

**NAME**

**INDEX NUMBER**

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**ENGLISH AS A FOREIGN LANGUAGE  
MONITORING BOARD**

**TELT**

**(Test for English Language Teachers)**

**15<sup>th</sup> March 2014**

**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.

#### Carthaginians sacrificed their own children, archaeologists say

Just as ancient Greek and Roman propagandists insisted, the Carthaginians **did** kill their own infant children, burying them with **sacrificed** animals and ritual inscriptions in special cemeteries **to give** thanks for favours from the gods, according to a new study.

5 “This is something dismissed as black propaganda because in modern times people just didn’t want to believe it,” said Josephine Quinn, a lecturer in ancient history at Oxford, **who is behind the study, with international colleagues, of one of the most bitterly debated questions in classical archaeology.**

10 “**But** when you pull together all the evidence-archaeological, epigraphic and literary- it is overwhelming and, we believe, conclusive: they did kill their children, and on the evidence of the inscriptions, not just as an **offering** for future favours but fulfilling a promise that **had** already **been made.**”

“This was not a common event, and it **must have been** among an elite because cremation was very expensive, and so was the ritual of burial. It may even have been seen as a philanthropic act for the good of the **whole** community.”

15 Argument **has raged** on the subject since cemeteries known as tophets- after the biblical account of a place of sacrifice- were excavated in the early 20<sup>th</sup> century on the outskirts of Carthage in modern Tunisia, and then at other Carthaginian sites in Sicily and Sardinia. The graves held tiny cremated bones **carefully** packed into urns, buried under tombstones giving thanks to the gods. One has a carving which **has been interpreted** as a priest carrying the body of a small child.

20 Some archaeologists and historians saw the **finds** as proving ancient accounts of child sacrifice; others insisted they showed tender respect for cherished children who died before or soon after birth. Quinn and her colleagues completely reject the latter theory.

25 “The inscriptions are **unequivocal**: time and again we find the explanation that the gods ‘heard **my** voice and blessed **me.**’ It cannot be that so many children conveniently happened to die at just the right time to become an offering – and in any case a **poorly** or dead child would make a pretty **feeble** offering if you’re already worried about the gods rejecting it.”

**The Roman historian Diodorus and other ancient historians** gave graphic accounts of Carthaginian child sacrifice. He even said that some citizens **who bought children from poor people** and reared them specially for sacrifice believed misfortunes had resulted because they

30 had not sacrificed their own offspring.

The argument has been passionate for years, with scientists often reaching opposed conclusions from the same bone fragments: four years ago a group of scientists published a paper saying the cremated remains did not indicate infant sacrifice.

(Adapted from Maev Kennedy The Guardian, Tuesday 21 January 2014)

1. **did** in line 1 is an example of an
  - a) auxiliary for negatives
  - b) auxiliary for questions
  - c) emphatic affirmative statement
  - d) emphatic negative statement
  
2. **sacrificed** in line 2 is an example of
  - a) the past simple
  - b) an auxiliary verb
  - c) an adverb
  - d) an adjective
  
3. **to give** in line 3 is an example of
  - a) an intransitive verb
  - b) a bare infinitive
  - c) an auxiliary verb
  - d) a transitive verb
  
4. **who is behind the study, with international colleagues, of one of the most bitterly debated questions in classical archaeology** in lines 5 to 7 is an example of
  - a) a non-defining relative clause
  - b) an adverb phrase
  - c) a defining relative clause
  - d) a noun clause
  
5. **But** in line 8 is an example of
  - a) a preposition
  - b) a conjunction
  - c) an article
  - d) an adverb

