

**NAME**

**INDEX NUMBER**

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**ENGLISH AS A FOREIGN LANGUAGE  
MONITORING BOARD**

**TELT**

**(Test for English Language Teachers)**

**16<sup>th</sup> March 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.

	<p><b><u>German education minister stripped of doctorate for plagiarism</u></b></p> <p><b><u>Germany's education minister has been stripped</u></b> of her doctorate because of plagiarism, in the second such case to hit Angela Merkel's government in two years. Opposition leaders said Annette Schavan <b><u>should</u></b> resign following the decision by the University of Dusseldorf to <b><u>void</u></b> her PhD because parts of her doctoral thesis had been copied. Another minister, Karl-Theodor zu Guttenberg, quit as defence minister <b><u>in</u></b> 2011 over a plagiarised thesis. Schavan <b><u>has refused</u></b> to resign and said she <b><u>would take</u></b> legal action against the decision to void her doctorate. 'I will not accept the decision of the University of Dusseldorf and I <b><u>will file</u></b> a lawsuit against it,' Schavan, 57, told reporters during a visit to Johannesburg, South Africa. The accusations of plagiarism are especially embarrassing for Schavan because she oversees Germany's universities and had previously been <b><u>scathing</u></b> in her criticism of Guttenberg, <b><u>who resigned a month after losing his doctorate</u></b>.</p> <p>Merkel has not publicly commented on the case, but members of her centre-right coalition said Schavan <b><u>had fallen</u></b> victim to a <b><u>politically</u></b> motivated campaign <b><u>to damage</u></b> the government ahead of the autumn federal election.</p> <p>In Tuesday's ruling, the Dusseldorf University commission said Schavan had 'systematically and intentionally presented intellectual performance that in reality she did not generate herself'. The decision left Schavan without <b><u>an</u></b> academic title as <b><u>her</u></b> degree programme in philosophy finished solely with a PhD.</p> <p><b><u>Since</u></b> the allegations first arose in May last year, Schavan has repeatedly <b><u>denied</u></b> wrongdoing and said she wrote her dissertation with a clear conscience. Her lawyers have said the proceedings of the commission <b><u>had been riddled</u></b> with mistakes and were <b><u>unlawful</u></b> not least because information was leaked to the public in the process.</p> <p><b><u>guardian.co.uk</u></b> Wednesday 6 February 2013</p>
5	
10	
15	
20	

1. **Germany's education minister** in line 1 is an example of
  - a) an adjective phrase
  - b) a noun phrase
  - c) a verb phrase
  - d) an adverbial phrase
  
2. **has been stripped** in line 1 is an example of a verb in the Present Perfect
  - a) continuous active
  - b) simple passive
  - c) simple active
  - d) continuous passive
  
3. **'s** in line 2 is an example of
  - a) is
  - b) has
  - c) possessive
  - d) plural
  
4. **should** in line 3 is an example of a
  - a) lexical verb
  - b) infinitive verb
  - c) modal verb
  - d) state verb
  
5. **void** in line 3 in relation to **validate** (not in text) is
  - a) a synonym
  - b) an antonym
  - c) a homonym
  - d) a homophone
  
6. **in** in line 5 is a preposition of
  - a) time
  - b) place
  - c) manner
  - d) direction

7. **has refused** in line 5 is an example of a verb in the
- a) present perfect simple passive
  - b) past perfect simple
  - c) present perfect simple
  - d) past perfect simple passive
8. **would take** in lines 5/6 is an example of
- a) tense shift after reported speech
  - b) a verb in the second conditional
  - c) a verb in the first conditional
  - d) a stative verb
9. **will file** in line 7 is an example of
- a) prediction
  - b) spontaneous decision
  - c) intention
  - d) fact
10. **scathing** in line 9 in relation to **harsh** (not in text) is an example of
- a) a homophone
  - b) a synonym
  - c) an affix
  - d) an antonym
11. **who resigned a month after losing his doctorate** in line 10 is an example of
- a) a non-defining relative clause
  - b) an adverb phrase
  - c) a defining relative clause
  - d) a noun clause
12. **had fallen** in line 12 is in the
- a) present perfect simple
  - b) past simple
  - c) past perfect continuous
  - d) past perfect simple

13. **politically** in line 12 is an example of an

- a) adjective qualifying another adjective
- b) adverb qualifying another adverb
- c) adverb qualifying an adjective
- d) adjective qualifying an adverb

14. **to damage** in line 12 is an example of

- a) an infinitive verb
- b) a modal verb
- c) an auxiliary verb
- d) a stative verb

15. **an** in line 16 is an example of a

- a) definite article
- b) conjunction
- c) quantifier
- d) determiner

16. **her** in line 16 is an example of a

- a) a subject pronoun
- b) a possessive pronoun
- c) an object pronoun
- d) a determiner

17. **since** in line 18 is an example of

- a) a preposition
- b) a conjunction
- c) a determiner
- d) an adjective

18. **denied** in line 18 is an example of

- a) a transitive verb
- b) an infinitive verb
- c) an auxiliary verb
- d) an intransitive verb

