

2024-1

# Grade Pre-1

2024年度第1回よりライティングテストの出題が2題になります。  
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

## 準1級

2024年6月2日(日) 実施

### 試験時間

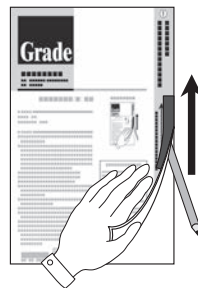
筆記試験 (90分)

リスニングテスト (約32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①②③④・リスニングの解答欄は解答用紙のA面(表面)、筆記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6/24(月) 12:00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。

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) All of Raoul's coworkers respect him for his ( ) ideas. He has suggested many new and creative ways to improve his team's performance.  
**1** defensive      **2** innovative      **3** abrupt      **4** mournful
- (2) The doctor was unable to give a specific ( ) of what was causing the woman's headaches. He decided to send her to a specialist for further tests.  
**1** execution      **2** vaccination      **3** diagnosis      **4** tendency
- (3) The kids did not ( ) a single word after they broke the lamp. They remained silent until their mom came and asked what had happened.  
**1** scorch      **2** intensify      **3** exceed      **4** utter
- (4) Various environmental groups are ( ) the government to pass laws that will do more to prevent pollution.  
**1** resigning      **2** lobbying      **3** violating      **4** exhibiting
- (5) Jaina often gives talks at business conferences because of her ( ). She has started many companies and successfully manages some of them herself.  
**1** pasture      **2** notation      **3** expertise      **4** stimulus
- (6) The goalkeeper jumped and tried to ( ) the soccer ball with his hand to prevent the other team from scoring a goal, but the ball went into the net anyway.  
**1** deflect      **2** devour      **3** deprive      **4** deploy
- (7) **A:** It seems strange that Susan is so shy, considering her family.  
**B:** I know. Both of her parents are so ( ), but Susan hardly ever speaks in class.  
**1** inept      **2** outgoing      **3** awkward      **4** precise
- (8) By ( ), Sarah met an old high school friend from England while she was on vacation in Australia. She was surprised to meet someone she knew so far from home.  
**1** coincidence      **2** symptom      **3** limitation      **4** recession

- (9) The man was in a lot of pain after surgery, but the medication he took made it (            ). He was finally able to rest a bit once the pills took effect.  
**1** admissible      **2** animate      **3** bearable      **4** coherent
- (10) *A:* Should we use (            ) plates for the barbecue?  
*B:* Yeah. It'll make cleaning up really simple as we can just throw them away after they've been used.  
**1** imposing      **2** disposable      **3** elaborate      **4** reluctant
- (11) *A:* Akari has a real (            ) for math, but I don't think her current class is challenging enough.  
*B:* I agree. Let's look into moving her to an advanced class.  
**1** misfortune      **2** dialect      **3** aptitude      **4** thorn
- (12) Kenji's wet shirt (            ) to his skin as he ran home in the rain without an umbrella.  
**1** clung      **2** ground      **3** strained      **4** posed
- (13) *A:* Ms. Jones, why do I need to rewrite this paper?  
*B:* Your writing is too similar to the sources you used. You need to (            ) those ideas into your own words.  
**1** moderate      **2** conform      **3** paraphrase      **4** decipher
- (14) Caleb slowly and carefully picked up all the (            ) of the glass bowl that had dropped on the floor. He wanted to make sure he did not miss any pieces.  
**1** fragments      **2** sermons      **3** mergers      **4** garments
- (15) *A:* I really (            ) Amy. She's so upset.  
*B:* Yeah. Breaking her arm is bad enough, but right before her important baseball game is even worse.  
**1** tear into      **2** get by      **3** part with      **4** feel for
- (16) Kelsey took a client to dinner to discuss a new project, but they only (            ) business after they finished their meal.  
**1** ran out of      **2** came up with      **3** got down to      **4** looked in on

(17) Noah knew he needed to ( ) more effort on the final exam if he wanted to get a good grade in his history class.

**1** grow into      **2** put forth      **3** answer for      **4** turn away

(18) When Larry was criticized for not working hard enough, Alice ( ) him. She said he often stayed late to help others with their work.

**1** stuck up for      **2** got around to      **3** fell back on      **4** went in with

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.

