

2023-1

Grade

1

実用英語技能検定

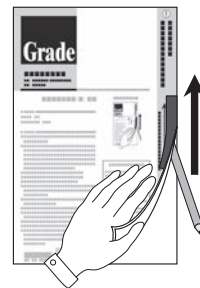
主催：公益財団法人 日本英語検定協会

後援：文部科学省

1 級

2023年6月4日(日) 実施

問題冊子の開け方



■ 試験時間

筆記試験 (100分)

リスニングテスト (約36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、HBの黒鉛筆かシャープペンシルを使用して解答用紙(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。

英検ウェブサイト上での合否結果閲覧について

英検協会が運営する「英ナビ!」サイトと連携した合否閲覧サービスをご案内します。

一次試験の合否結果閲覧は6/19(月) 12:00から開始となります。合否結果の公開時間は級別に異なります。

なお、当該サービスをご利用いただくためには「英ナビ!」への会員登録が必要です。英検対策に役立つサービスを提供している「英ナビ!」を是非ご利用ください。

(<https://www.ei-navi.jp>)

【本会場で受験の方】

合否結果閲覧には、英検IDとパスワードが必要です。

◆英検IDは本人確認票に記載されています。

◆パスワードは本人確認票に記載されています。ネット申込の方は、申込時に使用したパスワードです。

※本人確認票は二次試験でも使用します。試験後も大切に保管してください。

合図があるまで
シールを破いてはいけません

筆記用具などを使って開けてください



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) **A:** I wish I'd never agreed to help Sachin with his project. I'm too busy with my own.
B: You should find some way to () yourself from your promise. Tell him you have a family emergency or something.
1 sabotage **2** recuperate **3** loathe **4** extricate
- (2) Sarah has a talent for learning languages. She is () in English, French, Spanish, and Italian, and she can speak a little Chinese and Korean.
1 raucous **2** legible **3** conversant **4** antiquated
- (3) Glen found himself in a difficult () when his car broke down far from the nearest town and he discovered that his cell phone's battery was dead.
1 synopsis **2** apparition **3** predicament **4** brawl
- (4) The concert made an () impression on Matt. Even years later, he often said that he could remember it as if it were yesterday.
1 obstinate **2** abridged **3** indelible **4** evasive
- (5) Alice feels her husband can be too strict with their children, so she sometimes () and attempts to convince him to give them more freedom.
1 dissipates **2** complies **3** abates **4** intercedes
- (6) Although Greg claimed he was fired for no reason, it turns out the decision was far from (). His performance evaluations had been extremely poor for the past two years.
1 stagnant **2** arbitrary **3** famished **4** skittish
- (7) The café on the college campus, with its good lighting, comfortable chairs, and large tables, had an atmosphere () to studying.
1 conducive **2** provocative **3** defective **4** incisive
- (8) Before using photo-editing software, you should () your computer monitor and your printer. Failure to do so may mean that your photos' colors will look different when you print them out.
1 debilitate **2** calibrate **3** connote **4** appease
- (9) The Hundred Years' War, which was fought between England and France, is actually a (), as the conflict lasted for 116 years, not 100.
1 misnomer **2** retort **3** barrage **4** spate

- (10) In his speech, the politician () so indirectly to the rumors concerning his private life that few in the audience caught the reference.
1 exulted **2** alluded **3** resounded **4** presided
- (11) Julie's new boat was partly constructed using a type of high-tech foam. This material made the boat so () it was virtually impossible for it to sink.
1 charred **2** tattered **3** buoyant **4** implicit
- (12) When Alice was a child, she hated sleeping in her grandmother's old house. When the weather was windy, the floors and walls made () noises that frightened her.
1 cloying **2** rancid **3** eerie **4** threadbare
- (13) The history teacher showed her students () taken from wartime newsreels. The films gave them a vivid sense of what it had been like at the time.
1 renown **2** scrutiny **3** footage **4** seclusion
- (14) Even as his friends began to shift their support to the opposition party, Robbie remained a faithful () to the policies of the ruling party, which he had supported for decades.
1 relic **2** adherent **3** pundit **4** heretic
- (15) Several soldiers had to be taken to the army base's () after they were injured in a training accident.
1 fortitude **2** referendum **3** infirmary **4** detriment
- (16) Barbara was in a hurry, so she threw her grocery bags () into the trunk of her car. When she arrived home, she found a couple of items had broken.
1 haphazardly **2** amiably **3** fervently **4** covertly
- (17) The motorbike manufacturer has decided to () its classic Road Rider model. The new model will have modern styling and a more powerful engine.
1 regale **2** rebuke **3** reconvene **4** revamp
- (18) Jorge's incredible () makes him a valuable member of his soccer team. His ability to play in almost any position has helped the team win many games this season.
1 welding **2** truancy **3** memento **4** versatility

