

NAME \_\_\_\_\_

INDEX NUMBER \_\_\_\_\_

English As A Foreign Language  
Schools Monitoring Board

English Language Examination for EFL Teachers

25<sup>th</sup> NOVEMBER 2006

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 ONE: Read this extract and then answer the questions that follow, by writing the correct letter in the box at the bottom. (60 MARKS)

From *The Guardian*.

In the 80's sleep was for **slackers**. Now it's the new status symbol. Angelique Chrisafis finds out why **everyone** who's anyone is getting the full eight hours.

### Dream on

- 1 Recently the Wall Street Journal called sleep the new status symbol.
- 2 At a time when most people complain that they stay at work too late,
- 3 it's now a sign of class to refuse to sacrifice your normal brain
- 4 function to the 24-hour industrial **beast**. Sleep snobs are dismissing the
- 5 late-nighters as daft.
- 6 "The four-hours-a-night fad was hype, lies and absolute nonsense,"
- 7 says Ruth Lea from the Institute of Directors. "Most directors average
- 8 eight hours. They get in at 9.30am, work very hard and go home.
- 9 Lately I have found that directors aren't complaining about sleep. They
- 10 are sensible, normal people who try to get as much as they need."
- 11 **But** there is a horrible smugness about the new **refreshed** executive. A
- 12 US anthropologist says that **showing** off about your eight hours is
- 13 **classic one-upmanship**. "There is an implication in the 'sleep-a-lot'
- 14 boast that you are so well organized and such a neat delegator that the
- 15 world can persist **adequately** even when you are comatose."
- 16 The eight-hours-a-night **brag** by directors would be brilliant **if it were**
- 17 **accompanied** by a nicer workplace which everyone left at 5 pm. But it
- 18 is not. If sleep is a status symbol, a class system **is emerging** in which
- 19 the **slumber-rich** snuggle down at the expense of their exhausted staff.
- 20 A specialist in shift-work **fatigue** says that there is evidence to suggest
- 21 that British workers are sleeping less than ever. Junior doctors still
- 22 regularly sleep four-hour nights. One headteacher admits to working
- 23 **until** 3 am and sleeping bolt upright in an armchair to ensure he wakes
- 24 up at seven. In stress-management workshops it **has been found** that
- 25 the average British office worker goes to bed at 11 and **wakes** at 3.30
- 26 am worrying about work.

- 1) How can the word “**slackers**” in the title be described in context?
  - a) negative connotation      b) positive connotation
  - c) a formal expression      d) archaic
- 2) What grammatical form is “**everyone**” in the title?
  - a) subject    b) direct object    c) transitive verb    d) indirect object
- 3) What is ‘s’ in “who’s anyone” in the title?
  - a) possessive    b) gerund    c) abbreviation    d) contraction
- 4) How does the word “**beast**” in line 4 relate to the word “beast” as in the phrase “a wild beast” (not in text)?
  - a) antonym    b) metaphor    c) abbreviation    d) contraction
- 5) What part of speech is “**But**” in line 11?
  - a) conjunction    b) qualifier    c) adverb    d) relative pronoun
- 6) What feature is “**-ness**” in “smugness” in line 11?
  - a) compound    b) preposition    c) prefix    d) suffix
- 7) What part of speech is “**refreshed**” in line 11?
  - a) an adverb    b) an adjective    c) past simple    d) past participle
- 8) What part of speech is “**showing**” in line 12?
  - a) conjunction    b) present participle    c) gerund    d) infinitive
- 9) How can the expression “**classic one-upmanship**” in line 13 be described in context?
  - a) a formal expression      b) a colloquial expression
  - c) archaic      d) slang
- 10) What part of speech is “**adequately**” in line 15?
  - a) an adverb    b) an adjective    c) an object    d) a pronoun
- 11) How does the word “**brag**” in line 16 relate to the word “boast” (not in text)?
  - a) antonym    b) synonym    c) hyponym    d) homograph

