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5回

完全オリジナル予想問題

■ 試験時間

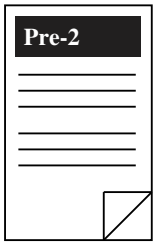
リーディング・ライティングテスト（80分）

※ 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 airport has a special area where passengers can (　　) their phones while waiting.

1 owe　　2 mend
3 charge　　4 translate

(2) A: Is this seat comfortable?
B: Yes, and its height is (　　), so you can make it fit your desk.

1 adjustable　　2 grateful
3 invisible　　4 ancient

(3) The library sent me a (　　) because my books were due back the next day.

1 salary　　2 ceremony
3 reminder　　4 portrait

(4) The farmer grows a wide (　　) of vegetables, including carrots, tomatoes, and beans.

1 permission　　2 injury
3 variety　　4 distance

(5) The company will (　　) the results of its survey on its website tomorrow.

1 borrow　　2 publish
3 decorate　　4 punish

1

(6) It is difficult to hear the speaker because of the (　　) from the construction site outside.

1 profit　　2 noise
3 courage　　4 flavor

(7) A: Can I bring my dog?
B: Sorry, animals are not (　　) inside the building.

1 allowed　　2 divided
3 invented　　4 exported

(8) This jacket is (　　) for cold weather because it keeps out the wind.

1 jealous　　2 vacant
3 rough　　4 suitable

(9) The machine will stop (　　) if you open the cover while it is running.

1 annually　　2 secretly
3 automatically　　4 politely

(10) We received a warm (　　) from the family when we arrived at their house.

1 method　　2 receipt
3 limit　　4 welcome

1

(11) Please (　　) the rubbish before our guests arrive.

1 look forward to　　2 get rid of
3 catch up with　　4 take pride in

(12) We had to cancel the picnic (　　) the heavy rain.

1 ahead of　　2 because of
3 instead of　　4 apart from

(13) A: May I ask a question?
B: Of course. Please (　　).

1 turn back　　2 give in
3 go ahead　　4 come apart

(14) I (　　) an old teacher at the market yesterday. I had not expected to see her there.

1 put away　　2 ran into
3 looked after　　4 gave up

(15) This chair takes up too much space. We should (　　) a smaller one.

1 exchange it for　　2 protect it from
3 put it off until　　4 look it up in

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 cannot find the art room in this building.
B: I am going there for a lesson now. (　16　).
A: Thanks. Following you will be easier than trying to remember every turn.

1 The lesson is already over
2 We are walking in opposite directions
3 You can come with me
4 You must find it without any help

(17)

A: Do I need to bring paint to the art class?
B: No, it is a pencil drawing session.
A: Then, (　17　).
B: Right. The instructor will provide the pencils too.

1 we will not draw anything
2 the lesson is about glass making
3 I should bring only paint
4 paint is not necessary

(18)

A: I have a small object to bring to the art class.
B: Could you tell me (　18　)?
A: Yes. It is made of wood, so it should not break easily.

1 what it is made of
2 where the meeting will take place
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 reserved a place in the drawing course on September 16, 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 sketch ordinary objects 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 carrying folder and what materials we supply before the next booking opens.

(19)

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

(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。

The Unexpected Lesson

Carlos was looking forward to a drawing workshop with a famous artist. When he arrived, the teacher asked everyone to draw the same chair for ten minutes. Carlos was disappointed. He had expected to learn something more exciting than drawing classroom furniture. He worked quickly and put down his pencil. The teacher looked at his page and asked him to (　21　). Carlos thought he had already included everything, but he began examining the chair more carefully. He had come hoping for an impressive new trick, so the familiar subject seemed too simple to offer the kind of improvement he expected from a special workshop.

This time, he noticed that its legs were not all straight and that the seat made a shadow on the floor. He also saw where one part was hidden behind another. His second drawing looked more like the real chair, although he had not learned a complicated new technique. Carlos understood that (　22　). The simple activity had helped him slow down and observe. After the workshop, he began sketching ordinary objects at home and found details he had never noticed before.