- (19) The () taste of the ice cream surprised Hubert. He was expecting it to taste sweet, but it contained little sugar and had a strong lemon flavor.
1 grim **2** cozy **3** tart **4** smug
- (20) Students enjoyed the professor's lectures, but they found him to be (). Even simple questions received very long and complicated replies.
1 verbose **2** indolent **3** unpretentious **4** tenuous
- (21) The criminal was so () that he sent a note to the police, which stated that they would never be able to catch him.
1 grisly **2** chronic **3** innate **4** brazen
- (22) The rescue workers decided to () across the area so they could cover more ground as they searched for the lost child.
1 zone out **2** fan out **3** bundle up **4** choke up
- (23) Ben felt so embarrassed when he forgot his speech at his boss's wedding last week. He thinks that he will never () the experience.
1 live down **2** file out **3** chew over **4** crouch down
- (24) After seeing how high her credit card bill was at the end of the month, Katrina decided it was time to () her spending a bit.
1 dust up **2** rip off **3** rule out **4** rein in
- (25) *A:* Did you get that job at the record company, Shana?
B: They offered it to me, but the pay package wasn't very attractive, so I decided to () more. I'm still waiting to hear back from them.
1 hold out for **2** lead up to
3 make off with **4** brush up 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.

The Faint Young Sun

Current models of the sun's evolution suggest significant changes have occurred since its formation some 4.6 billion years ago. The nuclear fusion process of stars like the sun converts hydrogen atoms into helium, increasing the density of a star's core. This, in turn, heightens its pressure and raises its temperature. Astrophysicists believe the sun was approximately 30 percent dimmer during the solar system's early history, when the core was less dense, which would have had significant consequences for the planets. In fact, the relatively low amount of energy emitted by the sun during this time should, theoretically, have led to the expansion of Earth's polar ice caps, causing glaciers to engulf the entire planet. While this hypothesis appears logically sound, geologic records indicate that liquid water was present during this period, and that it was followed by the emergence of organic matter shortly after. Various theories have been proposed to address (26).

One commonly proposed theory is that the greenhouse effect, a process in which certain gases trap heat in the atmosphere, negated the effects of the dimmer sun. These gases could have been released through volcanic activity, or, according to a new idea, as a result of giant asteroids bombarding Earth in its early history. The catastrophic damage from these impacts would have melted enormous volumes of rock, causing vast lava lakes to form, which would have then released greenhouse gases such as carbon dioxide. Some scientists, however, suggest that such events (27). Large volumes of certain greenhouse gases could have formed a dense haze layer in Earth's atmosphere. This would likely have reflected sunlight while allowing thermal energy to escape, resulting in a more frigid climate.

Clearly, if the as yet unknown cause of Earth's warming had not existed, the planet could very well have remained icy and barren. Conversely, if the young sun had released nearly as much energy as it does today, Earth may have been too scorching to allow for the presence of liquid water and, consequently, the beginning of life. In fact, computer simulations have indicated that our planet's habitability over billions of years has been contingent on numerous highly variable factors. The problem of the faint young sun reminds us, therefore, that (28).

