

2023-2

# Grade

# 1

## 実用英語技能検定

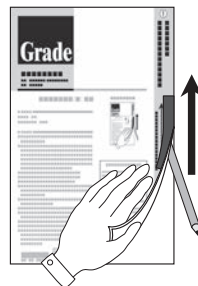
主催：公益財団法人 日本英語検定協会

後援：文部科学省

# 1 級

2023年10月8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38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。

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一次試験の合否結果閲覧は10/23(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。

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※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。

筆記用具などを使って開けてください

英検

後援：文部科学省



A1-10-1058A

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) Tony studied computing many years ago, but he is not familiar with the latest software, so he is taking an evening course to ( ) his skills.  
**1** dupe                    **2** foil                    **3** veer                    **4** hone
- (2) The lion waited near the river for a deer to come for water. As soon as one did, the lion ( ) and killed it.  
**1** pounced                **2** shimmered            **3** shepherded            **4** teetered
- (3) *A:* I wish this restaurant wouldn't put such ( ) pictures on the menu. How am I supposed to resist the cherry pie?  
*B:* It does look delicious, doesn't it? Perhaps I'll order some, too!  
**1** tantalizing            **2** paltry                    **3** delinquent            **4** endemic
- (4) Although Kaleb was excited to receive his promotion, he felt a ( ) of sadness. He was being transferred to another city, so he had to say goodbye to all of his coworkers.  
**1** twinge                    **2** sprig                    **3** mandate                **4** bastion
- (5) In some mountainous regions, dogs are used to find people trapped beneath the snow after an ( ).  
**1** incarnation            **2** inkling                    **3** avalanche                **4** enticement
- (6) The teacher ( ) the student for being noisy during class, telling him that he was disturbing the other students.  
**1** acclimated            **2** infiltrated                **3** reassured                **4** admonished
- (7) In today's world, it is ( ) that a company be able to react quickly to changing situations. Businesses that cannot change are likely to fail.  
**1** outlandish            **2** imperative                **3** abounding                **4** ambiguous
- (8) ( ) of the mayor in magazines always make his facial features appear much larger than they are for comedic effect.  
**1** Partisans                **2** Scapegoats                **3** Caricatures                **4** Evangelists
- (9) Unlike many journalists, Charlotte has never ( ) an award. "I don't need a prize to know that my work is having a positive effect in my community," she said.  
**1** donned                    **2** ruptured                    **3** pruned                    **4** coveted

- (10) The driving instructor reminded students that any violation of traffic regulations could ( ) severe penalties, such as a fine or imprisonment.  
**1** perturb      **2** wallow      **3** incur      **4** forge
- (11) The personnel manager was surprised when one of the job applicants came to the interview looking ( ). His hair was a mess, his shirt was not ironed, and his tie had not been put on correctly.  
**1** disheveled      **2** vindictive      **3** congealed      **4** combative
- (12) The immigration law states that all applicants must have lived in the country continuously for at least five years to be ( ) for citizenship.  
**1** ornamental      **2** irrevocable      **3** resonant      **4** eligible
- (13) *A:* Tom, do you still have ( ) about changing jobs?  
*B:* I'm past the doubting stage, Patty. I'm certain it's a good move.  
**1** qualms      **2** fiascos      **3** truces      **4** recesses
- (14) One result of the new tax law was that it created a ( ) for real estate companies. Many of these businesses used the extra money to invest in additional properties.  
**1** throwback      **2** keepsake      **3** sidebar      **4** windfall
- (15) The chief of police warned the protesters to ( ) immediately. He said that if they did not leave at once, they would be arrested.  
**1** ensconce      **2** transpire      **3** pulsate      **4** disperse
- (16) The coach made sure to ( ) the strengths of each player. She wanted to build their confidence before the next game.  
**1** extol      **2** forestall      **3** eschew      **4** abhor
- (17) Stanley was a ( ) golfer, but he still competed every chance he got. He enjoyed participating in tournaments despite not being particularly skilled.  
**1** flashy      **2** venerable      **3** mediocre      **4** pedantic
- (18) Unlike her brother, who was always bragging about his achievements, Mona was very ( ). In fact, she almost never spoke about herself.  
**1** demure      **2** conceited      **3** boastful      **4** overt

