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27回

完全オリジナル予想問題

■ 試験時間

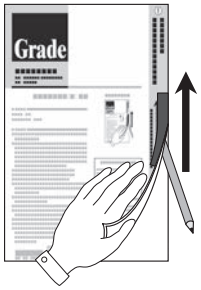
リーディング・ライティングテスト（85分）

※ 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 restaurant asks customers to mention any dietary (　　) when they book a table.

1 achievements　　2 occupations
3 requirements　　4 departures

(2) The new road will (　　) access to the village during winter, when the old route is often closed.

1 forgive　　2 improve
3 decorate　　4 borrow

(3) A: Why is the workshop in a different room?
B: There was a (　　) in the main hall, and water damaged the floor.

1 custom　　2 lecture
3 reward　　4 leak

(4) The instructions are (　　) in both English and Japanese. You can choose either version.

1 lonely　　2 available
3 ancient　　4 guilty

(5) The company asked workers for (　　) about the new timetable before making it permanent.

1 furniture　　2 sunlight
3 illness　　4 feedback

1

(6) We should (　　) the old photographs before choosing which ones to put in the exhibition.

1 sort　　2 freeze
3 export　　4 pretend

(7) The speaker used a familiar story to (　　) her point about teamwork.

1 import　　2 illustrate
3 interrupt　　4 hesitate

(8) The town has a strong sense of (　　). Neighbors often help each other with everyday tasks.

1 temperature　　2 occupation
3 electricity　　4 community

(9) The teacher was (　　) with the students' progress and praised their hard work.

1 absent　　2 pleased
3 ashamed　　4 jealous

(10) The rules apply (　　) to all members. Nobody receives special treatment.

1 formerly　　2 rarely
3 accidentally　　4 equally

1

(11) Hinata has not finished (　　) a letter-exchange form yet. There are still several details to add.

1 will check　　2 checking
3 to check　　4 check

(12) The final version of a letter-exchange form (　　) on the wall yesterday for everyone to see.

1 was displayed　　2 is displaying
3 will display　　4 has displaying

(13) The class is looking forward (　　) visiting the post office next month.

1 for　　2 from
3 to　　4 at

(14) The outdoor lesson near the post office will be canceled (　　) the weather improves. It is too windy now.

1 unless　　2 because
3 although　　4 after

(15) The person (　　) showed us around the post office answered all our questions patiently.

1 where　　2 which
3 who　　4 whose

1

(16) The explanation about the post office was (　　) than the first one, so even new students understood it.

1 as easy to follow
2 easier to follow
3 easy to follow
4 easiest to follow

(17) After the activity at the post office, please (　　) the tools in the cupboard where they belong.

1 break down
2 set off
3 put away
4 give up

2

The Price Written Too Small

A student group sold handmade bookmarks at a school fair. Their table looked attractive, but visitors often picked up an item and put it down without asking a question. The group wondered whether the price was too high. A teacher pointed out that the price card was hidden behind the display. The first problem might be that customers (18). Silence did not reveal the reason for a decision. The group had spent most preparation time making objects and arranging colors. They had discussed the cost of materials carefully among themselves, so the value seemed obvious from their own perspective. A visitor had not shared those conversations and needed basic details that the sellers no longer noticed were missing.

The students moved the price card to the front and showed clearly that one design cost more because it used extra materials. They also placed an example outside its wrapping so people could examine the texture. (19), visitors could understand the offer without feeling obliged to start a conversation. The group kept the prices the same during this trial.

More people stopped and asked questions, although not everyone bought something. Students recorded comments as well as sales and resisted changing several things at once. They learned that investigating a problem (20). A quick assumption about price could have hidden a simpler difficulty in how information was displayed.

(18)

1 could not find basic information easily
2 had already compared every price carefully
3 were required to buy before touching anything
4 disliked all handmade objects

(19)

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

(20)

1 required testing an explanation instead of assuming it
2 required every visitor to buy an object
3 meant lowering every price immediately
4 worked best when no comments were recorded

2

A Letter That Crossed the Sea

Two schools exchanged handwritten letters to practice language skills. The first delivery took several weeks, and students became impatient. Their teacher asked them to think about what a slower exchange might offer. Unlike a quick message, a letter could be reread while the writer waited for an answer. The delay (　21　). It changed the rhythm of the conversation rather than making conversation impossible. The partner classes were learning about one another's daily experiences, not conducting urgent school business. A carefully chosen detail about lunch, travel, or a classroom routine could still lead to a thoughtful question weeks later. The teachers wanted students to consider the reader's situation as well as their own wish for a quick response.

Students began keeping copies of their letters so that they could remember what they had asked. They wrote dates clearly and avoided questions requiring an immediate answer. They also included descriptions of ordinary routines, which remained interesting even after a festival or school event had passed. (　22　), their letters became better suited to the time they would take to arrive.

The schools still used email to confirm delivery and solve practical problems. They did not present handwriting as superior for every purpose. The project showed students that choosing a form of communication (　23　). Different tools could support different parts of the same relationship, provided people understood what each could and could not do.

