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17回

完全オリジナル予想問題

■ 試験時間

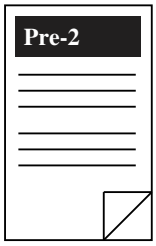
リーディング・ライティングテスト（80分）

※ 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 company offers a (　　) if a product stops working within one year.

1 guarantee　　2 journey
3 recipe　　4 portrait

(2) The museum room was too (　　) to read the labels, so staff added lights.

1 annual　　2 dim
3 fluent　　4 guilty

(3) Please (　　) the two ends of the string together.

1 tie　　2 borrow
3 owe　　4 earn

(4) The school has a quiet (　　) where students can read during lunch breaks.

1 salary　　2 flavor
3 corner　　4 engine

(5) A: Was the journey tiring?
B: Not really. The seats were very (　　).

1 fragile　　2 annual
3 jealous　　4 comfortable

1

(6) The guide will (　　) how the old machine was used.

1 forgive　　2 demonstrate
3 borrow　　4 escape

(7) The shop received several (　　) about late deliveries and decided to improve its service.

1 recipes　　2 achievements
3 portraits　　4 complaints

(8) The instructions were (　　), and we finished the task without asking for help.

1 anxious　　2 vacant
3 guilty　　4 clear

(9) Please (　　) the lid tightly so that no water leaks out.

1 borrow　　2 earn
3 close　　4 owe

(10) The town has a strong sense of (　　). Neighbors often help each other.

1 occupation　　2 community
3 electricity　　4 temperature

1

(11) We need to (　　) the kitchen after making lunch.

1 give in　　2 take off
3 set out　　4 clean up

(12) A: Are you coming to the concert?
B: I am not sure. It (　　) how much homework I have.

1 gives away　　2 depends on
3 takes after　　4 looks into

(13) Please (　　) your hand if you have a question.

1 look into　　2 give away
3 put up　　4 take off

(14) The old factory is now used (　　) an art center.

1 from　　2 by
3 into　　4 as

(15) I have not seen Ryo (　　) he moved to another town last year.

1 while　　2 since
3 by　　4 during

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: I need to return the borrowed folder, but I cannot go on Saturday.
B: The owner said to telephone if the time is difficult. (　16　).
A: Yes. I should not simply leave it outside the door.

1 You should leave it outside without asking
2 Saturday is the only possible day forever
3 You should arrange another appointment
4 The owner never needs it back

(17)

A: Can I post the family photographs online?
B: The owner agreed only to a classroom presentation.
A: Then, (　17　).
B: Yes, one kind of use does not automatically allow another.

1 permission never matters for copies
2 I need separate permission
3 I should remove the owner's name and upload them
4 all uses are already approved

(18)

A: I want to use copies of family photographs.
B: Could you tell me (　18　)?
A: Yes. A classroom presentation, but not a public website.

1 where the meeting will take place
2 when the office opens
3 what use the owner has allowed
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: I have reserved a place in the photo project on June 15, but my plans have changed.
B: Thank you for telling us. Can you still attend part of the session?
A: I am afraid not. I have another responsibility that day.
B: Then we should (　19　). Someone else may be waiting.
A: Yes, please. I still want to learn to compare old street views another time.
B: We may repeat the session later. If you are interested, (　20　).
A: An email would be helpful. Shall I check that you have my address?
B: Yes. We will also explain the need for the required folder and what materials we supply before the next booking opens.

(19)

1 ask you to attend both responsibilities
2 mark you as present for the whole session
3 cancel your reservation
4 keep your place empty without a reason

(20)

1 we will never contact anyone again
2 we can email you when details are ready
3 you should attend without a date
4 you must buy all materials today

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 Picture after the Storm

Yuta photographed a park after a storm for his school newspaper. One picture showed a fallen branch across a path. It looked dramatic, so he chose it as the main image. His first caption said that the whole park was closed. Before publishing, his editor asked whether he had checked that information. Yuta had seen only one corner and realized that he (　21　). A strong image had encouraged him to make a larger claim than the evidence allowed. The newspaper was read by families who might use its information to plan a visit. A short caption could therefore affect more than a reader's impression of the picture.

