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15回

完全オリジナル予想問題

■ 試験時間

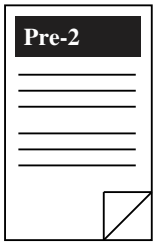
リーディング・ライティングテスト（80分）

※ 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 café has a pleasant (　　), with quiet music and comfortable chairs.

1 atmosphere　　2 advantage
3 appointment　　4 accident

(2) The new library is fully (　　), and visitors can borrow books from today.

1 guilty　　2 jealous
3 operational　　4 wooden

(3) Please (　　) the window if the room becomes too warm.

1 contain　　2 owe
3 earn　　4 open

(4) The teacher asked us to give a (　　) why our chosen answer was correct.

1 flavor　　2 reason
3 harvest　　4 shadow

(5) A: Is this path easy for children?
B: It is fairly (　　), with no steep hills.

1 formal　　2 wealthy
3 guilty　　4 flat

1

(6) The school will (　　) an online meeting for parents who cannot attend in person.

1 organize　　2 freeze
3 borrow　　4 refuse

(7) The coat has a small (　　) inside for keeping coins or keys.

1 portrait　　2 pocket
3 engine　　4 tunnel

(8) We were (　　) when our missing dog returned safely.

1 jealous　　2 guilty
3 relieved　　4 disappointed

(9) Please (　　) your voice. Other students are taking an examination nearby.

1 increase　　2 decorate
3 borrow　　4 lower

(10) The shop has a good (　　) of winter shoes in different sizes.

1 occupation　　2 infection
3 permission　　4 selection

1

(11) We should (　　) this opportunity to speak with the author.

1 get rid of　　2 lose sight of
3 make the most of　　4 run out of

(12) A: Have you seen my keys?
B: They are (　　) the telephone on the kitchen table.

1 next to　　2 according to
3 due to　　4 except for

(13) The teacher asked us to (　　) our coats before entering the warm classroom.

1 look into　　2 take off
3 put out　　4 give in

(14) We will meet at the station (　　) the weather. The indoor event will not be canceled.

1 instead of　　2 because of
3 regardless of　　4 in exchange for

(15) My sister is (　　) using computers and often helps me with difficult tasks.

1 full of　　2 good at
3 similar to　　4 absent from

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 map uses a room name I do not know.
B: I can show its position on this simple plan. (　16　).
A: Now I understand. I will look for the stairs first.

1 It is in a different city
2 The position is not shown anywhere
3 The staircase has been removed
4 It is beside the main staircase

(17)

A: Who should try the new map?
B: Someone who has not helped prepare it.
A: Then, (　17　).
B: That is why we are inviting a different class.

1 a newcomer can reveal missing details
2 the first draft must never change
3 we should avoid all comments
4 only the map maker can test it

(18)

A: I am helping test a map after school.
B: Could you tell me (　18　)?
A: Yes. Outside the school office, beside the noticeboard.

1 when the office opens
2 who will lead the activity
3 how much the activity costs
4 where the group will meet

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 map test on September 6.
B: Of course. What would you like to know?
A: I do not have the required pencil. 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 follow draft directions?
B: The draft maps will be available here.
A: When do you need my final answer?
B: By September 2. 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 borrowing may be possible
3 we never lend any items
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 Shorter Speech

Mika prepared a speech about her favorite animal. She found many interesting facts and wanted to include them all. When she practiced for a friend, the speech took twice the allowed time. Her friend also said she could not remember its main point. Mika was surprised because she had worked hard to gather information. She thought that (21). Her teacher asked what she most wanted the audience to understand. Her notes contained many things she wanted to remember herself. She had not yet separated a personal collection of facts from an explanation prepared for other listeners.

Mika chose one question and kept only facts that helped answer it. She replaced a long list with a clear example and practiced again. This version finished on time, and her friend could explain the main idea afterward. Mika realized that (22). Leaving something out did not mean it was uninteresting. It meant choosing what fitted the purpose and the time. She kept the extra facts in a separate note in case someone asked a question after the speech.

