外 国 語

英 語： 1～8ページ

1. 試験開始の合図があるまで，この問題冊子を開いてはいけません。

2. 解答時間は **75分間**です。

3. 解答用紙の記入にあたっては，**解答用紙の注意事項**を参照し，HBの鉛筆を使用して丁寧にマークしなさい。

4. 受験番号，氏名，フリガナを**解答用紙**に記入しなさい。受験番号は記入例を参照して，正しくマークしなさい。

5. マークの訂正には，消しゴムを用い，消しくずは丁寧に取り除きなさい。

6. 試験開始後，ただちにページ数を確認し，落丁や印刷の不鮮明なものがあれば申し出なさい。

7. 試験終了後，**解答用紙のみを提出しなさい**。問題冊子は**持ち帰りなさい**。

8. 解答用紙は折り曲げないようにしなさい。

解答用紙の受験番号記入例

数字の位置	受 験 番 号				
	万	千	百	十	一
	1	*2*	*3*	*4*	*5*
0	⓪	⓪	⓪	⓪	⓪
1	●	①	①	①	①
2	②	●	②	②	②
3	③	③	●	③	③
4	④	④	④	●	④
5	⑤	⑤	⑤	⑤	●
6	⑥	⑥	⑥	⑥	⑥
7	⑦	⑦	⑦	⑦	⑦
8	⑧	⑧	⑧	⑧	⑧
9	⑨	⑨	⑨	⑨	⑨

PASSAGE 1

Use the content from this passage, separated into 10 sections *(sec 1 - sec 10)*, to answer the *PASSAGE 1 QUESTIONS*.

sec 1　For high school girls and college women, cheerleading is far more dangerous than any other sport, according to a new report that adds several previously unreported cases of serious injuries to a **growing list**.

sec 2　High school cheerleading accounted for 65 percent of all **catastrophic** sports injuries among high school females over the past 25 years, according to an annual report released Monday by the National Center for Catastrophic Sports Injury Research.

sec 3　The new estimate is up from 55 percent in last year's study. The researchers say the true number of cheerleading injuries appears to be higher than they had previously thought. And these are not ankle sprains[1]. The report counts fatal, disabling and serious injuries.

sec 4　The statistics are equally **grim** in college, where cheerleading accounted for 66.7 percent of all female sports catastrophic injuries, compared to the past estimate of 59.4 percent.

sec 5　The revised picture results from a new partnership between the sports injury center and the National Cheer Safety Foundation, a California-based not-for-profit body created to promote safety in cheerleading and collect data on injuries. The foundation provided the center with previously unreported data. The new data added 30 injury records from high schoolers and college students to the 112 in last year's report.

sec 6　Catastrophic injuries to female athletes have increased over the years, since the first report was published in 1982. "A major factor in this increase has been the change in cheerleading activity, which now involves gymnastic-type stunts," said Dr. Frederick O. Mueller, lead researcher on the new report and a professor of exercise and sports science at the University of North Carolina at Chapel Hill. "If these cheerleading activities are not taught by a competent coach and keep increasing in difficulty, catastrophic injuries will continue to be a part of cheerleading."

sec 7　Less-than-catastrophic injuries are vastly more common and they occur at much younger ages, too. The number of children aged 5 to 18 admitted to hospitals for cheerleading injuries in the United States jumped from 10,900 in 1990 to 22,900 in 2002, according to research published in the journal Pediatrics in 2006. The breakdown:
- Strains/sprains: 52.4 percent
- Soft tissue injuries: 18.4 percent
- Fractures/dislocations[2]: 16.4 percent
- Lacerations[3]/avulsions[4]: 3.8 percent
- Concussions[5]/closed head injuries: 3.5 percent
- Other: 5.5 percent

sec 8　The new report, released Monday, found that between 1982 and 2007, there were 103 fatal, disabling or serious injuries recorded among female high school athletes, with the vast majority (67) occurring in cheerleading. The next most dangerous sports: gymnastics (nine such injuries) and track (seven).

sec 9　Among college athletes, there have been 39 of these severe injuries: 26 in cheerleading, followed by three in field hockey and two each in lacrosse and gymnastics. The report also notes that according to the NCAA Insurance program, 25 percent of money spent on student athlete injuries in 2005 resulted from cheerleading.

sec 10　In 2007, however, two catastrophic injuries to female high school cheerleaders were reported, down from 10 in the previous season and the lowest number since 2001. Yet, there were three catastrophic injuries to college-level participants, up from one in 2006.

