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6回

完全オリジナル予想問題

■ 試験時間

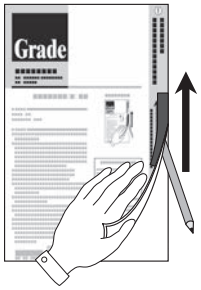
リーディング・ライティングテスト（85分）

※ 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 scientist repeated the test to (　　) that the first result had not been caused by a mistake.

1 confuse　　2 confirm
3 complain　　4 consume

(2) A: Why does this bridge have such a long history?
B: It was an important (　　) for transporting goods between the two towns.

1 custom　　2 object
3 route　　4 effort

(3) The park offers several quiet places where visitors can (　　) and enjoy the view without being disturbed.

1 relax　　2 replace
3 react　　4 remove

(4) The teacher was pleased with the students' (　　). They listened carefully and helped one another throughout the visit.

1 entrance　　2 behavior
3 distance　　4 surface

(5) A: Is the town easy to reach from here?
B: Yes. A (　　) train leaves every thirty minutes, and you do not need to change trains.

1 patient　　2 direct
3 medical　　4 familiar

1

(6) The club decided to (　　) its activities by adding a weekend photography class to its usual painting lessons.

1 escape　　2 impress
3 forgive　　4 expand

(7) The chair is too (　　) to move easily. We will need several people to carry it upstairs.

1 rapid　　2 shy
3 heavy　　4 polite

(8) The library's rules are (　　) on its website so that everyone can read them before visiting.

1 prevented　　2 published
3 protected　　4 persuaded

(9) A: Can you finish the design today?
B: I can try, but I cannot (　　) it. There may be more changes to make.

1 guarantee　　2 translate
3 recognize　　4 recommend

(10) The bus company's (　　) service made people stop using it. Buses were often late or canceled without notice.

1 successful　　2 popular
3 unreliable　　4 creative

1

(11) The children were asked to (　　) the tools when they had finished using them.

1 bring about　　2 run into
3 put away　　4 take over

(12) A: How did you solve the problem?
B: I followed the instructions step (　　) step until everything worked.

1 on　　2 by
3 at　　4 from

(13) The new shop is popular (　　) young people because it sells affordable clothes in modern styles.

1 with　　2 of
3 by　　4 for

(14) We agreed to meet at the station, but Lisa did not (　　). Later, she explained that she had missed the bus.

1 take off　　2 give away
3 break in　　4 show up

(15) A: I cannot attend the meeting.
B: Neither (　　) I. We should ask someone to send us the notes.

1 have　　2 can
3 do　　4 am

1

(16) Please keep this ticket in case you (　　) it when you leave the building.

1 had needed　　2 need
3 needed　　4 will need

(17) We had planned a picnic, but we stayed indoors (　　) the heavy rain.

1 because of　　2 even if
3 instead　　4 although

2

The Name Missing from a Photograph

A family photograph can preserve a moment for many years. Yet people looking at it later may not know who appears in it or why it was taken. In a local history project, students collected copies of photographs from older residents. Some pictures had names and dates on the back; others had no notes at all. The students found that an image (18). A clear picture of a group outside a building did not necessarily reveal whether they were workers, customers, or visitors celebrating a special event.

The students asked the owners what they remembered. They wrote down explanations but did not treat every remembered date as certain. When possible, they compared an account with another photograph or a letter from the same period. (19), they could sometimes correct a date or identify a place that had changed. They also kept a record of who had supplied each explanation. This allowed later readers to see where the information came from and why it might need further checking.

For their exhibition, the students placed short captions beside the photographs. They used phrases such as "probably" when the evidence was incomplete. One resident worried that this would make the exhibition look unfinished. The teacher explained that the captions were intended to (20). A simple confident statement would be easier to read, but it could mislead visitors if it concealed a guess. The photographs became more useful when the students shared both the stories they had recovered and the questions they had not yet answered.

(18)

1 could be understood fully without words
2 always showed the date on its front
3 was useful only if it showed famous people
4 did not explain its own background

(19)

1 By doing this
2 Even before that
3 On the other hand
4 In the meantime only

(20)

1 replace every personal account with a fixed date
2 make every photograph appear equally important
3 distinguish established information from uncertainty
4 avoid telling visitors where information came from

2

A Lunch Box with Another Journey

A cafe near several offices began lending reusable lunch boxes. Customers paid a small deposit when buying a meal and received the money back when they returned the box. The owners hoped this would reduce the number of containers thrown away after one use. Many people liked the idea, but the first month brought an unexpected difficulty. Boxes were leaving the cafe much faster than they returned. The owners discovered that the problem was often (21). Some customers finished work on the other side of town and did not pass the cafe again for several days.

The cafe could have increased the deposit. Instead, it talked to two other businesses near common bus stops. These businesses agreed to collect returned boxes in separate containers. A member of the cafe staff would pick them up for washing. Customers could now choose a return point that fitted their normal journey. (22), more boxes came back without requiring a special trip. The new arrangement still needed clear rules about which boxes belonged to the scheme and where clean boxes were stored.

