

2026-1

Grade

1

ライティングテストの出題は2題です。
忘れずに、2つの問題に解答してください。

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

F 日程 2026年5月31日(日) 実施

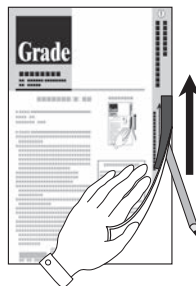
■ 試験時間

リーディング・ライティングテスト (100分)
リスニングテスト (約38分)

■ 注意事項

1. 合図があるまでシールを破いてはいけません。ミシン目に沿って丁寧に破いてください。問題冊子が破れても交換できません。
2. 試験開始まで、この問題冊子を開いてはいけません。
3. 解答は、HBの黒鉛筆かシャープペンシルを使用して解答用紙(マークシート)に記入してください。リーディング・ライティング[4]・リスニングの解答欄は解答用紙のA面(表面)、ライティング[5]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



英検ウェブサイト上での合否結果閲覧について

一次試験の合否結果閲覧は6/22(月) 11:00から開始となります。(公開開始時間は級別に異なります。)

なお、合否結果の閲覧には「生涯学習アカウント」が必要です。公開当日は閲覧サイトが混雑するため、事前登録をおすすめいたします。※既にお持ちの方は事前登録不要です。

詳細は英検ウェブサイトからご確認ください。

<https://www.eiken.or.jp/eiken/result/lifelong-learner/>



【本会場で受験の方】

合否結果閲覧には、生涯学習アカウントと英検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、申込完了メールにも記載されています。

※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。

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) When the mayor was asked about his tax plans, he (). As a result, no one was sure what his policy really was.
1 consolidated **2** equivocated **3** alleviated **4** emanated
- (2) The general decided to send more troops to the border to () the army's defenses. He hoped the show of strength would prevent further attacks.
1 mutter **2** bolster **3** lament **4** spar
- (3) After a long discussion, the board members were unable to reach an agreement. It was therefore decided to () the decision until the next meeting.
1 defer **2** elucidate **3** solicit **4** dissipate
- (4) Throughout history, sending () to other countries has always been crucial for negotiating trade deals and improving relations.
1 torments **2** buskers **3** vestiges **4** envoys
- (5) As the () in the election race, Mayor Davenport has a big advantage over her opponent, who has never held political office before.
1 stooge **2** extraterrestrial
3 incumbent **4** pilgrim
- (6) It was raining when Rafael woke up on the morning of his English exam, but the weather soon became sunny. He considered this an () start to the day.
1 inherent **2** eccentric **3** auspicious **4** ornate
- (7) After she was told that she would be punished for taking her brother's toys away from him, the little girl was (). She apologized and promised not to do it again.
1 pertinent **2** contrite **3** dubious **4** lucrative
- (8) So many bombs were dropped on the city during the war that nearly half of it was (). It took years to rebuild the numerous buildings that had been destroyed.
1 obliterated **2** concocted **3** acclimated **4** deduced

- (9) The woman was a () supporter of the mayor and continued to vote for him despite the scandals that surrounded him.
 1 queasy 2 staunch 3 porous 4 scruffy
- (10) Although Pedro's English listening skills are not great, he is generally able to get the () of a conversation if people speak slowly.
 1 ditch 2 gist 3 omen 4 loot
- (11) The refusal of democratic nations worldwide to trade with the country had led it to suffer from a () of medicines and other essential goods.
 1 sentiment 2 coup 3 dearth 4 ward
- (12) At first, Steve thought the translation job would be easy, but it actually () a great deal of time-consuming work, such as fact-checking.
 1 entailed 2 placated 3 mulled 4 averted
- (13) The () of different cultures in the city has made it a fascinating place to live, with a wide variety of cultural events and restaurants to enjoy.
 1 alacrity 2 prevarication 3 convergence 4 nostalgia
- (14) A: Did you get your son to eat his vegetables?
 B: Yes, I () him into it by promising to give him some dessert afterward.
 1 flouted 2 deified 3 fermented 4 coaxed
- (15) The party became so () that a neighbor called the police to complain about the noise.
 1 pungent 2 ambivalent 3 lustrous 4 boisterous
- (16) The () problem of traffic congestion in the city has gotten worse in recent months. The mayor is under pressure to find a solution.
 1 disheveled 2 incisive 3 suave 4 perennial

