

2016-2

Grade

1

実用英語技能検定

主催：公益財団法人 日本英語検定協会

後援：文部科学省

1 級

2016年10月9日(日) 実施

■ 試験時間

筆記試験 (100分)

リスニングテスト (約35分)

■ 注意事項

1. 試験開始まで、この問題冊子を開いてはいけません。
2. 解答は、解答用紙（マークシート）に記入してください。
筆記①②③・リスニングの解答欄は解答用紙のA面（表面）、筆記④の解答欄は、解答用紙のB面（裏面）にあります。解答用紙以外に記入した解答は、すべて無効となります。問題冊子にはメモをしてもかまいませんが、後で解答用紙に解答を書き写す時間はありません。
3. 問題内容に関する質問は一切受けつけません。
4. 不正行為をした場合は、答案は無効となります。
5. 他の受験者に迷惑をかける行為を禁じます。
6. リスニングテストの準備時間、およびリスニングテスト中に教室外へ出た場合は、その後教室に戻りテストを受けることはできません。
7. 携帯電話などは必ず電源を切って机の上に置き、絶対に使用しないでください。
8. 電子機器（ウェアラブル端末を含む）の使用を禁じます。
9. 携帯電話などの着信音・バイブ音、その他試験を妨げる音を発生させた場合は、失格とすることがあります。
10. 試験終了後、問題冊子は持ち帰ってください。
11. 採点結果等については、一切異議申し立てはできません。
12. この試験問題の複製（コピー）を禁じます。また、この試験問題の一部または全部を協会の許可なく他に伝えたり、漏えい（インターネット上に掲載することを含みます）することを禁じます。



A1-10-1058A

英検

後援：文部科学省

Grade 1

→ *Start from the next page.*

1

To complete each item, choose the best word or phrase from among the four choices. Then, on your answer sheet, find the number of the question and mark your answer.

- (1) For many years, the old man lived in the mountains as a (). He isolated himself from society and devoted his time to spirituality and prayer.
1 prodigy **2** hermit **3** glutton **4** suitor
- (2) When asked about his divorce, the actor blamed the () of his marriage on the pressures of work. "I've been unable to devote any time to my family," he said.
1 reparation **2** protrusion **3** disintegration **4** pretension
- (3) *A:* How was the company president's speech, Colin?
B: It was pretty (), to be honest. He didn't have anything particularly original or motivational to say.
1 banal **2** quaint **3** pungent **4** exuberant
- (4) The () tone of the politician's speech upset many viewers. They felt he should have been more respectful to his opponents.
1 precursory **2** derisive **3** reciprocated **4** conscientious
- (5) Whenever anyone approached the abandoned dog, it () with fear. It had obviously been treated badly by its former owners.
1 cringed **2** bungled **3** scoured **4** billowed
- (6) The village was strongly () of the one Dave had lived in as a child. Visiting it put him in a nostalgic mood.
1 reminiscent **2** discursive **3** spellbound **4** egregious
- (7) The politician argued against the sales tax on the () that people would buy fewer goods if they cost more.
1 premise **2** array **3** clump **4** nuisance
- (8) *A:* This tea is very weak.
B: You probably didn't () it long enough. You need to leave the tea bag in the hot water for about three minutes.
1 deface **2** shear **3** usher **4** brew
- (9) The government did its best to () people's fears about the outbreak of the disease, but the official announcements had little effect and panic began to spread.
1 embroil **2** assuage **3** disparage **4** shirk

