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10回

### 完全オリジナル予想問題

■ 試験時間

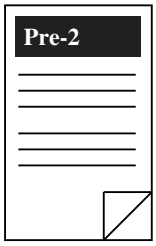
リーディング・ライティングテスト（80分）

※ 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 hotel has a free luggage (　　) service for guests who arrive before their rooms are ready.

1 harvest　　2 growth
3 storage　　4 gesture

(2) The singer was (　　) before the performance, but she relaxed when the music began.

1 nervous　　2 vacant
3 wealthy　　4 wooden

(3) The school hopes to (　　) more students to read by holding book talks.

1 borrow　　2 contain
3 forgive　　4 encourage

(4) The bus follows the same (　　) every day, stopping at the station and the hospital.

1 route　　2 ingredient
3 salary　　4 portrait

(5) Please (　　) that your name is on the list before leaving the desk.

1 pretend　　2 ensure
3 refuse　　4 imagine

## 1

(6) The museum has a (　　) collection of old musical instruments that cannot be seen elsewhere.

1 careless　　2 empty
3 anxious　　4 unique

(7) A: Is this path safe after rain?
B: It can be (　　), so please use the paved road instead.

1 loyal　　2 muddy
3 fluent　　4 annual

(8) We need to (　　) the chairs in rows before the audience arrives.

1 export　　2 refuse
3 contain　　4 arrange

(9) The event was a great (　　). Everyone enjoyed it, and we raised enough money.

1 injury　　2 expense
3 success　　4 absence

(10) The guide explained the (　　) of the strange object, including how it was used.

1 journey　　2 function
3 temperature　　4 permission

## 1

(11) I will (　　) your dog while you are away this weekend.

1 run out of　　2 take care of
3 make fun of　　4 put up with

(12) The train arrived late (　　) a problem with the signals.

1 next to　　2 apart from
3 due to　　4 instead of

(13) The students (　　) a discussion about improving the lunch menu.

1 ran out of　　2 got rid of
3 took part in　　4 looked down on

(14) A: Can you help me move this desk?
B: Sure. I will be there (　　). I just need to finish this sentence.

1 by mistake　　2 in a moment
3 on sale　　4 at risk

(15) We should (　　) early tomorrow because the journey will take several hours.

1 put away　　2 take after
3 set off　　4 give 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 want to try this game, but the rules look difficult.
B: We can play one practice round before keeping score. (　16　).
A: Great. Learning while playing should make it easier to understand.

1 I will explain each step as we go
2 You should memorize every rule alone
3 We cannot explain any steps
4 Questions are not allowed while learning

**(17)**

A: Can we publish the scientist's exact words tonight?
B: The quotation check takes up to three working days.
A: Then, (　17　).
B: Correct. Do not call unchecked words confirmed quotations.

1 all photographs are automatically approved
2 we need to allow time for a reply
3 the scientist will write the whole article
4 we can skip the accuracy check

**(18)**

A: I hope to record the interview with the scientist.
B: Could you tell me (　18　)?
A: Yes. Only if we ask for permission before the meeting.

1 whether recording is permitted
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 science interview on November 16.
B: Certainly. Have you tried to ask about research 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 question list. The meeting room 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 November 9

## 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。

# Waiting for the Right Question

Oliver was chosen to interview a local scientist for the school newspaper. He prepared a long list of questions and was determined to ask every one. During the interview, the scientist mentioned an unexpected failure that had changed her work. Oliver was interested, but he (　21　). He quickly moved to the next question on his list. Later, while writing the article, he realized that the most interesting part was also the part he understood least. The interview period was short, and he had been thinking mainly about completing his list. He had not left room for learning something unexpected from an answer.

Oliver asked whether he could send one more question by email. The scientist agreed and explained what she had learned from the failed experiment. Her answer made the article much clearer. Oliver kept preparing carefully for later interviews, but he no longer treated a question list as a fixed order. He understood that (　22　). A useful interview needed attention to the answers as well as a good plan. Sometimes one unexpected follow-up question could reveal more than several prepared ones.