Vocabulary
1) sprain 捻挫;　2) dislocation 脱臼;　3) laceration 裂傷;　4) avulsion 剥離;　5) concussion 脳震とう

Excerpt adapted from "Girls' Most Dangerous Sport: Cheerleading" by Live Science Staff (2008)
https://www.livescience.com/2775-girls-dangerous-sport-cheerleading.html

PASSAGE 1 QUESTIONS

1. According to *sec 1*, which of the following is TRUE?
   ① Cheerleading is far more dangerous for college women than for high school girls.
   ② Cheerleading is far more dangerous for high school girls than for college women.
   ③ Cheerleading is the most dangerous sport for high school girls and college women.
   ④ Sports other than cheerleading are more dangerous for high school girls and college women.

2. In *sec 1*, which of the following best describes the key information on the "**growing list**"?
   ① dangerous sports
   ② high school girls and college women
   ③ high schools and colleges
   ④ reported injuries

3. In *sec 2*, which of the following is closest in meaning to "**catastrophic**"?
   ① confusing
   ② damaging
   ③ irritating
   ④ surprising

4. According to *sec 2* and *sec 3*, which of the following is most accurate regarding the differences between this year's study and the previous year's study?
   ① This year's study shows a 10% increase in catastrophic injuries.
   ② This year's study shows a 10% increase in minor injuries.
   ③ This year's study shows a 55% decrease in minor injuries.
   ④ This year's study shows a 55% increase in catastrophic injuries.

5. In *sec 4*, which of the following best describes "**grim**"?
   ① bad
   ② fatal
   ③ good
   ④ mild

6. In *sec 5*, which of the following is NOT true about the National Cheer Safety Foundation?
   ① It gathers statistical information.
   ② It is based in California.
   ③ It makes money for its investors.
   ④ It promotes safety in cheerleading.

7. According to *sec 5*, what is the new data added by the National Cheer Safety Foundation?
   ① 30 high school and college students
   ② injury records from 112 high schools and colleges
   ③ injury records from high school and college students
   ④ previously reported data

8. In *sec 6*, which of the following is NOT mentioned by Dr. Mueller as a factor related to the increase in catastrophic injuries?
   ① increased inclusion of gymnastics
   ② increasing difficulty of the cheerleading moves
   ③ lack of proper guidance and support
   ④ lack of time to practice

9. According to *sec 7*, which of the following is TRUE regarding the breakdown of the most common injuries?
   ① Broken bones and other bone injuries were more common than all the other injuries combined.
   ② Injuries related to the head accounted for 35% of all the injuries listed.
   ③ Soft tissue injuries accounted for a quarter of all reported injuries.
   ④ Strains/sprains were more common than all the other injuries combined.

10. According to *sec 8*, *sec 9*, and *sec 10*, which of the following is TRUE?
    ① Although cheerleading was shown to be the most dangerous sport overall, there were fewer catastrophic injuries in 2007 for high school students than the previous year.
    ② Cheerleading was shown to be the most dangerous sport every year for college students but not high school students even though the combined number of injuries in field hockey, lacrosse and gymnastics increased every year.
    ③ Cheerleading was shown to be the most dangerous sport for high school students and college students with a steady annual increase from 1982-2007.
    ④ The numbers of catastrophic injuries among college students in field hockey, lacrosse and gymnastics decreased every year from 1982-2007 while those in cheerleading continued to increase during that time period.

