

Hello everyone! Today's test is the London Tests of English Level 4. The theme of this test is **The Internet**. This test lasts two hours and thirty minutes. 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!

Task One: Plagiarism (15 marks)

You have recently become an Internet user. You hear a radio interview on student plagiarism (copying other people's work and pretending that it is your own). Listen to the interview and complete the notes with **one to four words**. The first has been done as an example.

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

You have one minute to study the notes below.

The Internet affects how we:

Example: _____ *communicate* _____

(1) ▪ _____

 ▪ _____ *shop* _____

(2) ▪ _____

 ▪ _____ *learn* _____

Three ways students plagiarise:

▪ they _____ *copy exactly* _____

(3) ▪ they _____ slightly

(4) ▪ they put _____

 into their own words

It's easy to spot plagiarism when the work is:

▪ _____ *much better than before* _____

(5) ▪ in _____

(6) ▪ copied from _____

Clever students often use the

- (7) ▪ _____ technique

There are now websites to

- (8) ▪ _____

Three reasons why students plagiarise:

- (9) ▪ they don't _____
- the subject is too challenging
- (10) ▪ they are _____

Plagiarism is bad because it's:

- dangerous for society
- (11) ▪ _____ other students

Universities can now identify plagiarism using

- (12) ▪ _____

Punishments for plagiarism include:

- (13) ▪ _____
- (14) ▪ _____
- (15) ▪ _____

Task Two: Using the Internet (15 marks)

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You decide to listen to a radio programme in which two people are interviewed about how they use the Internet. Listen to the programme and answer the questions below with **one to four words**. The first one is an example.

You will hear the programme twice. Do as much as you can the first time and complete your work the second time. You have one minute to study the questions below.

Example: What does Alan do for a living?

He's a freelance writer

1. What kind of people does Alan work for?

2. Where did he use to spend much of his time working?

3. What was the problem with ordering books from the library?

4. What is the problem if you don't use a sophisticated search engine?

5. What do editors now expect Alan to do?

6. Why does Jane use the Internet?

7. Where do her friends intend to meet next?

8. What was Jane nervous about before the meeting in Paris?

9. What do some people think about cyber friendships?

10. What does Jane advise people to do to be safe?

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: Women on the Internet

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Task Three (a): Reading (10 marks)

You are one of a group of students doing a project on the Internet for your college. You read the articles on the attached **Perforated Information Sheet 1 for Task Three (a)**, about women using the Internet. Complete the information below by putting the appropriate article letter(s) (**A**, **B**, **C** or **D**) in the space provided.

In which article or articles will you find the following

Example:	why men use the web	<u>B, C</u>
1.	comparison of men with men	_____
2.	comparison of men with women	_____
3.	interests according to age	_____
4.	amount of time people spend on the net	_____
5.	strategies for attracting women	_____
6.	comparison of European and US women	_____

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

Now you receive the following note from your tutor:

For the project, I wonder if you could write a short paper (200 words) on Women and the Internet? I would like you to include the following:

- *The increase in women's use of the Internet (not too many statistics, please!)*
- *Any explanations for the increase*
- *What they use the Internet for and how often*
- *How their usage differs from men's*
- *Any differences between USA and UK women*
- *How web sites are responding/should respond*

Hope that's OK.

Philip

Read the articles on the attached **Perforated Information Sheet 1 for Task Three (a)** and **Task Three (b)**. Using only this information, write the document for the seminar group, covering all of the points highlighted by your tutor.

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PERFORATED INFORMATION SHEET 1 FOR TASK THREE (a)

A Female web surfers on the increase

More teenage girls in the US went online than any other category of web surfer during the past 12 months.

The number of US women aged 55 and over surfing the web increased by 109.5%. These women were most likely to visit sites with information about families, health and genealogy, said the survey. Meanwhile, girls aged between two and 11 years prefer TV-related websites, as well as music and education-related sites.

