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25回

完全オリジナル予想問題

■ 試験時間

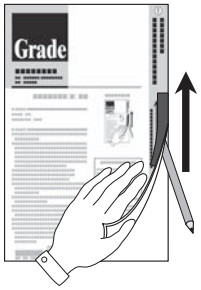
リーディング・ライティングテスト（85分）

※ 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) A (　　) on the screen warned us that the battery was almost empty.

1 harvest　　2 message
3 journey　　4 furniture

(2) The students had to (　　) their answers by pointing to evidence in the passage.

1 export　　2 interrupt
3 decorate　　4 justify

(3) The museum's new displays are more (　　) because visitors can press buttons and try activities.

1 remote　　2 confidential
3 vacant　　4 interactive

(4) We need to find a (　　) place to store the paint where children cannot reach it.

1 jealous　　2 crowded
3 secure　　4 generous

(5) Please (　　) the instructions carefully before using the electric drill for the first time.

1 melt　　2 earn
3 lend　　4 read

1

(6) The opening of the new bridge was an important (　　) in the history of the small island.

1 flavor　　2 income
3 event　　4 excuse

(7) The town has (　　) several empty shops into spaces where young artists can work.

1 translated　　2 forgiven
3 transformed　　4 announced

(8) The competition was open to all students, (　　) of how much experience they had.

1 ahead　　2 regardless
3 instead　　4 because

(9) The guide gave us some (　　) about which route would be best for young children.

1 equipment　　2 advice
3 luggage　　4 furniture

(10) The results were (　　) with our expectations. Nothing unexpected happened during the test.

1 consistent　　2 furious
3 vacant　　4 ashamed

1

(11) The teacher suggested (　　) a film-club poster together instead of working alone.

1 design　　2 to design
3 designing　　4 will design

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

1 posting　　2 has posted
3 to posting　　4 posted

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

1 of　　2 by
3 into　　4 at

(14) Kota wrote down the address of the media room (　　) they would not forget it.

1 even though　　2 so that
3 as if　　4 unless

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

1 when　　2 whose
3 what　　4 which

1

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

1 too　　2 very
3 so　　4 such

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

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

2

The Film with a Written Voice

A school film club made a short documentary about its neighborhood. The first screening used spoken interviews and music, but no written text. Some viewers could not hear every answer clearly. Others were watching in a room where the volume had to stay low. The club realized that sound alone (18). Its audience experienced the film under different conditions. The interview recordings had been made in several locations, including a quiet room and a windy outdoor space. Turning up the volume could not solve every difference, and it might disturb other people. Members wanted the same essential information to remain available even when audio conditions were imperfect.

Members added captions for the spoken words and brief descriptions of important sounds. They checked the timing by watching the film without audio. Some lines disappeared too quickly, so the team shortened them without losing the meaning. (19), the captions became easier to follow while leaving time to look at the picture. Accuracy mattered, but so did reading speed.

The club invited two viewers to test the revised version. One pointed out that white words disappeared against a bright wall in several scenes. A dark strip behind the text solved the problem. Members learned that accessible communication (20). Adding a feature was only a beginning; they still had to examine whether it worked for real viewers.

(18)

1 did not give every viewer access to the information
2 proved that the music should be louder everywhere
3 made it impossible to show local interviews
4 was always clearer than any written explanation

(19)

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

(20)

1 could be completed by choosing white text alone
2 required testing details as well as adding features
3 worked without considering background or timing
4 meant removing every sound from the film

2

A Return Box beside the Door

A library allowed people to return books through a box when the building was closed. The box was convenient, but staff sometimes found wet books after rain. The opening had a cover, so they first suspected careless use. A closer inspection showed that water ran down the wall and entered from behind. The damage (21). Looking at how the box actually met the building changed their understanding. The box was attached to an outside wall near a covered entrance and had worked well for several years. Staff had become accustomed to treating it as a simple object requiring little attention. The new problem showed why even a familiar service sometimes needed a fresh inspection of its surroundings.

The library asked a maintenance worker to adjust the fitting and test it with water. Staff also moved a sign that had prevented the cover from closing fully. (22), they addressed both the source of the leak and a smaller everyday problem. A reminder asking users to be careful would not have repaired either fault.

After repairs, staff checked the box following several rainy nights. The books remained dry, but the library kept a way for users to report problems. It did not assume that a successful repair required no future attention. The experience reminded staff to (23). When a service failed, its design and condition deserved investigation before the people using it were blamed.

(21)

1 was caused by books being too old
2 was not mainly caused by the borrowers
3 required the library to close every weekend
4 proved that return boxes could never be useful

(22)

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

(23)

1 remove every opportunity for public feedback
2 assume that instructions could replace repairs
3 check practical conditions before assigning blame
4 accept all damage as unavoidable user behavior

3 A

From: Lucy Grant <office@example.org>
To: Kota Imai <club@example.org>
Date: January 15
Subject: Your film editing workshop

Dear Kota,

Your club is registered for the film editing workshop on February 10. Please arrive at the media room by 12:45 p.m. The workshop starts at 1:00 and ends at 3:00. We will use a short set of sample video clips to practice selecting scenes and adding captions. Students will work in pairs on the center's computers, so they do not need to bring laptops.

