

Hello everybody. Today's test is the London Tests of English Level 5. The theme of this test is The Entertainment Revolution. This test lasts two hours and fifty-five 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.

1. Task One: Records versus CDs (15 marks)

You are doing a research project on trends in entertainment. You hear part of a radio discussion in which two people are comparing traditional vinyl records with CDs.

Listen to the discussion and read the questions below. For each question, put a cross (☒) in the appropriate boxes. Sometimes more than one box should have a cross. The first question is an example.

You will hear the discussion 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.

	Anne	Paul	Neither
Example: Who is not surprised by other people's reaction to vinyl records?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1) Who thinks that a record collection can look untidy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Who thinks CD packaging can be impractical?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) Who appreciates good album cover designs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Who thinks that albums smell like old books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Who says that CDs can be damaged as easily as records?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Who likes to be able to replay favourite tracks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) Who thinks musicians have to think more carefully when making a record?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Anne Paul Neither

(8) Who thinks that CDs produce more accurate sounds?

(9) Who thinks that technological improvements have led to cheaper products?

(10) Who believes that downloading damages record companies?

(11) Who doesn't respect people who download music illegally?

(Total 15 marks)

Q1



2. Task Two: The End of Video (15 marks)

You now hear a talk on a radio consumer programme on the decline of the video cassette recorder. Listen to the talk and complete the passage below.

Try to write no more than three words.

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

You have one minute to study the passage.

Dixons, Britain's biggest electrical chain, has decided that the video cassette recorder is going to be **(Example:)**~~phased out~~..... from its stores because of the dramatic rise in sales of DVD players, now **(a)**..... times greater than they were five years ago.

According to Dixons, demand for VCRs has fallen dramatically since the 1990s. The DVD player, which is replacing it, is faster, better **(b)** and more versatile; e.g. it has a **(c)** , which allows you to find exactly what you're looking for.

The video recorder has been a major product in the history of **(d)** Its end has been accelerated by the low price of DVD players and falling prices of **(e)**

The first VCR at Dixons cost the equivalent of **(f)** today. In the 1980s, VHS defeated Betamax in the battle of the video formats mainly because it was the one which **(g)** preferred.

Some stores will keep selling VCRs for two reasons: consumers will need VCRs to watch the videos they have stockpiled; families will need time to **(h)** their video collections to DVD version.

The DVD is now facing competition from **(i)** recorders, which allow you to watch one programme while recording another and to **(j)** live TV.

Q2

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(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 3.



3. Task Three: DVD Piracy

During your research, you become interested in the growth of illegal DVD copying, also known as DVD piracy. You receive a number of emails on the subject.

Task Three (a): Reading (10 marks)

Read the following emails. In each email, the first sentence has been removed. Choose the correct sentence for each email (1–6) from the list (A–I) on the opposite page and put a cross (☒) in the box under the appropriate email number. Sentence H for email 1 has been done as an example.

Be careful! There are more sentences than you need.

Emails

1 _____ How about making the originals cheaper in the first place, then people won't feel the need to opt for the £5 car boot alternatives.

4 _____ At the moment, criminals know that the risks and punishments involved are far outweighed by the huge profits they can make.

2 _____ High prices, regional price fixing, adverts that can't be skipped, are some of the issues that are totally in their control.

5 _____ This suggests that it would be OK to buy them if they were better made. Surely the main reason for not buying them should be that it is illegal?

3 _____ The fact is these companies have employees who are not millionaires who will eventually lose their jobs. The government should start enforcing the law. Only fear of punishment will work in this kind of society.

6 _____ If film stars weren't paid 10 million dollars for a few months work on a film and the major studios were willing to let their profit margins narrow a little, then the price of DVDs would come down. People would be more inclined to buy a legitimate copy of a film for £10 than a rubbish copy for £5.



First Sentences	
A. As downloadable music is possible, how about downloadable films?	F. People are ok with stealing if their victim is some big money-hungry corporation.
B. Instead of getting the law to prop up a failing business model, why don't these companies find out what is stopping the customer buying their product?	G. The police should devote more resources to catching the 'big boys' who produce thousands of illicit copies rather than arresting those who flog them on the streets – and the courts should dole out severe sentences as a deterrent.
C. Isn't the obvious thing to release films worldwide within a week of each other?	H. People are always going to create pirate disks, tapes, videos and clothes regardless of what laws are brought in.
D. How are the prices of DVDs calculated in the first place?	I. Well maybe they need to start from the top.
E. One of the major arguments I have heard recently against pirate DVDs is poor quality.	

