

2023-3

Grade

1

実用英語技能検定

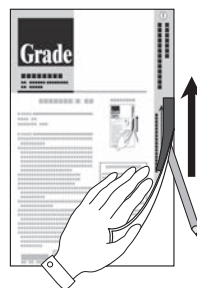
主催：公益財団法人 日本英語検定協会

後援：文部科学省

1 級

2024年1月21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。

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一次試験の合否結果閲覧は2/5(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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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。

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) The guest speaker's () words at the graduation ceremony made the students think more deeply about their future.
1 profound **2** nonchalant **3** feeble **4** superfluous
- (2) Cindy felt her mother () her with too much care. Even though Cindy was 15 years old, her mother insisted on accompanying her everywhere she went.
1 nibbled **2** vetoed **3** smothered **4** rummaged
- (3) The country's former president was imprisoned for his role in a political rival's murder. "Let this show that no one can break the law with ()," the new president said.
1 impunity **2** consultation **3** ransom **4** propaganda
- (4) The couple questioned their child about the missing money, but he was () that he had not taken it.
1 adamant **2** whimsical **3** indulgent **4** articulate
- (5) The value of the company's shares () after the firm failed to make a profit for the third year in a row. Experts think it may take years for the stock price to recover.
1 plummeted **2** amputated **3** acquiesced **4** stammered
- (6) The man became () soon after losing his job, as he had not saved any money. He was forced to live with friends while he looked for work.
1 banal **2** destitute **3** affluent **4** inept
- (7) **A:** The new employee's English doesn't seem very good, does it?
B: Perhaps not, but he's highly () at computer programming. He's already making a big contribution to the department.
1 adept **2** defunct **3** torrential **4** existential
- (8) Last year's fire () more than 30,000 acres of forest. Ecologists say it will take decades for the area to recover.
1 scrutinized **2** decimated **3** forged **4** bolstered
- (9) Customs officers () an illegal drug shipment last week. The drugs will be stored for use as evidence before being destroyed.
1 improvised **2** instigated **3** insinuated **4** intercepted

- (10) The city subways have been badly damaged by (). Broken windows, graffiti, and scratched paint are common sights in subway cars.
 1 vandalism 2 perjury 3 discernment 4 indemnity
- (11) Young people in some countries face () into the military. Under the law, they must serve for a certain period of time.
 1 elation 2 inhibition 3 conscription 4 recitation
- (12) Although the book was over 200 years old, it was in almost () condition and therefore extremely valuable.
 1 viable 2 climatic 3 residual 4 pristine
- (13) The man kept gambling at the casino until late into the night, trying to () the losses he had suffered earlier in the day.
 1 recoup 2 remit 3 squander 4 throttle
- (14) The navy sailors refused to follow their captain's orders and staged a () to overthrow him. As a result, they were put on trial and sentenced to many years in prison.
 1 mutiny 2 calamity 3 trajectory 4 litany
- (15) The little girls pretended to be princesses hosting a tea party, placing their toy teacups () on the table to serve their imaginary guests.
 1 tolerably 2 vigorously 3 rabidly 4 daintily
- (16) *A:* I'm excited to choose my outfit for the party on Saturday.
B: Isn't that a bit ()? We haven't even been invited yet!
 1 cumbersome 2 overwrought
 3 presumptuous 4 squeamish
- (17) The three-hour-long flight delay () passengers, who took to social media to complain about the airline.
 1 immolated 2 sanctioned 3 exasperated 4 protracted
- (18) The artist created his sculpture out of a solid block of stone using nothing more than a hammer and a ().
 1 chisel 2 zephyr 3 tort 4 plea

