

**English Final Examination 2010 / Written Part**

**04 June 2010**

Cover Sheet Instructions, Points & Markings

Name:..... First Name:.....

Your exam consists of the following three parts:

Total time: 120 minutes

- A Reading Comprehension 40 points
- B Grammar & Structures 46 points
- C Writing 44 points

All parts are handed out at the beginning of the exam. Manage your timing well.  
You cannot use a dictionary during the exam.

Points part A: ...../ 40

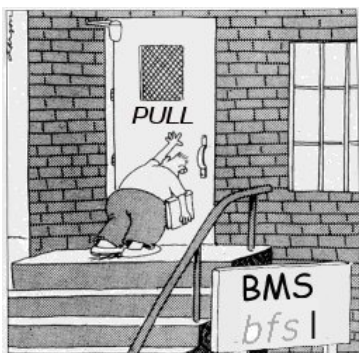
Points part B: ...../ 46

Points part C: ...../ 44

Total: ...../130

**Final Mark: .....**

**Good Luck!**



## Part A: Reading Comprehension (40 points)

### Changing The Channel

(*italic & bold* words in glossary p.4)

#### 5 Television is adapting better to technological change than any other media business, says Joel Budd

Apr 29th 2010 | From *The Economist* print edition

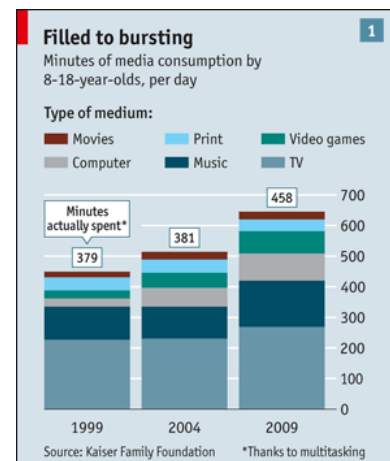
ONE evening last year Steve Purdham noticed something strange. The flow of data into and out of We7, a British music-streaming website he runs, had abruptly slowed down. An hour later it returned to normal. Such a sharp fluctuation usually means a server is malfunctioning—a potentially serious problem. But when engineers checked the computer system they found nothing wrong. So what could have happened between 8pm and 9pm on a Saturday night to cause such a sudden drop in use? Suddenly it dawned on Mr Purdham: “Britain’s Got Talent”, a popular casting-show, was on television.

When it comes to mobilising a mass audience, nothing can touch television. On February 7th this year 106m Americans watched the New Orleans Saints defeat the more favoured Indianapolis Colts in the Super Bowl. The nation spent more time glued to that one match than it spent on YouTube, the most popular video-streaming website, during the entire month, according to ComScore. Remarkably, television can deliver these huge audiences even though it provides more choice than ever. In Britain the proportion of homes that receive multi-channel television has risen from 31% to 89% in the past ten years.

The box that delivers all this stuff has developed, too. Televisions used to be squat cubes. Gradually they have flattened and turned into panels, and their screens have become sharper and brighter. They have spread to bedrooms, kitchens and even bathrooms (with heated screens to protect against condensation). The latest devices from Samsung and Sony are as thin as laptop computers. Television has gone online and become mobile. This year it will expand into the third dimension.

#### 30 More of everything

Take American teenagers. In 2004 the Kaiser Family Foundation reported that the average person aged 8-18 was spending almost six-and-a-half hours a day taking in some kind of media—television, films, music, video games and so on. By multitasking, they were able to cram eight-and-a-half hours of media consumption into that time. The researchers concluded that young people were “filled to the bursting point” with media. When the study was repeated in 2009, young Americans were spending more than seven-and-a-half hours with media each day, an hour more than they had done five years earlier (see chart 1). Into that space they packed an astonishing 10 hours and 45 minutes of consumption. Among other things, they were watching more television.



