

2020-1

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

2020年5月31日(日) 実施

■ 試験時間

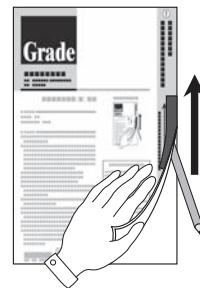
筆記試験 (100分)

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。

問題冊子の開け方



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一次試験の合否結果閲覧は6/15(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。

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) The man's long-term illness was causing him to look (). Despite eating regularly, he could not seem to put on any weight.
1 condescending **2** raucous
3 emaciated **4** fanatical
- (2) Although career opportunities for women have improved in recent years, () still exists in the workplace. Some male bosses believe women are less capable than men.
1 chauvinism **2** connotation **3** decorum **4** profanity
- (3) Following its election (), in which it lost every seat it had in the parliament, the party decided to break up.
1 debacle **2** submersion **3** impeachment **4** respite
- (4) Kevin is very shy, so his friend Susan had to () him into asking Miranda for a date. "Kevin, if you don't ask her soon, someone else will," she said.
1 regale **2** flunk **3** goad **4** pilfer
- (5) **A:** Did you persuade your parents to let you go abroad by yourself?
B: No. I did my best to () their fears, but they still insist it's too dangerous.
1 forfeit **2** allay **3** infer **4** muddle
- (6) The exterior of the home was extremely beautiful. In () contrast, however, the inside was a complete mess.
1 flimsy **2** uptight **3** furtive **4** stark
- (7) The champion ice skater had little time to () her victory at the tournament. Within days, she was already training for the next competition.
1 savor **2** thwart **3** clobber **4** distort
- (8) After a lengthy period of (), the criminal was allowed to enter society again.
1 initiation **2** incarceration **3** amplification **4** summation
- (9) The government was () in the newspapers for its slow response after the natural disaster. All of the criticism has hurt the president's chances for reelection.
1 caressed **2** tantalized **3** elongated **4** lambasted

- (10) After Christine's husband failed to notice her hints about his weight gain, she decided to tell him () that he needed to go on a diet.
 1 evasively 2 stupendously 3 explicitly 4 abysmally
- (11) The CEO thought the investment would be a good idea, but in (), it turned out to have been a huge mistake that cost the company millions of dollars.
 1 solace 2 hindsight 3 disclaimer 4 regression
- (12) Firefighters believed the forest fire was caused by () from a nearby campfire that had not been fully extinguished.
 1 felonies 2 incisions 3 allusions 4 embers
- (13) The young boy ate messily in front of the houseguests. Later, his mother scolded him for his () behavior during dinner.
 1 somber 2 colloquial 3 comatose 4 uncouth
- (14) After the scandal, journalists () the star's home for over a week, but she refused to give any interviews.
 1 squabbled 2 jostled 3 besieged 4 deformed
- (15) Frustrated with his low salary, Ethan decided to quit his job and look for something more ().
 1 macabre 2 vexing 3 requisite 4 lucrative
- (16) According to the government spokesperson, () would be granted to political refugees. However, immigrants who were in the country illegally would be sent home.
 1 bigotry 2 asylum 3 foyer 4 mirage
- (17) Because there is no minimum wage in the country, many workers are living in () poverty, unable to pay for even daily necessities.
 1 resplendent 2 tacit 3 scrumptious 4 abject
- (18) The terrorist group is now () all of the e-mails that are sent within its organization so that government agencies will be unable to access the contents.
 1 encrypting 2 usurping 3 vanquishing 4 coveting

- (19) The nail was so firmly () in the wood that it was almost impossible to remove.
1 embedded **2** scrawled **3** tarnished **4** polarized
- (20) As the manager of a consumer call center, Kim is an expert at dealing with () customers. No matter how upset they are, she is always able to calm them down.
1 irate **2** translucent **3** tepid **4** debonair
- (21) The sculpture was praised for its beautifully () details and perfect proportions.
1 sedated **2** wanton **3** chiseled **4** sporadic
- (22) The reporter thought the politician's support for the new law () corruption, so he began an investigation. Sure enough, the politician was found to have accepted bribes.
1 pined for **2** smacked of **3** railed against **4** snuffed out
- (23) The company () a great deal of criticism when it was discovered that it was paying workers in its overseas factories just a few dollars a day.
1 snapped out of **2** picked up on
3 came in for **4** boiled down to
- (24) The police were asked to () security at the politician's residence after she received death threats.
1 beef up **2** gloss over **3** reel in **4** sift through
- (25) Brian constantly () his wife, buying her expensive jewelry and taking her on luxurious vacations.
1 passes over **2** pieces together
3 ramps up **4** dotes 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 Evolution of Awe