- (19) *A:* Lauren, have you seen Eduardo () his muscles? They're huge, and they're so well-defined!
B: It's no wonder. He's been lifting weights for many years.
1 hatch **2** stifle **3** tilt **4** flex
- (20) *A:* Why did the principal suspend Ariel?
B: She got into a huge argument with her science teacher and was shouting () at him. The language she used was shocking.
1 quirks **2** expletives **3** tenets **4** acquisitions
- (21) The military held () near the border, hoping the display of soldiers and weapons would serve as a warning to its hostile neighbor.
1 pleasantries **2** maneuvers **3** felonies **4** disclaimers
- (22) Andy wanted to ask for a two-week vacation, so he decided to () his boss. He started bringing her coffee every morning and complimenting her on her clothing.
1 pencil in **2** root for **3** butter up **4** rip into
- (23) The criminals became worried when they heard that a detective had been () the neighborhood and asking a lot of questions.
1 nosing around **2** patching up
3 keeling over **4** panning out
- (24) Consumers are advised to check the safety seal on bottles of medicine before purchasing them, to ensure they have not been ().
1 hushed up **2** tampered with
3 reined in **4** smoothed over
- (25) The company had announced it would () its new product line in early December, but customers were disappointed when the release was delayed until February.
1 roll out **2** grate on **3** stake out **4** leaf through

Read each passage and choose the best word or phrase from among the four choices for each blank. Then, on your answer sheet, find the number of the question and mark your answer.

HMS Dreadnought

HMS *Dreadnought*, launched by Britain in 1906, was a battleship the likes of which the world had never seen. With 12-inch guns designed to obliterate targets up to 10 miles away, ultraheavy armor, and unparalleled speed, it had the potential to destroy any surface vessel possessed by rival navies of the time.

Britain created the *Dreadnought* out of fear that (26). In those days, Britain depended on trade with far-flung colonies for its economic survival. It therefore maintained what was known as the Two Power Standard, a policy requiring a navy capable of overpowering the second- and third-strongest naval fleets in the world combined, so it could protect its colonial interests militarily. However, when, in the early 1900s, Germany enacted policies designed to expand its navy to two-thirds the size of Britain's in an attempt to gain colonies of its own, Britain felt compelled to develop the *Dreadnought* in response.

Many historians believe the *Dreadnought* (27). It gave rise to an entirely new "dreadnought class" that was predicted to dominate naval warfare from then on. Dreadnoughts were enormously time-consuming and costly to construct, however, and Britain's navy had only a single-ship advantage over Germany in this class. When the opportunity became apparent to Germany, it ramped up its naval production, beginning to build several dreadnoughts of its own. As historian David Stevenson argues, the arms race leading up to World War I became "a self-reinforcing cycle of heightened military preparedness," and "was an essential element . . . that led to disaster."

Despite the *Dreadnought*'s reputation, some historians believe it was not actually the superweapon it was made out to be. Accuracy was a problem for its guns, lessening the advantage brought by their enormous power. An even greater concern was the increasing prevalence of torpedoes, which changed the nature of naval conflict. Their efficacy in World War I showed that these underwater weapons had the same range and destructive power as a battleship, and could be deployed more cheaply. According to Angus Ross of the US Naval War College, the *Dreadnought* and its successors were based on a naval strategy that (28).

- (26)
- 1 other nations already had similar ships
 - 2 Germany planned to steal British technology
 - 3 its naval supremacy might be threatened
 - 4 rebellions might occur within its colonies
- (27)
- 1 was based on a German design
 - 2 made conflict with Germany more likely
 - 3 gave Britain a long-term advantage
 - 4 displayed Britain's greatest weakness
- (28)
- 1 was too complex to sustain
 - 2 could not succeed until years later
 - 3 was more advanced than Britain realized
 - 4 had lost its relevance

Humanitarian Aid in Conflict Zones

Governments and NGOs frequently send food, supplies, and medical personnel into war zones in efforts to alleviate famines, refugee crises, disease epidemics, and other suffering resulting from armed conflicts. Though well-intentioned, these relief efforts have been attracting more and more criticism amid warnings that humanitarian aid can actually prolong conflicts. One frequently cited problem is that the majority of aid organizations have a policy of (**29**). During the ethnic conflict in Rwanda in 1994, for example, a tribe called the Hutu slaughtered hundreds of thousands of members of another tribe called the Tutsi. Refugee camps were set up to aid victims of the massacres, but Hutus were also permitted to enter the camps. They received food and supplies, and even used the camps as bases for carrying out military operations. Journalist Linda Polman writes that if the aid organizations had been more discriminating about whom they allowed in, “the Hutus’ war would almost certainly have ground to a halt fairly quickly.”

