

LISTENING COMPREHENSION

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|---------------|--------------------------|------------|
| TASK 1 | Modern lifestyles | KEY |
|---------------|--------------------------|------------|

10 points / one point per gap

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

| | |
|----|-------------------|
| 1 | accountant |
| 2 | Managing Director |
| 3 | exercise |
| 4 | Total Living |
| 5 | feature |
| 6 | (writing) a book |
| 7 | isolated |
| 8 | (health) trends |
| 9 | long life |
| 10 | avoid |

| | | |
|---------------|------------------------------|------------|
| TASK 2 | Architect on Barbados | KEY |
|---------------|------------------------------|------------|

16 points / two points per correct answer

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

| | | |
|---------------|----------------------------------|------------|
| TASK 3 | Video and teleconferences | KEY |
|---------------|----------------------------------|------------|

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 | T | |
| 2 | F | telephone conferences |
| 3 | T | |
| 4 | F | different language levels |
| 5 | T | |

LISTENING COMPREHENSION

TAPESCRIPT 1

10 POINTS

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.*

Modern lifestyles

TASK 1 *In the first part of the test you will hear an introduction to a radio phone-in programme about modern lifestyles.*

As you listen, fill in the gaps 1-10 in the notes below. In some gaps more than one word is necessary for a complete answer.

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

(allow 90 sec) *Ready?*

Speaker:

Good afternoon and welcome to our programme 'Modern Lifestyles'. Regular listeners will remember the Health and Diet programme we broadcast earlier in the year featuring Neal Marsh, an Australian **accountant** turned record-breaking athlete. Neal's now **Managing Director** of the five successful Health Clubs in London and he's a firm believer in being positive about life.

His philosophy is that, in order to have a healthy and fulfilled life (which he obviously felt being an accountant, even in Australia, didn't offer him!), you have to enjoy everything you do. He promotes a healthy diet and **exercise** in order to support one's work, family and social life. With this in mind he invented the method called **'Total Living'**. It certainly served him well during his successful career as an athlete – and it's an obvious **feature** of the health clubs Neal runs in the city – but he believes it can help *everybody*.

His latest project is **a book** he's just written, which is a guide to how physical exercise can improve a timetable already filled with a stressful job and hectic social life. As the term 'Total Living' implies, we should see our lives as a *whole*, not in **isolated** compartments – and this means integrating all the different aspects of our lives. Neal thinks that too often we don't build in time for what we need most – in this case, physical exercise!

You may think that combining work, play and exercise sounds daunting, but Neal also argues very much against some current **health trends**; for example, assuring us that the sun is beneficial and not the danger to our health and **long life** which the anti-sun lobby would have us believe! And then, there's dieting. How many of you can honestly say you've never considered going on a diet? If you talk to Neal, he will insist that you should **avoid** slimming diets at all costs.

Well, we're fortunate to have Neal back in the studio with us today and he's going to answer some of your questions during the next half an hour or so but before...

(Monologue 344 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

16 POINTS

Architect on Barbados

TASK 2 *In the second part of the test you will hear an interview with an architect on Barbados.*

For questions 1-10, 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 We've invited Craig Howard, an architect who designs luxury apartments and hotels in Barbados. He was born and educated in England, but moved to Barbados 20 years ago **to work for another architect**. He ended up staying and setting up his own practice. Craig, could you describe a typical working day for us?

Craig Sure! I usually get up at 6.30 in the morning and make some coffee while catching the news headlines on television. After that I switch on my laptop. We have clients in different time zones, in places like Dubai, France or Germany, so I always receive emails overnight. The building industry starts early, and I'm usually on one of our sites by 7.30. Barbados might be a small place, but I do a lot of driving, visiting sites all over the island. It can take me up to an hour to get to the first site, followed by a meeting in a hot cabin dealing with any issues. **I'll put on my hard hat, climb across the scaffolding and check that everything is going according to plan.**

Interviewer: Do you work mostly alone?

Craig I manage the company on my own, but it's been so successful that **I usually have four or five architects in the office to make sure we don't have to turn down any customers**. Often we also have consultants visiting. We might have an interior designer from America, a kitchen designer from London, a lighting designer from Australia, another furniture specialist from Thailand. We all come together to create these special properties. These projects can go on for anything up to 18 months, so we become very close as a team.

Interviewer What do you like the most about your job?

Craig Although I spend a lot of time coordinating all the people involved in different projects, I still enjoy creating. It's part of me, part of my make-up. Sometimes I'll sit late at night and carry on designing. If there's something on my mind that I want to get on paper – and I mean on paper, not on tablet – then I'll carry on working on it. **I'm passionate about pens and pencils, because they are tools I was brought up with, and it's how I learned**. Even to this day, I use the pen on my tablet. I notice that the younger generation uses the keyboard and the mouse and so on.

