

Pre-sessional English Language Course Listening & Note-taking Examination

LANGUAGE LOSS

2000

Booklet 1

Instructions:

Follow the instructions very carefully. Before the lecture begins, you will have 10 minutes to read through Booklet 1. During the lecture, you should complete the questions according to the instructions given. Your answers to Parts 2 and 3 should be written in this Booklet. **Your notes for Part 4** should also be written in this Booklet on the blank pages provided. After the lecture you will receive Booklet 2 and have 35 minutes to complete and check all your answers.

The examination is divided into four parts:

Part 1: Introduction (no task) (page 2 in this booklet)

BOOKLET 1 (THIS BOOKLET) CONTAINS QUESTIONS FOR PARTS 2 AND 3

Part 2: one-word gap fill (pages 2 to 4 in this booklet)

Part 3: extended gap fill (pages 5 to 7 in this booklet)

BOOKLET 2, GIVEN OUT AT THE END OF THE LECTURE, CONTAINS QUESTIONS FOR PART 4

Part 4: free note-taking followed by questions handed out after the lecture.
(take your notes on the blank pages in this booklet)

The lecturer will clearly indicate when s/he is moving on to each new part of the talk.

Language Loss

PART 1

Listen to the lecturer as he explains the structure of the lecture.

PART 2

Answer **ALL** the questions in Part 2 by writing **one word only** in each gap using the exact words used by the lecturer. You will not lose marks for spelling mistakes as long as the word is easily recognisable to the exam markers.

An example is given below. (1 mark per gap)

Example: Some language learners find they start forgetting words in their mother tongue.

(= 1 mark)

Various figures have been given for the number of languages active in the world today. Some recent reports have suggested that (1) (2) (3) living languages are currently being spoken, from (4) languages such as English, Chinese or Arabic, to those with far (5) speakers. This figure, given by the Welsh-based Observatoire Linguistique, which has been involved in the (6) of all the world's living languages and dialects, is considerably greater than previous estimates of around (7) (Independent, April 1996). For example, in Ethnologue 1996, a catalogue of the world's languages, a figure of (8) is offered.

What is the purpose of collecting such information? Who would want it, and how could it be used?

Well, the Observatory presented a 1,600-page document - a (9) (10) of the world's languages - to UNESCO in July 1997. Such documents are of considerable help to UNESCO (the United Nations Educational, Scientific and Cultural Organisation) in its stated aim, which is to put together a (11) (12) of the world's languages and linguistic communities (13) the year 2001. If made available on the Internet, the information could be used for educational and (14) purposes.

Interestingly, the vast majority of the world's population are speakers of the (15) (16) or so languages, whilst the many thousands of minority languages, including those most (17) (18), are spoken by very few in comparison - in some cases by just a few (19) individuals, as we shall see.

The observatory suggests the following league table for the world's languages in terms of millions of speakers as a first or second language:

Chinese:	1,123
English:	470
Hindi:	418
Spanish:	372
Russian:	288
Bengali:	235
Arabic:	235
Portuguese:	182
Japanese:	125
French:	124
German:	121
See OHT	

English came in second place, even though in terms of the number of people living in countries where it is the (20) (21) it would come out number one, with a figure of (22) million. Of course, the figures reveal that even in those countries where English is the official language, that does not mean that all the population (23) (24); India is a case in point which comes to mind here.

An interesting point to be taken from these figures is a (25) between the number of languages spoken today and the number of countries. Clearly, taking the world as a whole, there are many more languages than countries. The evidence therefore suggests that, despite the (26) of certain key languages, of which English is one, the natural (27) (28) would appear to be multilingualism; monolingualism - the ability to speak only one language - is the clear (29) One might wonder, therefore, why the largely monolingual English appear to be such (30) learners of other languages, but that would be the subject of another lecture and we must move on.

Total marks for Part 2 = 30

PART 3

In Part 3 of the exam, you will usually need to write **MORE THAN ONE WORD** in each given space. Answer **ALL** the questions.

You do **NOT** need to write the exact words from the lecture, but the meaning of your answer **must be the same meaning as the meaning in the lecture.**

Example: What is monolingualism?
the ability to speak only one language

1. Pressures on minority groups can cause a loss of ... :
1) language
2)
3)
(2 marks)

2. Due to the Roman influence in Britain very few people in Britain continued to speak the native Celtic. **Circle your answer.**

TRUE / FALSE

(1 mark)

3. Give two examples of ways in which the speaking of Celtic tongues were passed from one generation to the next.

- 1) through
- 2) through

(2 marks)

4. According to the lecture, how many languages are likely to be lost in the next 100 years?

Circle your answer.