According to Mary Anderson of the Do No Harm Project, a movement that seeks to educate aid agencies about the implications and consequences of their actions, humanitarian aid can also prolong conflict by enabling warlords and other leaders who promote violence to (**30**). Even during periods of armed conflict, leaders must devote time, resources, and funding to supplying basic necessities to the populace. When international agencies move in and begin providing food supplies, medical care, and other necessities, however, this burden tends to be reduced or eliminated. In short, Anderson argues, “When external aid agencies assume responsibility for civilian survival, warlords tend to define their responsibility and accountability only in terms of military control.”

While conceding that humanitarian aid has had some negative consequences, aid agencies claim (**31**). Admittedly, local warlords have used aid money to buy weapons, and food intended for starving civilians has gone into soldiers’ rucksacks instead of civilians’ cooking pots. Nevertheless, through recent efforts at improved coordination between agencies, enhanced monitoring of distribution networks, and in-depth communication with civilian victims, aid organizations are confident that progress is being made toward averting repeats of previous failures.

- (29) **1** focusing on the roots of a crisis
2 avoiding areas with heavy fighting
3 refusing military protection
4 maintaining a neutral stance
- (30) **1** narrow down their priorities **2** respond to international criticism
3 expand their economic influence **4** gain popularity with the public
- (31) **1** there is no practical solution
2 they have learned from past mistakes
3 local governments should take responsibility
4 critics have caused new problems

Read each passage and choose the best answer from among the four choices for each question. Then, on your answer sheet, find the number of the question and mark your answer.

Genes, Disease, and Human Evolution

For the overwhelming majority of living organisms, the end of the reproductive phase of life is followed shortly by a rapid demise. Even chimpanzees, the closest living relatives of modern humans, suffer this fate. Evolutionary biologists theorize that natural selection favors genes that contribute to an organism's ability to reproduce, even at the expense of allowing it to quickly succumb to deterioration and death once it has produced offspring. Humans, however, along with a few species of whale, are an exception, since it is normal for people to remain vigorous and free of ailments for decades after the reproductive phase of their life is over. From a biological standpoint, this is puzzling.

Researcher Ajit Varki of the University of California, San Diego, has developed a theory to account for this anomaly. Varki's research focused on a gene called *APOE*, which has three different variants. One, called *APOE4*, is known to be a risk factor for Alzheimer's, a brain disease that causes the loss of memory and other cognitive abilities; surprisingly, the two other forms, *APOE2* and *APOE3*, actually protect people from the condition. Varki's team found that, while *APOE4* is found in both humans and chimpanzees, the other two forms are unique to humans. Furthermore, since these variants are known to have evolved subsequent to *APOE4*, Varki theorizes that the *APOE2* and *APOE3* mutations may have been selected by human evolution "to preserve valuable and wise grandmothers and other elders, as well as to delay or prevent the emergence of dependent individuals who could divert resources and effort away from the care of the young." When asked why modern humans have retained all three differing forms of the *APOE* gene, Varki says that since *APOE4* protects children from diarrhea and aids in survival during times of starvation, natural selection could have favored it as well. Evolution, he argues, is a trade-off.

Varki's team identified numerous other genetic variants that are also absent in chimpanzees but present in humans, some of which reduce risk for illnesses that often occur later in life, such as Type 2 diabetes and heart disease. If correct, Varki's theory about the evolution of *APOE2* and *APOE3* has some striking implications for our understanding of the origins of age-related diseases. Contrary to the current presumption that they result from defective genes, such diseases may, evolutionarily speaking, be the rule rather than the exception. Other scientists are skeptical, however, maintaining that Varki's theory relies too heavily on speculation. Critics such as geneticist Deborah Blacker of Harvard University point out that since, historically, few humans would have reached the age where they would be threatened by Alzheimer's, there may in fact have been little evolutionary pressure on the *APOE* gene. Instead, the various forms could have evolved solely in humans by random chance alone. Though Varki himself acknowledges that his theory lacks definitive proof, he believes that if it were not correct, he would not have found so many genes that seem to have evolved the way *APOE* has.

(32) According to the author of the passage, what is mysterious about humans from a biological standpoint?