Everyone should bring headphones with an ordinary cable connection. Wireless headphones cannot be connected to our computers. If a student has no suitable pair, please tell us by February 1; a limited number can be borrowed. Do not bring personal video files, as there will not be enough time to check different file types during the lesson. Please write the club name on any memory stick you bring. Staff will explain when it is safe to remove it. The center cannot keep personal storage devices for collection on another day after the workshop.

At the end, students may save their sample project on a memory stick. The clips are licensed for classroom practice only and must not be posted publicly. Teachers will receive a sheet explaining how to repeat the activities at school using suitable material. Please send your final participant number by February 1 so that we can prepare the computers.

Best wishes,
Lucy Grant

(24) What will students use during the workshop?

1 Their own laptops without classroom support.
2 Sample clips on the center's computers.
3 Wireless headphones supplied to everyone.
4 Only films recorded at home.

(25) What should a student without suitable headphones do?

1 Bring any wireless device without checking.
2 Ask about borrowing a pair by February 1.
3 Arrive after the workshop has finished.
4 Send personal film files instead.

(26) What restriction applies to the sample clips?

1 They must be deleted before the workshop begins.
2 They can be sold only by the students.
3 They cannot be used for classroom practice.
4 They must not be published online.

3 B

The Animal Shelter's Quiet Helpers

An animal shelter in the fictional town of Riverton received many offers of help from young volunteers. Most wanted to take dogs for walks immediately. The coordinator, Maya, appreciated their enthusiasm, but explained that walking was only one part of the work. Staff needed to match each task to the volunteer's training and the animal's current condition. A willing person was not automatically ready for every responsibility.

Maya introduced an orientation session before assigning practical duties. Volunteers learned how to prepare clean bedding, organize supplies, and recognize when they should ask a trained member of staff for help. Some initially thought these tasks were less valuable than direct contact with animals. Staff showed how a well-organized supply room saved time during a busy morning and how reliable cleaning supported the shelter's daily routine. Quiet work could have an important effect even when visitors did not notice it.

As volunteers gained experience, some joined supervised walks. They recorded simple observations, such as whether a dog seemed comfortable near a busy road, but did not make medical judgments. Staff considered these notes alongside professional assessments. The shelter also scheduled shifts realistically. A volunteer who could attend one regular hour was sometimes easier to plan around than someone who promised many hours but canceled frequently. New volunteers could ask questions during orientation without being expected to remember every instruction immediately. A short written checklist supported routine jobs, while staff remained available for unfamiliar situations. Training was treated as a continuing process rather than one speech at the beginning.

After several months, Maya changed the recruitment notice. Instead of showing only photographs of people playing with dogs, it described the range of jobs and the training provided. Applicants could decide whether the actual work suited them. The shelter did not lose interest in kindness or enthusiasm; it connected those qualities with preparation and reliability. Volunteers learned that helping responsibly involved doing useful work within clear limits, not choosing only the most appealing activity.

3 B

(27) Why could new volunteers not begin every task immediately?

1 Maya wanted volunteers to avoid all responsibility.

2 The shelter had no work for young people.

3 Tasks required suitable training and attention to each animal.

4 Every dog needed exactly the same kind of walk.

(28) How did staff explain the value of less visible tasks?

1 They removed the orientation session.

2 They said that only walking mattered.

3 They promised that no supplies would ever run out.

4 They showed how organization and cleaning supported daily work.

(29) What was a limit on volunteers' observations?

1 They were not to make medical judgments.

2 They were accepted only when written by new applicants.

3 They replaced all professional assessments.

4 They had to ignore behavior near roads.

(30) Why might a short regular shift be valuable?

1 It could be planned around reliably.

2 It allowed the shelter to remove every longer shift.

3 It guaranteed that an animal would never need help.

4 It required no training or communication.

(31) Why was the recruitment notice changed?

1 To describe the real range of work and necessary preparation.

2 To promise immediate access to all dogs.

3 To discourage everyone who liked animals.

4 To advertise only the most attractive moments.

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 festivals lend reusable cups instead of selling drinks in disposable ones. Visitors pay a small deposit and receive it back when they return the cup to a collection point.

This can reduce the number of cups thrown away during an event. Organizers can wash the returned cups and use them again, while the deposit gives visitors a reason to bring them back.

However, washing and collecting cups require staff and space. If return points are difficult to find, visitors may leave cups elsewhere. The system needs clear signs and practical arrangements as well as durable cups.

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 festivals should use more reusable cups?

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。