

# **New Syllabus**

## **A syllabus, sample questions & answers**

The Test for English Language Teachers (TELT) is a national, publicly-offered examination which can be sat for in part fulfilment of the qualifications required to receive an EFL Teaching Permit. The examination has been designed to assess candidates in three main areas:

- 1) Language description, sensitivity and awareness
- 2) Language proficiency
- 3) Speaking

Following from this, there are three parts to the examination divided into several sections each. Parts 1 and 2, which have equal weighting, are written. Candidates must obtain at least 65% of the marks possible on each of the two parts in order to proceed to Part 3, Speaking. Candidates who pass Part 3 will have passed the examination. The examination consists of:

### **Part 1—Language description, sensitivity and awareness**

This part assesses candidates' ability to analyse and use appropriate terminology to describe language. In particular, candidates are tested on their knowledge of terminology required to describe linguistic structures and processes covering sound patterns (phonology), word formation (morphology), phrase/sentence structure (syntax), meaning (semantics), and language use/function (pragmatics). This section also assesses candidates' awareness of and sensitivity to language patterns and relationships.

#### **Section A —Language Terminology**

**Aim:** The focus is on the ability to analyse and use appropriate terminology to describe language. In particular, candidates are tested on their knowledge of terminology required to describe linguistic structures and processes, meaning (semantics), lexis and language use/function (pragmatics).

**Description:** This task consists of an authentic text from which candidates are asked to identify terms of selected language items. There are 20 multiple choice questions worth two marks each for a total of 40 marks. There is one correct answer for each question and three distractors. The terms are chosen from the list below:

**Nouns:** proper; abstract; common; concrete; collective; compound; countable; uncountable; noun phrase; regular; irregular

**Verbs:** lexical (main); auxiliary; modal auxiliary; transitive; intransitive; multi-word (separable and inseparable); phrasal; gerund; infinitive; bare infinitive; full infinitive; split infinitive; base form; finite; non-finite; present participle; past participle; -ing verb; verb phrase; copula; interrogative; negative; affirmative; imperative; indicative; subjunctive; regular; irregular; reporting; question tag; stative meaning; dynamic meaning; tense; contraction; particle; participles

**Adjectives:** gradable; extreme; comparative; superlative; compound

**Adverbs:** time; manner; place; degree; frequency; quantity; attitude; focus

**Prepositions:** place; movement; time; direction; dependent

**Pronouns:** subject; object; possessive; reflexive; relative; interrogative; demonstrative; indefinite; reciprocal

**Determiners:** articles: definite; indefinite; zero; possessive; demonstrative; quantifier; cardinal number; ordinal number

**Conjunctions (linkers):** co-ordinating; correlative; subordinating

**Possessive**

**Reported Speech:** direct speech; indirect speech; indirect question; reporting verb

**Clauses:** main; dependent; independent; subordinate; relative; defining (identifying) relative; non-defining (non-identifying) relative; reported; conditional

**Subject, object and complement; direct and indirect object; predicate**

**Phrases:** noun; verb; adjective; adverbial; prepositional

**Relative Clauses:** identifying; non-identifying

**VERB PHRASE**

**Tenses:** present; past; future; present simple; past simple; future simple; present perfect simple; past perfect simple; future perfect simple; present continuous /progressive; past continuous/ progressive; future continuous/ progressive; present perfect continuous/ progressive; past perfect continuous/ progressive; future perfect continuous/ progressive

**Aspect:** continuous/progressive; simple; perfect

**Mood:** indicative; imperative; subjunctive

**Voice:** active; passive

**Conditional sentences:** zero; first; second; third; mixed

**Modality:** hypothetical meaning; possibility, deduction/assumption/speculation; prediction, permission, prohibition; ability, obligation; necessity; volition

**LEXIS:** synonym; antonym; hyponym; superordinate; homophone; homonym; polyseme; lexeme; lexical set; lexical verb; affix; prefix; suffix; collocation; connotation; colloquial; fixed expressions; compound; cognate; lexical chunk; morpheme; abbreviation; acronym; word family

**-Ing Words:** present participle; gerund; adjective

**Task Sample:**

Read the following text carefully and choose the correct answer for each of the multiple choice questions below in its regard.

