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14回

完全オリジナル予想問題

■ 試験時間

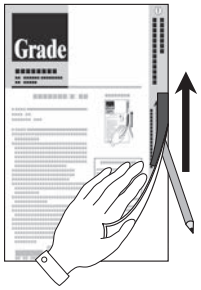
リーディング・ライティングテスト（85分）

※ 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 is trying to find the (　　) of the strange noise coming from inside the machine.

1 fashion　　2 custom
3 source　　4 prize

(2) The shop will (　　) the damaged radio with a new one because it broke during delivery.

1 explore　　2 replace
3 escape　　4 complain

(3) His explanation was so (　　) that everyone understood the plan immediately.

1 clear　　2 wealthy
3 lonely　　4 narrow

(4) Working together helped the students develop a sense of (　　). They began to support one another.

1 permission　　2 pollution
3 decoration　　4 cooperation

(5) Please keep this information (　　). Only the two people organizing the surprise party should know it.

1 visible　　2 traditional
3 comfortable　　4 confidential

1

(6) The museum hired a specialist to (　　) the old painting without changing its original colors.

1 fold　　2 postpone
3 restore　　4 deliver

(7) The new bus route provides a useful (　　) between the station and the hospital.

1 competition　　2 connection
3 collection　　4 conclusion

(8) A: Did everyone agree with your proposal?
B: No, a few members (　　) it because they thought it was too expensive.

1 opposed　　2 borrowed
3 admitted　　4 printed

(9) The book contains (　　) advice about preparing a job application, including examples of useful letters.

1 empty　　2 silent
3 practical　　4 distant

(10) The students were asked to (　　) their findings to the class using a short slide show.

1 present　　2 mend
3 divide　　4 obtain

1

(11) Ken decided (　　) an orchard report again because the first version contained mistakes.

1 for completing　　2 to complete
3 complete　　4 completing

(12) Visitors (　　) to leave large bags outside the orchard before entering yesterday.

1 were asked　　2 will ask
3 are asking　　4 have asking

(13) The success of the visit to the orchard depends (　　) careful preparation by the whole team.

1 from　　2 on
3 into　　4 at

(14) The instructor waited (　　) all the students had arrived at the orchard before starting the explanation.

1 although　　2 because of
3 until　　4 unless

(15) The student (　　) notebook was left at the orchard should contact the school office.

1 which　　2 whose
3 who　　4 where

1

(16) Of the three routes to the orchard, this one is (　　). We will arrive sooner if we use it.

1 as short　　2 most short
3 shorter　　4 the shortest

(17) The group will (　　) for the orchard at seven in order to arrive before the morning traffic becomes heavy.

1 give up　　2 take after
3 put away　　4 set off

2

Tools with Pictures

A volunteer group lent simple gardening tools from a shed. New members often returned tools to the wrong shelves because they did not recognize every name. The leader initially wanted to add more written rules. Another member suggested that the problem was not unwillingness to help: people (18). The group needed a way to connect an unfamiliar word with the object in someone's hand. Some new members had used similar tools at home but knew them by different names. Others were gardening for the first time. The leader wanted both groups to work confidently without depending on one experienced person to answer the same storage question throughout every session.

Members photographed each kind of tool and placed the picture beside its storage space. They kept the names as well, so people could gradually learn them. A trial showed that two photographs looked almost identical, although the tools had different uses. (19), the group added a drawing of the important difference and a short explanation. A picture alone was not always enough.

After several weeks, fewer tools were misplaced. The leader still checked for damaged handles and loose parts before lending them. Clear storage labels did not mean that every tool was safe or suitable for every task. The group learned that good instructions (20). Helping people find and return equipment was one job; checking its condition and explaining safe use remained separate responsibilities.

(18)

1 had refused to read any kind of sign
2 were unable to enter the shed
3 could not always identify the correct storage place
4 wanted to keep all the tools at home

(19)

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

(20)

1 made regular equipment checks unnecessary
2 should never include familiar words
3 could support but not replace other checks
4 could guarantee that nothing would break

2

The Cost of a Free Event

A town organized a free weekend lecture series. The first event attracted many registrations, but half the seats were empty on the day. People who had wanted to attend were turned away because all places appeared to be booked. Organizers realized that a full booking list (21). They needed to understand the difference between reserving a seat and actually using it. The hall had a fixed capacity, and fire safety rules prevented adding chairs once an event began. An empty reserved seat therefore represented a real missed opportunity for someone else. Organizers wanted to improve use of the available places without making the lecture less welcoming to residents with limited money.

The next invitation asked people to cancel if their plans changed. A reminder included a simple cancellation link and a phone number. The team also created a waiting list, but did not sell or promise the same seat to two people. These changes made it easier to (22). They did not assume that absence showed a lack of interest; unexpected work or family responsibilities could prevent attendance.

More seats were used at the second lecture. Organizers considered charging a small deposit, but some residents said this could make participation difficult. (23), the team kept the series free and improved reminders first. They would review attendance after several events before making another decision. Solving a problem required considering who might be excluded by the proposed solution.

