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3回

完全オリジナル予想問題

■ 試験時間

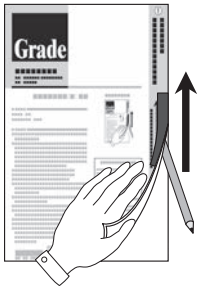
リーディング・ライティングテスト（85分）

※ 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 visitors were asked not to (　　) the people who were studying quietly in the library.

1 attract　　2 disturb
3 deliver　　4 obey

(2) A: Why did you choose this hotel?
B: Its (　　) is perfect. We can walk to the station in two minutes.

1 generation　　2 imagination
3 location　　4 condition

(3) There was not enough (　　) to prove that the bicycle belonged to anyone in the group.

1 equipment　　2 entertainment
3 evidence　　4 energy

(4) The artist painted a very (　　) picture of the mountains. It looked almost like a photograph.

1 realistic　　2 anxious
3 automatic　　4 generous

(5) When the road is busy, drivers should be especially careful to (　　) accidents near the school entrance.

1 avoid　　2 admire
3 allow　　4 accept

1

(6) A: Is there a direct flight to the island?
B: No. You will have to (　　) planes in the capital.

1 concentrate　　2 disappear
3 change　　4 translate

(7) The story was so (　　) that everyone laughed, including our usually serious teacher.

1 private　　2 ordinary
3 amusing　　4 negative

(8) Before the boat left, each passenger received a short (　　) of the safety rules.

1 invitation　　2 explanation
3 application　　4 celebration

(9) A narrow path (　　) the village to the river. People use it when they go fishing.

1 selects　　2 collects
3 invents　　4 connects

(10) The shop is seeking a (　　) worker for the busy holiday season. The job will last only six weeks.

1 traditional　　2 confident
3 permanent　　4 temporary

1

(11) A: I do not know this word.
B: Why not try to (　　) its meaning from the rest of the sentence first?

1 figure out　　2 run across
3 hand in　　4 put away

(12) The guide waited until everyone arrived. (　　), she explained the plan for the morning.

1 On the contrary　　2 After that
3 At least　　4 In vain

(13) A: Did Mei win the contest?
B: No, but she did very well (　　) her lack of experience.

1 as a result of　　2 because of
3 in spite of　　4 in favor of

(14) Please (　　) your dirty shoes before entering the room. We want to keep the floor clean.

1 put up　　2 take off
3 turn down　　4 bring about

(15) The concert hall is within walking (　　) of the station, so we do not need to take a taxi.

1 strength　　2 balance
3 distance　　4 trouble

1

(16) A: Shall we buy a new printer?
B: Not yet. Let us try to get the old one (　　) first.

1 repaired　　2 repair
3 to repair　　4 repairing

(17) You may borrow any of these books, but please return them as soon as you have (　　) them.

1 finish read　　2 finished reading
3 finishing read　　4 finished to read

2

A Label That Tells a Story

When customers buy a handmade object, they may want to know more than its price. They may ask who made it, what materials were used, and how it should be cared for. A small craft shop in the fictional town of Elmport tried to answer these questions by putting a card beside every product. At first, the cards contained long descriptions of the makers' lives. Customers enjoyed some stories, but they often (18). Basic facts about washing or storage were difficult to find among the details.

The shop owner asked several customers what information they needed before choosing a product. Their answers were not all the same. Someone buying a gift wanted a short story about the maker, while another person wanted to know whether a cup could be used for hot drinks. The owner decided that the cards should (19). Each would begin with the same small set of practical facts. A separate page would provide longer stories for people who wanted to read them.

The revised cards were easier to compare. Customers could quickly find the material and care instructions, but the makers' voices had not disappeared. The shop kept a folder of their stories and offered copies to interested visitors. (20), staff were careful not to describe every product as suitable for every use. A beautiful object might still require special care. The new system helped people choose more confidently because it made both the attractions and the limits of a product visible.

(18)

1 wanted every product to have a lower price
2 had trouble locating practical information
3 preferred products made by machines
4 refused to read any story about a maker

(19)

1 replace all stories with customer reviews
2 give every customer an identical reason to buy
3 separate essential facts from additional detail
4 avoid mentioning how products should be used

(20)

1 For that reason alone
2 At the same time
3 Many years earlier
4 Until the shop opened

2

Repairing More Than a Shirt

When a favorite shirt loses a button, it does not always need to be thrown away. A small repair can make it useful again. However, people who have never learned to sew may not know where to begin. In a school club, an older volunteer offered to teach basic clothing repairs. She asked students to bring an item they wanted to fix. The purpose was not to make every repair invisible, but to (　21　). Students could then decide which problems they could handle themselves and which required expert help.

During the first lesson, one student brought a jacket with a large tear. He expected to repair it quickly, but the fabric around the tear was very weak. The volunteer showed him why simply pulling the edges together might cause another tear. They chose to add a piece of stronger fabric behind it. Other students were surprised that two holes of a similar size could require different treatment. They learned that the best method (　22　). Looking carefully was an important part of the work.

At the end of the course, the club displayed repaired clothes with short explanations of what had been done. Some repairs were clearly visible. Bright thread had been used to make a pattern, and a pocket had been replaced with fabric of a different color. (　23　), students did not regard these differences as failures. The changes made the clothes personal and helped their owners remember the skills they had learned. The course gave students practical experience and a reason to think before replacing a damaged item.

