

英検[®]準1級

実力養成

2024
Summer

準1級

Table of Contents

はじめに	3
1. 本講座について	3
2. 英検の出題形式について	4
3. 英検長文問題のパッセージの特徴.....	7
Day 1	12
1. Vocabulary	12
2. Reading	15
3. Exercise.....	24
Day 2	28
1. Vocabulary	28
2. Reading	32
3. Exercise.....	40
Day 3	44
1. Vocabulary	44
2. Reading	48
3. Exercise.....	54
Day 4	57
1. In-Class Test.....	57
Vocabulary List.....	58
1. 準 1 級に出題される単語レベルについて	58
2. 単語の勉強法について	58
3. Day 1 (SDGs)	60
4. Day 2 (健康・病気)	62
5. Day 3 (政治・宗教)	64
6. Day 4 (経済)	66
Appendices.....	68
Appendix I ディスコースマーカー例 一覧.....	68
Appendix II 動詞の意味の類推に役立つ前置詞	72
Appendix III Punctuation の使い方	74

Day 1

1. Vocabulary

1.1. Target Vocabulary

下の単語の意味を調べ、Translation の欄に書き入れなさい。

No.	Word	Class	Translation	Related Words
'Towards a More Inclusive Film Industry'				
(1)	inclusive	adj		inclusivity (n) ↔ exclusive
(2)	disability	n		disabled (adj)
(3)	prevalence	n		
'Japanese Emigration to Brazil'				
(4)	prior to			
(5)	reside	v		resident (n) residence (n)
(6)	as of			
(7)	emigration	n		emigrate (v)
(8)	commence	v		commencement (n)
(9)	prospect	v		
(10)	rigorous	adj		rigor (n)
(11)	abusive	adj		abuse (n)
(12)	domestic	adj		
(13)	wage	n		

(14)	prohibit	v		
(15)	assimilation	n		assimilate (v)
(16)	conspicuous	adj		↔ inconspicuous conspicuously (adv)

1.2. Practice

下の文章に当てはまる単語を上のリストから一つ選び、() 中に入れなさい。必要であれば当てはまる形にかえなさい。(Related Words の部分も含む)

- (1) I try to purchase () groceries as much as I can because they are safer.
- (2) The opening ceremony will () at 5:30 a.m., so don't stay up too late, or you'll oversleep tomorrow.
- (3) He is from a low-income family, so his () of studying abroad is very low.
- (4) The () of diabetes and obesity in developed countries continues to increase as fast food remains popular.
- (5) She would have to try out like everyone else, in a () gymnastic routine involving splits and tumbles.
- (6) In general, an immigrant family finds it difficult to () to new customs if they are vastly different from ones in their own culture.
- (7) It is reported that the police were () to the participants in the demonstration.
- (8) In the past, the U.S. tried to () people from drinking alcohol, but it failed miserably.
- (9) Anyone who () in this country for more than 12 months must pay this tax.
- (10) Because of (), the population of the country appears to have decreased.

(11) The homework should be submitted two weeks () the deadline.

(12) () yesterday, only a few students enrolled in the new course starting at the beginning of next month.

(13) The child laborers were paid a small ().

(14) When the big tree was planted () in the center of the town, it attracted people's attention.

(15) We should pay more attention to people with () to create an () society.

1.3. Expanding to Writing

それぞれの日本語に合う英文を（ ）内の単語を用いて書きなさい。

- (1) 現在の経済の状態を考えると、日本の最低賃金は引き上げられるべきだ。
(current, economic, wage)

Thinking of ...

- (2) コロナ禍の学校におけるクラブ活動の禁止は必要だったと思う。
(the COVID-19 situation, prohibit)

I think that...

