

2026-2

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10月4日(日) 実施

■ 試験時間

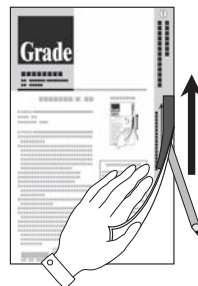
リーディング・ライティングテスト (90分)

リスニングテスト (約31分)

■ 注意事項

1. 合図があるまでシールを破いてはいけません。ミシン目に沿って丁寧に破いてください。問題冊子が破れても交換できません。
2. 試験開始まで、この問題冊子を開いてはいけません。
3. 解答は、HBの黒鉛筆かシャープペンシルを使用して解答用紙(マークシート)に記入してください。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10/26(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



A1-15-1059A

英検

後援：文部科学省

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) The cabin crew was forced to () a passenger on the airplane when he started to become violent toward a person sitting near him.
1 restrain **2** recharge **3** resume **4** reflect
- (2) Luna looked out of the window at the winter landscape, with its () trees and empty fields.
1 dizzy **2** keen **3** fussy **4** bare
- (3) Emir and Corinne were disappointed that they had to change their vacation (), but it was necessary for them to take a different route because of the storm.
1 dignity **2** controversy **3** monarchy **4** itinerary
- (4) The couple took regular walks to () themselves with their new neighborhood. They wanted to learn their way around as quickly as possible.
1 confine **2** inhibit **3** familiarize **4** seize
- (5) **A:** Can we discuss that problem next week?
B: No, I'm sorry. It's a matter of great (), so I need to have your answer today.
1 diversion **2** maneuver **3** urgency **4** contempt
- (6) The huge Christmas tree in the town square was a great sight in itself, but the colorful () that decorated it made it truly beautiful.
1 dwellings **2** refuges **3** prospects **4** ornaments
- (7) Peter spends most of his time at work doing () tasks, like typing letters, answering phones, and filing documents.
1 rugged **2** clerical **3** majestic **4** apt
- (8) The teacher warned the students not to () in front of the school after classes, as it made the school look bad.
1 loiter **2** scratch **3** mourn **4** applaud

- (9) The woman was so () with thoughts about her sick child that she did not notice when her husband arrived home.
 1 preoccupied 2 trespassed 3 grated 4 endorsed
- (10) The government official's () of the factory revealed that it was polluting the local river. The factory was soon ordered to stop.
 1 column 2 succession 3 inaction 4 inspection
- (11) The young politician was very (). He believed he could solve every social problem, but most of the older politicians thought his ideas were impractical.
 1 soothing 2 punctual 3 clumsy 4 idealistic
- (12) The horse has a () habit of trying to chase its own tail. The owner has never seen any other horse do something so odd.
 1 peculiar 2 conceited 3 fragrant 4 transparent
- (13) The CEO of the company was a man of great () in society. His connections with famous politicians and celebrities were well-known.
 1 distress 2 referral 3 detention 4 prominence
- (14) The author provided an () of his new book on his website. He hoped that readers would enjoy the sample and buy the full version.
 1 inheritance 2 excerpt 3 odor 4 agenda
- (15) After long discussions, the two sides were finally able to () a deal that was acceptable to both of them.
 1 hammer out 2 jump in 3 weed out 4 step aside
- (16) Miranda plans to become a politician someday, so she is careful not to do anything that could be () her in the future. She does not want a scandal to affect her chances of getting elected.
 1 held against 2 kept from 3 grown into 4 sailed through

(17) Debt adds up quickly, so people with credit cards must be careful not to () large bills before checking how much they have spent.

- 1** phase out **2** swear by **3** rub in **4** run up

(18) When the villagers heard a major typhoon was coming, they () preparing for the storm. They knew they had to hurry for their own safety.

- 1** set about **2** took after
3 brought down **4** called on

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

The Y2K Bug

From the mid-twentieth century, the use of computer systems increased rapidly, and many of them employed software that represented years with their final two digits. Some experts pointed out that the two-digit system (**19**). For example, there was the question of what would happen in the year 2000 if computer systems incorrectly interpreted the final two digits to mean 1900 instead of 2000. Regardless, such concerns were largely brushed aside; the two-digit system saved space and became standard. As the new millennium approached, however, concerns reemerged that this so-called Y2K bug might cause malfunctions in infrastructure, such as banking, power plants, and air traffic control.

