

# L2 English Test<sup>003</sup>

## Semester 3



CHAZAL Baptiste  
L2 - 2015

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(PRINT IN CAPITALS)

Group: 4

Point Breakdown by Section	TOTAL
Listening Comprehension 1	5
Listening Comprehension 2	4
Reading Comprehension 1	7
Reading Comprehension 2	8
Reading Comprehension 3	3
Synthesis	21
Overall Total	48

# TOTAL:

$\frac{48}{3} = 16$	
16	20

Corrector's  
initials

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## Listening Comprehension 1

You are going to listen twice to a news report about a health concern caused by WIFI signals called electromagnetic hypersensitivity. Complete the task below. Before the listening comprehension starts, you have 1 minute to read through the task.

**A. Circle whether the statements are TRUE or FALSE.**

(each correct answer is worth 1 point, 8 points total)

- 1) The only solution for all sufferers of electromagnetic hypersensitivity is to move to the U.S. Radio Quiet Zone in West Virginia..... ~~TRUE~~ **FALSE**
- 2) Nichols Fox currently works as an author and a journalist..... ~~TRUE~~ **FALSE**
- 3) Nichols Fox has been suffering from electromagnetic hypersensitivity for more than 15 years..... **TRUE** **FALSE**
- 4) Nichols electromagnetic hypersensitivity has disappeared since moving to the U.S. Radio Quiet Zone..... ~~TRUE~~ **FALSE**
- 5) According to Professor Bob Park, WIFI and microwaves are not strong enough to cause the symptoms described by sufferers of electromagnetic hypersensitivity..... ~~TRUE~~ **FALSE**
- 6) Nichols Fox was initially skeptical when she was diagnosed with electromagnetic hypersensitivity..... ~~TRUE~~ **FALSE**
- 7) Nichols Fox is also a contributing writer for the Swedish Association for the Electrically Sensitive's website..... ~~TRUE~~ **FALSE**
- 8) According to Nichols Fox, there has been a lot of research done on electromagnetic hypersensitivity..... ~~TRUE~~ **FALSE**

Source: <http://www.pri.org/stories/health/wifi-causes-headaches-chronic-pain-for-some5916.html>

**Listening Comprehension 1 Total:**

5	8
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## Listening Comprehension 2

You are going to listen twice to a report about efforts to save Haiti's artistic culture after the 2010 earthquake. Complete the task below. Before the listening comprehension starts, you have 1 minute to read through the task.

### A. Answer the following questions below. You will not be graded on grammar or spelling.

(each question is worth a specific number points, 12 points total)

I) How much of the Holy Trinity Episcopal cathedral survived the 2010 earthquake? (1 point)

1 Just some pieces of wall

II) How many of the religious murals at the Holy Trinity Episcopal cathedral were there before the earthquake and when were they painted? (2 points)

0 30

III) Give two reasons why the religious murals at the Holy Trinity Episcopal cathedral were very innovative. (2 points)

0 1) Asian artists worked on it

2)

IV) List two reasons why Olsen Jean-Jilian, Project Manager for Haiti's Cultural Recovery Project, believes that it is important to save the past? (2 points)

2 1) ~~That~~ "You can't look at the future if you do not understand the past."

2) It's their identity and their culture

V) What is Toni Monnin's job and how did she help Haitian artists immediately following the earthquake? (2 points)

1 Artist

She opened a gallery

VI) According to Toni Monnin, what did all of the artists lose in the earthquake? (1 point)

VII) According to Toni Monnin, what did almost all of the artists lose in the earthquake and why? (2 points)  
(2 point)

Source: <http://www.theworld.org/2011/08/haiti-art-in-peril/>

Listening Comprehension 2 Total:

4	12
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## Reading Comprehension 1

Read the text below:

Reminder: At the end of this exam, you will be asked to write a synthesis of these three articles. Keep that in mind as you read them.

