

2018-1

Grade

1

実用英語技能検定

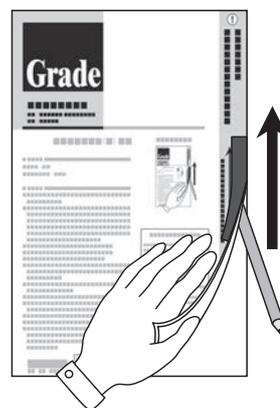
主催：公益財団法人 日本英語検定協会

後援：文部科学省

1 級

2018年6月3日(日) 実施

問題冊子の開け方



筆記用具などを使って開けてください

■ 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. 合図があるまでシールを破いてはいけません。ミシン目に沿って丁寧に破いてください。問題冊子が破れても交換できません。
2. 試験開始まで、この問題冊子を開いてはいけません。
3. 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。
4. 問題内容に関する質問は一切受けつけません。
5. 不正行為をした場合は、答案は無効となります。
6. 他の受験者に迷惑をかける行為を禁じます。
7. 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。
8. 携帯電話などは必ず電源を切ってカバンにしまい、絶対に使用しないでください。
9. 電子機器（ウェアラブル端末を含む）の使用を禁じます。
10. 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。
11. 試験終了後、問題冊子は持ち帰ってください。
12. 採点結果等については、一切異議申し立てはできません。
13. 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

合図があるまで
シールを破いてはいけません

Grade 1

→ *Start from the next page.*

- (10) After the strike had lasted three months, the company's management finally (), agreeing to all of the union's demands.
1 transpired **2** fraternized **3** absconded **4** capitulated
- (11) *A:* Steve, you should have presented your criticism of John's proposal in a softer way. It sounded a bit ().
B: Maybe so, but I think his plan would be completely disastrous for the company.
1 stellar **2** caustic **3** salient **4** unkempt
- (12) When Allen's computer suddenly stopped working and he lost all his data, he () his anger by throwing his mouse on the floor.
1 vented **2** lured **3** scrawled **4** trampled
- (13) The oil company was accused of () a campaign against clean energy, even going so far as to pay journalists to write negative articles about solar and wind power.
1 orchestrating **2** wincing **3** ransacking **4** taunting
- (14) The government did not tolerate any opposition, so when a commentator published a () against one of its policies, he was arrested.
1 quirk **2** facet **3** whiff **4** diatribe
- (15) Historians were excited to find an old book that had many handwritten () on its pages. It is believed the comments were written by a thirteenth-century king.
1 sojourns **2** trajectories **3** annotations **4** expulsions
- (16) Although he had been traveling at 150 kilometers per hour at the time of the crash, the driver somehow managed to exit the vehicle ().
1 incensed **2** unscathed **3** inverted **4** unfounded
- (17) The prisoners () a way to escape from the maximum-security prison. It took them months to put their plan together.
1 contrived **2** appeased **3** enveloped **4** lampooned
- (18) Andy's sister is suffering from a nasty () of the flu. Andy hopes he does not get it too.
1 void **2** cinch **3** bout **4** glint

- (19) *A:* Sara got upset when I joked about her forgetting her speech at tomorrow's contest, but I was only being ().
B: I know, but she's really nervous, so you need to be more careful with what you say.
1 facetious **2** luminous **3** carnivorous **4** nebulous
- (20) The pop star retired at the height of his fame and became a (). He stayed at home and refused to meet anyone other than a few close friends.
1 pundit **2** deity **3** forerunner **4** recluse
- (21) The coach reminded his players not to () over their victory in front of the other team. He said they would have time to celebrate privately later.
1 swerve **2** trudge **3** whine **4** gloat
- (22) *A:* Hey, Vinnie, have you decided what you're going to do during the summer vacation?
B: No, not yet. I'm still () a few ideas, but whatever I do, I think I'll stay local.
1 kicking around **2** palming off
3 clouding up **4** passing for
- (23) When his parents started arguing, Ranulph left the room because he did not want to be () the fight.
1 laced with **2** drawn into **3** written off **4** laid off
- (24) There is no official rule against it, but the manager () staff eating lunch at their desks. He prefers that they use the breakroom.
1 frowns on **2** lets up on **3** pines for **4** worms out of
- (25) *A:* What was your impression of the last job applicant?
B: He doesn't seem very responsible. He () 10 minutes late for his interview, and he didn't even apologize.
1 squared up **2** panned out **3** rolled in **4** carried on

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.