1. At 31, Vatankehah was born a year before Iran's Islamic revolution. In February
2. 1978, Tehran had **nightclubs** and dancing and girls-about-town **who** dressed
3. as fashionably as their counterparts in Europe. **A** year later, the Shah **had fled**
4. from his Peacock Throne; Iran was reborn as an Islamic Republic and women,
5. **many** of whom supported the overthrow, were waking up to find their lives
6. drastically changed.

1. **nightclubs** in line 2 is an example of:

- |                     |                    |
|---------------------|--------------------|
| a. a proper noun    | b. a compound noun |
| c. an abstract noun | d. a gerund        |

**Correct answer: b**

2. **who** in line 2 is an example of:

- |                       |                  |
|-----------------------|------------------|
| a. a relative pronoun | b. a preposition |
| c. an adjective       | d. a synonym     |

**Correct answer: a**

3. **A** in line 3 is an example of:
- a. a determiner
  - b. a preposition
  - c. a relative pronoun
  - d. a demonstrative pronoun

**Correct answer: a**

4. **had fled** in line 3 is an example of:
- a. the present perfect passive
  - b. the present perfect active
  - c. the past simple active
  - d. the past perfect active

**Correct answer: d**

5. **many** in line 5 in relationship to **few** (not in text) is an example of:
- a. a homophone
  - b. a synonym
  - c. an affix
  - d. an antonym

**Correct answer: d**

## Section B—Primary Stress Identification

**Aim:** The focus is on the identification of stress in individual words.

**Description:** This task consists of isolated words and candidates are asked to identify the primary stress in each word. There are 15 words worth one mark each for a total of 15 marks. Words in this section have the same primary stress in different varieties of English but some words may be frequently mispronounced.

### **Task Sample:**

Underline the main stress syllable in each of the following words:

- 1. Arabic (n) **Correct answer: Arabic**
- 2. Secretarial (adj) **Correct answer: Secretarial**
- 3. Photographer (n) **Correct answer: Photographer**
- 4. Record (n) **Correct answer: Record**
- 5. Survey (v) **Correct answer: Survey**

## Section C—Transcription of Phonemic Script into Normal Spelling

**Aim:** The focus is on recognition of International Phonemic Alphabet (IPA) phonemes

**Description:** This task consists of words related to a particular topic written out in phonemic script (IPA) and candidates are asked to transcribe them. There are five words worth one mark each for a total of five marks. Mis-spelt words are awarded

no points. Received Pronunciation (RP) is used as the pronunciation model for these words.

**Task Sample:**

These words, all related to **weather and the environment**, are in phonemic script. Please transcribe them into normal English spelling.

- |                        |                                    |
|------------------------|------------------------------------|
| 1 / t e m p r ɪ tʃ ə / | Correct answer: <u>temperature</u> |
| 2. / g r iː n h aʊ s / | Correct answer: <u>greenhouse</u>  |
| 3. / t ɔː n eɪ d əʊ /  | Correct answer: <u>tornado</u>     |
| 4. / ʃ ɔː t ɪ dʒ /     | Correct answer: <u>shortage</u>    |
| 5. / k l aɪ m ə t /    | Correct answer: <u>climate</u>     |

**Section D—Transcription of Normally Spelt Words into Phonemic Script**

**Aim:** The focus is on the phonemic transcription, using International Phonemic Alphabet (IPA) symbols, of individual words.

**Description:** This task consists of words in normal spelling and candidates are asked to phonemically transcribe them using IPA symbols. The symbols are provided for the candidates on the examination paper. There are five words worth two marks each for a total of 10 marks. Varieties spoken by educated speakers of the language are taken into consideration.

