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

LIVEWORKSHEETS

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

LIVEWORKSHEETS

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.

LIVEWORKSHEETS

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.

LIVEWORKSHEETS

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 /meɪl/
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

LIVEWORKSHEETS

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.

LIVEWORKSHEETS

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.

LIVEWORKSHEETS