Jury Nullification

When American citizens serve on juries, they are generally instructed by the judge to consider only the facts of the case when determining the guilt or innocence of the individual accused of a crime. Juries have occasionally been known, however, to engage in what is known as “jury nullification.” In such cases, they choose not to convict the defendant even though they believe the person did indeed commit the crime.

Defenders of jury nullification argue it is appropriate when jurors (**26**). In the 1850s, for example, the United States was divided over the issue of slavery; the practice was legal in Southern states but illegal in the North. Legislation known as the Fugitive Slave Act, however, permitted Southern slave owners to recapture escaped slaves, and imposed harsh penalties on anyone who aided them, even in Northern states. Jury nullification was widely employed by Northern jurors whose consciences made them believe they had a moral obligation to defy the Fugitive Slave Act.

Nullification supporters say that since prosecution lawyers often refrain from filing criminal charges if circumstances make it impractical or unethical to prosecute someone, juries should have the power to set guilty individuals free too. Critics of jury nullification, however, say there is an important difference between prosecutors and juries: prosecutors (**27**). If the defendant is to receive a fair trial, the jury must be impartial. Therefore, details such as the accused person’s prior criminal record are not disclosed at trial. But prosecutors must take the deterrence of future crimes into account when deciding whether or not to charge someone, so they must be aware of all aspects of the case.

A common complaint about nullification is that it violates the principle that laws should (**28**). If jurors take issue with a law, opponents say, they should seek to change it, not violate it. Inherent in the right of nullification is the possibility one defendant could be convicted while another being tried for the same crime could be allowed to go free, depending on whether the jury exercised the right. Critics argue this could undermine citizens’ faith in the judicial process and threaten a cornerstone of democracy.

- | | | |
|------|---|--|
| (26) | 1 doubt the facts of a case | 2 think the judge has made an error |
| | 3 believe a law is unjust | 4 have not been treated equally |
| (27) | 1 cannot be replaced | 2 have access to more information |
| | 3 are involved in jury selection | 4 rarely exercise this right |
| (28) | 1 not directly harm citizens | 2 not be too complex to understand |
| | 3 be protected from public criticism | 4 be applied consistently |

The Greenland Colonies

For years, archaeologists viewed the fate of the Viking colonies that existed in Greenland between the tenth and fifteenth centuries as a lesson in what happens when a society fails to (**29**). Their establishment coincided with the Medieval Warm Period, when rising global temperatures lessened the severity of the island's incredibly harsh climate. By 1450, however, the colonies had mysteriously vanished. According to the traditional archaeological narrative, the settlers attempted the wholesale transplantation of their Viking culture to Greenland, grazing cattle and sheep as was done in Norway and squandering scarce resources like timber on building churches. Rather than taking a lead from the native people, who consumed the abundant supplies of seal meat, they clung to European agricultural practices suited to the milder Norwegian climate. This rigid adherence to European ways led to calamity when dropping global temperatures marked the return of Greenland's frigid climate.

Recent archaeological discoveries, however, are causing this theory to fall out of favor. First, analysis of archaeological remains has revealed the prevalence of seals in the colonists' diet, indicating extensive consumption of this very non-European foodstuff. Second, some say (**30**). Discoveries of ivory, one of medieval Europe's most valuable trade items, indicate that hunting walrus to obtain their ivory tusks was the foundation of the economy. Supporters of the ivory theory ask why Vikings would attempt a perilous voyage over icy seas just to farm in Greenland's harsh climate.

