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4回

完全オリジナル予想問題

■ 試験時間

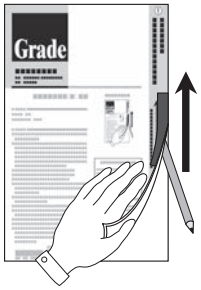
リーディング・ライティングテスト（85分）

※ 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 farmer showed us how to grow vegetables without (　　) the soil with harmful chemicals.

1 providing　　2 polluting
3 protecting　　4 approving

(2) A: Could you help me carry this table?
B: Sure. It is too heavy for one person to (　　).

1 notice　　2 invite
3 explain　　4 handle

(3) The new library offers a wide (　　) of magazines, from sports to science and art.

1 journey　　2 courage
3 variety　　4 property

(4) Everyone was (　　) when the missing dog finally returned home safely after three days.

1 jealous　　2 bored
3 relieved　　4 ashamed

(5) The teacher asked us to (　　) two articles and explain how their writers' opinions differed.

1 compare　　2 contain
3 compete　　4 complete

1

(6) A: Why is the shop closed?
B: The owner has gone on vacation. It will (　　) next Monday.

1 remain　　2 reopen
3 respond　　4 refuse

(7) There are two (　　) reasons for the change: the cost was too high, and too few people used the service.

1 narrow　　2 distant
3 major　　4 elderly

(8) The building has a (　　) room where visitors can leave their bags while they look around.

1 storage　　2 traffic
3 language　　4 weather

(9) We were (　　) to finish painting the fence before sunset, so we worked quickly all afternoon.

1 determined　　2 confused
3 opposed　　4 related

(10) The manager asked for an (　　) number, not an exact one, because the final guest list was not ready.

1 official　　2 illegal
3 identical　　4 approximate

1

(11) A: Why did you not buy the jacket?
B: I liked the design, but the shop had (　　) my size.

1 run out of　　2 come down with
3 kept up with　　4 looked up to

(12) The chef taught us to wash our hands (　　) preparing food.

1 although　　2 before
3 until　　4 unless

(13) We could not enter the room because it was (　　) use by another group until three o'clock.

1 in　　2 for
3 at　　4 on

(14) A: This bag is expensive.
B: Yes, but it should last for years if you (　　) it properly.

1 lose sight of　　2 take care of
3 get rid of　　4 make fun of

(15) Please send your reply (　　) than Wednesday. We have to prepare the materials on Thursday.

1 no longer　　2 no better
3 no later　　4 no sooner

1

(16) The lecture was (　　) interesting that I forgot to check the time.

1 enough　　2 such
3 too　　4 so

(17) A: Did someone tell you about the concert?
B: No, I found the notice (　　) while I was looking for something else.

1 at risk　　2 on purpose
3 in person　　4 by chance

2

Rainwater for the Garden

A community garden in the fictional town of Redhill had no outdoor water supply. Volunteers carried water from a building across the street, which took time and made caring for the plants difficult. One member suggested collecting rain from the roof of the garden's small storage building. A container could hold the water until it was needed. This would not provide water during every dry period, but it could (18). The group wanted to try a simple improvement before paying for a more expensive connection.

Before installing a container, the volunteers asked someone with suitable experience to examine the roof and suggest safe equipment. They learned that the system would need a cover and regular cleaning. It also needed a way for extra water to escape without flooding the path. (19), the group chose a location away from the main entrance and arranged a safe route for overflow. They clearly marked the collected water as being for the garden rather than for drinking.

During the first season, members kept notes about when the container was full and when it was empty. A large container sounded attractive, but it would occupy space that the garden used for tools. The notes helped the group decide whether a larger one would actually be useful. They discovered that planning the system meant (20). It was not enough to buy the biggest container they could afford. They needed to think about rainfall, the plants' needs, and the work required to keep the equipment in good condition.

(18)

1 remove the need to care for any plants
2 make rain fall more frequently in summer
3 reduce some trips to fetch water
4 turn the storage building into a classroom

(19)

1 As a result
2 Instead of that
3 Long before this
4 On the other hand

(20)

1 choosing only the lowest price
2 balancing several practical needs
3 avoiding records of how it was used
4 leaving all cleaning until the container broke

2

A Map Made by Its Visitors

A printed map usually shows roads and buildings, but it may not show the places that matter most to the people using it. In one school, a teacher gave new students a map of the area and asked them to add useful places. They marked a shop where they could buy cheap notebooks, a quiet place to wait for a bus, and a covered path that stayed dry in the rain. The additions helped them (21). An official map was still useful, but it did not answer every question about daily life.

The teacher first planned to produce a single final version for all students. Then she noticed that some additions seemed to disagree. One student described a street as a good route for cycling, while another avoided it because of fast traffic after school. Instead of choosing one description as correct, the teacher asked when and how each student used the street. Their different accounts (22). What was comfortable on a quiet morning could be difficult during a busy afternoon.

The class decided to include short notes with times and reasons. They also left space for future students to suggest changes. (23), they checked factual information such as opening hours before printing it. A map that included personal experience still needed accurate basic details. The project showed students that maps were useful selections, not complete copies of a place. By explaining their choices, they could help other people decide which information suited their own needs.