- (19) Michael's request for a pay raise was () by his boss. She said if he wanted a higher salary, he would have to work a lot harder.
1 rebuffed **2** converted **3** deviated **4** denoted
- (20) The outdoor concert was repeatedly interrupted by () thunderstorms that came and went without warning.
1 apathetic **2** jubilant **3** exultant **4** sporadic
- (21) It is important for teachers to build () with their students, as having trust and understanding is essential for success in the classroom.
1 submission **2** rapport **3** ideology **4** protocol
- (22) Yesterday, the world-champion golfer announced his plan to retire, stating he will () after this year's tournament.
1 tie off **2** bow out **3** keel over **4** latch on
- (23) The woman panicked as she looked for her keys. She () her handbag, but she could not find them.
1 staked out **2** rifled through
3 trumped up **4** peeled away
- (24) The relationship between the two nations () tomorrow's peace talks. If the two sides cannot come to an agreement, war is inevitable.
1 tears into **2** bounces off **3** lands in **4** hinges on
- (25) *A:* Mayor McAllister, may I ask you some questions about the new town hall renovations?
B: Sure, ().
1 fire away **2** light up **3** take down **4** fess up

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.

Primitive Communism

According to the influential political philosopher Karl Marx, the evolution of human civilization began with nomadic bands of hunter-gatherers living in a state that has become known as “primitive communism.” In such societies, according to Marx, although people lived hand to mouth, sharing was obligatory and the concept of private property was completely alien. He argued that the advent of agriculture gave rise to societies that were highly prosperous, but in which there was little obligation to distribute resources or wealth to one’s fellow citizens. Implicit in this view of history is the idea that equality (26). Today, the theory is highly influential and has been cited as evidence for everything from the innate goodness of human beings to the benefits of capitalism making up for lost equality.

Advocates of the primitive communism theory generally support it with evidence based on indigenous peoples such as the Aché of South America, for whom food sharing is a cornerstone of society. Recently, however, an influential book called *The Dawn of Everything*, by David Graeber and David Wengrow, has repudiated the notion of primitive communism. One of the book’s primary arguments is that indigenous peoples (27). It is certainly true that one of the foremost experts on the Aché, Kim Hill, has described their society as “almost pure economic communalism.” Yet research by anthropologists has demonstrated that the distribution of resources in some foraging societies is highly selective, and that in others, the hoarding of food is not uncommon. In fact, it now appears that the Aché are the exception rather than the rule.

Graeber and Wengrow also argue that ancient nonagricultural societies were able to support massive populations and that some of these huge settlements functioned without the need for hierarchy. They conclude that this indicates the government structures that are in place in modern societies today (28). Critics, however, question the logic behind this. If governments really are extraneous, they ask, then why have they become ubiquitous? Nonetheless, Graeber and Wengrow’s work sheds light on a commonplace assumption about the origins of modern civilization that would most definitely benefit from further investigation.

- (26) 1 is a thoroughly modern concept 2 has driven society’s evolution
 3 never existed in the first place 4 has been traded for progress
- (27) 1 were influenced by modern society
 2 actually tend to be highly diverse
 3 are worse off than other societies
 4 have consciously rejected farming
- (28) 1 may not be necessary at all
 2 must have evolved very quickly
 3 are different from those of the past
 4 reflect a common human tendency

The Passage of Time

Older adults generally feel time seems to pass more quickly with age. While a cause of this phenomenon has not yet been identified, Duke University researcher Adrian Bejan believes it relates to how the brain processes images. As people age, the brain's networks of neurons become both more complex and more degraded as a result of damage to nerves. It therefore takes signals from visual input a longer time to travel across them. This means more time passes between the processing of each new image, so older people process fewer images within a given period than younger people. This results in the perception that time is passing more quickly. In reality, however, it is simply that the brain (**29**).

While Bejan's explanation has a sound basis in physics and biology principles, the neuroscientist David Eagleman has proposed a different theory. Eagleman explains older people are often more inclined to stick to predictable routines than younger people—perhaps because of the tendency to feel less energetic with age. Consequently, they have fewer novel experiences. Scientists know novel experiences are more likely to be ingrained as detailed memories than familiar experiences are. People who accrue more of these inherently memorable experiences may therefore feel time has passed more slowly, as they have, in Eagleman's words, "lots of memories to draw on." In other words, recalling a wealth of experiences can make people feel they have (**30**).

Novelty affects our perception of time not only when remembering experiences but also when living through them. Processing new information requires the brain to work harder than when processing familiar information. According to Eagleman, this could be why people in emergency situations often feel time is passing in slow motion. Interestingly, Bejan (**31**). He notes that slow-motion camera footage is the result of capturing many more frames per second—in other words, visual images—than are captured in regular footage. While there is little we can do to influence the way our neural networks change over time to carry signals more slowly, seeking novelty in our lives could be one way to help us avoid the feeling that time is passing much too quickly.