The researchers said that online behaviour among women in Europe reflects that in the US, in that European women also use the Internet to gather specific information to make their lives easier. Among the most popular sites for women in Europe are those with information on retail, careers and travel. Jupiter analyst Anya Sachrow said: "It is no longer enough to think of women as the target audience. To reach the women's market sites must pursue deeper relationships based on interests, personal identities and affinities."

C Difference between UK and US web surfers revealed

Users in Europe are more likely to use applications such as Internet chat, file transfer, audio and video services and news, than their US cousins. Some 18.1 per cent of Brits use instant messaging to chat with their friends, compared to 16.5 per cent of Americans.

At around 11 days a month, British and American men are neck and neck in terms of the frequency of their usage, but American women beat their European cousins by being on the web for 13 days a month, compared with nine days for UK women. More women in the US use the Internet for retail therapy than UK women, but British men are more likely to buy online than their American brothers. Around 78.7 per cent of American women visit e-commerce sites, compared to 63.4 per cent of British women, whereas 74.6 per cent of British men frequent shopping sites, against 66.9 per cent of American males.

B European Women Surf to a Different Drum

Jupiter MMXI has found an increase in the number of women online in Europe, but European men and women still differ in how they use the Internet.

From February 2001 to February 2002, the number of European women online grew by 29 percent.

While European women spend less time on the Internet each month than men, Jupiter MMXI found they use their time more effectively - shopping, organizing travel, banking online and sending e-greeting cards. While men carry out the same tasks online, they also find additional time to browse, read content and download applications.

In February 2002, European women spent almost 7 hours online compared to men who spent just under 10 hours per month. British women spend the most time on grocery shopping site sainsburystoyou.co.uk, and other retail sites.

"To target women, web sites need to understand what content and information will appeal to a female audience," said Michele Poliziani, author of the report.

D More women going online in the UK

Men were typically far keener to get online than women, and once made up 60% of all Internet users. But the tide has steadily been turning, as sites specifically designed for women help to pull in the female audience.

Women also viewed a broader range of sites than their male counterparts. NetValue reports that women surfed their way through 412 unique pages in May, compared to the 347 clicked on by the men.

Women's websites are gaining in popularity, with 7.7% of all home Internet users visiting one in May. Handbag.com - which offers news, e-mail and online shopping - is the most popular women's site with a reach of 1.4% and 198,000 unique visitors in May.

Gender Gap? What Gender Gap?

Although the stereotype of the Net as a terrain dominated by nerdy males persists, new statistics show that the gender gap between men and women using the Internet has virtually evaporated in the United States.

According to Web audience measurement firm Nielsen/NetRatings, 49.5 percent of all Internet users in the United States are women. Among adult users, according to measurement firm Media Metrix, 43.7 percent of Web users are men over age 18, while 41.9 percent are women.

That's a steep rise from just a few years ago, when women made up just a small percentage of the online population. And it's changing the way commercial sites are choosing their content.

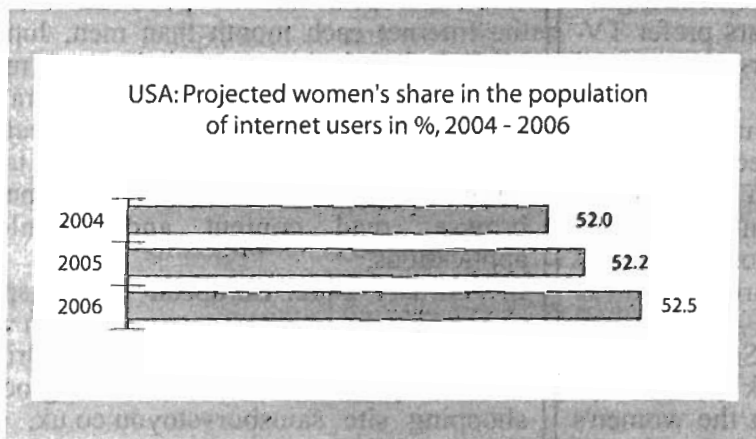
"There's a lot of energy and money being put into companies that develop services and content expressly for women," said Peggy O'Neil, principal analyst at NetRatings. Although she's loath to make sweeping generalizations about women's behavior online, O'Neil noted that market researchers have observed some trends in women's Web-surfing habits. In particular, women tend to patronise sites specialising in health and quality of life issues, O'Neil says.

