APPENDIX
Questionnaire for Teachers

Dear colleague!

The purpose of this questionnaire is to find out the current state of teaching English to Under Graduate and Post Graduate students of professional institutions (Indore). The results of this poll will be taken into account in drawing up the conclusion of the present research work on ELT.

As you are among the people who are directly involved in and influence the process of English language teaching and learning, your opinion is highly appreciated!

Please tick (✓) the appropriate box and provide your suggestions, as required.

1. Name: 
2. Age range: 22-30 ( ) 31-40 ( ) 41-50 ( ) above 50 ( )
3. Qualifications: M.A., M.Phil., Ph.D., any other (Please specify)
   ................................................................................................................
4. Name of the college: ..............................................................
5. Teaching experience (years): 0-5 ( ) 5-10 ( ) 10-20 ( ) above 20 ( )
6. Have you attended any training course / courses in English Language Teaching or literature? If yes, give details
   ................................................................................................................
   ................................................................................................................
   ................................................................................................................
   ................................................................................................................
7. In your opinion the teaching of English in the Professional College should:
   (a) Emphasize the study of English literature
   (b) Confine itself to the teaching of language skills
   (c) Emphasize Communicative Language teaching
   (d) ..............................................................

8. Do you think the present syllabus of English spell out clearly the aims and objectives of English Language Teaching?
   (a) Yes (b) No (c) Can not answer

9. Nature of the course being taught by you. 100%, 90%, 80%, 70%, 60%, less than 60%.
   Literature ............... Language ............... 

10. Aim of the course according to you is:
    (a) to obtain proficiency in language. (b) to obtain proficiency in literature
    (c) compulsory for the degree (d) to have communicative competence
    (e) Any other .....................

11. You found the syllabus prescribed in professional colleges:
    (a) Innovative (b) Interesting (c) Well-planned, but impractical (d) Communicative (e) Uninspiring
    (f) Any other .....................

12. Are you satisfied with the prescribed syllabus in the curriculum? Yes / No
If not, please give the reason of your dissatisfaction.

13. Do you think some kind of professional training in English Language Teaching is absolutely necessary for?
   Very few / some / the majority / nearly all the teachers

14. Please state the opportunities to improve your professional competence you have and you use.

<table>
<thead>
<tr>
<th>Opportunities to improve</th>
<th>In use</th>
<th>Desirable</th>
<th>Not in use</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops/seminars held by your department</td>
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<tr>
<td>Workshops/seminars held on-line</td>
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<tr>
<td>Self-study</td>
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<tr>
<td>International programs (Fulbright, etc.)</td>
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<tr>
<td>Participation in teacher orientation programmes (refreshers etc.)</td>
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<tr>
<td>Research Publications</td>
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<tr>
<td>Other (please specify)</td>
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</tbody>
</table>

15. Do you think that English teachers should learn their students’ profile?
   (a) Yes   (b) No   (c) Cannot answer

16. The length of the English course in your institution is.
   (a) 1 year   (b) 2 years   (c) 3 years
   (d) 4 years   (e) 5 years   (f) Not applicable
17. Specify if you consider the following objectives of the English course relevant to the students’ present and future needs. Do you find English course in your college useful in attainment of these objectives?

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Relevant</th>
<th>Not Relevant</th>
<th>Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding spoken English in professional context</td>
<td></td>
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<tr>
<td>Developing oral professional/social communication skills</td>
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<tr>
<td>Developing reading strategies</td>
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<tr>
<td>Developing professional writing skills</td>
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<tr>
<td>Developing fluency</td>
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<tr>
<td>Improving accuracy</td>
<td></td>
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<tr>
<td>Increasing the English vocabulary</td>
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<tr>
<td>Developing ability to take part in discussions/debates/meetings</td>
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<tr>
<td>Developing an awareness of cultural appropriacy</td>
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<tr>
<td>Developing listening skills</td>
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<tr>
<td>Any other (Please specify)</td>
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</tbody>
</table>

18. How useful do you find the following classroom activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very useful</th>
<th>Useful</th>
<th>Not useful</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
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<tr>
<td>Practicing reading aloud</td>
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<tr>
<td>Reading silently</td>
<td></td>
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<tr>
<td>Reading for general information</td>
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</tbody>
</table>
19. How useful do you find the following patterns of class work?