60 “Report: 90% of waking hours spent staring at **glowing rectangles**,” read a headline in “The Onion”, an online news source, last year. The joke contains a profound truth. Distinctions between glowing and rectangular television sets, computers and mobile phones are gradually disappearing. Televisions have long doubled as monitors for video-game consoles. More recently they  
65 became digital radios. Now they are turning into gateways to the internet. People who buy high-end televisions this year will discover that their new toys can obtain all sorts of things, from stock quotes to weather forecasts.  
70



At the same time TV is **moving beyond** the living room. Many programmes can be viewed on computers, mobile phones and tablet devices like Apple’s iPad. Video-streaming websites are becoming more professional, meaning they are both better designed and contain more proper television. Services like iPlayer, which carries  
75 BBC television shows, and Hulu, which distributes programmes from America’s ABC, Fox and NBC, have grown in popularity. At first this success delighted people who earn their living from TV. Gradually they have become more alarmed.

Every media business that the internet has touched so far has come off badly. Recorded music sales have fallen steeply in value since Napster, a file-sharing website, appeared in 1999. The internet has drawn classified advertising away from local and regional newspapers, turning once highly profitable businesses into problem cases. Book publishers have watched **helplessly** as online retailers and e-readers have driven down prices.  
80

The internet tends to **disaggregate** media products, breaking music albums into tracks and splitting magazines into their individual articles. It also brings content directly to consumers, without using a media company – a provider. Sometimes even by means of **piracy**. Online, people can pick and choose the content that interests them without paying much for it. One of the most harmful things about the internet as it has **evolved** in the past few  
85 years, says Jeff Bewkes, the boss of Time Warner, one of the world’s biggest media firms, is the assumption that charging for content is **hostile** to the consumer. As the saying goes, content wants to be free—or, at least, paid for only by advertising. “We already tried that,” says Mr Bewkes. “It didn’t work.”  
90  
95

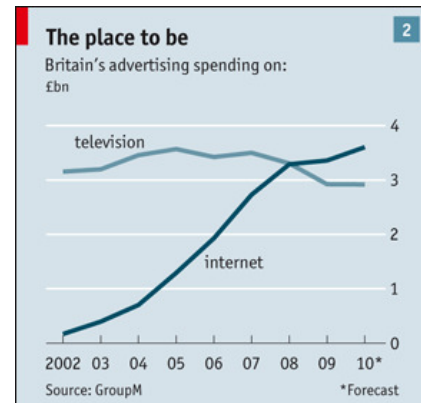
In 1961 Newton Minow, chairman of the Federal Communications Commission, told a **room full of television executives** that they had created a “vast wasteland” of uninspired shows. At that time America had three broadcast networks, which operated on the principle that the **least objectionable** shows would draw the biggest audiences and the most advertising money. As Minow predicted, competition improved matters. In the 1970s  
100 cable and satellite television began to spread. New



105 **subscription** channels like HBO, which had to please viewers rather than advertisers, were able to take risks. Broadcasters raised their game in response.

The result, beginning in the late 1990s and **continuing** today, has been a golden age for television. It can be argued that Hollywood makes less impressive films these days than it did in the 1970s (or the 1930s), but that is not true of television. Modern TV shows like “The Sopranos”, “Dr House” and “Modern Family” are so superior to what went before—so much better written, better acted and better shot—that they almost seem to belong to a different medium.

115 Sir Howard Stringer, Sony’s boss, **fears** television will become less important. The danger is not lack of choice, as Minow found, but too much choice. So much content will be available on so many digital platforms that audiences will become too small to pay for good programmes. The internet already competes strongly for advertising. In  
120 Britain more money is now **spent** online than on television (see chart 2), although some of this can be blamed on artificial restrictions on TV advertising rates.



125 Television is not about to suffer the fate of music or newspapers, yet the next few years will be dangerous nonetheless. A **handful of** upstart websites, with audiences **smaller** than many channels at the bottom of the programme guides, have already rattled the giant TV industry.

### Glossary:

<b>glued to</b>	angeklebt
<b>squat cubes</b>	gedrungene Würfel
<b>cram</b>	quetschen
<b>glowing rectangles</b>	glühende Rechtecke
<b>disaggregate</b>	zerlegen
<b>evolved</b>	sich entwickeln
<b>hostile</b>	feindlich
<b>least objectionable</b>	am wenigsten anrücklich
<b>subscription</b>	Abonnement

**A1 True or False?****(20 points)**

Cross(☒) the statement as true (T) or false (F): if it's false, correct it!

