

UNIT 9

Complete the sentences with the correct words.

anticipate	competence	considerably	expand	multilingual
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1. We don't _____ any other students signing up for the course this late in the semester.
2. Ms. Yates teaches a(n) _____ class of students from around the world.
3. It is important to _____ your world knowledge by learning about different cultures.
4. Prices have increased _____ over the last few years.
5. Amina has reached a level of _____ in her language abilities.

ANSWERS: 1. anticipate, 2. multilingual, 3. expand, 4. considerably, 5. competence

POINTS: 5

Match the words to the definitions.

- | | | |
|-----------------|---|---|
| 6. resume | ● | ● a. to speak quietly and in a low voice so that it is difficult for people to understand you |
| 7. look through | ● | ● b. a great success, achievement, or victory |
| 8. mutter | ● | ● c. to read something quickly |
| 9. force | ● | ● d. to make someone do something that they don't want to do |
| 10. triumph | ● | ● e. to start something again after stopping or pausing |

ANSWERS: 6. e, 7. c, 8. a, 9. d, 10. b

POINTS: 5

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Choose the correct definition for each word.

11. monolingual
- a. speaking more than one language
 - b. speaking one language

ANSWER: b

POINTS: 1

12. biannual
- a. once per year
 - b. twice per year

ANSWER: b

POINTS: 1

13. tricycle
- a. a bike with two wheels
 - b. a bike with three wheels

ANSWER: b

POINTS: 1

Choose the correct word to complete each sentence.

14. My phone _____ when I received a text message.
- a. swooshed
 - b. buzzed
 - c. pitter-pattered

ANSWER: b

POINTS: 1

15. The delivery man _____ on the door until someone answered.
- a. banged
 - b. crashed
 - c. dinged

ANSWER: a

POINTS: 1

LEVEL 3 Assessment Answer Key

16. I could hear the _____ of the water as the boat drove past.
- a. ding
 - b. chirp
 - c. swoosh

ANSWER: c

POINTS: 1

Read the passage.**The Future of English**

The world's language system is at a crossroads, and a new linguistic order is about to emerge. That is the conclusion of a study authored by David Graddol, a researcher on the future of language. He argues that this transformation is partly due to demographics. The world's population rose quickly during the second half of the 20th century, and much of this increase took place in developing countries. This has had an impact on the world's top languages.

In his study, Graddol points out that there has been a relative decline in the use of English as a first language. In the mid-20th century, people who spoke English as a first language made up about nine percent of the world's population. By 2050, the figure is expected to be just five percent. In 2022, English had the third largest number of first-language speakers, considerably behind Mandarin Chinese and Spanish. Hindi and Arabic were lagging behind in fourth and fifth places, but these two languages are expected to catch up by around 2050. Even so, they are not the fastest growing languages; some other languages such as Bengali (spoken in Bangladesh and India), Tamil (spoken in Sri Lanka and India), and Malay (spoken in parts of Southeast Asia) are experiencing even faster growth.

If you include all English speakers (first language or otherwise), it is the most spoken language globally, and can be regarded as a "world language." However, according to Graddol, it is unlikely that one language will dominate in the near future. Although linguists expect that English will continue to be important, other languages will challenge its position. For example, the next language that many people will rush to acquire is Mandarin Chinese, especially in Asia. As a result of these trends, Graddol says, "the status of English as a global language may peak soon."

English for Science

However, just as the relative number of people who speak English as a first language is decreasing, a separate study shows that English is expanding its influence in the world of science. The dominance of one language allows for more international collaboration and research, making it possible to publish scientific articles to broader audiences.

Science writer Scott Montgomery, author of *The Chicago Guide to Communicating Science*, describes how science is creating new words and expressions in English. "Because of its scale and dynamism," he says, "science has become the most active and dynamic creator of new language in the world today. And most of

LEVEL 3 Assessment Answer Key

this creation is occurring in English, the lingua franca of scientific effort.” Montgomery expects that in the future, English will continue to expand its role in science, especially in international settings. More than 90 percent of journal literature in some scientific fields is already published in English. He predicts that more and more scientists who do not speak English will have to learn the language.

Rise of Multilingualism

Graddol notes that in many parts of the world, gaining competence in an additional language is considered a basic skill, like computer skills. This will lead to the creation of “new generations of bilingual and multilingual speakers around the world.” Employees who speak only one language will find themselves at a disadvantage. And English may not be the only language of business. With China’s growing economy, more companies—especially those doing business in Asia—will look to hire workers who can speak Mandarin.