Although archaeologists still disagree on the colonies' fate—whether the Vikings perished or simply packed up for elsewhere—the primary factor behind their decline is becoming clear. According to Jette Arneborg of the National Museum of Denmark, the colonies “couldn't survive (**31**).” Starting in the 1200s, climate change disrupted ivory shipments to the continent by increasing the amount of sea ice. Even worse, the market for walrus ivory collapsed as contact with Africa brought superior-quality elephant ivory to Western countries. Moreover, although it probably did not reach Greenland, a disease known as the Black Death decimated populations in Europe, further reducing the walrus ivory market. Though no one of these obstacles alone would have been insurmountable, together they made the Vikings' way of life unsustainable.

- (29)
- 1 adapt to changing circumstances
 - 2 control its rate of expansion
 - 3 learn from past mistakes
 - 4 live peacefully alongside other cultures
- (30)
- 1 farming cannot be ignored
 - 2 the Vikings made a serious error
 - 3 comparisons are impossible
 - 4 the theory itself is illogical
- (31)
- 1 the environmental damage they had done
 - 2 without an alternative food source
 - 3 the decline in walrus numbers
 - 4 without trade with Europe

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.

A Matter of Taste

The French sociologist Pierre Bourdieu's 1979 book *Distinction: A Social Critique of the Judgement of Taste* was a milestone in social science research. Based on surveys of people from a wide range of socioeconomic backgrounds regarding their taste in things like music, fashion, and books, Bourdieu confirmed the stereotype that there is a significant correlation between social class and cultural preferences. What made his analysis groundbreaking, however, was his research into people's justifications for their preferences. While members of the working class tended to give pragmatic explanations for their tastes—citing, for example, utility or entertainment value—responses from the middle and upper classes were more elaborate and revealing. They not only had great confidence in the superiority of their preferences but also felt their tastes reflected core attributes that formed the essence of their identity. Rejecting the traditional notion that cultural preferences are based on disinterested aesthetic judgements, Bourdieu concluded that taste is a primary means by which people differentiate themselves from others, thereby perpetuating class disparity. According to music critic Carl Wilson, Bourdieu's ideas “press the point that aesthetics are social all the way down,” reinforcing social class's “system of inequality and competition.”

Borrowing from the discipline of economics, Bourdieu theorized that, just as humans derive much of their social status from acquiring financial capital, they may also improve their positions by amassing “cultural capital.” Extending the analogy, he argued that, as with financial capital, the value of cultural capital is dependent on scarcity. For example, tuition fees and academic competition can make higher education a rare commodity. University professors, therefore, may possess significant cultural capital, even though their financial capital may pale in comparison to that of business executives. On the other hand, cultural and financial capital are sometimes interrelated: obtaining an education can lead to career advancement and financial gain. Competition to obtain capital—whether economic or cultural—influences factors that affect an individual's ability to survive in modern society, such as the capacity to attract a mate or provide for one's offspring. As an indication of such capital, then, personal taste is highly significant in a competitive capitalist society.

While Bourdieu was a frequently cited and influential sociologist in the twentieth century, the growing phenomenon of wealthy, well-educated individuals with extremely broad tastes—so-called cultural omnivores—has somewhat undermined his theory's dominance because it appears to contradict the idea that elites define themselves through the rejection of low culture. If elites seem to discriminate less with regard to the music and books they enjoy, then how, critics ask, can we say they are setting themselves off by virtue of their tastes? However, in a paper titled “‘Anything But Heavy Metal’: Symbolic Exclusion and Musical Dislikes,” sociologist Bethany Bryson concludes that, although some elites pride themselves on being open to a wider range of musical genres than other classes, their dislikes still tend to focus on a few specific genres which are generally favored by less educated individuals. Omnivores, it seems, are simply elites who have found a novel way to show off their cultural capital as they cultivate an attitude of apparent inclusivity.

- (32) Pierre Bourdieu argued that cultural tastes
- 1 lead to negative stereotypes which cause people from the lower class to feel their preferences are inferior.
 - 2 tend to be based on a combination of practical and theoretical considerations that are unrelated to social class.
 - 3 are the best way for people from disadvantaged socioeconomic backgrounds to gain acceptance into social circles of the middle and upper classes.
 - 4 are an important factor that contributes to the maintenance of established distinctions between social classes.