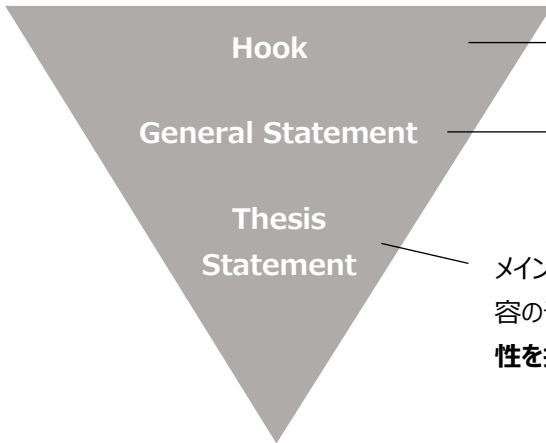
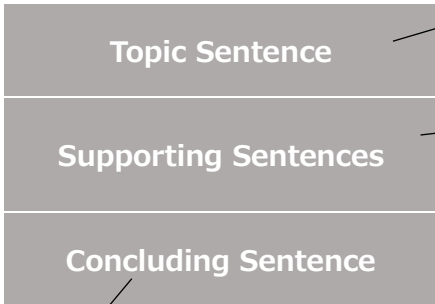
- (3) 感染症の大流行は、家庭内暴力や子供の虐待などたくさんの問題を引き起こしたと言える。
(pandemic, domestic violence, child abuse)

It can be said that...

2. Reading

2.1. Eiken Passage Structure (英検パッセージの構造)

準 1 級の大問 3. 長文内容一致問題は、3 ～ 4 段落から成るパッセージが 3 つ出題され、それぞれ約 300、400、500 語程度の長さである。それぞれのパッセージは以下のような構成である。

Introduction	
 <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>Hook</p> <p>General Statement</p> <p>Thesis Statement</p> </div> <div style="width: 50%;"> <p>読み手の関心を引くための文</p> <p>トピックについての背景情報の提供 =background information</p> <p>メインアイデアの提示。またこれに続くパラグラフの内容の予告。ここでパッセージ全体の大まかな方向性を捉えることが大事！</p> </div> </div>	
Supporting Paragraph	
 <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>Topic Sentence</p> <p>Supporting Sentences</p> <p>Concluding Sentence</p> </div> <div style="width: 50%;"> <p>それぞれのパラグラフで取り上げられるトピック</p> <p>トピックについての補足情報。以下のような方法がある。</p> <p>①例示 =Giving examples</p> <p>②説明の追加 =Adding more explanation</p> <p>③事実の提示 =Giving facts</p> <p>④ある言葉や概念の定義づけ =Definition</p> </div> </div> <p>Topic Sentence の言い換え。または、次のパラグラフへのつながりを示す文</p>	
Supporting Paragraph	
(上記構造と同じ)	
(Concluding Paragraph)	
英検では、明確な Concluding paragraph を持つパッセージはほとんど出題されない	

In-Class Activities 1

次の 1~5 からなる Introduction を読み、後のそれぞれの問題に答えなさい。

(1) 正しい順番になるように並べ替えなさい。

1. This new trend enabled the company to offer consumers a variety of options at varying price.
2. As a result, many people today take for granted the ability to replace their smartphone with a newer and improved model on an annual or regular basis.
3. Ever since the first iPhone model appeared in the market in 2007, Apple has released a total of 34 iPhones.
4. There are others, however, who view this obsession with producing and possessing ever new and refurbished iPhones with skepticism.
5. Whereas the company initially released one iPhone per year, it is now Apple's norm to come out with multiple models in one year.

