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1回

完全オリジナル予想問題

■ 試験時間

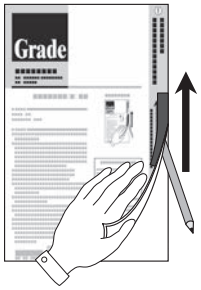
リーディング・ライティングテスト（85分）

※ 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 town will (　　) its old railway station into a small museum. Visitors will be able to learn about the history of local trains.

1 convert　　2 borrow
3 invite　　4 cancel

(2) A: May I use these photographs in our school newspaper?
B: You should ask the photographer for (　　) first. She owns the pictures.

1 attention　　2 direction
3 permission　　4 competition

(3) The safety officer checked the building after the storm. Fortunately, there was no serious (　　) to the roof or windows.

1 purpose　　2 damage
3 advice　　4 balance

(4) The new sign was difficult to read from the road, so the shop owner (　　) it with a larger one.

1 described　　2 compared
3 refused　　4 replaced

(5) A: Can we still join the afternoon cooking class?
B: Yes. Two places are (　　), so you can both take part.

1 available　　2 familiar
3 ancient　　4 nervous

1

(6) Although the hotel room was small, it was very (　　). We slept well and felt relaxed during our stay.

1 dangerous　　2 comfortable
3 ordinary　　4 independent

(7) The guide asked the visitors to wait at the (　　) to the garden. She would meet them there before they went inside.

1 climate　　2 surface
3 entrance　　4 material

(8) A: Will your brother accept the job in another city?
B: He has not made a final (　　) yet. He wants to discuss it with his family.

1 schedule　　2 suggestion
3 population　　4 decision

(9) The rescue team arrived (　　) after receiving the call, so the lost hikers did not have to wait long for help.

1 promptly　　2 rarely
3 secretly　　4 previously

(10) The restaurant buys vegetables from local farms. This helps (　　) the farmers and keeps money in the community.

1 measure　　2 separate
3 support　　4 predict

1

(11) A: We are almost out of printer paper.
B: I will (　　) the office manager and ask her to order some more.

1 get over　　2 get in touch with
3 look forward to　　4 keep away from

(12) The children wanted to go to the park, but the heavy rain (　　) them from playing outside.

1 prepared　　2 invited
3 compared　　4 prevented

(13) A: Did anyone help you build this wooden chair?
B: No. I made it (　　), although it took me several weekends.

1 on purpose　　2 by chance
3 on my own　　4 in advance

(14) I did not know the meaning of the word, so I looked it (　　) in an online dictionary.

1 up　　2 after
3 over　　4 through

(15) The club has only a small room, so (　　) of twelve students can attend each workshop.

1 as a result　　2 at a distance
3 in a hurry　　4 a maximum

1

(16) A: Do you need to leave the meeting early today?
B: Yes. I have to pick (　　) my sister from the station at four.

1 out　　2 up
3 off　　4 away

(17) The walking tour will take place (　　) the weather is not perfect. We will cancel it only if there is a serious storm.

1 as soon as　　2 so that
3 even if　　4 now that

2

A Different Kind of Library

When people visit a library, they usually expect to borrow books. However, some community groups have started lending other things, such as tools for repairing furniture or machines for making clothes. These items can be expensive to buy, especially when someone needs them for only one project. By sharing equipment, residents can (18). They also need less space at home because they do not have to keep large objects that they rarely use.

In the fictional town of Fairbrook, volunteers opened a small equipment library beside a community hall. At first, they placed all the donated tools on shelves and allowed members to borrow them immediately. Some tools, however, were missing parts, and others had instructions that were difficult to understand. A few members returned without completing their projects. (19), the volunteers began checking each item and putting a short instruction card with it. They also invited experienced members to show beginners how to use the equipment safely.

The library now asks members to book popular items before collecting them. This helps people plan their projects, but it does not mean that every tool is always ready to borrow. Some items need cleaning or repairs after they are returned. The volunteers therefore explain that the service depends on (20). They keep records of problems and ask borrowers to report damage instead of hiding it. Their goal is not simply to lend more objects, but to make sure that the shared equipment remains useful to the next person.

(18)

1 earn money by selling their old homes
2 complete occasional tasks without buying every item
3 avoid learning how to use unfamiliar equipment
4 keep the same borrowed tools permanently

(19)

1 In contrast
2 For instance
3 Until then
4 As a result

(20)

1 providing care as well as sharing things
2 asking everyone to donate expensive new tools
3 stopping beginners from joining the library
4 keeping all repairs secret from its members

2

Finding Your Way Through a Building

A map can show where rooms are located inside a large building. Yet a complete map is not always the easiest guide for someone who needs to find one room quickly. A visitor must first understand where they are standing and then work out which direction to take. If a map contains too much detail, this process can take time. Signs placed along the route can help by (21). A visitor can follow one direction and then look for the next sign at a later point.

In a fictional sports center, new visitors often asked staff how to reach the swimming pool. Managers were surprised because a large map was displayed beside the front door. When they walked through the center with some first-time users, they discovered the difficulty. The first corridor divided into two, but the next sign was on a wall beyond the turning point. People had to choose a direction before they could see it. The problem was not that the words were too small; the information (22). Staff moved the sign to a place where visitors could read it before deciding which way to go.

The center later added simple pictures beside the words on its signs. These pictures were helpful for children and visitors who did not read the local language well. (23), the center did not remove the written names. A picture alone could be unclear, especially when two activities used similar equipment. Staff tested the new signs with people who had not visited before. By watching where they stopped or turned back, the managers could find problems that regular users no longer noticed.

