

**UCL Language Centre
Diploma in English for Academic Purposes**

Listening & Note-taking Examination
(20% OF FINAL MARK)

Wednesday 10th June 2009

10.15am – 11.45am

Candidate Number:

| | | | | | |
|--|--|--|--|--|--|
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|--|--|--|--|--|--|

Booklet 1

The examination is divided into three sections:

- | | |
|-----------------------------|---|
| Introduction | (no task) |
| <u>Section 1</u> (25 marks) | extended gap fill (in Booklet 1) |
| <u>Section 2</u> (25 marks) | free note-taking followed by further questions (in Booklet 2) Booklet 2 will be handed out after the lecture. |

Instructions for Booklet 1:

- Follow the instructions carefully.
- Before the lecture begins, you will have **15 minutes** to read through Booklet 1. During Section 1 of the lecture, complete the answers to questions in Booklet 1 according to the instructions given.
- During Section 2, take notes on the blank pages provided at the back of this booklet.
- After the lecture you will receive Booklet 2 and have **30 minutes** to complete the answers to further questions and check all your answers.
- The lecturer will give a clear indication before moving on to each new section of the talk.

| | Section 1 | Section 2 | Total |
|------------------------------|-----------|-----------|-------|
| 1st Marker | /25 | /25 | /50 |
| 2nd Marker | /25 | /25 | /50 |

| |
|--|
| <i>1st Marker's signature</i> |
| <i>2nd Marker's signature</i> |

To be completed by the External Examiner if the above agreed result is amended after review

| |
|--|
| Reason for amending agreed result |
|--|

| |
|--------------------------------------|
| /50 |
| <i>External Examiner's signature</i> |

Booklet 1 (25 marks)

[Introduction – no questions]

[SECTION 1: AS YOU LISTEN]

Context

1. *Complete the gap.* Many people lived in settled agricultural communities in _____ times, where monolingualism would have been the norm. (1 mark)

2. The lecturer mentions five factors that have increased the number of people who can speak more than just their mother tongue. *Add one more to the list*
 - a. Globalisation of trade and business
 - b. Large population movements
 - c. Rapid growth of cities through migration from rural areas
 - d. _____ (1 mark)

3. How many languages is it estimated that there are worldwide?
_____ (1 mark)

4. *Complete the gaps.* India has over _____ languages of which about _____ are at risk of being lost. (2 marks)

5. According to Professor Li Wei, what proportion of the population regularly uses two or more more languages for either work, family life or leisure.

circle ONE answer

About: 25% 33% 50% 66% 75%

(1 mark)

6. These days, according to Professor Li Wei, it is quite...

circle ONE answer

- a. normal
- b. unusual
- c. problematic

...that people are unable to speak any language other than their mother tongue.

(1 mark)

7. Give examples for the following reasons why people become bilingual:

| Reason | Example |
|--|---------|
| a. Internal movement within the EU | a. |
| b. External movement from outside the EU | b. |

(2 marks)

8. Name **TWO** parts of the world where there has been intermarriage between foreign workers and local people.

_____ and _____

(2 marks)

9. According to David Crystal,

- a) Approximately 235 million
- b) More than 235 million
- c) Less than 235 million

_____ native English speakers are at least partly bilingual.

(1 mark)

10. How many different languages do children in one East London primary school speak?

(1 mark)

Defining bilingualism

11. *Complete the gaps.* George Steiner uses three languages equally both in

_____ and _____

(2 marks)

12. A 'non-fluent' bilingual is someone who...

circle ONE answer

- a. ...is better in one language than the other
- b. ...has problems communicating well with others
- c. ...is weak in all languages

(1 mark)

13. How many separate definitions of bilingualism are there?

_____ (1 mark)

14. The lecturer says that language proficiency measurements can include subskills. Give **TWO** examples of subskills mentioned.

a) _____ b) _____

(2 marks)

15. *Match the terms* (the first has been done as an example)

| | | |
|---------------------------|---|--|
| Dominant bilingual | → | someone who is more fluent in one language than the other |
| Minimal bilingual | | someone who has very little proficiency in the second language |
| Productive bilingual | | someone who can understand, but not speak two languages |
| Receptive bilingual | | someone who can speak and perhaps write in two languages |

