

TK tests

1

The two artists **seem** to understand what you **have** painted, but I'm not sure I **know**.

Which of the three verbs is **NOT** a main verb?

- A seem
- B have
- C know

2

I told **you** that I'd never seen **him** before.

Which of the three pronouns is **NOT** an object pronoun?

- A I
- B you
- C him

3

It's a very **difficult** question. I'm not **sure** if I've done it **right**.

Which of the three words is **NOT** an adjective?

- A difficult
- B sure
- C right

4

We **visited** a **ruined** castle which had been **built** in the eighth century.

Which of the three words is **NOT** a past participle form?

- A visited
- B ruined
- C built

5

I told Mark that it would be a bad **idea** to send the **email**, but he decided to ignore my **advice**.

Which of the three nouns is **NOT** an abstract noun?

- A idea
- B email
- C advice

6

Quite a **few** people in the class said they **never** brush their teeth in the evening.

Which of the three words is **NOT** an adverb?

- A Quite
- B few
- C never

7

Kip **had** always wanted to become a nurse. However, when he **did** a training course, he realised that he **wasn't** enjoying it enough.

Which of the three verbs is **NOT** an auxiliary?

- A had
- B did
- C wasn't

14 *See and sea; tale and tail; where and wear* are examples of

- A** false friends.
- B** connected speech.
- C** homophones.

15 *Rock hard; soft boiled; melting point* are examples of

- A** compounds.
- B** antonyms.
- C** idioms.

16 *Jeans, T-shirt, coat; and athlete, jog, long jump* are examples of

- A** linking.
- B** collocations.
- C** lexical sets.

17 *Look up; look out; look over* are examples of

- A** word boundaries.
- B** phrasal verbs.
- C** verb patterns.

18 The different meanings of the noun *bank* are examples of

- A** homonyms.
- B** affixation.
- C** connected speech.

Uses of 'could'

- A** to express future possibility
- B** to complain
- C** to give permission
- D** to express present ability
- E** to express past ability
- F** to express present possibility
- G** to express future ability

Examples

- 8** That could be Judith on the phone.
- 9** I could hear a funny noise coming from somewhere in the engine.
- 10** It could snow! Look at the sky!
- 11** Thanks a lot. You could leave now, if you're in a hurry.
- 12** You could try asking me before you use my comb, you know.
- 13** The doctor is free. He could see you now if you like.
-
- 19** *Rare and hair, meat and street, money and sunny* are examples of
- A** rhymes.
 - B** key words.
 - C** contrastive stress.

20 Which of the following contains a contraction?

- A USA
- B can't
- C bye

21 How many phonemes does *place* have?

- A two
- B three
- C four

22 How is *butcher* written in phonemic script?

- A /bʊtʃə/
- B /bʌtʃə/
- C /bu:tʃə/

23 Which of the following is true of connected speech in English?

- A The first syllable of each word is always stressed.
- B Structural words are never stressed.
- C Content words are usually stressed.

24 Which of the following contains a diphthong?

- A /meɪ/
- B /mæd/
- C /mɔ:/

25 How many weak vowel sounds does *banana* have?

- A one
- B two
- C three

26 Which of these words is a minimal pair?

- A think/thinking
- B she/ship
- C cut/cat

Functions

- A** to express a condition
- B** to give a reason
- C** to show a result

Groups of words

- 27 As it might rain at the weekend, I've hired a couple of DVDs.
- 28 I don't think I'll buy a new car unless I get a pay rise.
- 29 It was such an enjoyable party that I stayed longer than I'd planned.
- 30 I'm lighting candles since the electricity's gone off.
- 31 Wanting to avoid the rush hour, I set off very early.
- 32 Provided you pay me back next week, I'll lend you the money.
- 33 It was so cold I put another jumper on.

Ways of reading

- A** predicting
- B** scanning
- C** inferring attitude
- D** deducing meaning from context
- E** intensive reading
- F** identifying text organisation
- G** reading for main ideas
- H** skimming

What readers do

- 34** They quickly search the text to find particular information.
- 35** They decide how writers feel from the way that they write.
- 36** They use parts of the text to help them understand unfamiliar lexis.
- 37** They look at a text quickly to get a general understanding.
- 38** They look at how the information is structured, by noticing headings or introductory phrases.
- 39** They focus on how language is used in a piece of text.
- 40** They use titles and pictures to give themselves ideas about what the text is about.