(21)

1 displaying every possible route on a single wall
2 asking visitors to remember the whole building
3 giving useful directions at the points where choices are made
4 moving important rooms closer to the main entrance

(22)

1 was written in too many languages
2 appeared after visitors needed to make a choice
3 described activities that had already ended
4 could be read only by the regular staff

(23)

1 For this reason
2 At the same time
3 In the past
4 Sooner or later

3 A

From: Claire Evans <claire.evans@example.org>
To: Daniel Park <daniel.park@example.org>
Date: March 6
Subject: Your group visit to Westbrook Farm

Dear Daniel,

Thank you for booking a visit to Westbrook Farm for your school gardening club. We are looking forward to meeting your group on Friday, April 17. You mentioned that most members have already grown vegetables at school, but would like to learn how to improve the soil. I have arranged a practical activity that should be useful for them. A member of our farm staff will explain how we make material from fallen leaves to add to our vegetable beds.

Please arrive at the main gate at 9:30 a.m. The activity will begin at 10:00 and finish before lunch. Students should wear old clothes and strong shoes because the ground may be wet. We will provide gloves and all the tools they need. There is no cafe at the farm, so please ask everyone to bring lunch and a bottle of water. If the weather is poor, your group can eat inside our visitor building.

I understand that two students have been unable to confirm whether they can join the visit. You do not need to decide now, but please email me the final number of students by April 3 so that we can prepare enough materials. Payment can be made when you arrive. After lunch, your group will be free to follow our short walking route before leaving at 2:00 p.m.

Best wishes,
Claire Evans

(24) Why has Claire arranged the practical activity?

1 Daniel wants his students to try growing their first vegetables.
2 The students need to learn how to prepare meals at school.
3 The club is interested in making its garden soil better.
4 The group has asked to build a new visitor center.

(25) What should students bring with them?

1 Food and water for their visit.
2 Gloves for the morning activity.
3 Tools for working in the vegetable beds.
4 Money to buy lunch at the farm cafe.

(26) What does Claire ask Daniel to do by April 3?

1 Pay for the group before the visit.
2 Choose the route for the afternoon walk.
3 Tell students whether to wear old clothes.
4 Send her the final number of students.

3 B

A New Purpose for Old School Uniforms

At the fictional Maple Hill School, students wear the same style of jacket throughout their school life. Children often grow quickly, so a jacket may become too small while it is still in good condition. Some families kept these jackets at home because they did not know who could use them. Other families bought new ones when their children grew. A group of parents thought that an exchange could connect the two groups and reduce unnecessary purchases. With the school's agreement, they began collecting uniforms that were no longer needed.

The first exchange was held in the school hall. Volunteers placed clothes on long tables, with jackets in one area and shirts in another. Many families brought useful items, but finding the right size took a long time. The labels inside older clothes were sometimes missing, and two jackets with the same size label could fit differently. Several parents left without taking anything, although there were plenty of clothes on the tables. The organizers realized that collecting a large number of items was not enough.

Before the next exchange, volunteers measured each item and attached a card showing its main measurements. They also borrowed two screens so that children could try clothes on privately. Families were allowed to take suitable items even if they had nothing to donate. The organizers explained that the purpose was to help clothes find new users, not to make each family exchange an equal number of items. A few parents offered to repair small holes or replace missing buttons before the clothes were displayed.

The second event helped more families find something useful, but the organizers noticed another problem. Some people could not attend because they worked on the day of the exchange. The school therefore kept a small collection available by appointment. In their report, the parents recorded which sizes families had requested but had not found. This information would guide the next collection. They concluded that a successful exchange depended not only on receiving clothes, but also on helping people find and obtain items they could actually use.

3 B

(27) Why did the parents start the uniform exchange?

1 The school had decided to introduce a different jacket design.

2 Useful clothes were being kept while other families needed to buy similar items.

3 Students wanted to stop wearing jackets during the school day.

4 Every family had been asked to purchase two new uniforms.

(28) What was a problem at the first exchange?

1 Families had brought too few items to fill the tables.

2 Most jackets were too badly damaged to be worn again.

3 Finding clothes that fitted was difficult despite the large collection.

4 Parents were not allowed to look at more than one clothing area.

(29) At the second exchange, families could

1 take useful clothes without donating any items themselves.

2 receive a new uniform for every item they donated.

3 ask the school to order a jacket in any measurement.

4 try clothes on only if they agreed to repair them.

(30) Why did the school keep a collection available by appointment?

1 It wanted to stop holding exchanges in the school hall.

2 The parents had asked to limit the number of donated clothes.

3 Volunteers could not find a place to store large jackets.

4 Some interested families were unable to attend on the event day.

(31) What would help the organizers plan the next collection?

1 Counting all donated bags as equally successful matches.

2 Recording which requested sizes had not been available.

3 Accepting only clothes with their original size labels.

4 Requiring every family to bring as many items as it took.

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。

Many people now borrow electronic books from public libraries. They can download these books to a phone or another device and read them without visiting a library building.

This service is convenient because people can get books from home, even when the library is closed. It can also help people who live far from a library.

However, readers need a suitable device and an Internet connection to download the books. People who do not have these things may find the service difficult to use. Libraries need to consider these readers too.

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 it is a good idea for schools to have events where students teach each other their skills?

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。