- (26) **1** this apparent contradiction **2** the cause of the missing hydrogen
 3 the lack of evidence **4** Earth's low temperatures
- (27) **1** are still not entirely understood **2** likely occurred much later
 3 were too small to be significant **4** would have had the opposite effect
- (28) **1** life on Earth was not inevitable
 2 scientists can easily make mistakes
 3 life may have evolved much earlier
 4 not all stars evolve in the same way

Roland Barthes and “The Death of the Author”

Published in 1967, Roland Barthes’s essay “The Death of the Author” was an assault on traditional literary criticism, which had held that a work of literature reflected the vision of its author. Proponents of this view emphasized, among other things, that examination of the author’s biographical details was necessary to understand a text. Barthes, however, contended that (29). Every work, he argued, was open to multiple interpretations, and once an idea had been transcribed onto paper, it became autonomous and independent of its creator. To Barthes, the “destination” of a literary work—the mind of its reader—was where its meaning was determined. In his view, examining Shakespeare’s biography to gain insight into *Hamlet*, for example, was no more productive than researching Newton’s life to understand his law of gravity.

Barthes even went so far as to argue that works of literature were (30). For much of history, he wrote, authors had been anonymous and inconsequential, as in the case of Greek myths, which had evolved through oral retelling. Barthes did not believe original ideas existed, claiming that ideas derived from “a thousand sources of culture,” and that authors were mere “scriptors,” people who rearrange previously existing words and ideas on the page. He wrote that a line of text is simply a “space in which a variety of writings, none of them original, blend and clash.”

The seventeenth-century epic poem *Paradise Lost* demonstrates Barthes’s theory in action. Its author, John Milton, recounted the Biblical story of the devil and his temptation of Adam, the first man. Milton was explicit about his thesis in the poem’s opening sentences, proclaiming *Paradise Lost* would justify God’s actions and benevolence. Several generations later, however, influential thinkers such as the poet Percy Bysshe Shelley began to see the devil—Milton’s intended villain—as a worthy and moral character who seemed superior even to the character of God in that regard. Shelley’s interpretation was not the only one that (31) the meaning Milton had attached to his own work. Various radically different interpretations of the text emerged with the passage of time. Critical debate over the characters in *Paradise Lost* continues today, providing compelling evidence for Barthes’s contentions.

- (29)
- 1 this was only partially correct
 - 2 only authors had the right to analyze texts
 - 3 the author’s intention had no relevance
 - 4 readers’ interpretations held little weight

- (30)
- 1 not comparable to each other
 - 2 often impossible to interpret
 - 3 not created by single individuals
 - 4 usually failed efforts by their authors

- (31)
- | | |
|----------------------------|---------------------------|
| 1 called into question | 2 made slight changes to |
| 3 increased the clarity of | 4 tried to add context to |

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.

Britain and the Tank

At the height of the First World War, British forces launched a massive assault against German defensive positions in Cambrai, France, using a devastating new weapon: the tank. These armored vehicles were practically immune to the machine-gun fire that frequently mowed down waves of troops, and they could penetrate the barbed wire and lines of trenches the Germans had thought impregnable. Britain utilized hundreds of tanks in the assault, which led to an unprecedented advance of six miles and briefly appeared to have broken the long-existing stalemate between the opposing armies. With so many tanks involved in the assault, however, little was left in the way of reserves; a fact painfully realized after tanks on the front line broke down and needed maintenance or replacing. The difficulty in replenishing infantry and exhausted crewmen due to poor weather only made things worse, and with a majority of tanks out of commission, the attack stalled, allowing the Germans to retake territory.

Despite the British military's shortcomings later in the battle, the assault demonstrated its early lead in tank warfare. Britain frittered away this advancement, however, as it failed to incorporate the vehicles effectively into its military in the following decades. Armies in those days consisted of naval, infantry, and cavalry forces, and they were generally eager to embrace military innovations, as evidenced by the adoption of cutting-edge artillery and machine guns earlier during the First World War. These, however, were easily categorized as weapons for use by foot soldiers or in their support. The tank, on the other hand, presented a conundrum; when employed at Cambrai, it was made deliberately slow-moving so that infantry soldiers could keep pace with it, and tactics were developed so the two could support each other. The tank's primary characteristic, however, was mobility, which suggested it might fit in better with the cavalry's horseback-mounted troops. Yet the upper ranks of the cavalry were so enamored of their horses and the battle tactics specific to them that they balked at the integration of tanks.