- (29)
- 1 essentially ignores everything else
 - 2 is processing visual-input signals too quickly
 - 3 has accomplished less visual processing
 - 4 is not responsible for this function
- (30)
- 1 spent more time gathering them
 - 2 no need to gain new ones
 - 3 been using their time wisely
 - 4 not taken the time to enjoy them
- (31)
- 1 makes a similar comparison
 - 2 says this is a myth
 - 3 believes people should react differently
 - 4 attributes this to the way others perceive us

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.

The Battle for Bankruptcy

Although national bankruptcy laws are taken for granted in the United States today, they were a controversial topic during the nation's formative years. Founding fathers Thomas Jefferson and Alexander Hamilton held opposing views on the subject, with Hamilton arguing that a national bankruptcy system giving precedence to the rights of creditors was essential in ensuring a shift from agriculture to commerce. After all, he argued, without legal assurances that creditors would be at least partially reimbursed in the event a debtor defaulted, who in their right mind would put capital into new ventures? Jefferson, however, viewed bankruptcy laws as a malicious system that trampled on states' rights and enabled predatory creditors to seize debtors' assets at times of misfortune, such as prolonged droughts that were catastrophic for farmers' finances. Following a financial crisis in the 1790s, Hamilton's argument prevailed and the Bankruptcy Act of 1800 was passed, only to be overturned three years later, when allegations of corruption and the election of Jefferson led to its repeal.

In the wake of further financial crises, subsequent national bankruptcy laws were enacted in 1841 and 1867, but economic recoveries and discontent about the implementation of the laws brought about their rapid repeal. This meant that for the majority of the 1800s, bankruptcies were in the hands of state governments. Regulatory inconsistencies between bankruptcy laws in different states and lax enforcement of them, however, led to many debtors fleeing to states where creditors had no legal recourse. Furthermore, investors and merchants condemned state regulations prioritizing the reimbursement of local creditors over those residing elsewhere. By the late 1800s, it was clear that commerce had usurped agriculture's dominance, and when this was combined with the limitations of state laws, it gave advocates of national bankruptcy laws the upper hand.

There remained, however, a controversial issue related to corporations. When they became more significant in American public life in the early 1800s, they were often public works projects, such as toll roads and railways, and required tremendous outlays of capital to finance. Their collapse could have catastrophic economic consequences, but existing state bankruptcy laws lacked the mechanisms to handle large-scale and cross-state bankruptcies. Since the US Constitution gave Congress the power to enact national bankruptcy laws, this would seem to modern Americans an obvious solution to the dilemma, but whether federal regulations were applicable to corporations remained a contentious issue for much of the century. In the mid-1800s, politicians such as Henry Clay argued that since the formation of corporations required state authorization and frequently involved exemptions or privileges granted under state law, states "know when it is best to make or abolish them." As corporations grew more diverse and detached from state regulation, however, such arguments became increasingly antiquated. When another financial crisis spurred the Bankruptcy Act of 1898, the political and legal winds had shifted enough that it was possible to overcome opposition to the inclusion of measures for bankrupt corporations in a long-enduring piece of legislation. This law formed the basis for many of the bankruptcy protections and obligations that Americans are familiar with today.

- (32) Thomas Jefferson opposed the Bankruptcy Act of 1800 because
- 1 he worried that it would delay the United States' evolution from an old-fashioned nation based on farming to a modern one based on commerce.
 - 2 although he thought that bankruptcy protections were important for creditors, he was concerned about corruption problems.
 - 3 the issue of states claiming more rights was so concerning that he did not want any laws that would give them more power.
 - 4 he felt that it would allow moneylenders to unfairly take over the property of people who fell into debt due to factors beyond their control.
-
- (33) What was one reason that demand for national bankruptcy laws increased?
- 1 State laws seemed to be responsible for the rise in the number of bankruptcies during the common financial crises that affected the nation.
 - 2 It was easier for lenders who lived in the local area to get their money back in bankruptcy cases than it was for people who lived out of state.
 - 3 Some states' laws were enforced so strictly that people complained they were interfering with economic recoveries.
 - 4 As agriculture became more associated with commercial activities, there was more need for bankruptcy protection for farmers.
-
- (34) What was one thing that affected the Bankruptcy Act of 1898?
- 1 As the cost of building toll roads and railways rose, they became more likely to fail, increasing support for adding legal protections for them.
 - 2 The large number of corporate bankruptcies throughout the century caused later politicians influenced by Henry Clay to support the law.
 - 3 A change in the status of corporations meant that people began to accept that the national government could be involved in their bankruptcies.
 - 4 People realized that it was actually a lack of protection for corporations that had caused the failure of previous bankruptcy laws.

