

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.

Learning to be bilingual

Dr Chisato Danjo, Lecturer in Japanese and Linguistics, examines the bilingual family home

Few people would consider mastering more than one language a bad idea. Consequently, parents who speak different languages from each other are generally keen for their children to learn both. They understand that the family setting they create is central to this, and seek ways to ensure their children thrive bilingually. One of the best-known approaches is the 'one-parent-one-language' strategy (OPOL). Each parent uses their native language when communicating with their children, so the children learn both simultaneously. OPOL emphasises consistency – each parent sticking to one language – as key to its approach. But this creates the myth that mixing languages should always be avoided. My recent study, part of a new wave of multilingualism studies, would suggest that this received wisdom is just that: a myth. My research looked at Japanese-British families living in the UK with pre- and early school-age children who were following a more-or-less strict OPOL language policy. I was particularly interested in examining the impact of OPOL in the family home – how does this unique language environment affect the way children use languages?

Most of the Japanese mothers who participated were fluent in Japanese and English, while the fathers possessed merely an elementary grasp of Japanese. This made English the primary language of communication between the parents and outside the home. For this reason, the mothers were careful to carve out additional space for more sustained Japanese language learning with their children. In other words, this dedicated space for communicating in Japanese was time the children spent exclusively with their mother. This seemed to create a connection between 'Japanese language' and 'motherhood' in the children's perception. This link became apparent in the way the children used Japanese as a means of emotional bonding with their mother. In addition, they adopted a broader behavioural repertoire than that which is usually associated with a language. For example, switching to Japanese could sometimes serve as a method to appease Mum when she seemed unhappy. At other times, refusing to communicate in Japanese was a useful means of defiance, even when the dispute was not related to language.

The OPOL approach emphasises the need for parents to monitor children's language closely and correct them if they mix the two languages. In practice, many parents speaking the minority language are bilingual themselves – so they understand what their children are saying even when they do mix the two. In addition, parents feel it's problematic to keep correcting children when they mix languages. This is particularly the case when children show annoyance at being corrected. The parents believe it is a lot more important to have a meaningful conversation with their children.

But what if a child uses language that cannot readily be categorised as either one language or the other? An example from my study involved the use of English words adapted to accommodate Japanese pronunciation. One of these borrowed words, 'ice cream', is usually pronounced 'aisukurimu'. The distinction between singular and plural does not exist in Japanese nouns in the English language sense, so whether using singular or plural, even in a borrowed word, 'aisukurimu' is the form normally used. But one of my child participants showed his mother a drawing of two cones of ice cream and described them as 'aisukurimuzu', with a Japanese pronunciation but in English plural form. The child had created something in between.

Another example from my study focused on the interaction between Japanese-English bilingual siblings. In one case, a six-year-old girl was trying to convince her four-year-old brother to let her play with his toys. Following firm rejections by her brother, the girl drew on her communicative repertoire to convince him. To start with, she shifted from an authoritative demand to a softer and humbler appeal. She rephrased the question by using various polite forms. Then, her voice became more nasal, suggesting she was about to burst into tears. Even more interestingly, while the negotiation had begun in English, in the middle she shifted to Japanese. Although this may give the impression of language mixing, a considerably more complex process was taking place. The shift was accompanied by the incorporation of Japanese cultural elements, such as honorific titles that emphasise emotional attachment, a relationship of dependence between sister and brother, and an assumed obligation to care on the part of the brother. She succeeded.

These examples show how creatively and strategically human beings use language in their daily communication. Whether bilingual or not, we all constantly select from our repertoire anything that will best serve our purpose. For instance, imagine you want to ask a neighbour a favour. You would use polite language in a friendly voice. But what about your facial expression? Your body language? It is likely you would make appropriate choices. For bilinguals, shifting between languages is all part of their repertoire.

Our language repertoires are shaped by meaning, based on knowledge gathered throughout our lives, and the ways we use language also shape its meaning. The use of OPOL in the family brings specific meaning to language used at home, and children make full use of emergent meaning in their own interactions.

The popularity of OPOL amongst parents rests on the simplicity of its message, which is that it should be applied consistently. But when we see a child actively using, adapting and negotiating their repertoire, it casts doubt on the belief that it's bad for children to mix languages. What they could actually be doing is demonstrating high-level flexibility and interpersonal skills.