1)	2)	3)	4)	5)	6)	7)	8)	9)	10)	11)
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- 12) What is the writer implying by the use of “**if it were**” in line 16?  
 a) possibility b) probability c) certainty d) impossibility
- 13) What form is “**accompanied**” in line 17?  
 a) past perfect simple b) adjective  
 c) past participle d) present participle
- 14) What function does the suffix “**-er**” indicate in the word “nicer” in line 17?  
 a) descriptive b) adjectival c) comparative d) superlative
- 15) What type of construction is “**is emerging**” in line 18?  
 a) present perfect simple (active voice)  
 b) present simple (passive voice)  
 c) present continuous (active voice)  
 d) present perfect continuous (passive voice)
- 16) What grammatical form is “**slumber-rich**” in line 19?  
 a) object pronoun b) adjectival phrase  
 c) transitive verb d) compound noun
- 17) What grammatical form is “**fatigue**” in line 20?  
 a) noun b) verb c) adverb d) adjective
- 18) What part of speech is “**until**” in line 23?  
 a) an adverb b) an adjective c) a preposition d) a quantifier
- 19) What type of construction is “**has been found**” in line 24?  
 a) present perfect simple (active voice)  
 b) present perfect simple (passive voice)  
 c) present perfect continuous (active voice)  
 d) present perfect continuous (passive voice)
- 20) What kind of verb is “**wakes**” in line 25?  
 a) transitive b) intransitive c) infinitive d) passive

12)	13)	14)	15)	16)	17)	18)	19)	20)
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**PART TWO:** Underline the **syllable** that is normally stressed in each of the following words. The Part of Speech is indicated in brackets below each word

(10 marks)

Example: syllable (N)

communicative (Adj.)	present (N)	volleyball (N)	stabilise (V)	educational (Adj.)
communication (N)	anxiety (N)	convict (V)	committee (N)	frequently (Adv.)

**PART THREE:** Write out these phonemic transcriptions in normal spelling. Each word can be associated with the topic of ENTERTAINMENT or LEISURE

(10 marks)

Example: /leʒə/ = leisure

1. /fʌn/ \_\_\_\_\_

2. /kɒnsət/ \_\_\_\_\_

3. /pleʒə/ \_\_\_\_\_

4. /θiətə/ \_\_\_\_\_

5. /mjuːzɪk/ \_\_\_\_\_

6. /hɒbi/ \_\_\_\_\_

7. /lɑːftə/ \_\_\_\_\_

8. /sɪnəmə/ \_\_\_\_\_

9. /riːlækseɪʃn/ \_\_\_\_\_

10. /dɑːnsɪŋ/ \_\_\_\_\_

**PART FOUR:** An EFL teacher elicited and brainstormed the words below during a lesson based on the topic of TRAVEL. Write out each word in phonemic script (20 marks)

Choose from these symbols:

iː    ɪ    ʊ    uː    ɪə    eɪ  
 e    ə    ɜː    ɔː    ʊə    ɔɪ    əʊ  
 æ    ʌ    ɑː    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

Example: travel = /trævəl/

- |                        |                       |
|------------------------|-----------------------|
| 1.     airport _____   | 2.     holidays _____ |
| 3.     suitcase _____  | 4.     delay _____    |
| 5.     excursion _____ | 6.     flight _____   |
| 7.     passport _____  | 8.     photos _____   |
| 9.     hotel _____     | 10.    journey _____  |

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

## SECTION B – Language Sensitivity and Awareness

PART ONE: One sentence in each set below is different from the other sentences in the set. The difference may be due to grammatical meaning, grammatical form, communicative function or pronunciation. Decide which sentence in each set is the odd one out and say why. (15 marks)

- 1 (a) You're **standing** on my foot!  
 (b) The sun's **shining** at last.  
 (c) I'm **working** on a new project, it's very interesting.  
 (d) We're **meeting** next Friday.  
 (e) Hurry up, they're **waiting** for you.

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

- 2 (a) I've **had** a cold for weeks now.  
 (b) **Has** she **had** dinner yet?  
 (c) It's ages since we've **had** a good chat.  
 (d) **Has** he **had** his hair cut?  
 (e) Jack **has had** the time of his life!

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

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

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

- 4 (a) I've never **worked** so hard in all my life.  
 (b) Man first **walked** in Kenya.  
 (c) The film **started** on time.  
 (d) As always, I've **jumped** to the wrong conclusion.  
 (e) The Tsunami **washed** away thousands of homes.

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

- 5 (a) Susan couldn't take **in** the terrible news.  
 (b) It's surprising how many people talk **in** their sleep.  
 (c) Should the passports be kept **in** the safe?  
 (d) They had to fill **in** the application form by Monday.  
 (e) Would you like to live **in** a castle?

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

**PART TWO:** Fill each of the gaps in the following text with only **one** word. Answers which contain more than one word will be marked incorrect.

(25 marks)

**Video games - blessing or curse, asks new exhibition**

**By Paul Majendie**

**LONDON (Reuters) – Scary monster or superhero?**

A major new exhibition at London's Science Museum on Friday pondered the history of video games - is the world's fastest growing entertainment industry a (1) \_\_\_\_\_ or a curse?