Epigenetics

Discussions of evolution and DNA often focus on the role of spontaneous mutations that can alter an organism's genetic code. These alterations can cause organisms to acquire what are known as adaptive traits, such as camouflage that helps animals to avoid predators, and they play a significant role in determining an organism's chances of passing on its genes to offspring. It is also true, however, that while random alterations in organisms' genomes do sometimes influence them to develop adaptations, mutation rates alone are insufficient to account for the rapidity with which such adaptations arise. Various supplementary explanations exist, and among these, the field of epigenetics has gained increasing attention in recent years. Epigenetics refers to modifications that affect the activation and deactivation of genes but do not modify an organism's DNA sequence itself. Epigenetics is particularly noteworthy because, in contrast to the gradual accumulation of alterations in the genetic code that arise over untold millennia, epigenetic changes can occur incredibly swiftly in response to environmental or behavioral triggers.

Epigenetic changes were discovered in the 1940s, when the biologist Conrad Waddington performed experiments in which immature fruit flies were exposed to high temperatures or chemicals, leading to substantial variation in the way their genes affected the formation of their wings. Astoundingly, not only did the flies exposed to the stimulus exhibit these changes, but their offspring did as well. Since then, advances have been made in discerning the mechanisms underlying epigenetic changes. One notable example is methylation, in which groups of methane molecules attach themselves to DNA. These have the effect of turning individual genes on and off, thereby regulating the production of proteins affected by that gene. As in the case of fruit flies, alterations arising from methylation have the potential to persist, which is further demonstrated by studies showing that not only individual people who have experienced famine but their offspring as well have a higher statistical likelihood of suffering from diabetes or obesity.

One of the most significant effects of epigenetic changes appears to be related to aging. In one experiment, researchers repeatedly made cuts in the DNA of mice, mimicking the effects of things like exposure to sunlight and oxygen to simulate aging. In the early stages, epigenetic proteins that are responsible for regulating genes moved to the cut sites, restoring the DNA. Yet as the experiment progressed, the proteins failed to return to their original locations. The epigenetic proteins dispersed and became less capable of regulating the cell's functions, resulting in the mice beginning to show signs of aging. Since the researchers were careful to make cuts in ways that did not alter the genes themselves, this is an indicator that rather than genetic mutations precipitating aging, it is disorganization among the genes that is the culprit. Promisingly, though, the researchers discovered that a therapy in which new genes were administered to the mice reversed the epigenetic changes and also undid the aging effects. Since limiting the dispersal of epigenetic proteins is far less arduous a task than reversing DNA mutations, manipulation of epigenetic proteins has enormous potential as a therapy for aging.

(35)

Although mutations play an important role in evolution,

- 1 they are usually the result of other mutations caused by changes that occur in the environment an organism inhabits.
- 2 there is increasing evidence that they can accumulate far more quickly than was previously believed to be possible.
- 3 it appears that they are much less likely to be spontaneous than was previously thought to be the case.
- 4 they cannot fully explain the speed at which the various changes that arise in organisms tend to occur.

(36)

What is surprising about DNA methylation?

- 1 It involves a molecule that is able to inherit the traits of the DNA it is attached to and pass them along to another species.
- 2 It is a phenomenon that can not only influence the traits of an organism but can be passed down to future generations as well.
- 3 It can prevent genes from being activated and deactivated, making it difficult for cells to regulate proteins.
- 4 It appears to have a much greater effect on the offspring of some types of organisms than it does on others.