### A Mission to Save Indigenous Languages

By Beau Gamble, Australian Geographic, August 19, 2011

Hidden in the manuscripts of early British settlers are the last surviving records of many indigenous languages. Last week, the State Library of New South Wales launched a new project to rediscover these forgotten dialects.

Of the 250 indigenous languages spoken at the time of British settlement, fewer than 20 are still in daily use. The State Library of NSW, in a partnership with Rio Tinto, aims to pass the rediscovered words on to Aboriginal communities, helping to reverse the current language decline.

Melissa Jackson, an indigenous services librarian at the State Library, says early recordings of lost languages can be found among the journals and letters of British naval officers, missionaries and surveyors.

"The first phase of the project is discovering what language lists we hold in the library's twelve linear kilometres of manuscripts," Melissa told *Australian Geographic*. "The lists can be in the form of a formal study into Aboriginal languages, or they can just be snippets of information in someone's journal."

For example, Charles Macarthur King, the grandson of a NSW Governor, recorded 55 words from the language of the Port Stephens people on a few loose sheets of notepaper.

The second stage of the project involves consultation with Aboriginal communities to make the words available online. "It's not only finding the significant languages but making sure the community's happy with the way we're presenting the material," says Melissa.

The final stage, she says, will be to develop new education programs that teach the forgotten words to primary and high school students. "What we want to do is assist the cultural regeneration by teaching people how to learn those languages through our education programs," she says.

Susan Poetsch, a linguist and teacher of indigenous languages from the University of Sydney, who is not involved in the project, believes the work will have wide-reaching benefits. "There are people who are partial speakers or remembers of the language, and their knowledge can be supplemented by information that was collected in earlier decades," Susan says. "Language revitalisation is very important both to Aboriginal communities and to the wider Australian community - not only for community identity but for cross-cultural understanding...The languages are a window to the culture and the world views that are held by Aboriginal people."

Adapted from: <http://www.australiangeographic.com.au/journal/a-mission-to-save-indigenous-languages.htm>

Finally, all of these texts agree on one thing: a lot of tongues are on their way to disappear, and we must keep something of them to keep them alive: a book, a piece of paper, a vocal recording, or if possible to make them available to learn in schools. Personally, I think that it is really important to keep tongues alive, because they are an important part of the culture of all community, and for this reason they must be saved.

Synthesis Total:

2 30

### Key for Correction Symbols

SP	spelling error
GR	grammatical error
VOC	word choice
Q	vocabulary
^	add word
WO	word order
!	any issues that need attention



### Reading Comprehension 1 Questions

**A. Circle whether the statements are TRUE or FALSE.**

(each correct answer is worth 1 point, 8 points total)

- 1) Of the 250 languages that were in use at the time of British settlement, only 20 have completely vanished..... ~~TRUE~~ FALSE
- 2) Melissa Jackson, a librarian at the State Library, admits that many of the journals and letters of British naval officers, missionaries and surveyors have been lost ~~TRUE~~ FALSE
- 3) The lengths and forms of word lists of indigenous languages in the State Library of NSW vary greatly..... ~~TRUE~~ FALSE
- 4) According to the article, the grandfather of Charles Macarthur King wrote 55 words from the language of the Port Stephens people..... ~~TRUE~~ FALSE
- 5) The project team is not concerned with having the Aboriginal communities' approval before putting new words online..... ~~TRUE~~ FALSE
- 6) The project hopes to revive Aboriginal cultures by teaching the indigenous languages in schools..... ~~TRUE~~ FALSE
- 7) Susan Poetsch is a linguist and teacher who is working on the State Library of NSW project..... ~~TRUE~~ FALSE
- 8) Susan Poetsch believes that such projects improve mainstream Australian society's and Aboriginal communities' perceptions of one another..... ~~TRUE~~ FALSE

**Reading Comprehension 1 Total:**

7	8
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## Reading Comprehension 2

Read the text below:

### Languages Die, but Not Their Last Words

By John Noble Wilford, The New York Times, September 19, 2007

Of the estimated 7,000 languages spoken in the world today, linguists say, nearly half **are in threat of** extinction and likely to disappear in this century. In fact, one falls out of use about every two weeks.