And while adults weighed up the pro's (2) \_\_\_\_\_ con's of the console revolution, kids were let loose on 120 (3) \_\_\_\_\_ from Pac-Man to PlayStation.

The thought-provoking exhibition offers no easy answers (4) \_\_\_\_\_ the gaming industry whose estimated annual \$25 billion (13.3 billion pound) (5) \_\_\_\_\_ exceeds Hollywood revenues and now even boasts its own World Cyber Games.

But the arguments are cogently laid out in a string of (6) \_\_\_\_\_ panels interlaced with the gaming consoles.

It cited a New York (7) \_\_\_\_\_ which showed that nimble-fingered surgeons who played video games (8) \_\_\_\_\_ 30 per cent more accurate and faster than their non-gaming colleagues. Video games are (9) \_\_\_\_\_ used in training Air Force pilots.

Californian researchers have developed a (10) \_\_\_\_\_ for kids with cancer that has a nano-robotic heroine called Roxxi who (11) \_\_\_\_\_ out and destroys malignant cells.

But, on the other side of (12) \_\_\_\_\_ coin, British kids, for example, now spend an estimated two months (13) \_\_\_\_\_ the year staring at a screen in a country where child (14) \_\_\_\_\_ and lack of exercise is a major health concern.

And Amsterdam (15) \_\_\_\_\_ a clinic for video game addicts -- an eight-week gaming detox which (16) \_\_\_\_\_ group therapy and counselling.

"We want people to make up their (17) \_\_\_\_\_ minds," said the exhibition's events coordinator Gaetan Lee.



"Are we creating (18) \_\_\_\_\_ nation of couch potatoes? What are their psychological effects? Do the (19) \_\_\_\_\_ make us more violent? It is all up for debate," he (20) \_\_\_\_\_ Reuters at the "Game On" exhibition's press launch.

"Of course there (21) \_\_\_\_\_ geeks out there but now technology is allowing more people to (22) \_\_\_\_\_ them (games)," said Lee, a devoted computer fan who spends up (23) \_\_\_\_\_ seven hours a week at the console.

"My favourite at the (24) \_\_\_\_\_ is a surgery game where you can wield the knife," he (25) \_\_\_\_\_.

**PART THREE** - The following passage is divided into two sections A and B. In **section A** identify and correct any mistakes in **grammar** and **vocabulary**, and in **section B** mistakes in **spelling** and **punctuation**. Each has either no mistake or one mistake only.

In each line, if there are no mistakes, write **0** in the margin on the right; if there is a mistake, indicate where it is by **underlining** it, or, if it is a missing word use (**^**). Then write the correction in the margin. The first two have been done for you as an example.  
(60 marks)

#### Section A

In Section A there are mistakes in grammar and vocabulary

<p>Vets ^ calling on goldfish owners to take better care of their pets after research <u>will find</u> that the creatures have long memories, may feel pain and can even pine their owners when they are away.</p>	<p>_____ are _____</p>
<p>They claim the idea which goldfish have memories for only three seconds is outdated. "The public probably think its a bit quirky, but owners and all veterinary surgeons need to take up fish seriously," said Richmond Loh, vet from Launceston, Tasmania. He presented a review of fish awareness science last week in a conference of the Australian Veterinary Association in Hobart, Tasmania.</p>	<p>_____ found _____</p>
<p>The finding give some support for the arguments of Mr Elliot Morley, the formerly environment minister, who argued against a ban on goldfish being given away at fairgrounds on the grounds of cruelty. He was forced</p>	<p>1. _____</p>
	<p>2. _____</p>
	<p>3. _____</p>
	<p>4. _____</p>
	<p>5. _____</p>
	<p>6. _____</p>
	<p>7. _____</p>
	<p>8. _____</p>
	<p>9. _____</p>
	<p>10. _____</p>
	<p>11. _____</p>
	<p>12. _____</p>
	<p>13. _____</p>
	<p>14. _____</p>

back down because Labour have feared mockery in the run-up with the election.	15. _____ 16. _____
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## Section B