**(21)**

1 was afraid of leaving his prepared plan
2 asked her to explain it in detail immediately
3 already knew exactly what had happened
4 had forgotten to bring any questions

**(22)**

1 a written list should never be prepared
2 every answer had to be very short
3 listening could lead to better questions
4 good interviews followed exactly the same order

# 4 A

From: Emma Reed <organizer@example.org>
To: Yuki Sato <student@example.org>
Date: April 2
Subject: Information for the park article

Dear Yuki,

Thank you for asking about the damage after last week's storm. Only the east path beside the pond is currently closed. The main entrance, sports field, and picnic area remain open. Please make this distinction clear in your school article. A general statement that the park is closed would cause unnecessary confusion for visitors planning ordinary activities.

You may use the photograph you took from the public path. Please include its date and say that it shows the east section. Do not enter the marked repair area to obtain another picture. We can provide a view taken by staff if you need a closer image of the work. Let us know the size and purpose before requesting a file.

We expect repairs to finish by June 12, but this may change with the weather. Please describe that as a planned date rather than a guarantee. Current information will be on the board at the main gate. If your newspaper is published after June 12, contact us again before printing the closure notice so that readers receive information that is still useful.

Best wishes,
Emma Reed

**(23) Which area is closed?**

1 The whole sports field.
2 Every entrance to the park.
3 All picnic tables in town.
4 The east path beside the pond.

**(24) What should be included with the photograph?**

1 Its date and the location it shows.
2 An invitation to enter the repair area.
3 A promise that all paths are dangerous.
4 Private staff telephone numbers.

**(25) What should happen if publication is after June 12?**

1 The old closure notice must be printed unchanged.
2 The planned repair date should be called certain.
3 All photographs must be destroyed.
4 The information should be checked again.

# 4 B

## A Club Chosen by Trying

A secondary school in the fictional town of Branton wanted new students to choose clubs with more confidence. Its annual fair had colorful posters, but visitors often joined the club with the loudest presentation or the friend they already knew. Some stopped attending after discovering that ordinary meetings were different from the exciting fair display.

The school introduced short trial sessions. Each club described a typical activity and allowed visitors to take part without immediately joining for a term. Leaders were asked to show ordinary work, including preparation and practice, rather than only a final performance. A drama club, for example, included setting up a scene and checking equipment as well as acting.

Schedules were arranged so students could try more than one activity. However, the school could not offer every club at every possible time. A clear guide explained dates, equipment, and any limits. Teachers also asked clubs to say whether beginners needed previous knowledge. A welcoming message was more useful when it answered the practical question of what would happen on the first visit. The trial guide also explained whom to contact with a question. Students attending without an experienced friend needed a clear person to approach. Making help visible reduced uncertainty without requiring leaders to predict every possible concern in advance.

After the trials, some students chose a club they had not considered at the fair. Others decided that a favorite activity was better enjoyed outside a formal club. The school did not treat either response as a failure. A useful choice could include deciding not to join, provided students understood their options. The project helped them connect attractive ideas with the everyday experience and commitment behind them.

# 4 B

**(26) What problem occurred after the old club fair?**

1 No club was allowed to advertise.

2 All activities were canceled for a term.

3 Some students found normal meetings different from the display.

4 Every student had to join the same club.

**(27) What were clubs asked to show?**

1 Activities impossible for any visitor to try.

2 Typical tasks as well as impressive results.

3 Only their most exciting final performance.

4 A list of expensive purchases without explanation.

**(28) Why was the guide important?**

1 It removed the need to consider beginners.

2 It required an immediate full-term decision.

3 It promised every club at every hour.

4 It explained practical conditions for a first visit.

**(29) How did the school view a decision not to join?**

1 It could be a useful informed choice.

2 It always proved the trials had failed.

3 It required a student to attend every session again.

4 It meant the student had no interests.

*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!

Our class made notes during a listening walk. We stopped talking at several points and heard details on familiar streets that we normally passed without noticing. I was glad to learn something different from my usual routine. Do you think more schools will include listening activities outdoors?

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 try different roles when preparing a school performance?

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。