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22回

完全オリジナル予想問題

■ 試験時間

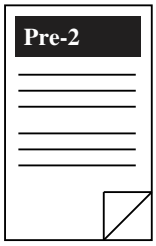
リーディング・ライティングテスト（80分）

※ 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 event needs a (　　) to guide visitors through the exhibition.

1 salary　　2 host
3 fever　　4 recipe

(2) The room was (　　) after everyone had left, so we could hear the clock clearly.

1 salty　　2 crowded
3 silent　　4 wealthy

(3) Please (　　) the screen gently with your finger to choose an item.

1 touch　　2 owe
3 borrow　　4 divide

(4) The guide told us a local (　　) about how the mountain got its name.

1 recipe　　2 legend
3 salary　　4 temperature

(5) A: Can we use the outdoor tables?
B: Yes, if they are (　　). Please wipe off any rainwater first.

1 loyal　　2 guilty
3 fluent　　4 dry

1

(6) The company will (　　) the new machine to make sure it is safe.

1 decorate　　2 forgive
3 borrow　　4 inspect

(7) The class received useful (　　) from parents after showing their projects.

1 feedback　　2 furniture
3 sunshine　　4 luggage

(8) The instructions were (　　), with one picture for each step.

1 helpful　　2 guilty
3 empty　　4 jealous

(9) Please (　　) the damaged ticket to the office and ask for a replacement.

1 owe　　2 freeze
3 return　　4 melt

(10) The museum's latest (　　) focuses on everyday life in the past.

1 departure　　2 exhibition
3 occupation　　4 permission

1

(11) A: Shall I help you carry that?
B: Yes, please. It is (　　) heavy for me to lift alone.

1 so　　2 very
3 too　　4 such

(12) We should (　　) the directions before setting out.

1 put on　　2 give in
3 go over　　4 take after

(13) The bus stop is (　　) the library, directly across the road.

1 throughout　　2 opposite
3 during　　4 among

(14) Please (　　) your place in the line while I ask a staff member. Do not move from your spot.

1 forget　　2 change
3 keep　　4 sell

(15) The students (　　) the teacher's instructions and began the experiment.

1 got rid of　　2 followed
3 took after　　4 made up for

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 English words are clear, but I still do not know where to go.
B: The sheet may need a map as well as a translation. (　16　).
A: Yes. That would help a newcomer use the information.

1 The words alone must explain every location
2 Let us add the entrance and the route
3 Newcomers should know all school names
4 Maps can never help

(17)

A: The translation is correct, so why is the guide still confusing?
B: It uses a school nickname newcomers do not know.
A: Then, (　17　).
B: Yes, correct words are only part of useful information.

1 new students must already know local names
2 all maps should be removed
3 we need to explain the background too
4 a dictionary will show every room

(18)

A: The school has a new English guide.
B: Could you tell me (　18　)?
A: Yes. Students who had not seen the earlier draft.

1 who helped test it
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 would like to join the welcome-guide test on April 17.
B: Certainly. Have you tried to check English directions 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 pencil. The draft guide 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 requires several years of experience
4 is suitable for beginners

(20)

1 contact us by April 12
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 Bag in the Rain

A student shop sold handmade cards at a school festival. Its members chose paper bags because they looked attractive and were easy to decorate. They ordered a large number without trying them first. During a rainy afternoon, a customer returned with a wet bag and bent cards. The students were upset. They had checked the appearance, but they (　21　). The journey from the shop to home was part of the customer's experience too. They had looked at the empty samples on a table, but a customer would carry real cards alongside other belongings. Those conditions deserved attention before a large order.

The group tested several bags by carrying the same number of cards under similar conditions. One thick bag was strong but used a lot of material. Another simple folded cover protected the cards inside an ordinary shopping bag. They chose a practical combination and explained when extra protection was needed. The students learned that (　22　). A good choice depended on the object and its use, not simply the name of the material or a pleasing design.