In Section B there are mistakes in punctuation and spelling

<p>Among the studies cited by Loh was one carried out by British scientist's in which fish learnt to push levers at particular times of the day to gain excess to food. In another, two fighting fish were placed with an observer fish in a tank for a long time afterwards the observer avoided swimming close to the fish that had won the fight. The studies also found substantial evidence that fish have the brain structures to feed pain and avoid dangers which may course them harm.</p> <p>In there paper – Ornamental Fish: Making Fish Smile, Sing and Dance – Loh and Matt Landos, his colleagues, write:</p> <p>“Experiments on fish have examined the capacity of the fish to retain learnt information and be aware of the consequences of certain responses ... It has been established that fish do have some memory, which can be recalled.”</p>	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____
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Adapted from: The Sunday Times, May 28, 2006: Jack Grimston

## FOR EXAMINERS' USE ONLY

Part One	Part Two	Part Three
/15	/25	/60

**SECTION C - Language in Context**

**PART ONE:** Imagine you have seen the following advert for a job and you would like to apply. Complete the letter of application by writing **ONE WORD ONLY** in the blanks.

The words should be grammatically correct and appropriate to the context.

(44 marks)

**Education****EFL Teacher**

**The English School,  
Salton**

**Full-time, temporary from July to  
September 2007**

We are seeking a versatile, enthusiastic person who has experience in working with children aged 10-17 years. Applicants must possess an EFL permit. Good IT skills, attention to detail, and the ability to work as part of a team and on own initiative are important. The post will include the coordination of courses. The hours of work will vary and include up to four weekends during the summer. Own transport is essential (fuel allowance will be paid).

Please write to Mr John Black, Director of Studies, The English School, Green Lane, Salton TV7 3QT

15, North Crescent Road,  
Cambridge CB1 2EU

25<sup>th</sup> November 2006

Mr John Black,  
Director of Studies,  
The English School,  
Green Lane,  
Salton TV7 3QT

Dear \_\_\_\_\_

With \_\_\_\_\_ to the position of EFL Teacher / Coordinator as advertised in yesterday's 'Express News'. I am interested \_\_\_\_\_ applying.

Although I am \_\_\_\_\_ full-time in a state school, I am available for temporary \_\_\_\_\_ during the summer. It has always been my ambition to teach English to foreign children, and I recently successfully completed a TEFL Induction course. As you can see from the \_\_\_\_\_ application form, I have five years' experience in secondary education and possess the Advanced ECDL. In my \_\_\_\_\_ position, I am the 4<sup>th</sup> year-leader, which involves both administration and the coordination \_\_\_\_\_ the academic team.

I am a good \_\_\_\_\_ player and I currently \_\_\_\_\_ two members of staff. When my fellow year-leaders are \_\_\_\_\_, I am responsible for their duties so I am used to working under pressure and making my own decisions. I \_\_\_\_\_ believe I have \_\_\_\_\_ experience and skills for the job you are \_\_\_\_\_.

I have no firm \_\_\_\_\_ during the summer and so would be happy to work flexible hours, including some weekends.

I \_\_\_\_\_ this information will be \_\_\_\_\_ for you to \_\_\_\_\_ my application. If you \_\_\_\_\_ further details, please do not \_\_\_\_\_ to contact me.

I \_\_\_\_\_ forward to hearing from you.

Yours \_\_\_\_\_

Jane Brown

**PART TWO:** For questions 1 – 7, choose the right Phrasal Verb that best replaces the word or phrase in **Bold** (and **Underlined**) in each sentence

(14 marks)

1. After weeks of hard negotiations, the deal unfortunately **failed**.  
 (a) broke down (b) broke away (c) fell through (d) split up
2. It was very difficult to **distinguish between** the identical twins.  
 (a) tell between (b) see through (c) show up (d) tell apart
3. The Chair **resigned** after doing the job for five years.  
 (a) gave up (b) left off (c) gave in (d) stepped down
4. The TV anchor man loves controversy: people are often **shocked** by his outspoken comments  
 (a) taken aback (b) set aside (c) shaken off (d) torn apart
5. The football match was **postponed** because of the torrential rain.  
 (a) called off (b) rained off (c) put off (d) played off
6. You just give the computer a command and it will **examine** your data **carefully** until it comes up with the information you need.  
 (a) work out (b) sift through (c) print out (d) back up
7. You simply don't want to understand what I'm complaining about so I'll have to **discuss** the matter with your superiors.  
 (a) plead with (b) think over (c) take off (d) take up

1)	2)	3)	4)	5)	6)	7)
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PART THREE: For questions 1 – 7, replace the underlined **Phrasal** or **Multi-word Verbs** marked in bold by **ONE WORD** only that best captures the meaning

(12 marks)