Being bilingual isn't simply about an ability to speak two languages. Rigidly policing consistency in the OPOL approach could actually inhibit bilingual children's linguistic ability and creativity. And in the same way, it could also limit their parents' ability to reveal their own bilingual skills, using their own repertoires.

Questions 27—32

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 27–32 on your answer sheet.

- 27** What does the writer say about families in which the parents speak different languages?
- A** They constantly research ways to help their children learn both languages.
 - B** They realise the importance of their role in their children's language learning.
 - C** They prioritise their children's language learning over their own.
 - D** They find the OPOL approach the easiest to adopt.
- 28** The writer uses the term 'received wisdom' in the first paragraph to illustrate that
- A** the success of OPOL depends on the languages spoken by the parents.
 - B** OPOL fails if the parents are not consistent in its use.
 - C** one generally accepted principle of OPOL is incorrect.
 - D** there has been a lack of research into OPOL.
- 29** The mothers who took part in the writer's research
- A** compensated for the fact that their children were exposed to more English than Japanese.
 - B** took their children's language learning more seriously than their partners did.
 - C** used language learning to increase the time they spent with their children.
 - D** were reluctant for their partners to speak Japanese to their children.
- 30** The writer says that the children in her study
- A** preferred to use Japanese exclusively for communicating with their mothers.
 - B** understood their mothers better as their knowledge of Japanese increased.
 - C** argued about things that would be unimportant for monolingual children.
 - D** used language in a way that is uncommon.
- 31** What does the writer suggest about correcting children who are learning to be bilingual?
- A** It is usually avoided if it causes bad feeling.
 - B** Parents tend to prioritise it over maintaining a conversation.
 - C** It is unnecessary with the OPOL method of learning.
 - D** Parents are less likely to do it if they speak both languages.
- 32** The writer gives the 'ice cream' example to show that
- A** bilingual children find the use of borrowed words less confusing than other children.
 - B** bilingual children like to test their parents with words they know to be wrong.
 - C** knowledge of two languages leads bilingual children to invent new word forms.
 - D** it may be difficult to distinguish which language a bilingual child is using.

Questions 33—36

Complete the summary using the list of words, **A–I**, below.

Write the correct letter, **A–I**, in boxes 33–36 on your answer sheet.

A bilingual child negotiates with her brother

Faced with her little brother's **33** _____ to let her play with his toys, a young bilingual child used all of her communication **34** _____ to change his mind. First, she expressed her **35** _____ in gentler, more polite language, and pretended to be about to cry. Having switched from English to Japanese, she exploited aspects of Japanese culture, such as reminding him of his **36** _____ to her as her brother. She succeeded in her attempts to convince him.

- | | | |
|----------------------------|-------------------------|---------------------|
| A request | B attempts | C strategies |
| D misunderstandings | E responsibility | F agreement |
| G judgement | H refusal | I behaviour |

Questions 37—40

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 37–40 on your answer sheet write

- YES** if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 37** Even people who speak only one language know how to adapt their way of communicating according to the situation.
- 38** People who grow up in OPOL families will go on to use this approach with their own children.
- 39** The reason the OPOL approach is favoured by many parents is that it encourages them to switch languages when necessary.
- 40** Bilingual children who mix languages eventually develop a preference for one of the languages.

选择题 (27–32)

