

**LISTENING COMPREHENSION**

<b>TASK 1</b>	<b>BOLLYWOOD CELEBRITY MANAGER</b>	<b>KEY</b>
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**11 points / one point per gap**

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

<b>1</b>	<b>Star Act</b>
<b>2</b>	<b>an update / updates</b>
<b>3</b>	<b>production</b>
<b>4</b>	<b>demanding</b>
<b>5</b>	<b>(work) environment</b>
<b>6</b>	<b>best-dressed</b>
<b>7</b>	<b>stretching</b>
<b>8</b>	<b>advertisements</b>
<b>9</b>	<b>vacancy</b>
<b>10</b>	<b>youngest</b>
<b>11</b>	<b>bypassed</b>

<b>TASK 2</b>	<b>LIVING IN THE IRON AGE</b>	<b>KEY</b>
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**14 POINTS / TWO POINTS PER CORRECT ANSWER**

<b>1</b>	<b>B</b>
<b>2</b>	<b>C</b>
<b>3</b>	<b>A</b>
<b>4</b>	<b>C</b>
<b>5</b>	<b>C</b>
<b>6</b>	<b>B</b>
<b>7</b>	<b>B</b>

**LISTENING COMPREHENSION**

**AUDIO SCRIPT 1      BOLLYWOOD CELEBRITY MANAGER      11 POINTS**

<b>INSTRUCTIONS</b>	<i>This part of the examination consists of two 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.</i>
<b>TASK 1</b>	<i>In the first part of the test, you will hear Aruna Chandra talk about her work as a movie celebrity manager in Bollywood, the Indian film industry.</i>
	<i>As you listen, fill in the gaps 1-11 in the notes below. In some gaps more than one word is necessary for a complete answer.</i>
	<i>You now have 45 seconds in which to look at TASK 1.</i>
<b>(allow 45 sec)</b>	<i>Ready?</i>

**Presenter:** My name is Aruna Chandra and I'm 34 years old. I work as a celebrity manager and agent at a **talent** management agency called **Star Act**, based in Mumbai, India.

My regular day at work begins with an internal meeting with all the other movie celebrity managers at our agency. I'm head of the movie celebrity management division, so I start by getting **updates** from all the other managers. For the rest of the day, I meet filmmakers or work on creating **brands** on behalf of the movie celebrities I represent. These are mostly actors in the Indian film industry, known as Bollywood.

Every month, we have meetings with the celebrities themselves, to keep track of their acting careers and their media presence in general and to plan new strategies. On weekdays, I make it a priority to visit my clients on their film sets and spend some time with the **production crews**. As their manager, I'm like an extension of the celebrity, so I need to build relationships with the people they work with.

Ours is an extremely **competitive** and **demanding** job. We're responsible for people's careers - poor work on our part can result in a celebrity missing an important opportunity. In a stressful job like this, the support of colleagues and a **cheerful work environment** keep me motivated. I have great colleagues. Even if we have only a half-hour off all day, we spend it together.

The annual office party during Diwali — India's festival of lights — is legendary. There are prizes for the **best-dressed** man and woman, and other contests. We have a company culture of staying fit, which is crucial for this profession. I do some form of physical activity at least five times a week, every morning or evening either a gym workout or an hour jogging or **stretching**. My mobile phone is switched off during that one hour. It's the only time of the day that I'm **unreachable**.

I've wanted to be part of the entertainment business since I was 15 years old. While I was studying for my Masters at the Institute of Communications in Mumbai, I worked as an assistant on a film and also on a TV show, and I helped to **cast** – to choose the actors for - a few **advertisements**. My plan was to get into film production, but instead, I discovered celebrity management — a **new field** in 2005. I needed a job, and an agency had a **vacancy**, so I jumped at the chance. Within six months, I knew it was what I wanted to do.

There have been several other unforgettable moments and events. In 2014, I was the **youngest** in a team of 14 people from our agency travelling to Tampa, Florida, for the IIFA – those are the International Indian Film Awards. The contingent included top Bollywood stars. It was a great learning experience to work 24/7 with established and new artists and to find out how international award shows function.

This is a high-pressure profession. Especially in the early years, the salary doesn't compensate for the crazy hours and hard work. If you're not driven by passion, it can be difficult to cope, and you will be **bypassed**. But you also have to be patient and empathetic. An actor's job is lonely. We're not just their agents and managers, but also their support system and even an **extension**, you could say, of their family.