6. **offering** in line 10 is an example of
- a) the gerund
  - b) the present participle
  - c) the present continuous
  - d) a verbal noun
7. **had** already **been made** in lines 10 to 11 is an example of the past perfect in the
- a) continuous
  - b) passive simple
  - c) simple
  - d) passive continuous
8. **must have been** in line 12 is an example of a modal of
- a) deduction
  - b) possibility
  - c) obligation
  - d) ability
9. **whole** in line 14 in relation to hole (not in the text) is a
- a) homonym
  - b) synonym
  - c) antonym
  - d) homophone
10. **has raged** in line 15 is an example of the
- a) present perfect passive
  - b) present active
  - c) present perfect active
  - d) present passive
11. **carefully** in line 18 is an example of an adverb of
- a) place
  - b) manner
  - c) frequency
  - d) time

12. **has been interpreted** in line 19 is an example of the

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

13. **finds** in line 20 is an example of

- a) the present simple
- b) a plural noun
- c) a transitive verb
- d) a singular noun

14. **unequivocal** in line 23 is made up of a

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

15. **my** in line 24 is an example of

- a) an adverb
- b) a pronoun
- c) a conjunction
- d) a determiner

16. **me** in line 24 is an example of a

- a) a subject pronoun
- b) a relative pronoun
- c) an object pronoun
- d) a demonstrative pronoun

17. **poorly** in line 25 is an example of

- a) an adjective
- b) an adverb
- c) a conjunction
- d) an article

18. **feeble** in line 26 is an antonym of

- a) unconvincing
- b) meagre
- c) effective
- d) pathetic

19. **The Roman historian Diodorus and other ancient historians** in line 27 is an example of

- a) an adjective phrase
- b) a noun phrase
- c) a verb phrase
- d) an adverbial phrase

20. **who bought children from poor people** in lines 28 to 29 is an example of

- a) a defining relative clause
- b) an adverbial phrase
- c) a non-defining relative clause
- d) a noun clause

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

Underline the main stress syllable in each of the following words.  
e.g. syllable (N)

1. dormitory	2. availability	3. implement (V)	4. implementation	5. analysis
6. extortion	7. analyse	8. operate	9. operational	10. explicit
11. improvements	12. supply	13. suppliers	14. driveway	15. drive-in

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

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

1. / detʒ:z / \_\_\_\_\_

2. / ləʊnz / \_\_\_\_\_

3. / ʃeəz / \_\_\_\_\_

4. / əʊvədɹɑ:ft / \_\_\_\_\_

5. / əkaʊnts / \_\_\_\_\_

## 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. important \_\_\_\_\_

2. urgent \_\_\_\_\_

3. crucial \_\_\_\_\_

4. trivial \_\_\_\_\_

5. deadlines \_\_\_\_\_

## 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) This is carrot soup, **isn't it**?
- b) You are the manager, **aren't you**?
- c) You live in Mellieha, **don't you**?
- d) You haven't got a car, **have you**?

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

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2. a) If they **had checked** the documents, they would have found the anomaly.
- b) We would have enjoyed our holiday more if the weather **had been** better.
- c) I sometimes wonder whether my career path would have been different if I **had been born** a man.
- d) If Susan **had completed** her studies, she would have had better chances at getting the job at the accounts firm.

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

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3. a) She **mentioned** she wanted to go to Rome for her birthday.  
b) When **questioned** about her actions, she replied without hesitation.  
c) The presenter **announced** that the performance had to be cancelled.  
d) The politician **apologised** for his conduct.

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

\_\_\_\_\_

\_\_\_\_\_

4. a) Have you found **it** yet?  
b) **It** was on the table.  
c) Where were **they**?  
d) **They** have submitted the plans.

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

\_\_\_\_\_

\_\_\_\_\_

5. a) The children do not speak a common language, **yet** they still manage to communicate.  
b) **Once** her client selected her preferred colours, Mary was able to finish the designs.  
c) **Whenever** he is in a carpeted area, Paul gets a sneezing attack.  
d) He asks many questions **because** he is genuinely interested in the subject.

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

\_\_\_\_\_

\_\_\_\_\_

6. a) The board members **are meeting** to discuss matters next week.  
b) Tony **is working** on a most interesting project.  
c) They **are living** with their parents until they can afford a property of their own.  
d) They say the economic situation **is improving**.

