英　　語

(問　題)

2025年度

〈2025　R 07190015（英語）〉

注　意　事　項

1. 試験開始の指示があるまで，問題冊子および解答用紙には手を触れないこと。
2. 問題は 2〜12ページに記載されている。試験中に問題冊子の印刷不鮮明，ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は，手を挙げて監督員に知らせること。
3. 解答はすべて，ＨＢの黒鉛筆またはＨＢのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
   (1) 印刷されている受験番号が，自分の受験番号と一致していることを確認したうえで，氏名欄に氏名を記入すること。
   (2) マーク欄にははっきりとマークすること。また，訂正する場合は，消しゴムで丁寧に，消し残しがないようによく消すこと。

マークする時	●良い	◎悪い	�édio悪い
マークを消す時	○良い	◎悪い	◓悪い

5. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
6. 問題冊子の余白等は適宜利用してよいが，どのページも切り離さないこと。
7. 試験終了の指示が出たら，すぐに解答をやめ，筆記用具を置き解答用紙を裏返しにすること。
8. いかなる場合でも，解答用紙は必ず提出すること。
9. 試験終了後，問題冊子は持ち帰ること。

I. Read the following passage and answer the questions.

[1] Tracking screen time is like counting calories: It is partially accurate but misleading. The World Health Organization and the American Academy of Pediatrics provide time-based guidelines for screens in young children: For babies and toddlers, keep the screens to Facetime family and friends. For younger kids, 1 to 2 hours, and from ages 6 to 12, keep it to roughly 2 hours.

[2] For those who are not raising children, the guidelines seem straightforward. Shouldn't it be easy to count one hour of PBS[1] before dinner? That's not most people's reality. Older siblings watch shows near younger ones. Tablets are in the car. Texting arrives earlier than parents expect and comes in spurts of screen time throughout the day. Even the most media-stringent parents get submerged by elementary school in a nebulous cloud. Screens bleed into play and school activities.

[3] As someone who reads empirical research for a living, I am quite cautious about my children's screen time. But screens are not the only source of childhood misfortune. The minute-by-minute guilt reminds me of the burden of counting calories. A push for detailed, numbers-driven control must surely tame the unruly beast. But it doesn't.

[4] Screens are too ubiquitous for minute-by-minute analysis. Counting screen time becomes an organizational feat — [**A**]

[5] From the 1980s to the early 2000s, nutrition books focused increasingly on counting calories. It reached its peak around 2013. Yet, reducing calorie intake does not guarantee health. Consuming an appropriate amount of calories can still lead to anemia, high blood pressure, or metabolic dysfunction. Today, there is more knowledge dissemination around the quantity of sugar and the timing of food. Healthy interventions change how food is offered or address underlying issues. But while public dialogue around nutrition is imperfect, it has come a long way. Screen time needs the same conceptual shift.
(1)

[6] Parents say raising children today is hardest because of screens. Nearly half of 8-12 year-olds have phones, but almost 80% of parents don't think it is right for them to. The average American child spends 5.5 hours of entertainment screen time per day (over double the guidelines), much of which is on YouTube and social media.

[7] Screen-time guidelines are based on decades of research on only television. This is why the guidelines seem unglued from how screens are used in most families. Of course, the basic finding still holds true: more time on screens means less time outside and asleep. But there will never be decades of longitudinal evidence on updated technology. Media guidelines will inevitably be an educated guess.
(2)

[8] What's more, the focus on hours takes the focus away from content and context. Screens are no longer just television. Today's screens are portable and individual. They pop in and out and layer on top of each other — texting while completing online homework with the TV on in the background.

[9] Instead of counting screen time, parents can think about the time of day, what is on the screen, what it is replacing, and what it is adding.
(3)

---

[1] Public Broadcasting Service

[10]   Shifting the time of day (without diminishing the amount) is the most important thing to promote healthy screen habits. Three out of four children look at screens an hour before bed. When screens affect sleep, everything wilts: distractibility increases, metabolism slows, emotions dysregulate, and attention wains. (4)A candy bar before bed, for instance, will be metabolized differently than a candy bar before a run. Even still, the nutrients in the snack still matter.

