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2回

完全オリジナル予想問題

■ 試験時間

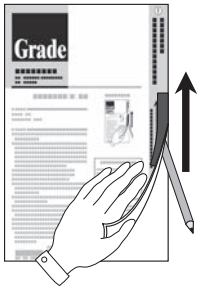
リーディング・ライティングテスト（85分）

※ 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 museum has a small (　　) of old postcards. The oldest card was sent more than a hundred years ago.

1 collection　　2 competition
3 temperature　　4 instruction

(2) A: Do we need to buy tickets before the concert?
B: No. (　　) is free for all students at our school.

1 Admission　　2 Transportation
3 Occupation　　4 Education

(3) The manager asked Emi to (　　) the total cost before ordering the new chairs. She added the price of each item carefully.

1 celebrate　　2 communicate
3 decorate　　4 calculate

(4) There was a (　　) smell in the kitchen because some milk had been left outside the refrigerator for several days.

1 polite　　2 wealthy
3 terrible　　4 peaceful

(5) The town's new bus service will (　　) people to reach the hospital without using a car.

1 replace　　2 refuse
3 protect　　4 enable

1

(6) A: Can you show me how this machine works?
B: Certainly. Its main (　　) is to cut paper into equal pieces.

1 opinion　　2 function
3 origin　　4 occasion

(7) The editor checked every name in the article to make sure that the information was (　　).

1 accurate　　2 empty
3 frequent　　4 patient

(8) The heavy bag was difficult to carry, so Ken removed some books to (　　) its weight.

1 exchange　　2 reduce
3 gather　　4 produce

(9) Volunteers will (　　) a survey to find out which activities local children would like to try.

1 postpone　　2 conduct
3 repair　　4 import

(10) The house has been (　　) for years. Nobody has lived there since its owners moved abroad.

1 suitable　　2 loyal
3 rough　　4 vacant

1

(11) A: How long will the walk take?
B: About an hour. We should (　　) before it gets too hot.

1 wear out　　2 set off
3 give in　　4 come down

(12) Please check the map (　　) entering the forest. There may be no phone signal once you are inside.

1 prior to　　2 owing to
3 apart from　　4 in spite of

(13) The team was disappointed, but it did not (　　) hope. The players kept practicing for the next match.

1 take after　　2 look into
3 give up　　4 put on

(14) A: Can I return the camera next week?
B: Yes, (　　) you bring it back before Friday's photography lesson.

1 now that　　2 even though
3 as soon as　　4 as long as

(15) We need someone to (　　) the meeting and write down the decisions so that absent members can read them later.

1 take pride in　　2 keep pace with
3 take notes at　　4 make room for

1

(16) The volunteers cleaned the beach for the (　　) of the whole community, not to earn money for themselves.

1 entrance　　2 absence
3 benefit　　4 arrival

(17) My grandfather cannot hear well, so please speak (　　) you usually do when you talk to him.

1 clearer as　　2 the most clearly
3 more clearly than　　4 as clear as

2

The Journey of a Lost Jacket

At a busy sports center, staff often find jackets, water bottles, and other things left behind by visitors. These objects are taken to a small office near the main entrance. People who have lost something can describe it to a member of staff. This sounds simple, but the center in the fictional town of Greenford had a problem: many visitors (18). They called days later, when they could no longer remember exactly where they had put an item. Staff had to search through several boxes while answering other questions at the desk.

The center introduced a new procedure. Whenever an object was found, staff recorded the date and the room where it had been left. They put it in a numbered box and wrote a short description in a shared list. (19), they could quickly identify a few possible matches when someone called. The list did not include every detail. Staff kept some information private so that they could ask callers questions and check that an object really belonged to them.

The new procedure reduced the time spent searching, but staff still needed to make careful decisions. For example, two people might describe similar blue jackets. A photograph of a jacket was not always enough to prove ownership. The center therefore explained that its records (20). Visitors still had to give details that matched the object. The system helped organize the work, while people remained responsible for returning things to the right owner.

(18)

1 refused to describe any of their clothes
2 did not notice their loss immediately
3 expected to buy new jackets at the desk
4 left objects only outside the building

(19)

1 In contrast
2 Even so
3 Until then
4 As a result

(20)

1 made questions about ownership unnecessary
2 supported rather than replaced careful checking
3 contained photographs of every visitor
4 allowed callers to choose any similar item

2

Listening to a Familiar Place

Most people know what their neighborhood looks like, but they may pay less attention to its sounds. A sound walk is an activity in which people follow a route and listen carefully to what they hear. Participants may notice footsteps, leaves moving in the wind, or the sound of a door closing. In one school project, students were asked to make a sound map of the streets around their school. They soon discovered that a familiar place could (21). Some sounds were noticeable only when the students stopped talking and stood still.

The students first planned to record every sound with their phones. Their teacher, however, asked them to listen without recording during the first walk. She wanted them to focus on the experience rather than on getting a clear file. On their second walk, they could make short recordings, but they had to explain why they had chosen each sound. They also learned that (22). A busy road sounded different early in the morning, and a quiet playground became noisy when lessons ended. One short recording could not describe the whole day.

