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11回

完全オリジナル予想問題

■ 試験時間

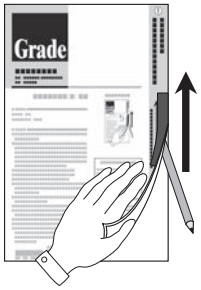
リーディング・ライティングテスト（85分）

※ 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 train was delayed, so the company offered an (　　) to passengers who missed their connections.

1 appointment　　2 insect
3 ingredient　　4 apology

(2) Miki checked the weather (　　) before deciding whether to hold the picnic outdoors.

1 receipt　　2 forecast
3 furniture　　4 ceremony

(3) To protect the old document, the museum keeps it away from (　　) sunlight.

1 anxious　　2 ordinary
3 direct　　4 minor

(4) The report will (　　) the differences between the two schools, including their sizes and teaching methods.

1 forgive　　2 interrupt
3 decorate　　4 examine

(5) Our club needs to (　　) enough money to pay for the new uniforms. We are planning a small concert.

1 bend　　2 waste
3 raise　　4 hide

1

(6) A: Is the swimming pool open to everyone?
B: No. Only hotel (　　) may use it.

1 reasons　　2 guests
3 methods　　4 symbols

(7) The new path makes the beach (　　) to people who use wheelchairs.

1 careless　　2 invisible
3 ancient　　4 accessible

(8) The scientist repeated the experiment to (　　) that the first result was not a mistake.

1 borrow　　2 confirm
3 entertain　　4 punish

(9) There was a short (　　) between the two performances, so we had time to buy drinks.

1 interval　　2 instrument
3 advantage　　4 identity

(10) I enjoy working with Ryo because he is very (　　). He always does what he promises.

1 reliable　　2 violent
3 shallow　　4 temporary

1

(11) Mina has not finished (　　) a weather chart yet. There are still several details to add.

1 prepare　　2 to prepare
3 will prepare　　4 preparing

(12) The final version of a weather chart (　　) on the wall yesterday for everyone to see.

1 will display　　2 is displaying
3 was displayed　　4 has displaying

(13) The class is looking forward (　　) visiting the laboratory next month.

1 for　　2 to
3 from　　4 at

(14) The outdoor lesson near the laboratory will be canceled (　　) the weather improves. It is too windy now.

1 after　　2 although
3 unless　　4 because

(15) The person (　　) showed us around the laboratory answered all our questions patiently.

1 where　　2 who
3 whose　　4 which

1

(16) The explanation about the laboratory was (　　) than the first one, so even new students understood it.

1 easier to follow　　2 as easy to follow
3 easy to follow　　4 easiest to follow

(17) After the activity at the laboratory, please (　　) the tools in the cupboard where they belong.

1 put away　　2 break down
3 give up　　4 set off

2

Seeds with a Story

A school gardening club received envelopes of seeds from local residents. Some labels gave only a plant name. Others included memories of a family garden. The students wanted to grow the plants, but they quickly realized that a name alone (18). They needed to know when to plant the seeds and how much space each plant required. They contacted the donors before preparing the beds, rather than guessing from attractive pictures on the envelopes. The club had limited space and could not plant every variety at once. Students wanted to choose a useful first group without losing information about the seeds kept for a later season. A shared record would also help new members understand why the choices had been made.

The club made two kinds of cards. Growing cards listed practical details checked with gardening books and experienced growers. Story cards recorded the memories that donors agreed to share. (19), readers could distinguish advice about growing a plant from a personal account of its meaning. Not every memory could be checked in the same way as a planting date.

At the summer open day, visitors could see both kinds of cards beside the plants. Some families recognized a variety they had not grown for years. The students kept extra seeds and noted which plants had grown successfully. They learned that saving seeds could (20). Keeping the physical objects mattered, but so did preserving useful knowledge and the connections people had with them.

(18)

1 did not provide enough practical information
2 was more useful than any planting advice
3 guaranteed that the plant would grow quickly
4 proved that every seed was newly bought

(19)

1 By chance
2 In this way
3 In contrast
4 Until then

(20)

1 replace every written account with a photograph
2 involve knowledge and relationships as well as objects
3 succeed only when all plants were the same
4 remove the need to check growing conditions

2

A Queue Everyone Could Follow

A busy community café sometimes had long lines at lunchtime. Customers standing near the entrance could not tell where the line began. Some joined beside the counter by mistake, while others blocked a door used by staff. The manager decided that the problem (21). Simply asking people to be patient would not explain how to use the space. She watched the entrance during several busy periods before suggesting changes. The manager wanted to preserve a relaxed atmosphere rather than create a complicated system of barriers. Customers included parents with children and people visiting alone, so the entrance needed to make sense without a long explanation from a member of staff at every arrival.

The café first tried a large sign above the counter. It looked clear from an empty room, but people waiting in line hid it from newcomers. Staff then placed a smaller sign near the door and marked a route along the wall. The new arrangement showed that information (22). A notice could be easy to read in one situation and almost useless in another.