[11]   The difference between an avocado and a bowl of ice cream isn't really in the calories; it's in the nutritional content. The nutritional content of the screen also matters. From 2019 to 2021, there was a larger increase in entertainment media usage than in the previous four years. While that is unsurprising, it would behoove us to ask what kind of screen time increased? The answer: It was primarily in social media and YouTube. There was no increase in reading on screens.

[12]   One study followed over 4,000 Australian children for five years and found that what was on the screen mattered more than the amount of time. Passive scrolling and watching videos are similar to the simple fats and sugars: Fastest to digest and most detrimental long-term. Interactive games with friends were better; the most nutritious options were educational games and reading.

[13]   Screens are often problematic because of what they are replacing. Screen time, for one, shouldn't be (5)a self-soothing hack. Rage and grief are often resolved by screen distraction instead of real coping. Screens bump out exercise, books, and, perhaps most importantly, free, unstructured time. Boredom stimulates creativity and often catalyzes new ideas and "aha moments." Exercise activates the brain. Books teach children to focus and get lost in a narrative. Unstructured play time forces them to problem-solve and invent. Being frequently distracted, as a result, is a developmental dead-end.

[14]   To be clear, screens are not the only source of childhood misfortune. Other generations were failing children long before we all bought tablets. But screens can easily encroach on other life skills. Are children still learning to calm themselves down? Have eye-to-eye conversations? And fall asleep by themselves? When screens are used to avoid emotional meltdowns and fall asleep independently, they undermine the human capacity to process emotions and learn to rest. Empty calories.

[15]   But food is also for pleasure. Joy. Celebration. Likewise, screens add connection, play, and efficiency to life. It is wonderful to Facetime with grandma or play Minecraft with a cousin. School is better when gamified concepts or adaptive quizzing teaches a skill faster. People engage in online communities that share a similar interest, a rare disease, or a unique support system.

[16]   Counting calories can be a helpful first step to realizing the highest-calorie foods or recognizing unhealthy patterns. Counting provides the audit before an intervention. But it is an exhausting (and frankly useless) long-term option.

[17]   Counting isn't a problem-solving strategy. Statistically, most people consume both too many calories and too much screen time. It is time to focus on when it is happening and what it is replacing. Ensure youth still get high-quality doses of boredom, exercise, sleep, and live friendships.

[18]   Screen *time* will pale in importance.

1. What is the main problem discussed in paragraph [2]?
    a. the excessive use of screens in educational settings
    b. the growing trend of watching TV news during dinner time
    c. the challenges parents face in controlling their children's screen time
    d. the issue of text messages being sent early in the morning
2. Blank [A] can best be filled by
    a. like pulling out a calorie app every time you try a bite of a friend's parfait.
    b. like chewing and chatting at the same time.
    c. like planning a dinner party when you don't know what to cook.
    d. like trying out a new diet of which you don't know the side-effects.
3. Underline (1) can best be rephrased as follows:
    a. It has taken different routes.
    b. It has moved in the wrong direction.
    c. It has a long history.
    d. It has seen some improvement.
4. Underline (2) refers to the fact that
    a. technology simply evolves too quickly.
    b. researchers are not sufficiently involved.
    c. children don't use technology long-term.
    d. educators will provide solutions in due time.
5. Underline (3) mainly refers to the following paragraphs:
    a. 7-8
    b. 10-11
    c. 10, 12, 14
    d. 10-15
6. The main point of underline (4) can best be paraphrased as follows:
    a. We shouldn't snack before going to bed.
    b. It's unhealthy to eat before doing sports.
    c. Timing matters both for screen time and for eating.
    d. Sugar intake is necessary to regulate our emotions.
7. Underline (5) can best be replaced by
    a. to start with
    b. in short
    c. after all
    d. to be sure
8. The following is true about paragraph [13].
    a. Increased screen time is a result of boredom.
    b. Unstructured time is developmentally harmful.
    c. Children should avoid getting lost in unstructured play.
    d. Screen time cannot be a substitute for non-screen activities.

