

ISE III sample exam paper

ISE III

Integrated Skills in English III

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

Read the following text about languages and answer the 15 questions on page 3.

Paragraph 1

The writer and Professor of Linguistics David Crystal relates the experience of a fellow linguist called Bruce Connell, who was doing some research in West Africa in the 1990s when he discovered a language that had never been studied before. The problem was that there was only one man left who spoke it. Connell was too busy to investigate further, so resolved to return the following year. By the time he got back, the man had died, and of course the language along with him. One day it existed, the next day it was extinct.

Paragraph 2

In itself, this story is not all that surprising: languages have been dying out (and new ones emerging) for as long as humans have been on the earth. More alarming is the current rate of language extinction. Professor Crystal, who has written a book called 'Language Death' as part of his campaign to raise awareness of the problem, estimates that of approximately 6,000 languages in the world, around half will disappear over the next 100 years. This means that's one language less every couple of weeks. As for endangered languages, it has been estimated that there are nearly 500 with only one speaker left, and over 3,000 with 10,000 speakers or fewer.

Paragraph 3

Does this matter? I confess that until I looked into it, I thought of this situation (if I thought about it at all) as just natural evolution. Languages come and go according to whether they meet the needs of the speakers, and of all the world's problems, this is nowhere near the most pressing. Professor Crystal, though, offers a number of reasons why we should care. Languages, he says, are interesting in themselves and teach us about language and communication in general. They contain the culture and history of those who speak them, and are a vital part of group identity. A further and more abstract argument is that diversity is necessary for evolution, or even survival, just as much in cultural terms as in biology. Speaking personally, I must say these arguments haven't converted me into a campaigner for endangered languages, but at least I'm grateful that there are people like David Crystal doing their best to keep the issue alive.

Paragraph 4

There are various reasons why languages die, including the obvious one of populations disappearing as a result of natural disasters or war, but the most common one is a gradual cultural assimilation. When one culture dominates another, there is pressure on people to adopt the dominant language. What usually happens is that, after some time, most people begin to speak both languages. This phase, however, tends to lead to a gradual decline in the 'dominated' language as younger generations stop speaking it. From then on, basic population changes take over as its surviving speakers become fewer and fewer. Later generations may look back with regret and realise that something valuable has been lost, but by then of course it's too late.

Paragraph 5

So, if we accept that disappearing languages is an important problem, can anything be done? Unsurprisingly, David Crystal is convinced that steps can be taken (and furthermore have been successful in various places). He cites examples from around the world, including the revival of Welsh, which was the result of deliberate policy decisions. Favourable conditions, however, must be in place, not least of which is the desire and willingness of the community to save their language. In cases where this doesn't exist, any efforts that are made will be doomed to failure. Beyond that, a threatened language needs to have prestige, which requires that it should be given a place in the education system and, in most cases, an agreed grammar and preferably a written form (if it doesn't already have one). None of this is cheap. One estimate is that there would be an annual cost of £40,000 per language. But when you compare that to the amount spent in other areas, perhaps it's not so much after all.

Questions 1-5

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and write the letter (A-F) on the lines below. There is one more title than you need.

- 1. Paragraph 1
- 2. Paragraph 2
- 3. Paragraph 3
- 4. Paragraph 4
- 5. Paragraph 5

- A Why disappearing languages is a big issue
- B How a language becomes dominant
- C How languages can be rescued
- D A story of a lost language
- E Rate of language extinction
- F Typical process of language extinction

Questions 6-10

Choose the five statements from A-H below that are TRUE according to the information given in the text on page 2. Write the letters of the TRUE statements on the lines below (in any order).

- 6.
- 7.
- 8.
- 9.
- 10.

- A The decline in world languages will slow down in the future.
- B The writer is now convinced that he should help to make people aware of the issue.
- C People tend to give a language more respect if it is taught in schools.
- D Languages are always dying out and new ones are born.
- E Some languages are lost along with the people because of natural disasters.
- F A researcher who returned to study a 'new' language found there were no speakers left.
- G The writer used to think that language death was not a problem.
- H It's thought that 3,000 languages will disappear in a century.

Questions 11-15

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. Write the exact number, word or phrase on the lines below.

- 11. The writer's view was that the survival of languages depends on if they of people.
- 12. According to Professor Crystal, the of languages is necessary for evolution and survival.
- 13. Typically, after a period of bilingualism, one language will suffer
- 14. Attempts to save a language are without commitment from the people who speak it.
- 15. A language will be easier to save if it can be down.

Turn over page

Task 2 – Multi-text reading

In this section there are four short texts for you to read and some questions for you to answer.

Questions 16-20

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. Choose one letter – A, B, C or D – and write it on the lines below. You can use any letter more than once.

Which text would be most useful for someone who:

- 16. is thinking of getting involved in beekeeping?
- 17. has never seen inside a beehive before?
- 18. wants to understand the reasons why bees are in danger?
- 19. wants to learn more about the organisation of social insects?
- 20. is interested in myths and legends about bees?

