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7回

完全オリジナル予想問題

■ 試験時間

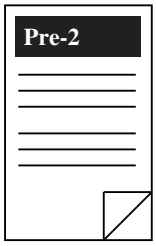
リーディング・ライティングテスト（80分）

※ 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 town has a small (　　) where artists can display and sell their work.

1 stadium　　2 factory
3 gallery　　4 airport

(2) The child was (　　) about the strange machine and asked how it worked.

1 absent　　2 wealthy
3 fragile　　4 curious

(3) The manager asked us to (　　) the boxes by size before putting them on shelves.

1 sort　　2 announce
3 forgive　　4 afford

(4) There is a (　　) in the roof, so water enters the room whenever it rains.

1 leak　　2 reward
3 lecture　　4 gesture

(5) A: Can we walk across that bridge?
B: No. It is too (　　) and may not support our weight.

1 polite　　2 brief
3 weak　　4 loyal

1

(6) The scientist will (　　) the new idea by carrying out several experiments.

1 wrap　　2 test
3 fold　　4 owe

(7) The hotel is in an excellent (　　), just opposite the train station.

1 conversation　　2 generation
3 instruction　　4 location

(8) The answer was (　　). Nobody in the class had expected that result.

1 surprising　　2 grateful
3 wooden　　4 annual

(9) Please (　　) a copy of the document in case the original gets lost.

1 escape　　2 refuse
3 melt　　4 keep

(10) The town's new swimming pool is a popular (　　) for families on hot days.

1 occupation　　2 destination
3 ingredient　　4 permission

1

(11) We must (　　) the lights before leaving the room.

1 switch off　　2 look into
3 take after　　4 give away

(12) The guide explained the process (　　), beginning with how the materials were prepared.

1 step by step　　2 at risk
3 by chance　　4 on sale

(13) I was late because my alarm clock did not (　　) this morning.

1 get along　　2 take over
3 put away　　4 go off

(14) The children (　　) the storyteller and listened carefully.

1 took advantage of　　2 made room for
3 paid attention to　　4 got rid of

(15) This path is closed (　　) the end of June, when repairs will be completed.

1 while　　2 until
3 by　　4 during

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: These tools are scattered over the floor.
B: There is an empty storage box under the table. (　16　).
A: Yes. Someone could trip over them if we leave them here.

1 We should leave everything on the floor
2 Tools are not used here
3 The storage box must remain empty
4 We should put them in it

(17)

A: Do I have to join the gardening club for the term today?
B: No, this first meeting is a trial.
A: Then, (　17　).
B: Yes, try the activity before making a commitment.

1 the trial has already finished
2 I can decide afterward
3 only experts can enter
4 I must pay for the whole year

(18)

A: I want to try gardening, but I have no tools.
B: Could you tell me (　18　)?
A: Yes. Yes, the club has enough for every new visitor.

1 where the meeting will take place
2 when the office opens
3 whether tools are provided
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 have a question about the gardening trial on May 10.
B: Of course. What would you like to know?
A: I do not have the required outdoor shoes. Must I buy a pair?
B: You should bring a pair if possible, but (　19　). We can arrange a spare pair if you tell us early.
A: Good. I would rather borrow a pair for my first visit. Will we need anything else to prepare planting boxes?
B: The small tools will be available here.
A: When do you need my final answer?
B: By May 7. 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 borrowing may be possible
3 we never lend any items
4 the session is already over

(20)

1 send another reply after the event
2 buy the supplied materials
3 leave out all equipment questions
4 tell us what you need to borrow

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 Empty Noticeboard

When the school gardening club asked for new members, Hana made a bright poster showing colorful flowers. She put it inside the club room, where she thought everyone would notice it. After a week, nobody new had come. Hana began to think that students (　21　). Her teacher asked who normally entered the club room. Hana realized that almost everyone who saw the poster was already a member. The invitation had not reached the people she wanted to invite.

Hana moved a smaller version to the main corridor. This time, she added the meeting day, room number, and a sentence saying beginners were welcome. A student stopped and asked whether he needed to bring tools. Hana added the answer to the poster too. At the next meeting, three new people arrived. She learned that an invitation (　22　). An attractive picture mattered less if readers could not find it or did not know how to join. She began asking new members which information had helped them decide.