Parallels have been drawn between the British army after the First World War and IBM, the former computer industry leader. IBM was well-known for successfully innovating room-sized mainframe computers sold to large institutions. When the personal computer was invented, however, the company stumbled because its organizational structure was unsuited to producing goods for ordinary consumers. Britain's military was similarly shackled by the structure of its institutional organization, which had no existing avenue for incorporating tank warfare. In contrast, the German military was almost entirely dismantled following its defeat in the First World War. It was not, therefore, encumbered by long-held institutions, entrenched hierarchies, or internal bickering, and when Adolf Hitler began rearming Germany in the 1930s, his generals saw enormous potential in tank warfare. In fact, they adopted tactics developed by the British officer behind the attack at Cambrai. The tank's mobility and firepower became a key facet of the German strategy of blitzkrieg, or lightning warfare, which enabled the Nazis to overrun most of Western Europe within weeks after the Second World War broke out.

(32)

What is one thing we learn about the battle at Cambrai?

- 1 Germany's use of defenses such as barbed wire and trenches was the main reason British tanks were not able to advance far into occupied enemy territory.
- 2 Although Britain had planned to use a large number of tanks in its attack, only a few of the vehicles were ready to be operated at the time of the battle.
- 3 The early tanks used by the British were not technologically advanced enough to be effective against the superior German forces.
- 4 Although tanks were initially used to gain an edge over the Germans, the British were unable to see this through to a decisive victory.

(33)

What was one reason for the British military's reluctance to adopt tanks following the First World War?

- 1 Its military leaders tended to be distrustful of technologies that had not been sufficiently tested and proven successful on the battlefield.
- 2 The branch of the military that seemed best able to utilize tanks was too conservative to embrace such technological innovations.
- 3 The tank's failures at Cambrai made its military leaders skeptical that it could be used to effectively support either infantry or cavalry.
- 4 The leadership of the cavalry protested against plans to integrate tanks into the infantry as a way to support its soldiers in wars.

(34)

What does the author of the passage imply about Germany?

- 1 The lack of an established structure in its military meant there was no obstacle to effectively incorporating tanks into its organization.
- 2 Its generals were unable to learn from the mistakes the British generals made with tanks at Cambrai.
- 3 Officers in its military came up with an original way of using tanks that was not restricted by limited resources in the same way as the British had been.
- 4 The fact that disputes among its leaders slowed progress within the nation makes it similar to modern computer companies.

The Space Race

When American astronauts made history in 1969 by becoming the first human beings to set foot on the moon, it marked a huge victory for the United States over the Soviet Union in the Space Race—the competition between the two nations to develop superior capabilities in space exploration that started in the late 1950s. The achievement reflected a stunning turnaround, as approximately a decade earlier, the Soviets had enjoyed a seemingly insurmountable lead. This was alarming to the US government at the time because, while most of the rhetoric adopted by both sides concerned exploration and national prestige, the real impetus for the Space Race lay in the struggle for nuclear supremacy. Although the United States had developed nuclear weapons a few years ahead of the Soviets, it was the latter who had taken an early interest in pursuing missile technology to deliver such weapons. Since the similarity between missiles and space rockets meant that improvements in the latter would benefit the development of the former, the Soviets' initial lead in the Space Race represented an existential threat to the Americans.

Although the Soviets had launched the first manned space mission in 1961, a combination of factors resulted in their lead being squandered. First, there was a tremendous clash of objectives between the military, which provided funding for space exploration, and rival factions within the government. After US president John F. Kennedy announced in 1961 that the United States would reach the moon before the decade ended, bureaucratic infighting within the Soviet Union led to the nation's financial resources being allocated to a wider range of projects. Many of these were purely military rather than exploratory, resulting in fewer available funds for a moon mission. Furthermore, despite the Soviet Union's determination to outperform the United States, its leader, Nikita Khrushchev, did not order a moon mission until 1964, months after the United States had tested the module that would carry its astronauts to the moon.

