

NAME ..... INDEX NUMBER .....

**English as a Foreign Language**

**Schools' Monitoring Board**

**English Language Examination for EFL Teachers**

**November 2008**

**Time 3 hours**

**FOR EXAMINERS' USE ONLY**

Section A	Section B	Section C	Section D	Total
/100	/100	/100	/100	/100

## Section A: Language Description

### PART 1 (60 marks)

Read the extract below and circle the correct answers to questions 1-20.

*Bail-out for British Banks* Adapted from a Report by Ralph Gowling

BBC Internet News Friday 10th October

5 In recent days the world **has been hit** by an unprecedented wave of turmoil in the financial markets that **is threatening** the global economy with a crisis that is as bad as (or perhaps even worse than) the Crash of 1929. People are angry and **rightly** so. Many are posing the question of how such a catastrophic situation **had not been anticipated** and nipped in the bud much earlier, before it could spin so badly out of control.

In the wake of the global financial crisis, **which is causing untold hardship and aggravation for millions of people worldwide**, Gordon Brown, Britain's Prime Minister, said **that other governments should follow Britain** in putting money into **struggling** banks and offering guarantees worth hundreds of billions to persuade banks to start lending to each other.

10 "The stability and restructuring programme for Britain that we **announced** this week is the first to address **at one and the same time** the three essential components of a modern banking system -- **sufficient** liquidity, funding and capital," he said.

"**But** because this is a global problem, it requires a global solution."

15 Brown proposed that after this week's G7 and IMF meetings there **should** be a **leaders'** meeting in which we must lay down the principles and the new policies for restructuring **our** banking and financial system **all around the globe**."

He called for governments to adopt cross-border rules on transparency and the **highest** standards of conduct to guard against **irresponsible** risk-taking.

20 A new system of supervision should also be introduced to cope with the huge flows of capital between financial institutions, he said.

"The old solutions of yesterday will not serve us well for the challenges of today and tomorrow. So we must leave behind outworn dogmas and embrace new solutions," said Brown.

25 "So as we reform our financial system we should encourage hard work, effort, enterprise and responsible risk-taking -- qualities **that markets need to ensure**, so that the rewards that flow are seen to be fair," he said.

"But when risk-taking crosses the line between the responsible entrepreneurship we want to celebrate and irresponsible risk-taking, then we have to take action to see that money works in the public interest."

30 Brown said national systems of supervision were simply inadequate to cope with the huge cross-continental flows of capital in today's new, ever more **interdependent** world.

"I know that the largest financial institutions will welcome the proposed colleges of cross-border supervisors that should be introduced immediately," he said.

"The Financial Stability Forum and a reformed International Monetary Fund should play their part not just in crisis resolution but also in crisis prevention.

1. The verb phrase has been hit in line 1 is an example of:

- |                             |                              |
|-----------------------------|------------------------------|
| a. The Simple Present Tense | b. The Present Perfect Tense |
| b. The Simple Past Tense    | d. The Past Perfect Tense    |

2. The verb phrase is threatening in line 2 is an example of an action:

- |                    |                       |
|--------------------|-----------------------|
| a. Happening now   | b. Has been happening |
| c. About to happen | d. Has happened       |

3. The word rightly in line 3 can be described as:

- |                             |                              |
|-----------------------------|------------------------------|
| a. An adverbial intensifier | b. An adjectival intensifier |
| c. An adverb                | d. An adjective              |

4. The verb phrase had not been anticipated in line 4 is an example of:

- |                              |                             |
|------------------------------|-----------------------------|
| a. The Present perfect Tense | b. The Past Perfect Tense   |
| c. The Simple Past Tense     | d. The Future Perfect Tense |

5. The utterance which is causing untold .....worldwide in lines 6-7 described as:

- a. A non-defining relative clause
- b. A defining relative clause
- c. A relative phrase
- d. A simple clause

6. The clause that other governments should follow Britain in lines 7-8 is an example of:

- a. Direct speech
- b. Reported speech
- c. Relative clause
- d. Adjectival phrase