(21)

1 understand the area through everyday needs
2 replace all printed maps with memories
3 avoid checking where roads and buildings were
4 agree that every student traveled in the same way

(22)

1 proved that nobody could draw a reliable map
2 could reflect different conditions rather than simple mistakes
3 were both based on events outside the town
4 showed that traffic never changed during the day

(23)

1 By accident
2 At the same time
3 In the distant past
4 On no account

3 A

From: Emma Blake <emma.blake@example.org>
To: Jun Sato <jun.sato@example.org>
Date: August 8
Subject: Helping at the children's theatre festival

Dear Jun,

Thank you for volunteering at our theatre festival on September 20. You said you would prefer to help behind the scenes rather than speak to an audience. We have therefore put you on the team preparing materials for the children's workshops. You will help set out paper, cloth, and other supplies before each group arrives. You will not be expected to teach the workshop yourself.

Please come to the back entrance of the arts center at 8:45 a.m. A team leader will meet all new volunteers there and explain the schedule. You should wear comfortable clothes that may get dirty. We will provide lunch, but please bring your own water bottle. Your shift is due to finish at 1:30 p.m., and afterward you are welcome to watch a performance if seats remain. You will receive a volunteer badge on arrival. Please wear it while working so that parents can identify the festival team.

We will hold a short preparation meeting online on September 12 at 6:00 p.m. Please reply by August 25 to tell us whether you can attend. If you cannot join, we will send you a written summary, but you must still arrive on time for the morning explanation on the festival day. Let us know if your availability changes so that we can find another volunteer if necessary.

Best wishes,
Emma Blake

(24) What will Jun mainly do at the festival?

1 Speak to the audience before every play.
2 Teach children how to act on stage.
3 Sell lunches to other volunteers.
4 Prepare supplies for workshop groups.

(25) What should Jun bring?

1 A meal for the whole team.
2 Materials for all the children.
3 A ticket for the morning explanation.
4 His own water bottle.

(26) What if Jun cannot attend the online meeting?

1 He cannot volunteer at the festival.
2 He should arrive after the morning explanation.
3 He can receive notes but still needs the morning briefing.
4 He must teach a different workshop instead.

3 B

The Recipe in the Window

The owner of a bakery in the fictional town of Willmere, Tomas Gray, often answered questions about the bread he made. Some customers wanted to know why one loaf was heavy and another light. Others asked whether they could make similar bread at home. Tomas decided to put a short explanation in the shop window each week. He hoped customers would understand the work behind familiar products, rather than choose only by color or size.

The first explanations used words Tomas had learned during years of professional training. They seemed clear to him, but customers still asked what several terms meant. His teenage assistant suggested drawing the stages and using ordinary comparisons. A description of dough being ready, for example, became more useful when readers could see what to look for. Tomas rewrote the cards and invited a few customers to tell him which parts remained confusing.

Soon a local school asked whether students could visit. The bakery was too small for a whole class at once, so Tomas offered several short sessions for small groups. Students observed preparation through a safe viewing area rather than crowding beside the working ovens. They also compared a loaf made earlier with dough at the beginning of the process. This allowed them to discuss changes over time without waiting through every stage of production. The school asked children to write one question before visiting and one afterward. Comparing these questions helped teachers see how their understanding had developed, even when the answers were not yet complete.

Tomas did not expect every visitor to become a baker. He wanted people to ask better questions about the food they bought. The school later sent him drawings showing what students had learned. One picture revealed a misunderstanding about the order of two stages, so he improved his next explanation. What began as a window notice became an ongoing exchange between the bakery and its neighbors. For Tomas, the useful lesson was that knowing a subject well did not automatically mean he had explained it clearly.

3 B

(27) Why did Tomas begin displaying explanations?

1 He wanted customers to understand how familiar bread was made.

2 He planned to stop answering any questions in the shop.

3 He needed to recruit trained professional bakers immediately.

4 He wanted every customer to choose the largest loaf.

(28) Why were the first cards revised?

1 Customers had requested longer professional descriptions.

2 The assistant thought pictures should replace every word.

3 The recipes had been copied from another bakery.

4 Professional terms were not clear to some readers.

(29) How did the school visits work?

1 The entire class worked beside the ovens at once.

2 Students waited until every loaf had finished baking.

3 Small groups used a safe place to observe and compare stages.

4 The school moved all lessons permanently into the bakery.

(30) How did the students' drawings help Tomas?

1 They allowed him to replace all future visits with pictures.

2 They revealed one misunderstanding that he could address.

3 They showed that no student had understood any part of the process.

4 They proved that all explanations needed more professional vocabulary.

(31) What did Tomas learn?

1 All customers need the same level of technical detail.

2 A short notice can never teach anything useful.

3 Being an expert is different from explaining clearly to beginners.

4 Professional work should not be discussed with school students.

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 museums provide small models that visitors are allowed to touch. These models may show the shape of an old building or the different parts of a machine.

Touching a model can help visitors understand things that are hard to see in a glass case. It also gives people who cannot see well another way to explore an exhibition.

However, a model cannot show every detail or the exact feel of the original material. Museums need to explain these differences so visitors do not mistake the model for a complete copy.

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 shops should explain more about how their products are made?

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。