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18回

完全オリジナル予想問題

■ 試験時間

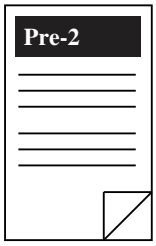
リーディング・ライティングテスト（80分）

※ 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 students made a short (　　) to advertise their school festival.

1 salary　　2 video
3 recipe　　4 fever

(2) The road was (　　) after the storm, with branches lying across it.

1 annual　　2 blocked
3 delighted　　4 fluent

(3) Please (　　) the instructions before using the new equipment.

1 follow　　2 freeze
3 owe　　4 borrow

(4) The town needs a better water (　　) for the new housing area.

1 supply　　2 portrait
3 gesture　　4 flavor

(5) A: Why did you choose that course?
B: It sounded (　　), and I wanted to learn something different.

1 vacant　　2 interesting
3 salty　　4 guilty

1

(6) The group will (　　) old clothes and send suitable items to a charity.

1 melt　　2 forgive
3 borrow　　4 collect

(7) The library has a useful (　　) for finding books by title or author.

1 portrait　　2 fever
3 climate　　4 system

(8) The guide was (　　) about the area and answered almost every question.

1 vacant　　2 fragile
3 knowledgeable　　4 jealous

(9) Please (　　) the empty bottles from the paper before recycling them.

1 approve　　2 separate
3 attract　　4 encourage

(10) The event was canceled because of a sudden (　　) in the weather.

1 change　　2 recipe
3 portrait　　4 salary

1

(11) We should (　　) the problem before deciding what to do.

1 look into　　2 give away
3 take after　　4 put on

(12) The group worked hard (　　) the rain and finished the outdoor task.

1 in exchange for　　2 because of
3 in spite of　　4 in front of

(13) A: May I use your pen?
B: Of course. (　　).

1 That is too bad　　2 Never mind
3 No wonder　　4 Here you are

(14) The new printer is (　　). We need to call someone to repair it.

1 under control　　2 in a hurry
3 out of order　　4 on sale

(15) We can (　　) the meeting until everyone has arrived.

1 give away　　2 break into
3 take after　　4 put off

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 want a closer photograph of the damaged path.
B: That area is marked as closed. (　16　).
A: You are right. I should not enter the repair area myself.

1 You should ask staff for a suitable image
2 You can enter the closed section alone
3 Staff cannot provide any information
4 The warning can be ignored

(17)

A: Does this park photo mean every path is closed?
B: No, it shows damage in one section only.
A: Then, (　17　).
B: Exactly. Do not describe a part as the whole park.

1 the photo proves all areas are identical
2 the date is unnecessary
3 the caption should make the location clear
4 we should announce a complete closure

(18)

A: I need to correct a caption about the park.
B: Could you tell me (　18　)?
A: Yes. Only the east path beside the pond.

1 when the office opens
2 which area is actually closed
3 who will lead the activity
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 would like to join the park reporting visit on June 10.
B: Certainly. Have you tried to check route information before?
A: No. This will be my first time. Is that a problem?
B: Not at all. The session (　19　). We explain the basic steps before you begin.
A: That sounds reassuring. What should I bring?
B: Please bring the required notebook. The current notices will be available here.
A: I see. When should I confirm my place?
B: Please (　20　). We need time to prepare the materials.
A: I will send my reply this evening. Thank you for the information.

(19)

1 is only for professional teachers
2 is suitable for beginners
3 has already finished for the year
4 requires several years of experience

(20)

1 buy all the equipment first
2 arrive without telling anyone
3 wait until after the session
4 contact us by May 27

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。

A Voice from the Past

Lena found an old recording of her grandfather explaining a machine he had used at work. She wanted to put a short part in a school presentation. The funniest sentence sounded perfect, so she cut it from the rest of the conversation. When her mother listened, she said it gave the wrong impression. Her grandfather had been joking before describing a serious problem. Lena realized that the short selection (　21　). The complete recording included pauses and a change of tone that the short piece had removed. Without these clues, listeners could take a joke as a serious statement.

She listened to the whole recording again and chose a different section. She added a sentence explaining when the interview had been made and what her grandfather was discussing. Before using it, she also checked with her family about permission. The presentation became less amusing but much clearer. Lena learned that (　22　). An interesting quotation was not automatically a fair account. The surrounding conversation could change how a few words should be understood.

