

LISTENING COMPREHENSION

TASK 1	Student exchange programme	KEY
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10 points / one point per gap

- Ignore spelling mistakes, unless understanding is hampered.
- Accept lower case throughout.

1	Family Abroad
2	(overseas) partners
3	destination
4	(their) languages (NOT: language)
5	Holland
6	loneliness
7	group leader
8	attend
9	fun
10	wildlife

TASK 2	Interview with a novelist	KEY
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16 points / two points per correct answer

1	B
2	C
3	A
4	B
5	B
6	C
7	A
8	C

TASK 3	Managing a restaurant chain	KEY
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14 points / two points per correct T/F and two points for each correction

Accept any formulation of the corrections which expresses the same information

1	F	(because) of her accent and interests
2	T	
3	T	
4	F	Sita likes time to herself / Sita <i>doesn't</i> enjoy...
5	T	

LISTENING COMPREHENSION

INSTRUCTIONS *This part of the examination consists of three different listening comprehension tasks. There will be pauses before and after each task to give you time to read the questions and to check your answers. You will hear each task twice.*

Student exchange programme

TASK 1 *In the first part of the test you will hear the headteacher of a school talking to a group of parents about an international student exchange programme.*

As you listen, fill in the gaps 1-10 in the notes below with one to three words.

You now have 90 seconds in which to look at TASK 1.

(allow 90 sec)

Ready?

Headteacher:

Good evening, I'd like to welcome all those parents whose children have just started at the school. The purpose of this meeting is to give you information about our international exchange programme known as 'Family Abroad'. For one week per year, pupils are invited to stay with a host family and attend school with a child the same age. A return visit is then arranged six months later.

In general, children aged thirteen to fifteen years old seem to get the most out of this trip. Now, I realise that your own children will only be eleven or at most twelve this year, but we want them to start writing to their prospective overseas partners a year or so before the visit. This will make their future exchange more successful as they will already know someone in, and a lot about, their destination before they leave.

We've established links with schools in various countries. In the past, European exchanges have been the most popular, especially amongst children keen to practise their languages. But this is not the only aim of the programme, so those more interested in other subjects should not be put off. One year, we organised a trip to Holland which was very successful, although none of the children were studying Dutch. Our most regular destination, however, is France, with Germany coming a close second, although we are in touch with a school in Poland which is very keen to take part, as is a school in Canada.

Now, although most children love the experience, we must be prepared for some difficulties. This may be the child's first trip abroad, leading to feelings of homesickness as well as loneliness. A week can seem a long time when you feel lonely or you're missing home. So each group of pupils is accompanied by a professional group leader, which means there's always someone with training on the spot to solve any difficulties, which is a relief for both parents and host families as you can imagine.

There is a variety built into the week and this definitely helps. For example, children attend lessons together in the morning and then visit a local place of interest in the afternoon. These trips can be fun as well as educationally valuable and parents are invited to come along too. In the past we managed to combine the pure entertainment of places like theme parks with the learning opportunities provided by wildlife parks, museums etc. And surprisingly, it's actually the wildlife rather than the theme parks which prove the most popular time and time again.

(Monologue 414 words)

After first listening	Now listen again and check your answers. Ready?
After second listening	This is the end of TASK 1. You now have thirty seconds to check your answers.
After 30 seconds	Now turn to TASK 2.

TAPESCRIPT 2

20 POINTS

Interview with a novelist

TASK 2

In the second part of the test you will hear an interview with a well-known novelist and biographer.

For questions 1-8, mark the best answer, A, B, or C.

You now have 90 seconds in which to look at TASK 2.

(allow 90 sec) Ready?

Interviewer

With us today to discuss his career is Frank Thompson, renowned novelist and biographer. So let's start at the beginning, Frank. You did say, some years ago, that you began high on the mountain, only to go down sharply while others were passing you on the way up. Do you think now, when you look back at your first novel, that it had anything that you were not able to capture in your later novels?