The changes reduced confusion, although customers still asked questions. Staff left enough space for wheelchairs and people carrying trays. They also checked that the route did not block an emergency exit. (23), they tested it again during a busy lunch rather than judging it only before opening. A helpful design had to work when the room was actually being used.

(21)

1 showed that customers disliked the food
2 resulted entirely from a shortage of chairs
3 could be solved by serving fewer meals
4 was partly caused by unclear directions

(22)

1 should be removed whenever a room was busy
2 was always clearest above the counter
3 could not be provided through small signs
4 needed to be tested under real conditions

(23)

1 Previously
2 In contrast
3 Finally
4 By accident

3 A

From: Sarah West <office@example.org>
To: Yuki Mori <club@example.org>
Date: April 8
Subject: Your visit to the weather station

Dear Yuki,

Thank you for arranging a visit for your geography class on May 16. The group should meet at the east gate at 9:20 a.m. Our main entrance is beside a busy road and cannot be used by school groups. A member of staff will take you to the instruments at 9:30. Students will compare a manual rain gauge with an electronic one and discuss why readings sometimes differ.

Each student should bring a notebook and a pencil. We will provide measuring sheets and clipboards. Please send the names of the two teachers accompanying the class by May 2; we do not need a list of student names. The visit is free, but the school is responsible for transport. There is a sheltered area where your group can eat a packed lunch. The instruments are in use for regular observations, so please keep to the marked paths and wait for staff before approaching any equipment. Students will have time for questions during the guided session.

Light rain will not affect the program. If strong winds make the outdoor area unsafe, we will use demonstration equipment indoors. Please check your email before leaving school, as we will send any change of meeting point by 8:00 that morning. There is no need to contact us about an ordinary rainy forecast.

Best wishes,
Sarah West

(24) Where should the group meet?

1 Beside the main road entrance.
2 At the east gate.
3 Inside the lunch shelter.
4 At the electronic rain gauge.

(25) What must the school send by May 2?

1 The names of the accompanying teachers.
2 Photographs of the instruments.
3 A list of every student.
4 Payment for measuring sheets.

(26) What will happen if strong winds make outdoor work unsafe?

1 Students will measure outside without staff.
2 The visit will always be canceled.
3 The group will use indoor equipment.
4 The class must pay a new transport fee.

3 B

Finding Space for Darkness

When the fictional town of Ashwell replaced its streetlights, residents welcomed the brighter roads. However, members of a local astronomy club noticed that it was becoming harder to see stars from the public park. They asked the town to turn off every nearby light at night. The first meeting showed why that suggestion would be difficult: people used the park as a route home, and some felt uncomfortable crossing it in complete darkness.

Instead of treating all lighting as either good or bad, the club invited residents to walk the route after sunset. They recorded places where light helped people see steps and places where it shone directly into the sky. An older resident explained that one bright lamp made the surrounding path harder to see because of the contrast. The group began to focus on where light went, not simply how much light a lamp produced.

The town tested covers that directed light downward. It also reduced brightness in one unused corner after the sports area closed. Notices explained the trial, and residents could report problems by phone or on paper. The club held a short star-viewing evening in the corner, but the main walking route remained lit. The trial lasted several weeks so that people could experience the changes during their normal routines, not just at a special event. The walk included people with different reasons for being in the park: some passed through quickly, while others stayed to exercise or meet friends. Recording these purposes helped the group avoid designing the whole area around a single use.

At the final meeting, the town considered comments about walking as well as observations of the night sky. Some covers needed adjustment near a crossing. Other changes made stars easier to see without reducing visibility on the path. The club had not obtained a completely dark park, but it had helped create a more careful lighting plan. Members learned that explaining a shared problem and testing a limited change could achieve more than asking everyone to accept one group's ideal solution.

3 B

(27) Why was turning off every light difficult?

1 The astronomy club met only in daylight.

2 The town had no way to control the lamps.

3 All residents wanted a sports stadium.

4 People used the park as a route home.

(28) What did the evening walk help the group understand?

1 Steps could be removed instead of being lit.

2 Every resident used exactly the same route.

3 The direction of light mattered as well as its amount.

4 Brighter lamps always made nearby paths clearer.

(29) What was part of the trial?

1 Accepting comments only through an app.

2 Closing the park for several weeks.

3 Keeping the main walking route lit.

4 Removing every lamp near a crossing.

(30) How were the results evaluated?

1 Both walking conditions and star visibility were considered.

2 Only the number of people at one event was counted.

3 Residents had to agree before trying any change.

4 The club alone chose the final plan.

(31) What did club members learn?

1 A limited trial can help people address different needs.

2 A perfect result requires ignoring criticism.

3 Public parks should serve only one activity.

4 Lighting decisions do not need local information.

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 lend tablet computers to students for use at home. Students can borrow a device for a term and return it when classes finish.

This helps students who do not own suitable equipment complete digital assignments. Using the same kind of device can also make it easier for teachers to explain how to use learning software.

However, devices need repairs and regular checks. Schools must arrange support for technical problems, and borrowing a tablet does not solve the problem of having no internet connection at 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 schools should lend more learning equipment to students?

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。