

<b>USE OF ENGLISH</b>	<b>KEY</b>
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**TASK 1**

**20 POINTS**

**ONE POINT PER ELEMENT AS INDICATED IN THE KEY**

- 1 are being / changed by
- 2 did not (didn't) use / to eat
- 3 Would (Do) you mind / unpacking
- 4 does not (doesn't) work / regularly
- 5 Neither Bill nor Bob / dislike(s) or: (hate(s))
- 6 was not necessary / for Sue
- 7 have not (haven't) / seen grandma since
- 8 wishes he had / not lied
- 9 be a better hotel / than
- 10 have our basic commodities / bought

**USE OF ENGLISH**

**KEY**

**TASK 2**

**10 POINTS**

### **TRINIDAD AND TOBAGO HEAD FOR SPANISH**

1. surprising
2. choice
3. obligatory
4. expected
5. basic
6. completely
7. biggest
8. strengthen
9. central
10. popularity

**USE OF ENGLISH**

**KEY**

**TASK 3**

**10 POINTS**

### **HOW DOMESTIC WORKERS BECOME SLAVES**

- 1 had
- 2 too
- 3 anything
- 4 could
- 5 her
- 6 not
- 7 into
- 8 those / the
- 9 been
- 10 than

<b>READING COMPREHENSION</b>	<b>KEY</b>
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<b>Task 1</b>		<b>14 points</b> (1 point each) <b>Music Festivals</b>
1	D	... was originally held at the Montreux Casino ...
2	B	... bringing together bands that have broken apart ...
3	A	Electronic festival.
4	B	3 stages.
5	C	80 stages.
6	D	... runs for 16 days ...
7	C	OXFAM international provides volunteers...
8	A	... standard options of camping or staying in nearby hotels.
9	D	... began as an all jazz act.
10	A	... unorthodox venues ...
11	A	... appreciated until fully seen in person.
12	C	...unofficial attendance once reached ...
13	C	... typically takes a year off.
14	A	...old mining machinery, disco balls & neon lights ...

<b>Task 2</b>		<b>16 points</b> (2 points each) <b>Good Manners</b>
15	C	... it was a cry for help against rudeness
16	A	... I remembered every act of bad manners during the past week.
17	B	... look into it.
18	B	... manners.
19	D	... as the simple respect for others ...
20	B	... help us to manage our relationships ...
21	A	... believes the use of technology is equally to blame
22	D	disappointed

**BMP WRITING TASK 2014**

Candidate Name: \_\_\_\_\_ Candidate Number: \_\_\_\_\_

	<b>CRITERIA (marked on a basis of 0-6 points)</b>	<b>Maximum points 6 each</b>
1	Content (Task fulfilment)	
2	Style, Conventions	
3	Paragraphing, Cohesion	
4	Grammar: range, correctness	
5	Vocabulary: range, correctness	
<b>1-5</b>	<b>Total (max 30 points)</b>	

BMP WRITING TASK 2014  
Suggested Marking Scheme

	CRITERIA (marked on a basis of 0-6 points)	Points
1	Content (Task fulfilment)	0 – 6
2	Style, Conventions *	0 – 6
3	Paragraphing, Cohesion **	0 – 6
4	Grammar: range, correctness	0 – 6
5	Vocabulary: range, correctness	0 – 6
<b>1-5</b>	<b>Grand total (max)</b>	<b>30</b>

\*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 (*paragraph headings advantageous*)

\*for an **ARTICLE** that would mean

- catchy title and an enticing introductory sentence
- addressing the reader directly
- stimulating, entertaining – possibly surprising
- thought given to final sentence

\*\* Cohesion is enhanced by text logic, organised into clear paragraphs, and appropriately used linking devices, reference words (e.g. relative pronouns) and punctuation.

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>6</b>	EXCELLENT
	<b>5</b>	GOOD
	<b>4</b>	SATISFACTORY
	<b>3</b>	UNSATISFACTORY
	<b>2</b>	TOTALLY UNSATISFACTORY
	<b>0-1</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.

## LISTENING COMPREHENSION

<b>TASK 1</b>	<b>Library Tour</b>	<b>KEY</b>
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**20 points / two points per gap**

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

<b>1</b>	<b>opening hours</b>
<b>2</b>	<b>cafeteria / café</b>
<b>3</b>	<b>membership</b>
<b>4</b>	<b>recommend</b>
<b>5</b>	<b>15 minutes</b>
<b>6</b>	<b>borrow</b>
<b>7</b>	<b>story-telling</b>
<b>8</b>	<b>comprehensive</b>
<b>9</b>	<b>displayed / (displayed) on notices</b>
<b>10</b>	<b>contemporary</b>

<b>TASK 2</b>	<b>Grameen Bank</b>	<b>KEY</b>
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**20 points / two points per correct answer**

