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16回

完全オリジナル予想問題

■ 試験時間

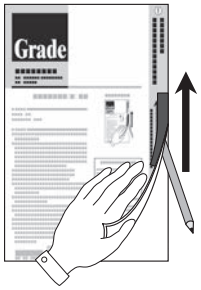
リーディング・ライティングテスト（85分）

※ 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) After the storm, volunteers helped (　　) food and blankets to families staying in the school hall.

1 invent　　2 distribute
3 restrict　　4 measure

(2) The two plans are (　　) in cost, but the second one would take much longer to complete.

1 remote　　2 annual
3 eager　　4 similar

(3) The speech made a strong (　　) on Ayaka. She remembered its message years later.

1 instruction　　2 impression
3 permission　　4 exhibition

(4) The station has a (　　) where travelers can leave their luggage for a few hours.

1 theory　　2 species
3 facility　　4 ceremony

(5) Please do not (　　) to ask for help if you cannot understand the instructions.

1 pretend　　2 compete
3 hesitate　　4 succeed

1

(6) The shop received many (　　) about its late deliveries and decided to improve its service.

1 rewards　　2 complaints
3 achievements　　4 invitations

(7) The museum uses (　　) lighting that switches on only when someone enters the room.

1 ancient　　2 loyal
3 automatic　　4 embarrassed

(8) We need a larger hall to (　　) all the people who have signed up for the concert.

1 accommodate　　2 translate
3 interrupt　　4 approve

(9) Her report gave a detailed (　　) of the island's history from the first settlement to modern times.

1 request　　2 account
3 attempt　　4 discount

(10) A: Why did you write the instructions twice?
B: I wanted a (　　) copy in case the first one got lost.

1 spare　　2 strict
3 sour　　4 guilty

1

(11) Riku promised (　　) a museum map before the next club meeting.

1 for drawing　　2 drawing
3 draw　　4 to draw

(12) Riku had a copy of a museum map (　　) into another language by a volunteer.

1 translate　　2 translated
3 to translate　　4 translating

(13) Riku is responsible (　　) checking that every visitor has left the museum.

1 for　　2 from
3 at　　4 of

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

1 Because　　2 Unless
3 So that　　4 Although

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

1 which　　2 where
3 whose　　4 who

1

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

1 each　　2 little
3 much　　4 enough

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

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

2

An Exhibition in a Suitcase

A museum wanted to reach schools that could not afford a visit. Staff designed a small traveling exhibition that fitted inside a suitcase. It included photographs, copies of old documents, and objects made for handling. They did not send valuable originals because these needed special protection. The suitcase was intended to (18). It offered a starting point for investigation rather than a complete museum in a box. Each loan lasted two weeks so that a school could use the materials in more than one lesson. Staff included items that could survive ordinary classroom handling and checked them before dispatch. The arrangement had to be practical for a teacher who had never visited the museum personally.

The first teacher who borrowed it found the materials interesting but was unsure how to begin. The museum added three suggested activities, each with a clear question. Teachers could choose according to their classes instead of following one fixed lesson. (19), a short checklist made it easier to return every item. Interesting materials still required practical instructions for the people using them.

Staff asked schools to send comments after each loan. One class discovered that a photograph was difficult to understand without a map, so the museum added one. Another teacher suggested larger copies of two documents. The team learned that a traveling exhibition (20). Its value grew when borrowing schools could influence how it developed, not merely receive a finished package.

(18)

1 replace every teacher with a museum guide
2 bring useful materials into classrooms
3 allow children to handle valuable originals
4 describe the whole past without questions

(19)

1 Instead
2 By contrast
3 In addition
4 Otherwise

(20)

1 worked best when schools gave no feedback
2 needed no changes after the first loan
3 could improve through the experience of its users
4 should contain only objects without instructions

2

The Garden after Sunset

A community garden opened a few evening sessions for people who worked during the day. Volunteers expected attendance to increase immediately, but the first session was quiet. They asked several interested residents why they had not come. Some had assumed that the usual gate would be locked. Others could not tell whether beginners were welcome. The invitation (21). An extra opening time was not enough without a clear explanation. The usual daytime visitors already knew the garden's routines, including where tools were stored and whom to ask for advice. New participants did not share that knowledge. The organizers wanted to avoid making people feel that they had arrived late to an activity everyone else already understood.

The organizers rewrote the notice with a small map, the correct gate, and examples of simple jobs. They explained that people could stay for thirty minutes rather than the whole evening. An experienced volunteer waited at the gate for newcomers. These changes (22). People could understand what would happen before deciding whether the visit fitted their lives.

The garden did not introduce electric lighting across all the beds. Work stopped when visibility became poor, and tools were put away before dark. (23), evening access remained useful without encouraging unsafe work. The volunteers continued asking who was missing and why. Opening a place to more people meant looking carefully at practical barriers, not merely extending the hours on a sign.

