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2回

完全オリジナル予想問題

■ 試験時間

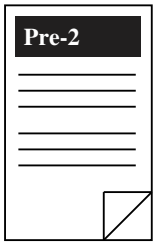
リーディング・ライティングテスト（80分）

※ 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

学校法人早稲田学園 / WISH×AI 英検LAB

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 restaurant has a good (　　). People often recommend it because the food and service are excellent.

1 ingredient　　2 temperature
3 reputation　　4 distance

(2) A: May I take this seat?
B: Sorry, it is (　　). My sister will be back in a minute.

1 similar　　2 ancient
3 empty　　4 occupied

(3) The museum will (　　) a new exhibition of local photographs next month.

1 borrow　　2 forgive
3 hold　　4 melt

(4) I need a (　　) bag for this heavy box. This thin one will tear.

1 louder　　2 stronger
3 younger　　4 deeper

(5) Please (　　) your name clearly at the bottom of the form before returning it.

1 earn　　2 sign
3 divide　　4 float

1

(6) The village is difficult to reach because it is in a (　　) area far from any main road.

1 polite　　2 wooden
3 brief　　4 remote

(7) The teacher asked us to (　　) our answers in pairs before the class discussion.

1 fold　　2 compare
3 rescue　　4 deliver

(8) The hotel offers free (　　) to the airport. A small bus leaves every hour.

1 transportation　　2 decoration
3 permission　　4 population

(9) A: Are these flowers real?
B: No, they are (　　), but they look very natural.

1 annual　　2 fluent
3 personal　　4 artificial

(10) The players were (　　) when the final whistle sounded. They had won their first championship.

1 careless　　2 guilty
3 delighted　　4 jealous

1

(11) Please (　　) the television. I cannot hear what the guide is saying.

1 put away　　2 take after
3 come across　　4 turn down

(12) We will start the picnic (　　) the rain stops. Everyone is waiting for the weather to improve.

1 as soon as　　2 so that
3 even though　　4 as if

(13) A: Have you chosen a birthday present?
B: Not yet. I still cannot (　　).

1 make up my mind　　2 lose my way
3 put on weight　　4 get on my nerves

(14) Ken usually walks to school, but today he went (　　) because his bicycle had just been repaired.

1 in secret　　2 by bicycle
3 on sale　　4 for free

(15) The match was exciting, and we did not want to (　　) a single minute of it.

1 miss out on　　2 get rid of
3 put up with　　4 look down on

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: My printer has stopped working, and I need these pages for tomorrow.
B: I have a working printer at home. (　16　).
A: That would help. I can send you the file after school.

1 You must print nothing
2 I cannot help with any printing
3 You should buy a new file
4 I can print them for you

(17)

A: Can we use the radio room at three?
B: Another group has it until four.
A: Then, (　17　).
B: Yes, the room will be available then.

1 cancel every future recording
2 expect the other group to leave at two
3 we should come after four
4 go in at three anyway

(18)

A: I would like to try a course at the community center.
B: Could you tell me (　18　)?
A: Yes. The one about recording short radio programs.

1 where the meeting will take place
2 when the office opens
3 which course interests you
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 radio workshop on May 18.
B: Certainly. Have you tried to record a school announcement 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 written message. The headphones 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 suitable for beginners
2 is only for professional teachers
3 has already finished for the year
4 requires several years of experience

(20)

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

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 First Recording

Rina wanted to make a short radio program for her school. She wrote an interesting introduction and practiced reading it in her bedroom. Her voice sounded clear there. However, when she recorded it in an empty classroom, she heard strange noises in the file. Chairs moved in the corridor, and a door closed loudly. She decided that she (　21　). She thought these problems showed that she was not good at making programs. Her older brother listened and asked where she had placed the microphone.

Together they tried recording in a smaller room with curtains and fewer people nearby. Rina put the microphone closer to her and read the same introduction. This time, the words were much easier to hear. She realized that the problem (　22　). She did not need to throw away her script or stop practicing. She simply needed to consider the place and equipment as well as her voice. The next week, her first program was played during lunch, and several classmates asked to help with the next one.

