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25回

### 完全オリジナル予想問題

■ 試験時間

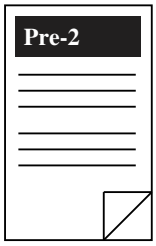
リーディング・ライティングテスト（80分）

※ 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 special (　　) of old photographs, but it is shown only once a year.

1 salary　　2 display
3 journey　　4 recipe

(2) The path was (　　) with leaves, making it difficult to see the ground.

1 annual　　2 covered
3 delighted　　4 fluent

(3) Please (　　) the batteries if the remote control stops working.

1 decorate　　2 borrow
3 forgive　　4 replace

(4) The class will visit a local (　　) to learn how bread is made.

1 library　　2 stadium
3 bakery　　4 airport

(5) A: Can I borrow a ruler?
B: Yes. I have a (　　) one in my pencil case.

1 annual　　2 spare
3 violent　　4 guilty

## 1

(6) The school will (　　) the timetable to make more room for art lessons.

1 adjust　　2 freeze
3 borrow　　4 forgive

(7) The group has a (　　) of meeting every Friday after school.

1 temperature　　2 portrait
3 habit　　4 recipe

(8) The room was (　　) enough to hear the birds outside.

1 crowded　　2 quiet
3 guilty　　4 annual

(9) Please (　　) your application by the end of the week.

1 melt　　2 borrow
3 decorate　　4 submit

(10) The guide gave a useful (　　) about wearing comfortable shoes.

1 portrait　　2 salary
3 recipe　　4 tip

## 1

(11) We need to (　　) the cost of transport when planning the trip.

1 allow for　　2 give away
3 take after　　4 get along

(12) A: How often does the club meet?
B: Twice (　　) month, usually on Saturdays.

1 of　　2 the
3 an　　4 a

(13) Please (　　) a message if nobody answers the phone.

1 leave　　2 give
3 take　　4 make

(14) The old machine was (　　), but the students finally learned how to use it.

1 hard operated　　2 hard operating
3 hardly to operate　　4 hard to operate

(15) We should (　　) the invitation carefully before deciding whether to accept.

1 give up　　2 put on
3 read through　　4 take after

## 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 survey received many answers, but they do not suggest a clear change.
B: The question may be too general. (　16　).
A: Yes. We should ask about actual choices rather than only a broad opinion.

1 A larger total will fix any vague question
2 We need to connect it with a specific decision
3 Answers never need a purpose
4 We should remove all practical choices

**(17)**

A: Should we fill blank survey answers with our guess?
B: No, record them as unanswered.
A: Then, (　17　).
B: Exactly. A complete-looking total may be misleading.

1 the names should be published instead
2 blanks always mean agreement
3 we must show missing information honestly
4 we should invent a popular response

**(18)**

A: Our class has finished the lunch survey.
B: Could you tell me (　18　)?
A: Yes. The answer totals and a short summary without names.

1 where the meeting will take place
2 when the office opens
3 how much the activity costs
4 what should be sent to the teacher

## 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 survey meeting on May 29, 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 interpret lunch results 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 class totals 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 can email you when details are ready
2 we will never contact anyone again
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 Borrowed Instrument

Mei wanted to learn the clarinet. When a friend offered to lend one, she accepted immediately and began practicing from online videos. Soon, a small part seemed loose. Mei was afraid that her friend would be angry, so she tried to fix it herself. Then she remembered the note that had come with the case: ask before making changes. She realized that (　21　). Trying to hide the problem could make it worse. The instrument was useful to more than one learner, so an unnoticed problem could affect the next borrower too. Reporting it was part of looking after a shared resource.

Mei contacted her friend, who suggested asking a music teacher to inspect the instrument. The part needed only a simple adjustment by someone with the right knowledge. Mei also learned how to pack and care for the instrument between practices. She understood that borrowing (　22　). The chance to try something new came with a duty to communicate honestly and respect the owner's instructions. She continued learning, now with regular advice rather than relying only on whatever video appeared first.

