Name: _____ Reg. No: _____ Class: ____/____

CLEMENTI WOODS SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2012

ENGLISH LANGUAGE 1127/02
Paper 2 Comprehension

Secondary 4 Express / 5 Normal (Academic)

1 Hour 40 Minutes

27 August 2012

READ THESE INSTRUCTIONS FIRST

Write your Name, Register number and Class on all the work you hand in.
Write in dark blue or black pen on both sides of the Writing Paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.
Leave a space of **one** line between your answers to **each part** of a question e.g. between **1(a)** and **1(b)**. Leave a space of at least **three** lines after your completed answer to each **whole** question.

Write your answers on the separate Writing Paper provided.
At the end of the examination, fasten all your work together.

The insert contains the comprehension passages.
Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.
The number of marks is given in brackets [ ] at the end of each question or part question.

This question paper consists of 4 printed pages.

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Read Passage A and Passage B in the insert and then answer **all** the questions which follow below.

You are recommended to answer the questions in the order set.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

NOTE: When a question asks you to answer in your own words, YOU MUST NOT COPY WORDS IN THE PASSAGE IN YOUR ANSWER.

From Passage A:

From paragraph 1

1 (a) Write down the word from the paragraph which has the same meaning as 'no longer be spoken, or known'. [1]

(b) What does the author imply about these endangered languages when he stresses that the language will die along with the last of the native *speakers*. [1]

From paragraph 2

2 Why is Ancient Greek considered dead despite a version of it being spoken by Greeks today? [1]

From paragraph 3

3 Explain fully how a community is affected when forced to give up its language. [2]

From paragraph 4

4 What is the main factor that affects the speed of extinction for a language? [1]

From paragraph 5

5 (a) **In your own words,** what does the writer mean by 'These numbers should be taken with a grain of salt'? [1]

(b) What is the reason why it is not possible to precisely account for the number of languages in the world? [1]

From paragraph 6

6 Explain briefly the link between language and culture that the writer mentioned in this paragraph. [2]

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From Passage B:

From paragraph 1

7 Write down a word from the paragraph which has the same meaning as argue. [1]

8 What two factors are quoted by the writer as not being able to account for English being a world language? [2]

From paragraph 2

9 Explain **in your own words** why economic power has more impact over the spread of a language than military prowess. [2]

From paragraph 3

10 Which two other factors mentioned in this paragraph contribute to the globalisation of the English language? [2]

From paragraph 4

11 Explain briefly the unfairness that the writer mentions in this paragraph. [1]

From paragraphs 6

12 Explain **in your own words** the benefit of having a large number of native speakers of a certain language. [2]

From Passage A and Passage B:

13 For each of the following words, give **one** word or short phrase (of not more than **seven** words) which has the same meaning as the word in the passage.

From Passage A:
1. abruptly (line 12)
2. gradual (line 27)

From Passage B:
3. isolation (line 1)
4. virtually (line 19)
5. proficiency (line 33)

[5]

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From Passage A:

14 **Using your own words as far as possible**, summarise the causes of language extinction, its effects and consequences to the various communities.

USE ONLY THE MATERIAL FROM PARAGRAPHS 2 TO 7 FROM PASSAGE A.

Your summary, which must be in continuous writing (not note form), must not be longer than **150** words (not counting the words given to help you begin.)

Begin your summary as follows: *Any spoken language of the world risks becoming endangered when…* [25]

END OF PAPER

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Name: _____ Reg. No: _____ Class: ____/____

CLEMENTI WOODS SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2012

ENGLISH LANGUAGE 1127/02
Paper 2 Comprehension
INSERT

Secondary 4 Express / 5 Normal (Academic)

1 Hour 40 Minutes

27 August 2012

READ THESE INSTRUCTIONS FIRST

This insert contains the comprehension passages.

This insert consists of 5 printed pages.

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Read Passage A and Passage B and then answer the questions which are printed in the Question Paper.