Frank

You can't write a book that's worth reading, or you can't continue to be a reasonable writer if you just try to do the same thing again. **So there are all sorts of positive things in my first book that I'll never achieve again, like the easiness of the dialogue or the kind of simple elegance that comes from not trying to be too clever.** But to be honest, I also wouldn't *want* to repeat this style again.

Interviewer

Now, after the tremendous success of that first novel, your second one was pretty much torn apart by the critics. That must have hurt!

Frank

It was shocking! You know, this is going to sound silly, but I couldn't believe the intensity of the attack on it. I remember one awful review by a longstanding, well-known critic, who was probably trying to be especially funny. He wrote that the book was 'paceless, tasteless, graceless'. Now it certainly had its faults, but it definitely had pace, it had its own kind of taste and I like to think it had some grace. **It was almost as if the reviewer had deliberately wanted to pick the few good things he could find in the book and ruin them too.** He just completely destroyed the book!

Interviewer

But did this rejection push you in a different direction?

Frank

It left me very confused. I thought maybe I should give up and become something else, but I didn't know what. So I wandered around and finally started thinking about the next book, 'The Black Tree'. Of course you get good reviews too, which give you hope, and the bad ones make you tougher. Finally after many, many years, you realise that it's part of it. In a way, it's a selection process. **Only the people who are really driven to be writers actually make it through.** That's why there are far more people who write two novels than six or seven.

Interviewer

After a while, people began to see some autobiographical content in your fiction. Is that true?

- Frank** More or less. You don't ever put someone into a book completely. You don't dare because if you do, you've got a boring character. The point is that if you put people into a book that you know very well, like your wife or children, they're real for you already, so you don't have to create them. So they say a few things that they say every day and they're real for you, but not for anyone else. **It's better if you transform them to a degree**, for example by putting them in an occupation they don't have in real life.
- Interviewer** And what do you think about some of the novels written today with their extremely violent plots?
- Frank** I don't care what characters do in a novel. I'm willing to read about the worst human criminal, provided the novelist can make that person come alive. A novel **should make it possible to learn more about the depths of human nature**. Some of today's violent novels don't do that. There's no inner voyage. The writing's descriptive but it doesn't reveal anything about the characters. I think you can go as far as you want as long as your imagination is equal to it.
- Interviewer** So the novel is still mainly a kind of psychological journey?
- Frank** Well, it can be many things: a riddle, a game or a wonderful revolution of language. I would hate to say novels have to be just *one* thing, but the key is that **they should illustrate human experience in a dramatic way**. Otherwise why read them? You're going to get a better, swiftly-paced, modern narrative on the average TV show.
- Interviewer** You have also written a number of biographies. Is there one aspect which attracted you to all these people?
- Frank** Well, yes, I think I'm in a good position to write about people who are well-known, not necessarily because I'm as large a celebrity as they are, but because **I think I have more insight into them than the average biographer. They tend to approach from the outside and don't understand the incredible confusion of identities that grows when you come to celebrity from simpler beginnings**. That's what draws me to these people.
- Interviewer** What do you like about writing biographies?
- Frank** **You have the great advantage of knowing what happened!** When you're a novelist... you panic about what to do next. You could ruin the book if you go the wrong way. With a biography you don't have to worry about that.
- Interviewer** Now let's turn to your latest novel, which has...

(Dialogue 835 words)

After first listening

Now listen again and check your answers.

Ready?

After second listening

This is the end of TASK 2.

Now turn to TASK 3.

TAPESCRIPT 3

14 POINTS

Managing a restaurant chain

TASK 3 *In the third part of the test you will hear a radio interview with the Managing Director of a restaurant chain.*

For questions 1-5, decide whether the statements are true or false. Correct the false ones, using up to five key words.

You now have 30 seconds in which to look at TASK 3.

(allow 30 sec)

Ready?

Interviewer

I have in the studio with me today Sita Bakshi, who set up the Punjab Grill with her brother Rahul in 2010, when she was 30. They now have a restaurant chain with £20 million turnover. Sita, what gave you the drive to achieve so much at such a young age?