- (33) What did Bourdieu believe is true of financial and cultural capital?
- 1 Since the value of both types of capital depends on the degree to which they are available, they both affect one's ability to prosper in society.
 - 2 Since people tend to pursue either one type of capital or the other, there are relatively few individuals with a high degree of both.
 - 3 Although scarcity has an influence on both types of capital, it affects financial capital more strongly than it does cultural capital.
 - 4 The relatively small amount of effort required to gain cultural capital makes it significantly less valuable overall than financial capital.

- (34) What does the study by Bethany Bryson suggest about the cultural omnivore phenomenon?
- 1 It is more a reflection of changes in the preferences of people from the lower and middle classes than anything else.
 - 2 Since it is basically a new way for elites to differentiate themselves from the lower class, it actually supports Bourdieu's theory.
 - 3 The fact that members of the lower class like more types of music than members of the upper class shows that the term is mostly irrelevant.
 - 4 The rapidly changing preferences of society mean Bourdieu's theory must be revised often if it is to remain relevant.

Biological Spandrels

The domed roof of St. Mark's Basilica in Venice is supported by four enormous arches. The spaces between the tops of these arches are known as spandrels, and in St. Mark's they are covered in exquisitely beautiful mosaics. In fact, viewers of these intricate mosaics—composed of millions of tiny pieces of glass—might easily assume the spandrels were intentionally integrated into the cathedral's architectural design to provide space for them. However, it was not until around 300 years after the church's construction that artists put the spandrels to use.

In the 1970s, biologist Stephen J. Gould of Harvard University used spandrels as a metaphor for a controversial issue in the study of evolution. Gould borrowed the term to describe an evolutionary trait that appeared to have developed for the sole purpose of helping an organism survive in its environment, but was actually a by-product of a different trait. For example, blushing—the face turning red—is a social signal that can convey attraction to a potential mate and may therefore contribute to reproductive success. The red color of blood, then, could appear to have been selected through evolutionary pressures for this purpose. In fact, however, blood is red because hemoglobin, the protein that enables blood to carry oxygen, is red. Although it does happen to allow humans to blush, the redness of blood did not develop for that purpose, and is therefore a spandrel.

Gould developed the spandrel analogy to counter a school of evolutionary thought known as adaptationism. Critical of the degree to which adaptationism emphasized natural selection in evolution, Gould noted that “it proceeds by breaking an organism into unitary ‘traits’ and proposing an adaptive story for each considered separately.” He argued that this perspective was skewed since it failed to include a holistic approach. As an example, he offered the short and apparently useless arms of *Tyrannosaurus rex*. Adaptationists believed these were suited for a specific purpose, such as helping *T. rex* rise from a horizontal position or grasping prey. While acknowledging that the dinosaur probably used its arms in some way, Gould said the diminutive limbs had not emerged as a new feature but, rather, were a spandrel: the arms became proportionally smaller in conjunction with the development of *T. rex*'s powerful hind legs and gigantic head.

Though the concept of spandrels remains controversial, Gould's theories have been influential in the field of evolutionary biology. One significant difference between biology in the 1970s and biology today, however, is the existence of relatively inexpensive DNA sequencing technologies. These can be instrumental in establishing the degree to which natural selection has acted on a particular gene or group of genes. Mutations in the influenza virus that might have been spandrels, for example, have been determined to be the result of natural selection. The origins of human traits, however, are more likely to remain elusive, owing to the necessity of making inferences based on fossil evidence and comparing this evidence with genetic variations found in modern humans. Nonetheless, thanks to Gould's arguments, biologists today are more hesitant to characterize traits as resulting from natural selection without compelling evidence.

(35) What connection did Stephen J. Gould make between the mosaics of St. Mark's Basilica and the red color of blood?