- Interviewer** And what do you find the most challenging?
Craig You're always thinking on your feet. Sometimes, the client changes his mind halfway through the project, which is the nightmare of all architects. If that happens, you must quickly redesign and reissue drawings because the completion date stays the same. You just have to adapt. We're used to it. We've worked like that for years.
- Interviewer** It sounds like your days are very busy!
Craig They are. I also often miss lunch, simply because I have to drive across the island to get to the office. If I'm visiting a hotel that is fully operational, they might offer me something. Otherwise, it could be a sandwich in my hand any time between 12.30 and 3 in the afternoon. With the faster pace of life these days, I find lunch has become very unimportant. Many years ago, I would spend time over it. But now, I tend to say: "I'll just skip it and have a nice meal this evening."
- Interviewer** When do you get home in the evening?
Craig We're working on about 12 different projects right now, and they're all at various stages. The staff will start to disappear around 5 p.m., but there are always one or two of us here later on. I keep going with black tea. I have a cupboard full of different teas. I like the ritual of making it myself. I try to find some time to do design work, that's why I usually go on until about 8 in the evening. Then, it takes me about half an hour to reach my home in the south of the island.
- Interviewer:** Your work sounds very fulfilling. Do you even have time for any other interests?
Craig Having designed so many kitchens and worked with so many different chefs, I've developed an interest in cooking. It's relaxing and allows me to concentrate on something different. It's such an all-consuming job, you're never really away from it and it really helps me to switch off for an hour or two. I always try to take some time at the end of a long day to prepare some dinner, usually something like fish and steamed vegetables.
- Interviewer** Thank you very much for your time!

(Dialogue 775 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

Video and teleconferences

TASK 3

In the third part of the test you will hear an interview with a communication consultant who talks about video and teleconferences.

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

Carolyn, what's the area you are talking about today?

Carolyn

Video and teleconferencing are a really important part of my work. Nearly every day, I run or take part in a telephone conference, and I run videoconferences two or three times a week. I'm constantly thinking about how I can improve my remote conferencing skills.

Interviewer

What are some of the problems you face when remote conferencing?

Carolyn

Telephone conferences make it harder to involve people because you cannot see people's faces and body language. Often, some participants take over and others stay silent. However, if videoconferencing is not available, for example because people are travelling, it might remain the only option. One way to help with that is to try involving people right from the beginning. After the first open discussion, go round the group one-by-one and ask for their opinion. It's also a good idea to check on what people are thinking or how they are feeling during the conference and not just at a feedback session at the end.

Interviewer

What else is important for a successful videoconference?

Carolyn

I think it's important to start the conference with a statement clearly defining the goal or goals of the meeting. I find this helps to focus the discussions and it motivates people to take part. In fact, I wouldn't just set a general goal at the start, but I would do the same for every item during the discussion. Then you have a better chance of getting people to keep to the point.

Interviewer

Have you got any tips for international video and teleconferences?

Carolyn

When you are working cross-culturally, you need to keep the language simple because different language levels can be a real problem. So, it helps if the person running the conference summarizes the discussion at regular intervals. In my experience, this is not done frequently enough during discussions or meetings in general. When there are groups of people with the same native language, I sometimes ask them to discuss a complicated issue in their own language so that any misunderstandings can be sorted out. It can also be helpful to give pairs or small groups discussion tasks. They could log out of the conference call and then call each other separately for, say, ten minutes. Then they log back in and report. That can sometimes solve language-level difficulties and give silent participants a chance to say what they think.

Interviewer

Thank you very much, I'm sure your advice will be useful to quite a few of our listeners who take part in conference calls.

(Dialogue 421 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 |
|------------------------------|------------|

| | |
|---------------|---------------------------------|
| TASK 1 | 14 POINTS (1 point each) |
|---------------|---------------------------------|

Rural Businesses

| | | |
|----|---|---|
| 1 | D | ... comes from deals with Australia. |
| 2 | B | I enjoy being independent/working alone. |
| 3 | D | I enjoy being able to work when I want to. (general impression) |
| 4 | D | I have to take calls at odd hours. |
| 5 | C | ... because of the decline in the economy. |
| 6 | C | I used to manage six full-time curtain makers. |
| 7 | E | I don't cook now, as I run the commercial side. |
| 8 | B | My business comes completely by word of mouth. |
| 9 | A | I needed a huge amount of money and things were difficult at the beginning. |
| 10 | E | ... because we didn't have a large amount of money to set it up with. |
| 11 | A | ... people from the area tend to collect it from us. |
| 12 | C | But I had to sack them ... |
| 13 | B | People send work down from London as I am cheaper than other artists. |
| 14 | C | I have to be prepared to cut my prices when it's necessary ... |

| | |
|---------------|------------------|
| TASK 2 | 16 POINTS |
|---------------|------------------|

The Perfect Woman

| | | |
|----|---|---|
| 15 | A | I was afraid they would laugh if they knew. |
| 16 | B | And then, believe it or not, one day I found I was indeed rich. My aunt ... |
| 17 | A | the whole of paragraph 2 |
| 18 | C | ... you can guess what happened. |
| 19 | A | is surprising and unusual. |
| 20 | B | A perfect table for a perfect woman. |
| 21 | A | fully prepared for the evening. |
| 22 | C | ironic |

GRAMMATIK

KEY

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

10 POINTS
(1 point each)

- 1) has just finished / is just finishing / is just about to finish
- 2) will have / am going to have / have
- 3) needs
- 4) have gone / have been going / are going
- 5) worries / is worrying
- 6) usually goes
- 7) tore
- 8) was trying
- 9) had dropped
- 10) does not seem

TASK 2 (Spelling has to be correct. The answers are either right or wrong.)

12 POINTS
(1 point each)

- 1) was far worse than
- 2) has/have been in Cairns for
- 3) had already run
- 4) have got used to sending / are used to sending
- 5) I will be taking my
- 6) is only (a) little
- 7) must have been exhausted
- 8) being told what to do (grammatically also correct but too many words: ~~to be told what to do~~)
- 9) had our garden vandalised
- 10) she thought I might get
- 11) spite of (him) losing
- 12) there used to be

TASK 3

8 POINTS
(1 point each)

1. inventor
2. exisiting
3. effective
4. successful
5. connection
6. engineers
7. Comparatively
8. unknown

BMP WRITING TASK 2018

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 2018

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.