Linguists anticipate that in the future, the majority of the world’s population will speak more than one language. Furthermore, it’s likely that speakers will switch between languages for routine tasks. As a result, people who speak only one language may have a difficult time in a multilingual society. According to Graddol, some monolingual speakers—especially English speakers—“have been too complacent about the need to learn other languages.”

Choose *Main Idea, Detail, or Inference.*

17. Due to the increase in world population, the languages that are most commonly spoken around the world are changing.
- Main Idea
 - Detail
 - Inference

ANSWER: a

POINTS: 1

18. There are many more first-language Spanish and Mandarin Chinese speakers than first-language English speakers.
- Main Idea
 - Detail
 - Inference

ANSWER: b

POINTS: 1

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19. Graddol doesn't think one language will be more significant than others in the near future.
- a. Main Idea
 - b. Detail
 - c. Inference

ANSWER: b

POINTS: 1

20. English is becoming more important in science.
- a. Main Idea
 - b. Detail
 - c. Inference

ANSWER: b

POINTS: 1

21. Mandarin Chinese will be one of the future languages for business.
- a. Main Idea
 - b. Detail
 - c. Inference

ANSWER: c

POINTS: 1

Read the passage.**The Language of Technology**

Many high school programs require students to take at least one foreign language course. In the United States, however, some school districts are likely to change this requirement. Instead of having to learn French, Mandarin Chinese, or German, students will be able to earn school credits by studying a computer language, such as Python, C++, or Ruby. This proposal raises an interesting and important question: Are computer languages and human languages comparable?

There is no doubt that computer languages are a completely human invention. Yet some would still argue that despite their artificial nature, programming languages have a lot more in common with natural human languages than one would expect. Computer languages have their own grammar and vocabulary, and just like human languages, computer code can be used to describe different aspects of one thing. For example, in English, we could use the phrase *my books* to describe specific books, or just *books* when talking about them in general. Computer languages can do much the same thing, distinguishing between specific and general objects of one kind. Furthermore, programmers have their own styles, just as each person has their own style

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of writing and speaking. As with good writing, well-written computer code should be easy to read and understand, while poorly written code, like bad writing, requires more effort from the reader.

Most language experts, however, would argue that computer languages are very different from human languages in many significant ways. For one thing, most phrases or sentences in human languages can have more than one meaning, depending on the context. Sometimes, the meaning of a person's words may be unclear and cause confusion, but this also gives language its life and emotional power. In contrast, a word or command in a computer language can only have one meaning. In English, the word *while* has several possible functions, but in a computer language, *while* will only ever have one.

One result of this is that the "grammar" of computer languages can't be changed at all. However, when using human language, people often make minor errors with grammar, vocabulary, or word order, but these rarely cause misunderstanding or miscomprehension. In contrast, making even the smallest of errors in a computer program, such as forgetting a comma, will cause huge issues. Sometimes the program will work, although in unexpected ways; much of the time, though, it will not run at all. In other words, even though computer programmers may develop their own styles, they can never change the rules of the language they are working with. In contrast, human writers can play with rules and vocabulary to create new and wonderful phrases, with Shakespeare perhaps being the best example. This is why human languages change over time, while computer languages basically stay the same.

So, should school-age students be able to learn a computer language instead of a foreign language? Perhaps the question doesn't need to be answered—both kinds of languages are important in today's society, but they focus on very different skills. To become a good programmer, one needs to be logical and good at problem-solving—skills related more to math or science than language. It is easy to appreciate that just because somebody is a great programmer, it doesn't mean they will be a good writer or public speaker. On the other hand, learning a language, whether one's native tongue or a foreign language, is a different experience because learners gain cultural knowledge in addition to learning grammar and vocabulary. Multiculturalism is a valuable skill in today's global world, but one that learning a programming language doesn't improve.

Choose *True* or *False*.

22. The purpose of the text is to compare spoken human languages to technological languages.
- a. True
 - b. False

ANSWER: a

POINTS: 1

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23. There are many similarities between computer language and human language, such as the ability to distinguish between specific and general objects.
- a. True
 - b. False

ANSWER: a

POINTS: 1

24. Computer language can't be interpreted—users state exactly what they mean.
- a. True
 - b. False

ANSWER: a

POINTS: 1

25. Computer programmers must code in one style of language.
- a. True
 - b. False

ANSWER: b

POINTS: 1

26. The writer summarizes by expressing their view that children should learn only computer language in school.
- a. True
 - b. False

ANSWER: b

POINTS: 1

Read each sentence. Choose the correct level of certainty.

