

2026-1

# Grade Pre-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

## 準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 (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。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。

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) In order to illustrate how a cell functions, the biology teacher drew a detailed ( ) on the board showing all of its parts.  
**1** cemetery      **2** diagram      **3** equation      **4** forecast
- (2) *A:* I think this sentence in your essay is ( ).  
*B:* Oh, you're right. It's almost the same as what I said in the previous paragraph.  
**1** possessive      **2** horizontal      **3** redundant      **4** drastic
- (3) In some countries, governments ( ) the media in order to prevent criticism of them from being published.  
**1** haul      **2** envy      **3** subtract      **4** censor
- (4) The scholarship is only available to students who meet its requirements. A ( ) must have excellent grades and be from a low-income background.  
**1** referral      **2** recipient      **3** bouncer      **4** successor
- (5) The scientist was accused of ( ) his data after experts attempted to copy his experiments but were unable to produce the same results.  
**1** triggering      **2** fabricating      **3** conserving      **4** renouncing
- (6) Last week, a police officer stopped Javier and gave him a traffic ( ) for driving faster than the speed limit.  
**1** ransom      **2** specimen      **3** cavity      **4** citation
- (7) Because some ( ) was expected, the captain turned on the seat belt sign and asked all the passengers to return to their seats.  
**1** distortion      **2** generosity      **3** turbulence      **4** conjecture
- (8) After several years with almost no rain, the area became a ( ) wasteland where no trees or other plants could survive.  
**1** nutritious      **2** diverse      **3** barren      **4** coincidental

- (9) When Simon pulled on the rope, it suddenly became ( ). He realized that it must have come untied at the other end.  
**1** slack            **2** sparse            **3** vast            **4** vital
- (10) The patient was diagnosed with a vitamin ( ). The doctor said she would need to take supplements until her vitamin levels were normal again.  
**1** descendant    **2** triumph            **3** emission            **4** deficiency
- (11) Tanya seemed shy and nervous when she entered her new school, but she is now ( ) socially and has made a lot of friends.  
**1** flourishing    **2** pledging            **3** scattering            **4** drooping
- (12) The art student showed her ( ) to the gallery owner. It contained samples of her paintings, drawings, and photographs.  
**1** reptile            **2** glacier            **3** blockade            **4** portfolio
- (13) The teacher asked the student to ( ) his essay. She said it should be about half the length it was.  
**1** abbreviate    **2** attest            **3** carve            **4** yield
- (14) The patient was in so much pain that the dentist had no choice but to ( ) the patient's damaged tooth.  
**1** radiate            **2** magnify            **3** extract            **4** impart
- (15) The company was badly affected by the financial crisis and nearly ( ), but it has now recovered and is making a profit again.  
**1** sank in            **2** let out            **3** went under            **4** lived off
- (16) The police officer became suspicious of the man because his story did not ( ). He was later found to have lied to the police.  
**1** add up            **2** read into            **3** take off            **4** fall out

(17) The patient tried to ( ) from the hospital without anyone noticing, but the nurse saw him and stopped him.

- 1** slip away      **2** tear up      **3** drop out      **4** follow up

(18) *A:* Our meeting prep took longer than expected.

*B:* Yeah, the budget review really ( ) most of our afternoon.

- 1** fed off      **2** burnt out      **3** fell through      **4** ate 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.

## Birth Order

The idea that the order in which children are born can have a lasting and dramatic effect on their personalities was developed by the Austrian psychologist Alfred Adler more than a century ago. ( **19** ), Adler believed that firstborns tended to be responsible yet anxious, that middle children were more diplomatic, and that youngest siblings were more rebellious. Today, the theory is featured in many parenting books.

Extensive research has been conducted on birth order. One notable study, for example, examined thousands of teenagers and found that it did lead to some measurable differences. Eldest siblings, for instance, differed from others in terms of things like responsibility and anxiety. However, while firstborns were, as expected, found to be more responsible, they tended to be less anxious, which did not fit the stereotype. In addition to such contradictions, the differences for every birth position were extremely slight. According to the researchers, associations between birth order and a person's character ( **20** ).