PASSAGE 2

Use the content from this passage, separated into 12 sections *(sec 1 - sec 12)*, to answer the *PASSAGE 2 QUESTIONS*.

sec 1 This **disastrous illness** barely features in textbooks. So far too many doctors dismiss very real symptoms and tell sufferers the problem lies with them.

sec 2 Ten years ago, ambition drove me. I had studied at Cambridge University, graduated with honours[1], enrolled in a well-regarded master of fine arts programme, and had interviewed many of my favourite musicians for a national publication. Five days a week, I woke at 4 am, wrote for two hours, worked out for an hour and a half, and then put in an 8 to 10-hour workday. My energy was abundant; it really seemed that I could achieve many of my dreams, as long as I put in the work.

sec 3 All this had changed by the time I finished grad school. I was exhausted – it was all I could do to get to work, go home, and sleep. My social life dissolved. I found myself more and more confused by the world. I lived with double vision, vertigo[2], and torturous[3] pain. One day I had to pull my car over when I suddenly realised I was lost. Where was I? How long had I been drifting off course[4]? Eventually I realised that I was on the correct route – five minutes from my parents' house, in a neighbourhood where I had lived for over 10 years. I cried when I got there: was **early-onset** Alzheimer's possible at 33?

sec 4 Over the next couple of years, I watched as my mind and body gradually seemed to break down. The worst may have been the day my left leg went totally limp while walking down a broken and famously long escalator at a Washington DC subway station. I hopped down hundreds of steps on my right foot while holding on to the handrail for my life – literally. Or it may have been the cluster headaches[5], which also are known as suicide headaches – and they nearly drove me to **it**.

sec 5 Then came the tests – MRIs, EMGs, EEGs[6] – and the physicians: neurologists, rheumatologists, a psychiatrist; and the antidepressants, anti-anxiety and antipsychotic medications, bringing little relief and **no symptom resolution**.

sec 6 Early on, I was told to brace myself for life with multiple sclerosis[7], or even amyotrophic lateral sclerosis[8] (ALS). After laboratory tests came back normal, a neurologist told me to **be grateful** and to "take a long beach vacation and see if that doesn't make your problems go away". I lay in bed and wished for whatever curse[9] had afflicted[10] me to take my life.

sec 7 Last February I was referred to a doctor in Virginia who specialises in Lyme disease. Within a month of antibiotic treatment, not only had my pain and fatigue decreased by half, but I found myself reading again – sometimes whole chapters in one sitting! Within three months, I was active for the first time in years. After years of wishing for the relief of death, I am alive again.

sec 8 Despite my experiences and those of countless others, many authorities state absolutely that antibiotic treatments lasting longer than 30 days are **not only useless but harmful**. However, when I am not taking antibiotics, I am physically and cognitively impaired. Without treatment, I cannot function; with treatment, I can.

sec 9 I've learned that medical institutions often believe their texts contain all the answers – anything that isn't in the books is likely to be dismissed. This attitude is **irrational**, counterscientific, and potentially dangerous for public health at large. Medicine is a science, and science involves ongoing discovery.

sec 10 Lyme disease is still little understood, but that doesn't mean it isn't real. The bacteria that cause Lyme may only be the trigger for a lifelong ailment[11], but that doesn't make the disease – whatever it should be called – any less real.

sec 11 I am disturbed that, because most of the physicians I have seen didn't know what was wrong with me, their conclusion was that all my health problems had to be caused by anxiety, or were simply imagined. After hearing this for so long, I really was ready to roll over and die.

sec 12 Now that I am gradually coming back to life, I've got goals, and I'm driven to accomplish them. One of them is new: to let people know that Lyme disease is real, while accepting that much to do with it is still veiled in mystery. The medical community must stop blaming patients for suffering   **[A]**   health problems that aren't yet fully explained in a textbook.

