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27回

完全オリジナル予想問題

■ 試験時間

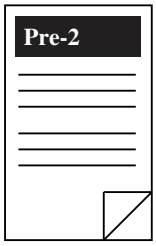
リーディング・ライティングテスト（80分）

※ 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 will include a (　　) of short talks by people from different jobs.

1 series　　2 salary
3 fever　　4 recipe

(2) The town's streets were (　　) decorated for the summer festival.

1 brightly　　2 rarely
3 angrily　　4 secretly

(3) Please (　　) the receipt in case you need to return the item.

1 borrow　　2 retain
3 melt　　4 decorate

(4) The school has a clear (　　) for dealing with lost property.

1 portrait　　2 temperature
3 procedure　　4 flavor

(5) A: Can we see the whole town from here?
B: Yes. The view is (　　) on a clear day.

1 annual　　2 excellent
3 jealous　　4 guilty

1

(6) The museum will (　　) more space for visitors to sit and rest.

1 freeze　　2 borrow
3 provide　　4 forgive

(7) The project requires careful (　　) before any materials are ordered.

1 planning　　2 luggage
3 furniture　　4 traffic

(8) The students were (　　) to try the new equipment after seeing the demonstration.

1 guilty　　2 annual
3 eager　　4 vacant

(9) Please (　　) the labels so they are visible from the entrance.

1 borrow　　2 freeze
3 position　　4 decorate

(10) The club received a small (　　) from a local company to buy new tools.

1 recipe　　2 injury
3 portrait　　4 donation

1

(11) We need to (　　) the room before the next group arrives.

1 give in　　2 take after
3 set off　　4 clear up

(12) A: Did you find the museum easily?
B: Yes. It was (　　) from the station.

1 a short walk　　2 shortly walking
3 a short walking　　4 short walk

(13) Please (　　) a copy of the form for your records.

1 escape　　2 keep
3 melt　　4 owe

(14) The students were asked to (　　) two reasons for their opinion.

1 catch up with　　2 run out of
3 take after　　4 come up with

(15) We should (　　) the weather forecast before deciding where to hold the event.

1 get rid of　　2 run out of
3 take pride in　　4 pay attention to

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 suggestion asks for a new room, but there is no space.
B: We should find out why students want it. (　16　).
A: Exactly. A quiet timetable period may help without building anything.

1 Another arrangement might meet the same need
2 Only a new building can help
3 The request can never reveal a useful need
4 We should ignore the reason

(17)

A: The school cannot build the room students requested. Is the issue finished?
B: We should still discuss why they need the space.
A: Then, (　17　).
B: Exactly. A timetable change might meet part of the need.

1 we should stop collecting ideas
2 another solution may help
3 every proposal has only one possible solution
4 the concern must be ignored

(18)

A: I will represent my class at the meeting.
B: Could you tell me (　18　)?
A: Yes. A summary of similar concerns and the reasons behind them.

1 where the meeting will take place
2 what you should prepare
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 a question about the suggestions meeting on June 14.
B: Of course. What would you like to know?
A: I do not have the required notebook. 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 discuss class concerns?
B: The meeting notes will be available here.
A: When do you need my final answer?
B: By June 7. 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 Jacket with No Size

A school collected used uniforms for families who needed them. Daisuke helped put jackets on a table and wrote the number collected on a large sign. He felt proud of the full table. During the exchange, however, several visitors left without a jacket. They could not tell which size might fit, and there was nowhere to try anything on. Daisuke realized that (21). The total did not show whether people could find something useful. The volunteers knew how much effort had gone into collecting and sorting donations. Families arriving for the first time saw a different problem: choosing something that would fit.

The team measured the jackets and added clear labels. A nearby room was made available for trying them on. They also explained that a family could receive an item without donating one first. More visitors found suitable clothes at the next session. Daisuke learned that (22). Gathering objects was only the beginning. A sharing service needed to help people choose and use what had been gathered, rather than celebrate the largest pile.