(21)

1 had lost important context
2 explained the whole problem accurately
3 was longer than the complete interview
4 had already been approved for every use

(22)

1 the funniest sentence was always the best evidence
2 old recordings should never be heard
3 permission removed the need for accurate explanation
4 selecting a quotation required care

4 A

From: Philip Ward <organizer@example.org>
To: Mei Tanaka <student@example.org>
Date: April 2
Subject: The instrument loan

Dear Mei,

Your school can borrow four clarinets from the music center for the autumn term. Please collect them on September 3 between 1:00 and 3:00 p.m. A teacher must be present to check the instruments and sign the loan list. Students may attend the explanation, but they cannot collect the cases on their own. We will demonstrate how each instrument should be packed.

Please keep the cases and labels together. If an instrument appears damaged or difficult to use, stop using it and contact us before attempting a repair. Do not replace parts without permission. The loan includes ordinary maintenance, but we need to know promptly when something is wrong. Your teacher should keep a record showing which student is using each instrument.

All four instruments must be returned by December 12. Another school has reserved them for the following week, so extensions are unlikely. Please contact us by December 1 to choose a return appointment. We will check the contents with you then. If a student leaves the club early, the school should keep the instrument securely until the agreed return rather than send it through the post.

Best wishes,
Philip Ward

(23) Who must attend collection?

1 Every family in the school.
2 A teacher who can check and sign for the instruments.
3 Only students arriving alone.
4 A repair worker hired privately by students.

(24) What should happen if a problem is noticed?

1 Contact the center before trying repairs.
2 Remove its label and lend it to another school.
3 Replace parts without telling anyone.
4 Continue using the instrument regardless.

(25) Why are extensions unlikely?

1 The center has stopped all music activities.
2 The loan ends before collection begins.
3 Students cannot use cases in winter.
4 Another school has reserved the instruments.

4 B

An Aquarium without Fish

A small science center in the fictional town of Bellford wanted visitors to learn about life in the sea. It had no space or staff to care for living fish. Instead, the center created a room with large screens showing underwater films. Staff called it a video aquarium. Visitors could watch animals moving through real underwater places without the center having to keep them in tanks.

The first version showed beautiful scenes with music. Many visitors enjoyed it, but a teacher said that students did not know what to look for. Staff added short questions beside the screens. One asked visitors to notice where an animal hid. Another asked them to compare how two animals moved. The questions encouraged people to watch more carefully instead of simply waiting for the next colorful picture.

The center also changed how information was offered. Long explanations on the screen disappeared before children could read them. Staff put the essential names and facts on cards that visitors could hold. A short version was available for younger readers, while a longer version gave more detail. Both explained that a film showed only selected moments. Animals might behave differently at another time or in another place. Teachers also received a short activity sheet before bringing a class. It asked students to make one prediction and later compare it with what they observed, giving the visit a purpose beyond simply entering an impressive room.

The room became popular with school groups, but staff did not claim it was exactly the same as watching living animals. It could show distant places and repeat a useful scene, yet visitors could not choose everything they wanted to observe. The center kept asking teachers which questions led to good discussion. It learned that the value of the video aquarium depended on how people used the images, not only on the size of the screens or the beauty of the films.

4 B

(26) Why did the center choose a video aquarium?

1 It wanted to sell all its tanks.

2 The town had closed every school.

3 It could not care for living fish.

4 Visitors refused to watch sea animals.

(27) Why were questions added?

1 To replace every film with a test.

2 To stop children from watching the films.

3 To help visitors know what to observe.

4 To advertise a music performance.

(28) Why were information cards useful?

1 They contained only musical instructions.

2 Visitors could read them at their own pace.

3 They removed the need for any names.

4 They made every film longer.

(29) What did staff recognize about the room?

1 It was identical to observing every living animal.

2 Larger screens were the only important improvement.

3 Its usefulness depended on how visitors watched and discussed the films.

4 Teachers could not contribute to its development.

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!

My aunt lent a notebook to a local history display. It contained old shopping lists, and visitors were interested in what ordinary families used to buy and cook. I was glad to learn something different from my usual routine. Do you think more museums will display everyday objects?

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 school trips should include time to observe places slowly?

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。