(2 marks)

16. The second dimension researchers are interested in concerns the _____ and manner of language acquisition.

(1 mark)

17. *Match the left with the right*

| | |
|------------------------|---|
| Simultaneous bilingual | learns the second language in adulthood |
| Successive bilingual | learns both languages when they start to speak |
| Late bilingual | learns the second language after the first but still as a child |

(2 marks)

18. The term 'subtractive bilingualism' describes cases where

circle ONE answer

- a. Someone expands their linguistic repertoire
- b. one language replaces another, possibly due to a higher social status
- c. different language is used at work and at home

(1 mark)

[END OF SECTION 1]

[SECTION 2: Now take notes under the following headings and sub-headings]

Aptitude

Attitude

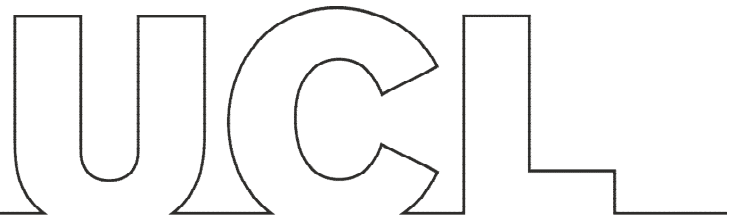
Bilingualism and Intelligence

- **Early Research**

- **Recent Research**

Summary and Conclusion

[END OF SECTION 2]



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Write your Candidate Number again here:

| | | | | | |
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Booklet 2

Instructions for questions on note-taking section:

Refer back to the notes that you made during the final part of the lecture in order to answer these questions.

Answer ALL the questions by writing your answers on this paper.

You have 30 minutes to complete this final section of the listening and note-taking examination.

SECTION 2: NOTE TAKING (25 marks)

Aptitude:

1. In many parts of the world it is normal for people to speak a second or third language. Give **TWO** regions the lecturer mentioned.

_____ and _____

(1 mark)

2. According to the lecturer, many monolingual English speakers do not learn another language because

circle ONE answer

- a. they do not travel to continental Europe much
- b. of the importance of America
- c. having the ability to speak another language is not considered important

(1 mark)

3. According to John Edwards, Anglophones...

circle ONE answer

- a. ...have a poor aptitude for learning languages
- b. ...are not motivated to learn other languages
- c. ...do not have the intelligence required for learning languages

(1 mark)

Attitude:

4. Why was bilingualism frequently regarded as something negative until the 1960's? Give *one reason*

(1 mark)

5. The New York linguist Uriel Weinreich published a paper where he listed problems faced by bilinguals, according to some researchers. One example is given below, give **FOUR** more mentioned in the lecture:

a) marginalisation in society _____

b) _____

c) _____

d) _____

e) _____

(2 marks)

6. According to Weinreich these views about the problems caused by bilingualism were acceptable.

True

False

Justify your answer

(1 mark)

7. In 1987 Colin Baker wrote that bilinguals were still thought to have less mental room for **THREE** of the following disciplines:

circle THREE answers

- a. music
- b. mathematics
- c. science
- d. technology

(1 mark)

8. The theory of ‘containerised competence’ maintains that learning a second language will have a negative impact on our mother tongue

True

False

Justify your answer

(1 mark)

9. What does John Edwards suggest about our capacity to learn languages?
-

(1 mark)

Bilingualism and intelligence

Early Research:

10. Alfred Binet’s intelligence test

circle ONE answer

- a. was the first structured intelligence test
- b. was widely accepted in France and the United States
- c. was designed for use with learning disabled children

(1 mark)

11. The results of the Stanford-Binet IQ tests tended to show bilinguals were less _____

(1 mark)

12. These early tests had **ONE** main problem which undermined their validity:

circle ONE answer

- a. they were more biased towards people whose first language was not English
- b. they were more biased towards people whose first language was English
- c. they were designed for use with bilingual speakers

(1 mark)

