

READING PASSAGE 3

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

Questions 27–33

Reading Passage 3 has eight paragraphs, **A–H**.

Choose the correct heading for paragraphs **A–C** and **E–H** from the list of headings below.

Write the correct number, **i–x**, in boxes 27–33 on your answer sheet.

List of Headings

- i** The conservation role of majority language speakers
- ii** Some advantages of changing languages
- iii** The loss rate of European languages
- iv** Positive gains of conservation programmes
- v** The economic value of minority languages
- vi** The success rate of language rescue strategies in the past decade
- vii** Improving the consistency of research data
- viii** The potential failure of language conservation
- ix** The value of minority languages to language researchers
- x** The current position of minority languages

27 Paragraph **A**

28 Paragraph **B**

29 Paragraph **C**

Example

Paragraph **D**

Answer

vi

30 Paragraph **E**

31 Paragraph **F**

32 Paragraph **G**

33 Paragraph **H**

Saving languages

The campaign to keep minority languages alive

- A** Ten years ago, Michael Krauss, a professor at the University of Alaska, shocked his colleagues in the discipline of linguistics with his prediction that half the 6,000 or so languages spoken in the world would disappear within a century. Krauss founded the Alaskan Native Language Center to preserve as much as possible of the 20 tongues still known to the state's indigenous people. Only two of those languages were being taught to children, and the rest were rapidly falling from use. Other linguists are making similar predictions. A survey in Australia found that 70 of the surviving 90 Aboriginal languages were no longer used regularly by all age groups. The same is true for all but 20 of the other 175 North American languages in the US.
- B** Outwardly, the consolidation of human language might seem like a good trend that could ease ethnic tensions and aid global commerce. Linguists don't deny those benefits, and they acknowledge that small communities often choose to switch to the majority language because they believe it will boost their social or economic status.
- C** Many experts in the field nonetheless mourn the loss of rare languages, for several reasons. Some of the most basic questions in linguistics have to do with the limits of human speech, still far from fully explored. Many researchers would like to know which elements of grammar and vocabulary—if any—are universal. An English researcher, Nicholas Ostler, offers an example: 'Ica, spoken in northern Colombia, seems to have nothing comparable to a personal pronoun system—I, we, you, etc. Otherwise, I would have thought that personal pronouns were a linguistic universal.' Other scientists try to reconstruct ancient migration patterns by comparing borrowed words in otherwise unrelated languages. In each of these cases, the wider the range of languages you study, the more likely you are to get the right answers.
- D** 'I think the value is mostly in human terms,' says James Matisoff, a specialist in rare Asian languages at the University of California. 'Language is the most important element in the culture of a community. When it dies, you lose the special knowledge of that culture and a unique window on the world. But despite the constant talk about saving endangered languages over the past ten years, the field of descriptive linguistics has accomplished little in this respect. You would think that there would be some organised response to this situation, some attempt to determine which languages can be saved and which should be documented before they disappear,' says Sarah G. Thomason, of the University of Michigan. 'But there isn't any such effort.'

- E** However, there are some signs of progress. The Volkswagen Foundation, a German charity, has created a multimedia archive in the Netherlands that can house recordings, grammars, dictionaries and other data. Contributions from the Ford Foundation have helped a master-apprentice programme, in which fluent speakers receive \$3,000 to teach a younger relative their native tongue through shared activities. So far, about 75 teams have completed the programme. 'It's too early to call this language revitalisation,' admits Leanne Hinton of Berkeley. 'In California, the death rate of elderly speakers will always be greater than the recruitment rate of young speakers. But if nothing else, we prolong the survival of the language.' This will give linguists more time to record these tongues before they vanish.
- F** Complicating matters, dozens of institutions around the world are setting up digital libraries on endangered languages. This could create chaos, because the projects use non-standardised data formats, terminology and even names of languages. Gary F. Simons, of the Dallas-based research group SIL International, has been working to bring some order to this by building an 'open languages data community'—a kind of digital card catalogue. This system will allow researchers to check their theories against a vast array of data.
- G** However, even if a language has been fully documented, all that remains once it vanishes from use is a fossil skeleton. Linguists may be able to sketch an outline of the language and fix its place on the evolutionary tree, but little more. As yet, there is no discipline of conservation linguistics. Almost every strategy to keep people speaking a language has succeeded in some places but failed in others. One factor that always seems to occur in the death of a language, according to Hans-Jurgen Sasse of the University of Cologne in Germany, is that speakers start regarding their own language as inferior to the majority language. Children pick up on the attitude, and prefer to speak the dominant language. This is how Cornish and some dialects of Scottish Gaelic slipped into extinction.
- H** 'Ultimately, the answer to the problem of language extinction is multilingualism,' argues James Matisoff. 'Even uneducated people can speak a number of languages if they start as children.' Many people in the world are at least bilingual, and in some places it is common to speak three or four languages. But in addition to the fact that children may reject minority languages, there is also the concern that speakers of a majority language may react badly to speakers of minority languages. The first step in saving dying languages may be to persuade the world's majorities to allow the minorities among them to speak with their own voices.