<b>1</b>	<b>B</b>
<b>2</b>	<b>B</b>
<b>3</b>	<b>B</b>
<b>4</b>	<b>C</b>
<b>5</b>	<b>B</b>
<b>6</b>	<b>C</b>
<b>7</b>	<b>C</b>
<b>8</b>	<b>B</b>
<b>9</b>	<b>A</b>
<b>10</b>	<b>C</b>



## LISTENING COMPREHENSION

### TAPESCRIPT 1

20 POINTS

**INSTRUCTIONS** *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.*

### *Library Tour*

**TASK 1** *In the first part of the test you will hear a librarian talking to a group of students about the newly refurbished town library.*

*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?*

**Librarian:** Hello everybody and welcome to, I think it's fair to say, our 'new' or certainly new-look town library. As you probably know, we have only recently re-opened after several months of major refurbishment and my aim today is to let you know what facilities and services we now have available here for our users, and then to take you on a short tour around our smart new premises.

The library has almost **doubled** in size. Whereas before we only had the first 3 floors of the building, the library now occupies all 5, right to the top. We've extended our **opening hours** in both the morning and evening, and have also completely modernised all our resources. A major new attraction is the new **cafeteria** on the top floor- with lovely views of the town, by the way - instead of the former **vending machines** we used to have. At the end of the tour, you'll have time to wander around on your own and if you aren't already a member of the library, do take this opportunity to join – remember that **membership** is free for all full-time students. At the end of our tour today I'll be very happy to answer any further questions you may have.

*(Tour now begins)*

So, let's begin. Right now, we're at the entrance to the library with the information desk, as you can see, directly in front of you here. If you have any questions about the layout of the library, or you would like to **recommend items** you feel the library should acquire, or you lose your library card, or want to book a computer slot, this is where you need to come. We have a new computer room with 50 computers - you can book slots lasting from **15 minutes** up to a maximum of **3 hours**. If you have your own computer with you, we now have WIFI throughout the library, so you can use your laptop anywhere in the building.

Just to the right of the information desk over there is where you need to go

if you want to **borrow** or **return** books. Directly behind the information desk, just over Eileen's head there (*laughs*) and in front of the computer room, which we'll look at a bit later, is the main reading area. Lots of comfortable chairs, some with small folding tables attached, and, as you can see in the far corners two areas with sofas for more relaxed reading or browsing.

Over to the right there (*pointing*), is the children's book section. We organise monthly activities for children to try and get them interested in reading. In fact, if anybody has relatives, friends or neighbours with children who might be interested, there is a **story-telling session** this coming Saturday at 10am – do let the parents know. It's aimed at three- to six-year-olds, though we have a variety of activities every month, aimed at different age groups. Again, you can get details of these at the information desk here.

Immediately to the left of the information desk over there (*pointing*), you'll find the periodicals. We have a wide range of publications including magazines and newspapers in 7 different languages - English, French, German, Spanish, Italian, Arabic and Chinese. Then (*walking*) if we make our way over there, yes, here behind the periodicals section, you'll find our audio section. We have a **huge** selection of CDs of every conceivable genre - pop, rock, jazz, soundtracks, classical, you name it, as well as a **comprehensive** range of audio-books, of course.

Now, if we go through here (*going through some double doors*), between the audio section and the children's section, we come to the computer room. When you join the library you will be given a password to access the computers. There's both a black and white printer and a colour printer and we also have a photocopier and a scanner that you can use. The charges for the use of these are **displayed** on **notices** on the walls above the machines, and payment is made using your library card, which you can load up with credit at the information desk.

Now, to reach the upper floors, you can either take the lift, which is between the Information Desk and the area for taking out or returning books or the stairs, which are just behind the CDs in the corner over there. The first floor is all fiction. We've got all the classics and **contemporary** fiction as well. The **majority** is English-language fiction, but we do have a small section of foreign literature in the original languages, too. So, to keep us fit, let's take the stairs up to the first floor ...

(Monologue 781 words)

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<b>After first listening</b>	<b><i>Now listen again and check your answers. Ready?</i></b>
<b>After second listening</b>	<b><i>This is the end of TASK 1. You now have thirty seconds to check your answers.</i></b>
<b>After 30 seconds</b>	<b><i>Now turn to task TWO.</i></b>

**TAPESCRIPT 2**

**20 POINTS**

***The Grameen Bank***

**TASK 2**      ***In the second part of the test you will hear an interview with a woman who talks about the Grameen Bank in Bangladesh.***

***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?***

**Presenter:** Linda Baxter's with us again now in the studio for the next in our current series 'Modern Business Legends'. Linda, I gather you're going to tell us today about the Nobel Peace Prize winner, Muhammed Yunus?

