

**NAME**

**INDEX NUMBER**

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**ENGLISH AS A FOREIGN LANGUAGE  
MONITORING BOARD**

**TELT**

**(Test for English Language Teachers)**

**17th November 2012**

**Time: 3 hours**

**N.B. Use blue or black ink pens and do not write in pencil.**

FOR EXAMINERS' USE ONLY

<u>Part 1 Total Marks</u>	<u>Part 2 Total Marks</u>	<u>Grand Total %</u>

## 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.

#### **Sometimes a nudge from the government is just not enough**

Governments have traditionally used a combination of three kinds of tool to get us to do the right thing: legislation, financial **carrots or sticks**, and education. There are big success stories in government attempts to change the behaviour of the population as a whole. Sixty years ago nearly three quarters of us were smokers, today it is less than a quarter. When seat belts **were introduced** we were reluctant to wear **them**, but now we do so without thinking. It used to be normal to drink and drive, but the **roadside** breathalyser and penalties **have changed** our attitudes and behaviour.

But in recent years a new fashion has emerged, drawing on research in behavioural sciences, especially in psychology, behavioural economics and behavioural biology. The central idea is that many of our moment-to-moment decisions are made on autopilot, without much conscious reflection. By tapping into our semi-automatic **decision-making**, we can be **subtly** persuaded to change our behaviour and **do** the right thing.

**Although nudging** is a relatively new idea, the notion of using insights from behavioural science to get people to do the right thing is not. More than 50 years ago **the American psychologist B F Skinner** wrote a Utopian novel, *Walden Two*, about a community in which everyone did the right thing as a result of "behavioural engineering". Many commentators were horrified at the implications of Skinner's vision for freedom of choice. Similar ethical questions **could** be asked about any measures that get us to change our behaviour by working through our subconscious.

But how useful is nudging for tackling society's **hardest** problems? It is one thing for marketers to persuade us **to buy** the latest gadget, this season's fashions, or a new beauty product. Here subtle psychological **loys are working** alongside our own wish for immediate gratification. It is quite another to persuade us to do things that have a long-term benefit to us, such as losing weight, or a benefit to future generations, such as reducing our **environmental** footprint.

When the House of Lords Science and Technology Select Committee looked into this last year, it concluded that soft approaches such as nudging are not, on their own, enough. The behavioural sciences **have** an important role to play, but our understanding of how to persuade people to change their behaviour is still **rudimentary**. In the mean time, tough problems will need tough action from government.

Adapted from: [guardian.co.uk](http://guardian.co.uk), Thursday 6 September 2012

1. **Carrots or sticks** in line 2 is an example of
  - (a) an idiom
  - (b) a proverb
  - (c) a synonym
  - (d) a simile
  
2. **were introduced** in line 4 is an example of the following tense
  - (a) the past perfect passive
  - (b) the past active
  - (c) the present perfect active
  - (d) the past passive
  
3. **them** in line 5 is an example of
  - (a) a subject pronoun
  - (b) a relative pronoun
  - (c) an object pronoun
  - (d) a demonstrative pronoun
  
4. **roadside** in line 6 is an example of
  - (a) noun used as adjective
  - (b) noun used as noun
  - (c) verb used as noun
  - (d) adjective used as noun
  
5. **have changed** in line 6 is an example of a verb in the
  - (a) present perfect continuous
  - (b) present perfect passive simple
  - (c) present perfect simple
  - (d) present perfect continuous passive
  
6. **decision-making** in line 10 is an example of
  - (a) a compound noun
  - (b) a collective noun
  - (c) a compound adjective
  - (d) a verb in the infinitive

7. **subtly** in line 10 is an example of

- (a) an adjective
- (b) an object
- (c) a pronoun
- (d) an adverb

8. **do** in line 10 is an example of

- (a) auxiliary verb
- (b) intransitive verb
- (c) transitive verb
- (d) modal verb