- 1 Although humans generally have longer life spans than chimpanzees, people's health tends to decline once they have had children.
- 2 Although most animals' life spans depend largely on their genes, human life spans are greatly affected by a number of other factors.
- 3 Although humans share many of the same genes with chimpanzees, the phase of their life in which they are able to reproduce is much longer.
- 4 Although most animals' genes prevent them from living on after they are no longer fertile, humans generally stay healthy into old age.

(33) What evidence is there for Ajit Varki's assertion that evolution is a trade-off?

- 1 *APOE2* and *APOE3* allow humans to survive long after they have developed certain age-related illnesses, but they also cause one of these illnesses.
- 2 A certain variant of a gene keeps people healthy when they are young, but it also causes some people to become ill when they reach old age.
- 3 While age-related diseases are becoming more common, humans are developing variants of genes that make these diseases less serious.
- 4 Some of the genes that make adults less vulnerable to conditions such as diarrhea were only able to evolve during times of starvation.

(34) What criticism is made of Varki's theory?

- 1 Since Alzheimer's sometimes affects people before they reach old age, the disease is unlikely to have any connection with the *APOE* gene.
- 2 Even though chance has played a large role in human evolution, the *APOE* gene is clearly more important for humans than for chimpanzees.
- 3 The fact that *APOE2* and *APOE3* are only found in humans does not necessarily indicate that these variants resulted from natural selection.
- 4 The fact that other genes have similar functions to *APOE2* and *APOE3* suggests that these two *APOE* variants could have evolved before *APOE4*.

A Closer Look at the Dust Bowl

The Dust Bowl, which occurred in the Great Plains of the United States, has been called the worst ecological disaster in US history. During an eight-year period of drought that began in 1931, more than 97 million acres of fertile farmland was reduced to a barren wasteland. Enormous dust storms—as many as one a week—displaced millions of people and caused unprecedented economic and social chaos, wiping out livestock and devastating entire crops. In 1935, the worst year of the storms, more than 850 million tons of topsoil was lost to the wind.

In the early 1900s, a settlement boom had brought to the Great Plains a wave of new arrivals who claimed vast tracts of grassland that they then converted into farmland. These settlers dug up the native grasses and replaced them with wheat, aided by technological advances that allowed ground to be plowed on a larger scale. The influx coincided with a period of high precipitation, which yielded bumper crops and lulled farmers into a sense of complacency. When the drought hit, close on the heels of falling wheat prices, those who had moved west to capitalize on the agricultural expansion quickly abandoned their ventures or lost their farms to foreclosure. Though the region eventually bounced back thanks to federal financial aid and soil conservation measures, it never recovered completely, and many farms remain abandoned even today.

The Dust Bowl is widely understood to have been caused by the large-scale plowing of the Great Plains in the early twentieth century, and is often cited as an example of how human activity can have catastrophic ecological consequences. Environmental historian Donald Worster goes so far as to assert that the Dust Bowl “came about because the expansionary energy of the United States had finally encountered a volatile, marginal land, destroying the delicate ecological balance that had evolved there.” It “was the inevitable outcome,” Worster says, “of a culture that deliberately, self-consciously, set itself that task of dominating and exploiting the land for all it was worth.”

While historian Geoff Cunfer concedes that human activity may have “tipped the balance” toward disaster by intensifying the effects of some of the storms, he maintains that his own research “throws into doubt the primary causative force of the plow in creating the Dust Bowl.” Unlike Worster, who examined case studies of single counties in the states of Kansas and Oklahoma, Cunfer used annual agricultural censuses completed at the county level starting in the mid-1800s to analyze both states in their entirety. His data revealed that many areas which had not been converted for agricultural use still experienced severe dust storms. Furthermore, he found ample written evidence that the natural events that wreaked havoc on the Great Plains were an acknowledged fact of life there throughout the latter half of the nineteenth century. As Cunfer points out, however, the lack of media outlets and the government’s desire to entice settlers to the area at that time limited public awareness of the problem. By the 1930s, radio, newspapers, and even television were able to bring widespread attention to the crisis, magnifying public perception of its severity.

(35)

What is true of the Great Plains in the early twentieth century?

