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7回

完全オリジナル予想問題

■ 試験時間

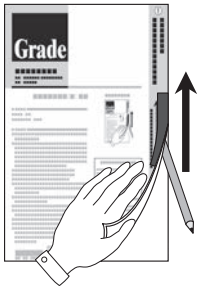
リーディング・ライティングテスト（85分）

※ 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 photographer waited for the right moment to (　　) the bird as it left the tree.

1 capture　　2 cancel
3 consist　　4 consume

(2) A: Why are all the windows open?
B: We need fresh air to improve the room's (　　).

1 instruction　　2 atmosphere
3 comparison　　4 permission

(3) The bridge is for pedestrians only. Motor vehicles are not (　　) to cross it.

1 encouraged　　2 required
3 permitted　　4 disappointed

(4) The program aims to (　　) children's interest in science by giving them simple experiments they can try themselves.

1 surround　　2 stimulate
3 substitute　　4 separate

(5) A: Is this the original painting?
B: No. It is a (　　). The original is in a museum in another country.

1 cause　　2 copy
3 task　　4 choice

1

(6) The instructions were (　　), so everyone understood what to do without asking further questions.

1 remote　　2 secret
3 clear　　4 strict

(7) The shop owner gave us a small (　　) because we bought ten notebooks at once.

1 degree　　2 discount
3 departure　　4 dispute

(8) It is important to (　　) the rights of people whose photographs are used in public exhibitions.

1 request　　2 remove
3 reject　　4 respect

(9) A: How much food should we prepare?
B: It is difficult to (　　) how many people will come without a guest list.

1 explore　　2 exchange
3 entertain　　4 estimate

(10) The old factory has been (　　) into apartments, but its original brick walls have been kept.

1 translated　　2 transported
3 transformed　　4 transferred

1

(11) A: Which train should I take?
B: The local one. The express train does not (　　) this station.

1 look after　　2 depend on
3 stop at　　4 care for

(12) This is the first time I have taken (　　) in a cooking contest, so I am nervous.

1 place　　2 care
3 time　　4 part

(13) The lecture was put (　　) until next week because the speaker was ill.

1 up　　2 away
3 out　　4 off

(14) A: May I borrow your ruler?
B: Of course. Help (　　). It is in the drawer.

1 yourself　　2 itself
3 themselves　　4 myself

(15) You should read the whole message (　　) replying, or you may misunderstand the writer's request.

1 despite　　2 during
3 before　　4 unless

1

(16) I found the room much easier (　　) after the new signs had been installed.

1 finding　　2 to find
3 find　　4 found

(17) A: Did you buy all the books?
B: No, I bought only the ones I was interested (　　).

1 in　　2 for
3 at　　4 on

2

Passing a Book to a New Reader

An English teacher asked her class what they did with books they had finished reading. Some students kept every book, but others said their shelves were full. The teacher proposed a book exchange. Students could bring a book they no longer needed and explain why another person might enjoy it. The aim was to (　18　). It was not a competition to see who owned the most books. Students were also welcome to participate without bringing a book if they had none they could give away.

At the first exchange, many books remained on the tables. The students had arranged them by size because this made the display look tidy. However, it did not help readers find a subject or story they liked. The class decided to try another method. They made short cards describing the topic and the kind of reader who might enjoy each book. (　19　), visitors could browse according to their interests rather than open every cover. Students avoided giving away the endings of stories in their descriptions.

The class also kept a record of requests for books that nobody had brought. The teacher explained that an empty space on a table was not the only useful information. A request could reveal interest that the available collection did not meet. The next exchange therefore included (　20　). Students asked their families about suitable books and contacted another class with similar interests. By listening to people who found nothing, the group learned how to make the next event more useful.

(18)

1 require every student to buy a new book
2 choose books only by the height of their covers
3 reward students for owning the largest collection
4 help suitable books reach interested new readers

(19)

1 As a result
2 For example
3 At the beginning
4 In the opposite direction

(20)

1 a rule against asking for unfamiliar subjects
2 only books left from the previous display
3 preparation based on needs not yet satisfied
4 a ban on cooperation with any other class

2

A Notice People Could Use

A community center sends a monthly newsletter about classes and events. For years, every activity leader wrote a separate paragraph, and the office combined them into one long document. The newsletter contained a great deal of information, but staff often received questions about dates and applications. They realized that readers (21). Some people stopped reading before reaching an important deadline near the end of a paragraph. Others confused the date of an event with the last day for booking it.

The office tried a new design. Each announcement began with the event name, date, location, and booking deadline in the same order. Longer descriptions followed below. This allowed readers to find essential information quickly and then decide whether to read more. The staff did not simply make every word larger. They changed (22). A short test with several residents showed that a clear order was more useful than adding more bright colors to an already crowded page.

The center also asked people how they received the newsletter. Some read it on a small phone screen, while others used a printed copy. The office checked both versions before sending them out. (23), it kept a telephone number for people who needed help applying. Clear writing could reduce confusion, but it could not guarantee that every reader had the same language skills or access to technology. The aim was to make the information easier to act on, not merely easier to publish.