6000 / 5000 / 3000

(1 mark)

5. Define the term *endangered languages*.

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

(3 marks)

6. The world's least common language is related to Finnish. **Circle your answer.**

TRUE / **FALSE**

(1 mark)

7. According to Robert Phillipson, what three factors were involved in language loss in North America?

- 1) nineteenth century promotion of
- 2) the emphasis on standard English for reason, ethics and aesthetics
- 3) factors 1) and 2) above were

(2 marks)

8. List three of the factors that are described as being foreign to Navajo children studying at school.

- 1)
- 2)
- 3)

(3 marks)

9. What assumption seems to lie behind the teaching of Navajo children *through English*, not through their own Navajo language?

.....
.....

(3 marks)

10. What evidence does the lecturer give to illustrate the danger faced by native American languages in California?

.....
.....

(2 marks)

Total marks for Part 3 = 20 marks

PART 4

During this final part of the listening exam, you must make your own notes. Space is given below for you to do this. You will need these notes to answer a series of questions that will be given to you after the lecture has finished.

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Write your Candidate Number again here:

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Booklet 2

Instructions for Part 4 questions:

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 35 minutes to complete this final section of the listening and note-taking examination.

TRUE or FALSE?

Do the following statements agree with the information provided by the lecturer?
Write the correct option (TRUE/ FALSE) in the space provided for your answer.

TRUE if the statement is correct
FALSE if the statement is incorrect

1. The aboriginal populations of Australia use the languages and concepts of more than one world in their everyday lives.
.....
2. Dr Krauss believes that up to 90% of the world's languages will not be spoken in 100 years' time.
.....

3. The Manx language has disappeared from use.
.....
4. According to the lecturer, many North American speakers of French support bilingual education programmes.
.....
5. About half a dozen languages have evolved from Latin.
.....
6. According to Kenneth Hale, the cultures of different people divide space and time in similar ways.
.....
7. The teaching of native American languages to children in state education has often been prohibited.
.....
8. The Cornish language died out in the twentieth century.
.....
9. According to the lecturer, UNESCO plays a valuable role in the area of language maintenance.
.....
10. The lecturer believes that languages in danger can be protected.
.....
11. The socio-economic survival of isolated tribal groups depends on language.
.....

(2 marks each = 22 in total)

Write your answers to the following questions in the spaces provided.

12. List two choices made by indigenous tribal societies in response to the danger of losing their language.

- 1)
-
- 2)
-

(4 marks)

13. How many languages does Dr Krauss predict will be spoken in a hundred years' time?

.....

(2 marks)

14. The lecturer believes that speakers of minority languages will have to become:

(circle the correct answer)

- a) monolingual
- b) bilingual
- c) multilingual

(2 marks)

15. What, according to the speaker, are the serious *scientific implications* of language loss?

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

(3 marks)

16. Why are many minority language speakers attracted to using English, Spanish, Portuguese or French?

.....
.....

(3 marks)

17. Which THREE languages from the list have been in danger of extinction but have been revived and supported?

(Circle THREE ONLY)

- | | | | |
|----|-----------------|----|---------|
| a) | Scottish Gaelic | d) | Welsh |
| b) | Irish Gaelic | e) | Cornish |
| c) | Basque | f) | Manx |

(3 marks)

18. What prevents dead languages such as Cornish from being fully revived?

.....

(3 marks)

19. Define a 'real' native speaker.

.....
.....

(4 marks)

20. Give one reason why languages such as Hebrew have been successfully protected.

.....

(2 marks)

21. According to the speaker, who decides the fate of minority languages?

(circle the correct answer)

minority language speakers / **majority language speakers**

(2 marks)

(total marks for Part 4 = 50 marks)

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Answer Key 1

Instructions:

Before the lecture begins, you will have 10 minutes to read through this document. During the lecture, you should complete the questions according to the instructions given. After the lecture you will have 40 minutes to complete and check your answers.

The examination is divided into four parts:

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- Part 2: one-word gap fill (pages 2 to 4 in this booklet)
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- Part 4: free note-taking followed by questions handed out after the lecture.
(take your notes on the blank pages in this booklet)

The lecturer will clearly indicate when he is moving on to each new part of the talk.