(Monologue 598 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.*

<b>AUDIO SCRIPT 2</b>	<b>LIVING IN THE IRON AGE</b>	<b>14 POINTS</b>
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<b>Task 2</b>	<i>In the second part of the test, you will hear a radio presenter interviewing a participant in a recent episode of the reality TV series ‘Time Travellers’.</i>
	<i>For questions 1-7, mark the best answer, A, B, or C.</i>
	<i>You now have 45 seconds in which to look at TASK 2.</i>
<b>allow 45”</b>	<i>Ready?</i>

Presenter	Barbara, welcome! So what was it like to travel back in time?
Barbara	Well, we all had to live in an Iron Age village in a very remote area of Wales for seven weeks in October and November. We had no electricity, no central heating, no water from a tap, no toilets or showers. We had to live in mud huts! The challenge was to see whether normal people like us who are used to our modern 21 <sup>st</sup> century way of life could actually adapt to living in the way our ancestors did two thousand five hundred years ago. It was not easy – out of the four families who started the project, five people had dropped out by the end: three adults and two children.
Presenter	What was the toughest part for you of the whole experience?
Barbara	Well, I thought I would miss luxuries like a cappuccino coffee and chocolate. I did miss my morning cup of good old English tea and my cornflakes for breakfast, but no, actually, the thing I found hardest to cope with was the lack of light. In modern life we are used to having light at the flick of a switch at any time of the day or night – we just take it for granted. So the evenings, nights and early mornings, especially in November, well it was just pitch black most of the time – I never really got used to that!
Presenter	You mentioned chocolate – a typical modern snack between meals: Did Iron Age people eat snacks like we do?
Barbara	Well, obviously not the Mars bars and snacks we are used to, and Iron Age people almost certainly had larger meals with a hefty meat content – no vegetarians then! – so perhaps they didn’t feel the urge to snack as we do, but it is well possible that they ate nuts and dried fruit between meals. I mean why not? They would have been plentiful and all around them.
Presenter	So, what did you do during the day, or did you get bored?
Barbara	No, not at all. There were plenty of routine daily jobs such as looking after all the animals, making bread, keeping the fires going, fetching water. So, all those ‘survival’ jobs if you like. What I liked was the fact that how you looked, how you dressed, wasn’t the issue it is in our modern lives. That was partly because keeping warm and dry were the key factors that determined what we all wore.
Presenter	Did you get any free time, then?
Barbara	Well, after the evening meal, we all gathered round a fire and told stories and sang and played music together. In our modern lives we just switch on the television, or stream a series or listen to music, but in our Iron Age village we were on our own, you know, left to our own devices, as we say. I mean, we had to make our own instruments if we wanted music! It wasn’t easy but it was great fun and, I can tell you, people discovered talents they never knew they had!

Presenter	Did the Iron Age world look different to today's world?
Barbara	Well, yes, that is a good question. The colours of building materials, of our clothes, of the tools and other things we used in our daily lives, the colours were all much more subdued, none of the bright and varied colours in clothes or books or products we are so used to, just lots of rather drab – and often damp ( <i>laughs</i> ) - greens, browns and greys of, well, nature. I think for that reason I began to notice and really appreciated the rare bright colours of a flower or a bird, caught perhaps in the sunlight, much more, I think.
Presenter	Hmmm, well, after seven weeks you could return to the bright lights of the twenty-first century – what have you taken away from the whole experience?
Barbara	Well, I don't think I will ever forget what it was like to go without a hot shower for nearly two months. Goodness knows what I smelled like. But, all told, it was a tremendous and, to be honest, very valuable experience. We all did so much together, because we had to. I think so much of modern life is solitary, we have lost a lot of that shared togetherness that people had in the past.
Presenter	Barbara, certainly food for thought there. Sadly, (fade out)

(Dialogue 763 words)

