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4回

完全オリジナル予想問題

■ 試験時間

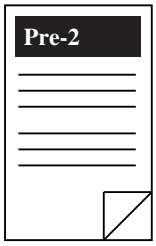
リーディング・ライティングテスト（80分）

※ 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 school needs (　　) to help visitors find classrooms during the open day. No payment is offered.

1 volunteers　　2 competitors
3 customers　　4 passengers

(2) The floor was (　　) after cleaning, so people were warned to walk carefully.

1 private　　2 loyal
3 ancient　　4 slippery

(3) My brother can (　　) several songs on the guitar without looking at any music.

1 perform　　2 contain
3 refuse　　4 pack

(4) A: How much is the entrance fee?
B: Five dollars, but children under six are admitted (　　).

1 late　　2 free
3 alone　　4 deep

(5) We need to (　　) the length of the table before buying a cloth to cover it.

1 measure　　2 forgive
3 escape　　4 celebrate

1

(6) The town is famous for its (　　) buildings, some of which are over three hundred years old.

1 anxious　　2 temporary
3 historic　　4 personal

(7) The shop assistant was very (　　) and carried the boxes to our car.

1 guilty　　2 narrow
3 helpful　　4 vacant

(8) Please write the information in the correct (　　): name first, then address, and finally phone number.

1 climate　　2 adventure
3 injury　　4 order

(9) There has been a large (　　) in the number of students joining the art club. It now has twice as many members.

1 absence　　2 increase
3 permission　　4 failure

(10) The soup tastes (　　). I think we added too much salt.

1 formal　　2 silent
3 salty　　4 heavy

1

(11) I forgot my umbrella, so I had to (　　) the rain to stop before going home.

1 put out　　2 take over
3 get along　　4 wait for

(12) Please hand in your report (　　) Friday. Reports sent after Friday will not be accepted.

1 in exchange for　　2 no later than
3 as far as　　4 in front of

(13) The tennis club is (　　) new members. You do not need previous experience.

1 putting away　　2 looking for
3 taking after　　4 breaking down

(14) Even after losing twice, the player did not (　　). She kept trying until she won.

1 give up　　2 pass away
3 take off　　4 turn down

(15) The children cleaned the room (　　), without any help from adults.

1 in fact　　2 on sale
3 by themselves　　4 at once

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: The hall is full, but more visitors are arriving.
B: There are empty chairs in the next room. (　16　).
A: Yes, provided we leave the walking route clear. I will ask the teacher.

1 We can bring some of those in
2 We should leave everyone standing
3 No one can sit anywhere
4 We must remove the empty chairs

(17)

A: Shall I buy sound recordings for the play?
B: We already have some, and ordinary objects can create others.
A: Then, (　17　).
B: Exactly. Buying something is not the first step.

1 I should ignore the script
2 I should discuss ideas before spending money
3 we should remove every sound
4 I must purchase everything immediately

(18)

A: I cannot come to the first drama practice.
B: Could you tell me (　18　)?
A: Yes. Thursday after school would be fine for me.

1 where the meeting will take place
2 who will lead the activity
3 when you are available instead
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: We are planning to attend the drama session on July 12. May we bring twenty students?
B: Yes. We can welcome that number, but please (　19　).
A: All right. I will send the final number by June 28.
B: Thank you. Each student should bring the required pencil. The sample recordings will be ready here.
A: Our group has not tried to create sound effects before.
B: That is fine. There will be an introduction.
A: Some students need to leave before the normal finishing time.
B: In that case, (　20　). We may be able to adjust their order.
A: I will include the departure time when I confirm our number.

(19)

1 wait until the visit has ended
2 confirm the number in advance
3 cancel before reading the information
4 bring everyone without a reply

(20)

1 ask them to miss every activity
2 wait until afterward to explain
3 leave without saying anything
4 tell us the required departure time

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 New Member

When Aki joined the school drama club, she hoped to act in its next play. However, she joined after the main roles had already been chosen. The club leader asked her to help prepare the sound effects. Aki was disappointed because she (　21　). She imagined spending the whole performance doing boring work behind a table. She agreed to try for one afternoon, but planned to leave the club if she did not enjoy it. She had imagined joining the club as a chance to stand in front of an audience, not learn about the quiet preparation that made a scene possible.