(21)

1 did not necessarily mean a full room
2 proved that the topic was unpopular
3 required a much larger building immediately
4 showed that reminders had already failed

(22)

1 increase the number of seats beyond capacity
2 guarantee that no plan would ever change
3 release unused places to other people
4 avoid communicating with anyone by phone

(23)

1 Meanwhile
2 Similarly
3 In particular
4 Instead

3 A

From: Anna Field <office@example.org>
To: Ken Aoki <club@example.org>
Date: September 18
Subject: Changes to the orchard workshop

Dear Ken,

I am writing about your class visit to our orchard on October 5. We have moved the starting time from 9:00 to 10:00 a.m. because the morning fruit delivery will take longer than expected. The activities will still finish at noon. Students will learn how fruit is sorted before helping to pack sample boxes; they will not pick fruit from ladders.

Please bring a list showing how many students are in each group of four. We need this on arrival, not in advance. Everyone should wear closed shoes, even if the weather is warm. The ground around the packing shed can be wet. We will provide gloves, and there is drinking water in the visitor room. Food brought from home should stay in that room. Students may ask the staff about the process, but please keep the main packing route clear. Workers will continue their ordinary tasks, and the workshop group must wait for permission before moving between the marked areas.

If the new starting time creates a transport problem, please contact me by September 26. We can offer the same program on October 12 instead, but only if you confirm the change before that deadline. Unless we hear from you, we will expect your class at 10:00 on October 5.

Best wishes,
Anna Field

(24) Why has the starting time changed?

1 The class requested a longer lunch break.
2 Students will begin picking fruit earlier.
3 The visitor room will close permanently.
4 A morning delivery needs more time.

(25) What should the school bring on the visit day?

1 All the drinking water needed by the visitors.
2 Ladders for students to pick fruit.
3 A list of student numbers in groups of four.
4 Gloves for every worker at the orchard.

(26) What must the school do to choose October 12?

1 Send the group list after the new visit.
2 Contact the orchard by September 26.
3 Arrive at 9:00 on October 5.
4 Wait until the original visit has finished.

3 B

The Notice That Kept Changing

The fictional town of Marlow placed a public noticeboard beside its busiest square. It soon filled with posters for classes, concerts, and meetings. The board looked lively, but residents complained that finding a current event was difficult. Notices for activities that had ended months earlier still covered useful information. A student volunteer group offered to help, expecting that one afternoon of cleaning would solve the problem.

The students removed notices with clearly expired dates, but some had no date at all. They could not know whether these advertised a regular club or an event that had ended. Instead of throwing everything away, they contacted the organizers whose details were visible. They discovered that some small groups had no website and relied heavily on the board. A strict rule allowing only professionally printed posters would have made their position worse.

The town introduced a simple posting form with an event date, a contact method, and a removal date. Regular groups could renew notices after a set period. Blank forms and pencils were kept in a box nearby so that people did not need a computer or printer. Volunteers checked the board weekly rather than waiting for it to become unreadable. They also divided the surface into a few broad sections, without creating so many categories that posters became difficult to place. A small space at the bottom explained the system in ordinary language. Organizers could find out how long a notice would remain and whom to contact with a question. The board no longer depended entirely on rules known only to regular users.

After two months, the board contained fewer posters but more usable information. Residents could find current activities without searching through layers of paper. The students realized that maintaining a shared information space was an ongoing task, not a single cleanup. Clear rules mattered, but those rules also had to be practical for the people who depended on the service. The project succeeded by combining routine care with a way for ordinary residents to take part.

3 B

(27) What was the main problem with the noticeboard?

1 Only professional artists were using it.

2 Every poster was removed immediately.

3 The square had too few residents.

4 Old notices made current information hard to find.

(28) Why did students contact some organizers?

1 They could not tell whether undated notices were still useful.

2 They needed permission to move the square.

3 They wanted all groups to buy a website.

4 Every notice advertised a single completed concert.

(29) Why were blank forms and pencils provided?

1 Organizers were no longer allowed to renew notices.

2 People could post information without computer equipment.

3 Every notice had to contain a drawing.

4 Volunteers wanted to stop checking removal dates.

(30) How did the volunteers change their approach?

1 They checked the board regularly rather than cleaning it once.

2 They stopped talking to the groups using it.

3 They removed every section from the board.

4 They accepted only professionally printed notices.

(31) What helped the project succeed?

1 Reducing every group's opportunity to post was essential.

2 Practical rules and continued care supported participation.

3 One cleanup made all future maintenance unnecessary.

4 A crowded appearance proved that information was useful.

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 employees to choose when to begin and finish work within agreed limits. Everyone still works the required number of hours, and some meetings remain at fixed times.

Flexible starting times can help workers avoid the busiest trains or manage family responsibilities. Employees may also choose the part of the day when they can concentrate most effectively.

However, people working at different times may find it harder to discuss problems quickly. Teams need clear arrangements for shared tasks and must make sure that customers can still obtain help when 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 people should be able to choose their own working hours?

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。