9. **although** in line 12 is an example of

- (a) conjunction
- (b) preposition
- (c) adjective
- (d) pronoun

10. **nudging** in line 12 is an example of

- (a) present continuous
- (b) present participle
- (c) present progressive
- (d) gerund

11. **the American psychologist B F Skinner** in line 13 is an example of

- (a) a noun phrase
- (b) an adjective phrase
- (c) a verb phrase
- (d) an adverb phrase

12. **could** in line 16 is an example of

- (a) a modal verb
- (b) an auxiliary verb
- (c) a main verb
- (d) a state verb

13. **hardest** in line 18 is an example of

- (a) a comparative adverb
- (b) a comparative adjective
- (c) a superlative adverb
- (d) a superlative adjective

**14. to buy** in line 19 is an example of

- (a) a bare infinitive
- (b) an infinitive
- (c) an imperative
- (d) a state verb

**15. The 's'** in "season's" in line 19 is an example of:

- (a) possession
- (b) contraction
- (c) abbreviation
- (d) a verb

**16. plays** in line 20 in relationship to 'tactics' is an example of

- (a) a homophone
- (b) an affix
- (c) a synonym
- (d) an antonym

**17. are working** in line 20 is an example of

- (a) past continuous
- (b) present continuous
- (c) present perfect continuous
- (d) future continuous

**18. environmental** in line 22 is an example of

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

**19. have** in line 25 is an example of

- (a) an auxiliary verb
- (b) a main verb
- (c) a modal verb
- (d) an intransitive verb

**20. rudimentary** in line 26 in relationship to 'sophisticated and advanced' is an example of

- (a) a homophone
- (b) a synonym
- (c) a hyponym
- (d) an antonym

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

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

1. declare	2. declaration	3. continent	4. continental	5. confectionery
6. spectacle	7. spectacular	8. serendipity	9. serenity	10. proficient
11. resident	12. residential	13. revolt (V)	14. revolution	15. conduct (N)

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

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

1. / ɪgzəˈmɪneɪʃəns / \_\_\_\_\_
2. / waɪtbɔːd / \_\_\_\_\_
3. / rɪvɪʒən / \_\_\_\_\_
4. / tɑːmtetɪbəl / \_\_\_\_\_
5. / juːnɪfɔːmz / \_\_\_\_\_

## 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. recession \_\_\_\_\_
2. economise \_\_\_\_\_
3. unemployment \_\_\_\_\_
4. queues \_\_\_\_\_
5. salary \_\_\_\_\_

## 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) It's a long time **since** I last saw you.
- b) She has been ecstatic **since** the phone rang.
- c) She's been writing that book **since** she was in her twenties.
- d) **Since** he was going to Rome, he decided to read something about it.

*Sentence ( **d** ) is different because: 'Since' is found in all utterances. 'D' is different because whereas all the others refer to a starting point, in 'd', 'since' means 'because'.*

1. (a) Tom's **got** three boys and a girl.
- (b) We must **get** going or we won't make it on time.
- (c) **Get** a grip and compose yourself - you're no help at all like this!
- (d) They **got** married in New York!

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

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2. (a) It **could have** been the answer to all her problems.
- (b) We **could have** something to eat when we get there.
- (c) He **could have** told us there and then, rather than stringing us along like this.
- (d) They **could have** broken all the rules and nobody would have said anything.

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

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3. (a) Caroline's got a twin sister in America.  
(b) Alison's been having terrible headaches.  
(c) She's getting engaged in autumn.  
(d) He's lost both parents within two months of each other!

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

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4. (a) It's been **said** that there has never been anything like it.  
(b) When was it **said**?  
(c) He was **said** to have been an absolute disaster when it came to relationships.  
(d) They **said** it was going to be a good season for winter sports last year.

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

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5. (a) The boss can't see you right now - he **is talking** to someone else.  
(b) She **is meeting** me next week.  
(c) Hurry up, the students **are waiting** for you!  
(d) The latest market forecasts show that the economic situation **is improving**.