That trend seems apparent in NetRating's ranking of major Web sites with the highest percentage of female visitors, a list that includes the Oprah Winfrey Show Web site Oprah.com, the magazine site seventeen.com, and health site healthyideas.com.

Recent statistics also show that women don't usually spend as much time online as men.

According to NetRatings, the average woman Internet user spent 6 hours and 43 minutes online per month, compared to the average man, who spent 8 hours and 20 minutes surfing the Net.

Part of the reason for the discrepancy, measurement firms say, may be that women are often newer users and many haven't gotten into the habit of spending hour after hour online.



Another reason is women seem more inclined to use the Internet as a time-saving device, flipping to sites to do shopping or research as opposed to

seeking entertainment, said Linda Meyers-Tierney, president of the e-commerce consulting firm Meyers-Tierney and Associates.

Some predict the time-use gap will narrow as more sites start vying for women's attention. "In a few years it's going to change. You're going to start seeing women using the Internet for as many days and as many minutes as men," said Anna Zornosa, vice president of marketing and strategic development for Women.com.

But others say it could take longer for Web sites to target their content with the same sophistication as, say, the magazine industry, which has spent decades figuring out exactly what type of person buys which publication. What's more, there are entire online industries that have barely made an effort to tailor themselves for a female audience.

Task Four: Student Attitudes

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Your attention now turns to students' attitudes to the Internet. Read the article on the attached **Perforated Information Sheet 2 for Task Four** and complete the tasks that follow.

Task Four (a): (12 marks)

Give brief answers to the following questions in your own words according to the information given in the article on the attached **Perforated Information Sheet 2 for Task Four**.

1. What do many students find easier to do on the Internet than in class?

2. Why do students feel so comfortable with a PC?

3. Why do students download so much media?

4. Why is the entertainment industry targeting campuses?

5. What is the most significant finding of the report, according to Jones?

6. What will graduates expect from the business world?

Task Four (b): (4 marks)

Explain in your own words the point Jones is making when he says "*The folks who are trying to market broadband are missing out if they're not targeting this wired market.*"

Task Four (c): (4 marks)

In the article there are five phrases underlined. Explain briefly in your own words the meaning of each phrase as it appears in the text.

Example: integral to their lives an essential part of their lives

1. Web-savvy _____

2. as commonplace as telephones and television

3. catching on like wildfire

4. could take a lesson from the study

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PERFORATED INFORMATION SHEET 2 FOR TASK FOUR

Internet cements itself in ivory tower

By Lisa M. Bowman Staff Writer, CNET News.com

College students consider the Internet as integral to their lives as the television and the telephone, according to a new study on their Web habits.

* * * * *

The Pew Internet and American Life Project found that 79 percent of students surveyed think the Web has had a positive influence on their lives overall, with 60 percent saying it's improved relationships with classmates and nearly half saying e-mail allows them to tell professors an idea they would not have expressed in class. Nearly three out of four college students check their e-mail every day and use the Web for library research.

Not surprisingly, college students-long known as the most prolific downloaders of music-are much more Web-savvy than the average American. While 59 percent of Americans are online, the percentage of college students connected to the Web is much higher at 86 percent.

"Today's 18-year-old college freshmen were born the same year the PC was introduced, and they have grown up with these technologies," said Steve Jones, lead author of the study and head of the Communications department at the University of Illinois at Chicago. "To them, the Internet and e-mail are as commonplace as telephones and television-and equally as indispensable."

Because many colleges provide free, high-speed connections, college students are also more active in downloading media, a detail that's turned some college campuses into

targets of the entertainment industry, which has been busy scouring the Web landscape for copyright infringers. According to the Pew study, about 60 percent of college students have downloaded music files, compared with just 28 percent of the general population.