Yuta called the park office. Most paths were open, while the damaged section was marked off for repairs. He rewrote the caption to describe the actual location and added the date. The picture was still interesting, but readers would no longer assume that every entrance was closed. Yuta learned that (　22　). A photograph could show a real problem without explaining its full scale. Checking the words around an image was part of reporting accurately.

(21)

1 had assumed more than he actually knew
2 had inspected every path carefully
3 needed to make the caption even stronger
4 could not use any photograph of a storm

(22)

1 an image needed accurate context
2 dramatic pictures should never have dates
3 a caption could replace every factual check
4 one corner always represented the whole park

4 A

From: Owen Mills <organizer@example.org>
To: Riku Hase <student@example.org>
Date: April 2
Subject: The lunch survey results

Dear Riku,

Thank you for helping with our lunch survey. Please send your class results by May 22. We need the number choosing each answer as well as a short summary of comments. Do not send student names. The purpose is to understand common needs, not identify who dislikes a particular dish. Please keep any original sheets securely until the teacher has checked the totals.

For questions left unanswered, record a blank rather than choose an answer on the student's behalf. If one person selected two options where only one was allowed, mark that response separately. These details help us interpret the results fairly. We will compare several classes, but a small difference should not be described as a certain preference without looking at the numbers involved.

After the results are reviewed, the lunch team will explain which changes can be tried. Not every suggestion can be accepted because of cost, equipment, and preparation time. We will give reasons for the main decisions and ask for comments after a short trial. Please tell your class that completing the survey begins a discussion rather than guarantees a favorite meal.

Best wishes,
Owen Mills

(23) What information should be sent?

1 Only the most popular comment.
2 Every student's private contact details.
3 Invented answers for all blanks.
4 Answer totals and a summary of comments without names.

(24) How should unanswered questions be treated?

1 They should remain recorded as blank.
2 They must be replaced by names.
3 The group leader should guess an answer.
4 They should automatically count as agreement.

(25) What will the lunch team do?

1 Guarantee every requested meal.
2 Choose without telling students anything.
3 Explain possible changes and reasons for limits.
4 Ignore all trial feedback.

4 B

Passing on More Than a Password

A student group in the fictional town of Wellford maintained a website listing local volunteer activities. When its oldest members prepared to graduate, they planned to pass on the password and finished pages. A younger member asked how they checked event dates and decided what belonged on the site. The pages showed the result, but not the knowledge needed to keep the service reliable.

The group wrote a simple guide covering checking, permission for photographs, and removal of outdated notices. It explained who was responsible for each stage rather than save every private conversation. A teacher remained an official contact, since a student address might stop working after graduation. Members separated lasting responsibilities from details that would need regular revision.

The younger team practiced updating a page before the handover. An old file name confused them, and a cancellation raised a question the guide had not answered. The older members explained their reasoning and improved the notes. Watching a new person use the process revealed hidden assumptions more effectively than reading the guide again themselves. The guide included a short practice problem rather than only routine steps. This helped the new team identify who should decide when an event was canceled or information was uncertain. Responsibilities became clearer when tested against a realistic change.

The following year, the new team changed the site's appearance and added another type of activity. It kept useful checks while updating the arrangements. The older students considered this successful continuity, not a failure to preserve their work. The project lasted because the next team could make informed decisions. Handing over a shared activity meant passing on the ability to maintain and improve it, rather than asking future members to repeat the past unchanged.

4 B

(26) What was missing from the original handover plan?

1 The reasoning and checks behind the finished pages.

2 Any website password.

3 Students willing to ask questions.

4 All information about local activities.

(27) Why did a teacher remain a contact?

1 The website would never need updates.

2 A student address might no longer work after graduation.

3 Students were forbidden to make any decision.

4 Every event belonged to the teacher personally.

(28) What did the practice reveal?

1 Unclear names and an unaddressed cancellation problem.

2 That no new member needed help.

3 That private conversations should all be copied.

4 That all instructions were already perfect.

(29) What made the handover successful?

1 Every detail was kept unchanged forever.

2 Only older members understood the checks.

3 The password replaced all explanation.

4 New members could maintain and improve the service.

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 tried a gardening club at school this week. We prepared small boxes for plants, and I enjoyed working outside even though I knew very little about gardening. I was glad to learn something different from my usual routine. Do you think more students will join gardening 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 include unsuccessful attempts in project reports?

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。