- (19) As the new law was strongly supported by voters from both political parties, legislators passed it ( ).  
**1** egregiously    **2** unanimously    **3** belligerently    **4** despairingly
- (20) The water in the lake is so ( ) that on a sunny day, fish, underwater plants, and even the bottom of the lake itself are clearly visible.  
**1** transposed    **2** transgressive    **3** transient    **4** translucent
- (21) Last night, a security guard was arrested for ( ) with a group of art thieves to rob the museum where he worked. He was caught trying to disable the alarm system.  
**1** contorting    **2** convulsing    **3** condemning    **4** conniving
- (22) Sales of swimwear usually rise sharply in the spring and then ( ) as the weather gets colder in the fall.  
**1** trail off    **2** cop out    **3** spout off    **4** breeze in
- (23) Sylvia made her post-graduation plans sound complicated and ambitious, but they really ( ) moving back home to live with her parents and looking for a job.  
**1** faced up to    **2** crept up on  
**3** boiled down to    **4** bore down on
- (24) The woman agreed to ( ) her friend by paying off his credit card debt, but she told him she would not help him in the future if he got into financial trouble again.  
**1** bowl over    **2** drum up    **3** bail out    **4** siphon off
- (25) Ron arrived over 30 minutes late for his presentation. However, he ( ) the incident by explaining that a major road he always uses had been closed for repairs.  
**1** smoothed over    **2** carted off  
**3** rattled through    **4** muscled out

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 Surrealist Manifesto

In 1924, the French writer and poet André Breton published “The Surrealist Manifesto,” which laid the foundation for a movement that would become one of the most influential forms of twentieth-century art. It was Breton’s intention that surrealism would ( 26 ). He was writing in the wake of World War I, and he believed that overemphasis on rational thought and misplaced trust in science—hallmarks of highly industrialized and technologically advanced societies—had ultimately led the world into a horribly destructive conflict. By unlocking the power of the subconscious mind, Breton argued, humanity could throw off the shackles that bound it to the modern political, economic, and social systems at the root of society’s ills.

Under Breton’s influence, the surrealists, who included painters, writers, and others, created works characterized by dreamlike images that defied rational interpretation. One major source for Breton’s manifesto was the work of the psychologist Sigmund Freud, who emphasized the influence the subconscious has over human behavior. Breton believed this part of the mind ( 27 ). In line with his philosophy, surrealists delved into techniques such as automatism, in which one endeavored to create art without input from the conscious mind. Dreams were also integral to the creative process; since they lacked the constraints of rational thought, Breton believed their creative potential was far greater than that of the logical reality of our waking lives.

With the passage of time, ( 28 ) the surrealists. Political turmoil was growing in Europe, and Breton, emphasizing surrealism’s more radical aspects, attempted to ally the movement with the French Communist Party. Though he was eventually expelled from the party, Breton remained faithful to its political principles; together with Leon Trotsky, who had played an important part in Communist politics, he even wrote a statement declaring the role and importance of art in a Communist society. Other surrealists, however, abstained from political activism and mainly sought commercial success, and this vision of surrealism eventually eclipsed Breton’s. Consequently, when modern viewers see surrealist art, such as Salvador Dali’s famous melting clocks, it is mainly interpreted as an eccentric attempt to entertain viewers with unusual imagery rather than the manifestation of a revolutionary cultural movement.

- (26)
- 1 fundamentally alter modern society
  - 2 reflect current societal trends
  - 3 help people forget past experiences
  - 4 comment specifically on violence
- (27)
- 1 posed a danger to ordinary citizens
  - 2 should be resisted much of the time
  - 3 had little to do with artistic creation
  - 4 could be incredibly powerful
- (28)
- 1 governments began to oppose
  - 2 a division appeared among
  - 3 Breton came to reject one principle of
  - 4 less work was produced by



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.

