

AUDIOSCRIPTS

Part 1.

Practice test 3. Paper 3, listening. This is the Certificate of Proficiency in English listening test. Test 3. I'm going to give you the instructions for this test.

I'll introduce each part of the test and give you time to look at the questions. At the start of each piece, you'll hear this sound. You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have 5 minutes at the end of the test to copy your answers onto the separate answer sheet. There will now be a pause.

Please ask any questions now, because you must not speak during the test. Part 1. Now open your question paper and look at part 1. You will hear 3 different extracts. For questions 1 to 6, choose the answer A, B, or C, which fits best according to what you hear.

There are 2 questions for each extract. Extract 1. Now George, calm down. I know you always had high hopes for Rob, but that doesn't mean he has to follow in your footsteps.

Haven't you always emphasised, and quite rightly, that he needs to be independent? What's wrong with being a professional musician anyway? Is that what you'd call someone playing in a rock band? He looks down his nose at me and my colleagues, but imagine where we'd all be now if I hadn't knuckled down and worked hard. Where does he think the money for the music lessons came from in the first place? Oh, George, don't be so pompous. Pomposity has absolutely nothing to do with it.

These days, you need credible qualifications to succeed in life. Well, George, there are a great number of very well-known people who have none... What does a 17-year-old know about life? I'm sorry, but... Would you please stop this and get back to the subject? Rob has made up his mind, and I think the least we can do is to back him in his choice. After all, he is a mature, well-balanced individual who doesn't act on impulse.

I'm sure it was a well-thought-out decision. Now, George, calm down. I know you always had high hopes for Rob, but that doesn't mean he has to follow in your footsteps.

Haven't you always emphasised, and quite rightly, that he needs to be independent? What's wrong with being a professional musician anyway? Is that what you'd call someone playing in a rock band? He looks down his nose at me and my colleagues, but imagine where we'd all be now if I hadn't knuckled down and worked hard. Where does he think the money for the music lessons came from in the first place? Oh, George, don't be so pompous. Pomposity has absolutely nothing to do with it.

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After all, he is a mature, well-balanced individual who doesn't act on impulse. I'm sure it was a well-thought-out decision. Total color blindness, in which all hues are perceived as variations of gray, is known as achromatopsia, or monochromatism.

This is a far more serious defect than partial color blindness, unfortunately extremely rare. Unlike simple color blindness, monochromatism affects men and women equally. Partial color blindness, called dichromatism, consists generally of the inability to differentiate between the reds and greens of the color spectrum, or to actually be unable to perceive reds or greens.

Dichromatism is the most common form of color blindness, affecting about 7% of men and less than 1% of women, and is normally a hereditary characteristic. It is interesting that the vision of most colorblind people is normal in all other respects. They can generally learn by experience to associate colors with varying sensations of brightness.

Consequently, many people live their lives without even being aware that they are colorblind. Some only discover that they have the condition when they take obligatory tests like obtaining driving licenses, or when applying for certain jobs, in which color distinction is necessary. Total color blindness, in which all hues are perceived as variations of gray, is known as achromatopsia, or monochromatism.

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Consequently, many people live their lives without even being aware that they are colorblind. Some only discover that they have the condition when they take obligatory tests like obtaining driving licenses, or when applying for certain jobs, in which color distinction is necessary. Extract 3 If I could continue, please.

As the 19th century progressed, more and more farmers who relied on the adverse terms of credit, advanced by moneylenders, were reduced to bankruptcy and many were ultimately forced to sell their land. The power of large landowners and merchants then drove or kept many individuals from ownership of land. By the 1840s, thousands of landless people were forced into dependent employment as farm laborers or workers on the construction of roads, canals and railways.

The fact that many individuals were unsuccessful in the pursuit of employment is shown by the high rate of migration within the country and by emigration to other countries. In their new countries, despite the fact that the lives of so many people at this time had been affected by capitalist institutions, priorities of work and life were not ordered strictly in terms of economic criteria. Cultural factors were important.

Upper Canadians, for example, who mainly came from the British Isles, had been exposed in their native lands to the Protestant ethic and its positive enjoyment of hard work and frugality. Thus, considerations of what was useful, rather than what could be exchanged on the market, were also important in the production of goods. If I could continue, please.

As the 19th century progressed, more and more farmers who relied on the adverse terms of credit advanced by money lenders were reduced to bankruptcy and many were ultimately forced to sell their land. The power of large landowners and merchants then drove or kept many individuals from ownership of land. By the 1840s, thousands of landless people were forced into dependent employment as farm labourers or workers on the construction of roads, canals and railways.

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Part 2.

Now, English is either the dominant or official language in over 60 countries, and is spoken in every continent and across the three major oceans, the Atlantic, Indian and Pacific. It is without any doubt a world language now. But this wasn't always the case.

How did English achieve this extraordinarily wide representation? Well, English started to move around the world with the early voyages of discovery to the Americas, Asia and the Antipodes, and continued in the 19th century when colonies were established in Africa and the South Pacific. Then in the 20th century, it took a significant further step when many newly independent states adopted it as an official or semi-official language. Two factors make English important today.

The expansion of British colonial power, which peaked towards the end of the 20th century, and the emergence of the US as the dominant economic power of the 20th century. It is this which continues to explain the position of the English language today. Although there are people in Britain who find this difficult to accept.

But if you look at the statistics, you'll see that the USA contains nearly four times as many English mother tongue speakers as the UK. And although together these two countries comprise 70% of all English mother tongue speakers in the world, this dominance gives the Americans a controlling interest in the way the language is likely to develop.

But as we've already seen, Britain and the US are not the only places where English is used as an important vehicle for communication.

In countries where English is a second or foreign language, or where English is used simultaneously as a first and a second language like Canada, for example, or in a country like India, where a history of language contact has produced a legacy of language conflict, it is not easy to determine how and in what situations English is used. One reason you find people often put forward for English having achieved its worldwide status is its intrinsic linguistic features. People have claimed that it is inherently a more logical or beautiful language than others, or it's easier to pronounce, or it's simpler, or it has a larger vocabulary.

This is simply not true. There are no objective standards of logic or beauty to compare different languages. And questions of phonetic, grammatical, or lexical complexity are never capable of simple answers.

For example, English may not have many inflectional endings, which is what most people are thinking of when they talk about English as grammatically simple, but it has a highly complex syntax. The number of endings actually has no bearing on whether a language becomes used worldwide. You just have to look at the success of Latin or Ancient Greek in the past to see that.

There has always been one language in a particular era which was high in world esteem, and probably always will. What gives a language this particular position is dependent on many factors, political, economic, social, religious, literary maybe, but not necessarily linguistic.