As children grow, there are obvious differences in everything from maturity to rebelliousness. Parents often observe that younger children have less self-control and disobey them more than older children. However, it is also true that this ( **21** ). It therefore seems that what many people take to be birth order affecting personality is really just the temporary stages of development their children are going through. Personality, experts tell us, is determined more by things like genetics and one's living environment than it is by the order in which children were born.

(19)    **1** Consequently    **2** Specifically    **3** Nonetheless    **4** Otherwise

(20)    **1** have less effect on youngest siblings  
**2** become stronger as children age  
**3** are mostly meaningless  
**4** should be more widely accepted

(21)    **1** tends to fade with time                      **2** is related mainly to intelligence  
**3** affects their success as adults                **4** is due to parenting styles



*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.*

## Uruk

The ancient settlement of Uruk was located in a fertile delta between the Tigris and Euphrates rivers in the region of Sumer, in what is now southern Iraq. Uruk began life as a village. However, toward the end of the fourth millennium BC, it had developed to such an extent that some historians consider it the world's first city. Behind this remarkable growth were several factors, including technological advancements that increased agricultural efficiency, such as the construction of irrigation canals to funnel water to fields and orchards. These advances not only allowed Uruk to support a growing population but also to create a surplus, which could then be traded. Expansion continued, and by the third millennium BC, Uruk was thriving as a Sumerian cultural and religious center, a military power, and the hub of a trade network.

As Uruk grew, it helped shape the political and cultural landscape of the Sumer region, influencing other cities that developed around the same period. Various other developments helped Uruk evolve into the sophisticated city it became, including its early use of cuneiform script. The script was mainly written on clay tablets, many of which survive to this day. In its early form, it was relatively simple, with pictures representing goods, but it allowed for rudimentary recordkeeping. The writing system gradually became more sophisticated and was used for accounting and general administrative matters, which helped facilitate the governance of the increasingly complex city. Over time, the script was used in the Sumer region to keep records in fields such as economics, politics, and religion.

However, Uruk's dominant position was not to last forever. Uruk had competed with neighboring Sumerian cities for hundreds of years, leaving them all vulnerable to forces from other regions. In the latter half of the third millennium BC, the Akkadians conquered much of Sumer. Despite this conquest, Uruk's religious districts were respected and protected, and after Akkadian rule came to an end, a renaissance of Sumerian culture occurred. Although later conflicts and invasions meant that Uruk would not return to its earlier heights, it remained an important city for many centuries to come. Archaeological excavations have revealed an immense city wall, sculptures, artworks, large stone buildings decorated with mosaics, and numerous pyramid-like structures called ziggurats that were topped with temples—all of which point to the historical significance of Uruk.

- (25) What does the author of the passage say about Uruk's development?
- 1 Rapid progress would have been possible even without the technological advances that increased agricultural efficiency.
  - 2 One important characteristic was its ability to produce more food than it needed, which allowed for more rapid change to occur.
  - 3 The construction of canals for agricultural use could not keep up with the needs of a growing population.
  - 4 It lost out on the most profitable trade deals because it reserved too much of its crop harvests for its own population.

- (26) What is one thing we learn about the cuneiform script?
- 1 The benefits its use provided were not enough to enable Uruk to stay ahead of rival cities.
  - 2 Although it had uses that aided development in Uruk, it was less suited to complex bureaucratic tasks.
  - 3 It was first developed for religious purposes but was later adopted for use in commerce and government.
  - 4 It provided Uruk with a means to help manage the administration of its increasingly complex society.

- (27) Which of the following statements is true, based on the final paragraph?
- 1 Even though the Sumer region was attacked and defeated by outside forces, the religious heritage of Uruk was not destroyed.
  - 2 Uruk borrowed some of its religious architecture and artistic techniques from neighboring cities in Sumer.
  - 3 The Akkadians had to destroy much of the wall and stone buildings in order to defeat Uruk.
  - 4 Uruk's decline can be attributed to the fact that neighboring Sumerian cities created alliances with the Akkadians.

## Animal Uplift

While the concept of artificially increasing animal intelligence through technology once seemed like science fiction, recent advances suggest it may be achievable. One promising approach for doing so is genetic manipulation. For instance, in 2014, researchers discovered that a human gene called *FOXP2* was related to acquiring language skills in humans. When mice were genetically altered to produce it, they were able to learn a route through a maze much more rapidly than their unmodified counterparts, indicating that the gene had significantly enhanced their memory, which is an essential component of intelligence. This research is preliminary, however, and intelligence depends on a multitude of genes, so significant technical and ethical hurdles must be overcome before such advancements can be responsibly applied.

