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10回

完全オリジナル予想問題

■ 試験時間

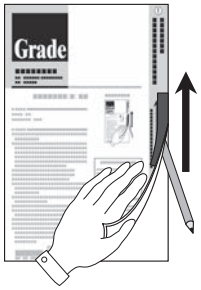
リーディング・ライティングテスト（85分）

※ 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 library keeps (　　) of every item borrowed so that staff know when it should be returned.

1 requests　　2 recipes
3 rewards　　4 records

(2) A: What will happen if the weather gets worse?
B: We have an (　　) plan to hold the activity indoors.

1 alternative　　2 annual
3 ordinary　　4 ancient

(3) The center will (　　) a workshop for beginners next Sunday. A local artist will lead it.

1 organize　　2 observe
3 occupy　　4 obey

(4) The two designers had different (　　), but they respected each other's ideas and worked well together.

1 occasions　　2 operations
3 objects　　4 opinions

(5) A: Why did you choose a smaller camera?
B: It is more (　　) for carrying on long walks.

1 popular　　2 personal
3 patient　　4 practical

1

(6) We need to (　　) the plants from strong winds until their roots become strong enough.

1 share　　2 select
3 shake　　4 shelter

(7) The class noticed a (　　) improvement after practicing the same skill for several weeks.

1 similar　　2 silent
3 significant　　4 separate

(8) A: How does this tool work?
B: It uses air (　　) to push water through the narrow pipe.

1 presence　　2 pressure
3 promise　　4 pleasure

(9) The manager will (　　) the damaged chair and send us another one, so we do not need to pay again.

1 repeat　　2 replace
3 reflect　　4 release

(10) The island is so (　　) that it can only be reached by boat, and there are no shops nearby.

1 recent　　2 regular
3 remote　　4 rapid

1

(11) A: Can you help at the festival?
B: I would be happy (　　). What time should I arrive?

1 to　　2 with
3 for　　4 at

(12) The group had to call (　　) the trip when the only road to the village was closed.

1 out　　2 in
3 off　　4 up

(13) You can use my bicycle (　　) condition that you return it before evening.

1 for　　2 on
3 at　　4 in

(14) A: Is the next train crowded?
B: Probably. A lot of people are waiting to get (　　).

1 up　　2 over
3 on　　4 away

(15) I had my bag (　　) while I was looking at a map in the station.

1 stealing　　2 steal
3 to steal　　4 stolen

1

(16) The more carefully you read the instructions, the (　　) mistakes you are likely to make.

1 fewer　　2 little
3 fewest　　4 less

(17) A: Would you like tea or coffee?
B: (　　) is fine. I like both.

1 Either　　2 Neither
3 Every　　4 Both

2

Keeping a Useful Collection Useful

A club collected old board games for use at a community center. Many families donated boxes they no longer opened at home. The volunteers were pleased to fill several shelves quickly. Yet when children began playing, some games could not be finished because pieces were missing. Others had instructions in a language none of the volunteers could read. The club learned that the number of boxes (18). It needed a way to check what people could actually play, rather than count everything that had arrived.

The volunteers made a simple checklist. They counted essential pieces and tried a short round of each unfamiliar game. A game with a few missing items could sometimes be used if safe replacements were available. However, they did not label every incomplete box as ready to borrow. (19), they separated games needing further work from those that were usable. This allowed staff to recommend activities without discovering a problem halfway through a session.

The club also kept a note of how often games were requested and why some were rarely chosen. A quiet game might still be valuable to a small group, so popularity was not the only measure. Clear instructions or a demonstration could help people try something unfamiliar. The volunteers concluded that caring for a collection meant (20). Keeping objects on a shelf preserved their location, but keeping them useful required information, checking, and occasional changes.

(18)

1 always proved how many children would attend
2 had become impossible to record on paper
3 showed that instructions were no longer needed
4 was less important than whether games were complete and usable

(19)

1 Years before
2 For the last time
3 Instead
4 Without a reason

(20)

1 supporting continued use rather than simply storing things
2 allowing only the most popular game to remain
3 never changing the way any box was stored
4 replacing every donated game with a new product

2

A Bench with More Than One Purpose

A small park beside a shopping street had benches arranged in a circle. The original idea was to help visitors talk to one another. Some people enjoyed the arrangement, but others rarely sat there. A group of students studying design asked park users what they wanted from a short rest. The answers showed that people (21). One person wanted to watch the street while waiting for a friend. Another preferred a quiet place to read without facing a group of strangers.

The students made several small models and discussed them with residents. They did not propose removing every existing bench. Instead, they suggested adding different positions: some seats facing the path, some near the trees, and a few arranged for conversation. Space was left beside several seats for a wheelchair or a bag. (22), the park could offer choices without needing a much larger site. The students also checked whether the seats could be reached comfortably from the entrance.

After the changes, they observed how people used the park. A seat was not judged unsuccessful merely because someone sat alone. Being alone might be exactly what that visitor wanted. The group was careful not to confuse its own idea of a good visit with everyone else's needs. The project suggested that an inclusive public space should (23). A design could encourage meeting people while still allowing quiet rest and different ways of taking part.