## Native American Menus

Before Europeans settled in North America, indigenous people had inhabited the region for thousands of years. They often lived off the land, eating the animals they hunted or the foods they gathered from the variety of native wildlife and plants. Many of these groups ( **19** ). In each season, their diet would consist of different foods. They would, for example, fish in the summer, harvest wild rice in the fall, hunt wild animals in the winter, and gather plants in the spring. This often meant moving their camps to locations where such foods were easy to obtain.

This changed once contact was made with European settlers. They introduced new foods and established a different way of life. Europeans farmed the land to grow food instead of eating what was growing naturally in the wild. Over time, much of Native American food culture was lost. Now, there is ( **20** ) Native American cuisine. Indigenous groups are eager to pass on the traditions of their ancestors to future generations so that their history will not be lost.

Across the United States, several new restaurants have been created that focus on serving foods that are native to the land. Podcasts and social media posts regularly feature Native American chefs who are sharing cultural dishes. Cookbooks featuring recipes using traditional ingredients and offering information on indigenous foods are becoming more popular. ( **21** ), many Native American individuals and families are choosing to celebrate their heritage. They are going back to their roots and including more indigenous foods in their diets.

- |      |   |                                       |
|------|---|---------------------------------------|
| (19) | <b>1</b> struggled to find enough food    | <b>2</b> traveled throughout the year |
|      | <b>3</b> traded with each other           | <b>4</b> formed larger communities    |
| (20) | <b>1</b> concern about health issues with | <b>2</b> an interest in bringing back |
|      | <b>3</b> much less knowledge about        | <b>4</b> a movement to create new     |
| (21) | <b>1</b> What is more                     | <b>2</b> Surprisingly                 |
|      | <b>3</b> Despite this                     | <b>4</b> Otherwise                    |

## Sudden Savant Syndrome

Savant syndrome is a rare medical condition in which people have exceptional skills in areas like music, art, or mathematics. Until recently, scientists thought savant syndrome ( 22 ). People either were born with the syndrome, or they developed it after a serious head injury. However, we now know there is another scenario called sudden savant syndrome. Without explanation, some people suddenly demonstrate amazing skills in areas in which they had no prior interest or ability.

Take, for example, the case of a woman in her forties who, one day, suddenly felt an urge to create art. Though she had never taken a class or had any previous experience, she found she could draw amazing pictures with realistic details, much like a professional artist. Her newly acquired skills ( 23 ). Reportedly, the woman felt the need to draw and paint for hours, ignoring other aspects of her life. She had to work hard to find a balance that allowed her to live with her condition.

This overpowering need by people with sudden savant syndrome to act on their extraordinary skills is just one of the many aspects of the syndrome that scientists do not understand, including whether the change is permanent or if it is also found in other family members. With further research, scientists hope to discover what makes individuals with the syndrome unique from others. ( 24 ), such investigations may reveal that there are actually fewer differences than previously thought. Some experts have suggested that these incredible abilities could be hiding in everyone.

- (22)
- 1 occurred more often in young people
  - 2 could only be treated with medicine
  - 3 was limited to certain skills
  - 4 could only occur in two ways

- (23)
- 1 also came with some challenges
  - 2 have made her a lot of money
  - 3 were not understood by her family
  - 4 helped her begin a new career

- (24)
- |                |                     |
|----------------|---------------------|
| 1 In short     | 2 On the other hand |
| 3 For instance | 4 In the same way   |

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.

## Wolf Packs

There is a widespread idea that wild packs of wolves are led by an aggressive leader—an alpha male—that dominates the group, and that this results in violent power struggles when other members of the group challenge the alpha male. It turns out, however, that this idea may largely be a myth. It appears to have arisen from research on captured wolves, which often demonstrated such behavior. Captive packs are usually made up of adult wolves being forced to live together even though they did not grow up with each other and are not related, which is why it is common for power struggles in such packs to result in violence. Research has now found, though, that captive and wild wolves are too dissimilar to assume that the behaviors of one resemble those of the other. As one biologist describes it, a wild wolf pack operates much like a multigenerational human family, while a captive pack has more in common behaviorally with humans in prisons, where strangers are forced to live together.

