

**NAME**

**INDEX NUMBER**

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**ENGLISH AS A FOREIGN LANGUAGE  
MONITORING BOARD**

**TELT**

**(Test for English Language Teachers)**

**9<sup>th</sup> November 2013**

**Time: 3 hours**

**N.B. Use blue or black ink pens and do not write in pencil.**

FOR EXAMINERS' USE ONLY

| <b><u>Part 1 Total Marks</u></b> | <b><u>Part 2 Total Marks</u></b> | <b><u>Grand Total %</u></b> |
|----------------------------------|----------------------------------|-----------------------------|
|                                  |                                  |                             |

## Part 1 - Language Description, Sensitivity and Awareness

### Section A - Language Terminology (40 marks)

Read the following text carefully and choose the correct answer for each of the multiple choice questions below.

#### A quiet word about classical concert etiquette

5 When friends who **aren't** used to **live** classical music come with me to concerts, they often ask if they need to behave in a particular way. I usually tell them to just **turn up** and listen – that a concert needs no dress code, no special handshake. But there are unspoken rules. The recurring theme muttered about at this **year's** Edinburgh international festival had to do with noise: not that made by performers on stage, which they **had paid** to hear, but the **noise** made by audiences.

10 Audience etiquette is a slippery thing, though. The reverence with which we expect to hear Mozart today is worlds away from what Mozart himself **would have expected** – and, strictly speaking, a proper period performance should also include the food, drink, gossip and hoots of a rowdy 18th-century crowd alongside all those gut strings and natural horns. But the cult of 19th-century genius (Wagner was among the first to decree attentive listening) and the background silence of 20th-century recording studios **have shushed** our listening habits into pin-drop quiet. All of which makes audience noise seem all the more intrusive nowadays. But how much should we really care about coughs, applause **between** movements and mobile phones?

15 **The classical music community** gives mixed messages. Accessibility is the industry catchword. In some respects, we've relaxed into being able to dress how we like and experience concerts as an everybody, everyday event. In others, we've come to demand **sanctimonious listening** environments of silence and absolute **stillness**. **I'd** be the last person to advocate stuffiness in the concert hall: there's nothing more grim than the tut-tuts of an **officious** crowd. Such a response alienates **those** not in the know – and if our aim is to welcome new listeners to **the fold**, we can't make **them** feel daft when they  
20 get there.

25 There's a hefty list of conundrums when it comes to audience etiquette. Why is it OK **to read** a programme or a score, when **doing** so on a smart phone or tablet would be unacceptable? Is head-bopping and air-conducting an honest response to a compelling performance, or an **uncouth** distraction? Why is it permissible to shout "bravo" after an opera aria but not after a flash concerto cadenza? Perhaps there's only really one rule: relax, enjoy the concert – but don't distract those around you.

Adapted from: Kate Molleson , The Guardian, Tuesday 10 September 2013

1. **aren't** in line 1 is an example of a
  - a) conjunction
  - b) contraction
  - c) determiner
  - d) participle
  
2. **live** in line 1 is an example of a
  - a) verb
  - b) adverb
  - c) adjective
  - d) noun
  
3. The phrasal verb **turn up** in line 2 is
  - a) separable and transitive
  - b) separable and intransitive
  - c) inseparable and intransitive
  - d) inseparable and transitive
  
4. year'**s** in line 4 signifies
  - a) the possessive form
  - b) a plural
  - c) is
  - d) has
  
5. **had paid** in line 5 is an example of the
  - a) present simple
  - b) past simple
  - c) present perfect simple
  - d) past perfect simple
  
6. **would have expected** in line 7 is an example of
  - a) third conditional
  - b) present perfect
  - c) past wish
  - d) reported speech

