

Alumno/a: _____ Orientación: _____	NOTA FINAL:
Liceo: _____ Departamento: _____	Escrito: /100
Firmas del Tribunal Presidente                      Secretario                      Vocal	Entrevista Oral: /12

# Bilingualism

USE this code to listen to the audio in YouTube or you can download the mp3 from:  
[www.uruguayeduca.edu.uy](http://www.uruguayeduca.edu.uy) or  
[www.ces.edu.uy](http://www.ces.edu.uy)



**1. Listen to Lana telling us about her language learning experience when growing up. Choose the correct option. (18 marks)**

- 1. Lana states that she is....**
  - a. trilingual.
  - b. multilingual.
  - c. bilingual.
  
- 2. She believes she had a hard time trying to fit in because she grew up in...**
  - a. Brazil.
  - b. L.A.
  - c. Portugal.
  
- 3. By the time she started school she felt a culture shock because**
  - a. she didn't speak any English at all.
  - b. she was surrounded by plenty of Americans.
  - c. of her accent.
  
- 4. She thinks she could relate better to**
  - a. Koreans
  - b. Brazilians
  - c. Americans
  
- 5. She thinks it was a good thing to grow up**
  - a. being exposed to other cultures
  - b. speaking only one language
  - c. only making friends with bilingual kids
  
- 6. Her unique childhood helps her identify with**
  - a. American culture.
  - b. Brazilian culture.
  - c. people who grew up in a different culture.

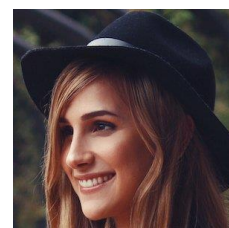


Photo taken from:  
<https://www.famousbirthdays.com/people/lana-holmes.html>

**Read the text carefully:**

## **Bringing up children bilingually. The best way to pass on cultural identity.**

**A-** I was born in London to foreign parents an Austrian father and an Italian mother and was educated in the UK. From an early age, I discovered that being bilingual could allow you to slide from one identity to another. At the age of 13, I spent the summer in Italy with the family of one of my mother’s friends. I spoke only Italian for six weeks, living like an Italian teenager. In the car on the way home from the airport, I recall being unable to produce a single sentence in English, almost as though I had become a different person. *Sono una ragazza italiana, I remember thinking to myself, joyfully* – I had become an Italian girl.

Fast-forward 40 years, and basically I have elected to live like a foreigner in the city of my birth. I speak Italian with my husband, both at home and at work in our Italian restaurant, and also with my best friend. Though my “literary” language, the language of my intellect in which I write my novels and articles, remains English, speaking Italian on a daily bases seems to have reduced my Englishness. Consequently, people sometimes mistake me for a foreigner.

**B-** Mimi Eskinder, an Ethiopian who came to this country in 1981, says she regrets not teaching her daughters Amharic. “The big difference is that I came here as a refugee, but my children, who were born here, didn’t need any extra with fitting in”. Her daughter Mary, aged 18, initially resisted learning Amharic from her two grandmothers and refused to go to language classes because she was embarrassed about her accent: “I’m not the world’s greatest linguist, and whenever I tried to speak a sentence in Amaharic, it sounded terrible’. For Mary, the issue was further complicated by wanting to fit into a tough inner-city girl culture: “Until I went to Ethiopia on my own at the age of 14, I would see people wearing our traditional Ethiopian clothes and be embarrassed that they looked like newcomers. When I was out with my friends, I acted all cool, making loads of noise, which is completely opposite to the Ethiopian way of being respectful and talking quietly.”

**C-** Christina Franco, an Italian American explorer and conservationist, has lived in London for the past 25 years. “What warms my heart when I speak Italian to my son is sharing not just the culture, but the continuity. Each time we return to Italy, I watch Vittorio walking the same paths that I walked when I was his age.” As a result of his upbringing, her son Vittorio, aged four, navigates between three languages, though he refers to English as “his”. For Christina, this is familiar territory: until the age of six, when she moved back to Rome with her family, she lived in Chicago. “One day, I overheard my father speaking English to a colleague, and remember thinking how clever Papa was to know all those words!” At her American school, however, Christina’s bilingualism was treated with disapproval. “I remember my teacher saying that I had to stop speaking “that other language”, and I didn’t understand what she meant. As far I was concerned, there was one universal language in the world, with lots of ways of saying things. In some ways, I still believe that to be true.”

