

!

シールがあるまで

筆記用具などを使って開けてください

2025-1

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

2025年6月1日(日) 実施

■ 試験時間

筆記試験（90分）

リスニングテスト（約31分）

■ 注意事項

- 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。
- 試験開始まで、この問題冊子を開いてはいけません。
- 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。解答用紙にマークする際は、正確に塗りつぶしてください。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。
- 問題内容に関する質問は一切受けつけません。
- 不正行為をした場合は、答案は無効となります。
- 他の受験者に迷惑をかける行為を禁じます。
- 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。
- 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。
- 電子機器（ウェアラブル端末を含む）の使用を禁じます。
- 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。
- 試験終了後、問題冊子は持ち帰ってください。
- 採点結果等については、一切異議申し立てはできません。
- 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。



A 1 - 1 5 - 1 0 5 9 A

マーク例	良い例	悪い例
O	●	○⊗○

これ以下の濃さのマークは読めません。

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6/23(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/](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。

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) Emergency services were having difficulty getting to the scene of the accident, so the police () traffic to another road to make space for ambulances and fire trucks.
1 infected **2** recited **3** galloped **4** diverted
- (2) The teacher suddenly lost his temper and shouted at the class to be quiet. Following his (), all the students in the classroom went silent.
1 intake **2** outburst **3** breakup **4** layout
- (3) *A:* I've e-mailed Emily three times already to ask if she's coming to the party, but she hasn't responded.
B: That's odd. She usually gives such () replies.
1 slender **2** gloomy **3** abnormal **4** prompt
- (4) Researchers at the drug company have improved the () of their headache medicine. The pills are now twice as strong.
1 excursion **2** potency **3** friction **4** negligence
- (5) Using a smartphone while driving is now illegal in many places because it () drivers, who should always be watching the road.
1 distracts **2** reforms **3** pacifies **4** dismisses
- (6) In an effort to reduce government spending, the government has () the post office by allowing a for-profit corporation to take it over.
1 formulated **2** privatized **3** ventilated **4** deformed
- (7) Most of the topics discussed in the weekly meeting are () to his section, so Hans always takes his laptop so that he can spend the time replying to his e-mails.
1 occupied **2** invisible **3** irrelevant **4** anxious
- (8) After a storm, flooding can make roads (). Motorists are advised to check that all roads on their planned routes are safe to drive on.
1 hazardous **2** vigorous **3** furious **4** monotonous

- (9) The store clerk told me my coupon was (), so it could no longer be used. It had expired two months earlier.
- 1** acute **2** rash **3** invalid **4** imminent
- (10) The unclear wording of the law meant that it had been legally possible to avoid paying taxes. Many people took advantage of this () before the law was finally changed this year.
- 1** loophole **2** stronghold **3** blueprint **4** aftermath
- (11) Christine loved () colors, so she filled her apartment with bright red, yellow, and orange furnishings.
- 1** vivid **2** weary **3** hazy **4** feeble
- (12) Although Jeffrey claimed it was an accident, Gretchen believed that he () knocked her books to the floor in order to make her angry.
- 1** greedily **2** obediently **3** intentionally **4** thoroughly
- (13) In some countries, it is the () of families, not the government, to financially support senior citizens.
- 1** component **2** obligation **3** symptom **4** resolution
- (14) Although many people like the idea of online learning, others feel that it is important for students to () with other children in person.
- 1** interact **2** collapse **3** precede **4** constrain
- (15) After retirement, many people () new hobbies that they did not have time for when they were working.
- 1** root out **2** pass for **3** take up **4** blow up
- (16) It took two weeks, but police were finally able to () the thieves using video from a security camera and fingerprints left at the crime scene.
- 1** bulk up **2** track down **3** lay off **4** pick on

2

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.

