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23回

完全オリジナル予想問題

■ 試験時間

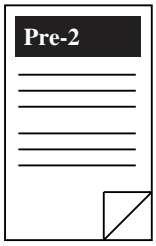
リーディング・ライティングテスト（80分）

※ 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 library provides a quiet (　　) for students who need to study after school.

1 journey　　2 ingredient
3 salary　　4 environment

(2) The coat was too (　　), so I exchanged it for a smaller size.

1 annual　　2 loose
3 loyal　　4 guilty

(3) Please (　　) the opening hours before you travel to the museum.

1 check　　2 owe
3 borrow　　4 freeze

(4) The town has a weekly (　　) where farmers sell fresh vegetables.

1 market　　2 portrait
3 fever　　4 recipe

(5) A: Did you understand the explanation?
B: Only (　　). I need to ask about the last step.

1 annually　　2 politely
3 completely　　4 partly

1

(6) The school hopes to (　　) the amount of paper used in lessons.

1 borrow　　2 decrease
3 decorate　　4 forgive

(7) The coach praised her (　　) after she kept practicing through a difficult month.

1 traffic　　2 effort
3 furniture　　4 weather

(8) The path became (　　) as we climbed higher, so we had to walk in single file.

1 louder　　2 younger
3 narrower　　4 sweeter

(9) Please (　　) a name for your group before the next lesson.

1 owe　　2 choose
3 borrow　　4 melt

(10) The museum has an excellent (　　) for explaining science to young visitors.

1 occupation　　2 reputation
3 temperature　　4 ingredient

1

(11) We need to (　　) the tables so that there is room for a wheelchair to pass.

1 take after　　2 give up
3 move apart　　4 look into

(12) A: Why did you miss the train?
B: I left home (　　) and could not reach the station before it departed.

1 in secret　　2 for free
3 too late　　4 on sale

(13) Please (　　) the list to make sure we have not forgotten anything.

1 put on　　2 take after
3 give away　　4 check through

(14) The club is (　　) anyone who wants to try drawing, not only experienced artists.

1 absent from　　2 full of
3 open to　　4 similar to

(15) The children were told to wait (　　) the entrance until their teacher arrived.

1 into　　2 through
3 at　　4 during

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 paper bag looks good, but I am not sure it protects the cards.
B: We can try carrying the same cards in several samples. (　16　).
A: Agreed. Appearance alone will not show what happens on the way home.

1 We should test them before ordering
2 We must order everything without trying it
3 All bags work equally well
4 The rain cannot affect paper

(17)

A: Is the prettiest bag always the best one?
B: It may tear when carried in rain.
A: Then, (　17　).
B: Yes, the journey matters as well as the shelf display.

1 we should test ordinary use
2 every material has no limits
3 testing is unnecessary for paper
4 appearance guarantees protection

(18)

A: We have ordered bags for the craft stall.
B: Could you tell me (　18　)?
A: Yes. There are fifty, all folded flat.

1 where the meeting will take place
2 when the office opens
3 how many are in each box
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 a question about the craft fair on June 2.
B: Of course. What would you like to know?
A: I do not have the required display stand. Must I buy one?
B: You should bring one if possible, but (　19　). We can arrange a spare if you tell us early.
A: Good. I would rather borrow one for my first visit. Will we need anything else to sell handmade cards?
B: The table and chairs will be available here.
A: When do you need my final answer?
B: By May 19. Please (　20　) in the same reply.
A: I will explain that I need to borrow the item. Thank you.

(19)

1 everyone must bring two new ones
2 we never lend any items
3 borrowing may be possible
4 the session is already over

(20)

1 send another reply after the event
2 buy the supplied materials
3 leave out all equipment questions
4 tell us what you need to borrow

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 First Page

Naomi wrote a guide for students joining her club. She began with a long history of its achievements and a list of every former leader. She felt proud of the work, but a new student asked what time the next meeting started. The answer was on the last page. Naomi realized that her guide (　21　). She had written from the viewpoint of someone who already belonged to the club. Experienced members could find practical details from memory, while a visitor had to begin without those assumptions. The guide needed to work for both kinds of reader.

She moved the meeting time, place, and basic supplies to the first page. The history remained in a later section for interested readers. She then asked another newcomer to try using it. This student found the room and knew whom to ask for help. Naomi learned that (　22　). The same information could become more useful when arranged around the reader's immediate questions. A good introduction did not need to explain everything before helping someone take a first step.

