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14回

完全オリジナル予想問題

■ 試験時間

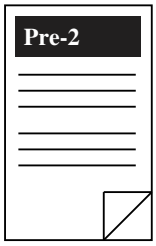
リーディング・ライティングテスト（80分）

※ 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 book includes a useful (　　) at the back, where difficult words are explained.

1 glossary　　2 recipe
3 gallery　　4 harvest

(2) The river is too (　　) to cross here. We need to find a shallower place.

1 annual　　2 polite
3 sour　　4 deep

(3) We must (　　) enough money to pay for the school trip.

1 forgive　　2 divide
3 melt　　4 save

(4) The bus driver gave us a friendly (　　) when we got on.

1 injury　　2 greeting
3 climate　　4 expense

(5) A: Why is the room dark?
B: The curtain is too (　　) and blocks most of the sunlight.

1 thick　　2 guilty
3 unlikely　　4 shy

1

(6) The guide will (　　) us through the forest to the old tower.

1 owe　　2 borrow
3 contain　　4 lead

(7) The school has a large (　　) of musical instruments that students can borrow.

1 condition　　2 conversation
3 collection　　4 conclusion

(8) The package arrived (　　), although we had expected it to take a week.

1 angrily　　2 secretly
3 quickly　　4 annually

(9) Please (　　) your work before handing it in. There may be spelling mistakes.

1 escape　　2 review
3 lend　　4 decorate

(10) The workshop fee includes all the (　　), such as paper, paint, and brushes.

1 journeys　　2 passengers
3 opinions　　4 materials

1

(11) The guide told us to (　　) for falling stones on the path.

1 put away　　2 give up
3 watch out　　4 take after

(12) I borrowed an umbrella (　　) going home in the rain without one.

1 according to　　2 because of
3 in front of　　4 instead of

(13) We must (　　) the rules of the competition, even if we do not agree with all of them.

1 stick to　　2 give away
3 come across　　4 take after

(14) The children were excited because the school trip was just (　　). It was only two days away.

1 under pressure　　2 out of order
3 by mistake　　4 around the corner

(15) A: How did you solve the problem?
B: I worked on it (　　) until I found the answer.

1 at risk　　2 for a while
3 in public　　4 on sale

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 cannot read the small letters on this label.
B: The desk has a larger printed version. (　16　).
A: Thank you. I would like to read it at my own pace.

1 I will get one for you
2 I will take away every printed copy
3 You must use only this label
4 Small letters cannot be enlarged

(17)

A: Should my painting label tell people exactly what to feel?
B: It can explain your idea without fixing every response.
A: Then, (　17　).
B: Yes, readers may notice details you did not plan.

1 the label should reveal nothing about the work
2 I should publish private addresses
3 I can leave room for different interpretations
4 every viewer must repeat my words

(18)

A: I need a title card for the exhibition.
B: Could you tell me (　18　)?
A: Yes. By May 11, so staff have time to print it.

1 where the meeting will take place
2 who will lead the activity
3 how much the activity costs
4 when the text must be sent

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 student exhibition on May 25.
B: Certainly. Have you tried to describe a painting 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 title text. The printed label 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 has already finished for the year
3 is suitable for beginners
4 requires several years of experience

(20)

1 contact us by May 11
2 buy all the equipment first
3 arrive without telling anyone
4 wait until after the session

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 Helpful Mistake

Ben made a map for visitors to his school festival. He knew the building very well and finished quickly. When a new student tried it, she walked to the wrong staircase. Ben said she had not followed the arrows carefully. She explained that the map used a room name she had never heard before. Ben had thought the name was familiar to everyone. He began to realize that (21). For him, the room name immediately brought a familiar staircase to mind. A newcomer did not have that connection and needed something visible to recognize.

Ben asked the student to show him each point where she had hesitated. He changed the room name to a description of its position and added a clear entrance symbol. Another visitor tested the new version and reached the right place without asking for help. Ben learned that (22). A mistake by a user could reveal a weakness in the explanation. The festival team decided to test future maps with someone who had not helped make them, instead of relying only on the people who already knew the route.