Bird Battle

When Australian soldiers returned home after fighting abroad in World War I, many had trouble finding employment. The public pressured the government to support the former soldiers, and they were eventually offered plots of land to become crop farmers. Thousands of people (19). This is despite the fact that the soil quality was often poor, and some plots were considered too small to bring in enough income.

Once settled, some farmers faced another issue: emus. Emus are large flightless birds that migrate hundreds of kilometers in search of food and water. As agricultural land expanded, clashes between emus and farmers increased. At the time, the emus had protected status. (20), the farmers' options were severely limited. They built simple fences, but the emus overcame these barriers and destroyed crops. The farmers were eventually permitted to kill the birds. However, the early 1930s saw a severe drought that led to huge numbers of emus migrating to the Campion district of Western Australia. In desperation, the farmers there called on the government to assist them.

Soldiers armed with machine guns were sent to eliminate thousands of emus. Within days, it became clear that the (21). As soon as they became aware of potential danger, the emus broke into small groups and ran in different directions, making it extremely difficult for the soldiers to use their weapons effectively. After a relatively short time, the hunt was postponed. Although later attempts had slightly more success, the whole program was generally deemed ineffective and eventually scrapped.

- | | | |
|------|---|---|
| (19) | 1 returned to their hometowns
3 accepted the challenge | 2 refused to become farmers
4 chose to stay in the army |
| (20) | 1 For instance 2 Nevertheless | 3 Consequently 4 Instead |
| (21) | 1 task would not be easy
3 emus were unable to escape | 2 soldiers were well trained
4 farmers could assist the soldiers |

Gladiator Equality

Hollywood movies have helped to make scenes of gladiators fighting each other in public arenas an iconic part of ancient Rome's history. Historical records show that gladiatorial games began in pre-Roman communities and that the Romans then adopted them as a form of entertainment around the third century BC. Unlike in the movies, however, it was uncommon for gladiators to die in the arena. (22), losers could give up and admit defeat, and whether they lived or died would then be decided by the sponsor of the games. Having a gladiator killed resulted in paying a large fee to their owner, so it rarely happened.

Many people may also be surprised to learn that gladiators were not always men. Some historians believe that female gladiators appeared during the first century BC, at a time when Roman society was undergoing many changes. Rome was transitioning from a republic to an empire, and women were starting to be allowed greater freedom. In addition, people were spending more money on entertainment, and audiences demanded novelty and excitement. One way to provide that was by (23).

As with their male counterparts, many female gladiators were slaves who fought to make money for their owners. However, some middle- and upper-class women (24). Historians believe there were several reasons for such women to do this. Some likely did it as a form of protest against their families or an escape from Rome's male-dominated society. Others probably did it because it brought them fame and excitement.

(22) 1 Despite this 2 Similarly 3 In fact 4 Therefore

(23) 1 making gladiators fight to the death
 2 having women fight each other
 3 increasing the prize money for gladiators
 4 banning female gladiators

(24) 1 got married to famous gladiators
 2 prohibited their slaves from becoming gladiators
 3 enjoyed watching gladiatorial games
 4 actively chose to become gladiators

3

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

The Mary Celeste

In December 1872, the crew of the *Dei Gratia*, a British merchant ship that had set sail from New York, spotted another ship drifting in the Atlantic Ocean. The *Dei Gratia*'s captain was surprised to see that the ship was the *Mary Celeste*, which had left New York weeks earlier and should have already arrived at its intended destination in Italy. He sent some of his men to investigate, but they found nobody aboard the *Mary Celeste*. However, the crew's belongings remained, the ship's cargo of industrial alcohol was still present, and there were plentiful supplies of food and water. The ship was undamaged, although there was some seawater in its cargo hold. Hoping to gain a financial reward for salvaging the deserted ship, the *Dei Gratia*'s crew sailed the *Mary Celeste* to Gibraltar and handed it over to British authorities there.

