



**Hello everyone! Today's test is the London Tests of English Level 4. The theme of this test is Communication. This test lasts two hours and thirty minutes. There are five tasks. Tasks one and two are listening. You must listen to the recording and write your answers in this booklet. Good luck!**

**1. Task One: The Language Skills of British Children (15 marks)**

You are researching means of communication. As part of your research, you investigate the reasons why young children in some countries today seem to be less good at communicating than children in the past. You hear a radio interview with Moira Finlay, who has been studying the language skills of British children.

Listen to the interview and for questions 1 – 10, put a cross (☒) in the box next to the correct answer A, B, C or D.

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 and a half** minutes to study the questions.

1. How did the primary teacher react to the children's behaviour?

- A She was worried.
- B She was unsurprised.
- C She was sympathetic.
- D She was angry.

2. What problem do some children have when asked what they'd prefer?

- A They can't hear what is said in a noisy classroom.
- B They do not pay attention to their teacher.
- C They are not used to making choices.
- D They cannot make sense of what is said to them.

3. Most nursery staff said the main reason for the children's problems was

- A children not being given the chance to speak.
- B children spending too much time watching TV.
- C parents not speaking to their children enough.
- D the popularity of computer games for young children.



4. People studying children think that in the past
- A there were fewer children with difficulties.
  - B children had different difficulties from those today.
  - C children wanted to hide their difficulties more.
  - D teachers paid less attention to children's difficulties.
5. What do we know about language difficulties today?
- A Boys and girls are equally affected.
  - B Difficulties are more common amongst boys.
  - C Difficulties are more common amongst girls.
  - D Boys and girls have different difficulties.
6. According to Moira, what do most people think would solve the problem?
- A Having bigger families.
  - B Changing how children play.
  - C Encouraging children to watch less television.
  - D Parents talking more to young children.
7. According to Moira, how has children's play in richer countries changed?
- A They have fewer people of their own age to play with.
  - B Parents have less time to play with their children.
  - C They are more likely to play alone.
  - D They prefer expensive toys to playing with friends.
8. There is a problem with baby buggies because
- A the design is old fashioned.
  - B the mother can't see the child's face.
  - C the child is distracted by things on the street.
  - D the child is more likely to cry.



9. What personally upsets Moira most?

- A Children having few friends to play with.
- B Mothers chatting on their mobiles when out with their baby.
- C Parents giving their children expensive presents.
- D The poor quality of goods for children.

10. What is Moira's job likely to be?

- A A teacher.
- B A social worker.
- C A journalist.
- D A psychologist.

(Total 15 marks)

Q1



**2. Task Two: The Origins of the Roman Alphabet (15 marks)**

One of the areas of communication you have decided to investigate is writing. You attend a lecture on the origins of the Roman alphabet, the alphabet English is written in. Listen to the lecture and write short answers for questions 1–10. The first one is an example.

You will hear the lecture 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.

**Example:** What is the most widely used alphabet? ..... Roman .....

(1) Where did alphabet shapes first appear? .....

(2) What word best describes the shapes used in the modern alphabet?  
.....

(3) The continuity of what surprises the speaker? .....

(4) From what have modern alphabets developed? .....

(5) What does the ancient Egyptian system combine in order to make words?  
.....

(6) What two pictures could represent the word *belief*? A picture of .....  
..... and a picture of .....

(7) In the next stage, what sounds would a picture of a bee represent?  
.....

(8) How old is the writing found by Flinders Petrie? .....

(9) What sounds did this first alphabet **not** have? .....

(10) What does the Arabic letter *alif* represent? .....

**(Total 15 marks)**

Q2

**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  
May 2005 Level 4**

**PERFORATED INFORMATION SHEET 1 FOR TASK THREE (a)**

**1** One of the many predictions about the future of English is that as time goes on, the mother tongue as we know it, tested and embellished in England, then in Britain, then America, Australia, India, Canada, New Zealand, South Africa, will be spoken by only a minority of English speakers. Other Englishes are being formed all the time.

