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19回

完全オリジナル予想問題

■ 試験時間

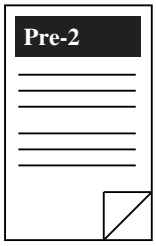
リーディング・ライティングテスト（80分）

※ 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 museum has a large (　　) of old maps from different countries.

1 conclusion　　2 condition
3 conversation　　4 collection

(2) The child was (　　) when the balloon burst, but soon began laughing.

1 startled　　2 annual
3 wealthy　　4 fluent

(3) Please (　　) the empty boxes before storing them. They take up too much space.

1 announce　　2 forgive
3 borrow　　4 flatten

(4) The town has a long (　　) of making pottery by hand.

1 history　　2 receipt
3 ingredient　　4 climate

(5) A: Is there enough space for everyone?
B: Yes. The room can (　　) thirty people comfortably.

1 melt　　2 refuse
3 owe　　4 hold

1

(6) The school will (　　) the new timetable next week.

1 announce　　2 borrow
3 freeze　　4 escape

(7) The project gave students valuable (　　) of working with local people.

1 furniture　　2 experience
3 luggage　　4 traffic

(8) The lake looked (　　) in the early morning, with no wind and hardly any sound.

1 guilty　　2 crowded
3 peaceful　　4 violent

(9) Please (　　) the date on the ticket. It may be valid only for today.

1 borrow　　2 check
3 earn　　4 melt

(10) The visitor center provides (　　) about local walks and events.

1 furniture　　2 information
3 traffic　　4 luggage

1

(11) The equipment has been stored for months. Before lending it to another group, we must (　　).

1 stop recording loans　　2 leave it outdoors
3 avoid checking it　　4 make sure it works

(12) A: How long will the work take?
B: About two hours (　　), including a short break.

1 at risk　　2 in total
3 on sale　　4 by mistake

(13) The students are (　　) their teacher because she has helped them prepare for the contest.

1 full of　　2 different from
3 grateful to　　4 absent from

(14) Please (　　) your voice down while other people are reading.

1 keep　　2 make
3 take　　4 give

(15) The club is open to beginners (　　) experienced players.

1 except for　　2 because of
3 as well as　　4 instead 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: This short recording is difficult to understand.
B: The meaning may depend on the surrounding conversation. (16).
A: Yes. Then we can choose a section that represents the speaker fairly.

1 We should use the extract without checking
2 Private words can be published automatically
3 We should listen to the whole interview
4 The whole recording has no relevance

(17)

A: Can I use the funniest sentence from the recording?
B: Check the full conversation first. It may have been a joke.
A: Then, (17).
B: Yes, a short extract must represent the speaker fairly.

1 the longest quotation is always correct
2 I should ignore surrounding words
3 humor always proves accuracy
4 the context could change its meaning

(18)

A: I am choosing part of an old recording.
B: Could you tell me (18)?
A: Yes. A former factory worker who used the machine every day.

1 where the meeting will take place
2 when the office opens
3 who is speaking in this section
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 a question about the history recording session on July 12.
B: Of course. What would you like to know?
A: I do not have the required notebook. Must I buy one?
B: You should bring one if possible, but (　19　). We can arrange a spare if you tell us early.
A: Good. I would rather borrow one for my first visit. Will we need anything else to listen to interviews?
B: The headphones will be available here.
A: When do you need my final answer?
B: By July 5. Please (　20　) in the same reply.
A: I will explain that I need to borrow the item. Thank you.

(19)

1 everyone must bring two new ones
2 we never lend any items
3 borrowing may be possible
4 the session is already over

(20)

1 send another reply after the event
2 tell us what you need to borrow
3 buy the supplied materials
4 leave out all equipment questions

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 Rainy Morning

The outdoor club had planned a long walk, but heavy rain arrived on the morning of the trip. Its leader, Sam, felt that all his preparation had been wasted. He wanted to cancel without offering anything else. Another member reminded him that the group had booked a room at the visitor center. Sam had thought of it only as a place to leave bags. He began to consider whether they (　21　). Several members were beginners who wanted practical advice about routes and equipment. A room and a clear task could provide learning even without the expected outdoor scenery.

The group used maps and photographs to compare possible routes for a future visit. Members also examined the equipment they had packed and discussed which items were useful. Several beginners asked questions they might not have had time for during a long walk. Sam realized that (　22　). The day was different from the original plan, but it could still serve the group's purpose. For the next trip, he prepared a simple alternative rather than assume that weather would always allow the first choice.