- (17) The president granted () to the prisoners who had committed nonviolent crimes. He felt that they deserved a second chance.
1 clemency 2 solvency 3 tenure 4 censure
- (18) The crowd at the soccer match began to get (), so the police were called to get the violent fans to calm down.
1 unruly 2 stolid 3 lackluster 4 nebulous
- (19) The boy could not () any of the characters in the novel, so he found it difficult to enjoy reading it.
1 identify with 2 reel in 3 polish off 4 black out
- (20) The writer is known for his ability to () one book after another. He often publishes as many as three books in a single year.
1 turn up 2 grow on 3 build in 4 churn out
- (21) The mechanic warned the car's owner not to () the engine. He said that untrained people trying to repair engines often caused more damage than good.
1 tamper with 2 ease off 3 trump up 4 branch out
- (22) Although she was nervous, Mary decided to () her courage and ask her boss for a pay raise.
1 dole out 2 clam up 3 mete out 4 pluck up

Read each passage and choose the best word or phrase from among the four choices for each blank. Then, on your answer sheet, find the number of the question and mark your answer.

Jacopo Ligozzi

In the late sixteenth century, the Italian artist Jacopo Ligozzi (23) through the illustrations he produced as a draftsman for the noble court in Florence. Earlier depictions of elements from the natural world that had been created throughout the fifteenth and sixteenth centuries, including animals and plants—particularly those Europeans had encountered in the Americas through colonial exploits and brought home—were generally allegorical or mythological representations. Ligozzi’s work marked a shift in the portrayal of such elements. As the Scientific Revolution began to take hold throughout Europe, Ligozzi’s art was meant to capture newly encountered species in their true form rather than inspire wonder through unrealistic or exaggerated images.

This is not to say, however, that every aspect of Ligozzi’s illustrations was (24). For example, while his well-known drawing of a macaw—a type of parrot—portrays the bird with groundbreaking precision and detail, it is framed by an empty white space. This symbolized a trend that was becoming prominent as scientific methods were increasingly adopted—the desire to isolate and study nature objectively outside of the context in which the animal or plant naturally existed. In the case of the macaw, the lacking context would have been the bird’s Amazon rainforest habitat; Ligozzi uses white space instead of depicting the bird’s real-world environment.

It has been argued that Ligozzi’s depictions of plants and animals (25). Of course, placing the subject within a field of white, devoid of context, allows for empirical objectivity; the macaw, for instance, becomes not only a work of art to be appreciated aesthetically but also a natural subject that has been “collected” and can be examined by the viewer. However, according to some scholars, this method of presenting the bird in isolation, surrounded by a vacant white expanse, can also be seen as a way of exercising domination and control over it. In this way, Ligozzi’s illustrations of natural subjects were perhaps similar to the collections of objects from the Americas possessed by many wealthy Florentines—collections that were meant, in part, to endow the collector with a sense of control over the world.

- (23) 1 inspired expeditions to the Americas
 2 caused controversy among the nobility
 3 offered an interpretation of mythology
 4 helped inject authenticity into art
- (24) 1 appreciated by the public 2 characterized by realism
 3 lacking in variety or color 4 grounded in traditional techniques
- (25) 1 were not highly valued in his time
 2 showed his lack of scientific knowledge
 3 contributed to the organisms’ survival
 4 were also an expression of power

Ant Agriculture

The asteroid that collided with Earth sixty-six million years ago sent huge amounts of dust particles into the atmosphere, blocking out sunlight and triggering an “impact winter” that rendered around three-quarters of all living organisms incapable of survival. Researchers recently found that, around this time, some ants began to domesticate fungi as a food source. The researchers say (26). Unlike many other life-forms, fungi do not rely on sunlight for energy; instead, they rely on decomposing organic matter for sustenance, so they would have fared well in the apocalyptic conditions that followed the asteroid impact. Ants, however, would have struggled to forage for their food amid such conditions. Cultivating widely available fungi for consumption would have been an effective solution.