(21)

1 knew every bag was waterproof

2 had already tested all designs outdoors

3 needed to make every card larger

4 had not considered how the bags would be used

(22)

1 materials needed to be compared for a particular purpose

2 paper was always suitable for every product

3 the thickest possible bag was always best

4 appearance removed the need for a test

4 A

From: Isabel Green <organizer@example.org>
To: Leo Mori <student@example.org>
Date: April 2
Subject: The summer activity report

Dear Leo,

Thank you for helping record attendance at our summer activities. Please send your group's figures by August 30. We need both total visits and the number of different participants where this can be counted reliably. If the same person attended three sessions, that is three visits but one participant. Please explain any limit in your records rather than invent missing information.

We also want a short summary of questions asked by newcomers. Do not include names or private details. Repeated questions may show that our invitations need clearer explanations. Comments about timing and how to join are especially useful. The report is not a competition to produce the largest total; it should help us understand who the activities are reaching.

We will discuss the results at a meeting on September 6 from 4:00 to 5:00 p.m. Please send one representative if possible. Afterward, we will share the main decisions with all volunteers. Some changes can be tried quickly, while others need more staff or space. Your careful records will help us choose realistic improvements for the next program.

Best wishes,
Isabel Green

(23) How should three visits by one person be recorded?

1 As no useful attendance.
2 As three different participants.
3 As one visit and three participants.
4 As three visits and one participant.

(24) Why are newcomers' questions requested?

1 They decide which group wins a total-count prize.
2 They may reveal unclear information in invitations.
3 They replace every attendance record.
4 They allow private details to be published.

(25) What will the meeting do?

1 Discuss realistic improvements using the results.
2 Guarantee every idea without considering resources.
3 Stop recording all future activity.
4 Hide decisions from volunteers.

4 B

The Film with No Actors

A film club in the fictional town of Darwell decided to make a short film about a public square. Members first wanted to interview famous residents, but none were available during their school holiday. A teacher suggested making a film that showed the square through ordinary movement and sound. The students were unsure whether a story could be interesting without interviews or actors speaking to the camera.

They visited the square at several times. Early in the morning, workers opened shops and cleaned the paths. At lunchtime, office workers sat on benches, while the evening brought people meeting friends. The square was the same place, but its use changed. Students made notes before recording so they could choose scenes with a purpose rather than collect as many attractive images as possible.

Editing was more difficult than expected. A fast series of unrelated pictures looked lively but did not help viewers understand the day. The group arranged scenes by time and used changes in sound to connect them. It avoided close pictures of people who had not agreed to appear. Where private conversation had been recorded accidentally, members removed it and used ordinary background sound instead. The group showed a draft to classmates unfamiliar with the plan. Their questions revealed two confusing changes of time. Reordering those scenes made the film easier to follow without adding a spoken explanation over every image.

At the school screening, viewers recognized details they had walked past many times. Some said they wanted to observe the square more carefully on their next visit. The club did not claim that its film showed every experience of the place. It was one carefully chosen view, shaped by where students stood and when they recorded. They learned that a film could tell a meaningful story without a speaking character, provided its choices helped an audience notice and understand something.

4 B

(26) Why did the club try a film without interviews?

1 Every student had lost a camera.

2 The people it hoped to interview were unavailable.

3 The teacher banned every sound.

4 The square was closed to all visitors.

(27) Why did students visit at different times?

1 To avoid taking any notes.

2 To find an identical crowd each time.

3 To observe how the square was used throughout the day.

4 To make the square larger.

(28) What improved the editing?

1 Using every private conversation they had recorded.

2 Removing all information about changes in the day.

3 Adding unrelated pictures as quickly as possible.

4 Arranging scenes by time and linking them with sound.

(29) What did the club recognize about the final film?

1 It showed every person who ever used the square.

2 It could be made without choosing scenes.

3 It proved films always need famous actors.

4 It was one selected view rather than a complete account.

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 watched an old film at a community cinema club. Afterward, visitors discussed details they had noticed, and I heard ideas that had not occurred to me. I was glad to learn something different from my usual routine. Do you think more people will join film discussion groups?

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 use family objects when learning about history?

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。