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26回

完全オリジナル予想問題

■ 試験時間

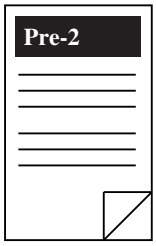
リーディング・ライティングテスト（80分）

※ 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 town has a (　　) where people can leave items they no longer need for others to use.

1 salary　　2 fever
3 recipe　　4 center

(2) The new instructions are (　　) to understand because they use simple words and pictures.

1 easy　　2 jealous
3 guilty　　4 annual

(3) Please (　　) the amount of water carefully before adding it to the mixture.

1 forgive　　2 measure
3 borrow　　4 decorate

(4) The club needs a (　　) to keep track of its money.

1 passenger　　2 visitor
3 customer　　4 treasurer

(5) A: Is the shop far from here?
B: No. It is (　　) five minutes away on foot.

1 rarely　　2 only
3 carelessly　　4 already

1

(6) The school hopes to (　　) its old computers to a local organization.

1 freeze　　2 owe
3 borrow　　4 donate

(7) The report includes a clear (　　) of the problem and several possible solutions.

1 recipe　　2 portrait
3 summary　　4 temperature

(8) The teacher was (　　) by the students' thoughtful questions.

1 borrowed　　2 divided
3 impressed　　4 translated

(9) Please (　　) the two designs and explain which one is easier to use.

1 forgive　　2 borrow
3 decorate　　4 compare

(10) The café has a friendly (　　) who remembers many regular customers' names.

1 owner　　2 entrance
3 engine　　4 ingredient

1

(11) We must (　　) a way to protect the boxes from rain.

1 give away　　2 take after
3 put on　　4 think of

(12) A: Do you want to join us?
B: Yes, (　　) I can finish my homework first.

1 so that　　2 provided that
3 even though　　4 as if

(13) Please (　　) your seat to the older passenger who is standing.

1 give up　　2 put away
3 take after　　4 look into

(14) The new path makes (　　) possible for more people to reach the garden.

1 that　　2 it
3 this　　4 them

(15) The students (　　) a plan to welcome new members to the club.

1 gave away　　2 put on
3 worked out　　4 took after

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: A part of this borrowed instrument seems loose.
B: We were told not to repair it ourselves. (16).
A: I will. It is better to report the problem than make it worse.

1 You should fix every part without asking
2 You must continue even if it gets worse
3 You should contact the music center
4 The owner needs no report

(17)

A: Can we extend the instrument loan for another week?
B: Another school has reserved the instruments.
A: Then, (17).
B: Yes, contact the center before assuming an extension is possible.

1 we should return them on the agreed date
2 the cases should be posted without warning
3 the next school has no claim
4 we can keep them without asking

(18)

A: We need to return four borrowed instruments.
B: Could you tell me (18)?
A: Yes. Next Tuesday at two in the afternoon.

1 where the meeting will take place
2 when the return appointment is
3 who will lead the activity
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 instrument lesson on September 3.
B: Certainly. Have you tried to learn basic care 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 practice instrument 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 suitable for beginners
2 is only for professional teachers
3 has already finished for the year
4 requires several years of experience

(20)

1 buy all the equipment first
2 contact us by August 20
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 Question in the Box

Yuri helped collect ideas for improving school life. She put a box outside the office and waited for suggestions. Many notes asked for a bigger sports field, something the school could not easily provide. Yuri thought the whole activity had failed. A teacher asked her to read the reasons behind the requests. Students wanted more chances to play during short breaks. Yuri realized that the notes (21). The same wish appeared in several notes, suggesting something important even if the suggested building was unrealistic. Understanding the reason could open more than one possible response.

She organized a discussion about how the existing spaces were used. Students suggested a clearer timetable and lending a few simple games. These changes were smaller than building a new field, but they addressed part of the same need. Yuri learned that (22). A proposal could reveal a problem even if the proposed solution was impractical. The team reported which ideas could be tried and explained why others would take more time.

