

2023-2

Grade

Pre-1

## 実用英語技能検定

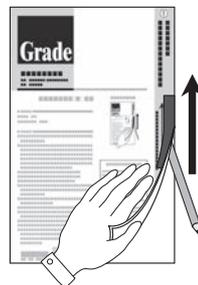
主催：公益財団法人 日本英語検定協会

後援：文部科学省

準1級

2023年10月8日(日)実施

問題冊子の開け方



### ■ 試験時間

筆記試験 (90分)

リスニングテスト (約31分)

### ■ 注意事項

1. 合図があるまでシールを破いてはいけません。ミシン目に沿って丁寧に破いてください。問題冊子が破れても交換できません。
2. 試験開始まで、この問題冊子を開いてはいけません。
3. 解答は、HBの黒鉛筆かシャープペンシルを使用して解答用紙(マークシート)に記入してください。筆記①②③・リスニングの解答欄は解答用紙のA面(表面)、筆記④の解答欄は、解答用紙のB面(裏面)にあります。解答用紙以外に記入した解答は、すべて無効となります。問題冊子にはメモをしてもかまいませんが、後で解答用紙に解答を書き写す時間はありません。
4. 問題内容に関する質問は一切受けつけません。
5. 不正行為をした場合は、答案は無効となります。
6. 他の受験者に迷惑をかける行為を禁じます。
7. リスニングテストの準備時間、およびリスニングテスト中に教室外へ出た場合は、その後教室に戻りテストを受けることはできません。
8. 携帯電話などは必ず電源を切ってカバンにしまい、絶対に使用しないでください。
9. 電子機器(ウェアラブル端末を含む)の使用を禁じます。
10. 携帯電話などの着信音・バイブ音、その他試験を妨げる音を発生させた場合は、失格とすることがあります。
11. 試験終了後、問題冊子は持ち帰ってください。
12. 採点結果等については、一切異議申し立てはできません。
13. この試験問題の複製(コピー)を禁じます。また、この試験問題の一部または全部を協会の許可なく他に伝えたり、漏えい(インターネット上に掲載することを含みます)することを禁じます。

### 英検ウェブサイト上での合否結果閲覧について

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

一次試験の合否結果閲覧は10/23(月) 12:00から開始となります。合否結果の公開時間は級別に異なります。

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

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

### 【本会場で受験の方】

合否結果閲覧には、英検IDとパスワードが必要です。

◆英検IDは本人確認票に記載されています。

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

※本人確認票は二次試験でも使用します。試験後も大切に保管してください。

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



A1-15-1059A

Grade Pre-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) Layla found the workouts in the advanced class too (            ), so she decided to change to an easier class.  
**1** subtle            **2** contrary            **3** strenuous            **4** cautious
- (2) The tax accountant asked the woman to (            ) all her financial records over the past year. He needed to see them before he could begin preparing her tax forms.  
**1** punctuate            **2** compile            **3** bleach            **4** obsess
- (3) Emilio discovered a small leak in one of the water pipes in his house. To be safe, he turned off the (            ) to stop the water until he knew exactly what the problem was.  
**1** depot            **2** canal            **3** valve            **4** panel
- (4) *A:* How long have you and Linda been (            ), Bill?  
*B:* Oh, we've known each other for at least 10 years, maybe longer.  
**1** acquainted            **2** discharged            **3** emphasized            **4** subdued
- (5) Our local community center usually has one main room, but when necessary, we can close the (            ) and create two smaller rooms.  
**1** estimation            **2** partition            **3** assumption            **4** notion
- (6) Tyler's father suggested that he get some foreign (            ) from his local bank before his vacation because changing money abroad is often more expensive.  
**1** tactic            **2** bait            **3** currency            **4** menace
- (7) Thanks to the country's (            ) natural resources, it is able to earn a great deal of money through exports such as metals, coal, and natural gas.  
**1** unjust            **2** insubstantial            **3** elastic            **4** abundant
- (8) At first, Enzo listed all six of his previous jobs on his résumé. He had to remove two of them, however, in order to (            ) the document into one page.  
**1** dispute            **2** mumble            **3** mistrust            **4** condense
- (9) In most countries, foreigners working without a proper visa are (            ) if they are discovered. However, sending them home can cost a lot of money.  
**1** mended            **2** deported            **3** perceived            **4** distributed

