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28回

完全オリジナル予想問題

■ 試験時間

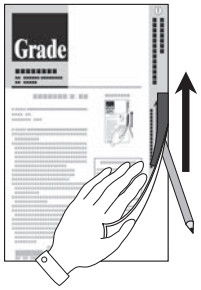
リーディング・ライティングテスト（85分）

※ 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 new program aims to (　　) young people to take part in local activities.

1 forbid　　2 apologize
3 contain　　4 encourage

(2) The artist chose (　　) colors so that the picture would stand out from a distance.

1 guilty　　2 bright
3 narrow　　4 quiet

(3) The museum has a small (　　) where visitors can buy postcards and books.

1 valley　　2 income
3 storm　　4 shop

(4) The village's main (　　) is farming, although tourism has become more important recently.

1 distance　　2 industry
3 permission　　4 portrait

(5) Please (　　) all the lights when you leave, as no one else will be using the room tonight.

1 switch off　　2 run into
3 come across　　4 look after

1

(6) The project was (　　) completed before the deadline, thanks to careful planning.

1 successfully　　2 carelessly
3 angrily　　4 secretly

(7) The guide explained the (　　) of the old coins, describing where and when they were made.

1 salaries　　2 origins
3 injuries　　4 recipes

(8) We cannot (　　) a new printer this month because we have already spent our equipment budget.

1 afford　　2 pretend
3 escape　　4 refuse

(9) The form asks for a (　　) number where you can be reached during the day.

1 harvest　　2 portrait
3 contact　　4 flavor

(10) The teacher reminded us that (　　) information should not be shared on public websites.

1 tropical　　2 weekly
3 personal　　4 wooden

1

(11) Yuto promised (　　) a music-room notice before the next club meeting.

1 to write　　2 writing
3 write　　4 for writing

(12) Yuto had a copy of a music-room notice (　　) into another language by a volunteer.

1 translated　　2 translate
3 to translate　　4 translating

(13) Yuto is responsible (　　) checking that every visitor has left the practice room.

1 from　　2 of
3 for　　4 at

(14) (　　) Yuto had never visited the practice room before, the clear signs made it easy to find the room.

1 Although　　2 Because
3 So that　　4 Unless

(15) This is the folder (　　) contains the plans for our visit to the practice room.

1 where　　2 which
3 whose　　4 who

1

(16) There were (　　) chairs for everyone at the practice room, so nobody had to stand.

1 little　　2 much
3 enough　　4 each

(17) The students will (　　) a survey about how visitors travel to the practice room. They have prepared the questions.

1 turn down　　2 carry out
3 take off　　4 give away

2

The Practice Log That Changed

A music student wrote the number of minutes she practiced each day. Her total increased, but a difficult passage remained unreliable. Her teacher asked what she did during those minutes. Much of the time had been spent playing the whole piece from the beginning. The record measured effort, but (18). Time alone did not reveal which part of the skill needed attention. She had begun keeping minutes because it was an easy habit to measure and share with her teacher. The record showed regular commitment, which still mattered. However, she needed another kind of information if she wanted to understand why one short section caused trouble despite so much time spent playing.

She changed the log to include one goal, the method tried, and a brief note about the result. She practiced the difficult section slowly before joining it to the surrounding music. (19), shorter sessions sometimes produced more useful progress than a long run through the piece. The new record helped her choose the next task rather than simply prove that she had worked.

She still enjoyed playing freely and did not measure every musical experience. The log was a tool for particular learning problems, not a complete judgment of her ability. She learned to (20). A record became valuable when it guided a thoughtful decision, while a large number could be impressive without explaining much.

(18)

1 made the teacher's questions unnecessary
2 showed that the passage was already mastered
3 proved that every practice method worked equally well
4 did not explain the quality or focus of practice

(19)

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

(20)

1 connect a measure with the question it was meant to answer
2 judge all musical enjoyment by a single total
3 avoid changing a method after recording a problem
4 assume that the largest number always showed the best learning

2

The Message beside the Photograph

A travel club displayed photographs from a weekend trip. One dramatic picture showed a narrow path beside a cliff. Viewers assumed that everyone had walked along it, although the group had stayed on a safer route nearby. The photographer realized that the display (21). A striking image could create a story that its maker had not intended. The photograph had been selected for its colors and unusual angle, and the photographer had not meant it as practical guidance. In a public display, though, viewers did not know the circumstances in which it was made. The club needed to consider what a reasonable viewer might infer without that background.

She added a caption explaining where the photograph had been taken and which route the group had used. She also included a less dramatic picture showing the actual walking conditions. (22), viewers could distinguish an observed scene from a recommended activity. The club did not remove an interesting photograph, but gave it the information needed for responsible interpretation.

For the next display, members checked captions before printing. They asked whether an image might suggest permission, access, or safety that had not been established. They still welcomed personal impressions, as long as these were not confused with practical advice. The experience reminded them that sharing a picture (23). The relationship between an image and its words could shape what another person decided to do.

