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Anglia Examination Syndicate (England)

**Certificate for International Teachers of
English**

General Training – Sample Paper

SAMPLE ANSWERS

Time allowed – Three hours.

Candidates should answer ALL questions.

Write your answers in PEN in the spaces provided.

You may use correcting fluid if necessary.

Ask for extra paper if you need it.

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Section one	Section two	Section three	Section four	Section five	Section six	TOTAL

Part One (20 marks) Grammatical awareness.

Match the underlined phrases with one of the grammatical terms given and then provide a sentence with a *different* example of the structure, underlined as below.

There is one example. There are five grammatical terms you will not need.

Phrase	Grammatical term	Your own example
Goldfish are not <u>as clever as</u> monkeys.	H	Jane is <u>more beautiful than</u> her sister.
The wedding cake has been <u>made already</u> .	D	<u>This table has been very badly made.</u>
We all enjoyed Pavarotti's <u>singing</u> .	F	<u>Swimming is an excellent way to keep fit.</u>
Didn't you want to <u>come with us yesterday?</u>	C	<u>Don't you want to finish that cake?</u>
Take an umbrella <u>in case</u> it rains.	E	<u>Stay on the bus until it stops.</u>
If he had had a key he would <u>have let</u> you in to the house.	I	<u>If they arrived earlier, they would have got a seat.</u>
The deal <u>fell through</u> yesterday.	J	<u>They set off at dawn.</u>
She <u>only</u> arrived yesterday.	G	<u>He hasn't finished his work yet.</u>
Sally's the one <u>who's</u> got blonde hair.	N	<u>This is the place where I left the suitcases.</u>
Never have I <u>seen</u> such a terrible mess!	P	<u>On no account must they go over that fence.</u>
He asked <u>whether you knew</u> how to use Excel on the computer.	B	<u>She said that she had seen it all before.</u>

present continuous	A	third conditional	I
reported speech	B	phrasal verb	J
negative interrogative	C	possessive pronoun	K
present perfect passive	D	past simple passive	L
conjunction	E	second conditional	M
gerund	F	relative pronoun	N
adverb	G	adjective	O
comparative	H	negative inversion	P

Part Two (20 marks) Functional awareness.

Match the underlined phrases with one of the functions given below and then provide a sentence with a *different* example of the function. There is one function you will not need.

Phrase	Function	Your own example
I'm very grateful to you.	<i>I</i>	<i>Thanks for everything you've done for me.</i>
Let's go out tonight.	F	How about seeing a film?
You've done brilliantly!	D	Well done!
I was wrong. It won't happen again.	K	I'm terribly sorry.
This room is dirty and cold.	E	You never reply to my letters and faxes.
Could you tell me what time the next train is, please?	G	How much is this coat?
If I were you, I'd go to the doctor.	A	I think you should have the car repaired at once.
I'll have chicken salad, please.	C	I'd like a coke with ice and lemon, please.
This word is spelt with a 'b' not a 'v'.	H	The train goes at 19.57 not 17.57.
Could you possibly carry this heavy bag for me?	J	Help! Help!
You're quite right about this T-shirt: it's too bright.	B	I agree with you that class sizes should be smaller.

advising	A	requesting information	G
agreeing	B	correcting	H
ordering	C	thanking	I
congratulating	D	asking for help	J
complaining	E	apologising	K
suggesting	F	refusing an invitation	L

Part Three. (15 marks) Language variety.

Here is a newspaper article. In the table below, identify FIVE items of vocabulary that you think an intermediate learner may have difficulty with and suggest a paraphrase for each of them. Then write FIVE comprehension questions about the article which would show you that the learner understood what kind of creature the mole is, and indicate the answers you would like to receive.

Blind, ugly and a fast food junkie – it's the mole with the fastest reflexes on the planet

IT IS the ultimate proof that fast food does nothing for the complexion: scientists have discovered that nature's quickest eater is one of its ugliest creatures – the star-nosed mole. The odd-looking mammal, which sports a grotesque crown of fleshy tendrils around its snout, can detect and gulp down its prey at a speed too fast for the human eye to follow, even though the animal is virtually blind.

From the moment that it touches insect larva with its proboscis, it takes just 230 milliseconds to check that it is edible and gobble it up. This is the fastest known reaction time in the animal kingdom, taking less than half the 650 milliseconds that a human driver needs to brake for red light.

The star-nosed mole, which lives in perpetual darkness, uses its array of 22 nasal appendages in the same way that a blind person uses a cane. The main difference is the speed with which the appendages probe the ground. They can examine 13 targets every second.

The mole also benefits from a useful set of well-adapted teeth, which are smaller than those of other moles and are formed like tweezers.

Kenneth Catania, who has had the pleasure of studying these amazing creatures for a research project at Vanderbilt University in Nashville, Tennessee, said: "Most predators take a good deal longer to handle their prey. The only things I've found that even come close to this are some species of fish." 239 words

(From an article in THE TIMES THURSDAY FEBRUARY 3 2005 PAGE 13)

Part 1 Vocabulary

1. ultimate - the best, the final

2. grotesque - very, very ugly

3. gulp - a big swallow. I'd compare it with 'gobble' later on, which means to eat

very fast

4. tweezers - a little like scissors, but for pulling things out, like eyebrow hairs

5. appendages - things that hang on, extra bits that are stuck on

Part 2 Comprehension questions and answers

Question 1. Which part of the mole's face is much more effective than an average

human's, and which is much less?

Answer 1. The mole's nose is very effective but its eyes are not because it is nearly blind.

Question 2. Why do think the mole is called 'star-nosed'?

Answer 2. Because its nose has lots of appendages which make it look like a star.

Question 3. What does the mole eat?