7. The word struggling in line 8 can be described as :

- a. Gerund
- b. Verb in the infinitive form
- c. Present Continuous Tense
- d. Adverb

8. The verb announced in line 10 is in what tense?

- a. The Simple Past
- b. The Simple Present
- c. The Future
- d. The Past Perfect

9. The phrase at one and the same time in line 11 is an example of:

- a. An adjectival phrase of place
- b. An adverbial phrase of place
- c. An adverbial phrase of time
- d. An adjectival phrase of time

10. What part of speech is the word sufficient in line 12?

- a. Adverb
- b. Noun
- c. Adjective
- d. Article

**11. The But in line 13 is an example of:**

- a. Conditional
- b. Conjunction
- c. Determiner
- d. Article

**12. The word should in line 14 can be described as:**

- a. A transitive verb
- b. A modal verb of obligation
- c. A modal verb of suggestion
- d. An intransitive verb

**13. The apostrophe after the “s” in leaders’ in line 14 denotes:**

- a. A plural
- b. The verb ‘is’
- c. The verb ‘has’
- d. Possession

**14. What part of speech is the word our in line 15 ?**

- a. A personal pronoun
- b. An object pronoun
- c. An adjective pronoun
- d. A possessive pronoun

**15. The phrase all around the globe in line 16 is:**

- a. An adverbial phrase of place
- b. An adjectival phrase of place
- c. A prepositional phrase
- d. A descriptive phrase

**16. The word highest in line 17 denotes:**

- a. A comparative adjective
- b. A comparative adverb
- c. A superlative adjective
- d. A superlative adverb

**17. What do we call the “ir” in the word irresponsible in line 18?**

- a. An affix
- b. A suffix
- c. A prefix
- d. An infix

**18. How can we describe the utterance that markets need to ensure in line 24?**

- a. A non-defining relative phrase
- b. A defining relative clause
- c. A non-defining relative clause
- d. An adverbial phrase

**19. The function of the ‘in’, in the word inadequate (line 39) makes the word:**

- a. A homonym
- b. A homophone
- c. An antonym
- d. A synonym.

**20. How many meaningful parts (morphemes) are there in the word interdependent in line 30?**

- a. 2
- b. 3
- c. 1
- d. 4

**Part 2 (10 marks)**

Underline the syllable that is normally stressed in each of the following words. The Part of Speech is indicated in brackets below each word.

**EXAMPLE:** example

pretend (V)	opinion (N)	educate (V)	foundation (N)	presidency (N)
envelop (N)	pleasantly (Adv)	reform (V)	sensation (N)	incongruent (Adj)

**Part 3 (10 marks)**

Write out these phonemic transcriptions in normal spelling.

1. /pɪktʃə/.....	2. /ɒntʊrə:ʒ/ .....
3. /nætʃərl/.....	4. /dentʃəz/ .....
5. /levl/ .....	6. /kənvɪkt/ .....
7. /heɪstɪ/ .....	8. /bjʊ:gl/ .....
9. /hɑ:nəs/ .....	10. /æŋgrɪlɪ/ .....

**Part 4 (20 marks)**

**Write out these words in phonemic script.**

**For example:**      /hɛə/ = hair

Choose from these symbols:

iː   ɪ   ʊ   uː   ɪə   eɪ  
 e   ə   ɜː   ɔː   ʊə   ɔɪ   əʊ  
 æ   ʌ   aɪ   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. Cough   | _____ | 2. Late     | _____ |
| 3. Tedious | _____ | 4. Thought  | _____ |
| 5. Jump    | _____ | 6. Supper   | _____ |
| 7. Father  | _____ | 8. Margin   | _____ |
| 9. Reveal  | _____ | 10. Singing | _____ |

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Part One	Part Two	Part Three	Part Four	Total
/60	/10	/10	/20	/100

**Section B: Language Sensitivity and Awareness**

**Part 1 (40 Marks)**

Decide which of the following sentences in each set is the odd one out, and explain why it is different. The difference may be in meaning or in form. An example has been done for you.