<table>
<thead>
<tr>
<th>Pattern of class work</th>
<th>Useful</th>
<th>Very useful</th>
<th>Not Very useful</th>
<th>Useless</th>
</tr>
</thead>
<tbody>
<tr>
<td>individual work</td>
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<tr>
<td>pair work</td>
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<td>group work</td>
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<tr>
<td>team work</td>
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<tr>
<td>project work</td>
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<tr>
<td>Others (Please specify)</td>
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</tbody>
</table>

20. How useful, attractive and relevant to the students’ professional needs do you find the following types of materials and technical aids used in the your college? Please rate on a scale from 3 – very useful/relevant/attractive to 1 – not useful/relevant/attractive. State if these materials are not in use in your college.
<table>
<thead>
<tr>
<th>Types of materials</th>
<th>Useful</th>
<th>Relevant</th>
<th>Attractive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed textbooks</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Prescribed textbooks</td>
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<td></td>
<td></td>
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<tr>
<td>English-language magazines and newspapers</td>
<td></td>
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<tr>
<td>Professional publications</td>
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<tr>
<td>Real-life documentation, letters, files</td>
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<td></td>
<td></td>
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<tr>
<td>Audio/Video tapes</td>
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<td></td>
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<tr>
<td>Computer-based</td>
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<tr>
<td>The Internet</td>
<td></td>
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<td></td>
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<tr>
<td>Any other (Please specify)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

21. Communicative Language Teaching is ...........
   (a) time saving (b) less realistic (c) slightly useful
   (d) the need of the hour (e) objectively target oriented

22. The role of literature in language teaching is:
   (a) useful in exploring literature (b) helpful in learning language
   (c) enhancing vocabulary and grammar skills
   (d) Any other

23. What type and form of continuous assessment do you use in your English language classes?

23.1 Type
   (a) Testing (b) Interactive session (c) Unit tests
   (d) Final exams (e) Continuous Comprehension Evaluation (CCE)
23.2 Form
(a) Oral (b) Written (c) Both (d) Not used

24. Should there be greater reliance on internal assessment? Why do you think so?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

25. In your view the examination in English should test (show the importance of each by encircling the appropriate number)
(a) How well the student understands and responds to the prescribed text
   1  2  3  4
(b) Whether the student can interact in English
   1  2  3  4
(c) Whether the student can understand important ideas and concepts available through his reading in English
   1  2  3  4
(d) Whether the student can implement practically whatever he has been taught.
   1  2  3  4

26. Is there a language lab in your college?
   (a) Yes (b) No

27. If yes, resources used are-
   (a) LCD projector (b) Software (c) Internet
   (d) Any other .................................................................

28. Name the software/s used in your language lab
........................................................................................................................................
29. Please grade the fears of your students (I – most feared, II, III, IV, VIII – least feared)
(a) Grammar  [ ]  (b) Questions on the text  [ ]
(c) Using English in the classroom  [ ]  (d) Employment opportunities  [ ]
(e) Using English out the classroom  [ ]  (f) Choice of profession  [ ]
(g) vocabulary, phonology  [ ]
(h) Any other ....................  [ ]

30. Please add here any other comments that would enhance the English language acquisition among learners in your opinion
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Date:  Place:  Signature:

THANK YOU VERY MUCH FOR COOPERATION!
Questionnaire for Students

Dear Students

This questionnaire is a part of research work based on teaching/learning of English effectively. We will highly appreciate if you answer the questions frankly.

Please, fill in the blanks with appropriate information or tick ✓ the appropriate box.

1. Name: 

2. Class: 


4. English Language learning experience ☐ years.

5. How many years ago did you start learning professional English? ☐ years.

6. Are you satisfied with the hours of English taught to you per week? Yes ☐ No ☐

7. How many hours of English a week do you think is enough for you? ☐ hours.

8. You use English __________ outside the classroom.
   (a) Frequently (b) Rarely (c) Sometimes (d) Never

9. You speak English in the class:
   (a) Frequently (b) Rarely (c) Sometimes (d) Never

10. Your English class is:
    (a) Dull, boring (b) Interesting (c) Tolerable (d) Intolerable
11. You study English to: (Rank the numbers from 1 to 11 as per your priority)