**Task Sample:**

Transcribe the following words into phonemic script. Symbols have been included to help you.

|    |   |    |    |    |    |    |   |
|----|---|----|----|----|----|----|---|
| iː | ɪ | ʊ  | uː | ɪə | eɪ |    |   |
| e  | ə | ɜː | ɔː | ʊə | ɔɪ | əʊ |   |
| æ  | ʌ | aː | 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. goodness | <b>Correct answer: /gʊdnəs/</b>                    |
| 2. throws   | <b>Correct answer: /θrəʊz/</b>                     |
| 3. watch    | <b>Correct answer: /wɒtʃ/ , /wɔːtʃ/ or /wɑːtʃ/</b> |
| 4. taking   | <b>Correct answer: /teɪkɪŋ/</b>                    |
| 5. practice | <b>Correct answer: /præktɪs/ or /præktəs/</b>      |

### Section E—Odd one out

**Aim:** The focus is on awareness of and sensitivity towards language patterns and relationships.

**Description:** This task consists of four utterances and candidates are asked to describe what the utterances have in common and how one item differs from the others. The language item focused on is identified in **bold** for the candidates. Areas assessed are related to grammatical, lexical or functional meaning or form. There are ten sets of four utterances. Each answer is worth 3 marks for a total of 30 marks. One mark is awarded for stating what the utterances have in common, one mark for identifying the odd one out and one mark for briefly explaining why it is different from the other three utterances.

#### **Task Sample:**

One utterance in each set is different from the other utterances. The difference may have to do with grammatical, lexical or 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.

1.
  - a) **He's lying** in the sun.
  - b) **We're enjoying** our holiday.
  - c) **She's leaving** at 3.00.
  - d) **I'm reading** a very good book at the moment.

**Correct answer: Sentence (c) is the odd one out because**

**All four utterances contain the present continuous. However, in 'c' the present continuous is used to refer to future time whereas in all the others it refers to an event in progress at the present time.**

2.
  - a) You **have** grown since the last time I saw you.
  - b) The government **has** become more interested in arts education.
  - c) Japanese people **have** wonderful food.
  - d) My English **has** really improved since I moved to Australia.

**Correct answer: Sentence (c) is the odd one out because**

**All four utterances contain the verb 'have'. However, in 'c' 'have' is a main/lexical verb whereas in the others 'have' is an auxiliary verb.**

3. a) *A father talking to his 18-year-old son who has just bought a new car: 'You **should** check your brakes regularly.'*  
b) *A car hire employee in a foreign country talking to tourists who have just hired a car: 'It's not required by law, but you really **should** wear a seatbelt.'*  
c) *Two friends talking about another friend who has been having car problems: 'She **should** buy a new car.'*  
d) *Two parents are talking about their child who has just gone abroad for the first time. They are discussing where she may be: 'She **should** be in Rome by now.'*

**Correct answer: Sentence (d) is different because**

**In all four utterances the modal verb 'should' is used. In all the other sentences it is used to give advice while in sentence 'd' it is used to show deduction.**

4. 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?

**Correct answer: 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'.**

## **Part 2—Language Proficiency**

This part assesses candidates' ability to manipulate a range of grammatical and lexical forms. The writing section assesses candidates' ability to express themselves fluently and accurately.

### **Section A— Identifying and Correcting Errors**

**Aim:** The focus is on the identification and correction of grammatical, lexical, spelling and punctuation errors.

**Description:** This task is made up of 20 utterances, sentences or parts of sentences, some of which include a mistake while others do not. Candidates are required to identify correct sentences with a tick (✓). In the incorrect utterances, the mistake should be identified and corrected. Each answer is worth 1 mark for a total of 20 marks. No marks are awarded for wrongly identifying and/or wrongly correcting a mistake. There is only one mistake in any incorrect utterance.

#### **Task Sample:**

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.

Here is an example of each type of error and one correct utterance.

1. I'm looking forward to see you.

**Candidate version: I'm looking forward to see you.**

**seeing**

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2.. He was under deep pressure to finish the work by the end of the day..

**Candidate version: He was under deep pressure to finish the work by the end of the day.**

**heavy / a great deal of / intense / a lot of (only one answer is necessary)**

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3. I try to keep meat seperate from other foods in the fridge.