- 1 The spandrels were not originally used for mosaics, just as hemoglobin did not adopt its role of carrying oxygen until long after it developed.
- 2 The mosaics are not the reason for the spandrels' existence, just as people's ability to blush is unrelated to the reason why blood is red.
- 3 The images in mosaics are composed of many small pieces, just as numerous hemoglobin proteins combine to create the appearance of blood.
- 4 The mosaics show that architectural features are designed for a specific purpose, just as biological traits usually develop for a particular reason.

(36) What criticism did Gould make of adaptationists?

- 1 By viewing each of an organism's traits as having developed to fulfill a certain function, adaptationists lose sight of the organism as a whole.
- 2 Because adaptationists concentrate too much on past habits and behaviors of organisms, they tend to emphasize correlations that are no longer meaningful.
- 3 A misunderstanding about the way natural selection works has led adaptationists to overemphasize changes that occur on the cellular level.
- 4 Adaptationists' success at explaining the behavior of living organisms has mistakenly convinced them they can also explain extinct species' behavior.

(37) As a result of the development of the DNA sequencing technologies mentioned in the passage,

- 1 Gould's ideas about spandrels have been proven to be relevant not only in simple organisms such as viruses but also in humans.
- 2 adaptationism has been definitively shown to be a theory that has little usefulness for understanding the process of natural selection.
- 3 a new hypothesis regarding the reasons behind the appearance of certain human traits has been brought forward and tested.
- 4 it has become possible to determine with greater certainty whether traits in some organisms are genetic adaptations or spandrels.

The Mau Mau Uprising in Kenya

From its inception in 1895, the British colonization of the East African nation of Kenya was characterized by violence and injustice. The British repressed and displaced the native peoples so that white settlers could seize the best farmland. While the government in the capital city of Nairobi provided the white farmers with transportation links, subsidized freight services, and access to credit and loans, it offered native inhabitants little in terms of legal protection, and burdened them with high levels of taxation. The most harshly subjugated were members of the Kikuyu tribe from the fertile highlands, who were forced into menial labor and often subjected to appalling physical abuse.

In 1952, some Kikuyu banded together in secret to form a group known as the Mau Mau and launched an uprising that relied on guerrilla warfare. When the revolt broke out, however, the Kikuyu

were far from unanimous in their stance toward the colonial government. There were divisions between the “loyalists,” who had retained land and forged links with the administration, and those who had not. The latter group included moderates pushing for a peaceful resolution, as well as the Mau Mau, who saw no path other than violence.

Official reports by British authorities portrayed the Mau Mau as a savage tribal cult guided by irrational instincts, bent solely on destroying the progress toward “civilization” that had been made since colonization. The underlying racism in this propaganda played upon the subconscious fears of the white minority, who failed to comprehend that the cleverly crafted, albeit brutal, hit-and-run guerrilla warfare tactics of the Mau Mau were part of a potent, sophisticated approach to engaging the entrenched and more heavily armed colonial forces. In ex-

plaining the revolt, the British ignored the legitimate grievances of the Kikuyu, and instead pushed a narrative that the conflict was primarily a civil war within the Kikuyu tribe. While it is true that significant numbers of the Kikuyu were loyalists, this attempt to distort the true motivations of the rebels did not succeed in subduing the uprising.

The British retaliated with a massive aerial bombing campaign, inflicting considerable casualties on Mau Mau fighters who had taken refuge in forests. Numerous Mau Mau were also imprisoned, and the use of torture was widespread. Simultaneously, a strategy known as “villagization” was implemented. Despite the harmless-sounding name, this policy consisted of the forced resettlement of over a million rural Kikuyu into “protected villages,” which were in fact secure compounds surrounded by fences and watchtowers. Modeled after a plan that had

(38) According to the author of the passage, one factor that led to the Mau Mau uprising was that

- 1 being outnumbered by white settlers strengthened Kikuyu opposition to the British, leading them to believe only armed revolt could help their cause.
- 2 British colonists had profited by subjecting members of the Kikuyu tribe to a brutal and institutionalized system of economic inequality.
- 3 the Nairobi government had struck down a law forcing British colonists to share infrastructure and social services and to accept a fairer tax burden.
- 4 the British government had ceased providing political moderates with military aid in Kenya’s civil war, leading them to rebel.