题号	答案	题干翻译	定位句 (第 X 段原文要点)	详细解释 (同义改写 & 误项排除)
27	B	作者对“父母说不同语言的家庭”有什么看法?	第1段: “ <i>They understand that the family setting they create is central to this, and seek ways to ensure their children thrive bilingually.</i> ”	句意: 父母意识到他们在家庭语境中的角色至关重要, 并主动寻找方法→对应 realise the importance of their role 。A “不断研究”文中无 “constantly”; C “重孩子超过自己”未提; D “最容易采用 OPOL”未提。
28	C	作者用“received wisdom (共识/成见)”说明了什么?	第1段: “ <i>this received wisdom is just that: a myth... the myth that mixing languages should always be avoided.</i> ”	“received wisdom”=被普遍接受的观点; 作者说它是 “myth (神话/误解)”, 即 OPOL 的一个广为接受的原则是错的→C。A “成功取决于父母所讲语言”、B “若不一致 OPOL 就失败”、D “缺乏研究” 均非该句主旨。
29	A	参与研究的母亲做了什么?	第2段: “ <i>This made English the primary language... For this reason, the mothers were careful to carve out additional space for more sustained Japanese... time... exclusively with their mother.</i> ”	因为孩子接触英文更多, 母亲特意开辟额外时间与空间学日语, 本质是弥补 (compensate) 孩子接触不平衡→A。B “更重视”无直接对比证据; C “用学习来增加相处时间”动机并非 “多陪伴”, 而是 “保证日语输入”; D “反对伴侣对孩子说日语”未提。
30	D	这些孩子怎样使用语言?	第2段: “ <i>they adopted a broader behavioural repertoire... switching to Japanese... to appease Mum... refusing to communicate in Japanese... as defiance.</i> ”	孩子把语言当作安抚/抗拒的策略工具, 超出 “通常与语言相关的行为范围”→以非常规方式使用语言, 对应 D。A “只和妈妈用日语”不符; B “理解更好”未提; C “争论单语儿童不重要的事”无据。
31	A	关于纠正双语儿童的错误, 作者建议什么?	第3段: “ <i>parents feel it’s problematic to keep correcting... particularly when children show annoyance... The parents believe it is more important to have a meaningful conversation.</i> ”	当造成负面情绪时, 家长倾向避免不断纠正, 并把重心放在有效交流→A。B 与文意相反; C “OPOL 下不需要纠正”过度概括; D “父母若会双语就更少纠正”文中仅说 “能听懂混说”, 并非因 “双语身份”而减少纠正。
32	C	“ice cream”例子说明什么?	第4段: “ <i>described them as ‘aisukurimuzu’... with Japanese pronunciation but in English plural form. The child had created something in between.</i> ”	孩子把两种语言元素创新组合, 发明了新形式→C。A “更不困惑”、B “故意考父母”、D “难分辨是哪种语言”皆不是作者要点。

概要填空 (33–36)

A bilingual child negotiates with her brother

题号	答案	题干翻译	定位句	解释
33	H (refusal)	面对弟弟的拒绝...	第5段: “ <i>Following firm rejections by her brother...</i> ”	与原文 rejections 同义替换为 refusal 。
34	C (strategies)	她用所有沟通的策略...	第5段: “ <i>the girl drew on her communicative repertoire to convince him.</i> ”	“repertoire”=可调动的策略/手段集合。
35	A (request)	她以更温和的语言表达她的请求...	第5段: “ <i>shifted from an authoritative demand to a softer... appeal. She rephrased the question using various polite forms.</i> ”	“rephrased the question/appeal”即更礼貌地表达请求。
36	E (responsibility)	提醒他作为哥哥对她的责任...	第5段: “ <i>honorific titles... a relationship of dependence... and an assumed obligation to care on the part of the brother.</i> ”	“obligation to care”=照顾的责任。

判断题 (37-40)

(YES=符合作者观点; NO=与作者观点相反; NOT GIVEN=文中无法判断作者态度)

题号	答案	题干翻译	定位句	详细解释
37	YES	即便只会一种语言的人也懂得根据情境调整沟通方式。	第6段: “ <i>Whether bilingual or not, we all constantly select from our repertoire... You would use polite language... facial expression... body language...</i> ”	明确指出“无论是否双语都会根据情境做合适选择”→YES。
38	NOT GIVEN	在 OPOL 家庭长大的孩子, 长大后也会用同样方法教育自己的孩子。	—	通篇未讨论下一代育儿选择, 无从判断作者观点→NG。
39	NO	许多父母喜欢 OPOL 的原因是它鼓励必要时切换语言。	第8段: “ <i>The popularity of OPOL... rests on the simplicity of its message, which is that it should be applied consistently.</i> ”	作者给出的偏好理由是“简单、强调一致性”, 与题干“鼓励切换”相反→NO。
40	NOT GIVEN	混合用语的双语儿童最终会偏好其中一种语言。	—	文中未提“最终偏好”之结论; 第9段谈“严格执法会抑制创造力”, 与偏好无关→NG。

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