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16回

完全オリジナル予想問題

■ 試験時間

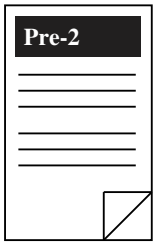
リーディング・ライティングテスト（80分）

※ 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 newspaper printed a (　　) after discovering a mistake in yesterday's article.

1 population　　2 correction
3 direction　　4 celebration

(2) The mountain road is (　　), so drivers must move slowly around the bends.

1 annual　　2 narrow
3 loyal　　4 guilty

(3) We need to (　　) a place for the meeting before inviting everyone.

1 escape　　2 forgive
3 reserve　　4 melt

(4) The guide showed us a (　　) of the old town so that we could understand its layout.

1 fever　　2 salary
3 model　　4 recipe

(5) A: Does this bag belong to you?
B: No. Mine is a different (　　). It is red, not blue.

1 color　　2 price
3 flavor　　4 height

1

(6) The club hopes to (　　) its activities to include more outdoor events.

1 borrow　　2 expand
3 fold　　4 forgive

(7) The food must be kept at a low (　　) until it is served.

1 distance　　2 permission
3 temperature　　4 opinion

(8) The museum's entrance was (　　) behind a row of trees, so we walked past it at first.

1 delighted　　2 hidden
3 grateful　　4 annual

(9) Please (　　) the old address from the list. The company has moved.

1 obtain　　2 contain
3 celebrate　　4 delete

(10) The students made steady (　　) and were able to read longer texts by the end of term.

1 progress　　2 weather
3 furniture　　4 traffic

1

(11) Please (　　) the invitation before you decide whether to attend.

1 run out of　　2 get rid of
3 look down on　　4 take a look at

(12) We arrived at the bus stop (　　). The bus was already starting to leave.

1 at risk　　2 on sale
3 by mistake　　4 just in time

(13) A: Why did you leave early?
B: I wanted to (　　) the rush-hour crowds.

1 keep away from　　2 get along with
3 take care of　　4 look forward to

(14) The museum is (　　) on Mondays, but it opens every other day.

1 closed　　2 closing
3 close　　4 closeness

(15) The children (　　) a circle so that everyone could see the demonstration.

1 got rid of　　2 took after
3 formed　　4 made up for

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: My speech takes six minutes, but I am allowed only three.
B: Some facts do not support your main point. (　16　).
A: That makes sense. I can keep them for questions afterward.

1 You should add another long list
2 You could leave those out
3 The audience must wait twice as long
4 The limit applies only to your friend

(17)

A: Should I include every fact in my speech?
B: You have only three minutes.
A: Then, (　17　).
B: Yes, keep extra details for later questions.

1 I should avoid any main idea
2 I should choose facts that support one point
3 the audience must hear every note
4 I must speak for twice the time

(18)

A: I have a short speech to prepare.
B: Could you tell me (　18　)?
A: Yes. Three minutes for the speech and one for a question.

1 where the meeting will take place
2 when the office opens
3 how much the activity costs
4 how much time you have

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 speech event on October 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 October 6.
B: Thank you. Each student should bring the required note card. The speaking table will be ready here.
A: Our group has not tried to explain one idea 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 tell us the required departure time
2 ask them to miss every activity
3 wait until afterward to explain
4 leave without saying anything

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 Returned Notebook

Julia borrowed a notebook of family recipes from her aunt for a school project. She took careful photographs of the pages and planned to return it after the presentation. Then the project became busy, and the notebook stayed in her bag for weeks. When her aunt asked about it, Julia felt embarrassed. She realized that she (　21　). She had treated the object mainly as useful material rather than something important to its owner. The notebook included small remarks written for family use rather than a public audience. Copying a page did not automatically make every sentence suitable for wider sharing.

Julia returned the notebook the next day and explained the delay honestly. She also showed her aunt the presentation and asked which pages could be shared with the class. Her aunt was pleased to see the work but wanted one personal note kept private. Julia removed that part. She learned that borrowing a personal object (　22　). Taking care of the physical item was only one responsibility. Asking about use and returning it as agreed mattered too.

