

Name: _____ / Date: __/__/__ Score: __ / 3 🕒 12 min

以下の英文を読んで、本文の内容と一致するものを①～⑧の中から 3 つ選びなさい。

What Is Lost When a Language Disappears?

Thousands of languages are spoken throughout the world, but they are not equally secure. Some are used by millions of people in education, government, business, and digital communication. Others are spoken only by small communities, sometimes consisting mainly of elderly people. When children stop learning a language from their parents, the number of speakers gradually declines. Eventually, the language may disappear altogether. Although language loss is often regarded as an unavoidable consequence of modernization, its causes and effects are more complicated than they first appear.

People do not usually abandon their ancestral language simply because another language is easier to learn. In many cases, political and economic pressures influence their decisions. A dominant language may be required for higher education, employment, or access to public services. Parents may therefore encourage their children to use it because they believe that doing so will provide greater opportunities. Minority languages may also be associated with poverty, rural life, or social disadvantage. When speakers are repeatedly made to feel ashamed of their language, abandoning it may appear to be a practical form of self-protection.

Language loss affects more than communication. Every language contains expressions, stories, classifications, and patterns of thought that have developed through generations of experience. A community living in a particular environment may possess detailed vocabulary for local plants, weather conditions, animals, or methods of farming. Such knowledge is not always easily translated into a dominant language. When the original language disappears, distinctions that were once familiar may become difficult to recognize or explain.

The disappearance of a language can also weaken cultural identity. Songs, oral histories, jokes, and ceremonies often depend on particular sounds, rhythms, and associations that cannot be fully preserved in translation. A translated story may communicate its basic events while losing the emotional

force or humor of the original. For this reason, some speakers describe language loss not merely as the disappearance of words but as the loss of a particular way of relating to family, history, and place.

35 However, efforts to preserve endangered languages face several difficulties. Recording vocabulary and grammar is valuable, but a language cannot survive in daily life through dictionaries and recordings alone. It requires people who use it for ordinary purposes: speaking with children, discussing current events, sending messages, and creating new expressions.
40 A language treated only as an object of historical study may be documented accurately while no longer functioning as a living means of communication.

 Schools can contribute to language preservation, but classroom instruction is not sufficient by itself. If students encounter a minority language only during a few lessons each week and use a dominant language
45 everywhere else, they may understand the language without becoming confident speakers. Successful programs often involve families, local organizations, and community events. They also allow young people to use the language in music, social media, sports, and other areas of contemporary life.

50 Some critics argue that preserving small languages limits social mobility by discouraging speakers from learning widely used languages. This argument creates a false choice. People can become proficient in a national or international language without abandoning the language of their community. Multilingualism is not an exceptional condition; it has been
55 common in many societies throughout history. The objective of preservation should not be to isolate communities but to enable speakers to participate in a wider society without surrendering an important part of their identity.

 Ultimately, a language can be preserved only if the community itself wishes to maintain it. Researchers and governments may provide funding,
60 educational materials, and technical assistance, but they cannot create commitment from outside. Nor should preservation require a language to remain unchanged. Young speakers must be free to invent vocabulary and adapt old expressions to new circumstances. A language survives not by remaining identical to its past but by continuing to serve the changing needs
65 of those who speak it.

WPM Over 150 を目指す

- ① Speakers may abandon an ancestral language because dominant languages can provide access to education, employment, and public services, while minority languages may be associated with social disadvantage.
- ② The disappearance of a language may result in the loss of environmental knowledge and cultural expressions whose full meanings cannot always be transferred successfully through translation.
- ③ The passage suggests that modernization naturally causes minority languages to disappear, regardless of political pressure, economic inequality, or speakers' attitudes toward their cultural identity.
- ④ Dictionaries and grammatical records are generally sufficient to preserve a language, even when it is no longer used in conversations, family life, or ordinary communication.
- ⑤ Classroom lessons are presented as the most effective method of language preservation because students can become fluent without using the language at home or in their communities.
- ⑥ According to the passage, learning a dominant language inevitably weakens a person's ability to speak a minority language and prevents meaningful participation in traditional community life.
- ⑦ Governments and researchers can ensure the survival of endangered languages by providing sufficient financial support, even when local communities have little desire to continue using them.
- ⑧ The author argues that successful language preservation should permit younger speakers to create new vocabulary and adapt inherited expressions to the demands of contemporary life.

実戦的な時間配分: 合計: 7 分

問題文・タイトル確認: 10 秒

本文通読: 3 分 30 秒

①～⑧の判断: 2 分 40 秒

本文に戻って確認: 30 秒

マーク・最終確認: 10 秒

1. secure[sikjúər]	安全な、存続が保証された
2. consist[kənsíst]	～から成る
3. decline[dikláin]	減少する、衰退する
4. altogether[ð:ltəgédər]	完全に、まったく
5. unavoidable[ʌnəvóidəbl]	避けられない
6. modernization[mədərnəzéiʃən]	近代化、現代化
7. abandon[əbændən]	～を捨てる、放棄する
8. ancestral[ænséstrəl]	祖先から受け継いだ
9. dominant[dámənənt]	支配的な、優勢な
10. employment[implóimənt]	雇用、就職
11. minority[mainó:rəti]	少数派、少数派の
12. disadvantage[dìsədʌvæntidʒ]	不利益、不利な立場
13. self-protection[sèlf prətékʃən]	自己防衛
14. classification[klæsəfikéiʃən]	分類、区分
15. distinction[distínkʃən]	区別、相違
16. cultural identity[káltʃərəl aidéntəti]	文化的アイデンティティー
17. oral history[ó:rəl hístəri]	口承の歴史、口述史
18. preserve[prizó:rv]	～を保存する、守る
19. endangered[indéindʒərd]	絶滅・消滅の危機にある
20. sufficient[səfíʃənt]	十分な
21. proficient[prəfíʃənt]	熟達した、堪能な
22. multilingualism[mʌltilíŋgwəlɪzəm]	多言語使用、多言語主義
23. surrender[sərəndər]	～を手放す、放棄する
24. commitment[kəmítmənt]	献身、強い意志
25. adapt[ədæpt]	～を適応させる、作り変える