In the 1990s, governments began to take the threat more seriously. Efforts centered around measures to deal with worst-case scenarios or focused on prevention by encouraging organizations in both public and private sectors to fix their computer codes. (**20**), the United States funded efforts by the World Bank to increase awareness of the Y2K bug in developing nations, and the British government put the armed forces on standby, ready to assist the emergency services.

On January 1, 2000, the more extreme predictions did not come to pass. Although some issues arose, they were generally relatively minor and easy to resolve. For supporters of Y2K-bug initiatives, the ongoing viability of major computer systems and essential services was seen as a success; disaster had been avoided. Some (**21**). They questioned whether the threat had ever been as dangerous as predicted, and they suggested that governments had wasted billions of dollars on unnecessary prevention measures.

- (19) **1** was the only viable option
 2 might have limitations
 3 could only be understood by scientists
 4 mainly benefited large businesses

- (20) **1** Furthermore **2** However **3** In any case **4** On the contrary

- (21) **1** governments wanted their money back
 2 problems could not be fixed
 3 new bugs were found
 4 people saw it differently

Searching for a Sixth Taste

Scientists recognize five basic tastes: sweet, salty, sour, bitter, and umami. In 1908, the Japanese chemist Ikeda Kikunae identified umami as a distinct savory taste produced primarily by a chemical compound called glutamic acid. People had consumed foods rich in umami for centuries, including kombu, mushrooms, and fermented sauces. (22), scientific agreement on umami's status was difficult to reach. In fact, it took nearly a hundred years of debate and experimental research before umami was recognized worldwide as a distinct basic taste.

Determining whether a new taste qualifies as "basic" is a complex process. While there is no set of official criteria, scientists have proposed certain conditions that should be met. For one, the taste must be activated by distinct chemicals that are unrelated to other tastes. In addition, the taste (23). For example, when a person tastes something sweet, the chemical insulin is released into the bloodstream.

In recent years, several possible candidates for a sixth taste have been proposed, including starchy and fatty. Scientists are particularly interested in the fatty taste, as it has proved to be the strongest candidate so far. Fatty acids activate certain taste receptors that are located on the tongue, and the taste leads to measurable responses in the human body. Scientists point out that certain tastes (24). For example, studies link reduced sensitivity to the fatty taste with overeating and conditions like obesity. Understanding taste more fully may help explain dietary choices and health outcomes.

(22) 1 In exchange 2 Consequently 3 Nevertheless 4 In short

(23) 1 should be found in a range of food sources
2 must trigger a physical response in the body
3 should be easy for people to describe
4 must last for a certain amount of time

(24) 1 could lose their significance in the future
2 remain constant throughout a person's lifetime
3 often have cultural and historical significance
4 influence eating behavior and health

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.

Employment Requirements for Welfare

Every month, millions of low-income Americans rely on the United States' Supplemental Nutrition Assistance Program (SNAP) to afford basic groceries. SNAP recipients receive benefits loaded onto an electronic card, which can be used at authorized stores to purchase food items. Despite the program's long history of success, in the 1990s, concerns that reliance on SNAP would decrease people's motivation to better themselves economically caused policymakers to introduce stricter employment requirements for certain SNAP participants. In particular, the reforms targeted able-bodied adults without dependents, such as single people living alone. It was hoped that the changes would motivate such individuals to seek employment and discourage long-term reliance on public support. Multiple studies that have examined the validity of these reforms, though, have indicated that the reforms had little or no effect on their overall employment rate.

Opponents of the employment requirements also point out that while the policy is meant to apply to what are known as able-bodied adults without dependents, in practice, that category includes a wide range of people with varying levels of health, ability to work, and responsibility for others. For instance, individuals recovering from surgery, managing mental illness, or facing housing instability may be classified as "able-bodied" despite significant barriers to regular employment. Moreover, many low-wage jobs provide unpredictable or limited working hours, so people can find themselves falling below the required minimums through no fault of their own. This inconsistency between rigid policy definitions and real-world conditions often leads to the loss of food assistance among people who are actively trying to support themselves.