Passage A

1 An endangered language is one that is likely to become extinct in the near future. Many languages are falling out of use and being replaced by others that are more widely used in the region or nation, such as English in the U.S. or Spanish in Mexico. Unless current trends are reversed, these endangered languages will become extinct within the next century. Many other languages are no longer being learned by new generations of children or by new adult speakers; these languages will become extinct when their last speaker dies. In fact, dozens of languages today have only one native speaker still living, and that person's death will mean the extinction of the language: It will no longer be spoken, or known, by anyone.

2 Ancient Greek and Latin are considered dead because they are no longer spoken in the form in which we find them in ancient writings. However, they weren't abruptly replaced by other languages; instead, Ancient Greek slowly evolved into modern Greek, and Latin slowly evolved into modern Italian, Spanish, French, Romanian, and other languages.

3 Outright genocide is one cause of language extinction. For example, when European invaders exterminated the Tasmanians in the early 19th century, an unknown number of languages died as well. Far more often, however, languages become extinct when a community finds itself under pressure to integrate with a larger or more powerful group. Sometimes the people learn the outsiders' language in addition to their own; this has happened in Greenland, a territory of Denmark, where Kalaallisut is learned alongside Danish. However, often the community is pressured to give up its language and gradually lose its ethnic and cultural identity. This has been the case for the ethnic Kurds in Turkey, who are forbidden by law to print or formally teach their language. It has also been the case for younger speakers of Native American languages, who, as recently as the 1960s, were punished for speaking their native languages at boarding schools.

4 Language extinction can be sudden or gradual. The fate of a language can be changed in a single generation if it is no longer being learned by children. This has been true for some Yupik Eskimo communities in Alaska, where just 20 years ago all of the children spoke Yupik; today the youngest speakers of Yupik in some of these communities are in their 20s, and the children speak only English. Likewise, Scots Gaelic was spoken on Cape Breton Island, Nova Scotia, until the 1940s, but by the 1970s the language was no longer being learned by children. In other cases, languages have declined much more slowly.

5 According to one count, 6,703 separate languages were spoken in the world in 1996. Of these, 1000 were spoken in the Americas, 2011 in Africa, 225 in Europe, 2165 in Asia, and 1320 in the Pacific, including Australia. These numbers should be taken with a grain of salt, because our information about many languages is scant or outdated, and it is hard to draw the line between languages and dialects. However, most linguists agree that there are well over 5,000 languages in the world. A century from now, however, many of these languages may be extinct. Some linguists believe the number may decrease by half; some say the total could fall to mere hundreds as the majority of the world's languages — most spoken by a few thousand people or less — give way to languages like English, Spanish, Portuguese, Mandarin Chinese, Russian, Indonesian, Arabic, Swahili and Hindi. By some estimates, 90% of the world's languages may vanish within the next century.

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6 When a community loses its language, it often loses a great deal of its cultural identity at the same time. Language loss always involves pressure of some kind, and it is often felt as a loss of social identity or as a symbol of defeat. That doesn't mean that a group's social identity is always lost when its language is lost; for example, both the Chumash in California and the Manx on the Isle of Man have lost their native languages, but not their identity as Chumash or Manx. However, language is a powerful symbol of a group's identity. Much of the cultural, spiritual, and intellectual life of a people is experienced through language. This ranges from prayers, myths, ceremonies, poetry, oratory, and technical vocabulary to everyday greetings, leave-takings, conversational styles, humour, ways of speaking to children, and terms for habits, behaviours, and emotions.

7 When a language is lost, all of this must be refashioned in the new language — with different words, sounds, and grammar — if it is to be kept at all. Frequently traditions are abruptly lost in the process and replaced by the cultural habits of the more powerful group. For these reasons, among others, it is often very important to the community itself that its language survive. Much is lost from a scientific point of view as well when a language disappears. A people's history is passed down through its language, so when the language disappears, it may take with it important information about the early history of the community. The loss of human languages also severely limits what linguists can learn about human cognition. By studying what all of the world's languages have in common, we can find out what is and isn't possible in a human language. This in turn tells us important things about the human mind and how it is that children are able to learn a complex system like language so quickly and easily. The fewer languages there are to study, the less we will be able to learn about the human mind.