13. Saer, who conducted his study in Wales, supported education:

circle ONE answer

- a. in English from an early age
- b. in Welsh then later in English
- c. in English then later in Welsh

(1 mark)

14. Saer calculated each child's IQ based on:

circle ONE answer

- a. samples of writing in English
- b. samples of writing in Welsh
- c. samples of writing in their first language

(1 mark)

15. What did Saer conclude from his follow-up University study in 1924?

circle ONE answer

- a. Bilingual students consistently score higher than monolingual students
- b. Bilingual students are able to improve their scores compared with their school scores
- c. Bilingualism is a permanent disadvantage to both school and university students

(1 mark)

16. Match left and right: Identify the four main weaknesses in Saer's results by matching the left and right columns: **please write the answers underneath the table.**

| | |
|---|---|
| <p>1.</p> <p>Bilingual children were asked to write in Welsh, whereas their school education had taught them to write at a higher level in English,</p> | <p>a.</p> <p>as they favour native English speakers.</p> |
| <p>2.</p> <p>The validity of early IQ tests has been questioned</p> | <p>b.</p> <p>so the original differences were not considered statistically significant.</p> |
| <p>3.</p> <p>The students had been classified too simply into bilingual and monolingual groups,</p> | <p>c.</p> <p>so Welsh was their weaker language for writing.</p> |
| <p>4.</p> <p>Later the original results were re-analysed using modern statistical techniques</p> | <p>d.</p> <p>and Saer had not discriminated for levels of language ability or competence in writing.</p> |

Answers:

1. C 2. _____ 3. _____ 4. _____

(2 marks)

Recent Research:

17. What is the main difference in focus between early and more recent research into bilingualism?

(1 mark)

18. The lecturer indicates that bilingualism builds bridges. Give **TWO** from the lecture:

a. Bridges _____

b. Bridges _____

(1 mark)

19. Why do bilinguals appear to be more successful at the Simon test than monolinguals?

(1 mark)

Conclusion:

20. Universities have different requirements in relation to foreign language qualifications for undergraduate study. Match the left with the right:

| University | | Requirement |
|----------------------|--|----------------------------|
| Oxford University | | withdrawn in 1993 |
| Cambridge University | | being reintroduced in 2012 |
| UCL | | no decision yet made |

(2 marks)

21. Professor Michael Worton believes language study supports key academic skills. Circle **TWO** such areas mentioned in the lecture:

circle TWO answers

- a. the ability to listen well
- b. the ability to read unfamiliar text for meaning
- c. the ability to study abroad

(1 mark)

22. How many languages does UCL offer at undergraduate level?

(1 mark)

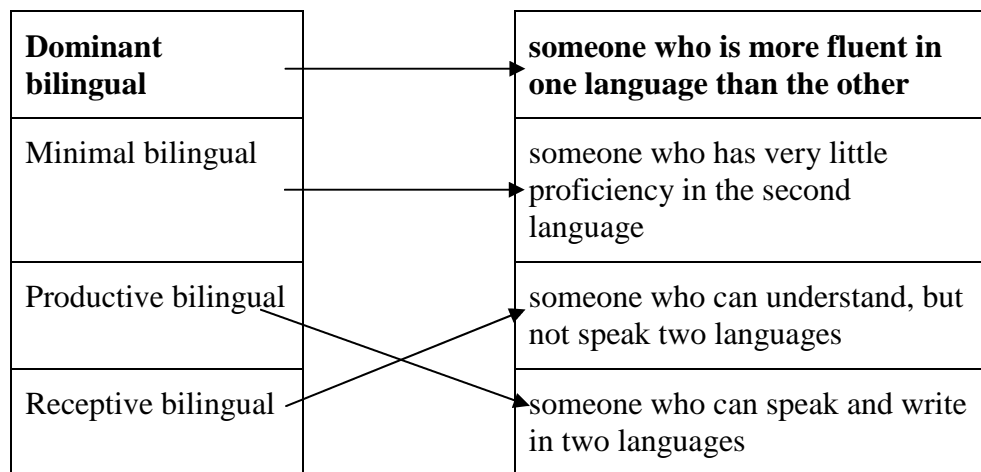
[END OF SECTION 2]