**After first listening**

*Now listen again and check your answers.*

*Ready?*

**After second listening**

*This is the end of the listening comprehension test.*

**After 10 – 15 seconds**

*You may now proceed to complete the remaining parts of the test.*

**READING COMPREHENSION**

**KEY**

**TASK 1**

**11 POINTS** (1 point each)

**Coping with over-tourism**

1	D	Today, there is talk of eco-tourism, but it mostly serves to make people less guilty of the damage they are causing.
2	A	It's undeniable that tourism has flourished tremendously and has brought investment. This has definitely improved the living standards here
3	C	The town is definitely livelier in the evenings, sometimes visitors behave in ways they wouldn't in their own hometowns, and the police have to get involved.
4	A	They are based in big cities, and bring their own workers, so they create very few jobs for the local community.
5	E	The economic benefits are limited because the real profits go to the large tour operators and hotel chain owners, none of whom are based here.
6	B	It's great for the local to meet people from different parts of the world, try new foods and learn about other lifestyles.
7	A	There used to be an area of fields and woods, but now everything is covered in concrete.
8	C	You can't even tell fishing used to be the main source of income and jobs here.
9	D	The locals should have spoken out about them.
10	E	However, without them, unemployment - especially among young people - would be much worse.
11	C	Tourism has changed this town so much even since my junior school days.

**TASK 2**

**14 POINTS** (2 points each)

**The Girl in Green**

12	A	He was the last person to have seen Michael Beaumont, [...] And he had been a close friend of the missing man.
13	C	Successful, yes, but happy, no.
14	C	She looked like a sack of potatoes [...] I hadn't realised what hell an unhappy marriage could be.
15	B	It all seemed so natural.
16	B	He knew that every year he was getting fatter and less attractive.
17	C	He said, 'I'm ready at last. This year, I'm, going with her.'
18	A	Hesitation because the story was difficult to believe.

**GRAMMAR**

**KEY**

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

**TENSES**

**8 POINTS**  
(1 point each)

- 1) have been dealing / have dealt
- 2) have come
- 3) was walking / had been walking
- 4) meant /had meant
- 5) had set
- 6) chose
- 7) are feeling
- 8) will work it out

**TASK 2** (Minor spelling  
mistakes can be accepted.)

**KEY WORD TRANSFORMATION**

**9 POINTS**  
(1 point each)

- 1) **get** used to sharing
- 2) (soon as) the meeting **had**
- 3) no/little/not any **difficulty** (in) making
- 4) has been playing / has played squash **since**
- 5) **must** have been pleased to
- 6) **not** help you unless / until you
- 7) (Alex) if/whether **he** had bought
- 8) **rather** you didn't wear/not wear
- 9) **prevented** him (from) retaking

**TASK 3** (Spelling has to be  
correct.)

**WORD FORMATION**

**8 POINTS**  
(1 point each)

- 1) GROWTH
- 2) GLOBAL
- 3) POVERTY
- 4) INVOLVEMENT
- 5) ACADEMIC
- 6) ATTENTION
- 7) UNETHICAL
- 8) INTERESTINGLY

## WRITING TASK

### Suggested Marking Scheme (25 points)

	CRITERIA	Points
1	Content	0 – 5
2	Style, Conventions *	0 – 5
3	Paragraphing, Cohesion **	0 – 5
4	Vocabulary: range, accuracy	0 – 5
5	Grammar: range, accuracy	0 – 5
1-5	<b>Total (max)</b>	<b>25</b>

Five 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.
- 3) Using a variety of linking words and cohesive devices within and across paragraphs. **Cohesion\*\*** is enhanced by text logic, organisation into clear paragraphs, and appropriately used linking devices, reference words (e.g. relative pronouns) and punctuation.
- 4) Using a wide range of **vocabulary** appropriately. The focus is, therefore, on range as well as accuracy.
- 5) Using a range of simple and complex **grammatical forms** with control and flexibility. The focus is on both range and accuracy.

\*/\*\*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

Students need to decide whether it is preferable to shop in local corner shops or big supermarkets. The introduction may or may not contain the writer's opinion.

The body of the essay needs to contain reasons for the choice. All topics in the notes need to be included. A comparison between the two types of shops ought to be made for the topics as stated in the notes as well as for the student's own topic (i.e. how convenient the two are or the friendliness of staff).

The conclusion summarises the writer's overall opinion.

The scale below may be used before the individual mark for each of the criteria 1 - 5 (in the table above) is reached.

<b>POINTS</b>	<b>5</b>	EXCELLENT
	<b>4</b>	GOOD
	<b>3</b>	SATISFACTORY
	<b>2</b>	UNSATISFACTORY
	<b>1</b>	TOTALLY UNSATISFACTORY
	<b>0</b>	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.