



## CONSOLIDATION 2 UNITS 1-5

### READING SECTION

#### TEXT 1

#### PRE READING

Discuss the following questions:

1. Why is language important for communication and human interaction?
2. What role does language play in shaping our identity and cultural heritage?

#### Saving Endangered Languages: Challenges and Solutions

#### WHILE READING

**I. Read the text and match the headings (A-I) to the paragraphs (1-8). There is one extra heading.**

- A. Challenges and Limitations in Documentation and Preservation for Endangered Languages
- B. Promoting Multilingualism as a Solution for Language Preservation
- C. Hopeful Developments in Linguistics for Endangered Languages
- D. Government Participation in the Language Field
- E. The Threat of Language Extinction and Linguistic Concerns
- F. Challenges in Addressing the Decline of Endangered Languages in Linguistics
- G. The Complex Nature of Language Preservation Efforts
- H. The Role of Attitudes and Perceptions in Language Decline
- I. Linguists' Concerns and Scientific Curiosity Regarding Endangered Languages

#### Paragraph 1 \_\_\_\_\_

A decade ago, Michael Krauss made a worrying prediction about languages. He suggested that if no global efforts were made to prevent their decline, approximately half of the 6,000 languages spoken worldwide might disappear within a century. Although Krauss's prediction was not definite, it was shared by other respected linguists who had similar concerns. For instance, Kenneth L. Hale from the Massachusetts Institute of Technology mentioned that eight languages he had studied had already become extinct. In 1990, a survey in Australia revealed that 70 out of 90 surviving Aboriginal languages were no longer spoken regularly by all age groups. A similar trend was observed in the United States, where all but 20 out of 175 Native American languages were no longer used by all age groups, as Krauss informed in a congressional panel in 1992.

#### Paragraph 2 \_\_\_\_\_

Many linguistics experts are upset about rare languages disappearing for several reasons. Firstly, they have a scientific curiosity. Linguists have important questions about the basics of human language that they haven't fully explored yet. They want to understand which parts of grammar and vocabulary are common to all languages and likely built into the human brain. Additionally, some scientists use language



data to discover ancient migration patterns by comparing borrowed words in different, seemingly unrelated languages. In all these cases, studying a wide variety of languages gives them a better chance of finding accurate answers to their questions.

### **Paragraph 3** \_\_\_\_\_

Despite ongoing discussions about endangered languages in linguistics over the past decade, there hasn't been much progress, as noted by linguist Sarah G. Thomason from the University of Michigan. There hasn't been a coordinated effort in the field to decide which languages can be saved and which should be documented before they disappear. Thomason points out that the focus on endangered languages has only recently gained popularity. Six years ago, when Douglas H. Whalen from Yale University sought support from linguists to address these issues, he mostly received puzzled looks. As a result, Whalen and a few other linguists established the Endangered Languages Fund. However, between 1996 and 2001, they were only able to gather \$80,000 for research grants. A similar foundation in England, led by Nicholas Ostler, has raised just \$8,000 since 1995.

### **Paragraph 4** \_\_\_\_\_

There are some good news stories in the field of linguistics. The Volkswagen Foundation, a German charity, recently gave over \$2 million in grants to support endangered languages. They've also set up a multimedia archive at the Max Planck Institute for Psycholinguistics in the Netherlands to store recordings, grammars, dictionaries, and other information about endangered languages. Field linguists have been sent to document languages like Aweti (spoken by about 100 people in Brazil), Ega (with around 300 speakers in Ivory Coast), Waima'a (spoken by a few hundred people in East Timor), and others that might not survive much longer. The Ford Foundation is also getting involved by supporting a master-apprentice program started in 1992 by Leanne Hinton of Berkeley and Native Americans. This program pays fluent speakers \$3,000 to teach their native language to a younger relative (who also gets paid) through 360 hours of shared activities over six months. While it's too early to say this is revitalizing these languages, it has helped pass on at least some knowledge of 25 languages. Leanne Hinton acknowledges that elderly speakers passing away will still be more common than young speakers learning the language in California, but it does buy more time for linguists to document them before they disappear.