II. Read the following passage and answer the questions.

[1] When you put yourself behind a shopping cart, the world changes. You become an active consumer, and you are moving through environments — the supermarket, the discount store, the warehouse club, the home center — that have been made for you.

[2] During the thirty minutes you spend on an average trip to the supermarket, about thirty thousand different products vie to win your attention and ultimately to make you believe in their promise. When the door opens, automatically, before you, you enter an arena where your emotions and your appetites are in play, and a walk down the aisle is an exercise in [A]. Are you a good parent, a good provider? Do you have time to do all you think you should, and would you be interested in a shortcut? Are you worried about your health and that of those you love? Do you care about the environment? Do you appreciate the finer things in life? Is your life what you would like it to be? Are you enjoying what you've accomplished? Wouldn't you really like something chocolate?

[3] Few experiences in contemporary life offer the visual intensity of a Safeway, a Krogers, a Pathmark, or a Piggly Wiggly. No marketplace in the world — not Marrakesh or Calcutta or Hong Kong — offers so many different goods with such focused salesmanship as your neighborhood supermarket, where you're exposed to a thousand different products a minute. No wonder it's tiring to shop.
(1)

[4] There are, however, some major differences between the supermarket and a traditional marketplace.
(2)
The cacophony of a traditional market has given way to programmed, innocuous music, punctuated by enthusiastically intoned commercials. A stroll through a traditional market offers an array of sensuous aromas; if you are conscious of smelling something in a supermarket, there is a problem. The life and death matter of eating, expressed in traditional markets by the sale of vegetables with stems and roots and by hanging animal carcasses, is purged from the supermarket, where food is processed somewhere else, or at least trimmed out of sight.

[5] But the most fundamental difference between a traditional market and the places through which you push your cart is that in a modern retail setting nearly all the selling is done without people. The product is totally dissociated from the personality of any particular person selling it — with the possible exception of those who appear in its advertising. The supermarket purges sociability, which slows down sales. It
(3)
allows manufacturers to control the way they present their products to the world. It replaces people with packages.

[6] Packages are an inescapable part of modern life. They are omnipresent and invisible, deplored and ignored. During most of your waking moments, [B] vision. Packages are so ubiquitous that they slip beneath conscious notice, though many packages are designed so that people will respond to them even if they're not paying attention.

[7] Once you begin pushing the shopping cart, it matters little whether you are in a supermarket, a discount store, or a warehouse club. The important thing is that you are among packages: expressive packages intended to engage your emotions, ingenious packages that make a product useful, informative packages that help you understand what you want and what you're getting. Historically, packages are what made self-service retailing possible, and in turn such stores increased the number and variety of items people buy. Now a world without packages is unimaginable.

[8] Packages lead multiple lives. They preserve and protect, allowing people to make use of things that were produced far away, or a while ago. And they are potently expressive. They assure that an item arrives unspoiled, and they help those who use the item feel good about it.

[9] We share our homes with hundreds of packages, mostly in the bathroom and kitchen, the most intimate, body-centered rooms of the house. Some packages — a perfume flacon, a ketchup bottle, a candy wrapper, a beer can — serve as permanent landmarks in people's lives that outlast homes, careers, or spouses. But packages embody change, not just in their age-old promise that their contents are new and improved, but in their attempt to respond to changing tastes and achieve new standards of convenience. Packages record changing hairstyles and changing lifestyles. Even social policy issues are reflected. Nearly unopenable tamperproof seals and other forms of closures testify to the fragility of the social contract, and the susceptibility of the great mass of people to the destructive acts of a very few. It was a mark of rising environmental consciousness when containers recently began to make a novel promise: "less packaging."