**Example**

- a) I'd finished by the time she arrived.
- b) She'd performed very well in the show so we all clapped.
- c) I'd do it again any time.
- d) They'd forgotten all about it.

Sentence C is the odd one out because "d" in sentence C is the contracted form of would whereas in the other sentences it stands for 'had' and forms the past perfect tense.

- a) We are used to waking up at that time.
- b) I am not used to driving on the left.
- c) She used to be a vegetarian.
- d) Living in Malta is very different to my country but I am used to it now.

Sentence \_\_\_\_ is the odd one out because.....  
.....

- a) If I were you I'd tell him immediately.
- b) They would hand the passport to the police if they found it.
- c) I would give you a lift if I had a car.
- d) If I win the lottery I'll buy you a boat.

Sentence \_\_\_\_ is the odd one out because.....  
.....

- a) I've decided to have my house painted.
- b) Have you had your hair cut recently?
- c) I have cooked dinner for everyone so please come and sit down.
- d) The landlady has had the keys delivered.

Sentence \_\_\_\_ is the odd one out because.....  
.....

- a) Do you remember visiting that lovely restaurant last year?
- b) Remember to lock the door when you leave the house.
- c) I remember meeting you before.
- d) Do you remember saying hello to him at the party?

Sentence \_\_\_\_ is the odd one out because.....

.....

- a) It's my book.
- b) It's gone.
- c) It's finished.
- d) It's ringing.

Sentence \_\_\_\_ is the odd one out because .....

.....

- a) Where were you last night ?
- b) There were a lot of cats in the garden.
- c) If I were you I wouldn't try.
- d) They were very much in love.

Sentence \_\_\_\_ is the odd one out because .....

.....

- a) That must be the postman at the door.
- b) He looks nice he must be our teacher.
- c) There is no way we will agree to that - she must be joking !
- d) You must attach a covering letter along with your CV.

Sentence \_\_\_\_ is the odd one out because .....

.....

- a) They are leaving early.
- b) Everyone knows that running is good for you.
- c) I am shopping at the moment.
- d) I'm working on a new project.

Sentence \_\_\_\_ is the odd one out because .....

.....

- a) Don't forget we are having lunch at one pm.
- b) I am meeting him later on today.
- c) They are getting married on Tuesday.
- d) I am thinking of you.

Sentence \_\_\_\_ is the odd one out because .....

.....

- a) He usually meets me after work on Tuesdays.
- b) Meet me tomorrow at 7 O'clock.
- c) I meet my clients on a regular basis.
- d) They meet at the beach every day in the summer time.

Sentence \_\_\_\_ is the odd one out because .....

.....

## Part 2 (40 Marks)

Read the article below and fill in the gaps with one word only.

### Shakespearean Theatre Possibly Found in London

*Adapted from an article by Jennifer Quinn, Associated Press*

Aug. 7, 2008

The theatre where "The Merchant of Venice" and "Romeo and Juliet" likely debuted and where William Shakespeare himself may have trodden the boards has probably been discovered in East London.

The foundations of what is ..... as simply, The Theatre, were unearthed .....builders excavating the site of a vacant garage for another structure. London Museum archaeologists were called to the .....to make sure nothing was destroyed and had a "Eureka" moment! Archaeologists ..... known for a long time that there was a high..... of The Theatre being on this .....site but there are no maps that show .....location, no images to show what it .....have looked like, and only a ..... description of it.

"It's in the right ....., it's at the right angle to be a polygonal  
said Jo Lyon, a senior archaeologist at the museum. "It's a pretty high possibility."

The ..... discovery of The Theatre, built in 1576  
.....the set of open-air theatres where the Bard's plays were  
..... The Rose theatre's location was discovered in 1989 in Bankside  
just south .....the River Thames in central London and the Globe  
theatre is nearby. A replica of the Globe was built on a site .....to the  
original and opened in 1997.