Questions 34–38

Look at the following opinions (Questions 34–38) and the list of people below.

Match each opinion with the correct person, **A–G**.

Write the correct letter, **A–G**, in boxes 34–38 on your answer sheet.

- 34** In the long run, the California scheme will not have enough tutors.
- 35** Decisions need to be made about priorities in language rescue.
- 36** Languages currently in use face extinction in the foreseeable future.
- 37** There is a solution to the problem of languages dying out.
- 38** A language may be dying when its speakers begin to value it less.

List of People

- | | |
|----------|-------------------|
| A | Michael Krauss |
| B | Nicholas Ostler |
| C | James Matisoff |
| D | Sarah G Thomason |
| E | Leanne Hinton |
| F | Gary F Simons |
| G | Hans-Jurgen Sasse |

Questions 39 and 40

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

Write the correct letter in boxes 39 and 40 on your answer sheet.

- 39** The Alaskan Language Center was set up to
- A** teach indigenous languages to children.
 - B** revive indigenous languages which have fallen from use.
 - C** prevent further loss of indigenous languages.
 - D** predict the rate of loss of indigenous languages.
- 40** According to the writer, majority language speakers
- A** usually speak more than one language.
 - B** generally have a high level of education.
 - C** should make an effort to learn a minority language.
 - D** should be more tolerant of minority languages.

题型一：List of Headings (27–33)

题号	答案	题干翻译	定位句 (英文)	定位句翻译	详细解释
27	x	为 A 段选择合适标题	“...half the 6,000 or so languages spoken in the world would disappear within a century... Only two of those languages were being taught to children, and the rest were rapidly falling from use.” (第 A 段)	“.....全世界约 6000 种语言有一半将在一世纪内消失.....其中只有两种语言仍在教授给儿童，其余都在迅速弃用。”	A 段通篇陈述少数语言的现状与衰退 (数量、使用人群、传承情况)，与 x The current position of minority languages 完全对应。
28	ii	为 B 段选择合适标题	“Outwardly, the consolidation of human language might seem like a good trend that could ease ethnic tensions and aid global commerce... small communities often choose to switch to the majority language because they believe it will boost their social or economic status.” (第 B 段)	“表面上，看起来语言的整合似乎是好事，能缓解族群紧张、促进全球贸易.....小社区常转向主流语言，因为他们相信能提升社会或经济地位。”	该段强调改用主流语言的益处 (贸易、社会地位等)，对应 ii Some advantages of changing languages 。
29	ix	为 C 段选择合适标题	“Many researchers would like to know which elements of grammar and vocabulary—if any—are universal... Other scientists try to reconstruct ancient migration patterns... the wider the range of languages you study, the more likely you are to get the right answers.” (第 C 段)	“许多研究者想知道哪些语法与词汇要素具有共性.....还有人借助跨语言借词重建古代迁徙.....你研究的语言越多，越可能得到正确答案。”	C 段论述稀有 / 少数语言对语言学研究的价值 (普遍性、迁徙重建)，直对 ix The value of minority languages to language researchers 。
30	iv	为 E 段选择合适标题	“There are some signs of progress... a multimedia archive... a master-apprentice programme... So far, about 75 teams have completed the programme... we prolong the survival of the language.” (第 E 段)	“已有一些进展迹象.....多媒体档案库.....‘师徒’项目.....迄今约 75 个小组完成.....至少能延长语言存续。”	E 段给出保护项目带来的积极成果与实际效果，契合 iv Positive gains of conservation programmes 。
31	vii	为 F 段选择合适标题	“This could create chaos, because the projects use non-standardised data formats... Gary F Simons... building an ‘open languages data community’... This system will allow researchers to check their theories against a vast array of data.” (第 F 段)	“这可能造成混乱，因为各项目使用非标准化的数据格式.....Simons 正在打造 ‘开放语言数据共同体’.....使研究者能在一致的大数据上校验理论。”	F 段聚焦数据标准化 / 一致性问题与解决方案，对应 vii Improving the consistency of research data 。
32	viii	为 G 段选择合适标题	“As yet, there is no discipline of conservation linguistics. Almost every strategy... has succeeded in some places but failed in others... speakers start regarding their own language as inferior... [it] slipped into extinction.” (第 G 段)	“目前尚无 ‘语言保育学’ 这门学科。几乎所有维持语言延续的策略时成时败.....说话者开始把本族语视为低等.....最终走向灭绝。”	强调保护可能失败与失败机制 (自贬 → 转向主流)，匹配 viii The potential failure of language conservation 。
33	i	为 H 段选择合适标题	“Ultimately, the answer to the problem of language extinction is multilingualism... The first step... may be to persuade the world’s majorities to allow the minorities... to speak with their own voices.” (第 H 段)	“从根本上说，解决语言灭绝问题的答案是多语化.....第一步也许是说服多数语群体允许少数群体发出自己的声音。”	H 段把多数语使用者的包容 / 角色写为 “第一步”，正是 i The conservation role of majority language speakers 。