Research has also demonstrated that when recessions occur and unemployment rises, the demand for food assistance increases. However, SNAP work requirements do not always adjust quickly or automatically to these changing conditions. This creates a situation where people who have recently become unemployed may suddenly lose eligibility for assistance because they no longer meet the minimum work hours. This also has broader consequences beyond individual hardship. SNAP benefits are typically spent immediately and within one's own community, helping to sustain demand in the economy. Without it, struggling areas lose not only food support but also a source of economic activity that could lessen the impact of job losses. By restricting access to SNAP benefits during economic downturns, the program loses its ability to protect both families and communities from deeper economic harm. Taken together, the flaws in efforts to enforce employment requirements for SNAP reveal a policy approach that some experts believe ignores both human needs and economic realities.

- (25) According to the first paragraph, studies of the effects of reforms to SNAP have shown that
- 1 the changes seem to have had much more effect on people with dependents than on those who did not have them.
 - 2 people who were removed from SNAP frequently returned to the program later with stronger motivation to remain employed.
 - 3 although the changes were intended to encourage people to find jobs, they were mostly unsuccessful in doing so.
 - 4 providing benefits through electronic cards rather than cash payments significantly increased recipients' willingness to search for stable employment.
-
- (26) What do we learn about how employment requirements for SNAP can affect able-bodied adults without dependents?
- 1 Rules often disqualify individuals who face barriers to employment that are real but may not be covered by official policies.
 - 2 They allow people with irregular job schedules to receive payments as long as they work fewer hours than a full-time job.
 - 3 The longer a person has been receiving SNAP benefits, the more likely they are to be affected by the changes.
 - 4 People who are classified as able-bodied typically lose the opportunity to do part-time work.
-
- (27) What has research shown about the wider economic effects of employment requirements for SNAP benefits?
- 1 They are much more effective for reducing unemployment rates when a recession is not as serious.
 - 2 Evidence suggests that they tend to encourage recipients to relocate to areas where more jobs are available.
 - 3 They tend to free up resources for other types of government programs that promote economic recovery.
 - 4 Because SNAP benefits have the effect of stimulating local economies, enforcing work requirements can make it harder to recover from recessions.

Saint Helena

A navigator aboard a Portuguese vessel returning from India is credited with discovering the South Atlantic island of Saint Helena in 1502. Although it was uninhabited, the Portuguese did not establish a permanent settlement there. Instead, with abundant forests and resources, the island became a staging post for their ships to restock with water and other provisions. For approximately eighty years, this isolated island remained a secret, known only to the Portuguese. However, after English explorer Thomas Cavendish came across the island, that changed. Although the Dutch also attempted to control this strategically important island in the seventeenth century, it was an English trading company, the East India Company, that ultimately took possession of it.

As more settlers arrived, infrastructure was developed, and the island became an important hub for the company's vessels. During its growth period, enslaved people were brought to the island to work on plantations. However, after Britain outlawed the slave trade in 1807, the British navy used the island as a base from which to intercept ships carrying slaves. Although the island remained a key port until well into the nineteenth century, it began to experience a decline. The introduction of steamships was a factor, as these vessels could travel longer distances than sailing ships without resupplying. It has also been argued that the Suez Canal, which opened in 1869 and provided a shorter route between Europe and Asia, had an impact.

The British also utilized Saint Helena for another purpose. After Napoleon I, emperor of the French, was defeated at the Battle of Waterloo in 1815, he was captured. The year before, Napoleon had given up his title and been exiled to Elba, a Mediterranean island. However, he later escaped, returned to France, and regained power. This time, the British were determined to take no chances, and Saint Helena seemed the perfect choice. The island's isolated location would make it extremely difficult for any rescue mission to land without being spotted. The British even stationed some soldiers on Ascension Island—over one thousand kilometers away—to prevent its use as a base for any French rescue attempt. Not held in a standard prison, Napoleon mainly resided at a secure residence called Longwood House, where he was kept under constant surveillance until he died in 1821.

From a geographic perspective, the volcanic island's isolation also contributed to the evolution of unique native animal and plant species over millions of years. Its physical geography is varied, with steep cliffs and forested interior highlands. Since the discovery of the island, however, its environment has been undermined. The introduction of invasive species and livestock, and resource exploitation through deforestation, have taken their toll, leading to the formation of semidesert areas. Nevertheless, community initiatives have been established to turn the tide on this habitat loss by replanting native trees. Although some native species are already extinct, there is optimism that recreating the forests that existed before colonization can secure the future of surviving native species.