Instant messaging, a phenomenon catching on like wildfire among teens, is also gaining traction with college students. According to the study, 26 percent of students use IM daily, compared with just 12 percent of the general Internet population.

While many news reports have documented the millions of students using the Internet to download files and IM friends, Jones said he was most surprised by the study's finding that students also use the Internet as frequently for academic purposes. Jones said the Internet has radically changed the way college students interact with their professors and each other, thanks to features such as mail lists, e-mail and Web sites.

"We've heard a lot about college students downloading music, but when you look at what we've found, they use the Internet as much or more for academic purposes," he said.

Jones also said the business world could take a lesson from the study. He said upon graduation, college students probably will seek the same high-quality Internet speeds they had on campus.

"This generation is going to end up making the Internet a major part of their lives as they go into the work force," Jones said. "The folks who are trying to market broadband are missing out if they're not targeting this wired market."

Task One(Example) *communicate*

- | | |
|--|-----|
| 1. do business | 1.5 |
| 2. entertain ourselves/entertainment | 1.5 |
| 3. change the words/order | 1.5 |
| 4. someone else's argument/others' arguments | 1.5 |
| 5. a different style | 1.5 |
| 6. one article | 1.5 |
| 7. cut and paste | 1.5 |
| 8. help students plagiarise | 1.5 |
| 9. they don't have (enough) time | 1.5 |
| 10. lazy | 1.5 |
| 11. not fair to | 1.5 |
| 12. (new) software/computer programmes | 1.5 |
| 13. zero marks | 1.5 |
| 14. an (official) warning | 1.5 |
| 15. expelled/expulsion (from university) | 1.5 |

Total 15 marks**Task Two**

(Example) he's a freelance writer

- | | |
|--|-----|
| 1 [magazine/journal] editors | 1.5 |
| 2 in the library/libraries and record offices | 1.5 |
| 3 takes/took a long time to arrive/a long wait | 1.5 |
| 4 it's time consuming/takes a long time | 1.5 |
| 5 work faster/more quickly | 1.5 |
| 6 for friendship/meeting people | 1.5 |
| 7 New York | 1.5 |
| 8 meeting her friend in person | 1.5 |
| 9 it's unnatural/artificial | 1.5 |
| 10 be sensible/don't rush into things | 1.5 |

Total 15 marks

N.B. Do not penalise for answers that are over-length.

Task Three (a)

(Example) b c

1. c	1
2. b d	2
3. a	1
4. b c	2
5. a b d (any 2 acceptable)	2
6. a c	2
Total 10 marks	

Task Three (b)

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

Answers should include most of the relevant facts, which are as follows:

- the gender gap is narrowing in the US, the UK [and Europe]
- partly as a result of increase in the number of sites designed for women
- women use Internet for shopping, health, travel information gathering
- women compared to men:
 - Less time on net
 - Visit more sites
 - Use it more effectively
 - Use it to save time rather than be entertained
- US v UK women: on net longer; more use it for shopping
- Websites need to provide more info/content for women; many have done nothing; will take time to establish/a few are already targeting women.

Total 20 marks

Task Four (a)

1 talk to/discuss ideas with their professors	2
2 they've grown up with one	2
3 because connections are free and high speed	2
4 To fight copyright infringement	2
5 Students use the internet a lot for academic purposes	2
6 Fast internet speeds.	2
Total 12 marks	

Task Four (b)

Answers similar to:

The broadband companies (1 mark) will lose an opportunity to sell/promote their products/services (1 mark) if they ignore (1 mark) the student population (1 mark).

Total up to 4 marks

Task Four (c)

(example) an essential part of their lives

- | | | |
|---|---|---|
| 1 | people who download a lot/know a lot about the internet | 1 |
| 2 | as normal as an everyday item | 1 |
| 2 | becoming popular very quickly | 1 |
| 3 | becoming established | 1 |
| 4 | could learn from | 1 |

Total 4 marks

Task 5

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

Total 20 marks
Paper Total 100 marks