While it is easy to imagine that an emotion such as fear might have evolved to help humans avoid physical danger, or that love fosters interdependent relationships that increase one's chances of survival, emotions like awe can leave evolutionary scientists scratching their heads. In recent decades, however, researchers, such as the University of Pennsylvania's David Yaden, have come up with potential explanations for why awe developed. Awe can be evoked by positive or negative experiences—a magnificent landscape, for example, or a scene of immense destruction. According to Yaden, this (**26**). Yaden's research has supported this claim by providing evidence of a correlation between awe and things like social bonding. He therefore suggests that the emotion must be linked to human survival, possibly having evolved to facilitate group cohesion.

Yaden speculates that in our primitive past, awe may also have (**27**). Our fondness for magnificent views is obvious in our attraction to landscapes such as elevated plateaus or towering cliffs, but our primitive ancestors may have sought them out for other reasons too. The ability to spot approaching predators or adversaries, and the defensive potential offered by elevated positions, could have contributed to human beings' attraction to spectacular scenery.

Alternatively, researcher Michelle Shiota of Arizona State University suggests that awe could have evolved for a different reason. In a study led by Shiota, researchers asked participants to describe memories of times when they had experienced awe or some positive emotion like happiness. The study tasked them with reading argumentative essays in favor of an unpopular opinion, and the researchers assumed that participants who agreed with the essays must have been successfully persuaded by the arguments. Some of the essays contained feeble arguments, while others were meant to be highly convincing. It was found that those participants who had described awe were much better able to see problems with the feeble arguments than those who described other emotions. Shiota therefore concluded that awe aids people in (**28**). If this research is correct, then it appears that developing our sense of awe may have demonstrable benefits in everyday life.

- (26) **1** increases individual ambition **2** provides an escape from reality
 3 creates feelings of connectedness **4** reduces motivation to take action

- (27) **1** demonstrated a negative human bias
 2 encouraged humans to take risks
 3 increased humans' fear of high places
 4 reflected humans' desire for safety

- (28) **1** remembering crucial information **2** processing information critically
 3 convincing others to believe them **4** improving their self-confidence

The New Atheism

Atheism, or disbelief in the existence of God, has grown more common in Western societies during the past hundred years. In the early 2000s, however, an intellectual, largely science-based “New Atheist” movement became increasingly prominent in the West. The New Atheists were mainly made up of scientists and intellectuals, and they (**29**). Atheists of the past had tended to believe that science was incapable of addressing the concept of God and generally accepted that science and religion should be treated as two distinct, nonoverlapping domains. The New Atheists, though, argued strenuously that the existence of God should be subject to the same scientific tests for validity as anything else within the natural world. Moreover, trends like rising religious extremism caused the New Atheists to view organized religion as an obstacle to world peace and scientific advancement, so they actively sought to reduce its international influence.

To this end, the New Atheists took an inflexible approach, and critics even characterized the movement as “militant atheism.” In fact, it was sometimes pointed out that it (**30**) religious extremism. Prominent New Atheists, like Sam Harris, for example, made statements such as “ideas which divide one group of human beings from another, only to unite them in slaughter, generally have their roots in religion.” Such uncompromising condemnation of those they disagreed with struck critics as reminiscent of those with radical religious views.

Due in part to the debate over religious extremism that followed the terrorist attacks on September 11, 2001, prominent New Atheists were seemingly everywhere in the media and their books topped various bestseller lists. Yet in the broader view, the influence of the New Atheists (**31**). According to demographer Eric Kaufmann, the younger generation in the developing world is rejecting the trend away from religion that has been occurring in Western nations under the influence of the New Atheists and the other forces that have shaped it. Kaufmann suggests that even the least religious societies will likely be affected by a rise in immigrants from religious regions, meaning that the New Atheists’ efforts may be negated by other factors, despite their successes in converting people to atheism.