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

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6. (a) Chinese people **have** a wonderful food tradition.  
 (b) Anna's Spanish **has** really improved since she moved to Barcelona.  
 (c) Recently, schools **have** become more interested in arts education.  
 (d) Sean **has** grown really tall since the last time I saw him.

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

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7. (a) There **will** be trouble when the truth comes out.  
 (b) **Will** you give me Tim's email address please?  
 (c) I **will** meet him at eight p.m.  
 (d) Fine, we **will** see you tomorrow.

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

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8. (a) **As** she was driving to work, she saw the sun rise.  
 (b) **As** the boat was pulling into the dock, the man threw the rope.  
 (c) **As** I was feeling cold, I put the heater on.  
 (d) The telephone rang **as** he was leaving home.

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

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9. (a) Is there anything you want **to** say?  
 (b) I need you **to** help me with this.  
 (c) Can you go **to** the shops for me? I've run out of milk.  
 (d) Would you like **to** go to the concert?

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

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10. (a) **Remember** to lock the doors and the windows when you leave the house!  
 (b) **Turn** the key and the motor should start!  
 (c) Kindly **keep** to the stone path!  
 (d) Let's **sit** down and talk about it!

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:

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

Were

1. The bus is arriving at half past eight every day.

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2. If I could be anywhere right now, I will be in Madagascar.

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3. They would have drilled right through the wall, unless had he gone over and told them.

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4. I am living here for four years now and I have really grown to love it.

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5. Would you like a tea and biscuits?

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6. I'm picking the new executive up from the airport, but I don't know how he looks.

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7. Isn't that Mr Adamson who's son was at school with you?

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8. Had she not said anything, I would have been none the wiser.

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9. I often wonder whether they will ever see the error of their ways.

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10. I really cannot tell you nothing about anybody.

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11. If they had known what was going on, they would of stepped in and tried to handle the situation.

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12. Apparently, the teacher does not either correct the pupils when they make verbal mistakes in class, nor does she correct their written work.

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13. She noticed she lost her handbag when she arrived at the station.

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14. Their notice reads that they except all credit cards.

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15. In the old days, we would use to spend a lot of time together, playing cards or games, telling jokes and stories.

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16. Now that there has been a merger, how does this affect your position in the company?

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17. The boys are barefoot. Where are there socks and shoes?

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18. The president's wounds which he sustained in an assassination attempt are relatively superficial.

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19. Look at all sides of the situation, we can only assume that we are under threat.

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20. He's prepared a speech, hasn't he? What would he say?

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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 novel I'm reading right now is totally \_\_\_\_\_.  
**ABSORB**
2. Anne wore a \_\_\_\_\_ red dress for the party.  
**STUN**
3. You will only feel better when you learn to accept your \_\_\_\_\_.  
**LIMIT**
4. The \_\_\_\_\_ of the authorities to provide adequate storm warning is often condemned by the public.  
**FAIL**
5. Pulling the alarm for a joke was a particularly \_\_\_\_\_ thing to do.  
**IDIOT**
6. In \_\_\_\_\_ to losing their money, they also had their passports stolen.  
**ADD**
7. The \_\_\_\_\_ in today's paper talked about the dire economic forecasts looming ahead.  
**EDIT**
8. The main environmental problem in Brazil is the \_\_\_\_\_ of vast areas of rain forest to make way for roads and airfields.  
**DESTROY**
9. \_\_\_\_\_, nuclear energy may be defined as environmentally friendly because it does not use up fossil fuel.  
**ARGUE**
10. He agreed to your unfair demands simply to avoid an unpleasant \_\_\_\_\_.  
**CONFRONT**

## 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.

### This column will change your life: structured procrastination

**By Oliver Burkeman**

In 1995, the philosophy professor John Perry wrote an essay entitled *Procrastination*, about harnessing the power of procrastination to get things (0) done. Finally, he's got around to expanding it into a book. (1) \_\_\_\_\_ in the UK next month, it's called 'The Art Of Procrastination: A Guide To Effective Dawdling, Dallying..... and Postponing'. A word of (2) \_\_\_\_\_: readers of the online version of this column may be tempted to leave a comment saying "I was going to read this, but I decided to put it (3) \_\_\_\_\_ till later." Should you do so, I will personally come round and set fire to your house...I mean, when I can be bothered.