### **Paragraph 5** \_\_\_\_\_

The master-apprentice method, mainly used in the United States, hasn't become popular worldwide. Leanne Hinton's work, although valuable, is just one part of the solution. According to the Ethnologue, a language catalog by SIL International in Dallas, there are around 440 languages left with only a few elderly speakers. For most of these languages, there's very little or no documentation of their grammar, words, pronunciation, or daily use. Even if a language has been well-documented, when it's no longer spoken, we're left with only bits of information that linguists were lucky to record. Linguists can give a basic idea of the language and where it fits in language families, but not much more. Leanne Hinton points out that critical aspects are missing, like how people started conversations, talked to babies, or interacted as couples. These are crucial efforts to bring a language back to life.

### **Paragraph 6** \_\_\_\_\_

Unlike fields such as biology, there isn't a specific "conservation linguistics" field. Language preservation efforts vary in their effectiveness, and it's hard to predict what will work in different places. About twenty years ago in New Zealand, Maori speakers created "language nests" where young children learned their native language. They also introduced Maori-only classes as the children advanced in school. A similar



approach was tried in Hawaii, with some success. According to Joseph E. Grimes of SIL International in Oahu, the number of native Hawaiian speakers has stayed at around 1,000. Nowadays, students can learn Hawaiian from elementary school to university.

**Paragraph 7 \_\_\_\_\_**

One common reason for a language's decline is when speakers start to doubt its importance and value. When they begin to think that their language is not as essential as the majority language, they stop using it in different situations. This attitude can affect children, who may prefer to use the dominant language. Often, people only realize the problem when they notice that their children no longer speak their language, even at home. This is why languages like Cornish and some Scottish Gaelic dialects are rarely used in daily life in Ireland, even 80 years after the country's founding with Irish as its official language.

**Paragraph 8 \_\_\_\_\_**

Linguists agree that the solution to the problem of language extinction is embracing multilingualism. Even individuals without formal education can learn multiple languages, especially when they start as children. In fact, many people around the world already speak more than one language. In places like Cameroon (279 languages), Papua New Guinea (823), and India (387), it's common to speak three or four distinct languages along with a couple of dialects. Unfortunately, in some regions like the western parts of the United States and Canada (excluding Quebec), Australia, and Russia, there's often a negative reaction when people speak languages other than the dominant one. It's no coincidence that these are the areas where languages are disappearing the fastest. The initial step in preserving endangered languages is to encourage the majority populations to support the minority languages and allow them to be spoken and heard.

**II. Choose the best answer according to the text.**

9. What is the real result of a master-apprentice program sponsored by The Ford Foundation?

- a. Teach children how to speak
- b. Revive some endangered languages in California
- c. postpone the dying date for some endangered languages
- d. Increase communication between students

10. What should the majority language speakers do according to the last paragraph?

- a. They should teach their children endangered language in free lessons
- b. They should learn at least four languages
- c. They should now their loyalty to a dying language
- d. They should be more tolerant of minority language speaker

**DISCUSSION**

1. Do you think it's important for schools to offer classes in multiple languages? Why or why not?
2. How can communities encourage the preservation of their native languages while also embracing the use of a dominant language?



## TEXT 2

### PRE READING

Discuss the following questions:

1. Have you ever heard of animals using sign language to communicate? What examples can you think of?
2. Why do you think some animals might use sign language instead of vocal sounds to communicate with each other?

### A Controversial Pioneer in Sign Language Communication

#### Paragraph 1

Indeed, communication is not unique to humans. Bees use a fascinating dance language known as the 'waggle dance' to convey information about the location of food sources to their fellow hive members. Whales engage in complex songs that can travel vast distances through the ocean, possibly serving as a means of social interaction and navigation. Additionally, some intelligent primates, like chimpanzees and gorillas, have demonstrated the ability to communicate with humans using American Sign Language.

