

**ENGLISH AS A FOREIGN LANGUAGE  
MONITORING BOARD**

**TELT**

**(Test for English Language Teachers)**

**Answer Key**

**4<sup>th</sup> May 2018**

## 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. Each correct answer carries 2 marks.

1. D
2. B
3. D
4. D
5. B
6. A
7. D
8. A
9. C
10. B
11. C
12. B
13. D
14. B
15. A
16. C
17. B
18. A
19. D
20. A

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

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

e.g. syllable (N)

1. <u>depression</u>	2. <u>remark</u>	3. <u>assault</u>	4. <u>overlook</u>	5. <u>geography</u>
6. <u>dictionary</u>	7. <u>broadcast</u> (n.)	8. <u>nourishing</u>	9. <u>publication</u>	10. <u>speciality</u>
11. <u>appointment</u>	12. <u>misleading</u>	13. <u>influence</u>	14. <u>influential</u>	15. <u>concern</u>

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

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

1. /plʌmɪt/      plummet

2. /flʌktʃueɪt/      fluctuate

3. /pi:k/      peak

4. /ɪŋkri:s/      increase

5. /dɪklaɪn/      decline

## 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. declare      \_\_\_\_\_/ dɪkleə/ \_\_\_\_\_

2. sarcasm      \_\_\_\_\_/sɑ:kæzəm/ \_\_\_\_\_

3. astonishing      \_\_\_\_\_/əstəʊnɪʃɪŋ/ \_\_\_\_\_

4. racism      \_\_\_\_\_/reɪsɪzəm/ \_\_\_\_\_

5. corruption      \_\_\_\_\_/kəɾʌpʃən/ \_\_\_\_\_

## 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 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) **Shall we take** out that gym membership?  
b) **I'll pay** for the tickets this time round.  
c) **Why don't you bring** your camera with you?  
d) **Let's look** at potential holiday destinations soon; otherwise, the prices will go up.

*Sentence (b) is different because: all the utterances are suggestions. In Sentence (b) the utterance is also a spontaneous decision, whereas in the other utterances the utterances are only suggestions.*

2. a) The students were **interested** in the lesson.  
b) The class was **ended** abruptly.  
c) The company's interest in the product was **confirmed**.  
d) The eggs were **whisked** before adding the cream.

*Sentence (a) is different because: all the utterances contain words ending in 'ed'. In Sentence (a) the word is an adjective, whereas in the other utterances the words are verbs in the past participle.*

3. a) He **picks** up a copy of The Times on his way to work.  
b) The horse **bolts** only when she rides him.  
c) The train **leaves** at 08:46 from platform 5 tomorrow.  
d) She **manages** to avoid the task of driving every time it's her turn.

*Sentence (c) is different because: all the utterances contain words in the third person present simple. In Sentence (c) it is used to talk about timetable future, whereas in the other utterances the words refer to repeated actions in the present.*

4. a) The soldier stood to attention **quickly**.  
b) The girl bit her nails down to the **quick**.  
c) The runner began to **quicken** his pace.  
d) His pace was **quicker** than hers.

Sentence (b) is different because: all the words have the same root. In Sentence (b) the word is in its base form (root)/does not refer to speed, whereas in the other utterances the words have a suffix (root+suffix)/are different forms of quick meaning fast.

5. a) The old man had a lot **to** say about his life.  
b) I'd really like **to** buy a new television – mine is not working as well as it used to.  
c) The cushion is too large **to** fit in that cover.  
d) I'm just going **to** the corner shop to get some milk.

Sentence (d) is different because: all the utterances contain 'to'. In Sentence (d) 'to' is a preposition, whereas in the other utterances it is part of the infinitive.

6. a) This course sounds **hard** – I don't think I will select it.  
b) I think that plant needs to be put in a much **larger** pot.  
c) The news spread **faster** than they imagined it would.  
d) The dress was **tighter** around the waist now that she had put on weight.

Sentence (a) is different because: all the utterances are adjectives. In Sentence (a) it is a regular adjective, whereas in the other utterances it is a comparative.

7. a) That book **comes out** next month.  
b) The comedian **took off** the politician convincingly.  
c) The car was a **write off** and had to be scrapped.  
d) The film **went on** for longer than we expected.

Sentence (c) is different because: all the utterances contain multi-word phrases. In Sentence (c) the multi-word phrase is a noun phrase, whereas in the other utterances it is a verb phrase/phrasal verb.

8. a) Do you think the weather **will be** good enough to visit in March?  
b) I **am visiting** my parents on Sunday.  
c) It looks like **it's going to rain**.  
d) I think she **will get** the job.

Sentence (b) is different because: all the utterances contain tenses to talk about the future. In Sentence (b) it is used to talk about personal plans, whereas in the other utterances it is used to make predictions.

9. a) The cat **scratched** the child as she walked by.
- b) The miners **had been trapped** underground for some days before they were rescued.
- c) The story **was leaked** to the media before the relatives found out the terrible news.
- d) The students **had been told** about the changes in the exam format before they sat for the exam.