The gist of Perry's approach was encapsulated by the humorist Robert Benchley: "Anyone can do any amount of work, (4) \_\_\_\_\_ it isn't the work he's supposed to be doing at that moment." Perry recalls his time as a "resident fellow" at Stanford, when he'd put off grading essays to chat and play ping-pong with students – which made him a good resident fellow. Structured procrastination, he concedes, relies on self-deception. But then so do most productivity tricks; at least this one doesn't also rely on trying to (5) \_\_\_\_\_ out an ingrained personality trait, but on channelling it wisely instead.

The book takes this harnessing-your-flaws approach (6) \_\_\_\_\_. If you crave a sense of accomplishment, Perry notes, try adding to your to-do list (7) \_\_\_\_\_ you already do, so as to get the fillip of crossing them off. And he celebrates the wondrous phenomenon of Tasks That Just Go Away: delay on certain things and circumstances will (8) \_\_\_\_\_ them useless. Perry's approach touches on something that's missed by most psychologists: the rebellious urge underlying procrastination isn't always a bad thing. To (9) \_\_\_\_\_ doing what we want to get done seems flatly irrational....But at least it respects the existence of the urge. And it doesn't let you forget a truth that most productivity gurus ignore: that just because something found its way on to your to-do list, it doesn't necessarily (10) \_\_\_\_\_ that it needs to be done.

**7 September 2012**

**(adapted from The Guardian)**



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. Nigel would only speak English with his students.

**INSIST**

Nigel ..... with his students.

2. The price of petrol has increased a lot this year.

**SHARP**

There was a ..... of petrol this year.

3. Sarah saw the thief only for a second as he rushed past her window.

**CAUGHT**

Sarah ..... the thief only for a second as he rushed past her window.

4. 'Hi Dani.... Could you get some milk as you're coming home?'

**WAY**

'Hi Dani.... Could you get some milk .....?'

5. Everyone noticed that the Managing Director was absent.

**CONSPICUOUS**

The Managing Director was .....

6. Anne did not get on well with her new boss.

**TERMS**

Anne and her new boss .....

7. My mobile phone stopped ringing the moment I walked into my office.

**SOONER**

..... into my office than my mobile stopped ringing.

8. The shop must not be left unmanned at any time.

**ACCOUNT**

..... should the shop be left unmanned at any time.

9. The main door lock is broken but we're hoping our landlord will pay for a new one.

**FOOT**

The main door lock is broken but we're hoping our landlord will .....  
..... for a new one.

10. When May sold her flat for such a low price she was cheated.

**RIDE**

When May sold her car for such a low price she .....  
.....

## 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. The Planning Committee of your local council has caused considerable controversy recently by granting permission for a large waste recycling plant to be built on the outskirts of your town. Write to the council to express your concern about what they plan to do, explaining the effect the waste recycling plant would have on the community and the environment, and outlining what action you are prepared to take. Write your **letter**!
2. Your favourite bookshop has launched a writing competition as part of a drive encouraging local talent. You decide to submit a short story ending with the following sentence: 'He vowed that he would never take something which didn't belong to him again.' Write your **short story**.
3. You attended a conference at your school or college recently in which students discussed the factors they considered to be important in their future careers. Income, job prospects, job satisfaction and social life were among some of the points covered. Using these points or others you consider to be appropriate, **write a report** summarising their views and comment on what they reveal about the hopes and aspirations of young people in your country.
4. WET! WET! WET! You are a journalist and have been given the assignment to write **an article** covering the recent extreme storm conditions that the islands experienced.
5. The Gozo - Malta tunnel controversy..... **Blog** all about it! Write your opinion giving reasons why you are for or against it!

### Part 2 Marks

Section A	Section B	Section C	Section D	Section E	TOTAL