**2** Singlish in Singapore is a good example. English was used in Singapore for one hundred and fifty years and when it became independent in 1968, Singapore made it the official language of business and government, partly because English united the diverse population of Chinese, Malays and Indians and partly because of its commercial and financial importance. But alongside official English you also hear Singlish, which grows and develops despite the efforts of the government to root it out. Some scholars believe that Singlish indicates the way in which future Englishes will develop. In so many ways it fits the tongues and traditions and vocal rhythms of the people of Singapore much better than official English and could threaten to replace it. And is it not another dialect of English?

**3** Some words come recognisably from English: 'go stun' – to reverse (maritime 'go to stern'), and 'blur' (confused). But others come from Malay and Hokkun. Words such as 'habis', (finished), 'makan' ('to eat', 'meal'), 'cheem' ('difficult'), 'ang mo' ('redhead' in Hokkun and hence 'white person'), 'kiasu' ('very keen', especially of a student). Some of these words are now being used as part of Singapore Standard English and they will change it greatly. Marking plurals and past tenses is a matter of choice and so you get phrases such as, 'What happen yesterday?', 'You go where?', 'Got so many car!', 'The house sell already'. The verb 'to be' can be optional. 'She so pretty', 'That one like us', 'Why you so stupid?' These phrases are easily comprehensible to more traditional English users, often full of bite and wit and energy.

**4** Increasingly even in Europe there is an acceptance of different Englishes. Everything does not have to be in 'correct' English. The English linguist David Graddol points out that English-looking words in Europe often carry meanings which come from the French – 'federal', 'subsidiary' and 'community' are three examples he gives. The Germans use 'handy' for a mobile phone, and on a flight of the German airline Lufthansa you will be asked to 'turn your handies off'.

**5** The more English spreads, the more it diversifies, the more it could tend towards fragmentation. Just as Latin, which once held sway over a great linguistic empire, split into French, Italian, Spanish, Portuguese and Romanian (all with common roots but – apart from Spanish and Portuguese – not immediately mutually intelligible), so may the future of English be not as a single language but as the parent of a family of languages.

**6** Some two hundred years ago the great American lexicographer Noah Webster predicted that the language of North America would become as different from the language of Britain as Swedish is from German. His prediction has not yet been fulfilled. I suspect it will take a longer time a-coming than Webster anticipated. If ever. But the theory has its supporters and it is certainly true that diversity seems to be accelerating.

**London Tests of English  
Certificate of Attainment  
May 2005 Level 4**

**PERFORATED INFORMATION SHEET 2 FOR TASK THREE (b)**

**E**nglish is like a predator. It is responsible for the destruction of thousands of indigenous languages. As a direct result of imposing English on everyone, literally hundreds of languages are dying in the United States as I write this paragraph! The change from the power of the boarding schools, where the use of all languages other than English was prohibited, to that of television and other media, which simply neglect all other languages, has done little or nothing to halt the process. Some observers estimate that in 200 years up to 90% of the world's languages could be irretrievably lost. I cannot regard this estimate as an exaggeration. What appals me is the devastating effect that such changes will have on real people and their family and social situations.

Another domain in which politics enters is that of teaching English to adult and child immigrants in the United States, Canada, the United Kingdom, Australia, New Zealand and elsewhere. Here there is little danger that the Spanish or Vietnamese or Polish languages will disappear. Yet, a moral standpoint reminds us that it is real people who matter, not languages as abstract things; and individual people suffer greatly at the jerking shift from their first language to English, the language of the new country. When children are educated exclusively in their second language or in a bilingual system in which the first language is gradually faded out, they literally lose contact with older generations of their family and community. The parents and grandparents, on the other hand, find themselves not merely culturally but also linguistically separated from their children.