- 1 Environmental conditions led farmers in the region to mistakenly believe their livelihoods could be assured in the long term.
- 2 Improvements in wheat cultivation and irrigation allowed wealthier farmers to produce harvests so large they pushed small farms out of business.
- 3 Changes in federal government policies regarding areas of land open to farming made it more profitable for certain people to grow crops.
- 4 The departure of large numbers of earlier settlers had left areas of farmland available for new owners, but few people were willing to invest.

(36)

What does Donald Worster believe about the Dust Bowl?

- 1 Its most severe consequences could have been avoided if farmers had received fair compensation for the labor they put into their land.
- 2 The American practice of prioritizing development and profit over the natural environment was the main factor that led to it.
- 3 Government promotion of mass settlement in the Great Plains would have resulted in sustainable methods for supporting economic growth.
- 4 Despite the negative effects, turning the Great Plains into a commodity was necessary for the economic well-being of the United States.

(37)

According to Geoff Cunfer, the Dust Bowl

- 1 had a smaller effect on agricultural production in the Great Plains than it did on the way produce was transported between counties and states.
- 2 had a severe negative effect on local economies in the Great Plains, but the environmental consequences were milder than previously believed.
- 3 was reported on by the media in such a way that the government was made to seem responsible, as it had invited too many settlers to the Great Plains.
- 4 was not mainly the result of agricultural cultivation but rather an example of a recurring aspect of life in the Great Plains.

Disruptive Innovation

With the ever-increasing pace of technological change, innovation has become a priority throughout the business world. Occasionally, however, there is an innovation so radical it has a catastrophic effect on existing markets and businesses. In 1995, Harvard Business School professor Clayton Christensen coined the term “disruptive innovation” to describe this phenomenon, which occurs when a company pioneers a system of doing business that either employs new technology or exploits an existing one to create a new type of demand. According to Christensen, such a system does not simply draw customers from competitors in the same market but supplants the market altogether, creating an entirely new consumer base.

At first, economists believed such radical market shifts were caused by the technologies themselves, which led them to dub the concept “disruptive technology.” The introduction of the automobile

was long cited as a defining example. In 1886, when gasoline-powered automobiles first entered production, the primary means of transport was the horse-drawn carriage; in the United States alone, 13,000 companies were involved in the carriage industry. Today, only a few of these businesses exist in a niche market—a decline which, for decades, economists attributed to the introduction of the automobile. Further study, however, revealed the carriage industry initially faced little economic hardship, because automobiles were luxury items few could afford. It was, rather, the assembly line introduced by Henry Ford in 1913, which ultimately made automobiles affordable, that caused carriage makers and related businesses to disappear.

Despite the threat of disruptive innovation, most businesses continue to pursue “sustaining innovations.” This is the conventional course of action for a company to take: develop a product, sell it, and

then improve it incrementally so that consumers continue to buy it. This mentality, however, creates what Christensen calls the “innovator’s dilemma”: if companies continue to focus only on sustaining innovations when faced with a disruptive innovation in their market, they are likely to perish.

Christensen gives the example of mainframe computer manufacturers, which in the 1970s devoted their enormous research and development budgets to improving the room-sized computers used by large institutions and government agencies. These companies took an apparently logical course innovation-wise, focusing on incremental improvements to make products more appealing to their customer base. Doing so, however, meant they missed the boat when it came to developing a product for an entirely different category of consumer: the individual. Of the nine mainframe manufacturers that existed in the 1970s, only IBM sur-

(38)

What does the author of the passage say is the true reason for the decline of the carriage market?

- 1 A technological development that resulted from a manufacturer paying close attention to shifts in consumer demand.
- 2 An innovation in a production process that allowed for the creation of a market that had not previously existed.
- 3 The realization among a large number of businesses that the new technology of automobiles could transform a small market into a major one.
- 4 The threat of coming economic difficulties causing an industry to radically transform itself through intense efforts at innovation.

(39)

What is the experience of mainframe computer manufacturers an example of?