Example:

- |       |  | T                        | F                                   |
|-------|--|--------------------------|-------------------------------------|
| 0.    | The author of this text is Angela Patmore.   | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|       | <i>No, the author is Joel Budd.</i>  |                          |                                     |
| <hr/> |  |                          |                                     |
| 1.    | Mr Purdham's internet was very slow on Saturday evening because of a problem with the server.                  | <input type="checkbox"/> | <input type="checkbox"/>            |
| <hr/> |  |                          |                                     |
| 2.    | More people watched a sports event on TV than what YouTube had in a month.                                     | <input type="checkbox"/> | <input type="checkbox"/>            |
| <hr/> |  |                          |                                     |
| 3.    | TV has mass audiences because it has a lot of channels.  | <input type="checkbox"/> | <input type="checkbox"/>            |
| <hr/> |  |                          |                                     |
| 4.    | In 2009, American children spent 10 hours and 45 minutes every day with media.                                 | <input type="checkbox"/> | <input type="checkbox"/>            |
| <hr/> |  |                          |                                     |
| 5.    | The author agrees with the <i>Onion</i> that all media have a similar shape                                    | <input type="checkbox"/> | <input type="checkbox"/>            |
| <hr/> |  |                          |                                     |
| 6.    | More and more people watch television as a video-stream.   | <input type="checkbox"/> | <input type="checkbox"/>            |
| <hr/> |  |                          |                                     |
| 7.    | TV companies earn a lot of money by putting their programmes on the internet.                                  | <input type="checkbox"/> | <input type="checkbox"/>            |
| <hr/> |  |                          |                                     |
| 8.    | In 1961 Newton Minow said that there were too many TV channels.  | <input type="checkbox"/> | <input type="checkbox"/>            |
| <hr/> |  |                          |                                     |
| 9.    | The author thinks that Hollywood films are still the best.   | <input type="checkbox"/> | <input type="checkbox"/>            |
| <hr/> |  |                          |                                     |
| 10.   | According to the article, the problems of TV are still smaller than those of newspapers or the music industry. | <input type="checkbox"/> | <input type="checkbox"/>            |
| <hr/> |  |                          |                                     |

points:...../20

**A2 Vocabulary**

(10 points)

Explain the meaning (not just one word synonym) of the **bold printed & underlined** expressions or phrases in your own words. Do not use these words in your explanations.

1. Line 16:       ... **can touch.** .

---

2. Line 18:       ... **the nation . .**

---

3. Line 39:       ... **and so on.**

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4. Line 42:       . **“filled to the bursting point”**

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5. Line 71:       ... **moving beyond**

---

6. Line 82:       ... **helplessly**

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7. Line 87:       ... **piracy**

---

8. Line 97:       ... **room full of** (television) **executives**

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9. Line 107:      ... **continuing**

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10. Line 113:     ... **fears**

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points:...../10

**A3 Antonyms**

(10 points)

10 words in the text are *italics & underlined*; give an antonym (maximum two words) for each one of them which could be used in the text.

0. Line 05:     ... *any* ...       **no** \_\_\_\_\_

1. Line 13:     ... *drop* ...       \_\_\_\_\_

2. Line 19:     ... *most* ...       \_\_\_\_\_

3. Line 28:     ... *thin* ...       \_\_\_\_\_

4. Line 51:     ... *earlier* ...     \_\_\_\_\_

5. Line 67:     ... *buy* ...       \_\_\_\_\_

6. Line 73:     ... *less* ...       \_\_\_\_\_

7. Line 78:     ... *badly* .       \_\_\_\_\_

8. Line 120:    ... *spent* ...       \_\_\_\_\_

9. Line 125:    ... *handful of* . .    \_\_\_\_\_

10. Line 126:   ... *smaller* ...     \_\_\_\_\_

points:...../10

## Part B Grammar (46 points)

### B1: Active or Passive

(20 points)

Read this report and put the verbs into the most suitable form, active or passive, and the correct tense.

### Twitter

Twitter is one of the latest social networking phenomena. It \_\_\_\_\_ (found) in 2006, yet even last year it was something that only technology lovers and 'early-adopters' \_\_\_\_\_ (heard) about. Suddenly, the use of Twitter \_\_\_\_\_ (rocket) – by 1,000% in the UK last year.