Vocabulary
1) *graduate with honours* 優秀な成績で卒業する;　2) *vertigo* 目まい;　3) *torturous* 拷問のような;
4) *drift off course* 知らないうちにコースからそれる;　5) *cluster headaches* 群発性頭痛;
6) *MRIs, EMGs, EEGs* 病院で行われる検査;　7) *multiple sclerosis* 多発性硬化症;
8) *amyotrophic lateral sclerosis* 筋萎縮性側索硬化症;　9) *curse* 呪い;　10) *afflict* 〜を苦しめる;　11) *ailment* 病気

PASSAGE 2 QUESTIONS

11. What is the "**disastrous illness**" referred to in *sec 1*?
    ① Alzheimer's disease
    ② Amyotrophic lateral sclerosis
    ③ Lyme disease
    ④ Multiple sclerosis

12. According to *sec 2*, which of the following most accurately described the author?
    ① Although very hardworking and ambitious, he did not achieve much and was not hopeful for the future.
    ② He was content to only focus on his hobbies like working out and writing.
    ③ He was hardworking, motivated, energetic and active.
    ④ He was lazy, low-energy, always tired and unambitious.

13. In *sec 3*, which of the following is closest in meaning to "**early-onset**"?
    ① happening at a younger age than expected
    ② happening early in the day
    ③ happening with quickly developing symptoms
    ④ happening without warning

14. At the end of *sec 4*, what does "**it**" refer to?
    ① committing suicide
    ② going to hospital
    ③ seeing the doctor
    ④ taking medication

15. In *sec 5*, which of the following best explains "**no symptom resolution**"?
    ① His symptoms appeared.
    ② His symptoms did not get better.
    ③ His symptoms disappeared.
    ④ His symptoms gave him no purpose.

16. In *sec 6*, why did the neurologist tell the author to "**be grateful**"?
    ① because no serious illness was found
    ② because the author could go on holiday
    ③ because the author's test results came back positive
    ④ because the neurologist could give him medicine

17. In *sec 8*, which of the following is closest in meaning to "**not only useless but harmful**"?
    ① not effective but helpful
    ② not helpful but safe
    ③ not safe but effective
    ④ not safe or effective

18. In *sec 9*, which of the following is closest in meaning to "**irrational**"?
    ① illegal
    ② illogical
    ③ immature
    ④ impractical

19. In *sec 12*, which of the following is the best fit for __[A]__?
    ① by
    ② from
    ③ in
    ④ to

20. In *sec 12*, which of the following best describes the author's new goal?
    ① to complete his studies about his disease
    ② to fully explain his disease in a textbook
    ③ to fully recover from his disease
    ④ to raise public awareness of his disease

PASSAGE 3

Use the content from this passage, separated into 10 sections *(sec 1 - sec 10)*, to answer the *PASSAGE 3 QUESTIONS*.

ROBOTS OFFER THE ELDERLY A HELPING HAND

sec 1   Everybody needs a helping hand when they get older – but in years to come that helping hand may be attached to a robotic arm.

sec 2   Low birth rates and higher life expectancies mean that those over 65 years old now will account for 28.7% of Europe's population by 2080, according to Eurostat, the EU's statistics arm[1]. It means **the age-dependency ratio** – the proportion of the elderly compared with the number of workers – will almost double from 28.8% in 2015 to 51% in 2080, straining health care systems and national budgets.

sec 3   Yet there's hope marching over the horizon, in the form of robots.

sec 4   The creators of one humanoid robot under development for the elderly say it can understand people's actions and learn new behaviours in response, even though it is devoid of[2] **arms**. Robots can be programmed to understand an elderly person's preferences and habits to detect changes in behaviour: **[A]** , if a yoga devotee[3] misses a class, it will ask why, while if an elderly person falls it will automatically alert caregivers or emergency services. Yet **there's still a way to go before these devices will be able to bring out a tray of tea** and biscuits when visitors drop by, according to its creator.

sec 5   At the moment there are things the robot can perform perfectly in the lab but that still **present** challenges, says Dr Luís Santos from the University of Coimbra in Portugal. 'There is a mismatch between what elderly people want and what science and technology can provide – some of them are expecting robots to do all types of household activities, engage them in everyday gossip or physically interact with them as another human would do,' says Dr Santos.

sec 6   The team is working on making the robot's dialogue as natural and as intuitive as possible and improving its ability to safely navigate an older person's home, using a low-cost laser and a camera, and a second prototype[4] will be tested with elderly people in the coming months. Yet, Dr Santos foresees that these devices are still four to six years away from commercialisation, at least.