19. **had been riddled** in line 20 is an example of

- a) past perfect simple active
- b) present perfect passive
- c) past perfect simple passive
- d) present perfect active

20. **unlawful** in line 20 is made up of

- a) prefix + root + suffix
- b) root + suffix
- c) prefix + adjective
- 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. ambitious	2. strawberry	3. compatible	4. pronunciation	5. ago
6. unbelievable	7. adaptation	8. tranquillity	9. forecast (N)	10. refuse (N)
11. ambiguity	12. predict	13. adapt	14. produce (V)	15. produce (N)

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

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

1. / feɪθ / \_\_\_\_\_

2. / rɪtʃwəl / \_\_\_\_\_

3. / bæli:f / \_\_\_\_\_

4. / preɪəz / \_\_\_\_\_

5. / eɪθɪəst / \_\_\_\_\_

## 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. calendar \_\_\_\_\_
2. weekday \_\_\_\_\_
3. periodically \_\_\_\_\_
4. annual \_\_\_\_\_
5. semester \_\_\_\_\_

## 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) Jack's father **died** last year.  
b) Jack **left** the waiter a tip.  
c) Jack **arrived** in time for the service.  
d) Jack's mother **collapsed** when she heard the news.

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

\_\_\_\_\_

\_\_\_\_\_

2. a) **Smoking** is bad for one's health.  
b) I am interested in **listening** to what she has to say.  
c) I believe it is the Smith brothers who are **buying** up all the property along the shore.  
d) I sometimes wonder whether **following** the news religiously can be more harmful than good.

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

\_\_\_\_\_

\_\_\_\_\_



3. a) The company has lost faith in the deal and is therefore **pulling the plug**.  
b) I reckon it is the sons who **call the shots**.  
c) He was **taken to the cleaners** and lost everything.  
d) The marksman took aim and **pulled the trigger**.

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

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4. a) **Occasionally**, she visits her aging aunt in the home.  
b) They **often** go to the cinema.  
c) I **regularly** check my inbox for emails.  
d) The tax system was **undoubtedly** based on the single 'breadwinner' per family scenario.

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

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5. a) **Unless you are ready to take a hit**, don't take the risk.  
b) **If you invite her personally**, she is bound to turn up.  
c) **In spite of the miserable weather**, we had a lovely holiday.  
d) **Were the virus to break out**, the hospital would now be equipped to deal with it.

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

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6. a) She **lives** in a very interesting part of the world.  
b) The cafe **specialises** in traditional French pastries.  
c) Flight KM101 to Heathrow **leaves** Malta at 07:20.  
d) He **buys** and sells second hand cars for a living.

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

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7. a) **Have the letters been sent** yet?  
b) **Has the postman been** yet?  
c) **Have you met** Tom yet?  
d) **Has the shop opened** yet?

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

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8. a) **If I hadn't won the lottery**, I wouldn't have bought such an expensive car.  
b) **If I hadn't been so busy at work**, I would have gone to the party.  
c) **If my parents weren't coming this weekend**, I would have booked that short weekend break.  
d) **If she hadn't studied so hard**, she simply wouldn't have passed the exam.

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

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9. a) The grandmother cut him a **sizeable** portion of cake.  
b) Maria will fit into this - she is rather **petite**.  
c) You need to be on the **tiny** side to sit comfortably in the economy seats nowadays.  
d) This time round the pups were quite **little**.

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

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10. a) The experience was truly **unforgettable**.  
b) The news was rather **disquieting**.  
c) Picasso's paintings are typically **asymmetrical**.  
d) The entire experience was **sensational**.

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. Didn't she finish her homework yet?

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2. The last time they were at that restaurant, they were so annoyed with the service they left and drove the car off without paying the bill.

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3. Has she done any mistakes this time round?

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4. All we expect of you at this stage is observing what goes on and take down notes.

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5. Instructions: Open the box, take out the toner, remove the protective plastic, shake it well and insert it into the printer.

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6. We cannot proceed to faze 2 until the results of the first part have been published.

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7. Unfortunately, Jane is just one of those people whose life has been fraught by difficulties.

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8. You're subtlety never ceases to amaze me.

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9. By filling in this form you will be helping our representative to quickly respond to your needs.

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10. When they said they fully understood the gravity of the situation, you did believe them, did you?

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11. By the time she's ready, the bus will come and gone.

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12. I'm going to place you next to Tom who's rather interesting sort.

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13. Could I have a knife and fork, please?

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14. It is highly recommended that he consult the appropriate authorities.

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15. Do yourself a favour and rely on no one else but you.

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16. That's a man I was talking to you about yesterday afternoon.

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17. What is perhaps of great importance is that she challenged the decision of her employers and won the case against all odds.

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18. The key turned in the lock easily and the door opened.

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19. Not only were the acoustics terrible, but the singer was totally off-key.

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20. The invitations are sent and guests should receive them within a couple of days.

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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. The park just outside the industrial town is being turned into a \_\_\_\_\_ area.