(21)

1 choose a completely different subject immediately
2 look at the object again before deciding he was finished
3 leave the room for the rest of the lesson
4 erase every drawing without looking at it

(22)

1 only unusual objects were worth drawing
2 careful looking could improve his work
3 the teacher had forgotten to prepare a lesson
4 speed was more important than observation

4 A

From: Emma Reed <organizer@example.org>
To: Yuki Sato <student@example.org>
Date: April 2
Subject: The park study walk

Dear Yuki,

Your class is welcome on our park study walk on April 24. Please meet at the visitor center at 9:15 a.m. We will take the short pond route, not the hill route originally suggested. This leaves enough time for two observation activities and a rest. The walk will finish at the picnic area at 11:30, where your bus can collect you.

Students should bring pencils, notebooks, and water. We will provide small observation sheets and simple maps. Please wear shoes suitable for uneven ground. Students must remain on the marked path and should not enter the water to get a better view. A guide will show the group where it can observe closely without disturbing the area.

Please confirm your number by April 10. Light rain will not cancel the walk, but a severe weather warning may require an indoor session at the visitor center. If that happens, we will telephone the school by 8:00 on the morning of the visit. Please send a contact number for the teacher traveling with the group. There is no need to bring special collecting equipment.

Best wishes,
Emma Reed

(23) Why was the shorter route chosen?

1 To leave time for observation and rest.
2 To make students complete the walk faster than the guide.
3 Because every hill in the park had disappeared.
4 Because notebooks are forbidden on longer routes.

(24) What will the organizer provide?

1 A bus from each student's home.
2 All students' shoes and water.
3 Equipment for entering the pond.
4 Observation sheets and maps.

(25) How will the school learn of an indoor change?

1 By a phone call by 8:00 that morning.
2 From a notice after the walk ends.
3 By arriving at the pond without checking.
4 Only by asking another visiting class.

4 B

A Museum You Could Listen To

A local history museum in the fictional town of Windley had many objects but few explanations of the sounds once heard around them. A volunteer suggested collecting recordings of ordinary places: a workshop, a market, and a railway platform. Staff hoped these would help visitors imagine daily activity rather than see the objects as silent things separated from life.

The first exhibition played several recordings through speakers. The result was confusing because sounds mixed together. Visitors could not tell which recording belonged to which display. Staff changed to individual listening points and added clear labels. A written description was provided too, so people who could not hear the recording could still understand what it represented.

Choosing a recording required checking its background. A market recorded early in the morning would not show the same activity as one recorded at noon. Staff kept dates and locations and explained when a sound had been recreated for demonstration. They also removed private conversations that had been captured accidentally. The aim was to communicate a place, not reveal personal information about the people nearby. Visitors could compare two recordings from one location at different times. The difference gave a practical example of why the details on a label mattered. Staff wanted people to ask questions about evidence rather than treat sound as decoration.

The revised exhibition encouraged visitors to notice sounds in their own neighborhoods. Some suggested further places worth recording. The museum welcomed ideas but continued selecting carefully, since more sound was not automatically more useful. Members of staff learned that a sensory display needed clear organization and context just like a written one. Sound could make history feel close, provided visitors knew what they were hearing and why it had been chosen.

4 B

(26) Why were recordings collected?

1 To replace every museum object with a speaker.

2 To connect objects with ordinary activity and places.

3 To stop visitors imagining the past.

4 To advertise a new railway company.

(27) What problem occurred first?

1 Every visitor refused labels.

2 All recordings were too short to hear.

3 The museum had no electricity anywhere.

4 Sounds from different displays mixed together.

(28) Why were dates and locations important?

1 The recordings had to hide their origins.

2 Written descriptions could never be used.

3 Activity and sound could vary with time and place.

4 Every sound was identical throughout the day.

(29) What did staff conclude?

1 The largest possible number of recordings is always best.

2 Personal conversations should be published without checking.

3 Recreated sounds must be presented as original recordings.

4 Sound displays need selection, organization, and context.

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 attended a photography club trial. We observed ordinary things around school and did not need expensive cameras, which made the activity easier for beginners to try. I was glad to learn something different from my usual routine. Do you think more clubs will offer trial sessions?

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 listening carefully outdoors is a useful school activity?

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。