REVOLUTION

sec 7   He sees robotics as just a part of a wider revolution underway in how societies care for the elderly, with connectivity and augmented reality[5] also playing a role. 'In the future, elderly care will also be very focused on information and communications technologies – for example virtual access to doctors or care institutions and 24/7[6] monitoring in a non-invasive way are likely to become standard,' he said. Yet researchers believe that keeping the technology unobtrusive is key – no wearable devices or cumbersome[7] cameras cluttering up[8] people's homes.

sec 8   Dr Maria Dagioglou from the National Centre of Scientific Research "Demokritos" in Greece, said: 'We wanted to avoid a Big Brother scenario[9], so data privacy is important but also dignity.' She is looking at ways to integrate robotics technology into a smart home equipped with connected devices, automation and sensors, as part of the EU-funded RADIO project.

sec 9   Dr Stasinos Konstantopoulos, the scientific manager of the RADIO project, added: 'All monitoring happens as the user interacts with the system to control the house, for example to regulate the temperature, and to ask the robot to run errands, like finding misplaced items.'

sec 10   Using a tablet or smartphone to interact, the equipment, which should only take a day to install, can monitor elements of an elderly person's day-to-day life, efficiently processing and managing data to allow medical professionals to keep track of and assess their level of independence via smartphone notifications. The goal of innovations like this is to allow people to live independently for longer.

Vocabulary
1) statistics arm 統計局; *2) devoid of* 〜を持っていない; *3) devotee* 愛好者; *4) prototype* 試作品; *5) augmented reality* 拡張現実;
6) 24/7 24時間年中無休で; *7) cumbersome* 扱いにくい; *8) clutter up* 乱雑にする;
9) Big Brother scenario 政府に監視されている状態

Excerpt adapted from "Robots offer the elderly a helping hand" by Hellen Massy-Beresford (2017)
https://www.horizon-magazine.eu/article/robots-offer-elderly-helping-hand_en.html

PASSAGE 3 QUESTIONS

21. Which of the following best reflects the content in *sec 1*, *sec 2*, and *sec 3*?
    ① A growing trend, resulting from a combination of factors, is putting pressure on health care systems that may be reduced by technology in the future.
    ② As technology improves, there will be an increasing need for workers to use statistics arms to help them cope with future challenges.
    ③ There will be a need for more European health care systems to increase the number of elderly workers up to 51% by 2080.
    ④ There will be more births than deaths in the European population by 2080 as a result of an increased number of robots and improved technologies of the future.

22. In *sec 2*, which of the following best describes "**the age-dependency ratio**"?
    ① the number of elderly people divided by the total number of unemployed people
    ② the number of elderly people who are still working
    ③ the relationship between the number of births and the number of deaths
    ④ the relationship between the number of senior citizens and the number of employed people

23. In *sec 4*, which of the following is closest in meaning to "**arms**"?
    ① limbs
    ② sections
    ③ understanding
    ④ weapons

24. In *sec 4*, which of the following is the best fit for __[A]__ ?
    ① Conversely
    ② For example
    ③ However
    ④ Similarly

25. In *sec 4*, what is suggested by "**there's still a way to go before these devices will be able to bring out a tray of tea**"?
    ① Finding a way to make robots bring tea will soon be discovered.
    ② Much work needs to be done before the dream becomes a reality.
    ③ The robots of the future will not be able to make tea.
    ④ There is a clear path for developing robots.

26. In *sec 5*, which of the following is closest in meaning to "**present**"?
    ① defeat
    ② explain
    ③ gift
    ④ pose

27. Which of the following best reflects the mismatch explained in *sec 5*?
    ① Robots are less capable than people would like them to be.
    ② Robots are not as fast as people need them to be.
    ③ Robots are too complicated for people to use.
    ④ Robots do not want to do what people tell them to do.

