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21回

完全オリジナル予想問題

■ 試験時間

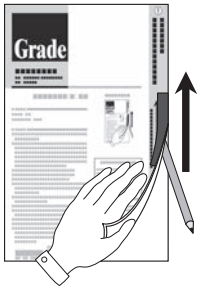
リーディング・ライティングテスト（85分）

※ 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 organization is looking for (　　) to help clean the riverbank without receiving payment.

1 customers　　2 competitors
3 volunteers　　4 passengers

(2) The instructions say that we should (　　) the paint well before opening the lid.

1 earn　　2 announce
3 shake　　4 permit

(3) The lecture gave me a new (　　) on a problem I thought I already understood.

1 permission　　2 departure
3 perspective　　4 recipe

(4) The teacher asked us to use (　　) examples rather than general statements in our reports.

1 empty　　2 specific
3 weekly　　4 ancient

(5) The city wants to (　　) more visitors by improving its museums and parks.

1 divide　　2 forgive
3 contain　　4 attract

1

(6) There is a clear (　　) between the two photographs. The newer one shows many more buildings.

1 ceremony　　2 difference
3 ingredient　　4 permission

(7) We were (　　) to hear that the lost dog had been found safely.

1 relieved　　2 disappointed
3 guilty　　4 jealous

(8) Please (　　) a label to each box so that we can tell which classroom it belongs to.

1 deserve　　2 attach
3 export　　4 float

(9) The school has a (　　) of lending sports equipment to students who cannot buy their own.

1 policy　　2 gesture
3 climate　　4 victory

(10) The news spread (　　) through the village. By lunchtime almost everyone had heard it.

1 annually　　2 politely
3 silently　　4 rapidly

1

(11) The teacher suggested (　　) a photography guide together instead of working alone.

1 to write　　2 write
3 will write　　4 writing

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

1 posted　　2 has posted
3 posting　　4 to posting

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

1 into　　2 of
3 by　　4 at

(14) Ren wrote down the address of the gallery (　　) they would not forget it.

1 even though　　2 so that
3 unless　　4 as if

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

1 which　　2 when
3 what　　4 whose

1

(16) The instructions for visiting the gallery 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 gallery, (　　) its meaning in a dictionary.

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

2

A List of Questions for the Guest

A school invited a wildlife photographer to speak to students. The teacher asked each student to prepare one question. Most first questions asked about favorite animals or expensive cameras. These were reasonable, but the teacher wanted students to explore the work more deeply. She asked them to read a short account of the photographer's day. The extra information helped them (18). Knowing something about a subject could make curiosity more specific. The school had only a short period with the guest, so a long series of repeated questions would limit what the class could learn. Students were not expected to become experts beforehand. They simply needed enough background to recognize which parts of the work they did not yet understand.

Students revised their questions to ask about waiting, choosing a location, and deciding not to take a picture. They compared drafts in pairs and removed questions already answered in the account. (19), the final list left more time for details that only the guest could explain. Preparation did not mean scripting every answer in advance.

During the visit, the photographer described an unexpected problem. A student asked a new follow-up question that was not on the list. The teacher welcomed it because careful listening was as important as preparation. The class learned that good questions (20). A written plan could support a conversation without controlling every direction it took.

(18)

1 replace the visit with a camera advertisement
2 decide that all animal pictures were easy to make
3 avoid learning anything before the visit
4 ask about decisions behind the finished photographs

(19)

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

(20)

1 had to be written before anyone entered the room
2 were useful only when they had simple yes-or-no answers
3 could grow from both research and attentive listening
4 should never change after the first draft

2

A Small Shop with a Big Window

A town lent an empty shop window to local groups for displays. The first group filled it with photographs and long descriptions of every activity it offered. People walked past quickly, and few stopped to read. A volunteer realized that the display (21). Information prepared for a meeting was not necessarily suited to someone passing on the pavement. The window faced a street used by people going to work, shopping, or waiting for a bus. Some viewers had only a few seconds, while others could stop for longer. A successful display needed to offer a clear first message and a separate route to further information for interested people.

The group selected one clear image and a short question. A simple card told readers where to find more details or speak to someone. They tested the text from across the street and at the height of a child. This helped them notice that small print was readable only from very close. (22), they enlarged the important message rather than adding more sentences.

The window began attracting more attention, but volunteers did not count every glance as a new participant. They asked visitors how they had heard about the group. Some remembered the window; others had been invited by friends. The project encouraged the group to (23). An appealing display was useful, but understanding its effect required more than admiring how it looked.

