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8回

完全オリジナル予想問題

■ 試験時間

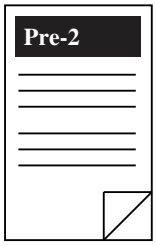
リーディング・ライティングテスト（80分）

※ 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

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 (　　) of inviting former students to speak at the spring ceremony.

1 tradition　　2 distance
3 temperature　　4 pollution

(2) The bag is surprisingly (　　), although it looks large. I can lift it with one hand.

1 formal　　2 deep
3 light　　4 sour

(3) We need to (　　) the total number of visitors before ordering lunches.

1 count　　2 escape
3 refuse　　4 fold

(4) The report includes several (　　) that explain the results in a visual way.

1 gloves　　2 tunnels
3 recipes　　4 charts

(5) A: Is the concert tomorrow?
B: No, it has been (　　) until next Saturday.

1 admitted　　2 translated
3 postponed　　4 delivered

1

(6) The teacher gave us a (　　) explanation, using only the most important points.

1 crowded　　2 wealthy
3 brief　　4 fragile

(7) We were impressed by her (　　). She kept practicing even after many failures.

1 determination　　2 decoration
3 permission　　4 transportation

(8) Please (　　) your seat belt before the bus starts moving.

1 melt　　2 borrow
3 divide　　4 fasten

(9) The house is (　　) now. The family moved away two months ago.

1 vacant　　2 grateful
3 fluent　　4 lively

(10) The new software can (　　) pictures from one file type to another.

1 convert　　2 interrupt
3 forgive　　4 borrow

1

(11) Please (　　) this form and return it to the office.

1 put off　　2 fill out
3 take after　　4 come across

(12) A: Are you going to join us?
B: Yes, I am (　　) it. I have never tried sailing before.

1 getting rid of　　2 running out of
3 looking down on　　4 looking forward to

(13) The work was difficult, but we finished it (　　) by helping one another.

1 by mistake　　2 in the end
3 at risk　　4 on sale

(14) You can borrow my dictionary (　　) you return it before Monday.

1 even though　　2 as soon as
3 now that　　4 as long as

(15) The teacher asked us to (　　) the unfamiliar words in a dictionary.

1 put away　　2 take over
3 give in　　4 look up

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 would like to join the club, but I am a complete beginner.
B: The next meeting is a trial for new people. (　16　).
A: That is a relief. I will come and see what the activity is like.

1 Only experts are allowed
2 The trial excludes new people
3 You do not need previous experience
4 You must pass an advanced test first

(17)

A: Will every object I lend appear in the history display?
B: We may not have enough space for them all.
A: Then, (　17　).
B: Yes, but they will be kept safely until collection.

1 I should leave them on the pavement
2 some items may be stored rather than shown
3 the museum will throw away unused items
4 everything is guaranteed a large case

(18)

A: I would like to lend an old notebook to the museum.
B: Could you tell me (　18　)?
A: Yes. They need it for the three weeks of the exhibition.

1 where the meeting will take place
2 how long they need to keep it
3 who will lead the activity
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 history display on June 23. 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 15.
B: Thank you. Each student should bring the required short description. The display cards will be ready here.
A: Our group has not tried to explain family objects 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 cancel before reading the information
3 confirm the number in advance
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。

A Small Part of the Story

Noah helped make a display about his town. His group had photographs of old buildings and maps from different periods. Noah also brought his grandmother's shopping notebook. It contained prices and short notes about meals, but he thought it (　21　). The other objects looked much more impressive. He left the notebook at the edge of the table and began writing labels for a large photograph of the station. He assumed that visitors wanted large public events, not the small choices involved in buying ingredients and preparing an ordinary meal at home.

A visitor picked up the notebook and asked about one food listed there. Soon several people were discussing what families used to buy and how they cooked. The notebook offered details that the building photographs did not show. Noah asked his grandmother for permission to display a few pages more clearly. He realized that history (　22　). A small everyday record could help people imagine ordinary lives. At the next exhibition, his group invited residents to contribute similar objects, while keeping a careful note of where each item came from.