- (29) **1** pretended to believe religious teachings
2 adopted a more confrontational position
3 supported some aspects of religion
4 attempted to be more respectful
- (30) **1** was strikingly similar to
2 intentionally deceived people about
3 denied the existence of
4 actually drove people to accept
- (31) **1** reflected their noble intentions
2 may grow even stronger
3 harmed other atheists
4 should not be overstated

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.

Harold Pinter

Harold Pinter rose to prominence in the 1960s and 1970s as one of the most important British playwrights of the twentieth century. His scriptwriting is notable for the air of mystery and menace he conveys by casting doubt upon what appear to be the facts of stories taking place in everyday settings. In his first full-length play, *The Birthday Party*, for example, two strangers enter a boarding house and proceed to terrorize Stanley, one of the guests. Who the strangers are, what their purpose is, and how they are connected to their victim are never explained. Plays utilizing such dramatic devices, however, initially frustrated both critics and audiences alike, since exposition that would allow them to grasp a play's meaning and the motivations behind the characters' actions was considered an indispensable part of scriptwriting. Though *The Birthday Party* was initially a commercial failure, Pinter's unconventional style became renowned in his subsequent plays.

Using psychological manipulation, Pinter's characters play elaborate power games with one another, struggle for dominance, and employ language as a weapon to gain control. As opposed to straightforward questions and answers, their conversations tend to sound more like private monologues with occasional interruptions by the listener, and rarely serve the purpose of clearly conveying information. Indeed, their dialogue frequently contradicts their thoughts, which are sometimes only hinted at by their silences. They are often confused about their identity and live in a world governed by dread and uncertainty. Typically, a dominant intruder will arrive without warning and upset the status quo by seeking to impose his or her will upon those present. What follows is a negotiation for some sort of advantage, whether that be between two strangers, a husband and wife, or a torturer and his or her victim. With what his biographer, Michael Billington, calls his "ability to create dramatic poetry out of everyday speech," Pinter builds a tension which rarely explodes but nevertheless produces a dramatic, compelling, and, at times, darkly humorous effect.

Though widely praised for his revolutionary storytelling and dialogue, Pinter failed to attain the widespread adoration that some other playwrights have achieved. One reason is that his works were often met with confusion, followed by irritation, and they were dismissed by many as both pretentious and obscure. Journalist Paul Vally, however, sees such reactions as being the result of Pinter's brilliance in creating a "blank screen on which it is possible for everyone to project their own incarnations of reality." In contrast to past writers like Charles Dickens, in whose works characters were clearly on the side of either good or evil, Pinter's main subject matter was the moral ambiguities of modern existence. Vally argues that Pinter's "strength lies in the immediacy with which he conveys that sense, even to those who could not begin to articulate it." Despite Pinter's somewhat divisive reputation, his work continues to be performed regularly, and it is unlikely that it will ever fall into obscurity, which is the common fate of the majority of playwrights.

- (32) Why did Harold Pinter's plays cause negative reactions at first?
- 1 They were considered to represent a blend of theatrical genres that were generally viewed as being incompatible with one another.
 - 2 Their ordinary settings and apparently purposeless characters were seen as critical of the very people who were viewing them.
 - 3 They failed to deliver information and context that were generally regarded as dramatically necessary for the comprehension of such material.
 - 4 Their thematic nature forced audiences to more actively interpret the work by themselves, thus devaluing the opinions of professional theater critics.
-
- (33) What is one thing we learn about the characters in Pinter's plays?
- 1 Rather than attempting to attain a better understanding of a given situation, they tend to be motivated by a desire to know themselves more fully.
 - 2 Rather than building greater understanding, their conversations frequently conceal what they are actually thinking about.
 - 3 They reflect Pinter's belief that once intruders gain dominance in a situation, victims can do little to resist their aggression.
 - 4 They tend to misunderstand things about other characters that have been written in a way that is obvious to the audience, but not to them.
-
- (34) Which of the following statements would Paul Vallely most likely agree with?
- 1 Pinter had a talent for portraying the uncertainty about right and wrong in society, but it caused him to be less popular than he might have been.
 - 2 Although Pinter's writing style made many people angry, authors like Charles Dickens were also highly controversial while they were alive.
 - 3 Because Pinter's plays were so immoral, they cannot be considered as being on the same level with other great theatrical productions.
 - 4 Pinter's talent for dialogue and storytelling caused many people to think his plays were better than they really were.