First Sentences									
Emails	A	B	C	D	E	F	G	H	I
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>

Q3(a)

(Total 10 marks)

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Task 3

Information Sheet 1

DVD Piracy

A consumer awareness campaign aims to shatter the illusion of DVD pirates as harmless cheeky characters by highlighting the involvement of serious criminals, people traffickers and terrorist groups in the distribution of pirate DVDs. In the UK's biggest ever industry anti-piracy initiative, film distributors and retailers have for the first time come together to tackle the problem. The Industry Trust for IP (intellectual property) Awareness will make consumers aware that pirated copies of movies sold on the black market are invariably a rip-off. 90% of all pirate pre-release DVDs seized by the Federation Against Copyright Theft (FACT) this year were copies of movies filmed with a camcorder from the back of the cinema.

New figures for the first half of 2004, show seizures of pirate DVDs up 207 per cent on the same period last year, which is on top of the 405 per cent year-on-year increase announced at the beginning of 2004. Actions brought by FACT against pirate DVD web sites for the first quarter in 2004 are already at a similar level to that recorded for the whole of 2003. The value of the black market in DVDs is estimated at between £400 to £500 million and is expected to exceed £1 billion within three years.

Compared to other forms of crime, DVD piracy offers criminals high returns and relatively low risk in terms of penalties. It is an attractive option for organised crime groups, who use the trade in DVD piracy to launder cash and fund other forms of crime. One estimate is that the profits from counterfeiting are similar to drugs trafficking; there is a return of 10 Euros for each 1 Euro invested; other people suggest that counterfeiting is even more profitable.

The link between organised crime and counterfeit goods is well established but Interpol is sounding the alarm that intellectual property crime is becoming the preferred method of funding for a number of terrorist groups. A terrorist could make profit solely from the sale of counterfeit or pirated goods and does not need to be involved in the actual production.

The British Video Association says: "By challenging the public's views about piracy being a victimless crime, we hope to make people stop and think where their money is going before they buy a pirate DVD. We want them to realise that on top of buying a potentially poor quality DVD, which may not be worth watching, they could be funding activities that cause serious problems in their community, like drugs and weapons dealing and the human suffering of people forced to work for gang-masters."

"Think of pirate DVDs as the worst sort of home cinema experience, the home cinema experience where someone gets up to go to the toilet halfway through and blocks out the screen. Where you can hear someone eating crisps. These things are terrible and what really bugs me is that people are duped into paying good money for these blatant rip-offs – and have you ever tried getting your money back from a dodgy bloke in a pub? Don't even think about it."

The Science and Innovation Minister says: "We face astute, organised and well financed criminals and therefore we need a wide range of deterrents to counter the threat. Bringing industry, government and enforcers together is essential if we are to create a coordinated approach to intellectual property enforcement.

DVD piracy was recently found to be financing drug trafficking, when a seizure of counterfeit DVDs led police to raid premises at which cannabis resin and cocaine were seized with a street value of £20,000.

A recent trend is the growing involvement of human trafficking gangs in DVD piracy. It is widely reported that gangs are involved in forcing illegal immigrants from overseas to sell pirate DVDs in the street, offices, pubs and even on doorsteps of people's homes, in return for food and accommodation and to pay for their passage into the country.

New research has exposed the workplace as a hotbed of DVD piracy, with 26 % of people who buy pirate DVDs buying them at work. And while company directors claim to be concerned about staff involving themselves in film piracy, very few are doing anything practical to stop it, despite the fact that it can expose them to risk and the threat of legal action. That's why the Industry Trust for IP Awareness is targeting businesses through a major awareness campaign, urging employers not to turn a blind eye to film piracy, while reminding both companies and consumers of the legal penalties involved if they do. As part of the campaign, information packs are being sent to businesses with 30 or more employees across the UK.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

4. Task Four: Hell is Other iPods (20 marks)

You find an article on i-Pods, a popular brand of personal music players. Read the article on **Information Sheet 2** and complete the questions that follow.

Task Four (a): (10 marks)

Read the article and choose the best option, a, b, c or d, for each question. The first one has been done as an example.