(37)

What is one thing that is suggested by the mouse study?

- 1 It is easier to prevent epigenetic proteins from spreading out than it would be to repair mutations in a cell's DNA.
- 2 Sunlight and common chemicals are more likely to cause genetic mutations than they are to affect disorganized genes.
- 3 As mice increase in age, the epigenetic proteins lose their ability to repair the cuts that occur in DNA.
- 4 Problems with epigenetic proteins are frequently the cause of genetic mutations that can lead to aging in mice.

England's Poor Laws

In medieval times, England's impoverished peasants were mainly left to survive on their own without aid from the state. While the church provided a degree of relief to those living in poverty, it was generally taken for granted that a spike in food prices would also lead to a spike in mortality rates. Later, as Britain began to leave the medieval way of life behind, population growth started to outpace economic expansion, and changes in the agricultural system increased unemployment, causing poverty rates to skyrocket.

The situation came to a head in the latter part of the sixteenth century when increased housing prices led to crippling debt as disastrous harvests triggered food riots. While some of England's ruling elite had sympathy for the hardships that peasants were suffering, for the majority of the nobility, symptoms of unrest were viewed as horrifying omens

of revolution and anarchy. Something clearly had to be done about poverty, and this radical shift in the ruling class's mindset inspired the Elizabethan Poor Law of 1601.

The resulting laws recognized for the first time in England's history that the state had an obligation to society's disadvantaged. Local governments were empowered to raise taxes to provide facilities for the poor, and areas of responsibility were created based on districts known as parishes. This led to tremendous diversity in how poor relief was administered. Since local officials had a great degree of autonomy over how to deal with members of the parish, impoverished citizens might be treated with decency and humanity or faced with corrupt officials who sought only to exploit the system for their own benefit.

Recipients of government re-

lief were classified as belonging to either the "deserving poor," consisting of people like the elderly and physically disabled, or the "undeserving poor," such as able-bodied beggars. While the deserving poor were the beneficiaries of much-needed financial support, the undeserving poor were condemned as idle parasites on society and put into facilities called workhouses, where they performed forced labor, or were even imprisoned. This unfortunate and erroneous conception of unemployment, of course, was the product of a complete ignorance of the basic economic principles, such as financial cycles or supply and demand, that affect things like unemployment.

While the poor laws utterly neglected to even attempt to address the underlying causes of poverty, such as illiteracy and illness, they did have various highly beneficial impacts. First of all, they significantly reduced

(38)

What was the main reason for the creation of the Elizabethan Poor Law of 1601?

- 1 The unwillingness of the church to provide for poor people caused sympathetic members of the government to realize they had to take over.
- 2 The increasing strength of local governments brought pressure on the national government to do more for the poor.
- 3 Members of the upper class were afraid that poor people's dissatisfaction would cause the lower classes to rise up against the government.
- 4 A minority within the ruling class convinced other members that they needed to care more about the needs of the poor.

(39)

Attitudes toward the "undeserving poor"

- 1 reflected a lack of understanding about the root causes of joblessness among the people who created the poor laws.
- 2 demonstrated that some parts of England were less sympathetic to the elderly than those in other areas were.
- 3 tended to change as the economy went through different cycles and were affected by the amount of goods available.
- 4 usually depended on whether the people in an area were required to pay taxes to support the poor people living nearby.

famine and starvation throughout the nation. Furthermore, this groundbreaking reform had the effect of increasing what is known as labor mobility; that is, by removing some of the burden that people who supported their impoverished elderly parents felt, it enabled adults in the prime of life to migrate to urban regions where there were enhanced economic opportunities. Labor mobility and the resulting urbanization were indispensable to the development of the Industrial Revolution, making it possible to argue that the poor laws played a significant role in bringing about the prosperity enjoyed by England as it was transformed from an impoverished agrarian society to an industrialized, urban one.

