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1回

完全オリジナル予想問題

■ 試験時間

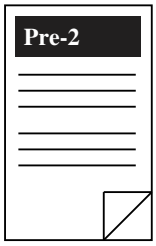
リーディング・ライティングテスト（80分）

※ 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) A: I cannot teach my little brother this card game. He keeps asking the same questions.
B: Try to be (　　). He needs more time to learn the rules.

1 formal　　2 shallow
3 wooden　　4 patient

(2) Please write your address on the (　　) before putting the letter inside it.

1 keyboard　　2 envelope
3 ceiling　　4 entrance

(3) The clock stopped working last week. My uncle will try to (　　) it before we buy a new one.

1 describe　　2 repair
3 invite　　4 borrow

(4) A: Why did you sign up for the school newspaper?
B: It gives me an (　　) to interview people and improve my writing.

1 injury　　2 ingredient
3 opportunity　　4 argument

(5) Our next-door (　　) will feed our cat while we are away. She has a key to our house.

1 customer　　2 visitor
3 passenger　　4 neighbor

1

(6) I did not (　　) my old classmate at first because he had grown much taller since our last meeting.

1 promise　　2 recognize
3 produce　　4 escape

(7) Do not put your notebook on that table yet. Its (　　) is still wet because I have just cleaned it.

1 surface　　2 journey
3 purpose　　4 custom

(8) The puppy was afraid of people at first, but it (　　) became more comfortable after spending several weeks with the family.

1 suddenly　　2 secretly
3 gradually　　4 carelessly

(9) A: Has the new desk arrived?
B: Yes. It was (　　) this morning, and the workers put it in my room.

1 invented　　2 translated
3 delivered　　4 discovered

(10) It was an (　　) day at the shop. We had the usual number of customers, and nothing unusual happened.

1 ordinary　　2 impossible
3 enormous　　4 anxious

1

(11) We left home early enough to reach the theater (　　). We were in our seats before the performance began.

1 at risk　　2 by mistake
3 on time　　4 in secret

(12) A: Are we painting the school wall tomorrow?
B: No. Heavy rain is expected, so we have to (　　) the work until next week.

1 bring up　　2 put off
3 take after　　4 give away

(13) More than fifty students will (　　) the charity race. Some will run, and others will walk.

1 take part in　　2 get along with
3 take care of　　4 make room for

(14) Dad made soup (　　) ordering pizza because we already had plenty of vegetables at home.

1 instead of　　2 because of
3 according to　　4 in addition to

(15) A: Do you and your new roommate argue a lot?
B: No, we (　　) each other very well. We enjoy cooking and watching movies together.

1 catch up with　　2 look down on
3 run out of　　4 get along with

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: Are you ready for our visit to the art museum tomorrow?
B: Almost, but I cannot find a small bag for my notebook and lunch.
A: I have an extra one at home, so (　16　).
B: That would be great. Could you bring it to school tomorrow morning?
A: Of course. I will put it beside my shoes tonight so I do not forget it.

1 we should cancel the visit
2 I cannot carry any lunch
3 you must buy my notebook
4 you can borrow it

(17)

A: Shall we take the bus to the sports center this afternoon?
B: I checked the timetable. The next one is not for another hour.
A: Really? It takes only twenty minutes to get there on foot.
B: Then, (　17　). We can arrive before the bus even leaves.
A: Good idea. Let us take the path through the park.

1 we should stay here for an hour
2 we should walk there
3 we need to wait at the bus stop
4 we will miss the last train

(18)

A: You look upset, Daniel. What happened?
B: I have lost my glasses. I know I had them this morning.
A: Can you remember (　18　)?
B: I used them to read a magazine in the living room, just before lunch.
A: Let us check the sofa and the table there first.
B: Thanks. I hope we find them quickly.

1 where you last used them
2 who bought the living-room table
3 why you want to eat lunch now
4 how much the magazine cost

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: Hello. I would like to rent bicycles for my family this Sunday.
B: Certainly. How many bicycles do you need?
A: Four. Three are for adults, and one is for my younger brother.
B: We have several sizes for children. Could you tell me (　19　)?
A: About one hundred and forty centimeters.
B: Thank you. We have a bicycle that should be the right size. What time would you like to collect them?
A: Around two in the afternoon. We want to ride along the river for about two hours.
B: That is fine. Our shop closes at five, so please (　20　).
A: No problem. We will be back by four. Do we need to bring helmets?
B: No. You can borrow them here at no extra cost.

(19)

1 how old the bicycles are
2 where your brother goes to school
3 which river you want to visit
4 how tall your brother is

(20)

1 keep the helmets until Monday
2 return the bicycles before then
3 pay again when you reach the river
4 wait until five to start riding

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。

Choosing the Pictures

Mina was preparing a photograph display for her class. She chose clear pictures of sports events, school trips, and performances. While looking through the files, she found a picture of her classmates making funny faces at lunch. It was a little dark, and several people were moving, so Mina (　21　). She thought only photographs with perfect color and sharp details belonged in a school display. Her friend Jun noticed the picture on the computer and started laughing. He remembered the silly story they had been telling when it was taken.