- (10) Tim is worried that he is spending too much time using his smartphone. He feels a strong ( ) to check his e-mail every few minutes.  
**1** suspension    **2** extension    **3** seclusion    **4** compulsion
- (11) *A:* Did you make a New Year's ( ) this year, Serena?  
*B:* Yes, I decided to start eating healthy snacks instead of sweets between meals. It's been difficult to keep away from the chocolate and candy, though.  
**1** astonishment    **2** resolution    **3** vulnerability    **4** repression
- (12) Miranda noticed that the amount of money in her savings account was ( ), so she decided to start spending less every month.  
**1** grazing    **2** dwindling    **3** browsing    **4** rebounding
- (13) The girl was scared of high places, so she ( ) her father's hand. She held it tightly as they looked out the window from the top of the tower.  
**1** harassed    **2** breached    **3** drained    **4** gripped
- (14) Akiko could not help but be ( ) when she saw her colleagues having a quiet conversation. She moved closer to them to hear what they were talking about.  
**1** obedient    **2** flexible    **3** sinful    **4** nosy
- (15) Due to the snowstorm, the climbers were unable to reach the mountain's ( ). They had to turn around just a few hundred meters from the top.  
**1** subsidy    **2** mirage    **3** summit    **4** crutch
- (16) When Jonathan started at his company, he was often ( ) all day. However, after a few months, he took on more tasks and now has little free time.  
**1** idle    **2** agile    **3** sane    **4** needy
- (17) *A:* Guess what? I've got an interview for that job as a TV announcer!  
*B:* That's great, but don't be too ( ) just yet. There'll be a lot of competition for that position.  
**1** courteous    **2** optimistic    **3** suspicious    **4** flustered
- (18) During her commute, Josie found the noise from the earphones of the train passenger next to her so ( ) that she decided to move to another seat.  
**1** bothersome    **2** compelling    **3** flattering    **4** daring

- (19) *A:* I couldn't believe how crowded this year's summer parade was.  
*B:* I know! There were so many ( ) in the streets I could barely move.  
**1** patriots      **2** spectators      **3** mimics      **4** executives
- (20) Joseph was not sure if he could afford a taxi home from work, but after checking his wallet, he found that he had ( ) money for the ride.  
**1** ample      **2** regal      **3** vain      **4** crafty
- (21) ( ) involvement has been shown to enhance student performance in school. One example is helping children with schoolwork at home.  
**1** Obsolete      **2** Numb      **3** Parental      **4** Infamous
- (22) Over the past few decades, many species have nearly been ( ) by pollution. However, recent conservation efforts are helping some of them to recover.  
**1** wiped out      **2** broken up      **3** fixed up      **4** turned down
- (23) Dave was happy when his neighbor gave him a basket of fresh vegetables, but when he got home, he realized he did not know how to ( ) cooking them.  
**1** go about      **2** pull out      **3** take in      **4** bring down
- (24) *A:* Our company allows employees to wear comfortable clothes, as long as they don't look too unprofessional.  
*B:* That's new for me. Wearing casual clothes was ( ) at my last job.  
**1** frowned upon      **2** carried on  
**3** entered into      **4** crossed off
- (25) The regional manager visited the small branch office last week and ( ) a few meetings to observe how things were going there.  
**1** went back on      **2** sat in on  
**3** spoke down to      **4** looked up to

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 Documentary Boom

In recent years, the growth of TV streaming services has created a huge new market for documentaries. The number of documentaries being made has skyrocketed, providing welcome new opportunities for filmmakers, but there are also negative aspects. One issue is that many filmmakers feel they are ( 26 ). Some documentaries have attracted huge audiences and brought tremendous financial returns, so companies that operate streaming services have become more generous with their production budgets. With so much money involved, the intense pressure often makes filmmakers feel as though they have no choice but to alter the stories they tell to give them greater commercial appeal.

This has led to concerns regarding the ( 27 ) documentaries. While documentaries used to be considered a form of investigative journalism, there has been a noticeable shift in their subject matter. As the popularity of genres such as true crime has increased, the line between factual information and entertainment has become blurred. Documentaries, which were once devoted to informing viewers and raising awareness of problems in society, are too frequently becoming sensationalist entertainment designed primarily to shock or excite viewers.

Another worrying trend for filmmakers is the rise of celebrity documentaries. In the past, filmmakers generally followed the journalistic tradition of not paying ordinary subjects of documentaries for fear that doing so would encourage people to exaggerate or tell outright lies. Famous people, such as musicians, however, are now paid millions of dollars for their stories—often because such stars are guaranteed to attract viewers. ( 28 ), noncelebrities are also starting to demand compensation, which is creating a moral dilemma for filmmakers.