27. *In contrast, making even the smallest of errors in a computer program, such as forgetting a comma, will cause huge issues.*
- a. The writer is reasonably certain.
 - b. The writer is certain.

ANSWER: b

POINTS: 1

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28. *Perhaps the question doesn't need to be answered—both kinds of languages are important in today's society.*
- a. The writer indicates they are less certain.
 - b. The writer indicates they are certain.

ANSWER: a

POINTS: 1

Read each paragraph. Choose the correct answer to the question.

29. Learning a second language from the moment a child begins to talk is invaluable and is something that all young people should do. Firstly, early language acquisition improves cognitive abilities and enhances memory and problem-solving skills. Secondly, it fosters empathy and cultural understanding, making children more globally aware. While some argue that introducing multiple languages might confuse young minds, studies have shown that children are highly adaptable and can differentiate between languages effortlessly.

Which word strengthens the writer's argument about learning a second language?

- a. *should*
- b. *might*

ANSWER: a

POINTS: 1

30. Even though there is a belief that focusing on one language could strengthen proficiency, diversifying language exposure from an early age may only broaden horizons and expand opportunities in the globalized world. In my opinion, children need to learn a second language at a young age in order to be able to have an advantage in later life.

What word or phrase is used to introduce a counterargument?

- a. *Even though*
- b. *Secondly*

ANSWER: a

POINTS: 1

LEVEL 3 Assessment Answer Key

31. While some argue that introducing multiple languages might confuse young minds, studies have shown that children are highly adaptable and can differentiate between languages effortlessly.

Which word is used to show the writer is less certain?

- a. *might*
- b. *can*

ANSWER: a

POINTS: 1

32. Firstly, early language acquisition improves cognitive abilities and enhances memory and problem-solving skills. Secondly, it fosters empathy and cultural understanding, making children more globally aware. While some argue that introducing multiple languages might confuse young minds, studies have shown that children are highly adaptable and can differentiate between languages effortlessly.

Which word introduces a counterargument?

- a. *Firstly*
- b. *While*

ANSWER: b

POINTS: 1

33. Even though there is a belief that focusing on one language could strengthen proficiency, diversifying language exposure from an early age may only broaden horizons and expand opportunities in the globalized world. In my opinion, children need to learn a second language at a young age in order to be able to have an advantage in later life.

What language is used to strengthen the writer's point of view?

- a. *may*
- b. *need to*

ANSWER: b

POINTS: 1

LEVEL 3 Assessment Answer Key

Match the correct words to complete the sentences.

- | | | |
|--|---|------------|
| 34. Using a _____-chart can help you plan a persuasive essay. | ● | ● a. pros |
| 35. On one side of your chart, you could include the _____—
the supporting information—and on the other side you could
have the cons, or the counterarguments. | ● | ● b. notes |
| 36. For a persuasive essay, include relevant _____ and
examples from expert sources to support your arguments. | ● | ● c. facts |
| 37. Take _____, and don't write full sentences. | ● | ● d. T |

ANSWERS: 34. d, 35. a, 36. c, 37. b

POINTS: 4

**Read the notes. Which are main arguments, and which are supporting details?
Write M for main idea or S for supporting idea.**

38. **Essay topic:** Should children learn a second language from birth?

Arguments For

- _____ • early language acquisition improves cognitive abilities, enhancing memory and problem-solving skills
- _____ • early language acquisition fosters empathy and cultural understanding, making children more globally aware
- _____ • children can differentiate between languages effortlessly

Arguments Against

- _____ • introducing multiple languages might confuse young minds
- _____ • especially because they should first be proficient in their home language

ANSWERS: M, M, S; M, S

POINTS: 5

LEVEL 3 Assessment Answer Key

You are going to write a persuasive essay on the following topic.

39. **Discuss your own experiences with one of these two topics.**

Topic 1: Language 100 years from now will be very different from what it is now, so much so that people alive today would not understand anything.

Topic 2: Everyone in the world should learn to speak at least two languages fluently.

A. OUTLINE Plan an outline for your persuasive essay.

Think of arguments for both sides of the essay topic. Write notes only.

