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24回

完全オリジナル予想問題

■ 試験時間

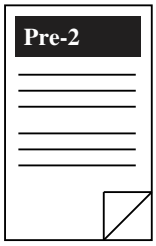
リーディング・ライティングテスト（80分）

※ 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 asked each student to make a (　　) about which material would be strongest.

1 recipe　　2 prediction
3 permission　　4 portrait

(2) The shop was (　　) when we arrived, so we had to return the following day.

1 annual　　2 delighted
3 fluent　　4 closed

(3) Please (　　) your observations in the notebook after every trial.

1 freeze　　2 borrow
3 record　　4 decorate

(4) The school offers several (　　) for students interested in learning a new sport.

1 injuries　　2 temperatures
3 receipts　　4 options

(5) A: Is the equipment expensive?
B: No. The price is quite (　　) for a beginner.

1 reasonable　　2 wooden
3 empty　　4 jealous

1

(6) The group will (　　) a survey to learn what local children need.

1 melt　　2 conduct
3 borrow　　4 forgive

(7) The town needs a better (　　) between its bus and train services.

1 decoration　　2 connection
3 competition　　4 conclusion

(8) The answer was (　　) from the one we had expected.

1 guilty　　2 annual
3 different　　4 vacant

(9) Please (　　) the door open while I carry these boxes through.

1 earn　　2 hold
3 borrow　　4 owe

(10) The new service has a clear (　　): to help residents travel without cars.

1 purpose　　2 injury
3 portrait　　4 flavor

1

(11) We must (　　) the equipment after using it so the next group can find everything.

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

(12) A: Are you ready to leave?
B: Almost. I need (　　) minutes to pack my lunch.

1 more a few　　2 much more
3 a few more　　4 another a little

(13) Please tell us (　　) if your plans change, as we need to arrange the teams.

1 in public　　2 by accident
3 on sale　　4 as soon as possible

(14) The new room is (　　) the old one, but it has better lighting.

1 same size to　　2 as same size than
3 the same size than　　4 the same size as

(15) The students were (　　) their work and wanted to show it to their families.

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

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 like the club poster, but I do not know what happens at a normal meeting.
B: There is a short trial session next week. (　16　).
A: That will help me decide whether the everyday activity suits me.

1 You must commit before seeing any activity
2 The trial is only for old members
3 You can try it before joining
4 Ordinary meetings are secret

(17)

A: What if I decide not to join after a club trial?
B: That is allowed. The trial helps you understand the activity.
A: Then, (　17　).
B: Yes, an informed choice is the purpose.

1 I should pretend to enjoy it
2 the trial only counts if I join
3 choosing not to join can still be useful
4 every visitor must commit to a year

(18)

A: I want to attend the club trial.
B: Could you tell me (　18　)?
A: Yes. No, you can decide after trying the first session.

1 where the meeting will take place
2 whether you must join for a whole term
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: We are planning to attend the photography trial on April 19. 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 April 15.
B: Thank you. Each student should bring the required notebook. The shared camera will be ready here.
A: Our group has not tried to observe school details 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 cancel before reading the information
3 bring everyone without a reply
4 confirm the number in advance

(20)

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

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 Survey Question

Riku wanted to improve the school lunch menu. He wrote a survey asking whether students liked healthy food. Almost everyone answered yes, but the result did not tell him which change to suggest. His teacher asked what decision he hoped to make. Riku realized that the question (　21　). It sounded important but did not provide the information needed for his next step. He wanted to recommend a practical change for the next menu. A broad statement of approval did not show what students actually selected or wanted adjusted.

He made a shorter survey about actual choices: which dishes students selected, what they left, and which new item they would try. He also left space for a brief comment. The answers showed that some students wanted smaller portions rather than different food. Riku included this in his report instead of assuming everyone needed the same change. He learned that (　22　). A large number of answers was useful only if the questions connected with a real decision.