Finding Memories

Modern investigations into the mechanisms underlying human memory became possible with the invention of the microscope in the sixteenth century and led to the eventual discovery and classification of neurons. Further advancement was made through Spanish neuroscientist Santiago Ramón y Cajal's neuron-staining technique, which provided images of these specialized cells that make up the human nervous system. His work helped establish the dominance of the so-called neuron doctrine, which held that rather than being fused together into a seamless network, neurons were actually distinct units. This in turn led to the discovery that neurons communicate with each other through the transfer of electrical signals facilitated via knoblike structures called synapses. This work became the foundation of the now generally accepted idea that memory formation depends on the enhancement of synaptic connections between neurons.

Recent research led by neurobiologist David Glanzman at the University of California, Los Angeles, however, has cast doubt on the prevailing theory with an experiment involving snails. Mild electric shocks were administered to a group of snails, provoking them to recoil for extended periods of time. When touched again softly without receiving an electric shock, the snails still pulled in some of their body parts for up to a minute, demonstrating a learned defensive behavior against the shocks. A molecule called ribonucleic acid (RNA), which is responsible for carrying instructions for the synthesis of proteins, was then extracted from these snails and injected into a second group of snails that had not received any electric shocks. The snails from the second group then began retracting their bodies for extended periods, similar to snails from the first group, in response to soft, nonelectrical touches. Glanzman claims this response suggests that although synaptic strengthening does occur during the brain's neural response to a stimulus, experiences are actually recorded within neurons where RNA molecules are produced. "If memories were stored at synapses, there is no way our experiment would have worked," he says.

Scientists in the traditionalist camp, however, are not convinced. Pointing out that RNA-based biological changes happen on a timescale of minutes or hours, they question how it could be part of the mechanism for something like memory recall, which is nearly instantaneous. Further complicating the matter is James V. McConnell's infamous attempt in the 1950s to prove the existence of what he referred to as "memory RNA." McConnell trained flatworms to navigate mazes and then fed their bodies to untrained worms that suddenly appeared to become able to emulate the trained worms' maze-running skills. The research and the numerous attempts to reproduce it have been ridiculed and served up as a cautionary tale about scientists seeking publicity through sensational yet scientifically questionable research. This has added a stigma to any theory associating memory formation with RNA. In recent years, however, some aspects of McConnell's research appear to have been reproduced successfully. Consequently, members of the scientific community who support Glanzman suggest that his work has now added convincing evidence to the notion that RNA may be the key to furthering our understanding of the formation of memories.

(35) What contribution did Santiago Ramón y Cajal make to the understanding of memory?

- 1 His staining technique allowed later scientists to discover which types of neurons were able to transmit electrical signals.
- 2 He disproved the neuron doctrine by demonstrating how networks of neurons use electrical signals to communicate with one another.
- 3 His images representing the electrical signals sent out by neurons proved that the nervous system was made up of uninterrupted networks of neurons.
- 4 He provided evidence that neurons were actually separate, individual cells, laying the groundwork for the discovery of synapses.

(36) The results of the snail experiment indicate that

- 1 rather than being stored in synaptic connections, memories appear to be stored within the brain's neurons themselves.
- 2 synapse enhancement is a temporary reaction to information left there due to the flow of RNA molecules between neurons.
- 3 memory formation depends less on the stimuli that the brain is exposed to than on the way that it reacts to them chemically.
- 4 memory accuracy can be directly correlated to the amount of RNA molecules that the brain is capable of producing.

(37) What is one possible explanation for the criticism that David Glanzman's research has received?

- 1 The differences between snails and flatworms are so significant that Glanzman's experiment's results are unlikely to apply to both.
- 2 Glanzman's ideas remind members of the scientific community of research that had been looked down on in the past.
- 3 There is a strong possibility that Glanzman has borrowed ideas from another researcher without giving him sufficient credit.
- 4 Glanzman seems unlikely to be correct because James V. McConnell demonstrated that RNA takes a long time to produce an effect.