## Long-Termism

Long-termism is a philosophical and social movement that has arisen in recent years and has attracted attention from influential individuals like technology billionaires and people in governmental organizations. Underpinning long-termism is the concept that, barring an existential catastrophe, Earth will remain habitable for billions of humans for several hundred million years into the future, meaning the number of unborn members of our species is potentially in the trillions. Since Earth's current population is a mere drop in the bucket compared with the number of people who will come after, long-termists argue, modern humans' needs must take a backseat to those of our descendants. Proponents of the movement say that since human actions and behavior in the present day can crucially influence the manner in which our long-term future pans out, it is essential to promote acts and decisions that prevent or lower the chances that an existential catastrophe, such as a nuclear apocalypse or the eradication of humans by a malicious artificial intelligence, will occur.

Many long-termists are advocates of radical ideas, such as the colonization of other worlds and transhumanism—the use of technologies, such as neural implants and telescopic eyes, to reengineer the human body and brain in order to produce what they believe would be a superior form of humanity. Influential long-termist Toby Ord of the University of Oxford puts so much faith in such concepts that he writes that the failure to embrace them would “squander our legacy, relinquishing the greater part of our potential.” Such ambitions, however, would require massive reallocations of resources and the reprioritization of long-standing societal goals. If left unchecked, critics warn, long-termism could become a means for an elite minority to pursue their own interests at the expense of billions of impoverished humans.

Interestingly, although it is becoming increasingly clear that the current climate crisis is at least to some extent the product of shortsighted greed and a lack of planning among past generations, long-termists tend to be unconvinced of the need for urgent counteraction. Nick Bostrom, a philosopher at the University of Oxford and a proponent of long-termism, distinguishes between an existential catastrophe and an event that results in the collapse of a large part of civilization but is ultimately enduring, and he believes climate change exemplifies the latter. He states that such a disaster would be, “from the perspective of humanity as a whole, a potentially recoverable setback: a giant massacre for man, a small misstep for mankind.” According to Bostrom, even if all current attempts to mitigate global warming were suspended, the devastation resulting from climate change would do little to negate humankind's incredible growth and development over the past century. If policymakers were to begin making decisions based on this line of thinking, however, the consequences would be troubling, to say the least. Of course, policymakers should never make decisions without taking into account the possible impacts on future generations. But while the arguments of long-termism are certainly thought-provoking, it is hard to imagine a world shaped by long-termist policies being a desirable place in which to live.



(32) According to the author of the passage, what is the main belief that influences the ideas of long-termists?

- 1 Human behavior has greatly decreased the chances Earth will remain habitable for a long period of time, so governments must prioritize efforts to increase these chances.
- 2 Since the survival of all life on Earth is more important than the survival of any single species, humans should not put their own needs first.
- 3 Predictions by artificial intelligence indicate that the chances of humans being pushed to extinction by nuclear weapons are increasing rapidly.
- 4 Since there are far more people who have not yet been born than there are alive today, we should give priority to their lives.

(33) What criticism of Toby Ord's views does the author of the passage mention?

- 1 The technology required for transhumanism is unlikely to become a reality because humans will not have access to the necessary resources.
- 2 The types of goals he believes humans should pursue would likely come at the sacrifice of efforts to help people in need.
- 3 The idea of living in space or altering human bodies is so unnatural that it would never be acceptable to the majority of people.
- 4 Although long-termism's goals would likely be effective in some societies, they are not suitable for more traditional ones.

(34) Which of the following statements would Nick Bostrom most likely agree with?

- 1 Although addressing climate change is essential, it is one area where the effects on humanity in the immediate future outweigh the long-term effects.
- 2 The fact that many people do not realize the extreme danger of climate change makes it even more dangerous.
- 3 The negative effects arising from disasters related to climate change would likely have little effect on humanity in the long term.
- 4 There has been so much misinformation about climate change that people fear it would cost more lives than it actually would.

## *The Great Enrichment*

During the 1700s, Western Europe was characterized by fragmentation, in which multiple states were competing for economic and political supremacy through various means, including warfare, import restrictions, and political maneuvering. While this may not sound like a recipe for prosperity, many historians claim it was precisely Western Europe's lack of a dominating empire, such as that which existed in China, that permitted it to overtake other parts of the world technologically and economically. Fragmentation, it is often argued, was crucial to Western European intellectual prosperity because it created intense competition to nurture and attract the most productive innovators, such as scholars, scientists, and artisans. Furthermore, should religious or national authorities in one state suppress the activities or ideas of an innovator, that individual could migrate to a more liberal nation. This state of affairs was highly conducive to the technological and intellectual innovation that enabled the Industrial Revolution and brought about the so-called Great Enrichment, a period in which Western Europe sprinted ahead of other parts of the world.