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(2) タイトルとして正しいと思われるものを次の 1~3 の中から一つ選び答えなさい。

1. Critics of the iPhone Frenzy
2. Consumer Friendly Price Options for Smartphones
3. Changing Sales Strategies of Tech Companies

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2.2. Reading Skill 1 – Skimming (スキミング)

文章を素早く読み、文章全体の大まかな意味を捉えるスキル

大量の文章を決められた時間内に効果的に読み、設問に答えるために重要なスキル。母国語では無意識に行っていると言われているが、外国語を読むうえでは訓練が必要。すべての意味を完璧に理解することが目的ではなく、知らない単語が出てきても全体の要旨を捉えることが目的。

方法

- ① **Title**（題名）と **Introduction**（最初のパラグラフ）を読み、主題を捉える。
- ② Introduction の **General Statement** と **Thesis Statement** を注意して読み、そのパラグラフで筆者が言いたいことを大まかに捉える。（P.15 参照）
- ③ 繰り返し用いられている **keyword/phrase** に着目する。
- ④ **Discourse Marker** に着目して、それぞれのパラグラフやセンテンスがどのような目的で使われているのか、センテンス同士の関係、またパッセージ全体の構成を理解することによって、より効率的に文章を理解する。

2.3. Discourse Marker

筆者がこれから書こうとする内容を読者に向けて知らせる単語・フレーズ

文章の内容自体とは別に、筆者が読者を意識して使うものである。良い文章とは常に読者を意識して書かれたものであり、筆者と読者の間に「対話」が存在する。Discourse Marker を理解することによって、トピックについての筆者の考えや態度を読み取ることができる。

Discourse Marker の代表的な例は**つなぎ言葉**だが、それに限らず広い意味で**よく使われるフレーズ**も含まれる。（P.68 Appendix I ディスコースマーカー例 一覧 参照）

① **Contrast & Contradiction** (対比・逆接)

対比を用いることによって、重要な情報が強調される。**主節の内容が重要な情報**となる。

Example 1

While the Philistines left behind no written records, and we know very little about their language and way of life, Jewish civilization has lasted

従属節
主節

into the modern era and has had a huge influence on other civilizations.

「ペリシテ人が文書の記録を一切残しておらず、それゆえ私たちが彼らの言語や生活様式についてほとんど知らないのに対して、ユダヤ文明は現代まで存続し、他の文明に大きな影響を与えてきた。」

→ ペリシテ人とユダヤ人の文明を対比。ユダヤ人の文明が主題であると分かる。

Example 2

Although hard work is key to succeed in a society, the circumstances a
従属節 主節
person is born into, as the social status or financial situation of the
family, are of such great importance.

「勤勉さは社会で成功するためのカギではあるが、家族の社会的地位や経済状況など生まれ育った環境が非常に重要である。」

→ 「勤勉」よりも「家庭環境」が与える影響を中心に議論されることが分かる。

② Addition (情報の追加)

2 つ以上の例やアイデアを整理するために用いられる。

複雑な情報の中から、大まかなポイントを把握するための目印となる。

Example 1

Some of the students reacted angrily to the university's decision to raise their tuition fees because they thought that the university's explanation was unsatisfactory. **Furthermore**, research showed that 40% of the students did not know why they were being charged the extra money.

「生徒の中には、大学の説明が不十分だと考え、授業料の値上げという大学側の決定に憤慨する者もいた。さらに調査によると、40%の生徒は追加料金を請求されている理由を知らされていなかった。」

→ 大学の授業料を上げるという決断が間違っている点を2つに分けて述べている。

- ① 「大学の説明が不十分だったこと」
- ② 「40%の生徒が知らされていなかったこと」

Example 2

Sicily was one of the few places where lemons could grow, but lemon farming was limited to certain locations on the island due to the fruit's sensitivity to frost. **In addition**, the shift to large-scale lemon growing required huge financial investments to build facilities and develop irrigation systems.

(2021 年 第 1 回)

「シチリア島はレモンが生育できる数少ない場所の 1 つであったが、レモン栽培は果実が霜に弱いことから、島の特定の場所に限られていた。それに加えて、大規模なレモン栽培への転換には施設を建設したり、灌漑システムを開発したりするのに莫大な財政投資が必要だった。」

→ レモン栽培がシチリア島の特定の場所に限定されていた理由を 2 つ述べている。

- ① 「霜に弱いこと」
- ② 「大規模なレモン栽培への転換は莫大な財政投資が必要だったこと」

③ Attitude Marker (態度・スタンス)

特定の話題に対する筆者の態度が表れた言葉であり、言葉そのものに**評価(Evaluation)**が含まれている。対象についての筆者の**肯定的または否定的**な態度を読み取ることができる。

Example 1

Entrepreneurs can borrow from **innovative** new crowdfunding services...These new lending platforms can be **bright lights** in an otherwise bleak entrepreneurial picture.