- 1 The danger of companies focusing so much on price competition with their rivals that they fail to devote sufficient funds to product development.
- 2 An industry ignoring the demands of its existing customer base because it is hesitant to replace an out-of-date technology.
- 3 The tendency of companies to become so focused on making gradual improvements that they neglect to develop a revolutionary innovation.
- 4 A situation in which companies that fail to imitate the sustaining innovations of their competitors can easily go bankrupt.

vived the radical shift in the computer market when cheaper, mass-produced products met a need that had been unrecognized, and it only did so because its enormous resources allowed it to catch up in the PC market while continuing to sell mainframes.

According to Christensen, this is the key to surviving the threat of a disruptive innovation. Once a company has achieved a high level of sustaining innovation, it must devote ever-increasing time and resources to improvements that bring ever-diminishing profits. Further, it becomes so reliant on its core clients that a radical change of course becomes infeasible because shifting its focus would alienate them. Consequently, smaller competitors with fewer resources grow unchallenged in segments of the market the dominant company has overlooked. When a threat is perceived, therefore, rather than dismantling a business that is still generating profits, Christensen advocates the estab-

lishment of new divisions within the company capable of vying with upstarts that have created potential new markets through disruptive innovations.

Protecting against the threat of disruptive innovation has become established in the thinking of business executives over the last two decades, but recently the number of Christensen's critics has been growing. For example, Andrew King, a professor of business administration at the Tuck School of Business in the United States, surveyed 77 examples of disruptive innovations discussed in Christensen's book, seeking verification from experts on the innovations. According to King, "The overall story that Christensen tells sort of doesn't hold water."

Christensen's theory lays out four criteria which, taken together, constitute grounds for calling something a disruptive innovation. One of the criteria, for instance, is that there should be evidence that

an innovation had catastrophic consequences for the dominant player in the market. Yet King found that, in four out of every ten examples cited by Christensen, the dominant company managed to weather the storm, and many even prospered. King also argues that dominant companies do not typically ignore threats, citing the example of automobile manufacturers such as Ford and Nissan racing to develop electric cars in response to a potential disruptive innovation from electric-car manufacturer Tesla.

The incredible speed of technological change, increased consumer demand for new and better products, and a host of other factors have led some analysts to conclude that a new age of constant disruptive innovations is upon us. It seems, however, that companies may be wise to examine whether competitors' innovations really are disruptive before doing something radical.

(40)

According to Clayton Christensen, the best way for a company to deal with the problem of disruptive innovation is to

- 1 cease its regular operations in order to devote all available resources to competing in the new market.
- 2 expand into such a large number of markets that it is not threatened when disruptive innovations occur.
- 3 stay out of markets where competitors could create cheaper technologies that would make such markets less profitable.
- 4 expand the scope of its operations in order to compete in new markets, while still concentrating on its main business.

(41)

Why does Andrew King claim that Christensen's theory "sort of doesn't hold water"?

- 1 The criteria that Christensen used to define disruptive innovation are so vague that almost any type of change in an industry could match them.
- 2 Not all of the examples that Christensen cited as disruptive innovations matched Christensen's own definition of the phenomenon.
- 3 Some of the experts whom Christensen cited as sources claimed to have never heard of Christensen's theory.
- 4 Many of the examples listed as disruptive innovations in Christensen's book were actually clear examples of sustaining innovations.

English Composition

- Write an essay on the given TOPIC.
- Give **THREE** reasons to support your answer.
- **Structure: introduction, main body, and conclusion**
- **Suggested length: 200–240 words**
- Write your essay in the space provided on Side B of your answer sheet.
Any writing outside the space will not be graded.

TOPIC

Should democratic nations actively promote the spread of democracy to nondemocratic nations?

MEMO

Listening Test

There are four parts to this listening test.

Part 1	Dialogues: 1 question each	Multiple-choice
Part 2	Passages: 2 questions each	Multiple-choice
Part 3	Real-Life: 1 question each	Multiple-choice
Part 4	Interview: 2 questions	Multiple-choice

※ Listen carefully to the instructions.

