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9回

完全オリジナル予想問題

■ 試験時間

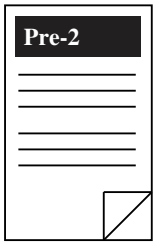
リーディング・ライティングテスト（80分）

※ 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 new building has a large (　　) for lectures and public meetings.

1 hall　　2 engine
3 harvest　　4 receipt

(2) A: Why did you choose this bottle?
B: It is (　　), so I can use it many times.

1 ordinary　　2 invisible
3 reusable　　4 anxious

(3) The students will (　　) their findings to parents at the end of the project.

1 escape　　2 borrow
3 present　　4 mend

(4) The guide gave us (　　) about where to buy train tickets.

1 luggage　　2 equipment
3 furniture　　4 advice

(5) My brother is very (　　) about food and refuses to try anything new.

1 particular　　2 remote
3 annual　　4 vacant

1

(6) Please (　　) the cover carefully. The pages inside are very old.

1 achieve　　2 forgive
3 arrive　　4 remove

(7) The event attracted a large (　　). Every seat in the theater was taken.

1 temperature　　2 ingredient
3 audience　　4 method

(8) The room was (　　) enough for all twenty students to work comfortably.

1 guilty　　2 jealous
3 spacious　　4 fragile

(9) We had to (　　) our plan after the main road was closed.

1 lend　　2 change
3 earn　　4 celebrate

(10) The letter contained an (　　) to a wedding in June.

1 invitation　　2 occupation
3 injury　　4 expense

1

(11) We (　　) milk this morning, so I need to buy some on my way home.

1 took care of　　2 looked forward to
3 got along with　　4 ran out of

(12) Please send the list (　　) so that we can prepare enough chairs before the meeting.

1 in return　　2 by chance
3 in advance　　4 on duty

(13) A: How do you travel to work?
B: I usually go (　　). It is only a short walk.

1 by mistake　　2 on foot
3 on sale　　4 in public

(14) The old factory has been (　　) a museum of local industry.

1 turned into　　2 taken after
3 caught up with　　4 looked down on

(15) We were (　　) the story and wanted to hear how it ended.

1 interested in　　2 responsible for
3 full of　　4 absent from

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: My grandmother's old photograph is too valuable to leave at school.
B: The display can use copies instead of originals. (　16　).
A: That sounds safer. I will keep the original at home.

1 You must lend the original permanently
2 You could bring a good copy
3 The photo should be left outdoors
4 Copies are forbidden in every case

(17)

A: Can I bring snacks to the game table?
B: There is a separate refreshment area to protect the games.
A: Then, (　17　).
B: Yes, please keep food away from the pieces.

1 we should remove the refreshment area
2 every game can be washed with juice
3 I should place drinks on the boards
4 I should eat over there

(18)

A: I am bringing a game to the afternoon event.
B: Could you tell me (　18　)?
A: Yes. About four minutes, and then we can play a practice round.

1 where the meeting will take place
2 how long the rules take to explain
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: I have reserved a place in the game afternoon on August 4, but my plans have changed.
B: Thank you for telling us. Can you still attend part of the session?
A: I am afraid not. I have another responsibility that day.
B: Then we should (　19　). Someone else may be waiting.
A: Yes, please. I still want to learn to learn a board game another time.
B: We may repeat the session later. If you are interested, (　20　).
A: An email would be helpful. Shall I check that you have my address?
B: Yes. We will also explain the need for the required notebook and what materials we supply before the next booking opens.

(19)

1 cancel your reservation
2 ask you to attend both responsibilities
3 mark you as present for the whole session
4 keep your place empty without a reason

(20)

1 we will never contact anyone again
2 we can email you when details are ready
3 you should attend without a date
4 you must buy all materials today

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 Game after School

Emma brought a board game to her new school because she wanted to make friends. At home, her family always played quickly, and she expected other students to know the rules. During the first game, she became impatient when a classmate asked what to do. The group soon stopped playing. Emma thought that (　21　). She wondered whether she should bring a different game next time. Her teacher suggested asking what had made the first attempt difficult. At home, everyone had learned together over many evenings. Emma had forgotten how confusing the first game could feel before the pieces and order became familiar.

One student said the game looked fun but the explanation had been too fast. Another had never seen the unusual pieces before. Emma tried again with a short practice round in which winning did not matter. She explained one step at a time and let students ask questions. This time, everyone wanted another round. Emma learned that sharing an activity (　22　). Knowing the rules herself was not enough. She also needed to help others understand them at a comfortable pace.