28. In *sec 6*, which of the following is NOT mentioned as a desirable robot feature?
    ① affordability
    ② ease of use
    ③ life-like appearance
    ④ mobility

29. In *sec 7* and *sec 8*, what is one of the problems mentioned that researchers hope to avoid in developing the robots for elderly care in the future?
    ① that elderly people will become over dependent on their robots
    ② that elderly people will feel scared of their robots
    ③ that elderly people will feel spied upon by robots
    ④ that robots will become too complex for elderly people to use

30. In *sec 9*, which of the following is NOT mentioned by Dr Konstantopoulos as a task that robots will be capable of performing?
    ① adjusting the heating
    ② fetching and carrying items
    ③ locating items that elderly people have lost
    ④ preparing meals for elderly people

31. In *sec 10*, which of the following is mentioned as the aim of integrating robot technology into the care of elderly people?
    ① to extend the period that they can live unaided
    ② to increase their life expectancy
    ③ to permit them to retire earlier
    ④ to provide a reason for family support

PASSAGE 4

Use the content from this passage, separated into 14 sections *(sec 1 - sec 14)*, to answer the *PASSAGE 4 QUESTIONS*.

sec 1 Culture and history are reflected in many ways: Clothing, food and architecture are just three common ways to differentiate one culture from another. One of the most potent[1] ways of understanding the culture and history of a country or region is through its language. Unfortunately, many cultures are now under threat and the list of endangered languages is growing day by day.

ENDANGERED LANGUAGES: WHAT IS BEHIND THIS TREND?

sec 2 In today's globalised world, language usage is changing rapidly. English is the dominant language of the internet. More people now have a working knowledge of English as a second (or third) language than the number of people who consider English their mother tongue.

sec 3 At the same time, more than three billion people – nearly half of the world's current population – speak one of only 20 languages as their mother tongue. While this might be great news for speakers of these 20 languages, what hope is there for the 7,000 other languages that are spoken? Do **they** have a future or are they condemned[2] to die?

sec 4 In   **[A]**   recently published in The New Yorker[3], the issue of endangered languages is explored in depth. They report a concern that up to half of today's living languages are in danger and will be extinct by the end of the 21st century, other than what is preserved in archives.

ENDANGERED LANGUAGES: WHY DO LANGUAGES DIE?

sec 5 Languages die for many reasons. Some are cultural. For example, many cultures have been colonised or otherwise dominated by another culture. Often, this **translated into** suppressing the native culture's mother tongue. If these conditions lasted long enough, then these languages dwindled[4], were only spoken in secret or died out altogether.

sec 6 Numerous examples exist in North America, where indigenous[5] people, now known as First Nations' people, have either lost or are in grave danger of losing any working knowledge of their mother tongue.

sec 7 In other cases, languages may decline or die *in situ*[6], but may be holding tenuously[7] on in another environment. We can see examples in immigrant communities from New York to South Africa. Furthermore, many dying languages can be hard to preserve if their tradition was mostly oral, with few written records ever in existence.

WHAT ARE THE CONSEQUENCES IF AN ENDANGERED LANGUAGE DIES?

sec 8 The loss of one more foreign language has consequences much wider than simply losing a vocabulary. Even archived, a dead language may be missing tone, accent, grammar, syntax[8] and context. These verbal traits are often used to reflect a speaker's way of thinking as much as the actual choice of words.

sec 9 Losing a language also can mean losing crucial knowledge about the linguistic group's history, culture, or even knowledge about their local environment. For example, being able to choose different words for plants or even the earth they grow in also provides scientists, botanists and academics with information that might be lost otherwise if these specific descriptions did not have an equivalent word in a more dominant language.

PRESERVING ENDANGERED LANGUAGES

sec 10 Many linguists and academics, who recognise the value of dying languages, are working to preserve them through the use of modern technology. This can include recordings, which can facilitate some of the language's context. This can even include mobile phone applications, which may have particular appeal to younger members of a culture. Texting[9] in Navajo[10] may elevate you to an elite social status in some **adolescent circles**.

sec 11 In addition to the accelerated use of technology to preserve the last live use of dying languages by native speakers, many dying languages are being re-introduced or re-emphasised by linguistic communities. It is also recognised that children, whose ability to learn a new language has been called 'sponge time', are the future.

sec 12 Rather than being made to feel ashamed to speak a minority language, fun learning such as in summer camps and language nests promote fluency in what was once many of these children's true mother tongue. It has also been recognised that many of these children outperform their monolingual peers in an academically mainstream setting as well. These types of efforts continue to grow throughout much of the Western world.