#### Paragraph 2

Meet Koko: a female gorilla born at the San Francisco Zoo on July 4th, 1971. Koko learned sign language from her trainer, Dr. Penny Patterson. Patterson began teaching sign language to Koko in 1972, when Koko was one year old. Koko must have been a good student, because two years later she moved onto the Stanford University campus with Dr. Patterson. Koko continued to learn on the campus until 1976. That's when she began living full-time with Patterson's group, the Gorilla Foundation. Patterson and Koko's relationship has blossomed ever since.

#### Paragraph 3

Dr. Patterson says that Koko has mastered sign language. She says that Koko knows over 1,000 words, and that Koko makes up new words. For example, Koko didn't know the sign for 'ring', so she signed the words 'finger' and 'bracelet'. Dr. Patterson thinks that this shows meaningful and constructive use of language.

#### Paragraph 4

Not everyone agrees with Dr. Patterson. Some argue that apes like Koko do not understand the meaning of what they are doing. Skeptics say that these apes are just performing complex tricks. For example, if Koko points to an apple and signs 'red' or 'apple', Dr. Patterson will give her an apple. They argue that Koko does not really know 'what' the sign apple means. She only knows that if she makes the right motion, one which Dr. Patterson has shown her, then she gets an apple. The debate is unresolved, but one thing is for certain: Koko is an extraordinary ape.

#### Paragraph 5

Sign language isn't the only unusual thing about Koko. She's also been a pet-owner. In 1983, at the age of 12, researchers said that Koko asked for a cat for Christmas. They gave Koko a stuffed cat. Koko was not happy. She did not play with it, and she continued to sign *sad*. So for her birthday in 1984, they let her pick a cat out of an abandoned litter. Koko picked a gray cat and named him 'All Ball.' Dr. Patterson said



that Koko loved and nurtured All Ball as though he were a baby gorilla. Sadly, All Ball got out of Koko's cage and was hit by a car. Patterson reported that Koko signed 'Bad, sad, bad' and 'Frown, cry, frown, sad' when she broke the news to her.

### Paragraph 6

It seems like Patterson and Koko have a good relationship, but not everyone agrees with it. Some critics believe that Patterson is '*humanizing*' the ape. They believe that apes should be left in the most natural state possible. Even Dr. Patterson struggles with these feelings. When asked if her findings could be **duplicated** by another group of scientists, she said, 'We don't think that it would be ethical to do again.' She went on to argue that animals should not be kept in such unnatural circumstances. Nonetheless, Koko lives in her foundation today.

### Paragraph 7

As for the future, Dr. Patterson and the Gorilla Foundation would love to get Koko to an ape preserve in Maui, but they are having trouble securing the land. So unless you have a few million dollars to spare, Koko's going to be spending her time in Woodland, California with Dr. Patterson. Koko probably doesn't mind that. If she moved to Hawaii, she'd have to give up her Facebook page and Twitter feed, and she's got like 50 thousand 'likes.' Some may deny that she knows sign language, but nobody says that she doesn't know social networking.

## WHILE READING

Choose the best answer according to the text.

1. What is the main purpose of the reading?
  - a. Bees, whales, and apes like Koko all use language to communicate.
  - b. Koko uses sign language, but some think it's just a trick.
  - c. It is natural for gorillas and house cats to live together.
  - d. If you want a lot of 'likes' on Facebook, get a talking gorilla.
2. How is paragraph 2 organized?
  - a. Chronological order
  - b. Cause and effect
  - c. Compare and contrast
  - d. Problem and solution
3. What is the main purpose of paragraph 2?
  - a. The author is describing the environment in which Koko lives.
  - b. The author is informing readers how Dr. Patterson developed her skills.
  - c. The author is persuading readers that Koko should be freed.
  - d. The author is telling readers about Koko and Dr. Patterson's background.
4. Which of the following events happened **last** according to the reading?
  - a. Koko got a stuffed cat for Christmas.
  - b. Koko lost All Ball.
  - c. Koko began living with the Gorilla Foundation.
  - d. Dr. Patterson began teaching Koko to sign.



