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12回

完全オリジナル予想問題

■ 試験時間

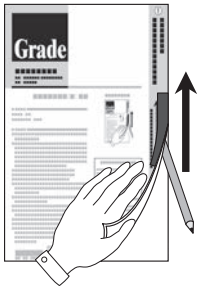
リーディング・ライティングテスト（85分）

※ 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 newspaper printed a (　　) after it discovered that the date in yesterday's article was wrong.

1 direction　　2 correction
3 population　　4 celebration

(2) Please (　　) the screen gently. Pressing it too hard could damage the equipment.

1 divide　　2 rescue
3 touch　　4 freeze

(3) The building's main (　　) is on the north side. The door at the back is for deliveries.

1 entrance　　2 expense
3 harvest　　4 courage

(4) This bag is (　　) enough for a weekend trip, but it is too small for a month abroad.

1 jealous　　2 formal
3 likely　　4 spacious

(5) We need to (　　) the chairs in a circle so that everyone can see each other.

1 arrange　　2 contain
3 export　　4 announce

1

(6) The old bridge is closed while workers carry out (　　). They are replacing several damaged parts.

1 rumors　　2 journeys
3 lectures　　4 repairs

(7) The instructions were too (　　) for beginners, so the teacher rewrote them using fewer steps.

1 delighted　　2 confident
3 shiny　　4 complicated

(8) The artist's latest work was (　　) by a walk through the forest after heavy rain.

1 arrested　　2 inspired
3 measured　　4 packed

(9) There is little (　　) of snow today. The temperature is much warmer than usual.

1 furniture　　2 chance
3 equipment　　4 advice

(10) The teacher asked students to (　　) their answers before looking at the solution on the next page.

1 refuse　　2 deliver
3 compare　　4 repair

1

(11) Ryo promised (　　) a pottery design before the next club meeting.

1 drawing　　2 draw
3 to draw　　4 for drawing

(12) Ryo had a copy of a pottery design (　　) into another language by a volunteer.

1 translated　　2 translate
3 translating　　4 to translate

(13) Ryo is responsible (　　) checking that every visitor has left the studio.

1 for　　2 at
3 from　　4 of

(14) (　　) Ryo had never visited the studio before, the clear signs made it easy to find the room.

1 Because　　2 Although
3 So that　　4 Unless

(15) This is the folder (　　) contains the plans for our visit to the studio.

1 where　　2 who
3 which　　4 whose

1

(16) There were (　　) chairs for everyone at the studio, so nobody had to stand.

1 little　　2 much
3 enough　　4 each

(17) The students will (　　) a survey about how visitors travel to the studio. They have prepared the questions.

1 turn down　　2 carry out
3 give away　　4 take off

2

Bread at Closing Time

A small bakery often had unsold bread at closing time. The owner did not want to throw away food that was still good. She started offering a discounted evening bag, but customers could not choose individual items. Each bag depended on what remained. At first, some people were disappointed because they (18). A lower price did not remove the need for clear information about the product. The bags were sold only during the final half hour, after staff had checked what remained suitable for sale. Customers did not have to reserve them, and the shop avoided promising a particular selection before the ordinary day's demand was known. This kept expectations realistic for both sides.

The owner added a notice explaining that the contents changed daily and that bags might contain similar kinds of bread. Staff also provided the information needed by customers with food allergies. (19), people could decide whether the offer suited them before paying. The bakery did not describe the bags as a way to obtain any product at any time.

After a month, the owner checked how many bags had been sold and how much bread remained. She noticed that making extra bread just for the bags would defeat their purpose. The evening offer therefore remained small. It was intended to (20), not create a second reason for producing more. Staff continued to use sales records to improve the amount baked each morning.

(18)

1 had expected to select particular products
2 were told that the bread was unsafe
3 had paid the full daytime price
4 wanted the shop to close earlier

(19)

1 In the meantime
2 Consequently
3 For instance
4 By contrast

(20)

1 reduce the waste from ordinary sales
2 increase production regardless of demand
3 make sales records unnecessary
4 replace every daytime customer

2

A Trail Told in Two Languages

A nature center wanted to welcome visitors who spoke different languages. Its first plan was to translate every long sign along a walking trail. Volunteers soon found that this would be expensive and would make the signs crowded. They decided instead to ask what visitors most needed to know. The answers suggested that (21). Directions and warnings were especially important, while some detailed history could be offered in a separate leaflet. The volunteers also considered visitors who might begin reading a notice and then need to move aside for another group. Short directions could be found quickly without requiring everyone to stand still for several minutes. The leaflet could be read later at a comfortable place along the route.

The center prepared short texts in two languages, using matching numbers for the same points along the trail. A local language teacher checked the wording. However, the team did not assume that a correct translation was automatically easy to use. They asked first-time visitors to follow the route with the new signs. Some people still missed a turning because the sign (22). The words were clear, but the location was not.

The volunteers moved that sign before the junction and added a simple arrow. They kept longer explanations in leaflets available at the entrance. (23), they provided the essential information at the moment people needed it. The project showed that communicating across languages involved choosing, placing, and testing information as well as translating sentences accurately.