No trace of the *Mary Celeste*'s crew has ever been found, and there has been much speculation about what happened. One popular theory was that the ship was attacked by pirates, who murdered the crew and threw them overboard. This was rejected, however, since pirates generally stayed away from the area because British naval ships often patrolled there. Furthermore, the ship's cargo had not been stolen. Another theory was that vapors from the alcohol the *Mary Celeste* was carrying caused an explosion that forced the crew to leave the ship. However, the *Dei Gratia*'s crew found no damage on the *Mary Celeste* that supported this idea.

To try and shed some light on the *Mary Celeste* mystery, documentary maker Anne MacGregor analyzed transcripts of the ship's log and official reports written in Gibraltar at the time. MacGregor now believes the ship was abandoned a few miles from the Azores Island of Santa Maria ten days before it was discovered by the *Dei Gratia*. She also found evidence that the ship's water pump had become blocked and its chronometer, which was a vital piece of navigational equipment, had been faulty. As a result, the *Mary Celeste*'s captain would have been unsure of the ship's position and unable to remove seawater from the cargo hold. MacGregor thinks that these issues, combined with the fact that the *Mary Celeste* had experienced rough seas the day before, would have been enough to make the captain resort to sacrificing the ship in order to ensure his crew's safety. The question of why the crew never made it to Santa Maria remains unanswered, however.

(25)

After finding the *Mary Celeste* drifting at sea, the crew of the *Dei Gratia*

- 1** gave supplies of water and food to the *Mary Celeste*'s crew to prevent them from dying before reaching Italy.
- 2** repaired the damage to the *Mary Celeste*, which was then able to continue its journey to Italy.
- 3** contacted British authorities in Gibraltar, who came to salvage the *Mary Celeste*.
- 4** took the *Mary Celeste* to Gibraltar because they thought they could make money by doing so.

(26)

What is true according to the passage?

- 1** British authorities suspected that the crew of the *Dei Gratia* stole the *Mary Celeste*'s cargo and killed its crew.
- 2** The *Dei Gratia*'s crew refused to board the *Mary Celeste* at first because they believed its cargo was too dangerous.
- 3** It is unlikely that pirates attacked the *Mary Celeste* because it was unusual for them to operate where the ship was discovered.
- 4** Evidence found on the *Mary Celeste* suggests that damage to the ship was caused by an explosion.

(27)

What did Anne MacGregor conclude based on her investigation?

- 1** The mystery of what happened to the *Mary Celeste* would never be solved because official reports contain little information about the incident.
- 2** Several factors led to the *Mary Celeste*'s captain deciding he had no choice but to get his crew off the ship.
- 3** The crew of the *Mary Celeste* likely escaped to Santa Maria to avoid being blamed for abandoning the ship.
- 4** Records of the *Mary Celeste*'s discovery were altered in order to cover up what really happened.

The Science of Revenge

While revenge is a phenomenon found in cultures around the globe, this dark human instinct is still not fully understood. One famous psychological theory of the past viewed it as a way to release the buildup of rage or hatred that occurs in situations where a person feels victimized, just as releasing steam can decrease pressure in a steam engine. Psychological studies, however, have revealed that aggressive acts associated with revenge can actually leave people with increased levels of anger compared with those who do not attempt to get even.

It is generally agreed that evolution has played a part in bringing about the human tendency toward revenge. Revenge seems to be common in various animal species, and our close relatives, chimpanzees, frequently retaliate against aggression. Since they share much of our DNA, it suggests there is a biological mechanism at work. In addition, since human ancestors in ancient times faced frequent threats, such as murder and theft, an instinct for getting even would have proved beneficial in discouraging others from harming them. Research has also revealed that males, particularly those with greater upper-body strength, have a greater tendency toward revenge. This suggests that the drive to get even may be linked to evolutionary pressures since those who were more capable of enacting revenge had a better chance of survival and protecting the resources they needed to live.

