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15回

完全オリジナル予想問題

■ 試験時間

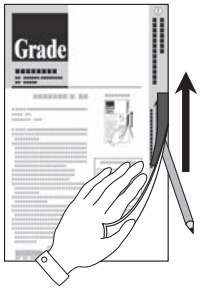
リーディング・ライティングテスト（85分）

※ 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 manager decided to (　　) the meeting until Friday because several members were absent.

1 protect　　2 translate
3 include　　4 postpone

(2) This box contains (　　) cups, so carry it carefully and do not put anything heavy on top.

1 wealthy　　2 fragile
3 empty　　4 flexible

(3) The town's population has (　　) steadily as more families have moved there to find work.

1 disappeared　　2 escaped
3 increased　　4 hesitated

(4) Our science teacher showed us how to make an (　　) of a small object look larger through a lens.

1 effort　　2 illness
3 image　　4 income

(5) The company is looking for a (　　) to its packaging problem. It wants to use less plastic.

1 reaction　　2 tradition
3 solution　　4 position

1

(6) Please (　　) the date on the milk before you use it. It may be too old.

1 check　　2 repair
3 confuse　　4 achieve

(7) The village is surrounded by mountains, and its (　　) is especially beautiful in autumn.

1 language　　2 traffic
3 salary　　4 scenery

(8) The teacher gave a (　　) explanation of the rules, mentioning only the most important points.

1 violent　　2 brief
3 tropical　　4 shy

(9) The students had to (　　) the number of people in the hall without counting them one by one.

1 advertise　　2 decorate
3 forgive　　4 estimate

(10) A: Can I use this camera underwater?
B: Yes, it was (　　) designed for that purpose.

1 carelessly　　2 rarely
3 specifically　　4 previously

1

(11) Haru has not finished (　　) a costume list yet. There are still several details to add.

1 to check　　2 checking
3 will check　　4 check

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

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

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

1 to　　2 for
3 at　　4 from

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

1 because　　2 unless
3 after　　4 although

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

1 who　　2 where
3 which　　4 whose

1

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

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

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

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

2

A Library of Useful Boxes

A science teacher kept empty containers for classroom experiments. Over time, the cupboard filled with boxes of every shape. Students struggled to find suitable ones, even though there were many available. The teacher realized that collecting more containers (18). A useful collection required organization and a clear idea of what lessons actually needed. She asked students to record the kinds they used during one term. There was also a practical limit to how much students could move safely when searching. Heavy containers at the front hid smaller ones behind them. Before buying shelves, the class needed to understand whether a different selection and arrangement could make the existing cupboard work better.

The records showed that a few standard sizes covered most activities. The class sorted those sizes into open shelves and labeled their approximate volumes. Unusual containers were kept only when someone could explain a likely use. (19), the cupboard became easier to search without losing the variety needed for lessons. The teacher did not keep every object simply because it might be useful someday.

At the end of each month, two students checked that containers were clean and labels readable. Damaged ones were removed. The class also marked containers that must never be used for food after an experiment. They learned that reusing materials (20). Saving an object from immediate disposal was only helpful when people could find it, understand its limits, and use it appropriately.

(18)

1 would make all labels unnecessary
2 was the only possible way to save time
3 proved that the cupboard was already organized
4 would not by itself solve the problem

(19)

1 By contrast
2 For instance
3 In the meantime
4 As a result

(20)

1 meant keeping every damaged object forever
2 removed the need to think about safety
3 involved continuing care and sensible selection
4 worked best without any knowledge of purpose

2

Learning the River by Drawing

An art teacher asked a class to draw the same riverbank on three different visits. At first, students complained that repeating a picture would be boring. They expected the place to look identical. On the second visit, however, the water was higher and a familiar rock had disappeared below the surface. The repeated task helped them (21). A single visit would not have made these differences so obvious. The teacher chose a viewing point well back from the water and kept the class on the public path. Students were observing a changing scene, not trying to make the river behave in a particular way. Their task depended on returning to a comparable position and noticing differences carefully.

The students added dates, weather notes, and the place where they had stood. Their drawings varied in skill, but the teacher did not grade them mainly for beauty. She asked them to explain what they had noticed and what they were unsure about. The notes mattered because a drawing (22). A dark area might show a shadow, wet ground, or simply the choice of a pencil.

For their display, students placed the pictures in time order and added short comparisons. They did not claim to explain every change in the river. (23), they identified questions that would require more observation or advice from a specialist. Drawing had trained them to look carefully, while the notes helped them distinguish what they had seen from what they only guessed.