[10] For manufacturers, packaging is the crucial final payoff to a marketing campaign. Sophisticated packaging is one of the chief ways people find the confidence to buy. It can also give a powerful image to products and commodities that are in themselves characterless. In many cases, the shopper has been prepared for the shopping experience by lush, colorful print advertisements, thirty-second television minidramas, radio jingles, and coupon promotions. But the package makes the final sales pitch, seals the commitment, and gets itself placed in the shopping cart. Advertising leads consumers into temptation. Packaging *is* the temptation. In many cases it is what makes the product possible.

[11] But the package is also useful to the shopper. It is a tool for simplifying and speeding decisions. Packages promise, and usually deliver, predictability. One reason you don't think about packages is that you don't need to. The candy bar, the aspirin, the baking powder, or the beer in the old familiar package may, at times, be touted as new and improved, but it will rarely be very different.

[12] [C] You put the package into your cart, or not, usually without really having focused on the particular product or its many alternatives. [D] You read the label carefully, looking at what the product promises, what it contains, what it warns. You might even look at the package itself and judge whether it will, for example, reseal to keep a product fresh. You might consider how a cosmetic container will look on your dressing table, or you might think about whether someone might have tampered with it or whether it can be easily recycled. [E] The possibility of such scrutiny is one of the things that make each detail of the package so important. [F]

[13] The environment through which you push your shopping cart is extraordinary because of the amount of attention that has been paid to the packages that line the shelves. Most contemporary environments are landscapes of inattention. In housing developments, malls, highways, office buildings, even furniture, design ideas are few and spread very thin. At the supermarket, each box and jar, stand-up pouch and squeeze bottle, each can and bag and tube and spray has been very carefully considered. Designers have worked and reworked the design on their computers and tested mock-ups on the store shelves. Refinements are measured in millimeters.

[14] All sorts of retail establishments have been redefined by packaging. Drugs and cosmetics were among the earliest packaged products, and most drugstores now resemble small supermarkets. Liquor makers use packaging to add a veneer of style to the intrinsic allure of intoxication, and some sell their bottle rather than the drink. It is no accident that vodka, the most characterless of spirits, has the highest-profile (5) packages. The local gas station sells sandwiches and soft drinks rather than tires and motor oil, and in turn, automotive products have been attractively repackaged for sales at supermarkets, warehouse clubs, and home centers.

1 . Blank [A   ] can be best filled by

    a . health care

    b . self-importance

    c . life planning

    d . self-definition

2 . Choose the most appropriate reason for underline (1).

    a . You have to go to various shops to get your goods.

    b . You are so overwhelmed by the whole experience.

    c . You need to buy so many things for your family.

    d . You have to walk for at least 30 minutes to get there.

3 . Which of the following is **NOT** mentioned as an example of underline (2)?

    a . the availability of vegetables

    b . tempting smells

    c . animals' dead bodies

    d . the acoustic environment

4 . Underline (3) means that

    a . a supermarket needs a much bigger workforce.

    b . you spend too much tipping shop assistants.

    c . a supermarket in a quiet neighborhood is more profitable.

    d . you tend to buy less when shop assistants are around to chat with.

5 . Use the eight choices below to fill in blank [B   ] in the best way. Indicate your choices for the **SECOND** and **EIGHTH** positions.

    a . within

    b . are

    c . field

    d . one or more

    e . of

    f . your

    g . there

    h . packages

6 . Which of the following is **NOT** in line with the author's idea from paragraphs [7] to [9]?

    a . Packages assist people in deciding which products to buy.

    b . Packages enable people to understand various changes in tastes and lifestyles.

    c . Packages allow people to utilize products made in distant locations.

    d . Packages encourage people to change their attitudes towards the environment.

7. The author mentions underline (4) to suggest that

    a. it is safe to toss a tightly packed product into the shopping cart.

    b. advertising is far more important than packaging when selling a product.

    c. in the end it is the package that makes you buy the product.

    d. a shopping cart is necessary to keep the packaging intact.

8. In paragraph [12], the four blanks [C], [D], [E], and [F] indicate where the following sentence could be inserted. Choose the best option.

