

### READING PASSAGE 3

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

## Sign, Baby, Sign!

- A** Language is a powerful tool that humans use for a wide variety of purposes—from expressing emotions and sharing ideas to passing down cultural values and acquiring knowledge. It is not limited to spoken words; gestures, facial expressions, and even posture all contribute to how we communicate. Language, whether signed or spoken, plays a vital role in how we engage with the world around us.
- B** In recent years, many American schools have begun to recognize American Sign Language (ASL) as a valid foreign language credit, just like Spanish or French. This change has opened the door for hearing students to choose ASL as an academic subject, which not only gives them a practical skill but also increases their awareness of and empathy toward the Deaf community. Some educators believe this early exposure may even influence students to pursue careers in special education, speech therapy, or interpreting.
- C** One clear benefit of learning ASL for hearing children is the opportunity for broader social interaction. Children who understand ASL can communicate with deaf peers, making their social circles more inclusive. Additionally, they may find it easier to express complex ideas or emotions non-verbally, which is helpful in noisy environments or when verbal speech isn't possible.
- D** Dr. Marilyn Daniels, a researcher and advocate for baby sign language, has spent over two decades studying the impact of signing on early communication. While she promotes the use of sign language with infants, she emphasizes that there is no need for parents to invent their own signs. Instead, she suggests that parents use ASL or another standardized system to ensure consistency and eventual recognition by others.
- E** Very young children often develop motor skills before verbal skills. Dr. Daniels notes that even babies as young as six months can learn to use simple signs like “milk” or “more” with their hands, long before they can articulate those words. This early form of communication can reduce frustration—for both babies and their parents—and may even accelerate speech development.

- F** Studies have shown that hearing children exposed to sign language from an early age tend to have stronger reading skills by the time they enter primary school. It is believed that learning sign language can strengthen understanding of symbolic representation and grammar, both of which are foundational to literacy. These cognitive advantages suggest that signing benefits not only communication but academic success as well.
- G** There remains some debate about the best approach to language instruction for deaf children. Some educators argue that speech and lip-reading should come first, while others advocate for immediate exposure to sign language. Dr. Daniels believes the latter is more effective and less frustrating for the child. She calls the idea that children must learn to lip-read before learning sign language “an outdated notion.” She, along with other advocates, stresses that deaf children have a right to a full, accessible language from birth—and that language is often sign.

*Questions 27–33*

*Reading Passage 3 has seven paragraphs, A–G.*

*Which paragraph contains the following information?*

*Write the correct letter, A–G, in boxes 27–33 on your answer sheet.*

**NB** *You may use any letter more than once.*

- 27** A statement about the different things people use language for
- 28** How knowing ASL may benefit students in their future subject choices
- 29** An assertion that deaf children have a right to be taught a sign language
- 30** An observation regarding the ability of small children to use their hands
- 31** The advantage for hearing children of knowing ASL for wider social interaction
- 32** Different views on when deaf children should be taught to speak
- 33** An observation about the reading ability of primary-school-age hearing children who have been taught ASL

Questions 34–40

Do the following statements agree with the information given in Reading Passage 3?

In boxes 34–40 on your answer sheet, write

<b>TRUE</b>	<i>if the statement agrees with the information</i>
<b>FALSE</b>	<i>if the statement contradicts the information</i>
<b>NOT GIVEN</b>	<i>if there is no information on this</i>

- 34** Dr. Daniels believes that parents should make up their own gestures to communicate with their babies.
- 35** American Sign Language is the most widely used sign language in the world.
- 36** For hearing children in America, learning American Sign Language is an equivalent option to learning a foreign language.
- 37** Brain research indicates that vocabulary is more easily learned than grammar.
- 38** First and second languages are stored on different sides of the brain.
- 39** Children have less difficulty learning to make signs than learning to make sounds.
- 40** According to Dr. Daniels, the view that deaf children must learn lip-reading before sign language is old-fashioned.