(28)

What is one thing that happened after Saint Helena was discovered in 1502?

- 1 Although there was evidence that vessels of other European nations had already visited, the Portuguese claimed the island for Portugal.
- 2 The Portuguese realized that they could profit from the island's wealth of natural resources by charging Dutch and other nations' vessels to restock there.
- 3 The East India Company quickly took control of the island before it was found by anyone else, allowing it to exploit the natural resources there.
- 4 The Portuguese were able to take advantage of the island's natural resources for decades because other nations were not aware of its existence.

(29)

What is one point the author of the passage makes about the use of Saint Helena as a port in the nineteenth century?

- 1 Its use declined around 1807 because the British navy no longer needed it to patrol the South Atlantic in its fight against the slave trade.
- 2 A technological development in the shipping industry contributed to the decline of its utility as a resupply port for trade ships.
- 3 Even after 1807, some ships carrying slaves demanded the use of Saint Helena's port facilities before continuing their journeys across the South Atlantic.
- 4 Many nations continued to use it even after the Suez Canal opened because they had established facilities there that enabled them to resupply quickly.

(30)

What do we learn about the British regarding their treatment of Napoleon I?

- 1 They took as many precautions as they felt necessary to ensure that there could not be a repetition of the event that had occurred on Elba.
- 2 They should have considered relocating him to Ascension, as that island had more secure facilities than those on Saint Helena.
- 3 They would have preferred to hold him on the island of Elba because its proximity to Europe made it easier to keep British troops there.
- 4 They felt that he should have been kept in a regular prison, but there were no suitable facilities available on Saint Helena at that time.

(31)

Regarding Saint Helena's environment, the author of the passage concludes that

- 1 it would be better for local environmental initiatives to focus on removing invasive species that have caused damage rather than spending money on replanting efforts.
- 2 efforts by Saint Helena islanders to restore forests damaged by centuries of exploitation could contribute to improvements in the island's natural environment.
- 3 the interior highlands have likely been able to avoid the environmental damage that other areas have suffered from due to their inaccessibility.
- 4 the local community should consider introducing animal species from other South Atlantic islands that are similar to those that have become extinct on Saint Helena.

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.

In many communities today, digital health services are becoming a central element of modern healthcare systems. These services involve medical support delivered through online platforms, such as remote consultations and digital health management tools. As populations age and healthcare demands grow, local governments and medical institutions have begun to view digital services as a way to maintain healthcare quality without expanding physical facilities.

Supporters argue that digital health services can strengthen healthcare systems. They believe these services improve access to medical advice for people who face time, distance, or mobility limitations. In addition, they enable healthcare providers to use staff and resources more efficiently by reducing unnecessary clinic visits and administrative tasks, which may help doctors spend more time on medical decision-making.

However, critics emphasize that digital health services raise important social and ethical questions. They argue that unequal digital skills and access to technology may prevent some groups from benefiting equally, which could increase existing disparities in healthcare. In addition, the growing use of online platforms places greater responsibility on institutions to protect personal health data, since concerns about privacy and misuse of information may reduce public confidence in digital healthcare solutions.

→ ***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

Are urban areas safer places to live than they were in the past?

POINTS

- *Community*
- *Economy*
- *Social services*
- *Technology*

MEMO

Listening Test

There are three 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

※ Listen carefully to the instructions.

Part 1

- No. 1**
- 1** It has motivated her to study more.
 - 2** It mainly focuses on grammar.
 - 3** It costs less than WordMaster.
 - 4** It has a limited variety of lessons.

- No. 2**
- 1** She did not like the teacher.
 - 2** It did not help her with her taxes.
 - 3** She stopped taking it temporarily.
 - 4** It cost too much money.

- No. 3**
- 1** Replacing the heating system.
 - 2** Saving on electricity.
 - 3** Reducing her gas bill.
 - 4** Installing new windows.

- No. 4**
- 1** He invited his friend over for dinner.
 - 2** He did not tell her his plans.
 - 3** He was late for dinner.
 - 4** He complained about her cooking.