"The first thing I want to know about it is what the foundations can tell us about  
.....architecture," Martin Wiggins a fellow at the Shakespeare Institute  
in Birmingham said. "How big was it? How does it .....with the other  
theatres? " Wiggins believes that an understanding of what the theatre looked like  
.....help Shakespearean scholars understand more about this period  
in the playwright's history. "The size of the theatre will have an impact on the way the play is  
written" he said.

Lyon said it's unlikely The Theatre's complete foundations .....ever be  
fully excavated, but her team intends .....examine them further.  
Fittingly, a new theatre is being built on the site, ensuring the foundations below are protected.

**Part 3 (20 marks)**

**Read the following text and identify and correct any mistakes in punctuation, spelling, grammar or lexis. Each line has one mistake. Underline the mistake and write the correction in the margin.**

A recent pole set out to discover the top ten driving tunes favoured by	
motorists while driving their cars. Bohemian Rhapsody turned in to be	
the winner, written by a rock band Queen. This heads the list of	
similarly rousing numbers from the era of heavy rock music. Such	

ear- punching anthems have psychologists shaking their heads – not in	
time to the music but in dismay. This sort of music, they warn, can causing	
aggressive driving. Armies used to playing martial drums to stir	
their troops into battle and the effect works in traffic too. If you hear	
pounding music which make you want to drive forward, when all you	
can see is the back bumper of the car in front it is quite like to raise	
both your blood pressure and your frustration levels. In other words	
when you are out on the open road, fastly music is going to make you	
want to drive faster. Its also going to make you more aggressive and	
that's probably going to mean that you're tempted to make more risks.	
These arguments are supported at earlier research	
which examined the performance of young people aged between	
17 and 25. The report concluded that unsafe drivers in this aging group	
is more likely to go for up-tempo music with a heavy bass. There was	
also evidance that loud music played in a confined space,	
such as a car, could have the effect of blanking in the part of the brain	
witch performs logical reasoning.	

## FOR EXAMINERS' USE ONLY

Part One	Part Two	Part Three	Total
/40	/40	/20	/100

## SECTION C: Language in Context

### Part 1 (12 marks)

Number the following utterances in each group according to level of formality, 1 being the most formal, and 3 the least.

a) Introducing yourself

- \_\_\_ Lara Tide.
- \_\_\_ Hello, Lara Tide. I'm the owner of this web site.
- \_\_\_ How do you do? My name is Mrs Tide.

b) Introducing others

- \_\_\_ Sam, I'd like you to meet John Smith, our salesman. John, this is Sam Hirst.
- \_\_\_ Mr Cassford, may I introduce my boss, Mr Smith.
- \_\_\_ Patrick, meet John, my husband. John, this is my teammate, Patrick.

c) Responding to an introduction

- \_\_\_ Hi, Lynne. How are you?
- \_\_\_ Pleased to meet you Mrs Hand.
- \_\_\_ Pleased to meet you Lynne.

d) On Leaving

- \_\_\_ Goodbye. It's a pleasure to have met you.
- \_\_\_ Goodbye. Nice to have met you.
- \_\_\_ Bye. It was nice to meet you.

### Part 2 (22 marks)

Replace the following colloquial words shown in bold with a word or phrase that is similar in meaning.

Patrick and Sue live together and one evening Patrick looked inside the fridge and shook his head, then opened one of the kitchen drawers and shook his head again.

"We're completely out of **bevvies** (1) and **ciggies** (2)" he complained.

"Well, go out and get some", Sue answered.

"But I'm **knackered** (3) and was hoping to get some **kip** (4)", Patrick pleaded. "And in any case, I haven't got any **dosh** (5)."

"Maybe the store will accept **plastic** (6), unless you're **maxed out** (7)." Sue paused to think for a second, her face clouding over. "Oh, of course, this is what this is all about. You're **skint** (8), aren't you? Honestly, I don't know where your money goes, you seem to spend it faster than you earn it."

“Why are you giving me all this **aggro** (9)? With you it’s nag, nag, nag, all the time. Give me a break will you? You take the fun out of life with your constant **nagging** (10)”. Patrick spoke the words in irritation.