(21)

1 had already joined every club
2 were not interested in gardening
3 needed a larger club room
4 wanted to remove all flowers

(22)

1 worked best where only current members could see it
2 needed to reach people and answer practical questions
3 should include pictures without any meeting details
4 could guarantee that every reader would join

4 A

From: Emma Clarke <organizer@example.org>
To: Ben Aoki <student@example.org>
Date: April 2
Subject: Checking the festival map

Dear Ben,

Could your class help us test the new festival map on September 6? We need students who have not been involved in planning the event. Please meet outside the school office at 3:40 p.m. You will work in pairs and try to find three places using the draft map. The activity should take about thirty minutes, including a short discussion afterward.

Please do not ask other students for directions immediately if something is unclear. First, mark the place on the map and write what you expected to find. A member of the festival team will walk nearby and can help if necessary. This is a test of the map, not a competition to see who knows the school best. There is no prize for finishing fastest.

After the walk, return to the office and give us your marked map. We will ask which parts were useful and which needed more explanation. Your comments will be used before the final version is printed. Please reply by September 2 with the number who can attend. You do not need to prepare anything in advance, and phones should not be used to search for the destinations.

Best wishes,
Emma Clarke

(23) Who does the team especially need?

1 People who have already designed the map.
2 Only teachers who know every room.
3 Students who did not help plan the festival.
4 Visitors who can bring their own printed maps.

(24) What should students do first when something is unclear?

1 Leave the activity without telling anyone.
2 Ask classmates immediately without making a note.
3 Mark it and describe what they expected.
4 Search on a phone.

(25) How will the comments be used?

1 To choose the fastest students for a prize.
2 To improve the map before final printing.
3 To test who has memorized every classroom.
4 To cancel all festival activities.

4 B

Gardens in Small Containers

The fictional school of Parkwell had little ground available for gardening. A teacher proposed growing plants in containers beside a classroom. These could be moved when the courtyard was needed for another activity. Students who thought a garden required a large field were surprised that they could begin with a few boxes and a practical care plan.

Classes chose plants suited to the available space and asked an experienced gardener for advice. The containers made observation easy because students passed them daily. Measurements and sketches became part of science and art lessons. However, a container was not simply a smaller version of every possible garden. Its size limited what could grow, and the soil needed regular checking.

The first holiday revealed a weakness in the plan. During term, many students noticed the plants, but nobody had clearly accepted responsibility while school was closed. Staff arranged named volunteers and a shared record. They also checked that the chosen location could be reached during permitted opening hours. A timetable was useful only if people could actually carry out the visits. Students kept early drawings and later photographs together, so progress could be discussed over several weeks. An ordinary visit might show little change, but comparison helped reveal patterns that were easy to miss when looking only once.

By the end of the year, the school had grown a modest collection rather than fill every corner with pots. Teachers valued the repeated observations and the questions students asked. They decided to improve the care routine before adding more containers. The project showed that limited space did not prevent practical learning, but a movable object still needed stable responsibility. Beginning small made it easier to discover what the school could maintain well.

4 B

(26) Why were containers chosen?

1 The school had limited ground space.

2 Students were required to remove every classroom.

3 The courtyard could never be used by anyone.

4 A large field was already unused.

(27) What was one advantage?

1 The soil never needed checking.

2 Every kind of plant could grow without limits.

3 No advice was required before choosing plants.

4 Students could observe plants frequently during ordinary routines.

(28) What did the holiday problem reveal?

1 Responsibility and access needed to be made clear.

2 All plants should receive unlimited water.

3 A written timetable replaced every visit.

4 Containers could never be moved.

(29) What did the school decide?

1 Fill every space immediately.

2 Stop observing the plants in lessons.

3 Improve care before expanding the garden.

4 Measure success only by the number of pots.

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 school borrowed instruments through a music loan program. A teacher showed us how to care for them, and we could try playing without buying instruments first. I was glad to learn something different from my usual routine. Do you think more communities will lend musical instruments?

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 older students should prepare practical guides for the next club members?

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。