Many historians agree, however, that fragmentation alone would have been insufficient to spur the Great Enrichment; indeed, other regions where numerous nations contended with each other for supremacy, such as the Middle East, failed to emulate Western Europe's success. The intense fragmentation that occurred in such regions, in fact, isolated markets, and had Western Europe's fragmentation been similarly extreme, the incentives for innovators to come up with new inventions would have been inadequate. For instance, in those days, tremendous amounts of capital were required to produce books and inventions, so innovators needed the guaranteed demand of many markets to make such efforts worthwhile. Fragmentation in Western Europe, however, was largely political in nature, which allowed for a remarkable degree of cultural conformity. Historians point out that the use of Latin as a universal language, the shared religion of Christianity, and the "Republic of Letters"—a network of scholars who corresponded regularly via post—allowed innovations to transcend state boundaries. The Republic of Letters, in particular, furthered intellectual and scientific innovation by making theoretical and scientific principles a publicly available resource throughout the region.

Fragmented eighteenth-century Western Europe became what author Matt Ridley refers to as a "laboratory for different ways of governing." Britain, for example, lured Dutch businessmen by lightening the tax burden it imposed. This strategy not only allowed Britain to benefit from the innovations and technology such people brought with them but also seems to have caused Dutch authorities to imitate its policy in order to slow emigration. Today, in contrast, most European nations belong to the European Union, an organization that prioritizes harmonization among its members, particularly in terms of taxation and the regulation of industry. Critics such as Ridley, however, allege that a system in which national governments lack authority in those areas will inevitably stifle the competition-driven innovation that the Western European "laboratory" once made so plentiful. While it can be argued that globalization means countries must form alliances to compete with other parts of the world, there are significant concerns about the consequences this trend could have for innovation.

(35) In the first paragraph, what is implied about China during the eighteenth century?

- 1 It did not accept the ideas of Western European intellectuals, which resulted in a society that lacked the cultural knowledge necessary for innovation.
- 2 The fact that it had very different attitudes toward innovation from Western Europe was most evident in the type of intellectuals it most valued.
- 3 It resisted the idea of becoming an empire, which made economic competition with Western Europe more difficult in later years.
- 4 The fact that it was more politically unified than Western Europe caused it to experience less of the innovation that benefited Western Europe economically.

(36) What is one thing we learn about the “Republic of Letters”?

- 1 Because its members were more interested in financial success than in broad intellectual freedom, they were not always eager to share their ideas with other markets.
- 2 It was an important force behind the intellectual unity that Western Europe experienced despite the region’s fragmented nature.
- 3 Because it allowed Christianity to gain so much influence in various markets, it resulted in less innovation than some historians have suggested.
- 4 It was mainly focused on promoting the creation of a single, dominant empire that would unify the various countries in Western Europe.

(37) Which of the following statements about the European Union would Matt Ridley most likely agree with?

- 1 The fact that it does more to promote science than independent governments do means its member states are leading the way in technological innovations.
- 2 It is negatively affecting the governments of its member states by interfering with their ability to create their own policies regarding their economies.
- 3 It seems to be operating with the idea that globalization is a bigger priority than achieving harmony and unity within Europe.
- 4 Because of the past harmful rivalry between the British and the Dutch, there is a need for it to do even more to bring European nations together.

## Bartolomé de Las Casas

Bartolomé de Las Casas was one of the most influential Spanish thinkers of his day. He was a priest who endeavored to save indigenous peoples in the Americas from genocide during the 1500s and who has come to be regarded as one of the founders of the modern conception of human rights.