(21)

1 show students a few useful starting skills
2 teach students to repair every possible garment
3 require everyone to produce the same clothing design
4 replace professional repair services in the town

(22)

1 could be selected by measuring the hole alone
2 was always the fastest one to finish
3 required a new sewing machine every time
4 depended on the condition of the material

(23)

1 In the past
2 By mistake
3 For the first time
4 Even so

3 A

From: Oliver Grant <oliver.grant@example.org>
To: Naomi Lee <naomi.lee@example.org>
Date: September 4
Subject: Books for the new reading corner

Dear Naomi,

Thank you for offering to collect books for the reading corner at our community center. We will open it on October 12, and we hope children will use it while their parents attend activities in the building. You asked whether we wanted school textbooks. We are mainly looking for stories and picture books that children can enjoy without help from a teacher. Books in different languages are welcome.

Please check that donated books have all their pages and are clean enough to read comfortably. We can repair a slightly damaged cover, but we cannot use books with missing pages. Because our room is small, please send us a list of the titles and the number of copies before bringing them. This will help us avoid receiving too many copies of the same book. Please label each box with your group name so that volunteers can match the delivery to the list you have sent.

We are available to receive donations from October 1 to October 5, between 3:00 and 6:00 p.m. Please use the side entrance, where volunteers can help carry the boxes. If these times are difficult, contact me and we can arrange another appointment. There is no need to come on the opening day unless you would like to attend as a visitor.

Best wishes,
Oliver Grant

(24) What kind of books is the center mainly seeking?

1 Textbooks that teachers must use in lessons.
2 Only books written in one local language.
3 Books about the history of the community center.
4 Stories and picture books children can enjoy independently.

(25) Why should Naomi send a list before bringing books?

1 The center wants to charge for each title.
2 The center has to avoid too many identical copies.
3 Volunteers need to translate every book first.
4 Children will choose the opening date from the list.

(26) What does Oliver say about delivery?

1 Another appointment can be discussed if necessary.
2 Naomi must deliver everything on October 12.
3 Only the main entrance can be used for boxes.
4 The center will not accept any other appointment.

3 **B**

A Library on a Market Stall

The library in the fictional town of Fenwick was close to the main square, but some residents rarely entered it. Librarian Rosa Dean wondered whether people who visited the weekly market might be interested in books if they could meet library staff there. She borrowed a folding table and set up a small stall. She did not take the oldest books from storage. Instead, she selected a changing collection of popular stories and practical guides that she thought market visitors might want to discuss.

At first, people stopped mainly to ask whether the books were for sale. Rosa explained that they could be borrowed without buying anything. She could also help people join the library at the stall. Some visitors had assumed that membership was only for people who lived in the center of town. Others thought a late return from years earlier meant they could never borrow again. Talking directly with a librarian gave them a chance to ask questions they had been embarrassed to raise in the building.

The stall soon became a regular meeting point, but it also created practical difficulties. Strong wind could damage the books, and Rosa could not leave the library short of staff every market day. A volunteer suggested a cover for the table, and the library arranged a rotating schedule. Volunteers could recommend books, but questions about a borrower's private account were handled by trained staff. This allowed more people to help without giving everyone access to personal records. The library kept a few request cards at the stall so visitors could ask for books not displayed that week.

After several months, Rosa reviewed the project. Counting books lent at the market was useful, but it did not show every result. Some visitors had borrowed nothing at the stall and later attended a class at the main library. Rosa also recorded questions people asked repeatedly and used them to improve information about membership. The stall had become more than an extra lending point. It helped the library learn why people stayed away and how a friendly conversation could make an existing service easier to approach.

3 B

(27) What was Rosa's reason for opening the stall?

1 To sell books that had become too old for the library.

2 To move the entire library into the market square.

3 To replace practical guides with food advertisements.

4 To reach people who might not enter the library.

(28) What did Rosa learn from conversations at the stall?

1 Some residents held mistaken ideas about borrowing.

2 All market visitors already had active library membership.

3 People outside the town center were not allowed to join.

4 Every visitor preferred buying books to borrowing them.

(29) How were privacy concerns handled?

1 All volunteers received full access to borrowers' accounts.

2 Only market visitors were allowed to ask about their accounts.

3 Trained staff dealt with personal account questions.

4 Private questions were discussed openly beside the books.

(30) Why were lending totals alone insufficient?

1 Books borrowed in the market could not be recorded.

2 Rosa wanted to stop lending books at the main library.

3 Every visitor was required to attend a class immediately.

4 Some people used other library services after visiting the stall.

(31) What was another benefit of the project?

1 It revealed barriers that information and conversation could reduce.

2 It made all library notices unnecessary.

3 It proved that markets should replace library buildings.

4 It allowed membership rules to remain secret.

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 towns allow residents to borrow bicycles from public stations. A person can take a bicycle from one station and return it to another after completing a short journey.

This system is useful because people do not need to own or store a bicycle. It can also help them travel between a bus stop and a place that is too far to walk comfortably.

However, a bicycle may not be available when many people want one. A return station may also be full. Operators need to think about both the start and the end of each journey.

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 public libraries should offer more activities for teenagers?

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。