Today, scientists recognize more than two hundred fungi-farming ant species, including many species of leaf-cutter ants. These insects cut leaf fragments from plants and transport them back to their underground nests, where they use them as a substrate for cultivating gardens of fungi that serve as the ants’ staple food. Their agricultural system is sophisticated and involves precise divisions of labor. Notably, some species (27) the fungi they cultivate. Early in their evolution, these ants practiced agriculture that focused on protecting the fungi and helping them thrive in the wild. Around thirty million years ago, however, Earth’s climate became cooler and drier, and some fungi species, which require heat and humidity to thrive, became entirely dependent upon the cultivated environment of the ants’ farms for survival.

Researchers note that leaf-cutter species succeed in farming sustainably, without decimating the plants they use to feed their fungi crops. They also use pesticides to keep their farms safe from pests—a major threat to both human and ant agriculture. In this respect, the ants (28). The chemical pesticides used by people can be tremendously effective in reducing crop loss by pests, but the pests are quick to evolve resistance to the chemicals, resulting in an uphill battle. Ants, however, harbor antibiotic-producing bacteria that can evolve along with the pests. These natural pesticides ensure the ants maintain the upper hand over organisms that could harm their crops.

- (26) **1** this mainly benefited other insects
 2 the timing was not a coincidence
 3 this was dangerous for the ants
 4 the disaster killed off most fungi species
- (27) **1** are vulnerable to harm from **2** often have trouble recognizing
 3 must travel long distances to find **4** have completely domesticated
- (28) **1** have outperformed humans **2** are damaging the environment
 3 are difficult to study **4** have become pests themselves

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.

Déjà Vu

The term *déjà vu*—which literally means “already seen” in French and was likely coined in the 1870s—was used by the French psychologist François-Léon Arnaud to describe a condition suffered by one of his patients. The patient was convinced that every experience he had was an exact reenactment of a past one. For example, Arnaud documented that when he first encountered the patient, the patient insisted their meeting had occurred previously and under identical circumstances. Today, scientists’ understanding of the phenomenon that Arnaud termed “*déjà vu*” has progressed; it is acknowledged to consist not only of the feeling that an experience is familiar but also of the recognition that the feeling is misplaced. In other words, the person experiencing the phenomenon is conflicted between the feeling and the knowledge that it is not correct.

Researchers in the late 1800s observed an apparent link between *déjà vu* and seizures, which led to the hypothesis that it is caused by disruptions in brain function. Further advances came in the early twentieth century through experiments conducted by the neuroscientist Wilder Penfield, in which he successfully reproduced feelings of familiarity in patients by stimulating certain areas of their brains. More recent studies have pinpointed a few specific areas of the brain responsible for *déjà vu*, including the hippocampus, which is involved in the storage and retrieval of memories. While the precise cause of *déjà vu* is still unknown, many neuroscientists agree that, contrary to what it may seem, the phenomenon is evidence that the brain is attempting to correct memories that are inaccurate—a sign that the brain is functioning properly. In 2016, researchers in Scotland performed a study in which they used functional magnetic resonance imaging (fMRI) to determine where brain activity occurred during episodes of *déjà vu*. They found activity in the medial prefrontal cortex, where the brain cross-checks memories against actual experiences. Scientists say errors in memory are natural and occur frequently, which is no surprise considering the vast neural complexities crucial for memory formation and retrieval. This could help to explain why around two-thirds of people experience *déjà vu* at some point in their lives. It could also shed light on why younger people tend to experience *déjà vu* more frequently, as the brain becomes less adept at fact-checking with age.

One possible trigger of *déjà vu* has been described in the Gestalt familiarity hypothesis. This postulates that the layout of a space and the way items are arranged within it can cause *déjà vu* if a person has previously been in a similarly arranged space but cannot consciously recall that space. In one 2012 study, researchers investigating this theory had participants navigate various virtual spaces using virtual-reality headsets. The study found participants were more likely to experience *déjà vu* when navigating scenes with layouts that resembled previous scenes they had been placed in but could no longer recall. The researchers emphasize that more research is needed to determine other possible triggers of the *déjà vu* phenomenon.

(29) Based on the information in the first paragraph, what can be inferred about François-Léon Arnaud's patient?

- 1 Although he had met Arnaud before Arnaud began treating him as a patient, he would have been unable to recall their first meeting.
- 2 He frequently had trouble recalling his past experiences, which led Arnaud to determine that he was not experiencing déjà vu.
- 3 He was not experiencing déjà vu as it is understood today, as he lacked one of the key criteria that defines it.
- 4 The fact that he only seemed to experience déjà vu in a few specific circumstances indicates he was likely lying about his condition.