(21)

1 always preferred to sit in large circles
2 wanted the park to become a private reading room
3 could rest only when every bench was full
4 had different reasons for using the seats

(22)

1 On the contrary
2 Before the park existed
3 In this way
4 By mistake

(23)

1 require every visitor to join a conversation
2 offer meaningful choices instead of one expected behavior
3 treat sitting alone as a design failure
4 remove the need to consider access routes

3 A

From: Peter Mason <peter.mason@example.org>
To: Yui Bennett <yui.bennett@example.org>
Date: July 3
Subject: Your place at the weekend nature camp

Dear Yui,

We are pleased to confirm your place at Pine Valley Camp from August 15 to August 16. You selected the birdwatching activity on the application form. This will begin early on Sunday morning, before breakfast, because the instructor has planned a quiet walk at that time. You do not need any previous birdwatching experience.

Please arrive at the main lodge between 1:00 and 1:30 p.m. on Saturday. Bring a sleeping bag, clothes for wet weather, and a notebook. We will lend binoculars during the guided activity, but you may bring your own if you prefer. All meals from Saturday dinner to Sunday lunch are included. Please eat lunch before arrival, as no meal will be served on Saturday afternoon. Please label personal items with your name, as several groups will be using the lodge during the same weekend.

If you have any food requirements, please tell us by July 25. We need this information before ordering supplies. You can leave your luggage at the lodge after the rooms must be cleared at 10:00 a.m. on Sunday. The final activity ends at 2:00 p.m., so arrange your journey home for after that time. If the weather prevents the morning walk, the instructor will lead an indoor session using photographs and recordings.

Best wishes,
Peter Mason

(24) What is true about the birdwatching activity?

1 It requires experience using professional equipment.
2 It begins immediately after Saturday lunch.
3 It is planned for before breakfast on Sunday.
4 It can take place only if everyone owns binoculars.

(25) What should Yui do before arriving on Saturday?

1 Clear her room.
2 Have lunch.
3 Complete the Sunday indoor session.
4 Return the borrowed binoculars.

(26) What does Peter explain about Sunday?

1 All participants must leave at 10:00 a.m.
2 No activity can continue after rooms are cleared.
3 Luggage can remain at the lodge until activities finish.
4 Every return journey should begin before 2:00 p.m.

3 B

The Year of the Missing Stories

Students at the fictional Millfield School decided to make an exhibition about the lives of teenagers in their town. They planned to compare the present with the years when their grandparents had been at school. The local newspaper archive seemed a useful starting point. It contained reports about sports, prizes, and public events. However, the students soon noticed that many ordinary experiences they wanted to understand, such as how young people spent free afternoons, rarely appeared in the reports.

The class did not conclude that teenagers in the past had done nothing outside school. Instead, they asked what newspapers usually chose to report. A teacher explained that a collection could be valuable without covering every part of life equally. Students began looking for other sources, including diaries, school magazines, and family photographs. They also invited older residents to describe a typical day rather than only an important achievement. These accounts added details that newspaper searches had not supplied.

Combining the sources required care. A photograph might show young people beside a river without revealing whether they went there every week or only once. A memory could give a lively account but leave the date uncertain. The students placed information from different sources side by side and noted where they agreed or differed. They did not remove every unresolved point just to make the exhibition easier to read. Short labels explained what was known and how it had been discovered. They also kept copies of their early questions. Comparing these with the final investigation showed how noticing a gap could lead to a more precise and useful question rather than a weaker project.

At the opening, visitors were invited to add comments or suggest further material. The students kept a separate record of these contributions so that new claims could be checked before the display changed. Their final report described not only what they had learned about earlier teenagers, but also how their questions had changed. They had started by searching for answers in one collection. They finished understanding that useful research also involved noticing what a source left out and choosing other ways to investigate the gaps.

3 B

(27) What limitation did students notice in the newspapers?

1 They gave little information about some ordinary daily experiences.

2 They reported no sports or public events.

3 They were too recent to include any older generation.

4 They contained only articles written by the students' grandparents.

(28) How did the students respond to this limitation?

1 They assumed earlier teenagers had no leisure activities.

2 They sought other sources and asked about typical days.

3 They removed all newspapers from the research.

4 They limited interviews to people who had won prizes.

(29) Why did combining different sources need care?

1 Every source provided the same complete dates.

2 Sources could reveal some things while leaving others uncertain.

3 Photographs always proved how often an event occurred.

4 Personal memories could not contain any useful detail.

(30) What happened to new contributions at the opening?

1 They were recorded separately for checking.

2 They immediately replaced every existing label.

3 They were rejected because research had finished.

4 They were accepted only from newspaper editors.

(31) What important research skill did students develop?

1 Making every source support one simple story.

2 Recognizing gaps and choosing further ways to investigate them.

3 Treating a search with no results as proof that nothing happened.

4 Avoiding questions that could not be answered by one archive.

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 open their sports grounds to local residents after lessons. People can use the space for walking or simple games when students no longer need it.

This can give neighborhoods an affordable place to exercise without building a new facility. It may also encourage residents to become more familiar with their local school.

However, extra use creates work such as checking equipment and cleaning. The school must also make sure that public activities do not interfere with student events. Clear schedules and responsibilities are necessary.

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 more chances to investigate questions about their own town?

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。