7. **have shushed** in line 11 is an example of the
- a) present perfect simple passive
  - b) present simple passive
  - c) present perfect simple active
  - d) present simple active
8. **between** in line 13 is
- a) a preposition
  - b) a conjunction
  - c) an article
  - d) an adverb
9. **The classical music community** in line 14 is a
- a) adjective phrase
  - b) noun phrase
  - c) verb phrase
  - d) adverbial phrase
10. **sanctimonious** in line 16 in relation to **smug** (not in text) is a
- a) a homophone
  - b) a synonym
  - c) an affix
  - d) an antonym
11. **listening** in line 16 is an example of
- a) the present continuous
  - b) a present participle
  - c) a gerund
  - d) an adjective
12. **stillness** in line 17 is an example of
- a) a compound noun
  - b) a collective noun
  - c) a common noun
  - d) an abstract noun

13. **'d** in line 17 is the short form for
- a) had
  - b) would
  - c) should
  - d) could
14. **officious** in line 18 is the antonym of
- a) modest
  - b) intrusive
  - c) opinionated
  - d) pushy
15. **those** in line 18 is
- a) an adjective
  - b) an adverb
  - c) a preposition
  - d) a pronoun
16. **the fold** in line 19 is an example of
- a) an idiom
  - b) a simile
  - c) a loan word
  - d) a proverb
17. **them** in line 19 is an example of
- a) an object pronoun
  - b) a subject pronoun
  - c) a relative pronoun
  - d) a demonstrative pronoun
18. **to read** in line 21 is an example of
- a) an intransitive verb
  - b) a modal verb
  - c) an auxiliary verb
  - d) a transitive verb

19. **doing** in line 22 is an example of

- a) a gerund
- b) a present participle
- c) the present continuous
- d) a verbal noun

20. **uncouth** in line 23 is made up of

- a) prefix + root + suffix
- b) root + suffix
- c) prefix + root
- d) root + suffix + stem

### Section B—Primary Stress Identification (15 marks)

Underline the main stress syllable in each of the following words.

e.g. syllable (N)

|               |                 |                |                 |               |
|---------------|-----------------|----------------|-----------------|---------------|
| 1. drama      | 2. cucumber     | 3. engagement  | 4. divorce      | 5. divorcee   |
| 6. dramatic   | 7. intervention | 8. development | 9. contemporary | 10. provoking |
| 11. currently | 12. envelope    | 13. separation | 14. challenging | 15. refrain   |

### Section C—Transcription of Phonemic Script into Normal Spelling (5 marks)

These words, all related to **CELEBRATIONS**, are in phonemic script. Please transcribe them into normal English spelling.

1. /fi: sts / \_\_\_\_\_

2. /hɒlɪdeɪz / \_\_\_\_\_

3. /pɑ: ti: z / \_\_\_\_\_

4. /ʃ æmpeɪ n/ \_\_\_\_\_

5. /faɪ əwɜ: ks/ \_\_\_\_\_

## Section D- Transcription into Phonemic Script (10 marks)

Transcribe the following words into phonemic script. Symbols have been included to help you.

Choose from these symbols:

|    |   |    |    |    |    |    |   |
|----|---|----|----|----|----|----|---|
| i: | ɪ | ʊ  | u: | ɪə | eɪ |    |   |
| e  | ə | ɜ: | ɔ: | ʊə | ɔɪ | əʊ |   |
| æ  | ʌ | ɑ: | ɒ  | eə | aɪ | aʊ |   |
| p  | b | t  | d  | tʃ | dʒ | k  | g |
| f  | v | θ  | ð  | s  | z  | ʃ  | ʒ |
| m  | n | ŋ  | h  | l  | r  | w  | j |

1. beautiful \_\_\_\_\_
2. stunning \_\_\_\_\_
3. gorgeous \_\_\_\_\_
4. attractive \_\_\_\_\_
5. handsome \_\_\_\_\_

## Section E – Odd one out (30 marks)

One utterance in each set is different from the other utterances. The difference may have to do with **grammatical, lexical, functional meaning or form**. Indicate which sentence is the odd one out, briefly explain why it is different and say what the other three have in common.

