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11回

完全オリジナル予想問題

■ 試験時間

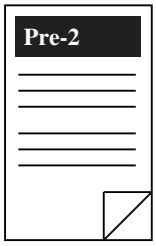
リーディング・ライティングテスト（80分）

※ 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 newspaper needs an (　　) to check articles and decide which ones to publish.

1 editor　　2 entrance
3 engine　　4 ingredient

(2) The blanket was (　　) and kept us comfortable during the cold night.

1 guilty　　2 thick
3 shallow　　4 sour

(3) Please (　　) the reason for your choice in one or two sentences.

1 contain　　2 freeze
3 borrow　　4 explain

(4) We saw a (　　) of people waiting outside the shop before it opened.

1 crowd　　2 receipt
3 climate　　4 portrait

(5) A: Why is this map so useful?
B: It gives very (　　) directions, including every turn.

1 wealthy　　2 precise
3 empty　　4 jealous

1

(6) The manager decided to (　　) the opening hours so customers could shop after work.

1 melt　　2 forgive
3 borrow　　4 extend

(7) The class made a model to show the (　　) of the old castle.

1 fever　　2 structure
3 permission　　4 salary

(8) Her answer was (　　), so the teacher asked her to add an example.

1 invisible　　2 annual
3 incomplete　　4 wooden

(9) The company will (　　) the damaged part without charging us.

1 complain　　2 refuse
3 explore　　4 replace

(10) The school has a good (　　) with the local library. They often plan activities together.

1 occupation　　2 temperature
3 ingredient　　4 relationship

1

(11) A: Did you meet the famous actor?
B: No. I saw him only (　　), across the street.

1 from a distance　　2 on duty
3 in advance　　4 for sale

(12) Please (　　) your coat. It is much warmer inside than outdoors.

1 take off　　2 get over
3 give away　　4 put out

(13) The students formed one team and shared tools and ideas. They worked (　　) to finish the mural before the festival.

1 alone　　2 together
3 instead　　4 otherwise

(14) I cannot come to the meeting (　　) I finish work before six.

1 because　　2 although
3 after　　4 unless

(15) The old photographs (　　) happy memories of our first school trip.

1 took after　　2 put off
3 brought back　　4 gave away

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 have prepared too many questions for the short interview.
B: Some are already answered in the article we read. (　16　).
A: Yes. That will leave time for things only the guest can explain.

1 We should ask every repeated question first
2 The guest has no time for new topics
3 You must ignore the article
4 You should remove the repeated ones

(17)

A: Our bridge broke. Can we still explain it?
B: Yes, tell us what happened and what you changed.
A: Then, (　17　).
B: Exactly. Reasoning matters as well as the final model.

1 no group may discuss a change
2 we should claim it held the weight
3 a failed attempt can be useful
4 only the strongest model has any value

(18)

A: I need to choose a bus for the museum trip.
B: Could you tell me (　18　)?
A: Yes. At noon, but we need ten more minutes to collect our bags.

1 what time the visit finishes
2 where the meeting will take place
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 a question about the bridge session on December 6.
B: Of course. What would you like to know?
A: I do not have the required notebook. Must I buy one?
B: You should bring one if possible, but (19). We can arrange a spare if you tell us early.
A: Good. I would rather borrow one for my first visit. Will we need anything else to test paper models?
B: The paper and tape will be available here.
A: When do you need my final answer?
B: By November 22. 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 tell us what you need to borrow
2 send another reply after the event
3 buy the supplied materials
4 leave out all equipment questions

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 Second Trial

Sana built a paper bridge for her science class. The first version looked neat, but it collapsed when a small weight was added. She was embarrassed because another group's bridge had held the weight easily. Sana wanted to hide her model and start a new one without recording what had happened. Her teacher asked her to (　21　). The point where the paper bent might help her understand the failure. Each group had the same amount of paper and tape. The class could try another design, but needed to explain what each change was intended to improve.

Sana drew the damaged bridge and marked the weak area. She then folded the paper differently and repeated the test using the same gap and weight. The second version lasted longer. It was not the strongest bridge in the class, but she could explain why she had changed it. Sana learned that (　22　). Keeping a record of an unsuccessful attempt could support a better decision. In her final report, she included both models instead of showing only the one that worked.

