2026 ORIGINAL

Grade Pre-2 Plus

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級プラス　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級プラス

第17回

完全オリジナル予想問題

■ 試験時間

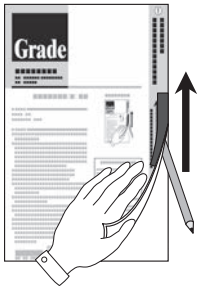
リーディング・ライティングテスト（85分）

※ 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級プラス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。

問題冊子の開け方



＊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級プラスの形式を参考

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85分。リスニングは収録していません。

1

次の(1)から(17)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 guide asked tourists to remain (　　) while the birds were feeding, so they would not fly away.

1 stubborn　　2 silent
3 frequent　　4 generous

(2) The new system can (　　) water use by nearly a quarter by turning off taps automatically.

1 predict　　2 enlarge
3 reduce　　4 repair

(3) I could not read the small print, so I asked for a copy with (　　) letters.

1 larger　　2 heavier
3 deeper　　4 younger

(4) Our school has an (　　) with a school in Canada. Students visit each other's classes online.

1 entrance　　2 excuse
3 expense　　4 exchange

(5) The old road is no longer (　　) because a new bridge has created a much shorter route.

1 fluent　　2 patient
3 curious　　4 necessary

1

(6) The shop owner agreed to (　　) the money when I showed that the coat had a hole in it.

1 invent　　2 gather
3 refund　　4 describe

(7) She showed great (　　) by trying again after several unsuccessful attempts.

1 transportation　　2 permission
3 decoration　　4 determination

(8) The class had a (　　) debate about school uniforms, with students presenting different opinions.

1 unfair　　2 lively
3 tiny　　4 vacant

(9) Please (　　) the receipt in case you need to return the shoes later.

1 retain　　2 divide
3 rescue　　4 expand

(10) The festival will (　　) music from several countries, not just local songs.

1 feature　　2 disappear
3 forbid　　4 confuse

1

(11) The teacher suggested (　　) a book-fair notice together instead of working alone.

1 write　　2 to write
3 writing　　4 will write

(12) The notice (　　) near the entrance to the library gives the opening hours.

1 has posted　　2 posted
3 posting　　4 to posting

(13) Please keep the path to the library free (　　) boxes so people can pass safely.

1 by　　2 of
3 at　　4 into

(14) Mei wrote down the address of the library (　　) they would not forget it.

1 so that　　2 unless
3 as if　　4 even though

(15) Do you know (　　) we should meet at the library? The invitation does not give a time.

1 whose　　2 what
3 when　　4 which

1

(16) The instructions for visiting the library were (　　) clear that we needed no extra help.

1 so　　2 very
3 too　　4 such

(17) If you do not know a word in the guide to the library, (　　) its meaning in a dictionary.

1 give in　　2 break out
3 look up　　4 put off

2

When a Photo Needed a Date

A class collected photographs of its town for a history display. One picture showed a busy street with no cars. A student concluded that nobody in the town owned a car when it was taken. Another asked about the date and occasion. The class discovered that the street had been closed for a parade. The photograph (18). It showed one selected moment rather than every ordinary day. The students had begun with the image because it was clear and interesting, not because they knew much about its background. A dramatic photograph invited a quick story. Their teacher encouraged them to keep that interest while slowing down enough to examine which parts of the story the image actually supported.

Students began recording the source, date, and available information about each image. Some dates were uncertain, so they used a range of years rather than inventing an exact one. (19), visitors could see the difference between a known fact and an estimate. The class also kept questions beside images that needed further investigation.

For the display, students compared photographs with newspaper reports and maps. A picture still offered details that written sources missed, but it did not explain everything by itself. The project encouraged them to (20). Looking carefully included asking what happened outside the frame, why someone made the image, and which parts of its story remained unknown.

(18)

1 proved that the town had never allowed any traffic
2 showed that all cars had disappeared permanently
3 was useless because it recorded a special event
4 could not support the student's broad conclusion alone

(19)

1 Until then
2 In this way
3 By chance
4 In contrast

(20)

1 remove uncertain dates from every record
2 replace all other historical sources with photographs
3 accept the first explanation of any picture
4 treat images as evidence that required questions

2

A Room for Short Breaks

A school converted an unused room into a quiet space for short breaks. Students could sit there briefly when the busy corridors felt overwhelming. During the first week, however, a few students used it for long conversations. Others stopped entering because they expected silence but found a social room. The school realized that the room's purpose (　21　). A welcoming name had not explained how the space should be shared. The room was close to classrooms and could be used without leaving the main school building. This made it convenient, but also meant it could easily become a place for friends to gather between lessons. Staff wanted to protect the intended use while avoiding an atmosphere of punishment or suspicion.

Staff asked students who had used the room and those who had avoided it to suggest rules. They agreed on short visits, quiet voices, and no group meetings. The school posted these expectations in plain language without asking students to explain private reasons for taking a break. (　22　), access did not depend on publicly discussing a personal difficulty.

The room was not a replacement for professional support or ordinary classroom arrangements. A staff member was available nearby if someone needed help. The school reviewed the rules after a month rather than treating the first version as permanent. The experience showed that creating a useful space (　23　). Furniture and a sign were only the beginning of making it serve its intended purpose.