**Linda:** Exactly right, Paul, Muhammed Yunus, the founder of the Grameen Bank and micro-credit.

**Presenter:** Well, Linda how exactly was it that Muhammed Yunus became a modern legend in the business world?

**Linda:** It all began twenty-five years ago. Muhammed Yunus, at that time an economics teacher in his native Bangladesh, was visiting a rural village near his hometown when he met women who made bamboo furniture. They couldn't afford to buy the bamboo to make their furniture, so they had to borrow the money from the bamboo sellers, but on the condition that they pay them a large part of the profits from the furniture the women sold. **Now, after they'd sold their furniture, the money which the women themselves got to keep was so little that they couldn't even afford to buy more bamboo, so they had to borrow even more money.** And so the cycle continued with no way out for them. They couldn't borrow money from friends or family because they were just as poor as the women were. They also couldn't borrow from the local bank because they had no collateral - that means property or land – as a guarantee that they would and could pay back a bank loan.

**Presenter:** What did Yunus make of this?

**Linda:** Well, it made him curious about the workings of the local economy. He decided to stay in the village and to talk to more of the villagers. He discovered over forty other villagers in the same situation – local people with useful skills who were trying to develop a small business or at least just make a living but who were trapped in a cycle of debt and poverty with no escape. What shocked him most of all, though, was that when he added up the amount of money that the villagers would need to break free of this cycle, it came to just twenty-seven dollars! As Yunus says in his books: “I felt ashamed of myself for being part of a society which would not provide just twenty-seven dollars to forty-two hardworking, skilled human beings.”

**Presenter:** He then took his revolutionary step, didn't he?

**Linda:** That's right - He lent the villagers the money at a realistic rate of interest and told them to pay back the loan whenever they could. He got back every rupee he lent, so he went to other villages and did the same thing. He always got his money back. The official banks didn't want to get involved in what he was doing, so Yunus started his own bank. The Grameen bank – 'grameen' means 'village' in Bengali - was born, and with it a new approach to lending money: 'micro-credit'.

**Presenter:** Now, Linda, what made Yunus's Grameen Bank so different?

**Linda:** The conventional banking system is based on the principle that the more you have, the more you can borrow. The Grameen Bank, by contrast, gives priority to those who have nothing, and particularly the poorest women. Also, the loans are small – hence 'micro-credit' - and repayments are made in small amounts spread over a year. Built into the loan is an insurance scheme, so that the family of the borrower doesn't become responsible for repaying the loan if the borrower dies. Also, there is no legal contract between the bank and the borrower, and therefore no risk of legal action if the repayments are not made – the relationship between the Grameen Bank and its borrowers is based on trust and good faith.

**Presenter:** The Grameen Bank and its system of micro-credit to the poor has been phenomenally successful – what are the reasons for this, Linda?

**Linda:** Loan repayment rates are very high for two main reasons: Firstly, borrowers know that they will not be able to borrow again if they don't repay the first loan. Secondly, they have to join a group of other borrowers in the same area who all share some responsibility for the loans of all the other members of their group. The members of a group are encouraged to make group decisions. So there is a lot of peer pressure - and support - from the group to encourage members to pay back their loans.

**Presenter:** The Grameen Bank is regarded as very active socially – is that true?

- Linda:** Indeed - Another important difference to conventional banks is that Grameen Bank has a social programme. The system encourages the borrowers to do practical things to improve their living conditions, health and levels of education. These are known as the 'Sixteen Decisions' which include, for example, not continuing the dowry system, growing fresh vegetables, organising clean drinking water and good sanitation, education for children, and being ready to help each other whenever necessary. Most conventional banks would not normally consider these things to be any of their business, or certainly not central to their business.
- Presenter:** Yunus's idea has caught on, hasn't it?
- Linda:** It certainly has! In Bangladesh itself the Grameen Bank now lends over a billion dollars to more than two million borrowers, 96% of them women, and involving more than half of the villages in Bangladesh! The repayment rate is 99%! The rural economy of the country has improved greatly since the bank started. But Yunus's idea has spread beyond Bangladesh's borders. This year it was estimated that there are now over 7,000 micro-credit organizations in the world, lending to over 16 million of the poorest people.
- Presenter:** And western banks and even governments have been impressed?
- Linda:** Grameen's success in Bangladesh has also shown that the developing world has lessons to teach richer countries like the USA and Britain. Both countries have begun to encourage micro-credit schemes based on the Grameen model, in an attempt to deal with poverty in their countries.
- Presenter:** Linda, thank you. I don't think anyone would argue with your choice of Yunus as a Modern Business Legend and we look forward to who you have for us next week!

(Dialogue 1013 words)

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- After first listening**      ***Now listen again and check your answers.  
Ready?***
- After second listening**      ***This is the end of TASK 2.  
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.***