An aspect of animal uplift that needs to be considered is the possibility of unintended outcomes. One experiment compared fish with larger brains that were bred together to fish with smaller brains that were bred together. The young of the larger-brained fish tended to have even bigger brains, and the babies' performance on cognitive tests was superior to that of fish with smaller brains. However, the researchers also observed that these fish produced young that had smaller digestive systems, and this in turn seems to have led them to produce fewer offspring. This is likely due to the fact that larger brains require substantially more energy. As this experiment indicates, trying to boost intelligence may disrupt other physical attributes, leading to consequences that extend beyond the individual animals to entire populations.

Furthermore, opponents of animal uplift point out that the process would likely involve surgical procedures on healthy animals. There would almost certainly be psychological consequences as well, and an uplifted animal's existence might well be completely transformed. A mouse, whose life would normally be a simple matter of survival, could instead be thrust into a confusing, possibly terrifying awareness of how brief its lifespan is and how little control it has over its environment. There is also the issue of whether making such radical alterations to an animal's biology could ever be considered ethical, since it would be impossible for the creature to give consent beforehand, especially since the procedures would probably not be reversible.

George Dvorsky, chairperson of the Institute for Ethics and Emerging Technologies, however, argues that withholding animal uplift is itself unethical. Animals have long been sacrificed as test subjects during the creation of new surgical procedures or the development of medicines that have increased human life expectancy, and if humans artificially increase our own intelligence, animals will likely be sacrificed for that as well. According to Dvorsky, in light of increased awareness of animal rights and given the tremendous role that animals have played in improving human existence, withholding advances that could improve their intelligence would be just as unethical as withholding them from a group of humans who lack sufficient wealth to afford them. While the ability to uplift animals would have undeniable benefits, it is also true that we face an ethical dilemma when altering another species. Clearly, there are difficult decisions about animal uplift that need to be made.

- (28) What is one thing that we learn about the research into the *FOXP2* gene?
- 1 Since it only had a minor effect on the mice's memory, it cannot really be said to have improved their overall intelligence.
  - 2 Although it affected one element of the mice's intelligence, it is just an early step in what will most likely be a complicated process.
  - 3 It demonstrated that the way that mice communicated with each other was more sophisticated than had previously been believed.
  - 4 It indicates that mice may actually have a form of intelligence that researchers were not aware of in the past.
- 
- (29) What does the fish experiment indicate about attempts at animal uplift?
- 1 There are limits to how intelligent animals can become, and no amount of breeding will ever be able to overcome them.
  - 2 It is possible that an attempt to increase animal intelligence will actually have the opposite of its intended effect.
  - 3 Attempts to increase an animal's intelligence could interfere with other important aspects of the animal's biology.
  - 4 While it is possible to slightly increase animal intelligence, it is not likely that it will be inherited by an animal's offspring.
- 
- (30) One argument against animal uplift that is presented in the third paragraph is that
- 1 it should not be carried out because it is impossible for animals to agree to what is going to happen to them.
  - 2 it could bring about significant changes in animal behavior that could, in turn, have negative effects on the environment.
  - 3 there are likely to be more risks in performing operations on animals' brains due to our lack of knowledge about how they function.
  - 4 there is a significant risk that the effects of the procedure could reduce the survival instincts of animals that receive it.
- 
- (31) What does George Dvorsky believe about animal uplift?
- 1 Humans need to develop better types of surgical procedures so that we do not harm animals when trying to uplift them.
  - 2 It is likely that the same medical advances that are used to uplift animals will also help them to live longer, healthier lives.
  - 3 Humans should develop the technology necessary for uplifting animals before we consider whether it is right to do so or not.
  - 4 If humans use animals in the process of increasing our own intelligence, that would increase our obligation to uplift them.

**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 60 and 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.

Fluoride is a naturally occurring mineral found in water and soil. In the early twentieth century, researchers observed that people in certain regions had fewer dental problems after drinking water containing fluoride. Based on these findings, governments in several countries introduced water fluoridation as a public health policy, and it is now practiced in many urban areas.

