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6回

完全オリジナル予想問題

■ 試験時間

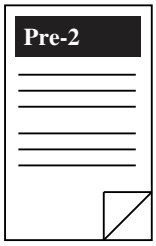
リーディング・ライティングテスト（80分）

※ 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 has a strict (　　) about using phones during lessons. They must stay in bags.

1 flavor　　2 rule
3 portrait　　4 harvest

(2) My grandmother is very (　　). She walks several kilometers every morning.

1 remote　　2 empty
3 guilty　　4 active

(3) We need more (　　) to prove that this key belongs to the missing box.

1 evidence　　2 scenery
3 furniture　　4 traffic

(4) Please (　　) the email address carefully. A small mistake will prevent the message from arriving.

1 melt　　2 decorate
3 check　　4 rescue

(5) A: Did you enjoy the play?
B: Yes. The last scene was especially (　　), and I almost cried.

1 salty　　2 moving
3 careless　　4 spacious

1

(6) The guide told us to (　　) quiet near the birds so we would not frighten them.

1 remain　　2 earn
3 lend　　4 obtain

(7) The meal includes a drink and a (　　). You can choose cake or fruit.

1 forest　　2 desert
3 harvest　　4 dessert

(8) The new entrance makes the building more (　　) for people carrying large bags.

1 curious　　2 jealous
3 convenient　　4 ancient

(9) The company offered to (　　) my money after the damaged item was returned.

1 borrow　　2 refund
3 decorate　　4 invent

(10) The two paintings are very (　　), but one is a little darker.

1 similar　　2 annual
3 loyal　　4 vacant

1

(11) We need to leave early to (　　) the morning traffic.

1 take good care of　　2 make up our minds about
3 look forward to　　4 avoid getting caught in

(12) The students (　　) a plan for making their classroom quieter.

1 got away with　　2 ran out of
3 came up with　　4 looked down on

(13) A: Should I return the book today?
B: Yes. You have had it for two weeks (　　).

1 in a row　　2 by chance
3 on sale　　4 at risk

(14) Please call me (　　) you reach the station so I can come and meet you.

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

(15) The notice says we must not enter this area (　　). We need a guide.

1 at least　　2 for sale
3 on our own　　4 in return

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 missed the explanation about tomorrow's trip.
B: I wrote down the main details in my notebook. (　16　).
A: Thank you. Then I can check the meeting time and what to bring.

1 You should ignore the meeting time
2 You can read my notes
3 The details cannot be checked
4 I did not write anything

(17)

A: Can I leave after the maps are sorted?
B: Please stay until noon to check what remains for the next volunteer.
A: Then, (　17　).
B: Yes, record the remaining folders by route.

1 we should mix every route together
2 the next volunteer needs no information
3 I should take all the maps home
4 I should prepare a handover note

(18)

A: I found two versions of the festival map.
B: Could you tell me (　18　)?
A: Yes. The one with the blue date at the bottom was printed yesterday.

1 which one is the latest
2 where the meeting will take place
3 when the office opens
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 festival preparation on October 7.
B: Certainly. Have you tried to sort visitor maps 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 water bottle. The route labels 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 only for professional teachers
2 is suitable for beginners
3 has already finished for the year
4 requires several years of experience

(20)

1 buy all the equipment first
2 arrive without telling anyone
3 wait until after the session
4 contact us by September 23

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 Quiet Volunteer

Marcus joined a town festival team because he wanted to help visitors. He hoped to work at the information desk, but he was asked to sort maps and put them into folders in a back room. He felt that nobody would notice his work. When he saw other volunteers talking with visitors, he wished he (　21　). He finished the folders quickly without checking them and waited for another task. Soon, a volunteer came looking for a particular set of maps.

Several folders contained the wrong version, and the volunteer could not give visitors clear directions. Marcus realized that his job affected people even when he did not meet them. He carefully checked every folder and arranged them by route. Later, the information desk could answer questions much faster. The leader thanked him for solving the problem. Marcus learned that useful help (　22　). He still wanted to speak with visitors someday, but he no longer thought that work behind the scenes was unimportant.

