

The day a language died

Comprehension

A Circle the correct answers.

- Some languages are disappearing because they
 - aren't commonly used in business situations.
 - are very difficult to understand.
 - are mainly used only for songs.
- Scholars think that in the next 100 years,
 - more people will record dying languages.
 - many new languages will be developed.
 - more than half of today's languages will be lost.
- Red Thunder Cloud recorded the Catawba language because
 - he wanted to record Native American music.
 - he didn't want to lose his native language.
 - he wanted future generations to hear Catawba.
- When a language dies,
 - it's important to remember songs from that language.
 - the world loses an important way to describe the world.
 - it's easy to understand what has been lost.

Details

B Complete the statements with the numbers from the box.

6,000 100 2 ~~76~~ 300

- Red Thunder Cloud died when he was 76 .
- Some languages in the Americas have fewer than _____ speakers.
- There are only about _____ languages left in North America.
- When _____ speakers of Gafat left the jungle, they died.
- Today there are about _____ languages in the world.

Complex sentences

C Separate each sentence from the text into two or three new sentences.

- (par. 1) Carlos Westez died *at the age of 76* _____ .
 He was more commonly known as *Red Thunder Cloud* _____ .
 He was the last *speaker of the Native American language Catawba* _____ .
- (par. 2) In the 1940s, Red Thunder Cloud _____ .
 If someone wants to hear _____ , they can _____ .
 The Smithsonian Institute is in _____ .
- (par. 4) Aore is like _____ .
 Aore is spoken by [Vanuatu's] _____ .
 Soon Aore _____ .

Aping language

Inferencing

A Check (✓) the things that Kanzi can do.

- 1. make his own sentences
- 2. type words on a keyboard
- 3. give a real dog an injection
- 4. respond correctly to some spoken commands
- 5. understand how word order affects meaning
- 6. disagree with scientists

Context clues

B Find the words in *italics* in the reading. Circle the meaning of each word.

1. When a chimp *pulls off* a syringe cap, the cap is **on** / **off** the syringe. (par. 1)
2. *Lexigrams* are kinds of **words** / **shapes**. (par. 1)
3. If a chimp is *capable* of simple grammar, it **can use** / **can't use** simple grammar. (par. 2)
4. Your *colleagues* are your **classmates** / **coworkers**. (par. 3)
5. If chimps and humans have *identical* genes, their genes are the **same** / **different**. (par. 4)
6. Our *ancestors* are people who **lived before** / **will live after** us. (par. 4)

Restating

C Compare the meaning of each pair of sentences. Write same (S) or different (D).

- S 1. Using language distinguishes humans from other animals.
A difference between humans and other animals is the ability to use language.
- 2. Apes are capable of grammar as complex as [that] used by human 2-year-olds.
Apes can speak as well as or better than a human 2-year-old child.
- 3. Scientists recently announced results from studies that may resolve the argument.
Conclusions from scientific studies will certainly resolve the disagreement.
- 4. It will be hard to argue that chimps do not have a language.
Most people will have to agree that chimps have a language.
- 5. Interestingly 99 percent of the genes between chimps and humans is identical.
Chimps and humans have almost 100 percent of the same genes.
- 6. Early humans might have had basic language.
It is clear that our ancestors were able to speak.

CHALLENGE

D Match the prefixes with their meanings. (Be careful! There is one extra meaning.)

- | | |
|---|-------------------|
| <u>b</u> 1. <i>in-</i> (injects, inside) | a. again |
| <input type="checkbox"/> 2. <i>com-</i> (combine, communicate) | b. enter |
| <input type="checkbox"/> 3. <i>dis-</i> (distinguish, disagreement) | c. not; different |
| <input type="checkbox"/> 4. <i>re-</i> (resolve, research) | d. together |
| | e. under |

The bilingual brain

Context clues

A Find the words in *italics> in the reading. Circle the meaning of each word.*

- | | |
|--|--|
| <p>1. <i>immigrated to</i> (par. 1)
 a. moved to
 b. left
 c. stayed in</p> <p>2. <i>unique</i> (par. 1)
 a. usual
 b. unusual
 c. difficult</p> <p>3. <i>evidence that</i> (par. 1)
 a. questions about
 b. doubts about
 c. facts to support</p> | <p>4. <i>disrupt</i> (par. 2)
 a. stop
 b. start
 c. forget</p> <p>5. <i>programmed</i> (par. 4)
 a. learned
 b. studied
 c. remembered</p> <p>6. <i>acquire</i> (par. 5)
 a. learn from your parents
 b. learn at school
 c. learn through experience</p> |
|--|--|

Details

B Correct the mistake in each statement.

- Karl Kim is a ~~high school~~ ^{graduate} student in the lab of Joy Hirsch.
- Children and adults use the same parts of the brain to learn a second language.
- People from two groups were placed under an MRI scanner.
- Both groups of people used the same part of Broca's area.
- People who learned a second language as adults used the same area in Broca's area for both languages.

Reference words

C Find these words in the reading. What do these words refer to?

- | | |
|---|----------------|
| 1. <i>it</i> (par. 1, line 4) | <u>English</u> |
| 2. <i>He</i> (par. 1, line 8) | _____ |
| 3. <i>The other</i> (par. 2, lines 5–6) | _____ |
| 4. <i>the other</i> (par. 2, lines 14–15) | _____ |
| 5. <i>they</i> (par. 3, line 7) | _____ |
| 6. <i>their</i> (par. 4, line 6) | _____ |
| 7. <i>their</i> (par. 4, line 10) | _____ |

CHALLENGE

D Underline all the infinitives in the reading.