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9回

完全オリジナル予想問題

■ 試験時間

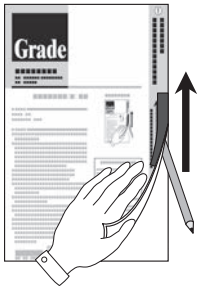
リーディング・ライティングテスト（85分）

※ 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



問題冊子を開く前に確認

非公式の予想問題です
英検準2級プラスの形式を参考

＊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

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 guide gave us a (　　) to look around the garden before the formal tour began.

1 chance　　2 change
3 charge　　4 chain

(2) A: Is this building old?
B: Yes. It has been (　　) carefully so that future generations can see it.

1 persuaded　　2 preserved
3 provided　　4 predicted

(3) The student asked a (　　) question that made everyone think about the problem in a new way.

1 careless　　2 ordinary
3 thoughtful　　4 useless

(4) Please (　　) the information on both sides of this card before completing your application.

1 remove　　2 review
3 repair　　4 refuse

(5) A: What is the main (　　) of this bag?
B: It folds into a very small pocket, so it is easy to carry.

1 absence　　2 agreement
3 arrival　　4 advantage

1

(6) The writer used a simple example to (　　) why the new rule was needed.

1 interrupt　　2 imagine
3 import　　4 illustrate

(7) The tickets were so (　　) that many students could afford to attend the performance.

1 inexpensive　　2 invisible
3 independent　　4 incomplete

(8) A: Why do these two maps look different?
B: They show the same place at different (　　) in its history.

1 prizes　　2 products
3 positions　　4 periods

(9) The chef needed to (　　) the recipe because some guests could not eat eggs.

1 adjust　　2 appear
3 admire　　4 announce

(10) The hall was (　　) with families waiting for the children's concert to begin.

1 crowded　　2 covered
3 canceled　　4 compared

1

(11) A: Why are you carrying an extra notebook?
B: Just in (　　) I lose the one I normally use.

1 time　　2 fact
3 order　　4 case

(12) The teacher asked us to pay attention (　　) the way the speakers used examples.

1 on　　2 to
3 with　　4 for

(13) The new timetable will come (　　) effect next month. Until then, please use the current schedule.

1 on　　2 into
3 at　　4 by

(14) A: Did you enjoy the camp?
B: Yes. At (　　) I was nervous, but I soon made friends.

1 last　　2 once
3 first　　4 least

(15) We were about (　　) leave when the phone rang, so we stayed a few more minutes.

1 on　　2 with
3 to　　4 for

1

(16) The teacher suggested (　　) a smaller model before we tried to build the full-size one.

1 made　　2 making
3 make　　4 to make

(17) A: Will anyone else join us?
B: As (　　) as I know, it will be just the four of us.

1 soon　　2 far
3 long　　4 well

2

Words from Everyday Work

A language class began collecting words used by local people in their work. Students interviewed a baker, a gardener, and a bicycle repairer. They expected to make a simple list in which every word had one short meaning. The interviews changed that plan. A familiar word could refer to a particular tool or action in one workplace but mean something different elsewhere. The students realized that understanding specialist language required (18). An isolated translation was sometimes too general to help someone choose the right object.

The class decided to include a small photograph and an example of each word being used. They asked their interview partners to check the explanations before publication. In one case, two workers used different words for the same part. The teacher did not ask them to choose one and discard the other. (19), the class recorded both expressions and explained who used them. The purpose was to describe actual language, not to pretend that everyone in the town spoke in exactly the same way.

The booklet was later used by new trainees at a community workshop. They said the examples helped them follow instructions, especially when two objects looked similar. The students also kept blank pages for new expressions. Their collection could grow as tools and working methods changed. They concluded that a useful glossary was (20). It needed clear meanings, but it also needed a connection to the situations in which people used the words.

(18)

1 memorizing words without seeing their uses
2 ignoring differences between workplaces
3 more than a short meaning on a list
4 replacing every photograph with a translation

(19)

1 Before the interviews
2 By accident
3 Instead
4 In the same mistake

(20)

1 a record linked to changing practical experience
2 finished forever once it had been printed
3 most useful when all local differences were removed
4 a substitute for every form of workshop training

2

A Smaller Package Is Not Always Enough

A company making small wooden toys wanted to reduce the material used in packaging. Its designers created a thin paper cover to replace a larger cardboard box. At first, the result seemed excellent. The package was lighter, and more toys fitted into each delivery container. However, several customers reported that parts had been damaged during transport. The company had reduced packaging but (21). Some toys now needed to be sent again, using more materials and another delivery.

The designers studied how the toys traveled from the workshop to customers. They found that a small moving part needed support, while much of the original box had served no protective purpose. They added a simple paper piece to hold the part still and removed material elsewhere. The revised package was not the smallest version they had tested. (22), it protected the product much more reliably. The team began comparing damaged deliveries as well as the weight of unused packaging.

The company also tested whether customers could open the new package without breaking the toy. A design that protected an object but made it difficult to remove would create another problem. Clear opening instructions were added, and several people tried them before the design was approved. The project taught the team to judge packaging by (23). Reducing material remained important, but it was part of a wider task that included transport, opening, and the useful life of the product inside.