Jun showed the picture to a few other classmates. They remembered the story too, and soon they were talking about other happy moments from the year. Mina was surprised by their reaction. Her photograph of the empty school building was much clearer, but it did not start the same kind of conversation. She realized that photographs (　22　). She decided to make one section for everyday memories as well as another for special events. The dark picture became the first one in the new section.

(21)

1 asked everyone to take it again
2 printed it before checking it
3 thought its colors were perfect
4 did not plan to use it

(22)

1 had to show empty buildings to be interesting
2 were useful only when everyone looked serious
3 could be valuable for different reasons
4 should never include everyday school life

4 A

From: Ryan Cole <ryan.cole@example.org>
To: Maya Green <maya.green@example.org>
Date: March 2
Subject: Our nature club display

Hi Maya,

Thanks for helping me prepare our nature club display for the school open day on March 15. I talked with our teacher this morning. Our table will be in the main hall, not in the garden as we first planned. Families wait there before joining school tours, so more people will have a chance to see our work. We will have enough space for photographs and a few short explanations.

We should use photographs of flowers and birds found near our school. I have already chosen three flower pictures. Could you choose three bird pictures? Please use photographs you took yourself, rather than images from the Internet. We also need a note for each picture saying where and when it was taken. A short sentence is enough. Long explanations were difficult for visitors to read at last year's event.

Please email me your pictures and notes by Wednesday evening. I will print everything on Thursday morning. We can then meet in the library after school on Thursday to arrange the display. You do not need to print anything at home. If Thursday is difficult for you, tell me before Wednesday so we can make a different plan. I would like to finish before the weekend.

Best wishes,
Ryan

(23) Why will the display be in the main hall?

1 Families must take all their photographs there.
2 The garden has been permanently closed.
3 The library has no room for any photographs.
4 More visitors are likely to see it there.

(24) What does Ryan ask Maya to choose?

1 Pictures taken by visitors at last year's event.
2 Three photographs of local birds that she took.
3 Three flower photographs from a public website.
4 Long reports about birds in distant countries.

(25) What should Maya do by Wednesday evening?

1 Send her photographs and short notes to Ryan.
2 Print the whole display at home.
3 Give a school tour to visiting families.
4 Meet Ryan in the library to arrange the table.

4 B

A Garden above the Classroom

At Westbridge School, a fictional school in a busy town, students had few chances to grow plants. Most of the land around the building was needed for sports and other school activities. A science teacher, Ms. Hall, noticed that a flat part of the roof was unused. She suggested creating a small garden there. Before agreeing, the school asked a building expert to check whether the area was suitable. After the necessary safety work was completed, the school placed several planting boxes on the roof.

Each class chose a few vegetables and flowers to grow. Students visited regularly, measured the plants, and took photographs. These records helped them compare changes that were difficult to notice from one day to the next. They used the garden in different subjects, too. In art lessons, they drew the shapes of leaves. In English lessons, they wrote short descriptions of their plants. Some students who had never enjoyed science began looking forward to lessons because they could see what they were studying.

However, caring for the garden during the summer holiday was a challenge. The plants needed attention even when most students were away. Ms. Hall asked families whether they could help, and several agreed to take turns. A simple notebook recorded each visit and any work done. This helped the next visitor know what still needed attention. The school also kept the garden small enough for the volunteers to manage, rather than filling every available space with plants.

By the end of the first year, the garden had become a useful part of school life. Students shared some of the vegetables with the families who had helped. The school decided to continue using the existing boxes before adding more. Ms. Hall said that a successful garden was not necessarily the largest one. It was a place people could keep caring for while learning from it together.

4 B

(26) Why did Ms. Hall suggest using the roof?

1 Students wanted to replace the classrooms with a park.

2 A local farm had asked to use every school field.

3 The land around the school was needed for other activities.

4 The school planned to stop all sports activities.

(27) How did photographs help the students?

1 They showed which family had bought the vegetables.

2 They replaced every need to visit the garden.

3 They made changes in the plants easier to compare.

4 They were used to advertise a professional photography course.

(28) What was a challenge during the summer holiday?

1 Keeping the plants cared for while students were away.

2 Preventing every family from entering the school.

3 Choosing a new art teacher before the holiday.

4 Finding enough classrooms for visitors to sleep in.

(29) What did the school decide at the end of the year?

1 To cover the whole roof with plants immediately.

2 To keep using the present boxes before increasing their number.

3 To give up the garden and remove every box.

4 To grow only vegetables and stop all lessons there.

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、下線部のクラブについて、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 joined a cooking club at my school last month. I had never cooked much before, but I wanted to try something new. At our first lesson, we made vegetable soup, and it tasted much better than I expected. I enjoyed working with the other students, too. Some of my friends go to schools that do not have cooking clubs. Do you think more schools will offer cooking clubs in the future?

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 it is good for students to do volunteer work during their school holidays?

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。