(21)

1 the visitor knew more about the festival than he did
2 his own knowledge had hidden a missing explanation
3 all maps were impossible to understand
4 the arrows should be removed completely

(22)

1 good users should never need information
2 only the map maker could judge clarity
3 testing with newcomers could improve instructions
4 the first version was always the most accurate

4 A

From: Daniel Finch <organizer@example.org>
To: Akira Yamada <student@example.org>
Date: April 2
Subject: Testing the welcome guide

Dear Akira,

Our school is preparing a new English welcome guide, and we would appreciate your help on April 17. Please meet in the entrance hall at 3:20 p.m. You will read a draft and try to follow the directions to three places in the building. We need your first reactions, so please do not study the guide with another student beforehand.

When something is unclear, mark it on the page and write what extra information would help. You are not being tested on your English ability. We want to find places where the guide assumes knowledge a newcomer may not have. A staff member will be nearby if you need assistance. You may use a dictionary, but please tell us which words you looked up.

The activity will finish by 4:00. We will collect the draft copies because some details may still change. A final version will be given to new students after staff have checked your comments. Please reply by April 12 if you can attend. If you have already helped write the guide, let us know, since we especially need readers who have not seen its earlier versions.

Best wishes,
Daniel Finch

(23) Why should students not study the draft beforehand?

1 No reader is allowed to understand English.
2 The team wants their first reactions.
3 The guide contains a secret examination answer.
4 Staff have already printed the final version.

(24) What is the activity testing?

1 How many words can be memorized without meaning.
2 How useful and clear the guide is for newcomers.
3 Whether students deserve to attend school.
4 Which student can run fastest between rooms.

(25) Why will draft copies be collected?

1 Some information may still change.
2 Every marked page must be sold.
3 The building will close at 4:00 forever.
4 Students are not allowed a final guide.

4 B

Clothes Ready for Another Student

The fictional school of Hillmere began collecting used uniforms after parents asked for a way to pass on clothes in good condition. At first, organizers measured success by the number of donated items. The hall looked full, but the first exchange revealed that many families could not find what fitted. A useful service needed more than a generous collection.

Volunteers added measurements and arranged items so that people could compare them easily. Older size labels were not always reliable after years of use. A private space for trying on jackets reduced guesswork. The school also explained that receiving did not depend on donating. A family with nothing to give could still need a suitable uniform.

Not every family could attend on the chosen morning. Organizers offered a few appointments afterward and kept a simple record of sizes that had been requested. They did not ask families to prove their personal difficulties publicly. Information about missing sizes helped guide the next collection, while individual contact details stayed with the staff arranging appointments. Volunteers checked that signs could be read from the entrance and that the route to the trying-on area remained clear. A generous pile of clothing could still become difficult to use if people could not move around it comfortably.

The exchange continued on a modest scale. Some donated items were unsuitable, and staff had to explain honestly what could be accepted. The school learned to count successful matches as well as incoming clothes. Reuse worked when an object reached someone who could actually use it. Clear information, privacy, and practical access mattered as much as the wish to prevent waste.

4 B

(26) What did the first exchange reveal?

1 Every donated item fitted every student.

2 The school could stop labeling sizes.

3 Many items did not automatically mean families found suitable clothes.

4 Nobody had asked for reused uniforms.

(27) Why were measurements added?

1 Families were forbidden to compare items.

2 Old printed sizes might not reflect the present fit.

3 Every uniform had lost its color.

4 Labels were used only to set high prices.

(28) How were families unable to attend helped?

1 All contact information was put on the main tables.

2 Some later appointments were offered.

3 They were forbidden from the next event.

4 They were required to explain difficulties publicly.

(29) How did success come to be understood?

1 By useful matches as well as collected numbers.

2 Only by the largest possible pile of clothing.

3 By accepting every damaged item.

4 By collecting private stories rather than sizes.

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 school started a drama workshop this term. I helped make sounds for a short play and discovered that work behind the actors could be creative and enjoyable. I was glad to learn something different from my usual routine. Do you think more schools will offer drama workshops?

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 museums should display more objects from ordinary daily life?

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。