(21)

1 made every customer prefer large plastic boxes
2 stopped making toys with moving parts
3 removed the need for replacement deliveries
4 increased the risk of damage to its products

(22)

1 For the first time ever
2 Nevertheless
3 In the past
4 Before that

(23)

1 its size before anything was placed inside
2 the number of colors printed on its cover
3 how well it worked throughout its use
4 its price without considering the toy

3 A

From: Grace Wilson <grace.wilson@example.org>
To: Taro Lewis <taro.lewis@example.org>
Date: June 11
Subject: Details for your park painting session

Dear Taro,

We have reserved an area of Birch Park for your school art club on July 5. You requested a quiet place where students could paint trees and the lake. The east lawn should suit this purpose, and it is a short walk from the visitor entrance. Please meet your instructor there at 9:15 a.m. The painting session will finish at noon.

Students should bring their own paper, brushes, and paints. We can lend lightweight boards to support their paper, but we have only twelve. If more students need a board, please tell us before June 25 so we can try to borrow additional ones. There are drinking-water taps near the visitor center. Students must not wash paint into these taps or the lake; staff will show them where used water should be collected. Please keep the main footpath clear while students work. Other visitors will continue to use the park during your session.

In light rain, the session can continue under the covered picnic area. If strong wind or heavy rain makes that unsuitable, we will email you by 7:00 a.m. on the day with a plan to move the class to our indoor studio. Please check your email before leaving home. We will not change the date, because your instructor is unavailable on the following weekend.

Best wishes,
Grace Wilson

(24) Why was the east lawn chosen?

1 It offers the quiet subject matter the group requested.
2 It is the only place where students can buy paint.
3 It is directly inside the indoor studio.
4 It has room for a performance beside the visitor center.

(25) What should Taro do if more than twelve boards are needed?

1 Buy them from the drinking-water area.
2 Wait until everyone arrives on July 5.
3 Cancel the painting session immediately.
4 Ask the park before June 25.

(26) What will happen if the weather is too severe for the covered area?

1 An indoor plan will be emailed early on the same day.
2 The instructor will return the following weekend.
3 The session will automatically take place beside the lake.
4 Students should choose a new date themselves.

3 **B**

The Wall That Neighbors Designed

The fictional town of Meadowford had a long blank wall beside the route to its station. A local artist, Nina Ross, suggested painting a mural there. She first imagined a large picture of the town's oldest buildings. The council liked the idea, but Nina wanted people who passed the wall every day to help choose what it showed. She set up a temporary table nearby with paper and colored pencils and invited people to draw or describe a place important to them.

The responses surprised her. Some residents drew historic buildings, but others chose a small playground, a familiar shop, or a tree where they met friends. Several children included a footbridge that did not appear in Nina's first design. The pictures showed that local identity included everyday experiences as well as famous landmarks. Nina combined these ideas into several possible designs rather than add every drawing to one crowded image. Residents could then discuss which arrangement best connected their suggestions.

Preparing the wall raised another issue. A popular design placed important details low down, where plants growing beside the pavement would cover them in summer. Maintenance staff pointed this out during a site visit. Nina moved some features and left space for the plants instead of asking for them all to be removed. She also chose materials suitable for the surface and explained which parts would need attention as the mural aged. A small drawing showed the mural as it would appear in different seasons. This helped residents discuss the relationship between the painted details and a place that continued to change around them.

The painting was completed with help from trained volunteers, while a separate small activity allowed children to experiment safely on movable boards. Afterward, Nina kept a record of the design process at the local library. People could see how a suggestion had changed and why some ideas had not been used. The mural was more than a colorful cover for a wall. It became a visible result of listening, selecting, and adapting ideas to the actual place where people would encounter them.

3 B

(27) Why did Nina ask passersby for ideas?

1 The council had prohibited pictures of historic buildings.

2 She needed people to identify the town's only famous tree.

3 She wanted everyday users of the place to influence the mural.

4 She had already decided to reproduce every suggestion unchanged.

(28) What did the responses reveal?

1 Only old buildings could represent local identity.

2 Every child wanted the same historical scene.

3 Ordinary places also carried meaning for residents.

4 Most residents wanted the wall left blank.

(29) Why was part of the design moved?

1 The council wanted all plants removed immediately.

2 Seasonal plant growth could hide important details.

3 The artist wanted the mural to be invisible from the pavement.

4 Maintenance staff preferred an entirely blank wall.

(30) How did children take part in painting?

1 They tried a separate activity on movable boards.

2 They all used the main wall without supervision.

3 They selected the chemicals used on the wall.

4 They repaired the station before the mural began.

(31) Why was the design record kept?

1 To prove that the first idea had remained completely unchanged.

2 To prevent future residents from asking about the pictures.

3 To replace the mural with a display inside the library.

4 To show how choices were made and suggestions developed.

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 travelers now stay in homes exchanged with other families. Instead of paying for a hotel, each family allows the other to use its home during an agreed period.

This can reduce the cost of a trip and give travelers a chance to experience an ordinary neighborhood. A home may also offer more space than a small hotel room.

However, finding a family with matching travel dates can be difficult. People may also disagree about responsibility if something is damaged. Clear arrangements are important before anyone leaves home.

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 local people should help decide the designs of public spaces?

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。