**Candidate version: I try to keep meat seperate from other foods in the fridge.**

**separate**

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4 Peru which is a very poor country is known as the homeland of the Incas.

**Candidate version: Peru which is a very poor country is known as the homeland of the Incas.**

**Peru, which is a very poor country,**

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5. The picnic was cancelled due to rain.

**Candidate version: \_\_\_\_\_√\_\_\_\_\_**

## Section B — Lexis - Word Formation

**Aim:** The focus is on vocabulary, specifically on word formation.

**Description:** This task consists of ten separate utterances. Each sentence contains a gap. At the end of each sentence there is a stem word in capital letters. Candidates are required to form a word from the given stem word to fill the gap. Each correct answer carries 1 mark for a total of 10 marks. No marks are given for incorrectly-spelt words.

**Task Sample:**

Use the word in capitals after each line to form a word that fits in the gap.

1. Careful! If you eat too fast you might get ..... **DIGEST**

**Correct answer: indigestion**

2. She gave us enormous portions at dinner—that's typical of her .....

**GENEROUS**

**Correct answer: generosity**

3. The day she got married was a .....occasion.

**MEMORY**

**Correct answer: memorable**

4. This painting is absolutely .....

**PRICE**

**Correct answer: priceless**

5. This rocket has sufficient ..... power to blow a battleship to pieces.

**DESTROY**

**Correct answer: destructive**

## Section C—Cloze Test: Selective Deletion

**Aim:** The focus is on grammatical and lexical resources and the ability to follow the cohesive and coherent features of a text.

**Description:** This task consists of a text from which words have been selectively deleted. In each case, the deleted word is indicated by a gap. Candidates are required to supply a **single appropriate word** for each gap. Candidates are not provided with a set of choices from which to make a selection. Candidates do not lose marks for punctuation (e.g. use or misuse of capital letters, apostrophes). However, spelling must be correct. Each word is worth 1 mark for a total of 10 marks.

### **Task Sample:**

Read the sentences below and think of a word which would fit each gap. Use only one word in each gap. Each correct answer carries 1 mark.

### **It's much too scary out there - I'd much rather stay at home than go anywhere**

Michele Hanson

Tuesday January 30, 2007

[The Guardian](#)

This may sound like raving rubbish to you but I have proof that a simple cross-town drive can **wreck (0)** your life

The older I am, the less I want to go anywhere. It's not the event itself but the \_\_\_\_\_ **(1)** there, especially if I don't know the \_\_\_\_\_ **(2)**. Worse still, it means leaving my home unprotected: against robbers, fires, tornados, flood, gas explosion - you \_\_\_\_\_ **(3)** it, I've already factored it in. So first I must \_\_\_\_\_ **(4)** myself away from home, then travel. More danger. I blame my parents. Whenever I drove off in the car in my youth, they would be standing at the gate, pale green with fear, \_\_\_\_\_ **(5)** that I would crash and come back either in a box or in pieces. I now feel the same.....

Possible answer (1): getting

Possible answer (2): way

Possible answer (3): name

Possible answer (4): tear

Possible answer (5): sure / convinced / certain / terrified

## **Section D – Sentence Transformations**

**Aim:** The focus is lexical and grammatical and a range of structures is tested. Candidates are required to demonstrate an ability to express a message in different ways and show flexibility and resource in the use of language.

**Description:** This section consists of ten questions, each containing three parts: a lead-in sentence, a key word and a second sentence of which only the beginning and/or the end are given. Candidates are required to fill the gap in the second sentence so that the completed sentence is similar in meaning to the lead-in sentence. The gap must be filled with **between three and six words**, one of which must be **the key word**. **The key word must not be changed in any way**. Each answer in this section receives 0, 1 or 2 marks for a total of 20 marks.

### **Task Sample:**

Please 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, including the word given.

1. 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?

**Correct answer:** I can't finish this crossword. Can I **pick** (1 point) **your brain** (1 point) as your vocabulary is really good?