(21)

1 she had not gathered any useful material
2 more facts would always make a better speech
3 the time limit applied only to her friend
4 everyone already understood her main idea

(22)

1 selection could make an explanation clearer
2 a good speech should have no examples
3 every interesting fact needed to be spoken
4 the audience should memorize every detail

4 A

From: Emma Reed <organizer@example.org>
To: Yuki Sato <student@example.org>
Date: April 2
Subject: Preparing the craft stall

Dear Yuki,

Your club can use Table 6 at the craft fair on June 2. Please bring your cards and signs to the hall between 8:30 and 9:00 a.m. The public fair opens at 10:00. We will provide the table and two chairs, but you should bring your own display stands. Nothing may be fixed to the wall behind your table because it belongs to another exhibition.

Please make prices easy to see. Customers should not have to ask before they can decide whether to buy something. Bring suitable bags or covers for items that could be damaged during the journey home. The hall is indoors, but visitors may walk outside in rain afterward. We suggest testing your packaging in advance rather than assuming it will protect the cards.

Please send us the names of the two students responsible for the stall by May 19. A teacher should remain in the hall throughout the event. Stalls close at 3:00 p.m., and everything must be removed by 4:00. If you sell out early, you may stop sales, but please keep the table tidy until the closing announcement so that visitors can still move safely.

Best wishes,
Emma Reed

(23) What will the organizer provide?

1 Permission to use the exhibition wall.
2 Every display stand and bag.
3 A table and two chairs.
4 A separate room for each student.

(24) Why should packaging be tested?

1 Customers may carry purchases outside in rain.
2 The hall has no roof.
3 All sales will take place in a swimming pool.
4 Cards must be left uncovered by rule.

(25) What if a stall sells out early?

1 It may stop sales but should remain tidy until closing.
2 It must block the main path with boxes.
3 It should attach new signs to the exhibition wall.
4 It may leave all materials overnight.

4 B

A Map Made from Listening

A school in the fictional town of Valeham asked students to make a map without beginning with buildings or roads. Instead, they marked sounds heard during a walk. At first, the task seemed strange. A sound did not stay in one place in the same way as a building. The teacher wanted students to think about what ordinary maps selected and what they left out.

Groups listened at fixed points and recorded the time, weather, and a short description. They noticed changes between morning and afternoon. A quiet playground became busy after lessons, and the same road sounded different when fewer vehicles passed. One recording or note could not represent a whole day. The map needed context if another person was to understand it.

When students prepared a public display, they reviewed the material carefully. Private conversation was not included simply because it had been heard in a public place. Some sounds were described in writing instead. The class also made a version people could read without headphones. A project about listening still needed another way to share its ideas with visitors who could not use audio. Groups compared their choices and noticed that two people standing nearby might pay attention to different sounds. They explained those differences rather than force one account to replace the other. The map could include more than one careful observation.

The final display encouraged classmates to pay attention on their usual journeys. It was not intended to replace a street map or claim a complete description of the town. Students learned that every map was a selection made for a purpose. By explaining their choices and limits, they could offer a useful new view of a familiar place without pretending it showed everything.

4 B

(26) Why did the teacher choose the task?

1 To prove buildings were no longer useful.

2 To explore what ordinary maps include and leave out.

3 To avoid observing the local area.

4 To replace all streets with recordings.

(27) Why were time and weather recorded?

1 They replaced the need for descriptions.

2 Sounds changed under different conditions.

3 They made every location sound identical.

4 All walks happened at exactly the same moment.

(28) How was the display made accessible beyond audio?

1 All labels were removed.

2 Private conversations were made louder.

3 Written descriptions were also provided.

4 Every visitor had to own headphones.

(29) What did students learn?

1 A sound map gives the whole truth about every place.

2 A single visit describes all times of day.

3 A map selects information for a purpose and has limits.

4 Explaining choices makes a map useless.

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 a student art exhibition last week. I saw drawings of ordinary objects and talked with a few students about how they had chosen their subjects. I was glad to learn something different from my usual routine. Do you think more towns will hold student art exhibitions?

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 playing board games is a good way for students to make friends?

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。