「起業家たちは革新的な新しいクラウドファンディングのサービスから借り入れることができる。(…)これらの新しい融資プラットフォームは、いまだ前途多難な起業家の展望において明るい光となりうる。」

→ 'innovative'や'bright lights'から、筆者がクラウドファンディングについて肯定的な見方をしていることを間接的に表現している。

Example 2

This can be a **reasonable** response to the long-discussed issues, which could bring out a **hopeful** future to human beings.

「これは長らく議論されてきた問題に対するもっともな回答であるかもしれず、人類に希望に満ちた未来をもたらす可能性もあるのだ。」

→ 'reasonable' や 'hopeful' という表現から、筆者の肯定的な見方が分かる。

In-Class Activities 2

次の文章を読み、後のそれぞれの問題に答えなさい。

Towards a More Inclusive Film Industry

Around 1 billion people worldwide, or 15% of the global population, are thought to be living with some form of physical or mental impairment. Despite the prevalence of disability in our societies, for most of the film industry's history, this reality has been underrepresented on screen. Recent years have seen progress in terms of depicting persons with disabilities in film, as highlighted by a 2021 study that observed a three-fold increase in the portrayal of disability in film and in TV shows over the past decade. However, a sobering* reality remains, for very few of the disabled characters in these productions were actually played by actors with disabilities. It is against this backdrop that the 2021 film *CODA*, starring multiple deaf actors, offers a hopeful glimpse of the future of a more inclusive film industry.

sobering 酔いも覚めるような、ハッとするような

- (1) 上の文章で、Thesis Statementと思われる箇所に下線を引きなさい。また、そこから読み取れるパッセージ全体の Topic と Main Idea を下に日本語で記入しなさい。

Topic
Main Idea

- (2) 上の文章で、Contrast(対比)・Contradiction(逆接)の働きを持つ Discourse Marker として使われている語句を2つ選び抜き出さなさい。

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Unlike most films and TV shows released in the past century that feature physically or mentally impaired characters, *CODA* – due in large part to the efforts of the film’s director, Sian Heder – cast deaf actors for all three of its deaf characters. *CODA* (an acronym for “child of deaf adults”) tells the story of Ruby, a 17-year-old from Gloucester, Massachusetts, who is the only hearing member of her family of four. First, Heder cast Marlee Matlin, a deaf American actress, to play Ruby’s mother. Although those financing the film initially refused to cast deaf actors for the remaining deaf characters, they ultimately gave in after Matlin threatened to quit. Heder’s efforts towards inclusivity were not limited to hiring deaf actors. In fact, Heder herself learned American Sign Language while writing the film’s script, 40% of which was ultimately in ASL. What is more, Heder hired a group of ASL interpreters to facilitate smooth communication among the film’s hearing and non-hearing cast and crew members.

- (3) Heder が CODA を “inclusive” な映画にするために行ったことを流れに沿って日本語で 3 つ答えなさい。
また、そのことを示すために使われている Discourse Marker も合わせて抜き出ささい。

1 つ目

Discourse Marker
内容

2 つ目

Discourse Marker
内容

3 つ目

Discourse Marker

内容

CODA premiered on January 28, 2021, at the 2021 Sundance Film Festival, and Heder's efforts ultimately paid off; the film's distribution rights were purchased by Apple for \$25 million, which broke the record for the festival's largest sale. In addition, the film received multiple nominations at various awards ceremonies, including the prestigious Oscar for best picture at the 2022 Academy Awards. It is to be hoped that more film and TV show directors follow in Heder's footsteps in creating inclusive casts that can more realistically – and inspiringly – portray the realities experienced by those with disabilities.