Another major cause of the Soviet Union's failure is an ironic one. The Space Race was part of the Cold War, a decades-long rivalry between the capitalist, democratic United States and the Communist Soviet Union. Early on, however, the United States formed NASA to provide a top-down organization answerable to the federal government—a model that would not be out of place in a Communist state. In contrast, the competing jumble of organizations and factions involved in the Soviet space program corresponded more closely to what one would anticipate in a capitalist system. For example, two prominent rocket engineers, Sergei Korolev and Valentin Glushko, came into conflict over what type of fuel to use, and an official commission ruled in favor of Korolev's proposal. Glushko, however, used his connections in government to organize a parallel project that diverted already scarce resources away from Korolev's plan. Eventually, the organizational problems and policy failures of the Soviet space program culminated in the rocket it intended to use to take astronauts to the moon experiencing disastrous technical failures, allowing the United States to complete its own moon mission.

(35) What is suggested with regard to the United States and the Soviet Union early in the Space Race?

- 1 The United States was concerned about the Soviet Union's progress because there was more at stake than simply the status that came from space exploration.
- 2 The Soviet Union realized more quickly than the United States that space exploration could greatly increase its national prestige.
- 3 Both countries believed that space technology would not be a significant factor in helping them gain military superiority over the other.
- 4 Both countries wanted to find a way to compete with the other in an area where there was no risk of nuclear war breaking out.

(36) Which of the following best summarizes the situation in the Soviet Union after its initial success with a manned space mission?

- 1 There was a general belief among government officials that the United States was not serious about going to the moon, despite John F. Kennedy's announcement.
- 2 Disagreements among various groups in the government and military led to a delay in the Soviet Union's decision to try to reach the moon.
- 3 The failure of a test mission in the United States' program to send astronauts to the moon gave the Soviet Union a false sense of victory in the Space Race.
- 4 Although the military received the largest share of funds meant for space exploration, much of this money was eventually redirected to the moon mission.

(37) The author of the passage describes one cause of the Soviet Union's failure in the Space Race as "ironic" because

- 1 although the US and the Soviet space programs represented the countries' different political systems, they were actually very similar in many important ways.
- 2 although Sergei Korolev and Valentin Glushko thought their efforts would help to win the Cold War, the actions they took actually harmed their nation.
- 3 although the rocket the Soviets designed to take astronauts to the moon was thought to be a failure, it strongly influenced the planning of the successful US mission.
- 4 although the Soviet Union was a Communist state, its space program was run in a way that was more typical of a capitalist country like the United States.

Malaysia's New Economic Policy

The majority of Malaysia's population consists of ethnic Malays who, along with a number of minority indigenous peoples, are known as Bumiputeras. Ethnic Chinese and Indians, however, make up substantial minorities—a result of the years Malaysia spent under British colonial rule. During that period, which ended in the mid-twentieth century, there was a massive influx of foreign workers, whom the British imported in the belief they would be easier to control than the ethnic Malay population. Discriminatory British policies designed to exploit labor essentially segregated the population both geographically and occupationally based on race, resulting in economic disparity and social friction between Bumiputeras and minority immigrant groups that persisted even after Malaysia gained independence.

In addition to a drastic difference in median income between Bumiputeras and non-Bumiputeras,

one of the main sources of discontent was the fact that just 2.4 percent of corporate wealth was owned by Bumiputeras. Ethnic Chinese, however, owned 34 percent, despite being far outnumbered by Bumiputeras. This situation came to a head in 1969 with a series of bloody riots following a disputed election.

The riots led to the formation of a new government, which instituted what is known as the New Economic Policy (NEP) in 1971 to achieve national unity. The program employed two main strategies, the first of which was uncontroversial: eliminating poverty regardless of race. The second, however, specifically entailed preferential treatment for Bumiputeras intended to fix the economic imbalance among racial groups to better reflect the country's ethnic composition. Quotas were established to ensure Bumiputeras were represented in every profession and enjoyed privileged access to universities, along with

other economic benefits.

