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30回

完全オリジナル予想問題

■ 試験時間

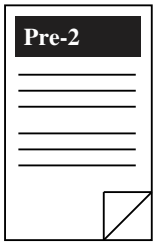
リーディング・ライティングテスト（80分）

※ 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 club needs a clear (　　) of who is responsible for each task.

1 record　　2 salary
3 fever　　4 recipe

(2) The new path is more (　　) for people using wheelchairs because it has no steps.

1 jealous　　2 guilty
3 annual　　4 accessible

(3) Please (　　) the equipment before packing it away to make sure nothing is missing.

1 freeze　　2 borrow
3 decorate　　4 check

(4) The teacher asked students to show (　　) for opinions different from their own.

1 respect　　2 furniture
3 traffic　　4 luggage

(5) A: Is the report finished?
B: Almost. Only a few (　　) need to be corrected.

1 portraits　　2 details
3 recipes　　4 injuries

1

(6) The school will (　　) the results with students and explain what happens next.

1 freeze　　2 borrow
3 share　　4 owe

(7) The group made an important (　　) after comparing all the options.

1 decision　　2 recipe
3 portrait　　4 temperature

(8) The students were (　　) to help with the next event after enjoying the first one.

1 willing　　2 guilty
3 annual　　4 vacant

(9) Please (　　) the list whenever a new member joins the club.

1 melt　　2 update
3 borrow　　4 decorate

(10) The project was a useful (　　) in working as a team.

1 recipe　　2 injury
3 portrait　　4 lesson

1

(11) We need to (　　) the information to the next group before leaving.

1 give in　　2 take after
3 pass on　　4 set off

(12) A: Will the old plan still work?
B: Perhaps, but we should check it (　　) using it again.

1 during　　2 unless
3 although　　4 before

(13) Please (　　) any changes so that everyone knows the latest arrangements.

1 keep track of　　2 get rid of
3 make fun of　　4 run out of

(14) The students learned (　　) to explain their ideas clearly to others.

1 which　　2 what
3 how　　4 whose

(15) We should (　　) our mistakes and use the experience to improve the next project.

1 give away　　2 put on
3 learn from　　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: Our high attendance total may include the same people many times.
B: We should count visits and different participants separately. (16).
A: You are right. We should explain what each total actually means.

1 The highest total explains everything
2 The two numbers answer different questions
3 The two numbers must always be equal
4 Repeat visits should be counted as new people

(17)

A: Can next year's team just use our old dates?
B: They need to check and update the arrangements.
A: Then, (17).
B: Exactly. Keep the useful reasoning, not every detail forever.

1 the new team should avoid asking questions
2 the guide should be revised when conditions change
3 the guide must never be edited
4 all earlier information remains correct automatically

(18)

A: I am writing our activity report.
B: Could you tell me (18)?
A: Yes. Because the total counts visits, including repeat attendance.

1 where the meeting will take place
2 when the office opens
3 why the same person can appear more than once
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 handover session on July 18.
B: Certainly. Have you tried to explain committee decisions 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 draft guide. The planning example 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 only for professional teachers
2 has already finished for the year
3 requires several years of experience
4 is suitable for beginners

(20)

1 buy all the equipment first
2 arrive without telling anyone
3 wait until after the session
4 contact us by July 11

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 Folder for Next Year

When the festival committee finished its work, Saki saved photographs of the successful day for next year's team. She thought the folder would explain everything. A younger student asked when equipment had to be booked and whom to contact if a delivery was late. The photographs did not answer either question. Saki realized that she (21). The finished event hid many decisions made during preparation. The older members remembered many arrangements because they had experienced them together. The next team had not shared those conversations and could not recover the details from pictures.

Saki asked committee members to write three things they wished they had known earlier. They added deadlines, contact roles, and reasons for important choices. The next team tried planning a small activity using the guide and found one unclear instruction. Saki corrected it before leaving. She learned that (22). Useful experience needed to be explained and tested, not simply stored as a record of success. She encouraged the new team to update the guide when its own circumstances changed.