(21)

1 copy the other group without asking any questions
2 examine the failed model before throwing it away
3 increase the gap before every test
4 report that the first bridge had worked

(22)

1 a neat appearance guaranteed strength
2 only the winning group had learned anything
3 failure could provide useful information
4 reports should hide every unsuccessful attempt

4 A

From: Henry Moss <organizer@example.org>
To: Lena Ito <student@example.org>
Date: April 2
Subject: Using the oral history recordings

Dear Lena,

Your class may use selected parts of our oral history recordings for its school presentation. Please send the file names and the beginning and ending times of each section by July 5. We need to check that the speaker has allowed this kind of use. Some recordings may be heard in the museum but cannot be copied for another event.

Each selection should include a short explanation of who is speaking, the date of the interview, and the topic being discussed. Please avoid cutting words together in a way that changes their meaning. If a sentence seems unclear, ask us before including it. Written versions are available for most recordings, and we can send these to help you check the words.

We will reply within a week of receiving your list. Please do not publish the audio on a public website unless you receive separate permission. After your presentation, we would appreciate a short note about how the recordings were used. You do not need to send students' personal details. A description of the activity and any questions it raised will be enough.

Best wishes,
Henry Moss

(23) Why must selections be sent in advance?

1 To collect all students' personal histories.
2 To check permission for the intended use.
3 To make every recording publicly available.
4 To replace the school presentation with a museum visit.

(24) What should accompany a selection?

1 Instructions to remove all written versions.
2 Only a new title chosen for humor.
3 Information about the speaker, date, and topic.
4 A promise that the full conversation is unimportant.

(25) What is requested after the presentation?

1 Private details of every student.
2 A payment for each question.
3 A brief account of how the material was used.
4 Immediate public upload of all audio.

4 B

A Quiet Hour at the Museum

The fictional museum of Southmere offered family activities every weekend. The rooms were lively, but some visitors found crowds and loud demonstrations difficult. A parent asked whether her family could visit at a quieter time. Staff realized that ordinary opening hours were technically available to everyone without being equally comfortable for every visitor.

The museum tested a quiet hour before the main weekend opening. Numbers were limited, and recorded sounds were reduced. Staff provided a simple description of what visitors would find, including places to sit and areas with bright lighting. The aim was not to assume that all people wanted the same quiet experience. It was to let families decide whether the conditions would suit them.

Running the hour required planning. Staff needed time to prepare, and families still needed transport early in the morning. The museum asked about both the room conditions and the practical difficulty of reaching the building. One suggestion led to clearer arrival instructions, while another encouraged a second trial at a different time. Improvements inside the museum alone did not solve every access problem. Staff collected comments through a brief form and informal conversation rather than require long personal explanations. They wanted feedback about conditions and practical choices, while allowing families to decide how much of their circumstances they wished to share.

The sessions continued occasionally alongside normal activities. Staff also used what they learned to improve signs and seating during ordinary hours. They did not claim that separating visitors was always the best answer. The trial had made different needs more visible and offered one additional choice. A welcoming museum could provide information and options, while continuing to improve the shared experience for everyone.

4 B

(26) Why was a quiet hour considered?

1 Some families found ordinary conditions difficult.

2 All weekend activities had no visitors.

3 Every display had already become silent.

4 The museum wanted to remove all family access.

(27) Why were conditions described in advance?

1 Visitors were required to avoid all seating.

2 Every family had identical preferences.

3 Families could decide whether the session suited them.

4 Staff wanted to hide bright areas.

(28) What did the review consider beyond room conditions?

1 The number of films in another town.

2 Transport and arrival at the early time.

3 A plan to stop communicating with families.

4 Only the price of display objects.

(29) How did normal opening hours benefit?

1 They were replaced permanently by quiet sessions.

2 All questions from visitors were removed.

3 Families were required to use separate buildings.

4 Lessons from the trial improved signs and seating.

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 helped prepare a club handover guide before older students left. We wrote useful deadlines and reasons, then let new members try the instructions and ask questions. I was glad to learn something different from my usual routine. Do you think more clubs will prepare guides for new members?

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 drawing ordinary objects is a good activity for students?

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。