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8回

完全オリジナル予想問題

■ 試験時間

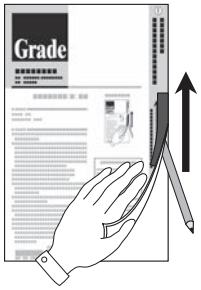
リーディング・ライティングテスト（85分）

※ 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 team had to (　　) its plan when it learned that the main hall would not be available.

1 remove　　2 revise
3 receive　　4 remind

(2) A: Is it safe to leave the boxes here?
B: No. They are blocking the emergency (　　).

1 custom　　2 profit
3 exit　　4 effort

(3) The club's (　　) is to help local children enjoy music, rather than to win expensive prizes.

1 quantity　　2 position
3 permission　　4 purpose

(4) The visitors were (　　) by the size of the old ship. They had expected something much smaller.

1 limited　　2 employed
3 impressed　　4 injured

(5) Please (　　) the date on the form if your travel plans have changed.

1 obey　　2 admit
3 update　　4 repair

1

(6) A: Why is this basket more expensive?
B: It is made by hand using a (　　) method passed down in this village.

1 traditional　　2 temporary
3 violent　　4 frequent

(7) The school placed a (　　) on the number of guests each student could invite, because the hall was small.

1 demand　　2 limit
3 reason　　4 habit

(8) The children were asked to (　　) carefully as the guide explained how the machine worked.

1 listen　　2 belong
3 arrive　　4 depend

(9) A: How was your first day at the shop?
B: It was a useful (　　). I learned how to talk to customers.

1 experiment　　2 exception
3 expense　　4 experience

(10) We could not see the top of the mountain because it was (　　) by thick clouds.

1 shared　　2 handled
3 offered　　4 hidden

1

(11) A: Have you chosen a name for the club?
B: Not yet. We have to (　　) one before we print the posters.

1 care about　　2 look into
3 decide on　　4 wait for

(12) The group visited the museum instead (　　) going to the park because it was raining.

1 with　　2 of
3 from　　4 to

(13) Please leave enough space for people (　　) wheelchairs to move between the tables.

1 have used　　2 to use
3 used　　4 using

(14) A: I am worried about the presentation.
B: Take it (　　). You have practiced enough, and we will be there to help.

1 easy　　2 easier
3 easiest　　4 easily

(15) The children worked together to clean the room, and they finished it in (　　) time.

1 none　　2 no
3 not　　4 never

1

(16) I wish I (　　) play the piano. Then I could join my friends' band.

1 could　　2 must
3 will　　4 can

(17) A: Shall we walk to the station?
B: I would rather take a bus (　　) walk. My feet hurt.

1 from　　2 than
3 as　　4 to

2

The Delivery That Took Two Journeys

A group of small craft businesses in the fictional town of Penfield agreed to combine their deliveries. Instead of sending several half-empty vehicles to the same neighborhood, they would put orders together in one van. This could reduce transport costs and packaging. The plan seemed simple, but the first schedule treated all orders in the same way. Every parcel waited until Friday before leaving the workshop. The businesses soon found that customers (18). Someone ordering a gift for the following week could wait, while someone needing a replacement part for an urgent repair could not.

The group discussed whether a combined service still made sense. One owner suggested that every customer should collect orders from a central warehouse. However, the cheapest warehouse was far from the town's safe walking routes. People might drive there separately, creating journeys that the original plan had not counted. The group realized that it had to consider (19). Saving one van trip would not necessarily reduce travel overall if many customers then made special car journeys.

The businesses kept the combined Friday delivery but added a clearly priced urgent option. They also chose a collection point near a route many residents already used. (20), customers could select an arrangement that suited their timing without being surprised after paying. The owners explained the choices beside the order form. Their goal was not simply to make the largest possible load. It was to build a service that saved resources while remaining useful for the different reasons people placed orders.

(18)

1 all wanted their parcels sent on Friday
2 did not share the same needs for timing
3 preferred empty vans to shared transport
4 could repair every product without replacement parts

(19)

1 only the rent paid for a warehouse
2 why nobody should walk to collect parcels
3 travel created outside the delivery van itself
4 the color of each business's packaging

(20)

1 In the distant past
2 In this way
3 On the contrary
4 By chance

2

The Same Story in Two Voices

Two students in a drama class read the same short story aloud. The words were identical, but listeners described the main character differently. In one reading, the character sounded angry; in the other, she sounded uncertain. The teacher asked the class what had created the difference. Students mentioned pauses, speed, and the way a particular word had been stressed. They realized that a performance (21). Written words gave them a starting point, but the reader's choices also affected what an audience understood.

For the next lesson, students worked in pairs. Each pair selected a short conversation and prepared two versions with different meanings. They were not allowed to change the words. Instead, they had to use their voices to suggest the relationship between the speakers. Some found this more difficult than adding new sentences. They needed to think about what each character might want and what had happened before the conversation. (22), the exercise encouraged close reading as well as speaking practice.

When the pairs performed, the audience explained which details had shaped their interpretation. The teacher did not ask everyone to agree on a single correct reading of every line. However, students had to show that their choices (23). A surprising interpretation could be interesting, but it still needed support from the story. By discussing the connection between voice and evidence, students learned to distinguish a thoughtful choice from a random dramatic effect.