Example:

iPods are:

- (a) only white
- (b) white or black
- (c) in an increasing number of colours
- (d) in any colours you want

1. The writer feels he may buy an iPod because

- (a) it's cheaper than its competitors
- (b) it's small
- (c) it's fashionable
- (d) it has a big memory

2. The writer has reservations about the iPod because

- (a) it can hold too many songs
- (b) he doesn't like the colours
- (c) it's making a statement
- (d) it's for young people



3. When the writer asked about the difference between a Mac and a PC he was being
- (a) curious
 - (b) provocative
 - (c) challenging
 - (d) humorous
4. The writer finds Andrea's attitude to the iPod
- (a) saddening
 - (b) annoying
 - (c) dangerous
 - (d) controversial
5. One benefit claimed for iPods is that they
- (a) develop a family's musical tastes
 - (b) stop family arguments
 - (c) allow families to share music
 - (d) bring families closer together
6. According to the writer, iPods
- (a) make people selfish
 - (b) damage the music industry
 - (c) discourage social interaction
 - (d) make music sound bad
7. Cass Sunstein believes that the internet
- (a) makes people uncomfortable
 - (b) makes people more knowledgeable
 - (c) makes people more cautious
 - (d) gives people an appetite for learning



8. According to the writer, listening to your iPod is likely to

- (a) challenge your musical tastes
- (b) restrict your musical tastes
- (c) develop your musical tastes
- (d) destroy your musical tastes

9. The main difference between the Shuffle and earlier iPods is that

- (a) it has fewer options
- (b) it's more interesting
- (c) it can select music at random
- (d) it's programmable

10. The writer sees iPod-jacking as

- (a) a positive form of social interaction
- (b) a good opportunity to share music
- (c) a thing to celebrate
- (d) a poor replacement for conversation

Q4(a)

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(Total 10 marks)



Task Four (b): (3 marks)

What do the following highlighted words from the text refer to?

The first one has been done as an example.

Example: it (paragraph 1)

.....the Shuffle.....

(a) them (paragraph 2)

.....

(b) one (paragraph 4)

.....

(c) it (paragraph 6)

.....

(d) it (paragraph 9)

.....

(e) its (paragraph 9)

.....

(f) they (paragraph 10)

.....

(Total 3 marks)

Q4(b)



Task Four (c): (7 marks)

Find words or phrases from **Perforated Information Sheet 2** that mean the same as each of the following expressions.

The first one has been done as an example.

Paragraph Number	Meaning	Words or phrases from text
1	not fashionable	Example: unhip
2	someone who hates spending money	
4	exaggerated	
7	unstated	
9	join together	
9	remove	
11	principle	
12	bad tempered	

(Total 7 marks)

Q4(c)



Task 4

Information Sheet 2

Hell is other iPods

1. I don't have an iPod, but it's only a matter of time. I can feel the pressure building up around me—the groovy ads on TV, the smug folks with the tell-tale white headphones on the Tube making me feel unhip, the proliferating choice of colours. And now Apple, the creators of the iPod, have just released the Shuffle, a smaller, cheaper iPod. **It's** cute and sleek, it's 'the size of a stick of gum' and, has enough memory to fit 240 songs, if I can find 240 I want to listen to.

2. And yet something in me resists, and it's not just the inner cheapskate. Something feels not quite right, and it's not only that the iPod comes in a special red and black U2 collector's edition. There's something smug about it; it's cute and it knows it. I go to the website and find that the iPod Shuffle "goes with everything sleek and beautiful, it makes a tuneful fashion statement. Just throw the included lanyard around your neck and take a walk, or run, or ride, and those signature white earbud headphones tell the world you love to listen." The Shuffle then, like so much in our look-at-me culture, is not just for what it's for – listening to music – it's to tell others about yourself, without going to the bother of talking to **them**.

3. Reading on through the promotional bumf you find that the iPod is versatile: you can listen "in the car. On the treadmill. At the office." The office? Makes you wonder what kind of jobs these people have. The treadmill? Are they being ironic?

4. I do a little research and find an article from *USA Today* about the new 'gospel of iPod', the emergence of 'the iPod nation'. Well okay, the piece is gently parodying Apple's conventionally hyped-up marketing and loyal, not to say fanatical user base. (There is no zeal like the zeal of an Apple Mac user; just try asking **one** innocently, as I once did, if there really is any substantial difference between a Mac and a PC). So perhaps we shouldn't take it too seriously, but try these statements on for size:

5. "My friends all have one, I just felt it was time to catch up." Fair enough, typical teenage logic, and if not for such sentiments where would the hoola-hoop, or Rubik cube, ever have got?

6. But how about this? "The iPod has changed my life," says Andrea Kozek, perhaps revealing a lack of robustness in her life in the first place. "When I need to block out the rest of the world I turn it on." And let's face it, the one thing we really need to do is block out the rest of that pesky old world. But why not just listen to the radio, Andrea? "Do I really want to hear Britney Spears doing Bobby Brown's 'My Prerogative'? **It** wasn't a good song in the first place," she answers, showing some talent for music criticism but poor taste in radio stations, which I wonder if her iPod can really resolve. It's easy to mock. So let's continue. One choice quote explains how iPod can calm the turbulent waters of family life, by resolving the throne subject of who gets to choose the music: "We'll all be listening to music at the same time," says an iPod mom from Williamsburg, NY. "I'll be connected to iTunes on my laptop, my kids will have their iPods on, and my husband likes to listen to his while he's surfing around on eBay." Remind me not to accept an invitation to dinner at their place, or at least to bring a good book with me.