Following the Spanish conquest of the New World after Christopher Columbus's arrival there in 1492, the Spanish monarchy established what was known as the *encomienda* system to consolidate its rule. Under this system, which had first been introduced for use in reconquered territory that Spain had lost to Muslims during the Middle Ages, soldiers, settlers, and priests were awarded vast areas of land and granted authority over the indigenous inhabitants. The people they ruled over were to provide tribute, such as gold, silver, or agricultural products; in return, the overseer, or *encomendero*, was responsible for their

well-being, as well as for converting them to Christianity. With time, though, gruesome reports of unspeakable abuses, including enslavement and massacres of indigenous inhabitants, reached Spain.

According to the Spanish monarchy, its objectives in the New World centered around conversion of the indigenous population in order to save their souls. Yet the monarchy's reluctance to rein in the widespread and systematic injustices that were occurring indicated that colonization and the generation of revenue were clearly taking precedence over missionary activities, as New World gold and silver had become indispensable for maintaining Spain's prosperity and expansion.

Las Casas himself was an *encomendero* and initially condoned the system. After witnessing various atrocities, however, he had a change of heart and became an outspoken advocate of indigenous

rights. Arguing against the prevailing notion among the *encomenderos* that indigenous people were inherently inferior, he sought to convince the government they deserved the same rights as Europeans. Efforts were made to dissuade him, but Las Casas persisted in his reform efforts, convincing the Spanish king to allow him to attempt to bring indigenous people under the Crown's control through religion rather than violence and enslavement.

Las Casas was granted permission, and in 1520, he embarked on what is known as the Cumaná venture, a colonization effort in northern Venezuela that intended to establish a peaceful settlement inhabited by both indigenous and Spanish people. However, the area chosen for the settlement had already been so heavily raided by Spanish enslavers that the indigenous population soon rose up against the Spanish settlers, slaughtering a number of them and

(38) According to the author of the passage, the Spanish *encomienda* system in the New World was

- 1 based on Spain's traditional land-management system but was heavily revised for use in non-Christian territories.
- 2 an idea that failed because the landowners in the New World were able to hide most of their actions from the Spanish government.
- 3 the result of an attempt to find a compromise between the competing interests of landowners and Christians who wanted to convert the indigenous people.
- 4 a way for the Spanish government to gain wealth from the New World while pretending that its primary goal was to promote Christianity.

(39) What is one thing that we learn about the Cumaná venture?

- 1 It helped to change Bartolomé de Las Casas's attitude, causing him to give up his slaves and ask Spain's king to help indigenous people.
- 2 It failed because other Spanish people's actions had angered the indigenous population so much that they violently opposed attempts to control them.
- 3 It began successfully, but ended in disaster when the indigenous people realized the Spanish were trying to turn them into slaves.
- 4 It convinced Las Casas that converting the indigenous people to the Christian religion was not possible.

leading Las Casas to abandon the effort.

Las Casas later proposed an alternative—although equally reprehensible—solution: replacing enslaved indigenous people with enslaved African people. He argued that since millions of indigenous people were succumbing to European diseases, such as smallpox, importing Africans was a humane alternative because they tended to be resistant to such diseases. As the scientific concept of immunity to disease was unknown to sixteenth-century Europeans, it was assumed that this resistance was related to the enslaved Africans' race. According to historian Dani Anthony, Las Casas's argument may have resulted in an alteration in the Spanish monarchy's perspective, shifting it away from the belief that slavery was permissible when it involved the capture of prisoners in war, and skewing it instead toward the view that a people could be enslaved based on in-

herited characteristics. Although Las Casas renounced slavery altogether in his later years, he may have inadvertently helped to foster the institution of race-based slavery that was to plague the Americas for centuries.

Las Casas is also known for his influential book, *A Short Account of the Destruction of the Indies*, which documented atrocities committed against indigenous people in the New World. In it, he insisted that Spanish people, "with their cruel and abominable acts, have devastated the land and exterminated the rational people who fully inhabited it." The book is said to have given rise to the so-called Black Legend—the theory that the Spanish were exceptionally ruthless among European powers in their treatment of indigenous peoples. This was seized upon by other European nations, who used it to accuse Spanish people of being inherently cruel, which they claimed caused the

Spanish to embrace slavery and mistreat indigenous peoples. Translations of Las Casas's book were even issued by England and the United States when they embarked on military ventures against Spanish-held territories abroad. In truth, however, the actions of other European colonial powers were just as immoral and hideous as those of Spain.