The NEP initially found acceptance across ethnic lines. This was partly because it sought to achieve economic equality not by removing existing wealth from one part of the population and redistributing it elsewhere but by growing the economy to reach the established quotas. According to Professor James Chin of the University of Tasmania, however, the NEP evolved into “a monster with a life of its own.” While it has been instrumental in reducing income inequality and achieving some political stability, Chin argues its scope has broadened due to demands the nation be transformed to favor Bumiputeras on the basis of a Malay-first political ideology that is often interpreted as an assertion of Malay supremacy. Since the mid-1970s, Bumiputeras have received billions of dollars in subsidies, and the privileges initially afforded by the NEP have expanded to include things like sole eligibility for certain gov-

(38) Which of the following best describes the background of Malaysia's New Economic Policy (NEP)?

- 1 While some ethnic groups in Malaysia favored continued British rule, others opposed it, which led to violence.
- 2 British colonial rulers' lack of understanding of the differences between Malaysia's three main ethnic groups resulted in serious economic problems.
- 3 The Malaysian government realized that economic policies had to be better aligned with the nation's immigration regulations.
- 4 The efforts Britain had made to create racial divisions in Malaysia continued to cause tension and economic inequality among ethnic groups.

(39) One reason that James Chin describes the NEP as “a monster with a life of its own” is that he believes

- 1 Malaysia's economy has become so diversified that the government can no longer determine which areas need assistance.
- 2 its agenda has outgrown the original plan and become driven by a philosophy that emphasizes heavily favoring a certain segment of the population.
- 3 the Malaysian government has continued employing ineffective measures that reduce political stability despite the NEP's lack of success.
- 4 the extent to which some ethnic groups lost wealth after the NEP was introduced was even greater than the government had predicted.

ernment contracts and exclusive housing discounts.

NEP quotas in the public sector have led to the overrepresentation of Bumiputeras in government and public education and have given them the upper hand in applying for scholarships. Critics say admission standards at public universities have been lowered because of the prioritization of criteria based on race, and that favoritism in the job market after graduation has sapped young Bumiputeras' drive to achieve true upward mobility.

There are no eligibility requirements for acquiring NEP privileges other than being a Bumiputera, and wealthier Bumiputeras have benefited disproportionately. After receiving preferential treatment in obtaining government contracts or licenses and permits unavailable to non-Bumiputeras, Bumiputera business owners often outsource the day-to-day running of their companies to skilled non-Bumiputeras in a partnership that is comfortable for

the owners and increases their wealth but does little to help many Bumiputeras develop the business skills necessary for long-term success in a competitive economy. Compounding the problem is the NEP's failure to include basic economic tools such as a minimum wage and appropriate, needs-based welfare assistance. These things have resulted in resentment among Bumiputeras in the lower classes, who still make up a large majority of those at the bottom of the economic ladder.

Many critics argue that policies centering on socioeconomic status rather than ethnicity would succeed in promoting the welfare of impoverished Bumiputeras because they make up the majority of the nation's disadvantaged, while also constituting an important step toward achieving reconciliation among the ethnic groups. Numerous experts, however, consider such ideas naive, as any attempt to rectify the status quo would likely be

opposed by wealthy and influential Bumiputeras who interpret it as an affront to their livelihood. Proposed solutions, meanwhile, stop short of offering viable, constructive pathways for improving, and ultimately overhauling, NEP schemes; rather, they simply call for general reform or abolishment.

What was originally conceived as a two-decade-long measure for rapidly restructuring Malaysian society has become an enduring policy. The NEP has become so entrenched in Malaysia's economic and political system that many Bumiputeras see the elevation of their status as an ancestral right rather than a transitional approach to developing a nation where such measures are unnecessary. This means bargaining and compromise will be of paramount importance to satisfy the majority, yet the racial polarization stoked through the decades by the NEP makes it difficult to envision meaningful discussion and reform on the horizon.

(40)

According to the author of the passage, what has been one negative outcome for Bumiputeras as a result of the NEP?