### **Example**

- a) Don't be afraid. It's **just** a mouse!
- b) I've **just** done it.
- c) They had **just** arrived when he phoned.
- d) What did you **just** say?

*Sentence a) is different because: In all four utterances the adverb 'just' is used. In a) it is used with the meaning 'only' whereas in all the other utterances it implies 'very recently' or 'a moment or moments ago'.*

1. a) **Are** you having fish or meat?  
b) How long **is** Susan staying here?  
c) They **were** watching a film when she arrived.  
d) She **was** a terrible two-year-old.

Sentence ( ) is different because: \_\_\_\_\_

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2. a) Tom has **hurt** his hand.  
b) Has she **gone** yet?  
c) They have **bought** a dog.  
d) Has Maria **sent** that email?

Sentence ( ) is different because: \_\_\_\_\_

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3. a) The printer has **broken down**.  
b) Have they **called out** our name yet?  
c) They **checked out** of the hotel at the very last minute.  
d) I **came by** this old photograph in this box.

Sentence ( ) is different because: \_\_\_\_\_

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4. a) **Seeing** the whole picture made a difference.  
b) To have **been** there at that precise moment was pure luck.  
c) They had **forgotten** to lock the garden door.  
d) I have finally **lost** weight.

Sentence ( ) is different because: \_\_\_\_\_

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5. a) She **suddenly** turned round.  
b) I **never** see her nowadays.  
c) I **frequently** go to that supermarket.  
d) I **often** go to the cinema.

Sentence ( ) is different because: \_\_\_\_\_

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- 6. a) She lives **in** London.
- b) We went through the document **at** length.
- c) They work at a hotel **on** one of the Greek islands.
- d) I'll meet you **at** the bus stop.

Sentence ( ) is different because: \_\_\_\_\_

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- 7. a) I was simply **furious** with the outcome, or lack of it.
- b) The film turned out to be quite **scary**.
- c) The concept in itself is **fascinating**.
- d) The joke was **hilarious** and had us all on the floor.

Sentence ( ) is different because: \_\_\_\_\_

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- 8. a) There would be a party divide, **if they called** an election now.
- b) **If you went** to the party, I would go too.
- c) I would ask you, **if I thought** you knew the answer to my questions.
- d) **If you had told** me what it was all about, I would have been able to do something.

Sentence ( ) is different because: \_\_\_\_\_

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9. a) The orchestra **was playing** the third movement when the fire broke out.  
 b) The criminal **was being held** in a high security prison when he escaped.  
 c) The wine **was being pressed** when the device exploded.  
 d) The computer **wasn't being used** so we switched it off.

Sentence ( ) is different because: \_\_\_\_\_

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10. a) They **have to** wear a uniform.  
 b) You **mustn't** smoke here!  
 c) You **don't have to** dress up smart – the invitation reads 'casual'.  
 d) You **must** visit your grandmother more often.

Sentence ( ) is different because: \_\_\_\_\_

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**Part 1 Marks**

| Section A | Section B | Section C | Section D | Section E | TOTAL |
|-----------|-----------|-----------|-----------|-----------|-------|
|           |           |           |           |           |       |

## Part 2 Language Proficiency (20 marks)

### Section A - Identifying and Correcting Errors

Read the utterances below, carefully checking for mistakes. If an utterance contains no mistakes, put a tick (✓) on the line under the utterance. If an utterance contains a mistake, underline the mistake and write the correction on the line below the utterance. Each correct answer carries 1 mark.

Example:

We loved long walks when we **where** young.

Were

We loved long walks when we were young.

1. I saw it happen and there was nothing I could do to prevent it.

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2. The pianist gave an amazed performance.

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3. Have they not started preparing dinner yet?

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4. They gotten the car six months after they placed the order.

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5. Whether we come or not is depending on the weather.

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6. She turned to him and said, 'You had better to leave now.'

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7. The police bursted into the room and caught the thieves red-handed.