Supporters believe that adding fluoride to water improves dental health in practical ways. In communities where dental clinics are limited, residents may only visit a dentist once every few years due to cost or travel distance. By including fluoride in tap water, protection is provided daily without requiring clinic visits. In addition, fluoride reaches children at school, office workers, and elderly people at home equally, regardless of income or personal routines.

However, critics express concerns about possible negative effects. One issue is that individuals consume different amounts of water depending on factors such as age, physical activity, or climate. For example, people working outdoors may drink much more water than others. This makes it difficult to control individual intake. Another concern is that some people may rely too much on fluoride and reduce personal dental care, which can result in undetected problems.

→ *Continue to the next page.*

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

MEMO

## 5

## 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.
- 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

*Does advertising have too much influence on the way people spend money?*

## POINTS

- *Economy*
- *Freedom*
- *Reliable information*
- *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 man will likely be promoted.
  - 2 The man's work performance is not good.
  - 3 The man has been working too hard.
  - 4 The man is not suited to his job.
- No. 2*
- 1 Most of the employees are overworked.
  - 2 Her team members do not work hard.
  - 3 The managers are treating her poorly.
  - 4 The teams do not get along well.
- No. 3*
- 1 She did not read the training manual.
  - 2 She is not doing her work efficiently.
  - 3 She needs to check her work more carefully.
  - 4 She sometimes refuses to work overtime.
- No. 4*
- 1 She needs to prioritize her studies.
  - 2 She should quit her part-time job.
  - 3 She needs to talk with her sociology professor.
  - 4 She should have explained her situation sooner.

- No. 5*
- 1** She ignored his suggestion.
  - 2** She lost some makeup.
  - 3** She made a complaint about him.
  - 4** She was rude to some customers.
- No. 6*
- 1** Her project is not going well.
  - 2** Her manager criticized her.
  - 3** She will miss the team-building trip.
  - 4** She is currently very busy.
- No. 7*
- 1** She thinks a lot of people will apply.
  - 2** She is not interested in accounting.
  - 3** She does not have all the skills required.
  - 4** She has never heard of the company.
- No. 8*
- 1** Buy a jacket filled with real feathers.
  - 2** Look for another dry cleaner.
  - 3** Contact the jacket's manufacturer.
  - 4** Wash the jacket himself.

## *Listening Test*

- No. 9**
- 1** It needs a new tire.
  - 2** It has a fuel leak.
  - 3** It needs a new battery.
  - 4** It has broken lights.
- No. 10**
- 1** He did not find the interviewers professional.
  - 2** He would rather not have a full-time position.
  - 3** He will stop working for the finance companies.
  - 4** He did not have the required experience.
- No. 11**
- 1** Offer to teach people how to paint.
  - 2** Go back to work.
  - 3** Do volunteer work abroad.
  - 4** Work at the community center.
- No. 12**
- 1** Being in a home for seniors benefited him.
  - 2** He will likely attend Tomoko's Christmas party.
  - 3** Seeing Irvin at Christmas will make him happy.
  - 4** He finds flying too tiring these days.

## Part 2

- (A) *No. 13*
- 1 He could already read raised letters as a child.
  - 2 He refused to attend a school for blind students.
  - 3 He was born blind and treated inferiorly.
  - 4 He was dedicated to getting a good education.

- No. 14*
- 1 It helped students to write in the dark.
  - 2 It relied mainly on large raised-letter books.
  - 3 It was based on a military code.
  - 4 It made blind people more respected.

- 
- (B) *No. 15*
- 1 Companies will be reluctant to use the new technology.
  - 2 It must be used alongside other stress surveys.
  - 3 Its data is more objective than employee surveys.
  - 4 Companies may misuse the data they receive.

- No. 16*
- 1 The amount of activity it can monitor is limited.
  - 2 Subjects find it uncomfortable to wear.
  - 3 It requires more electricity than other head devices.
  - 4 It is difficult to produce in high quantities.

*Listening Test*

**(C)** *No. 17*

- 1** They use light to find food.
- 2** They avoid swimming in open water.
- 3** They use light to disguise themselves.
- 4** They swim deeper to escape predators.

