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3回

完全オリジナル予想問題

■ 試験時間

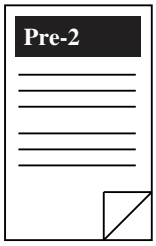
リーディング・ライティングテスト（80分）

※ 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) We cannot enter the hall without a ticket. The guard will check everyone at the (　　).

1 climate　　2 entrance
3 harvest　　4 ceiling

(2) Mio gave a clear (　　) of the bag she had lost, including its size and color.

1 invitation　　2 permission
3 description　　4 competition

(3) Please keep this glass bowl away from the edge. It is very (　　).

1 formal　　2 likely
3 fragile　　4 generous

(4) The city plans to (　　) the old swimming pool and reopen it in July.

1 renovate　　2 translate
3 forgive　　4 announce

(5) A: Why are you wearing a coat indoors?
B: The heating system has stopped, so the room is (　　).

1 freezing　　2 grateful
3 ordinary　　4 wealthy

1

(6) The writer will (　　) her new book at the library and answer questions from readers.

1 interrupt　　2 introduce
3 borrow　　4 contain

(7) The journey takes about two hours, but the exact time (　　) on traffic.

1 melts　　2 arrives
3 depends　　4 agrees

(8) The instructions were (　　), so I asked the teacher to explain the last two steps.

1 confident　　2 spacious
3 thankful　　4 confusing

(9) The group made a (　　) of all the supplies needed for the camping trip.

1 shadow　　2 list
3 flavor　　4 fever

(10) We were surprised by the (　　) of the response. Hundreds of people replied in one afternoon.

1 taste　　2 depth
3 shape　　4 speed

1

(11) The guide asked us to (　　) the bus at the next stop and walk to the castle.

1 put on　　2 give up
3 get off　　4 look into

(12) I found the photograph (　　) while looking for a different file.

1 at least　　2 in advance
3 on duty　　4 by chance

(13) A: Why did you leave the meeting early?
B: I had to (　　) my little sister after school.

1 turn into　　2 run into
3 look after　　4 give away

(14) The team practiced every day (　　) win the final game.

1 according to　　2 in spite of
3 because of　　4 in order to

(15) The hall is (　　) the station, so we can walk there in five minutes.

1 close to　　2 proud of
3 different from　　4 full 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: I want to make a cake, but I have never done it before.
B: My sister knows a simple recipe. (　16　).
A: Good idea. I would feel more confident with someone showing me.

1 We could ask her to help
2 You should avoid every recipe
3 She cannot answer any cooking questions
4 We must finish without advice

(17)

A: Can I take my cake home at eleven?
B: It will not finish baking until eleven thirty, and it must cool afterward.
A: Then, (　17　).
B: Yes, please plan to leave at noon.

1 we should skip all cleaning
2 the cake is already cold
3 I need to stay longer
4 I should leave before baking starts

(18)

A: I need to tell the bakery about our group.
B: Could you tell me (　18　)?
A: Yes. There will be eighteen of us, with two teachers.

1 where the meeting will take place
2 when the office opens
3 how much the activity costs
4 how many students will attend

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 baking lesson on June 9.
B: Of course. What would you like to know?
A: I do not have the required clean apron. 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 make apple cakes?
B: The ingredients will be available here.
A: When do you need my final answer?
B: By May 26. 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。

A Different Recipe

Leo wanted to make his grandfather a birthday cake. He chose a recipe with several difficult steps because he thought a special occasion needed an impressive cake. On Saturday morning, he began mixing the ingredients. After an hour, the kitchen was covered in flour, and the cake had not even reached the oven. Leo felt that he (21). He was worried that his grandfather would be disappointed. His mother came in and asked him what his grandfather actually enjoyed eating.

Leo remembered that his grandfather often bought a simple apple cake at a local bakery. His mother suggested making something similar. They found an easier recipe, and Leo followed it carefully. The cake was ready before the family arrived. His grandfather smiled and asked for a second piece. Leo realized that a good present (22). The important thing was to think about the person receiving it. He had learned more from changing his plan than from continuing with the difficult recipe just because it looked impressive.