During practice, Aki had to choose the right moment for the sound of rain and a closing door. A short delay changed how the actors moved. She began listening carefully to their words and checking the story. When one sound was missing, she found another way to create it with a paper bag. The actors thanked her for making the scene work. Aki realized that (　22　). By the end of the afternoon, she was already planning new sounds and asking when the club would practice again.

(21)

1 thought the task would be less interesting than acting
2 had always wanted to operate sound equipment
3 knew every sound effect in the play
4 had been chosen for the largest role

(22)

1 the work gave her an important creative role
2 only the actors could change the performance
3 the club no longer needed any sound effects
4 she should leave before the next practice

4 A

From: Thomas Gray <organizer@example.org>
To: Sana Kuroda <student@example.org>
Date: April 2
Subject: The paper bridge session

Dear Sana,

Your science class can attend our paper bridge session on December 6. Please arrive at 10:15 a.m. The lesson begins at 10:30 with a short demonstration, followed by group building time. All paper and tape will be supplied. To keep the comparison fair, students must use only these materials and may not bring completed models from school.

Please divide the class into groups of four before arriving. Each group should bring a pencil and a notebook to record its tests. Rulers will be available. We will ask students to explain one change they made, not simply show the final bridge. An unsuccessful model can still be useful if the group describes what happened and what it tried next.

The session finishes at noon. Please send the final number of students by November 22. If your group needs to leave before noon, tell us in advance so that we can arrange an earlier testing time. Teachers should stay with their groups throughout the session. There is a public café, but it may be busy, so we recommend making a separate plan for lunch rather than relying on immediate seating.

Best wishes,
Thomas Gray

(23) What materials may students use for their bridges?

1 Wood purchased from the café.
2 Any completed models brought from school.
3 Different materials chosen without limits.
4 Only the paper and tape supplied at the session.

(24) What should each group explain?

1 How to avoid recording any results.
2 One change it made during testing.
3 Why every first attempt must succeed.
4 Only the color of the final bridge.

(25) What should a group needing an early departure do?

1 Leave silently before testing.
2 Inform the organizer before the session.
3 Bring its own completed bridge instead.
4 Wait until lunch to ask for a new schedule.

4 B

The Library beyond Its Building

The public library in the fictional town of Hatherby received requests from residents who found traveling difficult. Some lived far from the bus route, while others could not leave home easily. The library had online books, but these did not suit everyone. Staff began a small delivery trial, taking printed books to residents who had registered for the service.

Selecting books required conversation. A popular title was not necessarily suitable for every reader, and staff could not send the whole collection. Residents described interests, preferred print size, and books they had already read. A short request form helped, but telephone contact remained available for people who found forms difficult. The aim was to understand reading needs without collecting unrelated personal details.

Volunteers helped transport the books on agreed days. Library staff remained responsible for records and private information. Each delivery included a clear return date and a way to report a problem. The route was planned carefully so volunteers could keep their commitments. When bad weather disrupted a visit, readers were told in advance rather than left waiting without an explanation. Readers were told how to request a different title if a selection did not suit them. A useful service needed a way to respond after the first choice, not just a system for sending the same kind of book repeatedly.

The trial reached fewer people than an ordinary busy afternoon in the building, but those numbers did not tell the whole story. Several users said it was their first chance to borrow for months. Staff continued reviewing costs and workload, since a caring idea still needed a practical plan. The project showed that access could involve taking a service outward, while preserving the clear communication and responsibility expected inside the library.

4 B

(26) Why was the trial started?

1 All printed books had been removed.

2 The library wanted to close its building.

3 Some residents had difficulty reaching the library.

4 Every resident preferred online reading.

(27) How were books selected?

1 Without allowing any telephone contact.

2 By sending the same bestseller to everyone.

3 Through information about each reader's needs and interests.

4 By collecting every detail of residents' private lives.

(28) What responsibility remained with staff?

1 Guaranteeing all weather would be suitable.

2 Choosing readers' personal medical treatment.

3 Driving every volunteer's private car.

4 Managing records and private information.

(29) Why were attendance numbers alone insufficient?

1 The library no longer recorded any costs.

2 Every delivery user already visited daily.

3 Volunteers could work without a schedule.

4 The service reached people who otherwise could not borrow.

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 sold handmade cards at a school craft fair. We tested the bags before the event and made prices clear so that visitors could choose without asking first. I was glad to learn something different from my usual routine. Do you think more schools will organize craft fairs?

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 organize exchanges of used uniforms?

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。