- |      |                               |                              |
|------|-------------------------------|------------------------------|
| (26) | 1 still being ignored         | 2 not being paid enough      |
|      | 3 losing control over content | 4 in need of large budgets   |
| (27) | 1 way people interpret        | 2 people who appear in       |
|      | 3 growing costs of creating   | 4 decreasing social value of |
| (28) | 1 Above all                   | 2 Understandably             |
|      | 3 In contrast                 | 4 Nevertheless               |

## Anting

The field of ethology involves studying animals in their natural habitats to understand their behavior. Drawing conclusions about the reasons behind what animals do, however, is not always easy. Certain birds, for example, display a behavior called “anting.” This usually involves a bird picking up some ants with its beak and rubbing them on its feathers. ( 29 ), birds have even been observed sitting on anthills with their wings spread out and allowing ants to crawl all over their bodies. Despite extensive observation, ethologists remain unsure why birds engage in this behavior.

One popular theory is that ( 30 ). Ants naturally produce a substance called formic acid that protects them against bacteria and fungi, and which is also toxic to other insects. If this substance is rubbed onto a bird’s feathers, it could help inhibit disease and deter harmful pests. While birds commonly use ants, some have been seen picking up certain beetles and millipedes instead. The fact that these organisms also produce chemicals that keep harmful pests away provides support for this theory.

Another proposed idea is that rubbing ants on a bird’s feathers ( 31 ). In an experiment, scientists discovered that some birds were more likely to consume ants that had their formic acid removed by the scientists than ants that retained the chemical. The formic acid is stored in a sac located next to an ant’s nutrient-rich abdomen. Anting, some scientists suspect, may cause ants to release their formic acid without birds having to try to remove the sacs with their beaks—a process that could damage the area of ants that makes them such an appealing snack.

(29)

1 In other words

2 For one thing

3 Similarly

4 Consequently

(30)

1 the ants eat organisms that harm the birds

2 the behavior contributes to birds’ health

3 the behavior helps control ant populations

4 the birds are trying to attract other insects

(31)

1 helps remove damaged feathers

2 transfers nutrients to the ants

3 increases the bird’s appetite

4 prepares the ants to be eaten

*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 Development of Colleges in the United States*

Selling land is a common way to increase wealth, but for rural landowners in the United States during the nineteenth century, this was not always easy. Rural populations at the time were small, so landowners needed ways to attract buyers. One method was to keep prices low, but landowners also turned to another strategy: building colleges. Doing this made the land in their area more desirable, as colleges were centers of culture and learning. Colleges were built at an incredibly rapid pace, and by 1880, there were five times more colleges in the United States than there were in Europe.

With the exception of a few older, elite institutions, most US colleges only had a small number of students and instructors. Rather than being scholars, the faculty members were often religious men representing the different branches of Christianity that existed in the United States at the time. Administrators knew this would help to attract students from those religious organizations. Gaining admission to colleges was generally not difficult as long as students could pay the tuition, which, as a result of fierce competition to recruit students, was kept low. Unfortunately, low student numbers meant that many colleges were forced to close down, and those that survived could only continue operating through constant fundraising.

Demand for higher education, however, continued to increase along with the US population in the twentieth century. As the remaining colleges had well-established infrastructures, including land, buildings, and libraries, they were in a good position to accommodate this demand. Furthermore, they generally offered high-quality education and good sports and leisure facilities because one way they had survived was by being sensitive to students' needs. Another way the colleges ensured their futures was by maintaining close ties with their graduates, from whom they would receive generous donations. All of these factors have helped the US college system to transform itself into one of the most successful in the world.

(32) Why were so many colleges built in the United States in the nineteenth century?

- 1 Increasing levels of wealth in rural areas led to more families wanting their children to receive a college education.
- 2 Wealthy landowners built colleges as a way to improve their public image and ensure that they would be remembered after their death.
- 3 Europeans living in the United States wanted colleges that would provide the same level of education that was available in their home countries.
- 4 Building colleges was a way for people who owned land in rural areas to increase the value of their land and attract more buyers.

(33) What is true regarding many faculty members at US colleges in the nineteenth century?

- 1 They quit after a short time because of the poor conditions they were forced to work under.
- 2 Their salaries were usually paid by religious organizations rather than by the colleges themselves.
- 3 There was a high degree of competition among them to gain the best positions at the colleges.
- 4 Their religious backgrounds tended to be an effective way to get students to enroll at their colleges.