Part 1

- No. 1*
- 1 She will transfer to the Chicago office.
 - 2 She chose to turn down the job offer.
 - 3 She will help her husband find a new job.
 - 4 She decided to ask Jack to join her team.
- No. 2*
- 1 Leave the office early to get Clive.
 - 2 Drive her mother to the airport.
 - 3 Pick Clive up after work.
 - 4 Buy dinner on her way home.
- No. 3*
- 1 She plays for the New York symphony orchestra.
 - 2 She just started teaching the violin.
 - 3 She demands a lot from her students.
 - 4 She prefers to work with beginners.
- No. 4*
- 1 A price reduction might be possible.
 - 2 She cannot give an answer today.
 - 3 Longer stays require earlier reservations.
 - 4 October is a rather busy time.

- No. 5*
- 1** The student's draft was handed in late.
 - 2** The student's writing style is inappropriate.
 - 3** Some of the student's sources are unreliable.
 - 4** She could not find the website references.
- No. 6*
- 1** It cannot be helped.
 - 2** It should be delayed.
 - 3** It will make little difference to her.
 - 4** It is less than people expected.
- No. 7*
- 1** The changes the couple made will be effective.
 - 2** The economic benefits may not be significant.
 - 3** They will do little to help the environment.
 - 4** They were easier to implement than he thought.
- No. 8*
- 1** They sell the glasses he wants.
 - 2** They will accept his insurance.
 - 3** They have cheaper medicine than clinics.
 - 4** They offer low-cost eye exams.
- No. 9*
- 1** He regrets taking his children with him to Scotland.
 - 2** He would have preferred a trip on the Colorado River.
 - 3** His wife made most of the hotel bookings online.
 - 4** His children helped to keep the trip affordable.
- No. 10*
- 1** Profits have not risen as much as the staff think.
 - 2** The company has benefited from new government regulations.
 - 3** The board is concerned about the future tax situation.
 - 4** Hiring more staff now would save money in the long term.

Listening Test

Part 2

- (A) *No. 11*
- 1 Being obese was more dangerous for patients with diabetes.
 - 2 Obese patients tended to have lower mortality rates.
 - 3 Patients with heart disease tended to gain weight quickly.
 - 4 Patients of normal weight responded better to treatment.

- No. 12*
- 1 It is harder to detect than other types of body fat.
 - 2 It is harder to lose than other types of body fat.
 - 3 It may prevent certain organs from working properly.
 - 4 It may block acids that help fight disease.

-
- (B) *No. 13*
- 1 Its soil is unsuitable for fruit tree production.
 - 2 Less food was grown there than originally thought.
 - 3 Pollen levels are unusually low there.
 - 4 Parts of it were burned intentionally in the past.

- No. 14*
- 1 Claim ownership of certain areas of rain forest.
 - 2 Sell their land to developers for higher prices.
 - 3 Sue the government for destroying the rain forest.
 - 4 Use new techniques to manage the land.

- (C)** *No. 15*
- 1 Many citizens may be unwilling to assist the police.
 - 2 Innocent people may sometimes be arrested.
 - 3 It has affected the security of local businesses.
 - 4 They can become overloaded with responses from the public.

- No. 16*
- 1 To give victims a real-time link to the authorities.
 - 2 To help people stay away from potentially dangerous areas.
 - 3 To demand strict prison sentences for violent criminals.
 - 4 To ensure that suspects are given a fair trial.
-

- (D)** *No. 17*
- 1 His soldiers were inexperienced in mountain warfare.
 - 2 The Carthaginians had provided him with poor weaponry.
 - 3 His army was outnumbered by the enemy.
 - 4 The Romans used tactics he was unfamiliar with.

- No. 18*
- 1 By attacking the Roman army at night.
 - 2 By disguising his soldiers as Roman soldiers.
 - 3 By forcing the Romans to fight in the mountains.
 - 4 By having his army surround the Roman army.
-

- (E)** *No. 19*
- 1 It is having a serious effect on rainfall.
 - 2 It can waste a limited resource.
 - 3 It pollutes the air with chemicals.
 - 4 It is likely to cause gas explosions.

- No. 20*
- 1 They hope to demonstrate that their innovations are effective.
 - 2 They are failing to show their commitment to the environment.
 - 3 They want to prevent their ideas from being used for fracking.
 - 4 They need to find more-efficient ways to extract gas.