(21)

1 did not remove every value of the exchange
2 proved that written communication was useless
3 required both schools to stop reading letters
4 made every letter arrive on the same day

(22)

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

(23)

1 required using one tool for every possible task
2 could be decided only by the age of the writer
3 meant avoiding all practical email contact
4 depended on the purpose and timing of a message

3 A

From: Irene Wood <office@example.org>
To: Hinata Oda <club@example.org>
Date: October 15
Subject: The letter-writing exchange

Dear Hinata,

We are pleased that your class will join our international letter exchange. Please send the first set of letters to our office by November 12. We will check that every letter has a class code, then forward the whole set together. Students should write their first names, but not home addresses or personal phone numbers. Replies will come through the two schools.

The first letter should introduce an ordinary school day and include two questions about the partner's daily life. Please avoid questions about events happening very soon, since delivery may take several weeks. Students may add a drawing, but gifts and food must not be included. Keep each letter to one sheet so that the package remains easy to handle. Please check that every page can be matched to its student code before sending the package. A loose drawing should carry the same code. This helps teachers return replies correctly without sharing unnecessary personal information with the partner class.

Teachers should keep a copy of the class list showing which student uses each code. Do not send this list in the envelope with the letters. We will email you when the package has been forwarded. If no reply has arrived by January 10, contact our office and we will check with the partner school before anyone sends another set.

Best wishes,
Irene Wood

(24) What information should students include?

1 A complete copy of the private class list.
2 Payment details for international gifts.
3 Their home addresses and phone numbers.
4 Their first names and class codes.

(25) Why should questions about very near events be avoided?

1 Drawings can be sent only after January 10.
2 Partners are not allowed to discuss daily life.
3 Delivery can take several weeks.
4 All letters must arrive on the same afternoon.

(26) What should teachers do if replies have not arrived by January 10?

1 Publish the class code list online.
2 Contact the office before sending another set.
3 Ask students to send gifts directly to homes.
4 Assume that the partner school has left the program.

3 B

The Pond Seen from the Path

A small pond beside a public path attracted walkers in the fictional town of Greenvale. Some residents asked the town to remove all plants around the edge so that the water would be easier to see. A school nature club suggested observing how the pond was used before making a major change. The members were interested not only in the view from the path but also in the different living things found near the water.

The club watched from a safe distance and kept notes at several times of day. Members saw birds sheltering among plants and insects moving between the bank and the water. They also noticed that dense growth blocked one viewing point completely. Their report did not describe every plant as valuable simply because it was natural. Instead, it recorded specific uses and places where a clearer view might be created without removing the whole edge.

The town consulted a qualified adviser and opened a small viewing gap while retaining much of the surrounding growth. The path was checked for safe access, and a low sign explained the reason for the mixed approach. Volunteers returned to observe the area, but they did not treat a single quiet afternoon as proof that all animals had disappeared. Weather, season, and the time of a visit could affect what was visible. Members recorded which viewing positions they used and avoided leaving the safe path for a closer look. Repeating an observation was easier when the location was clear. It also helped them compare visits without disturbing the pond edge simply to obtain a better photograph.

The pond became easier to enjoy from the path without being turned into an entirely open pool. Some residents still preferred a wider view, so the town explained the evidence and the limits of the site. The club learned that caring for a public natural space involved more than choosing between complete removal and no change. Careful observation and professional advice could support a smaller decision that considered both human access and the life already present.

3 B

(27) Why did the club suggest observation first?

1 It wanted to close the path permanently.

2 It believed no resident should see the pond.

3 It wanted to understand uses beyond the view from the path.

4 It planned to remove every plant immediately.

(28) What did the club's report recognize?

1 No living things used the pond edge.

2 Plants had uses, but one viewpoint was completely blocked.

3 The view was clear from every point.

4 Every plant had exactly the same value.

(29) What action did the town take?

1 It replaced the water with a parking area.

2 It removed the whole pond edge without advice.

3 It created a small viewing gap after consulting an adviser.

4 It stopped explaining decisions to walkers.

(30) Why was one quiet observation not treated as proof of disappearance?

1 Every insect always remained visible from the path.

2 The club refused to make any further visit.

3 Volunteers had already counted every animal daily.

4 Visibility could change with weather, season, and time.

(31) What is the main idea?

1 Professional advice is unnecessary after a school report.

2 Public places must always be completely cleared.

3 A limited change can balance access with existing natural uses.

4 The only choices are total removal or no action.

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 libraries lend small household tools, such as basic measuring equipment, for short periods. Residents can borrow an item when they need it for an occasional task.

The service can save people money and reduce the need to store rarely used objects. It may also help residents try a tool before deciding whether to buy one.

However, staff must check condition and provide clear information about use. Tools need maintenance and may not be available at a particular time, so the service requires planning beyond simply collecting donated equipment.

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 libraries should lend more useful things besides books?

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。