The rapidly growing importance of computer-based technologies, and especially the Internet and the World Wide Web, has constituted another area where the spread of English has considerable political significance. An inordinate percentage of website and electronic communications are in English. There are people, too, who argue that the Web represents a democratization of communication and that it is capable of actually reversing the spread of English. This may be a theoretical possibility, but the present reality is that the Web is contributing to the same forces of social, economic and cultural inequality as those of colonialism and postcolonialism. The very use of, and access to computers, serves to separate rich from poor even more; those who have access to them are, in the vast majority of cases, speakers of English or another dominant world language (Spanish, German, French, Chinese, Russian, Japanese, Arabic).

**3. Task Three: English Goes Global**

During your research you become interested in the role of English in world communications.

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

As part of this interest, you consider what may happen to English as a consequence of becoming a world language. Read the excerpt from *The Adventure of English* by Melvyn Bragg on **Perforated Information Sheet 1 for Task Three (a)**. It discusses the future of English.

The excerpt has 6 paragraphs labelled 1–6. Find the best heading for each from the list A–H below and cross (☒) the box in the Heading Letter column of your choice below.

Paragraph 1 has been done as an example.

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

- A. The author’s uncertainty
- B. Another English is born
- C. Historical parallel for the future of English
- D. A word may not mean what you think
- E. The original becomes the exception
- F. Simplification
- G. Ways new words and expressions are invented
- H. You cannot change languages

PARAGRAPH NUMBER	HEADING LETTER							
	A	B	C	D	E	F	G	H
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<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	<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	<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	<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(10)







Leave  
blank

Dotted lines for writing.

(20)

(Total 30 marks)

Q3

--	--



London Tests of English  
Certificate of Attainment  
May 2005 Level 4

PERFORATED INFORMATION SHEET 3 FOR TASK FOUR



**Guglielmo Marconi** is known as the pioneer of wireless and respected throughout the world.

He freed communications from the constraints imposed by fixed cable. This is his story.

**1** Guglielmo Marconi was born at Bologna, Italy, on April 25, 1874, the second son of Giuseppe Marconi, an Italian country gentleman, and Annie Jameson, daughter of Andrew Jameson of Daphne Castle in the County Wexford, Ireland. He was educated privately in Italy at Bologna, Florence and Leghorn. Even as a boy he took a keen interest in physical and electrical science and studied the works of Maxwell, Hertz, Righi, Lodge and others. This led in 1895 to laboratory experiments at his father's country estate in Italy where he succeeded in sending wireless signals over a distance of one and a half miles.

**2** In 1896, Marconi took his apparatus to England where he was introduced to William Preece, Engineer-in-Chief of the Post Office, and later that year was granted the world's first patent for a system of wireless telegraphy. In England, he demonstrated his system successfully in London, on Salisbury Plain and across the Bristol Channel, and in July 1897 formed The Wireless Telegraph & Signal Company Limited (in 1900 re-named Marconi's Wireless Telegraph Company Limited). In the same year he gave a demonstration to the Italian Government at Spezia where wireless signals were sent over a distance of twelve miles. In 1899 he established wireless communication between France and England across the English Channel. He erected permanent wireless stations in the south of England on the Isle of Wight and at Bournemouth and Poole.

**3** In 1900, he took out his famous patent No. 7777 for "tuned or syntonic telegraphy" and, on an historic day in December 1901, determined to prove that wireless waves were not affected by the curvature of the Earth, he used his system for transmitting the first wireless signals across the Atlantic between Poldhu, Cornwall in the south west of England, and St. John's, Newfoundland, a distance of 2100 miles.

**4** Between 1902 and 1912, he patented several new inventions. In 1902 he patented his magnetic detector which then became the standard wireless receiver for many years. In December 1902 he transmitted the first complete messages to Cornwall in south west England from stations at Glace Bay in Canada, and Cape Cod, Massachusetts. These early tests culminated in 1907 with the opening of the first transatlantic commercial service between Glace Bay and Clifden, Ireland, after the first shorter-distance public service of wireless telegraphy had been established between Bari in Italy and Avidari in Montenegro. In 1905 he patented his horizontal directional aerial and in 1912 a "timed spark" system for generating continuous waves.