New research, reported yesterday, has found the five regions where languages are disappearing most rapidly: northern Australia, central South America, North America's upper Pacific coastal zone, eastern Siberia, and Oklahoma and the southwestern United States. All have indigenous people speaking an **array** of languages, in falling numbers.

The study was based on field research and data analysis supported by the National Geographic Society and the Living Tongues Institute for Endangered Languages.

In a teleconference with reporters yesterday, K. David Harrison, an associate professor of linguistics at Swarthmore, said that more than half the languages had no written form and were "vulnerable to loss and being forgotten." Their loss leaves no dictionary, no text and no record of the accumulated knowledge and history of a **vanished** culture.

In Australia, where nearly all the 231 spoken tongues are endangered, the researchers **came upon** three known speakers of Magati Ke in the Northern Territory, and three Yawuru speakers in Western Australia. In July, Dr. Anderson said, they met the **sole** speaker of Amurdag, a language in the Northern Territory that had been declared extinct.

"This is probably one language that cannot be brought back, but at least we made a record of it," Dr. Anderson said, noting that the Aborigine who spoke it **strained** to recall words he had heard from his father, now dead.

The dominance of English threatens the survival of the 54 indigenous languages in the Northwest Pacific plateau, a region including British Columbia, Washington and Oregon. Only one person **remains** who knows Siletz Deeni, the last of many languages once spoken on a reservation in Oregon.

Another measure of the threat to many relatively unknown languages, Dr. Harrison said, is that 83 languages with "global" influence are spoken and written by 80 percent of the world population. Most of the others face extinction at a **rate**, the researchers said, that exceeds that of birds, mammals, fish and plants.

Adapted from: <http://www.nytimes.com/2007/09/19/science/19language.html>

There is an incredible number of languages existing in the world, but only a few of them are spoken by a lot of people. Most of the others are on their way to disappear. Here are three texts about languages and native tongues. The first one, "A mission to save indigenous languages", is an article written by Beau Samble the 19<sup>th</sup> of August 2011 for Australian Geographic. It is about a tongue saving mission from the State Library of New South Wales. The second article, called "Languages die, but not their last words" is about the extinction of native languages in the world. It was written by John Noble Wilford the 19<sup>th</sup> of September 2007 for The New York Times. And the last text, "Saskatchewan native dialects endangered", is an article about aboriginal languages in Saskatchewan, written by Samantha Tann for CBC News the 12<sup>th</sup> of September 2010.

The ~~main~~ main idea in these three texts is the same: native tongues are on their way to disappear. The second text gave global statistics about it: there is actually 7000 languages in the world, and half of them are going to disappear during this century. In the first text, the observation is the same, and the State Library of NSW is trying to save the most of records that they can. The third article is less general because it is about Indian native tongues in a region of Canada, but these tongues are disappearing too.

The second main common theme between these articles, and

it seems logical, in the way that people fight to keep these languages alive. In the third one, in Saskatchewan, Dorothy Iyo, president of the Saskatchewan Indian Culture Centre, with native leaders, are going to press the government. They want native dialects to be taught in schools. In the second article, researchers are moving all around Australia to find and visit some last speakers of some unknown and dying languages, to ~~make~~ make records of them. And in the first article, the State Library of NSW is analysing tons and tons of documents to note all that can be found about indigenous languages, from a study about some old languages to a small piece of paper with few words written on it: everything is useful. S

But where can we find these old languages? Like I said, the State Library of NSW is analysing a mountain of documents. Then, they are going (trying) to reverse the current language decline by putting all these little pieces of tongue history on the Internet, available for everyone. In the third article, there is a few native speakers of old Saskatchewan's languages. But the problem is that here are not (the languages) available in schools, and years pass, as speakers are becoming older and older. The second article is more adventurous, because researchers are looking in the whole Australia to find the only man left who speaks some ancient dialect. P