Answer 3. It eats things like insect larvae.

Question 4. How does the mole find its food?

Answer 4. It uses its nose appendages to feel for the food.

Question 5. What makes the mole more remarkable than any other animal?

Question. 5. The speed with which it can find its food.

Part Four (15 marks) Error correction

Look at the essay below. Correct the errors in it using symbols of your own choosing. Consider also the structure and content of the essay. Give praise where it is due. Provide a key to your symbols, and any comments you want to make about the essay at the bottom of the page.

Discuss the advantages and disadvantages of computers.

Nowadays **^** computer is a technological achievement which has changed our lives both in **^** positive and **^** negative way as well. Beyond any doubt **^** computer is an important and vital device in people's life. ✓

Firstly computer **s s/pl** can be educational and fun. **^ There are** many educational **computer** programmes **^ which can** inform us about what is happening all over the world. We can enrich our knowledge, **(we)** become more sociable, **(and)** more educated and **(we also become)** more open-minded.

What is more, **p** computers **s** give(s) us the opportunity to come across with **(wphr)*** other people in our planet **(wphr)****. Through **(sp)** (the) email we can have conversations with them, we can be informed about their country, **p** their civilisation and their culture.

Moreover, **p** people? can instore*** **(ww)** information, time and labour is saved and computers can also be more effective than humans. ✓ Computers can do more jobs that a human can.

On the other hand, **p** **^** computer has its disadvantages. People get addicted to computers **s** like drug addicts. ✓ All day they are looking through **t/wo/ww** a screen and they never give up. **b**: **They spend all day looking at ...**

Secondly, **p** **^** computers provides unemployment. Computers **s** can be more effective than humans. **P** People can't do the jobs that a computer can do. As a result many people are unemployed.

Moreover computers **s** cause a lot of health problems. Young children are looking all the time on a screen and as a result they have headaches and sight problems. **Theirs g** sight becomes poor.

What is more, computers **s** encourage(s) loneliness. ✓ **(People) wo I** Instead of going out, talking to the people, listening to music and dancing with friends they prefer to stay at home and play(ing) **T** with their computer. This consequense **sp** is more obvious in little children. **I** Instead of chatting or playing with other children they play games on the screen. They forget how to communicate with the others **wphr**.

As a **b**: **In** conclusion I would like to say that **^** advantages overweight **ww** **^** disadvantages. **^** Computer is an important device which has changed our lives. People must use it in a beneficial way for them and not become addicts to it. ✓

Key and comment

✓ good **^** something missing **wphr** wrong phrase **ww** wrong word

sp spelling **p** punctuation **()** delete **g** grammar

b: better wo word order T tense s/pl singular/plural

On the whole this is not a bad effort at an Intermediate essay. There is an introduction a middle and a conclusion, and there has been an attempt to outline both the advantages and disadvantages of computers as required by the title. The most repetitive error is to do with articles, which is common even in much higher level learners.

* make contact with ** all over the world *** store

Part Five Collocation in classroom language (10 marks)
Choose the best word to fill the gap in the sentence.

1. Here's an activity you can do with mixed _____ classes.

A quality	B ability	C skill	D intelligence
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2. I don't want Jack in the class; he's a _____ influence on the others.

A disturbing	B destructive	C disruptive	D demolishing
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3. Facial _____ is an important part of paralinguistic communication

A expression	B emotion	C suggestion	D impression
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4. Your handwriting is _____

A illegal	B illegible	C illogical	D illusory
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5. I want you all to _____ an effort to arrive on time tomorrow.

A have	B give	C set	D make
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6. The noisy classroom was hardly an atmosphere _____ to learning

A conducive	B successful	C leading	D instrumental
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7. Is there anyone here who doesn't have _____ to a textbook?

A viewing	B visibility	C approach	D access
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8. Your report has barely _____ the surface of the subject.

A scanned	B glanced	C skimmed	D noticed
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9. The story is told from the point of _____ of a young child.

A sight	B understanding	C view	D observation
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10. For listening practice, try watching current _____ programmes T.V.

A issues	B matters	C affairs	D subjects
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Part Six Essay (20 marks)

Using your experience as a teacher of English, write an essay of between 300 and 350 words on one of the following topics

either The Role of Games in Teaching English.

or Good ways of Teaching English Pronunciation and Intonation.

The role of games in teaching English.

Games are particularly important for teaching a language to young learners. My experience of teaching them has shown that they learn much better in a friendly environment, where they enjoy the activities and feel no embarrassment about or pressure from the introduction of a foreign language. However, it is not only young learners that benefit from game playing and games do not only consist of the more obvious forms of 'play' that we all recognise. Handled skilfully, even the most traditional language activities in the classroom such as dictation and drilling can be made into games for learners of any age and at any level. A particularly useful book in this field is Dictation: new methods, new possibilities by Rivolucris and Stein (1988).

One of the most useful aspects of games is the instruction-giving at the beginning. Because the learners are eagerly anticipating playing the game, they are listening with genuine interest to find out how to play, not simply to follow arbitrary English phrases. Then, when they understand and do play the game they have had a valuable lesson reinforced: that the language works just like any other: for sending and receiving meaningful messages.

The type of games which I have found especially useful for older learners can be found in Mario Rinvolucris's book, Grammar Games (1985). In this book Rinvolucris shows that games can consist of drama activities, competitions, cognitive and affective activities and still produce the outcome that we want - the student has

both a fuller understanding of how a structure works and, perhaps even more crucially, more confidence in using it in communicative situations.

The usefulness of games should not be exaggerated as there is much else that has to be done in the classroom which may have to be done in a quieter way, but there is no doubt that language games have a crucial part to play in making the learning of English a happy experience for the learner.