(21)

1 had not respected the agreed return
2 had already returned the book safely
3 needed to copy every private note online
4 could keep the notebook permanently

(22)

1 gave her permission to publish every page
2 also involved respecting the owner's wishes
3 required hiding any delay
4 ended when photographs had been taken

4 A

From: Chloe Adams <organizer@example.org>
To: Naomi Sato <student@example.org>
Date: April 2
Subject: Welcome to the photography club

Dear Naomi,

Thank you for your interest in our photography club. The next meeting is on April 19 at 3:45 p.m. in Room 12. Please come there first rather than wait outside the art room, where the club used to meet. We will explain our activities and take a short walk around the school to practice noticing interesting details.

You do not need an expensive camera. A simple camera or a phone may be used during the supervised activity, following school rules. If you have neither, tell us before the meeting and you can work with a partner using club equipment. Please bring a notebook to record what you tried. We will focus on observation, not on comparing the price of devices.

This is a free trial meeting, and you can decide afterward whether to join for the term. Please reply by April 15 so that we know how many people to expect. If it rains, the observation activity will take place inside the building. We will finish by 5:00 p.m. and give new visitors a short guide to future meetings before they leave.

Best wishes,
Chloe Adams

(23) Where should new visitors go first?

1 The school shop.
2 Outside the former art-room meeting point.
3 Room 12.
4 The far end of the outdoor route.

(24) What if a student has no suitable device?

1 They should compare prices instead of observing.
2 They must buy an expensive camera.
3 They can arrange to share club equipment.
4 They cannot attend any part of the meeting.

(25) What does attending the trial require?

1 Payment for the entire term before arrival.
2 A completed professional photo collection.
3 A promise to become the next leader.
4 A reply by April 15, without a full-term commitment.

4 B

Counting More Than Visits

A community center in the fictional town of Ashford celebrated a rise in course registrations. The totals looked impressive, but one volunteer noticed that some local streets were rarely represented. Staff wondered whether the service was reaching more people or mainly serving familiar users more often. They decided to ask a clearer question before planning another expansion.

The center spoke with residents outside its usual mailing list. Some assumed a membership fee was required before joining any class. Others worried that beginners would not be welcome. The printed program listed prices and dates but did not clearly answer these concerns. Staff added examples of a first session and explained which activities could be tried without a long commitment.

Bookings were accepted by phone as well as online. A few trial meetings were held at different times, since changing publicity alone could not help someone who worked during every session. The center collected limited optional comments about barriers, not detailed personal histories. It wanted enough information to improve access while respecting people who did not wish to explain private circumstances. Staff distinguished a question about interest from one about actual attendance. Someone might want to join but face a practical barrier. Recognizing that difference helped the center avoid treating every absence as a simple statement that the activity was unwanted.

The next report still included registration totals, but these were discussed alongside new participation and repeated questions. A full classroom could be a good result without proving that every resident had equal opportunity. The center learned that numbers became useful when linked to a specific purpose and interpreted with other evidence. Understanding who was missing helped improve the invitation as well as the activity itself.

4 B

(26) What question did staff begin asking?

1 Whether higher totals meant reaching different people.

2 Whether every resident had stopped attending.

3 Whether familiar users must be banned.

4 Whether numbers should replace all discussion.

(27) What was one barrier for nonusers?

1 A complete absence of printed information.

2 A rule against every beginner.

3 A requirement to bring a professional qualification to all classes.

4 Misunderstanding the conditions for joining.

(28) Why were different times tried?

1 Phone booking made time irrelevant.

2 Staff wanted no further feedback.

3 Every class had already been offered at every hour.

4 Publicity alone could not solve a schedule barrier.

(29) What did the final report recognize?

1 A full class always proves equal access for everyone.

2 Totals need context and other evidence to show access.

3 Questions from nonusers have no value.

4 Only familiar participants should be considered.

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 helped at a walking festival on Sunday. I sorted maps before visitors arrived and learned that careful work behind the scenes could help the whole event run smoothly. I was glad to learn something different from my usual routine. Do you think more towns will organize walking festivals?

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 schools should invite more people to talk about their jobs?

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。