    But sometimes you do examine the package.

9. Which of the following is **NOT** in line with paragraphs [10] to [14]? Select **TWO** answers.

    a. Packages are so attractive that they are often sold even without contents.

    b. Packages play an important role in marketing campaigns.

    c. Packages ensure the recognizability of a product for the customer.

    d. Packages provide a lot of potentially important information.

    e. Packages are like recent buildings in that designers have been intimately involved in their creation.

10. Choose the best description of underline (5).

    a. Vodka sells well because it easily gets people drunk.

    b. Vodka would not attract much attention without an alluring bottle.

    c. Vodka is so expensive that its package must look attractive.

    d. Vodka is characterless, which explains why it is sold at gas stations.

11. Which of the following statements best reflects the opinion of the author?

    a. The main function of packages lies in their ability to preserve products over a long time.

    b. Packages are often taken for granted, but they are meticulously designed and placed in the supermarket to appeal to consumers.

    c. Packages are disposable and mostly lack historical relevance.

    d. The government should impose legal restrictions on packaging because it significantly influences customers' buying habits.

III. Read the following book extract and answer the questions.

[1] Your smartphone vibrates. You listen. 'Hello, this — ' and already you know who is calling. A syllable or two may be enough to identify the speaker.

[2] On 27 September 2014, Indian Prime Minister Narendra Modi addressed the UN General Assembly, in Hindi. This was more important than what he had to say. He was the first Indian prime minister to do so, rather than speak English.

[3] These two events represent the large bandwidth of the relationship between language and identity. Language is so exclusive that it distinguishes every speaker from all others, and so inclusive that it binds 490 million speakers of Hindi together to form a community. <u>This double function</u> makes language the
(A)
paradigm of an identity marker.

[4] 'Mother tongue' is a powerful metaphor. What is closer to ourselves, what is more important for our humanity, physically and mentally, what links us more firmly with our community than our mother? The image of the mother tongue conveys security and at the same time the ability to understand others and act together. It distinguishes us <u>from barbarians, as the Greeks in antiquity called all non-Greek-speaking
(B)
peoples</u>. The image also insinuates naturalness, an innate faculty we are born with. Like our mother, our mother tongue is unique. It is close to our heart and has qualities unlike any other — [C－1] the prevalent European language ideology suggests.

[5] What 'mother tongue' actually means is open to interpretation. To begin with, many people cannot answer the question of what their mother tongue is in the singular. It is difficult to put a hard figure on it, but about half the world population grow up with two or more languages. Next, if your mother tongue is English, what exactly does that mean? East Anglian English, Cockney, Anglo-Cornish, Bengali English, Gulf Southern, African American Vernacular English, Ottawa Valley English, Inupiaq English? Speakers of these and scores of other varieties may not easily understand each other, yet they can all rightly claim to be native speakers of English. This is because 'native speaker' and 'mother tongue' are ill-defined terms that have an emotional content but no clear meaning. Professional linguists do not use these terms without defining them or eschew them altogether.

[6] Every normal child is born with the capacity to acquire language, any one of the 7,000 [C－2] languages spoken on the planet. <u>Counting languages is a vain endeavour.</u> The question where language A
(D)
ends and language B begins has no non-arbitrary answer. Linguists therefore use the term 'named languages', thus highlighting the difficulty of separating languages one from another and establishing their identity. However, regardless of what linguists think, politically induced language boundaries may acquire a social reality precisely because of the potential of minor linguistic differences to demarcate boundaries.

[7] The multitude of human idioms directs our attention to the important difference between *language* and *languages*, the former being a natural, humanity-defining capacity, while the latter are cultural artefacts. We can activate the general capacity of language only by acquiring a particular language. The bio-social process enabling us to do that remains unconscious, but thanks to the nature–culture mix that is peculiar to every language, languages can so easily be commissioned for identity purposes.