(21)

1 warnings were less useful than local history
2 all visitors wanted the longest possible text
3 not every detail belonged on a trail sign
4 only experienced walkers should use the trail

(22)

1 stood beyond the place where they had to decide
2 contained a different number in each language
3 was hidden inside the entrance leaflet
4 had been removed before the first trial

(23)

1 By chance
2 In contrast
3 By doing so
4 Until then

3 A

From: Daniel Holt <office@example.org>
To: Emi Sato <club@example.org>
Date: April 8
Subject: Booking the pottery studio

Dear Emi,

Your art club can use our pottery studio on June 22 from 10:00 a.m. to noon. This session is for making small bowls by hand. The electric wheels are reserved for a different course and will not be available. Please tell students that they will collect their finished work on another day because the bowls must dry and then be heated in a special oven.

The session costs twelve dollars per student, including materials and heating. Please confirm the number of participants by June 8. We can accept up to twelve students, and two teachers may accompany them without paying. Students should wear old clothes and bring a towel. Aprons and tools will be provided, so there is no need to buy any special equipment. Please tie back long hair before beginning. The instructor will demonstrate each stage before students start, and teachers should remain with the group rather than leave to explore other parts of the arts center.

We expect the bowls to be ready by July 6. We will contact you when they can be collected. If you would like them sent to the school instead, we can arrange delivery for an additional charge. Please do not arrive to collect them before receiving our message, as heating times may change.

Best wishes,
Daniel Holt

(24) What should students understand about the session?

1 The teachers will make every bowl for them.
2 They will learn to operate electric wheels.
3 They must bring their own clay and tools.
4 Their bowls will not be ready to take home immediately.

(25) What is included in the student fee?

1 A new towel for every student.
2 Delivery to the school.
3 A place in the electric-wheel course.
4 Materials and heating the bowls.

(26) When should the school collect the bowls?

1 Immediately after the June 22 session.
2 Before confirming participant numbers.
3 At noon on June 8 without contacting the studio.
4 After receiving a message that they are ready.

3 B

A Timetable People Could Read

The fictional town of Kelton had an hourly bus connecting several villages. The operator printed a timetable with every stop in a narrow column. Regular passengers knew how to read it, but new users often called the office to ask simple questions. The company initially assumed that people had not looked carefully enough. A driver suggested asking passengers to show how they actually planned a journey.

During a trial, volunteers were given ordinary tasks such as finding a bus that reached the hospital before an appointment. Several chose the wrong column because the heading referred to a village they did not know. Others confused the time the bus left the first stop with its arrival at their own stop. These were not random mistakes. They revealed differences between the operator's view of a route and the questions a passenger brought to the page.

The company produced a second version with a small route map and clearer stop names. Morning and afternoon times were separated, and important notes were placed beside the journeys they described. The driver also asked for a larger printed version in the waiting room. A phone website was useful, but it could not help someone whose battery had run out or who preferred to plan on paper. Both formats needed the same accurate information. The driver pointed out that a timetable was often read under pressure, perhaps in poor weather or shortly before a bus arrived. Information that seemed clear during a quiet office meeting might be much harder to use in those circumstances.

The revised timetable reduced some common questions, but the office continued recording calls. A question that returned often could point to another unclear detail. The company also checked its notices whenever the service changed so that different versions did not contradict one another. Staff stopped treating every request for help as a passenger's failure. Instead, they saw questions as evidence about how the service was explained. Making information available was only a first step; people also had to be able to use it.

3 B

(27) What did the company first assume?

1 Passengers were not reading carefully enough.

2 Every passenger preferred a phone website.

3 The timetable contained no stop names.

4 The driver had changed the route without permission.

(28) What did the trial reveal?

1 Passengers were unable to read any numbers.

2 The layout did not match how some passengers planned trips.

3 Every volunteer wanted a faster bus.

4 The hospital was missing from the route.

(29) Why was a large printed version also provided?

1 The company decided to stop all online information.

2 The waiting room had no space for small notices.

3 A phone website would not suit every situation or user.

4 Drivers were forbidden to use maps.

(30) Why did staff continue recording calls?

1 The company wanted to remove less popular stops.

2 Callers had to pay for each question.

3 Printed timetables could never be revised.

4 Repeated questions could reveal unclear information.

(31) What is the main lesson of the project?

1 Answering questions always prevents improvement.

2 Information should be usable as well as available.

3 Accurate times are less important than attractive colors.

4 Only experienced passengers should plan journeys.

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 towns place small refrigerators in public buildings where residents can leave unopened food they do not need. Other residents may take suitable items without paying.

This can reduce food waste and help people obtain food locally. It may also encourage neighbors to think about sharing useful resources instead of throwing them away.

However, someone must check dates and keep the refrigerator clean. Clear rules are needed about which foods can be accepted, since not everything is safe or practical to share in this way.

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 provide more places where residents can share things?

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。