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

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7. a) The bus **which crashed** was full of passengers.  
b) The person **who helped me** was foreign.  
c) The taxi, **which was white**, crashed into a bus.  
d) The person **whom I was speaking to** is my cousin.

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

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8. a) The traffic would have been worse **if it had rained**.  
b) **Had he read** the article, he would have been better informed.  
c) **Unless you had told me**, I would not have known about it.  
d) **If I were you**, I would think twice about it.

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

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9. a) The student is **fast** learning to play the violin.  
b) They **hardly** knew what to say.  
c) The soprano spoke **softly**.  
d) To **boldly** go where no man has gone before.

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

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10. a) The **postman** delivered the letters to the wrong address.  
b) The **shells** were found in shallow waters.  
c) That is just the right **lamp** for the table.  
d) I found the **magazine** on the table.

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

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### **Part 1 Marks**

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

## 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. She had been knowing him for only two months when he proposed to her.

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2. The champion ready accepted his opponent's challenge to the title.

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3. The new manager is fast becoming accustomed to her new role.

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4. The opposite was not in a position to answer the parliamentary question.

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5. If these species of plants is not watered enough, it does not last very long.

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6. The 2005 report on water wastage which was given widespread publicity, created quite a stir.

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7. I did not think much bottles would fit in that container.

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8. General public was relieved to hear that the escaped convict had been apprehended.

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9. She got her's from the corner shop at a very good price.

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10. When Tom saw his mother, he ran across her and she picked him up in her arms.

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11. She opened the door ever so quiet, tip-toed up to them and screamed in their ears.

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12. It was quietly acknowledged that the hearsay was far intriguer than the facts.

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13. The critic thought the performance was novel and altogether very spectacular.

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14. So desolate was she by his words that she retreated to her room and locked herself in.

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15. The reflection was most disconcerted and a silence hung over the audience.

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16. Although his behaviour was highly unregular, he still achieved the desired results.

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17. Having hearing all the arguments, the judge was able to arrive at a decision.

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18. The question as to whether they should to make any changes to the original plans was raised.

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19. When she heard the distressing news, she burst into crying and nothing anybody said could console her.

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20. The milk is most certain to boil over unless the heat is not lowered.

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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 football association announced the \_\_\_\_\_ of two top players.

**SUSPEND**

2. The use of violent police \_\_\_\_\_ during the demonstration was totally uncalled for.

**INTERVENE**

3. The \_\_\_\_\_ of Malta as an ELT destination has now entered its fiftieth year.

**PROMOTE**

4. Some think that the \_\_\_\_\_ process of new cars in Malta needs to be revised.

**REGISTER**

5. The Marketing team was \_\_\_\_\_ with the development of new products.

**TASK**

6. The work on the new road resulted in some brutal \_\_\_\_\_ of a number of very old trees.

**PRUNE**

7. Repeated break-ins led to the \_\_\_\_\_ of CCTV and burglar alarms in the hostel.

**INSTALL**

8. The causes of illegal \_\_\_\_\_ need to be tackled before solutions to the problems can be found.

**MIGRATE**

9. Following continuous and repeated misbehaviour some teenagers were \_\_\_\_\_.

**GATE**

10. Some films that claim to be artistic are in reality often only low-budget \_\_\_\_\_ films.

**COMMERCE**

### **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.

**Let them eat cake (0) for breakfast? The latest (1) \_\_\_\_\_ in dieting**

Dieting is boring. Doing it, (2) \_\_\_\_\_ about it, calculating the maths. The psychodrama of whether or not to eat the muffin isn't (3) \_\_\_\_\_ to the dieter, of course, and it's in this space – between boredom and despair – that the diet industry lives and exploits us. Every year, it dumps another January publication schedule of ridiculous titles on a pliant marketplace, depressed by having “failed” at the previous year's regime.

