2026 ORIGINAL

Grade Pre-2

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。

英検準2級　完全オリジナル予想問題

学校法人早稲田学園
WISH×AI 英検LAB

準2級

第12回

完全オリジナル予想問題

■ 試験時間

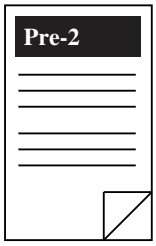
リーディング・ライティングテスト（80分）

※ リスニングテストは収録していません。

■ 注意事項

1. この問題冊子は英検準2級の形式を参考にした独自の予想問題です。公式の試験冊子ではありません。
2. 試験開始まで、この問題冊子を開かないでください。
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に記入してください。問題冊子にはメモをしてもかまいませんが、終了後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受け付けません。
5. 不正行為をした場合は、答案は無効となります。
6. ほかの受験者に迷惑をかける行為を禁じます。
7. リスニングは収録していません。リーディングとライティングの問題に解答してください。
8. 携帯電話などは電源を切ってカバンにしまい、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. 着信音やバイブ音など、試験を妨げる音を出さないでください。
11. 試験終了後、問題冊子は持ち帰ってください。
12. 正答・解説は別冊PDFを参照してください。
13. 本教材の無断複製・再配布・販売を禁じます。学習・授業の範囲で利用してください。

問題冊子を開く前に



開始の合図を待つ

＊学習用です。必要に応じて記入してください。

受験番号 | | | | | | | | |　氏名

非公式の予想問題です
英検準2級の形式を参考

問題冊子を開く前に確認

WISH×AI
英検LAB
非公式教材

Start from the next page.

リーディング・ライティングテストは

次のページから始まります。

試験時間80分。リスニングは収録していません。

1

次の(1)から(15)までの空所に入る最も適切なものを、1～4から一つ選びなさい。

(1) The library has a separate (　　) for books written in foreign languages.

1 journey　　2 injury
3 section　　4 recipe

(2) The weather was (　　) during our trip. We had sunshine every day.

1 absent　　2 perfect
3 guilty　　4 wooden

(3) Please (　　) your shoes before entering the clean room.

1 owe　　2 remove
3 arrive　　4 imagine

(4) The town needs a new (　　) across the river because the old one is closed.

1 portrait　　2 recipe
3 desert　　4 bridge

(5) A: Is the station far away?
B: No. It is within easy walking (　　).

1 distance　　2 temperature
3 flavor　　4 permission

1

(6) The school will (　　) the number of students in each class from thirty-five to thirty.

1 gather　　2 celebrate
3 borrow　　4 reduce

(7) The guide was very (　　) and answered the same question several times without becoming annoyed.

1 vacant　　2 narrow
3 patient　　4 salty

(8) The shop offers a student (　　), so bring your school card when you pay.

1 disaster　　2 discount
3 direction　　4 definition

(9) We need to (　　) the plan before announcing it. Some details are still uncertain.

1 forgive　　2 confirm
3 export　　4 decorate

(10) The hall was (　　) with visitors, so we had to wait outside.

1 fluent　　2 empty
3 loyal　　4 crowded

1

(11) Please (　　) the date of the meeting in your notebook.

1 write down　　2 give in
3 take after　　4 look into

(12) The café is (　　) the bank and the post office.

1 throughout　　2 among
3 between　　4 during

(13) We need to (　　) an early start if we want to reach the lake before noon.

1 give　　2 make
3 do　　4 put

(14) A: Can you finish this today?
B: I will (　　), but I cannot promise.

1 put on weight　　2 lose my way
3 do my best　　4 have a fever

(15) The club welcomes everyone, (　　) their age or experience.

1 regardless of　　2 in exchange for
3 according to　　4 because of

2

会話の流れに合う表現を選び、(16)から(20)までを完成させなさい。

(16)

A: Our paper model collapsed during the test.
B: We can still examine where it bent. (　16　).
A: Good idea. The result may help us decide what to change next.

1 We should hide the damaged model
2 We must claim the bridge worked
3 The bending point tells us nothing
4 Let us record what happened

(17)

A: Must I know film history before the discussion?
B: No, we will begin with what viewers noticed.
A: Then, (　17　).
B: Of course. Different starting points are welcome.

1 the ending must be known before viewing
2 I must memorize every director
3 only experts may speak
4 I can ask a simple question

(18)

A: I want to watch the old film on Friday.
B: Could you tell me (　18　)?
A: Yes. Yes, the original language is different, but the words are written on screen.

1 whether it has subtitles
2 where the meeting will take place
3 when the office opens
4 how much the activity costs

2

次の会話の(19)と(20)に入る最も適切なものを選びなさい。

A: We are planning to attend the film discussion on January 20. May we bring twenty students?
B: Yes. We can welcome that number, but please (　19　).
A: All right. I will send the final number by January 6.
B: Thank you. Each student should bring the required ticket. The background notes will be ready here.
A: Our group has not tried to compare old and new stories before.
B: That is fine. There will be an introduction.
A: Some students need to leave before the normal finishing time.
B: In that case, (　20　). We may be able to adjust their order.
A: I will include the departure time when I confirm our number.

(19)

1 wait until the visit has ended
2 cancel before reading the information
3 confirm the number in advance
4 bring everyone without a reply

(20)

1 ask them to miss every activity
2 wait until afterward to explain
3 leave without saying anything
4 tell us the required departure time

3

本文の内容に合うように、(21)と(22)に入る最も適切なものを選びなさい。

The Longest Route

Kenta planned a walk for his class in a nearby park. He chose the longest route because it passed every interesting place. He expected his classmates to be impressed. During a practice walk with his cousin, however, they had little time to stop. They hurried past a small pond and missed the view from a hill. His cousin said she would rather see fewer places properly. Kenta began to wonder whether his plan (　21　). The visit had a fixed finishing time because the school bus was already booked. Adding more places could only reduce the time available at each one.