2. They'll certainly invent a thinking robot one of these days.

### **BOUND**

A thinking robot ..... one of these days.

**Correct answer:** A thinking robot **is bound** (1 point) **to be invented** (1 point) one of these days.

3. He said that I was a liar.

### **ACCUSED**

He ..... a liar.

**Correct answer:** He **accused me** (1 point) **of being** (1 point) a liar.

4. I've been very busy at work all day.

### EYES

I've been ..... in work all day.

**Correct answer:** I've been up to (1 point) my eyes (1 point) in work all day.

5. I regret not going to the party last weekend.

### WISH

..... to the party last weekend.

**Correct answer:** I wish (1 point) I had gone (1 point) to the party last weekend.

## **Section E— Writing**

**Aim:** This task assesses candidates' ability to write in English. It focuses on their range of lexical and grammatical resources, their ability to write cohesively and coherently, spelling and their use of appropriate register and style.

**Description:** This section consists of a set of 5 titles from which candidates are required to choose 2 titles and write between 180 and 220 words on each title. Each title represents a different genre which includes a selection from the following: an **article** for a newspaper or magazine; a **discursive essay** (e.g. a 'for and against' essay); a **competition entry** (e.g. the writer nominates themselves or somebody else for a prize, a grant, an award, etc); an **information sheet**; a **letter** (e.g. a reference letter, an application letter, a letter to the editor of a newspaper or magazine, a letter of complaint to a company or authority, a letter to a friend); a **proposal** (to a superior, or a peer group); a **report** (to a superior or a peer group); a **review** (e.g. of a book, a film, a holiday, for a magazine, newspaper or website); a fictional or true **narrative** (e.g. for a magazine or competition).

Each task has a **given purpose** (e.g. to persuade, express an opinion, suggest, recommend, describe, compare, evaluate, hypothesise, advise, apologise, complain), and a **target reader**.

## General impression mark scheme

|                          |  |
|--------------------------|--|
| Distinction<br>95-100    | The full range of language resources is used effectively and creatively to cope with the task, using the appropriate register. The candidate has demonstrated full command of complex grammatical structures, a wide range of vocabulary and idiomatic language usage, as well as effective cohesive devices.                        |
| Pass with Merit<br>80-94 | Practically error-free: resourceful, controlled and natural use of language showing a good range of vocabulary and structure. Task fully completed with good use of cohesive devices and consistently appropriate register. Not necessarily a flawless performance but one which leaves a very positive effect on the target reader. |
| Pass<br>65-79            | Sufficiently natural with minimal errors. Some evidence of range of vocabulary and structure. Good realization of task. Attention paid to organization and cohesion with appropriate register. Positive effect on target reader achieved.  |
| Narrow Fail<br>55-64     | Task reasonably achieved, but accuracy of language not satisfactory with limited range of vocabulary and structures. Content adequately organised. Would have a rather negative effect on the reader.  |
| Fail<br>30-54            | Some attempt at task made but with lack of expansion and/or several irrelevancies. Errors sometimes obscure communication and/or language is too elementary for this level (e.g. frequent basic errors and/or narrow range of language and/or inadequate attempt at task).   |
| Unclassified<br>0-29     | In both writing tasks:<br><br>Either (a) fewer than 50 words <i>and/or</i><br>(b) totally illegible <i>and/or</i><br>(c) totally irrelevant (such as a previously prepared answer<br><br>to a different question)  |

### **Task Sample:**

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.

1. You have been asked to write a **reference letter** for a friend who has applied for a job as a receptionist in an English language school. The person appointed will be good at dealing with a range of different people, will be able to communicate adequately in several languages and will have very good administration skills.

You should include information about your friend's character and personal qualities, their skills, their previous relevant experience and why they should be considered for the job.

**Write your reference.**

2. Your Local Council is exploring the possibility of introducing parking for residents only on the streets in your town centre. Write a **letter to the editor of your local newspaper, agreeing or disagreeing** with this proposal.

