 1 |
| 8. A           | 1 |
| 9. D           | 1 |
| 10. C          | 1 |
| 11. B          | 1 |

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

Refer to Writing Criteria, Question and bullet points in Question Paper

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

- |      |   |
|------|---|
| 1. A |   |
| 2. C | 1 |
| 3. C | 1 |
| 4. D | 1 |
| 5. B | 1 |
| 6. C | 1 |

**Total 6 marks**

**Task Four (b)**

- |       |   |
|-------|---|
| 1. T  | 1 |
| 2. NS | 1 |
| 3. NS | 1 |
| 4. T  | 1 |
| 5. T  | 1 |
| 6. F  | 1 |
| 7. T  | 1 |
| 8. NS | 1 |
| 9. NS | 1 |
| 10. F | 1 |

**Total 10 marks**

**Task Four (c)**

- |      |   |
|------|---|
| 1. F | 1 |
| 2. A | 1 |
| 3. G | 1 |
| 4. B | 1 |

**Total 4 marks**

**Task Five**

Refer to Writing Criteria, Question and bullet points in Question Paper.

**Total 20 marks**

**Paper Total 100 marks**