Text A

The single queen lays up to 2,000 eggs a day.

The role of the drone is to mate with the queen. They can't sting, and when winter comes, they are driven out by workers to starve to death.

Most of the bees in a colony are 'workers'. They are females who collect nectar and pollen from flowers, and maintain and defend the hive.

We rely on pollination by honeybees and other species of bee for around one third of the food we grow.

The 'waggledance' communicates the distance and location of nectar to other bees.

Text B

The Great Bee Mystery

Beekeeper Jack Walsh opens the first hive and I look inside. 'You can see the workers have gone, but the queen and the honey are still there – other bees would normally steal that, but won't touch it in a CCD hive.'

CCD, or Colony Collapse Disorder, has wiped out over a third of the UK's hives, and some believe up to 70% could be threatened. The phenomenon involves the sudden abandonment of a hive, and is yet to be explained, although, as Dr Karen Marsh at the University of London told me, various theories are being examined: 'The chief suspect is the varroa mite,

a tiny parasite which sucks the bees' blood and carries a number of diseases. However, to stay healthy, bees also need a varied diet, but nowadays many farms grow just one crop. Plus, some pesticides may interfere with the bees' navigation system. The only consensus is that a number of factors play a role.'

Jack Walsh blames modern methods: 'We need to get back to basics, so no more antibiotics, or transporting bees hundreds of miles for pollination.'

Text C

Bees in folklore – what traditions have you heard?

Joe: My granddad told me bees can recognise their beekeeper!

Alex: Here they say that if someone in the family gets married, you have to ‘tell the bees’ and leave them some wedding cake, or they’ll get annoyed.

Luis: Because honey was the main sweet food in the old days, quite a few cultures say bees originated with the gods.

Helen: @Alex – Yes, but the same goes for bad news – they like to feel part of the family!

Rashid: I’ve heard they don’t sting at night. Is it true?

Silvio: @Joe – Tell him it’s not just an old wives’ tale – there’s research that says they might be able to tell faces apart.

Silvio: @Rashid – No, they’ll sting you any time if they’re threatened.

Benjamin: @Alex – I read that they’ve always been seen as a model for a good family – the way they all play their part and work hard and all that. So I suppose the belief is that if you include them in your family, that’ll be harmonious too.

Text D

The Newbie Beekeeper’s blog 10 December

Starting out

After studying a few books, I bought my first hive – a new one (it’s best to avoid second-hand ones because of risk of disease) – and a small colony of workers with a queen. I found a second-hand veil and jacket, and a cheap smoker for calming down the bees before opening the hive – the smoke makes them think they need to evacuate the hive, so they quickly eat as much honey as they can, which makes them sleepy and slow. A local farmer was happy to have the hive on his land as long as it was away from his horses, as for some reason bees don’t like them.

I got stung a lot more than I expected at first, until an experienced beekeeper watched me open the hive, and advised me to keep my movements much more calm and gentle. Oh, and to zip up my veil all the way – I learnt that lesson the hard way!

Questions 21-25

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. **Write the letters of the TRUE statements on the lines below (in any order).**

- | | |
|----------|--|
| 21. | A There is an old tradition that you should share news of the family with the bees. |
| 22. | B Research studies have shown that bees only sting people during the daytime. |
| 23. | C A certain proportion of the beehive colony will not survive from one year to another. |
| 24. | D The spread of CCD risks causing a major problem for the UK’s farm and food production. |
| 25. | E The smell that the bee colony produces is determined by the specific flowers which they visit. |
| | F More research is needed to confirm whether the varroa mite is the main cause of CCD. |
| | G Anecdotal and scientific evidence suggest bees can recognise human facial features. |
| | H CCD means that beehives now have to be moved around the country for pollination. |

Turn over page

Questions 26-30

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

Notes

How to keep bees

Essential equipment needed:

- A beehive, ideally a (26.) one
- A bee colony, including (27.)
- Suitable protective clothing, ie (28.)
- An instrument for calming the bees, ie a smoker

Choice of location:

- On a piece of land near nectar-bearing plants, eg flowers, crops
- At a safe distance from other animals, eg (29.)

Other considerations:

- Keeping the hive healthy, ie ensuring a varied diet and avoiding (30.)
- Getting advice from experienced beekeepers
- Keeping up-to-date with the latest research

ISE III Sample paper Answers

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Task 1 – Long reading

1. D
2. E
3. A
4. F
5. C

6-10 can appear in any order

6. C
7. D
8. E
9. F
10. H

11. meet the needs
12. diversity
13. (language) extinction / a gradual decline
14. doomed (to failure)
15. written

Task 2 – Multi-text reading

16. D
17. A
18. B
19. A
20. C

21-25 can appear in any order

21. A
22. C
23. D
24. F
25. G

26. new
27. workers (and) queen (in either order)
28. veil and jacket (both required in either order)
29. horses
30. pesticides OR antibiotics / use of antibiotics