(34) One reason US colleges succeeded in the twentieth century was that they

- 1 formed partnerships with local sports teams to increase the quality of their physical education programs.
- 2 were able to increase their financial security by creating lasting relationships with their former students.
- 3 decreased the competition with other colleges by focusing on recruiting students mostly from their local areas.
- 4 kept their costs down by using facilities already available in the community instead of building their own.

## *Machine or Human?*

In 2004, NASA's exploration rover Opportunity landed on Mars. The golf-cart-sized rover, which was nicknamed "Oppy," was sent to survey the planet and capture images of its surface. Oppy's mission was supposed to last 90 days, but the rover continued to beam pictures and data back to Earth for the next 15 years. During that time, it captured the public's imagination. In fact, people became so attached to Oppy that when it ceased to function, they sent messages of condolence over social media similar to those intended for a deceased person.

The act of giving human traits to nonhuman things, which is known as anthropomorphism, is something humans do naturally, even at a young age. It is not unusual, for example, for people of all ages to form emotional attachments to objects such as toys, cars, and homes. Even the engineers, who frequently referred to Oppy as "she" or thought of it as a child, were not immune to this tendency. One effect of projecting human qualities onto a nonliving object seems to be that this makes people feel protective of it and brings out concern for its well-being. NASA appears to have utilized this phenomenon to its advantage by deliberately making Oppy seem more human, designing it with eyelike camera lenses in a headlike structure that extended from its body. Prior to the Opportunity mission, well-publicized failures had weakened public confidence in NASA, and the agency's funding had been reduced. It has been suggested that giving Oppy human characteristics was an effective strategy to win over the public and perhaps even attract additional funding for NASA's mission.

While thinking of Oppy as a human may seem harmless, there can be unfortunate consequences to anthropomorphizing objects. Assuming AI works in the same way as the human brain, for example, may lead to unrealistic expectations of its capabilities, causing it to be used in situations where it is unable to provide significant benefits. Anthropomorphism can also make people apprehensive of nightmare scenarios, such as AI and machines rising up in rebellion against humans. This idea of machines as a threat arises from the misunderstanding that they reason in the same way as humans do. It appears, however, that people cannot help themselves from anthropomorphizing. As journalist Scott Simon writes, "if you spend a lot of time with a mechanism—talk to it, wait to hear from it and worry about it—even scientists begin to see personality in machinery."

(35) What do we learn about people's reactions to Oppy?

- 1 People immediately supported Oppy because they were interested in any new discoveries about Mars.
- 2 People found it difficult to relate to Oppy because little effort had been made to inform them about the significance of its mission.
- 3 People soon lost interest in Oppy's mission because the information Oppy sent back to Earth was too technical for nonscientists to understand.
- 4 People felt such an emotional connection to Oppy that they expressed sympathy for it when it stopped operating.

(36) According to the second paragraph, it seems likely that making Oppy appear more human was

- 1 a strategy designed to increase overall support for NASA's activities and to help it receive more money.
- 2 based on experiments in which children showed an increased interest in robots that looked like humans.
- 3 done because psychologists suggested that the strategy would make the engineers work harder to complete it on time.
- 4 the result of government pressure on NASA to make its designs more likely to be used in toys.

(37) According to the passage, what is a potential problem with anthropomorphism?

- 1 It can make people rely on machines to perform tasks that would be cheaper for humans to do themselves.
- 2 It can make people mistakenly assume that AI and machines do not need any guidance to perform tasks correctly.
- 3 The belief that AI and machines act in a similar way to humans can cause people to misunderstand what they are able to do.
- 4 The relationships scientists form with AI can cause them to prioritize its development over the needs of humans.

## *The Marian Reforms*

Around the end of the second century BC, the Roman Republic faced the threat of an invasion by tribal peoples from Western Europe and experienced a series of humiliating defeats in Africa. Realizing that the Roman army was no longer able to meet the needs of the rapidly expanding republic, the Roman leader Gaius Marius set about implementing sweeping reforms. These became known as the Marian reforms, and they transformed the Roman army into a nearly unstoppable military machine that was arguably the most effective fighting force in ancient times. Traditionally, enlistment of soldiers into the Roman army had been on a temporary basis, which necessitated constant recruitment and inevitably led to new recruits often having no previous fighting experience. Furthermore, property ownership was required for entry into the army, and increasing poverty within the Roman Republic severely reduced the pool of potential recruits who could meet this requirement.