5. Which of the following statements is **true** according to the reading?
- Koko has mastered sign language without a doubt.
  - Everybody likes how Dr. Patterson has raised Koko.
  - Koko doesn't really know sign language.
  - Some people are troubled by how Koko was raised.
6. The word **duplicate** in paragraph 6 means \_\_\_\_\_.
- To dispute a fact or disagree with someone
  - To lie to someone or to fool them
  - To copy or recreate something
  - To be disproven through debate
7. Which of the following events happened **first** according to the reading?
- Koko moved onto the Stanford University campus.
  - Koko picked All Ball out for her birthday.
  - Koko began living with the Gorilla Foundation.
  - Koko got a stuffed cat for Christmas.
8. What is the main purpose of paragraph 6?
- Dr. Patterson has treated Koko very cruelly.
  - Dr. Patterson and Koko have a beautiful, pure, and unconflicted relationship.
  - Some people think that Koko should not have been treated like a human.
  - Some people are working very hard to prove that Dr. Patterson is wrong.
9. Which of the following statements is **false** according to the reading?
- Dr. Patterson has worked hard to teach Koko sign language.
  - Some people think that Koko only signs to get food.
  - The Gorilla Foundation would like to move Koko to an ape preserve.
  - Dr. Patterson has no regrets about working with Koko.

## DISCUSSION

- What fascinated you the most about animals using sign language in their communication?
- Can you think of any ways in which animals' use of sign language might be similar to how humans communicate?

## VOCABULARY SECTION

**I. Read the following sentences carefully and fill in the blanks with the correct words you choose from the box. Use each word only ONCE. DO NOT change the words in any way.**

abandon	outcome	overseas	acknowledge	categories
complex	journal	purchase	regulation	tradition

- Mathematical formulas are too \_\_\_\_\_ for most of the children.
- The weather was so bad that we had to \_\_\_\_\_ the building work completely.
- The oil company will start drilling as soon as they \_\_\_\_\_ the land.
- This kind of pottery is now popular \_\_\_\_\_ as well as in this country.



5. Unfortunately, the federal government failed to \_\_\_\_\_ their responsibility in this matter.
6. The ability to sort things into \_\_\_\_\_ is evidence of logic.
7. Thanks to the new \_\_\_\_\_, the number of forest fires has been in decline.
8. Unfortunately, the study had no significant \_\_\_\_\_.
9. The \_\_\_\_\_ decided not to publish the results of the study as they felt it wasn't comprehensive enough.
10. Japanese \_\_\_\_\_ shows that imperfect objects can be beautiful.

**II. Read the following sentences carefully and fill in the blanks with the correct words you choose from the box. Use each word only ONCE. DO NOT change the words in any way.**

piece	entirely	rate	points of view
extinguish	tend to	virtual reality	make into
tear down	swamp	historically	comprehensive

1. Children who consistently eat a balanced diet \_\_\_\_\_ have better overall health and higher energy levels.
2. The inflation \_\_\_\_\_ in the country has been steadily increasing over the past few months, causing concerns among economists.
3. The \_\_\_\_\_ report provided a detailed analysis of the company's financial performance, market trends, and strategic recommendations.
4. She carefully placed the final \_\_\_\_\_ of the puzzle, completing the intricate image with a sense of accomplishment.
5. She was \_\_\_\_\_ focused on her studies, dedicating all her time and effort to excel academically.
6. Examining a situation from multiple \_\_\_\_\_ allows for a more comprehensive understanding of complex issues.
7. \_\_\_\_\_ technology allows users to immerse themselves in realistic and interactive simulated environments, offering a unique and engaging experience.
8. The firefighters worked tirelessly to \_\_\_\_\_ the raging fire, utilizing powerful hoses and specialized equipment to bring the flames under control and prevent further damage.
9. \_\_\_\_\_, the Industrial Revolution marked a significant turning point in human history, bringing about profound changes in society, technology, and the economy.
10. As the heavy rain poured down, the low-lying area transformed into a vast \_\_\_\_\_, with murky water, tangled vegetation, and the croaking of frogs echoing through the air.
11. The artist planned to take the old barn and \_\_\_\_\_ it \_\_\_\_\_ a charming art studio.
12. The city council voted to \_\_\_\_\_ the old, dilapidated building and develop a new park in its place.