(21)

1 had been given too little information about any event
2 wanted every class to meet on the same date
3 could not always locate the details they needed
4 were no longer interested in community activities

(22)

1 the town in which all classes were held
2 how the information was organized
3 every activity into an online-only event
4 the interests of all their readers

(23)

1 In addition
2 On the contrary
3 By mistake
4 Many years before

3 A

From: Helen Brooks <helen.brooks@example.org>
To: Koji Evans <koji.evans@example.org>
Date: February 10
Subject: Bus arrangements for your museum visit

Dear Koji,

Your school has reserved a bus for March 18 to take students to the city museum. We understand that your group needs to arrive before the guided tour begins at 10:00 a.m. The bus will therefore leave school at 8:45. Please have students ready by 8:30 so that the driver can check the passenger list and load bags without delaying departure.

The bus has space for forty passengers. Your current booking is for thirty-six students and two teachers, so two places remain. If you add any passengers, please tell us by March 5. The driver cannot accept extra people who are not on the final list, even if a seat appears empty. Small bags can be kept inside, but larger items should go in the storage area below. Please give the driver a contact number for a teacher traveling with the group, in case the meeting point has to change unexpectedly.

We have arranged to collect you from the museum at 2:30 p.m. If you want to return earlier, please contact the office at least a week before the trip. The driver may have another booking and cannot promise to change the time on the day. Museum entry is not included in the bus price, so please arrange tickets directly with the museum.

Best wishes,
Helen Brooks

(24) Why should students be ready by 8:30?

1 The driver needs time for checks before departure.
2 The museum tour begins at that time.
3 The bus must collect another school at 8:45.
4 Everyone has to purchase museum tickets on the bus.

(25) What is required when adding passengers?

1 They must replace the two teachers.
2 They can board without notice if a seat looks empty.
3 They must be included in the final list.
4 They have to arrive at the museum independently.

(26) What does Helen explain about the return journey?

1 An earlier departure should be requested in advance.
2 It includes free museum admission.
3 The driver will change it whenever students ask.
4 The bus can remain at the museum all evening.

3 B

The Saturday Repair Table

A notice outside the fictional Lakeside Center invited people to bring broken household objects to a Saturday repair event. Many arrived expecting a free repair service. The organizers, however, wanted owners to take part in understanding the problem. Their aim was to share practical knowledge, not to complete as many repairs as possible while customers waited elsewhere. Every visitor was paired with a volunteer who would discuss what could safely be attempted.

The difference became clear when a resident brought a small wooden stool. One leg had become loose, and he expected a volunteer to fix it while he went shopping. Instead, she asked him to examine the joint with her. They discussed why it had weakened and chose a method for repairing it. He helped with the work and learned how to check the other legs. The repair took longer than it might have done in a professional workshop, but he left knowing more about the object.

Not every item could be repaired at the table. Electrical work was handled only by appropriately trained volunteers, and some damaged objects required specialist tools that the center did not have. When a repair was not possible, volunteers explained the reason and suggested a suitable next step. They did not take apart unfamiliar equipment simply to appear helpful. Visitors were encouraged to ask about risks before agreeing to any work. The organizers kept the pace relaxed and provided a place to sit while discussing an object. Learning and safe attention mattered more than finishing a repair within an artificially short time.

After the first event, the organizers changed their notice to make participation clearer. It now asked owners to stay and learn with a volunteer. The center also began recording advice given, not only successful repairs. A visitor who learned that a damaged item needed professional attention had received something useful even without carrying home a repaired object. The event's value lay in better decisions and shared skills as well as objects saved from being discarded.

3 B

(27) How did the organizers' aim differ from some visitors' expectations?

1 They required every visitor to buy a new household object.

2 They wanted owners to learn instead of leaving all the work to volunteers.

3 They intended to repair only expensive professional equipment.

4 They hoped people would leave broken items permanently at the center.

(28) What did the stool owner gain from taking part?

1 A guarantee that the stool would never need maintenance.

2 A place in a professional furniture company.

3 Permission to leave all later repairs to the same volunteer.

4 Experience checking the structure and understanding the repair.

(29) What happened when a repair could not safely be done?

1 The reason was explained and an appropriate next step suggested.

2 Volunteers tried it anyway to avoid disappointing visitors.

3 Every item was immediately thrown away.

4 The owner was asked to hide the damage from others.

(30) Why was the notice changed?

1 The center wanted to stop inviting object owners.

2 The number of Saturday shopping trips had increased.

3 Only professional workers were now welcome.

4 The owners' expected participation needed to be clearer.

(31) Why did the center record advice as well as repairs?

1 Advice always took less time than any repair.

2 Useful learning could occur even when an object was not fixed.

3 It wanted to show that broken items were never worth saving.

4 The organizers no longer cared about practical decisions.

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 let students borrow musical instruments before deciding whether to buy one. Students can take an instrument home for a short period and practice with it.

This helps families avoid buying an expensive instrument that a student may soon stop using. It also gives students a chance to discover whether they enjoy playing.

However, the instruments must be checked and maintained between loans. Popular instruments may not be available when many students want them. Schools need clear rules and enough support to keep the lending service useful.

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 learning to repair simple things is useful 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。