(30) What is true about the 2016 study?

- 1 It suggests that young people are more likely to report experiencing déjà vu because a certain area of their brain has not fully developed.
- 2 It demonstrates that episodes of déjà vu tend to become more intense as people experience more of them.
- 3 It shows that déjà vu is likely the result of the brain's inability to classify many memory errors.
- 4 It supports the idea that experiencing déjà vu indicates a person's brain is functioning in a healthy manner.

(31) The 2012 study supported the Gestalt familiarity hypothesis by showing that participants

- 1 experienced déjà vu more often when encountering spatial layouts that seemed familiar but which they could not recall.
- 2 were more likely to experience déjà vu in unfamiliar environments without any connections to spaces they had previously seen.
- 3 had as much difficulty navigating familiar spaces as they had navigating spaces they had not previously seen.
- 4 were much less likely to report feeling déjà vu in virtual spaces than they were in real physical spaces.

Athenian Democracy

The ancient Greek city-state of Athens is frequently celebrated as the birthplace of one of humanity's most enduring political ideals. Yet this reverence for its democratic system is a relatively modern phenomenon. Athenian democracy lasted less than two hundred years, and for centuries after, intellectuals dismissed it as chaotic and unworthy of emulation. Indeed, the reality of Athens's political system contrasts sharply with the romanticized ideal often celebrated today.

Athenian democracy did not emerge in isolation. During the era in which Athens set out on its experiment in popular rule, it was one of a multitude of Greek city-states, considered an unremarkable player next to rivals such as the wealthy Corinth or the militarily dominant Sparta. When the statesman Cleisthenes established democratic rule in Athens in 508–507 BC, the city-state was making a bold, though by no means unprecedented, move. Multiple city-states

across the Mediterranean had adopted, to varying extents, forms of participatory governance, some far predating Athens's reforms. What set Athens apart was its willingness to empower a greater segment of its citizenry by gradually phasing out property qualifications until every free, male citizen had a right to vote in Athens's assembly, the body where major civic matters were discussed and resolved.

Underlying the Athenian system was a profound distrust of the representative governments that are associated with democracy in the modern era. Rather than holding elections, the Athenians relied on a unique system for choosing the five hundred citizens serving on the *boule*, a council that determined which issues would be brought before the assembly. The *boule*'s composition was dictated by the *kleroterion*, an ancient lottery machine. Black and white balls were dropped through a tube, and the color of the ball that came

out determined which citizens would serve for a one-year period. This system's founders believed that if political responsibility rotated unpredictably among eligible citizens, it would render the consolidation of political power in an individual—or a small group of individuals—almost unthinkable.

The notion that only select individuals should craft laws and administer justice was repugnant to many Athenians. The electoral process was regarded as a pathway by which affluent members of society could utilize their financial resources to manipulate electoral outcomes, crafting a system that—under the guise of democracy—entrenched their own authority. The random allotment of power was not simply a rejection of tyranny but an acknowledgment that domination by a handful of affluent citizens was no less a danger than rule by one.

Yet despite all the precautions it took to ensure an equitable and

(32)

Which of the following statements about Athens's transition to a democratic government is true?

- 1 It chose to become a democracy due to the financial and military threats that it was under from cities like Corinth and Sparta.
- 2 Because intellectuals enjoyed a higher position in Athenian society, the populace was more open to radical political ideas.
- 3 Although it was not the first city-state to allow citizens to vote, it allowed more of them to do so than other city-states in the past.
- 4 Much of the population feared that becoming a democracy would cause Athens to become cut off from the other city-states it was allied with.

(33)

The author of the passage mentions the *kleroterion*

- 1 to emphasize the Greeks' fundamental belief that the randomness of life should be reflected in the Greek political system.
- 2 as support for the idea that political power should not be concentrated in the hands of one small group.
- 3 to provide an explanation as to why the *boule* was granted a greater degree of authority than the assembly was.
- 4 as evidence of the necessity of stability and consistency in a system designed to elect political leaders.

just system of government, Athens could not resist the rise of what were known as “demagogues.” In fact, as classical scholar Loren J. Samons II writes, it may very well be the case that “democracies breed demagogues.” The Athenian system unwittingly gave rise to opportunistic individuals who were highly adept at swaying the citizenry by manipulating their aspirations and anxieties through highly persuasive speeches aimed at inflaming passions at the expense of rational decision-making. The system of mass participation in governance meant that it was vulnerable to the exploitation of emotions, prejudices, and short-term desires.

