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5回

完全オリジナル予想問題

■ 試験時間

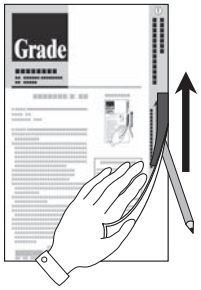
リーディング・ライティングテスト（85分）

※ 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 hotel will (　　) guests for any bags damaged while being carried by its staff.

1 entertain　　2 encourage
3 compensate　　4 recognize

(2) A: Why do we have to fill in this form?
B: It is a school (　　). Every club must submit one before a trip.

1 requirement　　2 punishment
3 achievement　　4 experiment

(3) The factory has reduced the amount of (　　) it produces by using the same materials more than once.

1 wealth　　2 waste
3 profit　　4 pressure

(4) The child was (　　) to see what was inside the locked wooden box, so she asked about it repeatedly.

1 unfair　　2 careless
3 curious　　4 satisfied

(5) Please (　　) the handle gently. Pulling it too hard may damage the machine.

1 occupy　　2 offer
3 observe　　4 operate

1

(6) The road signs are (　　) in thick fog, so drivers need to move slowly and watch carefully.

1 convenient　　2 comfortable
3 unclear　　4 reliable

(7) A: Will the outdoor market open tomorrow?
B: It will (　　) on the weather. We cannot use the field if it is flooded.

1 complain　　2 insist
3 depend　　4 arrive

(8) The office sent a (　　) to remind members that their meeting would begin an hour earlier than usual.

1 degree　　2 recipe
3 notice　　4 portrait

(9) The guide gave a (　　) description of the route, including every turn and the location of each rest area.

1 detailed　　2 lonely
3 shallow　　4 violent

(10) The new team member made a valuable (　　) by finding a cheaper way to print the brochures.

1 celebration　　2 contribution
3 connection　　4 conversation

1

(11) A: These old boxes take up too much space.
B: Let us (　　) the broken ones and keep only those we can still use.

1 look forward to　　2 get rid of
3 catch up with　　4 make use of

(12) (　　) the delay, we arrived in time to hear the opening speech.

1 In addition to　　2 In spite of
3 According to　　4 Because of

(13) The team divided the work among its members so that each person would be responsible (　　) one part.

1 for　　2 from
3 with　　4 at

(14) A: Could I ask you something?
B: Yes. Go (　　). I am listening.

1 out　　2 off
3 away　　4 ahead

(15) The furniture is made (　　) wood, and you can still see the natural pattern on its surface.

1 for　　2 by
3 into　　4 of

1

(16) The room is not large (　　) to hold all forty members, so we need a different place.

1 such　　2 very
3 enough　　4 too

(17) A: When should I send the application?
B: The sooner, the (　　). There are only a few places left.

1 good　　2 better
3 best　　4 well

2

Messages That Travel Slowly

It is easy to send a photograph or a short message to someone in another country. A reply may arrive within minutes. However, a teacher at a language school decided to use a slower method for one class project. Her students exchanged postcards with a partner class. Each student had to choose an image and write a message that would fit in a small space. Because a postcard could not be changed after it was sent, students (18). They checked whether their questions were clear and whether they had included enough information for someone who did not know their town.

The first replies were exciting, but not every postcard arrived at the same time. Some students received several messages while others were still waiting. A missing reply could mean that a card had been delayed rather than that a partner had lost interest. (19), the teachers kept a shared record of the dates when cards were posted. This helped them explain the waiting time without blaming the students. They also used an online message when a card needed to be sent again.

At the end of the term, students arranged the postcards on a wall beside a map. The different images showed what their partners considered important enough to share. The teacher did not claim that postcards were always better than online communication. Instead, she wanted students to experience (20). The slower exchange encouraged careful choices, while the faster method remained useful for checking practical details. The two ways of communicating could support different parts of the same project.

(18)

1 expected their partners to answer immediately
2 copied messages without checking their meaning
3 stopped asking questions about unfamiliar places
4 thought carefully about their words before sending it

(19)

1 For this reason
2 By accident
3 On the contrary
4 In spite of this

(20)

1 how different methods affected their communication
2 why every message should arrive late
3 how maps could replace written language
4 why online contact was unnecessary for schools

2

The Clock Above the Square

In the fictional town of Bellwick, an old clock had stood above the market square for many years. Most people now checked the time on their phones, but they still noticed the clock when passing through the square. When it stopped, some residents suggested replacing its hands with a digital display. Others wanted the old face kept. Before making a decision, the council asked people what they valued about it. The replies showed that the clock was important (21). It helped visitors identify the square and reminded older residents of meetings with friends.

A repairer explained that the mechanism could be fixed, but it would need regular care afterward. Simply paying for one repair would not ensure that it kept working. The council invited local groups to help plan future maintenance. Some offered money, while others offered to organize activities explaining the clock's history. (22), the project became a way to bring different kinds of support together. Nobody was expected to repair the mechanism without training. The plan separated specialist work from tasks that volunteers could safely do.

When the clock began working again, the council displayed photographs of the repair. A notice explained why it might occasionally be stopped for inspection. This was useful because people could otherwise interpret a pause as another failure. The project reminded residents that preserving an old object required (23). The clock could remain a familiar landmark only if someone continued to take responsibility for it. Its value came partly from its past, but its future depended on decisions made by people living in the town today.