(21)

1 needed to remove all ordinary walking pictures
2 proved that every visitor wanted danger
3 could mislead without enough context
4 had explained the safe route perfectly

(22)

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

(23)

1 required claiming that every scene was safe
2 meant replacing factual captions with exciting guesses
3 also involved considering how others might interpret it
4 was unrelated to any decision made by a viewer

3 A

From: George Reed <office@example.org>
To: Yuto Nara <club@example.org>
Date: March 20
Subject: The music practice room trial

Dear Yuto,

Your orchestra can use the community center's new practice room on April 13 as part of our trial program. The booking is from 3:00 to 5:00 p.m. Please arrive ten minutes early to collect the key from reception. There is no piano in this room, but music stands and ordinary chairs will be provided. Large instruments should be brought through the ground-floor side entrance.

Please keep the windows closed while playing, as another group will be studying next door. A quiet break should take place halfway through the booking. Food is not allowed in the room; drinks with secure lids may be left on the table near the door. At the end, return chairs to the arrangement shown in the photograph on the wall. Please check the floor for personal belongings and small accessories before leaving. Other groups may use the room later that evening. If you notice damaged equipment, tell reception rather than trying to repair it during your booking.

Because this is a trial, we would like the teacher and two students to complete a short feedback form. Please comment on sound, space, and ease of access rather than only saying whether you liked the room. Return the form and key to reception before leaving. Your comments will help us decide how the room should be used in future.

Best wishes,
George Reed

(24) What equipment will be available?

1 Music stands and chairs.
2 Headphones for the adjoining study group.
3 A piano and recording studio.
4 Large instruments for every player.

(25) Why should the windows stay closed?

1 Students must store large instruments outside.
2 Another group will be studying next door.
3 The center wants to remove all natural light.
4 The practice room has no side entrance.

(26) What feedback does the center request?

1 A promise to use the room every weekend.
2 A complete list of every student's private details.
3 Specific comments about sound, space, and access.
4 Only a rating of how attractive the wall photograph is.

3 B

The Museum Where Visitors Chose a Route

A museum in the fictional town of Dunford arranged its galleries in date order. Staff hoped visitors would follow the development of local industry from one room to the next. However, a visitor survey showed that some people had only twenty minutes and wanted to see a few related objects. Others stayed much longer but preferred to explore a theme such as transport or daily life. One official route did not match every purpose.

The museum tried three short route cards. Each suggested a few displays connected by a question, with an approximate time and a small map. The cards did not replace labels or forbid visitors from changing direction. They offered a starting point for people who found the whole building difficult to plan. A family could choose a short route and still stop longer at an object that attracted their interest.

During the trial, staff watched for places where visitors became confused. One card directed people between floors without mentioning that the nearest staircase was steep. The museum added a step-free alternative and adjusted the time estimate. Another route repeated information already on several labels, so staff replaced repetition with a question encouraging comparison. Testing revealed difficulties that a clear-looking plan on a desk had hidden. The museum asked volunteers unfamiliar with the building to try each draft. Regular staff could move easily between rooms and might forget to mention a turning. A fresh visitor's question helped reveal where the card depended on knowledge it was supposed to provide.

Visitor comments were mostly positive, but the museum continued offering a general map and opportunities for free exploration. It did not assume that everyone needed a guided sequence. The cards worked because they supported choices without making those choices compulsory. Staff learned that an explanation could help people enter a complex subject without describing everything at once. Different routes through the same collection could create different, equally meaningful visits when their purposes and limits were clear.

3 B

(27) Why were new route options considered?

1 Every visitor wanted the longest possible tour.

2 Visitors had different interests and amounts of time.

3 Only transport objects remained in the collection.

4 The museum had removed all dates from its labels.

(28) What did the route cards provide?

1 A replacement for every object label.

2 A rule requiring every visitor to follow one order.

3 Permission to ignore all maps and access information.

4 Short starting points linked by a question.

(29) Why was one time estimate changed?

1 All displays on the upper floor had been removed.

2 Every visitor was required to use steep stairs.

3 The museum stopped allowing families to visit.

4 A step-free alternative had been added.

(30) How was repeated label information improved?

1 It was removed from every gallery without explanation.

2 It was printed several more times.

3 It was replaced with a question inviting comparison.

4 It was turned into a rule against discussion.

(31) What made the cards useful?

1 They described the entire museum on every card.

2 They assumed everyone needed exactly the same help.

3 They prevented visitors from stopping at interesting objects.

4 They supported choices without making a route compulsory.

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 ask students to choose examples of their work for a learning portfolio. Students include a brief explanation of what each example shows about their progress.

This can help students notice improvements that a single test score does not reveal. Explaining their choices also encourages them to reflect on methods that helped them learn.

However, selecting and organizing many items takes time. If the purpose is unclear, students may focus on decoration rather than learning. Teachers need limits and useful questions to keep the activity manageable.

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 students should keep collections of work to show their progress?

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。