He shortened the route and added two places for rest and discussion. On the class visit, students watched insects by the pond and sketched the view from the hill. They did not complete every path, but they remembered details they had noticed. Kenta realized that a useful plan (　22　). Trying to include everything had almost prevented the class from enjoying anything carefully. Next time, he decided, he would begin with what he wanted people to experience, not with the greatest possible distance.

(21)

1 needed even more stops to impress everyone
2 included too much for the available time
3 was already the easiest possible walk
4 should avoid every interesting place

(22)

1 was best when it covered the longest distance
2 left time for the activities that mattered
3 required everyone to move as fast as possible
4 could be judged only by the number of paths

4 A

From: Jack Miller <organizer@example.org>
To: Sam Endo <student@example.org>
Date: April 2
Subject: The wet-weather program

Dear Sam,

I am writing about your outdoor club's visit on September 28. The current forecast suggests poor weather, so please prepare for either of our two programs. If conditions are suitable, we will follow the short woodland route. Otherwise, we will use the learning room for map activities and an equipment demonstration. Both options begin at the visitor center at 10:00 a.m.

Students should bring outdoor shoes and a light raincoat even if an indoor session seems likely. Please also bring notebooks and a packed lunch. We will make the final choice after checking conditions that morning, not simply from the forecast several days earlier. The guide will explain the decision to the teacher on arrival. Students should not enter a closed route independently.

Please confirm the group number by September 14. The fee is the same for either program because both include a guide and prepared materials. The visit will finish at 1:30 p.m. If severe weather prevents safe travel to the center itself, we will contact the school by 8:00 a.m. and arrange another date. Please send a telephone number we can use that morning.

Best wishes,
Jack Miller

(23) Where do both programs begin?

1 At the school at 8:00.
2 At different forest entrances.
3 Inside a closed route.
4 At the visitor center at 10:00.

(24) When will the program be chosen?

1 After checking conditions on the visit morning.
2 At the end of the visit.
3 Only from a forecast several days earlier.
4 After students enter the closed route.

(25) What if travel to the center is unsafe?

1 The school will be contacted about another date.
2 Students must still arrive by any route.
3 Only the lunch fee will change.
4 The guide will cancel without communicating.

4 B

Trying Music before Buying

A community music center in the fictional town of Fellsford wanted more young people to try instruments. Some families were unsure whether a child would continue long enough to justify a purchase. The center introduced a small loan program, allowing beginners to use suitable instruments for one term. It worked with teachers rather than simply leave equipment on a shelf for anyone to collect.

At the start, borrowers received an explanation of care and storage. The center recorded the instrument's condition and provided a clear contact for problems. Families were told what the loan included and when permission was needed for repairs. A low-cost opportunity still involved responsibility. Staff wanted people to report difficulties early instead of hide them because they feared an automatic penalty.

The program also needed fair arrangements for limited stock. Popular instruments could not be promised to everyone at the same time. Applications were reviewed before allocation, and waiting families were given realistic information. The center kept a few replacements for unexpected problems instead of lending every available item immediately. Maintenance and availability were part of the service, not separate concerns to consider later. Teachers checked the instructions with new borrowers before the instruments went home. A familiar term could still be unclear to a beginner. The explanation worked better when people could ask a question while looking at the actual case and parts.

After the first term, some students bought instruments, while others chose a different activity. Staff did not judge the second outcome as wasted effort. A trial could help a family discover that an instrument did not suit them before making a larger commitment. The program succeeded when students gained a useful experience and families could make a better-informed choice, while the equipment remained ready for future learners.

4 B

(26) Why was the loan program introduced?

1 Every family already owned several instruments.

2 Teachers had asked to remove all instruments.

3 Families wanted a chance to try before purchasing.

4 The center wanted to stop teaching beginners.

(27) Why were problem-reporting rules made clear?

1 Instrument condition was never recorded.

2 Borrowers should seek help early rather than hide difficulties.

3 Families were expected to repair everything alone.

4 Staff wanted no contact during the term.

(28) Why were some replacements kept?

1 Unexpected problems could require another instrument.

2 Staff wanted the equipment to remain unused forever.

3 Maintenance was considered unnecessary.

4 All applications were guaranteed immediate success.

(29) How was choosing another activity viewed?

1 It always proved the service had failed.

2 It required buying the instrument anyway.

3 It could be a useful result of a trial.

4 It meant future learners could never borrow.

This is the end of the Reading Test. Continue to the Writing Test.

5

E-mail Reply

外国人の知り合いAlexから、次のメールを受け取りました。

メールの質問に答えるとともに、下線部について、より詳しく知るための具体的な質問を2つ書きなさい。

返信本文は40～50語を目安にし、別の解答用紙に記入してください。冒頭の挨拶と結びは語数に含めません。

Hi!

I joined a school radio club last month. We made a short program about our favorite places, and I enjoyed hearing my own voice in the finished recording. I was glad to learn something different from my usual routine. Do you think more schools will have radio clubs?

Your friend,
Alex

返信メールの形

Hi, Alex!
Thank you for your e-mail.

[この後に、あなたの返信本文を40～50語で書きます。]

Best wishes,

メール返信と次の英作文の両方に、試験時間内に解答してください。

6

English Composition

外国人の知り合いから次のQUESTIONをされました。

あなたの意見と、その理由を2つ、50～60語を目安に英語で書きなさい。

解答は別の解答用紙に記入してください。

QUESTION

Do you think students should help organize community events?

ライティングは2題あります。メール返信と英作文を両方解答してください。