However, human society may also have shaped revenge. Researchers have found that revenge tends to occur more frequently in societies where institutions for enforcing laws are less developed. Tribal peoples with no formal justice system, for example, are more likely to retaliate than people in urban settings with sophisticated law enforcement systems. Similarly, low-income neighborhoods in the United States often suffer from a lack of law enforcement, and there is a greater tendency for their residents to retaliate when they are victims of crime. While not proven, this cultural view of revenge appears useful for understanding the great degree of variation that exists in societies around the world.

A cultural approach to understanding the possible origins of revenge can also help explain its effects not just on individuals but on society as a whole. Taking revenge can come at great personal cost, including damage to human relationships, imprisonment, or even loss of life, as well as leading to a cycle of revenge. However, revenge may also send a message that affects the behavior of everyone in the society by making it clear that certain types of actions will not be tolerated. As well as making people aware of what not to do, it can indirectly lead to beneficial actions. For example, on a soccer team, if players put in little effort during practice, other players may resent them and avoid passing them the ball during the game. The potential for such retaliation can contribute to a team's overall motivation in practices. It is, therefore, possible that revenge developed because it can have a positive impact on the members of a group or society, reinforcing behaviors that contribute positively to its overall success.

- (28) What is one thing that we learn about an older psychological theory of revenge?
- 1** It had a problem because it focused on the reasons that people wanted to get revenge rather than the degree of anger they felt.
 - 2** It was created using the results of a well-known psychological study, but it reached an incorrect conclusion about them.
 - 3** It was based on a misunderstanding about the relationship between victims and the people who cause harm to them.
 - 4** It incorrectly suggested that revenge worked to reduce the amount of negative emotion, such as anger, that a wronged person felt.
-
- (29) Which of the following is mentioned as an advantage of taking revenge for early humans?
- 1** It may have been a way for males to demonstrate their physical strength and their ability to protect females from danger.
 - 2** It could have helped to keep them safe from animals because it brought out anger, making them better able to respond to attacks.
 - 3** It would have had the effect of helping to prevent other people from trying to kill them or steal their belongings.
 - 4** It seems to have provided a way for them to handle stress related to suffering caused by the harmful actions of other humans.
-
- (30) The author mentions low-income neighborhoods in the United States as an example that
- 1** demonstrates that revenge seems to be more common in societies where the justice system is not working well.
 - 2** supports the idea that the desire to get revenge has an unexpected connection with how much wealth an individual possesses.
 - 3** shows that societies with strict punishments for criminals are likely to have much lower rates of crime than those that do not.
 - 4** helps to explain the changes that have come about as tribal societies gradually changed into more-modern ones.
-
- (31) According to the fourth paragraph, what is one positive effect of revenge?
- 1** It can actually strengthen personal relationships among people who feel that they have been the victims of harm from others.
 - 2** It can cause people to follow social rules so that they are more likely to behave in a way that is acceptable to the group.
 - 3** It can allow individuals a chance to make a situation fairer when they are being treated badly by the rest of society.
 - 4** It can indirectly lead to increased competition that can cause many people in society to enjoy greater success.

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.
- 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.

Most homes and businesses have their own individual heating systems. However, there are more and more communities using what is known as “district heating.” The special feature of this system is that a central energy source is connected to buildings around it using underground pipes. Those buildings can all be heated together at once using this system. Now, the use of this type of heating is increasing around the world.

District heating supporters say that it is a good thing. When many buildings share the same heat source, less heat is needed than when heating buildings separately. If less energy is used for heating, there will be less CO₂ released into the air. This reduces global warming effects. There is another benefit of district heating. Heaters sometimes break down, which causes trouble for residents. However, district heating systems are regularly checked and kept in good condition. This makes them more reliable. They are unlikely to stop working suddenly.

Despite this, critics point out a problem. Creating new district heating systems involves placing lots of underground pipes, which requires workers to dig deep into the ground. However, doing this in areas that already have buildings is a lot of work. Therefore, construction in such places needs a large amount of money.