(39) What can be said about the British portrayal of the Mau Mau uprising?

- 1 It encouraged the popular belief that many Kikuyu loyalists were in fact secret supporters of the Mau Mau.
- 2 It encouraged aggression on the part of rebel factions by convincing them that a peaceful solution was neither realistic nor desirable.
- 3 It discounted the effectiveness of both the organization and the strategy that lay behind the Mau Mau attacks.
- 4 It presented the cause of the civil war as stemming from the Kikuyu’s racism toward other Kenyan tribes.

been used to deal with a Communist uprising in Malaysia, it was justified by the British as a means of providing sanctuary and rehabilitation to civilians. Those who refused to relocate faced the destruction of their personal property and livestock.

In the protected villages themselves, resources were often inadequate, leading to malnutrition and even starvation. When officials from the Red Cross relief organization tried to send food aid, they were forced to prioritize protected villages that had greater numbers of loyalists in them. Villagization was, in actuality, conceived with the sole intent of depriving the Mau Mau of essential supplies and manpower from sympathetic Kikuyu civilians. Though these countermeasures did achieve their intended effect, villagization embittered the Kikuyu for decades.

Controversy has surrounded the number of deaths that occurred

during the uprising. According to official British figures, around 11,000 Mau Mau and 32 white settlers were killed. The Kenya Human Rights Commission, however, has claimed the number of Kenyans executed, tortured, or maimed during that period was closer to 90,000. What cannot be disputed is that both sides committed brutal war crimes, even though decades passed before the British acknowledged their actions.

Ultimately, the legacy of the Mau Mau uprising is still debated. Some historians claim the uprising sped up decolonization by pressuring the British to introduce social, political, and agrarian reforms, and made them realize they would lose support among liberals both at home and internationally if they continued to suppress the rebellion. Yet the Mau Mau had been comprehensively defeated by 1956—long before the transition to Kenyan independence began in

1960. The argument that pressure from liberals influenced the British decision also fails to account for the atrocities committed when the war was actually raging; any influence sympathetic parties may have exerted did little to lessen the severity of Britain's actions at the height of the rebellion.

Further, during the transition of power, the British dealt with moderate Kikuyu nationalists who rejected the Mau Mau as a symbol of national liberation. In 1963, the country's first president, Jomo Kenyatta, stated he would "not allow hooligans to rule Kenya" and likened the Mau Mau to a "disease." Mau Mau veterans were ignored by successive governments, and their organization remained banned until 2003. Not until 2013 did the British government recognize the hardships suffered by the Kikuyu during the insurgency by agreeing to compensate more than 5,000 victims of torture and abuse.

(40)

The British operation known as "villagization" was

- 1 prompted by the mistaken British notion that the Red Cross relief organization had been providing aid and assistance to the Mau Mau.
- 2 a result of British guilt over the suffering and starvation the civilian population had to endure as a result of British attacks on the Mau Mau.
- 3 largely unsuccessful in ending the uprising because civilians could send the Mau Mau supplies and recruits while living in the protected villages.
- 4 presented as an attempt to provide aid to the Kikuyu but was actually designed to cut off the Mau Mau from a source of support for their activities.

(41)

What does the author of the passage suggest about the legacy of the Mau Mau?

- 1 The uprising's effectiveness has not been acknowledged because of Britain's continued efforts to downplay the consequences of its actions.
- 2 Since the uprising was no longer putting pressure on the government when colonial rule ended, the role it played in decolonization may be overstated.
- 3 The fact that Jomo Kenyatta achieved a position of power in the new government demonstrates the success of the uprising.
- 4 Pressure from liberals to honor the demands of the Mau Mau contributed to the uprising's influence on Kenya's first independent government.