(4) 筆者の意見が書かれた部分を1文で探し、日本語訳を書きなさい。

NOTES:

.....

3. Exercise

次の文章を読み、後のそれぞれの問題に答えなさい。

Japanese Emigration to Brazil

Prior to the late 19th century, one rarely encountered a Japanese in any other part of the world other than Japan. Starting in the 1860s, however, this began to change, and today, *nikkeijin* – that is, people of Japanese descent residing in a country outside of Japan – are scattered across the globe. The country with the largest Japanese expat* community is Brazil, where, as of 2018, approximately 2 million expats were reported to reside. Japanese emigration to Brazil commenced in the spring of 1908 when the *Kasato-maru*, a Japanese cargo and passenger ship, carried 600 men and 181 women from the port of Kobe to Brazil; the number of Japanese emigrants to Brazil peaked in the 1930s at 24,000. While such a mass migration from Japan may be unimaginable today, it is estimated that a total of 260,000 crossed the oceans from Japan to Brazil in search of better prospects well into the 20th century.

Most, if not all, of the earliest emigrants to Brazil went for the sole intent of earning money, planning to eventually return to Japan. For many, the reality of life in Brazil was initially a major disappointment. The first group of emigrants to Brazil were assigned to six large coffee plantations as agricultural workers. Housing without furniture and flooring, rigorous work schedules, abusive treatment by foremen, and poor coffee harvests led many to leave the plantations within a few months of arriving. Some went to São Paulo City to work as domestic servants; some found work as railroad construction workers; yet others migrated to neighboring Argentina. After a few years, however, those remaining on the coffee plantations began to see an increase in their wages as harvests improved. Over time, many managed to save enough money to leave the coffee plantations and become self-employed farmers.

Up until the late 1930s, most Japanese emigrants lived separately from Brazilians in Japanese settlements, and the majority of Japanese emigrant children received their education in locally established Japanese language schools. However, a law was passed in 1938 that not only prohibited foreign language instruction for students 14 years of age or younger in rural areas, but also required all teachers to be native Brazilians. This precipitated* the gradual assimilation of Japanese people into Brazilian society as more and more families – especially those who had decided to remain permanently in Brazil – enrolled their children in local Brazilian schools. By 1935, between 150 and 200 children of Japanese descent were enrolled in secondary schools in São Paulo City and 10 students in local universities. A fair number of *Nisei*, or second-generation Japanese, went on to achieve high positions in Brazilian society,

including Fábio Ryodi Yassuda, who was appointed Minister of Commerce and Industry in 1969, and more recently, Juniti Saito, who became commander of the Brazilian Air Force in 2007.

Today, Japanese Brazilians constitute a conspicuous portion of Brazil's demographic landscape. Their history offers a helpful model of successful cultural integration for future generations of Japanese people who wish to learn how to co-exist with others despite cultural and linguistic differences.

expat 海外居住の

precipitate 早める、促進する

(1) According to the passage, many Japanese people emigrated to Brazil because

1. they were disappointed with policy changes in Japan and wished to live in an environment where policy changes occurred less frequently.
2. they wanted to earn money, so that they could live comfortably in Brazil and occasionally visit Japan.
3. they wanted to earn money, after which they planned to eventually return to Japan.
4. they could save enough money to leave the coffee plantations and become self-employed farmers.

(2) In the second paragraph, what do we learn about the first group of Japanese emigrants to Brazil?

1. Although life on the plantations was difficult, they all persevered and eventually earned enough money to become self-employed farmers.
2. Since the reality of life in Brazil was a major disappointment, most returned to Japan soon after arriving.
3. Upon arriving in Brazil, some were assigned to plantations as agricultural workers; some as domestic servants in São Paulo City; and others as railroad construction workers.
4. The initial difficulties of life on the plantations led many to leave in search of other employment opportunities within a few months of arriving.