While Las Casas helped to end the enslavement of indigenous peoples in the Americas, his efforts also had negative repercussions that reverberated for centuries after he died. However, he was also a visionary who realized human rights were not the exclusive domain of Europeans during an era when Europe's colonial powers were causing untold suffering for millions of innocent people around the world. While his legacy is both complex and troubling, Las Casas's contributions to the modern conception of human rights should not be overlooked.

(40)

Las Casas's plan to help indigenous people in the New World

- 1 caused diseases to be imported from Africa that killed huge numbers of the very people that he was trying to save.
- 2 was rejected by people in Europe because they thought that African slaves would not be able to survive in a foreign environment.
- 3 shows that while Las Casas pretended to care about indigenous people, he was actually more interested in helping the Spanish king.
- 4 might have had the unintended effect of helping to change the reasons that Spain used to justify forcing people into slavery.

(41)

What is one thing that we learn about *A Short Account of the Destruction of the Indies*?

- 1 Due to its complexity, it failed to make the suffering of indigenous people clear to other European nations that were using slaves.
- 2 It influenced other European nations' behavior toward indigenous peoples, but not in the way that Las Casas had intended that it would.
- 3 It helped create the impression that Spain's actions in its colonies were more appalling than those of other European nations.
- 4 Although it was meant to reduce conflict between European nations operating in the New World, it instead caused it to increase greatly.

## 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

*Do social welfare programs help reduce inequality in society?*

MEMO

# Listening Test

**There are four parts to this listening test.**

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

※ Listen carefully to the instructions.

## Part 1

- No. 1*
- 1 It wants to end the contract.
  - 2 It fails to submit work on time.
  - 3 It is incapable of improving.
  - 4 It is slow to answer requests.
- No. 2*
- 1 Try to attend the lecture and the exhibit.
  - 2 Visit the museum in a month or two.
  - 3 Reserve tickets for the exhibit next week.
  - 4 Research Chinese art on their own.
- No. 3*
- 1 There is a good enough reason for it.
  - 2 It will be higher than previous ones.
  - 3 It probably will not affect the election.
  - 4 There should be more debate about it.
- No. 4*
- 1 There are better views on another trail.
  - 2 She decided to do a more difficult hike.
  - 3 She made her plan using the wrong map.
  - 4 Part of Bluff Trail is underwater.



- No. 5*
- 1 Ellen will not be able to graduate on time.
  - 2 Ellen did not submit some necessary forms.
  - 3 Ellen's internship will not count as credits.
  - 4 Ellen thinks her professor is not being fair.
- No. 6*
- 1 He has been doing more physical exercise.
  - 2 He is not ready for his health exam.
  - 3 He is in worse health than he thought.
  - 4 He finds it hard to change his routine.
- No. 7*
- 1 Billy should participate in fewer school activities.
  - 2 Her husband should monitor Billy's use of the Internet.
  - 3 Her husband worries about Billy too much.
  - 4 The school should limit students' Internet access.
- No. 8*
- 1 His work is very demanding.
  - 2 He will start going to the gym.
  - 3 He wants to quit drinking.
  - 4 His wife does not approve of his friends.
- No. 9*
- 1 The food has made some customers ill.
  - 2 The woman's license is no longer valid.
  - 3 A fine must be paid for the cutting boards.
  - 4 Certain foods are not being kept cold enough.
- No. 10*
- 1 An entertainment center would not be big enough.
  - 2 The cruise would not be suitable for everyone.
  - 3 Everyone could enjoy a barbecue.
  - 4 People should bring their families.

*Listening Test*

**Part 2**

- (A) *No. 11*
- 1 Farming practices are polluting the local area.
  - 2 Less water is coming down from the mountains.
  - 3 Private landowners are blocking public access to it.
  - 4 Too much of its salt is being removed.

- No. 12*
- 1 Birds are causing changes to the ecosystem.
  - 2 Various pests could increase in number.
  - 3 Mining activity could damage the lake bed.
  - 4 People could be exposed to harmful substances.

