

Unit 2: Disappearing Languages

Whispers of the Past: Saving a Community's Language

Keywords

absolutely	administration	cite	collapse	dominate
elementary	outcome	primary	severe	vital

Chapter 1: The Vital Language

In a small village, there was a language only its people knew. This language was very special. It was **absolutely** different from others. The people in the village used this language every day. They talked to each other, laughed, and told stories in it. This language was a **vital** part of their life. It was like their own special music. Every morning, people said hello in this language. They used it to buy things at the market. This language was important to everyone, from old people to young children. Parents taught this language to their children. They told them old stories. The children learned about their village's past. The language was more than just words. It was how they shared their history and feelings.

The elders would **cite** old tales in their language to teach the children. The language made these stories beautiful. It was like a song that everyone knew. Even when people worked in the fields, they used this language. They sang in it while working. The language was everywhere. It was in their work, their fun, and their hearts. They couldn't think of a day without speaking it. For them, this language was not just words. It was a big part of who they were. It connected them all.

Chapter 2: The Change

A big change came to the village one day. People from the **administration** arrived. They spoke a different language, one that many people in the world knew. This new language started to become very important in the village. It began to **dominate**. Everyone heard this new language more and more. In the school, children started to learn this new language. It was an **elementary** part of their studies. Teachers taught them how to speak, read, and write in it. The children spent a lot of time learning this language. They found it interesting and new.

This new language was not just in the school. It was also in the shops and at the village meetings. When people went to buy food or clothes, they heard this language. During meetings, people talked in this new language about important things for the village. The new language became very popular. It was on the radio and in books. People thought this language was useful. They believed it would help them in the future.

Chapter 3: Forgetting the Old

As time passed, the old language was used less and less in the village. The children, who went to school, learned more of the new language. They found it easier to speak in this new language. It was everywhere: in their books, on the radio, and when they talked with friends. The old language started to feel less important to them.

The older people in the village remembered the old language well. They had used it all their lives. But the younger people, the children, did not speak it much. They thought the new language was better for many things. It helped them with their studies and to learn about the world. At home, the old language was still spoken, but not as much. When families got together, the old people spoke in the old language. But the children answered in the new language. It was easier for them. They were forgetting how to speak the old language.

In the village, the old language became quieter. It was like a song that was slowly stopping. The stories and jokes in the old language were not heard much. The language was becoming a small part of village life. Most people did not use it in their daily lives. The old language was like a whisper, getting softer and softer. The young people saw the new language as the future. They did not see the need to speak the old language. It was a big change for the village.

Chapter 4: The Collapse

Then, after many years, the old language began to **collapse**. Fewer and fewer people spoke it. The old language was slowly disappearing. It was like a flower that was losing its color. The older people felt sad because the language was a big part of their history.

In the village, the stories and songs in the old language were not heard often. These stories and songs were full of the village's past and traditions. They were important. But now, they were being forgotten. The language that carried these stories and songs was getting weaker.

The old language was like a bridge to the past. It helped people remember where they came from. But as the language **collapsed**, this bridge was breaking. The history and stories that the language carried were in danger of being lost forever. The older people in the village saw how **severe** the problem was. They knew that if the language died, a big part of their culture would die too. They wanted the children to learn the language. They wanted the stories and songs to live on. But it was hard. The new language was everywhere, and the old language was fading away.

It was a time of change and sadness in the village. The old language, once strong and full of life, was now weak. It was a big part of the village's heart and soul, but now it was in danger of disappearing completely.

Chapter 5: The Effort to Save

Some people in the village wanted to save their old language. They knew it was a big part of who they were. They didn't want to lose it. These people started to teach the children the old language again. They wanted to make sure the language did not disappear.

They organized classes in the village hall. Here, they taught the children how to speak, read, and write in the old language. The children learned old songs and stories. These classes were important. They helped bring the old language back to life, even a little. The teachers of these classes were mostly older people. They remembered many things about the old language. They knew it was **vital** to keep the language alive. They taught with love and patience. They wanted the children to understand the beauty of the old language.

It was not easy to bring the old language back. The new language was still the **primary** language in the village. But the people who wanted to save the old language kept trying. They believed it was important. They started a special day in the village. On this day, everyone tried to speak only the old language. They had fun activities and games in the old language. This helped everyone, not just the children, to remember the language. Some parents also started to use the old language at home again. They talked to their children in it. They told them stories and sang songs in the old language. This helped the children to learn it better.