题型二：配对观点 (34–38)

题号	答案	题干翻译	定位句 (英文)	定位句翻译	详细解释
34	E (Leanne Hinton)	从长期看，加州项目将没有足够导师。	“Contributions... helped a master-apprentice programme... ‘In California, the death rate of elderly speakers will always be greater than the recruitment rate of young speakers.’ ” (第 E 段)	“资助推动了‘师徒’项目.....’在加州，老年母语者的去世速度始终快于年轻学员招募速度。”	“师徒”模式中老年流利者=导师。老年人减少快于学员增长 → 长期导师不足。
35	D (Sarah G Thomason)	语言拯救需要确定优先级。	“You would think that there would be some organised response... some attempt to determine which languages can be saved and which should be documented before they disappear.” (第 D 段)	“你会以为会有有组织的应对.....做出取舍：哪些应抢救、哪些应尽快记录。”	“which... saved / which... documented”就是优先顺序的决策。
36	A (Michael Krauss)	目前在用的语言在可预见的将来将面临灭绝。	“half the 6,000 or so languages... would disappear within a century. ” (第 A 段)	“约 6000 种语言中有一半将在一世纪内消失。”	清楚的时间窗口 (一百年内)= 可预见未来；主语是“languages spoken in the world”，即现存/在用语言。
37	C (James Matisoff)	语言消亡问题有解决之道。	“Ultimately, the answer to the problem of language extinction is multilingualism , argues James Matisoff.” (第 H 段)	“詹姆斯·马蒂斯夫指出：最终答案是多语化。”	直接给出“answer/解决方案”= 多语化 → 与题干完全同义。
38	G (Hans-Jurgen Sasse)	当说话者贬低自家语言时，语言可能正在走向消亡。	“speakers start regarding their own language as inferior ... Children... prefer to speak the dominant language. This is how... slipped into extinction.” (第 G 段)	“说话者开始把本族语视为低等.....孩子转而说主流语。这正是.....走向灭绝的方法。”	价值感下降 → 选择主流 → 消亡；与题干“begin to value it less”语义等同。

题型三：单选题 (39–40)

题号	答案	题干翻译	定位句 (英文)	定位句翻译	详细解释
39	C	阿拉斯加语言中心成立的目的是什么？	“Krauss founded the Alaskan Native Language Center to preserve as much as possible of the 20 tongues...” (第 A 段)	“克劳斯创建阿拉斯加本地语言中心，尽可能保存这 20 种语言。”	preserve =防止进一步流失 → 对应 C prevent further loss 。不是 A“教授儿童”、不是 B“复兴已弃用”、也不是 D“预测损失速度”。
40	D	作者认为，多数语使用者应该怎样？	“The first step... may be to persuade the world’s majorities to allow the minorities... to speak with their own voices. ” (第 H 段)	“第一步也许是说服多数人允许少数群体用自己的声音说话。”	“allow... speak with their own voices” ⇒ 包容/宽容少数语言 → 选 D should be more tolerant of minority languages 。

Disclaimer

Compiled, formatted, and lightly proofread by ZYZ Reading Walks.

All copyright in the underlying works remains with the original authors and publishers.

No affiliation with or endorsement by any rights holder (including IELTS® owners).

For non-commercial educational use only. This notice must remain intact in all copies.

Available free of charge from ZYZ Reading Walks. Resale or any paid distribution is prohibited.