A WORD OF CAUTION

sec 13 But for all of these positive steps, there is also a caution. For example, evidence is also noted in The New Yorker where China and Russia in particular currently consider minority languages to be a threat to their hegemony[11] and may be repeating some of the same mistakes made by the West, especially in the New World[12].

sec 14 Finding a way to allow minority and majority languages to co-exist within a broader modern culture is the ultimate key to preventing further languages from dying … and losing the valuable knowledge, heritage and emotional link to the past and future of many cultures.

Vocabulary
*1) **potent** 有力な; 2) **condemn** 強制する; 3) **The New Yorker** アメリカで発行されている雑誌; 4) **dwindle** 使われなくなる;*
*5) **indigenous** 先住の; 6) **in situ** そのままで; 7) **tenuously** わずかに; 8) **syntax** 構文; 9) **texting** 携帯電話でメッセージを送ること;*
*10) **Navajo** ナバホ語（アメリカの先住民の言語）; 11) **hegemony** 支配権; 12) **the New World** 新世界（アメリカ大陸）*

Excerpt adapted from "Endangered Languages: Why Are So Many Languages Becoming Extinct?" by Pascale Chauvot (2016)
https://www.communicaid.com/business-language-courses/blog/why-are-languages-dying/

PASSAGE 4 QUESTIONS

32. Which of the following best reflects the content in *sec 1*?
    ① Of all the cultures that define language, one of the most important factors is that many minority languages are disappearing.
    ② Of all the definitions that factor into language, culture is one of the most important, however, many factors are disappearing.
    ③ Of all the factors that define culture, language is one of the most important, however, many languages are disappearing.
    ④ Of all the factors that define language, culture is one of the most important, however, many minority languages are disappearing.

33. In *sec 3*, to what is the pronoun "**they**" referring?
    ① language speakers
    ② languages other than the world's top 20
    ③ speakers of mother tongues
    ④ the world's top 20 languages

34. According to *sec 3* and *sec 4*, how many languages are predicted to die by the end of the 21st century?
    ① about 350
    ② as many as 3500
    ③ less than 20
    ④ more than 7000

35. In *sec 4*, which of the following is the best fit for   [A] ?
    ① a documentary
    ② a performance
    ③ a photograph
    ④ an article

36. In *sec 5*, which of the following is closest in meaning to "**translated into**"?
    ① adapted by
    ② changed the language into
    ③ resulted in
    ④ was interpreted as

37. Which of the following best reflects the content in *sec 7*?
    ① A language may fade away in one place but may be kept alive in another.
    ② Examples of immigrant communities from New York to South Africa show that majority languages can be hard to preserve.
    ③ Languages can be preserved in another environment by recording other examples.
    ④ Oral languages are more easily preserved than those which have a rich written record.

38. In *sec 8* and *sec 9*, which of the following is NOT mentioned as a negative effect of language loss?
    ① Ecological information may be lost.
    ② How the minority language was actually used may never be replicated.
    ③ If lost, the concepts specific to a minority language cannot be replaced.
    ④ Words from dominant languages will replace culturally specific words used in the minority language.

39. In *sec 10*, which of the following is mentioned about technology?
    ① It can be used by academics to record linguists.
    ② It can be useful in keeping endangered languages alive.
    ③ It is accelerating the death of languages.
    ④ It prevents young people from learning their native languages.

40. In *sec 10*, which of the following is closest in meaning to "**adolescent circles**"?
    ① educational youth camps
    ② modern mobile applications
    ③ teenage peer groups
    ④ young people's hobbies

41. Which of the following is the main message of the passage?
    ① Multi-lingualism is not desirable but unavoidable.
    ② Older minority language speakers must learn to use technology to preserve their dying language.
    ③ Russia and China are effectively preserving their minority languages.
    ④ Support for multi-lingualism in modern cultures may be a good way to protect minority languages.