### Reading Comprehension 2 Questions

A. 8 of the words in the text have been put in bold and underlined. Circle the word / expression that best fits each word's meaning in the given context. (each question is worth 1 point, 8 points total)

1) to be in threat of

to be in control of	to be in need of	to be in danger of
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2) an array

an expression	a handful	a range
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3) vanished

extinct	advanced	ancient
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4) to come upon

to interview	to visit	to find
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5) sole

proud	willing	last
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6) to strain

to struggle	to relax	to plead
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7) to remain

to be found	to be left	to be studied
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8) a rate

a quantity	a speed	a transformation
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Reading Comprehension 2 Total:

8	8
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### Reading Comprehension 3

Read the text below:

#### **Saskatchewan Native Dialects Endangered**

By Samantha Mann, CBC News, September 12, 2010

Aboriginal language experts say several native dialects are endangered in Saskatchewan as fewer young people learn their ancestral tongues.

There are eight aboriginal languages spoken in the province. The most widely spoken are Cree and Saulteaux.

Dorothy Myo, president of the Saskatchewan Indian Cultural Centre, said there are only a small amount of people who speak some native dialects — and those speakers are aging.

“The youngest fluent speakers are between the age of 26 to 65,” said Myo. “Our youngest people aren't learning the language. They're not having access to learning their language today.”

Myo said preserving aboriginal languages has become a priority for native leaders, who are expected to press the provincial government to allow more aboriginal language instruction in schools.

“There are so few speakers, and it's really on the verge of extinction. Part of that strategy is the youth — first to have them take an interest and then have it accessible for them to learn.”

Frances Anaquod, who teaches Saulteaux at her home community of Muscowpetung, said at one time the Saulteaux-language program was dropped in the local school, but then politicians realized it was too important to lose and reinstated it.

“It's very important at this point in time to be trying to revitalize our languages,” said Anaquod. “The children love it. This is the foundation of our culture.”

Adapted from: <http://www.cbc.ca/news/canada/saskatchewan/story/2010/09/12/sask-aboriginal-languages-threatened.html>

### Reading Comprehension 3 Questions

**A.** Please answer the following questions in complete sentences. You will be graded on the content and the quality of English e.g. spelling, vocabulary, grammar, punctuation. Use your own words!  
(each question is worth a set number of points)

- 1) Why are there no fluent speakers of indigenous languages in Saskatchewan province under the age of 26? (2 points)

Because most of the indigenous languages are not <sup>g</sup>taught in schools, so it is difficult for younger people to learn them.

1,5

- 2) How are native leaders trying to revitalize the indigenous languages in Saskatchewan province? (2 points)

They are trying to ask (and press for) indigenous languages to be more taught in schools, so these languages will not disappear.

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1,5

**Reading Comprehension 3 Total:**

3	4
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## Synthesis Writing

Write a synthesis (using your own words) of the three articles you have just read.

You will not be graded on the length, so please do not feel obligated to use all the pages available.

You will be graded on the following criteria: 20 points total

<u>Structure (6 points)</u>	<u>Content (6 points)</u>	<u>Language (8 points)</u>
<i>Introduction &amp; conclusion</i> <i>Paragraph structure</i> <i>Transitions</i> <i>Appropriate introduction of quotes</i> <i>Correct citation of sources</i> <i>Etc.</i>	<i>General cohesion</i> <i>Pertinent emphasis of key themes / points</i> <i>Identification of similarities / differences</i> <i>Summary of contents</i> <i>Etc.</i>	<i>Grammar</i> <i>Vocabulary</i> <i>Punctuation</i> <i>Syntax</i> <i>Faux-amis</i> <i>Etc.</i>
<u>6</u> / 8	<u>6</u> / 8	<u>9</u> / 14
Corrector's Comments:	Corrector's Comments: <i>Needs more development            &amp; cohesion</i>	Corrector's Comments: