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28回

完全オリジナル予想問題

■ 試験時間

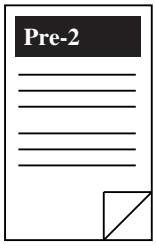
リーディング・ライティングテスト（80分）

※ 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 needs a larger (　　) for storing returned books before they are checked.

1 salary　　2 fever
3 recipe　　4 space

(2) The old photographs were (　　) by sunlight, so their colors had almost disappeared.

1 translated　　2 faded
3 delighted　　4 borrowed

(3) Please (　　) your idea with a simple example.

1 support　　2 borrow
3 freeze　　4 decorate

(4) The club's main (　　) is to make new students feel welcome.

1 portrait　　2 temperature
3 aim　　4 flavor

(5) A: Is this seat taken?
B: No. Please sit here if it is (　　) for you.

1 annual　　2 comfortable
3 jealous　　4 guilty

1

(6) The school will (　　) students to choose from several project topics.

1 freeze　　2 allow
3 borrow　　4 owe

(7) The teacher gave us a (　　) to complete the work in forty minutes.

1 recipe　　2 portrait
3 temperature　　4 deadline

(8) The museum guide was (　　) and explained the same point again when we asked.

1 guilty　　2 annual
3 kind　　4 vacant

(9) Please (　　) the form with the correct date and your name.

1 melt　　2 complete
3 borrow　　4 decorate

(10) The shop offers a wide (　　) of colors for this bag.

1 range　　2 recipe
3 injury　　4 portrait

1

(11) We need to (　　) the old sign with a clearer one.

1 replace　　2 give in
3 take after　　4 look into

(12) A: Why did you take the train?
B: It was much faster (　　) driving during rush hour.

1 to　　2 as
3 than　　4 from

(13) Please (　　) the children while I speak to the organizer.

1 get rid of　　2 keep an eye on
3 make fun of　　4 run out of

(14) The new timetable will (　　) next Monday.

1 take effect　　2 do harm
3 make room　　4 give notice

(15) The students finished the task (　　) help from the teacher.

1 although　　2 while
3 unless　　4 without

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: There are many jackets, but I cannot tell which one might fit.
B: The volunteers have measurement cards. (　16　).
A: Thanks. I will check them before choosing something to try on.

1 You should choose by color alone
2 The measurements are private secrets
3 You can compare the sizes using those
4 Trying on clothes is always forbidden

(17)

A: Must a family donate a uniform before receiving one?
B: No, the exchange is open whether they donate or not.
A: Then, (　17　).
B: Yes, some families have nothing suitable to give.

1 private difficulties must be announced
2 everyone must bring a new jacket
3 we should explain that clearly
4 only donors may enter

(18)

A: I am volunteering at the uniform exchange.
B: Could you tell me (　18　)?
A: Yes. At nine, one hour before families enter.

1 where the meeting will take place
2 who will lead the activity
3 how much the activity costs
4 what time you should arrive

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 uniform exchange on July 6. 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 June 22.
B: Thank you. Each student should bring the required water bottle. The measurement cards will be ready here.
A: Our group has not tried to sort donated jackets 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 confirm the number in advance
4 bring everyone without a reply

(20)

1 ask them to miss every activity
2 tell us the required departure time
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 Street He Had Never Heard

Finn walked the same street to school every day. When his teacher asked the class to listen carefully during a short walk, he thought there would be nothing new. He knew every shop and crossing. However, the class had to stop talking for a minute at each point. Finn noticed a quiet machine behind a bakery and leaves moving above a wall. He realized that he (21). Familiarity had made him stop paying attention. His attention had usually been on reaching school and recognizing crossings. Stopping for a minute changed what he could notice without taking him to a new location.

On another visit, the street sounded different because it was earlier in the morning. Finn added times and locations to his notes. He did not record private conversations, using written descriptions when people were nearby. His final sound map showed a place that changed through the day. He learned that (22). Knowing the appearance of a street did not mean he had noticed every part of the experience. He began enjoying the ordinary walk more because he had new things to listen for.