(21)

1 should add more ingredients immediately
2 had already finished all the difficult work
3 needed to invite more guests
4 had chosen a task beyond his present skills

(22)

1 was valuable only when it cost a lot
2 did not have to be complicated
3 should always follow the first plan
4 needed to surprise every visitor

4 A

From: Amelia Ford <organizer@example.org>
To: Oliver Lane <student@example.org>
Date: April 2
Subject: The scientist interview

Dear Oliver,

Dr. Green can speak with your newspaper team on November 16 from 2:00 to 2:30 p.m. Please come to reception at 1:50, and a staff member will take you to the meeting room. The interview will not take place inside the working laboratory. Students may ask about her career, daily work, and how research projects develop. She cannot discuss details of unpublished results.

Please send up to six main questions by November 9. You may ask short follow-up questions during the conversation, so there is no need to predict every possible answer. Students can take notes. If you want to record the conversation, request permission in your reply. Photographs are permitted in the meeting room only after the interview and only if Dr. Green agrees.

Before publishing the article, please send us any direct quotations to check for errors. This is not a request to write the article for you. We simply want to ensure that her words have been copied accurately. We will reply within three working days. Please allow enough time for this check before the newspaper deadline. Your team can then make its final decisions about the article.

Best wishes,
Amelia Ford

(23) Where will the interview take place?

1 At the school newspaper office.
2 Beside an active laboratory experiment.
3 In a public photography studio.
4 In a meeting room.

(24) What is true about questions?

1 No question about daily work is allowed.
2 Follow-up questions may be asked during the interview.
3 Every possible question must be fixed in advance.
4 Unpublished results must be the main topic.

(25) Why must direct quotations be sent before publication?

1 To check that the words were copied accurately.
2 To ask staff to write the whole article.
3 To cancel the newspaper deadline.
4 To guarantee every photograph can be sold.

4 B

When Instructions Travel

A community workshop in the fictional town of Moorley taught residents how to make simple wooden boxes. The instructor usually explained each step while demonstrating it. Participants who attended the whole lesson found this helpful. When the workshop published the same instructions as a leaflet, however, some beginners became confused. Words that had seemed clear beside the instructor needed more explanation when read alone.

The team asked new readers to use the leaflet without watching a demonstration first. Several turned a piece of wood the wrong way because a diagram showed only the finished stage. Others did not know which tool a short name referred to. Staff added drawings of the starting position and a small illustrated list of equipment. They also marked points where a trained instructor should be consulted rather than encourage readers to guess.

The revised leaflet was tested again. Staff did not stand beside every reader offering immediate help, because that would hide gaps in the page. Instead, they observed where people paused and asked questions afterward. They wanted the text to work in the situation for which it was intended. A leaflet could support a lesson, but it was not a full substitute for supervised instruction with unfamiliar tools. The team kept the earlier leaflet for comparison rather than pretend it had always been clear. Showing what had changed helped new writers recognize the kinds of assumptions that could become invisible to someone who already knew a task.

The project changed how the workshop prepared its other materials. Writers began asking what information had previously been supplied by a gesture, a spoken explanation, or the instructor's presence. Knowledge did not move automatically from a live activity to a page. Clear materials required attention to the new reader's circumstances and honest statements about what could not be taught safely by a few diagrams alone.

4 B

(26) Why did the first leaflet cause confusion?

1 It left out information supplied during live demonstrations.

2 Every participant had already memorized it.

3 The workshop refused to use any pictures.

4 It contained no connection with making boxes.

(27) What was added?

1 Only more short unexplained names.

2 Starting-position drawings and an illustrated equipment list.

3 A promise that every tool needed no training.

4 Directions to guess whenever uncertain.

(28) Why did staff avoid helping immediately during testing?

1 They wanted to finish without observing anything.

2 They wanted to identify gaps in the leaflet itself.

3 All the diagrams had already been removed.

4 They had decided readers should never ask questions.

(29) What did the project show?

1 Moving instruction to a new format requires reconsidering missing context.

2 A leaflet always replaces supervised training completely.

3 Gestures never add information to a lesson.

4 The original writer is the only useful tester.

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!

A new student used an English welcome guide at my school. A map and simple descriptions helped him find places that local students already knew by their nicknames. I was glad to learn something different from my usual routine. Do you think more schools will provide guides in several languages?

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 explain their responses to students' suggestions?

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。