<table>
<thead>
<tr>
<th>Purpose of studying English</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>use English for professional purposes</td>
<td></td>
</tr>
<tr>
<td>have access to information via Internet</td>
<td></td>
</tr>
<tr>
<td>exchange scientific/ technical/ business information</td>
<td></td>
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<tr>
<td>make presentations at conferences, symposiums, etc.</td>
<td></td>
</tr>
<tr>
<td>write business letters, faxes, memos, messages, reports, etc.</td>
<td></td>
</tr>
<tr>
<td>use English for oral communication/ e-communication</td>
<td></td>
</tr>
<tr>
<td>use English for further studies</td>
<td></td>
</tr>
<tr>
<td>succeed in your carrier</td>
<td></td>
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<tr>
<td>get job with international companies</td>
<td></td>
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<tr>
<td>pass the exam</td>
<td></td>
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</tbody>
</table>

12. Are the following activities useful /not useful, appropriate / not appropriate to your level, interesting /enjoyable or not? (More than one tick is possible in one line)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Useful</th>
<th>Not useful</th>
<th>Applicable</th>
<th>Not App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for information</td>
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<tr>
<td>Summarizing the texts</td>
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<tr>
<td>Translation</td>
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<tr>
<td>Writing business correspondence (Report, invitation)</td>
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<tr>
<td>Writing user’s instructions, manuals, etc.</td>
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<tr>
<td>Listening for general/specific information</td>
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<tr>
<td>Role-play</td>
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</tbody>
</table>
### 13. Communicative tasks in the classroom are:

- (a) time saving
- (b) less realistic
- (c) slightly useful
- (d) the need of the hour
- (e) objectively target oriented

### 14. Are the following types of class work useful/not useful, interesting/enjoyable or not interesting/enjoyable for you?

<table>
<thead>
<tr>
<th>Types of class work</th>
<th>Useful</th>
<th>Not useful</th>
<th>Interesting/enjoyable</th>
<th>Not Interest./Enjoyable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual work</td>
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<tr>
<td>Pair work</td>
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<td>Group work</td>
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<td>Team work</td>
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<tr>
<td>Project work</td>
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</table>

### 15. Are these types of materials useful/not useful, appropriate/not appropriate to your level, interesting/attractive for you or not? (More than one tick is possible in one line)
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<tbody>
<tr>
<td>Newspaper articles</td>
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<tr>
<td>Journal (magazine) articles</td>
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<tr>
<td>Papers of International conferences</td>
<td></td>
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<tr>
<td>Technical documentation, specifications</td>
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<tr>
<td>Advertising materials</td>
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<td>Materials from Internet</td>
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<tr>
<td>Textbooks in prescribe syllabus</td>
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<tr>
<td>Audio tapes</td>
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<td>Video tapes</td>
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<tr>
<td>Grammar textbooks</td>
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<tr>
<td>Recommendations for working with special texts</td>
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</table>

16. How much of the time should an English teacher lecture in the classroom?
   (a) 100%  (b) 90%  (c) 80%  (d) 60%  (e) less than 60%

17. How often is multimedia/language lab used by your English teacher to teach English?
   (a) Frequently  (b) Rarely  (c) Sometimes  (d) Never

18. What are the resources used in the language lab in your college?
   (a) LCD projector  (b) Software  (c) Internet  (d) Any other
19. Name the software/s used in your language lab

.................................................................
.................................................................

20. Which aspect of teaching English language receives major attention in the current teaching practices?
   (a) Speaking     (b) Reading     (c) Writing     (d) Listening     (e) All the above

21. The school level course of English helped me to

<table>
<thead>
<tr>
<th>Utility of school level English course</th>
<th>A lot</th>
<th>Enough</th>
<th>Not much</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use English for further studies</td>
<td></td>
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<tr>
<td>(scholarships, etc.)</td>
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<tr>
<td>Succeed in career (employment, promotion)</td>
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<tr>
<td>Satisfy personal cultural needs</td>
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<tr>
<td>Become independent in language learning</td>
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</table>

