

- j) Black smoke shows that burning (or dangerous chemicals) is not complete (1) and dangerous chemicals may be carried into the environment in the smoke (1). 2
- k) Throw their waste (1) into the sea (1). 2
- l) Because the British people and other Europeans are complaining about the dumping of waste in the seas round Britain (1). And the British government are frightened of losing votes (1). 2
- m) To treat (1) so that it can be re-used (1). 2
- n) Not buying potentially hazardous products (2). 2
- o) 11 marks as follows:
1. Method: Putting rubbish in a tip or landfill (1).
Disadvantages: Too much poison to get rid of this way, poison eventually leaks back into the environment (1). 2
 2. Method: Burning the rubbish (1).
Advantages: Effective destruction.
(and/or)
Disadvantages: Needs great care to do it properly/very dangerous if not burned at the right temperature/expensive, needs experts (1). 2
 3. Method: Dumping in the sea (1).
Advantages: A relatively easy way of disposing of rubbish.
(and/or)
Disadvantages: Poisons the sea/upsets British and Europeans/loses votes (1). 2
 4. Method: Recycling (1).
+ 4 marks for conciseness and ability to express the relevant information in a paragraph that demonstrates appropriate clarity and style. 1
- 4

Total: 34

Paper 4: Listening Comprehension (about 30 minutes)

Part one: British history

	<i>Score</i>
1 A	1
2 B	1
3 C	1
4 D	<u>1</u>

Total: 4 marks

Part two: Cable TV

	Score
5 T	1/2
6 F	1/2
7 T	1/2
8 T	1/2
9 F	1/2
10 F	1/2
11 T	1/2
12 F	<u>1/2</u>

Total: 4 marks

Part three: Indian cookery

	Score
13 B	1
14 D	1
15 B	<u>1</u>

Total: 3 marks

Part four: Training centre survey

	Score
16 given	
17 62	1/2
18 retired civil servant	1/2
19 1964	1/2
20 C	1
21 A	1
22 B	1
23 C	1
24 C	<u>1</u>
Total:	6 1/2 marks

Transcript

Cambridge Proficiency in English.

Test Number 1

You will be given a question paper and separate answer sheet for the Cambridge Proficiency Test 1. There are four parts to the Test and each part will be heard twice. During the Test, there will be pauses before each part to allow you to look through the questions, and other pauses to let you think about your answers. At the end of every pause you will hear this sound.

tone

You should write your answers on the question paper. You will have five minutes at the end to transfer your answers to the separate answer sheet.

Practice Test 1

The tape will now be stopped while question papers are given out. You must ask any questions now, as you will not be allowed to speak during the test.

pause

Part one

You will hear a lecturer in a college talking about British history. For each of the questions 1 to 4, tick one of the boxes A, B, C or D to show the correct answer.

pause

tone

BRITISH HISTORY

Lecturer: Well hello everybody and nice to see you here for the start of this course of lectures in British history. Um, what I shall be trying to do this week is to, um, take you in five, fifteen minute lectures from the start of British history 2000 years ago to, er the period of Henry the eighth which is, er four to five hundred years ago, and, er and if there is sufficient interest later on in the term I might, um, follow it up, to bring the history up to the present date. Er, there is also an exhibition in the library of books, er, that you can look at if you want to follow up the, er, lectures in your own time. Um, Roman Britain, as you can see from the, er, the er listening sheet that I have given you, er, listening sheet I have given you, er, yes, er, goes from fifty-five BC to AD four hundred and ten so it is, in fact, quite a long period in British history.

Girl: Sorry I'm late.

Lecturer: Oh yes, take a seat, and close the door perhaps.

Girl: Sorry.

Lecturer: Yes, now then, um. Roman Britain. Yes, yes, the arrival of Julius Caesar in Britain in 55 and 54 BC is often taken . . .

pause

tone

Now you will hear the piece again. [The piece is repeated.]

pause

That is the end of the first part of the test.

pause

Part two

You will hear a discussion on the radio about cable television. For each of the questions 5 to 12, tick one box to show whether the statement is true or false.

pause

tone

CABLE TV

John Riddle: A keenly awaited report was published recently in the United Kingdom. It is known as the *Hunt Report* and is the outcome of an

enquiry by Lord Hunt into cable television. As a result, it is expected that the go-ahead for multi-channel cable television will be given within the next few months. Now there is a scramble by companies keen to enter the business because it's predicted that cable TV will generate economic activity worth billions. Well to find out more about how cable television operates and its social and financial implications, with me in the studio are Brenda Maddocks of the *Economist Weekly* and Rod Allen, former editor of the magazine *Broadcast*. Rod, if I could begin with you. What is cable television?

Rod Allen: Well, essentially cable television is just like ordinary television except that it is delivered to your house through a wire, er, which is connected to your television set instead of, er, through the air and via an aerial. And that is all that cable television itself is, but it does have, er, implications, major ones, the most important of which is that a wire – for reasons which we couldn't possibly go into now – is capable of transmitting more channels than the air is. There is more room, so to speak, for more television channels in a wire going from a central transmitting station to your house than there is over the air.