- 1 It has substantially lowered incomes for the wealthy and forced many of them to sell their businesses to non-Bumiputeras.
- 2 Some wealthy Bumiputeras have failed to use their position to help Bumiputeras as a whole make advances in business.
- 3 The problematic way that some Bumiputera business owners have used NEP benefits has led to stricter criteria being set for Bumiputeras applying for government assistance.
- 4 Since many NEP benefits are given to Bumiputeras based on their income, poor Bumiputeras have tended not to make efforts to seek higher-paying jobs.

(41)

What does the author of the passage suggest regarding the future of Malaysia?

- 1 Although the NEP will stay in place for some time, its racial aspects will most likely be removed or greatly altered.
- 2 Since substantial reforms are currently being planned by the government, the NEP is increasingly being viewed as unnecessary.
- 3 The manner in which the NEP has shaped the views of many Bumiputeras means there is unlikely to be any significant change in government policy.
- 4 The fact that Bumiputeras have consistently rejected detailed proposals for improving the NEP in the long term indicates they are unwilling to discuss the matter.

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

Is investment from foreign companies necessary for the success of Japan's economy?

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 It will get better if he stays still.
 - 2 He should go home and rest.
 - 3 A chiropractor cannot fix it.
 - 4 Medicine will not help it.
- No. 2*
- 1 The woman was informed about the schedule change.
 - 2 The woman should have read the contract more carefully.
 - 3 Medical issues are not a valid reason for cancellation.
 - 4 He will make an exception to get the woman a refund.
- No. 3*
- 1 She was not able to hunt for mushrooms.
 - 2 The mushrooms the man found were not edible.
 - 3 The woman does not want to cook the mushrooms.
 - 4 The man did not bring back any morel mushrooms.
- No. 4*
- 1 Julie's poor work performance.
 - 2 A project Rachel is working on.
 - 3 Personal criticisms being shared accidentally.
 - 4 Problems with the office's online forum.

- No. 5**
- 1** Some casting decisions have led to disagreements.
 - 2** It is the director's first production.
 - 3** The technical staff is having serious problems.
 - 4** The opening day will probably be delayed.
- No. 6**
- 1** Rearranged her work schedule.
 - 2** Checked the budget figures herself.
 - 3** Reported the reason for the delay.
 - 4** Taken the blame for the delay.
- No. 7**
- 1** Oceans have become a source of new medicines.
 - 2** Testing medicines on marine animals is becoming common.
 - 3** New medicines are likely to help with space exploration.
 - 4** The approval process for a new medicine has been shortened.
- No. 8**
- 1** She is making the decision too quickly.
 - 2** She should go to the smaller university.
 - 3** She should try to extend her study in Spain.
 - 4** She might not feel comfortable in a big city.
- No. 9**
- 1** Start firing low-performing employees.
 - 2** Reconsider how the company sets deadlines.
 - 3** Allow employees to propose their own sales targets.
 - 4** Begin to reward staff for good performances.
- No. 10**
- 1** The house failed an inspection.
 - 2** The work on the attic is not complete.
 - 3** The buyer wants the couple to lower the price.
 - 4** The buyer has a poor credit rating.

Listening Test

Part 2

(A) *No. 11*

- 1** The mood they are in before the photos are taken.
- 2** The value their cultures put on certain emotions.
- 3** The overall level of happiness in their country.
- 4** The types of questions citizens ask them.

No. 12

- 1** Their cultures have changed little over time.
- 2** It is a way to protect their culture from outside influence.
- 3** It helps people communicate without relying on language.
- 4** They experienced limited immigration.

(B) *No. 13*

- 1** Mosquitos often mistake it for lactic acid.
- 2** Its odor is used by mosquitos to find victims.
- 3** It can deter mosquitos when combined with ammonia.
- 4** Mosquitos can use it as a source of energy.

No. 14

- 1** Exercise blocks the production of certain chemicals.
- 2** Body heat declines after training.
- 3** Athletes tend to consume less alcohol.
- 4** Metabolic rates increase with physical activity.