The cafe did not judge the project only by the number of meals sold in reusable boxes. It counted losses, washing work, and the number of times each box was used. A box borrowed once and never returned did not meet the same goal as one used repeatedly. The owners concluded that a successful reuse system had to (23). Asking people to care about waste was useful, but the practical route back to the cafe mattered too.

(21)

1 a lack of places to wash hands
2 the inconvenience of bringing boxes back
3 that customers wanted more expensive lunches
4 that every office provided free containers

(22)

1 By contrast
2 In contrast
3 Even before opening
4 As a result

(23)

1 reward each box merely for leaving the shop
2 avoid counting containers that were lost
3 support repeated use in ordinary daily life
4 replace washing rules with a larger deposit

3 A

From: Daniel Hart <daniel.hart@example.org>
To: Rina Wells <rina.wells@example.org>
Date: November 3
Subject: Room for your school film club

Dear Rina,

We can offer your film club the small meeting room at Eastgate Center on December 6. You mentioned that you wanted to show a film and discuss it afterward. The room has a projector and a screen, but you should bring your own computer. Please come at 1:00 p.m. to test the connection. Your guests may enter from 1:30, and the room must be empty by 5:00.

The room normally holds thirty people. If you put chairs around tables for the discussion, however, there will be space for only twenty-four. Please choose the arrangement that suits your program and tell us your expected number. You may bring drinks in closed bottles, but food is not allowed because the room will be used for another event immediately afterward. Please leave the chairs and tables as you found them. A photograph of the normal arrangement will be displayed beside the door.

Please send the name of the adult who will be responsible for the group by November 20. This person should remain at the center throughout the booking. Payment is due at the reception desk on the day. If you need help with the projector, let us know before December 1 so that a staff member can be available during your equipment test.

Best wishes,
Daniel Hart

(24) What should Rina bring for the film?

1 A screen and thirty extra chairs.
2 A second projector for the discussion.
3 Food for guests arriving at 1:00.
4 A computer to connect to the projector.

(25) What happens if chairs are placed around tables?

1 The number of available places falls to twenty-four.
2 The room must be booked until 6:00.
3 Guests cannot watch a film there.
4 The center will provide free food.

(26) What information is required by November 20?

1 A final review of the film.
2 A request for a second meeting room.
3 The name of the responsible adult.
4 The exact time everyone will leave home.

3 B

The Flags in the School Garden

The gardening club at the fictional Oakwood School had a problem every summer. Some vegetables received too much water, while others became dry. Different students watered the beds on different days, and nobody could easily tell what had already been done. A student suggested placing a bright flag in a bed after watering it. Other members thought this simple idea would prevent repeated work. They made enough flags for every bed and began using them the following week.

The flags helped at first, but another problem appeared. A flag showed that someone had watered a bed; it did not show when the watering had happened. On Monday, students sometimes found flags left from Friday and assumed the plants had recently received water. They also discovered that a large container in a sunny place dried faster than a bed near the wall. Giving every area the same treatment did not match the different conditions.

The club invited the school caretaker to discuss the system. Together they replaced the flags with small cards showing the date and the name of the person who had watered each area. Students were also shown how to check the soil before adding water. The caretaker did not tell them to follow one fixed timetable in all weather. Instead, she explained that the record was a starting point for observation, not a substitute for looking at the plants. New members practiced using the cards with an experienced student before taking responsibility for a bed. This gave them a chance to ask questions while the meaning of the record was still clear.

At the end of the summer, the club prepared advice for next year's members. It included photographs of different areas and examples of decisions they had made. They kept a few flags as reminders of their first attempt, which had not been useless even though it needed improvement. The experience taught them to ask what a sign really proved. A useful record had to be clear about time, and a good decision still required attention to the conditions in front of them.

3 B

(27) Why did students introduce flags?

1 To identify vegetables that could not be grown outdoors.

2 To mark areas reserved for new buildings.

3 To tell visitors where the school entrance was.

4 To show which beds had already been watered.

(28) Why could a flag be misleading?

1 It did not indicate how recently watering had occurred.

2 The flags were always placed outside the garden.

3 Only teachers were allowed to touch them.

4 They showed exactly how much water each plant needed.

(29) What other difference did students notice?

1 Areas in different conditions dried at different speeds.

2 Every vegetable bed needed the same amount of water.

3 Plants near the wall always grew more quickly.

4 Large containers could never hold vegetables.

(30) What did the caretaker recommend?

1 Following a fixed timetable regardless of weather.

2 Removing all records so that nobody relied on them.

3 Combining clear records with direct checks of the soil.

4 Using flags without dates for the sunniest beds.

(31) How did the club regard its first attempt?

1 As proof that simple ideas never work.

2 As a reason to stop sharing advice with new members.

3 As a complete solution requiring no changes.

4 As useful experience that could be improved.

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 local shops now offer online ordering with collection at the shop. Customers can choose and pay for goods before leaving home, then pick them up later.

This can save time because customers do not need to search the shelves or wait to pay. Shops may also prepare orders during quieter periods of the day.

However, customers may arrive when the collection desk is already busy. If there is no clear system, collecting an online order can take longer than expected. Shops need to plan how customers will receive their goods.

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 help plan how shared spaces at school are used?

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。