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21回

完全オリジナル予想問題

■ 試験時間

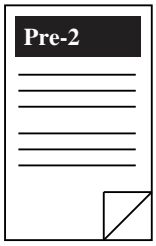
リーディング・ライティングテスト（80分）

※ 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 teacher gave us a (　　) to help organize the main points of our presentation.

1 diagram　　2 salary
3 recipe　　4 fever

(2) The path is (　　) for beginners and takes only thirty minutes.

1 violent　　2 guilty
3 invisible　　4 suitable

(3) Please (　　) the total number of chairs we need for the event.

1 calculate　　2 forgive
3 borrow　　4 decorate

(4) The shop offers a repair (　　) for bicycles of all ages.

1 climate　　2 service
3 ingredient　　4 portrait

(5) A: Why is the door locked?
B: The room is (　　) for staff only.

1 borrowed　　2 divided
3 translated　　4 reserved

1

(6) The group will (　　) money for the children's library by selling cakes.

1 bend　　2 hide
3 freeze　　4 raise

(7) The project needs regular (　　) to keep the equipment working well.

1 entertainment　　2 maintenance
3 population　　4 departure

(8) The weather became (　　), so we moved the activity indoors.

1 grateful　　2 fluent
3 stormy　　4 wooden

(9) Please (　　) the label on each box so we know what is inside.

1 owe　　2 read
3 borrow　　4 earn

(10) The club has a good (　　) of winning because its members have practiced hard.

1 traffic　　2 furniture
3 chance　　4 luggage

1

(11) We need to (　　) a meeting with the volunteers next week.

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

(12) A: Are these seats free?
B: No. They are (　　). Our friends are coming back.

1 out of date　　2 on sale
3 at risk　　4 in use

(13) Please (　　) your hands before preparing food.

1 make　　2 wash
3 take　　4 give

(14) The students worked hard (　　) finish the report before the holiday.

1 by　　2 for
3 to　　4 of

(15) I (　　) hearing from you soon. Please tell me your plans.

1 take care of　　2 get rid of
3 look forward to　　4 run out 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: Nobody is sure when the classroom plant was watered.
B: We could leave a shared record beside it. (　16　).
A: Good idea. Then the next person can check before adding more water.

1 Nobody needs to record anything
2 Everyone should write down each visit
3 The next person should guess
4 Every visit requires unlimited water

(17)

A: Should I water every plant when I arrive?
B: Read the cards and check the soil first.
A: Then, (　17　).
B: Exactly. A visit does not always mean more water is required.

1 the need may differ between pots
2 the card should be ignored
3 records replace every observation
4 all plants need the same amount every time

(18)

A: I can help with plants during the holiday.
B: Could you tell me (　18　)?
A: Yes. Your name is on the rota for Monday and Thursday.

1 where the meeting will take place
2 which dates you should cover
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 plant-care meeting on March 17, 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 learn the holiday routine 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 notebook and what materials we supply before the next booking opens.

(19)

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

(20)

1 we will never contact anyone again
2 you should attend without a date
3 you must buy all materials today
4 we can email you when details are ready

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。

Two Ways to Say It

Akira helped translate a welcome sheet for a new student. He carefully changed every sentence from Japanese into English and thought the work was finished. During a trial, the new student understood the words but still could not find where to leave a bicycle. The sheet used a familiar school nickname instead of a place description. Akira realized that the difficulty (　21　). Correct words did not guarantee enough background information. A first visit required decisions about entrances, belongings, and whom to ask for help. The reader needed enough information to act, not simply understand separate sentences.

He added a small map and explained the nickname. He also removed a long history of the school from the first page, keeping it for later reading. The new version focused on the first morning: arrival, belongings, and where to ask for help. The student followed it more easily. Akira learned that (　22　). He still checked the language carefully, but now he also asked what a reader needed to do. Translating became a way of helping someone enter a new situation, not only a way of matching sentences.