Adapted from *What is an Endangered Language? by Anthony C Woodbury.*

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Passage B

1 The rise of English as an international language cannot be viewed in isolation from its role in the world. Few people today will contest the fact that English is a world language. However, what is a 'world language'? Numbers of native speakers are not decisive here. When it comes to numbers English is outdone by Chinese and probably also Urdu. Saying that English is a world language does not mean that everybody on earth speaks English, or that everybody views it as such. That English has become a world language has nothing to do with the intrinsic qualities of the language either, even if it has a rich vocabulary, thanks to its contact with other European and non-Western languages. Some would view this richness as proof of its flexibility; others see in it a helpful bridgehead to learning other languages. Still others would argue that English is businesslike and that it has a lucid syntax, exuding masculinity.

2 Even so, the global spread of English has been the result of totally different factors; political, military and economic. Though it may require military power to establish a dominant language, it takes economic power to expand it and to keep it up. After the last war, during the decline of its Empire, Britain had to face the consequences of this reality, as it had to withdraw from its numerous overseas bases, unable to foot the bill for a continued military presence. These days the United States is virtually the only nation to have the economic resources to maintain and promote English around the globe.

3 Other factors that have contributed to the worldwide spread of English over the past century are the development and explosive growth of the new communication technologies. They have enabled us to communicate in English on a truly global scale. Various international organisations such as the United Nations, the World Health Organisation, the International Monetary Fund, or the World Bank are also using English as the dominant working language and it will be obvious why English became a world language. The only real rival to English in international forums is French, which is, however, often used as a means of resistance to the hegemony of English.

4 This is not all. English has also become the language of science and technology. This is particularly true of the natural sciences. In Germany, for example, 98 percent of all physicists claim English as their working language, as against 8 percent of all students of law. It will be obvious that a person's lack of proficiency in English may result in inequality, in science just as in politics. Some of us, having submitted an article to an international journal and having found it rejected on the grounds of 'poor' English, and others, like our Euro-parliamentarians, having had to struggle in their debates in a non-native language, even though translation services are provided, have found this to their cost. This may not be fair, but it is a fact of life.

5 For a language to become a truly world or global language it has to be recognized for its special communicative role in most countries around the world. This recognition is often reflected by the special status English enjoys in those countries, either by being an official language or by being the first foreign language in the language curriculum.

6 As we noted above it is not necessary for a world language to have a large number of native speakers, even if a large number may facilitate a wider communicative range. It will be clear that a large body of native speakers has the capacity to produce a greater variety of culture goods. For example, literary works of art, motion pictures, (pop) music, news broadcasts as well as dictionaries,

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grammar books, educational materials. It will also create more opportunities for interactions with its native speakers.

7 This may all be very well but today English increasingly acts as a *lingua franca* between non-native speakers. Therefore if one wishes to understand fully the position of English in a world where the majority of its speakers are non-native speakers, one needs to consider the place English holds vis-à-vis the other languages that are used alongside it.

Adapted from *The Rise and Role of English as an International Language. Some educational Consequences* by Arthur van Essen.

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CLEMENTI WOODS SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2012
ENGLISH LANGUAGE 1127/02
Paper 2 Comprehension
Secondary 4 Express / 5 Normal (A)

From Passage A:

From paragraph 1

1 (a) The word is 'extinct'. (1)

Marker's note:
The answer requires an adjective 'extinct' instead of 'extinction', which is a noun.

(b) The implication is that there is no written form of the language. (1)

Marker's note:
the key word in the question is 'imply' which means the answer cannot be found in the text. Any answer that is based on the text will not be awarded any marks.