The Falklands War

The sovereignty of the Falkland Islands, which lie 480 kilometers east of Argentina's coast, became an ongoing source of dispute between Argentina and the United Kingdom following their forcible seizure by the British in 1833. The British government, however, eventually concluded that the remote colony was becoming a burden and became increasingly hesitant to invest in its security.

In 1982, Argentina's dictator, General Leopoldo Galtieri, made the decision to abandon diplomatic negotiations and reclaim the islands by force. This was chiefly to diminish popular discontent: economic mismanagement and human rights abuses had caused his dictatorship to be highly despised, and Galtieri hoped to spark a patriotic fever that would divert the public eye from his regime's shortcomings. On April 2, Argentine troops landed on the islands and overwhelmed the small

British military force there, leading to widespread jubilation in Argentina and a surge in support for the Galtieri regime. The invasion caught the British government completely unprepared. Indeed, immediately prior to it, Prime Minister Margaret Thatcher had, for budgetary reasons, withdrawn Britain's only warship from the Falklands' vicinity.

Given Argentina's geographic advantage and relatively sophisticated armed forces, many British commanders doubted the islands could be forcibly retaken. Despite this, a naval task force was swiftly assembled, and the British government declared a 370-kilometer war zone around the islands. Their initial assumption was that this would intimidate Galtieri into accepting a diplomatic settlement, which they made more palatable with substantial concessions.

As the task force sailed south, intense diplomatic activity to obtain a peaceful resolution was un-

dertaken by both the United States and the United Nations, but Galtieri insisted on nothing less than complete sovereignty for Argentina. Most European countries expressed support for Britain, while the majority of Latin American countries supported Argentina. Having counted on US neutrality from the outset, it was a significant blow to Argentina when the United States supported Britain, as Argentina was left at a distinct strategic disadvantage: its opponent now had access to sophisticated US communications technology and crucial military intelligence data.

On May 2, a British nuclear submarine was issued controversial orders to sink an Argentine warship—the ARA *General Belgrano*—which was outside the official war zone. While the British justified the attack on the grounds that the *Belgrano* had been sailing toward their task force, Argentina claimed it had

(38) General Leopoldo Galtieri decided to invade the Falkland Islands in 1982 because

- 1 the British refusal to engage in a formal discussion regarding their future left him with no other option than to resort to military force.
- 2 he correctly calculated that it would boost morale in his country, thereby distracting citizens from the domestic situation in Argentina.
- 3 his commanders had convinced him that, due to Britain's growing military presence, Argentina needed to attack quickly if it was to achieve victory.
- 4 demand for an invasion by the general public overcame his reluctance to take the risk of invading them.

(39) Why did diplomatic efforts to avoid war fail?

- 1 Despite the British offering a degree of flexibility concerning an eventual settlement, Argentina adopted an inflexible stance regarding ownership.
- 2 The sudden loss of support from trusted allies like the United States made Britain feel it was left with no choice but to use military force.
- 3 Division within the international community meant that the United Nations was unable to lay sufficient groundwork to negotiate a peace agreement.
- 4 Once UN support had tipped the balance in their favor, the British refused to pursue their objective by means of negotiation.

been heading in the opposite direction. The action resulted in 323 deaths—the conflict’s single greatest loss of life. Thatcher was accused by political opponents of ordering the attack to deliberately provoke an escalation in the conflict and curtail hopes of a diplomatic resolution. Yet it was later admitted by Argentine naval chiefs that the *Belgrano*, which had been weaving in and out of the war zone, had indeed been an active threat to the British task force. Furthermore, both sides at that point regarded the South Atlantic, in general, as a legitimate theater of war.

Sinking the *Belgrano* demonstrated Britain’s resolution to retake the islands by force, and sent a clear message to Argentina, which, realizing that its ships were vulnerable to torpedo attacks, confined most of them to port. Its navy was effectively sidelined for the rest of the war, which undoubtedly helped to

limit subsequent casualties at sea, on both sides.

Despite Argentina’s air force being outclassed, its pilots demonstrated both skill and motivation in their operations against the British. Yet their planes could only perform single strikes on the task force, as the Falklands were at the extreme edge of their combat range. Argentina was unable to prevent the British from making a landing from sea on the islands on May 21, but the effectiveness of their inland defense led to several intense battles. Although their regular soldiers proved to be formidable opponents, the bulk of Argentina’s troops had been conscripted into the army against their will and were poorly trained, inadequately prepared, and ill-equipped. “We were cannon fodder in a war we couldn’t win,” one veteran later claimed.