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Questions 27–33 (匹配段落 A–G)

题号	答案	题干中文	精确定位句 (段落 & 英文原句)	定位句中文	详细解释 (同义改写/排除)
27	A	人们使用语言的不同用途	A: “Language is a powerful tool... for a wide variety of purposes—from expressing emotions and sharing ideas to passing down cultural values and acquiring knowledge.”	语言用途广泛——表达情感、交流思想、传递文化价值、获取知识。	题干中的 “different things people use language for” 与 A 段 “四种用途” 一一对应；其它段落并未总述语言用途。
28	B	学习 ASL 如何有利于学生未来的学科/科目选择	B: “This change has opened the door for hearing students to choose ASL as an academic subject... Some educators believe this early exposure may even influence students to pursue careers in special education, speech therapy, or interpreting.”	这一变化让学生把 ASL 作为学术科目；早期接触还可能影响其后来选择特殊教育/言语治疗/口译等职业路径。	“benefit... future subject choices” 与 “choose ASL as an academic subject” + 后续学业/职业取向直接对应；其它段落未谈 “科目选择”。
29	G	断言：聋童有权利被教授手语	G: “She... stresses that deaf children have a right to a full, accessible language from birth —and that language is often sign.”	她强调：聋童自出生起就有权获得一种完整且可获得的语言，而这种语言往往就是手语。	关键词 “have a right” 与题干一致；只有 G 段出现 “权利” 表述。
30	E	关于幼小儿童使用双手能力的观察	E: “Very young children often develop motor skills before verbal skills... even babies as young as six months can learn to use simple signs with their hands, long before they can articulate those words.”	幼儿往往先发展运动技能；甚至六个月就能用手做简单手势，远早于能发出这些词语。	题干中的 “use their hands” = E 段的 “use simple signs with their hands”；其它段落不谈手部能力发展先于言语。
31	C	听力正常儿童学 ASL 在更广社会互动上的优势	C: “One clear benefit... is the opportunity for broader social interaction. Children who understand ASL can communicate with deaf peers, making their social circles more inclusive.”	明确益处：更广的社会互动；能与聋人同伴交流，使社交圈更包容。	题干 “wider social interaction” 与原文 “broader social interaction” 同义替换；只有 C 段讲社交优势。
32	G	关于聋童何时应学习说话的不同观点	G: “Some educators argue that speech and lip-reading should come first, while others advocate for immediate exposure to sign language.”	有人主张先说话/读唇，另一些主张立即接触手语。	这是 “何时先学说话/先学手语” 的分歧；其它段落不涉及 “时序” 之争。
33	F	关于小学年龄段、学过 ASL 的听力正常儿童阅读能力的观察	F: “Hearing children exposed to sign language from an early age tend to have stronger reading skills by the time they enter primary school.”	早期接触手语的听力正常儿童在进入小学时通常阅读能力更强。	题干与原句高度对齐；其它段落未提 “reading skills by primary school”。

Questions 34–40 (T/F/NG)

题号	答案	题干中文	精确定位句 (段落 & 英文原句)	定位句中文	详细解释 (同义改写/排除)
34	FALSE	Daniels 认为家长应自创手势与婴儿交流。	D: “she emphasizes that there is <b>no need</b> for parents to invent their own signs. Instead, she suggests that parents use ASL or another standardized system.”	她强调：家长没必要自创手势，建议用 ASL 或其他标准化体系。	题干与原文断言相反，因此为 FALSE。关键词：make up/invent (同义)。
35	NOT GIVEN	ASL 是世界上使用最广的手语。	—	—	全文未比较全球手语使用规模，仅说美国学校将 ASL 作为外语学分。无法判断，故 NG。
36	TRUE	在美国，听力正常儿童学习 ASL 等同于学习一门外语的选项。	B: “recognize ASL as a <b>valid foreign language credit</b> , just like Spanish or French.”	ASL 被认可为有效外语学分，就像西班牙语或法语。	“equivalent option to learning a foreign language” ↔ “valid foreign language credit... just like Spanish or French”。语义等值，判 TRUE。
37	NOT GIVEN	脑科学研究表明词汇比语法更容易学。	—	—	F 段提到手语有助于 “symbolic representation and grammar”，但无 “脑研究” 与 “词汇 vs 语法难易” 比较；故 NG。
38	NOT GIVEN	第一语言与第二语言存储在大脑不同半球。	—	—	文章未涉及语言在大脑半球的存储位置；判 NG。
39	TRUE	儿童学做手势比学发出声音更不困难。	E: “Very young children often develop motor skills <b>before</b> verbal skills... can learn to use simple signs... <b>long before</b> they can articulate those words.”	幼儿通常先发展运动技能，能很早用手势，远早于能清楚发音。	“更不困难/更容易” 由 “先于、远早于” 所支持 (发展早=更易实现)；因此 TRUE。
40	TRUE	Daniels 认为 “先学读唇再学手语” 的观点已经过时。	G: “She... calls the idea that children must learn to lip-read before learning sign language ‘an <b>outdated notion</b> .’ ”	她称 “必须先学读唇再学手语” 的想法是过时的。	“old fashioned” = “outdated” 同义；明确表达，故 TRUE。