Biologists studying wild wolves in the 1980s and 1990s made some interesting observations. They found that a pair of wolves consisting of an older adult male and a female wolf generally acted as the leaders of a pack composed of their offspring and other adult wolves without partners. All wolves in the pack follow the lead male's decisions, and all but the lead male also submit to the lead female. This system appears to be fully accepted by most wild wolves and is usually enforced by communication rather than violence. The social structure is also flexible—for example, when food is hard to find, the wolf leaders often ensure that the pack's youngest are fed first. Such behavior demonstrates how these leaders act similarly to the human parents of a large family.

When a significant conflict does occur among the members, dissatisfied wolves may leave the pack. These wolves often seek out protection in a different pack, while some start their own pack after finding a mate. In 2022, researchers discovered that wild wolves that had started their own pack often had something in common: many of them were carrying a particular parasite called *Toxoplasma gondii*. This parasite appears to make the wolves more likely to take bolder and riskier actions, which can aid their survival in some situations. Scientists continue to be fascinated by the social relationships of wild wolves and their packs.

(25)

The idea of an alpha male wolf is described as a myth because

- 1** researchers have observed some captured wolves successfully joining packs in the wild after escaping.
- 2** the behavior thought to be demonstrated by alpha male wolves has only ever been seen in human males in prisons.
- 3** members of captive wolf packs that disagree with each other often end up forming smaller packs.
- 4** the concept of alpha male behavior in wolf packs originally came from observations of captured wolves instead of wild ones.

(26)

What did biologists learn about wild wolves in the 1980s and 1990s?

- 1** Members of a wild wolf pack tend not to use violence to make sure other wolves follow the rules of the group.
- 2** The lead female wolf generally only gives orders to other wolves in the pack that are her own offspring.
- 3** Many wild packs are likely to be led by the strongest pair of wolves that do not yet have partners.
- 4** The power structure of their packs tends to be firmly fixed until the younger members have grown into adult wolves.

(27)

According to the passage, what did researchers discover about wild wolves that left their packs?

- 1** If they were not able to join a new pack soon after leaving, then their survival rate would dramatically decrease.
- 2** The actions of those that eventually established their own packs may often have been influenced by another organism.
- 3** Wolves that lived alone were found to have far fewer fatal parasites than those that stayed with their packs.
- 4** Although they did not leave their packs in an unfriendly way, they often ended up fighting violently with their old packs.

## Feminist Architecture

When looking at a building, not everyone considers the gender of the architect who designed it. However, in the 1980s, a group of British women architects, frustrated with the ways that the male-dominated architectural field had often failed to take women's needs into account, wrote a book describing the goals of their "feminist architecture." The group called itself Matrix, and its members designed a variety of community spaces to demonstrate its principles. While the group officially dissolved in the mid-1990s, it left behind architectural designs and an intellectual legacy that continue to shape modern approaches to architecture.

The most common architectural design philosophy that Matrix sought to change was concerned with men's comfort. Postwar construction in Britain was dominated by an architectural system called *Le Modulor*, first created in 1940s France. Following this system's principles, architectural design elements were arranged based on the default height of the so-called ideal man: just under two meters. While many of these elements, like tall doorways, did not negatively impact average British women—who were slightly more than one and a half meters tall on average in the 1940s—other elements, such as the tall height of stair steps, made buildings harder for them to navigate.

When Matrix was formed in the 1980s, it did not attempt to redesign the world according to the needs of the average woman. In fact, one of Matrix's key arguments denounced architects' focus on the "average" person. The members of Matrix reasoned that architects could produce their greatest work by trying to understand the specific needs of a building's actual users, which meant involving such people in the design process to identify necessary features and integrate them into the final design. They also argued that simply training more women architects would not remedy the situation. Instead, they proposed changing the methods and design principles by which architecture was being taught.

One example of Matrix putting these values into practice when helping design public spaces in Britain is the Jagonari Women's Educational Resource Centre, which provides social services for women. Matrix worked closely with the organization's administrators to fulfill their needs and address their concerns, including installing narrow, tall windows protected by bars to help visitors feel safer. In other cases, Matrix employed methods like miniature models of proposed designs that allowed even people with little knowledge of architecture to rearrange the model rooms freely and feel included in the design process.

Matrix was dedicated to helping other women enter the architecture and design industry, many of whom carried forward Matrix's principles in their own work. Although the group initially fought to address women's discontent with the biases in architecture, it came to symbolize much more. Matrix's members worked with traditionally overlooked minority groups, empowering them to have their voices reflected in the public spaces they inhabited. Even after they stopped working together, many of the women of Matrix continued to do commendable work in academic and activist spaces, where they have carried on pushing for change in how architecture is practiced, ensuring that the influence of Matrix persists to this day.