22. The importance of the following for my job?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Imp.</th>
<th>Imp.</th>
<th>Not Imp.</th>
<th>Not appl.</th>
<th>May be a criterion for job</th>
</tr>
</thead>
<tbody>
<tr>
<td>understanding other people's speech</td>
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<tr>
<td>understanding, recordings, video, audio text, lectures, reports</td>
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<tr>
<td>understanding the author's attitude to something</td>
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<tr>
<td>Using English in everyday communication</td>
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<tr>
<td>Using English for professional purposes</td>
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<td>Participating in discussions</td>
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<td>Expressing attitudes, opinions</td>
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<tr>
<td>Making presentations</td>
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<tr>
<td>Writing letters, e-mails, contracts, instructions</td>
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<tr>
<td>Writing resumes, summaries</td>
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<tr>
<td>Filling in application forms, CVs</td>
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<tr>
<td>Designing promotional materials</td>
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<tr>
<td>Reading general information, contracts, letters, e-mails, etc.</td>
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<tr>
<td>Being aware of cultural differences between nations</td>
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<tr>
<td>Others (Please specify)</td>
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23. The importance of the following resources in your institute.

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<tbody>
<tr>
<td>Textbooks</td>
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<tr>
<td>Newspapers</td>
<td></td>
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<tr>
<td>Magazines</td>
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<tr>
<td>Specialist journals</td>
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<tr>
<td>Internet</td>
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<tr>
<td>Course books</td>
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<tr>
<td>Advertisements</td>
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pictures
posters
audio tapes
video tapes
instructions
user manuals
specifications
Language Lab
Others (Please specify)

24. If given a chance to change your English language syllabus, what would you change?

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25. Any other comments and recommendations:

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Thank you very much for cooperation!
TESTING ENGLISH LANGUAGE SKILLS

This questionnaire is set to test your proficiency in English, to assist in placement, and to measure your progress.

The questionnaire tests the following language skills:

Part I: GRAMMAR

The following questions cover the areas such as: verb tenses, modal auxiliaries, passive, gerund and infinitive, singular and plural, conditional clauses, prepositions with adjectives and verbs. Fill in the correct option.

1. “What did Rahul say about the lecture?”
   “Nothing. _______ all night caused him to fall asleep in class today.”
   a) He studied  
   b) He studying  
   c) His studying  
   d) His study

2. “Can I buy a new computer?”
   “Yes, the money _______ available.”
   a) has been made  
   b) also  
   c) either  
   d) neither

3. “Are you joining us for the camp?”
   “No, I’m not and Riys isn’t _______.”
   a) too  
   b) also  
   c) either  
   d) neither

4. “Did you like the guests at our
party?"
"Yes, I have never seen
_______."

a) so intelligent peoples
b) such intelligent peoples
c) so an intelligent people
d) such intelligent people

5. "Was Akshay able to help you
find your way?"
"_______ me directions helped a
great deal."

a) For he give
b) That his giving
c) He gave
d) His giving

6. "Why are the archeologists so
interested in Tikal?"
"It once _______ the capital of a
great empire.

a) has been
b) was
c) was being
d) has been being

7. "Did she like her son’s work?"
"No, but _______ pleased her."

a) for this trying
b) he tried
c) that he tried
d) that him to try

8. Did you see Nitish swimming
across the river?
"No, but I watched _______."

a) he began
b) him to begin
c) him begin
d) his begin

9. "That’s a beautiful ring."
"I’m only borrowing it. It is
_______."

a) of my mother
b) my mother’s
c) belong to my mother
d) belonging my mother

10. "Do you still need help on that
math problem?"
"No, Anne explained _______."

a) me to many things
b) many things me
11. "I can't find my keys."  
"Do you remember _______ them down anywhere?"
   a) to have put  
   b) you put  
   c) to put  
   d) putting

d) was what his reason

12. "Why was the engineer hired?"
"To correct some problems that have just _______."
   a) arised  
   b) arose  
   c) arisen  
   d) arising

13. "The policeman stopped my car."
"Did he say _______ for stopping you?"
   a) what his reason was  
   b) what was his reason  
   c) his reason was what

Part II: VOCABULARY

1. Please detach the top half:
   a) include  
   b) forget  
   c) return  
   d) remove

2. He couldn't drive because his license was _______ for one month.
   a) subdued  
   b) exploited  
   c) suspended  
   d) reproached
3. I asked John if he wanted coffee, but he ________ his shoulders and said he didn’t care.
   a) shrugged
   b) chucked
   c) crouched
   d) wagged