(21)

1 needed a much longer script
2 should give up the project
3 had recorded a perfect program
4 should invite everyone into the room

(22)

1 was not only about her reading ability
2 could be solved by speaking less clearly
3 had nothing to do with the recording place
4 required a completely different story

4 A

From: Sophie Bell <organizer@example.org>
To: Kento Mori <student@example.org>
Date: April 2
Subject: The board-game afternoon

Dear Kento,

We look forward to your club joining our board-game afternoon on August 4. Please arrive at the community room at 1:30 p.m. The first thirty minutes will be for learning the games. Players will then choose a table for the main session, which ends at 4:00. Beginners are welcome, and winning is not the main purpose. We want people to meet through an enjoyable shared activity.

You may bring a game from home if it can be explained in about five minutes. Please check that all pieces are present before bringing it. Games with very small parts should be discussed with us first because younger children will be attending. We will provide tables, paper, and pencils. Snacks must stay at the separate refreshment table so they do not damage the games.

Please send the number in your group by July 21 and tell us whether anyone plans to bring a game. We will decide which games can be used after checking space and numbers. Bringing a game does not guarantee a table of its own. At the end, please help check the pieces before leaving. Any missing item should be reported to the volunteer leader.

Best wishes,
Sophie Bell

(23) What happens during the first thirty minutes?

1 All visitors must buy a game.
2 Only experienced players compete for prizes.
3 The room is closed for cleaning.
4 People learn how the games work.

(24) What should people do before bringing a game?

1 Bring food to put on the same table.
2 Check that its pieces are complete.
3 Remove every instruction sheet.
4 Make it impossible to explain quickly.

(25) What does the organizer explain about brought games?

1 Every game must be donated permanently.
2 All games can be used without any prior information.
3 Not every game can be guaranteed its own table.
4 Only games bought that day are accepted.

4 B

A Shop Window for Local History

The fictional town of Newbridge had an empty shop near its bus station. A history group was allowed to use the window for a display while the owner looked for a new tenant. Members first filled it with copies of documents and long explanations. They wanted to share everything they had discovered. Few passersby stopped, and those who did often left before finishing a paragraph.

The group watched the street and realized that most people were on their way somewhere. A window was not the same as a quiet reading room. Members selected one large photograph and a short question about it. A small card gave directions to more information at the library. They also tested the words from across the pavement, discovering that a title readable at a desk could be too small outdoors.

The display changed each month. This gave regular travelers a reason to look again and allowed the group to explore several topics without crowding one window. Members kept dates and sources for every image. They avoided presenting an uncertain story as a known fact just because it made a strong headline. The short format still needed careful research behind it. The library kept a few printed copies of the longer material near the desk. This gave people without smartphones a practical next step and avoided making digital access an unspoken condition for learning more about their town.

More people began asking the library about local history, although the group could not attribute every new enquiry to the window. Some had heard about it from friends. Members learned to value the display as an invitation, not a complete history lesson. A clear first impression could lead people toward deeper information when the next step was easy to find.

4 B

(26) Why was the first display difficult to use?

1 It had no connection with local history.

2 It required too much reading from people passing by.

3 The street was closed to all pedestrians.

4 Every document was kept outside the window.

(27) What change helped?

1 Library directions were removed.

2 More paragraphs were added at smaller sizes.

3 A large image and short question pointed toward further information.

4 All images were replaced with private addresses.

(28) Why did the display change monthly?

1 The group wanted to avoid research.

2 Regular travelers could find something new without one crowded display.

3 The shop had to remain completely empty.

4 Sources were no longer needed.

(29) How was the window finally understood?

1 As a complete replacement for all history books.

2 As proof that every enquiry came from one source.

3 As a place where accuracy did not matter.

4 As an invitation to further learning.

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 volunteered for a school plant-care team during the holiday. We used care cards and wrote down each visit so that the next person knew what had been done. I was glad to learn something different from my usual routine. Do you think more schools will ask students to help care for plants?

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 communities should lend musical instruments to beginners?

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。