The Marian reforms consisted of several measures, including the removal of both property requirements and the need for recruits to prepare their own weapons and armor. This allowed even the poorest citizens to enlist and led to better-equipped soldiers because the army could standardize and improve the weapons and armor used. Soldiers in the army became known as “legionaries,” and they were trained in military strategy. Perhaps most importantly, the reforms provided a crucial incentive for enlistment—any soldier who served for 16 years was compensated with a plot of farmland and full Roman citizenship. The rapid expansion of the Roman Republic meant there were many noncitizen inhabitants who lived in poverty and for whom an opportunity to escape their situation was hugely appealing.

The Roman army’s better-trained and more highly motivated soldiers led to it achieving significant military triumphs that contributed to Rome’s expansion. The land that former legionaries received was generally in newly conquered provinces, so these veterans were instrumental in spreading Roman culture. Their presence also made it easier to overcome local resistance to Roman rule and facilitated the process of integration into the Roman Republic. The mere presence of the veterans brought greater security to new territories, since they could assist in preventing rebellions and resisting invasions.

While the Marian reforms greatly improved the Roman army, they also had an unexpected impact on Roman society that eventually led to the downfall of the republic. When the army was composed mostly of wealthy citizens enlisted on an as-needed basis, it had little influence on Roman politics. Following the Marian reforms, however, legionaries in the army became highly disciplined and developed an intense loyalty to their generals. In consequence, generals found it difficult to resist the temptation to use the forces under their command to gain political influence for themselves rather than to ensure the protection and expansion of the Roman Republic. This resulted in civil wars, and eventually, Julius Caesar successfully used the army to overthrow the elected government and declare himself the Roman leader. This marked the end of the relatively democratic Roman Republic and paved the way for the creation of a dictatorship ruled by all-powerful emperors.

(38)

What was one reason for the Marian reforms?

- 1 Financial problems within the Roman Republic meant a Roman leader had no choice but to reduce funding for the military.
- 2 As the number of soldiers in the army increased, it became more difficult to transport them to Western Europe and Africa to defend the Roman Republic.
- 3 Complaints arose among soldiers because they were forced to stay in the army for many years and received low pay for their service.
- 4 A Roman leader was concerned that the army did not have the manpower or skills required to allow the Roman Republic to achieve its military goals.

(39)

What was an important change that occurred because of the Marian reforms?

- 1 A rule was introduced stating that only Roman citizens could join the Roman army, leading to more people trying to get Roman citizenship.
- 2 Serving in the Roman army became more attractive because it was a way for people living in the Roman Republic to improve their lives.
- 3 The Roman army struggled to find enough recruits because it would only accept men who already had military experience.
- 4 The number of years that soldiers were required to spend in the Roman army was reduced, which lowered the average age of soldiers.

(40)

According to the third paragraph, after the Roman army took over new territories,

- 1 the number of soldiers sent to those areas would be greatly increased to allow the army to attack neighboring regions and continue the expansion of the Roman Republic.
- 2 local people were invited to Rome's capital to learn the Roman language and culture so that they could quickly become accustomed to Roman society.
- 3 ex-soldiers were given land there, which made it much easier to control the local people and ensure that the areas could be defended from various threats.
- 4 the areas were often lost again quite quickly because it was impossible for the army to prevent the many rebellions that occurred.

(41)

What effect did the Marian reforms have on Roman society?

- 1 The army was used as a political tool, creating a system in which a Roman leader gained his position by military power rather than by being chosen by the people.
- 2 The wealth and social standing of people who refused to serve in the army decreased, while former legionaries often obtained high government positions.
- 3 The Roman army became so large that the cost of maintaining it became a major cause of the fall of the Roman Republic.
- 4 The lack of discipline among the legionaries led to tension between Roman citizens and the army, which eventually resulted in civil wars.

# 4

## English Composition

- Write an essay on the given TOPIC.
- Use TWO of the POINTS below to support your answer.
- Structure: introduction, main body, and conclusion
- Suggested length: 120–150 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 companies be required to produce goods that are easy to recycle?*

### POINTS

- *Company profits*
- *Customer demand*
- *Pollution*
- *Product quality*

MEMO

# Listening Test

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

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

※ Listen carefully to the instructions.

## Part 1

- No. 1*
- 1 He cannot find his e-reader.
  - 2 He does not want to buy e-books.
  - 3 He has broken his e-reader.
  - 4 He finds it hard to download e-books.
- No. 2*
- 1 Take private yoga classes.
  - 2 Find a different activity.
  - 3 Continue with his current class.
  - 4 Join another yoga group.
- No. 3*
- 1 She has some new ideas for the division.
  - 2 She knows little about publishing.
  - 3 She was an excellent student.
  - 4 She wants to increase staff salaries.
- No. 4*
- 1 She wants to help a family in need.
  - 2 They no longer fit her well.
  - 3 There is an event at her school.
  - 4 She does not have storage space for them.