**D-** Lily Cheng, a doctor from Portsmouth doesn’t feel a strong attachment to China, the country of her parents’ birth. “My mother and father left Shanghai in the sixties and have never really looked back. Being as similar as possible to the locals was important to them, so they chose to speak English to my brother and I at home and I don’t blame them for that. However, we did learn Mandarin in high school and I’ve been passionate about languages ever since. Not so much because of my background, but more because I think they are a means of opening your mind to understand other cultures. When my son was born, I considered speaking to him in Mandarin. However. It seemed unnatural as it’s not my first language, and motherhood is such an emotional thing that I wouldn’t have felt comfortable doing it. He has expressed an interest in learning a language though, so I’m planning to send him on a French summer camp. Hopefully. That will encourage his enthusiasm.”

**Taken from: Locklyer, A. (2016) *Straight to First*. Oxford: Macmillan.**



## Read this text now:

### English as an International Language – no problem, OK?

“You say to-may-to, I say to-mah-to”

The British and the Americans like to talk about the differences between British and American English. There are a few small differences in the grammar and there are a few words that are different on either side of the Atlantic, but the big difference is the accent. Some British films have subtitles in America because people can't understand what the actors are saying, and some American TV series (*The Sopranos*, for example) are difficult for the British to understand.

However, if you listen to Standard English (the language that TV newsreaders use, for example) in Britain or the US, there are no problems of understanding at all. The problems are with the different kinds of American and British English. These different dialects and accents depend on people's social class and the geographical area where they live. It is possible, for example, that a middle-class speaker from the south of England will find it difficult to understand a working class speaker from the north. In the same way, a wealthy Californian may not understand a working class New Yorker. All of these people have accents, but the middle class accents are usually closer to Standard English.

With so many different Englishes, it is difficult for learners of the language. What sort of English should they learn? Is American English better than British English, or the other way round? The answer depends on their reasons for learning English. If they are learning English for their work, the choice will probably be easy. But for many students, it doesn't matter. What matters is that they understand and are understood.

The world is changing and English is no longer the property of the British, Americans or Australians. Most English that you hear and see around the world is spoken or written by non-native speakers – between, for example, a Greek and a German, or between a Russian and an Italian. English is the main language of business, academic conferences and tourism, of popular music, home computers and video games. English has become the Latin of the modern world.

Because of this, the question of American or British English is becoming less and less important. More and more people now talk about English as an International Language – a language that is not American or British. It has hundreds of different accents, but if people can understand what you are saying, no problem. OK?

**Taken from:** Kerr, P. (2012). *Straightforward: pre-intermediate*. Oxford: Macmillan Education.



**4. Read the article and say if these sentences are true (T) or false (F).  
Correct the false sentences. (12 marks)**

1. There are a lot of important differences between British and American grammar. \_\_\_\_\_  
.....
2. Some Americans can't understand British films. \_\_\_\_\_  
.....
3. There is only one British accent. \_\_\_\_\_  
.....
4. For many students, it doesn't matter if they learn British or American English. \_\_\_\_\_  
.....
5. Many different nationalities use English to communicate. \_\_\_\_\_  
.....
6. English as an International Language is a kind of American English. \_\_\_\_\_  
.....



**5. Fill in the blanks with the correct word or phrase.  
Be careful, there are extra options:**

(10 marks)

<b>second language</b>	parrot fashion	<b>look up</b>	mother tongue
<b>understand</b>	look into	<b>accent</b>	<b>BILINGUAL</b>

1. When I learnt Italian at school, I learnt it ....., we only repeated what the teacher said. I never really learnt to use it correctly.
2. Nowadays, with Google Translate fewer and fewer people ..... words in dictionaries.
3. Many people speak English in Uruguay, but Spanish is the .....
4. That actor has a very unusual ....., it is not Australian, or British or American. Where is he from?
5. My English is not very good, but when I travelled to the USA people could ..... me pretty well.



## 6. Choose the correct word: (9 marks)

### Learning to speak Klingon.

The Klingons are an alien race. They first appeared in the science fiction TV **(series-campaign-screen)** Star Trek. The Klingons love violence and war. And they have their own language.











The inventor of the Klingon language was Mark Okrand. Okrand has a PhD in linguistics. He began working on Star Trek in 1982. A friend of a friend told him that they were looking for a linguist to write a short dialogue in Vulcan (the language of the famous **(character-actor-writer)** Mr. Spock). Okrand wrote the dialogue and enjoyed it. Two years later they asked him to write a few words for some scenes in Klingon. This time he didn't just write words, he invented a complete grammar. This grammar has some familiar and some unfamiliar elements. One unusual thing is **(a - an - the)** word order.