John Riddle: But, Brenda, is this such a new idea, because we do have forms of cable television already?

Brenda Maddocks: It's certainly not a new idea. It really started out in the early fifties, er, when in parts of America, or in, um, Canada and even in parts of Britain where television reception was poor, it was, has been for a long time, a way to get a better picture when the over the air reception was really very scratchy.

John Riddle: So what, what, really is all the fuss, Rod, about this particular news that cable television is coming to Britain?

Rod Allen: Well the fuss is that the Hunt Committee, er, has said that for the first time cable television operators can transmit through their wires to your home, er, things other than the programmes that can already be received over the air. They will be able to transmit practically anything they like as long as they can get the people at home to pay for it. The idea is that people would pay a subscription, probably, for a channel which would, for example, er, play new movies, er, and there would be other, there are many other proposals for programme ideas, and, and, the fuss is about the effect it will have on the existing standard of broadcasting. The promise is that it will offer more choice to the viewer.

John Riddle: Well, if I can come back to that later Rod. But Brenda they already have cable television in the United States. Is the system that is likely to be introduced in Britain very much the same as they have there?

Brenda Maddocks: Yes, I think so. There's a lot of debate going on now, really as to how futuristic a system may be installed but I think when actual cables come to be laid, I mean, they don't have an infinite life and people will probably settle for, er, American technology, which can, and the latest American systems carry fifty-six or even eighty or a hundred channels, that's probably going to be enough for any foreseeable uses in Britain right now.

John Riddle: Well you mention there the, the uses, because it's not just going to be for television is it? These cables do have other uses as well.

Brenda Maddocks: Well that's what the government hopes. I, myself I think it's only going

to be used for entertainment. I, I think we're being oversold cable in Britain er, we're being told that actually it's going to be able to be used for information services; to bank and to shop from, from home and to do all kinds of things like that. And I think the Department of Industry is using this industrial argument, the promise of lots of jobs and lots of exports, really as a way of overcoming the traditional opposition and the genuine, and, and really quite worrying fears that it might diminish the quality of the BBC and commercial broadcasting. Cable can carry all these interactive services as they're called, but er, most of them, the telephone line can carry as well and I, I think really, it really helps if you think of it as an entertainment medium not as an information medium.

John Riddle:

Is that how you see it too Rod?

Rod Allen:

Well, I, it is very much so and I share Brenda's worries that the promises that are being made to us by the Department of Industry won't actually bear fruit.

pause

tone

Now you will hear the piece again. [The piece is repeated.]

pause

That is the end of the second part of the test.

pause

Part three

You will hear an interview with the author of a new cookery book. For each of the questions 13–15, tick one of the boxes A, B, C or D to show the best answer.

pause

tone

INDIAN COOKERY

Presenter:

... I find cookery books difficult to open, they make me so helplessly hungry. The one in front of me, for example, duck padre curry, pickled pork curry, Martinique lamb curry. You'll not be surprised to learn that it's called the *Hamlyn Curry Cook Book* and its author is Mera Tenega from India who divides the world currywise into thirteen regions, making the point that curry varies enormously from area to area. Margo Andrews asked Mera Tenega about the secret of Indian cooking. It seems to lie in the use and variety of spices.

Mera Tenega:

Absolutely, I mean, you imagine a chicken, or you imagine a carrot, you imagine a cauliflower, it's the world same the world over. But it's the way it's cooked and the combination of the various spices that make the end product. Now you imagine something in French cooking, they use a lot of herbs. Herbs must never be confused with spices. Because you can over-herb, if you know what I mean, a dish, but you shouldn't ever over-spice a dish. Because spices are something unique. When you add to them, um, add them to a dish, they are going to bring out the essences and the essential oils as they heat up. And the little seeds are so

concentrated in their flavours that if you over-spice or over-add a particular spice to the dish you're going to ruin it. So always work with smaller quantities until your taste buds develop, until your particular taste for that particular dish develops. Then you can go to town on it.

Margo Andrews: One thing I learnt from reading your book I think, Mera, is that I must never go into a shop and buy a, a made-up tin of curry.

Mera Tenega: No, let's, let's forget the curry powder that you can buy. I have nothing against the commercially prepared curry powders. Some of them are very good. But by using curry powder in all your cooking you are going to be landing up with the sameness about the variety of dishes you've created for your guests or for yourself. Imagine having five or six dishes at the table. And they all look very appetising but they all taste the same, and the culprit is the curry powder. So why spend a lot of money on buying pre-prepared curry powders, or pre-prepared ground spices. The importance in remembering about spices is that don't buy in bulk large quantities of ground spices because they're going to taste like sawdust after a couple of months you know that they're going to lose their flavours and essences and their oils, so buy in small quantities and it doesn't take long to grind it up.

Margo Andrews: If I could ask one question now on behalf of, um, people who are listening to us and who are inexperienced curry cooks, what out of your book would be a good one to start with?