Think about the side that you want to defend in your essay. If necessary, do research to find additional information to strengthen your argument. Write notes only.

B. Think of some words and phrases you can use in your persuasive essay. Write them in the box.

The words and phrases below can be useful when presenting arguments and counterarguments.

Arguments

- *must, have to, should* – to make an argument stronger

Counterarguments

- *might, may, could* – to make an argument weaker
- *while, even though, although* – to introduce a counterargument

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- C. Write your persuasive essay based on your outline. Use the model to help you. Remember to use the vocabulary you wrote down.**

Model:

Language is always changing and adapting. One hundred years from now, it is possible that the language we use will be very different, so much so that people from our time might not even understand it.

Firstly, technology has a huge impact on language. With the rise of smartphones, internet slang, and emojis, we can see how quickly new words and ways of communicating appear. Imagine what innovations in the next century could bring. They might introduce entirely new vocabulary or even new structures of speaking.

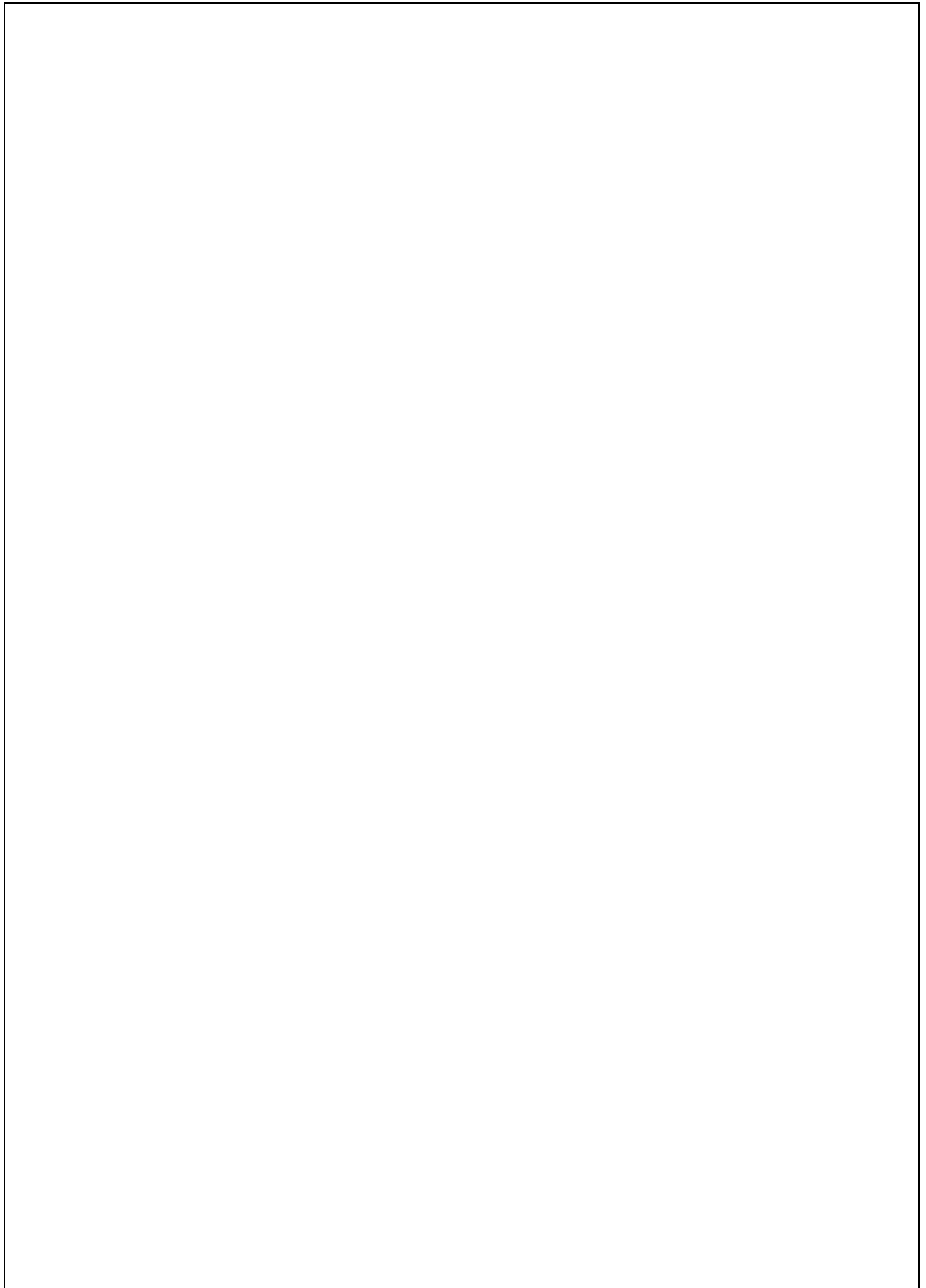
Secondly, cultures mix more than ever before. As people move around the world, they bring their languages with them. When different languages meet, they might blend, creating new words and ways of speaking. This mix could lead to languages in the future that are very different from what we know today.