**5** In the First World War of 1914-18, he was first commissioned in the Italian Army and in 1916 transferred to the Navy with the rank of Commander. During his war service in Italy he returned to his investigation of short waves, which he had used in his first experiments. After further tests by his collaborators in England, an intensive series of trials were conducted in 1923 between experimental installations at

the Poldhu Station and in Marconi's yacht "Elettra" cruising in the Atlantic and Mediterranean, and these resulted in the establishment of the beam system for long distance communication. Proposals to use this as a means of communications throughout the British Empire were accepted by the British Government and the first beam station, linking England and Canada, was opened in 1926, other stations being added the following year.

6 In 1931, Marconi began research into the propagation characteristics of still shorter waves, resulting in the opening in 1932 of the world's first microwave radiotelephone link between the Vatican City and the Pope's summer residence at Castel Gandolfo. Two years later at Sestri Levante he demonstrated his microwave radio beacon for ship navigation and in 1935, again in Italy, gave a practical demonstration of the principles of radar, the coming of which he had first foretold in a lecture to the American Institute of Radio Engineers in New York in 1922.

7 He was the recipient of honorary doctorates of several universities and many other international honours and awards, among them the Nobel Prize for Physics, which in 1909 he shared with Professor Karl Braun, the Albert Medal of the Royal Society of Arts, the John Fritz Medal and the Kelvin Medal. He was decorated by the Tsar of Russia with the Order of St. Anne, the King of Italy created him Commander of the Order of St. Maurice and St. Lazarus, and awarded him the Grand Cross of the Order of the Crown of Italy in 1902. Marconi also received the freedom of the City of Rome (1903), and was created Chevalier of the Civil Order of Savoy in 1905. Many other distinctions of this kind followed. In 1914 he was both created a Senatore in the Italian Senate and appointed Honorary Knight Grand Cross of the Royal Victorian Order in England. He received the hereditary title of Marchese in 1929.

Marconi died in Rome on July 20, 1937.

**4. Task Four: Communication by Radio**

Your attention now turns to the radio as a means of communication. Read the article about the inventor of radio, Guglielmo Marconi on the **Perforated Information Sheet 3 for Task 4** and complete the tasks below.

**Task Four (a) (10 marks)**

Read the statements about the information in the text. Put a cross (☒) 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
Marconi's mother and father were Italian. <b>(Example)</b>	☒	☒	☒
As a boy Marconi showed an interest in science.	☒	☒	☒
Marconi started a company in 1900.	☒	☒	☒
Marconi sent signals from France to England.	☒	☒	☒
Marconi had to change his system to send signals long distances.	☒	☒	☒
Speech was not possible in early radio signals.	☒	☒	☒
The first commercial wireless telegraph service was between Italy and Montenegro.	☒	☒	☒
The First World War prevented Marconi from doing further experiments.	☒	☒	☒
The British Government paid for research into the beam system.	☒	☒	☒
Marconi demonstrated radar while in America.	☒	☒	☒
Marconi worked with a colleague to win the Nobel Prize.	☒	☒	☒

(10)



**Task Four (b) (5 marks)**

Find a word from the text that means the same as each of the following expressions.

**Example:** very enthusiastic ..... **keen** ..... (paragraph 1)

(i) put something into operation ..... (paragraph 2)

(ii) reached its highest point ..... (paragraph 4)

(iii) made an officer ..... (paragraph 5)

(iv) said what would happen ..... (paragraph 6)

(v) person who is awarded something ..... (paragraph 7)

(5)

**Task Four (c) (5 marks)**

In the article, there are six words highlighted. Explain briefly what each word refers to.

Example this (paragraph 5) ..... **beam system** .....

(i) this (paragraph 1) .....

(ii) which (paragraph 5) .....

(iii) these (paragraph 5) .....

(iv) which (paragraph 6) .....

(v) which (paragraph 7) .....