(21)

1 was understood in exactly the same way by everyone
2 required more group meetings every day
3 needed to be explained more clearly
4 had already been achieved by buying chairs

(22)

1 In the meantime
2 For instance
3 By contrast
4 As a result

(23)

1 required shared expectations and continued review
2 could eliminate every difficulty in school life
3 was only a matter of choosing soft furniture
4 meant avoiding all contact with school staff

3 A

From: Ben Carter <office@example.org>
To: Mei Tanaka <club@example.org>
Date: March 1
Subject: Helping at the book fair

Dear Mei,

Thank you for offering to help at the town book fair on March 23. Your team will sort donated books in the morning, rather than serve at the sales tables. Please meet the volunteer leader at the west entrance of the hall at 8:30 a.m. The public fair opens at 10:00, but sorting must be finished before visitors enter.

We will use colored labels to mark book categories. The labels and a simple category guide will be on each sorting table. Please do not write prices on books; another team will handle pricing. Books with missing pages or serious water damage should go in the marked inspection box, not directly into the rubbish. A coordinator will decide what can be accepted. Please wear comfortable shoes because most sorting is done standing at tables. Bags can be left in the volunteer room. A short break will be arranged by the leader once the main sorting work is complete.

Your shift ends at 11:30 a.m., and you may then visit the fair as customers. Please bring your own drinking water. A free sandwich will be available for volunteers who request one by March 15. If anyone in your group cannot attend, let us know as soon as possible so that we can adjust the teams.

Best wishes,
Ben Carter

(24) What is the team's main job?

1 Setting all the book prices.
2 Sorting donated books before the fair opens.
3 Leading public tours of the town.
4 Selling sandwiches to visitors.

(25) What should volunteers do with badly damaged books?

1 Write a lower price inside them.
2 Throw them away immediately.
3 Place them with new books on sale.
4 Put them in the inspection box.

(26) How can volunteers receive a free sandwich?

1 Request one by March 15.
2 Pay for it at the west entrance.
3 Bring a sandwich for another volunteer.
4 Work at a sales table until the evening.

3 B

Counting the People Who Were Missing

A community center in the fictional town of Bellhurst measured success by the number of registrations for its courses. A new evening course filled quickly, and staff planned to repeat it. However, a volunteer noticed that the same small group attended many activities while some nearby streets were rarely represented. The total showed demand, but it did not reveal who found the service difficult to use.

The center began asking people outside its usual mailing list about their interests. Staff visited a local market and spoke with residents who had never entered the building. Several thought courses required membership fees before any class could be booked. Others assumed that beginners would be embarrassed among experienced participants. The center's brochure listed prices and times, but did not answer these questions clearly.

Staff added short descriptions of a first session and explained that most classes were open without membership. They offered a few introductory meetings without requiring a whole-term commitment. They also accepted bookings by telephone as well as online. The center did not collect detailed personal histories simply to prove that its audience was becoming more varied. Instead, it asked optional, limited questions about how people had heard of a course and what had made attendance difficult. The center also reviewed where information was displayed. An invitation inside the building could not reach someone who never entered it. Copies at familiar public places gave nonusers a chance to learn about activities without first deciding to visit the center.

Attendance changed gradually. Some introductory visitors did not join a full course, but said they now understood how the center worked. Staff continued counting registrations while also recording questions, barriers, and repeat participation. They learned that numbers were useful when connected to a clear question. A full classroom could be a good result without showing that the whole town had equal access. Understanding who was absent helped the center improve its invitations as well as its activities.

3 B

(27) What did the volunteer notice?

1 Most residents wanted the center to close.

2 Some parts of the town were rarely represented.

3 Every course had stopped receiving registrations.

4 The new course had no returning participants.

(28) What was one barrier for nonusers?

1 They were all already expert teachers.

2 The market refused to allow any conversation.

3 They misunderstood the conditions for joining classes.

4 The center required a complete personal history.

(29) What did the center change?

1 It stopped accepting telephone enquiries.

2 It removed all descriptions of first sessions.

3 It offered introductory meetings without a full-term commitment.

4 It required every participant to book online.

(30) How did the center approach personal information?

1 It used optional questions limited to relevant barriers.

2 It used personal data instead of changing invitations.

3 It demanded detailed histories from all residents.

4 It published individual attendance records.

(31) What did staff conclude?

1 A full class was always evidence of a failed service.

2 Registration totals alone did not show equal access.

3 Numbers were never useful for any purpose.

4 Only people who completed a full course mattered.

This is the end of the Reading Test. Continue to the Writing Test.

4

English Summary

以下の英文を読んで、その内容を25 ~ 35語の英語で要約しなさい。

自分の意見を加えず、本文の内容をまとめてください。解答は別の解答用紙に記入してください。

Some shops let customers bring their own containers when buying products such as rice or soap. The empty container is weighed first, so customers pay only for the product inside.

This can reduce packaging waste and let customers choose the quantity they need. Someone who wants only a small amount does not have to buy a standard package.

However, containers must be suitable and clean. The process can also take longer than buying a sealed product, so shops need clear instructions and enough space for customers to measure and fill containers.

ライティングは2題あります。次の英作文にも必ず解答してください。

5

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 more shops should let customers use their own containers?

英文要約と英作文の両方に、85分の試験時間内で解答してください。