(28)

What led to the formation of Matrix?

- 1 The large number of new groups being established made it difficult for individual architects to be successful by themselves.
- 2 Some architects felt that people who used the buildings they designed often did not care about the person who designed them.
- 3 The way in which a majority of buildings were designed at the time only considered the needs of a single group of people.
- 4 Many women who worked as architects believed that feminist architecture needed to have a stronger identity.

(29)

What do we learn about *Le Modulor*?

- 1 The fact that it was created in France meant that architects had trouble adjusting it to fit the cultural needs of people in other countries.
- 2 Architects who implemented the system's design elements were often criticized for not following the default size for men.
- 3 A rapid change in the average height of men and women in postwar Britain meant that buildings designed under the system quickly became difficult to use.
- 4 Many of the spaces in buildings designed based on its principles were beneficial in some ways but problematic in other ways.

(30)

Matrix argued against a focus on the “average” person because

- 1 most buildings were used by such a diverse range of people that it would be impossible to design something that suited everyone.
- 2 doing so would likely lead architects to overlook the requirements of the actual people a building is primarily used by.
- 3 the majority of people did not have sufficient knowledge to appreciate the methods and design principles that architects focused on.
- 4 attempting to involve as many people as possible in the design process often led to a confusing and unpopular final product.

(31)

Which of the following statements best describes Matrix's impact?

- 1 Many of the architectural techniques pioneered by Matrix eventually came to dominate the design processes taught in architecture schools today.
- 2 Although the methods Matrix used to include ordinary people in the design process of buildings were too simple to be effective, they helped people feel included.
- 3 People who were previously ignored became more confident to give their opinions regarding the design of spaces around them.
- 4 Even though the group's members no longer do architecture-related work, designers of public areas continue to take inspiration from their principles.

## 4

## English Summary

The writing section 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.
- Suggested length: 60–70 words
- Write your summary in the space provided on Side A of your answer sheet. Any writing outside the space will not be graded.

Schools in some countries have often supplied free lunch to a limited number of their students. These meals tend to include a variety of foods, including salads and desserts. Nowadays, there are programs that provide such lunches to all students. Many in favor of the programs want them to continue.

Supporters point to the benefits. Studies show a relationship between nutrition and how well students do in school. Therefore, providing a healthy meal for all students is important. Doing this can improve their concentration levels, leading to better test scores. Additionally, free school meal programs have another advantage. Many parents today are often extremely busy, giving them little time to prepare lunches for their children. The programs, therefore, are a huge help. This is because parents of all students will be able to spend more time on work and other child-raising issues.

Critics, on the other hand, say that providing school meals for everyone is problematic. Schools need to prepare enough meals every day for all students. However, some students do not completely eat the food that has been prepared. Consequently, a large amount is left over. The schools have no option but to throw it away.

→ ***Continue to the next page.***

The writing section consists of two tasks. Please remember to complete both tasks.

MEMO

## 5

## English Composition

The writing section 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.
- 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

*In urban areas, should the government encourage vacant land to be used for farming?*

## POINTS

- *Costs*
- *Pollution*
- *Population*
- *Technology*

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** The kitchen repair is not necessary.
  - 2** The woman is partly to blame.
  - 3** The sink will have to be replaced.
  - 4** The problem will occur again.
- No. 2**
- 1** Room fees are higher on weekends.
  - 2** Weekday bookings are not available.
  - 3** The reservation cannot be changed.
  - 4** The hotel has increased all of its prices.
- No. 3**
- 1** There might not be enough water provided.
  - 2** It might be canceled because of the weather.
  - 3** His knee could be an issue.
  - 4** He did not train enough.
- No. 4**
- 1** Go home by a different route from usual.
  - 2** Drive part of the way on Highway 402.
  - 3** Avoid driving on Kent Street.
  - 4** Stay at work until the accident is cleared.