(21)

1 had left important practical questions unanswered
2 proved that working residents disliked gardening
3 had clearly explained every entry condition
4 required everyone to have advanced gardening skills

(22)

1 required everyone to stay until midnight
2 removed every experienced volunteer from the garden
3 reduced uncertainty about taking part
4 made the correct gate less visible

(23)

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

3 A

From: Eva Lane <office@example.org>
To: Riku Ono <club@example.org>
Date: January 20
Subject: Your visit to the map collection

Dear Riku,

Your history group is booked to visit our map collection on February 18. Please arrive at 10:15 a.m. The first activity begins at 10:30 in the study room, not the public gallery. A staff member will meet you at reception and take the group upstairs. Students will compare copies of maps from different periods before viewing one original with a specialist.

No pens are allowed in the study room. Please ask students to bring pencils instead. Bags must be left in the lockers, and we will provide clear folders for worksheets. Photographs of the copies are allowed, but the original map must not be photographed. A digital image of it will be sent to your teacher after the visit for classroom use. The specialist will explain how the original is protected. Please remind students not to lean on the display table. Copies may be examined more closely, but staff will handle the original throughout the visit.

Please send us one topic your group is studying by February 4 so that we can select suitable maps. The visit will finish at noon. If any visitor needs step-free access, let us know with your topic, as the lift entrance is on the west side of the building and requires a staff member to open it.

Best wishes,
Eva Lane

(24) Where will the first activity take place?

1 In the locker area.
2 In the public gallery.
3 Outside the west entrance.
4 In the study room.

(25) What is allowed during the visit?

1 Using pens beside the original map.
2 Photographing every original document.
3 Carrying bags into the study room.
4 Taking photographs of the map copies.

(26) Why should the group send a study topic?

1 To reserve places in a public photography course.
2 To help staff choose relevant maps.
3 To request the removal of all copies.
4 To avoid being accompanied by a specialist.

3 **B**

A Recipe That Needed More Than Words

A community center in the fictional town of Alderford invited residents to contribute recipes for a booklet. Organizers hoped the collection would introduce neighbors to one another through everyday food. Most contributors wrote ingredient lists and short instructions. However, when a youth group tried several recipes, the results varied considerably. A phrase such as "cook until ready" made sense to an experienced cook but gave beginners little guidance.

The young people asked contributors to demonstrate the unclear stages. They noticed that experienced cooks used clues they had never written down: a change in color, the sound from a pan, or the way a mixture moved. With permission, the group added photographs and more precise descriptions. Contributors did not always use standard measuring cups, so students also recorded approximate quantities and explained where judgment was still needed.

The organizers did not claim that every family made a dish in exactly the same way. Two residents offered different versions of a familiar soup. Instead of choosing one as correct, the booklet described both and included the reasons for the differences. One version used vegetables that grew easily in a previous home; another had changed to suit a family member's preferences. These accounts showed how a recipe could carry a history without remaining fixed forever. The youth group tested the revised instructions with another pair of beginners before approving them. A phrase that seemed obvious after watching the demonstration could still be unclear to someone who had not been present. The booklet needed to work beyond the original conversation.

The finished booklet contained fewer recipes than originally planned because testing and explaining them took time. Yet readers found the instructions easier to use, and several attended later cooking sessions. Organizers concluded that collecting words was not the same as transferring knowledge. Some knowledge became visible only when someone tried to act on the instructions. Questions from beginners had improved the booklet and helped experienced cooks recognize the skill involved in actions they usually performed without thinking.

3 B

(27) Why did beginners have difficulty with some recipes?

1 Some instructions assumed knowledge they did not have.

2 The youth group refused to ask questions.

3 Every contributor used precise standard measurements.

4 The booklet listed no ingredients at all.

(28) What did demonstrations reveal?

1 Cooks used sensory clues not included in the written steps.

2 Contributors had never prepared the dishes before.

3 Photographs were unnecessary for every reader.

4 All cooks followed exactly the same quantities.

(29) How were the two soup versions treated?

1 Only the oldest version was accepted.

2 They were combined without asking the contributors.

3 Both were removed because they disagreed.

4 Both were included with explanations of their differences.

(30) Why did the final booklet contain fewer recipes?

1 Every recipe had already been published elsewhere.

2 Testing and explaining them required considerable time.

3 The center decided that cooking was unimportant.

4 Residents stopped giving permission for any photograph.

(31) What did organizers learn?

1 Traditional dishes must never change with circumstances.

2 Experienced people never benefit from beginners' questions.

3 Trying instructions can reveal knowledge that words alone leave hidden.

4 Collecting the most recipes is the only useful goal.

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 museums offer short visits before normal opening hours for people who prefer quiet surroundings. Visitor numbers are limited, and loud activities are avoided during these sessions.

The quieter setting can help visitors concentrate on displays without feeling rushed or crowded. It may allow people who find ordinary museum conditions difficult to enjoy the collection more comfortably.

However, these sessions require additional staff time. Visiting at a special hour may also be inconvenient for some families. Museums need to consider both the environment inside the building and how people can reach it.

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 museums should offer different visiting times for different needs?

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。