Listening Test

Part 3

(F) No. 21

Situation: You want to take an art course for the lowest price. You do not have a digital camera. You are free on Tuesdays and Saturdays. You call a local college and hear the following message.

Question: Which course should you take?

- 1 Introduction to Art.
- 2 Photography Art Fundamentals.
- 3 Nature Painting.
- 4 Portrait Painting.

(G) No. 22

Situation: Last month, you suddenly had to cancel your vacation plans because of unexpected surgery. You cannot travel again until April of next year. A travel agent tells you the following.

Question: What should you do to take advantage of the agent's offer?

- 1 Use the \$100 credit to book your plane ticket.
- 2 Reserve a room for at least three nights.
- 3 Make hotel reservations by December 31.
- 4 Contact the resort directly to get the refund.

(H) No. 23 *Situation:* Your father will move to a retirement complex in three months. He can generally look after himself and will prepare his own meals but will need help with daily housework. A representative gives you the following options.

Question: Which option should you choose?

- 1 Package A in the Rosewood Suites.
- 2 Package B in the Rosewood Suites.
- 3 Package A in the Maple Suites.
- 4 The Total Care Plan in the Briar Suites.

(I) No. 24 *Situation:* You want to sell your house but cannot afford to spend more than \$1,000 on renovations. Your real estate agent gives you the following advice.

Question: What should you do?

- 1 Lower the asking price of the house.
- 2 Install lighting that is more modern.
- 3 Replace the windows with triple-paned glass.
- 4 Purchase new kitchen appliances.

(J) No. 25 *Situation:* You attend the first class of a university physics course, which takes place every Friday. You want to pay as little as possible for textbooks. Your teacher tells you the following.

Question: What should you do regarding the *Physics Today* textbook?

- 1 Make copies of important sections.
- 2 Purchase a used copy at the student bookstore.
- 3 Borrow the text from the library.
- 4 Order a copy online.

Listening Test

Part 4

- No. 26**
- 1** They find it hard to prioritize children under the current regulations.
 - 2** They should cooperate more closely with the government.
 - 3** They are needed because the government may have to spend money on other things.
 - 4** They should focus on raising money for people in less-developed nations.
- No. 27**
- 1** Japanese companies tend to be more cautious about making charitable donations.
 - 2** It provides a perfect opportunity for foreign companies to publicize their products.
 - 3** Fund-raising events that have a physically challenging element are more successful.
 - 4** Workers are reluctant to ask their companies to sponsor them.

MEMO

■一次試験の結果について■

1) 英検ウェブサイトでの解答速報 (<http://www.eiken.or.jp>)

*解答速報 10月10日 13:00以降

2) 結果通知方法

◆個人申込みの場合

一次個人成績表に可否結果を記載して、**10月31日までに送付**します（合格の場合は、一次個人成績表の右上部分が二次受験票になります）。未着の場合は11月1日以降に英検サービスセンター03(3266)8311（平日10:00～17:00）までお問い合わせください（お問い合わせの際には受験番号もお知らせください）。

◆団体申込みの場合

一次試験の結果は、**10月31日までに申込責任者あてに送付**します（個人あてには送付しません）。

3) 合否およびスコアの通知について

合格者には「合格」、不合格者には「不合格」で可否結果を通知します。また、技能別スコア、合格スコア、解答状況、技能別正答数も表示されます。なお、各技能は下記の大問により測定されます。

*「Reading」————— 大問 [1]～[3]

*「Writing」————— 大問 [4]

*「Listening」————— Part 1～4

■二次試験について(一次試験合格者のみ)■

1) 試験日 2016年11月6日（日）

2) 受験地（全国11都市に限ります）

解答用紙（A面）の二次希望受験地の中から希望の受験地を選び、マークしてください。

3) 受験会場と集合時刻（協会が指定します）

二次受験票（一次個人成績表の右上部分）で通知します。これを切り離してお持ちください。ダブル受験（1級と準1級）で一次試験をどちらの級も合格した方は、午前に準1級、午後1級に1級の受験となります。