(21)

1 was only a way to copy sounds exactly
2 was useful only when the words were unfamiliar
3 could add meaning without changing the text
4 made all listeners understand every character identically

(22)

1 As a result
2 Before that happened
3 In contrast to reading
4 Against their wishes

(23)

1 related to details in the written work
2 were selected only because they were loud
3 removed the need to understand the plot
4 could not be explained to anyone else

3 A

From: Mark Collins <mark.collins@example.org>
To: Saki Moore <saki.moore@example.org>
Date: April 2
Subject: Equipment for the neighborhood sports day

Dear Saki,

We have received your request to borrow equipment for your sports day on May 10. The center can lend cones, soft balls, and twenty numbered team shirts. We cannot provide the portable goal you requested because another group has already reserved it. If you change the football activity to a different ball game, the other items may still be useful. Please let us know what you decide.

You may collect the equipment on May 9 between 4:00 and 6:00 p.m. Please bring a vehicle large enough for the boxes. We ask borrowers to check the items with a member of staff before leaving, so allow about fifteen minutes for collection. No payment is required, but your group must replace anything that is lost through careless handling. Keep the boxes in a dry place overnight. Wet equipment will need extra attention before it can be lent to the next group.

All items should be returned by noon on May 12. Please wash and dry the team shirts before bringing them back, and tell us about any damage. Do not attempt to repair damaged equipment without speaking to staff. We need your final list of items by April 20 so that we can prepare the boxes and make unused equipment available to other groups.

Best wishes,
Mark Collins

(24) Which item is unavailable for Saki's event?

1 The soft balls.
2 The numbered team shirts.
3 The cones for marking areas.
4 The portable goal.

(25) Why should Saki allow extra time at collection?

1 Staff will check the equipment with the borrower.
2 All participants must practice a new game there.
3 The center will ask her to wash the shirts first.
4 She must purchase the items at a nearby shop.

(26) What should be done before returning the shirts?

1 Their numbers should be removed.
2 They should be washed and dried.
3 They must be packed with newly purchased goals.
4 Every shirt should be repaired without asking staff.

3 B

A Stage beside the River

The fictional town of Rowanbridge held an annual summer music event inside its community hall. One year, the hall needed major repairs, and the organizers considered canceling. A young musician suggested using the open area beside the river instead. People could listen from the grass, and the event might attract residents who had never entered the hall. The suggestion was popular, but moving outside involved more than carrying the same stage into a different place.

The organizers first visited the site on a quiet morning. There seemed to be plenty of space. When they returned in the afternoon, however, they found cyclists using the path and families resting near the water. A large stage at the narrowest point would interrupt their ordinary routes. The team moved the performance area farther from the path and designed clear walking space between the stage and the river. Local residents were invited to comment before the position was finalized.

The outdoor setting also changed the program. Very quiet pieces that worked well in the hall were difficult to hear with wind and passing traffic. Rather than simply make everything louder, the musicians selected a shorter program suited to the place. They kept some quieter performances for a later indoor event. A sheltered rest area was included for people who needed a break from the crowd. The team also prepared an indoor alternative if severe weather made the riverside unsafe. Volunteers walked the proposed routes with people carrying bags or using mobility aids. Their observations helped ensure that apparently open space was also practical to cross during a crowded performance.

The event brought a new audience, but the organizers did not judge it only by counting listeners. They asked whether ordinary users had still been able to move through the area and whether visitors had understood the signs. Reports of difficulties were used when planning the next event. The riverside performance was not a copy of the old hall concert. It succeeded because the organizers treated the location as a place already used by others and adapted the event to its conditions.

3 B

(27) Why was a new venue considered?

1 The town had decided to stop all indoor music permanently.

2 The river path had been built only for musicians.

3 The community hall needed extensive repairs.

4 Residents had complained that every concert was too quiet.

(28) What did the afternoon visit reveal?

1 The river had no public paths near it.

2 Nobody was interested in visiting the riverside.

3 The stage had already been built by another team.

4 The site was used in ways not obvious during the quiet morning.

(29) How did musicians respond to the outdoor conditions?

1 They made every piece much louder.

2 They abandoned any later indoor performance.

3 They required the town to close all nearby roads.

4 They chose a shorter program appropriate to the setting.

(30) What was included in the evaluation?

1 How the event affected other users and whether signs worked.

2 Only the total number of people who listened.

3 Whether the hall could be left unrepaired.

4 How many visitors had never heard music before.

(31) What helped the event succeed?

1 Treating the outdoor area exactly like an empty concert hall.

2 Ignoring problems once a new audience had attended.

3 Adapting it to the place and respecting its existing uses.

4 Choosing a venue before observing any ordinary activities.

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 companies allow workers to use a quiet room when they need to concentrate. Employees can reserve it for tasks such as checking long documents or preparing presentations.

A separate space can reduce interruptions and help people finish difficult work. It may be especially useful in offices where many employees share one large room.

However, there may be more people who want the room than available booking times. If a few workers reserve it repeatedly, others may have little access. Companies need fair arrangements for using the shared space.

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 towns should hold more outdoor cultural events?

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。