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- (B) *No. 13*
- 1 They cannot afford to cross an international border.
  - 2 They have broken international law.
  - 3 They are unable to return to their home country.
  - 4 They have family members who are refugees.

- No. 14*
- 1 Many countries do not agree on how to help them.
  - 2 Many of them resist leaving their homes.
  - 3 They are sometimes not easy to find.
  - 4 They generally distrust aid workers.

- (C)** *No. 15*
- 1 He disagreed with Adam Smith's economic theories.
  - 2 He believed that governments should not regulate markets.
  - 3 He suggested that France should rely more on trade with the West.
  - 4 He argued that too much demand for goods harmed markets.

- No. 16*
- 1 They were based on Say's original ideas.
  - 2 Keynes's ideas had been effective during previous recessions.
  - 3 Its citizens did not support interference by the government.
  - 4 The government was under pressure to take action.

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- (D)** *No. 17*
- 1 The cost of ingredients rose.
  - 2 Workers demanded higher wages.
  - 3 Children started buying more candy.
  - 4 The government added a tax on chocolate.

- No. 18*
- 1 They got manufacturers to change their prices.
  - 2 Protesters made a deal with the companies.
  - 3 They spread to other countries.
  - 4 Protesters eventually lost public support.

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- (E)** *No. 19*
- 1 The River Thames is not a good location for a city.
  - 2 The Natural History Museum made false claims.
  - 3 London's sewage system was inadequate.
  - 4 London's population dropped in the 1800s.

- No. 20*
- 1 The river became less important for international trade.
  - 2 The government refused to pay for redevelopment projects.
  - 3 Private organizations disagreed on what action to take.
  - 4 Shipyards began offering lower and lower wages.

*Listening Test*

**Part 3**

**(F)** No. 21

**Situation:** You plan to donate to a charity but want as much of your money as possible to go directly to people who need it. You hear an expert speaking on charities.

**Question:** Which charity should you choose?

- 1** Children's Needs.
- 2** Homes to Live.
- 3** The Northside Hospital.
- 4** End Disease.

**(G)** No. 22

**Situation:** You are driving to work and are currently on Bloor Street. You usually take the McKenzie Freeway to get to your office downtown. You hear the following radio traffic report.

**Question:** What should you do?

- 1** Stay on Bloor Street.
- 2** Take Davis Avenue.
- 3** Turn onto Westminster Boulevard.
- 4** Use Lakeshore Drive.

**(H) No. 23** *Situation:* You want to buy your six-year-old son a tablet computer that will be useful for the next five years. An electronics-store sales representative tells you the following.

*Question:* Which tablet computer should you buy?

- 1 The Tot Tablet.
- 2 The Tot Tablet Pro.
- 3 The Tablet Wizard.
- 4 The Tablet Wizard Pro.

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**(I) No. 24** *Situation:* You want a business loan to start your own restaurant. You have never run a business before and want the lowest interest rate possible. A bank's loan adviser tells you the following.

*Question:* What should you do?

- 1 Apply for a Prime Start-up loan.
- 2 Attend the seminars provided by the bank.
- 3 Sign up for an online business course.
- 4 Submit your loan application before March 12.

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**(J) No. 25** *Situation:* You want to save money on car insurance payments. You drive about 8,000 kilometers per year, and you want a company that settles claims quickly. Your insurance agent tells you the following.

*Question:* Which insurance plan should you use?

- 1 Alora YourPace.
- 2 Alora Gold.
- 3 Stevenson AsYouGo.
- 4 Stevenson Standard.

*Listening Test*

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**Part 4**

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- No. 26**
- 1** Her team carries out more inspections than are required by law.
  - 2** Doing inspections is not possible when the airport is busy.
  - 3** The guidelines issued by the FAA need to be revised more frequently.
  - 4** It can be difficult to decide which issues should be prioritized.
- No. 27**
- 1** Growing populations of deer and coyotes are creating problems for airports.
  - 2** The technology developed to deal with animals is dangerous for workers.
  - 3** Attempts to make runways less attractive to wildlife have failed.
  - 4** It is becoming an ever-greater threat to aircraft.

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>) 10月9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、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10月31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）。

**11月1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：11月5日（日） C日程：11月23日（木・祝）

- ・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。