4. We loved to listen to him talk because he was so___________.
   a) tawny
   b) watery
   c) witty
   d) wiry

5. No one was able to console Susan.
   a) accompany
   b) comfort
   c) control
   d) understand

6. Their supplies dwindled.
   a) were needed
   b) were stolen
   c) decreased

7. He did not use the right utensil.
   a) information
   b) tool
   c) method
   d) amount

8. Her smile was counterfeit.
   a) bitter
   b) friendly
   c) false
   d) famous

9. The candle _________ in the wind, then went out.
   a) flickered
   b) fussed
   c) descended
   d) dazzled

10. He adhered to the rules.
    a) followed
    b) didn’t obey
    c) justified
    d) was angered by

11. That custom is prevalent here.
13. His good qualities were __________ by his bad ones.

12. I’m afraid the car may break down; it’s been making ________ noises.

Part III: READING SKILLS

In this part students are asked to read an extract from technical writing for 1 minute.

Part IV: COMPOSITION WRITING

-Opinion: In some states, it is possible for a married couple to get a divorce simply because they no longer want to be married. What is your opinion of this kind of law?

-Personal Experience: Do you consider yourself a realist or an idealist? Relate a personal experience that illustrates this characteristic.

-Description: Describe the person who has helped you most in your life.

-Comparison: In the United States, it is customary for girls and boys to attend the schools. Is this educational system the same as or different from that of your country? How is it the same? How is it different?

-Imagined Situation: Imagine that you had been born in the United States.
How would your life have been different?

**Directions:**
You will have 50 minutes to plan and compose an ESSAY on one of the topics. Express your thoughts naturally and specifically. Be sure to use details for support. Take time to organize your thoughts at the beginning and save your time for PROOFREADING.

**PART V: SPEAKING SKILLS**
In this exercise students are asked to perform specific oral communication tasks.

**PART VI: LISTENING SKILLS**
The assessment of listening skills is to be completed within 30 mins and carries maximum 8 marks.

**Procedure:**
1. Students are told that they are going to hear a telephone conversation. When students are ready, recording is played.
2. Students are asked to write out all the names they can remember. (1.5 marks)
3. Students are asked to answer the following questions. (1.5 marks)
   a. What’s the relationship between Kevin and Anne?
   b. Who is engaged and when?
   c. Who are Becky and Kate?
4. Students are told to make notes on what news Anne gives about Dennis, Becky and Kate. (2)
5. Students are asked to write when each of these things happened. (1)

6. Each student is asked to write True, False or Don’t know (2)
   1. Dennis can’t play golf very well. ___
   2. Kate has a boyfriend. ___
   3. Kate is fifteen years old. ___
   4. Becky is older than Kate. ___
   5. Kevin often phones Anne. ___
   6. Kevin is married. ___
   7. Anne is married. ___
   8. Anne is surprised at Kevin’s news. ___

**Recording script**

Anne: Hello?

Kevin: Hi, Anne.

Anne: Kevin! What a surprise! It’s great to hear from you. How are you?

Kevin: Fine, just fine. How about you? What’s new?

Anne: Oh, nothing much.

Kevin: How’s Dennis?

Anne: He’s very well. He’s won a golf competition, so he’s thrilled about that.

Kevin: A golf competition? That’s great. When was that?

Anne: Er... last Saturday.

Kevin: Well, tell him ‘Congratulations’. And how about the kids? How are Becky and Kate?

Anne: Becky’s had an argument with her boyfriend, so she’s a bit
upset at the moment.

Kevin: Oh, dear. Is it serious?

Anne: Well, I don’t know. It only happened this morning.

Kevin: This morning? Oh. Poor Becky.

Anne: But Kate has some good news. She’s passed her driving test.

Kevin: Great! That is good news.

Anne: Yes, she’s thrilled. She passed the test on Friday.

Kevin: Wonderful.

Anne: And what about you, Kevin? How are you?

Kevin: I’m fine. I have some news too, actually. You’re going to be very surprised.

Anne: Go on.

Kevin: I’ve gotten engaged!

Anne: No! when?

Kevin: Last week. It all happened very quickly.

Anne: Oh, Kevin! I don’t know what to say!

[Source: Get Real! 2, Lesson 12B Listen In.]

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