(21)

1 only because nobody owned a phone
2 because it displayed every market price
3 only to people who repaired clocks
4 for reasons beyond telling the time

(22)

1 In the past
2 Instead of this
3 As a result
4 At no time

(23)

1 replacing its history with modern advertisements
2 allowing all visitors to change its mechanism
3 continuing care rather than a single action
4 avoiding explanations of why it sometimes stopped

3 A

From: Sam Turner <sam.turner@example.org>
To: Aya Morgan <aya.morgan@example.org>
Date: May 5
Subject: Change to your cycling course

Dear Aya,

You registered for our beginner cycling course on May 24. Unfortunately, repair work at the sports park will prevent us from using the usual practice area that morning. Rather than cancel the course, we have moved it to the playground at Westfield School. The date and starting time remain the same: May 24 at 10:00 a.m. The school is about ten minutes on foot from the original meeting point.

The course is for people who can ride a bicycle but do not yet feel confident in ordinary traffic. We will first practice signaling and turning in an area without cars. Later, the instructor will discuss how to choose quieter routes. We will not ask beginners to cycle on busy roads during this session. Bring your own helmet if you have one; we can lend helmets to anyone who needs one. If you plan to bring your own bicycle, check that the brakes work properly before arriving. The instructor will also carry out a brief safety check.

Please let us know by May 15 whether you can attend at the new location. If the change is inconvenient, we can return your payment or offer you a place on the following month's course. You do not need to pay anything extra because of the move. A map of the new meeting point is attached to this email.

Best wishes,
Sam Turner

(24) What has changed about Aya's course?

1 It will begin an hour later.
2 It will be held at a different place.
3 It is now only for experienced cyclists.
4 It will take place in the following month.

(25) Who is the course intended for?

1 People who have never sat on a bicycle.
2 People who can ride but lack confidence in traffic.
3 Instructors who teach advanced road skills.
4 Drivers who want to repair their cars.

(26) What can Aya do if the new location is inconvenient?

1 Attend only after paying an extra fee.
2 Request a refund or a place next month.
3 Choose a busy-road course on the same day.
4 Move the starting time herself.

3 **B**

The Machine Nobody Could Explain

When the fictional Harrow Museum received an old printing machine, it had little information about how the machine had been used. The donor knew that it had belonged to a local company, but the company had closed long before. A label on the front gave the manufacturer's name, while several handles had no explanation. Curator Lily Shaw did not want to display it with a confident description based on guesses. She decided to look for people who might recognize it.

The museum published photographs in a neighborhood newsletter. Several former workers responded. One remembered cleaning a similar machine, while another had used it to print small shop notices. Their accounts did not match in every detail. Lily invited them to look at the machine together, and they discovered why. Parts had been changed during its working life. A handle described by one worker had been removed before another began working at the company. The disagreement helped establish a sequence of changes rather than proving that one memory was useless.

The next question was whether the machine should run during visits. Some people thought a working demonstration would make the exhibition more exciting. A specialist, however, found worn parts that could be damaged further if the machine operated regularly. The museum chose to make a short film using a carefully supervised test. Visitors could watch how the parts moved without requiring the original object to run many times each day. A diagram beside the machine marked which parts belonged to different stages of its working life. Visitors could connect the workers' accounts with physical changes instead of treating the stories as unrelated opinions.

The final display included the film, photographs, and short extracts from the workers' accounts. It also marked the points that remained uncertain. Lily said that uncertainty was not a reason to hide the machine or invent a complete story. Showing how the museum had investigated it gave visitors a chance to understand the work behind an exhibition. The object became interesting not only because of what it had once produced, but also because of the people whose experiences helped explain it.

3 B

(27) Why did Lily seek help from former workers?

1 She wanted evidence instead of guessing about the machine.

2 The donor had already explained every handle.

3 The museum planned to reopen the closed company.

4 She needed someone to manufacture a new machine.

(28) What explained some differences between the workers' memories?

1 They had all worked in different towns.

2 The photographs showed an unrelated machine.

3 Nobody had seen the object before the newsletter appeared.

4 The machine had been altered over time.

(29) Why was a film used for regular visitors?

1 No one could make the machine move at all.

2 The museum wanted to remove the machine from the display.

3 The specialist believed visitors disliked moving machines.

4 Repeated operation could cause further damage.

(30) How did the display treat unanswered questions?

1 It made remaining uncertainties visible.

2 It removed all the workers' accounts.

3 It presented guesses as established facts.

4 It hid the investigation from visitors.

(31) What does the passage suggest about disagreement?

1 It can provide clues when the reasons behind it are examined.

2 It always prevents an exhibition from being useful.

3 It proves that personal memories should never be used.

4 It can be settled only by choosing the most confident speaker.

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 encourage students to record short videos explaining a topic they have studied. The videos can be shared with classmates before a test.

Making a video can help students organize their ideas because they have to explain the topic clearly. Classmates can also watch a difficult explanation more than once.

However, producing an attractive video may take a long time. Students might spend more effort on music and pictures than on checking whether the explanation is correct. Teachers need to keep the learning goal clear.

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 have opportunities to interview older people in their community?

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。