(21)

1 proved students did not care about school

2 contained a useful need behind an impossible-looking request

3 should be destroyed without further reading

4 already explained the cost of a new field

(22)

1 every suggestion had to be accepted exactly as written

2 a small change could never be useful

3 listening involved understanding the reason for a suggestion

4 only expensive proposals deserved attention

4 A

From: Nora Lane <organizer@example.org>
To: Aki Ito <student@example.org>
Date: April 2
Subject: Preparing the school play

Dear Aki,

Thank you for joining the team for our school play on July 12. You will help with sound effects rather than sell tickets. Our first practice for new helpers will be in the drama room on June 28 at 4:00 p.m. Please arrive a few minutes early so that we can explain how the equipment is stored. You do not need any previous experience.

Please read the short script attached to this email before the practice. Mark places where you think a sound might help the story. We will discuss these ideas together, so you should not spend money buying recordings in advance. We already have several sound files, and some effects can be made using ordinary objects. Bring a pencil and headphones if you have them.

On the performance day, helpers should come at 1:00 p.m., although the audience will enter at 2:00. We need time to check the equipment before people arrive. Please let me know by June 20 whether you can attend both the practice and the performance. If you cannot bring headphones, tell me in the same message, and I will arrange a pair for you.

Best wishes,
Nora Lane

(23) What job will the student do?

1 Choose all the actors.
2 Sell tickets at the entrance.
3 Help provide sound effects.
4 Buy recordings for the whole school.

(24) What should the student do before practice?

1 Prepare a complete final performance alone.
2 Purchase several new recordings.
3 Memorize every actor's words.
4 Read the script and mark ideas for sounds.

(25) When should helpers arrive on the performance day?

1 At 2:00 p.m.
2 At 1:00 p.m.
3 Only when the equipment stops.
4 After the audience has entered.

4 B

A Seat beside the Bus Stop

The fictional town of Brookside planned to improve a busy bus stop. Officials first considered adding a larger route map. During a short survey, however, several passengers said their greatest difficulty was standing for a long time. Older people and parents carrying shopping bags wanted somewhere to rest. The town learned that useful travel information was only one part of making a journey manageable.

A temporary bench was installed before a permanent design was ordered. Passengers were invited to try it and describe their experiences. Some liked the higher seat because it was easier to stand up. Others needed room for a walking aid or a bag. Staff watched how people approached the bench and boarded the bus, rather than asking only whether the seat looked attractive.

The first location caused a problem when a queue formed. People sitting down blocked part of the space used by passengers leaving the bus. Moving the bench helped, but the new position had less shade. The town discussed these competing needs and chose a position that kept the main walking route open. It also checked how the seat could be cleaned and maintained through different seasons. Staff recorded comments while people used the temporary seat, since a demonstration could explain a problem better than a general opinion. Someone could show exactly where a bag blocked movement or why an arm helped when standing.

The finished stop had both a clearer map and suitable seating. Officials explained why not every suggestion could be included in the limited area. Passengers said the process had helped them understand one another's needs, even when they preferred a different final choice. The project showed that improving a public service began with asking how people actually used it. A small piece of furniture could affect the whole experience of waiting, moving, and traveling.

4 B

(26) What need did the survey reveal?

1 Some passengers needed a place to sit while waiting.

2 Every passenger wanted a larger advertisement.

3 Nobody carried bags on the bus.

4 The bus route had no written timetable.

(27) Why was a temporary bench used?

1 To replace all route information.

2 To avoid speaking to passengers.

3 To close the stop permanently.

4 To learn from actual use before ordering a final design.

(28) What problem did the first position create?

1 It reduced space for people leaving the bus.

2 It made the bus unable to follow its route.

3 It prevented the map from being printed.

4 It removed every patch of shade in town.

(29) What was a main lesson?

1 Appearance should always be the only concern.

2 All public suggestions must be accepted unchanged.

3 Service improvements should consider real patterns of use.

4 A bench has no effect on a journey.

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 took part in a short speech event. I chose one main idea, used a simple example, and answered a question from another student when I finished speaking. I was glad to learn something different from my usual routine. Do you think more schools will hold short speech events?

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 share responsibility for looking after classroom plants?

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。