(21)

1 could be solved only by a longer dictionary
2 was not just a language problem
3 proved that the student had read nothing
4 required removing all directions

(22)

1 every detail belonged on the first page
2 a translation should never use a map
3 a correct sentence always explained the whole situation
4 clear communication required considering the reader's situation

4 A

From: Samuel Hart <organizer@example.org>
To: Finn Sato <student@example.org>
Date: April 2
Subject: The listening walk

Dear Finn,

Your class is booked for our listening walk on October 11. Please meet at the community center at 9:30 a.m. The route follows public streets and ends back at the center at 11:00. We will stop several times to listen and make notes. This is not a race or a search for the loudest sound. The aim is to notice differences in ordinary surroundings.

Students should bring a pencil and a notebook. Recording devices are not needed for the first walk. We want everyone to listen without concentrating on operating a machine. If the group later makes recordings for a school display, teachers must check that private conversations are not included. Written descriptions can be used where recording would be inappropriate.

Please divide the class into groups of five before arriving. Each group must stay with its teacher when crossing roads. We will provide a route card showing the stopping points. Light rain may change what can be heard, but it will not automatically cancel the walk. Please send your final number by September 27 and include a contact telephone number for that morning.

Best wishes,
Samuel Hart

(23) What is the purpose of the activity?

1 To notice sounds and differences in familiar surroundings.
2 To reach the center faster than other groups.
3 To find only the loudest possible noise.
4 To record every private conversation.

(24) Why are recording devices unnecessary at first?

1 The route contains only complete silence.
2 Every device has already been lost.
3 Students should focus on listening rather than using equipment.
4 No written observations are allowed.

(25) How should groups cross roads?

1 With their teacher.
2 Independently at any convenient point.
3 Only after sending recordings online.
4 While searching for the loudest vehicle.

4 B

News You Could Listen To

A school in the fictional town of Norley published a weekly news sheet. It announced club meetings and described student projects. Some students said they rarely read it because the pages were crowded. The media club suggested a short audio version that could be played during lunch. Members wanted to help students find useful news, not simply read every printed sentence into a microphone.

The club selected three stories for each program. A notice about a meeting included the date, place, and person to contact. A project story focused on one question students might want to discuss. Choosing what to leave out was difficult. Members learned that a short program still needed enough detail for listeners to act on the information. An interesting voice could not replace an accurate time or a clear location.

During the first broadcast, several listeners missed the date of an event. Unlike a printed page, the recording had continued while they were talking. The club added a brief summary at the end and kept written notices available on a board. It also checked volume in different parts of the dining room. A program that sounded clear beside the speaker could be difficult to hear near a busy doorway. Members also wrote dates clearly and checked them with the organizer of each activity. Repeating an incorrect detail in several formats would only spread the same problem further. Variety was useful when the underlying facts remained consistent.

After a month, more students asked about the activities mentioned. However, the club did not stop producing written information. Some people preferred reading, and others wanted to check a detail again. Members concluded that using another format could improve access when it was designed for its own strengths and limits. The audio news worked best as part of a system, supported by clear written details and opportunities for students to ask questions.

4 B

(26) Why was an audio version proposed?

1 Some students found the printed news difficult to use.

2 The school had no club activities to report.

3 Students were forbidden to read at lunch.

4 The newspaper was sold only outside school.

(27) What did the club learn about short news?

1 A pleasant voice made all dates unnecessary.

2 It should include every printed sentence.

3 It could contain only stories about the media club.

4 It still needed practical details such as time and place.

(28) Why was written information kept?

1 All students had to read aloud on the radio.

2 The dining room had no speakers.

3 Listeners might miss or need to recheck a detail.

4 The recording never moved beyond the first sentence.

(29) What was the conclusion?

1 Audio should replace all ways of asking questions.

2 Written news could never be useful again.

3 Different formats should support one another.

4 The loudest possible program was always best.

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 joined a paper bridge competition with friends. Our first model broke, but we changed the folds and could explain why the second attempt worked better. I was glad to learn something different from my usual routine. Do you think more schools will hold practical science competitions?

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 short speeches are useful activities in school lessons?

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。