Gradually, however, a general opinion arose that the poor laws were requiring unreasonable financial expenditures and creating dependency on government handouts among the poor, and

that they were negatively impacting the labor market. The influential scholar Thomas Malthus argued that while the poor laws had noble intentions, they were impractical. He claimed that in the past, lack of means had prevented impoverished citizens from starting families but that when they were assured of being provided with relief from the government, it encouraged them to have offspring, who in turn grew up to become an even greater burden on the welfare system. Malthus argued, therefore, that the laws “create the poor which they maintain.” This idea, combined with the perception that being poor was a moral failing rather than the result of a lack of education or a failure to receive the same opportunities as more privileged citizens, caused many to call for the abolition or reform of the poor laws.

As a result, the Poor Law

Amendment Act was passed in 1834. Administration of the law was standardized so that people in every parish were treated relatively equally, but the system was incredibly harsh because it came to be believed that it was possible to deter citizens from living in poverty. The workhouses increased in number, and conditions within them were made intentionally horrendous. Parents were separated from their children, food was terribly insufficient, and all residents were forced to perform strenuous labor in appalling conditions. The poor laws were transformed from a relatively enlightened and progressive attempt at providing for the welfare of the impoverished to a harsh and oppressive system that only increased their suffering. Although conditions did gradually improve with the passage of time, workhouses and the poor laws persisted well into the twentieth century.

(40)

What was one benefit of the Poor Law of 1601?

- 1 It became easier for poor people to purchase farmland, leading to the development of the agriculture industry.
- 2 Since it reduced the number of people who needed to move in order to find work, it helped people to care for their families.
- 3 Progress in improving education and medical treatment was made, which helped the poor more than money from the government did.
- 4 By allowing young adults to leave their homes in the countryside, it encouraged the development of British industries.

(41)

Thomas Malthus argued that the poor laws “create the poor which they maintain” because he thought that the laws

- 1 cost the government so much that it was unable to spend money on things like education that benefit the poor more than financial aid.
- 2 encouraged poor people to have children who would also grow up to be poor, further increasing the number of people the government had to support.
- 3 motivated poor people to do things that were immoral and contributed to social problems that made poverty worse.
- 4 were deliberately created to maintain a class of poor people that the wealthy could exploit as a labor force for workhouses.

English Composition

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

TOPIC

Should science be relied on to solve humankind's problems?

MEMO

Listening Test

There are four parts to this listening test.

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

※ Listen carefully to the instructions.

Part 1

- No. 1*
- 1 She will not receive the credit for it.
 - 2 She thinks upper management will reject it.
 - 3 Her boss helped her come up with it.
 - 4 Her boss was not impressed with it.
- No. 2*
- 1 An advertisement on the highway.
 - 2 A company's project schedule.
 - 3 A model of a proposed building.
 - 4 An artist's drawing of a shopping mall.
- No. 3*
- 1 Tell him which statistics are correct.
 - 2 Send him a full version of the report.
 - 3 Explain predictions for future crop yields.
 - 4 Allow him to publish details from the report.
- No. 4*
- 1 The company's managers are doing a good job.
 - 2 The company's president is the real problem.
 - 3 The company's profits will increase.
 - 4 The company's problems are fairly common.

- No. 5*
- 1** It should have taken less time.
 - 2** He thinks the deadline is impossible.
 - 3** It could lead to job losses.
 - 4** He is tired of working on it.
- No. 6*
- 1** He has been playing golf too much recently.
 - 2** He should have started applying sooner.
 - 3** He is unlikely to get good references.
 - 4** He failed to get a good internship.
- No. 7*
- 1** It lacks a clear focus.
 - 2** It is not the artist's favorite piece.
 - 3** It has a positive message.
 - 4** It makes her feel frightened.
- No. 8*
- 1** Wait until he graduates from college.
 - 2** Think more about his life goals.
 - 3** Choose the more stable job.
 - 4** Work for the tech company.
- No. 9*
- 1** Nico should stay home three days a week.
 - 2** Caring for Nico at home will be difficult.
 - 3** They should find a different day care center.
 - 4** The man should follow their original plan.
- No. 10*
- 1** He does not show enough flexibility.
 - 2** He did not handle an important client well.
 - 3** He rated poorly in customer feedback.
 - 4** He needs to learn to work harder.

Listening Test

Part 2

(A) No. 11

- 1** They became more like Italian ex-voto paintings.
- 2** They began to feature miners as subjects.
- 3** They were not always painted by professional artists.
- 4** They became more expensive to produce.