For instance, Athenians performing public service in the assembly or on juries were provided with financial compensation since they were sacrificing earning opportunities to serve the common good. Demagogues, however, began manipulating citizens into sub-

sidizing things like theater attendance or participation in religious holidays. Even worse, demagogues skillfully steered the assembly into authorizing disastrous military decisions during the Peloponnesian War against Athens’s great rival Sparta, resulting in a humiliating defeat that led to Athenian democracy being temporarily overthrown.

The end of Athenian democracy is often said to have been the result of a military defeat at the hands of the increasingly dominant state of Macedonia. While Athens had been instrumental in helping Greece overcome the overwhelming military might of the Persian Empire, had established its own empire, and had pioneered a culture of art and philosophy that is still highly influential today, its political system contained tremendous vulnerabilities. According to scholars Josiah Ober of Stanford University and Federica Carugati of King’s College London, Athe-

nian democracy suffered from a “fundamental defect of institutional design.” One of the most obvious defects that they put forth was the lack of a mechanism for constraining the assembly. As well as allowing demagogues to act with little restraint, this led to incidents like a trial in which the assembly, in clear violation of established legal procedures, condemned six generals to execution for allegedly neglecting their duty to rescue survivors of the Battle of Arginusae.

Such institutional defects meant that when financial crises or military defeats occurred, the city-state lacked the institutional stability to deal with and survive them. The Athenians found themselves living in a society lacking consistent regulations, solid institutions, and justice, a society where the voice of the people often became the shouts of a mob, and the weakened state that resulted could not withstand its enemies.

(34)

Which of the following statements would Loren J. Samons II be most likely to agree with?

- 1 Rather than any flaws in the Athenian system, it was a lack of financial resources that led to wars and the overthrow of the democratic government.
- 2 The rise of Athenian demagogues can mainly be blamed on a clever plan conceived by one of Athens’s rival city-states.
- 3 Because of the nature of democracy, there will always be leaders who attempt to exploit majority rule to undermine rational policymaking.
- 4 Although Athens seemed like a true democracy, most of the people were actually reluctant to make significant political decisions.

(35)

What did Josiah Ober and Federica Carugati say was a root cause of the failure of Athenian democracy?

- 1 Many people in Athenian society actually felt that being conquered by Macedonia would be preferable to Athens’s political system.
- 2 The structure of the system, which did not put limits on one element of the government, allowed democracy to go out of control.
- 3 The decision in the trial of the six generals set off a chain reaction that eventually led to fatal military defeats.
- 4 A significant proportion of citizens in the assembly failed to understand the seriousness of Athens’s situation following the Battle of Arginusae.

This is the end of the Reading Test. Please continue to the next page and complete the Writing Test.

4

English Summary

There will be no announcement from the test administrator to begin the Writing Test. Please complete the Writing Test within the time allotted for the Reading and Writing Tests. The Writing Test consists of two tasks (4 and 5). Please remember to complete both tasks. Write your summary in answer box 4 English Summary on Side A of your answer sheet.

- Read the article below and summarize it in your own words as far as possible in English.
- Summarize it between 90 and 110 words.
- Write your summary in the space provided on Side A of your answer sheet. Any writing outside the space will not be graded.

While cities promote public transport as a clean alternative to private cars, many systems struggle with chronic underfunding that limits their ability to improve. Rising maintenance costs and aging infrastructure have stretched budgets for years, and passenger fares rarely cover full operating expenses. However, increasing ticket prices risks pushing riders away, especially lower-income commuters who depend on buses and trains daily. This tension has become more visible as post-pandemic travel patterns remain unpredictable. In one mid-sized city, for example, a ten percent fare increase was tested for six months and resulted in crowded platforms but a noticeable drop in monthly pass holders, according to local transit officials.