The British took approximately 11,400 Argentine prison-

ers, and Argentina’s forces formally surrendered on June 14. Defeat meant the end for the country’s military government: thoroughly discredited, it was replaced by a civilian administration in 1983. Conversely, that the British had won back the islands with minimal casualties—255 British lives were lost—meant a huge boost to Thatcher’s popularity and helped her to win the next election. The war did not, however, settle the dispute: Argentina maintains its claim to the Falklands. Ironically, had Argentina not embarked on its ill-advised military endeavor, it may well have gained possession of them because the declining population would have eventually meant that British governance was no longer viable. Instead, post-1982, Britain has strengthened both its military and economic commitment to the islands, and the status quo remains unchanged.

(40)

How did the sinking of the ARA *General Belgrano* alter the circumstances surrounding the conflict?

- 1 Argentina’s commanders revised their naval tactics, resulting in their warships preventing British reinforcements from approaching the war zone.
- 2 Prime Minister Margaret Thatcher’s unwillingness to listen to her military commanders led to an escalation in the seriousness of the overall situation.
- 3 Argentina’s original intention of gaining a diplomatic advantage through a show of force was transformed into a serious effort to win military victory.
- 4 Little further naval engagement occurred, due to the fact that the British navy obviously posed too great a threat to Argentina’s surface vessels.

(41)

What conclusion does the author of the passage draw about the Falklands War?

- 1 Argentina had little chance of permanently taking the Falklands by force, but would likely have obtained them if it had waited for Britain to leave.
- 2 Had Argentina’s air force been more committed to preventing a British landing, the outcome of the conflict could well have been different.
- 3 Although Britain was able to overthrow the military government in Argentina, the new civilian one is in many ways even worse.
- 4 Had Thatcher not ordered that the Falklands be retaken, it is likely that the people living there would be much better off today.

4

English Composition

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

TOPIC

Agree or disagree: Improving relations with other Asian nations should be a priority for the Japanese government

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 The characters were boring.
 - 2 The clues were too obvious.
 - 3 The plot was not complex enough.
 - 4 The ending was not appealing.
- No. 2*
- 1 The man's explanations were easy to follow.
 - 2 The man should have used more examples.
 - 3 The topic was too difficult for the audience.
 - 4 The first part was the most interesting.
- No. 3*
- 1 The chairman asked Jane to visit L.A.
 - 2 Peter's boss decided to cancel the contract.
 - 3 The client changed its decision.
 - 4 Jane made some changes to the contract.
- No. 4*
- 1 Think about spending more on traveling.
 - 2 Be more cautious with their investments.
 - 3 Consider the idea of buying a second home.
 - 4 Ask the Dawsons for advice about second homes.

- No. 5*
- 1** Complain to the town office about his neighbor.
 - 2** Keep his fence inside the property line.
 - 3** Discuss the problem with her husband.
 - 4** Get advice about the fence from his neighbor.
- No. 6*
- 1** She postponed finishing her doctoral degree.
 - 2** She was highly qualified for her new job.
 - 3** She has applied for a new position.
 - 4** She declined the job offer from the university.
- No. 7*
- 1** They sell the glasses he wants.
 - 2** They will accept his insurance.
 - 3** They have cheaper medicine than clinics.
 - 4** They offer low-cost eye exams.
- No. 8*
- 1** Wait before taking action.
 - 2** Talk to her manager now.
 - 3** Look for another position.
 - 4** Become a contract worker.
- No. 9*
- 1** Teachers should not have to clean classrooms.
 - 2** Canceling school buses could affect students' safety.
 - 3** Taxes should be raised to pay for school costs.
 - 4** More money should be spent on maintaining facilities.
- No. 10*
- 1** Taking the position could help Sarah's career.
 - 2** Sarah does not need to learn about software applications.
 - 3** It would be better for Sarah to focus on hardware skills.
 - 4** Sarah is not performing well on her current project.

Listening Test

Part 2

- (A) *No. 11*
- 1 Copper and tin slowly ran out.
 - 2 Miners' salary demands were too high.
 - 3 American mines began using superior mining technology.
 - 4 Copper and tin became easier to obtain elsewhere.

