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13回

完全オリジナル予想問題

■ 試験時間

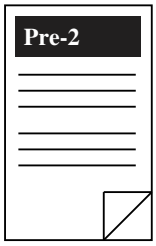
リーディング・ライティングテスト（80分）

※ 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 nurse asked the child to describe the (　　) in his leg.

1 flavor　　2 pain
3 profit　　4 fashion

(2) The hotel room was very (　　). We could hear traffic all night.

1 annual　　2 empty
3 loyal　　4 noisy

(3) Please (　　) the file to your email so that I can read the full report.

1 escape　　2 forgive
3 attach　　4 melt

(4) The festival gives young musicians a chance to show their (　　).

1 furniture　　2 weather
3 traffic　　4 talent

(5) A: Why is this box marked with a red sign?
B: It contains (　　) items. Please do not drop it.

1 delicate　　2 generous
3 unlikely　　4 confident

1

(6) The company will (　　) a new product at the trade fair.

1 borrow　　2 hesitate
3 owe　　4 display

(7) Our science teacher gave us a simple (　　) to carry out at home.

1 ceremony　　2 experiment
3 portrait　　4 occupation

(8) The manager was (　　) with our progress and thanked us for working hard.

1 ashamed　　2 jealous
3 absent　　4 pleased

(9) The hotel can (　　) up to sixty guests in its main building.

1 translate　　2 accommodate
3 forgive　　4 interrupt

(10) The notice gives a clear (　　) of how to apply for the course.

1 competition　　2 population
3 departure　　4 explanation

1

(11) We (　　) the wrong bus and ended up at the airport.

1 looked after　　2 gave up
3 got on　　4 put away

(12) Please keep your ticket (　　) until the end of the journey. You may need to show it again.

1 with you　　2 on duty
3 for sale　　4 in secret

(13) A: Why are you so tired?
B: I (　　) all night to finish my history report.

1 turned down　　2 stayed up
3 took off　　4 gave in

(14) The new park is open to everyone (　　). You do not need to buy a ticket.

1 by mistake　　2 out of date
3 in a hurry　　4 free of charge

(15) We should (　　) the old newspapers and put the empty boxes in the cupboard before class.

1 set off　　2 tidy up
3 take after　　4 give in

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: The route is longer than we can walk before lunch.
B: There is a shorter path past the pond. (　16　).
A: Yes. Then we would have time to stop and observe properly.

1 We could choose that one instead
2 We need a route twice as long
3 The pond must be skipped even on the short route
4 We should remove every rest

(17)

A: Does the longer park route always offer a better visit?
B: Not if it leaves no time to stop and observe.
A: Then, (　17　).
B: Yes, we should plan around the activity, not just distance.

1 observation is not part of the visit
2 we should measure success only in kilometers
3 we must rush past every stopping point
4 a shorter route may suit our purpose

(18)

A: I have never followed this park route.
B: Could you tell me (　18　)?
A: Yes. It is about two kilometers, with several stops.

1 how far the walk is
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 have reserved a place in the park walk on April 24, 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 observe the pond 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 water bottle and what materials we supply before the next booking opens.

(19)

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

(20)

1 we will never contact anyone again
2 you should attend without a date
3 we can email you when details are ready
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。

A Name for the Drawing

Aya drew a picture for a town art event. She carefully painted a large tree but did not choose a title. When a friend asked what the picture was about, Aya said it was obvious. At the event, however, visitors offered different ideas. Some thought the tree looked lonely, while others saw a welcoming place to rest. Aya felt confused because they (　21　). She wanted to explain exactly what she had meant. Her own idea had come from a quiet afternoon with her family, but nothing on the page told every viewer to remember exactly the same experience.

Her art teacher asked her to listen to the visitors before correcting them. Aya discovered that their ideas came from details in the picture, including the empty bench and the warm light. She could still explain her own intention, but she did not need to remove every other response. Aya understood that (　22　). She finally chose a title that invited a question rather than gave a complete answer. The conversations made her notice parts of her own work in a new way.