[8] Languages are artefacts in the sense that every single word of every single language has been coined, or borrowed from another, by someone (rather than having grown like flowers in the field or whispered in our ears by the wind). They do not seem artificial like Esperanto[1]; but in the end, many (especially written) languages are just as artificial, if we accept that to boldly split infinitives and other transgressions are sinful. Many languages are consciously cultivated as the medium to convey our thoughts, valuable receptacles of tradition, links that connect our offspring to our forebears, and as symbols of our identity. However, we find manifestations of linguistic identity on many different levels that are beyond the control of professional guardians of language.

[9] Modi's speech at the UN was an act of identity: Here speaks the prime minister of a Hindu nation, rather than an heir to the British Raj. At the level of nation states, languages serve the symbolic function of identity manifestation, like flags and other emblems of nationhood. Throughout the 19th and 20th centuries, linguistic nationalism inspired many a political conflict, as the consolidation of nation states was accompanied by a division between national languages and other languages. That the government in Islamabad made Urdu Pakistan's national language was a key factor triggering the secession of the eastern part of the country, where nobody spoke Urdu. On 21 February, Bangladesh still commemorates the Bengali language movement as 'Martyr's Day'. Scripts and writing systems are particularly popular symbols of national identity, as illustrated by Qazaqstan's recent decision to replace the heavily Russian-tinged Cyrillic attire of its language with what its leaders hope will be a more independent Roman outfit. If you use simplified rather than traditional Chinese characters in Hong Kong, you are a friend of Beijing.

[10] Next, on the subnational level *dialects* manifest linguistic identity. Dialectologists have developed sophisticated methods to describe the characteristic variables and minute differences of regional speech objectively in terms of accent patterns, vocabulary, grammar, etc. Subjectively, these differences are emotionally charged for speakers of the varieties in question and for others. While for its speakers a dialect may evoke familiarity, closeness, and warmth, it may be an object of disgust and derision for others.

[11] Evaluations of this sort betray the social dimension of language variation. Some dialects are more prestigious than others, not because of their inherent qualities, but because their speakers are more powerful, wealthy, and well thought of. Geographically, prestige grading often coincides with urban–rural and capital– provinces contrasts. *Standard* English/French/German/Spanish etc. is the language of power and, therefore, highly regarded.

[12] Language variation is multi-layered, local dialects being just one dimension. All other features of social and personal identity discussed in previous chapters have a linguistic manifestation, too. *Sociolects* correlating with class have been the object of study in industrialized countries where income, kind of work, level of education, and lifestyle have overlaid urban–rural divisions.

[13] The observation in 1960s Britain that working-class speech was a predictor of lower academic achievement prompted much research by educationalists and sociolinguists, as well as a public debate about how to deal with this problem. Should working-class pupils learn middle-class speech, or should schools learn to cope with working-class speech? Compensation for deficit, or recognition of diversity?

[14] In the 1980s, a similar discussion arose about African American Vernacular English (AAVE) or Black English in the United States, where race is a more prominent factor of social division than class. Those who regarded AAVE as a sign of low scholastic aptitude were pitted against those who saw in 'spoken Soul' — to use a phrase coined by Stanford linguist John Rickford — a legitimate language tradition meriting preservation for the sake of identity. For a while, the latter promoted *Ebonics* as a positive label for a stigmatized variety, some even with the intention of declaring linguistic independence from English. However, most African Americans did not accept this as a viable strategy to improve their position in US society.

[15] Investigating and describing the subtleties of AAVE was the starting signal for research on a great number of *ethnolects*, that is, varieties of a majority language associated with immigrant groups, such as Chicano English in California, Moroccan Dutch in Rotterdam, or Turkish German in Berlin. At the same time, metropolitan centres like New York City, London, Manchester, Amsterdam, Brussels, and Melbourne saw dozens if not hundreds of immigrant communities assert their identity by promoting their heritage (or community) language.
(F)

※ページ下部に出典を追記しております。

1 Esperanto: an artificial language invented as a means of international communication

1．According to paragraphs [1] to [3], what was the significance of Prime Minister Modi's address at the UN General Assembly?

　　a．He addressed delegates from diverse linguistic and cultural backgrounds.

　　b．His choice of language reflected the identity of the community he represented.

　　c．He spoke English fluently without any trace of an Indian accent.

　　d．He was the first Indian prime minister to address the UN General Assembly.