4

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

Agree or disagree: Japan will benefit overall from hosting the 2020 Summer Olympics

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 His wife did not consult him.
 - 2 His wife changed their vacation plans.
 - 3 Connie keeps asking favors.
 - 4 Connie does not take good care of her cats.
- No. 2*
- 1 To ask for the meeting to be canceled.
 - 2 To send her client instructions by e-mail.
 - 3 To postpone the meeting until three o'clock.
 - 4 To provide a written summary of her presentation.
- No. 3*
- 1 He is not happy with his salary.
 - 2 He does not get along with his boss.
 - 3 He is having family problems.
 - 4 He wants a job with less pressure.
- No. 4*
- 1 The woman should reconsider her idea.
 - 2 The woman should pay off her debts.
 - 3 The woman should have quit gambling.
 - 4 The woman should learn more about horse racing.

- No. 5**
- 1 She broke one of the house's windows.
 - 2 She wants to go into the house again.
 - 3 She put herself in a dangerous situation.
 - 4 She did not ask his permission.
- No. 6**
- 1 Turn down the new position.
 - 2 Ask a colleague to help her.
 - 3 Ask for a higher salary.
 - 4 Study Japanese with Professor Tanaka.
- No. 7**
- 1 Consult more academic journals.
 - 2 Submit her paper as soon as possible.
 - 3 Find evidence from more reliable sources.
 - 4 Give a complete list of her sources.
- No. 8**
- 1 He will succeed in saving the wetlands.
 - 2 He uses his position to do favors for certain people.
 - 3 He works hard to protect the environment.
 - 4 He is popular with his ordinary constituents.
- No. 9**
- 1 She lacks some necessary academic qualifications.
 - 2 She was asked to leave a previous job.
 - 3 She has not included a letter of recommendation.
 - 4 She has not stayed at any one job for long.
- No. 10**
- 1 Elliot needs to improve his organizational skills.
 - 2 Elliot should start the paperwork earlier this year.
 - 3 Elliot has already been assigned too many duties.
 - 4 Elliot will be able to make effective presentations.

Listening Test

Part 2

- (A) *No. 11*
- 1 It reports on too many stories about climate change.
 - 2 It tries too hard to show both sides of a story.
 - 3 Journalists let their personal opinions influence their reports.
 - 4 Journalists usually do not have a background in science.
- No. 12*
- 1 There is no agreement among scientists about climate change.
 - 2 Climate change can be stopped if action is taken soon.
 - 3 Scientists are doing less research on climate change.
 - 4 The US is unfairly blamed for climate change.
-
- (B) *No. 13*
- 1 University entrance exams are becoming easier.
 - 2 Universities are influenced by foreign educational systems.
 - 3 There has been a decline in the number of low-paying jobs.
 - 4 Graduates can be unprepared for the labor market.
- No. 14*
- 1 Universities have hired too many science professors.
 - 2 On-the-job training is the best way to learn analytical skills.
 - 3 Governments should not tell universities what to do.
 - 4 Practical skills should be included in curriculums.

- (C)** **No. 15** **1** Bushes and other plants have replaced the grass.
2 Longleaf pine trees have become considerably smaller.
3 There are not as many rabbits and squirrels.
4 There is a greater variety of snake species now.

- No. 16** **1** Planting different kinds of grass.
2 Listing eastern diamondbacks as a protected species.
3 Burning areas of forest on purpose.
4 Increasing the number of prey species.
-

- (D)** **No. 17** **1** Blood circulates faster around the body.
2 Heart tissue becomes denser.
3 Blood builds up in muscles.
4 The shape of the heart changes.

- No. 18** **1** Conflicting information confuses it.
2 It loses its ability to sense falling.
3 Lack of sleep causes it to swell.
4 Its neurons are repaired quickly.
-

- (E)** **No. 19** **1** New words are formed through repeated errors.
2 Verbs are rarely used to communicate.
3 The sentences quickly become complex.
4 The word order in the sentences is random.

- No. 20** **1** It is a sign of a physical health problem.
2 It can harm normal language development.
3 It sometimes reappears in adults.
4 It lasts longer if parents also use it.

Listening Test

Part 3

(F) No. 21

Situation: Your company will release a new computer keyboard in late July. You will not have the specifications ready until July 23. You receive the following voice mail from a colleague.