“Look, why don’t you sit down and watch some **footie** (11) then we’ll both go out to the shops together”.

1) .....	2) .....
3) .....	4) .....
5) .....	6) .....
7) .....	8) .....
9) .....	10).....
11) .....	

### Part 3 (24 marks)

Replace the following informal sentences with ones that sound more formal. Pay particular attention to the underlined parts.

INFORMAL	FORMAL
0. It was a <u>pushover</u> .	<i>It was an easy win.</i>
1. <u>I’m so fed up with</u> this situation.	
2. The lecture room is usually <u>jam-packed</u> .	
3. <u>I can’t wait to hear from you!</u>	
4. I’ve been <u>kicked out of</u> the course.	
5. <u>I don’t give a damn about</u> the course anyway.	
6. <u>Don’t phone us we’ll phone you.</u>	

7. <u>Time for a cuppa.</u>	
8. <u>Let me know what you think.</u>	
9. <u>I could murder</u> a coffee right now.	
10. <u>Stop stuffing your face, will you?</u>	
11. You need to get the patient's <u>go-ahead</u> before doing those tests.	
12. The experiment was <u>a flop</u> .	

#### Part 4 (24 marks)

Complete the following sentences using a word/phrase that conveys a similar meaning to the underlined idiomatic expression.

0. She told all and sundry about her operation. .... *everyone*.....
1. Karl was up studying all night. I think that's a bit much. .....
2. That suit I bought was a real steal. .....
3. The pianist's performance today was above par. .....
4. The new tariffs are tough and they should be applied across the board.  
.....
5. Sharing a flat with Tom is difficult – he's all over the place. .....
6. Brenda's project went down like a lead balloon. .....
7. All our plans have been put on ice. .....
8. I like Ken, he's always on the level with me. .....
9. I ordered the new office furniture on the boss's say-so. .....
10. Ben thinks my new plasma TV fell off the back of a lorry. .....
11. He's not the sharpest knife in the drawer, is he? .....
12. Everyone has disappeared and left me to carry the can! .....

**Part 5 (18 marks)**

This letter contains some vocabulary which is either not formal enough or ungrammatical. Replace the underlined words with more appropriate ones in the box below.

Dear Sir/Madam,

I am writing this letter to ask the stopping of my credit card. The card is a Gold Card with the number: 1234 5678 1234 5678 open until January 2009. The reason is that I am living in the UK for the coming future, and will not be using the credit card, and do not wish to get the annual fee.

If there is any other information you want, please do not wait to contact me at the email address below.

I look forward to hear from you.

Best wishes,

Jane Borg  
[jab@swz.swz](mailto:jab@swz.swz)

ask	
stopping	
open	
coming	
get	
want	
wait	
hear	
best wishes	

Part One	Part Two	Part Three	Part Four	Part Five	Total
/12	/22	/24	/24	/18	/100

## SECTION D: Writing

In this section, candidates are required to complete TWO writing tasks. Part A (20 marks) is compulsory for ALL candidates. In Part B (70 marks) candidates answer ONE question from a choice of two.

Marks will be awarded for style, vocabulary, grammar, syntax, paragraphing, layout, spelling and punctuation.

**PART A** The following question must be answered by ALL candidates.  
Write between 100 and 120 words.  
Candidates are advised NOT to exceed the word limit.

1. You work for a modern language school as an English language teacher. Write an email to your Director of Studies (employer) recommending a friend as a potential EFL teacher. Give reasons for your recommendation.

**PART B** Choose ONE of the following.  
Write between 250- 300 words.  
Candidates are advised NOT to exceed the word limit.

1. You've just read a very interesting book. Write a review for publication in the Book Review section of a popular magazine.

**OR**

2. There is a proposal to convert a disused farmhouse in your neighbourhood into a disco. Write a letter to your Local Council strongly objecting to this development and stating your reasons why it should be stopped.

**DO NOT EXCEED THE WORD LIMIT**

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