2．What does the author mean by underline (A)?

　　a．Language is a subject of political debate for some and a communication tool for others.

　　b．Language differences are determined based on features of grammar and pronunciation.

　　c．Language was used by Prime Minister Modi to express national pride and culture.

　　d．Language sets each speaker apart from others while also giving people a sense of belonging.

3．What does the author imply by underline (B)?

　　a．Learning Greek was a means of communication for commerce in ancient Greece.

　　b．Greek was widely spoken but a challenging language for non-native speakers.

　　c．In ancient Greece, language served as an indicator of social status and negotiating ability.

　　d．Anyone unable to communicate in Greek was considered to be an outsider.

4．Choose the **ONE** answer to fill in both blanks ［C－1］ and ［C－2］.

　　a．or so

　　b．at least

　　c．what's more

　　d．as of

5．Which of the following is **NOT** given as a reason in paragraph [5] for why 'mother tongue' and 'native speaker' are ill-defined terms?

　　a．Children learn languages not just from their mothers.

　　b．Native speakers of the 'same' language can have trouble understanding each other.

　　c．Many people grow up speaking more than one language.

　　d．There are different varieties within almost every language.

6. By underline (D), the author means that counting languages
   a. is an important way to preserve history and culture.
   b. has helped uncover the traditions of isolated communities around the world.
   c. can have a negative impact on the perception of minority languages.
   d. will not produce any meaningful results.

7. Which of the following is **NOT** true regarding the distinction between *language* and *languages* in paragraphs [6] and [7]?
   a. Languages can serve as a marker of identity.
   b. Every country has a national language that uniquely represents its people.
   c. Language refers to a capability unique to humans.
   d. Babies are born with the capacity to acquire any language.

8. Which of the following is **NOT** a suitable example of underline (E)?
   a. Omitting the third person singular '-s' as in 'He come from Japan'
   b. Using discriminatory language towards religious minorities
   c. Substituting the 's' sound for the 'th' in words like 'think' and 'thank'
   d. Ending a sentence with a preposition as in 'Who did you talk to?'

9. The primary purpose of paragraph [9] is to
   a. introduce cases in which linguistic differences led to domestic conflicts.
   b. discuss the role of language in countries that were colonized in the past.
   c. explore the relationship between language and national identity.
   d. clarify the division between national language and other languages.

10. Which of the following is true based on paragraphs [10] to [14]? Select **THREE** choices.
    a. Regional dialectal variation is the main type of language variation.
    b. Variation among dialects cannot be described in terms of linguistic characteristics.
    c. Perceptions of a given dialect differ from speaker to speaker.
    d. Sociolects are spoken by people who have low social status.
    e. Scientists found a correlation between working-class speech and poor academic performance.
    f. Linguistic variation reflects diverse identities of people.
    g. Most African Americans consider Ebonics a distinct language separate from English.
    h. Standard languages are spoken by urban residents whereas dialects are spoken by rural residents.

11. Which of the following is the most appropriate replacement for underline (F)?
    a. In urban areas across the world, immigrants often struggle to maintain their heritage languages.
    b. Immigrants in rural areas face discrimination when asserting their heritage language identities.
    c. Many immigrants in big cities take measures to retain their heritage languages as a symbol of ethnic solidarity.
    d. Immigrant communities need assistance in promoting the acceptance of their ethnolects by the majority.

12. What is the most appropriate title for this passage?
    a. 'One language, one world': what if we all spoke an artificial language?
    b. 'They don't speak our language': identity in linguistics
    c. Language change: progress or decay?
    d. Hindi vs. English: perspectives on Indian language policy

〔以 下 余 白〕