→ *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

Should governments work together to increase global food production?

POINTS

- *Land space*
- *Pollution*
- *Population*
- *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** Help her contact clients.

2 Take on more projects.

3 Add her to e-mails.

4 Leave notes on her desk.

No. 2 **1** The automated system is broken.

2 The novel he wants is popular.

3 He cannot pay by credit card.

4 He cannot borrow the book now.

No. 3 **1** He could not submit his project.

2 His boss is often too strict.

3 He could not take time off.

4 His boss misses a lot of work.

No. 4 **1** Cooking a special meal.

2 Planning a big party.

3 Having a quiet dinner without the kids.

4 Taking a vacation as a family.

- No. 5**
- 1** He should try to submit it early.
 - 2** He should look for recent sources.
 - 3** He should use books rather than journal articles.
 - 4** He should not include his opinion.
- No. 6**
- 1** He does not have any insurance.
 - 2** He was trying to avoid hitting an animal.
 - 3** He was not the one who caused it.
 - 4** He thinks the damage is serious.
- No. 7**
- 1** He does not have enough time to study.
 - 2** He does not enjoy his club activities.
 - 3** He did not make the baseball team.
 - 4** He is not interested in going to college.
- No. 8**
- 1** Find a job for Caitlin.
 - 2** Work extra hours at his job.
 - 3** Search for a new bank.
 - 4** Get help from a professional.

Listening Test

No. 9

- 1 The food tasted bad.
- 2 The service was poor.
- 3 It had a nice atmosphere.
- 4 It should pay its staff more.

No. 10

- 1 It is unlikely to succeed.
- 2 It will create too much work.
- 3 She should be the project leader.
- 4 The man should join the project team.

No. 11

- 1 Contact a plumber as soon as possible.
- 2 Reduce how much hot water they use.
- 3 Get a new shower for their bathroom.
- 4 Wait before replacing the water heater.

No. 12

- 1 Get started early on her assignment.
- 2 Change the topic for her assignment.
- 3 Send the professor a list of her sources.
- 4 Ask the professor to extend the deadline.

Part 2

(A) No. 13

- 1 It covered most areas of Britain.
- 2 It was divided into multiple sections.
- 3 It led to the failure of Roman invasions.
- 4 It was an important resource for Roman armies.

No. 14

- 1 It cannot be more than six thousand years old.
- 2 Humans are not to blame for its destruction.
- 3 Ancient historians were mostly correct about it.
- 4 It had already shrunk when the Romans arrived.

(B) No. 15

- 1 Their photographs showed the damaging effects of war.
- 2 Capa prevented Taro from becoming a photographer.
- 3 They were unable to travel to Spain together.
- 4 Taro first introduced Capa to war photography.

No. 16

- 1 She had not wanted to go to the front line.
- 2 Her photographic techniques were not original.
- 3 Her work got little attention for many years after she died.
- 4 She preferred working with Capa to working alone.

Listening Test

(C) No. 17

- 1 Spider silk can pick up sounds humans cannot.
- 2 Spiders have no need to detect sounds.
- 3 Spiders produce sounds that humans cannot hear.
- 4 Spider webs can be damaged by sound waves.

No. 18

- 1 They can negatively affect human hearing.
- 2 They become less effective as they get smaller.
- 3 They cannot detect some frequencies produced by humans.
- 4 They make vibrations that the brain cannot process.

(D) No. 19

- 1 Their agriculture polluted the Nile River.
- 2 Their agriculture relied on the Nile River.
- 3 Their crops were poorly suited to the region.
- 4 Their farming methods were very advanced.

No. 20

- 1 Some were less accurate than others.
- 2 Historians are unsure why they were built.
- 3 Historians think they had more than one function.
- 4 They were paid for using taxpayers' money.