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8. Don't you think that this book is much interesting than that one?

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9. I hardly ever catch her in - more often than not, she is out whenever I call.

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10. The cat is your's, so don't forget to take it with you when you clear out.

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11. Clearly anybody murdered him- it most definitely was not suicide or an accident.

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12. With few than 6 members turning up to the AGM, it was the lowest turnout ever.

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13. If you were me, would you go for this tulip glasses with the gold stem or those clear, fairly standard ones over there?

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14. He wants to earn money, and he refuses every job that comes his way.

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15. The customs officer asked the immigrant if he spoke English.

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16. Although she read the French text quite well, she could not understand that she was reading, which surprised me.

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17. When you will next visit Malta, we will try that new restaurant.

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18. By 2020, they will have been discovered a cure for the common cold.

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19. On no account you are permitted to speak on behalf of the organisation.

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20. If I would have known about the meeting, I would have attended it.

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## Section B - Word Formation (10 marks)

Use the word in capitals at the end of each line to form a word that fits in the gap.

**For example:**

0. Careful! If you eat too fast you might get indigestion .

**DIGEST**

1. Carelessness led to a late \_\_\_\_\_ of the document.

**SUBMIT**

2. The use of \_\_\_\_\_ in a formal letter is inappropriate.

**COLLOQUIAL**

3. The \_\_\_\_\_ comments made by the speaker led to his resignation.

**OFFEND**

4. What is the name of that silly song that went \_\_\_\_\_ on YouTube?

**VIRUS**

5. 'Please dial the \_\_\_\_\_ number and wait for an answer.'

**EXTEND**

6. You're spending too much time and money on your hobby-don't allow it to become an \_\_\_\_\_.

**OBSESS**

7. The company's ambitious project had to be put on the back burner due to \_\_\_\_\_ funds.

**SUFFICE**

8. A renewed 'Cold War' atmosphere over the recent tragedy in Syria leans towards a further \_\_\_\_\_ of USA and Russia.

**ALIENATE**

9. A number of road \_\_\_\_\_ resulted in my being late for the important meeting.

**DIVERT**

10. \_\_\_\_\_ rains caused havoc to local farming this year.

**TORRENT**

## Section C - Cloze Test - Selective Deletion (10 marks)

Read the sentences below and think of a word which would fit each gap. Enter your answer in the table provided below. Use only one word in each gap. Each correct answer carries 1 mark.

### Leonardo da Vinci experts identify painting as lost Isabella D'Este portrait

Researchers in Italy (0) claim to have unearthed the portrait of a noblewoman by Leonardo da Vinci which has been lost for 500 years and features the same (1) \_\_\_\_\_ smile as his Mona Lisa. The portrait of Isabella d'Este, which carbon dating suggests was (2) \_\_\_\_\_ around the start of the 16th century, has been found in a vault in a private (3) \_\_\_\_\_ in Switzerland, and has been verified by a leading authority on the renaissance polymath.

'There are no (4) \_\_\_\_\_ that the portrait is Leonardo's work,' said Carlo Pedretti, an emeritus professor of art history at the University of California. If acknowledged as (5) \_\_\_\_\_ – and if experts concur that it was painted before the Mona Lisa – the portrait could shake up academic studies of one of the world's most famous paintings. The 61cm x 46.5cm portrait, which uses the same pigment and primer that Leonardo used, is thought to be the completed version of a sketch he made of D'Este, which, like the Mona Lisa, (6) \_\_\_\_\_ in the Louvre in Paris.

Leonardo first met D'Este in 1499 when he took up (7) \_\_\_\_\_ at her court in Mantua, where she was marquesa. A patron of the arts and a leading figure in the Italian renaissance, whose dress sense (8) \_\_\_\_\_ women in Italy and France, she sat for the artist and later implored him in letters to turn his sketch into a painting.