(21)

1 every visitor already owned a suitable jacket

2 a large collection did not guarantee a useful service

3 labels were less important than a big sign

4 the exchange needed only more donations

(22)

1 success depended on meeting users' practical needs

2 only the number collected mattered

3 every family had to donate before receiving

4 people should guess sizes without trying

4 A

From: Alice Page <organizer@example.org>
To: Taro Ueda <student@example.org>
Date: April 2
Subject: The student art workshop

Dear Taro,

Your class is booked for the art workshop on September 16. Please arrive at the arts center at 9:20 a.m. The session starts at 9:30 and ends at 11:30. Students will practice observing everyday objects and making quick sketches. This is a drawing lesson, so paints will not be used. The instructor will provide objects, paper, and pencils in several sizes.

Please bring a folder large enough to hold the drawings without folding them. We will not provide carrying bags. Students may also bring one small object they would like to draw, but it should be ordinary and safe to handle. Valuable items and anything made of breakable glass should stay at home. Teachers should remain with the class throughout the activities.

Please send the final number by September 2. If more than twenty-four students attend, we will divide the class between two neighboring rooms. Both groups will receive the same instruction. After the lesson, you may use the public garden for lunch, but there is no indoor eating area available to school groups that day. Please plan another lunch location if the weather is poor.

Best wishes,
Alice Page

(23) What will students do in the workshop?

1 Make glass objects to sell.
2 Paint a large outdoor wall.
3 Draw ordinary objects using pencils.
4 Watch films instead of drawing.

(24) What should students bring?

1 Several pots of paint.
2 All the paper needed for the class.
3 A valuable glass object.
4 A folder for carrying their drawings.

(25) What if more than twenty-four students attend?

1 The workshop will automatically be canceled.
2 Two rooms will be used for the class.
3 All students must eat in the drawing room.
4 Only the first twenty-four can receive instruction.

4 B

The Cinema That Explained Its Choices

A small cinema in the fictional town of Pelham wanted to attract younger viewers to older films. Its first posters described every film as a classic, but many teenagers did not know what that meant for an actual evening at the cinema. The manager asked a student group to look at the program and explain which information they wanted before choosing a ticket.

The students asked about length, language, subtitles, and the kind of story. They also wanted to know whether a film required knowledge of earlier events. The cinema added short introductions using ordinary language. These did not reveal the ending or promise that everyone would enjoy the same things. Instead, they gave viewers a clearer basis for deciding whether a particular film suited their interests.

The cinema tested a short discussion after one screening. A volunteer asked what viewers had noticed before offering background information. This allowed people to contribute without feeling they needed expert knowledge first. Some participants compared the film with newer stories they knew. Others simply asked about an unfamiliar object on the screen. Different questions helped the group see more than one way of approaching the film. The student group checked whether the new descriptions answered their original questions. A short introduction still needed a clear purpose. Adding an interesting fact was less useful if it displaced information someone needed before deciding to attend.

Attendance increased gradually rather than immediately. The manager kept ordinary screenings as well as occasional discussions, since not every viewer wanted to stay afterward. The useful change was not making an old film seem new or easy in every respect. It was giving people an entry point and permission to ask questions. The cinema learned that explaining a cultural activity could help newcomers choose and participate without deciding their response for them.

4 B

(26) Why were the original posters insufficient?

1 They contained no cinema name.

2 The cinema showed only unfinished films.

3 The word classic did not answer newcomers' practical questions.

4 Every teenager already knew all the films.

(27) What did the new introductions provide?

1 A guarantee everyone would enjoy every film.

2 The ending of every story.

3 Instructions to avoid all older films.

4 Information to help viewers make their own choice.

(28) How did the discussion begin?

1 Only professional reviewers could speak.

2 Viewers first shared what they had noticed.

3 All questions about objects were forbidden.

4 An expert tested everyone's historical knowledge.

(29) What did the cinema learn?

1 Clear entry points can support newcomers without controlling their reactions.

2 Every screening needs the same long discussion.

3 Old films must be described as entirely easy.

4 A rapid rise in attendance is the only useful result.

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!

My family used a photograph copying service at a local center. We kept the valuable originals at home and used copies to discuss the neighborhood with our class. I was glad to learn something different from my usual routine. Do you think more people will make copies of old family photographs?

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 schools should provide information in more than one language?

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。