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20回

完全オリジナル予想問題

■ 試験時間

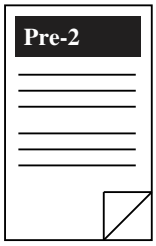
リーディング・ライティングテスト（80分）

※ 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 has an (　　) with a college abroad, and students sometimes visit each other's classes.

1 exchange　　2 excuse
3 entrance　　4 expense

(2) The instructions are (　　) in three languages, so many visitors can understand them.

1 lonely　　2 guilty
3 ancient　　4 available

(3) Please (　　) the furniture carefully so that the floor is not scratched.

1 move　　2 contain
3 owe　　4 earn

(4) The café uses a local (　　) for its vegetables, reducing the distance they travel.

1 passenger　　2 supplier
3 competitor　　4 customer

(5) A: Why did you choose this jacket?
B: It is (　　), so it will keep me dry in the rain.

1 waterproof　　2 jealous
3 annual　　4 invisible

1

(6) The class will (　　) the different methods and decide which works best.

1 decorate　　2 borrow
3 freeze　　4 evaluate

(7) The museum has a special (　　) for children to try simple experiments.

1 portrait　　2 area
3 fever　　4 salary

(8) The bus was (　　) because of a road accident, so we arrived late.

1 delayed　　2 delighted
3 borrowed　　4 translated

(9) Please (　　) your answers before looking at the correct ones.

1 melt　　2 borrow
3 owe　　4 finish

(10) The town has a growing (　　) of young families moving from the city.

1 recipe　　2 population
3 permission　　4 portrait

1

(11) We need to (　　) the books in alphabetical order.

1 set off　　2 give in
3 take after　　4 put away

(12) A: Is the shop open today?
B: Yes. It is open (　　) nine to six.

1 during　　2 since
3 from　　4 by

(13) I (　　) my old notebooks while cleaning the cupboard.

1 put off　　2 came across
3 took after　　4 gave in

(14) The children were told to (　　) any bags left under their seats before leaving the bus.

1 give away　　2 look down on
3 check for　　4 run out of

(15) We should (　　) the cost before making a final decision.

1 take into account　　2 run out of
3 catch up with　　4 get rid of

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 rain has made our outdoor plan impossible.
B: We have already booked an indoor room. (　16　).
A: That would still be useful. We do not need to waste the whole visit.

1 The booked room must stay unused
2 We can use it for map activities
3 No learning can happen indoors
4 We should walk regardless of danger

(17)

A: Will rain automatically cancel the whole visit?
B: There is an indoor program if travel is safe.
A: Then, (　17　).
B: Yes, wait for the organizer's final message.

1 we may still have a useful session
2 the forecast can never change
3 no alternative exists
4 we must enter every closed path

(18)

A: The outdoor visit may change because of rain.
B: Could you tell me (　18　)?
A: Yes. The organizer will telephone the teacher by eight.

1 where the meeting will take place
2 when the office opens
3 how we will be informed
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: We are planning to attend the indoor outdoor-club session on September 28. May we bring twenty students?
B: Yes. We can welcome that number, but please (　19　).
A: All right. I will send the final number by September 14.
B: Thank you. Each student should bring the required packed lunch. The route photographs will be ready here.
A: Our group has not tried to compare walking routes before.
B: That is fine. There will be an introduction.
A: Some students need to leave before the normal finishing time.
B: In that case, (　20　). We may be able to adjust their order.
A: I will include the departure time when I confirm our number.

(19)

1 wait until the visit has ended
2 confirm the number in advance
3 cancel before reading the information
4 bring everyone without a reply

(20)

1 ask them to miss every activity
2 wait until afterward to explain
3 leave without saying anything
4 tell us the required departure time

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 Pot by the Window

Rosa brought a small plant into her classroom. Several classmates watered it whenever they remembered, and soon the soil stayed wet all day. When the leaves began to look unhealthy, Rosa thought nobody had cared enough. Her teacher asked whether everyone knew the watering plan. There was no plan. Rosa realized that (　21　). Good intentions had not produced the right amount of care. Every student wanted the plant to do well, but they had no way to know what someone else had just done. More activity was not necessarily better care.

The class chose a small team and kept a note of visits. Students learned to check the soil before adding more water, rather than treat every visit as a reason to water. They also moved the plant to a suitable place after asking for advice. Gradually, it began to look healthier. Rosa understood that (　22　). A shared task needed communication and observation, not simply more people doing the same thing whenever they wished. Before the holiday, the class made sure one person had agreed to take responsibility.