Sentence (a) is different because: all the utterances contain examples of the a past tense. In Sentence (a) the verb is in the active, whereas in the other utterances the verb is in the passive.

10. a) I'm sure she would have told someone if **she had realised** the gravity of the situation.
- b) If **you had seen** the exhibition, you would have been impressed.
- c) **Had I known** how sensitive she is about the subject, I would not have mentioned it.
- d) The dog would not have damaged the chair if **she had stayed** with it.

Sentence (c) is different because: all the utterances contain the Past Perfect. In Sentence (c) the subject and the auxiliary verb are inverted, whereas in the other utterances subject + auxiliary verb + main verb is used.

## 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:

(0) We loved long walks when we where young.

were

1. The doctor **is usually visiting** his patients in the evenings.  
usually visits
2. The ironmonger removed the iron stick from the base with ease.  
correct
3. My things are just never **were** I put them whenever my sister is around.  
where

4. Even though the weather was terrible the group of friends still went camping.  
Even though the weather was terrible,
5. The parliamentary secretary needs to answer some questions **very rapid** on this.  
rapidly
6. This is the place where the body of a man **found** in a state of advanced decomposition.  
was found
7. The secretary checked the letter for any words which she may have **mispelt**.  
misspelt
8. Miss Marple **a fictional character created by Agatha Christie** is an elderly spinster acting as an amateur detective.  
, a fictional character created by Agatha Christie,
9. The boy's leg became trapped inside a **whole** which he slipped into on the construction site.  
hole
10. There is glass on the floor and the window pane is broken – the strong wind **should** have shattered the glass.  
must
11. The pollen in the air this spring is **effecting** many people suffering from respiratory health issues.  
affecting
12. Ask the children to clean **they're** shoes properly outside before they enter the house.  
their
13. What a mess! The **childrens** toys are all over the place.  
children's
14. If only it **has** not rained – the party was ruined.  
had
15. Will you get **by** with your homework? You will never finish at this rate.  
on
16. She blows hot and **freezing** – I really don't know where I stand with her.  
cold
17. I think it would be really beneficial if you took **to** a sport.  
up

18. What contributed to his downfall was a sense of conceitfulness of his own superior knowledge.  
conceit

19. The concept was far to complicated for the beginner students to grasp.  
too

20. What profit does he expect to lose from this exercise?  
achieve/gain/get/make

## 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.

Example

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

DIGEST

1. My rent is 700 euro a month inclusive of all amenities and bills.

INCLUDE

2. The hotel in Rome was nothing to write home about but its location was fantastic.

LOCATE

3. I seem to have misaid my mobile phone. I can't find it anywhere.

LAY

4. Your sarcastic remarks were uncalled for.

SARCASM

5. I can't see my personal financial situation improving in the foreseeable future.

SEE

6. Following the 2016 earthquake in central Italy, thousands of people are still living in misery.

MISERABLE



7. We weren't able to reach a final consensus on the matter owing to a number of serious disagreements.

AGREE

8. The main weakness in your essay was the complete lack of original ideas.

WEAK

9. She really can't say with any certainly that the project is going to work.

CERTAIN

10. We can't find any skilled labourers for the job. There seems to be a shortage at the moment.

SHORT

### 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.

1.	major/well-known/ large/charitable/charity	2.	register/queue/apply
3.	regardless/irrespective	4.	holders
5.	receiving/obtaining	6.	criticised/condemned/questioned/ opposed
7.	basis/merits/strengths	8.	allowed/eligible
9.	surplus/unsold/unwanted	10.	date

## Section D – Sentence Transformation (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. The accused was driving the car erratically, the police confirmed.

**BEING**

The police confirmed that the car was being driven erratically.

2. Anytime you see Anne ask her about her new job.

**HAPPEN**

If you happen to see Anne, ask her about her new job.

3. The open air concert will be postponed if it keeps raining.

**LEAD**

Further rain could lead to the postponement of the concert.

4. I really can't understand why she can't finish the project on time.

**BAFFLED**

I am really baffled as to why she can't finish the project on time.

5. Whatever happens, don't let anyone into the school without proper identity.

**CIRCUMSTANCES**

Under no circumstances should you allow anyone into the school without proper identity.

6. As soon as she arrived at the bar, a fight started.

**SOONER**

No sooner had she arrived than a fight broke out in the bar.

7. You're not a bad teacher Tim, but I don't think it is a very suitable job for you.

**CUT**

I just don't think you are cut out to be a teacher.

8. "I can't accept what my boss said about me," said Faye.

**OBJECTED**

Faye objected to what the boss said about her.

9. If you really want to spend the whole night partying, there's nothing I can do.

**INSIST**

If you insist on partying the whole night, there's nothing I can do.

10. The shop was closed for 3 months while they decorated it.

**DONE**

While it was being done up, the shop was closed for 3 months.