Language Loss

PART 1

Listen to the lecturer as he explains the structure of the lecture.

PART 2

Answer **ALL** the questions in Part 2 by writing **one word only** in each gap using the exact words used by the lecturer.

You will not lose marks for spelling mistakes as long as the word is easily recognisable to the exam markers, but using a different form of the word = ½ mark

Various figures have been given for the number of languages active in the world today. Some recent reports have suggested that (1) **more** (2) **than** (3) **10,000 / ten thousand** living languages are currently being spoken, from (4) **major** languages such as English, Chinese or Arabic, to those with far (5) **fewer** (*few = 0*) speakers. This figure, given by the Welsh-based Observatoire Linguistique, which has been involved in the (6) **classification** of all the world's living languages and dialects, is considerably greater than previous estimates of around (7) **4000 / four thousnad** (Independent, April 1996). For example, in Ethnologue 1996, a catalogue of the world's languages, a figure of (8) **6703** (*exact figure only*) is offered.

What is the purpose of collecting such information? Who would want it, and how could it be used?

Well, the Observatory presented a 1,600-page document - a (9) **global** (10) **register** of the world's languages - to UNESCO in July 1997. Such documents are of considerable help to UNESCO (the United Nations Educational, Scientific and Cultural Organisation) in its stated aim, which is to put together a (11) **computerised** (*computer=1/2*) (12) **map** of the world's languages and linguistic communities (13) **by** the year 2001. If made available on the Internet, the information could be used for educational and (14) **research** purposes.

Interestingly, the vast majority of the world's population are speakers of the (15) **top** (16) **100 / hundred** or so languages, whilst the many thousands of minority languages, including those most (17) **at** (18) **risk** (*risky = 0*), are spoken by very few in comparison - in some cases by just a few (19) **ageing** (*aged = 1/2*) individuals, as we shall see.

The observatory suggests the following league table for the world's languages in terms of millions of speakers as a first or second language:

Chinese:	1,123
English:	470
Hindi:	418
Spanish:	372
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Bengali:	235
Arabic:	235
Portuguese:	182
Japanese:	125
French:	124
German:	121
See OHT	

English came in second place, even though in terms of the number of people living in countries where it is the (20) **official** (21) **language** it would come out number one, with a figure of (22) **1,730** million. Of course, the figures reveal that even in those countries where

English is the official language, that does not mean that all the population (23) **speak** (24) **it** ; India is a case in point which comes to mind here.

An interesting point to be taken from these figures is a (25) **comparison** between the number of languages spoken today and the number of countries. Clearly, taking the world as a whole, there are many more languages than countries. The evidence therefore suggests that, despite the (26) **dominance** of certain key languages, of which English is one, the natural (27) **human** (28) **norm** would appear to be multilingualism; monolingualism - the ability to speak only one language - is the clear (29) **exception**. One might wonder, therefore, why the largely monolingual English appear to be such (30) **poor** learners of other languages, but that would be the subject of another lecture and we must move on.

Total marks for Part 2 = 30

PART 3

In Part 3 of the exam, you will usually need to write MORE THAN ONE WORD in each given space. Answer ALL the questions.

You do NOT need to write the exact words from the lecture, but the meaning of your answer must be the same meaning as the meaning in the lecture.

1. Pressures on minority groups can cause a loss of ... :

1) language

2) **land** (=1)

3) **culture** (or cultural) (= 1)

(2 marks)

2. Due to the Roman influence in Britain very few people in Britain continued to speak the native Celtic. **Circle your answer.**

TRUE / **FALSE**

(1 mark)

3. Give two examples of ways in which the speaking of Celtic tongues were passed from one generation to the next.

Any two answers from the following:

poems (=1) **oral tradition** (=1) **speaking** (=1)

songs (=1) **schools and teaching** (=1)

minority support programmes in schools and communities (=1)

(2 marks)

4. According to the lecture, how many languages are likely to be lost in the next 100 years?

Circle your answer.

6000 / 5000 / **3000**

(1 mark)

5. Define the term *endangered languages*.

(Languages where) **most children don't speak the language** (=1.5)

Speakers are mostly middle-aged (=1.5)

(3 marks)

6. The world's least common language is related to Finnish. Circle your answer.

TRUE / **FALSE**

(1 mark)

7. According to Robert Phillipson, what three factors were involved in language loss in North America?

1) nineteenth century promotion of **monolingualism / monolingual** (=1)

2) the emphasis on standard English for reason, ethics and aesthetics

3) factors 1) and 2) above were **institutionalised** (=1) [*institution* = 1/2]

(2 marks)

8. List three of the factors that are described as being foreign to Navajo children studying at school.

Any three answers from the following:

values

lifestyles

concepts

language

human models

[*models* = 1/2]

(3 marks)

9. What assumption seems to lie behind the teaching of Navajo children *through English*, not through their own Navajo language?