3. You see the following announcement in a local English Language magazine:

Our Readers' Films of the Year

We are inviting our readers to write an article with the title "My Film Of The Year.' The ten best entries will be published. The film may have been viewed at the cinema, on television, as a DVD or through any other medium. It may have been released this year, or fifty years ago – it doesn't matter when! Please tell us something about the plot and the reasons why the film is 'The Film Of The Year' for you.

**Write the article**

4. An important international travel company which caters for tourists over the age of 65 is exploring the idea of marketing Malta as a possible destination for their clients. They have commissioned you to write a **report** on issues which would be of relevance to this particular kind of tourist. Include information on facilities and services, accommodation, places of interest, activities, recommended seasons for visiting and any other information which you think is relevant. Finally, make a recommendation as to whether the company should choose Malta as a destination for its clients.

**Write the report**

5. Your local school is running a series in the school magazine offering career guidance to the school's students. Each article is written by an ex-student or parent who writes about the **advantages** and **disadvantages** of a chosen profession that they have first-hand experience of. The article ends with a recommendation.

**Write your article.**

## **Results Parts 1 & 2**

Candidates' marks will be tabulated and a result issued based on the combined marks of the Written parts (Parts 1 & 2). The percentage of correct answers qualifying candidates for each result along with descriptors are in the following table:

|                                     |  |
|-------------------------------------|--|
| <b>Distinction</b><br><br>95-100    | The candidate has shown excellent language skills in all areas and has demonstrated an exceptional command of the language itself, as well as in-depth metalanguage awareness.   |
| <b>Pass with Merit</b><br><br>80-94 | The candidate has shown excellent language description skills, language sensitivity and language awareness. Strong language proficiency. A superior performance.   |
| <b>Pass</b><br><br>65-79            | The candidate has shown competent language description skills, language sensitivity and language awareness. Good language proficiency. A competent performance.  |
| <b>Narrow Fail</b><br><br>55-64     | The candidate has shown incomplete language description skills, language sensitivity and language awareness and/or language proficiency. A fair performance but one which does not yet demonstrate a level of language description ability, sensitivity and awareness and/or language proficiency appropriate to a teacher of EFL. |
| <b>Fail</b><br><br>30-54            | The candidate has shown inadequate language description skills, language sensitivity and language awareness and/or language proficiency. An unsatisfactory performance.  |
| <b>Unclassified</b><br><br>0-29     | The candidate has shown poor language description skills, language sensitivity and language awareness and/or language proficiency and/or did not complete some or all of the tasks. A very weak performance.   |

## **Part 3—Speaking**

This part tests candidates' ability to express themselves fluently and accurately in speaking. Part 3 is only undertaken if the candidate obtains the required overall grade (65%) or higher on each of the two parts of the Written Examination (Parts 1 & 2).

### **Part 3 – Speaking**

#### **Speaking general impression mark scheme**

|                          |  |
|--------------------------|--|
| Distinction<br>95-100    | Completely fluent and accurate. In full command of the full range of linguistic resources necessary to handle the set tasks and expand on both familiar and unfamiliar topics. Pronunciation is that of an educated speaker of English.                                      |
| Pass with merit<br>80-94 | Practically error-free. Use of linguistic resources are sufficient to deal with the tasks with ease and flexibility and demonstrate a good range of vocabulary. Pronunciation is that of an educated speaker of the language. The message is conveyed fully and effectively. |
| Pass<br>65-79            | Use of linguistic resources are sufficient to deal adequately with the tasks with minimal errors. The message is conveyed effectively with an acceptable range of vocabulary. Pronunciation is that of an educated speaker of the language.                                  |
| Narrow Fail<br>55-64     | Use of linguistic resources are insufficient to deal with the tasks. Vocabulary range is rather limited and pronunciation may vary from standard on a number of occasions.   |
| Fail<br>30-54            | An insufficient sample of spoken language <i>and/or</i> on the whole, the message is unclear; or, the message is frequently obscured. Vocabulary range and or pronunciation are at an unacceptable level.  |

|                                 |   |
|---------------------------------|---|
| <p>Unclassified</p> <p>0-29</p> | <p>Inability to understand the tasks <i>and/or</i> inability to perform most tasks <i>and/or</i> mainly unintelligible <i>and/or</i> excessive demands are made on the patience of the (non-specialist) listener while the candidate searches for appropriate language resources.</p> |
|---------------------------------|---|