It \_\_\_\_\_ (be) a buzz term now, with the world following dramatic events, like the terrorist attack in Mumbai, in real time. So, what is it? Twitter \_\_\_\_\_ (describe) itself as a 'service for people to stay connected through the exchange of quick, frequent messages'.

These messages, known as 'tweets', \_\_\_\_\_ (send) to all 'followers' and are 140 characters long or less. Users can micro-blog on their mobile phone, laptop or Blackberry.

It \_\_\_\_\_ (believe) by scientists that over 70% of web users in Europe now use social networks, with the highest level of usage in the UK. However, Facebook \_\_\_\_\_ (be) still the world's biggest social networking site, with 175 million users. Two years ago, the company \_\_\_\_\_ (change) its terms of service, claiming the right to use personal data even after people \_\_\_\_\_ (leave) Facebook. At a recent conference in March, the CEO \_\_\_\_\_ (give) a hard time by a journalist, the event \_\_\_\_\_ (transfer back) to offices around the globe by people in the audience.....using Twitter! Since then the CEO \_\_\_\_\_ (force) to change terms back to their original form

Some companies \_\_\_\_\_ (experiment) with Twitter to see if they can improve customer relations. Others \_\_\_\_\_ (see) it as a way businesses can increase their brand recognition.

The downside to all the current hype is that people \_\_\_\_\_ (distract) from work. \_\_\_\_\_ (not be) Twitter messages merely time-wasting? Maybe, I \_\_\_\_\_ (miss) the point. After all, the British government \_\_\_\_\_ (create) the new post of 'Director of Digital engagement' with a starting salary of 120,000 a year. The job? ' \_\_\_\_\_ (raise) the profile of the government through the use of social networking sites like Twitter and Facebook.' and all this with public money!

**B2 Prepositions**

**(8 points)**

Cross (☒) the correct preposition in the boxes provided.

**The Beginning of the BBC**

The BBC was the world's first national broadcasting organisation and was founded **\_1)\_** 18 October 1922 **\_2)\_** the British Broadcasting Company Ltd. The original Company was founded **\_3)\_** 1922 by a group **\_4)\_** six telecommunications companies—Marconi, Radio Communication Company, Metropolitan-Vickers, General Electric, Western Electric, and British Thomson-Houston—**\_5)\_** broadcast experimental radio services. The first transmission was **\_6)\_** 14 November **\_7)\_** that year, **\_8)\_** station 2LO, located **\_9)\_** Marconi House, London.

The British Broadcasting Company Ltd. was created by the British General Post Office (GPO). John Reith applied **\_10)\_** a job with the existing company and later became its General Manager.

Experimental television broadcasts were started **\_11)\_** 1932. Television broadcasting was suspended **\_12)\_** 1 September 1939 **\_13)\_** 7 June 1946 **\_14)\_** the Second World War. A widely reported urban myth is that, when taking up service, announcer Leslie Mitchell started by saying, "As I was saying before we were so rudely interrupted ..." **\_15)\_** fact, the first person **\_16)\_** appear when transmission resumed was Jasmine Bligh and the words said were "Good afternoon, everybody. How are you? Do you remember me, Jasmine Bligh ...?"

wikipedia.org

	on	of	from	for	in	at	during	to	as
1.	<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"/>
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"/>
7.	<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"/>
8.	<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"/>
9.	<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"/>
10.	<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"/>
11.	<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"/>
12.	<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"/>
13.	<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"/>
14.	<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"/>
15.	<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"/>
16.	<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"/>



points:...../8



**B3: conditionals****(8 points)**

Complete the sentence for each situation with the correct conditional, adding negative forms where necessary.