Limited funding sets off a chain of effects that is difficult to interrupt. Tight budgets delay routine repairs, vehicles remain in service beyond their intended lifespan, and breakdowns become more frequent. As reliability declines, commuters quietly adjust their routines, allowing extra travel time or switching to cars when delays become habitual. Reduced ridership gradually lowers fare revenue, which narrows budgets further and makes service cuts appear unavoidable, including longer waiting times and fewer off-peak routes. This process reinforces itself without any single decision triggering collapse. A telling sign is that timetable updates are now released quarterly instead of monthly, reflecting slower operational responses and increasing frustration, particularly on weekends in outer districts where staff coverage is thin.

One commonly proposed response is heavier public subsidy through general taxation, which could stabilize fares while funding upgrades. Supporters argue this protects access and encourages sustainable travel. Yet political resistance, competing social priorities, and strict fiscal rules limit long-term commitments. The current system persists partly because fare-based funding is transparent and allows operators to align services with demand. Even targeted subsidies face barriers, as funds are often restricted to specific projects rather than daily operations. In one coastal city, a pilot grant improved station appearance but failed to prevent winter service reductions.

→ *Continue to the next page.*

The Writing Test consists of two tasks. Please remember to complete both tasks.

MEMO

English Composition

The Writing Test consists of two tasks (4 and 5). Please remember to complete both tasks.
Write your essay in answer box 5 English Composition on Side B of your answer sheet.

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

TOPIC

Should free access to clean water be a fundamental human right?

MEMO

Listening Test

There are four parts to this listening test.

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

※ Listen carefully to the instructions.

Part 1

- No. 1*
- 1 She did not have a repair kit.
 - 2 One of the trails is not accessible.
 - 3 Bicycles are not allowed on Circle Hill.
 - 4 There is a rockfall warning for Willow Ridge.
- No. 2*
- 1 The man forgot to pay their gas bill.
 - 2 Their gas has been stopped.
 - 3 The cost of gas has increased.
 - 4 They were sent a gas notice by mistake.
- No. 3*
- 1 It can be installed quickly.
 - 2 It is the easiest surface to wash.
 - 3 It costs more than other flooring options.
 - 4 It does not suit the local climate.
- No. 4*
- 1 It can lead to distractions.
 - 2 It has reduced the size of the office.
 - 3 It can hurt communication among departments.
 - 4 It has increased the demand for meeting rooms.

- No. 5*
- 1 He should have read more customer reviews.
 - 2 He will give it a poor review online.
 - 3 It was not as nice as he had expected.
 - 4 It was difficult to sleep in the bed.
- No. 6*
- 1 Most people do not achieve their biggest goals.
 - 2 Jim should be grateful for having a job.
 - 3 She should set up a side business.
 - 4 Her husband should encourage Jim more.
- No. 7*
- 1 It is not a good learning environment for students.
 - 2 It will be missed by the children.
 - 3 It was designed by creative architects.
 - 4 It is similar to school buildings in other places.
- No. 8*
- 1 People are stealing from it.
 - 2 There is too much inventory.
 - 3 It is hard to find enough staff.
 - 4 It cannot repay the bank loan.
- No. 9*
- 1 Whether the proposed budget is adequate.
 - 2 Whether the schedule is appropriate.
 - 3 Whether the manager has negotiated a good deal.
 - 4 Whether the trade show is a good idea.
- No. 10*
- 1 She purposefully omitted data from it.
 - 2 It included slides from the manager's presentation.
 - 3 The data in the handouts is not reliable.
 - 4 The slides should have included less detail.

Listening Test

Part 2

- (A) *No. 11*
- 1 The reason so many volcanoes erupted at once.
 - 2 How severe its effects were on land.
 - 3 Which parts of the ocean were most affected.
 - 4 Why it left behind so few types of fossils.

- No. 12*
- 1 It seems to have recovered more quickly.
 - 2 It contained very different species.
 - 3 It had far fewer large volcanoes.
 - 4 It was less affected by the ocean.

-
- (B) *No. 13*
- 1 They are often needed to obtain insurance.
 - 2 They must be planted after the main crop.
 - 3 They are often used when the main crop fails.
 - 4 They can be used to protect or improve soil.