(21)

1 was too general for his purpose

2 had already identified the best new dish

3 needed to be asked only to teachers

4 proved every student ate the same lunch

(22)

1 more responses always solved a vague question

2 comments should never affect a report

3 all students had exactly the same preference

4 a useful survey began with a clear purpose

4 A

From: Emma Reed <organizer@example.org>
To: Yuki Sato <student@example.org>
Date: April 2
Subject: Your visit to the town radio room

Dear Yuki,

We can welcome your media club on May 18. Please arrive at the community center at 1:15 p.m. and wait beside reception. A volunteer will lead you to our radio room. The first half of the visit will be a demonstration of recording equipment. After that, students will work in pairs to record a short announcement. This will not be a live broadcast, so they can try again if they make a mistake.

Please prepare a message of about thirty seconds before the visit. It can introduce a school club or an upcoming activity. Bring the text on paper rather than on a phone, since phones must stay in bags while the equipment is being used. We will provide headphones, and a teacher should stay with each pair during recording. The center has no shop, so students should bring water.

The program finishes at 3:00 p.m. We will email the completed recordings to your teacher the following week. Please send the final number of students by May 4 so that we can plan the pairs. If anyone does not wish to record their voice, they can help check the written messages instead. Let us know about this in your reply.

Best wishes,
Emma Reed

(23) What will students do after the demonstration?

1 Buy headphones from the center shop.
2 Record an announcement in pairs.
3 Present a live program to the town.
4 Write a long report about radio history.

(24) What should students bring?

1 A printed text for their announcement.
2 Payment for a set of headphones.
3 Their own recording computers.
4 A phone to read during recording.

(25) What can a student do instead of recording?

1 Leave before the demonstration begins.
2 Help check the written messages.
3 Take part only in a live broadcast.
4 Operate the equipment without a teacher.

4 **B**

A Stage That Could Travel

The fictional town of Eastley had many small music groups but only one performance hall. Some neighborhoods were far from it, and families rarely traveled there for a short event. The town considered building another hall, but a community group suggested a smaller first step: a stage that could be moved between suitable public spaces. The proposal was tested with a few events before any permanent decision was made.

Portability did not mean the stage could be placed anywhere. Organizers asked trained workers to check the ground, access, and safe arrangement. A place with a good view might still block an important path. They talked with nearby residents about times and sound levels. The group wanted the event to become part of local life rather than a surprise that made ordinary activities difficult.

The first concert attracted fewer people than a large hall performance. However, many listeners said it was their first local music event. Some stopped on their way home and stayed for only twenty minutes. Organizers recorded these comments as well as attendance totals. They also noticed practical needs, including seats for older visitors and signs showing where people could find drinking water. The group used a simple checklist after each performance, noting both what went well and what needed attention. This gave later volunteers practical information instead of requiring them to learn every lesson again from the beginning.

After the trial, the town kept the traveling stage for occasional events. It did not replace the hall, which remained useful for longer programs and bad weather. Instead, it offered a different kind of access. The group learned that success was not always the largest audience in one place. A smaller event could reach people who would otherwise miss the experience, provided the location, timing, and practical arrangements suited them.

4 B

(26) Why was a traveling stage proposed?

1 The town wanted to cancel every indoor concert.

2 Families demanded a permanent stadium immediately.

3 Some neighborhoods had limited access to the existing hall.

4 All local musicians refused to use any hall.

(27) What had to be checked before placing the stage?

1 Whether every visitor owned a car.

2 Only the color of nearby buildings.

3 The safety and practical use of the location.

4 Whether the ground looked attractive in photographs.

(28) Why were visitor comments useful?

1 They replaced every need for seats.

2 They showed the event reached new listeners.

3 They required all visitors to stay for the entire program.

4 They proved attendance totals were always wrong.

(29) What role did the stage finally have?

1 It complemented the hall with another way to experience music.

2 It replaced all indoor events permanently.

3 It was used only for the largest possible audience.

4 It removed the need to consider weather.

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 put a drawing in a school art display. Visitors gave different ideas about the picture, and listening to them helped me notice parts of my work in a new way. I was glad to learn something different from my usual routine. Do you think more schools will show students' artwork publicly?

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 provide written versions of audio recordings?

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。