1. Unless people \_\_\_\_\_ (book) tickets already, it \_\_\_\_\_ (be) possible to attend tonight's performance.
2. If Kevin \_\_\_\_\_ (tell) his mother what had happened, she \_\_\_\_\_ (sort out) the whole misunderstanding long ago.
3. Even if you \_\_\_\_\_ (be) to get the job, how \_\_\_\_\_ (sell) the house in time?
4. If you \_\_\_\_\_ (bring) someone else's book home, you \_\_\_\_\_ (return) it to school the next day, don't you?
5. If only you \_\_\_\_\_ (behave) less childishly in the meeting last week, you \_\_\_\_\_ (get) more cooperation from him, instead of his usual response.
6. Unless he \_\_\_\_\_ (go) shopping now, there \_\_\_\_\_ (be) anything for supper.
7. Even if an interviewer \_\_\_\_\_ (try) to put the candidate at ease, it \_\_\_\_\_ (be) usually still a very stressful situation.
8. If you \_\_\_\_\_ (notice) that the figures were wrong, why \_\_\_\_\_ (wait) until now to tell me?

points:...../8

**B4: Mixed grammar****(10 points)**For the gap on the left underline the correct word on the right**TV Can Be Good for Kids!**

By Carey Bryson, About.com Guide

Where kids \_1)\_ concerned, TV and movies get a \_2)\_ reputation, but with healthy viewing habits and parental supervision, "screen time" can be a positive experience for children. Here \_3)\_ ways children can benefit from watching TV and movies:

If there's a subject your child enjoys, more likely than not, there is a TV show, movie, or educational DVD that explores the subject in detail. You might be even be surprised to find out how \_4)\_ kids watch and love educational shows aimed at adults. Rachael Ray, \_5)\_ example has a huge following among kids and teens, and \_6)\_ primetime show often features kids in the kitchen.

Children's shows may offer opportunities to spark learning.

Documentary and nature shows are also entertaining and \_7)\_ for kids.

Most kids are not able to visit the rain forest or \_8)\_ a giraffe in the wild, but many have seen these things on TV. Thankfully, \_9)\_ minded producers have given us \_10)\_ shows and movies that allow viewers to see amazing footage of nature, animals, society, and other \_11)\_. Kids and adults alike can learn from \_12)\_ type of media and gain a greater appreciation for our world and the animals and other people who inhabit it.

When kids see their favourites characters in fun \_13)\_ games, they want to play too.

Of the new movies that are released each year, you can bet that several of \_14) are based on books. \_15)\_ can challenge kids to read a book with the promise of going to the theatre or renting the movie when they finish it. Or, kids may see a movie and like it so much that they decide to read the book.

Discuss the \_16)\_ between the book and the movie to help kids develop \_17)\_ skills.

Daniel Anderson, a prominent researcher on the subject, sums up the situation with \_18)\_ and media perfectly stating, "I hope the broader impact of my research will have

\_19)\_ increase in awareness at many levels so that we know of both the good and the bad aspects of what we are doing." Media truly can have a positive effect on children, but it is up to the parents, caregivers and educators in \_20)\_ lives to ensure that kids' viewing experiences are educational and not damaging.

1.	is	was	are
2.	bad	badder	worse
3.	some	any	much
4.	much	many	more
5.	par	for	as
6.	its	his	her
7.	educational	educationally	education
8.	see	look	watch
9.	educational	educationally	education
10.	much	many	a lot
11.	people	peoples	persons
12.	this	these	the
13.	learn	learning	learnt
14.	they	those	them
15.	Parent	Perents	Parents
16.	differences	differently	different
17.	thinking	think	thinks
18.	childs	children	child
19.	a	an	many
20.	there	they	their

points:...../20

## Part C Writing (44 points)

Write **an essay** on one of the following topics. Write between 130-150 words.

1. 'Sir Howard Stringer, Sony's boss, fears television will become less important.' Discuss this statement.
2. Media truly can have a positive effect on children, but it is up to the parents to ensure that kids' viewing experiences are educational and not damaging.
3. Compare how you use TV with how you use other media.

### Evaluation Criteria:

	Points	
<b>Content:</b>		
length (at least 120 words)	6	_____
understanding (own text, to the point)	6	_____
quality, depth	6	_____
<b>Structure:</b>		
divided into paragraphs, logical sequence	2	_____
<b>Style:</b>		
conciseness, adequacy	4	_____
<b>Vocabulary:</b>		
accuracy	4	_____
range	4	_____
<b>Sentence Patterns:</b>		
complexity, variety, word order	2	_____
<b>Grammar:</b>		
<b>grammar</b> mistakes	5	_____
<b>spelling</b> mistakes	5	_____
		_____/44points