- No. 14*
- 1 It can cause farmers to take risky decisions.
 - 2 It should require that crops be irrigated.
 - 3 Its rules about floods are too strict.
 - 4 It should be available in more regions.

- (C)** *No. 15*
- 1** They introduced Frank Lloyd Wright to organic architecture.
 - 2** They took advice from Wright's other clients.
 - 3** They made a positive contribution to Fallingwater's design.
 - 4** They did not intend to live in Fallingwater.

- No. 16*
- 1** Most architects did not admire it.
 - 2** Critics think it relied too much on steel.
 - 3** It included plans for expected renovations.
 - 4** It failed to ensure long-term durability.

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- (D)** *No. 17*
- 1** Banks greatly reduced interest rates.
 - 2** Taxes on farmland were raised.
 - 3** Income taxes were increased.
 - 4** The value of government land increased.

- No. 18*
- 1** It caused cotton prices to rise.
 - 2** Borrowing money became easier.
 - 3** It caused a depression abroad.
 - 4** Many state governments became angry.

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- (E)** *No. 19*
- 1** The limited range of their habitat.
 - 2** Their tendency to produce few calls.
 - 3** The depths at which they swim.
 - 4** The lack of variety in their diet.

- No. 20*
- 1** They were producing unusually long calls.
 - 2** They have not been significantly affected by heat waves.
 - 3** They may have been reproducing less frequently.
 - 4** They started to imitate other whales' calls.

Listening Test

Part 3

(F) No. 21

Situation: The name on your airplane ticket is incorrect, so you call the airline to change it. You have an electronic ticket, but you did not book directly with the airline. You hear the following message.

Question: What should you do first?

- 1** Check the email you received.
- 2** Log in to the Sprint Airlines website.
- 3** Speak to a Sprint Airlines customer service operator.
- 4** Contact the agency you booked with.

(G) No. 22

Situation: You are at an electronics store to buy a new oven. You want an oven that is good for baking and is big enough for a family of five. A salesperson tells you the following.

Question: Which oven should you choose?

- 1** The KitchenMaster.
- 2** The CookFree-500.
- 3** The MultiCook-20.
- 4** The ProChef.

(H) No. 23 *Situation:* You are planning a camping trip, so you call a campsite for information. You want a tent site that does not get early-morning sun and has an electric hookup. You are told the following.

Question: Where should you reserve a site?

- 1 In the Top Meadow.
- 2 In the Hideaway.
- 3 In the Sanctuary.
- 4 In the Central Meadow.

(I) No. 24 *Situation:* You are organizing a staff-development day. You want effective team-building activities, but there will also be outside guests, so you require impressive facilities. A coworker is describing options.

Question: Which facility should you choose?

- 1 Cedar Hollow Lodge.
- 2 Maple Grove Resort.
- 3 Ocean Ridge Retreat.
- 4 Stonehill Conference Center.

(J) No. 25 *Situation:* You are ordering a new exhibit for a science museum. You want an exhibit that visitors can interact with and have a budget of about \$90,000. A coworker is telling you about options.

Question: Which exhibit should you choose?

- 1 The excavation site exhibit.
- 2 The constellations exhibit.
- 3 The weather exhibit.
- 4 The solar system exhibit.

Listening Test

Part 4

- No. 26**
- 1** It was something she had wanted to do since she was a child.
 - 2** She decided to become an architect before traveling around Europe.
 - 3** It has helped her realize the importance of protecting modern buildings.
 - 4** There are more interesting work opportunities in the UK than in Spain.
- No. 27**
- 1** Convincing local authorities to fund preservation projects.
 - 2** Having to choose between projects that all deserve consideration.
 - 3** Being unable to verify documents needed for building registration.
 - 4** Accepting that her ideal scenario for projects was unrealistic.

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30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7月1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

一次個人成績表に合否結果を記載して、6月30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）。なお、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。

7月1日までに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）■

※二次試験受験の際には協会が定める顔写真付き身分証明書（原本）の持参・提示が必須となります。

二次受験票に記載の持参物をご確認ください。

1) 試験日 A日程：7月5日(日) B日程：7月12日(日) ※試験日程は必ずご自身で事前にご確認ください。

- ・二次試験の受験日は、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・試験会場・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。これを切り離して試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・試験会場・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。
- ・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（14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。

英検

公益財団法人

日本英語検定協会