Question: What should you do?

- 1 Send a sample of the keyboard to Marketing.
- 2 Send some photos of the keyboard to Marketing.
- 3 Call Candice to discuss the situation.
- 4 Create graphics that represent your products.

(G) No. 22

Situation: Your passport is at the Passport Office for renewal, but you need to take a business trip abroad a week from today. A Passport Office agent tells you the following.

Question: What should you do first to get a temporary passport?

- 1 Pay the \$120 temporary passport fee.
- 2 Prepare some documents for your application.
- 3 Contact a passport application firm.
- 4 Wait for your approval notification.

(H) No. 23 *Situation:* You work for a large advertising agency. You have been a copywriter on the Grand Motors account for two years. The CEO is speaking at a company meeting.

Question: What should you do next?

- 1 Attend a meeting at three o'clock.
- 2 Meet with your new creative director.
- 3 Attend a Grand Motors seminar.
- 4 Meet with Millennium CC executives.

(I) No. 24 *Situation:* You work for a company that creates English-learning programs for Japanese corporations. Your supervisor is describing an upcoming project. You need at least a month to write a new textbook.

Question: What should you do?

- 1 Have the client send a brochure.
- 2 Measure the engineers' English proficiency.
- 3 Outsource the creation of a new textbook.
- 4 Develop supplementary content.

(J) No. 25 *Situation:* You are discussing your retirement investment options with a bank representative. You want to limit your investment to a maximum of \$200,000.

Question: What should you do to try for the best returns?

- 1 Purchase more stocks.
- 2 Invest in government bonds.
- 3 Buy a property and rent it out.
- 4 Invest in a mutual fund.

Listening Test

Part 4

- No. 26**
- 1** Small and medium-sized companies were good investments in the past, but now only large ones are profitable.
 - 2** Privately owned companies have more flexibility to deal with market changes than publicly owned companies do.
 - 3** Some of them are not profitable, so they rely on outside investments to survive.
 - 4** Most are able to keep making profits even when there are changes in the market.
- No. 27**
- 1** Although companies do not always want a website, their clients expect them to have one.
 - 2** The tendency of companies to create their own websites is having a negative impact on the industry.
 - 3** Web designers have raised their standards to survive in an increasingly competitive market.
 - 4** Automated tools are now popular, but they do not have the personal touch that web designers can bring.

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 6月4日 13:00以降

2) 結果通知方法

◆個人申込の場合

一次個人成績表に可否結果を記載して、6月26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6月26日以降に英検サービスセンター03(3266)8311（平日9:30～17:00）までお問い合わせください（お問い合わせの際には個人番号もお知らせください）。

◆団体申込の場合

一次個人成績表は6月26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）。

■二次試験について（一次試験合格者のみ）■

1) 試験日 A日程：7月1日（日） B日程：7月8日（日）

- ・二次試験の受験日は、A日程・B日程のうち、申込方法・希望受験地等に基づき協会が指定します。試験日・受験会場・集合時間は二次受験票（一次個人成績表の右上部分）で通知します。これを切り離して受験会場にお持ちください。
- ・いかなる場合も二次受験票で指定された試験日・受験会場・集合時間での受験となり、変更はできません。
- ・日程区分については、英検ウェブサイトの【二次試験のA／B日程の区分けについて】をご確認ください。
- ・ダブル受験（隣接した2つの級を一緒に受験）の場合、それぞれの級について二次受験票に記載の日程での受験となり、級により異なる日程での受験となる場合があります。
- ・年齢は申込時に申請した生年月日に基づいて算出します（一次試験の答案に異なる生年月日を記入されても反映されません）。
- ・申込情報に不備がある場合、協会が指定した日時での受験となり、【二次試験のA／B日程の区分けについて】のとおり日程とならない場合があります。
- ・一部特別会場（海外・離島等）、障がい者特別措置にて二次試験を受験する場合についてはA日程とします。

2) 受験地（11都市の受験地から選べます）

- ・解答用紙（A面）「二次希望受験地」の中から選び、マークしてください。