People of other ethnic groups (=1) cannot be human (=1) unless they speak English (=1) [OR SIMILAR]

[*loss of self-identity / loss of sense of being Navajo = 1.5*]

(3 marks)

10. What evidence does the lecturer give to illustrate the danger faced by native American languages in California?

Two marks for any of these:

Many speakers are over 70

Language lack formal teaching in the state schools

Northern Pomo extinct

[OR SIMILAR]

[*But "Pomo" only = 1*]

(2 marks)

Total marks for Part 3 = 20 marks

Pre-sessional English Language Course Listening & Note-taking Examination

LANGUAGE LOSS

Answer Key 2

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

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You have 40 minutes to complete this final section of the listening and note-taking examination.

TRUE or FALSE?

Do the following statements agree with the information provided by the lecturer?
Write the correct option (TRUE/ FALSE) in the space provided for your answer.

TRUE if the statement is correct
FALSE if the statement is incorrect

1. The aboriginal populations of Australia use the languages and concepts of more than one world in their everyday lives.
TRUE
2. Dr Krauss believes that up to 90% of the world's languages will not be spoken in 100 years' time.
FALSE

3. The Manx language has disappeared from use.
TRUE
4. According to the lecturer, many North American speakers of French support bilingual education programmes.
FALSE
5. About half a dozen languages have evolved from Latin.
FALSE
6. According to Kenneth Hale, the cultures of different people divide space and time in similar ways.
FALSE
7. The teaching of native American languages to children in state education has often been prohibited.
TRUE
8. The Cornish language died out in the twentieth century.
FALSE
9. According to the lecturer, UNESCO plays a valuable role in the area of language maintenance.
FALSE
10. The lecturer believes that languages in danger can be protected.
TRUE
11. The socio-economic survival of isolated tribal groups depends on language.
FALSE

(2 marks each = 22 in total)

Write your answers to the following questions in the spaces provided.

12. List two choices made by indigenous tribal societies in response to the danger of losing their language.

1) **to retreat** (=2) (from the developing world)

2) **to integrate** (=2) (with other languages / cultures)

[OR SIMILAR]

(4 marks)

13. How many languages does Dr Krauss predict will be spoken in a hundred years' time? (around) **300**

(2 marks)

14. The lecturer believes that speakers of minority languages will have to become:

(circle the correct answer)

a) monolingual

b) bilingual

c) multilingual

(2 marks)

15. What, according to the speaker, are the serious *scientific implications* of language loss?

Either:

Losing knowledge (=1.5) **associated with medicine / herbs / healing** (=1.5)

or:

potential cures (=1) / (for) **cancer** (=1) / **may be lost** (=1)

(3 marks)

16. Why are many minority language speakers attracted to using English, Spanish, Portuguese or French?

(these languages have high) **prestige / status / political status** (=3)

[*useful / low status / spoken in many countries = 0*]

17. Which THREE languages from the list have been in danger of extinction but have been revived and supported? (*Circle THREE ONLY*)

- a) Scottish Gaelic d) **Welsh**
b) **Irish Gaelic** e) **Cornish**
c) **Basque** f) Manx

[ONE MARK EACH]

18. What prevents dead languages such as Cornish from being fully revived?

Any of the following for three marks:

There are too few real native speakers

OR **A lack of political will and funding**

OR **Poorly developed writing system**

Lack of a highly developed writing system

its / their writing system

[“writing system” = 1.5]

19. Define a ‘real’ native speaker.

(someone who) **learns** (the language) (=1) / (as a) **mother tongue** (=1)

(from) **mother tongue** (=1) / **parents** (=1)

(4 marks)

20. Give one reason why languages such as Hebrew have been successfully protected.

Any of the following answers for 2 marks:

political and social support

political will

(they had) **hundreds of thousands of native speakers**

OR **strong** (=1) / **linguistic identity** (=1)

21. According to the speaker, who decides the fate of minority languages?

(circle the correct answer)

minority language speakers

/

majority language speakers

(2 marks)

(total marks for Part 4 = 50 marks)