7. Here's my real objection. The iPod is an example of a beautifully designed, convenient and desirable object, which promises to make our lives better, but whose promise on reflection, as so often, turns out to reinforce the worst in our already denuded culture. In an age of atomisation and social fragmentation it reinforces solipsism, places the individual and that dreaded value 'choice' at the heart of experience; it suggests connection — always the implicit promise of the digital age while enforcing separation; it encourages the 'tuning out' of people while occupying social space with them, as if others were mere irritations, and it reduces the experience of music which is, at least in my view (I realise I might be in the minority here), an inherently social and collaborative art and medium, to a pre-selected relationship with the self.

8. This severe limitation is one that the iPod shares with all modern personal stereos. They personalise, indeed, privatise music, which only really comes to life when it is public, shared and collaborative. A large part of the joy of discovering good new music is simultaneously anticipating the pleasure of sharing it with someone else.

9. Legal scholar Cass Sunstein has a theory about the Internet which he calls 'The Daily We'. The argument is that rather than broaden our access to information, ideas and experiences, the Internet, precisely because it offers such dizzying disorientating choice and possibility, reinforces the tendency to filter out what is unknown, stick to what you like, congregate with others who like the same thing, weed out or avoid anything uncomfortable or unknown — in short, protect yourself from the challenges and difficulties of a diverse world, and construct a daily newspaper of the self. A similar argument could be made for the 'iPod jukebox'. Unlike listening to (good) radio which could infuriate and surprise you in equal measure, the iPod jukebox protects you from the shocks, both highs and lows — offers you a safe experience which flatters, because every good track was one you chose, every familiar song reminds you of an emotion or memory: yours. Never did I think I'd find myself sounding so much like that old Frankfurt school philosopher-grump Theodore Adorno, but his argument that pop music delivers back to the user a cheap thrill because they recognise how it will end (because its structure is predictable) seems to work for the iPod.

10. What I find intriguing are the many ways in which Apple is trying to make sure the iPod does not appear to be predictable, isolating, boring. The Shuffle itself is an attempt to inject some unpredictability into the original notion of choice. Even though they also had a shuffle mode, the first iPods were all about programming — you could decide what you wanted and in what order. The Shuffle shuffles, randomly. Suddenly, as the slogan goes, 'life is unpredictable'. But it can still only play what you put in it.

11. As for isolation, iPodistas talk up the social benefits of iPod-jacking: total strangers swap iPods for a moment to listen to each other's selections. Well okay. The utter hell of having to listen to a stranger's music collection while standing close to them without talking in public notwithstanding, such an idea proceeds from the premise that it is the iPod that has offered this epochal opportunity for social interaction. It was, I am given to understand, entirely possible even before the iPod to approach a stranger on the Street and attempt to swap words, names or even ideas with them in a form of 'tuning in' known as a conversation. A celebration of the joys of iPod-jacking seems a final acceptance that the possibility for actually communicating is gone for good, and we are left with a pale facsimile: 'you play me yours and I'll play you mine'.

12. "This is all part of the shift from mass media to personalised media," says Paul Saffo from the Institute of the Future. No doubt this is true, but is it, I wonder, a good thing? For all the cachet and control implied by the iPod and the Shuffle, the laptop and the Blackberry, the digital camera and wi-fi, in the end what seem to be on offer are particular kinds of distraction and avoidance and a peculiar kind of 21st century digital loneliness. Or am I just grumpy because no one bought me an iPod for Christmas?

5. Task Five: Writing (20 marks)

Your college tutor has asked you to write an essay on one of the following topics.

EITHER

A “Watching DVDs on your personal DVD player, listening to music on your personal music system, playing games on your games console, it seems that shared entertainment is dead!” How far do you agree with this statement?

If you refer to information or ideas from other parts of the test, you should use your own words as far as possible.

OR

B “Technological change in entertainment is all about making profit, not providing a better experience for the consumer.” Discuss this statement.

If you refer to information or ideas from other parts of the test, you should use your own words as far as possible.



Leave
blank

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.....

.....

Q5

(Total 20 marks)

TOTAL FOR PAPER: 100 MARKS

THAT IS THE END OF THE TEST