(21)

1 had to walk regardless of the conditions
2 should leave the booked room empty
3 needed to pretend the rain had stopped
4 could use the day in another useful way

(22)

1 only completing the longest route mattered
2 a changed plan did not have to mean a wasted day
3 beginners should not ask practical questions
4 weather could be controlled by planning harder

4 A

From: Sarah Dean <organizer@example.org>
To: Yuri Hino <student@example.org>
Date: April 2
Subject: The student suggestions meeting

Dear Yuri,

Thank you for collecting ideas from your class. Please bring a short summary to the student suggestions meeting on June 14 at 3:30 p.m. in Room 5. We would like two representatives from each class. You do not need to read every original note aloud. Instead, group similar concerns and explain why students think a change is needed.

Some ideas may be difficult because of cost or available space. This does not mean the concern will be ignored. We will first discuss the need and then consider different ways of responding. Please avoid including names when describing a complaint about a particular situation. The aim is to improve arrangements, not publicly blame individual students or staff.

The meeting should finish by 4:30. Afterward, the school will prepare a list of ideas that can be tried soon and those requiring further investigation. Representatives should share this response with their classes. Please send the names of your two representatives by June 7. If either person cannot attend, tell us the replacement before the meeting starts.

Best wishes,
Sarah Dean

(23) What should representatives prepare?

1 A promise that every request will be accepted.
2 A public list of students to blame.
3 A speech reading every note without selection.
4 A summary grouping similar concerns and their reasons.

(24) How will difficult ideas be treated?

1 The underlying need will still be discussed.
2 They will automatically become school rules.
3 They will all be ignored immediately.
4 Students must pay for them before discussion.

(25) What should representatives do after the meeting?

1 Keep all decisions secret from classmates.
2 Share the school's response with their classes.
3 Submit a new representative list every day.
4 Change the final list without telling anyone.

4 B

A Station for Bicycles

At a secondary school in the fictional town of Kingsley, many students traveled by bicycle. The school had a large parking area, but students sometimes arrived with flat tires or loose lights. A teacher suggested a small bicycle-care station beside the entrance. It would not be a repair shop. Its purpose was to let students carry out simple checks and know when they needed further help.

The school provided a pump and a few basic tools. Before the station opened, a local mechanic gave a demonstration for teachers and student helpers. She showed how to use the equipment and explained which problems should be left to a trained person. Clear cards were placed beside each tool. Students were reminded that owning a tool did not automatically mean knowing how to use it safely.

At first, the tools were simply left on a table. Several disappeared into nearby classrooms because students borrowed them for other tasks and forgot to return them. The helpers added a marked storage board and a simple loan list. This made missing items noticeable. The school also decided who would check the pump and replace worn equipment. Without regular care, the station itself could become another problem. The helpers kept a small card explaining who to contact when a problem was beyond the station. This made asking for further help part of the routine rather than something students might regard as an embarrassing failure.

After one term, students said they were more willing to check their bicycles before a journey. The station had not removed every repair cost, and it did not guarantee that a bicycle was safe for every trip. However, it gave students a practical reason to ask questions and notice changes in their equipment. The teacher thought its main success was helping people become more attentive, while making the limits of their knowledge clear.

4 B

(26) What was the station intended to do?

1 Support simple checks and help students recognize when to seek help.

2 Replace every professional bicycle shop.

3 Allow students to ignore damaged lights.

4 Sell a new bicycle to each student.

(27) What did the mechanic explain?

1 Some problems required a trained person.

2 Teachers should stop answering questions.

3 All tools could be used without instruction.

4 Every student had to buy a pump.

(28) Why was a storage board introduced?

1 Students wanted to remove all labels.

2 Tools had been borrowed and not returned.

3 The mechanic refused to lend anything.

4 The station had no space for bicycles.

(29) What was an important result?

1 Every bicycle could be guaranteed safe forever.

2 Repair costs disappeared for all families.

3 Students paid more attention to their bicycles and their own limits.

4 The station no longer needed maintenance.

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 went to a board-game afternoon at a community center. I learned a game I had never seen before, and a practice round helped me understand its rules. I was glad to learn something different from my usual routine. Do you think more community centers will offer game afternoons?

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 show their artwork to people outside their class?

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。