(21)

1 asked too much reading from passing viewers
2 proved that no one cared about local activities
3 contained too few details for a full lecture
4 had already reached every resident successfully

(22)

1 In the meantime
2 Consequently
3 For instance
4 By contrast

(23)

1 connect design choices with evidence about real use
2 judge success only by the number of photographs
3 assume that every glance produced a registration
4 remove all other ways of inviting people

3 A

From: Julia Snow <office@example.org>
To: Ren Wada <club@example.org>
Date: April 8
Subject: The wildlife photography talk

Dear Ren,

Your class is booked for the wildlife photography talk at our learning center on April 26. Please arrive at 1:40 p.m. The photographer will speak from 2:00 to 2:40, followed by twenty minutes for questions. She will show how she prepares for a day outdoors and chooses which images to publish. This is not a lesson in operating a particular camera model.

Students may bring one printed photograph of their own if they would like general feedback. There will not be time to discuss every picture individually, so please collect them in one folder and choose five for the group discussion. Do not send digital files in advance. The speaker will focus on composition and observation, rather than editing software. Please keep photographs together rather than handing them to the speaker during her talk. Staff will collect the folder before the discussion. Student names should be written on the back if you want the photographs returned.

Please confirm whether your class will attend by April 12. Admission is free, but the room holds only thirty students. If your class is larger, let us know; we can stream the talk to an adjoining room with a teacher present. Students in that room can send questions through the staff member supervising the connection.

Best wishes,
Julia Snow

(24) What will the photographer mainly discuss?

1 How to repair a specific camera model.
2 How to print every student's digital file.
3 How she prepares and selects images for publication.
4 How to sell editing software.

(25) What should the class do with students' photographs?

1 Select five printed photographs for group discussion.
2 Bring only images edited with professional software.
3 Expect an individual discussion of every photograph.
4 Send every image digitally before April 12.

(26) What is possible for a class with more than thirty students?

1 Students in the second room cannot ask any questions.
2 Some students can watch a stream in the adjoining room.
3 Everyone must buy a separate ticket.
4 The class must automatically cancel the visit.

3 B

The Shop That Borrowed Its Furniture

When the fictional town of Clayford offered a vacant shop to new businesses for short trials, a young designer named Leo decided to test a repair service. He needed tables and shelves but did not know whether the business would continue. Buying a full set seemed wasteful for a six-week experiment. A local furniture cooperative offered to lend suitable items from its store of second-hand equipment.

The loan allowed Leo to arrange the room and welcome customers without a large initial purchase. However, the furniture did not arrive as a complete matching set. He measured each item and checked how people would move around it. One attractive cabinet was too deep for the narrow room, so he left it behind. Borrowing was useful only if the items suited the work, not simply because they were available without a purchase.

The cooperative asked borrowers to record condition on arrival and report damage promptly. Leo photographed a loose shelf before using it and arranged a repair with permission. The agreement also explained who would transport items and when they had to be returned. These practical details prevented confusion at the end of the trial. A borrowed object still required time, care, and clear responsibility, even when its price was low. The cooperative offered a simple floor-planning sheet, but did not choose the layout for him. Leo had to connect the dimensions with the repair tasks he expected to perform. This preparation made the loan a test of his own working needs.

After six weeks, Leo chose to continue the business in a smaller room. His experience helped him identify the few pieces worth buying permanently. He returned the rest, freeing them for another trial project. The cooperative did not claim that borrowing was always better than ownership. Instead, the trial showed how temporary access could help someone learn what was actually needed before making a lasting decision. The furniture had supported an experiment rather than forcing the business to fit an early purchase.

3 B

(27) Why did Leo prefer a furniture loan initially?

1 He planned to open a large permanent furniture store.

2 The town required every item to match exactly.

3 He was testing a business that might not continue.

4 He had no need for tables or shelves.

(28) Why did he reject one cabinet?

1 The cooperative refused to lend any shelves.

2 It belonged to a new furniture factory.

3 It would not fit the narrow room well.

4 It was not attractive enough to photograph.

(29) What did the loan agreement clarify?

1 A guarantee that no item could ever be damaged.

2 Permission to change all furniture without asking.

3 A requirement to buy every borrowed piece.

4 Responsibilities for condition, transport, and return.

(30) How did the trial help Leo later?

1 He stopped paying attention to how rooms were used.

2 He discovered that all second-hand furniture was unsuitable.

3 He had to keep every item in a larger room.

4 He understood which furniture was worth owning.

(31) What is the main idea?

1 A business should be designed around its first purchase.

2 Borrowing removes every form of responsibility.

3 Ownership is never a sensible option.

4 Temporary access can inform a lasting decision.

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 schools grow vegetables in containers instead of using a large outdoor garden. Containers can be placed in a small courtyard and moved when the space is needed for another activity.

This allows more schools to offer practical gardening. Students can observe plants closely, and different classes can compare how plants grow under different conditions.

However, small containers can dry out quickly and limit root growth. Someone must care for the plants during holidays. Easy movement does not remove the need for a realistic plan for regular maintenance.

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 schools should grow more plants in small 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。