From paragraph 2

2 Modern Greek is not that used in the ancient written texts but an evolved version. (1) **OR**

Ancient Greek that is used in old texts is no longer spoken among modern Greeks. (1)

From paragraph 3

3 As language is closely tied to the ethnic and cultural identity of a community (1) the loss of a language would inadvertently lead to the loss of its unique identity. (1)

From paragraph 4

4 The main factor would be the use/teaching and learning of the language from generation to generation. (1)

Marker's note:
No marks will be awarded if the candidate states that "it is a fact that it is learned and taught..." if so, the language will not be endangered. The answer must suggest the condition, using words like "whether" or "if"

From paragraph 5

5 (a) He means that we should not **believe/trust** the numbers provided to be fully accurate. (1)

Marker's note:
'grain of salt' means to be sceptical, to not believe something easily, if the candidate states only that the numbers are wrong or inaccurate, no marks will be awarded.

(b) It is almost impossible for even linguists to distinguish between a language and its dialects. (1)

Marker's note:
A number of students have written about 'information on languages' which is not part of the answer and this preamble suggests that the student does not know where the exact answer is and is taking a gamble by inserting the part prior to the answer.

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From paragraph 6

6 Language is inextricably tied to culture as it is used on a daily basis [1] when humans interact with each other (1)

Marker's note:
A number of candidates did not indicate the frequency that language is used, instead, their focus was on the range.

From Passage B:

From paragraph 1

7 The word is 'contest'. [1]

8 The number of native speakers (1) and the intrinsic qualities of the language (1).

Marker's note:
A few candidates were lazy and did not write their answers fully, only indicating 'number' and 'qualities'. No marks awarded if the answers are incomplete.

From paragraph 2

9 Though military might may provide a foothold for a language to enter a country, it is the economic power that ensures that it sustains itself. (Do not accept 'expands and keeps it up'.

Marker's note:
Students are expected to rephrase 'establish a dominant language' and 'expands and keeps it up'.

From paragraph 3

10 New communication equipment (1) as well as international organisations that use English.(1)

Marker's note:
A number of candidates misinterpreted "development" and "growth" of new communication technologies as two separate factors.

From paragraph 4

11 It seems unfair that a person's value/performance will be affected by his proficiency in the English language instead of being judged solely on its own merit. (1)

Marker's note:
The answer requires the candidate to explain, not to state the unfairness. A number of candidates used the word 'inequalities' but this does not explain why it is so. To include examples in their answer also mean that the candidate did not understand the question which states ' Explain briefly...'.

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From paragraphs 4 and 5

12 With more native speakers, there will be more print and non-print material that is communicated in the language (1) and in turn, this larger resource contributes to the survival and spread of the language. (1)

Marker's note:
Candidates are not to use 'culture goods' and 'interactions with its native speakers'.

From Passage A and Passage B:

13

From Passage A:

1. abruptly (line 11)
   quickly without warning.

2. gradual (line 28)
   slow

From Passage B:

3. isolation (line 1)
   Set apart / cut off

4. virtually (line 18)
   Actually / practically

5. proficiency (line 36)
   competency

From Passage A:

14 **Using your own words as far as possible**, summarise the causes of language extinction, its effects and consequences to the various communities.

Any spoken language of the world risks becoming endangered when…

1. modern speakers use a version
2. different from the ancient one.
3. Even though it may exist in a written form
4. it cannot be spread without speakers/users.
5. Another cause is when a community is exterminated by invaders
6. And no one is left to speak and/or propagate the language
7. A community may also be forced into giving up the language
8. And/or lawfully barred from using or teaching the language.
9. when a dominant language overpowers others
10. Language extinction also happens because the number of speakers are unevenly distributed
11. And it slowly disappears with the demise of a small or an aging ethnic group
12. A community stands to lose its ethnic and cultural identity
13. along with its language as they are inextricably tied
14. to religious, social and relational interactions
15. and is used on a daily basis.
16. For the scientific community, parts of history will be lost with the language
17. and knowledge about human cognition will become limited.

160 words

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