- No. 12*
- 1 It would be less damaging to the environment.
 - 2 It would use existing storage facilities.
 - 3 It would cut costs by using natural heat.
 - 4 It would use surface water to purify lithium.

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- (B) *No. 13*
- 1 It tends to target specific types of customers.
 - 2 It is less costly than other types of advertising.
 - 3 It is often ignored by consumers nowadays.
 - 4 It gets better results than TV or print advertisements.

- No. 14*
- 1 It avoids the use of social media sites.
 - 2 It relies on the results of consumer surveys.
 - 3 It uses much longer advertising campaigns.
 - 4 It relies on people looking for what they already want.

- (C)** *No. 15* **1** He demanded to be worshiped as a god.
2 It is said he released people who were slaves.
3 He divided his empire among other rulers.
4 It is said he created a new religion.
- No. 16* **1** It influenced modern ideas about human rights.
2 It made translation of an ancient language possible.
3 It led to the fall of a powerful empire.
4 It inspired the creation of the United Nations.
-

- (D)** *No. 17* **1** Their economic status.
2 The political ideas they have.
3 Their level of education.
4 The views of those around them.
- No. 18* **1** Scientific experiments are becoming harder to perform.
2 Some people misunderstand how science works.
3 More children are being vaccinated than ever before.
4 Scientific research is sometimes biased.
-

- (E)** *No. 19* **1** It is particularly common in the retina.
2 It is reduced when the retina receives light.
3 It helps to prevent people from going blind.
4 It is a process that begins in the brain.
- No. 20* **1** Coffee increases oxidative stress in the retina.
2 Chlorogenic acid can damage certain types of cells.
3 Drinking coffee makes the retina more sensitive.
4 Chlorogenic acid can protect the retina from damage.

Listening Test

Part 3

(F) No. 21

Situation: You go to a cell-phone store to talk about reducing your bill. You currently pay \$80 per month. You often call clients, so the number of minutes is most important to you.

Question: Which plan should you choose?

- 1** The Plus Pack with your current plan.
- 2** The Value Extra Plan.
- 3** The Mega Mobile Plan.
- 4** The Free Together Service.

(G) No. 22

Situation: You are representing your company at a job fair. You have already checked in. You paid for two tables but only found one at your booth. You hear the following announcement.

Question: What should you do first?

- 1** Talk to the staff in the inventory room.
- 2** Inquire at the welcome desk.
- 3** Present your receipt at the information table.
- 4** Go to the corporate services booth.

(H) No. 23 *Situation:* You are studying in the US for a year. You want to spend your weekends volunteering, so you attend an orientation session at a youth center. You enjoy physical activities.

Question: Which volunteer group should you join?

- 1 The Palz Program.
- 2 The LifeTrip Program.
- 3 The Playground Associates.
- 4 The Handy Helpers.

(I) No. 24 *Situation:* Your landlord claims you caused damage to the apartment you are moving out of. He is refusing to return your deposit. The Tenant Information Bureau tells you the following.

Question: What should you do first to try to get some money back?

- 1 Take the case to court.
- 2 Make the repairs yourself.
- 3 Speak directly to previous tenants.
- 4 Ask professionals for repair estimates.

(J) No. 25 *Situation:* You teach journalism at a university and want your students to meet a TV news host. You cannot visit the TV station before 1 p.m. A representative tells you the following.

Question: Which broadcaster should you arrange to meet?

- 1 Brad Quentin.
- 2 Katie Ferris.
- 3 Valerie Ortiz.
- 4 Lance Bridges.

Listening Test

Part 4

- No. 26**
- 1** The musicians he has worked with understand the challenges he faces.
 - 2** Companies often take advantage of people who work alone.
 - 3** Musicians rarely pay as much as companies for the same work.
 - 4** He has had to adapt his style to match Japanese tastes.
- No. 27**
- 1** He is usually able to guide them in the way he feels is appropriate.
 - 2** He prefers working with other creators as it gives him inspiration.
 - 3** He often has no choice but to accommodate requests from clients.
 - 4** He prides himself on completing them within the budget.

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1日 13:00以降

2) 結果通知方法

◆個人申込の場合

一次個人成績表に合否結果を記載して、6月23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23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23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24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：6月28日（日） B日程：7月5日（日）

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