- No. 5**
- 1** It will help reduce his workload.
  - 2** It will mean more work with independent agents.
  - 3** It will make his company more successful.
  - 4** It will lead to many staff being fired.
- No. 6**
- 1** They will become less expensive in the future.
  - 2** They would not save the couple money.
  - 3** They need to be replaced after a few years.
  - 4** They do not have many environmental benefits.
- No. 7**
- 1** Miki has not completed her translation work.
  - 2** The deadline is likely to change.
  - 3** The client has made a number of mistakes.
  - 4** Miki often does not work carefully enough.
- No. 8**
- 1** He found many online complaints.
  - 2** The cost of the cruise has increased.
  - 3** He cannot get time off from work.
  - 4** He is unable to book another cruise.

## *Listening Test*

- No. 9**
- 1** It has a lot of unique characters.
  - 2** The show's writing has improved greatly.
  - 3** The plot was hard to predict.
  - 4** It may not be renewed for another season.

- No. 10**
- 1** He is busier than Yasuhiro.
  - 2** He does not get along with Genevieve.
  - 3** He often makes poor decisions.
  - 4** He may not have enough experience.

- No. 11**
- 1** Her lectures tend to be long.
  - 2** She gives too much homework.
  - 3** Her political views are extreme.
  - 4** She does not grade fairly.

- No. 12**
- 1** Search for solutions online.
  - 2** Get help from a professional.
  - 3** Ask their neighbors for advice.
  - 4** Move to a quieter neighborhood.

## Part 2

- (A) No. 13
- 1 To improve the quality of their crops.
  - 2 To give thanks for the food they grew.
  - 3 To pray they could leave the desert.
  - 4 To celebrate their time in Egypt.

- No. 14
- 1 They have desert images on the walls.
  - 2 They are covered to keep them cool.
  - 3 Meals must be cooked in them.
  - 4 People can see the sky from inside them.

- 
- (B) No. 15
- 1 Vultures help stop them from affecting humans.
  - 2 Vultures often spread them to other animals.
  - 3 They can be deadly to vultures.
  - 4 They survive in vultures' stomachs.

- No. 16
- 1 Vultures' feeding habits help to reduce its effects.
  - 2 It has increased vulture populations worldwide.
  - 3 Vultures' food sources have changed because of it.
  - 4 It has forced vultures to find new habitats.

## *Listening Test*

- (C)**    **No. 17**
- 1** Workers often think they do not deserve praise.
  - 2** Random praise can improve performance.
  - 3** Too much praise can hurt performance.
  - 4** Most bosses do not give enough praise.

- No. 18**
- 1** They tend to react negatively to praise.
  - 2** They worry too much about their work.
  - 3** They may benefit from having a growth mindset.
  - 4** They affect the mindsets of workers around them.

- 
- (D)**    **No. 19**
- 1** They believed an invasion would not happen.
  - 2** They worried that the art would be destroyed.
  - 3** They thought Canada was likely to be invaded.
  - 4** They feared Germans would be able to steal the art.

- No. 20**
- 1** The importance of art during wartime.
  - 2** A way to create larger mines.
  - 3** The effects of low temperatures on paintings.
  - 4** Ways of keeping art in good condition.

- (E)**    **No. 21**    **1** To help warn about an attack.  
**2** To check the location of British soldiers.  
**3** To gather supplies for American troops.  
**4** To lead her father away from danger.
- No. 22**    **1** There is evidence a different woman rode that night.  
**2** There are no records of an attack by the British army.  
**3** It was not officially documented.  
**4** A history book claims it did not happen.
- 
- (F)**    **No. 23**    **1** They had to relocate to more-populated areas.  
**2** They had to close due to unhappy customers.  
**3** They were not receiving enough snow.  
**4** They were opposed to using artificial snow.
- No. 24**    **1** The use of artificial snow has hurt its business.  
**2** It makes use of the wind to help it operate.  
**3** It provides snow to other ski resorts in its local area.  
**4** Its slopes are at unusually high altitudes.

*Listening Test*

**Part 3**

**(G)** No. 25

**Situation:** You are staying at a hotel. It is 6:30 p.m. now, and you want to have dinner at a nearby restaurant around 7:00 p.m. The concierge tells you the following.

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

- 1 Kingsley's.
- 2 Shrimp Lover.
- 3 Randy's.
- 4 Boca.

