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29回

完全オリジナル予想問題

■ 試験時間

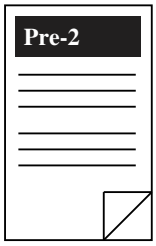
リーディング・ライティングテスト（80分）

※ 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 school has a small (　　) of emergency supplies in the office.

1 salary　　2 stock
3 fever　　4 recipe

(2) The guide spoke (　　) so that everyone at the back could hear.

1 annually　　2 secretly
3 rarely　　4 loudly

(3) Please (　　) the broken handle before using the drawer again.

1 owe　　2 fix
3 borrow　　4 decorate

(4) The project gives students a chance to develop (　　) in speaking to unfamiliar people.

1 furniture　　2 traffic
3 confidence　　4 luggage

(5) A: Does this coat need special care?
B: No. It is (　　) to wash in an ordinary machine.

1 annual　　2 jealous
3 safe　　4 guilty

1

(6) The company will (　　) a new bus service to the village next month.

1 freeze　　2 borrow
3 forgive　　4 launch

(7) The class made a careful (　　) between the two designs before choosing one.

1 recipe　　2 comparison
3 portrait　　4 temperature

(8) The instructions were (　　) on the wall where everyone could see them.

1 delighted　　2 borrowed
3 translated　　4 posted

(9) Please (　　) the number of visitors who enter each hour.

1 note　　2 melt
3 borrow　　4 decorate

(10) The town needs a long-term (　　) for maintaining its public gardens.

1 recipe　　2 injury
3 plan　　4 portrait

1

(11) We need to (　　) the work fairly among all the members.

1 share out　　2 give in
3 take after　　4 set off

(12) A: Can I use this room?
B: Yes, but please leave it (　　) you found it.

1 although　　2 as
3 than　　4 unless

(13) Please (　　) your questions before the guest arrives.

1 put on　　2 take after
3 write down　　4 give away

(14) The school is (　　) a new method of collecting feedback from students.

1 trying out　　2 giving away
3 taking after　　4 putting on

(15) We should (　　) the problem together rather than blame one another.

1 give in　　2 set off
3 deal with　　4 take 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: I know this street well, so I do not expect to notice anything new.
B: Try standing still and listening without talking. (　16　).
A: I will try that. I normally pay attention only to what I can see.

1 All familiar streets are silent
2 Nothing changes during the day
3 Expensive machines are required to listen
4 You may hear details you usually miss

(17)

A: Does one sound recording represent the street all day?
B: No, the morning and afternoon can be different.
A: Then, (　17　).
B: Yes, context helps others understand the sound.

1 one recording proves everything
2 we should include the recording time
3 every hour must sound identical
4 the date and place should be hidden

(18)

A: The class will make a sound map.
B: Could you tell me (　18　)?
A: Yes. Not on the first walk; notebooks and pencils are enough.

1 where the meeting will take place
2 when the office opens
3 whether we need recording devices
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 reserved a place in the listening walk on October 11, but my plans have changed.
B: Thank you for telling us. Can you still attend part of the session?
A: I am afraid not. I have another responsibility that day.
B: Then we should (　19　). Someone else may be waiting.
A: Yes, please. I still want to learn to notice street sounds another time.
B: We may repeat the session later. If you are interested, (　20　).
A: An email would be helpful. Shall I check that you have my address?
B: Yes. We will also explain the need for the required notebook and what materials we supply before the next booking opens.

(19)

1 cancel your reservation
2 ask you to attend both responsibilities
3 mark you as present for the whole session
4 keep your place empty without a reason

(20)

1 we can email you when details are ready
2 we will never contact anyone again
3 you should attend without a date
4 you must buy all materials today

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。

What the Numbers Hid

A sports club counted every person who entered its summer events. The total was high, and Leo was ready to write that the program had reached the whole neighborhood. His friend asked whether the same people had attended many times. When they checked the lists, they found that a small group came almost every week. Leo realized that the total (　21　). It measured visits, not the number of different people involved. Regular attendance was valuable, but it answered a different question from the one his report was claiming to answer. Both kinds of information could have a purpose.

The club kept counting attendance but also asked newcomers how they had heard about the events. Some residents did not know beginners were welcome. Others could not attend at the usual time. The club tried one session at a different hour and explained its beginner activities more clearly. Leo learned that (　22　). A number could answer one question well while leaving another unanswered. His final report described both what the total showed and what it could not prove.