Over 300,000 people bought The Klingon Dictionary, **(has written-wrote-written)** by Okrand. But there are probably only 2,000 people in the world who can speak Klingon. Many of these people only know a word or two. But some invent poems and stories or write translations, including translations of Shakespeare.

But it's one thing to write Klingon, and it's another thing to speak it. There are only 20 or 30 people **(who-where-what)** can have conversation in Klingon. There is an annual Klingon conference and it is one of the few places where people **(must-should-can)** have these conversations. I went to one of their conferences in 2007.

On the first afternoon of the conference, I saw a small group of people **(around- on - in)** a table. They were talking in Klingon slowly and using dictionaries a lot, but they were communicating. I sat and listened. I was happy when, at last, I understood my first spoken Klingon **(word- sentence - paragraph)**: Ha'DibalHvISophe' ('Animal I it eat not'=I'm a vegetarian)

Later at the conference, I met two people who were chatting in Klingon. They were captain Krankor and his girlfriend Agniesxka. When he is wearing his Klingon costume, Krankor only **(speaks-has spoken-spoke)** Klingon. He travels with a guitar and sings Klingon translations of the Beatles and The Rolling Stones!

Klingon letter	English value	Klingon value	
	e, c	e, ch	 j, t, b
	f, p	p, v	 k, q, u
	g, d, o, ' D, o, ' "	l, v, y, a	 l, v, y, a
	h, r	H, r	 m, w
	i, s	I, S	 n, x, z
	* ' (word initially)		

 ch  
 th  
 ng  
 gh



**7. In this exam, you have been reading about different aspects of speaking a second language. Now, it is your time to state your opinion.**

**Write an essay using all the notes. Write between 120 / 130 words.**

**(24 marks)**

Essay question:

**LEARNING A FOREIGN LANGUAGE OPENS UP A WORLD OF OPPORTUNITIES. DO YOU AGREE?**

**NOTES:**

- 1. More career opportunities.**
- 2. Learn about another culture.**
- 3. Helps to communicate with people while travelling.**

Choose one of these graphic organizers and use it as a draft if you want. This will help you organize your ideas.

Essay: MODEL 1

Introduction: explain the situation, state your opinion

Paragraph 2: Note 1 – state your opinion and give reasons

Paragraph 2: Note 2 – state your opinion and give reasons

Paragraph 2: Note 3 – state your opinion and give reasons

Concluding paragraph: summarize, restate your opinion

Essay: MODEL 2

Introduction: explain the situation, restate the question

Paragraph 2: Note 1 – contrast an argument for and one against

Paragraph 2: Note 2 – contrast an argument for and one against

Paragraph 2: Note 3 – contrast an argument for and one against

Concluding paragraph: summarize, state your overall opinion

**Writing rubric.**

The teachers will use this rubric to evaluate your essay.

	0 points	1 point	2 points	3 points	4 / 5 points
Content	Content is not relevant to the task. The notes are not considered.	Content is somewhat irrelevant. Only two notes are considered.	There are minor irrelevances. The three notes are developed. The third point is out of topic.	Message is relevant to the task. All three notes are discussed.	Message is very clear. The reader is clearly informed. All three notes are appropriately discussed. (4/5 points)
Organisation	There are no linkers. Paragraphs are not recognizable.	Only two or three really basic linkers are used (and, but...) Paragraphing doesn't fit the task.	Basic linkers are fairly used. Paragraphing may fit the task, but can be improved.	The text is coherent and uses different types of linkers correctly. Paragraphs are clearly organized and developed.	The text is coherent from beginning to end. Linkers are perfectly used. Paragraphs fit the task and are clearly developed. (4/5 points)
Language use: vocabulary	Vocabulary below the expected level. (A1/A2). Very limited grammar forms.	Vocabulary below the expected level. (A1/A2). Only simple grammar forms.	Vocabulary ranges between A2 and B1. A correct balance of grammar forms.	Vocabulary within the expected level (B1). A correct and varied use of grammar structures.	Vocabulary exceeds the expected level (B1+/B2). A varied use of grammar structures shows a very good command of the language. (4/5 points)
Language Use: spelling	More than 13 spelling mistakes	From 10 to 12 spelling mistakes.	From 7 to 9 spelling mistakes.	From 4 to 6 spelling mistakes.	From 0 to 3 spelling mistakes. (max 4 points)
Communication	Errors impede communication.	The reader must put a lot of effort to understand the message.	The reader can easily understand the message (despite the mistakes)	Communication is not compromised by minor mistakes. The reader needs a little effort to understand.	Communication is not impeded at all. There is no effort from the reader. (4/5 points)