- No. 5**
- 1** It is already full this year.
 - 2** It should be held more often.
 - 3** She wishes the wines were cheaper.
 - 4** She is unable to go this year.
- No. 6**
- 1** Contact a Ship-X representative.
 - 2** Take her package to another store.
 - 3** Check the Ship-X website again.
 - 4** Call the drugstore on Maple Avenue.
- No. 7**
- 1** She will not follow her academic adviser's advice.
 - 2** She has decided to change her major.
 - 3** She has been offered a job as a researcher.
 - 4** She is not well suited to research.
- No. 8**
- 1** Whether her English is good enough.
 - 2** Whether she has enough experience.
 - 3** Whether she would accept the job.
 - 4** Whether she can start soon enough.

Listening Test

No. 9

- 1** It was delayed by several days.
- 2** It was poorly done overall.
- 3** It was a simple task to handle.
- 4** It was finished sooner than expected.

No. 10

- 1** There are benefits to paying with a credit card.
- 2** Prices have increased significantly this year.
- 3** He should have talked to her earlier about the bills.
- 4** They may miss this month's payment deadline.

No. 11

- 1** The girl will participate in the contest.
- 2** The girl's father used to be a teacher.
- 3** The teacher told the girl she would win.
- 4** The father will talk directly to the teacher.

No. 12

- 1** Confirm the family's trip schedule.
- 2** Speak to Billy's teacher.
- 3** Go to the post office.
- 4** Renew their own passports.

Part 2

(A) *No. 13*

- 1** They added nutrients to fertilizer.
- 2** They helped soil to hold water better.
- 3** They grew pineapples in the desert.
- 4** They reduced the thickness of plant skins.

No. 14

- 1** It can be used late in the growing season.
- 2** It improves the taste of vegetables.
- 3** It takes effect very quickly.
- 4** Its effects are long-lasting.

(B) *No. 15*

- 1** Parks are becoming more popular “third places” than coffee shops.
- 2** Poor planning is negatively affecting third places.
- 3** Car owners are driving less and walking more.
- 4** Local communities are trying to protect their libraries.

No. 16

- 1** Some people are becoming bored with home entertainment options.
- 2** It allows for the creation of new types of third places.
- 3** Most virtual third places will eventually disappear.
- 4** Social media use should be banned in workplaces.

Listening Test

- (C)** **No. 17**
- 1** Scientists can release sharks after collecting their DNA.
 - 2** Scientists do not need to monitor sharks in the ocean.
 - 3** It shows how hammerhead sharks' diets have changed.
 - 4** It requires fewer samples than previous DNA tests.

- No. 18**
- 1** Explain why sharks often shed their skin.
 - 2** Find a more cost-effective way to collect samples.
 - 3** See which aquatic species hammerheads feed on most.
 - 4** Use the DNA test results to boost conservation efforts.

-
- (D)** **No. 19**
- 1** It only applied to exported goods.
 - 2** It only applied on weekdays.
 - 3** It did not apply to woolen products.
 - 4** It did not apply to everyone.

- No. 20**
- 1** It was not popular among English cap makers.
 - 2** It did not have its intended effect.
 - 3** It reduced the cost of woolen caps.
 - 4** It was used for more than a century.

- (E)** **No. 21**
- 1** He wanted to attend a teaching college in the United States.
 - 2** He could earn more money as a teacher abroad.
 - 3** He wanted to train to become a priest.
 - 4** He was prevented from practicing his religion there.
- No. 22**
- 1** He spoke out against the war.
 - 2** He was injured at a weapons factory.
 - 3** He was not allowed to join the military.
 - 4** He became an army priest.
-
- (F)** **No. 23**
- 1** Traveling frequently between cities and rural areas.
 - 2** Seeing news stories about people harmed in nature.
 - 3** Meeting other people who are fearful of nature.
 - 4** Witnessing rapid environmental changes.
- No. 24**
- 1** Increasing the quality of one's social life.
 - 2** Ensuring that one's outdoor activities involve multiple people.
 - 3** Participating in positive activities that involve experiencing nature.
 - 4** Avoiding unfamiliar natural environments.

Listening Test

Part 3

(G) No. 25

Situation: You need to park downtown this evening. You want to spend as little as possible, but you prefer a place with staff present for security. A friend gives you advice.

Question: Which place should you choose?