(21)

1 every classmate had forgotten the plant completely
2 the plant had never received any water
3 too many uncoordinated actions could also cause a problem
4 a plan was unnecessary because everyone meant well

(22)

1 care needed to match actual conditions
2 watering more was always the correct response
3 recording visits could replace looking at the plant
4 responsibility should remain unclear during holidays

4 A

From: Emma Reed <organizer@example.org>
To: Yuki Sato <student@example.org>
Date: April 2
Subject: The school uniform exchange

Dear Yuki,

We will hold the uniform exchange on July 6 from 10:00 a.m. to noon in the school hall. Families may take suitable items whether or not they have donated anything. Please tell your class this clearly. We want the exchange to be helpful, not make families feel they must bring an item before asking what is available.

Volunteers should arrive at 9:00 to arrange clothing by size. Use the measurement cards rather than relying only on the printed size labels, since older uniforms may fit differently. Room 2 will be available for trying on jackets, and a teacher will manage access. Items with serious damage should be put aside for inspection, not placed directly on the main tables.

Please send your volunteer names by June 22. The group will help return tables and pack remaining clothes after noon, so arrange collection for 12:30 or later. We will keep a record of sizes requested but unavailable. This will help us ask for useful donations before the next exchange. There is no need to collect private explanations of why a family needs clothing.

Best wishes,
Emma Reed

(23) Who may receive clothing?

1 Only the volunteer team.
2 Only families who bring a new jacket.
3 Families with or without a donation of their own.
4 People who provide a detailed private history.

(24) What should volunteers use when sorting?

1 Prices from a clothing advertisement.
2 The measurement cards.
3 Only their guess about a student's age.
4 The color of the tables.

(25) Why record unavailable sizes?

1 To prevent families from returning.
2 To decide which tables must be destroyed.
3 To guide future requests for donations.
4 To publish names of people needing help.

4 B

Reading the City with Your Feet

A geography teacher in the fictional city of Linford asked students to draw a map of the streets around their school. At first, most maps showed only roads, shops, and the station. They looked useful, but a visiting student asked which route was easiest while carrying a heavy suitcase. None of the maps answered that question. The class decided to walk the area again and pay attention to everyday movement.

Students noticed stairs, narrow corners, and places where people had to wait a long time to cross. They also found a longer route with a smooth surface and several benches. A route that was shortest on paper was not necessarily the easiest for every traveler. The teacher asked groups to describe these differences rather than label one path as the best for everyone.

The class tested its new descriptions with people who did not know the area well. One visitor could not identify a shop mentioned as a landmark because its sign had changed. Another missed a turning that regular students considered obvious. The groups added distances and clearer features, then tried the instructions again. They learned that knowing a place well could make it harder to notice what a newcomer needed. Groups kept their first drafts beside the revised maps. Comparing them helped show which assumptions had been removed. A visitor could then understand the reason for a change instead of seeing the final route as an unexplained preference.

The finished map included several routes and short notes about their conditions. It did not replace official street signs or promise that every detail would remain unchanged. A date and a contact address allowed users to report problems. Students had created more than a drawing of familiar roads. They had learned to imagine another person making decisions in the same space, using information that local knowledge could otherwise leave hidden.

4 B

(26) What made students reconsider their first maps?

1 The school moved to another city.

2 The station had stopped all trains.

3 Every road name had been removed.

4 A visitor asked about a practical travel need they had not described.

(27) What did the class learn about the shortest route?

1 It included every bench in the city.

2 It might not be easiest for all users.

3 It always had the smoothest surface.

4 It was the only route allowed on maps.

(28) Why were descriptions tested with newcomers?

1 They could replace every street sign immediately.

2 They wanted all routes removed.

3 They could reveal details regular users overlooked.

4 They already knew all the local shops.

(29) What did the final map allow?

1 Every user had to follow one fixed path.

2 Changes could no longer be reported.

3 The routes were guaranteed never to change.

4 Users could choose routes using notes about conditions.

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 attended a science careers event. We heard about an engineer's ordinary work and asked questions about how she had chosen her job when she was younger. I was glad to learn something different from my usual routine. Do you think more schools will invite people to talk about their jobs?

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 help test signs and maps in their schools?

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。