(21)

1 had already written every deadline clearly

2 had recorded the result but not enough of the process

3 should delete all records immediately

4 could answer every question with a photograph

(22)

1 handing over work required making knowledge usable

2 future teams should copy every old decision forever

3 a large folder guaranteed understanding

4 testing was unnecessary once a guide had a title

4 A

From: William Park <organizer@example.org>
To: Noah Reed <student@example.org>
Date: April 2
Subject: Objects for the history display

Dear Noah,

Thank you for offering to bring items for our local history display on June 23. We are especially interested in ordinary objects such as notebooks, tickets, and household tools. They can help visitors understand daily life in the past. Please bring items to the museum office on June 15 between 10:00 a.m. and noon. Do not leave them at the public ticket desk.

Attach a note with your name, contact details, and what you know about each object. If you are unsure about its date, please say so rather than guess an exact year. We may not have space to display everything. Items that cannot be shown will still be kept safely until collection. Staff will contact you before making copies or using any personal information in a public label.

The display ends on July 7. Please collect your items from the office on July 8 or 9 during normal opening hours. We cannot post valuable objects back to owners. If those dates are difficult, contact us before bringing your items so that we can agree on another arrangement. We will give you a receipt listing everything accepted.

Best wishes,
William Park

(23) What kinds of items does the museum particularly want?

1 New products still sold in shops.
2 Objects from ordinary daily life.
3 Only large statues from public buildings.
4 Only professionally printed history books.

(24) What should donors do about uncertain dates?

1 Ask visitors to invent a date later.
2 Choose an exact year without checking.
3 Explain that the date is uncertain.
4 Remove all information about the object.

(25) What should owners know about returns?

1 All valuables will automatically be posted.
2 They normally need to collect items themselves.
3 Collection is allowed only before the display ends.
4 Every object becomes a permanent donation.

4 B

The Clock That Started a Collection

A broken clock in the fictional town of Hamford was going to be thrown away. A local museum accepted it because the maker's name was linked to a former town factory. At first, staff planned to display only the repaired clock. A volunteer asked whether anyone remembered making or using similar objects. The question led the museum to collect stories as well as machinery.

Former workers described different stages of production. One remembered checking small parts, while another explained how finished clocks were packed. Their memories did not always agree about dates. Staff compared these accounts with documents rather than quietly choosing the most confident speaker. When a detail remained uncertain, the display said so. Personal experience offered valuable information without being a complete record of every event.

The museum kept examples of packaging, advertisements, and ordinary tools beside the clock. Visitors could see that the object had depended on many people and tasks. A short activity asked school groups to connect a tool with the job it might perform. Staff used safe copies for handling, while the original objects remained protected. Touching something interesting did not require risking a rare item. The museum kept notes about the source of each account so future staff could review it. A clear public label could remain short while the research record preserved enough detail to explain how the conclusion had been reached.

The completed display attracted people who had never considered the old factory part of their own history. Some brought further documents, which helped staff revise labels. The clock was important, but it was no longer presented as an isolated object made by one famous person. The project showed how a small item could open a wider investigation when people asked about the work and lives around it.

4 B

(26) Why did the museum accept the clock?

1 It was guaranteed to be the oldest clock in the world.

2 Its maker was connected with a former local factory.

3 Every resident wanted to buy it.

4 The town needed a working school bell.

(27) How were differences in memories handled?

1 Accounts were compared with documents and uncertainty was shown.

2 All personal stories were removed.

3 The loudest speaker was always accepted.

4 Staff invented exact dates for every event.

(28) Why were copies used in school activities?

1 Copies were treated as proof of every story.

2 Visitors were required to repair the clock themselves.

3 The museum had lost every original object.

4 Students could handle them without risking rare originals.

(29) What did the final display emphasize?

1 Only the clock's selling price.

2 The idea that one object explains every town event.

3 The many tasks and lives connected with one object.

4 A rule against revising labels.

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 club used an indoor nature program when heavy rain changed our plans. We compared maps and equipment and still learned useful things for a future walk. I was glad to learn something different from my usual routine. Do you think more visitor centers will offer indoor alternatives?

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 help schools decide how to improve lunch services?

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。