

Part 1 - Language Description, Sensitivity and Awareness
Section A - Language Terminology (40 marks)

1 c

2 b

3 c

4 d

5 d

6 c

7 a

8 a

9 b

10 b

11 b

12 a

13 b

14 a

15 d

16 c

17 a

18 a

19 a

20 c

Section B—Primary Stress Identification (15 marks)

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

1. intelle <u>ct</u> ual	2. di <u>s</u> aster	3. <u>fee</u> dback	4. malnutri <u>ti</u> on	5. <u>a</u> ppetite
6. ever <u>l</u> asting	7. <u>l</u> ibrary	8. libr <u>a</u> rian	9. photoco <u>p</u> iable	10. depo <u>s</u> it
11. unbeli <u>e</u> vable	12. <u>a</u> ubergine	13. <u>to</u> rrent	14. torren <u>t</u> ial	15. with <u>d</u> raw

Section C—Transcription of Phonemic Script into Normal Spelling

(5 marks)

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

1. / ədʒendə / _____ agenda
2. / ɪntərəʃən / _____ interruption
3. / dɪskʌʃən / _____ discussion
4. / ɑːɡjʊment/ _____ argument
5. / mɪnɪts / _____ minutes

Section D- Transcription into Phonemic Script (10 marks)

1. contract _____/kɒntrækt/_____
2. employment ____/emplɔɪment/ or /ɪmplɔɪment/____
3. wage _____/weɪdʒ/_____
4. workplace _____/wɜːkpleɪs/_____
5. bonus _____/bəʊnəs/_____

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) The vase, **made** in China in the 4th century, is very valuable.
- (b) The employees read the email **sent** by the manager.
- (c) Her mother **collapsed** when she heard the news.
- (d) Essays **handed** in late will not be accepted.

Sentence (c) is different because: In all four utterances, the words in bold are in a past tense form. In 'c' the verb is the past simple and is finite whereas in all the other utterances the verbs are in the past participle as part of a reduced clause and are non-finite.

2. (a) A lack of sun can have negative effects on **one's** health.
- (b) Her **brother's** meeting her in London.
- (c) **That's** the person I told you about.
- (d) Simon says he often feels **he's** being watched.

Sentence (a) is different because: In all four utterances, the words in bold include an 's'. In 'a' it is an example of the possessive 's', whereas in all the other utterances the 's' is a contraction of 'is'.

3. (a) The **cupboard** looks good in that corner.
- (b) The boy shot the **football** through the window.
- (c) The novel was about the goings on in a dark virtual **underworld** on the internet.
- (d) This herbal **toothpaste** is good for sensitive teeth.

Sentence (c) is different because: In all four utterances, the words in bold are compound words. In 'c' the compound word is made up of a preposition and noun, whereas in all the other utterances the compound words are made up of nouns.

4. (a) He could not use his car, **so** he went by bus instead.
- (b) **When** she arrived, the party had already started to die down.
- (c) She is interested in Spanish history **because** her maternal grandparents come from Spain.
- (d) They will have to sign the register **before** they leave.

Sentence (a) is different because: In all four utterances, the words in bold are clauses with a conjunction. In 'a' the clause is coordinating, whereas in all the other utterances they are subordinating clauses.

5. (a) The waitress **dropped** a tray full of glasses on the floor.
- (b) The couple **arrived** without any fanfare.
- (c) I had such a terrible fright when she **screamed**.
- (d) The horse **galloped** off into the distance.

Sentence (a) is different because: In all four utterances, the sections in bold are verbs in the past simple. In 'a' the verb is transitive, whereas in all the other utterances the verbs are intransitive.

6. (a) I'll **have graduated** by this time next year.
- (b) We can just about make it - the concert **won't have started** yet.
- (c) **They won't have completed** the tasks by the deadline.
- (d) I bet you **she'd have found** a solution if she'd had the assistance.

Sentence (d) is different because: In all four utterances the phrases in bold are in the perfect aspect. In 'd' the tense is the hypothetical perfect form that makes up the result clause in the third conditional, whereas in all the other utterances the tense is the future perfect.

7. (a) She has taken it away from **you**.
(b) They have sent **it** to me.
(c) I have already sent **him** the package
(d) He has given **her** the ring.

Sentence (b) is different because: In all four utterances the words in bold are object pronouns. In 'b' the object pronoun is direct, whereas in all the other utterances the object pronouns are indirect.

8. (a) **She is painting** all the rooms in her flat different shades of blue.
(b) **We are renting** a flat until our house is ready to move into.
(c) **He is always picking** an argument with me.
(d) **They are sightseeing** in Valletta if you want to catch up with them.

Sentence (c) is different because: In all four utterances the phrases in bold are in the present continuous form. In 'c' the utterance expresses an irritating habit whereas in all the other utterances the clauses are in the present continuous and describe a temporary situation.

9. (a) **Drinking** too much coffee is not recommended.
(b) The soldier on duty is **standing** very still.
(c) I don't think **dieting** too frequently can be good for your health.
(d) They say that **listening** to loud music too frequently can damage your hearing.