- No. 5**
- 1** Get information about cleaning the machine.
  - 2** Look for a new washing machine.
  - 3** Go back to their previous laundry soap.
  - 4** Ask someone to repair the machine.
- No. 6**
- 1** She finds the gym classes too tiring.
  - 2** The gym has become very expensive.
  - 3** She wants to join a different gym.
  - 4** She cannot find time to go to the gym.
- No. 7**
- 1** She blamed him for the mess.
  - 2** She does not want to study with him.
  - 3** She does not keep the shared space clean.
  - 4** She stays out late with her friends.
- No. 8**
- 1** Hot food will not be served.
  - 2** The catering company has changed.
  - 3** Dessert is not included.
  - 4** It will be served later than planned.

## *Listening Test*

***No. 9***

- 1** It was about the wrong topic.
- 2** It was uploaded to the wrong web page.
- 3** It was not formatted correctly.
- 4** It did not have good research sources.

***No. 10***

- 1** Requesting time off from work.
- 2** Giving his coworkers gifts.
- 3** Traveling with a food allergy.
- 4** The woman's upcoming vacation.

***No. 11***

- 1** He wanted to study with her.
- 2** He hoped she could open the door.
- 3** She had Kayla's phone number.
- 4** She planned the meeting he was going to.

***No. 12***

- 1** He is good at looking after children.
- 2** He is new to the neighborhood.
- 3** He led the meeting last Friday.
- 4** He used to work for the local government.

## Part 2

(A) No. 13

- 1 They are not able to fully control locusts.
- 2 They are not safe to put on crops.
- 3 Better ones may soon be developed.
- 4 Their effects are often difficult to predict.

No. 14

- 1 It prevents locusts from killing each other.
- 2 It increases locusts' ability to smell food sources.
- 3 It can cause locust swarms to break up.
- 4 It causes locusts to quickly grow in size.

---

(B) No. 15

- 1 They are unable to run away from predators.
- 2 The grasses they consume are disappearing.
- 3 Other birds are using their nests.
- 4 Other animal species are increasing in number.

No. 16

- 1 Shady conditions do not prevent their growth.
- 2 They have prevented cattle farms from expanding.
- 3 The government has tried to plant more of them.
- 4 It is not easy to get rid of them.

## Listening Test

(C) No. 17

- 1 Astronauts frequently need to resupply.
- 2 Its funding has been increased recently.
- 3 It is difficult to bring everything needed.
- 4 It is receiving little public support.

No. 18

- 1 They are smaller than average men.
- 2 They need more resources than female astronauts.
- 3 They are better suited for long missions.
- 4 They make up the majority of astronauts.

---

(D) No. 19

- 1 It may have influenced cultures across much of Asia.
- 2 None of its buildings have been found.
- 3 It lasted longer than other civilizations.
- 4 It is not well understood by researchers.

No. 20

- 1 How much power it had in the region.
- 2 How much importance it placed on social status.
- 3 What caused it to eventually disappear.
- 4 What environmental problems it had.

- (E)**     **No. 21**
- 1** It was founded by Igor Savitsky.
  - 2** It receives relatively few tourists.
  - 3** It was once the capital of Uzbekistan.
  - 4** It is home to many famous artists.

- No. 22**
- 1** It contains strong political themes.
  - 2** It was all created by the same man.
  - 3** It was not allowed by the government.
  - 4** It is in the style of Soviet realism.

- 
- (F)**     **No. 23**
- 1** People rarely cooperate with it.
  - 2** It may cause an increase in pollution.
  - 3** It unfairly targets the technology industry.
  - 4** There are many areas that need more grass.

- No. 24**
- 1** They are a source of entertainment for communities.
  - 2** They prevent areas from becoming overly rocky.
  - 3** They can boost the productivity of gardens.
  - 4** They are less likely to cause harm to children.

## Listening Test

### Part 3

**(G)** No. 25

**Situation:** Your family is expecting guests today. You used the blue towels earlier in the day, and they are now dirty. Your mother tells you the following.

**Question:** What should you do last?

- 1 Make the bed with clean bedding.
- 2 Start the washing machine.
- 3 Clean the bathroom.
- 4 Hang the towels back up.

**(H)** No. 26

**Situation:** You will play a video game for the first time. Your friend offers to teach you. You have already logged in. Your friend tells you the following.

**Question:** What should you do next?

- 1 Create a user profile.
- 2 Choose the number of players.
- 3 Select the mode of play.
- 4 Start building a new world.

**(I) No. 27**

**Situation:** You are traveling and need to go from the airport to the Regal Hotel. You want to take the route with the shortest walking distance. An information counter employee tells you the following.