No. 12

- 1** To show that ex-votos occasionally featured sick people.
- 2** To illustrate the usefulness of ex-votos to historians.
- 3** To point out that not all ex-votos contained text.
- 4** To show the importance of religion in ex-votos.

(B) No. 13

- 1** They have a tendency to walk in circles.
- 2** They associate upward movement with living things.
- 3** They can see better in the dark than previously thought.
- 4** They are slow to recognize other animals.

No. 14

- 1** They find it very difficult to move against gravity.
- 2** They do not benefit from walking in groups.
- 3** They may have evolved to seek social interactions.
- 4** They can recognize motion only in certain situations.

- (C)** *No. 15* **1** It is not actually an enzyme.
2 It is only found in a few types of plants.
3 It requires oxygen to work efficiently.
4 It causes plants to waste energy.
- No. 16* **1** Make RuBisCO more like it was originally.
2 Help RuBisCO to break down glucose.
3 Use carbon dioxide to produce more RuBisCO.
4 Increase the amount of RuBisCO in modern plants.
-

- (D)** *No. 17* **1** Having to attend large group interviews.
2 Having their work misused by the company.
3 Their work samples not being judged fairly.
4 Not being paid for leading job-training sessions.

- No. 18* **1** Candidates find them more satisfying.
2 Candidates gain valuable job experience.
3 Candidates are paid for their preparation time.
4 Candidates have more chances to show their abilities.
-

- (E)** *No. 19* **1** They have a negative effect on businesses.
2 The number of sufferers will likely drop.
3 They have the same cause as normal headaches.
4 The symptoms can be difficult to recognize.

- No. 20* **1** It has received limited funding.
2 It has generally been carried out by drug companies.
3 It has focused too much on women.
4 It has provided ineffective treatments.

Listening Test

Part 3

(F) No. 21

Situation: You have a ferry ticket to Mathers Island. You have arranged to join a diving tour that begins 30 minutes after your arrival. You hear the following announcement at the ferry terminal.

Question: What should you do first?

- 1 Go to Window A.
- 2 Board the ferry to Whitmore Island.
- 3 Go to Window B.
- 4 Line up at Pier 2.

(G) No. 22

Situation: You are shopping in preparation for a beach holiday you will take with your nine-year-old son. You want to spend as little money as possible. A dive-shop employee tells you the following.

Question: What should you do?

- 1 Buy StingerPro suits.
- 2 Buy GoWaterSuit suits.
- 3 Buy SwimEasy suits.
- 4 Wait before buying suits.

(H) No. 23

Situation: You are shopping for a cordless vacuum cleaner. You want the best possible battery life for under \$300. You have a dog. A sales associate is telling you about various models.

Question: Which vacuum should you buy?

- 1 The Barrett 500.
- 2 The Easy Clean.
- 3 The Floor Master 3.
- 4 The Filter King 3.

(I) No. 24

Situation: You want to learn more about politics. You want news that is both current and accurate. A friend is making recommendations about podcasts.

Question: Which podcast should you listen to?

- 1 *Politics of the Present.*
- 2 *The Gerry Hauser Show.*
- 3 *News We Choose.*
- 4 *The Wendy Iyer Podcast.*

(J) No. 25

Situation: You are a high school senior and want to apply to a college that offers a variety of study-abroad options. You also want to wait a year before starting college. Your guidance counselor tells you the following.

Question: What should you do?

- 1 Apply to college next year.
- 2 Apply to Marvis College.
- 3 Apply to Corvane University.
- 4 Apply to Ophelia College.

Listening Test

Part 4

- No. 26*
- 1** They are considering starting to sell food supplies.
 - 2** They recently expanded internationally.
 - 3** They are often located far from city centers.
 - 4** They need to compete with many kinds of stores.
- No. 27*
- 1** Observe the people in the area.
 - 2** Evaluate traffic conditions on highways.
 - 3** Purchase goods at many local shops.
 - 4** Count the number of surrounding businesses.

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>) 1月22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、2月13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2月13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2月13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）。
2月14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：2月18日（日） C日程：3月3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。