Mera Tenega: My advice would be experiment, you know, er, my recipes are there as a guideline, if I say one teaspoon of chilli powder and you find my god it's going to blow your senses and steam coming out of your ears then reduce the quantity. Spicing is something which is an individual taste.

pause

tone

Now you will hear the piece again. [The piece is repeated.]

pause

That is the end of the third part of the test.

Part four

You will hear Mr Anstey being asked some questions about the proposed conversion of Littlebury Hall into a Technical Training Centre. For questions 16-24, fill in the survey sheet with short answers, or by ticking one of the boxes A, B, C or D.

pause

tone

TRAINING CENTRE SURVEY

Woman: Oh good afternoon, it's Mr Anstey, isn't it?

Mr Anstey: That's right.

Woman: You agreed to answer some questions for the survey we're holding into the proposal by the local Education Department (*Oh yes I believe I did.*) to convert the former Theological College at Littlebury Hall into a Technical Training Centre for sixteen- to twenty-year-olds.

- Mr Anstey: You'd better come in.
- Woman: Thank you. Now I have your name, would you mind telling me your age?
- Mr Anstey: Not at all – I'm sixty-two. I retired last year.
- Woman: Retired, I see. And may I ask what you were?
- Mr Anstey: A tax inspector.
- Woman: Goodness!
- Mr Anstey: You can just put civil servant.
- Woman: Yes, that'll do. And how long have you lived here?
- Mr Anstey: Oh about twenty-five years.
- Woman: So you came here in, er, 19...?
- Mr Anstey: Sixty-four.
- Woman: Fine. Thank you. Now, can you tell me whether you think the development would cause a lot of disruption?
- Mr Anstey: Well, naturally, living on the access road, I imagine we'd get quite a bit more traffic.
- Woman: Well, I expect the majority of students would have bicycles.
- Mr Anstey: Yes, but their teachers wouldn't. And a lot of that age group go in for motorbikes and scooters and so on. I think the road would be a lot busier.
- Woman: And would this cause a lot of problems do you think?
- Mr Anstey: Well, I presume they'd have to do something at the junction, put in a crossing or whatever, but with a bit of forethought it should be possible to cope.
- Woman: Yes, I see. Actually, I really meant to ask whether you thought there'd be much disturbance while the conversion work is being carried out?
- Mr Anstey: From what I understand, it's mostly the inside of the buildings they'll be altering. I mean, they're not going to put up new ones are they?
- Woman: No, not as far as we know.
- Mr Anstey: So I suppose there'll be a certain amount of to-ing and fro-ing of lorries for a few weeks, but I can't believe it'll be more than a bit of a nuisance occasionally.
- Woman: Right. And what about the local shops and so on. Do you think they'll be sufficient?
- Mr Anstey: It rather depends what facilities there are in the Training Centre. If they have a canteen and so on, I can't see any problem, but if we're going to have a couple of hundred ravenous teenagers looking for something for lunch every day I don't think old Mrs Barker at the corner shop will manage that!
- Woman: Oh there's bound to be a canteen.
- Mr Anstey: Well that's all right then. No problem there.
- Woman: Do you feel anxious about possible deterioration in the general character of the area?
- Mr Anstey: Well, to be honest, I think we could do with a bit of livening up. I know not everyone would agree with me, but I think the area's getting too homogeneous. We can't expect the place to stay the same forever. It'd be nice to see a few young faces about.
- Woman: Do you not think that there might be difficulties in finding suitable accommodation for the students?
- Mr Anstey: Um, there could be, depending what sort of numbers we're talking about. Personally, I think we can probably absorb quite a fair number. There are a lot of older people here, as I said, and I think many of them have spare rooms, you know, now their own youngsters have left home, and they might be quite pleased to have a student. And I expect there'd be a few who'd welcome the extra money, everything's so expensive these days. I've heard of people

moving because they couldn't afford the upkeep of the house.

Woman: So you don't think there'd be any shortage of suitable places to rent?

Mr Anstey: No, on the contrary, if anything.

Woman: Well, Mr Anstey. I'm most grateful to you. I hope you'll find the results of the survey interesting when it's published.

Mr Anstey: I'm sure I shall.

pause

tone

Now you will hear the piece again. [The piece is repeated.]

pause

That is the end of the fourth part of the test.

There will now be a five-minute pause to allow you to check your work and transfer your answers to the separate answer sheet. The question papers and answer sheets will then be collected by your supervisor.

pause

tone

That is the end of the test.

Paper 5: Interview (15–20 minutes)

ADDICTIONS

The following sample package of oral examiner's material enables a complete interview to be practised and students' speaking skills to be assessed according to the marking scales given on pages 13 and 14. The photographs, passages and activities for Practice Test 1 can be found at the back of the Student's Book.

Photographs (usually about 5 minutes)

Refer the students to one or more of the photographs in Interview 1 on pages 106 and 107 of the Student's Book.

1