(21)

1 could stay at the same task forever
2 had been given a different job
3 had brought more visitors into the back room
4 could remove all information desks

(22)

1 mattered only when everyone could see it
2 required avoiding all mistakes in advance
3 was not always the most visible work
4 could be measured only by the number of conversations

4 A

From: Olivia Stone <organizer@example.org>
To: Aya Mori <student@example.org>
Date: April 2
Subject: Labels for the student exhibition

Dear Aya,

Thank you for submitting your painting to our student exhibition on May 25. We have received the picture safely. Please send a title and a short description by May 11. The description should explain something about your idea or process, but it does not need to tell viewers exactly what they must feel. Around forty words will be enough for the display label.

We will print the labels, so please send the text by email rather than attach a handwritten card to the frame. If you are not sure about a title, you may use a simple descriptive one. Please check the spelling of your name carefully. Only your first name and school year will appear publicly; your contact details will remain in our office.

The exhibition opens at 11:00 a.m. on May 25. Artists may enter from 10:30 to check their displays, but family visitors should wait until the public opening time. If the printed label contains an error, tell reception before the opening. We can correct small mistakes there. Your painting will be available for collection the following Monday afternoon.

Best wishes,
Olivia Stone

(23) What should the description do?

1 List the artist's private contact details.
2 Require every viewer to feel the same emotion.
3 Describe every painting in the room.
4 Give some background about the idea or process.

(24) How should label text be sent?

1 By writing directly on the painting.
2 On a card fixed permanently to the frame.
3 By email.
4 Only through a family visitor on opening day.

(25) When may family visitors enter?

1 At 10:30 with the artists.
2 Before labels are printed on May 11.
3 At the public opening at 11:00.
4 Only after paintings have been collected.

4 B

Planning for an Ordinary Rainy Day

A visitor center in the fictional Greenhill Park displayed photographs of bright skies and long views. Travelers arriving in rain often asked what they could still do. Staff realized that the display described an ideal visit but offered little help with common changes in conditions. They began preparing information for wet days as part of the normal service, not only as an emergency response.

The new guide did not call every short walk easy or safe. Staff checked surfaces, slopes, and places where water collected. Some longer paths were more practical than a steep short route. Indoor exhibits and covered observation points were included as alternatives. Visitors could compare choices rather than assume that distance alone described the effort or conditions involved.

Testing the guide revealed another problem: printed information could become outdated after a storm or temporary closure. Copies were given a clear date and a reminder to check current notices. Staff also explained how to ask for advice at reception. A useful leaflet could prepare visitors, but it could not predict every change or replace present knowledge of the area. Staff tried the draft with people unfamiliar with local place names. A clear instruction had to identify a point a newcomer could recognize. Familiar shortcuts in language were revised when they depended on knowledge visitors did not yet have.

The center continued showing attractive sunny photographs, while adding realistic choices for different days. Visitors said this made planning less disappointing because they knew an enjoyable visit did not require one perfect condition. Staff learned that honest limits did not have to make information discouraging. Clear alternatives could help people make responsible decisions and still feel welcome.

4 B

(26) Why was new information prepared?

1 The park had no sunny days at all.

2 The old display did not help visitors adapt to rain.

3 Staff planned to close every indoor exhibit.

4 All visitors wanted the same long walk.

(27) What did the guide emphasize?

1 Slopes never affected a walk.

2 Conditions mattered as well as route length.

3 Every short path was suitable in all weather.

4 Only outdoor choices were allowed.

(28) Why were dates printed?

1 Visitors were not allowed to ask staff questions.

2 Every route became permanent once printed.

3 The guide was intended to hide old information.

4 Conditions and closures could change after publication.

(29) What did staff learn?

1 Realistic limits and alternatives can still encourage visitors.

2 Honesty always makes people stop visiting.

3 Only perfect weather permits a useful visit.

4 Current advice can be replaced by any old leaflet.

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!

My class completed a school lunch survey. We answered questions about actual choices, and the school promised to explain which changes it could try after checking the results. I was glad to learn something different from my usual routine. Do you think more schools will ask students about lunch menus?

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 ask why some students do not join activities?

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。