The marking scheme refers to linguistic resources. These are:

### **Grammatical Resource**

This scale refers to the accurate application of grammatical rules and the effective arrangement of words in utterances. At this level a wide range of grammatical forms should be used appropriately and competently. Performance should be viewed in terms of the overall effectiveness of the language used.

- **Range and flexibility:** The active and appropriate use of a range of grammatical forms.
- **Accuracy:** The accurate use of grammatical forms and syntax.

### **Lexical Resource**

This scale refers to the candidate's ability to use a wide and appropriate range of vocabulary to meet task requirements. At this level the tasks require candidates to express precise meanings, attitudes and opinions and to be able to convey abstract ideas. Performance should be viewed in terms of the overall effectiveness of the language used.

- **Range:** The active use of a range of vocabulary.
- **Accuracy:** The appropriate use of vocabulary to deal with the tasks.

### **Discourse Management**

This scale refers to the coherence, extent and relevance of the candidate's contributions. On this scale the candidate's ability to maintain a coherent flow of language is assessed, either within a single utterance or over a string of utterances. Also assessed here is how relevant the contributions are to what has gone before.

- **Coherence:** The logical arrangement of utterances to form spoken discourse and to develop arguments or themes.

- **Extent:** The appropriate length of individual contributions (long or short) to develop the discourse and deal with the tasks.
- **Relevance:** The relevance of contributions to the tasks and to preceding contributions in the discourse.

## **Pronunciation**

This scale refers to the candidate's ability to produce comprehensible utterances to fulfill the task requirements. This includes stress, rhythm and intonation, as well as individual sounds.

Assessors should put themselves in the position of a non-EFL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

- **Individual sounds:** The effective articulation of individual sounds to facilitate understanding. Note: Different varieties and sub-varieties of English (e.g. Maltese, British, American, Indian, Australian, South African, Caribbean) are acceptable, as long as these are consistent and comprehensible.
  - For candidates for whom English is not their native language, a non-native accent may be evident but does not affect the clarity of the message.
  - For candidates for whom English is their native language, a regional accent may be evident but does not affect the clarity of the message.
- **Stress and rhythm:** The appropriate use of strong and weak syllables in words and connected speech, the linking of words, and the effective highlighting of information-bearing words in utterances.
- **Intonation:** The use of sufficiently wide pitch range and the appropriate use of intonation to convey intended meanings.

The examination does not specifically test interactive communication.

## **Part 3, Speaking**

### **Section A: Interview**

**Aim:** The focus is on helping the candidate to relax and 'warm up'. They are encouraged to talk about topics concerning their own lives.

**Description:** This task consists of the examiner introducing him/herself and the other examiner, and asking for the candidate's name and identification. The examiner then asks some questions focusing on areas such as the candidate's interests, studies, home town, country of origin, family or working life. Candidates are expected to offer interesting responses and to show that they can develop their answers. They are not expected to provide a point of view or develop their case. This section lasts 2-3 minutes.

### **Task Sample:**

## Section A: Interviewing The Candidate

3-4 minutes

Interviewer: *Hello. My name is ..... and this is/these are my colleague(s) ..... (and .....). He/she/they will be listening to us. Can you tell me your name and surname, please?*

Candidate says their name and surname.

Interviewer: *First of all, I/we'd like to get to know something about you.*

The interviewer chooses from **among** the following topics:

- *Tell us about your family.  
Do you have any brothers and sisters? What are their ages and jobs?  
  
Does your husband/wife/partner work?  
  
Do you have children, nieces/nephews? What are their names and ages?*
- *Tell us about your best friend? Who is he/she? How did you meet?*
- *What do you like doing socially, with other people?  
What are your hobbies and interests?  
  
