

LISTENING COMPREHENSION

TASK 1	CITY RICKSHAW SERVICE	KEY
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11 points / one point per gap

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

1	China
2	driver
3	(a bit) strange
4	wet and windy /// wet / windy
5	thousand / 1,000
6	students
7	fifteen and twenty-five / 15 and 25
8	fine weather
9	traffic lights
10	bus companies
11	sleep

TASK 2	THE 3 Rs	KEY
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14 POINTS / TWO POINTS PER CORRECT ANSWER

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

LISTENING COMPREHENSION

KEY

AUDIO SCRIPT 1

CITY RICKSHAW SERVICE

11 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.

CITY RICKSHAW SERVICE

TASK 1

In the first part of the test, you will hear part of a radio programme about a rickshaw service for tourists in Amsterdam.

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.

You now have 60 seconds in which to look at TASK 1.

(allow 60 sec)

Ready?

Presenter:	<p>One of the more recent ideas for transport within the tourist centres of cities can be seen on the streets of Amsterdam. Here rickshaws – a sort of large tricycle with space for two adult passengers seated behind the driver – are an increasingly common sight wending their way entirely engine-free between the city's principal tourist sights.</p> <p>The rickshaw service was the idea of start-up entrepreneur Carsten Dijkman, who had seen rickshaws in India and Pakistan and other countries in Asia, and who recognised their potential for busy European cities. His fleet of rickshaws, which he has imported from China, have become increasingly popular with tourists during the summer months. The service is not available from the first of November to the end of March, when Carsten, himself a driver as well as owner and managing director of the service, takes a well-earned winter break from pedalling and devotes himself to his winter business – a city-centre open-air ice-rink.</p> <p>In the first season in 2016, when Carsten started with just one rickshaw with a friend helping out, people clearly regarded the rickshaw service as a bit strange. Carsten himself admits that there were moments in that first season when he wondered about the possibility of failure, but despite days – mostly wet and windy ones – when he barely had a single fare, the numbers of journeys slowly increased. From just 20 journeys – 30 to 40 passengers - a week in the first year with one rickshaw, the ten-rickshaw fleet he now runs carries over a thousand passengers a week in the busiest summer months.</p> <p>So, who drives Carsten's rickshaws? Carsten will essentially employ any fit and healthy adult who needs the extra cash to drive the rickshaws, but the majority are students. He charges a driver 70 euros a day for the use of a rickshaw. The passengers are charged 15 euros each (if two travel) and 25 euros (if alone in the rickshaw) for a half-hour journey. This includes commentary on the sights via headphones, if wished for by the passengers. Drivers can easily expect to make at least ten journeys a day if the weather is fine.</p> <p>The rickshaw service in Amsterdam owes part of its success to the fact that Amsterdam is flat and a cyclist's paradise. The city has an extensive system of bicycle lanes and even has mini traffic lights for cyclists. While there is, of course, competition from rented normal bikes and scooters, the luxury – for the passengers – of being driven around in a rickshaw – a covered, relaxing, two-seater, ecologically-friendly vehicle – clearly appeals to large numbers of tourists.</p>
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	<p>Getting permission to run a rickshaw service in a city isn't always straightforward. In Britain, for example, an English businesswoman has only recently won a three-year battle against the protests of local bus companies. Carsten has had no such problems in Amsterdam, however, and even has plans to expand his rickshaw service to other European cities. As he told me at the end of our interview, "What can possibly be wrong about a form of transport that produces zero pollution, brings a smile and offers something a bit special to every passenger and keeps its drivers fit? My drivers sleep soundly at night after a day on the rickshaw!"</p>
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(Monologue 529 words)

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

AUDIO SCRIPT 2	The 3 Rs	14 POINTS
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TASK 2 *In the second part of the test, you will hear a presenter telling us about Dorothy Adams, who has achieved something remarkable at the age of 84.*

For questions 1-7, mark the best answer, A, B, or C.

You now have 45 seconds in which to look at TASK 2.

Ready?

Presenter Most adults take for granted their ability to read a book or to write an email. A British great-grandmother from Nottingham, however, at the grand old age of 84, is only now really savouring those pleasures – after only recently learning to read and write.

Dorothy Adams didn't learn a great deal at the village school outside Nottingham which she attended as a child. She just sat at the back of the class – of thirty pupils – and **learnt how to knit woollen socks**. She says that her teachers completely failed in their basic duty of teaching her the three Rs: Reading, Writing & Arithmetic. Dorothy left school at just twelve years of age – unthinkable, indeed impossible today. But what was it like for Dorothy to be unable to read and write as an adult?

Dorothy brought up her own children without being able to read them a bedtime story or even read what it said on a holiday postcard from a friend or relative. Food shopping was a nightmare for her. **Unable to read the name or product information**, she just bought things by recognising what the packets looked like. For example, she knew that Kellogg's Cornflakes had a cockerel on the front and that Uncle Ben's rice was in an orange box.