1. The critical financial situation **calls for** urgent remedial measures.  
\_\_\_\_\_
2. Convincing the government to **do away with** the Death Penalty was high on the agenda of the Human Rights pressure group.  
\_\_\_\_\_
3. The bomb **went off** during the rush hours but luckily no one was hurt.  
\_\_\_\_\_
4. John was starving. As soon as he got home, he sat down to dinner and **polished off** his food in a couple of minutes.  
\_\_\_\_\_
5. The politician **touched on** a number of controversial subjects during her speech.  
\_\_\_\_\_
6. This detergent should make the coffee stain **come out**.  
\_\_\_\_\_

PART FOUR: Each of these 5 unfinished sentences can be completed by one of the three idiomatic expressions listed below which all involve facial features. Tick the idiomatic expression which best completes each sentence (15 marks)

1. I can't remember the exact word although I \_\_\_\_\_.

- |    |                                 |   |   |
|----|---------------------------------|---|---|
| a) | have got my tongue around it    | [ | ] |
| b) | have it on the tip of my tongue | [ | ] |
| c) | made a slip of the tongue       | [ | ] |

2. John and Brenda seem to have got very close lately. Did you see them dancing \_\_\_\_\_ last night?

- |    |                             |   |   |
|----|-----------------------------|---|---|
| a) | and turning the other cheek | [ | ] |
| b) | cheek to cheek              | [ | ] |
| c) | cheek by jowl               | [ | ] |

3. They each have firm opinions on the subject -- it would be interesting to bring them \_\_\_\_\_ and see who wins the argument.

- |    |                   |   |   |
|----|-------------------|---|---|
| a) | face to face      | [ | ] |
| b) | at face value     | [ | ] |
| c) | on the face of it | [ | ] |

4. Mr Jones has taken over our department. He seems so honest and gentle. He looks as if \_\_\_\_\_ but I don't trust him.

- |    |  |   |   |
|----|--|---|---|
| a) | he was born with a silver spoon in his mouth | [ | ] |
| b) | butter wouldn't melt in his mouth            | [ | ] |
| c) | he's always ready to shoot off his mouth     | [ | ] |

5. Policeman: "Do you know this man?"  
Witness: "No, I've never \_\_\_\_\_"

- |    |                        |   |   |
|----|------------------------|---|---|
| a) | made eyes at him       | [ | ] |
| b) | feasted my eyes on him | [ | ] |
| c) | set eyes on him        | [ | ] |

**PART FIVE:** For questions 6-10, rewrite each of the following sentences using an appropriate idiomatic expression that conveys a similar meaning to the phrase printed in bold letters. Your expression must include the word printed in CAPITALS and your sentences must be grammatically correct.

(15 marks)

6. The last lecture I attended was so complicated that **I didn't understand anything**.

**HEAD:** The last lecture I attended was so complicated that it \_\_\_\_\_ completely \_\_\_\_\_.

7. "Please don't ask me to do any extra work in the weeks before Christmas because I'll be extremely busy."

**SNOWED:** "Don't ask me to do any extra work in the weeks before Christmas. I'm sure I'll be \_\_\_\_\_."

8. The protest against smoking in restaurants quickly **ended in a feeble way**.

**FIZZLE:** The protest against smoking in restaurants quickly \_\_\_\_\_.

9. After the crash, John's car was totally **unusable**.

**WRITE:** After the crash, John's car was a complete \_\_\_\_\_.

10. The company's finances finally improved and the workers started to **feel hopeful**.

**TUNNEL:** The workers started to see \_\_\_\_\_ when the company's finances improved.

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Part One	Part Two	Part Three	Part Four	Part Five	Total
/ 44	/ 14	/ 12	/15	/ 15	



## SECTION D Writing

On the lined pages, write between 350 – 400 words on **one** of the topics below. Marks will be awarded for creativity, style, vocabulary range and use of the correct register(s). Marks will be deducted for spelling, punctuation and grammatical errors.

(100 marks)

- 1) Your local council has organized an essay writing competition. The title is 'Tourism and Archaeology'. Write an essay as your entry.
- 2) There is an ongoing discussion in your local paper on the subject of 'Recycling Waste'. Write a letter to the editor expressing your views on the subject.
- 3) 'Families today are not as close as they used to be.' Give reasons for this change and suggest how families can be brought closer together.
- 4) A popular magazine is organising a short story competition. You have decided to submit an entry. Write a short story with the title 'Route 10'.
- 5) Over 60,000 foreign students will have visited Malta by the end of the year to learn or improve their English. What can be done to safeguard this important niche market in tourism and, on the other hand, to ease some of the problems created by such an influx of tourists?

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/ 100
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