(21)

1 proved every local family had attended
2 did not mean as much as he first claimed
3 was useless for every possible question
4 showed that regular visitors should be excluded

(22)

1 the largest total always explained every result
2 questions to newcomers could never help
3 repeated visits had no value
4 a measure needed to be linked to the question being asked

4 A

From: Emma Reed <organizer@example.org>
To: Yuki Sato <student@example.org>
Date: April 2
Subject: The first gardening club meeting

Dear Yuki,

We are pleased that you want to try our gardening club. The next meeting is on May 10 from 3:30 to 4:45 p.m. Please meet outside the science room, not in the garden. We will first explain the activities and show new members where supplies are stored. After that, everyone can help prepare containers for planting. You do not need to know anything about gardening beforehand.

Please wear shoes that can get dirty and bring a water bottle. We have enough small tools for everyone, so do not buy any before trying the club. If you have your own gloves, you may bring them, but spare gloves will also be available. Bags should stay in the science room while we work outside because the garden path is narrow.

You can attend this meeting without joining for the whole term. At the end, we will give you a form to take home if you would like to continue. If it rains, we will work indoors on labels and planting plans instead. Please send a short reply by May 7 so that we can prepare enough containers. There is no charge for the trial meeting.

Best wishes,
Emma Reed

(23) Where should new visitors meet?

1 Outside the science room.
2 Inside the school shop.
3 At the far end of the garden.
4 At the main sports gate.

(24) What is true about tools?

1 They can be borrowed only after a full-term payment.
2 The club will provide them.
3 Everyone must buy a new set.
4 Only experienced members may use any.

(25) What happens if it rains?

1 The trial will cost extra.
2 Visitors should wait outside until the rain stops.
3 Everyone must join for a whole term.
4 Indoor activities will be offered.

4 B

A Room for More Than One Kind of Reader

The public library in the fictional town of Farnley planned to redesign a reading room. The first proposal added more desks in straight rows. Staff expected this to suit everyone who wanted a place to read. A short survey showed a wider range of uses. Some visitors studied quietly for hours, while others came with children or wanted to discuss a book with a friend.

The library could not make one small room silent and lively at the same moment. Instead, it divided space carefully and used nearby rooms at different times. A quiet area kept desks for individual study. A softer seating area allowed short conversations during family sessions. Clear signs explained the arrangements. Visitors no longer had to guess whether an ordinary conversation was welcome or likely to disturb someone.

Staff tested the layout with temporary furniture before buying permanent items. They checked walking routes as well as seats. A comfortable chair could still be difficult to use if there was no space beside it for a bag or mobility aid. The trial also showed where sunlight made a desk hard to use in the afternoon. Small adjustments were easier before everything was fixed in place. Visitors could give comments on paper as well as online. This mattered because a change intended for everyone should not be judged only by people comfortable using one particular device or communication method to explain their experience.

The redesigned service did not offer every activity at every hour. The library published a simple schedule so people could choose a suitable visit. Staff continued collecting comments and reviewing the arrangement. They learned that welcoming different readers meant more than adding chairs. It required explaining how shared space worked and recognizing that people might need different conditions to enjoy the same collection of books.

4 B

(26) What did the survey reveal?

1 Everyone wanted identical desks and silence all day.

2 The room contained no books.

3 Visitors used the reading room in different ways.

4 No families used the library.

(27) How were different needs addressed?

1 By forbidding all family visits.

2 By promising every activity at every time.

3 By removing every sign about behavior.

4 By separating some spaces and scheduling activities.

(28) Why was temporary furniture useful?

1 It guaranteed that sunlight never changed.

2 Problems could be found before permanent purchases.

3 All visitors could take it home.

4 It removed the need to check walking routes.

(29) What did staff learn?

1 Shared spaces need clear arrangements for varied users.

2 More chairs automatically solve every problem.

3 Only long silent study counts as reading.

4 Schedules should never be revised.

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 visited an oral history exhibition. I listened to former workers describe everyday tasks, and their voices helped me imagine the objects being used in the past. I was glad to learn something different from my usual routine. Do you think more museums will use recordings in their displays?

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 people should try an activity before making a long commitment?

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。