**RESIDENT**

2. The common belief that fat people are always jolly is purely \_\_\_\_\_.

**FICTION**

3. The country needs more \_\_\_\_\_ in employment growth initiatives.

**INVEST**

4. The company is going bankrupt and needs several innovative \_\_\_\_\_ to make it through.

**PROPOSE**

5. Bad weather wrought havoc with carnival \_\_\_\_\_ this year.

**CELEBRATE**

6. The sighting of a UFO by a group of local farmers was greeted with suspicion and general \_\_\_\_\_.

**BELIEF**

7. International environment protection associations did not accept the multinational oil company's \_\_\_\_\_ that the oil spill was accidental.

**DECLARE**

8. The Valletta fortifications are undergoing extensive \_\_\_\_\_ work.

**RESTORE**

9. The famous cyclist \_\_\_\_\_ denied the use of performance enhancing drugs.

**EMPHASIS**

10. The use of mobile telephony in third world countries registered a \_\_\_\_\_ increase in the last 10 years.

**SIGNIFY**

## **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.

### **Richard III, scoliosis and me**

The (0) discovery of the bones of Richard III, lying quietly under a Leicester city council car park for 500-odd years, is historically fascinating and imaginatively compelling. But, (1) \_\_\_\_\_ the newspaper photograph of those meticulously laid-out, gingery and desiccated human remains, I am (2) \_\_\_\_\_ by another sensation: that of raw, physical connection. Because Richard and I share not only our (3) \_\_\_\_\_ - a surprisingly tall five foot eight – but also our (4) \_\_\_\_\_ deformity: scoliosis. Though his was far more pronounced (and therefore disabling) than mine, still, just like him, my adult life has been (5) \_\_\_\_\_ by an "S" curvature of the spine.

I was in my late teens, an (6) \_\_\_\_\_ ballet and swimming type, when one day without warning my back went into spasm and I found myself crunched over in agony. I think I saw a chiropractor and that was that. Except that over the next few years, it only took one wrong move – sneezing, laughing, reaching for a drink of water – and I'd be suddenly skewed, immobile and in (7) \_\_\_\_\_ for days.

Looking at what's left of the poor Plantagenet king, I find it (8) \_\_\_\_\_ to view that ancient, twisted snake of vertebrae without a shiver of empathic pain. Our bones are everything, the very core of us. They carry us through life – far more viscerally individual than those other pumping organs we can scarcely visualise. And because they (literally) create the shape and poise of us, even long-dead ones seem to contain clues of the living people we once were.

I know enough about living with scoliosis to understand that a curve like his would have informed and warped every (9) \_\_\_\_\_ of the day. He would have woken (10) \_\_\_\_\_ and skewed, only to have to negotiate his way through a day of disability and paralysing spasm. Poor man. It touches me deeply to see his deformity – his and mine – lying there visible and exposed and still somehow pungent, when everything else has been rinsed by time and decay.

- o [Julie Myerson The Guardian](#), Tuesday 5 February 2013 21.00 GMT



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. He's so set in his ways that it's not worth trying to persuade him.

**POINT**

He's so set in his ways that ..... trying to persuade him.

2. An IT technician is going to fix the scanner on Monday.

**FIXED**

We are going to ..... on Monday.

3. The speaker was so ill they cancelled the seminar.

**OWING**

The seminar .....the speaker being ill.

4. Tom is so famous that he is always recognized wherever he goes.

**AVOID**

Tom can't ..... wherever he goes.

5. The identical twins look exactly the same to me.

**APART**

The twins resemble each other so much that I .....

6. There's no doubt that organic foods will appear in local food stores.

**BOUND**

Organic foods ..... in local food stores.

7. You can borrow my laptop, but only if you're careful with it.

**LONG**

You can borrow my laptop, ..... you're careful with it.

8. Cutting down on smoking is harder than I thought.

**EASY**

Cutting down on smoking is ..... I thought.

9. Anne is a born public speaker.

**DIFFICULTY**

Anne ..... speaking in public.

10. When I got home, the kids were already in bed.

**TIME**

The kids had gone to bed ..... home.

## 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. Your council runs an annual competition titled Community Service Award for individuals who stand out performing community work in your town. Members of the general public who would like to nominate an individual are invited to complete a **competition entry form** giving their reasons why they think the person they are nominating is a suitable candidate for consideration for the award. **Complete** your **competition entry form**.

2. “Tourists should not be allowed to roam freely in the countryside during the hunting season.” Write a **discursive essay** discussing the statement above, giving due consideration to arguments that are for and those that are against.
3. You have recently seen a documentary on television highlighting one of the major problems facing the environment. Write a **review** of the programme, to be published in the local newspaper, saying how effective it was at publicising the problem and mentioning any relevant information which you felt should have been included.
4. You recently attended a work experience course, where you were given the opportunity to observe the functioning of a busy office and perform a limited number of office duties. Write a **letter** to the manager of the company thanking him or her for their cooperation and pointing out some of the most beneficial aspects of the experience.
5. A travel magazine is running a competition to find the best article with the title, ‘*The worst holiday I have ever had*’. Write an **article** to the magazine, describing a holiday which was unsuccessful. You should explain what went wrong and mention the likely causes.

## **Part 2 Marks**

Section A	Section B	Section C	Section D	Section E	TOTAL