**Question:** How should you get to the hotel?

- 1** Take the Silver Arrow.
- 2** Take the Metro South Line.
- 3** Take the Orange Line.
- 4** Take the Blue Line.

**(J) No. 28**

**Situation:** You are shopping for a new computer. You want a small, light laptop, but you are not interested in a tablet. You hear the following announcement.

**Question:** Which item should you buy?

- 1** The Lightning 500.
- 2** The Slick Assistant.
- 3** The Wizard 50.
- 4** The BRR Quartz.

**(K) No. 29**

**Situation:** Your company will host a social event for clients. You have to choose the site. There will be three hundred guests, and outdoors is preferred. An event planner tells you the following.

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

- 1** Wingra Hills.
- 2** Charlevoix Manor.
- 3** Park Tower.
- 4** The Ozark Terrace.

## ■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3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、7月2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2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7月2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）。  
7月3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：7月7日(日) B日程：7月14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																				島部・海外																			
北海道																				北海道																			
札幌 0101																				札幌 0101																			
旭川 0103																				旭川 0103																			
帯広 0104																				帯広 0104																			
釧路 0105																				釧路 0105																			
名寄 0106																				名寄 0106																			
室蘭 0107																				室蘭 0107																			
網走 0108																				網走 0108																			
苫小牧 0109																				苫小牧 0109																			
小樽 0110																				小樽 0110																			
北見 0111																				北見 0111																			
稚内 0112																				稚内 0112																			
滝川 0113																				滝川 0113																			
留萌 0114																				留萌 0114																			
岩見沢 0116																				岩見沢 0116																			
東北																				東北																			
青森 1101																				青森 1101																			
八戸 1102																				八戸 1102																			
五所川原 1103																				五所川原 1103																			
秋田 1104																				秋田 1104																			
弘前 1201																				弘前 1201																			
大館 1202																				大館 1202																			
横手 1203																				横手 1203																			
盛岡 1301																				盛岡 1301																			
一関 1302																				一関 1302																			
釜石 1303																				釜石 1303																			
花巻 1304																				花巻 1304																			
山形 1401																				山形 1401																			
鶴岡 1402																				鶴岡 1402																			
米沢 1403																				米沢 1403																			
新庄 1404																				新庄 1404																			
酒田 1405																				酒田 1405																			
仙台 1501																				仙台 1501																			
石巻 1502																				石巻 1502																			
大崎 1503																				大崎 1503																			
気仙沼 1504																				気仙沼 1504																			
福島 1601																				福島 1601																			
郡山 1602																				郡山 1602																			
会津若松 1603																				会津若松 1603																			
いわき 1604																				いわき 1604																			
白河 1605																				白河 1605																			
関東																				関東																			
志木 2409																				志木 2409																			
上越 4103																				上越 4103																			
静岡 5101																				静岡 5101																			
京都 6201																				京都 6201																			
広島 7401																				広島 7401																			
福岡 9101																				福岡 9101																			
延岡 9602																				延岡 9602																			
都 城 9603																				都 城 9603																			
鹿 児 島 9701																				鹿 児 島 9701																			
薩 摩 川 内 9702																				薩 摩 川 内 9702																			
鹿 屋 9703																				鹿 屋 9703																			
奄 美 9704																				奄 美 9704																			
霧 島 9705																				霧 島 9705																			
沖 永 良 部 9706																				沖 永 良 部 9706																			
指 宿 9707																				指 宿 9707																			
本 島 南 部 9801																				本 島 南 部 9801																			
本 島 中 部 9802																				本 島 中 部 9802																			
本 島 北 部 9803																				本 島 北 部 9803																			
八 重 山 9804																				八 重 山 9804																			
宮 古 9805																				宮 古 9805																			
九州・沖縄																				九州・沖縄																			
長 崎 県 島 部 9399																				長 崎 県 島 部 9399																			
鹿 児 島 県 島 部 9799																				鹿 児 島 県 島 部 9799																			
沖 縄 県 島 部 9899																				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。																				※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																				海外準会場																			
海外特別会場 9901																				海外特別会場 9901																			
海外本会場																				海外本会場																			
ロンドン 9902																				ロンドン 9902																			
ニューヨーク 9903																				ニューヨーク 9903																			
ロサンゼルス 9904																				ロサンゼルス 9904																			
ホノルル 9905																				ホノルル 9905																			