If you had a day to do whatever you wanted, what would you do?*
- *Tell us something about your education up to now.  
Where did you go to school? How long?  
  
What were your favourite and least favourite subjects at school?*
- *Tell us something about your job.  
What do you do for a living?  
  
What do your duties and responsibilities involve?*

## Section B: Long Turn

**Aim:** The focus is on evaluating the candidate's ability to produce an extended piece of discourse with particular attention paid to range of lexis, cohesion and the ability to speak for a long period without unnatural hesitation.

**Description:** This task consists of the candidate being asked to choose several aspects of a topic from a set and being given a minute to prepare and up to two minutes to speak about the topic. The examiner remains silent while the candidate is speaking, but may stop the candidate when the time is up by asking a related follow-up question. This section lasts 3-4 minutes.

### **Task Sample:**

## **Section B: The Long Turn**

**3-4 minutes**

## Malta as a language study centre minutes

3 – 4

The candidate is asked to talk for one or two minutes on a topic chosen by the examiner(s). He/she has a minute to prepare, including taking notes if they wish to. He/she then speaks for up to two minutes. The examiner says: *You have up to two minutes for this part. So please don't worry if I stop you after two minutes.* The examiner remains silent while the candidate is speaking, but may stop the candidate when the time is up by saying *Thank you.*

If the candidate stops speaking before the two minutes are up, the examiner should leave approximately five seconds before prompting the candidate to continue. If the candidate states that she/he has finished, then the examiner should move on to Section C.

If the candidate stops speaking before the two minutes are up, the examiner should leave approximately five seconds before prompting the candidate to continue. If the candidate says he/she has finished, then the examiner should move on to Section C.

Interviewer: *The English language industry has become a very important part of Malta's tourism service. Below are some aspects that might make Malta more or less attractive as an English language destination. Choose 3 or 4 topics which you think are important reasons why people might or might not choose Malta for an English study holiday. In about one minute we will ask you to talk about these topics and the reasons why you think they are important. You have a minute to prepare your thoughts.*

|  |   |                                      |
|--|---|--------------------------------------|
| Teachers' qualifications                   | History and culture                           | Sun and Sea                          |
| Quality of schools' premises and resources | The level of English spoken by the population | Availability of cheap direct flights |
| Nightlife                                  | Safety  | Price                                |

Interviewer (after one minute or when the candidate signals they are ready – whichever is sooner): *Are you ready to begin?*

The candidate speaks for up to two minutes.

Interviewer: *Thank you.*

### **Section C: Discussion**

**Aim:** The focus is on the candidate's ability to express opinions and justify their ideas and discourse management. Language should be both accurate and appropriate to the situation. Candidates are not marked for their opinions, and all views are welcome.

**Description:** This task consists of the candidate being presented with some questions broadly linked to the topic introduced in Section B. The candidate takes part in a discussion with the examiner and is expected to interact with the examiner by, for example, asking questions, arguing a different point of view or agreeing and giving reasons to justify their point of view. This section lasts 3-4 minutes.

#### **Task Sample:**

### **Section C: Discussion**

3-4 minutes

The candidate is presented with some abstract questions broadly linked to the topic introduced in Section B. The candidate takes part in a discussion with the examiner. The interviewer chooses from among the following questions:

- *Have you ever been on a language holiday? If so, where? Tell us about it. If not, would you consider going on one? Why or why not?*
- *If you were to go on a language holiday, which language would you choose to study and which country would you study it in? Why?*
- *How many languages can you speak? What were the differences you found between learning a first, second and foreign language?*
- *What could be done in Malta to improve the experience of older EFL students?*

At the end of the examination the examiner should say, *Thank you. That is the end of the test.* After the candidate has left the room, the examiners should together arrive at an overall impression mark and record the mark.

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### **Certificates**

The EFL Monitoring Board as the awarding body will issue certificates to the successful candidates. The certificate will include the following statement:

*"This certificate is valid for two years from the date of issue. An EFL teaching permit will only be issued if the certificate is valid."*