(21)

1 notice changes in a familiar place
2 make every drawing exactly alike
3 prove that the river never changed
4 avoid returning to the river again

(22)

1 could be interpreted in more than one way
2 was useful only if made by an expert
3 always explained every cause accurately
4 removed the need to record the date

(23)

1 Similarly
2 Instead
3 Meanwhile
4 In particular

3 A

From: Clara Moss <office@example.org>
To: Haru Endo <club@example.org>
Date: October 20
Subject: The costume collection appointment

Dear Haru,

Thank you for reserving costumes for your drama club's play. You can collect them from the town theatre on November 7 between 2:00 and 4:00 p.m. Please use the side door beside the loading area. The main entrance will be closed while the front steps are repaired. Bring a copy of the costume list so that we can check each item together.

The costumes may be used until November 21. Please do not wash them yourselves, as some fabrics need special treatment. The hire fee includes cleaning. If a costume needs a small adjustment, use loose temporary stitching and remove it before returning the item. Cutting fabric or attaching pieces with glue is not permitted. Tell us immediately if anything is damaged during rehearsals. Please keep a separate note of which student is using each costume. This does not need to be sent to us, but it can help your club find items quickly when preparing the return bags.

All items should be returned in the bags provided, with the labels still attached. If you need to change the collection time, contact us by November 3. Another group has booked the costumes after your performance, so we cannot extend the return date. Please allow time after the play to check that every piece has been packed.

Best wishes,
Clara Moss

(24) Why should the club use the side door?

1 Repairs will close the main entrance.
2 The theatre has changed its return deadline.
3 The loading area has a public performance.
4 Costumes are stored outside the theatre.

(25) What is the club allowed to do?

1 Attach decorations permanently with glue.
2 Cut the fabric to fit each actor.
3 Make temporary changes with loose stitching.
4 Wash all costumes before returning them.

(26) Why can the return date not be extended?

1 The bags must be destroyed immediately.
2 Another group has reserved the costumes.
3 The theatre will stop hiring costumes permanently.
4 The club has already paid for transport.

3 **B**

A Shop That Counted Repairs

A bicycle shop in the fictional town of Westmere sold new bicycles and repaired old ones. The owner, Lena Park, noticed that advertisements focused almost entirely on new products. She wanted customers to understand the value of maintenance, so she began displaying a board showing how many bicycles the shop had repaired each month. The rising number attracted attention, but Lena soon wondered what it actually told people.

A bicycle returned twice for the same unresolved problem could be counted as two repairs. A short adjustment and a difficult rebuild also appeared as equal entries. Lena did not want a large total to hide poor service or differences in the work. She changed the records to include the kind of problem, whether it had been solved, and whether the owner needed to return. Customer names were not displayed publicly.

The new records helped the mechanics notice repeated difficulties with certain parts. They could explain these issues to customers and recommend checks before a serious breakdown. The shop also introduced short maintenance lessons, but the mechanics were careful about their limits. A customer could learn to check tire pressure or recognize a loose part without becoming qualified to repair every brake system. Some jobs still required a trained person and suitable equipment. The mechanics discussed examples together so that similar problems were recorded consistently. Otherwise, one person might call a visit a completed repair while another considered it an inspection. Clear definitions made the records useful for improving work rather than merely producing an impressive display.

Lena kept a public board, but replaced the single total with a few examples of useful work and practical advice. She explained why maintaining an existing bicycle could sometimes be a good choice and when replacement might be safer. The project changed how she thought about success. Selling fewer new bicycles in one month did not automatically mean the shop had done less for the town. At the same time, a large repair total was not enough. The important question was whether customers could ride safely and make informed decisions.

3 B

(27) Why did Lena first display repair numbers?

1 To draw attention to the value of maintenance.

2 To ask customers to do all repairs themselves.

3 To show that the shop no longer sold bicycles.

4 To compare the names of individual customers.

(28) Why was a single total insufficient?

1 It could never include a difficult repair.

2 It did not show whether problems were truly solved.

3 It included the names of all customers.

4 It counted only the newest bicycles.

(29) How did the more detailed records help?

1 They allowed untrained customers to repair all brakes.

2 They removed the need to speak with customers.

3 They proved every bicycle needed replacement.

4 They revealed repeated problems with some parts.

(30) What did the maintenance lessons recognize?

1 Recognizing a problem was always the same as fixing it.

2 Every customer should rebuild a bicycle at home.

3 Tire pressure could be checked only by a professional.

4 Some repairs still required trained people and proper equipment.

(31) What became Lena's main measure of success?

1 Avoiding all discussion about replacement.

2 Customers' safety and ability to choose with useful information.

3 Selling a new bicycle to every visitor.

4 The highest possible repair total regardless of quality.

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 use electronic noticeboards to show announcements in corridors. Staff can change the messages from a computer rather than printing a new sheet for every update.

These boards can reduce paper use and display urgent changes quickly. They can also show different information at different times, such as club notices after lessons.

However, a message may disappear before everyone has read it. Screens also depend on electricity and working equipment. Important information may need another form so that students can check it again later.

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 use more electronic noticeboards?

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。