(21)

1 everyone already knew the rules perfectly
2 the others did not enjoy the game
3 her family had played too slowly
4 she needed to buy more game pieces

(22)

1 meant expecting everyone to learn at the same speed
2 worked best when questions were forbidden
3 included helping beginners feel comfortable
4 required choosing the most complicated rules

4 A

From: Rachel Wood <organizer@example.org>
To: Julia Reed <student@example.org>
Date: April 2
Subject: Returning the borrowed photographs

Dear Julia,

Thank you for using my family photographs carefully in your project. Please bring the originals back to my house on Saturday between 2:00 and 4:00 p.m. Keep them in the folder I gave you, with the small notes behind each photograph. These notes help me remember which picture belongs to which event, so please do not separate them.

You may use copies of the three street photographs in your classroom presentation. However, please do not post them on a public website without asking me again. I am happy for classmates to see the family picnic picture during your talk, but I do not want copies of that one handed out. It includes people who have not been asked about wider use.

If Saturday is difficult, telephone me by Thursday evening and we can choose another time. Please do not leave the folder outside my door. I would like to receive it in person so that we can check the contents together. I am also interested in hearing what you learned about the old neighborhood. You can bring your presentation notes if you would like to show me.

Best wishes,
Rachel Wood

(23) Why should the notes stay with the photographs?

1 They identify the events connected with each picture.
2 They contain prices for selling the photographs.
3 They are tickets to the presentation.
4 They are instructions for repairing a camera.

(24) What restriction applies to the family picnic picture?

1 Every classmate must receive an original.
2 It can never be shown during the talk.
3 It must be posted publicly before Saturday.
4 Copies should not be distributed.

(25) What if Saturday is inconvenient?

1 Leave the folder outside the door.
2 Send them to a public website.
3 Keep the originals until next year.
4 Call by Thursday evening to arrange another time.

4 B

When a Package Is Part of the Product

A small workshop in the fictional town of Redley made ceramic cups. The owner, Iris, designed a beautiful paper box for customers to carry them home. The box looked excellent on a shelf, but one customer reported that the handle tore during an ordinary walk. Iris realized that the package had been judged mainly as a display rather than as something people actually used.

She asked customers how they carried their purchases. Some traveled by bus and held several bags at once. Others wanted to give a cup as a present. A single design might need to serve different purposes. Iris compared samples using the same cup and realistic carrying conditions. She recorded both protection and the amount of material used, rather than choose only the thickest box.

The revised package had a simpler shape and a stronger closing point. A separate protective layer could be added when needed. Iris explained how customers could reuse the box and avoided claiming that any material had no environmental cost. She also made sure staff could assemble the package correctly during a busy day. A design that worked only when prepared very slowly was not practical for the shop. Staff kept a sample beside the counter to demonstrate how the box closed. This let customers see the arrangement before leaving. A short practical explanation could prevent a problem more effectively than a warning printed where few people would read it.

Fewer problems were reported, but Iris continued listening to customers. The experience changed her view of what she sold. The cup and its journey were connected: a well-made object could still disappoint if it was difficult to transport safely. Useful design included testing ordinary conditions and understanding the person who would carry, open, and perhaps reuse the package.

4 B

(26) What revealed a weakness in the first box?

1 It looked too plain on the shelf.

2 Its handle tore during a customer's walk.

3 The workshop stopped making ceramics.

4 Every customer wanted a larger cup.

(27) How were samples compared?

1 Without considering different customers.

2 Only by choosing the thickest material.

3 With the same product under realistic carrying conditions.

4 By leaving every box empty on a shelf.

(28) Why did staff assembly matter?

1 Only the owner could ever handle paper.

2 Slow preparation was the main goal.

3 Customers were required to build the cups themselves.

4 The package needed to work during busy service too.

(29) What is the main lesson?

1 Appearance alone proves a package is suitable.

2 A product's usefulness includes the experience of transporting it.

3 One material can have no disadvantages.

4 Customer comments are useful only before the first sale.

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 family visited a uniform exchange. Clear measurements and a place to try jackets helped us find a useful item without needing to donate clothing first. I was glad to learn something different from my usual routine. Do you think more schools will organize uniform exchanges?

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 it is useful for students to learn some cooking skills at school?

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。