- (C)** *No. 15*
- 1** To shame them for not joining the army.
 - 2** To show appreciation for their speeches.
 - 3** To discourage them from becoming soldiers.
 - 4** To make their uniforms more attractive.
- No. 16*
- 1** Men whose uniforms had not yet arrived.
 - 2** Men who were working as army doctors.
 - 3** Men who had left the military for health reasons.
 - 4** Men who were in important government positions.
-

- (D)** *No. 17*
- 1** They rarely set clear regulations.
 - 2** Employees may feel less personal responsibility.
 - 3** Employees get tired due to the lack of breaks.
 - 4** They are to blame for many employees quitting.
- No. 18*
- 1** The data gathered can be used to help improve employees' lives.
 - 2** Employees can be responsible for inputting their own data.
 - 3** They can be used to determine employee bonuses.
 - 4** Teams can be monitored instead of individuals.
-

- (E)** *No. 19*
- 1** When a particular mass extinction event occurred.
 - 2** Which large animals are more likely to survive mass extinctions.
 - 3** What various animals ate before and after a mass extinction.
 - 4** What role climate played in the extinction of certain mammals.
- No. 20*
- 1** Meat-eating mammals are particularly prone to extinction.
 - 2** Conservation efforts have become more effective recently.
 - 3** Saber-toothed cats hunted less than previously believed.
 - 4** Large herbivores play an important role in ecosystems.

Listening Test

Part 3

(F) No. 21

Situation: You are a director at a company. You will leave town for a business trip next Wednesday. In a private meeting, the CEO tells you the following.

Question: What should you do first?

- 1** Prepare a merger statement to show the CEO.
- 2** Post information to staff on the intranet.
- 3** Speak with department heads about the merger.
- 4** Make a plan to prevent leaks.

(G) No. 22

Situation: Your daughter's wedding reception is in three months. You plan to have a large flower arrangement on each guest table. You call a catering company and are told the following.

Question: Which plan should you choose?

- 1** The Family Plan.
- 2** The Elegant Plan.
- 3** The Country Plan.
- 4** The Star Plan.

(H) No. 23 *Situation:* You recently joined a company as a department manager. You need a team leader with excellent software knowledge and good communication skills for a new project. Your assistant tells you the following.

Question: Who should you make the team leader?

- 1 Glen.
- 2 Keiko.
- 3 Jamie.
- 4 Terence.

(I) No. 24 *Situation:* The roof of your home has been leaking water. You had new roof tiles put in 15 years ago. A roofing repair person inspects your home and tells you the following.

Question: What should you do first?

- 1 Arrange to have the roof replaced.
- 2 Have the damaged tiles fixed.
- 3 Get someone to repair the electrical wiring.
- 4 Contact a plumber.

(J) No. 25 *Situation:* You have an important meeting at a client's office in 30 minutes. You are in a taxi. There are no train stations near the client's office. The driver tells you the following.

Question: What should you tell the driver to do?

- 1 Stay on Route 1.
- 2 Wait for the highway patrol to arrive.
- 3 Make a U-turn.
- 4 Turn right on Brady Street.

Listening Test

Part 4

- No. 26*
- 1** He decided to go back to university to study.
 - 2** He did not think the project was valuable.
 - 3** He wanted a job that required less travel.
 - 4** He did not have the right temperament for it.
- No. 27*
- 1** Many of them will likely vanish unless people change their habits.
 - 2** The expansion of urban areas will become the biggest threat to them.
 - 3** Improved methods of pest control are positively impacting their conservation.
 - 4** Measures to deal with long periods of drought are helping them to recover.

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 (<https://www.eiken.or.jp>) 6月5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27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27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27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）。

6月28日までに二次受験票を受け取っていない場合は、申込責任者へお問い合わせください。

■二次試験について（一次試験合格者のみ）■ ※試験日程は必ずご自身で事前にご確認ください。

1) 試験日 A日程：7月2日（日） C日程：7月16日（日）

- ・二次試験の受験日は、A日程・C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、英検ウェブサイトのとおりの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）、障がい等のある方に関する受験上の配慮にて受験する場合はA日程です。

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。