Diploma Listening Examination, June 2009

Suggested Answer Key for Booklet 1: (25 marks)

Section 1:

1. pre-industrial
2. Any ONE of the following:
cheaper and faster means of travel / communication / Internet
spread of bilingual education programmes / foreign language education
3. 5 – 6,000
4. 800 , 200 (1 mark for each)
5. 33%
6. b
7. a. Poles / Polish people to Britain
b. Refugees due to conflict (or similar) (1 mark for each)
8. South America , Far East (1 mark for each)
9. b
10. 56
11. public , private / privately (1 mark for each)
12. a
13. (at least) 37
14. Any TWO of the following:
accent , vocabulary , written grammar (1 mark for each)
- 15.

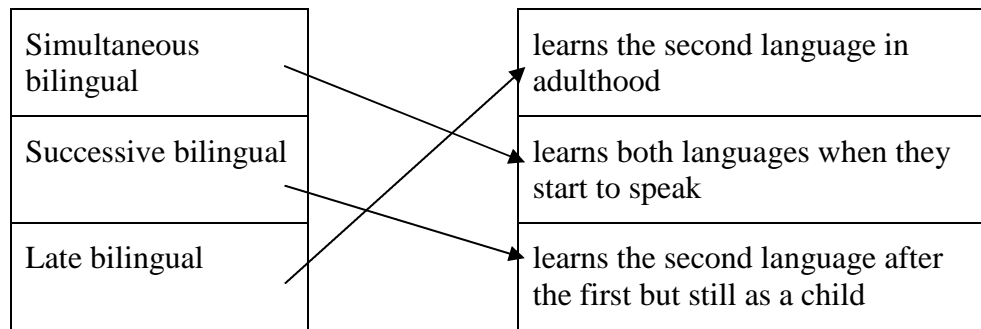


One correct = 1 mark

Three correct = 2 marks

16. age

17.



One correct = 1 mark

Three correct = 2 marks

18. b

[END OF SECTION 1]

Suggested Answer Key for Booklet 2:

(25 marks)

Section 2:

1. Any TWO of the following:
Europe , Africa , Asia (1 mark for each)
2. c
3. b
4. it was believed that it could negatively affect a person's intellectual growth
OR
it was believed that it could negatively affect a person's spiritual growth
(or similar)
5. Any FOUR of the following: (0.5 mark for each)
problems of integration
divided national loyalties
emotional difficulties
stuttering or speech difficulties
left-handedness
laziness
reduced intelligence
6. False
insufficient support from experimental evidence (or similar)
7. a,b,c
8. True
the more of a second language we learn, the more of our first language we lose
9. we all have room in our brains to add another language / our brains are not
"full up" (or similar)
10. a
11. intelligent
12. b
13. b
14. c
15. c

16. 1. c - example

2. a

3. d

4. b

One correct = 1 mark

Three correct = 2 marks

17. recent research focuses on the positive (potential benefits of bilingualism),
whereas early research focused on the negative (or similar)

18. Any TWO of the following: (0.5 mark for each)

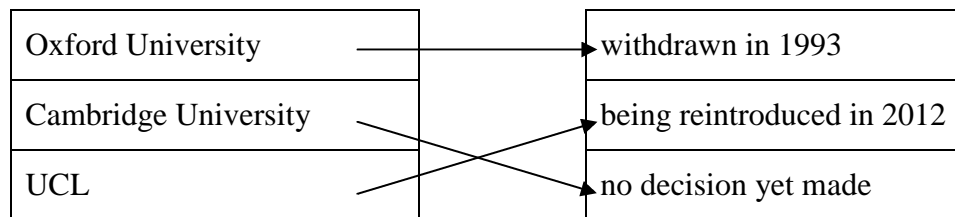
Bridges (between groups) within nations

Bridges between nations

Bridges for the exchange of ideas

19. They have a better ability at decision making (or similar)

20.



One correct = 1 mark

Three correct = 2 marks

21. a , b

22. 22

[END OF SECTION 2]