(21)

1 did not all understand it in the same way
2 refused to look at the picture
3 had already read a detailed title
4 wanted her to paint a different tree immediately

(22)

1 every visitor had to repeat the artist's exact words
2 a picture without one fixed meaning was worthless
3 viewers could find meanings she had not planned
4 listening could not help an artist

4 A

From: Emily Shaw <organizer@example.org>
To: Rosa Seki <student@example.org>
Date: February 25
Subject: Care of the classroom plants

Dear Rosa,

Thank you for offering to help care for the classroom plants during the spring break. You may enter the building on weekdays between 9:00 a.m. and noon. Please collect the key from the office and return it before leaving. The plants have been moved together into Room 3 so that volunteers do not need to open several classrooms.

Use the care card beside each pot. Please check the soil before watering and record what you do on the shared sheet. A blank space means there has been no recorded visit, not that every plant automatically needs water. If a plant looks damaged or you are unsure what to do, leave a note for the teacher rather than add fertilizer or change its position without advice.

Please confirm the dates you can cover by March 10. We will send the final rota before the holiday begins. If you become unable to come, telephone the office so another volunteer can take your place. Do not simply ask a friend without informing us, because the office needs to know who is expected. One short reliable visit is more helpful than an unclear promise of many visits.

Best wishes,
Emily Shaw

(23) Where have the plants been placed?

1 Outside the main entrance.
2 Together in Room 3.
3 In several locked offices.
4 At every volunteer's home.

(24) What should volunteers do before watering?

1 Move all plants without asking.
2 Check the soil and care card.
3 Assume every blank space means water is needed.
4 Add fertilizer to every pot.

(25) What if a volunteer cannot attend?

1 Contact the office to arrange a replacement.
2 Ask anyone without telling the school.
3 Erase the whole rota.
4 Leave the key outside the building.

4 B

The Suggestions That Received an Answer

A school in the fictional town of Hazelton had a box for student suggestions. It received many notes, but students rarely heard what happened afterward. Some stopped contributing because they assumed nobody read them. A new student council decided to review the process. Collecting ideas was useful only if people could see how the ideas entered a real discussion.

The council grouped similar requests and removed personal names from public summaries. It asked staff to explain practical limits such as space, cost, and safety. A request for an entirely new room might be impossible, but the need for a quiet study area could still be addressed through a timetable change. Members learned to separate a proposed solution from the problem it was meant to solve.

The school published short responses each month. Some ideas were accepted for a trial, some needed more information, and others could not be adopted. Reasons were included in ordinary language. The council did not promise that every popular request would succeed. It wanted students to understand the process and know when they could comment again after a change had been tested. The council kept track of the stage each idea had reached. A proposal still being investigated was not described as rejected or accepted. Clear status information reduced repeated questions and helped students understand why some decisions took longer than others.

More thoughtful suggestions began arriving. Students sometimes revised an idea after reading an explanation of the limits. The box had not become a way for one group to control every decision. It had become part of a continuing exchange. The project showed that listening required a response and a clear next step, while an honest refusal could still demonstrate that a concern had been taken seriously.

4 B

(26) Why had some students stopped contributing?

1 The school had no suggestion box.

2 They did not know what happened to their suggestions.

3 Only teachers could write notes.

4 Every previous idea had been accepted immediately.

(27) What distinction did the council learn?

1 Personal names should always be published.

2 Popular ideas never require reasons.

3 A requested solution can differ from the underlying need.

4 A new room is the only way to create quiet study.

(28) What did monthly responses include?

1 A guarantee of every request.

2 No explanation of trials.

3 Decisions, reasons, and opportunities for later comment.

4 Only the names of those who complained.

(29) What was the main lesson?

1 A clear response is part of meaningful listening.

2 Refusing an idea always means ignoring the concern.

3 A box alone guarantees participation.

4 The council should make all decisions secretly.

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 attended a weekend baking class recently. I made a small cake with another student, and we took it home to share with our families after it had cooled. I was glad to learn something different from my usual routine. Do you think more people will take baking classes?

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 schools should offer more club trial sessions before students join?

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。