(5)

**(Total 20 marks)**

**Q4**



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

At the end of your research project you are asked to produce a piece of writing.

Choose **ONE** of the following topics.

**EITHER**

**A** Write an essay discussing the following statement

*Mobile phones have improved the quality of life globally.*

You must include all the following points

- how you or your friends use mobile phones
- examples of how mobile phones have had a positive impact
- examples of how mobile phones have had a negative impact
- conclusion

**OR**

**B** Write a review of a film you have seen recently.

Your review should address these questions.

- what was the film about?
- what were the successful aspects of the film?
- what aspects of the film were not successful?
- would you recommend the film?

**Write 200–250 words.**









**KEY**  
**LONDON TESTS OF ENGLISH**

**May 2005**  
**Level Four**

**Listening**  
**Task 1 (10 marks)**

	A	B	C	D
1		X		
2				X
3			X	
4	X			
5		X		
6			X	
7			X	
8		X		
9		X		
10			C	

NB: 7 is very tricky. Discuss with students; re-listen to many fine points.  
10 implies *journalist* with very quick reference to 'read your books'.

**Listening**  
**Task 2 (15 marks)**

- Ex Roman*
- 1 4000 years ago
  - 2 meaningless
  - 3 alphabet features (over time)
  - 4 picture writing (of ancient Egypt)
  - 5 pictures
  - 6 a bee – a leaf
  - 7 bee, bah, bow, bay, etc
  - 8 3700 years old
  - 9 vowel sounds
  - 10 a consonant

**Task 3 – English Goes Global**  
**Task 3a Reading (10 marks)**

Paragraph Number	Reading Letter							
	A	B	C	D	E	F	G	H
<i>1-Ex</i>					X			
2		X						
3							X	
4				X				
5			X					
6	X							

**Task 3b Reading and Writing (20 marks)**

Article. Bulleted points seem to be required. (*cover vs must cover*)

Also note, here, is says to *use your own words as much as possible*, whereas at Level 2 and 3 instructions say to use ideas but not to copy exact phrases from previous texts.

Both reading texts must be referenced to complete the task. The second text is rather difficult to understand, in part due to odd uses of conjunctions/adverbials and inadequate punctuation.

**Task 4 Communication by Radio****Task 4a (10 marks)**

Statement - ID	True	False	Not Stated
<i>Ex - parents</i>		X	
1 - interest	X		
2 - 1900		X	
3 - signals	X		
4 - change		X	
5 - speech			X
6 - telegraph	X		
7 - WWI		X	
8 - beam system			X
9 - radar		X	
10- Nobel prize			X

NB:

3 is ambiguous: T= France to England and back, obviously. F=only one direction, not likely.

5 is influenced by use of *receiver, waves, short wave*, all of which are associated with radio/speech in current usage. Still no direct reference is made in the text.

10 is ambiguous. Marconi shared the prize with Braun, but it does not say they worked together. Braun, presumably, received his Nobel for other work.

**Task 4b (5 marks)**

Find words that mean ...

Ex	<i>keen</i>
i	established
ii	culminated
iii	commissioned
iv	foretold
v	recipient

**Task 4c (5 marks)**

Define highlighted words

Ex	<i>beam system</i>
i	interest in science
ii	short waves
iii	series of trials
iv	radar
v	Nobel Prize for Physics

**Task 5 Writing (20 marks)**

Neither task is a likely piece of writing to be required at the end of a research project. A report would be more usual. A bit contrived.

**Task A – Essay**

Mobile phones have improved quality of life (argumentative)

Bulleted points must be included.

**OR**

**Task B – Film Review**

NB – Although it is not stated, the choice of film might be important here. i.e. historical treatment of telegraphy/telephone/aeroplane, life of Marconi or other inventor/scientist. A cute comedy about confusions caused by linguistic differences. Or a bi-lingual film such as *Odyseus' Gaze* (Angelopoulos) or *Never On A Sunday* (Dessen).

Bulleted points should be included.