Sita

Well, our parents taught us the important lesson that you should never be afraid of failure. But really, it was when we moved to England from India when I was a teenager. **I felt like an outsider, because of my accent and interests**, so that gave me a strong desire to do better at school than those who'd always lived here. I felt I needed to be educated. I was more likely to take chances.

Interviewer

So, what do you think has made you successful as a businesswoman? What is it that makes someone able to progress as an entrepreneur in the business world?

Sita

Well, in my case, **I think it's more a reflection of my mental capacity than all the books I've read and the skills I've learnt at university**. I mean I can write a good letter now but that isn't going to make me successful. But I've got a fundamental understanding of business. I can see very easily in my mind how things are going to go.

Interviewer

OK. Let's move on now to talk about your career. First, you got into the soft drinks business...

Sita

Yes, that's right. But we soon found that importing drinks is a bit of a dull business – nothing much was happening, so we sold up in 2007 and thought 'What shall we do now?' We decided to go travelling for a year, but we wanted to work while travelling. **Then when we were in India, we met someone in the drinks industry who had a chain of restaurants there. He took us on. My brother was a waiter and I was working in the office doing a lot of the day-to-day running of the restaurant**, and in doing that I learnt the basics, such as what to buy, how many chefs to employ and so on.

Interviewer

And you stayed there until 2010.

Sita

Yes, then we came back here and started the Punjab Grill straight away.

Interviewer

Some people say that running a restaurant is tough work.

Sita

There's no doubt that it is. Some staff don't go home until 4.30 in the morning... but then they might not be on until the next evening. I only work during the day I might add! **I like to have some time to myself but most people in the restaurant business aren't like me**. People in the business tend to be outgoing, sociable types – the sort who enjoy an environment of constant activity and tight deadlines.

Interviewer

What would you say to anyone who's thinking of going into the catering business?

Sita I'd say, start at the bottom. Interestingly, one of the institutions here is developing a recruitment technique based not on degrees and work experience but on the ability to learn. The food industry still maintains the idea of apprenticeship. Running a restaurant, working with the public – these are very complex skills and you must be prepared to start at the bottom and learn quickly.

Interviewer Well, thank you for coming along to the studio today, Sita, and I wish you every success...

(Dialogue 554 words)

After first listening

Now listen again and check your answers.

Ready?

After second listening

This is the end of TASK 3.

You now have two minutes to check your answers.

After 2 minutes

This is the end of the listening comprehension test.

Stop writing and hand in your papers.

READING COMPREHENSION	KEY
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TASK 1	14 POINTS (1 point each)
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Careers Advice

1	D	Although I was given a host of new ideas, I rejected them ...
2	A	It was hard to see how psychometrics would give an accurate picture of me.
3	C	I am a lot happier and more positive.
4	B	I lacked technical skills but had a gift for design.
5	B	... they helped be realise, objectively and independently, what I definitely wanted to do.
6	A	I was dismayed to see how badly I had done in ...
7	D	I wasn't told anything I didn't already know.
8	B	Marketing manager → Public relations officer
9	C	Working for a major bank → went into geology
10	B	Losing my job was a perfect opportunity to take a step back and look at my career to date.
11	C	The third session was taped which I found very useful.
12	C	... was definitely worth the fee.
13	A	Long chat with the adviser + results of the test.
14	B	... would have had to balance the cost of retraining ...

TASK 2	16 POINTS (2 points each)
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Great Expectations

15	C	... was the tiniest I had ever seen.
16	B	... so nobody can enter the Castle. (lines 5 – 6)
17	A	someone who has a broad knowledge of many jobs
18	C	... acknowledging my compliments
19	C	I felt I could only agree (line 24)
20	B	A variety of interesting small things. (lines 27 – 30)
21	A	The entire estate
22	B	I don't want to talk about my home ... (lines 39 – 41)

GRAMMATIK

KEY

TASK 1 (Long or short forms are accepted. Verb forms must be spelled correctly!)