(21)

1 was the most expensive object in the room

2 had already been copied into every history book

3 was too ordinary to interest visitors

4 needed to be thrown away immediately

(22)

1 was concerned only with famous buildings

2 could be explored through everyday objects too

3 required every personal record to be published

4 could not include questions about food

4 A

From: Grace Martin <organizer@example.org>
To: Mika Kato <student@example.org>
Date: April 2
Subject: The short speech event

Dear Mika,

We are pleased to include your class in the short speech event on October 20. Each student will have three minutes to speak, followed by one minute for a question. Please do not prepare a longer speech, as we need to give everyone equal time. The aim is to explain one interesting idea clearly, rather than list as many facts as possible.

Students may use one small picture or one object that is safe to bring. Slides will not be used because changing computer files would take too long between speakers. A card with brief notes is allowed, but please encourage students to look at the audience as well. We will provide a table for objects beside the speaking area.

Please email the names and titles of the speeches by October 6. The event begins at 1:00 p.m., and speakers should arrive at 12:40 for a sound check. Family visitors may enter from 12:50. If a student becomes unable to attend, tell us as soon as possible. We will adjust the order rather than expect another student to speak for twice as long.

Best wishes,
Grace Martin

(23) What is the main aim of each speech?

1 To answer questions for the whole afternoon.
2 To explain one idea clearly within three minutes.
3 To present the greatest possible number of facts.
4 To read a long report without looking up.

(24) What may students use?

1 Only a complete script projected on a screen.
2 Unlimited computer slides.
3 Several large machines without checking.
4 One small picture or a safe object.

(25) When should speakers arrive?

1 At 12:40 for a sound check.
2 At the family opening time of 12:50.
3 Immediately after the final question.
4 Only after the 1:00 start.

4 B

More Than Changing the Words

The fictional town of Alden wanted to welcome visitors who spoke different languages. Its first plan was to translate every long sign in the public museum. Staff soon noticed that the result would cover large areas with text. A language teacher suggested beginning with the decisions a visitor needed to make, rather than treating every sentence as equally important.

The museum identified essential information about entrances, exits, tickets, and how to ask for assistance. Short texts were checked by speakers of the languages concerned. Simple symbols and matching numbers connected signs with a map. Detailed historical explanations remained available in leaflets, so reducing text on a doorway did not mean removing all opportunities to learn more.

First-time visitors tested the arrangement. One perfectly translated sign stood after the turn where a choice had to be made. Moving it before the junction helped more than changing its words again. Another label used a local name without explaining what kind of room it was. Staff added a brief description. These difficulties showed that clear language was necessary but not sufficient. The team made sure the same room had the same number in every version. A perfectly translated sentence could still mislead if the map used a different label. Consistency between formats became part of the regular checking process.

The museum continued reviewing names, locations, and printed versions whenever arrangements changed. It did not expect one new sign to solve every communication problem. Staff learned that a useful multilingual service combined translation with selection, placement, and testing. Understanding a sentence mattered, but so did finding it at the moment it could help.

4 B

(26) Why was the first plan reconsidered?

1 No visitors spoke another language.

2 Translating every long sign would create too much text.

3 Every translation had already been tested successfully.

4 The museum wanted to remove all exits.

(27) What information was prioritized?

1 Personal details of every visitor.

2 Only the longest historical account.

3 Practical decisions such as entrances, tickets, and assistance.

4 Facts unrelated to moving through the museum.

(28) Why was one sign moved?

1 It had no relationship to the map.

2 It came too late to help at the turning point.

3 Visitors were required to walk backward.

4 Its language was completely wrong.

(29) What is the main conclusion?

1 Translation works with good selection and placement of information.

2 Accurate words alone solve every access problem.

3 Longer signs are always better.

4 Testing should involve only staff who know the building.

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 represented my class at a student suggestions meeting. We discussed why changes were needed, and staff explained which ideas could be tried with the available space. I was glad to learn something different from my usual routine. Do you think more schools will discuss decisions with students?

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 students should sometimes record their own voices when practicing English?

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。