Chapter 6: The Outcome

The effort to save the language had a good **outcome**. The children began to learn it. They started to understand the old stories and songs. The language was not as strong as before, but it was still there. It was alive. This made the people who were trying to save the language

very happy. They saw that their hard work was helping. The old language was not forgotten yet. It was a small victory, but a very important one.

The children started to feel a connection with the old language. They found it fun and interesting. Some even began to use it with their friends. They played games and sang songs in the old language. It was like discovering a treasure that was always there.

The older people in the village felt a sense of hope. They were happy to hear the old language again. It reminded them of their childhood. They felt that their culture and history were being kept alive. They started to share more stories and songs with the younger people. They wanted to pass on as much as they could. Even some parents who had forgotten the old language started to learn it again. They saw how important it was for their children. They wanted to be a part of this effort. They joined the classes and activities. The whole village was coming together to save their language.

In the end, the old language was not lost. It was spoken by the young and the old. It became a special part of the village again. The people realized how important it was to keep their language. They understood that their language was a big part of who they were. It was not just words, but a bridge to their past and a key to their identity.

This story of the village and its language teaches us something important. It shows that it is never too late to save something valuable. Languages carry our history, culture, and identity. When a language is saved, a part of us is saved too. It is important to protect and preserve our languages. They are treasures that connect us to our past and each other.

Questions

1. What was unique about the language in the small village?
 - A) It was similar to other languages.
 - B) It was only spoken by children.
 - C) It was a written language.
 - D) It was absolutely different from others.
2. How did the villagers use their language?
 - A) In everyday life and storytelling
 - B) Solely for singing
 - C) Only for official purposes
 - D) Exclusively by the elders
3. What caused a big change in the village?
 - A) A natural disaster
 - B) Arrival of people from the administration
 - C) Invention of a new technology
 - D) Discovery of a new language
4. Where did the children start learning the new language?
 - A) At home
 - B) In the fields
 - C) In the market
 - D) In school
5. What was the effect of the new language on the old language?
 - A) The old language became more popular.
 - B) The old language was used less.
 - C) It had no effect.

- D) The old language evolved.
6. Why did the children find the new language easier to speak?
- A) It was everywhere in their environment.
 - B) It was more fun.
 - C) It was simpler.
 - D) Their parents taught it.
7. What was the old language compared to as it became quieter in the village?
- A) A loud noise
 - B) A song stopping
 - C) A new beginning
 - D) A growing tree
8. What was the reaction of the older people to the decline of the old language?
- A) Indifference
 - B) Happiness
 - C) Sadness
 - D) Relief
9. How did the villagers respond to the threat of losing their old language?
- A) Ignored it.
 - B) Celebrated it.
 - C) Tried to save it.
 - D) Abandoned it.
10. What was the outcome of the efforts to save the old language?
- A) It was lost.
 - B) It remained weak but alive.
 - C) It became the primary language again.
 - D) It was completely revived.

Vocabulary Review

absolutely: completely or totally

Example: *It was **absolutely** different from others.* (Chapter 1)

administration: the group of people who manage or direct an organization or place

Example: *People from the **administration** arrived.* (Chapter 2)

cite: to mention something as an example, especially one that supports, proves, or explains an idea or situation

Example: *The elders would **cite** old tales in their language to teach the children.* (Chapter 1)

collapse: to fall down suddenly because of pressure or having no strength or support

Example: *Then, after many years, the old language began to **collapse**.* (Chapter 4)

dominate: to have control over a place or person

Example: *It began to **dominate**.* (Chapter 2)

elementary: basic and simple

Example: *It was an **elementary** part of their studies.* (Chapter 2)

outcome: the final result of a situation or activity

Example: *The effort to save the language had a good **outcome**.* (Chapter 6)

primary: most important; main

Example: *The new language was still the **primary** language in the village.* (Chapter 5)

severe: very great; intense

Example: *The older people in the village saw how **severe** the problem was.* (Chapter 4)

vital: necessary for the success or continued existence of something; extremely important

Example: *This language was a **vital** part of their life.* (Chapter 1)