(21)

1 had never walked the street before

2 could hear only when using expensive equipment

3 needed to stop visiting local shops

4 had overlooked details in a familiar place

(22)

1 one brief visit described every hour

2 all sounds should be published without permission

3 a familiar route could never offer new information

4 careful attention could reveal change in ordinary surroundings

4 A

From: Helen West <organizer@example.org>
To: Daichi Ono <student@example.org>
Date: April 2
Subject: Maps for the walking festival

Dear Daichi,

Thank you for helping prepare materials for our walking festival on October 7. Please come to the volunteer room in the town hall at 8:15 a.m. You will sort route maps and check that each folder contains the correct version. The information desk opens at 9:00, so most folders should be ready before then. You will not be expected to lead a walk yourself.

There are three routes, each marked by a different color. Please use the sample folders on the table as a guide. Some old maps are still in the storage boxes, but they must not be given to visitors because one path is now closed. Put these in the marked recycling box. If you are unsure whether a map is current, ask the team leader rather than guess.

Your shift ends at noon, and another volunteer will take over. Please leave a note showing how many folders remain for each route. We will provide a light snack, but bring water. Let me know by September 23 whether you can attend. If your arrival time changes, telephone the office before the festival morning so we can arrange help for the first hour.

Best wishes,
Helen West

(23) What will the volunteer mainly do?

1 Redesign the town hall.
2 Lead every festival walk.
3 Prepare and check folders of maps.
4 Close the information desk at 9:00.

(24) Why must old maps not be used?

1 One path shown on them is closed.
2 They describe routes in another country.
3 Their colors are too attractive.
4 Visitors must draw their own maps.

(25) What should be left at the end of the shift?

1 All personal water bottles.
2 A note about the number of folders remaining.
3 A new route chosen without permission.
4 Payment for the next volunteer.

4 B

The Door with Too Many Notices

A school office in the fictional town of Whitby placed information on its main door. Over time, notices covered almost the whole glass surface. Staff felt that everything important was available, yet students kept asking questions already answered on the door. A new office assistant suggested watching how people used the entrance before adding another notice asking them to read more carefully.

The assistant noticed that students usually approached while carrying bags and looking for the handle. Small print was hard to read without blocking people behind them. Some notices concerned urgent changes, while others described activities months away. A visitor had no easy way to know which message deserved attention first. The problem was not simply a shortage of information.

The office moved longer announcements to a board beside the waiting area. Only immediate practical information remained on the door, in larger print. Dates were made clear, and expired notices were removed each week. Staff tested the arrangement with new students who did not already know the office routines. Their questions helped identify phrases that familiar staff had assumed everyone understood. A brief guide beside the noticeboard explained where different kinds of information could be found. Staff also checked that the first line gave the main action, rather than hide it after a long introduction familiar only to regular users.

The changes did not eliminate every enquiry, nor was that the goal. Some people still needed a personal explanation. However, the office could now spend less time repeating basic directions and more time on individual questions. Staff learned that making information visible was different from making it usable. Clear selection, position, and maintenance helped the same facts become more useful to the people who needed them.

4 B

(26) Why was the door reviewed?

1 Students still asked questions despite many notices.

2 All students had stopped visiting the office.

3 The assistant wanted to hide all information.

4 The glass door was about to be removed.

(27) What difficulty did users face?

1 Every notice used very large print.

2 They had no bags to carry.

3 Only one current message was displayed.

4 They could not easily identify the most relevant notice.

(28) Why were new students involved in testing?

1 They had written every original notice.

2 They could reveal unclear language staff overlooked.

3 They were responsible for replacing the door.

4 They already knew all office routines.

(29) What was a benefit of the changes?

1 Staff had more time for individual questions.

2 No person ever needed help again.

3 All long announcements were destroyed.

4 The office could ignore expired information.

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!

Our town introduced a park information page. It gives current notices about routes, and I checked it before deciding where my family could walk last weekend. I was glad to learn something different from my usual routine. Do you think more people will check park information online?

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 sell things they have made at school events?

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。