While it is tempting to believe that language will undergo drastic changes, there are strong reasons to think otherwise. For one, even though cultures blend and languages evolve, they still hold onto their roots. Ancient texts, like Shakespeare's works or ancient scriptures, are still understandable today, even if the language is challenging. This shows that language evolution might not be as rapid as we think. According to Noam Chomsky, the foundational grammar and principles underlying human languages have remained consistent for millennia.

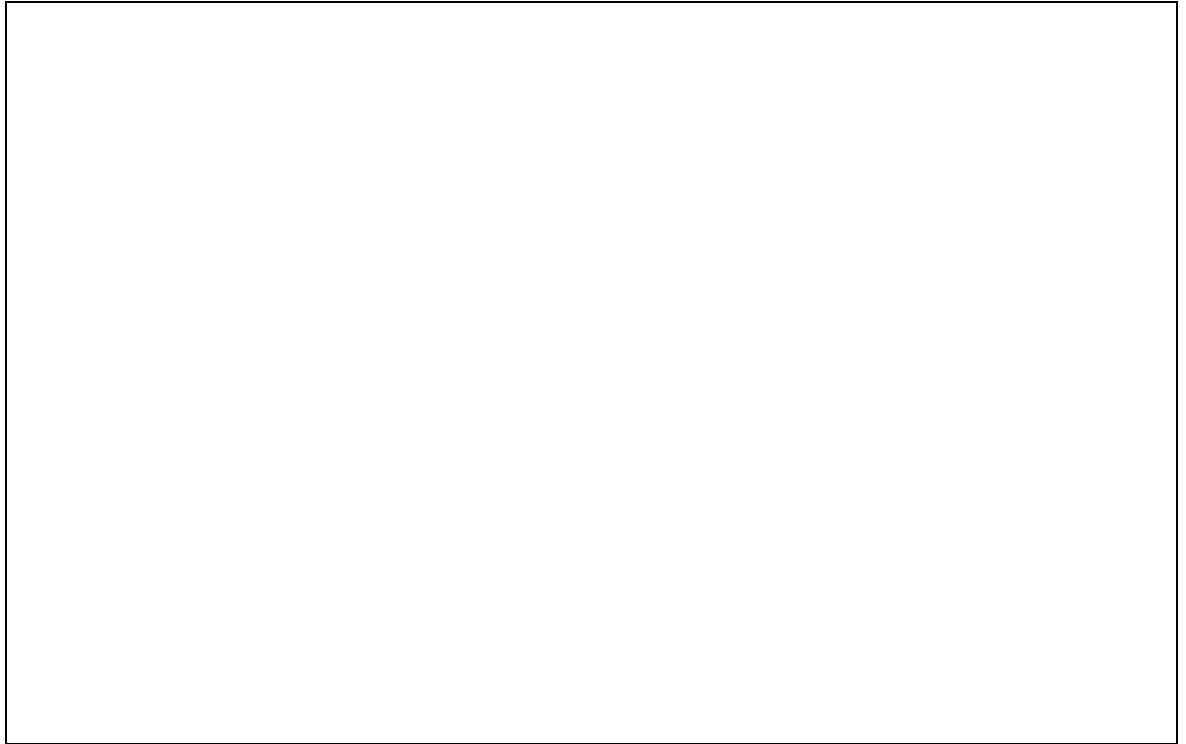
Furthermore, for clarity and understanding, we must maintain some consistency in our language. Important texts, laws, and knowledge must be passed down. If the language changes too much, this could become a challenge. Therefore, there should be efforts to keep some stability in how we communicate.

In conclusion, while the future of language is uncertain and it might change in unimaginable ways, the past teaches us that there are always threads of understanding that remain.

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ANSWER: Answers will vary. See Writing Rubric.

POINTS: 12