Leonardo (9) \_\_\_\_\_ he would complete the commission, at one point suggesting he could work from the sketch without her sitting again. In 1514 it is likely the two met again at the Vatican, but historians have (10) \_\_\_\_\_ that the painting was either never completed or was lost forever.

Adapted from Tom Kington [theguardian.com](http://theguardian.com), Friday 4 October 2013

|    |  |     |  |
|----|--|-----|--|
| 1. |  | 2.  |  |
| 3. |  | 4.  |  |
| 5. |  | 6.  |  |
| 7. |  | 8.  |  |
| 9. |  | 10. |  |

## Section D – Sentence Transformations (20 marks)

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.**

You **must** use between **three** and **six** words only, including the word given.

Example

0. I can't finish this crossword. Can I ask you as your vocabulary is really good?

**BRAIN**

I can't finish this crossword. Can I ..... as your vocabulary is really good?

**Answer:** I can't finish this crossword. Can I **pick your brain** as your vocabulary is really good?

1. John and Jamie were sitting on their own looking at a computer screen when the teacher walked in.

**FRONT**

John and Jamie were sitting by \_\_\_\_\_ a computer screen when the teacher walked in.

2. Why are some football teams consistently more successful than others?

**MAKES**

What is \_\_\_\_\_ some football teams consistently more successful than others?

3. There are many things to think about before making such an important decision.

**TAKEN**

There are many things that should \_\_\_\_\_ consideration before making such an important decision.

4. Dawn regretted not going to the rock concert.

**WISHED**

Dawn \_\_\_\_\_ to the rock concert.

5. The car park is only to be used by the patrons of the supermarket.

**EXCLUSIVE**

The car park is for \_\_\_\_\_ patrons of the supermarket.

6. 'I'm sorry that I broke your camera, grandpa.'

**APOLOGISE**

My 7 year old grandson \_\_\_\_\_.

7. 'I'm afraid I didn't do well at all in my French exam.'

**ADMITTED**

Tom \_\_\_\_\_ not gone well at all.

8. The Maltese tenor performed beautifully and received a standing ovation.

**GAVE**

The Maltese tenor \_\_\_\_\_ and received a standing ovation.

9. Those at work must pay for the welfare benefits in this country.

**PAID**

In this country, welfare benefits must \_\_\_\_\_.

10. His hobby is the one thing he does not intend to give up.

**INTENTION**

He has no \_\_\_\_\_.

## Section E— Writing (100 marks)

Write your answer to **TWO** of the titles 1-5 below.

Write each answer in 180- 220 words in the appropriate style on the following lined pages. Marks are awarded for range of structure, vocabulary and expression; ability to organise content; ability to write effectively and accurately, addressing all aspects of the task and use of format and register appropriate to the purpose and audience. **Candidates are advised not to exceed the word limit.**

1. You have recently attended a concert by a well-known singer. The performance and the organisation of the concert fell short of your expectations for a number of reasons. Write a **letter** of complaint to the organising committee in which you air your complaints and ask for compensation.
2. You have decided to take part in a short story competition. The winning story will be published by an online book club. Write a **story** entitled, 'Damaged Goods'.
3. A travel magazine has invited readers to write about a memorable journey that was spoiled by a travelling companion. Write your **article** giving details of the journey and why it went wrong.
4. You were recently selected by your college to attend a cultural festival which included both daytime and evening events relating to film, theatre, literature, and the visual arts. Your school principal has asked you to write a **report**, giving details and your opinions of some of the events that you attended, and mentioning how the visit has benefitted you.

5. Proposals are being drawn up for an increase in nursery provision across the country to encourage women back into the workforce from about 6 months after the birth of their child. Write a **discursive essay** focusing on the pros and cons of such a proposal.

**Part 2 Marks**

| <b>Section A</b> | <b>Section B</b> | <b>Section C</b> | <b>Section D</b> | <b>Section E</b> | <b>TOTAL</b> |
|------------------|------------------|------------------|------------------|------------------|--------------|
|                  |                  |                  |                  |                  |              |