**(H)** No. 26

**Situation:** You have decided to sell half of your collection of 500 music CDs. You call a shop that buys and sells used CDs and hear the following recorded message.

**Question:** What should you do?

- 1 Start the sales procedure online.
- 2 Begin packing your CDs into boxes.
- 3 Download a form from the website.
- 4 Make an appointment for an assessment.

**(I) No. 27** *Situation:* You are a college student. You want to learn about ancient Greeks and Romans and do not like group work. You are listening to an academic adviser's explanation.

*Question:* Which class should you take?

- 1 History 103.
- 2 Philosophy 105.
- 3 History 202.
- 4 Latin 102.

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**(J) No. 28** *Situation:* The tablet computer you bought for your daughter two weeks ago has broken. It has a one-year warranty. You call the product manufacturer and hear the following recorded message.

*Question:* What should you do?

- 1 Press 1.
- 2 Press 2.
- 3 Press 3.
- 4 Press 4.

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**(K) No. 29** *Situation:* You and your seven-year-old son are at a science museum. You want to take a tour. You must leave the museum in 45 minutes. You hear the following announcement.

*Question:* Which tour should you choose?

- 1 *Spark of Genius.*
- 2 *The Age of Dinos.*
- 3 *Deep into the Sea.*
- 4 *Museum after Dark.*

■一次試験の結果について■

1) 英検ウェブサイトでの解答速報 (<https://www.eiken.or.jp>) 10月9日 13:00以降

2) 結果通知方法

◆個人申込の場合

一次個人成績表に合否結果を記載して、10月31日までに送付します（合格の場合は、一次個人成績表の右上部分が二次受験票になります）。未着の場合は10月31日以降に英検サービスセンター03(3266)8311（平日9:30～17:00）までお問い合わせください（お問い合わせの際には個人番号もお知らせください）。

◆団体申込の場合

一次個人成績表は10月31日までに申込責任者あてに送付します（個人あてには送付しません）。

11月1日までに二次受験票を受け取っていない場合は、申込責任者へお問い合わせください。

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

1) 試験日 A日程：11月5日(日) C日程：11月23日(木・祝)