*No. 18*

- 1** Great white sharks are attracted to LED lights.
- 2** Copying nature could reduce shark attacks on people.
- 3** Seals have learned how to avoid shark attacks.
- 4** Great white sharks rarely attack humans.

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**(D)** *No. 19*

- 1** To join Captain James Cook's expedition.
- 2** To learn how to navigate.
- 3** To escape from attackers.
- 4** To become a priest.

*No. 20*

- 1** Modern charts of the region were based on it.
- 2** Many scholars have changed it over time.
- 3** People Tupaia met on his voyage created it.
- 4** Historians have been reading it incorrectly.

- (E)**    **No. 21**    **1** It was made before the Romans reached London.  
**2** It was made elsewhere and taken to London.  
**3** It came from several different buildings.  
**4** It came from a building that was intentionally destroyed.
- No. 22**    **1** The artists deliberately used colors popular with travelers.  
**2** The owner of the building was very wealthy.  
**3** The same designs were later copied in Rome.  
**4** The building's owner could not have been Roman.
- 
- (F)**    **No. 23**    **1** It was younger than it really was.  
**2** It had a very strange orbit.  
**3** It might never be seen.  
**4** It was larger than Betelgeuse.
- No. 24**    **1** The companion star will also become red.  
**2** Both Betelgeuse and the companion star will die.  
**3** The companion star's orbit will expand.  
**4** Betelgeuse will become hotter than the companion star.

*Listening Test*

**Part 3**

**(G)** No. 25

**Situation:** You are buying a backpack for your teenage son. He travels forty minutes to school each day and carries several heavy textbooks. A salesperson tells you the following.

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

- 1 The Kooster 360.
- 2 The CampusPack.
- 3 The FitTrek.
- 4 The TC Pack.

**(H)** No. 26

**Situation:** You are planning a cooking class for fifteen people. You call a community center to ask about renting a room, and you are told the following.

**Question:** Which room should you rent?

- 1 The Green Galley.
- 2 The Round Table.
- 3 The Royal Hall.
- 4 The Craft Kitchen.

- (I) No. 27**      **Situation:** You want a part-time job working directly with animals. You do not have a car and can only work on weekends. You call the local job center.
- Question:** Which job should you apply for?
- 1 Dog walker.
  - 2 Pet shop assistant.
  - 3 Animal shelter volunteer.
  - 4 Zoo café staff.
- 

- (J) No. 28**      **Situation:** You call a restaurant to make a dinner reservation for next Friday. You want three courses at a maximum cost of fifty dollars per person. You are told the following.
- Question:** What should you do?
- 1 Reserve a table for 6:30 p.m.
  - 2 Reserve a table for 8:00 p.m.
  - 3 Choose the standard set menu.
  - 4 Choose the à la carte menu.
- 

- (K) No. 29**      **Situation:** You are at the airport waiting for your connecting flight to Seattle. You hear the following announcement.
- Question:** What should you do?
- 1 Check weather updates on your phone.
  - 2 Rebook your flight.
  - 3 Go to the customer service desk.
  - 4 Go to Gate D7.

■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(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 2104	藤子 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	飯塚 9105	鹿屋 9703
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	佐賀 9201
釧路 0105	花巻 1304	取手 2107	曾志野 2504	高岡 4202	豊橋 5202	新宮 6503	新宮 6503	山口 7501	伊万里 9202
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	水更津 2506	七尾 4302	春日井 5209	姫路 6603	下関 7503	鳥栖 9301	本島南部 9801
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 9302	本島中部 9802
苫小牧 0109	新庄 1404	前橋 2301	柏 2509	福井 4401	各務原 5301	尼崎 6606	萩 7505	佐世保 9302	本島北部 9803
小樽 0110	酒田 1405	沼田 2302	横浜市 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 6609	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	普通寺 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	
東北	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	
青森 1101	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	
八戸 1102	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	
五所川原 1103	白河 1605	草加 2407	新潟 4101	諏訪 4606	近江八幡 6103	津山 7302	四万十 8402	人吉 9504	
弘前 1104	関東	飯能 2408	長岡 4102	東海	彦根 6104	倉敷 7303	九州・沖縄	宮崎 9601	
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。