Sentence (b) is different because: In all four utterances the words in bold are in the '-ing' form. In 'b' the word is the present participle and makes up a continuous tense, whereas in all the other utterances the words are in the gerund.

10. (a) The robber **backed out of** the room with his gun pointed at the owner.
- (b) The nurse **checked on** the progress of the patient every two hours after surgery.
- (c) The child **came down with** a cold within the first week of being at kindergarten.
- (d) The company **carried over** her remaining leave to the following year.

Sentence (d) is different because: In all four utterances the words in bold are phrasal verbs. In 'd' the phrasal verb is separable, whereas in all the other utterances the phrasal verbs are inseparable.

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)

when we **where** young.

We loved long walks

Were

We loved long walks when we were young.

1. Racing motorists have to go through an annual rigorous training programme to prevent this kind off accident.

of

2. We are convinced that the right kind of person could be dissuaded to take on the role of party leader.

persuaded / encouraged / convinced

3. Had the ambulance came sooner, the injured victim may have been saved.

come

4. You turn over the test paper now and start writing please!

(no word)

5. He was working as a doctor for about twenty years when he decided to go back to university and take up law.

had been

6. My grandfather always told me that I would not get anywhere in life with having made some sort of effort.

without

7. The story, which the reader brought to life through animated gesture and vocal variance enthralled the children.

which the reader brought to life through animated gesture and vocal variance, **or**

which the reader brought to life through animated gesture and vocal variance

8. I wonder whether you might be interested in writing a peace about learning English in Malta for our newsletter.

piece

9. Hers is an interesting story and well worth to take the time to listen to it.

taking

10. I'm not sure, but I think it was 15 years since I last saw him.

's been / has been

11. Do you know whether it will rain within the next few days?

whether

12. They agreed that if there was not several interest, the concept would not be able to take off.

enough / a lot of / substantial / much / any

13. The more novel feature of this contract is the possibility for the tenant to choose their preferred method of payment – monthly, or every two or three months.

most

14. Each member in the group listened to each another and offered words of comfort.

one another / each other

15. The artificial ski slope was erected in a green area on the outbound of the city.

outskirts

16. I'm afraid it is absolutely warm in this room because the air-conditioner has unfortunately broken down and the windows do not open.

very warm / quite warm / rather warm / absolutely boiling

17. There is no sign of Sam anywhere, and his car is not here either – he shall have gone out.

must

18. Whenever the old man thinks back on those events in his life, he stares into space and his eyes moisten over.

correct

19. Marvin, an aspiring graphic artist, is taking a traditional art course this semester so as learning more about colour.

to learn

20. Haven't you been introduced to Harry Rohm – the person who is responsible for the project – at the opening event?

weren't you / were you not

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 removal/moving of the 200-year old tree to make way for new parking places in the village square caused considerable controversy.

MOVE

2. The recent shipment of IT hardware contained a number of faulty items.

SHIP

3. It seems dogs can hear sounds which are inaudible to human beings.

AUDIBLE

4. The explorers were devastated when they realised that the oasis was only an illusion.

ILLUDE

5. What she finds particularly offensive is his arrogant manner.

OFFEND

6. Your involvement in this delicate manner would be unwise: stay out of it!

INVOLVE

7. The young singer made an enormous impression on all of us.

IMPRESS

8. Pablo Picasso's artistic creations have affected all painters who came after him.

CREATE

9. The use of certain harmful pesticides is going to be banned.

10. The chances of our successfully replacing the tenor for the coming concert this weekend are virtually non-existent.

VIRTUAL

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.	news/tragedy/disappearance	2.	drowned/dead/missing
3.	Refused	4.	case/instance
5.	slim/remote	6.	criminal/complex/organised
7.	survivors/witnesses	8.	passage/journey/voyage/trip/crossing
9.	switching/changing	10.	complex/difficult/complicated/fragmented/intricate

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. Your comment during the meeting was completely irrelevant and mistimed.

PLACE

Your comment during the meeting was out of place.

2. The lecture was boring and too difficult for the listeners.

HEAD

The boring lecture **went over the listeners' heads.**

3. Tom has a better attitude to his studies now that his teacher has spoken to him.

IMPROVED

Tom's attitude to his studies **improved thanks to/improved after being spoken to by** his teacher.

4. It was very difficult to climb to the top of the bridge on the ladder.

TASK

Climbing to the top of the bridge on the ladder **was no easy task.**

5. Hundreds of people had to leave their homes after the seasonal floods.

DRIVEN

Hundreds of people **were driven out of their homes** after the seasonal floods.

6. Ann managed to keep her sense of humour although she was in a difficult situation.

DESPITE

Ann managed to keep her sense of humour **despite the fact that she was** in a difficult situation.

7. John's resemblance to my grandfather surprised me.

STRUCK

I **was struck by** John's resemblance to my grandfather.

8. Unwanted tasks are always done by the new recruits.

DONKEY

It's always the new recruits who have to **do the donkey work.**

9. Completing this project requires you to work with a partner.

CARRY

You have to work with a partner in order **to carry out** this project.

10. Phoning him is useless: he's certain to have left by now.

POINT

It's pointless phoning/ There's no point in him; he's certain to have left by now.