- (E) No. 21**
- 1** Hospitals lack expertise regarding brain conditions.
 - 2** Brain conditions are difficult to treat.
 - 3** Brain conditions make people more sensitive to heat.
 - 4** Past research on brain conditions was incorrect.
- No. 22**
- 1** The effects of global warming will be reduced.
 - 2** New kinds of brain conditions will appear.
 - 3** People will adapt to extreme weather events.
 - 4** More people will suffer from brain conditions.
-
- (F) No. 23**
- 1** They are usually located within the workplace.
 - 2** Financial cost does not prevent people from entering.
 - 3** Creative people benefit from them the most.
 - 4** They can make work-life balance harder to achieve.
- No. 24**
- 1** They may be inspired to change careers.
 - 2** Remote work could become more difficult to manage.
 - 3** Their work environment can become healthier.
 - 4** They could benefit from increased formal training.

Listening Test

Part 3

(G) No. 25

Situation: You are planning a painting workshop for twenty people. You call an arts center to ask about renting a room and are told the following.

Question: Which room should you rent?

- 1 The Rose Gallery.
- 2 The Sun Gallery.
- 3 The Blue Room.
- 4 The Sky Studio.

(H) No. 26

Situation: You are a tenth-grade high school student. You are in the art classroom at school when you hear the following announcement.

Question: Where should you go?

- 1 To the main sports field.
- 2 To the staff parking lot.
- 3 To the gym.
- 4 To the small auditorium.

(I) No. 27

Situation: You have a tree in your yard that has a disease. It is sixty centimeters in diameter. A tree specialist is giving you advice.

Question: What should you do next?

- 1** Purchase more of the chemical.
- 2** Continue to check the tree's condition.
- 3** Get in touch with city hall.
- 4** Book a date with the tree specialist.

(J) No. 28

Situation: You are on vacation with your husband. You are both interested in history and physical activities. A staff member at the tourist office gives you some tour options.

Question: Which tour should you take?

- 1** The evening city tour.
- 2** The daytime bus tour.
- 3** The cycling tour.
- 4** The river tour.

(K) No. 29

Situation: You are the manager of a store. Part-time employees can work a maximum of thirty hours per week. You receive the following voicemail from a coworker.

Question: Who should you ask to work tomorrow?

- 1** Miranda.
- 2** Jack.
- 3** Dana.
- 4** Rakesh.

■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2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1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1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2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6日(日) B日程：7月13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つの級と一緒に受験）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、英検ウェブサイトとのおりの日程となる場合があります。
- ・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

島部・海外

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	三次	7403	久留米	9103	鹿児島	9701
函館	0102	盛岡	1301	つばさ	2104	鏡子・恵美	2502	柏崎	4106	掛川	5104	奈良	◎	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	(広島県)		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	伊豆田辺	6502	奥	7405	佐賀	9201	奄美	9704
釧路	0105	花巻・北上	1304	取手	2107	・智志野	2504	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	木更津	2506	七尾	4302	春日井	5209	姫路	6603	下関	7503	鳥栖	9204	指宿	9707
網走	0108	米沢	1403	小山	2203	成田	2507	小松	4303	岐阜	5301	加古川	6605	岩国	7504	長崎	9301	本島南部	9801
苫小牧	0109	新庄	1404	前橋	2301	柏・我孫子	2509	福井	4401	各務原	5301	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	9401	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	9401	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・平塚	2608	長野	4601	四日市	5402	米子	7102	徳島	◎	中津	9404		
岩見沢	0116	福島	1601	川越	2402	厚木・秦野	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・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	⑧	上田	4604	近畿	5405	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	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	諫訪	4606	近江八幡	6103	津山	7302	四万十	8402	人吉	9504		
弘前	1104	関東	1606	飯能	2408	長岡	4102	東海	彦根	6104	倉敷	7303	九州・沖縄	9601	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		

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

Ⓐ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

Ⓑ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

Ⓒ奈良

奈良市および周辺市町 6401

Ⓓ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。