Presenter

So, when was the moment that Dorothy decided that things had to change? She says that four years ago she was in the small local supermarket when an elderly man about her age started chatting to her as they waited in line at the check-out. He told Dorothy how he had moved to Nottingham from his coal-mining village at 15 years of age with only the clothes and shoes he was wearing and **hardly able to read and write**. He had managed, however, to get a simple manual job which paid for him to go to college, and had eventually **become a fully qualified primary school teacher**. Dorothy thought to herself, "If he can do it, why can't I?"

Within a couple of weeks of that encounter, Dorothy had signed up for an adult literacy course at the Nottingham Adult Education Centre, where she began attending morning lessons four times a week to work towards her adult literacy certificate. For Dorothy, who had not been inside a school for almost 70 years, the lessons and the homework were **one of the greatest challenges of her long life**. She spent hours every day – except Sunday – sitting at home doing her homework and often felt that she would never get that certificate.

Her teacher, Alison Overton, set Dorothy short-term goals, but Dorothy's **long-term goal was to be able to write letters and emails to her wider family scattered all around the world**, and with whom she had had no contact in some cases for decades. After four years of college and hard work Dorothy Adams was awarded the literacy certificate – official proof that she could finally read and write.

Being able to read and write has transformed Dorothy's life. She now reads the local and national newspapers, something she was **never able to do in the past**, when **she used to have to get someone to read them out to her** or watch the news on TV, of course. Now, however, Dorothy can talk about things going on in the world, far more sure of what she says because she has read about those things herself. She can question bills, correspond with the local council, read bus and train timetables – in short, she can approach normal daily life with massively increased confidence.

However thrilled Dorothy is with her progress, she knows she **still has some way to go**. She is determined to **press on** until she can take any text – however long, however difficult – and know that she can read and understand it, and until she can write about any topic. "I've not waited this long, come this far, to turn back now," Dorothy says, "If it's the last thing I do, **I'll get there**."

(Dialogue 655 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)

Fashion Entrepreneurs

1	D	"Comfortable clothing unlocked by science."
2	A	Louise only utilizes fabric manufactured from a facility in Portugal with fair working conditions for all workers.
3	C	In acknowledgment and shock of how wasteful in emissions and production fast fashion could be, she knew clothing businesses would be the perfect place to start.
4	A	Currently offering clothes for children ranging from 3 months to 8 years old Mon Coeur was able to do just that.
5	D	Among the largest of his interests was the intersection of workwear and athletic clothing.
6	B	When the pandemic began to affect the well-being and livelihoods of those in his community, Áwet saw that misfortune as a call to action.
7	B	Áwet Woldegebríel's entry into the clothing industry was directly influenced by the life story of his father - a tailor by trade.
8	C	Andréa aims to have the website operate through the use of artificial intelligence in the near future.
9	A	Out of all the sales the brand makes, 1% of the profits is allocated towards tree planting and combating climate change.
10	B	With each piece he sells, Áwet hopes the wearer feels the power of connecting with one's community.
11	C	Additionally, users of ALLTC can actively use their voices to vote on whether or not they think fashion brands should be improving their direction toward helping the environment.

TASK 2

14 POINTS (2 points each)

Coming back up by Chris Rose

12	C	but you insist, the idea has taken you, you're crazy about it, you've always wanted to do bungee jumping. I know you think I'm boring because I don't want to go.
13	A	I give in and off we go along this dirt road, for what seems much more than 5 kilometres to me. But then, after driving for ages, suddenly, out of nowhere, some trees appear, like a small wood.
14	B	They sound like young people; they sound like they're having a good time.
15	A	The bridge doesn't look too stable. I think the kids had built it themselves.
16	C	As the guy comes to the top, he looks exhilarated and shocked, but also very, very happy.
17	C	I know you think I'm boring and safe and always worried about danger and risk. [...] I think about that, that old bike so many years ago, and I remember how I felt then. I breathe in, close my eyes, don't think about anything. I jump.
18	B	But the most exciting, thrilling, wonderful thing of all is seeing your face as I come back up to the bridge.

GRAMMATIK

KEY

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

8 POINTS
(1 point each)

- 1) had vanished
- 2) will have / is going to have
- 3) haven't forgotten
- 4) stuck
- 5) had written
- 6) was standing / had been standing
- 7) am confirming
- 8) wondered / wonder/ was wondering

TASK 2 (Minor spelling mistakes can be accepted.)

9 POINTS
(1 point each)

- 1) are expected to **be** announced
- 2) need not **have** taken
- 3) have **put** off the match
- 4) on / at the **point** of falling
- 5) if **you** had not helped // without **you** helping
- 6) what **she** had done
- 7) did not **succeed** in reaching
- 8) the girl **whose** calculator
- 9) Beckett **writes** as well as

TASK 3 (Spelling has to be correct.)

8 POINTS
(1 point each)

- 1) GENETICALLY
- 2) FARMERS / FARMS
- 3) RESISTANT
- 4) HARMFUL
- 5) APPLICATIONS
- 6) AGREEMENT
- 7) DEVELOPING / UNDERDEVELOPED
- 8) POVERTY

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	Total (max)	25

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.

POINTS	5	EXCELLENT
	4	GOOD
	3	SATISFACTORY
	2	UNSATISFACTORY
	1	TOTALLY UNSATISFACTORY
	0	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.