



## Reading 49

*You are going to read an extract from an encyclopaedia on language. Find ten words in the text which will fit the gaps of the following sentences. The words should fit the new contexts in both meaning and grammar. They have the same graphic form as the one in the original text.*

Example:

**Original text:** <...> He told us not to write more than three sides.<...> **Answer: 0.** In every dispute he always **sides** with my mother.

Many communities make use of a complex system of linguistic levels in order to show respect to each other. The levels will partly reflect a system of social classes or castes, but the choice of forms may be influenced by several other factors, such as age, sex, kinship relationships, occupation, religious affiliation, or number of possessions. In Javanese, for example, choice of level can in addition be affected by the social setting of a conversation, its subject matter, or the history of contact between the participants. Other things being equal, people would use a higher level at a council meeting than in the street; in talking about religious matters than about buying and selling; and when addressing someone with whom they had recently quarrelled. Similar constraints have been noted for several languages, such as Japanese, Korean, Tibetan, Samoan, and Sundanese.

Devices for conveying relative respect and social distance can be found in all languages. What is distinctive about 'respect' languages is the way differences of social level have been so extensively coded in the grammar and vocabulary. In Javanese, the differences between levels are so great that equivalent sentences may seem to have very little in common.

'Status' is the position a person holds in the social structure of a community - such as a priest, an official, a wife, or a husband. 'Roles' are the conventional modes of behaviour that society expects a person to adopt when holding a particular status. Public roles often have formal markers associated with them, such as uniforms; but among the chief markers of social position is undoubtedly language. People exercise several roles: they have a particular status in their family (head of family, first-born, etc.), and another in their place of work (supervisor, apprentice, etc.); they may have a third in their church, a fourth in a local sports centre, and so on. Each position will carry with it certain linguistic conventions, such as a distinctive mode of address, an 'official' manner of speech, or a specialized vocabulary. During the average lifetime, people learn many such linguistic behaviours.

It is only occasionally that the adoption of a social role requires the learning of a completely different language. For instance, a knowledge of Latin is required in traditional Roman Catholic practice; a restricted Latin vocabulary was once prerequisite for doctors in the writing out of prescriptions; students in some schools and colleges still have to speak a Latin grace at mealtimes; and Latin may still be heard in some degree ceremonies. More usually, a person learns a new variety of language when taking up a social role — for example, performing an activity of special significance in a culture (such as at a marriage ceremony or council meeting), or presenting a professional image (as in the case of barristers, the police, and drill sergeants). One of the most distinctive indications of professional role is the intonation, loudness, tempo, rhythm, and tone of voice in which things are said.

In many cases, the linguistic characteristics of social roles are fairly easy to identify; but often they are not, especially when the roles themselves are not clearly identifiable in social terms. With unfamiliar cultures and languages, too, there is a problem in recognizing what is really taking place in social interaction or realizing how one should behave when participating in an event. How to behave linguistically as a guest varies greatly from culture to culture. In some countries, it is polite to comment on the excellence of a meal, as one eats it; in others, it is impolite to do so. In some countries, a guest is expected to make an impromptu speech of thanks after a formal meal; in others there is no such expectation. Silence, at times, may be as significant as speech.

1. The students were pleased to find out about the ... of their college with a famous red-brick university.
2. To make ... worse, they refused to extend credit to us.
3. If the blast ... the neighbouring buildings, the construction company will have to pay damages.
4. To ... your rights, you must first do your duty for your country.
5. It is recommended to start your computer in safe ... otherwise you won't fix the problem.
6. His performance in the competition was way below ...
7. If you enter the ... area and stay there for more than three seconds, it will result in a turnover.
8. Before starting our meal, we usually say ...
9. I am on first-name ... with the newly elected President of the United States.
10. These are troubled ... with prospects for the economy looking extremely bleak.

*Источник задания: отборочный тур олимпиады «Ломоносов» 2016/17, 10–11 классы*

# Reading 49 — Keys

1. affiliation
2. matters/ things
3. levels/ affected
4. exercise
5. mode
6. average / expected
7. restricted
8. grace
9. terms
10. times