At the final exhibition, visitors could listen to selected recordings beside a simple street map. The students added the time of each recording and notes about the weather. They did not publish private conversations they had accidentally recorded. (23), they used written descriptions for places where recording people would have been inappropriate. The project helped them understand that paying attention to a place involved more than collecting attractive sounds. It also required thinking about context and the people who shared that place.

(21)

1 offer experiences they had previously overlooked
2 be explored only with expensive equipment
3 remain exactly the same throughout the day
4 be understood without any direct observation

(22)

1 the same location could change over time
2 all recordings should be made at night
3 the weather was the only cause of noise
4 recording was more important than listening

(23)

1 For instance
2 Otherwise
3 At last
4 Instead

3 A

From: Laura Reed <laura.reed@example.org>
To: Mina Cole <mina.cole@example.org>
Date: June 2
Subject: Evening visit to Hilltop Observatory

Dear Mina,

Thank you for asking about an evening visit for your science club. We can welcome your group on July 9. You said that your students have learned the names of several planets but have never used a large telescope. Our instructor will begin with a short indoor lesson about how to use the equipment, followed by a chance to look at the sky. Please arrive at 6:30 p.m.; the lesson will start at 7:00.

The observatory is on a hill, and the outdoor area can be cool even in summer. Everyone should bring a warm jacket. We will provide star maps, so students do not need to buy them. There is space for fifteen visitors in the telescope room. If your group is larger, we can divide it into two groups and offer the indoor activity twice. There is no public bus after the program, so please check how the group will travel home before confirming the visit.

Please confirm your final number by June 25. You do not need to pay until the visit. If clouds prevent us from using the telescope, the instructor will show images taken at the observatory and explain how they were made. We will still hold the indoor program, so please do not cancel your journey just because the evening is cloudy.

Best wishes,
Laura Reed

(24) What will the students do first at the observatory?

1 Learn how to use the equipment indoors.
2 Buy maps showing the planets.
3 Photograph the hill before sunset.
4 Enter the telescope room without an instructor.

(25) Why should students bring jackets?

1 The building has no indoor classroom.
2 The outside area may be cold.
3 They will walk home after midnight.
4 Jackets are required for taking photographs.

(26) What does Laura explain about cloudy weather?

1 An indoor program will still take place.
2 The visit will be canceled automatically.
3 The club must choose another date before June 25.
4 Students must pay more for an indoor lesson.

3 B

The Station That Became a Classroom

The fictional village of Brookley once had a small railway station. When the line closed, the waiting room remained empty for many years. Some residents wanted to remove the building because it needed repairs. A local teacher, Anna Wells, suggested a different use. Her school had no room for large practical projects, and the station was only a short walk away. She proposed turning it into a place where students and older residents could make things and share skills.

Before asking for money, Anna invited residents to look inside. A retired builder explained which repairs were necessary, while parents described activities their children would enjoy. The group decided to repair one room first rather than the whole building. This allowed them to begin with a smaller budget. They also agreed that the old ticket window should remain. It would help visitors understand what the building had been used for, even though trains no longer stopped there.

The first course brought together students and volunteers to build simple wooden boxes. The volunteers knew how to use tools, but some were not used to teaching beginners. They moved too quickly and sometimes finished difficult steps for the students. Anna asked them to explain one step at a time and let learners try it themselves. The boxes took longer to finish, but the students became more confident. Several later taught younger pupils the same methods. They also invited a student group to prepare simple signs explaining what happened in each room, so first-time visitors could understand the activities before deciding whether to join.

Now the building hosts activities such as bicycle maintenance and making stage decorations. Not every activity is suitable: noisy work cannot continue late into the evening because people live nearby. The group also keeps time aside for cleaning and repairs. Anna says that saving the station was only the beginning. Its value comes from the learning that happens inside and from the work needed to keep it welcoming. The project did not simply preserve an empty building; it gave people a reason to use and care for it together.

3 B

(27) Why did Anna suggest using the station?

1 The village planned to reopen the railway line.

2 Her students wanted to learn to drive trains.

3 Her school needed more space for practical activities.

4 The waiting room was already fully equipped for classes.

(28) Why did the group repair only one room at first?

1 The other rooms belonged to a private company.

2 It allowed them to start with less money.

3 Residents wanted the rest of the station removed.

4 The teacher had already rented another building.

(29) What changed during the wooden-box course?

1 Volunteers completed every difficult step for students.

2 Younger pupils replaced all the adult volunteers.

3 Learners were given more time to try each step themselves.

4 The group stopped using tools in practical lessons.

(30) What limits the activities at the station?

1 The ticket window must be used for selling train tickets.

2 All courses have to finish within one hour.

3 The building cannot be used by adults.

4 People living nearby could be disturbed by late noise.

(31) What does Anna believe gives the station its value?

1 Keeping it empty so that nothing is damaged.

2 Restoring the same train service that once used it.

3 Providing learning and maintaining a shared welcoming space.

4 Finishing the largest possible number of boxes quickly.

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 invite local artists to lead short workshops. Students can try activities such as painting or making simple objects, even when these are not part of their usual lessons.

These workshops can help students discover new interests. Meeting a person who works in the arts may also make an unfamiliar job seem more real and understandable.

However, a single workshop gives students little time to practice. If they cannot obtain materials or further advice afterward, they may find it difficult to continue the activity. Schools need to think about what happens after the workshop.

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 sometimes choose the topics they study in class?

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。