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

2) 受験地（希望の受験地を選べます）

- ・下記の二次試験受験地番号表をみて、希望の受験地番号を解答用紙（準会場で受験している場合は志願票）の所定欄に記入・マークしてください。

■二次試験受験地番号表■ ※東京・大阪・奈良・徳島は下記、島部・海外は右記参照 ※受験地は周辺エリアを含む

|           |           |           |          |           |          |           |           |          |           |
|-----------|-----------|-----------|----------|-----------|----------|-----------|-----------|----------|-----------|
| 北海道       | 大館 1202   | 竜ヶ崎 2102  | 本庄 2410  | 佐渡 4104   | 三島 5102  | 福知山 6202  | 福山 7402   | 北九州 9102 | 都城 9603   |
| 札幌 0101   | 横手 1203   | 日立 2103   | 千葉 2501  | 加茂 4105   | 浜松 5103  | 大阪 ⑥      | 三次 7403   | 久留米 9103 | 鹿児島 9701  |
| 函館 0102   | 盛岡 1301   | つくば市 2104 | 鎌子 2502  | 柏崎 4106   | 掛川 5104  | 奈良 ⑦      | 北広島 7404  | 大牟田 9104 | 薩摩川内 9702 |
| 旭川 0103   | 一関 1302   | 常総 2105   | 館山 2503  | 南魚沼 4107  | 富士 5105  | 和歌山 6501  | 紀伊田辺 6502 | 呉 7405   | 飯塚 9105   |
| 帯広 0104   | 釜石 1303   | 鹿嶋 2106   | 市川 2504  | 富山 4201   | 名古屋 5201 | 紀伊田辺 6502 | 新宮 6503   | 山口 7501  | 伊万里 9201  |
| 釧路 0105   | 花巻 1304   | 取手 2107   | 習志野 2504 | 高岡 4202   | 豊橋 5202  | 新宮 6503   | 神戸 6601   | 周南 7502  | 唐津 9203   |
| 名寄 0106   | 山形 1401   | 宇都宮 2201  | 松戸 2505  | 金沢 4301   | 岡崎 5203  | 神戸 6601   | 周南 7502   | 唐津 9203  | 沖永良部 9706 |
| 室蘭 0107   | 鶴岡 1402   | 足利 2202   | 木更津 2506 | 七尾 4302   | 春日井 5209 | 姫路 6603   | 下関 7503   | 鳥栖 9204  | 指宿 9707   |
| 網走 0108   | 米沢 1403   | 小山 2203   | 成田 2507  | 小松 4303   | 岐阜 5301  | 加古川 6605  | 岩国 7504   | 長崎 9301  | 本島南部 9801 |
| 苫小牧 0109  | 新庄 1404   | 前橋 2301   | 船橋 2509  | 福井 4401   | 各務原 5301 | 尼崎 6606   | 萩 7505    | 佐世保 9302 | 本島中部 9802 |
| 小樽 0110   | 酒田 1405   | 沼田 2302   | 横濱市 2601 | 小浜 4402   | 高山 5302  | 豊岡 6608   | 宇部 7506   | 諫早 9304  | 本島北部 9803 |
| 北見 0111   | 仙台 1501   | 高崎 2303   | 横須賀 2606 | 甲府 4501   | 多治見 5303 | 淡路島 6609  | 四国 8101   | 大分 9401  | 八重山 9804  |
| 稚内 0112   | 石巻 1502   | 桐生 2304   | 逗子 2606  | 大月 4502   | 大垣 5304  | 中国 8101   | 高松 8101   | 竹田 9402  | 宮古 9805   |
| 滝川 0113   | 大崎 1503   | 太田 2305   | 川崎 2607  | 富士吉田 4503 | 津 5401   | 鳥取 7101   | 善通寺 8102  | 日田 9403  |           |
| 留萌 0114   | 気仙沼 1504  | さいたま 2401 | 藤沢 2608  | 長野 4601   | 四日市 5402 | 米子 7102   | 徳島 ⑧      | 中津 9404  |           |
| 岩見沢 0116  | 福島 1601   | 川越 2402   | 厚木 2609  | 松本 4602   | 伊勢 5403  | 松江 7201   | 松山 8301   | 佐伯 9405  |           |
| 青森 1101   | 郡山 1602   | 深谷 2404   | 小田原 2610 | 伊那 4603   | 伊賀 5404  | 浜田 7202   | 新居浜 8302  | 熊本 9501  |           |
| 八戸 1102   | 会津若松 1603 | 所沢 2405   | 東京 ⑨     | 上田 4604   | 近畿 5404  | 出雲 7203   | 宇和島 8303  | 八代 9502  |           |
| 五所川原 1103 | いわき 1604  | 春日部 2406  | 甲信越・北陸   | 飯田 4605   | 大津 6101  | 岡山 7301   | 高知 8401   | 天草 9503  |           |
| 弘前 1104   | 白河 1605   | 草加 2407   | 新潟 4101  | 諏訪 4606   | 近江 6103  | 津山 7302   | 四万十 8402  | 人吉 9504  |           |
| 秋田 1201   | 水戸 2101   | 志木 2409   | 上越 4103  | 静岡 5101   | 京都 6201  | 広島 7401   | 福岡 9101   | 延岡 9602  |           |

|   |
|---|
| 島部・海外                                     |
| 北海道                                       |
| 北海道島部 0199                                |
| 東京  |
| 東京都島部 3199                                |
| 中国  |
| 島根県島部 7299                                |
| 九州・沖縄                                     |
| 長崎県島部 9399                                |
| 鹿児島県島部 9799                               |
| 沖縄県島部 9899                                |
| ※離島地区は、団体申込書に島部受験地番号がプリントされている団体のみ。個人は不可。 |
| 海外準会場                                     |
| 海外特別会場 9901                               |
| 海外本会場                                     |
| ロンドン 9902                                 |
| ニューヨーク 9903                               |
| ロサンゼルス 9904                               |
| ホノルル 9905                                 |

⑨東京  
千代田区・中央区・台東区・足立区・荒川区・江東区およびその周辺…………… 3101  
新宿区・中野区・杉並区・豊島区・北区・板橋区およびその周辺…………… 3102  
世田谷区・渋谷区・目黒区・大田区・品川区およびその周辺…………… 3104  
武蔵野市・三鷹市・立川市・国分寺市およびその周辺…………… 3105  
八王子市・町田市およびその周辺…………… 3106

⑩大阪  
梅田周辺、阪急京都線・千里線・北大阪急行線沿線…………… 6301  
天王寺周辺、近鉄奈良線・大阪線沿線…………… 6302  
京橋周辺、京阪本線沿線…………… 6303  
堺市周辺…………… 6304

⑪奈良  
奈良市および周辺市町…………… 6401  
⑫徳島  
徳島市および周辺市町…………… 8201

※申込状況により、近隣受験地の会場へ変更させていただくことがあります。  
※2023年度第2回より、一部の受験地を変更しております。