It is, as ever, Oprah's lifestyle guru Deepak Chopra who lays the broad, cultural bones of this shift with a book called What Are You Hungry For? in which he suggests that we are asking ourselves the wrong questions. To wit: not what should I eat, or how much of it, but “what are you hungry for? Food? Love? Self-esteem? Peace?” The suggestion, writes Chopra, is that “weight loss (4) \_\_\_\_\_ on a deeper awareness of why people overeat” is more effective than the metrics of calorie counting.

This is not insane. Weight is often a (5) \_\_\_\_\_ not a cause of unhappiness, and there are good health reasons for taking the (6) \_\_\_\_\_ mind/body approach.

There are also good marketing reasons. Step (7) \_\_\_\_\_ the Marie Antoinette Diet, published this month, in which you are invited to be “inspired by Marie Antoinette's eating habits,” in particular, “a recipe for the health-boosting ‘wonder’ soup that the queen ate for dinner every evening.” It's not about the soup, obviously. As the book (8) \_\_\_\_\_ has it, “the French queen ate cake for breakfast and was fond of hot chocolate, but seems to have known instinctively what scientific studies have recently shown: for example, it is not what you eat, but when you eat it.” There are good philosophical underpinnings to some of this, and you could probably write a lively university (9) \_\_\_\_\_ entitled All Good Diets are Anti-Diets. Research suggests that it is the smaller, attainable goals that reward, rather than radical changes that may prove unsustainable.



The problem is that a large part of the diet industry would like you to fail and come back next year for more. The best-seller lists know us too well – our lack of attention (10)\_\_\_\_\_, our need to be teased and bullied into a regimen – and reward us with built-in obsolescence.

.Emma Brockes [theguardian.com](http://theguardian.com), Thursday 30 January 2014 14.00 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. Tom had to give the money back.

**OBLIGED**

Tom \_\_\_\_\_ the money back.

2. You mustn't wear dark soled shoes in the gym.

**SUPPOSED**

You \_\_\_\_\_ dark soled shoes in the gym.

3. They made me admit that I was wrong.

**FORCED**

I \_\_\_\_\_ that I was wrong.

4. We asked the receptionist if we could move to a room with a view.  
**POSSIBLE**  
We asked the receptionist if it \_\_\_\_\_ move to a room with a view.
5. They made me feel very welcome.  
**MADE**  
I \_\_\_\_\_ very welcome.
6. The skier did not suffer from his bad experience on the foggy mountain.  
**WORSE**  
The skier was \_\_\_\_\_ his experience on the foggy mountain.
7. A year later they got married.  
**PLACE**  
Their \_\_\_\_\_ a year later.
8. Many school leavers cannot speak English properly.  
**COMMAND**  
Many school leavers \_\_\_\_\_ of English.
9. I am angry because you do nothing but complain.  
**EVER**  
I am angry because \_\_\_\_\_ complain.
10. Unfortunately, she wasn't able to complete the project in time.  
**INCAPABLE**  
Unfortunately, she was \_\_\_\_\_ the project in time.

## 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. Maltese citizenship may soon be attainable by non-Maltese nationals through the Individual Investor Programme (IIP). Write a **discursive essay** stating arguments for and against the programme.
2. As an active member of an NGO (non-government organisation), you have recently attended a meeting inviting all NGOs registered in Malta to discuss the raising of funds for homeless victims of the civil unrest in Syria. Write a **report** listing the ideas put forward during the meeting and any decisions made for circulation amongst your members.
3. A travel magazine has asked readers to send in articles on their favourite building, a town hall or museum, for example. You decide to write an **article** in which you describe your favourite public building. Explain why it is your favourite building and assess its significance for the wider community. Write your article.
4. You belong to an English-language reading group which recently read a book in cartoon format. You have agreed to write a **review** of the book for the group's website. In your review you should give your opinion of the cartoon format used for the book and say whether you think cartoons are a good way of telling a story in general. Write your review.
5. A popular English-language magazine has invited readers to send in letters sharing their recent experience of making an important decision. You decide to send in a **letter** in which you briefly describe the situation and explain the reasons why you took an important decision and assess what the consequences of that decision might be in the future. Write your letter. You do not need to write a postal address.

**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>