(21)

1 contained no information about the club
2 did not begin with what newcomers needed first
3 was too short to include any achievements
4 had already answered every practical question clearly

(22)

1 all history should be destroyed
2 a newcomer should know everything before arriving
3 the longest opening was always the most welcoming
4 the order of information could affect its usefulness

4 A

From: Nathan Cole <organizer@example.org>
To: Saki Tanabe <student@example.org>
Date: April 2
Subject: The committee handover meeting

Dear Saki,

Thank you for organizing this year's school festival. Please attend the handover meeting on July 18 at 3:30 p.m. in the meeting room. Each team should bring a short list of useful deadlines, contact roles, and decisions that future members need to understand. Photographs are welcome as examples, but they should not replace explanations of how the work was arranged.

Please include one problem and how your team responded. We do not expect a report claiming that everything was perfect. An honest account can prevent the next team from repeating an avoidable mistake. Do not copy private messages or include personal details that are unnecessary for future work. A general explanation of responsibility is usually more useful than a collection of old conversations.

The new committee will try using your notes for a small planning task during the meeting. Please stay until 4:45 so that you can answer questions. Afterward, we will keep an editable version of the guide. Next year's team should revise dates and arrangements rather than assume that every earlier detail still applies. Please send your draft notes by July 11.

Best wishes,
Nathan Cole

(23) What should each team bring?

1 Every private message from the year.
2 Only photographs with no explanation.
3 A promise that no future detail will change.
4 Practical deadlines, responsibilities, and reasons for decisions.

(24) Why should a problem be included?

1 It replaces every need for contact roles.
2 It may help the next team avoid a repeated mistake.
3 It proves the whole festival failed.
4 It allows personal blame to be published.

(25) How will the new committee use the notes at the meeting?

1 It will immediately publish all private details.
2 It will use photographs instead of reading the notes.
3 It will refuse to change any date.
4 It will try a planning task and ask questions.

4 B

The Plant Shelf at the Library

The public library in the fictional town of Roseby had a bright window beside its entrance. A volunteer suggested using the space for a plant-sharing shelf. Residents could leave small healthy plants they no longer had room for and take another home. The library already had gardening books, so staff thought the shelf might connect reading with a practical activity. It began with a few containers rather than a large public collection.

The first plants arrived without labels. Visitors liked their appearance but did not know how large they would grow or where to place them at home. The volunteer asked donors to add the plant name and simple care information. Staff checked unclear names using reliable gardening references. Personal memories could be included separately, but a story about a family garden did not replace practical information about a plant.

The shelf needed regular attention. Plants could not stay there for weeks without water, and the entrance had to remain clear. The library limited the number accepted at one time and arranged a volunteer rota. It also explained that only suitable small plants could be left. This prevented the service from becoming a place where people abandoned anything they did not want to manage themselves. A small sign explained what to do if a plant was not suitable for the shelf. The library wanted clear choices before an item was brought in, rather than an awkward disagreement after someone had already left it there.

After a few months, several visitors borrowed gardening books for the first time. Others simply enjoyed talking about the plants. Staff valued both responses, but continued checking the work involved. The shelf was successful because it stayed small enough to care for and clear enough for newcomers to use. A simple sharing idea had created opportunities to learn, while also showing that shared resources required continuing responsibility.

4 B

(26) Why did staff support the shelf?

1 It could connect gardening books with practical activity.

2 It would replace every book in the library.

3 It allowed unlimited plants in the doorway.

4 It required no care after opening.

(27) Why were labels requested?

1 Visitors needed to understand the plants' needs.

2 The library wanted to hide plant names.

3 All plants had to be exactly the same size.

4 Personal stories were forbidden in every form.

(28) How was the service kept manageable?

1 The entrance was closed to other visitors.

2 Numbers were limited and care was shared on a rota.

3 Staff accepted every unwanted garden object.

4 Plants were left for months without checking.

(29) What was a key lesson?

1 Sharing resources needs ongoing care and clear information.

2 A larger collection is always more useful.

3 Visitors must borrow a book before looking at a plant.

4 An attractive shelf needs no practical rules.

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 park observation session with my class. We followed a short route and had time to watch the pond carefully rather than hurry through the whole park. I was glad to learn something different from my usual routine. Do you think more schools will arrange outdoor observation lessons?

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 check information before sharing photographs online?

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。