10 POINTS
(1 point each)

- 1) had shot / had been shooting
- 2) was counting
- 3) had been switched / had switched / was switched
- 4) registering
- 5) felt
- 6) had been lost / was lost
- 7) was trying
- 8) carried
- 9) does it mean
- 10) takes

TASK 2 (Minor spelling mistakes can be accepted.)

12 POINTS
(1 point each)

- 1) in **order** not to get
- 2) was **successful** in completing
- 3) **When** I had answered
- 4) **If** he had worn
- 5) mountain was/is **higher** than
- 6) is not **worth** receiving
- 7) is **unlikely** to heal
- 8) has been doing yoga **for**
- 9) was estimated **to** have been / was estimated **to** be
- 10) **wish** I had gone
- 11) **spite** of being unable / spite of his inability
- 12) if/whether he **was** able to

TASK 3 (Spelling has to be correct.)

8 POINTS
(1 point each)

1. industrial
2. third
3. ecological
4. losses
5. flying
6. ability
7. researchers
8. addition

BMP WRITING TASK 2019

Candidate Name: _____ Candidate Number: _____

	CRITERIA (marked on a basis of 0 - 10 points)	Maximum points 10 each
1	Content	
2	Style, Conventions; Paragraphing & Cohesion	
3	Vocabulary: range, accuracy	
4	Grammar: range, accuracy	
1-4	Total (max 40 points)	

BMP WRITING TASK 2019

Suggested Marking Scheme

	CRITERIA (marked on a basis of 0-6 points)	Points
1	Content	0 – 10
2	Style, Conventions *; Paragraphing, Cohesion **	0 – 10
3	Vocabulary: range, accuracy	0 – 10
4	Grammar: range, accuracy	0 – 10
1-4	Grand total (max)	40

Four aspects of a student's writing are looked at:

- 1) **Content** focuses on how well a student has answered a given task:
 - Have all the relevant content points been given based on the task?
 - Is the target reader fully informed?
 - Have additional details been given to make the task sound realistic?
- 2) Using the **conventions*** of the communicative task effectively to hold the target reader's attention.
Cohesion** is enhanced by text logic, organisation into clear paragraphs, and appropriately used linking devices, reference words (e.g. relative pronouns) and punctuation.
- 3) Using a wide range of **vocabulary** appropriately. The focus is, therefore, on range as well as accuracy.
- 4) Using a range of simple and complex **grammatical forms** with control and flexibility. The focus is on both range and accuracy.

*for an **EMAIL/LETTER** that would mean

- appropriate opening and closing (Dear ... / Yours ... / first & final sentences)
- effectively communicating ideas / thoughts

*for an **ESSAY** that would mean

- introduction (*outlining main arguments*) and conclusion (*expressing own opinion*)
- clear development of argument (*content + cohesion*)
- providing details in support of argument

*for a **REPORT** that would mean

- clearly organised (*introduction - stating the aim, main points, conclusion - making recommendations*)
- formatted into clear sections with section headings

*for a **REVIEW** that would mean

- clearly organised (*introduction - stating the aim / description of the event, main points (likes and/or dislikes), conclusion - making recommendations*)
- formatted into clear sections

The scale below may be used before the individual mark for each of the criteria 1 - 4 (in the table above) is reached.

POINTS	10	EXCELLENT
	9	<i>Shares features of both 10 and 8.</i>
	8	GOOD
	7	<i>Shares features of both 8 and 6.</i>
	6	SATISFACTORY
	5	<i>Shares features of both 6 and 4.</i>
	4	UNSATISFACTORY
	3	<i>Shares features of both 4 and 2.</i>
	2	TOTALLY UNSATISFACTORY
	0-1	INCOMPLETE / INCOHERENT / TASK NOT FULFILLED

The purpose of this marking scheme is to help examiners achieve as much objectivity, and thus fairness, as possible in their assessment of BMP candidates' writing tasks. In addition, it is hoped that this marking scheme will result in a range of marks being awarded that accurately reflects the range of quality in the written English any average group of candidates produces.

We would welcome comments at any time from teachers/examiners as to how to further improve this marking scheme.