- 1 Market Street Parking.
- 2 The Central Garage.
- 3 Riverfront Parking.
- 4 The Darlington Hotel.

(H) No. 26

Situation: You call a roadside assistance provider to sign up for a support plan for your car. You want the cheapest plan with a towing limit of at least one hundred kilometers.

Question: Which plan should you choose?

- 1 The Silver plan.
- 2 The Gold plan.
- 3 The Platinum plan.
- 4 The Platinum Plus plan.

(I) No. 27 *Situation:* You will go on vacation next month. You want to stay in a hotel with excellent service. You are listening to a travel podcast about the town you will visit.

Question: Which hotel should you choose?

- 1** The Grandshore.
- 2** Luma Court.
- 3** The Bellweather.
- 4** Harcourt Inn.

(J) No. 28 *Situation:* You are helping to organize a charity event. You have already booked and paid for the hall. You receive the following voicemail from the chairperson.

Question: What should you do?

- 1** Contact the caterer.
- 2** Reduce the size of the event.
- 3** Look for a new catering company.
- 4** Organize a volunteer cleanup crew.

(K) No. 29 *Situation:* You hear the following announcement at a bookstore. You want to listen to Lee Field's talk, but you have an appointment on Saturday afternoon.

Question: What should you do?

- 1** Buy a ticket next Monday.
- 2** Access the bookstore's website after the event.
- 3** Go to the third floor now.
- 4** Reserve a seat at the counter for Saturday morning.

■一次試験の結果について■

1) 英検ウェブサイトでの解答速報 (<https://www.eiken.or.jp>) 10月5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、11月4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11月5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、11月4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。

11月5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：11月8日(日) B日程：11月15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 ⑧	三	7403	久留米	9103	鹿児島	9701	
函館	0102	盛岡	1301	つくば	2104	鎌倉・藤沢	2502	柏崎	4106	掛川	5104	奈良 ⑨	北広島 (広島県)	7404	大牟田	9104	藤原川内	9702	
旭川	0103	一関	1302	常総	2105	館山	2503	南魚沼	4107	富士	5105	和歌山	6501		飯塚	9105	鹿屋	9703	
帯広	0104	釜石	1303	鹿嶋	2106	市川・船橋	2504	富山	4201	名古屋	5201	紀伊田辺	6502	呉	7405	佐賀	9201	奄美	9704
釧路	0105	花巻・北上	1304	取手	2107	習志野		高岡	4202	豊橋	5202	新宮	6503	山口	7501	伊万里	9202	霧島	9705
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	9204	指宿	9707
網走	0108	米沢	1403	小山	2203	成田	2507	小松	4303	岐阜・	5301	加古川	6605	岩国	7504	長崎	9301	本島南部	9801
苫小牧	0109	新庄	1404	前橋	2301	柏・我孫子	2509	福井	4401	各務原		尼崎・西宮	6606	萩	7505	佐世保	9302	本島中部	9802
小樽	0110	酒田	1405	沼田	2302	横浜	2601	小浜	4402	高山	5302	豊岡	6608	宇部	7506	佐原	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		大分	9401	八重山	9804
稚内	0112	石巻	1502	桐生	2304	・逗子		大月	4502	大垣	5304	中国		高松	8101	竹田	9402	宮古	9805
滝川	0113	大崎	1503	太田	2305	川崎	2607	富士吉田	4503	津	5401	鳥取	7101	善通寺	8102	日田	9403		
留萌	0114	気仙沼	1504	さいたま	2401	藤沢・平塚	2608	長野	4601	四日市	5402	米子	7102	徳島 ⑩		中津	9404		
岩見沢	0116	福島	1601	川越	2402	厚木・茅野	2609	松本	4602	伊勢	5403	松江	7201	松江	8301	佐伯	9405		
東北	郡山	1602	深谷	2404	小田原	2610	伊那	4603	伊賀・名張	5404	浜田	7202	新居浜	8302	熊本	9501			
青森	1101	会津若松	1603	所沢	2405	東京 ①		上田	4604	近畿	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		
秋田	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		

⑧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

⑨大阪

梅田周辺、阪急京都線・千里線・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

⑩奈良

奈良市および周辺市町……………6401

⑪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きます。

※2023年度第2回より、一部の受験地を変更しております。

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

英検

公益財団法人

日本英語検定協会