**(21)**

1 she should report the problem instead of guessing
2 she had permission to replace every part
3 the note was only about playing louder
4 her friend never wanted the instrument returned

**(22)**

1 meant ownership had changed permanently
2 included care and honest communication
3 removed all need for advice
4 worked best without any instructions

# 4 A

From: Paul Baker <organizer@example.org>
To: Hana Mori <student@example.org>
Date: April 2
Subject: The weekend baking lesson

Dear Hana,

Your group has places in our baking lesson on June 9. Please come to the back entrance of the bakery at 9:45 a.m. The shop will be serving customers at the front, and we want to keep the main doorway clear. The lesson starts at 10:00 and will focus on small apple cakes. Students will work in groups of three rather than prepare a separate cake each.

The fee includes ingredients, use of equipment, and a box for taking the cake home. Please wear clothes that may get flour on them and tie back long hair. Aprons will be provided. We need information about any food allergies by May 26. We will then tell you whether an ingredient can be changed or whether a different activity would be more suitable.

Baking will finish around 11:30, but the cakes need time to cool. During this time, students will wash their equipment and discuss the recipe. Please arrange collection or transport for noon, not earlier. If your group wants to buy bread from the shop afterward, students should do so only after the teacher has checked that the kitchen is ready for the next users.

Best wishes,
Paul Baker

**(23) Why should the group use the back entrance?**

1 All lessons begin outside.
2 The bakery has no public shop.
3 The front will be busy with customers.
4 Students must carry large ovens inside.

**(24) What is included in the fee?**

1 Transport from school to the bakery.
2 New clothes for every student.
3 All purchases from the bread shop.
4 A box for taking the cake home.

**(25) Why should the group stay until noon?**

1 The cakes must cool and the equipment must be cleaned.
2 Students must sell bread for an extra hour.
3 All teachers must leave before the cakes are baked.
4 The lesson does not begin until 11:30.

## 4 B

# A Recipe That Was Never Written Down

A class in the fictional town of Harwood planned a booklet of family recipes. Students asked relatives to describe dishes they often cooked. Many instructions seemed simple until the class tried to follow them. Expressions such as "add enough water" or "cook until ready" made sense to experienced cooks, but beginners did not know what to notice. The project became a lesson in explaining knowledge that usually stayed in people's heads.

With permission, students watched relatives prepare the dishes. They asked about changes in color, texture, and smell. They also measured approximate quantities when these could be recorded usefully. The aim was not to turn every family meal into a laboratory experiment. It was to provide enough guidance for a reader who had never seen the dish being made.

The class discovered different versions of familiar meals. One relative used vegetables that were easy to buy where she had grown up. Another had changed a recipe to suit a family member's preferences. Students included these explanations rather than choose a single version as correct. They understood that a recipe could preserve a memory while also changing with people's lives. Another class tried the finished instructions before printing. A detail that seemed clear after watching a relative could still be confusing to a new reader. The final test helped reveal what the writers had begun to take for granted.

Testing and rewriting took longer than expected, so the booklet contained fewer recipes than first planned. However, another class could use it with much less help. The students saw this as a better result than a large collection of unclear instructions. Questions from beginners had helped experienced cooks notice details they usually took for granted. The finished booklet shared not just a list of ingredients, but some of the observation and judgment needed to use them.

# 4 B

**(26) Why were some original instructions difficult?**

1 They contained no food names at all.

2 They assumed knowledge beginners did not have.

3 Students were forbidden to ask questions.

4 Every dish required professional equipment.

**(27) What did observing relatives help students do?**

1 Describe useful clues in the cooking process.

2 Make all dishes identical.

3 Avoid testing every instruction.

4 Remove all measurements from the booklet.

**(28) How were different versions treated?**

1 They were mixed without asking anyone.

2 They were excluded from the project.

3 Their reasons and family backgrounds were explained.

4 All but one were declared wrong.

**(29) Why was the smaller booklet considered successful?**

1 It required more help than the first notes.

2 Its instructions were easier for new cooks to use.

3 It contained the most expensive ingredients.

4 It avoided explaining any judgment.

*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 test a new visitor map for our school festival. I followed the directions and marked places where I needed more information before choosing the next turning. I was glad to learn something different from my usual routine. Do you think more schools will ask students to test visitor information?

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 prepare indoor alternatives for outdoor trips?

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。